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**Weekly Aims & Teaching Methodologies: 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)

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**Lesson Requirements:** 2 ECTS

**Number of Lessons:** 06

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# LESSON 1

# Curriculum Vitae Writing Techniques

**Lesson Requirements:** 4 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be able to:

* Describe the outline/mechanics of the CV formats, EUROPASS (CV standard online writing);
* State out the requirement of the employer in the job description
* Perform different steps of developing a CV

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1 | Exploration of local situations in job application problems  | Participants work in groups to read handouts 1&2 and answer questions on Slide 2 of Handout 7. Then each group presents their answers. Trainergives them the suggested answer and introduces the objectives of the lesson on slides 3-4 of Handout 7. | Projector, Handouts 1, 2Handout 7 (Slides 1-4) | 20 minutes | Participants have an overview of different types of employees; what employers often expect from their employees; and what problems job applicants often have in a local context. |
| 2 | 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 work in groups and answer questions on Slide 5 of Handout 7. Then each group presents their answers. Trainer responds by giving lectures on slides 6-12 with reference to Handout 4 (pp.26-28) | Projector,handout 4 (pp.26-28)Handout 7 (Slides 5-12) | 40 minutes | Participants get to know and can describe stages of writing a CV and tell the difference between different types of objectives. |
| 3 | Exploration of a real case | Participants work in groups and answer questions on Slide 13. Then each group presents their answers. Trainer responds showing slides 14-19 of Handout 7 | Projector, Laptop/ A2 paper, color markersHandout 3Handout 7 (Slides 14-19) | 40 minutes | Participants are able to identify the employer, possible persuasive objectives and usability objectives of the case. |
| 4 | Importance of planning and drafting CVs | Trainer goes through the planning stage quickly on slide 20 of Handout 7.Participations are asked to choose the type of CVs they want to write to apply for the internship position in Handout 3 (Suggested answer: possibly experiential CV because they may have limited experience now) | Projector, Handout 7 (slide 20) | 20 mins | Participants are able to describe the planning step |
| 5 | Analysis and discussion of the organization of a CV | Participants listen to the instructions given by Trainer on slides 21-22 of Handout 7.Participants work in groups for 30 mins to discuss the organization of a CV by reading pp.31-38 of Handout 3. Participants compare the organization of the given sample on p.34 of Handout 3 and the sample in Handout 5 to see how relevant they are as instructed on slide 23 of Handout 7. | Projector, laptop/ A2 and markers,Handout 7 (Slides 21-23)- Handout 4 (pp.31-38)- Handout 5 | 60minutes | Participants are able to understand the structure of a CV |
| 6 | Analysis and discussion of the organization of a CV | Each group presents two – three items in the organization of a CV.Trainer summarizes | Projector | 40 minutes | Participants are able to demonstrate their understanding of an EUROPASS CV structure. |
| 7 | - Summary - Homework assignment | One participant is asked to summarize the main ideas. Another is asked to share the greatest challenge is the lesson.Q & A.Trainer summarizes.Trainer instructs participants to do self-study in groups: Reading Handout 4 (pp.30-38) and any online resources to make a list of functional words /phrases/ structures on A2 paper and stick it to the board/ type into a ppt. | Any relevant slides if needed. | 20 minutes | To summarize the whole lessons: Objectives, organization, language use in an application letter/email and how to prepare for the letter/email |

# LESSON 2

# Curriculum Vitae Writing Practice

**Lesson Requirements**: 04 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be able to:

* Write a persuasive and useful CV (EUROPASS)
* Evaluate if a CV is effective.

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1 | Lesson 1 review | Participants discuss in groups and then present the most interesting point and the most difficult point in the previous lesson.  | A2 & markers | 20 mins | - Participants explain what they have gained from the previous lesson |
| 2 | Reading & analyzing functional languages:Make a list of functional languages used in CVs | Groups of participants present their findings of words /phrases/ structures.Trainer responds with encouragement. | Projector, laptop/ A2 paper & markers | 40 minutes | Participants show their understanding of appropriate language used in CV writing. |
| 3 | Practice of writing a CV | Participants work in pairs to develop their CVs based on the question in Handout 3. | Laptop, projector/ A2 paper & markershandouts 3&4, Handout 7 (Slide 26)  | 45 minutes | Participants are able to apply their understanding in developing an Europass CV. |
| 4 | CV evaluation  | Participants switch their CV with other pairs and evaluate another pair’s CV based on the Rubrics in Handout 6. | Laptop, projector/ A2 paper & markers | 45 minutes | Participants are able to judge if one CV meets the requirements and demonstrate their critical judgement. |
| 5 | CV evaluation | Participants present their judgement on others’ CVs. | Laptop, projector/ A2 paperHandout 7 (Slide 27) | 60 minutes | Participants demonstrate their evaluation of their classmates’ CVs |
| 6 | - Summary - Homework assignment | Participants work in groups to summarize most important lessons they have learnt from the class evaluation.Trainer summarizes the lessons and assigns individual homework (writing a CV using Europass template for the vacancy of Handout 3). | Handout 3, slide 28 | 30 minutes | Participants demonstrate their reflection upon the CV evaluation and understand their homework. |

# LESSON 3

# Cover/ Application Letter and Email Writing Rules

**Lesson Requirements:** 4 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be able to:

* State the aims of an application letter/ email
* Describe the organization of an application letter/ email
* Apply the functional languages of an application letter/ email
* Describe the job application process

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1 | Lesson 1 review and homework check to prepare for Lesson 2 topic (cover letter & email writing) | Participants work in pairs to cross check homework.Whole class discussion/ review | White board & marker | 15minutes | To review the previous lesson that will be linked to this lesson |
| 2 | Lead-in:Writing down *what participants need to submit to employers to apply for a job*.  | Sharing answers and discussion in pairsWhole class discussion after 5-min pair work | White board & marker | 15 minutes | - To lead in the content of today’s lesson- Participants share what applicants need to submit to employers to apply for a job. |
| 3 | Analyzing a vacancy announcementgiven by trainer to understand functions of the position and the employer’s requirements. | Participants work in groups of 3 to find out the position functions and the employer’s requirements.A group member presents the results after 7 mins. Class discussion | Handout 1Board & MarkerProjectorColor pen | 20 minutes | To lead in the main content of the lesson and predict what to write in an application letter/ email. |
| 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 work in groups of 3 in 10 mins to find out the objectives and key points that they would need to include.A group member takes notes and another member presents the results. Class discussion  | A1 paper Marker | 35 minutes | To prepare for the main contents of an application letter/ email. |
| 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 compare what they identify from the handout with what they’ve brainstormed.Class discussion | Handout 2 (pp.49-51)Board & Marker | 25 minutes | To identify the objectives of an application letter and what to plan before writing an application letter |
| 6 | Analyzing and discussing the organization of application *letters* | Participants work in groups for 10 mins to discuss the organization of application letter. A group member takes notes on A1 paper and stick it to the board.Then, trainer shows Handout 3A for them to compare.Class discussion | Handout 3A(Fig. 2.6 & 2.7)Board & MarkerProjector  | 25minutes | To understand the structure of an application letter |
| 7 | Analyzing and discussing the organization of application *emails* | Participants work in pairs to predict and discuss application email organization.After 5 mins, trainer show Handout 3B for participants to compare. | Handout 3BBoard & MarkerProjector  | 15minutes | To understand the organization of an application email and to identify similarities and differences between letters and emails |
| 8 | Reading & analyzing functional languages:Make a list of functional languages used in application letters and emails | Participants work in groups for 15 mins to read and analyse Handout 4. Then they make a list of functional words /phrases/ structures on A1 paper and stick it to the board.They compare their list with others’. | Handout 4(pp.54-55)Board & MarkerA1 paper | 25minutes | To understand and recognize functional languages used in 3 parts of an application letter and email: Introduction, body and conclusion |
| 9 | Job application process: Guidelines and tips | Participants work 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 present Handout 5 | Handout 5 (slides)Board & MarkerProjectorLaptop  | 50 minutes | To understand what applicants need to do to have a successful job application |
| 10 | - Summary and feedback- Homework assignment | Trainer asks participants questions to check their understanding of the lesson contents.Q & ATrainer instructs 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. | Board & MarkerProjectorLaptop | 20 minutes | To summarize the whole lessons: Objectives, organization, language use in an application letter/email and how to prepare for the letter/email;To prepare for an oral presentation in class. |

# LESSON 4

# Cover/ Application Letter and Email Writing Practice

**Lesson Requirements:** 4 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be able to:

* Describe employer’ requirements in a job advertisement
* Write an application letter with the functional languages given
* Evaluate if an application letter is effective

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 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 | White board and marker | 15minutes | To review the previous lesson that will be linked to this lesson |
| 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) | Handout 6MarkerProjectorNewspaperMagazineJob recruitment linkInternet connection | 35 minutes | To highlight key ideas in the JD and to find out more information about the employers |
| 3 | Preparing and writing an application letter to apply for that job, using the template: europass.cedefop.europa.eu/editors/en/cl/compose | Individual workTutorial Trainer goes around to support | Handout 6Board & markerProjectorLaptopInternet connection | 45 minutes | To practice preparing and writing an application letter.To submit the complete the letter |
| 4 | Peer-evaluation | Pair workClass discussion | Handout 7 (Checklist) | 30 minutes | To evaluate the peer’ cover letter |
| 5 | Evaluation and feedback from trainer | Tutoring | ProjectorLaptop | 35 minutes | To receive feedback and recommendation from trainer |
| 6 | Tips and guidelines for effective CVs and application letters/emails | Participants’ group oral presentationsTrainer gives feedback and emphasize the key points | Board & markerProjectorLaptop | 60 mins | To synthesize and present all tips and guidelines for effective CVs and application letters/emails |
| 7 | Summary and homework 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 discussionQ&A | Board & marker | 20 minutes | To summarize the lesson and reflect on the two lessons about application letters/email;To self-study at home |

# LESSON 5

# Interviews for Domestic and International Development in ASEAN Block

**Lesson Requirements**: 4 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be able to:

* Describe how to prepare for a job interview
* Describe the aptitude for job interview

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1.
 | Lead in: the main content of the lesson | Whole class discussion: Trainer reviews previous lesson asking about the homework preparing for job interviewGroup work:Participants work in group of 3-4 competing to predict and list 7-8 or more common job interview questions on draft paperParticipants write their list on BB | White board marker and some papers | 15 minutes | Participants are able to provide a list of 7-8 common job interview questions on BB (Some possible answers:a. Do you have any questions you would like to ask us? b. Tell me about yourselfc. What are your weaknesses? d. What do you know about our company? e. Where do you see yourself in five/ten years?f. Why did you leave your last job? g. Why do you want to work here?h. Why should we hire you? |
|  | Presentation: what to prepare for a job interview | Presentation:Trainer introduces interview preparationTrainer provides a list of common interview questions  | Projector | 15 minutes | A list of common interview questions focusing on the most common ones (list above) is presented |
|  | Practice: students apply what they have learnt from the Presentation | Individual work: Participants complete the worksheet (Handout 1) Pairwork: Participants compare their results Whole class Discussion | Handout 1 | 30 minutes | Participants complete worksheet, compare their results with each otherT finalizes the answers. Answers: 1 (b); 2 (h); 3 (d); 4 (g); 5 (c); 6 (f); 7 (e); 8 (a) |
|  | Presentation | PresentationTrainer introduces some useful resources for job interview preparationproviding aptitude and key to success for interview | ProjectorPaperLaptopWi-fi connection | 60 minutes | Some useful resources for job interview preparation and aptitude and key to success for interview are presented |
|  | Practice | Trainer shows a video clip about a job interview for illustration.Link to the videohttps://www.youtube.com/watch?v=6CetTjU155YIndividual work: participants note down tips, questions and answersPairwork: participants compare the questions and answers with their partnersWhole class Discussion: Trainer elicits responses and give the correct answers | ProjectorLaptopVideo file | 60 minutes | A video clip about a job interview for illustration watchedInterview tips, questions and answers in the video noted down by participants and finalized by T |
|  | Further Practice | Individual workParticipants find a job from online newspaper/magazinePair work:Participants share information of job adverts. | Laptop Wi-fi connection | 60 minutes | Participants are able to find examples of a job adverts (engineers/ technician/ mechanic) from online newspaper/magazineInformation of job adverts was shared. |

# LESSON 6

# Interviews for domestic and international development in ASEAN block

**Lesson Requirements**: 4 hours for in-class study

**Lesson Aims:**

By the end of the lesson, participants will be able to:

* Respond to questions in formal interviews
* Conduct a role-play of a job interview

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
|  | Practicepreparing for a job interview | Group workParticipants work in groups of 3-4 discussing how to prepare for an interview |  | 20 minutes | - Participants are able to find out what to prepare for an interview (questions, skills, some problems they may face) based on the information of jobs in the adverts- Participants share ideas among their groups |
|  | Practicepreparing for a job interview | Whole class activity: Participants make individual presentations | Projector/laptop | 40 minutes | Participants are able to present their preparation to other groups |
|  | Practiceanswering questions | Individual workParticipants read handout 2 for information | Handout 2 | 10 minutes | Participants get some information |
|  | Practiceanswering questions | Group work: participants discuss how to answer questions in the interview of the job they have chosen, some skills and tips to deal with problems | laptop | 20 mins | - Participants are able to answer the questions (the most common questions) in the interview for the job they have chosen, some skills and problems |
|  | Practiceanswering questions | Individual work: participants present the content of their discussion | Laptop/projector | 30 mins | Participants make individual presentations on the content of discussion |
|  | Practice role plays | Pair work: participants do roleplays with partners and make video clips | camera | 20 minutes | - Participants are able to do roleplays with partners about job interviews.- Video clips about role plays made |
|  |  | Group work: participants work in groups of 4 to share, watch and discuss about the video clips made | Laptop/video clips | 40 mins | - Participants are able to share and discuss strengths and weaknesses of the role plays after watching their own video clips |
|  | Summary | Whole class discussionTrainer selects some video clips for illustration Participants watch video clips and give commentsTrainer provides some general feedback  | ProjectorLaptopVideo clips | 50 minutes | - Participants are able to watch and give their own comments on the video clips. – Participants get some feedback and experience |
|  | Homework assignment | Trainers ask participants to do further practice: roleplay of interview for different jobs  |  | 10 mins |  |