

ELIANA K. HIRANO

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 Director of the TEFL minor
 Department of Teacher Education
 Charter School of Education and Human Sciences
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Education**Georgia State University, Atlanta, GA**

PhD in Applied Linguistics – conferred in January 2012

Dissertation title: “Refugees negotiating academic literacies in first-year college: Challenges, strategies, and resources”

Committee: Diane Belcher (chair), Linda Harklau, Gayle Nelson, Stephanie Lindemann

Pontifícia Universidade Católica de São Paulo, São Paulo, Brazil

M.A. in Applied Linguistics and Language Studies – 2003

Dissertation title: “Learning difficulty? The reconstruction of a foreign language learner identity”

Universidade de São Paulo, São Paulo, Brazil

B.S. in Computer Science – 1989

University of Cambridge, Royal Society of Arts

(administered by Sociedade Brasileira de Cultura Inglesa, São Paulo, Brazil)

Diploma in English Language Teaching to Adults (DELTA) - 1999

Peer- reviewed publications (*indicates Berry College undergraduate students)

Ashton, M.* & Hirano, E. (2021). The perceived metalinguistic and cognitive influences of bilingual education. *GATESOL Journal*, 31, 3-16. <https://doi.org/10.52242/gatesol.120>

Hirano, E. & Payant, C. (2020). The story of Tabasum: An exploration of a refugee student’s developing identities. In Rudolph, N., Selvi, A., & Yazan, B. (Eds.), *The complexity of identity and interaction in language education* (pp. 266-282). Bristol, UK: Multilingual Matters.

Millard, V.* & Hirano, E. (2020). Teacher, student, and textbook approaches to pronunciation in a community-based ESL setting. *ORTESOL Journal*, 37, 48-62.

Monteiro, K. & Hirano, E. (2020). A periphery inside a semi-periphery: The uneven participation of Brazilian scholars in the international community. *English for Specific Purposes*, 58, 15-29. <https://doi.org/10.1016/j.esp.2019.11.001>

Payant, C. & Hirano, E. (2018). Recurring topics in English language teachers’ written teaching philosophy statements. *TESL Canada Journal*, 35(1), 29-51. <https://doi.org/10.18806/tesl.v35i1.1283>

- Hirano, E. (2018). Besides a degree, what do refugee students get from college? In Shapiro, S., Farrelly, R., & Curry, M.J. (Eds.), *Educating refugee-background students: Critical issues and dynamic contexts* (pp. 225–240). Bristol, UK: Multilingual Matters.
- Patton, A.*, Hirano, E., & Garrett, A.* (2017). E-pal exchanges: A way to connect preservice teachers and English language learners. *ORTESOL Journal*. 34, 48-52.
- Hirano, E. (2015). 'I read, I don't understand': Refugees coping with academic reading. *ELT Journal*. 69(2), 178-187.
- Hirano, E. (2014). Refugees in first-year college: Academic writing challenges and resources. *Journal of Second Language Writing*, 23(1), 37-52.
- Hirano, E. (2009). Research article introductions in English for specific purposes: A comparison between Brazilian Portuguese and English. *English for Specific Purposes* 28/4: 240-250.
- Hirano, E. (2009). Learning difficulty and learner identity: A symbiotic relationship. *ELT Journal* 63/1: 33-41.
- Hirano, E. K. (2003). A identidade de mau aprendiz de inglês – Constituição e transformação (The identity of a poor learner of English: Constitution and transformation). *Revista Intercâmbio* 12: 55-62.

Other Publications

- Hirano, E. (2018). Adult immigrant and refugee writing. In J. Liantas (Ed.), *The TESOL Encyclopedia of English Language Teaching*. 1-5. Malden, MA: Wiley-Blackwell.
- Lousada, E., Liberali, F.C. & Hirano, E. (2002) *Advanced Course Through Texts*. Skill Aliança Inglesa, São Paulo.

Presentations (*indicates Berry College student)

- Millard, V.* & Hirano, E. (2021). Student, teacher, and textbook perceptions of ESL pronunciation. Poster presented at the TESOL (Teachers of English to Speakers of Other Languages) virtual international convention, March 2021.
- Hirano, E. (2021). Exploring diverse cultures: From hands-on immersive experiences to an online course. Paper presented at the 2021 AILACTE (Association of Independent Liberal Arts Colleges for Teacher Education) Virtual Conference, February 25, 2021.
- Millard, V.* & Hirano, E. (2020). Teacher, student, and textbook perspectives regarding pronunciation instruction in a community-based ESL context. Paper presented at the GATESOL virtual conference, October 30, 2020.
- Pu, C. & Hirano, E. (2020). Using immersion experiences to prepare teacher candidates to work with diverse student populations. Paper presented at the AILACTE (Association of

Independent Liberal Arts Colleges for Teacher Education) conference, Atlanta, GA, February 27, 2020.

- Millard, V.* & Hirano, E. (2019). Student and teacher viewpoints in ESL pronunciation with a textbook analysis. Poster presented at NCUR (National Conference on Undergraduate Research), Kennesaw, GA, April 12, 2019.
- Payant, C. & Hirano, E. (2019). Writing a teaching philosophy statement: Research-based tips and recommendations. Paper presented at the TESOL (Teachers of English to Speakers of Other Languages) international convention, Atlanta, GA, March 13, 2019.
- Hirano, E. & Payant, C. (2019). "I wonder, are we doing the right thing?" College professors' reflections on interacting with refugee students. Paper presented at the AAAL (American Association for Applied Linguistics) annual conference, Atlanta, GA, March 11, 2019.
- Millard, V.* & Hirano, E. (2018). Student, teacher, and textbook approaches to ESL Pronunciation. Poster presented at the GATESOL (Georgia Teachers of English to Speakers of Other Languages) annual conference, Atlanta, GA, September 28, 2018.
- Hirano, E. & Vanderbilt, K. (2018). Brazilian multilingual scholars and their practices and perceptions regarding publishing in international journals. Paper presented at the AAAL (American Association for Applied Linguistics) annual conference, Chicago, IL, March 24th, 2018.
- Hirano, E. & Gobron, L. (2017). TEFL practicum abroad: Learning to teach in EFL contexts. Paper presented at the Southeast TESOL Conference, Birmingham, AL, October 6, 2017.
- Hirano, E. & Vanderbilt, K. (2017). Mind the Gap: A cross-linguistic study of research article introductions in Brazilian Portuguese and English. Paper presented at the AILA (International Association of Applied Linguistics) 18th World Congress, Rio de Janeiro, Brazil, July 24, 2017.
- Hirano, E. (2017). Refugees in college: Identity construction in communities of practice. Paper presented at the AAAL (American Association for Applied Linguistics) annual conference, Portland, OR, March 20, 2017.
- Hirano, E., Barnes, J., Marshall, S.*, Lusk, T.*, & Patton, A.* (2016). Community-college partnerships within an ESL program for local immigrants. Paper presented at the GATESOL (Georgia Teachers of English to Speakers of Other Languages) annual conference, Atlanta, GA, October 15, 2016.
- Patton, A.*, Hirano, E., & O'Kelley, A.* (2016). E-pal interactions: A win-win for college students and language learners. Poster presented at the GATESOL (Georgia Teachers of English to Speakers of Other Languages) annual conference, Atlanta, GA, October 14, 2016.
- Hirano, E., Weir, E.*, & Maiwald, A.* (2016). An examination of two undergraduate TEFL practicum settings. Poster presented at the GATESOL (Georgia Teachers of English to Speakers of Other Languages) annual conference, Atlanta, GA, October 14, 2016.

- Hirano, E. (2015). Besides a degree, what do refugee students get in college? Paper presented at the joint conference of the AAAL (American Association for Applied Linguistics) and the CAAL (Canadian Association of Applied Linguistics), Toronto, Canada, March, 21st, 2015.
- Hirano, E. (2014). A college degree after severe interrupted education. Paper presented at the LESLLA (Low Educated Second Language and Literacy Acquisition) annual symposium, Nijmegen, Netherlands, August 30th, 2014.
- Hirano, E., Emert, T., Coia, L., Cole, J., & Ramming, M.H. (2012). Refugee students in Georgia: Challenges, possibilities, and great expectations. Paper presented at the GATESOL (Georgia Teachers of English to Speakers of Other Languages) annual conference, Atlanta, GA, October 27th, 2012.
- Hirano, E. (2012). The success story of a refugee in college, but at what price? Paper presented at the AAAL (American Association for Applied Linguistics) annual conference, Boston, MA, March 24th, 2012.
- Emert, T., Hirano, E., Ramming, M.H., & Cole, J. (2012). Language learning and refugees: A dialogue on models and methods. Paper presented at the TESOL (Teachers of English to Speakers of Other Languages) international convention, Philadelphia, PA, March 29th, 2012.
- Coia, L. & Hirano, E. (2011). Academic identity formation in young refugee women. Paper presented at the LESLLA (Low Educated Second Language and Literacy Acquisition) annual symposium, Minneapolis, MN, September 29th, 2011.
- Hirano, E. (2011). Refugees in first-year college: Beating the odds. Poster presented at the Language and Literacy Day, Georgia State University, April 15th, 2011.
- Hirano, E. (2011). Refugees in mainstream first-year composition: How much help is 'too much help'? Paper presented at the CCCC (Conference on College Composition and Communication), Atlanta, GA, April, 6th, 2011.
- Hirano, E. (2011). Refugees in college: Beating the odds. Paper presented at the AAAL (American Association for Applied Linguistics) annual conference, Chicago, IL, March, 29th, 2011.
- Hirano, E. (2011). Refugees in college: Developing ways to succeed. Paper presented at the TESOL (Teachers of English to Speakers of Other Languages) international convention, New Orleans, LA, March 17th, 2011.
- Hirano, E. (2010). A comparative analysis of Brazilian Portuguese and English research article introductions. Paper presented at the Conference on Intercultural Rhetoric and Discourse, Atlanta, GA, June 11th, 2010.
- Hirano, E. (2010). Academic literacy development of refugee students. Paper presented at the Conference on Literacy, Urban Education and Social Studies (CLUES), Atlanta, GA,

March 27th, 2010.

- Hirano, E. (2010). Academic literacy development of refugee students in first-year college. Paper presented at the AAAL (American Association for Applied Linguistics) annual conference, Atlanta, GA, March 8th, 2010.
- Hirano, E. & Coia, L. (2009). Language and literacy assessment of refugee students: Seeking alternative paths. Paper presented at Southeast TESOL (Teachers of English to Speakers of Other Languages) convention, Atlanta, GA, September 17th, 2009.
- Coia, L. & Hirano, E. (2009). New language, new self: Personal narratives of young refugee women. Paper presented at Southeast TESOL (Teachers of English to Speakers of Other Languages), Atlanta, GA, September 19th, 2009.
- Lindemann, S., Andrews, G., Irani, S., Lanier, A., Lukyanenko, A. & Hirano, E. (2008). How particular segmental phonetic features (don't) affect attitudes towards nonnative speech. Poster presented at the AAAL (American Association for Applied Linguistics) annual conference, Washington, DC, March 31, 2008.
- Hirano, E. (2007). Teacher effectiveness: A comparison between teachers' and students' perceptions. Paper presented at the AAAL (American Association for Applied Linguistics) annual convention, Costa Mesa, CA, April 24, 2007.
- Murphy, J., Hirano, E., Hu, G., Lee, J., Yook, C. & Zhang, W. (2007). Teachers' perceptions of an effective IEP teacher. Paper presented at the TESOL (Teachers of English to Speakers of Other Languages) international convention, Seattle, WA, March, 22, 2007.
- Hirano, E. (2006). Relationships between learner identity and learning difficulty. Paper presented at the TESOL (Teachers of English to Speakers of Other Languages) international convention, Tampa, FL, March 17, 2006.
- Hirano, E. K. (2002). A identidade de mau aprendiz de inglês - Constituição e transformação (The identity of a poor English learner – Constitution and transformation). 12nd Intercâmbio de Pesquisa em Lingüística Aplicada. Pontifícia Universidade Católica de São Paulo.
- Hirano, E. K. (2002). Um estudo sobre a dificuldade na aprendizagem de inglês. (A study on English learning difficulty) 12nd Intercâmbio de Pesquisa em Lingüística Aplicada. Pontifícia Universidade Católica de São Paulo.
- Hirano, E. K. (2002). As representações de um aluno com dificuldade na aprendizagem de inglês (The representations of a student with English learning difficulty). VI Seminário SALINGUAS. Universidade Federal do Rio de Janeiro.
- Hirano, E. K. (1997). Learner training – Time to implement it. LABCI Conference (Latin American British Cultural Institutions). Lima, Peru.

Invited Presentations

- Hirano, E. (2020). Featured speaker in the Interest Section Panel Discussion at the GATESOL Conference representing Higher Education TESOL. Atlanta, GA. October 29th, 2020.
- Hirano, E. & Monteiro, K. (2020). Brazilian scholars in international journals: Research findings and practical implications. Webinar presented as part of a series hosted by the Graduate Program in Applied Linguistics at the Pontifical Catholic University of Sao Paulo. Sao Paulo, Brazil. August, 11th, 2020.
- Hirano, E. (2019). Refugee writing in college: An opportunity for identity construction. Paper presented at the Refugee Concerns/L2 Writing InterSection Panel at the TESOL (Teachers of English to Speakers of Other Languages) international convention in Atlanta, GA, March 14, 2019.
- Hirano, E. (2016, March). Where is home? Identity building for third culture kids. Bonner Series Panel. Invited panel member, Berry College, Rome, GA.
- Hirano, E. (2014, January). Refugee students coping with academic reading and writing in college: The challenges they face and what faculty can do to help. Presented at the Investigation Mastication, a Berry non-tenured faculty group, Berry College, Rome, GA.
- Hirano, E. (2013, July). On becoming “American”: Insights from a Japanese- Brazilian- American. Invited talk for the Georgia Tech Language Institute Brazilian High School Teacher Program, Georgia Tech, Atlanta, GA.
- Hirano, E. (2013, April). From Mandatory Chapel to LISTEN: The Evolving face of religion at Berry College. Invited panel member, Berry College, Rome, GA.
- Hirano, E. (2013, January). My research, and what it says about me. Research talk, Berry College, Rome, GA.
- Hirano, E. (2006, January). The Portuguese Language. Invited talk for the Languages of the World Course, Georgia State University, Atlanta, GA.
- Hirano, E. K. & L. Zmekhol (1996). Reaching teenagers. Refresher Course. Sociedade Brasileira de Cultura Inglesa.

Berry College Student Symposium (undergraduate students’ posters mentored)

- Millard, V.* & Hirano, E. (2020). Student, teacher, and textbook perceptions of ESL pronunciation. Poster presented virtually at the 2020 Symposium on Student Scholarship, Berry College, April, 2020.
- Millard, V.* & Hirano, E. (2018). Pronunciation in ESL: Student and teacher perceptions with a textbook analysis. Poster presented at the 2018 Symposium on Student Scholarship, Berry College, April 10, 2018.

Garrett, A.*, Patton, A.*, & Hirano, E. (2017). E-pal exchanges: Connecting preservice teachers and English language learners. Poster presented at the 2017 Symposium on Student Scholarship, Berry College, April 4, 2017.

Teaching Experience

Berry College

Associate Professor (Fall 2018 - ...)

BCC 100 **First-Year Seminar**

EDU 204 **Introduction to Applied Linguistics**

EDU 221/222 **Exploration in Diverse Cultures, Global Village Project, Decatur, GA**

EDU 221/222 **Exploration in Diverse Cultures, Quito, Ecuador**

EDU 222 **Exploration in Diverse Cultures, hybrid and online sections**

EDU 360 **Second Language Acquisition and Development**

EDU 465 **TEFL Practicum**

FLA 400 **Foreign Language Education in the Elementary School**

EDU 498 **Independent study: Languages of the World**

EDU 498 **Independent study: Second Language Acquisition**

EDU 498 **Independent study: Second Language Acquisition, a Spanish perspective**

EDU 498 **Independent study: Writing for Publication**

HON 450/451: **Honors Thesis**

Assistant Professor (Fall 2013 – Summer 2018)

EDU 102 **Orientation to Education**

EDU 204 **Introduction to Applied Linguistics**

EDU 221/222 **Exploration in Diverse Cultures, Global Village Project, Decatur, GA**

EDU 221/222 **Exploration in Diverse Cultures, Quito, Ecuador**

EDU 323 **Families, Communities, and Cultures in Early Childhood Education**

EDU 360 **Second Language Acquisition and Development**

EDU 465 **TEFL Practicum**

EDU 498 **Independent study: Pragmatics**

EDU 498 **Independent study: Second Language Acquisition**

EDU 488/499/497: **Supervision of student teachers**

HON 450/451: **Honors Thesis**

Visiting Assistant Professor (Fall 2012 – Summer 2013)

EDU 667 **Multicultural Education**

ENG 204 **Introduction to Linguistics**

EDU 323 **Families, Communities, and Cultures in Early Childhood Education**

EDU 221/222 **Exploration in Diverse Cultures, Global Village Project, Decatur, GA**

EDU 488/499/497: **Supervision of student teachers**

Adjunct Instructor (Fall 2011 – Spring 2012)
ENG 204 Introduction to Linguistics

Georgia State University – Teaching Assistant (Fall 2005 – Summer 2009)

Intensive English Program (Fall 2005 – Summer 2009)

Instructor responsible for:

Writing for Academic Exams (levels 3 and 4)

Reading and Writing for Academic Purposes (levels 3 and 5)

ESL Program (Fall 2008)

Instructor responsible for ESL 7250 – **Academic Listening/Speaking for Graduate Students.**

Undergraduate Program in Applied Linguistics

Instructor responsible for:

AL 4012 **Morphology and Syntax** (Fall 2007, 2008)

AL/FORL 2102 **Languages of the World** (Spring 2007, 2008)

Assisted Dr. Stephanie Lindemann in PERS2001 – **Understanding Miscommunication** (Fall 2006)

MA Program in Applied Linguistics (Summer 2006)

Co-taught, with Dr. Diane Belcher, AL 8330 **Intercultural Communication**

Pontificia Universidade Católica de São Paulo - COGEAE (Department of non-Degree Graduate Studies) (2002-2003)

Instructor (supervised by Dr. Maria Cecília Magalhães and Dr. Fernanda Coelho Liberali) responsible for:

Socio-Constructivism: Planning and Analyzing Classroom Activities

The Role of the Pedagogical Coordinator – Intermediate Level – Focus on Critical Reflection

Universidade Federal de São Paulo - Medical School (2000-2001)

ESP Course designer and instructor

Designed, developed and taught an **ESP course** for a group of 30 graduate students in order to improve their reading skills and prepare them for an ESP proficiency examination.

Sociedade Brasileira de Cultura Inglesa, São Paulo (1993-2000)

EFL Instructor (1993-2000)

Taught courses at all levels of **Business and General English** and developed Business English material.

Service to the profession

Member of the Editorial Review Board for *GATESOL Journal*, the academic, peer-reviewed e-journal of Georgia Teachers of English to Speakers of Other Languages – GATESOL (2020 -)

External reviewer for a tenure and promotion application at Hobart and William Smith Colleges (2020)

Member of the GATESOL President Advisory Board (2021)

Higher Education Conference Chair for the 2020 GATESOL Conference (2020)

Member of the GAPSC ESOL Task Force (2019)

Abstract reviewer for the TESOL international convention (2011, 2012, 2016, 2019)

Abstract reviewer for the AAAL conference, Reading, Writing, and Literacy strand (2012, 2013, 2017, 2018, 2019)

Ad hoc reviewer for the *Canadian Journal of Applied Linguistics* (2022)

Ad hoc reviewer for the *European Journal for Applied Linguistics* (2021)

Ad hoc reviewer for the *ORTESOL Journal* (2015, 2016, 2017, 2018, 2020, 2021)

Ad hoc reviewer for the *Journal of English for Academic Purposes* (2020)

Ad hoc reviewer for the *English for Specific Purposes Journal* (2012, 2013, 2014, 2019, 2020)

Ad hoc reviewer for the *Journal of English for Research Publication Purposes* (2020)

Ad hoc reviewer for *TESOL Journal* (2018)

Ad hoc reviewer for TEXT & TALK (2017)

Ad hoc reviewer for *Ampersand* (2016)

Ad hoc reviewer for *TESOL Quarterly* (2009, 2011, 2018)

Ad hoc reviewer for *Research in the Teaching of English* (2008)

Member of the Editorial Panel for English Language Teaching Journal (2011 to 2013)

Abstract reviewer for the ISCAR (2008) conference

Member of the panel "Life in applied linguistics: A mentoring and knowledge-sharing event" (AAAL 2014)

Conference Organization Committee Member, 13th Intercâmbio de Pesquisa em Linguística Aplicada. Pontifícia Universidade Católica de São Paulo. Finance committee. (2003)

Service to Berry College

Director of the TEFL Minor (2015 -)

College ad-hoc committees

Member of the research group analyzing the Diverse Learning Environments Survey data (2021 - 2022)

Member of the President's Advisory Committee on the culture of belonging for people of color (Spring 2021)

Member of the ad-hoc Honors committee (2017 – 2019)

Member of the ad-hoc off-campus domestic programs committee (2015 - 2017)

Search committees

Member of the search committee for two positions (plus an opportunity hire) in the English Dept. (2021 - 2022)

Member of the search committee for the Director of International Experiences (2021)

Member of the search committee for the HASS Dean position (2020 – 2021)

Member of the search committee for the Teacher Education Director position (2019 – 2020)

Member of the search committee for a visiting instructor/assistant professor of English, Rhetoric, and Writing (Spring 2018)

Member of the Provost search committee (2016 – 2017)

Member of the search committee for a visiting assistant professor of Spanish (Spring 2016)

Chair of the Teacher Education faculty search committee (2015 - 2016)

College standing committees

Parliamentarian of the Faculty Assembly Executive Committee (2021 – 2022, 2018 - 2019)

Member of the Academic Community Engagement (ACE) Faculty Advisory Committee (Fall 2019 -)

Member of the International Programs Committee representing the Charter School (2018 - ..., 2013 - 2016)

Member of the Multicultural and International Students Program Advisory Committee representing the Charter School (2020 - 2022, 2017 - 2018)

Member of the Faculty and Staff Benefits Committee as FA Representative (Fall 2019 - 2021)

Member of the Latin American and Caribbean Studies Program Committee (2013 – 2019)

Member of the Academic Council representing the Charter School (2016 - 2018)

Member of the Honors Program Committee as Faculty Assembly Representative (2016 - 2018)

Member of the Center for Teaching Excellence committee (2015 - 2017)

Member of the Graduate Council as Faculty Assembly Representative (2014 - 2016)

Member of the Council for Student Scholarship representing the Charter School (2013 - 2015)

School/Department committees

Chair of the EDU 222 Committee (2015 -)

Secretary of the ESOL Advisory Committee (2017 - ...)

Member of the CSEHS ad-hoc group to craft the school mission and vision (2022)

Member of the CSEHS Promotion and Tenure Committee (2018 - 2021)

Other service

Convener of the *Pluribus* group of faculty of marginalized identities (2022 -)

Member of Dr. Amy Abrams' third-year advisory committee (2021 - 2022)

Berry College Honors Thesis Committee

Maggie Nuckols (Spring 2021 – Fall 2021) “Giving a voice to the traumatized: Best therapy practices for treating traumatic mutism,” November 2021, Director.

Margaret Ashton (Fall 2019 - Fall 2020) “The perceived metalinguistic and cognitive impact of bilingual education,” November 2020, Director.

Victoria Millard (Spring 2019 – Fall 2019) “Teacher, student, and textbook approaches to pronunciation in a community-based ESL setting,” December 2019, Director.

Christine Pierce (Fall 2014 – Spring 2015) “Integration: Integrating social studies standards with a basal reading program,” May 2015, Committee Member.

Elise Davis (Spring 2014 – Fall 2014) “The curious case of constructed languages: A comparison of the motivations of foreign-language learners of natural and constructed languages,” December 2014, Director.

Mariel Gubenski (Spring 2014 - Fall 2014) “Understanding the Needs of Berry College English as a Second Language Students,” December 2014, Committee Member.

Awards

Academic Community Engagement (ACE) Course Development Grant, 2017 (\$1,000).

Summer International Program (SIP) Development Grant to Ecuador, 2015 (\$2,000).

Journal of Second Language Writing 2014 Best Article Award for “Refugees in First-Year College: Academic Writing Challenges and Resources.”

Language and Literacy Fellowship, Georgia State University, 2009/2010 (\$25,000), 2010/2011 (\$25,000).

Intensive English Program Travel Grant, Dept. of Applied Linguistics and ESL, Georgia State University, 2006, 2007, 2008.

TESOL Professional Development Scholarship, TESOL, 2007.

Other professional experience

Graduate Research Assistant to Dr. Diane Belcher (Fall 2005 – Spring 2006)

Assistant Branch Manager, Sociedade Brasileira de Cultura Inglesa, São Paulo. (1996-2000)
Coordinated a school of approximately 70 teachers and 7000 students. Responsible for supervising multi-media centers and registration office. Co-responsible for time-tabling and teacher supervision.

Course designer, designed and developed a 16-hour ESP module for a Professional Education Project at SENAC (National Service of Commerce). (2000)

RSA/UCLES Accredited COTE Tutor, Sociedade Brasileira de Cultura Inglesa, São Paulo. (1997-2000) Tutored teachers for the COTE (Certificate for Overseas Teachers of English, Royal Society of Arts, University of Cambridge).

UCLES Accredited Oral Examiner for the following examinations: BULATS, CPE, CAE, FCE, PET, KET and Young Learners (Starters, Movers and Flyers).

Reflective Teaching/Learning Project Multiplier, Sociedade Brasileira de Cultura Inglesa, São Paulo. (1996) Co-leader of the Reflective Teaching/Learning Project at branch level (approximately 45 teachers).

Languages

Portuguese: native speaker

English: near native fluency

Spanish: intermediate level

French and Japanese: basic knowledge

Professional Affiliations

International TESOL
Georgia TESOL
American Association for Applied Linguistics
Phi Kappa Phi
Kappa Delta Pi

Other courses / Certificates

ARELS Diploma (1998)

RSA/UCLES COTE (Certificate for Overseas Teachers of English) Pass with Distinction
(1996)

Teaching Certification, Universidade Mackenzie, São Paulo (1995) Certified to teach English
as a Foreign Language (K-12) in Brazil.

UCLES CEELT 2 (Cambridge Examinations in English for Language Teachers, level 2) (1994)

ITTI Certificate in TEFL, International House, London, UK (1991)

Service to the community

The Global Village School, founding member of the board of directors (2009-2010)