



Listener training on L2 accents for non-academic university staff

Alice Henderson, LIDILEM research unit
Université Grenoble-Alpes, Grenoble, France
alice.henderson@univ-grenoble-alpes.fr

Nordic Speech Research Forum Webinar
September 16, 2026





Listener training on L2 accents for non-academic university staff



Where can I hear L1 Bambara speakers of English & French?



GlobalDialogues®
Voice activated social change since 1997

YouTube FR

Search



Bambara film, English captions: Cherche homme courageux (Global Dialogues)

<https://www.maliweb.net/>



the speech *accent* archive

how to browse search resources about

search again

There are 5 result(s) for your search. Displaying results 1 to 5.

bambara1, female, bamako, mali
bambara2, female, bamako, mali
bambara3, male, bamako, mali
bambara4, male, goudiri, senegal
bambara5, female, segou, mali

<https://afrique.tv5monde.com/videos>

TV5MONDE
AFRIQUE

ACCUEIL

VIDÉOS

INFORMATION

ÉVÉNEMENTS

Séries



Webcréations



Listen to ATT to understand current events in Mali
Interview with CINEMcom/facebook 18.11.2020

<http://accentsdefrance.free.fr/>

Listeners Speakers in the workplace



Outline

- Introduction
- Listener training
- L2 speech research: Key concepts & findings
- Accentism & university as workplace
- Next steps & Conclusion



Henderson, A. J., & Ferchiche, N. (2023). Sensibiliser à la diversité des accents étrangers en français. *Le Français Dans Le Monde*, 449, 42–43.

Henderson, A., & Ferchiche, N. (2024). Listener training for library staff: Receptive accommodation at work. *Speak Out! (IATEFL Pronunciation Special Interest Group Journal)*, 70, 29–39.



Training: Changing formats at

- **Long version: (2019, 2020)**
 - 4 x 2 hours in classroom + Moodle-based exercises (students)
 - 2 x 2 hours by Zoom + optional Moodle-based exercises (COVID; European University consortium, admin staff; engineering students; PhD students)
- **Short version: (since 2021)**
 - 2 x 1 hour F2F sessions (European University consortium, admin staff)
 - 1 x 1 hour F2F session + debrief document sent by email
- **Future format? ...**

WORKSHOP 9.10.2019: WORK ON ENGLISH SPOKEN WITH AN ACCENT

[Caché pour les étudiants](#)

PART ONE: Choose a Voice/Partner
☒ Choose a Voice/Partner & Explain your choice

PART TWO: Guess ...
 Here you will listen to someone speaking English. Try to guess where they're from & what their native language is.
☒ Guess where I'm from & what my native language is

GROUP DISCUSSION

PART THREE: Ear training
 In Part Three you will work on the Voice you chose in Part 1, to explore some of the features of their accent. This is called ear training.
 You should work on the exercises ONLY for the Voice you chose. For example, if you chose Voice_Partner_A, click on that link & do the exercises there.

☒ Voice_Partner_A
☒ Voice_Partner_B
☒ Voice_Partner_C
☒ Voice_Partner_D

PART FOUR: New voices
 Here you will apply your ear training to the voices of new speakers.

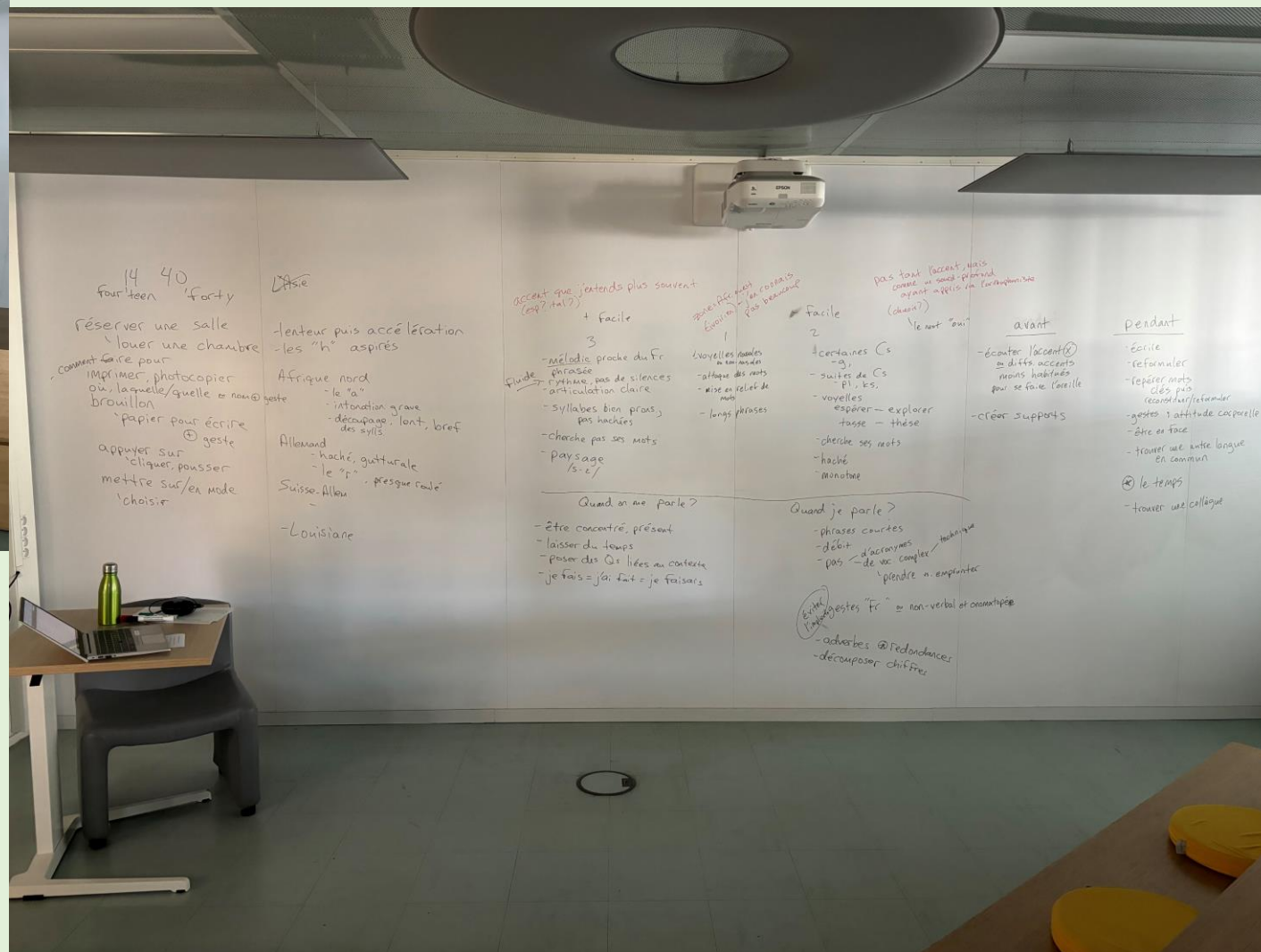
☒ New voices

SPECIAL CHALLENGE: Imitating the voice you chose

☒ Listen to different British accents & dialects
☒ Listen to different American accents & dialects
☒ Listen to accented English from all over the world ("All Part4 "New Voices" are from this site.)

Example of Moodle interface

Training: What does it look like?



Training: What's it like?

Guess the origin

American Nordic
Scottish, Irish
S. African
Australian
Rolled "r"
speed & fluency
eats some words
Do you → djah
closed mouth

When I speak vs When I listen

quand je parle

KISS = keep it short and simple
Simple tenses
gestures "acting"
- look at the person
- showing FaceTime
pictures
synonyms Repeat
Speed
÷ "power of the pause"
Stress, contrast
Ask: have I understood?
quand on me parle
verb tenses ⊕ adverb
I do = did, doing, have done
synonyms
Get help 😊 - students
- staff

Strategies: before & during

before

- find audio/video of similar voices/accents
- ear training
- time"

during

- ask them to speak more slowly
- write things on paper computer..
- Google app to sim. trans.
- repeat
- another language
- how?
- décomplexer

Rank easiest to hardest

easiest	hardest
1 st	3 rd
- close to our accent	Fluency & low segmentation hard to
- ÷ into words & groups	Words missing
- 'good' speed	Some sounds
- Stress, contrast	
	2 nd
	Some sounds - mouth
	Speed monotone rolled "r"

Training: Follow-up document

Tableaux blancs

deviner l'origine

PLUS facile/ MOINS facile

quand JE parle // on ME parle

en amont / pendant

synonymes

S'entraîner à 'déchiffrer' un accent spécifique nous aide à en déchiffrer d'autres.

Les accents du français : mieux comprendre pour mieux se (faire) comprendre

Alice Henderson alice.henderson@univ-grenoble-alpes.fr

Exercice : Trouver le plus de synonymes pour les mots suivants & les classer par ordre de difficulté :

- **Emprunter** : prendre, louer, emmener, emporter, (prêter), enregistrer sur son compte, emporter à la maison, sortir avec,
- **Rendre** (un livre) : donner, rapporter, apporter, ramener, redonner, retourner
- **Renouveler** : prendre avec soi, emprunter encore, garder encore (plus/longtemps), conserver, prolonger, allonger

Exercice : Quels conseils pourriez-vous me donner de choses à faire PENDANT l'interaction ? EN AMONT/en préparation de l'interaction ?

en amont	pendant
• 'se confronter à la langue' • trouver du contenu 'en Accent x' & écouter, pour se faire l'oreille	• Gestes, expressions, s'aider en lisant sur les lèvres • Schémas, dessiner • Passer à l'écrit • Epeler • Chercher une langue intermédiaire ou partagée • Réduire au minimum (ralentir le débit ; phrases moins longues ; mots moins compliqués & plus communs) • Reformuler • *Attention à l'interprétation des pauses/silences

Exercice : Quels conseils pour s'adapter ...

... quand ON me parle ?

- Au possible, tendre l'oreille pour repérer les différences de prononciation selon l'origine linguistique de mon interlocuteur
- Être conscient que les verbes ne sont parfois pas conjugués
- Les verbes conjugués présentent des confusions : présent/passé/futur ; subjonctif | parfois « je fais » signifie « j'ai fait » ou « je faisais ». « Je rendre le document » = présent
- Proposer à l'autre de se servir de l'écrit ou de pointer des objets/textes, etc.
- Laisser du temps à l'autre pour répondre

... quand JE PARLE ?

- Choisir des mots courants plutôt que des mots du langage familier, ou des expressions idiomatiques
- Si incompréhension, tenter de reformuler
*Synonymes : ne pas hésiter à utiliser un mot qui vous paraît moins correct, l'objectif = le message passe & l'incompréhension est résolue
emprunter = prendre avec toi à la maison ; louer un livre
- Accorder une attention aux temps verbaux utilisés : privilégier le présent et l'indicatif (éviter le subjonctif)
- Exprimer le temps 'autrement' qu'avec le verbe : *aujourd'hui, hier, dans 2 semaines*
- Tenter de repérer les incompréhensions par le « non-verbal (gestes, expressions du visage...) = association mot & image/objet

Outline

- Introduction
- Listener training
- L2 speech research: Key concepts & findings
- Accentism & university as workplace
- Next steps & Conclusion

Key concepts

accentedness ≠ comprehensibility ≠ intelligibility

(Munro & Derwing, 1995; Derwing & Munro, 1997)

- accentedness = *perception* of difference
- comprehensibility = *perception* of difficulty
- intelligibility = what is understood



Kang et al., 2018, INT measures, e.g., :

- true/false statements
- transcription of speech

BUT

“simply being noticeable does not mean that an acoustic feature influences intelligibility”

(Derwing & Munro 2015; also Munro & Derwing, 2020)

Context's impact

Listener-Speaker Intelligibility Matrix (adapted from Levis, 2005)

SPEAKER	LISTENER		
		<i>NATIVE (NS)</i>	<i>NONNATIVE (NNS)</i>
	<i>NATIVE (NS)</i>	A) Dialect understanding	C) Language Learning and Teaching
	<i>NONNATIVE (NNS)</i>	B) L2 Intelligibility Studies	D) Lingua Franca Communication



Listener effects

“listeners play a crucial role in establishing the *consequences*” of accented speech (Reed & Levis, 2015, 388)

Key findings:

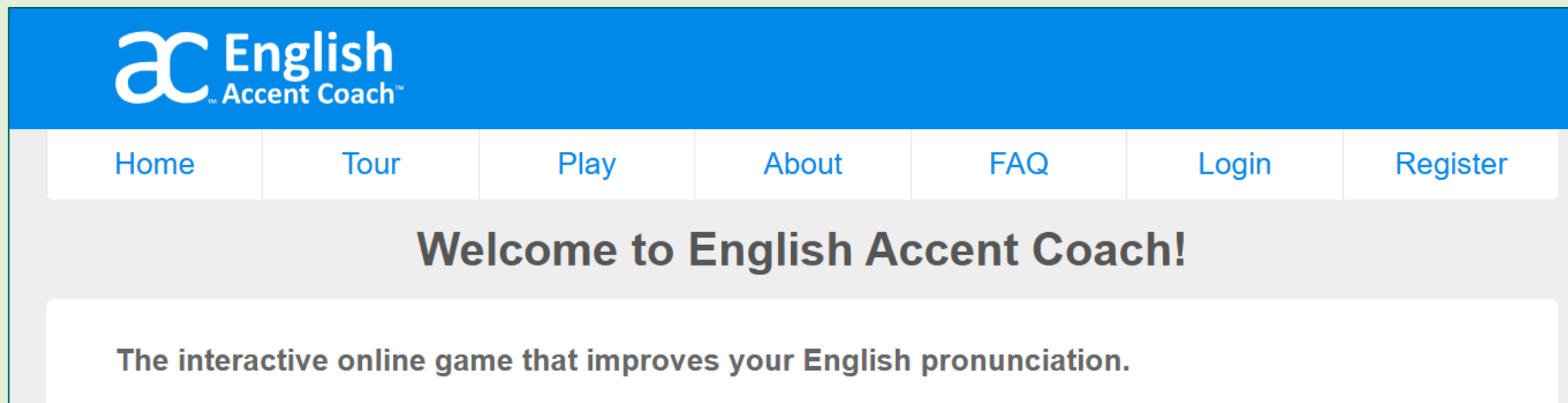
- Familiarity helps: with a speaker or an accent, specific topic;
- General aptitude/affinity for L2 accented speech helps;
- Sharing a common L1 may enhance comprehension (but minor & inconsistent effect);
- Helps to be motivated and willing to interact & to make an effort to understand
- Age: children & the elderly at a disadvantage.

Listeners' (potential) agency

Abstract: Foreign-accented speech can be difficult to understand but listeners can adapt to novel talkers and accents with appropriate experience. Previous studies have demonstrated talker-independent but accent-dependent learning after training on multiple talkers from a single language background. Here, listeners instead were exposed to talkers from five language backgrounds during training. After training, listeners generalized their learning to novel talkers from language backgrounds both included and not included in the training set. These findings suggest that generalization of foreign-accent adaptation is the result of exposure to systematic variability in accented speech that is similar across talkers from multiple language backgrounds.

Baese-Berk, M. M., Bradlow, A. R., & Wright, B. A. (2013). Accent-independent adaptation to foreign accented speech. *The Journal of the Acoustical Society of America*, 133(3).

Exposure to systematic variability



<https://www.englishaccentcoach.com/>



<https://www.ntnu.edu/isl/calst>

Ability to accommodate

receptive phonological accommodation

“what happens when a listener shifts their expectations as to what individual sounds, syllables, words or whole phrases sound like. If these adjustments are successful, the listener ~~will~~ ***MIGHT** be able to understand a speaker whose accent is different to their own.”

(Walker, 2017, 4)

**My suggestion*

Outline

- Introduction
- Listener training
- L2 speech research: Key concepts & findings
- Accentism & university as workplace
- Next steps & Conclusion

Accentism as a discriminatory act

- Avoiding the 'foreigner' in groupwork / in Q & A
- Cutting off or ignoring 'foreign' colleagues in a meeting
- Not hiring/promoting someone

Discriminatory act

Prejudice (attitude)

Stereotype (belief)

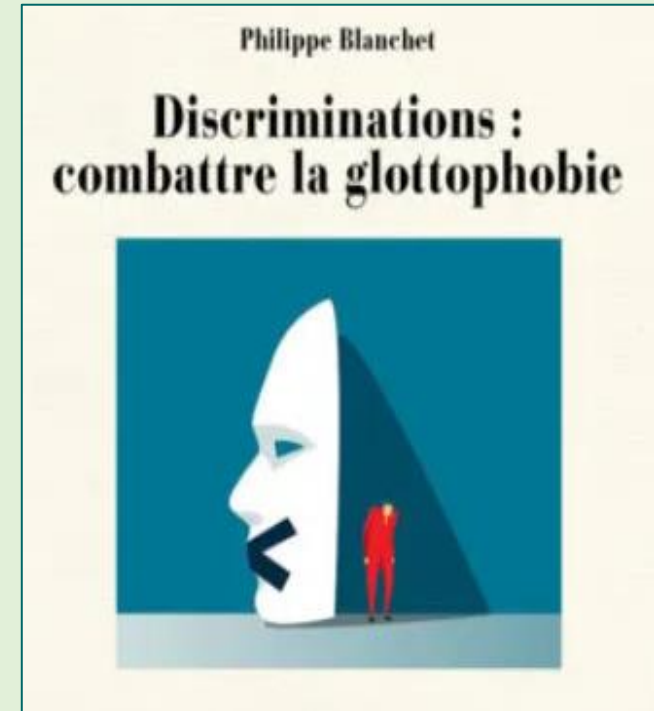
Categorisation (mental process)



Accentism defined

= 'a particular type of linguistic bias in which inequitable treatment is based on a speaker's accent' (Teló et al., 2022)

= a form of linguistic discrimination called **glottophobie** by Blanchet (2016; 2019)



Meta-analysis: Gluszek & Dovidio (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

Research into accentism & workplaces

- Hideg, I., Shen, W., & Hancock, S. (2022). What is that I hear? An interdisciplinary review and research agenda for non-native accents in the workplace. *Journal of Organizational Behavior*, 43(2), 214–235.
- Lippi-Green R (2012) *English with an Accent: Language, Ideology, and Discrimination in the United States*.
- Livingston, B. A., Schilpzand, P., & Erez, A. (2017). Not what you expected to hear: Accented messages and their effect on choice. *Journal of Management*, 43, 804–833.
- Mai R, Hoffmann S (2014) Accents in business communication: An integrative model and propositions for future research. *Journal of Consumer Psychology*, 24(1): 137–58.
- Munro, M. J. (2003). A primer on accent discrimination in the Canadian context. *TESL Canada Journal*, 20(2), 38-51
- Timming, A. R. (2017). The effect of foreign accent on employability : A study of the aural dimensions of aesthetic labour in customer-facing and non-customer-facing jobs. *Work, Employment and Society*, 31(3), 409-428.

Accentism: 4 research challenges

Challenges :

- 1) Terminology: native/non-native; L1/L2/L3; Lx (Dewaele, 2017; Thomas & Osment, 2020); ESB & NESB (Eng-/Non-Eng-speaking background) (Fraser, 2011); local vs global; FAS (foreign accented speech); L2 accented speaker (Trofimovich et al., 2023)
- 2) Identifying mechanisms at work behind accentism (e.g., Pietraszewski & Schwartz, 2014).
- 3) Countering bias in the LLMs 'behind' AI tools (e.g., Gallegos et al., 2023)
- 4) **Developing means to counter accentism in specific work contexts**
Meta-analysis: Roessel, J., Schoel, C., & Stahlberg, D. (2020). Modern notions of accent-ism: Findings, conceptualizations, and **implications for interventions** and research on nonnative accents. *Journal of Language and Social Psychology*, 39(1), 87-111.

Outline

- Introduction
- Listener training
- L2 speech research: Key concepts & findings
- Accentism & university as workplace
- **Next steps & Conclusion**

Training: Next steps

My role as a trainer vs as a researcher:

- conceptualize accommodation as a skill & design tasks or interventions to enhance it (= give sthg concrete to 'trainees')
 - how to collect data in an 'ecologically' coherent manner?
 - how to measure ability & tolerance (and changes over time)?
-
- collect additional types of data, rather than just self-declarative statements – or even Likert scale ratings
 - exploit the longitudinal + mixed methods potential 😊

Studies targeting (native) listeners

- 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.
- Fraser, H. (2011). Speaking and **Listening** in the Multicultural University : A Reflective Case Study. *Journal of Academic Language and Learning*, 5(1), A110-A128.
- Cooper, B., Payne, G., Hu, X., Dixon, Q., & Kuo, L.-J. (2020). The **impact of linguistic diversity education** on L1 English speakers' ideologies, attitudes, and perceptions of international teaching assistants. In O. Kang, S. Staples, K. Yaw, & K. Hirschi (Éds.), *Proceedings of the 11th PSLLT Conference* (p. 49-66).
- Schaefer, V. & Darcy, I. (2021). **Speak locally, listen globally**. In M. D. Devereaux & C. C. Palmer, *Teaching English Language Variation in the Global Classroom*, p. 113-122). Routledge.

Longitudinal study protocol: Semi-replication

2002 study	My study
○ L1 English in Canada ○ Social work students ○ 8-week period of instruction ○ Training in Vietnamese-accented English, F2F only ○ Pre & post-test also for Spanish-acc Eng (but no training) ○ Results:  empathy & confidence	

Longitudinal study protocol: Semi-replication

2002 study	My study
○ L1 English in Canada ○ Social work students ○ 8-week period of instruction	○ L1 French in France ○ Non-academic university staff ○ Over 5 months [T1-T2-T3]
○ Training in Vietnamese-accented English, F2F only ○ Pre & post-test also for Spanish-acc Eng (but no training)	○ Training in 'Chinese'-accented French (traits common to 2-3 dialects of Chinese): F2F & online
○ Results:  empathy & confidence	○ Pre & post-test also for 'African'-acc Fr (but no training)

Moving Forward

- Analyse data from longitudinal study
- March Workshops ('Equality Month')
- On-site observation: CROUS & *Centre de Santé*



Chiffres-clés

- 35 personnels et intervenants
- 2^e centre de santé sexuelle en Isère en termes de fréquentation
- 300 heures de consultations par semaine
- 23 000 actes réalisés chaque année en faveur des étudiants
- 6 000 étudiants différents
- 1/3 des actes concernent les étudiants étrangers

Équipe

- **Médecin directeur :**
Docteur Marie-Hélène Schmidt
- **Cadre de santé :**
Martine Rohaut
- **Personnels :**
9 médecins généralistes et spécialisés, 10 infirmières, 5 psychologues, 1 neuropsychologue, 1 chargée de prévention, 1 statisticienne, 7 personnels administratifs, 1 formateur en secourisme.



My Q: What relevance for Nordic contexts?

- Several recognized varieties of Norwegian: Implications for learners?
For the workplace?
- Other parallels?



alice.henderson@univ-grenoble-alpes.fr



Nordic Speech Research Forum Webinar
September 16, 2026



Combating harmful stereotyping: a cross-disciplinary approach

 Grenoble (France)
17-18 Jun 2027

<https://combatstereo.sciencesconf.org/>

Deadline for proposals: January 5, 2027

Catalin Brylla, Principal Lecturer in Film and TV, Bournemouth University



John Dovidio, Professor Emeritus of Psychology and Public Health, Yale University



Adam Hahn, Senior Lecturer in Social Psychology, University of Bath



Samia Hesni, Associate Professor of Philosophy, Dartmouth College



Kai Sassenberg, Professor of Psychology at the University of Trier and Director of the Leibniz Institute for Psychology



References

- Allport, G. W. (1954). The nature of prejudice. Addison-Wesley.
- Baese-Berk, M. M., Bradlow, A. R., & Wright, B. A. (2013). Accent-independent adaptation to foreign accented speech. *The Journal of the Acoustical Society of America*, 133(3).
- Bent, T., & Bradlow, A. R. (2003). The interlanguage speech intelligibility benefit. *The Journal of the Acoustical Society of America*, 114(3), 1600-1610. <https://doi.org/10.1121/1.1603234>
- Bernstein, R. S., Bulger, M., Salipante, P., & Weisinger, J. Y. (2020). From Diversity to Inclusion to Equity : A Theory of Generative Interactions. *Journal of Business Ethics*, 167(3), 395-410. <https://doi.org/10.1007/s10551-019-04180-1>
- Blanchet, P. (2016). Discriminations : Combattre la glottophobie. Textuel.
- Bradlow & Bent (2008). Perceptual adaptation to non-native speech. *Cognition*. 106(2):707-29.
- Cauldwell, R. (2013). Phonology for listening : Teaching the stream of speech. *Speech in Action*.
- Cauldwell, R. (2018). A syllabus for listening-decoding. *Speech in Action*.
- Ciuk, S., Śliwa, M., & Harzing, A. (2023). Implementing the equality, diversity, and inclusion agenda in multinational companies : A framework for the management of (linguistic) diversity. *Human Resource Management Journal*, 33(4), 868-888. <https://doi.org/10.1111/1748-8583.12487>
- Cooper, B., Payne, G., Hu, X., Dixon, Q., & Kuo, L.-J. (2020). The impact of linguistic diversity education on L1 English speakers' ideologies, attitudes, and perceptions of international teaching assistants. In O. Kang, S. Staples, K. Yaw, & K. Hirschi (Éds.), *Proceedings of the 11th Pronunciation in Second Language Learning and Teaching Conference* (p. 49-66). <https://iastate.app.box.com/v/pslltproceedings11>
- Cutler, A. (2000). Listening to a second language through the ears of a first. *Interpreting*, 5(1), 1-23.
- Cutler, A. (2012). Native listening : Language experience and the recognition of spoken words. The MIT Press.
- Dewaele, J.-M. (2017). Why the Dichotomy 'L1 Versus LX User' is Better than 'Native Versus Non-native Speaker. *Applied Linguistics*, amw055. <https://doi.org/10.1093/applin/amw055>
- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation Fundamentals : Evidence-based Perspectives for L2 Teaching and Research*. John Benjamins. <https://benjamins.com/catalog/llt.42>
- Derwing, T. M., & Munro, M. J. (1997). Accent, Intelligibility and Comprehensibility: Evidence from Four L1s. *Studies in Second Language Acquisition*, 19(1), 1-16. <https://doi.org/10.1017/S0272263197001010>
- 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.
- Dragojevic, M., & Goatley-Soan, S. (2022). Americans' attitudes toward foreign accents : Evaluative hierarchies and underlying processes. *Journal of Multilingual and Multicultural Development*, 43(2), 167-181. <https://doi.org/10.1080/01434632.2020.1735402>
- Dragojevic, M., Gasiorek, J., & Giles, H. (2015). Communication Accommodation Theory.
- Field, J. (2009). *Listening in the Language Classroom* (1re éd.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511575945>
- Fraser, H. (2011). Speaking and Listening in the Multicultural University : A Reflective Case Study. *Journal of Academic Language and Learning*, 5(1), A110-A128.
- Gallegos, I. O., Rossi, R. A., Barrow, J., Tanjim, M. M., Kim, S., Dernoncourt, F., Yu, T., Zhang, R., & Ahmed, N. K. (2024). Bias and Fairness in Large Language Models : A Survey (arXiv:2309.00770). arXiv. <https://doi.org/10.48550/arXiv.2309.00770>

- 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. <https://doi.org/10.1177/1088868309359288>
- Gluszek, A., & Dovidio, J. F. (2010b). Speaking with a nonnative accent: Perceptions of bias, communication difficulties, and belonging in the United States. *Journal of Language and Social Psychology*, 29, 224–234. <https://doi.org/10.1177/0261927X09359590>
- Halualani, R. T. (2008). How do multicultural university students define and make sense of intercultural contact? *International Journal of Intercultural Relations*, 32(1), 1-16. <https://doi.org/10.1016/j.ijintrel.2007.10.00>
- Halualani, R. T., Chitgopekar, A., Morrison, J. H. T. A., & Dodge, P. S.-W. (2004). Who's interacting? And what are they talking about?—intercultural contact and interaction among multicultural university students. *International Journal of Intercultural Relations*, 28(5), 353-372. <https://doi.org/10.1016/j.ijintrel.2004.08.004>
- Hansen, K., & Dovidio, J. F. (2016). Social dominance orientation, nonnative accents, and hiring recommendations. *Cultural Diversity and Ethnic Minority Psychology*, 22, 544–551. <https://doi.org/10.1037/Cdp0000101>
- Hansen, K., Rakic, T., & Steffens, M. C. (2018). Foreign-looking native accented people: More competent when first seen rather than heard. *Social Psychological and Personality Science*, 9, 1001–1009. <https://doi.org/10.1177/1948550617732389>
- Hartwell, L. M., & Ounoughi, S. (2019). Expanding the comfort zones : Divergent practices of host and international university students. *European Journal of Higher Education*, 9(4), 377-392. <https://doi.org/10.1080/21568235.2019.1643755>
- Henderson, A., & Ferchiche, N. (2024). Listener training for library staff: Receptive accommodation at work. *Speak Out! (IATEFL Pronunciation Special Interest Group Journal)*, 70, 29–39.
- Henderson, A. J., & Ferchiche, N. (2023). Sensibiliser à la diversité des accents étrangers en français. *Le Français Dans Le Monde*, 449, 42–43. <https://hal.science/hal-04281054>
- Hideg, I., Shen, W., & Hancock, S. (2022). What is that I hear? An interdisciplinary review and research agenda for non-native accents in the workplace. *Journal of Organizational Behavior*, 43(2), 214–235. <https://doi.org/10.1002/job.2591>
- Kang, O., & Moran, M. (2019). 5. Enhancing Communication between ITAs and US Undergraduate Students. In S. D. Looney & S. Bhalla (Éds.), *A Transdisciplinary Approach to International Teaching Assistants* (p. 82-99). *Multilingual Matters*. <https://doi.org/10.21832/9781788925556-006>
- Kang, O., & Rubin, D. L. (2012). Intergroup contact exercises as a tool for mitigating undergraduates' attitudes toward nonnative English-speaking teaching assistants. *Journal on Excellence in College Teaching*, 23(3), 157-166.
- Kang, O., & Rubin, D. L. (2009). Reverse Linguistic Stereotyping : Measuring the Effect of Listener Expectations on Speech Evaluation. *Journal of Language and Social Psychology*, 28(4), 441-456. <https://doi.org/10.1177/0261927X09341950>
- Kang, O., Bae, Y. & Miao, Y. (forthcoming). Timeline on research on L2 speech intelligibility. *Language Teaching*.
- Kang, O., Thomson, R. I., & Moran, M. (2018). Empirical approaches to measuring the intelligibility of different varieties of English in predicting listener comprehension : Measuring intelligibility in varieties of English. *Language Learning*, 68(1), 115-146. <https://doi.org/10.1111/lang.12270>
- Levis, J. M. (2018). Teaching pronunciation : Truths and lies. *ELE, Exploring Language Education*, Stockholm University. <https://www.isd.su.se/english/exploring-language-education-ele-local-and-global-perspectives>
- Levis, J. M. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly*, 39(3), 369-377.
- Lindemann, S. (2010). Who's "Unintelligible"? The Perceiver's Role. *Issues in Applied Linguistics*, 18(2). <https://escholarship.org/uc/item/89f0w1ch#author>
- Lindemann, S., & Subtirelu, N. (2013). Reliably Biased : The Role of Listener Expectation in the Perception of Second Language Speech. *Language Learning*, 63(3), 567-594. <https://doi.org/10.1111/lang.12014>
- Lippi-Green R (2012) *English with an Accent: Language, Ideology, and Discrimination in the United States*. Routledge.
- Lippi-Green, R. (1994). Accent, standard language ideology, and discriminatory pretext in the courts. *Language in Society*, 23, 163–198. <https://doi.org/10.1017/S0047404500017826>
- Livingston, B. A., Schilpzand, P., & Erez, A. (2017). Not what you expected to hear: Accented messages and their effect on choice. *Journal of Management*, 43, 804–833. <https://doi.org/10.1177/0149206314541151>

- Mai R, Hoffmann S (2014) Accents in business communication: an integrative model and propositions for future research. *Journal of Consumer Psychology* 24(1): 137–58.
- Metinyurt, T., Haynes-Baratz, M. C., & Bond, M. A. (2021). A systematic review of interventions to address workplace bias : What we know, what we don't, and lessons learned. *New Ideas in Psychology*, 63, 100879. <https://doi.org/10.1016/j.newideapsych.2021.100879>
- Miras, G. (2024) ADD DETAILS!!!!!!!!!!!!!!
- Munro, M. J., & Derwing, T. M. (2020). Foreign accent, comprehensibility and intelligibility, redux. *Journal of Second Language Pronunciation*, 1-27. <https://doi.org/10.1075/jslp.20038.mun>
- Munro, M. J., & Derwing, T. M. (2011). The foundations of accent and intelligibility in pronunciation research. *Language Teaching*, 44(3), 316-327. <https://doi.org/10.1017/S0261444811000103>
- Munro, M. J., & Derwing, T. M. (1995). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning*, 45(1), 73-97. <https://doi.org/10.1111/j.1467-1770.1995.tb00963.x>
- Pietraszewski, D., & Schwartz, A. (2014). Evidence that accent is a dimension of social categorization, not a byproduct of perceptual salience, familiarity, or ease-of-processing. *Evolution and Human Behavior*, 35(1), 43-50. <https://doi.org/10.1016/j.evolhumbehav.2013.09.006>
- Reed, M., & Levis, J. M. (Éds.). (2015). *The Handbook of English Pronunciation*. John Wiley & Sons.
- Roessel, J., Schoel, C., & Stahlberg, D. (2020). Modern notions of accent-ism : Findings, conceptualizations, and implications for interventions and research on nonnative accents. *Journal of Language and Social Psychology*, 39(1), 87-111. <https://doi.org/10.1177/0261927X19884619>
- Roessel, J., Schoel, C., & Stahlberg, D. (2018). What's in an accent? General spontaneous biases against nonnative accents: An investigation with conceptual and auditory IATs: General biases against nonnative accents. *European Journal of Social Psychology*, 48(4), 535-550. <https://doi.org/10.1002/ejsp.2339>
- Roselli, D., Matthews, J., & Talagala, N. (2019). Managing Bias in AI. *Companion Proceedings of The 2019 World Wide Web Conference*, 539-544. <https://doi.org/10.1145/3308560.3317590>
- Rubin, D. L. (1992). Nonlanguage factors affecting undergraduates' judgments of nonnative English-speaking teaching assistants. *Research in Higher Education*, 33(4), 511-531. <https://doi.org/10.1007/BF00973770>
- Schaefer, V. & Darcy, I. (2021). Speak locally, listen globally. In M. D. Devereaux & C. C. Palmer, *Teaching English Language Variation in the Global Classroom*, p. 113-122). Routledge.
- Shockey, L. (2003). *Sound Patterns of Spoken English* (1re éd.). Wiley. <https://doi.org/10.1002/9780470758397>
- Simard- L. M., Taylor, D. M., & Giles, H. (1976). Attribution processes and interpersonal accommodation in a bilingual setting. *Language and Speech*, 19(4), 374-387.
- Smith, L. E., & Nelson, C. L. (2019). World Englishes and Issues of Intelligibility. In C. L. Nelson, Z. G. Proshina, & D. R. Davis (Éds.), *The Handbook of World Englishes* (1re éd., p. 430-446). Wiley. <https://doi.org/10.1002/9781119147282.ch24>
- Smith, L. E., & Nelson, C. L. (1985). International intelligibility of English : Directions and resources. *World Englishes*, 4(3), 333-342. <https://doi.org/10.1111/j.1467-971X.1985.tb00423.x>
- Teló, C., Trofimovich, P., O'Brien, M. G., Le, T.-N. N., & Bodea, A. (2024). Beyond the resume : HR students' evaluations of interview performances by first and second language speakers. *Equality, Diversity and Inclusion: An International Journal*. <https://doi.org/10.1108/EDI-10-2023-0335>
- Teló, C., O'Brien, M. G., Trofimovich, P., Bodea, A., Thao-Nguyen, N. L., & Shimada, M. (2023, Jan 20). How HR professionals respond to second language accents. *Talent Canada: Driving business through investment in people*. <https://www.talentcanada.ca/how-hr-professionals-respond-to-second-language-accents/>
- Teló, C., Trofimovich, P., & Grantham O'Brien, M. (2022). Disentangling professional competence and foreign accent. *Journal of Second Language Pronunciation*, 8(3), 413-443. <https://doi.org/10.1075/jslp.22013.tel>
- Thomas, N., & Osment, C. (2020). Building on Dewaele's (2018) L1 versus LX Dichotomy : The Language-Usage-Identity State Model. *Applied Linguistics*, 41(6), 1005-1010. <https://doi.org/10.1093/applin/amz010>
- Timming, A. R. (2017). The effect of foreign accent on employability : A study of the aural dimensions of aesthetic labour in customer-facing and non-customer-facing jobs. *Work, Employment and Society*, 31(3), 409-428. <https://doi.org/10.1177/0950017016630260>
- Trofimovich, P., Bodea, A., Nina Le, T.-N., O'Brien, M. G., Shimada, M., & Teló, C. (2023). What do students in human resource management know about accent bias? *Language Awareness*, 1-21. <https://doi.org/10.1080/09658416.2023.2179630>
- Ur, P. (2009). *Teaching, listening, comprehension* (29. print). Cambridge Univ. Press.
- Zarate-Sandez, G., & Goncalves, A. R. (2024). "I think we don't have a really good way to talk About intelligibility" : An interview with John levis. *Ilha Desterro*, 77, 001-008.