

During the summer, some multilingual learners (MLs) may be interested in working summer jobs. As part of the job search process, they will likely need to meet with potential employers in a job interview. A job interview can be especially stressful for MLs, especially if they are developing proficiency in English and are not familiar with dominant US social norms that so many of us take for granted. Preparing for an interview is a practical way to focus on the social emotional learning competency of Self-Management, defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as “the abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.” However, when working with MLs, we need to take students’ familiarity with social norms into account.

Since social norms are informal rules typically learned by interacting within a culture or society, it can be challenging to teach them directly to MLs. However, when educators are aware of a specific social situation MLs will need to navigate, such as a job interview, they can provide targeted support around the social norms needed for this situation through direct teaching. MLs can practice the social norms as well as the specialized language they will need during the job interview through carefully constructed role plays. Their classmates can use the *Job Interview Preparation Peer Checklist* on page 2 to share targeted feedback to the MLs engaging in the role play.



## Considerations for using role plays and peer feedback:


- Show sensitivity about MLs’ documentation status, as this greatly impacts their ability to get a job.
- While teaching new social norms, be intentional about validating and honoring MLs’ social norms.
- Draw attention to social norms that stand out as different from those with which MLs are familiar.
- Take the time to discuss how expectations for jobs may be different and how to best prepare for each (i.e., office jobs, jobs at the grill at McDonalds, etc.).
- Provide additional scaffolds for the role plays, such as key language and sentence stems MLs will need during different parts of the interview.

### Find similar tools and strategies from:

Staehr Fenner, D., & Teich, M. (2024). *Social Emotional Learning for Multilingual Learners: Essential Actions for Success*. Corwin.





# SEL Tool: Job Interview Preparation Peer Checklist




	BODY LANGUAGE	SPOKEN LANGUAGE
<b>Greeting</b>	<input type="checkbox"/> Shake hands  <input type="checkbox"/> Make eye contact 	Good morning, Mr. _____. Good afternoon, Mr. _____. Good evening, Mr. _____. Good morning, Ms. _____. Good afternoon, Ms. _____. Good evening, Ms. _____.

Feedback on the **greeting**:   

You did well with \_\_\_\_\_.





You could improve your greeting by \_\_\_\_\_.




	BODY LANGUAGE	SPOKEN LANGUAGE
<b>During the Interview</b>	<input type="checkbox"/> Maintain eye contact, especially when speaking.  <input type="checkbox"/> Respond to all questions.  <input type="checkbox"/> Pay attention to the interviewer's body language.  <input type="checkbox"/> Ask one or two questions about the position or company. 	I am interested in _____. I have experience with _____. Will I need to _____.? How will I _____.? When will I _____.?

Feedback from **during** the interview:   

You did well with \_\_\_\_\_.

You could improve your interview by \_\_\_\_\_.

<b>Closing the Interview</b>	<input type="checkbox"/> Thank the interviewer.  <input type="checkbox"/> Ask about when you will hear back from the interviewer.  <input type="checkbox"/> Make eye contact.  <input type="checkbox"/> Shake hands. 	Thank you for _____. When can I expect to hear _____.? When will you let me know about _____.?
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Feedback from **closing** the interview:   

You did well with \_\_\_\_\_.

You could improve your closing by \_\_\_\_\_.