

CURRICULUM VITAE
Robert M. De Keyser

Employment history:

8/23/05-12/31/20	Professor of Second Language Acquisition, University of Maryland at College Park
9/01/97-8/22/05	Associate Professor of Linguistics, University of Pittsburgh
10/1/91-9/01/97	Assistant Professor of Linguistics, University of Pittsburgh
9/1/1988-10/1/91	Visiting Assistant Professor of Linguistics, University of Pittsburgh
1984-1988	Research Fellow at the Belgian National Science Foundation
Summers 83-84	Part-time teacher of French, Spanish and Dutch at the Berlitz school, Palo Alto
9/15/82-6/15/84	Teaching Fellow, Department of Spanish and Portuguese, Stanford University
2/1-9/30/1980	Half-time teaching assistant in Spanish, University of Leuven

Education:

1986	Doctor of Philosophy in Education, Stanford University (minor in Linguistics)
1982	Master of Arts in Education, Stanford University
1980	Teaching Credential (French), University of Leuven
1980	Certificate of Specialization in Psycholinguistics, University of Leuven (magna cum laude)
1979	Diploma of Spanish Studies, University of Leuven (summa cum laude)
1979	Licentiaat Romaanse Filologie (B.A. in Romance Philology), University of Leuven (summa cum laude)

External research grants:

2015-2020	(as co-PI) Research grant NSF <u>1449815</u> (C. Phillips, PI) Flexibility in Language Processes and Technology: Human- and Global-Scale (\$2,999,933)
2002	(as PI) Research grant from NIH (NICHD) (\$72,775)
2000-2001	(as PI) Research Grant from the Spencer Foundation (\$17,500)
1995-1996	(as PI) Research grant from the U.S. Department of Education (\$94,969)
1993-94	(as PI) Research Grant from the U.S. Department of Education (\$38,219)

Internal research grants:

2000	Faculty Research Grant from the University of Pittsburgh Center for Latin American Studies (\$2,000)
2000	Curriculum development grant from UCIS/Hewlett (\$2,320)
1999-2001	Small Research Grant from the University of Pittsburgh Central Research Development Fund (\$3,642)
1996-1998	Small Research Grant from the University of Pittsburgh Central Research Development Fund (\$7,572)
1995-1997	Small Research Grant from the University of Pittsburgh Central Research Development Fund (\$6,492)
1994	Curriculum development grant from the University of Pittsburgh College of Arts and Sciences (\$695)
1994	Curriculum development grant from the Hewlett Foundation (\$1,900)
1993	Faculty Development Grant from the University of Pittsburgh Faculty of Arts and Sciences (\$2,158)
1990-1992	Small Research Grant from the University of Pittsburgh Central Research Development Fund (\$4,355)

Fellowships:

1984-88	Research fellowship of the Belgian National Science Foundation
1981-82	Graduate fellowship from the Belgian American Educational Foundation for study at Stanford University
Summer 1987	IBM grant to attend the LSA 1987 Linguistic Institute

Languages spoken:

fluent in English, Dutch (native language), French, Spanish; intermediate in German; elementary knowledge of Japanese

Honors and Awards:

2017	An article I published in 2000 was selected as one of the 12 most influential among the 800 or so published in the leading journal in the field (<i>Studies in Second Language Acquisition</i>).
2013	Nominee for the university-wide Distinguished Teacher-Scholar Award
2010	Nominee for the university-wide Graduate Mentoring Award at the University of Maryland
1997	Mellon Fellowship under the Institute for Advanced Studies Program administered by the National Foreign Language Center
1987	The American Council on the Teaching of Foreign Languages 1987 Emma Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education

Courses Taught at the University of Maryland:

Graduate:

Second Language Acquisition
Fundamentals of Language Acquisition and Instruction
Research Methods in Applied Linguistics
Age effects in Second Language Learning
Cognitive Processes in Second Language Learning
Special Topics in Second Language Instruction: Individual Differences
Special Topics in Second Language Instruction: Aptitude-Treatment Interaction
Special Topics in Second Language Instruction: Practice in Second Language Learning

Undergraduate:

The Languages of Europe (8x, including 7x as Honors course)

Courses Taught at the University of Pittsburgh:

Graduate:

Research Methods in Applied Linguistics (15x)
Second Language Acquisition (11x)
Methods of Second Language Teaching (6x)
Current Issues in Second Language Learning (8x)

Undergraduate:

Upper Division:
Introduction to Sociolinguistics (2x)
The Languages of Europe (3x)
Seminar on Latin America (1x)
Introduction to Applied Linguistics (1x)
Lower Division:
Aspects of Language (12x)
Freshman Seminar "The Languages of Europe" (1x)

Graduate advising at the University of Maryland:

PhD dissertation committees:

as chair or co-chair:

Wei Yi (School of Languages, graduated 2020) – Attentional processing and incidental learning of semantically transparent and opaque compounds through reading: an eye-tracking study

Hyojin Jeong (School of Languages, graduated 2020) – The effects of training for automaticity of multiword recognition

Katya Solovyeva (School of Languages, graduated 2020) – Cross-linguistic differences in the learning of inflectional morphology: Effects of target language paradigm complexity

Peter Osthus (School of Languages, graduated 2019) – Modeling the effect of entrenchment and memory development on second language acquisition

Eric Pelzl (School of Languages, graduated 2018) - Second language lexical representation and processing of Mandarin Chinese tones

Man Li (School of Languages, graduated 2017) - Temporal Distribution of Practice and Individual Differences in the Automatization of L2 Mandarin Word Production

Susan Benson (School of Languages, graduated 2016) – Investigating explicit written corrective feedback and language aptitude in SLA

Irina Stojanovska (School of Languages, graduated 2016) – The role of rules, examples and individual differences in the acquisition of declarative and procedural second language knowledge

Yuichi Suzuki (School of Languages, graduated 2015) – Using new measures of implicit L2 knowledge to study the interface of explicit and implicit knowledge

Goretti Prieto Botana (School of Languages, graduated 2013) – The role of task-essentialness and explicit information in processing instruction

Katie Nielson (School of Languages, graduated 2012) – Planning and working memory as predictors of accuracy, fluency, and complexity

Jihye Moon (School of Languages, graduated 2012) – Maturation and non-maturation factors in heritage language acquisition

Charles Mueller (School of Languages, graduated 2012) – Comparison of an integrative inductive approach, presentation-and practice approach, and two hybrid approaches to instruction of English prepositions

Sunyoung Lee (School of Languages, graduated 2012) – Looking into bilingualism through the heritage speaker mind

Karen Vatz (School of Languages, graduated 2009) – Grammatical gender representation and processing in advanced second language learners of French

as committee member:

Beth Mackey (School of Languages, graduated 2023)

Elizabeth Rhoades (School of Languages, graduated 2023)

Arifi Waked (Dept. of Hearing and Speech, graduated 2020)

Suyoung Bae (Dept. of Linguistics, graduated 2020)

Nick Huang (Dept. of Linguistics, graduated 2019)

Kristen Gunderson (School of Languages, graduated 2019)

Alia Biller (School of Languages, graduated 2018)

Jiyong Lee (School of Languages, graduated 2018)
Assma Al-Thowaini (School of Languages, graduated 2018)
Megan Masters (School of Languages, graduated 2018)
Jeansue Mueller (School of Languages, graduated 2017)
Payman Vafae (School of Languages, graduated 2016)
Sun Young Ahn (School of Languages, graduated 2015)
Suzanne Freynik (School of Languages, graduated 2015)
Megan Sutton (Dept. of Linguistics, graduated 2014)
Natalia Romanova (School of Languages, graduated 2013)
Heather Taylor (Dept. of Linguistics, graduated 2013)
Annie Gagliardi (Dept. of Linguistics, graduated 2012)
Gisela Granena (School of Languages, graduated 2012)
Joel Koeth (School of Languages, graduated 2012)
David Ellis (School of Languages, graduated 2011)
So-One Hwang (Dept. of Linguistics, graduated 2011)
Brian Dillon (Dept. of Linguistics, graduated 2011)
In Yeong KO (College of Education, graduated 2011)
Akira Omaki (Dept. of Linguistics, graduated 2010)
Eunjou Oh (College of Education, graduated 2010)
Atakan Ince (Dept. of Linguistics, graduated 2009))
Chenxi Cheng (College of Education, graduated 2008)
Usama Sultan (Dept. of Linguistics, graduated 2007)
Masaya Yoshida (Dept. of Linguistics, graduated 2006)
Hajime Ohno (Dept. of Linguistics, graduated 2006)

Ph.D. qualifying papers:

as main advisor:

Takehiro Iizuka 2 (2022)
Takehiro Iizuka 1 (2021)
Nick Pandza (2019)
Elizabeth Rhoades (2018)
Wei Yi (2018)
Buthainah Al-Thowaini (2017)
Hyojin Jeong (2017)
Alia Biller 2 (2017)
Peter Osthus 2 (2017)
Katya Soloveva 2 (2016)
Assma Al-Thowaini (2015)
Man Li (2015)
Peter Osthus 1 (2014)
Susan Benson (2014)
Payman Vafae (2014)
Katya Solovyeva 1 (2014)
Yuichi Suzuki 2 (2013)
Yuichi Suzuki 1 (2013)

Ilina Stojanovska (2013)
Sunyoung Ahn (2012)
Katie Nielson (2011)
Goretti Prieto (2010)
Gisela Granena (2010)
Jihye Moon (2009)
Sunyoung Lee (2009)
Joel Koeth (2009)
Charles Mueller (2009)

as committee member:

Katie Pulupa (2021)
Qi Zheng (2019)
Fatima Montero (2018)
Wei Yi (2017)
Sunhee Kim (2017)
Qian (Helen) Zhou (2017)
Basak Karatas (2016)
Jiyong Lee 2 (2016)
Jon Malone (2016)
Elizabeth Rhoades (2015)
Alia Biller 1 (2015)
Qian (Helen) Zhou (2015)
Beth Mackey (2014)
Payman Vafae (2014)
Jiyong Lee 1 (2014)
Ilina Stojanovska (2014)
Megan Masters (2014)
Man Li (2014)
Tom Wagener 2 (2014)
Susan Benson (2013)
Stephen O'Connell (2013)
Tom Wagener 1 (2013)
Anna Lukyanchenko (2011)
Goretti Prieto (2011)
David Ellis 2 (2011))
David Ellis 1 (2010)
Svetlana Cook 1 (2010)
Svetlana Cook 2 (2010)
Natalia Romanova 2 (2010)
Gisela Granena (2010)
Jihye Moon (2010)
Joel Koeth (2009)
Charles Mueller (2009)
Natalia Romanova 1 (2008)
Karen Vatz (2008)

M.A. Theses

as advisor:

Ryo Maie (2018)

as committee member:

Yoko Eshita (2019)

M.A. Capstone Projects:

as main advisor:

Robert Bird (2009)

Fernanda López (2008)

David Libber (2008)

John Grimm (2008)

Elizabeth Rogler (2008)

as reader:

Carrie Ewachiw (2007)

Kim Pinckney (2006)

Graduate Advising at the University of Pittsburgh:

Ph.D. Dissertations

as main advisor:

Sonia Lenk (Dept. of Hispanic Languages and Literatures, graduated 2007)

Donald Peckham (Department of Linguistics, graduated in 2000)

as co-advisor:

Marina Saiz (Dept. of Hispanic Languages and Literatures, graduated 2007)

Tianwei Xie (School of Education, Dept. of Instruction and Learning, graduated 1992)

as committee member:

Department of Linguistics:

Gregory Mizera (graduated 2005)

Jenifer Larson-Hall (graduated 2001)

André Mather (graduated 2000)

Department of Psychology:

Benjamin Xu (graduated 1997)

Marte Fallshore (graduated 1994)

Dept. of Slavic Languages and Literatures:
Annalisa Czczulin (graduated 2007)

Dept. of Hispanic Languages and Literatures:
María Luz Valdez (Dept. of Hispanic Languages and Literatures, graduated 2002)
Anja Bernardy (Dept. of Hispanic Languages and Literatures, graduated 1998)
Jessi Carduner (Dept. of Hispanic Languages and Literatures, graduated 1998)
Susana de los Heros (Dept. of Hispanic Languages and Literatures, graduated 1997)
Victoria Codina-Espurz (Dept. of Hispanic Languages and Literatures, graduated 1992)
Joe Castino (Dept. of Hispanic Languages and Literatures, graduated 1991)

Dept. of Psychology in Education (School of Education):
Huixing Tang (graduated 1992)

Dept. of Instruction and Learning (School of Education):
Kristin Harty (Dept. of Instruction and Learning, graduated 2003)
Noriko Nagata (Dept. of Instruction and Learning, graduated 1992)
Hosney El-Daley (Dept. of Instruction and Learning, graduated 1991)
Mingmin Zhu (Dept. of Instruction and Learning, graduated 1991)
Anat Stavans (Dept. of Instruction and Learning, graduated 1990)
Jiddou Sounkalo (Dept. of Instruction and Learning, graduated 1990)

M.A. theses and “long papers” (all in the Linguistics Department)

as first reader:

Nicole Garcia, graduated 2005
Tamar Bernfeldt, graduated 2004
Veronica Lifrieri, graduated 2005
Marcie Herman, graduated 2001
Jesse Montgomery, graduated 2001
Donna Guardino, graduated 2000
Jeffrey Micher, graduated 2000
Susan Iannuzzi, graduated 2000
Kim Pradhan, graduated 2000
Jennifer Goldschneider, graduated 1998
Doris Strouse, graduated 1997
Jill Kinkade, graduated 1995
Donald Peckham, graduated 1995
Karl Sokalski, graduated 1995
David Anderson, graduated 1994
Robert Vazzo, graduated 1993
M. Christine O'Neill, graduated 1993
Jeanette Courson, graduated 1989
Hosney El-Daley, graduated 1989

as co-reader:

Tia Robinson, graduated 2005
Szidonia Haragos, graduated 2004
Monica Denomy, graduated 2003
Guillermo Rodriguez, graduated 2002
Tae-Ho Kim, graduated 2002
Becky Bird, graduated 2002
Nandini Jayaram, graduated 2000
Zoia Lubenova, graduated 2000
Kerry Skemp, graduated 1999
Machteld de Waard, graduated 1999
Christina Gagnon, graduated 1999
Kristen di Gennaro, graduated 1998
Donnalyne Quick, graduated 1997
Clay Taylor, graduated 1997
Jannine Markizon, graduated 1996
Erin Glendening, graduated 1996
Gail Coelho, graduated 1994
Carol Dussere, graduated 1991
Judy Yogman, graduated 1991
Terri Griest, graduated 1989

Service to the University of Maryland

Chair, first-level review committee for Kira Gor (2018)
Chair, first-level review committee for Nan Jiang (2017)
Member, University Committee on Appointment, Promotion, and Tenure, 2013- 2015
Member, first-level review committee for Andrea Frisch (2015)
Chair, first-level review committee for Ali Abasi, SLLC (2014)
Chair, APT committee for the School of Languages, Literatures and Cultures, 2012-2014
Member, IGERT executive board, 2010- 2013
Director of the PhD program in SLA, 2008-2010
Chair, APT Committee for the College of Arts and Humanities, 2008-2009
Member, APT Committee for the College of Arts and Humanities, 2007-2008
Chair, Search Committee in SLA, 2008
Chair, Search Committee in SLA, 2007
Chair, SLLC committee on tenure and promotion procedures, 2005-2006

Service to the University of Pittsburgh Linguistics Department:

Graduate advisor 2003-2005
Admissions officer from 1988 to 1994, from 1999 to 2002, and 2003-2005
Graduate student evaluation officer from 1994 to 1999
Departmental representative to the tenure council 1999-2005
Chair of the planning and budget committee 1998-2005

Service to other universities:

PhD committee member for Georgetown University (3x)

External Ph.D. examiner for City University of Hong Kong; University of Auckland, New Zealand (2x); Université Laval, Québec, Canada; Universitat Pompeu Fabra, Barcelona, Spain; University of Amsterdam, The Netherlands (2x); McGill University, Montréal, Canada; Concordia University, Montreal, Canada; Universität Dresden, Germany; University of Utrecht, The Netherlands; University of Warsaw, Poland; Stockholm University, Sweden.

External referee for tenure/promotion committees for American University, Brigham Young University, Cambridge University, Florida State University, Indiana University (2x), Lancaster University (3x), McGill University, Michigan State University, Ohio University, Pennsylvania State University, Rutgers University, Shanghai Jiao Tong University, Stanford University, University of Arizona, University of California at Santa Cruz, University of Hawaii, University of Illinois at Urbana-Champaign, University of Northern Arizona, University of Pittsburgh, University of Singapore, University of South Florida, Virginia Polytechnic Institute.

Service to the profession:

Editorial functions:

2013-2017	associate editor, <i>Bilingualism: Language and Cognition</i>
2010-2015	member of the Board of Directors, <i>Language Learning</i>
2009-2013	co-editor, Studies in Bilingualism books series (John Benjamins)
2005-2010	editor, <i>Language Learning</i>
2016-2020	Editorial Board Member, <i>Second Language Research</i>
2009-2012	editorial advisory board member, Routledge Encyclopedia of Second Language Acquisition (ed. Peter Robinson)
2004-2007	member of the advisory board for the Cognitive Science and Second Language Acquisition book series (first Lawrence Erlbaum Associates, then Routledge)
since 2015	Editorial Board member, <i>Studies in Second Language Learning and Teaching</i>
since 2015	Editorial Board Member, <i>Study Abroad Research in Second Language Acquisition and International Education</i>
since 2014	Editorial Board Member, <i>Language Teaching Research</i>
since 1988	member of the Editorial Board, <i>ITL Review of Applied Linguistics</i>

International committees:

2015-2018	member of the best research paper selection committee of the American Association of Applied Linguistics
2012 & 2014	Language and Cognition strand coordinator in preparation of the 2013 conference of the American Association of Applied Linguistics
2010	member of the nominating committee of the American Association of Applied Linguistics

Grant proposal reviewing:

since 2008	ad-hoc external reviewer for the National Science Foundation, and its equivalents in Belgium, the Netherlands, Austria, Singapore...
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since 2005 ad-hoc external reviewer for the Social Sciences and Humanities
Research Council of Canada
since 2002 ad-hoc external reviewer for the National Endowment for the
Humanities

Manuscript reviewing:

since 2020 referee for *Instructed Second Language Acquisition*
since 2019 referee for *System*
since 2018 referee for *JALT Journal*
since 2016 referee for *Language Learning and Technology*
since 2015 referee for *Cognition*
since 2015 referee for *Journal of Immersion and Content-Based Education*
since 2014 referee for *Journal of Child Language*
since 2013 referee for *Language and Speech*
since 2013 referee for *International Journal of Bilingual Education and
Bilingualism*
since 2012 referee for *Bilingualism: Language and Cognition*
Since 2010 referee for *Canadian Journal of Applied Linguistics*
since 2009 referee for *Learning and Individual Differences*
since 2008 referee for *Psychological Bulletin*
since 2006 referee for *Journal of Experimental Child Psychology*
since 2006 referee for *Applied Psycholinguistics*
since 2004 referee for *Perceptual and Motor Skills*
since 2003 referee for *Canadian Modern Language Review*
since 2003 referee for *Journal of Memory and Language*
since 2003 referee for *Language Teaching Research*
since 2001 referee for *The Modern Language Journal*
since 1998 referee for *TESOL Quarterly*
since 1994 referee for *Applied Linguistics*
since 1993 referee for *Language Learning*
since 1989 referee for *Studies in Second Language Acquisition*
since 1985 referee for the *ITL Review of Applied Linguistics*

Abstract reviewing:

frequent abstract reader for conferences such as AAAL, SLRF, EUROSLA, ISB, and
others...

Consulting:

2014-2017 The multilingual and multicultural classroom: enhancing
international experiences at home and abroad for all learner
profiles. Universitat Pompeu Fabra, Barcelona
2009- Fundación SENECA project on Second Language Writing
(Universidad de Murcia)
2006 National Foreign Language Center, STARTALK project (training
of teachers for Arabic and Chinese as L2 in the US)
2004- Research project Stay Abroad and Language Acquisition (SALA)

- /El 'Factor Estancia en el Pais de la lengua Meta' en la adquisición de una lengua extranjera (inglés). (Code: HUM2004-05442-CO2-01/FILO). Universitat Pompeu Fabra, Barcelona.
- 2003- Center for the Advanced Study of Language (research design on the role of aptitude; the literature on the critical period)
- 1987 National Foreign Language Center (design of research on the linguistic effects of study abroad)

PUBLICATIONS

Articles in refereed journals:

Iizuka, T., & DeKeyser, R. (2023). Scrutinizing LLAMA D as a measure of implicit language aptitude. *Studies in Second Language Acquisition*, 45. doi: 10.1017/S0272263122000559

Jeong, H., & DeKeyser, R. (2023). Development of automaticity in processing L2 collocations: The roles of L1 collocational knowledge and practice condition. *Studies in Second Language Acquisition*, 45. doi: 10.1017/S02722000547

Yi, W., Lu, S., & DeKeyser, R. (2022). Orthographic, semantic, and contextual influences on initial processing and learning of novel words during reading: Evidence from eye movements. *Chinese Journal of Applied Linguistics*, 45 (2), 194-219.

Yi, W., & DeKeyser, R. (2022). Incidental learning of semantically transparent and opaque Chinese compounds from reading: An eye-tracking approach. *System*, 107. doi: 10.1016/j.system.2022.102825

DeKeyser, R., & Li, S. (2021). Evidence for the validity of implicit aptitude and the need for construct validation. *Studies in Second Language Acquisition*, 43(3), 692-697. doi:10.1017/S0272263121000140

Li, S., & DeKeyser, R. (2021). Implicit language aptitude: Conceptualizing the construct, validating the measures, and examining the evidence. *Studies in Second Language Acquisition*, 43(3), 473-497. doi: 10.1017/S0272263121000024

Pelzl, E., Lau, E.F., Guo, T., & DeKeyser (2021). Advanced second language learners of Mandarin show persistent deficits for lexical tone encoding in picture-to-word form matching. *Frontiers in Communication*, 6, article 689423. doi: 10.3389/comm.2021.689423

Pelzl, E., Lau, E. F., Guo, T., & DeKeyser, R. (2021). Even in the best-case scenario L2 learners have persistent difficulty perceiving and utilizing tones in Mandarin. *Studies in Second Language Acquisition*. 43(3), 268-296. doi:10.1017/S027226312000039X

Maie, R., & DeKeyser, R. (2020). Conflicting evidence of explicit and implicit knowledge from objective and subjective measures. *Studies in Second Language Acquisition*, 42(2), 359-382.

Suzuki, Y., Nakata, T., & DeKeyser, R. (2020). Empirical feasibility of the desirable difficulty framework: Toward more systematic research on L2 practice for broader pedagogical implications. *The Modern Language Journal*, 104(1), 313-319.

DeKeyser, R. (2020). Input is not a panacea. *International Journal of Bilingualism*, 24(1), 79-81. doi:10.1177/1367006918768371

DeKeyser, R. (2019). Age effects in second language learning, so obvious and so misunderstood. *Estudios de Lingüística Inglesa Aplicada*, 19, 235-246.

Benson, S., & DeKeyser, R. (2019). Effects of written corrective feedback and language aptitude on verb tense accuracy. *Language Teaching Research*, 23, 702-726. doi: 10.177/136216881870921

DeKeyser, R. (2019). Aptitude-treatment interaction in second language learning. *Journal of Second Language Studies*, 2, 165-169.

Kachinske, I., & DeKeyser, R. (2019). The interaction between timing of explicit grammar explanation and individual differences in second language acquisition. *Journal of Second Language Studies*, 2, 197-232.

Brown Nielson, K., & DeKeyser, R. (2019). Working memory and planning time as predictors of fluency and accuracy. *Journal of Second Language Studies*, 2, 281-316.

Li, M., & DeKeyser, R. (2019). Distribution of practice effects in the acquisition and retention of L2

Mandarin tonal word production. *The Modern Language Journal*, 103, 607-628. DOI: 10.1111/modl.12580

Suzuki, Y., Nakata, T., & DeKeyser, R. (2019). Optimizing Second Language Practice in the Classroom: Perspectives from Cognitive Psychology. *The Modern Language Journal*, 103, 551-561. DOI: 10.1111/modl.12582

Suzuki, Y., Nakata, T., & DeKeyser, R. (2019). The desirable difficulty framework as a theoretical foundation for optimizing and researching second language practice. *The Modern Language Journal*, 103, 713-720. DOI: 10.1111/modl.12585

Pelzl, E., Lau, E. F., Guo, T., & DeKeyser, R. M. (2019). Advanced second language learners' perception of lexical tone contrast. *Studies in Second Language Acquisition*, 41, 59-86. doi:[10.1017/S0272263117000444](https://doi.org/10.1017/S0272263117000444)

DeKeyser, R. (2018). The critical period hypothesis: A diamond in the rough. *Bilingualism: Language and Cognition*, 21(5), 915-916.

Solovyeva, K., & DeKeyser, R. (2018). Response time variability signatures of novel word learning. *Studies in Second Language Acquisition*, 40, 225-239. doi:10.1017/S0272263117000043

Ahn, S., Chang, C. B., DeKeyser, R., & Lee-Ellis, S. (2017). Age effects in first-language attrition: Speech perception by Korean-English bilinguals. *Language Learning*, 67(3), 694-733.

Suzuki, Y., & DeKeyser, R. (2017a). The interface of explicit and implicit knowledge in a second language. *Language Learning*, 67(4), 747-779. doi:10.1111/lang.12241

- Suzuki, Y., & DeKeyser, R. (2017b). Effects of distributed practice on the automatization of L2 morphosyntax. *Language Teaching Research*, 21(2), 166-188.
- Suzuki, Y., & DeKeyser, R. (2017c). Exploratory research on L2 distributed practice: An aptitude-by-treatment interaction. *Applied Psycholinguistics*, 38(1), 27-56.
- Li, M., & DeKeyser, R. (2017). Perception practice, production practice, and musical ability in L2 Mandarin tone-word learning *Studies in Second Language Acquisition*, 39(4), 593-620.
- DeKeyser, R. (2016). Of moving targets and chameleons. *Studies in Second Language Acquisition*, 38, 353-363.
- DeKeyser, R. (2015). Why less is eventually more in second language acquisition. *Linguistic approaches to Bilingualism*, 5(4), 453-457.
- Suzuki, Y., & DeKeyser, R. (2015). Does Elicited Imitation Measure Implicit Knowledge? Evidence from the Word-Monitoring Task *Language Learning*, 65(4), 860-895. doi:10.1111/lang.12138
- DeKeyser, R. M., & Prieto Botana, G. (2015). The effectiveness of processing instruction in L2 grammar acquisition: A narrative review. *Applied Linguistics*, 36(3), 290-305. doi:10.1093/applin/amu071
- DeKeyser, R. (2014). The philosophy of science and the social-cognitive dichotomy in research on language learning and teaching. *Studies in Second Language Acquisition*, 36(3), 365-368.
- DeKeyser, R. (2013). Age effects in second language learning: Stepping stones toward better understanding. *Language Learning*, 63(Suppl. 1), 52-67.
- Monner, D., Vatz, K., Morini, G., Hwang, S.-O., & DeKeyser, R. (2013). A neural network model of the effects of entrenchment and memory development on grammatical gender learning. *Bilingualism: Language and Cognition*, 16(2), 246-265.
- DeKeyser, R. M. (2012). Interactions between individual differences, treatments, and structures in SLA. *Language Learning*, 62(Suppl. 2), 189-200.
- DeKeyser, R. (2012). Individual differences in native language attainment and their implications for research on second language acquisition. *Linguistic approaches to Bilingualism*, 2(3), 260-263.
- DeKeyser, R. M. (2010). Practice for second language learning: Don't throw out the baby with the bathwater. *International journal of English Studies*, 10(1), 155-165.
- DeKeyser, R. M. (2010). Where is our field going? *The Modern Language Journal*, 94(4), 646-648.
- DeKeyser, R. M., Alfi-Shabtay, I., & Ravid, D. (2010). Cross-linguistic evidence for the nature of age effects in second language acquisition. *Applied Psycholinguistics*, 31(3), 413-438.

DeKeyser, R. M. (2010). Monitoring processes in Spanish as a second language during a study abroad program. *Foreign Language Annals*, 43(1), 80-92.

DeKeyser, R. M. (2005). What makes learning second-language grammar difficult? A review of issues. *Language Learning*, 55(Supplement 1), 1-25.

DeKeyser, R. (2004). Grammar practice: From negative connotations to positive thinking. *ACTR News*, 30(4), 1-4.

DeKeyser, R. M., Salaberry, R., Robinson, P., & Harrington, M. (2002). What gets processed in processing instruction? A commentary on Bill VanPatten's "Processing instruction: An update". *Language Learning*, 52(4), 805-823.

Goldschneider, J. M., & DeKeyser, R. M. (2001). Explaining the 'natural order of L2 morpheme acquisition' in English: A meta-analysis of multiple determinants. *Language Learning*, 51(1), 1-50. (Reprinted in R. DeKeyser, ed. Morphosyntactic development in second language learning. *Language Learning* 55 (2005), Supplement 1)

DeKeyser, R. M. (2000). The robustness of critical period effects in second language acquisition. *Studies in Second Language Acquisition*, 22(4), 499-533.

DeKeyser, R. M. (1997). Beyond explicit rule learning: Automatizing second language morphosyntax. *Studies in Second Language Acquisition*, 19(2), 195-221.

DeKeyser, R. M., & Sokalski, K. J. (1996). The differential role of comprehension and production practice. *Language Learning*, 46(4), 613-642. (Reprinted in R. Ellis, ed. Form-focused instruction and second language learning. *Language Learning* 51 (2001), Supplement 1.

DeKeyser, R. M. (1996). Exploring automatization processes. *TESOL Quarterly*, 30(2), 349-357.

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H. Walter. L' aventure des langues en Occident: Leur origine, leur histoire, leur géographie. *Language*, 71 (1995), 659-660.

T. Piper. And then there were two. Children and second language learning, *Language*, 70 (1994), 615-617.

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| December 4, 2019 | DeKeyser, R. Research on aptitude for L2 – How can neuroscientists help us make progress? ESRC UK-Japan Symposium: Neurocognitive Foundations of Second Language Learning. University College London/Birkbeck College. (plenary) |
| October 28, 2018 | Maie, R. & DeKeyser, R. Beyond boundaries: Combining methodological approaches to acquisition of explicit and implicit knowledge under an incidental condition. Second Language Research Forum, Michigan State University, East Lansing, Michigan. |
| October 28, 2018 | Pelz, E., Lau, E., Guo, T., & DeKeyser, R. Suprasegmental difficulties are not superficial: An ERP study of tone word recognition in advanced second language learners of Mandarin Chinese. Second Language Research Forum, Michigan State University, East Lansing, Michigan. |
| October 8, 2018 | DeKeyser, R. Making research on aptitudes for second language learning more useful for practitioners. Second conference on Individual Differences in Second Language Learning and Teaching, State University of Applied Sciences, Konin, Poland. |

- July 27, 2018 DeKeyser, R. Second language learning aptitude: not just important for learners. LEAD Summer School Universität Tübingen, Germany. (plenary)
- May 10, 2018 DeKeyser, R. Age effects in second language learning and what they imply for the L2 classroom. FLTAL conference, Almaty, Kazakhstan. (plenary)
- March 25, 2018 DeKeyser, R. Cognitive approaches to SLA. Annual conference of the American Association of Applied Linguistics, Chicago, Illinois.
- January 25, 2018 DeKeyser, R. The role of aptitude during study abroad: Now you see it, now you don't. SAREP Workshop. Palma de Mallorca, Spain. (plenary)
- July 25, 2017 DeKeyser, R. Aptitude in study abroad research. Triannual conference of the Association Internationale de Linguistique Appliquée, Rio de Janeiro, Brazil.
- June 8, 2017 DeKeyser, R. The future of language aptitude research. Symposium on language aptitude. University of Macao, China.
- March 26, 2017 Li, M., & DeKeyser, R. Temporal distribution of practice on L2 learning and retention: A narrative review. American Association for Applied Linguistics (AAAL), Portland, Oregon.
- September 24, 2016 Solovyeva, K., & DeKeyser, R. Syntactic parsing as learning. Short-term memory for L1 and L2 syntactic units. Second Language Research Forum, Columbia University, New York.
- September 24, 2016 Prieto Botana, G., & DeKeyser, R. Cognitive processes and the effectiveness of explicit information. Second Language Research Forum, Columbia University, New York.
- May 23, 2016 DeKeyser, R. Skill acquisition theory applies to language learning in a variety of contexts. Workshop on The Effects of Different Learning Contexts on Linguistic and Non-Linguistic Development, Univ. Pompeu Fabra, Barcelona, Spain. (plenary)
- April 12, 2016 DeKeyser, R. Reconciling methodological demands and pedagogical applicability in SLA research. Annual meeting of the American Association for Applied Linguistics, Orlando, Florida.
- April 9, 2016 Prieto Botana, G., & DeKeyser, R. Explicit instruction in L2 grammar learning: Interaction of form complexity, treatments and outcome measurements. Annual meeting of the American Association for Applied Linguistics, Orlando, Florida.
- November 20, 2015 Prieto Botana, G., & DeKeyser, R. Long-term effects of asynchronous blended delivery modes. Annual meeting of the American Council on the Teaching of Foreign Languages. San Diego, CA.

- November 7, 2015 DeKeyser, R. Age effects in second language learning and what they imply for the classroom. CELEA conference, Shanghai, China. (plenary)
- October 30, 2015 Pelzl, E., DeKeyser, R., Lau, E., Phillips, C. The Acquisition of Lexical Tone by Advanced Second Language Learners. Second Language Research Forum, Georgia State University, Atlanta.
- September 18, 2015 DeKeyser, R. Task repetition for language learning: A perspective from skill acquisition theory. Task-Based Language Teaching conference, University of Leuven, Belgium.
- November 1, 2014 Suzuki, Y., Huang, Y., & DeKeyser, R. Comparisons of Implicit Knowledge in Second Language Acquisition: An Eye-tracking Study. Poster presented at the Boston University Conference on Language Development (BUCLD), Boston University.
- October 24, 2014 Vafaei, P., & DeKeyser, R. Re-examining the role of explicit information in processing instruction: Bridging two methodological gaps. Second Language Research Forum, University of South Carolina.
- October 23, 2014 Suzuki, Y., & DeKeyser, R. Does elicited imitation measure implicit knowledge? Evidence from the word-monitoring task. Second Language Research Forum. University of South Carolina.
- July 2, 2014 Awareness of structure in second language learning. 12th International Conference of the Association for Language Awareness. Hedmark University College, Hamark, Norway.
- March 29, 2014 ¿Qué tipo de práctica conduce a dominar una segunda lengua? La adquisición de una habilidad cognitiva. [What kind of practice leads to second language proficiency? The acquisition of a cognitive skill]. XV Encuentro Práctico de Profesorado de ELE, Madrid, Spain.
- March 23, 2014 Methodological issues in research on age effects. Annual meeting of the American Association for Applied Linguistics, Portland, Oregon.
- November 1, 2013 Complexity and context in research on age effects. Second Language Research Forum, Brigham Young University, Utah. (plenary)
- October 31, 2013 Distributed vs. massed practice: Individualizing treatments for the proceduralization of grammar knowledge. Second Language Research Forum, Brigham Young University, Utah. (as second author, with Yuichi Suzuki as first author)
- October 31, 2013 How far can L2 implicit learning go? Re-examining the power of L2 implicit learning. Second Language Research Forum, Brigham Young University, Utah. (as second author, with Ilina Kachinske as first author and Jeffrey Lidz as third author)
- October 4, 2013 Tasks and the cognitive psychology of practice. International Conference on Task-Based Language Teaching. Banff, Alberta, Canada.

- March 18, 2013 Philosophy of science and the social/cognitive dichotomy in applied linguistics. Annual meeting of the American Association for Applied Linguistics, Dallas, TX.
- November 29, 2012 The interface issue in SLA. Symposium on Implicit and Explicit L2 learning. Universidad de Murcia, Spain. (plenary)
- September 7, 2012 Language learning during study abroad: where do we go from here? EUROSLA, Poznan, Poland.
- June 9, 2012 Een tweede taal oefenen: niet zo simpel als het klinkt. Annual meeting of BVNT2 (Association of Teachers of Dutch as a Second Language). Bovendonk, The Netherlands. (plenary)
- September 23, 2011 The interaction between individual differences and other variables provides an exceptional window into the nature of language learning processes. Guiora Round Table, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- July 20, 2011 Qualitative differences in second language memory as a function of late learning. International Association for the Study of Child Language, Université du Québec à Montréal, Canada. (as first author, with Derek Monner, So-One Hwang, Giovanna Morini, Karen Vatz).
- June 18, 2011 Differential age effects within and across linguistic domains. International Symposium on Bilingualism, University of Oslo, Norway.
- October 15, 2010 The trajectory of research on aptitude in SLA. Second Language Research Forum, University of Maryland.
- July 2, 2010 Age effects in second language learning and what they mean for instruction. Annual conference of the Korean Association of English Teachers. Seoul National University, Korea. (plenary)
- May 20, 2010 Foreign language writing: A privileged place for practicing L2 skills. Symposium on Second Language Writing. Universidad de Murcia, Spain.
- April 15, 2010 More than meets the eye: Peeling away layers of misunderstanding about age effects in SLA. Applied Linguistics Week. Texas Tech University, Lubbock, TX. (plenary)
- October 30, 2009 Variable interaction in SLA: Much more than a nuisance. Second Language Research Forum. Michigan State University (plenary)
- June 6, 2009 Qualitative age effects in second language learning. Ohio State University Symposium on the Critical Period for Language.
- November 14, 2008 Analyzing the components of foreign language knowledge. AEDEAN Conference, Palma de Mallorca, Spain (plenary).
- August 26, 2008 Monitoring processes during a summer abroad and what they tell us about instruction. Conference of the Association Internationale de Linguistique Appliquée. Essen, Germany.
- April 1, 2008 The complexities of defining complexity. Annual meeting of the American Association of Applied Linguistics. Washington, DC.

- July 1, 2007 Interpreting age effects in second language learning: between a rock and a hard place. SCRIPT conference, Tel-Aviv, Israel (keynote address).
- May 19, 2007 Age effects in second language learning. Fifth International Conference on ELT in China/First Applied Linguistics Congress of China, Beijing, PRC (keynote address).
- June 17, 2006 Core issues in second language acquisition research awaiting better testing tools. American Association of Applied Linguistics, Montreal, Canada.
- October 29, 2005 Practice: one of the most misunderstood concepts in applied linguistics. Graduate Portuguese and Hispanic Symposium, Georgetown University.
- September 14, 2005 Individual differences in context. EUROSLA, Dubrovnik, Croatia.
- March 21, 2005 The role of salience in the acquisition of Hebrew as a second language. International Symposium on Bilingualism 5. Barcelona, Spain (as first author, with Dorit Ravid and Iris Alfi-Shabtay).
- September 5, 2004 Research methodology in applied linguistics: Bridging gaps. CALL 2004 conference. Antwerp, Belgium (keynote address).
- May 3, 2004 Age effects in Russian immigrants acquiring English or Hebrew. Annual meeting of the AAAL. Portland, OR (as first author, with Dorit Ravid and Iris Alfi-Shabtay).
- September 4, 2003 Grammatical knowledge of Hebrew as a second language in veteran Russian immigrants in Israel. GALA conference, Utrecht, The Netherlands (as third author, with Iris Alfi-Shabtay – presenter - and Dorit Ravid. Not attended.)
- March 24, 2003 Operationalizing learning difficulty in instructed SLA. American Association for Applied Linguistics, Arlington, VA.
- March 14, 2003 Confusion about confounding: The critical period and other age-related aspects of second language learning. Encuentros de Lingüística Inglesa Aplicada. University of Seville, Spain.
- December 17, 2002 Aptitude-treatment interaction research and its implications for applied linguistics. AILA World Congress, Singapore.
- October 5, 2002 How age and aptitude interact in naturalistic second language acquisition. Second Language Research Forum, Toronto (as first author, with Jesse Montgomery as second author)
- February 23, 2002 What makes form-meaning connections difficult? Conference on Form-Meaning Connections in Second Language Acquisition. University of Illinois at Chicago.
- March 11, 2000 Explanatory adequacy for L2 morpheme acquisition order. American Association for Applied Linguistics, Vancouver (as first author, with Jennifer Goldschneider as second author)
- October 24, 1998 Toward a differentiated view on the role of focus on form. Annual Conference on the Teaching of Foreign Languages and Literatures, Youngstown State University, Ohio.

- March 28, 1998 Rule automatization in second language acquisition. Pacific Second Language Research Forum, Aoyama Gakuin University, Tokyo, Japan.
- November 2, 1996 Some evidence that adults need and can use explicit L2 grammar. Three Rivers TESOL Conference, University of Pittsburgh.
- October 28, 1996 Critical period phenomena as a function of verbal aptitude. Second Language Research Forum, University of Arizona, Tucson.
- August 6, 1996 Explicit rule knowledge and beyond. Eleventh World Congress of the International Association of Applied Linguistics, Jyväskylä, Finland.
- April 23, 1996 On the specificity of skills acquired through comprehension and production practice. 1996 RELC Seminar. Singapore. (With K. Sokalski as second author.)
- March 26, 1995 The cognitive psychology of focus on form. Annual Meeting of the American Association for Applied Linguistics. Long Beach.
- September 4, 1993 Implicit vs. explicit learning of rules in a second language. Fifth European Conference of the European Association for Research on Learning and Instruction. Aix-en-Provence, France.
- August 10, 1993 Cognitive-psychological perspectives on second language learning. Tenth World Congress of the International Association of Applied Linguistics, Amsterdam, The Netherlands.
- July 23, 1993 Morphological prototypes in second language acquisition. Third International Cognitive Linguistics Conference. University of Leuven, Belgium.
- November 7, 1992 Implicit, explicit, inductive and deductive learning: an attempt at conceptual clarification. Three Rivers TESOL Association Annual Conference, Indiana University of Pennsylvania.
- April 22, 1992 The effect on error correction on second language grammar knowledge and oral proficiency. AERA Annual Meeting, San Francisco.
- March 5, 1992 The role of practice in second language learning. TESOL Convention, Vancouver, Canada.
- November 2, 1991 What are drills for anyway? Three Rivers TESOL Association Annual Conference, University of Pittsburgh.
- October 10, 1991 Is learning a language abroad really that different? A case study of linguistic strategies among American undergraduates in Spain. Pennsylvania Council for International Education Annual Meeting. Carnegie-Mellon University/University of Pittsburgh
- March 25, 1991 Error correction: when, how, why? TESOL Convention, New York.
- April 27, 1990 Grammatical knowledge and communicative performance as a function of aptitudes and teaching styles. Second Conference on Second Language Acquisition and Foreign Language Learning, University of Illinois at Urbana-Champaign.
- March 2, 1990 The differential effect of aptitude and attitude on L2 knowledge and proficiency. Second Language Research Forum, University

- of Oregon.
- October 13, 1989 Foreign language development during a semester abroad. Conference on Foreign Language Acquisition and Implications for the Classroom, University of Pennsylvania
- April 3, 1987 From learning to acquisition? Foreign language development in a U.S. classroom and during a semester abroad. Conference on Second Language Acquisition and Foreign Language Learning, University of Illinois at Urbana-Champaign.

Invited lectures outside of conferences:

- April 25, 2019 De centrale vraag in het vreemde-talenonderwijs en een genuanceerd antwoord [The central question in foreign language instruction and a nuanced answer]. Ghent University, Belgium.
- April 25, 2018 Building foreign language skills in the age of technology. Rosetta Stone, Arlington, VA.
- December 19, 2014 The elusive concept of implicit second language knowledge: Measurements and alternatives. Bogaziçi University, Istanbul. Turkey
- December 19, 2014 Age effects in a second language: convergent evidence for a critical period. Bogaziçi University, Istanbul. Turkey.
- April 12, 2013 The ‘Critical Period’ Debate: Past, Present, and Future. Université du Québec à Montréal.
- March 1, 2013 Measuring implicit and explicit knowledge of a second language: What, why, and how? Rutgers University, NJ.
- February 22, 2013 How can we know whether L2 knowledge is implicit, explicit, or automatized – and why should anybody care? University of Pittsburgh, PA.
- June 6, 2012 Een tweede taal oefenen: niet zo simpel als het klinkt. Perspectief Institute for Teacher Education, Ghent, Belgium.
- September 30, 2011 Alternative ways of probing qualitative differences in second language learning. Universitat de Barcelona, Spain.
- September 17, 2010 Language learning during study abroad: Missed chance or the opportunity of a lifetime? Language Resource Center, Cornell University, Ithaca, NY.
- June 29, 2010 Forms of knowledge in a second language. Cyber Hankuk University of Foreign Studies, Seoul, Korea.
- June 29, 2010 Implicit and explicit learning in second language acquisition. Sunkyungkwan University, Seoul, Korea.
- February 27, 2010 Age effects in second language learning: Where do we go from here? FLARE program. University of Iowa. (workshop)
- February 26, 2010 The limits of (research on) implicit L2 learning. FLARE program. University of Iowa.
- May 22, 2009 Study abroad: the ultimate cognitive practice. Universidad de Murcia, Spain.

May 20, 2009	Cognitively motivated practice in L2. Universidad de Murcia, Spain.
May 19, 2009	Cognitive building blocks for second language learning. Universidad de Murcia, Spain.
May 7, 2009	Knowledge sources for second language use. University of Illinois at Urbana-Champaign, SLATE program.
April 3, 2009	Forms of knowledge in second language acquisition and use. University of Michigan, Dept. of Linguistics/ELI.
November 13, 2008	Monitoring processes during a summer abroad and what they tell us about instruction. University of the Balearic Islands.
June 26, 2007	Age effects in second language learning: How changes in the mind affect language learning in ways important to society. University of Lancaster, UK.
October 27, 2006	The Holy Grail of implicit language learning. Linguistics Program, University of South Carolina.
March 23, 2006	Saliency: a crucial explanatory variable in second language acquisition. Department of Linguistics, University of Utah.
December 7, 2005	Proceduralization: the bottleneck in second language skill development. Center for the Advanced Study of Language, College Park, MD.
November 18, 2005	Making second language knowledge more robust: lessons from skill acquisition theory. Department of Linguistics, University of Pittsburgh.
October 21, 2005	Practicing second language skills, from drills to study abroad. Pennsylvania State University.
May 13, 2005	Is second language acquisition a form of skill acquisition? The role of practice in the second language learning process. University of Amsterdam.
May 10, 2005	Aptitudes for advanced language learning. Centre for Research on Bilingualism, University of Stockholm.
December 3, 2004	The role of saliency in the acquisition of second language grammar. University of Maryland at College Park.
May 13, 2004	Zooming in on the real critical period in second language acquisition. Department of Linguistics, University of Durham, UK.
April 22, 2004	A cross-linguistic look at age effects in second language acquisition. Department of English, University of North Texas.
June 4-7, 2003	Issues in second language acquisition. Implicit and explicit L2 learning. Series of seminars in the Department of English, University of Seville, Spain.
March 21, 2003	Age effects in second language acquisition. Department of Spanish and Portuguese. Georgetown University.
February 28, 2003	The critical period debate in second language acquisition research. Learning Research and Development Center, Univ. of Pittsburgh.
January 16, 2003	What does a clear implicit/explicit distinction buy us? Department of Second Language Studies, University of Hawaii at Manoa.

- November 25, 2002 Why it is important to be explicit about the implicit-explicit distinction. University of Auckland, New Zealand.
- November 4-7, 2002 Recent tendencies in applied linguistics. Series of seminars in the Department of English and German Philology, University of Barcelona, Spain.
- September 8, 2000 The role of implicit and explicit knowledge in second language acquisition, Dept. of Language and Communication, University of Groningen (Netherlands).
- February 9, 1998 Fostering rule automatization: What do you do after teaching the rule? Colloquium on alternatives in foreign language teaching. National Foreign Language Center, Washington DC.
- January 19, 1998 The inevitability of age effects in second language acquisition. Department of Linguistics, University of Pittsburgh.
- August 20, 1997 Automaticity and automatization. National Foreign Language Center, Washington DC.
- April 28, 1997 Tracking the automatization of second language morphosyntax. Cornell University.
- March 26, 1997 Automatization processes in second language learning. Department of Linguistics, University of Pittsburgh.
- February 10, 1997 How robust is the critical period effect? Second Language Acquisition Group, Carnegie Mellon University, Pittsburgh.
- April 5, 1995 Can adults learn second language grammar rules implicitly? Learning Research and Development Center, University of Pittsburgh
- October 31, 1994 Implicit versus explicit learning of L2 grammar as a function of rule type. Department of Modern Languages, Carnegie Mellon University.
- April 21, 1993 Implicit vs. explicit learning of second language rules. Department of Linguistics, University of Pittsburgh.
- March 20, 1991 The effect of error correction in the foreign language classroom. Department of Linguistics, University of Pittsburgh.
- March 15, 1991 The effect of error correction in second language instruction: an aptitude-treatment study. Learning Research and Development Center, University of Pittsburgh.
- January 9, 1991 Error correction and individual differences. Carnegie Mellon University, Pittsburgh.
- April 4, 1990 The role of formal grammar instruction in language learning. Three Rivers TESOL Organization, Pittsburgh.
- September 13, 1989 Motivation profiles as a predictor of L2 accuracy and fluency. Department of Linguistics, University of Pittsburgh.
- November 16, 1988 Multiple methodologies for the study of second language learning. School of Education, University of Pittsburgh.
- May 4, 1988 [From language knowledge to language proficiency: a central problem in foreign language instruction. National Association of Catholic Higher Education], Brussels.
- March 14, 1988 Research procedures for studying foreign language knowledge

March 10, 1988 and use. School of Education, University of Pittsburgh.
Research procedures for studying foreign language knowledge and
use. State University of New York at Buffalo.

Seminars and mini-courses taught at other universities

Temple University Japan

November 2012

Developing second language skills: A complex endeavor of knowledge integration

University of North Wales at Bangor

July 2012

Age effects in Second Language Acquisition

Pompeu Fabra University, Barcelona

March 2005

Universidad de Sevilla

June 2003

University of Barcelona

November 2002

Katholieke Universiteit Leuven

June 1998 and July 2000