

APPENDIX I

LEARNING UNIT:

“Getting into the labour market”

”Looking inwards”

Raquel Lanuza Gracia

TFM Modalidad A, 2014-06-21

“GETTING INTO THE LABOUR MARKET”**VOCABULARY HANDOUT**

JOB		FULL-TIME JOB	
TO APPLY FOR A JOB		PART-TIME JOB	
ADVERTISEMENT (ADVERT)		DAY SHIFT	
NEWSPAPER		EVENING SHIFT	
JOB APPLICANT		NIGHT SHIFT	
CANDIDATE		SPLIT SHIFT	
INDIVIDUAL (noun)		SLIPT WORK	
MANAGER		TO BE PROMOTED	
CHIEF COOK		TO IMPROVE	
CHEF		COMPANY	
EMPLOYER		VOCATIONAL COURSE	
INTERVIEWER		TO RECRUIT	
EMPLOYEE		SALARY	
INTERVIEWEE		-GROSS SALARY	
ASSISTANT		-NET SALARY	
JOB TITLE		TO GET A GOOD/BAD SALARY	
JOB TRAINING		UNIFORM	
JOB HUNTING			
CONTRACT:			
-PERMANENT			
-TEMPORARY			

Own material

LESSON 1, TASK 1

URGENTLY REQUIRED HOUSE COOK

Urgently required cook for a reputed Bahraini family. The ideal candidate should have good knowledge & experience of international cuisine, continental and Arabic food (varieties of food)

- Male Candidate
- Age : 28-40 Years
- Can speak and understand English
- Worked as house cook anywhere in GCC
- Good salary + Accommodation + food and other benefits

Interested candidate can apply with detailed CV & photograph, passport copy and Food Menu to jobopeninghr2012@gmail.com or you can contact us on 36616432.

WANTED!
COOK
Monthly Salary-P5,000
Free Board and Lodging / FREE MEAL (Breakfast, Lunch & Dinner)
Please Submit Your Bio-Data At 2nd floor Laxford Shopping Mall
and Look for Mr. Kathy
For enquiries please Call: 00234504089 / 00234504090

Fine Foods

REQUIRED
CONTINENTAL COOK

- FIVE YEARS RELEVANT EXPERIENCE
- GOOD KNOWLEDGE OF HYGIENE PRACTICES
- FOR MASS CATERING

Please send CV and Cover Letter to:
jobs@finefoodsba.com

ONLY SHORTLISTED CANDIDATE WILL BE CONTACTED

<http://www.gumtree.com/p/jobs/wok-chefs-wanted-immediate-start-full-or-part-time-central-london/1043029627>
(20/03/2014)

Wok Chefs Wanted (Immediate Start, Full or Part Time, Central London)

Contract type: Permanent

Wok Chefs Required for KIN, Clerkenwell EC1 - Immediate Start
Competitive salary on offer, negotiable depending on experience

KIN is a fun and exciting restaurant in Clerkenwell, Central London (near Chancery Lane & Farringdon). We're a casual Asian restaurant serving simple, fresh and tasty dishes from Thailand, China, Vietnam and Japan. For more information please visit our website.

We are looking for experienced Wok Chefs (Full or Part Time) to join the team at KIN due to recent growth. A positive attitude, willingness to learn, flexibility and strong work ethic is essential.

The Wok Chef positions are either full or part time with flexible working hours from 12-45+ hours per week. Full time positions usually consist of 5 working days, 2 days off. A minimum of 12 months experience using a commercial wok cooker/burner is essential (unfortunately applicants with no wok cooker experience will not be considered). Speed and efficiency using the wok is critical and the successful candidates will be expected to produce high quality dishes in a fast-paced environment. The Wok Chefs will be expected to help with preparation outside of service including preparation of vegetables, meat, poultry, seafood and sauces. In addition, KIN places great emphasis on hygiene, and all chefs are expected to help clean and maintain the kitchen to high standards. Our part time Wok Chef positions would ideally suit individuals who require flexibility including those who are already working full or part time and looking to top-up their income, students or parents with child care responsibilities.

The following is a list of desirable skills, experience & additional information:

- Candidates must have a good command of English
- Candidates must be eligible to work in the UK (proof required during interview)
- Lives in London (local candidates would be preferred as accommodation is not provided)
- If you are interested in a part time position, we are flexible and looking for both day time (10am-3pm) and evening chefs (5pm-10:30pm).
- Candidates must have experience using a commercial wok cooker. Applicants who do not meet this criteria will unfortunately not be considered.
- Candidates must be comfortable working closely in a small team where each person is expected to perform multiple tasks/duties (i.e. help each other in different sections)
- If you are interested but not available to start soon, please feel free to apply as we will be looking for strong individuals to join the team in 2014 as we expand the business

To apply, please send your CV and a covering letter to us. In your covering letter please let us know if you are seeking a full or part time position, how many hours you would prefer to work, your availability, your salary expectations per hour and when you are

available to start. Please remember to include your telephone number. Please do not call the restaurant. If you have a question, please send us a message via Gumtree.

Personnel: I see there were problems with the disabled facilities.

Mrs White: Well, the disabled access in the hotel was very good really. You know, to the bars and the restaurants, but the main lift wasn't working when we arrived. So, that's why we needed a room on the ground floor.

Personnel: I see, and did we give you a room on the ground floor?

Mrs White: Yes, you did, but the room you gave us was very noisy. That first night, we couldn't sleep at all.

Personnel: Oh dear. That shouldn't have happened. Did we give you a different room on the ground floor?

Mrs White: Yes, you did. The next day you gave us a beautiful room next to the gardens. It was very quiet, and the manager sent us some flowers and a complimentary bottle of champagne. So, in the end we had a very pleasant stay.

Personnel: Good. I'm glad you enjoyed it. Well, we look forward to seeing you again.

Mrs White: Yes, thank you very much. Goodbye.

Personnel: Goodbye.

UNIT 25

Could we have our bill, please?

1

Mrs De Canio: Hello. We're checking out now. Could we have the bill for room 234, please? I asked for it to be prepared.

Reception: Yes, your bill's ready for you, Mrs De Canio. Here you are. Everything is itemised: your room, meals, telephone calls, pay-per-view, and the minibar. Service and VAT are included. How would you like to pay?

Mrs De Canio: With Visa. Here's my card.

Reception: Could you sign here, please? Thank you. Here's your receipt and your Visa slip copy. Thank you very much. We hope to see you again.

Mrs De Canio: Thank you.

2

Woman: Excuse me, we're leaving now. Could you bring us the bill, please?

Waiter: Certainly, madam.

Woman: Have you included the drinks from the bar?

Waiter: Yes. I've included them here.

Woman: Ah. And is service included?

Waiter: No, madam. How are you paying?

Woman: I'm paying in cash. Do you accept euros?

Waiter: Yes, we do. The total in euros is just there. Would you like a VAT receipt?

Woman: No thanks. This is fine.

How would you like to pay?

1

Cashier: The invoice for your room and meals goes directly to your company.

Mr Badel: Yes, that's right.

Cashier: So, here's your bill for the extras. How are you paying, Mr Badel?

Mr Badel: With Mastercard.

2

Cashier: Your hotel vouchers are for room and breakfast, Mr Franks. Your bill for the other meals and drinks comes to 230 dollars. How would you like to pay?

Mr Franks: With US dollar traveller's cheques, please.

3

Ms Kohl: Can I pay my bar bill separately, please?

Reception: Yes, certainly Ms Kohl.

Ms Kohl: I'll pay by credit card. Do you take Visa?

Waiter: Yes, Visa is fine.

4

Waiter: That's £17.50 altogether Mr Popovic. How would you like to pay?

Mr Popovic: In cash, please. Here you are, £20.

Waiter: One moment, and I'll get your change.

Mr Popovic: No, that's alright. Keep the change.

Waiter: Thank you very much.

UNIT 26

I think there's a mistake

1

Woman: Could I have the bill, please?

Waiter: Thank you, madam.

Woman: Excuse me, I think there's a mistake. There are a lot of items here but I didn't have much wine or any extra dishes. This looks too much.

Waiter: I'm sorry, madam. This isn't your bill. It's table seventeen's. One moment, I'll get the right bill for you. Here we are. I'm sorry about that.

Woman: Ah. That's better. Here's my Visa card.

Waiter: Thank you, madam ...

2

Mr Badouvas: Hello. I'm in room 532 and I'd like to settle my bill.

Reception: 532. Here we are, Mr Badouvas. Are you paying by American Express?

Mr Badouvas: Yes, but just a moment.

What are all these items? How much is the minibar bill?

Reception: Forty euros.

Mr Badouvas: Forty euros! Alex, how many drinks did you have?

Alex: Oh, just a few ... and some snacks ...

Mr Badouvas: And look at the phone calls! We didn't make many calls. This amount is ridiculous.

Reception: One moment, I'll just check for you. No, you didn't make many calls but there was one very expensive call to Athens on Tuesday evening.

Mr Badouvas: Tuesday evening? Alex ...

Working with Fidelio Suite 7

We use the Fidelio system for checking out our guests. Let's check out Mr Rodrigues. First, look at the guest list here ... and click on *Departures*. Then click on the guest's name: *Mr Rodrigues*. All the items for his bill will now appear on the screen, for example, accommodation, breakfast, and so on. He's paying by Visa, so click on *Visa*. Now, his charges all appear on the screen in grey. Finally, click and issue an invoice. That's it. You've just checked out a guest. See, it's quite easy.

UNIT 27

Writing your CV

ACT. 4

Agent: Hello, thank you for coming in to register with the agency. Can you tell me a little bit about yourself?

Caroline: Well, my name's Caroline Davros. I was born in 1980. I'm single. I live in Geneva with my parents. I left school in 1998 with my baccalaureate professionnelle.

Agent: And what professional qualifications do you have?

Caroline: I have my BEP certificate in Tourism and Hospitality from City College.

Agent: And work experience?

Caroline: During my college holidays I worked in the Hotel Central as a receptionist. It's a small hotel in Geneva. I took reservations and ran the reception desk during the daytime. When I left college, I worked in the Sun Hotel which is part of the Triad group. This is where I learnt how to use the Fidelio System. After a year, I applied for a job at a larger hotel in the same group. I'm now a receptionist at the Sofitel.

From : Highly Recommended
Student's Book Pre-intermediate
Oxford

Agent: I see. And what qualities do you bring to your work?

Caroline: I love my work. I'm sociable and friendly, and I enjoy helping and advising people. I'm well organized and hard-working.

Agent: Do you have any references?

Caroline: Yes, Mr Schultz, the manager of the Sofitel.

Writing a covering letter

My name's Michel Laval. I'm 21 years old and I was born in Lyon, in south-east France. When I finished school, I went to catering college for three years where I got my chef's certificate. While I was at college, I worked in various hotel and restaurant kitchens as a kitchen porter and commis chef. It was very good experience and I learnt a lot about people as well as cooking. Last year I started work at the busy Grand Hotel Mercure in the city centre. It's a good job but I would really like to have more responsibility and use my cooking skills more. I have my own apartment in Lyon and I have a clean driving licence.

UNIT 28

Presenting yourself at an interview

Personnel: So, Michel, tell me something about yourself.

Michel: Well, I'm 21 years old and I was born in Lyon. I've lived in Lyon all my life. I got my chef's certificate eighteen months

ago and since then I've worked at the Mercure Hotel.

Personnel: Why do you want to leave?

Michel: Well, I really like working there but I'd like to learn some new menus and work with a new head chef.

Personnel: And what do you know about our company?

Michel: You're part of one of the biggest hotel chains in the world with some of the top chefs.

Personnel: Why do you want to work for us?

Michel: I've spent all my life in Lyons and I'd like to see more of the world. I think I'd learn a lot and it would be good for my career.

Personnel: What could you offer us if we gave you a job?

Michel: Well, I'm enthusiastic, hard-working, and a good team worker. I learn quickly, and I think I have the right skills and experience for the job ...

Personnel: Right. Well, I'm seeing three more candidates tomorrow, Michel. Then I'm going to make a shortlist to discuss with chef. If you're shortlisted, we'll phone you to arrange a second interview ...

A celebrity chef

Interviewer: So Jamie, tell us a little bit about yourself.

Jamie: Well, I was born in Essex in May 1975. My dad runs a pub and as a child I helped in the kitchens. I just loved cooking.

Interviewer: Were you a good student at school?

Jamie: No, not really. But I knew I wanted to be a chef. When I was sixteen, I left school and went to Westminster.

Catering College. After that, I went to France and worked in various kitchens.

Interviewer: What was your first really good job?

Jamie: I was head pastry chef in a top London restaurant. I learnt a lot there. The head chef taught me how to make the best pasta and focaccia bread. After that, I worked at the River Café for three and a half years.

Interviewer: How many television series have you made?

Jamie: I've made three TV series so far but I'll probably make another.

Interviewer: And how many books have you written?

Jamie: I've written four books and Hollywood is going to make a film about me! It'll be about my restaurant which opened in October 2002.

Interviewer: Are you going to work in the restaurant too?

Jamie: Definitely, I'm going to be the head chef.

From: Highly Recommended
Student's Book - Pre-intermediate
Oxford.

Applying for a job

Write your CV

Begin and end letters correctly
Dear Sir/Madam, Yours faithfully
Dear Mrs Ramirez, Yours sincerely

Answer a job advertisement
I would like to apply for the job of ...



Curriculum Vitae

PERSONAL DETAILS

Name Caroline Davros
Address 18 rue de Rousseau
1205 Geneva
Switzerland
Tel. no 41 45 67 80
Email caro.davros@yahoo.com
Date of birth 30.09.80

EDUCATIONAL BACKGROUND

Education City College
Geneva
Qualifications

WORK EXPERIENCE

Work experience Company
Position
Company
Position
Company
Position

PERSONAL QUALITIES

Personal qualities

References Mr Schultz
Position

LANGUAGES

Starter

Work with a partner. **Brainstorm** some things that you could include on your CV.

Listening Writing your CV

1 Listen to the dialogue and complete Caroline's CV.

2 Work with a partner. Read the completed CV and ask questions. Take turns to be Caroline and the agent.

Example A What school qualifications do you have?
B I have my baccalaureate professionnelle.

Language study

Expressions to learn

Dear Sir/Madam, Yours faithfully A
Dear Mr/Mrs/Miss/Ms, Yours sincerely A
I would like to apply for ... A
With reference to ... A
Would you please send me ...? A
I enclose an s.a.e. (stamped addressed envelope) A
A = applicant

New words to use

advert	friendly	qualities
advise	hard-working	register
apartment	hospitality	responsibility
catering college	motorbike	skill
driving licence	organized	sociable
experience	qualification	tourism

Wordlist page 97

Writing

Producing a CV

- 1 These are headings and categories commonly used in CVs.

marital status	referees
employment history	permanent address
educational history	hobbies and interests
title	personal details
skills	surname
qualifications	date of birth

- 1 Which one means:
- basic facts about you?
 - schools and colleges?
 - where you live most of the time?
 - what you do in your free time?
 - family name?
 - if you are married or single?
 - details about your working life?
 - Mr, Mrs, Ms, or Dr?
 - people who can tell us about your qualities and character?
 - proof that you can do something or have successfully completed a course?
 - practical abilities?
 - when you were born?
- 2 Which information is *not* usually asked for in your country? Should you give any information that is not mentioned here?

2 Read this CV.

- Complete a-h with appropriate headings or categories from the list in 1 above.
- Read the CV again.
 - Turn to tapescript 2.2 on page 138. Does Toni follow all the personnel officer's advice?
 - What details does she give of her personal achievements?
 - What does she hope to prove by giving details of her interests and hobbies?

3 Create your own CV using Toni's as a guide.

Toni Carter



a
Full name: Toni (Antonella) Carter
 b 14/02/78
Permanent Address: Linden Cottage
 88 Whitecross Road
 Rickwood
 Herts WD3 8KY
Tel./Fax: (01923) 0845841
E-mail: CarterToni@gratisserve.co.uk
 c Single

d
1997-2000 University of South Nottingham:
 BSc Business Studies (2.1).
1994-96 Dr Chalmer's Sixth Form College:
 'A' levels in Italian (A), Mathematics (B), Biology (B).
 e
 Word-processing. Clean driving licence.
 Languages: Bilingual English / Italian

f
January 2001 - present
 Kilt Corner, Rickwood: Assistant Manager.
 After three months as a shop assistant I was appointed Assistant Manager. I deputize for the Manager in her absence and am in charge of seven other staff.
August - December 2000
 La Sorpresa Italian Restaurant: part-time waitress.
 I combined this with a word-processing and spreadsheet course.

g
 Soccer: At university I was captain of the women's soccer team.
 Playing the cello. Member of SN Chamber orchestra.
 In my gap year I travelled round Australia and South-east Asia. I developed a much broader awareness of other cultures and ways of life. I did various short-term jobs including being a nanny, cook, and waitress.

h
Catriona Flynn Manager, Kilt Corner,
 Gorton Street, Rickwood
Dr Phil March Senior Lecturer, Dept. of
 Business Studies, University of
 South Nottingham, Nottingham

GETTING INTO THE LABOUR MARKET

VOCABULARY and EXPRESSIONS- LESSONS 3 AND 4

Dear Sir/Madam, Yours faithfully		Diploma	
Dear Mr/Mrs/Miss/Ms last name, Yours sincerely		As I feel I have the necessary experience for the job	
I would like to apply for		I have experience +verb -ing	
With reference to		I enjoy working	
I am writing to apply for		I enclose a copy of my CV	
Position, job		I look forward to hearing from you	
Catering college		Single (adjective)	
Driving licence		Married (adjective)	
Friendly (adjective)		A.s.a.p.	
Hard-working (adjective)		Outgoing (adjective)	
Hospitality		Insecure (adjective)	
Organized (adjective)		Vacancy	
Skills		Vacation (US)	
D.O.B.		Holiday (UK)	
Customer service skills		To enquiry	
Tasks		Inquiry (noun)	
To be confident		I would be grateful if you...	
To be eager to		I'm keen to work...	

Own material

HOW TO WRITE A COVERING LETTER

Your Contact Information

Your name

Your address

Your city, State, Zip Code

Your Phone Number

Your Email Address

Date

Employer Contact Information

Name

Title

Company

Address

City, State, Zip Code

Dear Mr. / Ms. Last name:

FIRST PARAGRAPH:

- Including information on why you are writing.
- Mentioning the position you are applying for.
- Asking the reader for an interview or appointment.

SECOND PARAGRAPH:

- You have to describe your strongest skills for this position (abilities related to their needs)
- Mentioning specifically how your skills match the desired job.

THIRD PARAGRAPH:

- Concluding by thanking the employer for considering you for the position.
- Including information on how you will follow-up (by indicating when)

Yours faithfully,

Handwritten signature

<http://jobsearch.about.com/od/cover-letter-samples/a/cook-cover-letter.htm>

➡ Cook Cover Letter Example ⬅

Your Name
Your Address
Your City, State, Zip Code
Your Phone Number
Your Email

Date

Name
Title
Organization
Address
City, State, Zip Code

Dear Mr./Ms. Last Name

I am applying for the job of cook at XYZ Hospital. You specify that you are looking for someone with cooking experience and customer service skills. My skills and experience make me an ideal candidate for the position.

I have been working in the culinary industry for seven years. For the past three years, I have served as a short-order cook at XYZ Diner. I am therefore comfortable preparing meals quickly and efficiently - a necessary skill in a busy hospital cafeteria. I have also served in other capacities in restaurants; I began as a dishwasher, and then spent three years as a line cook at XYZ fast food restaurant. I would therefore be comfortable performing a variety of tasks in the cafeteria.

You state that applicants should have strong customer service skills. As a short-order cook, I constantly interact with customers; I serve customers seated at the bar, and therefore know how to maintain a positive report with customers. In fact, I received the award for "Employee of the Month" four times at XYZ Diner, due in large part to my customer service skills.

I am confident that my experience and skills will make me a valuable member of the XYZ Hospital culinary team. I have enclosed my resume, and will call within the week to see if we might arrange a time to speak together. Thank you so much for your time and consideration.

Sincerely,

Example of Self-candidacy Letter

Dear Mr Brown,

I am writing to enquire if you have any vacancies in your company. I enclose my CV for your information.

As you can see, I have had extensive work experience in office environments, the retail sector and service industries, giving me varied skills and the ability to work with many different types of people. I believe I could fit easily into your team.

I am a conscientious person who works hard and pays attention to detail. I'm flexible, quick to pick up new skills and eager to learn from others. I also have lots of ideas and enthusiasm. I'm keen to work for a company with a great reputation and high profile like [insert company name].

I have excellent references and would be delighted to discuss any possible vacancy with you at your convenience. In case you do not have any suitable openings at the moment, I would be grateful if you would keep my CV on file for any future possibilities.

Yours sincerely

*DISCOVER THE 10 MISTAKES IN THE COVERING
LETTER*

Dear Jones,

I write to apply for the position of manager as advertised in the November edition of *Hotel and Catering Monthly*.

I am fully trained manager with a diploma in Hotel and Restaurant Management, and I have three years' work experience. I currently worked as assistant manager at Hotel Torre in Pisa.

I like to apply for the position advertised as I feel I have the necessary experience for the job. I have experience to manage a busy hotel with twenty staff. I am a sociable and well organized, and I enjoy dealing with customers.

I enclose a copy of my CV and a completed application form. I look forward to hear from you.

Yours faithfully,

XXXX

PRONOUNCING "-ED" ENDINGS

Although there are several exceptions to the rules, "-ed" endings may be pronounced in one of the following three ways:

- t
- Id
- d

-"ed" is pronounced "t" if the end of the word sounds like:

K, S: *cooked, stressed*

F, P: *laughed, helped*

CH: *watched*

SH, TH: *washed, finished,*

-"ed" is pronounced "id" if the end of the word sounds like:

T: *wanted, rented, hunted*

D: *landed*

-"ed" is pronounced "d" for all other ending sounds:

A, B, E, G, H, I, J, L, M, N, O, Q, R, U, V, W, X, Y, Z

EXERCISE

- 1) I laughed at the joke. ____
- 2) Our work is finished. ____
- 3) The snake killed the mouse. ____
- 4) The teacher helped the student. ____
- 5) When I was younger, I wanted to walk on the moon. ____
- 6) We hiked to the top of the mountain. ____
- 7) James rented his apartment. ____
- 8) We can't go swimming because the pool is covered. ____
- 9) That old house is haunted. ____
- 10) We hunted for her keys, but could not find them. ____

LESSON 3: INTERVIEWS

Interviews: preparing for the interview

Exercise 1: ACT. 13

Interviews can be nerve-wracking and preparation is very important. Here are some tips for preparing for an interview. Read the text below and select the best option.

If you have (1).....the interview stage, your CV and letter of application must have been(2).....!The company now wants to know more about you. But there is still more work to do if you want to get that job! Make sure you have (3).....the company as thoroughly as possible- use the Internet, company reports, recruitment literature, etc. (4).....yourself of why you applied to this company. Make a list of the skills, experience, and interests you can (5).....the organization. Finally, try to (6).....the questions you will be expected to answer-imagine you are the interviewer!

1 reached gained arrived achieved	2 important impressive effective significant	3 researched discovered inquired examined
4 remember remind imagine summarise	5 show present offer demonstrate	6 ask suggestion give predict

Exercise 2:

Interview tips Act. 14

Here are some tips related to your appearance and body language. For each one select the correct missing word from the options.

Make sure your clothes are clean, but _____wear obvious logos or designer names.

1. do
2. don't
3. must

Don't use _____ much deodorant or perfume!

1. to
2. too

3. two

Don't wear too much jewellery. Interviewers don't _____ like nose rings!

1. never
2. sometimes
3. usually

Wear _____ that are smart, but comfortable.

1. cloths
2. clothes
3. covers

Arrive well _____ the interview time.

1. before
2. after
3. later than

Make eye _____ with the interviewer when you are introduced.

1. contactation
2. contiction
3. contact

Exercise 3:

FREQUENT ASKED QUESTIONS (FAQs) *ACT. 15*

Translate the following sentences and then, match the common interview question on the left with the suitable response from the list on the right.

1. ¿Por qué eligió usted esta empresa?
2. ¿Cuáles son sus fortalezas y debilidades?
3. ¿Cómo le describirían a usted sus amigos?
4. ¿Cuál es su mayor logro?
5. ¿Se maneja usted bien trabajando en grupo?
6. ¿Cómo se imagina usted dentro de cinco años?

A. La gente dice que soy una persona sociable y organizada.

B. Mi propósito es conseguir un puesto en el equipo directivo.

C. Soy muy bueno en el manejo de personal, pero puedo ser impaciente en ocasiones.

D. Porque yo creo que encontraré el ambiente de trabajo.

E. Siempre apoyo a mis compañeros y creo que todos deberíamos trabajar hacia un objetivo común.

F. Liderar el equipo de fútbol de la Universidad al campeonato nacional.

EXTRA EXERCISES

COVERING LETTERS

(Part 1)

Decide whether the following tips for writing covering letters are true or false.

1. The letter should be as friendly and informal as possible - True / False?
2. You should avoid slang & idiomatic language - True / False?
3. Your sentences should be long and complex - True / False?
4. It is fine to use contracted forms (e.g. I'm, it's) - True / False?
5. Emotive words (wonderful, great, terrible) should be avoided - True / False?

(Part 2)

Here are some common phrases you might use when applying for a job. However, the prepositions are missing. Some of these prepositions can be used more than once

To of under in for with

I would like to apply.....the position.....

If you would like to discuss this..... more detail.

I enjoy working.....pressure.

I was.....charge.....

I was responsible.....

..... reference

EXTRA EXERCISE

What makes good a CV

Decide whether the following sentences are true or false based on the audio.

1. Employers don't care what CVs look like. (True / False)
2. Companies only receive a few applications for each position. (True / False)
3. You should spread your points out on the page. (True / False)
4. You should include as much information as possible. (True / False)
5. It is better to focus on key facts. (True / False)
6. The most important features are that it is easy to read and looks good. (True / False)
7. A good CV will guarantee a good job. (True / False)

INTERVIEWING ACT. 16

Here you can find two different columns with words which are commonly used during an interview. Please, create the complete sentence with the given word in the Interviewer part and do the same with the interviewee section.

After finishing this task, you will be requested to rehearse your interview between the interviewer and the interviewee.

INTERVIEWER

INTERVIEWEE

- | | |
|-----------------------------|--|
| 1-about yourself | -age, place information, education in short, job experience if any, family details in short |
| 2-Why, work, in our company | -like the company, your skills match |
| 3-Strengths | -Choose 3 words: honest, self-confident, optimistic, hardworking |
| 4-Weaknesses | -Choose 3 words: straightforward, impatient, sensitive, more talkative, can't say no, nervous, lazy. |
| 5-Why, hire, you? | -work experience, my skills, career goal |
| 6-What, know, our company? | -worldwide, competitors |
| 7-Why, job, change? | -thankful to my former company, past job experience, job change, career goals. |
| 8-Salary requirements | -not a priority, no past job experience, company's norms, fulfill my economical needs. |
| 9-Career goals | -short term goal, long term goal |
| 10-Any question to me? | - thank, salary range, job timing, training period, transport facilities. |

ACT. 17: ROAD MAP

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

-
-
-
-

2. Write down 4 main ideas you may find in a Job Advertisement.

-
-
-
-

- ¿Qué te ha parecido la clase de hoy?

-
-

- ¿Te ha resultado entretenida?

-
-

- ¿Has aprendido algo nuevo? ¿El qué?

-
-

- ¿Mejorarías algo?

-
-

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

ACT. 17: ROAD MAP

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

-
-
-
-

2. Write down 4 main ideas you may find in a Job Advertisement.

-
-
-
-

- ¿Qué te ha parecido la clase de hoy?

-
-

- ¿Te ha resultado entretenida?

-
-

- ¿Has aprendido algo nuevo? ¿El qué?

-
-

- ¿Mejorarías algo?

-
-

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Personal Details
- Educational History
- Employment History
- Hobbies and interest

2. Write down 4 main ideas you may find in a Job Advertisement.

- Job title
- contract
- Salary
- Temporary or permanent

• ¿Qué te ha parecido la clase de hoy?

- Bien organizada, entretenida

• ¿Te ha resultado entretenida?

- Sí, bastante dinámica

• ¿Has aprendido algo nuevo? ¿El qué?

- Sí, vocabulario relacionado con elaboración de curriculum

• ¿Mejorarías algo?

- No, estoy satisfecha y como transcurre la clase

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- personal data
- Qualification
- Work experience
-

2. Write down 4 main ideas you may find in a Job Advertisement.

-
-
-
-

• ¿Qué te ha parecido la clase de hoy?

- de 10

• ¿Te ha resultado entretenida?

- si

• ¿Has aprendido algo nuevo? ¿El qué?

- si, hacer el cv.

• ¿Mejorarías algo?

- Todo se puede mejorar pero de 10.

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

-
-
-
-

2. Write down 4 main ideas you may find in a Job Advertisement.

-
-
-
-

• ¿Qué te ha parecido la clase de hoy?

- *Muy bien explicada la clase, entendible*

• ¿Te ha resultado entretenida?

- *Si*

• ¿Has aprendido algo nuevo? ¿El qué?

- *Si, Hacer un carta de presentación para hacer un currículum*

• ¿Mejorarías algo?

- *No*

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Name.....
- Address.....
- Tel. n.....
- Date of birth.....

2. Write down 4 main ideas you may find in a Job Advertisement.

- Do to Personal data
- Academy data
- Work Experience
-

• ¿Qué te ha parecido la clase de hoy?

- Muy amena e interesante.....

• ¿Te ha resultado entretenida?

- Si.....

• ¿Has aprendido algo nuevo? ¿El qué?

- Mucho.....

• ¿Mejorarías algo?

- No.....

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Personal information
- Qualifications
- Work experience
- Interests and skills

2. Write down 4 main ideas you may find in a Job Advertisement.

- Position
- Company
- Salary
- Type of contract

• ¿Qué te ha parecido la clase de hoy?

- Excelente

• ¿Te ha resultado entretenida?

- Mucho

• ¿Has aprendido algo nuevo? ¿El qué?

- Mucho, de todo siempre se aprende algo

• ¿Mejorarías algo?

- Siempre se puede mejorar

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Education
- Qualifications
- Work experiences
- References

2. Write down 4 main ideas you may find in a Job Advertisement.

- Personal data
- Address data
- Experience
- Date

• ¿Qué te ha parecido la clase de hoy?

- Muy útil en cuanto a mi futuro profesional se refiere

• ¿Te ha resultado entretenida?

- Sí, en cierto modo, pero me ha esforzado a su vez

• ¿Has aprendido algo nuevo? ¿El qué?

- Como hacer un currículum y una carta de presentación en inglés

• ¿Mejorarías algo?

- Ha sido una clase muy buena. He aprendido mucho y con gusto.

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Experience
- Qualification -
- Languages
- Abilities
- Personal information

2. Write down 4 main ideas you may find in a Job Advertisement.

- Position job
- Company
- Salary
- Type of contract

• ¿Qué te ha parecido la clase de hoy?

- BUENO

• ¿Te ha resultado entretenida?

- NO MUCHO

• ¿Has aprendido algo nuevo? ¿El qué?

- Si Varias cosas del CV

• ¿Mejorarías algo?

- Lo de "classss" sobre
con gente adulta

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Personal details
- Employment history
- Skills
- Educational history

2. Write down 4 main ideas you may find in a Job Advertisement.

- Title
- Description
- Requirements
- Way of contact

- ¿Qué te ha parecido la clase de hoy?
 - He ha parecido mejor, la parte interactiva de los errores. Mejor la segunda hora
- ¿Te ha resultado entretenida?
 - La primera hora ha sido mucha, la segunda si que me ha parecido más entretenida
- ¿Has aprendido algo nuevo? ¿El qué?
 - Si, tenemos de vocabulario como "to be eager to"
- ¿Mejorarías algo?
 - La manera de impartir la teoría y vocabulario

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Personal information
- Experience
- Qualifications
- Skills

2. Write down 4 main ideas you may find in a Job Advertisement.

- Position
- Requested / needed skills
- Company
-

• ¿Qué te ha parecido la clase de hoy?

- Normal.....

• ¿Te ha resultado entretenida?

- No especialmente.....

• ¿Has aprendido algo nuevo? ¿El qué?

- Un par de palabras sueltas.....

• ¿Mejorarías algo?

- No. Aumentar el nivel......

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Name.....
- Studies.....
- Skills.....
- Experience.....

2. Write down 4 main ideas you may find in a Job Advertisement.

- Position.....
- Type of Work.....
- Duration.....
-

• ¿Qué te ha parecido la clase de hoy?

- Ha estado bien.....

• ¿Te ha resultado entretenida?

- Si.....

• ¿Has aprendido algo nuevo? ¿El qué?

- Si, vocabulario en general.....

• ¿Mejorarías algo?

- Si.....

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Personal information (date of birth, tele phone)
- Qualifications
- Hobbies
- References

2. Write down 4 main ideas you may find in a Job Advertisement.

- Requirements
 - Job offer itself
 - contact number/person
 - Qualifications/experience
-
- ¿Qué te ha parecido la clase de hoy?
 - Interesante, rápida y práctica.
 - ¿Te ha resultado entretenida?
 - Ha resultado entretenida, salvo por el exceso de papeles/apuntes (muchas hojas) pudiendo resumirse
 - ¿Has aprendido algo nuevo? ¿El qué?
 - He aprendido vocabulario referido al ámbito laboral, CV, cartas de presentación y búsqueda de empleo.
 - ¿Mejorarías algo?
 - Mayor participación en traducciones inglés/español español /inglés.

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Dates.....
- Work experience.....
- Qualifications — Academy history.....
- Languages.....

2. Write down 4 main ideas you may find in a Job Advertisement.

- Address of Company.....
- Necessity / Quality / Skills.....
- Experience.....
- Position.....

• ¿Qué te ha parecido la clase de hoy?

- Muy útil y entretenido.....

• ¿Te ha resultado entretenida?

- Si.....

• ¿Has aprendido algo nuevo? ¿El qué?

- Si. Para que sirve una carta de presentación.....

• ¿Mejorarías algo?

- No.....

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Dates.....
- Qualifications.....
- Work experience.....
- Languages.....

2. Write down 4 main ideas you may find in a Job Advertisement.

- Address of Company.....
- Necessary skills.....
- Position.....
- Vacancy.....

• ¿Qué te ha parecido la clase de hoy?

- Ha sido entretenida aunque un poco pesada el no saber vocabulario.....

• ¿Te ha resultado entretenida?

- Sí, ya que los currículums son importantes para el futuro.....

• ¿Has aprendido algo nuevo? ¿El qué?

- He aprendido el saber poner correctamente un currículum.....

• ¿Mejorarías algo?

- No.....

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- DATE ~~DATE~~
- WORK EXPERIENCE
- LANGUAGES
- OTHER ~~OTHER~~ ~~DATE~~ RELEVANCE INFORMATION (SKILLS)

2. Write down 4 main ideas you may find in a Job Advertisement.

- ~~Kind of work~~ Kind of work
- ~~the internal job~~ the internal job (Position/Work)
- ~~Salary~~ Salary
- Kind of (contract)

• ¿Qué te ha parecido la clase de hoy?

- Mucho más entretenida que el resto del curso

• ¿Te ha resultado entretenida? 

-

• ¿Has aprendido algo nuevo? ¿El qué?

- Vocabulario y el orden de las cartas de presentación

• ¿Mejorarías algo?

- Teuer todo en un mismo bloque de fotocopias *

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- DATES
- WORK EXPERIENCE
- QUALIFICATION
- Language

2. Write down 4 main ideas you may find in a Job Advertisement.

- Salary
- Position
- Description
- ~~Pen~~ other benefits

• ¿Qué te ha parecido la clase de hoy?

- Interesante porque es algo para nuestras futuras

• ¿Te ha resultado entretenida?

- Sí, porque no es una clase común

• ¿Has aprendido algo nuevo? ¿El qué?

- Sí, vocabulario, forma de hacer una carta de presentación y pronunciación

• ¿Mejorarías algo?

- No

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Full name
- Permanent
- Address
- E-mail

2. Write down 4 main ideas you may find in a Job Advertisement.

-
-
-
-

• ¿Qué te ha parecido la clase de hoy?

- La clase es muy interesante aprendo mucho de lo que sé.

• ¿Te ha resultado entretenida?

- Si me resulta interesante lo malo es que no entiendo mucho.

• ¿Has aprendido algo nuevo? ¿El qué?

- Si he aprendido el curriculum

• ¿Mejorarías algo?

- Yo creo que se mejoraría poniendo mas atencion y practica mas.

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

LESSONS 1 AND 2

1. Write down 4 headings usually used in CVs.

- Educational history
- personal details
- employment history
- skills

2. Write down 4 main ideas you may find in a Job Advertisement.

- job title
- contract
- salary
- temporary or permanent

• ¿Qué te ha parecido la clase de hoy?

- Bien, amena y bien organizada.

• ¿Te ha resultado entretenida?

- Sí, bastante dinámica.

• ¿Has aprendido algo nuevo? ¿El qué?

- Sí Vocabulario y formas verbales.

• ¿Mejorarías algo?

- No.

Esta información es anónima, así que agradezco de antemano tu colaboración.

Gracias.

APPENDIX II

INNOVATION PROPOSAL:

*“Peer Correction to improve
learners’ outcome”*

”Looking inwards”

Raquel Lanuza Gracia

TFM Modalidad A, 2014-06-21

INNOVATION PROPOSAL

**Peer Correction to
improve
learners' outcome**

Estíbaliz Gregorio

Raquel Lanuza

Liliana Morejón

Clara Vitoria

Group Now or Never

Table of contents

1. Introduction.....	pp.1-2
2. Data collection: student A.....	pp.3-4
3. Data collection: student B.....	pp.5-7
4. Data analysis.....	pp.8-13
5. Final reflections.....	p.14
6. Works cited and online references.....	p.15
7. Appendix section.....	pp.16-37

I. Introduction

In this proposal we are going to reflect the way in which peer correction in English as a foreign language classroom may improve student's learning outcome regarding their writing skills.

After carrying out the whole process, it is expected that students will be able to improve in the following areas:

- Producing coherent and cohesive texts
- Organising well-structured texts
- Using a wide range of vocabulary
- Using the appropriate register
- Answering the question well
- Completing the task on time
- Using an accurate presentation
- Producing the text within the requested number of words, words per sentence and sentences per paragraph

This innovative proposal was chosen because it is believed that students do not reflect on their own mistakes after being assessed. As Peter James (2001) states [...] "learners know they make mistakes, but of course, they don't know where the mistakes are, they don't know the importance of their mistakes and even when this is explained, they repeat them".

That is to say, the exam itself is seen by students as an end and not as a means for learning. Therefore, the proposal was aimed at reinforcing the role of the exam as part of the learning process, so that students could be aware not only of the mark itself, but also to reflect on the learning process developing in this way an interest in learning.

Our experience as both students and teachers provides us with the certainty that learners only consider the exam as a means to pass a subject. With this proposal we intended to achieve the opposite effect of the former idea by means of peer correction.

In order to test the hypothesis that students do not reflect on their mistakes after receiving the mark of an exam, they were provided with a writing activity that we corrected in an indirect way. Although the lessons were one hour and a half long, for said activity students were given half an hour to complete the task. The tools created to evaluate the writing activity were a marking code, rubrics and a checklist (see appendix section).

The same activity was carried out the following week with a different topic marked by a fellow student in which they had to use the three evaluation procedures that were mentioned previously. The purpose of doing another writing activity with few modifications made us check that although they improved their learning outcome students still made many mistakes. A week later students had to do another writing activity which we marked by using the same methods. Although in this exam students still made some mistakes they showed a noticeable improvement in their writing skills.

It is important to mention that due to the timing factor in our assigned schools it was not possible to carry out the original plan which was to implement this writing exercise to a whole class. Instead, we chose to develop the activity with two students belonging to first year of Secondary Education to whom we provide home tuition. Both students belong to the same academic year and share a similar English level. Once the first exam was corrected, it was handed to students and they were explained how the assessment procedures were used.

In order to preserve students' privacy their names have been omitted and student A and student B have been used to differentiate them.

2. Data collection Student A

2.1 EXAM 1

2.1.1 Checklist

Student A did not succeed in the following variables:

1.	Student A could not manage the given timing to complete the exercise. She needed ten minutes more.
3.	Student A did not show coherence in the sequence of sentences in the first two paragraphs
10.	Student A did not present the text with a clear separation between paragraphs

2.1.2 Rubrics

Student A presented problems in the following areas:

3.	In some paragraphs Student A made too long sentences resulting in two sentence paragraphs and even one sentence paragraph.
5.	Student A presented a lack of knowledge of irregular verb usage. She only used four irregular verbs accurately in the whole text.

2.1.3 Indirect correction code

1.	Student A forgets to include the subject a total of three times in the text
2	Student A misspells several words along the text, one being an irregular verb which implies a lack of awareness of the list of irregular verbs.
3.	Student A includes prepositions when they are not needed and in other occasions she chooses an incorrect one.

	In two occasions student A made a mistake in relation to the word that follows the preposition, however, this is not a serious mistake given that this content was not seen in class.
4.	Student A has included the definite article twice when it was not needed.
5.	Student A did not write verbs in the correct tense on two occasions.
6.	Student A wrote a Spanish word in the text to mark the end of her composition.

2.2 EXAM 2

2.2.1 Checklist

Student A did not succeed in the following variable:

1.	Student A could not manage the given timing to complete the exercise. This time she only needed five minutes to complete the text.
10.	Student A did not present a clear separation of paragraphs

2.2.2 Rubrics

Student A presented problems in the following areas:

3.	Again, in some paragraphs Student A made too long sentences resulting in two sentence paragraphs and even one sentence paragraph.
----	---

2.2.3 Indirect correction code

1.	Student A misspells some words in the text
2.	Student A did not write verbs in the correct tense on some occasions.
3.	Student A forgets to include the subject several times
4.	Student A has included the definite article twice when it was not needed.
5.	Student A made two lexical/grammatical mistakes

3. Data collection Student B

3.1 EXAM 1

3.1.1 Checklist

Student B did not succeed in the following variables:

1.	Student B could not manage the given timing to complete the exercise. She needed the whole hour to complete the writing activity due to her constant questioning.
7.	Student B exceeded the requested number of words.
10.	Student B did not present a clear paragraphing.

3.1.2 Rubrics

Student B presented problems in the following areas:

3.	Student B did not present a clear separation between paragraphs. It seems to be a whole paragraph instead of a text. Thanks to the use of linking words it is assumed a distinction between the different parts of the text.
4.	Student B did not include a wide range of linking words to provide the text with cohesion.
5.	Student B did not show that she knew the correct usage of irregular verbs and wrote most of them in present tense.

3.1.3 Indirect correction code

1.	Student B includes articles when they are not needed and in other occasions she chooses an incorrect one.
2	Student B misspells several words along the text. (England, inglish)
3.	Student B did not write most verbs in the correct tense. Besides, she mixed

	regular and irregular verbs.
4.	Student B wrote two Spanish words in inverted commas which was corrected as a serious mistake.
5.	Student B included two different subjects in the same sentence.
6.	Student B made word order mistakes such as writing the adjective after the noun

3.2 EXAM 2

3.2.1 Checklist

Student B did not succeed in the following variables:

1.	Although Student B could not manage to complete the activity within the given time, she only needed fifteen minutes more.
7.	Student B exceeded the requested number of words.

3.2.2 Rubrics

Student B presented problems in the following areas:

3.	Once again, Student B did not present a clear separation between paragraphs. It seems to be a whole paragraph instead of a text. Thanks to the use of linking words it is assumed a distinction between the different parts of the text.
4.	Student B did not include a wide range of linking words to provide the text with cohesion.
5.	Student B did not show that she knew the correct usage of irregular verbs and wrote most of them in present tense.

3.2.3 Indirect correction code

1.	Student B includes articles when they are not needed and in other occasions she chooses an incorrect one.
2	Student B misspells several words along the text.
3.	Student B did not write most verbs in the correct tense.
4.	Student B wrote a made up word
5.	Student B included two different subjects in the same sentence.
6.	Student B made word order mistakes such as writing the adjective after the noun.

4. Data analysis

The writing activity of both students in the first exam reflected that there was a lack of knowledge in relation to both regular and irregular verbs. On some occasions, they could not discriminate whether to use present or past simple (Ex. *"The last summer I **go** to London"*). In other occasions students misspelled the past form of irregular verbs (ex. *"Sleep"*) and other times they did not know how to distinguish between regular and irregular verbs (Ex. *"eated"*).

Both students showed that they did not know the correct way to structure a text, not separating clearly the beginning and end of each paragraph.

Although both students made use of linking words, they were not used correctly at all times (Ex. *"[...] to the montain with my dog and my family, **because** slept in beds inside the house [...]"*). Besides, the amount of connectors was not enough to provide the text with the required cohesion.

In both exams, students omitted subjects in many occasions (Ex. *"In the last summer ▼ went to the montain"*)

Another aspect that was marked as a very serious mistake was the use of Spanish words when students did not know how to correctly express what they wanted to say. This showed us that students lacked the resources to look for different ways to explain what they wanted to say, preferring to include a mother tongue word.

Regarding spelling mistakes, students showed that although they knew the vocabulary they did not know the correct way to write it. This is a common mistake taken into account the difficulties that non-native speakers share.

Both students showed that they lacked knowledge on when to correctly use articles, sometimes including them when it was not necessary (Ex. *"**The** last summer"*).

Student B showed a clear literal translation from Spanish to English without taking into account the basic structure Adjective-Noun (Ex. *"Hotel very beautiful"*).

This is a very common mistake among Spanish speakers with an elementary English level.

Regarding the use of prepositions, Student A showed that she chose the wrong preposition (Ex. *"We passed my dog **for** the swimming pool"*) whereas Student B omitted them when they were needed (Ex. *"...in the north ▼ Zaragoza"*). We, as teachers are aware of the fact that mastering the usage of prepositions is a complicated matter. However, it is an aspect which must be corrected from an early stage.

4. 1 Improved areas:

In the second stage which took place a week later, students were asked to take a similar writing activity. In the first exercise they had to write about their past summer experience, whereas in the second stage they were asked to write about their past birthday.

Once the exam was completed students were explained that they had to correct each other's writing activity by means of the same evaluation procedure that we had used to correct their previous exam. Students were monitored during the process, and were helped when they had doubts. After peer correction we collected the exams in order to revise whether students did it properly or not.

After students marked the writing activity with the indirect assessment tools they were given, both students showed that their only improvements were seen in the following areas:

Student A

- Requested number of words
- Timing
- Correct use of prepositions
- Use of mother tongue words
- Correct use of linking words
- Coherence

Student B

- Requested number of words
- Timing
- Spelling of words
- Use of mother tongue words

4.2 Areas for improvement

Student A

- Timing
- Clear separation between paragraphs
- Use of correct tense
- Adequate number of irregular verbs
- Subject omission
- Use of definite article
- Spelling mistakes

Student B

- Timing
- Spelling mistakes
- Clear separation of paragraphs
- Word order
- False friend use
- Adequate number of irregular verbs
- Use of definite article
- Use of prepositions

In this second stage, as students were new to this process, there were several mistakes that were not corrected by their peers. However, the teacher in charge was able to let them know the missing elements for correction.

With this proposal we intended to achieve students' reflection on their writing mistakes, so our aim was not to provide them with a certain mark but to check their progress in the activities proposed. By using this methodology we intended to reduce the affective filter.

4.3 Improved areas:

In the third stage of our proposal that took place a week later, we provided students with another writing activity to assess the same learning outcomes. In order to see if they assimilated the writing conventions explained in class this activity was also slightly different. Students had to write about their last weekend experience. With the data collected after correcting this last set of activities we could prove that our peer correction proposal was effective.

Student A

- Correct use of irregular verbs
- Timing
- Coherence
- Number of linking words per paragraph
- Omission of subjects
- Correct use of verb tenses
- Zero spelling mistakes
- Clear separation of paragraphs

Student B

- Timing
- Clear separation of paragraphs
- Requested number of words
- Spelling mistakes
- Use of mother tongue words
- Number of linking words per paragraph
- Correct use of irregular verbs
- Word order

After carrying out and correcting the third exam, a clear progression has been demonstrated. Both students have taken into account the recommendations given by their peers and the teacher. During the whole process, the teacher has been not only monitoring students' performance but also explaining doubts and pointing the missing aspects that students did not correct. There were a few errors which we did not take into account while correcting the writing activities given that those grammatical structures were not explained previously in class.

It is worth mentioning that the correction carried out by students took a fair amount of time which may be seen as a drawback. However, the fact that this assessment process took a long time, made students reflect in depth on their mistakes as it is shown given the results of the third exam.

Although there are still some aspects that need to be worked on, we believe peer correction can be a good tool for assessing students' progression when the circumstances are favourable.

Apart from the indirect correction assessment results that were shown in the writing activity, the results provided by the other two assessment tools showed that students progressed noticeably. (See appendix section)

5. Final reflections

We believe that thanks to the implementation of this proposal, students were more aware, not only of their own mistakes but also of peer mistakes. Students were also able to reflect on the contents of the subject, and also the learning process.

Before carrying out this proposal we were dubious on whether students were prepared for this kind of assessment or not because we thought they could not manage to pay attention to all the details within the three evaluation tools. However, with the adequate monitoring we have been able to demonstrate that students could use the assessment procedure in an effective way.

One of the main worries we had before carrying out the correcting process was if students could be really objective, but since the three assessment tools were designed to be used in an impartial way, students did not need to apply their personal criterion.

The fact that the writing activities were corrected by students' peers reduced the amount of tension to which students are exposed to when the teacher is in charge of the marking process. In one of Krashen's hypothesis he claims that a low level of anxiety facilitates success in their learning process in English as Second Language classroom.

As we could not implement this proposal in our assigned schools due to timing factors and we had to carry it out with only two learners, we cannot assure that it would be effective within a classroom with many students. Unfortunately, this is the situation which we may encounter in a future.

The fact that not only peer correction but also the assessment tools which have to be used were new for students, made this practise to be time consuming. Therefore, we believe it is a long process to be done efficiently.

6. Works cited and online references

- James, Peter. 2001. *Teachers in Action: Tasks for in-service Language Teacher Education and Development*. United Kingdom: Cambridge University Press.
- Schütz, Ricardo, (2007) *Stephen Krashen's Theory of Second Language Acquisition* Viewed on: 28/04/2014
Available at: <http://www.sk.com.br/sk-krash.html>

7. APPENDIX SECTION

CHECKLIST ASSESSMENT

	YES	NO
1 The student completed the task in the correct timing		
2 The handwriting is legible		
3 The text presents coherence		
4 The text presents cohesive devices		
5 The text is composed according to the level required		
6 The text is composed according to what is asked to do		
7 The text is produced within the requested number of words		
8 The text is produced with a wide range of vocabulary		
9 The text is well organised (introduction, body and conclusion)		
10 The text presents a clear separation of paragraphs		

RUBRIC ASSESSMENT

	1 Unsatisfactory	2 Needs improvement	3 Good	4 Very good	5 Outstanding	Total marks
1. Neatness	Illegible handwriting	Poor handwriting	Acceptable handwriting	Clear handwriting	Excellent handwriting	
2. Number of words per sentence	Three words per sentence	Four words per sentence	Five words per sentence	Six words per sentence	Seven or more words per sentence	
3. Number of sentences per paragraph	One sentence per paragraph	Two sentences per paragraph	Three sentences per paragraph	Four sentences per paragraph	Five or more sentences per paragraph	
4. Number of linking words per paragraph.	No linking words	One or two linking words	Three to four linking words	Five or six linking words	Seven or more linking words	
5. Number of irregular verbs used accurately	Zero to one irregular verbs	Two irregular verbs	Three irregular verbs	Four irregular verbs	Five or more irregular verbs	

INDIRECT CORRECTION CODE

SYMBOL	KIND OF ERROR	EXAMPLE	CORRECT SENTENCE
Sp	Spelling mistake	Tomeito	Tomato
Wo	Word order	I like very much dancing	I like dancing very much
Gr	Grammar	You are badder than me	You are worse than me
A	Article	I like the music	I like music
Prep	Preposition	The pen is in the table	The pen is on the table
Lw	Linking word	I like films because I like music	I like films and i like music
Voc	Wrong word	I bought a book in the library	I bought a book in the book shop
Tns	Verb tense	Yesterday I go to Madrid	Yesterday I went to Madrid
Agr	Agreement	She play football	She plays football
▼	Missing word	She likes music but doesn't like films	She likes music but she doesn't like films
()	Word not needed	I'm going to shopping	I'm going shopping
-----	Rewrite everything	Reading likes I	I like reading
!!!	Very serious mistake	I have 12 years old	I am 12 years old
?	Not understandable (handwriting and meaning)		