About the Contributors

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Terence C. Ahern is an associate professor in instructional design and technology in the College of Human Resources at West Virginia University. His research focuses on the design and development of tools and learning strategies that further epistemic engagement in online learning environments. Dr. Ahern has designed and developed unique computer-mediated software that explores specific facets of epistemic engagement.

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**David Barr** is a member of Centre of Excellence in Multimedia Language Learning at the University of Ulster, Northern Ireland where he teaches French. He is currently UK National Representative for the European Association for Computer-Assisted Language Learning (EUROCALL). He has published several articles and one book in the area of computer-enhanced language learning and was recently guest editor of a special edition of the CALL Journal. His primary research interests are the integration and normalization of computer technologies in language learning and teaching.

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**Larry Chong** is a professor of English in Gyeongju University, South Korea. He obtained his PhD in applied linguistics from Dongguk University, South Korea. In the last decade he has conducted numerous research projects using information technology and other technologies to facilitate foreign language education. He is the founding president of Asia Association of Computer Assisted Language Training.
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Stella K. Hadjistassou is currently a doctoral candidate in rhetoric, composition and linguistics at Arizona State University, where she has also been awarded a teaching associate position. Stella teaches courses in ESL writing and sociolinguistics, and she actively participates in various research studies related to the application of Engeström’s proposed complex cultural-historical activity theory (CHAT) and synchronous and asynchronous computer-mediated communications in second language classrooms. Stella has also published articles and book chapters related to this line of work, including “A Cultural-Historical Activity Perspective: Collaborative Peer Review Exchanges Using Asynchronous Communications and Face-to-face Interactions,” and “Situated Learning.”

Josiane Hamers is a professor at University Laval, Quebec City. She specializes in psychology (psycholinguistics) and her major research interest is in the area of bilingualism. She is co-author of Bilinguality and Bilingualism (Cambridge University Press, 2000).

Dennie Hoopingarner is the associate director for technology implementation at the Centre for Language Education and Research, and director of the Language Learning Centre at Michigan State University. His research program focuses on computer-assisted language learning from the linguistic perspective of second language acquisition. He authors CALL programs, and works with research faculty to create web-based SLA research instruments. Language programs across the country have adopted his materials. He gives professional development workshops for language professionals, and consults with language departments on effective integration of technology into the language curriculum. He is an active member in several professional associations.

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One of her latest research interests is the linguistic analysis of Turkish-German identity construction as represented in literature and film. Her academic qualifications include a PhD and an MA in applied linguistics and a B.A. in education with majors in migration studies and the teaching of German as a second language.

**Hazel Morton** holds Master’s degree in english and in applied linguistics and recently completed a PhD in computer assisted language learning at the University of Edinburgh. Her research explores the creation of a new CALL program which utilizes speech recognition and animated agent technologies and whose design is based on an interactionist perspective. The thesis discusses, through a series of empirical evaluations, user attitudes towards the CALL program and the reliability of the speech recogniser used by non-native speakers in this context.

**Terence Patrick Murphy** teaches in the Department of English at Yonsei University in Seoul. In addition to a previous essay on the concept of emergent texture that appeared in language learning and technology, he has published a number of essays on literary stylistics and the novel in such journals as the *Journal of Narrative Theory*, *the Journal of Literary Semantics, Language and Literature*, and *Style and Narrative*.

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