

Preparing Students for Job Interviews

Teaching Unit¹

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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

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 Conversationµ
 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 Conversationµ
 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 Conversationµ
- D. Vocabulary:
1. Formulaic expressions for making telephone calls as show in HO #2)RUPDO3KUDVHV for Telephone Conversationµ
 2. Vocabulary related to the topic Telephone calls change an appointment as shown in EX #3 entitled 'Vocabulary for Telephone Conversationµ
- E. Materials
1. Markers
 2. Whiteboard
 3. Four Handouts (HOs):
 - a. :6 ' &DWHJRULHV IRU \$SSRLQWPHQW &KDQJH 9LGHRµ
 - b. +2 ')RUPDO 3KUDVHV IRUµ7HOHSKRQH &RQYHUVDWLµ
 - c. EX #39RFDEXODUµRU7HOHSKRQH&RQYHUVDWLROµ
 - d. (; ' \$FFHSWDEOH YHUVXV 8QDFFHSWDEOHµ
 - e. . (< ' \$FFHSWDEOH YHUVXV 8QDFFHSWDEOHµ
 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. IQWURGXFH7HOHVKRQH&DOOVWR&KDJHDOSSRLQWPHQWVRSLF
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
Explain the activity: 7HOO6VWKDWRXUJRLQJWRSDPDD 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

- 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. M

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 '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
2. The use of present simple, past simple, present perfect, pronouns in self-introduction as shown in WS #3

E. Materials

1. Whiteboard markers
2. Whiteboard
3. Worksheet (WS), Handout (HO), Answer Key (KEY):
 - a. WS #1: 'Self-introduction Sample'
 - b. WS #2: 'Sentence Structure in a Self-introduction'
 - c. WS #3: 'Sentence Structure in a Self-introduction'
 - d. KEY #4: 'Sentence Structure in a Self-introduction (Answer key)'
 - e. WS #5: 'Introduction'
 - f. WS #6: 'Graphic Organizer'

TEACHING THE LESSON

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

1. Greet Ss
2. **7 HOO 6V WKH DJHQGD IRU WRGD\·V OHVVRQ**

Today, we will first review m(M)(#an)11(20052Tt)11(va)4)-3(c4-3(y))052TJT.Ey)3(, b1(e w)0167A0E(#1) ThT.E)]

- 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
 - 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. Distribute HO #5
- 3. 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. Distribute WS #6
- 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-

2. Model the activity
 - a. Call on RQH VWXGHQWWRDVN77HOOPHDERXPHXNDVHOD a self-introduction (from worksheet)

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

E. Materials

1. Whiteboard markers
2. Whiteboard
3. Handouts (HO):
 - a. :6 ' * R) L V K μ
 - b. 26WXGHQW5ROH 3OD(YDOXDWLRQμ

TEACHING THE LESSON

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

1. Greet Ss
2. **7HOO 6V WKH DJHQGD IRU WRGD\·V OHVVRQ**

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. **([SODLQ WKDW 6V PXVW HVVHQWLDOO\ 'SURPRWH WKHP**
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 x

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.

Lesson 4

The Interview Role Play

TEACHING THE LESSON

Activity 1:

4. Give Ss some time to practice using the gestures and body languages discussed in

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 3URPSW4XHVWLROVIRUWKH,QWHUYLHŽHIOHFWLROŒURYLGLOJ 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

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Skills Student's Book. New York, NY: O

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

Formal phrases for Telephone Conversation

Student A	Student B
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 Introduce themselves to the recipients QDPHLV«	Taking a call X speaking Can I help you?
Reason for calling I'm calling reJDUGLQJP\QWHUYLHZWK«	Response to reason for calling/ Verifying scheduled interview Yes/ Okay
Pre-request to change an appointment 2ULJLQDOOLWØVVKHGHOHGDW« I was wondering if I could reschedule my LQWHUYLHÆHFDXVH«	

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

Name _____

Date _____

Vocabulary for Telephone Conversation

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	,PVR 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 DQRWKHUGDWKDWVFRQYH everyone. Is that possible?	Why:
Unacceptable	,KDYHFODVVLQDQKRXUDQ 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

,PVRVRUUEXW,JRWLQDFDU
accident on my way to the appointment and would really appreciate it if

Appendix 2A: WS #1

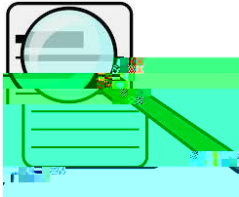


Appendix 2B: KEY #2 (refer to Mtls E.3.b. and Activity 1.5.e.)

1. Tell me about yourself: Sample Self-Introduction [Answer Key](#)

Name _____ Date _____

Sen-



tence Structure in a Self-Introduction

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

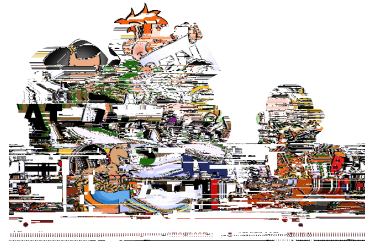
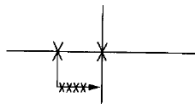
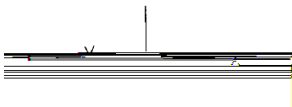
1. What 3 verb tenses does the interviewee use in the self-introduction? How does he/she differentiate them?
2. What pronoun does the interviewee use in most of his/her sentences? What pronoun does the interviewee use when talking about the company he/she is interviewing for?
3. Rewrite the following 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
WUDYHOOLQJDOVR7KDWVZ;DQWWREHDWUDYHODJHQW
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 DWUDYHODJHQWFDQDFKLHYHκ

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 differ

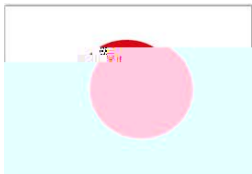
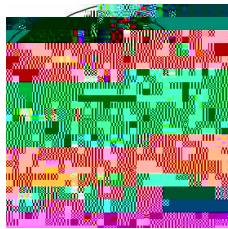


Appendix 2E: HO #5 (refer to Mtls E.3.e. and Activity 3.2.a.)

Name _____
Date _____



ROWV in a Self-introduction



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) Name of company. Date of employment. Specific duties and responsibilities. Specific skills utilized on the job.</p>	<p>Volunteer Activities (fund-raising, etc) Name of organization. Date of activity. Specific duties and responsibilities. Specific skills utilized on the job.</p>
<p>Extracurricular Activities (in/outside school) Name of activity, club, group and its purpose Duties and responsibilities. Specific achievements, accomplishments and/or awards.</p>	<p>Honors and Awards Name and date of the award/honor and purpose. Name of institution/person who presented the award to you.</p> 
<p>Interest in the company/job position 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>	<p>Strongest skills Greatest areas of knowledge Things you do best Key accomplishments</p> 

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

Go Fish

#DFKHUVLUHFVLRQVDNHFRSLHVXWRXWVWULSV2WDXLYWCRVBUQVZHUVP

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 WKHVWXGHOVWSDU 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.

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.