**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.