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## MANUEL F. PULIDO, Ph.D.

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The Pennsylvania State University  
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442 Burrowes Building  
Department of Spanish, Italian and Portuguese  
University Park  
Pennsylvania, 16082, USA

### EDUCATION

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<b>Dual Ph.D., Spanish Linguistics and Language Science</b> Penn State University, Department of Spanish, Italian and Portuguese Doctoral Dissertation: <i>Desirable difficulties in learning multiword units in a second language: Exploring processing and retrieval through behavior and brain potentials</i>	2017-2020
<b>M.A., Spanish Linguistics</b> Penn State University, Department of Spanish, Italian and Portuguese	2014-2016
<b>M.A., Foreign Language Teaching</b> Universidad de Navarra, Departamento de Lingüística y Lenguas Modernas	2007-2008
<b>B.A., Spanish Linguistics and Literature</b> Universidad de Navarra, Departamento de Lingüística y Lenguas Modernas	2003-2007

### EMPLOYMENT

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<b>Assistant Professor of Spanish and Linguistics</b> Penn State University, Department of Spanish, Italian and Portuguese	Fall 2020-Present
<b>Research Assistant,</b> Penn State University, Department of Spanish, Italian and Portuguese	2017-2020
<b>Lecturer of English and Spanish</b> <i>Researcher in residence</i> Universidad de Navarra Institute of Modern Languages, and Instituto de Lengua y Cultura Españolas (ILCE)	2016-2017

<b>Teaching Assistant,</b> Penn State University, Department of Spanish, Italian and Portuguese	2015-2016
<b>Lecturer of English,</b> UNED (Universidad Nacional de Educación a Distancia), Centro Universitario de Idiomas Distancia (CUID) Blended-Learning English Courses for adults (Advanced level Coordinator)	2010-2014
<b>Lecturer of English and Spanish,</b> Universidad de Navarra Institute of Modern Languages, and Instituto de Lengua y Cultura Españolas (ILCE)	2009-2014

#### AWARDS AND FUNDING

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<b>Outstanding Ph.D. Student Award</b> A distinction awarded to one student by the Department of Spanish, Italian and Portuguese at Penn State	Spring 2020
<b>Sparks Fellowship</b> A semester-long graduate student fellowship to support dissertation writing awarded by the College of Liberal Arts at Penn State	Fall 2019
<b>US National Science Foundation Dissertation Improvement Award</b> A \$13,610 grant to fund doctoral research	Fall 2018
<b>Language Learning Journal Dissertation Grant</b> A \$2,000 grant to fund doctoral research	Summer 2018
<b>RGSO Dissertation Support Competition Award</b> A \$2,000 scholarship awarded by the College of Liberal Arts at Penn State	Spring 2018
<b>LeClaire (Lee) B. Watts Endowed Graduate Scholarship in Romance Languages</b> A \$1,000 scholarship awarded to a nominated graduate student	Spring 2018
<b>Adele Miccio Memorial Travel Award</b> A \$1,000 travel award to visit Dr. Stefanie Wulff's lab at the University of Florida	Spring 2018
<b>External Funding Incentive Award</b> A \$500 scholarship awarded by the College of Liberal Arts at Penn State	Spring 2018
<b>NSF PIRE Fellowship – PSU Matching Funds</b> National Science Foundation, Partnerships for International Research & Education Travel Grant Visiting Scholar at the University of Granada for 8 weeks	Spring 2016

## PUBLICATIONS

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**Pulido, Manuel F.** (forthcoming). Remapping variable subject position in Spanish intransitives: A proposal for functionally defined categories in motion verbs. *Spanish in Context*, 18.2.

**Pulido, Manuel F.** (2021). Individual chunking ability predicts efficient or shallow L2 processing: Eye-tracking evidence from multiword units in relative clauses. *Frontiers in Psychology*, 11, 4004. <https://doi.org/10.3389/fpsyg.2020.607621>

**Pulido, Manuel F.** (2021). Native language inhibition predicts more successful second language learning: Evidence of two ERP pathways during learning. *Neuropsychologia*. 152, 107732. <https://doi.org/10.1016/j.neuropsychologia.2020.107732>

**Pulido, Manuel F., & Paola E. Dussias** (2020). Desirable difficulties while learning collocations in a second language: Conditions that induce L1 interference improve learning. *Bilingualism: Language and Cognition*, 23(3), 652-667. <https://doi.org/10.1017/S1366728919000622>

**Pulido, Manuel F. & Paola E. Dussias** (2019). The Neural Correlates of Conflict Detection and Resolution During Multiword Lexical Selection: Evidence from Bilinguals and Monolinguals. *Brain Sciences*, 9, 110. <https://doi.org/10.3390/brainsci9050110>

Paola E. Dussias, Anne L. Beatty-Martínez, Michael A. Johns, **Manuel F. Pulido** (2019). “Sentence Processing in Monolingual and Bilingual Speakers”, *Oxford Bibliographies*, Oxford University Press <https://doi.org/10.1093/OBO/9780199772810-0231>

**Pulido-Azpíroz, Manuel F.** (2014). ¿Qué textos deben aprender a escribir los estudiantes de humanidades? Estudio piloto para una tipología textual [What texts do Liberal Arts students need to learn how to write? A pilot study for a genre typology], in *MarcoELE. Tendencias Actuales en la Investigación de ELE*, 18, 85-99

## MANUSCRIPTS UNDER REVIEW

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**Pulido, Manuel F. & Paola E. Dussias** (under review). Immersion experience in a second language trumps the cross-language congruency effect: Evidence from eye movements during reading of collocations.

López-Beltrán, Priscila, **Manuel F. Pulido**, Paola E. Dussias and Morten H. Christiansen (under review). Individual differences in chunking ability predict native-like second language processing: Evidence from Spanish gender agreement.

## MANUSCRIPTS IN PREPARATION

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**Pulido, Manuel F.** (in preparation). Why are multiword units hard to acquire for late L2 learners? Insights from cognitive science on adult processing and encoding.

**Pulido, Manuel F.** (in preparation). Transfer-of-training effects in the second language lexicon: Skills against interference in lexical retrieval in multiword units.

**Pulido, Manuel F.** (in preparation). When does the N400 indicate semantic access and when integration? Dissociating predictability and plausibility through multiword units.

**Pulido, Manuel F.** (in preparation). From learning L1-L2 incongruent collocations to understanding constructions: Rapid generalization in second language constructions is mediated by the native language.

#### INVITED TALKS and WORKSHOPS

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Pulido, M. F. (2021). Exploring desirable difficulties in second language learning through multiword units. Special session on “Desirable difficulties”. Bilingualism, Mind, and Brain Lab, UC Irvine. January 11 [online presentation]

Pulido, M. F. (2020). Connecting practice conditions, neurophysiology and learning: training native language inhibition improves L2 lexical retrieval. Bilingualism, Mind, and Brain Lab, UC Irvine. April 18 [online presentation]

Pulido, M. F. (2020). Exploring desirable difficulties in second language learning through behavior and brain potentials. Department of Spanish and Portuguese. University of Colorado, Boulder. February 11.

Pulido, M. F. (2018). Networking opportunities for graduate students in Language Science. LING 522, Penn State. October 3.

Pulido, M. F. (2018). When harder means faster and better: Desirable difficulties in learning of L1-L2 incongruent collocations. Center for Language Science. Penn State. August 31.

Pulido, M. F. (2018). Shoot the target... or the movie? Resolving conflict during processing and learning of L1-L2 incongruent collocations: A behavioral and ERP investigation. Department of Psychology. University of California at Riverside. April 17.

Pulido, M. F. (2018). Processing and learning of L1-L2 incongruent collocations: A behavioral and Event Related Potential study. Department of Linguistics. University of Florida. April 12.

Pulido-Azpíroz, M. (2017). Cuando la L1 interfiere en el aprendizaje de colocaciones en L2: ¿se puede entrenar para inhibir la L1? [When the L1 interferes during learning of L2 collocations: Can L1 inhibition be trained?]. ILCE Global Invited Speaker Series. Universidad de Navarra, Spain. Feb. 2017.

Pulido-Azpíroz, M. F. (2016). The role of the L1 in the formation of collocational links in the L2 lexicon: Exploring facilitation and interference through ERPs. The Mind, Brain and Behavior Research Center. University of Granada. May 31.

#### PEER-REVIEWED CONFERENCE PAPER PRESENTATIONS

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Pulido, Manuel F. & P. Dussias (2020-2021\*). Practice conditions that enable learning: brain potentials reveal native language inhibition during learning of L2 multiword units. EUROSLA 2020-2021. Barcelona, Spain. July 1-4. \*Postponed until 2021 due to COVID-19.

Pulido, Manuel F. & P. Dussias (2019). Native speakers show semantically based generalization during processing of novel phrases: Evidence from judgements and brain potentials. 60th Meeting of the Psychonomic Society. Montréal, Canada. Nov. 14-17.

Pulido, Manuel F. & P. Dussias (2019). From collocations to constructions in a second language: Behavioral and ERP evidence of generalization in non-native Spanish comprehenders. Hispanic Linguistics Symposium. El Paso, TX, USA. Oct. 24-26.

Pulido-Azpíroz, Manuel F. & P. Dussias (2018). Learning in the face of interference: Training native language regulation improves recall of second language specific word combinations. International Conference on Learning and Memory 2018. UC Irvine, USA. April 18-22.

Pulido-Azpíroz, Manuel F. & P. Dussias (2017). When language learning is (also) about language regulation: Training native language inhibition improves learning of L1-L2 incongruent collocations. Second Language Research Forum. Ohio State University, USA. Oct. 12-15.

Pulido-Azpíroz, Manuel F. & P. Dussias (2017). Bilinguals show inhibition of implicit L1 interference during processing of L2 collocations: Evidence from Event Related Potentials. 11th International Symposium on Bilingualism. University of Limerick, Ireland. June 11-15.

Pulido-Azpíroz, Manuel F. (2017). Are unaccusatives a homogeneous class? Patterns of subject position in Spanish unaccusatives are motivated by function and weight factors. 9<sup>th</sup> International Conference on Language Variation in Europe (ICLaVE). University of Málaga, Spain. June 6-9.

Pulido-Azpíroz, M. (2016), Subject position is constrained by (in)direct object accessibility in conversational Spanish. Sociolinguistics Symposium 21. Universidad de Murcia, Spain. June 15-20.

Pulido-Azpíroz, M. (2016), Unaccusatives That Misbehave: Patterns of Subject Position Motivated by Function and Weight Factors. 8<sup>th</sup> International Workshop on Spanish Sociolinguistics. University of Puerto Rico, USA. April 13-16.

Pulido-Azpíroz, M. (2015), Variation in Preposition Use as an Indicator of Lexical-Syntactic Integration in Spanish-English Bilingual Children. Hispanic Linguistics Symposium. University of Illinois at Urbana-Champaign, USA. Sept. 24-27.

Pulido-Azpíroz, M. (2013), Implicaciones de la tradición discursiva en español para la alfabetización académica en ELE [Implications of the conventions in written Spanish for teaching L2-Spanish academic writing], XXVIII Congreso Internacional de la Asociación de Jóvenes Lingüistas. Universidad de Navarra, Spain. Oct. 16-18.

## POSTER PRESENTATIONS

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López-Beltrán, Priscila, Manuel F. Pulido, Paola E. Dussias, Morten H. Christiansen (2019). Investigating the Effect of Chunking Ability in Adult Second Language Processing. Hispanic Linguistics Symposium. El Paso, TX, USA. Oct. 24-26.

Pulido-Azpíroz, M. & P. Dussias (2018). When Language Learning Is Also About Native Language Regulation: Training Native Language Inhibition Improves Learning of L2 Word Combinations. International Conference on Learning and Memory 2018. UC Irvine, USA. April 18-22.

Pulido-Azpíroz, M. & P. Dussias (2016). The role of the L1 during processing of collocational links in the L2 lexicon: Exploring facilitation and interference through ERPs. 57<sup>th</sup> Meeting of the Psychonomic Society. Boston, USA. Nov. 17-20.

Navarro-Torres, C. & M. Pulido-Azpíroz. (2016), The Use of Spanish Adjectives in Attributive Constructions: A Corpus Study of Puerto Rican Spanish. 8<sup>th</sup> International Workshop on Spanish Sociolinguistics. University of Puerto Rico, USA. April. 13-16

## TEACHING EXPERIENCE

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### **Penn State University**

Trends and Topics in Second Language Acquisition (SPAN 597)	Spring 2021
Spanish in the U.S. (SPAN 315N / LTNST 315N)	Spring 2021
Facts and Myths about Learning Spanish (SPAN 497)	Fall 2020
How Languages Are Learned (SPAN 417)	Spring 2020
Introduction to Spanish Linguistics (SPAN 215, Teaching Assistant)	2015-2016
Intermediate Spanish (SPAN 003)	2015

### **Universidad de Navarra**

<i>Teacher Instruction (M.A. level)</i>	2014
Writing and selecting materials at the intermediate level	2013-2014
(M.A. in MUP/Foreign Language Teaching; Course Module, 1 Credit)	2013-2014

### *Spanish as a Foreign Language*

Spanish in the community (Civic engagement course)	2016-2017
Writing Skills, Intermediate Level (Expresión Escrita en Español, B1 - B2 <sup>1</sup> )	2016-2017
Academic Writing, Upper-Intermediate (Redacción en Español, B2 - C1)	2009-2014
Introduction to Translation (English-Spanish) (Introducción a la Traducción)	2009-2014
Spanish Grammar, Intermediate (Español B1, Teaching Assistant)	2007
Summer courses (Cursos Intensivos: A2, B1, B2, Teaching Assistant)	2007

### *English as a Foreign Language*

English for Psychology (B1-B2)	2016
General English, Beginner (A1, Level Coordinator)	2009-2014
General English, Pre-Intermediate (A2)	2009-2014
General English, Intermediate (B1)	2014
FCE Exam preparation courses (B2)	2013
Scientific English for Nursing (B1)	2013
English at the workplace (A2)	2012-2013

### **Universidad Nacional de Educación a Distancia – Pamplona**

2010-2014

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<sup>1</sup> Levels of the Common European Framework of Reference for Languages (A1, A2, B1, B2, C1, C2)

Blended-Learning Course, Upper-Intermediate (Inglés Avanzado, Level B2 Coordinator)

**University of North Carolina - Chapel Hill**

Intermediate Spanish I (SPAN 203, Teaching Fellow)

2009

Intermediate Spanish II (SPAN 204, Teaching Fellow)

2008

SERVICE & ORGANIZATION MEMBERSHIP

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Spanish, Italian and Portuguese Graduate Student Association (Penn State)  
Treasurer

2018-2019

Young Scholar Speaker Series, Center for Language Science (Penn State)  
Organizing Committee

2016-2018

Penn State Undergraduate Conference in Linguistics (PSUxLING)  
Organizing Committee (Abstract Review, E-mail communication)

2015-2018

MEMBER OF DOCTORAL DISSERTATION COMMITTEES (SELECTED)

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Gabriela Puscama, Department of Spanish, Italian and Portuguese, ongoing

AD HOC REVIEWER

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*Applied Psycholinguistics*

*Brain Research*

*Corpus Linguistics and Linguistic Theory*

*Language Variation and Change*

*Second Language Research*

AFFILIATIONS

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University of Florida Corpus Linguistics Lab

2018-present

Bilingualism Matters – Penn State Chapter  
Outreach organization

2018-present

EDUCATIONAL INNOVATION PROJECTS

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**Universidad de Navarra**

2013-2014

*Project Director*

Evaluation and written production in virtual learning environments for L2 Spanish writing courses

LANGUAGES

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Spanish	<ul style="list-style-type: none"><li>• Mother Tongue</li></ul>
English	<ul style="list-style-type: none"><li>• TOEFL iBT - ETS</li><li>• Certificate of Proficiency in English - Cambridge ESOL (Grade: A, Level C2 of CEFR)</li></ul>
Basque	<ul style="list-style-type: none"><li>• Euskara Gaitasun Agiria – Gobierno de Navarra-Nafarroako Gobernua</li></ul>
German	<ul style="list-style-type: none"><li>• Level C2 (CEFR)</li><li>• Pre-intermediate level (A2)</li></ul>

COMPUTER SKILLS

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EEG Data Analysis	<ul style="list-style-type: none"><li>• EEG Lab</li><li>• Matlab</li><li>• Mass Univariate ERP Toolbox; Factor Mass Univariate Toolbox (Matlab add-ons)</li><li>• Brainvision Analyzer</li></ul>
Statistical Software	<ul style="list-style-type: none"><li>• R statistical software</li><li>• Goldvarb X</li></ul>
Experimental Implementation	<ul style="list-style-type: none"><li>• E-Prime</li><li>• Experiment Builder</li><li>• PsychoPy</li><li>• Open Sesame</li></ul>