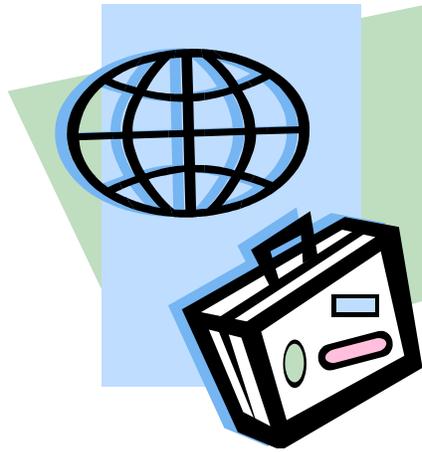


# M.A. TESOL Career Guide

## For SFSU M.A. TESOL Students and Alumni

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*This career guide is dedicated to SFSU M.A. TESOL alumni everywhere. Thank you for sharing your experiences and advice.*



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## Part 1: Preparing for and conducting the job search

### 1.1 Self-assessment

The first step in a successful job search is to examine your interests, skills, personal qualities, values, and goals (Robert Orndorff, *The Insider's Guide to Finding the Perfect Job* (Peterson's/Thomson Learning, 2000), Ch. 2; Adelaide Parsons, *The ESL/EFL Job Search Handbook* (TESOL, 1995) -- on reserve: LB 1780 E35 1995), while reflecting on your education and work experience.

Self-assessment will help you to think about an appropriate and realistic job target at this stage of your career, how you can sell yourself to prospective employers, and how to describe your skills and goals on your résumé and cover letter and during job interviews.

One way to identify skills is to do a skill assessment exercise. Another way is to list and examine your past experiences, and to identify key responsibilities and the skills used to carry out those responsibilities. (Use action verbs like those used on a résumé – See Section 1.4.1, below.)

For self-assessment resources, do an online search — Type in “job search self assessment” or “self assessment for teaching” or a similar phrase.

#### Some resources:

Monstertrak, “Preparing for interviews: Self-assessment and research”  
[http://www.monstertrak.monster.com/resources/careeradvice/articles/job\\_seeker\\_guide/interviewing/preparing\\_for\\_interview.html](http://www.monstertrak.monster.com/resources/careeradvice/articles/job_seeker_guide/interviewing/preparing_for_interview.html) (See questions to guide self assessment, pp. 2-5.)

Riley Guide: <http://www.rileyguide.com/assess.html>

Online career assessments:

[http://www.quintcareers.com/online\\_career\\_assessments.html](http://www.quintcareers.com/online_career_assessments.html)

### 1.2 Methods for learning about job openings

(Source for much of the following material: Robert Orndorff, *The Insider's Guide to Finding the Perfect Job* (Peterson's/Thomson Learning, 2000), Chapters 9-10)

#### 1.2.1 The open job market (advertised positions)

- 1) Responding to job advertisements (e.g., in classified ads, field-specific publications, Internet postings, school/company Web page announcements, bulletin board flyers)

*Advantages: Easily accessible, straightforward process*

*Disadvantages: Many applicants (a lot of competition) due to visibility of ads*

#### **Steps:**

1. Identify the best job-listing resources for your needs (newsletters, Web sites, etc.)
2. Select the most suitable job openings to pursue (good match for your experience & interests).
3. Carefully analyze each job announcement to determine what you like about the job and how your skills, experience, and educational background would be assets. Learn about the school/organization by researching it on the Internet or talking to a contact who is familiar with it.

4. Write a targeted, tailored cover letter which addresses the minimum and desirable qualifications and presents your relevant experience and skills.
  5. Promptly submit all materials. Make sure to meet the application deadlines (best not to submit them at the last minute).
  6. Organize your search and keep track of jobs you applied for, when you applied, and materials submitted.
- 2) Posting your résumé with an online career center  
 Example: Posting one's résumé at TESOL's Online Career Center:  
<http://careers.tesol.org/search.cfm>  
 This is not to be confused with submitting an electronic version of your résumé. Rather, it is similar to placing your résumé with an employment agency. Employers pay a fee to access candidates' electronic résumés.  
**To find sites where jobs are posted:**  
 Using an Internet search engine, conduct a keyword search. You'll get a list of links to job-search and résumé-posting sites.  
*Advantages: High visibility, low investment of time*  
*Disadvantages: Impersonal, may need to reformat résumé to fit online system*
- 3) Participating in job fairs  
 Examples:  
 The Job Marketplace at the Annual TESOL Convention:  
[http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=120&DID=443](http://www.tesol.org/s_tesol/sec_document.asp?CID=120&DID=443)  
 The California Community Colleges Registry and Job Fair:  
<https://www.cccregistry.org/jobs/index.aspx>  
*Advantages: Can interview with many recruiters in one day, efficient set-up for interviews, networking opportunity (for additional contacts/information on future openings)*  
*Disadvantages: Job fairs are infrequent; have to be a member/register to participate*

### 1.2.2 The hidden job market

The hidden market consists of jobs that are not advertised.

#### **Mass mailing or targeted mailing**

This strategy, sending your résumé and a cover letter to a list of prospective employers, expressing an interest and asking them to keep your résumé on file until an opening surfaces, has been around for a very long time.

*Advantages: High visibility, relatively little amount of time (requires more time if targeted and tailored to each specific employer)*

*Disadvantages: Low acknowledgment/success rate*

#### **Networking**

Many/most employers hire through various networks and personal referrals.

Networking is by far the most effective job search strategy to have a chance at such jobs. Networking can take place just about anywhere – wherever and whenever you tell people you're looking for a new job.

**Do informational interviews:** a structured method of networking in which you interview personal contacts or referrals for information, advice, and referrals

- Call and make an appointment
- Determine the questions you want to ask and write them down

- Keep notes to evaluate and compare your interviews.

Make contacts at professional conferences

Do a career exploration project for a class (gives a good reason for setting up interviews)

Observe or shadow a teacher

You'll have chances to talk with (information interview) the teacher, introduce yourself to directors/people who do hiring, and network with other teachers.

Join professional listservs, get on e-mail lists, and participate in online discussions

### 1.3 Strategies for finding out about ESL/EFL teaching positions

In their responses to our recent career survey, M.A. TESOL alumni stated that they found out about job openings by using all of the strategies listed above. Strategies for learning about job openings included the following:

- Checking school/district Web sites for openings
- Sending one's résumé directly to the ESL Chair/Dean and following up
- Networking -- Making contacts at the school where one is seeking employment
- Making use of SFSU faculty and alumni contacts to network and learn about job openings
- Applying for positions announced via e-mail to MATESOL alumni
- Applying for jobs and being interviewed by recruiters at the Job Marketplace at the annual TESOL Convention:  
[http://www.tesol.org/s\\_tesol/seccss.asp?CID=1816&DID=10221](http://www.tesol.org/s_tesol/seccss.asp?CID=1816&DID=10221)
- Checking flyers and local newspapers
- Searching on the Internet: TESOL, CATESOL job bank, Craigslist, etc. Check job search links at our MATESOL Web site:  
<http://www.sfsu.edu/~matesol/links.html#5> and do your own refined Internet search.

#### *Some online resources:*

TESOL, "Finding a Job in TESOL":

[http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=1428&DID=391](http://www.tesol.org/s_tesol/sec_document.asp?CID=1428&DID=391)

Duncan MacLeod, "Where the ESL jobs are" (Transitions Abroad):

[http://www.transitionsabroad.com/listings/work/esl/articles/esl\\_jobs\\_are\\_online.shtml](http://www.transitionsabroad.com/listings/work/esl/articles/esl_jobs_are_online.shtml)

CareerOverview.com, "Education and Teaching Jobs"

<http://www.careeroverview.com/education-jobs.html>

In addition, see the job resources listed in Parts 2-4 of this Career Guide.

### 1.4 Preparing application materials (your self-marketing package)

Based on your self-assessment and research on jobs that interest you, you are ready to prepare your résumé and other application materials.

#### 1.4.1 Résumé (Curriculum vitae/CV)

The résumé presents one's most important experiences, skills, and academic training to prospective employers. It should strategically present your major qualifications ("selling points"), using a format that makes it easy for recruiters to see the information that's important.

### *Some tips for the résumé :*

- Make it well formatted and easy to review.
- Make it neat and professional, with eye appeal.
- Think strategically about the experiences and skills you want to emphasize and how to format the résumé to make important information stand out.
- Must be completely free of grammar, spelling, punctuation, and typing errors! This should be an example of your best work.
- Sometimes recruiters scan résumés. In such cases, it's good to include important keywords (field-specific terms and relevant skills) and using a plain and simple print.

See the résumé checklist and résumé samples in the English 891 reader.

### *Some online resources:*

Type “résumé for teachers” into the search engine box, and you'll find plenty of online advice and examples. Type in “teaching résumé checklist” for criteria you may want to consider.

Monstertrak: [http://www2.monstertrak.com/help\\_manuals/jobmanual/checkl.html](http://www2.monstertrak.com/help_manuals/jobmanual/checkl.html)

Riley Guide: <http://www.rileyguide.com/resprep.html>

SFSU Career Center: <http://www.sfsu.edu/~career/students/resume.html>

Search for “résumé action verbs” to get lists of action verbs.

### **1.4.2 Cover letter**

One's résumé is a comprehensive compilation of facts about one's qualifications: education, work experience, achievements, and skills. The cover letter (or alternatively, a personal statement) is tailored for a specific employer and job opening. It allows you to introduce yourself to a prospective employer in a more personal way than a résumé does.

#### *A cover letter:*

- 1) Serves as an introduction to your résumé (Never send a résumé without a cover letter)
- 2) Expresses why you're interested in the job, employer, and/or career field
- 3) Allows you to highlight the most relevant selling points from your all-inclusive résumé
- 4) Communicates the next steps as you see them

#### *Open market cover letters:*

Personalized letters used when responding to job ads.

Use a standard business letter format and address it to a specific person if possible.

A typical format:

- Opening paragraph: Tell why you're writing, the specific job you're applying for, how you learned about the opening. (Mention a contact name if you have one.)
- Middle paragraph(s): Present your most relevant selling points, tailoring this to the employer's point of view. Support your claims with evidence. Tell why you're interested in the position/ employer.
- Closing paragraph: Refer the reader to your enclosed résumé. Thank the employer for considering your application and (perhaps—depending on your style) say that you look forward to the possibility of further discussing your interests and qualifications during an interview.

Hidden market letters

Networking letters to get your foot in the door.

Such a letter might be organized as follows:

- Opening: Express an interest in job opportunities (rather than in applying for a particular job).
- Middle paragraph(s): Express why you are interested and highlight your selling points
- Closing: Try to arrange for an opportunity to follow up/meet.

Some tips:

- Take time to really research the employer/institution and to learn about the job. Study the employer's Web site and any information you can obtain (e.g., for a teaching job: the student population, courses). Analyze the job announcement, noting the minimum and desirable qualifications listed for the job. (Be sure that you are qualified for the job!)
- Tailor the letter to the employer/institution and the job. Taking cues from the job announcement, and present aspects of your education/training, work experience, personal qualities, interests, etc., to convince the employer that you meet the specific requirements for the position and are well suited for it.
- Be sure to revise and edit the letter carefully. (Remember, you are demonstrating your communication and writing skills!) Be sure that the letter looks professional.

*Some online resources:*

The Riley Guide: <http://www.rileyguide.com/cover.html>

TiPPS, U. Hawaii: <http://www.lll.hawaii.edu/sltcc/tipps/>

### 1.4.3 Statement of teaching philosophy

Sometimes applicants for teaching positions are asked to submit a short statement of their teaching philosophy.

*Some online resources:*

University of Hawai'i at Manoa TiPPS:

<http://www.lll.hawaii.edu/sltcc/tipps/philosophy.html>

Ohio State University, Faculty and TA Development:

<http://ftad.osu.edu/portfolio/philosophy/Philosophy.html>

University of Chicago: <http://teaching.uchicago.edu/pod/chism.html>

Iowa State University, Center for Excellence in Learning and Teaching:

<http://www.celt.iastate.edu/teaching/philosophy.html>

Brown University Center for Teaching and Learning

See the "Documenting your teaching philosophy" section of this online resources list:

[http://www.brown.edu/Administration/Sheridan\\_Center/graduate/online\\_resources.html](http://www.brown.edu/Administration/Sheridan_Center/graduate/online_resources.html)

*Samples:*

Graduate students, language depts., University of Hawai'i at Manoa:

<http://www.lll.hawaii.edu/sltcc/tipps/philosophy.html#potsamples>

Graduate student TAs, University of Georgia:

[http://www.clt.uga.edu/teach\\_asst/ta\\_mentors/philosophy/index.html](http://www.clt.uga.edu/teach_asst/ta_mentors/philosophy/index.html)

Ohio State U. faculty and TAs:

<http://ftad.osu.edu/portfolio/philosophy/Philosophy.html#samples>

## 1.4.4 Letters of recommendation

### Who to ask?

- People who know you and your work thoroughly, and who think highly of you
- For a teaching job: Mentor teachers/coordinators and student teaching supervisors who have observed your teaching; instructors in our more “pedagogical” courses (e.g., 653, 726, 731, 732, Group I classes)

### Some tips:

- Provide your recommender with relevant information (a) about the job you are applying for and requirements for the letter (the deadline, where it should be sent, in a sealed envelope to you or directly to the institution, etc.), and (b) useful reminders about yourself (e.g. courses you took with him/her, projects you did for those classes). Ask the recommender what information s/he would like you to provide, which would be useful for the letter.
- Tell the recommender the deadline, and try to allow plenty of time for them to write.
- Remember to express your appreciation. (A simple e-mail message or note will do; no need for a gift.) Faculty are always happy to know when you are offered a job and accept it.
- Every few years, replace old letters of recommendation with current ones.

## 1.4.5 Other materials

Other possible materials to support applications for a teaching position may include the following items (some of which you may have chosen to include in your M.A. TESOL portfolio):

- Sample lesson/unit plans and other materials for courses you have taught (syllabi, assignments, tests, samples of student work, etc.) or for students you have tutor (exercises, samples of feedback, etc.) (with explanatory cover notes)
- A videotape of your teaching (with cover note providing background information and reflection)
- Attestations about your teaching or work as a TA/tutor (e.g., summaries of student evaluations of your teaching; recommendation letters from mentor/supervising teachers, letters from students describing what they learned from you)
- Conference presentation handouts
- Publications (including in-house publications such as contributions to an institution’s newsletter)

## 1.4.6 Portfolio and Web-based portfolio

You can consider organizing many of the above materials in your professional portfolio.

You might also consider developing a Web-based portfolio. The benefits of a Web-based portfolio include the following: (Robert Orndorff, *The Insider’s Guide to Finding the Perfect Job* (Peterson’s/Thomson Learning, 2000), p. 119)

- Easy to update
- Can be accessed at any time
- Easy for recruiter to quickly view documents they are most interested in
- Possibilities for creative display (with graphics, photos, videos, etc.)
- Demonstration of computer skills

### Some resources:

- Do an online search for “electronic portfolios”.
- SFSU e-portfolios: <http://eportfolio.sfsu.edu/>

- Gallery: <http://eportfolio.sfsu.edu/gallery.php>
- Teacher Tap: <http://eduscapes.com/tap/topic82.htm>
- American Assn. for Higher Education Portfolio Clearinghouse, links to portfolio programs: [http://ctl.du.edu/portfolioclearinghouse/search\\_portfolios.cfm](http://ctl.du.edu/portfolioclearinghouse/search_portfolios.cfm)

## 1.5 Interviews

In general, interviewers' questions reflect 4 big concerns (Orndorff, 2000). These are stated below, along with interview questions related to the concern, and some "prep tasks" (Orndorff, 2000) to help prepare you to answer such questions. Some typical interview questions for ESL/EFL teaching jobs are included.

### *Do you want the job?*

- Why do you want this job?
- Why do you want to teach/work here?
- How did you become interested in \_\_\_\_\_ (this career field)?
- Where do you see yourself in five years?
- What do you like best about teaching?
- Do you have any questions for me/us?

### *To prepare:*

- Prospective employers need to be convinced that you are genuinely interested in the job and the organization/institution, and if offered the job, will want it and will stay.
- Review the job description and identify the responsibilities that appeal to you the most, and prepare to explain why.
- Research the organization/institution (background, mission, programs. . .) and determine why you want to work for it. Study its Web site. This will also enable you to ask specific questions during the interview.
- Pinpoint characteristics about the career field that appeal to you.
- Review your résumé for past experiences you enjoyed (especially similar to this job)

### *Can you do the job?*

- Why should we hire you?
- How are you qualified for this job?
- Tell us a little bit about yourself.
- What is your preparation for teaching here?
- How can you contribute to our program/organization?
- How do you see the needs of our student population? How are you prepared to address those needs?
- Which of our classes do you feel ready to teach?
- What do you think are your greatest strengths as a teacher? What are weak points/ things you are still working on?
- If I were to ask your students about your teaching, what would they say?
- Many of our \_\_\_\_\_ Ss need to work on \_\_\_\_\_. What ideas do you have for teaching this?
- How do you deal with a \_\_\_\_\_ class/Ss? (e.g., a large or multilevel class, Ss who come to class unprepared)

- How do you think Ss become good at \_\_\_\_\_ (conversation/reading/writing...)? How can instruction help?
- Do you have experience with \_\_\_\_\_? (whatever is important to the program or is being developed — e.g., test design, materials development, developing a class Web site, instructional technology)

#### **To prepare:**

- Candidates often look better on paper than they do in person. You must be able to sell your skills and experience and show how these will enable you to perform the job well.
- Review the job description carefully and determine the primary skills needed to succeed in all the duties of the job. From these primary skills, identify ones you've acquired, and be ready to explain how and where you developed them. The more examples you can give, the more you'll validate your skills and personalize your response.
- Determine which of your past experiences are most relevant to the position and the institution/organization. How can that past experience help you perform well on this job?
- Identify relevant courses, training programs, projects, etc., and prepare to explain how they would benefit you if hired for this job.
- Determine personal qualities that would be assets on this job.

#### **Will you fit in?**

*(in terms of compatible philosophy/approach, personality, collegiality, adaptability, etc.)*

- How would someone who knows you well describe you?
- How do you feel about working with other teachers?
- What is your philosophy of language teaching?
- Describe a successful activity you have used to teach X. Why was it successful?
- How would you teach X to (intended class)?
- Describe a difficult teaching situation you've faced or observed and how you handled it.
- (For overseas:) How would you deal with culture shock/working in a new culture?

#### **To prepare:**

- Interviewers are looking for candidates who will get along well with colleagues and contribute to an overall positive morale. They want to hire people who are likeable, friendly, positive, and mature—and people who work well with a variety of colleagues (and students).
- Prepare to talk about your thoughts and experiences in resolving conflicts. Choose an example of a conflict you once had that's appropriate to share during an interview, and be ready to describe how you resolved the conflict or what you'd do differently in the future.
- Prepare to talk about your thoughts and experiences relating to cultural and linguistic diversity. Think of experiences you have had working with Ss/colleagues from diverse racial/cultural backgrounds.
- Prepare to talk about your thoughts and experiences relating to teamwork. Think of a relevant past experience to use as an illustration.

- Determine your management philosophy and think of a relevant example.
- Think about how you work under pressure and manage your time.

### *Are you self-reliant?*

- What is your approach in handling problems having to do with X?
- If a colleague/your boss makes a suggestion but you disagree, what would you do?
- How well do you work under pressure?
- Describe a time when you showed initiative.

### *To prepare:*

- You must convey that you're self-confident, resourceful, and adaptable.
- Think of some common problems encountered on the job (e.g. student problems), and identify the steps you (might) take to resolve them. Think of a past example.
- Identify your organizational and time-management skills.
- Prepare to talk about your willingness and ability to change and grow. Think back to past experiences in which you demonstrated flexibility.

### **Preparing for an interview**

Self assessment to help one become aware of one's strengths and weaknesses, skills and abilities, interests, values, goals, and aspirations:

[http://www.monstertrak.monster.com/resources/careeradvice/articles/job\\_seeker\\_guide/interviewing/preparing\\_for\\_interview.html](http://www.monstertrak.monster.com/resources/careeradvice/articles/job_seeker_guide/interviewing/preparing_for_interview.html)

### *Some resources:*

See interview tips and sample interview questions in the English 891 reader.

Brian Gilroy, "How to improve your interview performance" [helpful tips at TESOL Careers site]: [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=122&DID=408](http://www.tesol.org/s_tesol/sec_document.asp?CID=122&DID=408)

SFSU Career Center: <http://www.sfsu.edu/~career/students/interviewing.html>

## **1.6 Tips for getting hired – and what if you don't get hired?**

### **Some tips from MATESOL alumni on how to get hired:**

- Do practicum/student teaching/volunteering where you want a job. Attend meetings. Get to know faculty who can recommend you.
- Observe a cross-section of classes, meet different instructors.
- Summer is the best time to get hired.
- For community college jobs: Consider getting the Composition and/or Reading Certificates.
- The SFSU Certificates are highly regarded – and with them, you can teach L1 reading/writing as well as ESL.
- Have a few distinctive qualifications, for example:
  - Instructional technology skills
  - Experience with curriculum/materials development
  - Grant writing
- Be really prepared when you interview.
- "Research the institution, its mission, its faculty and its ESL program carefully, and brainstorm and practice potential questions with a friend."
- "At the interview, express your love and passion for the job."

## 1.7 Evaluating and negotiating job offers

See Occupational Outlook Handbook (OOH), 2006-07

Finding a job and evaluating a job offer: <http://www.bls.gov/oco/oco2004.htm>

## 1.8 Part-time jobs

What's it like to be an adjunct (part-time) teacher in community colleges, adult schools, and universities?

- Often, one is a “freeway flyer” with part-time jobs in different places. Full-time jobs are rare.
- Hourly pay: City College of San Francisco (as of 6/08): \$53-58/hr noncredit, \$88-96 credit. P/Ters are limited to load that's 60% of F/T = ~\$23,000-25,000/year.
- Pay is lower or higher at other campuses.
- There are many more students, and many more jobs, in noncredit.
- Community college classes are offered M-F including evenings and weekends (for working students). Students can be all ages and backgrounds.
- New teachers can expect evening assignments.
- For more info: See notes from the Spring 2004 and Fall 2005 MATESOL Career Nights.

### *Biggest challenges for part-timers?*

- Low pay, little job security, hard to survive in Bay Area
- For new Ts: No assurance of classes (depends on enrollment). Times with no pay (holidays).
- Heavy workload. Real danger of not having a life!
  - “One has to decide goals and budget time accordingly.”
  - “The first time you teach a class, you only need to make it through. It doesn't have to be spectacular.”
- Not being appreciated by the “important” people
- Isolation: Ts too burdened (by teaching hours, grading time, commuting) to interact with each other. However, instructors develop support systems, for example:
  - CCSF's Teacher Reflection project
  - SFSU's iLearn teacher forums
  - Cañada CBET's idea swap once/semester
  - New casual café work session: ESL Sip and Grade. Tuesdays, 9-11 a.m., Maxwell's House of Caffeine, 398 Dolores St. (at 17th), San Francisco. If interested, contact alumnus Steve Zetlan: [zetlan@sbcglobal.net](mailto:zetlan@sbcglobal.net).

### *Survival tips?*

- Have a steady (non-ESL) job, or substitute teach.
- Do private tutoring. “I got a business license so I can do it legally. I got a PayPal acct. so that I can be paid by people from other regions or overseas.”
- Save money.
- Join the union, talk to the representative, and work with other P/Ters to get what you want. TESOL has a Caucus on Part-time Employment Concerns (COPEC): [http://www.tesol.org/s\\_tesol/seccss.asp?CID=295&DID=1797](http://www.tesol.org/s_tesol/seccss.asp?CID=295&DID=1797)

### Rewards? Why is part-time teaching worthwhile?

Recent MATESOL graduates teaching as part-timers' comments:

- Exciting and always different: "There is ZERO opportunity to get bored."
- Wonderful students: "The students are fantastic. I can see them learn, we have fun in the classroom, they show appreciation."
- Wonderful colleagues: "My teaching environment allows me to make a lot of independent decisions, yet there are smart and talented colleagues I can turn to."
- Intellectual stimulation

### Advantages of part-time jobs?

- Chance to find out about different programs, compare, get a breadth of experience
- Combine well with other jobs; permits time to pursue other interests, like writing
  - Ex. Jim Janko '93, CCSF instructor. *Buffalo Boy and Geronimo* nominated for 2006 Pulitzer Prize
- Flexible schedule for teachers who are raising children
- Full-time jobs require many time-consuming responsibilities in addition to teaching (Curriculum development, committees, faculty advisor for clubs, etc., etc.)

## 1.8 Full-time jobs

*How long does it take to get a full-time job at an adult school, community college, or IEP? How do you get one?*

Maybe 3-5, up to 10 years at community college. Depends on the institution, your qualifications, retirements. . .

Some colleges have many full-time jobs

Example: Academy of Art (many SFSU grads are there)

### Tips?

Start P/T, build a great reputation

- Jill Schutz '07, EF International, Mills College [taught in lg. schools while in M.A. program, taught at EF in Summer]
- Kelly Keith '06, Oakland Adult (job focuses on integrating technology into ESL)
- Yolanda Valenzuela '00, Cañada [Got Reading Certificate]
- Christine Chai '97, De Anza (started there in 2001, tenured 3/06)
- Matt Holsten '96, CCSF (started F/T at CCSF in F'06, after teaching P/T there for many years)
- Robert Elliott '94, Stanford Language Center (started in summers; adjunct professor at USF for 7 years, CCSF 5 years, Mission 2 years)

How Kelly Keith got 2 full-time job offers right after graduation:

- Worked at Loma Vista Adult during grad school and:
- Thoroughly got to know program, curriculum, Ss.
- Joined committees. Helped get grants.
- Took on new projects, tried new gadgets.
- Created professional relationships with the leadership.
- Built her résumé.
- Attended conferences. Networked extensively.

With time, experience, and knowledge a F/T job is possible.

*Tip:*

Broaden your geographical search; be willing to relocate

*More on full-time jobs from Richard Cervin, Chair, ESL Dept., Sacramento City College (CATESOL Conference, 4/06)*

- Committee wants candidates who will actively contribute to life and mission of dept./college (not just good teachers)
- F/T job market is highly competitive. You must stand head and shoulders above others.
- Advice for adjuncts:
  - Attend dept. meetings; get to know your colleagues.
  - Volunteer to serve on a committee or dept. project.
  - Get (and stay) on good terms with your dept. chair and dean.
  - Answer your e-mail and phone calls.
  - Do not pick a fight with F/T faculty.
  - You will develop a reputation, and that reputation (good or ill) will precede you to the hiring committee.

*Online resources and downloadable documents*

Notes from SFSU MATESOL Career Nights:

- Adult Non-credit ESL (March 2004)  
<http://www.sfsu.edu/~matesol/noncreditESLcareers.doc>
- EFL (November 2004):  
<http://www.sfsu.edu/~matesol/EFLcareers.doc>
- Academic ESL (October 2005):  
<http://www.sfsu.edu/~matesol/academicESLcareers.doc>
- Career Night presentation featuring MATESOL alumni reflections and advice (March 2007): <http://www.sfsu.edu/~matesol/Sp07careernight.ppt>

## Part 2: Teaching in the U.S.

Application requirements and procedures, working conditions, workload, pay, benefits, professional support, biggest rewards and challenges

### 2.1 Teaching academic ESL: 2-year or 4-year colleges/universities, and intensive English programs/language schools

Notes from MATESOL Career Night, Academic ESL (October 2005):

<http://www.sfsu.edu/~matesol/academicESLcareers.doc>

\* \* \* \* \*

#### *Some resources:*

California Community Colleges Registry and job fair

<https://www.cccregistry.org/jobs/index.aspx>

Directory: <https://www.cccregistry.org/jobs/miscellaneous/collegeDirectory.aspx>

Bay Area Colleges and Universities: [http://www.abag.ca.gov/abag/local\\_gov/univ.html](http://www.abag.ca.gov/abag/local_gov/univ.html)

Intensive English programs/language schools

American Association of Intensive English Programs

<http://www.aaiep.org/>

A number of Bay Area language schools have recruited at recent MATESOL conferences. Take advantage of their job tables to get information about teaching jobs at these schools.

## 2.2 Teaching non-academic adult ESL: Adult schools, community colleges, and community-based programs

Notes from MATESOL Career Night, Adult Noncredit ESL (March 2004):

<http://www.sfsu.edu/~matesol/noncreditESLcareers.doc>

\* \* \* \* \*

### *Some resources:*

- Teachers: Adult literacy and remedial education (Occupational Outlook Handbook):  
<http://www.bls.gov/oco/ocos289.htm>
- Career Overview: Adult literacy teaching careers and employment information:  
<http://www.careeroverview.com/teachers-adult-literacy-careers.html>
- MATESOL Adult Credential advising document:  
<http://www.sfsu.edu/~matesol/adulted.doc>
- Information about the Designated Subjects Credential in Adult & Vocational Education (can be obtained in Burk Hall 239, 338-1653), online at:  
<http://www.sfsu.edu/~coe/dais/daiscred.html>  
<http://www.sfsu.edu/%7Ebulletin/current/programs/credpro.htm#107>
- Bay Area Adult Schools and Community Colleges:  
<http://www.sfsu.edu/~matesol/adultlst.doc>
- KQED Directory of Basic Adult Education Services:  
<http://www.kqed.org/w/alrg/service/esl.html>

SF Bay Area:

ESL Coordinators' East Bay Network: <http://www.teachadultsenglish.net/>

Craig's List SF Bay Area: <http://sfbay.craigslist.org/edu/>

Elsewhere in the U.S.:

NYC Literacy Assistance Center: <http://www.lacnyc.org/about/jobs.htm>

Resources for professional development and networking:

- OTAN (Outreach and Technical Assistance Network for Adult Educators):  
<http://www.otan.dni.us/> is run through the California Department of Education. Supports electronic collaborations and provides technical assistance for literacy and adult education providers in California. You need to register but it's free. You can get e-mails with job listings.
- CALPRO (California Adult Literacy Professional Development Project)  
<http://www.calpro-online.org/> -- good resource guides and professional development tips
- Literacyworks: <http://literacyworks.org/lw/home.html?flash>
- This organization maintains the Western/Pacific LINC'S Regional Technology Center of the National Institute for Literacy (NIFL): <http://literacynet.org/linc/s/> --and thus connects teachers to national, state, and local programs.
- NCSALL (Nat'l Center for the Study of Adult Learning and Literacy):  
<http://www.ncsall.net/?id=1>
- CAELA (Center for Adult English Language Acquisition), through CAL:  
<http://www.cal.org/caela/>

## 2.3 Teaching in elementary, middle, and high schools (K-12)

### **Credential:**

- No credential is needed for private schools
- Credential is needed for public schools

SFSU Credential information: <http://www.sfsu.edu/~credinfo/>

For advising on Single-Subject (Secondary) Credential—English:

ETRAC (HUM 136), 338-7401, <http://userwww.sfsu.edu/~etrac/>

How to get a teaching credential:

(Summary from Sarah Hong, 5/08 presentation)

- 1) Fulfill all prerequisites:
  - 1) Pass CBEST (California Basic Education Skills Test)
  - 2) Pass CSET (California Subject Examinations for Teachers)
  - 3) Show knowledge of U.S. Constitution
  - 4) Get a fingerprint clearance
- 2) Complete a credential-granting program.
  - a. Traditional route: 1-year teaching credential program at any institute that offers it (e.g., SFSU, UC Berkeley, CSU East Bay, etc.)
  - b. Alternative routes: District Intern Programs (e.g., Project Pipeline, Oakland Teaching Fellows, etc.)

### SB-57 Credential

- Pass TFE (Teaching Foundations Exam)
- Only 4 months of additional training/classes

### ***Some comments from our alumni who are now teaching in K-12:***

Advantages:

- Full-time jobs
- Steady income, job security

Rewards and challenges?

- Challenging:
  - Classroom management
- Satisfying:
  - Watching Ss' skills improve over a school year
  - Salary: \$50,000/yr (with vacations, benefits) (L. Kelly '03)

*“Trained teachers are desperately needed. There is a high turnover, so the job market is good, too. The catch is you’ll have to deal with teenagers.” --L. Kelly*

More information:

Teach California: <http://www.teachcalifornia.org/>

## 2.4 Teaching English in the workplace

To find workplace ESL job listings and job information, search online for companies that offer ESL in the workplace. Because businesses are so competitive, most jobs are gotten through networking.

### *Some good ways to network:*

- At meetings, and in online discussions, sponsored by the CATESOL Teaching English in the Workplace Interest Group (TEW-IG) (open to members of CATESOL, composed of CATESOL members interested in and involved with teaching English in the workplace): <http://www.catesol.org/tew.html>
- After signing up for our email discussion list, you can begin networking online with TEW-IG members all over the state of California.
- At TESOL Convention meetings and sessions offered by the English for Specific Purposes Interest Section (open to TESOL members). This Interest Section supports professionals interested in the design and delivery of courses or programs related to specific disciplines such as science, medicine, business, industry, government, and others. The Interest Section offers an electronic Discussion Forum.
- Chamber of Commerce meetings
- ASTD (American Society for Training and Development) meetings: <http://www.astd.org/>

## 2.5 Leaving the San Francisco Bay Area: Teaching jobs elsewhere in the U.S. *“Don’t be afraid to leave the Bay Area.”*

Many MATESOL alumni have moved elsewhere in the U.S. and have successfully obtained jobs in TESOL.

Virginia Chu '05: New York

4th grade teacher, the Bronx [thru NYC Teaching Fellows]

Adjunct, Westchester Community College [HR Web page]

More immigrants and schools in NY

“A great place to live with four very different seasons and many different cultures.”

Angela Hobbs '05: Chicago

Adjunct, Roosevelt Univ.; ESL for nonprofit; freelance ESL tutor

*How did you get this job?*

Worked at another job while making connections.

“My employer flat-out told me that I was hired a) because of the teaching experience I had while in grad school, and b) because I have SFSU on my resume.”

### *Advantages of moving elsewhere?*

- Lower cost of living

“This has allowed me to stay in the field. Had I remained in the Bay Area, I don’t know if I would be teaching today.”

--Caterina Falli '94, Asst. Professor, Director of Writing Center, Eastman School of Music, U of Rochester [TESOL Web site]

- Less competition; fewer with TESOL training

“My degree and knowledge have brought awe and appreciation... 30 people applied for my job. I was the ONLY one with a MA TESOL.” --Dana Katz '02, ESL Specialist, Miami U, Ohio. Teaching, tutoring, community outreach, ELL case management

## 2.6 Non-native English speaking teachers (NNESTs) teaching in the U.S.

### 2.6.1 NNESTs teaching ESL

#### *Can NNESTs get an ESL teaching job in the Bay Area?*

Yes! (if you can legally work in the U.S.)

Examples:

- John Lei '06, CCSF Alemany [P/T pool]
- Carla Crocomo '06, Skyline College & Jefferson Adult [E-mail to alumni]
- Ana Wu '00, Non-Credit ESL at CCSF, Credit at Laney [P/T pool applic. process] Active presenter on NNEST issues
- Makiko Muto '03: Teacher/adviser for Japanese students, ALP, CSU-East Bay [University Web site]
- and many other alumni

TESOL's NNEST Caucus: <http://nnest.moussu.net/>

#### *How can you get an H-1B work visa?*

- Work first for a private educational institution or company.-- Ana Wu '00, H-1B from private Taiwanese school (Silicon Valley) -- Eunhye Kim '00, H-1B from Intercultural Institute of CA
- Parents with green cards can file a petition.

#### *If you have a foreign credential, can you use it to get a credential to teach in K-12 in California?*

- No credential is needed for private schools.
- For public, K-12: Get cred. evaluated by a CCTC approved agency, then apply for CA Credential. Districts can sponsor H-1B or J-1 visa. --Yoko Oda '02, Pleasanton Middle School
- <http://www.immigrationsupport.com>
- <http://www.ctc.ca.gov>

### 2.6.2 NNESTs teaching one's native language

Defense Language Institute Foreign Language Center (Monterey) <http://www.dliflc.edu>  
2 alumni teaching Chinese, 11+ teaching Korean

#### *What attracted them to apply to the DLI FLC?*

- \$36,175 - \$58,540 salary (2006 pay rate) (senior instructor, M.A.)
- Good job security, benefits, H-1B visa

#### *What is it like to teach there?*

- Principles: Teaching for proficiency, CLT, authenticity, integrated skills, technology. "Everything I learned in MATESOL is helpful."
- Teachers work in teams of 4-6
- "It is not a difficult job... It is not like living in SF though... not much to do in Monterey except for working out, running along the beach."

[For notes from an informative alumni meeting at the DLI, contact May Shih.]

### 2.6.3 Teaching one's L1 as a foreign language: K-12, adult

Yoko Oda '02: Japanese and ELD teacher, Pleasanton Middle School

- Rewards: Students' appreciation, seeing progress, difficult Ss coming around.
- Challenges: Managing discipline. Stressful additional non-teaching duties.

Mika Shiyama '04: Bilingual preschool, San Francisco Japantown [Craigslist]

- Experience that helped: Worked at Japanese BL West.
- Rewards: Seeing how children learn two/more languages, cultural values.

Phoebe Kuei '05: Chinese American Int'l School, SF [contact]

Noriko Nishimoto '03: Instructor of Japanese and ESL, Alcatraz Adult

Sirpa Tuomainen '81: Lecturer of Finnish at UC-Berkeley and (via distance learning) UCLA; also ESL at CSU-East Bay and Laney

## Part 3: Teaching EFL

*Application requirements and procedures, working conditions, workload, pay, benefits, professional support, biggest rewards and challenges*

Notes from MATESOL Career Night, EFL (November 2004):

<http://www.sfsu.edu/~matesol/EFLcareers.doc>

### 3.1 Non-native English speaking teachers (NNESTs) teaching in their native countries.

#### *Teaching in elementary, middle, & high schools in one's native country*

Process?

- Credential, exams specific to schools/prefectures, interview

Major challenges?

- Long, demanding work days, many responsibilities (especially for homeroom teachers), even on weekends
- Discipline; lack of respect

For more info: See notes from Fall 2005 Career Night.

#### *Teaching in language schools and colleges/universities*

- College jobs are mostly part-time \*
- Tip: Full-time jobs may be possible away from the big cities
- Permanent, F/T jobs typically require Ph.D., publications
- --Therefore, a number of MATESOL alumni are going on for Ph.D.'s
- Where to find job listings? School Web sites, Ministry of Education lists of schools, newspapers, online job banks
- Strategies? Present, network, at conferences.
- Changing demographics (fewer college-age Ss)  
Ex.: Japan: Schools need to recruit. 2008 reforms are resulting in less qualified students.

\* See "On the status of adjunct Ts around the world, *TESL-EJ*, Dec. 2000

<http://www-writing.berkeley.edu/TESL-EJ/ej16/f1.html>

For more info: See notes from Fall 2005 Career Night.

#### *Frustrations upon returning home after getting a M.A. TESOL degree*

- Little recognition for int'l experience + English skills \*
- Employers favor native sp. Ts, even untrained ones. "That's what the customer wants."
- Pressure to not show off English; hard to maintain English\*
- Clashes: Professional goals vs. traditional gender roles\*
- MATESOL degree does not get a university teaching job\* (In-country college experience and publications are very important)

\* Chieko Mimura '96, *Constant struggles: The effects of overseas study on the identities of Japanese women*, Ed.D. diss, Temple Univ, 2007

#### *Influence of M.A. TESOL training on NNESTs' teaching?*

Examples of principles and methods that have impacted MATESOL graduates' teaching:

- Student-centered, interactive teaching

- Encouragement, patience (wait time)
- Incorporating meaningful and communicative activities
- Using authentic materials
- Using lots of visuals
- Pair/group work
- Varied activities, project work
- Creating low anxiety, community
- Giving balanced feedback (with praise)

## 3.2 American citizens teaching internationally

### *How can you find jobs?*

- International TESOL Convention
- SFSU faculty contacts
- Online job listings
- MATESOL site, Job Search links: <http://www.sfsu.edu/~matesol/links.html#5>
- CATESOL site, ESL/EFL jobs: <http://www.catesol.org/resource.html>
- Web sites specific to country
- E.g., for Japan:
- O-Hayo Sensei: <http://www.ohayosensei.com/>
- JRECIN: [http://jrecin.ist.go.jp/index\\_e.html](http://jrecin.ist.go.jp/index_e.html)
- Jobs in Japan: <http://www.jobsinjapan.com/>
- 10 questions to ask a Japanese employer: <http://www.debito.org/univquestions.html>
- For Korea, Teach Korea: <http://www.teachkorea.com/>
- Local newspapers
- U.S. State Dept. sponsored positions
- E.g., English Language Fellows Program: <http://elf.georgetown.edu>
- Go to the country, visit schools, work P/T at various places to get to know different milieus; make contacts

### *Where do M.A. TESOL alumni go to teach?*

SFSU alumni have gone all over the world!

A few examples:

- David Brooks '02, Chulalongkorn U, Bangkok
- Jessica Lee '05, American U of Sharjah, UAE [linguistlist.org]
- Audrey Acosta '06, 6th grade, bilingual school in Chile
- Chris Lorenzen '96, private lg. schools, Hanoi
- English Language Fellows: Demian Weekly '01: Ukraine, Brigitte Miller '01: Morocco, Pamela Bostelman '97: Eritrea, Janet Newman '97: Ethiopia, and others

[Be careful -- Some placements may be dangerous.]

### *From Michael Hudson' Rough Guide to teaching abroad:*

<http://www.dooyoo.co.uk/employment-services/general-career-advice/352043/>

“The world is truly your oyster if you decide to teach English abroad. I had job offers from Saudi Arabia, Italy, Poland, Kuwait, Colombia, Belgium, Germany, Taiwan, China and Japan before I decided to head back to South Korea last week. The big job markets are currently in the Far East and Central and Eastern Europe where demand for teachers far exceeds supply. The best places to go if you want to save money or pay off bills are probably South Korea, Taiwan, Japan or oil rich countries in the Middle East such as Saudi Arabia and the United Arab Emirates. The first three are undoubtedly easier to get jobs in, especially if you do not have any qualifications or experience. British and Irish nationals dominate positions in the E.U. as it's very, very difficult-though not impossible-for non-E.U. passport holders to get work permits.

In contrast, most jobs in South America (ditto Central America) go to North Americans simply because the majority of students study English in order to attend universities in the U.S. and Canada. There are a number of British schools throughout the continent, but those that I have come into contact with ask for CELTA or equivalent.

A friend of mine got a job in Quito, Ecuador by booking a flight and then knocking on language school doors until he found a position, which is probably the easiest way for unqualified Brits to find work.

Asia is split between British and American English. Most countries will happily accommodate both, though there is a definite trend towards American English in North East Asia. A basic knowledge of the differences between the two is a definite advantage.

Countries in Central and Eastern Europe tend to have a mix of British, American and Commonwealth teachers. There is a bit of a backlash against American English in the Czech Republic at the moment so now might be the time to try for a job in Prague.

There are minimal opportunities for unqualified teachers in the UK. The best chance of finding work is from July to September-more than half of the 600,000 students who come to study in Britain each year arrive then. [www.tefl.com](http://www.tefl.com) had a list of summer school positions last year. London has the reputation of the McJob capital of Europe. Lots of jobs pay as little as £4-£5 an hour.”

### *Evaluating employers, applying, and getting hired (NESTs, EFL)*

TESOL's Tips for Evaluating Potential Employers:

[http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=1428&DID=2556&rcss=print&print](http://www.tesol.org/s_tesol/sec_document.asp?CID=1428&DID=2556&rcss=print&print)

- Before accepting a job, investigate the institution or organization thoroughly.
- Consider contacting the department or ministry of education.
- Ask for references (current or former employees).
- Investigate the teaching resources available to you.
- Investigate living conditions in the host country.
- Familiarize yourself with local working conditions.
- Investigate housing conditions in the host country.
- Never work in another country without first obtaining a work visa.

### *TESOL's Tips for Job Seekers:*

[http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=1428&DID=4013&rcss=print&print](http://www.tesol.org/s_tesol/sec_document.asp?CID=1428&DID=4013&rcss=print&print)

- Familiarize yourself with common job terminology on the country in which you are seeking a job. (E.g., “TESOL certification” can have very different meanings in different locations.)
- Familiarize yourself with the unit of currency in the country in which you are seeking a job and the format in which salaries are typically quoted (e.g., annually, hourly, weekly, monthly, per class).
- Familiarize yourself with the resume and CV style popular where you are seeking a job.
- TESOL has also just begun publishing a series of articles about living and working in specific countries:

[http://www.tesol.org/s\\_tesol/seccss.asp?CID=845&DID=3527](http://www.tesol.org/s_tesol/seccss.asp?CID=845&DID=3527)

### *Application process:*

- Limited term contracts (X years and you're out)
- Be professional at all times (dress, language, behavior. . . )  
“That means how you respond to e-mails, dress conservatively and sharp, use formal and polite language, and be short, clear and thoughtful when asked questions. They really want to like you before they hire you. Credentials and qualifications are only going to get you in the door. You have to appear

trustworthy, sincere, and devoted to your students. . . I really believe the CV is 30-40% and the rest I mentioned is 60-70%.” (Sean Arnold '03)

- Hiring policies may be discriminatory (age, appearance, ethnic background/race) Employers often seek teachers who are young, Caucasian, and outgoing with an entertaining personality
- Idea for tight job markets like Japan: (where hiring is often done from applicants in country): Consider taking a job in a language school or a large program (like the JET in Japan) to get acclimated to the country and to make contacts, or big-chain language schools.

#### ***Biggest challenges for Americans teaching abroad?***

- Working with students who aren't motivated
- Students' low aural/oral skills
- Dealing with large classes
- Living conditions
- High cost of living in some places
- Low salary in many places
- Culture shock; isolation and separation from family “You should be brave enough to go overseas, but also brave enough to come home.” [Alumni do find good jobs when they return.]

#### ***Biggest sources of job satisfaction for Americans teaching abroad? Perks?***

- Lots of freedom in teaching (more than native Ts)
- Watching students' communication, cultural understanding, and critical thinking skills improve
- When students thank you and say you've been a great teacher
- Camaraderie with colleagues
- Experiences that stretch you, enable you to grow
- Experiencing another culture; improving one's foreign language proficiency
- Opportunities for travel and adventure!

#### ***Selected Web sites***

Also see links at our MATESOL site: <http://www.sfsu.edu/~matesol/links.html>

Job information (ESL/EFL portal sites)

- Transitions Abroad <http://www.transitionsabroad.com/>
- R. Davis, Teaching English abroad:  
[http://www.transitionsabroad.com/publications/magazine/0401/teaching\\_english\\_abroad.shtml](http://www.transitionsabroad.com/publications/magazine/0401/teaching_english_abroad.shtml)
- D. MacLeod, Where the ESL jobs are:  
[http://www.transitionsabroad.com/listings/work/esl/articles/esl\\_jobs\\_are\\_online.shtml](http://www.transitionsabroad.com/listings/work/esl/articles/esl_jobs_are_online.shtml)

Best Web sites for job info:

- <http://www.transitionsabroad.com/listings/work/esl/bestwebsites.shtml>
- English International <http://www.english-international.com>
- Information and advice on teaching English overseas by Jeff Mohammed, author of *Teaching English Overseas: A Job Guide for Americans & Canadians*.

Overview of the TEFL Job Market: <http://www.english-international.com/jobmarket.html>

- Dave's ESL Café <http://www.eslcafe.com/>
- Jarek Krajka, EFL/ESL portal sites — an attempt at comparison, *TESL-EJ*, 6(2) (Sept. 2002). <http://tesl-ej.org/ej22/m1.html>
- TESall.com <http://www.tesall.com/>
- TEFL.com <http://www.tefl.com/>
- TEFL.net <http://www.tefl.net/>
- English Job Maze <http://www.englishjobmaze.com/>
- ESL Job Find <http://www.esljobfind.com/>
- OverseasJobs.com <http://www.overseasjobs.com/>
- Teach English Worldwide <http://www.teachenglishworldwide.com/>
- BENZHI - Jobs in China, Hong Kong, Korea, & Taiwan <http://www.benzhi.com/>

Web sites specific to the country

E.g., for Japan:

- Ohayo Sensei <http://www.ohayosensei.com/>
- Japan Research Career Information Network <http://jrecin.jst.go.jp/seek/SeekTop?ln=1>
- Jobs in Japan <http://www.jobsinjapan.com/>
- 10 questions to ask a Japanese employer: <http://www.debito.org/univquestions.html>
- For Korea, Teach Korea: <http://www.teachkorea.com/>

For U.S. citizens:

- U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs. <http://exchanges.state.gov/education/engteaching/>
- English Language Fellow Program <http://elf.georgetown.edu/>
- Fulbright Student Teaching Fellowships [http://www.us.fulbrightonline.org/thinking\\_teaching.html](http://www.us.fulbrightonline.org/thinking_teaching.html)
- Peace Corps <http://www.peacecorps.gov/>
- Regarding living and working conditions, see the country profiles at:
  - U.S. Department of State Web site: <http://www.state.gov/travelandbusiness/>
  - U.S. Central Intelligence Agency (CIA) World Fact Book: <https://www.cia.gov/library/publications/the-world-factbook/>
- You can also consider contacting the embassy of the country in which you wish to work, which may be able to direct you to government agencies that have more detailed information available.

Professional organizations

- TESOL's worldwide affiliates [http://www.tesol.org/s\\_tesol/seccss.asp?CID=420&DID=2048](http://www.tesol.org/s_tesol/seccss.asp?CID=420&DID=2048)
- TESOL's EFL Interest Section [http://www.tesol.org/s\\_tesol/seccss.asp?CID=301&DID=1806](http://www.tesol.org/s_tesol/seccss.asp?CID=301&DID=1806)
  - (must be a member of TESOL to access newsletter)
- TESOL's Non-Native English Speakers in TESOL Caucus <http://nnest.moussu.net/>

- NNEST bibliography (very extensive):  
<http://nnest.moussu.net/bibliography.html>
- International Association of Teachers of English as a Foreign Language (IATEFL, based in the UK). <http://www.iatefl.org/>
- Asia TEFL <http://www.asiatefl.org/index.html>

### *General background information*

[Do an Internet search — Type in “country profiles”]

- BBC News Country Profiles:  
[http://news.bbc.co.uk/1/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/1/hi/country_profiles/default.stm)
- CIA, The World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>
- Country Reports.org: <http://www.countryreports.org/>
- In the language of the country:  
<http://www.countryreports.org/people/greetings.aspx>
- Economist.com Country Briefings: <http://www.economist.com/countries/>
- Sample fact sheet:  
<http://www.economist.com/countries/China/profile.cfm?folder=Profile-FactSheet>
- Info please: <http://www.infoplease.com/countries.html>
- Sample fact sheet: <http://print.infoplease.com/ipa/A0107666.html>
- Languages by country: <http://www.infoplease.com/ipa/A0855611.html>
- Yahoo! Country directory: <http://dir.yahoo.com/Regional/Countries>

## Part 4: Other careers besides teaching

### 4.1 Non-teaching jobs related to TESOL

#### Marketing for a publisher

EX: Andrew O'Shea '96, Sales Representative (and now Northern California District Manager) for Pearson Longman

- Varied work: Presenting, professional training, conferences (at booth), meeting with Ts & administrators, book schlepping
- Develops business skills: Marketing, persuasive presenting, accounting, deal-making
- Enjoys talking with Ts about materials, methods, Ss
- Good starting job for people interested in writing, editing, marketing, or other business ventures
- Beginning salary: \$35,000-40,000 + bonuses.
- Most reps make 35-100K/year on average.

"I would recommend this job to students who have graduated, and then put their degree to work in the field. Teaching is invaluable experience, and though not a requisite, certainly a significant benefit when selling. It is a great job for those who have taught, and who then want to take their sets of skills, knowledge and experience and apply them to a new field. It is solid full-time work with opportunities to get into a great industry. I would also recommend the job for those interested in writing, editing, marketing, or other business-minded ventures."

#### *Per diem work might be a good way to get started.*

It is a great opportunity to work with a publisher as well as learn some of the mechanics of the publishing industry, particularly good for those who may be interested in publishing later on down the line. The pay would be \$10-\$15/hour depending on the type of task. The job title is "Representative Assistant," and would entail some of the following:

- telephone research
- conference set up
- presentation work (possible)
- data entry
- text book sampling
- customer service

#### Editor for a publisher; materials writer

EX: An alumna who is now Senior Development Editor, major publisher

- Why she chose this job rather than teaching: "My personality is better suited to editing. . . I am more of a visual, text oriented person and enjoy working with books more than with large groups of people."
- Most rewarding aspects of her job: "Producing high quality books that will make a difference in people's lives, working with art work, working with a range of materials"
- Biggest challenge: "Publishing has harrowing constant deadlines and sometimes colossal amounts of work (and overtime). Sometimes authors can be very difficult to work with."

### Advice:

- “There are several routes in publishing. These are: sales (starting as a sales rep), marketing, editorial (development) and editorial (acquisitions). Teaching experience in a particular field (three years or more) is of value because it gives you insight as a publisher. To be a development editor, you must be very analytical, be able to concentrate on fine detail as well as the big picture, and be able to work either in isolation at a desk for long periods, although sometimes you may work more interactively with a project manager. If you have a MATESOL degree, you do not need to start out at the lowest rung in editorial. You could apply for a position as an associate editor. If you enjoy working with others, then it might be better to consider sales or editorial acquisitions, where you can interact with teachers. More travel is involved for those positions.”

### For work as a materials writer:

- “There is a lot of demand out there--more than for editors--for good K-12 ESL teachers and also for experienced ESL teachers who can write materials. These are all areas to explore. You need experience before you can write materials, but don't hold back from contacting publishers. However, most publishers do not want you to write a complete MS. If you can send them a few sample materials, they may try you out for a smaller ancillary, such as a workbook or teacher book. It is very important that writers know the specific market. For example, if you have only EFL experience, you would start by writing for EFL.”

### Lexicographer

- Companies that hire lexicographers: Dictionary publishers such as Oxford, Merriam-Webster, American Heritage, Random House, and Encarta.
- (EX: Kate Baldus '97 was a lexicographer for the Macmillan English Dictionary for 1½ years)
- To find out about openings: Contact publishers; join the Dictionary Society of North America
- How much you can earn: Assistants start at around \$30,000 a year, while senior editors can hit the low six figures; freelancers are paid either by the project or hourly at a rate of \$25-45.
- Useful skills: Knowledge of grammar and computational linguistics, dexterity with search engines, open-mindedness, a curiosity about language, and a superb eye for detail.
- Number of jobs in the U.S.: 200 full-time positions; about the same number of freelance jobs.

--from an article by alum Danny Krieger:

<http://www.portfolio.com/careers/job-of-the-week/2007/10/31/Lexicographer>

### Teacher training; consulting

EX: Karen Batchelor '79, CCSF ESL faculty

Career has included: Peace Corps in Korea, teaching ESL at CCSF, and teacher training for Sonoma State, UC Berkeley Extension, SFSU, and U.S. State Dept. during summers (Bolivia, Bulgaria, Czech Republic). Books include: *Discovering English*, *In Plain English*, *Murder at Ocean View College*

### Test development

EX: Masanori Susuki '02: Test developer (Ordinate, Menlo Park)

### **Administrative positions**

Many MATESOL grads have become coordinators/ administrators—which often carry F/T status.

- What's satisfying?  
Being part of the decision making and planning side
- What's difficult?  
Dealing with the stress. "It's difficult being the 'boss' and having to mentor, coach, schedule, observe, hire, and not rehire teachers. There is not really any way to be trained for this; it's learn as you go."

### **Starting your own ESL company**

EX: Blythe Musteric '07

Ovient English (specializing in Corporate English): <http://ovientenglish.com>

## 4.2 Changing to a different profession

### Why do some MATESOL graduates leave TESOL/leave teaching?

Insufficient salary, benefits, resources, recognition

“As much as I liked teaching ESL, I always felt that the field was too strapped for money and not enough resources were given.”

### *Surely skills from TESOL transfer to other careers?*

Sure they do! Just think of all the planning, organizational, time management, communication, and people skills you develop as a teacher!

- Classroom management → facilitating meetings
- Curriculum development → program design
- Lesson planning → event planning (Liz Schuler '97)

### *Career options for teachers:*

<http://jobsearch.about.com/od/careeradvice/a/teachercareer.htm>

Find resources to help you identify what you really want to do and what you're good at doing.

### *What have M.A. TESOL alumni chosen for an alternative career?*

All kinds of professions: Law, business, int'l development, photography, computer science, working for a publisher, nonprofit, or social service agency, real estate, insurance . . .

Take inventory of your interests & passions, skills, work style, and personal needs.

### *For bilinguals:*

Translation/interpreting

- Kyoko Nitta '97: Translation supervisor (Xilinx, San Jose). English 719 (Semantics) was especially useful!
- Miki Kim '04: Also worked F/T for Xilinx [Alumni connection]

## Concluding reflections: TESOL job satisfaction

### *What keeps MATESOL graduates in the TESOL profession for many years?*

Some replies from alumni who have worked in TESOL 12-15 years:

- “I enjoy the daily interaction with students from all over the world. My job is never boring. I feel like I'm making a real difference in people's lives.” – Sabrina Sahni '91
- “The friendships I have made with students from all over the world are priceless to me. As an ESL/EFL teacher, you can have fun, be creative, learn something every day, and meet so many wonderful people. I'm very happy with my career choice.” – Marlene Ernst '92
- “I have had a blast during the past 12 years! – Larry Pesta '94