



# «So what do you want to do for a living?»: Incorporating career planning materials into English classes

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November 7, 2009

05/11/09





# Plan

- Goals
- Materials
- How materials were used
- Other possibilities for materials
- Other materials and ideas



# General information

## General goals

- Encourage personal reflection
- Stimulate discussion in class
- Work on grammatical structures
- Introduce or review vocabulary
- Improve reading and listening skills

## Context

- Télécom Bretagne – engineering school
- b1+ group – 3 hours/week

## Student population

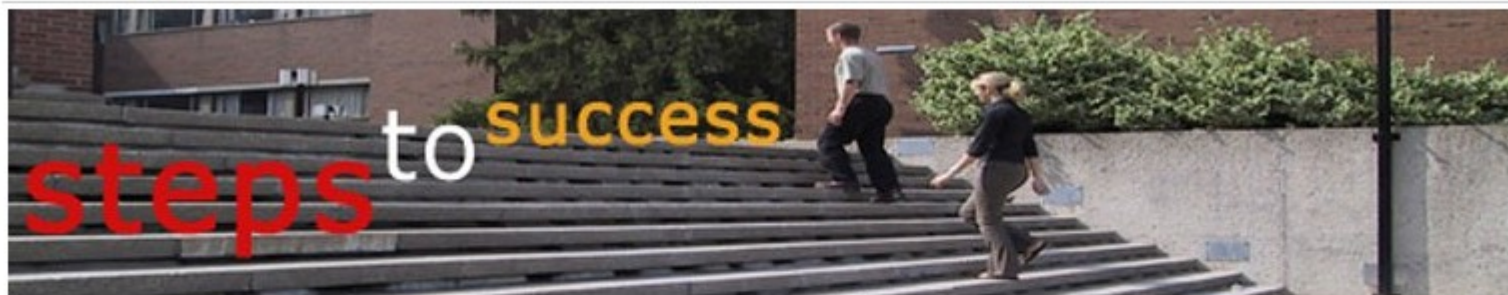
- 1<sup>st</sup> year students (age 20 or so)
- Just out of *prépa*
- International mix
- French students: min. 6 months abroad required
- Most international students return home

## Materials used

- Online Career Development Manual, from Waterloo University (Ontario)  
[cdm.uwaterloo.ca](http://cdm.uwaterloo.ca)
- Intended users: North American students, mostly looking to work in North America

<u>Intended users</u>	<u>My students</u>
North American	French and international
native or near-native English speakers	b1+ learners of English
will seek work in North America	will seek work in a variety of places
general student population	engineering students

## Career Development eManual



1. Self Assessment
2. Research
3. Decision-Making
4. Networks & Contacts
5. Work
6. Life/Work Planning

### Welcome!

- Are you concerned about the future?
- Are you unsure how to start your career?
- Do you need to make changes in your direction?
- Are you concerned about finding stable and secure work?

The **Career Development eManual** is designed to help you consider these questions and many, many more! The advice that follows has come from years of talking with students, employers, alumni and through research by the staff and volunteers in Career Services at the University of Waterloo. The most important things we have learned are that:

- The world of work is rapidly changing
- Employers are interested in hiring people who can demonstrate their skills and abilities
- You will need to develop goals and strategies to make your dreams come true
- You are in charge of your own career
- You need to be proactive

The **Career Development eManual** has been prepared to guide you through the necessary steps, whether you are looking for your 1st or your 21st job. In order to help you

[Where do I Start?](#)

[Steps to Success](#)

[Icons](#)

[Testimonials](#)

[Credits](#)

[Feedback](#)

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# Career Development eManual

Where do I Start?

Steps to Success

Icons

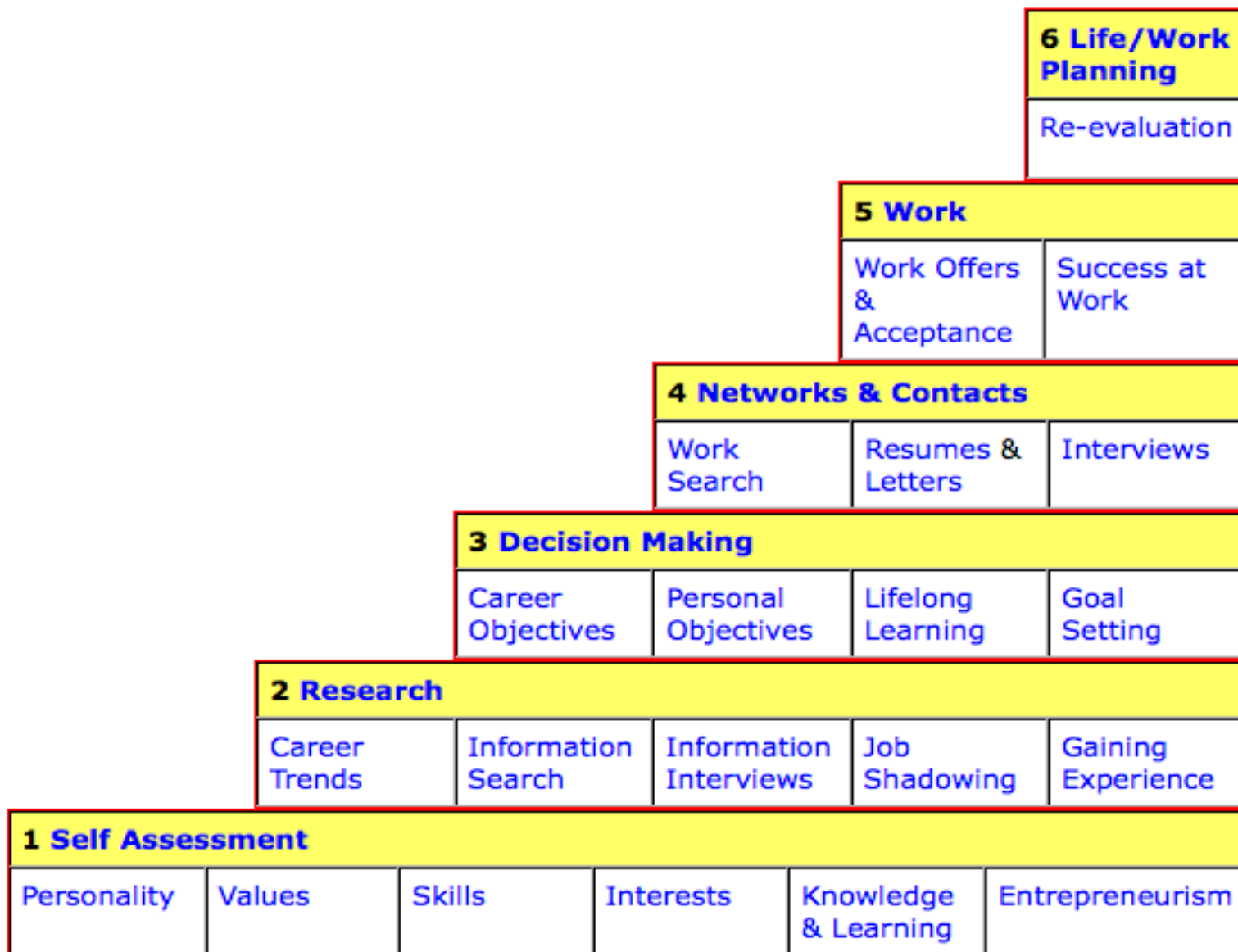
Testimonials

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1. Self Assessment

2. Research

3. Decision-Making

4. Networks & Contacts

5. Work

6. Life/Work Planning

## ■ Self-assessment section

- Pride experiences
- Personality
- Values
- Skills
- Interest
- Knowledge

## Pride experiences: Pride list

- Writing assignment
- Students wrote a list of times in their lives when they felt proud of themselves.
- One sentence per experience, generally.

## My Pride List



Age	Education	Work:	Family:	Leisure:
5-15				
16-25				
26-35				
36-45				
45+				



# Self-assessment

- **Pride experiences**
- **Writing assignment:** Choose your two favorite pride experiences and write about them.
- **Follow-up:** Think about what personality traits these two pride stories reveal about you.



# Self-assessment

## Personality Checklist

You will notice that the checklist is divided into six sections with similar personality clusters. You will learn more about these clusters in the section on Interests. Read your stories and scan the checklist. Put a check to show each characteristic that applies to you from each of the stories. Add to the list other characteristics describing you. Check with your friends and/or family. Do they see you as you see yourself?

Personality & Characteristics	Story #							Total #
	1	2	3	4	5	6	7	
Athletic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conforming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Down-to-earth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-reliant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section R Totals								<input type="checkbox"/>



## ■ Vocabulary introduced/reviewed for Personality section:

Athletic	Analytical	Creative
Conforming	Calm	Emotional
Down-to-earth	Confident	Expressive
Frank	Curious	Flexible
Persistent	Independent	Idealistic
Practical	Intellectual	Imaginative
Rugged	Inventive	Impulsive
Self-reliant	Logical	Intuitive
Stable	Precise	Original

## ■ Vocabulary introduced/reviewed for Personality section, cont.:

Co-operative	Adventurous	Accurate
Empathetic	Ambitious	Careful
Friendly	Assertive	Dependable
Helpful	Competitive	Detailed
Insightful	Driving	Efficient
Kind	Energetic	Orderly
Sensitive	Enthusiastic	Organized
Tactful	Persuasive	Persistent
Understanding	Powerful	Thorough



## Group pride

### ■ In class:

- Groups of three
- Read two stories out loud
- Classmates – What do the stories show about the reader's character?
- Classmates shared their notes orally with each other



## Group pride

### ■ Language reviewed beforehand

#### ■ Verbs:

- take note of
- be willing to + verb stem
- persevere in + gerund
- decide to + verb stem
- prepare for + gerund/noun
- take charge of + gerund/noun

- Language reviewed beforehand
- **Nouns or noun phrases:**
  - planning skills
  - dedication to
  - something positive about you...
  - ability to plan ahead



# Group pride

## ■ Language reviewed beforehand

### ■ Expressions

- It looks like...
- Did you ever notice that...
- You might think about jobs where you would...
- From your story, I noticed...
- something positive about you
- One example of something I'm proud of...
- I noticed a lot of positive characteristics about you
- The fact that...



## Putting vocabulary to use

### ■ Personality traits vocabulary exercise

- Each student received a slip of paper containing a word.
- Student had to « slip » the word into a conversation discreetly.
- Words: 

down-to-earth	assertive
rugged	dependable
self-reliant	insightful
tactful	kind
understanding	self-reliant
careful	accurate



## Putting vocabulary to use

### ■ Vocabulary activity with Latinate words

#### Words in question:

athletic

persistent

practical

empathetic

independent

analytical

energetic

confident

intellectual

enthusiastic

logical

idealistic

emotional

original





# Putting vocabulary to use

## ■ Words in question, cont.:

inventive

expressive

creative

imaginative

impulsive

intuitive

co-operative

sensitive

competitive

persuasive

frank

stable

calm

curious

precise

flexible



## Putting vocabulary to use

- **Latinate words**
- Groups of 3-4 put words into categories by their morphology (word form).
- Groups tried to find a stress rule. (Not possible or obvious for all groups.)
- Went over pronunciations, stress.



# Putting vocabulary to use

- **Latinate words**
- Discussion of « false friends », words with a slight difference, words not used in French, etc.

athletic

energetic

confident

sensitive



## Putting vocabulary to use

### ■ Summer job interview activity

■ Four interview stations set up

### ■ **Jobs:**

- lifeguard at a community pool
- server at a restaurant in Switzerland with an international clientele
- camp counselor at a math and science camp for kids
- telemarketer doing telephone surveys across Europe



- **Summer job interview activity**
- Each interviewee spent 3-4 minutes at each interview stand
- Interviewers selected candidates and explained their reasoning
- Surprise hit



## Other ideas

- **Other ways to use the CDM web site (not yet tried):**
- Use videos for listening comprehension
- Continue with use of pride stories in sections on:
  - Values
  - Skills
  - Interests
  - Entrepreneurism as a career option
  - Integrating your self-assessment
  - Organizational beliefs (France-North America cultural comparison)



## Other ideas

- Other ways to use the CDM web site (not yet tried):
- 2.8.1 Working overseas
  - What could be applied to France-based students wanting to go abroad?
  - **Listening comprehension** – What information is included in the video?
  - What are **your reasons** for wanting to go abroad, in general or to a particular place?

- **Other ways to use the CDM:**
- 5.1 Work offers and acceptance
  - Type of employer
  - public vs. private
  - big vs. small
  - formal vs. informal
  - hierarchical vs. more team-oriented
  - etc.





## Other ideas

### ■ 5.1 Work offers and acceptance

- **Language:**
- expressing **preferences** (e.g., I'd rather... than...)
- common work-related **vocabulary** (duties, opportunities, abilities, experience, goals, training, performance, salary, benefits, core values, cost of living, etc.)
- Turning bullet points into sentences



### ■ 5.2 Success at Work

- **Listening comprehension:** Main points from video
- Small group **discussions** about what to do and avoid doing in a new job.



## Other ideas

- **Other ideas (not yet tried):**
- Mock interviews for internships
- Mock interviews for permanent positions
- Writing a **CV** in English
- **Group projects:** Each group makes a short video on a different topic
- How to prepare for a job interview
- How to tailor your cover letter to a particular job
- Which kinds of CV do you need? For which kinds of job?



## Other ideas

- **Other ideas (not yet tried):**
- **Writing assignment:** Explore career center web sites and see what is applicable to them.
  
- **Multimedia lab** activity, in pairs:
  - Look at what career planning options are available for first-year students at three different U.S. universities. What could be applicable at TB? What makes sense for an engineering school?



## Other ideas

- **Other materials that look promising:**
- University of Illinois Career Center web site:
  - **Vocabulary building:** « Action words for your résumé or cover letter »
  - **Writing assignment:** Compare materials on writing a résumé (for undergraduates), CV (for academic positions)
  - **Listening comprehension:** Series of podcasts for first-year students

<http://www.careercenter.illinois.edu/undergrads/podcasts>



**Thank you**