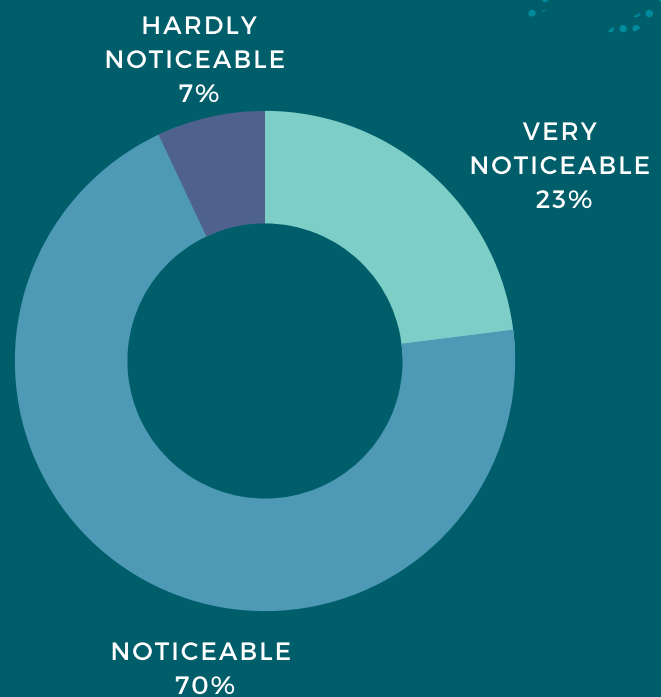


ACCENTuate THE POSITIVE

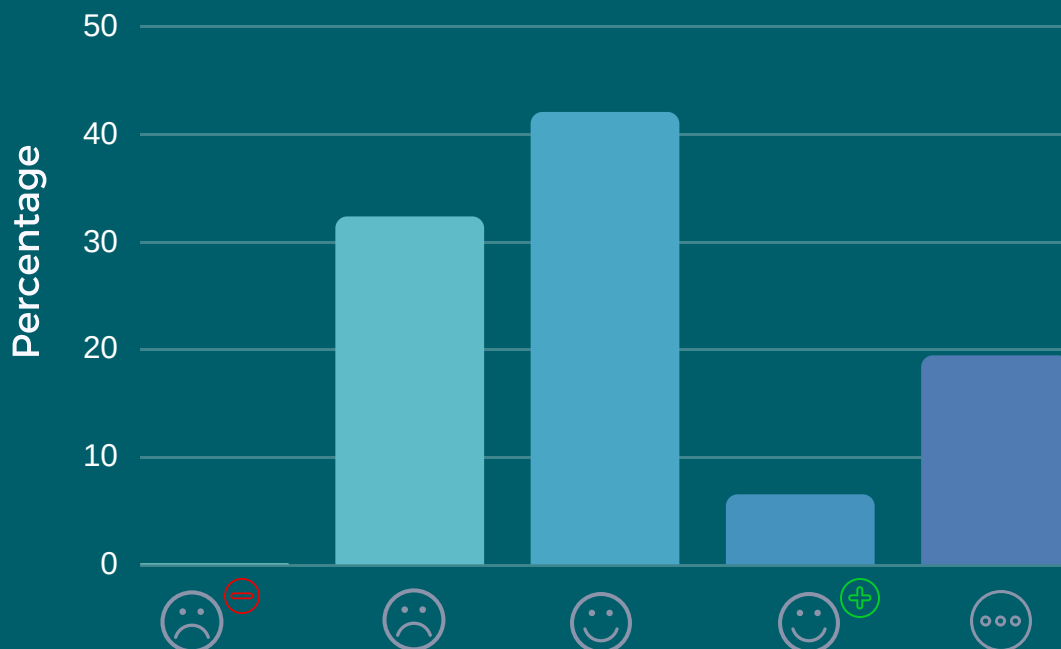
Perception of Accent and Authority among Classroom Instructors at Queen's University

SELF DESCRIPTION OF ACCENT

Persian/turkish	African
British	indian/British
Southern European	Pakistani/Indian
American (US)	South American
Greek	iranian
Chinese	French/Canadian
German	Irish/Scottish



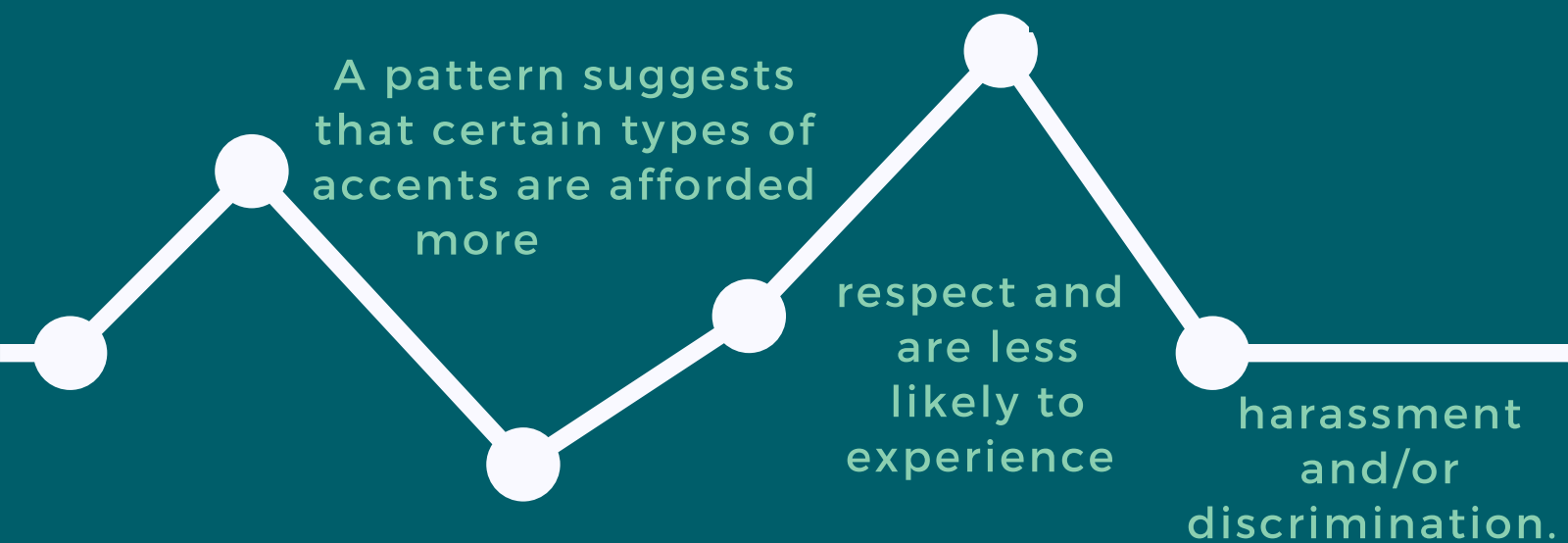
GENERAL REACTIONS TO ACCENT



SCALE

- Very Negative
- Negative
- Positive
- Very Positive
- Unsure

56% OF THE EDUCATORS WHO SELF-IDENTIFY AS INDIVIDUALS OF EUROPEAN DESCENT DID NOT BELIEVE THEY HAD BEEN DISCRIMINATED AGAINST DUE TO ACCENT.



COPING MECHANISMS

36% of accented educators reported to have changed the way they interacted with students; and **29%** of accented instructors changed the way they communicated with colleagues because of their accent





SLOWED DOWN MY
VERBAL COMMUNICATION

INCREASED RELIANCE ON
WRITTEN COMMUNICATION

INCREASED RELIANCE
ON SOFTWARE PROGRAMS

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**



GLOBAL CITIZEN ● GLOBAL ENGLISH ● GLOBAL ACCENT