

**NATALIA DOLGOVA, PhD**  
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**CURRICULUM VITAE**

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RESEARCH INTERESTS

- English for Academic/Specific Purposes: genre analysis, discourse of the disciplines, task- and usage-based assessment in EAP/ESP
- Second language acquisition: second language writing, second language writing pedagogy, task-based language teaching, pedagogical grammar, interaction between second language proficiency and identity, role of motivation in second language acquisition
- Applied cognitive linguistics: applications of cognitive linguistics to second language pedagogy, cognitive grammar, blending theory
- Applied corpus linguistics: data-driven learning, computer-assisted and/or corpus-based teaching methodologies, learner language analysis

TEACHING INTERESTS

- English for Academic/Specific Purposes
- Teaching English for Academic/Specific Purposes
- Task-Based Language Teaching
- L2 Writing
- Functional and Cognitive Approaches to Language
- Applications of Cognitive Linguistics to Language Teaching
- Applications of Corpus Linguistics to Language Teaching

EDUCATIONAL BACKGROUND

**Ph.D.** in *Applied Linguistics*, August 2012, Georgetown University, Washington DC.

Dissertation topic: Applying Cognitive Linguistics and Task-Supported Language Teaching to Instruction of English Conditional Phrases

Dissertation committee members: Dr. Andrea Tyler (chair), Dr. Alison Mackey, Dr. Andrea Revesz

**M.A.** in *English Linguistics*, with a Certificate of Teaching English as a Second/Foreign Language, August 2004, George Mason University, Fairfax, Virginia.

Virginia State K-12 Teaching Certification in English for Speakers of Other Languages (ESOL), 2004-2009

**B.A./M.A. in *German and Russian philology* and *foreign languages and literature***, July 2001; Russian State University for the Humanities (RGGU), Moscow, Russia.

Studies in German Linguistics, October 2000 – February 2001, Humboldt Universitaet zu Berlin, Berlin, Germany.

### ACADEMIC HONORS

Enhanced Faculty Travel Award, Columbian School for Arts and Sciences, George Washington University, 2018

Enhanced Faculty Travel Award, Columbian School for Arts and Sciences, George Washington University, 2015

Language Teaching Enhancement Support Award, George Washington University, March 2013

Conference Travel Grant, Graduate School of Arts and Sciences, Georgetown University, March 2012

Doctoral Scholarship/Assistantship, Georgetown University Linguistics Department, 2005-2010

Conference Travel Grant, Graduate School of Arts and Sciences, Georgetown University, October 2007

Conference Travel Grant, Georgetown University Linguistics Department, March 2007

Graduate Research Assistantship, George Mason University, 2002-2003

### UNIVERSITY TEACHING

#### ***Graduate Level Courses***

*Academic Writing & Communication for International Graduate Students of Statistics and Data Science*, (English for Academic Purposes Program, George Washington University), Fall 2017, Fall 2018

*Academic Writing & Communication for International Graduate Students of Finance and Business*, (English for Academic Purposes Program, George Washington University), Spring 2014, Spring 2015, Spring 2016, Fall 2017, Fall 2018, Spring 2019

*Academic Writing and Research for International Graduate Students I and II* (English for Academic Purposes Program, George Washington University), Fall 2014 – present

*Writing and Communication for Data Science* (English for Academic Purposes Program, George Washington University), Summer 2016, Summer 2017, Summer 2018

*English for Academic Purposes for Graduate Students* (Language Center, George Washington University), Fall 2010-Spring 2014

#### ***Undergraduate Level Courses***

*American Multicultural Perspectives in Washington, DC*, (English for Academic Purposes Program, George Washington University), Spring 2018

*Introduction to Linguistics* (Georgetown University), Fall 2007, Spring 2008, Spring 2010

*Beginning Russian, Intermediate Russian* (George Washington University), August 2003 – June 2004

## PROFESSIONAL EXPERIENCE

### **Coordinator of Graduate Academic Instruction, English for Academic Purposes, George Washington University (Washington, DC), August 2018 – present**

Coordinate diagnostic assessment, curriculum and instruction for both levels of graduate EAP; spearhead efforts that improve instruction for all EAP students; provide mentoring and training to new and returning EAP part-time faculty; liaise with stakeholders in various divisions across the university to raise awareness of the EAP students' needs; work to ensure equitable access to opportunities for EAP population.

### **Teaching Assistant Professor, English for Academic Purposes, George Washington University (Washington, DC), August 2014 – present**

Teach multiple sections of academic writing and research courses; develop EAP curriculum and assessment procedures utilizing insights from linguistic theory and pedagogic research; contribute to program administration; conduct research aiming to improve EAP teaching practices.

### **Consultant, Center for Applied Linguistics (Washington, DC), August 2013 – December 2016**

Worked on a number of research projects related to second language acquisition, language learning, and teaching L2 students with advanced language proficiency.

### **Visiting Assistant Professor, English for Academic Purposes, George Washington University (Washington, DC), August 2013 – May 2014**

Taught multiple sections of English for Academic Purposes (EAP); developed EAP curriculum and assessment procedures; trained and coordinated conversation tutors working with EAP population.

### **Lecturer, English for Academic Purposes (EAP) Program, and conversation tutor coordinator, George Washington University (Washington, DC), August 2010 – May 2013**

Taught several sections of English for Academic Purposes for Graduate Students; designed syllabus and instructional materials; trained conversation tutors working with EAP students.

### **Research Associate (2012-2013), Research Assistant (2005-2011), Center for Applied Linguistics (Washington, DC)**

Worked on a variety of research projects related to curriculum and materials development, language assessment, content and language instruction (the SIOP Model), and English language program administration.

### **Graduate Student Fellow, Georgetown University (Washington, DC), September 2005 – May 2010**

Performed graduate research and teaching assistant duties as assigned each semester, including but not limited to conducting collaborative research with Georgetown Linguistics faculty, designing and teaching courses in general and applied linguistics, creating assessment instruments and teaching materials.

### **Instructor, Advanced ESL Writing, Georgetown University Law Center (Washington, DC), August 2005, Fall 2005, August 2006, August 2007**

Co-taught a two-week class on Advanced ESL Writing. Designed materials and provided feedback to students on their individual writing assignments, monitoring their progress using a specifically designed legal writing rubric.

### **ESOL teacher, Prince William County Public Schools (Woodbridge, VA), August 2002 – June 2005**

Taught English to Speakers of Other Languages at the elementary school level, designed instructional materials and assessments, worked in collaboration with grade level teaching teams to ensure adequate progress of English language learners.

**Instructor of Russian, The George Washington University (Washington, DC), August 2003 – May 2004**

Taught two sections of college-level Russian per semester, designed classroom activities and assessments, organized extra-curricular activities to maximize exposure to target language.

**Graduate research assistant, Linguistics program, George Mason University (Fairfax, VA), August 2002 – May 2003**

Maintained George Mason University Speech Accent Archive (<http://accent.gmu.edu/>), performed phonetic transcriptions of various accent samples of English, made observations concerned with regularities in phonetic phenomena in each sample, performed research about native phonetic inventories of the world's various languages.

PUBLICATIONS

Articles in refereed journals:

**Dolgova, N., & Siczek, M.** (2019). Assessment from the ground up: Developing and validating a usage-based placement procedure in a graduate EAP context. *Journal of English for Academic Purposes*, 41, 100771 doi: 10.1016/j.jeap.2019.100771

**Dolgova, N., & Mueller, C.** (2019). How useful are corpus tools for error correction? Insights from learner data. *Journal of English for Academic Purposes*, 39, 97-108. doi: 10.1016/j.jeap.2019.03.007

**Dolgova Jacobsen, N.** (2018). The best of both worlds: Combining cognitive linguistics and pedagogic tasks to teach English conditionals. *Applied Linguistics*, 39(5), 668-693. doi: 10.1093/applin/amw030

Mueller, C. M., & **Jacobsen, N. Dolgova** (2016). A comparison of the effectiveness of EFL students' use of dictionaries and an online corpus for the enhancement of revision skills. *ReCALL*, 28(1), 3-21. doi:10.1017/S0958344015000142.

**Jacobsen, N. D.** (2008). Identity is a [dif]ficult question: a variationist analysis of relationship between L1 features and ethnic/national identity, *eVox Journal*, 2 (1), Georgetown University.

Book/handbook/edited volume chapters:

**Dolgova, N., & Tyler, A.** (2019). Applications of usage-based approaches to language teaching. In Gao, X. (Ed.) *Second handbook of English language teaching (Spring international handbooks of education series)*. Cham, Switzerland: Springer

**Dolgova, N.** (2018). The use of hedging devices in L2 legal writing: a cognitive functional perspective. In Pickering, L., & Evans, V. (Eds.) *Language learning discourse and cognition: Studies in the tradition of Andrea Tyler* (pp. 275-299). Amsterdam: John Benjamins.

**Dolgova Jacobsen, N.** (2018). Using blending to teach English conditionals. In Tyler, A., Huang, L., & Jan, H. (Eds.) *What is applied cognitive linguistics? Answers from the L2 classroom and SLA studies* (pp.181-202). Berlin: Mouton de Gruyter

Siczek, M., & **Dolgova, N.** (2018). The value of usage-based approaches to diagnostic placement assessment in graduate EAP. In Ruecker, T. & Crusan, D. (Eds.) *International political contexts of second language writing assessment* (pp. 203-215). New York: Routledge

**Jacobsen, N.** (2015). A cognitive linguistic analysis of English conditionals in English for Academic Purposes (EAP) instruction: Implications from Sociocultural Theory. In Masuda, K., Arnett, C., & Labarca, A. (Eds.), *Cognitive linguistics and sociocultural theory: Applications for second and foreign language teaching* (pp. 103-125), Berlin: Mouton de Gruyter

Mackey, A., Fujii, A., Biesenbach-Lucas, S., Weger, H., **Dolgova Jacobsen, N.**, Fogle, L., Lake, J., Sondermann, K., Tagarelli, K., Tsujita, M., Watanabe, A., Abbuhl, R., & Kim, K. (2013). Comparing the effectiveness of traditional and communicative tasks for Japanese EFL/ESL learners. In McDonough, K., & Mackey, A. (Eds.) *Interaction in diverse educational settings*. Amsterdam: John Benjamins. (pp. 71-88)

#### Book reviews:

**Dolgova Jacobsen, N.** (May 9, 2016). Review of J. Flowerdew and R. Forest (2015). *Signaling nouns in English*. Cambridge: Cambridge University Press. LINGUISTLIST: <http://linguistlist.org/issues/27/27-2130.html>

**Jacobsen, N. D.** (March 16, 2014). Review of M. R. Salaberry and L. Comajoan (Eds.) (2013). *Research design and methodology in studies on L2 tense and aspect*. Boston/Berlin: Mouton de Gruyter. LINGUISTLIST: <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=24741564>

**Jacobsen, N.** (2010). Review of R. Harris and C. Hutton (2007). *Definition in theory and practice: Language, lexicography and the law*. London: Continuum. *Applied Linguistics*, 31 (5)

#### REFEREED CONFERENCE PRESENTATIONS

**Dolgova, N.** (2019). Developing a Graduate EAP Course for Students of Engineering and Computer Science. Works-in-progress presentation, Consortium on Graduate Communication (CGC), June 13-15, Arlington, VA.

**Dolgova, N.** (2019). The Role of Construal in English Conditional Constructions and Its Applications to L2 Context. Paper presentation, invited academic session ‘Verbing Out with Cognitive Linguistics and Sociocultural Theory’. Teaching English to Speakers of Other Languages (TESOL) annual meeting, March 12-15, Atlanta, GA.

**Dolgova, N.** (2019). Using Cognitive Linguistic Tools to Teach English Cohesive Devices of Contrast. Paper presentation in the colloquium ‘Cognitive Linguistics and Sociocultural Theory Approaches to L2 pedagogy: Targeting Conceptualization and Construal’. American Association for Applied Linguistics (AAAL) meeting, March 8-12, Atlanta, GA.

**Dolgova, N.** (2018). Mastering L2 Writing for Statistics and Data Science: Tasks and Challenges. Paper presentation, Symposium on Second Language Writing (SSLW), August 2-4, Vancouver, Canada

**Dolgova, N.** (2018). Using Linguistic Needs Analysis to Inform Discipline-specific EAP Course Design, Workshop presentation, Consortium on Graduate Communication (CGC), June 10-12, Ann Arbor, MI.

**Dolgova, N.** (2018). How Useful Are Corpus Linguistic Tools for Learners' Error Correction? Research-oriented presentation, Teaching English to Speakers of Other Languages (TESOL) annual meeting, March 27-30, Chicago, IL.

Stanchevici, D., **Dolgova, N.**, & Siczek, M. (2018). Moving an EAP Class Online: Rationale, Process, and Recommendations. Research-oriented presentation, Teaching English to Speakers of Other Languages (TESOL) annual meeting, March 27-30, Chicago, IL.

Stanchevici, D., **Dolgova, N.**, & Siczek, M. (2017). Challenges and Advantages of Teaching EAP Online. Paper presentation, Washington Area TESOL (WATESOL) conference, October 7, Washington, DC

**Dolgova, N.** (2017). Local Assessment in EAP Context. Paper presentation, invited panel 'From IEP to degree: Strategies for successful transitions.' Teaching English to Speakers of Other Languages (TESOL) annual meeting, March 21-24, Seattle, WA

**Dolgova, N.**, & Siczek, M. (2017). Contextualizing Assessment: Developing a Usage-Based Diagnostic Placement Procedure for Graduate EAP. Paper presentation, American Association for Applied Linguistics (AAAL) meeting, March 18-21, Portland, OR

**Dolgova Jacobsen, N.** (2016). How Useful Are Corpus Linguistic Tools for Error Correction? Insights from Learner Data. Paper presentation, Second Language Research Forum (SLRF) conference, September 22-25, New York, NY

**Dolgova Jacobsen, N.** (2016). Transitions to Academic Thinking: Common Problems of L2 Writers Tackling American Academic Discourse. Paper presentation, invited panel 'Post-secondary writing: Reflecting future writing expectations'. Teaching English to Speakers of Other Languages (TESOL) annual meeting, April 5-8, Baltimore, MD.

Coon, D., & **Dolgova Jacobsen, N.** (2016). Effective Practices in Writing Instruction for Community College English Learners. Research-oriented presentation, Teaching English to Speakers of Other Languages (TESOL) annual meeting, April 5-8, Baltimore, MD.

**Dolgova Jacobsen, N.**, & Siczek, M. (2016). Promoting Target Language Use Through a Usage-Based Diagnostic Assessment Procedure in a Graduate EAP Program. Paper presentation, Georgetown University Round Table on Linguistics (GURT), March 11-13, Washington DC.

**Jacobsen, N. D.** (2015). Using Linguistic Needs Analysis to Inform Academic Preparation Practices for International Graduate Students in Statistics. Paper presentation, Task-Based Language Teaching (TBLT) conference, September 16-18, Leuven, Belgium

**Jacobsen, N. D.** (2015). Expression of Point of View in English Conditional Constructions and its Applications to L2 context. Paper presentation, Thinking, Doing, Learning in L2 (TDL2) conference, June 3-5, Groningen, Netherlands

**Jacobsen, N. D.** (2015). Assessing Internal Reliability and Validity of a Diagnostic Testing Procedure in a Graduate EAP Program. Paper presentation, Conference on Language, Learning, and Culture (CLLC), April 10-11, Virginia International University, Fairfax, VA

Coon, D., & **Jacobsen, N. D.** (2015). Community College Writing Programs: Defining Success for the Immigrant Student Population. Research-oriented presentation, Teaching English to Speakers of Other Languages (TESOL) annual meeting, March 26-28, Toronto, Canada.

**Jacobsen, N. D.**, & Romanova, N. (2015). EAP to ESP: Using Linguistic Needs Analysis to Inform Academic Preparation Practices for International Graduate Students in Statistics. Paper presentation, American Association for Applied Linguistics (AAAL) meeting, March 21-24, Toronto, Canada

**Jacobsen, N. D.** (2014). Expression of Point of View in English Conditional Constructions and its Applications to L2 context. Paper presentation, Georgetown University Round Table on Linguistics (GURT), March 13-16, Washington DC.

**Jacobsen, N. D.** (2013). Using Pedagogic Tasks to Support Cognitive Linguistic Instruction of English Conditional Phrases. Paper presentation, Task-Based Language Teaching (TBLT) conference, October 3-5, Banff, Canada.

**Jacobsen, N. D.** (2013). Exploring Uses of Cognitive Linguistic Analysis of English Conditionals in L2 context. Paper presentation, International Cognitive Linguistic Conference (ICLC 12), June 23-28, Edmonton, Canada.

**Jacobsen, N. D.** (2013). "We did not have this stuff in our country": Bringing Cognitive Linguistic Analysis of English Conditionals into L2 Pedagogy, Paper presentation, American Association for Applied Linguistics (AAAL) meeting, March 16-19, Dallas, TX

Kramer, K., **Jacobsen, N. D.**, Fee, M., e la Torre, J., Abadie, L., and Doyle, M. (2013) Investigating the Efficacy of an Oral Assessment Protocol and Rating Rubric for a Language for Professional Purposes Program. Paper presentation, American Association for Applied Linguistics (AAAL) meeting, March 16-19, Dallas, TX

**Jacobsen, N. D.** (2012). Pedagogical Applications of the Cognitive Linguistic Analysis of English Conditionals. Paper presentation, American Association for Applied Linguistics (AAAL) meeting, March 24-27, Boston, MA.

**Jacobsen, N. D.** (2012). Pedagogical Applications of the Cognitive Linguistic Analysis of English Conditionals. Paper presentation, Georgetown University Round Table on Linguistics (GURT), March 9-11, Washington DC.

**Jacobsen, N. D.** (2012). Exploring Pedagogical Applications of the Cognitive Linguistic Analysis of English Conditionals. Paper presentation, Linguistic Society of America (LSA) Annual Meeting, January 5-8, Portland, OR.

**Jacobsen, N. D.** (2011). Exploring Pedagogical Application of the Cognitive Linguistic Analysis of English Conditional Constructions. Paper presentation, European Second Language Association (EuroSLA) conference, September 8-10, Stockholm, Sweden.

Fogle, L., and **Jacobsen, N. D.** (2010). English Language Learners' Self-construction of a "Good Learner" Identity: The Role of Prior Socialization. Paper presentation, American Association for Applied Linguistics (AAAL) meeting, March 6-9, Atlanta, GA.

Ingersoll, G., **Jacobsen, N. D.**, and Donovan, A. (2010). Investigating the Efficacy of an Oral Assessment Protocol and Rating Rubric for the English for Heritage Language Speakers program. Poster presentation, American Association for Applied Linguistics (AAAL) meeting, March 6-9, Atlanta, GA.

**Jacobsen N. D.** (2009). The Use of Hedging in L2 Legal Writing: A Cognitive Functional Perspective. Poster presentation, Second Language Research Forum (SLRF), October 29-November 1, East Lansing, MI.

Ingersoll, G., **Jacobsen, N. D.**, and Donovan, A. (2009). Developing an Oral Assessment Protocol and Rating Rubric for Applicants to the English for Heritage Language Speakers program. Poster presentation, American Association for Applied Linguistics (AAAL) meeting, March 21-24, Denver, CO.

Ingersoll, G., **Jacobsen, N. D.**, and Donovan, A. (2009). Developing an Oral Assessment Protocol and Rating Rubric for Applicants to the English for Heritage Language Speakers program. *Work in Progress* presentation, Language Testing Research Colloquium (LTRC), March 17-20, Denver, CO.

**Jacobsen, N. D.** (2008). Intersection of Negotiable Identities and L2 Learning Motivation in the Narratives of Russian Learners of English. Paper presentation, Georgetown University Round Table on Linguistics (GURT), March 14-16, Washington DC.

**Jacobsen, N. D.** (2007). "Identity [iz] a d[ifi]cult question": A Variationist Analysis of the Relationship Between L1 Features and Ethnic/National Identity. Paper presentation, New Ways of Analyzing Variation (N WAV) conference, October 9-12, Philadelphia, PA.

Tyler, A., **Jacobsen, N. D.**, and Shakhova, D. (2007). Expressing Goal in Russian: Distributing of Meaning Among the Prepositions *na*, *v*, and *za*. Paper presentation, International Cognitive Linguistics Conference (ICLC), July 15-20, Krakow, Poland.

**Jacobsen, N. D.** (2007). Conceptualization of Privacy in the Law Through the Lens of Cognitive Linguistics. Paper presentation, International Cognitive Linguistics Conference (ICLC), July 15-20, Krakow, Poland.

**Jacobsen, N. D.**, and Mackey, A. (2007). Individual Identity and the Acquisition of Second Languages and Dialects. Poster presentation, American Association for Applied Linguistics (AAAL) meeting, April 21-24, Costa Mesa, CA.

**Jacobsen, N. D.** (2007). Phonetics and Phonology of Hesitation Markers Across Languages. Paper presentation, Georgetown University Round Table on Linguistics (GURT), March 9-11, Washington DC.



### WORKSHOPS TAUGHT

**Dolgova, N.** (2018, October). Using (select) Tools from Cognitive and Corpus Linguistics to Teach English Cohesive Devices. Workshop taught to EAP faculty, EAP (English for Academic Purposes) Program, George Washington University, Washington, DC.

**Dolgova, N.** (2017, November). Technology Tools for Developing EAP Students' Academic Writing Skills. Workshop taught to EAP faculty, EAP (English for Academic Purposes) Program, George Washington University, Washington, DC.

**Dolgova, N.** (2018, 2017, 2016, and 2015, July). Digital Storytelling and Its Applications to Professional Contexts. Workshop taught to students of the AES (Applied English Study) program, George Washington University, Washington, DC.

**Dolgova, N.** (2017, 2016, and 2015, July). Introduction to American Academic Context. Workshop taught to students of the AES (Applied English Study) program, George Washington University, Washington, DC.

**Dolgova, N.** (2016, October). Introduction to Using Corpus Linguistic Tools in EAP Classroom. Workshop taught to EAP faculty, EAP (English for Academic Purposes) Program, George Washington University, Washington, DC.

**Jacobsen, N.** (2015, October). How to Use Linguistic Needs Analysis to Create Authentic Assignments. Workshop Presentation, Washington Area TESOL (WATESOL) conference, Gaithersburg, MD.

**Jacobsen, N.** (2015, April). Using Linguistic Needs Analysis to Inform Academic Preparation Practices for International Graduate Students in Statistics. Workshop presentation, Conference on Language, Learning, and Culture (CLLC), Virginia International University, Fairfax, VA.

**Jacobsen, N.** (2015, March). Academic Writing for Statistics: An EAP Workshop for International Graduate Students. Workshop taught to Statistics international graduate students, George Washington University, Washington, DC.

**Jacobsen, N.** (2015, January). Teaching Reading and Writing Skills to L2 Learners. Workshop taught to Bolashak Program cohort, Elliot School of International Affairs, George Washington University, Washington, DC.

**Jacobsen, N.** (2014, January). Working with Second Language Writers in Professional Settings. Workshop taught to health science faculty, George Washington University School of Medicine, Washington, DC.

**Jacobsen, N.** (2013, July). Teaching Second Language Writing. University of Maryland, College Park, MD.

**Jacobsen, N.** (2013, April). Using Cognitive Linguistics in Second Language Teaching Contexts. The Language Center at the George Washington University, Washington, DC.

### INVITED TALKS

Coon, D., & **Jacobsen, N.** (2014, December). Community College Writing Programs: Defining Success for the Immigrant Student Population. Invited brown bag presentation, Center for Applied Linguistics (CAL), Washington DC

**Jacobsen, N.**, Kennedy, D., de la Torre, J., Fee, M. (2013, May). Evaluating Efficacy of Phone Interview Protocol and Rating Rubric for Predicting OPI Scores. Invited presentation, Center for Advanced Study of Language (CASL), University of Maryland, College Park, MD.

**Jacobsen, N.** (2012, February). Applying Cognitive Linguistic Analyses to Second Language Teaching. Invited presentation in *Cognitive Approaches to Language* seminar, taught by Prof. Andrea Tyler, Georgetown University, Washington D.C.

**Jacobsen, N.** (2009, October). Individual Identity and the Acquisition of Second Languages and Dialects. Invited presentation in *Intro to SLA and Bilingualism*, taught by Prof. Alison Mackey, Georgetown University, Washington D.C.

**Jacobsen, N.** (2009, September). Assessing Student Needs in L2 Writing Context. Invited presentation in the *Teaching Second or Foreign Languages* class, taught by Prof. Andrea Tyler, Georgetown University, Washington D.C.

**Jacobsen, N.** (2008, April). Designing Materials in the Context of Teaching L2 Legal Writing. Invited presentation in the *Approaches to Materials Design and Evaluation* class, taught by Prof. Andrea Revesz, Georgetown University, Washington D.C.

**Jacobsen, N.** (2006, October). Teaching Second Language Writing in the Legal Context. Invited presentation in the *Approaches to Materials Design and Evaluation* class, taught by Prof. Alison Mackey, Georgetown University, Washington D.C.

**Jacobsen, N.** (2006, February and September). Teaching Second Language Writing in the Legal Context. Invited presentation in the law fellows seminar taught by Prof. Samuel Jackson, Georgetown University Law Center, Washington D.C.

### CURRICULUM DEVELOPMENT AND ADDITIONAL TEACHING EXPERIENCE

#### *Curriculum Development and Special Cohort Teaching*

SUGAI Fund Language and Leadership Program, Language Center, George Washington University, Summer 2018, Summer 2019

English Language Program English for Law Student Cohort from Fukuoka University, Japan, George Washington University, Summer 2013, Summer 2016

Basics of Academic Writing (online) (Russian Academic Center “University Without Borders: <http://universitetbezgraniz.ru/>), Fall 2012, Summer 2013

#### *Teaching Assistant Positions*

How to Teach Second/Foreign Languages (with Prof. Andrea Tyler), Georgetown University, Fall 2009

Graduate fellow at the Georgetown University Legal Writing Center, Spring 2006

Introduction to Linguistics (with Prof. Jeff Connor-Linton), Georgetown University, Fall 2005

### PROFESSIONAL/ACADEMIC SERVICE

**Editor of *AL Forum*, newsletter of Applied Linguistics Interest Section, TESOL, 2016-present**

**Ad-hoc manuscript reviewer:**

- Language Learning
- TESOL Quarterly
- Modern Language Journal
- System
- American Educational Research Journal

**Ad-hoc abstract reviewer:**

- TESOL
- Task-Based Language Teaching Association (TBLT)
- Georgetown University Roundtable on Languages and Linguistics (GURT)
- International Cognitive Linguistic Conference (ICLC)

**Reviewer, TESOL Research Mini-grants, TESOL, July-August 2017**

**Editorial associate, *Multilingual Matters* book publishing group, Center for Applied Linguistics (CAL), 2012-2013**

**Session chair, American Association for Applied Linguistics (AAAL) annual conference, March 24-27, 2012, Boston, MA**

**Volunteer and session chair, Georgetown University Round Table on Linguistics (GURT), 2012, 2011, 2010, 2007, Washington DC**

**Concentration representative (Applied Linguistics), Graduate Linguistics Student Association, 2007-2008**

### UNIVERSITY/COMMITTEE SERVICE

**Coordinator of EAP6111 instructional team, George Washington University, Fall 2014 – present**

**Board member, School of Education Advisory Board, Virginia International University, Fall 2016 - present**

**Member, Committee for International Student Success (CISS), George Washington University, Spring 2014 – present**

**Member, search committee for Teaching Assistant Professor of EAP position, George Washington University, Fall 2017**

**Chair, search committee for Teaching Assistant Professor of EAP position, George Washington University, Spring 2017**

**Co-chair, search committee for Director of Summer and Special Programs, George Washington University, Fall 2016**

**Coordinator of EAP6110 instructional team, George Washington University, Fall 2013**

### MEMBERSHIP

American Association for Applied Linguistics (AAAL)

Teaching English to Speakers of Other Languages (TESOL)

Washington Area TESOL (WATESOL)

Task-Based Language Teaching Association (IATBLT)

International Cognitive Linguistics Association (ICLC)

### LANGUAGES

**Russian** – native

**English** – near-native proficiency

**German** – Advanced proficiency

**Romanian (Moldovan)** – Intermediate proficiency

**Spanish** – Low Intermediate proficiency

### REFERENCES

Available upon request