

ADDRESSING NEGATIVE EFFECTS OF CROSSLINGUISTIC INFLUENCE THROUGH INSTRUCTION

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18:00–19:30

F401, Iwasaki Building,
Senriyama Campus,
Kansai University

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Bio

Kevin McManus is an associate professor in the Department of Applied Linguistics at Penn State University, where he is also director of the *Center for Language Acquisition* and the *Center for Advanced Language Proficiency, Education, and Research*. His research focuses on psycholinguistics, crosslinguistic influence, instruction, and usage-based accounts of learning, with particular interests in instructed grammatical learning and the ways in which cognitive and social factors shape development. His most recent works include *Crosslinguistic Influence and Second Language Learning and Usage* and *Second Language Acquisition. Critical Reflections and Future Directions*. He is currently an associate editor for *Studies in Second Language Acquisition*.

Abstract

Studying the diverse ways in which a speaker's knowledge and use of one language (e.g., second language) is influenced by their knowledge and experience with other languages (e.g., first language) constitutes a longstanding and very active line of second language acquisition (SLA) research. Indeed, this topic is so critical to how we think about the learning and teaching of language that almost all theories and approaches to teaching have something to say about crosslinguistic influence and first language use in teaching. In this talk, I start by taking stock of what we currently know about crosslinguistic influence in adult language learning. I highlight key findings and notable trends in empirical research in addition to important theories for making sense of crosslinguistic influence in SLA, showing how the field's understanding of crosslinguistic influence has changed in line with greater interdisciplinary work and methodological advances. Drawing on several recent projects exploring connections between crosslinguistic influence and instructed SLA, I then discuss and show how instructional strategies informed by (i) research evidence about learning and (ii) usage-based learning theory can be used to support second language learning.

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