

About the authors

Sandrine Aguerre is a Lecturer and Researcher in second language acquisition (SLA) (French as a Foreign Language) at the University of Bordeaux Montaigne, France. Her research focuses on metalinguistic processes and discourses in SLA. Her main interest is in reflective and metacognitive processes of language learners, and their impact on learning, and in how the learning environment can favour these processes.

R. Kirk Belnap is a Professor of Arabic in the Department of Asian and Near Eastern Languages at Brigham Young University, where he has been since 1988. Since 2002, he has served as director of the National Middle East Language Resource Center (NMELRC). His research interests include language policy and planning, second language acquisition, and the history of Arabic.

Jennifer Bown is an Associate Professor of Russian in the Department of German and Russian at Brigham Young University. She has published several articles on language learning in non-traditional environments, including individualized instruction, foreign language housing and study abroad. She is the author of two advanced-level language textbooks.

Agnès Bracke is a Lecturer and Researcher at the University of Bordeaux Montaigne, France. She is head of the section of Didactics of French as a Foreign Language in the Language Sciences Department. She holds a PhD in psycholinguistics about the acquisition of scientific concepts in a Vygotskian approach. Her current interest is in the social dimension of the task-based approach for language learning.

Rikki Campbell is currently in the final stages of her doctoral studies in the School of Languages, Literatures, Cultures and Linguistics at Monash University, Australia. Her doctoral thesis examines the impact of study abroad on Japanese language learners' out-of-class interaction and social networks. Her research interests include study abroad, social networks, informal interaction, Japanese language education, and computer mediated communication.

Jean-Pierre Chevrot is Professor of Linguistics at the University of Grenoble and holds a senior chair at the Institut Universitaire de France. He is interested in the relationships between linguistic knowledge and social knowledge, particularly in the L1 or L2 acquisition phase where the instability of both systems highlights the extent to which they are interdependent.

Jim Coleman is Emeritus Professor of Language Learning and Teaching at The Open University, UK. He has (co-)authored or edited fourteen books and published over a hundred articles and book chapters, principally on aspects of Applied Linguistics but also on French literature. An active campaigner for language learning, teaching and research, he was Editor-in-Chief of *System: An international journal of educational technology and applied linguistics*.

Ruxandra Comanaru has recently completed her PhD in the Department of Applied Linguistics and Communication at Birkbeck, University of London. Her doctoral project investigated the role of language attitudes and practices in the emergence of European identity in different contexts, using a mixed-method approach. She is interested in the relationship between language and identity, particularly the case of multilingual and multicultural individuals. Her research interests also include second language acquisition, bilingualism and multilingualism, bicultural identity construction and change, and cross-cultural perspectives on language learning.

Deborah (Debbie) Corder is Associate Head of the School of Language and Culture at the Auckland University of Technology. She has taught Japanese at secondary and tertiary levels but now teaches mainly intercultural competence. Her research interests include learner autonomy, ICT, intercultural competence and study abroad.

Jean-Marc Dewaele is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. He does research on individual differences in psycholinguistic, sociolinguistic, pragmatic, psychological and emotional aspects of second language acquisition and multilingualism. He has published over 160 papers and chapters, and a monograph *Emotions in Multiple Languages* in 2010 (2nd ed in 2013). He is Vice-President of the *International Association of Multilingualism* and former president of the *European Second Language Association*. He became General Editor of the *International Journal of Bilingual Education and Bilingualism* in 2013.

Dan Dewey, Associate Professor of Linguistics at Brigham Young University, received a PhD in Second Language Acquisition from Carnegie Mellon University. Dr. Dewey teaches courses in linguistics, second language acquisition, language pedagogy, and language testing. He has published in numerous venues, including *Studies in Second Language Acquisition*, *Foreign Language Annals*, *Innovation in Language Learning and Teaching*, and *Frontiers: The interdisciplinary journal of study abroad*.

Francesca Di Silvio (M.A., Georgetown University) is a Research Associate at the Center for Applied Linguistics. She works on foreign language research, pro-

gramme evaluation, and development and delivery of teacher training, and has contributed to the development of oral proficiency assessments and rater training materials in Mandarin and Modern Standard Arabic.

Anne Donovan (M.S., Georgetown University) is a Research Assistant at the Center for Applied Linguistics. In addition to researching language learning during study abroad, she provides professional development to language instructors on the topic of assessment, and works on projects related to development of and research on language tests.

Martine Faraco is Maître de conférence in linguistics and general phonetics at the Aix-Marseille University in France. She is director of the Centre d'études françaises that provides intensive French classes for foreign students. She edited the book *Regards croisés sur la classe de langue: Pratiques, méthodes et théories*. Aix: Publications de l'Université de Provence, in 2006.

Rozenn Gautier is a PhD student at the University of Grenoble. The main focus of her research is the role of social networks in the acquisition of sociolinguistic competence in SLA. She focuses on American and Chinese learners of French as a second language with a special interest in the social and cultural dimensions of the study abroad context in France.

Cathy Hampton is a teaching fellow based in the French Studies section of the School of Modern Languages at Warwick University. Her research and teaching interests centre on early modern French literature and culture; language teaching and the school to university transition; the year abroad as a site of transformational and complex learning; and pedagogy in the virtual learning environment.

Sharon Harvey is an Associate Professor in the School of Language and Culture at Auckland University of Technology. Her research interests include language planning and policy, languages education and the development of intercultural competence.

Celeste Kinginger is Professor of Applied Linguistics in the College of Liberal Arts, Pennsylvania State University (USA), where she is affiliated with the Center for Language Acquisition. Her recent books include *Language Learning and Study Abroad: A Critical Reading of Research* (Palgrave /Macmillan, 2009) and an edited volume entitled *Social and Cultural Learning in Study Abroad* (John Benjamins, 2013).

Margaret E. Malone (PhD, Georgetown University) is Associate Vice President of World Languages and International Programs at the Center for Applied Linguistics and Co-Director of the Assessment and Evaluation Language Resource Center.

Her research foci include oral proficiency assessment, language assessment literacy, and language programme evaluation. Before joining the Center for Applied Linguistics, she was language testing specialist at Peace Corps-Worldwide.

Kevin McManus received his PhD in French linguistics and second language acquisition from Newcastle University (UK) and is currently a British Academy Postdoctoral Fellow in the Department of Education, University of York. His research focuses on second language learning and teaching, particularly French, especially form-meaning mapping, crosslinguistic influence, and the role of context in learning.

Rosamond Mitchell is Emeritus Professor of Language in Education at the University of Southampton, Faculty of Humanities/Modern Languages. She has longstanding research interests in corpus based approaches to second language acquisition and in language education policy. She has recently directed a major study of social networking and language learning during residence abroad.

John L. Plews is Associate Professor of Modern Languages (German) at Saint Mary's University, Canada. He is co-editor of *Traditions and Transitions: Curricula for German Studies* (2013), *Interkulturelle Kompetenzen im Fremdsprachenunterricht* (2007), *German Matters in Popular Culture* (2000), and *Queering the Canon* (1998) and has published on teachers' and students' lived experiences of study abroad, second language curriculum, language teaching and learning, and German culture.

Annelies Roskvist is a senior lecturer in the School of Language and Culture at Auckland University of Technology. In the past she taught English to migrants and refugees but now teaches mainly in the school's language teacher education programmes. Her research interests include professional learning for language teachers, study abroad, and the development of intercultural competence.

Karen Stacey is a senior lecturer in the School of Language and Culture at Auckland University of Technology. Her research interests include study abroad as professional development for language teachers and the teaching of English to migrants and refugees.

Ulrich Teichler is Professor at the International Centre for Higher Education Research (INCHER-Kassel), University of Kassel, Germany, 1978-2013, and was director of the Centre for 16 years. He has more than 1,000 academic publications in areas including higher education and the world of work, international comparison of higher education systems, international cooperation and mobility, education and social selection, the academic profession, access and admission, continuing professional education, and evaluation in higher education.

Nicole Tracy-Ventura is an Assistant Professor of Applied Linguistics in the Department of World Languages at the University of South Florida. Her research focuses on second language acquisition, study abroad, task-based language teaching, and corpus linguistics. Her work in these areas has appeared in various journals and edited collections. She received her PhD in Applied Linguistics from Northern Arizona University.

Emma Trentman is Assistant Professor of Arabic at the University of New Mexico. She holds a PhD in second language studies from Michigan State University. Her research focuses on Arabic language learning, and she has published articles on Arabic learning during study abroad as well as the acquisition of Arabic dialects.

