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University of Wisconsin at Madison
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WORK EXPERIENCE

University of Wisconsin - Madison , Madison, WI Department of German, Nordic, Slavic + Assistant Professor of German and Second Language Acquisition	07/2022 – present
The Pennsylvania State University , State College, PA Department of Germanic and Slavic Languages and Literatures German Language Program Coordinator / Assistant Teaching Professor	09/2019 – 06/2022
Washington University in St. Louis , St. Louis, MO Department of Germanic Languages and Literatures Postdoctoral Teaching Fellow	08/2018 – 05/2019

EDUCATION

Georgetown University , Washington, D.C. PhD , German Languages and Literatures (Concentration: Applied Linguistics) Dissertation: “Linking cognition and emotion: An appraisal study of foreign language teacher anxiety”	08/2018
Georgetown University , Washington, D.C. MA (in passing) , German Languages and Literatures	05/2015
Humboldt Universität zu Berlin , Berlin, Germany BA , German Literature Thesis: “The Traumatized I – Text Structure and Language in Ingeborg Bachmann’s <i>Malina</i> ”	07/2013

RESEARCH EXPERTISE & INTERESTS

Language teacher emotions and emotion theories
Language teacher beliefs
Psychological variables in language teaching and learning
Second and foreign language pedagogy
Social justice-oriented pedagogies in language teaching and teacher training
Research methods
Language teacher identity
Individual differences in (instructed) SLA

PEER-REVIEWED PUBLICATIONS

Goetze, J., & Driver, M. (2022). Is learning really just believing? A meta-analysis of self-efficacy and achievement in SLA. *Studies in Second Language Learning and Teaching*, 12(2), 233-259. <https://doi.org/10.14746/ssllt.2022.12.2.4>

Goetze, J. (accepted). An appraisal-based examination of language teacher emotions in anxiety-provoking classroom situations using vignette methodology, *Modern Language Journal*.

Piotti, A., Chin, A., Matangos, H., **Goetze, J.**, Kerschen, K., & Keppenne, V. (in press). (Co)constructing Antiracist Pedagogy: Expanding on standing departmental approaches to foreign language teaching. *Second Language Research & Practice*.

Abdi Tabari, M., **Goetze, J.**, & McBride, S. (in prep). Researching the interfaces between task implementation variables and genre: Understanding effects on L2 writing task performance and anxiety.

Goetze, J. (2020). Investigating FL teacher anxiety using SFL's ATTITUDE and TRANSITIVITY systems. *Journal for the Psychology of Language Learning, Special Issue*, 2(2), 36-54.

Teimouri, Y., **Goetze, J.**, & Plonsky, L. (2019) Second language anxiety and achievement: A meta-analysis. *Studies in Second Language Acquisition*, 41(2), 363-387.

CONFERENCE PRESENTATIONS

Wadas, M., **Goetze, J.**, & Jackson, C. (2022). An investigation into the learning motivations of 3rd semester German students. *28th Germanic Linguistics Annual Conference (GLAC)*, University of Georgia, Athens, March 31–April 2, 2022.

Goetze, J., & Donate, A. Exploring teacher beliefs in anti-racist, social-justice-focused foreign language (FL) education. *American Association of Applied Linguistics (AAAL)*, Pittsburgh, March 19-22, 2022.

Goetze, J., & Bryfonski, L. To zoom or not to zoom? Exploring different online course designs during the CoViD19 pandemic. *American Association of Applied Linguistics (AAAL)*, Virtual Conference, March 19-23, 2021.

Goetze, J. Addressing Covid19 challenges in German language program coordination. *Big Ten Academic Alliance (BTAA)*, The Ohio State University (remote), February 27, 2021.

Goetze, J. FL teachers' emotions and behaviors across instructional contexts, target languages, and gender. *PLL4 – Psychology of Language Learning Conference*, Cape Breton, Nova Scotia (Canada), June 24-28, 2020 (postponed to 2022)

Goetze, J. A study of foreign language teacher emotions: Linking feeling states and cognition through appraisal theory. *American Association of Applied Linguistics (AAAL)*, Atlanta, March 9-12, 2019.

Goetze, J. & Donate, A. Exploring future directions of foreign language anxiety research: Moving from linearity to complex systems, *American Association of Applied Linguistics (AAAL)*, Atlanta, March 9-12, 2019.

Goetze, J. Investigating foreign language (FL) teacher emotions using SFL's ATTITUDE and TRANSITIVITY systems, *GRADNASFLA Symposium*, Georgetown University, February 21-24, 2019.

Teimouri, Y., **Goetze, J.**, & Plonsky, L. Second language anxiety and achievement: A meta-analysis. *Second Language Research Forum (SLRF)*, Université du Québec à Montréal (UQAM) (Canada), October 26 – 28, 2018.

Goetze, J. Language, evaluation and emotion. *International Symposium on Emo-learning: Affects in language learning*, UC Louvain, Louvain-la-Neuve (Belgium), July 5-7, 2017.

Goetze, J. "Tell me how you really feel!": Teachers' feelings and (hidden) emotional labor. *Conference on Language, Learning, and Culture (CLLC): Enhancing and Advancing Teacher Education*, Virginia International University (VIU), April 7-8, 2017.

Goetze, J., & Butler, C. Developing a tele-collaboration project for Georgetown University's German Level IV course *Issues & Trends*. ACTFL, San Antonio, TX, November 21-23, 2014.

KEYNOTES

Goetze, J. "Do you feel it, too?" – The nature and role of teacher emotions in FL learning and teaching. *Graduate Student Symposium*, Washington University in St. Louis, March 2, 2019.

INVITED TALKS & LECTURES

Goetze, J. Student engagement, classroom observations, and video analysis. *Invited Lecture*, Universitat Internacional de Catalunya, May 5, 2021.

Goetze, J. Individual differences and TBLT. *Invited Lecture*, Georgetown University, March 17, 2021.

Goetze, J. FL teacher emotions and instructed SLA: Why do they matter? What do we know? Where do we go from here? *Linguistics Department Speaker Series*, Georgetown University, October 25, 2019.

TEACHING INTERESTS

German courses at all levels of the curriculum
Foreign language teacher psychology
Teacher and learner beliefs and emotions in FL classrooms
Foreign language pedagogy
Research methodologies
Second language acquisition

Individual differences
Foreign language teacher identity

TEACHING EXPERIENCE

The Pennsylvania State University, State College, PA

GER 511 / FREN 581 Teaching of College German / Teaching French
GER 496 Independent Study
GER 401Y Advanced Composition
GER 310 Introduction to the Study of German Literature
GER 302 Intermediate Composition and Grammar
GER 301 Intermediate Speaking and Listening
GER 201 Intermediate German II
GER 3 Intermediate German I
PHIL 589 Translation Seminar / German for Reading Knowledge

Washington University in St. Louis, St. Louis, MO

GER 5053 Theory and Practice of Foreign Language Pedagogy
GER 5052 Teaching Practicum
GER 302 – Core Course V (Advanced German)
GER 101/102 – Core Course I + II (Beginning German)

Georgetown University, Washington, DC

Text in Context: Reading Germany
Advanced German I + II: German Stories, German Histories
Intermediate German I + II: Experiencing the German-Speaking World
Introductory German I: Contemporary Germany

Georgetown at Trier, Trier, Germany (study abroad)

Mitten in Europa: Reading Germany
Business in Germany

Occidental College, Los Angeles, CA

Beginning & Advanced German Conversation

ACADEMIC SERVICE

The Pennsylvania State University, State College, PA

2019 – Present

German Language Program Coordination (GER001 – GER003)
Foreign Language Learning and Teaching Group
Anti-Racist Pedagogy Curriculum Working Group
Undergraduate Curriculum Committee Member
Ph.D. Qualifying Exam / Dissertation Committee Member
Dissertation Co-Advising
Honors Student Advising
Faculty Advisor of the PSU German Club
Transfer Credit Review
Goethe Institute *Zertifikat Deutsch* Examiner (C1)

AAAL Graduate Student Council, Atlanta, GA 2019
Panelist *Utilizing Your Networks for Publishing and Job Hunting*

Washington University in St. Louis, German Department, St. Louis, MO 2018 – 2019
Introductory Level German Language Coordinator

Georgetown University, German Department, Washington, DC
Graduate Student Representative 2014 – 2015
2017 – 2018

RELEVANT PROFESSIONAL EXPERIENCE & DEVELOPMENT

Curriculum Development.

Digitalization of undergraduate German language curriculum due to the Covid19 pandemic. Penn State University, Department of Germanic and Slavic Languages and Literatures (GSSL), March 2020 – Jun 2022.

Antiracist Pedagogy Curriculum Working Group. Penn State University, Department of Germanic and Slavic Languages and Literatures (GSSL), August 2020 – June 2022.

Program Direction.

German Summer Language Institute (2020; 2021). Penn State University, Department of Germanic and Slavic Languages and Literatures (GSSL).

Professional Development.

Teacher Education in the Post-COVID Era of Digital Learning (2021). Center for Applied Linguistics, *Research to policy: Critical conversations in language education*. Washington, DC.

Target Language Expert / Subject Matter Expert.

National Foreign Language Center (2019). University of Maryland, College Park.

Workshops.

Goetze, J. (2021). Writing effective teaching philosophies. Penn State University, Department of Germanic and Slavic Languages and Literatures. State College, Pennsylvania.

Goetze, J., Quam, J. (2018). Grad school – and then what? Georgetown University German Department, Washington, D.C.

Mackey, A., Bryfonsky, L., **Goetze, J.** (2015). Corrective feedback. The World Bank Group (Language and Culture Program), Washington, D.C.

Conference & Workshop Organization.

Faculty Advisor for Graduate Student Conference *Sounds of Migration*. Penn State University, Department of Germanic and Slavic Languages and Literatures (GSSL), November 5-6, 2021.

Co-Organizer for *Task-Based Language Teaching Invited Talk & Workshop* (Dr. Lara Bryfonski). Penn State University, Department of Germanic and Slavic Languages and Literatures (GSSL), January 22-23, 2021.

Co-Organizer for Graduate Student Conference *Conceptualizing, Investigating, and Practicing Multilingualism and Multiculturalism*, Georgetown University, February 27-28, 2015.

Organization Committee Member for *Improving Quantitative Reasoning in Second Language Research* conference, Georgetown University, October 26-27, 2013.

Language Program Evaluation Consultant.

Abrace Brasil (2015). McLean, VA

Website Content Creation.

Initiative for Multilingual Studies (IMS) at Georgetown University

2013 – 2014

Editorial work.

Advancing methodology and practice: The IRIS repository of instruments for research into second languages (Mackey & Marsden, 2015)

Annual Review of Applied Linguistics (2018)

Peer Review.

Language Teaching Research (LTR)

Journal for the Psychology of Language Learning (JPLL)

Modern Language Journal (MLJ)

Studies in Second Language Acquisition (SSLA)

Studies in Second Language Learning and Language Teaching (SSLLT)

Die Unterrichtspraxis / Teaching German

International Journal of Applied Linguistics

TESOL Quarterly

ACADEMIC AFFILIATIONS

AAAL

IAPLL

AAUSC

SKILLS

Languages:

German (native), English (near-native), French (reading proficiency)

Computer skills:

Microsoft Office Suite (Excel, Word, PowerPoint), Zoom, Google Suite (Docs, Slides, Forms, Jamboard), Canvas, Blackboard, SPSS, CLAN, Google Forms, SurveyMonkey, Qualtrics, Tableau, Comprehensive Meta Analysis, NVivo