

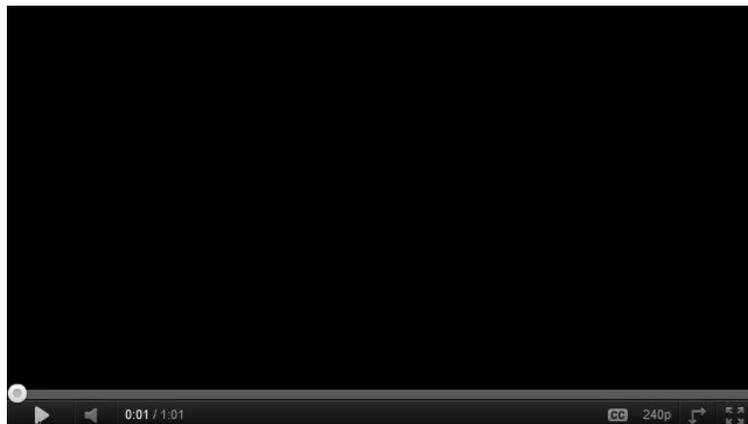
A Different Kind of Difference: Accent Discrimination

A NSU COI Presentation
by

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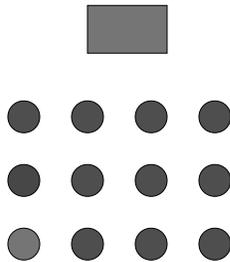
Presented at the R.E.A.S.O.N. FORUM, August 16, 2011

A Public Service Announcement

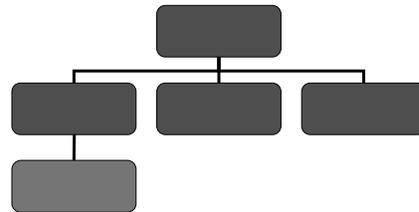


Accent Discrimination (Academic Contexts)

In the Classroom

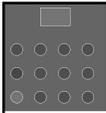


In Administration



Accent Discrimination

- Diversity is more than race, gender, etc.
- Example: Foreign-born Americans with accents
- 1 out of every 10 Americans foreign-born
- “Invisible Minority”
- *EEOC defers to employers the responsibility of distinguishing between a foreign accent that hinders job performance and one that does not.*
- How to remedy the situation
- *Recommendation: Standardized test (e.g. pharmacists)*



Accent Discrimination on the University Campus

Cultural Topic: Students and professors alike discriminate based on accents (English and Spanish)

Different levels of discrimination based on geographical phonological, syntactic and semantic differences:

- ENGLISH – ENGLISH: Black English, Northern English, Southern English, etc...
- SPANISH-SPANISH: Castilian Spanish, Cuban Spanish, Puerto Rican Spanish, Caribbean Spanish, etc...
- ENGLISH – ENGLISH WITH AN ACCENT: English with a foreign accent (Spanish, French, Italian, Arabic, etc...)

Our Action Plans

How to incorporate this topic in our classes?

Accent Discrimination on the University Campus

GOALS /OUTCOMES IN SPANISH COURSES:

- Create awareness on the issue of foreign accents used as a method of discrimination in society
- Reduce prejudice based on external factors of non-inclusion, such as the foreign accent/appearance
- Complete a pre-video questionnaire and indicate the + / - aspects of the project
- Analyze the different reactions of the listener in the phone call
- Create a common forum of discussion for all students in this multidisciplinary project
- Submit a written reflection using R.E.A.S.O.N. guidelines

a.k.a. “Linguistic Profiling”



Linguist, John Baugh

Think/Pair/Share

- This is a critical thinking activity designed to foster critical thinking through active classroom participation.
- Think/Pair/Share can be adapted for use as a pre- or post-instruction interactive activity, meeting QEP and R.E.A.S.O.N. objectives for developing critical thinking and collaborative learning skills.
- Does linguistic discrimination occur (bias based on speech patterns, accents, dialect, etc.)?
- Does linguistic discrimination occur on college campuses? Justify your answer.
- How can we teach our students to raise awareness regarding issues of diversity, including some of the less obvious forms such as linguistic differences, and to teach students to embrace a culture of diversity?

To Learn More

- Akomolafe, S. (2011). The invisible minority...
- Lippi-Green, R. (1997). English with an accent...
- Baugh, J. (2000). Beyond Ebonics...
- More info...
 - <http://www.williamhartphd.com/service/accnt-discrimination>
 - Or short URL: <http://bit.ly/qTjstr>
 - Or QR Code for Smartphones →
 - Slides available on web site



More Info

