

Ryo Maie

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Research Interests

Second language acquisition Cognitive psychology Applied statistics Language teaching

Current Position

- 2018–2022 Ph.D. student in the Second Language Studies, Michigan State University
2020–2021 Teaching Assistant in the Japanese Program, the Department of Linguistics & Germanic, Slavic, Asian, and African Languages, Michigan State University

Education

- 2018–2022 Ph.D. in Second Language Studies
Michigan State University
Committee: Aline Godfroid (chair), Shawn Loewen, Koen Van Gorp, Paula Winke, and Phillip Hamrick
2016–2018 M.A. in Second Language Acquisition
University of Maryland, College Park
Thesis: Explicit and implicit cognitive aptitudes, L2 outcome measures, and learning of morphosyntax under incidental conditions.
Committee: Robert M. DeKeyser (chair), Michael H. Long, and Steve J. Ross
2014–2015 Exchange and transfer student in Psychology and Linguistics
Dartmouth College
2012–2016 B.A. in English and Language Science
Kanda University of Int'l Studies, Japan
Thesis: Automaticity in L2 learning: Theories, findings, and implications
Committee: Siwon Park and Yasuko Ito

Honors and Awards

- 2021 The Graduate Student Award (The ETS award) (\$500)
American Association of Applied Linguistics
2020 Research Grant (\$350), Michigan State University
2020 Summer Fellowship (\$4500), Michigan State University
2019 Travel Grant (\$350), Michigan State University
2018 Research Grant (\$700), Michigan State University
2018 Travel Grant (\$500), Michigan State University
2018 Travel Grant (\$750), University of Maryland, College Park

Experience

- 2020–2021 Teacher Assistant in the Japanese program, the Department of Linguistics and Germanic, Slavic, Asian, and African Languages, Michigan State University
Responsibility: Teaching Japanese 101 and 102
- 2018–2020 Research Assistant in the Second Language Studies program, Michigan State University
Responsibility: RA for Drs. Sandra Deshors, Shawn Loewen, and Paula Winke
- 2017–2018 Teaching Assistant in the Language House Program, School of Languages, Literatures, and Cultures, University of Maryland, College Park.
Responsibility: Three two-hour language learning lessons and activities per week in an immersion and living-learning program (Japanese)
- 2017–2018 Research Assistant in Academic Success Center, Kanda University of International Studies, Japan
Responsibility: RA for Development of test specifications for new listening tests tailored for the CEFR-J framework (PI: Dr. Siwon Park)
- 2016–2017 Research Assistant at the Center for Foreign Language, Kanda University of International Studies, Japan
Responsibility: Literature and material review for a project on learning strategies in a tertiary level EFL (PI: Dr. Siwon Park)

Publication

Journal Articles

[English]

- Kim, K., Maie, R., Suga, K., Miller, Z., & Hui, B. (2021). Revisiting Williams (2005) with academic and non-academic samples: An individual differences study. Stage 2, received in-principle acceptance for a special issue in *Language Learning*.
- Maie, R. & DeKeyser, R. M. (2020). Conflicting evidence of explicit and implicit knowledge from objective and subjective measures. *Studies in Second Language Acquisition*, 42, 359–382. <https://doi.org/10.1017/S0272263119000615>
- Maie, R. (2019). Interview with Nick C. Ellis. *MSU Working Papers*, 10.

[Japanese]

- 鈴木祐一, 真家峻, 菅清隆 (2020) 「コロナ禍でもできる文法指導：文法指導・活動にバリエーションを」 『英語教育』 9月号. [Suzuki, Y., Maie, R., & Suga, K. (2020). Grammar instruction in the midst of COVID-19: Diversifying grammar instruction and activity. *English Education*, (9).]

Book Chapters

- Maie, R. & Godfroid, A. (2021). Research design and methods for studying optimal practice conditions: A synthesis. In Y. Suzuki (Ed.), *Practice and automatization in second language research: Theory, methods, and pedagogical implications*. New York: Cambridge University Press.

Jackson, D. O., & Maie, R. (2021). Implicit and statistical learning as predictors of second language outcomes: A synthesis and meta-analysis. In E. Wen, P. Skehan, & R. Sparks (Eds.), *Language aptitude theories and practice: Pushing the boundaries*. New York: Cambridge University Press.

Maie, R. & Salen, B. (2021). Blustery with an occasional downpour: An analysis of target discourse in media weather forecasts. In M. J. Ahmadian & M. H. Long (Eds.), *The Cambridge handbook of task-based language teaching*. New York: Cambridge University Press.

Presentations

Maie, R. (2021, March). Arbitrary choices, arbitrary results: A multiverse analysis of L2 reaction time data. Paper presented for the American Association for Applied Linguistics 2021.
– Awarded the Graduate Student Award (the EST award) by AAAL.

Maie, R. (2020). Testing skill acquisition stages in language learning: A case of vocabulary learning and practice. Invited to the PhD student workshop in the ESRC-JSLARF Symposium 2020.

Maie, R. & Ma, W. (2020, September). Investigating the relationship between TOEFL scores and international students' academic success: A meta-analysis. Paper presented at the Second Language Research Forum 2020.

Maie, R. (2020, March). Eyeing acceptability judgment task: Automaticity moderates different L2 knowledge and processing. Paper accepted for the American Association for Applied Linguistics 2020.

Maie, R. (2019, September). Does automaticity moderate different types of L2 knowledge use in grammaticality judgments? An eye-tracking study. Paper presented at the Second Language Research Forum 2019.

Maie, R. (2019, March). Demystifying the complexity of individual differences under incidental conditions: A conceptual replication and extension. Paper presented at the American Association for Applied Linguistics 2019.

Maie, R. & DeKeyser, R. M. (2018, September). Beyond boundaries: Combining methodological approaches to research on acquisition of explicit and implicit knowledge under an incidental condition. Paper presented the at the Second Language Research Forum 2018.

Maie, R., & Salen, B. (2018, March). Task-based analysis of target discourse in media weather forecasts. Paper presented at the TESOL 2018 International Convention & English Language Expo.

Volunteer Activities

2019/10/31 Fitting and choosing the best (generalized) mixed-effects models. Presentation at Reading and Research Group: Donuts and Distribution in the Program in Second Language Studies, Michigan State University (Ryo Maie)

- 2019/06/14 What comes after explicit rule learning? Automatizing second language grammar. OASIS Summary of DeKeyser (1997) in *Studies in Second Language Acquisition* (Ryo Maie and Robert M. DeKeyser).
- 2019/06/14 Cross-linguistic evidence for age effects and the role of aptitude in second language learning. OASIS Summary of DeKeyser, Alfi-Shabtay, & Ravid (2010) in *Applied Psycholinguistics* (Ryo Maie and Robert M. DeKeyser)
- 2019/02/01 Adult implicit learning of second languages: A critical review of the literature through methodological lens. Presentation at Reading and Research Group: Coffee and Cognition in the Program in Second Language Studies, Michigan State University (Ryo Maie).
- 2019–2020 The coordinator of Reading and Research Group: Coffee and Cognition in the Program in Second Language Studies, Michigan State University
- 2019–2020 The lab manager for the Second Language Acquisition Lab in the Program in Second Language Studies, Michigan State University

Professional Service and Affiliation **Service**

Journal Articles (refereeing)

- *Language Learning*
- *TESOL Quarterly*

Conference Abstract

- Second Language Research Forum
- Annual Conference of American Association for Applied Linguistics
- TESOL International Convention & Expo

Affiliation

- American Association for Applied Linguistics
- Member in Japan Second Language Acquisition Research Forum

Referees

Aline Godfroid

Associate Professor of Second Language Studies

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Robert M. DeKeyser

Professor Emeritus of Second Language Acquisition

University of Maryland, College Park

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