| **Time Frame** | | **What to Do** |
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| Stage 1 | Planning Your Curriculum | Think about how an interview with a professional can complement your program and extend your students’ language skills. Include an interview as one of the activities in your syllabus or curriculum. |
| Making Contacts for the Interviews | Reach out to your community (including your colleagues and your heritage students’ parents) and contact target language speakers who are willing to participate in an interview.  Invite them to be your guest.  Discuss possible topics for their interviews. |
| Preparing the Lessons | Set goals for the interview and describe them in terms of ACTFL Standards and Can-Do statements in your program curriculum.  Describe language (vocabulary, syntactic structures, language functions) the students need to obtain in order to participate in the interview. |
| Preparing For the Interview: Early Stage | While working on the schedule, define the best time for the interview and pre-and post-interview activities. There should be at least three options for your guest to schedule his/her visit.  Write a letter or meet with your guest and ask him/her to set the date, to write a short bio in the target language and provide some materials for the interview (could be a first draft of a computer presentation, links, etc.). |
| Getting Ready for the Interview | Schedule the interview and pre- and post- interview activities, such as “How to introduce yourself and others,” “How to conduct an interview,” and “How to write a thank-you-letter” lessons.  Develop lesson plans for these lessons |
| Stage 2 | In Advance of the Interview | Announce the interview to the students.  Prepare the students for the interview (scan the guest’s bio and prepare questions with your students, go through the lessons “How to introduce yourself and others,” and “How to conduct an interview”). |
| Day of the Interview | Carry out the interview.   * Formal introduction (led by the students) * Presentation by your guest * Q&A (prepared questions and spontaneous follow-up questions) * Formal acknowledgement at the end (led by the students) |
| Stage 3 | Following the Interview | Complete the post-interview reflection and “How to write a thank-you-letter” lesson.  Ask your students to express their feelings and experiences by writing a thank-you-letter.  Help the students to edit their letters.  Print out the thank-you letter and let your students sign it.  Mail the letter to the guest. |
| Post-Interview | If you are happy with your experience, invite your guest again! |