**Module Description: Module 6**

Language learning for vocational education purposes for internships and employment (CVs, letter of applications, interviews for domestic and international development in ASEAN block)

1. **Module Organiser Contact Details**

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1. **Course Code:** CATALYST M06

**3. Course Requirements:** 02 ECTS (60 hours) (1 academic hour is 60 minutes)

* 24 hours for in-class study
* 36 hours for self-study
* B1+ Level (CEFR)
1. **Module Description:**

The module is divided into 6 lessons with the following topics:

| **Contents** | **Activities** |
| --- | --- |
| **Lesson 1:** **Curriculum Vitae Writing Techniques*** Principles of CVs writing
* Preparing an effective CV or Application Form
* Personal qualities
* What is the key to success when job hunting?
* Making standard CVs
 | LecturesDiscussionTask completionPracticeDiscussion |
| **Lesson 2:** **Curriculum Vitae Writing Practice*** Practice writing CVs
* Peer editing and evaluating CVs
* Feedbacks among participants and teacher
 | DiscussionTask completionPracticeFurther practiceWorkshop/SeminarFeedback  |
| **Lesson 3: Cover/Application Letter and Email Writing Rules*** Definition of the cover letters
* Identify the important information to put in the cover letter
* Email writing techniques
 | LecturesDiscussionTask completionPracticeDiscussion |
| **Lesson 4: Cover/Application Letter and Email Writing Practice*** Practice writing a cover letter
* Peer editing and evaluating cover letters
* Feedbacks among participants and trainer
 | DiscussionTask completionPracticeFurther practiceWorkshop/SeminarFeedback |
| **Lesson5: Interview Preparation*** Identify possible questions and answers in a job interview
* Aptitude and key to success for interview
* Video watching
* Online Job advert search
 | LecturesDiscussionTask completionPractice |
| **Lesson6: Individual/Group Interview Practice*** Preparation of questions, skills and problems in job interview
* Practice role-plays about job interview/ video clips made
* Feedbacks among participants and teacher
 | DiscussionTask completionFurther practiceDemo interviewPair workFeedback |

1. **Language of Instruction & Level:**

Vietnamese (CEFR - C1);

Laotian (CEFR- C1);

English (CEFR – B1);

1. **Module Aims and Overview**:

This module aims to prepare participants for the work-based learning in the final year of the programme:

* To demonstrate understanding by describing and stating the main ideas of the procedures/mechanics of the CV writing, cover letter writing and job interviewing.
* To use academic English language relevant to formal writing and interview.
* To proactively realize the personal objectives as a professional.
1. **Learning Outcomes**:

On successful completion of this module participants can:

1. Describe the procedures/rules of how to write CVs, application letters and how to respond in formal interviews
2. Write CVs, application letters and respond in formal interviews
3. **Target Groups:**

Second year English-majored students in Teacher Education program

1. **Module Assessment** (test type & marking system)

Participants take part in learning tasks individually and group work. Learning results will be assessed by teachers engaged with learning outcomes.

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| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Assessment** | **Weight** | **Type** | **Tasking** | **Learning outcomes** | **Time of assessment** |
| 1 | Assignment 1 (CV) | 35% | Written | Individual  | LO1, 2 | End of Lesson 2 |
| 2 | Assignment 2 (Application letter) | 35% | Written | Individual | LO1, 2 | End of Lesson 4 |
| 3 | Assignment3 (Interviewing) | 30% | Oral  | Individual/Pairs | LO 1,2 | During Lesson 6 |

**Marking schemes:**

***1. CV marking rubric***

**♣ Task detail:**

- Each student is required to submit a CV for the position assigned by the trainer;

- Word length: **400**

|  |  |  |
| --- | --- | --- |
| **No** | **Criteria** | **Mark** |
| 1 | **Name and contact information (7%)**Enables employers to reach the writer by mail, phone and e-mail. |  …/100 |
| 2 | **Objective (7%)**- Tailored to the specific the writer wants;- Emphasizes what s/he will give rather than what s/he would like to get. |  …/100 |
| 3 | **Education (15%)**- Tells his/her school, major, and date of graduation (if applicable);- Provide additional information that shows s/he is well-qualified for the job s/he wants: academic honors and scholarships, specialized courses and projects, etc.;- Uses headings such as "Honors" and "Related Courses" to highlight his/her qualifications. |  …/100 |
| 4 | **Work experience (10%)**- Identifies each employer's name and city, plus his/her employment dates;- Provides specific details about his/her previous job that highlight his/her qualifications: accomplishments, knowledge gained, equipment and programs used, responsibilities, etc. |  …/100 |
| 5 | **Activities (7%)**Describes his/her extracurricular and community activities in a way that shows s/he is qualified, responsible, and pleasant. |  …/100 |
| 6 | **Interests (5%)**Mentions personal interests that will help the reader see his/her as a well-rounded and interesting person |  …/100 |
| 7 | **References (7%)-** Lists people who will be impressive to your readers;- Includes a mix of references who can speak about your performance in different contexts;- Includes title, business address, phone, and e-mail address for each reference. |  …/100 |
| 8 | **Prose (35%)-** Presents the most impressive information first;- Expresses the action in verbs, not nouns;- Uses strong verbs;- Uses parallel constructions;- Omits irrelevant information;- Uses correct spelling, grammar, and punctuation. |  …/100 |
| 9 | **Visual Design (7%)**- Looks neat and attractive;- Highlights the facts that will be most impressive to employers;- Uses headings, layout, and other design features to help readers to find specific facts quickly. |  …/100 |
|  | **Total score (100)** | **…/100** |

***2. Application Letter Rubric***

**Formatting Requirements:**

One page

12 size, font Times New Roman, 1.5 lines spacing

Signed letter

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary**  | **Satisfactory**  | **Unsatisfactory**  | **Mark** |
| **Opening Paragraph (20%)**  | The opening paragraph arouses the interest of the employer by stating why you are interested in the organization, names the specific job applied for and states where you heard of the job.  | The opening paragraph is poorly written or is missing one of the required elements: why you are interested, specific job, where you heard of the job.  | The opening paragraph is poorly written and is missing more than one of the required elements.  | …/100 |
| **Middle Paragraph (20%)**  | The middle paragraph is neatly written and creates a desire for an employer to know more about you. It emphasizes the resume pointing out achievements and qualifications that meet the job description.  | The middle paragraph is poorly written and does not create a desire for the employer to know more about the student or does not emphasize the resume.  | The middle paragraph is poorly written and does not make the employer want to meet the individual, emphasize the resume and does not refer to the job description.  | …/100 |
| **Closing** **Paragraph****(20%)**  | The closing paragraph paves the way for an interview by offering to call in the future.  | The closing paragraph leaves the employer unsure if the applicant would like an interview or does not offer to call in the future.  | There is no closing paragraph.  | …/100 |
| **Layout (10%)** | The letter is organized. It includes all of the required components in the correct order with the correct spacing between elements.  | The letter is missing 1 of the required elements or the component are not in the correct order.  | There is no apparent organization to the letter. It is missing multiple components.  | …/100 |
| **Writing Skills (20%)** | Sentences are fluent and effective. Very few errors in mechanics, punctuation, and word usage.  | Sentences are usually controlled. There are minor errors in mechanics, punctuation, and word usage.  | Sentences are generally adequate. There are lapses in mechanics, punctuation, and grammar.  | …/100 |
| **Format (10%)** | Letter meets 100% of the formatting requirements.  | Letter does not include one of the formatting requirements.  | The letter is missing more than one of the formatting requirements.  | …/100 |
|  |  | **Total score (100)** | **…/100** |

***3. Job Interview Rubric***

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **10-30** | **40-60** | **70-80** | **90-100** | **Score** |
| **Appearance (10%)** | Overall appearance is untidyChoice in clothing is inappropriate for any job interview (torn, unclean, wrinkled)Poor grooming | Appearance is somewhat untidyChoice in clothing is inappropriate (shirt un-tucked, tee-shirt, too much jewelry, etc.)Grooming attempt is evident | Overall neat appearanceChoice in clothing is acceptable for the type of interviewWell groomed (i.e. shirt tucked in, jewelry blends with clothing, minimal wrinkles) | Overall appearance is very neatChoice in clothing is appropriate for any job interviewVery well groomed (hair, make-up, clothes pressed, etc.)Overall appearance is businesslike  | …/100 |
| **Greeting (10%)** | Unacceptable behavior and languageUnfriendly and not courteous | Used typical behavior and language – did modify behavior to fit the interviewAttempts to be courteous to all in interview setting | Acceptable behavior, well mannered, professionalism somewhat lackingCourteous to all involved in interview | Professional behavior and language (handshake, “hello”,” thank you “, etc.)Friendly and courteous to all involved in interview | …/100 |
| **Communication (10%)** | Speaking is unclear – very difficult to understand message of what is being said (i.e. mumbling)Volume is inappropriate for interview (i.e. spoke too loudly, too softly) | Speaking is unclear – lapses in sentence structure and grammarVolume is uneven (varied) | Speaking is clear with minimal mistakes in sentence structure and grammarVolume is appropriate | Speaks clearly and distinctly with no lapse in sentence structure and grammar usage; speaks concisely with correct pronunciationVolume conveys business tone | …/100 |
| **Body Language (10%)** | Fidgeted – (i.e., constant movement of hands and feet); none or very poor use of physical gestures, facial expressions and body movements detracted from the interview process | Fidgeted –(i.e., movement of hands and feet frequently);minimal use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process | Minimal fidgeting (i.e., occasionally shifting); average use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process | No fidgeting; consistently used physical gestures, facial expressions and body movements in a manner which enhanced the interview process | …/100…/100 |
| **Posture and Eye Contact (10%)** | Does not look at persons involved in the interview process; keeps head down; minimal eye contact; does not have good posture; slouching | Sits up straight; average posture; establishes eye contact with interviewers during the interview 70 -80% of the time | Sits up straight, good posture; establishes eye contact with interviewers during the interview 80 -90% of the time | Sits up straight, excellent posture; looks relaxed and confident; establishes eye contact with interviewers during the interview 90-100% of the time | …/100 |
| **Politeness (10%)** | Several times, the student interrupted or hurried the person doing the interviewing; forgot to thank person(s) | Student interrupted or hurried the interviewer 3-5 times during the course of the interview, thanked the person after the interview | Student interrupted or hurried the interviewer 1-2 times during the course of the interview, thanked the person after the interview | Student never interrupted or hurried the interviewer and thanked them after the interview | …/100 |
| **General Attitude (10%)** | Lack of interest and enthusiasm about the interview; passive and indifferent | Somewhat interested in the interview; shows little enthusiasm  | Shows basic interest in the interview; shows some enthusiasm | Appropriately interested and enthusiastic about the interview process | …/100 |
| **Responses to Questions (10%)** | Answers with “yes’ or “no” and fails to elaborate or explain; talks negatively about past employers | Gives well-constructed responses, but sounds rehearsed or unsure | Gives well-constructed responses, does not sound rehearsed, student somewhat hesitant or unsure | Gives well-constructed, confident responses that are genuine | …/100 |
| **Candidate Integrity (10%)** | Responses are inconsistent or contradictory. No concrete or specific examples used Candidate provided no verifiable information for claims, and/or claims may be exaggerated or even appear manufactured | Responses are somewhat inconsistent or contradictory Concrete and specific examples occasionally used Candidate provides some verifiable information for claims | Responses are generally consistent Concrete and specific examples often used Candidate provides verifiable information for most claims | Responses are all consistent Concrete and specific examples are used Candidate provides verifiable information for all claims | …/100 |
| **Overall Demonstration of Interview Skills (10%)** | Demonstration of poor interview skills with little confidence displayed | Demonstrated limited proficiency; limited demonstration of competent interview skills in a generally confident manner | Demonstrated average proficiency; average demonstration of competent interview skills in a generally confident manner | Highly proficient; appropriately utilized interview skills in an enthusiastic, motivating and engaging manner | …/100 |
| **Total score (100)** | **…/100** |

**Grade Converting System**

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| --- | --- | --- | --- | --- |
|  |  |  | **Lao grades** | **Vietnam grades** |
| **Grade level** | Excellent | A=4,0 | = 90-100% | 9.0 – 10.0 |
| Very good | B+ =3,5 | = 80-89% | 8.0 – 9.0  |
| Good | B=3,0 | = 70-79% | 7.0 – 7.9 |
| Fairly good | C+=2,5 | = 65-69% | 6.5 – 6.9 |
| Fair | C=2,0 | = 60-64% | 6.0 – 6.4  |
| Poor | D+=1,5 | = 55-59% | 5.5 – 5.9 |
| Very poor | D=1,0 | = 50-54% | 5.0 – 5.4 |
| Fail | F=x | < 50% | < 5.0 |

1. **Bibliography**
	1. **Literature**
* Anderson, P.V., (2006). *Technical communication: A reader-centered approach. 6th edition.* Wadsworth Publishing
* Bly, R.W. (2004). *Letter Writing Handbook.* Indiana: Wiley Publishing
* Savage, A. & Shafiel, K. (2007). *Writing academic English.* Oxford: Oxford University Press

**10.2 Online materials:**

<http://s4ed636a93e0764ff.jimcontent.com/download/version/1414600299/module/5975655411/name/Standard%20interview%20questions.pdf>

* https://www.youtube.com/watch?v=6CetTjU155Y
* <https://europass.cedefop.europa.eu/documents/curriculum-vitae>
* <http://ttvn.vn/doi-song/3-kieu-ung-vien-thuong-gap-khi-di-xin-viec-va-kinh-nghiem-ma-sinh-vien-nao-cung-nen-doc-8201724801024218.htm>
* <https://nld.com.vn/cong-doan/that-bai-vi-ho-so-xin-viec-20130604091228907.htm>
* <http://www.ngocentre.org.vn/jobs/american-center-student-intern>
* <https://career.ku.edu/sites/career.ku.edu/files/files/jobsearch/Interview_Guide_Accessible.pdf>
* <http://www.gcedonline.com/resources/about-us/pdf/Basic-Interview-Skills.pdf>
* <http://www.olin.edu/sites/default/files/01_skillsandtech.pdf>
* <https://www.nottingham.edu.my/Careers/documents/Resources/CVSamples/cv-writing.pdf>
* <https://hwpi.harvard.edu/files/ocs/files/undergrad_resumes_and_cover_letters.pdf>