Looking for a job and taking advantage of the
Information and Communications Technologies (ICT)

Ana Luisa Oviedo Abrego
Universidad Autónoma de San Luis Potosí
oviedoan@uaslp.mx

Resumen

Uno de los objetivos principales de los programas universitarios es proveer a los estudiantes con conocimientos, habilidades y actitudes para enfrentar los retos de conseguir trabajos bien remunerados y prestigiosos. Por esta razón, es común que se trate a través de las diferentes materias, que los estudiantes aprendan a venderse –por así decirlo- de manera efectiva. Con la elaboración del proyecto aquí descrito, el estudiante además de diseñar y redactar su *curriculum vitae* en inglés, tenga la oportunidad de crear un video en el que se presente y enfatice las cualidades y habilidades con gran confianza: esas que lo hacen ideal para el trabajo deseado.

Palabras clave: Práctica Oral, empleos, Tecnologías de la Información y Comunicación, proyectos

Abstract

One of the main objectives of any University program is to provide students with knowledge, skills, and attitudes to face the challenge of getting well paid and prestigious jobs. For this reason, it is common to try to provide students with practice in selling themselves –so to speak- to get the best employments. By doing the project described here, students have practice writing and designing a *Curriculum Vitae* in English, in addition to creating a video in which they confidently introduce themselves, emphasizing the qualities and skills that make them suitable for their ideal job.

Key words: Speaking, Jobs, Information and Communications Technologies, projects

Características generales de la Buena Práctica (BP)

Está diseñada para un tipo de curso curricular de modalidad presencial, el objetivo que persigue el curso es cuatro habilidades y el nivel de dominio de la lengua al inicio del curso es B1 de acuerdo con el Marco Común Europeo de Referencia para las Lenguas (MCER).

Contexto

1. **Nombre del curso:** English 4, level (B1) in the CEFR

2. **Tipo de curso:** Curricular
3. **Modalidad del curso:** presencial
4. **Objetivo persigue el curso:** 4 habilidades
5. **Duración en horas**: 81-120
6. **Distribución del tiempo:** The students attend classes for 4 hours a week. The total hours per partial is 20. The total hours per each level including exams is 7). Moreover, they have to complete practice hours in the Self Access Centre (SAC) two per week, which are additional and complementary to the hours in the classroom. So, the total hours per level, including both hours in the classroom and in SAC is 87.

7. **Nivel de dominio de la lengua al inicio del curso:** B1

Contexto de la práctica

Número promedio de alumnos: Más de 41

Habilidad(es) comunicativa(s), académicas o digitales a las que responde su BP: escritura, lectura, expresión oral, interacción oral y Competencia digital.

Necesidades, dificultades y/o particularidades académicas que lo llevaron a decidir que era conveniente implementar la intervención didáctica: *Most Higher Education Institutions include in their curricula, the topic: Looking for a job. Among other activities, the students practice writing a Curriculum Vitae, which becomes the main tool they have to sell themselves in order to get the desired job.*

However, nowadays, it is common that this selling is rather done by a short and effective video, in which the candidate introduces him/herself in English to enhance the qualities and skills that make him/her suitable for the job.

Factores afectivos que incidieron en el diseño/implementación de la BP: ansiedad, motivación, actitudes y creencias.

Objetivos: *The students will be able to produce a short video in which they introduce themselves enhancing the qualities and strengths that make them suitable to get a desired job and, taking advantage of the technical resources at their disposal. Moreover, they will send this video with an attractive and efficient Curriculum Vitae (CV).*

Descripción de la BP

Procedimiento

Undoubtedly, times are changing. In the past, it was enough for a person to fill out an Application Form and include a Curriculum Vitae to be considered to obtain a job. In the globalized world, it has become more common now that by taking advantage of technology, a candidate for a job or anyone who wants to sell a product or service, uses the media to introduce him/herself to reach to thousands or millions of people around the world, either aiming at employers or service/product consumers. Therefore the aim of this project is that the students develop their language skills while taking advantage of Information and Communications Technologies (ICT) to produce a short video to introduce themselves, convince others that they are the best

candidates for a job.

Procedure

1. *The teacher covered the topic as marked in the English Department Program for Level 4 at the UASLP., emphasizing the vocabulary related with the main objective: looking for a job (Figure 1)*
2. *The teacher asked the students to write their Curriculum Vitae with personal information and other information such as: education, experience, skills, awards, hobbies/interests and references. The curriculums were done using Googleforms, according to the instructions attached. (Figure 2)*
3. *The teacher organized a peer correction activity, so students could have a feedback about their curriculums considering the attached rubric (Figure 3).*
4. *The teacher asked the students to watch some short videos of people introducing themselves and offering a service, as an example to do theirs. Suggested link: https://www.italki.com/teacher/5535460*
5. *In pairs, students discussed the main strengths and qualities each one had to emphasize, while asking for their ideal job. As a result of this activity the students produced their script for the video to be recorded later on.*
6. *The students dictated to the computer their scripts using the voice dictation tool in Googledocs. This is an excellent practice, as if the application does not recognize the word the student is dictating, it produces a different one, so each time that the student encountered a word that was not meant to say he/she should start again with the dictation, until they got the correct version (Figure 4, example).*
7. *Finally, they recorded themselves using their mobiles and upload their videos in Youtube (either public or privately) (Figure 5).*

The ideal student number is not limited, as each student works by him/herself to produce the video. The preparation for the final product is mostly done in the classroom with peer and group work to accompany students and scaffold their learning. The interaction is between student – student and student - teacher. During the different stages of the project, self and peer evaluation is encouraged, however, the teacher also provides final comments on the video and a percentage of the final partial grade (Figure 5).

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Vocabulario y Estructuras Gramaticales
1.1 A Part Time Job

Job Application Sections Personal Information:

• address (street, zip code)	• marital status (single, married)	• personal interests
• age		• phone number
• availability	• full name (first name, middle name, last name)	• salary
• e-mail		• signature
• full time	• occupation	• work experience
• gender (female / male)	• part time	

Education:

• college	• internship	• university
• high school	• Master's Degree	

Skills:

• good communication	• leadership	• computer literate
• problem solving	• teamworking	• fluent in (language/s)

Describing interests and abilities

• be interested in...	• be good at...	• don't mind...

Daily Activities at Work

• attend meetings	• make copies	• take a break
• file a document	• make reports	• take a message
• give a presentation	• schedule appointments	• type
• make a phone call		

INSTRUCTIONS ACTIVITY 1

1. *Look at the three formats for writing your Curriculum Vitae.*

2. *Decide which one you like most.*

3. *Using the right button click on: make a copy*

4. *Use the right button to rename your file. Use your name, so I can identify it.*

5. *You are ready to start writing your CV.*

6. *Remember to include all sections and use the phrases we studied in class (page 11 in your copies)*

7. *It is not necessary that you save your work. It is saved automatically.*

8. *You can work on your file as many times as you want until the deadline.*

9. *Deadline: Saturday 9.2.19*

10. *On Sunday, you will use the format below to evaluate one of your classmates CV.*

Figure 1: Vocabulary related to the topic as marked by the University Program

INSTRUCTIONS ACTIVITY 2

1. *Once your CV is ready. Look at the following link: https://www.italki.com/teacher/5535460*

2. *Watch the short video and see how asking for jobs is being done now.*

3. *Now write a short summary of your CV. Select the most important aspects and the ones that will surely get you the job.*

4. *When you are ready, use the Dictation tool to write your CV oral presentation*

5. *Dictate as many times as it is necessary. Your final version should not have mistakes.*

6. *Here are some tips https://dictation.io/languages/en*

7. *Remember to include a final phrase to emphasize your message.*

Figure 2: Instructions for students

PEER EVALUATION

a) Copy and paste the following format in your classmate's CV

b) Assign the points to your mate's CV according to the criteria and your opinion

c) Make sure you write your name when it says revised by.

d) On Monday, you can change anything you want in your CV.

e) Your teacher will check the final version on Tuesday.

Aspect	Top Points	Assessor's	Teacher's
The CV has a professional look, without errors.	2		
The CV includes 7 sections	1		
The evaluation is helpful	2		
TOTAL	5		
Revised by:			

Figure 3: Rubric for peer evaluation on CV

Figure 4: Example of a student's dictation where it can be seen how as the application does not recognize the word the student dictates, s/he has to start again until the dictation is correct.
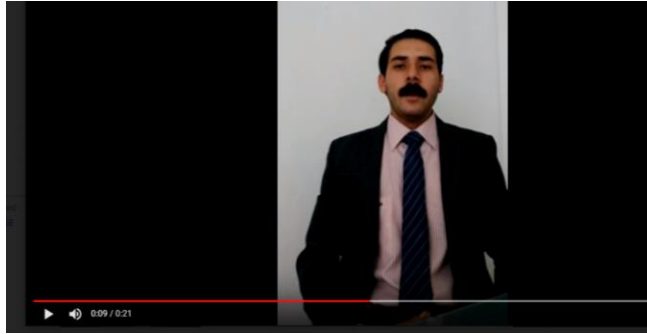
Figure 5: Example of a student's video

Efectos en los estudiantes

The students expressed that they had learnt a lot with this project.

First of all, when they had to write their Curriculums and correct them according to the teacher's feedback, help them focus on the most relevant information they needed to include. They felt excited about being able to customize the different patterns, according to their liking, for example, selecting their photos, changing colors, etc.

In the second part of the project, while having to do the video, they faced the challenge to dictate their scripts to the computer in rehearsal to doing their videos. This activity in particular, forced them to repeat the dictation many times, which help them master the pronunciation and intonation of some words. They became more aware of individual sounds, but also about rhythm, as the computer would not understand their dictation. Some students also asked the teacher for suggestions on where to look for the correct pronunciation of words, so they would check individual words whenever they were doubtful about their pronunciations. They consider that having to start over each time they made a pronunciation mistake was a little frustrating, however, a worthwhile practice, as they were quite confident when they finally recorded themselves in the video.

About doing the peer evaluation, they said that they are more used to receiving feedback from the teacher and not from their peers, however, they considered their classmates' comments useful and felt comfortable about reading their opinions. Also, they said that they valued their help, (with a mark) which was an enriching and novel experience.

Fundamentos teóricos y metodológicos

This activity has a constructivist focus, as the final product is the result of learning through developing a project. A characteristic of this approach is that the students take more responsibility in the learning process. They built up their knowledge while incorporating experiences and skills to develop a project. "… we construct new knowledge rather than simply acquire it via memorization or through transmission from those who know to those who don't know" (Bates, 2015:61) Therefore, it is very important that learners have a significant and committed role in their own learning process. Williams (1999) mentions that in order for learners to be motivated, it is necessary for them to have choices and the opportunity to decide also on the

quantity and quality of effort they want to put into a task (product). Another important characteristic of this approach is the collaborative work, where students share their knowledge, and support each other, to achieve a common aim. This project involves peer and self-evaluation and correction in the different stages, as it is considered fundamental in the development of skills and learning. As Brown (2003) states, even when correction among peers is informal, it is highly formative.

This project also provides students with the opportunity to work at their own pace, thus, weaker students have a chance to rehearse as much as necessary before they record themselves, with immediate feedback from the computer. This project aims at students developing their oral fluency, as well as, the growth and strengthening of their self-confidence. An element also considered as fundamental in an efficient discourse (Montserrat 2006). Finally, technology (ICT) becomes essential, not only for communication, but also as a tool to create the product, with great advantages such as accessibility and availability. Moreover, students can work at their own pace, developing learning to learn skills, and becoming more autonomous learners. As mentioned by Dörnyei (2001), it is necessary to establish such conditions or circumstances to facilitate that people make the decision to do something, and sometimes it is enough only to create a good opportunity.

Materiales y recursos
Googleforms, Google voice dictation, Youtube, instructions and rubrics (attached)

Características de su BP
Esta práctica se ha utilizado únicamente una vez, pero con dos grupos simultáneamente durante el mismo semestre. Se planea seguir utilizando esta estrategia de enseñanza-apendizaje en virtud de los buenos resultados.

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