

**GROUP CLASS**

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| Class Name: | JOB INTERVIEW |
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| Class Format: | SMALL GROUP CLASS |
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| Class Level: | 301+ and up |
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| Class Duration: | 4 - 8 WEEKS |
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| Open to: | ESL, IPS, BUSINESS, TOEIC |
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| Teacher in charge: |  |
| **TEACHER CHARD** |  |
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**SHORT CLASS DESCRIPTION:**

This course is designed to ensure and provide a conducive environment where learners harness and unleash their full potential in both linguistic (spoken) and non-linguistic (gesture) in job interviews. More so, the whole aim of this class is to unravel different strategies to champion and guide learners to be competent and well-rounded English speakers in their chosen fields or focused industries.

**NOTE:**

**This Group class is already existing.**

If you wish to partake in this class, kindly visit and consult the scheduler located on the first floor (admin office).

**STUDY PLAN**

**Subject:** Job Interview **Class Type:** Smal**l** Group Class

**Class Level:** 301 UP  **Class Duration:** 4-8 Weeks

**CLASS DESCRIPTION:**

This course is designed to ensure and provide a conducive environment where learners harness and unleash their full potential in both linguistic (spoken) and non-linguistic (gesture) abilities, without compromising each criterion. More so, the whole aim of this class is to unravel different strategies to champion and guide learners to be competent and well-rounded English speakers in their chosen fields or focused industries.

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| Week | Scope and Sequence | Focussed Skills |
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| 1 | Job Interview:  An Art or Science? | At the end of the lesson, learners are expected to:   * Learn the basic human decency: Self-Introduction; * Develop cultural sensitivity in expressing ideas; * Note-taking both main and specific information; and * Express ideas without long pauses and hesitations. |
| 2 | Types of Job Interview | At the end of the lesson, learners are expected to:   * Decipher the distinct features of the different types of job interviews; * Knowing the rules that govern the job interview; * Provide sample situation/s where the types are applied; and * Integrating the newly acquired information through an oral recitation. |
| 3 | Why Job Interview Fails? | At the end of the lesson, learners are expected to:   * Distinguish the instance on why a job interview fails; * Bridge the gap between prior and current knowledge; and * Confirming and disconfirming information in response to job interviews. |
| 4 | How to Answer Interview Questions | At the end of the lesson, learners are expected to:   * Unravel the different strategies for answering job interview questions; * Be aware that message-meanings are in people, so non-linguistics competence should be applied; and * Solicit different techniques and strategies through small talks or group discussions. |
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| 5 | Communication for Employment | At the end of the lesson, learners are expected to:   * Decipher the relationship between communication and employment; and * Develop speaking abilities *(lexical resource, pronunciation, grammatical range, fluency)*; and * Incorporate both first-hand and secondary experience in expressing ideas. |
| 6 | Brave VS Chicken Interviewer | At the end of the lesson, learners are expected to:   * Identify the difference between brave and chicken interviewer; * Express both general and specific ideas; * Share ideas on the importance of brave and chicken interviewers; and * Know the relevance of a high-power context culture and a low-power context culture. |
| 7 | Sample Questions and Answers | At the end of the lesson, learners are expected to:   * Understand the questions in different contexts; * Share ideas on the given questions; * Collaborate with other students; * Compare and contrast the different strategies of the students; and * Apply the *“Learn, Re-learn, Un-learn”* Strategy in response to job interview sample questions and answers. |
| 8 | Think Before You Speak:  Culminating Activity | * Apply the acquired knowledge from weeks 1 to 7; * Conduct a sample job interview *(student will experience being an interviewer and applicant)*;and * Provide feedback to the other students through the **‘what went right’** and **‘what went wrong’** activity. |

**Note:** At the end of the **4th** and **8th** week, learners are expected to increase their level. The subject teachers for one-on-one Speaking, Vocabulary, and Grammar classes of the students should have constant communication in order to meet the individualized needs of the student as they prepare and progress.