**ACCENTEDNESS AND ATTITUDES: SELECTED REFERENCES**

**(Last updated 16 December 2019)**

Adank P., Evans, B., Stuart-Smith J., & Scotti, S. (2009). Comprehension of familiar and unfamiliar native accents under adverse listening conditions*. Journal of Experimental Psychology: Human Perception and Performance,* *35*(2), 520-529.

Alberts, H. C., Hazen, H. D., & Theobald, R. (2013). Teaching and learning with accented English. In H. C. Alberts & H. D. Hazen (Eds.), *International students and scholars in the United States: Coming from abroad* (pp. 199-217). New York, NY: Palgrave Macmillan.

Anderson-Hsieh J., Johnson, R., & Koehler, K. (1992). Native speaker reactions to learners’ spoken interlanguage*. Language Learning, 30*, 365-396.

Anderson-Hsieh J., Johnson, R., & Koehler, K. (1992). The relationship between native speaker judgments of non-native pronunciation and deviance in segmental, prosody, and syllable structure. *Language Learning, 42*(4)*,* 529-555.

Arthur, B., Farrar, D., & Bradford, B. (1974). Evaluation reactions of college students to dialect differences in the English of Mexican-Americans. *Language and Speech, 17*(3)*,* 255-274.

Atkins, C. P. (1993). Do employment recruiters discriminate on the basis of nonstandard dialect? *Journal of Employment Counseling, 30*(3), 108-118.

Baese-Berk, M. M.,Bradlow, A. R., & Wright, B. A. (2013). Accent independent learning after training on multiple foreign accents. *Journal of the Acoustical Society of America*, 133 (3), EL174-EL180*.*

Bailey, K. M., & Galván, J. L. (1977). Accentedness in the classroom. *International Journal of Chicano Studies Research, 8,* 83-97.

Bayard, D., Gallois, C., Ray, G. B., Weatherall, A., & Sullivan, K. P. H. (2002). *Evaluating English accents worldwide.* Retrieved from http://www.otago.ac.nz/anthropology/Linguistic/Accents.html

Bergeron, A., & Trofimovich, P. (2017). Linguistic dimensions of accentedness and comprehensibility: Exploring tasks and listener effects in second language French. *Foreign Language Annals, 50*(3), 547-566.

Bradac, J. J. (1990). Language attitudes and impression formation. In H. Giles & W. P. Robinson (Eds.), *Handbook of language and* *social psychology* (pp. 387-412). London, UK: John Wiley.

Bradac, J. J., & Giles, H. (2005). Language and social psychology: Conceptual niceties, complexities, curiosities, monstrosities, and how it all works. In K. L. Fitch & R. E. Sanders (Eds.), *Handbook of language and social interaction* (pp. 201-230). Mahwah, NJ: Lawrence Erlbaum.

Brennan, E. M., & Brennan, J. S. (1981a). Accent scaling and language attitudes: Reactions to Mexican American English speech. *Language and Speech, 24*(3), 207-221.

Brennan, E. M., & Brennan, J. S. (1981b). Measurements of accent and attitude toward Mexican-American speech. *Journal of Psycholinguistic Research, 10*(5), 487-501.

Bresnahan, M. J., Ohasih, R., Nebashi, R., Liu, W. Y., & Shaerman, S. M. (2002). Attitudinal and affective response toward accented English. *Language and Communication, 22*(2), 171-185. doi:10.1016/S0271-5309(01)00025-8

Canepari, L. (2014) *English pronunciation & accents.* Munich, Germany: LINCOM Publishers.

Cargile, A. C. (1997). Attitudes toward Chinese-accented speech: An investigation in two contexts. *Journal of Language and Social Psychology, 16*(4)*,* 434–444.

Cargile, A. C. (2000). Evaluations of employment suitability: Does accent always matter? *Journal of Employment Counseling, 37*(3)*,* 165-177.

Cargile, A. C., & Giles, H. (1998). Language attitudes toward varieties of English: An American-Japanese context. *Journal of Applied Communication Research, 26*(3)*,* 338-356.

Chan, J. Y. H. (2016). A multi-perspective investigation of attitudes towards English accents in Hong Kong: Implications for pronunciation teaching. *TESOL Quarterly*, *50*(2), 285-313.

Chiba, R., Matsuura, H., & Yamamoto, A. (1995). Japanese attitudes toward English accents. *World Englishes, 14*(1)*,* 77-86.

Clarke, C. M., & Garrett, M. F. (2004). Rapid adaptation to foreign accented speech*. Journal of the Acoustical Society of America,* *116*, 3647-3658.

Cowie, C. (2007). The accents of outsourcing: The meanings of “neutral” in the Indian call centre industry. *World Englishes, 26*(3), 316-330.

Dalton-Puffer, C., Kaltenboeck, G., & Smit, U. (1997). Learner attitudes and L2 pronunciation in Austria. *World Englishes, 16*(1)*,* 115-128.

Dávila, A., Bohara, A. K., & Saenz, R. (1993). Accent penalties and the earnings of Mexican Americans. [*Social Science Quarterly*](javascript:__doLinkPostBack('','mdb%7E%7Eafh%7C%7Cjdb%7E%7Eafhjnh%7C%7Css%7E%7EJN%20%22Social%20Science%20Quarterly%20%28University%20of%20Texas%20Press%29%22%7C%7Csl%7E%7Ejh','');)*, 74*(4)*,* 902*-*916

Derwing, T. M. (2003). What do ESL students say about their accents? *Canadian Modern Language Review, 59*(4), 547-566.

Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research‐based approach. *TESOL Quarterly*, *39*(3), 379-397.

Derwing, T. M., Rossiter, M. J., & Munro, M. J. (2002). Teaching native speakers to listen to foreign-accented speech. *Journal of Multilingual and Multicultural Development, 23*(4), 245-259.

Eckert, P. (2000). *Linguistic variation as social practice.* Oxford, England: Blackwell.

Esling, J. H. (1994). Some perspectives on accent: Range of voice quality variation, the periphery, and focusing. In J. Morley (Ed.), *Pronunciation pedagogy and theory: New views, new directions* (pp. 49-63). Alexandria, VA: TESOL.

Flege, J. E. (1984). The detection of French accent by American listeners. *Journal of the Acoustical Society of America, 76*(3)*,* 692-707.

Flege, J. E. (1988). Factors affecting degree of perceived foreign accent in English sentences. *Journal of the Acoustical Society of America, 84*(1), 70-79.

Flege, J. E., & Fletcher, K. L. (1992). Talker and listener effects on degree of perceived foreign accent. *Journal of the Acoustical Society of America, 91*(1), 370-389.

Flege, J. E., Munro, M. J., & MacKay, I. R. A. (1995). Factors affecting strength of perceived foreign accent in a second language. *Journal of the Acoustical Society of America, 97*(5), 3125-3134.

Floccia, C., Goslin, J., Girard, F., & Konopczynski, G. (2006). Does a regional accent perturb speech processing? *Journal of Experimental Psychology: Human Perception and Performance,* *32*, 1276–1293.

Fuertes, J. N., Gottdiener, W., Martin, H., Gilbert, T. C., & Giles, H. (2009). *A meta-analysis of the effects of speakers’ accents on* *social evaluations.* Manuscript submitted for publication.

Galante, A., & Thomson, R. I. (2017). The effectiveness of drama as an interactional approach for the development of second language oral fluency, comprehensibility, and accentedness. *TESOL Quarterly, 51*(1), 115-142.

Galvan, J. L., Pierce, J. A., & Underwood, G. N. (1975). Relationships between teacher attitudes and differences in the English of bilinguals. Proceedings of the *Southwest Areal Language and Linguistics Workshop IV*. San Diego, CA: California State University.

Galvan, J. L., Pierce, J. A., & Underwood, G. N. (1976). The relevance of selected educational variables of teachers to their attitudes toward Mexican American English. *Journal of the Linguistic Association of the Southwest, 2*, 13-27.

Giles, H. (1973). Accent mobility: A model and some data. *Anthropological Linguistics, 15*(2), 87-105.

Giles, H., Williams, A., Mackie, D. M., & Rosselli, F. (1995). Reactions to Anglo- and Hispanic-American-accented speakers: Affect, identity, persuasion, and the English-only controversy. *Language and Communication, 15*(2)*,* 107-120.

Gluszek, A., & Dovidio, J. F. (2010). The way they speak: A social psychological perspective on the stigma of nonnative accents in communication. *Personality and Social Psychology Review, 14*(2)*,* 214-237.

Gupta, A. F. (2005). Inter-accent and inter-cultural intelligibility: A study of listeners in Singapore and Britain. In D. Deterding, A. Brown, & L. E. Ling (Eds.), *English in Singapore: Phonetic research on a corpus* (pp. 138-152). Singapore: McGraw-Hill (Asia).

Harding, L. (2012). Accent, listening assessment and the potential for a shared-L1 advantage: A DIF perspective. *Language Testing, 29*(2), 163-180.

Hsieh, C. N. (2011). Rater effects in ITA testing: ESL teachers’ versus American undergraduates’ judgments of accentedness, comprehensibility, and oral proficiency. *Spaan Fellow Working Papers in Second or Foreign Language Assessment, 9*, 47–74.

Hsieh, C. (2016). ESL teachers’ versus American undergraduates’ judgments of international teaching assistants’ accentedness, comprehensibility, and oral proficiency. In M. A. Christison & N. Saville (Eds.), *Advancing the field of language assessment: Papers from TIRF doctoral dissertation grantees. Studies in Language Testing 46* (pp. 109-127). Cambridge, UK: Cambridge University Press.

Huang, B. H. (2013). The effects of accent familiarity and language teaching experience on raters’ judgments of non-native speech. *System: An International Journal of Educational Technology and Applied Linguistics, 41*(3), 770–785.

Huang, B. H., Alegre, A., & Eisenberg, A. R. (2016). A cross-linguistic investigation of the effect of raters’ accent familiarity on speaking assessment. *Language Assessment Quarterly, 13*(1), 25-41.

Huang, B. H., & Jun, S.-A. (2015). Age matters, and so may raters: Rater differences in the assessment of foreign accents. *Studies in Second Language Acquisition, 37*(4), 623-650.

Huang, M. (2020). Perceptual judgments of Chinese Mandarin-English speakers by listeners from shared and different L1 backgrounds. In R. M. Damerow & K. M. Bailey (Eds.), *Chinese-speaking learners of English: Research, theory, and practice* (pp. 109-120). New York, NY: Routledge.

Jaschik, S. (2015, March 2). Accent on bias. *Inside Higher Ed*. Retrieved from: https://www.insidehighered.com/news/2015/03/02/study-finds-instructors-asian-last-names-receive-lower-scores-rate-my-professors

Jordon, M. (2010, April 30). Arizona grades teachers on fluency. *The Wall Street Journal.* Retrieved from [http://online.wsj.com/](http://online.wsj.com/article/SB10001424052748703572504575213883276427528.html)

Kang, O. (2010). Relative salience of suprasegmental features on judgments of L2 comprehensibility and accentedness. *System, 38*(2), 301-315.

Kang, O. (2012). Impact of rater characteristics and prosodic features of speaker accentedness on ratings of international teaching assistants' oral performance. *Language Assessment Quarterly, 9*(3), 249-269.

Kang, O., Thomson, R., & Moran, M. (2019). The effects of international accents and shared first language on listening comprehension tests. *TESOL Quarterly*, *53*(1), 56-81.

Kang, O., Rubin, D. L., & Pickering, L. (2010). Suprasegmental measures of accentedness and judgments of language learner proficiency in oral English. *Modern Language Journal, 94*(4), 554-566.

Koster, C. J., & Koet, T. (1993). The evaluation of accent in the English of Dutchmen. *Language Learning, 43*(1), 69-92.

Labov, W. (1966). *The* *social stratification of English in New York City*. Washington, DC: Center for Applied Linguistics.

Lacey, M. (2011, September 24). In Arizona, complaints that an accent can hinder a teacher’s career. *The New York Times,* p. A18.

Ladegaard, H. J. (1998). National stereotypes and language attitudes: The perception of British, American and Australian language and culture in Denmark. *Language & Communication, 18*(4)*,* 251-274.

Lambert, W., Anisfeld, M., & Yeni-Komshian, G. (1965). Evaluational reactions of Jewish and Arab adolescents to dialect and language variations. *Journal of Personality and Social Psychology, 2*(1)*,* 84-90.

Lambert, W. E., Hodgson, R. C., Gardner, R. C., & Fillenbaum, S. (1960). Evaluative reactions to spoken languages*. Journal of Abnormal and Social Psychology, 60*(1), 44-51.

Lev-Ari, S., & Keysar, B. (2010). Why don't we believe non-native speakers? The influence of accent on credibility. *Journal of Experimental Social Psychology, 46*(6), 1093-1096.

Likert, R. (1932). A technique for the measurement of attitude scales. *Archives of Psychology, 140,* 1-55.

Lindemann, S. (2002). Listening with an attitude: A model of native-speaker comprehension of non-native speakers in the United States. *Language in Society, 31*(3), 419-441.

Lindemann, S. (2003). Koreans, Chinese, or Indians? Attitudes and ideologies about non-native English speakers in the United States. *Journal of Sociolinguistics 7*(3)*,* 348-364.

Lindemann, S. (2005). Who speaks “broken English?” US undergraduates’ perceptions of non-native English. *International Journal of Applied Linguistics, 15*(2)*,* 187-212.

Lindemann, S., Litzenberg, J., & Subtirelu, N. (2014). Problematizing the dependence on L1 norms in pronunciation teaching: Attitudes toward second-language accents. In J. Levis & A. Moyer (Eds.), *Social influences in L2 Pronunciation* (pp. 179-194). Berlin, Germany: DeGruyter Mouton.

Lippi-Green, R. (2012). *English with an accent: Language, ideology, and discrimination in the United States* (2nd ed.). New York, NY: Routledge.

Major, R. C., Fitzmaurice, S. F., Bunta, F., & Balasubramanian, C. (2002). The effects of nonnative accents on listening comprehension: Implications for ESL assessment. *TESOL Quarterly*, 36(2), 173-190.

Mugglestone, L. (2003). *‘Talking proper’: The rise of accent as social symbol*. Oxford, UK: Oxford University Press.

Munro, M. (2003). A primer on accent discrimination in the Canadian context. *TESL Canada Journal, 20*(2)*,* 38-51.

Munro, M., & Derwing, T. (2001). Modeling perceptions of the comprehensibility and accentedness of L2 speech: The role of speaking rate. *Studies in Second Language Acquisition, 23*(4)*,* 451-468.

Munro, M. J., & Derwing, T. M. (1995). Processing time, accent, and comprehensibility in the perception of native and foreign-accented speech. *Language and Speech*, *38*(3), 289-306.

National Council of Teachers of English. (2010). *NCTE speaks out on Arizona department of education ruling on teacher speech*. Retrieved from <http://www.ncte.org/library/NCTEFiles/Involved/Action/NCTEpositiononAZELLrules.pdf>

Nesdale, D., & Rooney, R. (1996). Evaluations and stereotyping of accented speakers by pre-adolescent children. *Journal of* *Language and Social Psychology, 15*(2)*,* 133-154.

Pickering, L., & Baker. A. (2014). Suprasegmental measures of accentedness. In J. Levis, & A. Moyer (Eds.), *Social influences on pronunciation acquisition* (pp. 75–94). Oxford, UK: Oxford University Press.

Pickering, L. & Wiltshire, C. (2000). Pitch accent in Indian English teaching discourse. *World Englishes, 19*(2), 173–183.

Politzer, R. L., & Ramirez, A. G. (1973). Judging personality from speech: A pilot study of the attitudes toward ethnic groups of students in monolingual schools (Research and Development Memorandum No. 106). Stanford, CA: Stanford University Center for Research and Development in Teaching. (ED076278).

Preston, M. S. (1963). *Evaluational reactions to English, Canadian, French and European French voices.* (Master’s thesis). McGill University, Montreal, Canada.

Riney, T. J., Takagi, N., & Inutsuka, K. (2005). Phonetic parameters and perceptual judgments of accent in English by American and Japanese listeners. *TESOL Quarterly, 39*(3)*,* 441-465.

Ross, S., & Langille, J. (1997). Negotiated discourse and interlanguage accent effects on a second language listening test. In G. Brindley & G. Wigglesworth (Eds.), *Access: Issues in language test design and delivery* (pp. 87-116). Sydney, Australia: NCELTR.

Rubin, D. (2012). The power of prejudice in accent perception: Reverse linguistic stereotyping and its impact on listener judgments and decisions. In J. Levis & K. LeVelle (Eds.), *Proceedings of the 3rd Annual Pronunciation in Second Language Learning and Teaching Conference* (pp. 11-17). Ames, IA: Iowa State University.

Ruivivar, J., & Collins, L. (2018). The effects of foreign accent on perceptions of nonstandard grammar: A pilot study. *TESOL Quarterly, 52*(1), 187-198.

Ryan, E. B., & Bulik, C. M. (1982). Evaluations of middle class and lower-class speakers of standard American and German-accented English. *Journal of Language and Social* *Psychology, 1*(1)*,* 51-61.

Ryan, E. B., & Carranza, M. A. (1975). Evaluative reactions of adolescents towards speakers of standard English and Mexican-American accented English*. Journal of Personality and Social Psychology, 31*(5)*,* 855-863.

Ryan, E. B., Carranza, M. A., & Moffie, R.W. (1977). Reactions towards varying degrees of accentedness in the speech of Spanish-English bilinguals. *Language and Speech, 20*(3)*,* 267- 273.

Ryan, E. B., Hewstone, M., & Giles, H. (1984). Language and intergroup attitudes*.* In J. Eiser (Ed.), *Attitudinal judgment* (pp. 135-160). New York, NY: Springer.

Saito, K., Trofimovich, P., & Isaacs, T. (2015). Using listener judgments to investigate linguistic influences on L2 comprehensibility and accentedness: A validation and generalization study. *Applied Linguistics*, *38*(4), 439-462.

Scales, J., Wennerstrom, A., Richard, D., & Wu, S. H. (2006). Language learners' perceptions of accent. *TESOL Quarterly, 40*(4), 715-738.

Skilton-Sylvester, E. (2011). Continuing the continua: Why content matters in biliterate citizen education. In F. M. Hult & K.A. King (Eds.), *Educational linguistics in practice: Applying the local globally and global locally* (pp. 68-78). Bristol, UK: Multilingual Matters.

Stern, D. A. (1995). *Techniques for teaching accent reduction.* Dialect Accent Specialists, Inc., Lyndonville, VT.

Stern, D. A. (2006). *The sound and style of American English.* Dialect Accent Specialists, Inc., Lyndonville, VT.

Tucker, R. G., & Lambert, W. (1969). White and negro listeners’ reactions to various American-English dialects. *Social Forces, 47*(4)*,* 463-468.

Uzal, M., Peltonen, T., Houtilainen, M., & Aaltonen, O. (2015). Degree of perceived accent in Finnish as a second language for Turkish children born in Finland. *Language Learning, 65*(3), 477-503.

Van Engen, K., Baese-Berk, M., Baker, R., Choi, A., Kim, M., and Bradlow, A. (2010). The Wildcat corpus of native- and foreign-accented English: Communicative efficiency across conversational dyads with varying language alignment profiles. *Language and Speech, 53*(4), 510-540.

Warner, R. M. (1992). Speaker, partner and observer evaluations of affect during social interaction as a function of interaction tempo. *Journal of Language and Psychology, 11*(4), 253-266.

Williams, F. (1970). Psychological correlates of speech characteristics: On sounding ‘disadvantaged.’ *Journal of Speech and Hearing Research, 13*, 472-488.

Williams, F. (1973). Some recent studies of language attitudes. In R. W. Shuy (Ed.), *Some new directions in linguistics* (pp. 121-149). Washington, DC: Georgetown University Press.

Williams, F. (1973). Some research notes on dialect attitudes and stereotypes. In R. W. Shuy & R. W. Fasold (Eds.), *Language attitudes: Current trends and prospects* (pp. 113-128). Washington, DC: Georgetown University Press.

Williams, F., Whitehead, J. L., & Miller, L. (1971). Attitudinal correlates of children’s speech characteristics. Austin, TX: The University of Texas, Center for Communication Research. (ED052213).

Williams, F., Whitehead, J. L., & Miller, L. (1971). Ethnic stereotyping and judgments of children’s speech. *Speech Monographs, 38*(3)*,* 166-170.

Wolff, H. (1959). Intelligibility and inter-ethnic attitudes. *Anthropological Linguistics*, *1*(3), 34-41.