Ryo Maie

Curriculum Vitae

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Office:
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Web: https://maieryo.github.io

Current Positions

1/2023 − Onward: Project Assistant Professor, the School of Engineering, University of Tokyo

7/2022 − 12/2022: Senior Academic Specialist, the School of Engineering, University of Tokyo

7/2022 − 12/2022: Part-time Lecturer, the School of Engineering, University of Tokyo

8/2018 − 12/2022: Ph.D. Student in Second Language Studies program, Michigan State University

Past Positions

2022 − 2022: Teacher Assistant in the Second Language Studies program, Michigan State University

2020 − 2021: Teacher Assistant in the Japanese program, the Depart of Linguistics, Languages, and and cultures, Michigan State University

2018 − 2020: Research Assistant in the Second Language Studies program, Michigan State University

2017 − 2018: Teaching Assistant in the Language House Program, University of Maryland, College Park

2017 − 2018: Research Assistant in Academic Success Center, Kanda University of International Studies

2017 − 2018: Research Assistant at Center for Foreign Language, Kanda University of International Studies

Education

2018 − 2022 (Expected)
Ph.D. in Second Language Studies
Michigan State University
Dissertation: *Testing the three-stage model of second language skill acquisition*
Supervisor: Aline Godfroid
Committee: Shawn Loewen, Koen Van Gorp, Paula Winke, Phillip Hamrick

2016 − 2018
M.A. in Second Language Acquisition
University of Maryland, College Park

Thesis: *Explicit and implicit aptitudes, L2 outcome measures, and learning of morphosyntax under an incidental condition*
Supervisor: Robert M. DeKeyser
Committee: Michael Long, Steven 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 International Studies, Chiba, Japan
Thesis: *Automaticity in L2 learning: Theories, findings, and implications*
Supervisor: Siwon Park
Committee: Yasuko Ito

Research

Awards

2021
Graduate Student Award (Educational Testing Service Award)
Award from American Association for Applied Linguistics for the study *Arbitrary choices, arbitrary results: A multiverse analysis of L2 reaction time data*

Grants and Fellowship

External

2022
NFMLTA-MLJ Dissertation Writing Support Grants
Awarded $2,500 for the doctoral dissertation study *Testing the three-stage model of second language skill acquisition*

2022
National Science Foundation, Doctoral Dissertation Improvement Grants
Awarded $18,686 for the doctoral dissertation study *Testing the three-stage model of second language skill acquisition*

2021
Graduate Student Award (Educational Testing Service Award)
Awarded $500 from American Association for Applied Linguistics for the study *Arbitrary choices, arbitrary results: A multiverse analysis of L2 reaction time data*

Internal

2021
Michigan State University, College of Arts and Letters, Summer Fellowship
Awarded $4,500 as stipend for Summer 2021

2020
Michigan State University, College of Arts and Letters, Summer Fellowship
Awarded $4,500 as stipend for Summer 2020

Publication

Refereed Articles

4. Yi, W., Man, K., & Maie, R. (2023). Investigating L1 and L2 speaker intuitions of phrasal frequency and association strength of multiword sequences. *Language Learning.* https://doi.org/10.1111/lang.12521

3. Maie, R. & Godfroid, R. M. (2022). Controlled and automatic processing in the acceptability judgment task: An eye-tracking study. *Language Learning*, *72*(1), 158–197. https://doi.org/10.1111/lang.12474

2. 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.*

1. 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

Referred Book Chapters

3. Maie, R., & Godfroid, A. (forthcoming). L2 practice research thus far: A methodological and paradigmatic synthesis. In Y. Suzuki (Ed.), *Practice and automatization in second Language research: Theory, methods, and pedagogical implications.* New York: Cambridge University Press.

2. Jackson, D. O., & Maie, R. (2023). 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.

1. Maie, R. & Salen, B. (2021). Blustery with an occasional downpour: An analysis of target discourse in media weather forecasts. In M. J. Ahmaidan & M. H. Long (Eds.), *The Cambridge handbook of task-based language teaching.* New York: Cambridge University Press. https://doi.org/10.1017/9781108868327

Non-Refereed Articles

3. Maie, R. (2022). Testing effects in L2 grammar teaching research: A pilot meta-analysis. *MSU Working Papers*, *12*, 74–115. https://doi.org/10.17613/naqj-0w32

2. Suzuki, Y., Maie, R, & Suga, K. (2020). Grammar instruction in the midst of COVID-19: Diversifying grammar instruction and activity. *English Education*, (9).] (Japanese) https://www.taishukan.co.jp/book/b525175.html

1. Maie, R. (2019). Interview with Nick C. Ellis. *MSU Working Papers*, *10.* https://doi.org/10.17613/cr0v-0y27

Presentations

9. Kim, K. M., Maie, R., Suga, K., Miller, Z., & Hui, B. (2022, March). Revisiting learning without awareness with academic and non-academic samples: An individual differecnes study. Paper presented at the American Association for Applied Linguistics.

8. 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.

7. Maie, R. (2020, November). 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.

6. 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.

5. 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.

4. 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.

3. 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.

2. 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 at the Second Language Research Forum 2018.

1. 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.

Research Skills

Software and programming

R(studio), JASP, SPSS, Stan (*rstan*), DMDX, Gorilla, EyeLink (Experiment Builder), DMDX

Statistical Analysis

Generalized linear (mixed) models, multilevel modeling, exploratory/confirmatory factor analysis, structural equation modeling, discriminant/survival analysis, Bayesian data analysis, and meta-analysis

Teaching

- Michigan State University
  - LLT306: Methods of Teaching Adult and Community English to Speakers of Other Languages
  - JPN101 Elementary Japanese I (UGR)
  - JPN102 Elementary Japanese II (UGR)
- University of Tokyo
  - Advanced Academic Writing (GR)
  - Advanced Academic Presentation (GR)
- UGR = Undergraduate; GR = Graduate

Professional Services and Affiliations

OASIS Summaries

2021/11/09
The effect of time pressure on how L2 learners read in the grammaticality judgment task. OASIS Summary of Maie, R. & Godfroid, A. (2022) in *Language Learning* (Ryo Maie and Aline Godfroid).
https://oasis-database.org/concern/summaries/4j03d0117?locale=en

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).
https://oasis-database.org/concern/summaries/1j92g754h?locale=en

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).
https://oasis-database.org/concern/summaries/rv042t15z?locale=en

Refereeing

Journal Articles

- *Language Learning*
- *Language Teaching*
- *TESOL Quarterly*
- *Studies in Second Language Acquisition*

Conference Abstract

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

Affiliation

- *American Association for Applied Linguistics*
- *Second Language Research Forum*
- *Japan Second Language Acquisition Research Forum*
- *Japan Society of English Language Education*
- *Kantokoshinetsu Association of Teachers of English*

Referees

Aline Godfroid
Associate Professor of Second Language Studies
B253 Wells Hall, 619 Red Cedar Road
Michigan State University
East Lansing, MI 48824-1027
Email: godfroid@msu.edu

Robert M. De Keyser
Professor Emeritus of Second Language Acquisition
University of Maryland, College Park
Email: rdk@umd.edu