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| **Listening Lesson Plan** | | | | |
| **TITLE** | Successful ESL teacher interview | | | |
| **INSTRUCTOR** | **LEVEL** | **STUDENTS** | **AGE GROUP** | **LENGTH** |
| Jin Hyung Kim | Advanced(TESOL) | 7 | Adult | 50 mins. |

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| **MATERIALS** |
| Audio file 1, 2, computer with a speaker or other audio players, sameple question worksheet, white board and board markers, reference papers, magic cards, several bag of tricks |

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| **AIMS** |
| 1. To learn the tips for successful interview and prepare for it by listening audio files. 2. To learn expressions used in real interview situation by listening audio files and practicing them. 3. To enhance listening comprehensive skills by finding keywords from audio files. 4. To be able to create great answers for successful interviews through dicsussing and role-playing. 5. To enhance speaking skills by practicing virtual interview with partners. |

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| **LANGUAGE SKILLS** | |
| Listening Speaking  Reading  Writing | Listening to tips for teacher interview and interview questions and answers.  Verbally discussing and practicing an interview by role-playing.  Reading sample worksheet and reference materials.  Writing a script for the interview. |

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| **LANGUAGE SYSTEMS** | |
| Lexis  Phonology  Grammar  Function  Discourse | Students will focus on words commonly used in the interview situation.  Students will practice accurate pronunciation to ensure successful communication during interview.  Students will use past tense for careers and education, present progressive tense for current status and future tense for his/her goal, plan, and will.  Students will learn underlying meanings on tough questions.  Students will practice how to connect their personal experiences to teacher's qualities. |

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| **ASSUMPTIONS** |
| 1. Students as TESOL trainees have needs of preparing for teacher job interviews. 2. Students as advanced adult learners could understand the contents of audio files. |
| **ANTICIPATED ERRORS AND SOLUTIONS** |
| 1. Students may not be familiar with teacher interviews.    * Start with the warm up exercise and show demonstration shortly. 2. If the audio file does not work,    * Prepare scripts and read it to the students. 3. Students may not be able to pick up details from listening.    * Play the whole audio file once, and then play it chunk by chunk for easy listening. 4. Students might need more time for certain activities.    * Adjust the time allotted for other activities. Have the students verbally recite their answers instead of writing them on the board 5. If all activities finish early    * Make use of "bag of tricks" prepared. |

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| **REFERENCES**  www.youtube.com**,** facultyfocus.com, rennert.com, targetjobs.co.uk |

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| **Lead-In** | | | |
| **Materials**  White board, white board markers | | | |
| **TIME** | **SET UP** | **TEACHER** | **STUDENTS** |
| 5mins | Class | Start the introduction and elicit from Ss of their experiences about interviews | Students will verbally share their past experiences. |

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| **Pre-Activity** | | | |
| **Materials** Audio file 1 - "ESL job tip : Interview questions to prepare for", white board, marker | | | |
| **TIME** | **SET UP** | **TEACHER** | **STUDENTS** |
| 5mins | Class | Elicit anticipated questions from ESL teacher job interviews, write them down on the board. | Students will bring out anticipated questions from their experiences or guess them. |
| 2mins | Class | Play the audio file 1. | Students will listen and get the key words of interview questions. |
| 2mins | Class | Elicit interview questions from audio and let students write them down on the board. | Student will go to the board and write them down. |

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| **Main Activity** | | | |
| **Materials** Audio file 2 - "Teacher interview answering tough questions", reference material. | | | |
| **TIME** | **SET UP** | **TEACHER** | **STUDENTS** |
| 2mins | Class | Elicit the answers for anticipated tough questions from ESL teacher job interviews. | Students will answer it casually. |
| 6mins | Class | Play the audio file 2. | Students will try to catch the tips for successful interviews. |
| 15mins | Group of 2 (one group of 3) | Give students sample question worksheet. | Students will work in groups to discuss, write down the script. |
| Give them time to discuss about good answers for job interview. |
| Let them practice by themselves | Practice the interview by role-playing. |
| ICQ |
| 12mins | Class | Let them demonstrate job interviews.  Use magic card to choose who would be an interviewer for the group. | Students will have the virtual interview experiences. |
| **Post-Activity** | | | |
| **Materials** | | | |
| **TIME** | **SET UP** | **TEACHER** | **STUDENTS** |
| 1min | Class | Ask brief feedbacks and hand out reference readings. | Students will give feedbacks and read reference materials at home. |

**Sample question worksheet**

**1. Tell me about your strengths and also an area you hope to improve upon in your teaching.**

**2. What are your short and long-term goals?**

**3. How has your education and/or previous teaching experience prepared you this position?**

**4. If I were to ask your previous supervisor/professors to describe you, what would they say?**

**5. What qualities do you feel are important to have as an (ESL) teacher?**

Reference Papers

**Nine Characteristics of a Great Teacher**

By: [Maria Orlando, EdD](http://www.facultyfocus.com/author/mariaorlando/)

**1. A great teacher respects students.** In a great teacher’s classroom, each person’s ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. This teacher creates a welcoming learning environment for all students.

**2. A great teacher creates a sense of community and belonging in the classroom.** The mutual respect in this teacher’s classroom provides a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done and each student is aware that he or she is an important, integral part of the group. A great teacher lets students know that they can depend not only on her, but also on the entire class.

**3. A great teacher is warm, accessible, enthusiastic and caring.** This person is approachable, not only to students, but to everyone on campus. This is the teacher to whom students know they can go with any problems or concerns or even to share a funny story. Great teachers possess good listening skills and take time out of their way-too-busy schedules for anyone who needs them. If this teacher is having a bad day, no one ever knows—the teacher leaves personal baggage outside the school doors.  
 **4. A great teacher sets high expectations for all students.** This teacher realizes that the expectations she has for her students greatly affect their achievement; she knows that students generally give to teachers as much or as little as is expected of them.

**5. A great teacher has his own love of learning** and inspires students with his passion for education and for the course material. He constantly renews himself as a professional on his quest to provide students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons, and always seems to be the one who is willing to share what he’s learned with colleagues.

**6. A great teacher is a skilled leader.** Different from administrative leaders, effective teachers focus on shared decision-making and teamwork, as well as on community building. This great teacher conveys this sense of leadership to students by providing opportunities for each of them to assume leadership roles.

**7. A great teacher can “shift-gears”** and is flexible when a lesson isn’t working. This teacher assesses his teaching throughout the lessons and finds new ways to present material to make sure that every student understands the key concepts.

**8. A great teacher collaborates with colleagues on an ongoing basis.** Rather than thinking of herself as weak because she asks for suggestions or help, this teacher views collaboration as a way to learn from a fellow professional. A great teacher uses constructive criticism and advice as an opportunity to grow as an educator.  
 **9. A great teacher maintains professionalism in all areas**—from personal appearance to organizational skills and preparedness for each day. Her communication skills are exemplary, whether she is speaking with an administrator, one of her students or a colleague. The respect that the great teacher receives because of her professional manner is obvious to those around her.

# Typical teaching interview questions

### Introductory questions at teaching interviews

* Have you enjoyed your visit to the school?
* Why have you applied for this post?

### Questions about yourself

* Tell us about yourself and what inspires you.
* What personal interests do you have that could be of value to the school?
* What unique qualities can you bring to the school?
* How do you know when you have had a good day?
* How do you handle stress?

### Explain your choice of school or local authority

* What makes a successful school?
* How would you support the ethos of this school?
* How could you integrate the community into your teaching?

### Handling professional issues in the classroom

* What are your particular strengths and weaknesses as a teacher?
* Describe the worst or best lesson you have given. What would you do differently? Say why it was successful or unsuccessful.
* How do you judge the achievement of pupils in your subject?
* If we visited your classroom in October, what could we expect to see?
* What is the role of target setting?
* How would you ensure that you respond effectively to the differing needs and abilities of pupils?
* How would you foster equal opportunities in the classroom/school?
* How would you accommodate children who have English as an additional language?
* How would you raise a child's self-esteem and aspirations?
* How far do children in your classroom direct their own learning?
* What are your views on the value of homework?
* Which is more important, teaching or learning, and why?

### Behaviour management

* What are your views about discipline?
* How much noise and moving around the classroom would you permit?
* How would you cope with a child constantly interrupting the lesson?
* How would you deal with bullying?
* What would you do if your strategies for behaviour management were not succeeding?

### Primary interviews

* How would you evaluate the effectiveness of the literacy strategy?
* What is the place of topic work in school and what is your experience of it?
* Which reading/mathematics schemes have you used?
* What are your views on the balance between creativity and basic skills?
* How might you use ICT in your teaching?
* How would you ensure the continued improvement of numeracy standards in your class?
* How would you structure literacy lessons to ensure equal access for all pupils?

### Secondary interviews

* Why do we teach (your subject) in schools?
* How would you motivate year 9 pupils who have lost interest in the subject?
* What would you say to a student considering taking your subject at A-level?
* What are your views on cross-curricular teaching?
* What are your views on streaming/sets/mixed-ability teaching?
* How would you address the underachievement of boys/girls in your subject area?
* Have you had any experience of vocational education?
* What bearing do you think future developments (in your subject) will have on your teaching?
* How would you teach (an area relevant to your subject) to a year 8 mixed-ability group?

### Pastoral care

* What is the role of a form tutor and what relevant experience have you had?
* How would you seek to promote the moral, social and cultural development of the pupils?
* To which aspects of personal and social education could you make a contribution?
* How would you get to know your tutor group/class?

### Your approach to working with parents and other adults

* What is your experience with parents in school? How could this be developed?
* How would you deal with a hostile or aggressive parent?
* How would you seek to work cooperatively with your colleagues?
* What support would you expect from staff as a newly qualified teacher (NQT)?
* How would you seek to work with adults other than teachers in your classroom?
* Give an example of when you have worked effectively within a team?

### Your career development

* How will you develop yourself as a professional teacher?
* Where do you see yourself in five years?

### Answering questions: interview performance tips

* Panels are interested in how you answer as well as what you say.
* Answers should be sufficiently detailed to show how you stand out from other applicants and should include examples wherever possible.
* Taking time to think before giving a well-constructed answer is fine.
* Remember to ask for clarification if the question is unclear.
* When you are offered a job, most schools will expect a prompt response. Some may even ask at the interview if you will accept the post if it is offered.

Scripts

<Audio1 - ESL job tip : Interview questions to prepare for >

Hi my name is Noga and I'm the academic director here at Renner international based in New York City and what I'd like to talk to you about today is how prepared he should be as a teacher.

When you come in for an interview looking for a job, I'm in a teaching position and I think what's really important to remember is that there are certain questions that you're going to be asked when you are interviews you really really need to be prepared for those questions.

You're always going to be asked about your past teaching experience so make sure that you have appropriate answers prepared know exactly where you talk, how larger classes were, what text books you used, what levels you taught et cetera. I also always ask teachers to tell me about their approach in the classroom, so you really need to know about teaching methodology really have to be confident about who you are as a teacher to be able to answer that question.

I also ask possible teachers to tell me what makes them a good teacher, so to give me good qualities about themselves as a teacher and also to tell you that areas where they can improve. Normally, in a job interview does your strengths and your weaknesses everybody's going to ask you about that, so you need to be prepared to answer that as well and finally come prepared to ask questions.

In interview, the interviewer will always ask "do you have any questions for me, about school, about the Institute?" make sure you ask questions prepared because it shows us that you're interested. I'm in the school and that you've done your research and speaking about research always check out the school's website, look at the programs that they offer, look at anything interesting our special that they do. So that when your interviewer asks you how did you find out about us, why are you interested in working with our school, you have an appropriate answer prepared. So I hope that helps, good luck!

< Audio2-Teacher interview answering tough questions >

Hey this is Betsy from Classroom Caboodle and today I'm going to share with you how to answer the tough questions in a job interview. Alright so today we're talking about how to answer the tough questions in really any job interview. And the two biggest things I can tell ya are be prepared and practice, practice, practice. And I mean practice out loud to yourself, in front of a mirror or with trusted friends or family.

There are really two tough questions that you're gonna get in a job interview and the first one is almost in every job interview but doesn't really count, it's not on the score sheet for example if you are interviewing for a school district and that one is "tell us about yourself". It's such a generic, open ended question but this is one you can nail. And I'm gonna give you some tips on how to do that. When they say "tell us about yourself" this is your opportunity to make a great first impression and show how focused you are and how much you know about the job you are interviewing for. Once they say "hey, well y'know why don't you just tell us about yourself" this is not an "oh, I love cats" kind of question. They don't really want to know that. This is your opportunity to talk about why you're qualified for this job. Everything you say should be tied, like if this is for a teaching position, should be tied to the classroom and the job you want to have. So, for example, when I say "be prepared" have on a notecard the things you want to highlight when you answer that question. Because you will be asked that question.You want to stick to 5 minutes at the very most. But you want to hit some highlights and let me tell you what those important things are. First of all, for a teaching job you want to say where you got your degree and/or your certificate. For example I would tell them that I got my undergraduate degree in human development and family studies at Kansas State and went on to get my Masters in Education and Certificate from a local state college. I'm keeping it short, I don't have to go into great detail about my degree, why I got it or y'know how great the college was. So you need to talk bout your college and where you got your certificate. You briefly want to talk about your teaching experience. So if you are a very experienced teacher who's had many different teaching jobs you're gonna summarize. Here's the grade levels I've taught, these were my experiences, this is what I really liked about it.You don't need to go through the list of every teaching job you've had. Just keep it short and simple. If you don't have a lot of teaching experience or if you've just finished your student teaching you're gonna tell the interview committee about your student teaching, other grade levels that you might have observed and any other experience you've had working with children. Again, keep it short and simple. You'll also want to show the interview committee that once you have your certificate you're not done learning. So you'll want to highlight a few of the professional development opportunities that you have sought out and how you applied them in your teaching experience.and again, just choose a couple of important ones. If you do your research on that school before hand you'll know what professional development opportunities you're gonna want to highlight because schools every year will put on their websites about what their focus is.Y'know if they're really focused on STEM or reading comprehension or reading workshop you'll know to highlight those types of things in your professional development experiences that you're gonna share.You also want to share just a teeny, tiny little something that's personal about you to show that you're really human but again you're going to tie it to the job you want to have. So for example you could say y'know personally I really, really love traveling. Y'know I've traveled to many places in the country or many places in the world, because I can bring those rich experiences back to the classroom to build the background knowledge of my students. That really shows that you have interests outside of school but again you bring it to enrich the school culture. o that's how you answer "tell us about yourself".

The other tough question that you're probably gonna get, and this one I just hate, hate, hate, hate, hate. It's "tell us one weakness you have".Now, I don't know why any interviewer would ask somebody to say something bad about themselves,it's kind of a silly question. but, if you think about it, you can choose a flaw that all humans have or a flaw that all teachers struggle with.So, here's an example. Y'know and this is actually what I answered in one of my interviews when somebody said "tell us one of your weaknesses". One of my weaknesses is y'know I put together a great unit in math and I have my calendar and I have every day lined out of exactly what's gonna happen each day, how I'm gonna assess the kids, y'know all of my little math workshop plans all lined up for a 4 week unit. But I live in the North West, we have snow days, so you have a couple of snow days it throws the whole unit off. And y'know lesson learned I didn't plan in for contingencies. Y'know what if something happens. I also for planning purposes my flaw is I need to be more flexible. Because sometimes kids are ready to zoom ahead even though I have all this content planned, they've already mastered it. Or maybe we need more time because students need that time to develop. So y'know honestly one thing I can do is collaborate with other teachers (collaboration's a big word in education) so throw that in too. But again I think every teacher will empathize with that rather than judge you because every teacher gets into the same boat. Y'know what they say about the best laid plans. We're talking about lesson plans too. So make sure when you choose your fatal flaw it's something that everyone understands and that they've been in the same shoes. So that's kind of how you would answer that, so think generally, not specifically.