



## Daniel Corks

South Korea  
Daejeon, Dong-gu  
dcorks@gmail.com

### AREAS OF EXPERTISE

- ◇ Adapting to student interests
- ◇ Encouraging communication
- ◇ Grammatical sensitivity
- ◇ Respect for diversity and individual student needs

### TECHNICAL SKILLS

- ◇ Technology enthusiast and well-versed in hardware, office software, media editing and online tools for augmenting classroom work

### PERSONAL SKILLS

- ◇ Patient
- ◇ Receptive
- ◇ Thorough
- ◇ Detail-oriented
- ◇ Quick-learner

### LANGUAGES

- ◇ English: *Native*
- ◇ Korean: *High-Intermediate*

### PERSONAL INTERESTS

- ◇ Korean
- ◇ Human rights research
- ◇ Hiking, travel, cycling

### OTHER

- ◇ Canadian nationality
- ◇ F-5 visa holder
- ◇ Korean: TOPIK 6

## PERSONAL PROFILE

- ◇ A dedicated and thoughtful educator skilled at generating and keeping student interest by exploring new topics and new perspectives
- ◇ Creates a positive and encouraging learning environment, encourages active participation from all students, and gives students agency in class
- ◇ Focused on students' long-term English development with learning techniques and strategies that help students continue learning outside the classroom
- ◇ Skilled at adapting lesson to match students' level and interest and communicating with students at their level

## TEACHING EXPERIENCE

### Woosong University, Daejeon, South Korea

*Assistant Professor, 2018 – Present*

- ◇ Teach courses on Critical Thinking and Career Set-up to international business students
- ◇ Teach wide variety of beginner / low-intermediate practical communication skills courses primarily to first- and second-year students
  - Beginner speech presentation course
  - Speaking and listening focused course
  - TOEIC-alternative night course
- ◇ Developed and taught a new course targeting intermediate public speaking skills
- ◇ Participated in numerous extra-curricular projects
  - Participated in an observation program improvement committee and wrote a 16-page report detailing the committee's recommendations
  - Translated exam rubrics into Korean to ensure full transparency of grading procedure for students
  - Designed posters to advertise and promote extra-curricular English practice and tutoring programs for students

### Dongshin University, Naju, South Korea

*Assistant Professor, 2015 – Present*

- ◇ Designed and taught beginner / low-intermediate English communication courses primarily to first-year students
- ◇ Continuously adapted course content to fit needs of diverse student body, including low-literacy students and international students
- ◇ Developed and taught theory-focused and practice-focused TESOL graduate courses to internationally diverse students
- ◇ Designed and taught programs for intensive two-week overnight English camp for elementary and middle school students
  - Developed comprehensive placement test, and taught training sessions on effective discipline techniques for program assistants
- ◇ Taught classes for working professionals, including evening classes and on-site one-on-one tutoring for in-town chemicals plant manager
- ◇ Developed and taught on-site after-school program for local middle school students
- ◇ Developed and taught training and selection program for Naju Education Office overseas travel program
- ◇ Judged Naju City English speaking competition

### Haja Production School, Seoul, South Korea

*Teacher, 2014*

- ◇ Taught daily English class focused on practical communication ability to high school level students
- ◇ Regularly conferred with students during the term to adjust and adapt curriculum to students' needs
- ◇ Conducted workshop on Globish (Global English) for teachers from other

## OTHER TEACHING EXPERIENCE

### **Sogang Community English Program, Seoul, South Korea**

*Instructor, 2013*

- ◇ Created and taught curriculum for elderly, beginner-level students
- ◇ Introduced basic conversation form to students who had no confidence or prior practice with English communication
- ◇ Worked with students to design a plan for continuation of English practice after completion of program

### **Chungnam Provincial Office of Education, Asan, South Korea**

*Guest English Teacher, 2009 – 2012*

- ◇ Taught curricular classes focused on speaking and listening skills
- ◇ Adapted textbook materials and designed unique lessons
- ◇ Designed and administered speaking assessments
- ◇ Led many extra-curricular classes: advanced, remedial, essay composition, debate, math through English, and vacation programs
- ◇ Participated in regular professional development seminars and conferences

## OTHER EXPERIENCE

### **Korea Exposé, Seoul, South Korea**

*Human Rights Editor, 2016 – Present*

- ◇ Contribute articles on various human-rights issues within South Korea
- ◇ Edit human rights-related contributions from other contributors
- ◇ Wrote weekly digest of human-rights related news

### **Korea Human Rights Foundation, Seoul, South Korea**

*Research Fellow and Managing Editor, 2013 – 2016*

- ◇ Operated news portal detailing human rights issues in South Korea
- ◇ Managed team of interns by assigning and monitoring small projects
- ◇ Edited submitted articles for grammar, tone, clarity, accuracy
- ◇ Carried out larger research projects to expand portal's content and reach

### **Cheonan Language Exchange, Cheonan, South Korea**

*Organizer, 2010 – 2012*

- ◇ Ran a 20-member Korean-English language exchange that met twice a week
- ◇ Led discussions at meetings, recruited new members and managed website

## PROFESSIONAL AFFILIATIONS

### **KOTESOL (Korea Teachers of English to Speakers of Other Languages)**

*Member, 2011 – Present*

## ACADEMIC QUALIFICATIONS

### **Sogang University, Seoul, South Korea**

*Master of Arts in Applied Linguistics and TESOL, 2012 – 2014*

### **Oxford Seminars, Waterloo, Canada**

*TESOL Certification Program, 2008*

### **University of Waterloo, Waterloo, Canada**

*Bachelor of Mathematics, 2003 – 2008*

## PUBLICATIONS

### **Academic**

Corks, Daniel & Park, Eun Sung (2015). *Effects of direct feedback on grammatical accuracy and explicit/implicit knowledge of target forms*. *English Language & Literature Teaching*, 22(1), 1-22.

### **Professional**

Corks, Daniel (2016). *Quality-, Effort-, and Improvement-Based Grading for General Skills Language Classes*. *The English Connection*. 20(4). 9-11.

## PRESENTATIONS

### Academic

Corks, Daniel (2016, September). *Effects of Direct Feedback on Learners' Grammatical Accuracy and Their Explicit/Implicit Knowledge of Target Forms: A Case Study of Two EFL Learners*. Paper presented at the Third AILA East-Asia and 2016 ALAK-GETA Joint International Conference. Honam University, Gwangju, South Korea.

Corks, Daniel (2015, November). *Written Grammar Correction, Accuracy and Explicit/Implicit Knowledge: a Semi-longitudinal Case Study of Direct Unfocused Corrective Feedback in L2 Writing*. Paper presented at the 13th Asia TEFL International Conference. International Youth Cultural Centre. Nanjing, China.

### Professional

Corks, Daniel & Ostermiller, Stephen. (2019, October). *How To Use Google Classroom: For Beginners and Experts Alike*. Workshop presentation at the 2019 KOTESOL International Conference. Sookmyung University, Seoul, South Korea.

Corks, Daniel (2018, October). *Grammar Errors in L2 Writing: Teacher's Burden vs. Students' Expectations*. Workshop presentation at the 2018 KOTESOL International Conference. Sookmyung University, Seoul, South Korea.

Corks, Daniel (2018, May). *Fixing Grammar Errors: The Burden of Teaching L2 Writing*. Workshop presentation at the 2018 KOTESOL National Conference. Kangnam University, Yongin, South Korea.

Corks, Daniel (2018, April). *The Burden of Teaching L2 Writing: Is it Worth Your Time To Correct Students' Grammatical Mistakes?*. Workshop presentation at the 2018 Busan-Gyeongnam KOTESOL Spring 2018 Conference. Ulsan University, Ulsan, South Korea.

Corks, Daniel (2018, March). *The Burden of Teaching L2 Writing: Is it Worth Your Time To Correct Students' Grammatical Mistakes?*. Workshop presentation at the 14th Annual Seoul KOTESOL Conference. Sookmyung Women's University, Seoul, South Korea.

Corks, Daniel (2017, October). *Popular Language Learning Beliefs VS. SLA Research*. Workshop presentation at the 25th Korea TESOL-PAC International Conference. Sookmyung Women's University, Seoul, South Korea.

Corks, Daniel (2017, May). *Language Learning Myths vs. SLA Research*. Workshop presentation at the FAB11 & KOTESOL National Conference 2017. Sookmyung Women's University, Seoul, South Korea.

Corks, Daniel (2017, May). *Classroom management*. Workshop presentation at Gyeongsangnam-do GET Workshop. Gyeongsangnam-do Educational Training Institute, Changwon, South Korea.

Corks, Daniel (2017, March). *How Does Language Learning Take Place? How Should Languages Be Taught?* Workshop presentation at the 2017 Gwangju-Jeonnam KOTESOL Conference. Gwangju National University of Education, Gwangju, South Korea.

Corks, Daniel (2016, October). *Quality, Effort and Improvement Based Grading for General Skills Language Classes*. Workshop presentation at the 25th Korea TESOL-PAC International Conference. Sookmyung Women's University, Seoul, South Korea.

Corks, Daniel (2016, May). *Classroom management*. Workshop presentation at Gyeongsangnam-do GET Workshop. Gyeongsangnam-do Educational Training Institute, Changwon, South Korea.

Corks, Daniel (2016, March). *Effort-Based Grading for General Skills Language Classes*. Workshop presentation at the 2017 Gwangju-Jeonnam KOTESOL Conference. Gwangju National University of Education, Gwangju, South Korea.