



DIDACTIC SEQUENCE: DUBBING

PluriTAV Didactic Sequence: Dubbing (Careers)

This Didactic Sequence was developed by Beatriz Cerezo Merchán and Beatriz Reverter Oliver (Universitat de València, Valencia, Spain).

Didactic sequence summary

This didactic sequence focuses on the job interview as a textual genre. It uses interlinguistic dubbing (English - the student's mother tongue) as a mode of audiovisual translation to help students develop communicative and plurilingual competences. The students being targeted are adults with a B2 CEFR level of English. The sequence is divided into four workshops of two hours each. A set of tasks —many of which revolve around a scene from the film *The Pursuit of Happyness*— is proposed in order to help students develop the intended skills. The final task of this sequence consists in role-playing and recording a job interview in pairs. The tools required to perform the tasks are computers, microphones and headphones and the open-source software Videopad.





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<p>TOPIC:</p>	<p>Careers</p>		
<p>AV RESOURCES:</p>	<ul style="list-style-type: none"> • <i>The Pursuit of Happyness [sic]</i> (Gabriel Muccino, 2006) [Film] 		
<p>AVT MODALITY:</p>	<p>Dubbing</p>		
<p>TARGET CEFR LEVEL:</p>	<ul style="list-style-type: none"> • Adult students • B2 	<p>DURATION:</p>	<p>4 sessions of 2 hours. Total duration: 8 hours</p>
<p>KEY COMPETENCES:</p>	<p>COMMUNICATIVE (CEFR)</p>		<p>PLURILINGUAL (FREPA)</p>
	<p>Linguistic competences:</p> <ul style="list-style-type: none"> • Lexical competence (sentential formulae, phrasal idioms, phrasal verbs, fixed collocations, etc.) • Grammatical competence (dependent prepositions) • Semantic competence (synonymy/antonymy; hyponymy; collocations; translation equivalence, etc.) • Phonological competence (pronunciation of words, sentence phonetics, sentence stress and rhythm, intonation, etc.) • Orthographic competence (spelling, punctuation marks and their conventions of use, typographical conventions, etc.) <p>Sociolinguistic competences (linguistic markers and social relation, politeness conventions, register differences, etc.)</p>	<p>C4 Competence in making sense of unfamiliar linguistic and/or cultural features</p> <p>C5 Competence of distancing</p> <p>Resources:</p> <ul style="list-style-type: none"> • K 6.10.3 Knows that the rules of conversation [relating to the way one addresses others] may vary from one language to another {Who may take the initiative? Who may speak to whom? Who is addressed in formal manner or in familiar terms as in vous/ tu> in French? • K 6.2.2 Knows therefore that in translating from one language to another there is rarely a word for word solution, a simple exchange of labels, but that one should see the process within the context of a different perception / organisation of reality. • K 6 Knows that there are similarities and differences between languages / linguistic variations. • K 6.6 Knows that there is no word for word equivalence from one 	




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	<p>Pragmatic competences:</p> <ul style="list-style-type: none"> ● Discourse competence (knowledge of and ability to control the ordering of sentences, knowledge of text design conventions, etc.) ● Functional competence (use of spoken discourse and written texts in communication for particular functional purposes, etc.) 	<p>language to another</p> <ul style="list-style-type: none"> ○ K 6.6.1 Knows that languages may use a different number of words to express the same things. In this table, language refers to all linguistic variations, irrespective of their social status. ○ K 6.6.2 Knows that what one language may express with one word may be expressed by two or more words in another language. ○ K 6.6.3 Knows that certain aspects of reality may be expressed in words in one language, but not in others. ● K 2.1 Has knowledge about synchronic variations in languages {regional / social / generational / professional / specific-public related (international English, “foreigner talk”, motherese...) / ... variations} <ul style="list-style-type: none"> ○ K 2.1.1 Knows that each one of these variations can be legitimate in certain contexts and under certain conditions ○ K 2.1.2 Knows that one must take account of the sociocultural characteristics of speakers using these variations in order to interpret them ○ K 2.1.3 Knows some categories of languages with regard to their status (/ official language / regional language / slang /...) ● S 3.4 Can perceive lexical proximity <ul style="list-style-type: none"> ○ S 3.4.1 Can perceive direct lexical proximity ○ S 3.4.2 Can perceive indirect lexical proximity [using proximity between terms of the same family of words in one of the languages involved].
<p> FINAL PRODUCT:</p>	<ul style="list-style-type: none"> ● Write and record a job interview scene 	
<p> ASSESSMENT:</p>		



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	<ul style="list-style-type: none">● Peer-assessment● Self-assessment
 TOOLS:	<ul style="list-style-type: none">● Computer● VideoPad● Microphone and headphones

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Previous task

Succeed in your next English job interview: Record and listen to yourself!

When preparing for a job interview, a good exercise is to practice out loud, to talk to yourself and see if you sound coherent and convincing. It's not enough to imagine your answers.

Exercise:

Imagine that you are preparing for an interview for a Hotel Manager position in London. Prepare the answers to the following questions the interviewer might ask you. Then, record yourself answering to them and check if you sound coherent and convincing, as well as if you have used proper vocabulary and structures.

- Tell me about yourself and why you are interested in this position. (This is not an autobiographical question. Focus on your situation today, how you have prepared yourself experientially and academically, and its connection to the new job opportunity)
- What are your most relevant skills? (Focus on skills that would be useful in the position you are applying for).
- How many languages do you speak?
- Do you have previous experience in similar or related jobs and working and/or travelling abroad?

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1st SESSION

A. WARM-UP ACTIVITY

Aim: To introduce the topic of the lesson and to talk about jobs and employment, job-finding methods and types of interviews

Timing: 15'

Interaction: S-S (pairs)

Feedback: on vocabulary and pronunciation

A.1. Discuss the following questions in pairs:

- Do you currently have a **part-time job**? Have you ever had a **holiday job**? How did you find it?
- How many different ways of finding a job can you think of?
- Which do you think are the most/least successful?
- If you **could** choose, what **would** be the best job for you?
- Have you ever had a **job interview**? What **position** was it for?

B. VIDEO: THE PURSUIT OF HAPPYNESS

Aim: To understand the plot and the scene, to learn new expressions and vocabulary, to extract the text discursive structure, to identify differences between languages and registers

Timing: 75'

Interaction: S-S (pairs) and individually

Feedback: on listening, understanding, vocabulary, translation



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B.1. Watch the film trailer and answer the following questions in pairs: (10')

(source: <https://www.youtube.com/watch?v=SYg7RRYKWGw>)

1. Chris lives in **New York / San Francisco**.
2. He's got a **son / daughter**.
3. He sells **medical devices / clothes**.
4. He **is / isn't** smart.
5. He **has got / hasn't got** economic problems.
6. When Chris becomes homeless he sleeps **in a subway's toilet / in a park**.
7. He applies for a **competitive internship / for a job position**.

B.2. You are going to watch a scene from the film *The Pursuit of Happyness* (minutes 40:27 to 43:32 of the film) in which Chris Gardner attends a job interview. Listen to the dialogue and fill in the gaps. (15')

Lady: Chris Gardner.

Chris: Chris Gardner. How are you? Good morning. Chris Gardner. Chris Gardner. ¹ _____ to see you again. Chris Gardner. ² _____. I've been sitting out there for the last half hour trying to come up with a story that would explain my being here dressed like this. And I wanted to come up with a story that would demonstrate qualities that I'm sure you all admire here, like ³ _____ or ⁴ _____ or team-playing or something. And I couldn't think of anything. So the truth is, I was arrested for failure to pay parking tickets.

Jay: Parking tickets? What?

Chris: And I ran all the way here from the Polk Station, the police station.

Fox: What were you doing before you were arrested?

Chris: I was painting my apartment.

Fox: Is it dry now?

Chris: I hope so.

Fox: Jay says you're pretty ⁵ _____.

Jay: He's been waiting outside the front of the building with some 40-pound gizmo for over a

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month.

Fox: He said you are ⁶ _____.

Chris: I like to think so.

Fox: And you want to learn this business?

Chris: Yes, sir. I want to learn this business.

Fox: Have you already started learning on your own?

Chris: Absolutely.

Fox: Jay.

Jay: Yes, sir.

Fox: How many times have you seen Chris?

Jay: I don't know. One too many apparently.

Fox: Was he ever dressed like this?

Jay: No. No. Jacket and ⁷ _____.

Fox: First in your class in school? High school? How many in the class?

Chris: Er, twelve. It was a small town.

Fox: I'll say.

Chris: But I was also first in my radar class in the navy. And that was a class of twenty. Can I say something? I'm the type of person, if you ask me a question and I don't know the answer, I'm gonna tell you that I don't know. But I bet you what, I know how to find the answer, and I will find the answer. Is that fair enough?

Fox: Chris, what would you say if a guy walked in for an interview without a shirt on, and I ⁸ _____ him. What would you say?

Chris: He must have had on some really nice pants.

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B.3. Match the expressions with their meaning. Then, translate the expressions into your mother tongue. (10')

Word/Expression	Meaning	Translation into your mother tongue
1. Earnest	a. to learn things related to one job	
2. Gizmo	b. is a gadget, especially one whose real name is unknown or forgotten	
3. Learn on your own	c. To invent (sth)	
4. Learn the business	d. serious in mind or intention	
5. To come up with (sth)	e. to learn by yourself	

B.4. Translate the following expressions into your mother tongue so that they sound natural: (10')

- Pleasure to see you again
- so the truth is
- absolutely
- I'll say
- Can I say something?
- But I bet you what
- Is it fair enough?

B.5. What are the British English equivalents of these American terms? (15')

American term	British term	Translation into your mother tongue
1. Internship		
2. intern		
3. apartment		
4. elevator		

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5. high school		
6. pants		
7. sidewalk		

Additional activity

All languages change over time. They also vary according to place and social setting. The way we speak is influenced by factors such as our social and educational background, our friends, our working environment, or our own sense of identity.

As we move across a country, we can identify variations of the language spoken in it. **A dialect is a specific variety of English/Spanish/French/etc. that differs from other varieties in three specific ways: lexis (vocabulary), grammar (structure) and phonology (pronunciation or accent).**

B.6. Can you think of any terms that you associate with the dialect of the area you live in (consider only one language, i.e. Spanish, Catalan, etc.) and that have a different version in other parts of the country?

B.7. In pairs, you will dub the scene in your mother tongue during the following session. But before that, you need to translate it. Therefore: (15')

- Decide who is going to be in charge of translating the first half of the text and who is going to translate the second half.
- Translate your part in pairs. If you don't have time to translate it entirely in class, finish at home.

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2nd SESSION

A. WARM-UP ACTIVITY

Aim: To remember the story of the scene. To identify the context.

Timing: 10'

Interaction: in group

Feedback: speaking, listening, pronunciation

A.1. Summarize the story that you watched in the last session. What was it about? How many characters were there? Where were they? What were they doing? What happened? Why? How do you think was Chris feeling in that moment? And the interviewers? Could you imagine what kind of job position he was applying for?

B. SPEAKING + READING

Aim: To share the translation solutions for the key sentences. To practice before recording the voice in the video.

Timing: 35'

Interaction: B.1. in group/ B.2. S-S (in pairs)

Feedback: reading, interaction, writing, translation

B.1. Put your translation in common with the whole group. How have you translated the following key sentences into your mother tongue? (25')

- Come up with a story
- So the truth is...
- Arrested for failure to pay
- 40-pound gizmo
- learn on your own
- learn this business
- I'll say...
- I bet you what
- Is it fair enough?
- Can I say something?
- Absolutely
- To be pretty determined

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B.2. Practice the dialogues in pairs before recording your voices. (10')

- a) Decide who will play each character.
- b) Practise reading out loud the dialogues with the video:
 - Verify that the dialogues make sense and that they are synchronised with the characters' lips. If they are not synchronised, try to decide what can be changed.
 - You can write down the seconds if it helps to see where you should start and end recording your voice.
 - Think about the similarities and differences of prosodic elements (rhythm, emphasis on words, intonation) between English and your mother tongue. Can you appreciate any differences between them? Record your voice. Pay attention to the intonation. It must sound natural in Spanish/Catalan. You can imitate different voices when dubbing different people too. Pay special attention to the synchronisation of the movements, gestures and lips of the characters.
 - Try to memorise your interventions in such a way that there is no need to read the paper when dubbing. It would be better if you could be paying attention to the lips.

C. SPEAKING + READING

Aim: To dub the scene.

Timing: 25'-30'

Interaction: S-S (in pairs)

Feedback: translation skills

C.1. Read the instructions sheet about how to record your voices in VideoPad. If you have any question, ask the teacher.

C.2. Record your voice for each character. When you finish, save all the audio segments as a single audio file

D. LISTENING + PEER ASSESSMENT

Aim: To watch and listen to other videos and to evaluate them

Timing: 15'

Interaction: S-S (in pairs)

Feedback: listening

D.1. Watch and listen to your partners' dubbed videos and evaluate them using the following rubric. (See Peer-assessment rubric on page 11)

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3rd SESSION

A. WARM-UP ACTIVITY: SELLING YOURSELF

Aim: To talk about selling oneself, to think about interferences among languages, to understand false friends.

Timing: 25'

Interaction: S-S (pairs)

Feedback: on vocabulary, pronunciation, transference

A.1. Choose the five adjectives that describe you best and the five adjectives that describe you least. Use a dictionary if necessary to translate the terms into your mother tongue in pairs. (10')

Accommodating	Creative	Methodical	Responsible
Ambitious	Determined	Mindful	Sensible
Aspiring	Driven	Outgoing	Sensitive
Competitive	Hard-working	Passionate	Sociable
Conscientious	Imaginative	Perfectionist	Tactful
Considerate/ thoughtful	Impatient	Punctual	Thorough
Convincing	Loyal	Reliable	Willing to learn

A.2. Work in pairs. Tell your partner about yourself and give examples to justify your description. Use at least 8 of the above adjectives. Do you think these qualities will be useful in your future career? Why? (15')

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B. LISTENING + SPEAKING

Aim: To listen to and to talk about how to craft the perfect CV. To focus on the importance of tailoring a different CV for different job applications and for different countries.

Timing: 25'

Interaction: individually, S-S (pairs) and in groups

Feedback: on listening, understanding, vocabulary

B.1. Depending on your mother tongue, choose one of the following videos on how to craft the perfect CV. (10')

English

<http://www.bbc.co.uk/news/av/business-17034307/show-me-the-money-improving-your-cv>

Catalan

https://www.ara.cat/videos/reportatges/Trucs-marqueting-CV-vitae-curriculum-trucs_3_1372692725.html

French

https://www.youtube.com/watch?v=rqpVvMdD7_A

Spanish

https://www.lavozdegalicia.es/video/economia/2016/09/15/curriculum-infalible/0031_2016095126204888001.htm

Italian

<https://www.youtube.com/watch?v=-aC4HznKVZA>

German

<https://www.youtube.com/watch?v=N5sD37QkH64>

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B.2. In groups of four students, identify at least SIX things job applicants should do and SIX they shouldn't do when writing their CV. Write them down in English in the following table: (10')

Should do	Shouldn't do
e.g. print on good-quality paper	

B.3. In groups, discuss the following questions: (5')

- Can the CV that got you a job in Spain be used for the Australian/British/American job market?
- Do you have to design a new CV depending on the country?

Additional readings:

<https://www.gooverseas.com/blog/how-to-write-a-resume-for-anywhere-in-the-world>

<http://www.chester.ac.uk/sites/files/chester/International-Students-CV-Writing-booklet-by-ARW-AUG-12.pdf>

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C. GRAMMAR AND WRITING: COVERING LETTERS

Aim: To internalise the use of dependent prepositions and to understand how to use them when writing covering letters.

Timing: 35'

Interaction: individually

Feedback: on grammar and vocabulary

C.1. Translate the following sentences into Spanish and Catalan (or into your mother tongue, if you don't speak neither Spanish nor Catalan): (15')

- *I apologise for being late.*
- *The outcome doesn't depend on me.*
- *The new technology allows for faster data transfer.*
- *During my internship I was responsible for dealing with enquiries.*

C.2. Study the Grammar box and write ONE sentence describing yourself using some dependent prepositions. (5')

e.g. I take pride in being diligent and methodical.

GRAMMAR: DEPENDENT PREPOSITIONS

In English there are many verbs, nouns and adjectives that are followed by specific prepositions. These prepositions are called dependent preposition because their choice depends on the particular word and its meaning.

Here are some dependent prepositions:

- **Verbs:** apply for, benefit from, concentrate on, look forward to, object to, specialize in, succeed in, work at
- **Adjectives:** aware of, conscious of, eligible for, familiar with, good at, interested in, keen on, responsible for
- **Nouns:** attempt at, benefit to, experience in, likelihood of, opportunity for, pride in, question of, track record in

***Remember to use the gerund (-ing form) of a verb after a preposition or prepositional phrase.**

E.g. I am good at working as part of a team.

I am interested in pursuing a career in the hospitality industry.

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C.3. Have a look at some of the following texts. In pairs, answer the following questions: (15')

- What kind of texts are they? Why are they important and what are they used for?
- Do they have a similar structure?
- What information does each paragraph include?

English:

<https://icover.org.uk/chef-cover-letter-example/>

French:

<http://blog.giga-cv.com/wp-content/uploads/2017/09/lettre-motivation-stage-bac-pro-arcu.pdf>

Catalan:

http://jovecat.gencat.cat/web/.content/documents/arxiu/treball/oficina_jove_de_treball/documents_utils/Models-de-cartes-de-presentacio-resposta-a-un-anunci.pdf

Italian:

<https://www.monster.it/consigli-di-lavoro/articolo/Lettera-Presentazione-Marketing-Manager>

Spanish:

<https://www.joblers.net/carta-de-presentacion/modelos/para-una-oferta-de-trabajo/>

German:

<http://www.cvexpres.com/cartas-de-presentacion-en-aleman.html>

C.4. Read the following covering letter for the job of Hotel Front Office Manager and circle the correct options. (5')



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Dear Ms Smith,

I am writing to apply ¹on/for/by the Hotel Front Office Manager position that was advertised ²on/in/of reed.co.uk. Please, find enclosed my ³CV/covering letter/interview for your consideration.

I am ⁴currently/typically/eventually working as a Hotel Front Office Manager for XYZ Hotel and have a proven track record ⁵from/in/at dealing with the public and with front office personnel. I am applying because I am interested ⁶in/on/at pursuing a career in the hospitality industry and ⁷using/to use/to using my communication and organizational skills to benefit your hotel.

As you will see from the ⁸attached/included/connected CV, I have considerable experience ⁹in/for/on developing schedules, ordering supplies, **monitoring inventories and assisting guests. I am also used to liaising** ¹⁰with/for/to **managers of other departments** to achieve and further hotel goals. My communication and organizational skills are first-rate as I am able to multi-task and work as part of a ¹¹team/match/sport. In addition, I speak English, Spanish, French and Italian fluently.

I would very much appreciate the opportunity to put my experience to work in running a smooth office environment as the Hotel Front Office Manager with ABC Hotel. I will be available for an interview from tomorrow. Please, do not hesitate to contact me if you require further information.

I look forward to ¹²hearing/reading/hear from you.

¹³Yours sincerely/yours faithfully,

Susan James

Additional activity

Dependent prepositions – Kahoot: <https://play.kahoot.it/#/k/5b9ca2cc-344d-46da-a86a-d51d87e2d229>

4th SESSION

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A. WARM-UP ACTIVITY

Aim: To talk about how to prepare for an interview. To learn useful vocabulary for an interview.

Timing: 25'

Interaction: A.1 S-S (in pairs)/ A.2 individually

Feedback: On vocabulary, understanding, speaking and pronunciation

A.1. Discuss the following questions in pairs.

- Have you ever had a job interview?
- If so, how did you **send** your **application**? How did you prepare for it? If the answer is no, what would you do in order to prepare for it?
- Do you normally **do** any **research** about the company before going to the interview? Why?
- What kind of questions does an interviewer normally ask?
- What **would** you do **if** an interviewer **asked** you something inappropriate?
- What kind of **physical gestures** should you consider?

A.2. Match these words to their meaning. Then, try to think about a possible translation into your mother tongue.

Words	Definition	Possible translation into your mother tongue
1. Work	a) A person or organization that employs people.	
2. Job	b) To employ or to pay someone to do a particular job.	
3. To submit a CV/Resume	c) A person who is interviewed.	
4. Employee	d) Amount of money expected to earn.	
5. Employer	e) Uncountable noun. Something you do to earn money.	
6. Interviewee	f) The process of finding and hiring the best-qualified candidate.	
7. Interviewer	g) An unoccupied position or job.	
8. Vacancy	h) To send a brief account of a person's education, qualifications, and previous occupations, typically sent with a job application.	

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9. To hire somebody	i) A person who interviews someone, especially for a job.	
10. Salary expectations	j) Particular type of work which you do.	
11. Recruitment	k) A person employed for wages or salary.	
12. To fill out an application form	l) To complete an application form with the necessary information.	

B. FINAL TASK: READING + SPEAKING (INTERACTING) + WRITING+ LISTENING

Aim: Understand a job offer and record your own job interview

Timing: 55'

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Interaction: S-S (in pairs)/ in groups

Feedback: on vocabulary, reading, speaking, writing, listening, and pronunciation

B.1. Read the job description below. (5')

Recruiter	University of Hampton Court	Salary: E15.969 to E16.341 per annum (pro rata for 20 hours per week) plus 5% shift allowance.
Location	Northampton	At Accommodation, Catering and Events. We are very proud of our hotels and are currently recruiting for enthusiastic Catering Assistants to join our highly successful team to provide an outstanding level of customer service during summer 2018
Salary	E15.969 to E16.341 per annum (pro rata for 20 hairs per week) plus 5% shift allowance	You thrive under pressure and are willing to gain experience within a front of house, customer facing hotel catering environment, or you may be looking to enhance your current catering career into this very demanding but rewarding position. Duties include: preparing for breakfast taking food orders, delivering food to tables and clearing down at the end of the shift, maintaining high service standards self-motivation. Excellent customer service and ability to deal with unexpected situations/diverse range of people are essential for success in this varied role. The ideal applicant will be able to demonstrate their catering experience in a minimum 3-star hotel setting, with an exceptional eye for detail and a positive can-do attitude of all times.
Posted	05 Apr 2018	
Closes	20 Apr 2018	
Ref	483371	
Sector	Hotel	
Contract Type	Contract	
Hours	Part time	
Job position	Entry level	
Language	English	Successful applicants will be based at the Hampton Hotel, in central Northampton.



This post is on a 20 hours fixed term summer basis. End

Date 9th September.

Following the end of this contract there may be a possibility for extension or conversion to a guaranteed hours contract.

Closing date: 20th April 2018.

job interview. In pairs, you are going to play the role of the interviewee/interviewer and record the scene of the job interview using your mobile phones. Therefore:

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B.2.1. On the one hand, all the students who play the role of the candidate must work together to share some ideas about the possible answers to the questions of the interviewer. On the other hand, the interviewers are going to work together and think about the possible questions they are going to ask the employee. (15')

Information for the interviewers

Look at the job description you have been assigned. You are going to interview the candidate for this job. You should ask him/her about:

- a) Relevant skills
- b) Previous experience in similar or related jobs and working and/or travelling abroad.
- c) Languages spoken (the interview should be done principally in English, but if the candidate claims to speak other languages, try to test this out).
- d) Reason for seeking the post or offer.

Information for the interviewees

Look at the job description you have been assigned. You are on the shortlist for an interview for this job. Prepare the interview. In particular, think about:

- a) Experience working and/or travelling abroad
- b) Languages spoken and written (The interview should be held in English for the most part, but you can be asked to speak in other languages)
- c) Previous experience in similar or related posts, in your country or abroad
- d) Reason for seeking the post or offer.
- e) Your relevant skills

B.2.2. Go back with your partner and share your ideas about how your interview situation is going to be. (5')

B.2.3. Record the scene with your Smartphones and share the audio file with your partners. (10')

B.3. Complete the following self-assessment rubric. (10') (See Self-assessment Rubrics on page 25)

B.4. Now, listen to your audio answers to Previous Task and complete the second self-assessment rubric. (10') (See Self-assessment Rubrics on page 26)

B.5. Share your experience about the whole task with the teacher and partners. (10')

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Peer-assessment rubric

The Pursuit of Happiness: Dubbing Project

Name of the student: _____

CATEGORY		3	2	1
Language	Accurate translation (there are not translation errors)	Very good	OK	Poor
	Naturalness (the translation sounds real and natural in your mother tongue)	Very good	OK	Poor
	Register (the characters' register is properly reproduced in the translation)	Very good	OK	Poor
Technique	Synchrony (there is synchrony between the duration of each voice recording and the duration of the original actor's corresponding utterances)	Very good	OK	Poor
	Intonation (intonation is natural)	Very good	OK	Poor
	Performance and dramatisation of the dialogues (performance resembles the original utterances)	Very good	OK	Poor
	Quality of voice (voices sound clear and with no hesitations)	Very good	OK	Poor

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Self-assessment rubrics

Job interview scene

B.3. Final Task

CATEGORY	3	2	1
Pronunciation	Very good	OK	Difficult to understand
Intonation	Very good	OK	Poor
Pacing	Very good	OK	Too fast/too slow
Vocabulary and structures	Very good	OK	Poor
Language use and grammar	Very good	OK	Poor
Contents	The content and level are appropriate	The content and level are moderately appropriate	The content and level are not appropriate enough

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B.4. Comparison between Previous Task and Final Task

CATEGORY	3	2	1
Pronunciation	Very good	OK	Difficult to understand
Intonation	Very good	OK	Poor
Pacing	Very good	OK	Too fast/too slow
Vocabulary and structures	Very good	OK	Poor
Language use and grammar	Very good	OK	Poor
Contents	The content and level are appropriate	The content and level are moderately appropriate	The content and level are not appropriate enough