Contributors

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Averil Coxhead is an associate professor who teaches undergraduate and postgraduate courses in Applied Linguistics and TESOL in the School of Linguistics and Applied Language Studies, Victoria University of Wellington, Aotearoa/New Zealand. She supervises postgraduate research at MA and PhD level. Averil is a co-author of Measuring the Vocabulary Size of Native Speakers with Paul Nation (John Benjamins, 2021), and English for Vocational Purposes: Language Use in Trades Education (Coxhead, Parkinson, Mackay & McLaughlin, Routledge, 2020). Her current research focuses on various aspects of specialised vocabulary, including multiword units, bilingual word lists, trades education and testing.


Phil Durrant’s career in Applied Linguistics began in Turkey, where he taught English for several years. After learning about the vocabulary research of Norbert Schmitt and his colleagues at the University of Nottingham during a teacher training programme, Phil decided to move to Nottingham, where he did MA and PhD degrees under Norbert’s
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Beatriz González-Fernández is a lecturer in Applied Linguistics and TESOL at the University of Sheffield. Her research interests focus around the theory, acquisition and pedagogy of vocabulary in second and foreign languages. Recently, she has investigated how foreign language users acquire multiple aspects of vocabulary knowledge and how this data can better inform our understanding and conceptualisation of the nature of overall vocabulary knowledge in second/foreign languages. Her current projects involve researching the acquisition of polysemy and homonymy in foreign languages under deliberate and incidental conditions.

Tomoko Ishii finished her PhD degree under Nobert Schmitt in 2005. She is currently an associate professor at Meiji Gakuin University in Japan and coordinates its English-as-a-Foreign-Language (EFL) programme. Her PhD research was on the assessment of vocabulary knowledge, and her current research interests extend to various issues of vocabulary knowledge and learning, including cross-association and the knowledge of part of speech. She is also actively engaged in training sessions for secondary school teachers on vocabulary instruction.

Benjamin Kremmel is Head of the Language Testing Research Group Innsbruck (LTRGI) at the University of Innsbruck, Austria, where he teaches and researches language learning, teaching and assessment. His research interests include vocabulary assessment, L2 reading assessment, diagnostic language testing, language assessment literacy and second language acquisition (SLA). His work has been published in Language Testing, Language Assessment Quarterly, Applied Linguistics, Language Teaching and TESOL Quarterly.

Batia Laufer is a professor (emerita) of Applied Linguistics at the University of Haifa, Israel. She has lectured, supervised research and published widely on several areas of vocabulary acquisition: effective teaching, contribution to reading, testing, cross-linguistic influence, ease and difficulty in learning, dictionary use and attrition.

Marijana Macis is a lecturer in TESOL and Applied Linguistics at the Manchester Metropolitan University. She completed her PhD in Applied Linguistics at the University of Nottingham, UK. Her research focuses on the teaching and learning of vocabulary. More specifically, she is interested in how learners acquire multiword combinations such as collocations as well as in the effectiveness of different teaching and learning methodologies for improving knowledge of formulaic sequences. She has publications in international peer-reviewed journals such as Language Teaching Research, ELT Journal and Reading in a Foreign Language.
Ron Martinez is an English Language Specialist under the U.S. Department of State. He completed his PhD in English in 2011 at the University of Nottingham under the supervision of Norbert Schmitt and Michael McCarthy. He specialises in English for Academic Purposes (EAP) at the Universidade Federal do Paraná in Brazil where he founded and currently directs the writing centre. He also lectures at the University of California, Berkeley, where he teaches writing for academic publication on the Summer English Language Studies programme.

Michael McCarthy is an emeritus professor of Applied Linguistics, University of Nottingham, UK. He is author/co-author/editor of 53 books, including Touchstone, Viewpoint, The Cambridge Grammar of English, English Grammar Today, From Corpus to Classroom, The Routledge Handbook of Corpus Linguistics, Innovations and Challenges in Grammar and titles in the English Vocabulary in Use series. He is author/co-author of 120 academic papers. He was co-founder of the CANCODE and CANBEC spoken English corpora projects. His current research focuses on grammar, EAP and spoken fluency. He has taught in the UK, Europe and Asia, has given talks and workshops in 46 countries and has been involved in language teaching and applied linguistics for 55 years.

Paul Nation is emeritus professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland and Japan. His specialist interests are language teaching methodology and vocabulary learning. He has written many books about language teaching, including What Should Every EFL Teacher Know? and How Vocabulary is Learned.

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Ana Pellicer-Sánchez is an associate professor of Applied Linguistics and TESOL at the UCL Institute of Education. Her research centres around the teaching and learning of vocabulary in a second or foreign language, with a particular focus on learning from reading and multimodal input. Her recent research has made use of eye-tracking to explore the cognitive processes involved in vocabulary learning and reading comprehension.

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