



## Language Support for Migrants *A Council of Europe Toolkit*

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### Tool 75 – Scenario: helping migrants in preparing for a job interview

**Aims:** - To introduce language relevant to job interviews and to provide support with preparation for a job interview.

#### Introduction

For many migrants who have leave to remain in the host country, finding work is urgent. This is one of three tools in a series designed to help migrants who already have an elementary level in the host country language (at least A1) with job applications. This is the third tool in the series, which consists of: "*Preparing a curriculum vitae or CV*" (73), "*Writing a job application letter*" (74) and "*Preparing for a job interview*" (75). It is suggested that these three tools should be used in the above order. Be prepared for the need to spread the activities suggested in each of these tools over more than one language support session.

Applying for a job and going through a job interview are difficult for migrants with elementary skills in the relevant language. They will need help to learn certain vocabulary and expressions, but each learner needs only to work on the specific vocabulary and expressions necessary to describe his or her work experience, apply for the jobs he or she is interested in and prepare for the kind(s) interview he or she will be attending.

For some jobs where a certain level of language ability is necessary the interview may also be a kind of language test, but for other jobs language may be less important. Also, some companies and organisations may ask interpreters or employees who speak the relevant language to help during the interview.

#### Communicative situations

- Reading about jobs advertisements
- Answering and asking questions in an interview situation

#### Materials

- A) Job advertisements.
- B) Picture of an interview situation.

#### Language activities

##### Activity 1

Introduce the topic by asking learners about the process of applying for jobs and being interviewed in their own countries and about what type of job they were interested in.

### Activity 2

Ask learners to read the two job advertisements (material A). Let them ask about words and expressions they don't understand. Then in pairs they can ask each other about jobs they have done in the past in their own country or another country.

### Activity 3

If possible, record a dialogue like the following with a colleague and ask learners to listen to the recording. Then role-play a conversation about one of the job advertisements with one of the learners. Learners may need to see a printed version of the dialogue (on a handout or projected on the board).

*Damsa: Can you help me Walid. I'm applying for a job, and I have an interview on Wednesday. But I am worried about being able to answer their questions, and sometimes I don't understand. Will they speak fast?*

*Walid: Don't worry. You can ask them to repeat or speak slowly. It's good to prepare some answers and questions first. What kind of job is it?*

*Damsa: it's a cleaning job. I know about cleaning. What will they ask?*

*Walid: They will want to know about your experience. Have you done cleaning?*

*Damsa: yes, I was a cleaner in an office in my country for two years and I helped my friend with her job here last year.*

*Walid: tell them about that. You can also ask to look at the rooms to be cleaned and about training.*

*Damsa: that's a good idea. It says: "We have an excellent training programme". I will ask what kind of training.*

*Walid: it says: "cleaning supervisor". I think you are good at organising other people and planning things. You must tell them about that.*

*Damsa: OK, I will say that. Thanks.*

*Walid: they will ask about your work permit. Do you have one?*

*Damsa: yes, I got it last week. Thanks for your advice, Oualid.*

*Walid: Good luck!*

### Activity 4

Learners practise similar dialogues using both job advertisements (see materials) and other local ones that they find online.

### Activity 5

Elicit or introduce or revise some vocabulary: *interviewer, job applicant, interview room, file, notebook, greet, introduce/introduction etc.*

Ask learners to think about their own experience in the host country, their own countries or other countries and to explain what typically happens in a job interview, e.g.

- *The applicant arrives and gives his/her name to the receptionist*
- *The job applicant waits, sometimes with other applicants*
- *The receptionist asks the applicant to go into the the interview room*
- *The interviewer(s) greet and introduce themselves to the job applicant, etc.*

Then ask them to describe the pictures(material B) to each other.

### Activity 6

Ask learners to prepare for a job interview based on one of the job advertisements. First, ask learners to imagine the interviewer's questions:

- *Where are you from?*
- *How long have you been in this country?*
- *Tell me about yourself.*
- *Do you understand the job requirements?*

- Do you have experience as a (cook/chef/cleaner etc.)? Tell me about it.
- Are you good at working with other people/in a team?
- Why are you the right person for this job?
- Do you have references? etc.

(See also Tool 74, Scenario - writing a job application letter).

Then ask them to prepare answers and their own questions, helping them with useful new expressions and vocabulary:

- I'm from (country and city or region)
- I arrived in (year) with my mother and father
- I am a good worker and well-organised. I like working with other people and I am punctual etc. (see also Tool 38 - Supporting migrants who need to describe their general skills when applying for a job).

They also need to practise useful phrases:

- Sorry, can you speak more slowly?
- Can you repeat that, please?
- How many people are there in the team?
- What is the difference between a cleaner and a cleaning supervisor?
- Do I need to buy a uniform? etc.

### Activity 7

Get learners to practise parts of a job interview like the following. First the teacher takes the role of the interviewer. Then learners work in small groups. One learner takes the role of the interviewer, another takes the role of the candidate. The others in the group listen and help. Then do a role play about a different kinds of job.

A: Hello. Welcome. My name is Ms. Roberts.

B: Good morning/afternoon. I'm Dansa.

A: It's nice to meet you. Please sit down Dansa. Where are you from?

B: I'm from Afghanistan, but I've been in this country for 4 years now.

A: And you are interested in the cleaning supervisor job?

B: Yes, very interested. I've done cleaning jobs before.

A: Tell me about your experience.

B: In my country I worked in a team cleaning a large building in Kabul for 2 years. Then, from last year until now I have been working part time as a supermarket cleaner.

A: Are you hard working?

B: Yes. This is a reference from my manager at the supermarket (gives her a piece of paper).

A: Tell me more about yourself.

B: I live with my parents. I have a brother and a sister. I like listening to music. Now I'm learning to drive... [etc].

### Activity 8

Learners look on the internet for jobs they are interested in. They ask questions about new vocabulary and expressions and the language they will need in a possible interview. They then make notes for an interview about the job they are interested in.

## Materials

A)

### 1. CHEF

#### JOB DETAILS

- **Salary: €12 - €14 an hour**
- **Job type: part-time – 15-22 hours per week (food provided)**
- **Schedule: daytime including weekend**

**About us:** We are a small restaurant in town offering lunch and takeaway meals. We are looking for an experienced cook to join our small team. Candidates should enjoy working in a busy kitchen. They should have experience in food preparation and knowledge of food safety. They must be able to work quickly and efficiently.

<b>Responsibilities:</b>	<ul style="list-style-type: none"><li>• Follow food safety guidelines.</li><li>• Prepare food items according to recipes and instructions.</li><li>• Keep the work area clean and well organised.</li><li>• Communicate well with other kitchen staff.</li></ul>
<b>Experience:</b>	<ul style="list-style-type: none"><li>• Good cooking skills.</li><li>• Experience of working in a busy kitchen.</li></ul>

Start date: 12<sup>th</sup> June.

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### 2. CLEANING SUPERVISOR

#### JOB DETAILS

- **Salary: €12.50 - €13.00 an hour**
- **Job type: full-time – 37.5 hours per week**
- **Schedule: day shift**

An excellent opportunity to join our residential care team at the Horizon Care Home. We are hardworking, professional and dedicated to looking after our residents.

#### Why work for us?

- Excellent training programme.
- Free hot meals while at work.
- Generous annual holidays.
- Happy, friendly working atmosphere.

#### About the role

As Head of Housekeeping, you will have high standards of cleanliness, hygiene and tidiness and keep the rooms very clean. You will also work in the laundry making sure that the bed linen is very clean. You will also work with the housekeeping and maintenance team to reduce any risks to residents' safety.

- Previous experience as a housekeeper is essential.
- Work authorisation is required.
- If you are interested in joining our friendly team, please apply below.

Start date: 10<sup>th</sup> October.

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B)

## Some interview situations

