

**Andrés Melo Cousineau**

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## **EXPERIENCE**

**University Professor**, ESL all levels, Al Jouf University, Saudi Arabia. August 2021- present.

1. Teaching of ESL within the context of the Saudi Arabia's "2030 Vision" plan. Connecting the learning of language to the development of critical abilities. (e.g., Neom City, Green Project Initiative, Public Transportation initiatives.)
2. Constant focus on production guided by the reality of the Kingdom's desire to open to the world. Use of Headway Series, Oxford University Press. Multiple OUP WEBINAR "Attendance certificates" (Assessment, Writing..)
3. Obtained VERY HIGH/HIGH student assessment grades for the entirety of the year, including participation in demanding Summer School Course.
4. Demanding curriculum focused on the 4 fundamental skills as well as the preparation of students in terms of the skills required for the future of the Kingdom (communication skills both in speaking and writing, problem-solving skills, project-design skills.)
5. In charge of Teacher Observations. Creation of a healthy environment for observations and detailed proactive reports presented to directors.
6. IELTS Training focused on "Reading and Writing Skills". Certification available upon request.
7. Webinar for "Cultural Intelligence" presented. Keynote available upon request.
8. Awarded Certificate of Appreciation, "Recognizing the Cultures of Other Countries."
9. Creation of multiple innovative and detailed Lesson Plans geared towards the reality of KSA.
10. Learning to teach in the new and particular context of Islam by activating Canadian cultural intelligence.
11. Simultaneous creation of Professional Photographic Albums: "Magical Jeddah.", "Cairo", "Sakaka" (<https://andresmelophotography.com/> )

**Ongoing use of Twitter to defend classical republican theses**, Permanent current engagement in the political dynamics of Colombia following self-published book on the country. @andresmelocou / Total current followers, 29k (approx.). May 2020 – Present.

1. Creation of complex Twitter Course in Spanish entitled: "Introducción a la defensa del Republicanismo: temas actuales, orígenes clásicos, y límites filosóficos." ([here](#))
2. 19 articles presented in specific order after creating an online database for all.

**Completed ONLINE "Business English" and "English for Academic Purposes" courses at Edmodo ([edmodo.com](https://www.edmodo.com))**, SECOND concrete examples of the "Blended Education Model for ESL" project presented below. Further development of Business English abilities (see below) and activation of Blended Model Education possibilities (see below) . Proactively adjusting to the new COVID19 reality. Created in order to show how to best organize the online presentation of an ESL course in order to engage students even if done so virtually. Based on "Market Leader" and "Oxford EAP", both for Upper-Intermediate or Advanced students. Class Code Locked (available for potential employers). August 2020- present. ([here](#))

**Creation of YouTube ESL Channel "PROACTIVE ESL" with Teacher Andy**, [proactiveesl@gmail.com](mailto:proactiveesl@gmail.com), first concrete IMPLEMENTATION of the "Blended Education Model for ESL" project presented below. Proactively adjusting to the new COVID19 reality. Current Videos on "Communication" and "Tag Questions", "At The Restaurant", "Passive Voice". link: [PROACTIVE ESL](#) ; April, 2020.

**Continued Preparation for Understanding and Implementing Blended and Hybrid models of Education, January-March, 2020.** Currently completing Coursera Courses: a) “Blended Language Learning: Design and Practice for Teachers” (completed, 100% average), [link](#) and, b) “Learning to Teach Online” (91% average, halfway), [link](#). Project with Diploma: [ESL BLENDED EDUCATION](#)

1. Preparing a hybrid model for the teaching of ESL classes by digitalizing the many exercises created throughout our ESL teaching career.
2. Combining elements of LMS and more open-source technological options.
3. Learning to use ZOOM technology --an impressive video conferencing platform easily connected to LMS platforms such as Canvas or Moodle-- as one of the fundamental elements of its implementation. Participation in multiple training seminars
4. Continuing to connect my understanding of photography with this Project by incorporating the use of Screencasting, Green Screening, Whiteboard Use, Audio, Mic and Video specs, and others.
5. Connecting technology to learning as problem-solving and production.
6. Questioning the nature of this type of learning from our Humanities background.

**ESL Teacher, EF, Education First, Toronto, Canada.** July 2016-November, April 2018-2019.

1. Continued development of a topic-oriented teaching approach to ESL. Focus placed on using English outside the classroom for transformational purposes. Part of a great learning community.
2. Creative teaching of topic-based “Conversation Course”, as well as multiple General English (GE) Courses going from Beginners to Advanced Plus. Constant use of technology and iLab.
3. Great emphasis placed on independent self-assessment and self-directed learning. Self-motivation as the sole real path to learning. All exemplified by the teacher.
4. ESL beyond the teaching of English; “Education First”. Focus on “the Big Picture”.
5. Highly professional subbing/teaching —for multiple courses, for different lengths of time and for diverse levels— such as: “Current Events”, “Speaking and Listening”, “Conversation”, “Phrasal Verbs”, “General English”, “Pronunciation”, “Grammar Studies”, “Vocabulary”, “Film Studies”, “Global Issues”, “Collocations and Expressions”, “Useful Language and Skills”, “Survival Skills” (Buying, Restaurant, Directions, Telephoning, Instructions, Communication), “Foundations” (Multiple Intelligences, Cultural Intelligence, Communication, Leadership, Emotional Intelligence and Practicum), and “Oh Canada”. Development of great teaching flexibility continuously focused on PRODUCTION, no matter the course OR level.
6. Purposely moving beyond “subbing” as defined by the prefix “sub” and its negative meanings, or subbing as the “sacrifice required for seniority”, or subbing as “the robotic extension of a real teacher”. “Subbing” as **teaching**, perhaps even **more**. Subbing as teaching independence. (Also moving beyond “supplying” as in the industrial “supply chain” metaphor; or as a “grandparent”, [link](#).)

**China Project, ESL Teaching in China, 2018-2020.**

1. Retaking and expanding Linguistic Skills: reviewing the completed Coursera "Beginners" and "More Beginners" Mandarin Chinese courses with outstanding results; asked to be Mentor (new courses as well). ([link](#)) INTENSE preparation prior to travel. Will likely present HSK exams in the future.
2. 6<sup>th</sup> language learned.
3. Retaking --for a third time-- the excellent "The Great Courses" courses on China; a) "Fall and Rise of China" (Baum; [link](#)), and b) "Books That Matter: The Analects of Confucius" (LaFleur; [link](#)). In particular emphasis on the fundamental Confucian concept of "**ren**" ( 仁 ).
4. Total Number of difficult and in-depth Interviews, 10 (EF, ISAC, Meten, others).
5. Contracts offered 2, (Nanchang, non-Gaokao students).
6. The fully shared decision to start at Hangzhou with Meten in February 2020 postponed due to the coronavirus situation. Hopefully, the situation will stabilize in order to fulfill this project. Immediately

sought extension of visa which was denied by Chinese Governmental Officials. Much learning to be done by all in terms of flexibility to deal with and find real solutions to situations of crisis.

**TESL Certification; TESL Ontario Certificate of Accreditation For Adult ESL Teachers (OCELT), TESL Ontario, T033160, Toronto, Canada, March 2018.**

**TESL Certification; International Certificate in Teaching English as an Additional Language (ICTEAL), TESL Ontario, T033160, Toronto, Canada, March 2018.**

**Post-TESL Training, ACE Certificate in Teaching Occupation Specific Language, Major focus on Business English, Toronto, Canada. January 2016-April 2016.** Presented multiple “Task Journals” with unique creative solutions presented to diverse issues in the teaching of English for Specific Purposes. (Outstanding Final GPA: 97.5%)

**ESL Teacher, CLC Canadian Language Centre, Toronto, Ontario. September 2015 – April 2016.**

1. Further developed task-based teaching approach to ESL. (Topics include: Gender Issues, Multiple Intelligences, Technology Issues, Living in Toronto, Leadership, Sustainable Cities, Environment)
2. Education founded on Critical Thinking based on years of dedication to Socratic education in the Humanities. Unique multidisciplinary approach.
3. Incorporation of new resources towards a more holistic and critical approach to the Communicative Method. (Touchstone, Let’s Talk, Fifty-Fifty, Ontario Reader, Focus on Grammar, Market Leader, English Unlimited, Just Right, Michael Dean, ...)
4. Survival Skills and Multiple Level instruction in a multicultural setting of students coming from all corners of the planet.
5. Permanent focus on Speaking and Listening Skills; with particular emphasis on stress, rhythm and intonation.
6. Teaching connected to “everyday Canadian life” in the amazing multicultural city of Toronto. (Reel Canada, Grab Bag of Canada, NFB, CBC, Gateway to Canada, A Beginning Look at Canada).
7. Concern for building ESL education beyond the obvious learning of a language. Language as the path to selfhood. Learning as enjoyment.

**Volunteer work, Toronto, Ontario.** CanPacific College, April 2015. (Taught Grammar/Writing course for Japanese students). Excellent results.

**TESL CANADA Certification, LEVEL II PERMANENT, Toronto, June, 2015.** (8000+ certified TESL teaching experience and +700 hours ESL training) [link](#)

**TESL Certification I and II Canada/Ontario, Toronto, Ontario.** CCLCS (Canadian Centre for Language and Cultural Studies). September, 2014- February 2015. Certified “TESL Canada” (Level I), March 2015 ; Certified “TESL Ontario” (Level II), April 2015. [link](#)

1. FINAL PROJECT, *Business English Class*: “Raising Finance Through Microfinance”: [FINAL PROJECT TESL CANADA](#)

**Continuation of Permaculture Project, Creation of small organic vegetable, flower, fruit garden, Toronto, February 2019- present.**

1. Recovering general permaculture ideas researched for years (see below).
2. Implementation of specific design taking into consideration the limited space and the areas for growth. Neighbour kindly asked if I could design her garden.
3. Generation of plants FROM seed indoors during winter using appropriate methods and conditions. 300 seeds planted in n EXTREMELY limited space. 43 Species.
4. Specific use of Canadian Seed Company *Urban Harvest* ([link](#), and Richters) focused on heritage and organically generated seeds.

5. Soil analysis and creation of best soil conditions including NPK, micronutrient, worms, and mulch. Use of non-expensive available resources.
6. Studying of The Great Courses courses: 1) The Science of Gardening (Chalker-Scott), [link](#) and b) How to Grow Anything: Food Gardening for Everyone (Myers), [link](#) , plus the already developed bibliography on permaculture found on this website itself, [link](#).
7. Taking seriously the idea that ecological understanding, IN A FUKUOKA STYLE AND NOT A NON-GRETA STYLE, is the way to become a better human. Learning to grow one's own food, the process towards limiting technological arrogance. The Persian word for a garden: PARADISE.
8. Absolutely incredible stories surrounding its creation and shared via Facebook. (Can be seen in photographic album).
9. Images of the finalized process can be found at its permanent photographic album, here: [link](#).
10. Currently offered a contract and proceeding with all visa requirements for January 2020.

***Culmination of Artistic Photography Project, "Toronto Street Art and Life; a Visual Recovery in Quartets".*** To be shared and marketed in diverse forms. January, 2019 (2005-2019). [here](#).

1. Participation in YMCA Art Challenge and Silent Art Auction, 2019. A very generous reception of the project.
2. Creation of Art Booth in the well-known art store Arts Market in Toronto, focusing on the sale of local works by local artists. Results of the creation of project brand, cost analysis, presentation and marketing can be seen, [here](#).

***Self-published book, "Escritos sobre Colombia: la "paz" en su laberinto, 2016 – 2018***, Asquith Press, Toronto Public Libraries, Toronto, Canada. January 2019. (ISBN: 978-0-9950004-4-5) ([link](#)) Accepted into the archives of the *Centro Nacional de Memoria Histórica de la República de Colombia*, Accepted into *Library and Archives Canada*, June, 2019, [link](#). Development of Kindle versions of this and other published books via Kindle Create, [link](#).)

***Self-published book, "Writings on Education"***, Asquith Press, Toronto Public Libraries, Toronto, Canada. April, 2018. (ISBN: 978-0-9950004-3-8) ([link](#)). Accepted into *Library and Archives Canada*, 2018. Kindle eBook version [here](#).)

***On-going translations (AXS Studio, Latin Community Centre, Immigration Fast-track, TaOntario, TaManitoba, TaAlberta and multiple and diverse private freelance clients,) as well as the creation of Translation Company, "Andrés Melo Cousineau Translations: The Art of Translation", Canadian Business Number, 763698883***, Landing Page "Toronto Hispano", [here](#). (to be paused indefinitely). Toronto, Canada, 2017-2018-2019 (continuation of translation career begun in 1996-2001).

1. Number of translations January-May (beg), 2019: TOTAL: 108. Almost one per day.
2. Purpose: Preparation of Dossier 2019. Completed Dossier with multiple folders, June 11, 2019. Elegant and complete.
3. Already certified in Canada for 15 years.
4. Unbelievably inefficient later bureaucratic events fundamentally redefine relation to industry in Canada, unfortunately, in negative terms. Astonishing.
5. Translation as a path to multimodal learning in true diversity from an outsider's powerless perspective which implies being extremely careful.
6. Listening to, and aiding in multiple ways (in particular by providing positive reinforcement), many Spanish-speaking newcomers in countless cases frustrated by Canadian bureaucracy, especially, though not exclusively, at the powerful –even feared– certification level.

***Certified Member ATIO, Association of Translators and Interpreters of Ontario, Toronto, Ontario, 2004-2020 (English-Spanish; Spanish-English, Ca).***

***ESP Teacher, Business English for Entrepreneurs, EAFIT, Bogotá, Colombia, 2012-2013.***

1. Use of KEYNOTE presentations for BUSINESS-CENTERED English classes. [link](#)
2. Small classes composed of leading Colombian entrepreneurs (Outstanding reviews by students).

3. Use of the Excellent ESP-oriented texts by Market-Leader.
4. Communicative Approach balanced personally by creative use of language forms.
5. Assessment following creative Business Case Studies presented by Students using Power Point/Keynote. [link](#)
6. Integration of Digital Learning via Apps, Apple TV, iPhone, iPad and websites such as Learnist.

**Creation Experimental Internet Blog “Rarefactions”, an attempt at PUBLIC reflection in political Toronto/Bogotá 2006-2017.** <http://www.andresmelocousineau.wordpress.com> (visits: approx. 130,000 (2017))

**EFL Teacher and Official Translator**, Centro Colombo Americano, Bogotá, Colombia, 1990-95, 1997-2001. [link](#)

1. Cooperated extensively in creating a closely knit teaching and learning community which had personally geared developmental programs for teachers through highly qualified and experienced co-workers acting as “Assistant Developers”. Was ranked as ‘Outstanding’ by three of them.
2. Participated actively in TDTS sessions (Teacher Development Training Sessions)
3. Taught very creatively and with great success the advanced course on Literature entitled “Let’s Celebrate Literature” following the excellent text “World Writer’s Today”, a multicultural approach to literary understanding.
4. Actively and imaginatively created multiple ways of aiding student learning within an eclectic and communicative approach to EFL language teaching. Contributed to clarity in grammatical presentations as well as developed language games and motivating activities within the classroom. Developed great interpersonal skills through the monthly change of classes made up of students differentiated both by age (adults and adolescents) as well as by socio-economic background.
5. Frequently gave private tutoring at all levels. Compiled a set of readings in order for the student to benefit as much as possible from these quite expensive classes.
6. Specialized in the advanced course on Writing and Expression; editing of student magazine with poetry, articles and creative thought. [WRITING COURSE MAGAZINE](#), [LITERATURE COURSE MAGAZINE](#).
7. Taught the advanced Grammar course entitled “Enjoying Grammar” by implementing a topic-based structured course characterized by having a communicative and contextualized approach. Created multiple data bases for different grammar topics.
8. Participated in all language development programs within the CCA, and obtained ‘Certificates’ in different English Language Teaching Symposiums.

**Professional Photography Page**, 15-year self-taught development of photographic skills with a view to holistic education: [www.andresmelophotography.com](http://www.andresmelophotography.com), 2003-2018. Self-published book: “Toronto Street Art”; accepted into Library and Archives Canada, 2016.

**Faculty Professor**, Universidad Javeriana, part-time (due to illness), Bogotá, Colombia, 2002-2003.

1. Lecturer for courses: “Political Philosophy I” as well as “Philosophy of History V”.
2. Received a grading of “Good-Excellent” by the University Professor Grading System.
3. Simultaneous development of PhD program in Political Philosophy with outstanding results **while recovering from serious physical illness**. (A+)

**Paper translations and private classes**, Self-employed, **20+ years**, (Banks: Citibank, Banco Ganadero, Lloyds Bank; English Institutions: Elite, Life; Pharmaceutical Laboratories: Merck, Sharp and Dohme; Petroleum Companies: Swaco, Schlumberger; Importers: Danisco Ingredients; Telecommunication companies: Radiotronica, Celumovil; Hospitals: Fundación Cardio-Infantil; Public Corporations: Colciencias). 1997-present.

**Doorman, “Le Penfield” Apartment Building**, full-time employment while simultaneously studying at McGill University. Multiple skills developed because of particularity of schedule; in particular, interconnection with tenants, 1988-1990.



**Ph.D. candidate, Political Philosophy**, Pontificia Universidad Javeriana, Bogotá, Colombia, 2001- 2003.

1. Outstanding average up to the present A+.

**M.A., Political Science**, University of Toronto, Toronto, 1996-97.

1. Final Outstanding Grade Point Average of A/A-.

**B.A., Philosophy and Literature**, Universidad de los Andes, Bogotá, Colombia, 1990-95.

1. Final Outstanding Grade Point Average of 4.6 over 5.0 ('A+' average)

**Joint Honours Program**, McGill University, Montreal, 1986-90. (**Transferred to Los Andes University above**)

1. High Grade Point Average A-/B+ in a very demanding program with some of the most renowned Canadian professors (e.g. Charles Taylor)

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## OTHER HOLISTIC SKILLS

### **Art Web Pages**

1. Photography: [andresmelophotography.com](http://andresmelophotography.com) (17 years).

### **Language and Computer Proficiency**

1. Completely fluent in Spanish and English language skills: Completely fluent in French reading; good in writing and speaking (Lived in Quebec 4 years). Excellent Ancient Greek skills (Teaching Assistant). Excellent reading Portuguese. Basic German and Mandarin. Very capable use of iPad/iPhone technology for holistic education through a multiplicity of apps.

### **Athletics**

1. Team captain for both the soccer and basketball teams throughout the whole of High School.
2. Participated in intense and regular training sessions for both sports. Natural athletic ability.
3. Learned and shared ability to lead a group under complex circumstances in pursuit of specific goals.
4. Multiple medals and many 1st place finish in very competitive arenas.

### **International Focus**

1. Having lived and studied for long periods of time in both a Latin American and a North American setting, I have begun to better understand these distinct cultures, their history, their current dilemmas and their future sustainable possibilities in a more holistic fashion.