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Teaching Speaking focused on Pronunciation to Adult ESL Learners in the US

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University of San Francisco

**Teaching Speaking focused on Pronunciation to Adult ESL
Learners in the US**

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Josephine Charlotte Petkovski
May 2016

Teaching Speaking focused on Pronunciation to Adult ESL Learners in the US

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MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

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Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Dr. Luz Navarrette García
Instructor/Chairperson

May 20, 2016
Date

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ABSTRACT

Learning the language of English for any adult English as a Second Language (ESL) learner is a challenge in and of itself. This is particularly pronounced in speaking skills. On top of that, if adult ESL learners try to learn the pronunciation of certain consonant sounds in English, where the consonant does not exist in their mother language, pronunciation can be an impeding factor to the improvement of oral skills. In fact, learning how to speak a language is one aspect of learning it, but correctly pronouncing the sounds of certain consonants is an added challenge to one's learning. Specifically, if the reason behind an adult ESL learners' breakdown in communication is due to their pronunciation, they may feel less motivated to pursue learning ESL. The purpose of the Field Project is to create a one specific task, the Job Interview--incorporating speaking with a focus on pronunciation, and implement it in an intermediate level adult ESL class.

CHAPTER I INTRODUCTION

Statement of the Problem

Language and learning and teaching can be an exciting and refreshing interval in the day for students and teacher. There are so many possible ways of stimulating communicative interaction, yet, all over the world, one still finds classrooms where language learning is a tedious, dry-as-dust process, devoid of contact with the real world in which language use is as natural as breathing (Rivers, 1987, p. 14).

There isn't any listening without someone speaking, and speaking without somebody listening is an empty gesture (Bowen, Madsen, & Hilferty, 1985, p. 99).

A friend of mine, Taeyeon, has resided in the United States (US) for over 18 years. She shared a powerful and moving experience that changed her life as an English as a Second Language (ESL) learner. One day, when she was at a restaurant and wanted to order a bowl of rice. She said to the server, "May I have a bowl of lice?" The server responded to her that we have rice, but we don't serve "lice." Of course, my friend meant to order a bowl of rice. However, she ended up making herself feel very embarrassed because she pronounced one consonant incorrectly. This one incident of mispronouncing one word had a negative effect on my friend's pursuit of learning ESL ever since. In fact, she never went back to take another ESL class after that. She did not tell me why she had not pursued ESL again, but I assume she must not have seen the purpose of trying again because of embarrassment.

Taeyeon's story is not uncommon in the ESL world and is a perfect example of how a breakdown in pronunciation can stop a conversation. Any adult ESL learner, whose mother tongues do not have the same sounds as the English language, might encounter similar issues in articulating himself or herself at one point or another. I have

firsthand knowledge that many female adult ESL learners of my generation (currently in their 40s and 50s) had immigrated to the US when they were in the 20s, as I did at the age of 22. Coming to America as an adult might have been the scariest and the most challenging experience ever, particularly from the fear of not knowing how to communicate in English. In fact, when I wanted to continue my education at a local US community college in order to pursue a post-secondary education at the age of 23, the six years of pure rote and test-driven language learning focused solely on textbook grammar in South Korea did not prepare me well. I managed to pass the exams in class; however, I had never been able to fully grasp the English language, and I always had the feeling of being inadequate and incompetent, particularly when articulating myself in English.

I had a rude awakening when I took almost a year of studies in the Teaching English to Speakers of Other Languages (TESOL) Certificate Program at the University of California, Santa Cruz in 2014. During my studies in TESOL, for the first time in my 25 years of academic life, not only as an ESL student in the US, but also as a non-native English-speaking ESL teacher-to-be, I realized that language does not exist in a vacuum, and that teaching and learning a foreign/second language is multi-faceted. In fact, it requires more than just teaching and learning the language itself, it includes personality factors and the ESL learning environment, the important facets of sociolinguistics in terms of learning ESL, and even the various teaching approaches and methods. Not only that, I began to empathize with the specific issues faced by the adult ESL learners who have resided in the country for over five years (and sometimes almost 15 to 20 years and beyond).

Of the four skills in learning ESL, reading, writing, listening, and speaking, one

significant issue, which captures my undivided attention, is adult ESL learners' speaking ability. I am particularly intrigued by the pronunciation of certain voiced/voiceless Fricatives, i.e., **f**, **v**, **th**, the /θ/ and /ð/ sounds in words such as *then*, *thirteen* and *clothes*, the voiced Liquid, **r**, and even the **z** sound (Freeman, 2004). Pronouncing those consonants is extremely challenging and very difficult, especially for Koreans, because the sounds of the aforementioned consonants simply do not exist in the Korean language. For example, no distinction is made in pronouncing the letters "f" and "p." Therefore, many Koreans run into issues of expressing themselves correctly because of not being able to pronounce certain words like feel vs. peel, fat vs. pat, sink vs. think, sing vs. thing, very vs. berry, just to name a few. On the same token, "v" is pronounced as "b," "r" for "l," and the /θ/ and /ð/ sounds for "s" or "d," respectively. Since these sounds exist in English but not in Korean, the main problem of most Koreans' speaking English ability lies in the reproduction of individual words with such consonants. Like my friend's episode of being unable to produce certain consonant sounds in English, other adult ESL learners in America from all walks of life, whose native languages do not have such sounds, could most likely relate to my friend's story.

According to Lazaraton (2001), speaking seems to be the most demanding of the four language skills. She also adds that speaking ESL encompasses more than just speaking the language itself, but is not limited to include, "confidence in speaking English, their pronunciation, social conversation, [and] listening ability" (p. 105). As Hinkle (2006) simply puts, learning how to speak ESL or becoming orally proficient is a complicated process, which entails the range and the type of sub-skills, such as inflection and intonation and also requires, "fluency, accuracy, and a sufficient lexico-grammatical

repertoire for meaningful communication to take place” (p. 114-115). What this all indicates is that speaking skills do not encompass only one aspect of learning the English language. Specifically, when it comes to the matter of adult ESL learners over 40 years old, speaking with fluency and accuracy can be an uphill task. Adult ESL learners who want to learn how to communicate in the English language seem to be facing a challenge in and of itself. Moreover, knowing each adult student’s personality factors will not only help avoid producing any “additional anxiety, greater tension, and poorer performance,” (Stevick, 1980, p. 11) but must also be taken into consideration along with the prevalent issue of pronunciation in terms of speaking ability, which is obviously a hindering factor for adult ESL learners in improving their speaking skills.

The complexity of learning how to speak ESL is an understatement, for speaking involves other language modalities (Hinkel, 2006). The rote memorization and test-driven learning just to pass the series of tests is not going to help adult ESL learners equip themselves with the knowledge of the English language for the purpose of being able to communicate with others (Brown, 2007). As Lazaraton (2001) defines, “Speech is the most basic means of human communication” (p. 103). Thus, in order for adult ESL learners to be able to use ESL as their basic vehicle of communication, spoken English with an emphasis on pronunciation in different sociocultural settings is of paramount importance. I have focused largely on pronunciation thus far because adult ESL learners who are not able to produce those previously mentioned consonants will be disfavored or dissuaded from the process of learning how to express themselves with full confidence and from putting in rigorous efforts for their speaking ESL endeavor. The bottom line is that if learning ESL makes little or no difference in adult ESL learners’

lives, no one will put in any effort in their learning (Brown, 2007; Stevick, 1980).

In sum, what is perplexing is that I know a vast majority of adult ESL learners, who are in their early and late 40s and have resided in America for over five years, still struggle with the language barrier. From my own ESL learning experience, almost all adult ESL learners not only study and obtain the knowledge of the English language, but are also able to discern when, where, and how to converse in English to the appropriate persons by gaining the ability to communicate freely and openly with full confidence. However, the specific issue or stumbling block encountered by most adult ESL learners, I conclude, is the pronunciation of certain words with the aforementioned consonants in speaking. At the very least, their pronunciation does not have to be perfect, but they should at least be able to produce them close enough to where they do not feel being impeded or challenged in their oral proficiency.

Purpose of the Project

The purpose of this project is to increase the awareness that pronunciation can be an impeding factor for adult ESL learners between the ages of 40s and 50s in their speaking competence, thus should not be overlooked its essential elements. My intent is to provide ways for adult ESL learners, whose native languages do not have certain consonants, to practice and improve their pronouncing words of specific consonants, through speaking activities with a focus on pronunciation in different conversational and sociocultural settings. This project also focuses on pronunciation-specific activities where the adult ESL learners can relate to vocabulary from real-life situations in a more pragmatic way with full confidence through repetitious practice with partners with the aim of communicative competency rather than pure rote memorization. The project

includes ample vocabulary related to adult ESL learners' daily life situations so that they see the need and the purpose to learn and improve themselves by speaking English more naturally. It is also my intent to assist adult ESL learners through four lessons of speaking strategies incorporated with pronunciation and combined with listening exercises for the adult ESL learners to gain a better understanding of their speaking ability through pronunciation.

How can we best help adult ESL learners, regardless of the length of their residency in America, overcome and improve their speaking ability so that they can understand others and be understood by others? What methodology or approach should be incorporated into ESL classes and programs so that adult ESL learners could produce those difficult sounds of English consonants with confidence and competence? What can I do to help those students regain interest and motivation once again in their learning ESL endeavor? Last but not least, what can I do to help them be at ease with their feelings of inadequateness, embarrassment, or incompetence in terms of speaking ability? The answers to these questions will be the focus throughout the rest of my project.

Theoretical Framework

The two significant theoretical frameworks I decided to espouse my teaching principles on are Affective/Humanistic Approach, primarily by Carl Rogers' student-centered learning (2013) and Task-based Language Teaching by Larsen-Freeman and Anderson (2011). The goal of teaching adult ESL, in general, is to understand adult ESL learner from a humanistic perspective where feelings and emotions are accepted and the center of the learning rests on the students themselves. In addition, the goal of a teaching methodology for adult ESL learners should be to communicate in the English language in

real life situations, applying appropriate linguistic contexts with full confidence, fluency, and even accuracy. In order to help adult ESL learners to be able to fully function themselves in various different sociocultural settings, both teacher and students in the classroom should mutually embrace more humanistic elements, such as good rapport, acceptance, and trust, congruent with their needs and interests of learning ESL competency, particularly in speaking ability.

Affective/Humanistic Approach

The teaching philosophy or principle of a classroom will make a world of difference since many factors need to be taken into account in teaching adult ESL. As a “facilitator of learning” (Rogers, 2013), understanding what it takes to make adult ESL learners’ learning efforts in the classroom worthwhile seems to be the first step to consider. Teaching adult ESL learners entails not just imparting the knowledge of the English language, but it encompasses all aspects of human learning factors, such as anxiety, inhibition, fear of making mistakes, etc. In order to understand, apply, manage, and facilitate a safe and relaxed adult ESL learning environment, Carl Rogers’ humanistic, student-centered learning approach, rooted in “trust, empathy, and congruence” (Rogers, 2013), will influence adult students’ positive learning experience and let them be actively involved in learning and be responsible for their learning as well. Rogers’ full-functioning person’s aspect of learning is all about promoting that mutual trust with genuine concern and creating a conducive learning environment for each student to learn ESL freely and openly as responsible adult learners (Rogers, 2013).

The “student-centered learning” also coincides with Bartolome’s “humanizing pedagogy” (1994) where learning is not a lopsided effort or a one-way street task, but it

has to be a more mutually committed task (Bartolome, 1994). For adult ESL teachers, the importance of establishing a close rapport with students cannot be overemphasized. It should include genuine care, understanding, and the awareness of each and every adult ESL learner's individual needs and wants in learning ESL. Ultimately, "student-centered learning" essentially means the shift of authority and roles in the classroom from teachers to students. Rather than adult ESL learners being receptive and passive with their learning, they take authority of their own learning by being more self-directed, self-motivated, and proactive in their learning efforts. Both teacher and the students show mutual respect for each other; collaboratively learning efforts among students is encouraged; and students' views on learning ESL is perceived as a way of reflective self-awareness "[where] highly situated classroom participation promotes language learning" (Zuengler & Miller, 2006, p. 51). In essence, the student-centered learning emphasizes the power of learning shifted from the teacher to students where it is akin to creating a more conducive and students-favored learning environment. Rather than a teacher-centered learning environment where information is merely passed on to students, the idea of providing students with a choice in their learning environment allows them to construct their own knowledge and changes the role of a teacher to that of a facilitator (O'Neill & McMahon, 2005). The figure below illustrates the paradigms of teacher-centered vis-à-vis student-centered learning concepts.

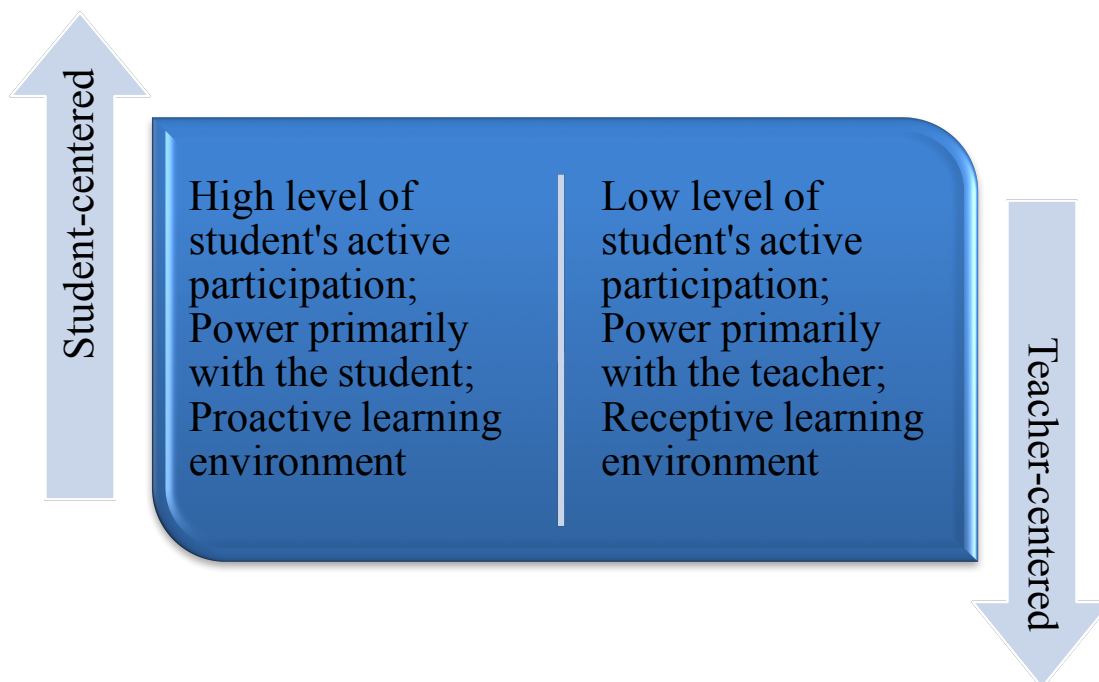


Figure 1. Student-centered and teacher-centered continuum (Brown, 2007; O'Neill & McMahon, 2005)

Task-based Language Teaching

Task-based Language Teaching (TBLT) (Larsen-Freeman & Anderson, 2011) requires the teacher to appropriately select different but meaningful real-life tasks based on the needs of the students; to engage and monitor the way students perform when completing the tasks; and to follow through with pre-task, during-task, and post-task phases to ensure that the students are completing the tasks successfully. Then, what is a task? It is a classroom activity with a specific goal to accomplish using the language related to that particular activity in real-life situations. In his book, *Task-based Language Learning and Teaching*, Rod Ellis' (2003) elucidated the critical features of a task specifically in terms of using TBLT as a teaching approach. A task can be a classroom work plan or an activity, focused on meaning and the real-world use of language, that incorporates any of the four key language skills and has a specific outcome

(Ellis, 2003). For instance, the task can be in settings as ubiquitous as getting ready for a job interview, ordering a food in a restaurant, using an ATM, filling a form for a library card, filling out a form to apply for a driver's license and so on. Three specific tasks identified by Prabhu (as cited in Larsen-Freeman & Anderson, 2011) are: an Information-gap task, an Opinion-gap task, and a Reasoning-gap task. According to Ellis (2008), TBLT can be unfocused or focused tasks with two other distinctions: input-providing and output-prompting tasks (Larsen-Freeman & Anderson, 2011).

In learning a language naturalistically, the goal of task-based learning/teaching in adult ESL learners' classrooms should not only enable adult learners to familiarize themselves with the use of English, but should also be tailored to different tasks that adult ESL learners' may encounter outside of the classroom (Wulandari, 2013). For adult ESL learner's real life communication, as Ellis (2008) states, "[a] task-based approach to language teaching is perhaps the best way of achieving" (p. 1) more meaningful learning in contexts "in which learners focus on message content" (p. 1). Wulandari's (2013) lists of pedagogical principles and practices in task-based language teaching are very much in line with the aforementioned real life task and are worth mentioning. They are as follows:

- A needs-based approach to content selection;
- An emphasis on learning to communicate through interaction in the target language;
- The introduction of authentic texts into the learning situation;
- The provision of opportunities for learners to focus, not only on language, but also on the learning process itself;

- An enhancement of the learner's own personal experience as important contributing elements to classroom learning; and
- The linking of classroom language learning with language use outside the classroom. (p. 2)

In TBLT, both teacher and students become communicators who use the second language “as a tool for communicating” (Ellis, 2008, p. 1). Besides, engaging in different activities/tasks that are “focused on creating meaning is intrinsically motivating for learners” (Ellis, 2008, p. 2). In other words, as Ellis (2008) encapsulates, “[w]hen learners focus on meaning, they develop both the skills needed for fluent communication and the vocabulary and grammar need to use the language effectively” (p. 2). Thus, a series of communicative tasks catered to meet the needs of adult ESL learners can provide the opportunities for them to use the language in real-life settings.

Then, how will the above theories be helpful for adult ESL learners? Also, how will they influence my project? Before I proceed to answer these questions, I would like to briefly recapture the way I was taught the English language in South Korea. First and foremost, it was a teacher-centered approach where there was no direct interaction between the teacher and the students in the classroom. Students did not participate actively or asked questions unless they were permitted to, instead, they were “copycats” of everything that was transmitted by the South Korean English teachers. The teacher was the sole authority of teaching and learning in the classroom where the students were merely receptive learners.

Contrarily, Carl Rogers' student-centered learning (2013) as well as the TBLT (Larson-Freeman & Anderson, 2011) method will benefit adult ESL learners in their

learning of how to communicate in the English language and focus on improving their pronunciation of certain consonants that they seem to struggle with. In terms of how these two theories are reflected in my project, both “student-centered learning” and TBLT are the keystones of how I will promulgate, develop, and implement more pronunciation-specific activities with reproduction of individual words in different real-life situations, which will not only promote adult ESL learners of my generation as being responsible learners when speaking ESL, but also challenge them to be more active in their learning and to become fully functional in the use of English language.

Significance of the Project

I believe that pure rote learning based on the Grammar-Translation Method was a disservice to my learning ESL in a more pragmatic and eclectic way. As mentioned previously, I was not fully prepared to jump right into my studies in US schools nor could I articulate myself well with members of the community of my second home upon my arrival in America. By simply memorizing vocabulary lists, English idiomatic expressions, phrases, and grammatical rules, I still lacked the knowledge of how to use the English language to communicate appropriately in real-life situations. This was despite having six straight years of studying the English language in Korea. To make the situation even worse, being unsure of how to pronounce each English word correctly in order to make myself understand and be understood, resulted in feeling inadequate and incompetent many times.

It is my genuine intent to present this project for those adult ESL learners who wish to improve their speaking skills by correctly pronouncing the *f*, *r*, *v*, *z*, and *th* consonants in English words freely and comfortably. Mastering how to pronounce these

consonants without any difficulty cannot be an overnight task; but in my experience, patience, perseverance, and relentless practice tend to pay off, the same principle goes for learning how to speak English naturally with full confidence. Through the activities and the exercises, which I propose in my project, the adult ESL learners of my generation will be able to have ample practice of pronouncing the individual words that include the *f*, *r*, *v*, *z*, and *th* consonants to reach the level where they feel more comfortable to use the English language in different sociocultural settings.

Over the years, I have associated with many adult learners between the ages of 40 and 50 who have either given up on their studies after one semester of ESL classes at a community college/adult education school or never considered learning ESL again. As a non-native ESL teacher, I believe that I am able to have a better understanding of such students and be attuned to their distinct needs in learning to speak in a second language. One need is to have nearly correct pronunciation to avoid fossilization or miscommunication. I also want to share the purpose of learning ESL with them, that it is not only about learning the English language and its culture, but it is also about building one's capacity of understanding who he/she is between the two different cultures while maintaining one's self-esteem, self-confidence, and last but not least, self-competence (Brown, 2007; Moran, 2001).

Propelling oneself forward in life with strong self-esteem, particularly when living in America, is of importance. The lagging language barrier, where one is simply not able to communicate in English with explicit knowledge or making oneself understood in their second language, is a huge stumbling block to truly experience all aspects of adult ESL learners' everyday life in the US. For example, although adult ESL

learners are able to read English literature, write simple sentences in English, and can even comprehend spoken English sentences, because of their immature or incompetent speaking skills, quite a handful of my friends and even some church members whom I have known over the years feel the dire need of wanting to learn how to speak English or improve their speaking ability. Therefore, despite my own shortcomings and demerits in ESL, I daringly challenge myself to present appropriate exercises of speaking activities, pronunciation practice with a list of words that contain the letters of *f*, *r*, *v*, *z*, and even *th*, and listening comprehension questions that include a hint of cross-cultural elements. I sincerely hope what I present in this project helps those adult ESL learners who still desire to challenge themselves to learn ESL. Also, I hope this project helps open adult ESL learners' hearts and eyes to see me as an example for them to step up and challenge themselves to pursue their learning of ESL again.

Limitations of the Project

The project is limited only to intermediate level adult ESL learners, teaching the topic of general information regarding the job interviews in the US.

Definition of Terms

Communication – A process of expressing or exchanging one's ideas, beliefs, or thoughts using different forms, i.e., words, sounds, signs, etc., (<http://www.merriam-webster.com/dictionary/communication>;
<http://www.learnersdictionary.com/definition/communication>)

Competence – One's underlying ability to perform with the knowledge he/she knows (Brown & Abeywickrama, 2010; Brown, 2007;
<http://www.learnersdictionary.com/definition/competence>)

Culture – Values, customs, ideas, beliefs, and arts that characterize a particular society in a given time (Brown, 2007; <https://www.google.com/#q=definition+of+culture>;
<http://www.merriam-webster.com/dictionary/culture>)

English as a Second Language (ESL) – A term for the study of the English language whose first language is not English; learned in an academic or within the English-speaking cultural environment (Brown, 2007; <http://grammar.about.com/od/e/g/English-As-A-Second-Language-Esl.htm>)

Fluency – An ability to produce or understand naturally in a language (Brown, 2007;
<http://www.learnersdictionary.com/definition>)

Fossilization – Consistent incorrect production in one's second language (Brown, 2007)

Grammar-Translation Method – A language teaching method, which is focused on grammar rules, rote memorization, and translation of first and second languages vice versa (Brown, 2007; Larson-Freeman & Anderson, 2011)

Lexico-grammatical – To show the connection between words and grammatical patterns (Freeman, 2004)

Non-native English-speaking teacher – A teacher whose native tongue is not English teaching English (Brown, 2007; Moran, 2001)

Pedagogy – A way of practice in academic teaching, art, science and such (<http://www.merriam-webster.com/dictionary/pedagogy>)

Pragmatic – Dealing with specific issues in a rational way (<http://www.merriam-webster.com/dictionary/pragmatic>)

Rote learning – Pure mental process of memorizing facts and ideas with no understanding (Brown, 2007; Freeman, 2004; <http://www.learnersdictionary.com/definition/rote%20>)

Sociolinguistics – The field that studies the connection with language in relation to society and how the language is engaged in the different social structures (Wardhaugh & Fuller, 2015)

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Language learning can be a very challenging and risk-taking task for adult ESL learners and can be influenced by their emotions (Brown, 2007; Duguay, Massoud, Tabaku, Himmel, & Sugarman, 2013). In particular, in a heterogeneous classroom of adult ESL learners between the ages of 40 and 50, there are “unique stories and linguistic, educational, and cultural experiences,” (Duguay et al., 2013) that each student has to share. Thus, each and every adult ESL students' motivation in learning a second language cannot be ignored when deciding how to make their learning efforts worthwhile and meaningful (Brown, 2007; Galbraith, 2004). What motivates or fosters adult ESL learners to learn ESL? Or, what is implied by saying that someone is motivated (Brown, 2007)?

Before answering the aforementioned questions, one first needs to define motivation. According to Galbraith (2004), motivation is “the natural human capacity to direct energy in the pursuit of a goal” (p. 142). In other words, the degree of effort exerted by humans to tackle challenging tasks with a purpose and sustained energy is what motivation is (Brown, 2007; Galbraith, 2004). Nevertheless, this effort begins with teachers who have to create a more conducive ESL learning environment for adult ESL learners. Teachers can do this by getting to know the adult ESL learners' backgrounds, experiences, motivations, and interests in studying ESL to make teaching more effective (Brown, 2007; Duguay, et al., 2013). That said, the role of an ESL teacher in teaching adult ESL learners plays greatly to their understanding of the adult ESL learners in terms

of teaching speaking skills that are focused on pronunciation. According to Brown and Nation (1997), being a skilled language teacher lies in balancing the fluency activities at each stage of the speaking program so that learning how to speak is more meaningful and interesting. Therefore, further exploring the motivational processes for adult ESL learning, what impedes adult ESL learners' speaking ability, and what method works best when facilitating the speaking skills in class for adult ESL learners need to be taken into account.

The Affective/Humanistic approach and the Task-based Language Teaching method are two theories that have been applied to my project. In this section, in support of the theoretical frameworks for this project, I will outline three major themes in the literature: (a) understanding the intrinsic motivation of adult ESL learners in learning ESL environments (Brown, 2007; Galbraith, 2004), (b) understanding the significant role of an adult ESL teacher, particularly as a Non-native English-speaking (NNES) ESL teacher, and (c) understanding how to teach speaking skills focused on pronunciation of specific consonant sounds in English.

Intrinsic Motivation in learning ESL Environments

What would drive adult ESL learners to overcome the fear of making errors, language anxiety, and feeling inadequate in an ESL classroom? The answer to this question, I believe, is their intrinsic motivation. Motivation, as a psychological variable, can be viewed as an influential role of language learning (Kreishan & Al-Dhaimat, 2013). According to Kreishan & Al-Dhaimat (2013), Brown (2007), and Shillingford & Karlin (2013), intrinsic motivation is a language-learning student's internal desire to perform such actions with positive attitudes to reach native-like use of a language and sustain

language learning. Motivation, however, can also be viewed as the inner courage of being “willing to try out hunches about the language and take the risk of being wrong” (Brown, 2007, p. 160). Motivation is what allows humans to undertake the process of “attention, concentration, effort, and imagination” (Galbraith, 2004, p. 142) and is what drives humans to venture a reasonable challenge and to act upon and conquer challenging life tasks to meet personal goals (Brown, 2007; Kreishan & Al-Dhaimat, 2013). This exact same principle can be applied to adult learning ESL. Brown (2007) unequivocally defined motivation as “the anticipation of reward, whether internally or externally administered; choices made about goals to pursue and the effort exerted in their completion... strongly favors intrinsic orientations, especially for long-term retention... the ultimate importance of intrinsic involvement of learners in attaining one’s proficiency goals in a foreign language” (pp. 173-174). Understanding what defines motivation is undoubtedly important; and at the same time, intrinsic motivation with respect to adult ESL learners is also equally as important in ESL classroom settings.

In their study of “The Role of Intrinsic Motivation in the Academic Pursuits of Nontraditional Students”, Shillingford & Karlin (2013) found that nontraditional students persevered in their learning with high intrinsic motivation. They also maintained a higher threshold of intrinsic motivation to learn with an accompanying increase in positive affect” (p. 95). What this result suggests is that mature or older students, in comparison to traditional students, have a strong self-identity and the competence to aim for a higher academic goal, and engage in promoting themselves in school. The following three types of intrinsic motivation by Ryan and Deci (2000) (as cited in Shillingford & Karlin, 2013) are noteworthy: Intrinsic motivation is (1) to know – the fact of performing an activity for

the pleasure and satisfaction that one experiences while learning, exploring, or trying to understand something new; (2) to accomplish things – the fact of engaging in an activity for the pleasure and experience when one attempts to accomplish or create something; and (3) to experience stimulation – engaging in activity in order to experience stimulating sensations (sensory pleasure, fun, and excitement).

Although Shillingford & Karlin's (2013) participants were nontraditional college students, ranging in age from 25 to 49 years and with various demographic information such as gender, age, marital status race, etc., the result and their conclusive findings vis-à-vis nontraditional students' positive affect in intrinsic motivation can have similar outcomes for adult ESL learners. While the motivation of nontraditional students to attain a post-secondary education was to gain “new skills for improvement in job performance or to make a career change” (Shillingford & Karlin, 2013, p. 100), what also served as a determining factor was a “personal enrichment or interest in a subject” (p. 100). Students' intrinsic motivation fueled their pursuit of their personal academic goals.

Moreover, two notable research studies explored by Kreishan & Al-Dhaimat (2013) as well as Shillingford & Karlin (2013) regarding intrinsic motivation indicate that language learning can result in a positive, successful outcome when students are motivated to learn and also leads to “the incentive for learners to persist during the later stages of L2 study” (Kreishan & Al-Dhaimat, 2013, p. 52). According to Galbraith (2004), “intrinsic motivation is an evocation; it is energy called forth by circumstances that connect with what is culturally significant to people” (p. 143). In other words, intrinsic motivation enables adult ESL learners to perform at their best and learn ESL skills that make them more functional and more effective in real-life situations such as

work and home. In the study by Kreishan & Al-Dhaimat (2013), the role of intrinsic motivation typifies the close correlation between the attitudes and values in learning and their “ultimate attainment of goals” (p. 54) in capturing the nontraditional student’s academic pursuits.

Nonetheless, language learning can create language anxiety. To further elucidate this, Galbraith (2004) defined motivation as something that “is governed to a large extent by emotions... emotions influence task engagement, the visible outcome of learner motivation” (p. 143). Thus, the connection between intrinsic motivation and language anxiety is the fact that language anxiety, this negatively affected psychological facet of learning ESL, can be transformed into a more positive and energizing stimulus by using the student’s unswerving intrinsic motivation. Another noteworthy study done by Nishitani & Matsuda (2011) in relation to language anxiety showed how intrinsic motivation can override, in a positive way, the learning of a language. Instead of viewing language anxiety as a negative factor, Nishitani & Matsuda’s (2011) research focused on looking at intrinsic motivation in terms of language anxiety when learning a foreign language and showed a positive result that correlated with the results of Shillingford & Karlin’s (2013) study. The conclusion from Nishitani & Matsuda’s (2011) study, on the other hand, suggested that intrinsic motivation did, in fact, play a significant role in the language learning of 152 Japanese language students from three Chinese universities. Furthermore, according to the study, intrinsic motivation can also be understood as an important factor for students to understand that “they can learn much through their mistakes, and that their fear of making mistake[s] may be because they wrongly assume that it gives others a bad impression” (Nishitani & Matsuda, 2011, p. 445).

In order to better understand an adult ESL learner's intrinsic motivation in terms of language learning, two separate studies, one by Shillingford & Karlin (2013) and another by Kreishan & Al-Dhaimat (2013), and the book, *Principles of Language Learning and Teaching* by Brown (2007), include historically significant studies of motivation based on the Self-Determination Theory (SDT), developed by Deci & Ryan (1985), and the two basic types of orientations by Gardner & Lambert (1972) (as cited in Brown 2007). The two basic types of orientations are instrumental and integrative to motivation, respectively. According to Shillingford & Karlin (2013) and Kreishan & Al-Dhaimat (2013), the SDT by Deci & Ryan (1985) examined and hypothesized that an engagement or direction of a person's behavior/action helps to meet the need to achieve the desired goal of "competence, relatedness, and autonomy" (Shillingford & Karlin, 2013, p. 93). Deci & Ryan (1985) also postulated that an intrinsically motivated or self-determined or controlled individual must be satisfied with achieving his or her need or goal for both autonomy and competence (Kreishan & Al-Dhaimat, 2013; Shilling & Karlin, 2013).

As for the two basic types of orientations to motivation, Brown (2007) pointed out Gardner & Lambert's (1972) extensive studies represented as instrumental and integrative orientations. Instrumental orientation can be "referred to [as] acquiring a language as a means for attaining instrumental goals"; while the integrative orientation describes "learners who [wish] to integrate themselves into the culture of the second language group and become involved in social interchange in that group" (Brown, 2007, p. 170). Brown (2007) further asserted that the instrumental and integrative orientations are not types of motivation per se, but rather termed as orientation because of the

dependency on a learner's context or orientation. Depending on whether a learner is academic/career-related (instrumental) or socially/culturally-related (integrative), the needs of students learning the new language can determine each orientation. In empirical studies by Kreishan & Al-Dhaimat (2013), 166 participants majoring in English, French, or German at a university showed that “instrumental orientation was found to correlate positively with all subtypes of intrinsic motivation,” whereas “integrative orientation revealed a significant positive correlation with intrinsic stimulation and knowledge” (p. 60). Each orientation might influence language learners' efforts, but the “two orientations are not necessarily mutually exclusive” (Brown, 2007, p. 171).

Based on the understanding from each literature in terms of intrinsic motivation, the diagram below illustrates how intrinsic motivation affects adult ESL learners' endeavors in learning in the ESL classroom.

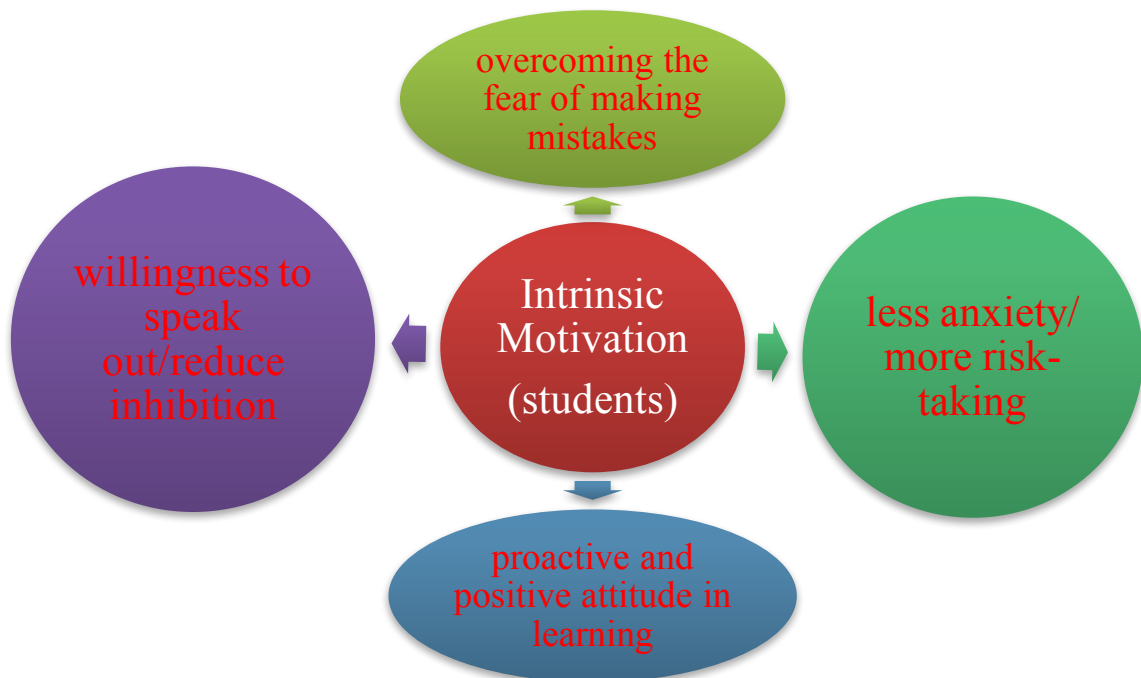


Figure 1. The diagram of how intrinsic motivation affects learning (Broady, 2007; Brown, 2007; Duguay et al., 2013; Kreishan & Al-Dhaimat, 2013; Nishitani & Matsuda, 2011)

As shown in the studies above, intrinsic motivation is strongly linked with language learners, and considerable empirical studies conclude that language learners' motivation coming from within themselves, with a desire to learn the new language and positive attitudes, have successful outcomes. An old proverb elaborates, "You can lead a horse to water but you can't make him drink." This says it all; the opportunity can be given but not forced. All language learners like to demonstrate a successful and confident performance of their command in the language they study (Broady, 2007). What inner most determining factor is the student's intrinsic motivation, which will most likely "determine what, and to what degree, information is perceived and processed" (Broady, 2007, p. 72). Language learning generated by positive intrinsic motivation is an invaluable attribute in a student's language learning endeavor, which will lead to students' autonomy and competence (Broady, 2007). Motivation as a goal-driven action aspires and is responsible for language learners' ultimate attainment of goals in terms of their ability to learn the second or foreign language (Kreishan & Al-Dhaimat, 2013).

The Role of an Adult ESL Non-native English-speaking Teacher

For all their goodwill, native speakers are basically unaware of the whole complexity of difficulties that non-native speakers have to tackle. Native-speaking teachers tend to ignore, among other things, the fact that a great proportion of the energy of their non-native colleagues is inevitably used up in the

constant struggle with their own language deficiencies, leaving only a small fraction attending to their students' problems. (Medgyes, 1986, p. 112)

In the very beginning of Earl Stevick's (1980) book, *Teaching Languages: A Way and Ways*, the following two questions are worth noting as a teacher, "Why do some language teachers fail, and others succeed? What may the learners and teachers of foreign languages hope to succeed at anyway" (p. 3)? Stevick's (1980) answer to the aforementioned is going "beyond mere learning of structures, sounds, and words" (p. 3). Similarly, Mahboob (2010) puts forth a thought-provoking question from three non-native English-speaking (NNES) international graduate students/teachers: "If challenges can be disempowering, how can they, as non-native English speaking (NNES) teachers, empower themselves" (p. 13)? With respect to these questions, my second theme for the literature review is looking at the role of an adult ESL teacher in the classroom, especially from the point of view of a NNES teacher.

Of course, the language learner's intrinsic motivation is important; so is the adult ESL teacher's motivation for teaching the language. Regardless of the different cultural beliefs and attitudes of learners and teachers, teachers can motivate learners. Some of the intrinsic aspects of motivation can be accomplished through "developing a relationship with learners, building learners' self-confidence and autonomy, personalizing the learning process, and increasing learners' goal-orientation" (Brown, 2007, p. 174). As such, how can an ESL teacher extrinsically motivate the adult ESL students inside and outside of the classroom to make their language useful and effective while using a pragmatic approach? More specifically, how can a teacher make the learning more motivational and engaged students with a purpose?

Galbraith (2004) stated human energy is not infinite and how motivational a person can be has its limits. To further elucidate this succinctly, Galbraith (2004) asserted that “[w]e cannot endlessly expend effort. We do get distracted. We do get tired. We change our minds. Motivation to learn can disappear in a microsecond” (p. 142). Because of this obvious but rather limited human ability in terms of sustaining motivation long term, the role of an ESL teacher is important. It comes with a sense of duty and a strong vocation to the profession (Duncan-Andrade, 2010). In the literature, there are a few ways that are mentioned that can be used to develop a relation with learners. They are after-class one-on-one help sessions, being available to learners who need help via e-mail or phone, and always asking students if they have any questions or need any help (Duncan-Andrade, 2007). In a nutshell, as a NNES teacher, learning the knowledge of the English language is one thing, but how to teach the language using the most eclectic and pragmatic ways is a totally different matter. A teacher has to make language learning meaningful and applicable in the adult ESL learners' daily lives and have them be continuously engaged in purposive ESL learning (Brown, 2007; Larsen-Freeman & Anderson, 2004).

As a starting point, Mahboob (2010) observed NNES teachers with a more positive lens. He defined a lens as having three parts: (1) multi-lingualism where speaking more than one language besides English results in unique linguistic identities; (2) multi-nationalism because NNES teachers come from different parts of the world with various “ethnic, national, and racial origins” (p. 1); and (3) multiculturalism because NNES teachers are exposed to “different national and geographic regions” (p. 1). NNES teachers are seen “as classroom practitioners, researchers, and teacher educators”

(Mahboob, 2010, p. 1). He unraveled what they can bring to the classroom and the valuable and significant roles they play in the ESL classrooms. As explained above and due to a number of positive and unique contributing reasons, NNES teachers make ESL teaching a true profession – “a profession without discrimination, where we share one common goal and the well-being and success [of ESL students]” (Mahboob, 2010). Below is a personal account from Yasuko Ohmi, a NNES teacher, explaining why she wanted to become a nonnative speaker of English ESL teacher:

I realized that every native speaker of English was not necessarily able to teach the language effectively. Sometimes a nonnative speaker of English like me can see more about what specific points in language need to be explained and how, because I had had the same kinds of problems the students were struggling with. This realization was the reason why I decided to teach English for the first time in my life (Moran, 2001, p. 130).

Yasuko recounts why she felt the need to become an ESL teacher. As stated in her account, she could relate to ESL learner’s problems, and she did not believe that a native speaker of English ESL teacher could teach the language more effectively just because his/her native tongue is English. Yasuko’s account coincides with Mahboob’s (2010) underpinnings that NNES teachers need to confront the challenges of not being a native speaker of English and yet strive to become “active, purposeful, strategically minded, self-regulated, and eventually self-directed in the pursuit of continuous growth as professional language educators” (p. 13). Unlike native English-speaking ESL teachers, a NNES teacher, who has a similar language learning background and experiences as his/her students, has the ability to promote the value of learning ESL with

a sense of duty to the profession. They are also able to foster and share invaluable ideas on how to promote a more positive and conducive ESL classroom environment for the benefit of adult ESL learners.

To be a teacher, particularly a language teacher and more specifically, an adult ESL teacher as a nonnative speaker of English, requires more than just imparting the knowledge of the language (Brown, 2007; Gebhard, 2006; Larsen-Freeman & Anderson, 2011; Moran, 2001; Stevick, 1980). As Larsen-Freeman & Anderson (2011) defined, “not only is the teacher a model, a drill conductor[,] and a linguist, but possibly also is a counselor, facilitator, technician, collaborator, learner trainer, and most recently, an advocate” (p. 225). This multi-hatted role of a teacher in the classroom may sound overwhelming; however, it elicits what qualifications to include in a language teacher. The figure below illustrates the different roles of the ESL teacher in the classroom and how they are interrelated to each role.

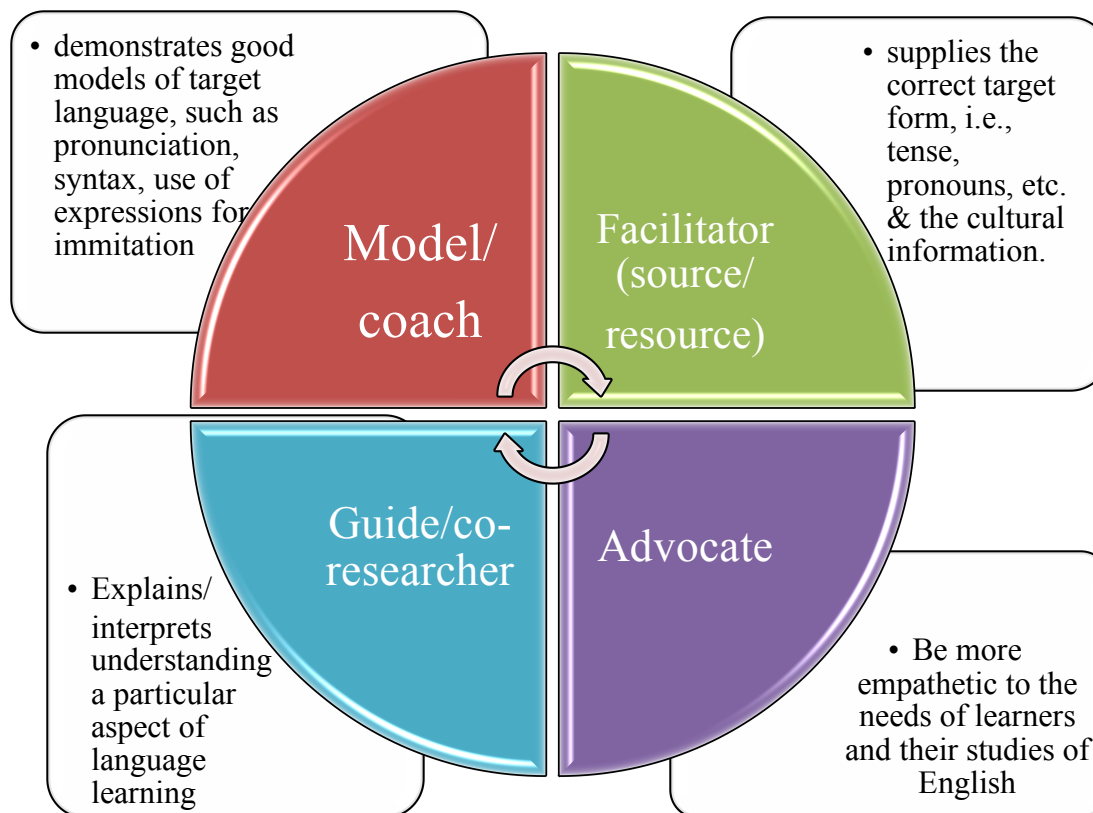


Figure 2. The roles of an adult ESL teacher (Brown, 2007; Galbraith, 2004; Gebhard, 2011; Larsen-Freeman & Anderson, 2011; Mahboob, 2010; Moran, 2001).

Pennycook (1989) elaborated on Comenius' seven important principles on how to motivate and operate an adult ESL classroom that has diverse cultural and racial backgrounds in a constant dynamic. Comenius' "seven principles to improve student motivation are: (a) The teacher should be lively and interesting, (b) presentations should be brief, (c) examples should be concrete, (d) students should always be active, (e) activities must be useful and relevant, (f) there should be variety in every class, and (g) games should be used" (p. 600). A teacher who gives language learners the human touch they crave in language learning can play an extrinsically vital role (Stevick, 1980). What is so true about successful language learning is that as Stevick (1980) stressed, it

“depends less on materials, techniques[,] and linguistic analyses, and more on what goes on inside and between the people in the classroom” (p. 4).

Mahboob (2010) claimed that creating an ESL learning environment in which all adult ESL learners is valued with a direct interaction between the teacher and the adult ESL learners is paramount. Drawing from the above-mentioned facet of NNES teachers, qualified and competent NNES teachers can be considered as subject matter experts who know the contexts of language learning and teaching in every day life of bilinguals who are negotiating the meaning of language in a diversified community (Choi, 2008). The new sense of a positive NNES teacher identity, as an agent of change and “legitimate language expert” (Choi, 2008, p. 3), is important, given their rich multilingual, multicultural, and multinational backgrounds. These backgrounds manifest and empower the field of language teaching as a profession, and make it more open to other valid factors that are intricately related to NNES teachers as they can be (Choi, 2008).

Teaching Speaking Skills Focused on Pronunciation

The most ubiquitous basic medium of human communication is through speech (Lazaraton, 2001). As Florez (1999) defined, “[s]peaking is key to communication” (p. 4). Since “English has become a primary medium for international communication” (Hinkel, 2006, p. 115), speaking tasks can be vital for adult ESL learners. The most recent known fact is that 840 million people communicate in English all around the globe, “over 510 million of these are non-native speakers, making English the globe’s second most-spoken language after Mandarin” (TESOL, 2016). In terms of an adult learning ESL, as Young (2007) elucidated, the focus of adult ESL programs is to help students’ oral communication as well as literacy skills, enabling them to help their

children with homework or schoolwork, pursue a post secondary education program, get a General Education Development, seek better employment, or apply for US citizenship. Because of adult ESL learners' diversified factors, such as language and cultural background, prior life experiences, their first language literacy and its proficiency levels, and even the personal motivation, keeping all of these factors in mind when teaching adult ESL learners' speaking is of paramount importance (Young, 2007).

It is evident that the adult ESL learners' purpose of learning the English language varies. Regardless of adult ESL learners' desire to learn and develop the English language "to meet their personal, community, academic, and employment goals" (Young, 2007, p. 1), their being able to communicate proficiently or express themselves orally cannot be overlooked. Learning how to communicate in ESL is a "cognitively demanding undertaking," (Hinkel, 2006, p. 114) which implies that a consciously concerted endeavor is required. As Florez (1999) defined, speaking "is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable" (p. 1). In other words, speaking can be facilitated through a controlled environment, albeit, dynamic.

Of the four key language skills, learning how to speak in English requires structure and planning in terms of better language development as it does in listening (Florez, 1999). As Hinkel (2006) explained, "speaking in an L2 requires fluency, accuracy, and a sufficient lexico-grammatical repertoire for meaningful communication to take place" (p. 115). This delves into a more detailed overview of generally accepted, teaching speaking skills integrated with phonological, syntactical, lexical, and even the articulatory accuracy in terms of adult ESL learners' oral production (Hinkel, 2006). In

particular, studies that include speaking integrated with other language skills “address the issues of segmental clarity (e.g., the articulation of specific sounds), word stress and prosody, and the length and the timing of pauses” (Hinkel, 2006, p. 116). The three general teaching pronunciation criteria noted in Hinkel’s (2006) article, “Current Perspectives on Teaching the Four Skills” are worth mentioning: (a) Pronunciation and intonation are taught in context and in conjunction with speaking skills, (b) instruction in pronunciation serves broader communicative purposes, and (c) the teaching of pronunciation and intonation is based on realistic, rather than idealistic language models.

In relation to teaching speaking integrated with pronunciation, as Goodwin (2001) stated, “[p]ronunciation is the language feature that most readily identifies speakers as non-native” (p. 117). A study conducted by Derwing & Rossiter (2002) with respect to adult ESL learners’ communication breakdown due to pronunciation difficulties is simply illuminating. It focused on adult ESL learners’ communication breakdown because of pronunciation difficulties and its corresponding needs and the respective strategies. The participants in the study were 100 adult full-time ESL learners at a local college with ages ranging from 19 to 64 years (36 males and 64 females) and represented 19 different first language groups. As both authors point out, the primary problem among adult ESL learners in pronunciation was segmental. Besides, in matters of pronunciation, “the studies have not dealt with second language pronunciation per se, but rather they have concentrated on speaking in general” (Derwing & Rossiter, 2002, p. 157), although they are largely based on segmental approaches.

The conclusion and the findings from Derwing & Rossiter’s (2002) study, with regard to pronunciation difficulties, were astounding. When the participants were asked

whether their difficulty speaking in English was related “due to language problems, pronunciation problems, or both” (Derwing & Rossiter, 2002, p. 160), 43 students responded that it was due to pronunciation; another 43 students responded with language; and 13 students indicated that it was due to both problems. 55 participants responded that the contributing factor was pronunciation difficulties. Furthermore, “[e]ighty-four per cent of the specific problems identified by the remaining 61 students were segmentals” (Derwing & Rossiter, 2002, p. 161). When asked what specific consonant sounds of English was hard to pronounce, their responses were, “allowing for more than one response per person, 26 cited “th,” 12 mentioned “l/r,” and 28 noted other individual vowels and consonants as problematic” (Derwing & Rossiter, 2002, p. 161). The students’ affective filter was also a contributing factor and influenced their English pronunciation and that “60% perceived a change in accent when they were excited, and 60% when they were nervous, but only 40% when they were angry” (Derwing & Rossiter, 2002, p. 161). Ninety per cent of all learners stated that the need for a pronunciation program is necessary, and they expressed their willingness to take a pronunciation program if one were available.

Based on the Derwing & Rossiter’s (2002) article, it is evident that the pronunciation is a significant contributing factor with respect to students being motivated to speak. The significance of study above can be linked with Goodwin’s (2001) threefold goals of instruction in teaching pronunciation. The goals are “to enable our learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their speech based on input from the environment” (Goodwin, 2001, p. 117). The success of the interaction with another

speaker determines the intelligibility of one's pronunciation, whether in a class discussion, "giving instructions to an employee, getting directions to the bank, or simply chatting" (p. 127). In terms of improving adult ESL learner's speaking skills, below list addressed by Brown (1994) (as cited in Florez, 1999) shows specifically what skills and knowledge should be included in overall instructions:

- producing the sounds, stress patterns, rhythmic structures, and intonations of the language;
- using grammar structures accurately;
- assessing characteristics of the target audience; including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;
- selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehensions;
- using gestures or body language; and
- paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement. (p. 2)

In sum, Goodwin (2001) stated that teaching pronunciation has to be taught "systematically and in a principled way" (p. 117) to avoid any fossilization or any difficulties. To meet the needs of adult ESL learners' speaking skills focused on

pronunciation, identify which approaches and features contribute most to adult ESL learners' needs and be more open to the communicative situations which are most useful for adult ESL learners to learn how to fully function competently (Goodwin, 2001). Teaching speaking skills focused on pronunciation to adult ESL learners is complex; however, the systematic implementation in the range and type of sub-skills, such as fluency, inflection, and intonation and the context of instruction in teaching pronunciation is absolutely requisite in spoken discourse and how pronunciation should be addressed in the classroom (Goodwin, 2001; Hinkel, 2006; Levis, 2013).

Summary

Teaching adult ESL learners involves different strategies and approaches in terms of teaching speaking focused on pronunciation. There are many variables are involved in learning a second language (Brown, 2007). Particularly, according to Galbraith (2004), teaching adult ESL learners requires one to understand their perspective in the full scope of learning ESL. This calls upon the adult ESL teacher to be flexible and compassionate so that adult ESL learners can fully function and be able to communicate effectively at home, at work, or in situations such as applying for a new job, attending their children's Parent Teacher Association meeting or a school forum, etc. As Galbraith (2004) also stated, to effectively teach all adults ESL learners and to promote a positive adult ESL learning environment, each adult student's intrinsic motivation is a must for teachers to understand. Unlike children, "[r]esponsibility is the cornerstone of adult motivation...an inescapable fact" (Galbraith, 2004, p. 144). Thus, such responsibility makes adult ESL learners pragmatic learners with a sense of duty to their learning endeavor.

With regard to the role of an adult ESL teacher, he/she should neither ignore the issues of adult ESL learners in the classroom and their lives outside of the classroom walls nor hold them to the language proficiency standard of a native-speaker (Larsen-Freeman & Anderson, 2011). The role of an adult ESL teacher is not only a language teacher but also a model, a counselor, facilitator, technician, collaborator, learner trainer, and... an advocate (Larsen-Freeman & Anderson, 2011). In particular, the NNES teachers have more to share or proffer in a culturally and racially diversified classroom along with their own ESL learning experience. In addition to the language learning problems in the classroom, other difficulties and issues that adult ESL learners face, that are often times unintentionally ignored or unconsciously overlooked, can be dealt with more from a humanistic approach. This is where most NNES teachers can step into helping the learners better cope with their specific issues.

In terms of teaching speaking focused on pronunciation, Derwing & Rossiter's (2002) study is a perfect example where the communication breakdown occurs simply because of pronunciation. It is suggested that the vast majority of participants felt that their inability to speak intelligibly was due to pronunciation. In any adult ESL class focused on improving a learner's speaking in all aspects of their daily life: at school for personal academic pursuit; at work with regards to better communication between supervisors and subordinates, job success, career competence; or in the community, volunteering and such, speaking skills is as equally important as other modalities. Such speaking activities should be incorporated to teach and help adult ESL learners develop abilities and their competencies in speaking, build their confidence in performing a specific task, and have control over particular conversational settings.

In conclusion, teaching speaking skills focused on pronunciation to adult ESL learners can be challenging. It is challenging because it requires both the adult ESL teacher's and the learner's undivided attention because of the nature of speaking skills, both in communication and in learning the language itself. The adult ESL learner's intrinsic motivation, the role of adult ESL teacher, and the teaching speaking focused on pronunciation should all be contextualized and reflect real-life situations. In particular, the essential elements of pronouncing certain sounds of consonants in English need to be emphasized regardless of an adult ESL learner's first language background. The purpose of oral communication in the real world is to achieve a genuine outcome by performing a specific task. The diagram below sums up the overall picture of teaching adult ESL learner's speaking skills focused on pronunciation with its corresponding components.

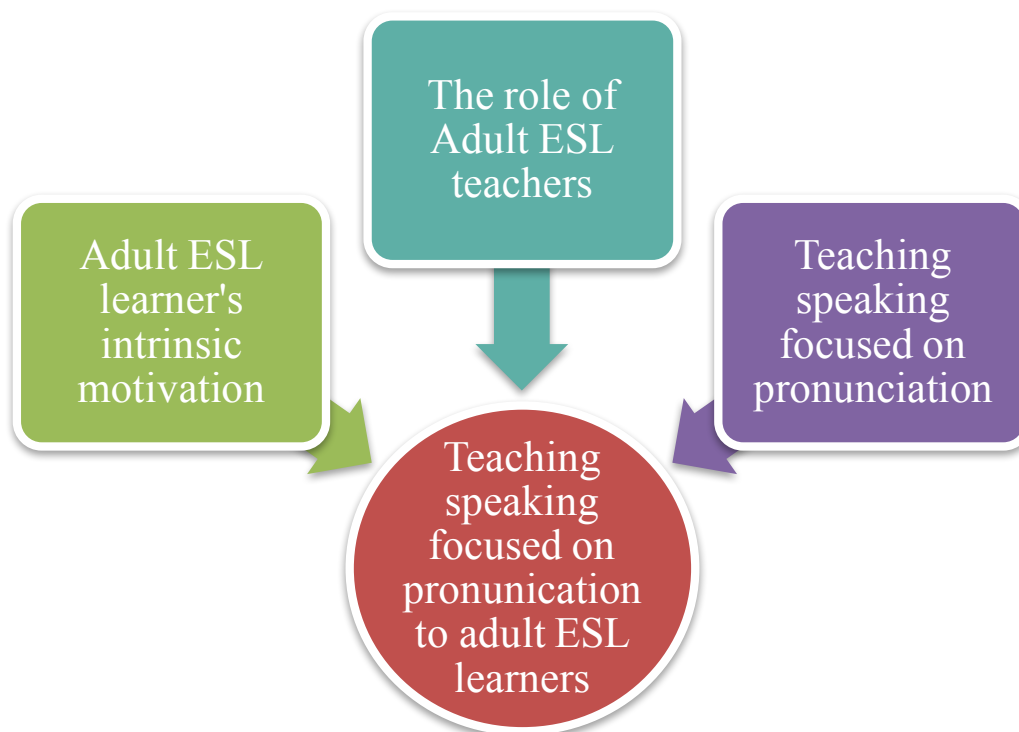


Figure 3. Teaching speaking focused on pronunciation

CHAPTER III

THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

This project is a comprehensive and yet inclusive adult ESL learning curriculum primarily focused on speaking with an emphasis on pronunciation for a job interview in the US. The curriculum is designed to help adult ESL learners develop, improve, and demonstrate their speaking skills combined with pronunciation practice for the job interview in general. The encapsulating goal is to prepare adult ESL learners with their overall ability to command job interview related vocabulary, pronunciation, grammar, but not limited to, skills and other essential components of job interviews. By providing ample activities, such as Pair Work, Role Play, Matching Vocabulary, and even Multiple Choice Questions relating to the material in each lesson, adult ESL learners will have ample opportunities to solidify their knowledge by fully understanding and retaining the taught knowledge. In addition, the objectives are to scaffold the knowledge in terms of a job interview for adult ESL learners to be able to recognize, identify, and utilize the skills and interview tasks to make their job interview a success. The entire curriculum is comprised of 7 different lessons: (a) Vocabulary and Pronunciation, (b) Personal Qualities, (c) Job-Specific Skills vs. Transferable Skills, (d) General Interview Questions, (e) How to Act in a Job Interview, (f) How to Dress for a Job Interview, and (g) Grammar Focus. It also includes additional features, such as glossary, answer keys, useful internet sites for job interviews. These are located at the end.

Each lesson entails a specific topic. For example, the Vocabulary and Pronunciation covers job interview related vocabulary and has a practice activity for

certain consonant sounds of the English language. One thing worth noting is not only to find out adult ESL learners' prior knowledge, but also to gauge their goals for this particular topic of the lesson. This will help to fully integrate the content of each lesson to meet the needs of their job interview knowledge. The teacher is not only a facilitator, but also a guide in the ESL classroom in this topic, implementing other skill areas such as listening, reading, and writing with vocabulary. Grammar is also of paramount importance. Teaching speaking with an emphasis on pronunciation, particularly the certain consonant sounds, is the topic of my Project. However, the general information is tailored on how to prepare for a job interview through speaking, presented with a hint of pronunciation activities and includes other language skills, reinforced through pair/group work, role play, class discussion and such. To be more specific, the aforementioned activities are intended to: (a) Provide vocabulary and certain consonant sounds pronunciation practice, (b) provide speaking practice through role play, (c) develop adult ESL learners' job interview vocabulary and its corresponding pronunciation practice, and (d) provide a sample interview to practice interview skills.

Development of the Project

I learned English through rote memorization without understanding the purpose of learning. As an old proverb says, I had not seen the forest for the trees during my entire six years of studying the English language. Since the speaking part of learning English was lacking, my oral proficiency was poor. Initially, finding a job while not knowing how to communicate in English proficiently jeopardized my chances of seeking employment when I came to the US. Therefore, I can relate to any adult immigrant

striving for employment despite their language barriers, particularly those who speak English with incorrect pronunciation of certain consonant sounds.

As previously mentioned, speech is the most basic mode of communication among humans (Lazaraton, 2001). In particular, when it comes to formal job interviews, it is of paramount importance as to how adult ESL learners articulate themselves and how they are the most qualified candidates for the job. Learning how to do well in a job interview so that adult ESL learners get the position is no easy or overnight task. However, it is doable by having the right strategy of practice with contextualized, authentic job interview material. The job interview not only encompasses the personal qualities and the past work experience, but also involves other components, i.e., what to wear and not to wear, how to act in a job interview, what verb tense can be mostly used, and so on.

For adult ESL learners, performing well in any job interview can be a dream come true. However, a job interview can be intimidating as well as overwhelming for a vast number of adult ESL learners. On the contrary, a job interview can be also viewed as a comprehensive act, being able to communicate effectively with the interviewer where adult ESL learners can be considered for the position through speaking. Therefore, speaking focused on pronunciation will provide adult ESL learners with the ability to communicate proficiently using specific strategies and to demonstrate their abilities using essential tasks geared toward acing the interview. It is a known fact that many adult ESL learners want to learn ESL so that they can seek a better job with a better salary. Therefore, I believe this particular curriculum I present will not only benefit intermediate adult ESL learners who wish to better understand and improve their

interview skills with specific knowledge, but also help improve their current speaking skills required for any job interviews in general.

The timeline for creating this project was comprised of full three weeks from March 17 to April 7, 2016. Since the topic of my project is Teaching Speaking Focused on Pronunciation to Adult ESL Learners in the US, I began to think about how I wanted to present my Project a wee earlier than planned. As for the project development stages are concerned, first and foremost assessing students' prior knowledge in the particular topic, Job Interview, is a must. Therefore, right off the bat, I included a **K-W-L** activity, What I Know, What I Want to Learn, and What I Learned, respectively (page 4 of the project) and True and False Questions regarding the strategies involved in a general Job Interview (page 5 of the project). As for the **K-W-L** activity, have the students fill out the first two columns, **K** and **W**. Then, have them discuss the answers with a group of 3 – 4 classmates. Lastly, discuss the answers as an entire class. This is an effective way to gauge and collect students' general knowledge on the topic for the teacher to plan how to develop the class material. Also, pair work is reinforced throughout the entire Project just so that the opportunities for students to speak are provided in more conducive, student-centered learning environment.

The vocabulary and its corresponding definitions relating to the topic of the Project are introduced more at the beginning of the curriculum so that the students will be able to command the vocabulary with full confidence. Since the essence of my Project is speaking focused on pronunciation, pronunciation exercises are included as applicable (page 6 of the project). In addition, the contrast of different consonant sounds where the students have difficulty pronouncing them are included in order for students to have

ample time to practice. Although the language skill that I am concentrating on is speaking, I believe that listening comprehension in a conversational setting is equally important. Thus, a listening comprehension activity focused on personal qualities was added to enhance the specific vocabulary used in the interview as well as certain English idiomatic expressions, along with a short but concise explanation to introduce the concept (pages 8 – 9 of the project). Blue teacher tip boxes are also included and serve as a preferential teaching guide for particular activities.

One of the ultimate goals of this curriculum is to enable adult ESL learners to make their job interview task a success with full confidence. Thus, working with a partner to practice speaking as often as possible is strongly encouraged (page 10 of the project). In addition to the speaking and the listening, reading is another skill that has been emphasized to help students with reading comprehension related to the topic (page 12 of the project). To ensure that students have understood what they have read, reading comprehension questions with multiple choices are included (page 13 of the project). A vocabulary quiz immediately follows it (page 14 of the project). As for the questions on page 16, they are used to help students know how to apply and develop their knowledge to the real-life job interview settings beyond the classroom.

Introducing job interview related skills concepts and the questions will help adult ESL learners enhance their knowledge how to categorize and prepare their future job interviews in terms of their past and current jobs (pages 17 - 18 of the project). A brief writing activity is included in order to allow students to practice and improve their writing skills (page 20 of the project). The content of Lesson 4 is about how to answer typical interview questions and the term used commonly in job interview settings,

“Breaking the ice.” Illustrating the expression with short definitions and its usage is implemented for adult ESL job interview’s contextual settings (page 21 of the project). Lesson 5 is specifically incorporated for adult ESL learners not only to become familiar with different English accents but also to help identify between good and bad interviews settings based on the learned knowledge from class using the job interview related vocabulary (page 22 of the project). This is a multi-task activity where the students watch the videos and following the instructions given in the bubbles from 1 to 5.

Listening comprehension questions combined with vocabulary exercises are included for retention purposes. Class discussions and other questions related to the videos follow (pages 23 – 27 of the project). Using the visuals, Lesson 6 entails the required dress code for a job interview. Specifically, it clarifies what to wear and not to wear for both woman and man interviewees (pages 28 – 30 of the project). The conversation on page 31 of the project is incorporated to help adult ESL learners demonstrate an impromptu interview with classmates. The preceding page is comprised of group work, small group work, and pair practice so that all students will be able to partake in the class mock interview activity. Lastly, Lesson 7 covers the important features of grammatical construction used commonly in a job interview situation (pages 33 – 37 of the project). Pages 38 and 39 of the project are included to help adult ESL learners write down their down timeline questions so that they can be prepared for their future job interview more chronologically.

As an encapsulating activity, have the students fill out the last column of **K-W-L**, “What I Learned” and let the students share the answers as a class (page 40 of the project). This is a way to evaluate what adult ESL learners have learned for this particular

topic of the curriculum. As additional features of the curriculum, a glossary, answer keys, and useful internet sites for job interview are included (pages 41 – 48 of the project). Thus, there are a total of 50 pages in the Project. This is designed to teach adult ESL learners about general job interview information through the focus on speaking with an emphasis on pronunciation.

The Project

The project in its entirety can be found in the appendix.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

For any adult ESL learners over 40 years old, learning a second language past required academic ages seems to be a challenge in and of itself. However, as Wlodkowski (2004) notes, nowadays, formal learning is an accepted part of most adults' life. These include job training or pursuing a postsecondary education. Adults are on a lifelong educational journey in our society. Regardless, according to Wlodkowski (2004), "the purpose of the instructor remains largely the same – to help adults learn" (p. 141). This same principle applies to teaching adult ESL learners – help adult ESL learners learn ESL with full confidence. In particular, it is even more important when it comes to teaching adult ESL learners' speaking focused on pronunciation of certain consonant sounds of English. This is especially for the pronunciation of voiced/voiceless Fricatives, i.e., **b, v, f, p, r, l,** and **th**, the /θ/ and /ð/ sounds. Just because these sounds do not exist in an adult ESL learner's mother language does not necessarily infer that it is best to ignore the sounds when speaking, albeit, producing them can be extremely challenging and difficult.

Moreover, of all four language skills in learning ESL, reading, writing, listening, and speaking, speaking seems to be the most difficult of four skills (Lazaraton, 2001). As Hinkle (2015) states, learning how to speak in ESL is a complicated undertaking. The complexity of learning how to speak ESL requires more than simple rote memorization, repetitious drills, or test-driven instructions. In other words, teaching speaking focused on pronunciation to adult ESL learners entails: (1) understanding adult ESL learners' intrinsic motivation along with personal feelings, concerns, and emotions so that they feel

motivated to learn in a safe and relaxed learning ESL environment, (2) focusing on more student-centered teaching approach so that they take the responsibility in learning in the classroom, and (3) engaging in Task-based Language Teaching so that the students are able to apply tasks to various real-life sociocultural settings. The tasks can vary. The ultimate goal of incorporating different and yet meaningful tasks is to let adult ESL learners to fully function outside of the classroom where much of the meaning of English must be inferred from the contexts of each particular task in the classroom (Brown, 2007; Ellis, 2003; Galbraith, 2004; Larsen-Freeman & Anderson, 2011).

The purpose of this project is to address the issue of adult ESL learners' speaking ability in relation to the pronunciation of certain consonant sounds in English, as previously mentioned. However, for adult ESL learners to improve in their speaking, there is a need to focus on pronunciation in a specific real-life task like a job interview. This is solely intended to implement the content to its fullest from a pragmatic approach. Not only does the Project incorporate the pronunciation practice of the aforementioned consonant sounds in English, but it also implements the four language skills along with a job interview related vocabulary. There is also a grammatical focus that will enhance adult ESL learners' specific communicative skills in this particular task, the job interview. As Ellis (2003) elucidated, a task is focused on meaning and the real-world use of language incorporating with the four language areas while targeting a specific outcome. In this case, it is a job interview.

The overall content used in this project is designed to meet the needs of adult ESL learners' knowledge and skills for the task of performing a job interview. This is done by taking the account of each adult ESL learner's prior knowledge by implementing the K-

W-L activity right at the beginning of the Project. Assessing adult ESL learner's prior knowledge in this particular task, a job interview, is a must in order to fully implement and provide the information to meet long-term goals as well as the objectives of this particular curriculum. What is presented in the Project is to help adult ESL learners tackle this specific task, a job interview, to their fullest ability with strong self-esteem and full confidence. Job interview related vocabulary and its activities combined with pronunciation practice will reinforce the familiarity as well as the retention of carrying out the task of Job Interview. The overall intent of this project is to provide, develop, and improve adult ESL learners a job interview task so that they can fully demonstrate themselves to produce their successful outcome of this task and be hired for a desired position.

Recommendations

This project, CURRICULUM DEVELOPMENT IN ADULT ESL LANGUAGE TEACHING, Job Interviews: A Task-Based Unit for Speaking focused on Pronunciation, consists of 7 different yet unique lessons. Each lesson includes, but is not limited to, a specific topic or focus of the lesson combined with different activities/exercises. Each lesson is designed to be taught for the duration of two hours or maybe a little bit longer. This is contingent upon the proficiency level of the class. Since each lesson focuses on speaking with an emphasis on several sounds in English consonants implemented with different learning modalities, it is solely at the teacher's discretion on how to improvise or modify the lessons to make them more appropriate for his/her adult ESL learners. Some of the teacher tips provided are to be used as a guidance to make lessons more effective and applicable. Also, the listening part of the lesson can be modified

accordingly to the level of students' overall listening comprehension ability. If any of the visual aids of the lessons are considered unnecessary to implement in class, teachers can replace or substitute freely.

Keep in mind that the intended target audience for this task is intermediate adult ESL learners. Since the proficiency level varies for each individual adult ESL learner, it is at a teacher's and a student's best interest that the assessment of a student's prior knowledge of job interview is a must. Keeping in mind that there is no perfect curriculum to teach, I developed a curriculum, where I saw a need for adult ESL learners, solely from my own personal experience. Therefore, what to fully implement or not rests on the adult ESL teacher's informed or principled decision to make his/her teaching successful for the benefit of the adult ESL learners' need and the goal.

The summary is encapsulated as following: My overall intended impact of this Project is for adult ESL learners between the ages of 40 and 50 to be exposed to and given opportunities to practice and use the language items to tackle a specific task, a job interview. Through the form-focused instruction of pronunciation, vocabulary, and grammar; meaning-focused instruction to produce meaningful spoken contexts with real-world communication purposes; and ample opportunities to improve fluency and speaking competency, adult ESL learners will be able to know how to apply their learned knowledge from this Project to their real-life job interview settings with full confidence. I only want my Project to be part of an adult ESL learner's learned knowledge so as to develop their speaking fluency and empower themselves with predictable topic such as mine.

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APPENDIX



CURRICULUM DEVELOPMENT IN ADULT ESL LANGUAGE TEACHING

**Job Interviews: A Task-Based Unit for Speaking
focused on Pronunciation**

Josephine C. Petkovski

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Introduction

This unit is based on speaking focused on pronunciation for a job interview and is designed to teach adult ESL learners about the job interview process. They will be able to practice their speaking skills by partaking in a job interview role-play and practice their listening skills by answering comprehension questions describing what to do/not to do during an interview. Pronunciation activities are included with a list of certain consonant vocabulary. Grammar focus such as, simple past, present perfect, past perfect English tenses, and used to are also included with the reading and writing activity.

Unit Goal(s)

The adult learner will learn to prepare for a job interview, including what to do and not to do during an interview. Unit goals include the following:

- To provide vocabulary pronunciation practice; **b, v, f, p, r, l, & th** sounds
- To provide speaking practice by partaking in a job interview role-play
- To develop learners' job-interview vocabulary to talk about jobs and the interview process
- To describe learners' personal qualities in preparation for a job interview
- To understand Do's and Don'ts of the interview and the Interview Dress Code

Unit Objective(s)

After completion of the unit, students will be able to:

- Recognize and apply culturally appropriate job interview etiquette, such as eye contact, handshake, dress code
- Identify essential tasks for a Good Interview
- Demonstrate the ability to speak, focused on certain consonant sounds in the English language
- Use the simple past, present perfect and/or past perfect, and subject-verb agreement to describe work history
- Listen and respond to simple job interview questions about personality qualities, past work experience, and the skills
- Demonstrate a simple mock interview in class

Intended Audience

This unit is intended for Intermediate Adult ESL learners.

Job Interview

K – W – L

K What I know	W What I Want to Learn	L What I Learned

**What Do You Know About Job Interviews?

Fill out the first two columns, K and W and discuss the answers in a group of 3 – 4 people.

What do You Know About Job Interview?

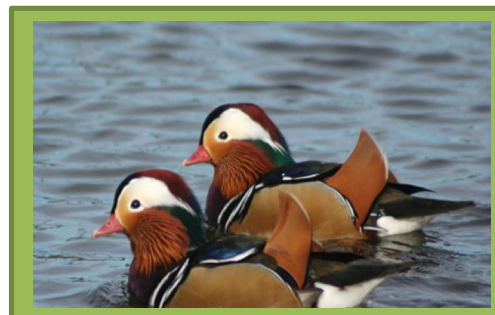
a

Do you know the strategies to succeed in a job interview? Read each sentence below. Write **T** if the sentence is true; **F** if the sentence is false.

Question	T or F
1. Research about the job you are applying for.	
2. Interviewers are interested in the skills you have for the position.	
3. Arrive at the interview 15 minutes prior to the appointed time.	
4. Bring your mom to give you moral support for your job interview.	
5. As soon as you walk in to the office, take a seat and wait quietly.	
6. During the interview, sit straight up, pay attention, and maintain steady eye contact with the interviewer.	
7. Make sure your cellphone is off or in vibration mode.	
8. Use a strong after-shave lotion or strong perfume to cover up body odor.	
9. Prepare a list of questions to ask the interviewer regarding the position.	
10. At the end of the interview, thank the interviewer for the opportunity.	

b

PAIR WORK. Work with a partner to check your answers. Discuss why you chose each answer and share responses with the class.





Look at the list below. Learn the words.

Word	Definition
responsible (for) (adj.)	having the job or duty of doing something or taking care of somebody/something, so that you may be blamed if something goes wrong ex. Thuy is responsible for designing the entire project.
available (adj.)	(of a person) free to see or talk to people ex. The secretary is not available tomorrow morning.
concern (noun)	feeling of worry ex. Stress at work is a matter of concern to staff and management.
concentrate (verb)	to give all your attention to something and not think about anything else ex. I can't concentrate with all that noise going on.
professional (adj.)	connected with a job that needs special training or skill ex. This will be an opportunity for professional development.
reliable (adj.)	that can be trusted to do something well ex. We are looking for someone who is reliable and hard-working.
describe (verb)	to say what somebody or something is like ex. Describe how you did it.
efficient (adj.)	doing something well and thoroughly with no error ex. I want to be an efficient secretary.
improve (verb)	to become better than before ex. His quality of work has improved.
employ (verb)	to give somebody a job to do for payment ex. How many people does the company employ?
communicate (verb)	to exchange information, news, ideas, etc. with somebody ex. We only communicate by e-mail.



PRONUNCIATION. WARM-UP. Listen and Repeat (3 times).



CONTRAST. Look at the list of words. Listen and Repeat as a class (3 times).

/b/	/v/	/p/	/f/	/l/	/r/
ban	van	pan	fan	led	red
base	vase	pat	fat	low	row
berry	very	past	fast	lake	rake
bet	vet	pork	fork	lip	rip
best	vest	pin	fin	lice	rice
bend	vend	peel	feel	lace	race
boat	vote	pair	fair	collect	correct

/th/	/s/, /t/, /p/
think	sink
thing	sing
three	tree
thank	tank
threw	drew
moth	moss
thirty	dirty



PAIR WORK. Each partner says one word at a time.

The other partner repeats the words.

Take turns.

Teacher Tip:

If words are pronounced incorrectly, correct students immediately.



CONVERSATION. Read silently as you listen to the conversation between two friends.

- Yue: Hi Junko, how are you doing?*
- Junko: Oh, hi Yue. Ok, I'm fine except that I have a job interview tomorrow. And I need to know how to describe my personal qualities and I don't know what they are.*
- Yue: Well, maybe I can help. Every employer looks for specific qualities in a new employee. How would you describe your personality?*
- Junko: Hmm. I've never really thought about it.*
- Yue: Well, you're definitely punctual, right? What other adjectives would you use to describe yourself?*
- Junko: Um, maybe responsible and helpful? I really like working with people.*
- Yue: Can you think of any others?*
- Junko: No, I think I better jot them down before my interview. Thank for your help.*
- Yue: Don't mention it. Good luck with your interview tomorrow.*

Teacher Tip:

Teacher will read the conversation once. Then have two students perform a role play.



Interviewers look for specific qualities in an interviewee. You need to “**put your best foot forward**” which means you will need to talk about your positive qualities in a job interview using some of the words below. Put the check mark next to the qualities, which describe your personality. Circle the words that you need to improve on.



Idioms.

<p>Put your best foot forward: to do something as well as you can</p>	<p>Team player: someone who works well with the group</p>
<p>Beat around the bush: not speaking directly about the issue</p>	<p>Get along well: be on the same wavelength</p>

Idiom

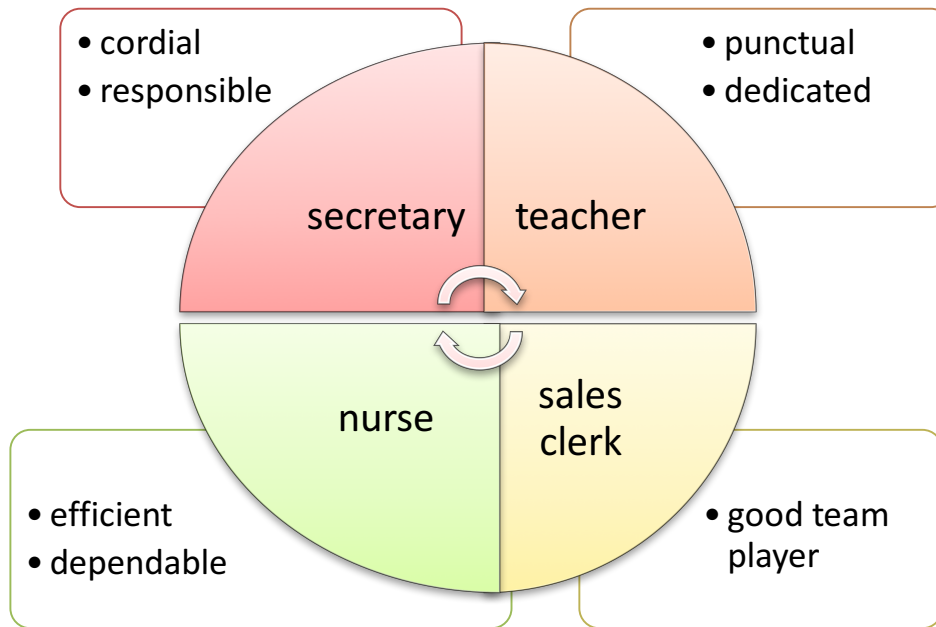
An expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own.



SPEAKING. Work with a partner. Using the diagram and the example below, practice talking about your personal qualifications. Switch the position and the qualities as you practice.

Student A: *Hi, I work as a secretary. I am cordial and responsible.*

Student B: *I am a nurse. I am efficient and dependable.*



Teacher Tip:

Teacher will model the conversation with a student before the activity.



PRONUNCIATION PRACTICE.

Practice each personal quality adjectives THREE TIMES and learn how to spell each word.

Teacher : *(once, slowly) efficient E-F-F-I-C-I-E-N-T*

Students: *(repeat 3x) efficient, efficient, efficient E-F-F-I-C-I-E-N-T*



Answer the questions with T for true or F for false. Discuss answers as a whole class.

Questions	T or F
1. Interviewers look for particular skills or qualities in prospective employees.	
2. A close friend or family member can assist you with identifying your personality traits.	
3. Someone who always shows up late will be an ideal job candidate.	
4. You should know 4-5 personality qualities for the job interview.	
5. Someone who gets along well with others might be a possible candidate for the job.	
6. Knowing personal qualities are a must for the job interview.	
7. Practicing what to say to the interviewer before the interview is necessary.	

Listen and Read.



Teacher Tip: Teacher will read aloud the entire passage twice. Then, have the students read the passage once.

excitedly: being in a state of excitement

agree: have the same idea about something

hire: employ (someone) for wages

resume: a brief account of a person's qualification, education, and previous work experience

nervous: easily agitated or alarmed

recommendation: a letter of statement that somebody would be suitable for a job

professional: (of a person) engaged in a specified activity as one's main paid occupation rather than as a pastime

opportunity: a set of circumstances that makes it possible to do something



AFTER YOU READ. Answer the following questions about the reading passage. Then, work with a partner to check your answers.

1. What position is Jeongah applying for and where is the job located?
 - (a) Secretary in a real estate office
 - (b) Sales clerk at an outlet mall
 - (c) Cashier at a local grocery store near downtown
 - (d) Runner at a local bakery

2. What else can Jeongah do to prepare for her interview besides what's mentioned in the passage?
 - (a) Google possible interview questions online
 - (b) Look at the resume samples for the position
 - (c) Look up Do's and Don'ts in the interview
 - (d) All of the above

3. What else did Mr. Kim tell Jeongah to do before making an appointment for the interview besides sending her resume and the cover letter?
 - (a) Fill out an application online
 - (b) Call his secretary
 - (c) Meet him in his office
 - (d) None of the above

4. Which of the following is **NOT** true in the passage "A Great Job?"
 - (a) Jeongah speaks Korean.
 - (b) Mr. Kim and Jeongah spoke over 3 hours.
 - (c) Jeongah is going to ask her teacher for a letter of recommendation.
 - (d) Jeongah probably has to rewrite the resume.
 - (e) Jeongah is both interested and nervous about the position.

Teacher Tip:

Teacher will have the students read the questions and the answers after the activity.



VOCABULARY. Based on the story we just read on pg. 12, match the words on the left with the definition on the right. Check answers as an entire class.

Word	Definition
_____ 1. agree	a. a brief account of a person's qualification, education, and previous work experience
_____ 2. interview	b. have the same idea about something
_____ 3. organized	c. the knowledge and skill that you have gained through doing something for a period of time
_____ 4. resume	d. a letter of statement that somebody would be suitable for a job
_____ 5. skills	e. a set of circumstances that makes it possible to do something
_____ 6. experience	f. a fixed amount of money that is paid for something
_____ 7. nervous	g. to act or speak officially for somebody
_____ 8. rate	h. employ (someone) for wages
_____ 9. represent	i. the ability to do something well
_____ 10. professional	j. a formal meeting at which somebody is asked questions to see if they are suitable for a particular job
_____ 11. opportunity	k. giving your attention to something because you enjoy finding out about it or doing it
_____ 12. interested	l. (of a person) engaged in a specified activity as one's main paid occupation rather than as a pastime
_____ 13. application	m. a formal written request for a job
_____ 14. hire	n. to be able to plan his/her work well and in an efficient way
_____ 15. recommendation	o. easily agitated or alarmed



VOCABULARY. Circle the best answer. Then, check your answers with a partner.

1. Let me see. You've come to _____ for the position of secretary, haven't you?
a. interview b. explain c. describe

2. Let me review your _____. Could you begin by telling me about your _____?
a. schedule / hobbies b. requirements / personality c. resume / qualifications

3. This job requires a lot of contact with _____. Do you like working with people?
a. adult b. customers c. children

4. Can you give me some more details about your _____?
a. responsibilities b. lists c. chores



LISTEN AND PRACTICE. Use the vocabulary exercise on pg. 14. Practice pronunciation.

Teacher: agree (say once)

Students: agree (repeat 3 times)

Teacher: interview (say once)

Students: interview (repeat 3 times)

Teacher Tip:

Teacher will also demonstrate how each word is used in a sentence.



PAIR WORK. Discuss the questions below with a partner. Then, share your ideas as an entire class.

In your opinion, do you think Jeongah needs to follow up after her interview? If so, what do you think she needs to do?

From your own job interview experience, do you have any tips for Jeongah how she should prepare for her interview other than what is mentioned in the passage?

After reading the passage, what are some questions you can think of that Jeongah should ask Mr. Kim at the interview?

Teacher Tip:

Teacher will lead the class to expand and develop students' knowledge and relate to the real-life job interview situation.

Job Specific Skills vs. Transferable Skills



Before job interviews, you need to assess your qualities and past work experience. Everyone has many skills. But often times it is not easy to identify the skills and personal qualities required for your job interview.



Job skills are specific skills you need for a particular job. For example, a baker needs to know how to bake. A barber needs to know how to cut hair. A mechanic needs to know how to repair cars.



Transferable skills are those skills that you can apply to one job and to nearly any jobs you might have. Knowing how to communicate in English orally and in a written form is an example of this type of skill.

Unlike the job-specific skills, transferable skills also need to be identified so that you can integrate them to your current job, but also any different field you might hold in the future. Knowing your transferable skills will be also important for any job interview.



Identify. Which ones are Job Specific Skills vs. Transferable Skills? Put “J” for Job Specific Skills and “T” for Transferable Skills. Check answers with a partner.

1. _____. The ability to operate a heavy equipment, i.e., fork lift, commercial-size tractor
2. _____. The ability to conduct a group presentation using Power Point
3. _____. The ability to type at least 49 words per minute
4. _____. The ability to repair a boiler or broken water pipes
5. _____. The ability to manage a company’s weekly project schedule
6. _____. The ability to command more than one language orally and in written mode



Think about your past and the current job experience. First, answer the questions on the left. Then, list your job-specific skills and the transferable skills on the right. Discuss with a partner.

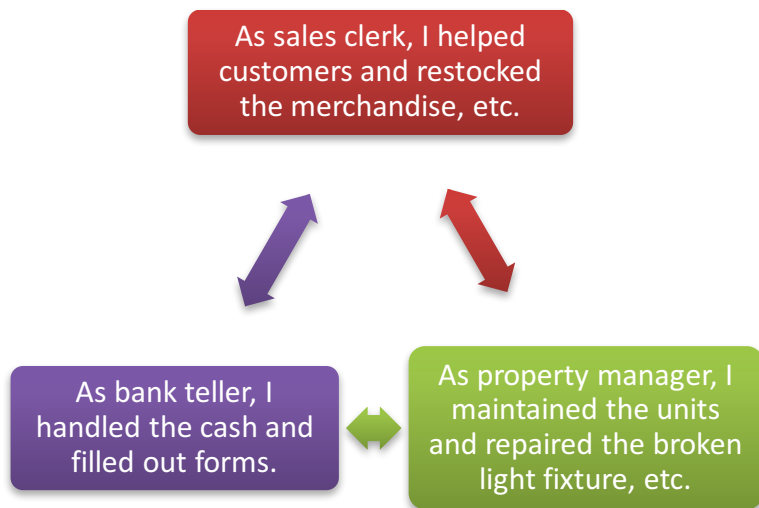
	Job-Specific Skills	Transferable Skills
1. What was your job in your country?		
2. What did you do in your job?		
3. What is your current job?		
4. What do you do in your job?		
5. What job would you like to have in the future?		
6. What skills would you like to learn or improve on?		



PAIR WORK. Work with a partner and fill in the blanks with more examples of “Action Verbs” in the chart below.

ACTION VERBS			
processed	managed	provided	facilitated
created	arranged	communicated	tracked
developed	identified	presented	handled
used	_____	_____	_____
_____	_____	_____	_____

Teacher Tip:
Teacher will model the example below.





Below is an example of a success story.

Success Story

1. Problem: **In our mechanic shop, we shared some tools. But locating a tool to use was a problem.**
2. Action: **I rearranged the tools and placed them in the cabinet on the wall. Each mechanic had to sign out the tools when they took them out to use.**
3. Result: **Each worker only had one tool at a time and always remembered to sign out when using any tools. This saved us many hours of locating tools in the shop.**



Write. Write down one short success story of your own using two or three complete sentences shown above with action verbs.

Success Story 1

1. Problem:

2. Action:

3. Result:

Success Story 2

1. Problem:

2. Action:

3. Result:

General Interview Questions



1. Look at the photo. Who is the woman on the right? Who is the man on the left? Where are they?
2. Read the title of this lesson. In a group, brainstorm questions an employer might ask in a job interview.
3. Share specific questions you have been asked in a job interview.



In this lesson, you will hear an example of a job interview. Before you listen, there are a few things you should note about standard job interview questions. You'll notice a few questions in the beginning of the interview that are concerned with how the job applicant arrived and the weather. This is commonly referred to as “breaking the ice.”

'Breaking the ice' is an important way to begin the job interview, but it shouldn't be too long. Generally, job interviewers will break the ice to help you feel comfortable. Make sure to give positive, but not too detailed answers to these “ice breakers.”

Job Interview Tips: Breaking the Ice

- Give short, positive answers to questions.
- Don't go into too much detail.
- Expect questions about the weather or how you arrived to the job interview.
- It's a good idea to make a pleasant comment yourself to break the ice. Keep it short, positive, and simple.

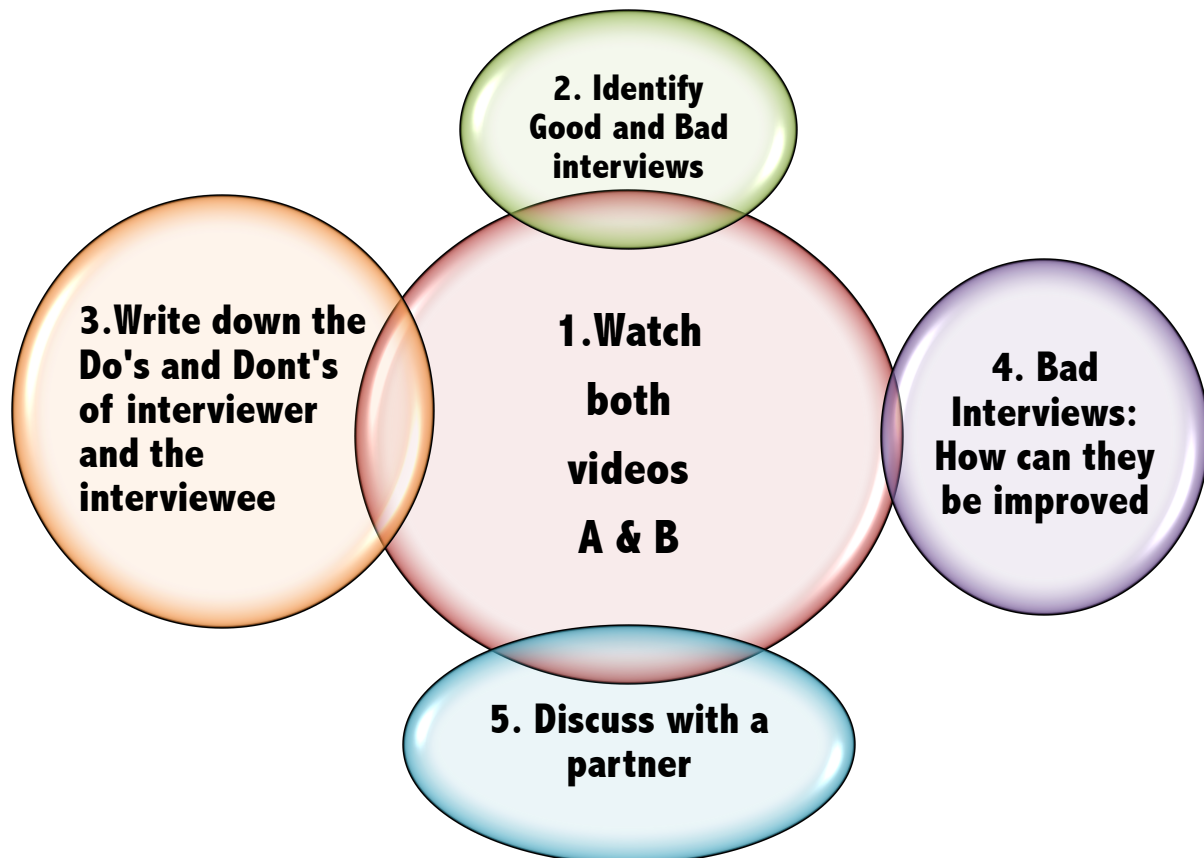
Teacher Tip: Teacher will read an example of job interview on pg. 11 and explain “breaking the ice.”

WATCH AND DISCUSS. Watch the videos A and B.



A: <https://www.youtube.com/watch?v=xajzdYpxBZY> - "Job Interviews The Good, The Bad, and The Ugly" by the Green Group Production

B: https://www.youtube.com/watch?v=6zeDniMeMZA&ebc=ANyPxKqztr-o5QnuOD2vgDffYU6PQrSWRsuuHGVXCN19E3F0fHzmUb6NyYfNd5Y_bdl70n1mQE3JWFfqrWk4po3UKiSgN5qHjw - "The Good, The Bad, and The Ugly of Interviewing" by the Career Resource Center





VOCABULARY. Select the appropriate definition to each matching word.

Word	Definition
___ 1. handshake	a. to move your arms and hands about in order to attract attention
___ 2. etiquette	b. the opposite fact, event, or situation
___ 3. gesticulate	c. the act of greeting by holding someone's right hand with your right hand and moving it up and down
___ 4. slouch	d. to become red in your face because you are ashamed, embarrassed
___ 5. blush	e. the formal rules of polite behavior in society
___ 6. stare	f. small amount of color
___ 7. (the) contrary	g. extremely important for a particular activity
___ 8. aggressive	h. angry, ready, and willing to attack
___ 9. essential	i. to stand, sit, or move in a lazy way
___ 10. tint	j. to look at someone or something for a long time



Write the missing letters.

1. eti___ uette
2. gesti___ ulate
3. ag___ressive
4. essen___ial
5. star___
6. slo___ch

Teacher Tip:

Teacher will pronounce the words once and students will repeat 3 times.



Fill in the blanks with the appropriate word from the box.

slouch / handshake / aggressive / etiquette / stare
/ tint / gesticulate / contrary / blush / essential

- 1) Sit up straight. Don't _____.
- 2) Even in small companies, computers are an _____ tool.
- 3) A _____ is an ubiquitous way to greet people in Western countries.
- 4) My mother gave me an advice on _____.
- 5) That old photo of my mother's has a brownish _____ .
- 6) He _____ wildly at the clock.
- 7) As a teenager, Brian was _____ and moody.
- 8) I _____ deeply after slipping on the wet floor in the cafeteria in front of everyone.
- 9) I screamed and everyone _____. (*tense change)
- 10) In the end, the _____ was proved true: he was innocent and she was guilty.



PRE-LISTENING ACTIVITY. Work with a partner and answer the questions below.

- 1) How important is body movement in having a good impression on someone?
- 2) Is there any difference between the way we should act in a formal and an informal situation?
- 3) How should we act in an interview?



DISCUSSION. Get into groups of 3-4 students. Compare each interview video from the Good, Bad, and Ugly interviews. List things you find each interview that are interesting or lesson-learned.

- 1) Distinguish between a good and bad interviewer. What are the characteristics?
- 2) Distinguish between a good and bad interviewee. What are the characteristics?
- 3) Overall, how do you define appropriate or inappropriate interview? Explain why.

	The Good, The Bad, and The Ugly (Video A)	The Good, the Bad, and The Ugly of interviewing (Video B)
Interviewer	Good: Bad:	Good: Bad:
Interviewee	Good: Bad:	Good: Bad:
Interview	Appropriate: Inappropriate:	Appropriate: Inappropriate:



LISTENING. Based on the videos on pg. 21, answer the following questions. Read each sentence below. Write T if the sentence is true; F if the sentence is false.



	T or F
1) Keep your handshake long and firm.	
2) If there is more than one interviewer, shake hands with each interviewer.	
3) Do not put your hands on the table; it shows that you are aggressive.	
4) A steady eye contact is not essential in an interview.	
5) If any of the questions is unclear, do not bother to ask the interviewer to repeat it.	
6) Having moderate gesticulation is key to giving a good impression to the interviewer.	
7) Showing nervousness can be counterproductive during an interview.	



LISTEN FOR DETAILS. Listen to the video again and complete the notes below.

1. When you enter the room, _____ with your interviewer.
2. When you're sitting down, you should sit _____ in the seat.
3. Sit with your hands in your lap rather than _____.
4. If you need to _____ while you are thinking of an answer, do so!
5. Interviewers expect a candidate to be _____.

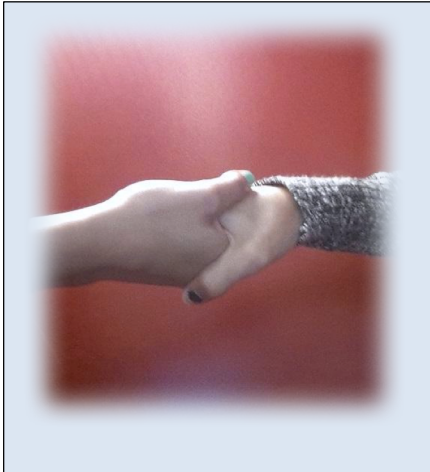


AFTER LISTENING. Work with a partner.

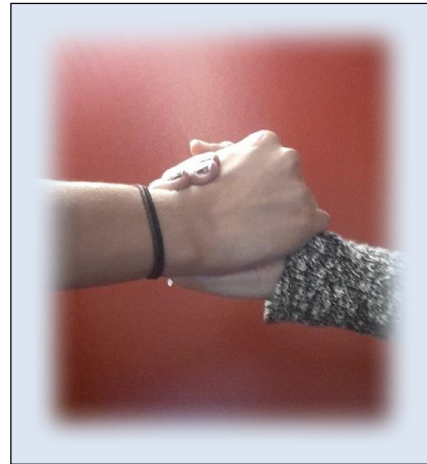
1. What does gesticulation show?
2. What is the solution for reducing the nervous reactions in an interview?
3. Which picture presents the best way to shake hands in a formal meeting?



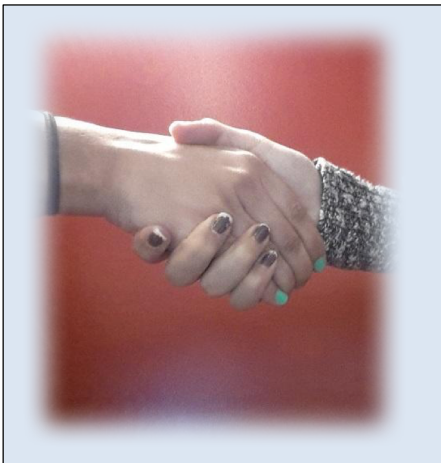
Which handshake below is considered appropriate for a job interview?



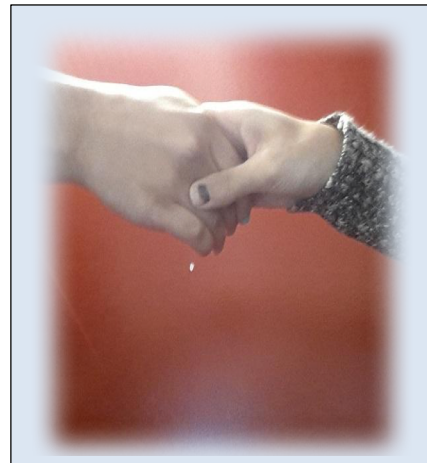
(a)



(b)



(c)



(d)

How to Dress for a Job Interview



Which picture shown below is inappropriate attire for a job interview? Why?

a)



b)



c)



d)



e)



f) none of the above

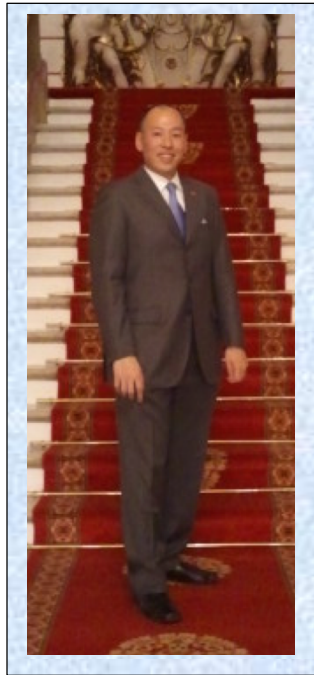


Group work: Look at the pictures below and answer the following questions.

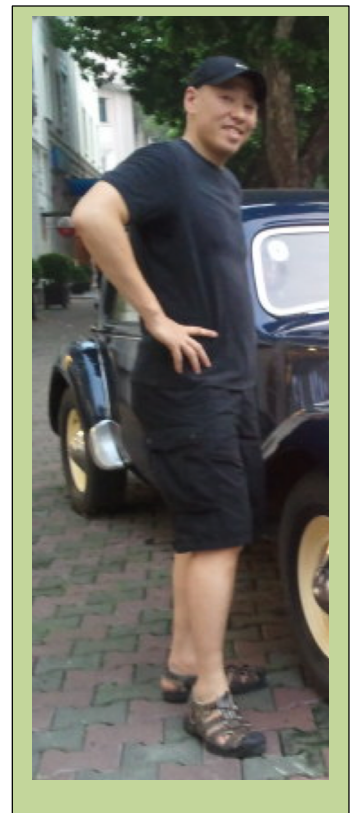
Jin is wearing different outfits. He has to go for a job interview. Which picture shows an outfit that is suitable for a job interview and which one does not? Explain why.



a)



b)



c)

Teacher Tip: With each picture, the teacher will explain what each piece of clothing is called using the table in C on page 29, Do's and Don'ts with students.



What to wear and what not to wear for a job interview:

Men's wear	Do's	Don'ts
Suit	Dark color, two pieces, natural fabrics	Bright colors, too short
Shirt	Long sleeve, bright colors	Short sleeve, dark color
Tie	Matches overall look, standard width with silk	Very narrow, big dots, animal prints, linen
Shoes	Plain brown Leather	Bright multi-colored
Socks	Matches suit	Bright multi-colored
Accessory	Briefcase, handkerchief	Something with religious or political logo
Jewelry	Ring or band	Too much
Raincoat	Beige or blue	Except these two colors

Women's wear	Do's	Don'ts
Suit	Wool, cotton-polyester, different colors, jacket	Short skirt above the knees, colorful, and fluorescent colors
Blouse	Long sleeves, solid color, subdued plaid, light color	Short sleeves or sleeveless
Neckwear	Solid, light scarf	Scarf with multi-colors
Shoes	Navy, forest green, black, 2 ½ inches heels, toes closed	Colorful, high heels, open toes
Jewelry	Simple and small ring, earrings, or necklace; not too flash	Name written jewelry, ankle lace, nose rings or pierced rings on the face
Make-up	Light eye shadow and neutral color lipstick	Too much eye shadow or heavy mascara, bright red lipstick



After reading the conversation on pg. 30, circle the words in the puzzle.
Then, solve the puzzle as a class.

m e r c h a n d i s e r
i m e b r q e k n r f e
m p q e e u i n t e r s
p l u l p a g o e p i p
r o i i u l h w r r e o
e y r e t i b l v e n n
s e e v a f o e i s d s
s e a e t i r d e e l i
i v c x i c h g w n y b
v u a l o a o e a t l i
e z i f n t o t y a p l
l q b n m i d u i t l i
x i o p s o g j k i c t
c v m k i n w y z v p y
e x c e l l e n t e o i

merchandise

employee

require

qualification

reputation

representative

neighborhood

friendly

excellent

impressive

knowledge

believe

responsibility



Vocabulary Exercises. Write the words to complete the story.

Junko Suzuki has a job (1)_____ with Ms. Lam. When Ms. Lam met Ms. Suzuki, as an (2)_____, Ms. Lam asked Ms. Suzuki about the (3)_____ outside. Ms. Suzuki complimented the building's (4)_____ underground parking lot. Ms. Lam confirmed with Ms. Suzuki that she came for an (5)_____ for the position of Sales Associate. Ms. Suzuki said that Randy Brown (6)_____ her to apply for the position. Then, Ms. Lam asked for Ms. Suzuki's (7)_____ as she was going over Ms. Suzuki's (8)_____. Ms. Suzuki smartly gave Ms. Lam her (9)_____ in her previous jobs. Then, Ms. Lam asked if Ms. Suzuki was good with (10)_____. Ms. Suzuki told Ms. Lam that her (11)_____ (12)_____ as (13)_____ and (14)_____. Also, Ms. Suzuki added why she wanted to work at the company when Ms. Lam asked her for her reason for wanting to interview with her.



GROUP WORK. Ask your classmates about their past and current work experiences. In a group of 3-4, brainstorm ten questions an employer might ask in a job interview. Be sure to cover these topics: past work experience, education, personal qualities, and job skills. Share your list with the class.

Examples: *Tell me about your experience in retail sales.*

What did you do on your last job?

What is your availability?

With your group, list 2-3 questions an applicant might ask in a job interview. Include overtime, training, frequent business travel (domestic and international), and work schedule. Share the list with the class.

Examples: *Are there opportunities to work overtime?*

How often do I need to do job-related travel?



SMALL GROUP. Discuss in your group whether or not Ms. Suzuki should be hired for the Sales Associate job. Justify your answers.



PAIR PRACTICE. With a partner write a dialogue using phrases from page 31. Practice and present the dialogue to the class.



Impromptu MOCK INTERVIEW. In pairs, students ask and answer the interview questions. Volunteers perform the mock interviews in front of the class. Students discuss what they need to work on and what they did well.



WRITE. Ask a classmate the interview questions developed by your group. Write down the answers.



Read questions below and answer.

1. Which tense is used for a completed action in the past?
2. Which tense is used for something that began in the past and still continues?
3. Which tense is used for something that began in the past and completed in the past?

1. Simple past tense:

Use the simple past when the action occurred at a definite time in the past.

2. Present perfect tense:

Use only when the action has started in the past and still relates to the present.

Simple Past	Present perfect
I was in the US.	I have been in the US for six months.
He stayed at my place.	He has stayed at my place for three days.
We visited two museums in Italy.	We have visited two museums in Italy.
I went alone.	I have gone alone.

Note: We usually use the present perfect tense for events within a time period up to the present that occurred at an unspecified time in the past but still continues in the present.



SKILL BUILDER: Write a “C” on the line if the sentence is correct. Write an “X” on the line if there is an error in the verb tense. For any answers with “X,” correct the sentences. Check answers as a class.

- _____ 1. I have been in Germany during the winter of 1993.

- _____ 2. Fatima visited several museums in Italy.

- _____ 3. Vu went to California last summer.

- _____ 4. We studied English for the last four years.

- _____ 5. She has collected dolls for many years.

- _____ 6. The tourists took the bus downtown, did a few errands, and have gone to lunch.

- _____ 7. Amy was a student at the University of San Francisco for one and a half years.

- _____ 8. I spent a long time to do my homework last night.

- _____ 9. Martin has lived in San Jose for a long time.

- _____ 10. Mary has prepared dinner for her husband last night.

Teacher Tip: Teacher will walk around the classroom to ensure students are on the same page.

3. Past Perfect tense:

Use only to express an activity that happened before another past activity.

Error Examples	Correct sentences
The movie has begun when we arrived .	The movie had begun when we arrived .
I already left when he called .	I had already left when he called .
I have finished a game of tennis with John when Bob arrived .	I had finished a game of tennis with John when Bob arrived .
Note: It is possible to use the past perfect in sentences where <i>before</i> or <i>after</i> show sequence, but it is not necessary.	



WRITE: Choose past perfect or present perfect in these exercises.

1. Since 2014, my sister _____ in Vietnam. (live)
2. She _____ the piano since she was a child. (play)
3. The doctor _____ ten patients since this morning. (see)
4. My wife _____ dinner when I arrived, so we were able to eat immediately. (prepare)
5. He _____ English for the last five years. (study)
6. My daughter _____ plastic dolls for one year. (collect)
7. I _____ reading the article when my friend came by. (finish)



GROUP WORK. Please ask your classmate what they have been doing.



ROLE PLAY. In pairs, one student plays the role of the interviewer. The other plays the role of the applicant. Then, change roles.



Talking About the Past

Interviewer:

1. Where *did* you work before?
2. What *did* you do on that job?
3. What did you like or dislike about the job?
4. How long *were* you there?
5. Why *did* you leave that job?

Applicant:

I worked at Old Navy.

- Vanesa: Where did you work before?
- Tolio: I worked at Old Navy.
- Vanesa: What did you do there?
- Tolio: I was a cashier and a sales associate.
- Vanesa: Did you like the job there?
- Tolio: Yes, I did.
- Vanesa: How long were you there?
- Tolio: I was there for three years.
- Vanesa: Where do you work now?
- Tolio: I currently work at the Macy's.
- Vanesa: Why did you leave your job at Old Navy?
- Tolio: I did not like my working hours.

Teacher Tip:

Teacher will guide the students as they switch the roles.



Used to

Did you use to play piano?

Yes, I **used to** play piano.

No, I **didn't use to** play piano, **but now** I play piano.

What sports did you use to play?

I **never used to** play sports, **but now** I play golf.

****"Used to" refers to an action that you regularly did in the past but don't do anymore.***

Note: After "used to," we should put the base form of the verb.



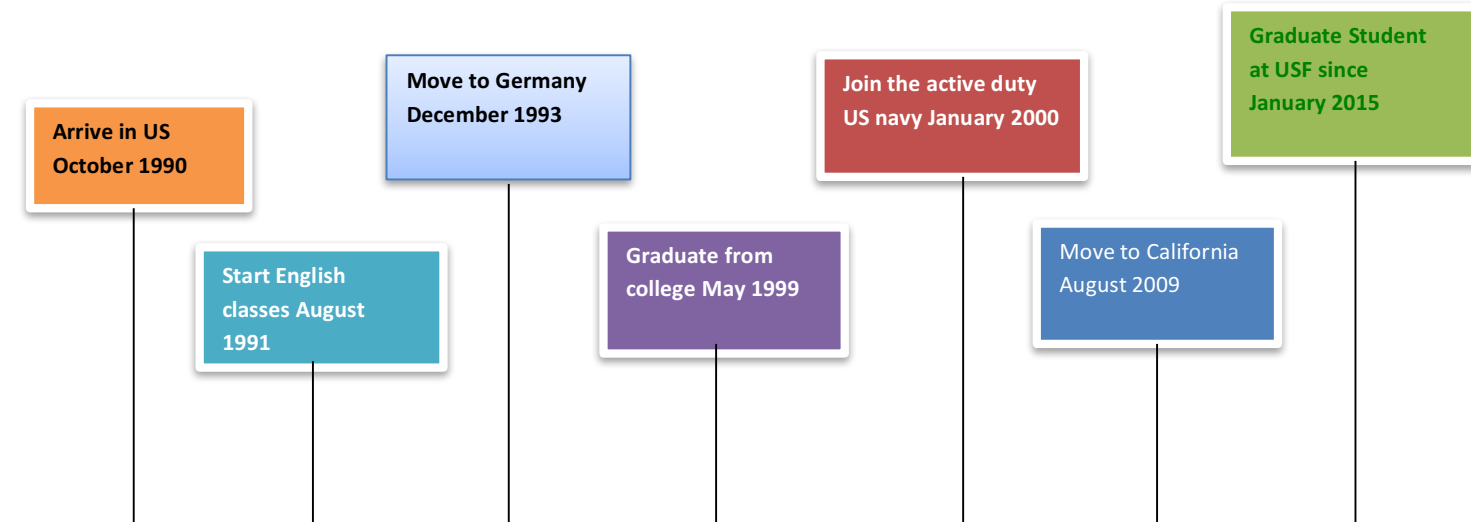
PAIR ACTIVITY. Complete the sentences below. Then compare with a partner.

1. In my home country, my parents used to.....
2. I used to be, but I am not anymore.
3. After high school, my father used to.....
4. When I was a child, I used to visit.....
5. My grandmother never used to.....
6. They didn't use to.....
7. My friends used to....., but they don't anymore.



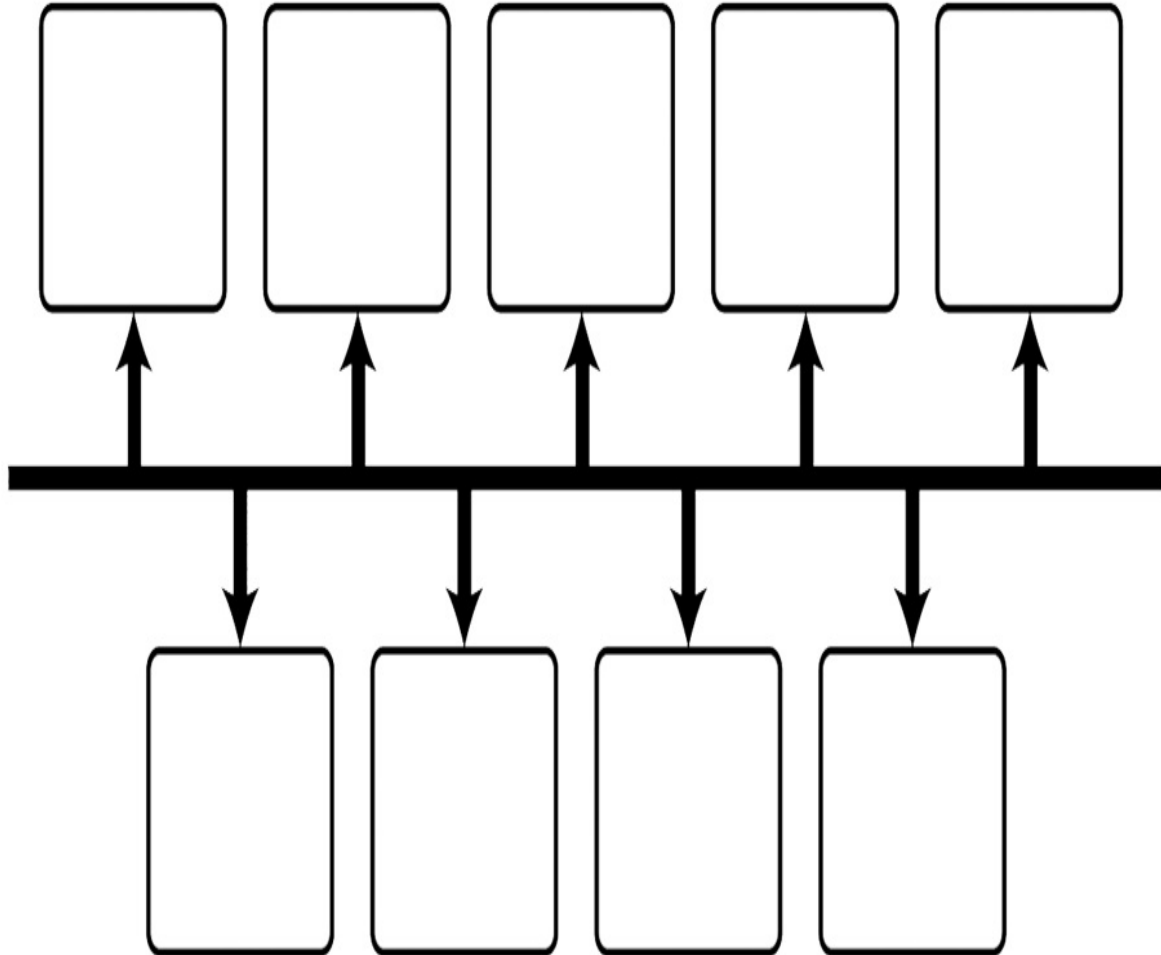
GROUP WORK. Please ask your classmates what they used to do.

Write. Use the timeline below to answer questions about Josie’s life. Answer with complete sentences.



1. When did Josie come to the United States?
2. When did she graduate from college?
3. When did she start studying English?
4. When did she join the US Navy?
5. When did she move to California?
6. How long has she lived in California?
7. When did she move to Germany?
8. How long has she studied at her current school?
9. How many jobs has she held besides her employment in the navy?
10. How many years after graduating from college did it take for her to resume her studies?

Timeline Pair Practice. Work with a partner. Using the diagram and the example questions from the previous page, create a timeline for your partner, i.e., places he/she has lived and jobs he/she has held. Include other events if necessary, such as when he/she came to the United States, the year went to college, and so on. Once it's complete, using various questions, ask your partner as shown in the example above.



Job Interview

K – W – L

K What I know	W What I Want to Learn	L What I Learned

** Fill out the far right column, L then compare and discuss with the previous K and W answers with a group of 3 – 4 people.

GLOSSARY

Ability	competence in doing
Accomplish	to bring about (a result) by effort
arrange	to move and organize (things) into a particular order or position
attitude	a way of thinking and behaving that people regard as unfriendly, rude, etc.
authentic	real or genuine: not copied or false; true and accurate
availability	the quality or state of being available
blush	the red color that spreads over your face when you are ashamed, embarrassed, confused, etc.
candidate	a person who is being considered for a job, position, award, etc.; a person who meets all the requirements for something
chore(s)	a small job that is done regularly; (<i>plural</i>): the regular or daily light work of a household or farm
competitor	someone who is trying to win or do better than all others especially in business or sports: someone who is competing
comprehension	the capacity for understanding fully
concentrate	to cause (attention, efforts, strength, etc.) to be used or directed for a single purpose
concern	to relate to (something or someone): to be about (something or someone)
create	to produce (something new, such as a work of art) by using your talents and imagination

describe	to tell someone the appearance, sound, smell, events, etc., of (something or someone): to say what something or someone is like
develop	to cause (something) to grow or become bigger or more advanced
discuss	to talk about (something) with another person or group
easily	in an easy manner: without difficulty
efficient	capable of producing desired results without wasting materials, time, or energy
employ	to use or get the services of (someone) to do a particular job
ESL	English as a Second Language
essential	extremely important and necessary
evaluate	to judge the value or condition of (someone or something) in a careful and thoughtful way
excellent	very good: extremely good
expand	to increase in size, range, or amount: to become bigger
experience	skill or knowledge that you get by doing something
gesticulate	to move your arms and hands especially when speaking in an angry or emotional way
icebreaker(s)	something done or said to help people to relax and begin talking at a meeting, party, etc.
identify	to find out who someone is or what something is
improve	to make (something) better
independent	not requiring or relying on others (as for care or livelihood)

intelligent	having or showing the ability to easily learn or understand things or to deal with new or difficult situations: having or showing a lot of intelligence
interview	a formal consultation usually to evaluate qualifications (as of a prospective student or employee)
justify	to provide or be a good reason for (something) : to prove or show (something) to be just, right, or reasonable
moderate	avoiding extremes of behavior or expression: observing reasonable limits
notice	information that tells you or warns you about something that is going to happen
personality	the set of emotional qualities, ways of behaving, etc., that makes a person different from other people
pleasant	friendly and likable
polite	marked by an appearance of consideration, tact, deference, or courtesy
preparation	the activity or process of making something ready or of becoming ready for something
professional	exhibiting a courteous, conscientious, and generally businesslike manner in the workplace
pronunciation	(stress and intonation) a particular person's way of pronouncing a word or the words of a language
punctual	arriving or doing something at the expected or planned time
qualification	something that is necessary in order for you to do, have, or be a part of something

quality	a characteristic or feature that someone or something has: something that can be noticed as a part of a person or thing
reliable	able to be trusted to do or provide what is needed: able to be relied on
response	something that is said or written as a reply to something
responsibility	a duty or task that you are required or expected to do
reputation	the common opinion that people have about someone or something: the way in which people think of someone or something
requirement	something essential to the existence or occurrence of something else
resolve	to find an answer or solution to (something): to settle or solve (something)
résumé	a short document describing your education, work history, etc., that you give an employer when you are applying for a job
skill(s)	the ability to do something that comes from training, experience, or practice soft skill(s)
slouch	to walk, sit, or stand lazily with your head and shoulders bent forward
specify	to name or mention (someone or something) exactly and clearly: to be specific about (something)
strategy(ies)	the skill of making or carrying out plans to achieve a goal
strength(s)	a strong attribute or inherent asset
trait(s)	a quality that makes one person or thing different from another
transfer	to make over the possession or control of: transferrable (adj.)

Answer Key

pg. 5

1. T, 2. T, 3. T, 4. F, 5. T, 6. T, 7. F, 8. F, 9. T, 10. T

pg. 11

1. T, 2. T, 3. F, 4. T, 5. T, 6. T, 7. T

pg. 13

1. a
2. d
3. a
4. b

pg. 14

1. b, 2. j, 3. n, 4. a, 5. i, 6. c, 7. o, 8. f, 9. g, 10. l, 11. e, 12. k, 13. m, 14. h, 15. d

pg. 15

1. a, 2. c, 3. b, 4. a

pg. 16

1. J, 2. T, 3. J, 4. J, 5. T, 6. T

pg. 25

(c) 1. c, 2. e, 3. a, 4. i, 5. d, 6. j, 7. b, 8. h, 9. g, 10. f

(d) 1. q, 2. c, 3. g, 4. f, 5. e, 6. u

pg. 24

1. slouch; 2. essential; 3. handshake; 4. etiquette; 5. tint; 6. gesticulated; 7. aggressive;
8. blush; 9. stared; 10. contrary

pg. 26

f)

1. T, 2. T, 3. T, 4. F, 5. F, 6. T, 7. T

g)

1. shake hands, 2. straight up, 3. place them on the table, 4. pause, 5. as polite and professional as possible

pg. 27

i) b

pg. 28 f)

pg. 29 b

pg. 33

- 1) interview, 2) icebreaker, 3) weather, 4) impressive, 5) interview, 6) referred,
- 7) qualifications, 8) resume, 9) responsibilities, 10) people, 11) personal,
- 12) qualities, 13) friendly, 14) helpful

pg. 36

b)

1. C, 2. C, 3. C, 4. X (We have studied English for the last four years), 5. C,

6. X (and went to lunch), 7. X (Amy has been a student at the University of San Francisco for one and a half years), 8. C, 9. C, 10. X (Mary prepared dinner for her husband last night)

pg. 39

1. has lived, 2. had played, 3. has seen, 4. had prepared, 5. has studied, 6. has collected,

7. had finished

pg. 40

1. When did Josie come to the United States?

Josie came to the United States in October 1990.

2. When did she graduate from college?

She graduated from college in 1999.

3. When did she start studying English?

She started studying English in 1991.

4. When did she join the US navy?

She joined the US navy in October 2000.

5. When did she move to California?

She moved to California in August 2009.

6. How long has she lived in California?

She has lived in California for almost 7 years.

7. When did she move to Germany?

She moved to Germany in December 1993.

8. How long has she studied at her current school?

She has studied at her current school since January 2015.

9. How many jobs has she held besides her employment in the US navy?

She has held only one job.

10. How many years after graduating from college did it take for her to resume her studies?

It took her 17 years to resume her studies.

Useful Internet Sites for Job Interview

1. 08 Common Interview question and answers by Niharika, Trainer, letstalkpodcast.com (12:14)

<https://www.youtube.com/watch?v=1mHjMNZZvFo>

2. Mistakes to avoid during a job interview by Niharika (11:22)

https://www.youtube.com/watch?v=rAxOebp_iG0

3. 6 tips to ace a Job Interview - Job Interview Skills (6:01)

<https://www.youtube.com/watch?v=YncYC0pgG7I>

4. Job Interview – good example (3:51)

<https://www.youtube.com/watch?v=SieNfciN274&nohtml5=False>

5. Interviewing and Selling Yourself (20:29)

<https://www.youtube.com/watch?v=yVE4s7IU-zE&nohtml5=False>