Rebecca Oxford's 50 Years of Contributions to Language Education and Related Fields: A Systematic Review

Ali Panahi¹, Hassan Mohebbi²*, Rebecca L. Oxford³

¹Iranian Foreign Languages Institute, Ardebil, Iran
²European Knowledge Development Institute, Turkey
³Professor Emerita and Distinguished Scholar-Teacher, University of Maryland, U.S.A.

Abstract

This article systematically reviews the quantity and quality of Rebecca L. Oxford's publications over five decades of research and publication in language education and related fields. The first section portrays Oxford's contributions in four thematic areas: language learning strategies, language teaching, psychology, and peace. For each theme, many of Oxford's publications and ideas are presented. The second section is an overview of her career achievements, such as books published, courses taught, and academic honors. The third and the fourth sections present the systematic review. Specifically, the third section explains in detail the methodology used by Panahi and Mohebbi for their systematic review of Oxford's work, while the fourth section presents results of the systematic review across 338 of her works (journal articles, book chapters, and books). Oxford's personal response is the last section.

Keywords: *Rebecca L. Oxford, Systematic Review, Language Learning Strategies, Language Teaching, Psychology, Peace, Peacebuilding*

¹Introduction

Rebecca L. Oxford's achievements in research and publication over her 50-year career can be categorized according to four key themes: *language learning strategies, language teaching, psychology,* and *peace*. In each of these areas, Oxford has influenced the field of foreign and second language education and related fields. The quality and quantity of her work have attracted the attention of other scholars, who have expanded upon her work with their own

---

research and publications, thus creating an exponential effect. The goal of this article is to summarize her career-long impact qualitatively and quantitatively.

Section 1 narratively presents Oxford's specific contributions to each of the four thematic areas in her own words and is therefore not strictly part of the systematic review, which starts later. Sections 2, 3, and 4 are by Mohebbi and Panahi, while Section 5 is by Oxford. Section 2 offers an overview of Oxford's achievements by means of a numerical table and an interpretation. Next comes the systematic review, a richly detailed, innovative feature that has been used in prior *Language Teaching Research Quarterly* special issues. The systematic review consists of Sections 3 and 4. Section 3 explains the methodology of the systematic review of Oxford's works. The findings of the systematic review are presented in Section 4, beginning with examples from an encyclopedic list of technical terms and concepts found in 338 (out of 423) of Oxford's works and followed by tables that focus quantitatively and qualitatively on an analysis of selected journal articles, book chapters, and books. For each reviewed journal article, the review presents main tenets, major implications, technical terms/concepts, subdisciplines, and domains. Similar information, but without technical terms/concepts, is presented for book chapters and books. According to Panahi and Mohebbi, the evidence in this article suggests that Oxford has created her own strong lines of research and publication and has contributed fundamentally to the significance, effectiveness, teachability and classification of ideas and practice in the areas of all four themes. A personal response from Oxford, including a poem, is included in Section 5.

Please note that not every publication mentioned in Section 1, Oxford's narrative explication of her works in relation to the four themes, is included in the systematic review (Sections 3 and 4). By the same token, not every journal article, book chapter, or book listed or discussed in the systematic review is cited in Section 1. A key reason for the difference is that the systematic review used particular inclusion and exclusion rules that did not apply to Oxford's own description of her own work. Moreover, this article does not consider all of her academic publications, some of which fall outside of the four themes or do not fulfill the intent of the systematic review. In addition, her published poetry is not considered part of this article. Nevertheless, this article provides an interesting and valuable view of Oxford's work from multiple perspectives.

Section 1. Thematic Summary of Oxford's Publications

The themes that arose in Oxford's publications are *language learning strategies, language teaching, psychology, and peace.* Panahi and Mohebbi distilled these four themes from their inspection of Oxford's work. Section 1 was written mostly by Oxford because, of the three co-authors, she is closest to the four themes, which have been her lifeblood for five decades and which reflect her deepest values. Each theme is described, along with examples of relevant publications.

Theme A: Language Learning Strategies

Language learning strategies, formally defined as steps taken by students to enhance their own language learning and self-regulation, became Oxford's main area of research for decades. She praised her predecessors for their influence on her own strategy research. Early pioneers were Rubin (1975) and Naiman et al. (1978), who wrote about "the good language

learner." O'Malley and Chamot (1989, reviewed by Oxford, 1992a) and their team (O'Malley, Chamot, Stewner-Manzanares, Kupper & Russo 1985) developed a powerful framework for learning strategies based on cognitive information-processing theory.

Key works on language learning strategies

Of Oxford's books on language learning strategies, *Language Learning Strategies: What Every Teacher Should Know* (Oxford, 1990c) is the most directly oriented toward language teachers. It contains chapters explaining the nature and goals of learning strategies and providing reasons why teachers should help their students become more strategic in their language learning. The volume offers several techniques for assessing learners' strategies, such as learner diaries, interviews and a questionnaire known as the "Strategy Inventory for Language Learning" (SILL).

Before she published the SILL in her book, she developed and field-tested it in 1985-1986, resulting in a detailed technical report (Oxford (1986a). Eventually, the SILL was translated into Arabic, Chinese, French, German, Japanese, Korean, Russian, Spanish, Thai and Ukrainian (Oxford & Ehrman, 1995), as well as other languages. Its statistical shortcomings have been clearly pointed out, but scholars have been even more concerned about the atheoretical strategy typology on which the SILL was based (see Oxford, 2011c for criticisms). Despite the SILL's obvious flaws, it remains the most widely used assessment tool for language learning strategies, probably because questionnaires are viewed as simple to administer, if not to interpret. Long after the SILL came into being, much progress was made in conceptualization and measurement of language learning strategies due to the application of sociocultural perspectives on strategic self-regulation (see, e.g., Rose et al., 2018; Thomas et al., 2022).

Oxford wrote two more books on strategies: *Teaching and Researching Language Learning Strategies* (Oxford, 2011c) and *Teaching and Researching Language Learning Strategies: Self-Regulation in Context* (Oxford, 2017c). These were followed by an edited book: *Language Learning Strategies and Individual Learner Characteristics: Situating Strategy Use in Diverse Contexts* (Oxford & Amerstorfer, 2018).

A special issue of *System* explored the state of the art of language learning strategies in the twenty-first century (Oxford & Griffiths, 2014), with an informative, panoramic introductory article by Griffiths and Oxford (2014). Among the many interesting articles in that special issue was one concerning strategy experts' ways of describing learning strategies through creative metaphors and similes (Oxford, Griffiths et al., 2014). Oxford and Pawlak (2018) edited a special issue of *Studies in Second Language Learning and Teaching* on the topic of international perspectives and possibilities concerning language learning strategies.

Strategies, self-regulation, and autonomy

Oxford (1999, 2011c, 2017c) discussed practical and theoretical ways in which learning strategies reflect self-regulation. Self-regulation involves a sense of personal agency and refers to self-generated thoughts, feelings and actions that learners use to meet their goals (Zimmerman, 2000). Applying Zimmerman's model to language learning, Oxford, Gu, Gunning, and Hernández González (this issue) described self-regulated learning in three strategic phases: forethought (using strategies to plan for the task), performance control

(adapting strategies as needed during the task), and self-reflection (using strategies to reflect on task performance). The self-regulated learner participates in all aspects of learning: motivation, behavior, and strategy use. See also "Consciously Keeping Watch: Self-Regulation and Learning Strategies" (Oxford, 2021a).

Closely related to learner self-regulation is learner autonomy, which focuses primarily on the learners' ability to take control of their learning and their commitment to doing so. For illustrative discussions of strategies and autonomy, see Oxford (2003c, 2008) and Oxford and Lin (2011b).

Strategy use in various countries

Many of Oxford's works discuss language learning strategy studies in specific countries and cultures, such as China (Bedell & Oxford, 1996); South Africa (Dreyer & Oxford, 1996); Korea (Lee & Oxford, 2008; Oxford, 2013c); and Taiwan (Lan & Oxford, 2003). Oxford's (1996c) edited volume, *Language Learning Strategies around the World,* provides many more examples. For other explorations of national or cultural factors related to learning strategies, see Oxford (1996c, 1996e, 1996f).

Strategy assessment, research procedures, and key empirical studies

An important SILL study of the language learning strategies of over 1,200 university students resulted in two articles (Nyikos & Oxford, 1993; Oxford & Nyikos, 1989). The 1989 article reported on multiple variables related to strategy choice, and the 1993 article focused on explanations of strategy choice based on cognitive information-processing and social psychology.

Lee and Oxford (2007) reported on the value of using both a think-aloud protocol and a strategy questionnaire for EFL reading strategy assessment in Korea. Hsiao and Oxford (2002) compared multiple theories of language learning strategies by means of a large-scale study using confirmatory factor analysis and identified the most statistically justified theory. Yamamori, Isoda, Hiromori, and Oxford (2003) discussed their use of cluster analysis to study Japanese learners' EFL learning strategies, will to learn, and achievement.

Strategies, styles and individual differences

Much of Oxford's learning strategy research has been overtly linked with language learning styles, individuals' preferred approaches to learning. An illustrative publication is "The Role of Styles and Strategies in Second Language Learning" (Oxford, 1989c). In addition to writing many articles and chapters on that topic, she edited a special issue, "Language Learning Styles and Strategies: State of the Art," for the *International Review of Applied Linguistics in Language Teaching* (Oxford, 2003b), for which she also wrote an article, "Language Learning Strategies and Styles: An Overview" (2003a). Additional representative works highlighting learning strategies and styles include Oxford (1989c, 1990b, 1990c, 1991).

Case studies have often looked at strategies and styles together. In Ma and Oxford (2014), the first author was a Chinese doctoral student who conducted a diary study of her own learning strategies and styles for listening and speaking. In another case study (Nam &

Oxford, 1998), the first author was a future bilingual teacher who examined her learning strategies, learning styles, and specific learning disabilities.

Learning styles have had significant attention on their own. Oxford (1995c) created the "Style Analysis Survey" to help learners understand their own language learning preferences. Nuby and Oxford (1998) researched the learning style preferences of Native American and African American students. Leaver and Oxford (2001a, 2001b) examined many ways in which mentoring can be accomplished through a knowledge of styles.

Much of Oxford's research has focused on "individual differences," i.e., learner differences involving strategies, styles, and affective factors (primarily emotion and motivation). Ehrman, Leaver, and Oxford (2003b) edited an entire special issue entitled "Individual Differences: Research Advances" in the journal *System* and wrote the introductory article (2003a), with significant attention given to language learning styles and strategies. Oxford (1992c) wrote "Who Are Our Students? A Synthesis of Foreign and Second Language Research on Individual Differences with Implications for Instructional Practice." Learners' aptitude, styles and strategies were the focus of Oxford (1990d).

Gender and age differences in strategies and styles

Gender differences (at the time called "sex differences") in language learning strategy use were an early area of interest. When Oxford, Nyikos and Ehrman (1988) wrote "*Vive la différence?* Reflections on Sex Differences in Use of Language Learning Strategies," they found only four studies on the subject, but other such studies later emerged (Ehrman & Oxford, 1988; Green & Oxford, 1995; Young & Oxford, 1997).

Age has often been a central factor in studying language learning strategies and/or styles. Gunning and Oxford (2014) explored children's language learning strategy use. Ehrman and Oxford (1990, 1995) and Oxford and Ehrman (1995) wrote about adults' language learning styles, strategies, and other characteristics.

Strategy instruction and strategy awareness-raising

For learners to be aware of and competent in using learning strategies, they can benefit from strategy instruction (sometimes called strategy training). Oxford, Crookall, Cohen et al. (1990) presented an international approach involving six situational case studies and a general strategy training model. Oxford (1989d) provided a synthesis of studies with implications for strategy training. In an international study Hajer et al. (1996) systematically studied ways in which language instruction textbooks and other print material often implicitly teach learning strategies. A learning strategy handbook for Peace Corps volunteers (Schleppegrell & Oxford, 1998) is an example of successful, explicit strategy instruction for individuals. Oxford and Leaver (1996) offered a synthesis of studies about strategy instruction for language learners. Chapters in Oxford's (1990c, 2011c, 2017c) strategy books contain useful information about strategy instruction models and activities.

Some of Oxford's techniques for raising general strategy awareness involve the use of imagination. In "Understanding Language Learning Strategies in Context: An Innovative, Complexity-Based Approach," Oxford, Lavine, and Amerstorfer (2018) explained how the imagination can be used to help students understand and use learning strategies. The chapter presented a novel technique for enhancing strategy awareness through interesting

photographs (e.g., a person on the moon, building blocks and a flower growing) to evoke the idea of strategies. This technique stimulated learners' imaginative thinking about learning strategies in strategy awareness sessions in Poland, Turkey, Austria, and the U.S. The chapter ended with additional strategy awareness activities and suggestions for research. A lively activity to enhance strategy awareness is described in the article "'The Best and the Worst': An Exercise to Tap Perceptions of Language-Learning Experiences and Strategies" (Oxford, 1989b). The activity helps learners connect affective (emotional and motivational) factors, strategy use, and second language performance. In the activity, students are asked to describe their best and their worst language-learning experiences and identify the emotions they felt and learning strategies they used during those experiences.

Strategies and affect (emotion and motivation)
Gkonou and Oxford (2019) discussed ways in which language teacher education can teach language instructors about affective (emotion-related and motivation-oriented) learning strategies. The chapter offered concrete possibilities for reflection and formative assessment to enrich teachers' understandings of affective issues for teachers and learners. Affective issues are also discussed under Theme C, Psychology.

This has been a discussion of Oxford's contribution to the language learning strategy area. We now turn to the second theme, language teaching.

Theme B: Language Teaching
Oxford wrote a considerable amount for language teachers and about language teaching. One of her most obvious contributions to language teaching was a major ESL/EFL textbook series, for which she was the main editor. She also offered research and guidance concerning experiential language instruction, technology-aided language instruction, teacher-student style conflicts, teaching in light of students' individual differences, language teachers' roles, teaching language skills and subskills, and other topics.

A major ESL/EFL textbook series
Oxford contributed to language teaching with the *Tapestry* series, a multi-edition program of 69 volumes for teaching ESL and EFL. The story behind the *Tapestry* series is interesting. In the early 1990s Oxford was talking with a publisher over coffee about communicative principles for language teaching and learning, the language-culture-context nexus, and the role of teachers' and students' styles, strategies, emotions, and motivation. She enthusiastically wrote and drew her concepts on a napkin and said, "All these factors are interwoven. It's a tapestry!" The Tapestry approach to ESL/EFL instruction was instantly born. The first North American edition of the *Tapestry* series (Oxford & Scarcella, general editors, 1992-1996) has 33 volumes, including 31 volumes for reading, writing, listening, speaking, and integrated skills and two other volumes, *Patterns of Cultural Identity* (Oxford, 1995b) and *The Tapestry of Language Learning: The Individual in the Communicative Classroom* (Scarcella & Oxford, 1992). The Scarcella and Oxford volume offers practical classroom techniques for ESL/EFL teaching, supported by sound theories from Canale and Swain (1980) on the Communicative Approach and Vygotsky's (1978) concepts on learner self-regulation. Oxford became general editor of the subsequent editions of the *Tapestry*

series: the second North American edition (2000), 12 volumes; the Chinese edition (2002a), 8 volumes; the Japanese edition (2004a), 4 volumes; and the Middle Eastern edition (2004b), 12 volumes.

Experiential learning as an instructional mode
Several publications by Oxford and her research colleagues dealt with teaching languages through experiential learning formats, such as simulation, games, and other structures. Crookall and Oxford (1990c) edited the book *Simulation, Gaming, and Language Learning.* Oxford co-authored several chapters in that volume (Crookall & Oxford, 1990b, 1990d; Geddes, Sturtridge, Oxford & Raz, 1990). Oxford authored or co-authored other related publications involving the educational aspects of simulation and games, typically but not always for language learning (Crookall, Oxford & Saunders, 1987; Crookall, Oxford, Saunders & Lavine, 1989; Oxford, 1989e). A chapter by Crookall and Oxford (1990a) presented a host of anxiety-reduction activities, often involving games and simulations, for language learners and teacher trainees.

Technology-aided language instruction
Oxford authored or co-authored several works about computer-assisted or satellite-based language instruction (Crookall, Coleman & Oxford, 1992; Oxford, 1993a; Oxford, 1995a; Oxford, Park-Oh, Ito & Sumrall, 1993a, 1993b, 1993c). A key point is that digital learning works only if it is personally engaging and motivating; by itself, technology does not guarantee learning.

Teacher-student style conflicts
The article "Learning Styles: Research and Practical Considerations for Teaching in the Multicultural Tertiary ESL/EFL Classroom" (Oxford, Hollaway, & Horton-Murillo, 1992) offered six narrative case studies of teacher-student style clashes and discussed ways by which language teachers can manage such disparities effectively. Several other studies also featured style clashes between teachers and students (Oxford, 1998b; Oxford, Ehrman, & Lavine, 1990; Oxford & Lavine, 1991; Oxford, Massey, & Anand, 2005) and provided research-based suggestions for how to re-orient those clashes toward greater harmony in the interest of successful language teaching and learning. Aside from style clashes, language teaching styles and strategies were the subject of Oxford (2001b).

Language teaching in light of learners' individual differences
Directly addressing language teachers, Oxford wrote about individual students' differences, such as personality factors, styles, strategies, interests, and motivations. One of her early teacher-oriented papers was "Who Are Our Students? A Synthesis of Foreign and Second Language Research on Individual Differences with Implications for Instructional Practice" (Oxford, 1992c). As mentioned earlier, Ehrman, Leaver, and Oxford (2023b) edited a special issue entitled "Individual Differences: Research Advances" in the journal *System*.

Language teachers' roles

Based on her own language teaching and experiences as a language program director and language teacher educator, Oxford knew the diverse roles language teachers often have and the challenges these teachers face. With this in mind, she edited a special issue entitled "Language Teachers: New Roles, New Perspectives," published in *System* (Oxford, 1998a), and co-edited a special issue on "Interaction, Cooperation, and Collaboration: Learning Languages and Preparing Language Teachers" in *The Modern Language Journal* (Oxford & Nyikos, 1997). In the latter special issue, Oxford (1997c) wrote an article on cooperative learning, collaborative learning, and interaction as three communication strands in the language classroom.

Teaching language skills and subskills

Oxford has long been concerned about the teaching of second language skills and subskills. She edited a special issue of *System* entitled "Teaching and Integrating the Language Skills in Second Language Classrooms" (Oxford, 1994b). In that issue she co-authored articles about teaching vocabulary to adults (Oxford & Scarcella, 1994) and teaching second language pronunciation (Scarcella & Oxford, 1994). She wrote elsewhere about vocabulary instruction (Oxford & Crookall, 1990b) and teaching and researching language listening skills (Oxford, 2019).

Oxford discussed teaching integrated language skills (Oxford, Lee, Snow, & Scarcella, 1994) and argued that students' own social and academic language needs should be the key criterion in deciding how much to integrate the language skills and how to prioritize the teaching of specific skills. A popular short article about integrating the language skills was published first in the U.S. (Oxford, 2001a) and republished by the *TESOL France Journal* (Oxford, 2001b).

Oxford recognized that language skills can be lost if they are not practiced or supported. Therefore, she wrote a general article on the loss of language skills (Oxford, 1982a) and a chapter on technical issues in designing and conducting research on language skill loss (Oxford, 1982b).

Other issues of potential interest to language teachers

Other issues about which Oxford wrote were often related in some way to language teachers' work. These included a national survey of foreign language instruction programs and issues (Rhodes & Oxford, 1988a, 1988b); progress in tertiary content-based language instruction (Oxford, 1993b); constructivism as an approach to instruction (Oxford, 1997b); teaching culture (Oxford, 1994c); perceived versus actual proficiency (Spezzini & Oxford, 1999); oral comprehensibility (Spezzini & Oxford, 2019); metaphors about or for language teachers (Oxford, Tomlinson et al., 1998); conditions for second language learning (Oxford, 2016b); demographic projections of non-native English speaking population for English language program planning (Oxford, Pol & Gendell, 1984; Oxford, Pol, Lopez, Stupp, Gendell & Peng, 1981; Peng et al., 1982; Pol, Oxford & Peng, 1985); the Feuerstein Instrumental Enrichment Program (Russ-Eft, McLaughlin, Oxford et al., 1984); Spanish language textbooks (Young & Oxford, 1997); a Chinese student's early education in the U.S. (Zhou, Oxford & Wei,

2016); and issues faced by non-native English speaking ESL/EFL teachers (Oxford & Jain, 2010).

As demonstrated above, Oxford offered some in-depth contributions in the area of language teaching. We now turn to the third theme, psychology.

Theme C: Psychology
Theme A (language learning strategies) and Theme B (language teaching) were imbued with psychological and social elements. In Theme C, other aspects of psychology come to the fore. Here we mention some areas in which she has felt especially creative: narrative research involving language learners' psychology, especially emotion; additional emotion research; and her multidimensional EMPATHICS vision. We also mention her early motivation research and two very early studies in educational psychology.

Narrative research involving language learners' psychology
Narrative research, especially the telling of language learners' stories, is psychologically powerful because it echoes emotion and cognition in ways few other forms of research can do. For one narrative research study (Oxford, Meng, Zhou, Sung & Jain, 2007), Oxford and several international doctoral students analyzed learner narratives about highly stressful events experienced in learning languages and crossing cultural borders. The resulting chapter, "Uses of Adversity: Moving beyond L2 Learning Crises," revealed that some learners, though not all, manage to find useful psychological gifts and personal strengths during crises. For learners who are unable to find anything valuable in crises, the situations might become psychologically devastating on a long-term basis. Finding positive meaning in suffering or stress is an immensely important life skill, which was also part of the message in Oxford's article, "How Language Learners Can Improve Their Emotional Functioning: Important Psychological and Psychospiritual Theories" (Oxford, 2015c).

Oxford's other narratively-based publications included "Meaning-Making, Border Crossings, Complexity, and New Interpretive Techniques: Expanding Our Understanding of Learner Narratives" (Oxford, 2011a); "Positive Psychology in Cross-Cultural Learner Narratives: Mexican Students Discover Themselves While Learning Chinese" (Oxford & Cuéllar, 2014); "'A Language is a Mentality': A Narrative, Positive-Psychological View of Six Learners' Development of Bilingualism" (Oxford, Pacheco Acuña, Solís Hernández, & Smith, 2015); and "A Tale of Two Learners: Discovering Motivation, Emotions, Engagement, Perseverance, and Mentoring" (Oxford & Bolaños-Sánchez, 2016). All these narrative studies evoked learners' cognitions, motivations, and emotions. Positive psychology as a framework played a role in many of these works.

Additional research on emotion
A theoretical and practical chapter by Oxford (2017a) was "Anxious Language Learners Can Change Their Minds: Ideas and Strategies from Traditional Psychology and Positive Psychology." This intensive chapter demonstrated that traditional psychology and positive psychology can work together to address learner anxiety. Other psychological works included "The Well of Language Teachers' Emotional Well-Being" (Oxford, 2020c); "Emotion," an in-depth review of research and theory related to emotion in language education (Oxford,

2021b); and "Working with the Complexity of Language Learners' Emotions and Emotion Regulation Strategies" (Oxford & Gkonou, 2021). Gkonou and Oxford (2016) co-authored a qualitative survey, the "Managing Your Emotions (MYE) Questionnaire," which was also published in Oxford's (2017c) book, *Teaching and Researching Language Learning Strategies: Self-Regulation in Context.* This practical questionnaire asks students to consider certain emotionally charged situations in language learning and encourages them to explain how they would manage their emotions in such situations.

Oxford's EMPATHICS vision

Oxford's introduced a multidimensional area for discussion – neither a unified model nor a theory, she cautions – in the chapter "Toward a Psychology of Well-being for Language Learners: The EMPATHICS Vision" (Oxford, 2016d). Oxford's term EMPATHICS is an acronym for positive psychological factors that can help learners achieve high well-being, develop language proficiency, and enjoy language learning. The acronym consists of the following elements: **E** - emotion and empathy; **M** - meaning and motivation; **P** - perseverance (a combination of resilience, hope and optimism); **A** - agency and autonomy; **T** - time; **H** - hardiness and habits of mind; **I** – intelligences (e.g., cognitive, emotional, social, cultural); **C** - character strengths; and **S** - self factors (e.g., self-efficacy and self-concept). Oxford also explained EMPATHICS in several other publications: "Powerfully Positive: Searching for a Model of Language Learner Well-Being" (Oxford, 2016c); "Biasing for the Best: Looking at New Elements in a Model of Language Learner Well-Being" (Oxford, 2016a); and "EMPATHICS: A Complex Dynamic Systems (CDS) Vision of Language Learner Well-Being" (Oxford, 2018b). Byrd and Abrams (2022) successfully applied the EMPATHICS concept to processes in the L2 writing classroom. EMPATHICS is being tightened and reconceptualized so that it can eventually become a statistically viable psychological model for use in language learning psychology (Alrabai & Dewaele, 2023) and possibly beyond.

Time, one of the aspects of EMPATHICS, is the focus of Oxford's (2017d) article, "'The Craft So Long to Lerne': Aspects of Time in Language Learning." The article, the title of which drew on Chaucer, depicted time as a prism with some of its sides related to affective factors, such as hope, agency, agency and mindsets. A different view of time in language education involves third-age (older adult) language learners, whose retirement years sometimes allow them the time and motivation to study foreign languages and develop personally (Oxford, 2018a; Oxford, Cohen & Simmons, 2018).

Oxford's motivation research, mostly quite early

Language learning motivation was one of Oxford's first research areas in the psychology of language learning. Oxford and Shearin (1994) helped initiate an intense discussion on language learning motivation theories in the pages of *The Modern Language Journal*. Their article, aimed at language teachers and applied linguistics researchers, presented an array of theories of language learning motivation that had not yet been considered due to the almost total attention paid to the single theory of instrumental vs. integrative motivation. Oxford and Shearin, along with others, succeeded in opening up the motivation discussion across multiple issues of *The Modern Language Journal* and in other publications. Oxford's (1996b)

edited book, *Language Learning Motivation: Pathways to the New Century*, expanded the discussion of what motivates students to learn languages and what helps them persist despite difficulties. The book's themes included existing theories of foreign language learning motivation; adult language learning motivation, self-efficacy, and anxiety; a comparison of the motivations and learning strategies of students of Japanese and Spanish; and enhancement of the theory of language learning motivation from many psychological and social perspectives. Oxford and Shearin (1996) co-authored a chapter about concepts of language learning motivation "in a new key." More recently, Oxford's chapter (2020a), "Snapshots in Time: Time in Gardner's Theory and Gardner's Theory across Time," discussed the motivation theory of R.C. Gardner.

Oxford's very early studies in educational psychology
As a graduate student in educational psychology, Oxford wrote her first major psychological research article, "Parental Warmth and Hostility as Related to Sex Differences in Children's Achievement Orientation" (Manley [Oxford], 1977). That topic is potentially relevant to discussions of achievement in elementary school foreign and second language learning, though we now know that gender issues are much more complex than they seemed in the 1970s.

Another of Oxford's very early articles might have psychological and cultural implications for teaching young second language learners, though the research did not occur in a language class. Specifically, the article "Classroom Ecology and Off-task Behavior of Kindergarten Students" (Oxford, Morrison, & McKinney, 1979) involved coding the highly specific behaviors of kindergarten students, who were new to the culture of schooling, had a hard time sitting still and were often distracted.

Oxford thus contributed to the area of the psychology of language learning. She has been equally excited by and creatively involved in the field of peace research.

Theme D: Peace
Oxford's main offerings in the peace area are the Language of Peace approach; a series of collaborative works linking peace, spirituality and education; and peace applications in language education.

Language of Peace approach
Oxford's Language of Peace approach focuses on inner, interpersonal, intergroup, international, intercultural, and ecological peace. The approach was highlighted and depicted in a figure by Wright (2022) in her article identifying pioneers of "applied peace linguistics" (PL). Wright stated, "One especially important contribution to PL is her multidimensional framework [the Language of Peace approach], which has proven productive as an organizational structure for later projects. This can be useful for incorporating 'peace consciousness' into our lives and practice."

Oxford's (2013d) book, *The Language of Peace: Communicating to Create Harmony,* introduced the Language of Peace approach. The volume offered practical guidelines, theoretical information, and insights for students, educators, researchers and peace activists. Each chapter offered at least a dozen exercises to deepen readers' understanding of the

language of peace. The book explained principles of the language of peace, three phases of the peace process, nonviolent action, conflict styles, transformation of conflict, peace through poetry and art, cross-cultural peace language, and peace issues in body language.

Closely related to the Language of Peace approach is Oxford's (2014a) edited volume, *Understanding Peace Cultures,* contained compelling chapters on the way peace is highlighted in the writings and practices of major world religions, such as Buddhism, Islam and Christianity, and the ways peace is envisioned in many different parts of the world. Yearnings for peace were reflected in African artwork, in a student newspaper produced by English language learners, and in a range of other cultural and educational creations.

A new contribution to peace was "Exploring Inner, Social, and Ecological Peace Dimensions: Voices from around the World," a special issue co-edited by Oxford and Olivero (2023) in *Peace Research: The Canadian Journal of Conflict and Peace Studies.* Oxford's Language of Peace approach was the conceptual frame. Of the articles in the special issue, one of the most significant was "From Polycrisis to Peace" (Oxford, Perz, & Schultz, 2023), with polycrisis defined as a combination of multiple, cascading crises occurring simultaneously. The world is currently embedded in a polycrisis including, but not limited to, deadly climate change, genocide, femicide, war, and gun cultures. Fortunately, the article presents specific approaches, such as the philosophy of tragic optimism, aspects of positive psychology, and forms of direct action, which can help humanity cope with today's polycrisis.

Interconnections among peace, spirituality and education
Several publications involving Oxford have linked peace, spritualty and education. Relevant books include *Transformative Eco-Education for Human and Planetary Survival* (Oxford & Lin, 2011a); *Re-envisioning Higher Education: Embodied Paths to Wisdom and Social Transformation* (Lin, Oxford, & Brantmeier, 2013); and *Toward a Spiritual Research Paradigm: Exploring New Ways of Knowing, Researching and Being* (Lin, Oxford, & Culham, 2016b). Many of her co-authored chapters highlighted peace and spirituality in educational contexts. For instance, Sturm, Metz, and Oxford (2013) described university students feeling spiritually and psychologically cut off from Mother Earth, with a resulting "empathy deficit" in terms of caring for the environment. Culham, Oxford and Lin (2018) wrote about teaching in such a way as to cultivate the ability of the heart via a pedagogy of love. One of the Canadian special issue articles co-authored by Oxford integrated peace, spirituality and education via the concept of "interbeing" within a university garden of reflection and remembrance (Lin et al., 2023).

Peace applications in language education
Peacebuilding in Language Education: Innovations in Theory and Practice, edited by Oxford, Olivero, Harrison, and Gregersen (2021), employed the Language of Peace approach as an overarching framework. Oxford co-authored several key chapters: "From Hate Speech to Empathy: Lessons for Language Educators and Society" (Oxford, 2021c), "Exploring Peace Language: Hope, Help and Harmony" (Oxford & Curtis, 2021), "Applying Peace Linguistics: What Peacebuilders Can Learn from the Languages of Hurt, Hate and Harm" (Curtis & Oxford, 2021), "The Call for Peace in Language Education" (Oxford, Gregersen,

Harrison, & Olivero, 2021), "Empowering Language Teachers to Be Influential Peacebuilders: Knowledge, Competencies and Activities" (Gkonou, Olivero, & Oxford, 2021), "Peacebuilding Through Classroom Activities: Inner, Interpersonal, Intergroup, Intercultural, International and Ecological Peace" (Olivero, Harrison, & Oxford, 2021), and "Integrating Peace Concepts, Personal Insights and Future Peace Directions" (Olivero, Gregersen et al., 2021).

Oxford contributed to additional peace-related articles and chapters: multidimensional peace activities for future language teachers and their students (Olivero & Oxford, 2019); foundation-shaking, transformative ESL/EFL learning modes (Oxford, 2021d); the teaching of peace through the humanities, especially in language education and cultural studies (Oxford, Olivero, & Gregersen, 2021); creative harmony through linguistics (Oxford, 2022); and the growth of immigrants' and refugees' "funds of knowledge" in developing intercultural competence (Ortega & Oxford, 2023).

A recent chapter (Oxford, 2023a) is "Deep Linguaculture Learning: Transformative, Holistic and Contemplative-Reflective Forms." Linguaculture, the integration of language and culture, is the constantly changing ocean of our daily lives, and it affects our thoughts, attitudes, emotions, behaviors, and relationships. Oxford noted that some language education fails to demonstrate this integration. Deep linguaculture learning as described by Oxford can create communities of caring, respect, and support; foster transformation in the learner and the world; provide constant opportunities for reflection; and lead to greater peace at many levels.

General Comment

The works mentioned in this section have provided a fairly representative sample of Oxford's publications in the thematic areas of language learning strategies, language teaching, psychology, and peace. Given the magnitude of Oxford's contributions across the four themes, Panahi and Mohebbi felt that readers needed a brief overview of Oxford's overall achievements (Section 2) and an in-depth, systematic review (Sections 3 and 4).

Section 2. Brief Overview of Oxford's Overall Achievements

This section presents Oxford's overall achievements in Table 1, as compiled by Panahi and Mohebbi.

Table 1

Overall Achievements

Type	Quantity
International and national conference presentations (estimated)	475
Published research works included in our systematic review (in Sections 3 and 4)	338
Courses taught over 30 years, including semester-long courses at universities over 28 years and year-long courses in high school over 2 years (estimated)	230
Volumes in 3 book series that Oxford initiated or co-initiated, and for which she was or is a series editor or co-editor (including the 69-vol. *Tapestry* ESL/EFL series, 5 editions)	85
Doctoral dissertations supervised (38) and service on other doctoral dissertation committees (27)	65
Honorary awards received for academic achievement	45
Countries visited for conference presentations and speaking tours	43
Contributions in reviewing manuscripts for journals and publishing companies	42

Successful competitive funding efforts	25
Editorial board memberships for refereed journals and book series	22
Reviews of books and tests	15
Media and published interviews	13
Professional association memberships over time, including 7 at present	13
Journal special issues she edited or co-edited	10
Books for which she was the sole author or sole editor	7
Foreign languages studied (Russian, German, French, Spanish, Latin)	5
Books translated into various languages (e.g., Chinese, Korean, Japanese, Arabic)	5
Total funding in millions of US dollars gained through Oxford's written proposals	3.5
Languages taught (English, German, Russian)	3

As shown in Table 1, Oxford made approximately 475 national and international conference presentations. She taught approximately 230 courses during her 30 years of teaching, most of which were semester-long university courses. Most of the university courses were about language teaching methods, psychological and social factors in language learning and teaching, culture, and peace. Some of her university courses were in technical areas, such as research methods, instructional materials design, statistics, and testing. At the high school level, she primarily taught Russian and English. As shown in Table 1, Oxford supervised 38 dissertations and was a member of 27 other dissertation committees for a total of 65. She received 45 awards for academic achievement, including the highest faculty honor at the University of Maryland: Distinguished Scholar-Teacher. In 43 countries she gave conference presentations or had speaking tours. Among the other results in Table 1, an interesting finding was that Oxford had 25 successful, competitive funding efforts, and the total amount gained from her funded proposals was approximately $3,500,000, a considerable sum at the time.

Table 1 shows that in the three book series she initiated or co-initiated, 85 volumes have been published. Her most internationally influential book series, the *Tapestry* ESL/EFL series (1992-2004), was initiated by Oxford and contains 69 volumes, including two of her own. Outside of these three book series, Oxford also wrote, edited, or co-edited 10 other books, often for top-tier publishers such as Bloomsbury, Pearson Longman, and in the language field, Multilingual Matters. Added to this, in terms of the total number of published works searched, we (Panahi and Mohebbi) tabulated from our online search 338 of Oxford's works (journal articles, book chapters, and books) for the purpose of the present systematic review, but this does not include the 85 volumes in Oxford's three *Tapestry* book series. We could not access these in our online search and therefore separately numbered them in Table 1. Therefore, 423 (i.e., 338 plus 85) represents an approximate number of her published research works.

Finally, she edited or co-edited 10 special issues of major refereed journals, including well-known international journals (*System, The Modern Language Journal*, *International Review of Applied Linguistics in Language Teaching,* and *Studies in Second Language Learning and Teaching*) and respected, nationally-based journals that also publish works by international scholars: *Peace Research: The Canadian Journal of Peace and Conflict Studies* and *American Journal of Distance Education.*

Section 3. Methodology for the Systematic Review

Co-authors Panahi and Mohebbi developed an impressionistic framework and subjective criteria for the systematic review. The purpose of the framework and criteria was to make it possible to offer a neat orientation to Oxford's vast research works over her 50-year professional lifespan in terms of the number and quality of her works, as was done in previous reviews of the works of other scholars.

Inclusion and Exclusion Rules

In the systematic review, which will be reported in Section 4, we grouped in chronological order the 338 publications located in our search. So as not to exceed the page limit of this article, we used inclusion rules (Table 2) and exclusion rules (Table 3), based on which we removed some research work from the systematic review.

Table 2

Inclusion Rules and Examples for the Systematic Review

	Inclusion Rule	Example
1	A publication was considered to be potentially eligible for inclusion if it was relevant to *at least one* of the four themes: language learning strategies, language teaching, psychology, and peace.	Oxford & Burry-Stock (1995)
2	A publication was considered to be informatively eligible for inclusion if it contained updated views and wider perspectives within one of the themes investigated in the systematic review.	Griffiths & Oxford (2014)
3	A publication was considered to be potentially eligible for inclusion if it had sufficiently high quality (e.g., was published in a reputable journal or was a clear and convincing technical report, was written clearly and well, and included proper statistical analysis if used).	Oxford & Green (1995) Rhodes & Oxford (1988a)
4	A publication was considered to be potentially eligible for inclusion if it was readily accessible to the researchers for the systematic review.	Oxford & Shearin (1994)
5	A publication was considered for systematic review if it contained the key concepts of Oxford's peace approach.	Oxford (2020b)
6	A publication limited to a specific country or region but related to the four themes above was included in the systematic review.	Nuby & Oxford (1998)
7	A publication was systematically reviewed if it contained a mix of four themes extracted for the survey in this study. For instance, the articles containing learning strategies and psychology issues were included.	Nyikos & Oxford (1993)
8	A publication was included in the systematic review if it contained highly useful guidelines for practice and implementation associated with one of the four themes investigated in Oxford's research works.	Oxford (1982a)
9	A publication was included in the systematic review if it could potentially contribute to the growth of other themes examined in the current study and could provide perspectives and predictions of the application of one (or some) of the four themes.	Olivero & Oxford (2019)
10	A publication was included in the systematic review even if it was published four or five decades ago, as long as it could significantly contribute to the field.	Oxford, Morrison, & McKinney (1979)

11	Three book chapters should ordinarily have been included in Table 10, but we included them in Table 9, i.e., in the Journal Article section. The main reason for this was that we decided to extract the technical terms and concepts of the chapters due to their strong significance in terms of the technical items.	Leaver & Oxford (2001b) Gkonou & Oxford (2019) Oxford, Perz, & Schultz (2023)
12	We attempted to list all of Oxford's contributions in Table 1, but not all were systematically reviewed (see exclusion rules in Table 3).	Table 1: Overall Achievements
13	We included journal articles, books and book chapters in the systematic review. All three were viewed in terms of main tenets, implications, subdisciplines and domains, but technical terms and concepts were extracted only for journal articles due to time, space and manageability considerations.	This rule was performed throughout the whole systematic review.

Table 3

Exclusion Rules and Examples for the Systematic Review

	Exclusion Rule	Example
1	A chapter was ineligible for inclusion if it was published in any book edited or co-edited by Oxford with the exception of Oxford (1996d). For technical reasons, despite their innovativeness, differences in subject, and high quality we excluded them from the systematic review.	All chapters in Crookall & Oxford (1990c) were excluded (e.g., Geddes et al., 1990; Crookall & Oxford, 1990b; Crookall & Oxford, 1990d; Oxford & Crookall, 1990a). All chapters in Oxford's (1996c) books or in other co-edited books were excluded (e.g., Bedell & Oxford, 1996; Dreyer & Oxford, 1996; Hajer et al., 1996; Oxford, 1990d, 1990f, 1990g, 1996g; Oxford, Lavine, Felkins et al., 1996; Oxford & Leaver, 1996; Olivero & Oxford, 2023; Oxford & Shearin, 1996). All chapters in peace books by Oxford (2013d, 2014a), book chapters in Oxford et al. (2021) such as Curtis & Oxford (2021), Gkonou et al. (2021), Olivero, Gregersen et al., (2021), Olivero, Harrison et al., (2021), Oxford & Curtis (2021), Oxford (2021c), and Oxford, Gregersen et al. (2021), works such as Oxford (2023b) and Lin, McHugh et al. (2023) in Oxford and Olivero (2023), Oxford (2018c) in Oxford and Pawlak (2018) and Oxford, Lavine & Amerstorfer (2018) in Oxford and Amerstorfer (2018) were all excluded from the study.
2	Some research works (books, book chapters, and journal articles) were excluded from the study despite their innovativeness, differences in subject, and high quality, as we could not tabulate their full version from our online search. Of course, to avoid misrepresentation and faulty review, we excluded them from the systematic review.	Crookall & Oxford (1990a) Crookall et al. (1989) Gkonou & Oxford (2016, 2017) Lin, Oxford, & Brantmeier (2013) Oxford (1982b, 1990e, 1991, 2001d,2013a, 2013b, 2013e, 2016d, 2020a 2021d, 2022, 2023a) Oxford, Cohen, & Simmons (2018) Oxford & Lavine (1991) Oxford & Lin (2011a) Oxford, Massey, & Anand (2005) Oxford & Olivero (2018, 2023) Oxford & Pawlak (2018)
3	A publication was ineligible for inclusion if it was in a foreign language that could not be understood by systematic reviewers.	Oxford's published review of a book that had been written in Russian was excluded from the systematic review and from the reference list.

4	All tributes, guest editorials, test reviews, and other very short pieces were ineligible for inclusion.	Oxford's short contribution to a multi-authored tribute article was excluded from the systematic review and from the reference list.
5	Some research reports were ineligible for inclusion if reviewers did not understand their implications or for other reasons.	Manley [Oxford] (1977) Oxford (2016e) Oxford, Pol, & Gendell (1984)
6	A publication was ineligible for inclusion if it was about a difficult-to-replicate study.	Russ-Eft, McLaughlin, Oxford et al. (1984)
7	A book was ineligible for inclusion if it was unmanageable due to length and complexity, if reviewers did not understand its contribution to the field, or if it was not relevant to at least one of the four themes: language learning strategies, language teaching, psychology, and peace. Added to this, all of the book chapters in this book were excluded from the systematic review. These were not even included in her overall achievement.	Lin, Oxford, & Culham (Eds.) Lin, Culham, & Oxford (2016) Lin, Oxford, & Culham (2016a)
8	A publication related to a poem and its reflection was included neither in Oxford's overall achievements nor in the category of the four themes of the systematic review. The main reason was that it was not relevant to at least one of the four themes: language learning strategies, language teaching, psychology, and peace. Another reason was that we failed to find pedagogical implications.	Oxford (2016f)
9	Publications related to book reviews and comments were excluded from the systematic review. They were only listed in Oxford's overall achievement section (Table 1). Published in well-recognized journals, the reviewed works and comments are of pedagogical worth. However, due to space, time, and manageability considerations, they were excluded from the systematic review.	Oxford (2004c) Oxford & Green (1995)
10	Three book chapters were excluded from Table 10 and were instead included in Table 9. From reviewers' impressionistic viewpoint, the technical terms of the chapters were considered of high significance, hence needed to be extracted and were then included in the Journal Article section.	Gkonou & Oxford (2019) Leaver & Oxford (2001b) Lin et al. (2023)
11	A publication was excluded from the systematic review if it was related to a technical report associated with language learning and teaching or research issues, but it was included in both themes and overall achievements.	Oxford (1986a)
12	A publication was excluded from the study if it was a response to an article although it was innovative and informative.	Oxford (1994d)
13	A publication relevant to an editorial activity was excluded from the systematic review due to space, time, and manageability considerations, they were excluded from the systematic review.	Oxford (1990a)
14	A publication was ineligible for inclusion if it did not fulfill the inclusion rules in Table 2 due to the vastness of Oxford's research works, as well as time and space considerations.	

Based on the subjective framework for the analysis, we extracted technical terms/concepts *only* for the journal articles, not also for book chapters and books. This restriction was done due to space considerations and manageability of her whole body of work. However, for journal articles, book chapters, and books we extracted 14 subdisciplines and 9 domains in her work, all of which were numbered in the relevant research work reviewed and analyzed. The whole systematic review is shown in Section 4.

Other publications and activities were counted in Table 1, Overall Achievements (see Section 2 earlier) but were *not* part of the systematic review.

For technical reasons, some demographic works by Oxford, Stupp et al. (1981) and Oxford, Pol, and Gendell (1984) were excluded from the systematic review, though other demographic publications by the same team (Oxford, Pol, Lopez et al., 1981; Peng et al., 1982; Pol, Oxford, & Peng, 1985) were included because they had implications for providing language teaching programs to non-native English speakers.

Finally, we did not include any works in the systematic review that were under any names other than Rebecca Oxford or Rebecca L. Oxford. For that reason, technical terms and concepts from her significant works under other names, such as the married name Rebecca Manley (1977), were not specifically included in the search, although one was mentioned in the narrative discussion in Section 1.

How we treated topical themes in the tabulations
We included teacher education, teacher training, program evaluation, language loss, gaming and simulation, technology and learning, and assessment issues under the heading of *language teaching*. Also, we did not separate the concepts "styles and strategies" in analyzing and extracting the topical themes. Therefore, issues related to styles, strategies and styles, and "individual differences" (encompassing styles and strategies among other variables) were all included under the heading of strategy. This was required to provide an order and organization to the varying strategy-relevant terms and concepts.

Research into issues such as personality types, emotion, motivation, emotional well-being, and positive psychology are almost always grouped under the heading of *psychology,* but in a few cases some of these were placed under *language teaching* when language teaching was the most important factor. Issues and concerns relevant to peace language, peace cultures, Oxford's peace model (inner, interpersonal, intergroup, international, intercultural, and ecological peace), and all other peace areas are grouped under the heading of peace.

Due to the variety of research works and technical terms/concepts, we were required to put the works in the simple, neat order of their bibliographic basis. To this end, for ease of clarification and understanding, briefly put, we used one of the four thematic terms, i.e., language learning strategies, language teaching, psychology, or peace, for the purpose of grouping and categorizing all her research work. This was performed in the following way:
Oxford & Amerstorfer (2018). Strategy
Oxford & Scarcella (1994). Language Teaching
Oxford (2015b). Psychology
Oxford & Curtis (2021). Peace

We applied this to all of her research works, either included in the systematic review or excluded from the systematic review. Due to space considerations, we could not include all Oxford's works associated with topical themes.

We have presented the methodology of the systematic review. We now turn to Section 4, the results of the systematic review.

Section 4. Results of the Systematic Review

Table 4 and Figure 1, shown below, indicate the key areas of interest, grouped and visualized into four subdisciplines in the order of dominance. The overall emphases (the four themes) of the 338 published works are indicated. Those works were books, book chapters and journal articles. Table 4 and Figure 2 reveal that in terms of frequency of the counted works, language learning strategies as the first theme stood at 160 research publications, outweighing even works on language teaching (121 items). The third and fourth topical themes were psychology and peace with 36 and 21 research works.
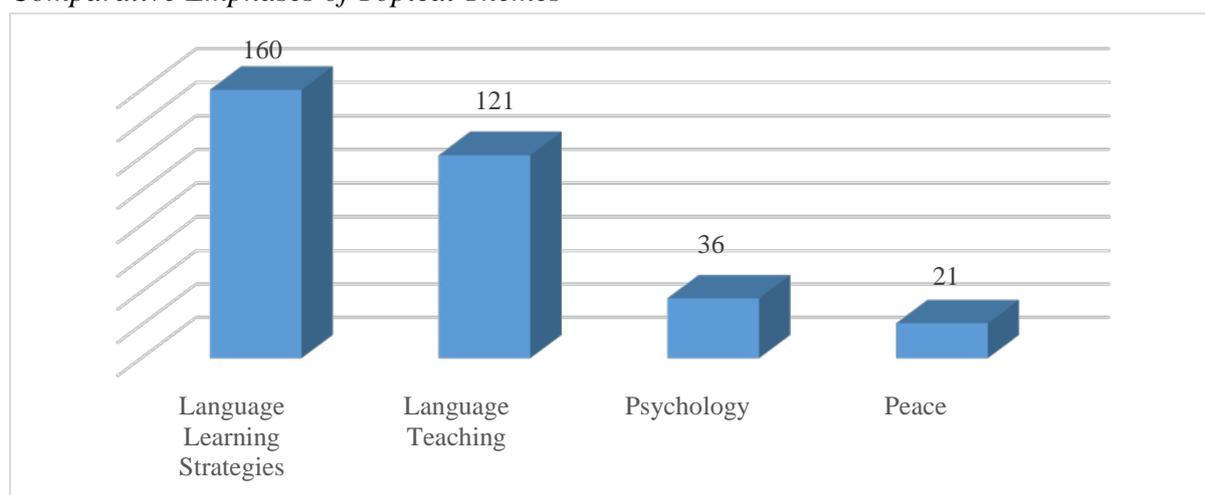
Table 4

Topical Themes Investigated and Number of Research Works Reviewed per Theme (Based on Bibliographic Analysis)

Topical Themes Investigated	Number of Research Works Per Theme
Language Learning Strategies	160
Language Teaching	121
Psychology	36
Peace	21
Total	338

Figure 1

Comparative Emphases of Topical Themes

Technical Terms/Concepts, Subdisciplines and Domains

Examples of Oxford's technical terms/concepts, as extracted from her journal articles by Panahi and Mohebbi, are shown in the current version of Table 5, which is presented below. In contrast with the four overarching themes discussed in Section 1, seven categories were

produced by the extraction of terms/concepts from Oxford's journal articles: 1) language learning and teaching, 2) learning and teaching styles and strategies, 3) psychology, 4) assessment and research, 5) training (both strategy training and teacher training), 6) tasks, and 7) peace.

The *original* version of Table 5, as compared with the was 15 pages long and could not be included here due to space limitations. Oxford examined the array of extracted terms/concepts in that original table and made succinct lists of the terms/concepts typifying each category. These seven lists in the current Table 5 below are broadly representative of the terms/concepts in the original table.

Table 5

Examples of Technical Terms/Concepts Extracted from Oxford's Journal Articles: Seven Categories

Examples Related to Language Learning and Teaching	Applied linguistics, language acquisition, language learning, instructional methodology, aptitude, proficiency, immersion, communicative competence, classroom variables, culture, interaction, interlanguage, teacher role, input, feedback, output, production, multiple critical periods, sociocultural factors, monolingualism, multilingualism, contextualized and decontextualized activities, mnemonic activities, formal and functional practice, experiential learning, gaming and simulation, role-play, dialogue, discussion, semantic mapping, semantic features analysis, syntax-processing capacity, sound-symbol association, vocabulary, skill integration, computer-mediated learning.
Examples Related to Learning and Teaching Styles and Strategies	Learning style, teaching style, field-dependent and field independent styles, reflective and impulsive styles, concrete and abstract styles, leveling and sharpening styles, risk-taking and risk-avoidant styles, modality preferences (e.g., visual, auditory, tactile, kinesthetic, and haptic styles), style survey, learning strategies, teaching strategies, learning strategy categories (e.g., metacognitive, cognitive, affective, social strategies), teachability of learning strategies, strategy inventory, strategy diary, think-aloud procedure, learner autonomy, learner self-regulation.
Examples Related to Psychology	Positive psychology, social psychology, cognitive psychology, behavioral psychology, personality psychology, individual differences, affective and cognitive factors, information-processing theory, language attrition, Maslow's hierarchy of needs, expectancy-value theory, goal-setting theory, reinforcement, valence, need-achievement theory, integrative and instrumental motivation, extrinsic and intrinsic motivation, social cognition, reasoning, inference, personality development, psychosomatic pain, emotion, anxiety, despair, self-doubt, hope, creativity, perseverance, assertiveness, self-confidence, flexibility, tolerance of ambiguity, risk-taking, self-efficacy, self-concept, well-being.
Examples Related to Assessment and Research	Theoretical construct, formative versus summative assessment, validity (construct, content, criterion-related, concurrent, predictive, convergent), reliability (test-retest, interrater, parallel-forms, internal consistency), tests (achievement, diagnostic, objective, criterion-referenced), correlation, simple and multiple regression, ANOVA and MANOVA, discriminant and confirmatory factor analysis, multidimensional scaling, descriptive and inferential statistics, nominal/ordinal/interval/ratio scales, research types (experimental, quasi-experimental, narrative, ethnographic, case-study, longitudinal, exploratory).
Examples Related to Training	Learning strategy training, strategy training purpose, explicit/implicit strategy training, overt/covert strategy training, fully informed strategy training, strategy-plus-control training, training duration, strategy training intensity, difficulty level of strategy training tasks, integration of strategy training into normal classwork, perceived relevance/irrelevance of strategy training, pre-

|	
	training strategy assessment, preparation for strategy training, evaluation of strategy training, teacher training programs, pre-service and in-service teacher training, strategic teacher training.
Examples Related to Tasks	Task-based language teaching and learning, task analysis, task modality, teacher and 1 earner factors in tasks, task sequence, common task goal (convergence), multiple task goals (divergence), task types (e.g., high- versus low-stakes, pedagogical versus real-life, context-embedded versus context-reduced, consciousness-raising, meaning-oriented, problem-solving, comprehension, attitude-sharing, decision-making, matching, information-gap, multi-skill), task features (cognitive load, cognitive complexity, linguistic complexity, speeded versus non-speeded, topic/task integration, duration), theoretical framework (task as an instructional segment, a learning activity, a learner responsibility, a behavioral framework for classroom learning, or a research focus).
Examples Related to Peace	Peacebuilding, Language of Peace Approach (inner, interpersonal, intergroup, international, intercultural, and ecological peace), harmony, compassion, conflict management, Frankl's "tragic optimism," South African virtue of *ubuntu* ("I am because we are"), *wu-wei* ("action in non-action"), yin-yang, contemplation, reflection, meditation, spirituality, transformation, interbeing, vital life energy field, polycrisis, climate change, Amazon, "lungs of the world," gun culture, femicide, racism, war, religious hatred, social injustice, violence, conflict, nationalism, toxic positivity, hope for change.

As presented above, the current Table 5 shows nearly equivalent numbers of terms/concepts for each of the seven categories. This is done for the purpose of clarity and comprehensibility. In reality, the original Table 5 had vastly different numbers of terms/concepts for some of the categories.

Table 6 and Figure 2 therefore offer the actual number of tabulated terms/concepts in each category from the *original* Table 5, which, as mentioned earlier, was not included here due to its great length. We consider these contrasts in the number of terms/concepts per category to be interesting and important. These contrasts reveal the comparative emphasis that Oxford gave to various fields of concern when writing journal articles.

Table 6

Summary of Technical Terms/Concepts Extracted from Journal Articles

Technical Terms/Concepts	Frequency
Language learning and teaching	660
Styles and strategies	597
Psychological issues	306
Assessment and research issues	151
Training issues (strategy training & teacher training)	56
Task issues	116
Peace	82
Total number of technical terms/concepts	1,968

Figure 2

Technical Terms/Concept Extracted from Journal Articles
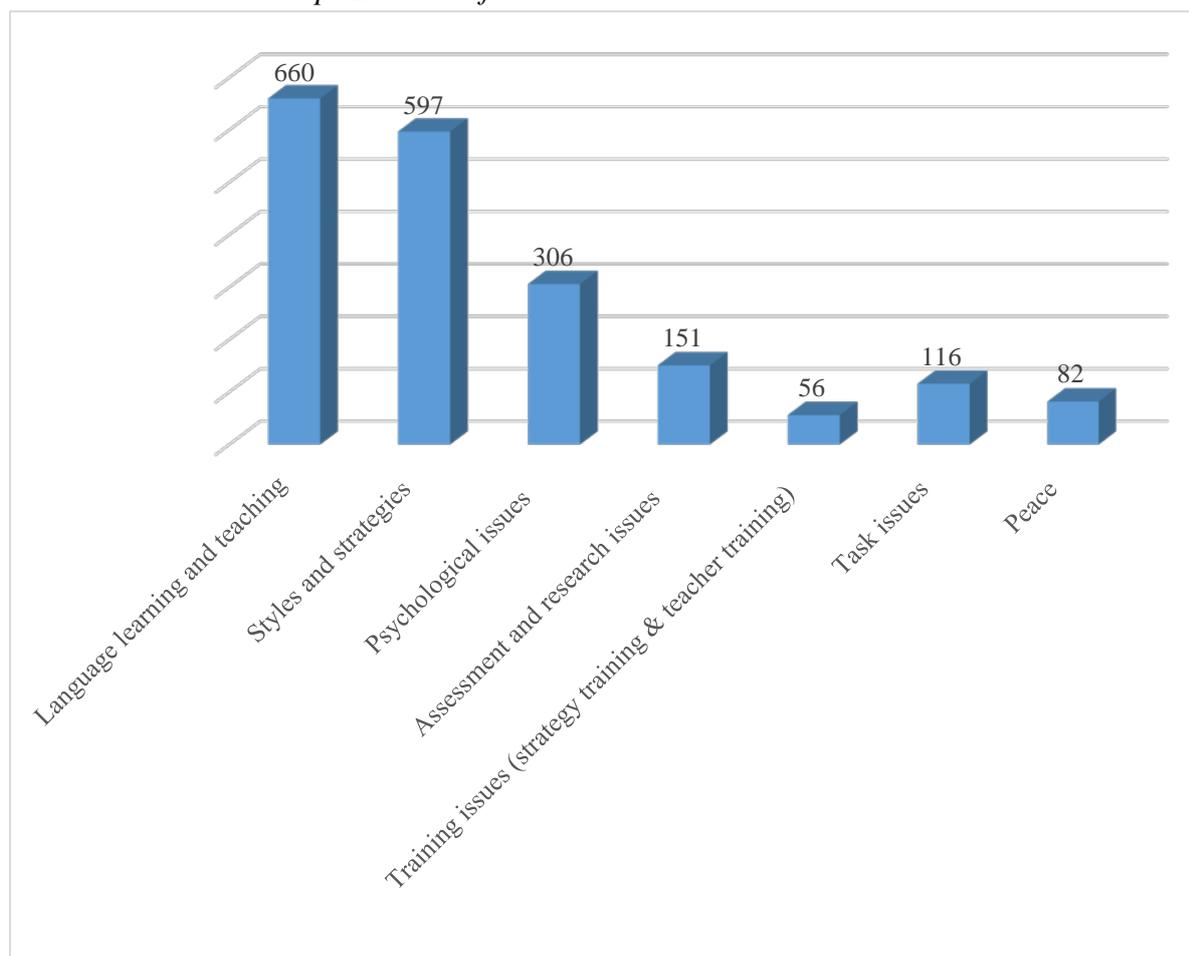
As quantified in Table 6 and visualized in Figure 2, the total number of technical terms/ concepts observed in and extracted from Oxford's reviewed journal articles stood at 1,968. If the excluded articles has been accessed and analyzed (see the exclusion rules in Table 3), the number would have been much greater.

The highest numbers of technical terms/concepts in Oxford's reviewed journal articles were observed in the sub-areas of language learning and teaching (660) and learning styles and strategies (597). We considered these numbers close enough to be relatively equal. We also believe there is a substantial relationship between the technical terms/concepts across these two categories. The terms/concepts related to the category of learning styles and strategies contribute to those associated with the category of language learning and teaching. The opposite is also true.

As shown in Table 5 and Figure 2, the technical terms/concepts for psychology stood at 306, with the following numbers representing the other categories: 151 for assessment and research issues, 56 for training issues (strategy training and teacher training), 116 for task issues, and 82 for peace. We decided not to group task issues or assessment issues under the heading of language learning and teaching because we wanted to offer more precise results here.

Concerning peace, we extracted the technical terms/concepts (82 items) from just a couple of journal articles. Other journal articles on peace were excluded for analysis based on the rules in Table 3. We also did not extract technical terms/concepts from Oxford's book chapters and books, since this particular study focused only on journal articles. If we had included books and book chapters, the number of peace terms/concepts would have been much higher, since most of Oxford's peace research is in such publications. Due to space considerations and the criteria we set, we followed our defining rules for the purpose of organizing the analysis.

The subdisciplines are naturally larger in scope than the technical terms/concepts. Table 7 indicates the subdisciplines.

Table 7
Subdiscipline(s)

Subdiscipline(s)
1. Learning strategy and style
2. Individual differences
3. Learner autonomy
4. Language and culture
5. Technological issues
6. Motivation and emotion
7. Learner/teacher narratives
8. Proficiency (language skills and subskills)
9. (Foreign/Second) Language learning and teaching
10. Simulation and gaming
11. Classroom variables
12. Complex dynamic systems theory
13. Learner training
14. Task-based language teaching

Table 8 shows the domains, which are wider in scope than the subdisciplines.

Table 8
Domains

Domains
Language teaching
Psychology
Teacher education
Peace
Literature
Assessment issues
Research paradigm
Digital sciences
Educational policy

Analysis of Journal Articles, Book Chapters, and Books
Now we present three highly substantive tables of the systematic review. Table 9 contains six columns: type of research work (journal article), main tenet, implications, and specification of the technical terms/concepts, subdisciplines and domains. However, Table 10 (book chapters) and Table 11 (books) each contain five columns, because we did not extract technical terms/concepts for book chapters and books. In all three tables, the qualitative analysis consists of the main tenet and implications for each item.

Table 9

Journal Articles: Main Tenet, Implications, Technical Terms/Concept(s), Subdisciplines(s) and Domain(s)

Articles by Date	Main Tenet	Implications	Technical Terms/Concept(s)	Subdiscipline(s)	Domain(s)
Oxford, Morrison & McKinney (1979)	This study concerns classroom ecology and the behavior of kindergarten children. The dimensions of classroom variables and student off-task behavior in academic activities are explored. Results indicated that many students were more passive, distractible and non-constructively involved in whole-class recitation.	Since classroom events are interdependent, ecological aspects of classrooms need to be investigated as clusters of action structures and teachers need to be sensitive to assessing ongoing classroom instructional activities.	1	11	1
Oxford, Pol, Lopez et al. (1981)	The study provides demographic projections of non-English language background and limited English proficient students in the USA to the year 2000. Projections do not take into consideration potentially unpredictable sociopolitical issues or differences in educational contexts throughout the country.	Stakeholders, program managers, language assessors and materials developers can benefit from statistical results such as these to make a rough prediction of the events.	1, 4	8	1, 6
Oxford (1982a)	The article reviews studies on the optimal age and implications for foreign language learning and examines cognitive and affective aspects of language loss, language learning, and language maintenance.	Current and future research on skills attrition and language loss can clarify interpretations of prior studies. Moreover, depending on the study design, such research might show which skills are lost more rapidly than others.	1, 2, 3, 4	1, 9	1, 2
Peng et al. (1982)	This article examines two major analytic procedures, i.e., discriminant analysis and probabilistic procedures for estimating the number of children with limited English proficiency; then an alternative to these procedures, i.e., synthetic cohort analysis, is described.	The main implication is that researchers need to consider advantages and disadvantages of particular analytic procedures and the kinds of data useful for each procedure.	1, 4	8	1, 6
Oxford (1986b)	This article explains that learning strategies improve students' language performance, encourage learner autonomy, and are teachable. It includes an early taxonomy of language learning strategies, summarizes the research to date, and discusses existing strategy research techniques to that date.	The article encourages teachers to teach their students how and why to use learning strategies and provides research tools and a rationale for investigators. It offers solid resources while spreading enthusiasm for learning strategies.	1, 2, 3, 4	3, 4, 9, 13	1, 2

* Corresponding author.

E-mail address: hassan.mohebbi973@gmail.com   https://doi.org/10.32038/ltrq.2024.41.12

Crookall, Oxford, & Saunders (1987)	This article, adopting a representational perspective, examines the central concepts related to simulation, such as system, model, rule, role play and game. This article is not necessarily tied to language learning but is generally relevant to education.	The study has implications for researchers and educators. Researchers can use the article for conducting further research into the role of simulation and gaming in learning, while educators can apply the concepts in the classroom.	1, 2,4	9,10	1, 2
Rhodes & Oxford (1988b)	This article presents a questionnaire-based study examining the status of foreign language instruction with a large sample size of 1,416 elementary schools and 1,349 secondary schools and covers multiple areas, such as teacher qualifications and training and the amount of foreign language instruction.	The study has implications for program managers, curriculum developers and teacher trainers, who can use the findings to establish or improve foreign language programs and provide needed motivation and resources for teacher training.	1,	6, 9	1,3
Ehrman & Oxford (1988)	This article examines relationships among learner characteristics (e.g., gender differences, career choice, cognitive style, and aspects of personality) and explores language learning strategies in relation to those learner characteristics.	Teachers can consider the individual differences among learners. In addition, teachers can help learners 1) recognize their own strategies, 2) identify the most useful ones, and 3) build on those strategies to strengthen authentic language use.	1, 2, 4	1, 6, 9, 11, 13	1, 2
Oxford, Nyikos, & Ehrman (1988)	This article examines gender differences as a variable in language learning strategies and considers gender to be an important predictor in the field of language learning strategy and research.	The study has implications for researchers, who are urged to conduct further research, replicate specific research in local contexts, and use multiple measurements of strategy use.	1, 2, 3	1, 2, 6, 9, 13	1, 2
Schleppegrell & Oxford (1988)	This strategy handbook is a rich, highly detailed reference useful for multiple readers: teachers, teacher trainers, and language learners. It presents an organized array of research-tested, effective strategies for language learners to use as tools for more efficient, more autonomous, and more satisfying language learning. It is included here as if it were an article to allow extraction of technical terms/concepts.	To enhance language learning performance, language teachers can teach their students to use learning strategies. Teacher trainers can instruct teachers on how to teach strategies to their students. Language learners can easily apply the strategies in this handbook to improve their own learning.	1, 2	1, 9, 13	1
Oxford (1989b); Oxford & Crookall (1989)	These articles, drawing on existing research on language learning strategies, examine types of strategies, strategies that effective language learners use, and variables affecting the choice of language learning strategies.	Educators can use the information to enhance learners' use of language learning strategies, thereby boosting language proficiency and motivation. In particular, classroom teachers	1, 2, 3, 4	1, 9, 13	1, 2

		can conduct strategy training aligned with learners' needs.			
Oxford (1989b)	This article examines a practical exercise that helps students identify and describe their best and worst language learning experiences and recognize emotions and learning strategies that arose during those experiences.	Learners can examine their language-learning experiences through the lens of emotions and learning strategies. Teachers can consider their own former language-learning experiences and can help students develop fruitful emotional responses and learning strategies.	1, 2, 3, 5	1, 9, 13	1, 2
Oxford (1989d)	The article reviews existing research on language learning strategies and investigates the kinds of strategies good language learners use and the varying factors which affect choice of language learning strategies.	There are potential implications for language teachers and learners. Language teachers should consider strategy training in keeping with learners' own needs and should also consider affective factors in conducting strategy training.	1, 2	1, 2, 3, 6, 9, 13	1, 2
Oxford, Lavine, & Crookall (1989)	This article examines the characteristics of good language learners and the strategies they use. It also applies learning strategies to the principles of the Communicative Approach.	The study can help teachers facilitate their students' optimal learning strategies through strategy training, changes in classroom organization, and use of more authentic communication processes.	1, 2, 3, 4	1, 9, 13	1, 2
Oxford & Nyikos (1989)	The article uses a large sample size and reviews and surveys variables influencing choice of language learning strategies in a conventional academic setting. In general, better language learners use strategies suitable to their own personality, age, and purpose. Also, concerning gender differences in use of language learning strategies, findings by Oxford, Nyikos and Ehrman (1988) are informative.	One of the implications of the study is that it can raise teachers' and learners' awareness of the use of appropriate learning strategies. Teachers help learners to use such strategies effectively and take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction	1, 2, 3	1, 2, 3, 6, 9	1, 2
Oxford & Crookall (1990b)	This article identifies four categories of vocabulary learning and instruction techniques: decontextualizing, semi-contextualizing, fully contextualizing, and adaptable techniques. Abundant context fosters vocabulary learning.	The study initiates teachers, teacher trainers, and researchers into techniques that can help learners develop a larger vocabulary. Teachers can teach their students to use those techniques with high-context vocabulary practice.	1, 2	1, 2, 3, 9, 13	1, 2, 6

Oxford, Ehrman, & Lavine (1990)	This article considers language learning style and potential conflicts between learning styles and teaching styles. The authors present key concepts and research related to language learning style and examine teacher-student style conflicts and mismatches.	Style conflicts between teachers and learners occur more often than teachers might recognize. This chapter helps teachers understand what such conflicts entail and what to do to manage them, so that learners' performance can be optimized.	1, 2, 3, 4	1, 2, 9	1, 2
Oxford, Crookall, Cohen et al. (1990)	This article summarizes existing research on learning strategies and presents six situational case studies of strategy training in various countries and settings. A flexible strategy training model is offered.	Teachers and teacher trainers can conduct strategy training to help learners move from dependency to autonomy and become creative, responsible and self-directed in language learning.	1, 2, 3, 4, 5	1, 2, 3, 9, 13	1, 2
Ehrman & Oxford (1990)	This article uses Oxford's taxonomy as a language learning strategy system. It also explores eight psychological-type preferences.	A psychological-type model can serve as a conceptual framework for helping teachers and learners. The result can be greater use of strategies for self-regulation and higher learning performance.	1, 2, 3, 5	1, 2, 3, 9, 13	1, 2
Oxford (1992b)	This article concerns language learning strategies, examines existing research findings outside of the language instruction domain and investigates the implications both in terms of instruction and future research needs.	The study has implications for teachers and students. Teachers can use the content of the article to help students become good language learners, direct their own learning and move from dependency to autonomy.	1, 2, 3, 4, 5, 6	1, 9, 13	1, 2, 6
Oxford (1992c)	This article discusses a wide range of factors for language learning, such as motivation, anxiety, gender, risk-taking, age, self-esteem, tolerance of ambiguity, cooperation, competition, and a variety of language learning strategies and styles. For further reading, a study on learning strategies (Oxford & Cohen, 1992) is also informative.	Teachers can use the article to understand more clearly the significance of learners' personal characteristics, strategies and styles. With this increased understanding, teachers can enable students to become more strategic and effective language learners.	1, 2, 3	1, 2, 3, 9	1, 2
Crookall, Coleman & Oxford (1992)	This article offers a framework for understanding assumptions about environments for computer-mediated learning. The focus is on the learner, the computer, and their interrelationships. Key dimensions in computer-mediated learning environments are control and interaction.	This article has concrete utility for teachers and researchers when published three decades ago. Its relevance has increased due to vast dependence on computer-mediated learning during the COVID-19 pandemic. Principles of control and interaction still apply even with greatly advanced computer technology.	1	9, 10, 5	1, 7, 8
Oxford (1993a)	This article examines the role of intelligent computers in learning and teaching languages with use of any medium of technology, ranging	Teachers can use intelligent computers to provide authentic materials and help language	1, 2	5, 9, 10, 11	1, 2, 8

	from classroom-assisted tools to more sophisticated intelligent computers.	learners maximize their learning performance and deeply enjoy the process.			
Oxford (1993b)	This article investigates issues in tertiary content-based ESL instruction at an international level through analyzing students' language needs, describing main approaches and methods and exploring subject areas such as mathematics, social studies, and science.	The study has implications for language teachers and content teachers. Teachers can link the various language skills to meaningful communication and develop students' language proficiency through content-language integration driven by needs analysis.	1, 3, 6	8, 9, 14	1, 2, 7
Oxford (1993c)	This article highlights the significance and complexity of listening skills, presents research findings on L2 listening and provides guidelines for the selection and use of L2 listening tasks.	Teachers can help their students develop listening competence via listening strategies. Also, teachers can offer engaging, needs-based and authentic listening materials, tasks and activities.	1, 3	8, 9	1
Oxford, & Ehrman (1993)	This article examines individual-difference factors, i.e., aptitude, motivation, anxiety, self-esteem, tolerance for ambiguity, risk-taking, learning styles, age, and gender, which impact on L2 success.	Teachers can enable learners to stretch beyond their "stylistic comfort zone" and create novel language learning strategies. This can be most effectively done when teachers develop creative language learning materials and tasks.	1, 2, 3	1, 2, 6, 13	1, 2
Oxford, Hollaway & Horton-Murillo (1992)	This article examines language learning styles in multicultural ESL/EFL classroom settings. It presents six case-study examples of cross-cultural style conflicts in tertiary education settings.	Through style assessment and ingenuity, teachers can adapt their instructional styles to align more closely with students' learning styles. Teachers can provide relevant, style-diverse learning materials and activities to deal with individual and cross-cultural style conflicts.	1, 2, 3, 5	1, 9, 13	1, 2
Oxford, Park-Oh et al. (1993a)	This article reports on a study of 107 high school students learning Japanese through the medium of satellite television. The use of language learning strategies was highly effective, especially for motivation. See Oxford (1994b) for a deeper treatment of motivation.	The study has implications for language teachers; they can use satellite technology or other technological means to help learners with visual preferences become increasingly motivated to learn a challenging language.	1, 2, 3, 4, 5	1, 4, 5, 6, 9, 13	1, 2, 8
Oxford, Park-Oh et al. (1993b)	This article presents factors affecting language achievement using satellite television. Motivation and language learning strategies were crucial for the success of the program.	Teachers can use a variety of instructional activities and learning tasks, technological or not, to motivate language learners with varying learning strategies and styles.	1, 2, 3, 4, 5	1,4, 5, 6,9, 13	1, 2, 8
Oxford, Park-Oh et al. (1993c)	This article reports on factors affecting achievement in a satellite-delivered Japanese language program. Six factors emerged as the most relevant: motivation, language learning	Teachers should recognize these six learner factors in order to offer optimal learning opportunities via technologically-mediated learning. These learner factors are crucial in	1, 2, 3, 4	1, 5, 9	1, 8

	styles, language learning strategies, gender, course level, and previous experience in learning a foreign language.	technology-focused language learning contexts and regular language learning environments.			
Nyikos & Oxford (1993)	This article reports on a large-scale, factor-analytic study of language learning strategy use at the university level. Results reveal that the ways students learn are related to internal cognitive requirements of information processing, as well as social psychological factors.	Teachers can conduct effective, communication-oriented learning strategy training using 1) social psychological concepts of beliefs and rewards and 2) knowledge of cognitive information processing.	1, 2, 3	1, 9, 13	1, 2
Young & Oxford (1993)	This article is a quantitative and qualitative exploration of students' reaction to two different Spanish textbooks. The study highlights the importance of textbooks, foreign language instructional materials and learner variables.	Employing an analysis of learners' needs, teachers can help learners select the kinds of materials and textbooks needed for the development of either their productive skills or receptive skills.	1, 4	8, 9	1
Oxford (1994a)	This article is a brief research update that summarizes characteristics of good language learners, highlights research findings related to second language learning strategies, and elaborates on factors influencing strategy choice.	Teachers can conduct their own classroom research on learning strategies to help them provide effective strategy training and increasingly communicative language instruction. In the process, learners become more strategic and motivated in their language learning.	1, 2	1, 9, 13	1, 2
Oxford (1994c)	This article explores a philosophy for teaching culture in the language classroom. Considering the teaching of culture as a platform for discussion among language learners and teachers, this article offers fresh ideas for culture teaching.	Realizing language-culture connections, teachers can choose or create relevant instructional tasks, materials, and content associated with learners' cultural interests and needs.	1	4, 9	1
Oxford & Scarcella (1994)	This article examines second language vocabulary instruction with a focus on motivation, language learning strategies, and needs analysis. It also elaborates on other factors in developing vocabulary.	Teachers can conduct strategy training for learners by using instructional scaffolding and contextualized activities and tasks. The techniques help learners strengthen their vocabulary learning and expand its scope.	1, 2	1, 9, 13	1, 2
Oxford & Shearin (1994)	This article draws on findings from multiple disciplines. It examines a broader vision of language learning motivation and elaborates on current theories of motivation, types of motivation and their relationship with learners' success.	Teachers can gain greater understanding of motivation theories, such as hierarchies of needs and goals. Teachers can identify learners' motivational profiles and help learners become increasingly motivated for success in language learning.	1, 3	6, 9	1, 2

Burry-Stock & Oxford (1994)	This article about a science education evaluation uses quantitative and qualitative research about the development and use of Scriven's Duty-Based Evaluation Model for identifying expert science teaching. The study identifies features of expert science teaching and ways to assess them.	Researchers can do further research or replicate the study in light of the constructivist movement, Scriven's Duty Based Evaluation model, and the novice through expert states of teaching.	1, 3, 4, 5	9, 11	1
Oxford, Lee et al. (1994)	This article explores the integration of language skills in an international perspective. It elaborates on students' academic and social language needs, offers the new findings and presents five types of instructional designs.	Language teachers could benefit from analyzing the needs and purposes of language learners and then provide needs- and purpose-based activities and tasks in keeping with an integrative approach.	1, 6	8, 9	1
Scarcella & Oxford (1994)	This article reviews the state of the art in teaching pronunciation, discusses the types and research findings about the competencies learners need to communicate with intelligible pronunciation. A research-based approach to teaching pronunciation is offered.	Teachers need to employ a research-based approach to help their students acquire and improve pronunciation knowledge, skills and features in their new language.	1, 2	8, 9	1
Oxford (1995d)	This article explores the cognitive and affective aspects of language learning through students' introspective narratives about their learning histories. It focuses on "situated cognition", according to which learning occurs in a particular setting. .	The study presents examples of selected histories associated with language teachers or those wishing to be language teachers, so it can be of practical use for teachers and teacher candidates. The study could be usefully included in the syllabus of pre-service or in-service course for language teachers.	1, 2, 3	1, 3, 9	1, 2, 3
Ehrman & Oxford (1995)	This article explores the relationships of individual-difference factors to end-of-training proficiency ratings in speaking and reading. To this end, cognitive aptitude, learning strategies, learning styles, personality, motivation, and anxiety are assessed.	Teachers should consider the individual differences key to language learning and realize the roles played by motivation, debilitating anxiety, facilitating anxiety and cognitive flexibility in learning a second/foreign second language.	1, 2, 3, 5	1, 2, 3, 5, 9, 11	1, 2
Green & Oxford (1995)	This article examines language learning strategy use by students at three different course levels. Results showed that successful learners were more strategic than unsuccessful learners and that women had higher levels of strategy use than men.	Teachers should help students become aware of the importance of actively using learning strategies, especially "bedrock strategies," with naturalistic practice. Also, teachers should expose students to a wide range of strategy options available to them.	1, 2, 3, 4	1, 9, 13	1, 2
Oxford & Anderson (1995)	This article examines learning styles within and across cultures. Massive differences in learning	Teachers and researchers can help learners become aware of their own culturally- and individually-shaped learning style preferences	1, 2, 3	1, 2, 4, 9	1, 2, 7

	style patterns are sometimes linked with cultural beliefs, attitudes, and behaviors.	and use them in learning a second/foreign language.			
Oxford & Burry-Stock (1995)	This article compares factor analytic results for Oxford's Strategy Inventory for Language Learning across different countries. It presents construct validity of the ESL/EFL version of the SILL.	Teachers should understand that learning strategy instruction and assessment are a significant part of their teaching role. They might find value in using the SILL for strategy assessment, given its construct validity.	1, 2, 3, 4, 5	1, 9	1, 2
Oxford & Ehrman (1995)	This article examines adults' language learning strategies in light of multiple factors, such as proficiency, teacher perceptions, gender, aptitude, learning style, personality type, ego boundaries, motivation, and anxiety.	Language teachers can note the dynamics of strategy use in light of the other factors that influence learning. Such variables can help teachers design and conduct strategy training. Researchers can use the study to plan their own investigations.	1, 2, 3, 4	1, 9, 13	1, 2
Oxford (1996a)	This article explores the validity and reliability of the ESL/EFL version of the Strategy Inventory for Language Learning, the most widely employed strategy questionnaire. Language learning strategies help make learning easier and more effective. Also explored are learning style preferences and other variables.	Learning strategies should be key elements when teachers plan courses, learner goals, language tasks, and materials. Teachers can use the SILL to empower their students to become strategic learners. Researchers can investigate multiple types of learning strategies using the SILL and other measurement tools.	1, 2, 4	1, 9	1, 2, 6
Oxford (1997a)	This article is a literature review of conditions for second language learning. Language is considered a communicative tool in a speech community or culture. Some conditions are more optimal than others for a person's language development.	The study has implications for language teachers and teacher trainers who want to know more about variables that influence language learning.	1, 2, 3	4, 9	1, 2
Oxford (1997b)	This article discusses constructivism as a "shape-shifter" with many different philosophical forms and guises, says Oxford, who notes vast differences between cognitive and social constructivism. Oxford discusses what these differences mean for everyday teaching, learning, and being.	This is for educators in any field who want to think deeply about what they are doing and why. Teachers can use Oxford's study to better understand their own belief systems and instructional practices.	1, 2, 3	9, 11, 13	1, 2, 3
Oxford (1997c)	This article explores three strands of communication in the language classroom: cooperative learning, collaborative learning, and interaction. Though they are different, these strands share the common goal of	This article helps teachers understand *what* they actually are doing and *why* they are doing it when they design different types of communication tasks and groups. They discover why some communicative tasks are gloriously successful others fail.	1, 2, 3	1, 3, 9	1, 2

	interdependence as a pathway to cognitive and social development.				
Nam & Oxford (1998)	This article provides a portrait of a future bilingual teacher, the first author, who has auditory learning problems with memory and processing speed. She also describes her reading and writing performance, educational progress, personal and career hopes, beliefs, and emotions.	Language teachers and teacher trainers can help language students and teacher trainees find new ways to deal with learning problems. A learning disability can open doors to other modes of perception and growth.	1, 2, 3	1, 2, 6, 9	1, 2, 3
Oxford, Tomlinson et al. (1998)	This article examines the use of metaphor by education theorists in interpreting the concept of "teacher" through the fascinating use of student- and teacher-developed texts, interviews, narratives and. articles. Four philosophical perspectives arise.	Teachers and students can become researchers if they try out any of the creative, provocative ideas and activities in this very rich article. Increased rapport, self-understanding, relaxation, and tolerance of ambiguity typically arise.	1, 2, 3	1, 4, 7, 9, 11	1, 2, 3
Park & Oxford (1998)	This article investigates the changing roles of teachers in the 5-week summer intensive program named the English Village Course at the Korea Advanced Institute of Science and Technology.	Teachers and teacher trainers can use the findings of the program to foster language learners' communicative skills and abilities. Also, researchers can replicate the study in another English language teaching context.	1, 2	9	1
Nuby & Oxford (1998)	This article addresses similarities and differences in the "psychological types" of Native American and African American students. Both groups favored extraversion, sensing, and thinking, and both males and females had similar patterns (extraverted, sensing, thinking, and perceiving).	Although this study was not about language learners, it has implications for language education. Language teachers can assess psychological types of learners to identify learning style tendencies. This will help teachers design materials and tasks linked with individual styles (and sometimes group styles) of language learners.	1, 2, 3	1, 9	1, 2
Oxford (1999)	This article first examines the relationship between language learning strategies and language proficiency. The author then explains the link between strategy use and learning outcomes.	Researchers can replicate the study in other contexts. Teachers can help learners to understand the effectiveness of strategy use and employ more efficient strategies in order to increase autonomy and independence in learning.	1, 2	1, 3, 9	1, 2
Spezzini & Oxford (1999)	This article provides a distinction between perceived proficiency and actual proficiency of foreign language teaching candidates. It explains that during the foreign language teaching methodology course, teacher candidates become	Teachers and teacher trainers should help teacher trainees become conscious of their language proficiency during the teacher training course and consider language proficiency as one of the prerequisite elements required for entry into pre-service courses.	1, 4, 5	6, 9	1, 3

	more realistic about their own abilities and needs for further language development.				
Oxford (2001a, 2001b)	These articles examine the integrated-skill approach and contrast it with the purely skill-segregated approach. Since language is a communicative tool used for interaction, teachers should track students' progress in multiple skills at the same time.	Teachers need to integrate all language skills and subskills in the classroom. Effective, authentic communication demands it, and the articles explain how to do it.	`1	8, 9	1
Leaver & Oxford (2001a)	This article examines the theory of individual differences in regard to learning styles, the current state of faculty development for foreign-language teachers, teacher empowerment as the overarching goal of faculty development and general faculty development structures and how individual differences apply to those structures.	Teachers can use the findings and the examples presented in the article to assess teacher development in specific institutes or universities. Also, researchers can employ this style of investigation for further research in their own local contexts.	1, 2, 5	9	1, 2, 3
Leaver & Oxford (2001b)	The research work presents a novel view of mentoring foreign language teachers. It focuses on individualizing the process of mentoring by recognizing style differences among individuals, including aspects such as personality type, cognition, preferred modality, conceptual tempo, and biological differences.	Language teachers and teacher educators need to both humanize and individualize the process of education. Mentoring in learning style is the way this can happen.	1, 2, 3, 5	1, 2, 9	1, 2, 3
Hsiao & Oxford (2002)	This article examines classification theories of language learning strategies by means of confirmatory factor analysis. It uses the ESL/EFL version of the Strategy Inventory for Language Learning and offers other approaches such as understanding language use strategies and recognizing the importance of the learning environment.	The study has particularly valuable implications for strategy theoreticians and researchers, who can further examine the approaches and classification mentioned.	1, 2, 3	1, 9	1, 6, 7
Oxford (2002b)	The study reviews frequently used techniques for assessing students' L2 strategies, rules of research on learning strategies and factors influencing the L2 student's choice of learning strategies. The limitations and potentials of research on language learning strategies are detailed.	The study has implications for teachers and learners. They can use the findings for the purpose of raising learners' awareness and helping them develop their favorite learning techniques. Researchers are also motivated to conduct further research.	1, 2	1, 8, 9, 13	1, 2

Ehrman, Leaver & Oxford (2003a, 2003b)	These articles review the broad range of individual differences in second language learning as reflected in learning styles, learning strategies, and affective variables. For further reading concerning individual differences and ELT issues, Oxford and Ehrman (1993) and Oxford et al. (2007) are informative.	This article is valuable for both teachers and researchers. Teachers can use the information for improving their approaches to language teaching and can readily conduct action research in their classes. Researchers can study individual differences more formally and help language teachers.	1, 2, 3	1, 2, 9	1, 2
Yamamori, Isoda et al (2003)	This article examines a change in learning strategies in terms of the will to learn and English achievement associated with 81 Japanese EFL learners: The relationship between strategy use and achievement is multifactorial and nonlinear.	One of the implications is that in educational terms, it is crucial for teachers to find groups or communities within the whole class, as this can serve as a powerful tool for teachers to tailor instruction to match the needs of multiple types of learners.	1, 2, 3	1, 9	1, 2
Lan & Oxford (2003)	This article investigates learning strategy profiles of students learning English in elementary schools in Taiwan, displays strong relationships between strategy use and proficiency, and pinpoints key issues related to gender and motivational differences in strategy use.	The study can broaden the horizon of teachers and language learners towards language learning strategies in Asian contexts. Many of these strategies can be used in other cultural contexts.	1, 2	1, 2, 9, 13	1, 2
Oxford (2003a)	This article contains research findings from numerous parts of the world concerning learning styles and strategies. The article can lead to enhanced learning environments, greater student motivation, and greater enthusiasm for learning.	The study can lead teachers to conduct strategy training and help learners to understand the value of language learning strategies.	1, 2, 3	1, 9	1, 2
Oxford, Cho et al. (2004)	This article investigates the meaning of "task", discusses task-based research, and offers a rationale for task-based strategy assessment. It examines the effects of including a language task as part of strategy assessment procedures and discusses the issues of task difficulty for students at varied proficiency levels.	Teachers can consider traditional, task-free strategy questionnaires in preparation for constructing task-based strategy questionnaires.	1, 2, 3, 4, 6	1, 9, 14	1
Oxford (2006)	This article explores L2 task-based language teaching and learning, reviews task-supported teaching, and lists and investigates varying types of tasks and their applications.	Teachers could use the models and task types presented in the article and analyze the needs of their learners. This will lead to helping learners with task-oriented instruction and activities.	1, 4, 6	9, 14	1

Lee & Oxford (2007)	This article uses a combination of a questionnaire and think-aloud protocols and explores reading strategies of L2 learners. It also examines whether the ordering of the two instruments would be likely to affect reading comprehension scores and strategy awareness and use. The two instruments were complementary to each other.	Teachers can employ the two instruments in action research to gain complementary information for planning classroom instruction. Researchers can work with teachers and can conduct more formal studies of reading strategies.	1, 2, 3	1, 9, 12, 13	1, 2, 6
Lee & Oxford (2008)	This article examines the impact of Korean students' English-learning self-image, strategy awareness, and the importance of English in language learning strategy use. Strategy awareness and strategy use were related to the Korean cultural context.	Teachers should consider cultural nuances in conducting strategy training. Teachers need to consider cultural and personal aspects of language-learning self-image, an important variable that is rarely studied.	1, 2, 3	1, 4, 9	1, 2
Oxford (2011a)	This article examines language learner narratives in four ways and offers many references to a wide selection of learner narratives (the personal stories learners tell about their learning and lives). Learner narratives, when analyzed, disclose students' affective, cognitive, cultural, and communicative needs.	Teachers can use the article to understand language learner narratives and help their students write their own narratives. Researchers will likewise benefit from this article for conducting investigations involving learner narratives.	1	9	1
Oxford (2011b)	This article classifies publications and ideas according to some major themes and issues related to language learning strategies. Some of these include strategy effectiveness, strategy models and theories, strategy instruction, strategy assessment, factors related to language learning strategy choice, technology and strategies.	The article helps teachers understand the deep issues of language learning strategy use, assessment, and instruction. It can help teachers reorient their approach to language teaching.	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14	1, 2, 6
Gunning & Oxford (2014)	The study reports on a mixed-methods case study and examines the impact of strategy instruction and use on performance on oral interaction tasks among sixth graders. Findings display that instruction increased strategy awareness and use.	The study has potential implications for the fields of strategy instruction, language teaching pedagogy, research methods, and learning strategies among children learning a second or foreign language.	1, 2, 3	1, 7, 9	1, 7

Oxford (2014b)	This article examines two second/foreign language learner histories lying in the extreme ends of the spectrum of learner well-being in positive psychology. The focus is on the positive learning experiences of a highly strategic learner and the remarkably disappointing experiences of a less strategic learner.	Teachers, teacher educators, and researchers can learn from this study how learners' attitudes and experiences shape language learning outcomes. The study suggests that less strategic learners need not give up and that they can, with help, become more strategic and successful.	1, 2, 3	1, 9	1, 2
Oxford, Griffiths et al. (2014)	This article presents international learning strategy experts' personal and professional stories of their involvement with learning strategies. The analysis of these experts' comments reveals fascinating instances of metaphors and similes describing language learning strategies. It also explores their varied engagement with learning strategies over many years.	Teachers' and researchers' experiences related to strategy use can be rich sources of information useful for language learners. If shared with advanced learner, such information could be humorous, exciting, and motivating.	1, 2, 3	1, 9	1, 2
Griffiths & Oxford (2014)	This article is an introduction to a special issue on the state of the art in language learning strategies in the twenty-first century. Not only does this article introduce the articles in the special issue, but it also provides an overview of key issues concerning language learning strategies today: strategy definitions, strategies and proficiency relationships, theoretical underpinnings, categorization, context, teachability, research methodology, and analysis.	Teachers and researchers would find this article to offer a great knowledge base about language learning strategies. It would also help any reader navigate the rest of the articles in the special issue.	1, 2, 3	1, 7, 9, 13	1, 7
Kao & Oxford (2014)	This article provides a very personal story concerning issues in the way the author (and his young daughter) approached learning English and motivation. The first author creatively incorporated Hip Hop music into his English language learning and became greatly inspired and successful. He also deepened his understanding of the culture underlying Hip Hop lyrics and sound.	The study helps teachers understand that learners are idiosyncratic in finding the most motivating strategies for learning a language. Music and song can be highly motivating to learners who have a strongly auditory learning style and are willing to become increasingly self-regulated and self-motivated.	1, 2, 3	1, 6, 8, 9	1, 2, 3

Ma & Oxford (2014)	The study examines a personal diary and explores the internal context of attitudes, motivations, and emotions and the external context of the unfamiliar country and its culture. The interaction of the two contexts and the way they impact the styles and strategies for learning are described.	The article has implications for language learners. Since diaries provide insightful details, they are very helpful for identifying an individual's learning styles and help learners manage their effects metacognitively, which can bring about meaningful learning.	1, 2, 6	1, 2, 3, 4, 6,8,11, 14	1, 2
Oxford, Rubin et al. (2014)	This article analyzes six short narratives written by language learning strategy experts from Germany, South Africa, Canada, and the United States. The study contains specific themes which range from strategy-related needs of language learners to life changes and emotions of researchers and teachers.	Since the study is embedded in a variety of complementary perspectives on language learning strategies, it can have multiple implications. One of them is that teachers can use it for learner training purpose, which can in turn facilitate and enhance the processes and outcome of language learning.	1, 2	1, 9, 13	1, 2
Oxford (2015a)	This article examines the psychological perspective and the sociocultural perspective regarding autonomous learners. These perspectives help readers understand learners' characteristics: the self-regulated learner, the emotionally intelligent learner, the self-determined learner, the mediated learner, and the socioculturally-strategic learner.	Researchers and teachers can use the paper to further theorize and investigate the multiple aspects of learner autonomy associated with specific students and classes.	1, 2, 3, 6	3, 6, 9	1, 2
Oxford (2015b)	This article explains major theories of emotion drawn from social psychology, social constructivism, positive psychology, social constructionism, and existential psychotherapy. It explores the significance of emotion as an amplifier, providing energetic intensity to language learning and linking cognitive and affective aspects in a complex dynamic system. For further discussion and reading, Cuéllar and Oxford (2018) are also informative.	Language teachers need to be familiar with theories related to emotion. Teachers can help language learners understand, control, and transform their learning by knowing how emotion and cognition interact. This is important in relation to dealing with positive emotions and stressful emotions.	1, 3	6, 9, 12	1, 2
Oxford (2015c)	This article examines emotion theories drawn from psychology and spirituality and applied to language learning. Included are resilience theory, emotional intelligence theory, well-being theory in positive psychology, the theory of flow, emotion theory in existential psychotherapy, and psychospiritual concepts.	Teachers can use this intensive, interesting article to prepare themselves to help learners let go of negative emotions and bring emotions under their personal control, particularly when dealing with difficult challenges and complicated language learning tasks.	1, 2, 3	6, 9	1, 2

Oxford, Pacheco Acuña et al. (2015)	This article examines bilingualism in multiple learners' narratives through the analytic framework of positive psychology and well-being. The study presents themes such as bilingual identity, emotions, peak experiences, motivation, hope, resilience, hardiness (existential courage), and learning strategies.	By using some of the stories in this article, teachers can help students realize the intricate social and individual processes of becoming bilingual. Learners can become more courageous, determined, and motivated if they know how other learners have dealt with these complexities.	1, 2, 3	1	1, 2
Oxford (2017d)	This article explores time factors and their dynamic interaction with contextualized variables such as sociocultural mediation, self-regulated task phases, language learners' autonomy, hope, agency, mindsets, complexity theory, learning strategies, imagination, and motivation.	Language teachers will be surprised at all the issues surrounding time in language learning. Teachers can help students cope with time pressures through encouraging students to discuss the personal meaning of time in their language learning. Teachers can share student-relevant concepts that might engender hope and motivation in students. Time can become a friend and not a tyrant.	1, 2, 3	2, 3, 6, 9, 12	1, 2
Pawlak & Oxford (2018)	This article examines the future directions of research into language learning strategies, the combination of a macro- and micro-perspective and finally the pedagogical uses of learning strategy investigations.	Teachers can help learners understand the significance of strategy use for practical language learning. Researchers can reconsider how to conduct strategy investigations while keeping language instruction and learning center stage.	1, 2, 9, 14	1, 9, 13	1
Oxford & Gkonou (2018)	This article surveys a tapestry resulting from the connection of culture, language, and learning strategies. Ideas for teaching all parts of the tapestry are provided, and cultural issues, such as cognitive flexibility, ethnocultural empathy, intercultural understanding, and trauma are detailed.	The article offers effective examples for teachers, teacher educators, and researchers. Studying the article can help them consider, examine and apply the findings associated with the link among language, culture and the use of strategies in terms of local practice and global theory.	1, 2, 3	1, 4, 9	1, 2
Gkonou & Oxford (2019)	The research work examines the role of formative assessment in helping teachers assess their language instruction from the perspective of learning strategies. Effective language teaching occurs when teachers help their students to optimize their learning strategy use.	The study has practical implications for teacher educators and teachers. The article can help them to enable teaching candidates and language learners to be rightly evaluated. It can also lead to using crucial strategies for success in learning to teach and in learning a language.	1, 2, 3	1, 2, 3, 4, 5, 9, 13	1, 2, 3, 6
Spezzini & Oxford (2019)	This article investigates the second language oral comprehensibility of English immersion learners in South America. It explores comprehensibility research in relation to learners	In modeling a practical research paradigm that considers a naturally-occurring academic event (student speeches), the study can be helpful for teachers, teacher educators and program	1, 3	8, 9	1, 2, 7

	in immersion programs and focuses the curriculum component of school speeches.	managers. The study offers multiple ideas for analyzing speech for instruction, research, and student learning. .			
Oxford (2020b)	This article explores the Language of Peace Approach and examines six peace dimensions: inner peace, interpersonal peace, intergroup peace, intercultural peace, international peace, and ecological peace. Varying types of peace have micro-impact and macro-impact on individuals and society at large.	Language teachers, teacher educators, and learners can learn from this article how peace and conflict affect their lives. They can discuss how the six dimensions of peace relate to their daily living.	7	9, 4, 11	1, 4
Oxford & Khajavy (2021)	This article explores "grit linguistics" and its two components: perseverance of effort (PE, or ongoing hard work) and consistency of interest (CI, referred to as "passion"). Theorists of grit claim that these two components synergistically influence success or achievement. According to grit enthusiasts, success is *mainly* dependent on PE and CI rather than on natural talent, but the authors promote a more balanced view.	Teachers can consider contextual and motivational factors as crucial elements for the success of learners. The article suggests that domain-specific grit can influence language learning. Views of grit as the general solution to all learning problems are not particularly helpful, according to the article's authors – one of whom is Middle Eastern and the other of whom is American.	1, 3	2, 6, 9	1, 2
Ortega & Oxford (2023)	This article uses a narrative approach, i.e., circles of memory, and examines refugees' and immigrants' funds of knowledge, along with emotional, material, linguistic, cultural, and legal experiences and struggles, as they transit from home countries to host countries.	The study can create an opportunity for teachers to value varying experiences learners bring to their language classes. This deepens their understanding of themselves, strengthens peaceful relationships, and contributes to more democratic ways of living.	1	9	1
Oxford, Perz, and Schultz (2023)	The study explores the construct of 'polycrisis', referring to multiple, interactive, cascading crises. The authors examine interwoven aspects of today's polycrisis in terms of ecological crises, social crises, inner crises. Creative ways of dealing with the current worldwide polycrisis are presented. Frankl's concept of tragic optimism is especially important and engaging. Research concerning L2 learning crises by Oxford, Meng et al. (2007) is also informative.	This study can deepen teachers' understanding of crises observed in the class, classroom management and educational processes. It also helps readers understand the tremendous external crises (climate change, gun cultures, etc.) that can and do indirectly affect classrooms. The final section provides a range of tools that teachers and students can use in the face of the current polycrisis.	1, 7	3, 9, 11, 12	1, 4
Lin et al. (2023)	This article explores shared humanity, interbeing, and vital life energy fostered by contemplative practices such as meditation, reflective journaling, and labyrinth walking.	The study has multiple implications. It can help develop competencies for caring for, loving, and supporting the environment and people who are very different from oneself. The study	1, 3, 7	6, 9, 12	1, 2, 4

| | inspires all individuals to create personal balance through appreciation of nature and through caring about diverse social groups. Inner peace, self-acceptance, and courage can result. | | | |

Table 10

Book Chapters: Main Tenet, Implications, Subdisciplines(s) and Domain(s)

Book Chapters By Date	Main Tenet	Implications	Subdiscipline(s)	Domain(s)
Pol, Oxford, & Peng (1985)	The chapter explores techniques for measuring English language proficiency and offers demographic projections of limited English proficient persons in the USA using these techniques. The techniques can help identify the number of limited English proficiency children, and those results are necessary in planning for bilingual education.	The projections reported in the study have implications for bilingual education and social services and can provide information for policy planning for language minority groups. This information can policy makers aid in the development of English language proficiency.	9	9
Oxford (1990b)	This chapter reports research results on a significant interconnection among strategies, styles, and language aptitude. It provides a taxonomy of strategies and styles and presents key classroom applications.	Researchers can further pursue research on language learning styles, strategies and aptitude. Also, teachers can perform needs analysis, identify style orientations of learners and connect these orientations with needed learning strategies.	1, 9, 13	1, 2
Cohen, Oxford, & Chi (2002a, 2002b); Oxford (1995c)	This combination of chapters discusses a learning style survey that was developed to assess students' general approaches to language learning and clearly indicates students' overall style preferences. The later style survey was built on the earlier one.	Researchers can use the style items in the survey and relate them to learners' needs for strategy training and strategy use. Researchers can also use the items and replicate them in varying contexts.	1, 9, 13	1, 2,7
Oxford (1995a)	This chapter explores three current theories of learning and second language acquisition with reference to intelligent computer-assisted language learning. These theories are the novice-to-expert paradigm, constructivism, and the individual differences model.	The chapter has implications for graduates, postgraduates and researchers. It can provide them with a brief background concerning learning theories and help them link theory, practice and research.	2, 5, 9	1, 8
Oxford (1996d)	This chapter provides a historical overview of research on language learning motivation. Additionally, it examines current efforts to study language learning motivation, psychological variables, and social psychological pathways to motivation.	The study can be beneficial for postgraduates, teachers and researchers because of its straightforward presentation of historical understandings of pathways associated with motivation and current research.	3, 6, 9, 13	1, 2

Oxford (2001c)	The chapter explores language learning strategies, learning style types, and definitions. Strategies refer to specific thinking and behavior for boosting language learning, while styles are general approaches to language learning. These two variables affect the whole process of language learning and teaching.	The chapter has implications for teachers and teacher trainers. These individuals can help students and teacher candidates understand the importance of styles and strategies for developing language proficiency.	1, 8, 9	1, 2
Oxford (2003c)	This chapter examines a theoretical framework of language learner autonomy and self-direction. It provides an overview and offers conceptual definitions of key terms. Then it examines four perspectives in the model.	Language learners can develop competence in self-directing the process of their learning through a strong sense of responsibility and autonomy.	3, 9, 6	1, 2
Oxford & Lee (2008)	This chapter examines the characteristics of the good language learner and unearths the secrets of such learners, with the implicit assumption that if these secrets became more widely known, they could be shared with less successful language learners.	The study has implications for language teachers and researchers. The content of the chapter helps identify the characteristics of the good language learner and leads to the realization that complex rather than single traits are required for being a good language learner.	1, 2, 9, 13	1, 2
Oxford & Jain (2010)	This chapter uses a qualitative approach to identify changes in participants' perception concerning World Englishes, non-native English speakers, native English-speaking teachers and non-center native English-speaking students. It reviews related literature about fallacies and myths, explores participants' initial erroneous assumptions and presents a potential course model.	There are implications for teachers and researchers. The non-native English speakers and native English-speaking teachers, either as co-teachers or co-planners, can closely interact with each other; they can cooperate and work together. Also, they can have a full immersion experience in mutual cultures, as this can help them remove cultural biases.	4, 9	1, 7, 9
Oxford & Lin (2011b)	This chapter considers the Digital Age as a white-water change and examines the effectiveness of computer-assisted language learning, the challenges of digital issues, and the usefulness of language learning strategies. It recommends that to be a successful language learner, we need to be effective strategy users.	The study has implications for teachers, teacher trainers and program managers. They need to balance both the pros and cons of technology-assisted language learning and can inspire learners to use language learning strategies in keeping with digitally-embedded language education.	1, 2, 3, 4, 5	1, 2, 3, 6, 8
Oxford & Bolaños-Sánchez (2016)	This chapter pinpoints the key roles of motivation, positive emotions, engagement, perseverance, and positive mentoring associated with two individuals learning English as a foreign language. See also Cuéllar and Oxford (2018).	The study can have varying potential implications. One of the implications for teachers is to help language learners consider and understand that their abilities and competences are not fixed and can be enhanced with a view of motivational and contextual variables.	6, 9, 13	1, 2
Zhou et al. (2016)	This chapter explores the involvement of Chinese American families in their children's education. The study triangulates personal accounts of young Zeta as a second language student, accounts of her parents about	The study has multiple implications. For instance, teachers can contribute strongly to language learners' adjustment from ESL learning to the mainstream classroom. In addition, knowledgeable parents can be	2, 9	1, 2, 9

	Zeta's early second language literacy development over four years, and other evidence about her growth and change.	deeply and helpfully involved in their child's development in ESL learning.		
Oxford (2016a, 2016b, 2016c)	These chapters present fundamental information about positive psychology and examine Rebecca Oxford's positive psychological model of language learner well-being. The EMPATHICS model of well-being contains 18 components, including three that were added and examined. The model concentrates on the strengths of human existence and promotes human well-being in general. For further reading, Oxford's (2018a, 2018b, 2020c) and Oxford's and Cuéllar's (2014) book chapters are also informative.	Studying the chapters can enable teachers and teacher educators to encourage and motivate language learners and bring about positive changes that inspire the best in the learners. EMPATHICS is not intended to be a research model but is a framework for understanding personal growth.	6, 7, 9, 12	1, 2, 7
Oxford (2017b)	This chapter examines six fundamental facets of peace including inner, interpersonal, intergroup, international, intercultural and ecological. It stresses that peace is developed in the context of communication and pinpoints the value of weaving peace activities into language teacher education.	Teacher educators can include the chapter in the course syllabus and encourage prospective teachers to utilize the peace activities presented in the chapter.	9, 11	1, 3, 4
Culham, Oxford & Lin (2018)	This chapter examines the pedagogy of love and its theoretical foundations in the classroom. The pedagogy of love teaches more than knowledge, as it develops wisdom, passion and understanding and enables people to live peacefully with each other and with the natural world.	The chapter has implications for language teachers, who need to consider the pedagogy of love in keeping with humanizing the process of teacher teaching. This will facilitate the way they communicate with students and expand students' horizons.	9, 11	1, 2, 4
Oxford, Lavine, & Amerstorfer (2018)	This chapter offers an innovative, complexity-based approach to language learning strategies. It explores the complex and contextualized nature of strategies, concentrates on the importance of imagination in strategic learning and introduces imaginative photographs which help learners develop their strategy awareness.	The study has implications for language learners and teachers. Teachers can help learners be more familiar with practical tips for using strategies in language learning and help them realize the significance of imagination in employing strategies.	1, 9, 12, 13	1, 2
Oxford (2019)	This chapter investigates instruction and research concerning development of listening competence in a second language. It provides an overview of listening theories and offers summaries and a tabular analysis of selected studies.	The study has implications for both teachers and researchers. Teachers can study the chapter and broaden their own understanding of ways to help learners expand their listening competence. Researchers can gain concrete ideas for further	8, 9	1, 2, 7

		investigations on development of listening competence.		
Olivero & Oxford (2019)	This chapter examines peace activities for future teachers. First, it surveys the differences between negative and positive peace and provides an overview of the language of peace and its dimensions. Then it briefly reports on teacher education and explores ways of expanding teaching modes (e.g., contemplative, holistic, and experiential) that are relevant to teaching the language of peace.	The study has implications for teachers and teacher educators. Teacher educators can read the informative content of the chapter and become curious about the ways to connect peace-related teaching methods and modes to teacher education.	9	1, 3, 4
Oxford & Gkonou (2021)	This chapter explores affective (emotion regulation) learning strategies in the light of complexity theory, indicating that in second language learning such strategies play a leading role. Affective strategies are complex due to the nature of emotions.	Teachers should consider affective strategies in giving feedback and in language teaching in general. This supports Krashen's affective filter hypothesis.	1, 4, 6, 9, 12	1, 2
Oxford, Olivero, & Gregersen (2021)	This chapter examines the fundamental concepts of language, culture and peace. The authors link these concepts with humanities-based, peace-promoting activities for teaching language and culture.	Teachers need to realize that language and culture are inseparable and play leading roles in building peace in classrooms and society.	9, 11, 12	2, 4
Oxford (2021a)	This chapter examines self-regulation and learning strategies. It grew out of and is a constructive reaction to varying criticism lodged against language learning strategies by researchers. In the chapter, Oxford displays the compatibility between language learning strategies, the theory of consciousness, and several theories of self-regulation.	The chapter has many potential implications. Teachers can use awareness-raising and help their learners with strategy use. Also, researchers can benefit from the content and develop novel ideas in how to connect consciousness theory to self-regulation and strategy use.	1, 3, 9, 13	1

Table 11

Books: Main Tenet, Implications, Subdisciplines(s) and Domain(s)

Books	Main Tenet	Implications	Subdiscipline (s)	Domain(s)
Rhodes & Oxford (1988a)	This book-like, extensive report concerns a national survey of elementary and secondary school foreign language enrollments and programs and provides information on the number of schools offering foreign language instruction, language course enrollment, and other major problems. Issues of teacher training qualifications are of special interest.	The report contains helpful survey results of historical interest to national and state language education leaders, program managers, and curriculum developers. It can serve as a comparative benchmark for later national surveys. Finally, researchers can use this as a template for designing future nationwide surveys of language enrollments and programs.	6, 9	1, 3
Crookall & Oxford (1990c)	This book contains 24 chapters and surveys varying issues related to simulation, gaming and language learning, such as practical use, content, adaptation, learner training, strategy use, technology, simulations on computers, and other key issues and concerns.	This book can help researchers examine a wide variety of topics on simulation and gaming and language learning strategies. Teachers can also use the ideas to perform strategy training and increase learners' performance with the help of simulation and gaming.	1, 5, 9, 10, 13	1, 2, 6, 8
Oxford (1990c)	This book contains seven chapters and provides a theoretical background for language learning strategies, examines types of strategies and reveals the way strategies are applied to language skills (reading, listening, writing, and speaking). It also elaborates on assessing language learning strategies and provides an eight-step model and examples for strategy use.	The book has implications for teachers, teacher trainers and researchers. It can provide them with basic knowledge about language learning strategies and research findings concerning strategy use. It can also be used as part of a course syllabus.	1, 6, 9, 13	1, 2
Scarcella & Oxford (1992)	This book provides an overview of the Tapestry Approach, summarizes the authors' positions on second language acquisition theories and learner characteristics and then deals with the four main language skills as well as grammar and culture. Drawing on Vygotsky's (1978) Zone of Proximal Development and Canale and Swain's (1980) discussion of communicative language teaching, it mainly focuses on classroom practice and issues relevant to ESL teachers.	The book can help teachers and teacher trainees in terms of the practicum and micro-teaching. It offers suggestions for framing language teaching using the activities for pre-teaching, during-teaching and post-teaching. Researchers can also benefit from the content and conduct further research on the issues raised in the book.	9	1, 3

Oxford (1995b)	This short, 138-page book is filled with cultural readings and lively cultural activities for ESL/EFL learners. It is enriched by entertaining artwork. Learners and teachers can benefit from the tips and techniques for optimizing language learning strategies and styles.	Language teachers can use this book not just for readings and class activities but also to stimulate in-depth cultural discussions. The book can enhance teachers' ability to deal effectively with individual learners' needs and interests.	1, 2, 3, 9, 13	1, 2
Oxford (1996b)	This book provides an outline of fundamental issues about language learning motivation, such as internal structures, motivation as a larger platform for theory and practice, adult language learner motivation, self-efficacy and anxiety.	The book can be of potential use for teachers, teacher trainers and language learners, as it can familiarize them with major motivational issues of diverse learners of different ages.	1, 2, 3, 4, 6, 7, 8, 9, 11, 13	1, 2
Oxford (1996c)	This book contains 18 chapters and discusses wide-ranging issues, including but not limited to the importance and influence of culture, motivation and gender in language learning strategy use, types of strategies, strategy assessment, metacognitive and strategic awareness, and strategy instruction.	This comprehensive book can be a valuable part of a course syllabus. Teachers can use it as a manual for strategy training and for helping students be aware of strategy use. Also, the book is a rich source replete with prompts suitable for research.	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13	1, 2, 6, 8
Oxford (2013d)	This book examines fundamentals of communication for peace, learning the language of peace through words and images, using peace language with other cultures and understanding people's perceptions of peace. Therefore, as a text for courses relating to culture, communication and media, it helps educators and researchers to think about language in a novel way and discusses the use of language for reducing conflict and promoting harmony and peace.	The book has potential implications for teachers, teacher educators and researchers. It can help them consider the effectiveness of language in creating peace at multiple levels, ranging from inner peace to global peace.	4, 5, 9	1, 4
Oxford (2014a)	This book addresses peace cultures, i.e., small or large cultures embodying any peace dimensions: inner, interpersonal, intergroup, international, intercultural, or ecological. Chapters deal with womanist and critical race theory in an ESL classroom setting, a national peace essay contest, peace activities in a university ESL classroom, spirituality-based peace concepts (and in one instance a curriculum) based on four world religions, peace aspects of African artworks and gangsta-rap music, and social and political perspectives on peace in Israel and Korea.	The book has implications for teachers and researchers worldwide. They can use the book to create peace cultures in language education contexts or any other educational contexts. Therefore, the book can broaden perspectives and strengthen motivation to expand peace in multiple aspects of life.	4	4
Oxford (2017c)	This book contains four sections and 10 chapters. It offers theoretical breakthroughs and offers a detailed review of	The book has many implications and uses. It can serve as a basis for multiple varieties of	1, 2, 3, 9, 13	1, 2

	language learning strategies in the context of self-regulation. It covers issues such as pinning down a heretofore elusive definition of strategies; identifying key features; comparing models of learner autonomy, agency, and self-regulation related to strategies; metastrategies; strategies in multiple language skill areas; and innovations in strategy instruction and strategy assessment, including a new questionnaire for assessing language learners' emotional strategies.	investigations in the field of language learning strategies. Professors and teacher trainers can also use the book as a course syllabus for the purpose of strategy training and strategy assessment.		
Oxford & Amerstorfer (2018)	This book has 12 chapters and covers a wide range of strategy-related themes. The main point is that learning strategies must be viewed in situated contexts, not just as abstractions. This volume offers theoretical foundations of language learning strategies in authentic and diverse contexts, research methodologies for exploring learning strategies and individual differences, and information for preparing teachers, presenting strategy instruction to learners, and investigating learners' affective strategy use and test anxiety. The concept of situating language learning strategies in specific contexts is wise and has influenced many later works in the field.	The book is a comprehensive one. It can enable language teachers to explore how to teach strategies to learners. Researchers can use the book to gain inspiration and a vast array of ideas for further research involving language learning strategies in specific contexts.	1, 2, 3, 9, 13	1, 2
Oxford, Olivero et al. (2021)	This book contains five sections and 16 chapters. It is built around Oxford's Language of Peace model (inner, interpersonal, intergroup, intercultural, international, and ecological peace). Chapters lead readers to peacebuilding through positive psychology, cultural competence in teacher education, peace linguistics, nonverbal behavior, and other topics. Peace activities are included throughout the chapters, and a whole chapter is also devoted to peace activities.	The book has many potential implications. It can help language teachers, teacher educators and peace educators share powerful wisdom and practical strategies to facilitate and foster the communication of peace. It describes how to weave peacebuilding activities into language classrooms and daily life.	9	1, 2, 3, 4

Section 5. Rebecca Oxford's Personal Response

I am deeply grateful to *Language Teaching Research Quarterly* and to Carol Griffiths, Hassan Mohebbi, Ali Panahi, and all the other eminent scholars who contributed to this special issue. I am stunned by Ali's and Hassan's astonishingly detailed review and analysis of my publications, as presented in the earlier sections of this article. My co-authors were perceptive in identifying the four themes of my body of work: language learning strategies, language teaching, psychology, and peace.

Facing the spotlight of this special issue, I feel both deep gratitude and profound humility. I am cautious about too bright a spotlight. The great mystical monk Thomas Merton warned in one of his personal journals (*Love and Living,* Merton, 1979) that if we are obsessed with success, we will forget to live and might waste our lives. Poet Mary Oliver wrote, "I do not want to go forward in the parade of names. / I do not want to be diligent or necessary . . . / I only want to be a song" (2002, p. 7). Despite her denial, Oliver must have possessed diligence, given that she wrote and published dozens of poetry collections and was a celebrated university teacher, but she did not devote herself to or revel in the signs and symbols of worldly success. In fact, she spent as much time as possible roaming the woods and wandering on the beach, often with one or two of her beloved dogs. I haven't yet learned how to balance my life and schedule to give me that much away from my computer, but I am willing to learn.

Like Mary Oliver, I don't want to go forward in a parade of names. I just want to do my best to plant some seeds of positive understanding and communication in the world. I try to do this through psychologically-oriented research, writings, and presentations about language learning, language teaching, and peacebuilding (Oxford, 2013d, 2014a; Oxford et al., 2021). I believe this orientation fits well with the *Language Teaching Research Quarterly* and its leadership: the Editor-in-Chief, Associate Editors, Special Issues Editor, and Editorial Board. Those who are part of this journal's vibrant organizational structure and those who submit articles to the journal share a passion for high-quality research and equally high-quality language teaching. This kind of active dedication bodes well for the future of language education, which has the potential to break down traditional barriers posed by different languages, cultures, and nationalities and to reduce the forms of prejudice that swarm like flies around categories of gender, race, class, and ethnicity. I believe language teachers and researchers must help learners develop – and must themselves use – positive communication and respectful, generous interaction in the direction of peace. This is an immense challenge and commitment.

At this time in history, the world is torn apart by wars, disasters from climate change, governmental corruption, and poverty in many countries. Confusion exists on more levels than we can count. How can we hope for anything positive to occur in a time such as this? German-American poet Lisel Mueller (1996) described hope as "the singular gift we cannot destroy in ourselves, / the argument that refutes death, / the genius that invents the future, all we know of God" (p. 103). Rebecca Solnit (2016, pp. xiii-xiv) wrote, "The evidence is all around us of tremendous suffering and tremendous destruction.… You could call [hope] an account of complexities and uncertainties, *with openings*" (emphasis added). It is through those slits in the darkness that we can perceive small bits of light. Howard Zinn said, "To be hopeful in bad times … is based on the fact that human history is a history not only of cruelty but also of compassion, sacrifice, courage, kindness" (2004, p. 4). I have just been invited to write a

foreword for a book of current, authentic narratives written by Ukrainian teachers of English. These valiant individuals are continuing to teach in cities and towns in Ukraine even now, despite threats of potentially deadly bombs and skirmishes. Courage and hope keep these teachers and their students committed to their tasks day after day, working toward English language competence and communication. They are counting on the possibility, even if it is a small possibility, that there will be a future for them, their families, and their country. I believe that is what hope is about.

I am immensely grateful for the honor of this special issue. The following poem is my way of saying thanks, however inadequately.

Gratitude

This day I'm being honored
For my words and thoughts
By others' words and thoughts
In a journal for
People just like me

It's strange
And odd
And wonderful
It's beautiful
And surprising
And confusing

I have questions in my bones

Did any words of mine
Rise,
A coiled poem,
To open at the right time

Did anything I meant to say
Unfold gently
On the open palm of someone's heart

Did anything I wrote
Crash onto the beach of someone's mind
Or mingle in the boiling surf
Of someone's soul

Some of this happened,
Or might have,
A time or two

Ali Panahi, Hassan Mohebbi, Rebecca Oxford

Inside my dreams
Did any of my stunted words
Help someone speak
Much more fluently than I
In a new tone or
With a different tongue

Did anything I hoped to say
Open the ear of anyone
Break the stones of difference
And indifference
Calm chattering confusion
Silence shrieks of hate
Create understanding
Or at least spark willingness
To understand
Each other

Did something I said
Or sent into the world
Reach someone's eye or ear
Cause a change
Stir up a ruckus
Or, much better yet,
A chuckle of recognition
'Oh yes, I knew it all along'

Some of this happened,
Or might have,
A time or two
Inside my hopes

Did any word of mine
Sing to someone
Open a heart
Without breaking it
Save a drowning person
Light a candle
Bring solace
Make a friend
Shrink hate
Plant a seed
Strike a chord
Bring hope

Spark love
Did anything I thought or said
Become a rose
A daffodil
A blade of grass

Some of this happened,
Or might have,
A time or two
Inside my spirit

I know for sure
That other people –
Family, friends and teachers,
Students, singers and artists,
Poets and prophets,
Ones from now
Or centuries ago –
Offered their truths
Bright and dark
And let their breath
Mingle with mine

Inspiring me

If you are reading this,
You are one
Who did such things
For me,
Or for others

And I'm grateful
More than grateful
And I want to say why
And how much
How very much
I'm grateful

Yet this time, for once,
I cannot find

the

words

Ali Panahi, Hassan Mohebbi, Rebecca Oxford

ORCID

 https://orcid.org/0000-0001-7167-0026

 https://orcid.org/0000-0003-3661-1690

 https://orcid.org/0000-0001-5387-7285

Ethics Declarations

Competing Interests

No, there are no conflicting interests.

Rights and Permissions

Open Access

References

Alrabai, F. & Dewaele, J-M. (2023). Transforming the EMPATHICS model into a workable E4MC model of language learner well-being. *Journal for the Psychology of Language Learning 5*(1), e5112723. https://doi.org/10.52598/jpll/5/1/5

Bedell, D. A., & Oxford, R. L. (1996). Cross-cultural comparisons of language learning strategies in the People's Republic of China and other countries. In R. L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 47-60). Second Language Teaching & Curriculum Center, University of Hawai'i.

Burry-Stock, J. A. & Oxford, R. L. (1994). Expert science teaching educational evaluation model: Measuring excellence in science teaching for professional development. *Journal of Personnel Evaluation in Education, 8*, 267-297.

Byrd, D. & Abrams, Z. (2022). Applying positive psychology to the L2 classroom: Acknowledging and fostering emotions in L2 writing. *Frontiers in Psychology* 13. http://dx.doi.org/10.3389/fpsyg.2022.925130

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics 1*, 1-47.http://dx.doi.org/10.1093/applin/I.1.1

Cohen, A.D., Oxford, R.L., & Chi, J. (2002a). *Language Strategy Use Survey.* Center for Advanced Research on Language Acquisition, University of Minnesota. Also published in Cohen, A.D., & Weaver, S.J. (2006), *Styles and strategies-based instruction: A teachers' guide* (pp. 68-74). Center for Advanced Research on Language Acquisition, University of Minnesota

Cohen, A. D., Oxford, R. L., & Chi, J. C. (2002b). *Learning Style Survey: Assessing Your Own Learning Styles.* Center9 for Advanced Research on Language Acquisition, University of Minnesota. Also published in Cohen, A.D., & Weaver, S.J. (2006), *Styles and strategies-based instruction: A teachers' guide* (pp. 15-21). Center for Advanced Research on Language Acquisition, University of Minnesota,

Crookall, D., Coleman, D. & Oxford, R.L. (1992). Computer-mediated language learning environments: Prolegomenon to a research framework. *Computer-Assisted Language Learning* 5(1-2), 93-120. https//doi.org/10.1080/0958822920050107

Crookall, D. & Oxford, R.L. (1990a). 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). Prentice-Hall.

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

Crookall, D. & Oxford, R. L. (1990c). *Simulation, gaming and language learning.* Newbury House.

Crookall, D. & Oxford, R.L. (1990d). The ISLAND GAME. In D. Crookall & R. L Oxford. (Eds.), *Simulation, gaming and language learning* (pp. 251-260). Newbury House.

Crookall, D., Oxford, R., & Saunders, D. (1987). Towards a reconceptualization of simulation: From representation to reality. *Simulation/Games for Learning, 17*(4), 147-171.

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). Multilingual Matters.

Cuéllar, L. & Oxford, R. L. (2018). Language teachers' emotions: Emerging from the shadows. In J. de D. Martínez Agudo (ed.), *Emotions in second language teaching: Theory, research and teacher education* (pp. 53-72). Springer. https://doi.org/10.1007/978-3-319-75438-3_4

Culham, T. Oxford, R. L., & Lin, J. (2018). Cultivating the abilities of the heart: Educating through a pedagogy of love. In J. Miller, Nigh, K, M. J. Binder, B. Novak, B, & S. Crowell (Eds.), *International handbook of holistic education* (pp. 170-177). Routledge.

Curtis, A. & Oxford, R. L. (2021). Applying peace linguistics: What peacebuilders can learn from the languages of hurt, hate and harm. In R. L. Oxford., M. M. Olivero., M. Harrison & T. Gregersen (Eds.), Peacebuilding *in language education: Innovations in theory and practice* (pp. 214-227). Multilingual Matters. https://doi.org/10.21832/9781788929806-018

Dreyer, C., & Oxford, R. L. (1996). Learning strategies and other predictors of ESL proficiency among Afrikaans speakers in South Africa. In R.L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 61-74). University of Hawai'i Second Language Teaching & Curriculum Center.

Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003a). A brief overview of individual differences in second language learning. *System, 31* (3), 313-330.

Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (Eds.). (2003b). *Individual differences: Research advances.* Special issue, *System, 31* (3).

Ehrman, M. & Oxford, R. L. (1988). Effects of sex differences, career choice, and psychological type on adult language learning strategies. *The Modern Language Journal, 72*(3), 253-265. https://doi.org/10.1111/j.1540-4781.1988.tb04185.x

Ehrman, M., & Oxford, R. (1990). Adult language learning styles in an intensive setting. *Modern Language Journal*, *74*(3), 311-327. https://doi.org/10.1111/j.1540-4781.1990.tb01069.x

Ehrman, M., & Oxford, R. (1995). Cognition plus: Correlates of adult language proficiency. *The Modern Language Journal*, *79*(1), 67-89. https://doi.org/10.1111/j.1540-4781.1995.tb05417.x

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. 81-100). Newbury House.

Gkonou, C., Olivero, M. M. & Oxford, R. L. (2021). Empowering language teachers to be influential peacebuilders: Knowledge, competencies and activities. In R. L. Oxford., M. M. Olivero., M. Harrison & T. Gregersen (Eds.), *Peacebuilding in language education: Innovations in theory and practice* (pp. 29-42). Multilingual Matters. https://doi.org/10.21832/9781788929806-007

Gkonou, C. & Oxford, R. L. (2016). *Managing Your Emotions (MYE) Questionnaire.* Wivenhoe Park, UK: University of Essex.

Gkonou, C. & Oxford, R. L. (2017). *Managing Your Emotions (MYE) Questionnaire.* In R. L. Oxford., *Teaching and researching language learning strategies: Self-regulation in context* (2nd ed.), pp. 317-333. Routledge.

Gkonou, C., & Oxford, R. L. (2019). Teacher education: Formative assessment, reflection and affective strategy instruction. A. U. Chamot & V. Harris (Eds.), *Learning strategy instruction in the language classroom: Issues and implementation* (pp. 213-226). Multilingual Matters. https://doi.org/10.21832/9781788923415-023

Green, J.M., & Oxford, R.L. (1995). A closer look at learning strategies, L2 proficiency, and gender. *TESOL Quarterly, 29*(2), 261-297. https://doi.org/10.2307/3587625

Griffiths, C. & Oxford, R. L. (2014). The twenty-first century landscape of language learning strategies: Introduction to special issue. *System, 43*, 1-10. http://dx.doi.org/ 10.1016/j.system.2013.12.009

Gunning, P. & Oxford, R. L. (2014). Children's learning strategy use and the effects of strategy instruction on success in learning ESL in Canada. *System, 43*, 82-100. https://doi.org/10.1016/j.system.2013.12.012

Hajer, M., Meestringa, T., Park, Y. Y., & Oxford, R. L. (1996). How print materials provide strategy instruction. In R.L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 119-140). University of Hawai'i Second Language Teaching & Curriculum Center.

Hirvela, A., Kleinsasser, R. C., Horwitz, E. K., Kramsch, C., Nyikos, M., Oxford, R., Freed, B. F., Ervin, G. L. J., James, C., Benseler, D. P., & Magnan, S. S. (1999). Tribute to Diane Birckbichler: Associate Editor, Reviews 1980-1999. *The Modern Language Journal*, *83*(1), 127–130. http://www.jstor.org/stable/330412

Hsiao, T.Y. & Oxford, R. L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal, 86*(3),368-383. https://doi.org/10.1111/1540-4781.00155

Kao, T. & Oxford, R. L. (2014). Learning language through music: A strategy for building inspiration and motivation. *System, 43*, 114-120. https://doi.org/10.1016/j.system.2014.01.003

Lan, R.L. & Oxford, R.L. (2003). Language learning strategy profiles of elementary school students in Taiwan. *International Review of Applied Linguistics in Language Teaching*, 41(4), 339-379. https://doi.org/10.1515/iral.2003.016

Leaver, B. L. & Oxford, R. L. (2001a). Individual difference theory in faculty development: What faculty developers should know about style. *Russian Language Journal, 55* (180/182), 73-127.

Leaver, B.L. & Oxford, R.L. (2001b). Mentoring in style: Using style information to enhance mentoring of foreign language teachers. In B. Rifkin (Ed.), *Mentoring foreign language teaching assistants, lecturers, and adjunct faculty* (55-88). Heinle.

Lee, K. R. & Oxford, R. L. (2007). Triangulating think-alouds and questionnaires in reading strategy assessment: An exploratory study. *English Teaching, 62*(3), 331-356.

Lee, K. R. & Oxford, R. L. (2008). Understanding EFL learners' strategy use and strategy awareness. *Asian EFL Journal, 10*(1), 7-32.

Lin, J., Culham, T., & Oxford, R.L. (2016). Developing a spiritual research paradigm: A Confucian perspective. In J. Lin, R.L. Oxford, & T. Culham (Eds.), *Toward a spiritual research paradigm: Exploring new ways of knowing, researching and being* (pp. 141-170). Information Age Publishing.

Lin, J., McHugh, D., Rappeport, A., Fiore, A., Culham, T., & Oxford, R.L. (2023). Fostering a vital life energy field through contemplative practices: A garden of the heart for interbeing, healing, and peace. In R.L. Oxford & M.M. Olivero, Eds., *Exploring inner, social, and ecological peace dimensions: Voices from around the world*. Special issue, *Peace Research: Canadian Journal of Peace and Conflict Studies 5*(1), 15-35.

Lin, J., Oxford, R. L., & Brantmeier, E. J. (Eds.) (2013). *Re-envisioning higher education: Embodied paths to wisdom and social transformation.* Information Age Publishing.

Lin, J., Oxford, R.L., & Culham, T. (2016a). Introduction: The urgent need to develop a spiritual research paradigm. In J. Lin, R.L. Oxford, & T. Culham (Eds.), *Toward a spiritual research paradigm: Exploring new ways of knowing, researching and being* (pp. ix-xix). Information Age Publishing.

Lin, J., Oxford, R. L. & Culham, T. (Eds.). (2016b). *Toward a spiritual research paradigm: Exploring new ways of knowing, researching and being.* Information Age Publishing.

Ma, R., & Oxford, R. L. (2014). A diary study focusing on listening and speaking: The evolving interaction of learning styles and learning strategies in a motivated, advanced ESL learner. *System, 43*, 101-113. http://dx.doi.org/10.1016/j.system.2013.12.010

Manley [Oxford], R. (1977). Parental warmth and hostility as related to sex differences in children's achievement orientation. *Psychology of Women Quarterly* 1 (3), 229-246. https://doi.org/10.1111/j.1471-6402.1977.tb00551.x

Merton, T. (1979). *Love and living.* Farrar, Straus, and Giroux.

Mueller, L. (1996). *Alive Together*, pp. 103. Louisiana State University Press.

Naiman, N., Fröhlich, M., Stern, H. H., & Todesco, A. (1978). *The good language learner.* Research in Education Series 7. Ontario Institute for Studies in Education Press.

Nam, C. & Oxford, R. L. (1998). Portrait of a future teacher: Case study of learning styles, strategies, and language disabilities. *System, 26*(1), 51-63. https://doi.org/10.1016/S0346-251X(97)00070-5

Nuby, J. F., & Oxford, R. L. (1998). Learning style preferences of Native American and African American secondary students. *Journal of Psychological Type, 44,* 5–19.

Nyikos, M. & Oxford, R. L. (1993). A factor analytic study of language-learning strategy use: Interpretations from information-processing theory and social psychology. *The Modern Language Journal, 77*(1), 11-22. https://doi.org/10.2307/329553

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.L. Oxford (Ed.), *Language learning motivation: Pathways to the new century* (pp. 105-120). University of Hawaii Second Language Teaching & Curriculum Center.

Oliver, M. (2002). The return. *What do we know: Poems and prose poems* (pp. 7-10). Da Capo Press.

Olivero, M. M., Gregersen, T., Harrison, M. & Oxford, R. L. (2021). Conclusion: Integrating peace concepts, personal insights and future peace directions. In R. L. Oxford., M. M. Olivero., M. Harrison & T. Gregersen (Eds.), *Peacebuilding in language education: Innovations in theory and practice* (pp. 272-278). Multilingual Matters. https://doi.org/10.21832/9781788929806-021

Olivero, M. M., Harrison, M. & Oxford, R. L. (2021). Peacebuilding through classroom activities: Inner, interpersonal, intergroup, intercultural, international and ecological peace. In R. L. Oxford., M. M. Olivero., M. Harrison & T. Gregersen (Eds.), *Peacebuilding in language education: Innovations in theory and practice* (pp. 245-271). Multilingual Matters. https://doi.org/10.21832/9781788929806-020

Olivero, M. M. & Oxford, R. L. (2019). Educating for peace: Implementing and assessing transformative, multidimensional peace activities designed for future teachers and their students: In M. W. Lutfy & C. Toffolo (Eds.), *Handbook of research on promoting peace through practice, academia, and the arts* (pp. 184-206). IGI Global Publishing.

Olivero, M. M. & Oxford, R. L. (2023). Editorial: Presenting a multidimensional peace model. In R.L. Oxford & M.M. Olivero, Eds., *Exploring inner, social, and ecological peace dimensions: Voices from around the world.* Special issue. *Peace Research: Canadian Journal of Peace and Conflict Studies 5*(1), 5-14.

O'Malley, J.M., & Chamot, A.U. (1989). *Learning strategies in second language acquisition.* Cambridge University Press.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Küpper, L. & Russo, R. P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning 35*, 21–46.

Ortega, Y. & Oxford, R. L. (2023). Immigrants' and refugees' "funds of knowledge(s)" on the path to intercultural competence. *Journal of Multilingual and Multicultural Development*, 1-12. https://doi.org/10.1080/01434632.2023.2170389

Oxford, R. L. (1982a). Research on language loss: A review with implications for foreign language teaching. *The Modern Language Journal, 66*(2), 160–169. https://doi.org/10.2307/326385

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

Oxford. R. (1986a). *Development and psychometric testing of the Strategy Inventory for Language Learning (SILL).* ARI Technical Report 728. U.S. Army Research Institute for the Behavioral and Social Sciences.

Oxford, R. L. (1986b). *Second language learning strategies: Current research and implications for practice.* Technical Report 3. Center for Applied Linguistics. Republished 1986 by the University of California Center for Language Education and Research.

Oxford, R. L. (1989a). Book review: *Language acquisition: The age factor* by David Singleton & Lisa Ryan, Multilingual Matters. *System, 19*(4), 475-477. https://doi.org/10.1016/0346-251X(91)90031-J

Oxford, R. L. (1989b). "The best and the worst": An exercise to tap perceptions of language-learning experiences and strategies. *Foreign Language Annals, 22*(5), 447-454. https://doi.org/10.1111/j.1944-9720.1989.tb02767.x

Oxford, R. (1989c). The role of styles and strategies in second language learning. *ERIC Digest,* ED317087.

Oxford, R.L. (1989d). Use of language learning strategies: A synthesis of studies with implications for strategy training. *System, 17*(2), 235-247. https://doi.org/10.1016/0346-251X(89)90036-5

Oxford, R.L. (1989e). Using and learning languages through simulations, Part I. *Simulation and Gaming: An International Journal of Theory, Design, and Research* 20 (4), 474-492.

Oxford, R. (1990a). Guest editorial: Using and learning language through simulation/gaming - II. *Simulation & Gaming, 21*(1), 73–74. https://doi.org/10.1177/1046878190211007

Oxford, R.L. (1990b). 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). Northeast Conference on the Teaching of Foreign Languages.

Oxford, R. L. (1990c). *Language learning strategies: What every teacher should know.* Newbury House.

Oxford, R.L. (1990d). *Strategy Inventory for Language Learning (SILL).* In R. Oxford (Ed.), *Language learning strategies: What every teacher should know.* Newbury House.

Oxford, R. L. (1990e). Styles, strategies, and aptitude: Connections for language learning. In T. S. Parry & C. W. Stansfield (Eds.), *Language aptitude reconsidered* (pp. 67-125). Prentice-Hall.

Oxford, R. L. (1990f). Direct strategies for dealing with language. In R. Oxford (Ed.), *Language learning strategies: What every teacher should know* (pp. 37-55). Newbury House.

Oxford, R. L. (1990g). *Applying indirect strategies to the four language skills.* In R, Oxford (Ed.,), Language learning strategies: What every teacher should know (pp. 151-191). Newbury House.

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). Georgetown University Press.

Oxford, R. (1992a). Book review: *Learning strategies in second language acquisition* by J. Michael O'Malley & Anna Uhl Chamot, Cambridge University Press. *Studies in Second Language Acquisition, 14*(2), 230-231. https://doi.org/10.1017/S0272263100010949

Oxford, R. (1992b). Research on second language learning strategies. *Annual Review of Applied Linguistics, 13*, 174-187. https://doi.org/10.1017/S0267190500002452

Oxford, R. L. (1992c). Who are our students? A synthesis of foreign and second language research on individual differences with implications for instructional practice. *TESL Canada Journal, 9*(2), 30-49.

Oxford, R. L. (1993a). Intelligent computers for learning languages: The view for language acquisition and instructional methodology. *Computer Assisted Language Learning 6*(2), 173-188. https://doi.org/10.1080/0958822930060206

Oxford, R. L. (1993b). Progress in tertiary content-based ESL instruction. *TESL Canada Journal, 11*(1), 75-97.

Oxford, R.L. (1993c). Research update on teaching L2 listening. *System, 21*(2), 205-211. https://doi.org/10.1016/0346-251X(93)90042-F

Oxford, R. (1994a). Language learning strategies: An update. *ERIC Digest: Report Edo-Fl-95-02.*

Oxford, R.L. (Ed.). (1994b). *Teaching and integrating the language skills in second language classrooms.* Special issue, *System, 22.*

Oxford, R. (1994c). Teaching culture in the language classroom: Toward a new philosophy. *Georgetown University Round Table on Languages and Linguistics*, *45*, 26-45.

Oxford, R. L. (1994d). Where are we regarding language learning motivation? *The Modern Language Journal, 78*(4), 512-514. https://doi.org/10.2307/328589

Oxford, R. L. (1995a). Linking theories of learning with intelligent computer-assisted language learning. In V. M. Holland, J. D. Kaplan, & M. R. Sams (Eds.), *Intelligent language tutors: Theory shaping technology* (pp. 377-388). Routledge.

Oxford, R. L. (1995b). *Patterns of cultural identity*. In the *Tapestry Series*, First North American Edition. Heinle & Heinle.

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

Oxford, R.L. (1995d). When emotion meets (meta)cognition in language learning histories. *International Journal of Educational Research, 23*(7), 581-594. https://doi.org/10.1016/0883-0355(96)80438-1

Oxford, R. L. (1996a). Employing a questionnaire to assess the use of language learning strategies. *Applied Language Learning,7*(1/2), 25-45.

Oxford, R. L. (Ed.). (1996b). *Language learning motivation: Pathways to the new century.* University of Hawai'i Second Language Teaching & Curriculum Center.

Oxford, R. L. (1996c). *Language learning strategies around the world: Cross-cultural perspectives, Issue 13*. University of Hawai'i Second Language Teaching & Curriculum Center.

Oxford, R. L. (1996d). New pathways of language learning motivation**.** In R. L. Oxford (Ed.), *Language learning motivation: Pathways to the new century* (pp.1-8). University of Hawai'i Second Language Teaching & Curriculum Center.

Oxford, R.L. (1996e). What have we learned about language learning strategies around the world? In R. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 247-249). University of Hawai'i Second Language Teaching & Curriculum Center.

Oxford, R. (1996f). Why is culture important for language learning strategies? In R.L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 1-3). University of Hawai'i Second Language Teaching & Curriculum Center.

Oxford, R. L. (1996g). Afterword: What have we learned about language learning strategies around the world. In R.L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 227-250). University of Hawai'i Second Language Teaching Curriculum Center.

Oxford, R. L. (1997a). Conditions for second language (L2) learning. In N. Van Deusen-Scholl & N. H. Hornberger (Eds.), *Second and foreign language education,* Vol. 4 (pp. 41-56). *Encyclopedia of language and education*, 2nd ed. Springer.

Oxford, R. L. (1997b). Constructivism: Shape-shifting, substance, and teacher education applications. *Peabody Journal of Education, 72*(1), 35-66. https://doi.org/10.1207/s15327930pje7201_3

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

Oxford, R.L. (Ed.). (1998a). *Language teachers: New roles, new perspectives.* Special issue, *System*: *International Journal of Educational Technology and Applied Linguistics*, *26*(1).

Oxford, R. L. (1998b). "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.* Prentice Hall.

Oxford, R. L. (1999). Relationships between second language learning strategies and language proficiency in the context of learner autonomy and self-regulation. *Revista Canaria de Estudios Ingleses, 38,* 109-126.

Oxford, R. L. (Series Ed.). (2000). *Tapestry Series,* Second North American Edition. (12 vols). Heinle & Heinle / Cengage.

Oxford, R. L. (2001a). Integrated skills in the ESL/EFL classroom. *ESL Magazine 4,* 18-20. https://api.semanticscholar.org/CorpusID:22133272.

Oxford, R.L. (2001b). Integrated skills in the ESL/EFL classroom. *TESOL France Journal,* 8, 5-12.

Oxford, R. L. (2001c). Language teaching styles and strategies. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp.359-366), 3rd ed. Heinle & Heinle.

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

Oxford, R. L. (Series Ed.). (2002a). *Tapestry Series,* Chinese Edition (8 vols. for English learners in China). Tsinghua University Press.

Oxford, R. (2002b). Language learning strategies in a nutshell: Update and ESL suggestions. In J. Richards & W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (themepp. 124-132). Cambridge University Press. https://doi.org/10.1017/CBO9780511667190.018

Oxford, R. (2003a). Language learning strategies and styles: An overview. *International Review of Applied Linguistics in Language Teaching* 1-25.

Oxford, R. (Ed.). (2003b). *Learning styles and strategies: State of the Art.* Special issue, *International Review of Applied Linguistics in Language Teaching.*

Oxford, R. L. (2003c). Toward a more systematic model of L2 learner autonomy. In D. Palfreyman, & R. C. Smith (Eds.) *Learner autonomy across cultures: Language education perspectives* (pp.75-91). Palgrave. https://doi.org/10.1057/97802305

Oxford, R. L. (Series Ed.). (2004a). *Tapestry Series,* Japanese Edition (4 vols.). Tokyo: Shohakusha.

Oxford, R. L. (Series Ed.). (2004b). *Tapestry Series,* Middle Eastern Edition (12 vols.). Heinle / Cengage.

Oxford, R. L. (2004c). Review of Language Policies in Education: Critical Issues, by J. W. Tollefson. *The Modern Language Journal,* 88(1), 160–161. http://www.jstor.org/stable/3588740

Oxford, R. L.(2006).Task-based language teaching and learning: An overview. *Asian EFL Journal 8*(3), 94-121.

Oxford, R. L. et al. (2007). Forty years of language teaching. *Language Teaching,* 40(1), 1-15. https://doi.org/10.1017/S0261444806003934

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. 41-63). Multilingual Matters.

Oxford, R. L. (2011a). Meaning-making, border-crossing, complexity, and new interpretive techniques: Expanding our understanding of language learner narratives. *Zeitschrift für Fremdsprachenforschung,* 22(2), 221-241.

Oxford, R. (2011b). Strategies for learning a second or foreign language. *Language Teaching, 44*(2), 167-180. https://doi.org/10.1017/S0261444810000492

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

Oxford, R.L. (2013a). Communication strategies. In M. Byram & A. Hu (Eds.), *Routledge encyclopedia of language learning and teaching,* 2nd ed. (pp. 131-134). Routledge.

Oxford, R.L. (2013b). Learner narratives. In M. Byram & A. Hu (Eds.), *Routledge encyclopedia of language learning and teaching*, 2nd ed. (pp. 400-404). Routledge.

Oxford, R.L. (2013c). Strategic learning of the Korean language: Process and prospects. In D-E. Lee (Ed.), *Developing strategies in Korean language classrooms* (pp. 3-16). International Association for Korean Language Education.

Oxford, R. L. (2013d). *The language of peace: Communicating to create harmony.* Information Age Publishing.

Oxford, R.L. (2013e). Understanding learner narratives. In J. Arnold & T. Murphey (Eds.), *Meaningful action: Earl Stevick's influence on language teaching* (pp. 95-110). Cambridge University Press.

Oxford, R. L. (2014a). *Understanding peace cultures.* Information Age Publishing.

Oxford, R. L. (2014b). What can we learn about strategies, language learning, and life from two extreme cases: The role of well-being theory. *Studies in Second Language Learning and Teaching, 4*(4), 593-615.

Oxford, R. L. (2015a). Expanded perspectives on autonomous learners. *Innovation in Language Learning and Teaching 9*(1), 58-71. https://doi.org/10.1080/17501229.2014.995765

Oxford, R. L. (2015b). Emotion as the amplifier and the primary motive: Some theories of emotion with relevance to language learning. *Studies in Second Language Learning and Teaching, 3,* 371-393.

Oxford, R. L. (2015c). How language learners can improve their emotional functioning: Important psychological and psychospiritual theories. *Applied Language Learning, 25*(1/2), 1-15.

Oxford, R. L. (2016a). Biasing for the best: Looking at new elements in a model of language learner well-being. In D. Gałajda., P. Zakrajewski, & M. Pawlak (Eds.), *Researching second language learning and teaching from a psycholinguistic perspective* (pp. 13–25). Springer. https://doi.org/10.1007/978-3-319-31954-%204_2

Oxford, R.L. (2016b). Conditions for second language (L2) learning. In Van Deusen-Scholl, N. & May, S. (Eds.) *Second and foreign language education. Encyclopedia of Language and Education.* 3rd ed. Springer. https://doi.org/10.1007/978-3-319-02323-6_4-1

Oxford, R. L. (2016c). Powerfully positive: Searching for a model of language learner well-being. In D. Gabryś-Barker & D. Gałajda (Eds.), *Positive psychology in foreign language learning and teaching* (pp 21- 37). Springer. https://doi.org/10.1007/978-3-319-32954-3_2

Oxford, R. L. (2016d). Toward a psychology of well-being for language learners: The EMPATHICS vision. In P. D. MacIntyre., T. Gregersen & S. Mercer (Eds.), *Positive psychology in SLA* (pp. 10-88). Multilingual Matters. https://doi.org/10.21832/9781783095360-003

Oxford, R.L. (2016e). Creation Spirituality as a spiritual research paradigm drawing on many faiths. In J. Lin, R.L. Oxford, & T. Culham (Eds.), *Toward a spiritual research paradigm: Exploring new ways of knowing, researching and being* (pp. 199-232). Information Age Publishing.

Oxford, R. L. (2016f). Three poems and reflections. *Journal of Poetry Therapy, 29*(2), 119-124. https://doi.org/10.1080/08893675.2016.1176630

Oxford, R.L. (2017a). Anxious language learners can change their minds: Ideas and strategies from traditional psychology and positive psychology. In C. Gkonou, M. Daubney, & J-M. Dewaele (Eds.). *New insights into language anxiety: Theory, research, and educational implications* (pp. 177-197). Multilingual Matters.

Oxford, R. L. (2017b). Peace through understanding: Peace activities as innovations in language teacher education. In T. S. Gregersen & P. D. MacIntyre (Eds.), *Innovative practices in language teacher education: Spanning the spectrum from intra-to inter-personal professional development* (pp. 125-163). Springer.

Oxford, R. L. (2017c). *Teaching and researching language learning strategies: Self-regulation in context.* 2nd ed. Routledge.

Oxford, R. L. (2017d). 'The craft so long to lerne': aspects of time in language learning. *Innovation in Language Learning and Teaching, 11*(3), 282-297. http://dx.doi.org/10.1080/17501229.2017.1317262

Oxford, R.L. (2018a). A developmental perspective on third-age learning. In D. Gabryś-Barker (Ed.), *Third-age learners of foreign languages.* Bristol, UK: Multilingual Matters.

Oxford, R.L. (2018b). EMPATHICS: A complex dynamic systems vision of language learner well-being. In J. I. Liontas (Eds.), *The TESOL encyclopedia of English language teaching* (pp.1-9). Wiley. https://doi.org/10.1002/9781118784235.eelt0953

Oxford, R.L. (2018c). Language learning strategies: Linking with the past, shaping the future. In R.L. Oxford & M. Pawlak (Eds.), *Language learning strategies: International perspectives and possibilities.* Special issue, *Studies in Second Language Learning and Teaching 8*(2), 187-191.

Oxford, R. L. (2019). Teaching and researching listening skills: Theory-and research-based practices. In N. Polat, Gregersen, T., & P. D. MacIntyre (Eds.), *Research-driven pedagogy: Implications of L2A theory and research for the teaching of language skills* (pp.10-34). Routledge. https://doi.org/10.4324/9781351043281

Oxford, R.L. (2020a). Snapshots in time: Time in Gardner's theory and Gardner's theory across time. In A. Al-Hoorie & P. D. MacIntyre (Eds.), *Contemporary language motivation theory: 60 years since Gardner and Lambert (1959)* (pp. 171-193). Multilingual Matters.

Oxford, R. L. (2020b). The language of peace approach. *The Language Teacher, 44,* 13-14.

Oxford, R.L. (2020c). The well of language teachers' emotional well-being. In C. Gkonou, J-M. Dewaele, & J. King (Eds), *The emotional rollercoaster of language learning* (pp. 247-268). Multilingual Matters.

Oxford, R. L. (2021a). Consciously keeping watch: Self-regulation and learning strategies. In Z. Gavriilidou & L. Mitits (Eds.), *Situating language learning strategy use: Present issues and future trends* (pp. 25-34). Multilingual Matters. https://doi.org/10.21832/9781788926720

Oxford, R. L. (2021b). Emotion. T. Gregersen. & S. Mercer (Eds.), *The Routledge handbook of the psychology of language learning and teaching* (pp.167-180). Routledge.

Oxford, R. L. (2021c). From hate speech to empathy: Lessons for language educators and society. In R. L. Oxford., M. M. Olivero., M. Harrison & T. Gregersen (Eds.), *Peacebuilding in language education: Innovations in theory and practice* (pp. 196-213). Multilingual Matters. https://doi.org/10.21832/9781788929806-017

Oxford, R. L. (2021d). Shaking the foundations: Transformative learning in the field of teaching English to speakers of other languages. In B. L. Leaver, D. E. Davidson, & C. Campbell (Eds.) (pp. 23-31). *Transformative language learning and teaching.* Cambridge University Press.

Oxford, R. L. (2022). Seeking linguistic harmony: Three perspectives. In C. Li & D. Düring (Eds.), *The virtue of harmony* (pp. 277-299). Oxford University Press.

Oxford, R. L. (2023a). Deep linguaculture leaning in transformative, holistic, and contemplative-reflective forms. In J. Shaules & T. McConachy (Eds.), *Transformation, embodiment, and wellbeing in foreign language pedagogy: Enacting deep learning* (pp. 15-37). Bloomsbury.

Oxford, R. L. (2023b). Conclusion: Hope for the dawning of peace. In R. L. Oxford & M. M. Olivero, Eds., *Exploring inner, social, and ecological peace dimensions: Voices from around the world.* Special issue. *Peace Research: Canadian Journal of Peace and Conflict Studie 5*(1), 124-129.

Oxford, R. L., & Amerstorfer, C. M. (Eds.). (2018). *Language learning strategies and individual learner characteristics: Situating strategy use in diverse contexts*. Bloomsbury.

Oxford, R., & Anderson, N. (1995). A cross-cultural view of learning styles. *Language Teaching, 28*(4), 201-215. http://doi.org/10.1017/S0261444800000446

Oxford, R. L. & Bolaños-Sánchez, D. (2016). A tale of two learners: Discovering mentoring, motivation, emotions, engagement, and perseverance. In C. Gkonou, D. Tatzl, & & S. Mercer (Eds.), *New directions in language learning psychology* (pp 113–134). Springer.

Oxford, R.L. & Burry-Stock, J.A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the Strategy Inventory for Language Learning. *System, 23*(1), 1-23. https://doi.org/10.1016/0346-251X(94)00047-A

Oxford, R. L., Cho, Y., Leung, S., & Kim, A. H. J. (2004). Effect of the presence and difficulty of task on strategy use: An exploratory study. *IRAL, 42*(1), 1-47. https://doi.org/10.1515/iral.2004.001

Oxford, R.L. & Cohen, A.D. (1992). Language learning strategies: Crucial issues in concept and classification. *Applied Language Learning 3*(1-2), 1-35.

Oxford, R. L., Cohen, A. D. & Simmons, V.G. (2018). Psychological insights from third-age teacher educators: A narrative, multiple-case study. In S. Mercer & A. Kostoulas (Eds.), *Language teacher psychology* (pp. 291-313). Multilingual Matters.

Oxford, R.L. & Crookall, D. (1989). Research on language learning strategies: Methods, findings, and instructional issues. *Modern Language Journal 73* (4), 403-419.

Oxford, R. L. & Crookall, D. (1990a). Learning strategies: Making language learning more effective through simulation/gaming. In D. Crookall & R. L Oxford (Eds.), *Simulation, gaming and language learning* (pp.109-118). Newbury House.

Oxford, R. L. & Crookall, D. (1990b). Vocabulary learning: A critical analysis of techniques. *TESL Canada Journal, 7*(2), 9-30.

Oxford, R. L., Crookall, D., Cohen, A., Lavine, R., Nyikos, M., & Sutter, W. (1990). Strategy training for language learners: Six situational case studies and a training model. *Foreign Language Annals 22*(3), 197-216. https://doi.org/10.1111/j.1944-9720.1990.tb00360.x

Oxford, R.L. & Cuéllar, L. (2014). Positive psychology in cross-cultural learner narratives: Mexican students discover themselves while learning Chinese. In P. MacIntyre & T. Gregersen (Eds.), *Positive psychology and language learning.* Special issue, *Studies in Second Language Learning and Teaching 4*(2), 173-203. https://doi: 10.14746/ssllt.2014.4.2.3

Oxford, R. L. & Curtis, A. (2021). Exploring peace language: Hope, help and harmony. In R. L. Oxford, M. M. Olivero., M. Harrison & T. Gregersen (Eds.), *Peacebuilding in language education: Innovations in theory and practice* (pp. 228-241). Multilingual Matters. https://doi.org/10.21832/9781788929806-019

Oxford, R. L., & Ehrman, M. (1993). Second language research on individual differences. *Annual Review of Applied Linguistics, 13,* 188-205. https://doi.org/10.1017/S0267190500002464

Oxford, R. L., & Ehrman, M.E. (1995). Adult's language learning strategies in an intensive foreign language program in the United States. *System, 23*(3), 359-386. https://doi.org/10.1016/0346-251X(95)00023-D

Oxford, R. L., Ehrman, M. E. & Lavine, R. Z. (1990). Style wars: Teacher-student style conflicts in the language classroom. In S. S. Magnan (Ed.), *Challenges in the 1990s for college foreign language programs: Issues in language program direction: A series of annual volumes* (pp.1-25). Heinle & Heinle Publishers.

Oxford, R. L. & Gkonou, C. (2018). Interwoven: Culture, language, and learning strategies. *Studies in Second Language Learning and Teaching, 8*(2), 403-426.

Ali Panahi, Hassan Mohebbi, Rebecca Oxford

Oxford, R. L., & Gkonou, C. (2021). Working with the complexity of language learners' emotions and emotion regulation strategies. In Sampson, R. J. & Pinner, R. S. (Eds.), *Complexity perspectives on researching language learner and teacher psychology* (pp.52-67). Multilingual Matters.

Oxford, R. L., & Green, J. M. (1995). Comments on Virginia LoCastro's "Learning strategies and learning environments." Making sense of learning strategy assessment: Toward a higher standard of research accuracy. *TESOL Quarterly*, *29*(1), 166-171. https://doi.org/10.2307/3587811

Oxford, R. L., Gregersen, T. Harrison, M. & Olivero, M. M. (2021). The call for peace in language education: This book's purpose, themes and peace approach. In R. L. Oxford., M. M. Olivero., M. Harrison & T. Gregersen (Eds.), *Peacebuilding in language education: Innovations in theory and practice* (pp. 7-28). Multilingual Matters. https://doi.org/10.21832/9781788929806-006

Oxford, R. L. & Griffiths, C. (Eds.). (2014). Language learning strategy research in the twenty-first century: Insights and innovations. *System, 43*, 1-120.

Oxford, R. L., Griffiths, C., Longhini, A., Cohen, A. D., Macaro, E., & Harris, V. (2014). Experts' personal metaphors and similes about language learning strategies. *System, 43*, 11-29. https://doi.org/10.1016/j.system.2014.01.001

Oxford, R., Gu, P., Gunning, P., & Hernández González, T. (2024). Considerations in designing and validating the Diagnostic Inventory for Self-Regulated Language Learning (DISLL): Status of the process. *Language Teaching Research Quarterly, 41*, 4-20. https://doi.org/10.32038/ltrq.2024.41.02

Oxford, R.L., Hollaway, M.E., & Horton-Murillo, D. (1992). Language learning styles: Research and practical considerations for teaching in the multicultural tertiary ESL/EFL classroom. *System, 20*(4), 439-456. https://doi.org/10.1016/0346-251X(92)90057-A

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). Cambridge Scholars Publishing.

Oxford, R. L & Khajavy, G. H. (2021). Exploring grit: "Grit linguistics" and research on domain-general grit and L2 grit. *Journal for the Psychology of Language Learning, 3*(2), 7-36.

Oxford, R. L. & Lavine, R. Z. (1991). Teacher-student "style wars" in the language classroom: Research insights and suggestions. *Journal of the Association of Foreign Language Departments 23*(2), 38-45.

Oxford, R. L., Lavine, R. Z., & Amerstorfer, C. M. (2018). Understanding language learning strategies in context: An innovative, complexity-based approach. In R. L. Oxford & C. M. Amerstorfer (Eds.), *Language learning strategies and individual learner characteristics: Situating strategy use in diverse contexts* (pp. 5–29). Bloomsbury.

Oxford, R. L., Lavine, R. Z., & Crookall, D. (1989). Language learning strategies, the communicative approach, and their classroom implications. *Foreign Language Annals, 22*(1), 29-39.

Oxford, R. L., Lavine, R. Z., Felkins, G., Hollaway, M. E., & Saleh, A. (1996). Telling their stories: Language students use diaries and recollection. In R.L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp.19-34). University of Hawaii Second Language Teaching & Curriculum Center.

Oxford, R. L., & Leaver, B. L. (1996). A synthesis of strategy instruction for language learners. In R.L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 227-246). University of Hawaii Second Language Teaching & Curriculum Center.

Oxford, R., & Lee, K. (2008). The learners' landscape and journey: A summary. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 306-317). Cambridge University Press. https://doi.org/10.1017/CBO9780511497667.027

Oxford, R. L., Lee, D. C., Snow, M. A., & Scarcella, R. C. (1994). Integrating the language skills. *System, 22*(2), 257-268. https://doi.org/10.1016/0346-251X(94)90061-2

Oxford, R. L. & Lin, J. (Eds.). (2011a). *Transformative eco-education for human and planetary survival.* Information Age Publishing.

Oxford, R. L. & Lin, C. (2011b). Autonomous learners in digital realms: Exploring strategies for effective digital language learning. In B. Morrison (Ed.), *Independent language learning: Building on experience, seeking new perspectives* (pp. 157-171). Hong Kong University Press.

Oxford, R. L., Massey, K. R., & Anand, S. (2005). Transforming teacher-student style relationships: Toward a more welcoming and diverse classroom discourse. In C. Holten & J. Frodesen (Eds.), *The power of context in language learning and teaching* (pp. 249-266). Heinle & Heinle.

Oxford, R. L, Meng, Y., Zhou, Y., Sung, J., & Jain, R. (2007). Uses of adversity: Moving beyond L2 learning crises. In A. Barfield & S. H. Brown (Eds.), *Reconstructing autonomy in language education: Inquiry and innovation* (pp. 131-142). Palgrave. https://doi.org/10.1057/9780230596443_11

Oxford, R. L., Morrison, S.B. & McKinney, J.D. (1979). Classroom ecology and off-task behavior of kindergarten students. *The Journal of Classroom Interaction, 15*(1), 34-40. http://www.jstor.org/stable/43997289

Oxford, R. L. & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *The Modern Language Journal* 73 (3), 291-300. https://doi.org/10.1111/j.1540-4781.1989.tb06367.x

Oxford, R. L. & Nyikos, M. (1997). *Interaction, cooperation, and collaboration: Learning languages and preparing language teachers.* Special issue, *Modern Language Journal, 81*(4), 440-442.

Oxford, R. L., Nyikos, M., & Ehrman, M. (1988). *Vive la différence?* Reflections on sex differences in use of language learning strategies. *Foreign Language Annals, 21*(4), 321-329. https://doi.org/10.1111/j.1944-9720.1988.tb01076.x

Oxford, R. L. & Olivero, M. M. (2018). Expanding the ripples of peace: Employing transformational, multidimensional peace language activities in language teacher education. In J. Lin, B. Kirby, S. Edwards, & T. Culham (Eds.), *Contemplative pedagogies in K-12, university, and community settings: Transformation from within* (pp. 101-120). Information Age Publishing.

Oxford, R. L. & Olivero, M. M. (Eds.). (2023). *Exploring inner, social, and ecological peace dimensions: Voices from around the world.* Special issue. *Peace Research: Canadian Journal of Peace and Conflict Studies 5*(1).

Oxford, R. L., Olivero, M. M., & Gregersen, T. (2021). Promoting peace in cultural and language studies. In N. Johnson (Ed.), *Engaging the humanities in educating for peace* (pp. 55-78). Information Age Publishing.

Oxford, R. L., Olivero, M. M., Harrison, M. & Gregersen, T. (2021). *Peacebuilding in language education: Innovations in theory and practice.* Multilingual Matters. https://doi.org/10.21832/9781788929806

Oxford, R. L.., Pacheco Acuña, G., Solís Hernández, M. & Smith, A. L. (2015). "A language is a mentality": A narrative, positive-psychological view of six learners' development of bilingualism. *System 55*, 100-110. https://doi.org/10.1016/j.system.2015.08.005

Oxford, R. Park-Oh, Y., Ito, S., & Sumrall, M. (1993a) Japanese by satellite: Effects of motivation, language learning styles and strategies, gender, course level, and previous language learning experience on Japanese language achievement. *Foreign Language Annals 26*(3), 359-371. https://doi.org/10.1111/j.1944-9720.1993.tb02292.x

Oxford, R., Park-Oh, Y., Ito, S., & Sumrall, M. (1993b). Learning a language by satellite television: What influences student achievement? *System 21*(1), 31-48. https://doi.org/10.1016/0346-251X(93)90005-2

Oxford, R., L. Park-Oh, Y., Ito, S., & Sumrall, M. (1993c). Factors affecting achievement in a satellite-delivered Japanese language program. *American Journal of Distance Education 7*(1), 11-25. https://doi.org/10.1080/08923649309528607

Oxford, R. L. & Pawlak, M. (Eds.). (2018). Language learning strategies: International perspectives and possibilities. Special issue, *Studies in Second Language Learning and Teaching 8*(2).

Oxford, R.L., Perz, S.A., & Schultz, J. (2023). From polycrisis to peace. In R.L. Oxford & M.M. Olivero, Eds., *Exploring inner, social, and ecological peace dimensions: Voices from around the world* (pp. 36-70). Special issue. *Peace Research: Canadian Journal of Peace and Conflict Studies 55*(1), 36-70.

Oxford R. L., Pol, L., & Gendell, M. (1984). *Demographic projections to the year 2000 of limited English proficient Hispanic accessions in the US Army.* ARI Research Report 1349. U.S. Army Research Institute for the Behavioral and Social Sciences.

Oxford, R.L., Pol, L., Lopez, D., Stupp, P., Gendell, M. & Peng, S. (1981). Projections of non-English language background and limited English proficient persons in the United States to the Year 2000: Educational planning in the demographic context, *NABE Journal, 5*(3), 1-30. https//doi.org/10.1080/08855072.1981.10668408

Oxford, R. L., Stupp, P., Pol, L., Lopez, D., Peng, S., & Gendell, M. (1981). Projections of non-English language background and limited English proficient persons in the United States to the Year 2000: Executive summary. Contractor Report, NCES 81-110. National Center for Education Statistics.

Oxford, R. L., Rubin, J., Chamot, A. U., Schramm, K., Lavine, R., Gunning, P., & Nel, C. (2014). The learning strategy prism: Perspectives of learning strategy experts. *System, 43*, 30-49. https://doi.org/10.101R.:L.6/j.system.2014.02.004

Oxford, R.L., & Scarcella, R. C. (1994). Second language vocabulary learning among adults: State of the art in vocabulary instruction. *System, 22*(2), 231-243. https://doi.org/10.1016/0346-251X(94)90059-0

Oxford, R. L. & Scarcella, R. C. (Series Eds.) (1992-1996). *Tapestry Series*, First North American Ed. Heinle & Heinle.

Oxford, R.L. & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal, 78*(1), 12-28. https://doi.org/10.1111/j.1540-4781.1994.tb02011.x

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

Oxford, R. L., Tomlinson, S., Barcelos, S., Harrington, C., Lavine, R. Z., Saleh, A., Longhini, A. (1998). Clashing metaphors about classroom teachers: Toward a systematic typology for the language teaching field. *System, 26*(1), 3-50.

Park, Y. Y. & Oxford, R. L. (1998). Changing roles for teachers in the English Village Course in Korea. *System, 26*(1), 107-113. https://doi.org/10.1016/S0346-251X(97)00067-5

Pawlak, M. & Oxford, R. L. (2018). Conclusion: The future of research into language learning strategies. *Studies in Second Language Learning and Teaching, 8*(2), 525-535. http//doi.org/ 10.14746/ssllt.2018.8.2.15

Peng, S. S., Oxford, R.L., Stupp, P.W & Pol, L.G. (1982). Estimation of the number of children with limited English language proficiency: A review of analytic procedures. *NABE Journal, 7*(1), 37-52. https//doi.org/10.1080/08855072.1982.10668434

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

Rhodes, N.C. & Oxford, R.L. (1988a). *A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels.* Technical Report Series No. 6. University of California Center for Language Education and Research.

Rhodes, N. C. & Oxford, R. L. (1988b). Foreign languages in elementary and secondary schools: Results of a national survey. *Foreign Language Annals, 21*(1), 51-69. https://doi.org/10.1111/j.1944-9720.1988.tb01059.x

Rose, H., Briggs, J. G., Boggs, J. A., Sergio, L., & Ivanova-Slavianskaia, N. (2018). A systematic review of language learner strategy research in the face of self-regulation. *System*, *72*, 151–163. https://doi.org/10.1016/j.system.2017.12.002

Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly, 9*(1), 41-51.

Russ-Eft, D. F., McLaughlin, D. H., Oxford, R. L., Harman, J., Simutis, Z.M., & Baker, G. L. (1984). *Formative evaluation of an adaptation of the Feuerstein instrumental enrichment program in the US Army Basic Skills Education Program.* ARI Technical Report 650. U.S. Army Research Institute for the Behavioral and Social Sciences.

Scarcella, R. C. & Oxford. R. L. (1992). *The tapestry of language learning: The individual in the communicative classroom.* In the *Tapestry Series*, First North American Edition. Heinle & Heinle.

Scarcella, R. C. & Oxford, R. L. (1994). Second language pronunciation: State of the art in instruction. *System, 22*(2), 221-230. https://doi.org/10.1016/0346-251X(94)90058-2

Schleppegrell, M. & Oxford, R. L. (1988). Language learning strategies for Peace Corps volunteers. Center for Applied Linguistics. *Research Report ED 348 877.*

Solnit, R. (2016). *Hope in the dark: Untold histories, wild possibilities,* pp. xiii-xiv. Haymarket Books.

Spezzini, S., & Oxford, R. (1999). Perspectives of preservice foreign language teachers. *System, 26*(1), 65-76. https://doi.org/10.1016/S0346-251X(97)00064-X

Spezzini, S. & Oxford, R. L. (2019). Oral L2 comprehensibility among English immersion learners when giving school speeches. *Ñemitỹrã, 1*(1), 37-64.https://doi.org/10.47133/nemityra01010 5

Sturm, D.C., Metz, A., & Oxford, R. (2013). Toward an ecological self amid an empathy deficit: Higher education, psychology, and mindful connection with nature. In J. Lin, R.L. Oxford, & E.J. Brantmeier (Eds.), *Re-envisioning higher education: Embodied paths to wisdom and social transformation* (pp. 231-248). Information Age Publishing.

Swaffar, J., Schulz, R.A., Valette, R. M., Kramsch, C., Oxford, R., Dunkel, P.A., Stansfield, C.W., Brod, R. B., Zimmer-Loew, H., & Magnan, S.S. (1994). Tribute to David P. Benseler Editor 1980-1993. *The Modern Language Journal, 78*(1), 1-5.

Thomas, N., Rose, H., Cohen, A. D., Gao, X., Sasaki, A., & Hernández González, T. (2022). The third wind of language learning strategies research. *Language Teaching* (First view), 1–5. https://doi.org/10.1017/S026144482200001

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes.* M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds. & Trans.). Harvard University Press.

Wright, J. (2022, Feb.). Applied peace linguistics: Some pioneers and their contributions. *Humanizing Language Teaching, 24*(1). https://www.hltmag.co.uk/feb22/applied-peace-linguistics

Yamamori, K., Isoda, T., Hiromori, T., & Oxford, R. L. (2003). Using cluster analysis to uncover L2 learner differences in strategy use, will to learn, and achievement over time. *IRAL 41*(4), 381-409.

Young, D. J. & Oxford, R. L. (1993). Attending to learner reactions to introductory Spanish textbooks. *Hispania*, 76(3), 593-605. https://doi.org/10.2307/343837

Young, D.J. & Oxford, R. L. (1997). A gender-related analysis of strategies used to process written input in the native language and a foreign language. *Applied Language Learning, 8*(1), 43-74.

Zhou, Y., Oxford, R. L., & Wei, M. (2016). Chinese students' early education in U.S. K-12 schools. In W. Ma & G. Li (Eds.), *Chinese-heritage students in North American schools: Understanding hearts and minds beyond test scores* (pp.76-101). Routledge.

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of Self-Regulation* (pp. 13–39). Academic Press.

Zinn, H. (2004, 4 Sept.). Feature article: The optimism of uncertainty, p. 4. *The Nation.* https://www.thenation.com/article/archive/optimism-uncertainty