

**Module Record of Training Activity: 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)

**Trainer:** Dau Thi Le Hieu

**Day:** 22 Februaryand 1March 2019

**Time:** 1 p.m. – 5 p.m.

**Location:** Room 408, D4, Hanoi University of Science and Technology (HUST)

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# LESSON 1

# Writing CVs

**Day:** 22February 2019

**Location:** Room 408- D4 Building, HUST

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Exploration of local situations in job application problems. | Trainees studied cases Handout 1 and found a brief expression to reflect the types of the applicant and read Handout 2 to find out the reasons why applicants fail to get the job. | Participants gained some experience in identifying types of applicants.  They could realize some possible problems in application. |
|  | Reader-centered approach in writing CVs;  stages of writing a CV;  the importance of defining objectives of CVs (defining employers, CV’s persuasive and usability objectives). | Participants worked in groups to answer the questions raised by the Trainer. Participants were asked to find the differences between CV’s persuasive and usability objectives.  Participants listened to the lecture and raised questions when they found unclear points. | Participants were eager to discover the differences between the 2 objectives of a CV and understood the importance of objective identification. |
|  | Exploration of a real case | Participants worked in groups to define objectives of the resume, i.e. identify employer, possible persuasive objectives and usability objectives.  Participants presented their answers to the whole class. | Participants did good team work and were very enthusiastic to present their ideas to the class. |
|  | Importance of planning and drafting CVs | Participants listened to the lecture and raised questions when they found unclear points. | Participants were greatly involved in this issue. They could decide the appropriate type of CVs they needed to write. |
|  | Practice of the first three steps of writing a CV | Participants worked in groups of three and develop a CV based on the Vacancy in Handout 3 and referred to the rubrics in Handout 4 during their writing. | Participants did group work enthusiastically. |
| 6. | Analysis and discussion of the organization of a CV | Participants worked in groups to discuss the organization of a CV and compared the organization of the given sample on p.34 of Handout 3 and the sample in Handout 5. Then they made presentations. | Participants could recognize similarities between two kinds of CVs and describe parts of an Europass CV. |
| 7. | Individual assignments | Participants were given instructions of the assignment. | Participants were well informed. |

# LESSON 1

# Writing CVs (2)

**Day:** 22February 2019

**Location:** Room 408- D4 Building, HUST

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Lesson 1 review | Participants explained what they have gained from the previous lesson. | Participants were clearer about the objectives of the previous lesson. |
|  | Reading & analyzing functional languages:Make a list of functional languages used in CVs | Groups of participants presented their findings of words /phrases/ structures. | Participants shared with each other and learnt from each other. |
|  | Practice of writing a CV | Participants worked in pairs to develop their CVs. | Participants were concentrated and referred to the previous lesson regularly. |
|  | CV evaluation | Participants switched their CV with other pairs and evaluated another pair’s CV based on the Rubrics in Handout 6.  Then they reported their evaluation to the whole class. | Participants were critical in judging others’ CVs. It was an interesting discussion afterwards when the CV writers and CV evaluators could exchange their comments and lessons learnt. |
|  | Summary | Participants listened to the lecture and raised questions when they found unclear points. | Participants produced a good summary. |

**Module Record of Training Activity**

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

**Trainer:** Dau Thi Le Hieu

**Day:** 1 March 2019

**Time:** 1 p.m. to 5 p.m.

**Location:** Room 408 - D4 Building, Hanoi University of Science and Technology (HUST)

# LESSON 2

# Language learning for vocational education purposes for internships and employment (Curriculum Vitae writing)

**Day:** 1 March 2019

**Location:** Room 408- D4 Building, HUST

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| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | * Reviewed previous lesson * Asked about the homework for preparing to have job interview for the next lesson | Q&A | Reviewed the previous lesson |
|  | Discussed and analysed on the handout of job description | * Gives the handout 1 (A job description) * Analyse the job description * Wrote down:   (1) Objectives of an application letter  (2) Key ideas that they would need to include in an application letter based on the job description provided. | Participants had a discussion and wrote out the objective and key idea from the job description |
|  | Cover Letter writing technique | Gave an example of letter writing and practice individual letter | * In case of participant has different filed on the job hunting, they may work individual   Suggestion on the vocabulary, sentence syntax (grammatically) |
|  | **Reading:**  - Worked individually; read p.49 – p.51 to identify objectives of an application letter and what to plan for an application letter.  - Reflection back on previous activity | Participants read the example letter and plan what they are going to do on their own letter | Reflection back to the previous activity |
|  | Discussed on organization of the application letters. And analyzed Figure 2.6 and Figure 2.7  Reading & analyzing functional languages: pages 54-55 by reading carefully and underline key ideas about organization of an application letter + functional languages they would like to use in their future application letter.  Review on structure +  language use in an application | Work on figure 2.6 and 2.7  Work on page 54-55 | Suggestion to read carefully and underline the key ideas |
|  | Practice planning the writing of an application letter:   * Work assignment to find a job from newspaper/magazine * Suggests to prepare CV and Letter for submit to the company * Find a job from some newspaper or magazine on job advertisement and look for a job that they are looking for * Writing Cover Letter/Application Letter | Participants wrote their own cover letter /application letter by looking information requirement from the newspaper or from the job advertisement link | * Provided the newspaper or magazine * Share some job advertisement link   Participants asked to submit their cover letter/application letter in the next following day |
|  | Summary and feedback | Take not and Q&A |  |
|  | Setting Homework  - Suggest to update their CV from EUROPASS, Cover letter/Application letter and practice more on  presentation | Participants update information by themselves | Suggest for making a better letter, CV |

**Module Record of Training Activity**

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

**Trainer:** Dau Thi Le Hieu

**Day:** 8 and 15 March 2019

**Time:** 1 p.m. to 5 p.m.

**Location:** Room 409 - D4 Building, Hanoi University of Science and Technology (HUST)

# LESSON 3

# Cover/ Application Letter and Email Writing Rules

**Day:** 8 March 2019

**Location:** Room 409 - D4 Building, HUST

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Contents covered** | **Tasks given** | **Notes** |
| 1 | Lesson 1 review and homework check to prepare for Lesson 2 topic (cover letter & email writing) | Participants worked in pairs to cross check homework.  Whole class discussion/ review | This was a routine so participants got familiar with the activity. |
| 2 | Lead-in:Writing down *what participants need to submit to employers to apply for a job*. | Participants shared their answers and discussed in pairs  Whole class discussion after 5-min pair work | This was an interesting topic so participants were very eager, especially those who had some work experience before. |
| 3 | Analyzing a vacancy announcement  given by trainer to understand functions of the position and the employer’s requirements. | Participants worked in groups of 3 to find out the position functions and the employer’s requirements.  A group member presented the results.  Class discussion | The handout (a vacancy announcement) was relevant to participants; it was also challenging enough to them. |
| 4 | Brainstorming: (1) Objectives of an application letter/email; and (2) Key points that they would need to include in an application letter based on the job description provided. | Participants worked in groups of 3 in 10 mins to find out the objectives and key points that they would need to include.  A group member took notes and another member presented the results.  Class discussion | Trainer should walk around to support and motivate participants.  Some of them just relied on their partners and didn’t work at all. |
| 5 | Identifying objectives of an application letter and what to plan for an application letter.  Reflection back on previous activity | Individual work for 10 mins: Participants read Handout 2 and compared what they identified from the handout with what they had brainstormed.  Class discussion | This worked well.  Participants found out a number of differences between what they had brainstormed and what they identified from the handout. |
| 6 | Analyzing and discussing the organization of application *letters* | Participants worked in groups for 10 mins to discuss the organization of application letter. A group member took notes on A1 paper and stuck it to the board.  Then, trainer showed Handout 3A for them to compare.  Class discussion | There was not enough time for all groups’ representatives to make a presentation. So trainer should invite some of them, and trainer should make sure that all students have a chance to speak out. |
| 7 | Analyzing and discussing the organization of application *emails* | Participants worked in pairs to predict and discuss application *email organization*.  After 5 mins, trainer showed Handout 3B for participants to compare. | This seemed to be easy at first. It turned out to be a challenging task as participants were not familiar with FORMAL emails. |
| 8 | Reading & analyzing functional languages:Make a list of functional languages used in application letters and emails | Participants worked in groups for 15 mins to read and analyse Handout 4. Then they made a list of functional words/ phrases/ structures on A1 paper and stuck it to the board.  They compared their list with others’. | Trainer needed to remind participants to take notes of these functional languages for later use. |
| 9 | Job application process: Guidelines and tips | Participants worked in groups of 3 or 4 to discuss and note down what applicants need to do to have a successful application.  Some group representatives make a short presentation.  Trainer presented Handout 5. | Trainer needed to make sure that all participants have equal contributions to the team work.  Some of them made a very long presentation, so time control should be paid attention to. |
| 10 | - Summary and feedback  - Homework assignment | Trainer asked participants questions to check their understanding of the lesson contents.  Q & A  Trainer instructed participants to do self-study in groups: They need to study the handouts carefully and search more information on the internet to prepare a 15-mins presentation (next lesson) on how to have effective CVs and application letters/emails. | Participants showed a good understanding of the lesson.  They also asked some questions about the home assignment. |

# LESSON 4

# Cover/ Application Letter and Email Writing Practice

**Day:** 15 March 2019

**Location:** Room 409 - D4 Building, HUST

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| **No** | **Contents covered** | **Tasks given** | **Notes** |
| 1 | Lesson 3 review and homework check to prepare for Lesson 4 (cover letter/email writing practice) | Trainer asks participants about the contents of previous lesson and check homework | Some of the participants forgot about the home assignment. |
| 2 | Analyzing a job advertisement:  1) Find a job ad from newspapers or magazines that is relevant to participants’ future job  2) Analyse the job ad to understand the requirements | Participants work in pairs to do Task 1. Then they use Handout 6 to do Task 2.  Trainer goes around to support and give feedback (tutoring) | Participants were really interested in these tasks, as they had a hands-on experience to prepare for the job application. Trainer should make sure the internet connection is good. |
| 3 | Preparing and writing an application letter to apply for that job, using the EUROPASS template: europass.cedefop.europa.eu/editors/en/cl/compose | Individual work  Tutorial  Trainer goes around to support | Trainer should make sure the internet connection is good. Timing was necessary. |
| 4 | Peer-evaluation | Pair work  Class discussion | It was challenging for participants to edit and evaluate others’ letters. |
| 5 | Evaluation and feedback from trainer | Tutoring | This was very important. Trainer should give feedback individually and to whole class. |
| 6 | Tips and guidelines for effective CVs and application letters/emails | Participants’ group oral presentations  Trainer gives feedback and emphasize the key points | Time keeping was important to make sure a presentation is not too long. Trainer’s review of participants’ slides was required. |
| 7 | Summary and home assignment: Participants search for a vacancy announcement of a relevant job and write an application email, using all the tips and guidelines they have learned. | Trainer asks participants to reflect and sum up what they have learnt so far.  Class discussion  Q&A | This worked effectively.  Trainer needed to provide detailed instructions and remind participants to take notes of the summary and the home assignment. |

**Module Record of Training Activity**

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

**Trainer:** Nguyen Kim Chi, MA

**Day:** 22 and 29 March 2019

**Time:** 1 p.m. to 5 p.m.

**Location:** Room 409 - D4 Building, Hanoi University of Science and Technology (HUST)

# LESSON 5

# Interviews for domestic and international development in ASEAN block

**Day:** 22 March 2019

**Location:** Room 408- D4 Building, HUST

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| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
|  | Lead in: the main content of the lesson | Students provided a list of 7-8 common job interview questions on BB | There was competition among participants to write a longer list of questions, which was an interesting warm up.  Trainer gave compliments on good questions. |
|  | Presentation: what to prepare for a job interview | A list of common interview questions focusing on the most common ones (list above) was presented | Trainer gave the final list providing important information |
|  | Practice: students apply what they have learnt from the Presentation | Participants completed worksheet, compared their results with each other  T finalized the answers. | Participants competed in doing the worksheet. |
|  | Presentation- | Some useful resources for job interview preparation and aptitude and key to success for interview were presented | Some knowledge about job interview was gained  Participants had some personal experience searching online job adverts |
|  | Practice | Participants watched a video clip about a job interview  Participants noted down Interview questions and answers in the video and Trainer finalized | This worked effectively. |
|  | Practice preparing for a job interview | Participants found examples of a job adverts from online newspaper/magazine Participants found out what to prepare for an interview (questions, skills, some problems they might face)  - Participants answered the questions (the most common questions) in the interview for the job they have chosen, some skills and problems  - Participants made individual presentations on this issue | Participants shared some ideas /personal opinions about interview preparation  Participants gain some practical experience in practicing interviews |

# LESSON 6

# Interviews for domestic and international development in ASEAN block

**Day:** 29 March 2019

**Location:** Room 408- D4 Building, HUST

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1. | Practice  preparing for a job interview | Participants were able to find out what to prepare for an interview based on the information of jobs in the adverts | Participants could share ideas (questions, skills, some problems they might face), which was quite new and useful to them |
| 2. | Practice  preparing for a job interview | Participants were able to present their preparation to other groups | Participants had a chance to share their ideas and listen to others |
| 3. | Further Practice | Participants read and got some information | The tips and advice were of great help |
| 4. | Further Practice  answering questions | Participants were able to answer the questions (the most common questions) in the interview for the job they have chosen, some skills and problems | The experience they gained were really practical to them |
| 5 | Practice  answering questions | Participants made individual presentations on the content of discussion | Participants in the class could gain new ideas from others |
| 6 | Practice in role plays | - Participants were able to do roleplays with partners about job interviews.  - Video clips about role plays were made | Doing role-plays proved to be very useful and practical  Video clips made by participants would give them some new experience |
| 7 | Further Practice in role plays | Participants were able to share and discuss the quality (strengths and weaknesses) of the role plays after watching their own video clips | Participants could find out by themselves their good points and drawbacks |
| 8 | Summary of lesson | Participants were able to watch and give their own comments on the video clips.  Trainer provided some feedback | Other participants could also have chance to learn from others’ comments and trainer’s feedback |