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| **Liam O’Callaghan Resume** |

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| **Introduction** | *An internationally and domestically experienced MA TEFL & CELTA holder seeking permanent, professional post.* | **Expected Pay** | 2.7 KRW + per month  |

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| **IMG_2226 (2)** |  | **Name** | **Liam O’Callaghan** | **DOB** | 1983.07.01 |
| **Nationality** | British | **Contact no:** | 010-2541-4271 |
| **Address in Korea** | (157-862)서울시 강서구 염창동 대림 A 102-806 |
| **E-Mail** | **liam\_ocallaghan@yahoo.com** |

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| **Education****&****Qualifications** | **Period**  | **Institution** | **Specialization** | **Grade** |
| 2012.09 – 2013.10 | Swansea University, Wales, UK. | Master of Arts: Teaching English as a Foreign Language |
| 2010 | Swansea University, Wales, UK. | CELTA certification | B |
| 2003.09 ~2006.06 | De Montfort University, Leicester, England | Bachelor of Arts (Hons.): English | 2:2 |

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| **Brief Work Summary** | **Period of Employment** | **Company**  | **Title** | **Overview** |
| 2012.11 ~ 2013.07(eight months approx.) | Unity in Diversity Language Program, Swansea, Wales | ESOL Instructor | English language instructor for immigrants, refugees and asylum seekers new to the United Kingdom. |
| 2011.04 – 2012.08(1 year and 4 months approx.) | RT English School, Seoul | EFL Instructor | Taught ESL with a focus on reading, writing and literary skills. |
| 2006.08 ~ 2010.08(4 years approx.) | WL English Academy, Seoul | EFL Instructor |  Taught ESL with a strong focus on conversational and pragmatic skills |

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| **Key Work Experience and Skills** |
| **Company:** | **Unity in Diversity** | **Location:** | **Swansea, Wales, United Kingdom**  |
| **Period of Employment:** | **2012.11 – 2013. 7****(8 months approx.)** | **Role:** | **ESOL Instructor**  |
| **Responsibilities** | - Taught wide variety of nationality low-level learners conversational skills in free classes provided by local authority, - Independently planned and executed classes catered specifically to learners everyday language needs – Strong focus on vocabulary input and usage with a view to enhancing ‘Survival English’ skills- Relied exclusively on Authentic and self-created materials due to lack of assigned textbooks- Engaged learners in naturalistic conversations transferrable for real world interactions |
| **Job Performance** | - Regularly received positive feedback immediately after lessons from both learners and organizers of the program,- Made myself available to less experienced teachers by having them sit in and observe my classes and being in regular phone contact with them regarding their pedagogical approach- Was asked personally by learners to tutor them in preparation for their citizenship tests.- Received commendations for the originality and usefulness of created materials used in class  |
| **Skills used/ learned in this post**  | - Recognizing the diversity of learner backgrounds and finding teaching and learning styles to suit them- Prioritized forms of language thought to be of use to the learners and their linguistic needs in the community - High levels of both self-reliance and learner awareness since lessons were specifically catered for individual classes, as opposed to just going with what happened to be assigned in a textbook on any particular day- Eased tensions amongst initially hesitant or nervous learners to create an environment conducive to useful learning - Fostered a positive enough environment for learners to return week after week (attendance was not mandatory – purely optional on the part of the learners)  |
| **Company:** | **RT English School** | **Location:** | **Seoul** |
| **Period of Employment:** | **2011.04 – 2012.08****(1 year and 4 months approx.)** | **Role:** | **EFL Instructor** |
| **Responsibilities**  | - Tasked with improving learners’ skim, scan, gist and content reading levels. - Emphasis on vocabulary input to best facilitate these skills and sub-skills- For higher level learners used novels as basis for teaching vocab and grammar implicitly - Developing learners’ summary and feedback giving skills - Taught lower level learners from textbooks with a greater grammar focus this resulted in more explicit grammar teaching & practice |
| **Job Performance** | - Promoted within 3 months to position of Head Teacher due to experience and demeanor- Also placed in charge of the teaching of high level classes- Was asked to attend weekly workshops at regional headquarters with management- Placed in charge of Diagnostic Testing for whole school- Tasked with selecting textbooks for multiple levels that would not only meet learners needs but best expedite their learning  |
| **Skills used/ learned in this post**  | - had to make explicit grammar practice, a notorious bore, fun and entertaining for learners- Took the same approach to vocabulary input, and used games and activities designed to promote entertaining usage and practice of the language- Awareness of learners needs extended also to diagnostic testing as leaners had to be assigned to classes that would be mostbeneficial to them following an oral interview  |
| **Company:** | **WL English Academy** | **Location:** | **Seoul** |
| **Period of Employment:** | **2006.08 – 2010.08****(4 years approx.)** | **Role:** | **EFL Instructor** |
| **Responsibilities**  | - Large focus on both receptive and productive conversational and phonological skills- Worked from a textbook-based syllabus that included graded readers, explicit grammar focus and discreet point writing exercises – Graded textbook to learner’s levels and specific needs accordingly- Had to be cognizant enough of learners’ needs and level to design tests and homework and other assignments for the most advanced students- Designing and implementing monthly testing |
| **Job Performance** | **-** Received a number of ‘Teacher of the Month’ awards - Received cash bonuses for performance and retention of students - Asked to present demonstration classes to perspective learners - Entrusted with higher level classes due to experience and track-record- Also entrusted with diagnostic and level testing for new Students |
| **Skills used/ learned in this post**  | - Presentation skills – had to make classeslook tension-free, put students at ease but above all linguistically beneficial for prospective students- Delivering learner satisfaction – notoriously demanding students who demand a high level of performance from the teacher and an improvement in their own grasp, usage and overall skill- Developing professional relationships with colleagues, in this case partner teachers, to further aid students learning |

**Additional skills/ experience:** Understanding and knowledge of business environment from experience as member of international sales team, occasional consultancy work for ESL website, one-to-one tuition for non-Native English speakers both academically, for citizenship tests and general conversation, and wide-ranging classroom teaching experience as part of CELTA and MA programs

***References, Letters of Recommendation and Cover letters are available on request***