

Preparing Students for Job Interviews

Teaching Unit¹

Kristian Howland, Yukiko Oki, Tyson P. Umberger, Vanessa Balagtas, Rahma Kadir

BACKGROUND CONTEXT

A. General Unit Goals:

- Become familiar with the job interview process using Business English
- Become familiar with various scenarios including telephone conversations in Business English
- Practice scenarios using Business English through job interviews in a group setting
- Practice telephone conversations using Business English
- Perform role plays to practice what the students have learned through interviews
- Perform role play to practice what the students have learned through telephone conversations
- Acquire and develop listening and speaking skills in conjunction with Business English
- Become familiar with common vocabulary and Business English expressions

B. Description of the Program:

This unit is designed to be used in an English afterschool program in an urban center in an EFL context such as Osaka, Japan. This is an afterschool program that offers high school seniors and recent high school graduates the opportunity to improve their English. No certification or credit is earned; the students are voluntarily attending to develop their skills.

C. English Goals of the Program:

This private afterschool English program focuses on expanding and developing students' English for Specific Purposes (ESP), in particular Business English. Since most of these students are recent high school seniors and graduates, they have spent at least six years learning English. However, they still need to reinforce and expand their English skills to prepare for the English-speaking job market, either in their own country or overseas. The program's English goals are:

- To improve students' English literacy in business contexts
- To improve students' English conversation skills in business contexts
- To broaden students' understanding of the sociopragmatic, linguistic, and non-verbal nuances appropriate for Business English interaction in international communication such as use of intonations and nonverbal gestures to convey intended meaning
- To prepare students for work, school, and other various overseas opportunities in English speaking contexts



Howland, K., Oki, Y., Umberger, T. P., Balagtas, V., & Kadir, R. (2013). Preparing students for job interviews: Teaching unit. *Hawaii Pacific University TESOL Working Paper Series 11*, 64-91.

Website: <http://www.hpu.edu>. Authors' contact: Kristian Howland <kri.brook@gmail.com>.

D. Description of the Course:

This course meets four days a week: Monday through Thursday for 60 minutes a day. It covers all skills of reading, writing, listening and speaking for students whose English level is high advanced and who are planning to enter the English-speaking job market. Therefore, this course sets out to:

- Introduce students to Business English (reading, writing, listening, speaking) specific to English speaking countries
- Strengthen students' ability to spontaneously and accurately use English in business
- Provide students with opportunities to perform their newly acquired international communication skills through guided and free practice
- Teach students socially and linguistically appropriate discourse required for polite business interactions

E. Description and General Goals of this Unit Plan for the Course:

This unit plan is made up of four lessons designed to instruct about interviewing skills, specifically addressing the sociopragmatic, linguistic, and non-verbal requirements of appropriateness of international business interactions. Therefore, instructions in this Unit Plan are to:

- Introduce the process of negotiating an appointment (through telephone) and appropriate Business English job interviewing procedures for beginning administrative positions
- Introduce appropriate verbal as well as non-verbal responses and appropriate sociopragmatic, and non-verbal behaviors
- Give opportunities to strengthen Business English skills through face-to-face and telephone role plays
- Utilize internet videos as examples featuring international English language business practices and customs

F. Description of Students in the Course:

The students are 10 high advanced level EFL seniors in high school and recent high school graduates in an urban setting similar to Osaka, Japan. Though they have had general English instructions in middle and high school, they are not familiar with the specific nuances comprising Business English interactions. Students are attending this class to enter the job market, so this school's instruction develops their Business English knowledge, acceptable and appropriate sociopragmatic behaviors, and their cultural understanding of business interactions typically found in international business contexts.

G. Recent Work in this Course:

The unit previous to these 4 lesson plans covered résumé writing where students selected a beginning job position of an American company advertised from the classified ads in various English language newspapers. After mailing or e-mailing their business application letter with the résumé, they waited for a response from the prospective employer. The employer has responded with an invitation to grant an interview at a scheduled time determined by the company. However, the applicant needs to change this scheduled time and date.

Notes.

1. Abbreviations used in this teaching unit:
HO (Handout), Ss (Students), T (Teacher), A1-S2 (Activity 1-Step 2), Mtls (Materials), WOB (Write on Board), HW (Homework), Vocab (Vocabulary)
2. Materials are included in the appendices.

Lesson 1

Making a Telephone Call to Change an Appointment

GETTING READY TO TEACH THE LESSON

- A. General Topic of the Lesson: Using appropriate expressions in order to change an appointment for an interview.
- B. Goals of this lesson:

Ss will be able to produce syntactic and culturally-appropriate expressions to re-schedule an interview appointment, specifically by:

 - 1. Introducing themselves to the recipient
 - 2. Stating the reason for calling
 - 3. Making a request to change the appointment
 - 4. Confirming the new appointment time
 - 5. Ending the telephone conversation
- C. Outcomes:

By the end of this lesson, Ss will be able to:

 - 1. Perform a telephone conversation role play to change an interview appointment as shown in A2-S4 using Appendix 1C EX #3 entitled “Vocabulary for Telephone Conversation”
 - 2. Verbally produce formulaic expressions to change an interview appointment as shown in A4-S4 using Appendix 1B HO # 2 entitled “Formal Phrases for Telephone Conversation”
 - 3. Produce sentences using specific vocabulary found in telephone conversation to change an interview appointment as shown in A2-S6a using EX#3 entitled “Vocabulary for Telephone Conversation”
- D. Vocabulary:
 - 1. Formulaic expressions for making telephone calls as show in HO #2 “Formal Phrases for Telephone Conversation”
 - 2. Vocabulary related to the topic Telephone calls change an appointment as shown in EX #3 entitled “Vocabulary for Telephone Conversation”
- E. Materials
 - 1. Markers
 - 2. Whiteboard
 - 3. Four Handouts (HOs):
 - a. WS#1: “Categories for Appointment Change Video”
 - b. HO #2: “Formal Phrases for Telephone Conversation”
 - c. EX #3: “Vocabulary for Telephone Conversation”
 - d. EX#4: “Acceptable versus Unacceptable”
 - e. KEY #5: “Acceptable versus Unacceptable”
 - 4. Post-it notes of 1 line of dialogue from each category in HO #2

TEACHING THE LESSON

Activity 1: Meaning Focus: Opening Activity (Listening) (15 minutes)

1. Greet Ss
2. Introduce “Telephone Calls to Change an Appointment” topic:
Today we’ll be talking about “telephone calls to change an appointment”
Have you ever had to make a telephone call to change an appointment?
Have you ever made a telephone call to change an appointment for an interview?
3. Distribute WS #1
4. Explain the activity: Tell Ss that you’re going to play an example of a conversation in which someone needs to make an appointment change, and this conversation is not related to a job interview. While they are watching, tell them to mark on WS #1 how many categories on the board the two men covered in the clip
5. Play the first 2 minutes only of the www.youtube.com video: “How to Make an Appointment”
As you can see, this video is about making an appointment. However, the original time of 10 o’clock does not work for both men, thus they need to change the appointment for a later time. So they make an appointment time, but need to negotiate a time that works for both of them.
6. Collect WS #1

Activity 2: Language Focus: Vocabulary and Business Expressions (20 minutes)

1. Distribute Post-it notes (Mtls. Eb)
2. Explain the activity:
Now you are going to learn some formal expressions that you can use in changing interview appointments. You have each received a post-it note with a specific dialogue written on it. You must talk to each other and line up in order of how the conversation would go.
3. Model the activity with a student:
For example if my note says, “Good morning, Anna speaking, how can I help you?” Tyson, since your note says, “Good morning, my name is Tyson. I was hoping to reschedule an appointment,” you would stand behind me.
4. Perform the activity. Monitor progress of the activity and answer any of the Ss’ questions
5. Distribute (as a reference after activity) HO#2: “Formal Phrases for Telephone Conversation” providing lists of formal expressions used by a caller and a recipient
6. Distribute EX #3: “Vocabulary for Telephone Conversation” providing 3 columns with words, meaning and blank sentences
7. Ask students to form pairs and work together to come up with sentences on the blank column
8. Tell Ss that they have 5 minutes to work on it
9. Call on Ss to share their sentences with the rest of the class
10. Tell Ss that any of the sentences they did not finish today will be due tomorrow for homework

Activity 3: Rehearsal: Partner Role Play: Changing an Interview Appointment (20 Minutes)

1. Explain the activity:
Okay class, now we’re going to do a role play with a partner
First, Student A will be the caller and Student B will be the recipient.
When I call out “switch” Student B will be the caller and Student A will be the recipient
I will be giving you the context in which you will practice your phone call.
2. Model the activity using HO #2
 - a. Read the directions out loud to Ss
 - b. Tell the Ss to use EX #3 for vocabulary

- c. Call on one student to demonstrate the activity with the teacher
- d. Role play as Student A, volunteer student will be Student B
- e. Ask a comprehension check question:
So, can anyone tell me what you are going to do in this activity?

Activity 4: Performance (10 minutes)

Tell Ss to perform task:

- a. Assign partners. Students will take turn to perform the activity.
- b. Monitor progress of activity and answer any of the Ss' questions

Activity 5: Business Etiquette (10 minutes)

1. Send Ss back to their original seats and call for attention
2. Give Example 1:
An interviewee calls to change their appointment:
I have class in an hour and I can't make the appointment. I want to make it for tomorrow instead.
3. Give Example 2:
An interviewee calls to change their appointment:
I'm so sorry, but I got in a car accident on my way to the appointment and would really appreciate if we could reschedule my interview for another day that's convenient for everyone. Is that possible?
4. Ask Ss which example is acceptable and why
5. Distribute EX#4 'Acceptable versus Unacceptable'
6. Ask Ss why Example #1 isn't acceptable. Write reasons on the board
7. Discuss acceptable and unacceptable reasons to change an appointment
8. Collect EX#4

Activity 6: Closing and Homework Assignments (5 minutes)

1. Recap what Ss learned in today's lesson
2. Remind students to complete HO#2 for homework
3. Remind Ss to prepare for next class: *Make sure to come to class prepared to talk about other interview features.*
4. Dismiss Ss

Lesson 2

Self-introduction

GETTING READY TO TEACH THE LESSON

- A. General Topic of the Lesson: Using teacher prompts, graphic organizers and self-introduction to help Ss understand how to respond to the interview question, "Tell me about yourself."
- B. Goals of this lesson:
Ss will be able to answer the common interviewer's query, "Tell me about yourself" by:
 1. Using common vocabulary and Business English expressions
 2. Organizing their personal experiences and write a self-introduction
 3. Practicing self-introductions to a partner in timed role plays to include information about the interviewee's educational background, work experiences, experiences in English speaking communities, and interest in the company seeking a new employee

C. Outcomes:

By the end of this lesson, the Ss will be able to:

1. Analyze and identify features of a self-introduction by using WS #1, entitled Self-introduction Sample as shown in A1-S5 and WS #3, entitled “Sentence Structure in a Self-introduction” as shown in A2-S2
2. Write out personal profiles using WS #6, entitled “Graphic Organizer” as shown in A4-S1
3. Recognize topics that are inappropriate to include in a self-introduction using HO #5, entitled “Don’ts in a Self-introduction” as shown in A3-S2
4. Orally present a self-introduction by engaging in role plays as shown in A4-S4

D. Vocabulary

1. The use of strong, positive words in self-introduction as shown in WS #1 “Self-introduction Sample”
2. The use of present simple, past simple, present perfect, pronouns in self-introduction as shown in WS #3 “Sentence Structure in a Self-introduction”

E. Materials

1. Whiteboard markers
2. Whiteboard
3. Worksheet (WS), Handout (HO), Answer Key (KEY):
 - a. WS #1: “Self-introduction Sample”
 - b. KEY #2: “Self-introduction Sample (Answer key)”
 - c. WS #3: “Sentence Structure in a Self-introduction”
 - d. KEY #4: “Sentence Structure in a Self-introduction (Answer key)”
 - e. HO #5: “Don’t in a Self-introduction”
 - f. WS #6 : “Graphic Organizer”

TEACHING THE LESSON

Activity 1: Meaning Focus: Opening Activity (20 minutes)

1. Greet Ss
2. Tell Ss the agenda for today’s lesson:

Today, we will first review our vocabulary by sharing some sentences you have written for HW. Then, we will be talking about how to answer the question “Tell me about yourself.” You will compose and practice giving your own self-introductions.
3. Share homework sentences:
 - a. Pass back EX #4: “Acceptable vs. Unacceptable”
 - b. Tell Ss to take out their HW, EX #3: “Vocabulary for Telephone Conversation” distributed in LP 1 A2-S4
 - c. Call on Ss to share some of their sentences they have written
4. Introduce topic:

*In interviews, you are often asked in the beginning ‘Can you tell me about yourself?’ Does anyone have experience answering this question in job interviews?
What do you think are some of the important things to say when you talk about yourself at a job interview?*
5. Read a self-introduction sample
 - a. Distribute WS #1 “Self-introduction Sample” providing a sample response to the question “Tell me about yourself?”

- b. Have Ss first read the questions to clarify them
- c. Have the Ss read the text and answer the questions individually
- d. Call on Ss to read the self-introduction sample
- e. Have Ss compare their answers with a partner and discuss as a whole class. Refer to KEY #2

Activity 2: Language Focus: Vocabulary and Business Expressions (17 minutes)

1. Tell Ss that we are now focusing on the grammatical aspects of a self-introduction
2. Focusing on sentence structure in a self-introduction
 - a. Distribute WS #3 : “Sentence Structure in a Self-introduction.”
 - b. Go over each question then have Ss work on them individually
 - c. Have Ss check answers with a partner then check as a whole class
 - d. Refer to KEY #4 to make sure that the Ss have the correct answers and review the 3 major verb tenses if necessary

Activity 3: Business Etiquette (5 minutes)

1. Ask Ss what they should not talk about in a self-introduction
2. Write some of the students’ answers on the board
3. Distribute HO #5: “Don’ts in a Self-introduction” providing a list of topics that should not be mentioned in a self-introduction
4. Explain and clarify each component with the Ss. Discuss why it is important to include certain details but not others mentioned in the handout

Activity 4: Role Play (Guided) (20 minutes)

1. WS #6: “Graphic Organizer” providing a table that the Ss would fill in that would describe themselves followed by a page with a suggested outline to write their self-introduction. Before this unit, the Ss have found job advertisements and identified those that they would be interested in applying for.
2. Briefly go over the HO and then give instruction on the activity:
Now, we are going to organize our information by filling out each section. You don’t need to write in complete sentences. Then, write out your self-introduction in the next page following the suggested outline. Try to include the action verbs in the previous HO.
3. Model the activity using WS #6:
For example, under employment history, I can write “ABC Aircraft summer internship, experience using drafting-table, computer-aided engineering, learned importance of being a self-starter, how to take initiative.”
4. Have Ss work individually. Monitor progress of the activity and answer any of the Ss’ questions

Activity 5: Performance (15 minutes)

1. Explain the activity:
*Okay class, now we’re going to practice saying your self-introductions to your partner using what you just wrote on your WS #6. One student will be the interviewer who will ask ‘Tell me something about yourself’ to their partner who will give their self-introduction. Make sure you tell the interviewer what company and position you are applying for.
All of you will have 3 turns. 2 minutes for each turn. More practice will allow you to become more comfortable with giving your self-introductions that are short (less than 1 minute) but concise and automatically come to you in real interviews. I will call time out after each turn. Then switch roles. You can look at your worksheet as you give your self-introduction. If you are the interviewer, write some good points and points to improve about the interviewee’s self-introduction.*

2. Model the activity
 - a. Call on one student to ask T, “Tell me about yourself.” Pretend to read a self-introduction (from worksheet)
 - b. Ask comprehension check questions:

So, what will you do when your partner asks you “Tell me about yourself?” How many times do we each get to practice giving self-introductions? Any questions?
3. Assign partners
4. Ss perform task
 - a. Monitor progress of activity, call time out after each round
 - b. Tell Ss to switch roles
5. Reflect on activity. Give comments on Ss’ performance, ask Ss their impression on the activity

Activity 6: Homework and Closing (3 minutes)

1. Recap what Ss learned in today’s lesson and remind Ss to practice giving self-introductions on their own:

Please continue to edit and practice giving your self-introductions as you will be doing mock (simulation) interviews on Thursday.
2. Tell Ss what they will be doing next class:

Tomorrow, we are going to learn how to respond to common interview questions.
3. Announce HW and WOB:

Write 5 questions that you think that you would be asked in a job interview. Provide responses question and be ready to state your reasons. You will share them tomorrow in class. Any questions?
4. Dismiss Ss

Lesson 3

Interview Questions

GETTING READY TO TEACH THE LESSON

- A. General Topic of the Lesson: Using teacher prompts, phrase matching activities and role play to help Ss understand how to respond to common interview questions.
- B. Goals
 1. In this lesson, T will introduce commonly asked interview questions, appropriate registers, and formal Business English language used to respond to the interview questions.
 2. T will facilitate guided discussions in which Ss practice answering commonly asked interview questions such as
 - a. Interviewee’s weaknesses and strengths
 - b. Interviewee’s required salary
 - c. Interviewee’s preferred working hours
 - d. Interviewee’s professional goals, etc.
- C. Outcomes:

By the end of this lesson, Ss will be able to:

 1. Comprehend the meaning of interview questions by providing appropriate answers using formal language as shown in A2-S3
 2. Identify appropriate responses to common interview questions by pairing answers to questions in a matching activity using WS #1, entitled “Go Fish” as shown in A3-S4
 3. Orally present a short interview role play with a partner as shown in A4-S5

D. Vocabulary: Review as needed common phrases and words used in interview questions

E. Materials

1. Whiteboard markers
2. Whiteboard
3. Handouts (HO):
 - a. WS#1: “Go Fish”
 - b. HO#2: “Student Role Play Evaluation”

TEACHING THE LESSON

Activity 1: Meaning Focus: Opening Activity (5 minutes)

1. Greet Ss
2. Tell Ss the agenda for today’s lesson:

Today, we will learn how to respond to commonly asked interview questions. We will learn possible responses to these questions using formal Business English language. First we will review the questions you wrote for homework and then play a game with some commonly asked interview questions. After that, you will be paired up with another student in a role play activity to practice responding to these questions.

Activity 2: Homework review and vocabulary review (20 minutes)

1. All Ss write on the board their 5 questions without the answers. Ask four or five Ss to answer four or five questions on the board to demonstrate to class the possible answers. Ask different Ss the same question and point out how the same question can be answered in different ways.
2. Explain that Ss must essentially “promote themselves” in an interview and must appear confident in their abilities.

Keep in mind that you are competing with several other people for only one job. Focus on your achievements and be modest in your responses. Do not make your successes look insignificant, but do not sound like you are bragging.

Offer modest alternatives, e.g.,

Instead of, ‘I was voted as class president three years in a row. It was no big deal,’ say, ‘Through hard work, I was voted as class president.’

Instead of, ‘I was given the title of employee of the month at my last company because I’m the best,’ say, ‘Supervisors at my previous company recognized my dedicated service by awarding me the title of employee of the month.’

3. Offer formal alternatives to casual responses
Instead of, ‘I wanna be a guy that does the paperwork,’ say, ‘I aspire to be an office clerk.’
4. Allow other Ss to orally edit another S’s response
5. After Ss review homework, review vocabulary from LP1:
 - a. T says, ‘Before beginning our game, let’s review the business vocabulary words learned from our first lesson.’
 - b. T calls out words from WS#1, HO#2, EX#3 from LP1 and elicits definitions and sample sentences from Ss.

Activity 3: Guided Practice: “Go Fish” with Interview Questions Game (30 minutes)

1. Introduce the game:

We will play a game to introduce commonly asked interview questions and possible responses to these questions. The game we will play is ‘Go Fish.’ Take note of how the responses are formal and highlight the interviewee’s abilities.

I will break Ss up into pairs. Each S receives 16 strips of paper. Keep your strips hidden from your partner. Eight of those strips are questions and the other 8 are answers. The older S will go first. The first S will ask a question from one of his/her strips. The partner has the answer to that question in his/her set of playing strips and must choose a response that best fits the partner's question. If the first S does not think that the second S has given the right answer, the first S must offer an alternative answer and a reason why his/her answer better fits the question that was asked. Once both Ss agree over the best answer that fits the question, it is the second S's turn to ask a question from his/her set. The first S with no cards remaining is the winner.

2. Provide a model of one round. WOB to clarify Ss' roles. Explain:
S1 asks, *What are your salary requirements?* S2 chooses the strip that says, *I would like to earn \$20 dollars an hour* because they are talking about money
3. Distribute sets of cut out strips of WS #1: "Go Fish" providing a list of 8 commonly asked questions and sample answers
4. Allow Ss to complete the game

Activity 4: Role Play (20 Minutes)

1. Ss work together in an interview role play. Explain the activity:
Now I will split you into pairs and in those pairs you will practice answering interview questions that were written on the board.
2. Ss compile a list of 10 interview questions:
Compile a list of 10 interview questions. Keep in mind that when being interviewed, you do not know which questions will be asked. When making the list, do not let your partner know which questions you chose. You can use any of the questions we previously discussed. That means you can use the questions that were done for homework, the questions from the "Go Fish" game, or any other questions you can come up with.
3. Explain how role play works:
Each S takes a turn being the interviewer. As the interviewer, you will ask your partner, the interviewee, the 10 questions you chose for this activity. Once the interview is over, you will switch roles.
4. Give the context for the interview:
You are interviewing for a job at a major technology company. The interview is being conducted here in Japan, but if offered the job you will be transferred to the company's head office in Northern California. However, act in this interview as you would if you were being interviewed for a job at any English speaking country or company.
5. Distribute HO#2. Ss perform Role Play. Each S will have a chance to play both roles.
Allow Ss time to look over the criteria on HO#2"
6. Circulate around room to offer error correction or assistance

Activity 5: Closing and Homework Assignments (5 minutes)

1. Recap what Ss learned in today's lesson
2. WOB the HW task. A list of links to youtube.com videos all of which are examples of a "good interview" and interview tips will be emailed to Ss:
 - a. "Job Interview Tips – Job Interview Questions and Answers"
 - b. "Job Interview Tips – Tell me about yourself. Example of a good answer."
 - c. "Good Interview Answer to "Tell me about yourself" YouTube Top Pick"
 - d. "Professional Interviewing Skills"
3. Dismiss Ss

Lesson 4

The Interview Role Play

GETTING READY TO TEACH THE LESSON

- A. General Topic of the Lesson: Ss will draw on all the previous vocabulary, formulaic expressions, skills, etc. from the previous lessons in order to complete an actual mock interview, based on the previous lessons: Lesson 1: Telephone Calls to Change/Make an Appointment, Lesson 2: Self-introduction, and Lesson 3: Responding to Interview Questions.
- B. Goals of this lesson:
To offer opportunity to perform various interview functions, calling on previously learned vocabulary, formulaic expressions, and proper language for a specific register, through a mock role play activity in order to simulate a real life scenario of a typical interview situation in the USA job market.
- C. Outcomes:
By the end of this lesson, Ss will be able to:
1. Ask and answer common interview questions as shown in A4-S3
 2. Select and use common and appropriate expressions of agreement and disagreement as shown in A4-S3
 3. Talk about detailed information describing past work experience as shown in A4-S3
 4. Ask clarification questions as shown in A4-S3
 5. Speak in a formal register as shown in A4-S3
 6. Adhere to a strict time restraint as shown in A4-S3
 7. Demonstrate proper greeting body language, such as shaking hands as shown in A2-S3
- D. Vocabulary
Vocabulary is from the previous lessons from LP 1, LP 2, and LP 3
- E. Materials
1. Stopwatch or Analogue/ Digital Clock which displays seconds
 2. Dry/Erase Board
 3. Markers for Board
 4. 1 Handout (HO):
HO #1: "Prompt Questions for the Interview Reflection"
 5. 4 youtube.com Videos:
 - a. "Job Interview Tips – Job Interview Questions and Answers"
 - b. "Job Interview Tips – Tell me about yourself. Example of a good answer."
 - c. "Good Interview Answer to "Tell me about yourself" YouTube Top Pick"
 - d. "Professional Interviewing Skills"

TEACHING THE LESSON

Activity 1: Meaning Focus: ‘A Good Interview’ (12 minutes)

1. Greet Ss
2. Tell Ss the agenda for today’s lesson:
Today, we will first review a little from yesterday’s lesson by going over the videos you watched for homework covering ‘a good interview.’ Then, we will learn some ways that you greet people formally with regards to body language, such as: shaking hands, sitting up straight, good posture and making eye contact. Finally, we will spend the majority of the remaining time doing a role play that will be a real-life-like interview. I will be the interviewer and you all will be applying for the same job.
3. Plays the youtube.com videos
 - a. “Job Interview Tips – Job Interview Questions and Answers”
 - b. “Job Interview Tips – Tell me about yourself. Example of a good answer.”
 - c. “Good Interview Answer to “Tell me about yourself” YouTube Top Pick”
 - d. “Professional Interviewing Skills”
4. Ask Ss: *What were some of the things that the videos covered?* or *Can you all tell me some of the main points the videos made?*
 - a. Check if Ss got some of the following key aspects:
 - i. Make good eye contact
 - ii. List relevant experience within six years, covering a large territory
 - iii. List personal qualities, such as hardworking and self-motivated
 - iv. Always give specific examples
 - v. Prepare your answers to possible questions or imperatives, such as “Tell me about yourself” prior to the interview
 - vi. Make all answers concise and to the point
 - b. Point out some of the main points that the Ss highlighted, include some that the Ss might have left out

Activity 2: Business Etiquette: Proper Greeting with Body Language (20 minutes)

1. Explain to the Ss that in the videos there were some great examples of body language
2. Remind Ss that body language is how you express yourself through gestures and other movements of the body
3. Lastly, call up a variety of the Ss in the class and help them to demonstrate the following examples of good, proper body language:
 - a. Shaking hands firmly
 - b. Making eye contact
 - c. Smiling
 - d. Standing and sitting up straight (example of good posture)
 - e. Keeping chin/head up (example of good posture)
 - f. Not fidgeting, moving around too much
 - g. Nodding to express understanding and attention
 - h. Remaining calm
 - i. Show positive facial expressions, but don’t exaggerate
4. Tell Ss that they will have to follow these body languages and gestures in their performances

Activity 3: Rehearsal (5 minutes)

1. Tell Ss to take out their role play scripts
2. Pass out HO #2 from Lesson 3 of Appendix 3B “Scoring rubric for interview”
3. Go over each criterion and ask for questions

4. Give Ss some time to practice using the gestures and body languages discussed in the previous activity
5. Go around the class and answer questions

Activity 4: Performance (40 minutes)

1. Explain the activity:

Okay class, now we're going to do a role play as a class using what you have learned from today's and this week's lessons. Since this is our last and final role play for this unit, it might be a good idea to call on everything we have gone over; show me, the interviewer, all that you have learned and know. You all will be given 3 1/2 minutes to impress me. This will force you all to be quick and concise and really get to the point. Let's see if you get the job!

Now, while you are waiting for the others to finish I want you to start on a short half-a-page reflection. This will be due next class, simply jot down some notes as soon as you are finished with your interview. Tell me what you think you could of done better, what did you feel proud of/ what you felt you did excellently, did you like this assignment, do you think this and other assignments/ lessons prepared you for a real life interview?
2. Model the activity.
 - a. Call one S up to the front of the class to model the interview process with the T:
 - i. *All of you will be sitting down waiting to be called on. I'll call one S up at a time, like I just did. Then you will be asked a variety of questions. Not everyone will be asked the same questions.*
 - ii. Ask the S a question, such as: *What is your name?* or *Where are you from?* Something simple and quick.
 - iii. Continue: *After 3 1/2 minutes, you will be told to sit back down at your seat, [look at the S model and say: "Thank you! You can sit back down"] and the next person will be called up. This will continue until everyone has had a turn. Make sure you listen because there is a small amount of time to go through all of you.*
 - b. Ask a comprehension check question:
 - i. *Does everyone understand what you are to do?* [pause briefly for their response] *You will wait for your turn to be _____?* [prompt the Ss to say: "interviewed" or "asked questions"] *And after your turn being interviewed, you will have to write notes for your interview _____.* [reflection]
 - ii. *Any questions?*
3. Ss perform task
 - a. Call up each S by name, and allow them each a 3 1/2 minute long interview simulation (using a stopwatch or clock, be strict with this time limit for there has been only 35 minutes allotted for 10 Ss). Encourage Ss to speak coherently and precisely within given time limit while not pressuring them too much.
 - b. All of the other Ss will be writing notes about how they feel their interview went in preparation for their interview reflections.
4. Reflect on activity. Give comments on Ss' performance:
 - a. Give one compliment or positive note to something they did well. (Constructive feedback can be given later)
 - b. Remind Ss to take down their impressions and personal thoughts on the activity

Activity 5: Homework and Closing (3 minutes)

1. Recap what Ss learned in today's lesson
2. Announce HW assignment and WOB:
 - a. *Since we have a three-day weekend, our HW this weekend will be due first thing on Monday. I have two assignments for you. The first you all have already started: the interview reflection. I'm passing out the prompt questions now. When you hand in your assignment next week, I want #1:*

the notes you did today, #2 the questions I'm passing out now to be answered on this page, and lastly #3 the reflection typed up to be about half a page.

- b. Distribute HO #1 "Prompt Questions for the Interview Reflection" providing prompt questions on experience on the role play activity
3. Dismiss Ss

¹Acknowledgements

We would like to give special thanks to Kathleen Higa, Human Resource Manager at Ward Stadium 16 with Titan XC, Consolidated Theatres, and Andrea Novak, Human Resource Manager at Sheraton Waikiki Hotel, for allowing us to interview them about the job interview process, acceptable and

unacceptable reasons for changing an interview appointment date and time, and what areas should be focused on and highlighted in job interview preparation. The interviews gave us very useful input for this teaching unit.

References

- Azar, B. S. (2009) *Understanding and using English grammar* (4th ed.). White Plains, NY: Pearson Education.
- CNN (2005, December 9). Answering 6 common interview questions. *CNN.com*. Retrieved from <http://www.cnn.com/2005/US/Careers/12/09/six.questions/>.
- Fournier, C. A. (1990). *Open for Business: Communication Activities for Students of English*. New York, NY: Newbury House Publishers.
- Fry, R. (1996). *Your first interview* (3rd ed.). Franklin Lakes, NJ: Career Press.
- Hutchinson, T. & Waters, A. (1987). *English for specific purposes: a learning centered approach*. New York, NY: Cambridge University Press.
- Jones, L. & Alexander, R. (1989). *International Business English: A Course in Communication Skills, Student's Book*. New York, NY: Cambridge University Press.
- Knight, G. & O'Neil, M. (2002). *Business Explorer 2: Student's Book*. Cambridge, UK: Cambridge University Press.
- Smith, J. (2013, January 11). How to ace the 50 most common interview questions. *Forbes*. Retrieved from <http://www.forbes.com/sites/jacquelyn-smith/2013/01/11/how-to-ace-the-50-most-common-interview-questions/3/>.
- Woodcock, B. (n.d.) *10 Most Common Interview Questions*. University of Kent Careers and Employability Service. Retrieved from <http://www.kent.ac.uk/careers/interviews/commonquestions.htm>
- Wiley, T. C., & Wrigley, H. S. (1987). *Communicating in the Real World: Developing Communication Skills for Business and the Professions*. Englewood Cliffs, NJ: Prentice Hall Regents.

Appendix 1A
WS #1 (refer to Mtls E.3.a and Activity 1.3.a.)

Directions: As you are watching the video clip, pay attention to the conversation between the two men to see if they cover the categories in the left hand column below. Please mark 'Yes' or 'No' on the right hand column on whether the video covers that category.

i.e. When the caller says he would be in town and would like to meet, you would write 'yes' next to the category 'giving more information/reason for calling'

Categories for Appointment Change Video

<u>CATEGORY</u>	<u>COVERED BY VIDEO?</u> <u>Yes/No</u>
Making contact	
Giving more information/reason for calling	
Giving negative information	
Telephone problems	
Request to Change or Make an Appointment	
Asking the caller to wait	
Leaving/Taking a message	
Confirm the appointment	
Reconfirm the appointment	

Appendix 1B

HO #2 (refer to Mtls E.3.b and Activity 3.1.a.)

Directions: Congratulations! The company you applied to has set up an interview for you for this Friday at 10am. Unfortunately, you will be traveling to a different state at that time and need to change it to next week on Tuesday at 11am. Call Mr. Tyson's secretary to change the appointment.

Formal phrases for Telephone Conversation

Student A	Student B
<p>Making contact Hello/Good morning/Good afternoon .. This is John Brown speaking. Could I speak to please? I'd like to speak to please. I'm trying to contact</p> <p>Introduce themselves to the recipients My name is ...</p>	<p>Taking a call X speaking Can I help you?</p>
<p>Reason for calling I'm calling regarding my interview with...</p>	<p>Response to reason for calling/ Verifying scheduled interview Yes/ Okay</p>
<p>Pre-request to change an appointment Originally it was scheduled at... I was wondering if I could reschedule my interview because...</p>	<p>Response to pre-request to change an appointment Please hold on while I look up Mr. Tyson's schedule.</p>
<p>Request to change an appointment Would it be possible to change it to ...</p>	<p>Response to request to change an appointment Okay, so you would like the appointment on...</p>
<p>Thanking I really do appreciate that.</p>	<p>Response to thanking You're welcome.</p>
<p>Confirmation I look forward to meeting at ... on...</p>	<p>Response to confirmation Yes, we look forward to seeing you then.</p>

Appendix 1C: EX#3 (refer to MTLs E.3.c and Activity 2.1.a)

Name _____

Date _____

Vocabulary for Telephone Conversation

You were given an interview date, but it conflicts with your class schedule. You need to call the company and explain that you would like a different date and time. Use the vocabulary word in a sentence.

Words	*Meaning	Sentences
repeat	(v) to say (something) again	
verification	(n) a confirmation of truth or authority	
hang up	(v) to end a telephone conversation	
apologize	(v) to express regret for doing or saying something wrong	
reschedule	(v) to schedule (something) for a different time or date	
hold on	(v) to await something (as a telephone connection) desired or requested	
regard	(prep) relating to (something)	
appointment	(n) an agreement to meet with someone at a particular time	
secretary	(n) a person whose job is to handle records, letters, etc., for another person in an office	

**Merriam-Webster Learner's Dictionary (2012). Retrieved April 9, 2012 from <http://www.learnersdictionary.com/>*

Appendix 1D: EX#4 (refer to Mtls E.3.d and Activity 2.1.a.)

Name _____

Date _____

Acceptable versus Unacceptable

Write down **why** the reasons for changing an appointment are acceptable or unacceptable.

Acceptable	I'm so sorry, but I got in a car accident on my way to the appointment and would really appreciate it if we could reschedule my interview for another day that's convenient for everyone. Is that possible?	Why:
Unacceptable	I have class in an hour and I can't make the appointment. I want to make it for tomorrow instead.	Why:

Appendix 1E: KEY #5 (refer to Mtls E.3.e and Activity 2.1.a.)

Name _____

Date _____

Acceptable versus Unacceptable ANSWER KEY

Write down **why** the reasons for changing an appointment are acceptable or unacceptable.

Acceptable	I'm so sorry, but I got in a car accident on my way to the appointment and would really appreciate it if we could reschedule my interview for another day that's convenient for everyone. Is that possible?	Why: By using various modals, the language is polite and apologetic and expresses the situation clearly. The event was also unexpected and an emergency and they could not have prevented the time conflict.
Unacceptable	I have class in an hour and I can't make the appointment. I want to make it for tomorrow instead.	Why: The interviewee's direct manner of speaking could come across as rude and self-centered. S/he also did not specify a time. By saying, 'I want to make it for tomorrow,' the interviewee is expecting something from the company that might not be possible and should ask more politely for a new appointment.

Appendix 2A: WS #1 (refer to Mtls E.3.a. and Activity 1.5.a.)

Name _____

Date _____

Self-introduction Sample



Directions: Below is a sample you tell me about yourself?" for an aerospace company. Read and answer Read and answer the following

response to the question, "Can engineering position in an the following questions. questions.

1. What kind of information does the interviewee mention? For what purpose?
2. Circle any words that help strengthen the interviewee's ability.
3. If you were the interviewer, what impression would you have for the interviewee?

I fell in love with engineering in high school and have wanted to work in aerospace ever since. My internship at ABC Aircraft gave me a tremendous amount of experience on the drafting table and in the use of computer-aided engineering. ABC called me back for two subsequent summer internships.

I was a straight A student in my major field of study, physics, and have a paper being considered for publication in the Journal of Metal Fatigue, something, I'm told, that not many undergraduates have accomplished.

Of course, I learned a great deal in college, but I think the greatest learning experience was at ABC. I realized the importance of being a self-starter, how to take initiative when I had ideas and how to get along with engineers with far more experience and knowledge than I.

I'm tremendously excited about the prospect of working at your company. I have admired its Airloft jet engine and the fact that you are continually at the forefront of the industry. I've also read a great deal about your computer-aided engineering and manufacturing systems and am excited about learning more about this technology.

Also, your policy of encouraging scientists and engineers to publish and win recognition in their fields fits in perfectly with my professional goals. While I think that working for a firm can be extremely rewarding, the greatest achievement for a scientist is the recognition of his peers.

(236 words)

Adapted from

Fry, R. (1996). *Your first interview* (3rd ed.). Franklin Lakes, NJ: Career Press.

Appendix 2B: KEY #2 (refer to Mtls E.3.b. and Activity 1.5.e.)

Tell me about yourself: Sample Self-Introduction Answer Key

1. What does the interviewee talk about in each paragraph? For what purpose?
Paragraph 1: The interviewee mentions when he started to be interested in engineering and a brief overview about ABC internship, his most recent experience in the field. Purpose: introduction to what he will talk about allows listener to anticipate and follow smoothly
Paragraph 2: The interviewee talks about his academic background and his upcoming publication. Purpose: to prove his successful academic background reflects his strong passion for the field.
Paragraph 3: The interviewee talks about his internship experience at ABC. Purpose: to prove that he/she has workplace experience therefore he know what it takes to be an engineer
Paragraph 4: The interviewee shares what he knows about the company he is interviewing for. Purpose: to show that he/she is interested in this company specifically not any other aerospace company.
Paragraph 5: The interviewee connects the company's policy with his professional goals. Purpose: to show how he will fit into the workforce and establish a good relationship with other.
2. Circle any words/phrases that strengthen the interviewee's ability and motivation to pursue a career in the field. Refer to the text below
3. If you were the interviewer, what impression would you have for the interviewee?
If I were the interviewer, I would have a positive impression because the interviewee provides short but concise explanation about his background (academic and internship). The interview shows that he knows the difference between college and the "real world." He recognizes the values of his experience, demonstrates knowledge of the company and how it connects to his goals. All in all, this interviewee did a good job to express his enthusiasm to the field and his excitement of working here.

I fell in love with engineering in high school and have wanted to work in aerospace ever since. My internship at ABC Aircraft gave me a tremendous amount of experience on the drafting table and in the use of computer-aided engineering. ABC called me back for two subsequent summer internships.

I was a straight A student in my major field of study, physics, and have a paper being considered for publication in the Journal of Metal Fatigue, something, I'm told, that not many undergraduates have accomplished.

Of course, I learned a great deal in college, but I think the greatest learning experience was at ABC. I realized the importance of being a self-starter, how to take initiative when I had ideas and how to get along with engineers with far more experience and knowledge than I.

I'm tremendously excited about the prospect of working at your company. I have admired its Airloft jet engine and the fact that you are continually at the forefront of the industry. I've also read a great deal about your computer-aided engineering and manufacturing systems and am excited about learning more about this technology.

Also, your policy of encouraging scientists and engineers to publish and win recognition in their fields fits in perfectly with my professional goals. While I think that working for a firm can be extremely rewarding, the greatest achievement for a scientist is the recognition of his peers.

(236 words)

Adapted from
Fry, R. (1996). *Your first interview* (3rd ed.). Franklin Lakes, NJ: Career Press

Appendix 2C: WS #3 (refer to Mtls E.3.c. and Activity 2.2.a.)

Name _____ Date _____

Sen-



tence Structure in a Self-Introduction

Directions: Read the sample self-introduction again. Answer the following questions.

1. What 3 verb tenses does the interviewee use in the self-introduction? How does he/she differentiate them?

2. What pronoun does the interviewee use in most of his/her sentences? What pronoun does the interviewee use when talking about the company he/she is interviewing for?

3. Rewrite the following excerpt of a self-introduction to make it more positive. Be mindful of verb tenses and vocabulary.

I like travelling. I went to many places. I learned a lot from travelling so I want to help others to love travelling also. That's why I want to be a travel agent.
In college I studied travel industry management. I worked hard to get good grades. I also learned from my internship at JTB.
I am happy about the possibility to work for your company. I like your superior service capabilities and the fact that you are famous. I think that your effort to meet the needs of different client is the best thing that a travel agent can achieve...

Appendix 2D: KEY #4 (refer to Mtls E.3.d. and Activity 2.2.d.)

Sentence Structure in a Self-Introduction **Answer Key**

1. What verb tenses does the interviewee use in the self-introduction? How does he/she differentiate them?

Past simple: When he started to like his field, internship experience, academic background

Present perfect: Talking about his dream career, paper considering to be published

Present simple: explaining his current excitement to working at the company, how the company policy fits his career ambitions

2. What is the subject of most of his/her sentences?
“I” “you”
3. What pronoun does the interviewee use when talking about the company he is interviewing for?
You, it
4. Rewrite the following excerpt of a self-introduction to make it more positive. Be mindful of verb tenses and vocabulary.

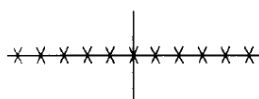
I love travelling. I have been to many beautiful, amazing, breathtaking places. I learned about understanding different cultures, finding happiness and having a sense of adventure. I have been dreaming to become a travel agent because I want other to love travelling as much as I do.

I made lots of effort to get good grades in my major, travel industry management. I learned a great deal in college, but the greatest experience was at JTB.

I am tremendously excited about the prospect of working at your company. I have admired your superior service capabilities and the fact that you are continually at forefront of the industry...

Note: Review the 3 verb tenses with the students to clarify the different tenses.

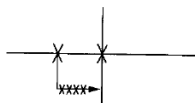
Present simple: An event that happened in the past, happens now, and probably will exist in the future.



Past simple: An event that began and ended at a particular time in the past.



Present perfect: An event that has occurred repeatedly from a point to the past up continuing to present time.



Adapted from:

Azar, B. S. (2009) *Understanding and using English grammar* (4th ed.). White Plains, NY: Pearson Education.

Appendix 2E: HO #5 (refer to Mtls E.3.e. and Activity 3.2.a.)

Name _____
Date _____



Don'ts in a Self-introduction

Here are some topics you should NOT talk about in your self-introduction.

	<p>Marital/Family Status</p> <ul style="list-style-type: none">• Plans of marriage, about your family, boyfriend, girlfriend• Whether you are married, divorced, widowed (someone whose husband or wife has died), single
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Religious beliefs

Age / birth date

Nationality

- Nationality, ancestry of you or that of your parents or spouse (husband/wife)

Race

- Color of your skin or that of your relatives or spouse

After all, your self-introduction should be 100% related to the applied position, which does not involve your personal life.

Adapted from
Fry, R. (1996). *Your first interview* (3rd ed.). Franklin Lakes, NJ: Career Press.

Appendix 2F: WS #6 (refer to Mtls E.3.f. and Activity 4.1.)

Name _____



Date _____

Organizing a Self-introduction



Directions: Before this unit you have looked at job advertisements and found one that you would be interested in applying for. Fill in each section with your information. Make sure all information is relevant to the position you are applying for.

Adapted from
Fry, R. (1996). *Your first interview* (3rd ed.). Franklin Lakes, NJ: Career Press.

<p>Employment History (part/full time, internship)</p> <ul style="list-style-type: none"> Name of company. Date of employment. Specific duties and responsibilities. Specific skills utilized on the job. 	<p>Volunteer Activities (fund-raising, etc)</p> <ul style="list-style-type: none"> Name of organization. Date of activity. Specific duties and responsibilities. Specific skills utilized on the job.
<p>Extracurricular Activities (in/outside school)</p> <ul style="list-style-type: none"> Name of activity, club, group and its purpose Duties and responsibilities. Specific achievements, accomplishments and/or awards. 	<p>Honors and Awards</p> <ul style="list-style-type: none"> Name and date of the award/honor and purpose. Name of institution/person who presented the award to you. 
<p>Interest in the company/job position</p> <ul style="list-style-type: none"> Reasons why you are interested in the company. What you are looking forward to doing in the company. Your professional goal and how it relates to the company. 	<p>FOCUS on...</p>  <ul style="list-style-type: none"> Strongest skills Greatest areas of knowledge Things you do best Key accomplishments

Appendix 3A: WS#1 (refer to Mtls E.3.a. and Activity 3.3.a.)

Go Fish

Teachers' Directions: 1. Make copies. 2. Cut out strips. 3. Organize into "Questions" or "Answers."

Questions	Answers
What are your salary requirements? (Smith, 2013)	<i>I have a salary range in mind, but I am flexible in this area.</i>
Why do you want this job? (Woodcock, 2013)	<i>I'm always ready to take on responsibility and feel this will come more quickly with a firm of this size. A small firm also gives the chance to build closer working relationships with clients and colleagues and I've found through my past work experience that this makes an organization more effective as well as more satisfying to work in.</i>
Why did you leave your last job? (Smith, 2013)	<i>While I valued the experience and education that I received, I felt that the time had come to seek out a new opportunity, to expand my skills and knowledge, and to find a company with which I could grow.</i>
Why should we hire you? (CNN, 2005)	<i>I am passionate about this field and although I have just graduated from university, I have a lot more experience than someone else my age.</i>
What has been your greatest achievement? (Woodcock, 2013)	<i>I served as president for the student council for all four years at my university.</i>
What are your weaknesses? (Woodcock, 2013)	<i>I'm not a very self-confident person and used to find it very difficult to talk to people I didn't know well, but my Saturday job in the local library meant that I had to help people with all kinds of queries and that helped me a lot. Now I'm perfectly happy talking to anybody on a one-to-one basis and I've joined the debating society this year to give me experience of speaking in front of an audience.</i>
What are your strengths? (Woodcock, 2013)	<i>I am a dedicated worker, a fast learner, meticulous and detail oriented.</i>
What do you want to be doing five years from now? (Smith, 2013)	<i>It's hard for you to know what job title you may hold five years from now but ideally, you'd like to have moved up the ladder at this company based on your performance. You're hopeful to be in some management position and your goal is to help the company any way you can.</i>

Appendix 3B: HO#2 (refer to Mtls E.3.b and Activity 4.5.a.)

Person Being Evaluated: _____ Date: _____

Directions: Rate the student's performance during the role play in each category.

Scores range from 1-5 (1 = needs improvement and 5 = excellent, few errors).

Interviewee uses appropriate business language.	1	2	3	4	5	Comments
Interviewee answers the questions succinctly and does not go off topic.	1	2	3	4	5	Comments
Interviewee appears well prepared and responses are polished and well thought out.	1	2	3	4	5	Comments
Interviewee is knowledgeable about various topics.	1	2	3	4	5	Comments
Interviewee is gracious, polite, and maintains a positive attitude.	1	2	3	4	5	Comments
Interviewee is genuine in his/her responses: does not appear either overly confident or overly insecure.	1	2	3	4	5	Comments
Interviewee uses humor when appropriate.	1	2	3	4	5	Comments

Strong areas of the interview
Areas that need improvement
Overall impression

Appendix 4A: HO#1 (refer to Mtls E.4.a and Activity 5.2.b.)

Name _____

Date _____

Prompt Questions for the Interview Reflection

Directions:

1. Reflect on your interview.
 2. Answer the following questions beneath in the space provided.
 3. Use this in order to help you to collect your thoughts for your 'Interview Reflection'.
-
1. **What was your overall experience with the mock-interview? Positive/Negative? Did you enjoy it?**

 2. **What area(s) did you feel confident in? Something you feel proud of.**

 3. **What area(s) did you feel you could improve on? What would you have done differently?**

 4. **Do you feel that this activity prepared you for a real-life interview and job?**

 5. **What have you learned from this activity?**