

**CURRICULUM VITAE**  
**Rebecca L. Oxford, Ph.D.**  
**Professor, Program in Second Language Education**  
**(TESOL and Foreign Languages)**

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## **Education and Certifications**

Ph.D., University of North Carolina, 1978. Educational Psychology with additional emphasis on language, developmental disabilities, research methods, and statistics.

Ed.M., Boston University, 1973. Educational Psychology.

M.A., Yale University, 1972. Russian Language and Literature.

B.A., Vanderbilt University, 1968. Major: Russian. Minor: History. Additional emphasis on English.

Teacher certification in English, foreign languages, and history, North Carolina and Florida. School psychologist certification, North Carolina. Teacher certification courses taken at Harvard University, Northeastern University, University of Florida, and Duke University.

## Awards and Honors

### Awards

Lifetime Achievement Award, International Teachers of English to Speakers of Other Languages (TESOL) and Heinle / Thomson Learning Publishers. The award was presented at the Annual Meeting of International TESOL, Salt Lake City, 2002. Text of the award statement on the plaque was:

***Rebecca Oxford's research on learning strategies has changed the way the world teaches languages.***

Carl Shaner Award for Best Research on Psychological Type in the United States (with Jacqueline Nuby), 1996.

National Award for Best Article on Distance Education, American Conference on Distance Education, 1995.

Capstone College of Education Award for Excellence in Research and Teaching, University of Alabama, 1994 and 1995.

Award for Best Research Presentation, Southern Conference on Language Teaching, 1994.

“Best in the Nation” K-12 TeleCon Distance Education Award for the Japanese Satellite Program under my coordination, 1993.

Award for Sustained Superior Performance, U.S. Army Research Institute, 1981-1984.

Award for Special Service, U.S. Army Research Institute, 1983.

Outstanding Leadership Award, InterAmerica Research Associates, 1981.

*Magna cum Laude*, Vanderbilt University, 1968.

### Honors

Outstanding Graduate Professor Nominee, Graduate Student Government, University of Maryland, 2001-2002.

Chosen for membership on Dean's K-12 Blue Ribbon Committee, College of Education, University of Maryland, 2000-2001.

Finalist, Capstone College of Education Award for Excellence in Research and Teaching, University of Alabama, 1999.

Interviewed for Exceptional Research, British Broadcasting System, 1993.

Interviewed for Exceptional Research, Voice of America, 1992.

Under my direction, doctoral students won the highly competitive Dissertation of the Year Award at the University of Alabama. They include:

Susan K. Spezzini, Ph.D., 2002  
Ana Maria F. Barcelos, Ph.D., 2000  
Amany Saleh, Ph.D., 1997  
Young Ye Park-Oh, 1994

### **Fellowships and Scholarships Received**

Fellowship, Building Learning through Technology, University of Maryland, 2002.

Doctoral Fellowship, Frank Porter Graham Child Development Center, University of North Carolina, Chapel Hill, with full funding from the National Center for Child Health and Human Development, 1975-1978.

Woodrow Wilson Foundation Honorary Fellowship, Yale University, 1968-1969.

National Defense Education Act Fellowship, Yale University, 1968-1969.

Delta Delta Delta Scholarship, Vanderbilt University, 1966-1967.

Vanderbilt University Full Scholarship, 1964-1968.

Rotary Club Scholarship, Vanderbilt University, 1964-1965.

### **Membership in Honorary Societies**

Golden Key Honorary Society for Outstanding Teaching, Leadership, and Support of University of Alabama Students, since 1997.

Phi Beta Delta International Education Honor Society, since 1994.

Phi Delta Kappa Education Honor Society, since 1972.

Phi Beta Kappa, since 1967.

## **Service in Applied Linguistics and Language Education**

### **Editorial Board Memberships for Major Journals:**

International Review of Applied Linguistics and Language Teaching, 2003-present  
Modern Language Journal, 1991-2003  
TESOL Quarterly, 1992-1995  
System: An International Journal of Educational Technology and Applied Linguistics, 1993-2003

### **Served on Advisory Boards for:**

Japanese by Television, Georgia Public Television, 1995-1998  
Multicultural Annual Editions, Dushkin Publishers, Guilford, CT, 1993-Present  
Russian Face to Face, Center for Russian Language and Culture / American Council of Teachers of Russian,  
Washington, DC, 1995-1998

### **Consulting Editor for:**

Contemporary Perspectives in Early Childhood Education, Information Age Publishing, Greenwich, CT,  
2000-Present

### **Reviewed articles submitted to the following peer-refereed journals (list is not exhaustive):**

American Educational Research Journal  
American Journal of Distance Education  
Applied Linguistics  
Canadian Modern Language Review  
Foreign Language Annals  
Journal of the Canadian Association for Applied Linguistics  
Language and Education  
Language Learning  
Language Teaching Research  
Modern Language Journal  
Simulation and Gaming: An International Journal of Theory, Design, and Research  
Studies in Second Language Acquisition  
System: An International Journal of Educational Technology and Applied Linguistics  
TESOL Quarterly

### **Reviewed book manuscripts for:**

Cambridge University Press, Cambridge, UK  
Heinle & Heinle / Thomson Learning, Boston, MA  
John Benjamins Publishers, Amsterdam, the Netherlands  
Kluwer Publishers, Dordrecht, the Netherlands  
Yale University Press, New Haven, CT

### **Reviewed large-scale research proposals for:**

National Research Council of Canada.  
National Educational Research Council of South Africa.

### **Reviewed papers submitted to:**

AERA Teacher Education Division, American Educational Research Association

### **Served as external reviewer of doctoral dissertations for universities in:**

Australia, Canada, Egypt, Malaysia, and New Zealand (two or more per year)

## Professional Organizations

*Currently:*

International Teachers of English to Speakers of Other Languages (served on Awards Committee)  
American Council on the Teaching of Foreign Languages (Awards Committee; Outstanding Dissertation Committee)  
American Educational Research Association  
Maryland Teachers of English to Speakers of Other Languages  
Washington Area Teachers of English to Speakers of Other Languages

*Formerly:*

Association for Supervision and Curriculum Development  
National Council on Measurement in Education  
New York State Teachers of English to Speakers of Other Languages  
American Psychological Association  
Modern Language Association  
Alabama-Mississippi Teachers of English to Speakers of Other Languages (Vice President; Executive Board Member)  
Alabama Association of Foreign Language Teachers (Academic Alliance Liaison)  
Language Alliance of West Alabama (Founder; Member, Program Committee); received commendation and monetary award from American Association for Higher Education for this work  
Consortium for Research on Adult Language Learning and Acquisition (Founder)  
Alabama Learning Styles Association (Executive Board Member)

## Current Appointment at the University of Maryland

**Full Professor, Program in Second Language Education (TESOL and Foreign Language Education), Department of Curriculum & Instruction, University of Maryland, College Park, August, 2000 - Present.**

**Served as Second Language Education Program Director, August 2000 - August, 2002. Coordinator of TESOL Outreach, September 2001 – Present.**

### Academic Leadership Responsibilities:

- Served as main author of the NCATE/TESOL Report (25-page narrative report, plus three-volume, 800-page performance evidence report) for the TESOL Program, 2002-2003. As a result, the TESOL Program has been “nationally recognized” for its quality.
- Main author, TESOL Master’s Program Curriculum Revision, 2001-2003.
- Jointly revised the Second Language Education Doctoral Program, 2001-2003.
- Taught classes in the Second Language Education Program:

#### *Fall 2003:*

EDCI 878B: Key Thinkers Influencing Teaching and Research in Second Language Education – Doctoral Seminar

EDCI 788: Special Topics: Independent Study on Technology in Language Teaching

EDCI 788: Special Topics: Independent Study on Research on Learning Styles and Strategies

EDCI 788: Special Topics: Theory and Research in Second Language Teaching, Learning, and Assessment

EDCI 788: Special Topics: Second Language Acquisition Theory

#### *Spring 2003:*

EDCI 434: ESOL Teaching Methods (15 students)

EDCI 788: Special Topics: Research Methods in Second Language Education – doctoral seminar (8 students)

EDCI 788: Special Topics: Independent Study: Technology in Language Teaching

EDCI 788: Special Topics: Independent Study: Content-Based Reading

#### *Fall 2002:*

EDCI 798: Special Problems: Research Methods in Applied Linguistics – doctoral seminar (6 students)

EDCI 899: Dissertation Research

EDCI 788: Special Topics: Independent Study on Content-Based Reading

#### *Spring 2002:*

EDCI 732: Psycholinguistic Theory in Second Language Acquisition (13 students)

EDCI 788: Special Topics: Language Learning Styles and Strategies – doctoral/master’s seminar (22 students)

EDCI 899: Dissertation Research

EDCI 788: Special Topics: Independent Study on Language Policy in the U.S.

EDCI 788: Special Topics: Independent Study on Research on Language Learning Styles and Strategies

EDCI 788: Special Topics: Independent Study on Language Testing and Assessment

EDCI 788: Special Topics: Independent Study on National Survey of Content-Based Language Teaching

## Current Appointment at the University of Maryland (Continued)

### *Fall 2001:*

- EDCI 635: Grammar for ESOL Teachers (20 students)
- EDCI 880: Dissertation Proposal Seminar (5 students)
- EDCI 899: Dissertation Research
- EDCI 788: Special Topics: Independent Study on Language Policy and Teaching Methodology in Taiwan
- EDCI 788: Special Topics: Independent Study on National Survey on Parental Involvement Programs

### *Spring 2001:*

- EDCI 435: Teaching Reading and Writing to ESOL Students (23 students)
- EDCI 799: Dissertation Research
- EDCI 788: Special Topics: Independent Study on Parental Involvement Methodologies
- EDCI 788: Special Topics: Independent Study on Language Learning Styles and Strategies

### *Fall 2000:*

- EDCI 635: Grammar for ESOL Teachers (18 students)
- EDCI 788: Independent Study: "The Silent Learner" - Anxiety and Reticence in Speech

- Recruited candidates for the master's and doctoral programs
- Directed master's seminar papers and doctoral dissertations
- Selected candidates to receive fellowships, particularly through the ESOL TEAM Grant, Graduate School Block Grants, and Graduate School Open Nominations
- Communicated with prospective students around the world
- Coordinated program publicity efforts
- Dealt with program personnel issues
- Exponentially increased the number of hours of early field placements in the TESOL Program.
- Arranged for supervision of student teachers and practicum students in the public schools

### **Funding and Outreach Responsibilities:**

- Initiated and jointly convened the "International Conference on Improving Literacy Strategies: Research and Practice" and gained support and funding from the Graduate School (\$3,000), the Department of Curriculum and Instruction (in-kind support and registration fees for graduate students), the Dean's Office of the College of Education (in-kind support), and the Office of International Programs (\$2,500), 2002.
- Won a total of over \$1,000,000 in grants, fellowships, and tuition remission to support graduate students in the Department of Curriculum and Instruction, University of Maryland, 2000-2004. These include:
  - \$618,268, ESOL TEAM (Teaching English Across Maryland) Project, Office of English Language Education, U.S. Department of Education, 2001-2004. Full tuition for 2 courses per semester leading to K-12 ESOL certification and TESOL M.Ed. degree for approx. 35 students.
  - \$147,600, MSDE – University of Maryland Training of All Teachers Partnership, funded by Maryland State Department of Education, 2001-2003. Full tuition for 1 to 2 courses (Teaching Content-Based Reading and Cross-Cultural Communication) for 81 teachers in Maryland.
  - \$57,600, Prince George's County Public Schools – University of Maryland TESOL Partnership, Prince George's County, Maryland, 2001-2003. Tuition for 8 courses leading to K-12 ESOL certification for 8-10 teachers in the school district.
  - \$276,400 in fellowships for master's and doctoral students (Block Grants and Open Nominations) based on highly competitive proposals from throughout the university. Funded by the University of Maryland Graduate School, 2000-2003. (Aleck Chen, Soo Jung Suh, A. Dee Williams, Kevin

Meuwissen, Yesim Yilmazel-Sahin, Julie Zdanoski, Jane Zhang, Patrice Billingsley, and others) \$144,000 (approximately) in tuition remission for master's and doctoral students from the University of Maryland Graduate School, 2000-2003.

- Directed the three-year ESOL TEAM Project
- Managed the two-year MSDE-UMCP Training of All Teachers Project
- Co-directed the one-year PGCPSS-UMCP TESOL Partnership
- Presented programs for student teachers (interns) in Professional Development Schools
- Served as external evaluator of the four-year TESOL Inc. Training All Teachers Grant
- Co-led the development of the "Language of Math" curriculum for Prince George's County Public Schools
- Served as external evaluator of the Business Russian Course of the American Council of Teachers of Russian
- Served as external evaluator of the University of Maryland's Latin American Studies Program
- Jointly designed a TESOL Master's Program for China and an EFL Teacher Preparation Program for Taiwan
- Worked to establish internships and assistantships for TESOL students at the Council of Chief State School Officers, the Center for Applied Linguistics, the Joint National Committee on Languages, the Montgomery County Refugee Center, the UMCP Department of Measurement and Statistics, the Dean's Office / EDCI NCATE Preparation Project, the National Foreign Language Center, the Maryland English Institute, Prince George's County Schools, Building Learning through Technology Project, and other organizations/projects
- Selected graduate teaching assistants for the Chillum (Elementary School) Internship Project (CHIP),

**Committees, Councils, and Groups:**

- Member, Promotion and Tenure Committee, Curriculum and Instruction Department, College of Education, University of Maryland
- Member, Grievance Committee, Curriculum and Instruction Department, College of Education, University of Maryland
- Chair, NCATE/TESOL Report Committee, College of Education, University of Maryland
- Former Member, Dean's K-16 Blue Ribbon Committee of the College of Education
- Former Member, College of Education Redesign Executive
- Former Chair, College of Education Subcommittee on Faculty/Staff Reward Structures and Professional Development Schools (former)
- Former Member, Curriculum and Instruction Department Head Search Committee
- Former Member, Departmental Executive Committee
- Former Member, College of Education Graduate Education Committee
- Former Departmental Representative, University of Maryland Faculty Senate
- Former Chair, Language and Cognition Study Group, University of Maryland

## **Previous University Academic Appointments**

**Full Professor of Language and Education and Director of the TESOL Program, Teachers College, Columbia University, New York, NY, August, 1999-August, 2000**

### **Academic Leadership Responsibilities:**

- Developing and revising curriculum for the on-campus program and distance education
- Serving as primary liaison for the Teachers College TESOL Program in Tokyo, Japan
- Providing leadership to the Community Language Program in New York
- Working with the Language Resource Center at Columbia University
- Teaching classes in the TESOL area:
  - Spring 2000:*
    - Advanced Topics in Applied Linguistics: Learning Strategies
    - Cooperative Learning in the Adult Education Classroom
    - New York ESL Academy: Language Testing (one day intensive)
  - Fall 1999:*
    - ESL K-12 Literacy Methods
    - Student Teaching Supervision
- Directing master's work and doctoral dissertations and serving on doctoral committees
- Recruiting candidates for the master's and doctoral programs
- Selecting candidates to receive financial aid based on merit
- Supervising student teachers in the public schools
- Advising on NCATE and other accreditation issues

### **External Funding and Outreach Responsibilities:**

- Teaching a grant-writing workshop for language educators
- Designing and writing grant proposals for submission to OBEMLA and private foundations
  - Serving as external evaluator for an OBEMLA grant
  - Serving as external evaluator for a National Endowment for the Humanities grant
  - Providing workshops for the New York City Public Schools

### **Committees, Councils, and Groups:**

- Member, Arts & Humanities Departmental Policy Committee
- Member, Arts & Humanities Program Coordinators' Council
- Member, Teachers College Technology Advisory Committee
- Member, Teachers College Special Scholarship Committee

**Associate Dean and Full Professor, College of Education, University of Alabama, Tuscaloosa, Alabama, January, 1996-August, 1999.**

**Academic Leadership Responsibilities:**

- Developing and maintaining high-quality instructional programs in the College of Education, including on-campus and distance education programs, for a student body of approximately 3,500 (including sites in several states and in South America)
- Designing and leading the Faculty Mentoring Program
- Promoting appropriate infusion of technology into regular instruction
- Managing all telecommunications and computer laboratories in the College of Education
- Leading the design of the College's Strategic Plans for (a) Technology and Distance Education, (b) Diversity, (c) Performance Assessment for presentation to the National Council for the Accreditation of Teacher Education (NCATE)
- Serving as the College's Coordinator of the NCATE Review to ensure accreditation of bachelor's, master's, specialist, and doctoral level programs in a variety of fields: Early Childhood Education; Education of Young Children with Diverse Abilities; Collaborative Special Education; Multiple Abilities (combined regular and special education); Elementary Education; Secondary Education (English/Language Arts, Mathematics, Biology, Chemistry, Physics, History, Political Science, Geography, Human Environmental Science, Japanese, Russian, German, French, Spanish, Latin); Prekindergarten – 12<sup>th</sup> Grade Education (Music, Physical Education, ESL/Bilingual Education, Japanese, Russian, German, French, Spanish, Latin); Counselor Education; School Psychometry; School Psychology; Educational Psychology; Educational Research; Educational Leadership; Higher Education Administration; Instructional Technology; Human Performance; Health Education; and Educational Foundations
- Serving as the College's Coordinator of the State Department of Education Review to maintain the College's certification programs in most of the fields named above
- Encouraging externally funded research supportive of instructional programs in the College
- Teaching classes:
  - CIE 650 Psychological and Social Factors in Teaching and Learning (fall, 1996)
- Directing dissertations, conducting own research agenda
- Directing the doctoral program in ESL/Bilingual Education and Foreign Language Education
- Co-directing all bachelor's, master's, and specialist teacher certification in ESL/Bilingual Education and Japanese, Russian, German, French, Spanish, and Latin Education
- Supervising ESL and foreign language interns in the public schools when needed

**External Funding and Outreach Responsibilities:**

- Co-authoring the concept paper for the University of Alabama Science Education Center
- Co-authoring the concept paper for Multimedia Secondary Social Studies in Alabama
- Serving as initiator and co-designer of a master's program for EFL preparation to be delivered in Korea in mixed-media format (in-person, Internet, satellite)
- Contributing to two successful U.S. State Department Grants for international education (\$27,000 total)
- Contributing to two successful U.S. State Department Grants for international education (\$27,000 total)
- Advising on curriculum, Japanese Close-Up Program (formerly Japanese Satellite Program), Center for Communication and Educational Technology; with my assistance, the program won several national awards
- Evaluating the Business Russian Course of the American Council of Teachers of Russian
- Serving on the University of Alabama - Tuscaloosa City Schools ESL Planning Committee
- Serving on the Tuscaloosa City Schools Advisory Board for Foreign Languages
- Sponsoring Long-Term Visiting Scholars Dr. Ana Longhini from Argentina (Fulbright), 1996-1997; Ana Maria Barcelos from Brazil, 1996-1997; Wenbin Pei from the People's Republic of China, 1995-1996; Nadia El Khamisy from Egypt, 1997-present
- Designing and presenting a seminar series for the Foundation Coalition on "Teaching and Learning in the Year 2000" for university science and mathematics faculty

**University-wide Committees, Councils, and Groups:**

- Chair, University Teacher Education Council

- Member, University Council of Associate and Assistant Deans
- Member, Committee to Develop the Freshman Experience Course
- Member, Associate Vice President's Information Technology Committee
- Member, Applied Linguistics Planning Committee
- University Graduate Faculty
- *Ex-officio* Member, Core Curriculum Oversight Committee.

**College-wide Committees, Councils, and Groups:**

- Chair, Diversity Committee, Performance Assessment Committee, and Technology Committee
- Member, Administrative Council
- Member, International Program Advisory Committee
- Member, Merit Pay Committee
- *Ex-officio* Member, Research Committee
- *Ex-officio* Member, External Affairs Committee
- *Ex-officio* Member, Curriculum Committee

**Programs and Boards in Other Colleges:**

- Member, College of Arts & Sciences Student Mentoring Program
- Member, Women in Engineering Advisory Board

**Honors:**

- With only two others in the university (the President and a faculty member), invited to join Golden Key Honorary Society for most outstanding contributions to students at the University of Alabama, 1997
- Won Carl Shaner Award for Best Research on Psychological Type (with Jacqueline Nuby), 1996
- Nominated for top U.A. honor, Burnham Distinguished Faculty Award, 1997
- Finalist for Capstone College of Education Award for Excellence in Teaching and Research, 1999
- Ph.D. recipient whose dissertation I directed (Dr. Amany Saleh) shared the College of Education's Dissertation of the Year Award, 1997
- Ph.D. recipient on whose dissertation committee I served (Dr. Paul Schroeder) shared the College of Education's Dissertation of the Year Award, 1997
- Consistent 4.9-5.0 student ratings of my teaching (out of 5.0)
- Exceptional merit ratings

**Area Head (Department Chair) and Full Professor, Teacher Education, College of Education, University of Alabama, Tuscaloosa, Alabama, July, 1994-January, 1996.**

**Academic Leadership Responsibilities:**

- Leading a group of approximately 60 faculty members, 17 staff members, and 1,700 students in seven programs (Foundations, Special Education, Elementary Education, Secondary Education, Fine Arts Education, Human Performance, and Multiple Abilities/Multidisciplinary); numbers reflect size before the latest round of early retirements and budget cuts
- Budgeting and planning for all programs in Teacher Education
- Managing major personnel issues
- Handling important student and parent problems
- Evaluating faculty through the College Merit System and the tenure and promotion process
- Teaching classes:
  - CIE 650 Psychological and Social Factors in Teaching and Learning (spring, 1995)
  - CIE 657 Advanced Foreign/Second Language Teaching Methodology (fall, 1994)
- Advising, directing dissertations, conducting own research agenda
- Directing the doctoral program in ESL/Bilingual Education and Foreign Language Education
- Directing all bachelor's, master's, and specialist teacher certification in ESL/Bilingual Education and Japanese, Russian, German, French, Spanish, and Latin Education

- Supervising ESL and foreign language interns in the public schools when needed

**External Funding and Outreach Responsibilities:**

- Co-directing the Macedonian English Teacher Training of Trainers Project, Skopje, Macedonia and Tuscaloosa, Alabama, 1995
- Writing grants for the successful USIS/Soros/Macedonian Ministry Project, 1994 (\$100,000 for efforts in both Macedonia and the U.S.)
- Coordinating the International Teacher Exchange with the Maritime University, Lima, Peru, 1994, and Instituto Guatemalteco Americano, Guatemala City, 1992-1993
- Contributing to the successful \$110,000 grant from the National Foreign Language Center Grant to the Center for Communication and Educational Technology for Japanese distance education, 1994
- Formally advising on curriculum, Japanese Satellite Program, Center for Communication and Educational Technology, since 1990; with my assistance, the program won several national awards
- Serving on the University of Alabama - Tuscaloosa City Schools ESL Planning Committee
- Sponsoring Long-Term Visiting Scholars Dr. Zhang Daozhen from the People's Republic of China, 1992-1993;
- Chandrika Balasubramanian from India and Yemen, 1995-1996; Dr. El Sayed Dadour, 1992-1994
- Sponsoring Short-Term Visiting Scholar Dr. Carisma Dreyer from South Africa, 1995

**University and College Committees:**

- Chair, University-wide Task Force for Improving the Core Curriculum, 1992-1996
- Chair, Subcommittee on Humanities and Social Sciences, Core Curriculum Oversight Committee, 1992-1994
- Chair, Research Advisory Committee to the President and the Provost
- Member, Search Committee for Dean of the College of Education, 1994-1995 (hired Dolly)
- Member, Educational Psychology Search Committee, 1994 (hired Winsler)

**Honors:**

- American Conference on Distance Education's National Award for Best Distance Education Article published during the period 1992-1994; received award 1995
- Capstone College of Education Society Award for Excellence in Teaching and Research, received 1994 and 1995
- Best Research Presentation Awards at various conferences, 1994
- Invited to join Phi Beta Delta international education honorary, 1994
- Ph.D. recipient whose dissertation I directed (Dr. Young Ye Park-Oh) won the College of Education's Dissertation of the Year Award, 1994
- Consistent 4.9-5.0 student ratings of my teaching (out of 5.0)
- Exceptional merit ratings

**Associate Professor, College of Education, University of Alabama, Tuscaloosa, Alabama, August, 1989 – March, 1993. Appointed Full Professor (with tenure), April, 1993.**

**Note:** Served half-time in the College of Education and half-time in the College of Arts & Sciences.

**Academic Leadership Responsibilities:**

- Directing all Foreign Language K-12 Teacher Certification Programs (initially French, Spanish, German, Latin)
- Adding Russian, Japanese, and ESL K-12 Teacher Certification Programs, the latter two of which required formal proposals to the State Board of Education
- (**Note:** The ESL and Japanese K-12 Teacher Certification Programs are the only ones in the state)
- Supervising ESL and foreign language student teachers and interns in the public schools
- Directing the doctoral program in Foreign/Second Language Education
- Creating a new, required, and highly esteemed doctoral core course
- Teaching, advising, directing dissertations, conducting own research agenda

**External Funding and Outreach Responsibilities:**

- Writing the successful McArthur / American Association for Higher Education Grant, 1990
- Serving on the State Certification Standards Committee (Foreign Language Education), 1990-1991
- Formally advising on curriculum, Japanese Satellite Program, Center for Communication and Educational Technology, since 1990

**University and College Committees:**

- Member, Graduate Faculty of the College of Education
- Member, Graduate Faculty of the University
- Member, University-wide Committee on Athletics and Academics, 1990-1991
- Chair, College of Education Faculty Council, 1992-1993
- Member, College of Education Faculty Council, 1991-1992
- Alternate, University Senate, 1991-1993
- Chair, College Tenure and Promotion Committee, 1993-1994
- Chair, English Education Search Committee, 1991 (hired Burch)
- Member, Regional In-Service Center Search Committee, 1990 (hired Shearin)
- Member, Doctoral Core Design Committee, Curriculum & Instruction Area, 1990-1991
- Chair, Comprehensive Examination Redesign Committee, 1991-1993

**Honors:**

- Commendation from American Association for Higher Education for creating a successful university-school-community partnership for foreign languages, 1990
- Best in Nation K-12 TeleCon Distance Education Award for the Japanese Satellite Program, 1993
- Invited Presenter, WorldNet TESOL Symposium for Europe and South Africa, 1993
- Consistent 4.9-5.0 student ratings of my teaching (out of 5.0)
- Exceptional merit ratings

**Associate Professor, College of Arts & Sciences, University of Alabama, Tuscaloosa, Alabama, August, 1989 – March, 1993. Appointed Full Professor (with tenure), April, 1993.**

**Note:** Served half-time in the College of Education and half-time in the College of Arts & Sciences.

**Academic Leadership Responsibilities:**

- Teaching undergraduate Russian courses in the German & Russian Department, 1989-1990
  - Elementary Russian I (fall, 1989)
  - Elementary Russian II (spring, 1990)
- Teaching graduate courses in the M.A.-TESOL Program in the Department of English, 1990-1994
  - EH 630 Directed Studies: Grant Writing for Language Programs (spring, 1994)
  - EH 612 Topics in TESOL: Computer Feedback on ESL Composition (fall, 1993)
  - EH 630 Directed Studies: Writing Across the Curriculum (fall, 1993)
  - EH 615 Second Language Evaluation (fall, 1991; fall, 1992; spring, 1993; spring 1994)
  - EH 630 Directed Studies: TEFL in Central America (summer, 1993)
  - EH 610 TESOL Methods (fall, 1992)
  - EH 612 Special Topics in TESOL: Language Learning Styles, Strategies, and Affective Issues (spring, 1991)
- Directing the M.A.-TESOL Program in the Department of English, 1992-1994
- Advising all M.A.-TESOL candidates while Program Director, 1992-1994
- Coordinating the university's ESL Testing and Placement Program for all international students, 1992-1994
- Conducting own research agenda

**External Funding and Outreach Responsibilities:**

- Contributing to the successful proposal for a \$35,000 NEH grant to the Department of Romance Languages and Classics, 1993
- Contributing to the successful proposal for a \$250,000 FIPSE grant to the Department of English, 1989

- Contributing to the successful proposal for a \$500,000 Army Research Institute contract with the University of Maryland and Microanalysis & Design, 1992 (to develop, field-test, and produce intelligent-computer-assisted Spanish and German courses); during the project, I worked with Dr. Roberta Lavine to identify major design elements and strategies
- Serving on the State Review Team for Auburn University, 1990
- Sponsoring Long-Term Visiting Scholar Dr. Julius Redling (Fulbright) from Germany, 1993-1994
- Sponsoring Short-Term Visiting Scholars from the Netherlands (Dr. Theun Meestringa, Dr. Maaïke Hajer, Estonia (Dr. Uve Laanemets), and Lithuania (Dr. I. Sabaliauskaite), and elsewhere
- Sponsoring University Russian Club, 1990-1991

**University and College Committees:**

- Member, Graduate Faculty of the College of Arts & Sciences
- Member, Graduate Faculty of the University
- Member, Graduate Studies Committee (Graduate Program Directors), English Department, 1992-1994
- Member, Graduate Studies and Research Committee of the College of Education, 1990-1991, 1992-1993
- Member, University-wide Review Committee for the Critical Languages Center, 1992
- Member, University-wide Research Advisory Committee, 1993-1994
- Member, University-wide Committee on Russian and East European Studies, 1989-1993
- Member, University-wide Committee on International Student Affairs, 1993-1994
- Member, English Language Institute Director Search Committee, 1991 (hired Wallace and Stanfield)
- Chair, Romance Language Testing Redesign Committee, 1991-1993
- Member, University of Alabama ESL Planning Group, since 1990

**Honors:**

- Invited Presenter, WorldNet Satellite-Delivered, Interactive TESOL Seminar for Europe and Africa, 1993
- Interviewed by British Broadcasting System, 1993; by Voice of America, 1992
- Consistent 4.9-5.0 student ratings of my teaching (out of 5.0)
- Exceptional merit ratings

## Other Previous Professional Appointments

*Senior Researcher, Center for Applied Linguistics, Washington, DC, 1984-1988; Consultant, 1983-1984 and 1990-1992.*

**Primary Responsibilities:** Designed and managed major language education projects, such as a national survey of foreign language instruction, development and validation of ESL and Spanish proficiency tests, evaluation of distance education program in Kenya, evaluation of refugee education programs in Southeast Asia, research on computer-assisted learning, research on language learning strategies, and other projects. Managed in-house team and dozens of consultants. Consulted on testing and assessment projects.

**Honors:** Exceptional performance ratings. Chaired Language Testing Research Colloquium (Miami), Symposium on Learning Styles and Strategies (Washington, DC).

*Senior Research Psychologist, Army Research Institute, Alexandria, Virginia, 1981-1984.*

**Primary Responsibilities:** Managed multimillion-dollar, worldwide program evaluation of the Army Basic Skills Program. Made Army's first demographic projections of Hispanic soldiers for planning ESL training programs. As Acting Team Chief, supervised 8-9 staff members and dozens of external consultants.

**Honors:** Army Sustained Superior Performance Award, Army Special Service Award, numerous exceptional performance certificates and commendations.

*Director of Educational Research and Evaluation, InterAmerica Research Associates, Arlington, Virginia, 1979-1981.*

**Primary Responsibilities:** Managed total of approximately 35 staff members and an operations budget of over \$1,000,000. Conducted major educational research and evaluation projects for the U.S. government.

**Honors:** Won many competitions for government contracts. Exceptional performance evaluations. Outstanding Leadership Award.

*Research and Evaluation Specialist, North Carolina Department of Public Instruction, Raleigh, North Carolina, 1973-1975.*

**Primary Responsibilities:** Evaluated state education programs, developed achievement tests, designed statewide system for disseminating State Assessment results. Conducted extensive teacher training. Left to pursue Ph.D.

**Honors:** Exceptional performance evaluations.

*Teacher, Forrest High School, Jacksonville, Florida, 1969-1971.*

**Primary Responsibilities:** Taught Russian, German, English, and debate. Initiated successful Russian program and active Russian Club. Designated Regional Forensics Director.

**Honors:** Exceptional performance evaluations, regional and state recognition for leadership in debating.

## Summary of Funding Accomplishments

### *Related to the University of Maryland:*

- Wrote winning proposal for \$618,268, ESOL TEAM (Teaching English Across Maryland) Project, Office of English Language Acquisition, U.S. Department of Education, 2001.
- Wrote winning proposals for \$276,400 in fellowships (plus additional tuition remission), 2000-2003.
- Received grants of \$57,600 and \$147,000 from state and local education agencies for teacher development, 2001-2004.
- Helped write a successful \$500,000 grant for University of Maryland and Microanalysis and Design for the creation of intelligent computer-assisted language tutors; wrote the section on second language acquisition and learning styles, co-authored the needs analysis section, and contributed to courseware specifications. 1992.
- Contributed to successfully funded FIPSE proposal for Project IDEALS (\$250,000), 1989.

### *Related to the University of Alabama:*

- In 1996 wrote two successful grant proposals for international education funded by the U.S. Department of State (\$20,000; \$7,000).
- In 1994 co-wrote successful grants for a \$100,000 project for training English teacher trainers from Macedonia (sponsored by Soros Foundation, USIS, and the Macedonian Ministry of Education).
- In 1994 co-wrote a successful \$110,000 grant for the Japanese distance education program, funded by the National Foreign Language Center.
- In 1993 contributed to a successful \$35,000 National Endowment for the Humanities grant for the Romance Languages and Classics Department to start a Spanish language and culture program in Costa Rica.
- Also won two small grants: McArthur grant (\$500) and College of Education research grant (\$3,200).

### *Earlier:*

- Served as primary author of or key contributor to 20 proposals funded from \$100,000 to \$5,000,000.
- Also contributed in a smaller way to 20 other funded proposals.
- Funding agencies included: Army Research Institute, Arthur Andersen & Co., Bureau of Community Health Services, Defense Department, Defense Language Institute, Farmers' Home Administration, National Center for Education Statistics, National Institute of Education, Office of Bilingual Education and Minority Languages Affairs, Office of Community Development, Office of Educational Research and Improvement, Peace Corps.

## Summary of Paid Consultancies

Consultancies since 1968 have consisted of teacher development seminars (in areas such as learning strategies, methods for textbook writing, instructional methodology, and testing), developing computer-assisted instruction, conducting program evaluation and research, designing tests, and writing proposals. Clients have included:

1. **Universities:**

Columbia University, University of Wisconsin, University of Kentucky, University of Central Florida, George Washington University, Purdue University, University of Maryland at College Park, University of Pennsylvania, Lehman College of the City University of New York, University of Colorado, University of Minnesota, University of North Carolina, Boston University, Georgetown University, University of Findlay, Ohio State University, University of Arizona, National Institute of Culture (Belarus, Russia), Cornell University, Binghamton University.

2. **International Organizations and Federal Agencies:**

Soros Foundation, World Bank, United States Information Agency, Army Research Institute for the Behavioral and Social Sciences, Defense Language Institute, Foreign Service Institute, Peace Corps, and Army Research Office, Instituto Guatemalteco Americano, Career Development Center (Cairo), American Global Studies Institute, Government of Spain.

3. **State Agencies:**

Indiana Office of School Improvement, Indiana Department of Education, North Carolina State Office of Public Instruction, Alabama State Department of Education, Rhode Island Educational Consortium.

4. **Private Corporations:**

Development Associates, Miranda Associates, Center for Applied Linguistics, Battelle Laboratories, Advanced Technology, Kinton, Applied Science Associates, ORI, Research Triangle Institute, InterAmerica Research Associates, Microanalysis and Design, JVC, Barrera Associates; Heinle & Heinle Publishers, D.C. Heath Publishers, Prentice Hall Publishers, Sage Publications, Yale University Press, Kluwer Publishers.

5. **Professional Organizations for Language Teachers:**

American Council for Teachers of Russian, American Council on the Teaching of Foreign Languages, and International Teachers of English to Speakers of Other Languages; and many other regional, state, national, and international language organizations.

6. **School Districts:**

Duval County, FL; Montgomery County, MD; Halifax County, NC; Roanoke Rapids, NC; Wilkes County, NC; Boston, MA; Hoover City Schools, AL; DeKalb County Schools, AL; Blount County Schools, AL; Tuscaloosa City Schools, AL; Shelby County Schools, AL; New York City Public Schools; Prince George's County Public Schools, MD.

## Publications

### *Books*

1996

Oxford, R.L. (ed.) (1996). Language learning strategies around the world: Crosscultural perspectives. Manoa: University of Hawaii Press.

Oxford, R.L. (ed.). (1996). Language learning motivation: Pathways to the new century. Manoa: University of Hawaii Press.

1995

Oxford, R.L. Patterns of cultural identity. (1995). Boston: Heinle & Heinle / Thomson International.

1992

Scarcella, R.C. & Oxford, R.L. (1992). The tapestry of language learning: The individual in the communicative classroom. Boston: Heinle & Heinle / Thomson International.

Positive reviews of this book has appeared in *The Journal for Language in International Business* and elsewhere.

1990

Oxford, R.L. (1990). Language learning strategies: What every teacher should know. NY: Harper & Row / Newbury House. (now Boston: Heinle & Heinle / Thomson International).

Very positive reviews of this book have appeared in *TESOL Quarterly*, *Modern Language Journal*, *Studies in Second Language Acquisition*, *TESOL-Gram*, and elsewhere.

Crookall, D. & Oxford, R.L. (Eds.) (1990). Simulation, gaming, and language learning. NY: Harper & Row / Newbury House. (now Boston: Heinle & Heinle / Thomson International).

### **Translations of My Books into Other Languages:**

1997

Scarcella, R.C. & Oxford, R.L. (1997). The tapestry of language learning: The individual in the communicative classroom. Translated into Japanese by Dr. T. Makino. Tokyo: Shohakusha Publishers.

1996

Oxford, R.L. (1996). Language learning strategies: What every teacher should know. Translated into Arabic by Dr. El Sayed Dadour. Cairo, Egypt: Anglo-Egyptian Bookshop.

1994

Oxford, R.L. (1994). Language learning strategies: What every teacher should know. Translated into Japanese by Dr. M. Shishido & Dr. Noriko Ban. Tokyo: Bonjinsha Publishers.

*Books I Have Edited in the Tapestry Program*

Note: Heinle & Heinle / Thomson International is one of the foremost innovators in the language field. I am co-editor of the Tapestry Program (over 30 volumes) and wrote the initial plan for program. This program's 2<sup>nd</sup> edition is now in progress.

- Blass, L. & Pike-Baky, M. (1993). Reflection and beyond.  
Brennan, M. (1995). Science and technology 2.  
Carlisi, K. & Christie, S. (1994). Authentic and aware.  
Christie, S. (1996). Word strands 3.  
Chan, D. et al. (1994). Journeys to cultural understanding.  
Deakins, A. et al. (1994). The Tapestry grammar handbook.  
Derr, M. (1996). Grammar strand 4.  
England, L. & Uber-Grosse, C. (1995). Speaking of business.  
Fragiadakis, H. & Maurer, V. (1994). Sound ideas.  
Gill, M. & Hartmann, P. (1993). Get it? Got it!  
Hammond, M. (1995). Border crossing.  
Herzfeld-Pipkin, N. (1996). Grammar strand 2.  
Jack, M. (1996). Word strands 4.  
James, G. (1993). Passages.  
Low, M. (1994). Thresholds in reading.  
Oxford, R.L. (1995). Patterns of cultural identity.  
Pike-Baky, M. & Blass, L. (1996). Word strands 1.  
Pike-Baky, M. & Blass, L. (1996). Word strands 2.  
Proctor, J. (1995). Word of mouth.  
Richard-Amato, P. (1996). Through other eyes.  
Robinson-Fellag, S. (1996). Today's world.  
Scarcella, R. (1993). Power through the written word.  
Schneider, J. (1996). Grammar strand 3.  
Sokolik, M. (1993). Global views.  
Sokolik, M. (1995). Newbury House guide to writing.  
Steer, J. (1994). Strategies for academic communication.  
van Naerssen, M. (1995). Science and technology 1.  
Ventrano, J. et al. (1994). Let's talk business.  
Weckslar, C. (1994). Study skills for academic success.  
Wegmann, B. et al. (1994). Culture connection.  
Weidauer, M. (1994). Modern impressions.

### *Book Chapters*

#### 2003

Oxford, R.L., Massey, K.R., & Anand, S. (2003, in press). Transforming teacher-student style relationships: Toward a more welcoming and diverse classroom discourse. In C. Holten & J. Frodesen (Eds.), The power of discourse in language learning and teaching. Boston: Heinle & Heinle.

Oxford, R.L. (2003, in press). Toward a more systematic model of second language learner autonomy. In D. Palfreyman (Ed.), Culture and learner autonomy. London: Palgrave Macmillan.

#### 2002

Oxford, R.L. (2002). Sources of variation in language learning. In R. Kaplan (Ed.), Oxford handbook of applied linguistics (pp. 245-252). Oxford, UK: Oxford University Press.

Oxford, R.L. (2002). New ways of knowing: Romance language education via new technologies in the new millennium. In M. Lacorte and T.C. Krastel (eds.), Romance languages and linguistic communities in the United States (pp. 179-185). College Park, MD: Latin American Studies Center, University of Maryland.

#### 2001

Oxford, R.L. (2001). Language learning styles and strategies. In M. Celce-Murcia (Ed.), Teaching English as a second language (pp. 359-366). Boston: Heinle & Heinle.

Oxford, R.L. (2001). "The bleached bones of a story:" Learners' constructions of language teachers. In M. Breen (Ed.), Learner contributions to language learning: New directions in research (pp. 86-111). London: Longman.

Oxford, R.L. (2001). Language learning strategies. In D. Nunan & R. Carter (Eds.), The Cambridge guide to teaching English to speakers of other languages (pp. 166-172). Cambridge, UK: Cambridge University Press.

Leaver, B.L. & Oxford, R.L. (2001). Mentoring in style: Using style information to enhance mentor-mentee interaction in foreign language classrooms. In B. Rifkin (Ed.), Mentoring foreign language teaching assistants, lecturers, and adjunct faculty (pp. ). Boston: Heinle.

#### 2000

Oxford, R.L. (2000). Communicative strategies. In M. Byram (Ed.), Routledge encyclopedia of language teaching and learning (pp. 130-132). London: Routledge.

#### 1999

Oxford, R.L. & Carpenter, A. (1999). Learner autonomy, national standards, and language learners of tomorrow. In M.A. Kassen (Ed.), Language learners of tomorrow (pp. 253-269). Lincolnwood, IL: National Textbook Co. and Northeast Conference on the Teaching of Foreign Languages.

Wallace, B. & Oxford, R.L. (1999). Learning styles. In R.L. Livingston (Ed.), University fundamentals: Adjusting to life at a major university (pp. 56-83). Needham Heights, MA: Pearson.

#### 1998

Oxford, R.L. (1998). Anxiety and the language learner: New insights. In J. Arnold (Ed.), Affective language learning. Cambridge, U.K.: Cambridge University Press.

Oxford, R.L. (1998). Language learning strategies training session and the Strategy Inventory for Language Learning. Language coordinator's resource kit (pp. 83-93). ICE Publication Number TOO96. Washington, DC: Peace Corps.

Oxford, R.L. (1998). "Style wars" as a source of anxiety in the language classroom. In D.J. Young (Ed.), Affect in L2 learning: A practical guide to dealing with learner anxieties. Englewood Cliffs, NJ: Prentice Hall.

Oxford, R.L. & Nam, C. (1998). Learning styles and strategies of a "partially bilingual" student diagnosed as learning disabled: A case study. In J. Reid (Ed.), Understanding learning styles in the second language classroom. Upper Saddle River, NJ: Prentice Hall.

#### 1997

Oxford, R.L. (1997). Conditions for second language learning. In G.R. Tucker & D. Corson (Eds.), Encyclopedia of language and education, Vol. 4: Second language education (pp. 23-31). Dordrecht, Netherlands: Kluwer Academic Publishers.

Oxford, R.L. & Nuby, J. (1997). Cross-cultural comparisons of psychological type: Students of Native American, African American, Mexican American, Caucasian American, and Russian backgrounds. In M. Fields (Ed.), Psychological type and culture, East and West (pp. 7-11). Gainesville, FL: Center for Psychological Type.

Oxford, R.L., Rivera-Castillo, Y., Feyten, C., & Nutta, J. (1997). Computers and more: Creative uses of technology for learning a second or foreign language. In V. Darleguy, A. Ding, & M. Svensson (Eds.), Les nouvelles technologies éducatives dans l'apprentissage des langues vivantes: Réflexion théorique et applications pratiques (pp. 90-110). Lyon, France: Centre de Ressources en Langues, INSA Lyon.

#### 1996

Oxford, R.L. (1996). Personality type in the foreign or second language classroom: Theoretical and empirical perspectives. In A. Horning & R. Sudol (Eds.), Understanding literacy: Personality preferences in rhetorical and psycholinguistic contexts (pp. 149-175). Cresskill, NJ: Hampton Press.

Oxford, R.L. & Shearin, J. (1996). Language learning motivation in a new key. In R. Oxford (Ed.), Language learning motivation: Pathways to the new century (pp. 121-144). Manoa: University of Hawaii Press.

Okada, M., Oxford, R.L., & Abo, S. (1996). Not all alike: Motivation and learning strategies among students of Japanese and Spanish in an exploratory study. In R. Oxford (Ed.), Language learning motivation: Pathways to the new century (pp. 105-119). Manoa: University of Hawaii Press.

Oxford, R.L. (1996). New pathways of language learning motivation. In R. Oxford (Ed.), Language learning motivation: Pathways to the new century (pp. 1-8). Manoa: University of Hawaii Press.

Oxford, R.L. (1996). What have we learned about language learning strategies around the world? In R. Oxford (Ed.), Language learning strategies around the world: Crosscultural perspectives (pp. 247-249). Manoa: University of Hawaii Press.

Oxford, R.L. (1996). Why is culture important for language learning strategies around the world? In R. Oxford (Ed.), Language learning strategies around the world: Crosscultural perspectives (pp. ix-xv). Manoa: University of Hawaii Press.

Oxford, R.L., Lavine, R.Z., with Holloway, M.E., Felkins, G., & Saleh, A. (1996). Telling their stories: Language learners use diaries and recollective studies. In R. Oxford (Ed.), Language learning strategies around the world: Crosscultural perspectives (pp. 19-34). Manoa: University of Hawaii Press.

Bedell, D. & Oxford, R.L. (1996). Crosscultural comparisons of language learning strategies in the People's Republic of China and other countries. In R. Oxford (Ed.), Language learning strategies around the world: Crosscultural perspectives. (pp. 47-60). Manoa: University of Hawaii Press.

Dreyer, C. & Oxford, R.L. (1996). Prediction of ESL proficiency among Afrikaans-speakers in South Africa. In R. Oxford (Ed.), Language learning strategies around the world: Crosscultural perspectives (pp. 61-74). Manoa: University of Hawaii Press.

Hajer, M., Meestringa, T., Park, Y., & Oxford, R.L. (1996). How print materials provide strategy instruction in various countries. In R. Oxford (Ed.), Language learning strategies around the world: Crosscultural perspectives (pp. 118-140). Manoa: University of Hawaii Press.

Oxford, R.L. & Leaver, B.L. (1996). A synthesis of strategy instruction for language learners. In R. Oxford (Ed.), Language learning strategies around the world: Crosscultural perspectives (pp. 227-246). Manoa: University of Hawaii Press.

#### 1995

Oxford, R.L. (1995). Teaching culture in the language classroom: Toward a new philosophy. In J.E. Alatis (Ed.), Educational linguistics, cross-cultural communication, and global interdependence (pp. 26-45). Washington, DC: Georgetown University Press.

Oxford, R.L. (1995). Linking theories of learning with intelligent computer-assisted language learning (ICALL). In M. Holland, J. Kaplan, & M. Sams (Eds.), Intelligent language tutors: Theory shaping technology (pp. 359-369). Hillsdale, NJ: Erlbaum.

Zoubir-Shaw, S. & Oxford, R. (1995). Gender differences in language learning strategy use in university-level introductory French classes: A pilot study employing a strategy questionnaire. In C.A. Klee (Ed.), Faces in a crowd: Individual learners in multisection programs (pp. 181-213). Boston: Heinle & Heinle.

#### 1994

Oxford, R.L. (1994). Gender differences in strategies and styles for L2 learning: What is the significance? Should we pay attention? In J. E. Alatis (Ed.), Theory and practice of strategies in second language acquisition (pp. 541-557). Washington, DC: Georgetown University Press.

Oxford, R.L. (1995). Gender differences in language learning styles: What do they mean? In J. M. Reid (Ed.), Using learning styles in the ESL classroom (pp. 34-46). Boston: Heinle & Heinle.

Oxford, R.L. (1994). Learning strategies. In R.E. Asher (Ed.), Encyclopedia of language and linguistics, Vol. 1 (pp. 2065-2068). Oxford: Pergamon.

Oxford, R.L. (1994). Individual variables in second language learning. In R.E. Asher (Ed.), Encyclopedia of language and linguistics, Vol. 1 (pp. 4893-4899). Oxford: Pergamon.

#### 1993

Oxford, R.L. (1993). *La différence continue*. . . : Gender differences in second/foreign language learning styles and strategies. In J. Sutherland (Ed.), Exploring gender (pp. 140-147). Englewood Cliffs, NJ: Prentice-Hall.

Oxford, R.L. (1993). Research on second language learning strategies. In W. Grabe (Ed.), Annual Review of Applied Linguistics (pp. 175-187). Cambridge, U.K.: Cambridge University Press.

Oxford, R.L., & Ehrman, M.E. (1993). In W. Grabe (Ed.), Second language research on individual differences. Annual Review of Applied Linguistics (pp. 188-205). Cambridge: Cambridge University Press.

#### 1992

Oxford, R.L. (1992). Principle 7: Language learning is complex. In J. Walter (Ed.), ASCD curriculum handbook: Foreign languages (pp. 7.33-7.37). Alexandria, VA: Association for Supervision and Curriculum Development.

Oxford, R.L. (1992). Principle 3: Language learning is not additively sequential. In J. Walter (Ed.), ASCD curriculum handbook: Foreign languages (pp. 7.23-7.26). Alexandria, VA: Association for Supervision and Curriculum Development.

1991

Oxford, R.L. (1991). Missing link: Evidence from research on language learning styles and strategies. In J. Alatis (Ed.), Linguistics, language teaching, and language acquisition: The interdependence of theory, practice, and research (pp. 438-458). Washington, DC: Georgetown University Press.

Oxford, R.L., Ehrman, M.E., & Lavine, R.Z. (1991). Style wars: Teacher-student style conflicts in the language classroom. In S. S. Magnan (Ed.), Challenges for the 1990s for college language programs (pp. 1-25). Boston: Heinle & Heinle / Thomson International.

1990

Crookall, D. & Oxford, R.L. (1990). Dealing with anxiety: Some practical activities for language learners and teacher trainees. In E.K. Horwitz & D.J. Young (Eds.), Language anxiety: From theory and research to classroom practice (pp. 141-150). Englewood Cliffs, NJ: Prentice-Hall.

Crookall, D. & Oxford, R.L. (1990). Linking simulation/gaming and language learning. In D. Crookall & R.L. Oxford (Eds.), Simulation, gaming, and language learning (pp. 3-24). New York: HarperCollins / Newbury House.

Crookall, D. & Oxford, R.L. (1990). The ISLAND GAME. In D. Crookall & R.L. Oxford (Eds.), Simulation, gaming, and language learning (pp. 251-259). New York: HarperCollins / Newbury House.

Geddes, M., Sturtridge, G., Oxford, R.L., & Raz, H. (1990). Teacher training: Rationale and nine designs. In D. Crookall & R.L. Oxford (Eds.), Simulation, gaming, and language learning (pp. 81-99). New York: HarperCollins / Newbury House.

McGroarty, M. & Oxford, R.L. (1990). Second language learning strategies: An overview and two related studies. In A. Padilla, H. Fairchild, & C. Valadez (Eds.), Foreign language education: Issues and strategies (pp. 56-74). Newbury Park, CA: Sage.

Oxford, R.L. (1990). Language learning strategies and beyond: A look at strategies in the context of styles. In S.S. Magnan (Ed.), Shifting the instructional focus to the learner (pp. 35-55). Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.

Oxford, R.L. (1990). Styles, strategies, and aptitude: Important connections for language learners. In T.S. Parry & C.W. Stansfield (Eds.), Language aptitude reconsidered (pp. 67-125). Englewood Cliffs, NJ: Prentice-Hall.

Oxford, R.L. & Crookall, D. (1990). Learning strategies: Making language learning more effective through simulation/gaming. In D. Crookall & R.L. Oxford (Eds.), Simulation, gaming, and language learning (pp. 109-117). New York: HarperCollins / Newbury House.

1989

Crookall, D., Oxford, R.L., Saunders, D., & Lavine, R.Z. (1989). Our multicultural global village: Foreign languages, simulation, and network gaming. In Crookall, D. & Saunders, D. (Eds.), Communication and simulation: From two fields to one theme (pp. 91-106). Clevedon, Avon, UK: Multilingual Matters.

1988

Crookall, D., Oxford, R.L., Saunders, D. & Coote, A. (1988). Icebreaking via collective decision-making: ISLAND ESCAPE. In Saunders, D., Coote, A. & Crookall, D. (Eds.), Learning from experience through

simulation and gaming (pp. 146-156). Loughborough, UK: Society for the Advancement of Games and Simulation in Education and Training.

Crookall, D., Oxford, R.L., Saunders, D. & Coote, A. (1988). ISLAND ESCAPE: A decision-making and negotiation icebreaker. In Crookall, D., Klabbers, J., Coote, A., Saunders, D., Cecchini, A., & Delle Piane, A. (Eds.), Simulation-gaming in education and training (pp. 54-58). Oxford: Pergamon.

Oxford, R.L. & Crookall, D. (1988). Language learning strategies. In Berko-Gleason, J. (Ed.), You CAN take it with you: Helping students maintain second language skills (pp. 23-49). Englewood Cliffs, NJ: Prentice-Hall.

#### 1986

Oxford, R.L., Harman, J. & Holland V.M. (1986). Advances in the development of hand-held, computerized, game-based training devices. In Crookall, D., Greenblat, C.S., Coote, A., Klabbers, J.H.G. & Watson, D.R. (Eds.), Simulation/gaming: State of the art in the late 1980s (pp. 65-72). Oxford: Pergamon.

Oxford, R.L. (1986) Summary of results. In Imhoof, M. & Christiansen, P.R. (Eds.), Teaching English by radio: Interactive radio in Kenya (pp. 215-227). Washington, DC: Academy for Educational Development.

#### 1985

Pol, L., Oxford, R.L. & Peng, S. (1985). Limited English proficiency: Analytical techniques and projections. In Garcia, E.E. & Padilla, R.V. (Eds.), Advances in bilingual education research (pp. 247-268). Tucson: University of Arizona Press.

Schultz-Shiner, L. & Oxford, R.L. (1985). Army programs for certifying skills. In Fortune, J.C. (Ed.), Understanding testing in occupational licensing (pp. 151-166). San Francisco: Jossey-Bass.

#### 1982

Oxford, R.L. (1982). Technical issues in designing and conducting research on language skill attrition. In Lambert, R. & Freed, B. (Eds.), The loss of language skills (pp. 119-137). Rowley, MA: Newbury House.

### ***Guest Editorship of Special Issues of Refereed Journals***

#### 2003

Oxford, R.L. (2003). Language learning styles and strategies: State of the art. Special issue, International Review of Applied Linguistics. (100+ pages). Presents new research from many parts of the world on language learning styles and strategies.

Ehrman, M.E., Leaver, B.L., & Oxford, R.L. (2003). Individual differences: Research advances. Special issue, System: International Journal of Educational Technology and Applied Linguistics. (100+ pages). Contains reviews and new empirical studies of individual differences in language learning.

#### 1998

Oxford, R.L. (1998). Language teachers: New roles, new perspectives. Special issue, System, 26(1). (100+ pages). Discusses new roles for and perspectives about language teachers at the beginning of the 21st century.

#### 1997

Nyikos, M. & Oxford, R.L. (1997). Interaction, cooperation, and collaboration: Learning languages and preparing language teachers. Special issue, Modern Language Journal, 81(4). (75+ pages). Presents a wide range of perspectives, with an emphasis on constructivism, in relationship to teacher education and language teaching in many countries.

1994

Oxford, R.L. (1994). Teaching and integrating the language skills in second language classrooms. Special issue, System 22. (100+ pages). Contains articles authored or coauthored by Neil Anderson, Patricia Byrd, David C. Lee, Sandra McKay, Robert Oprandy, Rebecca Oxford, Robin Scarcella, Thomas Scovel, and M. Ann Snow.

1990

Florini, B. & Oxford, R.L. (Eds.). (1990). What distance education can learn from other disciplines. Special issue, The American Journal of Distance Education 4 (1). (94 pages). Contains theoretical and practical articles by some of the leaders in the distance education field.

1977

Oxford, R.L. (Ed.). (1977). Sex differences in achievement motivation. Psychology of Women Quarterly 1 (3). (100+ pages). Contains theoretical and empirical articles by leaders in the field of achievement motivation.

*Articles in Refereed Journals*

2004

Oxford, R.L., Cho, Y., Leung, S., & Kim, H-J. (2004, in press). Effect of the presence and difficulty of task on strategy use: An exploratory study. International Review of Applied Linguistics and Language Teaching, 42 (1).

2003

Ehrman, M.E., Leaver, B.L., & Oxford, R.L. (2003, in press). Overview of research on individual differences. System, 26(4).

Lan, R.L. & Oxford, R.L. (2003, in press). Language learning strategy profiles of elementary school students in Taiwan. International Review of Applied Linguistics and Language Teaching, 41(4).

Oxford, R.L. (2003, in press). Language learning styles and strategies: Concepts and relationships. International Review of Applied Linguistics and Language Teaching, 41(4).

Yamamori, K., Isoda, T., Hiromori, T., & Oxford, R.L. (2003, in press). Using cluster analysis to uncover L2 learner differences in strategy use, will to learn, and achievement over time. International Review of Applied Linguistics and Language Teaching, 41(4).

2002

Hsiao, T. & Oxford, R.L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. Modern Language Journal, 86(3), 368-383.

2000

Kawai, Y., Oxford, R., & Iran-Nejad, A. (2000, winter-spring). Sources of internal self-regulation with a focus on language learning. The Journal of Mind and Behavior, 1-2, 45-60.

Oxford, R.L. (2000). Relationships between language learning strategies and language proficiency in the context of learner autonomy and self-regulation. Special issue edited by L. Bobb.

1998

Nam, C. & Oxford, R. (1998). Portrait of a future teacher: Case study of learning styles, strategies, and language disabilities. System, 26(1), 52-72.

Oxford, R.L. (1998). Language teachers: New roles, new perspectives - Introduction to the special issue. System, 26(1), 1-2.

Oxford, R.L., Tomlinson, S., Barcelos, A., Harrington, C., Lavine, R., Saleh, A., & Longhini, A. (1998). Clashing metaphors about classroom teachers: Toward a systematic typology for the language teaching field. System, 26(1), 3-51.

Park, Y. Y. & Oxford, R.L. (1998). Innovative roles for EFL teachers in Korea. System, 26(1), 90-110.

1997

Nuby, J. & Oxford, R.L. (1997). Learning style preferences of Native American and African American secondary students as measured by the MBTI. Journal of Psychological Type, 26, 1-15. Won Carl Shaner Research Award for Best Research on Psychological Type.

Oxford, R.L. (1997). Cooperative learning, collaborative learning, and interaction: Three communicative strands in the language classroom. Modern Language Journal, 81(4), 443-456.

Oxford, R.L. (1997). Constructivism: Shapeshifting, substance, and teacher education. Peabody Journal of Education, 72(1), 35-66.

Oxford, R.L. (1997). Tendencias actuales en la enseñanza de las lenguas extranjeras. (Current trends in teaching foreign languages) Aula (Classroom), 62, 21-23.

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***Book Reviews, Test Reviews, or Review Essays in Refereed Journals***

2003

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2002

Oxford, R.L. (2002). Review of Teaching and researching motivation, edited by Zoltán Dörnyei. Applied Linguistics in Action Series, Edited by C. N. Candlin & D. R. Hall. London: Longman / Pearson Education, 2001. Modern Language Journal, 86(4), 625-626.

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2001

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1998

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1994

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Oxford, R.L. (1986). Research on the successful language learner. ERIC Minibib Series. Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.

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Oxford, R.L. (1985). Second language learning strategies: What the research has to say. ERIC/CLL News Bulletin 9 (1), 1, 3-5.

### ***Measurement Instruments***

#### SILL

Oxford, R.L. (1986-Present). *Strategy Inventory for Language Learning*, in Arabic, Chinese, Dutch, English, Finnish, French, German, Italian, Japanese, Korean, Russian, Spanish, Thai, Turkish, Ukrainian, and many other languages. Used throughout the world to assess the language learning strategies of adolescents and adults. (*Children's SILL* is now also available from P. Gunning, Montreal, Canada.)

Oxford, R.L. (1996). *Strategy Inventory for Language Learning*, in Italian. In P. Schenone, Learning strategies in second language acquisition. Milan, Italy: Libera Università Maria SS. Asunta.

Oxford, R.L. (1995). *Strategy Inventory for Language Learning*. Version 7.0. In R. L. Oxford, Patterns of cultural identity: Instructor's manual (pp. 61-68). Boston: Heinle & Heinle / Thomson International.

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#### SAS

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Oxford, R.L. (1995). *Style Analysis Survey*. In J. Reid (Ed.), Learning styles in the ESL/EFL classroom (pp. 208-215). Boston: Heinle & Heinle / Thomson International.

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Oxford, R.L. (1990). *Background Questionnaire* (for language learners). In R.L. Oxford, Language learning strategies: What every teacher should know (p. 282). Boston: Heinle & Heinle / Thomson International.

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### ***Recent Reports, Certification Proposals, and Curriculum Materials***

#### 2003

Oxford, R.L. (2003). Annual report for the ESOL TEAM (Teaching English Across Maryland) Project. College Park, MD: College of Education, University of Maryland.

Oxford, R.L. with assistance from Blejer, P. & Figueredo, K. (2003). Narrative report for NCATE/TESOL Inc. accreditation of the University of Maryland TESOL Master's Program. College Park, MD: College of Education, University of Maryland.

Oxford, R.L., with assistance from Bodduluri, S., Blejer, P., Buie, L., & Figueredo, K. (2003). Performance evidence documentation for the University of Maryland TESOL Master's Program. College Park, MD: College of Education, University of Maryland. (800+ pages)

Oxford, R.L. & Lan, R.L. (2003). Second evaluation report for the Training of All Teachers Project. University Park, MD: Oxford Associates.

#### 2002

Oxford, R.L. (2002). First evaluation report for the Training of All Teachers Project. University Park, MD: Oxford Associates.

#### 2001

Oxford, R.L. (2001). Preliminary evaluation comments regarding the Training of All Teachers Project. University Park, MD: Oxford Associates.

Oxford, R.L. (2001). Third-year evaluation of the Business Russian Program. University Park, MD: Oxford Associates.

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Oxford, R.L. (2000). Second-year evaluation of the Business Russian Program. University Park, MD: Oxford Associates.

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Oxford, R.L. (1999). First-year evaluation of the Business Russian Program. New York, NY: Oxford Associates.

Oxford, R.L. (Ed.). (1999). Strategy research compendium: Language learning strategies in the context of autonomy. New York: Teachers College, Columbia University / Tuscaloosa, AL: University of Alabama.

#### 1999

Oxford, R.L. (1998). Evaluation of Title VII Teacher Training Grant at the University of Alabama. Tuscaloosa, AL: Oxford Associates.

1997

Hancock, P., Oxford, R.L., & Tingle, C. (1997). University of Alabama's contribution to the statewide educational technology initiative. Tuscaloosa, AL: University of Alabama.

1996

Oxford, R.L. (1996). College of Education report for continuing accreditation to the National Council for the Accreditation of Teacher Education and the Alabama State Department of Education. Tuscaloosa, AL: University of Alabama.

Oxford, R.L. & Palmer, R. (1996). Reports to the Alabama Department of Education on the certification programs of the College of Education of the University of Alabama. Tuscaloosa, AL: University of Alabama. (Multiple reports)

Oxford, R.L. (1996). Report of the University-wide Research Advisory Committee regarding policies and procedures for external research funding. Tuscaloosa, AL: University of Alabama.

Oxford, R.L. (1996). Goals and conceptual framework of the College of Education. Tuscaloosa, AL: University of Alabama.

Oxford, R.L. (1996). Report on ESL/ Bilingual education certification + subject field certification (Class A). Tuscaloosa, AL: University of Alabama.

Oxford, R.L. & Tomlinson, S.C. (1996). The International Program of the College of Education, University of Alabama. Tuscaloosa, AL: University of Alabama.

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Oxford, R.L. (1995). Evaluation of the Japanese teacher certification program of the College of Education of the University of Alabama. Tuscaloosa, AL: University of Alabama.

Oxford, R.L. (1995). Evaluation of the ESL/Bilingual Education teacher certification program of the College of Education of the University of Alabama. Tuscaloosa, AL: University of Alabama.

Oxford, R.L. et al. (1995). Revised goals of the core curriculum of the University of Alabama. Tuscaloosa, AL: University of Alabama.

1994

Oxford, R.L. (1994). Non-English language background and limited English proficiency students: What they mean to the state of Alabama. Tuscaloosa, AL: University of Alabama.

Oxford, R.L. (1994). Proposal for an experimental program for certifying teachers of English as a second language and bilingual education in the state of Alabama. Tuscaloosa, AL: University of Alabama.

1993

Burry, J.A. & Oxford, R.L. & Bolland, K. (1993). Development of an expert-teaching evaluation system for science education: ESTEEM. Tuscaloosa, AL: University of Alabama.

Burry, J.A. & Oxford, R.L. (1993). Measuring excellence in science teaching: The Expert Science Teaching Educational Evaluation Model (ESTEEM). Tuscaloosa, AL: University of Alabama.

Leaver, B.L. & Oxford, R.L. (1993). A manual for students. Salinas, CA: American Global Studies Institute. Translated into Ukrainian and Russian. Limited edition also published in Russian by the Krasnoyarsk Center for the Advancement of Education, Krasnoyarsk, Siberia.

Lavine, R.Z. & Oxford, R.L. (1993). Needs assessment for the Spanish military language tutor. College Park, MD: University of Maryland.

Oxford, R.L. (1993). Comments on tutor functionality document. Tuscaloosa, AL: University of Alabama.

Oxford, R.L. (1993). Report of four-week visit to Instituto Guatemalteco Americano. Tuscaloosa, AL: University of Alabama.

Oxford, R.L. et al. (1993). Goals of the core curriculum of the University of Alabama. Tuscaloosa, AL: University of Alabama.

Oxford, R.L., Henry, R., & Saleh, A. (1993). Standard operating procedures for the English Proficiency Placement Examination of the University of Alabama. Tuscaloosa, AL: University of Alabama.

### 1992

Oxford, R.L., Ed. (1992). Companion student manual to Japanese: The Spoken Language. Tuscaloosa, AL: Center for Communication and Educational Technology, University of Alabama. (2 vol.) **Note:** Previously edited 6 other vol. of student materials for Japanese Satellite Program.

Oxford, R.L. (1992). The story of the SILL: Development, evolution, and norming of the Strategy Inventory for Language Learning. Tuscaloosa, AL: University of Alabama.

Oxford, R.L. et al. (1992). SACS report on the University of Alabama core curriculum. Tuscaloosa, AL: University of Alabama.

### 1991

Oxford, R.L. (1991). Proposal for an experimental program for certifying teachers of Japanese in the state of Alabama. Tuscaloosa, AL: University of Alabama.

## **Presentations**

I have presented my research in Argentina, Belarus, Brazil, Canada, Costa Rica, Egypt, England, Estonia, Finland, France, Guatemala, Ireland, Israel, Italy, Japan, Korea, Latvia, Lithuania, Macedonia, Malaysia, Mexico, the Netherlands, Paraguay, the Philippines, Russia, Spain, Thailand, Uruguay, the United States, the United Arab Emirates, Venezuela, and Wales.

### ***Keynote Presentations***

#### 2004 (forthcoming)

Oxford, R.L. (2004). Transforming lives and language learning. Keynote address to be presented at the Annual Meeting of Illinois Teachers of English to Speakers of Other Languages ♦ Bilingual Education (ITBE), Chicago, Illinois.

#### 2003

Oxford, R.L. (2003). How learning strategies contribute to language proficiency. Keynote address presented at the Annual Meeting of the Japan Society for Foreign Language Teaching, Tokyo, Japan.

Oxford, R.L. (2003). Learning strategies and styles. Keynote address presented at the Annual Meeting of the Japan Society for Foreign Language Teaching, Nagoya, Japan.

Oxford, R.L. (2003). Language learning styles, strategies, and technology in the new millennium. Keynote address presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL) Arabia, Dubai, United Arab Emirates.

Oxford, R.L. (2003). Language learning styles, strategies, and motivation: The nexus. Keynote address presented at the annual meeting of Teachers of English as a Second Language (TESL) Canada, Vancouver, B.C.

Oxford, R.L. (2003). Teaching vocabulary with learning strategies. Keynote address presented via teleconference at the Annual Meeting of Costa Rica Teachers of English to Speakers of Other Languages (TESOL), San Juan, Costa Rica.

Oxford, R.L. (2003). The role of culture in language learning. Keynote address presented at the Annual Meeting of Alabama-Mississippi Teachers of English to Speakers of Other Languages, Birmingham, AL.

#### 2002

Oxford, R.L. (2002). Literacy styles and strategies. Keynote address presented at the International Conference on Improving Literacy Strategies: Research and Practice, University of Maryland, College Park, MD.

Oxford, R.L. (2002). What do learning strategies and learner autonomy really mean? Keynote address presented at the annual Applied Linguistics Conference, University of Limerick, Ireland.

#### 2001

Oxford, R.L. (2001). Language learning styles and strategies: Research, assessment, and instruction. Keynote address presented at the Annual Meeting of the Japan Association of College English Teachers (JACET), Kusatsu, Japan.

Oxford, R.L. (2001). Language learning strategies and motivation. Keynote address presented at the Sapporo Conference of Language Teachers, Hokkaido University, Sapporo, Japan.

Oxford, R.L. (2001). Language learning strategies and proficiency in the context of learner autonomy. Keynote address presented at the Annual Meeting of Texas Teachers of English to Speakers of Other Languages (TEXTESOL), Austin, Texas.

Oxford, R.L. (2001). Optimizing language learning styles and strategies. Keynote address presented at the Global English Conference, Moscow State University, Moscow, Russia.

## Oxford CV/39

Oxford, R.L. (2001). Learning strategies in the EFL classroom: Implications for Russian teachers of English. Keynote address presented at the Irkutsk Conference on English Teaching, Irkutsk State Technological University, Irkutsk, Russia.

Oxford, R.L. (2001). Learning strategies, student motivation, and beliefs. Keynote address presented at the Novosibirsk International Conference on Teaching English, Novosibirsk, Russia.

Oxford, R.L. (2001). Research and theory on strategic learning. Keynote address presented at the TEFL Conference, Novosibirsk State University, Academgorodok, Russia.

### 2000

Oxford, R.L. (2000). TESOL and TEFL on the verge of the new millennium. Keynote address presented via teleconference at the Annual Meeting of Costa Rica Teachers of English to Speakers of Other Languages (TESOL), San Juan, Costa Rica.

Oxford, R.L. (2000). ESOL in the new millennium. Keynote address presented at the Annual Meeting of Maryland Teachers of English to Speakers of Other Languages (MDTESOL), Anne Arundel County, MD.

### 1998

Oxford, R.L. (1998). Tapestry: Experiences in infusing language learning strategies into instructional materials. Keynote address presented at the Language Transfer Conference, Amsterdam, the Netherlands.

### 1997

Oxford, R.L. (1997). Language learning styles and strategies. Keynote address presented at the Brazilian-American International Center, Rio de Janeiro, Brazil.

Oxford, R.L. (1997). Motivation among students and teachers in the second language classroom. Keynote address presented at the Brazilian-American International Center, Rio de Janeiro, Brazil.

Oxford, R.L. (1997). How language learning styles and strategies affect the foreign language classroom. Keynote address presented at the Yazigi Institute National Seminar for Brazilian Teachers of English, Sao Paulo, Brazil.

Oxford, R.L. (1997). Improving language learning: What teachers can do. Keynote address presented at the Yazigi Institute National Seminar for Brazilian Teachers of English, Sao Paulo, Brazil.

Oxford, R.L. (1997). The tapestry of learning and teaching languages. Keynote address presented at the Annual Meeting of Mexico Teachers of English to Speakers of Other Languages (MEXTESOL), Veracruz, Mexico.

### 1996

Oxford, R.L. (1996). Language learning strategies. Keynote address presented at the Malaysia International Conference on English Language Teaching, Penang, Malaysia.

Oxford, R.L. (1996). Task-based language instruction. Keynote address presented at the Malaysia International Conference on English Language Teaching, Penang, Malaysia.

### 1995

Oxford, R.L. (1995). Language learning styles and strategies: Insights for teachers of French, Spanish, German, and Russian. Keynote address presented at the Foreign Language Instructional Conference, Binghamton University, Binghamton, NY.

Oxford, R.L. (1995). Applying psychological research to the language classroom. Keynote address presented at the Conference on Advancing Foreign Language Education, Cornell University, Ithaca, NY.

Oxford, R.L. (1995). Language anxiety: A bane or a blessing? Keynote address presented at the Annual Meeting of Paraguay Teachers of English to Speakers of Other Languages, Asuncion, Paraguay.

Oxford, R.L. (1995). Language learning styles and strategies. Keynote address presented at the Annual Meeting of Paraguay Teachers of English to Speakers of Other Languages, Asuncion, Paraguay.

Oxford, R.L. (1995). Language learning styles and strategies: Optimizing what we have. Keynote address presented at the Annual SPEAQ Conference, Montreal, Canada.

Oxford, R.L. (1995). Language learning styles and strategies: Helping our students become more effective learners. Keynote address presented at the Annual Teachers of English to Speakers of Other Languages (TESOL) Summer Institute, Universidad de Carabobo, Venezuela.

#### 1994

Oxford, R.L. (1994). Creating new tapestries for teachers and learners. Keynote address presented at the 53rd Annual Seminar, Uniao (Binational Center), Sao Paulo, Brazil.

Oxford, R.L. (1994). Power tools: Teaching your students to use optimal learning strategies. Keynote address presented at the Annual Meeting of Brazil Teachers of English to Speakers of Other Languages (BRAZTESOL), Sao Paulo, Brazil.

Oxford, R.L. (1994). The Tapestry Approach. Keynote address presented at the Annual Meeting of Brazil Teachers of English to Speakers of Other Languages (BRAZTESOL), Sao Paulo, Brazil.

Oxford, R.L. (1994). Language learning styles provide greater profit for learners and teachers. Keynote address presented at the Annual Meeting of Brazil Teachers of English to Speakers of Other Languages (BRAZTESOL), Sao Paulo, Brazil.

Oxford, R.L. (1994). New networks for language learners and teachers. Keynote address presented at the Annual Meeting of Teachers of English as a Second Language (TESL) Canada, Toronto, Canada.

Oxford, R.L. (1994). Learning strategies for foreign language students. Keynote address presented at the Annual Foreign Language Conference, Clark Atlanta University, Atlanta, GA.

Oxford, R.L. (1994). Making the most of language learning styles and strategies: The Tapestry Approach. Keynote address presented at the Annual Meeting of Carolina Teachers of English to Speakers of Other Languages (TESOL), Greensboro, NC.

Oxford, R.L. (1994). Enhancing ESL instruction by using language learning strategies. Keynote address presented at the Annual Meeting of Oklahoma Teachers of English to Speakers of Other Languages (OKTESOL), Guthrie, OK.

Oxford, R.L. (1994). Sociolinguistics and the quest for national standards in foreign language education. Keynote address presented at the Foreign Language Standards Conference, Yale University, New Haven, CT.

Oxford, R.L. (1994). The tapestry of language learning. Keynote address presented at the Annual Meeting of Paraguay Teacher of English to Speakers of Other Languages (PARATESOL), Asuncion, Paraguay.

Oxford, R.L. (1994). Beautiful tapestries, torn tapestries: Enhancing the process of language learning and teaching. Keynote address presented at the Annual Meeting of Northern New England Teachers of English to Speakers of Other Languages (NNETESOL), Durham, NH.

Oxford, R.L. (1994). Cooperative learning strategies: Getting students engaged. Keynote address presented at the Foreign Language Conference, University of Michigan, Champaign-Urbana, IL.

1993

Oxford, R.L. (1993). The kaleidoscope of language learning: Dealing with diversity in learning styles and strategies. Keynote address presented at the Annual Meeting of Texas Teachers of English to Speakers of Other Languages (TEXTESOL), Houston.

Oxford, R.L. (1993). Learning styles, sensory preferences, and psychological type: Foundations for creating a new generation of textbooks in history, sociology, culture, microeconomics, and macroeconomics. Keynote series (five days) to start a program of textbook creation, National Institute of Culture, Minsk, Belarus.

Oxford, R.L. (1993). Applying multicultural learning styles to ESL lesson planning. Keynote address presented at the TESOL Adult Education Conference, Rosemont, IL.

Oxford, R.L. (1993). Improving your students' language learning styles and strategies. Keynote address presented at the Annual Conference of the Alberta Teachers of English as a Second Language (TESOL), Calgary, Alberta, Canada.

Oxford, R.L. (1993). Circling the globe: International advances in language learning strategies. Keynote address presented at the Language Learning Strategy Colloquium, Lehman College of the City University of New York.

Oxford, R.L. (1993). Content-based language instruction: New concepts for new needs. Keynote address presented at TeleTESOL, transmitted throughout the U.S. and the Caribbean.

Oxford, R.L. (1993). Content-based ESL learning: Reflecting the changing face of language instruction. Keynote address presented at TeleTESOL, transmitted throughout the U.S. and the Caribbean.

Oxford, R.L. (1993). The tapestry of language learning. Keynote address presented at the Annual Meeting of the Tucson Area Language Teaching Association, University of Arizona, Tucson.

Oxford, R.L. (1993). Awakening our students' best learning strategies. Keynote address presented at the National Endowment for the Humanities (NEH) Summer Institute for Teachers of Russian, Bryn Mawr College, Bryn Mawr, PA.

Oxford, R.L. (1993). Language learning styles: How you can optimize them in the Russian classroom. Keynote address presented at the National Endowment for the Humanities (NEH) Summer Institute for Teachers of Russian, Bryn Mawr College, Bryn Mawr, PA.

Oxford, R.L. (1993). Taking charge of language learning: The role of learning styles and strategies. Keynote address presented at the Career Development Center, Heliopolis, Egypt.

Oxford, R.L. (1993). Introduction to language learning styles and strategies. Keynote address presented at the Annual Meeting of the Alabama Association of Foreign Language Teachers, Birmingham.

Oxford, R.L. (1993). Content-based language instruction: Changing the face of ESL/EFL teaching and learning. Keynote address presented at the Annual Meeting of Guatemala City Teachers of English, Guatemala City.

Oxford, R.L. (1993). Dreams and realities: Language learning styles and strategies. Keynote address presented at the Annual Conference of English Teachers' Association of Israel, Jerusalem.

Oxford, R.L. (1993). Improving students' learning strategies. Keynote address presented at the Annual Meeting of Manitoba Teachers of English to Speakers of Other Languages (TESOL), Manitoba, Canada.

Oxford, R.L. (1993). Gender and the learning of language: Women's routes to proficiency. Keynote address presented at the Gender Colloquium, Ethel Waters School, Simsbury, CT.

Oxford, R.L. & Cohen, A.D. (1993). Language learning strategies: What the world needs now! Keynote address presented via USIA WorldNet interactive TV with audiences in Budapest, Cairo, and Pretoria (also beamed to 40

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non-interactive sites). Additional live audience at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Atlanta.

### 1992

Oxford, R.L. (1992). Style wars in the language classroom: An analysis of intercultural learning styles. Keynote address presented at the Foreign Language Dialogue Series, University of Maryland, College Park, MD.

Oxford, R.L. (1992). Language learning styles and strategies: An in-depth view. Keynote address presented by video and by teleconference at the Annual Meeting of Guatemala Teachers of English to Speakers of Other Languages (GUATESOL), Guatemala City.

Oxford, R.L. (1992). Learning styles and strategies. Keynote address presented at the 12th National Symposium on English Teaching in Egypt, Cairo.

Oxford, R.L. (1992). Language learning styles and strategies: Making them work for you and your students. Keynote address presented at the Adult Learning Resource Center, Des Plaines, IL.

Oxford, R.L. (1992). Language learning styles, strategies, and difficulties. Keynote address presented at the CHASS-LeNeve Zimmerman Research Forum, North Carolina State University, Raleigh, NC.

### 1991

Oxford, R.L. (1991). Optimizing language learning: Focus on styles, strategies, attitudes, beliefs, and motivation. Keynote address presented at the Calgary City Teachers' Convention, Calgary, Alberta, Canada.

Oxford, R.L. (1991). Introduction to language learning strategies. Keynote address presented for New York City administrators and teachers, Hunter College of the City University of New York.

Oxford, R.L. (1991). Language learning strategies, language learning styles, and the communicative approach to language instruction. Keynote address presented for the Language Development Specialists' Academy of New York State, Lehman College of the City University of New York.

Oxford, R.L. (1991). Language learning styles and strategies: The power and the possibilities. Keynote address presented for Puerto Rico Teachers of English to Speakers of Other Languages (PRTESOL), San Juan.

### 1990

Oxford, R.L. (1990). In tandem: Language learning strategies and language teaching strategies. Keynote address presented for the Rhode Island Department of Education and the Rhode Island Articulation Committee on Foreign Languages, Providence.

Oxford, R.L. (1990). Language learning strategies: Promise, problems, and predictive profiles. Keynote address presented at the Symposium on Research Perspectives on Adult Language Learning and Acquisition, Ohio State University, Columbus.

Oxford, R.L. (1990). Making the most of second language instruction: Focus on the learner. Keynote address presented for the Annual Meeting of Thai Teachers of English to Speakers of Other Languages, Bangkok, Thailand.

1988

Oxford, R.L. (1988). Styles and strategies in the bilingual classroom. Keynote address presented at the National Management Institute of the U.S. Office of Bilingual Education and Minority Languages Affairs, Washington, DC.

Oxford, R.L. (1988). Styles, strategies, and aptitude: Important connections for language learners. Keynote address presented at the Interagency Language Roundtable Symposium on Language Aptitude Testing, Arlington, VA.

Oxford, R.L. (1988). What do we know about language learning strategies? Keynote address presented at the Annual South Carolina Conference on Foreign Language Teaching, Conway, SC.

***Other Presentations***

2004 (forthcoming)

Oxford, R.L. (2004). Advances in research on learning styles and strategies: Practical implications for the classroom. Presentation at the Annual Meeting of Illinois Teachers of English and Bilingual Education, Chicago, IL.

Yilmazel-Sahin, Y. & Oxford, R.L. (2004). Enriching ESL/EFL via technology, styles, and strategies. Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL), Long Beach, CA.

2003

Ehrman, M.E. & Oxford, R.L. (2003). Technology, learner training, and individualized on-line learning. Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL), Baltimore, MD.

Moon, K., Lan, R.L., & Oxford, R.L. (2003). Using the Teacher Beliefs Inventory for Strategy Instruction. Paper presented at the Annual Meeting of Washington Area Teachers of English to Speakers of Other Languages (WATESOL), Washington, D.C.

Oxford, R.L. (2003). Language learning styles and strategies: Classroom implications of the research. Presentation at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL) Arabia, Dubai, United Arab Emirates.

Oxford, R.L. (2003). Strategic tasks for promoting communicative competence. Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL), Baltimore, MD.

Spezzini, S. & Oxford, R.L. (2003). Immersion L2 usage: Issues of identity, gender, and ethnicity. Paper presented at the Annual Meeting of the American Association for Applied Linguistics, Alexandria, VA.

Spezzini, S. & Oxford, R.L. (2003). Dialectical differences among boys and girls in an international English-immersion setting: Sociocultural and economic influences. ISB4 Conference, Arizona State University, Tempe, AZ.

Stocking, H.C. & Oxford, R.L. (2003). Teaching ESL reading in the math content area. Paper presented at the Annual Meeting of Washington Area Teachers of English to Speakers of Other Languages (WATESOL), Washington, D.C.

2002

Gerstl, C. & Oxford, R.L. (2002). Learning strategies of middle school Spanish learners: Surprises from the research. Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), Salt Lake City, UT.

Oxford, R.L. (2002). Closing the achievement gap for English language learners through content-based instruction. In the colloquium on Helping English Language Learners Attain High Achievement in the Public Schools. Colloquium Series on Stimulating High Achievement Among Minority Learners, Maryland Institute for Minority Achievement and Urban Education, College of Education, University of Maryland, College Park, MD.

Oxford, R.L. (2002). Optimizing language learning strategies. Invited presentation at the American University Quadruple Helix Conference, Washington, DC.

2001

Oxford, R.L. (2001). Learning strategies, styles, and motivation. Presentation at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL), St. Louis.

Oxford, R.L. & Cohen, A.D. (2001). Language learning styles, strategies, and tasks. Featured workshop presented at the Annual Meeting of New York State Teachers of English to Speakers of Other Languages (NYSTESOL), Long Island, NY.

Oxford, R.L. (2001). The interlocking influences of language learning styles, strategies, and motivation on language proficiency. Invited presentation at Brigham Young University, Provo, UT.

Oxford, R.L. & Cohen, A.D. (2001). Learning styles, strategies, and tasks: The intersection. Paper presented at the Annual African Language Conference, University of Wisconsin, Madison, WI.

Oxford, R.L. (2001). Language learning strategies and motivation. Paper presented at Herten State University, St. Petersburg, Russia.

1999

Oxford, R.L. (1999). Advances in quantitative research on language learning strategies. Presentation at the Triennial Meeting of the International Association for Applied Linguistics, Tokyo, Japan.

Oxford, R.L. (1999). National standards for foreign language teaching. Presentation at the Northeast Conference on the Teaching of Foreign Languages, New York.

Oxford, R.L. (1999). Language learning strategies as related to language proficiency, gender, age, motivation, and culture. Paper presented at Invitational Strategy Research Symposium, University of Hawaii, Manoa.

Oxford, R.L. (1999). Literacy via technology. Invited presentation, Teacher Training Institute, Yoon's English Academy, Seoul, Korea.

Oxford, R. & Suarez, D. (1999). Using the TESOL standards, K – 12. Pre-conference workshop presented at the Southeast TESOL (SETESOL) Annual Regional Conference, Birmingham, AL.

Oxford, R.L. (1999). Relationships between learning strategy use and language proficiency across studies with the Strategy Inventory for Language Learning. Presentation at the Invitational Symposium for Researchers on Language Learning Strategies in the Context of Autonomy, Teachers College, Columbia University, New York.

Oxford, R.L. (1999). National standards for foreign language teaching. Presentation at the Northeast Conference on the Teaching of Foreign Languages, New York.

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Oxford, R.L. (1999). Vygotsky, autonomy, and the tapestry of language learning. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, New York.

### 1998

Oxford, R.L. (1998). Making "learning to learn" meaningful for different ages, settings, and subjects. Presentation at the National Institute for Curriculum Development, Utrecht, the Netherlands.

Oxford, R.L. (1998). Language learning strategies and motivation. Presentation at the Rijksuniversiteit Groningen, Groningen, the Netherlands.

Oxford, R.L. (1998). Incorporating learning strategies in secondary education materials. Presentation for the Zebra Project, Utrecht, the Netherlands.

Oxford, R.L. (1998). Strategy training: Techniques and benefits. Presentation at the Center for Education and Language Development, Utrecht, the Netherlands.

Oxford, R.L. (1998). Metaphorically speaking: Analyzing narratives according to teacher role, control, affinity-seeking behavior, social distance, and response. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Seattle.

Oxford, R.L. (1998). Students' emotional and cognitive responses to teachers. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Seattle.

Oxford, R.L. (1998). The *unraveling* tapestry: Teacher and course characteristics associated with demotivation in the language classroom. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Seattle.

Oxford, R.L. (1998). What do learners bring?: Styles, strategies, metaphors, and emotional responses in the language classroom. Presentation at the Annual Meeting of the American Association for Applied Linguistics, Seattle.

### 1997

Nuby, J. & Oxford, R.L. (1997). Psychological type in five groups of students: Mexican American, African American, Native American, Caucasian American, and Russian. Presentation at the East-West Conference on Psychological Type, Honolulu.

Markley, P. & Oxford, R.L. (1997). Reading strategies of L2 students. Presentation at the Annual Meeting of the American Association for Applied Linguistics, Orlando.

Oxford, R.L. (1997). Metaphors of teaching. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Orlando.

Oxford, R.L. (1997). Using metaphors to understand students' conceptualizations of their teachers and classrooms. Presentation at Annual Meeting of the Mid-south Educational Research Association, Memphis, TN.

### 1996

Oxford, R.L. (1996). Teaching learning strategies and culture in the language classroom. "Best of Alabama" presentation at the Annual Meeting of the Southern Conference on Language Teaching, Mobile, AL.

Oxford, R.L. (1996). Motivation in a new key: Drawing on varied disciplines to expand the model of language learning motivation. Symposium at the Triennial Meeting of the International Applied Linguistics Association, Jyväskylä, Finland.

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Oxford, R.L. & Dörnyei, Z. (1996). Language learning strategies and group dynamics. Symposium at the Triennial Meeting of the International Applied Linguistics Association, Jyväskylä, Finland.

Oxford, R.L. (1996). Language learning strategies. Symposium at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Chicago.

Oxford, R.L. (1996). New classroom applications of motivation assessment. Symposium at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Chicago.

### 1995

Oxford, R.L. (1995). Learning styles. Symposium at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Long Beach, CA.

Oxford, R.L. (1995). Integrating learning strategies into the curriculum. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Long Beach, CA.

Oxford, R.L. (1995). Classroom applications of learning strategy assessment: The strategy inventory. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Long Beach, CA.

Oxford, R.L. (1995). When students write their own learning history. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Long Beach, CA.

Oxford, R.L. & Shearin, J. (1995). Assessment of language learning motivation. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Long Beach, CA.

Oxford, R.L. & Shearin, J. (1995). Language learning motivation: Innovative international perspectives on theory and practice. Presentation at the Annual Meeting of the American Association of Applied Linguistics, Long Beach, CA.

Oxford, R.L. (1995). Assessing and teaching culture using the ACTFL guidelines. Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages, Anaheim, CA.

Oxford, R.L. (1995). The sound, the fury, and the calm: When emotion meets (meta)cognition in language learning histories. Presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Oxford, R.L. (1995). Power tools for language teaching. Presentation at the Annual Meeting of Paraguay Teachers of English to Speakers of Other Languages, Asuncion, Paraguay.

### 1994

Oxford, R.L. (1994). Gender differences in language learning styles. Presentation at the Annual Meeting of the American Association of Applied Linguistics, Baltimore.

Boraie, D., Kassabgy, O., & Oxford, R.L. (1994). Empowering teachers and learners: Style and strategy awareness. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Baltimore.

Oxford, R.L., Sabaliauskaite, I., & Laanemets, U. (1994). Motivations for learning ESL/EFL in America and Eastern Europe. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Baltimore.

Rubin, J., Cohen, A., Chamot, A., Hosenfeld, C., Oxford, R., Thompson, I., & Wenden, A. (1994). Components of a teacher education curriculum for learner strategies. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Baltimore.

## Oxford CV/47

Oxford, R.L. (1994). Using the 4-MAT system for lesson planning to meet the needs of all your students. Presentation at the Annual Meeting of Carolina Teachers of English to Speakers of Other Languages, Greensboro.

Oxford, R.L. (1994). Networks and tapestries: A close weave. Presentation at the Annual Meeting of Teachers of English as a Second Language (TESL) Canada, Toronto, Canada.

Oxford, R.L. (1994). Planning the syllabus, the lessons, and the materials to meet the needs of all students. Presentation at the Annual Meeting of Oklahoma Teachers of English to Speakers of Other Languages (OKTESOL), Guthrie.

Oxford, R.L. (1994). Gender differences in language learning strategy use. Tied for "Best in Conference" presentation at the Annual Meeting of Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL) Tuscaloosa, AL.

Oxford, R.L., Kohen, J., Hymel, D., and others. (1994). The best and the worst of language teaching. Tied for "Best in Conference" presentation at the Annual Meeting of Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), Tuscaloosa, AL.

Oxford, R.L. (1994). Current advances in language teaching methodology. Television interview by Regina Guimares, Sao Paulo, Brazil.

### 1993

Oxford, R.L. (1993). Advances in self-regulated learning and in strategy assessment and training. Presentation at the Annual Meeting of Southeast Regional Teachers of English to Speakers of Other Languages, Ft. Lauderdale, FL.

Oxford, R.L. (1993). New frontiers in assessment of self-regulated learning. Presentation at the Annual Meeting of the Midsouth Regional Educational Research Association, New Orleans.

Ehrman, M.E. & Oxford, R.L. (1993). The Language Learning Profiles Project: Results and next steps. Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages, San Antonio.

Green, J. & Oxford, R.L. (1993). Learning strategies: Patterns of use by gender and proficiency. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Atlanta.

Oxford, R.L. (1993). What is missing in this generation of intelligent computer-assisted language learning? Presentation at the Invited Conference on Intelligent-Computer-Assisted Language Learning, Alexandria, VA.

Oxford, R.L. (1993). Dreams and realities: Vocabulary learning strategies. Presentation at the Annual Meeting of the English Teachers' Association of Israel, Jerusalem.

Oxford, R.L. (1993). Dreams and realities: Optimizing your students' language learning styles and strategies. Presentation at the Annual Meeting of the English Teachers' Association of Israel, Jerusalem.

Oxford, R.L. (1993). Dreams and realities: New roles for teachers and learners. Presentation at the Annual Meeting of the English Teachers' Association of Israel, Jerusalem.

Oxford, R.L. (1993). Dreams and realities: Dealing effectively with problem learners in the language classroom. Presentation at the Annual Meeting of the English Teachers' Association of Israel, Jerusalem.

Oxford, R.L. (1993). Teaching students to improve their reading strategies. Presentation at the Learning Strategies Colloquium, Lehman College of the City University of New York.

Oxford, R.L. (1993). Teaching your students better vocabulary learning strategies. Presentation at the Adult Education Conference, Rosemont, IL.

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Oxford, R.L. (1993). Expanding students' skills in vocabulary learning. Presentation at Instituto Guatemalteco Americano, Guatemala City.

Oxford, R.L. (1993). Language learning strategies: A new look. Presentation at Instituto Guatemalteco Americano, Guatemala City.

Oxford, R.L. (1993) Understanding learning styles. Presentation at Instituto Guatemalteco Americano, Guatemala City.

Oxford, R.L. (1993). New roles for teachers and learners. Presentation at USIS Conferences on Language Teaching, Klaipeda, Lithuania, and Tallin, Estonia.

Oxford, R.L. (1993). Optimizing language learning styles and strategies. Presentation at USIS Conferences on Language Teaching, Klaipeda, Lithuania, and Tallin, Estonia.

Oxford, R.L. (1993). Improving the learning of vocabulary. Presentation at USIS Conferences on Language Teaching, Klaipeda, Lithuania, and Tallin, Estonia.

Oxford, R.L. (1993). Severe language learning problems: What to do. Presentation at USIS Conferences on Language Teaching, Klaipeda, Lithuania, and Tallin, Estonia.

Oxford, R.L. (1993). Identifying language learning styles and strategies. Presentation at USIS Conferences on Language Teaching, Klaipeda, Lithuania, and Tallin, Estonia.

Oxford, R.L. (1993). Gender differences in styles and strategies for language learning: What do they mean? Should we pay attention? Presentation at the Georgetown Round Table on Languages and Linguistics, Washington, DC.

Oxford, R.L. (1993). Principles of the Tapestry Approach to language teaching. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Atlanta.

Oxford, R.L. & Burry, J. (1993). Evolution, norming, and psychometric testing of Oxford's *Strategy Inventory for Language Learning*. Presentation at the National Council on Measurement in Education, Atlanta.

Oxford, R., Hajer, M., Meestringa, T. & Park-Oh, Y. (1993). Language learning strategies: The state of the art in an international perspective. Presentation at the Tenth World Conference on Applied Linguistics, Amsterdam, Netherlands.

Oxford, R. & Davies, C. (1993). Language learning diaries and journals. Teleconference presentation for the EFL Fellowship Program, USAID, Mozambique.

Oxford, R.L. (1993). The kaleidoscope of culture: Teaching culture in the ESL classroom. Presentation at the Annual Meeting of Texas Teachers of English to Speakers of Other Languages (TEXTESOL), Houston.

1992

Ehrman, M.E. & Oxford, R.L. (1992). Reconsidering language learning aptitudes: A further progress report on development of a diagnostic profile. Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), Rosemont, IL.

Oxford, R.L., Lavine, R.Z., Fechter, S.A., & Ehrman, M.E. (1992). Style wars in language learning and teaching: Resolving the conflicts. Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), Rosemont, IL.

Oxford, R.L. & Ito, S. (1992.) Motivations, learning styles, and learning strategies of beginning language students: New perspectives. Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), Rosemont, IL.

Cordell, K. & Oxford, R. (1992). Teacher development through interactive activities. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Vancouver, B.C.

Oxford, R.L. (1992). Individual differences and their impact on teacher roles and responsibilities. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Vancouver, B.C.

Oxford, R.L. & Lavine, R.Z. (1992). Using language learning diaries: The view from the foreign language classroom. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Vancouver.

Oxford, R.L. (1992). Psychological aspects of language learning. Presentation at Tanta University, Tanta, Egypt; also Mansoura University, Mansoura, Egypt.

Oxford, R.L. (1992). Seminar on strategy training: Putting good ideas into practice. Presentation for the English Language Program, American University in Cairo, Egypt; also Inservice Training Center, Heliopolis, Egypt.

Oxford, R.L. (1992). New roles for language students and teachers. Presentation for the Mansoura University, Mansoura, Egypt; English Language Institute, American University in Cairo, Egypt; also Consultation, Instruction, and Training Division, American University in Cairo, Egypt.

Oxford, R.L. (1992). Teaching vocabulary in language classes. Presentation for the Division of Public Service, American University in Cairo, Egypt; also Consultation, Instruction, and Training Division, American University in Cairo, Egypt.

Oxford, R.L. (1992). Recent developments in learning strategies research. Presentation at the MA-TEFL Graduate Program, American University in Cairo, Egypt.

Oxford, R.L. (1992). Creating more effective classroom tests of achievement and proficiency. Presentation at the Inservice Training Center, Heliopolis, Egypt.

Oxford, R.L. (1992). U.S.-Japanese educational systems: Implications for global business - A view from this side of the ocean. Presentation at the Annual Alabama Sakura Festival, University of Alabama, Tuscaloosa, AL.

Oxford, R.L. & Wallace, W. (1992). ESL teacher certification in Alabama: Problems and prospects. Presentation at the Annual Meeting of the Alabama Conference of the National Association for Foreign Student Affairs, Huntsville, AL.

Oxford, R.L., Hollaway, M.E., Felkins, G., Saleh, A., & Rogers, S. (1992). Teachers' retrospective studies of their L2 learning: Implications for teaching. Presentation at the Annual Meeting of Southeast Regional Teachers of English to Speakers of Other Languages, Biloxi, MS.

Oxford, R.L. (1992). The Tapestry Approach. Presentation at the Annual Meeting of Southeast Regional Teachers of English to Speakers of Other Languages (SETESOL), Biloxi, MS.

Green, J., & Oxford, R. (1992). Learning strategies among Puerto Rican university students. Presentation at the Annual Meeting of Southeast Regional Teachers of English to Speakers of Other Languages (SETESOL), Biloxi, MS.

1991

Oxford, R.L. (1991). Who are our students? Language learning styles, strategies, and motivation. Presentation at the Fall Convention of Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), Starkville, MS.

Oxford, R.L. (1991). Greater learning power through optimizing your students' styles and strategies. Presentation at the Annual Meeting of Southeast Regional Teachers of English to Speakers of Other Languages (SETESOL), Atlanta, GA.

Oxford, R. & Byrd, P. (1991). Materials writing workshop. Presentation at the Annual Meeting of Southeast Regional Teachers of English to Speakers of Other Languages (SETESOL), Atlanta, GA.

Lavine, R.Z., Oxford, R.L., & Ehrman, M.E. (1991). Teacher-student conflict: It's a matter of style. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Chicago.

Ehrman, M. & Oxford, R.L. (1991). Reconsidering language aptitude: A progress report on development of a diagnostic-predictive profile. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), Washington, DC.

Ehrman, M. & Oxford, R.L. (1991). The Diagnostic-Predictive Profiles Project. Presentation at the Language Testing Research Colloquium, Princeton, NJ.

Oxford, R.L. (1991). Language learning strategies: Making them work for you and your students. Presentation at the Annual Meeting of Puerto Rico Teachers of English to Speakers of Other Languages (PRTESOL), San Juan.

Oxford, R., Lavine, R., Ehrman, M., & Fechter, S. (1991). Style wars: Real examples of teacher-student style conflicts in the language classroom and what can be done to resolve these conflicts. Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), Washington, DC.

Oxford, R.L. (1991). Greater learning power through learning styles and strategies. Presentation at the Annual Foreign Language Convention of Northern Ohio, Sylvania, OH.

Oxford, R.L. (1991). Introduction to learning strategies. Presentation at the Annual Foreign Language Convention of Northern Ohio, Sylvania, OH.

Oxford, R.L., Lavine, R.Z., & Fechter, S. (1991). What foreign language teachers can learn from the ESL field. Presentation at the Northeast Conference on the Teaching of Foreign Languages, New York.

Lavine, R.Z. & Oxford, R.L. (1990). Addressing the affective domain: Practical classroom techniques. Presentation at the Northeast Conference on the Teaching of Foreign Languages, New York.

1990

Oxford, R.L. (1990). Language learning strategy training: Toward greater classroom effectiveness. Two-week course for the 22nd Annual Seminar for Thai Secondary School Teachers of English, sponsored by the U.S. Information Agency, Bangkok, Thailand.

Oxford, R.L. (1990). Learning strategies: Key choice factors and correlates - Short reports of new research. Paper presented at the Annual Meeting of International Teachers of English to Speakers of Other Languages, San Francisco.

Oxford, R.L. (1990). Missing link: Evidence from research on language learning styles and strategies. Paper presented at the Annual Meeting of the Georgetown Round Table on Languages and Linguistics, Washington, DC.

Oxford, R.L. (1990). Teacher-student conflict in the classroom: Insights from research about teaching and learning styles. Paper presented at the Annual Meeting of the Modern Language Association (MLA), Chicago.

Oxford, R.L. (1990). Training in the use of affective learning strategies. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, San Francisco.

Oxford, R.L. & Lavine, R.Z. (1990). Dealing with affective issues in the foreign or second language classroom. Presentation at the Annual Meeting of the Modern Language Association (MLA), Chicago.

Oxford, R.L. & Ehrman, M. (1990). Styles and strategies for language learning. Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN.

Ehrman, M.E. & Oxford, R.L. (1990). Introduction to language learning styles and strategies. Presentation at the Defense Language Institute, Monterey, CA.

Oxford, R.L. & Crookall, D. (1990). Helping your students learn vocabulary. Presentation at the Spring Convention of Alabama-Mississippi Teachers of English to Speakers of Other Languages, Mobile, AL.

Oxford, R.L. (1990). Synthesis of research on language learning styles and strategies with implications for the classroom. Presentation at Harvard University, Cambridge, MA.

Oxford, R.L. & Ehrman, M.E. (1990). Addressing the affective side of Foreign Service Institute learners: Motivation, anxiety, attitudes, and beliefs. Presentation at the Foreign Service Institute, Arlington, VA.

Oxford, R.L. & Ehrman, M.E. (1990). Adult language learning styles and strategies: Cognition, affect, and motivation. Presentation at the Defense Language Institute, Monterey, CA.

Oxford, R.L. & Ehrman, M.E. (1990). Dealing with the affective side of language learning. Presentation at the Defense Language Institute, Monterey, CA.

Oxford, R.L. & Ehrman, M.E. (1990). Language learning strategies and styles. Presentation at the Foreign Service Institute, Arlington, VA.

## 1989

Oxford, R.L. (1989). Language learning strategies for adults: Research and classroom applications. Presentation at the Foreign Service Institute, Arlington, VA.

Crookall, D. & Oxford, R.L. (1989). Language learning through simulation/gaming. Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages, Boston.

Ehrman, M. E. & Oxford, R.L. (1989). Adult language learning styles and strategies. Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages, Boston.

Oxford, R.L. (1989). Teaching combined strategies: Memory strategies and social strategies. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, San Antonio, TX.

Oxford, R.L., Cohen, A., Crookall, D., Lavine, R.Z., & Sutter, W. (1989). Language learning strategy training: Cross-cultural comparisons and a model. Symposium presented at the Annual Meeting of International Teachers of English to Speakers of Other Languages, San Antonio, TX.

Dandonoli, P. & Oxford, R.L. (1989). Successful grant writing. Presentation at the Central States Conference on Foreign Language Teaching, Nashville, TN.

Oxford, R.L. (1989). Strategies for developing critical thinking and language skills in the foreign language classroom. Presentation to the Northern Colorado Consortium of Foreign Language Teachers, Ft. Collins, CO.

1988

Oxford, R.L. (1988). Preparing teachers for a variety of learners: Practical applications of language learning strategies. Presentation at two Regional Teacher Training Conferences organized by the American Council on the Teaching of Foreign Languages, Glastonbury, CT and Greeley, CO.

Brown, H.D., Ehrman, M. & Oxford, R.L. (1988). Myers-Briggs personality types and second language learning strategies. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Chicago.

Ehrman, M.E. & Oxford, R.L. (1988). Ants and grasshoppers, badgers and butterflies: Quantitative and qualitative exploration of adult language learning styles and strategies. Presentation at the Symposium on Research Perspectives on Adult Language Learning and Acquisition, Ohio State University, Columbus.

Nyikos, M. & Oxford, R.L. (1988) Variables affecting choice of language learning strategies by university students. Presentation at the Symposium on Research Perspectives on Adult Language Learning and Acquisition, Ohio State University, Columbus.

Oxford, R.L. & Crookall, D. (1988). Simulation and gaming for language learning. Presentation at the World Bank, Washington, DC.

Oxford, R.L. (1988). Language learning strategies: Practical uses in the classroom. Presentation at the Symposium on Teaching Foreign Languages to Adult Professionals: Approaches for the 1990s, organized by the American Council on the Teaching of Foreign Languages for the Defense Department, Linthicum, MD.

Oxford, R.L. (1988). Learner strategies: Current issues in research and classroom applications in assessment and training. Presentation at the Annual Meeting of International Teachers of English to Speakers of Other Languages, Chicago.

Oxford, R.L. (1988). Recent research on language learning styles and strategies with implications for aptitude. Presentation at the Annual Meeting of the American Council on the Teaching of Foreign Languages, Monterey, CA.

1987

Crookall, D., Oxford, R.L., Saunders, D. & Coote, A. (1987). ISLAND ESCAPE. Presentation at the Annual Meeting of the International Simulation and Gaming Association, Venice, Italy; and at the Annual Meeting of the Society for the Advancement of Games and Simulation in Education and Training, Cardiff, Wales.

Oxford, R.L. & Crookall, D. (1987). Simulation/gaming and learning strategies. Presentation at the Symposium on Second Language Learning Styles and Strategies, Center for Applied Linguistics, Washington, DC.

Oxford, R.L. & Nyikos, M. (1987). Assessing and using language learning strategies. Presentation at the Symposium on Second Language Learning Styles and Strategies, Center for Applied Linguistics, Washington, DC.

1986

Oxford, R.L. (1986). Hand-held, computerized, game-based training devices. Presentation at the Annual Meeting of the International Simulation and Gaming Association, Toulon, France.

Oxford, R.L. (1986). Second language learning strategies. Presentation at the Philippine Normal College, Manila, Philippines.

1985

Oxford, R.L. (1985). A research synthesis leading to policy implications of growth in number of Hispanics in the U.S. Army. Presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Oxford, R.L. & Penn, G. (1985). Second language learning strategies and related assessment issues. Presented at the Annual Boston University Conference on Language Development, Boston, MA.

Oxford, R.L. & Penn, G. (1985). Strategies for second language learners and related strategy assessment issues. Presentation at the Annual Meeting of the Japanese Association of Language Teachers, Kyoto, Japan.

1983

Oxford, R.L., Harman, J. & Redish, J. (1983). English as a second language (ESL) programs in the Army. Presentation at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

1976

Manley, R.O. (1976). Sex differences in achievement motivation. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Additionally led many in-service workshops for teachers on behalf of school districts.

## **Doctoral Dissertation and Master's Thesis Committees**

### ***Doctoral Dissertation Committees Chaired***

Barcelos, Ana. 2000. Cultural Factors in Learner Beliefs and Use of Learning Strategies. Ph.D., Foreign Language Education, University of Alabama.

*Barcelos is a professor at the University of Viçosa in Brazil. This dissertation won the College of Education Dissertation of the Year Award for 2000.*

Bascur, Sonia. 1994. The Relationship Among Language Learning Strategies, Sex, Language Learning Styles, Career Choice, and Spanish Language Achievement. Ph.D., Foreign Language Education, University of Alabama. *Bascur has taught at the University of Alabama and at the Catholic University (Santiago).*

Boggs, Gordon. 1997. Effects of a Developmental Mathematics Program on the Academic Achievement of Underprepared College Students. Ph.D., Mathematics Education, University of Alabama. *Boggs teaches at Webber College.*

Clavelli, Estelle. 1999. Is a Second "Socio-Cultural Identity" (C2) Factor Necessary to Effectively Learn or Teach Another Language (L2)? Ph.D., Foreign Language Education, University of Alabama. *Clavelli works in international education at the University of Alabama.*

Dadour, El Sayed. 1995. The Effectiveness of Selected Learning Strategies in Developing Oral Communication of English Department Students in Faculties of Education. Ph.D., Curriculum and Instruction, Mansoura University, Mansoura, Egypt.

*Committee co-chaired by R. Oxford, University of Alabama, and A. A. Sheir, Mansoura University under sponsorship of the Egyptian Cultural and Educational Bureau (Channel Program). Dadour is teaching at the University of Mansoura.*

Edlin, Richard. 1998. Changing Teacher Attitudes: The Efficacy of a Preservice Orientation Program for Teachers Preparing to Enter Culturally Diverse Teaching Environments. Ph.D., Social Studies Education, University of Alabama.

*Edlin has lived and taught internationally and is preparing for a position at a major higher education institution in New Zealand.*

El Khamisy, Nadia. 2001. An Empirical Study of Language Learning Strategy Instruction for English Teachers in Training. Ph.D., University of Mansoura, Egypt.

*Committee co-chaired by R. Oxford, University of Maryland, and Sirvart Sahakian, Mansoura University, under sponsorship of the Egyptian Cultural and Educational Bureau (Channel Program). El Khamisy is teaching at the University of Mansoura.*

Gerstl, Cynthia. 2002. Field Dependence and Independence as Factors in Instructional Preferences of Middle School Spanish Students. Ph.D., University of Maryland.

*Gerstl is a professional author and teacher in Maryland.*

Gibbons, Louel. 1997. An Action Research Study of Middle Grade Students' Perspectives about Sustained Silent Reading. Ph.D., English Education, University of Alabama.

*Gibbons teaches English for the Tuscaloosa County Schools.*

Greene, Gary. 1999. Writing Self-Efficacy among University Students of English. Ph.D., English Education, University of Alabama.

*Greene teaches English in a theological college and has taught English education methods at the University of Alabama.*

Henry, Thomas Brian. 1994. The Effects of Two Teaching Methods on Twelfth Grade Responses to Selected Shakespearean Sonnets. Ed.D., English Education, University of Alabama.

*Henry is from Belfast, U.K., and teaches high school English in Georgia.*

Hill, Elaine. 1996. Bringing Teachers Online: Implementing Norton Textra Connect in an Urban Secondary School. Ph.D., English Education, University of Alabama.

*Hill teaches English at Ramsay High School, Birmingham, Alabama.*

Hollaway, Mary Evelyn. 1994. A Study of the Effects of Support Groups for Beginning Teachers. Ph.D., English Education, University of Alabama.

*Hollaway is now Assistant Principal, Mountain Brook High School, among the top-rated secondary schools in Alabama.*

Kawai, Yasushi. 1995. The Effect of Imagination on the Use of Contextualization Language Learning Strategies. Ph.D., Foreign Language Education, University of Alabama.

*Kawai is now Associate Professor at Hokkaido University, Hokkaido, Japan.*

Losada, Jane. 1998. Reading Attitudes of Seventh- and Eighth-Grade Students in Urban and Rural Settings in the U.S. and Colombia. Ed.D., English Education, University of Alabama.

*Losada teaches at an international school in Medellin, Colombia.*

Pagcaliwagan, Lorene. 1997. An Examination of the "Small World" Program and Its Effects on Elementary Students' Language Learning and Cultural Awareness. Ph.D., Foreign Language Education, University of Alabama.

*Pagcaliwagan teaches at Chiba University in Japan.*

Park-Oh, Young Ye. 1994. Self-Regulated Strategy Training in Second-Language Reading: Its Effects on Reading Comprehension, Strategy Use, Reading Attitudes, and Learning Styles of College ESL Students. Ph.D., Foreign Language Education, University of Alabama.

*This dissertation won the College of Education Dissertation of the Year Award for 1994. Park-Oh is now a professor in Korea. The dissertation was published as a chapter in a book on language learning strategies, Ed. Oxford, University of Hawaii Press, 1996.*

Posner, Shirin. 1997. Perceptions of Administrators in American-Sponsored Overseas Schools and Schools in Alabama regarding Curriculum and Student Issues. Ed.D., Educational Leadership, University of Alabama. *Posner teaches Spanish at Tuscaloosa Academy, Tuscaloosa, Alabama.*

Read, Patricia. 1997. Constructing English: Five Students from a Tenth-Grade English Class in an Inner City Magnet High School Reveal Their Perspectives on English. Ph.D., English Education, University of Alabama. *Read has taught English extensively in high schools and junior colleges.*

Saleh, Amany. 1997. The Nexus of Brain Hemisphericity, Personality Types and Temperaments, Learning Styles, Learning Strategies, Gender, Academic Majors, and Culture. Ph.D., Foreign Language Education, University of Alabama.

*Saleh teaches at Arkansas State University. Won the College of Education Dissertation of the Year Award for 1997 jointly with Paul Schroeder.*

Smith, Carole. 1997. The Effects of a Developmental Writing Course on Underprepared College Students. Ph.D., English Education, University of Alabama. *Smith is an administrator at the University of West Alabama.*

Spezzini, Susan. 2002. Identity and Language Use in an EFL Immersion Setting. Ph.D., Foreign Language Education, University of Alabama.

*Committee co-chaired by R. Oxford, University of Maryland, and J. Stallworth, University of Alabama. This dissertation won the College of Education Dissertation of the Year Award for 2002.*

Spruiell, Victoria. 1995. A Ten-Year Analysis of the Effects of a Developmental Reading Course on Academic Achievement of Underprepared College Students. Ph.D., English Education, University of Alabama. *Spruiell coordinates developmental education at the University of West Alabama.*

Stoffer, Ilka. 1995. University Foreign Language Students' Choice of Vocabulary Learning Strategies as Related to Individual Difference Variables. Ph.D., Foreign Language Education, University of Alabama. *Stoffer has founded her own school of English in Hamburg, Germany.*

Tinley, Alicia. 2001. Mexican-American Immigrants to Alabama: Educational and Social Issues. Ph.D., Educational Leadership, University of Alabama. *Tinley is a teacher and school administrator in Mexico.*

Yorozu, Miho. 1996. Factors Predicting Subvocalization and Reading Proficiency of Non-native Learners of Japanese. Ph.D., Foreign Language Education, University of Alabama. *Yorozu teaches at the University of Hong Kong.*

### ***Other Doctoral Dissertation Committee Memberships***

Austin, Julia. 1992. Giving Voice to the Marginalized: The Ethnographic Impulse in the Works of Labov, Schaugnessey, and Heath. Ph.D., English Composition and Rhetoric, University of Alabama.  
*Austin directs an ESL program at the University of Alabama at Birmingham.*

Baecher, Laura. 2002. Evaluation of an enriched college-preparation program for disadvantaged high school students. 2002. Ed.D., Teachers College, Columbia University, New York City.  
*Laura Baecher works for the City University of New York.*

Baily, Carol Ann. 1993. Getting the Message Across: A Study of Compensation Strategy Use in Writing by Adult Foreign Learners Using Système-D as an Unobtrusive Observation Tool. Ph.D., Foreign Language Education, Vanderbilt University.  
*Baily is now teaching at Middle Tennessee State University, Murfreesboro, Tennessee. The dissertation was published as a chapter in a book on language learning strategies, Ed. Oxford, University of Hawaii Press, 1996.*

Berman, Barbara. 1997. Perceptions of Female Administrators Regarding Upward Mobility. Ph.D., Higher Education Administration, University of Alabama.  
*Berman is an international education administrator.*

Bouldin, Elton. 1998. Family Practices that Facilitate Student Achievement: A Qualitative Study of Honor Students at the University of Alabama. Ed.D., Educational Leadership, University of Alabama.  
*Bouldin is an educator in Alabama.*

Bradford, John David. 1996. An Assessment of the Impact of Computer-Related Staff Development on Teachers' Computer Utilization Practices. Ed.D., Secondary Mathematics Education, University of Alabama.  
*Bradford is a secondary teacher in Gadsden, Alabama.*

Cassell, Rhoda. 1995. The Relationship of Leader Power, Satisfaction with Supervision, and Compliance among Alabama Head Start Teachers. Ed.D., Educational Leadership, University of Alabama.  
*Cassell works in educational administration in the Southeast.*

Delgado, F.R. 2002. A Multiyear Study of the Effectiveness of Metacognitive Strategy Training in Spanish Classes at the United Nations. Ed.D., Teachers College, Columbia University, New York City.  
*Delgado teaches Spanish at the U.N.*

Ezell, Daniel. 1995. A Comparative Analysis of Eighth-Grade Students' Locus of Control and Their Involvement in the Portfolio Assessment Process. Ph.D., Special Education, University of Alabama.  
*Ezell is teaching at the University of Alabama.*

Ezell-Powell, Sherlyn. 1995. The Effects of Whole-Language and Direct Instruction on Reading Achievement of Fourth-Grade Students. Ph.D., Special Education, University of Alabama.  
*Ezell-Powell is on the faculty at Northeastern Louisiana State University.*

Gorham, Keith. 1993. An Analysis of Evaluation Techniques Employed by NCATE-Accredited Institutions to Evaluate Educational Training Program Graduates. Ed.D., Educational Leadership, University of Alabama.  
*Gorham is an educational administrator in Alabama.*

Haygood, E. Langston. 1995. An Analysis of Three Models of Learning Conceptions Compared with Factors Based on the Learning Styles Subscale of the Myers-Briggs Type Indicator. Ph.D., Educational Psychology, University of Alabama.  
*Haygood is now teaching in Alabama.*

Heflich, David. 1997. The Impact of Online Technology on Teaching and Learning: The Attitudes and Ideas of Educators in the Field. Ph.D., Educational Leadership, University of Alabama.

*Heflich is an international educator and now teaches at the University of Nevada at Las Vegas.*

Holman, S. 1998. Influence of Personality Type on Performance in a University Course on Television Lighting Techniques. Ph.D., Mass Communication, University of Alabama.

*Holman teaches at the University of Montevallo.*

Lacefield, James. 1998. Home Area Geology and Alabama Earth Science Teachers: A Resource to Improve the Understanding and Use of the State's Rocks to Supplement Textbook Concepts of Earth History. Ph.D., Science Education, University of Alabama.

*Lacefield is a science educator and materials writer in Alabama.*

Nuby, Jacqueline. 1995. A Comparative Analysis of the Learning Styles of African-American and Native-American Students in Grades Nine through Twelve. Ph.D., Social Studies Education, University of Alabama. *The dissertation was **nominated for the College of Education Dissertation of the Year Award for 1995.** Nuby now teaches at Montevallo University, Montevallo, Alabama. With Rebecca Oxford, won the **Carl Shaner Research Award for the Best Research on Psychological Type in the Southeastern U.S., 1996** for an article based on this dissertation research.*

Parker, Claire. 1998. An Analysis of Novice and Experienced Teachers' Perceptions of Teaching. Ed.D., Educational Leadership, University of Alabama.

*Parker is an administrator in Alabama.*

Schroeder, Paul. 1997. The Craft Culture of Artisans Demonstrating in an Historical Theme Park. Ed.D., Educational Leadership, University of Alabama. *This dissertation **won the College of Education Dissertation of the Year Award for 1997** jointly with Amany Saleh. Schroeder is an international educator in Ecuador.*

Thompson, Sharon. 1994. Simulations for Increasing Multicultural Understanding. Ph.D., Educational Psychology, University of Alabama.

*Thompson is now on the staff of a religious education organization.*

Vance, John. 1996. Introductory College-Level Music Theory Identification and Improvements in Essential Aspects of Teaching as Rated by Alabama Junior- and Four-Year-College Music Theory Faculty. Ph.D., Music Education, University of Alabama.

*Vance works in music education in the southeastern U.S.*

Wilhelm, P. 1999. Mitigating Negative Body-Images of College Women via Advertising. Ph.D., Mass Communication, University of Alabama.

*Wilhelm is an educator in Canada.*

Zheng, Zhicheng. 1995. Investigating Teachers' Perceived Assessment Practices and Perceived Competencies on the Assessment Practices Inventory. Ph.D., Educational Research, University of Alabama.

*Zheng is now teaching at the Virginia Polytechnic Institute*

Also served as an external reviewer for dissertations of numerous students at universities in New Zealand, Australia, Canada, and Malaysia.

### ***Master's Thesis Committee Memberships***

Bedell, David. 1993. Crosscultural Variation in the Choice of Language Learning Strategies: A Mainland Chinese Investigation with Comparison to Previous Studies. M.A., Teaching English to Speakers of Other Languages, University of Alabama.

*Bedell is now teaching English in Connecticut. The thesis, conducted in China under a Graduate Council Research Fellowship, was published as a chapter in a book on language learning.*

Gunning, Pamela. 1997. Analysis of Learning Strategies Used by Beginning ESL Learners at the Primary Level. M.A., Concordia University, Montreal, Canada.

*Gunning teaches in St.-Basile-le-Grand on the South Shore of Montréal.*

Holmes, Elizabeth Lyons. 1991. Beyond Sink-or-Swim: A Study of Language Learning Strategies in Language Immersion. M.A., Teaching English to Speakers of Other Languages, School for International Training, Vermont. *Holmes is now teaching in New England.*

Talley, Gregory. 1992. Drug Abuse Resistance Education (DARE) Program and the Los Alamos Schools. M.S., Criminal Justice, University of Alabama.

*Talley lives and works in New Mexico.*

Also served as director or reviewer of Master's Final Seminar Papers (roughly equivalent to a mini-thesis) for numerous students at the University of Maryland.

### **Students Who Have Published Under My Guidance in Nationally or Internationally Refereed Publications**

One of the professor's responsibilities is to mentor promising students as researchers. With my guidance, my students or former students below have published in nationally or internationally refereed journals and books.

Suzuna Abo  
Ana Barcelos  
Carol Ann Baily  
Yunyoung Cho  
David Bedell  
El-Sayed Dadour  
Greg Felkins  
Cassandra Harrington  
Mary Evelyn Hollaway  
Sukero Ito  
Yasushi Kawai  
Hae-jin Kim  
Rae Lan  
Santoi Leung  
Christine Nam  
Jacqueline Nuby  
Mayumi Okada  
Young Ye Park  
Susan Spezzini  
Beverly Wallace  
Bill Wallace