Contributors

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Christine Busque completed her Master's degree in Applied Linguistics at Concordia University. Her main research interests are language immersion programs, crosslinguistic awareness and teacher collaboration. She is currently a project manager at the École d'Entrepreneurship de Beauce in Montreal where she has developed tailored and intensive training programmes for entrepreneurs.

Anna Uhl Chamot died on 2 November 2017. She is co-editor of this book and was Professor Emerita of the Department of Teacher Preparation at George Washington University as well as Co-Director of the National Capital Language Resource Center. An invited keynote speaker at more than 150 conferences from Singapore to Scotland, she also gave over 600 presentations at major conferences and lecture tours in Estonia, Latvia, Lithuania, Italy and Argentina. She gave extended summer courses in China, Japan and Spain. Her books include the seminal publication *Learning Strategies in Second Language Acquisition* (with her co-author J.M. O'Malley, Cambridge University Press, 1990) as well as the more practical *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach* (2nd edn, 2009). Dr Chamot published over 70 articles, book chapters and monographs on language instruction as well as numerous research reports, and was an editor for the series *Studies in Second and Foreign Language Education* from 2011 to 2015. Even just before her death, she continued working on her chapter for this volume.

Andrew D. Cohen was a Peace Corps Volunteer in Bolivia (1965–1967), Professor of ESL at UCLA (1972–1975), Professor of Language Education at the Hebrew University (1975–1991) with a year as Fulbright Lecturer and Researcher at the PUC in São Paulo, Brazil (1986–1987), and Professor of Second Language Studies at the University of Minnesota in 1991–2013, with a year as a Visiting Professor at Auckland University, New Zealand

(2004–2005). He co-edited *Language Learning Strategies* (with E. Macaro, Oxford University Press, 2007), co-authored *Teaching and Learning Pragmatics* (with N. Ishihara, Routledge, 2014), and is author of *Strategies in Learning and Using a Second Language* (Routledge, 2011) and *Learning Pragmatics from Native and Nonnative Language Teachers* (Multilingual Matters, 2018). He has also published many book chapters and journal articles. For the last nine years, he has been studying his 13th language, Mandarin, so he is constantly in need of language learner strategies and is also researching his efforts to fine-tune his understanding of Mandarin vocabulary.

Do Coyle is Professor of Languages Education and Classroom Pedagogies and also Director of Research and Knowledge Exchange at the School of Education, University of Edinburgh. Over decades her work has focused on bilingual education, especially Content and Language Integrated Learning (CLIL) – her 4Cs Framework has been adopted on a global scale. Do's research focuses on classrooms where children are learning and using languages which are not their first and emphasizes empowering learners to take ownership of learning through using strategies in technology-enhanced and discourse-rich environments. Above all Do believes that language is our greatest learning (and teaching!) tool.

Christina Gkonou is Associate Professor of TESOL and MA TESOL and Programme Leader in the Department of Language and Linguistics at the University of Essex. She is also Deputy Director of Education in the same department. She convenes postgraduate modules on teacher education and development, and on psychological aspects surrounding the foreign language learning and teaching experience. She is co-editor of *New Directions in Language Learning Psychology* (with D. Tatzl and S. Mercer, Springer, 2016) and *New Insights into Language Anxiety: Theory, Research and Educational Implications* (with M. Daubney and J.-M. Dewaele, Multilingual Matters, 2017), and co-author of *MYE: Managing Your Emotions Questionnaire* (with R.L. Oxford, University of Essex, 2016).

Christine Goh is Professor of Linguistics and Language Education at the National Institute of Education, Nanyang Technological University, Singapore. Her areas of interest and expertise are cognitive and metacognitive processes in second language listening and speaking, teaching and assessment of second language listening and speaking, and teacher cognition. She publishes extensively in these areas in books, book chapters and journal articles, and her work has been widely cited.

Carol Griffiths has been a teacher, manager and teacher trainer of English language teaching for many years. She has taught in many places around the world, including New Zealand, Indonesia, Japan, China, North Korea, Turkey and the UK. She has also presented at numerous conferences and published widely, including her books *Lessons from Good*

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Pamela Gunning lectures at Concordia University. She has considerable experience as an elementary English as a Second Language (ESL) teacher and has co-authored several ESL textbooks for children. Under the auspices of the Ministry of Education of Québec, she has also co-authored a strategy training module to help teachers incorporate learning strategy instruction into their ESL teaching. Her teaching and research publications focus on primary pedagogy, strategies and classroom-based assessment.

Vee Harris is co-editor of this book and Visiting Fellow at Goldsmiths College, University of London, where she coordinated and taught the Modern Languages teacher education course for many years. Committed to bridging the gap between theory and practice, her research publications draw on classroom-based projects that she has undertaken with the help of practising teachers. She has written school textbooks as well as academic books on learning strategies with her co-author, Professor Michael Grenfell, the most recent being *Language Learner Strategies: Contexts, Issues and Applications in Second Language Learning and Teaching* (Bloomsbury, 2017). She is particularly interested in strategy instruction with the 12–13 years age range.

Ernesto Macaro is Emeritus Professor of Applied Linguistics and a Senior Research Fellow at Worcester College, University of Oxford. He is the founding Director of the Centre for Research and Development in English Medium Instruction (EMI) in the Department of Education. He was also the Director of the department from 2013 to 2016. His research focuses on second language learning strategies and on the interaction between teachers and learners in second language classrooms and in those where English is the medium of instruction. He has published widely on these topics.

Marcella Menegale is a Research Fellow in the field of second language learning and teaching at Ca' Foscari University of Venice. She works as Adjunct Professor at the University of Padua, teaching the didactics of English language. Her research interest is mainly in issues related to plurilingualism, in particular Content and Language Integrated Learning (CLIL), intercomprehension between languages of the same family, and learner autonomy in language learning. Since 2006 she has been coordinating and teaching courses on CLIL, intercomprehension and multilingual strategies for teachers of a range of ages and disciplines. Her publications include a monograph on her doctoral study on language

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Martha Nyikos is Associate Professor and chairs the World Languages and ESL Teacher Education Program at Indiana University in Bloomington. Trilingual in Hungarian, German and English, she specializes in language learning strategies, with particular focus on metacognition and oral proficiency. Her current research is on sociocognitive factors used by learners in bilingual/dual language immersion classrooms and intergenerational heritage language maintenance. Since 2001 she has taught strategies-based instruction for CARLA at the University of Minnesota, and she carries out teacher professional development internationally. She has received federal grants to train teachers in communicative, proficiency-based teaching focusing on accelerated oral language development.

Rebecca L. Oxford, Distinguished Scholar-Teacher/Professor Emerita, University of Maryland, holds degrees in languages and psychology. Her Lifetime Achievement Award states, 'Rebecca Oxford's learning strategy research has changed the way the world teaches languages'. Of her 15 books, nine concern language learning strategies and related topics. Of the other six volumes, three involve peace (*Peacebuilding in Language Education*, *The Language of Peace* and *Understanding Peace Cultures*), and three concern positive educational, social, ecological and spiritual transformation. She has published 260 articles and chapters and has presented research in 43 countries.

Mirosław Pawlak is Professor of English in the Faculty of Philology, State University of Applied Sciences, Konin, Poland and the Department of English Studies, Faculty of Pedagogy and Fine Arts in Kalisz, Adam Mickiewicz University, Kalisz, Poland. His main areas of interest are second language acquisition theory and research, form-focused instruction, corrective feedback, classroom discourse, learner autonomy, learning strategies, grammar learning strategies, motivation, willingness to communicate and pronunciation teaching. He is Editor-in-Chief of the journals *Studies in Second Language Learning and Teaching* and *Konin Language Studies*, and the book series *Second Language Learning and Teaching*.

Luke Plonsky is Associate Professor of Applied Linguistics at Northern Arizona University, where he teaches courses in second language acquisition and research methods. Recent and forthcoming publications in these and other areas can be found in *Applied Linguistics*, *Language Learning* and *The Modern Language Journal*, among other journals and volumes. He has also written and edited several books. Luke is Associate Editor of *Studies in Second Language Acquisition*, Managing Editor of *Foreign Language Annals* and Co-Director of the IRIS repository for instruments in language learning and teaching (iris-database.org). Luke held previous

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Angeliki Psaltou-Joycey (PhD) is Professor Emerita of the School of English, Aristotle University of Thessaloniki, Greece. Her research interests and publications focus on second language acquisition, language learning strategies and styles, English/Greek as a second/foreign language, and multilingualism. She has authored, co-authored, co-edited and edited books and conference proceedings. She has published her research in Greek and international journals. She is the former elected Chair of the Greek Applied Linguistics Association (1998–2014) and former Editor-in-Chief of the *Journal of Applied Linguistics* (1998–2017). She sits on the editorial boards of several academic journals.

Jill Robbins (PhD) has taught language learners and teachers in the United States, Japan, Saudi Arabia, Sri Lanka and China. She is a lecturer and ESL program coordinator at Wenzhou-Kean University in Wenzhou, China. Her research explores language learning strategies, the use of technology for language learning and metacognition. She is the co-author of *Integrating EFL Standards into Chinese Classroom Settings*, *Impact Listening 2*, and the 1st edition of the *Learning Strategies Handbook*. She served on the Board of Trustees of The National Museum of Language, based in College Park, MD, for 10 years and is currently the Museum's Chief Technical Officer.

Joan Rubin pioneered the study of learning strategies used by language learners in her research identifying the strategies of expert learners. She followed that with two longitudinal research projects to determine whether the promotion of learning strategies would enhance learners' listening skills. She has developed courses and given training workshops for student teachers and teachers around the world. Most recently she served as an action research mentor for students on a Master's program in Colombia and as a Fulbright Scholar helping English university teachers in Ecuador promote learning to learn. Her book co-authored with Irene Thompson, *How to Be a More Successful Language Learner* (Heinle & Heinle, 1994), has been translated into several languages.

Birsen Tütüniş has worked as an English instructor, lecturer and administrator for many years. Her academic research interests and publications are language learning strategies and styles, CALL and Teacher Training. Her recent interest lies in teachers' professional development. She has served as the coordinator of the International Association of Teachers of English as a Foreign Language Teacher Training and Education Special Interest Group for several years. She is currently events coordinator for the group. Professor Tütüniş holds a senior lecturer position in the Foreign

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Joanna White is a co-editor of the journal *Language Awareness*. She is retired from Concordia University, where she was a Professor in the Department of Education. In her research, she focuses on maximizing the benefits of instruction in second language classrooms for learners of different ages in a variety of instructional contexts. She is particularly interested in promoting collaboration between first and second language teachers.

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