CALIFORNIA COMMUNITY COLLEGES
AND
SAN JOSE --- EVERGREEN
COMMUNITY COLLEGE DISTRICT

#91-0025
# Job Interview Skills for ESL Students

**FISCAL YEAR** | **ID NUMBER** | **COLLEGE** | **DISTRICT**
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1991-92 | 91-0025 | San Jose City | San Jose-Evergreen

**PROJECT TITLE**

**FUNDING CATEGORY & AWARD**

| Grant = $12,710 | C --- Special Learning Needs Ed/Dis | Curriculum Design |

**PROJECT PRODUCT**

| Resource Materials | ESL | Retention | Inter-Disciplinary |

**PROJECT DIRECTOR**

| Alice Gosak, ESL Instructor |

**PROJECT SUPERVISOR**

| Mary Jane Page, Ass’t Dean Language Arts |

**PROPOSAL DESCRIPTION**

The primary objective of this project was to develop and implement a 16 hour modularized Job Interview Workshop course designed to train Asian-born, ESL students in job interviewing skills. The course aimed at overcoming cultural barriers and improving communication skills was expected to improve job placement success rates for these students.
Job Interview Workshops for ESL Students

Educational Program or Service Being Addressed:
This proposal is for a grant in the amount of $12,710 for the development and implementation of Job Interview Workshops for ESL Students at San Jose City College (SJCC); a part of the San Jose Evergreen Community College District (SJECCD).

Specific Problems Addressed In the Proposal:
Many foreign-born students, especially Asians, experience difficulty in finding jobs. Cultural barriers, coupled with their inability to comprehend and speak fluent English, play key roles in their unsuccessful attempts to find employment.

Populations Served by the Project:
Foreign-born ESL students, particularly Asians, who experience difficulty in interviewing and securing employment, due to language and cultural barriers.

Proposal Objectives:
Implementation of a 16-hour, modularized Job Interview Workshop course which will train approximately 240, mostly Asian-born, ESL students in job interviewing skills and improve their job placement rate by 15% over SJCC's 1989 statistical study.

Expected Outcomes of Project Activities:
To offer the proposed workshops a total of 12 times during the 1991-92 academic year. To improve the job seeking skills of approximately 240 participants. To increase the job placement rate of Asian-born students by 15%. To personally present project information at professional conferences.

Expected Impact of the Project:
There should be a 15% improvement in the job placement rate of foreign-born students. Based on the project's success, the District will continue the workshops and pick-up cost of instruction. The personal dissemination of project information should enhance the possibility of this project's adaptation by other schools.

Evaluation Plan:
Evaluation will be an ongoing process. Course instructors will meet with advisory professionals to refine the materials after the first semester. Participating students will be polled for their
impressions of the workshops' value to them. Graduates will be tracked to determine their ability to secure jobs.

Dissemination Plan:
Project information will appear as publications in ERIC and other professional newsletters. Project results will be presented at state conferences attended by ESL and community college instructors. A final report will be kept in the SJCC library and made available to other community colleges in California upon request.

Project Budget:
Total program cost is $20,734; 39%, or $8,024 to be borne by the SJECCD; required FII funding is $12,701.
Job Interview Workshops for ESL Students

1. Specific Educational Program Being Addressed

Educational Program or Service Being Addressed:

This proposal is for a grant in the amount of $12,710 from the Fund for Instructional Improvement. It addresses special learning needs of educationally disadvantaged students and the development of interpersonal skills, as they relate to the job seeking process. The grant will provide the funds necessary to develop a 16-hour modularized Job Interview Workshop for ESL Students which would be offered 12 times during the 1991-92 academic year. The workshop classes will focus on the language skills and cultural awareness necessary to succeed in an interview in the American environment. While 16 hours of learning are insufficient to make an impact on fluency, the allotted time is sufficient to learn suitable interviewing techniques and to create an awareness of expected cultural cues and their appropriate responses. This proposed program should appreciably increase the placement rate of our special population ESL students.
2. Specific Problems Being Addressed

Specific Problems Addressed in the Proposal:

San Jose City College (SJCC) has documented a serious problem: A high percentage of Asian-born students experience difficulty in finding jobs.

Since 1988, SJCC has had a placement officer and a representative of the Employment Development Department assisting students in job placement. By the spring of 1989, it became apparent that Asian-born students, many of whom had completed A.A. degrees with solid GPAs were having difficulty finding employment. A 1989 survey, jointly conducted by the Dean of Matriculation of the San Jose Evergreen Community College District (SJECCD) and a SJCC job placement officer, revealed that 77% of the Asian-born job applicants were not being hired, versus 44% of the African-Americans, 47% of the Hispanics and 47% of the whites. It was hypothesized that Asian-born students’ inability to comprehend and speak fluent English was a barrier to their success in job interviews. While linguistic ability is critical, cultural factors and learned behaviors also affect impressions made on potential employers.
3. Population To Be Served

Populations Served by the Project:

During the 1991-91 academic year, the Job Interview Workshops for ESL Students seeks to reach 240 foreign-born students, particularly Asians, who experience difficulty in interviewing and securing employment, due to language and cultural barriers.
4. Objectives

Proposal Objective:

This proposal calls for developing a 16-hour modularized course, designed to improve ESL students' linguistic and cultural presentations during job interviews; it would be offered 12 times during the 1991-92 academic year. Lessons will identify linguistic and cultural behavior that may be problematic and focus on developing student awareness of the cultural norms expected in typical job interview situations. The project director and an ESL instructor will develop a course outline, a syllabus and a student workbook which will be refined as the course progresses. Instruction will utilize videotaped mock job interviews for purposes of evaluating and developing interviewing techniques. Additionally, students who demonstrate persistent problems will receive counseling to improve their interview skills.
Instructors to Service This Proposal
Alice Gosak, the project director, has 26 years of teaching experience, 10 of which have been with SJCC's ESL Program. She has participated in curriculum development projects at SJCC, CSU San Jose and UC Berkeley, as well as testing projects through the State Chancellor's Office and the Defense Language Institute for English Language (DLIEL). In addition, Ms. Gosak has been a Fulbright lecturer in Yugoslavia (1971-72) and a Peace Corps volunteer in Ethiopia (1964-67).

Patricia Nguyen, the additional ESL instructor, has 16 years of teaching experience in ESL and vocational ESL in the United States and in Taiwan. She is bicultural and bilingual in Vietnamese. She has worked in SJCC's ESL Program for 10 years and has participated in the creation of SJCC's ESL curriculum. She has also been a member of the advisory panel for the Measure of Adult English Proficiency (MAEP) test developed by the Resource Development Institute, Inc., for the Department of health Education and Welfare (1979).
6. Expected Outcomes

Expected Outcomes of Project Activities:
At the present time, SJCC is unable to pick-up the cost of instruction for this program as the department is over CAP. Funding will provide salaries for two ESL instructors to research the literature, conduct interviews, develop and revise materials and conduct the 16-hour modularized "Job Interview Workshop for ESL Students", 12 times during the 1991-92 academic year. Funding will also supply salaries for clerical assistance to assist in the development of student materials and for an instructional aid to assist with the in-class videotaping of mock interview sessions. Texts, instructional and media supplies will be purchased and videotape equipment leased with these grant dollars. Additionally, grant monies will be used to fund conference expenses for one ESL instructor to the California Community College Administrators of Occupational Education, (CCCAOE), for the primary purpose of presenting an informational workshop on this project.

SJCC will provide conference funding for two ESL instructors to attend the regional conference for the California Association of Teachers of English to Speakers of Others Languages (CATESOL), for the primary purpose of presenting an informational workshop which will make the project results available to 4,000 California ESL professionals.

Expected Impact of the Project:
Asian-born students will experience an improved job placement rate and better understand the expectations of the American interview process. Job placement rates of foreign-born students will improve by 15% over the 1989 study conducted at SJCC. Based on this success rate, the district will recognize the need to fund and continue the project.

It is also expected that the dissemination of project information and materials throughout California will insure the adaptation of this project by other schools.
7. Evaluation Plan

Evaluation Plan
Evaluation of the project will be an ongoing process. Participating students will be polled regarding their impressions of the value of the workshops to them. Their needs and comments will impact the revision process. Instructors offering the course will collaborate with placement and financial aid officers, as the course progresses, to refine materials for any revisions to be made at the end of the first semester. Also, graduates will be tracked to determine if a higher percentage of them find employment, than was the case in the 1989 study group.
8. Dissemination Plan

Dissemination Plan
A final report including content specific materials developed for this project will be kept in the SJCC library and made available to the other 106 community colleges in California upon request. Dissemination of the course materials will appear as publications in ERIC, the Dissemination Network for Adult Educators (DNAE) Newsletter and CONTEXT (the publication of the Southeast Asian Refugee Educators’ Network).

A project related workshop will be conducted for the 4,000 California ESL professionals who attend the regional CATESOL conference; and an additional one presented during the California Community College Administrators of Occupational Education, (CCCAOE) conference scheduled for April.
9. Budget Narrative

Project Budget

The total program cost is $20,734; 39%, or $8,024 is to be borne by the SJECCD. Fil is asked to fund $12,701.