

## **Kevin McManus**

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### **CURRENT POSITION**

Since 2025    Professor of Linguistics, University of Pittsburgh

### **EDUCATION**

2011            Ph.D. in Second Language Acquisition, Newcastle University, UK  
2008            M.A. in Applied Linguistics: Corpus Linguistics, Aston University, UK  
2006            B.Sc. (Hons) in Modern Languages: French and German, Aston University, UK

### **EMPLOYMENT BACKGROUND**

2022-25        Director of the Center for Advanced Language Proficiency, Education, and Research, Penn State University  
2020-25        Associate Professor of Applied Linguistics, Penn State University  
2019-25        Director of the Center for Language Acquisition, Penn State University  
2018-22        Co-director of the Center for Advanced Language Proficiency, Education, and Research, Penn State University  
2016-22        Gilbert R. Watz Early Career Professor in Language and Linguistics, Penn State University  
2016-20        Assistant Professor of Applied Linguistics, Penn State University  
2016-19        Associate Director of the Center for Language Acquisition, Penn State University  
2013-16        British Academy Postdoctoral Fellow, University of York, UK  
2011-13        Research Fellow in French Applied Linguistics, University of Southampton, UK

### **ACADEMIC AWARDS AND HONORS**

2024            Albert Valdman Award for outstanding publication in 2024  
2020            ACTFL-NFMLTA/MLJ Paul Pimsleur Award for Research in Foreign Language Education  
2020            *Best of The Modern Language Journal* for 2019 Award  
2016-22        Gilbert R. Watz Early Career Professorship in Language and Linguistics  
2013-16        British Academy Postdoctoral Fellowship

### **RESEARCH GRANTS**

2025-2028     Grants-In-Aid for Scientific Research (KAKENHI) program, Japan Society for the Advancement of Science

- Web-based instruction and the role of individual differences in learning English articles among Japanese EFL learners*  
 Role: Co-Investigator. Collaborator: Matt Lucas (PI)  
 Amount: ¥5,000,000
- 2023-2026 International Research and Studies program, U.S. Department of Education  
*Investigating Teachers' Use of Technologies in Foreign Language Programs: A Mixed-Methods Study of Attitudes and Practices*  
 Role: PI. Collaborators: Brody Bluemel, Jialing Wang  
 Amount: \$303,090
- 2022-2026 Title VI Language Resource Centers program, U.S. Department of Education  
*Center for Advanced Language Proficiency Education and Research*  
 Role: PI. Collaborators: Olesya Kisselev, Jialing Wang  
 Amount: \$753,012
- 2021 Doctoral Dissertation Research Improvement Grant, National Science Foundation  
*A Longitudinal Study of the Use of Motion Constructions in Beginner L2 Spanish Learners Oral Production*  
 Role: PI. Collaborator: Yulia Khoruzhaya  
 Not funded.
- 2021 Doctoral Dissertation Research Improvement Grant, National Science Foundation  
*Investigating Spacing Effects During L2 Grammar Practice*  
 Role: PI. Collaborator: Kelly Bayas.  
 Not funded.
- 2020-2023 International Research and Studies program, U.S. Department of Education  
*Usage-Based Language Instruction: An Evidence-Based Approach to Improving and Strengthening the Teaching of Korean and Russian*  
 Role: PI. Collaborators: Lan Kim, Olesya Kisselev, Irina Mikaelian, Susan Strauss.  
 Amount: \$179,660
- 2019 Faculty Early Career Development Program, National Science Foundation  
*Predictive sentence processing and the learnability and use of linguistic cues. A longitudinal study of learning to predict*  
 Role: PI.  
 Not funded.
- 2018-2022 Title VI Language Resource Centers program, U.S. Department of Education  
*Center for Advanced Language Proficiency Education and Research*  
 Role: Co-PI. Collaborators: Gabriela Appel, Richard Donato, James Lantolf (PI)  
 Amount: \$564,000
- 2018 Faculty Early Career Development Program, National Science Foundation  
*Improving Bilingual Language Processing through Inhibitory Control Training*  
 Role: PI.  
 Not funded.
- 2017-20 International Research and Studies program, U.S. Department of Education  
*Instructional practices, proficiency assessment and language development in dual-language immersion classrooms: A longitudinal study*  
 Role: Co-PI. Collaborators: Brody Bluemel (PI), James Lantolf  
 Amount: \$246,600

- 2017-20 International Research and Studies program, U.S. Department of Education  
*The Careers of Language Study Abroad Alumni: A Comprehensive Investigation*  
 Role: Co-PI. Collaborators: Celeste Kinginger (PI), Robert Schrauf  
 Amount: \$271,242
- 2017 NFMLTA/MLJ Roundtable Conference Grants  
*Cognitive Approaches to Language Acquisition: Implications for Learning and Teaching across Diverse Settings*  
 Role: Co-PI. Collaborators: Carrie Jackson, Janet van Hell  
 Not funded.
- 2013-16 Postdoctoral Fellowship program, British Academy  
*The Role of Explicit Information in Remapping Meaning in a Second Language: An Experimental Intervention Study*  
 Role: PI. Mentor: Emma Marsden  
 Amount: £226,207
- 2009 Graduate Research Award program, Association for French Language Studies  
*The Development of Aspect in a Second Language*  
 Role: PI  
 Amount: £2,000
- 2009 Student-led Initiative Award program, Arts and Humanities Research Council  
*The Fourth Postgraduate Conference in Theoretical and Applied Linguistics*  
 Role: PI. Mentor: Florence Myles  
 Amount: £2,000

## PUBLICATIONS

### Books

- McManus, K.** (Ed.). (2024). *Usage in second language acquisition. Critical reflections and future directions*. Routledge. <https://doi.org/10.4324/9781032668475>
- McManus, K.** (2022). *Crosslinguistic influence and second language learning*. Routledge. <https://doi.org/10.4324/9780429341663>
- McManus, K.** & Schmid, M. S. (Eds.). (2022). *How special are early birds? Foreign language teaching and learning*. Language Science Press. <https://doi.org/10.5281/zenodo.6811427>
- Porte, G. & **McManus, K.** (2019). *Doing replication research in applied linguistics*. Routledge. <https://doi.org/10.4324/9781315621395>
- Mitchell, R.F., Tracy-Ventura, N., & **McManus, K.** (2017). *Anglophone students abroad: Identity, social relationships and language learning*. Routledge. <https://doi.org/10.4324/9781315194851>
- Mitchell, R.F., Tracy-Ventura, N., & **McManus, K.** (Eds.). (2015). *Social interaction, identity and language learning during residence abroad*. EUROSLA Monographs series. <https://www.eurosla.org/monographs/EM04/EM04tot.pdf>
- Roberts, L., **McManus, K.**, Vanek, N., & Trenkic, D. (Eds.). (2015). *EUROSLA yearbook 15*. John Benjamins. <https://doi.org/10.1075/eurosla.15>

### Edited Special Issues of Journals

- McManus, K.** (Ed.). (2024). Replication studies in second language acquisition research. *Studies in Second Language Acquisition*, 56(5), 1299-1537. <https://doi.org/10.1017/S0272263124000652>
- McManus, K.**, Vanek, N., Leclercq, P., & Roberts, L. (Eds.). (2017). Tense, Aspect, and Modality in L2 (TAML2). *International Review of Applied Linguistics in Language Teaching*, 55(3), 221-345. <https://doi.org/10.1515/iral-2017-0109>

### Journal articles

- McManus, K.**, Kerschen, K., Khoruzhaya, Y., & Zhuang, J. (accepted). Comparing lab-based and remote data collection methods in second language acquisition research. A close replication. *Research Methods in Applied Linguistics*.
- Kisselev, O., Rubina, A., & **McManus, K.** (accepted). Russian nominative-accusative case distinction. A usage-based classroom study of English-speaking learners of L2 Russian. *Pedagogical Linguistics*. <https://doi.org/10.1075/pl.24010.kis>
- McManus, K.**, Bayas, K., Kerschen, K., Khoruzhaya, Y., Zhuang, J., & Magnuson, A. (accepted). Revisiting blocking effects in second language learning: A close replication of Ellis and Sagarra (2010b). *Language Learning*. <https://doi.org/10.1111/lang.70005>
- McManus, K.** (accepted). The future of replication studies in applied linguistics: Toward a standard for replication studies. *Annual Review of Applied Linguistics*. <https://doi.org/10.1017/S0267190524000011>
- McManus, K.** (2024). Replication studies in second language acquisition research: Definitions, issues, resources, and future directions. Introduction to the special issue. *Studies in Second Language Acquisition*, 46(5), 1299-1319. <https://doi.org/10.1017/S0272263124000652>
- Liu, Y. & **McManus, K.** (2023). Investigating the psychological reality of argument structure constructions and N1 of N2 constructions: A comparison between L1 and L2 speakers of English. *Cognitive Linguistics*, 34, 503-531. <https://doi.org/10.1515/cog-2023-0029>
- McManus, K.** (2023). How and why can explicit instruction about L1 reduce the negative effects of crosslinguistic influence? Evidence from accuracy and reaction time signatures in L1 comprehension. *Studies in Second Language Learning and Teaching*, 13(3), 507-539. <https://doi.org/10.14746/ssllt.31456>
- Liu, M., Chong, S. W., Marsden, E., **McManus, K.**, Morgan-Short, K., Al-Hoorie, A. H., Plonsky, L., Bolibaug, C., Hiver, P., Winke, P., Huensch, A., & Hui, B. (2023). Open scholarship in applied linguistics: What, why, and how. *Language Teaching*, 56(3), 432-437. <https://doi.org/10.1017/S0261444822000349>
- McManus, K.** (2022). Are replication studies infrequent because of negative attitudes? Insights from a survey of attitudes and practices in second language research. *Studies in Second Language Acquisition*, 44(5), 1410-1423. <https://doi.org/10.1017/S0272263121000838>
- McManus, K.** (2022). Crosslinguistic influence and L2 grammar learning: Proposed replications of Ellis & Sagarra (2011) and Tolentino & Tokowicz (2014). *Language Teaching*, 55(4), 565-573. <https://doi.org/10.1017/S0261444820000270>
- McManus, K.** & Liu, Y. (2022). Using elicited imitation to measure global oral proficiency in SLA research: A close replication. *Language Teaching*, 55(1), 116-165. <https://doi.org/10.1017/S026144482000021X>
- McManus, K.** (2021). Examining the effectiveness of language-switching practice for reducing cross-language competition in L2 grammatical processing. *Bilingualism: Language and Cognition*, 24(1), 167-184. <https://doi.org/10.1017/S1366728920000218>

- McManus, K.,** Mitchell, R., & Tracy-Ventura, N. (2021). A longitudinal study of advanced learners' linguistic development before, during, and after study abroad. *Applied Linguistics*, 42(1), 136-163. <https://doi.org/10.1093/applin/amaa003>
- Liu, Y. & **McManus, K.** (2020). Investigating the use of article-adjective-noun constructions in EFL writing. *TESL-EJ*, 24(2), 1-19.
- McManus, K.** (2019). Awareness of L1 form-meaning mappings can reduce crosslinguistic effects in L2 grammatical learning. *Language Awareness*, 28(2), 114-138. <https://doi.org/10.1080/09658416.2019.1620756>
- McManus, K.** (2019). Relationships between social networks and language development during study abroad. *Language, Culture, and Curriculum*, 32(3), 270-284. <https://doi.org/10.1080/07908318.2019.1661683>
- McManus, K.** & Marsden E. (2019). Signatures of automaticity during practice. Explicit instruction about L1 processing routines can improve L2 grammatical processing. *Applied Psycholinguistics*, 40(1), 205-234. <https://doi.org/10.1017/S0142716418000553>
- McManus, K.** & Marsden, E. (2019). Using explicit instruction about L1 to reduce crosslinguistic effects in L2 grammar learning. Evidence from oral production in L2 French. *The Modern Language Journal*, 103(2), 459-480. <https://doi.org/10.1111/modl.12567>
- McManus, K.** & Marsden, E. (2018). Online and offline effects of L1 practice in L2 grammar learning. A partial replication. *Studies in Second Language Acquisition*, 40(2), 459-475. <https://doi.org/10.1017/S0272263117000171>
- McManus, K.** & Marsden, E. (2017). L1 explicit instruction can improve L2 online and offline performance. *Studies in Second Language Acquisition*, 39(3), 459-492. <https://doi.org/10.1017/S027226311600022X>
- Tracy-Ventura, N., Dewaele, J.M., Köylü, Z., & **McManus, K.** (2016). Personality changes after the 'Year Abroad'? A mixed-methods study. *Study Abroad Research in Second Language Acquisition and International Education*, 1(1), 107-126. <https://doi.org/10.1075/sar.1.1.05tra>
- McManus, K.** (2015). L1-L2 differences in the acquisition of form-meaning pairings: A comparison of English and German learners of French. *Canadian Modern Language Review*, 71(2), 51-77. <https://doi.org/10.3138/cmlr.2070.51>
- McManus, K.** & Mitchell, R.F. (2015). Subjunctive use and development in L2 French: A longitudinal study. *Language, Interaction and Acquisition*, 6(1), 42-73. <https://doi.org/10.1075/lia.6.1.02mcm>
- McManus, K.,** Mitchell, R.F., & Tracy-Ventura, N. (2014). Understanding insertion and integration in a study abroad context: The case of English-speaking sojourners in France. *Revue française de linguistique appliquée*, 14(2), 97-116. <https://doi.org/10.3917/rfla.192.0097>
- McManus, K.** (2013). Prototypical influence in second language acquisition: what now for the Aspect Hypothesis? *International Review of Applied Linguistics in Language Teaching*, 51(3), 299-322. <https://doi.org/10.1515/iral-2013-0013>

### Book chapters

- McManus, K.** (accepted). Usage-based second language acquisition: Main assumptions and learning mechanisms. In Chapelle, C. (Ed). *The Encyclopedia of Applied Linguistics* (2nd Edition). Wiley.

- McManus, K.** (accepted). Afterword: Taking stock and advancing tense-aspect research in language learning. In Bardel, C., Bergström, A., Gudmundson, A., & Vallerossa, F. (Eds.). *Tense and aspect in multilingual Romance language education*. John Benjamins
- McManus, K.** (accepted). Why and how to replicate quasi-experimentally. In Rogers, J. & Sato, M. (Eds.). *Quasi-experimental research in second language acquisition: A practical guide*. Routledge.
- McManus, K.** (2024). Introducing usage in second language acquisition. In McManus, K. (Ed.). *Usage in Second Language Acquisition. Critical Reflections and Future Directions*. Routledge. <https://doi.org/10.4324/9781032668475>
- McManus, K.** (2024). Replication and open science in applied linguistics research. In Plonsky, L. (Ed.). *Open science in applied linguistics*. Applied Linguistics Press. [https://www.appliedlinguisticspress.org/home/catalog/plonsky\\_2024](https://www.appliedlinguisticspress.org/home/catalog/plonsky_2024)
- McManus, K.** (2024). Synthesizing usage in second language acquisition. In McManus, K. (Ed.). *Usage in Second Language Acquisition. Critical Reflections and Future Directions*. Routledge. <https://doi.org/10.4324/9781032668475>
- McManus, K.** (2023). Practice in study abroad contexts. In Suzuki, Y. (Ed.). *Practice and Automatization in Second Language Research: Perspectives from Skill Acquisition Theory and Cognitive Psychology* (pp 160-178). Routledge. <https://doi.org/10.4324/9781003414643>
- McManus, K.** (2023). How and why to conduct a replication study. In Mackey, A. & Gass, S.M. (Eds.). *Current Approaches in Second Language Acquisition Research* (pp 334-351). Wiley. <https://www.wiley.com/en-us/Current+Approaches+in+Second+Language+Acquisition+Research%3A+A+Practical+Guide-p-9781119814481>
- McManus, K.** (2022). Replication research in instructed SLA. In Gurzynski-Weiss, L. & Kim, Y.J. (Eds.). *Research Methods in Instructed Second Language Acquisition* (pp103-122). John Benjamins. <https://doi.org/10.1075/rmal.3>
- McManus, K.** & Bluemel, B. (2022). Instructional practices in English-Chinese and English-Spanish kindergarten dual language immersion classrooms. In McManus, K. & Schmid, M.S. (Eds.). *How Special are Early Birds? Foreign Language Teaching and Learning* (pp 145-164). Language Science Press. <https://doi.org/10.5281/zenodo.6811427>
- Tracy-Ventura, N., Mitchell, R., & **McManus, K.** (2016). The LANGSNAP longitudinal corpus: Design and use. In Alonso-Ramos, M. (Ed.). *Spanish Learner Corpus Research: Current trends and future perspectives* (pp 117-142). John Benjamins. <https://doi.org/10.1075/scl.78>
- Mitchell, R.F., **McManus, K.**, & Tracy-Ventura, N. (2015). Placement type and language learning during residence abroad. In Mitchell, R.F., Tracy-Ventura, N., & **McManus, K.** (Eds.). *Social interaction, identity and language learning during residence abroad* (pp 115-138). EUROSLA Monographs series. <https://www.eurosla.org/monographs/EM04/EM04tot.pdf>
- McManus, K.**, Tracy-Ventura, N., Mitchell, R.F., Richard, L., & Romero de Mills, P. (2014). Exploring the acquisition of the French subjunctive: local syntactic context or oral proficiency? In Leclercq, P., Hilton, H., & Edmonds, A. (Eds.). *Measuring L2 Proficiency: Perspectives from SLA* (pp 167-190). Multilingual Matters. <https://doi.org/10.21832/9781783092291>
- Tracy-Ventura, N., **McManus, K.**, Norris, J.M., & Ortega, L. (2014). “Repeat as much as you can”: Elicited imitation as a measure of oral proficiency in L2 French. In Leclercq, P., Hilton,



H., & Edmonds, A. (Eds.). *Measuring L2 Proficiency: Perspectives from SLA* (pp 143-166). Multilingual Matters. <https://doi.org/10.21832/9781783092291>

## Book review

**McManus, K.** (2022). Review of the book *Learner Corpus Research Meets Second Language Acquisition*, by B. LeBruyn & M. Paquot. *International Journal of Learner Corpus Research*, 8(1), 150-155. <https://doi.org/10.1075/ijlcr.00027.mcm>

## PRESENTATIONS

### Plenaries

**McManus, K.** (2022). *Crosslinguistic influence and the second language learning of tense-aspect systems*. L2 acquisition of non-equivalent linguistic and cognitive categories in Romance and Germanic languages: Transfer revisited. University of Salzburg, Austria.

**McManus, K.** (2015). *Linguistic development, language use and social networks during the Year Abroad*. Second Colloquium on Innovation in Modern Languages Education, University of Exeter, UK.

### Invited talks

**McManus, K.** (2024). *Addressing negative effects of crosslinguistic influence through instruction*. Kansai University, Japan.

**McManus, K.** (2024). *Examining key claims about usage-based second language acquisition through replication*. Tohoku University, Japan.

**McManus, K.** (2024). *The place and importance of replication in SLA*. Carnegie Mellon University, PA, USA.

**McManus, K.** (2024). *Theorizing and verifying effects of explicit instruction in second language learning*. Explicit Instruction in Second Language Acquisition. Kansai University, Japan.

**McManus, K.** (2023). *Attitudes and practices of replication studies in second language research*. Open Applied Linguistics (virtual), hosted by University of Cambridge, UK.

**McManus, K.** (2023). *Doing replication research in education studies*. West Virginia University, WV, USA.

**McManus, K.** (2023). *Replication research in second language studies*. University of Maryland, MD, USA.

**McManus, K.** (2023). *Revisiting key principles of usage-based second language acquisition through replication*. Carnegie Mellon University, PA, USA.

**McManus, K.** (2023). *Using instruction to address the negative effects of crosslinguistic influence in adult L2 learning*. Multilingual perspectives on teaching and learning tense and aspect in Romance languages. University of Stockholm, Sweden.

**McManus, K.** (2022). *Can explicit instruction about L1 reduce the negative effects of crosslinguistic influence in SLA?* Learning Research and Development Center, University of Pittsburgh, PA, USA.

**McManus, K.** (2022). *Replication research in applied linguistics: What, why, and how?* Open Scholarship in Applied Linguistics: What, Why, and How? Online symposium hosted by University of Cambridge, UK.

**McManus, K.** (2022). *Methodology and design in corpus-based SLA research*. Language Learning Roundtable at EUROSLA 31. University of Freiburg, Switzerland.

- McManus, K.** (2022). *Revisiting blocking and learned attention in SLA*. University of York, UK.
- McManus, K.** (2021). *Replication in the field of L2 research. What it is and why we need more of it*. Chongqing University, China.
- McManus, K.** (2020). *Advancing what we know about second language learning through replication*. Twelfth Heritage Language Research Institute. The Penn State University, PA, USA.
- McManus, K.** (2019). *Replication Research: What it is and why we should be doing more of it*. University of Warsaw, Poland.
- McManus, K.** (2018). *Accessible summaries and their potential in teacher education through a Title VI Language Resource Center*. Extending the Reach of Second Language Research: The Accessible Summaries Initiative, Chicago, IL, USA.
- McManus, K.** (2018). *L1 use in the world language classroom*. American Council on the Teaching of Foreign Languages, Alexandria, VA, USA.
- McManus, K.** (2017). *Investigating the benefits of L1 explicit instruction in L2 input processing*. Distinguished Language Science Colloquium, Center for Language Science, The Penn State University, PA, USA.
- McManus, K.** (2016). *Explicit instruction about the L1 significantly benefits L2 learning, offline and online*. University of Memphis, TN, USA.
- McManus, K.** (2015). *Language learning during study abroad: Linguistic development, social networking and language use*. Newcastle University, UK.
- McManus, K.** (2015). *The role of explicit instruction about the L1 for the learning and teaching of complex meanings: The case of the French Imparfait*. Engaging with Meaning in Language Learning, University of York, UK.
- Domínguez, L. & **McManus, K.** (2014). *Benefits of a multimethod approach for SLA theory: evidence from the SPLLOC and LANGSNAP projects*. Language Learning and Teaching In and Out of the Classroom: A One Day Symposium Celebrating the Work of Professor Rosamond Mitchell, University of Southampton, UK.
- McManus, K.** (2014). *Examining L1-L2 similarities and differences for L2 grammar learning in the classroom*. University of South Florida, FL, USA.
- McManus, K.** (2014). *L'acquisition du français lors du séjour linguistique : Questions d'enquête et d'analyse des données en langue seconde*. Au-dela du séjour linguistique – Le cas des Britanniques implantés dans les Pyrénées-Orientales : Aspects culturels et linguistiques, Université de Perpignan via Domitia, France.
- McManus, K.** (2013). *Language learning during the Year Abroad: A comparative longitudinal study of the impact of social networking and social integration on language development*. Centre for Language Learning Research, University of York, UK.
- McManus, K.** (2013). *Le développement lexical au cours d'une année en France*. Séjour linguistique et socialisation: questions d'input et d'accès aux langues, Université de Perpignan via Domitia, France.
- McManus, K.** & Richard, L. (2012). *Social network analysis as a means to investigate input and interaction during the year abroad*. University of Southampton, UK.
- Tracy-Ventura, N., **McManus, K.**, Mitchell, R.F., Richard, L. & Romero de Mills, P. (2011). *LANGSNAP: Investigating the influence of social and individual factors on language learning abroad*. University of Southampton, UK.



### Invited workshops

- McManus, K.** (2025). *Designing and publishing high quality replication studies in applied linguistics*. Pre-conference workshop, American Association for Applied Linguistics. Denver, CO, USA.
- McManus, K.** (2023). *Replication studies: Introduction and overview*. Open Science Bootcamp 2023. Penn State University, PA, USA.
- McManus, K.** (2021). *Replication Research in Applied Linguistics*. LOT Summer School 2021. University of Leuven, Belgium.
- McManus, K.** (2019). *Doing replication research in second language acquisition*. Bootcamp on Quantitative Methods in L2 Research, University of Warsaw, Poland.
- McManus, K.** (2017). *L1 use in the foreign language classroom*. Center for Advanced Language Proficiency Education and Research, Penn State University, PA, USA.
- McManus, K.** (2013). *Présentation du logiciel CHAT et CLAN*. Séjour linguistique et socialisation: questions d'input et d'accès aux langues. Université de Perpignan Via Domitia, France.
- McManus, K.** & Tracy-Ventura, N. (2013). *Formatting and analyzing a learner corpus using CHAT and CLAN*. Residence Abroad, Social Networks and Second Language Learning. University of Southampton, UK.

### Invited panels

- McManus, K.** (2018). *Social Network Analysis and Language Teaching: Insights and Future Directions* [colloquium discussant]. American Association for Applied Linguistics, Chicago, IL, USA.
- McManus, K.** (2017). *Making a transition: From graduate student to faculty member*. American Association for Applied Linguistics, Portland, OR, USA.

### Refereed conference presentations and posters

- Kisselev, O., Rubina, A., **McManus, K.** (2025). Where evidence-based research meeting L2 pedagogy: Classroom instruction of Russian case morphology. *European Second Language Association*, The Arctic University of Norway, Tromsø, Norway.
- McManus, K.** & Khoruzhaya, Y. (2025). Examining the Transfer Calculus in adult L2 learning. The case of NP-V-NP patterns in L2 Spanish. *International Symposium on Bilingualism*, San Sebastian, Spain.
- McManus, K.** & Khoruzhaya, Y. (2025). Revisiting the Transfer Calculus in L2 learning. *American Association for Applied Linguistics*, Denver, CO, USA.
- McManus, K.**, Wang, J., & Brody, B. (2025). Breaking barriers: Advancing world language teaching through technology. *Northeast Conference on the Teaching of Foreign Languages*, New York, NY, USA.
- McManus, K.**, Wang, J., & Brody, B. (2025). Exploring technology integration in less commonly taught language teaching: Teachers' attitudes and practices. *American Association for Applied Linguistics*, Denver, CO, USA.
- McManus, K.**, Wang, J., & Brody, B. (2025). Teaching less commonly taught languages through technology: A mixed-methods study of teachers' attitudes and practices. *National Council of Less Commonly Taught Languages*, Chicago, IL, USA.

- Kim, M. & **McManus, K.** (2024). A systematic review of the designs, measurements, and data analyses in longitudinal corpus-based second language acquisition research. *Learner Corpus Research conference*, University of Tartu, Estonia.
- McManus, K.** & Wang, J. (2024). Enhancing language teaching with usage-based instruction: Principles and practices. *Northeast Conference on the Teaching of Foreign Languages*, New York, NY, USA.
- Kisselev, O., **McManus, K.**, & Wang, J. (2023). Maximizing language learning through evidence-based instructional strategies. *Bilingualism Matters Research Symposium 2023*. University of South Carolina, SC, USA.
- Khoruzhaya, Y. & **McManus, K.** (2023). The use of motion constructions in L2 Spanish: Tracing effects of input- and learner-related factors [poster]. *American Association for Applied Linguistics*, Portland, OR, USA.
- McManus, K.** (2023). Revisiting key claims about L2 learning through replication. *International Symposium on Bilingualism*, Macquarie University, Sydney, Australia.
- McManus, K.** (2023). Why do we replicate? A systematic review of justifications for what to replicate and how in L2 research. *American Association for Applied Linguistics*, Portland, OR, USA.
- Wang, J. & **McManus, K.** (2023). An evidence-based approach to effective language instruction. *Pennsylvania State Modern Language Association*, Seven Springs, PA, USA.
- Wang, J., **McManus, K.**, & Kisselev, O. (2023). Maximizing language leaning using evidence-based instruction. *ACTFL 2023 Convention and World Languages Expo*, Chicago, IL, USA.
- Xiong, Y. & **McManus, K.** (2023). Investigating language teachers' practices and perceptions toward multilingualism in the classroom: A comparative study. *American Association for Applied Linguistics*, Portland, OR, USA.
- Bayas, K. & **McManus, K.** (2022). Investigating spacing effects during L2 grammar practice. *TESOL 2022 International Convention and English Language Expo*, Pittsburgh, PA, USA.
- Khoruzhaya, Y. & **McManus, K.** (2022). Constructional processing in L2 Spanish learners: Effects of proficiency and verb-construction association strength. *American Association for Applied Linguistics*, Pittsburgh, PA, USA.
- Khoruzhaya, Y. & **McManus, K.** (2022). The Longitudinal Development of Motion Constructions in L2 Spanish. A Learner Corpus Study. *American Association for Corpus Linguistics*, Northern Arizona University, AZ, USA.
- McManus, K.** (2022). How can L1 use in the classroom be helpful? *Northeast Conference on the Teaching of Foreign Languages*, New York, NY, USA.
- Bayas, K., Kerschen, K. Khoruzhaya, Y., Magnuson, A., Zhuang, J. & **McManus, K.** (2021). Investigating the effects of short-term training on learned attention and blocking in SLA. *American Association for Applied Linguistics* virtual conference.
- Kinginger, C. & **McManus, K.** (2021). The careers of language study abroad alumni: A comprehensive investigation: Introduction. *American Association for Applied Linguistics* virtual conference.
- McManus, K.** & Khoruzhaya, Y. (2021). Explicit information and the automatization of L2 knowledge: A partial replication and extension study. *European Second Language Association*, University of Barcelona, Spain (postponed from 2020 due to COVID-19).
- Liu, Y. & **McManus, K.** (2020). Do second language users utilize constructional meaning to interpret noun phrases? *Second Language Research Forum*, Vanderbilt University, TN, USA.

- McManus, K.** & Bluemel, B. (2020). Instructional practices of English-Chinese and English-Spanish dual-language immersion teachers. *Northeast Conference on the Teaching of Foreign Languages*, New York, NY, USA.
- McManus, K.**, Magnuson, A., Bayas, K., Kerschen, K., Khoruzhaya, Y. & Zhuang, J. (2020). Short-term training effects on learned attention and blocking in SLA: A close replication study. *Second Language Research Forum*, Vanderbilt University, TN, USA.
- Khoruzhaya, Y. & **McManus, K.** (2019). Effects of explicit instruction about L1 during L2 processing of Spanish word order. *Second Language Research Forum*, Michigan State University, MI, USA.
- McManus, K.** (2019). Improving bilingual language processing through language-switching training. *International Symposium on Bilingualism*, University of Alberta, AB, Canada.
- McManus, K.** & Bluemel, B. (2019). Instructional practices in dual-language immersion classrooms. *American Council on the Teaching of Foreign Languages annual conference*, Washington, DC, USA.
- McManus, K.** & Liu, Y. (2019). Using elicited imitation to assess second language oral proficiency: A partial replication. *American Association for Applied Linguistics*, Atlanta, GA, USA.
- Liu, Y. & **McManus, K.** (2018). An investigation of constructions in L2 grammatical development: Focusing in on the Noun Phrase. *Second Language Research Forum*, Université du Québec à Montréal, QC, Canada.
- Lantolf, J.P. & **McManus, K.** (2018). Concept-based teaching for effective learning of complex language features. *Northeast Conference on the Teaching of Foreign Languages*, New York, NY, USA.
- McManus, K.** (2018). L2 learners' longitudinal morphosyntactic development. A usage-based approach. *American Association for Applied Linguistics*, Chicago, IL, USA.
- Lantolf, J.P. & **McManus, K.** (2017). The relevance of explicit instruction for successful language development. *American Council on the Teaching of Foreign Languages annual conference*, Nashville, TN, USA.
- McManus, K.** (2017). Awareness about L1 form-meaning mappings can benefit L2 grammatical development, online and offline. *American Association for Applied Linguistics*, Portland, OR, USA.
- McManus, K.** & Mitchell, R.F. (2017). A longitudinal study of L2 French learners' grammatical development. *Association for French Language Studies annual conference*, York University, Toronto, ON, Canada.
- McManus, K.** & Mitchell, R.F. (2017). L2 French learners' longitudinal morphosyntactic development: A conceptual replication. *4<sup>th</sup> Learner Corpus Research Conference*, Bolzano, Italy.
- McManus, K.** (2016). Examining the effectiveness of explicit instruction about the L1 in L2 grammar learning: Evidence from offline and online measures. *American Association for Applied Linguistics*, Orlando, FL, USA.
- McManus, K.** & Marsden, E. (2016). Examining the advantages of teaching about the L1 for L2 grammar learning, with on- and offline measures. *American Association for Applied Linguistics*, Orlando, FL, USA.
- McManus, K.** & Marsden, E. (2016). Explicit instruction about the L1 significantly benefits L2 learning, online and offline. Evidence from French aspectual morphology. *Tense, Aspect, and Modality in L2*, University of York, UK.

- McManus, K.**, Tracy-Ventura, N. & Mitchell, R.F. (2016). L2 linguistic development before, during, and after a nine-month sojourn: Evidence from L2 French and Spanish. *Second Language Research Forum*, Teachers College, Columbia University, NY, USA.
- Mitchell, R.F. & **McManus, K.** (2016). French as a shared language: The identity of Anglophone students sojourning in France. *Association for French Language Studies*, Queen's University Belfast, UK.
- McManus, K.** & Marsden, E. (2015). L1 language awareness significantly advantages L2 grammar learning, on- and offline. *British Association for Applied Linguistics' Language Learning and Teaching Special Interest Group*, University of Edinburgh, UK.
- McManus, K.** & Marsden E. (2015). When L1 use in the classroom significantly advantages L2 grammar learning. *Second Language Research Forum*, Georgia State University, GA, USA.
- Mitchell, R.F., Tracy-Ventura, N., **McManus, K.**, & Romero, P. (2015). Social reinsertion, L2 identities, and second language maintenance following residence abroad. *Culture of Study Abroad for Second Languages*, Saint Mary's University, NS, Canada.
- McManus, K.** (2014). The role of explicit information in remapping meaning in a second language. *Association for French Language Studies*, University of Kent, UK.
- McManus, K.** & Marsden, E. (2014). SLA research in the classroom: L1-L2 contrastive instruction for remapping meaning in a second language. *Second Language Research Forum*, University of South Carolina, SC, USA.
- McManus, K.** & Marsden, E. (2014). The effectiveness of L1-L2 differences/similarities for learning complex form-meaning mappings in a second language. *British Association for Applied Linguistics' Language Learning and Teaching Special Interest Group*, University of Leeds, UK.
- McManus, K.** & Marsden, E. (2014). The effectiveness of L1-L2 differences/similarities for remapping meaning in a second language. *European Second Language Association*, University of York, UK.
- McManus, K.** & Mitchell, R.F. (2014). The development of the Subjunctive in French L2: A longitudinal study. *The Expression of Temporality by L2 learners of English and French*, Université de Montpellier III, France.
- Mitchell, R.F., **McManus, K.** & Tracy-Ventura, N. (2014). "It's just a matter of time": The development of grammatical accuracy during residence abroad. *European Second Language Association*, University of York, UK.
- Mitchell, R.F., Tracy-Ventura, N. & **McManus, K.** (2014). Real and virtual social networking and language learning during study abroad. *World Congress of the International Association of Applied Linguistics*. Brisbane, QLD, Australia.
- Tracy-Ventura, N., **McManus, K.** & Mitchell, R.F. (2014). The development of lexical diversity during study abroad: Introducing the new LANGSNAP longitudinal learner corpus. *American Association for Corpus Linguistics*, Northern Arizona University, AZ, USA.
- McManus, K.**, Tracy-Ventura, N. & Mitchell, R.F. (2013). Réseaux sociaux, interaction et développement lexical au cours de l'année à l'étranger. *Association for French Language Studies*, Université de Perpignan Via Domitia, France.
- Mitchell, R.F., **McManus, K.** & Tracy-Ventura, N. (2013). Impact of social networking and social integration on development of L2 accuracy and fluency during residence abroad: a comparative longitudinal study. *European Second Language Association*, University of Amsterdam, Holland.

- Tracy-Ventura, N., **McManus, K.** & Mitchell, R.F. (2013). A longitudinal learner corpus investigation of vocabulary learning before, during, and after residence abroad. *Biannual Conference on Learner Corpus Research*, Bergen, Norway.
- McManus, K.** & Tracy-Ventura, N. (2012). A longitudinal investigation of L1 and L2 use during residence/study abroad. *Second Language Research Forum*, Carnegie Mellon University, PA, USA.
- McManus, K.**, Tracy-Ventura, N. & Mitchell, R.F. (2012). Social network analysis as a means to investigate input, interaction and acquisition during the year abroad. *European Second Language Association*, Adam Mickiewicz University, Poland.
- McManus, K.**, Tracy-Ventura, N., Mitchell, R.F., Richard, L. & Romero de Mills, P. (2012). Assessing modality in a second language. *L2 Proficiency Assessment Workshop*, University of Montpellier III, France.
- Mitchell, R.F., Tracy-Ventura, N., **McManus, K.**, Richard, L. & Romero de Mills, P. (2012). A comparative study of the social networks of British undergraduates during residence abroad in France, Spain and Mexico. *British Association for Applied Linguistics*, University of Southampton, UK.
- Richard, L., **McManus, K.** & Mitchell, R.F. (2012). Réseaux sociaux, interaction et acquisition d'une langue seconde au cours de l'année à l'étranger. *Association for French Language Studies*, Newcastle University, UK.
- Tracy-Ventura, N., **McManus, K.**, Mitchell, R.F., Richard, L. & Romero de Mills, P. (2012). Social networks, target language interaction and second language acquisition during residence abroad: A longitudinal study. *American Association for Applied Linguistics*, Boston, MA, USA.
- Tracy-Ventura, N., **McManus, K.**, Ortega, L. & Norris, J.M. (2012). "Repeat as much as you can": Elicited imitation as a measure of global proficiency in L2 French. *L2 Proficiency Assessment Workshop*, University of Montpellier III, France.
- Myles, F. & **McManus, K.** (2011). Age differences in attitudes, motivation and learning strategies. *Younger = Better? Comparing 5, 7, and 11 Year Olds Learning French in the Classroom*, Newcastle University, UK.
- McManus, K.** (2011). The development of aspect in a second language. *Chronos 10: 10<sup>th</sup> International Conference on Tense, Aspect, Modality and Evidentiality*, Aston University, UK.
- McManus, K.** (2010). The development of aspect in a second language. *The European Second Language Association annual conference*, University of Modena and Reggio Emilia, Italy.
- McManus, K.** (2009). The development of aspect in a second language: Mapping form to concept. *The European Second Language Association annual conference*, University College Cork, Ireland.
- McManus, K.** (2008). Cross-linguistic differences in the second language acquisition of aspect: The conceptual-linguistic form interface. *The 3<sup>rd</sup> Postgraduate Conference in Theoretical Conference in Theoretical and Applied Linguistics*, Newcastle University, UK.
- McManus, K.** (2008). Cross-linguistic influence in the second language acquisition of aspect: A compositional approach. *The Nature and Development of L2 French*, University of Southampton, UK.
- McManus, K.** (2008). The emergence of the habitual *Imparfait* in French L2 [poster]. *The Acquisition of Tense, Aspect and Mood in L1 and L2*, Aston University, UK.

- McManus, K.** (2007). The functions of the *Imparfait* in advanced French. *The 2<sup>nd</sup> Postgraduate Conference in Theoretical and Applied Linguistics*, Newcastle University, UK.
- McManus, K.** (2007). The functions of the *Imparfait* in advanced French. *1<sup>st</sup> Bloomsbury Student Conference in Applied Linguistics*, University of London, UK.
- McManus, K.** and Labeau, E. (2006). Les tiroirs narratifs du roman policier : sur la piste du passé simple. *Association for French Language Studies*, University of the West of England, UK.

## PROFESSIONAL SERVICE

### Journal Editing

- Associate Editor, *Studies in Second Language Acquisition* (2023 - present)
- Guest Editor, Special Issue of *Studies in Second Language Acquisition*: Replication in Second Language Acquisition Research (2024)
- Guest Associate Editor, Special Issue of *Applied Psycholinguistics*: Toward a Just and Equitable Applied Psycholinguistics (2023)
- Guest Co-editor, Special Issue of *International Review of Applied Linguistics in Language Teaching*: Tense, Aspect, and Modality in L2 (2017)
- Assistant Editor, *EUROSLA Monographs Series* (2013-17)
- Co-editor, *Cahiers de l'AFLS: The Association for French Language Studies' e-journal* (2009-11)

### Editorial Board

- Applied Linguistics Press (2024 – present)
- Language Teaching (Cambridge University Press, 2019 – present)
- Studies in Second Language Acquisition (Cambridge University Press, 2021 – present)

### Professional Association Offices

- American Association of Applied Linguistics
- Dissertation Award Committee, member (2021-2023)
- American Council on the Teaching of Foreign Languages
- Emma Marie Birkmaier Award for Doctoral Dissertation Research in World Language Education Committee, member (2019) and co-chair (2021)
- Association for French Language Studies
- Membership Secretary (2015-2017)
  - Workshops Co-ordinator (2013-2015)

### Reviewer for Journals

- 2025 - Foreign Language Annals; International Journal of Learner Corpus Research; Language Learning, Language Teaching; Research Methods in Applied Linguistics; Studies in Hispanic and Lusophone Linguistics



- 2024 - Foreign Language Annals; Journal of Second Language Studies; Language Learning; Language Teaching; Language Teaching Research; Modern Language Journal; NPJ Science of Learning; Research Methods in Applied Linguistics
- 2023 - Applied Psycholinguistics; Asian-Pacific Journal of Second and Foreign Language Education; International Journal of Bilingualism; Language; Language Awareness; Language Learning; Language Teaching; Modern Language Journal; Research Methods in Applied Linguistics; Studies in Second Language Acquisition
- 2022 - Applied Psycholinguistics; Canadian Journal of Linguistics; Journal of Communication Disorders; Journal of French Language Studies; Journal of Intercultural Communication Research; Language Awareness; Language Learning; Language Teaching; Linguistic Approaches to Bilingualism; Research Methods in Applied Linguistics; Studies in Second Language Acquisition; System; TESOL Quarterly
- 2021 - Applied Linguistics; Applied Psycholinguistics; Frontiers in Psychology; Journal of Psycholinguistic Research; Journal of the European Second Language Association; Language Teaching; Studies in Second Language Acquisition
- 2020 - Applied Psycholinguistics; Corpus Linguistics and Linguistic Theory; Foreign Language Annals; Language Teaching; Language Teaching Research; Modern Language Journal; Revue Romane; Second Language Research; Studies in Second Language Acquisition; System; TESOL Quarterly
- 2019 - Applied Psycholinguistics; Corpus Linguistics and Linguistic Theory; International Review of Applied Linguistics in Language Teaching; Journal of the European Second Language Association; Language Awareness; Language Learning; Language Teaching; Language Teaching Research; Modern Language Journal; Studies in Second Language Acquisition; System
- 2018 - Canadian Modern Language Review; Language Awareness; Language Learning; Language Teaching; Language Teaching Research; Modern Language Journal; Studies in Second Language Acquisition; System
- 2017 - International Journal of Learner Corpus Research; Language Learning; Language Teaching Research; Modern Language Journal; Second Language Research; Studies in Second Language Acquisition; System
- 2016 - International Review of Applied Linguistics in Language Teaching; Language and Sociocultural Theory; Language Learning; Language Teaching Research; Modern Language Journal; Second Language Research; Studies in Second Language Acquisition

- 2015 - Applied Linguistics; EUROSALA Yearbook; International Review of Applied Linguistics in Language Teaching; Language Learning; Modern Language Journal; Second Language Research
- 2014 - EUROSALA Yearbook; International Review of Applied Linguistics in Language Teaching; Language Learning
- 2013 - EUROSALA Yearbook; International Journal of Corpus Linguistics; International Review of Applied Linguistics in Language Teaching; Journal of French Language Studies; Language Learning
- 2012 - International Review of Applied Linguistics in Language Teaching; Journal of French Language Studies
- 2011 - International Review of Applied Linguistics in Language Teaching

### **Reviewer for Publishers**

Cambridge University Press (2017, 2021, 2022)

John Benjamins (2013-15, 2019, 2025)

Routledge (2018, 2020)

### **Reviewer for Conferences and Workshops**

Architectures and Mechanisms of Language Processing (2022-25)

Architectures and Mechanisms of Language Processing Asia (2024)

American Association for Applied Linguistics (2018-25)

Association for French Language Studies (2018, 2019, 2022, 2023)

Bootcamp on Quantitative Methods in L2 Research (2019)

European Second Language Association (2014-16, 2019, 2020, 2022-24)

Georgetown University Round Table in Languages and Linguistics (2017)

Linguistic Society of America (2024, 2025)

Postgraduate Academic Researchers in Linguistics at York (2014)

Second Language Research Forum (2019, 2020)

Tense, Aspect, and Modality in L2 (2013, 2015, 2017, 2019)

Thinking, doing, learning: Usage-based perspectives on second language learning (2024)

Translinguistic influence: Where are we today? (2020)

### **Reviewer for Grants**

Austrian Academy of Sciences / Österreichischen Akademie der Wissenschaften (2023)

British Academy (2025)

British Council (2013-15)

Dutch Research Council / Nederlandse Organisatie voor Wetenschappelijk Onderzoek (2020)

Israel Science Foundation (2023)

Swedish Tercentenary Foundation / Riksbankens Jubileumsfond (2022)

University of Sharjah, United Arab Emirates (2022)

### **Reviewer for Awards**

Albert Valdman Award (2022, 2024)  
Christopher Brumfit Essay Prize (2020, 2022, 2023, 2025)  
IRIS Replication Award (2018, 2020, 2022, 2024)

### **Conference and Workshop Organization**

Co-organizer of [\*Advances in World Language Pedagogy-The CALPER Professional Development Webinars\*](#), Penn State University, USA, spring 2023-25  
Organizer of [\*Penn State Workshops in Research Methods for Applied Linguists\*](#), Penn State University, USA, fall 2020-24.  
Co-organizer of [\*Open Science Bootcamp 2023\*](#), Penn State University, USA, August 2023.  
Co-organizer of [\*Multidisciplinary Approaches to Child and Adult Language Acquisition\*](#), Penn State University, USA, October 2018.  
Co-organizer of *Tense, Aspect and Modality in L2 (TAML2)*, University of York, UK, July 2016.  
Organizing committee member of [\*EUROSLA 24\*](#), University of York, UK, September 2014.  
Co-organizer of [\*Residence Abroad, Social Networks and Second Language Learning\*](#), University of Southampton, UK, April 2013.  
Co-organizer of *Younger=better? Comparing 5, 7 and 11 years olds learning French in the classroom*, Newcastle University, UK, June 2011.  
Organizer of *The Fourth Postgraduate Conference in Theoretical and Applied Linguistics*, Newcastle University, UK, March 2009.

### **Advisory/Evaluation Panel Service**

Advisor for the *Open Applied Linguistics research network*, 2021-present  
Evaluation Panel member for the project *Certificates in Multiliteracy: Growth and Competencies for International Studies, Language Content for Professional Purposes and Less Commonly Taught Languages*, co-PIs Brody Bluemel and Joseph Fees (Delaware State University, USA), 2023.  
Advisory Board member, *Center for Global Studies*, Penn State University, 2023-present.  
Advisory Board member for the project *Rapid Evidence Assessment of Effective Second Language Teaching Approaches and Methods*, co-PIs Tess Fitzpatrick and Steven Morris (Swansea University, UK), 2017.  
Advisory Board chair, *Center for Language Acquisition*, Penn State University, 2016-present.

### **TEACHING**

University of Pittsburgh, USA

- Introduction to Linguistics (LING 1000), undergraduate, (Fall 2025)
- Research Methods in Applied Linguistics (LING 2144), graduate (Fall 2025)

Penn State University, USA

- Second Language Acquisition (APLNG 591), Ph.D. graduate (Spring 2017, 2025)
- Experimental Research on Language (APLNG 593), Ph.D. graduate (Spring 2018, 2020, 2022)
- Usage-based Approaches to Second Language Learning and Teaching (APLNG 571), Ph.D. graduate (Fall 2018, 2020, 2022)
- Theory Construction in Applied Linguistics (APNG 597), Ph.D. graduate (Fall 2021)
- Second Language Acquisition (APLNG 491), MA graduate (Fall 2019)

- Discourse Functional Grammar (APLNG 484), undergraduate (Spring 2019, 2021)
- Proseminar in Applied Linguistics (APLNG 580), Ph.D. graduate (Fall 2016, 2021)

#### University of York, UK

- Cross-linguistic Influences in Second Language Acquisition (EDU00048M), MA graduate (Fall 2014, 2015)
- Developmental Psycholinguistics (EDU00047M), MA graduate (Spring 2016)
- Introduction to Language Acquisition (L08I), undergraduate (Fall 2009)
- Learning and Teaching Grammar in a Second Language (EDU00050M), MA graduate (Spring 2014, 2015)
- Second Language Syntax (L15H), undergraduate (Spring 2010)

#### University of Southampton, UK

- French Language Stage 2 (FREN 9004/9008), undergraduate (Fall & Spring 2013)
- Second Language Acquisition (LING 3001), undergraduate and MA graduate (Fall 2012, 2013)

#### Newcastle University, UK

- Introduction to Linguistics (SML 1019), undergraduate (Fall 2008-10)

#### Lancaster University, UK

- English for Academic Purposes, MA graduate (Summer 2008)

#### Guest lectures

##### Penn State University, Center for Language Science

- Proseminar in the Language Sciences of Bilingualism (1 lecture), Ph.D. graduate (Spring 2017-2019)

##### University of South Florida, Department of World Languages

- Applied Linguistics (1 lecture), MA graduate (Fall 2015)

### SUPERVISION OF STUDENT RESEARCH

#### Ph.D. Dissertation Committee Chair

- Bayas, Kelly (Applied Linguistics, Penn State University, 2018-24).
  - Awarded RGSO Dissertation Support Award
- Khoruzhaya, Yulia (Applied Linguistics, Penn State University, 2018-24).
  - Awarded *NFMLTA-MLJ* Dissertation Writing Support Grant [external]
  - Awarded *Gil Watz Graduate Dissertation Fellowship*
- Magnuson, Alex (Applied Linguistics, Penn State University, 2016 - 21).
  - Awarded *Language Learning* Dissertation Grant [external]

#### Ph.D. Dissertation Committee Member

- Tkacikova, Victora (Psychology, University of Pittsburgh, 2024 - *present*)
- Chin Wilt, Alexis (German, Penn State University, 2021 - 2025).
- Kim, Minjin (Applied Linguistics, Penn State University, 2021 - 2025).

- Qiu, Xixin (Applied Linguistics, Penn State University, 2020 - 2024).
- Zhuang, Jingyuan (Applied Linguistics, Penn State University, 2018 - 2024).
- Keppen, Valerie (German, Penn State University, 2022 - 2023).
- Vallerossa, Francesco (Stockholm University, Sweden, 2023)
- Liu, Shuyuan (Applied Linguistics, Penn State University, 2017 - 2023).
- Chandler, Lindsey (Spanish, Penn State University, 2021 - 2022).
- Kerschen, Katherine (German, Penn State University, 2019 - 2022).
- Liu, Yingying (Applied Linguistics, Penn State University, 2016 - 2021).

#### **Ph.D. Qualifying Exam Committee Member**

- Romero, John (Applied Linguistics, Penn State University, 2024).
- Xiong, Ying (Applied Linguistics, Penn State University, 2022).
- Benner Kim, Grace (Applied Linguistics, Penn State University, 2022).
- Zhang, Genggeng (Applied Linguistics, Penn State University, 2020).
- Lee, Heejin (Applied Linguistics, Penn State University, 2019).

#### **Masters Paper Advisor**

- Hatami, Parisa (Applied Linguistics Penn State University, 2019).
- Bingpeng, Li (Education, University of York, UK, 2015).

### **UNIVERSITY SERVICE**

#### **Department level**

Professional Development Committee (member, spring 2025), Applied Linguistics, Penn State University, USA.

Peer observation of teaching (2018, 2021, 2024), Applied Linguistics, Penn State University, USA.

Applied Linguistics Assistant Research Professor Search Committee (chair, 2023), Applied Linguistics, Penn State University, USA.

Undergraduate Major in Applied Linguistics Committee (member, 2023), Applied Linguistics, Penn State University, USA.

Joint Speaker Committee (chair, 2017-23), Applied Linguistics, Penn State University, USA.

PhD Admissions Committee (member, spring 2018, 2021-23), Applied Linguistics, Penn State University, USA.

Peer observation of teaching (2018, 2021), Applied Linguistics, Penn State University, USA.

Teaching Faculty Promotion Committee (member, fall 2019, 2021), Applied Linguistics, Penn State University, USA.

Applied Linguistics Head Search Committee (member, 2019-20), Applied Linguistics, Penn State University, USA.

Awards Committee (chair, 2018-19), Applied Linguistics, Penn State University, USA.

Financial Strategic Plan Steering Committee (member, 2018-19), Applied Linguistics, Penn State University, USA.

Academic Programs Committee (member, 2017-18), Applied Linguistics, Penn State University, USA.

Applied Linguistics Roundtable (faculty co-advisor, 2016-17), Applied Linguistics, Penn State University, USA.

Visiting Speaker Series for the Centre for Applied Language Research (co-convener, 2012-13), Modern Languages, University of Southampton, UK.

Faculty and Graduate Student Committee (chair, 2010), Modern Languages, Newcastle University, UK.

### **College level**

Administrative Assistant Search Committee (chair, 2023), Center for Language Acquisition, Penn State University, USA.

Liberal Arts Research and Graduate Studies Office (RGSO) Graduate Award Review Committee (member, fall 2021, 2022), Liberal Arts, Penn State University, USA

Liberal Arts Information Technology Advisory Committee (member, 2019-20), Liberal Arts, Penn State University, USA.

Asian Studies Assistant Professor Search Committee (member, 2019-20), Department of Asian Studies, Liberal Arts, Penn State University, USA.

Research Technologist Search Committee (member, 2016), Center for Language Acquisition, Penn State University, USA.

### **MEMBERSHIPS**

American Association for Applied Linguistics

American Council on the Teaching of Foreign Languages

Association for French Language Studies

Cognitive Science Society

European Second Language Association

International Association of Applied Linguistics Research Network: Open Applied Linguistics

### **LANGUAGES**

English (native)

French (advanced)

German (advanced)

Spanish (reading ability)