

Contributor Bios

Jean L. Arnold likes to learn languages through song and teach them that way, too. Her two ears have heard her singing songs in Afrikaans, Bahasa Indonesia, English, French, Galician, German, Italian, Latin, Mandarin, Māori, Portuguese, Sanskrit, Spanish, Tetum, and Vietnamese, and her eyes have seen her hands sing in American Sign Language. She teaches at Victoria University in Wellington, New Zealand.

Carrie K. Bach is a master's student in the Second Language Studies Department at the University of Hawai'i and teaches at the Hawai'i English Language Program. She spent 10 years teaching test prep before deciding to pursue graduate work in second language studies.

Arlyn Mañebo-Baron is a high school English teacher at President Sergio Osmeña High School in the Philippines and is currently pursuing her master's degree. She has a positive outlook in life, and she wishes to be forever young . . . at heart.

Emily Beckett has worked in adult ESOL and EFL education as a teacher, trainer, and curriculum developer. She is currently the program specialist at the Arlington Education and Employment Program, an ESOL program for adults in Virginia, USA.

Since graduation with an MA TEFL from Columbia International University, **Eleanora (Nonie) S. Bell** has taught ESL in Italy and the United States, in both community based and academic programs. She is currently a faculty member at the University of Delaware's English Language Institute.

Tiago Bione is pursuing a master's degree in applied linguistics at Concordia University (Canada), Department of Education. His research interests include the use of music, gaming, and mobile technologies in second language learning.

Crystal Bock-Thiessen is a photographer, foreign language-dabbler, and music-lover. She is also an instructor for Programs in English as a Second Language at the University of Nebraska-Lincoln, as well as an English language specialist for the U.S. Department of State.

Ann Bouma is an instructor at the University of Nebraska-Lincoln and has taught in the Programs in English as a Second Language, Intensive English Program, and credit program for the last 10 years. She has presented ideas for using computers and iPads in the classroom at several TESOL conventions.

James Broadbridge is an assistant professor in the Global College of Communication at J. F. Oberlin University in Tokyo, Japan. He has been teaching EFL classes for nearly 20 years. His current research interests include pragmatic development on study abroad and extensive reading.

Walcir Cardoso is a professor at Concordia University (Canada), Department of Education. His research and teaching interests include the acquisition of second language phonology (pronunciation) and the use of technology in teaching (computer-assisted language learning).

Marsha J. Chan, BA, MA, Stanford University, is the winner of numerous teaching, presentation, and publication excellence awards. She facilitates workshops and engages participants in the United States and internationally. Author of printed and digital learning materials, Marsha is followed worldwide as Pronunciation Doctor at www.youtube.com/user/PronunciationDoctor.

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Vincent Corver, international award-winning concert pianist and producer, was pre-nominated for the 2013 Grammy Awards. His recordings and performances received global, five-star acclaim. He is an active writer and influencer on the topic of gifted music education, residing in Zürich, Switzerland.

Lilika Couri is a teacher educator and EFL school management consultant in Greece and internationally and codirector of Educational & Training Consultants, and she has coauthored EFL teaching books. A founding member of TESOL Greece and the Greek Fulbright Alumni association, she has served on the boards of both volunteer associations.

Jim Cracraft is an assistant director at Vanderbilt University's English Language Center.

Joyce Cunningham has taught EFL in Japan for the past 20 years. Upon retirement, she was honoured to be made professor emerita by Ibaraki University. She continues to teach at Tokiwa University where she is a tenured professor. Her interests include student-made video projects, newsletters, and commercials.

Mike de Jong is a Toronto-born educator, journalist, and musician. He teaches various courses for universities in the Tokyo, Japan area. Mr. de Jong holds a master's degree in communication and culture from York University, and his band recently released its first CD.

Joseph V. Dias coordinates an intensive English program for the English Department at Aoyama Gakuin University in Tokyo, Japan. His research interests include computer-assisted language learning, service learning, and international exchanges involving creative products.

Eman Elturki has a PhD in language, literacy and technology from Washington State University (WSU) and a master's degree in TESOL from the University of Southern California. She teaches ESL and serves as the curriculum and materials coordinator at the WSU Intensive American Language Center.

Islam M. Farag holds an MA in linguistics and a graduate certificate in TESOL from Missouri State University. His research interests are second language acquisition, language assessment, and second language writing. He has been a presenter at WATESOL and MIDTESOL.

Thomas Fast is a university lecturer, teacher trainer, education consultant, and author. Originally from Oregon, USA, Thomas has traveled, studied, and lived in more than 30 countries. He has made Okayama, Japan his home for much of the last 20 years.

Jacqueline Foster has taught ESL/EFL learners from beginners to English for academic purposes (EAP) students both internationally and in Canada. She currently teaches at Vancouver Island University's English Language Center in Nanaimo, British Columbia, Canada. Her interests include second language reading and EAP writing.

Nathan Galster is a visiting professor at Kyungpook National University in Daegu, South Korea. He holds a master's degree in adult education and has taught ESL in both Costa Rica (2007–2009) and South Korea (2009–present).

Tamara Guy is a lifelong educator with innovative and creative methods of designing and implementing lessons. Tamara believes that you don't have to try hard to make learning fun because it already is. She is available to assist with lesson ideas.

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Mike Hammond has taught ESL for 18 years, previously at the University of California, San Diego, and currently at the University of Colorado at Boulder. He specializes in ESL classes featuring art, music, and video.

Originally from St. John's, Canada, **Meaghan Harding** earned her master's in education with a concentration in TESOL from Framingham State University. She began her TESOL career in Seoul, South Korea in 2009 and now teaches college ESL at the University of Iowa.

Lisa G. Harris teaches English to international students at INTO Colorado State University, where she also earned her master's degree in TESL/TEFL. Her lessons frequently include music and games to energize and motivate students, and she has presented on these topics at regional and international conferences.

Dianna Hemmelgarn has an MA in applied linguistics and teaches academic ESL. She enjoys developing innovative, dynamic activities that really engage students, including the use of popular songs for pronunciation, vocabulary, grammar editing, free-writing, critical thinking, and high-interest conversations.

Emily Herrick has taught ESL for nearly 25 years and has been listening to music for even longer. She holds MAs in TESL and history, and has taught in Arizona, USA; Costa Rica; and the Philippines. She currently teaches at the University of Nebraska-Lincoln.

Ha Hoang holds a PhD in applied linguistics from Victoria University of Wellington. Her research interests are writing practices, figurative language, autonomy, and teacher professional development. She has taught ESL/EFL for several years in Vietnam and New Zealand.

Jacob Huckle is an ESL teacher. Originally from the United Kingdom, he currently works at an international high school in China, teaching English to Chinese students.

Timothy R. Janda has a master's degree in TESL from the University of Arizona and is an active member of MIDTESOL and TESOL International Association. He has taught English on the Navajo Indian Reservation; in Tucson, Arizona, USA; and in Spain. He currently works as a lecturer in Programs in English as a Second Language at the University of Nebraska-Lincoln.

Jolene Jaquays has been a teacher in the English Language Program at UM-Flint since 2011. She completed both her MA in TESOL and her BS in education at Central Michigan University. Her 30-year teaching repertoire includes teaching English, ESL, and Spanish.

Tamara Jones holds a PhD in education from the University of Sheffield and is the Intensive Program coordinator at the English Language Center at Howard Community College. She is the co-author of *Q: Skills for Success: Listening and Speaking 4*, and author of *50 Ways to Teach Them Pronunciation* and *50 Ways to Teach Them Listening*.

Fergal Kavanagh has taught in Italian State schools, the British Council, and the University L'Orientale, Naples, Italy. He is coauthor of *Team Up in English*, a textbook for the lower secondary school, published by ELI (2008, new edition 2011). His website www.tuneintoenglish.com (nominated for a 2012 ELTons Award) and touring didactic Tune Into English Roadshow promote the use of songs as his preferred method of teaching.

Paul Keyworth is a CELTA and MA TESL-qualified ESL/EFL teacher who since 2002 has taught young learners, teenagers, and adults in many different contexts in Asia, Europe, and the United States.

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Kevin Knight (PhD in linguistics, MBA, MPIA) is associate professor in the Department of International Communication of Kanda University of International Studies in Chiba, Japan. His research interests include leadership conceptualization and development, English for specific purposes, and professional communication.

Matthew Kobialka is the ESL specialist at the Intensive English Language Program at Temple University in Philadelphia, Pennsylvania, USA. He has master's degrees in English education and secondary education with a focus on immigrant language acquisition.

Tom Lackaff concocted his MA-TESOL degree at Portland State University. He has taught ESOL in South Korea and in many different community education environments around Portland, Oregon, USA. He is downright evangelical about the power of music to teach language, advance intercultural understanding, and build community.

Sally La Luzerne-Oi is an ESL teacher and teacher trainer. She has taught in Mexico; Venezuela; Portugal; Japan; Ukraine; and Hawai'i and Wisconsin, USA. Her special interests include materials and curriculum development.

Elizabeth J. Lange has been teaching English to university students in Japan and is currently teaching at Kaichi International University. She has also taught English in New Zealand and Australia.

Priscila Leal is an English language teacher, learner, and PhD candidate of the Department of Second Language Studies at the University of Hawai'i at Manoa in Hawai'i, USA. Her research interest is in language teacher development and critical pedagogy.

Constance A. Leonard teaches English for academic purposes, reading enhancement, and study skills courses for international students at the U.S. Air Force Academy. She has been an English language educator in the United Arab Emirates, Egypt, Yemen, the United States, Greece, and Cambodia.

Lisa Leopold is associate professor of English for academic and professional purposes at the Middlebury Institute of International Studies at Monterey, where she teaches courses in business correspondence, public speaking, and editing writing.

Lauren Lesce is an ESL instructor and tutor at Centenary University in Hackettstown, New Jersey, USA. She also has intensive English program, community college, and K–12 experience teaching both ESL and Spanish. She holds an MA in linguistic studies and an MA in Spanish literature from Syracuse University.

Ruth Ann Marotta enjoys engaging creativity in teaching. As a songwriter, poet, storyteller, collaborator, and teacher, she has noticed that some learning happens in an indirect or sideways way, as in “Tell all the truth, but tell it slant.”

Kevin McCaughey is a regional English language officer for the U.S. Department of State. He is currently based in Pretoria, South Africa. Kevin tries to bring music and movement—and a little silliness—to every classroom session.

Peter McDonald has 20 years' teaching experience. He has taught in Greece, India, the United Kingdom, and Japan. His teaching and research interests include how to incorporate multimodal materials in the classroom. He is also a jazz musician.

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Theresa McGarry started teaching ESL almost 30 years ago and is still at it. She now also teaches linguistics and TESOL and coordinates the TESOL Certificate Program at East Tennessee State University.

Jovana Milosavljevic Ardeljan is an international student from Serbia. She got her MA in language and linguistics from the University of New Hampshire, where she is now in a doctoral program in education. In Serbia, she was an EFL teacher and director of a private language school.

Laura Murphy is a senior instructor at INTO USF at the University of South Florida in Tampa. She holds an MA in TESL from the University of San Francisco. Laura has gained extensive ESL teaching experience working in Japan and the United States, in California, Massachusetts, and Florida.

Dr. Jacqueline Nenchin is an associate professor at Molloy College in New York, USA. Her research interests include systemic functional linguistics and its application to pedagogy, the role of technology in language learning, second language writing, and native- and nonnative-English-speaking teachers.

Jon Noble teaches academic English at the University of Arizona's Center for English as a Second Language (CESL). He is a founding member of CESL's Music Club, where he plays the ukulele and teaches students to sing popular songs.

Sara Okello, English Language Program instructor at Maryville College (Tennessee, USA), has taught internationally and in the United States, most recently at the University of Michigan–Flint. She received her MA from Eastern Michigan University and has presented at state and national conferences.

Rebecca Palmer is an instructor in the Academic English Program at Northern State University in Aberdeen, South Dakota, USA, where she enjoys motivating students to joyfully and rapidly increase their English language skills.

Allison Piippo is an ESL lecturer (MATESOL) at Eastern Michigan University. Her professional interests are in the areas of computer-assisted language learning, American culture instruction, and grammar. She has presented on these topics at the state and national levels.

Dr. Nadezda Pimenova specializes in TESOL, EFL, second language acquisition, and comparative linguistics. During her teaching career, she taught in culturally and linguistically diverse classrooms in Russia and the United States. She is currently working at the Purdue Language and Cultural Exchange program.

Christopher Pond is an English lecturer at Ritsumeikan University in Shiga, Japan. He has been teaching English in Japan for 20 years. He has master's degrees in managing human resources and applied linguistics. His research interests include the teaching of English as a lingua franca.

Ildiko Porter-Szucs, PhD, is assistant professor of ESL/TESOL at Eastern Michigan University. She teaches both ESL students and future ESL teachers. Her scholarship centers on teacher formation and language assessment.

Patrick T. Randolph specializes in creative and academic writing, speech, and debate. He lives with his wife, Gamze; daughter Aylene; and cat, Gable, in Lincoln, Nebraska, USA. Recently, Randolph was awarded the "Best of the TESOL Affiliates" for his work in vocabulary pedagogy.

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Katherine Riebe presently teaches in the English for academic purposes credit courses at the University of Wisconsin, Milwaukee, USA. She has also taught in other postsecondary institutions in Milwaukee and Texas, USA, and Kuwait.

Juan Manuel Rivas holds a BA in elementary education, an MA in English teaching, and a graduate diploma in TESOL. He is also a trained musician from “Pedro Nolasco Colón” Conservatory of Music (Caracas, Venezuela), and holds an associate degree in music.

Deniz Şallı-Çopur is a teacher educator in the Department of Foreign Language Education at Middle East Technical University, Turkey. Here, she has been teaching ELT methodology and practicum courses to prospective teachers of English.

Josefina C. Santana has been involved in English language teaching, teacher training, and materials development for more than 30 years. She is academic head of the Language Center at Universidad Panamericana in México. She holds a PhD in education from ITESO University.

Jessica Sarles’ background was in documentary film production. However, documenting the lives of immigrants convinced her to step out from behind the camera. Jessica has now been teaching adult ESOL in the Washington, DC, USA metro area for the past 3 years.

Xiaowei (Vivian) Shi completed her MA TESOL at the University of Delaware (UD) with practicum experience at UD’s English Language Institute. She currently resides in Shanghai, China with professional focus on secondary education and ESL test preparation instruction.

Elena Shvidko is an assistant professor of ESL at Utah State University. She has taught English both in academic and community contexts. Her research interests include second language writing, multimodal interaction, interpersonal aspects of language teaching, and teacher professional development.

Christopher Stillwell is currently a doctoral student at University of California, Irvine’s School of Education. He has taught ESL/EFL in Japan, the United States, and Spain, and he is the editor of two volumes for TESOL on Language Teaching Insights From Other Fields.

Ross Sundberg is a PhD student in education at Concordia University. His current research uses technology and music to enhance second language learning. He has recently developed a music application for second language students as a resource to complement classroom learning.

Stacie A. Swinehart is a lecturer in the Programs in English as a Second Language at the University of Nebraska-Lincoln and has been teaching ESL since 1997. She also has an MA in French and enjoys sharing her love of music and the arts with her students in the classroom.

Sibel Taşkın Şimşek is actively involved as a member of the Online Learning Support Project and Webinar teams at the School of Languages, Sabanci University, Istanbul, Turkey. Her interests include technology integration into teaching, MOOCs, learner development, and motivation.

Friederike Tegge is lecturer of (applied) linguistics at Massey University in New Zealand. Her research interests include vocabulary learning, classroom-based research, and songs in language teaching. In 2015, she finished her PhD thesis, entitled “Investigating Song-Based Language Teaching and Its Effect on Lexical Learning” at Victoria University of Wellington.

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Simon Thomas's research interests lie in language acquisition, the influences of technology-enhanced learning on teacher choices in the classroom, and the motivational and learning effects of a bring-your-own-device policy. His current teaching focuses primarily on academic English within the science and technology fields.

Gene Thompson is assistant professor in the College of Business at Rikkyo University, Japan. His research interests include teacher and learner cognitions about language learning, teaching English as an international language, and content- and language-integrated learning.

Sean H. Toland is currently a lecturer at Ritsumeikan University, Shiga, Japan. His research interests include technology-enhanced learning, materials development, and critical theory. He is a PhD student at Lancaster University in the United Kingdom, studying e-research and technology-enhanced learning.

Hayriye Ulaş Taraf presently works as an English language instructor at NEU School of Foreign Languages, Konya, Turkey. She is also a PhD candidate in the English Language Teaching Department at Çukurova University, Adana, Turkey. Her research interests include teaching English to young learners, second language teacher education and educational technology.

Rita M. Van Dyke-Kao has taught English to learners in South Korea, China, Myanmar, and Québec, Canada. She now calls California, USA, home and teaches in Azusa Pacific University's Intensive English Program and in Mt. San Antonio College's noncredit ESL program.

Dr. Vander Viana is a lecturer in TESOL and applied linguistics and the program director for the PhD in TESOL research at the University of Stirling. He has extensive research/teaching experience in TESOL, corpus linguistics, (academic) discourse analysis, and applied linguistics.

Haley P. Vickers, MS, is an instructor at the University of Oklahoma's Center for English as a Second Language, where she serves as the student support advisor to academically at-risk learners. She has presented at numerous conferences on best practices in teaching ESL, advising international students, and developmental writing.

Jace Vickers, MM, teaches low brass at East Central University. He has performed solo euphonium recitals throughout the United States and has performed as featured soloist with ensembles such as the Colorado Symphony and the Frontier Brass Band of Oklahoma.

A teacher for 20 years, **Chris Walklett** has become convinced that songs (and particularly their lyrics) are the most flexible, interesting, and motivating of EFL text types. It is his intention to share and spread that conviction with fellow EFL teachers.

Wendy Wang is professor of ESL/TESOL in the Department of World Languages at Eastern Michigan University.

Marie Webb is a doctoral student in English composition and applied linguistics at Indiana University of Pennsylvania. She has taught in TESOL certificate programs, master's programs, intensive English programs, and community colleges in California, USA; Japan; Macau, SAR, China; and South Korea.

Alan S. Weber, PhD, teaches humanities, philosophy, and medical ethics at Weill Cornell Medicine in Qatar, a satellite campus of Cornell University in Doha, Qatar. His research interests include literature, music, medical education, e-learning, and cloud computing in education.

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Joshua Wedlock has been an EFL/ESL teacher and teacher trainer for more than a decade. With a double MA in applied linguistics and TESOL from Macquarie University, Australia, Josh is interested in in-class teaching practices and out-of-class study habits that best expedite the language learning process.

Benjamin J. White is an assistant professor at Saint Michael's College in Vermont. His research interests include pedagogical grammar, second language acquisition, and teacher development. He is particularly interested in the application of cognitive linguistics and sociocultural theory to language instruction. He has worked as an ESL/EFL teacher, teacher trainer, and program administrator.

Mohamed A. Yacoub is a PhD candidate at Indiana University of Pennsylvania. He obtained his Master's in TESOL from Missouri State University and worked as an instructor of English in Egypt, Saudi Arabia, China, and the United States. Mr. Yacoub has several publications that address issues in the field of TESOL and applied linguistics.

Dr. Sonia Zyngier has authored numerous papers on literary awareness, stylistics, and empirical research in literary education. She wrote an article on pedagogical stylistics for the *Elsevier Encyclopedia of Language and Linguistics* and coedits the Linguistic Approaches to Literature series.