# JILLIAN S. HAESELER

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# EDUCATION

**Doctor of Arts in Foreign Languages and Literatures**, 1991

Syracuse University, Syracuse, New York

Major area of concentration- German Language and Literature

Minor area- TESL/Linguistics

Special emphasis on foreign language teaching and methodology.

Doctoral thesis: “Contemporary German Literature by Women Writers in the Intermediate Language Classroom. An Integrated Model.”

**Master of Arts in TESL/Linguistics,** Syracuse University, New York 1987

**Master of Arts in German as a Foreign Language Philology**, 1982

University of Heidelberg, Heidelberg, Germany

Major area of concentration: German Literature; Minor areas of study: Linguistics and Comparative Literature. M.A. Thesis: A comparative study of E.T.A. Hoffmann’s novella “Der Sandmann” and Edgar Allen Poe’s short story “Spectacles.”

**Bachelor of Arts**, Guilford College, Greensboro, North Carolina. 1975

Major: German. Minors: English and Art History. Junior year abroad with Wayne State University in Munich, Germany.

**Foreign Languages.** Fluent in written and spoken German, good knowledge of written and spoken Spanish.

### ADMINISTRATIVE EXPERIENCE

**Director of English as Second Language (ESL)** 8/14 – present

North Carolina State University, Raleigh, North Carolina

Responsibilities include the following: Supervision of all Foreign Language-English (FLE) courses for international undergraduates and graduate students; representative of the ESL Program to other campus constituents and the ESL Program Coordinator in the College of Education; supervisor of the ESL Add-on Licensure Program, TESOL Certificate Program (<https://www.ncsu.edu/mckimmon/cpe/opd/tesol/index.html>), the Summer Institute in English, and the administration of the SPEAK test for graduate students. Other duties include teaching courses in ESL methods and applied linguistics; supervising teacher education student teachers; creating and updating promotional literature; revising online course content and submitting new course proposals.

**M.A. TESOL Director**  1/11-8/14

Greensboro College, Greensboro, North Carolina

Duties included, but were not limited to: coordinating the Master of Arts Degree in TESOL and the associated curriculum, serving as a member of the Graduate Council, recruiting and coordinating faculty teaching assignments within the program, and recruiting and promoting the program to potential students through on and off campus activities, as well as teaching and advising current M.A. candidates. I proposed and implemented changes to make the program appealing and successful, such as converting fall and spring courses into hybrid and online courses.

**Study Abroad Director** 8/06-8/13

Greensboro College, Greensboro, North Carolina

Responsibilities included acting as liaison between the College and its international

partnership schools such as Roehampton University in London, England and Paedagogische Hochschule Ludwigsburg in Germany; recruiting and advising study abroad candidates; supporting and facilitating faculty-led study abroad initiatives; maintaining the Study Abroad Office; designing and maintaining study abroad website.

**Associate Director**. INTERLINK Language Center, 1/98-12/99

University of North Carolina at Greensboro, North Carolina

Responsibilities included assisting in the supervision of faculty and staff, evaluation of new student applications and academic records, oversight of new student housing and orientation, student advising, class observations, curriculum development, networking with host institution and Greensboro community; the promotion of faculty development, development and promotion of new programs, inter/intra-office communication.

**Faculty Director** . Department of English and Communication 9/92-12/97

Saint Louis University, Madrid Campus, Spain.

Responsibilities included overall supervision of faculty, development of new courses and service programs, promotion of faculty development and yearly evaluation, supervision of placement testing of students in the ESL program, networking with English Departments at Spanish public and private universities, interviewing and hiring of staff, writing promotional materials, student advising,

## TEACHING EXPERIENCE

**Teaching Assistant Professor** 8/14- present

North Carolina State University, Raleigh, North Carolina

Teach dual-level (undergraduate and graduate) courses for the ESL Add-On and the MAT ESL Program. Courses include FL 427/527 Materials and Methods in English as a Second Language (face-to-face and online) and FL 424/524 Linguistics for ESL Professionals (online).

**Professor of English**  6/02-8/14

Greensboro College, Greensboro, North Carolina

Taught pedagogy courses in the 30 semester-hour program of Master of Arts in Teaching English to Speakers of Other Languages at Greensboro College in Greensboro, North Carolina. Courses included: ENG 6500, The Pedagogy of Teaching English to Speakers of Other Languages; ENG 5300, Practicum of TESOL (online); English Grammar; ENG 5420, Current Issues in TESOL; ENG 6150, Introduction to Educational Inquiry; ENG 5330, Language and Culture (Sociolinguistics) online. Also taught undergraduate English composition courses, ENCS 1100 and 1120 as well as ENG 4300, Linguistics and Grammar. Directed M.A. TESOL theses in an online capstone course, ENG 6900.

**Adjunct Lecturer of German** 1/98- 5/14

University of North Carolina at Greensboro, North Carolina

Taught German 101, 102, 203, 204, 301 as well as Freshman Seminars in the College of Arts and Sciences. Freshman seminars dealt with issues concerning minorities, stereotypes and discrimination. Taught Online German 101-102 to high school students

through UNCG iSchool.

**Full-Time Instructor of English to Speakers of Other Languages** 1/98-5/05

INTERLINK Language Center at the University of North Carolina at Greensboro

Taught English for Academic Purposes to internationals, 23 contact hours a week. Taught different levels of reading and writing (including academic essays and research papers) as well as listening and speaking to international students of different cultural backgrounds. Also created and taught courses based on cultural and social themes.

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**Professor of English and German** 9/90-12/97

Saint Louis University, Madrid Campus, Spain

Taught Freshman Composition, Rhetoric and Research, Introduction to Literature, four levels of English as a Second Language for Academic Purposes, under- and upper-division courses in German language and literature.

**ESL instructor** 9/89-8/90

The Institute of North American Studies, Barcelona, Spain

Taught integrated skills of English as a foreign language at all levels including advanced composition.

**Adjunct Professor** 9/88-5/89

Syracuse University, Syracuse, New York

Taught English composition and intensive remedial grammar courses to international students.

**Adult Education ESL Instructor**. 9/87-5/89

BOCES Center of Ed. Development, Liverpool, New York.

Taught written and conversational English to recent immigrants of diverse cultural backgrounds with varying linguistic abilities.

**German Teaching Assistant** 4/84-5/87

University of Arizona and Syracuse University

Taught under-division courses in German.

**English Instructor** 4/83-6/84

Private language academies in Germany and Spain:

The Idioma School of Languages in Heidelberg; American Institute –Idiomas and Colegio de Espana in Salamanca, Spain.

**Research Assistant** (*Wissenschaftliche Hilfskraft*). 1975-81

University of Heidelberg, Heidelberg, Germany.

## AWARDS AND SPECIAL APPOINTMENTS

**Academic Director of Fulbright Junior Faculty Development Program (TEFL)**

Organized and oversaw professional development workshops, mentorship, and cultural activities to English professors from different universities in Lebanon for 10 weeks in the summer of 2016 and 2017. Due to the success of the program, we will be hosting another cohort in the summer of 2018.

**English Language Specialist**, Department of State and Georgetown University.

Teaching training and curriculum development in Indonesia. This multifaceted assignment involved giving a keynote address and a workshop in three different

ELT conferences, helping 21 English language fellows and their Indonesian counterparts create five workshops for ELT training purposes, and finally working with six heads of English departments to finalize the work they began last January on standardizing English teacher education programs at Indonesia’s Islamic institutions.

October 2016

Participant in a multistate standard setting study for Praxis ESOL Panel 2 Test for the purpose of recommending a passing score for the test. Nominated by North Carolina’s

State Educator’s Licensing Agency. Educational Testing Service, Princeton, NJ 2015

**Fulbright Visiting Scholar**. Lecturing Grant in TEFL/Applied Linguistics.

Universidad de la Serena, La Serena, Chile August-December 2014

Created a series of nine workshops for English teachers at the host institution and at other institutions in central and north Chile. Workshop topics included second language theory, current trends in teaching the four skills, and integrated approaches.

Recipient of one of two Ruth Crymes TESOL Academy Fellowships, awarded by International TESOL. Selection for the fellowship was based upon professional goals and experience as well as plans to share professional development knowledge with colleagues. 2014

**Fulbright Visiting Scholar**. Lecturing Grant in TEFL/Applied Linguistics.

EFL teacher training and curriculum development at the Del Valle University-Antiplano campus in Sololá, Guatemala for six months . 2009

Recipient of the AATG/Goethe Institute stipend to participate in a three week cultural seminar on East/West socio-political issues in Wiesneck, Germany 1996

Certified TWE Reader for the Educational Testing Service. Participated in TWE readings in San Ramon, California 1994-95

### PRESENTATIONS

“Using Authentic Content for the Practice and Integration of All Four Skills.” Workshop. University of Indonesia in Palembang, Pekanbaru, and the ELITE Conference in UIN Jakarta 2016

“The Perfect Sprawl: Teaching English in the Age of Globalization and Technology”

Keynote address, English Language Teaching conference, UIN Pekanbaru 2016

“Beyond the Traditional Thesis: Capstone Projects with a Purpose,” Poster Session.

TESOL International Convention, Baltimore, Maryland 2016

“Techniques and Strategies for Evaluating Writing.” Workshop. Universidad Internacional, Cuernavaca, Mexico 2015

Nine workshop series created specifically for K-12 EFL teachers in the Coquimbo region. Universidad de La Serena, La Serena, Chile 2014

Workshop based on observations of K-8 English classes. Topic: Classroom Management and Student Engagement. Escuela Lucila Godoy Alcayaga,

K-8 public school, Vicuña, Chile. 2014

Professional development workshop to 10 English teachers. Topic: Teaching Listening Skills. Instituto Chileno Norteamericano de Cultura, La Serena, Chile. 2014

Two professional development workshops for K-12 teachers. Topics: Teaching Foreign Language Literacy to School-Age Learners and Classroom Management and Student Engagement. Universidad de La Serena, Ovalle Campus, Chile. 2014

Professional development workshop series. Topics: The Language Learner, Classroom Management and Student Engagement, Teaching Grammar and Vocabulary, and Teaching Listening Skills. Universidad de Tarapacá, Arica, Chile 2014

Professional development workshop. Topic: Teaching Grammar and Vocabulary.

Colegio Inglés, Talca, Chile. 2014

Three professional development workshops for 20 preservice and inservice English teachers. Topics: The English Language Learner and Teaching Grammar and Vocabulary. Universidad de San Sebastían, Concepción, Chile. 2014

Mentor in Doctoral Research Roundtable, International TESOL, Portland 2014

“Guatemala or Guatepeor?: The Health Care Crisis in Latin American’s Most

Populous Country,” Faculty Colloquium, Greensboro College, NC 2010

“Live From NC: International Professional Development via Videoconference.”

Southeast TESOL Regional Conference, Miami, FL 2010

“Teaching in Latin America on a Fulbright: Two Awardees Share

Their Stories.” Southeast TESOL Regional Conference, Miami, FL 2010

“Creating an EFL Curriculum Model in Guatemala.”

International TESOL 2010, The 44th Annual Convention, Boston 2010

“Get them talking: Communicative Speaking Activities for Beginners” 2009

University of Valle of Guatemala, Proesur Campus, Guatemala

“Gangs and ELLs: How are ESOL teachers coping?” 2008

Carolina TESOL, Charleston, North Carolina

“Gang-activity in NC Public Schools: How Does It Affect Our Students?” 2007

Carolina TESOL, Asheville, North Carolina

“Teacher in the Middle: Serving the Needs of Illegal Immigrants.” 2007

Carolina TESOL, Winston-Salem, North Carolina

“To Correct or Not Correct: That is still the Dilemma.” 2006

ESL Symposium at North Carolina State University, Raleigh, North Carolina

“Classrooms without Borders: Identity and Culture in Language Learning and Teaching.” Linguistics Panel, University of North Carolina. 2006

“Tutors Teaching Tongue Twisters to Tutees” Southeast TESOL Regional

Conference, Myrtle Beach, South Carolina. 2005

“I Love Sitcoms: New Ideas for ELL (English Language Laughing)” CA-TESOL, Wilmington, North Carolina. 2004

“DOC-YOU-MENTORING: Another Idea for Task-based Collaborative Language Teaching.” ESL Symposium at North Carolina State University. 2004

“Who Dunnit? Introducing a fun and highly effective idea for task-based instruction.”

CA-TESOL, Greenville, South Carolina. 2003

“What do SARS, the Cape Cod Slaying, and Getting a Pet have in common: Introducing three highly effective projects for task-based learning.” Southeast TESOL Regional Conference, New Orleans, Louisiana. 2003

“German Texts for Practice, Pleasure, and Perception”. Demonstration.

Foreign Language Association of North Carolina, Raleigh, North Carolina. 2000

“Revisiting Body Language: A Class Video Project”. Presentation.

TESOL Southeast Regional Conference, Miami, Florida. 2000

“Who needs a textbook? Creating your own activities with National Public Radio”. Presentation. Carolina TESOL, Raleigh, North Carolina. 1998

“EFL Students in the Lecture Hall: Noteworthy Discourse”. Presentation. International TESOL Convention in Orlando, Florida. 1997

“Introduction to the TWE (Test of Written English)”. Presentation. TESOL-Spain, Barcelona 1995

“The Poetry Workshop: That’s where the magic mountains begin”, TESOL-Spain, Madrid. 1994

“Teaching the Novel: Farewell to Tradition”. Demonstration. TESOL Spain Convention, Bilboa. 1991

“A Second Opinion: The Benefits of the Incorporation of Written Peer Critiques in Second Language Composition Courses.” TESOL-Spain, Torremolinos 1990

## PUBLICATIONS AND TRANSLATIONS

Co-Founder and Editor-in-Chief of Dialogues: An Interdisciplinary Journal for English Language Teaching and Research, North Carolina State University. This online, peer-viewed journal serves as a forum for all professionals to share their research, innovative ideas, and best classroom practices to better serve English learners and the profession as a whole. We publish research and practice-based articles by and for teacher learners, trainers, researchers, administrators, and professionals from different, yet related fields. It is our aim to have a representation of different contexts of ESL teaching, such as K-12, IEPs, community colleges, teacher education programs, and to foster an ongoing dialogue between them. <http://dialogues.ojs.chass.ncsu.edu/index.php/dialogues>

“Guatemalan Diaries,” <http://j-haeseler.blogspot.com> Journal of Fulbright experience in Guatemala which includes original text and photographs, January – June 2009.

Contributor to Instructor’s edition of *Remix*: *Reading, Composing, and Culture*,

Second Edition, by Catherine Latterell, Bedford/St. Martins, 2009.

# Inge Stephan. “The Bad Mothers: Medea-Myths and National Discourse in Texts from Elisabeth Langgässer and Christa Wolf”. Translation, Spring 2001. Writing Across Boundaries. 2003.

Vivian Liska. “The ‘New Woman’ as a Foreigner. Individual and National Identity in Annette Kolb’s Novel Das Exemplar” (The Specimen). Translation, Summer 2001. Writing Across Boundaries. 2003.

Palette. Reading for Intermediate German. College textbook for second-third year German students at university level. McGraw-Hill 1995

“Teaching the Novel: Farewell to Tradition.” HABE. Basque journal for Teachers of the Basque Language, Spring 1992