

## LINDSEI PEREIRA DA SILVA

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Work phone: (304) 293 2072

### EDUCATION

West Virginia University, Morgantown, WV – USA

M.A. in TESOL, December 2009

Universidade Luterana do Brasil, Canoas, RS – Brazil

B.A. in English Language and Literatures, December 2006

Universidade Luterana do Brasil, Gravataí, RS – Brazil

B.A. in Portuguese Language and Literatures, December 2004

### TEACHING EXPERIENCE

#### **Instructor of English as a Second Language**

The Intensive English Program at WVU, Fall 2010 – Present (Full-time instructor)

The Intensive English Program at WVU, Spring 2010 – Summer 2010 (Part-time lecturer)

The Intensive English Program at WVU, Fall 2007 – Fall 2009 (Graduate Teaching Assistant)

#### Courses taught:

- Reading Blue B (low-intermediate) – Help students improve their reading speed and reading comprehension of short texts, such as articles excerpts and Penguin Readers.
- Reading Gold A (high-intermediate) – Help students improve their reading speed and reading comprehension of longer academic texts. Also, engage students in pleasure reading (novels).
- Reading Gold B (advanced) – Help students improve their reading speed and reading comprehension at the academic level in order to get them prepared for the demands of university work.
- Grammar Blue B (low-intermediate) – Assist students in developing their knowledge of verb tenses as well as their knowledge of other grammar structures at the intermediate level.

- Grammar Gold A (high-intermediate) – Assist students in developing their knowledge of grammar structures at the high-intermediate level, which will help them communicate better in social and academic situations.
- Grammar Gold B (advanced) – Assist students in mastering grammatical uses and forms so that they can comprehend their meanings and communicate effectively in an English-speaking environment.
- Writing Green (beginners) – Help students improve their writing skills at the sentence level before moving on to short paragraphs.
- Writing Blue A (“false” beginners) – Help students with the initial process of writing paragraphs that express clear ideas through organized sentences and proper punctuation.
- Writing Blue B (low-intermediate) – Help students with the initial process of writing for research purposes by providing them with various writing structures and organizational methods.
- Communication Skills Blue A (beginners) – Assist students in participating in short conversations successfully by helping them grasp the main idea of short talks and speak with pronunciation that is understandable to native speakers.
- Communication Skills Blue B (low-intermediate) – Work with students on improving their listening and speaking skills so that they can handle everyday social and academic situations successfully.
- Communication Skills Gold A (high-intermediate) – Help students improve listening and speaking skills necessary for academic interactions and address problem areas in pronunciation.
- Vocabulary Green (beginners) – provide students with everyday vocabulary that will help them function in academic and social interactions.
- Vocabulary Gold A (high-intermediate) – Provide students with strategies for figuring out the meanings of unfamiliar words.
- Vocabulary Gold B (advanced) – Help students understand word families and nuances of meaning as well as help them use collocations appropriately.
- TOEFL Preparation Gold (high-intermediate and advanced) – Provide students with useful test-taking strategies and familiarize them with the format of the exam. Also, work with students on relevant grammar structures.
- American Pronunciation Blue B/Gold (intermediate) – Help students recognize and produce specific sounds as well as discriminate between similar sounds so that they can communicate more effectively with native speakers.

### Other responsibilities:

- Organize the ITP Paper-based TOEFL (in the IEP and in China) by scheduling it, signing up students, taking their payments, ordering the test, assigning teachers to proctor and grade it, administering and proctoring the test, and supervising the grading process.
- Organize and execute the IEP TOEFL Clinic twice a semester.
- Help organize and conduct special programs (foreign university groups) by handling exchange students' applications and documentation, co-preparing proposals, helping students with their travel plans and visa questions, etc.
- Systematically collect and analyze data in order to review our core curriculum, assessment guidelines, and rubrics since I'm the chair of the Curriculum and Assessment committees.
- Develop the curricula for major elective courses, such as TOEFL Preparation and American Pronunciation, by generating activities and materials according to students' needs.
- Conduct TOEFL waiver interviews after assessing the applicants' writing samples.
- Assist in the achievement of reporting requirements for the CEA accreditation by revising our curriculum, implementing assessment guidelines and standardized rubrics, revising the Student Handbook, formulating responses, and so on.
- Help organize and chaperone school trips.
- Administer, proctor, and grade the English Placement Test.
- Help organize and conduct student orientations.
- Grade the SPEAK test.
- Assist in the organization and execution of school events, such as the Halloween party, the Conversation Breakfast, the Thanksgiving Luncheon, and the students' graduation ceremony.

### **Instructor of English as a Foreign Language and Portuguese as a Second Language**

Helen's Centro de Idiomas (Gravataí, RS – Brazil), September 2001 – July 2007

- I taught integrated skills classes (Listening, Speaking, Reading, Writing) to basic, intermediate, and advanced levels.
- I had students from various age groups, from 10-year-old children to 65-year-old adults.
- I worked with a wide range of textbooks and materials.
- I developed several supplementary listening/speaking activities and materials according to our students' need for extra practice in such language skills.
- I administered, proctored, and graded placement tests.
- I assisted during student orientations.
- I assisted in the organization and execution of school events, such as the Halloween party.
- Also, I was in charge of most school trips. I scheduled the trips, arranged transportation, prepared pre-/post-trip lessons, signed up students, contacted parents, etc.

### **Instructor of English as a Foreign Language**

SENAI Ney Damasceno Ferreira (Gravataí, RS – Brazil), August 2006 – July 2007

- I taught integrated skills classes (Listening, Speaking, Reading, Writing) to basic levels.
- I had students from various age groups, but mostly young adults from underprivileged neighborhoods with very limited English skills.
- Due to limited resources in terms of textbooks, a co-worker and I developed most of the materials according to our students' needs. Actually, we developed the whole curriculum for this special program.

### **Instructor of English as a Foreign Language**

Colégio Cenecista Nossa Senhora dos Anjos (Gravataí, RS – Brazil), August 2004 – March 2006

- I taught integrated skills classes (Listening, Speaking, Reading, Writing) to fifth, sixth, and seventh graders in a private school.

- I generated supplementary Reading and Vocabulary materials according to students' needs.
- I assisted in the organization and execution of extracurricular activities, such as school trips and special projects. An example of a special project is the baseball championship among seventh graders. I worked with other teachers and a group of American missionary volunteers in the development of that event.

## **AWARDS**

Excellence in Classroom Teaching – WVU Intensive English Program – Spring 2010

## **PUBLICATIONS AND PRESENTATIONS**

### **WVTESOL in Morgantown, WV, April 2017**

Topic: *Using Journals in Reading, Writing, Grammar, and Vocabulary Classes*

### **WVTESOL in South Charleston, WV, April 2015**

Topic: *ITP TOEFL Preparation Reading and Grammar Activities*

### **WVTESOL in Inwood, WV, April 2012**

Topic: *Grammar, Vocabulary, and Pronunciation Classroom Games*

**Thesis:** Pereira da Silva, L. (2009). *Students' Expectations and Attitudes towards Nonnative-English-Speaking Teachers in ESL and EFL Settings: Teachers' and Students' Own Perspectives*. (Available via WVU Libraries Electronic Theses and Dissertations)

### **WVTESOL in Charleston, WV, March 2009**

Topic: *Students' Expectations and Attitudes towards Nonnative-English-Speaking Teachers in ESL and EFL Settings: Teachers' and Students' Own Perspectives*

### **Semana da Literatura (Pontificia Universidade Católica) in Porto Alegre, RS – Brazil, September 2006**

Topic: *A Literary-historiographic View of the Jim Crow Period in William Faulkner's Short Stories*

## **VOLUNTEER WORK**

As a former member and treasurer of the WVU Brazilian Student Association, I assisted in the organization and execution of the following events:

- WVU International Festival (Fall 2008, 2009, 2010, 2011, 2013)
- “Dinner for a dollar” – Saint John’s Parish Church (Fall 2009)
- Brazilian “Feijoada” Dinner – Bartlett House (Fall 2010)
- Brazilian Culture Workshop – Sundale Nursing Home (Spring 2011)