

Curriculum Vitae

Date Year(2023) Month(12) Day(19)

Sex		Male • Female	
Name	First Name	Andrew	Last Name Nessler
Date of Birth	Year(1991) Month(06) Day(11)		(age 32)
Nationality	United States of America		
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Phone number			
(Home • Office)			
※Fill out only when you wish to be contacted at other than the current address.			



Academic Background ※ 1			
Year	Date Month Day	Classification (enrollment/graduation/completion, etc.)	Name of School(Department /Faculty)
2018	December	Graduation	BA in Philosophy, St. Ambrose University
2022	December	Graduation	MA in ESL Education, University of Texas Permian Basin
2023	February	Enrollment	MA in Philosophy, University of Wales Trinity Saint David

Degree			
Year	Month	Day	Doctorate (in) (University) (No.)
Year 2023	Month 12	Day 17	Master (in English as a Second Language Education) (University of Texas Permian Basin University) (No.)

Employment History ※ 2			
Year	Date Month Day	Classification (employment/resignation, etc.)	Employer (position/job title) Job description (Please fill out briefly)
2019	July	Employment	Chitosegaoka High School (JET Programme ALT) Fulltime

		Assist in teaching English conversation classes, tutoring students for Eiken tests, collaborating with JTEs on test material and questions, grading assignments and providing feedback, and, as a unique opportunity, tutored a bilingual Japanese student in Western philosophy in preparation for UK college courses.
2018 February	Employment	St. Ambrose University (TA) Parttime Served as a TA for the philosophy department during the Spring, Summer, and Fall semesters of 2018. Duties included holding office hours to tutor other students in philosophy and essay writing, setting up and managing module content for online courses through Blackboard (for example, having tests be accessible only at certain times), grading assignments, making copies of course material, and attending classes to help guide group discussions
2018 December	Resignation	St. Ambrose University (TA)

Licenses/Qualifications		
Year 2021 Month Day	120-hour TEFL certificate	
Year Month Day		
Year Month Day		

Awards/Penalty			※ 3
Year Month Day			
Year Month Day			

2023 Year 12 Month 19 Day I declare that every career during my tenure at Kyushu University is mentioned, regardless of the job types, such as TA, RA, or short-term employment, in my employment history in this curriculum vitae; and I hereby certify that the information given is true and correct to the best of knowledge. In addition, I do not fall under Article 9.1.1 of the School Education Law. (Teachers only) ※ 4 Signature  ※ 5
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References

Tadd Ruetenik

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Chisato Sawada

English Teacher – Chitosegaoka High School

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LANGUAGES

English – native language

Japanese – basic/elementary

2

Academic Achievements

Publications & Presentations

1. Books (Please write in the following order and with consecutive numbers)

Author(s)/Editor(s) [Write all the authors and underline your name], Title, Place of publication, Publisher, Year of publication, Pages [First-last]

1.

2.

2. Articles (Please write in the following order and with consecutive numbers)

Author(s) [Write all the authors and underline your name], Title, Journal Title, Volume, Pages [First-last], Year of publication, Refereed/Non-refereed

1. Nessler, Andrew and Adelstein, Matthew. Utilitarianism, Deontology, and Ethical Veganism. The Journal of Animal Ethics. (Forthcoming). Refereed.

Abstract: Two individuals can both be ethical vegans but disagree on the normative basis of their moral beliefs. This article will look at the development of two competing theories that hold prominence in debates among animal advocates: utilitarianism and deontology. Next, we turn toward their divergence in epistemology, the moral status of experiences and individuals, and the limits of permissibility. Last, we unite utilitarianism and deontology by noting where they converge. This union comes from enlightenment thinking, the postulation of direct duties to animals, disapproval of factory farming conditions, and, most importantly, the goal of improving the lives of many animals.

2. Nessler, Andrew. Challenges of Linguistic Human Rights in Relation to Language Education. rEFlections, 30(3), 960-970, (2023). Refereed.

Abstract: Linguistic human rights (LHRs) envelop many questions and ambiguous areas of language pedagogy and sociolinguistics. Difficulties arise as one must understand, due to the demands of linguistic rights, what treatment is owed to whom while balancing the sensitivities of a culture and the linguistic demands of individuals. Further, linguistic concerns themselves are highly complex, as one language may be endangered while another is privileged—complicating LHRs as one navigates the many interests and differences found in language use and acquisition in any given culture or community. Through secondary research, this paper will work toward identifying the difficulties they face, in part by looking at historical developments of LHRs and language education in the West. This secondary research primarily focused on peer-review publications within the last ten years, with key terms including “linguistic human rights,” “language rights,” “culture and language,” and “bilingualism and court decisions.” This approach to linguistic human rights will help reveal the differences in value individuals hold toward language education depending on various factors (e.g., immigration, political conflict, cultural identity) and the interplay between linguistic rights and language education. Additionally, it is through this approach that one sees the variety of responses and proposed solutions to the issues surrounding LHRs, but disagreement on how best to address the issue of LHRs remains. Ultimately, both researchers and instructors would benefit from being aware of linguistic human rights and historical interactions between cultures and language rights, as both shape the education—and therefore the lives—of students.

3. Nessler, Andrew. The Intuitiveness of Animal Rights: Audi's Epistemology, Kantian Ethics, and Regan's Case. *Between the Species: A Journal for the Study of Philosophy and Animals*, 26(1), 42–64, (2023). Refereed.

Abstract: In this paper, I will argue that ethical intuitionism and Robert Audi's work on its moral epistemology as applied to Kant's formula of humanity can offer grounding and support for an animal rights position that approaches that of a view articulated by Tom Regan. The combination of these positions will be done by testing our intuitions concerning non-rational individuals—leading one, I argue, to an animal rights view. Then I will briefly note the skeptical concerns about the role of intuitions in our knowledge of the moral status of human animals and non-human animals alike. Ultimately, I will conclude that intuitions can support a case for animal rights.

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3. Academic oral presentations (Please write in the following order and with consecutive numbers)
Speaker(s) [Write all the speakers and underline your name], Title, Academic conference/society, Place, Year of presentation, Type of presentation such as Research Paper, Teaching Method Demonstraion, Poster Presentation, Invited Lecture, or Symposium
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- 1.
- 2.

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4. Others (Reviews, Proceedings, Notes, Translations, etc. in the same format as in 1. or 2.)
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1. UTPB Journal of Undergraduate Research, Editor, 2021-2022
2. Journal of Science Fiction and Philosophy, Proofreader, 2018-2020

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5. Grants (the Grant-in-Aid for Scientific Research (KAKENHI) or other competitive funding)
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- 1.
- 2.

Educational Experiences

1. Courses taught.

1. English Conversation (JET ALT, Chitosegaoka High School)
2. English Communication I, II, and III (JET ALT, Chitosegaoka High School)
3. Philosophy and Artificial Intelligence (TA, St. Ambrose University)

2. Works related to curriculum development and management

- 1.
- 2.

3. Other notable achievements in education

1. Private tutor in philosophy during 2021 to a bilingual student

Andrew Nessler

Kyushu University

Statement of Research and EFL Teaching Philosophy

December 19th, 2023

My experience with English as a second language education started with the JET Programme in 2019, which is where I remain today. I was placed at Chitosegaoka High School in Tokyo, and I have been very fortunate to have kind co-workers and students during the four years that I have been here. Before the JET Programme, I was a teaching assistant during my undergrad in philosophy. After my experience with English language learners (ELLs), I decided to pursue an MA in English as a Second Language Education to be a better asset for my students. The most rewarding times during my time as a JET have been working every year's English conversation class for the senior students and helping students of any grade study for the Eiken. It is especially rewarding when I hear about their success.

For research, I divide my attention between ESL education and philosophy. For the former, my interests are varied, as I continue to learn more about the field. Currently, I have work published on linguistic human rights, but I wish to research ethics as taught in content-based instruction. For the latter, I primarily focus on ethics, with an interest in animal ethics and normative ethics.

In teaching a second language, I refer to the work of Stephen Krashen. Specifically, I think being cognizant of the affective filter hypothesis and the input hypothesis have been beneficial for students and myself. For the affective filter hypothesis, students may be hampered in acquiring an additional language due to anxiety or a lack of self-confidence. To counteract this, I believe instructors should emphasize encouragement for the efforts of students. Additionally, when ELLs make mistakes, they should be corrected in a targeted manner. That is, corrections should focus on certain problems, as opposed to correcting ELLs on every mistake. This, I believe, has two benefits. First, it may be less detrimental to students' self-confidence. Second, it allows ELLs to focus on overcoming specific errors. Similar to how native English speakers learn English, ELLs should build language competency piece-by-piece, rather than wholesale.

Next, there is the input hypothesis, which has some connection to the affective filter hypothesis. Here, ELLs need to be given comprehensible input. For this, learning material needs to reach a balance between being understandable by students while also appropriately challenging them. If it is too challenging, we run the risk, among other things, of frustrating students and potentially raising the affective filter. If it poses no challenge, then students cannot progress. Understanding each students' level and striving for this balance is a difficult task that cannot be underestimated, but, with it in mind, language instruction can be fruitful.

Lastly, along with normally scheduled classes, working with students at Kyushu University seems like an exciting opportunity. Whether it be preparing for the Eiken, conducting listening/speaking tests, or simply talking to students in the hallway between classes, I have always enjoyed taking the time to speak with students during my time at Chitosegaoka High School. Talking to a native speaker gives ELLs a unique opportunity to practice the language. Likewise, I think it can help the self-confidence of students, especially those who are interested in studying abroad, as they see the success of their efforts in communicating through English.