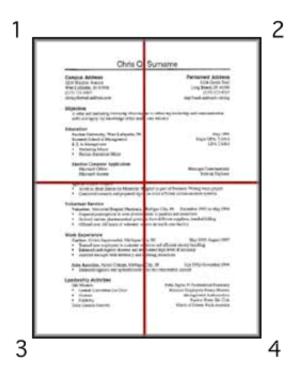# Resume Design

This handout offers advice making informed design choices in creating a resume. We also have a sample resume that uses these design principles available at http://owl.english.purdue.edu/handouts/pw/sampleresdesign.pdf, which requires Adobe Acrobat Reader to view.

Why is the design of my resume so important?

Employers will usually take, at most, only thirty-five seconds to look at this one-page representation of yourself before deciding whether to keep or discard it. To insure that you will make it past that initial screening, you should design your resume in such a way that employers can read the document easily and process information quickly. One way to do this is to conform to the conventional format of a resume, since employers know how resumes work and where to locate certain information. In addition, you should keep certain design principles in mind that will increase your chances of getting your resume into the "keep" pile. Designing your resume can be a challenge and requires you to take a closer look at how readers read. Here are some tips to help you make your resume a winning experience.

The Quadrant Test

Readers typically read from left to right and from top to bottom when information is "balanced" (about an equal amount of text and white space) on the page. Being able to anticipate the reader's response to a resume in this way will allow you to manipulate information according to the quadrant test. First, divide your resume into four quadrants, as seen in the example below.

```
1                                    2
        ┌─────────────────────┐
        │   Chris Q. Surname  │
        │                     │
        │                     │
        │                     │
        │                     │
        │                     │
        │                     │
        │                     │
        │                     │
        │                     │
        │                     │
        │                     │
        │                     │
        └─────────────────────┘
3                                    4
```

Each one of your quadrants should have an equal amount of text and white space (empty space where there is no text). When your page is balanced, the reader will typically read anything in quadrant 1 first. So, you should put your most important information -- anything you want the employer to see first -- in this quadrant.

Using Columns to Lay Out Your Resume

One way to create a balanced page is by using columns to format your text. However, keep in mind that since employers spend so little time reading a resume, you want them to read through it with few stops. The reader's eye will stop when it reaches the end of each column. Although you might want to use columns to create a balanced page, you wouldn't want your reader to have to make too many stops and miss important information.Therefore, you should use no more than three columns on your resume. Remember that the first place your reader looks at will be located in quadrants 1 and 2, so the most important information should go here. Also keep in mind that when indenting information you might create extra columns, so be aware of your column count.

Here is an example of a resume section with three distinct columns. The first example has the columns marked in red so that you can see their placement.

Purdue University B.A Professional Writing	W. Lafayette, IN	Graduation: 12/99

| Purdue University B.A Professional Writing | W. Lafayette, IN | Graduation: 12/99 |

To create columns of text, you can use the table function in Microsoft Word to create vertical and horizontal placements for your information.

Serif and sans-serif Fonts

By manipulating the fonts used in your resume, you can easily create a hierarchy of information. In general, fonts are divided into two categories: serif and sans-serif. Serifs are the short stems on the ends of the strokes of a letter, as in T of the Times New Roman font. Sans-serif fonts are fonts without stems -- sans means without. Here are some examples of the two kinds of fonts.

Serif fonts	Sans-serif fonts
Times New Roman Garamond Palatino Courier	Arial Geneva Helvetica **Charcoal**

How you use these two font types depends upon how you want your reader to read certain sections of your resume. American audiences are used to reading serif fonts, so these fonts tend to keep the eye reading along the text. sans-serif fonts, on the other hand, make the eye stop. Therefore, sans-serif fonts are typically used for headings and titles, allowing the reader to quickly locate information, while serif fonts are used for descriptions.

The key to using fonts in your resume is to be consistent. For example, if you decide to use a sans-serif font for a main heading, do so for all your headings, and use the same sans-serif font each time. Generally, you should use no more than two fonts in your resume. Remember that you want to keep the reader reading; you do not want to create too many "tricks" for the reader's eye.

Other types of emphasis

By using more than one font type in a way that is consistent throughout your resume (using, for example, a sans serif font for all headings, and a serif font for all text), you create emphasis. Another way to create emphasis is by using **bold**, CAPITALIZATION, *italics,* and underlining. Your choice for emphasis

depends upon your personal taste. However, you should not mix methods, nor overuse them. You would not, for example, want to _CAPITALIZE, ITALICIZE, AND UNDERLINE_ pieces of text; doing so would only make the text less visually pleasing for the reader. In addition, overusing these tools makes the reader ignore the items you wish to emphasize, thus limiting effectiveness. So, be sure to carefully choose which information should be emphasized.

The 20-second Test

How do you know when you have successfully created an easily read resume that allows employers to process information quickly? Try having someone perform the 20-second test on your resume. Simply time your reader for twenty seconds as he or she reads your resume. What all did he or she learn about you? If your reader noticed within twenty seconds what you want employers to learn about you, then most likely you have created an effective resume. If not, try moving important information to the first quadrant, checking that you have used sans serif and serif fonts consistently, and limiting the tools for emphasis you use in your document.

We also have a sample resume that uses these design principles available at http://owl.english.purdue.edu/handouts/pw/sampleresdesign.pdf, which requires Adobe Acrobat Reader to view.

Handout written by Aisha Peay
HTML markup by Erin Karper
January 2002

Resume Sections

This file is a compilation of all of the parts of the "Sections of the Resume" hypertext available at http://owl.english.purdue.edu/handouts/pw/sections/index.html. If you would like to download handouts of each section or exercises for each section, please visit http://owl.english.purdue.edu/handouts/print/pw/index.html.

Creating a resume can be a difficult task, but this task will be easier if you are familiar with the different sections that you can use to create your resume. This multi-part handout outlines sections that can be included on a resume. Some of the sections should always be included on a resume; you can choose whether or not to include some of the other sections. Most writers do not include all of the possible sections, but include only those that highlight their own unique skills. Remember that the goal of the resume is to get an interview with an employer, so you should include the sections that portray you at your best.

Remember: When applying for a job in the United States, do not include personal information about your age, sex, marital status, children or religion on your resume. Your employer may not legally ask for this information, and you may put him/her in an awkward situation by volunteering it.

- Name
- College Address--Permanent Addresss
- Career or Job Objective, Professional Objective, Career Goal
- Education
    - Related Coursework, Significant Courses
    - Special Projects
    - Academic Awards
- Work Experience or Experience
- Skills, Abilities or Qualifications
- Activities and Honors, College Activities, Affiliations
- References

Your Name and Address

While these guidelines are recommended for traditional resumes that you will hand out and mail to companies, consider excluduing contact information other than your email address for resumes that will be posted on the Internet where anyone will have access to your address and phone number.

Name

Place your full legal name prominently at the top of your resume. You may use your full middle name or just an initial. Most writers center their name and highlight it by using a larger font, **bolding,** or underlining.

Address

It is important to provide your prospective employer with as many means of contacting you as possible. If you are a college or university student, or if you are planning on changing addresses for any reason, it is important to include both addresses and dates for when you will be at them.

Your address section should include:

- Both your school address and permanent address (if you are a college or university student) and dates for when you will be at each address.
- If you are changing addresses for any reason, provide both your current and future addresses and dates for when you will be at each address.
- Provide telephone numbers at each address that appears on your resume.
- You may also include your email address and home page address, if available.

Here is an example of a name and address section for a university student.

DIANE HANDIE

Campus Address
6660 North River Road
West Lafayette, IN 47906
(765) 555-3366
E-Mail: dianehandie@purdue.edu

Permanent Address
555 S. Willy Wonka Ave.
West Lafayette, IN 47906
(765) 555-6666

To learn more about protecting your privacy when posting resumes on the Internet, see the following sites:

- http://www.Job-Hunt.Org/privacy.shtml
- http://www.Job-Hunt.Org/resumecybersafe.shtml

- http://www.Job-Hunt.Org/internetresume.shtml

Your Objective Statement

Try our objective statement exercise at http://owl.english.purdue.edu/handouts/pw/p_objectiveEX.html to help you generate an objective statement.

An objective statement is a 1-3 sentence summary of your qualifications for a specific position. You might think of it as the thesis statement for your resume. Everything contained in the resume should work to prove that what you have said in your objective statement is true and that you are qualified for the position you want. Although objective statements are not technically required elements of the resume, they are essential for readers to be able to understand what position you want and what your qualifications are.

Relate your career objective directly to the job you want. Be as specific as possible so that your reader will understand what job you are seeking and the way in which you can contribute to the organization. This statement should forecast the remainder of the resume by noting skills gained through your education, work experience or activities.

Your objective statement should include:

- the length of the position you are seeking
- the job title you for which you are applying (if possible)
- the field or industry in which you wish to work
- your most relevant skills or qualifications

Here are some examples of objective statements.

A full-time position involving the development of management information systems on mini or microcomputers, using my communication and problem solving skills, and leading to responsibilities as a systems analyst.

A summer internship as a project engineer with a construction company that will utilize my experience in field engineering, cost controlling and estimating.

A position as a systems analyst which will allow me to use my programming, technical writing and supervisory skills to lead a group of dynamic employees.

Your Education

Try our education section exercise at

http://owl.english.purdue.edu/handouts/pw/p_educationEX.html to help you generate this section of your resume.

This section is an important one for most students, and it is a **required element** of the resume. In this section, you should include:

- The name and location of your college or university
- Your degree and graduation date
- Your major(s) and minor(s)
- Grade point average (your cumulative GPA and your major GPA are optional)

Use placement of information, bold type or underlining to highlight the features you want to emphasize. It is sometimes necessary to pinpoint a feature or features that make you standout among other students. For example, students bold their university or college if they feel like that is a distinctive feature. Others may decide to bold their type of degree.

Here are two examples of education sections, with different information emphasized.

Purdue University, West Lafayette, Indiana
Bachelor of Science, May 1999
Major: Supervision; GPA 5.5/6.0

Bachelor of Science in Accounting, May 1999
Minor in Finance, GPA: 5.5/6.0 Major, 5.2/6.0 Overall
Purdue University, West Lafayette, Indiana

Related Coursework

This is an optional part of your Education section, which can be quite impressive and informative for potential employers. Students seeking internships may want to list all completed major-related courses. Graduates might list job-related courses different than those required to receive the degree (employers will already be aware of those). Include high-level courses in optional concentrations, foreign languages, computer applications or communications classes. You may choose more meaningful headings such as "Computer Applications" if you wish to emphasize particular areas. Remember - employers and recruiters are familiar with the basic courses required in your major. Limit these sections to special courses or skills you have to offer.

Special Projects

This optional section may be added to point out special features of your education that are particularly interesting to employers or that may make you more qualified than others for the job you are seeking. Students often include research, writing, or computer projects. Limit your description to the most important facts. You may expand your discussion in your application letter.

Academic Awards

Your scholarships and academic awards can be included in your Education section if you wish. This will identify them as being different from your club affiliations and activities. You may, also place them under a general heading of "Activities and Honors" as described later in this handout.

Your Work Experience

Try our experience section exercise at http://owl.english.purdue.edu/handouts/pw/p_experienceEX.html to help you generate an experience section.

This is the most complex section of your resume, and it is required, although you have a great deal of freedom in the way your present your experiences. To get started on this section, make a list of your job titles and the names, dates and locations of places where you worked.

Break each job (paid or unpaid) into short, descriptive phrases or sentences that begin with action verbs. These phrases will highlight the skills you used on the job, and help the employer envision you as an active person in the workplace. Use action words to describe the work you did.

You may choose special typestyles, **bolding**, underlining, or placement to draw your reader's attention to the information you want to emphasize. When the company you worked for is more impressive than your job title, you may want to highlight that information.

Here are some examples of experience sections.

LOAN CLERK

- Applied payments to principal and interest on student loans
- Deposited payments
- Assisted in balancing year-end accounts and ledgers

- Answered college switchboard

Chadron State College, Chadron, NE, May - August, 1986

CHADRON STATE COLLEGE, Chadron, NE, May - August, 1986
Loan Clerk

- Applied payments on student loans
- Deposited payments
- Assisted in balancing year-end accounts and ledgers
- Answered college switchboard

Try our experience section exercise at
http://owl.english.purdue.edu/handouts/pw/p_experienceEX.html to help you
generate an experience section.

Your Skills and Qualifications

While not all resumes contain a skills section, this may be helpful when you
want to emphasize the skills you have acquired from your various jobs or
activities, rather than the duties, or the job title. If you do not have enough
previous experience for a specific job you are seeking for, it is important to
emphasize your skills pertaining to that job.

Skills can be just as important as work experience to employers. To prepare
this section you should:

- List jobs, activities, projects and special offices.
- Think of skills you have gained through those experiences.
- Group these skills into 3 - 5 job related skills categories and use these as
  headings.
- List your skills with significant details under the headings.
- Arrange headings in order of importance as they relate to your career
  objective.
- Arrange skills under headings in order of importance according to your
  goal.

Example:

Leadership

- Conducted monthly club and board meetings for Lafayette Junior
  Woman's Club.
- Headed club's $8,000 philanthropic project sponsored by Tippecanoe
  County Historical Association.

- Coordinated responsibilities of committees to sell and serve food to 1500 people at fund raiser.

Business Communication

- Completed a formal report for Business Writing course.
- Wrote annual state and district reports of all club's community service projects, volunteered hours and monetary donations.
- Compiled, type, mimeographed and distributed club books to each member.

Financial Management

- Supervised the collection and dispersion of $4,000 in funds to various agencies and projects.
- Wrote and analyzed periodic business statements regarding funds to specific projects/agencies.

Your Activities and Honors

This optional section points out your leadership, sociability and energy level as shown by your involvement in different activities. This should be your shortest section and should support your career objective. Additional information about activities can be included in your application letter or discussed at your interview.

Try our honors and activities section exercise at http://owl.english.purdue.edu/handouts/pw/p_honorsactEX.html to help you develop this section.

You should:

- Select only activities and honors that support your career objective.
- List your college organizations and arrange them in order of importance as they relate to your career objective.
- Include any office or official position you held.
- Spell out any acronyms your employer may not recognize.
- Include dates.

Example:

Accounting Club, President
Alpha Zeta Professional Fraternity
Purdue Grand Prix Foundation, President
Purdue Association for the Education of Young Children (PAEYC)

Your References

You can choose whether to include references on your resume or only include a statement saying, "References Available Upon Request." Most writers include the statement and then compile a reference sheet to submit to employers when references are requested. Regardless of which option you choose, before submitting information about references to a potential employer, permission should be sought from your references to use them as personal contacts.

For more about references, see our handout on preparing your reference sheet at http://owl.english.purdue.edu/handouts/pw/p_reference.html.

The following information must remain intact on every handout printed for distribution.

This page is located at
http://owl.english.purdue.edu/handouts/print/pw/sections/p_allsections.html

To contact OWL, please visit our contact information page at
http://owl.english.purdue.edu/lab/contact.html to find the right person to call or email.

Skills List

These are some words commonly used to describe your skills on your resume.

Accomplish	Delegate	Innovate	Publish
Achieve	Demonstrate	Inspect	Qualify
Act	Design	Install	Raise
Adapt	Detail	Institute	Recommend
Administer	Determine	Instruct	Reconcile
Advertise	Develop	Integrate	Record
Advise	Devise	Interpret	Recruit
Aid	Direct	Interview	Rectify
Analyze	Distribute	Introduce	Redesign
Apply	Draft	Invent	Reduce
Approach	Edit	Investigate	Regulate
Approve	Employ	Lead	Relate
Arrange	Encourage	Maintain	Renew
Assemble	Enlarge	Manage	Report
Assess	Enlist	Manipulate	Represent
Assign	Establish	Market	Reorganize
Assist	Estimate	Mediate	Research
Attain	Evaluate	Moderate	Resolve
Budget	Examine	Modify	Review
Build	Exchange	Monitor	Revise
Calculate	Execute	Motivate	Scan
Catalogue	Exhibit	Negotiate	Schedule
Chair	Expand	Obtain	Screen
Clarify	Expedite	Operate	Select
Collaborate	Facilitate	Order	Sell
Communicate	Familiarize	Organize	Serve

Compare	Forecast	Originate	Settle
Compile	Formulate	Oversee	Solve
Complete	Generate	Perceive	Speak
Conceive	Govern	Perform	Staff
Conciliate	Guide	Persuade	Standardize
Conduct	Handle	Plan	Stimulate
Consult	Head	Prepare	Stimulate
Contract	Hire	Present	Summarize
Control	Identify	Preside	Supervise
Cooperate	Implement	Process	Support
Coordinate	Improve	Produce	Survey
Correct	Increase	Program	Synthesize
Counsel	Index	Promote	Systematize
Create	Influence	Propose	Teach
Decide	Inform	Provide	Train
Define	Initiate	Publicize	Transmit
Update	Write		

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This page is located at http://owl.english.purdue.edu/handouts/print/pw/p_skilist.html

To contact OWL, please visit our contact information page at http://owl.english.purdue.edu/lab/contact.html to find the right person to call or email.

MONTY BARL
5 Wendy Wilson Boulevard Apt. 187
Staten Island, NY 10034
(718) 782-0007
boilM@mail.ibm.net

BANKING EXPERIENCE

EURASIA, 2000 – Present
Vice President Structured Trade Finance
• Support short, medium and long term trade related financing through US government programs such as US Extrabank and Incorporated Credit Union ("ICU"), for worldwide customer requirements.
• Arrange 8 Medium Term Facilities ("Put option") in Latin America in the amount of US $285 Million.
• Arrange 12 US Extrabank Facilities with Monetary Institutions and Corporate customers in Latin America, Africa and Asia in the amount of US $350 Million.
• Arrange 13 ICU Facilities with Monetary Institutions in Latin America and Africa in the amount of US $300 million.
• Coordinate reallocation of Structured Tax Organization ("STO") unit from New York to Miami, reducing 80% of personnel while generating 50% more income comparing to previous years.

STANDARD CHARTERED BANK, 1995 - 2000
Vice President of Specialized Banking
• Arranged 3 US Extrabank Facilities with Financial Institutions and Corporate customers in Mexico in the amount of US $120 Million.
• Arranged 2 Medium Term Facilities ("Put option") in Mexico in the amount of US $40 Million, generating up-front fees and profitable interest income.

BANCO INTRANACIONAL DE EXTERIOR, S.N.C., 1992 - 1995
Vice President of Intranational Banking America
• Head of International Banking unit for America in charge of short and medium term funding requirements, both through direct lines of credit and debt paper issuance in the US and Euro markets.
• Increased funding network in 200% and the lines of Credit amount from US $850 Million to US $2.5 Billion.

TRADING EXPERIENCE
Promotions and Trade International, Mexico, A.C. 1990 - 1992
• Assisted potential exporters in Trade promotion and Mexican requirements.

EDUCATION
  • Financial Institute of Maryland Specialty in Finance and Accounting 1994
  • Universidad de Autonoma, Mexico City, Mexico BA, International Relationships and Economics 1993

COMPLEMENTARY EDUCATION
• Credit Skills Assessment, Eurasia Bank (12 modules approved
• Relationship Management Training Programme, Eurasia Bank

David P. Ellis

XXXX Westchester Park Dr #XXXX
College Park, MD 20740
301-345-XXXX
dpe@umd.edu

EDUCATION

Aug 06 – Present   *PhD Student*, **University of Maryland,** College Park, MD, USA

- ➢ **Major:** Second Language Acquisition & Application (SLAA), GPA: 4.0

- ➢ **Coursework:** Instructed SLA (Research); Aptitude-Treatment Interaction, SL Instruction (Pedagogy); Quantitative Research Methods I; Quantitative Research Methods II; SL Assessment; Program Evaluation

Aug 02 – May 05   *MA Student*, **University of Hawaii at Manoa**, Honolulu, HI, USA

- ➢ **Degree:** English as a Second Language (ESL); GPA: 4.0

- ➢ **Coursework**: Second Language Testing, Second Language Acquisition (SLA), Quantitative Research Methods, Educational Research, Teaching Second Languages, Language Concepts for Second Language Learning and Teaching, Developmental Linguistics, Sociolinguistics and Second Languages, Language and Power, Syntax, and ESL Program Administration

- ➢ **Thesis**: Holistic, Analytic, & Linguistic Measures of Second Language Writing Placement Test Decisions; **Committee**: Craig Chaudron (Chair), J.D. Brown, John Norris

- ➢ **Awards**: The Research Corporation of the University of Hawaii (RCUH) Excellence in Research ($250) & The Ruth Crymes Scholarship Fund ($300), for my thesis research

December 2000   *GRE* – **Verbal**: 750; **Math**: 760; **Analytical**: 800; **Total:** 2310

Jul 87 – Jun 91   *Cadet*, **U.S. Military Academy (USMA),** West Point, NY, USA

- ➢ **BS**, Economics & Mathematics; GPA: 3.3 in major

RELEVANT WORK EXPERIENCE

Aug 06 – Present   *Faculty Research Assistant*, **National Foreign Language Center,** College Park, MD

- ➢ Assess the quality of Defense Language Proficiency Test (DLPT) training materials for government officials who must take the DLPT annually
- ➢ Write proposals for new testing contracts

May 05 – Aug 06   *Assistant Professor*, **Defense Language Institute (DLI),** Monterey, CA

- ➢ Trained DLI faculty in Second Language Acquisition and Teaching (SLAT)
- ➢ Designed faculty workshops, including an SLA workshop for DLI Chairpersons
- ➢ Traveled to satellite agencies to administer the DLI's Instructor Certification Course

Sep 02 – May 05	*Graduate Assistant,* **University of Hawaii English Language Institute,** Honolulu, HI

- ➢ Taught Academic Reading & Writing to UH international graduate students
- ➢ Developed and taught a Business English course in conjunction with the UH College of Business Administration and the Hanoi (Vietnam) School of Business

Sep 02 – May 05	*ESL Instructor***, Hawaii Pacific University (HPU),** Honolulu, HI

- ➢ Taught Academic Reading & Speaking to HPU international undergraduate students

Jan 00 – Jul 02	*Head Instructor***, Kyungpook National University (KNU),** Daegu, KOREA

- ➢ Developed and managed an EFL program that had 16 teachers and 2500 students

Sep 99 – Dec 99	*EFL Instructor*, **Shibaura Institute of Technology (SIT)**, Tokyo, JAPAN
Jan 98 – Aug 99	*EFL Instructor*, **Republic of Korea (ROK) Naval Administration School**, Jinhae, KOREA
Nov 96 – Nov 97	*EFL Instructor*, **English Centers for Children (ECC),** Jecheon, KOREA

PUBLICATIONS

May 2005	"Assessing Student Writing" (co-author). *The English Connection* (*TEC*, a KOTESOL Journal)
May 2002	"Task-Based Learning and Present-Practice-Produce: Setting the Record Straight, Part II." *TEC*
Mar 2002	"Task-Based Learning and Present-Practice-Produce: Setting the Record Straight, Part I." *TEC*
Nov 2001	"Maximizing Student Talk Time Using Groups." *TEC*
Jul 2001	"Teacher Development vs. Teacher Training." *TEC*

PAPERS

Fall 2006	Task Complexity; Corrective Feedback Effects on SL Development as a Function of Aptitude
Spring 2004	ESL Program Business Plan; Language & Power; Critical Discourse Analysis
Fall 2003	TBLT Literature Review; Acquisition of Wh-Questions; Theory of Mind Development
Spring 2003	Implicit v. Explicit Learning; Singapore Language Planning, Courtroom Trial Language
Fall 2002	Placement Test (NRT) Development for Chinese University Students; Foreigner Talk

PRESENTATIONS

12 Jan 2007	*Holistic, Analytic, and Linguistics Measures of Writing Placement Tests,* **Maryland English Institute**
14 Oct 2001	*Practical Ways to Minimize Teacher Talk Time*, **Annual Int'l KOTESOL Conference**
13 Oct 2001	*10 Commandments of Korean Conversation Classes***, Annual Int'l KOTESOL Conference**
19 May 2001	*Groups and Games in Conversation Classes*, **Annual TTA Conference (KTT)**
12 May 2001	*Managing Conversation with Large Classes*, **KOTESOL Conference**
21 Apr 2001	*Practical Ways to Minimize Teacher Talk Time*, **KOTESOL Conference**
18 Mar 2001	*10 Commandments of Korean Conversation Classes***, KOTESOL Conference**

PROFESSIONAL MEMBERSHIPS

- ➢ **ECOLT** (East Coast Organization of Language Testers)
- ➢ **ACTFL** (American Council on the Teaching of Foreign Languages)

RECENT CONFERENCES & WORKSHOPS

13 Oct 2006	ECOLT (Washington, DC)
10-12 Apr 2006	Experiential Learning (Les Stroh)
17-20 Nov 2005	ACTFL 2005 (Baltimore, MD)
17-20 Oct 2005	Project Management Fundamentals (Richard Punzo, TMC)
23-25 Aug 2005	Action Research (Marjorie Hall Haley, GMU)
8-12 Aug 2005	Professional Development (Donald Freeman, SIT, & Kathy Bailey, MIIS)
8-11 Sep 2004	EuroSLA 2004 (San Sebastian, Spain)

RESEARCH INTERESTS

Second Language Testing & Assessment; Learner Variables (e.g., Aptitude); Task Complexity, TBLT, and its Assessment: Grammar Instruction vis-à-vis Developmental Sequences; Critical Period Hypothesis; Input, Interaction & Output Hypotheses; Impact of Error Correction on Interlanguage Development

FOREIGN LANGUAGE SKILLS

Korean (Listening & Speaking – Low Intermediate; Reading & Writing – Beginner)

- ➢ Acted as interpreter between EFL instructors and Korean staff at KNU
- ➢ Used Korean MS Windows OS with Korean language based software applications daily while in Korea
- ➢ Use Korean on a daily basis in informal encounters with Korean classmates here at UH

TRAVEL EXPERIENCE

- ➢ *Vietnam*, four months over two trips (2004, 2005)
- ➢ *Spain*, one week (Sep 2004)
- ➢ *Korea*, five years over two periods (Nov 1996-2002)
- ➢ *Japan*, six months over several trips (1997 - 2001)
- ➢ *Malaysia and Singapore*, 10 days (Feb 2002)
- ➢ *Belize*, one week (May 2001)
- ➢ *Greece*, two weeks (Jul 1999)
- ➢ *Thailand*, three weeks over two trips (1998, 1999)
- ➢ *England*, two weeks (Nov 1986)
- ➢ *USA* (44 states, including Alaska & Hawaii), over many years