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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
Lecturer/Senior Lecturer, University of Auckland	2002-2006

Research

Books

1. Loewen, S. (2025). *Introduction to instructed second language acquisition (3rd ed.)*. New York: Routledge.
2. Loewen, S. & Sato, M. (2024). *A Practical Guide to Second Language Teaching and Learning*. Cambridge: Cambridge University Press.
[A Practical Guide to Second Language Teaching and Learning | Higher Education from Cambridge](#)
3. Loewen, S. (2020). *Introduction to instructed second language acquisition (2nd ed.)*. New York: Routledge.
4. Sato, M. & Loewen, S. (Eds). (2019). *Evidence-based second language pedagogy: A collection of instructed second language acquisition studies*. New York: Routledge.
5. Loewen, S. & Sato, M. (Eds). (2017). *The Routledge handbook of instructed second language acquisition*, New York: Routledge.
6. Loewen, S. & Plonsky, L. (2016). *An A – Z of applied linguistics research methods*. Palgrave: New York.
7. Loewen, S. (2015). *Introduction to instructed second language acquisition (1st ed.)*. New York: Routledge.
8. Loewen, S. & Reinders, H. (2011). *Key concepts in second language acquisition*. New York: Palgrave MacMillan.
9. 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. Scheffler, P., Baranowska, K. & Loewen, S. (2024). By word of mouth: The case for teacher-to-teacher research dialogue. *ELT Journal*, early view, <https://doi.org/10.1093/elt/ccae044>
2. Hwang, H., Coss, M, Loewen, S. & Tagarelli, K. (2024). Acceptance and engagement patterns of mobile-assisted language learning among non-conventional adult L2 learners: A survival analysis. *Studies in Second Language Acquisition*. doi:10.1017/S0272263124000354
3. 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
4. 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.
5. Sato, M. & Loewen, S (2022). The research-practice dialogue in second language learning and teaching: Past, present, and future. *Modern Language Journal*, 106, 500-527.
6. Sato, M. & Loewen, S. (Eds). (2022). Special issue: Connecting second language research and practice: Observations and interventions. *Modern Language Journal*, 106, 3.
7. 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.
8. Loewen, S., Buttiler, M., Kessler, M. & Trego, D. (2022). Conversation and transcription activities with synchronous video computer-mediated communication: A classroom investigation. *System*, 106.
9. Choi, J. S. & Loewen, S. (2022). Exploring young learners' strategic behaviors in a speaking test. *TESOL Quarterly*, doi: 10.1002/tesq.3136
10. He, X. & Loewen, S. (2022). Stimulating learner engagement in app-based L2 vocabulary self-study. Goals and feedback for effective L2 pedagogy. *System*, 105.
11. 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>
12. Crowther, D., Kim, S., Lee, J., Lim, J. & Loewen, S. (2020). Methodological synthesis of cluster analysis in second language research. *Language Learning*. 71(1), 99-130. <https://doi.org/10.1111/lang.12428>
13. 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>
14. 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>
15. 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>.
16. 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>
17. 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>
 18. 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>
 19. 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>.
 20. 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>
 21. 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>
 22. 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>
 23. 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>
 24. 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>
 25. 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>
 26. 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>
 27. 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>
 28. 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>
 29. 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>
 30. 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>

31. 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>
32. 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>
33. 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>
34. 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>
35. 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>
36. 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>
37. 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>
38. 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)
39. 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>
40. 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>
41. Ellis, R., Basturkmen, H. & Loewen, S. (2001). Pre-emptive focus on form in the ESL classroom. *TESOL Quarterly*, 35(3), 407-432. <https://doi.org/10.2307/3588029>

Book Chapters

1. Loewen, S., Tuzcu, A. & Philp, J. (2023). Classroom research methods. In A. Mackey & S. M. Gass (Eds.), *Current approaches in second language acquisition research: A practical guide*. (pp. 13-32), John Wiley & Sons.
2. 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.
3. 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.
4. 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.
5. 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

6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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. Loewen, S. (2021). Was Krashen right: An instructed second language acquisition perspective. *Foreign Language Annals*, early view, DOI: 10.1111/flan.12550
3. Loewen, S. & Sato, M. (2021). Exploring the relationship between TBLT and ISLA. *TASK: Journal on Task-based Language Learning and Teaching*, 1. 47-70.
4. Kessler, M., Loewen, S. & Trego, D. (2021). Synchronous video computer-mediated communication in English language teaching. *ELT Journal*, doi:10.1093/elt/ccab007
5. 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>
6. Loewen, S. & Gass, S. (2009). Research Timeline: The use of statistics in L2 acquisition research. *Language Teaching*, 42(2), 181-196.
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.

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/>

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, 2024-Present