

CURRICULUM VITAE

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(Secret Clearance)

Educational Background

Ph.D., University of North Carolina, Educational Psychology
Ed.M., Boston University, Educational Psychology
M.A., Yale University, Russian Language and Literature
B.A., Vanderbilt University, Major - Russian, Minor - History (*Magna cum Laude*, Phi Beta Kappa)

Additional graduate courses on sustainability, University of Delaware. Other graduate courses at Harvard University, Northeastern University, and the University of Florida.

Present Professional Responsibilities

Professor, U.S. Air Force Culture and Language Center (AFCLC), Air University, Maxwell Air Force Base, AL, August 2009-present. Provided top-rated instruction at the Air Command and Staff College (ACSC) through elective and independent courses, resulting in recognized achievement and research awards for two students whose investigations I guided (“Best Short Research Paper Award,” Maj Annemarie Contreras, ACSC, 2010; “Colonel Gail Halvorsen Cultural Studies Award,” Maj Peter Fischer, ACSC, 2012). Focused on (a) presenting the content of each course vividly and in depth, (b) enhancing students’ critical thinking, and (c) improving the writing of both native-English-speaking officers and international officers. Courses included the following:

- *How to Become a Better Language Learner and User*, fall 2011. Student comments from the official ACSC evaluation: “This was the best course I have taken to date. ACSC faculty would benefit from this material; it has broad application to anyone in an academic environment (instructors and students) due to the focus on learning styles and learning strategies.” “This was the most beneficial course I have taken thus far at ACSC. It has sparked a great interest in language learning that will endure for a long time. Everyone in the military should become fluent in a second language, and this type of course lets us know why. More importantly, it provides strategies that will enable us to be more successful in language learning.” “Dr. Oxford is one of the preeminent experts in the field. Her expertise and professional contacts have been invaluable to my learning.” “It is extremely impressive when your instructor is referenced in other authors’ works. Dr. Oxford is probably the best professor I have ever had for a class, here or elsewhere.”

Student comments from unsolicited personal correspondence: “It was a great class. I learned a lot about the language issues facing the Air Force and a lot more about my own learning style and needs.” “Thank you very much for the wonderful feedback.” “Your personality and your dedication to motivate me to do my best while improving my English learning will be engraved in my memory.” “I really appreciate your support, great attention, and motivation. I will remember this and try to do the same for others. Your commitment sets a high standard for me to reach.”

- *Demystifying Jihad: Religious, Military, Social, Political, Historical, and Cultural Perspectives for Air Force Field Grade Officers*, fall 2010 and spring 2012. Student comments from the official ACSC evaluation: “Dr. Oxford knows how to teach. She was creative and flexible.” “Dr. Oxford truly cares about her students’ learning.” “Always prepared. Cared tremendously that we learned. Provided great feedback!” “Passion for instruction, knowledge, concern for students.” “Dr. Oxford was very knowledgeable on the subject, but she did not pontificate. She encouraged active participation and individual initiative. Prof Oxford is by far the best instructor I have had in years.” “She was able to adapt to the various levels of understanding of the students. Kept discussions on topic and flowing, making each session exciting to attend. Excellent teaching methods.” “Knowledge/skill for teaching – ability to flex reading assignments during heavy academic schedules.” “Islamic visiting speakers were very helpful.” “Guest speakers were great!” “Phenomenal, eye-opening course. It was highly important for the awareness of current events.” “Professor Oxford brought in other experts with vast experience to offer alternative viewpoints for consideration. We had a local imam, a communications specialist, a State Department officer, and a renowned scholar. This was an exceptionally well-done class.” “Professor Oxford did an outstanding job in her selection of materials. She led the seminar discussions and allowed us to teach/share what we learned. This was the most informative class I have taken in years. Given the general lack of knowledge about Islam and terrorism, I recommend this as a core course for ACSC students. Several of my elective classmates expressed the same opinion.” “The guest speakers were very insightful and knowledgeable. Additionally, the discussions were outstanding because everyone came to class prepared, and we had lively talks.” “Excellent course and perspective.” “Introduce it as a core course and make Prof Oxford the course director.” “Hard to imagine a better elective course! Dr. Oxford brings so much experience and credibility based on her academic record and accomplishments.” “This course opened my eyes to different facets of Islam that I was not aware of before. I now have a broader perspective and can critically evaluate Muslim (moderate and extremist) and Western actions within the prism of jihad’s various aspects.” “Personable, very smart and well read, brought both sides of argument for class discussions. Created a tremendous learning environment for United States and international officers.”

Student comments from unsolicited personal correspondence: “It has been wonderful and resounding experience learning under your instruction and mentorship this year. Doubtless this has had significant influence on me. I highly appreciate your encouragement and wish to keep in touch even after returning home” [to Nigeria]. “I’m very grateful to you for separating stereotypes from reality.” “This course made me think!” “You paid close attention to my writing and made it stronger.” “It was the best course I had at ACSC.” “Best PME course I ever encountered.” “Awe-inspiring course.” “Fantastic job.” “I really enjoyed our Jihad class today. What a treat to be able to hear from Imam Abdullah William!” “Thank you so much. I really appreciate all your help on my writing.” “Your course is by far the best I’ve ever attended. You are the best instructor I ever had. You inspired me to keep an open mind and look at issues from different perspectives. You are more than instructor; I consider you a friend.” “I really enjoyed the class and learned so much about Islam. Considering that I was starting from scratch, I am just amazed at how much knowledge you crammed in there.” “Thanks for an exceptional class and one of the best learning experiences I have had!” “I have been truly blessed to be in your class.” “I can’t say how much I enjoyed the class and how much I learned.” “The class was very beneficial. I am more motivated for what is ahead of us. Thank you for giving me one of the best class experiences ever.” “Thanks for the wisdom you imparted to us. You are the best!” “Thanks for guiding the lively discussions. You are a great instructor. Thanks for opening my eyes to Islam!” “Thanks for a great class!” “Thanks for a phenomenal course. I feel more globally aware and better prepared as a member of the global community.” “You are a gifted teacher and a great person. You are one of the few people I’ve met who inspire people to do their best work.” “I thoroughly enjoyed the Jihad course and learned so much from you, your brilliant guests, and fellow classmates. Thanks a million!” “Thank you again for making the elective exciting and very informative.”

- *Introduction to Genocide*, spring 2011 (Hampton, Hudson, & Oxford).

Student comments from the official ACSC evaluation: “This course would fit best as a year-long elective. A lot of good information and would like to have covered more topics. Very knowledgeable and explained the topic in a way to easily understand.”

- *Cross-Cultural Relations and Conflict Management*, spring 2010 (Hudson & Oxford). Student comments from the official ACSC evaluation: “Extremely knowledgeable on the topic and then some!” “Their previous experiences were definitely a strength and their knowledge about cultural psychology and negotiations were a plus.” “Good overall coverage of the material and the instructors effectively used their expertise and experience to convey concepts. Good guest lecturers.” “The most interesting things in this course were in-seminar discussions where peoples from different services, countries share their unique experience and thoughts on cross cultural relations.” “I especially like the interactive in class assignments, and the various speakers that Dr. Hudson and Dr. Oxford asked to come and speak with us.”

Student comments from unsolicited personal correspondence: “You were my favorite instructors. I just wanted to express my true appreciation to you. Thanks for all you did for us.”

Also taught two independent study courses, *Independent Research on Terrorism and the Battle of Ideas* (2011) and *Independent Research on Language Learning* (2012). Served as a content resource to many students in the ACSC online master’s program. Gave an invited lecture on distance learning for the 2011 ACSC online master’s program graduation. Presented research on language learning and culture in Oman, Argentina, China, Sweden, Turkey, Germany, Canada, and the U.S. Currently serving as Research Team Leader and as designated editor-in-chief of a new research publication series in the Air Force Culture and Language Center. Co-authored program evaluation reports for the Language Enabled Airman Program (LEAP), the Air Force flagship language effort. Contributed substantively to adult language assessment and advised on skill sustainment for LEAP. Advised on online curriculum design for LEAP’s content-based language learning (i.e., foreign language learning that integrates cultural and job-related content). Developed the initial version of the online Expeditionary Skills Training curriculum for the cross-cultural relations course, which was later elaborated by others and is currently taught to hundreds of students through the Community College of the Air Force. Developed cultural scenarios that were used in in-person and online military education and training. Received written praise from the Air Force, the Marines, and a national language think-tank for a technical report on online technologies for adult learning of languages and cultures. Continued a very productive research mission, with two books published and two books in press, along with refereed chapters and articles. Represented the Center at the Interagency Language Roundtable and the Air Force Language Action Panel. Mentored colleagues in research and publication at universities in Canada and China. Edited several chapters for a Chinese military history book written by an Air War College professor.

Prior University Positions

Tenured Professor, Second Language Education and Culture Program, University of Maryland, College Park, MD. August, 2000-August, 2009; Professor Emerita, 2010. Chaired and dramatically expanded Second Language Education and Culture Program (2000-2005). Taught or co-taught doctoral and master’s courses on adult learning styles; cultural, social, and affective factors in language learning; instructional methodologies and technologies; Eastern and Western views on education; world dialects of English (“World Englishes”); world religions; and research methods (quantitative, qualitative, and mixed-methods approaches; action-oriented research; participatory research). Received the highest possible

teaching ratings. Received one of Maryland's premier faculty honors, the University of Maryland Distinguished Scholar-Teacher Award, as well as the University of Maryland Innovation in Teaching with Technology (UMITT) Award and the departmental Outstanding Faculty Mentor Award. Also received the GATE Fellowship for Internationalizing Teacher Education, the Freeman Fellowship for East Asian Curriculum Transformation, the President's nomination for the System-wide Board of Regents' Distinguished Teaching Award, Senior Fellow status at the Confucius Institute, and membership in the Academy for Excellence in Teaching and Learning. Was invited to take honorary roles at two Chinese universities. Directed 11 dissertations, many of which were later published under my guidance as articles in refereed journals. Wrote successful grant proposals for outreach programs conducted in Montgomery County and Prince George's County. Wrote a successful grant proposal for \$440,000 for the Center for Chinese Language Teacher Certification and Development, which I co-directed for a period after leaving the University of Maryland to move to Alabama for family and professional reasons.

Program Director and Professor, Teachers College, Columbia University, New York, NY, September, 1999-May, 2000. Managed courses, curricula, and fellowships for a large graduate TESOL program; supervised an adult community literacy program; taught graduate courses and received high teaching ratings; and served on dissertation committees.

Associate Professor, Tenured Associate Professor, then Tenured Professor, University of Alabama, Tuscaloosa, AL, 1989-1999. After simultaneously directing significant academic programs in the College of Education and the College of Arts & Sciences and coordinating curriculum development for the award-winning Japanese Satellite Program in the College of Communication, became tenured in the College of Education in 1993. Served as the Area Head for Teacher Education (1,700 students) in the College of Education, 1994-1996. Served as the Associate Dean of the 3,500-student College, 1996-1999. Taught for the College of Education International Program in several South American countries. Helped lead the revision of the university's undergraduate core curriculum. Taught graduate courses in cognitive development, the human brain, learning styles and strategies, social and psychological factors in learning, language acquisition, foreign/second language instructional methodology, and language testing. Also taught undergraduate courses in Russian language and in English-teaching methodology. Received the highest possible teaching ratings, the foremost college award for faculty teaching and research (Capstone Educational Excellence Award, twice), membership in the Golden Key Honorary Society and the Phi Beta Delta International Education Society, and my college's nomination for the university-wide Burnham Distinguished Teaching Award. Directed 25 dissertations, many of which received the college's Outstanding Dissertation Award.

Program Director, Pennsylvania State University, University Park, PA, 1988-1989. Successfully directed an intensive, pre-matriculation English program. Received the program's first-ever academic leadership award from the students.

Center for Applied Linguistics, Washington, DC, 1984-1988. Conducted research and evaluation in refugee education in language and culture, radio-based English education in Kenya, and other topics.

Senior Research Psychologist, U.S. Army Research Institute for the Behavioral and Social Sciences, Alexandria, VA, 1981-1984. Researched training/education issues in language learning, basic education, and personnel while serving as Senior Research Psychologist. Received a Sustained Superior Performance Award, an Army Special Service Award, and a promotion to GS 13.

Director of Evaluation and Research, InterAmerica Research Associates, Rosslyn, VA, 1979-1981. Wrote seven highly successful funding proposals for contracts and led the resulting evaluation and research studies.

North Carolina Department of Public Instruction, Raleigh, NC, 1973-1975. Conducted teacher development programs and contributed to state-wide assessment of all students. Left to earn doctoral degree.

Teacher, Forrest High School, Jacksonville, FL, 1969-1971. Initiated the Russian language program, taught popular and well-respected courses, organized and led a state-award-winning debate team, and became Northeast Florida Forensics Director. Left to earn second master's degree.

Private Consulting

Consulting included: (a) providing teacher development seminars; (b) conducting research, program evaluation, and needs assessment; (c) designing tests, questionnaires, and curricula; (d) giving invited lectures, keynote presentations, seminars, and workshops; (e) writing funding proposals; and (f) advising on business plans and learning technologies. Clients are shown below:

- **U.S. government agencies, government agencies abroad, NGOs, and foundations** (e.g., Defense Language Institute Foreign Language Center, Foreign Service Institute, State Department programs for international exchange, Army Research Laboratory's Research Office, Spanish Ministry of Education, Regional English Language Center of the Southeast Asian Education Ministers' Organization, Korean Education and Research Information Service, Macedonian Ministry of Education, Belarus National Institute of Culture, Center for Applied Linguistics, National Foreign Language Center, American Global Studies Institute, and Soros Foundation)
- **Universities in the U.S. and abroad** (e.g., Columbia University; University of Wisconsin; University of Kentucky; University of Central Florida; George Washington University; Purdue University; 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; Cornell University; Binghamton University; California State University at Monterey Bay, Sultan Qaboos University, Oman; National Autonomous University of Mexico; University of the United Arab Emirates; Soochow University, Taiwan; Yeditepe University, Turkey; Xi'an Jiaotong University, China; Xidian University, China; and Instituto Guatemalteco Americano)
- **Businesses** (e.g., Japan Victor Corporation, Career Development Center in Egypt, Leapfrog Enterprises, Barrera Associates, Development Associates, Miranda Associates, Battelle Laboratories, Advanced Technology, Kinton Inc., Applied Science Associates, Operations Research Institute, Research Triangle Institute, and Microanalysis and Design)
- **School systems in the U.S. and abroad** (e.g., Prince George's County Schools, Queen Anne County Schools, Montgomery County Schools, Calvert County Schools, Howard County Schools, Frederick County Schools, and Caroline County Schools, Maryland; Hoover City Schools, DeKalb County Schools, Blount County Schools, Tuscaloosa City Schools, Shelby County Schools, and Jefferson County Schools, Alabama; Wilkes County Schools, Halifax County Schools, and Roanoke Rapids City Schools, North Carolina; Duval County Schools, Florida; Boston City Schools; New York City Schools; and Hinschu City Schools, Taiwan)
- **Professional associations in the U.S. and abroad** (e.g., American Council on the Teaching of Foreign Languages / ACTFL; American Council for Teachers of Russian, now ACTR/ACCELS; British Columbia Teachers of English as an Additional Language / BC-TEAL; Federación Argentina de Asociaciones de Profesores de Inglés / FAAPI and Asociación de Profesores de Inglés de Tucumán / APIT, Argentina; Egypt Teachers of English to Speakers of Other Languages / EypTESOL; English Teachers Association in Israel / ETAI; Greek Applied Linguistics Association / GALA; Illinois TESOL-Bilingual Education / ITBE International TESOL; Mexico TESOL /

MexTESOL; Nepal English Language Teachers' Association / NELTA; Penang English Language Learning and Teaching Association, Malaysia; Society of Pakistan English Language Teachers / SPELT; Southeast TESOL, U.S.; TESOL Arabia; TESL Canada; TESL / Manitoba; TESL New Brunswick; TESL Nova Scotia; Thailand TESOL; many others)

Honors and Awards

Honorary Vice Chair for the Humanities, Xidian University, Xi'an, China
Academic Expert / Adjunct Professor, Xi'an Jiaotong University, Xi'an, China, 2007-present
Fellow, GATE Program for Internationalizing Teacher Education, 2008-2009
Senior Fellow for World Languages, Confucius Institute, University of Maryland, 2007-2009
Fellow, Academy for Excellence in Teaching and Learning, University of Maryland, 2007-2009
Presidential Nominee, University of Maryland System-wide Board of Regents' Distinguished Teaching Award, 2007
University-wide Distinguished Scholar-Teacher, University of Maryland, 2006
Recipient, University of Maryland Innovation in Teaching with Technology (UMITT) Award, 2004
Outstanding Faculty Mentor Award, Graduate Student Association, University of Maryland, 2004
Fellow, Freeman Foundation Curriculum Transformation Project for Integrating East Asian Studies, University of Maryland, 2004
Fellow, Project for Building Learning through Technology, University of Maryland, 2002
Lifetime Achievement Award, TESOL Inc. and Thomson Learning Publishers, 2002, stating *Rebecca Oxford's research on learning strategies has changed the way the world teaches language*
Honorary Member, Golden Key Society, 1997 (along with the President of the University of Alabama)
Carl Shaner Award for Best Research on Psychological Type, 1997
Academic Excellence Award for Teaching and Research, Capstone College of Education, University of Alabama, 1994 and 1995. Finalist for same award, 1999
Dean's Nominee, University-wide Burnham Distinguished Faculty Award, University of Alabama, 1997
Member, Phi Beta Delta International Education Honor Society, 1995-present
American Conference on Distance Education Award for Best Research Article on Distance Education during 1992-1994
"Best in the Nation" K-12 TeleCon Award, Japanese Satellite Program, University of Alabama, 1993
Sustained Superior Performance Award, U.S. Army Research Institute, 1981-1984
Special Service Award, U.S. Army Research Institute, 1984
Member, Phi Delta Kappa Education Honor Society, 1972-present
Member, Phi Beta Kappa, 1967-present

Fellowships and Scholarships for Graduate and Undergraduate Study

Full Doctoral Fellowship, four years, Frank Porter Graham Center, University of North Carolina, funded by NIH
Graduate Teaching Assistantship in Statistics, two years, University of North Carolina
Full Master's Research Assistantship, one year, Boston University
Woodrow Wilson Foundation Honorary Fellowship for master's study, one year, Yale University
National Defense Education Act Fellowship for master's study, one year, Yale University
Full Undergraduate Scholarship, four years, Vanderbilt University
Delta Delta Delta Sorority, Undergraduate Merit Scholarship, one year, Vanderbilt University
Rotary Club Undergraduate Merit Scholarship, one year, Vanderbilt University

Professional Affiliations

International Studies Association
Inter-University Seminar on Armed Forces and Society
Comparative and International Education Society
American Educational Research Association
American Psychological Association
Association internationale de linguistique appliquée (AILA, International Association for Applied Linguistics)
American Association for Applied Linguistics
American Council on the Teaching of Foreign Languages
Teachers of English to Speakers of Other Languages
Asia Teachers of English as a Foreign Language
Japan College English Teachers' Association (Honorary Member)
Society for Pakistani English Language Teachers (Honorary Member)

Research Publications

Summary: I have written or edited multiple books, some of which were translated into Korean, Japanese, and Arabic editions. I am currently co-editing a major book series on *Transforming Education for the Future*. In the past, I co-edited a major international book series, the *Tapestry Program*, with a total of 69 volumes across two North American editions and across separate editions for Japan, China, and the Middle East.

I published more than 190 refereed articles and book chapters, mostly in top-tier venues.

Book Series

- Lin, J. & Oxford, R.L. (Series Editors). (2009-present). *Transforming education for the future*. Charlotte, NC: Information Age Publishing. 1 book published in this series to date, 3 more contracted for 2012-2013 publication.
- Oxford, R.L. (Series Editor). (2005). *Tapestry Program, Middle East Edition*. 12 volumes. Boston: Heinle / Thomson Learning.
- Oxford, R.L. (Series Editor). (2002-2003). *Tapestry Program, Japanese Edition*. 4 volumes. Boston and Tokyo: Thomson Learning and Shohakusha.
- Oxford, R.L. (Series Editor). (2002). *Tapestry Program, Chinese Edition*. 8 volumes. Boston and Beijing: Thomson Learning and Tsinghua University Press.
- Oxford, R.L. (Series Editor). (2000). *Tapestry Program, Second North American Edition*. 12 volumes. Boston: Heinle / Thomson Learning.
- Oxford, R.L. & Scarcella, R.C. (Series Editors). (1993-1996). *Tapestry Program, First North American Edition*. 33 volumes. Boston: Heinle / Thomson Learning.

Books

- Lin, J., Oxford, R., & Brantmeier, E. (In progress). *Re-envisioning higher education: Embodied paths to wisdom and social transformation*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (In press). *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.

Oxford, R.L. (Ed.) (In press). *Global cultures of peace: Transformative insights for educators*. Charlotte, NC: Information Age Publishing. Contents include:

Lin, J. & Oxford, R.L. (Eds.). (2012). *Transformative eco-education for human and planetary survival*. Charlotte, NC: Information Age Publishing. Contents include:

Oxford, R.L. (2011). *Teaching and researching language learning strategies*. Essex, UK: Pearson Longman.

Oxford, R.L. (Ed.) (1996). *Language learning strategies around the world: Cross-cultural perspectives*. Manoa: University of Hawaii.

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

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

Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle / Thomson Learning. Korean translation published by Thomson Learning (2003), Japanese translation published by Bonjinsha (1994), and Arabic translation published by Anglo-Egyptian Press (1994).

Scarcella, R.C. & Oxford, R.L. (1992). *The tapestry of language learning: The individual in the communicative classroom*. Boston: Heinle / Thomson Learning. Japanese translation published by Shohakusha (1997).

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

Contribution to Book Series: Oxford, R.L., assisted by Y. Zhou and K.R. Lee (2006-2007). Wrote all learning strategies for *¡Avancemos!*, secondary school Spanish language series, Level 1, Level 2, and Level 3. Boston: McDougal Littell.

Refereed Book Chapters

Oxford, R.L. (In press). Understanding language learner narratives. In J. Arnold & T. Murphey (Eds.). *Meaningful action: Earl Stevick's influence on language teaching*. Cambridge, UK: Cambridge University Press.

Oxford, R.L. (In press). Learner narratives. In M. Byram & A. Ho (Eds.), *Routledge encyclopedia of language learning and teaching*, 2nd ed. London: Routledge.

Oxford, R.L. (In press). Communication strategies. In M. Byram & A. Ho (Eds.), *Routledge encyclopedia of language learning and teaching*, 2nd ed. London: Routledge.

Oxford, R.L. (In press). Learning strategies. In P. Robinson (Ed.), *Routledge encyclopedia of second language acquisition*, 2nd ed. London: Routledge.

Oxford, R.L. (In press). Individual differences. In P. Robinson (Ed.), *Routledge encyclopedia of second language acquisition*, 2nd ed. London: Routledge.

Oxford, R.L. (In press). Using this book to discover cultures of peace. In R.L. Oxford (Ed.), *Global cultures of peace: Transformative insights for educators*. Charlotte, NC: Information Age Publishing.

Oxford, R.L. & Boggs, R.M. (In press). Better than a thousand hollow words: Speaking peace across contexts and cultures. In R.L. Oxford (Ed.), *Global cultures of peace: Transformative insights for educators*. Charlotte, NC: Information Age Publishing.

- Oxford, R.L., Boggs, R.M., Turner, J., Ma, R., & Lin, C-Y. (In press). Transformative peace education through multicultural children's literature. In R.L. Oxford (Ed.), *Global cultures of peace: Transformative insights for educators*. Charlotte, NC: Information Age Publishing.
- Marissa, D., Oxford, R.L., & Mackenzie, L. (In press). Islamic wisdom for peace. In R.L. Oxford (Ed.), *Global cultures of peace: Transformative insights for educators*. Charlotte, NC: Information Age Publishing.
- Blake, C., Rudolph, N., Oxford, R.L., & Boggs, R.M. (In press). Making peace with gangsta rap. In R.L. Oxford (Ed.), *Global cultures of peace: Transformative insights for educators*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (In press). Discovering the language of peace: Six principles. In R. Oxford, *The language of peace: Communicating to create harmony*. The language of peace: *Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (In press). The language of peace in action. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (In press). Conflict and how to deal with it. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (In press). Naming and transforming violence. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (In press). Transforming society: A critical discourse analysis of Dr. King's "I Have a Dream" speech. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (In press). Transforming war journalism and circus journalism for peace, honesty, and fairness. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (In press). Transformative peace poetry: The drum of reality. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. & Hancock, D. (In press). Changing minds: Moving from creating enemies to creating unity and understanding. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (In press). Communicative gold: Transforming communication between collectivist and individualist cultures. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. & Mackenzie, L. (In press). Changing discord into harmony across cultural "dialects" of body language. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (In press). Becoming artists of life: Using visual images as a language for learning multidimensional peace. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Parrish, T. & Oxford, R.L. (In press). The people's peace: Fresh ideas and images. In R. Oxford, *The language of peace: Communicating to create harmony*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. & Lin, J. (2011). Introduction: Transformative eco-education in a time of global ecological crisis. In R.L. Oxford & J. Lin (Eds.), *Transformative eco-education for human and planetary survival*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (2011). Eco-fashion: What concerned educators can and should teach. In R.L. Oxford & J. Lin (Eds.), *Transformative eco-education for human and planetary survival*. Charlotte, NC: Information Age Publishing.
- Fu, L., Oxford, R.L., & Lin, J. (2011). Helping students cope with disasters - Thoughts after the May 12 Wenchuan earthquake in China. In R.L. Oxford & J. Lin (Eds.), *Transformative eco-education for human and planetary survival*. Charlotte, NC: Information Age Publishing.

- Oxford, R.L. (2011). Learner autonomy in the crucible. In A. Barcelos (Ed.), *Linguística aplicada: Reflexões sobre ensino e aprendizagem de língua materna e língua estrangeira [Applied linguistics: Reflections on learning and teaching native language and foreign language]*. Campinas, Brazil: Pontes Publishers.
- Oxford, R.L. & Cohen, A.D. (2011). Recollective studies. In A.D. Cohen, *Strategies in learning and using a second language*. 2nd ed. Harlow, UK: Longman Applied Linguistics / Pearson Education.
- Oxford, R.L. & Lin, C-Y. (2011). Autonomous learners in digital realms: Exploring strategies for effective digital learning. In B. Morrison (Ed.), *Independent language learning: Where innovation meets application*. Hong Kong: Independent Learning Association / Hong Kong Polytechnic University Press.
- Oxford, R.L. & Jain, R. (2010). Students' evolving perspectives on World Englishes, non-native English speakers, and non-native English-speaking teachers based on a graduate course. In A. Mahboob (Ed.), *The NNEST lens: Non-native English speakers in TESOL* (pp. 239-262). Newcastle upon Tyne: Cambridge Scholars Press.
- Oxford, R.L. (2010). How Christianity addresses peace and what this means for education. In J. Lin (ed.), *Spirituality, religion, and education*. Charlotte, NC: Information Age Publishing.
- Oxford, R.L. (2008). White water: Sensory learning styles in the Digital Age. *EFL in a globalized world: Essays in honor of Dr. Lee Hyo Woong* (pp. 191-200). Pusan, Korea: Korea Maritime University.
- Oxford, R.L. (2008). How technology is transforming the way we learn foreign and second languages. In G. Cane (Ed.), *Strategies in language learning and teaching* (pp. 2-18). RELC Anthology Series. Singapore: Regional English Language Centre.
- Oxford, R.L. & Lee, K. (2008). The learner's landscape and journey: A summary. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 306-317). Cambridge, UK: Cambridge University Press.
- Oxford, R.L. (2008). Hero with a thousand faces: Learner autonomy, learning strategies, and learning tactics in independent language learning. In S. Hurd & T. Lewis (Eds.), *Language learning strategies in independent settings* (pp. 41-66). Clevedon, North Somerset, U.K.: Multilingual Matters.
- Oxford, R.L. (2008). Conditions for second language learning. In N. VanDeusen-Scholl & N. Hornberger (Eds.), *Encyclopedia of language and education*. New York: Springer.
- Oxford, R.L. & Lee, K.R. (2007). L2 [second language] grammar strategies: The second Cinderella and beyond. In A. Cohen & E. Macaro (Eds.), *Language learner strategies: Thirty years of research and practice*. Oxford, UK: Oxford University Press.
- Oxford, R.L., Meng, Y., Zhou, Y., Sung, J. & Jain, R. (2007). Uses of adversity: Moving beyond L2 [second language] learning crises. In A. Barfield & S. Brown (Eds.), *Reconstructing autonomy in language education: Inquiry and innovation* (pp. 131-142). London: Palgrave Macmillan.
- Oxford, R.L. & Schramm, K. (2007). Bridging the gap between psychological and sociocultural perspectives on L2 [second language] learner strategies. In A.D. Cohen & E. Macaro (Eds.), *Thirty years of research on language learner strategies* (pp. 47-68). Oxford, UK: Oxford University Press.
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Reviews of Books, Materials, and Measurement Instruments

- Oxford, R.L. (2003). Review of *Language policies in education: Critical issues*, edited by James W. Tollefson. Mahwah, NJ: Lawrence Erlbaum. *Modern Language Journal* 87 (2).
- 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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Non-Refereed Articles

- Oxford, R.L. (2001). Integrated skills in the ESL/EFL classroom. *ESL Magazine*, 6(1). Reprinted in *ERIC/CLL Digest*, EDO-FL-01-05, Sept. 2001.
- Oxford, R.L. (1998). Where are we going with K-12 foreign language education? *Newsletter of the National Clearinghouse on Language and Linguistics*, pp. 1-6. Featured article.
- Oxford, R.L. (1994). New findings on language learning strategies. *ERIC Minibib Series*.
- Oxford, R.L. (1993, Dec.). Language learning styles. *TESOL Manitoba Journal* 8(2), 2-4.
- Oxford, R.L. (1993, Feb.). Language learning styles. *Foreign Language Communicator: Mississippi Department of Education*, 18-20.
- Oxford, R.L. (1992, Fall). Heritage Projects: Cooperative culture learning in the foreign language classroom. *Newsletter of the Northeast Conference on the Teaching of Foreign Languages* 32, 13-16.
- Oxford, R.L. (1991). Language learning styles. *SCOLTalk*, 3, 2-3.
- Oxford, R.L. (1989). Second language learning styles and strategies. *ERIC/CLL Digest*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.
- Talbott, V. & Oxford, R.L. (1989). Task-based learning through the ESL video variety show. *Papers in Applied Linguistics* (2), 73-82.
- Rhodes, N. & Oxford, R.L. (1988). Foreign languages enjoying renaissance in schools during 1980s. *Education Forward* 5, 7.
- Rhodes, N. & Oxford, R.L. (1987). National survey profiles FLES (foreign language in the elementary school). *FLES News* (1), 3-7.
- Oxford, R.L., Harman, J. & Holland, V.M. (1987). The potential of hand-held, computerized, game-based training devices useful for second or foreign language learning. *TESOL CALL-IS Newsletter* 4, 12-4.
- 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.
- Oxford, R.L. (1985). Second language learning strategies: What the research has to say. *ERIC/CLL News Bulletin* 9 (1), 1, 3-5.

Published Measurement Instruments

- Oxford, R.L. (1995). *Style Analysis Survey (SAS)*. In J. Reid (Ed.), *Learning styles in the ESL/EFL classroom* (pp. 208-215). Boston: Heinle & Heinle / Thomson International.
- Note: The *SAS* is now used in at least 5 languages. Republications of the *SAS* include the following:
- Oxford, R.L. (1995). *Style Analysis Survey*. In R.L. Oxford, *Patterns of cultural identity: Instructor's manual* (pp. 69-77). Boston: Heinle & Heinle / Thomson.
- Oxford, R.L. (2003). *Określenie własnego stylu uczenia się i stylu pracy – kwestionariusz dla nauczycieli. (Style Analysis Survey)*. In M. Nowakowska (Ed.), *Program nauczania języka angielskiego dla gimnazjum – kurs podstawowy i kontynuacyjny* (pp. 52-56). Warsaw: Wydawnictwo Szkolne PWN.
- Oxford, R.L. (1990). *Strategy Inventory for Language Learning (SILL)*. Version 5.1. In R. L. Oxford, *Language learning strategies: What every teacher should know* (pp. 283-291). Boston: Heinle & Heinle / Thomson Learning.
- Oxford, R.L. (1990). *Strategy Inventory for Language Learning (SILL)*. Version 7.0. In R.L. Oxford, *Language learning strategies: What every teacher should know* (pp. 293-300). Boston: Heinle & Heinle / Thomson Learning.
- Note: The *SILL* is now used in more than 20 languages. Republications of the *SILL* include the following:
- 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.
- Oxford, R.L. (1994). *Strategy Inventory for Language Learning for learners of English as a second language*. In H. D. Brown (Ed.), *Teaching by principles* (pp. 203-208). Englewood Cliffs, NJ: Prentice Hall. [also included in subsequent editions of the Brown book]
- Oxford, R.L. & Rhodes, N. (1988). *Elementary and Secondary Foreign Language Program Surveys* in *Foreign Language Annals* 21(1), 51-69.
- Morrison, S. & Oxford, R.L. (1979). *Classroom Ecology Scale* in the *Journal of Classroom Interaction*, 15(1), 34-40.

International Media Interviews

- 2008, Mar.: "Globalization and business language." Interviewed among other language experts for an article in *Newsweek Japan*.
- 2006, Sept.: "Professor talks about English learning in Pakistan." Interview for *Dawn* (major national daily newspaper), Karachi, Pakistan.
- 2002: "Innovations in language teaching and learning." Radio interview, Voice of America, New York.
- 1994: "Current advances in language teaching methodology." Television interview by Regina Guimares, São Paulo, Brazil.
- 1993: "Innovative language teaching and learning in Egypt and the U.S." Radio interview, BBC, Egypt.
1992. "Why we need to learn multiple languages in the Global Age." Radio interview, Voice of America, Egypt.
- Various other newspaper interviews in cities where I have taught or presented.

Recent Technical Reports and Documents

- Gunther, K., Doyle, A., & Oxford, R. (2012, June 9). *Language Enabled Airman Program: Language Intensive Training Event (LITE) 2011 results*. Technical Report. Maxwell Air Force Base, Montgomery, AL: Air Force Culture and Language Center. (100+ pages)

- Oxford, R.L. (2011, June 9). *Ideas for Airmen in the LEAP eMentoring program. Online distance learning challenges, student learning strategies, and benefits*. Maxwell Air Force Base, Montgomery, AL: Air Force Culture and Language Center. (29 pages)
- Gunther, K., Doyle, A., Brittain, M., & Oxford, R. (2011, June 9). *Language Enabled Airman Program: Language Intensive Training Event (LITE) 2010 results*. Technical Report. Maxwell Air Force Base, Montgomery, AL: Air Force Culture and Language Center. (100+ pages)
- Oxford, R.L. (2011, Apr. 15). *Research support for online learning*. Maxwell Air Force Base, Montgomery, AL: Air Force Culture and Language Center. (10 pages)
- Oxford, R.L. (2010, Dec. 16, 2010). *Definitions and program types used to date in summer LEAP Language Intensive Training Experiences*. Maxwell Air Force Base, Montgomery, AL: Air Force Culture and Language Center. (7 pages)
- Oxford, R.L. (2010, Dec. 22). *Summary of thematic analysis of open-ended questions from the 2010 Post-LITE questionnaire, with potential red flags and recommendations*. Maxwell Air Force Base, Montgomery, AL: Air Force Culture and Language Center. (15 pages)
- Oxford, R.L. (2010, Nov. 24). *Toward a coherent, successful curriculum for the Language Enabled Airman Program (LEAP): Concrete aids for teachers and program managers*. Maxwell Air Force Base, Montgomery, AL: Air Force Culture and Language Center. (127 pages)
- Oxford, R.L. (2010, Nov. 11). *Evaluation of adult language acquisition and sustainment possibilities for the U.S. Air Force*. Maxwell Air Force Base, Montgomery, AL: Air Force Culture and Language Center. (32 pages)

Selected Research Presentations

Summary: I have made approximately 430 research presentations in about 40 countries.

International and National Keynote/Plenary Presentations (Including Only Those Since 2008)

- Oxford, R.L. (2012, Aug.). *Instructional guidelines for strategic success in learning English*. Forthcoming keynote presentation, National Autonomous University of Mexico, Mexico City.
- Oxford, R.L. (2012, May). *Optimizing language learning strategies*. Plenary, English Teaching-Learning Symposium, Xi'an Jiaotong University, Xi'an, China.
- Oxford, R.L. (2012, May). *How to help your students become more strategic learners*. Plenary, Language Training Conference, Xi'an University of Science and Technology (Xidian University), Xi'an, China.
- Oxford, R.L. (2012, Apr.). *Ten strategic ways to help your students gain power in learning and communicating in English*. Plenary, 12th Annual ELT Conference, Sultan Qaboos University, Muscat, Sultanate of Oman.
- Oxford, R. L. (2011, Sept.). *Optimizing language learning strategies: Ten guidelines to help teachers help their students become more strategic and effective*. Keynote presentation, National Conference of the Federación Argentina de Asociaciones de Profesores de Inglés (FAAPI, Argentine Federation of Teachers of English) and Asociación de Profesores de Inglés de Tucumán (APIT, Association of English Teachers of Tucumán), Tucumán, Argentina.
- Oxford, R.L. (2011, Sept.). *Learning strategies: Helping students learn to listen and speak more effectively*. Keynote presentation, National Conference of the Federación Argentina de Asociaciones de Profesores de Inglés (FAAPI, Argentine Federation of Teachers of English) and Asociación de Profesores de Inglés de Tucumán (APIT, Association of English Teachers of Tucumán), Tucumán, Argentina.
- Oxford, R.L. (2011, Sept.). *Teaching language learning strategies for greater effectiveness in foreign language learning*. Keynote presented at the Learning Strategies Conference, National University of Río Cuarto, Río Cuarto, Argentina.

- Oxford, R.L. (2011, Sept.). *Powerful pathways for listening and speaking strategies*. Keynote presented at the Learning Strategies Conference, National University of Río Cuarto, Río Cuarto, Argentina.
- Oxford, R.L. (2011, Mar.). *A transformative learning strategy system: Passport to proficiency, self-efficacy, and autonomy*. Plenary presentation for advanced graduate students, English Language Teaching Conference, Yeditepe University, Istanbul, Turkey.
- Oxford, R.L. (2011, Mar.). *Vocabulary learning strategies*. Plenary presentation for undergraduate students, English Language Teaching Conference, Yeditepe University, Istanbul, Turkey.
- Oxford, R.L. (2011, Mar.). *Helping your students become better learners: Assessing and teaching language learning strategies*. Plenary presentation for teachers, English Language Teaching Conference, Yeditepe University, Istanbul, Turkey.
- Oxford, R.L. (2010, Jan.). *Strategic "border-crossing in learning a new language and culture: geographic change, cognitive transformation, culture shock, and affective growth*. Keynote address, Annual Språk i Examinsarbeten (SPREX) Conference, Faculty of Education, University of Göteborg, Sweden.
- Oxford, R.L. (2009, Oct.) *Crossing borders in learning new cultures and languages*. Keynote address, 23rd Biennial Congress, Deutsche Gesellschaft für Fremdsprachenforschung (German Association for Foreign Language Research) and the 600th Anniversary of the Founding of Leipzig University, Leipzig, Germany.
- Oxford, R.L. (2009, Feb.). *English in a changing perspective: Why EFL [English as a foreign language] students need learning strategies*. Keynote address, Annual Conference of the Nepal English Language Teachers Association (NELTA), Kathmandu, Nepal.
- Oxford, R.L. (2009, Feb.). *Why peace education in EFL [English as a foreign language] is necessary for a global society*. Keynote address, Annual Conference of the Nepal English Language Teachers Association (NELTA), Kathmandu, Nepal.
- Oxford, R.L. (2008, Apr.). *Innovation and tradition in ELT [English language teaching] in the new millennium*. Keynote address, Asian EFL Journal Conference, Busan, Korea.
- Oxford, R.L. (2008, Mar.). *Transformations: New ways of adult learning in the Digital Age*. Keynote address, DigitalStream National Conference on Emerging Technologies in Teaching Language and Culture. Monterey, CA: California State University at Monterey Bay.

International Refereed and Invited Presentations (Including Only Those Since 2008)

- Oxford, R.L. (2012, Aug.). *Helping students to learn and speak effectively*. Paper to be presented at the National Autonomous University of Mexico, Mexico City.
- Oxford, R.L. (2012, Aug.). *Learning styles – improving classroom dynamics and instruction*. Paper to be presented at the National Autonomous University of Mexico, Mexico City.
- Oxford, R.L. (2012, May). *Becoming a better language learner and user*. Paper presented at the English Teaching-Learning Symposium, Xi'an Jiaotong University, Xi'an, China.
- Oxford, R.L. (2012, May). *Becoming a better language learner and user*. Paper presented at the Language Training Conference, Xi'an University of Science and Technology (Xidian University), Xi'an, China.
- Oxford, R.L. (2012, May). *Language learning strategies: Passport to proficiency, self-efficacy, self-regulation, and autonomy –New milestones in theoretical understanding*. Paper presented at the English Teaching-Learning Symposium, Xi'an Jiaotong University, Xi'an, China.
- Oxford, R.L. (2012, Apr.). *Strategically improving English listening and speaking*. Paper presented at the 12th Annual ELT Conference, Sultan Qaboos University, Muscat, Sultanate of Oman.
- Oxford, R.L. (2012, Apr.). *Creating understanding in times of conflict: Activities for transformative education and communication*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, B.C.
- Oxford, R.L. (2012, Apr.). *Conceptualizing peace within a framework of ethics, culture, and conflict*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, B.C.

- Oxford, R.L. (2012, Mar.). *Innovative trends in language learning strategy instruction and research*. Paper presented at the annual convention of Teachers of English to Speakers of Other Languages, Philadelphia.
- Oxford, R.L. (2011, May). *Transformative education for society and the environment*. Paper presented at the Annual Conference of the Comparative and International Education Society, Montréal, Canada.
- Lin, C-Y. & Oxford, R.L. (2009, June). *Autonomous learners in digital realms: Exploring digital language learning strategies*. Paper presented at the Annual International Learning Association Conference, Hong Kong, SAR, China.
- Oxford, R.L. (2009, Mar.). *Teaching and living peace: Attempts by an international scholar-activist*. Paper presented at the Annual Conference of the Comparative and International Education Society, Charleston, SC.
- Oxford, R.L. (2009, Feb.). *Exciting listening and speaking activities to motivate students*. Seminar presented at the Annual Conference of the Nepal English Language Teachers Association (NELTA), Kathmandu, Nepal.
- Oxford, R.L. (2009, Feb.). *Peace and conflict resolution as content for EFL classes*. Seminar presented at the Annual Conference of the Nepal English Language Teachers Association (NELTA), Pokhara, Nepal.
- Oxford, R.L. (2009, Feb.). *Learning strategies for greater proficiency*. Seminar presented at the Annual Conference of the Nepal English Language Teachers Association (NELTA), Pokhara, Nepal.
- Oxford, R.L. (2009, Feb.). *Teaching peace and conflict resolution in ESL/EFL education and teacher education*. Seminar presented at the Annual Peace Conference of International Teachers of English to Speakers of Other Languages, George Mason University, VA.
- Oxford, R.L. (2008, Aug.). *Digital Age influences on L2 [second language] learning strategies*. Paper presented at the 15th Triennial World Congress of the *Association internationale de linguistique appliquée* (AILA, or the International Association for Applied Linguistics), Essen, Germany.
- Oxford, R.L. (2008, Aug.). *Symposium synthesis: Innovative research on learning strategies*. Paper presented at the 15th Triennial World Congress of the *Association internationale de linguistique appliquée* (AILA, or the International Association for Applied Linguistics), Essen, Germany.
- Oxford, R.L. (2008, July). *Whither English? Teaching the ESL learner*. Digital videoconference (DVC) presented for Indian teachers and co-sponsored by the U.S. Consulate's American Center in Kolkata, India and the U.S. Department of State, Washington, D.C.
- Oxford, R.L. (2008, June). *Improving English learning through learning strategies*. Paper presented at Xi'an Jiaotong University, Xi'an, China.
- Oxford, R.L. (2008, June). *How Confucius Institutes contribute to "dialogues of civilization."* Paper presented at Peking University, Beijing, China.
- Oxford, R.L. (2008, June). *Innovations in learning strategies and in practical strategy assessment and assistance*. Seminar presented at Xi'an Jiaotong University, Xi'an, China.
- Oxford, R.L. (2008, June). *World toolbox: Innovations in strategy assistance*. Seminar presented at Xi'an Jiaotong University, Xi'an, China.
- Oxford, R.L. (2008, June). *Enhancing language proficiency with learning strategies*. Seminar presented at Xidian University, Xi'an, China.
- Oxford, R.L. (2008, June). *How technology is transforming learning and teaching*. Seminar presented at Xidian University, Xi'an, China.
- Oxford, R.L. (2008, May). *Learning styles, learning strategies, and educational values*. Seminar presented at Southeast University, Nanjing, China.

National Refereed Presentations (Including Only Those Since 2008)

- Oxford, R.L. (2012, Apr.). *Creating understanding in times of conflict: Activities for transformative education and communication*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, B.C.

- Oxford, R.L. (2012, Apr.). *Conceptualizing peace within a framework of ethics, culture, and conflict*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, B.C.
- Oxford, R.L. (2012, Mar.). *Innovative trends in language learning strategy instruction and research*. Paper presented at the annual convention of Teachers of English to Speakers of Other Languages, Philadelphia.
- Oxford, R.L. (2012, Jan.). *Cultural assessment in the Air Force: Critical to mission readiness*. Paper presented at the annual symposium of the Air Education and Training Command, San Antonio, TX.
- Oxford, R.L. (2011, May). *Transformative education for society and the environment*. Paper presented at the Annual Conference of the Comparative and International Education Society, Montréal, Canada.
- Oxford, R.L. (2011, Apr.). *Decision time: Meeting the language needs of Airmen*. Paper presented at the Annual Foreign Area Officers' Conference, Naval Postgraduate School, Monterey, CA.
- Oxford, R.L. (2011, Mar.). *Emotions and "hot cognition" in second and foreign language learning*. Paper presented at the Annual Meeting of the American Association of Applied Linguistics, Chicago, IL.
- Oxford, R.L. & Hickman, Z. (2011, Jan.). *Preparing tomorrow's Airmen today for tomorrow's Air Force language needs: Evaluating potential technologies for learning and sustainment*. Paper presented at the Annual Symposium of the Air Force Education and Training Command, San Antonio, TX.
- Oxford, R.L. (2010, Oct.) *Changing the damaging binary metaphors of the dar al-islam and the dar al-harb*. Paper presented at the Cross-Cultural Conflict Management Symposium, Johns Hopkins University School of Advanced International Studies, Washington, DC.
- Oxford, R.L. (2010, Feb.). *Approaching narrative analysis from a cross-cultural perspective*. Paper presented at the Annual Meeting of the Society for Cross-Cultural Research, Albuquerque, NM.
- Oxford, R.L. & Mackenzie, L. (2010, Jan). *Cultural beliefs about jihad and the meaning of victory: What airmen need to know for cross-cultural communication and interaction*. Paper presented at the Annual Symposium of the Air Force Education and Training Command, San Antonio, TX.
- Oxford, R.L. (2008, Dec.). *Metacognition as the gateway to distinguished language learning*. Paper presented at the Annual Conference of the National Coalition of Distinguished Language Centers, Linthicum, MD.
- Oxford, R.L. (2008, Apr.). *Four-part harmony: Four categories of learning strategies to increase self-direction and success in learning Chinese language and culture*. Paper presented at the National Chinese Language Conference, Washington, DC.
- Oxford, R.L. (2008, Mar.) *Critique of war metaphors as a stimulus for teaching the language of peace*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Oxford, R.L., Wei, M., & Zhou, Y. (2008, Mar.). *Factors in the achievement of a Chinese immigrant child in U.S. mainstream classrooms*. Paper presented at the Annual Conference of the Chinese American Educational Research and Development Association, New York, NY.
- Lin, J. & Oxford, R.L. (2008, Mar.). *East meets West through the roles of the Confucius Institutes: Case study of the University of Maryland*. Symposium at the Annual Conference of the Chinese American Educational Research and Development Association, New York, NY.

Presentations for U.S. Universities and Other Institutions (Including Only Those Since 2008)

- Oxford, R.L. (2011, Nov.). *Crossing cultural and linguistic borders: Crisis, resilience, "hot cognition," and transformation*. Keynote presentation at the Symposium on Cross-Cultural Perspectives: Teaching and Learning in a Global Society, University of Alabama, Tuscaloosa, AL.
- Oxford, R.L. & Miltersen, R. (2011, July). *Proficiency and beyond: Learning to communicate in a culturally complex environment*. Seminar presented at the Faculty Development Symposium, Defense Language Institute Foreign Language Center, Monterey, CA.
- Oxford, R.L. (2011, June). *Why online learning is valuable and how students can make it even more effective*. Graduation address for the Online Master's Program, Air Command and Staff College, Air University, Maxwell AFB, AL.
- Oxford, R.L. (2010, Oct.). *New perspectives on language learning strategies*. Paper presented at the College of Education, University of Maryland, College Park, MD.

- Oxford, R.L. (2009, Apr.). *Conflict styles, learning styles, and learning strategies*. Paper presented at the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN.
- Oxford, R.L. (2009, Jan.) *Publishing, presenting, and self-professionalizing: Gateways for doctoral students*. Paper presented at the College of Education, University of Maryland, College Park, MD.
- Oxford, R.L. (2009, Jan.). *Learning styles and strategies in cultural contexts*. Paper presented at the School of Languages, Literatures, and Cultures, College of Arts and Humanities, University of Maryland, College Park, MD.
- Oxford, R.L. & Jain, R. (2008, Oct.). *Varieties of World English*. Paper presented at the National Museum of Language, College Park, MD.

Board Memberships and Reviewing

Memberships on Editorial Boards or Advisory Boards of Internationally Refereed Research Journals

Internationally Refereed Journals:

- Language Teaching*, 2006-present (Cambridge University Press, U.K., international readership)
- System: An International Journal of Educational Technology and Applied Linguistics*, 1993-present (Elsevier Science, U.K., international readership)
- International Review of Applied Linguistics and Language Teaching*, 2003-present (de Gruyter, the Netherlands; international readership)
- Modern Language Journal*, 1991-2003 (U.S./U.K.; international readership)
- TESOL Quarterly*, 1992-1995 (U.S.; international readership)

Regional and National Journals:

- English Teaching and Learning Journal*, 2005-present (Taiwan)
- Japanese College English Teachers Bulletin*, 2004-present (Japan)
- Asian EFL Journal*, 2004-2008 (Korea)
- Linguistics Journal*, 2005-present (Iran)
- Reading Matrix Journal*, 2003-2008 (U.S.)
- Reflections on English Language Teaching* (Taiwan)

Membership on Editorial Advisory Boards of Book Series and Multimedia Projects

- Multicultural Annual Editions*, Dushkin Publishers, Guilford, CT, 1993-2004
- Japanese by Television*, Georgia Public Television, 1995-1998 (television and print)
- Russian Face to Face*, Center for Russian Language and Culture / American Council of Teachers of Russian (now ACTR/ACCELS), Washington, DC, 1995-1998 (multimedia and print)
- Contemporary Perspectives in Early Childhood Education*, Information Age Publishing, 2000 (consulting editor)

Manuscript Reviewer for Book Publishers

- Cambridge University Press, U.K., 2001-present
- Erlbaum, U.S., 2003-present
- Heinle / Thomson Learning, 2001-present
- Yale University Press, U.S., 2002
- John Benjamins Publishers, the Netherlands, 2002-present
- Kluwer Publishers, the Netherlands, 1998-present
- Prentice Hall, U.S., 1995

D.C. Heath, U.S., 1994

Sage Publications, U.S., 1995.

Manuscript Reviewer for Refereed Journals, Representative Listing

American Educational Research Journal, American Journal of Distance Education, Applied Linguistics, Canadian Modern Language Review, Contemporary Educational Psychology, Educational Psychology, Foreign Language Annals, Journal of the Canadian Association for Applied Linguistics, Journal of Multilingual and Multicultural Development, Language and Education, Language Learning, Language Learning and Technology, Language Teaching, 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. Also: Language expert, *Kids Discover* magazine, 1999.

Additional Academic and Research Reviewing

Served multiple times as reviewer of academic research proposals for research councils in other countries, e.g., the National Research Council of Canada and the National Educational Research Council of South Africa, 1995-present. Served as external examiner for dissertations in Australia, Canada, Egypt, Malaysia, and New Zealand, 1998-present.

Successful Competitive Funding Efforts

Summary: Played a major role in writing proposals that gained more than \$3.5 million while involved in many other duties. Funders included, among others, the U.S. Department of Education, the U.S. Department of State, the Macedonian Ministry of Education / Soros Foundation, the Japan Foundation, the National Endowment for the Humanities, the Army Research Institute, Arthur Andersen & Co., and Hanban (Chinese Language Council).

Total: \$3,562,600

Key: ## indicates that I was the sole or main author of the proposal

means I was a contributing author, writing key sections of the proposal

- “The University of Maryland Center for Chinese Language Teacher Certification and Development.” College of Education, University of Maryland. Funded by Hanban, the Office of the Chinese Language Council International, 2009. \$440,000. ##
- “Research on Latino Dropout and Pushout.” Internal funding proposal. Maryland Institute for Minority and Urban Education, University of Maryland, 2007. \$27,000. ##
- “Second Cohort: Prince George’s County TESOL Partnership.” College of Education, University of Maryland. Funded by Prince George’s County Schools, 2004-2007. \$250,000. ##
- “First and Second Cohorts: Montgomery County TESOL Partnership.” College of Education, University of Maryland. Funded by Montgomery County Public Schools, 2002-2007. \$350,000.
- “ESOL TEAM Project: Teaching English Across Maryland.” College of Education, University of Maryland. Funded by the U.S. Office of English Language Acquisition, U.S. Department of Education, 2001-2004. \$618,300. ##
- “First Cohort: Prince George’s County TESOL Partnership.” College of Education, University of Maryland. Funded by Prince George’s County Public Schools, 2001-2003. \$57,600. ##

- “Training of All Teachers Project.” College of Education, University of Maryland. Funded by U.S. Department of Education through the Maryland State Department of Education, 2001-2004. \$147,600.##
- “Outstanding Scholar Fellowship Program of the Graduate School.” Internal funding proposals. Graduate School, University of Maryland, 2000-2003. \$276,400. ##
- “International Education Program Support.” College of Education, University of Alabama. Funded by the U.S. Department of State, 1996. \$27,000. ##
- “Macedonia-U.S. English Teacher Professional Development Exchange Program.” College of Education, University of Alabama. Funded by U.S. Information Agency, Soros Foundation, and Macedonian Ministry of Education, 1994. \$100,000. ##
- “Developing a World-Class Japanese Language and Culture Program for Satellite Delivery.” Japanese Satellite Program, College of Communications, University of Maryland. Funded by Japan Foundation, 1994. \$110,000. #
- “Initiating a Spanish Language and Culture Program in Costa Rica.” Romance Languages Department, University of Alabama. Funded by the National Endowment for the Humanities, 1993. \$35,000. #
- “Development and Testing of the Learner Module for Spanish and German Intelligent Computer-Assisted Tutors.” University of Maryland and Microanalysis and Design. Funded by the Army Research Institute for the Behavioral and Social Sciences, 1992. \$70,000. # (Note: This research was part of a larger \$500,000 grant.)
- “McArthur School-University Partnership Grant.” College of Education, University of Alabama. Funded by McArthur Foundation, 1991. \$500. ##
- “Learning Style Research.” Internal research proposal. Funded by University of Alabama, 1991. \$3,200. ##
- “Project IDEALS.” College of Arts & Sciences, University of Alabama. Funded by FIPSE, 1989. \$250,000. #
- “Peace Corps Language and Culture Assessment.” Center for Applied Linguistics. Funded by Peace Corps, 1985. \$100,000. #
- “Demographic Projections of Non-English-Speaking Hispanic Soldiers in the U.S. Army to 2020.” Internal research proposal. Funded by the U.S. Army Research Institute for the Behavioral and Social Sciences, 1982. \$15,000. ##
- “Projections of Non-English Language Background and Limited English Proficient Persons in the United States to the Year 2000.” InterAmerica Research Associates, Rosslyn, VA. Funded by National Center for Education Statistics, 1981. \$200,000. #
- “Minority and Gender Issues in the National Institute of Education.” InterAmerica Research Associates, Rosslyn, VA. Funded by National Institute of Education, 1981. \$75,000. #
- “Title I Evaluation Models.” InterAmerica Research Associates, Rosslyn, VA. Funded by U.S. Office of Education, 1980. \$150,000. ##
- “Minority Training and Advancement.” InterAmerica Research Associates, Rosslyn, VA. Funded by Arthur Andersen & Co., 1980. \$25,000. #
- “Community Training Designs.” InterAmerica Research Associates, Rosslyn, VA. Funded by U.S. Bureau of Community Health Services, 1979-1980. \$55,000. #
- “Research for Farmers’ Home Administration.” InterAmerica Research Associates, Rosslyn, VA. Funded by Farmers’ Home Administration, 1979-1980. \$100,000. #
- “Improving Training Program Designs.” InterAmerica Research Associates, Rosslyn, VA. Funded by Office of Community Development, 1979. \$80,000. ##

Direction of 36 Successful Doctoral Dissertations

Rui Ma, Ph.D., University of Maryland, 2011. Honors.
Mi-Sun Lim, Ph.D., University of Maryland, 2010. Honors.
Donna Bain Butler, Ph.D., University of Maryland, 2010. Honors.
Irina Walstein, Ph.D., University of Maryland, 2010. (Co-Directed.)
Chengbin Yin, Ph.D., University of Maryland, 2008. Honors.
Kyoung Rang Lee, Ph.D., University of Maryland, 2007. Honors.
Yesim Yilmazel-Sahin, Ph.D., University of Maryland, 2007. Honors.
Sei-Hwa Jung, Ph.D., University of Maryland, 2006. Honors.
Rae Lan, Ph.D., University of Maryland, 2005.
Youfu Wei, Ph.D., University of Maryland, 2005. Honors.
Cynthia Gerstl, Ph.D., University of Maryland, 2002.
Susan Spezzini, Ph.D., University of Alabama, 2002. Received Outstanding Dissertation Award.
Nadia El Khamisy, Ph.D., University of Mansoura, Mansoura, Egypt, 2001. Channel Scholar. Co-Directed.
Alicia Tinley, Ph.D., University of Alabama, 2001.
Ana Barcelos, Ph.D., University of Alabama, 2000. Received Outstanding Dissertation Award.
Estelle Clavelli, Ph.D., University of Alabama, 1999.
Gary Greene, Ph.D., University of Alabama, 1999.
Richard Edlin, Ph.D., University of Alabama, 1998.
Jane Losada, Ed.D., University of Alabama, 1998.
Gordon Boggs, Ph.D., University of Alabama, 1997.
Louel Gibbons, Ph.D., University of Alabama, 1997.
Shirin Posner, Ed.D., University of Alabama, 1997.
Lorene Pagcaliwagan, Ph.D., University of Alabama, 1997.
Patricia Read, Ph.D., University of Alabama, 1997.
Amany Saleh, Ph.D., University of Alabama, 1997. Received Outstanding Dissertation Award.
Carole Smith, Ph.D., University of Alabama, 1997.
Elaine Hill, Ph.D., University of Alabama, 1996.
Miho Yoroze, Ph.D., University of Alabama, 1996.
El Sayed Dadour, Ph.D., Mansoura University, Mansoura, Egypt, 1995. Channel Scholar. Co-Directed.
Yasushi Kawai, Ph.D., University of Alabama, 1995.
Victoria Spruiell, Ph.D., University of Alabama, 1995.
Ilka Stoffer, Ph.D., University of Alabama, 1995.
Sonia Bascur, Ph.D., University of Alabama, 1994.
Thomas Brian Henry, Ed.D., University of Alabama, 1994.
Mary Evelyn Hollaway, Ph.D., University of Alabama, 1994.
Young Ye Park-Oh, Ph.D., University of Alabama, 1994. Received Outstanding Dissertation Award.

Membership on 29 Other Doctoral Dissertation Committees

Supreet Anand, Ph.D., University of Maryland (in progress.)
Chien-Yu Lin, Ph.D., University of Maryland, 2011.
Jane Millar Wood, University of Maryland, 2008.
Min-Tun Chuang, Ph.D., University of Maryland, 2007.
Seunghyun Baek, Ph.D., University of Maryland, 2007.
Shi-Hui Yen, Ph.D., University of Maryland, 2006.
Suhanthie Motha, Ph.D., University of Maryland, 2004.

Laura Baecher, Ed.D., Teachers College, Columbia University, 2002.
F.R. Delgado, Ed.D., Teachers College, Columbia University, 2002.
P. Wilhelm, Ph.D., University of Alabama, 1999.
Elton Bouldin, Ed.D., University of Alabama, 1998.
S. Holman, Ph.D., University of Alabama, 1998.
James Lacefield, Ph.D., University of Alabama, 1998.
Claire Parker, Ed.D., University of Alabama, 1998.
Barbara Berman, Ph.D., University of Alabama, 1997.
Paul Schroeder, Ed.D., University of Alabama, 1997.
David Heflich, Ph.D., University of Alabama, 1997.
John David Bradford, Ed.D., University of Alabama, 1996.
John Vance, Ph.D., University of Alabama, 1996.
Rhoda Cassell, Ed.D., University of Alabama, 1995.
Jacqueline Nuby, Ph.D., University of Alabama, 1995.
Daniel Ezell, Ph.D., University of Alabama, 1995.
E. Langston Haygood, Ph.D., University of Alabama, 1995.
Sherlyn Ezell-Powell, Ph.D., University of Alabama, 1995.
Zhicheng Zhang, Ph.D., University of Alabama, 1995.
Sharon Thompson, Ph.D., University of Alabama, 1994.
Carol Ann Baily, Ph.D., Vanderbilt University, 1993.
Keith Gorham, Ed.D., University of Alabama, 1993.
Julia Austin, University of Alabama, 1992.

Guidance of Refereed Research Publications by Students

Directly guided my graduate students in publishing their research in refereed, first-tier journals or as chapters in books published by excellent publishers. The list includes:

Suzuna Abo
Ana Barcelos
Carol Ann Baily
Yunkyong Cho
David Bedell
Amany Saleh
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
Yesim Yilmazel-Sahin

Michael Wei
Yalun Zhou
Rashi Jain
Jieun Sung
Yaru (MaryAnn) Meng
Kyoung Rang Lee
Sei-Hwa Jung
Supreet Anand
Chien-Yu Lin

(and others)

Languages

Reading competence in German, French, Russian, and some Spanish and Portuguese. Varying degrees of communication ability in several languages.