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Pages vii–x of

**Digital Social Reading and Second Language Learning and Teaching**

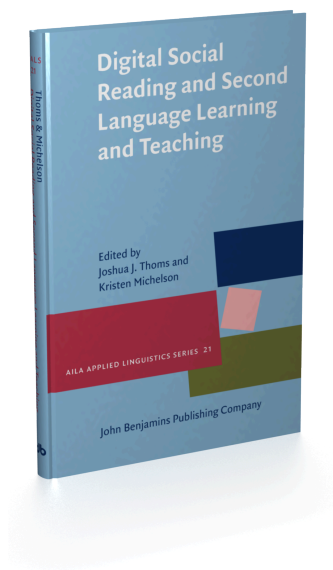
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**Dr. James Law** is an Assistant Professor of French at Brigham Young University. His research centers on semantic and pragmatic change in the Romance languages. Although lexical variation and change is notoriously idiosyncratic, his work aims to identify trends in lexical semantic shifts. This contributes to a better understanding of the mind while facilitating broader historical linguistic and philological research. He works within the cognitive linguistic tradition, notably Construction Grammar and Frame Semantics, and uses quantitative corpus methods. He also carries out research on applied pragmatics as well as linguistic variation in computer-mediated communication and teaches courses on semantics, pragmatics, historical linguistics, and corpus linguistics.

**Dr. John I. Liontas** is an Associate Professor of ESOL and FL education at the University of South Florida. He served as the director of the Technology in Education and Second Language Acquisition (TESLA) doctoral program at the University of South Florida from 2014 to 2021 and held the position of Coordinator of TESOL and Foreign Language Education from 2023 to 2024. Dr. Liontas is an active member of (inter)national learned societies and is widely recognized as a thought leader in the fields of idiomatics, digital technologies, applied linguistics, and second language acquisition. He has received numerous teaching and research awards and honors, totaling over four dozen at the local, state, regional, national, and international levels. Additionally, Dr. Liontas is the Editor-in-Chief of the award-winning encyclopedia, *The TESOL Encyclopedia of English Language Teaching* (Wiley, 2018), which is the first print and online encyclopedia for TESOL International Association since its founding in 1966.

**Dr. Kristen Michelson** is Associate Professor of French and Applied Linguistics in the Department of Classical and Modern Languages and Literatures at Texas Tech University, where she also directs the first- and second-year language program in French. Her scholarly work is anchored in multiliteracies pedagogies and has ranged from exploring global simulation frameworks as a way to foster multiliteracies, to tracing how foreign language teachers co-construct knowledge through digital social annotated reading, to investigating how second language learners of French interpret everyday internet texts. In this latter work, she has employed various methodologies in solo and collaborative research projects, including digital social anno-

tated reading and prompted think-alouds. Her work aims to raise awareness of how particular representational choices are made with agency and intention against a backdrop of broader social contexts, and to provide opportunities for second language learners to understand and participate flexibly in cultural discourses of target language cultures.

**Dr. Frederick Poole**, Assistant Professor of Master of Arts in Foreign Language Teaching at Michigan State University, received his PhD in Instructional Technology and Learning Sciences in the College of Education at Utah State University in 2020. He earned a Master of Second Language Teaching Degree in 2015. His research investigates the implementation of technology for improving and assessing second language literacy skills and the effect of well-designed games on second language learning, teaching, and classroom dynamics. His work has been published in *Foreign Language Annals*, *System*, and *Language Learning & Technology*. Frederick has taught both English and Chinese as a Foreign language as well as graduate-level courses related to second language teaching methods, educational technology, and using games for learning.

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