



Richard Horton

ESL Teacher

Professional ESL Teacher with a passion for student learning and five years of experience in various education environments in Korea.

Employment History

Native Teacher at Gwacheon Munwon Middle School

August 2017 – March 2021 행정실 02-507-4904 / 교무실 02-507-4901

Planned and conducted English language lessons for middle school grades 2-3 with classes of 30 students.

- Developed and implemented year-long debate curriculum for after school program, and corresponding summer and winter camps.
- Created and taught lessons focused on developing natural English-speaking skills and boosting student enthusiasm for English.
- Created online video content to support distance learning.
- Managed and taught online courses for students during periods of increased social distancing.
- Collaborated in the design of midterm and final exam questions.
- Evaluated student performance in written exams, speaking interviews, and formal speech presentations.
- Lead discussion classes for fellow English teachers to enhance skills in English speaking, vocabulary and grammar.

English Teacher at E-Specialist English Academy

April 2021 – Present

Conducted English and vocabulary classes based in US ELA curriculum for elementary and middle school students in a small classroom environment.

- Managed and taught courses both in-classroom and online.
- Evaluated student performance through written exams.
- Tracked student attendance and performance throughout the year, making occasional recommendations for elevating students who outperformed their peers.

Freelance English tutor

April 2021 – Present

Designed and implement specialized curriculum for in-home English classes for elementary and pre-K students.

- Designed and implemented unique grammar, reading, and speaking curriculum, tailored to the needs of students and their parents.
- Evaluated student performance through written and oral exams.
- Lead private class sessions in the home as desired by parents and students, and managed the schedule and payments accordingly.

Naebang Station, Seocho-gu
Seoul, South Korea

Nationality

VISA Status

USA

F6

Credentials

TEFL Certified

MA History

Skills

Student Engagement

Classroom Management

English Conversation

English Fundamentals

Speech and Debate

Lesson Planning

Curriculum Design

Grading and Scoring

English Literature

Google Classrooms

Zoom

Online Instruction

Social Studies

Historical Pedagogy

American History Education

Hanam Elementary School & Keunbyeol Elementary School

August 2015 – August 2017, Gwangju Metropolitan Office of Education (Jeollanamdo)

Taught English at several different schools to classes of 20 to 24 students of all elementary grade levels.

- Collaborated with co-teachers to implement engaging lesson plans to supplement school curricula.
- Created all materials to be used alongside English classroom lessons.
- Designed and implemented an afterschool phonics program for 3rd grade elementary students.
- Created and lead fun summer and winter camps to boost student enthusiasm for English classes.

Instructional Assistant at California State University - Stanislaus

January 2014 – December 2015

- Delivered lectures historical topics as directed by department faculty.
- Assisted with exam grading by commenting and evaluating student essays.
- Conducted office hour meetings and responded to student questions regarding course material and exam preparation for US History 101.

Education

TEFL Certificate, Bridge TEFL, Online

February 2015 – April 2015

Curriculum: Literature, Reading, Pedagogy, Curriculum, Instruction Design, Instructional Technology

Theory: 100 hours

Master of Arts Degree in History, California State University, Stanislaus

August 2009 – June 2015

GPA: 3.9

Majors: History

Minors: Economics

Notable Papers

Non-Traditional Pedagogy in the Survey History Classroom: Board Games as an Uncoverage Tools

Spring 2014

- Explored the value of using board games to energize classrooms and teach critical thinking skills and historical concepts. It recommended less use of textbooks in the classroom and more student-centered learning.

Standardizing Failure: A Critique of Ap and College History Textbooks

Spring 2015

- Explored the history and production process of textbooks, especially those for us in high school and college history classrooms. It recommended against using a textbook and detailed several ways in which textbooks mislead students about the facts of history and leave them with poor critical thinking skills. It found this to be true in both AP high school classrooms and college survey classrooms.