Contents

List of tables page x
Acknowledgments xi

Introduction 1

1 The scope and relevance of accent 9
1.1 A definition of accent 10
1.2 Challenges for the L2 user 12
1.2.1 Phonological style and fluency 13
1.2.2 Attitudes toward non-native accents 14
1.2.3 L1–L2 phonological contrasts 15
1.3 Ultimate attainment in L2 phonology 18
1.4 Conclusion: the salience of accent in a second language 19

2 Accent and age 21
2.1 Age effects research in L2 phonology 21
2.2 A critical look at the critical period for phonology 25
2.3 Neural organization and the question of plasticity 27
2.4 L2 phonological knowledge and cognitive processes 30
2.4.1 Categorical perception 31
2.4.2 Transfer 37
2.4.3 Universal processes and markedness 39
2.5 Possible advantages of early bilingualism 42
2.5.1 Metalinguistic and phonological awareness 42
2.5.2 Underlying phonological representations 43
2.5.3 Uniqueness of bilingual language processing 44
2.5.4 Early passive exposure to L2 45
2.6 Conclusion: reframing the age debate for L2 accent 46

3 Accent and the individual 49
3.1 Intrinsic individual differences 51
3.1.1 Aptitude 52
3.1.2 Memory 53
3.1.3 Hemispheric preference, musical 'talent,' and experience 54
3.1.4 Learning styles and strategies 56
3.1.5 Gender differences 58

vii
viii Contents

3.2 Socio-psychological factors 62
  3.2.1 Identity, acculturation, and the ‘linguistic ago’ 62
  3.2.2 Motivation 67
  3.2.3 Attitudes and learner investment 70
3.3 Experience and input 72
  3.3.1 Length of residence 73
  3.3.2 L2 use 75
  3.3.3 Language dominance 76
  3.3.4 L1 attrition 78
3.4 Exceptional language learners 80
3.5 Conclusion: gaps in theory and method 82

4 Accent and society 85
  4.1 Historical perspectives on a standard accent in English 87
  4.2 Communicative effects of a non-native accent 92
    4.2.1 Comprehensibility, intelligibility, and accentuatedness 93
    4.2.2 Phonological accommodation 99
  4.3 Reactions to non-native speech 102
    4.3.1 Prestige, prejudice, and familiarity 102
    4.3.2 Linguistic and contextual factors 105
    4.3.3 Demographic factors 106
    4.3.4 Communicative consequences 107
    4.3.5 Critical summary 108
  4.4 Strongholds of accent stereotypes 109
    4.4.1 Media portrayals of non-native speakers 111
    4.4.2 Call centers 113
    4.4.3 The international teaching assistant controversy 116
  4.5 Conclusion: accent and assimilation 121

5 Accent and the law 125
  5.1 Linguistic profiling 126
  5.2 Accent, employability, and earnings 128
  5.3 Challenges to accent in the workplace 131
  5.4 Accent bias in the courtroom 140
  5.5 Conclusion: future empirical and legal challenges 143

6 Accent and instruction 146
  6.1 Phonology’s place in the FL classroom 147
  6.2 Classroom approaches to phonological instruction: past and present 148
  6.3 The basis for instructional efficacy in L2 phonology 152
    6.3.1 Explicit practice, attention, and awareness 152
    6.3.2 Self-monitoring 154
    6.3.3 The role of feedback 156
  6.4 Computer-assisted pronunciation training 158
  6.5 Effects of orthographic input 161
  6.6 Accent within current standards models 163
  6.7 Conclusions: the potential of phonological instruction 167
# Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Conclusions</td>
<td>171</td>
</tr>
<tr>
<td>7.1</td>
<td>Accent in a second language: viewpoints and expectations</td>
<td>171</td>
</tr>
<tr>
<td>7.2</td>
<td>Remaining questions and methodological recommendations</td>
<td>172</td>
</tr>
<tr>
<td>7.3</td>
<td>The unique challenge of L2 accent</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td><strong>Glossary</strong></td>
<td>179</td>
</tr>
<tr>
<td></td>
<td><strong>References</strong></td>
<td>184</td>
</tr>
<tr>
<td></td>
<td><strong>Index</strong></td>
<td>217</td>
</tr>
</tbody>
</table>