

Training for seeking internships abroad

Stella Yamazaki

Hosei University

Tatsuroh Yamazaki

Hosei University

Reference data:

Yamazaki, S., & Yamazaki, T. (2011). Training for seeking internships abroad. In A. Stewart (Ed.), *JALT2010 Conference Proceedings*. Tokyo: JALT.

In good economic times courses which teach students job-hunting skills for employment abroad may appeal to those with strong L2 goals. In bad economic times, such courses might be perceived as unrealistic. We report on the rejection of such a course by an entire class of lower-level, non-English university majors; our literature search to clarify student motivation, and the successful program of study that ultimately resulted. The theories of Dörnyei (2009) on the Ideal L2 Self and the investigation of Egbert (2003) into flow in the language classroom were of vital importance in constructing the new course. While small student numbers did not allow us to draw firm conclusions, the results obtained from our experience could fuel further research into the role of the ideal self and flow in language learning motivation.

外国で就職活動をするためのスキルを教えるコースは、景気が良い時なら、語学修得への動機づけが強い学生たちにとって有用かもしれない。しかし経済不況の下では、そのようなコースは現実的ではないと受け取られるおそれもある。本稿では、英語専攻ではない低いレベルのクラス全体がこうしたコースを拒否したこと、学生の動機づけを明確にする過去の論文について、そして最終的に成功につながった学習プログラムについて報告する。成功した新しいコースの構築には、「第二言語学習において、なりたい自分」に関するドルニエイの理論(2009)と、語学クラスにおけるフローに関してのエグバートの調査(2003)が決定的に重要であった。被験者が少数なので決定的な結論は出せないが、この研究の結果が、語学学習の動機づけにおける「なりたい自分」と「フロー」の役割について、今後の研究の契機になることを願っている。

Background

What does a teacher do when an entire class rejects a course, particularly one prescribed by the school and the content of which cannot be changed? We describe such a problem with a course entitled Working Abroad, presented to intermediate level sophomores at a small Tokyo university. We subsequently conducted a literature search on learner motivation, restructured the course accordingly and saw a marked change in students' attitudes and effort. While our small student numbers do not allow us to make firm conclusions about the end results, the experience described here could encourage future research on the role of the ideal self and the effect of flow with regard to language learning motivation.

The problem occurred in 2007 in a second term, elective course at Tokyo Keizai University, a modestly-ranked institution of approximately 6,400 students, all non-English majors. This



class consisted of four male, second-year students, including one returnee, with TOEIC scores from 300 to 420, all business or economics majors who had taken a preceding, first term elective course with the same teacher. At the end of first term on an in-class questionnaire, all had expressed interest in the clearly titled course, *Working Abroad*. According to the university handbook, in this course students would learn how to secure work abroad and function successfully in the job. The original plan of the course was to identify students' abilities and career goals, present relevant vocabulary and functional language, similar to that identified by Lambert (2010), and work through a series of role-plays involving typical work situations.

However, from the first day of second term, the students adamantly refused to participate in any work-related activities, despite repeated attempts by the teacher and the offer of various materials and methods. The students explained that they would never work abroad and thus, had no use for a work-related English course. After four weeks of students sitting silently with folded arms, staring at the wall, unresponsive to any commands, the course content was altered, and it became a continuation of the previous term's culture class. The students participated again, and all passed. Spring vacation gave us time to conduct a literature review into the reasons for our students' uncooperativeness, so that we could restructure the course.

Literature review

Lack of cooperation by lower level students is not in itself surprising. Falout, Elwood and Hood's (2009) study of 900 Japanese university students indicated that less proficient learners among non-English majors were more likely to become de-motivated when studying English and were the least likely to cope effectively with frustration when de-motivated. However, the profound resistance of this particular group suggested a stronger, underlying reason, and the absolute necessity of

adhering to preset program goals made finding an answer to this problem imperative.

Since there exists no one universally agreed-upon definition of motivation among experts, a simple, broad definition offered by psycholinguist Zoltan Dörnyei (2001) was chosen at the beginning of the literature search: "Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity [and] how hard they are going to pursue it" (p. 8).

The foundation research by Gardner (1985) into the efforts of Canadian English-speaking high school students learning French has given us a set of useful terms for describing motivation: *intrinsic*, or learning for the pleasure of learning; *extrinsic*, or learning due to external pressure or pursuit of another goal; *integrative*, or learning in order to fit into the L1 community; and *instrumental*, or learning so as to achieve a goal other than language learning. The students under discussion did not appear to have either the intrinsic or extrinsic motivation necessary to study in the *Working Abroad* course. Gardner's framework, however, does not give any concrete suggestions for remedying such motivational problems and did not seem adequate for explaining the intensity of the students' resistance to study.

Dörnyei's (2009) theory of the L2 Motivational Self System, a refinement of Gardner's (1985) integrative category, appeared better suited to describe the students' mental state. Dörnyei's L2 self is derived from the psychological construct of the ideal self, described in detail by Higgins (1987). The ideal self is the complete person that we hope one day to become. Dörnyei's L2 Motivational System is composed of three parts: the Ideal L2 Self, the Ought-to L2 Self and the L2 Learning Experience. The Ideal L2 Self is the person we would like to become through L2. The Ought-to L2 Self is the person our upbringing and significant others tell us we should strive to become in L2. The L2 Learning Experience is the learning environment, including the



materials, methods, instructor and classroom facilities.

Recent research into the English learning motivation of large numbers of Japanese university students suggests that the desire for future employment abroad is not a major factor. Kobayashi's (2007) study concludes that Japanese students envision themselves making friends using English, but not working. Taguchi, Magid and Papi (2009) agree, stating, "Their idealized English self is not strongly linked with a professionally successful self" (p. 86). It seems reasonable to conclude that our students' Ideal L2 Self did not contain a work goal and that appealing to a different goal, perhaps one originating from within the broader ideal self, would be needed to generate motivation. We hoped to create interest and learning motivation in students through appeal to the ideal self or person the students wished to be in their first language. We presumed that this interest and motivation might also transfer to the students' Ideal L2 Self and promote better language learning.

New sources of motivation

L2 motivational system

Tokyo Keizai University has a robust Japanese work-internship program with 160 Japanese employers and groups offering positions to about 300 students yearly. There are three types of internships available: business-affiliated, community-related and self-arranged. Though no English-language internships have been requested to date, they are possible. The campus internship program is highly regarded by Tokyo Keizai University students, though the high cost and demanding schedule do not allow many to participate. We reasoned that a course offering training in work-internship preparation could conceivably appeal to students without an L2 work goal by targeting the ideal self instead.

Dörnyei's (2009) L2 Motivational System does not yet include a detailed methodology for language teaching. Instead he men-

tions the need for students to:

1. Construct their L2 goals based on what they know about themselves
2. Use mental imagery to make goals seem real and achievable
3. Make choices throughout the course
4. Receive regular reminders of the consequences of non-performance.

It was reasoned that following these guidelines might also be effective in promoting the goals of the ideal self.

Flow

Dörnyei (2005) advocates a task-based progression of skill development accompanied by regular feedback and views the phenomenon of flow as a related and intriguing motivational concept. Flow as described by Csikszentmihalyi (1990, 1997) is an experiential state during which a person focuses intensively on an activity, with the intrinsic satisfaction of the experience resulting in improved performance. Dörnyei cites Egbert's (2003) study of flow in the language classroom and the four following factors she lists as necessary for the state:

1. A balance of task challenge and student abilities
2. Intense concentration and clear task goals
3. Interesting or authentic tasks and materials
4. A sense of control by students regarding task steps and results.

We endeavored to incorporate these conditions into our program, not only on the task level, but also into the lesson-by-lesson progression of the course toward its final goal.



New students

In April 2008 a new group of students began our first term culture course and continued through second term. The 2008 second term class was composed of six sophomores; five male and one female. Their TOEIC scores ranged from 250 to 450. The students included one high beginner, four intermediates and one high intermediate who had spent a summer in Hawaii. On first-day questionnaires for second term the highest student expressed strong interest in studying or working abroad. Two others expressed weak interest. The remaining three had no interest. The female student, an intermediate level learner and one of the disinterested, had a high grade point average. The male students claimed to have barely C averages.

New course

Appendix 1 shows a week-by-week breakdown of the newly planned 14-week course. Renamed as Training for Seeking Internships Abroad, it retained much of the content of the Working Abroad course but was represented as training for qualifying for an overseas-work-internship position, a more likely and more attainable, real-world goal for our students. Attempts were made throughout the course to relate class content to the university's actual internship preparation program and to create conditions conducive to flow in the classroom.

As recommended by Dörnyei (2009), the course began with students' personal self-assessment of their skills and experience, illustrated in Appendix 2, and it ended with interviews of students for the particular internships which they had chosen in light of their skills and experience. Each class was composed of a series of tasks which led to the completion of one of the steps necessary for the final interview. For example, the self-assessment in the first class and the study of job ads, seen in Appendix 3, in the second class made internship selection possible during

the third. Each student selected an appropriate internship from among actual American work-internships advertised on the MonsterCollege website <<http://college.monster.com/education>> and thereafter, researched the actual company offering it. This research enabled each to produce a resume, similar to the sample in Appendix 4, tailored to the specific company and internship position, as well as an appropriate cover letter, following the model in Appendix 5. Each student was required to bring a perfect copy of both documents to the final interview, and the language from all previous preparation was useful for the weeks of rehearsal leading up to the interview.

As for grading, students received 50 percent of their points for weekly work and 50 percent for their final interview, so that neither area could be easily neglected. As in real life, deadlines were absolute. Feedback on all written work and interview practice was immediate, given by peers and the teacher during each class.

A simple but authentic commercial video of a job interview in Onoda and Gossman (2001) served as an internship interview model for students the first year of this course and was shown in parts over several weeks to focus on particular questions and answers. Students who took the course the second year that it was offered also watched and critiqued the videotaped interviews of the preceding year's students. These videos were the primary tools for helping students visualize their ideal self or Ideal L2 Self and its goals.

Interview

The interview was conducted on the last day of class, following the wishes of the students. Students dressed formally, waited in chairs outside of the classroom to be called in one by one, and were interviewed for approximately five minutes on their prospective internship positions. The teacher, also formally



attired, posed as their internship company representative and interviewer.

The interview proceeded in a fashion similar to a real job interview. Students were asked variations of the questions appearing in Appendix 6. They were expected to answer directly and to provide details when appropriate. In fairness to students with differing levels of fluency, grading for the interviews was as follows:

- Attitude and enthusiasm 50 percent
- Complete, logical answers 40 percent
- Grammatical correctness 10 percent

All questions and answers had been practiced repeatedly in mock, in-class interviews with peers and the teacher. The interviewer spoke at native speed but was willing to repeat when asked. All interviews were videotaped.

After the interviews were completed, the students met again as a class and were coached on sending email letters of thanks for the interviews, as shown in Appendix 7, to their prospective employers. The email address to which they sent the messages that evening was the teacher's, but in all other respects the letters were authentic. Within the next two weeks each student received a posted letter, bearing the name of the interviewing company and notification on the results of the interview. In a separate packet the teacher sent each student a videotaped copy of his or her particular interview and a critique sheet, also showing the final grade.

Results

1. As reported by the teacher, all students were serious and focused during lessons. Students were generally on time, with assigned materials completed and did not waste time in class.
2. Five of the six students passed the course. One failed for not observing deadlines. Five of the six interviews were in the acceptable to good range.
3. On the teacher-conducted, end-of-term questionnaire all students rated the course favorably. Comments included, "I enjoyed this class every time," "This course was great," and "Most things you dealt with in this class were useful."
4. All responses were also favorable on the end-of-year institutional survey. Of particular interest were the responses to this question: Due to taking this course, did you become interested in studying related things?
 - Yes, very much 4
 - More or less 2

Possible reasons for course success

The course methodology

The course presented authentic, native-level material to intermediate students but in manageable amounts so as not to overwhelm. As one student wrote on his questionnaire, "I thought I could make it if I tried hard." This was in keeping with point 2 of Dörnyei's (2009) L2 Motivational System, making goals seem real and achievable, and two of the conditions listed by Egbert (2003) for optimal flow, authentic tasks and a balance of challenge and student abilities. All work was also purposeful, as each task allowed the student to progress to the next step toward the final goal. The order of tasks followed their order in real life internship-seeking situations.

The authentic content

The students selected real internships on line and researched real companies in preparation for their interviews. Materials for



study were not simplified, and students produced authentic resumes, cover letters and thank you letters. During the interview and even during practice sessions, every attempt was made to keep conditions as real as possible.

The appeal to both L2 self and the idealized self

Over the two years that this course was taught, only one student expressed strong interest in working or studying abroad. This student rated all aspects of the course very highly. It is likely that the course appealed to this student's Ideal L2 Self and provided him with skills helpful for his future.

During this same period, 2008 and 2009, nine other students took the course, the five mentioned in this analysis and four others the following year. This second group of students was composed of three women, all sophomores, and one man, a junior. Three of the four students were in business-related majors, either accounting or marketing. One woman was in the law department and had been an honor student since high school. All three women boasted high university GPAs. The man professed to be a C student.

The answers of these nine remaining students on questionnaires at the beginning and end of the term showed that they had no intentions to intern or work abroad and no plans to work for an international company in Japan. Achieving the course goals at the end of the term had not altered their decisions and presumably had not added the desire to intern or work abroad to their existing L2 selves. However, these students also rated the course highly, frequently using the word "useful" in their explanations. All students also selected interview preparation as the most valuable part of the course. These students had not developed an interest in interning or working abroad by taking the course, yet they valued the interview skills they had learned. A possible explanation for this is that good interview

skills are valuable for their ideal self, perhaps useful for job hunting or work-internship in Japan. The appeal of the course to the ideal self may have been mainly responsible for its success and for the students' good performance in English. If the ideal self can indeed act as an effective motivator in second language learning, this could be welcome news for teachers of prescribed courses which do not appeal to a student's Ideal L2 Self.

Future research

The student numbers in this study were too small to allow any firm conclusions. Teachers with larger student populations are needed to do quantitative research to substantiate or disprove the results reported here. First, it would be of great value to determine the motivational potential of the ideal self in second language learning as opposed to the Ideal L2 Self. Presenting a course similar to the one described here, but with more focused beginning and end-of-term surveys might be one means of investigation. A second need is to verify that flow is actually taking place in language teaching courses designed to foster it. Studies of this nature, using self-reporting student questionnaires designed by psychologists, are already being conducted in the fields of elementary and secondary education by Schweinle, Meyer and Turner (2006) and Shernoff, Csikzentmihalyi, Schneider and Sheroff (2003) respectively.

In the words of Dörnyei (1998), "Motivation is indeed a multifaceted rather than uniform factor and no available theory has yet managed to represent it in its total complexity" (p. 130). He observes that far more research has gone into identifying sources of motivation than into developing techniques to nurture it. We join his voice in encouraging practitioners as well as theorists to contribute their efforts to this complex but essential field of study.



Bio data

Stella Yamazaki is an instructor at Hosei University, Machida. Her research interests include materials writing, vocabulary development and TOEFL and TOEIC instruction.

Tatsuroh Yamazaki is a professor in the Faculty of Economics of Hosei University. His research interests include sociolinguistics.

References

- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.
- Csikszentmihalyi, M. (1997). Intrinsic motivation and effective teaching: A flow analysis. In J.L. Bess (Ed.), *Teaching well and liking it: Motivating faculty to teach effectively* (pp. 72-89). Baltimore: Johns Hopkins University Press.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117-135.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah: Erlbaum.
- Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford: Oxford University Press.
- Egbert, J. (2003). A study of flow theory in the foreign language classroom. *Modern Language Journal*, 87(4), 499-518.
- Falout, J., Elwood, J., & Hood, M. (2009). De-motivation: Affect states and learning outcomes. *System*, 37(3), 403-417.
- Gardner, R.C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. New York: Edward Arnold.
- Higgins, E.T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94(3), 319-340.
- Kobayashi, Y. (2007). Japanese working women and English study abroad. *World Englishes*, 26(1), 62-71.

- Lambert, C. (2010). A task-based needs analysis: Putting principles into practice. *Language Teaching Research*, 14(1), 99-112.
- Onoda, S. & Gossman, N. (2001). *Daily English*. Tokyo, Japan: Kinseido.
- Schweinste, A., Meyer, D., & Turner, J. (2006). Striking the right balance: Students' motivation and affect in elementary mathematics. *Journal of Education Research*, 99(5), 271-293.
- Shernoff, D., Csikszentmihalyi, M., Schneider, B., & Shernoff, E.S. (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly*, 18(2), 158-176.
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian learners of English: A comparative study. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 66-97). Bristol: Multilingual Matters.

Appendix I

New 14-Week Course

Week 1 Introduction to Course

Goals: Understanding course structure and objectives; acknowledging personal preferences and background

- (a) Recognizing course plan, goals, assessment: weekly practice with internship seeking skills, culminating in a 5-minute interview of each student competing for a self-chosen, American internship position; interview performance worth 50 percent of final grade
- (b) Assessing personality, education, skills and interests

Week 2 Employment Ads

Goal: Understanding requirements and personal qualifications

- (a) Searching simple job ads for requirements and responsibilities
- (b) Identifying jobs matching student's background



Week 3 Internship Selection

Goal: Selecting course internship

- (a) Computer searching of actual internships posted on the MonsterCollege website
- (b) Selecting internship to be pursued during the course, matching student's background. Positions requiring exceptional English skills or U.S. citizenship were not considered.
- (c) Collecting information on position, sponsoring institution and contact person

Week 4 Resume Writing 1

Goal: Understanding content and organization of English language resumes

- (a) Comparing American and Japanese resumes
- (b) Identifying features of standard western resumes
- (c) Writing own resume heading
- (d) Peer editing

Week 5 Resume Writing 2

Goal: Producing initial resume

- (a) Examining language in resumes
- (b) Writing body of own resume
- (c) Peer editing

Week 6 Cover Letter 1

Goal: Producing initial cover letter

- (a) Examining parts of standard cover letters, vocabulary, grammar

- (b) Writing own cover letter
- (c) Peer editing

Week 7 Cover Letter 2, Resume Writing 3

Goal: Producing revised resume and cover letter

- (a) Recognizing typical errors in resumes and cover letters
- (b) Proofing own resume and cover letter
- (c) Rewriting resume and cover letter to be typed for homework

Week 8 Introduction to Internship Interview

Goal: Understanding content and organization of target interview

- (a) Reviewing interview vocabulary
- (b) Viewing employment interview on video accompanying Lesson 6, "Going for a Job Interview" in Onoda and Gossman (2001)
- (c) Answering questions on organization and content of interview
- (d) Reading interview script

Week 9, 10, 11, 12 Interview Preparation

Goal: Producing acceptable interview

- (a) Determining answers to 10 possible interview questions
- (b) Writing answers to questions, with teacher feedback
- (c) Critical viewing of videotaped 2008 student interviews (2009 class only)
- (d) Practicing interviews with peers



Week 13 In Class Videotaped Interview

Goal: Completing interview and thank you letter

- (a) Participating in interview of 5-10 minutes with teacher as interviewer/ company representative and student as interviewee, seeking internship
- (b) Reviewing purpose and form of post-interview thank you letter, to be emailed to interviewer as homework

Week 14 Course Wrap-Up (2009 class only)

Goal: Understanding goals achieved

- (a) Viewing and evaluating videotaped interviews
- (b) Completing course evaluations

Appendix 2

Samples of Personal Self Assessment Tools

2-1. Occupations

Directions: Give your feelings about the following jobs.

- 1= This job looks interesting.
 2= This job might be interesting.
 3= This job isn't good for me.

_____ accountant
 _____ actor or actress
 _____ advertising manager

2-2. Understanding Your Personality

Directions: Read and circle T for true or F for false about yourself.

- T F 1. I am calm. I rarely get nervous or cry.
 T F 2. I am reliable. When I promise to do something, I do it.
 T F 3. I am tidy. I am careful about the way I look. My room is usually clean.

2-3. Understanding Your Interests

Directions: Write your answers to these questions.

1. Name two things that you are good at, for example, cooking, using the computer, speaking English.
2. Name your favorite pastimes, for example, hiking, drawing, gardening.

2-4. Assessing Your Character and Abilities

Directions: Review your answers to Understanding Your Personality and Occupations. Then write your answers to these questions.

1. Think about your character. What are three of your strongest points? Explain.
2. Think about your character some more. What are three of your weakest points? Explain.
3. With your education and your character, what are two jobs that you could probably do and that you might like? Explain.



Appendix 3

Samples of Job Ads and Questions

Reading Job Ads and Matching Your Qualifications

Job Ad 1

- Receptionist
- Entry-level position. Seeking receptionist for busy appliance company.
- Job duties: data entry, customer relations, database upkeep, light typing.
- Good communication skills important. Great benefits.
- Apply now!
- Experience Required: General office work, filing, data entry
- Salary: \$10.00 to \$13.00 an hour
- Contact:
- Personnel Manager
- edd@accountg.net

Job Ad 2

- Computer-ease Corporation of Madrid, Spain seeks full-time Client Services person. Responsibilities include talking with customers, answering phones, doing clerical work.
- Requirements:
 1. High school diploma and some business school
 2. Three plus years of secretarial or managerial experience
 3. Outstanding organizational skills
 4. Typing speed: 40 wpm
 5. Word processing and database training

- 6. Strong communication skills
- Work in a stimulating environment. Fax or email your resume to: Pedro Gonzales
- Fax: 40 266 3557
- pgonzal@computer-ease.com

Directions: Look at the job ads above.

1. Check the ads that ask for the requirements below.
2. Check the requirements that you have.
3. Which job do you think you are qualified for? Why?

Ad 1	Ad 2	Your Abilities	Requirements
_____	_____	_____	Perform simple clerical duties, like greeting customers and typing
_____	_____	_____	Have studied business courses ...

Job Requirements Chart



Part 2. Directions: Review the information about cover letters and mark True or False.

Imagine that you are writing a letter asking for an internship or job.

- _____ 1. Your cover letter should be long.
- _____ 2. Your address should be at the top of the letter.
- _____ 3. Your name should be at the top of the letter.

Appendix 6

Interview Questions

Standard Internship Interview Questions and Responses

Directions: Select the answer that would not make a good impression during an interview.

1. What do you know about this company?
 - a) It's a Fortune 500 Company and a leader in the field of insurance.
 - b) It has over 3,000 employees and offices in New York, Chicago and Los Angeles.
 - c) Not much. Please tell me about your company.
2. What education and training do you have?
 - a) I'm a sophomore in marketing at Tokyo Keizai University, and I've worked in retail for two years.
 - b) I used to work at a fast food restaurant, but I quit because it was too hard.
 - c) I'm getting a degree in business, and I help my parents with their small business on weekends.
3. Are you working now?
 - a) No, I don't like working. I like to watch TV.
 - b) Not yet. I've mainly been concentrating on my education.
 - c) Yes. I've been a cram school teacher in math for two years.
4. What could you do for this company?
 - a) I know a lot about computers. I could be useful in your Accounting Department.
 - b) I don't know. I really don't have any special skills.
 - c) I have certification in accounting, and I speak Japanese and Korean. I might be able to help with some of your Asian customers.
5. What other work experience do you have?
 - a) I was the editor of my high school yearbook when I was a senior.
 - b) I do the bookkeeping for my grandfather's business during the summer.
 - c) Gee, I don't know. What do you want me to say? I've only worked at Wendy's.
6. Why do you want to work for this company?
 - a) It's a cutting edge company in banking, and I know I could learn a lot.
 - b) I like what I've read about your company, and I think I could be helpful to you.
 - c) It's in California, and I've always wanted to live in California. I like surfing.



7. What are your strengths as a worker?
 - a) I'm really smart and everybody likes me.
 - b) I'm good with computers and numbers, and I rarely make mistakes.
 - c) I'm a self-starter. I work hard and look for ways to help out.

8. What are your weaknesses?
 - a) I'm a little quiet, but I'm trying to be more outgoing.
 - b) I'm lazy and I have a hard time getting up in the morning.
 - c) I pay a lot of attention to details. Sometimes that's good, sometimes not.

9. Do you have any questions?
 - a) Yes. How many people will you be choosing for this position?
 - b) Yes. Can I smoke at my desk? Also, do you have a sleeping room?
 - c) Yes. If I'm chosen, could you help me find housing near the company?

10. We would not be able to pay you for your work. Do you understand this?
 - a) Yes.
 - b) Yes. That's no problem. My goal now is to learn, not to make money.
 - c) Yes. That's fine. I value the experience I'll be getting.

Appendix 7

Thank You Email Exercises and Assignment

Email is becoming an acceptable way to send a thank you letter after an interview. Here are some models, but they have a few mistakes.

Part 1. Directions

Find and correct the mistakes that you see in these emails. There are spelling mistakes and problems with punctuation, capital letters and word choice. Don't make these mistakes when you write your letters!

Example 1:

Dear Ms. Stella

I VERY MUCH ENJOYED talking with you yesterday regarding the creative staff internship position at surfdog records. I feel that I have the skills and interests needed to do a good job. The creative approach to creative music that you described has increased my desire to work creatively with you.

In addition to my enthusiam, I bring to the criative position a knowledge of account, skill of secretarial and calculator operation, and the ability to encourage others.

I thank you for the time you spent interviewing me. I am genuinely interested in working for you and look forward to your reply reading this position.

Yours truly,

(student name)

(email)

(address)

(telephone)



Part 2.Directions:

1. Write your own email thank you letter. Use your name, address, telephone number, etc. Write the letter to Ms. Stella Yamazaki, Personnel Manager. Use your company's name and address. Follow the style that you see on this paper.
2. After you finish your email letter, check it for mistakes. It is a good idea to type it on Word and use spell-check to make sure that you have no spelling mistakes.
3. Send your email today or tomorrow to Stella Yamazaki at this email address: <stellayamazaki@yahoo.com>.

