

---

---

**UNIVERSIDAD PEDAGÓGICA NACIONAL**

---

---

**UNIDAD AJUSCO**

**Proyecto Final**

**Propuesta de plan de clase con el tema:**

***“Getting a job: Job Interview”.***

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO  
LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

**PRESENTA:**

**Rosa Elva Jiménez Rojas**

**ASESOR: Rocío Salgado Perea**

Ciudad de México, agosto de 2020

---

---

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

### **UNIDAD AJUSCO**

#### **Final Project**

#### **Lesson Plan:**

#### ***Getting a job: Job Interview.***

**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO  
LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

**PRESENTS:**

**Rosa Elva Jiménez Rojas**

**ASESOR: Rocío Salgado Perea**

**Mexico City, August de 2020**

# CONTENTS

## INTRODUCTION

CHAPTER 1:PHILOSOPHY AND THEORY	5
1.1 Teaching Identity and Philosophy	5
1.2 Theory underlying my Teaching Practice and Philosophy	8
CHAPTER 2: METHODOLOGY AND PRACTICE	14
2.1 Practical and useful Lesson Plan	14
2.2 Designing of Necessary tools to assess the progress of students	24
2.3 Attached evidences	25
2.4 Evidences of the designed tool to assess Students	29
CHAPTER 3: EXPERIENCE REPORT	31
CHAPTER 4: CONCLUSIONS	33
CHAPTER 5:	35
APPENDICES	35
BIBLIOGRAPHY	40

# INTRODUCTION

English Language Teaching and Learning has been gaining importance specially in the last decades because of several reasons: facilities to travel more, technology, internet and globalization. (Crystal D. 2003). As studies have been increasing, professionalization and constant updating is necessary among Language teachers. This with the idea of improving the quality of the language lessons and, as a result, to get learners to an enough proficiency level that can allow them to communicate with other English speakers.

Numerous methodologies and approaches have aroused; however not all of them are appropriate for every learner. That is because the needs and interests vary depending on the age, gender and purpose. Thinking about all this, ESP(English for Specific Purposes) was proposed (Hutchinson, T. A, Waters. 1987). This methodology is relevant for this Project since the course where it is contextualized is *English for Tourism*; so, the skills to be developed and the vocabulary are precise.

Another area of great importance for the present work, considering the methodology used in the lesson proposed, is TBLT (Task Based Language Teaching) Nunan, David (2004). This methodology focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Some authors consider it a part of the communicative approach because it highlights real communication.

This final project represents the culmination of the “*Especialización En Enseñanza Y Aprendizaje De Inglés Como Lengua Extranjera, Modalidad En Línea*”. The work is divided into four chapters: Philosophy and Theory, Methodology and Practice, Experience Report and Conclusions.

In the first chapter, some of the most representative theories and approaches are discussed. Especial emphasis is paid to those that are reflected in the lesson plan. There is a discussion about Acquisition and learning, a description of the 4 skills to be developed while learning a language: reading, listening, writing and speaking. Different methodologies are also talked over from the very traditional ones to the most innovative. And, a statement is made about my teaching philosophy in the light of all these principles.

In the second chapter, there is a lesson plan composed by 5 sessions to teach elements of getting a job, paying special attention to the Job interview. A description of it is done as well

as an analysis of the procedure of the learning activities and the tools for assessing this learning. There is a consideration on the origin of the activities and a justification for their use.

In the third chapter, a reflection and analysis of the results of the lesson are presented, there is a brief comparison of the results expected and the outcomes of the lesson. In the same, chapter, there are some recommendations about the elements lacking and the activities that did not result as planned.

Finally, conclusions on the lesson are discussed as well as general conclusions of the whole Specialization.

# CHAPTER 1 PHILOSOPHY AND THEORY

## 1.1 Teaching Identity and Philosophy

In this part, I state a brief description of my teaching philosophy nowadays, after having completed all the lessons of the *Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera*.

I would like to start by saying what teaching means to me. I believe that teaching is not the mere transfer of knowledge as it was believed. Teaching is everything that the teacher does in class to promote knowledge and learning. But, how is knowledge promoted? It is promoted by the teacher throughout his/her techniques, his/ her explanations, his/her attitudes, the way he/she addresses students, the materials he/ she brings to class and also the way he/she assesses not only students but the whole teaching and learning processes. So, every decision made by a teacher will have an impact in the students' learning. In addition to this, I would say that teaching is leading students to meaningful learning. The teacher is the one who instructs but students are the ones who perform. Even though both play an active role, students are the ones who, after the explanation and the instruction, accomplish actively. For me, the only way to learn is by doing; therefore, I need to organize every activity student do in class to achieve the objectives.

I try to make my students acquire the language (Krashen, S. 1982). I know that this may seem the ideal in a country where English is taught as a Foreign language. However, my intention is to use the language as a means to learn something else. This is shown in my lesson plan. Students go throughout the process of getting a job. Therefore, they read Job Advertisements, they write their own curriculum and covering letter and they get ready and practice for a job interview. The focus of my lessons is not the language itself but what students can do with it.

My teaching methodology matches with this definition. I could say that I take a variety of techniques from different methods depending on my teaching objectives and what students require to learn. For example, I am very structural and traditional when the objective is to teach grammar. I explain the grammatical rule but I try to do so within a functional context. There is no use telling students that they mustn't forget the use of "s" after a verb

for 3<sup>rd</sup> personal singular in simple present if they ignore the fact that simple present is used to express routines and facts.

We can take something from every method. In the case of the Grammar translation, I agree with the idea that correctness should be highly valued and enforced, also learner's L1 can sometimes be a means of instruction and reference (only when the structure allows that) and there should be times when memorization of vocabulary be encouraged. The aspects I agree with of the Direct Method are that Language is about communication and that learners will be successful if they are interested in the society using the L2. There are some techniques that I frequently use; those are the use of pictures to teach ideas or new vocabulary. About the Audio-lingual Method I use the basic techniques, such as Dialog memorization; Repetition drill where students repeat the teacher's model as accurately and as quickly as possible to learn the lines of the dialog; Transformation drill, here the teacher gives students a certain kind of sentence pattern and students are asked to transform a sentence into a negative sentence; Question-and-answer drill: this drill gives students practice with structuring and answering questions; and, Complete the dialog in this technique selected words are erased from a dialog and students complete the dialog by filling the blanks with the missing words. Most of these techniques are exemplified in the lesson plan of this final project. In session 2, students are asked to practice the conversation of a job interview several times with different partners, the purpose here is not memorization of the whole dialog, but for students to learn the most useful phrases to use them in the future. Then, they do a kind of transformation drill, replacing the information in the original dialog with information from job ads. Besides that, students start the lesson by completing the dialog with the audio.

Nevertheless, the Communicative Approach is definitely the methodology that contains most of the principles I followed in my lessons. There is an emphasis on learning to communicate through interaction in the target language. Authentic and meaningful communication is usually the goal of classroom activities. There are authentic texts or materials into the learning situation. I try to provide opportunities for learners to focus, not only on the language but also on the learning process itself. The learner's own personal experiences are as important as any material contributing elements to classroom learning. I also attempt to link classroom language learning with language activation outside the classroom. Finally, but not less important the dimension of communication, this

communication involves the integration of different language skills and learning is a process of creative construction and involves trial and error. Larsen-Freeman, D. (2000)

On the other hand, when I think of language teaching, before thinking of methodology I consider the 4 basic skills: Speaking, listening, Reading and Writing. After the grammar structure and the functions are grasped, I start triggering students learning through a variety of activities that cover the 4-macro skills: *reading, writing, listening and speaking*. Balancing the practice on these skills is another important aspect in my teaching methodology. I plan my lessons on a weekly basis, in this way it is easy for me to visualize the inclusion of the for 4 skills. The order in which I include them is basically beginning with the receptive skills. A *reading* introduces the new topic, then there is some grammar and vocabulary practice. Students do *listening* activities after they have seen the vocabulary and they are familiar with the topic. After that students are ready to produce the language; in other words, they do *speaking* and *writing* activities.

Evaluation in my classes, as in the lesson plan I am presenting, is mostly formative and informal Brown, H.D. (2004), that is: it is carried out along the lessons with an actual register per student in the attendance list. I monitor their participation and check correct answers with the whole group. However, there are two moments when evaluation turns into something more formal: one is when students hand out special assignments (in the lesson plan, the last version of their CV and Covering letter) and, when they perform a role play, a presentation or an oral activity for evaluation purposes(in the lesson plan, the job interview). For those two evaluations, I used rubrics. The rubrics that I utilized for this part were created on a platform, <https://rubric-maker.com/>, I had to add the topics, components and criteria for each rubric. Having read about how to evaluate these productive skills helped me to design them because I could identify the sub-skills in *reading* and *writing*. I usually share the rubrics beforehand because, in my opinion, students must know the criteria with which they will be evaluated. In this way they know what is expected from them and they can prepare themselves for it. The second moment of formal evaluation is when I give them exams. What I evaluate with these is grammar and vocabulary as well as the receptive skills, *reading* and *listening*. The administration of this exams is more institutional.

My philosophy is also marked by the students I have, the average age of my students is between 15 and 18 years old. They attend to a public high school of IPN (Instituto Politécnico Nacional). At this age, teenagers experience a lot of changes and start



developing interest in different areas, for instance they find the music, series, movies and culture of the target language appealing; on the other hand, they also begin to mature so their learning goals, related to English, are focused on finding a good job after finishing school. The demand for me, with this type of students is to motivate them and to lead them properly in the development of their knowledge of the language and their language skills. I do this by bringing appealing material to class; so, they feel enthusiastic and motivated. I also promote pair work and team work a lot because in this way students realize that they can learn from their classmates and that they can become a support for them, too. (Vygotsky, L. 1978).

Students at this age face a lot of challenges, and learning a language is not an exception; nevertheless, when they notice that they can communicate with and understand others speaking English, they feel encouraged to keep on working. That is one of my priorities, help students to become confident and motivated at every moment in the class.

My teaching purpose is close related to that of my students'. I dare to say that their needs and objectives lead my everyday planning, teaching and assessing. This becomes a challenge for me since it implies a lot of work not only during the class but before and after it. Besides that, there are the institutional objectives which add a demand from us, teachers.

As a result of what I mentioned above, I know that there is still a long path to walk in my professional development. There are enough evidences that what nowadays is the most successful method becomes insufficient in some years; what is more, even though technology is changing so fast that it is hard to catch up with it, we must include it in our teaching. The only way not to stay behind is to keep updating, taking courses, varying our methods and techniques and not to be afraid of change since it is part of life.

## **1.2 Theory underlying my Teaching Practice and Philosophy**

The discussion to determine if a language is learned or acquired has existed since the first theories of SLA. But it was not until Krashen's Monitor model that this dichotomy received a lot of attention.

For Krashen, the acquisition-learning distinction is perhaps the most fundamental of all the hypotheses, it states that adults have two distinct and independent ways of developing competence in a second language. Krashen, S (1982) p. 10.

He said that *Acquisition* is a similar process to the way children develop ability in their L1; it is a subconscious Process; the Language acquirers are not aware of the fact that they are acquiring language; They are only aware that they are using language for communication; the acquired competence is also subconscious; and, language acquirers are not aware of the rules of the language; instead, they have a “feel” for correctness.

On the other hand, *Learning* is conscious knowledge of a Second Language; there is awareness of rules of language; learners must know about the language, to say the grammar or rules; there is explicit learning; there is error correction, which is thought to helped the learner to “figure out” the right form of a rule.

A theory that could complement this theory is the one proposed by Lev Vygotsky(1978). According to him, Languages are learned as a result of interactions between social and cognitive factors. This is obviously relevant to our teaching practice because language is a social activity. It is palpable every time we communicate. Students learn from the contents in the material, from teachers but also, they learn from other students. Students interaction is essential.

In language teaching, a tendency to divide students' proficiency into the development of skills became very popular. Speaking, listening, reading and writing skills began to be studied. In the following paragraphs there is a description of each.

### **Speaking**

According to Celce- Murcia M.ed. (2014) Speaking. For many people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

Speaking is probably the most challenging skill to improve. That is probably due to the fact that Speaking has different elements that must also be acquired such as stress, rhythm and intonation; besides, the learners should have enough exposure to fluent speech which contains reduced forms such as contractions, vowel reduction and elision.

To add complexity to this skill, we must say that is almost always accomplished via interaction with at least one other speaker. That means that some demands are placed at the same time: understanding the other speaker, thinking about one's own contribution, producing this contribution, monitoring its effect, and so on. This is one reason why many learners are shocked and disappointed when they use the second or foreign language for the first time. They are not prepared to cope with all of these simultaneous demands.

Hymes's theory of communicative competence proposes that the ability to communicate in a language comprises four dimensions:<sup>1</sup> grammatical competence (including rules of phonology, orthography, vocabulary, word formation, and sentence formation), sociolinguistic competence (rules for the expression and understanding of appropriate social meanings and grammatical forms in different contexts), discourse competence (rules of both cohesion — how sentence elements are tied together via reference, repetition, synonymy, etc. — and coherence — how texts are constructed), and finally, strategic competence, (a repertoire of compensatory strategies that help with a variety of communication difficulties).

## **Listening**

To talk about methodology and approaches to Listening we need to define what listening is. According to Rost (2002) Listening can be defined from different perspectives according to the processing. For instance, if we consider the Neurological processing, we will find that hearing, consciousness, attention and individual differences are key elements in the process. Whereas if we take into account the Linguistic processing, the perception of speech, the identification of units of spoken language, the use of prosodic features, the recognition of words, the use of phonotactic knowledge and syntactic parsing and the integration of non-verbal cues into linguistic processing are important elements that constitute the process. Other types of processing are the semantic and the pragmatic.

Carla Meskill (1996) defines listening in the following way:

In face to face interaction, listening entails complex interpretive processes. An intricate web of situational variables interact to determine what meanings are derived in conversation. Processing requirements such as reciprocity of interlocutors' perspectives, the etcetera principle (filling in the gaps of what one hears with knowledge of the language and the world), and combined retrospective and prospective meanings all come into play. This multi-faceted processing spells a heavy demand when the medium of communication is a foreign or second language.

So, with both definitions it can be said that listening is a complex process but it has to be developed since it is an important skill that will enable communication. And as it was mentioned in the paragraph above this processing is especially hard in a foreign or second language.

## **Reading**

For many students reading is passive. They feel that there is not activity involved while they are reading a text, some of them even get bored by the fact of being sat for some minutes “just reading”. Nothing could be more mistaken. Reading is a very active process in which the reader is dynamically constructing meaning.

To define reading, Kenneth Goodman in Carrell (1995). He stated that reading is a process in which information is dealt and he represented this process as a series of cycles.

As the readers move through the cycles of reading, they employ five processes. The brain is the organ of information processing. It decides what tasks it must handle, what information is available, what strategies it must employ, which input channels to use and where to seek information. En Patricia L. Carrell (1983).

The five processes that he referred to where: Recognition-initiation, Prediction, Confirmation, correction and termination. These processes have an intrinsic sequenced.

Within the context of reading, a theory about Schema was born. Schema is the knowledge about the topic that individuals have already acquired through various experiences. There are three kinds of schema: Content, Linguistic and formal. And, all of them have to previous knowledge about the topic in the text, the language used and the format that it has.

On the other hand, Reading. There are three main approaches to reading: Bottom-up, Top-down and Interactive. The Bottom-up is the piecing together of small element of language. It sees texts as a hierarchical organization where the reader first processes the smallest linguistic unit. On the other hand, the Top-down consists essentially of moving from overall meaning down to examining the written code. These models suggest that the processing a text begins in the mind of a reader, who starts the task with some assumptions about the meaning of the text.

## Writing

Finally, about Writing. According to Weigle (2002) learning to write involves a specialized version of language that is already known by students that “this specialized language differs in important ways from spoken language, both in form and in use, but builds upon linguistic resources that students already possess.” While writing, people most consider aspects such as spelling, punctuation, and capitalization, besides meaning and usage.

Hyland (2002) states that there are four approaches to teaching writing. First, Language Structures. These are the coherent arrangement of words, clauses and sentences. There are 4 stages to develop in this approach: Familiarization, controlled writing, guided writing and free writing. Second, Discursive structures. Every culture has a collection of styles for its discourses. Each genre has its way of organizing its ideas and specific fixed phrases or expressions. Third, Creative writing. Students are not actually taught or told what to write. They write relying on their own experience and imagination. Fourth, Writing process. Teachers should try to develop their students’ metacognitive awareness of their processes, that is, their ability to reflect on the strategies they use to write. This model of writing follows a planning-writing-reviewing-process. And the steps are: Selection of a topic; prewriting (brainstorming, collecting data, note taking, outlining, etc.); composing (getting ideas down on paper); response to draft (teacher/peers respond to ideas, organization, and style); revising (reorganizing, style, adjusting to readers, refining ideas); response to revisions (teacher/peers respond to ideas, organization, and style); proofreading and editing (checking for correct form, layout, evidence, etc.); evaluation (teacher evaluates progress over the process); publishing

On the other hand, Teaching Methodology in Second Language Acquisition studies has resulted in 3 schools of thought that have made contributions from their perspective to describe how a Second language is acquired.

The first one was originated from a psychological theory: The Behaviorism. This theory together with the studies made by the Structuralism stated that the learner had to acquire new habits including those related to phonology, syntax and morphology. In spite of all the criticism, this theory is relevant for our practice because it offered a wide description of the target language; besides that, it originated the studies of Contrastive Analysis. A benefit in our everyday practice is that these studies enable us to understand

some of our students' mistakes because it drew attention to differences between First language (L1) and Second Language (L2).

Behaviorism and Structuralism led to the creation of two Methods to teach Languages. Audiolingual and Direct Method. These methods came to scene after the Second World War and their intention was to teach the language to Soldiers through drills and repetitions.

The second school of thought was the Generative Linguistics GL. This approach emerged in the late 1960s and it claimed that language could not be explained as simple responses to stimuli. It focused on the principles (universal constraints) governing the underlying processes of language performance. Chomsky (1966) established the difference between competence and performance and he proposed a revolutionary idea: we are all born with an innate knowledge of grammar that serves as the basis for all language acquisition. In other words, for humans, language is a basic instinct. Many studies derived from this approach. The most known principles of Stephen Krashen: Monitor Hypothesis, input Hypothesis and Affective Filter Hypothesis have their origins in GL. These three hypotheses have a direct effect in the way languages are taught because we can now consider our students' cognitive processes and we can facilitate learning throughout the exposure to comprehensive input. In addition to this, the Affective Filter Hypothesis let us see Learning L2 as a complex process that is influenced by motivation, attitude, confidence and anxiety. So, we as teachers should consider all these factors while teaching and we ought to try to reduce this Affective Filter (Krashen, S. 1982).

An aspect that gained importance was Motivation. Gardner (1975) was the first to defined Motivation as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language.

The last school of thought included in the mind map is the sociocultural theory. This is a theory of learning and human development, inspired by the work of the Russian psychologist Lev Vygotsky (1978). According to him, Languages are learned as a result of interactions between social and cognitive factors. This obviously relevant to teaching practices because language is a social activity. This fact is palpable every time we communicate. Our students learn from the contents in the material, from us but also, they learn from other students.

Vygotsky's studies are considered part of the Sociocultural Theory of Mind (SCT-Mind). This theory considers L2 Learning a psycholinguistic and socially mediated process. Research done within it is concerned with some answers of how, what and why of Second Language learning.

Before Sociolinguistic studies, traditional research was associated with the cognitive processes involved in learning , they discussed the learners ability to acquire an L2, the types of input, the levels of Proficiency, the learners Success and so on; however the ignored the social dimensions and the interactions that occur between the mind and the learner's immediate and extended social environment.

These studies were in the lead to collaborative learning and communicative approach.

As it can be observed, the approaches do not conflict with each other. Even though, Behaviorism was strongly criticized, it offered some explanations to the learning process and it originated controversy that ended in cognitive studies. The same way the sociocultural theory added the social aspect to cognitive factors. It could be said that they complement each other. The reason is that all the approaches try to explain the complex process of learning from different perspectives.

## **CHAPTER 2: METHODOLOGY AND PRACTICE**

### **2.1 A practical and useful Lesson Plan**

In this chapter, Methodology and practice, I include a lesson plan that I consider reflects my teaching philosophy in many ways. There is a detailed description of it and the theory supporting the activities involved in this first part.

The Lesson plan is aimed to equipped students with the basic elements of the process of searching, applying for and getting a job. Even though the lesson plan reflects some techniques used in different methods, the spine bone of the lesson is based on TBLT (Task-based Language Teaching) Nunan, David (2004). The reason is because this methodology focuses on the use of authentic language and on asking students to do

meaningful tasks using the target language. The typical stages are Pre-task, Task and Review. In the lesson plan the first three sessions are the Pre-task, that means they prepare students for the actual task. In session 4, students plan and develop the task. Finally, session 5 is the Review.

In the first session of the plan, students recycle the topic of Covering Letter and Curriculum Vitae. This session is called activation because students do some activities to review the topics mentioned and they are introduced to the new topic which is the Job interview. The teacher explains the link between these three topics and provides with enough examples of interviews. In this section of the lesson plan, the theory of comprehensible input (Krashen, S. 1982) is considered since students are exposed to the language that they are about to learn.

For session 2, students had some work with specific structures to be used (present perfect and simple past). Students had their text book so they could answer the activities that had to do with the language, that was to differentiate simple past from present perfect and their uses. For the listening, students were given access to the link of the audio and they had to complete the questions and some answers in the interview on their books. After that, they were supposed to practice the conversation as it is in the book in pairs. And, then they had to modify the conversation with information from different Job Advertisements; as the lessons were taught on line, instead of the copies of the ads they were instructed to search web pages with job advertisements. These two last activities are typical examples of techniques used in the Audio-lingual Method: Dialog memorization and Dialog transformation. The answers of the exercises in their books (including the listening) were sent through google classroom and I gave feedback. As for the role plays, students recorded themselves and sent their audios throughout google classroom.

The following session was about general aspects of a Job interview. It was carried out as in the lesson plan; the only difference was that it was on ZOOM. Even under these conditions, students were able to discuss in teams and in pairs the advice for someone having a job interview and the typical questions. Having interaction was important since learning results also from other classmates (Vygotsky, L. 1978).

Session 4 was aimed to develop writing skills in students. They were asked to write a CV using one of the various templates on internet. Their CV had to respond to the



demands in a Job advertisement. For this activity, there was a formal evaluation using a rubric that was given to students before they hand their CVs in. Generating the CV on a template based on a specific job was necessary due to the fact that it gives a real context to the Job interview and it provided students with authentic language.

The final session was aimed to practice and evaluate students' performance in Job Interviews. They worked in pairs to plan, practice and do the interview in a ZOOM session. Fortunately, this application allows the user, host, to separate the students in breakout rooms for the pair or team work. At the end, there was a review; that is a reflection of the activity. Students were given feedback based on the Rubric and their performance. Students could also express how they felt while doing the Task.

1. Lesson plan identification cell.	
Author	Rosa Elva Jiménez
Educational stage	Sixth semester of High school (Bachillerato) Intermediate level
Title of your Lesson plan	Preparing for a Job Interview
Learning Objective of the plan/Competency	Introduce and practice of Job interviews through audiovisual materials and developing communicative strategies and appropriate grammar and vocabulary to be used in this specific context (Job Interview).
Communicative skill considered	Listening/Speaking/Reading/Writing.
State of the following options	Introduction of the topic
Functions	Make questions and answer properly in a job interview
Main Grammar structure	Present, past, present perfect and be going to.
Other Grammar structures	Phrases to interact in an job interview
Brief description of the plan	In this lesson, students are introduced to the topic by first listening and watching Job interviews. There is also a video that gives tips on useful phrases and appropriate ways to behave in a job interview. Students then have practice on language and vocabulary to consolidate the use of the most common phrases and structures. Finally, students roleplay their own job interviews.
Hours of the plan implementation	4-5 hours
Number of sessions	4-5 one-hour sessions
Contents required for the lesson	Reading & audio in textbook (Tourism Essentials and Career paths, youtube videos and Google classroom Platform.
Link of the content	<a href="https://www.mosalingua.com/en/the-10-best-tips-to-prepare-for-a-job-interview-in-english/">https://www.mosalingua.com/en/the-10-best-tips-to-prepare-for-a-job-interview-in-english/</a> <a href="https://www.youtube.com/watch?v=nhTcuUvLGOE">https://www.youtube.com/watch?v=nhTcuUvLGOE</a> <a href="https://www.indeed.com/q-Tourism-Advertising-jobs.html">https://www.indeed.com/q-Tourism-Advertising-jobs.html</a> <a href="https://jobs.theguardian.com/jobs/tourism/">https://jobs.theguardian.com/jobs/tourism/</a> <a href="https://www.hotelcareer.com/">https://www.hotelcareer.com/</a>
EEAILE tutor on line	Rocío Salgado Perea

## 2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	<p>Teacher ask the question ¿What do you need in order to apply for a job?</p> <p>Teacher gives some practice on reading and completing a Curriculum Vitae (CV) and a Covering letter. (This topic has been seen before, students have even produced their own)</p>	<p>Students brainstorm ideas to answer the teacher's question.</p> <p>They read the text and add the headings to the CV; then, they complete the covering letter. Appendix 1</p>	1
Set the objective or competencies of the lesson	<p>Teacher establish a link between what has been seen and practiced (CV and Covering letter) and the next step: The Job interview.</p> <p>Teacher provides with useful examples of job interviews and expressions to ask and answer questions in a Job interview.</p>	<p>Students recycle and used what they have learned about writing a CV and Covering Letter.</p> <p>Students use appropriate phrases to open and close a job interview.</p> <p>Students can understand candidates applying for a job in an interview.</p> <p>Students are able to make and answer questions in a job interview.</p> <p>Students can talk about their personal information, attitudes, skills, experience and ambitions.</p> <p>Students compare and contrast the cultural aspects involved in getting a job and having a job interview.</p>	1

### 3. Communicative skills development.

Reading Listening Speaking					
Step of the lesson	Teacher Activities	Students activities	Materials	Session Number	Evaluation
Grammar review Simple past vs. Present perfect  Vocabulary Expression	Teacher asks students to say which situations refer to a specific time or an indefinite time in the past. Students.	Students identify the uses of Simple past and Present perfect to talk about job experience and qualifications. Students circle ST (Specific time) or IT (Indefinite time) in each of the sample sentence.	Text book Appendix 1	2	Students complete exercise
Listening Job interview Introduction	Teacher has students complete the job interview while listening to the Audio.	Students follow the instructions to complete the Job interview.	Textbook & audio	2	Students complete exercise
Grammar Focus and Introduction of the topic	Teacher focus students attention on the phrases commonly used.(useful Phrases)	Students personalized information and adapt the phrases in some answers	Textbook	2	Students participation
1st practice	Teacher instruct students to role play the conversation as it is in the book	Students practice the conversation as it is in the book. They can switch pairs to have more practice.	Textbook	2	Students participation
2nd practice or Social interaction	Teacher gives copies of job ads away. Teacher instruct students to prepare a role play based on the advertised jobs.	Students prepare and practice a role play based on the ads they were given. They try to use the questions and answers seen as useful phrases.	Copies of Job Ads. Appendix 2	2	Students participation
Summary	Teacher monitors students' work and offers feedback Teacher assigns homework.	Students practice and express doubts if there were any. Homework: Students should check the link	Copies of Job Ads. Appendix 2	2	Students participation

		<a href="https://www.mosalingua.com/en/the-10-best-tips-to-prepare-for-a-job-interview-in-english/">https://www.mosalingua.com/en/the-10-best-tips-to-prepare-for-a-job-interview-in-english/</a> And watch the video included. Then they have to make notes about the 10 tips given.			
Listening/Speaking					
Step of the lesson	Teacher Activities	Students activities	Materials	Session Number	Evaluation
Information processing activity	Teacher writes numbers 1 to 10 in a list and ask students to pass in front. s.	Students pass in front, and write the corresponding Tips. <ol style="list-style-type: none"> <li>1. Study possible questions</li> <li>2. Visit your potential employer's website.</li> <li>3. Memorize Field-specific vocabulary.</li> <li>4. Record a mock interview</li> <li>5. Day of: Stay calm and concentrate</li> <li>6. Speak slowly</li> <li>7. Be concise</li> <li>8. Use simple words and sentences</li> <li>9. Prepare a few questions for your interviewer.</li> </ol>	Board and markers	3	Students' participation.
Grammar & Vocabulary Pre-viewing	Teacher goes over the questions and answers of interviews and ask students to work in pairs.	Ss work in pairs and write 5 questions and answers that they might use in a job interview.	Notebook , board and markers	3	Students' participation.
Listening Activity 1	T plays the video and ask students to watch the first minutes and see if their answers are there	Students watch the video and check if the questions they made appear there.	Video Computer Speakers	3	Students' correct answer

Listening Activity 2	Teacher plays the following part of the video and students work on their own answers to some questions.	Students watch the video and do what is instructed on it. Students compare their answers	Video Computer Speakers	3	Peer correction
Summary	Teacher ask students to work in teams and to write a summary of what the video has taught them. Teacher monitors students work. Teacher and students consolidate the class by comparing and commenting the video.	This video will helped students: - Learn about the most common job interview questions in English. - Make good, clear, concise answers to job interview questions in English. - Compare sample answers to recognize the best answers to the job interview questions. - Understand what using signposting is and how to use it in your English job interview. - Understand how to add structure to your job interview answers. - Impress your interviewer by mirroring key words from questions they ask you in the job interview. - Feel more confident speaking English in your job interview.	Notebook	3	Students' participation.
<b>Reading Writing</b>					
<b>Step of the lesson</b>	<b>Teacher Activities</b>	<b>Students activities</b>	<b>Materials</b>	<b>Session Number</b>	<b>Evaluation</b>
Information processing <a href="https://www.indeed.com/q-Tourism-Advertising-jobs.html">https://www.indeed.com/q-Tourism-Advertising-jobs.html</a> <a href="https://jobs.theguardian.com/jobs/tourism/">https://jobs.theguardian.com/jobs/tourism/</a> <a href="https://www.hotelcareer.com/">https://www.hotelcareer.com/</a>	Teacher assigns students to visit some websites and find a job they would like to apply for.	Students visit the websites and select a job they would like to apply for.	Mobile phone, computer	4	Students' participation

Writing Recycling activity.	Teacher reviews with students the elements of a good CV. Teacher assigns students to elaborate a CV for the Job ad they have chosen.	Students review the elements of a CV and write their own based on the Job ad. That they have selected.	Notebook	4	Students' participation
1st practice Students exchange their CVs and evaluate them.	Teacher gives Students a rubric to evaluate their classmates CVs	Students study the Rubric and Evaluate their partners CV	Written CV Copies of Rubric Appendix 3	4	Peer evaluation
Summary	Teacher gives general feedback. Teacher ask students to improve their CVs based on their classmates comments and evaluation for homework.	Students discuss about the class and the activity itself.		4	Self evaluation
<b>Speaking</b>					
Step of the lesson	Teacher Activities	Students activities	Materials	Session Number	Evaluation
Information processing activity	Teacher explains that this class is a consolidation class. Therefore, students have to use and remember what they have seen in the last lessons.	Students discuss what they have seen: Job interviews, Job ads, Curriculum Vitae.	Board and Markers	5	Students' participation
Vocabulary and structure review.	Teacher goes over the vocabulary, expressions and structures that students can use in their interviews	Students review the vocabulary, expressions and structures that can be useful to		5	Students' participation
1st practice	Teacher instructs students to work in pairs and use the information and the	Students work in pairs and role play interviews using the information and the CV of the previous class.	Students CVs.	5	Students' participation

	Curriculum of the previous class to elaborate their own Job interviews	They most remember the questions and the tips that were mentioned in the videos.			
2nd practice Preparation for Evaluation	Teacher provides students with a rubric to be evaluated in their Job interviews.	Students analyze the rubric and work on the areas they are weak to improve their interview.	Copies of Job Interview Rubric	5	Students' participation Self evaluation.
Summary Speaking Evaluation	Teacher calls students in front to perform their role plays of the Job interviews. Students are given feedback and they express their feelings.	Students pass in front (of the class or only the teacher) and, perform their Job interviews.	Copies of Rubric	5	Teacher evaluates based on the rubric.

4. **Intercultural component** during the lesson students are exposed to the context of applying for a job and having a job interview and the different questions that are expected to occur during this.
5. **Evaluation** Most of the evaluation is carried out as peer and self-evaluation because all the answers are checked in class as a whole group. There are two activities that are evaluated using rubrics. In the case of writing, the CV is evaluated by the students using peer evaluation. In the case of speaking, the teacher uses the rubric to evaluate the students' performance.
6. **Conclusion** Students incorporate a comparison and contrast of a job interview situation here in Mexico and in English speaking countries.
7. **Follow up activities.** There is a follow up analysis of some of the interviews that student's role play and they can record them.



## **2.2 Designing of necessary tools to assess the progress of students**

Most of the evaluation in this lesson plan was formative and informal. However, there were two moments when students were evaluated formally. That evaluation was for the productive skills writing and speaking.

In both cases, it was opted for rubrics. The rubric for the Curriculum Vitae (see appendix 3) evaluates 4 aspects: the content and sequence, this part evaluates that the information is organized in a logical manner and that the ideas flow between parts and paragraph; the layout and organization evaluates that the texts and the graphics are neatly organized, so the CV is easy to read; The next part is about writing conventions, spelling, grammar, punctuation and usage are evaluated here; the last part, word choice, evaluates student's selection of words, the aim is that they use scholarly and topic-specific vocabulary. The rubric was graded into four levels of fulfillment: Distinguish, proficient, apprentice and novice; students get 4, 3, 2 or 1 point depending on the level they get.

The rubric for speaking main activity (appendix 4), the Job Interview, consisted of 5 criteria: content, this should be directly related to the job to apply; planning research and notes, students demonstrate the use of sources of information; teamwork cooperation, here, students work consistently for the good of the pair; oral presentation clarity, appropriate volume throughout the interview; and, posture and eye contact, students should avoid rocking, shifting, and other nervous behavior, they also ought to make eye contact with the partner.

The use of the rubrics proved to be effective to get an objective assessment of these two skills that most of the time are valued from the perspective or criteria of the teacher. Another advantage of the use of rubrics is that they allow students to know what is expected of their performance or their work since the beginning, so they can monitor themselves.

## 2.3 Attached evidences

In this section, there are some of the evidences of the lesson. There are examples of CVs and Covering letters done by the students. There are also some photos of the students performing their job interviews and working in the sessions on line.

### Examples of CVs

Creating your CV (Resumé)

Ana Cristina Allende Purata 10/10

CV (RESUME).pdf

Archivos  
Entregada el 11 may. a las 1:04  
Ver historial

Calificación  
10/10

Guía de ev... 10/10  
Fulfilment ... 2/2  
Coherence 2/2

**ALLENDE PURATA ANA CRISTINA**

**PERSONAL DETAILS**

DATE/PLACE OF BIRTH: 23th Jan 2001 / Mexico City  
ADRESS: Cerrada de Girasol Mz. 24 Lt. 4, San Andrés de la Cañada, Ecatepec de Morelos, State of Mexico.  
NACIONALITY: Mexican

**EDUCATION**

SCHOOL	DEGREE	START AND END DATE
Centro de Estudios Científicos y Tecnológicos No. 13 "Ricardo Flores Magón"	Tourism Business Administration	Aug. 2016 – Jul. 2020

**PROFILE**

Student of the technical career in Tourism Business Administration, with skills in

**ALLENDE PURATA ANA CRISTINA**

**PERSONAL DETAILS**

DATE/PLACE OF BIRTH: 23th Jan 2001 / Mexico City  
ADRESS: Cerrada de Girasol Mz. 24 Lt. 4, San Andrés de la Cañada, Ecatepec de Morelos, State of Mexico.  
NACIONALITY: Mexican

**EDUCATION**

SCHOOL	DEGREE	START AND END DATE
Centro de Estudios Científicos y Tecnológicos No. 13 "Ricardo Flores Magón"	Tourism Business Administration	Aug. 2016 – Jul. 2020

**EMPLOYMENT HISTORY**

EMPLOYER	START AND END DATE	JOB TITLE	DESCRIPTION
Hotel Imperial Reforma	Aug. 2019 – Oct. 2019	Reservations and E-Commerce Practitioner	Worked serving and ensuring customer satisfaction in hotel reservations, in conjunction with the Reception and Sales area.

**CONTACT**

50 97 63 49  
@ cris230113@gmail.com  
55 39 34 32 64

**SKILLS**

- Microsoft Office 100 %
- Canva 75 %
- FireAlpaca 50 %
- MediBang Paint 50 %

**LANGUAGES**

English (B1)

**HOBBIES**

- Drawing
- Cooking
- Embroidering

**COURSES**

- Carpentry INSTITUTION: Escuela Secundaria Técnica No 35 "Lázaro Cárdenas" START AND END DATE: Jan, 2014 – Jun, 2016

**REFERENCES**

- Onésimo Hernández Pérez 5574599943
- Rebeca Fidella González Acevedo 5522463504
- Banito García Jiménez 5572877154

Creating your CV (Resumé)

Espinosa Flores Aarón 10/10 < > Devolver

**AARÓN ESPINOSA**

**APTITUDES**  
Responsible, cooperative, compromised, constant achievement of objectives, easily adaptable.

**OBJECTIVES**  
Always to give my best wherever I go, try to learn the most I can in every opportunity I have.

**Archivos**  
Entregada el 10 may. a las 19:25  
Ver historial

CV 617.pdf

**Calificación**  
10/10

Guía de ev... 10/10  
Fulfillment ... 2/2

Coherence 2/2

**AARÓN ESPINOSA**

**APTITUDES**  
Responsible, cooperative, compromised, constant achievement of objectives, easily adaptable.

**OBJECTIVES**  
Always to give my best wherever I go, try to learn the most I can in every opportunity I have.

**EXPERIENCE**

**Social Service | SECTUR | May 2017 - Dec 2017**  
Help tourist that were looking for certain information about the city, helped in the development of campaigns so local people could travel without having to spend much money.

**Community Manager | Celta 49 | Aug 2018-Dec 2018**  
Editing photos and videos for the school's social networks to keep the community up to date on what was happening.

**EDUCATION**

High School Degree | IPN | 2015-2020

High School Certification | UEM | 2012-2015

**CONTACT**

espinosaaron01@gmail.com (55)8804-1521

https://mx.linkedin.com @JavierAarón2

Vincular a otras propiedades en línea: Cartera, sitio web o blog

**LANGUAGES**

Spanish  
English

## Examples of Covering letter

COVERING LETTER SFRR.pdf
Abrir con ▾

May 23th, 2020  
Dear Hiring Manager,

I am writing you in response to your advertisement in HOTELCAREER dated January 05th, 2020. I **applying** for the job of cook line. You **specificly that** you are looking for **some who** flexible and able to work in diferents stations in kitchen and learn to improve knowledge. My skills make a perfect candidate for your company.

I have been working in the culinary industry since one year ago. In May of 2019 I have been in my social service in the hotel "Gran Hotel Ciudad de México" I am therefore comfortable to chop and **prep** food at the line kitchen. I love to work in team and when there is an issue could solve it.

I have **experencie** dealing with a kind of difficulties in the kitchen , I have great attitude to be able to work and live new experencies, learning every day how to get better at work.

I would appreciate the oportunity to meet with you to discuss my **quialifications** for the position.

Rosa Elva Jim...
20:32 24 may. Resolver

...would like to apply...

---

Rosa Elva Jim...
20:33 24 may. Resolver

...specificly said that...

---

Rosa Elva Jim...
20:33 24 may. Resolver

someone who is

**Erick Guzmán**

Manuel caballero 92 col Obrera 06800|5519246187| [erickjavier02@live.com.mx](mailto:erickjavier02@live.com.mx)

Dear Mr. Kennedy

I am writing to apply for the sous chef position advertised in the carterer global page. As requested, I attached a complete job application, my certification.

the position is very attractive to me. I believe that my little experience that I have in the medimn has helped me to acquire skills which help me to do a better job.

Many of those skills have helped me to improve techniques that I had already learned and even to improve my way of working an example of these:

- creativity in the menus for a better reception of the clients.
- Fast handling of kitchen instruments.
- speed to perform any type of task.

I was 6 months of social service at the Fiesta Americana Fiesta Inn hotel, it is part of the prestigious chain of Posadas, I was in different kitchen areas, I helped in the production of food, events, plated. I worked under pressure many times.

I was present during several evaluations to the hotel among them and the most famous "the H distinctive" where I learned the various procedures that have to be followed to have a good rating. I was also in the buffet area, in the dishwashing, and during My stay I was doing various activities.

You can contact me through my email [erickjavier02@live.com.mx](mailto:erickjavier02@live.com.mx) or by cell phone, 5519246187.

Thanks for your time and consideration. I hope to have the opportunity to work at **your hotel**.

**Liliana Baez Hernandez**  
Técnica en Administración de empresas turísticas

Cel: 55-74-20-81-09      Email: [baezhernandezlilianacect@gmail.com](mailto:baezhernandezlilianacect@gmail.com)

22 de Mayo del 2020

**Gran Hotel Ciudad de México**  
Av. 16 de Septiembre #82  
Col. Centro Mexico City  
C.P. 06600. Tel. 55 74 20 81 09

Dear Mr. Jose Guadalupe Human Resources Manager

Good morning, the reason for this letter is to be able to obtain the job of hostess that was announced on its official page of the Hotel Gran Ciudad de México. For this I will show personal information such as my contact, my certificates, my titles and certifications.

I consider that I have the aptitudes and abilities that the position requires, I have experience in the labor field, and I have several characteristics that make me a strong candidate for the position, such as:

- I have a great sense of professionalism
- I provide a respectful and personalized customer service
- I have the vocation of customer service
- I have the necessary tools for communication (languages)

In addition to the points already mentioned above, I have knowledge in finance, computing, accounting, cooking and organization and management of events, I have no problem managing people or collaborating to do a better job.

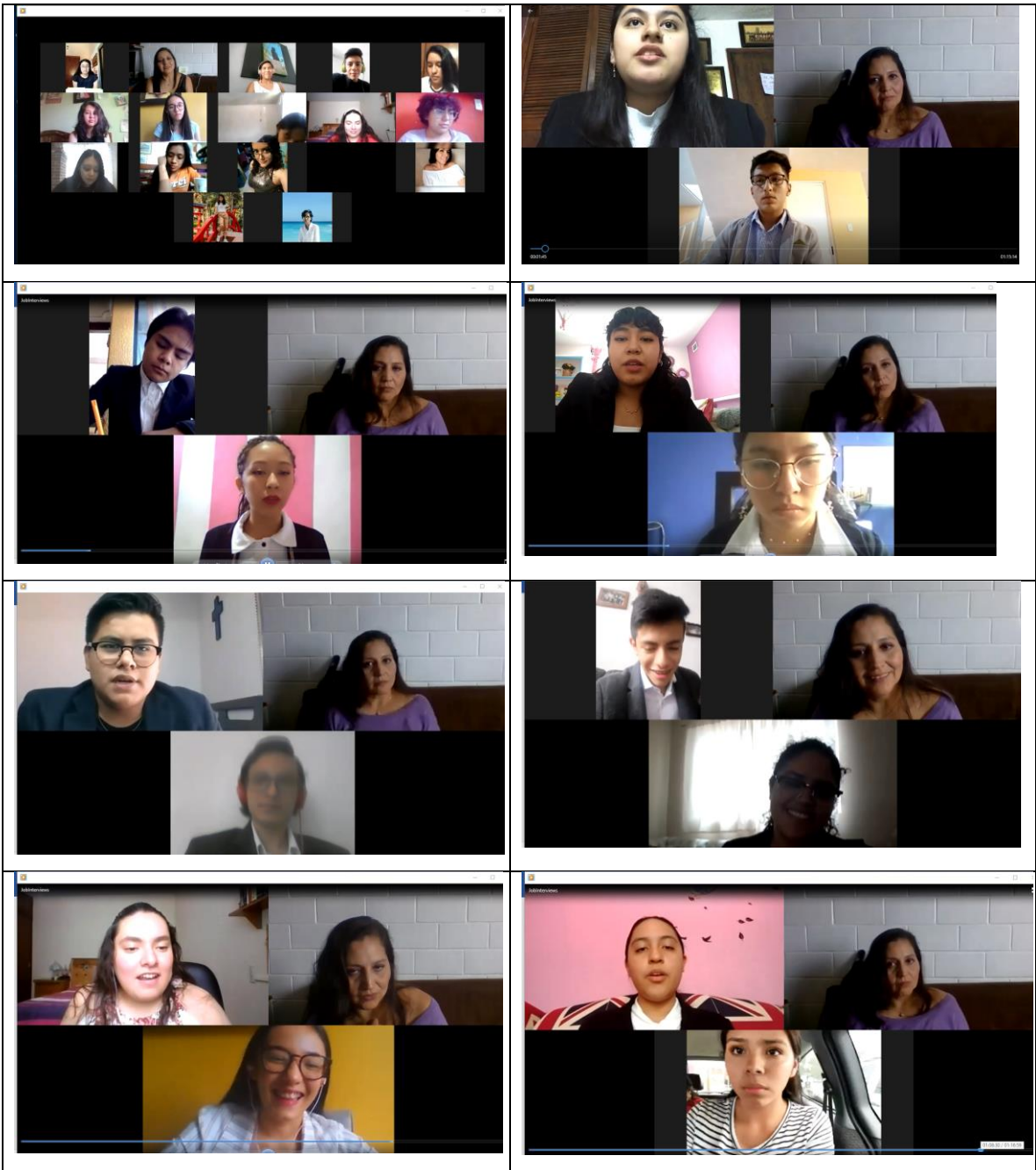
With this I finish my presentation letter, if you require more information on a field of this letter, I am available at any time please contact me via cell phone: 55-74-20-81-09 or via Email: [baezhernandezlilianacect@gmail.com](mailto:baezhernandezlilianacect@gmail.com)

Thank you for the time that I dedicate and I hope a prompt answer about the work, without more I give a warm farewell.

Sincerely,

Liliana Baez

Examples of Job Interviews



## 2.4 Evidences of the designed tool to assess students

### Curriculum Vitae Rubric

Name:

Allende Purata Cristina

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
<b>Content-Sequence:</b> Information logically organized	Information was sequenced in a logical manner. Information was organized so that the viewer was ready to accept, or expect, the next idea.	X Information was sequenced in a logical manner. Ideas flowed between parts and paragraphs.	Information did not always flow logically between parts and paragraphs.	Information was not clear and did not flow in a logical order.
<b>Design-Layout and Organization:</b> Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the CV easy to read.	X CV was organized with headings and subheadings. Paragraphs and graphics were placed to make the CV easy to read.	Most of the CV was organized. The placement of text and graphics sometimes made the CV hard to read.	CV was hard to read. There is no clear structure. Text and graphics were randomly placed.
<b>Writing-Conventions:</b> Correct spelling, grammar, punctuation, usage	No spelling, grammar, capitalization or punctuation errors. Sentences are all well-formed.	X Fewer than 5 spelling and grammar errors. Fewer than 5 capitalization and punctuation errors. One or two flawed sentences.	More than 5 spelling and grammar errors. More than 5 capitalization and punctuation errors. Less than 5 sentences show flawed structure.	More than 10 spelling and grammar errors. More than 10 capitalization and punctuation errors. Many sentences show flawed structure.
<b>Writing-Word Choice:</b> Accurate, descriptive vocabulary	Used scholarly and topic-specific vocabulary. Word choice was highly descriptive and specific.	X Used scholarly and topic-specific vocabulary. Misused one or two words.	Vocabulary was only slightly more scholarly than casual conversation. Attempted to use topic-specific vocabulary, but misused some words.	Vocabulary was too casual. Used inappropriate language on several occasions. Did not use any topic-specific vocabulary.

Excellent work, clear CV and professional Presentation.

## Job Interview Rubric

Name: **Diaz Hernández Aaron & Rodríguez Duran**

### América

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
<b>Oral Presentation-Content:</b> Relates to topic, detailed, and accurate	All content directly related to the Job to apply. Content was thoroughly developed and demonstrated detailed knowledge of the topic. Comments or answers were supported by fact wherever possible.	Content directly related to the Job to apply. Included many details that demonstrated knowledge of the topic. Most comments were supported by facts. X	Had difficulty explaining how the content and Job to apply. Many comments were not factually supported.	Presentation did not relate to Job to apply. Included few details and relied heavily upon unsupported comments.
<b>Planning-Research and Notes:</b> Quality and quantity	Used the sources of information provided. Notes are clear, organized, and complete. X	Used the sources of information provided. Notes were organized and complete.	Used the sources of information provided. Notes were not complete.	Used only other source of information, or did not use a reliable source. Notes were not clear or missing.
<b>Teamwork-Cooperation:</b> Listens, shares ideas and work, supports the partner	Always listened to, shared ideas with, and supported the partner. Worked consistently for the good of the pair. X	Listened to, shared ideas with, and supported the partner. Did not disrupt the pair.	Did not consistently listen to, share ideas with, or support the partner. Made some effort to be a good partner.	Rarely listened to, shared ideas with, or helped the partner. Was not a good partner.
<b>Oral Presentation-Clarity:</b> Clarity and volume	Appropriate volume throughout interview. Varied volume when appropriate. Proper inflection throughout presentation. Spoke clearly and understandably. X	Spoke at an appropriate volume for most of interview. Good inflection and enunciation. Occasionally sounded monotone.	Spoke quietly. Increased volume briefly after being asked. Spoke with little inflection.	Barely audible, even after requests to speak up. No inflection. Sounded bored or uninterested. Paid little attention to proper pronunciation.
<b>Oral Presentation-Posture/Eye Contact:</b> Appropriate posture and effective eye contact	Stood upright and appeared confident throughout. Avoided rocking, shifting, and other nervous behavior. Made eye contact with the partner. X	Posture was good for most of the presentation. Made eye contact numerous times during interview. Did not rely too heavily on notes or visual aids.	Sometimes rocked, shifted, or appeared uncomfortable. Made occasional eye contact with the partner. Did not rely too heavily on notes or visual aids.	Posture was poor. Slouched, shifted from foot to foot, and appeared very uncomfortable. Made almost no eye contact with the partner. Looked down or at notes or visual aids.

## 2.5 video

Extracts of the lesson can be found on <https://youtu.be/WHiTUOC0aa0>.

## CHAPTER 3: EXPERIENCE REPORT

I decided to leave the lesson plan as it was designed initially. However, since the quarantine started, I had to adapt many activities. The first action taken was to provide students with the audios and the answer key of the activities on their text book. The rest of the lesson plan was slightly modified; for instance, the use of the templates was already considered; so, students just followed the instructions and developed their Curriculum Vitae using a template. Other activities that involved the use of internet remained. The video with the tips and the one with the typical questions were both used successfully.

In general, the outcomes of the lesson, it could be said that they were mostly satisfactory. Students were able to know the elements of two requirements to apply for a job: CV and Covering letter. They were also able to listen to some examples of job interviews, to discuss some tips about how to be successful in the interview and most important they perform one based on a real Ad and using some of the most common questions.

Even in the distance, they could have some interaction and worked in pairs and teams. Thanks to the technology, the materials were available at every moment and the assignments were sent for the evaluation. And, about evaluation, the rubrics resulted the adequate tool to assess the CV and the Job Interview in an objective and formative way. Students knew beforehand what they were required to do and how to do it.

Technology was definitely a key element in this lesson plan. It was included since the beginning but it became absolutely essential in the end. Everything depended on the use of it. This was, nevertheless, a disadvantage in some cases. There were students that were left behind because of their lack of connectivity or internet access. The feedback was restricted to the written comments on some assignments and the review of the rubric. On balance, despite these inconvenients, technology helped develop the skills on the students. It offered a plus because it developed students' autonomy since they were responsible to monitor their own learning.

The intercultural component mentioned on the Lesson plan was hardly achieved; even though students were actually exposed to the context of applying for a job and having



a job interview, there was not a comparison or contrast between the way job interviews are carried out in English speaking countries and the way they are carried out here, in Mexico. A discussion about cultural differences was planned; however, it was not possible to make it due to the conditions of the sessions.

Based on the outcomes of the lesson, this can be improved if three aspects are handled differently: Sequencing, evaluation and the intercultural element.

The sequence of the lesson worked well in general; but, the writing of the CV in that stage was forced by the idea of including the 4 skills in the lesson. Reading was also supposed to be developed while students browse the different templates to create their CV. However, there was not a clear work on subskills like *scanning*, *skimming*, *inferencing*, etc. The instructions only said that students visit the webpages and review the elements of a good CV. Then, students go back to the topic of Job Interview. Starting by the CV creation would have been better because students could have developed subskills not only for reading, but also for writing.

Evaluation was not defined clearly except for the rubrics. Students' participation is mentioned and it is said to be the formative evaluation. Nevertheless, there is not a clear posture about summative evaluation altogether.

Above the previous two aspects, there is the intercultural element. Even though it was proposed as a discussion, there were not guide questions for that discussion, and in the end, the discussion never happened. Besides, there should be other ways to include this element, a way that could lead students to reflection on the topic in a more natural form.

If the lesson is modified in these three aspects, there must be an upgrading that could benefit the students even more.

## CONCLUSIONS

In this project, apparently, I did what I usually do; but I had the chance to look closely at the whole process that implies teaching a lesson. There were many elements that I take for granted while doing my lesson plans and now they had to be clearly stated; for example, the materials and the different stages of the lesson. These stages helped me reflect on the importance of the order of the activities and on the other hand, indicating the materials beforehand saves time getting everything ready for each session. Having thought about the evaluation since the beginning was another advantage since the objective and the outcomes of every class were always clear.

The carrying out of the sessions was a challenge. I decided to stick as much as possible to the plan in spite of the quarantine. I thought if I could adapt my activities to the work on line, my students and I were going to learn more than the contents of the lesson. We learnt to be open-minded and ready for the change. My students learnt to be more independent and responsible for their work. They had access to the whole material which sometimes is reserved for the teacher. For instance, they had the audios to repeat them as many times as they needed, afterwards, they received the answer key to evaluate their own work which represented more control on their own learning process.

About me, I learnt, with a lot of effort, I must admit, to use different tools and not to be afraid of technology. My biggest achievement was to get students to work collaboratively at certain moments. Although sometimes, I felt insecure about the student's accomplishment of the topics, I had their evidences to assess the work they did; but I still feel

Turning to assessing, I would say evaluation was reliable. Students were introduced and they practiced what, in the end, they had to reproduce to be evaluated. The rubric as an evaluation tool showed to be effective, not only for the purpose of assessing but also as a teaching tool. As students had access to it before the formal evaluation, they could take it as a guide of what to include in their assignments and in their final interview. For evaluation, it made it much more objective.

Reflecting on the whole experience, I think that we, teachers, have been prepared for the unexpected. We know that a lesson plan is an intention of what we assume will come out from our lessons; yet, the true is that we end up adapting, changing, adding or deleting

what we consider or what the circumstances demand us. But we will definitely adapt for the better if we are well prepared. So, standing by is not an option in our profession, we must move on with the change.

On the other hand, looking back at what I did in the Specialization, I can say that my teaching is now more reflective and less intuitive. I based most of my decisions on what I know works, with theoretical basis, though. Since the beginning of this, we have been asked to be analytical and to find in our everyday practice what we see in theory. Sometimes, on the contrary, we were encouraged to apply the theory to our teaching.

Each and every assignment led us to the fulfillment of a lesson plan designed with theoretical and methodological tools learnt in the different modules. Finally, we were able to assess our mates' and own projects to find ways to improve them. This activity enriched the whole process because we could see in action many of the principles in the bibliography reviewed.

All in all, I found the *Especialización En Enseñanza Y Aprendizaje De Inglés Como Lengua Extranjera* worth taking for any teacher since it provides the necessary tools to teach better and grow professionally. Besides that, being it on line gives the opportunity to experience what nowadays is essential: the use of new technologies. Teaching practice involves lifelong learning.

# CHAPTER 5

## APPENDICES

### Appendix 1

### WRITING A CV

Some companies send you an application form if you want to apply for a job. Others ask you to send your CV (Curriculum Vitae, or resumé in American English) together with a covering letter. A CV is a summary of all the information a potential employer needs to know about you.

**1 Read the text and add the headings to the CV below.**

Your CV and covering letter must contain all the information your prospective employer needs to know in order to decide if you are a good candidate for the position or not. Remember: the first selection happens on the basis of your CV, which will be read together with hundreds, if not thousands, of others.

**You will need to include:**

- your **personal details**: full name, address, telephone number, mobile number, email address.
- summary of **skills**: a list of the skills you have which are relevant for the job.
- your **education and qualifications**: start with the more recent and work backwards.
- your **employment history**: the name of the company, your job title and a short paragraph detailing your responsibilities. If you have not been employed before but you have some work experience (internships, etc.), call this section 'work experience'.
- your **interests**: any hobbies and free-time activities that are relevant.
- the name, job title and address of two **referees**. These are people who know you professionally.

**In the covering letter include:**

- what job you are applying for (they sometimes have a reference number – quote it).
- where you saw the ad.
- why you think you would be good at the job.

12 Feb 2013

Dear Mrs Graham

With reference to your job advertisement on [www.jobs4workhote.com](http://www.jobs4workhote.com) dated 14th February, reference number 556-18, I would like to apply for the position of receptionist at The Jazz Club Hotel in Brighton.

I am \_\_\_\_\_ years old and I'm Italian. I was educated in \_\_\_\_\_ and I graduated from IULM university in \_\_\_\_\_. As you will see from the enclosed CV, I have worked as a \_\_\_\_\_ in four-star hotels in Milan and in \_\_\_\_\_. I also did a Master in \_\_\_\_\_ at Southbank University. I'm fluent in \_\_\_\_\_ (mother-tongue), English and Spanish. I speak German and \_\_\_\_\_ will you.

I would like to be considered for the position and I would be keen to come to an interview.

Yours sincerely,  
*Giulia Bongi*  
Giulia Bongi

CURRICULUM VITAE

Name: Giulia Bongi  
Address: Bryanson Street, London, W11 7EH, UK  
Telephone: 0207 574 9627  
Date of birth: 19th July 1984  
Nationality: Italian

2009: Southbank University, London, UK  
2002-2007: IULM University, Milan  
1997-2002: Istituzione tecnica commerciale (Secondary School), Milan

Degree in Public Relations  
Master in Tourism

Excellent knowledge of Office and Microsoft computers  
Fluent Italian (C2), English (C2), Spanish (C1), German and French (B1)

December 2009- now: Hotel manager at Marble Arch Hotel, London, UK  
July 2007- July 2009: Hotel manager at Plaza Hotel, Milan

Travelling, studying foreign languages, ICT

Mr Anthony Morgan, Marble Arch Hotel manager  
Professor Brandon Lewis, Southbank University, London

## FOCUS on THE PAST SIMPLE AND PRESENT PERFECT

When you describe your past experiences in a covering letter, it is important to use the correct tenses.

Remember:

The Past simple is used to talk about actions that happened at a specific time in the past.

The Present perfect is used to express actions that happened at an indefinite time or that began in the past and continued to now.

### 2 Say if the situations below refer to a specific time (ST) or an indefinite time (IT) in the past.

- 1 I worked as a chef in a hotel in 2008. ST / IT
- 2 I studied at Oxford University two years ago. ST / IT
- 3 I have travelled a lot in my life. ST / IT
- 4 I've just read your advertisement on the web. ST / IT
- 5 I've had some experience as a tourist guide. ST / IT
- 6 I graduated from university last year. ST / IT

### 3 Look at the CV in exercise 1 and complete the covering letter with the correct information.

### 4 TRACK 21 Listen and complete Giulia's job interview with the phrases below.

Can you tell me about your qualifications

Why do you think you would be good for the job

We'll be in touch

it seemed the ideal job for me

It's so exciting

HRM: Good morning, Ms Biagi. Please take a seat.

MS BIAGI: Thank you.

HRM: Ms Biagi, <sup>1</sup> \_\_\_\_\_?

MS BIAGI: I've got a degree in Public Relations from the University of Milan.

HRM: Ok. I see that you can speak fluent Italian, English and Spanish. You are also good at German and French. Brighton has a lot of tourists all year round so languages are very useful. People come here from all over the world.

MS BIAGI: That's why I chose to move to Brighton. <sup>2</sup> \_\_\_\_\_

HRM: But, so is London, so could you tell me why you want to work with us?

MS BIAGI: I want to live near the sea. London is OK, but I want to be out of the city. When I read the job advert and the information about your hotel, <sup>3</sup> \_\_\_\_\_

HRM: <sup>4</sup> \_\_\_\_\_?

MS BIAGI: I think you need young people in an industry like this. You also need a qualified manager and I have a lot of experience.

HRM: OK, Ms Biagi. It has been a pleasure talking to you. <sup>5</sup> \_\_\_\_\_

MS BIAGI: Thank you.

### 5 PAIRWORK Roleplay two job interviews between a candidate and an interviewer. Choose one of the advertised jobs from the previous unit or another you are interested in. Take a minute to prepare the questions and answers then hold the interviews. Use exercise 4 to help you and don't forget to change roles.

# Appendix 2

<p><b>Travel Writer</b></p> <p><b>TRAVEL WRITING COURSES</b></p> <p><b>Do You Want To Be A Travel Writer?</b></p> <p>Come on a short online course led by Peter Carty, who writes for the Guardian and other national publications, including the Evening Standard, Independent, Telegraph and Condé Nast Traveller.</p> <p>Sign up now for our one to one <b>Online Distance Learning Course</b>. Or choose between an online <b>one-day Workshop</b> or our online <b>Evening Class</b>.</p> <p><b>Unlimited individual feedback and support</b> after each course is included in the fee.</p> <p><b>Check out these testimonials:</b></p> <p>"Since coming on the travel writing workshop I have been published in a range of national newspapers and magazines." Leah McLennan</p> <p>"I really enjoyed the workshop, so thank you. It's given me so much food for thought for my travel blog. The day was thorough, detailed, well-structured and useful." Hannah Barton</p> <p><b>Recruiter:</b> PETER CARTY <b>Location:</b> London (Central), London (Greater) <b>Salary:</b> Unlimited earning potential <b>Posted:</b> 12 Apr 2020 <b>Closing date:</b> 11 May 2020 <b>Ref:</b> Travel Writing <b>Industry:</b> Arts &amp; heritage, Writing &amp; literature, Media, Journalism, Travel &amp; transport, Tourism <b>Hours:</b> Part time <b>Contract:</b> Temp <b>Listing type:</b> Course</p>	<p><b>Content Creation Sales Manager</b></p> <p><b>FORMULA WON</b> London (Central), London (Greater) circa £50k plus commission 12 Apr 2020 24 May 2020 7514 General, Travel &amp; transport, Airline, General, Tourism Sales Management Full time Permanent Job vacancy Undergraduate degree (or equivalent)</p> <p><b>We seek an experienced Content Creation Manager, selling, tendering and booking content deals who will work closely with their team to develop the specialist division in the company. The Company vision is to expand its content marketing business having emphasis on its core strengths of travel sport and ancillary lifestyle areas. Candidates will understand the powerful role that content creation can play in engaging with customers and prospects. They are seeking an established and experienced/well connected person who already has good long term existing contacts with media agencies, advertising agencies and Marketing Directors and understands and can engage in the tender process.</b></p> <p>Ideally you are currently tendering for and booking content deals. Articulate communication and excellent presentation skills is key in this role. Content Creation plays a vital role within this company's marketing activities and the company plans to significantly increase its market share in this sector. Candidates will be at ease liaising with various parts of the business, turning client's objectives and expectations into reality by using a variety of cross media platforms including Customer Magazines, Digital Campaigns, Books, Events, Road Shows, Product Launches, Partnership Content, Promotional Publications, TV/Video Production, Influencers and new Publishing</p>
<p><b>Director of Tourism</b> ASM Global ★★★★★ 19 evaluaciones - Palm Springs, CA 92262</p> <p><b>Continuar para postular</b></p> <p>ASM Global. Imagine the Experience! We are the world's leading venue management and service company connecting people through the power of live experience.</p> <p><b>POSITION SUMMARY</b> Plans and directs the strategic direction of marketing functions to generate tourism, conference, convention and leisure business in coordination with City and ASM goals and objectives. This position directs the sales effort to generate revenue proceeds from advertising opportunities available in the facilities.</p> <p><b>ESSENTIAL RESPONSIBILITIES</b> General</p> <ul style="list-style-type: none"> <li>Assists in the development and implementation of facility goals and priorities relating to marketing activities in compliance with State and Federal law, and ASM policies and procedures.</li> <li>Supervises staff in accordance with policies, procedures and applicable laws including: interviewing and hiring; training; planning, assigning and directing work and; performance planning and concerns.</li> <li>Monitors compliance with applicable provisions of the management contract.</li> </ul>	<p><b>Tourism Data Sales Associate</b> UberMedia ★★★★★ 5 evaluaciones - Pasadena, CA 91103</p> <p><b>Continuar para postular</b></p> <p>The Tourism Data Sales Associate is at the forefront of the sales process and is responsible for generating new business. This is done through prospecting/lead generation, lead qualifying, and/or follow-up of key sales prospects. The Tourism Data Sales Associate will play an important role in identifying and closing new prospects for the Tourism line of data sales team, leveraging, and in some instances creating, marketing and sales materials that enable UberMedia to build relationships with potential clients. These potential clients reside in mostly in the tourism industries, and the Tourism Data Sales Associate will work with the head of Tourism sales in this role.</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>Prospect and find contact information for potential key clients throughout the Tourism industries.</li> <li>Reach out via cold calling/emailing to potential key clients as the first touchpoint in this relationship</li> <li>Follow up and qualify leads that come in through the company's website, including chat</li> <li>Be the initial point of contact for potential new customers, identifying their need(s) and connecting them with the appropriate sales person</li> <li>Develop sales/marketing materials specific to prospective client's</li> </ul>
<p><b>Tourism &amp; Sales Partnership Manager</b> AKA - New York, NY 10003 (Greenwich Village area)</p> <p><b>Continuar para postular</b></p> <p>The Tourism &amp; Sales Partnership Manager turns insights into immediate sales, maintaining sales messaging online, offline, across multiple channels, on various promotional materials and on the production's website itself keeping it clear, consistent and guaranteeing that we are speaking to the right people at the right time and optimizing their path to purchase. The Manager seeks to secure new revenue streams for clients, building and maintaining a database of NEW ticketing coops and initiatives that clients across the AKA roster can benefit from either separately or together. They are instrumental in setting and deploying the pricing strategy, inclusive of promotional and discount offers as necessary, while catering to various subsets of buyers including: single ticket buyers, groups and the FIT/Tourist Market.</p> <p><b>Responsibilities include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>Manage relationships with various group and tourist coops to ensure that they have the proper pricing, messaging and sales tools to best cater to their individual clientele.</li> <li>In collaboration with the experiential arm in the agency, help cultivate on-site sales opportunities across various events, devise how best to integrate trackable sales methods within partner activity, properly price (and sell) "add-on experiences" or "gift with purchase" options geared toward a certain demographic, and</li> </ul>	<p><b>Front Desk Concierge</b></p> <p><b>Remuneration:</b> R4500 - R5000 per month Basic salary <b>Location:</b> Cape Town <b>Job level:</b> Junior <b>Type:</b> Permanent <b>Company:</b> Trusted Interns</p> <p>We are a new hospitality brand based in Cape Town. We manage a few small hotels in Sea Point and Cape Town city centre. We are looking for a few interns to join our team. You will need to be a people person, and be able to work shifts. You will get experience in customer service, admin, reservations, night auditing, property management, and other relevant areas that will give you a good grounding in the hospitality industry.</p> <p>We are looking for front desk staff, so let's see what you are about, and maybe you could be starting your career in hospitality sooner than you think!</p> <p>No real experience is needed, you will receive training from us, and you just need to be open to learning!</p>

## Appendix 3

### Curriculum Vitae Rubric

Name: \_\_\_\_\_

	<b>4. Distinguished</b>	<b>3. Proficient</b>	<b>2. Apprentice</b>	<b>1. Novice</b>
<b>Content-Sequence:</b> Information logically organized	Information was sequenced in a logical manner. Information was organized so that the viewer was ready to accept, or expect, the next idea.	Information was sequenced in a logical manner. Ideas flowed between parts and paragraphs.	Information did not always flow logically between parts and paragraphs.	Information was not clear and did not flow in a logical order.
<b>Design-Layout and Organization:</b> Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the CV easy to read.	CV was organized with headings and subheadings. Paragraphs and graphics were placed to make the CV easy to read.	Most of the CV was organized. The placement of text and graphics sometimes made the CV hard to read.	CV was hard to read. There is no clear structure. Text and graphics were randomly placed.
<b>Writing-Conventions:</b> Correct spelling, grammar, punctuation, usage	No spelling, grammar, capitalization or punctuation errors. Sentences are all well-formed.	Fewer than 5 spelling and grammar errors. Fewer than 5 capitalization and punctuation errors. One or two flawed sentences.	More than 5 spelling and grammar errors. More than 5 capitalization and punctuation errors. Less than 5 sentences show flawed structure.	More than 10 spelling and grammar errors. More than 10 capitalization and punctuation errors. Many sentences show flawed structure.
<b>Writing-Word Choice:</b> Accurate, descriptive vocabulary	Used scholarly and topic-specific vocabulary. Word choice was highly descriptive and specific.	Used scholarly and topic-specific vocabulary. Misused one or two words.	Vocabulary was only slightly more scholarly than casual conversation. Attempted to use topic-specific vocabulary, but misused some words.	Vocabulary was too casual. Used inappropriate language on several occasions. Did not use any topic-specific vocabulary.

## Appendix 4

### Job Interview Rubric

Name: \_\_\_\_\_

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
<b>Oral Presentation-Content:</b> Relates to topic, detailed, and accurate	All content directly related to the Job to apply. Content was thoroughly developed and demonstrated detailed knowledge of the topic. Comments or answers were supported by fact wherever possible.	Content directly related to the Job to apply. Included many details that demonstrated knowledge of the topic. Most comments were supported by facts.	Had difficulty explaining how the content and Job to apply. Many comments were not factually supported.	Presentation did not relate to Job to apply. Included few details and relied heavily upon unsupported comments.
<b>Planning-Research and Notes:</b> Quality and quantity	Used the sources of information provided. Notes are clear, organized, and complete.	Used the sources of information provided. Notes were organized and complete.	Used the sources of information provided. Notes were not complete.	Used only other source of information, or did not use a reliable source. Notes were not clear or missing.
<b>Teamwork-Cooperation:</b> Listens, shares ideas and work, supports the partner	Always listened to, shared ideas with, and supported the partner. Worked consistently for the good of the pair.	Listened to, shared ideas with, and supported the partner. Did not disrupt the pair.	Did not consistently listen to, share ideas with, or support the partner. Made some effort to be a good partner.	Rarely listened to, shared ideas with, or helped the partner. Was not a good partner.
<b>Oral Presentation-Clarity:</b> Clarity and volume	Appropriate volume throughout interview. Varied volume when appropriate. Proper inflection throughout presentation. Spoke clearly and understandably.	Spoke at an appropriate volume for most of interview. Good inflection and enunciation. Occasionally sounded monotone.	Spoke quietly. Increased volume briefly after being asked. Spoke with little inflection.	Barely audible, even after requests to speak up. No inflection. Sounded bored or uninterested. Paid little attention to proper pronunciation.
<b>Oral Presentation-Posture/Eye Contact:</b> Appropriate posture and effective eye contact	Stood upright and appeared confident throughout. Avoided rocking, shifting, and other nervous behavior. Made eye contact with the partner.	Posture was good for most of the presentation. Made eye contact numerous times during interview. Did not rely too heavily on notes or visual aids.	Sometimes rocked, shifted, or appeared uncomfortable. Made occasional eye contact with the partner. Did not rely too heavily on notes or visual aids.	Posture was poor. Slouched, shifted from foot to foot, and appeared very uncomfortable. Made almost no eye contact with the partner. Looked down or at notes or visual aids.



## BIBLIOGRAPHY

- Brown, H.D. (2004). *Language Assessment. Principles and classroom Practices*. NY. Longman.
- Carrell PL., Devine J. Eskey D. (1995) *Interactive Approaches to Second Language Reading*. New York. CUP
- Carrell, P. L., Eisterhold, J. C. (1983). Schema theory and ESL reading pedagogy. *TESOL Quarterly* Vol. 17 No. 4. Retrieved January 29, 2010 from: <http://www.jstor.org/pss/3586613>
- Celce- Murcia M.ed. (2014) *Teaching English as a Second or Foreign Language* (third edition).USA. Heinle & Heinle.
- Crystal D. (2003). *English as a global language*. (2nd ed. First ed., 1997), Cambridge: Cambridge University Press.
- Chomsky, N. 1966. *Topics in the theory of Generative Grammar*. Mouton. La Haya.
- Gardner, R. C. 1975. *Attitudes and motivation: Their role in second language acquisition*. In J. W. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press. Oller and J. C. Richards (eds), *Focus on the Learners: Pragmatic Perspectives for the Language Teacher*. Massachusetts. Newbury House Publishers.
- Krashen, S. 1982. *Principles and Practices in Second Language Acquisition*. New York. Pergamon Institute of English.
- Hyland, K. (2002). *Second Language Writing*. Chapter 1, *Writing and Teaching Writing*. (pp. 1-30). City University of Hong Kong. Cambridge University Press.
- Hymes, D.H. (1971). *On communicative competence*. Philadelphia: University of Pennsylvania Press.
- Meskill, C. (1996). Listening Skills Development Through Multimedia. *Jl. of Educational Multimedia and Hypermedia* (1996) 5(2), pp. 179-201. Retrieved on March 30th 2010 from [https://drive.google.com/file/d/1E5mbFAe0Jt3Kr\\_RDvPrOZfPjeeti\\_Q-w/view?usp=sharing](https://drive.google.com/file/d/1E5mbFAe0Jt3Kr_RDvPrOZfPjeeti_Q-w/view?usp=sharing)
- Nunan, David (2004). *Task-based Language Teaching*. New York: Cambridge University Press. pp. 1–16
- Hutchinson, T. A, Waters (1987) *English for Specific Purposes*. Cambridge. Cambridge University Press.

Rost, M. (2002). *Listening in Language Learning*. New York: Longman.

Sánchez Lozano, C. (2004). El desafío de enseñar la comprensión lectora. *Novedades Educativas*, 161, Mayo, pp. 6-11.

Weigle, C.S. (2002). *Assessing Writing*. Cambridge University Press, p. 4.

Vygotsky, L. 1978. *Mind in Society. The Development of Higher Psychological Processes*. Cambridge. Harvard University Press.



## UNIVERSIDAD PEDAGÓGICA NACIONAL

### Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

#### DECLARATION

I, **Rosa Elva Jiménez Rojas**, declare that the following **Final Project (Get a job: Preparing for a Job Interview)** is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

I understand if I omit to cite in any document signed under my name, I am committing plagiarism, which is unacceptable in any academic environment, and it is a serious violation of the institutional regulations, stated by the Guidelines for Academic Honesty in Citation and References included at [http://eeaille.cealupn.net/pluginfile.php/2441/mod\\_resource/content/1/eeaille\\_1\\_00\\_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm](http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdfm) *“Participants must be aware of norms for Academic honesty. The following are the policies that the Specialization has adopted, based on Georgia State University (<http://www2.gsu.edu/~wwwfhb/sec409.html>) and Universidad Pedagógica Nacional policies. As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The program assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.”<sup>1</sup>*

#### *Definitions and Examples*

*The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions*

---

<sup>1</sup> EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References. [http://eeaille.cealupn.net/pluginfile.php/2441/mod\\_resource/content/1/eeaille\\_1\\_00\\_Academic%20Guidelines%20for%20Citation%20and%20References.pdf](http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf)

and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. *Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.*

*Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility."*

The "Reglamento General para estudios de posgrado de la UPN" states as follows in the

*TITULO QUINTO: De las sanciones y recursos.*

*CAPITULO 1. De las sanciones*

*III. Baja definitiva en los siguientes casos:*

*d) Presente como propios trabajos académicos que no son de su autoría, entre ellos, artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor."*<sup>2</sup>

Signature:

A handwritten signature in black ink, appearing to be a stylized name, possibly "Hernández", written over a circular flourish.

Date of the submission.

20/08/2020

---

<sup>2</sup> Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>