



ERASMUS+  
**#OPEN@**  
**UNIT3**

Speaking in  
Journalism



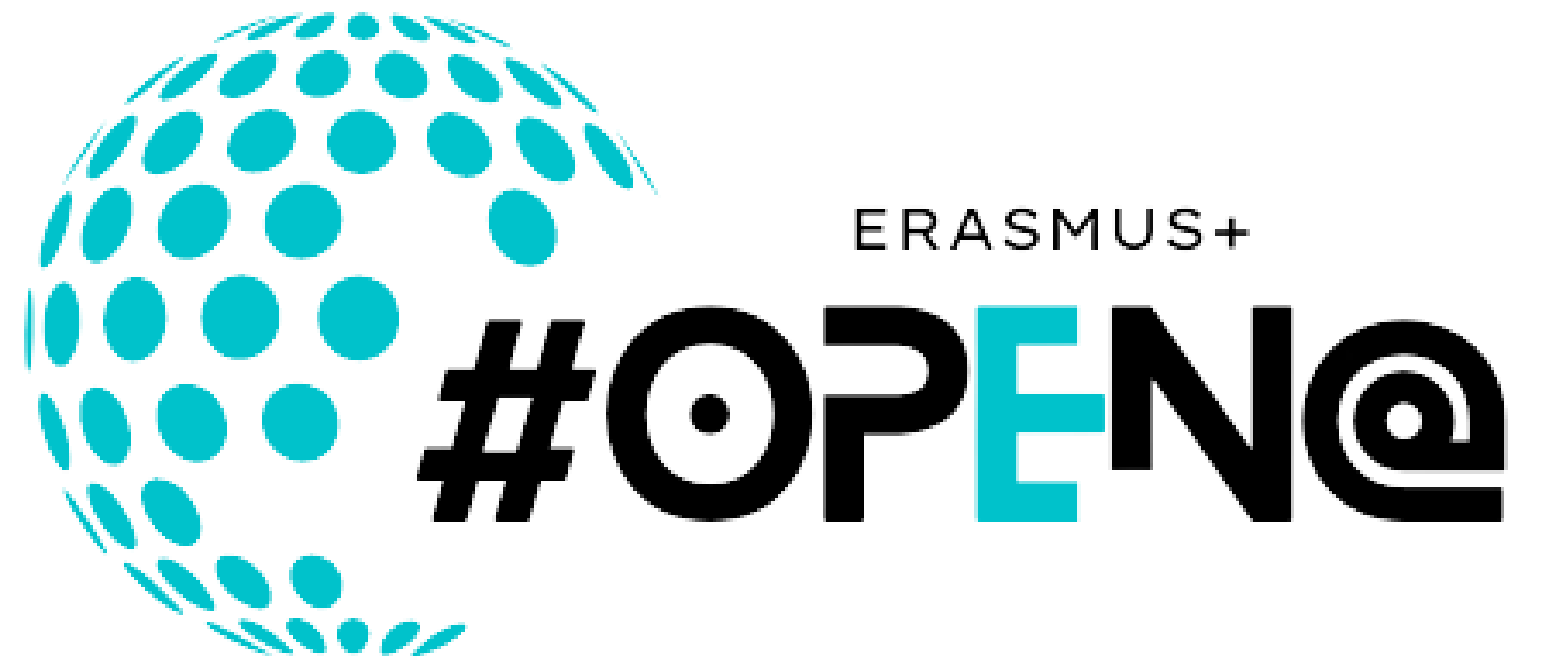
Funded by  
the European Union

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# Goals of the Unit

- *Introduction to Speaking in journalism*
- *Using journalism as a tool to increase students' motivation for language learning*
- *Engaging in journalism to increase soft skills and digital literacy*



How to conduct interviews?

How to lead students in  
commenting upon a subject?

# Introduction

Speaking in journalism refers to the inclusion of direct quotes or statements from sources in news articles, reports, or broadcasts. It is a crucial aspect of journalism as it allows readers, listeners, or viewers to hear directly from the people involved in a story, such as eyewitnesses, experts, or public officials. Including speaking in a news story not only provides valuable context and insight, but also lends credibility to the reporting by identifying and attributing statements to their sources. It is an essential tool for journalists to report on events and issues accurately and ethically.



Teaching students how to use Speaking in Journalism is an innovative tool to using journalism as an innovative tool to increase students' motivation for language learning, communication, cooperation, and creative use of language. By using journalism as a tool students can improve their (digital) literacy and soft skills

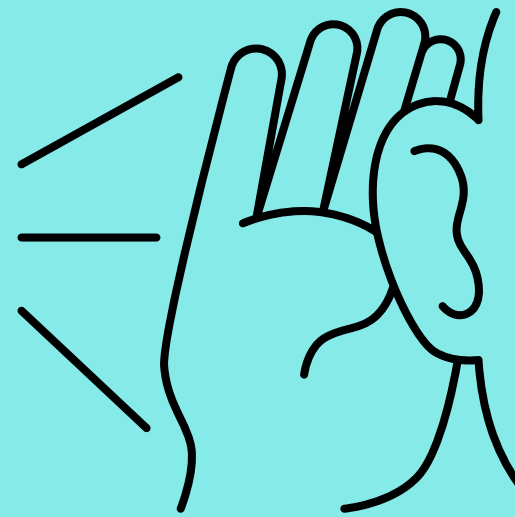
# Learning Outcomes



## Identifying Potential Candidates

**Skills:** use research skills to identify potential candidates, use networking to connect, negotiation skills, time management, interpersonal-skills

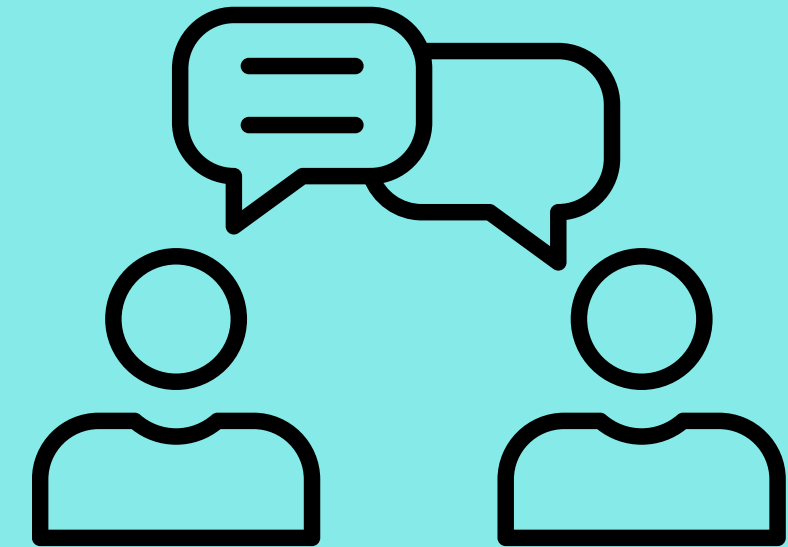
**Attitudes:** build a relationship with the interviewee, establish trust and rapport, encourage open and honest communication, agree on terms and conditions (time, location, duration, etc.)



## Active Listening

**Skills:** give the interviewee the feeling that you are not only hearing what they are saying but actively listening and understanding their meaning and intention

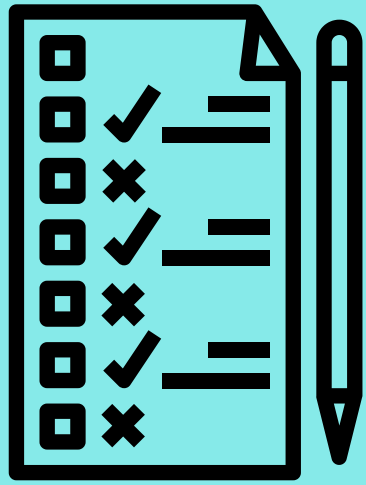
**Attitudes:** Open-mindedness, patience, curiosity, respect, non-judgment, concentration - being respectful towards the interviewee even if you don't necessarily agree with what is said



## Communication

**Skills:** ask the right questions, clarify doubts, respond effectively to answers

**Attitudes:** clarity, confidence, open-mindedness, respect, authenticity - build trust and credibility to engage better with the interviewee



## Preparation

**Skills:** researching the candidate and their background, reviewing application materials, creating a list of relevant questions to ask during the interview

**Attitudes:** proactivity - taking initiative and anticipating potential challenges beforehand, paying attention to detail, organization - having a clear structure and plan, discipline - staying focused, flexibility - being able to make adjustments when necessary, keeping a positive mindset



## Objectivity

**Skills:** remain objective and impartial throughout the interview process to limit biases and ensure fairness

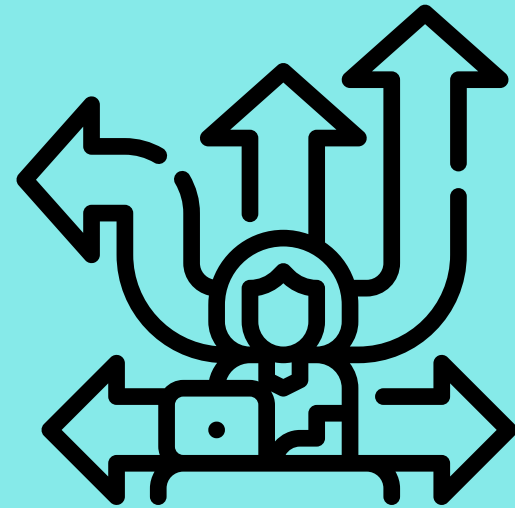
**Attitudes:** being receptive to new ideas and perspectives, stepping back from your own emotions and taking a more neutral view, rationality, fairness, understanding other's positions, impartiality - staying neutral and not taking sides



## Empathy

**Skills:** understand and share feelings of the other person, build rapport with the candidate and make them feel comfortable during the interview

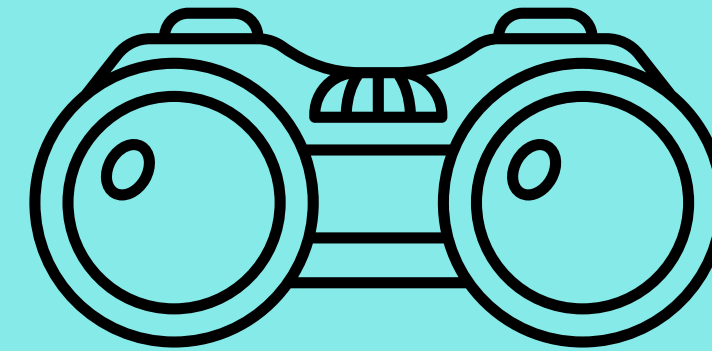
**Attitudes:** non-judgemental attitude, curiosity - wanting to learn more about the person's experiences, thoughts and feelings, willing to ask questions to gain a deeper understanding, staying humble by recognizing that your own perspective may be limited or biased, valuing the other person's feelings and perspective by treating them with dignity and kindness



## Flexibility

**Skills:** adjusting the interview questions according to the situation and interviewee's responses

**Attitudes:** being willing and able to change your approach, behavior or plans in response to changing circumstances and new information, being willing to invest time and effort, being able to tolerate uncertainty and ambiguity



## Observation

**Skills:** read the interviewee's body language, facial expressions, tone of voice and identify potential issues or concerns

**Attitudes:** attention to detail, being able to notice small or subtle changes in the surroundings, discerning patterns or trends in what you observe, objectivity - observe and interpret without bias or preconceived notions

# A good interview – Step by Step

Step 1: Prepare for the interview

Step 2: Introduce yourself and the purpose of the interview

Step 3: Begin the interview

Step 4: Active listening

Step 5: Remain objective

Step 6: Record the interview

Step 7: Express gratitude

Step 8: Review and edit

Step 9: Comment

Step 10: Review and publish



## Step 1: Preparation

Before the interview, you should research the subject and gather background information. Determine what specific questions you want to ask and make sure you have all the necessary equipment, such as a recording device or notebook. Agree on terms and conditions (location, duration, time, etc.) and get permissions for recording or other forms of publishing.



## Step 2: Introduction

When you meet the interviewee, introduce yourself and explain the purpose of the interview. Make sure they are comfortable and understand the format and length of the interview.



## Step 3: Start

Start by asking open-ended questions that allow the interviewee to provide detailed answers. As the interview progresses, you can ask follow-up questions to clarify or expand upon their answers.




## Step 4: Active Listening

As the interviewee speaks, actively listen to their responses. Pay attention to their body language and tone of voice to better understand their perspective and feelings.



## **Step 5: Objectivity**

Remain objective throughout the interview. Avoid personal biases or judgements and focus on gathering the information you need.



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## **Step 6: Recording**

If you have permission, record the interview to ensure that you do not miss any important details. If recording is not an option, take detailed notes.

## **Step 7: Gratitude**

After the interview is complete, thank the interviewee for their time and insights. Let them know when and where the interview will be published or how the information will be used.



## **Step 8: Revision**

After the interview, review and edit the content to ensure that it is accurate and coherent.

## Step 9: Comment

Comment on the subject, providing context and analysis of the interview content. This could involve summarizing the key points, highlighting interesting or surprising information, or offering your perspective on the subject matter.



## Step 10: Publication

Review what you have written or produced in terms of comprehensibility and ease-to-understand. Publish the interview as agreed through your available channels (social media, print, TV, etc.) and invite your audience to engage with your content.

# Methods and Techniques

To conduct a successful interview, several methods and techniques are needed to be implemented:

- **Research and Expertise:** Before commenting, journalists should conduct research to gather relevant information and facts.
- **Timeliness:** Comments should be timely and relevant to the subject.
- **Clarity:** Speaking clearly and concisely is essential in journalism. Use simple and easy-to-understand language to ensure that your audience can follow your message.
- **Avoid leading questions:** Leading questions can influence an interviewee's responses and may compromise the accuracy of the information gathered.
- **Enunciation:** Articulate your words clearly and correctly to ensure that your audience can understand you.
- **Modulation:** Vary the tone and pitch of your voice to keep your audience/interview partner engaged and interested in what you are saying.



# Methods and Techniques

- **Pace:** Speak at an appropriate pace, not too fast or too slow.
- **Taking notes:** Taking detailed notes during the interview is essential to ensure that all relevant information is captured.
- **Respecting privacy:** Journalists should respect the interviewee's privacy and only ask questions that are relevant to the story.
- **Pausing:** Use pauses to emphasize important points and to allow your audience to digest what you are saying.
- **Emotion:** Use emotion and inflection to convey the tone and mood of your message.
- **Storytelling:** Use storytelling techniques to make your message more engaging and memorable.
- **Visual aids:** Utilize visual aids such as images or videos to support your message and enhance impact.
- **Following-up:** Following up with interviewees after the interview can help to clarify information and ensure that accurate reporting is maintained.

# Didactic Tools

Teaching through speaking in journalism can be enhanced using various didactic tools, including:

**Role-playing exercises:** Students can practice conducting interviews and commenting on a subject by role-playing as journalists and interviewees.

**Mock interviews:** Teachers can create mock interview scenarios for students to practice their interviewing skills, including developing questions, active listening, and follow-up questions.

**Case studies:** Teachers can use case studies to explore different approaches to conducting interviews and commenting on a subject, highlighting both successful and unsuccessful examples.

# Didactic Tools

**Multimedia resources:** Videos and podcasts can provide students with examples of effective interviewing and commenting techniques, and can be used to spark discussion and analysis.

**Guest speakers:** Inviting guest speakers, such as journalists, reporters, or subject matter experts, can provide students with valuable insights and real-world examples of conducting interviews and commenting on a subject.

**Peer review:** Students can provide feedback and critique each other's interview and commenting skills, providing constructive feedback to improve their techniques.

**Writing assignments:** Students can practice their commenting skills through writing assignments, such as opinion pieces or critical analyses of news articles or events.



# Evaluation Tools

By using a variety of assessment and evaluation methods, teachers can gain a comprehensive understanding of students' progress and achievement in the course, allowing them to adjust their teaching methods and course content as needed to improve student learning outcomes.

## **In-class activities and assignments:**

In-class activities and assignments can provide formative assessment, allowing the teacher to assess student's progress throughout the course.

## **Speeches or presentations:**

Students can deliver speeches or presentations on a topic related to the course, allowing the teacher to assess their ability to communicate effectively and engage the audience.

## **Written assignments:**

Written assignments, such as reflection papers or critical analyses of speeches, can allow the teacher to assess students' ability to analyze and evaluate different speaking techniques.

# Evaluation Tools

## Pre- and post-assessment:

Conduction of a pre-assessment of students' knowledge and understanding of a particular topic before using journalism as a teaching tool, followed by a post-assessment after the use of journalism, can help to determine the impact of using journalism on student learning outcomes.

## Peer evaluations:

Peer evaluations can be used to assess students' ability to provide constructive feedback and critique on their peers' work.

## Self-evaluations:

Students can evaluate their own progress throughout the course, reflecting on their strengths and weaknesses in speaking in journalism.

## Feedback forms:

Feedback forms can be used to gather feedback from students on the course content, teaching methods and overall learning experience.

# Resources

The resources that are being used should always be adjusted to the student's level of knowledge of the English language and according to that different journalism outlets must be introduced.

**FOR  
BEGINNERS**

- Simple news articles: “News for Kids”, “Breaking News English”
- Picture stories: “Storybird”
- Vocabulary lists: Creating vocabulary lists that are specific to news topics can help students learn new words and concepts related to current events. Teachers can create their own lists or use resources like “News in Levels”
- News quizzes: “Newsela” (provides quizzes that are tailored to specific reading levels)
- Discussion prompts: create your own prompt with “News-o-Matic”

# Resources

INTERMEDIATE  
LEVEL

- Textbooks and guides: “The Art of the Interview” by Lawrence Grobel
- Online courses: “Interviewing Skills for Journalists” by Udemy; “Writing and Editing: World Choice and Word Order” offered by Coursera
- Podcasts and videos: “Fresh Air with Terry Gross”, “The Daily” by The New York Times, TED Talks, BBC World Service, “Every Interview Style Explained” ([https://www.youtube.com/watch?v=4E5DkR87SwI&ab\\_channel=MarkBone](https://www.youtube.com/watch?v=4E5DkR87SwI&ab_channel=MarkBone)),
- Online news sources: CNN, BBC, The New York Times
- Cross-cultural comparisons: Using news articles from different countries or cultures can help students learn about different perspectives and practices.
- News articles: Using news articles as a teaching tool can help students learn new vocabulary, practice reading comprehension, and improve their writing skills. Teachers can choose articles that align with their students’ interest or current events according to their level of English proficiency.

# Activity Example 1

## ROLE-PLAY



This activity should provide a fun and interactive way for high school students to practice their interviewing skills, develop active listening and note-taking skills, and learn about respectful and ethical interviewing practices.



# Before the Activity

## Introduction

- Introduce the purpose of the activity: to practice interviewing skills
- Explain that the activity will involve role-playing as a journalist and a high school student
- Emphasize the importance of active listening and note-taking

## Preparation

- Divide the class into pairs: one student will act as the journalist, and the other as the high school student being interviewed
- Provide each pair with a set of interview questions related to a topic (e.g., school clubs, extracurricular activities, future career goals)
- Give students time to review the questions and prepare notes for their roles

# During the Activity

- Instruct students to begin the role play activity, with one student acting as the journalist and the other as the high school student being interviewed
- Encourage students to ask follow-up questions and actively listen to the responses
- Remind students to take notes during the interview



# After the Activity



Bring the class back together and facilitate a discussion about the role play activity

- Ask students to share their experiences, such as challenges they faced or successful strategies they used
- Discuss how active listening and note-taking are important skills for journalists and how they can be applied in other contexts
- Provide feedback on the quality of questions and note-taking during the interviews



# Activity Example 2

## MULTIMEDIA ANALYSIS



This activity can provide students with an interactive way of learning how to use speaking in journalism. Observing and analysing how the real media uses interviews to get their stories across, gives students the chance to experience journalism first hand.



# Before the Activity

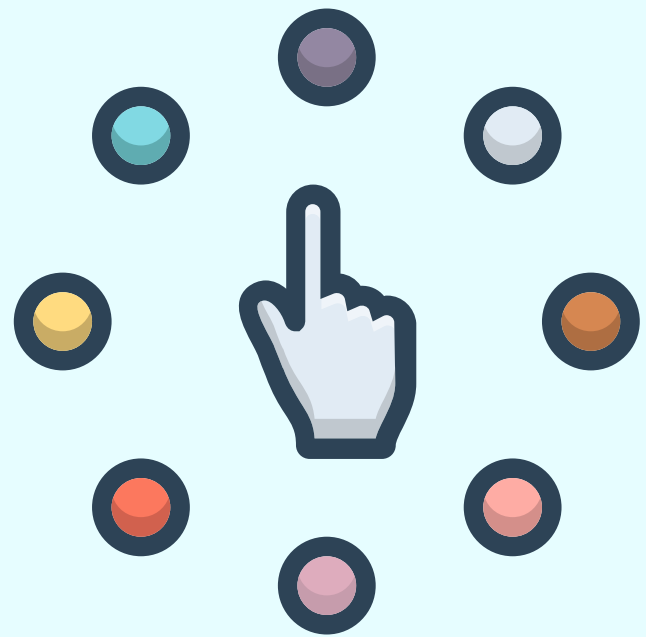
## Introduction

- Explain the purpose of the multimedia analysis
- Provide an overview of the benefits of learning how to conduct interviews
- Describe how the analysis will work

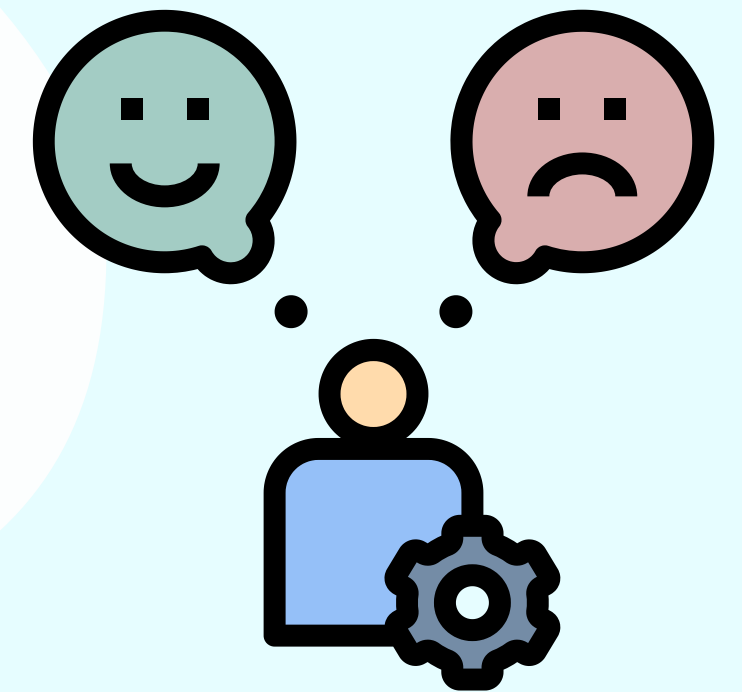
## Preparation

- Provide examples of different types of media that could be analyzed, such as podcasts, videos, or news articles
- Describe how to conduct the analysis, including the steps involved and what to look for and provide guidelines
- Let students choose their own interview from a pool of news outlets you provide based on their interests

# Excursus: Benefits of letting students chose their own interview

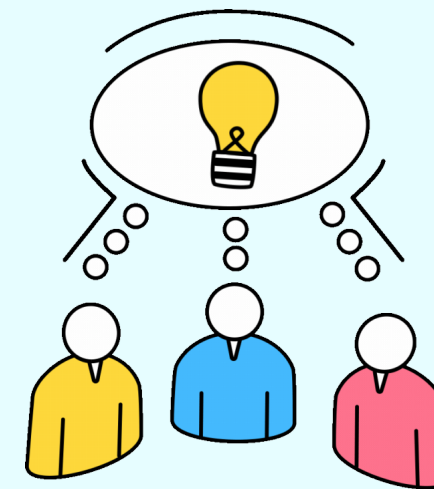
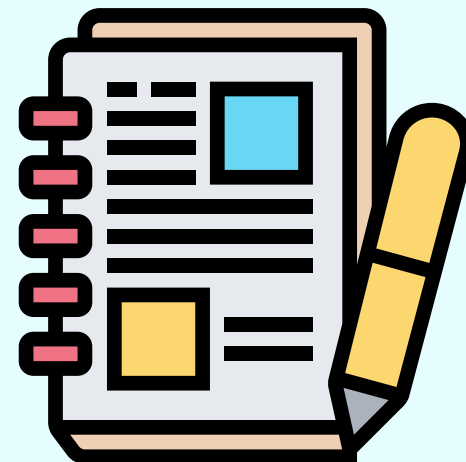


- Increased engagement and motivation
- Personalization of learning experience
- Variety of media types
- Critical thinking skills
- Real-world relevance



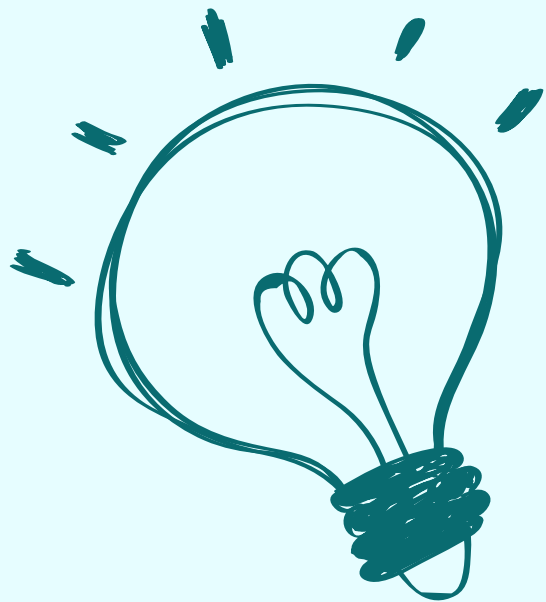
# During the Activity

- Students should work independently or in small groups to analyze the media they have chosen.
- They should take notes and use the analysis guidelines provided by the teacher.
- Throughout the activity, the teacher should be available to answer any questions and provide support as needed.



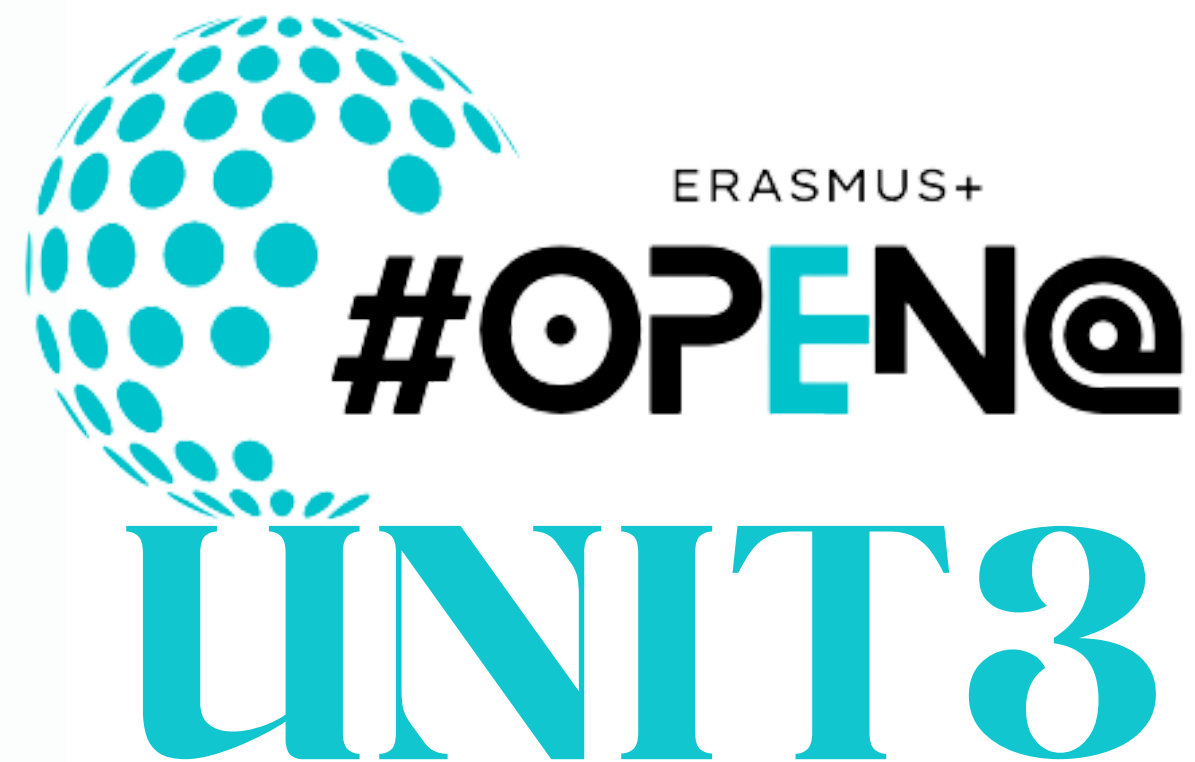
# After the Activity

- The students should come together for a group discussion.
- By raising questions about the principles of analysis and inviting students to contribute their findings and perspectives, the instructor can drive the discussion.
- Encouraging pupils to conduct their own interviews in the future using what they have learned in the analysis.



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