



Alberta Teachers of English
as a Second Language

Follow ATESL on Facebook, Twitter and Google +.

December 2014

www.atesl.ca

President's Message

by Maureen Stewart

Happy December everyone!

I hope this email finds you well and happily preparing for a festive season filled with family, friends, and fun.

As we wrap up this year, I wanted to take the opportunity to extend greetings and bring a message of thanks and hopefulness from the ATESL Board.

ATESL exists to serve its members and provide leadership for ESL practitioners in Alberta. Our belief statement drives all that we do and all that we strive to be. ATESL believes that it is vital to assist learners whose first language is other than English by providing them with the necessary language training and skills to achieve their goals in an English-speaking society. As a professional organization, ATESL's mission is to promote the highest standards of teaching and provision of English Language programs. We do this by encouraging and providing professional development opportunities that are consistent with leading practices in adult education and language acquisition. The Board will work diligently to meet the mission and vision of ATESL and to serve its members.

In October, ATESL hosted a very well received and well attended conference in Edmonton. I would like to thank and extend my congratulations to Eaman Mah and Peter Myhre and their conference planning committee for their excellent planning and facilitation of the conference. Organizing a conference is no easy undertaking, and we thank you for your efforts to put on such an excellent conference for the membership and ESL community in Alberta.

As is the case each year, the AGM in October saw a change in leadership on the Board, and we welcomed new board members. We have several new faces on the board this year and I'm so pleased to be working with such a talented and dedicated group of professionals from many different institutions on behalf of our members and learners in Alberta. A very warm thank you to Sheri Rhodes (Past President), Sally Zhao (Treasurer), Chris Wharton, Jacqueline Scott, and Lois Prostebby who have fulfilled their term on the Board. We will certainly miss you.

TABLE OF CONTENTS

President's message

A message from Maureen Stewart

TESL Canada Report

Celia Logan

ATESL Local Reports

Central Alberta – Sharon Duplessis

Calgary – Glenn Cochrane

Edmonton – Evelyn Neame

Bursary Report

Wendy Chambers, Secretary

Sheri Rhodes, Past President

Sally Zhao, Treasurer

TESL Canada 2015 Conference Report

Glenn Cochrane

Articles

Focus on Research

Marilyn Abbott & Marian Rossiter

Pronunciation: The Missing Link in Speaking and Listening

Linda Grant, ATESL 2014 Keynote Speaker

Your ATESL board for 2014-2015:

President: Maureen Stewart

Past President: Dorte Weber

President Elect: Wendy Chambers

Treasurer: Yuji Abe

Secretary: Cindy Messaros

Central Alberta Co-Chairs: Lisa Ramsay and Sharon Duplessis

Calgary Co-Chairs: Silvia Rossi and Glen Cochrane

Edmonton C-Chairs: Sabine Ricioppo and Evelyn Neame

Southern Alberta Co-Chair: vacant

TESL Canada Representative: Celia Logan

Business Manager: Irene Wood



Alberta Teachers of English
as a Second Language

To see the smiling faces of the board members, please see the ATESL website (<http://atesl.ca/>). The site will provide you information about the board, ATESL, ESL in Alberta and Canada, and much more. You can also follow us on Twitter (<https://twitter.com/ATESLnews>) for the latest news and updates. Should you have additional questions, comments, or concerns, please don't hesitate to contact ask@atesl.ca, or to contact me directly at president@atesl.ca.

ATESL is busy planning the TESL Canada Conference in Lake Louise, October 29-31, 2015. Chris Wharton and Glen Cochrane have volunteered to co-chair this conference. Chris has participated on several planning committees for ATESL Conferences, including the conferences in 2011 and 2013, and he was also the Calgary Co-Chair from 2012-2014. Glen has many years' experience in ESL and in conference planning and is currently the Calgary local Co-Chair. Thank you, Chris and Glen, for your continued dedication to ATESL, and for taking on the task of planning the TESL Canada Conference 2015. We look forward to it!

I encourage all ATESL members to be involved in their local organizations. Please contact your local co-chairs or me if you want more information on workshops and professional development opportunities.

Lastly, I would like to take the opportunity to thank our wonderful Business Manager, Irene Wood. Irene has been with ATESL many years and works tirelessly to keep our association organized, responsive, and responsible. She is an invaluable member of our organization. Thank you, Irene, for all your work on the board and for our members. We enjoy working with you and we value your input, patience, and commitment.

Have a wonderful holiday season and a joyous 2015!

Maureen Stewart
ATESL President



Alberta Teachers of English
as a Second Language

Provincial Executive

2014 – 2015

Maureen Stewart

President

Wendy Chambers

President Elect

Dorte Weber

Past President

Cindy Messaros

Secretary

Yuji Abe

Treasurer

Celia Logan

TESL Canada Representative

Silvia Rossi

Calgary Local Co-Chair

Glen Cochrane

Calgary Local Co-Chair

Sabine Ricioppo

Edmonton Local Co-Chair

Evelyn Neame

Edmonton Local Co-Chair

Sharon Duplessis

Central Alberta Local Co-Chair

Lisa Ramsay

Central Alberta Local Co-Chair

Irene Wood

Business Manager

TESL Canada Report

The Continued General Meeting for TESL Canada was held on November 14, 2014, at Bow Valley College in Calgary. This face-to-face AGM was held at the same time as the first ever on-line voting. Most of the board and committee chairs had been filled by acclamation, but Brenda Lohrenz from BC was elected as Chair of the Settlement Language National Network.

There is one position that still needs to be filled, that of Research and Outreach. There was no election for it because there were no nominations received before the deadline. However, since the election two people have come forward to run for the position. The board will be making a decision between the two before 2015, and – good news – there is a strong Alberta candidate in the running.

President - Ron Thomson (Ontario, but formerly Alberta)

Vice-President - Judy Sillito (Alberta)

Treasurer - Dianne Tyers (Ontario)

Secretary - Desirae Mercer (Manitoba)

Chair, TESL Canada Journal - Hedy McGarrell (Ontario)

Chair, Standards Advisory Committee - Dmitri Priven (Ontario)

Chair, Professional Development Committee - Liliana Dominguez
(Saskatchewan)

Research and Outreach – open

The board has met already and identified areas it would like to concentrate on going forward, especially in terms of transparency, good order, and ethics. The president, Ron Thomson, has committed to regular communication with the membership “in the hopes of giving you a better sense of why a national federation of ESL instructors is so vital.” He also invites any member to contact him with feedback or concerns at president@tesl.ca or at 905-688-5550 ext. 5842.



Alberta Teachers of English
as a Second Language

LOCAL CHAPTER REPORTS

Central Alberta Report

The executive of the Central Alberta branch wishes everyone a happy holiday season.

We currently have 25 members. In September, the new co-chair, Lisa Ramsay, joined our team when the term ended for Lois Prostebby. Lisa brings a wealth of experience and enthusiasm and we are very grateful to her for stepping into the position. Hannah Disen continues to take care of finances, and Carol Smyth keeps us well informed as secretary.

On November 19, 2014, our PD was centered on a review of the 2014 Conference. Five of our members made presentations. Everyone agreed it was one of the best conferences ever, and the keynote speaker, Dr. Niobe Thompson, was fantastic.

Our next PD session is planned for January 15, 2015. At this session, we will have a panel discussion by a group of teachers that have worked in international schools. They will share the experiences and challenges they faced working with students in different cultures.

As co-chair, I wish to thank the executive for all their efforts in making the local CA-ATESL chapter a vibrant and informative association. Dedicated members make the difference!

Best wishes and see you all in the New Year.

Sharon Duplessis, MSED
Central Alberta Co-chair

Calgary Local Report

The end of 2014 brings Calgary TESL a new co-chair in Silvia Rossi. Silvia also presented on pronunciation and stress in November - it was an informative presentation, and our chapter is lucky to have Silvia as part of the team.

Former co-chair Chris Wharton has taken over the secretary duties, after 2 years serving as co-chair of the Calgary chapter. Chris continues to provide expertise and organization to our chapter events.

On December 11th, Calgary ATESL held a holiday get-together in Kensington. It was a great time, as 16 Calgary ATESL members enjoyed each other's company and conversation. Our next event will be on January 21 at SAIT - please watch your email and check the ATESL website for more details. Happy Holiday season, everyone!

Glen Cochrane



Alberta Teachers of English
as a Second Language

Edmonton Local Report

We would like you to meet this year's executive for the ATESL Edmonton Local Chapter.

New Co-Chair: Sabine Ricioppo

Sabine Ricioppo is currently working as an English language assessor and freelance ESL consultant. She completed the M.Ed. TESL program at the University of Alberta in 2009. Sabine has taught a variety of ESL classes in Edmonton and specializes in developing CLB based placement tests and instructional tools for ESL teachers. She has created and pilot- tested occupation-specific language assessments for Internationally Educated Professionals and has presented numerous workshops on developing classroom based listening, speaking, reading and writing assessments based on the CLB.

Existing Co-Chair: Evelyn Neame

This is Evelyn's second year as Co-Chair. She completed her Master's in the TESL program in 2013 and currently teaches English for Academic Purposes at the University of Alberta's Extension program. Evelyn loves teaching all aspects of the English language, but has a secret passion for teaching grammar, as well as pronunciation. Evelyn has a background in Human Resources, has volunteered extensively all her life, and loves gardening and hiking.

Secretary: Lynn Sawyer

Lynn Sawyer has been our Secretary for the past year and is continuing on for another term. She is a student in the TESL Diploma program at the University of Alberta, a member of the U of A's TESL Students' Group, and is completing the ACE TESOL Certificate course to obtain her TESL Canada Professional Certificate Standard One. She is currently teaching pronunciation and ESL at CCI-LEX. Her passions include the family u-pick apple orchard (attracted2apples.com), and wanting to meet as many Alberta Teachers of ESL as possible. She comes from a career in health care and has been a member of ATESL for two years.

New Treasurer: Patricia Watson

Patricia Watson is a student in the TESL program at the University of Alberta. She currently teaching pronunciation at CCI-LEX and ESL classes at S.A.H.A.A.R.A. Her passions include her work, her plants and her dogs. She is starting her career in TESL after many years of public service with the federal government, and has been a member of ATESL since 2012.

January 30th, 2015, Edmonton Local ATESL Meeting

Exploring Edmonton's Linguistic Diversity by Leila Ranta and Justine Light
Room 808, NorQuest's Downtown Campus, 10215 108 Street

Have you ever been so inspired by a conference presentation that you were motivated to create a successful classroom activity? Come to the January meeting to find out about a presentation that did just that! You will see the original task-based learning activity, as well as find out how it was adapted for the ESL classroom using pre-tasks, enabling activities, and assessment rubrics. Students from ESL both classes will be there to share their work and their reflections.



Alberta Teachers of English
as a Second Language

Bursary Report - 2014

ATESL accepts bursary applications twice a year, in March and September. During each intake period, the Bursary committee carefully reviews eligible applications submitted by members who seek funding to participate in professional development activities. The bursary application requires each approved applicant to submit all related expense receipts. In addition, each applicant must submit a 250-word summary of the event or course they have attended.

In the 2014 budget, the ATESL Board allotted \$4,000 to the bursary fund, marking an increase from the 2013 budget of \$2,000. During the spring intake of applications, ATESL awarded \$1360, and during the fall intake of applications, a total of \$1500.00 was awarded. In total, ATESL awarded bursaries totaling \$2860 for the 2014 financial year.

In March, ATESL received four bursary applications. Three applications were approved. The fourth application was submitted after the deadline and the individual was encouraged to reapply for consideration as a part of the September intake. The three approved applicants participated in professional development opportunities that included: attending the 2014 TESOL conference in Portland, participating in a TESOL online certificate course, and attending the 2014 TESL Canada conference in Regina.

In September, ATESL received four bursary applications; however, one application was later withdrawn. The three remaining applications were approved. One applicant used the bursary money to attend the 2014 Second Language Research Forum in South Carolina and another applicant used the bursary money as reimbursement for attending the 2014 TESL Canada conference in Regina. The third applicant will use bursary funds to support his TESL graduate studies.

The committee was very pleased with the breadth and quality of the professional development opportunities undertaken by the bursary applicants and wishes each applicant continued success in their professional pursuits.

Respectfully submitted by the 2014 Bursary Committee,

Wendy Chambers, Secretary
Sheri Rhodes, Past President
Sally Zhao, Treasurer

2015 TESL Canada Conference Report

Next year ATESL is hosting the 2015 TESL Canada Conference in Lake Louise - save the dates from October 29th to 31st to visit the Rockies and connect with your colleagues.

The 2015 conference will be held at the beautiful Chateau Lake Louise, and, along with regular conference activities, we are planning to explore the surrounding natural beauty that this location has to offer.

With the national stage, our organization has an opportunity to showcase not only our beautiful province, but also our active membership community. We're hoping to inspire the rest of Canada through our conference, starting with our theme: Elevating Language Learning to New Heights.

It's an exciting and innovative time to be involved in language learning in Canada, so we encourage you to take part in this conference in any way that you can. A call for volunteers has already gone out, but we can always use more people involved. As well, look for the Call for Presentation Proposals to open early in the New Year. Now is the time to present, share, and connect with your colleagues from across the province and across Canada. Check the ATESL website for ongoing details.

Glen Cochrane
Conference Co-chair



Newsletter Information

The ATESL Newsletter is published quarterly.

Deadlines: February 15, May 15, August 15, November 15

Announcements, workshop dates, book reviews, teaching ideas, and articles relevant to the field.

Contact: Irene Wood at services@atesl.ca

More information and archives at www.atesl.ca/newslettersArchive

Professional Development Bursaries

Apply for an ATESL Professional Development Bursary

Deadline: **March 15, 2015**

<http://www.atesl.ca/bursary>

The Alberta Teachers of English as a Second Language (ATESL)

is a professional organization which promotes the highest standards of teaching and English language program provision for all learners in Alberta whose first language is other than English.



Alberta Teachers of English
as a Second Language

Focus on Research

Marilyn Abbott & Marian Rossiter, University of Alberta

In our fourth Focus on Research column, we are pleased to feature Linda Grant's synopsis of her keynote address on the topic of pronunciation instruction, which she delivered at the ATESL 2014 Conference. Research has shown that systematic instruction focusing on high priority features of English pronunciation, such as stress, rhythm, and intonation, can increase students' intelligibility. In this article, Linda emphasizes the relationship between pronunciation and listening instruction and provides a variety of activities for helping ESL learners become better speakers and listeners.

We invite you to explore some of the references in this article, to discuss potential applications with your colleagues, and to use the suggestions to enhance your students' pronunciation and listening skills by increasing their awareness of the stress, rhythm, and intonation of English.

Pronunciation: The Missing Link in Speaking and Listening

by Linda Grant

Several months ago, I picked up my seven-year-old granddaughter from school. As we pulled into my driveway, she asked who the young man cutting the grass was. I said, "That's Arturo. He helps with the yard." The following week I had carpool duty again. We were driving up the street when she noticed Arturo in a neighbor's yard and said, "Look, Nana, there's your Turo!"

Misperceptions of this type are common, especially among children who must fit what they hear into what they know about the world. Adults misperceive, too, often when listening to the lyrics of songs. As a former audiologist with a long-standing interest in speech perception, I am an avid collector of native listener mishearings. Here are a few more:

From the song Bad Moon Rising by Credence Clearwater:

Lyric: There's a bad moon on the rise

Heard: There's a baboon on the rise.

Name of an Irish travel firm--heard on the radio:

Name: Grade A Tours

Heard: Gray Day Tours

These 'slips of the ear' are not only entertaining, but they are also informative. Bond (1999) states, "They provide a window into the ways listeners understand the flow of speech." More to the point, mishearings can raise an ESL teacher's awareness of pronunciation features that make English difficult for non-native listeners to understand. The stream of speech is not a sequence of perfectly articulated sounds and words. Rather, words run together, are alternately stressed and reduced, and frequently diverge from their citation forms. As Field (2008) points out, many major breakdowns in understanding can be attributed to decoding at the phonetic and phonological levels.

The intent of this article is to suggest that time devoted to pronunciation helps English language learners not only speak more clearly but also listen more effectively. To that aim, the reciprocal relationship between pronunciation and listening is briefly outlined. Then classroom implications of this relationship are explored in the context of integrating a few high-priority pronunciation features into listening/speaking classes.

The Reciprocal Relationship between Pronunciation and Listening

What is the role of listening in pronunciation? Most language teachers would agree that listening is an essential part of pronunciation instruction. Conventional wisdom in second language pronunciation has long held that learners perceive sounds and patterns of a new language through the lens of the first language. In other words, a person's ability to produce a sound in the second language is related to the ability to perceive that sound. This assumption is reflected in the auditory discrimination and listening perception tasks that are mainstays in pronunciation course books. It is also supported by several studies (Bradlow, Pisoni, Akahane-Yamada, & Tohkura, 1997; Thomson, 2011) demonstrating that targeted perceptual training results in improved oral production.

Less well understood is the importance of pronunciation in listening instruction. ESL listening materials emphasize top-down skills such as predicting, listening for gist, and ignoring irrelevant details. Equally important but often overlooked are the bottom-up listening skills, such as identifying the prosodic cues that signal prominent words or thought groups and recognizing reduced syllables and words. More attention needs to be paid to the integral role that phonological awareness plays in listening to ordinary spoken English.

Pronunciation as the Missing Link

Despite the interconnection between pronunciation and listening, pronunciation is often the 'missing link' in ESL listening/speaking and all skills classes. Course books that claim to integrate pronunciation relegate it to a token "listen and repeat" activity, often at the end of a chapter. Similarly, pronunciation has yet to receive an adequate share of time in the ESL classroom. A 2010 survey of ESL pronunciation instruction in Canada by Foote, Holtby, and Derwing (2011) revealed that most teachers regularly integrate pronunciation into their classes, but only 2-6% of class time is devoted to pronunciation. In addition, it was estimated that the pronunciation teaching that many learners receive in that time is devoted to incidental correction rather than to systematic instruction.

Granted, it is hard to find extra time in an overcrowded curriculum. And there is plenty of research that says ESL teachers are not comfortable with pronunciation and would like more information about teaching it. Despite these legitimate hurdles, the next section contains practical approaches for embedding core pronunciation features into existing courses. My hope is that pronunciation instruction is not regarded as an unrelated add-on, but as a natural complement to a unified course. These suggestions are also not meant as a one-size-fits-all formula. Instead, they are models to experiment with and adjust, based on student needs and teaching contexts.

Practically speaking, when we integrate pronunciation, we cannot teach the entire sound system, nor do we have to. Research by Munro and Derwing (1995) indicates that learners do not require native-like accuracy to be easily intelligible. Fortunately, published research over the last 20 years has begun to influence the selection of pronunciation features that interfere most with intelligibility, thus lightening the teaching load.

High Priority Pronunciation Concepts

Word Stress

When listing instructional priorities, word stress is an ideal place to start. It is relatively easy to teach (Dalton & Seidlhofer, 1994), addresses the needs of most students, regardless of language background, and, most important, makes a major contribution to a speaker's overall intelligibility. For native listeners, the primary cue for identifying a word in English seems to be the accurate placement of primary stress in combination with the clear production of the segments in the stressed syllable (Grosjean & Gee, 1987; Zielinski, 2008).

Students face two primary challenges with English word stress. Some learners, accustomed to patterns of word stress that are relatively fixed, struggle with the placement of stress. Other learners, who speak first languages with syllables that are more or less equal in length, may have trouble assigning sufficient length or duration to stressed syllables. Wong (1993) provides the example of the word tumor. For a listener to perceive tumor, a speaker has to stress the first syllable TU- and make it noticeably longer than the second syllable -mor. If the second syllable is also stressed, listeners may perceive tumor as TWO MORE.

Integrating word stress into speaking/listening classes is relatively straightforward. When teachers introduce key vocabulary, set phrases, or idiomatic expressions, they can simultaneously introduce the stress patterns. It takes only a few extra minutes of class time for students to listen to and mark stress patterns or to practice new vocabulary with attention to word stress. When word stress is integrated at the outset of lessons, students have multiple opportunities to listen to and produce the lexical items in a variety of contexts.

Rhythm

English word stress is closely related to rhythm and lays the groundwork for integrating rhythm. In the example below, the same alternation of stressed and unstressed elements in the word is mirrored in the phrase.

Example:

◦ ◦ ○

◦ ◦ ○

EngiNEER → He can HEAR.

And, like stress in words, stress beyond the word level is important for intelligibility. According to Cutler (1990), native listeners rely on stressed and unstressed syllables to help segment and make sense of the stream of speech.

Short, simple dialogues are prevalent in ESL course books. By piggybacking rhythm patterns onto the dialogues, teachers can sensitize students to the essential connection between rhythm and the information structure of English: the more meaningful content words are stressed and longer (e.g., He can HEAR) while the function words are reduced and shorter (e.g., can sounds like kn). As in the example below, students can do bottom-up listening and mark dialogues for stressed and reduced elements. Once marked, the dialogues can be practiced orally.

Example: *In the Grocery Store*

◦ ○ ◦ ○ ◦ ◦ ○ ◦
Excuse me. Where are the napkins?

◦ ◦ ○ ○
They're in aisle four.

○ ◦ ○ ◦ ○ ◦
Thanks! And where's the coffee?

For adult students who are fully literate, dictation is another effective tool for helping students decode reduced forms and connected speech. Teachers can dictate dialogues or short sentences related to the lesson under study. Students can compare their text to the original script, focus on where listening broke down, and evaluate some of the reasons for the breakdowns.

Prominence, Focus, or Primary Sentence Stress

The *prominent* element is the key word (or syllable) that gets the most emphasis in a thought group. Research by Hahn (2004) indicates that appropriate use of prominence makes a significant contribution to intelligibility. Because English is unique in its use of intonation to signal prominence, many learners find it challenging to perceive and produce the pitch change that highlights the prominent element. Gilbert, in her pronunciation text *Clear Speech*, suggests isolating the pitch pattern with a kazoo.

Beginning learners might simply listen to dialogues or narratives and note the prominent elements which have been pointed out by the teacher. Or they might practice identifying and marking prominent words/syllables in short dialogues, as in the example below.

Example:

A: I can't find the schedule.

B: Which schedule?

A: The train schedule.

More advanced students might predict prominent elements in short extracts before listening to the teacher or a recording. For speaking practice, students can read marked transcripts along with the teacher or a recording, matching the speaker's use of stress, timing, and intonation.

As speakers, students might imagine prominence to be like a pointer. Instead of a finger doing the pointing, the pitch of the voice draws the listener's attention to the key words. As listeners, students who are aware of prominence no longer miss the prosodic cues that signal the most important part of an utterance.

Conclusion

For too long, pronunciation has been separated from listening and speaking to the detriment of all three skills. Pronunciation has focused too much on isolated sounds and the citation forms of words. Listening has concerned itself more with listening for comprehension and less with listening for how speech actually sounds. Integrating a few high priority pronunciation features into basic ESL classes helps students become better speakers and listeners. As speakers, they learn what the listener needs to understand the message. As listeners, they are better prepared to face the music of English.

References

- Bond, Z. (1999). *Slips of the ear: Errors in the perception of casual conversation*. San Diego, CA: Academic Press.
- Bradlow, A. R., Pisoni, D. B., Akahane-Yamada, R., & Tohkura, Y. (1997). Training Japanese listeners to identify English /r/ and /l/: Some effects of perceptual learning on speech production. *Journal of the Acoustical Society of America*, 101, 2299-2310.
- Cutler, A. (1990). Exploiting prosodic possibilities. In G. Altman (Ed.), *Cognitive models of speech processing: Psycholinguistic and computational perspectives* (pp. 102-121). Cambridge, MA: MIT Press/Bradford Books.
- Dalton, C., & Seidlhofer, B. (1994). *Pronunciation*. Oxford, UK: Oxford University Press.
- Field, J. (2008). *Listening in the language classroom*. Cambridge, UK: Cambridge University Press.
- Foote, J. A., Holtby, A. K., & Derwing, T. M. (2011). Survey of the teaching of pronunciation in adult ESL programs in Canada. *TESL Canada Journal*, 29, 1-22.
- Gilbert, J. (2012). *Clear speech* (4th ed.). New York, NY: Cambridge University Press.
- Grosjean, F., & Gee, J. (1987). Prosodic structure and spoken word recognition. *Cognition*, 25, 135-155.
- Hahn, L. (2004). Primary stress and intelligibility: Research to motivate the teaching of suprasegmentals. *TESOL Quarterly*, 38, 201-223.
- Munro, M. J., & Derwing, T. M. (1995). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning*, 45, 73-79.
- Thomson, R. I. (2011). Computer assisted pronunciation training: Targeting second language vowel perception improves pronunciation. *CALICO Journal*, 28, 744-765.
- Wong, R. (1993). Pronunciation myths and facts. *English Teaching Forum*, 31(4), 45-46.
- Zielinski, B. (2008). The listener: No longer the silent partner in reduced intelligibility. *System*, 36, 69-84.

The Author

Linda Grant has pursued her interest in second language phonology for over 40 years. She has taught ESL students at Georgia Tech, international teaching assistants at Emory University, and graduate students in applied linguistics at Georgia State University in Atlanta. The author of two pronunciation texts, *Well Said* and *Well Said Intro* (Cengage) and the editor of the recently published teacher resource volume, *Pronunciation Myths: Applying Second Language Research to the Classroom* (University of Michigan Press), Linda currently writes, consults, and conducts pronunciation workshops dedicated to helping teachers implement research-informed best practices in their classrooms.

(This article is based on Linda's keynote address at the ATESL 2014 Conference in Edmonton.)