Genre analysis in letter of application and syllabus design

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Abstract

This research aims at investigating the typical move-step structure and grammatical features of the job application letter genre used by English native speakers to write effectively. Fourteen job application letters were evaluated by three experts in the field of English language to prove the quality of those job application letters. The inter-rater reliability using SPSS was used to calculate the correlation between the ratings of three experts. The alpha internal consistency coefficient is at .83, which is considered acceptable. The findings indicate that English native speakers use various move-step structures for their job application letters without the typical pattern. For grammatical features, present simple tense was mostly used in establishing credentials (Move 1), enclosing documents (Move 4), soliciting response (Move 6), and ending politely (Move 7), while present progressive tense was frequently used in introducing candidature/offering candidature (Move 2/Step 2A). The tense commonly used in introducing candidature/essential detailing of candidature (Move 2/Step 2B) and introducing candidature/indicating value of candidature (Move 2/Step 2C) was past simple tense. A genre-based syllabus was designed based on move analysis and grammatical knowledge of tenses for teaching students how to write effective job application letters.

1. Introduction

Large numbers of new graduates enter the labor market each year and employers typically begin their search for the most suitable applicants amongst them by considering their job application letters. A good application letter not only expresses an applicant's capability, it also draws the attention of human resource (HR) managers and helps them to plan the individual interview. Therefore, how applicants write effective application letters needs to be considered. Many researchers in the field of genre analysis in professional settings have suggested the application of a genre-based approach to the process of writing (Wang, 2005; Bronia, 2005 cited in Wang; Bhatia, 1993; Hyland, 1992 cited in Bhatia, 1993). In this regard, this study employs Bhatia's framework to investigate the typical move-step structure of genre and adopts the concepts of general English grammar to reveal the grammatical features of application letters, which ultimately leads to the design of a genre-based syllabus for teaching students how to write effective job application letters.

2. Objectives

The objectives of this study are: (1) to investigate the typical move-step structure of genre based on Bhatia (1993); (2) to investigate grammatical features in job application letters written by English native speakers; and (3) to design a genre-based syllabus that is based on the notions of move-step structure, grammatical features, and syllabus design principle developed by Nunan (1999).

3. Research Questions

1. What is the typical move-step structure of the job application letter genre employed by English native speakers to write effectively?
2. What grammatical features do English native speakers employ to write effective job application letters?
3. How move-step structure and grammatical features used by English native speakers can be included in the design of a job application letter genre syllabus?

4. Theoretical Framework

4.1 Genre Analysis

According to Bhatia's framework (1993), the structure of a job application letter should follow a seven-move pattern of genre analysis, including "Establishing credentials (Move1), Introducing the candidature (Move 2), Offering incentives (Move 3), Enclosing documents (Move 4), Using pressure tactics (Move 5), Soliciting response (Move 6), Ending politely (Move 7)" (p. 62). Move 2 consists of three steps, (1) "offering the candidature", (2) "essential detailing of the candidature", and (3) "indicating value of the candidature" (Bhatia, 1993, p. 64). The framework of move analysis proposed by Bhatia (1993) was very useful and used in this research as a model to define the definitions of moves and to discover the move structure of job application letters written by English native speakers.

4.2 Grammatical Features

After identifying and naming moves, grammatical features, and tenses, were described to identify how genres were written. Tenses always employed in the application letters consisted of past simple, present simple, present progressive, present perfect, and present perfect progressive.

4.3 Syllabus Design Principle

One of the main goals of this study is to design a genre-based syllabus which facilitates learners in their writing of job application letters that meet the needs of the prospective employers. According to Nunan (1999), "key tasks for syllabus designers are the selection of the items and their sequencing and integration" (p. 73). In this respect, after

identifying move structure, naming the definitions of moves, and investigating what tenses English native speakers used in their job application letters, this research had sufficient information to design the genre-based syllabus based on the principle of syllabus design proposed by Nunan.

5 Literature Review

5.1 Job Application Genre

Bhatia's framework was adopted as a model to define the definitions of moves and to discover the move structure of application letters written by native speakers. In Bhatia's sense, the structure of a job application letter should follow a seven-move pattern of genre analysis as follows:

>Move 1: Establishing credentials
>Move 2: Introducing the candidature
>Step 2A: Offering candidature
>Step 2B: Essential detailing of candidature
>Step 2C: Indicating value of candidature
>Move 3: Offering incentives
>Move 4: Enclosing documents
>Move 5: Using pressure tactics
>Move 6: Soliciting response
>Move 7: Ending politely

>Bhatia (1993, p. 62)

5.2 Move and Step Analysis

Based on Bhatia (1993), each move functions differently. Move 1 presents the candidates' strengths by stating their predominant academic credentials and the admiration for the reputation of the companies of prospective employers (Bhatia, 1993). Lesikar (1984, as cited in Bhatia, 1993) suggests that the successful method to establish credentials is to match the employers' needs with the explanation of applicants' qualifications as effectively as possible. Move 2 consists of three steps, (1) "offering the candidature", (2) "essential detailing of the candidature", and (3) "indicating value of the candidature" (p. 64). The first step presents how the candidates' meet the requirements of the prospective positions, while the second one shows the most necessary information of the candidates. The third step is responsive to the requirements of the jobs that they are applying for. Bhatia (1993) describes that indicating the value of the candidature is similar to self-representation with the aim of presenting relevant information, being persuasive, and presenting positive aspects of the candidates. Move 3 is always stated on sales promotion letters but rarely found in job application letters. The information shown in this move overlaps with the details found on the

step of indicating the value of the candidature since both offer the attractive qualifications of the candidates. It is, therefore, difficult to differentiate which one the candidates refer to. Move 4 functions as a reminder to see further information about qualifications, experience, interests, strengths, etc. through the C.V., certificates, and testimonials which are referred to in the enclosed documents. Move 5 represents the tactics the candidates use to force the readers (or prospective employers) to make a quick decision. However, this move is not often found in job application letters. Move 6 is to persuade the prospective employers to call to make interviews. Move 7 is referred to the closing in job application letters and consists of thanking the readers for spending the time to read their letters.

5.3 Grammatical Features

Successful applicants have to make sure that they write error free and grammatical application letters. This study, therefore, investigates which tenses English native speakers employ to write effective job application letters. According to Dudley-Evans and St John (1998), "grammatical areas that are of particular relevance to ESP follow exactly the same rules as in general English grammar" (p. 77). In this respect, this research explains the concepts of tenses based on general English grammar. Allison, Towned, and Emmerson (2008), however, state that in business contexts, especially application letters, there is no necessity to understand all English tenses, only for understanding (1) past simple, (2) present simple, (3) present progressive, (4) present perfect, and (5) present perfect progressive. Based on Chumworatayee (2011) and Faiza (2012), present progressive is used to show the applicants' recognition of what kind of individual the employer seeks and to identify the source of the job vacancy advertisement in the move of establishing credentials. Wang (2005) stated that the form of present progressive can be found in the last move (ending politely) of Bhatia's framework for the planned future. In light of Bhatia's framework, the present perfect is shown in the move of introducing the candidature at the steps of essential detailing of the candidature and indicating the value of the candidature to highlight their work experience and self-representation of the applicants.

5.4 Syllabus Design Principle

In designing courses there should be the specified communicative tasks that the learners can perform at the end of their period of learning. Bhatia (1993) identifies the advantages of the application of genre analysis to the syllabus design. Nunan (1999) stated that the concept of syllabus design principle includes the selection of the items and their sequencing and integration. He also suggests that "syllabus designers no longer begin with a structurally graded list of linguistic items, and then cast around for ways of teaching those items; instead, they begin with an inventory of target skills to perform those skills" (p. 73).

5.5 Related Research

Wang (2005) adopted Swales' model as the basic unit of analysis and found that there were six moves in the job application letters, including establishing credentials (Move 1), introducing candidature (Move 2), offering incentives (Move 3), enclosing documents (Move 4), using pressure tactics (Move 5), and soliciting response (Move 6). Move 1, 2, 3, and 5 were frequently found. Rizan, Saadiyah, Siti, and Rosniah (2005) found that Malaysian graduates adopted less than three moves (out of six moves) which were inadequate to write impressive and effective application letters. Therefore, they needed to be trained in how to write more persuasive application letters based on the idea of promotional genre introduced by Bhatia (1993). Qian (2010) conducted a comparative research on genre analysis of English argumentative essays written by English major and non-English major students in an English as a foreign language (EFL) context using Hyland's model (1990, cited in Bhatia, 1993) and found that there were three stages and obligatory moves set in the model. However, there were no differences in terms of the move-step structure between the two groups of students. Hou (2013) compared the similarities and differences of generic structures in job application letters written by Canadian and Taiwanese college students and found that the Canadian students employed several strategies to describe their qualifications, while the Taiwanese students wrote short and general statements to present their qualifications in the belief that the prospective employers would discover their qualifications in the résumés.

6 Methodology

6.1 Data Collection

6.1.1 Text Selection

Twenty job application letters written by English native speakers were gathered from various websites covering a range of positions, including: assistant, coordinator, manager, intern, graphic designer, babysitter, marketing personnel, buyer, clerkship, technician, analyst, and a range of academic positions from school teacher to professor. The assessment form (application letter assessment rubric) adapted from the Washington Center's cover letter for internship and academic seminars was used to clarify the standards for the quality of the job application letters. They were evaluated by three experts in the field of English language. In the assessment form, grammar and spelling, business-letter format, and contents (introductory, body, closing sections) of the application letters were examined. The whole assessment form was presented on three rating scale ranges from 0 to 2 (0 = unacceptable, 1 = acceptable, 2 = excellent). The total scores of each letter were calculated in the percentage. The letters with the scores higher than or equal to 70% were considered acceptable; those with the score less than 70% were considered unacceptable and rejected. In total, the number of job application letters considered as acceptable was 14 letters, with six considered unacceptable.

6.1.2 Reliability Measurement

To establish reliability and consistency, the inter-rater reliability using SPSS was used to calculate the correlation between the ratings of three experts. For the inter-rater agreement, alpha internal consistency coefficient is at .83, which is considered acceptable (>.74 is excellent).

6.2 Data Analysis

The data analysis was undertaken in two steps: (1) using Bhatia's framework (1993) to name moves found in this study; and (2) investigating what tenses English native speakers used to write effective job application letters. After the analysis, the findings from the first and second steps were discussed and applied to the syllabus design in order to create a genre-based syllabus for the writing of job application letters.

7. Findings and Discussion

In answer to **research question 1**, Bhatia's framework (1993) was used as the model to define the definitions of moves and to investigate the move structure of 14 job application letters written by English native speakers as shown in Table 1.

Table 1. Occurrence Frequency of Moves and Steps in Job Application Letters Written by English Native Speakers

Moves Found in Job Application Letters	Names of Moves	Number of Occurrences	%	Total Job Application Letters
Move 1	Establishing Credentials	14	100%	14
Move 2/Step 2A	Introducing candidature / Offering candidature	10	71.43%	14
Move 2/Step 2B	Introducing candidature / Essential detailing of candidature	12	85.71%	14
Move 2/Step 2C	Introducing candidature / Indicating value of candidature	14	100%	14
Move 4	Enclosing documents	6	42.86%	14
Move 6	Soliciting response	11	78.57%	14
Move 7	Ending politely	14	100%	14

100% = Moves occurred in all job application letters

Table 1 reveals that the moves/steps of establishing credentials, introducing candidature/indicating value of candidature, and ending politely have the highest percentage of the occurrence frequency at 100%, whereas the occurrence frequency of introducing candidature/essential detailing of candidature and soliciting response are at 85.71% and

78.57% respectively. Introducing candidature/offering candidature shows the percentage of the occurrence frequency at 71.43%, but enclosing documents is at the lowest percentage at 42.86%. Clearly, the moves with scores higher than or equal to 50% are considered as typical moves used by English native speakers; on the other hand, the moves with scores less than 50% are considered as optional moves which less frequently occur in the whole text. The occurrence frequency of moves in Table 1 reveals that there are six typical moves/steps and one optional move which is summarized and presented in Table 2.

Table 2. Summary of Typical and Optional Moves and Steps Found in the Job Application Letters Written by English Native Speakers

Typical Moves and Steps	Optional Moves
Establishing Credentials	Enclosing documents
Introducing candidature / Offering candidature	
Introducing candidature / Essential detailing of candidature	
Introducing candidature / Indicating value of candidature	
Soliciting response	
Ending politely	

Table 2 reveals the typical moves and steps which can be summarized as follows:
Move 1: Establishing Credentials
Move 2/Step 2A: Introducing candidature / Offering candidature
Move 2/Step 2B: Introducing candidature / Essential detailing of candidature
Move 2/Step 2C: Introducing candidature / Indicating value of candidature
Move 6: Soliciting response
Move 7: Ending politely

However, all four moves and three steps do not typically appear in all job application letters. In addition, some job application letters do not follow the move-step structure initiated by Bhatia (1993). There were different structures of moves and steps that occurred in the job application letters as presented in Table 3.

Table 3. Occurrence Frequency of Move-Step Structures in the Job Application Letters

No.	Move-Step Structures	Number of Occurrences	%	Total Job Application Letters
1	Move1-› Move2/Step2B -› Move2/Step2C -› Move 4 -› Move6 -› Move7	3	21.43%	14
2	Move2/Step2A -› Move1-› Move2/Step2C -› Move4 -› Move6 -› Move7	1	7.14%	14
3	Move2/Step2A -› Move1 -› Move2/Step2B -› Move2/Step2C -› Move6 -› Move7	1	7.14%	14
4	Move1-› Move2/Step2A -› Move1-› Move2/Step2C -› Move6-› Move7	1	7.14%	14
5	Move2/Step2A -› Move1-› Move2/Step2B -› Move2/Step2C -› Move7-› Move 6	1	7.14%	14
6	Move2/Step2A -› Move1-› Move2/Step2B -› Move1-› Move2/Step2C -› Move4 -› Move6 -› Move7	1	7.14%	14
7	Move2/Step2A -› Move1-› Move2/Step2B -› Move2/Step2C -› Move7-› Move4 -› Move6 -› Move7	1	7.14%	14
8	Move2/Step2A -› Move1-› Move2/Step2B -› Move1-› Move2/Step2C -› Move1-› Move6 -› Move7	1	7.14%	14
9	Move2/Step2A -› Move1-› Move2/Step2B -› Move2/Step2C -› Move1-› Move6 -› Move7	1	7.14%	14
10	Move1-› Move2/Step2B -› Move1-› Move2/Step2C -› Move7	1	7.14%	14
11	Move2/Step2A -› Move1-› Move2/Step2B -› Move2/Step2C -› Move7	2	14.29%	14

Note: Each abbreviation indicates the communicative purpose of each move:

Move 1= Establishing Credentials

Move 2 = Introducing Candidature

    Move 2/Step 2A = Offering Candidature

    Move 2/Step 2B = Essential Detailing of Candidature

    Move 2/Step 2C = Indicating Value of Candidature

Move 3 = Offering Incentives

Move 4 = Enclosing Documents

Move 5 = Using Pressure Tactics

Move 6 = Soliciting Response

Move 7 = Ending Politely

As can be seen in Table 3, the first move-step structure has the highest occurrence frequency at 21.43%, while the eleventh structure is shown at 14.29%. The other structures have the average of the occurrence frequency at 7.14%. According to research question 1, which intends to reveal the typical move-step structure of the job application letter genre English native speakers employ to write effectively, the results reveal that English native speakers used variously structural organization of promotional genre without the typical pattern.

In answer to **research question 2**, English tenses found in 14 job application letters consist of present simple, present progressive, present perfect, past simple, and future simple as shown in Table 4.

Table 4. Occurrence Frequency of Tenses in Each Move of the Job Application Letters

Moves / Steps	The Percentage of the Occurrence Frequency of Tenses				
	Present Simple	Present Progressive	Present Perfect	Past Simple	Future Simple
Move 1	65.85%	0%	3.66%	18.29%	12.20%
Move 2 / Step 2A	36.36%	63.64%	0%	0%	0%
Move 2 / Step 2B	24.39%	0%	24.39%	46.34%	4.88%
Move 2 / Step 2C	36.28%	0.88%	18.58%	37.17%	7.08%
Move 4	77.78%	0%	0%	0%	22.22%
Move 6	58.97%	0%	0%	0%	41.03%
Move 7	100%	0%	0%	0%	0%

Table 4 reveals that the highest occurrence frequency of tense in Move 1 (establish credentials) is present simple tense at 65.85%. The present simple tense found in Move 1 is used by the writers to identify the specific job openings, explain the reasons why the applicants are interested in the organizations, and present their relevant skills and experiences that suit the positions they are seeking. For Move 2/Step 2A (introducing candidature/offering candidature), the highest occurrence frequency of tense is at 63.64% shown in the form of present progressive tense so as to present the applicants' requirements to apply for the prospective positions (Bhatia, 1993) and identify what positions they need to work for in the organizations. The highest occurrence frequency of tense found in Move 2/Step 2B (introducing candidature/essential detailing of candidature) is past simple tense at 46.34%. This is to say that the writers use past simple tense to express the most necessary information of the candidatures; for example, qualifications, past experiences, abilities and achievements attained from the previous work. Past simple tense is shown as the highest occurrence frequency in Move 2/Step 2C (introducing candidature/indicating value of candidature) at

37.17%. In this part, the writers use past simple tense to present more past relevant experiences or achievements they gained from previous work, but 36.28% of the occurrence frequency is present simple tense that is used to describe personal characteristics, strengths, or present job responsibilities. The tense used in Move 4 (enclosing documents) is present simple tense that has the highest occurrence frequency at 77.78% in order to remind the readers to see further information regarding qualifications, experiences, interests, strengths, etc. through the C.V., certificates, and testimonials which are referred to as the enclosed documents. The highest occurrence frequency of tense found in Move 6 (soliciting response) is at 58.97% written in the form of present simple tense in order to persuade the readers to call for interviews or have discussions with the applicants. Lastly, in Move 7 (ending politely), present simple tense has the highest occurrence frequency at 100%, thus it is clear that the writers use present simple tense to thank the readers for spending the time to read the letters.

Research question 3 intends to determine how the move-step structure and grammatical features used by English native speakers can be included in the design of a job application letter genre syllabus. Nunan (1999) stated that "a syllabus consists of lists of content to be taught through a course of study. Key tasks for syllabus designers are the selection of the items and their sequencing and integration" (p. 73). In this regard, the content to be taught to students concerns writing a job application letter, and the sequence is based on the move-step structure. This means that the lists of content should start with writing to offer candidature, followed with writing on how to establish credentials. Next, the topic on how to write about essential detailing of candidature should be taught to the students. Then the students should know how to write about indicating value of candidature and the expressions for closing the job application letters. However, English writing is based on grammatical knowledge to produce well-formed sentences, thus during the course of writing a job application letter, the knowledge of tenses and active voice should be included in the content.

8. Conclusion

The move-step structure of the job application letter genre that English native speakers employ to write effectively varies without typical patterns because the most structures (9 out of 14 letters) have the average of the occurrence frequency at 7.14%.

Tenses used by English native speakers consist of present simple, present progressive, present perfect, past simple, and future simple tenses. Present simple tense is most commonly used in Move 1 (establishing credentials), Move 4 (enclosing documents), Move 6 (soliciting response), and Move 7 (ending politely) at the occurrence frequency of 65.85%, 77.78%, 58.97%, and 100% respectively. The Step 2A in Move 2 (offering candidature) is most frequently written in the present progressive tense at 63.64%, while the Step 2B (essential detailing of candidature) and Step 2C (indicating value of candidature) in the same move is

most commonly presented with the past simple tense at 46.34% and 37.17% respectively.

The final research question intends to determine how the move-step structure and grammatical features used by English native speakers can be included in the design of a job application letter genre syllabus. The course syllabus should be designed based on the concept of move analysis and tenses investigated from research questions 1 and 2. First, the students should be taught to be able to offer candidature. After that, they should be taught how to establish credentials. Then, the essential detailing of candidature should be introduced to practice writing about qualification, achievements, education, experiences, abilities, and so on. To persuade the perspective employers, the students should know how to write to express the value of candidature. Finally, the students should study how to end the letter by using polite expressions. During the course, the knowledge of tenses should be included in the learning/teaching activities to make certain that the students can produce well-formed and grammatically correct sentences.

9. Limitation

Due to time constraints, the job application letters were gathered from a number of websites on the Internet. It would be more valuable if the data were collected from international organizations with authentic application letters written by English native speakers applying for specific job openings.

10. Recommendation

This study investigates English tenses used in job application letters. Future research could investigate other aspects of the grammatical features, such as modal verbs, adverbial position, complex noun phrase, prepositional phrase, chronological order, conditional clauses, and modal auxiliary verbs.

11. Implications of the study

Based on the findings of the study, it can be concluded that the English writing course of a job application letter developed based on the genre-based approach is considered effective. Therefore, this study suggests the genre-based syllabus designed to help the students promote their proficiency in writing effective job application letters.

Course Syllabus

Course   An Intensive Course for Writing a Successful Job Application Letter
Duration   5 days
Size of Group: 20 persons
Participants: The fourth year students of Bachelor of Arts Program in English
Course Objectives: For participants to: (1) produce an effective job application letter outlining their interests in applying for prospective positions utilizing proper business letter format; (2) to spend less time over the entire writing process; and (3) to increase the rate of acceptance of job application letters by the prospective employers

Day	Content	Teaching / Learning Activities
1	**Introducing and Offering Candidature** - Utilizing a proper job application letter format - Vocabulary and expressions - Writing to introduce and offer candidature - Present progressive tense for writing to introduce and offer candidature	1. A teacher explains the necessity of job application letters. 2. A teacher introduces students to the appropriate job application letter format. 3. A teacher assigns students to think and write about positions they need to apply for in their notebooks. 4. A teacher suggests the function of the first part of the job application letter is to inform the employers what prospective positions the students need to apply for. 5. A teacher provides students examples of vocabulary and expressions always used to offer candidature. 6. Students start writing by referring to the positions applied for. 7. A teacher teaches students using present progressive tense to identify the positions they want to apply for. At this step, a teacher encourages students to write well-formed sentences and checks their grammatical correctness.
2	**Establishing Credentials** - Job seeking skills - Vocabulary and expressions - Writing to establish credentials - Present simple tense for writing establishing credentials	1. A teacher suggests the sources for finding jobs or teaches students job seeking skills. 2. A teacher introduces the functions of the second part of the application letter. 3. A teacher provides students examples of vocabulary and expressions always used to establish credentials. 4. Students start writing by referring to the jobs advertised, admiring the reputation of the company, and offering themselves as the right candidates. 5. A teacher teaches students using present simple tense to identify the specific job openings, explain the reasons why the applicants are interested in the organizations, and present their relevant skills and experiences that suit the positions they are seeking. At this step, a teacher encourages students to write well-formed sentences and checks their grammatical correctness.

3	**Giving Essential Detailing of Candidature** - Vocabulary and expressions - Writing to give essential detailing of candidature - Past simple tense for writing to give essential detailing of candidature	1. A teacher explains the functions of the third part of the application letter to students. 2. A teacher assigns students to list all of their educations, qualifications, extra-curricular experiences, abilities, certificates, skills, etc. that specifically match the positions applied for. In this step, a teacher provides students the list of ACTION VERBS and SELF-DESCRIPTIVE WORDS to help generate ways to list students' qualifications on their job application letters. 3. Students start writing by illustrating their preliminary qualifications that match the jobs they want to apply for. 4. A teacher teaches students using past simple tense to identify qualifications, past experiences, abilities and achievements attained from the previous work. At this step, a teacher encourages students to write well-formed sentences and checks their grammatical correctness.
4	**Indicating Value of Candidature** - Vocabulary and expressions - Writing to indicate value of candidature - Present simple tense for writing to indicate value of candidature	1. A teacher explains the functions of the fourth part of the application letter to students. 2. A teacher suggests to students to use the list of ACTION VERBS and SELF-DESCRIPTIVE WORDS to describe more qualifications, relevant experience, personal characteristics, strengths, etc., in order to meet the needs of the prospective employers. 3. A teacher teaches students using past simple tense to practice how to write more past relevant experiences or achievements they gained from previous work. Present simple tense should be also taught to students to describe personal characteristics, strengths, or present job responsibilities. 4. Students start writing by demonstrating and highlighting their qualifications that match the jobs they want to apply for. A teacher encourages students to write the well-formed sentences and check their grammatical correctness.
5	**Ending politely** - Vocabulary and expressions - Writing to end the letter politely - Present simple tense for writing to thank readers for spending the time to read the letters	1. A teacher explains the main function of the fifth part of the application letter to students. 2. A teacher provides students examples of vocabulary and expressions typically used to end the letter politely. 3. Students start writing using present simple tense to thank and show good manners to the readers or employers for spending the time to read the letters. 4. A teacher encourages students to write well-formed sentences and checks their grammatical correctness.

Materials and resources:

1. Copies of the example format of the good application letter for each student
2. Copies of the job advertisements for various positions
3. Plain paper for final drafts of the letters
4. Whiteboards and markers
5. Supplementary materials

Evaluation:
1. Class assessment by the learners
2. Learner assessment by the teachers

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