AMANDA HUENSCH

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EDUCATION

Ph.D. in Linguistics
Department of Linguistics, University of Illinois at Urbana-Champaign (UIUC), 2013
Dissertation title: "The perception and production of palatal codas by Korean L2 learners of English"
Director of Research: Dr. Annie Tremblay
Scott Dissertation Completion Fellowship, Graduate College, UIUC, 2012

M.A. in Linguistics
Department of Linguistics, UIUC, 2010

M.A. in Teaching English as a Second Language
Division of English as an International Language, UIUC, 2007
Graduated with Distinction

B.A. in Spanish, summa cum laude
College of Liberal Arts and Sciences, UIUC, 2004
Bronze Tablet Recipient, awarded to top 3% of graduating class
Spanish Departmental Honors: High Distinction

EMPLOYMENT

Assistant Professor, Department of Linguistics, University of Pittsburgh, 2020-present

Associate Professor of Applied Linguistics, Department of World Languages, University of South Florida (USF), 2019-2020

Assistant Professor of Applied Linguistics, Department of World Languages, USF, 2013-2019

Visiting Positions

Visiting Scholar (during teaching leave), Faculty of Foreign Language Studies, Kansai University, Japan, Spring 2024

AWARDS
2022	IRIS Replication Award
2020	Best of MLJ 2020
2017	ACTFL Research SIG Early Career Award
2016	TESOL 30 up and coming

PUBLICATIONS
Edited Volumes

Levis, J., **Huensch**, A., Nagle, C., & Munro, M. (Eds.) (under contract). Phonetics and Phonology section (55 entries). *Encyclopedia of Applied Linguistics*. Carol Chapelle, Editor in chief. Wiley Blackwell.

Journal Articles (* = graduate student co-author)

*Chau, T., & **Huensch**, A. (Accepted). The relationships among L2 fluency, intelligibility, comprehensibility, and accentedness: A meta-analysis. *Studies in Second Language Acquisition*.
- Data and materials: https://osf.io/dtp8z/

Huensch, A. (2024). Clarifying the role of inhibitory control in L2 phonological processing: A preregistered, close replication of Darcy et al. (2016). *Studies in Second Language Acquisition*. https://doi.org/10.1017/S0272263124000238
- Preregistration: https://osf.io/w4gj2
- Data and materials: https://osf.io/fxzvj/

Tracy-Ventura, N., **Huensch**, A., Katz, J., & Mitchell, R. (EarlyView). Is L2 attrition inevitable after instruction ends? An exploratory longitudinal study of advanced instructed L2 users. *Language Learning*. https://doi.org/10.1111/lang.12665
- Data and materials: https://osf.io/sypbn/

Al-Hoorie, A., Cinaglia, C., Hiver, P., **Huensch**, A., Isbell, D., Leung, C., & Sudina, E. (2024). Open science: Considerations and issues for TESOL Research. *TESOL Quarterly, 58*, 537-556. https://doi.org/10.1002/tesq.3304

Huensch, A. (2023). Effects of speaking task and proficiency on the mid-clause pausing characteristics of L1 and L2 speech from the same speakers. *Studies in Second Language Acquisition, 45,* 1031-1055. https://doi.org/10.1017/S0272263123000323
- Data and materials: https://osf.io/dn6v3/

Brown, D., Fernandez, J., **Huensch**, A. (2023). The role of pragmatic markers in perceptions of L2 fluency in dialogue. *System, 119*, 103157. https://doi.org/10.1016/j.system.2023.103157
- Data and analysis code: https://osf.io/yb8dk/

Nagle, C., **Huensch**, A., & Zárate-Sández, G. (2023). Exploring phonetic predictors of intelligibility, comprehensibility, and foreign accent in L2 Spanish speech. *Modern Language Journal, 107,* 202-221. https://doi.org/10.1111/modl.12827
- Data and materials: https://osf.io/m2r49/

Huensch, A., & Nagle, C. (2023). Revisiting the moderating effect of speaker proficiency on the relationships among intelligibility, comprehensibility, and accentedness in L2 Spanish.

Studies in Second Language Acquisition, 45, 571-585. https://doi.org/10.1017/S0272263122000213
- Data and materials: https://osf.io/4p7r8/

Liu, M., Chong, S. W., Marsden, E., McManus, K., Morgan-Short, K., Al-Hoorie, A. H., Plonsky, L., Bolibaugh, C., Hiver, P., Winke, P., **Huensch**, A., & Hui, B. (2023). Open scholarship in applied linguistics: What, why, and how. *Language Teaching, 56,* 432-437. https://doi.org/10.1017/S0261444822000349

*Chau, T., **Huensch**, A., Hoang, Y. K., & Chau, H. T. (2022). The effects of L2 pronunciation instruction on EFL learners' intelligibility and fluency in spontaneous speech. *TESOL-EJ, 25*(4).

Huensch, A., & Nagle, C. (2021). The effect of speaker proficiency on intelligibility, comprehensibility, and accentedness in L2 Spanish: A conceptual replication. *Language Learning, 72* 626-668. https://doi.org/10.1111/lang.12451
- Preregistration: https://osf.io/h592g
- Data and materials: https://osf.io/4j5cr/

Nagle, C. L., & **Huensch**, A. (2020). Expanding the scope of L2 intelligibility research: Intelligibility, comprehensibility, and accentedness in L2 Spanish. *Journal of Second Language Pronunciation, 6,* 329-351. https://doi.org/10.1075/jslp.20009.nag

Mitchell, R., Tracy-Ventura, N., & **Huensch**, A. (2020). After study abroad: The maintenance of multilingual identity among anglophone languages graduates. *Modern Language Journal, 104,* 327-344. https://doi.org/10.1111/modl.12636

Huensch, A. (2019). The pronunciation teaching practices of university-level graduate teaching assistants of French and Spanish introductory language courses. *Foreign Language Annals, 52,* 13-31. https://doi.org/10.1111/flan.12372

Huensch, A., Tracy-Ventura, N., Bridges, J., & Cuesta-Medina, J. (2019). Variables affecting the maintenance of L2 proficiency and fluency four years post-study abroad. *Study Abroad Research in Second Language Acquisition and International Education, 4*, 96-125.

Huensch, A. (2019). Pronunciation in foreign language classrooms: Instructors' training, classroom practices, and beliefs. *Language Teaching Research, 23*, 745-764. https://doi.org/10.1177/1362168818767182

Huensch, A., & Thompson, A. S. (2017). Contextualizing attitudes toward pronunciation: Foreign language learners in the US. *Foreign Language Annals, 50*, 410-432.

Huensch, A., & Tracy-Ventura, N. (2017). L2 utterance fluency development before, during, and after residence abroad: A multidimensional investigation. *Modern Language Journal, 101*, 275-293.

Huensch, A., & Tracy-Ventura, N. (2017). Understanding L2 fluency behavior: The effects of individual differences in L1 fluency, cross-linguistic differences, and proficiency over time. *Applied Psycholinguistics, 38*, 755-785.

Huensch, A. (2017). How the initiation and resolution of repair sequences act as a device for the co-construction of membership and identity. *Pragmatics and Society, 8*, 355-376.

Huensch, A. (2016). Perceptual phonetic training improves production in larger discourse contexts. *Journal of Second Language Pronunciation, 2,* 183-207.

Huensch, A., & Tremblay, A. (2015). Effects of perceptual phonetic training on the perception and production of second language syllable structure. *Journal of Phonetics, 52,* 105-120.

Kim, J., Chim, Y., **Huensch**, A., Jun, H., Li, H., & Roullion, V. (2010). A case study on an item writing process: Use of test specifications, nature of group dynamics, and individual item writers' characteristics. *Language Assessment Quarterly, 7*, 160-174.

Yoon, S., Pierce, L., **Huensch**, A., Juul, E., Perkins, S., Sproat, R., & Hasegawa-Johnson, M. (2009). Construction of a rated speech corpus of L2 learners' speech. *CALICO Journal, 26,* 662-673.

Book Chapters, Conference Proceedings, and Encyclopedia Entries

Huensch., A. (2025). Corpus research in L2 phonetics and phonology. In J. Levis, A. Huensch, C. Nagle, & M. Munro (Eds.), *Phonetics and Phonology* section of the *Encyclopedia of Applied Linguistics*. Carol Chapelle, Editor in chief. Wiley Blackwell.

*Leal-Arena, S. & **Huensch**, A. (2024). Do you see what I mean? Cue clashing in L2 Spanish lexical stress perception. In D. J. Olson, J. L. Sturm, O. Dmitrieva, & J. M. Levis (Eds.), *Proceedings of the 14th Pronunciation in Second Language Learning and Teaching Conference* (pp. 1–11). Purdue University. https://doi.org/10.31274/psllt.17053

Huensch, A. (2024). Open science and preregistration. In L. Plonsky (Ed.), *Open science in applied linguistics* (pp. 132-147). Applied Linguistics Press.

Huensch, A., & Staples, S. (2022). Spoken corpora. In T. Derwing, M. Munro, & R. Thomson (Eds.), *Handbook of SLA and Speaking* (pp. 112-129). Routledge.

Huensch, A. (2021). Fluency. In N. Tracy-Ventura & M. Paquot (Eds.), *The Routledge Handbook of SLA and Corpora* (pp. 293-304). Routledge.

Tracy-Ventura, N., **Huensch**, A., Mitchell, R. (2021). Understand the long-term evolution of L2 lexical diversity: The contribution of a longitudinal learner corpus. In B. Le Bruyn & M. Paquot (Eds.), *Learner corpora and second language acquisition*. Cambridge University Press.

Ghanem, R., Edalatishams, I., **Huensch**, A., Puga, K., & Staples, S. (2020). The effectiveness of computer programs in the transcription and analysis of spoken discourse: Towards a protocol for pronunciation corpora. In O. Kang, S. Staples, K. Yaw, & K. Hirschi (Eds.), *Proceedings of the 11th Pronunciation in Second Language Learning and Teaching conference* (ISSN 2380-9566) (pp. 97-114). Iowa State University.

Huensch, A. (2018). Examining foreign language instructors' definitions of pronunciation instruction. In J. Levis (Ed.), *Proceedings of the 9th Pronunciation in Second Language Learning and Teaching Conference* (ISSN 2380-9566) (pp. 100-110). Iowa State University.

Tracy-Ventura, N., & **Huensch**, A. (2018). The potential of publicly shared longitudinal learner corpora in SLA research. In A. Gudmestad & A. Edmonds (Eds.), *Critical Reflections on data in second language acquisition* (pp. 149–170). John Benjamins.

Thompson, A. S., & **Huensch**, A. (2017). Pronunciation attitudes: The role of multilingual status and perceived positive language interaction (PPLI). In M. O'Brien & J. Levis (Eds.), *Proceedings of the 8th Pronunciation in Second Language Learning and Teaching Conference* (ISSN 2380-9566) (pp. 144-154). Iowa State University.

Watts, P., & **Huensch**, A. (2015). Assessing assessment: A principled revision of an in-house pronunciation diagnostic test. In J. Levis, R. Mohammed, M. Qian & Z. Zhou (Eds.), *Proceedings of the 6th Pronunciation in Second Language Learning and Teaching Conference* (pp. 253-261). Iowa State University.

Watts, P., & **Huensch**, A. (2013). Integrated speaking, listening and pronunciation: Are textbooks leading the way? In J. Levis & K. LeVelle (Eds.), *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference* (pp. 265-278). Iowa State University.

Lichtman, K., Chang, S., Cramer, J., Crespo del Rio, C., Hallett, J., **Huensch**, A., & Morales, A. (2010). IPA illustration of Q'anjob'al. *Studies in the Linguistic Sciences: Illinois Working Papers 2010*: 1-23.

Book Reviews

Huensch, A. (2019). Invited review of J. Murphy (Ed.)'s "Teaching the Pronunciation of English: Focus on Whole Courses", *Journal of Second Language Pronunciation, 5*(1), 176-180.

Under Review (* = graduate student co-author)

Huensch. A. Development and use of L2 speech learner corpora. In O. Kang and R. Thomson (Eds.) Contemporary Approaches to L2 Speech Research Methods. Routledge.

*Leal-Arena, S. & **Huensch**, A. Using Memoji facial gestures to enhance L2 word stress perception. In E. Tergujeff & A. Kirkova-Naskova (Eds.), *Achievements in L2 Pronunciation*

*Leal-Arena, S. & **Huensch**, A. Seeing sounds: Incorporating Memojis to improve L2 speech perception in noisy conditions. *Journal of Second Language Pronunciation*.

GRANTS
Received

2022-2023   **Pitt Momentum Funds Humanities Microgrants,** *University of Pittsburgh*
Project title: "Comprehensibility and Accentedness in Second Language Pronunciation"
Role: PI
Amount: $2800

2022-2023   **Duolingo**
Project title: "Duolingo as a Tool for Second/Foreign Language Maintenance"
Role: Consultant, PI: Nicole Tracy-Ventura
Total amount: $79,587
Candidate's share: $5,000

2022-2026   **U.S. Department of Education Title VI Award**
Center for Advanced Language Proficiency Education and Research (CALPER)
Project title: "Advanced Pronunciation Instruction in L2 Arabic"
Role: Project Coordinator, PI: Kevin McManus
Total amount: $753,012
Candidate's share: $20,000

2019-2020   **USF Nexus Initiative Award,** *University of South Florida*
Project title: "Intelligibility, Comprehensibility, and Accentedness in Second Language Spanish"
Role: PI, Co-PI: Charlie Nagle
Amount: $6400

2019-2020   **Creative Scholarship Grant,** *University of South Florida*
Project title: "Disentangling Accent from Intelligibility in the Speech of Second Language Learners of Varying Proficiency"
Role: PI
Amount: $9945

2018-19   *Language Learning* **Early Career Grant**
Project title: "A longitudinal investigation of the intelligibility, comprehensibility, and accentedness of beginning learners of Spanish"
Role: PI
Amount: $9994

2017-18   **Research Priorities Grant,** *American Council on the Teaching of Foreign Languages*
Project title: "Teachers' classroom practices related to pronunciation and their impact on developing second language sound systems"
Role: PI
Amount: $2000

2016-18   **New Researcher Grant,** *University of South Florida*
Project title: "Foreign language teachers' classroom practices and how they impact the developing second language sound systems of beginning learners"
Role: PI
Amount: $9430

2016-17   **CAS Internal Award (pilot study),** *University of South Florida*
Project title: "Investigating the development of oral fluency in spontaneous speech during study abroad"
Role: PI
Amount: $2000

2016-17   *Language Learning* **Small Research Grant**
Project title: "Investigating foreign language attrition, maintenance, and development post-instruction and residence abroad: The LANGSNAP participants 3 years later"
Role: Co-PI. PI: Nicole Tracy-Ventura
Amount: $9920

2013   **CAS Internal Award (equipment grant),** *University of South Florida*
Project title: "Effects of classroom instruction on the developing phonological system of foreign language learners"
Role: PI
Amount: $1500

Not Awarded

2019-2021	Spencer Small Research Grant, $49,563, Co-PI	
2019-2020	British Academy/Leverhulme Small Research Grant, £9140, Co-PI	
2018-21	Science of Learning Program, *National Science Foundation*, $374,408, Co-PI	
2018	Humanities Institute Summer Grant, USF, $4940, PI	
2017	CAS Internal Award (pilot study), USF, $4894.25, PI	
2017	Humanities Institute Summer Grant, USF, $4940, PI	
2016	Research Priorities Grant, ACTFL, $2500, PI	
2016	Humanities Institute Summer Grant, USF, $5000, PI	
2015	USF New Researcher Grant, USF, $10,000, PI	
2015	Humanities Institute Summer Grant, USF, $5000, PI	
2014	CAS Internal Award (pilot study), USF, $1500, PI	
2014	Humanities Institute Summer Grant, USF, $5000, PI	
2013	USF New Researcher Grant, USF, $9958.36, PI	

PRESENTATIONS
Invited Presentations

Huensch, A. (June, 2024). "Shifting priorities in researching and teaching second language pronunciation." Invited talk at Kansai University, Japan.

Huensch, A. (June, 2024). "Identifying realistic and meaningful goals for second language pronunciation." Invited talk at Kansai University, Japan.

Huensch, A. (May, 2024). "How speaking task impacts pausing characteristics in first and second language speech." Invited talk at Tohoku University, Japan.

Huensch, A., & Polio, C. (April, 2024). "Transparency and open scholarship in applied linguistics research: Getting your research published. Invited talk hosted by *TESOL Quarterly* and Capital Normal University (online).

Huensch, A. (October, 2023). "Planning and implementing an open, multi-site, longitudinal project on L2 pronunciation development: Practical considerations for developing protocols and a data management plan." Invited talk at the Second Language Speech Learning: Balancing Big Data and Individual Learning Trajectories Symposium. Iowa State University, Ames, IA.

Huensch, A. (August, 2023). "Fluency development." Invited speaker for the SPLIS Podcast (online).

Nagle, C., & **Huensch**, A. (September, 2023). "Demystifying open science for speech research: Individual and team-based approaches." Invited pre-conference workshop at the Pronunciation in Second Language Learning and Teaching Conference. Purdue University, West Lafayette, IN.

Huensch, A. (June, 2022). "Speaking openly on open science: A panel discussion." Invited panelist at the Open Scholarship in Applied Linguistics Symposium (online).

Huensch, A., Ghanem, R., & Staples, S. (June, 2022). "How to build and contribute to spoken corpora for L2 pronunciation research." Invited pre-conference workshop at the Pronunciation in Second Language Learning and Teaching Conference. Brock University, Ontario, Canada.

Huensch, A. (September, 2020). "Shifting goals in pronunciation instruction: Teachers' beliefs and practices." Invited speaker for the CMU SLA Seminar. Carnegie Mellon University, Pittsburgh, PA.

Huensch, A. (October, 2019). "OSF Workshop on Preregistration." Invited panelist for the Department of Psychology, USF.

Huensch, A. (April, 2018). "The place of pronunciation in beginning-level language classes." Invited webinar for the ACTFL Research SIG.

Huensch, A. (June, 2017). "Investigating fluency across multiple languages and tasks." Invited Lecture at the Fluency in Oral Interaction Workshop. University of York, York, United Kingdom.

Tracy-Ventura, N., & **Huensch**, A. (March, 2016). Workshop on using CHAT transcription conventions for use with CLAN. Invited lecture at the University of Michigan.

Huensch, A. (June, 2015). "Oral language fluency development in study abroad: What are we measuring and what is it telling us?" Centre for Research in Language Learning and Use Seminar Series. University of York. York, United Kingdom.

Huensch, A. (March, 2015). "Incorporating digital media to enhance speaking skills." SPLIS-VDMIS Intersection Session, Teachers of English to Speakers of Other Languages (TESOL), Toronto, Canada.

Huensch, A., & Ingels [Mauck], S. (September, 2007). "Teaching perception of suprasegmentals using popular media." (Invited Lecture) 12th ESL Conference, UNAM-San Antonio, San Antonio, TX.

Organized Colloquia

SPLIS-ALIS InterSection Session (April, 2016). "Effectiveness of Pronunciation Instruction: Models that Work." Panel speakers: Wayne Dickerson, Veronica Sardegna, and Ron Thomson. TESOL, Baltimore, MD.

SPLIS-ICIS InterSection Session (April, 2016). "Comprehensibility Requires a Listener: Applying Critical Pronunciation Research and Pedagogy." Panel speakers: Nicholas Subtirelu, Stephanie Lindemann, and Jenn Foote. TESOL, Baltimore, MD.

SPLIS Academic Session. (March, 2015). "Achieving, assessing, and teaching oral language fluency." Panel speakers: Tracey Derwing, Elizabeth Gatbonton, and Okim Kang. TESOL, Toronto, Canada.

Conference Paper Presentations (* = graduate student co-presenter)

Huensch, A. (September, 2024). "Considerations for planning and developing publicly-shared L2 speech corpora." Learner Corpus Research Conference, Tartu, Estonia.

Huensch, A. (September, 2024). "Comprehensibility in L2 Spanish." In D. Crowther (Organizer), Colloquium on Comprehensibility, Pronunciation in Second Language Learning and Teaching (PSLLT), Ames, IA.

*Leal-Arena, S. & **Huensch**, A. (September, 2024). "Can language instructors distinguish between AI and human L2 speech?" PSLLT, Ames, IA.

*Leal-Arena, S. & **Huensch**, A. (September, 2024). "Human vs. cloned voices in L2 Spanish." PSLLT, Ames, IA.

*Leal-Arena, S. & **Huensch**, A. (May, 2024). "Memoji and Facial Cues to Lexical Stress Perception in Heritage Spanish." CALICO, Pittsburgh, PA.

*Leal-Arena, S. & **Huensch**, A. (March, 2024). "Students' Perceptions on the Teaching of Spanish Lexical Stress." Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLaP), Raleigh, NC.

*Leal-Arena, S. & **Huensch**, A. (September, 2023). "Eyebrow raising and lexical stress perception in L2 Spanish." (PSLLT), West Lafayette, IN.

Huensch, A. (June, 2023). "Clarifying the role of inhibition in L2 phonological processing: A close replication of Darcy et al. (2016)" International Symposium on Bilingualism, Sydney, Australia.

Tracy-Ventura, N., **Huensch**, A. (March, 2023). "The longitudinal LANGSNAP learner corpus: Design and current research." American Association for Applied Linguistics (AAAL), Portland, OR.

Leung, C., Cinaglia, C., Al-Hoorie, A., Hiver, P., **Huensch**, A., Isbell, D., & Sudina, E. (March, 2023). "Key open science issues for TESOL-related research: Disciplinary and practitioner perspectives and views." AAAL, Portland, OR.

Huensch, A., Edalatishams, I., Ghanem, R., Puga, K., Staples, S., Centanin Bertho, M., & Hirschi, K. (September, 2022). "Digital tools for building and analyzing spoken corpora:

Moving beyond lexicogrammar to pronunciation and fluency." American Association for Corpus Linguistics Conference, Flagstaff, AZ.

Huensch, A. (August, 2022). "Effects of speaking task and proficiency on the mid-clause pausing characteristics of L1 and L2 speech from the same speakers over time." EuroSLA Conference, Fribourg, Switzerland.

Tracy-Ventura, N., **Huensch**., A., Katz, J., & Mitchell, R. (August, 2022). "Investigating the long-term retention of advanced L2 learners' oral skills: The impact of exposure." EuroSLA Conference, Fribourg, Switzerland.

Zárate-Sández, G., Nagle, C., & **Huensch**, A. (April, 2022). "What phonetic features predict intelligibility, comprehensibility, and foreign accent in L2 Spanish speech?" New Sounds, Barcelona, Spain.

Tracy-Ventura, N., **Huensch**, A., & Mitchell, R. (March, 2022). "The role of exposure in long-term retention of instructed learners' advanced language skills." AAAL, Pittsburgh, PA.

*Soto-Lucena, I., & **Huensch**, A. (March, 2022). "A first approach to Functional Load in the Spanish sound system: Implications for pronunciation instruction." AAAL, Pittsburgh, PA.

Nagle, C., Zárate-Sández, G., & **Huensch**, A. (February, 2022). "Exploring phonetic predictors of intelligibility, comprehensibility, and foreign accent in L2 Spanish speech." CASPSLaP, Madison, WI, Virtual.

Huensch., A. (July, 2021). "Corpus planning: Considerations in constructing publicly-available, multisite spoken corpora." Corpus Linguistics International Conference, Dublin, IE, Virtual.

*Chau, T., & **Huensch**, A. (June, 2021). "Measuring the strengths of the relationships among global L2 speech dimensions: A meta-analysis." PSLLT, Virtual.

Mitchell, R., Tracy-Ventura, N., & **Huensch**, A. (March, 2021). "Living with languages: Identities of Anglophone languages graduates, 6 years post-graduation." AAAL, Virtual.

*Chau, T., & **Huensch**, A. (October, 2020). "The relationship between L2 fluency, intelligibility, comprehensibility, and accentedness: A meta-analysis." Second Language Research Forum (SLRF), Nashville, TN (Virtual).

Tracy-Ventura, N., **Huensch**, A., & Mitchell, R. (October, 2020). "A longitudinal study of the variables impacting long-term retention of foreign language proficiency post-study abroad." SLRF, Nashville, TN (Virtual).

Huensch, A., & Nagle, C. (September, 2019). "Revisiting intelligibility, comprehensibility, and accentedness in L2 Spanish." SLRF, East Lansing, MI.

Ghanem, R., Edalatishams, I., **Huensch**, A., Puga, K., & Staples, S. (September, 2019). "The Effectiveness of Digital Tools in the Analysis of Spoken Discourse: Towards a Protocol for Pronunciation Corpora." PSLLT, Flagstaff, AZ.

Huensch, A., & Tracy-Ventura, N. (June, 2019). "To what extent are the linguistic benefits of study abroad long lasting? A 5-year longitudinal study." International Symposium of Bilingualism, Alberta, Canada.

Mitchell, R., Tracy-Ventura, N., & **Huensch**, A. (March, 2019). "The evolution of L2 identity during and following study abroad: a long term study." AAAL, Atlanta, GA.

Tracy-Ventura, N., **Huensch**., A., Mitchell, R. (October, 2018). "Long term retention of L2 skills after residence abroad: Exploring the influence among Anglophones of individual, social and contextual variables." SLRF, Montreal, Canada.

Huensch, A., & Staples, S. (September, 2018). "Towards a protocol for a multilingual corpus for pronunciation researchers." PSLLT, Ames, IA.

Tracy-Ventura, N., **Huensch**, A., & Mitchell, R. (June, 2018). "Long-term evolution of L2 identity following study abroad." Psychology of Language Learning, Tokyo, Japan.

Tracy-Ventura, N., & **Huensch**, A. (May, 2018). "The potential of publicly-shared longitudinal learner corpora in SLA research." Research Methodology in the Field of Second Language Acquisition and Learning, Montpellier, France.

Huensch, A. (March, 2018). "The status of pronunciation instruction in beginning French and Spanish classes: Teachers' beliefs and classroom practices." AAAL, Chicago, IL.

Tracy-Ventura, N., & **Huensch**, A. (March, 2018). "Foreign language attrition, maintenance, or development 4 years after study abroad? A longitudinal study of fluency, accuracy, and complexity." AAAL, Chicago, IL.

*Chau, T., & **Huensch**, A. (March, 2018). "The effects of EFL pronunciation instruction on fluency and intelligibility." TESOL, Chicago, IL.

Huensch, A., Tracy-Ventura, N., Chlapowski, T., Creel, S., & Giovanni, J. (October, 2017). "Frequency and distribution of self-corrections in a spoken longitudinal learner corpus." Learner Corpus Research Conference, Bolzano, Italy.

Tracy-Ventura, N., **Huensch**, A., & Mitchell, R. (October, 2017). "Tracking the long-term evolution of foreign language proficiency through development and analysis of a bilingual, multimodal and longitudinal learner corpus." Learner Corpus Research Conference, Bolzano, Italy.

Huensch, A. (August, 2017). "Pronunciation instruction practices of teachers of languages other than English." PSLLT, Salt Lake City, UT.

Tracy-Ventura, N., **Huensch**, A., & Mitchell, R. (April, 2017). "Investigating foreign language attrition using a longitudinal learner corpus of speech and writing." Learner Corpus Based Approaches to SLA Conference, Utrecht, The Netherlands.

Huensch, A., Tracy-Ventura, N., Bridges, J., & Cuesta, J. (February, 2017). "Variables affecting the maintenance of L2 fluency post-study abroad in the short and long term." CLIC Conference on Study Abroad, Houston, TX.

Thompson, A. S., **Huensch**, A., Sylvén, L. K., Liu, Y., & Alharbi, F. (October, 2016). "Psychological aspects of self across contexts: A comparison of China, Saudi Arabia, Sweden, Turkey, and the United States." Focus on the learner: Contributions of individual differences to second language learning and teaching, Konin, Poland.

Thompson, A., & **Huensch**, A. (August, 2016). "Pronunciation Attitudes: The role of multilingual status and Perceived Positive Language Interaction (PPLI)." PSLLT, Calgary, Canada.

Huensch, A. (June, 2016). "Comparing the differential contribution of L1 fluency, L1-L2 cross-linguistic influences, and L2 proficiency in predicting L2 fluency across two different tasks." New Sounds, Aarhus, Denmark.

Huensch, A., & Thompson, A. S. (April, 2016). "Don't tell me what to do!: Language learning motivation and attitudes about pronunciation in the north American context." AAAL, Orlando, FL.

Tracy-Ventura, N., & **Huensch**, A. (April, 2016). "Measuring L2 fluency: Is L1 fluency data necessary?" AAAL, Orlando, FL.

Tracy-Ventura, N., & **Huensch**, A. (October, 2015). "A multidimensional investigation of L2 fluency before, during, and after residence abroad." SLRF, Atlanta, GA.

Mitchell, R., Tracy-Ventura, N., McManus, K, & **Huensch**, A. (July 2015). "Social reinsertion, L2 identities, and second language maintenance following residence abroad." The Culture of Study Abroad for Second Languages Conference, Halifax, Canada.

Huensch, A. (March, 2015). "Developing learner autonomy outside of the pronunciation classroom." TESOL, Toronto, Canada.

Pierce, L., & **Huensch**, A. (March, 2015). "ITAs, oral proficiency, and quasi-crowdsourcing assessment." American Association for Applied Linguistics (AAAL), Toronto, Canada.

Huensch, A., & Tracy-Ventura, N. (October, 2014). "The relationship between L1 fluency and L2 fluency development in a study abroad context." SLRF, Columbia, SC.

Huensch, A. (October, 2013). "Effects of perceptual training on the productions of Korean L2 learners of English." SLRF, Provo, UT.

Watts, P., **Huensch**, A., & Pierce, L. (September, 2013). "Attainable targets for L2 learners: How proficient L2 speakers can bridge the gap." PSLLT, Ames, IA.

Huensch, A. (May, 2013). "Syllable structure constraints and the effects of perceptual training on Korean L2 learners of English." New Sounds, Montreal, Canada.

Huensch, A. (March, 2013). "Training effects on the perception and production of learner English". TESOL, Dallas, TX.

Watts, P., & **Huensch**, A. (March, 2012). "Developing ITAs teaching and language skills with online lectures." TESOL, Philadelphia, PA.

Huensch, A. (March, 2011). "An investigation of the perception and production of English palatals." TESOL, New Orleans, LA.

Hahn, L., Alsberg, J., Beers, B., **Huensch**, A., Kim, J., & Maurer, V. (March, 2011). "ITA test development workshop." TESOL, New Orleans, LA.

Watts, P., & **Huensch**, A. (September, 2011). "The selling of accent in recent US television commercials." PSLLT, Ames, IA.

Huensch, A. (November, 2010). "How the initiation and resolution of repair sequences act as a device for the co-construction of membership and identity." National Communication Association (NCA), San Francisco, CA.

Huensch, A. (October, 2010). "The perception of English word-final fricatives and affricates by Korean L1 learners of English." SLRF, College Park, MD.

Huensch, A., & Betz, E. (July, 2010). "Doing relationship work in the face of a problematic action: First names as address terms in English and German." International Conference on Conversation Analysis (ICCA), Mannheim, Germany.

Huensch, A. (March, 2009). "A guide to understanding English rhythm and paths to improvement." TESOL, Denver, CO.

Hahn, L., & **Huensch**, A. (March, 2009). "Pathways to pronunciation: Stir a new passion." TESOL, Denver, CO.

Huensch, A. (March, 2009). "Integrating authentic experiences for ESL learners in oral communication classes." TESOL, Denver, CO.

Watts, P., & **Huensch**, A. (March, 2009). "Engaging learners with pronunciation games." TESOL, Denver, CO.

Huensch, A. & Watts, P. (April, 2008). "Oral portfolios as assessment for pronunciation courses." TESOL, New York, NY.

Huensch, A., & Ingels [Mauck], S. (March, 2007). "Teaching perception of suprasegmentals using popular media." TESOL, Seattle, WA.

Kim, J., Chi, Y., **Huensch**, A., Jun, H-S., Li, H., & Rouillon, V. (October, 2007). "A journey of item writing process: Roles of test specifications, individual item writer characteristics, and the nature of group dynamics." MidWest Association of Language Testers (MwALT), Ann Arbor, MI.

Mauck, S., & **Huensch**, A. (March, 2006). "Using the internet to teach pronunciation." 32nd Annual Meeting of the Illinois Teachers of English to Speakers of Other Languages—Bilingual Education (ITBE), Naperville, IL.

Conference Poster Presentations

Huensch, A. (September, 2024). "The relationships among inhibitory control, auditory integration, and L2 perception/production accuracy." The Fifth International symposium on Applied Phonetics (ISAPh), Tartu, Estonia.

Huensch, A. (April, 2016). "Investigating second language fluency development during residence abroad." Illinois Language and Linguistics Society 8. Urbana, IL.

Huensch, A. (October, 2014). "The effects of perceptual phonetic training on productions in larger discourse contexts." CAS Oktoberfest, University of South Florida, Tampa, FL.

Tykot, R. H., Bloom, S.E., Bourgeois, M., Carson, V., DeMarie, D., **Huensch**, A., Jeong, C. S., Krajcevski, M., Voeller, M., & Yee, K. (March 2014). "Student perceptions of undergraduate research: Opportunity, sacrifice, or fun?" 25th International Conference on College Teaching and Learning, Ponte Vedra Beach, FL.

Watts, P., & **Huensch**, A. (September, 2014). "Assessing assessment: A pronunciation diagnostic case study." PSLLT. Santa Barbara, CA.

Huensch, A. (March, 2014). "The effects of perceptual phonetic training on productions in larger discourse contexts." AAAL, Portland, OR.

Watts, P., & **Huensch**, A. (August, 2012). "Integrated speaking, listening and pronunciation: Are textbooks leading the way?". PSLLT, Vancouver, BC.

Huensch, A. (October, 2011). "The effect of syllable structure constraints on the perception and production of Korean L2 learners of English." Mid-Continental Phonetics and Phonology Conference (MidPhon), Urbana, IL.

Huensch, A. (May, 2011). "The effect of syllable structure constraints on the perception and production of English palatals by Korean learners." SLATE Graduate Research Symposium, Urbana, IL.

Huensch, A. (September, 2010). "The perception and production of English word-final alveo-palatals by Korean L1 learners of English." PSLLT, Ames, IA.

Huensch, A. (May, 2010). "The perception of English word-final alveo-palatals by Korean L1 learners of English." SLATE Graduate Research Symposium, Urbana, IL.

Kim, K., **Huensch**, A., & Jang, S. (April, 2010). "Test adaptiveness in development of oral proficiency test for International Teaching Assistants." Language Testing Research Colloquium (LTRC), Cambridge, UK.

TRAVEL AWARDS

2019	USF Internal Faculty International Travel Grant, USF, $2479
2018	CAS Travel Award, USF, $500
2017	USF Internal Faculty International Travel Grant, USF, $1601
2015	USF World Faculty Travel Mobility Grant, USF, $5000, co-PI
2015	TESOL Professional Development Scholarship, $330

2015	USF World Faculty Travel Mobility Grant, USF, $5000, co-PI; Nicole Tracy-Ventura, PI
2014	USF Internal Faculty International Travel Grant, USF, $2500
2014	TESOL Professional Development Scholarship, $330

HONORS AND FELLOWSHIPS (UIUC)

2012	Scott Dissertation Completion Fellowship, Graduate College, UIUC, $20,000
2012	Cognitive Science/Artificial Intelligence Award, Beckman Institute, UIUC, $2000
2012, 2013	SLATE Travel Award Recipient, $250
2011	The Department of Linguistics Student Leadership Award
2009	The Outstanding Contribution to Advance the Mission of the Department Award
2003	Phi Kappa Phi Honors Society
2000-2004	Edmund J. James Scholar, UIUC

TEACHING

Teaching Grants

2018	Global Citizen's Project Global Faculty Fellowship, USF, $1400
2016	Creating Research Experiences and Activities Through Teaching Enhancement (CREATTE) Award, Office of Undergraduate Research, USF, $2000
2015	Global Citizen's Project Global Faculty Fellowship, USF, $1400
2015	CREATTE Award, Office of Undergraduate Research, USF, $2000

Teaching Awards & Recognitions

2012	The Henry and Renee Kahane Award for Outstanding TA in Linguistics
2007	The DEIL Mary A. Hussey Award for Excellence in ESL Teaching
2007	Graduate Teaching Certificate, Center for Teaching Excellence, UIUC
2007-2009	Education Consultant for the Center for Teaching Excellence, UIUC
2004-2012	Appeared on The List of Teachers Ranked as Excellent by Their Students, UIUC

Courses Taught

Department of Linguistics, University of Pittsburgh, 2020-present
- LING 1000: Introduction to Linguistics
- LING 1578: Phonetics and Phonemics
- LING 2146: Second Language Acquisition (graduate)
- LING 2150: Language Learning and Technology (graduate)
- LING 2738: Linguistic Structures of English (graduate)
- LING 3146: Advanced Seminar in SLA (graduate)

Department of World Languages, USF, 2013-2020
- LIN 3010: Introduction to Linguistics
- LIN 4721: Second Language Acquisition
- LIN 5700: Applied Linguistics (graduate)
- LIN 6720: Second Language Acquisition (graduate)
- LIN 4350/6932: The Sound System of English
- LIN 6932: Researching and Teaching Pronunciation
- LIN 7639: Quantitative Methods in Applied Linguistics (graduate)

- TSL 5372: ESOL Curriculum and Instruction (graduate)
- TSL 6945: Teaching Internship (graduate)

Department of Linguistics, UIUC, 2004-2012
- LING 401: Introduction to General Phonetics
- EIL 411: Introduction to TESL Methodology; 2 semesters
- ESL 504: English Pronunciation for ITAs (graduate); 14 semesters
- ESL 506: Oral communication for ITAs (graduate); 2 semesters
- ESL 508: Seminar for ITAs (graduate)
- ESL 110/510: English Pronunciation for Academic Purposes
- LING 225: Elements of Psycholinguistics; 3 semesters

Intensive English Institute, UIUC, Summer 2008-2012
- Transitions to IL Special Program; CEE 3+2 Oral Skills for Campus Life, Summer 2012
- Academic Listening and Speaking; Advanced Pronunciation, Summer 2010
- Tongji Special Program, Pronunciation, Summer 2010-2012
- Advanced Oral Communication; Colombia Special Program, Summer 2008

Preparatory English Program (PEP), Illinois MBA Program, UIUC, Summer 2003-2008
- PEP Public Speaking; *instructor*, Summer 2007
- English for Business Purposes; *course coordinator*, Summer 2006-2008
- English for Business Purposes; *instructor*, Summer 2005-2008
- PEP Pronunciation; *instructor*, Summer 2003-2004, 2006

LANGUAGE ASSESSMENT WORK EXPERIENCE
- English Proficiency Interview (EPI) Rater, UIUC, 2010-2012
- English Proficiency Interview (EPI) Development Team, Center for Teaching Excellence, UIUC, 2009-2010
- Assistant SPEAK Test Administrator, UIUC, 2007
- Test Item Writer, *Berlitz* Project, Fall 2006
- SPEAK Test Rater, UIUC, 2003-2010

SUPERVISION OF STUDENT RESEARCH
Doctoral Dissertation Directed, University of Pittsburgh
Irene Soto-Lucena (expected graduation Spring 2025)

Doctoral Dissertation Committees, University of Pittsburgh
Sebastian Leal-Arenas, PhD Dissertation Proposal (Spring 2024)
Juan Berríos, PhD Dissertation Proposal (Spring 2022)

Comprehensive Papers, University of Pittsburgh
Irene Soto-Lucena, PhD Comprehensive Paper 2 (advisor and paper director) (Spring 2024)
Sebastian Leal-Arenas, PhD Comprehensive Paper 2 (advisor and paper director, Fall 2023)
Irene Soto-Lucena, PhD Comprehensive Paper 1 (reader, Spring 2023)

Doctoral Dissertation Directed, University of South Florida
Yunhyun Lee (2017). *Lexical Stress Features Affecting the Recognition of English Loanwords in Korean by Native English Hearers*. Defense date: October 24, 2017

Doctoral Dissertation Committees, University of South Florida
Oksana Bomba (2023). *The discussion-conclusion section of quantitative versus qualitative research articles in second language writing: Rhetorical structure and interactional metadiscourse.* Defense date: October 13, 2023

Tuc Chau (2023). *The relationships between L1, writing quality, and complexity, accuracy, and fluency in L2 writing*. Defense date: May 3, 2023

Antonella Gazzardi (2023). *Uses of English in Italian contexts: An online ethnography of discourses, paradoxes, and counter discourses on Facebook, Italians, and YouTube*. Defense date: March 23, 2023.

Yaqian Jiang (2022). *The making of microcelebrities on* Douyin*: Multimodal design and online identities in informal English instruction videos*. Defense date: May 3, 2022.

Laura Conover (2021). *Directing attention in second language phonological contrast learning*. Defense date: March 31, 2021.

Judith Bridges (2019). *[X]splaining gender, race, class, and body: Metapragmatic disputes of linguistic authority and ideologies on Twitter, Reddit, and Tumblr.* Defense date: May 2, 2019.

Anastasia Khawaja (2019). *Emotional perceptions, practices, and experiences of languages used by Palestinians in Palestine and in the diaspora: Occupation and Displacement.* Defense date: April 29, 2019.

Jhon Cuesta (2018). *Foreign Language Teaching Assistants' Development: How do their ideal language teacher selves unfold over time?* Defense date: April 23, 2018.

Matilde Olivero (2017). *Cultivating Peace via Language Teaching: Pre-service Teachers' Beliefs and Emotions in an Argentine EFL Practicum*. Defense date: October 30, 2017

Zeynep Koylu (2016). *The Influence of Context on L2 Development: The Case of Turkish Undergraduates at Home and Abroad.* Defense date: October 10, 2016

Erhan Aslan (2016). *International Teaching Assistants in the US University Classroom: A Mixed-Methods Study of Individual Differences and L2 Pragmatic Competence*. Defense date: March 23, 2016

Hatime Cifti (2015). *Pragmatic Competence in EFL Context: Suggestions in University Office Hour Discourse.* Defense date: November 12, 2015.

Screening In Reader, University of South Florida
- Tuc Chau, Oksana Bomba (2020)
- Jessica Giovanni, Shinji Shimoura (2019)

Qualifying Exam Committees, University of South Florida
- Erhan Aslan, Judith Bridges, Laura Conover, Jhon Cuesta Medina, Antonella Gazzardi, Anastasia Khawaja, Zeynep Koylu, Melissa Larsen-Walker, Yunhyun Lee, Matilde Olivero, Shinji Shimoura

Undergraduate Directed Studies, University of Pittsburgh
Dallas Mercurio (2022-2023)

Undergraduate Honors Thesis Director, University of South Florida
Katya Bakal Schlomann (2019). *Methods for English L2 learners to perceive and produce phones not found in the L1*. Defense date: November 27, 2017.
Victoria Forbrich (2017). *The connection of social networking and personality to proficiency in study abroad*. Defense date: November 27, 2017.

Undergraduate Honors Thesis Committees, Department of Psychology, USF
Alex Sciuto (2019). *To what extent does the quality of visual information modulate reliance on top-down versus bottom-up processing in reading?* Proposal defense: April 22, 2019.
Anna Marie Fennell (2019). *Is musical training associated with increased syntactic working memory?* Proposal defense: April 25, 2019.

Undergraduate Mentoring, University of South Florida
- Office of Undergraduate Research (OUR) Mentor for: Aneesa Ali, Crystal Bonano, Carmen Concepcion, Amy Hutchinson, Chelsea Lo, Areins Pelayo, Wendy Timirau, Cedric Torres

GRADUATE STUDENT PROFESSIONAL DEVELOPMENT
Invited Workshops
Huensch, A. (February, 2023). "Practicing Open Science." Invited speaker at the University of Maryland (online).
Huensch., A. (March, 2022). "Navigating the Academic Job Market." Invited panelist at the BAAL Researcher Development Workshop (online).
Huensch., A. (April, 2021). "Academic Jobs in Linguistics: A Virtual Alumni Panel." Invited panelist at the University of Illinois (online).

Workshops
Huensch, A. (September, 2023). "Getting started publishing in academia." Pitt Colloquium Series.
Huensch, A. (November, 2020). "Getting started publishing in academia." Pitt Colloquium Series.

PROFESSSIONAL SERVICE
Editorial Positions

- Associate Editor for Open Science *Applied Psycholinguistics* (2023-present)
- Associate Editor *Applied Psycholinguistics* (2019-2024)
- Reviews Editor for the *Journal of Second Language Pronunciation* (2019-2022)

Editorial Board
- *Studies in Second Language Acquisition* (2024-2026)
- *TESOL Quarterly* (2020-2023)
- *Journal of Second Language Pronunciation* (2019-present)

Professional Association Offices
- Speech, Pronunciation and Listening Interest Section Outgoing Chair, 2016
- Speech, Pronunciation and Listening Interest Section Chair, 2015
- Speech, Pronunciation and Listening Interest Section Chair-elect, 2014
- Speech, Pronunciation and Listening Interest Section Newsletter Editor, 2009-2014

Professional Memberships
- AAAL (2013 – present)
- ACTFL (2013 – present)
- Bay Area Regional TESOL (2013 – 2020)
- LSA (2008, 2013 – 2014)
- Sunshine State TESOL (2013 – 2020)
- TESOL (2007 – present)

Abstract Reviewer for the following conferences:
- American Association for Applied Linguistics
- American Council on the Teaching of Foreign Languages
- EuroSLA
- Illinois Language and Linguistics Society
- Linguistic Society of America
- New Sounds
- Pronunciation in Second Language Learning and Teaching
- Teachers of English to Speakers of Other Languages

Ad Hoc Manuscript Reviewer:
- Ampersand
- Applied Linguistics
- Applied Psycholinguistics
- Bloomsbury Publishing
- Cambridge University Press
- Foreign Language Annals
- Frontiers
- International Journal of Applied Linguistics
- International Journal of Listening

- International Review of Applied Linguistics in Language Teaching
- Journal of Experimental Psychology: Learning, Memory, and Cognition
- Journal of French Language Studies
- Journal of Phonetics
- Journal of Second Language Pronunciation
- Journal of Spanish Language Teaching
- Journal of the Acoustical Society of America Express Letters
- Journal of the European Second Language Acquisition
- Language and Speech
- Language Learning
- Language Teaching Research
- Lingua
- Linguistic Approaches to Bilingualism
- Proceedings of the Annual PSLLT Conference
- Research Methods in Applied Linguistics
- Routledge
- Second Language Research
- Studies in Second Language Acquisition
- Study Abroad Research in Second Language Acquisition and International Education
- TESOL Quarterly
- The Modern Language Journal

Ad Hoc Grant Reviewer:
- Pitt Momentum Funds Microgrants (2023)
- Fulbright Hays Doctoral Dissertation program (2023)
- European Science Foundation Research Foundation Flanders (2022)
- Language Learning Early Career Grant (2021)

UNIVERSITY SERVICE
University of Pittsburgh
- Lawler Fellowship Committee, Dietrich School of Arts and Sciences, 2024-2025
- Director of Graduate Studies, Department of Linguistics, Fall 2024
- MA Admissions Committee, Department of Linguistics, 2021-present
- Graduate Student Annual Review Facilitator, Department of Linguistics, Spring 2022
- MA Advisor, Department of Linguistics, Spring 2021

University of South Florida
- MA Program Director, WLE, 2019-2020
- Applied Linguistics Search Committee, WLE, 2019-2020
- Applied Linguistics Search Committee, WLE, 2018-2019
- Instructor Promotion Criteria Committee, WLE, Fall 2018
- Co-organizer Florida Psycholinguistics Meeting, October 2018
- LALS PhD Admissions Committee, WLE, 2017-2020
- Instructor Promotion Committee, College of Arts and Sciences, 2017-2019

- New Researcher Grant Reviewer, 2017-2020
- Boren Scholarship and Fellowship Reviewer, February 2018
- Organized Invited Lecture, Dr. Rosamond Mitchell, November 2015
- World Languages (WLE) Tutoring Lab Coordinator, Fall 2015 & 2019-2020
- LINGO Faculty Advisor, Fall 2015
- Foreign Language Pedagogy/French Instructor Search Committee, WLE, 2015-2016
- Japanese Instructor Search Committee, WLE, 2014-2015
- Department IRB Reviewer, 2014-2020
- TA Supervisor for Undergraduate LIN courses, 2013-2019
- Undergraduate Curriculum Coordinator, 2013-2020

University of Illinois at Urbana-Champaign
- MATESL Program Review Committee, Student Representative, UIUC, 2011-2012
- Volunteer Facilitator, IL Graduate Academy for College Teaching, UIUC, 2011-2012
- Co-Chair for the Illinois Language and Linguistics Society 3 Conference, UIUC, 2010
- Editorial Board, Studies in Linguistic Sciences: Illinois Working Papers, 2008-2012
- Treasurer of the Linguistics Student Organization, 2008-2010
- Founder/Organizer of "Reality English," a weekly ESL conversation group, 2005-2011

Languages
- Spanish: Advanced knowledge
- French: Intermediate knowledge
- German: Beginner knowledge