

Accent Bias, Teachers' Accents, and L2 Acquisition: Cross-Context Evidence and Theory

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Introduction

1. Core Cognition: Accent is an acoustic variant of language (e.g., British English/non-native accents) with no inherent superiority or inferiority. However, it is assigned value judgments due to "native-speakerism"
2. Core Contradiction: The "native speaker fallacy" leads students to incorrectly associate teachers' accents with their teaching competence
3. Research Significance: Reveal the implicit obstacles of bias to L2 acquisition and provide a theoretical basis for optimizing teaching

background

NESTs Native English-speaking (NNESTs)	Teachers who have (or not) been raised with English as their first language, such as those from the United Kingdom/ India.
Language learning strategies (LLS)	Cognitive strategies, metacognitive and so on.
LPNQ: Learner' perception of NEST	LPNNQ: learners' perception of NNEST' s Questionnaire.
Native speaker fallacy	Native speakers are inherently better at teaching students than non-native speakers.

Core Theoretical Framework

1. **Macro:** Explain Bias Causes
 - Native-speakerism: The belief that NESTs are inherently superior; NNESTs are marginalized due to accents.
 - DFG Framework: Bias is a chain reaction of "macro ideology → meso-level schools → micro-level classrooms"
2. **Micro:** Explain SLA Impact
 - Zone of Proximal Development (ZPD) Theory: NNESTs better understand students' difficulties and provide graduated support
 - Oxford' s Strategic Self-Regulation (S²R) Model: Students who use more learning strategies show less bias against NNESTs.

Research Questions

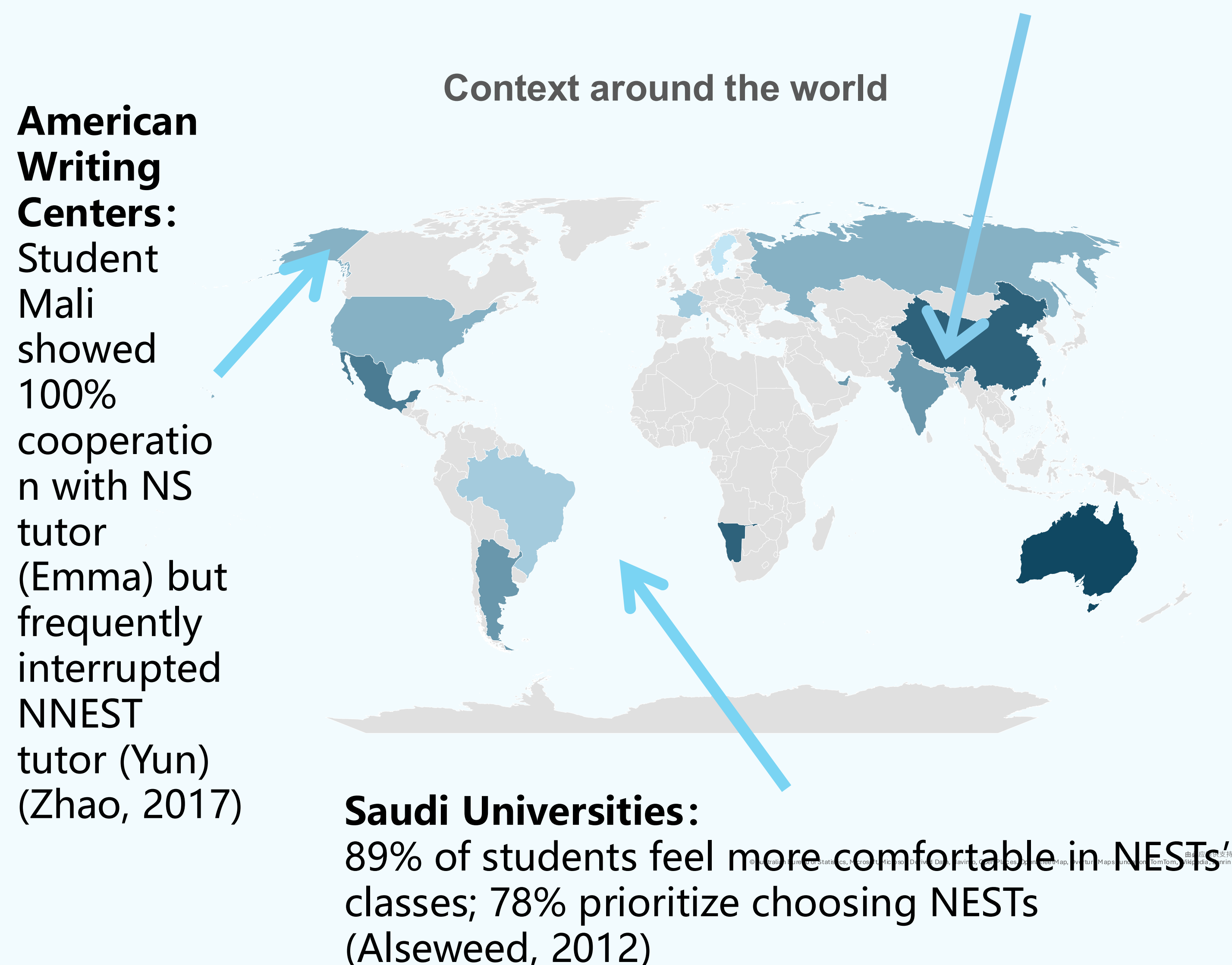
1. What are the commonalities and differences in students' accent bias across contexts?
2. How do teachers' accents affect SLA through classroom interaction?
3. Can learning strategies/teaching methods mitigate the negative impact of accent bias?

Methodology

- **Research Design:**
Literature content analysis (focusing on 5 empirical documents, including quantitative and qualitative data).
- **Data Extraction:**
Quantitative Data: Student preference percentages (e.g., 89% comfort level in Saudi Arabia).
Qualitative Data: Interviews (Mali' s suspicion of NNESTs), conversation analysis (Mali' s interactions with tutors).

Results

Chinese Universities (English Majors):
NESTs excel in emotional interaction (LPNQ = 4.11);
NNESTs excel in professionalism (LPNNQ = 4.10) (Deng, 2024)



Discussion

Theoretical Critique: Native-speakerism ignores NNESTs' actual competence, as seen in Chinese university English majors giving NNESTs a high professionalism score.

Recommendations:

1. Schools: Promote NEST-NNEST co-teaching (NESTs teach oral English; NNESTs teach grammar.)
2. Students: Learn metacognitive strategies (monitor bias)
3. Limitation: Only covers adult learners, no young learners data, restricting conclusion applicability to low-age L2 learners

Conclusion

- Accent bias is a cross-context phenomenon, rooted in ideological misinterpretation of accents
- Accents affect SLA via classroom interaction; NESTs (LPNQ=4.11) and NNESTs (LPNNQ=4.10) complement each other.
- Bias must be alleviated through student learning strategies and school teaching reforms, guided by theories such as DFG and S²R.

References

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