

ACCENTuate the Positive

Perception of Accent and Authority among Classroom Instructors at Queen's University

Self-Description of accent: Persian/Turkish, British, Southern European, American (US), Greek, Chinese, German. African, Indian/British, Pakistani/Indian, South American, Iranian, French/Canadian, Irish/Scottish.

70% believed their accent to be very noticeable, 23% noticeable, and 7% hardly noticeable.

General Reactions to accent:

0% very negative

32.3% negative

42% positive

6.5% very positive

19.4% unsure

56% of the educators who self-identify as individuals of European descent did not believe they had been discriminated against due to accent.

A pattern suggests that certain types of accents are afforded more respect and are less likely to experience harassment and/or discrimination.

Coping Mechanisms

Some tactics that were used: slowed down my verbal communication, increased reliance on written communication, avoided verbal communication, emphasized my accent, used a 3rd party to help facilitate communication.

Coping mechanisms are used by instructors to prevent microaggressions, discrimination or harassment.