

Sophia A. Strietholt

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Germanic and Slavic Languages and Literatures
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Date: 07/15/2026

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Education

- **Ph.D., German (Second Language Acquisition Minor)**, University of Wisconsin–Madison, 2023; Dissertation: "(Trans)Formed into the L2 Self? Learner Perceptions in a Vignette-based Study"
- **M.A., German as a Foreign Language**, Humboldt-Universität zu Berlin, 2018
- **B.A., German**, Friedrich-Alexander-Universität Erlangen-Nürnberg, 2014

Professional Experience

- **University of North Carolina at Chapel Hill**
 - Assistant Professor of German Linguistics / German Language Program Director / Adjunct Assistant Professor of Linguistics (Since 07/2025)
 - Assistant Teaching Professor / German Language Program Director (07/2023–06/2025)
- **University of Wisconsin–Madison**
 - Teaching Assistant (2018–2023)
- **Other Teaching Experience**
 - Instructor at Isaac-Newton-Schule, Berlin (2017–2018)
 - Instructor, DeutschAkademie, Berlin (2015–2017)
 - Teaching Assistant, Calvin University (2015–2016)

Honors and Awards

- Innovation in Language Program Direction Award, AAUSC (2025)
- College of Letters & Science Teaching Mentor Award, UW–Madison (2023)
- Honored Instructor Award, UW-Madison Housing (2019, 2020)

Bibliography and Products of Scholarship

Refereed Articles

- **Strietholt, S., & Wells, W.** (under review). Teaching, interrupted: Instructional practice and institutional support following a campus shooting.
- **Strietholt, S.** (under review). Motivation Across Time: A Vignette-Based Exploration of Language Learner Identity.
- **Strietholt, S., Kaltenbach, L., Hwang, H., & Powell, N.** (under review). Exploring AI as a Reading Companion: L2 Learners' Approaches to Literary Comprehension. Invited manuscript for the Special Issue 'Artificial Intelligence in World Language Learning, Teaching, and Research,' *Foreign Language Annals*.
- **Strietholt, S.** (2026). The pedagogy lab: A practice-oriented redesign of the collegiate language pedagogy seminar. *Second Language Research & Practice*, 6(1), 80–91.
<https://hdl.handle.net/10125/69905>

- **Strietholt, S.** (2026). Situating identity-based motivation theory in second language acquisition: Foundations, comparisons, and implications. *Modern Language Journal*, 110(2), 494–509. <https://doi.org/10.1111/modl.70032>
- **Strietholt, S., & Petron, E.** (2025). From Pop Psychology to L2 Pedagogy: The ‘Let Them Theory’ as a Reflective Frame in Applied Linguistics. *Applied Linguistics*, 46(6), 958–963. <https://doi.org/10.1093/applin/amaf058>
- **Strietholt, S., Larson-Guenette, J., & Fox, G.** (2024). Using music reviews in the intermediate L2 German classroom: An exploratory lesson in genre-based writing. *Die Unterrichtspraxis / Teaching German*, 57(1), 5–15. <https://doi.org/10.1111/tger.12266>

Chapters in Edited Volumes (Refereed)

- **Strietholt, S., Knuchel, D., & Kaltenbach, L.** (under review). Same tool, different ethics: How educational context shapes ethical practice with AI in language learning. In D. Dunlevy & C. Horackova (Eds.), *AI in language education: Shifting power structures and the ethics of pedagogical change* (Advances in Digital Language Learning and Teaching). Bloomsbury Academic.

Book Reviews

- **Strietholt, S.** (2025). [Review of *Mehrsprachenlernen in gesellschaftlichen und institutionellen Kontexten*, by J. Schlabach, C. Bradlaw, & B. Hufeisen (Eds.)]. *Linguist List*. <https://linguistlist.org/issues/36/241/>

Refereed Unpublished Oral Presentations and Abstracts

- With Kaltenbach, L. Who’s Doing the Writing? Strategy Shifts in AI-Mediated L2 Writing. *ACTFL Convention*, San Antonio, TX. November 2026.
- Mapping L2 Learner Trajectories Through Vignette-Based Identity Judgments. *Second Language Research Forum (SLRF)*, Montréal, CA, October 2026.
- With Petron, E., and Wagner, J. Explaining Experimental Design in SLA: A Systematic Review of Rationales and Practices, 2015-2025. Poster at *EuroSLA 35*, Lisbon, Portugal. June 2026.
- Designing and Validating a Vignette-Based Instrument to Investigate L2 Motivational Trajectories. Poster at *EuroSLA 35*, Lisbon, Portugal. June 2026.
- With Kaltenbach, L. Strategic Offloading in AI-Mediated L2 German Writing: Learner Strategy Use, Feedback, and the Interpretation of Linguistic Development. *Germanic Linguistics Annual Conference (GLAC)*, Provo, UT, April-May 2026.
- Validating *Let Them* as a Bridge Between Pop Psychology and Applied Linguistics Practice. *Psychology of Language Learning Conference (PLL)*, Shantou, China, May 2026. Accepted, not presented.
- Language Learning in the AI Age (Roundtable). *Southeastern Association of Cultural Studies Conference (SEACS)*, March 2026.
- Who Is Actually Reading? AI, Agency, and Literary Comprehension in the L2 Classroom. *Generative AI in Language Education Conference*, EUROCALL & The Open University, Milton Keynes, UK and online, November 2025.
- SLA in Action: TA Training in the Lab, Curriculum Redesign in the Classroom. *Symposium on Language Pedagogy in Higher Education (SOLPHE)*, online, October 2025.
- Rethinking Motivation: A Review of Identity-Based Motivation Theory and Its Prospective Applications in SLA. *Second Language Research Forum (SLRF)*, Flagstaff, AZ, September 2025.
- Exploring AI as a Reading Companion: L2 Learners’ Approaches to Literary Comprehension. *Artificial Intelligence Research in Applied Linguistics (AIRiAL)*, New York City, NY, September 2025. Accepted, not presented.

- With Henry, A. Harmonizing Art and Language: Beginning to Advance Languages in an Art Museum. *Foreign Language Association of North Carolina Annual Conference (FLANC)*, Winston-Salem, NC, October 2024.
- With Larson-Guenette, J. Exploring Genre Convention Transfer in L2 Writing: A Case Study in the Intermediate German Classroom. *Germanic Linguistics Annual Conference (GLAC)*, Bloomington, IN, April 2024.
- (Trans)formed into the L2 Self? Learner Perceptions in a Vignette-based Study. *American Association for Applied Linguistics Conference (AAAL)*, Houston, TX, March 2024.
- With Larson-Guenette, J. Exploring Vignettes from the Past: Letters Written by German-speaking Wisconsinites in the 1880s. *Wisconsin Association for Language Teachers (WAFLT) Annual Conference*, Appleton, WI, November 2022.
- Multilingualism and Identity in South Tyrol: A Flipped Unit. *Wisconsin Association for Language Teachers (WAFLT) Annual Conference*, Appleton, WI, November 2022.
- With Larson-Guenette, J., & Fox, G. Enhancing L2 Literacy through Target Language Corpora. Presentation in the seminar “*Corpus-based and Data-driven Approaches to Teaching German across the Curriculum*” at the *German Studies Association (GSA) Conference*, Indianapolis, IN and virtual, September-October 2021.
- With Larson-Guenette, J., Owen, D., & Knudten, A. ‘Umgangssprache macht Sprache unverständlich wenn falsch benutzt’: Perceived Fluency in L2 Writing. *Germanic Linguistics Annual Conference (GLAC)*, [virtual format], May 2021.
- With Schueller, J., Suryani, S., & Blakey, M. Flipped Language Teaching and Learning. *Wisconsin Association for Language Teachers (WAFLT) Annual Conference*, [virtual format], November 2020.
- ‘Ischwöre dass es so krass is’: Kiezdeutsch among Recent Immigrant Youth. *Germanic Linguistics Annual Conference (GLAC)*, Iowa City, IA, May 2019.
- Tired, Poor, Huddled Masses? A Corpus-Based Analysis of American Perceptions of Refugees in the 1930s-1950s. Poster at the conference “*War’s End? The Legacy of Migration and Displacement, Europe 1918-2018*,” hosted by the Center for German and European Studies (CGES) and the Center for European Studies, Madison, WI, November 2018.

Invited Talks and Workshops

- *When Difficulty Motivates (and When It Doesn’t): What Identity-Based Motivation Theory Can Offer SLA*. Invited Lecture, UW–Madison, October 8, 2026.
- *Sustainable Practices for Multisection Courses*. Virtual Session, American Association of University Supervisors, Coordinators, and Directors of Language Programs (AAUSC), February 7, 2025.
- *Transatlantic Holocaust Education*. Educator Workshop, UNC Center for European Studies, Campus Weeks 2024 - Germany on Campus, October 26, 2024.
- *Art in the Language Classroom*. Workshop, UNC Center for European Studies, North Carolina Department for Public Instruction, and the North Carolina Museum for Art, March 9, 2024.
- *Building Community in a Language Class*. Invited Talk, ROMS 700, Department of Romance Studies, UNC at Chapel Hill, September 15, 2023.

Teaching Activities

Assistant Professor, UNC at Chapel Hill

- German 203: Third Semester German (Spring 2026, 21 students; Fall 2025, 24 students)
- German 700: Foreign Language Pedagogy: Theories and Practice (Fall 2025, 10 students)
- Independent Studies: “German Varieties in Context – Dialects, Sociolects, and Language Ideologies” (Fall 2025, undergraduate); “Das Konzept des Humanizing – KI-Schreibpraktiken:

Gesprächslinguistik” (Fall 2025, graduate); “Identity Porting in SLA utilizing AI” (Spring 2026, graduate)

Teaching Assistant Professor, UNC at Chapel Hill

- German 102: Second Semester German (Spring 2025, 20 students)
- German 700: Foreign Language Pedagogy: Theories and Practice (Fall 2024, 5 students)
- German 101: First Semester German (Fall 2024, 24 students)
- German 400: Grammar by Design: Unlocking the Rules of German Grammar (Summer 2024, 6 students; Summer 2025, 12 students)
- German 204: Fourth Semester German (Spring 2024, 20 students; 2025, 34 students)
- German 305: Business German II (Spring 2024, 13 students)
- German 203: Third Semester German (Fall 2023, 35 students)

Grants

- CAS Seed Funding Program, 2026 (\$25,000)
- Spencer Family Faculty Stipend, 2026 (\$500).
- Summer Award for Research Courses, 2025 (\$1000).
- Summer Course Development, UNC Summer School, 2024 & 2025 (\$2500x2).
- Delta Phi Alpha Chapter Support Grant, 2025 (\$500).
- Global Partnership Award Expansion Grant, UNC Office of the Vice Provost of Global Affairs, 2025 (\$5000).
- UNC Family Grant, 2025 (\$6000).

Professional Service

Departmental and University Service

- German Language Program Director (first-third semesters)
- Faculty Advisor, Delta Phi Alpha
- Faculty Council, UNC-Chapel Hill (2024–2025)
- German Day Organizer, UNC-Chapel Hill (2024)
- Summer School Liaison (2023–2025)
- Global Language Focus Group, Office of Undergraduate Education (Spring 2026)

Professional and Scholarly Service

- Reviewer and Moderator, SOLPHE Conference (2025)
- Manuscript Reviewer, *Die Unterrichtspraxis / Teaching German* and *Foreign Language Annals*

Graduate and Honors Committees

- Committee Member, Honors Thesis, Melissa Harder (German, Fall 2025)
“*Warum Samstagsschule? Wandel der Motivation, Spracherhalt und die Rolle deutscher Samstagsschulen – ein Fallbeispiel Wake County (NC)*”
- Committee Member, Master’s Thesis, Lanna McRae (Linguistics, Spring 2026)
“*Distinguishing kennen and wissen: Input Cues for Mental Verb Acquisition in German*”
- Committee Member, Ph.D. proposal, Trey Anthony (Hispanic Linguistics, Spring 2026)
“*The Impact of Study Abroad on Acquisition of Phonetic Linking (encadenamiento) among L2 Students of Spanish: Sociolinguistic and Pedagogical Implications*”