

Kevin McManus

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CURRENT POSITIONS

Since 2020 **Associate Professor of Applied Linguistics.** The Pennsylvania State University, Department of Applied Linguistics, USA
Since 2019 **Director, Center for Language Acquisition.** The Pennsylvania State University, College of the Liberal Arts, USA
2023-24 **Visiting Faculty** (during sabbatical leave), Carnegie Mellon University, Department of Psychology, USA.

EDUCATION

2011 **Ph.D. in Second Language Acquisition.** Newcastle University, School of Modern Languages, UK
Dissertation co-chairs: Florence Myles, Richard Waltereit
2008 **M.A. in Applied Linguistics: Corpus Linguistics.** Aston University, School of Languages and Social Sciences, UK
2006 **B.Sc. (Hons) in Modern Languages: French and German.** Aston University, School of Languages and Social Sciences, UK

EMPLOYMENT BACKGROUND

2016-22 **Gilbert R. Watz Early Career Professor in Language and Linguistics.** The Pennsylvania State University, Department of Applied Linguistics, USA
2016-20 **Assistant Professor of Applied Linguistics.** The Pennsylvania State University, Department of Applied Linguistics, USA
2016-19 **Associate Director, Center for Language Acquisition.** The Pennsylvania State University, College of the Liberal Arts, USA
2013-16 **British Academy Postdoctoral Fellow.** University of York, Department of Education, UK
2011-13 **Research Fellow in French Applied Linguistics.** University of Southampton, Department of Modern Languages, UK

ACADEMIC AWARDS AND HONORS

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

RESEARCH SUPPORT AND GRANTS

Awarded

2022-2026	Title VI Language Resource Centers program, U.S. Department of Education Project title: “Center for Advanced Language Proficiency Education and Research” Role: PI. Collaborators: Olesya Kisselev (Co-PI), Jialing Wang Amount: \$753,012 for 48 months
2020-2023	International Research and Studies program, U.S. Department of Education Project title: “Usage-Based Language Instruction: An Evidence-Based Approach to Improving and Strengthening the Teaching of Korean and Russian” Role: PI. Collaborators: Olesya Kisselev (Co-PI), Lan Kim, Irina Mikaelian, Susan Strauss (Co-PI). Amount: \$179,660 for 36 months
2018-2022	Title VI Language Resource Centers program, U.S. Department of Education Project title: “Center for Advanced Language Proficiency Education and Research” Role: Co-PI. Collaborators: Gabriela Appel, Richard Donato (Co-PI), James Lantolf (PI) Amount: \$564,000 for 48 months
2017-20	International Research and Studies program, U.S. Department of Education Project title: “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 for 36 months
2017-20	International Research and Studies program, U.S. Department of Education

- Project title: “The Careers of Language Study Abroad Alumni: A Comprehensive Investigation”
Role: Co-PI. Collaborators: Celeste Kinginger (PI), Robert Schrauf
Amount: \$271,242 for 36 months
- 2013-16 **Postdoctoral Fellowship program, *The British Academy***
Project title: “The Role of Explicit Information in Remapping Meaning in a Second Language: An Experimental Intervention Study”
Role: PI. Mentor: Emma Marsden
Amount: £226,207 (\$323,285) for 36 months
- 2009 **Graduate Research Award program, *Association for French Language Studies***
Project title: “The Development of Aspect in a Second Language”
Role: PI.
Amount: £2,000 (\$2,850) for 12 months
- 2009 **Student-led Initiative Award program, *Arts and Humanities Research Council***
Project title: “The Fourth Postgraduate Conference in Theoretical and Applied Linguistics”
Role: PI. Mentor: Florence Myles
Amount: £2,000 (\$2,850) for 12 months
- Not awarded**
2021 **Doctoral Dissertation Research Improvement Grant, *National Science Foundation***
Project title: “Doctoral Dissertation Research: A Longitudinal Study of the Use of Motion Constructions in Beginner L2 Spanish Learners Oral Production”
Role: PI. Collaborator: Yulia Khoruzhaya (Co-PI).
Amount: \$16,143 for 24 months
- 2021 **Doctoral Dissertation Research Improvement Grant, *National Science Foundation***
Project title: “Doctoral Dissertation Research: Investigating Spacing Effects During L2 Grammar Practice”
Role: PI. Collaborator: Kelly Bayas (Co-PI).
Amount: \$8,001 for 24 months
- 2019 **Faculty Early Career Development Program (CAREER), *National Science Foundation***
Project title: “CAREER: Predictive sentence processing and the learnability and use of linguistic cues. A longitudinal study of learning to predict”
Role: PI.

Amount: \$478,156 for 60 months

2018 **Faculty Early Career Development Program (CAREER), *National Science Foundation***

Project title: "CAREER: Improving Bilingual Language Processing through Inhibitory Control Training"

Role: PI.

Amount: \$545,742 for 60 months

2017 **NFMLTA/MLJ Roundtable Conference Grants**

Project title: "Cognitive Approaches to Language Acquisition: Implications for Learning and Teaching across Diverse Settings"

Role: Co-PI. Collaborators: Carrie Jackson, Janet van Hell

Amount: \$10,000 for 12 months

PUBLICATIONS

Books

McManus, K. (Ed.). (under contract). *Usage in Second Language Acquisition. Critical Reflections for Theory and Research*. Routledge.

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.

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 in Second Language Research. *Studies in Second Language Acquisition*

McManus, K., Vanek, N., Leclercq, P., & Roberts, L. (Eds.). (2017). Tense, Aspect, and Modality in L2 (TAML2). Special Issue, *International Review of Applied Linguistics in Language Teaching*, 55(3), 221-345. <https://doi.org/10.1515/iral-2017-0109>

Journal articles

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. (accepted). Open scholarship in applied linguistics: What, why, and how. *Language Teaching*.
<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>

- Winner of the 2020 ACTFL-NFMLTA/MLJ Paul Pimsleur Award for Research in Foreign Language Education
- Winner of the *Best of MLJ for 2019* award, which recognizes an article published in *The Modern Language Journal* in 2019 “for being of the highest quality, with the broadest potential impact on the field of second language learning and teaching”

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). Practice in study abroad contexts. In Suzuki, Y. (Ed.). *Practice and Automatization in Second Language Research: Perspectives from Skill Acquisition Theory and Cognitive Psychology*. Routledge.

McManus, K. (accepted). How and why to conduct a replication study. In Mackey, A. & Gass, S.M. (Eds.). (2023). *Current Approaches in Second Language Acquisition Research*. Wiley.

McManus, K. (accepted). Replication and Open Science in Applied Linguistics Research. In Plonsky, L. (Eds.). (2022). *Open Science in Applied Linguistics*. John Benjamins.

McManus, K. (2022). Replication research in instructed SLA. In Gurzynski-Weiss, L. & Kim, Y.J. (Eds.). *Research Methods in Instructed Second Language Acquisition* (pp.103-122). 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.

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 reviews

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

Keynotes and 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, Exeter, UK.

Invited talks, panels, and workshops

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, United Kingdom.

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. (2021). *Replication Research in Applied Linguistics* [workshop]. LOT Summer School 2021. University of Leuven, Belgium.

McManus, K. (2020). *Advancing what we know about second language learning through replication*. Twelfth Heritage Language Research Institute. Pennsylvania 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. (2019). *Doing replication research in second language acquisition* [workshop]. Bootcamp on Quantitative Methods in L2 Research, 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). *Social Network Analysis and Language Teaching: Insights and Future Directions* [colloquium discussant]. American Association for Applied Linguistics, 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). *L1 use in the foreign language classroom* [workshop]. Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University, University Park, PA, USA.

McManus, K. (2017). *Investigating the benefits of L1 explicit instruction in L2 input processing*. Distinguished Language Science Colloquium, Center for Language Science, Pennsylvania State University, University Park, PA, USA.

McManus, K. (2017). *Making a transition: From graduate student to faculty member* [panelist]. American Association for Applied Linguistics, Portland, OR, USA.

McManus, K. (2016). *Explicit instruction about the L1 significantly benefits L2 learning, offline and online*. University of Memphis, Memphis, TN, USA.

McManus, K. (2015). *Language learning during study abroad: Linguistic development, social networking and language use*. School of Modern Languages, Newcastle University, Newcastle, 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, York, UK.

Dominguez, 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, Southampton, UK.

McManus, K. (2014). *Examining L1-L2 similarities and differences for L2 grammar learning in the classroom*. Department of World Languages, University of South Florida, USA.

McManus, K. (2014). *L'acquisition du français lors du séjour linguistique : Questions d'enquête et d'analyse des données en langue seconde*. Au-delà 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). *Présentation du logiciel CHAT et CLAN* [workshop]. Séjour linguistique et socialisation: questions d'input et d'accès aux langues. 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. & Tracy-Ventura, N. (2013). *Formatting and analyzing a learner corpus using CHAT and CLAN* [workshop]. Residence Abroad, Social Networks and Second Language Learning. University of Southampton, UK.

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.

Refereed conference presentations

Khoruzhaya, Y. & **McManus, K.** (2023). The use of motion constructions in L2 Spanish: Tracing effects of input- and learner-related factors. *American Association for Applied Linguistics*, Portland, OR, USA.

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.

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? *North East 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. *North East 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, East Lansing, MI, USA.
- McManus, K.** (2019). Improving bilingual language processing through language-switching training. *International Symposium on Bilingualism*, University of Alberta, Edmonton, 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, Montréal, QC, Canada.
- Lantolf, J.P. & **McManus, K.** (2018). Concept-based teaching for effective learning of complex language features. *North East Conference on the Teaching of Foreign Languages (NECTFL)*, 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. *4th 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, 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, New York, 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, 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, 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, Atlanta, 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, Halifax, 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, 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, Columbia, 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, 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, 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 3, Montpellier, 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, 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, Flagstaff, 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, Perpignan, 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, 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, Pittsburgh, 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, Poznań, 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, Montpellier, 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, 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, Newcastle, 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, Montpellier, 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, Newcastle, UK.
- McManus, K.** (2011). The development of aspect in a second language. *Chronos 10: 10th International Conference on Tense, Aspect, Modality and Evidentiality*, Aston University, Birmingham, 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, Modena, 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, Cork, Ireland.

McManus, K. (2008). Cross-linguistic differences in the second language acquisition of aspect: The conceptual-linguistic form interface. *The 3rd Postgraduate Conference in Theoretical Conference in Theoretical and Applied Linguistics*, Newcastle University, Newcastle, 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, 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, Birmingham, UK.

McManus, K. (2007). The functions of the *Imparfait* in advanced French. *The 2nd Postgraduate Conference in Theoretical and Applied Linguistics*, Newcastle University, Newcastle, UK.

McManus, K. (2007). The functions of the *Imparfait* in advanced French. *1st Bloomsbury Student Conference in Applied Linguistics*, University of London, 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, Bristol, UK.

PROFESSIONAL SERVICE

Editing

Associate Editor, *Studies in Second Language Acquisition* (2023 - present)

Guest Editor, Special Issue of *Studies in Second Language Acquisition: Replication in Second Language Research* (2024)

Guest Associate Editor, Special Issue of *Applied Psycholinguistics: Toward a Just and Equitable Applied Psycholinguistics* (2023)

Guest Co-editor, Special Issue of *IRAL-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

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

- 2023 - Asian-Pacific Journal of Second and Foreign Language Education; Language; Language Learning; 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; EUROSLA Yearbook; International Review of Applied Linguistics in Language Teaching; Language Learning; Modern Language Journal; Second Language Research
- 2014 - EUROSLA Yearbook; International Review of Applied Linguistics in Language Teaching; Language Learning
- 2013 - EUROSLA 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)

Routledge (2018, 2020)

Reviewer for Conferences and Workshops

Architectures and Mechanisms of Language Processing (2022)

American Association for Applied Linguistics (2018-21)

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

Bootcamp on Quantitative Methods in L2 Research (2019)

European Second Language Association (2014-16, 2019, 2020, 2022, 2023)

Georgetown University Round Table in Languages and Linguistics (2017)

Postgraduate Academic Researchers in Linguistics at York (2014)

Second Language Research Forum (2019, 2020)

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

Translinguistic influence: Where are we today? (2020)

Reviewer for Grants

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

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)
Christopher Brumfit Essay Prize (2020, 2022, 2023)
IRIS Replication Award (2018, 2020, 2022)

Conference and Workshop Organization

Organizer of [*Penn State Workshops in Research Methods for Applied Linguists*](#), Pennsylvania State University, USA, fall 2020, 2021, 2022
Co-organizer (with Janet van Hell and Carrie Jackson) of [*Multidisciplinary Approaches to Child and Adult Language Acquisition*](#), Pennsylvania State University, USA, October 2018.
Co-organizer (with Norbert Vanek) 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 (with Rosamond Mitchell and Nicole Tracy-Ventura) of [*Residence Abroad, Social Networks and Second Language Learning*](#), University of Southampton, UK, April 2013.
Co-organizer (with Annabelle David and Florence Myles) 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 Board Service

Advisory Board member, *Center for Global Studies*, Pennsylvania 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*, Pennsylvania State University, 2016-present.

TEACHING

Pennsylvania State University, USA

- 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)
- Second Language Acquisition (APLNG 591), Ph.D. graduate (Spring 2017)
- 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

The Pennsylvania 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 (Penn State, Applied Linguistics, 2018 - *present*).

- Awarded RGSO Dissertation Support Award

Khoruzhaya, Yulia (Penn State, Applied Linguistics, 2018 - *present*).

- Awarded *NFMLTA-MLJ* Dissertation Writing Support Grant [external]
- Awarded *Gil Watz Graduate Dissertation Fellowship*

Magnuson, Alex (Penn State, Applied Linguistics, 2016 - 21).

- Awarded *Language Learning* Dissertation Grant [external]

Ph.D. Dissertation Committee Member

Chin, Alexis (Penn State, German, 2021 – *present*).

Kim, Minjin (Penn State, Applied Linguistics, 2021 – *present*).

Qiu, Xixin (Penn State, Applied Linguistics, 2020 – *present*).

Zhuang, Jingyuan (Penn State, Applied Linguistics, 2018 - *present*).

Keppenne, Valerie (Penn State, German, 2022 – 2023).

Vallerossa, Francesco (Stockholm University, 2023)

Liu, Shuyuan (Penn State, Applied Linguistics, 2017 - 2023).

Chandler, Lindsey (Penn State, Spanish, 2021 - 2022).

Kerschen, Katherine (Penn State, German, 2019 - 2022).

Liu, Yingying (Penn State, Applied Linguistics, 2016 - 2021).

Ph.D. Qualifying Exam Committee Member

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

Masters Paper Advisor

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

UNIVERSITY SERVICE

Department level

Applied Linguistics Assistant Research Professor Search Committee (chair, 2023), Applied Linguistics, Pennsylvania State University, USA.
Undergraduate Major in Applied Linguistics Committee (member, 2023), Applied Linguistics, Pennsylvania State University, USA.
Joint Speaker Committee (chair, 2017-23), Applied Linguistics, Pennsylvania State University, USA.
PhD Admissions Committee (member, spring 2018, 2021-23), Applied Linguistics, Pennsylvania State University, USA.
Peer observation of teaching (2018, 2021), Applied Linguistics, Pennsylvania State University, USA.
Teaching Faculty Promotion Committee (member, fall 2019, 2021), Applied Linguistics, Pennsylvania State University, USA.
Applied Linguistics Head Search Committee (member, 2019-20), Applied Linguistics, Pennsylvania State University, USA.
Awards Committee (chair, 2018-19), Applied Linguistics, Pennsylvania State University, USA.
Financial Strategic Plan Steering Committee (member, 2018-19), Applied Linguistics, Pennsylvania State University, USA.
Academic Programs Committee (member, 2017-18), Applied Linguistics, Pennsylvania State University, USA.
Applied Linguistics Roundtable (faculty co-advisor, 2016-17), Applied Linguistics, Pennsylvania State University, USA.
Research Technologist Search Committee (member, 2016), Center for Language Acquisition, Pennsylvania 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

Liberal Arts Research and Graduate Studies Office (RGSO) Graduate Award Review Committee (member, fall 2021, 2022), Liberal Arts, Pennsylvania State University, USA
Liberal Arts Information Technology Advisory Committee (member, 2019-20), Liberal Arts, Pennsylvania State University, USA.

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

MEMBERSHIPS

International Association of Applied Linguistics Research Network: Open Applied Linguistics
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

LANGUAGES

English (native)
French (advanced)
German (advanced)
Spanish (reading ability)