

Kevin McManus

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Department of Applied Linguistics
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CURRENT POSITIONS

- Since 2020 **Associate Professor of Applied Linguistics.** The Pennsylvania State University, Department of Applied Linguistics, USA
- Since 2016 **Gil Watz Early Career Professor in Language and 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

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

- 2016-20 **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
- 2016-21 Gil Watz Early Career Professorship in Language and Linguistics
- 2013-16 British Academy Postdoctoral Fellowship

RESEARCH SUPPORT AND GRANTS

Awarded

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, Lan Kim, Irina Mikaelian, Susan Strauss.

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, 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**
- 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 and edited collections

Porte, G. & **McManus, K.** (2019). *Doing Replication Research in Applied Linguistics*. New York: Routledge.

McManus, K., Vanek, N., Leclercq, P., & Roberts, L. (2017). Tense, Aspect, and Modality in L2 (TAML2). Special Issue, *International Review of Applied Linguistics in Language Teaching*, 55(3), 221-345.

Mitchell, R.F., Tracy-Ventura, N., & **McManus, K.** (2017). *Anglophone Students Abroad: Identity, Social Relationships and Language Learning*. New York: Routledge.

Mitchell, R.F., Tracy-Ventura, N., & **McManus, K.** (Eds.) (2015). *Social interaction, identity and language learning during residence abroad*. EUOSLA Monographs series [[Open access](#)].

Roberts, L., **McManus, K.**, Vanek, N., & Trenkic, D. (Eds.) (2015). *EUROSLA Yearbook 15*. Amsterdam: John Benjamins.

Peer-reviewed journal articles

McManus, K. (accepted). Crosslinguistic influence and L2 grammar learning: Proposed replications of Ellis & Sagarra (2011) and Tolentino & Tokowicz (2014). *Language Teaching*

McManus, K. & Liu, Y. (accepted). Using elicited imitation to measure global oral proficiency in SLA research: A close replication. *Language Teaching*

McManus, K. (2020). Examining the effectiveness of language-switching practice for reducing cross-language competition in L2 grammatical processing. *Bilingualism: Language and Cognition*

McManus, K., Mitchell, R., & Tracy-Ventura, N. (2020). A longitudinal study of advanced learners' linguistic development before, during, and after study abroad. *Applied Linguistics*

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.

McManus, K. (2019). Relationships between social networks and language development during study abroad. *Language, Culture, and Curriculum*, 32(3), 270-284.

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.

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.

- Winner of the 2020 ACTFL-NFMLTA/MLJ Paul Pimsleur Award for Research in Foreign Language Education

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.

McManus, K. & Marsden, E. (2017). L1 explicit instruction can improve L2 online and offline performance. *Studies in Second Language Acquisition*, 39(3), 459-492.

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.

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.

McManus, K. & Mitchell, R.F. (2015). Subjunctive use and development in L2 French: A longitudinal study. *Language, Interaction and Acquisition*, 6(1), 42-73.

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.

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

Book chapters

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). Amsterdam: John Benjamins.

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 [[Open access](#)].

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). Bristol: Multilingual Matters.

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). Bristol: Multilingual Matters.

PRESENTATIONS

Invited talks, panels, and workshops

McManus, K. (2021). Invited workshop. LOT Summer School 2021. University of Leuven, Belgium.

McManus, K. (2020). Invited talk. *Advancing what we know about second language learning through replication*. Twelfth Heritage Language Research Institute. Pennsylvania State University, PA, USA.

McManus, K. (2019). Invited talk. *Replication Research: What it is and why we should be doing more of it*. University of Warsaw, Poland.

McManus, K. (2019). Invited workshop. *Doing replication research in second language acquisition*. Bootcamp on Quantitative Methods in L2 Research, University of Warsaw, Poland.

McManus, K. (2018). Invited talk. *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). Invited discussant for the colloquium *Social Network Analysis and Language Teaching: Insights and Future Directions*. American Association for Applied Linguistics, Chicago, IL, USA.

McManus, K. (2018). Invited webinar. *L1 use in the world language classroom*. American Council on the Teaching of Foreign Languages, Alexandria, VA, USA.

McManus, K. (2017). Invited workshop. *L1 use in the foreign language classroom*. A Two-day professional development summer workshop for language teachers, Center for Advanced Language Proficiency Education and Research (CALPER), The Pennsylvania State University, University Park, PA, USA.

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

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

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

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

McManus, K. (2015). Invited talk. *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.

Domínguez, L. & **McManus, K.** (2014). Invited talk. *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). Invited talk. *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). Invited talk. *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). Invited pre-conference workshop. *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. (2013). Invited talk. *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). Invited talk. *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). Invited pre-conference workshop. *Formatting and analyzing a learner corpus using CHAT and CLAN*. Residence Abroad, Social Networks and Second Language Learning. University of Southampton, UK.

McManus, K. & Richard, L. (2012). Invited talk. *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). Invited talk. *LANGSNAP: Investigating the influence of social and individual factors on language learning abroad*. University of Southampton, UK.

Refereed conference presentations

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

Co-editor, Special Issue of *IRAL-International Review of Applied Linguistics in Language Teaching* (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 – 2021)

Reviewer for Journals

- 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

Reviews for Publishers and Edited Volumes

Cambridge University Press (2017)

John Benjamins (2013-15, 2019)

Routledge (2018, 2020)

Reviews for Conferences and Workshops

American Association for Applied Linguistics (2018-20)

Association for French Language Studies (2018, 2019)

Bootcamp on Quantitative Methods in L2 Research (2019)

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

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 and Awards

ACTFL-NFMLTA/MLJ Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education (2019)

British Council (2013-15)

Dutch Research Council (2020)

IRIS Replication Award (2018)

Conference and Workshop Organization

Organizer of [*Penn State Workshops in Research Methods for Applied Linguists*](#), Pennsylvania State University, USA, October 2020.

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.

Professional Association Offices

Membership Secretary, Association for French Language Studies (2015-17).
Workshops Co-ordinator, Association for French Language Studies (2013-2015).
Co-Editor of *Cahiers de l'AFLS*, Association for French Language Studies (2009-2011).

Institutional Board Service

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 Co-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)
- Usage-based Approaches to Second Language Learning and Teaching (APLNG 571), Ph.D. graduate (Fall 2018, 2020)
- Second Language Acquisition (APLNG 491), MA graduate (Fall 2019)
- Discourse Functional Grammar (APLNG 484), undergraduate (Spring 2019)
- Second Language Acquisition (APLNG 591), Ph.D. graduate (Spring 2017)
- Proseminar in Applied Linguistics (APLNG 580), Ph.D. graduate (Fall 2016)

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, in progress).

Khoruzhaya, Yulia (Penn State, Applied Linguistics, in progress).

Magnuson, Alex (Penn State, Applied Linguistics, ABD).

- Awarded *Language Learning* Dissertation Grant.

Ph.D. Dissertation Committee Member

Kerschen, Katherine (Penn State, German, ABD).

Zhuang, Jingyuan (Penn State, Applied Linguistics, in progress).

Liu, Shuyuan (Penn State, Applied Linguistics, ABD).

Liu, Yingying (Penn State, Applied Linguistics, ABD).

Ph.D. Qualifying Exam Committee Member

Zhang, Genggeng (Penn State, Applied Linguistics, 2020).

Qiu, Xixin (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

Joint Speaker Committee (chair, 2017-21), Applied Linguistics, Pennsylvania State University, USA.

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

Applied Linguistics Head Search Committee (member, 2019-20), Applied Linguistics, Pennsylvania State University, USA.
Teaching Faculty Promotion 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 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

American Association for Applied Linguistics
American Council on the Teaching of Foreign Languages
Cognitive Science Society

LANGUAGES

English (native)
French (near-native speaker)
German (advanced)
Spanish (reading ability)