Teaching Portfolio

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UNIVERSITY OF GEORGIA

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Department of Linguistics
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Dear Selection Committee,

I'm writing to enthusiastically support Linguistics Ph.D. candidate Jean Costa Silva's nomination for the CTL's Excellence in Teaching Award. Jean has been an ideal student, advisee, teaching assistant, instructor of record, and research collaborator. As his major professor, I've enjoyed having Jean in my graduate classes, read his high-caliber qualifying papers on Syntax and Second Language Acquisition, and witnessed his outstanding work as a TA. For the past three summers, Jean has been my senior TA for LING 2100E, a large online course, and, in Spring 2023, he taught my Writing-Intensive LING 3150W class as instructor of record. Most recently, Jean and I have co-presented at conferences and submitted co-authored papers to journals. Our paper "Syntactically branching out beyond the traditional classroom: A report on the Discovery Method" is currently under review by the Scholarship of Teaching and Learning section of *Language*, the flagship journal of the Linguistic Society of America.

As a student, Jean was always a vocal participant as well as an effective collaborator in small-group work sessions with his peers. He is extremely well-liked, knowledgeable, and a natural leader. His warm yet very focused demeanor helps his collaborators get the most out of the activity. Jean is also a fantastic presenter. Both when presenting his group's findings to the class and when giving literature or research presentations, Jean immediately establishes a great rapport with his audience. To make highly theoretical pieces of literature accessible to the class, he breaks the reading down into a few key points and has the class complete brief activities pertaining to these points. This way, they learn by doing.

In Fall 2021, although Jean was already an accomplished teacher (he has taught languages for over 10 years and was a Fulbright Foreign Language TA), he asked if he could assist me in teaching my LING 3150W (Generative Syntax) class as a volunteer TA. He was sitting in on class and helped me grade the weekly essay-style problem set write-ups that students had to hand in. Jean wrote helpful comments in the margins and encouraged students to follow up with him during his weekly office hours. When he took over and taught an entire class session, he did as well as when he gave presentations to his peers, if not better. The class was fully engaged and learned through active discovery of the material. In Spring 2023, when I had a course release, Jean taught my LING 3150W class as instructor of record and did

wonderfully. I know this because many of his students from that class were the top participants in my LING 3160W (Advanced Generative Syntax) class this past Fall. They were lucky to still have Jean in the classroom with them because, once again, he volunteered to be my TA. He is the official Writing Intensive Program (WIP) TA for our department's three sections of LING 3150W, but the advanced class, LING 3160W, was not included in our WIP support. Jean's eagerness to get involved with teaching a large variety of classes, even if he does not get credit for it, is a perfect example of how much he is willing to go beyond his regular responsibilities as a student, TA, and instructor of record.

Another such example of Jean's going above and beyond is his work as instructor of record of our introductory course, LING 2100 (Study of Language) this past Fall. Not only did he develop all new lesson plans and activities based on the new textbook our department adopted for the course. He is also sharing all of his materials with other instructors of record and TAs of the course, including myself. I'm using his materials this semester for my in-person section of LING 2100 – I normally teach a large online section of the course in the summer, using a different textbook – and I'm thoroughly impressed with the way Jean designed his course. Active and collaborative learning in class are artfully combined with thought-provoking written assignments, discussions, and quizzes on eLC. The course culminates in a final group project of the students' choice, which they present as part of a mini-conference at the end of the term.

With his broad training in both theoretical and applied linguistics, the wide range of classes he has taught at UGA and beyond, as well as the many teaching-related certificates, publications (to appear), and awards he has earned, I believe that Jean Costa Silva is an outstanding nominee for this award. If I can provide any further information, please don't hesitate to contact me at *vleesch@uga.edu*.

Sincerely,

Vera Lee-Schoenfeld, Ph.D.
Associate Professor of Linguistics
Recipient of Russell Award for Excellence in Undergraduate Teaching

Personal Statement

I am writing to apply for the Excellence in Teaching Award by the Center for Teaching and Learning and the Graduate School. I am a 5th-year doctoral candidate in the Department of Linguistics, and throughout my tenure at UGA, I have demonstrated commitment to becoming a better educator, to supporting our university standards of excellence in teaching, and to the Scholarship of Teaching and Learning.

My commitment to **becoming a better teacher** has underscored my journey at UGA. Besides having taken multiple classes on teaching pedagogy, I completed various teaching certificates including the Interdisciplinary Certificate in Undergraduate Teaching, the Certificate in Diversity and Inclusion, and Integrating Collaborative, Conversation-Based Instruction in Culturally and Linguistically Diverse Classrooms. In my department, on top of the classes I was assigned to, I voluntarily assisted in three other courses aiming to become better at teaching subject areas beyond my own. By pursuing all these opportunities, I aspire not only to become a prolific professor, but to be able to better understand individual differences due to race, ethnicity, gender, and nationality, and to improve learner experience in the classroom.

My commitment to **supporting our standards of teaching excellence** is reflected in my work in four departments. As an instructor in the Department of Linguistics, I have drawn from Active and Experiential Learning theory to redesign our *Study of Language* (LING2100) course with a focus on critical thinking about language. I have also implemented cutting-edge practices in my *Generative Syntax* (LING3150W) course such as Instructional Conversations, Task-Based, and Project-Based learning to overwhelmingly positive response from students. For over five years, I have taught in the US Department of Defense Portuguese Flagship Program where I prepare students for a capstone year in Brazil. Besides teaching, I host teacher training on best practices and material development. This initiative has had a major impact on students' lives: several of my students won Boren and Flagship Scholarships. As a Fulbright Teaching Assistant of Portuguese, I hosted a plethora of extracurricular events and ran our student-led magazine, the recipient of the Charlayne Hunter-Gault Giving Voice to the Voiceless Grant.

My commitment to the **Scholarship of Teaching and Learning** resulted in presentations on innovative teaching initiatives CTL Spring Teaching Symposium, the JOLLe Conference, the Southeastern Conference on Linguistics, and, recently, at the Linguistics Society of America (LSA) Annual Meeting – the biggest Linguistics conference in the country. I have drafted a manuscript on Syntax teaching, currently under review in *Language*, the flagship journal of the LSA. I also analyzed Portuguese course materials available in North America through a framework for deep-culture and decolonial teaching. My study was accepted for publication in *Hispania* and will be published this March. My teaching efforts have been awarded with the Outstanding Teaching Award at UGA and a grant by the NSF-funded *Conference on the Conference on Scholarly Teaching and SoTL in Linguistics* where I presented my work on Syntax to an audience of scholars from all North America.

My tenure at UGA has allowed me to grow as an educator and to give back both to our university community, the state of Georgia, and the country. I am honored to be nominated for this prestigious award, which will represent a major motivation for me to continue my quest for teaching excellence. Thank you for your consideration.

Teaching philosophy statement

As an instructor of Second Language Acquisition and Syntax courses, I aim to foster autonomous, goal-driven, and collaborative learners. I anchor my pedagogy in three interrelated principles. First, learning happens in the space between our expectations and students' needs - therefore, it emerges from **negotiation**. Second, the **interaction** between humans themselves and the world is key for cognitive development. Finally, for learning to occur, students need a sense of **purpose** and application.

Everyone we meet in the classroom brings a lifetime of home, community, and classroom experience: they are not clean slates. Therefore, I don't see myself as a recipient of knowledge to be poured over my students. I am a **facilitator** of learning. My extensive tenure as a language instructor has allowed me to apply and critically assess a plethora of teaching methodologies. I learned that there isn't a one-size-fits-all approach to teaching and learning. With that in mind, I bring a multitude of tasks that cater for different learning styles and personalities: I recognize each student as unique. My commitment is to understand what learners need and tailor lessons that meet the particularity of my group. I consider the practicality of the methods, and the possibilities they might provide for my learners, be them social, economic, or political.

I advocate for **cooperation** for learners to realize their potential, be it through interaction with a peer or me: learning happens in the middle. Much like Vygotsky's *Zone of Proximal Development*, I work to meet students where they are and scaffold their way to success. I make sure I get to know my students either during my office hours or group work, and learners collaborate with their peers in assignments and class discussions. I encourage them to work in groups to solve complex Syntax problems in the classroom. Students also engage in collaborative discussions through Joint Productive Activities in which they assess and seek consensus pertaining to SLA theories and applications. This has resulted in multiple interdisciplinary, national, and international projects.

By coopering with peers and receiving individualized support, learners can develop metalinguistic skills to benefit both from implicit and explicit teaching. I have received positive feedback on how my implicit teaching techniques combined with explicit support appeals to a diverse audience and makes linguistics tangible and logical. Promoting collaboration has also resulted in safe spaces in which learners can voice their needs and share insights on motivation, anxiety, and time management.

Finally, at the core of my teaching practice is the belief that learning must be not only meaningful, but **purposeful**. It is true that learners will acquire language when they can relate it to their real lives, but learning takes place in purposeful interactions. By following a Post-Methodological approach to language teaching, I have been able to adopt Task-Based and Project-Based learning strategies in my classrooms. Learners have the chance to produce an outcome that is useful in their everyday lives. In my classes, students have written articles for publication, recorded podcasts, created YouTube channels, and networked with studies in teletandem. All these products have been shared with external audiences providing them with tangible results which are beneficial for their professional careers.

My pedagogical principles were built on the idea that an effective classroom is one in which teaching practice and academic theory are consonant. These maxims that I have developed throughout my teaching career are an illustration of how I see the world: regardless of our statuses, we are in constant negotiation, in constant cooperation and searching for a purpose in what we do.

Documentation of Teaching

As Instructor of Record

Study of Language (LING2100)
Fall 2023, 31 students (non-majors)
Responsibilities: I redesigned the in-person and eLC components of the course which included assessment development, teaching, grading, and mentorship through the core research/experiential project (see "Innovations")

Photo: LING2100 celebrates my birthday

Generative Syntax – Writing Intensive (LING3150W)
Spring 2023, 30 students (Linguistics, and Cog Sci majors)
Responsibilities: I inherited the course, but made significant changes to the structure, which included course design (in-person and eLC), assessment, teaching, grading (14 essays per student per term), and CURO/research group mentorship (for outcomes, see section 3.1.)

Photo: LING3150 students present at the CURO symposium

As Graduate Teaching Assistant for the *Franklin College Writing Intensive Program*

[Spring 2024]	*Generative Syntax – Writing Intensive (LING3150W)*
[Spring 2024]	30 students (Linguistics and Cog Sci majors)
[Fall 2023]	**Responsibilities:** Grading students' essays (14 essays per student per term),
[Fall 2021]	hosting office hours and writing workshops, class observation, and teaching observed sessions.

As Graduate Teaching Assistant for the Department of Linguistics

[Fall 2023]	*Advanced Generative Syntax (LING3160),*
	12 students (Linguistics and Cog Sci majors)
	Responsibilities: Grading students' essays (10 essays per student), hosting office hours, class observation, and teaching observed sessions.

[Summer 2023]	*Study of Language – Online (LING2100E)*
[Summer 2022]	150-250 students (non-majors)
[Summer 2021]	**Responsibilities:** Course design (eLC components), assessment development, hosting office hours, and grading. 6 TAs assigned to course.

[Spring 2022]	*Second Language Acquisition (LING4765)*
	15 students (Linguistics majors)
	Responsibilities: Grading students' work, mentoring students, hosting office hours, class observation, and teaching observed sessions.

As Fulbright Foreign Language Teaching Assistant

| [Spring 2018] | *Introduction to Brazilian Literature and Culture (PORT 3030)* |

[Spring 2018]	15 undergraduate students (Romance Languages majors and non-majors)
	Intermediate Portuguese (PORT 2001)
	20 undergraduate students (primarily non-majors). Language requirement.
[Fall 2017]	*Intermediate Portuguese (PORT 2002)*
	20 undergraduate students (primarily non-majors). Language requirement.
[Fall 2017]	*Elementary Portuguese (PORT 1002)*
	25 undergraduate students (primarily non-majors). Language requirement.

Responsibilities: co-teaching, grading, supporting the weekly Portuguese Table, and organizing Portuguese-led extracurricular activities.

Innovations in Teaching

"The Learning Cycle" for the teaching of Syntax

My advisor, Vera Lee-Schoenfeld and I worked together to restructure our pedagogical approach to the teaching of Syntax at UGA. Rather than a rigid method, our pedagogy draws from diverse strands of educational philosophies (Constructivism, Collaborative Learning) and approaches (The Discovery Method, Experiential Learning) implementing a series of practices which are, in essence, Post-Methodological. The core of our design is the development of learners' cognitive and socio-affective factors. Instead of following a syntax textbook, students embark on a journey of collaborative problem-solving consisting of data gathering as well as positing and testing hypotheses. This work is carried out in the classroom and at home. This course, which is part of the Franklin College Writing Intensive Program, requires that students produce 14 essays on different syntactic phenomena.

THE LEARNING CYCLE
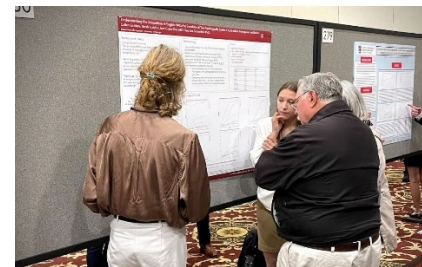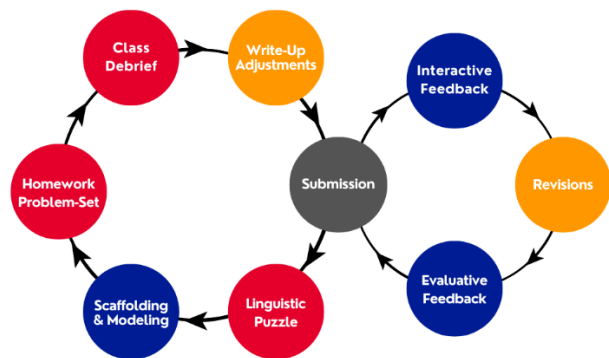
In Spring 2023, I mentored undergraduate students in my class to expand on their work and draft manuscripts for publication. The outcomes are two presentations at the Center for Undergraduate Research Opportunities (CURO) Symposium and one publication in the *The Classic*.

This innovative approach to teaching syntax has been well-received by the Linguistic community in North America (see "Service to Scholarship").

RESEARCH SPOTLIGHT

Jill McLendon

*There Was Gesticulated?
What Norwegian Passives Inform Us about Meaning and Structure*

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"Analyzing the World through Linguistics"

As an acquisitionist and a language instructor, I recognize that there is a pervasive stigma against multilingual speakers, who are often seen as less proficient in their additional language. To challenge some of these misconceptions, I introduced an experiential task for which students interviewed speakers of English as a foreign language. Students were required to choose a participant from a list of volunteers who lived in Brazil, Canada, or the US. They also had to interview them on Zoom and write: (i) an analysis of the speaker's language and socioeconomic background, (ii) an analysis of their linguistic skills, (iii) a reflection on the opportunity to communicate with a highly proficient foreign language speaker. My goal was to help non-Linguistics-majors, especially freshmen, communicate with people outside of our community and witness success stories of language learning. This way, they were able to challenge the stereotype that foreigners cannot learn a second language well.

Sample task:

LING2100 - Jean Costa-Silva   Fall 2023

Analyzing the World III "Language Acquisition"

For this assignment, we were prompted to do some analysis of our own by interviewing a non-native English speaker (as native speakers ourselves) to come to an understanding of how second language acquisition works. Our speaker was ███████████, a native Portuguese speaker, and she was an amazing interviewee! She gladly took the time to sit down with our group and offered insight into her journey learning English. Originally from Brazil and currently residing in the southeastern state of Minas Gerai, █ recently earned her Ph.D. in physics and is actively seeking a job in her respective field. Initially, she began learning English while in elementary school, however, due to her large class size, picking it up was quite difficult. She managed to get the basics of English grammar but did not gain speaking skills and had limited knowledge of reading. She later pursued a higher understanding of English in 2017. During this time she began to take upper-level English courses and started to get a deeper understanding and grasp the material a bit more due to her chance to have one-on-one time with her colleagues and professor. She claims that the more intimate classroom setting made it easier to pick up the language. Her English class had fewer people, so it created a more sociable environment. █ motivation to learn English stems from her passion for travel; she has explored destinations like Boston, Italy, California, New York, and even Athens, GA. She would attend conferences in Italy and Boston independently, where she discovered she felt more comfortable speaking with non-native English speakers. When discussing her interactions with native English speakers, she found it surprisingly easier than practicing in Brazil, where judgment from peers posed a hurdle. Undeterred, █ pushed through, watching the American TV show Modern Family without subtitles to improve her English pronunciation. She mentioned how her brother, █ played a big role in her learning process. To this day, she continues to meet up with him for English

Reflections:

Student 1:

Being able to engage in conversation with [name] was an enriching experience. Her perspective on her process of learning English not only gave us a better understanding of her journey but gave us motivation in our journeys of learning another language. We are more than capable of learning new languages to help us communicate with even more people, and broaden our horizons, and speaking with [name] helped inspire such.

Student 2:

[name] helped me better understand what it is like to immigrate to a foreign country, and better appreciate what it takes to master a new language. I also found it interesting to analyze the little quirks in his speech that transferred over from his first language. But not only did I get to learn about [name]'s interesting life, but I also got to know one of my classmates better. This was my first group project in college, and I had fun doing it.

Fala Aí: The Magazine of the Portuguese Program at UGA

I was one of the early creators/developers of *Fala Aí*, the magazine of the Portuguese program at the University of Georgia. This award-winning student-run magazine is a venue for Portuguese students to submit their work and practice the language. Throughout my tenure teaching at UGA, I have worked with students who submitted tens of texts to the magazine. I have also served as its Managing Editor in 5 issues.

This project, in which I worked with alongside Dr. Juliano Saccomani and Teresa Espallargas, has been awarded the Charlayne Hunter-Gault Giving Voice to the Voiceless Grant, from the Grady College, and the Career Readiness Challenge: Teamwork from the Career Center at UGA. We have also held workshops on the initiative in other universities in the United States and the UK.

Service to Scholarship of Teaching and Learning

I strongly believe in the power of outreach and sharing our findings with our peers. For this reason, I have presented in conferences and colloquia, as well as given academic talks, workshops, and masterclasses. The scope of my presentations includes linguistics (language acquisition and cognitive linguistics), language teaching (Portuguese and English), professional development for educators, and instructional design.

Teaching Linguistics
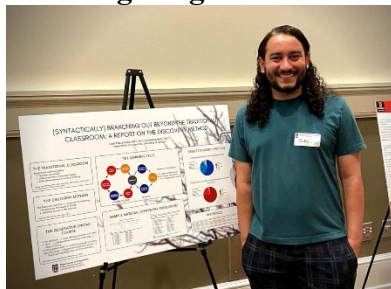
After collecting feedback from over 400 students, I presented the findings of our pedagogy for teaching syntax at the CTL Spring Teaching Symposium at UGA (left), at the 2023 Conference on Scholarly Teaching and SoTL in Linguistics (CoSTaSiL) at the University of Massachusetts (center), and at the 100th Linguistics Society of America (LSA) Annual Meeting (right). CoSTaSiL was an NSF-funded conference that selected the best work in teaching linguistics in the country. The LSA is the biggest linguistics conference in the world.

Professional Development for Educators

I have partnered with the Portuguese Program at UGA to deliver a series of workshops (see "Language Workshops") and talks on how linguistics can inform language learning. I have also

partnered with a higher education institution in Brazil, where I gave two talks for future language instructors:

[2023] A Matter of Space: The Acquisition of Motion Lexicalization Patterns by English and Portuguese Learners. Portuguese Program at UGA.

[2022] (Re)Acting Your Age: Understanding Second Language Pragmatics. Instituto Federal de Minas Gerais, Brazil.

[2022] (Re)Acting Your Age: Stages of Interlanguage Pragmatics. Instituto Federal de Minas Gerais, Brazil.

JEAN COSTA SILVA
PhD student

Gives talk "(Re)Acting Your Age: Understanding Second Language Pragmatics" at the Instituto Federal de Minas Gerais, Brazil

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Other presentations focused on the Scholarship of Teaching and Learning:

[2022] Voicing the Global South: Translanguaging for Social Justice. 89th Southeastern Conference on Linguistics, Louisiana State University.
[2022] Translanguaging for Social Justice (talk with Devon Fischer). The JoLLE Winter Conference, University of Georgia
[2021] Willingness to Communicate in Undergraduate Foreign Language Classrooms (talk with Shannon Rodriguez). American Association for Applied Linguistics (AAAL) Conference.
[2017] Strategies to Improve Communication in the Language Classroom. The Fulbright Foreign Language Teaching Assistant International Conference, Washington, D.C.

Publications focused on the Scholarship of Teaching and Learning:
[2024] Neither Portugal nor Brazil: an investigation of the decolonial efforts in Elementary Portuguese curricula within U.S. higher education institutions. *Hispania*. (forthcoming)
[review] Syntactically Branching out Beyond the Traditional Classroom: A Report on the Discovery Method. (with Vera Lee-Schoenfeld)
[2022] Voicing the Global South: Translanguaging for Social Justice. In Língua(gem) e justiça social: saberes, práticas e paradigmas, vol 2, 40-53. (with Devon Fischer)
[2021] A revista de um programa de português como ferramenta didática: uma alternativa translíngue e multicultural. In Microgeopolítica da língua portuguesa: ações, desafios e perspectivas, 187-198. (with Juliano Saccomani)
[2018] Uma proposta interdisciplinar para o ensino de inglês: a história dos multi-word verbs. In Revista de Letra em Letra, 5, 74-82.

Curriculum development

Besides designing two courses in Linguistics (see "Innovations in Teaching"), I have also worked for the Portuguese Flagship Program, a language enhancement initiative funded by the US Department of Defense. Besides **tutoring** in one-on-one and small-group sessions, I supported the **redesigning** of the tutoring program, creating a database of learning resources according to the ACTFL standards. This material consists of 3 online courses on eLC with over 50 hours of content. This work was followed by two **professional development** opportunities for tutors.

Language Workshops

I have collaborated with the Portuguese Program at UGA and offered the following workshops:

[2023]	Portuguese Pronunciation Workshop.
[2022]	*How do I pronounce that?* Part 2: Suprasegmentals.
[2021]	*How do I pronounce that?* Part 1: Segmentals.
[2018]	Portuguese Pronunciation Workshop. Part 2: Suprasegmentals.
[2017]	Portuguese Pronunciation Workshop. Part 1: Segmentals.

Student feedback:

Student 1:

The pronunciation workshop was definitely my favorite cultural event (...) In fact, I asked [Jean] after it was over if he was going to have another one any time soon because I was so captivated by it (...) We practiced with other students, and played a few games to keep us entertained. This was my favorite event, and I would show up again even if it wasn't for a language I was studying.

Student 2:

During the second "How do I pronounce that?" workshop, we played several games and did activities (...) I really enjoyed this event because Jean mentioned several concepts that I am currently learning in my Linguistics class. He should definitely do this again in future semesters – he did a great job at making his workshop interactive and entertaining while also very informative.

Service to Education at UGA

- Coordinator and founder of the *Second Language Acquisition Research Group*, 2023-present.
- Reviewer for The Classic: the undergraduate journal of the Franklin College Writing Intensive Program, 2023-present.

- Mentorship to undergraduate students Sarah Kudyba and Cullen Giddens (with Vera Lee-Schoenfeld), Research Projects: "The Acquisition of VAC Patterns by L2 English Learners from L1 Mandarin Chinese and L1 Japanese Backgrounds" (oral presentation at the 2023 CURO Symposium) and "Understanding the Acquisition of English VACs by Speakers of Two Typologically Similar L1s: Brazilian Portuguese and Italian" (poster presentation at the 2023 CURO Symposium), 2023.
- Executive Editor of *UGA Working Papers in Linguistics*, 2022-present.
- Managing Editor of *Fala Aí*: the magazine of the Portuguese Program at UGA, 2017-2022.

Teaching Effectiveness

Teaching awards and other recognition

National awards:
- Fulbright Foreign Language Teaching Assistantship. United States Department of State Bureau of Educational and Cultural Affairs (ECA).
- NSF grant: Conference on Scholarly Teaching and SoTL in Linguistics Grant. National Science Foundation Improving Undergraduate STEM Education Program Grant.
- E-Teacher Scholarship. United States Department of State US Department of State Bureau of Educational and Cultural Affairs (ECA).

University of Georgia:
- Outstanding Teaching Award. Center for Teaching and Learning, Office of the Vice President for Instruction, University of Georgia.
- Outstanding Teaching Award. Department of Linguistics, University of Georgia.

Teaching-adjacent:
- Outstanding Contributions to the Department. Department of Linguistics, University of Georgia.
- Blue Key Honors Society – University of Georgia Chapter. A premier national honors organization recognizing top students in the nation's best institutions. For students who demonstrate distinguished scholarship, leadership, and service.
- Graduate Student Shelter Projects Micro-Fellowship. The Willson Center for Humanities and Arts, University of Georgia.
- Charlayne Hunter-Gault Giving Voice to the Voiceless Grant. (with Fala Aí: the Magazine of the Portuguese Program at UGA) Grady College, University of Georgia.
- 2020 Global Engagement Initiative Award (with the Portuguese Flagship Program). ACTFL Language Connects.
- Career Readiness Challenge: Teamwork (with Fala Aí: the Magazine of the Portuguese Program at UGA). Career Center, University of Georgia.

Evaluation of Teaching

Course evaluations
Study of Language (LING2100)
In Fall 2023, I redesigned our *Study of Language* (Introduction to Linguistics) course with a focus on non-majors. These are my students' end-of-term evaluations of my teaching:

Rating	#Students
Excellent	26
Above average	0
Average	0
Below average	0
Poor	0
Average: 5.00000	
Standard Deviation: 0.00000	
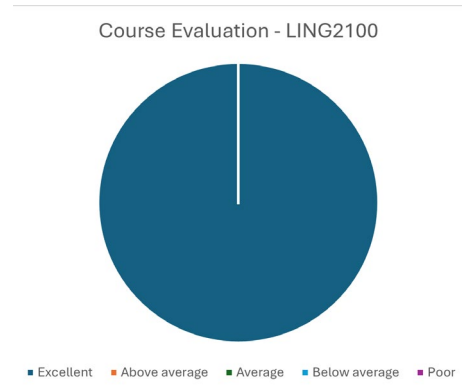
Comments were overwhelmingly positive:

[Excellent]   *He had a very engaging and hands-on classroom. He taught the class in a very digestible and interesting way.*

[Excellent]   *I believe that Jean's teaching style as well as how he interacted with us as students revealed not only a genuine interest, but such a depth of knowledge and a passion for teaching and learning more. It's so motivating for a teacher to be able to teach something and spark an interest in a student to want to learn more genuinely. (...) His assignments were challenging, but I never felt as if I couldn't complete them!*

[Excellent]   *I really enjoyed this class; my instructor was my favorite instructor this year! He was very engaging and always came into class with a positive attitude and was always prepared for class.*

Generative Syntax (LING3150W)
In Spring 2023, I taught Generative Syntax. These are the evaluations of my teaching:

Rating	#Students
Excellent	21
Above average	0
Average	0
Below average	0
Poor	1
Average: 4.80952	
Standard Deviation: 0.87287	
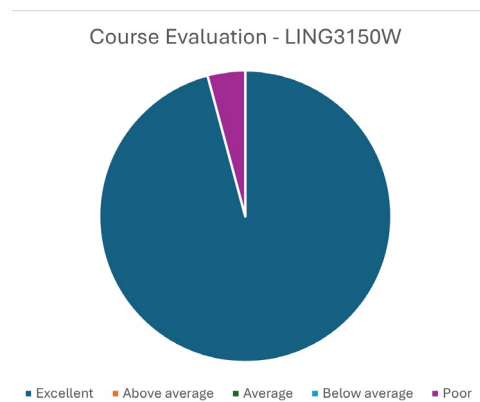
Comments were overwhelmingly positive. Justification
for negative feedback based on a course requirement:

[Excellent] *As a graduating student here, I can confidently say that Professor Costa-Silva was easily the best instructor that I have had for any course I have taken. From the beginning of the semester, the course content and assignments were already prepared and organized. Our learning objectives were completely clear and, as the semester progressed, we covered each of these topics fully and effectively. Professor Costa-Silva heavily encouraged and facilitated discussion and group assignments/collaboration, which made the course's intense content much easier to manage and comprehend. In all honesty, Professor Costa-Silva was the most effective and enjoyable instructor I have ever had.*

[Excellent] *I was really nervous to take this class because I knew it was writing intensive, and then later on because it takes me a while to fully understand concepts in syntax. However, Jean made all of my nerves got away through his thorough explanations and hands-on teaching style. I loved Jean's method of posing a challenge sentence, having us collaborate in groups, and then walking through our thought process as a class and constructively breaking down mistakes as we go. Jean is also really worldly and knowledgeable and tried to connect the concepts to languages students already spoke, which was really helpful. Overall, just an AMAZING instructor I would take any class of his again.*

[Poor] *The workload was too much for a linguistics course.*

Study of Language (LING2100E)
This is a summer online course in which 6-8 teaching assistants support an instructor of record. Below are some of the times I was mentioned by name in the course evaluation:

[Excellent] *Jean was extremely helpful to me in this course. He ALWAYS responded to emails and always gave good, descriptive, and helpful feedback. No matter the time or day, he made an effort to reach back out to me with a detailed explanation with examples and made sure that I understood his explanations. He is also extremely kind and made me feel comfortable enough to reach out to him. (…) He is a great teacher and he knows the material well. He also knows how to teach the material in ways that will help the student to better grasp the content. I am very thankful that Jean was there to help me in the course.* (Summer 2021)

[Excellent] *Jean was my favorite TA of LING2100E. He was very approachable when asking any question, and always gave extra examples that he knew I could relate to in order to ensure that I understood the topic. Moreover, Jean was excited to help me learn the material which made the process fun and encouraged me to come back to office hours. I like how he took the time to learn more about me so he could provide examples that I could relate to. For*

instance, I told him that I was a Spanish minor and he used this information to better my understanding of concepts in linguistics such as second language acquisition. (Summer 2021)

[Excellent]   *The online format was accessible, and I loved the different instructors for each video lecture. Jean was very fair when grading and always gave me great advice on how to fix my mistakes!* (Summer 2022)

[Excellent]   *Jean was a great TA and helped me grasp material that I could not get from reading the text and watching the online videos. He was patient and kind.* (Summer 2023)

Teaching Observations

Feedback from the LING2100 Supervisor:

Feedback from the Portuguese supervisor:

Mr. Costa was a Portuguese Teaching Assistant at the University of Georgia during the fall of 2017 and the spring of 2018. I have known him since August of 2017. During his stay at the University of Georgia Mr. Costa exceeded all expectations. His lessons and pedagogical resources were always structured in a very creative and insightful way. Likewise, Mr. Jean Costa has shown genuine interest in teaching Portuguese and has constantly elucidated high commitment to his teaching duties, as well as to his academic studies.

Teaching-Related Professional Development

I am a lifelong learner and search for opportunities to hone my skills and deepen my knowledge. I have participated in hundreds of hours of professional and academic training through institutions in Brazil, the U.S., and Slovakia. These courses have spanned from theoretical and applied linguistics, as well as language education, instructional design, decolonial studies, and technologies.

Graduate Teaching Certificates:

- Interdisciplinary Graduate Certificate in University Teaching. University of Georgia. (material submitted)
- Graduate Certificate in Latin American and Caribbean Studies. University of Georgia. (currently working towards)
- GradTeach. Center for Teaching and Learning. University of Georgia. (currently working towards)

Teaching Certificates:
- Mediation in Virtual Exchange Programs. Instituto Federal de Educação, Ciência e Tecnologia de São Paulo, Brazil.
- What's Going On in This Picture? Using Photos to Promote Critical Thinking Across Subjects. The New York Times Learning Network.
- Integrating Collaborative, Conversation-Based Instruction in Culturally and Linguistically Diverse Classrooms. Center for Latino Achievement and Success in Education, University of Georgia.
- Critical Thinking in the Language Learning Classroom. University of Oregon.
- Language Teaching Methodology. The Devon School of English, UK.
- Teaching Knowledge Test: Content and Language Integrated Learning. University of Cambridge.
- Teaching Knowledge Test: Managing the teaching and learning process. University of Cambridge.
- Teaching Knowledge Test: Lesson Planning and use of resources for language teaching. University of Cambridge.
- Teaching Knowledge Test: Language and background to language learning and teaching. University of Cambridge.
- Teaching Inclusively & Equitably Online: Using an Inclusive Pedagogical Framework. Aspire: National Alliance for Inclusive & Diverse STEM Faculty, University of Wisconsin-Madison.

Teaching-Adjacent Certificates:
- Certificate in Diversity and Inclusion. University of Georgia.
- Global Certificate. Office of Global Engagement. University of Georgia.
- Coaching Teachers: Promoting Changes that Stick. Match Education.
- Tips for Support Staff and TAs Suddenly Supporting Synchronous Online Learning. Center for the Integration of Research, Teaching and Learning.