

Shawn Loewen, PhD

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Education

University of Auckland, PhD, Language Teaching and Learning	2002
Temple University, MA, Linguistics	1996
University of Illinois at Chicago, BA, English	1991

Academic Appointments

Professor, Michigan State University	2017-Current
Director, Second Language Studies PhD Program, MSU	2019-2020
Interim Director, Second Language Studies PhD Program, MSU	2017-2019
Associate Professor, Michigan State University	2010-2017
Assistant Professor, Michigan State University	2006-2010
Senior Lecturer, Department of Applied Language Studies and Linguistics, University of Auckland	2006
Lecturer, Department of Applied Language Studies and Linguistics, University of Auckland	2002-2005

Research

Books

1. Loewen, S. & Sato, M. (Forthcoming. 2024). *A Practical Guide to Second Language Teaching and Learning*. Cambridge: Cambridge University Press.
2. Loewen, S. (2020). *Introduction to instructed second language acquisition (2nd ed.)*. New York: Routledge.
3. Sato, M. & Loewen, S. (Eds). (2019). *Evidence-based second language pedagogy: A collection of instructed second language acquisition studies*. New York: Routledge.
4. Loewen, S. & Sato, M. (Eds). (2017). *The Routledge handbook of instructed second language acquisition*, New York: Routledge.
5. Loewen, S. & Plonsky, L. (2016). *An A – Z of applied linguistics research methods*. Palgrave: New York.
6. Loewen, S. (2015). *Introduction to instructed second language acquisition (1st ed.)*. New York: Routledge.
7. Loewen, S. & Reinders, H. (2011). *Key concepts in second language acquisition*. New York: Palgrave MacMillan.
8. Ellis, R., Loewen, S., Erlam, R., Philp, J., Elder, C. & Reinders, H. (Eds). (2009). *Implicit and explicit knowledge in second language learning and teaching*. Clevedon, UK: Multilingual Matters.

Refereed Publications

1. Kessler, M., Loewen, S. & Gönülal, T. (2023). Mobile-assisted language learning with Babbel and Duolingo: Comparing L2 learning gains and user experience. *Computer Assisted Language Learning*. DOI: 10.1080/09588221.2023.2215294
2. He, X. & Loewen, S. (2023). How to present L2 Chinese words effectively for learning: Exploring learning outcomes and learner perceptions. *Studies in Second Language Acquisition*, doi:10.1017/S0272263123000335.
3. Suga, K. & Loewen, S. (2022). Potential test-learning effects of an oral elicited imitation test: Methodological considerations for form-focused instruction studies. *Research Methods in Applied Linguistics*, 2.
4. Loewen, S., Buttiler, M., Kessler, M. & Trego, D. (2022). Conversation and transcription activities with synchronous video computer-mediated communication: A classroom investigation. *System*, 106.
5. Choi, J. S. & Loewen, S. (2022). Exploring young learners' strategic behaviors in a speaking test. *TESOL Quarterly*, doi: 10.1002/tesq.3136
6. He, X. & Loewen, S. (2022). Stimulating learner engagement in app-based L2 vocabulary self-study. Goals and feedback for effective L2 pedagogy. *System*, 105.
7. Sato, M., Loewen, S. & Pastushenkov, D. (2021). 'Who is my research for?': Researcher perceptions of the research-practice relationship. *Applied Linguistics*, 1-26. <https://doi.org/10.1093/applin/amab079>
8. Crowther, D., Kim, S., Lee, J., Lim, J. & Loewen, S. (2020). Methodological synthesis of cluster analysis in second language research. *Language Learning*. Early View. <https://doi.org/10.1111/lang.12428>
9. Kessler, M., Loewen, S. & Trego, D. (2020). Synchronous VCMC with TalkAbroad: Exploring noticing, transcription, and learner perceptions in Spanish foreign-language pedagogy. *Language Teaching Research*, Early View. <https://doi.org/10.1177/1362168820954456>
10. Loewen, S., Isbell, D. R. & Sporn, Z. (2020). The effectiveness of app-based language instruction for developing receptive linguistic knowledge and oral communicative ability. *Foreign Language Annals*, 53(2), 209-233. <https://doi.org/10.1111/flan.12454>
11. Loewen, S., Crowther, D., Isbell, D. R., Kim, K. M., Maloney, J., Miller, Z. F. & Rawal, H. (2019). Mobile-assisted language learning: A Duolingo case study. *ReCALL*, 31(3), 293-311. <https://doi.org/10.1017/S0958344019000065>.
12. Loewen, S., Gonulal, T., Isbell, D. R., Ballard, L., Crowther, D., Lim, J., Maloney, J. & Tigchelaar, M. (2019). How knowledgeable are applied linguistics and SLA researchers about basic statistics? Data from North America and Europe. *Studies in Second Language Acquisition*, 1-20. <https://doi.org/10.1017/S0272263119000548>
13. Loewen, S. & Sato, M. (2018). State-of-the-art article: Interaction and instructed second language acquisition. *Language Teaching*, 51(3), 285-329. <https://doi.org/10.1017/S0261444818000125>
14. Sato, M. & Loewen, S. (2018). Metacognitive instruction enhances the effectiveness of corrective feedback: Variable effects of feedback types and linguistic targets. *Language Learning*, 68(2), 507-545. <https://doi.org/10.1111/lang.12283>
15. Loewen, S. & Isbell, D. R. (2017). Pronunciation in face-to-face and audio-only synchronous computer-mediated learner interactions. *Studies in Second Language Acquisition*, 39(2), 225-256. <https://doi.org/10.1017/S0272263116000449>.

16. Loewen, S. & Inceoglu, S. (2016). The effectiveness of visual input enhancement on the noticing and L2 development of the Spanish past tense. *Studies in Second Language Learning and Teaching*, 6(1), 89-110. <https://doi.org/10.14746/ssllt.2016.6.1.5>
17. Godfroid, A., Loewen, S., Jung, S., Park, J., Gass, S. & Ellis, R. (2015). Timed and untimed grammaticality judgments measure distinct types of knowledge: Evidence from eye-movement patterns. *Studies in Second Language Acquisition*, 37, (2), 269-297. <https://doi.org/10.1017/S0272263114000850>
18. Wang, W. & Loewen, S. (2015). Nonverbal behavior and corrective feedback in nine ESL university-level classrooms. *Language Teaching Research*, 20 (4), 459-478. <https://doi.org/10.1177/1362168815577239>
19. Nakatsukasa, K. & Loewen, S. (2015). A teacher's first language use in form-focused episodes in Spanish as a foreign language classroom. *Language Teaching Research*, 19 (2), 133-149. <https://doi.org/10.1177/1362168814541737>
20. Loewen, S., Lavolette, B., Spino, L., Papi, M., Schmidtke, J., Sterling, S., & Wolff, D. (2014). Statistical literacy among applied linguists and second language acquisition researchers. *TESOL Quarterly*, 48(2), 360 - 388. <http://www.jstor.org/stable/43268055>
21. Kamiya, N. & Loewen, S. (2013). The influence of academic articles on an ESL teacher's stated beliefs. *Innovation in Language Learning and Teaching*, 8(3), 205-218. <https://doi.org/10.1080/17501229.2013.800077>
22. Plonsky, L. & Loewen, S. (2013). Focus on form and vocabulary acquisition in the Spanish L2 classroom. *Language Interaction and Acquisition*, 4(1), 1-24. <https://doi.org/10.1075/lia.4.1.01plo>
23. Erlam, R. & Loewen, S. 2010. Implicit and explicit recasts in L2 oral French interaction. *The Canadian Modern Language Review*, 66 (6), 871-899. <https://doi.org/10.3138/cmlr.66.6.877>
24. Loewen, S. & Reissner, S. (2009). A comparison of incidental focus on form in the second language classroom and chatroom. *Computer Assisted Language Learning*, 22 (2), 101-114. <https://doi.org/10.1080/09588220902778211>
25. Loewen, S., Li, S., Fei, F., Thompson, A., Nakatsukasa, K., Ahn, S. & Chen, X. (2009). L2 learners' beliefs about grammar instruction and error correction. *Modern Language Journal*, 93(1), 91-104. <https://doi.org/10.1111/J.1540-4781.2009.00830.x>
26. Morimoto, S. & Loewen, S. (2007). A comparison of the effects of image-schema-based instruction and translation-based instruction on the acquisition of L2 polysemous words. *Language Teaching Research*, 11(3), 347- 372. <https://doi.org/10.1177/1362168807081181>
27. Loewen, S. & Erlam, R. (2006). Corrective feedback in the chatroom: An experimental study. *Computer Assisted Language Learning* 19(1), 1-14. <https://doi.org/10.1080/09588220600803311>
28. Loewen, S. & Philp, J. (2006). Recasts in the adult L2 classroom: characteristics, explicitness and effectiveness. *Modern Language Journal*, 90(4), 536-556. <https://doi.org/10.1111/j.1540-4781.2006.00465.x>
29. Ellis, R., Loewen, S. & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 28(2), 339-368. <https://doi.org/10.1017/S0272263106060141>
30. Loewen, S. (2005). Incidental focus on form and second language learning. *Studies in Second Language Acquisition*, 27(3), 361-386. <https://doi.org/10.17/S0272263105050163>

31. Loewen, S. (2004). Uptake in incidental focus on form in meaning-focused ESL lessons. *Language Learning* 54(1), 153-187. <https://doi.org/10.1111/j.1467-9922.2004.00251.x>
32. Basturkmen, H., Loewen, S. & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 26(2), 243 – 272. <https://doi.org/10.1093/applin/ami008>
33. Loewen, S. (2003). Variation in the frequency and characteristics of incidental focus on form'. *Language Teaching Research*, 7(3), 315 – 345. <https://doi.org/10.1191/1362168803LR129OA>
34. Ellis, R., Basturkmen, H. & Loewen, S. (2002). Doing focus on form. *System*, 30(4), 419 - 432. [https://doi.org/10.1016/S0346-251X\(02\)00047-7](https://doi.org/10.1016/S0346-251X(02)00047-7)
35. Basturkmen, H., Loewen, S. & Ellis, R. (2002). Metalanguage in focus on form in the communicative classroom. *Language Awareness*, 11(1), 1-13. <https://doi.org/10.1080/09658410208667042>
36. Ellis, R., Basturkmen, H. & Loewen, S. (2001). Learner uptake in communicative ESL lessons. *Language Learning* 51(2), 281-318. <https://doi.org/10.1111/1467-9922.00156>
37. Ellis, R., Basturkmen, H. & Loewen, S. (2001). Pre-emptive focus on form in the ESL classroom. *TESOL Quarterly*, 35(3), 407-432. <https://doi:10.2307/3588029>

Book Chapters

1. Inceoglu, S. & Loewen, S. (2022). Analyzing nonverbal corrective feedback. In G. Stam & K. Urbanski (Eds.), *Gesture and multimodality in second language acquisition: A research guide*. Routledge.
2. Loewen, S. & Gass, S. M. (2021). Laboratory-based oral corrective feedback. In H. Nassaji & E. Kartchava (Eds.), *The Cambridge handbook of corrective feedback in second language learning and teaching*, (pp. 130-146), Cambridge University Press.
3. Loewen, S. & Godfroid, A. (2020). Advancing quantitative research methods. In J. McKinley & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics*, (pp. 98-107), New York: Routledge.
4. Loewen, S., Oliver, R., Sasaki, M., Tracy-Ventura, N., & Plonsky, L. (2020). Towards work-life balance as a professional in applied linguistics. In L. Plonsky (Ed.), *Professional development in applied linguistics: A guide to success for graduate students and early career faculty*. Philadelphia, PA: John Benjamins
5. Loewen, S. (2019). Teacher and student perspectives of LREs in a Year 1 Spanish class: A stimulated recall study. In R. Leow (Ed.), *The Routledge handbook of second language research in classroom learning* (pp. 227-240). New York: Routledge.
6. Loewen, S. & Sato, M. (2019). Instructed second language acquisition and English language teaching: Theory, research, and pedagogy. In X. Gao (Ed.), *Second handbook of English language teaching* (pp. 1131-1148). Springer Nature Switzerland. https://doi.org/10.1007/978-3-319-58542-0_60-1.
7. Sato, M. & Loewen, S. (2019). Methodological strengths, challenges, and joys of classroom-based quasi-experimental research: Metacognitive instruction and corrective feedback. In R. M. DeKeyser & G. Prieto Botana (Eds.), *Doing SLA research with implications for the classroom: Reconciling methodological demand and pedagogical applicability* (pp. 31-54). Amsterdam: John Benjamins.

8. Loewen, S. (2018). Instructed second language acquisition. In A. Phakit, P. De Costa, L. Plonsky & S. Starfield (Eds.), *The Palgrave handbook of applied linguistics research methodology* (pp. 663-680). New York: Palgrave.
9. Loewen, S. & Sato, M. (2017). Instructed second language acquisition (ISLA): An overview. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (pp. 1-12). New York: Routledge.
10. Nakatsukasa, K. & Loewen, S. (2017). Non-verbal feedback. In H. Nassaji & E. Kartchava (Eds.), *Corrective feedback in second language teaching and learning: Research, theory, applications, implications* (pp. 158-173). New York: Routledge.
11. Loewen, S., & Wolff, D. (2016). Peer interaction in F2F and CMC contexts. In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda* (pp. 163-184). Amsterdam: John Benjamins.
12. Loewen, S. & Gonulal, T. (2015). Exploratory factor analysis and principal components analysis. In L. Plonsky (Ed.), *Advancing quantitative methods in second language research* (pp.182-212). New York: Routledge.
13. Loewen, S. & Philp, J. (2012). Instructed second language acquisition. In S.M. Gass & A. Mackey (Eds.), *Research methods in second language acquisition: A practical guide* (pp.53-73). Malden, MA: Blackwell Publishing.
14. Thompson, A., Li, S., White, B., Loewen, S. & Gass, S. (2012). Preparing the future professorate in second language acquisition. In G. Gorsuch (Ed.), *Working theories for teaching assistant development* (pp.137-167). Stillwater, OK: New Forums Press.
15. Loewen, S. (2011). Focus on Form. In Hinkel, E. (Ed.), *Handbook of research in second language teaching and learning, volume II* (pp.576-592). New York: Routledge.
16. Loewen, S. (2011). The role of feedback. In Gass, S. & Mackey, A. (Eds.), *The Routledge Handbook of Second Language Acquisition* (pp.24-40). New York: Routledge.
17. Loewen, S. 2009. Recasts in Multi-move Focus on Form Episodes in A. Mackey and C. Polio (Eds.), *Multiple perspectives on interaction* (pp.176-196). New York: Routledge.
18. Loewen, S. & Nabei, T. (2007). The effect of oral corrective feedback on implicit and explicit L2 knowledge. In Mackey, A. (Ed.), *Conversational interaction and second language acquisition: A series of empirical studies* (pp. 367-378). Oxford: Oxford University Press.
19. Loewen, S. (2007). The prior and subsequent use of forms targeted in incidental focus on form. In Nassaji, H & Fotos, S. (Eds.), *Form Focused Instruction and Teacher Education: Studies in Honour of Rod Ellis* (pp.101-116). Oxford: Oxford University Press.

Non-refereed Publications

1. Loewen, S. & Hui, B. (2021). Small samples in instructed second language acquisition. *Modern Language Journal*, 105(1), 187-193.
2. Sato, M., Loewen, S. & Kim, Y. (2021). The role and value of researchers for teachers: Five principles for mutual benefit. *The Newsletter of the Applied Linguistics Interest Section*. TESOL International Association.
3. Loewen, S. (2021). Was Krashen right: An instructed second language acquisition perspective. *Foreign Language Annals*, early view, DOI: 10.1111/flan.12550
4. Loewen, S. & Sato, M. (2021). Exploring the relationship between TBLT and ISLA. *TASK: Journal on Task-based Language Learning and Teaching*, 1. 47-70.

5. Kessler, M., Loewen, S. & Trego, D. (2021). Synchronous video computer-mediated communication in English language teaching. *ELT Journal*, doi:10.1093/elt/ccab007
6. Gass, S.M., Loewen, S. & Plonsky, L. (2020). Coming of age: The past, present, and future of quantitative SLA research. *Language Teaching*. 1-14.
<https://doi.org/10.1017/S0261444819000430>
7. Loewen, S. (2018) "Focus on form versus focus on forms", in *The TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John I. Liantas (Project Editor: Margo DelliCarpini; Volume Editor: Ali Shehadeh), Hoboken, USA: John Wiley & Sons, Inc.
8. Loewen, S. (2011). Instructed second language acquisition. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Blackwell Publishing:
<https://doi.org/10.1002/9781405198431.wbeal0545>
9. Loewen, S. (2011). Second Language Research Forum Colloquium 2009. *Language Teaching*, 44(1), 113-114.
10. Loewen, S. & Gass, S. (2009). Research Timeline: The use of statistics in L2 acquisition research. *Language Teaching*, 42(2), 181-196.
11. Loewen, S. (2007). Error correction in the second language classroom. *CLEAR News*, 11(2), 1-5.
7. Ellis, R. & Loewen, S. 2007. Confirming the operational definitions of explicit and implicit knowledge in Ellis (2005): Responding to Isemonger. *Studies in Second Language Acquisition*, 29, 119-126.
8. Loewen, S. 2002. The occurrence and effectiveness of incidental focus on form in meaning-focused ESL lessons. Unpublished Doctoral Manuscript, The University of Auckland.

Conferences Presentations

In 2000, I presented my first referred conference paper. Since then, I have presented more than 60 at various national and international conferences. Conferences at which I regular present include:

American Association for Applied Linguistics
Second Language Research Forum
European Second Language Association
AILA (International Association of Applied Linguistics) World Congress
Task-based Language Teaching

Selected Invited Presentations & Workshops

1. Sato, M., Loewen, S. & Kim, Y. (2021, March 25). *Facilitating the dialogue between teachers and researchers*. [Invited Panel]. TESOL International Convention. Online.
2. Loewen, S. (2020, October 17). *Can SLA researchers and L2 teachers talk to each other?* [Virtual plenary presentation]. INNOVAPROS 2020: Innovative Practices and Future Prospects in ELT, Yildiz Technical University, School of Foreign Languages, Istanbul, Turkey.
3. Loewen, S. (2019, November 25). *Exploring the research-pedagogy link in second language learning and teaching* [Keynote presentation]. The Applied Linguistics Conference, Perth, Australia.
4. Loewen, S. (2018, September, 8). *Instructed Second Language Acquisition* [Keynote presentation]. New Trends in English Language Teaching and Testing, Istanbul, Turkey.

5. Loewen, S. (2018, June 4). *Learning Spanish using Babbel* [Industry presentation]. Babbel Headquarters, Berlin, Germany.
6. Loewen, S. (2013, January 28-30). *Modern Teaching Methodology and Excellence in University Teaching* [Facilitator]. Institute of International Education conference and workshop, Erbil, Iraq.

Visiting Scholar Positions

1. Jyväskylä University, Finland. 10-14 June 2019.
2. Temple University Japan, Tokyo, 5-6 March 2016. Osaka, 12-13 March 2016.
3. Andrés Bello University, Santiago, Chile, 30 September – 3 October 2014.

Grants & Awards

1. Fulbright Distinguished Chair in the Social Sciences and Humanities (2021-2022). Adam Mickiewicz University, Poznań, Poland
2. Loewen, S. (Principal Investigator). (2017-2019). Learning Spanish Online, Lesson Nine GmbH [Grant]. Babbel. \$26,878
3. Loewen, S., (Principal Investigator) & De Felice, D. (2018-2019). Transformative Pedagogies [Grant]. College of Arts and Letters, Michigan State University.
4. Loewen, S., (Principal Investigator) Spasova, S., & Gacs, A. (2016-2018). Online/Hybrid Language Teaching Collaboration [Grant]. College of Arts and Letters, Michigan State University.
5. Gass, S., (Principal Investigator) & Prestel, D., (Principal Investigator) (2011-2012). Curriculum development and teacher training in the English department at the University of Duhok, Kurdistan, Iraq [Grant]. IREX.
(Note: I was involved in training English teachers and developing teaching curriculum. I made two trips to Kurdistan, and met with faculty who visited MSU.)
6. 2002 Best Doctoral Thesis Award in the Faculty of Arts and Letters, University of Auckland.

Media

1. Panelist for *The Source*, Texas Public Radio, 8 July 2021, [Use Of Language-Learning Apps Spiked During The Pandemic. Will It Last? | TPR](#)
2. Interview for the College of Arts and Letters, Michigan State University, December 11, 2020 <https://cal.msu.edu/news/msu-researchers-study-conversation-platforms-for-second-language-students/>
3. Interview of Matt Kessler by the College of Arts and Sciences, University of South Florida about Kessler, Loewen & Trego (2020), December 10, 2020 <https://www.usf.edu/arts-sciences/news/hub/leveraging-technology-for-learning-languages-in-the-time-of-covid-19.aspx>
4. Marketplace Interview, October 22, 2020 <https://www.marketplace.org/2020/10/22/duolingo-true-crime-podcast-teaches-spanish/>
5. Interview for Svenska Dagbladet (Swedish newspaper), 30 September 2020 <https://esvd.svd.se/1001/Svenska-Dagbladet/333280/2020-09-30/r/10/first>
6. *The Pulse* Interview, July 24, 2020, Can you actually learn a new language through an app? <https://whyy.org/segments/can-you-actually-learn-a-new-language-through-an-app/>
7. MedicalResearch.com Interview, June 22, 2020 <https://medicalresearch.com/author-interviews/can-you-really-learn-a-language-using-babbel/54647/>

8. *The Ladders* Interview, June 11, 2020, Can you really learn a language from an app? This is what experts found out
<https://www.theladders.com/career-advice/can-you-really-learn-a-language-from-an-app-this-is-what-experts-found-out>
9. Interview for the College of Arts and Letters, Michigan State University, April 7, 2020
<https://cal.msu.edu/news/researching-the-effectiveness-of-language-learning-apps/>

OASIS Summaries (Open Accessible Summaries in Language Studies)

- Suga, K. & Loewen, S. (2022). Potential test-learning effects of an oral elicited imitation test: Methodological considerations for L2 instruction studies. *OASIS Summary* of Suga, K. & Loewen, S. (2023) in *Research Methods in Applied Linguistics*. . <https://oasis-database.org/concern/summaries/1544bp872?locale=en>
- Suga, K. & Loewen, S. (2022). Synchronous video CMC with TalkAbroad and subsequent transcription activities in L2 classrooms. *OASIS Summary* of Kessler, M., Loewen, S. & Trego, D. (2020) in *Language Teaching Research*. <https://oasis-database.org/concern/summaries/9880vr67x?locale=en>
- Suga, K. & Loewen, S. (2022). The effects of app-based language learning through Babbel on receptive and productive knowledge. *OASIS Summary* of Loewen, S., Isbell, D. R. & Sporn, Z. (2020) in *Foreign Language Annals*. <https://oasis-database.org/concern/summaries/8p58pd537?locale=en>
- Suga, K. & Loewen, S. (2022). The impact of metacognitive instruction on the effectiveness of implicit corrective feedback. *OASIS Summary* of Sato, M. & Loewen, S. (2018) in *Language Learning*. <https://oasis-database.org/concern/summaries/qv33rx45w?locale=en>
- Suga, K. & Loewen, S. (2022). Focus on pronunciation in face-to-face and synchronous computer-mediated task-based interaction. *OASIS Summary* of Loewen, S. & Isbell, D. R. (2017) in *Studies in Second Language Acquisition*. <https://oasis-database.org/concern/summaries/vq27zp13h?locale=en>
- Suga, K. & Loewen, S. (2022). The effects of visual input enhancement on learner-noticing and L2 learning. *OASIS Summary* of Loewen, S. & Inceoglu, S. (2016) in *Studies in Second Language Acquisition*. <https://oasis-database.org/concern/summaries/pg15bf59j?locale=en>
- Suga, K. & Loewen, S. (2022). The use of nonverbal behavior along with corrective feedback in the English as a Second Language (ESL) classroom. *OASIS Summary* of Wang, W. & Loewen, S. (2015) in *Language Teaching Research*. <https://oasis-database.org/concern/summaries/xs55mc85d?locale=en>
- Suga, K. & Loewen, S. (2022). A teacher's first language use in focus on form classrooms. *OASIS Summary* of Nakatsukasa, K. & Loewen, S. (2015) in *Language Teaching Research*. <https://oasis-database.org/concern/summaries/2z10wq89b?locale=en>
- Suga, K. & Loewen, S. (2022). The impact of reading three research articles on an English as a second language teacher's beliefs. *OASIS Summary* of Kamiya, N. & Loewen, S. (2013) in *Innovation in Language Learning and Teaching*. <https://oasis-database.org/concern/summaries/2j62s573k?locale=en>
- Suga, K. & Loewen, S. (2022). The effects of implicit and explicit recasts on the acquisition of French noun-adjective agreement. *OASIS Summary* of Erlam, R. & Loewen, S. (2010)

- in *Canadian Modern Language Review*. <https://oasis-database.org/concern/summaries/wh246t027?locale=en>
- Suga, K. & Loewen, S. (2022). A comparison of incidental focus on form in face-to-face classrooms and online chatrooms. *OASIS Summary of* Loewen, S. & Reissner, S. (2009) in *Computer Assisted Language Learning*. <https://oasis-database.org/concern/summaries/4j03d0320?locale=en>
- Suga, K. & Loewen, S. (2022). Second language learners' beliefs about grammar instruction and error correction. *OASIS Summary of* Loewen, S. et al. (2009) in *The Modern Language Journal*. <https://oasis-database.org/concern/summaries/08612p28g?locale=en>
- Suga, K. & Loewen, S. (2022). The effects of Image-Schema-Based Instruction on the Acquisition of L2 Polysemous Words. *OASIS Summary of* Morimoto, S. & Loewen, S. (2007) in *Language Teaching Research*. <https://oasis-database.org/concern/summaries/8k71nh84q?locale=en>
- Suga, K. & Loewen, S. (2022). Effects of implicit and explicit corrective feedback through online text-chat. *OASIS Summary of* Loewen, S. & Erlam, R. (2006) in *Computer Assisted Language Learning*. <https://oasis-database.org/concern/summaries/kh04dq48r?locale=en>
- Suga, K. & Loewen, S. (2022). The provision and the effectiveness of recasts in L2 classrooms. *OASIS Summary of* Loewen, S. & Philp, J. (2006) in *The Modern Language Journal*. <https://oasis-database.org/concern/summaries/p8418p01k?locale=en>
- Suga, K. & Loewen, S. (2022). The occurrence and potential causes of successful uptake in meaning-focused ESL classrooms. *OASIS Summary of* Loewen, S. (2004) in *Language Learning*. <https://oasis-database.org/concern/summaries/b5644s41j?locale=en>
- Suga, K. & Loewen, S. (2022). The relationship between ESL teachers' beliefs and their observed practices in L2 classrooms. *OASIS Summary of* Basturkmen, H., Loewen, S. & Ellis, R. (2004) in *Applied Linguistics*. <https://oasis-database.org/concern/summaries/vq27zp063?locale=en>

Teaching

MSU Undergraduate

1. LLT 361, Introduction to Second Language Learning
Fall 2006, Spring 2007, Spring 2009 Fall 2011, Spring 2011, Spring 2012, Fall 2014,
Spring 2015, Fall 2015, Spring 2017, Fall 2017, Spring 2022, Fall 2022

MSU Graduate

2. LLT 841, Instructed Second Language Acquisition
Fall 2007, Spring 2010, Spring 2016, Spring 2019
3. LLT 841, Second Language Classroom Research
Spring 2009, Spring 2012
4. LLT 841, Advanced Quantitative Research Methods
Spring 2017
5. LLT 860, Introduction to Second Language Acquisition
Fall 2012, Spring 2013, Fall 2014, Spring 2015,
6. LLT 861, Advanced Topics in Second Language Studies I
Fall 2009
7. LLT 862, Advanced Topics in Second Language Studies II

- Spring 2007, Spring 2010, Spring 2013, Spring 2016, Spring 2018, Spring 2020
8. LLT 870, Instructed Second Language Acquisition,
Spring 2022
 9. LLT 872, Methods of Research in Language Learning and Teaching
Fall 2008, Fall 2010
 10. LLT 873 Quantitative Research
Fall 2006, Fall 2007, Fall, 2008, Fall 2009, Fall 2010, Fall 2011, Fall, 2012, Fall 2015,
Fall 2018, Fall 2019

Academic Advising

PhD Committee Chair, MSU	Status
Leonardo Guédez	Current
Hyun-Bin Hwang	Current
Kiyotaka Suga	Current
Yingzhao Chen	2023
Ayşen Tuzcu	2023
Dmitrii Pastushenkov	2021
Xuehong (Stella) He	2020
Talip Gonulal	2016
Yeon Heo	2016
Scott Sterling	2015
Kimi Nakatsukasa	2013
Nobuhiro Kamiya	2012
PhD Committee Co-Chair, MSU	
Jeffrey Maloney	2019
Luke Plonsky	2011
Weiqing Wang	2009
PhD Committee Member, MSU	
Current	
Caitlin Cornell	Matt Coss
Joanne Koh	
Graduated/Former	
2023	
Kevin Fedewa	Stephen Gagnon
Lizz Huntley	Amr Ahmed
2022	
Alyssa Wolfe	Ryo Maie
2021	
2021	
	Curtis Green-Eneix

Mashaël Algana Magdalyne Akiding	Xiaowan Zhang	Bronson Hui
2020 Karolina Achirri Jin Soo Choi	Wendy Li Matt Kessler	Kathy MinHye Kim
2019 Irene Ahn Jongbong Lee	Ina Choi	Dan Isbell
2017 Zachary Miller	Sarut Supasiraprapa	Hyung-Jo Yoon
2015 Dominik Wolff		
2014 Solène Inceoglu		
2013 Seongmee Ahn	Soo Kim	
2011 Mark Shea	Tetyana Sydorenko	
2010 Shaofeng Li		
2009 Junkyu Lee		

Qualifying Research Paper Reader		
Aysen Tuzcu	QRP 2	January 2022
Alyssa Wolfe	QRP 2	January 2022
Kiyotaka Suga	QRP 2	September 2021
Amr Ahmed	QRP 2	September 2021
Caitlin Cornell	QRP 2	April 2021
Ayşen Tuzcu	QRP 1	January 2021

Service

1. Associate Editor, *The Modern Language Journal*, 2018 to Present
2. Editorial Board Member, *Language Awareness*, 2021 to Present
3. Director, Second Language Studies Doctoral Program, 2017-2020
4. Faculty advisor for the *Second Language Research Forum* hosted at MSU 19 – 22 September 2019. More than 300 registered attendees
5. Subject Specialist. Distance Education Accrediting Commission. Site inspection for Anaheim University.
6. Executive Board Member, Association Internationale de Linguistique Appliquée/ International Association of Applied Linguistics (AILA), 2008 – 2017.
7. Conference Abstract Reviewer. I generally review for two to three conferences a year.
8. Faculty liaison for visiting scholars from Anhui University of Finance and Economics, China. 2018 (4 scholars) 2019 (5 scholars).
9. American Association for Applied Linguistics Graduate Student Awards Committee Chair November 2014 – January 2015.

