

Unit 3: What's next?

Goals:

- Writing a résumé
- Interaction, role-plays
- Process writing
- Student-centered self assessment

Unit 3 looks at the topic of writing résumés and offers samples for students, from which they can choose their preferred format. The Europass online Curriculum Vitae (<http://europass.cedefop.europa.eu/en/documents/curriculum-vitae>) (Google search: Europass CV Generator), which is a great resource for students, is also referred to. The webpage for this Unit has links to online templates and the Europass CV template. MS Office also has lots of résumé templates.

Europass and the European Portfolio are resources funded by the EU, in order to increase professional mobility across Europe. The reference to these resources in Book 2 reflects the increasing attention that is being given to Europe (universities, jobs, companies, education systems, trade agreements) by countries in S. E. Asia.

The screenshot shows the Europass website interface. At the top, the Europass logo is on the left, and the tagline "Opening doors to learning and working in Europe" is on the right. Below the logo is a navigation bar with links for "FAQs", "Glossary", "Share", "Contact", and "Search". A secondary navigation bar includes "About Europass", "Europass documents", "Europass and you", "Learning and working in Europe", and "Resources". Under "Europass documents", there are sub-links for "Curriculum Vitae" and "European Skills Passport". The main content area is titled "Curriculum Vitae" and includes a description: "A document to present your skills and qualifications effectively and clearly". There are four main buttons: "Create your CV online" (with a sub-note: "Follow the instructions and save the completed document (download or e-mail)."), "Update your CV (PDF+XML) online", "Download the CV template and instructions" (with a sub-note: "You can then generate your CV on your computer."), and "Examples". On the right side, there is a sidebar menu titled "Curriculum Vitae" with links for "Create your CV online", "Update your CV (PDF+XML) online", "Download the CV template and instructions", and "Examples".

The International Writing Center (IWC) of KNU has study packs on job-related topics such as résumé writing, cover letters, etc. Teachers might like to visit the Center to view the resources and talk with the instructors and interns. They can then recommend the Center to students. The instructors at the IWC will not do the work for the students; they will advise

and facilitate. However, this is a great resource for students who genuinely wish to improve their writing skills.

Extra resources (reference, reading, writing, listening, viewing, games and puzzles, links for teachers) can be found on the website for Book 2: www.finchpark.com/KNUFLE/book-2/.

Page 21: Warm-up

Goals	Preparation for résumé writing, identifying long term goals
Input	Information, instructions, images of picture frames
Activities	Setting the schema, drawing pictures, discussion (pairs)
Teacher's role	Facilitator, monitor, participant
Students' role	Artist, participant, conversation partner
Settings	Classroom, individuals, pairs

Unit 3 begins with an individual activity, setting the scene for the focus on résumés and the explicit investigation of English skills needed for jobs, internships, overseas-study applications, etc. This page encourages students to visualize what they will be doing 5, 10 and 20 years later, what they will have achieved, and what events they will have experienced by then. The door is being opened to the discussion of career choices that occurs on the following pages.

If students don't feel comfortable drawing pictures or cartoons, they can write keywords in the picture frames on this page. The purpose of the picture frame format is to help students to visualize their future situations.

The Units in this book use the term 'résumé' to describe the form that is called a Curriculum Vitae in the UK and elsewhere. However, there are other possible spellings for this term, including 'resume' and 'resumé'.

Page 22: Giving advice

Goals	Preparation for the counseling role-play on page 24, use of advice phrases
Input	Information, instructions, situations in which advice is requested
Activities	Reading the situations, discussing what should be done, giving advice
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, conversation partner
Settings	Classroom, groups

This is a speaking activity that introduces the idea of asking for professional advice about job options and application options. It also prepares for the various role-play activities in Book 2. Students are in groups, so one person can read a situation from page 22 or page 126, and the other members of the group can give advice, using the advice phrases on page 115 and the suggestion phrases on page 121. While there is no explicit language workshop in this unit, the modals 'should, would, may, might' and 'could' are implicit linguistic goals,

since they are part of the language of giving and receiving advice. These modals are practiced on this page and the role-play on page 24. If teachers feel that students need more practice using these modals, then the website (www.finchpark.com/KNUFLE/book-2) has links to relevant grammar pages and further online resources can be found by performing a Google search for topics such as “modals practice”.

Page 23: Campus friends

Goals	Reader’s theatre (reading with expression and intonation) in preparation for the drama project (Unit 9), introducing the concept of career advice
Input	Information, instructions, dialog (model language)
Activities	Reading the dialog, finding unfamiliar vocabulary, changing roles
Teacher’s role	Facilitator, monitor, participant
Students’ role	Participant, reader, discoverer of lexis
Settings	Classroom, pairs

Deniz and Jiwon inform us that everyone has been short-listed for the school English newspaper. The next step is to write individual résumés and submit them. The two characters also talk about going to the student job counselor. In KNU there is a large student-job-center in the Bokjickwan building, on the top floor. Students can go there and access various job-related resources. Teachers might like to check up on this and recommend it to their students.

The reading together of a dialog is a valuable activity, not just for the practice in reading skills and accessing unfamiliar vocabulary. This activity encourages students to develop their ‘voice’, in terms of using appropriate expression, pronunciation, and intonation. Reading fluently is an advanced skill, whether performed silently or out loud, and is not to be ignored.

The dialogs also prepare students for the drama project (Unit 9), in that they are engaging in a form of reader’s theatre when they perform the dialogs. This guided role-play lays the foundation for the performance of less guided role-plays, improvisations, and dramas. At this point, students don’t need to worry about standing up in front of other people and remembering lines. They can sit and read and concentrate on the delivery.

Page 24: Role-play: Student counseling

Goals	Role-play, exploration of career possibilities
Input	Information, instructions, role cards
Activities	Form filling, asking questions, giving advice, changing roles
Teacher’s role	Facilitator, monitor, participant
Students’ role	Participant, interviewer, interviewee
Settings	Classroom, pairs

Students set the schema by individually filling in a “Student information form”. This gets them to think about their life goals and how to achieve them, along with their role models,

dream jobs, and preferred locations. The form functions in this way as an awareness raiser. Students (pairs) then exchange books and perform a guided role-play. One student interviews the other about his/her responses on the “Student information form”, remembering to ask “Why” when relevant. The interviewer should also give advice, using phrases in the Word Bank, pages 115 and 121.

While being interviewed, the other student asks the questions that have been provided on the “Counselor question form”. This should allow for a dynamic speaking activity, with both students asking and answering questions. This second student should use the conversation phrases on page 116 of the Word Bank.

The role-play is a very general one. Its purpose is to get students thinking about their careers in general, rather than getting them to nail their colors to any particular mast. Carl Rogers observed that the only constant in the 21st century is change, so we cannot expect to predict what careers students will take up, or even how the concept of ‘career’ will change. The main goals here are to raise student awareness of the need for counseling, to get them to express their ideas about their preferred careers, and to prepare students for the drama project in Unit 9.

Page 25: Sample résumé

Goals	Role-play, exploration of career possibilities
Input	Information, instructions, role cards
Activities	Form filling, asking questions, giving advice, changing roles
Teacher’s role	Facilitator, monitor, participant
Students’ role	Participant, interviewer, interviewee
Settings	Classroom, groups

Ji-won’s résumé on this page offers a sample - one method of writing a résumé, with notes about the form of the résumé on the side of the page. Three other samples are offered in the Word Bank, on pages 127-129, while lists of University Schools and Departments and Job Departments and Office Positions (in English and Korean) are offered on page 130. The sample résumés in the Word Bank, along with the links to further sample résumés and résumé-making sites (<http://www.finchpark.com/KNUFLE/book-2/unit03/read.html>), provide various formats that students can use for their own résumés. The lists on page 130 help students to enter their current schools and their prospective careers in their résumés, in English.

The online CV form (<http://europass.cedefop.europa.eu/en/documents/curriculum-vitae>) on the Europass site (<http://europass.cedefop.europa.eu/>) is also very useful. Students can use these sites to look at sample CVs and download the CV template, though this is not mentioned in the student book until page 29. Another good source of templates is the MS OFFICE template site: <http://office.microsoft.com/en-us/templates/>, while a Google search for ‘resume templates’ will come up with a wealth of good links and resources.

Résumés should be a new topic to freshman students, but it is possible that some will already be familiar with them. In this case they can either move ahead to the assignment for the Unit or help their classmates to understand the form and content of résumés.

Students often feel that they have done very little worthy of going on a résumé. Page 26 makes the point that there is in fact a lot that they can already write down. In fact they have already written about their achievements in their bios, on page 19. In addition, students can be encouraged by teachers to think about their current options. If they start now (as freshmen), they can join clubs and engage in activities that they will be able to add to their résumés later.

Page 26: Tips for making a résumé

Goals	Giving information, providing a learning resource, raising awareness
Input	Information, instructions, text
Activities	Discussing the résumé tips
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, conversation partner (accessing knowledge)
Settings	Classroom, pairs

This page gives tips about making a résumé. It can be used as a checklist when students are writing their first, second, and final drafts, on pages 28, 29, and 30. Students can find applications of the tips in Ji-won's résumé (page 25), the samples on pages 127-129, and the online Europass CVs. These tips are also reviewed in the crossword on page 27.

Students are taking the first step in the résumé writing process. The tips offered on this page are extensive and might be too much for some students. For this reason, it is not necessary to study them intensively at this stage, unless the students express a desire to do so. Instead, this page should be seen as a learning resource and a source for future reference. The links on the webpage for this Unit are also resources for future reference.

Page 27: Résumé dos and don'ts (crossword)

Goals	Transfer of information, discussion, classroom language
Input	Information, instructions, crossword frame and clues
Activities	Comprehension, problem solving (clues), discussion
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, problem solving partner (accessing knowledge)
Settings	Classroom, groups

This review activity helps students to internalize the tips on the previous two pages. As group work, it provides an opportunity for focused discussion. Students can look back to pages 25 and 26 for verification. Some letters are already filled in and the answers to the clues are also presented in scrambled form at the bottom of the page. The completed crossword appears in the Answer Section, on page 156.

Students (in groups) should talk about the clues, reading them out loud together and looking for the answers in the sample résumé (page 25) and the résumé tips (page 26). This is essentially a speaking activity, in which students access information to solve the clues,

and share their results. While they are doing this, they are reading the information bar on page 25 and looking for information on page 26. It follows that it is not necessary to spend too much time on these two pages, since page 27 gets the students to look at them intensively.

Crosswords offer an effective means of reviewing vocabulary, especially in the pair format, when one student has half of the words filled in on his/her sheet and the other student has the other words. They can then explain the words to each other. Even if they use Korean, they must explain the word in such a way that the other person understands enough to solve the clue and write the word in English. If they use English, this offers an excellent opportunity for sharing meaning in the target language. If you can explain a meaning to a classmate in a way that enables that classmate to guess the word, then you are using the language effectively.

A good site for crossword software is www.crosswordkit.com.

Page 28: My résumé: First draft

Goals	Completing a résumé template, peer-editing
Input	Information, instructions, résumé template
Activities	Filling in (brainstorming and outlining), peer-editing
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, editor and proofreader
Settings	Classroom, individuals, pairs

The résumé template on this page allows students to fill in their details without having to worry about format. In this sense it functions as a brainstorming and outlining activity, building on the work that has been done when making a bio (Unit 2), and applying the tips on pages 25, 26, and 27. This page helps students to identify suitable entries for each section and also (implicitly) reminds them that they need to start thinking about how to fill in these sections in the future (joining clubs, getting positions of authority in those clubs, acquiring more skills, taking extra courses, etc.). This first draft can be written in class, though later drafts can be typed and inserted into the book.

Students peer-edit each other's first drafts, referring to the sample résumés and the list of hints on page 26.

Page 29: My résumé: Second draft

Goals	Making a résumé, process writing
Input	Information, instructions
Activities	Choosing a template, making the résumé by hand or on the computer
Teacher's role	Editor, proofreader, grader
Students' role	Author, active
Settings	Outside the classroom (homework), individuals

The blank sheet on this page allows students to rewrite their résumés according to the peer-feedback they have received. It is suggested that if students wish to make digital versions of their résumés, they could go to the KNUFLE website, the MS Office template site, or the Europass Online CV Generator. Students might want to try generating their résumés online. This will give them extra practice in form filling (Unit 1) and will also result in professional-looking résumés that they can print out and put in their portfolio pockets. Alternatively, students might want to write their résumés on MS Word and print these out.

Whatever method is chosen, students cut out page 29 and give it to the teacher for editing. Teachers can edit it according to the tips in this Unit, plus any criteria they might have mentioned in the lessons. Professionalism and accuracy should be important at this stage, rather than amount of content.

<http://europass.cedefop.europa.eu/en/documents/curriculum-vitae>

<http://europass.cedefop.europa.eu/>

<https://europass.cedefop.europa.eu/cvonline/>

<http://www.onlinecvgenerator.com>

Page 230: My résumé: Final draft; Reflection

Goals	Completing the résumé, process writing, reflection and preparation
Input	Information, instructions
Activities	Completing the résumé according to feedback given by the instructor
Teacher's role	Guide, mentor
Students' role	Author, active
Settings	Outside the classroom (homework), individuals

Students make their final draft, based on feedback from the teacher. It should be remembered that we are enabling and empowering students rather than just teaching them. If they would like to produce a professional-looking résumé by using an online CV generator or MS Word, this should be encouraged. It will provide a template that they can add to later.

Students can also visit the International Writing Center on campus and get help in producing a professional-looking résumé that they can add to as qualifications and other items come along.

Either the sheet containing pages 29 and 30 or the printed-out final draft should be put in the portfolio pocket. This will be a nice product of the résumé-writing process.

As with all the Units 1-9, students are encouraged to review the current Unit and to prepare for the following Unit by looking at the links on the website (www.finchpark.com/KNUFLE). They can also take a look at page 31 and start filling in significant events, before the next lesson.