

Contributors

Al Balkcum is Director of The Learning Abroad Center at the University of Minnesota. After earning B.A.'s in Philosophy and Mathematics at North Carolina State University, he completed graduate work at the University of Minnesota in Philosophy and Philosophical Foundations of Education. He served as a faculty member in Philosophy at the University from 1971 to 1979, has been involved in study abroad there since 1978, and Director of the central study abroad office since 1980.

Lisa Chieffo studied abroad in Vienna, Tübingen and Bayreuth, Germany. She earned her M.A. in German and her Ed.D. in Educational Leadership from the University of Delaware. She served as Study Abroad Coordinator in UD's Department of Foreign Languages and Literatures for eight years and has been the Associate Director of the Center for International Studies since 2002.

Andrew D. Cohen served as a Peace Corps Volunteer with the Aymara Indians in Bolivia. He taught at the Hebrew University in Jerusalem and was a Fulbright Lecturer/Researcher in Brazil. He is a member of the University of Minnesota's ESL Department, where he is Director of the National Language Resource Center at the Center for Advanced Research on Language Acquisition. His most recent publication is a co-edited volume with Diana Boxer, *Studying Speaking to Inform Second Language Learning*.

Joe Collentine is Associate Professor of Spanish and chair of the Department of Modern Languages at Northern Arizona University. His research interests include the acquisition of mood and complex syntax by second language learners, input-oriented teaching methodologies, computer-assisted language learning, and the comparative effects of study abroad on the acquisition of Spanish.

William Cressey has been Vice President and the Chief Academic Officer at Council on International Educational Exchange (CIEE) since 1996. Prior to joining Council, he was Professor of Spanish Linguistics at Georgetown University, where he also served as Chairman of the Spanish Department and Director of the Office of International Programs. He has a Ph.D. in Spanish linguistics from the University of Illinois, and has written numerous articles and books about the Spanish language.

Manuel Díaz-Campos is Professor of Hispanic Linguistics at Indiana University, Bloomington. He has published on acquisition of sociolinguistic variables in L1, acquisition of second language phonology, and topics in Spanish laboratory phonology. He is especially interested in phonological variation in child and adult language, as well as in the acquisition of second language phonology by native speakers of English who are learning Spanish.

David DiBiasio is Associate Professor of Chemical Engineering and Assessment Coordinator for the Interdisciplinary and Global Studies Division at Worcester Polytechnic Institute. He is also Director of WPI's Washington D.C. Project Center. His undergraduate and graduate degrees are from Purdue University. His research interests are in engineering education including understanding the process of student learning, international education, and educational assessment.

Mary Dwyer is President of IES, the Institute for the International Education of Students. She holds a Ph.D. in Public Policy Analysis from the University of Illinois. She was a faculty member in the College of Medicine, and served as Executive Vice Chancellor as well, at the University of Illinois at Chicago. She is now Vice-Chair of The Forum on Education abroad and chairs the NAFSA Co-Op Grant Review Committee. The U.S. Congress recently appointed her to serve on the Abraham Lincoln Study Abroad Commission.

John Engle is Co-Founder of the American University Center of Provence and tenured *maître de conférences* at the *Université du Sud*. He has taught at UCLA, Occidental College, Illinois Wesleyan University, and the *Université de Provence*, and has served as an on-site overseas program director for nearly two decades. He has written extensively on the theoretical and practical aspects of study abroad and on American writers in France.

Lilli Engle is Co-Founder and on-site Director of the American University Center of Provence in Aix-en-Provence. She has taught at UCLA, Illinois Wesleyan University, and the *Université de Provence*. She is a member of the Board of Advisers of Experiment in International Living (France) and of the Advisory Council of the Forum on Education Abroad. She has published numerous articles on study abroad program design and recently founded a study abroad program in Marseille devoted to the understanding of Islam.

Kathleen Farrell is a doctoral candidate in French and Applied Linguistics at the Pennsylvania State University, where she is a research assistant in the Center for Advanced Language Proficiency Education and Research. Her dissertation is entitled, "Access to Language Learning during Study Abroad: The Roles of Identity and Subject Positioning."

Barbara Freed is Professor of Second Language Acquisition and French Studies at Carnegie Mellon University. She has published extensively on input and acquisition in second language learning. She is particularly interested in the role of context of learning as a variable in SLA: how context interacts with learner qualities at different stages in the acquisition process, and with specific aspects of L2 use. Her recent work focuses on the acquisition of fluency as it relates to these issues.

Lesa Griffiths is a Professor of Animal Science and served as the Associate Dean for Academic Programs prior to her current position as director of the University of Delaware Center for International Studies. The recipient of awards for teaching excellence, she has also received a number of instructional grants and gifts and has authored a variety of publications. She has accompanied students on study abroad programs focused on international agriculture.

Edward C. Ingraham, Professor Emeritus of mathematics at Michigan State University, served as acting director of MSU's Office of Study Abroad from March, 2000 through August, 2001. Subsequently he was appointed Senior Adviser in International Studies and Programs, and coordinated MSU's project to assess the impact of study abroad on students, faculty, and the university as a whole.

Celeste Kinginger is Associate Professor of French and Applied Linguistics at the Pennsylvania State University, where she teaches in the Linguistics and Applied Language Studies Program and conducts research in collaboration with the Center for Language Acquisition. Her research program includes socio-cultural, sociolinguistic and narrative approaches to the study of language learning in a variety of contexts.

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Nicole Lazar is Associate Professor in the Department of Statistics at the University of Georgia. Her main areas of scholarship are in the social and behavioral sciences, including archaeology, psychology and linguistics. She is also interested in the history and sociology of statistics as a discipline, the role of statisticians in society, and the ways in which statisticians interact with other scientists.

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Vija G. Mendelson has a Ph.D. in Hispanic Literatures and Linguistics from the University of Massachusetts-Amherst. She has worked abroad with university students in Granada, Oviedo, Salamanca, and Santo Domingo, and her research focuses on contemporary issues of linguistic acquisition and cross-cultural learning. She is now Director of Academic Affairs and Assessment at Academic Programs International and serves on the data collection committee of The Forum on Education Abroad.

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Denise Easley Pearson holds a B.A. in Psychology from the University of California, Los Angeles and an M.S. in Higher Education and Student Affairs from Indiana University, Bloomington. She is now Residential Life Coordinator at Colorado College, overseeing the language immersion houses. Denise has served as a graduate assistant in the Arts and Science Placement Office at IU and as student assistant officer in the Career Center at UCLA.

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Donald L. Rubin received his Ph.D. from the University of Minnesota in 1978. He holds a joint appointment as Professor in the Departments of Speech Communication and Language Education and in the Program in Linguistics at the University of Georgia. His teaching and research pertain primarily to intercultural communication, especially perceived intelligibility and competence of international instructors and others who speak nonmainstream North American English. He currently edits the journal *Communication Education*.

Mark Scheid has served at Rice University as a Professor of English and Assistant Vice President for Student Affairs. Currently, he is Executive Director of International Programs and Scholarships and Assistant to the President at Rice. He is a Founding Board Member of the Forum on Education Abroad, and has a special interest in standards of good practice.

Norman Segalowitz is Professor of Psychology, and Associate Director of the Centre for the Study of Learning and Performance at Concordia University in Montréal. He has published extensively on cognitive processes implicated in second language acquisition. He is especially interested in how insights from basic cognitive psychology and from applied second language acquisition research can mutually inform each other, leading to greater success in language learning by different populations and in different learning contexts.

Rachel L. Shively is a graduate student in Hispanic Linguistics at the University of Minnesota and a research assistant at its Center for Advanced Research in Language Acquisition. Shively has had several sojourns studying and living abroad in Europe and Latin America and has taught English as a Second Language and Spanish as a Foreign Language.

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