

أهلا بك स्वागत हे မိမိတို့အား 欢迎
Bienvenido bi xêr hatî Добро пожаловать!

Practical advice for entrepreneurs, migrants, foreign workers and international students living in Ireland Canada, New Zealand, the United Kingdom, Australia and the United States.



Tips to maximize your command of the English language and to aid you to succeed in your profession.

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About the Author

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Acronyms

EFL	English as a Foreign Language
CRANZUKUS	Canada, the Republic of Ireland, Australia, New Zealand, the United Kingdom and the United States.
NGO	Non-Governmental Organization
TOEFL	Test of English as a Foreign Language
TOEIC	The Test of English for International Communication

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Chapter One

Introduction

This book offers practical advice about the English language to assist those who speak English as a Foreign Language (EFL) who currently live or plan to live in Westernized developed nations where English is an official language. It also offers information about cultural norms and work practices in what I term members of the 'CRANZUKUS' club, *i.e.*, Canada, the Republic of Ireland, Australia, New Zealand, the United Kingdom and the United States.

This book is suitable for:

- Immigrants
- Foreign workers
- International students
- Those preparing for international English language exams.

This book uses American English. Some discussion in the Spelling and Grammar chapter uses British English for illustration purposes to distinguish American and British English.

Western contexts

This book makes numerous generalizations which aim to simplify cultural practices that are dominant in CRANZUKUS countries. The onus is on the reader to think critically and question the validity of the claims made in this book.

Choosing a country

You should also research the unique circumstances of where you plan to live, work and study. Customs and business practices may vary widely by context.

A nurse who works in a Church owned aged care facility in rural Utah may enjoy a very different lifestyle when compared to a choreographer who works for a production company that is based in the West End District of Central London.

The best source of information about a country is word-of-mouth from people you know and trust who have lived in your country of destination in recent years. You may also consult other sources, such as the online Encyclopedia webpages listed in Table 1.

Table 1

Encyclopedia references - CRANZUKUS countries

Country	Encyclopedia reference
Canada	https://www.britannica.com/place/Canada
Republic of Ireland	https://www.britannica.com/place/Ireland
Australia	https://www.britannica.com/place/Australia
New Zealand	https://www.britannica.com/place/New-Zealand
United Kingdom	https://www.britannica.com/place/United-Kingdom
United States	https://www.britannica.com/place/United-States

Table 2 on the next page contrasts two hypothetical foreign worker scenarios: Canada and Australia.

You should use your own imagination and research skills to analyze the similarities and differences in cultural norms and works practices for these scenarios. This mental exercise will enable you to reflect on how to choose a work role, country and location that best suits your qualifications, personality and career/life course objectives.

Table 2

Contrasting two foreign worker contexts

Cultural factor	Theoretical example 1	Theoretical example 2
Country	Canada	Australia
Location	Toronto: Central Business District	Oil rig at sea: Bass Strait, Tasmania
Industry	Public Health	Oil and Gas
Institution	Toronto General Hospital	Bass Strait Oil Limited
Department	Finance	Labor contracting
Team	Internal Audit	Operations
Role	Internal Auditor	Drill operator
Seniority	Management Consultant	Entry-level
Project	Forensic investigation	Speculation drilling
Hours	Monday to Friday, 9am to 5pm	Shift work: 24/7
Duration	One year contract.	Permanent full-time



You may consider other factors when selecting which country or countries you wish to apply to for work permit or a residency permit in addition to those evaluative criteria listed in Table 2.

Other factors that you may choose to evaluate include:

- Climate
- Cost of living
- Average salary
- Political climate
- Promotion opportunities
- Availability of affordable housing
- Proximity to your country of origin
- Long term prospects in your profession and industry
- National attitudes towards foreigners and immigrants
- The likelihood of receiving permanent residency/citizenship
- Local laws that protect the rights of local and foreign workers
- The quality of the nation's infrastructure (including healthcare).

Some of these factors listed above are relevant to international students when they evaluate which country and college to apply to as international students.

Choosing your college

I propose that there are two step involved in choosing your college.

Step 1: Compare colleges

The following factors may aid you to determine which course (program), college, country and location that you will apply to:

- Your career objective
- Your budget and tuition fees
- Lifestyle preferences (*e.g.* rural *c.f.* urban)
- Cultural preferences (*e.g.* American culture *c.f.* Australian culture)

Table 3 on the next page offers a detailed list of factors that you may consider when you select your course (program), college, country and location.

Table 3

Comparing colleges and their location

<u>Access criteria</u>	College/location Course 1	College/location Course 2
Tuition fees		
GRE, GMAT, ACT, SAT		
Minimum education qualification required		
Language test required		
Scholarships available		
<u>Academic criteria</u>		
School size		
Graduation rates		
School reputation		
Faculty reputation		
Online/face-to-face		
Curriculum breadth		
Student demographics		
<u>Facilities/logistics</u>		
Location		
Cost of living		
College housing		
Part time work available		
Sports and social clubs		

You may use the checklist flow diagram on the next page to compare alternative colleges and courses. Prior to creating a list of preferred colleges and courses, you should decide which country and location (*e.g.* rural *c.f.* urban) is a best fit for your professional objective and personal preferences.



Figure 1: College admissions – decision-making flowchart
(Please see the next page)

College selection tool

College name _____

Step 1 : Do I satisfy all mandatory admissions criteria?

X n/a

Academic grades

Financial aid / affordable

Recommendation letter/s

Prior study prerequisites

Other



If you satisfy all admissions criteria, please proceed to step 2.
.....

Step 2 : Does this college satisfy my needs?

College/field reputation

Faculty skillset

Infrastructure & Academic support

Curriculum: Quality & choice

Teaching modes: Flexible etc.

Student demographics

Sports clubs & societies

Location & nearby facilities

Alumni services

Other

<http://www.thefreeschool.education/admissions.html>

Suitable/unsuitable

Chapter Two

English Language skills

This chapter is useful for those who plan to sit an English language test such as Pearson, TOEFL, TOEIC and Pearson. These four language tests will test your reading, writing, listening and speaking English language skills.

The Free School maintains a database of free English language exam preparation resources. You can find this list at the following link:

<http://www.thefreeschool.education/esl.html>

The tutors at The Free School are able to refer you to official exam preparation resources that are available for free.

Passive language skills require you to interpret content created by others. Active language skills require you to create English language content as a speaker or writer.

Table 4 classifies these English language skills as ‘passive’ and ‘active’.

Table 4

Classifying language skills

Passive skill	Active skill
<ul style="list-style-type: none">● Reading● Listening	<ul style="list-style-type: none">● Writing● Speaking

You may be required to combine a passive skill and an active skill during the same activity. For example, during job interviews, you must listen to the interviewers (a passive skill) and offer spoken answers to questions (an active skill).

Reading

Examples of written content that you may access in your leisure time:

- Websites
- Newspapers
- E-mail from friends and family
- Consumer packaging and advertising.

Examples of written content that you may access in professional contexts:

- Websites
- Job advertisements
- Letters and emails from clients
- Legislation and government policy.

Listening

Examples of material that you may listen to during your leisure time:

- Radio programs
- Television programs
- Conversations with friends and family.

Examples of spoken words that you may hear in professional contexts:

- Questions asked by your colleagues during work time
- Work updates discussed by your managers during team meetings
- Feedback from business stakeholders over the telephone
- Questions asked by management during a job interview.

Speaking

Examples of situations that may require you to speak in social contexts:

- Joining a social group and engaging with other members face-to-face, over the telephone or via Skype
- Telephoning a customer service call center to provide feedback or ask questions about a good or service that you plan to purchase.

Examples of situations that may require you to speak in professional contexts:

- Introducing yourself and answering questions in job interviews
- Making statements or asking questions during work meetings
- Making statements or asking questions when dealing with clients and other business stakeholders face-to-face, over the telephone or via Skype.

Writing

Examples of written content that you may compose in your leisure time:

- Letters to friends and family
- Updating your personal website

- Responding to messages on social network media.

Examples of written content that you may compose for professional audiences:

- Letters and emails to clients
- Memos to staff and management
- Product descriptions for marketing communications purposes.

Writing is the only language skill that requires you to demonstrate your spelling and English language grammar skills. The following chapter examines English language grammar skills that many students from non-English speaking backgrounds struggle to master.

Chapter Three

English language spelling and grammar

This chapter offers a refresher mini course in English language grammar. The topics listed in this chapter include those that many immigrants and international students struggle to master. This especially includes tenses (past, present, future) and distinguishing singular and plural forms.

In a very tight job market, it is essential that you are able to positively distinguish yourself when you apply for a job and when you speak during interviews. Incorrect use of nouns and plurals are two indicators that may distinguish you as a person who is not an advanced English language speaker and writer.

British and American English

If you are applying for a job in writing, it is advisable to use the version of English that is used in the country where the job is located unless the job application instructions state otherwise.

Microsoft Word spell-check includes dozens of English language versions, including British English and American English. British and American English are the most popular versions of the English language. British English and American English are about 99% similar.

Table 5 provides examples of differences between American and British English.

Table 5
Comparing American English and British English

American English	British English
Spelling: Color Aging Center Behavior Organization	Spelling: Colour Ageing Centre Behaviour Organisation
Vocabulary: Zip code Attorney Net income (accounting) Cell phone	Vocabulary: Post code Solicitor or lawyer Net profit (accounting) Mobile phone
Dates: July 4, 2017 Date of birth: Month, day, year 13/11/1952	Dates: 4 July 2017 Date of birth: Day, month, year 11/13/1952

In a tight job market, failure to use the correct version of English may result in you not receiving an offer for a job interview in cases where there are a very high number of quality applicants. It is advisable to never remind your employer that you are a 'foreigner' where possible. As a general rule, employers are looking to hire persons who can rapidly transition into the local culture.

Nouns

Always use capital letters (also known as 'upper case') for the first letter of proper nouns. Proper nouns include the names of people, places and other formal names such as the title of publications, institutions, species and titles.

You do not need to use capital letters for nouns that are not proper nouns. Objects such as 'books' and 'bicycles' are not proper nouns. The names of general animal categories (*e.g.* cats) and general plant categories (*e.g.* flowers) are examples of nouns that are not proper nouns.

Lower case letter example: d for dog.

Upper case (capital) example: D for Damascus, which is a capital city.

Table 6 lists common examples proper nouns:

Table 6

Examples of proper nouns

Proper noun	Examples
People's names	Ellen J.K. Rowlings Ms. Roseanne Barr Martin Luther King
Names of organizations and products	Royal Thai Airlines Ipad Deluxe (Model 123xyz)
A person's official title	Professor Marie Curie Vice President - Finance, Apple Corp
Names of places	Phnom Penh, Cambodia Trafalgar Square, London England
Names of venues and buildings	Wembley Stadium Arthur Ashe Stadium
Addresses	10 Downing Street, London England Red Square, Moscow
Structures with formal names/titles	Taj Mahal Sydney Opera House
Other formal items/objects	The Popemobile Air Force One United Airlines Flight No. JFK777

Acronyms

Always use capital letters for acronyms. Acronyms are abbreviations for nouns.

Examples of acronyms:

UN or U.N. = United Nations

PRC or P.R.C. = People's Republic of China

Always define your acronyms at first use. Consider this sentence example:

In 2010, I was an exchange student who studied a Master of Commerce Degree in the Democratic People's Republic of Korea (DPRK). I resided in Pyongyang during the 12 months that I lived and worked in the DPRK.

Apostrophes '

You should use an apostrophe to denote ownership. Ownership may belong to a living being (*e.g.* an animal) or a non-living entity such as a vehicle.

If one person, animal, plant or another entity/object is the owner, you place the apostrophe before the s. Table 7 provides examples of single ownership.

Table 7:
Examples of apostrophe uses: single ownership

Owner	Sentence
Person	Ellen’s television program is famous globally.
Institution	Most of Yale University’s students live in Connecticut.
Animal	The dog’s mother is a Husky breed.
Plant	This flower’s petals are wilting.
Other entities:	
Nation	Bhutan’s citizens can obtain a passport for no fee.
Object	This book’s pages are fading.
Organization	This temple’s worshippers are all citizens of Laos.

You place the apostrophe after the letter ‘s’ if there is more than one owner.

Table 8 overleaf provides examples of multiple forms of ownership.

Table 8:

Examples of apostrophe uses – multiple ownership

Owner	Sentence
Person	Taiwanese citizens' collective wealth.
Institution	African universities' endowment funds.
Animal	These dogs' mothers are all Huskies.
Plants	Those flowers' owners are from different countries.
Other entities: Nation Object Organization	These citizens' passports have all expired. These five books' authors are citizens of Brazil. These seven temples' worshippers are aged over 50 years.

Plurals of nouns, verbs and adjectives

Verbs are action words. The word 'run' is an example of an action word.

Adjectives are descriptive words. The word 'beautiful' is an example of a descriptive word.

Many scholars who write using English as a Foreign Language (EFL) struggle to use the plural form correctly. This may transpire because their native language does not distinguish between singular (one) and plural (two or more) forms.

For most words, you add the letter 's' to the end of the word to convert it from singular to plural. This general rule applies for nouns, verbs and adjectives.

Consider this example:

Singular word: Student

Plural word: Students

There are exceptions to this general rule. Some of these exceptions include:

Words ending in 'ife'

Life (singular). Lives (plural).

Wife (singular). Wives (Plural).

Words ending in 'y'.

Noun: Butterfly (singular), butterflies (plural).

Verb: Try (singular). Tries (plural).

For further details, see:

Oxford Dictionary (2017), *Plurals of nouns*,
<<https://en.oxforddictionaries.com/spelling/plurals-of-nouns>>.
Accessed 17 April 2017.

Tenses

When writing and speaking, you must distinguish between past, present and future tenses.

As a general rule, many past tenses end with 'ed'. Current tenses end in 'ing' in many instances. You may create a future tense using a preposition such as 'shall' or 'will' and place this before a verb.

Table 9 offers examples of verb tenses.

Table 9

Examples of verb tenses

Past tense	Present tense	Future tense
Studied	Studying	Will study
Travelled	Travelling	Shall travel
Exceptions (irregular): Wrote Met	Writing Meeting	Plan to write Want to meet

The next chapter discusses ways you can access free resources that can aid you to develop your English language spelling and grammar skills.

Chapter Four

Language resources

This chapter discusses four types of free language resources that you may consult to develop your English language skills. These materials include: general EFL academic content, context specific EFL academic content, authentic content and tutorial lessons.

You can find these free resources using a search engine such as Google or Yahoo.

General EFL academic content

General EFL academic content is authored by language specialists who aim to teach broad English language skills such as spelling, grammar and vocabulary.

Examples of general EFL academic content:

- Grammar and vocabulary textbooks
- Dictionaries and thesauruses
- YouTube/video presentations
- Digital Video Discs (DVDs)
- Activity/exercise worksheets
- Informational webpages.

The main advantage of these materials is their grammatical accuracy. The spelling and grammar is correct because they are authored and proofread by qualified English language educators.

A disadvantage of this material is that it may not prepare students for the real-world of work and narrow social contexts. The way that people speak at work (especially in specific professions such as Nursing) and in certain social contexts may differ from the formal way in which the English language is discussed in academic sources.

Context specific EFL academic content

Context specific content is authored by language teaching professionals who work with English language learners in specialist fields such as engineering and information technology. Such content may be referred to as ‘English for Specific Purposes’. Language resources that teach ‘Business English’ are a well-known example of language resources that aim to teach English for Specific Purposes.

Examples of context specific EFL academic content:

- English for Specific Purposes handbooks
- Specialist dictionaries such as Engineering terminology guides

- YouTube/video presentations that discuss Medical terminologies
- Digital Video Discs (DVDs) that discuss accounting terminologies.

An advantage of these resources is that they are usually authored by qualified educators in your profession. The vocabulary and examples provided are usually relevant to your industry and sub-field specialty.

A disadvantage of these resources is that they lack authenticity. This material may not fully prepare you for the type of dialogue required to succeed in job interviews and in the work sector when you transition from the classroom to the ‘real-world’.

Authentic content

Authentic content refers to ‘real-life’ English language content that is not authored primarily for teaching and learning purposes. You may access these resources and develop your English language skills working alone, with friends/colleagues and with tutors.

Examples of authentic content:

- Books
- Podcasts
- Directories
- Newspapers
- Trade journals
- YouTube videos
- Corporate websites
- Government websites
- Social network media
- Academic journal articles
- Professional trade journals
- Commercial and trade magazines
- Documentaries and television programs
- Acrobat presentations on Slideshare.net
- Government policy documents and legislation.

These sources offer the most authentic experience insofar as they can prepare you for the types of vocabulary and topics that you may be required to discuss in a job interview and during your employment.

A disadvantage of authentic content resources is that they are sometimes difficult to navigate/master for English language speakers who have not reached at least upper intermediate level. These authors of this content sometimes write for narrow audiences such as college-educated professionals. This may explain why such resources have a tendency to use advanced, discipline-specific vocabulary.

Table 10 overleaf lists twelve examples of open-access (free) content sources that are authentic applications of the English language for twelve professional contexts.



Table 10**Examples of authentic English language learning resources**

Profession	Example
Chef	http://www.chefmagazine.com/
Miner	http://www.mining.com/
Nurse	http://anmf.org.au/
Farmer	http://www.farmingmagazine.com/
Air Crew	https://inflightcrewconnections.com/
Teacher	http://www.nea.org/home/606.htm
Medicine	http://www.bmj.com/
Academic	https://www.academia.edu/30136974/Teaching_English_as_a_Foreign_Language_to_native_speakers_of_Tai_languages
Marketer	http://www.thefreeschool.education/entrepreneurs.html
Hospitality	http://www.hospitalitynet.org/index.html
Accountant	https://www.slideshare.net/thefreeschool/free-budget-tool-for-startups-and-small-businesses
Hairdresser	http://www.haircouncil.org.uk/pages/apply.php
Social worker	https://www.dss.gov.au/
Information Technology	https://www.acs.org.au/home.html

Tutors and lessons

There are numerous sources of free tuition for English language learners.

Table 11 lists five sources and an example for each.

Table 11

Free sources: English language tuition

Source	Detail	Example
Libraries	Many public libraries offer free English language classes.	http://www.torontopubliclibrary.ca/new-to-canada/esl.jsp
Trial classes	Some colleges offer free English language classes on a trial basis.	http://www.manhattanlanguage.com/programs-fees/free-english-trial-class.html
Chat forums	Some chat forums are moderated by qualified language teachers and language examiners.	http://ieltsnetwork.com/
Webinars	Some webinars are open-access (free)	http://www.macmillanenglish.com/webinars/
YouTube	There are thousands of YouTube presentations that are conducted by qualified English language teachers.	https://www.youtube.com/user/ieltsliz

You can assess your reading and listening performance for language exams such as Pearson, TOEFL and IELTS. Free online resources cannot assess your speaking and writing skills for global English language exams. You need to engage a tutor to assess these skills.

Paired tutoring is much cheaper if you find a tutor who will allow you to work in pairs with others for the same hourly rate. For example, if a tutor charges \$36 an hour, you may be able to pay \$12 an hour if the tutor agrees to teach small groups of three people for the same hourly rate.

Chapter Five

Western culture

This chapter discusses dominant cultural features in CRANZUKUS nations.

These include:

- Western stereotypes and stereotypical perceptions of foreigners from a Western perspective
- Cultural norms: thoughts and actions
- Government and governance
- Diplomacy, formality and informality.

Foreigner stereotypes

Positive and negative stereotypes are a fact of life. These stereotypes are gradually eroding due to increased global migration, the perpetual growth of the Internet and the rapid constant growth in the number of regular Internet users.

It is useful to know what stereotypes are popular about your culture and home country so that you can reflect on whether you wish to actively demonstrate to others that you do not think and act in stereotypical ways.

Table 12 lists a positive and negative stereotype for four regions and does so from a Western perspective. In reality, there are numerous positive and negative stereotypes for each region that are dominant in CRANZUKUS nations.

Table 12

False stereotypes

Region	Positive stereotype	Negative stereotype
Asia	Their social network may offer access to billions of customers.	Workaholic culture.
Subcontinent	Good with technology and electronic gadgets.	Speak English with a strong 'Hinglish' accent.
South America	High energy personality.	Talk fast.
Western Europe	Well dressed.	Unlikely to work in a foreign country for the minimum wage.

Social norms

Dominant social norms are classifiable as thoughts and actions. An individual's thoughts may guide their actions. For example, if someone believes in gender equality, they may disregard gender issues and stereotypes when they hire staff.

Table 13 summarizes dominant norms in Canada, Ireland, Australia, New Zealand, the United Kingdom and the United States. These norms arguably exist in some, most or all other nations to varying degrees.

Table 13

Dominant cultural norms in CRANZUKUS nations

Distinguishing feature	Discussion
Individuals have rights	The national constitution and/or legislation protect the rights of all individuals. For example, no religion is banned <i>per se</i> , although criminal actions that hurt others are banned.
Freedom of speech	The right to free speech is the norm and may be protected by laws and/or the national constitution. Exceptions are rare, such as incitement to commit violent acts.
Equity and diversity	The national constitution and/or legislation protect the rights of women, men and minorities. In most cases, it is unlawful to refuse to hire, train, promote or transact with a person because of their age, race, gender, sexual orientation, political beliefs, social-class, disability and religion.
No mandatory fixed gender roles	There are no official barriers that restrict women or men from reaching the highest appointments in public, corporate and not-for-profit institutions.
Judeo-Christian influences	The laws and postcolonial social foundations of CRANZUKUS countries are rooted in the Judeo-Christian tradition. For example, Christmas and Good Friday is an official public holiday in CRANZUKUS nations. Both religions - Judaism and Christianity subscribe to the teachings of The Old Testament. All nations are secular societies.

Governance

Table 14 summarizes dominant norms that define the national and provincial governments in Canada, Ireland, Australia, New Zealand, the United Kingdom and the United States. These norms arguably exist in some, most or all other nations to varying degrees.

Table 14

Government in CRANZUKUS nations

Feature	Discussion
Government accountability	The government is accountable to its citizens. The citizens may remove the government at the next election. Citizens may sue or prosecute the government in cases where the government is at fault.
Separation of powers	State power is separated between the parliament, the judiciary and the Executive as enshrined in the national constitution.
Corruption and bribery	Corruption and bribery is unlawful at all levels of government. It is a criminal offence to attempt to bribe a government official. It is a serious criminal offence for a government official to attempt to extort money from a citizen or institution as a condition of supplying a good or service or for any other reason.

Diplomacy and formality

It is safer to always act in a diplomatic and formal manner when attending job interviews and when you work in CRANZUKUS nations and in other nations.

Table 15 overleaf lists examples of behavior that is considered undiplomatic, *i.e.* informal. Such behavior may sometimes be regarded as offensive and should be avoided in formal contexts unless you have good reason to believe that this behavior is acceptable or desired by others.

Table 15

Anti-social behavior in formal contexts

Avoid	Example
Informal words	Example: peeps, dunno Correct: People (peeps), Do not know (dunno)
Profane words	Example: Crap, peed off Correct: low quality (crap), annoyed (peed off)
Negativity	Avoid negativity and defeatism. Find a positive angle to discuss a problem or challenge. Example: Global warming is dooming the planet. Better: Scientists are working hard to find solutions to environmental problems.
Sensitive topics	Avoid asking questions or discussing topics that are 'sensitive'. Sensitive topics may include: Politics, religion, sex and personal finances.
Personal questions	Avoid asking personal questions about the interviewers such as their age and marital status.
Judging/criticizing	Avoid judging/criticizing others - especially your former employers. If you are asked why you left your last role, it is best to frame this in the positive, such as "I am looking to further develop my skills and take on some new challenges elsewhere."
Confrontation	Avoid starting an argument or explicitly disagreeing with your interviewers where possible.
Ultimatums	Avoid ultimatums, such as "if you do not pay me at least \$100,000 a year, I will not work here".
Power struggles	Do not come across as wishing to control the tone and direction of the interview.
Immodesty	Be modestly proud of your achievements. You may irritate the interviewers if you gloat about your successes.

Informality

Informal behavior is normally acceptable among friends and family that you trust and who accept you as you are. For example, you must wear covered shoes in the workplace. It is not acceptable for a friend to demand this of you when they visit your home.



Chapter six

Job searches and applications

Key search engines

In most Western countries one or two online job search engines/directories are dominant. In some countries, it is not uncommon for more than 90% of all jobs to be advertised on one search Engine. For example, in Australia, Seek currently enjoys near monopoly status for online corporate job advertisements.

Many jobs are advertised only on the employer's website. This is the norm in government and university sectors.

Most jobs are never advertised. They are filled internally and via network contacts such as word-of-mouth. You will have more chance of finding a job if you proactively write to employers rather than being reactive and applying for jobs that are advertised publicly that hundreds of other people also apply for.

Table 16 overleaf lists the most popular job advertisement site in CRANZUKUS countries.

Table 16

Top job advert sites in CRANZUKUS countries

Dominant search engine	Web address
Canada	Indeed https://www.indeed.ca/
Ireland	Jobs http://www.jobs.ie/
Australia	Seek https://www.seek.com.au/
New Zealand	Seek http://seek.co.nz/
United Kingdom	Indeed https://www.indeed.co.uk/
United States	Indeed https://www.indeed.com/

Covering letters

You should always provide a covering letter with your job application unless the job advertisement explicitly states that a covering letter is not required.

A covering letter should not sound like you have a casual interest in the role that you are applying for. You should inform the reader that the following five parameters are a strong match to your current and long-term career objective.

These parameters are your desire to work for the:

- Hiring organization specifically
- Industry of the hiring organization
- Team/department
- Job description as stated in the job advertisement.

The Free School's website offers instruction for writing a covering letter.

<http://www.thefreeschool.education/career-planning-and-jobs-board.html>

Covering letter content checklist:

- Date
- The title and contact details of the hiring manager
- Your name and contact details

- Job reference code
- Introduction paragraph: who you are and your purpose for writing
- Discuss your relevant qualifications
- Discuss your relevant work experience
- Discuss your long-term career objective
- Explain why you are suitable for this role: address all selection criteria
- Mention that you are available for an interview
- Sign off *e.g.* 'Yours sincerely' and sign your name.

General tips:

- Never send a general covering letter. Customize each covering letter for the job that you are applying for
- Use the local English language version *e.g.* American English
- Use a spelling and grammar check before you send your covering letter
- Never use the ampersand symbol '&' in place of the word 'and' in your covering letter unless you are quoting a word or noun that uses the ampersand such as 'Kingston & McQueen Attorneys'.

The tone and format of covering letters may vary widely depending on factors such as the job description, the instructions for applying and the seniority of the role.

Figure 2
Covering letter: Casual, entry-level position

21 November 2016

Ms. Katie Queen
25 Success Street
Sydney NSW 2000

Mr. Ravi King
Human Resources Manager
Target Australia Pty Ltd
Broadway Shopping Centre
NSW 2000

Re: Casual retail work for the New Year period

Dear Mr. King,

Please find attached a copy of my curriculum vitae to support my application for employment as a casual retail assistant during the forthcoming year-end and New Year season.

I am passionate about working in retail. My long-term career objective aims to secure full-time work in this sector after I complete my Commerce degree at Western Sydney University. My studies major in marketing and management and I am on course to graduate in July 2017.

I worked at Kmart Wollongong during the year-end and New Year period in 2014/2015 and 2015/2016 and enjoyed this role. Kmart placed me in the Women's Apparel Department during my first stint and in the Homeware Appliances Department during my second term of employment. These duties exposed me to all facets of customer service and product merchandising.

I have a proactive 'can-do' positive attitude and work-ethic. I am flexible with my availability and can work on any any days, including overtime if required. Furthermore, I am able to cover peak periods and staff absences at any other stores in the Greater Sydney metropolitan region.

Thank-you for considering my application. I look forward to hearing from you in due course.

Yours sincerely,

Katie Queen

Figure 3

Covering letter: Permanent senior position

12 December 2016

Dr. Conchita Gomez
Department of Film and Media
The Free School
conchita@thefreeschool.education

Dr. Tim Hanks
17 Oscar Street
Brisbane QLD 4000

Re: Lecturers - Continuing (Courier Mail, 10 December 2016)

Dear Dr. Gomez,

Please find attached a copy of my curriculum vitae to support my application for the role 'Lecturer - Continuing'. This vacancy is a precise match with my current career objective which aims to transition from casual- to tenured-lecturer in the Department of Film and Media at this School.

I exceed the three selection criteria. I hold a Doctorate by research from the Australian National University. Furthermore, seven of my works have been published in peer-reviewed academic volumes during the past three years. In March 2016, my doctoral thesis was published as a scholarly monograph by Allen & Unwin. I have accrued four years teaching experience as a casual lecturer at this School's Department of Film and Media between 2013 and 2016.

The Department of Film and Media at The Free School is my foremost choice to develop my academic career and this explains why I relocated from Canberra to Sydney to work as a casual at this School. I regard this school's *Critical Film Theory Journal* to be the premier journal in this sub-field and I have enjoyed working as a sub-editor for its Board since 2011.

I commence the Graduate Certificate of Education on a part-time basis at this School in January 2017. I am committed to developing my pedagogical skills and making a positive contribution to this School's global reputation for teaching and research excellence.

I look forward to hearing from the Selection Panel in due course.

Yours sincerely

Tim Hanks

Curriculum vitae/résumé

You should always provide an up-to-date copy of your *curriculum vitae* (résumé) with your job application unless the job advertisement explicitly states that this document is not required.

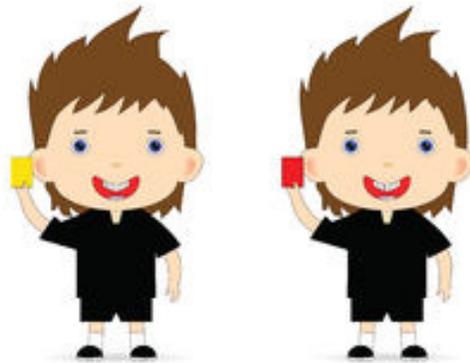
The Free School's website offers instruction for writing a résumé.

<http://www.thefreeschool.education/career-planning-and-jobs-board.html>

General tips:

- Never send a general résumé.
- Customize your résumé for the job that you are applying for
- Never lie or exaggerate as you may be fired or prosecuted for fraud
- Use the local English language version *e.g.* American English
- Use a spelling and grammar check before you send your covering letter
- Never use the ampersand symbol ‘&’ in place of the word ‘and’ in your covering letter unless you are quoting a source that uses the ampersand symbol
- Do not list family or friends as your professional referees as this looks unprofessional and dishonest.

Referees that do not have professional e-mail addresses may not be taken seriously if they are listed on your résumé. It is impossible to verify the identity of the owners of free access e-mail accounts such as @yahoo, @gmail and @hotmail.com.



The tone, content and format of your résumé may vary widely depending on factors such as: the job description, the instructions for applying, your age, your accumulated work experience and the seniority of the role that you are applying for.

Chapter 7

Job interviews

It is important to self-reflect on your physical appearance and personality prior to attending a job interview. What is appropriate and desirable in one context may be offensive in another context.

You should do your research before attending an interview to determine how you should dress, speak and behave for that specific context. The advice provided in this chapter is general and applies to virtually all situations.

Preparation

Always attend the interview prepared. You should research the:

- Company history and its objective
- Company's goods and services
- Department where the vacancy exists
- Team where the vacancy exists
- Interviewers (please be discreet)
- The interview location – please never arrive to an interview late.

Always bring a list of questions to the interview. It is wise to choose thoughtful questions that are relevant, show your enthusiasm for the role and show evidence that you have done you pre-interview research.

Dress and bearing

If you do not dress, speak or behave appropriately, you may not secure the role that you interview for. You should always:

- Dress appropriately for the role *e.g.* wear a business attire for management roles
- Pay strong attention to your personal grooming and personal hygiene
- Sit up straight in your chair and do not slouch
- Maintain eye contact with the interviewers
- Appear relaxed, pleasant, courteous, confident, and smile on occasion.

As a general rule, it is better to overdress than to under-dress if you are not sure of the dress code. Underdressing may give the impression to the interviewers that you are unprofessional and/or you are not serious about securing the role.

Chapter 8

Local resources and support

International students, migrants and foreign workers have the same rights and legal protections as local citizens. You should not hesitate to contact a legal officer of a government authority or another party such as a trade union attorney if you have been mistreated or cheated by another person or organization.

Free assistance is available for International students, migrants and foreign workers who have been treated unlawfully. These sources include student unions, workers unions, legal aid and consumer protection agencies.

The resources listed overleaf are initial points of contact. They are peak bodies and do not necessarily help individuals. Their websites may direct you to the most appropriate contact.

The contacts that may help you will vary depending on factors such as the industry that you work in and the college where you study (*i.e.* the local student union).

Students unions

Table 17

Student unions

Country	National peak body
Canada	http://cfs-fcee.ca/ http://www.casa-acae.com/
Ireland	http://usi.ie/
Australia	http://www.nus.org.au/
New Zealand	http://www.students.org.nz/ http://www.students.org.nz/contactus
United States	http://usstudents.org/
United Kingdom	https://www.nus.org.uk/

Workers unions

Table 18

Workers' unions

Country	National peak body
Canada	http://canadianlabour.ca/
Ireland	http://www.ictu.ie/
Australia	http://www.actu.org.au/
New Zealand	http://www.union.org.nz/
United States	https://aflcio.org/
United Kingdom	https://www.tuc.org.uk/

Legal aid

Table 19

Legal aid

Country	National government reference
Canada	http://www.justice.gc.ca/eng/fund-fina/gov-gouv/aid-aide.html
Ireland	http://www.legalaidboard.ie/en/
Australia	http://www.australia.gov.au/content/legal-aid
New Zealand	https://www.justice.govt.nz/courts/going-to-court/legal-aid/
United States	https://www.usa.gov/legal-aid
United Kingdom	https://www.gov.uk/legal-aid/overview

Legal aid may be provided by State/Provincial Governments (*e.g.* Ontario) and regional Governments (*e.g.* Scotland). Example - Ontario Government:

<http://www.legalaid.on.ca/en/>

Consumer protection

Table 20

Consumer protection authorities

Country	National government reference
Canada	http://www.ic.gc.ca/eic/site/oca-bc.nsf/eng/home
Ireland	http://ccpc.ie/
Australia	https://www.accc.gov.au/consumers/consumer-rights-guarantees
New Zealand	https://www.consumerprotection.govt.nz/
United States	https://www.usa.gov/consumer-complaints
United Kingdom	https://www.gov.uk/consumer-protection-rights

Chapter 9

Finances and budgeting

Most people need to budget their money carefully in order to pay their bills and realize their future objectives.

The Free School has constructed a free budget tool. This tool has been customized for three target audiences:

- International students
- Health care workers
- Startup enterprises and small business owners.

To access to the School's free budget plan management tool, please visit the School's Financial Management web page.

<http://www.thefreeschool.education/finances.html>

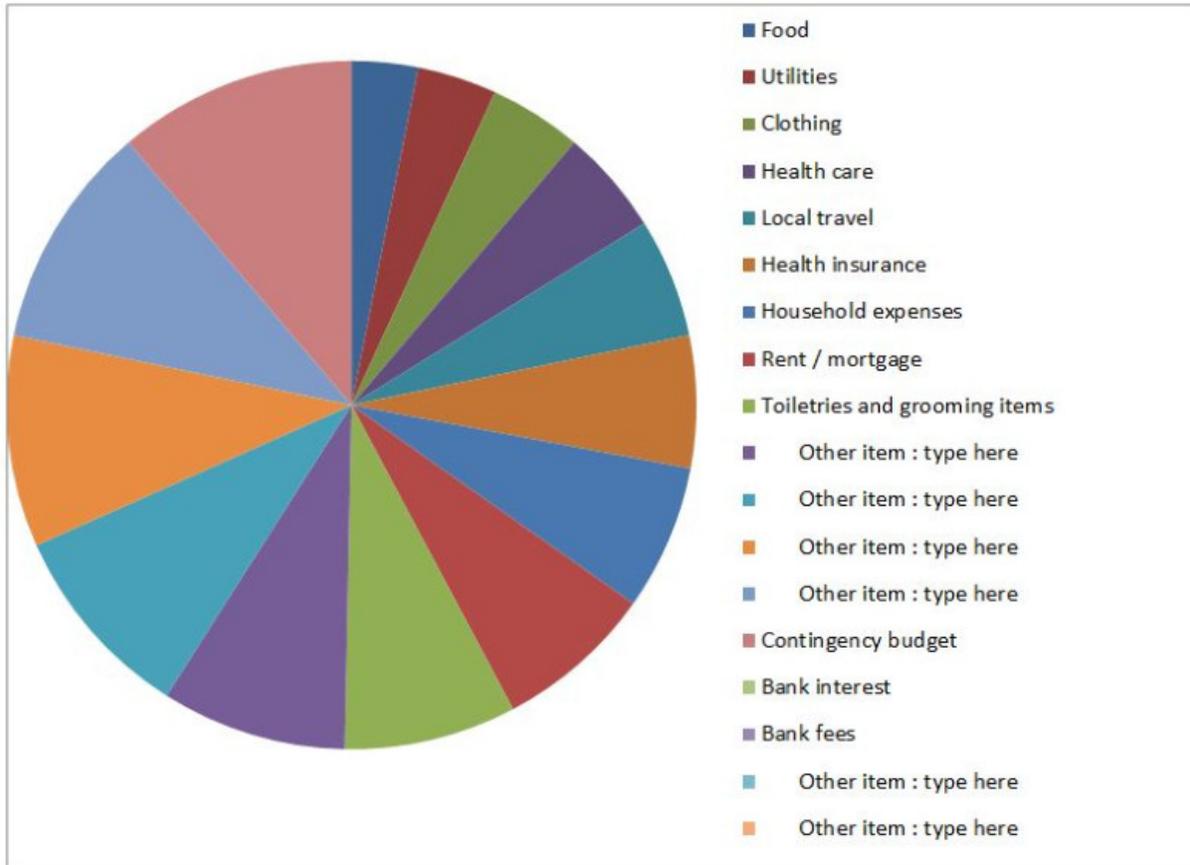
Figures 4 and 5 overleaf show extract pages from this budget management tool.

Figure 4: Budget Plan Tool

ANNUAL PLAN				
(a)	One unit of my local currency equals	1.000	Foreign Currency name	
MY BUDGET (AVERAGE)		Weekly	Monthly	Annual
<u>Income</u>				
	Income source 1 : type here		0	0
	Income source 2 : type here		0	0
	Income source 3 : type here		0	0
	Income source 4 : type here		<u>0</u>	<u>0</u>
(b)	Total income	0	0	0
<u>Living expenses</u>				
	Food		0	0
	Utilities		0	0
	Clothing		0	0
	Health care		0	0
	Local travel		0	0
	Health insurance		0	0
	Household expenses		0	0
	Rent / mortgage		0	0
	Toiletries and grooming items		0	0
	Other item : type here		0	0
	Other item : type here		0	0
	Other item : type here		0	0
	Other item : type here		0	0
	Other item : type here		0	0
	Contingency budget		<u>0</u>	<u>0</u>
(c)	Total living expenses	0	0	0
<u>Finance expenses</u>				
	Bank interest		0	0
	Bank fees		0	0
	Other item : type here		0	0
	Other item : type here		<u>0</u>	<u>0</u>
(d)	Total Finance expenses	0	0	0
(c)+(d)-(b)	(e) TOTAL SURPLUS/(DEFICIT)	0	0	0 +

Figure 5: Budget Plan Analysis

WEEKLY BUDGET BY EXPENDITURE TYPE



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Additional resources

Tools for small business, startups and entrepreneurs

<http://www.thefreeschool.education/entrepreneurs.html>

**30 free, globally popular
social networking and
marketing websites for English
and Chinese language speakers:**

For scholars & entrepreneurs

free@thefreeschool.education



<http://www.thefreeschool.education/scholarships.html>

<http://www.thefreeschool.education/foreign-aid-scholarships.html>

<http://www.thefreeschool.education/motivation-letters.html>

How to apply for a scholarship

