Handbook on Counteracting Accent Discrimination Practices in Education

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Foreword
Kurt Kohn

Who hasn't had this experience? You are talking to someone and you perceive this person as foreign or familiar, insecure or self-confident, unreliable or trustworthy, uneducated or educated, incompetent or qualified, rude or respectful. You may also feel intimidated or encouraged, dominated or supported, unwanted or appreciated. And all this simply because of how your interlocutor speaks - because of his or her accent.

But the impact of accents goes far beyond perceptions and feelings. It ultimately manifests itself in people's actions, that is, in how they treat each other. Are they excluded from neighbourhood activities or warmly welcomed and supported? Do they have their job or membership application rejected or accepted? Do they get bullied or are they well integrated in school or workplace communities?

People's attitudes and actions regarding accents, whether harmful or beneficial, are the result of the stereotypes they have developed and internalized in the course of their socio-cultural maturation. Their ability to question and adapt their own stereotypes to promote empathetic rapport and cooperativity is an important element of their capability for communication and social interaction. It reduces the risk of thoughtlessly activating negative and unjustified stereotypes and discriminating against people solely because of their accent. Therefore, understanding accent-related stereotypes and the workings of accent discrimination should be made an obligatory goal of language and communication teaching in primary, secondary and higher education.

The EU project *CIRCE: Counteracting Accent Discrimination Practices in Education* addresses this challenge. Six partner institutions from Italy, Germany, Bosnia & Herzegovina and Portugal have collaborated to explore how accent discrimination works and how it exacerbates social and economic inequalities and psychological stress and disease. The focus is on school education as the key to critical awareness and change. Online workshops and seminars with speakers and discussants from diverse countries have contributed to a deeper and more nuanced understanding of a wide range of complementary issues such as "Accent perception and discrimination", "Embracing accent diversity in language teaching", "Unlearning accentism", "Accent change and identity" and "Decolonising voices in ELT".

The insights gained throughout the project lifecycle have been integrated and consolidated to create the CIRCE Handbook for teachers and teacher educators. It provides much-needed and extremely valuable input for implementing a language pedagogy that is dedicated to fighting accent bias as a barrier to social justice. In addition to background analyses of the local conditions in the four partner countries, the main body of the handbook consists of a rich selection of lesson plans for L2 and L1 teaching contexts. They are designed to enable students to develop their accent tolerance by recognizing, critically analyzing and discussing stereotypes, prejudice attitudes and discriminatory behaviours towards people's accents. Being able to tolerate other speakers' accent is an essential condition of students' readiness to refrain from accent discrimination practices.

In this connection, it should be noted that both tolerance and discrimination are usually discussed as being directed at the respective interaction partners. However, understanding accent discrimination harbours the opportunity for students to embrace and value their own accent identity, that is, to develop and appreciate their own voice as emancipated speakers. Accent tolerance towards oneself and accent tolerance towards others are two sides of the same coin. They are closely intertwined and should be treated as complementary and essential goals of language and communication learning and teaching.

The injustice, humiliation, and aggression that accompany accent bias and discrimination are ever-present and deeply rooted obstacles to successful communication and interaction. For teachers who recognize the urgency of addressing the associated educational challenges, the CIRCE Handbook offers innovative, research-based insights and resources. The lesson plans provide material and guidance for changing students' mindsets and attitudes regarding accent discrimination in a variety of leisure, school and work settings.

But there is more. Beyond the local level, the Handbook approach can be easily generalized and adapted to the rising need for counteracting accent discrimination in global communication and interaction contexts. With the uptake of virtual exchange, these contexts are becoming more and more important, particularly in connection with intercultural communication in English as a lingua franca and the promises of global citizenship development.

I extend my congratulations to the CIRCE team for having completed an excellent project with a highly relevant outcome for language learning and teaching in the 21st century.

Introduction
Luís Guerra

The CIRCE Project: tackling accent discrimination in schools

The core idea of the CIRCE Project is simple but powerful: everybody has an accent. An accent can tell us attributes of a person's background, but it should never tell us anything about their trustworthiness, competence, or value. When we make negative judgments based on how someone speaks, it becomes accent discrimination. This project believes that protecting the rich variety of accents in Europe is key to promoting true inclusion and equality.

The aims and vision of the CIRCE Project

The CIRCE project has a clear and important mission. It aims to directly address the problem of accent discrimination within educational settings. Its work is built on several key objectives designed to create a more inclusive environment for all students:

a. **CIRCE's primary goal**: The central aim is to combat accent discrimination in schools, as well as in universities. The project team recognizes that students with non-native or regional accents can sometimes face unfair assumptions about their abilities, which can harm their learning experience and future opportunities.

b. **Promoting linguistic tolerance**: CIRCE works to foster greater tolerance and appreciation for all accents. It champions the idea

that linguistic diversity is a strength, not a weakness, and that no accent is superior to another.

c. **Creating practical tools**: A major focus is on moving from theory to practice. The project is dedicated to developing practical educational tools and resources. These are designed for teachers and students to use in the classroom to start conversations and build understanding about accent bias.

d. **Raising public awareness**: Beyond the classroom, CIRCE seeks to raise awareness among the wider public about what accent discrimination is and why it matters. By highlighting this often-overlooked form of bias, the project hopes to create broader social change.

e. **Informing policy**: Ultimately, the project aims to provide research and resources that can help shape educational policies, encouraging educational systems across Europe to formally address accent discrimination.

Outputs and resources for teachers: the Handbook

For teachers, the most exciting part of the CIRCE Project is the tangible resources it produces. These outputs are designed to be accessible, practical, and directly useful in their teaching context:

a. **Teacher's toolkit**: This is expected to be a central output—a comprehensive collection of strategies, activities, and discussion guides to address accent bias in the classroom.

b. **Ready-to-use lesson plans**: Instead of just theory, the project focuses on providing specific plans that language teachers can adapt for their students' age and level. These lessons will likely help students listen critically to their own biases, appreciate different speech patterns, and develop empathy.

c. **Awareness-raising campaign materials**: The project created posters, short videos, and social media content that teachers can use to spark conversation in their schools.

The main message for teachers is this: You are not alone in navigating the challenges of a diverse classroom. The CIRCE project worked to provide teachers with the support and structured materials they need to foster a more respectful and inclusive learning environment where every student's voice is valued.

Why this matters for language teachers

Language teachers are on the front lines of linguistic diversity. Their classroom is a place where many accents meet—the accents of students from different regions or countries, as well as the variety of accents they hear from media, textbooks, and the teachers themselves.

The work of the CIRCE project is especially relevant for teachers because:

- They can help break the myth that there is one "correct" or "best" accent. This project supports the idea that intelligibility and effective communication are far more important than sounding a particular way.
- They have the power to build students' confidence. By actively countering accent bias, teachers can help students who are self-conscious about their accent to participate more freely and see their linguistic identity as an asset.
- They are preparing students for a globalized world. In the real world, students will communicate with people from countless linguistic backgrounds. Teaching tolerance and adaptive listening skills is a crucial 21st-century competency.

The CIRCE Project is a vital initiative that tackles a subtle but harmful form of discrimination. By focusing on education, it aims to create long-term change, fostering a generation that values how we speak *differently*.

The project has actively worked towards these goals, and its website, www.circe-project.eu, is the central hub for all its information.

The Handbook

This handbook is written especially for language teachers and educators who work with students from diverse cultural and linguistic backgrounds. Basically, it explains the project's outputs and the useful resources it created for teachers and educators.

The primary goal of this handbook is to offer original teaching resources featuring practical examples, strategies, and activities for addressing accent discrimination in the classroom, fostering enhanced tolerance and inclusion, particularly in multilingual and multicultural classrooms. These materials will enable educators to present the concept of accent and linguistic bias in their classrooms in an engaging and lively manner. In essence, this handbook seeks to develop in secondary school teachers and students the critical awareness required to evaluate their own responses to accent variation and the ability to direct their behavior and actions toward an overall tolerance and acceptance of linguistic diversity.

The handbook is divided into the following sections. After a foreword by Kurt Kohn, Professor Emeritus of Applied English Linguistics at the University of Tübingen, and this introductory section, Part I briefly describes the sociolinguistic context of each partner institution of the project (Italy, Bosnia and Herzegovina, Germany, and Portugal) and some relevant data collected from the project's outputs in each of those countries, such as the Verbal Guise Tests, the textbooks analysis, the metalinguistic interviews, the podcasts, and the linguistic autobiographies. After that, Part II provides the practical resources to be applied in the classrooms: Part II.A presents the resources for L2 English classes; Part II.B displays resources for the L1 languages of the project's partners (Italy, Bosnia and Herzegovina, and Portugal); Part II.C supplies promotional materials which may be used to drive actions, create awareness and inform target audiences on how to counteract accent discrimination in schools and classrooms. After some closing notes, a

multilingual glossary defining some key terms used in the handbook is supplied. Readers will also find links to translations into Italian, Bosnian, German and Portuguese of the following sections: Introduction, Part I and Conclusion.

Translations of this section in Italian, German, Portuguese, and Bosnian are available here:
https://www.circe-project.eu/introduction/

Part I
The Local Contexts

The Italian context
Silvia Calamai, Letizia Cirillo, Rosalba Nodari, Claudia Soria

Italy represents a complex and intriguing sociolinguistic scenario: dialects, regional varieties, Standard Italian, and non-native languages co-exist and interact in everyday life.

Standard Italian is based on the Florentine speech (*variety*, in the academic jargon) and inherited its phonological system (i.e., its inventory of distinctive sounds). However, for most of its history, Italian was not the spoken language of the entire population. It became widely used only in the 20th century (De Mauro 1963). As a result, Italian has always been spoken with distinct and recognisable local or regional accents, and this is still true today.

Not all Italian regional accents share the same overt prestige. Already in the 1960s, De Mauro (1963) showed that the main regional varieties differed in their social "weight", depending on prestige and numbers of speakers: Northern Italian and the Roman variety (*romanesco*) enjoyed the highest prestige, followed by a Tuscan variety; Neapolitan and other southern dialects ranked last. Other scholars (Baroni 1983; Galli de' Paratesi 1984) confirmed that Southern Italian varieties are often associated with negative stereotypes, while Berruto (1987) noted that no regional accent has ever become a national standard. Each regional pronunciation is stable and well-received in the area in which it occurs.

More recent sociolinguistic research has used perceptual experiments to examine how speakers judge different Italian accents and varieties (Volkart-Rey 1990; De Pascale and Marzo 2016; Calamai 2019). At the same time, studies on the perception of Italian spoken have grown

significantly (see, among others, Marotta 2008; Calamai 2015; De Meo et al. 2015; Calamai and Ardolino 2021; Combei 2023).

The verbal guise test on regional and standard Italian accents

Lower and upper secondary schools are among the contexts where accent-based prejudice emerges most subtly but also most effectively, influencing students' everyday experiences. Most research focuses on students aged 11-21. Although the geographical coverage is uneven, the findings show that accent-related issues are widespread across different Italy. Particular attention is given to students with a migrant background. Chinese, Bengali, Romanian, and Albanian students are among the most studied groups, reflecting their significant presence in Italian schools. Their L2 varieties of Italian interact with local regional accents and sometimes even different English accents. This reflects the varied migratory backgrounds of students attending Italian schools and the research frequently addresses how these accents influence social dynamics, especially in regions with significant immigrant populations.

Studies conducted in Tuscany (Calamai et al. 2020; Nodari et al. 2021, 2023; Nodari and Calamai 2023; Piccardi et al. 2022) highlight how regional and non-native accents profoundly shape students' self-perception, and how they are perceived by peers and teachers.

In the CIRCE project, we carried out the most recent research on the evaluation of non-native and regional accents in Italy. The study was run in the school year 2024-2025 and involved 195 high school students from Pisa, Arezzo, and Milan, who were asked to listen to nine male and female voices representing different varieties of Italian: five regional accents (Milanese, Roman, Neapolitan, Sicilian, and Sardinian), three foreign accents (Moroccan, Chinese, and Ukrainian), and one neutral standard accent. The students were told that the voices belonged to classmates reading a report aloud; after listening to each voice, they were asked to evaluate each speaker by assigning a score from 1 to 5 (from "strongly disagree" to "strongly agree") to nine adjectives: *friendly*, *pleasant*, *arrogant*, *competent*, *educated*, *prestigious*, *correct*, *fluent*, and *intelligible*,

selected to capture overt attitudes towards accents and languages according to psychological and sociolinguistic literature. The first three adjectives belong to the warmth dimension, which captures how friendly and approachable a speaker is perceived to be; the second group of three adjectives refers instead to how capable and competent a speaker is perceived to be (competence dimension). The last three adjectives concern perceived linguistic ability, that is, how accurate, skilled, and easily understandable a speaker is judged to be in their use of language.

The data reveal a multifaceted perception of accents, which form distinct profiles depending on whether one considers relational warmth, perceived competence, or speech quality.

In terms of warmth, no major differences emerge in the perception of regional versus foreign accents. Southern accents (Neapolitan and Sicilian, and to a lesser extent Sardinian) are rated more positively than the Milanese and Roman accents in terms of friendliness and pleasantness. As stated by a Tuscan student during a focus group collected in the project: "I prefer the accents of central and southern Italy to those of the north. They seem much more intelligent to me. It's not that I like them that much"[1]. Foreign accents are rated slightly lower, but in a very similar way to the Milanese and Roman accents (and in the case of the Ukrainian accent, even more positively). Foreign accents are also generally perceived as less arrogant, similarly to the southern accents.

The dimension of competence outlines a clearer hierarchy. Standard Italian serves as the main reference point, receiving the highest values for *competent* ($\approx$ 4.6) and *educated* ($\approx$ 4.1). It embodies the idea of speech that is correct, well-educated, and authoritative. The differences between regional and foreign accents are much more pronounced, with regional accents maintaining a generally positive profile, though slightly below the standard. In terms of competence, education, and cultural level, the Roman and Milanese accents are rated slightly higher than the other regional accents, while in terms of popularity, the Neapolitan accent

1   io preferisco più [gli accenti] del centro sud che quelli del nord, mi sembrano molto più quasi di testa, non è che mi piacciono tanto.

ranks above the Milanese one, and both are rated higher than the standard accent. It appears that nowadays regional accents are perceived as legitimate variants of the national repertoire rather than indicators of low prestige. The situation differs for foreign accents, which record much lower values: between 2.75 and 3.14 for *competent* and *educated*, and the lowest values for prestige.

Regarding speech traits, Standard Italian again dominates, with the highest values for *correct*, *fluent*, and *intelligible* (≈ 4.7), and is perceived as the most accurate, smooth, and understandable form of speech. Regional accents hold medium-to-high scores, confirming a process of perceptual normalization: regional speech is now recognized as part of the continuum of standard Italian. Foreign accents, however, obtain lower scores, indicating a perception of lesser formal control and greater listening effort.

In short, data collected by the CIRCE project show a nuanced stratification in the perception of different regional accents. The standard maintains its normative role in competence and quality; regional varieties approach it in prestige and reliability; while foreign accents remain at the margins, marked by a dual distance (both affective and formal) that places them at a lower level of favorability, particularly regarding perceived linguistic competence.

The verbal guise test on English accents

The same experiment was also carried out with English accents: during the 2024-2025 school year, 191 Italian secondary school students listened to and evaluated nine different English accents across the three dimensions described above: competence, warmth, and speech traits.

Students found it challenging to recognise accents and, as expected, the easiest one to identify was Italian English. Alongside the expected recognisability of British English, our data reveal that Indian English was recognized at the same rate as American English, closely followed by African American English. This suggests that while students tend to be more familiar with varieties typically included in educational curricula,

their exposure to media, entertainment, and online content, also plays a major role in shaping their knowledge of global English varieties.

American and British English received the highest ratings for competence and speech traits. Italian and African American English scored highest for warmth. On the contrary, Nigerian and Ukrainian English were rated lowest, indicating the persistence of racialised and linguistic hierarchies. The study also found that familiarity with English accents significantly improved evaluations of competence and speech traits, while appreciation of linguistic diversity positively influenced warmth ratings. Overall, the findings underscore the need for inclusive English language teaching that embraces linguistic diversity and challenges native-speakerist ideologies in Italian schools.

The textbook analysis

Even though the internet now offers teachers an enormous variety of ready-to-use materials, the textbook still plays a central role in school life. A textbook is not just a teaching aid: it is a *dispositif*, a tool that shapes how language is understood and taught. A grammar book, for example, does not simply describe how Italian works, it also helps to define what counts as "good" Italian and sets the foundations and goals of language education. For this reason, analysing textbooks allows us to see which language varieties, cultures, images, and voices are included in students' learning pathways. It also helps us understand how these choices may influence the development of identities, linguistic practices, desires, and ideologies. Textbooks can reveal underlying language ideologies, as well attitudes and stereotypes toward varieties.

As part of the CIRCE project, we examined ten textbooks used for teaching Italian as an L1 in Italian upper-secondary schools. These are comprehensive grammar books designed to help students master the language. We selected the ten most widely used textbooks in Tuscany, so that our analysis would reflect what students and teachers actually encounter in their everyday classroom routine. Our main question was: to what extent do these textbooks acknowledge Italy's intrinsic

multilingualism? In practice, we checked which languages were mentioned and whether any attention was given to non-standard varieties of Italian (dialects, regional varieties, non-native varieties), as well as to other languages spoken in Italy.

Our analysis shows that textbooks devote very little space to non-standard Italian varieties. Only a few textbooks stand out as exceptions: they pay considerable attention to Italy's dialectal landscape, including historical overviews that trace how dialects evolved from Latin to present. In these cases, regional varieties of Italian are also used to explain possible sources of interference in Italian spelling. For instance, some regional varieties differ phonetically, especially in the pronunciation of double consonants (a well-known and particularly challenging feature of Italian phonology). One textbook includes a specific box titled "*Why do we get double consonants wrong?*", which explicitly discusses how pronunciation differs across Italy and how this may affect students' writing.

In all the other textbooks, the only reference to non-standard varieties concerns vocabulary, usually in the form of brief notes about words of dialectal origin. Overall, there is a clear absence of phonetic and phonological discussion, with a strong emphasis on written Italian.

Equally significant is what the textbooks do *not* include. There is no mention of Italian spoken by people with a migration background, nor of the many languages brought to Italy by immigrant communities. The model of Italian presented is strongly oriented toward the standard, with no pluricentric perspective. One limited exception involves occasional references to the languages from which certain Italian words originate and to lexical borrowings, but these are presented simply as historical curiosities. The only foreign language consistently mentioned is English, which appears frequently in two ways: as a point of comparison, to encourage reflection on structural differences between the two languages, or as a "dominant", "colonizing" language. Several textbooks even include short notes warning students against the excessive use of English words.

Native-speakerist ideologies are also present in ESL textbooks. An in-depth analysis of three widely used textbooks in Italian secondary schools (*Both*

Sides B2/B2+, *Identity* B2, and *Language for Life*) shows that they expose learners mainly to British English, especially in pronunciation, spelling, and vocabulary.

Although these textbooks include some multicultural depictions and interculturally oriented topics – including references to multilingual settings and migration-related bilingualism – that may suggest the possibility of a shared ownership model or a shift toward a more Global English Language Teaching (GELT) oriented perspective, their actual representation of other varieties tells a different story. Non-British varieties are poorly represented and when other varieties do appear, they are often presented in ways that reinforce the idea that British English is the norm, and that native speakers hold linguistic authority. The dominant message remains aligned with a Standard Language ideology and a traditional English Language Teaching (ELT) model centred on native speakers, especially British ones.

Teachers' and students' voices

During the 2024-2025 school year, the CIRCE researchers also carried out interviews with both students and teachers to collect their perspective on language use at school, linguistic discrimination, and accentism. While the teacher interviews cannot be considered representative in a statistical sense, they offer invaluable insights into the everyday challenges teachers face when they walk into increasingly multilingual classrooms. At the same time, the interviews highlight the creative strategies teachers develop to overcome communication barriers in increasingly multilingual classrooms. The following excerpt, for example, comes from a secondary school with a very high percentage of non-native students:

Chinese students in my class had difficulty speaking and expressing themselves in Italian, due to shyness and difficulty speaking in public. They may be fluent in Chinese, but they struggled with Italian. So, what did I do? I have a friend who speaks Chinese. I have a friend who speaks Chinese and who taught me a few words such as "Good evening", "Hello everyone", "Hi guys", "Well done". Or "Don't sleep", because I had some

students who were sleeping in class. Okay? And I said them in Chinese. And to these Chinese students, to encourage them to speak Italian, I said a few words in Chinese. Okay? To the Chinese kids. But then I thought: if I only say it to the Chinese, it's discriminatory, so if I saw any Italians sleeping, I would say the same thing to them in Chinese. And the Chinese laughed. This evolved over time, because at first I only spoke Chinese to the Chinese; then I also spoke Chinese to the Italians, with phrases like "Don't sleep", "Good evening everyone", nothing more. [The Chinese students reacted] well, because when you speak another person's language, you create an emotional connection. I know this because I have studied various languages. I am not a native speaker, but I have studied English, French and Spanish, so I know. It creates an emotional connection, and that's why I think they reacted well. The students are good[2].

Similar strategies are at work even in monolingual contexts, where the standard Italian (often defined as "pure/clean Italian") is not equally accessible to all students. One Italian teacher reflects on this very issue:

Last year I taught Italian at this school in Naples, and when I spoke that pure Italian, the children, unfortunately, being used to speaking their

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2   I ragazzi cinesi che ho io in classe facevano fatica a parlare, a verbalizzare in italiano, per timidezza, per difficoltà di parlare in pubblico, perché magari in cinese se la cavano agilmente, ma in italiano facevano fatica. Allora, cosa ho fatto? Ho un amico che parla cinese. C'è un amico che parla cinese e che mi ha detto un po' quali sono alcune parole tipo "Buonasera", "Salve a tutti", "Ciao ragazzi", "Bravo". Oppure "Non dormire", perché avevo dei ragazzi che dormivano in classe. Va bene? E le dicevo in cinese. E a questi ragazzi cinesi, per invogliarli a parlare italiano, qualche parola in cinese l'ho detta. Va bene? Ai ragazzi cinesi. Però ho pensato che: se lo dico solo ai cinesi, è discriminante, quindi se vedevo qualche italiano dormire, dicevo la stessa cosa a lui in cinese. E i cinesi ridevano. Questa cosa si è evoluta nel tempo, perché all'inizio parlavo cinese solo ai cinesi; poi ho parlato cinese anche agli italiani, con frasi tipo "Non dormire", "Buonasera a tutti", niente di più. [Gli studenti cinesi hanno reagito] Bene, perché quando parli la lingua di un altro si crea un contatto emotivo. Io lo so, ho studiato varie lingue, non sono madrelingua, ma ho studiato inglese, francese, spagnolo, e lo so. Quindi si crea un contatto emotivo, e quindi secondo me hanno reagito bene. I ragazzi sono bravi.

dialect, didn't understand it. So we spoke a kind of Neapolitanised Italian, let's say, a bit rough, and they understood you that way[3].

Other interviews show how teachers try to maintain a reasonable balance between the demands of teaching and the expectations of real world (especially the job market), where the Standard language is perceived as the safest choice:

Even when it comes to pronunciation, we must always try to stick to standard pronunciation, because otherwise it could become a problem. If we are to offer students minimum standards of Italian language, including pronunciation, otherwise they could be at a disadvantage in the job market. Let's try to give them every opportunity so that this flexibility does not backfire on them[4].

However, the interviews also provide clear evidence of linguistic discrimination, which often becomes visible when students are asked to work in pairs or small groups:

And many of these kids were born in Italy. They arrive at secondary school unable to speak Italian. And so there is a bit of discrimination: "I'm not working with him", if they have to do a task in pairs or in a group, "why?", "I'm not working with him because he can't speak", or "so he's making it difficult for me"[5].

3   L'anno scorso ho insegnato italiano in questa scuola di Napoli, e quando parlavo quell'italiano pulito, i ragazzi purtroppo, abituati a fare il loro dialetto, non lo capivano. E allora si parlava un po' quell'italiano napoletanizzato, diciamo, sguaiato, diciamo, e loro ti capivano così.

4   Anche nella pronuncia si deve sempre cercare di attenersi a una pronuncia standard, anche perché altrimenti potrebbe diventare una difficoltà. Se dobbiamo offrire a una popolazione studentesca degli standard minimi di lingua italiana, quindi anche di pronuncia… altrimenti nel mondo del lavoro potrebbero essere svantaggiati. Cerchiamo di dar loro tutte quelle opportunità affinché questa elasticità non si ritorca contro di loro.

5   E tanti di questi ragazzi sono nati in Italia. Arrivano alle superiori che non parlano italiano. E quindi c'è un po' di, insomma, di discriminazione: "io con lui non ci lavoro", se si deve fare un lavoro a coppie o in gruppo, "perché?", "non ci lavoro perché non sa parlare", oppure "quindi mi mette in difficoltà a me".

Some interviews even reveal episodes of linguistic racism among teaching staff:

I remember that two colleagues, one of whom was a support teacher in my class and the other colleague, I don't know why, were chatting a bit animatedly and one said to her "terrona" (southerner), really offending her[6].

Altogether, these findings highlight the urgent need for more inclusive language policies and teaching practices that acknowledge and value the linguistic diversity present in Italian schools. At the same time, they also show how much work is still required in raising awareness about the subtle phenomenon of linguistic discrimination. On one hand, language discrimination and accentism are still under-researched, especially from the perspective of teachers. This is illustrated by the reaction of one teacher during our fieldwork: "One thing I had never thought about: this, the issue of pronouncements, but actually, this is an interesting topic"[7]. On the other hand, the issue is very real and deeply felt, as expressed by one of the students interviewed: "I definitely pay a lot of attention to accents, because accents are very noticeable, and in my opinion, accents are something that belong to us, they are part of us and they help people understand where we come from, our culture and things like that"[8]. *Such things* are the core of our work.

6   Mi ricordo che fra due colleghe, di cui una era di sostegno nella mia classe eh l'altra collega, non so perché stavano un po' chiacchierando un po' animatamente e una le disse "terrona" proprio offendendola.

7   Una cosa non ci avevo mai pensato di riflettere: su questo, sul discorso delle pronunce, però in effetti, ma è interessante questo argomento.

8   Io sicuramente faccio molto caso agli accenti, perché comunque un accento si sente tanto, nel senso, e secondo me gli accenti sono una cosa che ci appartengono, cioè fanno parte di noi e fanno capire da dove veniamo, la cultura che abbiamo e queste cose

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Discrimination manifests in various forms, including prejudice based on the way someone speaks. To counter such biases, English language curricula in Germany and other European countries typically emphasize intercultural communicative competence and call for greater language awareness among students. But how do these goals translate into everyday teaching, and how are different English accents actually perceived by students and teachers in school?

In the CIRCE project, we investigated how different English accents, and varieties of English more generally ('Englishes'), are represented and perceived in English language education in Germany (and other European contexts). To do this, we conducted three interconnected studies:

1. Accent rating study with students (verbal guise test): We investigated the attitudes German secondary school students hold toward different accents of English (in the following referred to as 'Englishes'). To that end, we played recordings of different accents to more than 400 German students and asked them to rate these Englishes according to several social attributes (e.g. *friendly*, *competent*).
2. Textbook analysis: We analyzed the representation of different Englishes in popular textbooks used in English language education in Germany.
3. Metalinguistic interviews with teachers: We conducted detailed interviews with a small number of teachers in which they reported on their teaching practices and perceptions of different Englishes more generally.

In the following sections, we summarize the main insights from each study and discuss what they mean for English language teaching in Germany.

The Verbal Guise Test

This study investigated how German high school students evaluate a wide range of English accents. To that end, we conducted an accent rating experiment with 422 German secondary school students in grades 9/10, sampled from eight schools across three federal states (North Rhine-Westphalia, Bavaria, and Rhineland Palatinate). The students were asked to listen to different speakers of English reading the same text, each representing a different accent. The students rated each speaker according to a number of different social attributes, such as: *friendly*, *arrogant*, and *pleasant*, which are related to a speaker's perceived social attractiveness, as well as *competent*, *educated*, and *prestigious*, which are related to a speaker's perceived social status. The accents that were played to the students were diverse in nature and comprised (1) global standard varieties used in the English language classroom (British English and American English), (2) non-standard varieties with a global reach (African American English, Multicultural London English), (3) important postcolonial Englishes (Indian English, Nigerian English), (4) their own English (German Learner English), and (5) other learner varieties (Turkish and Russian Learner English). Confounding factors that could potentially have undesirable effects on the experiment were taken into account. For instance, the order of presentation of the accents and the speakers' gender were systematically altered and randomized. We additionally implemented a series of statistical safeguards to allow for clear analysis and interpretation of the experiment.

The results showed that German secondary school students evaluate varieties of English differently in terms of their perceived social status versus their perceived social attractiveness. With respect to perceived social status, British English and, to a slightly lesser degree, American English were favored and rated positively by the students. Non-standard Englishes with a global reach (African American English, Multicultural

London English) as well as German English and other learner varieties were perceived rather neutrally. Indian and Nigerian English, by contrast, were perceived negatively in terms of social status. The perceived social attractiveness ratings differed. The students generally rated American English most positively, followed by Indian English. Most other varieties received rather neutral or slightly negative ratings, including British English. Multicultural London English received the most negative score. The results additionally revealed that students who had greater familiarity with different Englishes tended to rate all accents more positively, however, without affecting the perceived hierarchy among different accents.

Key result: German secondary school students engage in and are subject to accent bias in the English language classroom. This bias is reflected in subtle evaluations of who sounds "competent" or "educated", and who does not. These evaluations are shaped by students' previous exposure to English, by media representations, and by long-standing ideas about "good" and "bad" English. As a result, some speakers are implicitly treated as more legitimate users of English than others – even though all the accents presented in the study represent forms of English used by millions of speakers worldwide.

Implications for English language teaching: The findings suggest that merely pointing out the existence of different varieties of Englishes around the globe may not, in itself, be sufficient to counter accent-based prejudice in the classroom. Students will likely benefit more strongly from (i) increased exposure to a diverse varieties and accents of English and (ii) guided and explicit reflection on why certain accents tend to be associated with higher social status, how such associations have developed historically and socially, and whether (or not) they are justified. Providing structured opportunities for students to listen to, discuss, and critically engage with a range of English varieties can support the development of greater language awareness. This may help reduce the risk that implicit hierarchies between accents are inadvertently reproduced in the classroom.

Textbook analysis

Textbooks play a central role in shaping everyday English language teaching. For many teachers, they provide not only lesson content but also guidance on which language models, cultural references, and forms of pronunciation are presented as "normal" or "appropriate" in the classroom. This makes textbooks a key factor in determining how much space is given to different English varieties, and which accents students are regularly exposed to. We therefore examined how different English accents, pronunciation models, and varieties of English more generally are represented in widely used German English textbooks for grade 10 (*Green Line 6*, *Blue Line 6*, *Lighthouse 6*).

Overall, the results showed that certain varieties of English are clearly foregrounded, while others remain less visible. In terms of spelling and vocabulary, the analyzed textbooks showed a clear orientation to British English. The audio and video materials in *Lighthouse* and *Green Line* presented a broadly similar pattern, with British English appearing most prominently. *Blue Line* differed slightly in that American, New Zealand, and Canadian English appeared somewhat more frequently than British English. The analysis of spoken and written dialogues revealed a clear predominance of contexts in which English functions as a first language. This tendency was reflected in the fact that most dialogues across all three textbooks included at least one speaker of British, American, Canadian, or New Zealand English. At the same time, some differences between the textbooks could be observed. In contrast to *Blue Line* and *Green Line*, *Lighthouse* more often included dialogues between speakers who use English as a foreign language. Countries where English gained official status due to colonialism (e.g., India and South Africa) were rarely represented in audio and film materials as well as in spoken and written dialogues in all three textbooks.

Speakers of British and American English were also most frequently positioned as target interlocutors in tasks that placed students in simulated real-life scenarios. These tasks typically fell into two categories: activities in which students interacted with imagined English-speaking interlocutors (for example, tourists or exchange students), and tasks

in which students were asked to adopt the role of an English-speaking person themselves (such as diary entries or role-play activities). Although these tasks varied in format, they predominantly foregrounded British and American English speakers as the main communication partners with whom students were expected to engage. At the same time, differences between the textbook series were evident. In *Blue Line* and *Lighthouse*, speakers who use English as a foreign language appeared almost as frequently as target interlocutors, offering learners a somewhat broader range of communicative constellations. In *Green Line*, by contrast, speakers of English as a foreign language appeared considerably less often in this role. Mediation tasks also played a prominent role in all three textbooks. These tasks typically involved students translating or explaining information for family members, friends, or exchange partners. In *Green Line* and *Blue Line*, mediation only took place between speakers for whom English is a first language ('native speakers') and speakers with German as a first language, while in *Lighthouse*, students were also regularly asked to mediate for people for whom English serves as a foreign language.

Key result: Taken together, the aspects discussed above suggest that the analyzed textbooks largely position British English and American English as the primary reference norms toward which students are expected to orient. At the same time, the global diversity of the use of English receives comparatively little attention. The textbooks thus tend to reproduce a standard-language orientation that privileges native-speaker models over other forms of English use.

Implications for English language teaching: The textbook analysis indicates that commonly used materials provide students with a relatively narrow range of English varieties and usage contexts. For teaching practice, this suggests that reliance on textbooks (in their current form) alone may limit students' exposure to the diversity of English, particularly in contexts in which English is used as a lingua franca or by speakers for whom it is not a first language.

Teachers' voices
Metalinguistic interviews

What do teachers think about the use of different varieties of English in the classroom? To answer this question, we interviewed several teachers from German secondary schools. Over the course of the school year 2024/2025, 15 teachers participated in detailed interviews focusing on their understanding of varieties of English, their experiences with them in the English language classroom, and their attitudes towards non-British and non-American Englishes. The participants were drawn from numerous schools in North Rhine-Westphalia.

The interviews provided insights into the complex and sometimes conflicting views held by English teachers in Germany. Most participants generally supported the inclusion of multiple varieties of English into classroom practice. Positive attitudes towards integrating them were mostly based on the belief that English language teaching should prioritize communicative skills relevant to real-life contexts. Additional opportunities identified by teachers included a more balanced approach to cultural learning and the potential enrichment of students' overall linguistic repertoires.

Nevertheless, teachers also expressed concerns about potential challenges associated with introducing a wide range of English varieties too early in the learning process. Several interviewees articulated a protective stance, suggesting that engagement with non-standard varieties should begin only at the secondary level, typically around grades 7 or 8. Even then, they feared that such exposure could place excessive cognitive demands on learners or lead to confusion arising from differences in vocabulary, grammatical patterns, and pronunciation across varieties. As a result, the majority of participants argued in favor of maintaining British English and/ or American English as a shared foundation and point of orientation in the English classroom, while gradually introducing other varieties over time.

Most participants described the goal of achieving a native-speaker-like accent as aspirational but ultimately unrealistic within the constraints of everyday classroom practice. Instead, they emphasized intelligibility,

communicative effectiveness, and the development of student confidence as primary learning objectives. Teachers also largely agreed that a certain degree of variety mixing was acceptable, provided it did not result in persistent misunderstandings.

With regard to classroom practice, curricular guidelines and textbooks were consistently described as the main structuring framework. While teachers acknowledged a gradual shift toward a more diverse representation of Englishes and related cultures, many criticized the limited depth of treatment and the lack of explicit metalinguistic reflection in existing materials. Only about one third of the interviewees considered the available textbooks to be adequate, while the majority identified clear limitations. As a result, some teachers reported relying on self-developed or supplementary materials, particularly for specific topics.

Key result: Teachers generally supported the inclusion of multiple English varieties in the classroom, particularly to prepare students for real-life communication and to broaden cultural perspectives. At the same time, many favored maintaining British and American English as reference points, especially at earlier stages, and introducing other varieties gradually to avoid learner overload. Across interviews, intelligibility and communicative effectiveness were prioritized over native-speaker-like pronunciation. Teachers also emphasized that curricula and textbooks strongly shape practice and often offer limited support for deeper engagement with linguistic diversity.

Implications for English language teaching: The results support the continued use of a shared reference variety, such as British or American English, as a point of orientation, particularly in earlier stages of learning. At the same time, carefully selected examples of other English varieties can be integrated gradually, for instance through listening activities, short video clips, or comparative tasks. This approach allows students to develop receptive awareness of variation without compromising intelligibility or communicative security. Making it explicit that accent variation is normal and expected may also contribute to a more inclusive classroom climate.

Conclusion

This chapter has brought together insights from students, teachers, and textbooks to shed light on how different varieties of English are perceived and represented in English language education in Germany. Across all three perspectives, a consistent pattern emerges: while linguistic diversity is widely acknowledged and often valued in principle, British and American English continue to function as dominant reference norms in classroom practice. This orientation is reflected in students' accent evaluations, teachers' reported practices and concerns, and textbooks commonly used in English lessons.

At the same time, the findings also point to important opportunities. Greater familiarity with different English varieties was associated with more positive evaluations among students, teachers expressed openness to integrating variation when it supported communicative goals, and textbooks already contain some entry points for broader perspectives. Taken together, these results suggest that developing students' awareness of English as a diverse and global language does not require abandoning established reference varieties, but rather making space for reflection, comparison, and discussion. By addressing accent diversity explicitly and critically, English language teaching can help reduce implicit hierarchies between ways of speaking and support learners in developing confidence as legitimate users of English in a wide range of communicative contexts.

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Despite its relatively compact geography, Portugal presents a remarkable variation of accents. Sociolinguistic convention has established that the standard spoken norm is mainly modeled on the speech patterns of Lisbon and Coimbra. This variety of standard dialect is mostly applied within national broadcast media and in formal speech. However, in more everyday situations, there is a fair degree of phonological variation across the country (Mateus & Carreira, 2007; Mota, 2001). The north of the country is often marked by a more concise and assertive rhythm of speech. On the other hand, in the southern region of the Alentejo, speech patterns are noticeably much more melodious, often considered by outsiders to be a drawl. Moreover, the archipelagos of the Azores and Madeira have uniquely distinctive prosodic and phonetic characteristics, making their accents among the most readily recognizable within the Portuguese continuum. Essentially, while mutual intelligibility is universally retained, these accents transcend mere pronunciation. They function as potent markers of local identity and pride. These spoken varieties bear significant social weight, with listeners often subconsciously making inferences regarding a speaker's regional background, personal characteristics, and even socioeconomic or educational status. Above all, they underline the depth to which phonological variation is embedded within the nation's social fabric and represents fertile ground for pedagogical attention to the relationship between language, identity, and society (Mateus, 2002; Mateus, 2011).

Regarding the teaching of English as a foreign language in Portugal, the overall approach to English varieties remains predominantly traditional,

with a strong focus on inner-circle (particularly British and, to some extent, American) native norms. The *Metas Curriculares de Inglês* (Curriculum Goals for English), which guide primary and secondary education, do not explicitly mandate the teaching or exposure to different native and nonnative varieties of English. The focus is on acquiring a functional command of English as an international language, but the implied standard remains largely native-speaker oriented. Moreover, textbooks and published teaching resources used in Portuguese schools overwhelmingly feature inner-circle contexts, cultures, and accents (RP and General American). While there may be mentions of other English-speaking countries (e.g., Australia, Canada), the systematic linguistic variation in outer- (e.g., India, Nigeria) and expanding-circle (e.g., Portugal itself) contexts is rarely addressed (Guerra et al., 2022a; Guerra et al. 2022b).

The following sections present the findings of a comprehensive study into the landscape of language attitudes and accent perceptions in the Portuguese secondary education system. The research aimed to critically investigate this complex socio-linguistic phenomenon from different perspectives. Firstly, a Verbal Guise Test (VGT) was used to measure students' judgments of both native and non-native accents in Portuguese (L1) and English (L2), quantifying perceptions across traits such as prestige, friendliness, and competence. Secondly, a systematic textbook analysis was undertaken to assess how learning materials for L1 (Portuguese) and L2 (English) either reinforce or challenge language ideologies and the hegemony of certain accents. Finally, the study also drew on data from metalinguistic interviews with teachers and students, podcasts, and student-authored linguistic autobiographies, which provided rich, contextualized narratives that shed light on the lived experiences of accent-based discrimination and linguistic identity. These interconnected data collectively expose a strong, systemic bias toward standardized accents, a deeply troubling finding that underscores an urgent need for pedagogical intervention aimed at fostering critical language awareness and inclusivity in multilingual classrooms.

The Verbal Guise Test

The Verbal Guise Test (VGT) was carried out in the spring of 2024 in secondary schools across Portugal. The goal was to gather students' opinions from grades 10 to 12 about different native and non-native accents of Portuguese and English. All accents were assessed on a scale from one to five (five being the most positive) regarding if they were friendly, competent, intelligible, arrogant, educated, pleasant, correct, prestigious and fluent. In total, 175 students aged 15 to19 participated in the study. Most were born in Portugal (90.6%), and the majority reported that their parents are also originally from Portugal (68.1%). Only 8.1% of the participants had lived in another country. When asked about the languages spoken at home, 70.6% said they speak only one language. It is worth noting that these results do not fully represent the diversity found in Portuguese classrooms, as some schools have much higher numbers of students with foreign backgrounds or who come from multilingual home environments.

For the VGT on English accents, students listened to the same short text read in nine different accents: African American Vernacular English, Standard American English, Standard British English, Multicultural London English, Indian English, Nigerian English, and English spoken with French, Italian, and Portuguese accents. As expected, Standard British and Standard American English stood out when compared with the other varieties, especially those from the Outer Circle. British English received the highest ratings for sounding the most educated (mean 4.03), competent (4.15), correct (4.29), prestigious (3.93), and fluent (4.59). American English, on the other hand, was rated as the friendliest (3.86) and most intelligible (4.13). These results may reflect the associations students tend to make, being British English strongly linked to school and formal learning, while American English is the variety they most encounter outside school through the Internet, gaming, media, and films. At the other end of the scale, Nigerian English (NgE) and Indian English (IndE) were overall rated as the least friendly (NgE = 3.18, IndE = 3.33), competent (NgE = 2.81, IndE = 3.33), intelligible (NgE = 2.81, IndE = 2.99), educated (NgE = 2.88, IndE = 2.97), pleasant (NgE = 2.85, IndE = 3.07), correct (NgE = 2.94, IndE = 3.15), prestigious (NgE = 2.59, IndE = 2.60),

and fluent (NgE = 2.76, IndE = 3.12). This is unsurprising, as students have limited exposure to these varieties and often encounter them in films or television, where they are portrayed negatively or used for comedic effect.

Considering the VGT dedicated to Portuguese L1, students listened to the same short text read in nine different Portuguese accents. These included Standard European Portuguese, several regional accents from the North, South and Madeira island, Brazilian Portuguese, Angolan Portuguese, and Portuguese spoken with Chinese, French and Italian accents, corresponding to some of the largest immigrant communities in Portugal. As with the English VGT, Standard European Portuguese received the highest evaluations. It was rated as the most competent (4.07), intelligible (4.35), educated (3.92), correct (4.38), prestigious (3.53) and fluent (4.60), reinforcing the perception of Standard European Portuguese as the "ideal" or model accent. At the other end of the spectrum, Portuguese spoken with a Chinese accent received the lowest ratings across all categories, including competence, intelligibility, education, pleasantness, correctness, prestige and fluency, with mean scores ranging from 2.34 to 2.92. Among other national varieties, Brazilian Portuguese stood out as the friendliest (4.16) and most pleasant (4.01), while Angolan Portuguese was rated as the least arrogant (1.66). These results may be linked to students' familiarity with Brazilian and Angolan cultural products, such as soap operas and popular music. Within the Portuguese regional accents, the accent from Madeira received the most negative evaluations and was even rated the least friendly of all (3.26). This may reflect the perceptual distance between mainland accents and the Madeiran accent, which some listeners may find challenging to understand.

Taken together, results from both the Portuguese L1 and English L2 VGTs show a clear pattern: standard accents continue to be associated with prestige and higher status, while accents that deviate from the standard tend to be viewed more negatively, even when all speakers read the exact same text. These findings highlight the importance of addressing accent bias and promoting critical discussion about linguistic diversity in the language classroom.

The textbook analysis

A representative selection of L1 and L2 textbooks were investigated to assess how their context either contributes to accent discrimination or has the potential to counteract it. More specifically, six textbooks were analysed (three L1/Portuguese and three L2/English) to assess language attitudes and ideologies in secondary education in Portugal, following both quantitative and qualitative data collection.

The quantitative analysis of the three chosen English textbooks, namely *My Selfie* (Rodrigues & Mendes, 2022), *Step Up* (Simões et al., 2022), and *Digi Up* (Dooley, 2022), all of them used in Grade 11, shows that while there are various English varieties in the three textbooks, they are typically not made explicit and are only occasionally highlighted. When comparing the references to English varieties, neither *Step Up* nor *My Selfie* specifically mention any of them. However, *Digi Up* is the only textbook that specifically discusses the distinctions between BrE and AmE, including three instances in spelling (color/color, theater/theater, apologize/apologize) and three instances in vocabulary (trousers/pants, flat/apartment, lorry/truck).

On the other hand, when it comes to the implicit use of English varieties, the textbook analysis show that BrE and AmE are most frequently used, although there are also instances of other native and nonnative English. It is evident that BrE predominates in all textbooks, particularly when it comes to vocabulary and spelling. In terms of pronunciation, which is mainly distinguished by the use of native varieties in the audio and video materials from all three textbooks, *My Selfie* and *Step Up* exhibit a balance between BrE and AmE, with a slightly higher number of AmE occurrences. On the other hand, BrE pronunciation is heavily emphasized in *Digi Up*. With the exception of *Digi Up*, the representation of varieties other than BrE and AmE is small, primarily restricted to pronunciation. Varieties like Australian English, Irish English, Kenyan English and Indian English, and some examples of spoken English from non-English speaking nations, like Romania, Germany, and Portugal, are all featured in this textbook's videos and authentic films.

Regarding the models and norms of English used, while the textbooks introduce students to some English varieties, *My Selfie* and *Digi Up* follow a BrE orientation as the model for learning, whereas *Step Up* displays a greater variety of English and appears to recognize its global usage more. However, the quantitative study confirms that it continues to concentrate on BrE and AmE.

Although speakers from different nationalities and origins are included in all three textbooks, a closer examination reveals that native speakers predominate. *My Selfie* primarily features native speakers of English. In a similar vein, *Digi Up* presents characters who are primarily native speakers or who have English names. *Step Up*, on the other hand, features more speakers from various ethnic backgrounds. This is especially noticeable in the last units of the textbook, where more authentic and semi-authentic videos are provided. However, native speakers—primarily BrE and AmE—tend to be more prevalent in the introductory units.

In terms of cultural representations, the textbooks make an effort to conform to the Portuguese curriculum guidelines, which emphasize the significance of developing intercultural communication skills and being receptive to diverse cultures and viewpoints. *My Selfie*, however, mostly depicts British and American culture, with a small amount of other English-speaking (such as Indian, Irish, and Jamaican) and international cultural subjects (such as global society, third culture children, the environment, and work). Similar to this, *Digi Up* mentions cultural elements from all over the world and incorporates a section on "Intercultural Competence" in every unit; nonetheless, the majority of cultural representations concentrate on native English-speaking nations, particularly the UK. Likewise, *Step Up* takes a global cultural approach that addresses topics like racism and multiculturalism, but it still prioritizes linguistic proficiency over intercultural competency. Although cultural diversity is depicted, the overall viewpoints lack critical engagement with Western principles.

All things considered, the three textbooks appear to favor BrE, particularly in vocabulary and spelling, making it the predominant model of English. While other varieties of English receive far less attention,

AmE is widely acknowledged and welcomed, particularly when it comes to pronunciation. Although the textbooks showcase English through several varieties and cultural representations, there are limited explicit references or debates regarding this diversity. This might be viewed as a lost chance that reinforces Standard language beliefs and the supremacy of British and American English.

Given this context, it is relevant to consider how similar patterns of standard language preference may also be reflected in the L1/Portuguese curriculum and its textbooks, particularly at the level of secondary education.

The L1/Portuguese syllabus designed for 11th grade students focuses on developing core competencies which are divided into five interconnected domains: oral and written communication, reading, grammar and literary education. Notably, the latter centres on interpreting European Portuguese literary works of different genres (prose, drama and poetry), produced between the 17th and 19th centuries, namely by authors such as António Vieira, Almeida Garret, Camilo Castelo Branco, Eça de Queirós, Antero de Quental and Cesário Verde.

Three L1/Portuguese textbooks were selected: *Págin@s* (Pereira & Delindro, 2024), *Novo Mensagens* (Cameira et al. 2022), and *Letras em Dia* (Silva et al., 2022). The quantitative and qualitative analysis of these textbooks reveals a strong orientation towards the European Portuguese standard variety, with limited and largely implicit references to linguistic diversity. Although Portuguese is acknowledged as a pluricentric language in some introductory sections, this diversity is seldom made explicit and is rarely the focus of pedagogical activities.

When comparing explicit references to Portuguese varieties, *Págin@s 11* includes brief mentions of other Portuguese-speaking countries, such as Brazil, Angola, Mozambique, Guinea-Bissau, Timor, Macau, Cape Verde, and São Tomé and Príncipe. However, these references are confined to short informative texts and are not further developed or critically explored. In contrast, *Novo Mensagens* does not explicitly address Portuguese language variation within the Lusophone world, nor does it include texts authored by writers from other Portuguese-

speaking countries. *Letras em Dia* offers limited explicit engagement with Lusophone diversity, mainly through suggested readings, such as works by Luís Carlos Patraquim, yet these suggestions are not integrated into the core activities of the textbook.

With regard to the implicit use of language varieties, European Portuguese overwhelmingly predominates across all three textbooks, particularly in audiovisual materials. In *Págin@s 11*, all explanatory videos, grammar explanations, literary commentaries, and audio excerpts are delivered in the standard European Portuguese accent. Similarly, *Novo Mensagens* consistently features standard Portuguese in narrations, journalistic texts, songs, and audio recordings, with non-standard accents appearing only marginally and without pedagogical emphasis. *Letras em Dia* constitutes a partial exception through the inclusion of the song *Bom Rapaz*, performed by Carlão, whose marked Lisbon/Margem Sul accent reflects urban and socially situated language use. Nevertheless, this instance remains isolated, and the majority of accompanying materials continue to rely on the standard variety.

Concerning spoken language models and norms, all three textbooks implicitly promote European Portuguese as the reference variety for learning and evaluation. While some materials include speeches that briefly acknowledge cultural and linguistic diversity, such as those by António Guterres or Marcelo Rebelo de Sousa, these references are not followed by activities that encourage reflection on accent variation, language ideologies, or linguistic hierarchies. As a result, opportunities to challenge dominant norms and address accent discrimination are largely overlooked.

In terms of speaker representation, native speakers of European Portuguese dominate across the textbooks. Although *Novo Mensagens* includes audiovisual materials in other languages, particularly English, featuring a range of international accents, Portuguese-language materials do not share the same diversity. *Letras em Dia* again shows slightly greater openness by incorporating voices associated with urban and peripheral varieties of Portuguese; however, such representations remain limited and are not critically examined.

Overall, the findings suggest that the three textbooks consistently privilege the European Portuguese standard as the authoritative norm. While occasional references to linguistic and cultural diversity are present, these are rarely explicit, systematic, or pedagogically exploited. This absence of critical engagement with accent variation and pluricentricity may be seen as a missed opportunity, one that potentially reinforces standard language ideologies and contributes to the persistence of accent-based discrimination in Portuguese secondary education.

Teachers' and students' voices
Metalinguistic interviews

Overall, the interviews with L1 teachers showed that teachers teaching Portuguese are aware of the different language varieties and accept other ways of speaking and writing the language; however, the syllabus does not allow them to further explore this issue, nor the materials show any representation of these different varieties. Furthermore, they are all sure that students from other Portuguese-speaking countries feel discriminated against because of the way they speak.

As for the interviews with the L2 teachers, several young teachers do not believe in having to follow a specific variety when teaching English; however, the textbooks used in their schools mainly follow the standard British English variety (along with standard American English, to a lesser extent), consequently underrepresenting other native and not native speakers of the language. This leads to a clear discrimination of other varieties and accents of English, namely of speakers coming from India, Pakistan or Bangladesh, for instance, accents that are also heard in the classroom due to the growing number of students from these communities.

The interviews with students showed one common issue: all students state they do not associate any stereotypes with different accents of Portuguese and English. However, they have all witnessed—or or gone through—some type of discrimination regarding different accents, especially when it comes to varieties from other Portuguese-speaking countries.

In the interviews, some students reported that they have witnessed mockery of some regional accents of Portugal, for example from the Azores or the Alentejo region. However, they tended to emphasise that this normally happens in a humorous way, and not with the real intention to belittle people. An example given was from a student from the Azores, whose accent had been mocked when he first moved to the mainland. This was also confirmed by another student who added that some regional Portuguese accents carry the stereotypes associated with the regions where they come from, such as being lazy, friendly, or aggressive. In this regard, a student from Porto expressed that "there is a little bit of discrimination of the Porto or Northern accent" as the Lisbon, or Southern accent, is seen as more polite. As this student adds, in the south "they tend to sound soft and not so aggravating", and in the country this is the accent that people "tend to look up to more and say that it is the right way of speaking Portuguese". When talking about discrimination of other varieties of Portuguese, the same student highlighted that it happens towards the Portuguese spoken in other countries. In fact, a student from Angola became very emotional when reporting that in a previous school she attended in Portugal, she saw other African students with stronger accents being directly discriminated against by a teacher.

When asked about English accents, students did not report feeling discriminated against the way they speak. However, one student mentioned thinking of associations and stereotypes towards Indian English, "because when it comes to discrimination and negative connotations, that one is the accent, always the target".

Podcasts

The podcasts from the Portuguese context featured a mix of participants, including teachers, a student, and a psychologist. One podcast was especially interesting because it mentioned the issues regarding different Portuguese accents within Portugal. The interviewee provided a firsthand account, having lived in different regions of the country—including the islands—and her experience with accent discrimination and cultural differences between places was especially poignant to this research.

Another participant, from the perspective of intercultural psychology, talked about the factors that lead to linguistic discrimination and pointed to historical and cultural ones. As the speaker argued, the concept we have of other people's culture tends to define the way we behave towards them. Moreover, not only linguicism but most types of discrimination are related to an intolerance to differences, in general, as human beings, which must be carefully considered since this is related to the sense of belonging to a certain place and as a matter of identity. In addition, people who suffer discrimination related to issues of gender, origin, ethnicity, social class, among others, are usually marked by multiple exclusions. This includes linguistic exclusion, which affects not only the opportunities they seek, but the relationships they try to build and the way they live in general.

Linguistic autobiographies

The students' linguistic autobiographies reveal a wide range of experiences with language, mobility and accent. Although many were born and raised in Portugal, several students come from multilingual or transnational families, showing how accent and identity are shaped by more than place of birth. One student with Ukrainian heritage describes how early exposure to three languages (Ukrainian, Russian and Portuguese) initially delayed his Portuguese development and later led to criticism when he used Brazilian Portuguese expressions. Another student born in Switzerland recalls the confusion of mixing French and Portuguese as a child, including a moment when his grandmother could not understand that he was simply asking for water.

Accent-based judgements appear in different ways. A Portuguese Brazilian student describes being teased in Brazil for speaking European Portuguese and later facing the opposite reaction in Portugal when he returned with a Brazilian accent. Over time, he learned to switch between accents depending on the situation. Another student explains how speaking fluent English from a young age led some classmates to call him "weird" or "a nerd", showing how accentism can also operate in foreign language competence.

Several narratives show how families position languages differently. Some insist on speaking only Portuguese at home, especially when children switch to English at the dinner table. Others express pride in multilingualism and view the ability to move between Portuguese, Spanish and English as an important life skill. One student describes growing up with a northern Portuguese accent and occasionally encountering misunderstandings, which made him more aware of regional linguistic diversity.

Positive moments of inclusion often arise from successful communication abroad. Students frequently mention experiences in places such as Dublin, Canada or Mallorca that strengthened their confidence and sense of belonging. Also, the school appears both as a place of support and of restriction as some students recall teachers who encouraged their language development, while others remember being told not to speak English in class.

Taken together, these autobiographies illustrate how accent, language choice and family history shape daily interactions. The stories show how accentism can surface through jokes, corrections or assumptions, but also how multilingual practices promote confidence, connection and personal growth. All in all, they highlight the importance of linguistic awareness in education and the value of listening to lived experiences when addressing accent-based discrimination.

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The Bosnian-Herzegovinian context

Amna Brdarević-Čeljo,
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As a small, post-conflict country in Southeast Europe, Bosnia and
Herzegovina (BiH) has been shaped into a linguistically heterogeneous
but politically sensitive environment and its contemporary linguistic
landscape reflects a complex political and social history. The three
officially recognised standard languages, Bosnian, Croatian, and Serbian,
are mutually intelligible, but have become salient markers of ethnic
identity, functioning more as symbols of social belonging rather than
representations of linguistic diversity (Greenberg, 2004; Footitt & Kelly,
2012). In addition to the three official standards, the country demonstrates
significant internal variation, including eastern Bosnian (ijekavsko-
šćakavski), western Bosnian (ikavsko-šćakavski), eastern Herzegovinian
(ijekavsko-štakavski) and western Herzegovinian (ikavsko-štakavski)
dialects, which together constitute the core of a broader **Štokavian** dialect
continuum. The Sandžak dialect, used by Bosniak communities outside
BiH, represents a closely related and historically connected extension
of this linguistic system. Such a linguistically diverse environment has
played a significant role in shaping the position and functions of foreign
languages, especially English, within the contemporary Bosnian context
(Dubravac & Brdarević-Čeljo, 2025).

Within this socio-politically complex environment, English has gradually
emerged as a relatively neutral and practical means of communication,
used primarily for communication and access and not for expressing
identity or ideology. Its presence became increasingly prominent in
the 1950s and 1960s with the growing influence of Western media and
popular culture (Imamović & Delibegović-Džanić, 2016), but it assumed

a new and more significant role in the 1990s, particularly during and immediately after the 1992–1995 war, when it became a practical necessity in interactions with international forces, aid organisations, and NGOs (Arnaut-Karović, 2016). After the Dayton Peace Agreement was signed in 1995, the demand for English continued to rise. New university departments were established and the British Council provided considerable support for teacher education and curriculum development (Mešić, 2016). English subsequently became the first foreign language taught across schools.

In contemporary Bosnia and Herzegovina, English functions predominantly as an exonormative Expanding-Circle variety. It is taught from early primary education through higher education, with stable institutional support, and enjoys broad social acceptance. Standard British and American English dominate the domains of education, publishing, and assessment, while in informal contexts English frequently operates as a lingua franca, particularly in business and digital communication (Imamović & Mulahmetović-Ibrišimović, 2018). Outside formal instruction, exposure to English is extensive. Subtitled media, online content, and global social networks enable daily contact with the language, especially among younger generations, resulting in a growing level of passive bilingualism. However, this everyday multilingualism often contrasts with formal pedagogical practices, which still follow monolingual, standard-oriented models (Brdarević-Čeljo et al., 2025). Attitudes toward English in BiH appear largely positive (Brdarević-Čeljo, 2024), with the language perceived as a useful and socially desirable skill associated with education, mobility and professional advancement, rather than as a threat to local languages. The following sections of this chapter build on this sociolinguistic background to examine how English and BiH varieties are represented and perceived in the Bosnian educational context through empirical evidence from attitudinal research, textbook analysis and teachers' and students' interviews.

Attitudes towards English and BiH varieties – The Verbal Guise Test

An attitudinal study employing the verbal-guise test (VGT) was conducted across nine high schools in Bosnia and Herzegovina to examine how secondary-school students evaluate different accents of English and local Bosnian varieties, and how these evaluations reflect underlying linguistic ideologies. The study included a demographic questionnaire and a listening experiment. The questionnaire elicited basic demographic information, while the listening component adopted a within-subject design in which each of the 531 participants evaluated nine varieties of English and nine B&H accents. Each recording, lasting 20 to 30 seconds, consisted of a short, factually neutral text spoken by one male and one female speaker aged 18 to 25. The English set comprised Standard Southern British English (StBrE), Standard American English (StAmE), African American Vernacular English (AAVE), Multicultural London English (MLE), Indian English (IndE), Nigerian English (NigE), Bosnian English (BosE), German English (GerE), and Turkish English (TurkE). The Bosnian set paralleled this design with nine B&H varieties, three standards, namely Standard Bosnian, Standard Croatian and Standard Serbian, three regional dialects, the speech of Bosnian Krajina, the speech of Herzegovina and the Sandžak dialect, and three non-native varieties of Bosnian, namely Turkish-, American- and Arabic-influenced Bosnian. Participants rated each speaker on nine evaluative dimensions commonly used in attitudinal research: *friendly, competent, intelligible, not arrogant, educated, pleasant, correct, prestigious,* and *fluent.* These nine adjectives were rated on a five-point scale ranging from 1 (totally disagree) to 5 (totally agree) and the midpoint of 3 was taken as the threshold for positive attitudes.

The L1 results reveal that students generally hold favourable attitudes towards most Bosnian varieties, but differences still emerge in terms of how strongly each speaker is perceived. The Standard Bosnian, Standard Croatian and Standard Serbian speakers were evaluated most positively overall and on adjectives such as *competent, correct, educated, fluent* and *intelligible.* Among them, the Standard Croatian speaker was the highest-rated speaker across most adjectives, while the Standard Bosnian

speaker received the highest score on pleasantness. Regional varieties, such as regional varieties of Herzegovina and Sandžak region, were also evaluated positively overall, but less positively than standard varieties, which suggests that these accents are familiar and socially acceptable to students even if they are not rated as highly as standard forms. The regional variety from Krajina consistently received lower rating than other regional varieties, which reflects the social stereotypes connected to this specific dialect in this sociolinguistic context. The American- and Turkish-influenced Bosnian speakers received moderate but still positive overall evaluations across most adjectives, while the Arabic-influenced Bosnian speaker was rated least positively. However, these three foreign varieties were consistently evaluated less positively on correctness, education, prestige and fluency than standard accent and some regional accents. Rather interestingly, these varieties were rated as the least arrogant among all speakers, which suggest that, in this sociolinguistic context, students do not attach strongly negative social meanings to less prestigious accents.

The L2 results revealed a clear prestige hierarchy among the evaluated English accents. Standard British English was the most positively evaluated variety across all attributes, i.e. across competence, correctness, fluency, education, prestige, pleasantness and intelligibility. It was closely followed by Standard American English, which was also rated highly on all attributes. Two non-standard native varieties, MLE and AAVE, as well as foreign, expanding-circle varieties, Bosnian, German and Turkish English, were also evaluated positively and scored above the midpoint across the majority of adjectives, which places them in the moderately positive rather than negative range. These accents tend to be evaluated as less correct, less prestigious, less educated but also less friendly and less pleasant than standard varieties. The German English speaker was evaluated more favourably than the speaker of non-standard native variety MLE in terms of competence, correctness, education, fluency, intelligibility and prestige, but was rated less positively than the MLE speaker in terms of friendliness and pleasantness. Two outer-circle varieties, Nigerian English and Indian English were evaluated least positively overall and received rather low ratings on correctness, prestige, education and intelligibility, suggesting that students perceive these varieties as furthest from their expectations of standard English.

When L1 and L2 sets of data are observed together, the findings suggest that, both locally and globally, students' perceptions are shaped by socially dominant norms of standardness. Standard varieties, Standard Bosnian, Croatian, Serbian in the local context, and Standard British and American in the global context, consistently receive the highest evaluations, especially on competence, correctness, fluency, education and prestige. Non-standard native and foreign varieties are always rated less positively than standard, but most of them continue to be evaluated rather positively, particularly on interpersonal dimensions. This indicates that in this sociolinguistic context students associate these varieties with less authority and prestige but do not attach negative social traits to these less prestigious accents. These findings have several important implications for teachers. First, they show that accent attitudes need to be addressed explicitly in classroom discussions. Second, they point to the need to increase the number of accents students are exposed to, so that listening materials reflect the linguistic diversity outside the classroom. Third, they also encourage educators to help students recognise and accept linguistic diversity and consider it as a valuable feature of global communication.

The textbook analysis

The comparative analysis of L1 and L2 textbooks used in Bosnia and Herzegovina shows how language education reflects two different approaches to linguistic and cultural diversity. The study examined three L1 textbooks, Naš jezik (Our Language), **Čitanka** za prvi razred (Reader for the First Grade), and **Čitanka** za drugi razred (Reader for the Second Grade), and three L2 English textbooks, namely Headway, Gateway, and Solutions.

L1 textbooks demonstrate a clear effort to represent the multicultural identity of Bosnia and Herzegovina, particularly in the domain of lexis. They present Bosnian, Croatian, and Serbian varieties inclusively, including vocabulary such as *babo*, ***šeher***, *kruh*, *svibanj*, *dete*, and *hlebac*, which collectively illustrate the three standards. Orthographic and phonological variants (*ijekavian, ikavian, ekavian*) are represented,

giving students authentic exposure to regional and historical forms. In this way, these materials present linguistic variation as an expected part of language use rather than enforcing a uniform norm. Qualitatively, the L1 materials emphasise linguistic and cultural inclusivity. Authors' individual styles are preserved, and students encounter real examples of usage rather than artificially standardised language. Literary selections and cultural references draw from all three ethnic traditions, creating a balanced and representative curriculum. This approach promotes a pedagogy of coexistence, encouraging learners to view variation as a natural expression of identity and belonging.

In contrast, English language (L2) textbooks exhibit a more monolithic orientation. All three focus predominantly on British English, particularly in spelling, pronunciation, and grammar. While *Headway* occasionally includes American alternatives or some references to global varieties, *Gateway* and *Solutions* adopt a predominantly British norm throughout. Vocabulary such as *flat, crisps, lorry*, and *timetable* dominate, while American or international equivalents are rare. Students are rarely exposed to outer- or expanding-circle Englishes, such as Indian, Nigerian, or Singaporean varieties, and non-native accents are almost completely absent from the listening materials. Culturally, these textbooks remain heavily Anglo-centric. Most content portrays life in the United Kingdom, and only sporadically mentions other English-speaking regions or global users of English. Where diversity is represented, it appears only through isolated reading passages or token references. While this approach ensures consistency and clarity for learners, it reinforces the perception that English belongs to a small number of native-speaker communities.

Comparing the two sets of data reveals an interesting contrast. L1 materials recognise diversity and reflect the sociolinguistic reality of BiH, while L2 materials reproduce a narrow, standardised model. In practice, this means that students who are encouraged to see linguistic difference as normal in their mother tongue are simultaneously taught to aim towards uniformity in English. For teachers, this comparison raises important questions about curriculum design. Incorporating examples of global Englishes, regional accents, and intercultural content would better reflect the diversity of English today and prepare students for

authentic international communication. By extending the inclusivity of L1 pedagogy to English classrooms, educators in BiH can bring English teaching more in line with the multilingual context students live in.

Teachers' and students' voices
Teacher's L1 and L2 interviews

Interviews with teachers of Bosnian/Croatian/Serbian confirm the prevalence of standard language ideology in L1 teaching in Bosnia and Herzegovina. Standard varieties are positioned as legitimate written norms and the main targets of formal instruction, while regional varieties and foreign-influenced varieties are acknowledged as part of students' linguistic identities, but are, according to teachers, marginal or completely absent from curricula. L1 teachers also claim that they accept non-standard and dialectal forms in students' oral expression as long as these forms do not affect understanding, but they strictly insist on standard forms in writing. L1 teachers also state that some varieties, such the variety from the Sandžak region and some foreign-influenced varieties, are perceived as less correct and are sometimes mocked in the class, but when such incidents occur, they address them openly.

Interviews with English teachers also revealed a strong preference for native-speaker standards. Standard British and American English are positioned as primary targets of teaching and reference norms, while the local variety and other foreign-accented Englishes are accepted as long as they do not affect understanding, but are rarely treated as fully legitimate varieties. Although teachers appear open to diversity, their further explanations reveal that this openness is largely nominal and that they are in practice oriented towards the native norm. All teachers acknowledge the existence of multiple English varieties but frame non-native varieties as problematic, confusing or difficult to teach when these diverge from native norms. While they express willingness to expose their students to other varieties, including non-native English varieties, such exposure remains selective and controlled. A similar pattern can be observed in their correction practices. Local or foreign accents are accepted as long as students are intelligible, while grammar and written

accuracy are corrected far more strictly. Teachers also noted that they do not allow open ridicule of accents, but they admit that their students implicitly rank accents differently and tend to value native norms, British and American, but also some Western European varieties of English, for example, German and Scandinavian varieties, more highly than some other non-native varieties, such as Turkish, Arabic, Indian and others.

Students' L1 and L2 interviews

Student L1 interviews show that young people from Bosnia and Herzegovina are highly aware of the country's dialectal diversity and they are able to link accents to place, family background and identity. While many students value diversity, they also reveal that they order varieties hierarchically, e.g. Sarajevo accent is often perceived as more standard, correct, professional or 'closest to the literary norm', whereas accents from Krajina, Herzegovina, Sandžak, Tuzla or rural areas, are more likely to be described as less correct. Students also shared some comments or practices targeting regional accents, which were described very differently, either as instances of mild teasing and joking, hurtful mocking or even as discrimination. Some students reported situations when they or their peers felt embarrassed, experienced a loss of confidence, stopped participating in classroom activities because of their accent or even tried to adapt their speech in formal contexts to match the norm. Students believe that media, especially social networks, TV and film, play a major role in shaping accent attitudes and describe them as places where accent-based humour is presented as normal.

Students' L2 interviews reveal that students recognise a wide range of accents (British, American, Australian, regional US/UK, Balkan English, Indian, Nigerian, Pakistani, etc.), but their school materials still largely present only British and American as the only proper standards. All student interviews reveal a hierarchy of proper English. Native varieties (UK, US, Australia and sometimes Canada) are described as more correct, more professional, more educated and more respected, and speakers from these Anglophone countries are assumed to have better opportunities, higher status and more authority in professional settings. British English

is considered a prestige norm and it is repeatedly described as most beautiful, cleanest, polite, educated, royal, professional, while American English is the global norm, dominant in media and everyday global use and is described as clearer, cleaner, slower and easier to understand. Students also mention some other varieties, Indian, Pakistani and some African varieties, as funny and harder to understand and link them to some low-status jobs. Online content and memes were mentioned as the places where these stereotypes are reinforced and several students mentioned concrete cases of teasing and exclusion. Across these L2 interviews, students' descriptions of their accents vary considerably. For some, accent is an important element of their identity, for others, it is an instrument for clarity or a feature that can be adjusted to hide local roots. Thus, while some students take pride in their American-influenced accent, others proudly embrace Balkan traces in their English because such an accent marks them as Bosnian, whereas some consciously modify their accent to avoid stigma and imitate the perceived norm.

When all the interview data are considered together, several implications for teaching in both L1 and L2 classrooms become clear. Students bring to the classroom their own ideas about which accents are correct, professional or beautiful, and which are less valued, and these hierarchies reflect wider social and regional circumstances. Because such perceptions are rarely discussed explicitly and openly, they remain unaddressed and may influence how students perceive themselves and their peers. Teachers play an important role in drawing attention to accent attitudes and discussing stereotypes openly. To reduce bias and create a more inclusive classroom environment, teachers could include a larger number of voices in listening materials, acknowledge the legitimacy of non-standard local or foreign-accented varieties and encourage students to reflect on how accent is connected to identity and communication. In both L1 and L2 contexts, if learners are encouraged to value their own linguistic repertoires and understand how accent reflects identity rather than competence, they can become more confident speakers, and help build a more inclusive environment.

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Translations of 'Part I: the local contexts' in Italian, German, Portuguese, and Bosnian are available here: https://www.circe-project.eu/part-i-the-local-contexts/

Part II.a
Digital resources
for L2 / English

Topic	Ethics In Ai – Accent Diversity Protection	**Duration**	90 minutes
Type	Lesson Plan		
Cefr level	B1-B2		

GOALS/PURPOSE/AIMS

- Understand the concept of accent discrimination.
- Explore the implications of AI struggling to recognize diverse accents, including potential disadvantages in job recruitment and accessibility.
- Reflect on personal experiences on accent discrimination in relation to technology.
- Inspire potential solutions.

MATERIALS/RESOURCES USED

- BBC Article (possible adaptation to serve educational roles regarding to vocabulary/grammar phenomena etc.): https://www.bbc.com/news/technology-68466369
- Worksheet: Does AI have an accent preference?
- Whiteboard

PROCEDURES (STRUCTURE)

1. Warm Up: Introducing the topic (20 minutes):
- The teacher asks some questions to spark the conversation in the class: *Do you think all people have the same accent? Is any accent more difficult to understand? Why/Why not? What makes an accent more difficult to understand? Which accent are we more exposed to? Do you think accents influence the way people are treated? Have you ever had difficulty being understood because of your accent?*
Introducing key vocabulary:
- The teacher assigns a student to read the related vocabulary from the table on the Worksheet.
- The teacher asks students to define the words they know with examples, otherwise they give definitions and examples.

2. Reading and Comprehension (20 minutes):
- The teacher assigns students to read paragraphs of the text in turns.
- The teacher assigns 3 different groups to find in the text the reason why this happens, the people who are affected, and the impact it has on their lives giving them these questions to work with:
Why does AI fail to recognize all accents equally?
What impact does this have on people in workplaces and daily life?
What groups are most affected by this?

This could also be a task to continue at home and continue on the next lesson in case of 45 minutes lessons.

3. Presentation (20 minutes):

- One or two people each time present their findings from the text and support them with evidence. They explain how they understand the topic and share their ideas.
- The teacher asks the rest of the classroom to share their opinions.

4. Experimentation with AI technology (10 minutes):

- Teacher asks students to use an AI assistant (Google, Siri) and see the recognition results.
- Teacher poses the question for a short debate: who should be responsible for accent bias? If phones are not allowed in classroom or there is a matter of data privacy this task can be skipped.

5. Solution Design (20/30 minutes):

- The teacher uses the same teams that they have to come up with ways to make AI more inclusive for all accents.
- She writes the task on the whiteboard: *Imagine you are a tech company designing AI for speech recognition*.
- The groups present their solutions.
- Each team presents their solution to the class in a 1-minute "Tech Pitch", as if they were proposing it to investors.
- Classmates act as "investors" and ask questions, challenging the feasibility and effectiveness of each idea.
- Conclude with a class vote: *Which solution seems the most effective? Why?*

EXPECTED OUTCOMES

- Define and explain the concept of accent discrimination, particularly in AI and workplace settings.
- Assess the responsibility of tech companies in making AI systems more inclusive.
- Work collaboratively in teams to develop practical solutions to AI accent bias and present them persuasively.
- Design a solution to improve AI inclusivity, incorporating technical, ethical, and business considerations.

ASSESSMENT/REFLECTION

- Class Discussion: *Should AI be trained on all accents equally, or is it okay for it to prioritize more widely spoken accents? After today's lesson, has your perception of accents changed? If so, how? What will you personally do differently after learning about accent bias? Will you use speech recognition assistants differently?*
- Self-Evaluation: Students rate their confidence in discussing accent bias before and after the lesson.

Topic	Linguistic Landscapes: Language in Public Spaces	Duration	90 – 120 minutes
Type	Lesson Plan		
CEFR level	B2+		

GOALS/PURPOSE/AIMS

• Understand the concept of the linguistic landscape.
• Develop observational and analytical skills by documenting language use in public spaces.
• Reflect on language visibility, diversity, and power in the community.
• Create a visual exhibition showcasing findings and analyses.

MATERIALS/RESOURCES USED

• Smartphones or digital cameras
• Access to computer
• Padlet (optional)
• Printer (optional)

PROCEDURES (STRUCTURE)

1. Introduction to Linguistic Landscapes

Introduce and familiarise students with the concept of the linguistic landscape: the visible display of languages in public spaces, such as signs, advertisements, and graffiti. Discuss its significance in reflecting societal multilingualism and language hierarchies. This enhances awareness of language presence and diversity in everyday environments.

Reflection Questions: *What languages do you commonly see in public signs around your neighborhood or school?*
Are there areas where certain languages are more prominent? Why might that be?

2. Group Discussion and Brainstorming

In small groups, students discuss and brainstorm types of public signage they might encounter and the languages used. They consider factors such as location, audience, and purpose of the signs. This prepares students for fieldwork by identifying potential sources of linguistic data. Students anticipate the diversity and functions of language in public spaces.

Reflection Questions: *What types of signs are most common in your area (e.g., street signs, shop signs, advertisements)?*
Who is the intended audience for these signs?

3. Fieldwork Assignment: Photographing the Linguistic Landscape

Students are tasked with photographing examples of public signage in their neighborhood and school, focusing on:

- Language(s) used.
- Placement and prominence.
- Context and purpose.

They should collect 5–10 images, noting:

- Location.
- Languages present.
- Observations or questions raised.

This way they gather real-world data on language use in public spaces. Students engage in active observation, noting linguistic diversity and potential patterns.

4. Sharing and Categorizing Observations

Students upload their photos to a shared Padlet. In groups, they:

- Categorize images by language, location, or type of signage.
- Identify patterns or anomalies.
- Discuss potential reasons behind language choices and visibility.

They collaboratively analyze collected data and identify trends trying to notice and give answers to the following reflective questions:

- *Did you notice any signs where multiple languages are used? What might be the reason for this?*
- *Were there any signs that surprised you in terms of language choice or placement? Which languages are most/least visible in the collected images?*
- *Do certain areas show more linguistic diversity? What might this indicate about the community?*
- *How might the presence or absence of certain languages in public signage affect speakers of those languages?*
- *What messages are conveyed by the linguistic choices in public signs?*

5. Exhibition Creation: Showcasing the Linguistic Landscape

Students create a visual presentation (digital or physical) showcasing their findings. Each exhibit should include:

- Selected photographs.
- Captions explaining context and analysis.
- Reflections on language presence and implications.

OPTIONAL IDEA: *Host a gallery walk where students present their exhibits to peers, teachers, or the community.*
They synthesize observations and analyses into a creative and informative display. Students articulate their understanding of linguistic landscapes and their significance.

EXPECTED OUTCOMES

- Students will be able to define and identify elements of the linguistic landscape.
- They will critically analyze language use in public spaces and reflect on the implications of language visibility.
- Students can create a visual exhibition that communicates their findings and insights.

ASSESSMENT/REFLECTION

- Participation in discussions and fieldwork.
- Quality and depth of analysis in presentations.
- Ability to connect observations to broader sociolinguistic concepts.

Topic	Mapping our Accent, Finding our Linguistic Identity	**Duration**	90 – 120 minutes
Type	Lesson Plan		
CEFR level	B2+		

GOALS/PURPOSE/AIMS

- Explore and appreciate the diversity of accents and dialects within students' local and personal linguistic landscapes.
- Foster reflection on linguistic identity and personal speech patterns.
- Develop digital literacy and collaborative mapping skills.
- Raise awareness about sociolinguistic concepts such as linguistic variation, bias, and identity.

MATERIALS/RESOURCES USED

- Internet access
- Voice recorder (mobile phone or professional)
- Google My Maps
- Padlet

PART 1 – DISCOVERING OUR LINGUISTIC LANDSCAPE

1. Introduction: Defining Accent and Dialect
Students brainstorm the meaning of "accent" and "dialect" using personal and media examples. The teacher clarifies key differences and emphasizes that all varieties are valid. This builds foundational understanding and sets an inclusive tone.

2. Listening and Observing Global Englishes
Learners listen to audio samples (CIRCE VGT or IDEA) and note features and impressions. This exposes them to real-world English diversity and begins to question ideas of a "standard" accent, fostering critical listening.

3. Personal Reflection on Linguistic Identity
Students reflect on their own way of speaking English through guided questions. This develops self-awareness and connects the topic to personal experience, encouraging open discussion and empathy.

4. Voice Recording and Sharing
Each student records themselves reading a short passage and posts it on a shared Padlet. This builds confidence, promotes self-reflection, and sets the stage for linguistic comparison in the next session.

5. Homework: Mini Oral History

Students interview a family member or friend about their accent and attitudes toward it. They take notes or record audio. This brings real voices into the classroom and connects learning to the community.

PART 2 – MAPPING ACCENTS AND DIALECTS

6. Sharing Interview Insights

In the next session, students share what they learned from their interviews. This expands their view of language variation and adds human context to accent diversity.

7. Collaborative Accent Mapping

Using Google My Maps, students pin their recordings and interviews on a digital map with notes and reflections. This visualizes linguistic diversity and builds digital literacy through hands-on creation.

8. Group Discussion and Critical Reflection

The class discusses what they learned from the map and recordings. Key questions explore linguistic bias and identity. This helps consolidate insights and shift students from awareness to advocacy.

EXPECTED OUTCOMES

- Students identify and reflect on their own speech patterns.
- Increased awareness and appreciation of regional and individual variation in English.
- Students collaborate using digital tools to visually represent data.
- Enhanced understanding of language as a tool of identity and communication.

ASSESSMENT/REFLECTION

- Informal assessment through participation in discussion and map contributions.
- Peer feedback via Padlet and class discussion.
- Reflective writing prompt (e.g., "How different accents has shaped my identity, and why does it matter?").
- Teacher evaluation of map entries for completeness, insight, and clarity.

Topic	Accent Discrimination & Voice Diversity in English	**Duration**	45 – 60 minutes
Type	Lesson Plan		
CEFR level	B1-B2		

GOALS/PURPOSE/AIMS

- To expose learners to a variety of English accents.
- To challenge stereotypes and unconscious bias about "correct" or "standard" English.
- To develop active listening and comprehension skills across different pronunciation styles.
- To promote empathy and awareness around accent discrimination.
- To empower learners to value their own spoken identity.

MATERIALS/RESOURCES USED

- Google slides interactive presentation
- Projector
- Whiteboard
- PC/laptop

PROCEDURES (STRUCTURE)

1. Warm-Up (5–10 min):
- Discussion prompt: "What is the 'right' way to speak English?"
- Quick brainstorm: "Which accents do you hear most often? Least?"

2. Listening Challenge (15 min):
- Launch the quiz/presentation: "Accent Challenge".
- Students listen to short voice clips and guess speaker backgrounds.
- Interactive questions in the slide follow each clip (comprehension, opinion, matching, reflection).

3. Awareness Focus (5–10 min):
- Slide with a simple definition of accent discrimination.
- Share real-life implications (e.g., job interviews, classroom assumptions).

4. Group Reflection (10–15 min):
Class discussion or small groups:

- *Which accent did you find easiest/hardest to understand? Why?*
- *Did you find the speakers equally easy to understand? Why or why not?*
- *Which part of the speaker's accent stood out to you most — the vowels, rhythm, or intonation?*
- *Would you feel comfortable talking to this speaker in real life? Why?*

- *Does this accent remind you of someone you know or a media stereotype?*
- *If someone judged your accent, how would that make you feel?*
- *How can we support more inclusive communication?*

5. Reflection Menu:
Offering students a reflection menu promotes differentiated learning, allows them to choose the format that best matches their learning style, comfort level, and creative strengths.

Audio Reflection (Podcast-style)
1–2 minute voice not.
Record yourself answering: *When do I feel most confident speaking English? When do I feel judged?* End with one message you'd like the world to hear about accents.

OR

Accent Map with Annotations
Visual + written
Mark 3–5 English-speaking places on a digital (GOOGLE MAPS) or printed map. For each one, note what you associate with that accent, what challenges speakers might face, and what you'd like to learn from them.

OR

<u>If My Accent Could Speak</u>
Short poem or monologue.
Give your accent a voice. Let it describe itself, its experiences, and how others have treated it.

EXPECTED OUTCOMES

- Students will demonstrate increased awareness of accent diversity and will reflect on their own listening behaviors.
- Students will improve listening comprehension across accent variations.
- Learners will express greater confidence in their own accent and voice identity.

ASSESSMENT/REFLECTION

- Informal observation of the interactive quiz.
- Written reflection and follow up discussion.

Topic	Linguistic autobiography: we are the languages we speak	**Duration**	120 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Understand linguistic diversity in the classroom.
- Understand the differences between standard variety and vernacular variety.
- Reflect on personal experiences with language/accent discrimination.
- Inspire empathic behaviour towards non-native speakers of the national language of the country.

MATERIALS/RESOURCES USED

- Excerpts from novels, films (in English and in different languages) presenting reflections on languages and linguistic autobiographies, which serve as an invaluable tool in fostering students' self-awareness regarding (a) their linguistic identities and experiences; (b) the variety of linguistic influences, whether familial, educational, or societal, that shape an individual's perception and use of language.

- Newspaper article: Dina Nayery, "Foreign mothers, foreign tongues: "In another universe she could have been my friend" *The Guardian*, 9.03.2023 (https://www.theguardian.com/news/2023/mar/09/foreign-mothers-foreign-tongues-in-another-universe-she-could-have-been-my-friend).
- Film: *Belfast* (2021) written and directed by Kenneth Branagh, from minutes 57 and from minutes 61.
- Novels: excerpts from Douglas Stuart, *Shuggie Bain*; Douglas Stuart, *Young Mungo* [the ones devoted to Glasgowian accent vs. British accent].

PROCEDURES (STRUCTURE)

1. Warm Up: Introducing the topic (10 minutes):
The teacher asks some questions to spark the conversation in the class: *How many languages do you think we have in this classroom?*

The teacher writes the number(s) on the blackboard, then asks/writes:
- Are all languages on the same level? Why?
- Are the labels 'language' and 'dialect' synonyms?
- What is a 'linguistic autobiography'?

Introducing key vocabulary:
- The teacher assigns a student to read the related vocabulary from the table: *Language*, *Dialect*, *Vernacular*, *Linguistic variety*, *Accent*.
- The teacher asks students to define the words they know with examples/definitions.

2. Presentation of a selection of linguistic autobiographies/reflections from materials section (10 min)

3. Setting up the writing task (a personal linguistic autobiography) by providing (a selection of) the following prompts (20 min):

- **Personal background:** personal data (name, age, gender), birthplace, family migration history, changes in place of residence.

- **Family language dynamics** (immediate or extended family):
  - Parents' linguistic backgrounds, mother tongue(s), and professional domains.
  - Grandparents' linguistic heritage, job (if any) and their role in linguistic transmission; i.e., mother: Place of birth, relocations, mother tongue, professional occupation, speaks language X with person A and language Y with person B.
  - Household linguistic practices: primary language(s) spoken at home, intergenerational language use, code switching/code mixing tendencies or monolingual ones (i.e., At home, we normally speak X. Grandfather speaks Y with Z because … At the dining table, we speak … When we go to Z, we speak more often in…).
  - Other possible points that can be described: early linguistic environment, exposure to multiple languages or dialects, memory linked to language, how a word or sentence that was misunderstood marked a turning point, linguistic humor or strict linguistic rules within the family, complexity of multilingual or monolingual communication.

- **Personal analysis and daily linguistic practices:**
  - Taxonomy of languages, dialects, and varieties used throughout a typical day: i.e., what is your mother tongue? What other languages have you learned, where, from whom, and why? How many languages (dialects, vernaculars, or varieties) do you use in a day?
  - Differences in linguistic choices across different contexts: home, school, public spaces, and peer groups; i.e., In which contexts do you use one language instead of another? Which language (dialect, vernacular, or variety) do I use at home? At school? In shops? In social settings (cafés, gyms, churches, clubs)?
  - Contexts in which code-mixing occurs (switching languages within a single conversation, i.e., Do I ever use different languages in the same environment?)
  - A personal linguistic ritual: a language-specific greeting, a phrase that brings comfort, an expression that feels untranslatable and unique.

- **Family language attitudes:**
  - Explicit or implicit linguistic ideologies (i.e., purism, dialect stigmatization, pride about being multilingual).
  - Hidden linguistic practices (i.e., transgression of dialect use or secret codes among siblings; "grandparents' deviations" i.e. speaking local and traditional varieties despite family disapproval).
  - A family debate or anecdote about language (i.e., a parent insisting on "proper" speech; a grandparent lamenting a lost dialect).

- Regional language perceptions (i.e., linguistic confidence that non-standard varieties are considered privileged. "In region X, dialects do not exist, we speak "the standard language"").

- **Personal milestones in linguistic awareness (from childhood to adolescence):**
  - Early encounters with linguistic variation (i.e., interactions with relatives from different regions or nations, childhood holidays in linguistically diverse settings).
  - Encounters with linguistic prejudice or appreciation (i.e., school, holidays, relatives, any other kind of setting).
  - Changes in self-perception due to linguistic identity shifts (i.e., moving to a new region or country).
  - A moment when language felt like empowerment (i.e., cultural pride, personal expression of oneself, the first time in which you understood a secret conversation, the first use of a new language to solve a problem).
  - Educational experiences and language policies in school (role of formal education in shaping linguistic self-awareness):
  - Experiences of language suppression or encouragement in school (e.g., dialect and variety repression or multilingual support attitudes and initiatives).
  - Influence of specific teachers or methodologies on linguistic development and its consequences on oneself or peers.
  - Judgments on language learning in school contexts and outside of school (i.e., extracurricular language learning experiences, experiences abroad in the country where the foreign language studied is actually spoken).

- A breakthrough moment in language learning (i.e., the first successful conversation, a word that finally made sense, a book or film that opened new linguistic doors).
- A defining moment in school when language played a crucial role (i.e., an unexpected difficulty, a teacher's encouragement, an exam where language itself became the challenge).

- **Peer group influence and socio-linguistic identity:**
  - Conservation or abandonment of dialects and informal linguistic practices within peer groups. Reflection on how conversation or abandonment depends on the linguistic habits of your social group, i.e., playful, cryptic, or identity-driven uses of dialects or multilingual expressions; instances of dialectal or linguistic resurgence for comedic or cultural solidarity purposes.
  - A linguistic in-group moment (i.e., a nickname with a special meaning, a slang term only understood within a group, a language "game" played among friends).

- **Linguistic perceptions and preferences:**
  - Your own ability to identify different accents, dialects, or languages (i.e., I can identify dialect X, because it is part of my mother's language heritage).
  - Personal affinities or aversions toward specific local dialects/languages or foreign languages (i.e., I like language X, because it sounds Y; I dislike dialect Z, because it seems…).
  - Influence of media, literature, and music on linguistic identity formation (i.e., I learned English while listening to music X…).

4. Writing activities (30 min):
Each student writes his/her own linguistic autobiography.

Reciprocity and professional deontology: educators can choose to share their own linguistic autobiographies, demonstrating the exercise's depth and significance, as well as connecting and putting themselves on the same level as students, who are about to share their personal data and sensitive experiences. It is also advisable to reassure students that they are not obligated to sign their paper submissions, if they don't feel comfortable with sharing certain personal events or situations.

5. Feedback activities (on a different day, 60 min):
A selection of the linguistic autobiographies produced is presented to the classroom. The teacher is invited to structure the feedback process around thematic discussions, ensuring that all students' experiences are represented while maintaining anonymity. Key excerpts from their narratives are extracted and categorized on the basis of recurring themes such as multilingualism in the household, dialect retention, school language policies or more creative and personalized categories (it depends on the data received). To visualize trends, color-coded text might be used to distinguish diverse perspectives.

EXPECTED OUTCOMES

Ability to speak about the self via the languages we speak.

ASSESSMENT/REFLECTION

- How many languages are in the classroom?
- No one is monolingual.
- Every language matters.

Topic	Diversity of the English Language – A Reflection on Nigerian English	**Duration**	90 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Develop awareness of different varieties of English.
- Reflect on the role of English in a country like Nigeria.
- Strengthen reading skills and critical thinking through text work.
- Recognise and challenge bias in relation to different English accents.

MATERIALS/RESOURCES USED

- **Video "The Power of Language" by Kọ́lá Túbọ̀sún**
  TEDx Talks (2020, January 20). The power of language (Kọ́lá Túbọ̀sún) [Video]. YouTube. https://www.youtube.com/watch?v=rXPRDwV93NI
- **Quote**
  [T]he English language will be able to carry the weight of my African experience. But it will have to be a new English, still in full communion with its ancestral home, but altered to suit its new African surroundings.

Chinua Acheb (Nigerian novelist), 1965, p. 30
<u>Source:</u>
Achebe, C. (1965*). English and the African Writer.* Transition, 18, 27–30.
https://doi.org/10.2307/2934835

- **Reflection Task (Questions)**
  - What does the author mean by saying that English can "carry the weight of my African experience"?
  - What is meant by "a new English" in this context?
  - Can you think of examples of linguistic adaptations that illustrate the concept of "a new English"?
  - How does this idea connect to the role of English in Nigeria?

- **Useful Websites (Selection)**
  - OED: Introduction to Nigerian English
    https://www.oed.com/discover/introduction-to-nigerian-english?tl=true
  - OED: Nigerian English in the OED January 2020 update
    https://www.oed.com/discover/nigerian-english-in-the-oed?tl=true

PROCEDURES (STRUCTURE)

1. Pre-Lesson Activity (Individual Work):
Learners listen to the TEDx Talk "The Power of Language" by **Kọ́lá Túbọ̀sún** and take notes.

2. Lead In (Plenary Work):
The teacher writes "Global Englishes" on the board.
Learners brainstorm, the teacher collects their answers on the board.

Guiding Questions:
- Which countries use English?
- Does English sound the same everywhere?
- Are there any other differences besides differences in pronunciation?

3. Reading Phase (Pair Work):
The teacher distributes the text *Promotion of the English Language in Nigeria*.

Promotion of the English Language in Nigeria

The spread of English and its promotion in Nigeria could be attributed to several factors such as the multilingual nature of the Nigerian society, language policies adopted by the government, the status of the English language as a lingua franca and as an official language, the attitude of Nigerians towards the English language, the state of Nigeria's indigenous languages, English as a means of securing lucrative jobs, a ticket for gaining admission to schools in Nigeria and the prestige accorded English and its speakers.

Nigeria is a linguistically diverse region with diverse ethnic groups. Several scholars have estimated the number of indigenous languages in Nigeria at 250 to over 500 (Coleman 1958,

Hansford et al. 1976, Crozier & Blench 1992, Eberhard et al. 2019). Most of these languages are not mutually intelligible. With these diverse languages, the only language that is easily understood by almost every Nigerian is the English language, which is spoken in different forms (Broken English, Standard English). This is one of the enhancing factors for the wide dissemination and promotion of the English language in Nigeria.

Another factor that has led to the promotion of the English language in Nigeria is the language policy introduced by the colonial administration, which Nigeria adopted after gaining political independence in 1960. The colonial administration ensured that their language policy in all colonies benefited the English language. Most of the countries that made up the Commonwealth of Nations including Nigeria were at one time in history under British control and these countries continue to be linguistically controlled indirectly by the use of English as an official language. Even the language policy adopted and still practised by these countries is still in favour of the English language, as their education policy shows, where English is still the main language of instruction in schools and the language of evaluation.

Also, English has been the official and widely accepted language in the Nigerian society. It is the only language that has effortlessly broken all ethnic, social and linguistic barriers. In Nigeria, there is hardly any place where you will not meet people who speak English, even if it is the Broken English variant. English is not restricted to any particular ethnic group, society or cultural affiliation; it is the language for almost everybody. This has expedited its spread and promotion in the Nigerian society.

The status of English as an official language in Nigeria amidst the numerous indigenous languages available has also helped to promote the language in the country. English as an official language has been assigned important functions as the language of the media, education, politics, legislation, and banking.

Owing to the seemingly indispensable roles English plays in practically all sectors of the country, the general disposition towards the language in Nigeria is advantageous to its spread and growth. In today's Nigerian society, literacy is credited to be the ability to speak and write English. Anyone who cannot read and write is called an illiterate. Today, many parents do not allow their children and their wards to speak their indigenous languages, it is English. Most private and public schools do not allow their students to speak their native languages during school hours, and teachers are also prohibited from speaking indigenous languages during school hours. The penalty ranges from payment of mulct to suspension or heavy work. Everyone wants to communicate with others in English, regardless of their proficiency level in the language.

Another factor that has facilitated the promotion of the English language in Nigeria is the state of Nigeria's indigenous languages. Of the 525 indigenous languages in Nigeria (Eberhard et al. 2019), only 19 are institutional (developed to the point that they are used and sustained by institutions beyond the home-community), 76 are still developing (they are well used, though not yet widespread or sustainable), and the rest are either in trouble (intergenerational transmission is in the process of being broken but with hope of revitalisation) or dying (the only fluent users are older than child-bearing age, revitalisation is difficult). In most

Nigerian languages, standard orthography, the modernisation of the numbering system and the production of literary material are lacking. This has undoubtedly promoted the use of the English language in Nigeria, pushing most of the Nigerian languages to the background.

The ability to speak English well increases the chance of securing good jobs in Nigeria. Job interviews are conducted in English, regardless of the type of work. This began during the colonial administration in Nigeria and has continued to this day. As a means to safeguard employment, everyone learns and speaks English. This enhances and promotes the English language in Nigeria.

The English language serves as an entry filter into a tertiary institution in Nigeria. For a person to gain admission into any school in Nigeria, at least a credit pass (50%) in English is required. There are too many people who want to attend tertiary schools, so schools need to filter or search for eligible candidates through the effective use of English, as this is the dominant language of instruction in schools. With this constraint, aspiring candidates have to learn and be proficient in spoken and written English. This promotes the spread and growth of English in Nigeria.

Also, proficiency in the use of English attracts much admiration and respect from the society. Good English skills are seen as a sign of good education in society, and those who do not speak the language are not respected because they are considered to be uneducated. Good English language skills can lead to an upward shift in the status of the user. The values associated with the ability to speak English cause many people to learn and speak English and this translates into its being widespread throughout Nigeria.

<u>Source:</u>

Oyebola, F. K. (2020). *Attitudes of Nigerians towards Accents of English*, pp. 12-15

License: CC BY-NC-ND 4.0

Students read the text and answer the following questions in pairs:

- Why is English widely spoken in Nigeria?
- What role do indigenous languages play in Nigeria compared to English
- What are the advantages of English as a lingua franca in a multilingual country?
- What are the disadvantages of English as a lingua franca in a multilingual country?
- Why do some people in Nigeria prefer English over their own language?

4. Comparison of Results (Plenary Work):

Students compare their answers and discuss the main findings from the reading.

The teacher moderates the discussion and highlights key points from the text, ensuring all aspects are covered.

5. Reflection Task (Group Work):

(Groups of 4)

Learners interpret the quote from Chinua Acheb and reflect on the following questions:

- What does the author mean by saying that English can "carry the weight of my African experience"?
- What is meant by "a new English" in this context?

- What is the role of prejudice against certain English accents? Can you think of examples of accent discrimination in your environment or in the media?
- Can you think of examples of linguistic adaptations that illustrate the concept of "a new English"?
- How does this idea connect to the role of English in Nigeria?

Each group summarises their thoughts on a poster and prepare a brief oral presentation.

Note: Learners can explore Nigerian English further by referring to the "Useful Websites" provided.

6. Presentation and Discussion (Plenary Work):
Each group presents the results of the reflection task to the class.
The teacher moderates a class discussion, emphasizing key points about the adaptability of languages, particularly English as a global language.

7. Closure (Plenary Work):
The teacher provides a brief summary of the lesson, highlighting the following points:
- English is a diverse language that evolves differently across the globe.
- Nigerian English serves as an example of how language reflects history and culture.
- A positive attitude towards linguistic diversity not only fosters better global communication but also helps to reduce prejudice against certain accents.

Homework (optional):

Research another variety of English (e.g. Singaporean English, Indian English, Australian English) and prepare a brief description for the next lesson.

EXPECTED OUTCOMES

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ASSESSMENT/REFLECTION

-

Topic	English as a Lingua Franca – Exploring Accents and Varieties	**Duration**	90 minutes
Type	Lesson Plan		
CEFR level	B1		

GOALS/PURPOSE/AIMS

- Recognise and differentiate between different Englishes.
- Reflect on attitudes and potential biases towards different Englishes.
- Develop an appreciation for English as a global language, moving beyond native-speaker norms.
- Be able to actively participate in a discussion.

MATERIALS/RESOURCES USED

- Audio clips CIRCE English Accented Speech Stimuli Corpus:
  https://zenodo.org/records/18470837
- Opinion Statements:
  - Some accents are more professional than others.
  - Everyone should try to sound like a native speaker.
  - Accents are part of identity and should be celebrated.
  - It is better to focus on clear communication than on speaking with a "perfect" accent.

PROCEDURES (STRUCTURE)

1. Lead In (Plenary Work):
What does a "typical" English speaker sound like?

Learners brainstorm characteristics they associate with English speakers.
The teacher writes answers on the board.

2. Discussion (Plenary Work):
The teacher introduces the concept of English as a global language (lingua franca) used by people from diverse backgrounds.

Guiding Questions:
- Do you think everyone speaks English the same way?
- Why might different accents exist?

3. Listening Activity (Individual Work):
The teacher distributes the worksheets and explains the task.

Worksheet "Recognising and reflecting on different Englishes"

Task 1: Listening Activity
Listen to the audio clips and fill in the table below for each speaker.

Speaker	Accent	Ease of understanding (1 = easy, 5 = difficult)	Words or sounds pronounced differently	Overall impression
Speaker 1				
Speaker 2				
Speaker 3				
Speaker 4				
Speaker 5				
Speaker 6				

Task 2: Reflection Questions

1. Which speaker was the easiest for you to understand? Why?
2. Which accent was the most difficult? Why do you think that was?
3. What strategies helped you understand the speakers?
4. Did you notice any judgements or feelings about how certain speakers sounded? Reflect on these thoughts.

The teacher plays the audio clips of different English speakers one by one. (If necessary, audio clips are played twice).

Learners fill in the table, noting differences in pronunciation, intonation and rhythm.

After all the audio clips have been played, the learners are given some extra time to fill in the rest of the worksheet.

4. Comparison & Discussion of Results (Plenary Work):

- Learners share their guesses and observations.
- If necessary, the teacher highlights specific accent variations (e.g. vowel sounds, stress).
- Learners discuss strategies for understanding English speakers with different accents.
- The teacher moderates the discussion and, if necessary, adds important points that the students may not have mentioned.

5. Group Debate: preparation (Individual Work):

- Each learner is assigned one of the four opinion statements.
- Learners work individually to understand and prepare notes to support their assigned statement.
- Learners can use these expressions given as a handout if necessary:

Presenting Points of View	Justifying Points of View	Weighing Up and Evaluating
· In my opinion, ... · From my perspective, ... · I believe that ... · I think that ... · In my view, ... · As I see it, ... · It seems to me that ...	· One reason for my opinion is ... · I base my viewpoint on ... · My perspective is grounded in ... · This is because ... · To support this, ... · The main factor influencing my opinion is ...	· On the one hand, ... · Looking at the positive side, ... · Considering the advantages, ... · Another aspect to consider is ... · On the other hand, ... · Despite the positives, ... · However, it's important to acknowledge that ...
Expressing Certainty · I am confident that ... · I am convinced that ... · Without a doubt, ... · It's clear to me that ...	**Expressing Tentativeness** · It might be argued that ... · I'm inclined to think that ... · It's possible that ... · I could be wrong, but ...	
Inviting Responses · What are your thoughts on this? · How do you see this issue? · I'd be interested to hear your opinion. · Do you agree or disagree?	**Concluding Statements** · In conclusion, ... · To sum up, ... · Taking everything into account, ... · All things considered, ... · In light of this, ... · To conclude my argument, ... · After weighing the pros and cons, ...	

6. Group Debate (Plenary Work):

Learners discuss, present, and justify their assigned opinion statements.

The teacher moderates the discussion and, if necessary, adds important points that the students may not have mentioned.

7. Group Debate: reflection (Plenary Work):

The class reflects on the discussion.

The teacher gives feedback to the learners.

The teacher puts all four statements on the board.

Learners indicate which statement they most agree with by putting a coloured dot (or similar) under the statement.

Learners explain their choice.

8. Closure (Plenary Work):

Guiding Questions:

- What surprised you today?
- How can being open to different accents improve our communication?

The teacher provides a brief summary of the lesson, highlighting the following points:

- English is diverse.
- Understanding and respect for different varieties enhance communication.
- Everyone speaks with an accent – there is no "perfect" English.

Homework (optional):

Express your point of view on different Englishes:

- Think about your personal position on different Englishes.
- Using the structures on the handout, write a well-reasoned argument (200 words) that expresses your point of view.
- Make sure that your argument contains clear reasoning and effectively supports your point of view.

EXPECTED OUTCOMES

-

ASSESSMENT/REFLECTION

-

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

100

Topic	Counteracting Accent Discrimination Implicitly: Listening to Nigerian English with a Focus on Afro dance and Cultural Appropriation	**Duration**	135 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Implicit counteracting of accent discrimination through listening to Nigerian English in order to extract and discuss information from a documentary on Afro dance.
- Students are able to describe the origin of Afro dance and discuss different views of Nigerians on the challenges Afro dance is facing. They further critically reflect on the problem of cultural appropriation of and beyond Afro dance.

MATERIALS/RESOURCES USED

- Philander, K. (Director). (2022). (Un)credited: The past, present, future of Nigeria's Afro Dance scene [Documentary]. Redbull TV. https://www.redbull.com/int-en/films/un-credited
- Canva: https://www.canva.com/
- Scaffolding sources

- i-D. (2019, November 12). What Defines Cultural Appropriation? [Video]. YouTube. https://www.youtube.com/watch?v=_AMrJRQDPjk&t=148s
- Jacobs, B. (2022, May 16). What defines cultural appropriation? BBC. https://www.bbc.com/culture/article/20220513-what-defines-cultural-appropriation
- TEDx Talks (2021, May 26). Cultural Appropriation in America: Teri Beasley. [Video]. Youtube. https://www.youtube.com/watch?v=ph1AqbVce1w

PROCEDURES (STRUCTURE)

1. Lead in (Plenary Work):
The teacher shows a sequence (00:06:15-00:08.00) of the documentary in which different Afro dance styles are shown. While watching the students make hypotheses about the content of the documentary which are collected on the smart- or blackboard by the teacher.

2. Watching Phase I (Individual Work):
Before dealing with different Nigerian perspectives on Afro dance, students watch the first 01:49 minutes of the documentary to get a brief overview of Afro dance in Nigeria. While watching students make notes about the most important facts the sequence is mentioning.

3. Comparison of Results (Plenary Work):
The results are collected by the teacher in form of a mind-map on the smart or blackboard.

4. Watching Phase II (Jigsaw Puzzle):

In six different groups students listen to one perspective on Afro dance and note down their results in a worksheet so that each group has these for the Jigsaw Puzzle in the next phase.

Task 1: Listening Activity

Listen to the sequence(s) assigned to your group and work on the questions in the table. Please note that there are sequences who do not answer all questions.

Speaker/Perspective	What role does Afro dance play in the person's life?	What role does the person ascribe to Afro dance globally and nationally?	What challenges do Afro dance and afro dancers face in the person's view?
Kafayat Oluwatoyin Shafau 00:04:23 – 00:06:01 & 00:14:53 – 00:15:14			
Blayke 00:08:40 – 00:11:27 00:40:55 – 00:42:22			
Davido 00:14:54 – 00:16:57			
Hermés 00:17:00 – 00:20-02 00:42:57 – 00:43:48			

BJMIAH 00:11:27 – 00:13:30 00:30:22 – 00:33:00			
Seyioluyole 00:20:20 – 00:23:35 00:43:49 – 00:44:00			

Task 2: Afro dancers in particular highlight the problem of western artists appropriating their dance styles. Following up on this, please work on the tasks below:

1. Research on the internet what cultural appropriation is and why it is considered a problem and discuss in how far it relates to the sequences from the documentary.
2. Reflect on examples of cultural appropriation and prepare a digital poster with the digital platform *Canva* (https://www.canva.com/) in order to raise awareness for the problem of cultural appropriation.
3. If you need help, you can use the snippets from the box on the table that provides you with some sources you can start your research with.

In both phases students work on the following questions.
Please note that there are sequences who do not answer all questions:

- What role does Afro dance play in the person's life?
- What role does the person ascribe to Afro dance globally and nationally?
- What challenges do Afro Dance and Afro dancers face in the person's view?

Group 1: **Kafayat Oluwatoyin Shafau**: 00:04:23-00:06:01; 00:14:53-00:15:14
Group 2: **Blayke** 00:08:40-00:11:27; 00:40:55-00:42:22
Group 3: **Davido**: 00:14:54-00:16:57
Group 4: **Hermés**: 00:17:00-00:20-02; 00:42:57-00:43:48
Group 5: **BJMIAH**: 00:11:27-00:13:30; 00:30:22-00:33:00
Group 6: **Seyioluyole**: 00:20:20-00:23:35; 00:43:49-00:44:00

Afterwards the groups are reorganized into expert groups so that every perspective is represented at least once in each group. The students discuss their results based on the guiding questions and supplement their worksheets.

5. Comparison of Results (Plenary Work):
The results are compared in plenary and collected by the teacher on the smart or blackboard.

6. Reflection Task (Group Work):
In the original groups from the second watching phase the students take a coherent look at the results in order to work in the following tasks. The results are collected on a digital poster using Canva.

Afro dancers in particular highlight the problem of western artists appropriating their dance styles.

Following up on this, students work on the following tasks:
- Research on the internet about what cultural appropriation is, why it is considered a problem and discuss in how far it relates to the sequences from the documentary.
- Reflect on further examples of cultural appropriation and design a digital poster with canva in order to raise awareness for the problem of cultural appropriation.

As a scaffold the teacher can provide sources that can be used as a starting point for the student's research.

7. Comparison of Results (Gallary Walk):
The results are discussed in a gallery walk.

EXPECTED OUTCOMES

Digital poster that raises awareness for the problem of cultural appropriation.

ASSESSMENT/REFLECTION

-

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

106

Topic	Understanding and Challenging Accent Discrimination	**Duration**	90 minutes
Type	Lesson Plan		
CEFR level	B1		

GOALS/PURPOSE/AIMS

- Develop an awareness of accent and language discrimination.
- Encourage empathy and critical thinking about the impact of accent discrimination.
- Promote a more inclusive attitude towards English as a global language.
- Reflect on personal experiences and attitudes towards accents and language use.

MATERIALS/RESOURCES USED

- CIRCE Podcast "Unheard Voices: The Hidden Effects of Accent Discrimination"
- Guiding Questions:
  - *What general instances of accent discrimination does the podcast guest mention?*
  - *What personal challenges has the podcast guest faced because of their accent?*
  - *How has the reaction of others to their accent affected them?*
  - *How are accents portrayed in the media according to Mahera and the host?*
- Reflection Prompts:

- *How do you think Mahera's experiences relate to English as a global language? Do other speakers of English as a second or foreign language experience similar issues?*
- *How do accents shape our perceptions of people?*
- *Why do think accent discrimination happens?*
- *How does this relate to English as a global language, where people from different backgrounds use English to communicate?*
- Reflection Questions:
  - *Have you ever been judged because of your accent? Why?*
  - *Have you ever judged someone because of their accent? Why?*
  - *How can we reduce accent discrimination in our daily lives?*
  - *How can we promote a more inclusive understanding of English as a global language?*
- TaskCards
  https://www.taskcards.de/#/home/start

PROCEDURES (STRUCTURE)

1. Warm-up (Plenary Work):
The teacher writes the following question on the board:
What do you think of when you hear the term "accent discrimination"?

Learners brainstorm ideas in pairs and share them with the class.
The teacher writes key words and ideas on the board (e.g. stereotyping, prejudice, identity).

2. Listening Activity (Individual Work):
The teacher gives a brief introduction to the podcast guest and the context:
- The guest is Mahera Salhab from Palestine living in Bosnia who shares their experiences with accent discrimination.
- The discussion explores personal challenges, societal attitudes, and wider implications of accent discrimination.

Learners listen to the podcast twice and answer the following guiding questions:

Guiding Questions:
- What general instances of accent discrimination does the podcast guest mention?
- What personal challenges has the podcast guest faced because of their accent?
- How has the reaction of others to their accent affected them?
- How are accents portrayed in the media according to Mahera and the host?

If necessary, the teacher explains the term "glotophobia", which is mentioned in the podcast.

3. Discussion (Groups of 4):
In groups of 4, learners discuss the podcast using the following reflection prompts as a guide:
- How do you think Mahera's experiences relate to English as a global language? Do other speakers of English as a second or foreign language experience similar issues?
- How do accents shape our perceptions of people?

- Why do think accent discrimination happens?
- How does this relate to English as a global language, where people from different backgrounds use English to communicate?

Each group summarises their key points and shares them with the class.

4. Reflection (Individual Work):
Reflection Questions:
- Have you ever been judged because of your accent? Why?
- Have you ever judged someone because of their accent? Why?
- How can we reduce accent discrimination in our daily lives?
- How can we promote a more inclusive understanding of English as a global language?

Learners write short answers, which can be kept private or be shared anonymously on TaskCards.

5. Discussion (Plenary Work):
The teacher writes two columns on the board: "Causes of Accent Discrimination" & "Ways to Challenge it".
Learners contribute their ideas in an open discussion.
The teacher emphasises the idea of English as a global language with different speakers.

The class discusses how different Englishes (e.g. Indian English, Nigerian English, Singaporean English) contribute to the richness of global English communication.

6. Closure (Individual & Plenary Work):

Each learner writes on a sticky note one action they will take to combat accent discrimination and puts it on the board.

The teacher summarises the lesson, emphasising the diversity of English speakers around the world and the importance of respect and empathy.

Homework (optional):

Write a short essay or journal entry (200 words):

How can I help make the English classroom more inclusive for speakers with different accents?

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

111

Topic	Critical Reflection of English as a Lingua Franca: The Role of Pidgin English in West Africa	**Duration**	90 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

Students are able to:
- Define West African Pidgin English and its origins.
- Explain its status, role and function in West African countries.
- Critically reflect on the status English has compared to Pidgin English whereby linguicism is counteracted.

MATERIALS/RESOURCES USED

- Ankomah-Graham, K. (2017, August 22). *The absolute beginners' guide to Pidgin*. https://www.theguardian.com/commentisfree/2017/aug/22/bbc-pidgin-english-language-africa-nigeria
- BBC (n.d.). *BBC NEWS Pidgin*. https://www.bbc.com/pidgin
- Flinga: https://flinga.fi/
- Funke, S. [@SassyFunke]. (2021, June 11). *7 common Nigerian Pidgin English phrases you need to survive in Lagos, Nigeria* [Video]. YouTube. https://www.youtube.com/watch?v=Ugu-3DtSXX0

- Ibukun, Y. (2019, November 9). Nigeria harnesses Pidgin English power. https://www.theguardian.com/education/2010/nov/09/nigeria-pidgin-learning-english-ibukun

PROCEDURES (STRUCTURE)

1. Lead-In (Plenary):
The teacher presents a short excerpt from "BBC News Pidgin" and lets the student guess which language is used and what the excerpt might be about. If the students do not come up with Pidgin, the teacher names it. Afterwards the teacher gives a very brief overview of what Pidgin English is and presents a short video by Sassy Funke that introduces 7 common pidgin phrases so that the students get an idea how West African Pidgin can sound.

2. Reading activity (Pair Work):
In pairs the students read two newspaper articles on Pidgin English in West Africa. Each of them reads one newspaper article individually and makes notes on the following questions on their worksheet:
- How did West African Pidgin English come into being?
- Which function does Pidgin English play in West Africa?
- Which status does it have compared to English?

After they have finished their text, the students discuss their results and complete their worksheets.

3. Comparison of results (Plenary Work):

The results are compared and discussed in the plenary.

4. Reflection (Pair Work):

Based on the results of their pair-work students discuss in a blog entry (written or as a video) how far West African Pidgin is a way to challenge the dominant role English still has in West African countries. Thereby students should include quotes from the newspaper articles.

5. Comparison of results (Plenary Work):

Some of the results are presented and discussed in the plenary.

6. Closure (Individual Work):

For concluding the lesson the students note down one thing they would like to learn more about in the context of West African Pidgin. The results are collected via the digital platform flinga.

EXPECTED OUTCOMES

Blog entry in form of a written text or video.

ASSESSMENT/REFLECTION

-

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

114

Topic	Accent discrimination and accent bias in school and the workplace	**Duration**	90 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Raise students' awareness about accent discrimination and provide reflection on the issue.
- Provide an opportunity for listening comprehension practice by watching authentic videos about accent discrimination.
- Help students develop their lexical resource through reading an authentic text and vocabulary work related to accent discrimination.
- Provide an opportunity for students to practice and develop their use of English skills (grammar and vocabulary) at B2 level within the context of accent discrimination.

MATERIALS/RESOURCES USED

Forbes magazine article "Accent Discrimination Is Still A Pervasive Issue In The Workplace, Research Finds" by Janice Gassam Asare

https://www.forbes.com/sites/janicegassam/2022/11/18/accent-discrimination-is-still-a-pervasive-issue-in-the-workplace-research-finds/

Video "Language and Prejudice: How Accent Bias Harms People and Societies" Video by Unbounded Education
https://www.youtube.com/watch?v=iz3K98jPTzk

Video "We stigmatize accents, but language belongs to everyone" Video by PBS NewsHour
https://www.youtube.com/watch?v=x0OLBi8XL7I

PROCEDURES (STRUCTURE)

Warm up (5 minutes):
Focus questions discussions – Teacher asks the class:
- What do you think of when you hear the word "accent"?
- Do you think people judge others based on their accents? Why or why not?

Lead-in (10 minutes):
Teacher asks students to discuss the following opinion statements in pairs or small groups (whether they agree or disagree with each statement and why):
- People with strong accents are often misunderstood.
- Some accents sound more professional or educated than others.
- It's fair to judge someone's intelligence based on their accent.
- People should try to change their accent to fit in better.
- Accent discrimination is just as serious as other forms of discrimination.

Video Activity 1 (25 minutes)

Teacher pre-teaches words and phrases such as "accent discrimination", "accentism", "accent bias". Teacher tells students they are going to watch a video about accent discrimination (Video "Language and Prejudice: How Accent Bias Harms People and Societies" Video by Unbounded Education https://www.youtube.com/watch?v=iz3K98jPTzk)

1. Students watch the beginning of the video (0:00 to 1:30) and answer: *What are they going to discuss in this video?*
2. Students watch the rest of the video and answer the questions:
   - What is code-switching?
   - What is African-American Vernacular English (AAVE)?
   - What are the stereotypes associated with AAVE?
   - What are the stereotypes associated with the accents of dominant groups?
3. Extension questions for discussions:
   - Why do you think some accents are seen as more "prestigious" than others?
   - Have you ever experienced or witnessed accent discrimination? What happened?
   - How can we reduce accent discrimination in society?

Reading and Use of English Activity (40 minutes)

To bridge the contexts, teachers may talk about or ask students about accent discrimination in schools and then companies/workplace.

Teacher asks students if they know anything about Forbes magazine, shows them the website, and tells them they are going to work on an article from it.

("Accent Discrimination Is Still A Pervasive Issue In The Workplace, Research Finds" by Janice Gassam Asare

https://www.forbes.com/sites/janicegassam/2022/11/18/accent-discrimination-is-still-a-pervasive-issue-in-the-workplace-research-finds/)

1. Students read the first paragraph and fill in the gaps with the correct adjectives or nouns below:

young	industrial	pervasive	unemployable
similar	prestige	intelligence	

A new study from Sutton Trust indicates that accent discrimination is still a (1) _____ issue. The study looked at the experiences of 17-18-year-old university applicants, 18–21-year-old university students and (2) _____ professionals between the ages of 21-24. The study participants were all within the United Kingdom. The research found that there was "accent (3)_____" for those who spoke what is sometimes referred to as the "Queen's English." The researchers also found that there was accent bias for participants from (4) _____ cities like Manchester, Liverpool, and Birmingham, which are areas that are considered to be working-class within England. Both ethnic minority accents of Afro-Caribbeans as well as Indians also experienced bias. (5)_____ findings have been revealed in previous studies within the United States. One study found that within the Lewiston-Auburn area of Maine there was accent discrimination against those with African accents.

The researcher noted that "those with perceived African accents are seen to be the Lewiston-Auburn area archetype of African refugees and migrants...being assumed to have little education, job skills, (6)_____, and trustworthiness within the workplace." In that same study, the non-white individuals that were perceived to have English language barriers were believed to be (7)_____.

2. Students do a key word transformation exercise and then read the second paragraph to check their answers:

Key word transformation activity
Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You can use up to 5 words, including the word given.

1. Accent discrimination is a type of language-related discrimination.
   FALLS
   Accent discrimination _____ language-related discrimination.

2. Employers might not hire someone because of unconscious bias.
   DECIDE
   Employers _____ not to hire someone because of unconscious bias.

3. "English-only" signs are illegal unless speaking only English is necessary for the job.
   UNLESS
   "English-only" signs are illegal _____ necessary for the job.

4. Employees with non-native accents may experience bias in performance evaluations.
   EXPERIENCING
   Employees with non-native accents may _____ in performance evaluations.

5. A foreign accent can make a person seem less truthful.
   SEEM
   A foreign accent can _____ less truthful.

6. A Filipino nurse said her director humiliated her because of her thick accent.
   INDICATES
   A Filipino nurse _____ her director humiliated her because of her thick accent.

7. She sued her hospital for national origin discrimination.
   ENDED
   She _____ her hospital for national origin discrimination.

8. Accent discrimination can appear as hostility in the workplace.
   SHOW
   Accent discrimination can _____ as hostility in the workplace.

The second paragraph:

Within the United States, accent discrimination falls under language-related discrimination, which is protected under Title VII of the Civil Rights Act of 1964. Language discrimination can show up in a number of different ways in the workplace: Employers may decide not to hire a job candidate because of an unconscious perception that the candidate is not qualified or doesn't "fit" the job role. Accent bias can also show up in the form of "English-only" signs, which are illegal, unless speaking only English is necessary to perform the job. Employees with non-native accents may also experience bias when it comes to performance evaluations. Those rating the job performance of non-native speakers may unconsciously rate them as less favorable. One study from the University of Chicago found that a foreign accent makes a person seem less truthful. Accent discrimination may also show up as hostility in the workplace. In one case a Filipino nurse indicates that her director gave her negative feedback and humiliated her because of her thick accent. She ended up suing her hospital for national origin discrimination.

Answer Key

1. falls under
2. may decide
3. unless speaking only English is
4. end up experiencing bias
5. cause a person to seem
6. indicates that
7. ended up suing
8. show up

3. Students read the third paragraph and complete it with a word from the box:
Fill in the gaps with one word from the box:

outsider	nobody	individual	explain	immigrated	factors
discrimination	mislabel	anonymous	intonation	embarrassed	

One educator who _____ to the United States in the 1980s shared her experiences with accent bias but preferred to remain _____. "No matter how good of English, or no matter how much education I have…I have to justify my mere presence…_____ else is being asked to explain anything." She went on to _____ that our accents are shaped by many different _____ . "What we call 'accent' is a _____ . What people refer to as an accent is actually linguistic _____. It comes from the language you have spoken the most…or during the first part of your life…accent is the way each _____ sounds." For many foreign-born Americans, the feeling of being an _____ is ever-present. "I wasn't aware that it was _____ initially," the educator explains. "I was just _____ and it impacted me in my career when I started teaching because students were making fun of me."

4. Students read the last paragraph and answer the questions:
- What does the text say about customer preferences and workplace policies?
- What happened to customer satisfaction rates when call centers were moved outside the United States?

- How can education and training help reduce accent bias in the workplace?
- Do you think accent bias is a common problem in your country or school?

The last paragraph:
There are several ways that employers can address and mitigate accent bias in the workplace. Overcoming this type of discrimination should take a multi-pronged approach. First, there needs to be more awareness around the issue. Those with native accents are often unaware of the pervasive bias that those with perceived foreign accents experience. Even when customers may seem to prefer Native-English speakers, customer wants and desires cannot and should not dictate workplace policies and practices. Research indicates that call center customer satisfaction rates dropped when the call center moved outside of the United States. Those making hiring and employment decisions should understand that customer preference is not a permissible reason for discrimination. In addition to ensuring that there is education and training around our inherent accent biases, it is vital for workplace practices, including hiring processes, to be as standardized and objective as possible.

Video Activity 2 (10 minutes)
Teacher checks understanding/pre-teaches the word "stigma" and tells students that in this second short video (3:19 minutes) they will watch someone talking about accent discrimination.

Video "We stigmatize accents, but language belongs to everyone" Video by PBS NewsHour
https://www.youtube.com/watch?v=x0OLBi8XL7I

Students watch the video and answer the questions:
- What does he say about "accent reduction" or "accent elimination"?
- Why does he say that he probably has a bit of a foreign accent in every language he speaks?
- According to the speaker, what is accent discrimination about?

Teacher checks the answers with a whole class discussion.

EXPECTED OUTCOMES

By the end of the lesson students will:
- Develop awareness of accent bias and accent discrimination and its impact.
- Demonstrate improved listening comprehension through engagement with authentic video content.
- Expand their vocabulary related to accent discrimination and use it accurately in context.
- Practice and develop their grammar and vocabulary skills at B2 level through targeted exercises and productive tasks.
- Reflect on the issue of accent discrimination and express their opinions confidently in discussions or written responses.

Follow-up task: students write an essay about accent discrimination

Write a 200-word essay about accent discrimination. Your essay should include what accent discrimination is in your own words and explain why it is an important issue in today's world.

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

125

Topic	Accent, Identity, Accent discrimination, Bias, Media representation, Stereotypes, Character representation	**Duration**	150 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Activate students' prior knowledge about stereotypes, accents, and media representation.
- Analyze the connection between character accents and stereotypes.
- Encourage students to think critically about accent biases.
- Develop critical thinking and argumentation skills.
- Encourage students to rethink character representation.
- Encourage personal reflection on linguistic bias.

MATERIALS/RESOURCES USED

Film: *Zootopia* (2016) – selected scenes.

Gideon Grey's Scene (Young Bully & Later as a Baker)
- Time: *00:03:50 – 00:05:30* (young Gideon bullying Judy)
- Time: *01:05:55 – 01:07:30* (adult Gideon as a reformed baker)

Duke Weaselton's Scene (Chased by Judy & Interrogation with Mr. Big)
- Time: *00:27:40 – 00:29:40* (Judy chases and arrests Weaselton)
- Time: *00:49:10 – 00:50:30* (Interrogation at Mr. Big's place)

Mr. Big's Scene (Crime Boss Moment)
- Time: *00:48:00 – 00:51:10* (Judy and Nick meet Mr. Big, "Ice him!")
- Time: *01:19:10 – 01:20:30* (Mr. Big helps Judy with information)

PROCEDURES (STRUCTURE)

1. Pre-Viewing Discussion: Stereotypes and Accents (15 minutes)
Write these questions on the board and discuss in pairs or small groups:
- *What are some common stereotypes associated with different accents?*
- *Can you think of any films or TV shows where a character's accent reinforces a stereotype?*
- *Do you think accents influence how we perceive someone's intelligence, honesty, or personality?*

2. Scene Analysis: Identifying Stereotypes (30-40 minutes)
Show the selected scenes featuring Gideon Grey, Duke Weaselton, and Mr. Big.
Provide a worksheet with these questions:
- What accent does the character have?
- What stereotype is associated with this accent?
- How does the character's behavior match or challenge this stereotype?

• Why do you think the filmmakers chose this accent for this character?

After watching, students discuss their answers in small groups and share their thoughts with the class.

3. Role-Playing: Flipping the Stereotypes (30 minutes)
Assign students roles based on the characters but change their accents. For example:
• Gideon Grey with a British RP accent.
• Duke Weaselton with a posh, upper-class accent.
• Mr. Big with an American Midwestern accent.

Have students act out short dialogues and discuss how the accent change affects the perception of the character.
Reflection: Does changing the accent change the stereotype? Why or why not?

4. Debate: "Are Stereotypical Accents in Films Harmful?" (35 minutes)
Divide the class into two groups: One side argues that using stereotypical accents reinforces negative biases, while the other argues that it's harmless entertainment.
Give them 10 minutes to prepare arguments using examples from Zootopia and other films.
Hold a structured debate where each side presents their points, followed by a discussion.

5. Creative Writing: Rewriting a Scene Without Stereotypes (35 minutes)
Students choose one of the three characters and rewrite their dialogue in a way that removes or challenges the stereotype.
They can change the character's accent, personality traits, or role in the story.
Volunteers perform their new versions, and the class discusses how the changes affect the character's portrayal.

EXPECTED OUTCOMES

- Activate students' prior knowledge of accents and stereotypes.
- Encourage reflection on how media influences perceptions of different accents.
- Develop listening and analytical skills by examining character accents and behaviors.
- Improve students' ability to identify and explain stereotypes in media.
- Enhance critical thinking by discussing why filmmakers make these choices.
- Deepen students' understanding of how accents affect character perception.
- Encourage empathy by challenging assumptions about voice and identity.
- Improve speaking and improvisation skills in English.
- Develop persuasive speaking and argumentation skills.
- Foster active listening by engaging with opposing viewpoints.
- Develop writing skills with a focus on dialogue and storytelling.
- Enhance awareness of implicit biases in language and media.

Written reflection: "How Do Accents Shape Perceptions?"
Students write a short essay (250-300 words) responding to the following prompt:
Think about the accents used in Zootopia. How do they reinforce or challenge stereotypes? How do you think media representation of accents influences real-world biases?

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

130

Topic	Language, Identity, and Social Perception in Multicultural Contexts	**Duration**	100 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Develop reading comprehension and critical thinking by analyzing key themes, focusing on language variation, identity, and discrimination.
- Expand vocabulary related to language and discrimination.
- Explore how language influences treatment in social situations.

MATERIALS/RESOURCES USED

Tan, A. (1990). "Mother tongue". *The Threepenny Review*, *43*, pp. 7-8.

Text available at:
https://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf
https://engl110ccny1.commons.gc.cuny.edu/content/tan/
https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/166/Mother%20Tongue.pdf

Pre-Reading Activity (15 minutes)

1. Discussion questions with whole class:

- How many languages or dialects do you speak or understand?
- Have you ever felt judged based on how you speak?
- Do you think some accents are treated as more "correct" than others? Why?

2. Predicting the content:

- Show the title "Mother Tongue" and ask students to guess what it might be about.
- Introduce key words from the text (e.g., "broken English", "accent", "limited English", "perception", "bias") and ask students to predict their significance.

Reading the Text (30 minutes)

Close Reading: Break the text into sections* and assign different parts to small groups. Each group identifies:

- The main idea (What is Tan discussing in this section?)
- Key vocabulary (Are there any difficult or new words?)
- Tone and attitude (Is Tan sympathetic, frustrated, reflective?)

*Suggested excerpts for analysis:

1. Tan's realization of her "different Englishes" (first 3 paragraphs).
2. Her mother's language and how others perceive it (middle section).

3. Impact of language discrimination on her mother's daily life (hospital and banking anecdotes).
4. Tan's reflection on language and career choices (final paragraphs).

Comprehension questions and group discussion (20 minutes)
After reading, students answer the following questions in small groups and afterwards discuss with the whole class:

General Understanding:
1. Why does Tan feel self-conscious when giving a speech in front of her mother?
2. What examples does Tan give to show how her mother is treated differently because of her English?
3. How does Tan's perception of her mother's English change over time?

Deeper Analysis:
4. Why does Tan wince when using terms like "broken English" or "limited English"?
5. How does the way Tan's mother speaks influence the way others treat her?
6. Why do you think people sometimes assume that speaking with an accent means a person is less intelligent?
7. Do you agree with Tan's argument that language tests do not measure real communication ability?

Debate (35 minutes)
- Debate on the topic "Does having an accent impact social opportunities?"
- Divide the class into "Yes" and "No" groups:
  Group A: "Yes" – Having an accent affects social opportunities.
  Group B: "No" – Having an accent does not significantly impact social opportunities.
- Each group brainstorms arguments and examples.
- Encourage students to consider different angles, such as: employment, education, media representation, stereotypes, discrimination.
- Assign roles: opening statement, main arguments, rebuttals, and conclusion.
- The teacher moderates the discussion and, if necessary, adds important points the students may not have mentioned.
- At the end students vote on which arguments were the most persuasive (not necessarily which side they agree with).

Suggestions for further tasks:
Listening and pronunciation awareness for students to recognize different English accents and discuss how accents affect perception.
1. Listen to recordings of English speakers with different accents, including both native and non-native speakers of English (e.g., American, British, Indian, French, Brazilian).
2. Discuss in small groups:
   - How do different accents affect comprehension?
   - Are some accents perceived as more "correct" than others?

· Have you ever experienced or witnessed accent discrimination?

EXPECTED OUTCOMES

- Students will activate prior knowledge and personal experiences related to language and identity.
- They will develop awareness of language bias and different perspectives on "correct" English.
- Students will demonstrate understanding of Tan's experiences and the broader implications of language discrimination.
- They will analyze the emotional and societal impact of language differences.
- They will engage in deeper reflection on their own language experiences and how language shapes identity.
- They will critically engage with real-world issues related to language and social opportunities.
- They will practice respectful discourse, active listening, and critical thinking.

ASSESSMENT/REFLECTION

Written reflection – **Personal experiences**: To encourage students' critical thinking and personal connection with the topic.
- Write a short reflection based on the following questions:
- Have you ever been judged based on your language skills or accent?
- How do you feel about people speaking English with different accents?
How can we promote linguistic inclusivity?

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

135

Topic	A school-based campaign against accent discrimination	**Duration**	Variable
Type	Project		
CEFR level	B1/B2		

GOALS/PURPOSE/AIMS

- Raise awareness: educate students, teachers, and staff about the existence and impact of accent discrimination.
- Promote inclusivity: foster a school culture where all students feel valued and respected, regardless of their accent or linguistic background.
- Combat stereotypes and prejudices: challenge stereotypes and biases associated with certain accents (e.g., regional, international, or non-native accents).
- Empower students: equip students with the knowledge and tools to stand up against accent discrimination.
- Create a safe environment: ensure that the school is a safe space where students can express themselves without fear of judgment.

MATERIALS/RESOURCES USED

- surveys
- interviews

- policies regarding discrimination
- posters
- flyers/handouts
- videos
- suggestion boxes
- poems
- songs
- trivia quizzes
- banners

PROCEDURES (STRUCTURE)

Step 1: Research and understand the problem
- Define 'accent discrimination': educate yourself and others on what accent discrimination is, how it manifests, and its impact on individuals.
- Gather data: conduct surveys or interviews within the school to assess the prevalence of accent-based bias.
- Understand the legal and ethical context: familiarize yourself with laws and policies regarding discrimination to frame the campaign appropriately.

Step 2: Set clear goals and objectives
- Awareness: educate students and staff about the harm caused by accent discrimination.

- Behavioral change: promote acceptance of diverse accents.
- Support: create a safe environment for those affected by accent discrimination to share their experiences.

Step 3: Build a team
- Involve stakeholders: include students, teachers, school administrators, and parents in the planning process.
- Diversity matters: ensure the team represents a variety of accents, ethnicities, and cultures.
- Assign roles: divide tasks such as event organization, content creation, and outreach.

Step 4: Develop the campaign's core message
- Choose an inclusive slogan: create a short, impactful slogan like *"Every Voice Matters"* or *"Respect Accents, Respect People."*
- Focus on positivity: emphasize the value of linguistic diversity and how it enriches the community.

Step 5: Plan educational activities
- Workshops and seminars: organize sessions on the impact of accent discrimination and strategies for inclusivity.
- Guest speakers: invite linguists, educators, or community members to share their insights and experiences.
- Cultural days: celebrate linguistic diversity by encouraging students to showcase their languages and accents.

Step 6: Leverage multimedia and social media
- Posters and flyers: design visually appealing posters with facts, stories, and your slogan to place around the school.
- Videos: create short videos or skits demonstrating the effects of accent discrimination and promoting acceptance.
- Social media campaigns: use school social media platforms to share testimonials, graphics, and updates about the campaign.

Step 7: Monitor and evaluate
- Track participation: measure how many students and staff engage in activities.
- Collect feedback: use surveys, suggestion boxes, or focus groups to evaluate the campaign's impact and areas for improvement.

Suggested activities:

1. Accent Appreciation Day
Objective: celebrate linguistic diversity by allowing students to showcase their accents and cultural heritage.
How to execute:
- Create booths representing different languages and cultures.
- Encourage students to share poems, songs, or speeches in their native accents.
- Host a fashion or food segment tied to different cultures.

- Organize a trivia quiz on languages and accents worldwide.

Materials: booth decorations, trivia sheets, and posters.

2. Storytelling Circle

Objective: provide a safe space for individuals to share personal experiences related to their accents.

How to execute:

- Arrange a cozy setup with cushions or chairs in a circle.
- Appoint a facilitator to guide the session and maintain inclusivity.
- Allow participants to share experiences, struggles, and how their accents are tied to their identities.

Materials: a list of discussion guidelines, audio/video recording equipment (optional), and notebooks for reflections.

3. "Every Voice Matters" Pledge Campaign

Objective: encourage students and staff to commit to treating everyone equally, regardless of their accent.

How to execute:

- Create a pledge card or large poster where participants can sign their names.

Materials: pledge cards, a large banner for signatures.

4. Accent Inclusivity Posters

Objective: create visible reminders of inclusivity throughout the school.

How to execute:

- Hold a poster competition where students design artwork around themes like "Celebrate Every Accent" or "Your Accent is Your Identity".
- Display the winning designs around the school.

Materials: art supplies, poster boards, and digital tools for design.

5. Anonymous Storyboard Wall

Objective: allow students to anonymously share their experiences with accent bias.

How to execute:

- Set up a large board in a common area where students can pin or write their stories on sticky notes.
- Curate the stories into themes and display them in an exhibition format.

Materials: bulletin board, sticky notes, markers, and display materials.

EXPECTED OUTCOMES

- Increased awareness: the school community becomes more conscious of the biases and stereotypes associated with accents.
- Improved attitudes: students develop more positive attitudes toward accents different from their own.

- Enhanced empathy and respect: the school culture shifts toward greater inclusivity and acceptance.
- Reduced discrimination: students feel more comfortable expressing themselves in their natural accent.
- Empowered students: students who speak with non-standard or minority accents feel more confident and valued.
- Stronger community: the school becomes a more cohesive and supportive environment where diversity is celebrated.

ASSESSMENT/REFLECTION

Surveys and questionnaires
- Pre- and post-campaign surveys:
  - Distribute surveys before and after the campaign to measure changes in students' attitudes, awareness, and experiences related to accent discrimination.
  - Include questions like:
    "Have you ever experienced or witnessed accent discrimination?"
    "Do you feel more aware of linguistic diversity after the campaign?"
    "Do you feel more confident addressing accent discrimination?"
- Anonymous feedback:
  - Allow students to provide honest feedback about the campaign's effectiveness and their personal reflections.

Focus group discussions
- Small group reflections:
  - Organize focus groups with students to discuss their experiences during the campaign.
  - Use guiding questions such as:
  "What did you learn from the campaign?"
  "Has your perspective on accents changed? If so, how?"
  "Do you feel the school is more inclusive after the campaign?"
- Diverse representation:
  - Ensure that students from different linguistic backgrounds are included in the discussions to capture a range of perspectives.

Creative Reflections
- Artistic projects:
  - Invite students to express their reflections through art, poetry, or short stories that highlight what they learned about linguistic diversity and inclusion.
- Video testimonials:
  - Record students sharing their thoughts on the campaign and how it impacted them personally.

Classroom activities
- Reflective writing:
  - Ask students to write journal entries or essays answering prompts like:

"How has this campaign changed the way you think about accents?"
"What steps will you take to combat accent discrimination in the future?"
- Group discussions:
  - Facilitate classroom discussions where students can share their thoughts and listen to others' perspectives.

School-wide reflection event
- Campaign Wrap-Up Event:
  - Host a school-wide event where students can showcase their reflections, present findings, and celebrate the campaign's achievements.
  - Include activities like:
    A gallery walk displaying student artwork or posters.
    A panel discussion with students sharing their experiences.
    A screening of student-created videos or testimonials.

Key questions for reflection:
To guide students in assessing and reflecting on the campaign, consider asking:
1. What did you learn about linguistic diversity and accent discrimination?
2. How has the campaign influenced your attitudes or behaviors?
3. Do you feel the school is a more inclusive place after the campaign? Why or why not?
4. What challenges remain in addressing accent discrimination?
5. What can we do as a school community to continue promoting inclusivity?

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

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Topic	Accents and the Impact of Social Treatment		
Type	Lesson or activity plan	**Duration**	50 minutes
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Raise awareness of accentism and linguistic discrimination.
- Analyze how language variety (Jamaican English) shapes identity and perception.
- Develop critical thinking and empathy through discussion.
- Expand vocabulary around prejudice and discrimination.

MATERIALS/RESOURCES USED

- Johnson, L. K. (2006). Selected poems. Penguin Books
- Text and audio available at: https://poetryarchive.org/poem/sonnys-lettah/
- Printed lyrics
- Discussion prompts and vocabulary list
- Whiteboard/smartboard

PROCEDURES (STRUCTURE)

1. Warm-Up (10 min):
- Ask: "Have you ever heard someone judged by their accent?"
- Introduce words: accentism, prejudice, stereotype.

2. First Listening (10 min):
- Listen to the poem.
- Quick reaction: How does the speaker's accent affect how we receive the message?

3. Vocabulary Focus (5 min):
- Highlight words/phrases from the poem that reflect identity.

4. Group Discussion (10 min):
- Why do you think Linton Kwesi Johnson chose to use Jamaican English?
- How might people react differently if this poem was in Standard English?
  Is accent a form of identity?

5. Critical Thinking Task (10 min):
- Students write a short reflection: "Describe a situation where an accent or dialect affected how someone was treated".
- Optional share-out.

6. Wrap-Up (5 min):

- Class reflection: What can we do to challenge accentism?

EXPECTED OUTCOMES

- Recognize how accents impact social treatment.
- Understand Sonny's Lettah as a form of resistance through language.
- Use new vocabulary related to linguistic discrimination.
  Express personal reflections on fairness and identity.

ASSESSMENT/REFLECTION

- Active participation in discussion.
- Insightful reflections on accentism.
- Vocabulary usage in speech and writing (e.g. rewrite the poem in "Standard English").
- Exit ticket: "One way I can stop accent discrimination is…"

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

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Topic	Technology, Accent, Identity, Accent discrimination, Bias, Employment	**Duration**	100 minutes
Type	Lesson plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Develop reading comprehension and critical thinking by analyzing key themes.
- Activate students' prior knowledge and encourage discussion on accent bias.
- Expand vocabulary related to language and discrimination.
- Explore how language influences treatment in professional situations.
- Encourage critical thinking and persuasive speaking skills.

MATERIALS/RESOURCES USED

Chan, Wilfred (2022, August 24). "The AI startup erasing call center worker accents: is it fighting bias – or perpetuating it?". *The Guardian*.
Text available at:

https://www.theguardian.com/technology/2022/aug/23/voice-accent-technology-call-center-white-american?CMP=share_btn_tw

PROCEDURES (STRUCTURE)

Pre-Reading activity (30 minutes)

1. Discussion questions with whole class:
- Have you ever spoken to a call center agent with a strong accent? How did you feel about it?
- Do you think some accents are more "acceptable" than others in professional settings? Why or why not?
- Should employees be asked to change their accents for their jobs?

2. Guessing the vocabulary:
- Select key words from the article (e.g., accent modification, bias, discrimination, neutrality, identity, artificial intelligence).
- Write them on the board and ask students to predict their meanings.
- Give students sentences from the article where these words appear and have them infer the meanings.
- Finally, students create their own sentences using the words.

Reading the text (15 minutes)

Break the text into sections and assign different parts to small groups **or** read with the whole class out loud.
In small groups:
- Identify the main idea of the text.
- Identify unknown or difficult vocabulary.

- Examples referring to call center employees, the use of this type of software, and its implications.

Comprehension questions and group discussion (20 minutes)
After reading, students answer the following questions in small groups and afterwards discuss with the whole class:

General Understanding:
- What is the purpose of the voice modification technology?
- Why do some companies want their employees to sound more "neutral"?
- What are some ethical concerns about this technology?
- How does this issue relate to discrimination in the workplace?
- To what thing is this software compared?
- If you worked in a call center, would you want to use this technology? Why or why not?

Suggested excerpts for analysis and discussion:
1. "Sharath Keshava Narayana, a Sanas co-founder, told me his motivation for the software dated back to 2003, when he started working at a call center in Bangalore, faced discrimination for his Indian accent and was forced to call himself 'Nathan'".
2. "User feedback has apparently been positive: Narayana claims agents have said they feel more confident on the phone when using the software".

3. "Is AI technology helping marginalized people overcome bias, or just perpetuating the biases that make their lives hard in the first place?".
4. "The danger, Aneesh said, was that artificially neutralizing accents represented a kind of 'indifference to difference', which diminishes the humanity of the person on the other end of the phone".
5. "Hearing it closely, I realized that there was a hint of emotion, politeness and sociality in the original caller's voice," he replied. That was gone in the digitally transformed version, "which sounds a bit robotic, flat and – ahem – neutral".

Debate (35 minutes)
- Debate on the topic "Should Call Centers Use Accent Modification Technology?"
- Divide the class into "For" and "Against" groups.
  · Each group brainstorms arguments and examples.
  · Assign roles: opening statement, main arguments, rebuttals, and conclusion.
- The teacher moderates the discussion and, if necessary, adds important points the students may not have mentioned.
- At the end students vote on which arguments were the most persuasive (not necessarily which side they agree with).

Suggestions for further reading:
Aneesh, A. (2015) *Neutral Accent: How Language, Labor, and Life Become Global*.
Duke University Press Books. Book available at: https://www.researchgate.net/publication/329075248_Neutral_Accent_How_Language_Labor_and_Life_Become_Global

Suggestions for further tasks:
YouTube video: clip from the film *Sorry to Bother You*, about an African-American telemarketer. https://www.youtube.com/watch?v=T5X3cu1B87k&t=47s

Discussion questions:
- What is a "white voice"?
- What kind of stereotypes are associated with this "white voice"?
- Do you think the only way to be successful in the telemarketing industry is to have this "white" accent?
- What is the difference between the "white voice" shown in the video and the "Will Smith's white voice"?

EXPECTED OUTCOMES

- Students will activate prior knowledge and personal experiences related to language and identity.
- They will develop awareness of language bias and different perspectives on "correct" English.
- Students will demonstrate understanding the broader implications of language discrimination.
- They will analyze the professional and societal impact of language differences.
- They will engage in deeper reflection on their own language experiences and how language shapes identity.
- They will critically engage with real-world issues related to language and social opportunities.
- They will practice respectful discourse, active listening, and critical thinking.

ASSESSMENT/REFLECTION

Written reflection: develop students' writing skills and critical thinking.

Prompt: *"Do you think companies should encourage employees to change their accents? Why or why not?"*

Students write a short essay (200-250 words) expressing their opinions, using arguments from the article.

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

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Topic	Accent matters	**Duration**	90 minutes
Type	Activity (reading, speaking)		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- To educate students on key concepts related to accent discrimination.
- To improve students' critical thinking and speaking skills through discussions and debates on accent discrimination and its implications.
- To improve students' reading skills through reading an article and answering reading comprehension questions.
- To involve students in researching different English accents and their social, cultural, and historical significance.
- To improve students' presentation skills by having them present their research findings.
- To prompt students' creativity and anti-discrimination activism through the creation of anti-accent discrimination memes.

MATERIALS/RESOURCES USED

- Poster/Markers (for group work and presentations)
- Whiteboard

- Article: "The Sound of Discrimination: How Employment Law Handles Linguistic Profiling" https://onlabor.org/the-sound-of-discrimination-how-employment-law-handles-linguistic-profiling/
- Video Clips (for teachers): Fox News video on Melania Trump's accent (https://www.foxnews.com/video/5764491076001)
- NME article on Sadiq Khan and accent-based criticism (https://www.nme.com/news/music/morrissey-talks-racism-left-wing-hitler-says-sadiq-khan-can-not-talk-properly-2295226)
- Sofia Vergara and accent discrimination (https://luzmedia.co/spanish-accent)
- SNL skit on air traffic control with a Scottish accent (https://www.youtube.com/watch?v=UGRcJQ9tMbY)
- Research Tools: Access to online meme generators (e.g., imgflip, Canva) for homework assignment

PROCEDURES (STRUCTURE)

1. Warm-up: Class Discussion (15 min):
The teacher asks students about their perceptions and experiences with English accents:
- *What English accents are you familiar with?*
- *What is your favourite English accent? Why?*
- *Are some of these accents superior to others? How would you describe these different accents? How do you perceive people using these accents? Do you associate different accents with people's socioeconomic status?*

- *Do you think we should all try to eliminate our ethnic accents and strive for native-like proficiency? Why (not)?*
- *Do you feel that people with different accents are treated differently in school, work, or society? Can you think of prominent examples of real cases from the media, sports, politics, etc. experiencing different treatment because of their accent?*

(Some prominent people from different domains that were ridiculed for their accents might include: Melania Trump, Sadiq Khan, a former mayor of London, Sofia Vergara, etc. For more see the links in the Materials section).

- *Have you ever been judged for your accent?*

(Teachers can also share their own observations and experiences as EFL English teachers in terms of native and non-native English teachers and professors in educational/academic settings).

OPTIONAL: Instead of initial discussion, the teacher can ask students to do the idea speed dating activity for a more dynamic, engaging warm-up (The teacher distributes all students into two circles: inner and outer circles. Inner circle students sit facing the outer circle students. They have 2 minutes to discuss each question that the teacher asks. After each round, students in the inner circle will rotate one seat to the right (or left) to form new pairs. The students in the outer circle remain in place. so fresh discussions are made with each rotation. Then the teacher asks students to comment on their discussion).

2. Article reading: Individual work (20 min):
In this activity students are asked to read and discuss a newspaper article on linguistic profiling in a workplace: *The Sound of Discrimination: How Employment Law Handles Linguistic Profiling.*

The teacher introduces the topic of accent discrimination in workplace settings. After reading the article, students answer the reading comprehension questions:

- *What is the primary issue discussed in the article?*
- *What is linguistic profiling?*
- *What are the key consequences of linguistic profiling according to the article?*
- *Which law offers some protection against linguistic profiling in the United States?*
- *The article mentions a law in which country that makes accent discrimination illegal. Which country is it?*
- *How is linguistic profiling different from other forms of discrimination?*
- *Why is linguistic profiling a problem in the workplace?*
- *How does linguistic profiling affect people from minority groups?*
- *What legal protections exist against linguistic profiling in the U.S., and how effective are they according to the article?*
- *What role can employers and educational institutions play in preventing linguistic profiling?*
- *Do you think accent or speech pattern should be a factor in hiring decisions? Why or why not?*
- *Do you think that your accent might influence your future career success?*
  In your opinion, what steps should be taken to ensure that people are not judged unfairly based on how they speak?

3. Teacher presentation (5 min):

After being introduced to the topic of linguistic profiling, the teacher explains that this kind of practice is also a form of discrimination that many people are not aware of and which is often overlooked. As a tribute to Zero Discrimination Day (https://www.internationaldays.org/march/zerodiscriminationday), the teacher writes the following concepts on the whiteboard and briefly explains them to students: *accent discrimination/accent bias/linguistic prejudice/glottophobia*, *linguistic imperialism*, *language prestige*, *linguistic reduction*.

4. Group Research Project (30 min):

Following the teacher's presentation and having learned something about the topic in general, students are asked to form research groups of three/four.

Each group should research a teacher-assigned accent (e.g., Cockney, Texas, New York, AAVE, Californian, Irish, Scottish, South African, Caribbean, Arabic-English, Spanish-English, Chinese-English, Indian) presenting their findings on a poster. Each group first presents the accent's features and commonly associated stereotypes, then asks other groups to guess which accent they are talking about. They should also find a sample of an accent and play it for others. After identifying the accent, each group adds a bit more information on its history and cultural significance.

5. Mini-debates (20 min):

In the final activity, students are asked to think about the topic in a more nuanced and focused way by evaluating some of the stances related to accent perceptions. The teacher reads the

following statement/scenarios, asking all students to raise their hands if they agree with the statement. Then the teacher asks students from each side of the viewpoint to elaborate more on their stance.

The thought-provoking statements:
- Most stand-up comedians from immigrant families use their parents' accents when impersonating people belonging to their ethnic groups as their comedic shtick. However, a few oppose this. For example, Hari Kandabolu, an American-Indian comic never does accents as part of his comedy, saying: *I think some people are used to accents because that's how they see immigrants: Immigrants are funny voices. Immigrants are foreign, strange experiences. And I think there are tons of examples where comics have spoken about their [immigrant] parents and all they are is an accent.* Do you agree with him?
- Accent reduction (i.e. modifying a person's accent to sound more "neutral" or "standard", often to improve communication in professional or social contexts) is a common educational strategy taught in English classes. Do you agree that accent reduction should continue to be an English learning/teaching goal?
- Certain professions should hire people speaking only certain English accents.
(An aid to prompt discussion: Think about traffic control, court transcription, or emergency services).
OPTIONAL: The SNL skit on air traffic control and a Scottish air traffic controller can be played too.

- Every country needs to pass laws against accent discrimination. Then accent discrimination would not be socially (and legally) acceptable anymore.

6. Homework:
- **Creating memes:** Each research group is given a task to create a meme (or two) combating accent discrimination and present their memes in the next class. The teacher can provide info on some of the meme-generators available online (e.g. imgflip; Canva, IloveIMG). The memes can be posted in schools' public spaces as a part of the Zero Discrimination Day campaign.

- **Post-lesson written reflection:** Students are asked to reflect on what they learned in today's class and whether their views on accent discrimination might have changed. They should identify their own biases and think of ways/plans to decrease their linguistic prejudices in the future and to promote linguistic diversity.

EXPECTED OUTCOMES

- Increased awareness of accent discrimination.
- Students will define and differentiate the key concepts taught in class.
- Students will be familiar with several different accents and their historical and cultural associations.
- Students will critically evaluate controversial statements about accent discrimination.
- Students will reflect on their own experiences with accents.
- Students will be equipped to be involved in activism on accent discrimination.

ASSESSMENT/REFLECTION

Speaking:
- Student participates actively in discussions in a coherent way.
- Student demonstrates the ability to explain complex concepts clearly and uses the appropriate terminology.

Reading:
- Student demonstrates comprehension of the reading material by answering reading comprehension questions.
- Student extracts relevant information from the text to support their arguments/answers.

Writing:
- Student produces a creative and thoughtful meme addressing accent discrimination.
- Student writes a reflective piece after the lesson, demonstrating personal insights into accent discrimination and the steps they plan to take to promote inclusivity.

Collaborative skills:
- Student works effectively in a group (contributes to the group project, listens and incorporates peers' comments, shares responsibilities).

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

161

Topic	Talkin' Black	**Duration**	90 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- To introduce students to the concept of African American Vernacular English (AAVE).
- To challenge stereotypes about AAVE.
- To encourage students to apply AAVE in their writing.
- To introduce students to the limerick, a form of silly poetry.
- To equip Students with the Tools for Advocacy Against Accent Discrimination.

MATERIALS/RESOURCES USED

- Documentary *Talking Black in America* by the Language and Life Project (https://www.youtube.com/watch?v=8QFpVgPl9tQ)
- AAVE Overview: StudySmarter AAVE Overview
- Group Research Tools & Internet: Computers/tablets, phones (academic articles, books, studies)
- Slideshow Software: e.g. Google Slides, Microsoft PowerPoint
- Writing Materials: Pen/pencil, paper

- Song Analysis Resources: Lyric website (https://unclegoose.com/blogs/blog/how-to-write-a-limerick-in-4-steps)
- Whiteboard & Markers

PROCEDURES (STRUCTURE)

1. Warm-Up: Class Discussion Prompt (20 minutes):
The teacher discusses and recaps the documentary *Talking Black* with students, which they had been previously asked to watch at home.

The teacher might ask the following questions:
- *What is the main idea behind the term "sounding Black" or "talking Black," based on the documentary?*
- *What is the difference between "talking black" and "talking white"?*
- *What is African American Vernacular English (AAVE)?*
- *The documentary mentions the Ebonics controversy in the 1990s. What was it all about?*
- *What does the documentary say about theories explaining how AAVE was created? What historical circumstances account for its evolution?*
- *Is AAVE an incorrect, lazy way of speaking, or simply slang, or is it a legitimate language, a system of its own, according to the documentary? Why is it so?*
- *What is code-switching? Why do some African Americans feel the need to "code-switch" between AAVE and Standard English?*

- *How do black people face discrimination with their language? What is meant by "language gives you access, and it'll give you a barrier"?*
- *How do the speakers in the documentary describe the relationship between language and cultural identity in black communities? Can you think of some specific examples/explanations from the documentary?*
- *How do the media and mainstream society contribute to the stigmatization of AAVE? What effect does it have on people in work and academic environments?*
- *How has the perception of AAVE changed over time? How is it perceived today in popular culture, especially among the youth?*
- *What did you think of the documentary overall? Did you like it? Did it change your views in any way?*

2. Identifying AAVE features: Teacher presentation (10 minutes):
The teacher asks students if they recall several features of AAVE mentioned in the documentary. Then, they follow by asking them if they are familiar with some other AAGE traits they might have noticed in popular hip-hop or rap songs, movies etc. All the identified features are listed on the board. Finally, teacher expands by identifying and writing down on the board other most notable AAGE features regarding phonological, grammatical, syntactic and vocabulary differences. (An AAVE overview: https://www.studysmarter.co.uk/explanations/english/global-english/african-american-english/).

3. Group Research Project: Debunking Myths about AAVE (30 minutes):
The goal of this activity is to further familiarize students with AAVE by focusing on critical thinking and evidence-based arguments to counter common misconceptions about AAVE. The teacher divides students into groups of 3 or 4 and assigns 1 or 2 myth(s) to each group. Students' tasks are to research and collect information on the myth from reputable sources (e.g. research projects and scientific studies, academic articles, book excerpts, documentaries, etc.) to debunk their myth. Following the research, students should prepare a brief digital slideshow with four elements:

1. presenting the myth;
2. introducing the factual evidence that debunks it;
3. Tie this in with the role of black history, culture and identity;
4. conclude with the social significance of debunking the myth in terms of reducing accent discrimination.

Some of the myths that the teacher can ask students to explore might be:
- *AAVE is just a "ghetto" way of speaking.*
- *AAVE is ungrammatical.*
- *Only uneducated people speak AAVE.*
- *AAVE is just a 'bad' version of English.*
- *Only Black people speak AAVE.*
- *AAVE is a recent invention.*

- *AAVE is just a version of Southern English.*
- *AAVE is only spoken by young people or in certain subcultures.*
- *AAVE speakers are lazy or don't care about language.*
- *AAVE is always unintelligible to non-speakers.*
- *AAVE speakers are not capable of using Standard English effectively.*
- *AAVE is only used in music or pop culture.*
- *AAVE is a "uniform" way of speaking for all African Americans.*

4. Limerick Writing: Pair work (30 minutes):
After being introduced to the most prominent AAVE characteristics, the teacher asks students to apply the newly acquired knowledge through a fun activity: writing a limerick incorporating some AAVE features. The teacher explains that limericks are humorous one-stanza poems originating from the Irish town of Limerick in the 18th century that quickly became popular throughout England and Ireland. They have aabba rhyme scheme, where the bb lines are shorter than the other three.

For more on the structure and advice on how to write a limerick see https://unclegoose.com/blogs/blog/how-to-write-a-limerick-in-4-steps.

The teacher can read silly limericks as examples of what they are like. Below are some samples. When everyone is done writing, students read their limericks out loud.

There once was a man from the wood
Whose limericks weren't so good
'Cause try as he may
The rhymes were okay
But he always tried to shove as many syllables into the last line as he possibly could

This limerick goes in reverse
Unless I'm remiss
The neat thing is this:
If you start from the bottom-most verse
This limerick's not any worse

There once was a man from Bombay
Who was making explosives one day
He dropped his cigar
In the gunpowder jar
There "once" was a man from Bombay

There once was a man named McDew Whose limericks ended at two

5. Homework (individual):
Each student should choose a song of their own choice by a black artist that uses AAVE. Task:
a) Identifying at least three features of AAVE in the song.
b) What message does the song convey about Black identity and culture?

EXPECTED OUTCOMES

• Increased understanding of AAVE as a linguistic system.
• Students' ability to differentiate myths from facts about AAVE.
• Students will learn how to write a funny limerick.
• Students produce some features of AAVE in their own limerick writing.

ASSESSMENT/REFLECTION

Speaking:
• Student participates actively in discussions in a coherent way.
• Student demonstrates the ability to present findings on a myth in clear, coherent and cohesive way.

Listening:
• Student demonstrates comprehension of the video material by answering comprehension questions in the class discussion.
• Student extracts relevant information from the documentary to support their arguments/answers.

Writing:
- Student produces a creative and funny limerick using some AAVE.
- Student notes down features of AAVE and the underlying messages found in a black artist's song.

Collaborative skills:
- Student works effectively in a group (contributes to the group project, listens and incorporates peers' comments, shares responsibilities).

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

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Topic	*Siri, Can You Hear Me Now?*	**Duration**	90 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- To educate students on the concept of accent bias in AI and its broader implications.
- To analyse how AI technologies, like voice assistants, respond to different accents and identify patterns of discrimination.
- To present research findings on AI and language biases effectively to their peers.
- To ask informed and thoughtful questions about the future development of AI systems and their impact on society.

MATERIALS/RESOURCES USED

- Voice assistants (Siri, Alexa, Google Assistant)
- Text-to-speech feature on teacher's phone/PC to read the article aloud to students (https://nymag.com/intelligencer/2018/08/why-are-google-siri-and-alexa-so-bad-at-understanding-bilingual-accents-voice-assistants.html)
- Internet access for group research on assigned articles:
  1. AI Biased by User Language (https://languagemagazine.com/2025/01/16/ai-biased-by-user-language/)

2. Why Racial Bias Still Haunts Speech-Recognition AI (https://builtin.com/artificial-intelligence/racial-bias-speech-recognition-systems)
3. Artificial Intelligence's second-language English problem (https://barbaraserra.substack.com/p/artificial-intelligences-second-language)
4. A guide to the different types of AI bias (https://www.zendata.dev/post/a-guide-to-the-different-types-of-ai-bias)

- Video (optional): Video showing people with different English accents testing AI tools. Link: https://www.youtube.com/watch?v=gNx0huL9qsQ
- Expert speaker: An expert in AI, linguistics, or ethics who can discuss the issues in-depth with students

PROCEDURES (STRUCTURE)

1. Warm-up: Pair work (15 minutes):
The teacher splits students into pairs of two and has each pair test a voice assistant (e.g., Siri, Alexa, Google Assistant) by giving a series of commands. Students are asked to first use their native language, then their English accents, and finally play a bit and try to emulate other English accents they are familiar with (e.g., British, American, Southern, or other regional/global accents). Each pair should note the accuracy and response time of the AI for each accent.

Then the teacher prompts a short discussion by asking students:
- *Did you notice any differences in how the AI responded to different accents?*
- *Did the AI perform better with some of your accents? Why do you think that might be?*

- *Can you relate this to any social attitudes towards different accents?*
- *Did you have some experiences with AI before when it could not understand you?*

2. AI reading/students listening (20 minutes):
The teacher uses a text-to-speech feature on their phone/PC and asks students to listen while AI is reading an article on AI accentism: *'Okay Google, Play 'Dura'': Voice Assistants Still Can't Understand Bilingual Users*.

After listening to the article, students are asked to answer the following questions:
- *Did you understand the text read by AI? Does AI always understand you when you talk to it?*
- *What is the main issue the author experiences with voice assistants like Google Home and Siri?*
- *According to the author, how does the pronunciation of Spanish words affect the functioning of voice assistants?*
- *What percentage of the world's population speaks at least two languages, and how does this relate to the issue of accent bias in AI?*
- *What does the "accent gap" study by The Washington Post reveal about voice assistants' ability to understand different accents?*
- *Why does Carolina Barrera-Tobon believe the design of voice assistants reflects a narrow, biased perspective?*
- *What is "broadcast English" and why does it create problems for non-native English speakers using voice assistants?*
- *What role do you think the developers' cultural and linguistic backgrounds play in the design of AI voice assistants?*

- *What does the author suggest is the main cause of accent bias in AI, and how does this connect to social privilege?*
- *How does the difficulty of AI in understanding code-switching contribute to the challenges of bilingual users?*
- *According to Steve Davis, what challenges are involved in teaching AI to understand languages other than English?*
- *What are the potential consequences of not promoting diversity and cultural sensitivity among the workforce developing AI systems?*
- *How does the author suggest the issue of accent bias in AI could be addressed in the future?*
- *In your opinion, how can AI technology improve to be more inclusive of people with various accents and language backgrounds?*

3. Group Activity (25 minutes):
The teacher explains that the topic they discussed relates to *accentism*, or *accent discrimination*, which is present in different domains, such as workplaces, education, politics, and even AI tools - which people often wrongly assume to be unbiased and neutral. The teacher then invites students to learn more about other language biases through a group activity. The teacher divides students into four groups and assigns each group an article. Then all groups read their articles, present them to other classmates, and prepare a couple of questions for their classmates to provoke a discussion.

The articles:

1. *AI Biased by User Language* – Explains that the AI can offer very different answers to the same questions asked in two different languages, especially about sensitive issues (https://languagemagazine.com/2025/01/16/ai-biased-by-user-language/).
2. *Why Racial Bias Still Haunts Speech-Recognition AI* – Explains that speech recognition tools are far less accurate for black speakers than white ones (https://builtin.com/artificial-intelligence/racial-bias-speech-recognition-systems).
3. *Artificial Intelligence's second-language English problem* – Explains how AI consistently misidentifies non-native English human writing as being AI-generated (https://barbaraserra.substack.com/p/artificial-intelligences-second-language).
4. *A Guide To The Different Types of AI Bias* – Explains different kinds of biases in AI (https://www.zendata.dev/post/a-guide-to-the-different-types-of-ai-bias).

4. Guest Speaker/Expert Interview (30 minutes):
The teacher invites an expert in AI, ethics, or linguistics to talk to the class about how AI systems are trained and how they might be affected by bias, including accent bias. This could give students firsthand insight into the challenges that developers face in creating impartial AI systems. Also, as students were equipped with some knowledge of AI biases through the first part of the lesson, they should be able to pose meaningful and thought-provoking questions on the topic. Some of the questions/discussion might revolve around issues, such as:

• *Do companies creating AI have a social responsibility to create unbiased systems? What could be the long-term effects if AI systems continue to favour some accents over others?*

- *Do you think there are limitations in current technology and that it is impossible to eliminate all biases in AI?*
- *Discuss AI bias in education/financial services/healthcare/criminal justice etc.*

5. Homework:
Students should have a discussion on AI bias with three different people outside their classroom, and report on what they noticed in the next class (e.g. are people aware of this issue; were they willing to learn something new about it from a student; do they think it is an important issue; did they have any personal experiences with AI bias etc.).

EXPECTED OUTCOMES

- Increased awareness of accent discrimination.
- Students will understand different types of biases in AI.
- Students will critically evaluate practices and challenges in developing impartial AI tools.
- Students will engage in discussions with other people and improve critical thinking skills.
- Students will be equipped to be involved in activism on accent discrimination.

ASSESSMENT/REFLECTION

Speaking:
- Students participate actively in discussions in a coherent way.
- Students demonstrate the ability to explain read materials in a clear, concise and coherent way.

- Students are able to pose meaningful questions on the topic of language bias in AI.

Reading:
- Students demonstrate comprehension of the reading material by answering reading comprehension questions.
- Students extract relevant information from the text to support their arguments/answers.

Collaborative skills:
- Students work effectively in a group (contribute to the group project, listen and incorporate peers' comments, share responsibilities).

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

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Topic	Voices of English	**Duration**	90 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- To introduce students to a variety of English accents.
- To foster discussion and self-reflection on personal experiences with learning English.
- To raise awareness of accent bias and its impact on communication.
- To understand how stereotypes about accents can shape perceptions and opportunities.
- To develop listening comprehension through exposure to various English accents.
- To enhance writing skills by creating a personal language learning poster/presentation.

MATERIALS/RESOURCES USED

- Video: Guess the English Accents! | English Language Quiz (https://www.youtube.com/watch?v=d4nxrRZQ5Ec&t=96s&ab_channel=TimeforaQuiz)
- Whiteboard/Smartboard for brainstorming and categorization activities
- Printed or digital prompt sheet for the writing activity
- Online dictionaries or pronunciation tools (optional)

PROCEDURES (STRUCTURE)

1. Warm-Up: Class Discussion Prompt (15 minutes):
The teacher asks students to brainstorm and list different English accents they know individually. Students use the Know / Want to learn / Learned framework:

- Know: List accents they are familiar with.
- Want to learn: List any accents they are curious about or would like to know more about.
- Learned: Students will fill this in at the end of the lesson based on what they learned about accents.

Allow them 2–3 minutes to write down as many accents as possible.

Afterwards, students pair up to discuss their lists and share new accents they have learned from their partners.
Each student adds one adjective next to the accents they listed to describe it, e.g., "academic", "business", "friendly", etc.

Conduct a class-wide discussion where students share their lists. Write down all the mentioned accents on the board.

Guiding Questions:
- *What do you think about these accents?*

- *Are you familiar with all of them? Are there any you have never heard about?*
- *Which one do you find most interesting, and why?*
- *What adjectives did you associate with each accent?*
- *Have they had personal experiences with any of them (movies, interactions, etc.)?*

2. English Accents from Around the World (25 minutes):
The teacher asks students to predict how different English accents might sound and write the following guiding questions on the board:
- *What are some key pronunciation differences you expect?*
- *Are there any strong accents that are difficult to understand?*
- *Do you think certain accents are associated with intelligence, professionalism, or friendliness? Why?*
- *The teacher plays the video Guess the English Accents.*
- *After each accent, the teacher pauses the video and asks the following questions to prompt immediate reactions:*
- *What stood out to you about this accent?*
- *Was it easy or difficult to understand?*
- *Did you notice any words or phrases pronounced differently?*
- *Based on this accent, what kind of job, personality, or background might this person have?*
- *Do you think this is a fair assumption?*
- *After listening to all of the accents, the teacher asks additional questions:*
- *Do you think speakers with certain accents face more challenges in professional settings?*

- *Can you think of some real-life examples?*
- *Do you think that people should change their accents to fit in, or should all accents be equally accepted?*

After ending the discussion, the teacher briefly introduces the concept of accent discrimination and how certain accents are perceived more positively or negatively.

3. Accent Imitation Game (10 minutes):
After watching the video and introducing accent discrimination, the teacher provides famous movie quotes from different English-speaking regions for students to mimic.

- Southern American (e.g., Forrest Gump): "Mama always said life was like a box of chocolates…".
- British RP (e.g., Harry Potter): "It's LeviOsa, not LevioSA! Honestly, if you're going to do it properly…".
- Cockney (e.g., Kingsman): "Manners maketh man. You see, being a gentleman isn't about where you're from, it's about how you behave".
- Scottish (e.g., Thor: Ragnarok): "Hey man, we're just about to jump on the WiFi…".
- Australian (e.g., Thor: Ragnarok): "Yeah, I know. I'm Thor, the God of Thunder…".
- Indian English (e.g., Spider-Man): "Peter, my friend, you are a good kid…".

Students attempt mimicking the accents, and peers provide constructive feedback on pronunciation and intonation.

4. My English Learning Journey – A Visual Story (35 minutes):
Students create a visual poster to represent their personal experience with learning English, including reflections on accents, challenges, and milestones.

Instructions:
- Design the Layout: Students use a combination of text, images, and symbols to tell their story. They may hand-draw, create a digital poster, or use digital platforms like Canva or Storyboard That.
- The poster should include:
  · My First Encounter with English: When and how did they start learning English?
  · My Accent & Influences: What does their English sound like? Have any accents or media (movies, music, teachers) influenced how they speak?
  · Biggest Challenges & Successes: What were their biggest struggles, and what moment made them feel most proud?
  · My Future with English: What are their future language goals?
- Presentation: Students display their posters around the classroom for a gallery walk where they can read each other's stories.
- Optionally, students can give a short presentation to explain their posters.

5. Wrap-Up & Reflection (5 minutes):
Ask students to reflect on the lesson using the KWL diagram from the beginning of the lesson. They will complete the What I Learned section from the Ice breaker activity:

- *What did you learn about different English accents today?*
- *How do you feel about your own English learning journey?*
- *What areas of English would you like to improve?*

Encourage students to set a small personal language goal for the next month. For example:
- Listening to more varied English accents.
- Practicing pronunciation.
- Writing regularly.

6. Homework: Counteracting Accent Discrimination

Ask students to write a short essay (250-300 words) discussing ways to counteract accent discrimination in both social and professional settings. Encourage students to reflect on:
- *What can individuals do to challenge accent bias in their daily interactions?*
- *How can institutions (e.g., schools, workplaces) create more inclusive environments that accept diverse accents?*

Students can use examples from their own experiences (if applicable), media representations, or real-life scenarios to support their answers. They could also discuss how society can embrace accent diversity and encourage respectful communication.

EXPECTED OUTCOMES

- Increased awareness of different English accents.
- Improved listening comprehension and ability to identify accent features.
- A written reflection on their English learning journey.
- More confidence in discussing personal language experiences.

ASSESSMENT/REFLECTION

Speaking:
- Student actively participates in discussions and categorization activities.
- Student expresses opinions clearly and respectfully.
- Student engages in the accent imitation game with effort and enthusiasm.
- Student demonstrates confidence in sharing personal experiences.

Listening:
- Student identifies key features of different English accents.
- Student shows comprehension through accurate responses in discussions and activities.
- Student demonstrates improvement in understanding varied English accents over time.

Writing:
- Student produces a well-structured and thoughtful personal narrative.
- Student uses clear and coherent language with personal insights.

- Student reflects on their learning journey with depth and honesty.
- Student receives and applies teacher feedback for improvement.

Self-reflection:
- Student answers self-evaluation questions with meaningful reflection.
- Student identifies personal strengths and areas for improvement.
- Student sets realistic language learning goals for the future.

DIGITAL RESOURSES
TASK/ACTIVITY/LESSON/PROJECT PLAN

Parte II.a
Digital resourses for L2
(English)

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Topic	World Englishes & Accent Awareness	**Duration**	90 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- To introduce students to the concept of World Englishes and English as a Lingua Franca (ELF).
- To explore how English accents vary globally and to develop accent recognition skills.
- To examine how accent discrimination can impact communication in ELF contexts.
- To foster discussion on the role of accents in shaping perceptions of English fluency.
- To encourage students to reflect on their own language identity and the potential biases they may encounter or perpetuate.

MATERIALS/RESOURCES USED

- Quizziz https://quizizz.com/admin/quiz/5ad9ba4677d557001a093e66/english-as-a-lingua-franca
- Videos:
  - Kachru's Circles of English (https://www.youtube.com/watch?v=B3MRl03Apv0)
  - Guess the Accent Accent Map Challenge (https://www.youtube.com/watch?v=QKk1sVru9vc&t=5s)

· Where is Your Accent From? The Subtle Aggression of Accent Guessing | Mirela Setkic | TEDxUSFSP (https://www.youtube.com/watch?v=BCAYiAFdUdc)
- Interactive Map: https://www.mapchart.net/world.html
- Whiteboard or smartboard

PROCEDURES (STRUCTURE)

1. Warm-Up (Quiz) – What is English? (10-15 minutes):
Students complete an online quiz on *Quizziz* about general facts related to the English language: Quiz Link.

After the quiz, the teacher leads a whole class discussion with the following questions:
- How many people speak English worldwide?
- Where is English spoken as a first, second, and foreign language?
- Do all English speakers sound the same? Why or why not?
- Does an English speaker need to sound British or American to be considered fluent? Why or why not?

2. Mapping English: Introduction to Kachru's Model (20 minutes):
The teacher opens a world map and asks students to identify countries where English is spoken: Map Link.
The teacher introduces Kachru's Three Circles of English (Inner, Outer, Expanding Circles).

The teacher plays Kachru's Circles of English Video and discusses the key points with students.

Key Discussion Points:
- *What are the three circles of English?*
- *Name some countries that belong to each circle.*
- *How do people in different circles use English differently?*
- *Why do some accents feel more "native" than others?*
- *How is English teaching different in the circles?*
- *What does it mean that the English Language can be norm-providing and norm-developing?*
- *Do you agree that the Kachru Circles oversimplify the complexity of how English is used, taught, and learned around the world?*
- *Do you think it's necessary for countries in the "outer circle" and "expanding circle" to model their English curricula after those of the "inner circle"? Why or why not?*
- *Are you familiar with ENL, EFL, ESL, ELF concepts? What do they stand for?*

3. Accent Recognition & Categorization Activity (10 minutes):
After being introduced to World Englishes, the teacher plays *Guess the Accent, Accent Map Challenge* (Video Link)
Students try to guess where the speaker is from and describe key pronunciation differences: working in small groups, they match accent samples to their respective countries.

4. Ted Talk on Foreign Accents (20 minutes):

The teacher plays the video *Where is Your Accent From? The Subtle Aggression of Accent Guessing* by Mirela Setkic: Video Link.

After watching, students discuss in small groups the following questions:

- *How does the speaker describe their personal experience with being judged based on their accent?*
- *What impact does accent discrimination have on communication in the video?*
- *What realization does the speaker come to regarding accents and human DNA?*
- *Do you think accent-based discrimination happens in real life? How?*
- *How can we challenge accent discrimination in our own lives or communities?*
- *How might accents from different regions of the world face biases when speaking English in international settings?*
- *Relate this back to English as a Lingua Franca (ELF)—how accent discrimination might occur even in situations where English is the common lingua franca.*

5. Reflection Writing Task: My English, My Identity (Writing - 20 minutes):

The teacher asks students to write a reflection essay titled: *My English, My Identity.*

- *How do you feel about your English accent?*
- *Have you ever adapted it in different situations?*
- *Do you think one type of English is better than another? Why or why not?*

Silent writing session (15 minutes).

OPTIONAL: Pair-sharing for discussion afterward.

Ask students to reflect on the lesson by listing what they learned today.

6. Wrap-Up & Reflection (5 minutes):
Ask students to reflect on the lesson by answering the following questions:
- *What did you learn about different English varieties today?*
- *Did your perception of "correct" English change?*
- *How can embracing different Englishes help you in real life?*

Encourage students to set a personal language goal related to global English communication.

7. Homework: Music and Accent Recognition:
Students choose a song from an artist or band that sings in a non-American or non-British English accent (e.g., Australian, Canadian, Scottish, Jamaican). Students should listen carefully to the lyrics and write a short reflection (150-200 words) answering the following questions:
- *Which accent did you identify?*
- *How did the accent affect the overall feel or mood of the song?*
- *Did you have any difficulties understanding the lyrics due to the accent?*
- *How does the* accent reflect the culture or background of the artist?

This will encourage students to engage with music from different cultures and consider how accents contribute to the overall communication and message of the song.

EXPECTED OUTCOMES

- Understanding of world Englishes and its global impact.
- Improved accent recognition and awareness of pronunciation diversity.
- Greater appreciation for different varieties of English.
- Increased confidence in communicating in international English contexts.
- Understanding of how accent discrimination affects communication and how to counter it.

ASSESSMENT/REFLECTION

Speaking:
- Student actively participates in discussions and activities.
- Student expresses opinions clearly and respectfully.
- Student engages in role-playing tasks with confidence.

Listening:
- Student identifies key features of different English accents.
- Student shows comprehension through accurate responses in activities.

Writing:
- Student produces a well-structured and reflective response.
- Student uses clear and coherent language with personal insights.
- Student reflects on their language identity and experiences.

Self-reflection:
- Student engages with self-evaluation questions thoughtfully.
- Student identifies strengths and areas for improvement.
- Student sets a realistic language-learning goal.

Part II.b
Digital resources for L1 / Italian, Portuguese, Bosnian

RISORSE DIGITALI
PIANO DELLE ATTIVITÀ/LEZIONI/PROGETTI

Parte II.b
Digital resources for L1
(Italian, Portuguese, Bosnian)

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Argomento	Gli accenti e le varietà dell'italiano		
Tipo	Scheda didattica	**Durata**	90 minuti
Livello QCER	--		

OBIETTIVI/SCOPO/FINALITÀ

- Conoscere e comprendere la variabilità diatopica della lingua italiana.
- Riflettere sugli atteggiamenti e le potenziali distorsioni nei confronti delle diverse varietà dell'italiano.
- Accettare che la propria lingua sia parlata con accenti diversi dal proprio.
- Riconoscere che la competenza in una lingua prescinde dall'accento con cui questa lingua è pronunciata.
- Essere in grado di partecipare in maniera attiva in una discussione.

MATERIALI/RISORSE UTILIZZATI

- Audio clips CIRCE Italian Accented Speech Stimuli Corpus: https://doi.org/10.5281/zenodo.18466815
- Foglio di lavoro "Riconoscere i diversi accenti di una lingua e riflettere sulla diversità legata agli accenti, nativi e non nativi"
- Opinioni da commentare in aula:

- Alcuni accenti sono più professionali di altri.
- Tutti hanno un accento a parte me.
- Ognuno dovrebbe provare a parlare con un accento nativo.
- Gli accents sono parte della nostra identità e dovrebbero essere sostenuti.
- Sarebbe meglio focalizzarsi sull'efficacia e la chiarezza della comunicazione piuttosto che sull'avere un accento 'perfetto'.

PROCEDURE (STRUTTURA)

1. Introduzione (Lavoro in plenaria):
Come dovrebbe parlare un parlante italiano "tipico"?

Riflessioni libere sulle caratteristiche associate alla pronuncia "típica" dell'italiano:
- Suggerimenti per le domande: è possibile parlare un italiano "senza accento"? se sì, chi parla in italiano "senza accento"? La pronuncia tipica dell'italiano è quella toscana? Esempi a partire dalle vocali medie (si dice bène o béne?).

Il/la docente scrive le risposte sulla lavagna.

2. Discussione (Lavoro in plenaria):
Il/la docente introduce il concetto di italiano "standard".

Domande utili:
- *Pensate che si parli tutti uno stesso italiano?*
- *Perché ci sono differenze negli accenti? Da quali fattori possono essere causati?* (suggerimenti: luogo di provenienza, età, scolarizzazione)

3. Attività di ascolto (Lavoro individuale):
Il/la docente distribuisce i fogli e spiega la consegna.

<u>Foglio di lavoro</u>: **"Riconoscere i diversi accenti di una lingua e riflettere sulla diversità legata agli accenti, nativi e non nativi"**

Attività 1: Ascolto
Ascolta i segmenti di audio e riempi la tabella seguente, per ciascuna voce ascoltata.

Parlante	Accento (indicare la provenienza)	Facilità di comprensione (1 = facile, 5 = difficile)	Suoni/parole pronunciati in maniera diversa	Impressione generale
Parlante 1				
Parlante 2				
Parlante 3				
Parlante 4				
Parlante 5				
Parlante 6				

Attività 2: Domande guida:
1. Quale parlante è il più semplice da capire per te? Perché?
2. Quale parlante è quello più difficile? Perché?
3. Quali strategie ti sono servite per comprendere i parlanti?
4. Hai notato la formazione di giudizi o pensieri diversi sulla base di come I diversi parlanti hanno pronunciato certe parole? Sono tutti sullo stesso piano? Hai creato una sorta di gerarchia implicita (p.e. il parlante più simpatico, quello più insopportabile...)? Rifletti su questi pensieri.

Il/la docente fa ascoltare i segmenti di audio delle diverse varietà di italiano (una per volta – se necessario, ciascuna clip potrà essere ascoltata due volte).
Gli studenti/le studentesse riempiono la tabella, osservando le differenze nella pronuncia, nell'intonazione, nel ritmo.
Dopo l'ascolto, agli studenti/alle studentesse viene dato tempo supplementare per compilare altre parti del questionario.

4. Confronto e discussione collettiva dei risultati:
Gli studenti/le studentesse condividono in aula le loro risposte e le loro osservazioni.
Se necessario, il docente fa alcune osservazioni in merito alle variazione di accento (p.e. vocali e consonanti pronunciate in un certo modo, intonazione).
Gli studenti/le studentesse discutono le strategie necessarie per capire parlanti italiano con accenti diversi (native regionali e non native).

Il/la docente modera la discussione e se necessario aggiunge punti importanti che possono non essere stati presi in considerazione.

5. Dibattito di gruppo – attività preparatoria (Lavoro individuale):
A ciascun/a student/essa viene data una delle quattro opinioni.
Ciascun/a student/essa lavora individualmente in merito alla individuazione dei vari punti necessari a supportare dal punto di vista argomentativo l'opinione che gli/le è stata attribuita.

6. Dibattito di gruppo (Lavoro collettivo):
Gli studenti/le studentesse discutono, presentano, giustificano le opinion che sono state loro assegnate.
Il/la docente modera la discussione e se necessario aggiunge punti importanti che possono non essere stati presi in considerazione.

7. Dibattito di grupo – riflessione finale (Lavoro collettivo):
La classe medita sulla discussione fatta.
Il/la docente dà un riscontro agli/alle studenti/studentesse.
Il/la docente scrive le 4 opinioni sulla lavagna.
Gli studenti/le studentesse indicano su quale opinione concordano di più (inserendo un punto colorato, o simboli simili).
Gli studenti/le studentesse spiegano la loro scelta.

8. Chiusura (Lavoro collettivo):
Domande-guida:
- Cosa vi ha sorpreso?
- In che modo essere aperti nei confronti di accenti differenti può migliorare la nostra comunicazione parlata?
- È vero che possiamo conoscere bene una lingua anche se abbiamo un accento?
- Cosa ci racconta un accento?

Il/la docente riporta una breve sintesi della lezione sottolineando i seguenti punti:
- La lingua italiana è molto variegata
- Capire e rispettare le differenti varietà di lingua facilita la comunicazione parlata
- Ciascuno/a parla con un accento – non esiste un italiano "perfetto", ma esistono diverse varietà (e diversi accenti) di italiano parlato. Differenze geografiche, generazionali, sociali, situazionali, stilistiche, biologiche sono alla base dell'esistenza di "molti" italiani.

Compiti per casa (Facoltativo):
Esprimi il tuo punto di vista sui diversi accenti di italiano:
- Rifletti sulla tua posizione personale relative ai differenti accenti dell'italiano.
- Tenendo conto della riflessione fatta in classe, scrivi un testo argomentativo (di circa 200 parole) che esprime il tuo punto di vista.
- Verifica che la tua argomentazione sia coerente e coesa e supporti adeguatamente il tuo punto di vista.

RISORSE DIGITALI
PIANO DELLE ATTIVITÀ/LEZIONI/PROGETTI

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

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Argomento	Il paesaggio linguistico: le lingue negli spazi pubblici	**Durata**	90-120 minuti
Tipo	Scheda didattica		
Livello QCER	--		

OBIETTIVI/SCOPO/FINALITÀ

- Comprendere il concetto di paesaggio linguistico nel contesto in cui si vive (o si è vissuto).
- Sviluppare capacità di osservazione e spirito analitico nella documentazione della presenza di lingue diverse negli spazi pubblici abitualmente/occasionalmente vissuti.
- Riflettere sulla visibilità delle lingue, sulla loro diversità, sulla loro rappresentazione grafica, e dunque riflettere sulla maggiore/minore visibilità delle lingue stesse, e di conseguenza sul loro potere nella comunità di riferimento.
- Creare una mostra fotografica nella scuola che evidenzi i risultati e le analisi (attraverso un percorso commentato).

MATERIALI/RISORSE UTILIZZATI

- Macchina fotografica digitale o cellulare con fotocamera
- Accesso al computer
- Padlet (opzionale)
- Stampante (opzionale)

PROCEDURE (STRUTTURA)

1. Introduzione al Paesaggio Linguistico:

Il/la docente introduce il tema del *Paesaggio linguistico* mostrando esempi da varie parti del mondo: quanto sono visibili le lingue e quali lingue sono visibili negli spazi pubblici (segnaletica, insegne di esercizi commerciali o aventi funzione pubblica, avvisi, graffiti). Si tratta, in sintesi di rilevare gli usi linguistici delle lingue nazionali / delle varietà regionali / delle varietà locali ad uso pubblicitario/turistico e per scopi identitari. Questi usi possono comparire nella cartellonistica ufficiale ma anche nella cartellonistica privata, autogestita, autonoma (cartelli e insegne, anche informali e autogestite). Il/la docente discute i significati associati al *Paesaggio linguistico* di un certo territorio / di una certa area / di un certo quartiere.

Può essere utile ispezionare il sito e la mostra virtuale di una esperienza di ricerca sul campo condotta dall'Università di Bologna: https://exhibits.ficlit.unibo.it/s/paesaggio-linguistico-bolognese/page/introduzione

Esempi di paesaggio linguistico:

Fonte: Avvenire 08-01-22

Segue discussione su come il *Paesaggio linguistico* riflette il plurilinguismo e le gerarchie delle singole lingue presenti dentro una società. Tale discussione serve a rafforzare la consapevolezza della presenza/assenza di lingue e della diversità degli spazi (pubblici/privati/semi-privati) dentro il contesto quotidiano.

Domande guida: *Quali lingue abitualmente vedi nella segnaletica pubblica, intorno a te, vicino a dove vivi, e nella scuola? Ti sembra che alcune lingue siano più prominenti ('più visibili') di altre lingue? Per quale ragione?*

2. Discussione di gruppo e brainstorming:
In piccoli gruppi, gli studenti/le studentesse commentano le diverse tipologie di segnaletica pubblica che hanno incontrato/potrebbero incontrare nella loro vita quotidiana e le lingue utilizzate sulla base dei parametri seguenti: tipo di luogo, finalità e tipo di pubblico, caratteri usati (riflessione utile per le lingue che usano caratteri diversi da quelli latini). Gli studenti/le studentesse provano a fare delle predizioni sulle lingue utilizzate rispetti ai parametri sopra indicati.

Domande guida: *quali tipi di segnaletica e di insegne sono più frequenti negli spazi che frequenti? E nella scuola? E dal medico? A quale pubblico ci si rivolge?*

3. Lavoro sul campo: Documentare il paesaggio linguístico:
Gli studenti/le studentesse sono invitati/e a fotografare autonomamente esempi di segnaletica pubblica e a focalizzare la loro attenzione su:
- Lingue usate
- Luogo e visibilità
- Finalità

Ciascuno/a è inviato/a raccogliere almeno 8-10 fotografie, insieme all'annotazione delle informazioni seguenti:
- Luogo
- Lingue presenti
- Eventuali osservazioni (tipologia di scrittura usata, grafia...)

Si ha così una raccolta di dati di prima mano e gli studenti/le studentesse sono coinvolti in una osservazione attiva, con l'obiettivo di documentare la diversità linguistica (o anche l'assenza della diversità linguistica).

4. Condivisione delle osservazioni e categorizzazione delle foto:
Gli studenti/le studentesse caricano le loro foto in un Padlet condiviso. A gruppi:
- Cercano di categorizzare le immagini per lingua, luogo, tipologia di segnaletica.
- Identificano tendenze o anomalie/stranezze.
- Discutono le possibili ragioni dietro certe scelte linguistiche e dietro la minore/maggiore visibilità di alcune lingue rispetto ad altre.

In maniera collettiva analizzato tutti i dati raccolti e cercano di identificare tendenze, con l'obiettivo di rispondere alle domande seguenti: *Hai notato insegne in cui è utilizzata più di una lingua? Quali lingue sono più frequenti e visibili? E perché? Ci sono alcune insegne che ti hanno colpito in particolare? Per qualche ragione? Ci sono delle aree in cui hai notato una maggiore diversità linguistica? Che cosa può significare questa maggiore diversità per le persone che abitano una certa area una certa area? Quale effetto può avere la presenza o l'assenza di certe lingue nella segnaletica pubblica per i parlanti di queste lingue? Quali messaggi vengono veicolati da queste scelte da parte dei decisori pubblici o dagli esercenti privati?*

5. Creazione di una mostra: Illustrare il paesaggio linguistico della nostra città/del nostro paese:
Gli studenti/le studentesse creano una mostra (sia essa virtuale o reale, negli spazi comuni dell'istituto scolastico). La mostra dovrà includere:
- Una selezione delle fotografie.
- Legende che spieghino il contesto e che offrano alcune indicazioni analitiche (un breve commento).
- Riflessioni sulla presenza/assenza di lingue e le conseguenti implicazioni.

Idea opzionale: Chiedere uno spazio fuori dalla scuola (una associazione, spazi del Comune) dove gli studenti/le studentesse possano fare da 'guida' alla mostra (in questo modo debbono anche sintetizzare le osservazioni e le analisi fatte, in maniera creativa, cercando di veicolare il significato affatto neutrale del paesaggio linguistico nella segnaletiche e nelle insegne).

RISULTATI ATTESI

- Gli studenti saranno in grado di definire e identificare gli elementi del panorama linguistico.
- Analizzeranno criticamente l'uso della lingua negli spazi pubblici e rifletteranno sulle implicazioni della visibilità linguistica.
- Gli studenti potranno creare una mostra visiva che comunichi i loro risultati e le loro intuizioni.

VALUTAZIONE/RIFLESSIONE

- Participazione alle discussioni e entità del lavoro sul campo.
- Qualità e profondità dell'analisi nelle presentazioni di grupo.
- Capacità di collegare le osservazioni empiriche a concetti sociolinguistici più generali.

RISORSE DIGITALI
PIANO DELLE ATTIVITÀ/LEZIONI/PROGETTI

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

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Argomento	Se io fossi… disimparare il razzismo attraverso l'analisi dei lavori di Paola Tabet	Durata	7 ore (1 lezione introduttiva da 1 ora + 3 lezioni da 2 ore, segmentabili anche in più spezzoni)
Tipo	Scheda didattica		
Livello QCER	--		

OBIETTIVI/SCOPO/FINALITÀ

- Riflettere sull'alterità.
- Riconoscere la presenza di un ordinario razzismo che viene trasmesso in maniera non mediata alle giovani generazioni.
- Riflettere su come anche le capacità linguistiche possano contribuire a costruire un senso di alterità.

MATERIALI/RISORSE UTILIZZATI

- Paola Tabet, *La pelle giusta*, Einaudi, Torino, 1997.
  Su richiesta, è possibile richiedere al Dipartimento di Filologia e Critica delle Letterature Antiche e Moderne, Campus del Pionta, di visionare alcuni temi, ancora conservati nella sede di Arezzo, raccolti da Paola Tabet nella stessa regione in cui si sta svolgendo l'attività didattica.

PROCEDURE (STRUTTURA)

NB A causa dei temi trattati nel corso della prima lezione e per non inficiare la buona riuscita dell'attività didattica, è bene non preparare la classe al primo incontro, ma presentare l'attività in maniera del tutto estemporanea. Solo successivamente la\il docente introdurrà la classe all'analisi dei materiali.

1. Lezione (ca. 1 ora):
La\il docente richiede alla classe di svolgere un tema a scelta tra alcune tracce. Viene fin da subito detto che l'attività non verrà valutata: per ribadire l'assenza di giudizio e valutazione gli\le studenti sono invitati a non firmare il tema. Chi vuole può svolgere il tema al pc in modo da evitare il riconoscimento della grafia. I temi verranno raccolti in una cassetta per non permetterne l'associazione con le autrici\autori.

Le tracce fra cui scegliere sono:
- Se io fossi nato\a in un paese dell'Africa
- Se io fossi nato\a in Cina
- Se io fossi musulmana\o
- Se io fossi cristiana\o
- Se io fossi ebrea\o

2. Lezione (ca 2 ore):

Introduzione delle parole chiave della lezione: razza, razzismo, colonialismo, alterità. Nella fase di brainstorming si chiede alla classe di definire la razza: esiste oggi la razza? E' un concetto ancora presente nella società? Nel corso della lezione si apre la scatola e i temi vengono letti, passando di mano in mano. La\il docente invita la classe a lavorare in gruppo su temi altrui. A piccoli gruppi gli\le studenti leggono i temi, identificano le tracce scelte, le parole più usate, i temi ricorrenti, il tono emotivo della narrazione.

3. Lezione (ca 2 ore):

Viene introdotta la figura di Paola Tabet, contestualizzando la sua ricerca storicamente nell'ambito delle prime ondate migratorie che hanno interessato l'Italia (la lezione può essere svolta coinvolgendo le\i colleghi delle discipline storiche). La\il docente porta in classe alcune fotocopie del volume La pelle giusta contenenti una selezione dei temi più rilevanti. A gruppi, le\i studenti leggono le tracce raccolte da Tabet, a cui segue una discussione in classe. La\il docente pone l'attenzione su come i temi di Tabet contengano un razzismo più ingenuo ma, anche, più evidente. Viene poi chiesto di provare a reimmaginare il tema scritto focalizzandosi sull'elemento linguistico: "*Se io fossi italiana\o ma parlassi con accento cinese\ Se fossi africana\o e parlassi solo spagnolo*". Infine vengono poste alcune domande per facilitare la discussione finale:
Credete che il razzismo sia minore, oggi, rispetto agli anni '90?

Pensate di essere meno razzisti delle bambine e i bambini studiati da Tabet? Se sì, perché? Se no, perché?
- Che cosa emerge dai vostri temi? E da quelli di Tabet?
- Individuate dei temi comuni tra le tracce scritte da voi e le tracce raccolte da Tabet?
- Avete mai menzionato l'elemento linguistico nei vostri temi? Se sì, perché? Se no, perché?

4. Lezione (2 ore):
Nel corso dell'ultima lezione le\gli studenti sono invitate\i a progettare una mostra con una selezione dei temi di Paola Tabet e dei temi raccolti in classe.

RISULTATI ATTESI

- Acquisizione della capacità di riflettere sulla presenza del razzismo anche tra chi ci si aspetta non essere razzista (es. i bambini).
- Potenziamento della capacità di riflessione sul rapporto tra lingua e razza.

VALUTAZIONE/RIFLESSIONE

- Cosa significa essere razzisti?
- Si può essere ingenuamente razzisti?
- Come si disimpara il razzismo?
- C'è una relazione tra razza e lingua?

Osservazioni:

Questa risorsa didattica può essere estesa in prospettiva intersezionale aggiungendo una riflessione sul genere. Il percorso aggiuntivo può partire dai volumi di Tabet dedicati alla divisione sessuale del lavoro e al rapporto lavorativo tra donne e uomini (*Le dita tagliate*, *La grande beffa*) per mettere in relazione i due assi di discriminazione. Se si sceglie questo percorso si può decidere di includere ulteriori tracce per i temi da assegnare alla classe (se io fossi donna \ se io fossi uomo \ se io dovessi fare un lavoro da uomini \ se io fossi costretto a occuparmi della casa).

RISORSE DIGITALI
PIANO DELLE ATTIVITÀ/LEZIONI/PROGETTI

Parte II.b
Digital resources for L1
(Italian, Portuguese, Bosnian)

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Argomento	Autobiografie linguistiche: *noi siamo le lingue che parliamo*	**Durata**	120 minuti
Tipo	Scheda didattica		
Livello QCER	--		

OBIETTIVI/SCOPO/FINALITÀ

- Saper individuare la presenza di lingue diverse in classe.
- Comprendere le differenze tra varietà standard di una lingua e varietà *non standard* (dialettali, vernacolari).
- Riflettere su esperienze personali relative alla discriminazione linguistica/discriminazione legata all'accento.
- Suggerire atteggiamenti empatici nei confronti di parlanti non nativi della lingua nazionale.

MATERIALI/RISORSE UTILIZZATI

- Estratti da racconti/romanzi autobiografici (con particolare attenzione a scrittori e scrittrici cosiddetti di seconda generazione) che contengono riflessioni sulle lingue e presentino esempi autentici di autobiografie linguistiche – artefatto particolarmente prezioso per elicitare una autoconsapevolezza negli studenti / nelle studentesse in relazione alle proprie identità linguistiche e alle proprie esperienze linguistiche vissute nella loro vita: la varietà delle

influenze linguistiche esperite nella propria vita – siano esse familiari, sociali, ambientali, scolastiche – dà forma alla percezione individuale delle varietà di lingua e al proprio uso linguistico.

- Narrazioni autobiografiche:
  - Tullio De Mauro, *Parole di giorni lontani*, Bologna, Il Mulino, 2006
  - Aldo Nove, *Mi chiamo Roberta, ho 40 anni, guadagno 250 euro al mese...*, Einaudi, Torino, 2006
  - Andreea Simionel, *Male a est*, Trieste-Roma, Italo Svevo Edizioni, 2022
  - Jana Karšaiová, *Divorzio di velluto*, Milano, Feltrinelli 2022
  - Nadeesha Uyangoda, *L'unica persona nera nella stanza*, Milano, Feltrinelli 2021
  - Mohamed Maalel, *Baba*, Milano, Accento edizioni, 2023
  - Espérance Hakuzwimana, *Tutta intera*, Torino, Einaudi, 2022

PROCEDURE (STRUTTURA)

1. Riscaldamento – Introduzione (10 minuti):
Il/la docente pone alcune domande per sollecitare una discussione in aula: Quante lingue pensate che siano parlate in questa classe? Il/la docente scrive il numero e le singole lingue così come vengono nominate alla lavagna, poi chiede:
- *Queste lingue sono tutte sullo stesso piano? Motivate la risposta*
- *Le etichette di 'lingua' e 'dialetto' sono sinonime? Motivate la risposta*
- *Che cos'è secondo voi una autobiografia linguistica?*

Parole chiave da introdurre:
Lingua, dialetto, vernacolo, varietà acentotica, idioma, acento

Il/la docente chiede agli studenti di definire queste parole o di fornire esempi per ciascun concetto.

2. Lettura e commento di alcune autobiografie linguistiche 'illustri' (esempi da autori italiani e da autori di seconda generazione) (10 minuti)

3. Laboratorio di scrittura della propria autobiografia linguistica a partire dalle seguenti domande (o da una lore selezione) (20 minuti):
- Anagrafica personale (nato a…, trasferito da…, passato da…, abitato a…)
- Analisi della famiglia (famiglia ristretta ed eventualmente famiglia allargata)
  - Padre: nato, trasferito, lingua madre, lavoro, parla x con a e y con b
  - Madre: nata, trasferita, lingua madre, lavoro, parla x con a e y con b
  - Nonni: nati, trasferiti, lavoro ecc.
- Analisi della situazione linguistica familiare: A casa si parla normalmente x, il nonno parla z con … (nonna, zia, padre, io ecc). A tavola si parla … Quando si va a f si parla più spesso …
- Le lingue della mia/nostra giornata
  - Quante lingue (dialetti / vernacoli / varietà) utilizzo in un giorno?
  - Quale lingua (dialetto / vernacolo / varietà) uso a casa? A scuola? Nei negozi? Nei luoghi di aggregazione (bar / palestra / parrocchia / circolo)?

- Mi capita di usare lingue diverse nello stesso contesto ambientale?
- <u>Analisi personale</u>: lingua materna, altre lingue apprese (dove, da chi, perché).
- <u>Atteggiamenti della famiglia</u>: scelte linguistiche «forti» (purismo, dialetto: sì/no, eventuali «infrazioni» dei nonni dialettofoni, eventuali «lingue di nascosto» con fratelli o simili; sicurezza linguistica dei parlanti toscani: "In Toscana il dialetto non esiste. Noi toscani si parla italiano").
- <u>Tappe della presa di coscienza</u> (della variazione linguistica, da piccoli e dopo): scuola, famiglia allargata, parenti lontani, vacanze, strada (da piccoli al mare con gente di altra regione o stato o simili).
- <u>Comportamenti della scuola e atteggiamenti dei maestri</u> (repressione delle devianze o dialettofonie, o eventuali esperimenti linguistici).
- <u>Giudizi sull'apprendimento</u> delle lingue in contesto scolastico e fuori dalla scuola.

Gruppo dei pari e identità:
- Conservazione o abbandono di dialetti e pratiche linguistiche informali all'interno di gruppi di pari (in relazione alle abitudini linguistiche del proprio gruppo sociale, cioè dall'uso ludico, criptico o identitario dei dialetti o delle espressioni multilingue);
- Usi dialettali o plurilingui, come ad esempio l'uso giocoso, criptico o identitario dei dialetti o delle espressioni plurilingui; casi di risorgenza dialettale o linguistica a fini comici o di solidarietà culturale ("uso il dialetto per far ridere");
- Un momento linguistico "del gruppo": ad esempio, un soprannome con un significato speciale, un termine gergale compreso solo all'interno di un gruppo, un "gioco" linguistico tra amici).

Percezioni e preferenze linguistiche:
- La propria capacità di identificare accenti, dialetti o lingue diverse (ad es. posso identificare il dialetto X, perché fa parte del patrimonio linguistico di mia madre).
- Affinità o avversioni personali verso specifici dialetti/lingue locali o lingue straniere (ad es., mi piace la lingua X perché suona Y; non mi piace il dialetto X perché suona Y; non mi piace il dialetto Z, perché sembra ...).
- Influenza dei media, della letteratura e della musica sulla formazione dell'identità linguistica (es., ho imparato l'inglese ascoltando la musica X...).

4. Attività di scrittura (30 minuti):

Ciascuno studente scrive la propria autobiografia linguistica

Reciprocità e deontologia professionale: anche il/la docente scrive e poi condivide la propria autobiografia linguistica, indirettamente evidenziando l'importanza dell'esercizio e invitando a una riflessione sincera, aperta, onesta. È importante assicurare gli studenti che non sono obbligati a firmare il loro elaborato se preferiscono restare anonimi.

5. Attività di restituzione (in un giorno differente, 60 minuti):

Il/la docente presenta una selezione di autobiografie, procedendo per temi e mettendo come titoli delle sezioni frasi presenti nei medesimi testi (es. *Le lingue in famiglia*, *Le lingue amate*, *L'accento si sente*) e selezionando spezzoni da ogni autobiografia in maniera tale da costruire un affresco creativo e dinamico della classe. Segue discussione.

RISULTATI ATTESI

- Acquisizione della capacità di riflettere sul proprio io attraverso le lingue che sono parlate/esperite nel proprio contesto sociale ristretto e allargato.

VALUTAZIONE/RIFLESSIONE

- Quante lingue ci sono in classe?
- Nessuno è monolingue.
- Ogni lingua conta.

ESTRATTI DALLA LETTERATURA IN LINGUA ITALIANA DA USARE COME ESEMPIO IN AULA
ESEMPI DI AUTOBIOGRAFIE LINGUISTICHE

- Tullio De Mauro, *Parole di giorni lontani*, Bologna, Il Mulino, 2006:

«[...] una famiglia apulo-napoletana in cui i genitori, presenti i figli, parlavano sempre italiano (che tra loro, come in segreto, parlassero invece in dialetto napoletano fu per ciascuno dei figli una scoperta tardiva)» [p. 9]
«Altra più cupa fama circondava la banda del Petraro. A un tratto li vedemmo, mal vestiti, scalzi, un nugolo. E fummo visti. [...] Si fece largo nel cerchio il capo. Ci squadrò con disprezzo. Poi [...] volgendosi verso i suoi proclamò: «Guagliù, chiste tènen'e scarpe e parlane taliano. So' figlie 'e signure». Si volse verso di noi, ma parlava anche ai suoi: «Iatevenne», disse con qualche solennità» [p. 114]

- Aldo Nove, *Mi chiamo Roberta, ho 40 anni, guadagno 250 euro al mese...*Einaudi, Torino, 2006:

"Mia madre [...] era sarda, finita in provincia di Varese per trovare lavoro in Svizzera. Mio padre veneto. Tutto questo in un paese di emigranti [...] dove gli indigeni erano davvero pochi mente forti erano le comunità siciliane, napoletane, sarde e venete. [...] La madre di mio padre, che era friulana [...] ha sempre definito mia madre "la terona" (con una "erre" sola, come si addice al dialetto di quelle parti). Non ci si faceva quasi caso. Era il periodo dei "teroni" e "dei polentoni". Era il periodo con cui Cochi e Renato, in televisione, cantavano una canzoncina in cui un siciliano e un lombardo si denigrano affettuosamente vantando il primo le lodi del fico d'India, il secondo del panettone" (p. 93-94)

ESEMPI DI INCONTRI/SCONTRI LINGUISTICI NEL VISSUTO DI PERSONAGGI LETTERARI

- Andreea Simionel, *Male a est*, Italo Svevo Edizioni, Trieste-Roma, 2022:

p. 144 Ci sveglia alle sette ogni mattina per fare le lezioni. Due ore di inglese e due di italiano. Vuole che studiamo entrambi. Se potesse, ci farebbe le iniezioni di italiano, ce lo farebbe mangiare nel sonno. Quando arriviamo lì, ci dobbiamo far capire. Non esiste che non ci facciamo capire. E se non in italiano, allora in inglese. Le chiama lezioni, ma non c'è nessuno che ci insegna. Solo dialoghi tra persone deficienti. La signora Maria e il signor Mario sono

deficienti. Tutto l'italiano è una lingua deficiente. Le lettere, dove sono? La ţ , dov'è? La ş? Non ci sono. qui mancano delle lettere, allora è deficiente.

Ogni tanto, mia madre legge una frase. Apre troppo la bocca, come una bambina meravigliata. "com'è bello, l'italiano", dice. "Musicale. Non pensi?".

No. L'italiano è una vacca. S'infila dentro la bocca con le sue zampe e te le divarica, come le forbici per tirare fuori i bambini dalla fica. Non le voglio, le lettere che divaricano la bocca.

p. 184 La maestra Edmonda è vecchia. [...] Non parla a me, parla alla classe. Ogni tanto si gira per sorridermi. Le parole sono tutte attaccate, veloci. Sono tutte nere. A volte strappo una parola al buio e si illumina. *Andreea. Nuova. Romania*.

p. 190 Hanno tutti la pronuncia corretta e non sbagliano le doppie. [...]

A volte gli altri parlano. Non so di che cosa. Io non capisco. Adriana non traduce. Non mi parla mai in rumeno. Dice che non se lo ricorda. Mente. Lo ha eliminato. È nata in Romania e ci è rimasta fino ai cinque anni. [...] Il suo italiano è diverso da quello degli altri. Parla a voce bassa e frenetica, come una formica. Le parole sono aghi appuntiti che lancia in giro. Quando ha finito, bisogna raccogliere quello che ha sparso. Fa così per nascondersi. L'italiano non è suo, lo ha appreso a rata. L'ha rubato, un po' qui e un po' lì.

Anche l'italiano degli altri è diverso. Non è come sul libro dei dialoghi. È veloce. Hanno un sacco di cose da dirsi. Tagliano le parole a metà o le legano fra loro. Non perdono tempo a dire *salve* o *buongiorno*. Al massimo, *ciao*.

p. 192 Nel pomeriggio ci dà le schede da colorare. Coloriamo mele italiane, fiori italiani, cappelli italiani. [...] Ogni volta che alziamo una matita e la premiamo sul foglio, dobbiamo dire rosso, con tutte le esse. Giallo, con tutte le elle. La maestra Ana [...] ci parla in rumeno, ma

vuole che le rispondiamo in italiano. Lo fa apposta. Il rumeno è un riflesso, un'abitudine. Se riusciamo a controllarlo, estirpiamo l'abitudine. [...]

La maestra Ana non ha accento, e vuole che pure noi lo cancelliamo. Se sbagli una doppia, mette i palmi sul bambo, si piega e urla sottovoce [...]

p. 193 Noi ci dobbiamo amalgamare, come le strisce di colore sulla carta. Noi dobbiamo stare nei contorni. Noi dobbiamo avere pronunce impeccabili. Noi dobbiamo smettere di esistere in una lingua, rinascere nell'altra. Noi ci dobbiamo integrare, diventare irriconoscibili.

p. 209-10 "Leggo con il naso incollato alle pagine. E l'italiano mi divarica le fauci, mi mette le mani dentro la bocca, mi impiastra la lingua.

p. 251 La maestra cattolica è meravigliata. Si toglie gli occhiali. [...] "Caspita. Ma pensa te. Non l'avrei mai detto. Parli benissimo. Non hai nessun accento. Come hai fatto a imparare l'italiano così bene?"

p. 255 Io e mia sorella non parliamo più rumeno. Italiano, al massimo inglese. Rumeno mai. Vorrebbe dire che c'è una cosa che ci unisce. Io e lei, non ci unisce niente.

Il primo giorno di scuola facciamo un pezzo di strada insieme. Parliamo delle cose che non ci importano, con una lingua che non ci tocca.

(p. 229) E a volte, sento qualcuno usare bene una parola. Scivola sulle labbra veloce, disinvolta, come chi la usa da sempre e non ci pensa mai. *Anche*, sento dire. *Insomma*, sento dire. *Pure io*, sento dire. *Magari*, sento dire. E quando arrivo davanti alla signora con la cuffia bianca e il mestolo che minaccia il mio vassoio, mi esercito: "*Pasta?*", mi chiede.

"*Magari*", dico io.

"*Parmigiano?*".

"*Anche*".
"*Spinaci?*".
"*Insomma*".
[su come gli italiani non sanno pronunciare il suo cognome] p. 260 Motivo per cui, se vi viene comodo, se è l'unica cosa che riuscite a dire, va bene Pavel.
p. 261 Non sto cambiando il mio nome. È che dopo un po' non ha più senso difenderlo. Lo lasci andare, a bordo della barca a vela delle lingue degli altri.

- Jana Karšaiová, *Divorzio di velluto*, Milano, Feltrinelli 2022:

p. 79 In quella saletta [n.b. una saletta di una festa] Katarína aveva iniziato a parlare ceco. Da guardo era a Praga continuava a usare lo slovacco ovunque, nei negozi, alla posta, al mercato. A volte le persone non capivano e allora lei traduceva in ceco, ma parlarlo direttamente non le veniva spontaneo. Quella sera la musica era altissima e sarebbe stato difficile capirsi ma non era per quello che si era decisa.
Stava sorseggiando lo champagne, seduta con metà del sedere su quel divano "VIP" quando Radek aveva domandato urlando per non sovrastare la musica assordante: "Nel 2012 ci sarà la fine del mondo, e sapete chi si salverà?".
Si era guardato attorno e poi soddisfatto aveva gridato: "Gli slovacchi, perché là sono trent'anni indietro". [...]
La serata aveva preso quella piega, a ridere degli slovacchi, dei tedeschi e degli zingari, che poi erano sempre slovacchi.

p. 105 Durante la prima lezione Malgari aveva detto che voleva studenti attivi, partecipi, quelli che quando chiedi qualcosa loro rispondono [...] Quando era troppo stanca o troppo scossa, ritornava alla madrelingua. Lo slovacco le mancava, lo parlava di notte, nei sogni, lo parlava quando telefonava a casa e con la voce entusiasta raccontava alla madre le sue giornate, omettendo tutti i momenti bui. Quasi senza accorgersene, aveva ripreso la penna e iniziato a scrivere con una tale foga che, quando aveva alzato la testa per un attimo, aveva incrociato lo sguardo compiaciuto del professore. Era tornata subito sul quaderno, il foglio ora si stava riempiendo al ritmo frenetico di parolacce, bestemmie e insulti in slovacco, le venivano bene, coloriti, volgari, pesanti, era così liberatorio.

p. 119 "Io fuori da qui non parlo più lo slovacco". Era un avvertimento, le chiariva le regole. Dopo un po', con gli occhi chiusi come se lo dicesse a sé stessa, ha raccontato: "I miei genitori non hanno mai parlato la stessa lingua, non solo a me, anche fra di loro, una lingua comune. Ho imparato subito a distinguere lo slovacco dal ceco, stano attenta a non mescolare le due lingue, se storpiavo una delle due, una si divertiva, l'altro se la prendeva".

[...]

"Se camminavo per strada con mio padre diventavo una ceca, se era mia madre a tenermi per mano, ero slovacca, almeno per il mondo intorno a noi. La lingua ti etichetta subito. Non voglio più sembrare una straniera"

Il padre di Katarína le ripeteva sempre che gli slovacchi hanno avuto i confini che delimitavano la loro terra solo con la nascita della Cecoslovacchia. Prima l'idea dell'identità nazionale era un progetto dei colti, dei letterati studiosi, mentre i contadini massacrati dal lavoro sui campi di giorni e dal demone dell'alcol di notte, uomini e donne insieme, non sapevano di averne una.

Parlavano tedesco, ungherese, ceco e slovacco nell'impero austro-ungarico, cosa definiva chi erano?

"Ho perso la lingua di mio padre quando se n'è andato, posso lasciarmi dietro anche quella di mia madre", ha sussurrato viera come a rispondere ai pensieri di Katarína, poi si è girata di schiena, "e io ho scelto la mia".

p. 122 Michele, il ragazzo con i ricci, ha versato il vino a Katarína. "C'era un tempo in cui pensavo di venire qui a studiare al Dams". Katarína non sapeva cosa fosse il Dams, ma si vergognava a chiederlo. Forse era anche questo che intendeva Viera quando diceva che non voleva essere una straniera? Quando, nonostante la conoscenza quasi perfetta della lingua, non capisci? Un'eterna intrusa.

- Nadeesha Uyangoda, *L'unica persona nera nella stanza*, Milano, Feltrinelli 2021:

p. 10 "Riesco a immaginarla meglio oggi, sola mentre inserisce la tessera per le chiamate internazionali nella cabina telefonica sotto l'abitazione in cui lavorava, nell'uma momento della giornata in cui riusciva a chiacchierare rópri poteva finalmente parlare nella sua rópri madre"

p. 27 "Mia madre uma dovuto scegliere in che rópri parlarmi. "Non le parli in singalese, altrimenti non imparerà mai l'italiano" è stato il suggerimento delle maestre. Uma deciso di non impormi la sua religione, dato che la nostra vita di provincia era troppo distanza dai templi buddisti di Milano. Uma imparato a cucinare uma róprioicote piatti italiani, lei che ricorda ancora il senso di disgusto che uma provato davanti alla prima cotoletta".

p. 30 "è incredibile," mi aveva detto Giovanni a uno dei nostri primi appuntamenti "se ti ascoltassi a occhi chiusi penserei che tu uma bianca". Avevo fatto spallucce, ma mi aveva fatto piacere. "Ragazzi uma il nome di battesimo e il róprioico in rotta di collisione", scriveva Zadie Smith in Denti róprio, riferendosi ai bambini uma nomi inglesi e róprio stranieri: la mia pelle e il mio rópri agli occhi di molti sono in diretta collisione, riconoscerlo però mi sembra il primo passo per ammettere che abbiamo uma preconcetto su cosa ti renda italiano. È la pelle o l'accento?"
p. 43 Le educatrici avevano suggerito che mi agghindassi così ("Uma uma abito del suo paese") e che cantassi uma canzone nella *mia* rópri. La buttarono lì, uma la stessa logica uma cui le maestre suggeriscono ai figli degli immigrati di fare la tesina sul róprio paese d'origine [...] Io la tesina l'avevo fatta sullo Sri Lanka per due volte, alle elementari e alle medie, al liceo mi uma rifiutata. [...] Mi sembrava che volessimo mettermi in uma vetrina e dire: "Ecco, ora passiamo all'intermezzo multiculturale"

• Mohamed Maalel, *Baba*, Milano, Accento edizioni, 2023:

p. 29 Prima che iniziassi le elementari, mio padre prese a escogitare un linguaggio tutto suo. Combinava il tunisino all'italiano. "Minsh normal" era la mia espressione preferita. La usava quando si trovava di fronte a situazione bizzarre o a persone che voleva in un certo senso deridere, ma con un velo di ironia affettuosa [...] Era una frase che prometteva serenità.
[...] La lingua id mio padre in casa era sempre stata un azzardo: un po' di arabo, un po' di italiano e qualche parola dal dialetto pugliese. In famiglia le lingue convivevano tacitamente:

non era raro sentire mia madre parlare in pugliese e mio padre rispondere in arabo. È per questo che già a tre anni facevo confusione: dovevo chiamarlo baba o papà?
Compresi presto che sentirmi parlare in arabo aveva su mio padre un effetto positivo, riusciva a calmare le sue crisi di rabbia.
p. 34 Io rimanevo l'unico a non ritenere mio né il tunisino né il pugliese, e per questo motivo, a partire dai cinque anni, avevo iniziato a creare un vocabolario dell'immaginazione.

• Espérance Hakuzwimana, *Tutta intera*, Torino, Einaudi, 2022:

p. 69 Quindi i vostri genitori non leggono...
No profe, non leggono.
E se i libri glieli leggeste voi?
Giulio Abour aggrotta la fronte e alza la mano di nuovo. Gli do la parola come se avessi davvero un'autorità su di loro.
A mia madre io leggo le bollette, così poi mi dà i soldi giusti e vado a pagarle.
[...]
A inizio mese di leggono le bollette, profe.
Ma non solo quelle *frero*, con babbo la settimana scorsa abbiamo fatto le carte per il permesso!
Una volta ho sbagliato a leggere una cosa e mio fratello piccolo per un anno non ha avuto la mensa e l'insegnante di sostegno, il vocione di Bejiamin Oududu dal fondo della classe, Per un anno!
p. 108 Pensavo di essere entrata nella loro lingua, ma mi sono illusa.

La lingua è un campo di battaglia, ho detto a pa' che non ascoltava, [...]
p. 109 A Basilici la lingua è un terreno di gioco e loro si divertono, io invece arranco.
Dialetti, accenti, cadenze, lingue nuovissime o storpiate, antiche. Quando supero il Sele quello che mi sembrava arabo diventa lingua latina, slava, non combacia mai con le mie supposizioni, con i volti che incrocio.
Adelina Moraro mi ha detto A casa mia si parla solo italiano, e alcuni hanno annuito. Mihai Kostenko scandalizzato ha detto Da me no, mia mamma non vuole. Benjamin Oududu ha raccontato che sua madre ha paura del pidgin nella sua bocca. Sono il più grande, profe. Devo dare il buon esempio ai miei fratelli.
In che senso paura?
Mia madre dice sempre "In italiano giusto, dillo in italiano giusto!", e con le mani faceva le virgolette.
p. 183 Profe posso dirti una cosa?
[...]
Ma Bonafede si avvicina e mi dice solo Io a volte non so se sono nero o se sono sbagliato.
[...]
Per la famiglia di mamma, continua, Quando vado a Rossini sono solo nero, anche se non sono tutto nero ma un *midi*.
Annuisco con la testa, ma vuole aggiungere altro. Volevo solo dirti che quando non capisco bene cosa sono o quando al Dragone mi prendono in giro, io chiudo gli occhi e penso di essere come il fiume"

RECURSOS DIGITAIS
PLANO DE TAREFA/ATIVIDADE/AULA/PROJETO

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

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Tópico	Variação linguística da língua portuguesa; discriminação linguística e de sotaques; filme: *Língua – Vidas em Português*	**Duração**	Variável
Tipo	Plano de Aula		
Nível QECR	Português Língua Materna		

OBJETIVOS

- Compreender o conceito de variação linguística e suas manifestações no português.
- Identificar diferenças entre o português falado em diferentes países (Brasil, Portugal, Angola, Moçambique, etc.).
- Refletir sobre a discriminação linguística e de sotaques e seu impacto social.
- Desenvolver habilidades de argumentação crítica sobre os temas relacionados.

MATERIAIS/RECURSOS UTILIZADOS

- Documentário *Língua: Vidas em Português* (2001)
  https://youtu.be/JBmLzbjmhhg?si=OcPAlTCHCRXA8xkv

1. Introdução (15 minutos):

Discussão sobre a Língua Portuguesa – (o(a) professor(a) expõe as perguntas no quadro/projetor):

- O português é falado em vários países ao redor do mundo. Sabes quais são esses países?
- Como achas que o português pode ser diferente em cada país? (Pensa em sotaques, palavras, expressões, etc.)
- Provavelmente já ouviste alguém de outro país a falar português. O que é que chamou a tua atenção?

Outras perguntas para a discussão inicial:
- O que é sotaque? Todos nós temos sotaque?
- Já reparaste em diferenças no português falado noutros países? Quais?
- Já foste julgado ou viste alguém ser julgado por causa do sotaque?

2. Atividade de leitura – pequeno texto sobre a variação linguística do português:

O português é uma língua rica e diversa, falada em vários países ao redor do mundo. No Brasil, em Portugal, em Angola e em Moçambique, por exemplo, o português sofre influências históricas, culturais e sociais que resultam em diferenças de vocabulário, pronúncia e gramática. No entanto, essas variações muitas vezes são usadas como motivo para discriminação. Pessoas com sotaques diferentes podem ser vistas como menos inteligentes ou menos capazes, especialmente em contextos profissionais ou educacionais.

Tarefa:
- Identifique as principais ideias do texto.
- Quais países são mencionados como exemplos de variação do português?
- Como a discriminação de sotaques pode afetar as pessoas?

3. Filme – *Língua: Vidas em Português*
(O documentário tem duração de 130 minutos, entretanto, de acordo com o tempo disponível, o(a) professor(a) pode optar por selecionar apenas algumas partes para mostrar aos alunos).

Perguntas para introduzir o filme:
- Como achas que a língua que falamos está ligada à nossa identidade e cultura?
- Já te sentiste diferente ou discriminado por causa do teu sotaque ou da forma como falas?
- O que significa para ti falar português? Achas que o português é uma língua importante no mundo? Porquê?
- O filme *Língua: Vidas em Português* mostra como o português é vivido em diferentes partes do mundo. O que esperas aprender ou descobrir ao assistir a este documentário?
- Por que achas que o documentário se chama *Vidas em Português*? O que sugere este título sobre a relação entre a língua e as pessoas?

Atividade de Preparação (Antes de assistir ao filme):
Divida a turma em grupos e peça que cada grupo pesquise rapidamente (ou discuta) uma curiosidade sobre o português falado em um país específico (Brasil, Portugal, Angola, Moçambique, etc.). Em seguida, cada grupo compartilha sua descoberta com a turma.

Perguntas para discussão (após assistir ao filme):
- Qual história ou personagem do filme mais chamou a tua atenção? Porquê?
- Quais diferenças e semelhanças reparaste no português falado nos diferentes países retratados?
- Como é que o filme mostra a relação entre língua, cultura e identidade?
- Concordas com a ideia de que o português é uma língua "viva"? Porquê?
- O que aprendeste sobre a diversidade da língua portuguesa ao assistires ao filme?

4. Atividade de consolidação: Criação de um Mural ou Projeto Colaborativo:
Com o objetivo de consolidar a aprendizagem de forma criativa e colaborativa, e permitir que os alunos expressem o que aprenderam de maneira visual e interativa, esta tarefa optativa pode ser proposta:
Peça aos alunos para criarem um mural ou fazerem uma apresentação em grupo sobre o tema "A Riqueza da Língua Portuguesa". Eles podem incluir:
- Exemplos de variações linguísticas entre países.
- Frases ou expressões típicas de cada região.
- Mensagens sobre a importância de respeitar e valorizar todos os sotaques.

RESULTADOS ESPERADOS

- Os alunos compreenderão o conceito de variação linguística e como ele se manifesta no português.

- Os alunos reconhecerão a relação entre língua, cultura e identidade, conforme retratado no filme.
- Os alunos serão capazes de discutir e refletir criticamente sobre a diversidade da língua portuguesa e a discriminação de sotaques.
- Os alunos demonstrarão maior consciência e respeito pela diversidade linguística e cultural dos países que falam português.
- Os alunos refletirão sobre seus próprios preconceitos ou estereótipos em relação a sotaques e variações linguísticas.

AVALIAÇÃO/REFLEXÃO

Atividade de avaliação e reflexão:

Opção 1: Peça aos alunos para escreverem um texto curto (150–200 palavras) sobre o que aprenderam com o filme e como ele mudou (ou não) a forma como veem a língua portuguesa.

Opção 2: Organize um debate sobre a seguinte questão:
- *A diversidade do português é uma riqueza ou um desafio para a comunicação entre os países que falam a língua?*

RECURSOS DIGITAIS
PLANO DE TAREFA/ATIVIDADE/AULA/PROJETO

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

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Tópico	Discriminação linguística com base no sotaque	**Duração**	50 minutos
Tipo	Plano de Aula/Atividade		
Nível QECR	Português Língua Materna		

OBJETIVOS

- Sensibilizar os alunos para a diversidade linguística em Portugal.
- Compreender o conceito de discriminação linguística e os seus impactos sociais.
- Analisar como os sotaques e variantes linguísticas são percebidos na sociedade.
- Promover atitudes de respeito e inclusão na comunicação.

MATERIAIS/RECURSOS UTILIZADOS

- Letra e vídeo da canção *Imperial é Fino* (Ana Bacalhau e Ana Pascoal).
  https://www.youtube.com/watch?v=mSMzOtZvivE
- Quadro e marcadores
- Cartazes ou fichas com expressões regionais
- Folhas para registo das opiniões dos alunos

PROCEDIMENTOS (ESTRUTURA)

1. Introdução (10 minutos):

Pergunta orientadora: "O que é um sotaque?"

Discussão inicial sobre sotaques regionais em Portugal.

Pergunta provocadora: "Alguma vez ouviram comentários negativos sobre um sotaque?"

2. Exploração da canção (15 minutos):

Apresentação do vídeo e audição da canção.

Análise rápida da letra: identificar algumas diferenças linguísticas mencionadas na música.

Discussão sobre a mensagem principal da canção e o que ela revela sobre a perceção dos sotaques.

3. Debate sobre discriminação linguística (15 minutos):

Pergunta para debate: "Os sotaques afetam a forma como as pessoas são percebidas?"

Reflexão sobre experiências pessoais.

Apresentação de casos reais de discriminação linguística (por ex. em contextos académicos e profissionais).

4. Reflexão final (10 minutos):

Registo individual: Cada aluno escreve uma reflexão breve sobre o que aprendeu na aula.

Pergunta final para discussão: "Como podemos combater a discriminação linguística no dia a dia?"

Sugestão de um compromisso individual para evitar preconceitos linguísticos.

RESULTADOS ESPERADOS

- Os alunos serão capazes de identificar diferentes variantes linguísticas e sotaques sem preconceitos.
- Desenvolvimento de uma atitude mais inclusiva e respeitosa em relação à diversidade linguística.
- Reflexão sobre a importância do respeito pela identidade linguística de cada indivíduo.

AVALIAÇÃO/REFLEXÃO

- Reflexão escrita individual sobre as principais aprendizagens da aula.
- Participação ativa na discussão e debate.

RECURSOS DIGITAIS
PLANO DE TAREFA/ATIVIDADE/AULA/PROJETO

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

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Tópico	Combater a discriminação baseada no sotaque		
Tipo	Plano de Aula	**Duração**	45-60 minutos
Nível QECR	Português Língua Materna		

OBJETIVOS

- Refletir sobre a diversidade de sotaques da língua portuguesa e como eles enriquecem a comunicação.
- Identificar e questionar estereótipos e preconceitos associados a diferentes sotaques.
- Promover a compreensão e o respeito pelas experiências de pessoas que enfrentam discriminação linguística.
- Incentivar os alunos a adotar comportamentos inclusivos e a combater a discriminação no seu quotidiano.

MATERIAIS/RECURSOS UTILIZADOS

- Nove ficheiros áudio com falantes de diferentes sotaques da língua portuguesa (internacionais, regionais de Portugal e não-nativos)
- Quadro branco ou flipchart e marcadores
- Folhas de papel e canetas
- Equipamento de som para reproduzir os áudios

1. Introdução (5-10 minutos):

Inicie a atividade com uma breve discussão sobre a importância da diversidade linguística e como os sotaques são uma parte natural e rica da língua portuguesa.

Pergunte aos alunos se já foram julgados ou se já julgaram alguém com base no sotaque. Peça exemplos e anote no quadro.

2. Análise dos áudios (10 minutos):

Divida a turma em pequenos grupos e distribua cópia da transcrição dos áudios (opcional).

Peça a cada grupo que identifique características específicas de cada sotaque (por exemplo, entonação, ritmo, pronúncia de certas palavras).

Discuta brevemente como essas características podem ser percebidas de forma diferente por diferentes pessoas.

3. Discussão e Reflexão (15 minutos):

Promova uma discussão sobre como os sotaques podem influenciar a perceção que temos das pessoas. Questione:

- Por que alguns sotaques são considerados mais "prestigiados" do que outros?
- Como os sotaques podem afetar oportunidades de emprego, relações sociais e autoestima?
- Como podemos combater a discriminação baseada no sotaque?

4. Atividade Prática: "Reescrevendo Narrativas" (15 minutos):

Peça aos alunos que escolham um dos áudios e imaginem uma situação em que o falante possa ter sido discriminado por causa do seu sotaque.

Em grupos, os alunos devem criar um diálogo ou uma cena curta onde o personagem enfrenta e supera essa discriminação, promovendo uma mensagem de respeito e inclusão.

Se houver tempo, alguns grupos podem apresentar suas cenas para a turma.

5. Conclusão e Compromisso (5-10 minutos):

Peça aos alunos que reflitam sobre o que aprenderam e como podem aplicar isso no seu dia a dia.

Proponha que cada aluno escreva um compromisso pessoal para combater a discriminação baseada no sotaque, seja na escola, em casa ou na comunidade.

Encerre a atividade destacando a importância de valorizar a diversidade linguística e de promover um ambiente inclusivo.

RESULTADOS ESPERADOS

Os alunos reconhecem a diversidade de sotaques e a sua importância cultural.

Os alunos desenvolvem uma maior compreensão e sensibilidade em relação às experiências de pessoas que sofrem discriminação linguística.

Os alunos questionam estereótipos e preconceitos associados a sotaques.

Os alunos adotam comportamentos mais inclusivos e comprometem-se a combater a discriminação no seu quotidiano.

1. Participação:

Observar o envolvimento dos alunos durante as discussões e atividades em grupo.
Avaliar a qualidade das contribuições orais e escritas.

2. Criatividade e Profundidade:

Analisar as cenas ou diálogos criados pelos alunos, focando na originalidade e na mensagem de inclusão.
Verificar se os alunos conseguiram aplicar os conceitos discutidos de forma prática.

3. Compromisso Pessoal:

Ler os compromissos escritos pelos alunos para avaliar o seu entendimento do tema e a sua disposição para agir.
Identificar se os compromissos são realistas e aplicáveis no dia a dia.

4. Reflexão Final:

Perguntar aos alunos o que aprenderam com a atividade e como se sentiram durante o processo.
Pedir sugestões para melhorar a atividade no futuro.

RECURSOS DIGITAIS
PLANO DE TAREFA/ATIVIDADE/AULA/PROJETO

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

237

Tópico	Explorar a discriminação linguística	Duração	50 minutos
Tipo	Plano de Aula		
Nível QECR	Português Língua Materna		

OBJETIVOS

- Compreender o conceito de discriminação linguística e suas manifestações.
- Analisar criticamente o artigo.
- Refletir sobre experiências pessoais relacionadas ao tema.
- Promover o respeito e a valorização da diversidade linguística.

MATERIAIS/RECURSOS UTILIZADOS

Artigo: Rodrigues, M. (19 de novembro de 2021). "Xenofobia linguística: agora o lixo vai falar e numa boa", Jornal *Público*.

https://www.publico.pt/2021/11/19/p3/cronica/xenofobia-linguistica-lixo-vai-falar-boa-1985590

1. Introdução (10 minutos):
Discussão inicial: pergunte aos alunos se já presenciaram ou experienciaram situações onde alguém foi julgado ou discriminado pela forma como fala.

Conceito de discriminação linguística: explique que a discriminação linguística ocorre quando indivíduos são tratados de forma desigual devido ao seu sotaque, dialeto ou língua materna.

2. Leitura e análise do artigo (20 minutos):
Distribuição do texto: entregue cópias do artigo "Xenofobia linguística: agora o lixo vai falar e numa boa" aos alunos.

Leitura individual (10 minutos): peça aos alunos que leiam o artigo atentamente, sublinhando pontos que considerem importantes ou que lhes chamem a atenção.

Discussão em grupo (10 minutos): divida a turma em pequenos grupos e solicite que discutam as seguintes questões:
• Quais são as principais ideias apresentadas no artigo?
• Que exemplos de discriminação linguística são mencionados?
• Como é que o artigo relaciona a discriminação linguística com questões culturais e sociais?

3. Reflexão e partilha (15 minutos):

Debate aberto: Reúna a turma e incentive os alunos a partilharem as conclusões de seus grupos.

Experiências pessoais: convide os alunos a relatarem situações pessoais ou observadas relacionadas à discriminação linguística.

Questões para reflexão:
- De que forma a discriminação linguística afeta a identidade e autoestima das pessoas?
- Como podemos combater o preconceito linguístico no nosso dia a dia?

4. Conclusão (5 minutos):

Reforce a importância de reconhecer e respeitar a diversidade linguística como parte integrante da cultura e identidade de cada indivíduo.

Desafio: propor que, durante a semana, os alunos observem e registem situações onde a linguagem é utilizada como forma de inclusão ou exclusão, para discussão na próxima aula.

RESULTADOS ESPERADOS

- Desenvolvimento do pensamento crítico: os alunos serão capazes de identificar e analisar criticamente manifestações de discriminação linguística, compreendendo as suas implicações sociais e culturais.
- Promoção da consciência linguística e intercultural: os alunos refletirão sobre a diversidade linguística e o papel da linguagem na construção da identidade, promovendo uma atitude de respeito e valorização das diferentes formas de falar.
- Melhoria da expressão oral e argumentativa: os alunos praticarão a comunicação oral ao defender as suas ideias durante o debate e partilha de experiências, desenvolvendo a capacidade de argumentação e expressão de opiniões fundamentadas.

AVALIAÇÃO/REFLEXÃO

A avaliação será baseada na participação ativa dos alunos durante as discussões e na capacidade de refletir criticamente sobre o tema. As observações informais e anotações do professor servirão como base para *feedback* individual e coletivo.

RECURSOS DIGITAIS
PLANO DE TAREFA/ATIVIDADE/AULA/PROJETO

Parte II.b
Digital resources for L1
(Italian, Portuguese, Bosnian)

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Tópico	Português europeu, Português do Brasil, Variação linguística, Preconceito linguístico, Sotaques, Perceções, Crenças	Duração	45 minutos
Tipo	Plano de Atividade		
Nível QECR	Português Língua Materna		

OBJETIVOS

- Reconhecer diferenças vocabulares entre o português europeu e o português brasileiro.
- Compreender a variação linguística como um fenómeno natural e dinâmico dentro da mesma língua.
- Refletir sobre contextos de uso e a importância da adaptação da comunicação a diferentes falantes.
- Desenvolver a flexibilidade linguística para melhor compreender e ser compreendido por falantes de ambas as variantes.

MATERIAIS/RECURSOS UTILIZADOS

Vídeo do YouTube: clip do programa "5 para a Meia-Noite", sobre diferenças de vocabulário entre o português europeu e o português brasileiro. Disponível em: https://www.youtube.com/watch?v=5MhxaWldVEU

PROCEDIMENTOS (ESTRUTURA)

1. Pré-visualização do vídeo (10 minutos):

Discussão com os alunos:
- Já tiveste dificuldade em compreender palavras do português do Brasil?
- Quais as diferenças entre o português europeu (PE) e o português brasileiro (PB)?
- Trata-se de diferenças apenas a nível do sotaque?
- Que exemplos específicos de vocábulos do PE e do PB cujos significados são diferentes conheces?

2. Visualização do vídeo:

Pedir aos alunos que tomem nota das diferentes palavras mostradas no vídeo, e respetivos significados.
Visualização do vídeo (04:35).

3. Pós-visualização do vídeo (30 minutos):

Em pares ou pequenos grupos, os alunos partilham as palavras que anotaram, refletindo e discutindo:
- Quais as palavras que podem gerar confusão.
- Em que contextos isso pode acontecer.
- Como a mesma palavra pode ter significados diferentes para cada variante da língua.

Discussão geral e aberta com toda a turma: "de que forma a variação linguística influencia a comunicação global em português?"

Sugestões adicionais:
Se, em sala de aula, houver alunos provenientes do Brasil ou de ascendência brasileira:

- Convidá-los a partilhar palavras ou expressões que usam no dia a dia e explicar o seu significado aos colegas.
- Perguntar-lhes se já passaram por situações em que foram mal compreendidos por falantes de português europeu.
- Em pares e pequenos grupos, discutirem quais as estratégias para melhor compreender e ser compreendido por falantes de ambas as variantes.
- Jogo "Quem sou eu?": Um aluno recebe uma palavra do português brasileiro ou europeu e os outros fazem perguntas para tentar adivinhar o significado.
- Incluir outras variantes do português (como o angolano ou moçambicano, se relevante).

RESULTADOS ESPERADOS

- Maior consciência sobre as diferenças entre as variantes do português.
- Melhor compreensão da necessidade de adaptação linguística.
- Capacidade de inferir significados com base no contexto.
- Desenvolvimento da curiosidade e abertura para outras variantes da língua.
- Maior valorização das variantes do português e das experiências linguísticas dos colegas.
- Sensibilização para possíveis desafios de comunicação e estratégias para superá-los.
- Reflexão sobre identidade e diversidade dentro da língua portuguesa.

Exercício escrito: pesquisar e tentar responder às seguintes questões:

- O que é a variação linguística?
- De que forma cada variante evoluiu com influências históricas e culturais distintas?
- Que ideias pré-concebidas existem sobre cada variante?
- Como é que a forma de falar pode influenciar estereótipos e preconceitos?
- Existem variantes do português superiores às outras?

DIGITALNI RESURSI
PLAN ZADATKA/AKTIVNOSTI/NASTAVE/PROJEKTA

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

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Tema	Akcenti/naglasci		
Tip	Plan Lekcije	**Trajante**	45 minute
CEFR Nivo	--		

CILJEVI/SVRHA

- Razvijanje međusobnog uvažavanja i poštovanja različitosti u izražajnim sposobnostima.
- Upoznavanje učenika sa vrijednostima jezičkog standarda i jezičkim zakonitostima.
- Razvijanje sposobnosti za pravilan govor.
- Uočavanje prisutne diskriminacije u govoru, na osnovu akcenata.

KORIŠTENI MATERIJALI

- Tekstovi
- Audio zapis (CIRCE Bosnian Accented Speech Stimuli Corpus)

STRUKTURA ČASA

1. Uvodni dio:

Profesorica pušta pušta audio zapis a učenici dok slušaju popunjavaju upitnik navodeći svoje mišljenje o govornicima:

Brojem od 1 do 5 ocijeni svakog govornika:

Govornik	Poručje iz kojeg dolazi	Lahkoća razumijevanja (1 = lako, 5 = teško)	Riječi ili glasovi koji su drugačije izgovoreni	Moje mišljenje o govorniku
Govornik 1				
Govornik 2				
Govornik 3				
Govornik 4				
Govornik 5				
Govornik 6				

Kratko se osvrnuti na razlike među govornicima – šta to njih čini drugačijim iako je saržaj teksta isti (treći zadatak). Profesorica navodi da je razlika u naglašavanju ili akcentiranju i time uvodi anstavnu jedinicu.

2. Glavni dio:

Definisanje akcenta
Profesorica izgovara riječ gore (gore – kratkouzlazni akcenat, gore-kratkosilazni).
U ovom slučaju, način izgovaranja mijenja značenje riječi.

Upućivanje učenika u rad – isticanje jednog sloga u riječi ječinom i visinom glasa naziva se akcent ili naglasak. To naglašavanje riječi ima tri svoja elementa: jačinu, visinu i trajanje.

· Intonacija (naglašeni ili nenaglašeni izgovor, jačina) (kretanje tona, visina-ulazna i silazna), trajanje (duljina izgovora-dug ili kratak).
· Naglašeni slogovi mogu biti kratki i dugi.

Npr. U sljedećim riječima su dugi: sunce, grana, peta, strana, grad
Npr. Kratki akcenti su u riječima: srce, krava, selo, polje, brat, lav, rosa
· Objašnjenje akcenta u bosanskom jeziku.
· Imamo četiri akcenta.
Kratkosilazni
Kratkouzlazni
Dugosilazni
Dugouzlazni
· Obilježavanje akcenta (znak) i primjer.

> *kratkosilazni* akcent, koji se obilježava znakom ˶ (*vȁtra*).
> *kratkouzlazni* akcent, koji se obilježava znakom ˋ (*pòtok*).
> *dugosilazni* akcent, koji se obilježava znakom ˆ (*môre*).
> *dugouzlazni* akcent, koji se obilježava znakom ´ (*tráva*).

Grupni rad

Grupni zadatak-razvrstavanje riječi prema vrsti akcenta.

Svaka grupa ima sl.riječi pred sobom: pitati, slagati, zehra, mladež, sin, sura, pala, sala, mile, grad, luk, kupiti, noći, krvava, zove, pozdrav,kuće, lala, para.

- Prezentovanje zadataka- svaka grupa prezentuje po jedan akcenat i riječi koje su označili tim akcentom.
- Razgovor o razlikama u akcentuaciji pojedinih riječi i zbog čega se to dešava (lokalitetima uvjetovano, ali književni neprihvatljivo), da li se zbog toga učenici trebaju diskriminirati, jer dolaze iz sredine u kojoj se neki slogovi izgovaraju drugačije od norme.
- Iznošenje učeničkih stavova.
- Kako pravilno akcentovati riječi (oslanajanje na ekavski izgovor i povezivanje - ako je na ekavici e dugo, onda je to dugi akcenat).
- Pravila akcentiranja riječi (jednosložne, višesložne riječi, unutarnji slogovi kod višesložnih riječi-samo uzlazni akcenat).

Akcentovanje poezije – EMINA, A. Šantić – primjer pravilne akcentuacije

EMÍNA

Sìnôć, kad se vrátih iz tòpla hamáma,
pròđoh pokraj bâštē stârõga imáma;
Kad tâmo u bâšti, u hládu jasmína,
S ibríkom u rúci stâjāše Emína.

Ja, kàkva je pústa! Tako mi imána,
Stîd jē nè bi bílo da je kod Súltána!
Pa još kadā šêćē i plèćima krêćē,
Ni hòdžīn mi zápis višē pòmoć nêće!

Jâ jôj nàzvah sèlām. Al môga mì dína,
Nè šće ni da čùjē lîjepā Emína;
No u srèbrn ìbrīk zàhvatila vòdē,
Pa po bâšti đùle zalívati òde.

S gránā vjètar dûhnu, pa niz plèći pûstē
Ràsplete jôj onē pletènice gûstē:
Zamirìsa kòsa ko zùmbuli plávi;
A mèni se krênu burùret u glávi!

Čitanje pjesme uz pravilnu akcentuaciju, kako bi učenici usvojili pravila.
Razgovor o postojanju drugačijeg naglaska.

Diskriminacija akcenata

- Diskriminacija tih naglasaka.
- Ljudi određenih područja, imaju specifičan, drugačiji govor.
- Primjećujemo da to nije standardni književni jezik.
- Vraćanje na audio zapise i analiza zadatka koji su učenici imali na početku.
- Možemo li otprilike odrediti odakle koji govornik dolazi-koje su sličnosti i razlike između učeničkog naglaska i naglaska u audio zapisu.
- Učenici iznose svoje mišljenje o razumljivosti zapisa i svoj opći dojam o govornicima. Da li je riječ o dikriminaciji ovih naglasaka, ako uzmemo u obzir da to nije književni naglasak?
- Učenici stiču uvid u diskriminaciju govora određenih lokaliteta-područja, jer su akcenti lokalno uvjetovani, ljudi određenih područja imaju urođen naglasak, svojstven samo njima i jako teško im je pričati književnim jezikom.
- Uočavanje nepravilnog izgovora kod učenika-trebaju li zbog toga biti diskriminirani?
- Diskriminacija između književnog i urođenog- akcenat je važan za pravilan govor, ali ne treba biti diskriminacije zbog toga, jer ljudi koji žive u sredinama u kojima se drugačije akcentuju riječi, ne trebaju biti diskriminirani jer upijaju iz iste te sredine, ali se mogu i trebaju truditi da njihov govor bude što prihvatljiviji normama.

3. Završni dio:

Ponavljanje naučenog.

Domaća zadaća- akcentovati riječi luk, pas, grad, kosa, petak, blago, uočiti razlike u izgovoru, varijante izgovora, razmisliti zbog čega se to dešava.

OČEKIVANI ISHODI

- Povećana svjesnost o diskriminaciji naglasaka, uočavajući različite naglaske.
- Učenici će definisati ključne pojmove – naučiti akcente.
- Učenici će se upoznati sa nekoliko različitih akcenata.
- Učenici će razmišljati o svojim iskustvima sa akcentima.

PROCJENA/REFLEKSIJA

Govori:
- Učenik aktivno učestvuje u diskusijama.

Čitanje:
- Učenik demonstrira razumijevanje pročitanog materijala odgovarajući na pitanja.

Pisanje:
- Učenik razumije akcentovanje riječi.

Saradničke vještine:
- Učenik radi efikasno u grupi (doprinosi grupnom projektu).

DIGITALNI RESURSI
PLAN ZADATKA/AKTIVNOSTI/NASTAVE/PROJEKTA

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

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Tema	Dijalekti bosanskog jezika	**Trajante**	90 minute
Tip	Plan Lekcije		
CEFR Nivo	--		

CILJEVI/SVRHA

• Upoznati učenika sa različitim dijelaktima bosanskog jezika i njihovom diskriminacijom u upotrebi-govoru.

KORIŠTENI MATERIJALI

• Projektor, tekst, listići

STRUKTURA ČASA

1. Uvodni dio:
Prikazivanje rečenica na projektoru

Daj mi malo šekera.
Njekada su govorili da i ja pojdem.
Ištem od tebe da mi vratiš posudbu.

Sad si lipota mog života.
Sedeo sam, potpuno sam.

- Vođenje razgovora-da li postoje riječi koje su vam nepoznate i ne koristite ih u svom govoru.
- Podvlačenje riječi.
- Objašnjenje da postoje govori određenog područja ili skupine ljudi, a oni se nazivaju dijalektima (grč. διάλεκτος, dialektos).
- Pisanje naslova na tablu.

2. Glavni dio:

Definisanje pojmova
Uvesti učenike u temu časa i novi sadržaj.
- Bosanski jezik ima pet dijalekata. Četiri su sa matičnog bosanskohercegovačkog prostora, a peti je sandžački, kojim govore sandžački Bošnjaci. To znači da je bosanki jezik uobličen i sačuvanu granicama administrativno-političke podjele koja je postojala na središnjem južnoslavenskom prostoru. To su bile granice Bosanskoga pašaluka.Ti dijalekti bosanskoga jezika su:
  - Istočnobosanski.
  - Zapadnobosanski.
  - Istočnohercegovački.
  - Zapadnohercegovački i.
  - Sandžački.

Grupni rad
Podjela učenika u grupe i podjela radnih sadataka:
- Svaka grupa obrađuje jedan dijalekat

Obradit će se sljedeći:

ISTOČNOBOSANKI (IJEKAVSKOŠĆAKAVSKI)

Istočnobosanski dijalekt ima posebnu važnost za bosanki jezik jer se smatra najtipičnijim bosanskim dijalektom (očuvao je najveći broj starih zapadnoštokavskih osobina). Tim dijalektom se govori u istočnoj Bosni, prostoru oivičenom Bosnom i Drinom, Fojnicom i Usorom. Stari sarajevski govor pripada tom dijalektu, jer se nalazi na njegovoj jugoistočnoj granici prema istočnohercegovačkom dijalektu. Istočnobosanki dijalekt ima dosta arhaičnih bosanskih osobina (ostaci stare akcentuacije i deklinacije, šćakavizam, neizvršena nova i jekavska jotovanja). Pored šćakavizama (kao jedne od glavnih odlika ovog dijalekta), u njemu se javljaju i sljedeće osobine: ijekavizam posebnog tipa – srjećōm, rjepa, smjejat se; grupa ne- daje nje-: njēko, njēkada; nestabilan vokalizam sa čestim diftongizacijama; grupa ro daje re: greb, greblje; vokalno l u nekim slučajevima daje refleks uo: Postuôp, sa Stuôpa, na Stuôpu; novo jotovanje vrši se samo uvezi sa sonantima l i n: pa imamo rôbje, divjī, zdravje, grmje, rodjāk, djáci, lîstje, prutje,nètjāk, plâstje, pôjdēm, nâjdēm, djèvōjka, pòtjerati; sonant lj ponekad se zamjenjuje sa j: jubav, bojī; grupa -ao daje -o: posô, valjô; javljaju se primjeri kao kâl, kìsel, kòlca; suglasnik h čuva se dosljedno: Hàsan, halva, kàhva, màhrama, snàha;

afrikatski parovi č, ć, dž, đ nejednako seizgovaraju – sa razlikovanjem: čètiri, džámija; ali i sa nerazlikovanjem: ćètiri, đámija; grupednj, dnj, dm ili se uprošćavaju: glána, zanjī, omāh, ili se nakon gubljenja suglasnika d sonantiudvajaju: glanna, zanjnji, ommah, ili čak daju i refleks sa h: gláhna (Vareš); ostaci stare neprenesene akcentuacije: posô, bardâk, sūšu, krȋž (sa metatonijskim akutom); predakcenatske dužine: Čȭrići, Bēgići, Hūsinê, otrēšèna. Posebna je osobina izostanak duljenja pred sonantima poslije gubljenja poluglasa: sunce, lòvca, kòlca, čorba, pamtit. Po toj akcenatskoj osobini istočnobosanski dijalekt razlikuje se od svih štokavskih pa ičakavskih govora, koji imaju duljenje ili sa silaznom ili sa uzlaznom intonacijom. Ovaj dijalekt ima i akcenatski tip: greblje, listje, sudje; različiti akcenti u oblicima neodređenog pridjevskog vida u ženskom i srednjem rodu: nòva-novo, vèdra-vedro, pamètna-pametno,krváva-krvāvo; javljaju se još stari oblici deklinacije: hiljād, godīn, stotīn. Javljaju se i dvije morfološke inovacije. Jedna je u deklinaciji, nastavak –m kod instr. im. ž. r.: krvim, solim (krvi-krvlju, soli-solju); druga u upotrebi posebnog glagolskog oblika habituala: on bi rèci,ona bi pošàlji, oni bi dóđi i sl. Istočnobosanski dijalekt dijeli se na sjeverni i južni poddijalekt. Sjeverni poddijalekt obuhvata govore sjeverno od rijeke Krivaje i istočno od rijeke Bosne (tuzlanska oblast), gdje se javljaju neke originalne govorne osobine: a = a˚ (zatvorenost vokala): glá˚va, sá˚ma, mlá˚da; grupe š, s + afrikata ili nazal daju h: pròhci, kòhci, bohča, pàhče, vójhci, gvohđe, postojanje (umekšanog) glasa s' u grupi šć u oblicima nesvršenih glagola pušćat, pušćena; metatonijski akut i sl. Južni poddijalekt (fojnički) ima također svojih specifičnosti, a najinteresantnija je izmjena vokalnog l u uo: žuoč. Novo jotovanje uglavnom se ne vrši ili je slabo izraženo. Češći su stari oblici deklinacije nego u sjevernom poddijalektu.Tu su primjeri mèja, preja ili dôjēm, dôjdēm i sl.

ZAPADNOBOSANSKI (IKAVSKOŠĆAKAVSKI)

Zapadnobosanski dijalekt snažno je novoštokaviziran jer su ga migracije sa juga (iz zapadne Hercegovine) i jugoistoka (iz istočne Hercegovine) gotovo sasvim preplavile i zatrle njegove stare zapadnoštokavske šćakavske osobine. Ovaj dijalekt se dijeli na dva poddijalekta: centralnobosanski i zapadnobosanski. Centralnobosanski zahvata prostor u međuriječju Bosne i Vrbasa. Pored ijekavizma i šćakavizma (šćâp, klíśća, možđanī, zviždī) ima ostatke stare akcentuacije, ali sa prevladavanjem četiri novoštokavska narječja, a javljaju se i slabiji ostaci stare deklinacije. Najdosljedniji šćakavizam javlja se u gornjemtoku Vrbasa, u području Lašve i gornjeg toka Rame. Govori u srednjem toku Vrbasa i u dolini Sane nemaju dosljedan šćakavizam.

Ikavizam je također dosljedniji u gornjeme toku Vrbasa,u području Lašve i gornjem toku Rame. Govori u srednjem toku Vrbasa imaju refleks je i u primjerima i u primjerima njeko, nješto, njekada; dječko kao i oblike ovijem, onijem, našijem,vašijem; grupa ir>ijer: mijer, pijer, kumpijer; izrazita je pojava redukcije neakcentiranih vokala: Zènca, vidla, nòsla; zatvorenost vokalske boje kod a u dugim slogovima: mâ°jka,rá°di. Promjena muških imena odvija se po tipu promjene ženskog roda (bosanska promjena): Mújē-Múji, Méhē-Méhi (kao žènē-žèni). Prisvojni pridjevi Mújīn, Méhīn; neizmijenjene grupe ke, ge u riječima orijentalnog porijekla: šèker, lègen; dosljedno čuvanje suglasnika h: havan, hasta, duhan, muha, mahana, proha, suha, mehak; nerazlikovanje afrikatskih parova u gornjem toku Vrbasa: ćètiri, đámija; ženska imena na -e tipa: Hanife, Kadire i na -o: Dérvo, Hájro; oblici ovijū, tijū (dolina Sane), ovijā,

tijā (dolina Busovače);upotreba bezličnih konstrukcija, odnosno rečenica: ùblo ga, òdvelo ga, zàklalo ga, pùšćalo ga; upotreba instr. društva (socijativa) bez prijedloga s: šêtā môncima, razgòvārā sèstrōm itd.

Zapadnobosanski (ikavskošćakavski) dijalekt se govori na terenu zapadno od Bosanske Kostajnice i Bosanskog Petrovca u granicama Bosne i Hercegovine. I ovdje se javlja ista pojava kao i u bosanskim šćakavskim govorima: udio zapadnobosanskih arhaičnih govornih crta povećava se kako ide pravcem zapad-istok, a ne obratno, kako bi se očekivalo. To je posljedica toga što procent doseljeničkog stanovništva iz južnih krajeva raste sve više kako se ide prema zapadu, a smanjuje se prema istoku. Specifične crte ovog poddijalekta su odstupanja od ikavizma, koja su gotovo općešćakavska: njeko, nješta, njekada, ali ima i onih za koja ne znaju ostali šćakavski govori; primjeri sa izvršenim primjer i sa izvršenim jekavskim jotovanjem đeca, đe/đi; zatvoreni dugi vokali a i o; mâ°jka, râ°di, n u ôž; razlikovanje afrikatskih parova: čaša, čovjek, četa, plač, džámija, hodža, hàdžija, hadž. Akcentuacia je uglavnom novija, metatonijski akut očuvan je u vrlo ograničenom broju primjera: strãža; ostaci starih oblika deklinacije: po tùđī, léđī, s mòji sinovi, promjena muških imena po tipu promjene imenica ž. r. na –a: Mújo-Mújē-Múji: Mého-Méhē-Méhi; Súle-Súli-Súlu, ženska imena sa nominativom na -e: Hanífe, Kadíre, Fáte, Zláte, a tako imuška imena na -e: Háse, Húse, kao i ženska imena sa nominativom na -o: Kádro, Ájko; česta upotreba bezličnih konstrukcija: ùblo ga, sàblo ga, òdvelo ga.

ISTOČNOHERCEGOVAČKI (IJEKAVSKOŠTAKAVSKI)

Istočnohercegovački dijalekt. Teren istočne Hercegovine i jugoistočne Bosne sa susjednim sandžačkim krajevima jeste područje na kojem su se stari bošnjački govori našli u samom centru istočnohercegovačkih novoštokavskih izmjena. Ti najjugoistočniji bosanskohercegovački govori poslužili su i kao migraciono žarište u odnosuna čitav sjeverozapadni bošnjački dijalekatski prostor. Oni su aktivni prenosioci novoštokavskih osobina po bosanskohercegovačkom terenu. Na taj se način bosanski jezik (dio njegovih dijalekata) našao na širem prostoru govornog jezgra iz kojeg se dalje proširio i istočnohercegovački dijalekt.Ovaj se dijalekt dijeli na četiri poddijalekta:

- Jugoistočnobosanski.
- Istočnohercegovački.
- Centralnohercegovački i.
- Sjevernohercegovački.

Jugoistočnobosanski (ijekavskoštakavski) podddijalekt bosanskoga jezika govori se u granicama prostora: Sarajevsko polje-Željeznica-Govza-Vučevo-Donji tok Lima i Rzava-Srebrenica-Vlasenica-Sarajevsko polje. Ovaj poddijalekt predstavlja prijelazni tip između tipičnih istočnobosanskih ijekavskoštakavskih i istočnobosanskih ijekavskošćakavskih govora.

Osobine:
- Dosljedan ijekavizam u dugim slogovima: bijèlo, bijèla, mlijèko, dijète, sijeno, pijèsak; različiti refleksi za jat u kratkim slogovima: a) sa je: pjesma, vjera, đeca, c' èpalo, gòrjela; b) sa e: bregovi, vremena, dečko,cèsta. Zènica, neko, nekakav; c) sa i: vòlio, žèlio, cio, bìljeg, sìđeti, usìđelica; jekavsko jotovanje: đeca, ćerati, pljesma, vljera, iz' elica, ćèpalo; razlikovanje afrikatskih parova: čètiri, džámija; dosljedan štakavizam: štâp, ištēm, kljèšta, ògnjīšte, daždevnjāk, dréždati, zvíždī; čuvanje suglasnika h, promjena muških imena po hercegovačko-crnogorskom tipu: Mújo-Múja-Múju, Mého-Méha, Méhu; nastavci starih tvrdih osnova: našijem, vrúćijem; akcentuacija tipična novoštokavska sa dva silazna i dva uzlazna akcenta: nòga, rúka (nastalo od noga, rūka), prenošenje akcenta an proklitike na rūku, na vodu; òd brata, prekò kućē.

- Nedosljedna jekavština u dugim slogovima: sjêno, bjélo, snjêg; ne tako dosljedno jekavsko jotovanje kao u istočnohercegovačkom: tu je pjesma, vjera, mjera; javljaju se ikavizmi: nèvista, nísam, nísmo i sl.; grupa re umjesto grupe ra: rébac (vrabac),rêsti (rasti), grêblje (groblje); nerazlikovanje afrikatskih parova: ćètiri, đámija; zamjena lj sa j: júbav, bojī, poje; čuvanje suglasnika h: mehak, malèhan, plaho, merhabā, hanùma; skraćivanje vokalnoga r: krv, crv; obezvučavanje suglasnika na kraju riječi: drûk (drug), Bôk (Bog), nôš (nož); promjena muških imena po bosanskom tipu (kao imenice muškog roda na-a) Mújē-Múji-Múju; u zamjeničko-pridjevskoj promjeni nastavci starih mehkih osnova: mòjīm, dòbrīm, vrúćīm,; gubljenje imperfekta.

- Dosljedan ijekavizam te mnogo više ikavizama nego u druga dva istočnohercegovačka poddijalekta; grupa ra daje re: rébac, rêsti, grêblje, ùkresti; jekavsko jotovanje znatno rjeđe nego u centralnohercegovačkom; nerazlikovanje afrikatskih parova: ćètiri, đámija; zamjena lj sa j: jûdi, jeto; čuvanje suglasnika h; šćakavizam: šćène, šćâp, ògnjīšće, strnjīšće, moždani; skraćivanje vokalnoga r: krv, crv; promjena muških imena po tipu imenica ženskog roda na a (bosanski tip promjene): Mújē-Múji-Múju; u zamjeničko- pridjevskoj promjeni nastavci starih mehkih osnova: dòbrīm, našīm; gubljenje imperfekta,rijetke pojave starijih neprenesenih akcenata.

ZAPADNOHERCEGOVAČKI (IKAVSKOŠTAKAVSKI) DIJALEKT

Zapadnohercegovački dijalekt zahvata manji dio zapadne Hercegovine, područje Ljubuškog, Čapljine i Mostara. Pored skoro dosljednog ikavizma:díte, dìca, mlíko, sîno, lipòta, vríme, bísan, vrimèna, di, bìži, ovaj dijalekt ima i doslajedan štakavizam; štâp, štène, klíšta, ògnjīšte, kosīšte, moždani, plândīšte, daždènjāk. Po tom štakavizmu on se razlikuje od sjevernijeg šćakavskog refleksa u srednjoj i zapadnoj Bosni, ikavizmom se vezujući za taj sjeverniji bosanski prostor. Sa istočnohercegovačkim dijalektom vezuju ga četiri akcenta (novoštokavska akcentuacija) i nove forme deklinacije saizjednačenošću dat., instr., i lok. mn. Odlikuju ga još i ove osobine: sažimanja vokalske grupe-ao u korist prvog samoglasnika: dòšā, pòšā, ìšā, kázā, bijā, vidijā, čujā; samoglasniki o ispred sonanta n prelazi u u: ûn, undā, lùnac; čuva se dosljedno suglasnik h: halva, hamájlija, hàjvān, hàber; sonant m na kraju riječi prelazi u n, što je tipična dalmatinska osobina primljena u govore hercegovačkog zaleđa: čujen, ne dan, iden; grupa -re- umjesto grupe -ro-: ùzrēsti, rêsti, nàrestā, rébac, grêblje; zamjena sonanta lj i nj sonantima j i n: Jùbuškī, jûdi, zèmja, grabje, kénac, nemu, kon, trešna; nerazlikovanje afrikatskih parova:

ćètiri, ćòvik, đámija, daiđa; dosljedno vršenje novog jotovanja: snoplje, grêblje, zdrâvlje, grmlje, prûće, lîšće; nevršenje palatalizacije u imenicama ž. r.: rúki, nògi, dìvōjki, mòtiki, ubèšiki,; obezvučavanje suglasnika na kraju riječi: grât (grad), nôš (nož),; uprošćavanje suglasničkih grupa srt, št (žd): prs, prîš, grôz; rijetki ostaci starijih oblika deklinacije: pèt dinâr, stò govēd, ù kućām, na nògam; specifičan nastavak -mam, -man: óvcamam,kokòšiman, vrátiman, drviman; muška imena se mijenjaju po tipu promjene imenica ž. r. na-a: Mújo-Mújē-Múji; muška imena u nom. tipa: Muja, Sula, kao i ženska: Fata; u vok. Ženskog roda nastavak -e: Fâte; kraća množina od imenica m. r.: kljúči, prîšti, nóži; pokazne zamjenice òtāj, òtā, òtō; u infinitivu infiks -ni- mjesto infiksa -nu-: svrniti, digniti; objekat uobliku gen. umjesto ak.: pîtāj, mâjkē, zòvi snàhē, nije nàšā ovácā; česta upotreba partikula:
tîzi, ovîzi, túde, túdekāna, tamókarance; dosljedna nova akcentuacija sa prenošenjem silaznih akcenata na proklitike: na rūku, na nogu, òd brata, u polje, ìs kúćē.

SANDŽAČKI DIJALEKT

Sandžački Bošnjaci na širem prostoru između Bijelog Polja, Novoga Pazara, Tutina i dublje dolinom Lima pripadaju posebnom dijalektu bosanskoga jezika. To su većim dijelom arhaični govori koje je susjedni jugozapadni novoštokavski razvoj slabo zahvatao. Odlikuju se uglavnom neprenesenom staroštokavskom akcentuacijom (bōlnica,vojnîk) i nekim starijim oblicima deklinacije. Mada su ovi tokom migracija po prilici pomjereni nešto prema sjeveroistoku, oni su sačuvali stare bošnjačke govorne odlike sa krajnjeg jugoistočnog dijela nekadašnjeg Bosanskog pašaluka. To najbolje pokazuje miješani ijekavsko-ekavski refleks

jata u bijelopoljsko-novopazarskoj zoni (tip mlijèko, vetar). Taj refleks najverovatnije je nastao u srednjem vijeku kao organska tvorevina na prijelazu između ijekavskih (južnih) i ekavskih (istočnih) govora unutar istočnoštokavskoga narječja. Bošnjački govori zapadnog Sandžaka, kao i oni u širem pljevljanskom kraju, po svojim osobinama pripadaju prijelaznom sandžačko-istočnohercegovačkom govornom tipu, u kojem se miješaju istočnije sandžačke bošnjačke i zapadnije istočnohercegovačke bošnjačke govorne osobine.

Sandžački bošnjački dijalekt odlikuju sljedeće osobine: akcentuacija je uglavnom starija štokavska: livada, bōlnica, vojnîk, sa sačuvanim predakcenatskim dužinama: sāma, glāvê, kāzali; vokalska grupa -ao daje -a . pozvā, pošâ, izgovaranje glasova s', z' nastalih novim i jekavskim jotovanjem: s'ekira, klâs'e, koz'ī; sonant l ispred velarnih vokala izgovara sevelarizirano: labūd, zahlūpat; uprošćavanje krajnje konsonantske grupe -st, -zd, -št, svođenje na -s, -z, -š: žalōs, grōz, prîš; dat. I lok. Ličnih zamjenica u jd.mene, tebe, sebe (meni, tebi, sebi) i enklitike ni, vi za dat. (nama, vama), ili ne, veza ak. mn. (nas, vas); aorist i imperfekt su u živoj upotrebi, infinitiv se upotrebljava bez krajnjega i: orat, dôj, pôj; očuvane dužine iza akcenta u nastavcima kao -ast, -ama, u infinitnim osnovama: kišīlo, môrāt, dignīsmo, brojevima devēt, desēt i sl.; u sintaksi poremećen odnos između padeža za obilježavanje mjesta kao lokacije, orijentacije i cilja: eto ga u sēlo, kad smo bîli pod Bâr, izîde pret kućōm.

Sandžački dijalekt dijeli se na sjeveroistočni (novopazarski), gornjopolimski (plavsko-gusinjski), srednjopolimski (bjelopoljsko-rožajski) i donjopolimski (prijepoljsko-pljevaljski) poddijalekt.

Diskusija o diskriminaciji na osnovu dijalekta

Nakon što svaka grupa dobije svoj dio-tekst, pristupa se usvajanju novog znanja i zapisivanju najvažnijeg u sveske, kao i prezentaciji svog dijela.

Svaka grupa objašnjava svoj dijalekat i zapisuje riječi koje su navedene u svakom tekstu a koje su značajne za svaki od dijalekata.

Nakon izlaganja, učenici imaju uvid u sve dijalekte bosanskog jezika pristupa se razgovoru/debati na temu zastupljenosti različitih dijalekata u udžbenicima, koliko su učenici uopšte upućeni u ove različitosti i koliko su i danas obrađeni riječi poznate.

Kroz ovu debatu zapravo se vodi računa o diskriminaciji pojedinih riječi i pokušava se prikazati da je to bogatstvo koje se mora poštovati i njegovati.

Kako bi učenici što bolje usvojili dijalekte, tj uočili kolika je to razlika u izgovoru i kako dolazi do dikriminacije-jer to nisu dijalekti koje oni upotrebljavaju u svakodnevnom govoru, pristupa se slušanju poezije Vladimira Nazora- Galitova pesan (pušta se audio zapis).

https://youtu.be/EFmgl7unfSg?si=izadV4JOJA4s42eq

- Nakon slušanja, učenici su obogaćeni novim spoznajama o dijalektima bosanskog jezika, uviđaju kako zapravo određene riječi zvuče na različitim dijalektima.
- Analiza slušane pjesme – pokušati recitovati pjesmu čakavskim dijalektom, onako kako je na audio zapisu.
- Naglašavanje diskriminacije dijalekata kroz poeziju, zbog čega su nama određeni dijalekti skoro pa nerazumljivi?
- Učenički stavovi i mišljenja.

3. Završni dio:
Ponavljanje i zadatak za domaću zadaću-pronaći što više riječi različitih dijalekata.

OČEKIVANI ISHODI

- Povećana svjesnost o diskriminaciji dijalekata.
- Učenici će definisati i različiti ključne pojmove koje se uče na času.
- Učenici će se upoznati sa nekoliko različitih dijalekata.
- Studenti će kritički procjeniti diskriminaciju dijalekata.
- Učenici će razmišljati o svojim iskustvima s dijalektima.

PROCJENA/REFLEKSIJA

Govori:
• Učenik aktivno učestvuje u govoru o dijalektima.

Čitanje:
• Učenik demonstrira razumijevanje pročitanog materijala odgovarajući na pitanja o razumijevanju.

Pisanje:
• Učenici pišu, istražuju o dijalektima, nakon časa.

Saradničke vještine:
• Učenik radi efikasno u grupi (doprinosi grupnom projektu, sluša i uključuje komentare vršnjaka, dijeli odgovornosti).

DIGITALNI RESURSI
PLAN ZADATKA/AKTIVNOSTI/NASTAVE/PROJEKTA

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

266

Tema	Gazel o Mostaru	Trajante	90 minute
Tip	Plan Lekcije		
CEFR Nivo	--		

CILJEVI/SVRHA

- Osposobiti učenike za razumijevanje i tumačenje pjesme „Gazel o Mostaru" te uočavanje poruke djela kao i bitnih elemenata i osjećanja, naglašavanje ljubavi kao unizerzalne jedinice ujedinjenja ljudi, ali i ljubavi s posebnim akcentom na ljubav prema rodnom kraju.
- Razvijanje kritičkog stava kod učenika, kao i stavljanje akcenta na diksiminaciju riječi, tj.njihovo potiskivanje u govoru, izbacivanje iz upotrebe.
- Razvijanje svijesti o diskriminaciji riječi.

KORIŠTENI MATERIJALI

- Tabla, kreda, slike, nastavni listić, projektor, laptop

STRUKTURA ČASA

1. Uvodni dio:
Razgovor o rodnom kraju.

Pokazivanje slike Mostara.
Najava nastavne jedinice i pisanje naslova na tablu.

2. Glavni dio:
- Razgovor o diskriminaciji riječi, riječima koje su izbačene iz upotrebe.
- Iznošenje stavova učenika o riječima koje su sve manje u upotrebi u našem jeziku.
- Navode se (usmeno, kroz razgovor) primjeri poput riječi: šeher, vaiz, zuluf, mahana, halvet, hurija, duvak...
- Nakon usmenog upustva u diskriminciju riječi, učenici imaju zadatak da pokušaju objasniti riječi koje dobijaju na nastavnim listićima - da napišu njihovo objašnjenje.

NASTAVNI LISTIĆ

Pokušaj odrediti šta navedene riječi označavaju

jamite nas	dolama	bezistan
džanum	mahane	hasna
fajda	bašmak	deder
ogazi	vlas	rusa
dijka	zaptija	kulak

- Pretpostavlja se da učenici slabo poznaju navedene riječi, te profesorica daje njihovo objansnjene i naglašava da ćemo i kroz današnju nastavnu jedinicu raditi diskriminaciju riječi - objašnjavati riječi koje se izbacuju iz svakodnevne upotrebe.
- Vraćanje na nastavnu jedinicu, prikazivanje bilješke o piscu i nekih zanimljivosti o gradu Mostaru.

Interpretativno čitanje pjesme:

Gazel o Mostaru
Ko bi mog'o opjevati redom
Sve ljepote divnoga Mostara?
Zar se čudiš, srce, što ga ljubim
Sa ljubavlju sinovskoga žara?

O, ne ima na ovome sv'jetu,
Ako nema sred bajnoga raja,
Bistre vode i svježega zraka
Što čovjeka sa zdravljem opaja!

Ko ga gleda, život mu se mladi,
A duša mu u nasladi pliva.
Svaki kraj mu i svako mjestašce
Zadivljene oči podraživa.

S voćem, vodom i ostalim miljem
On je druga Sirija na sv'jetu,
E bi rek'o da je rajska bašča,
Ko ga vidi u majskome cv'jetu.

S dvije kule velika ćuprija
Pružila se preko r'jeke čarne,
Te sa svojim velebnijem lukom
Pričinja se poput dûge čarne.

Cio svijet da obiđeš redom,
Ne bi naš'o onakova svijeta.
On je majdan darovitih ljudi,
Šeher Mostar ures je sv'jeta.

To je gnijezdo slavnijeh junaka
I na peru i na bojnom maču;
K'o odvazda, i sada iz njega
S dana na dan velikani skaču.

Neka šute indijske papige,
Neka svoje ne kazuju glase,
O, Dervišu! Ti si danas slavuj
Koji pjeva svog Mostara krase.

Emocionalno – intelektualna pauza

Objašnjenje nepoznatih riječi:
- Bajni – raskošni
- Čarna – crna
- Velebni – prelijep
- Majdan – rudnik
- Ures – nakit
- Šeher – grad

Grupni rad
Grupni rad (bitni elementi pjesme)

NASTAVNI LISTIĆ BR. 1
1. Ljubav prema domovini, zavičaju i njenim ljudima nazivamo patriotizam, rodoljublje.
   Čime vi pokazujete ljubav prema domovini?
   Kada vam najviše nedostostaje vaš grad, selo, ulica, vaš dom, vaša zemlja?
   Kada najviše razmišljate o tome? Šta vam najviše nedostaje? Zašto?
2. Kojim osjećanjima je prožeta pjesma?
3. Šta je tema pjesme?

NASTAVNI LISTIĆ BR. 2

1. Koje ljepote pjesnika očaravaju?

2. Koji su to motivi kojima je pjesnik inspirisan?

3. Kako pjesnik doživljava te motive?

NASTAVNI LISTIĆ BR. 3

1. Sa čime pjesnik poredi Mostar? O kakvoj to on rajskoj bašči govori?

2. Kako pjesnik govori o Mostarcima, kakve ih to vrline krase?

3. Koja je ovo vrsta pjesme, objasni?

NASTAVNI LISTIĆ BR. 4

1. Posmatraj izdovjene epitete: divni Mostar, sinovski žar, bajni raj, bistra voda, zadivljene oči, daroviti ljudi.

   Protumači njihov smisao i izdvoji još neke epitete iz pjesme.

2. Uoči metafore. Objasni neophodnost upotrebe ove stilske figure.

3. Objasni šta je hiperbola i pronađi stihove koji sadrže hiperbolu.

Prezentovanje urađenog.

Grupni rad/ kritički osvrti

Pristupa se izradi drugog grupnog zadatka, tj. pristupa se kritičkom promišljanu pjesme uz naglašavanje osjećanja koja prate lirskog subjekta. Predstavnik svake grupe bira po jednu sliku. Slike Mostara se nalaze na stolu. Na poleđini svake slike nalazi se po jedan zadatak.

Grupa koja je izabrala sliku br.1 ima zadatak da koristeći se tehnikom citat-komentar izvrši kritički osvrt na prvu i drugu strofu pjesme (polje citat) te iznese vlastita promišljanja o osjećanjima koja se javljaju u strofi. Zadatak se ponavlja za sve grupe, s tim što svaka grupa ima različite strofe za obraditi. Grupa koja je izabrala sliku br.2 ima isti zadatak za treću i četvrtu strofu, grupa br.3 ima peti i šestu storfu, a grupa br. 4 ima sedmu i osmu strofu.

• Prezentovanje.
• Vraćanje na nepoznate riječi, objašnjenja, navođenje riječi koje su nekako potisnute iz upotrebe, ne koriste se u našem govoru. Da li učenici poznaju takve riječi? Zašto se dešava to da ne koristimo riječi koje su sastavni dio našeg jezika, jer predstavljaju baštinu naših predaka.
• Kratka debata na temu dikriminacije pojedinih riječi, za ili protiv.

Debata

3. Završni dio:
Ponavljanje, dodjela domaćih zadataka - istražiti riječi koje su diskriminirane - izbačene iz upotrebe, porazgovarati s najstarijim članom svoje porodice o riječima koje su koristili u svojoj prošlosti, zapisati riječi, objasniti njihovo značenje.

OČEKIVANI ISHODI

• Povećana svjesnost o diskriminaciji riječi.
• Učenici će definisati i različite nepoznate riječi.
• Učenici će se upoznati sa nekoliko različitih -novih riječi.

- Individualna procjena o poznavanja dikriminiranih riječi.
- Učenici će razmišljati o svojim iskustvima s novim riječima ili riječima koje koriste stariji članovi njihovih porodica.
- Učenici će biti ohrabreni da se uključuju u aktivizam na diskriminaciju riječi-iznose svoja mišljenja i stavove.

PROCJENA/REFLEKSIJA

Govori:
- Učenik aktivno učestvuje u diskusijama.
- Učenik pokazuje sposobnost da iznese svoj stav o novim riječima.

Čitanje:
- Učenik razumije pročitano.

Pisanje:
- Učenik pprepoznaje riječi koje se sve više potiskuju iz upotrebe i zapisuje ih.

Saradničke vještine:
- Učenik radi efikasno u grupi (doprinosi grupnom projektu, sluša i uključuje komentare vršnjaka, dijeli odgovornosti).

DIGITALNI RESURSI
PLAN ZADATKA/AKTIVNOSTI/NASTAVE/PROJEKTA

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

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Tema	Glas JAT		
Tip	Plan Lekcije	**Trajante**	45 minute
CEFR Nivo	--		

CILJEVI/SVRHA

- Usvajanje novih znanja iz oblasti jezika.
- Pisanje glasovnih skupina ije/je.
- Usvajanje tri refleksa glasa jat, usvajanje pojmova kraćenje dugog sloga i duljenje kratkog sloga.
- Njegovanje ekavskog izgovora.

KORIŠTENI MATERIJALI

- Pravopis bosanskog jezika, tabla, kreda, nastavni listić, čaše, kartice

STRUKTURA ČASA

1. Uvodni dio:

Na stolu se nalaze dvije papirne čaše na kojima se nalaze natpisi tačno i netačno. Isto tako, na stolu se nalazi i određen broj kartica. Na svakoj kartici napisana je jedna riječ koja u sebi

sadrži glasovne skupove ije/je. Riječi koje se nalaze na karticama su: **čovijek, dijetetu, mlijeko, ocijena, svijeća, tijelo, rješiti, rješenje, vijek, vijekovi.** Učenici trebaju razvrstati ove riječi u odgovarajuću čašu. Očekuje se da će učenici pravilno razvrstati riječi te da će u čašu na kojoj piše **tačno** staviti sljedeće riječi: **mlijeko, svijeća, tijelo, rješenje, vijek, vijekovi**; a u čašu na kojoj piše **netačno**, sljedeće riječi: **čovijek, dijetetu, ocijena, rješiti.** Profesorica kroz ove primjere objašnjava da se ove promjene odn. pravila pisanja i izgovora glasovnih skupina ije i je dešavaju zbog refleksa glasa jat koji je bio zastupljen u jeziku naših predaka. Najava nastavne jedinice i pisanje naslova na tablu.

2. Glavni dio:
Ponavljanje da imamo tri različita izgovora na našim prostorima; **ekavski, ijekavski i ikavski.** Zapisivanje tri riječi na tablu: **mleko, mliko i mlijeko.** Učenici trebaju uočiti razlike između ovih riječi. Pretpostavlja se da će učenici shvatiti da se radi o tri različita izgovora. Objašnjava se da je glas **jat zamijenjen glasom e, pa imamo ekavski izgovor (mleko). Isto tako, glas jat zamijenjen je i glasom i, pa imamo ikavski izgovor koji nije književni (mliko). Glas jat zamijenjen je i glasovnim skupovima ije/je i glasovima e/i pa danas imamo ijekavski izgovor, koji se koristi kod nas (mlijeko). Dakle, u ijekavskim govorima, to jest u našem jeziku, stari glas jat zamijenjen je s -ije/je/i/e (riječ, rječnik, dio, sredina).** Objašnjava se učenicima da se često pravi greška kada je u pitanju zamjena glasa jat u ijekavskom izgovoru. Profesorica govori da učenici često imaju nedoumice kada je u pitanju zamjena jata u ije/je. Savjetuje učenike da kada nisu sigurni kako neku riječ trebaju napisati ili izgovoriti, neka je prebace u ekavski izgovor. Neka izgovore riječ na ekavskom, pa ako je *e* na kojem se vrši

alternacija na ekavskom dugo (reeešiti), tada u ijekavskom upotrebljavamo glasovni skup ije, a ako je *e* na ekavskom kratko (rešenje), tada se upotrebljava je. Učenici zapisuju sljedeće: **Zamjena glasa jat zavisila je od dužine sloga, pa se u dužim slogovima koji su se izgovarali otegnuto nalazi -ije (riješiti), a u kratkim slogovima -je (rješenje).** Također spominje da **kraćenje sloga dolazi i u komparativu i superlativu (bijel-bjelji-najbjelji).**

Nastavni listići za vježbu

Nastavni listić broj 1

Zadatak broj 1
Napiši nominativ množine od imenica: cvijet, lijek, svijet, snijeg.
cvjetovi, lijekovi, svjetovi, snjegovi

Zadatak broj 2
Dopiši!
Komparativ prema pozitivu bijel glasi bjelji; prema blijed glasi blijeđi; prema smiješan smješniji; prema tijesan tjesniji ili tješnji; prema lijen ljeniji ili ljenji; prema prijek preči; prema trijezan trezniji; prema vrijedan vredniji.

Zadatak broj 3
Napiši deminutive od ovih imenica: cvijet, dio, pijetao, rijeka, vijenac, zvijezda.
cvjetić, djelić, pjetlić, rječica, vjenčić, zvjezdica

Nakon predviđenog vremena za izradu, učenici usmeno izlažu svoj rad.

Profesorica pojašnjava da razlikujemo duljenje i kraćenje sloga. U pojedinim oblicima i izvedenim riječima skraćuje se dugi slog, pa prema *ije* imamo *je*: u množini imenica sa umetkom -ov- (cvijet – cvjetovi; dok se ponekad ije zadržava: lijek – lijekovi), u nesvršenih glagola izvedenih od svršenih (ocijeniti – ocjenjivati), u komparativu i superlativu pridjeva (bijel – bjelji – najbjelji).

Kada je u pitanju duljenje sloga u jednim kategorijama riječi umjesto je/i/e imamo ije (uspjeti – uspijevati, liti – lijevati).

Razgovor o različitosti u izgovoru, deskriminaciji ekavskog izgovora u bosanskom jeziku.

Kako bi se to balansiralo, učenici imaju zadatak da pokušaju uraditi ponovo lisitć sa zadacima, ali da ovaj put sve riječi prebace u ekavski izgovor, kako bi se ispoštovao i taj način izgovora i pridala mu se važnost.

Analiza i razgovor.

3. Završni dio:
Zadaća: načiniti imenice od ovih glagola: dogorijevati, letjeti, obavijestiti, zasjedati, premjerati.

OČEKIVANI ISHODI

- Povećana svjesnost o diskriminaciji naglasaka.
- Učenici će definisati i razlučiti ključne pojmove koji se učavaju na času.
- Učenici će se upoznati sa nekoliko različitih akcenata i njihovim istorijskim i kulturnim društvima.
- Učenici će kritički procjeniti kontraverzne izjave o diskriminaciji naglasaka.
- Učenici će razmišljati o svojim iskustvima sa akcentima.
- Učenici će biti osposobljeni da se uključuju u aktivizam po pitanju diskriminacije naglasaka.

PROCJENA/REFLEKSIJA

Govori:
- Učenik aktivno učestvuje u diskusijama, razumijeva glas jat, kratki, dugi slog.

Čitanje:
- Učenik demonstrira razumijevanje pročitanog materijala odgovarajući na pitanja o razumijevanju.

Pisanje:
- Učenik u pisanju razumijeva glas jat, ije/je, ali i ekavski izgovor.

DIGITALNI RESURSI
PLAN ZADATKA/AKTIVNOSTI/NASTAVE/PROJEKTA

Parte II.b
Digital resourses for L1
(Italian, Portuguese, Bosnian)

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Tema	Sociolingvistika		
Tip	Plan Lekcije	**Trajante**	45 minute
CEFR Nivo	--		

CILJEVI/SVRHA

- Usvajanje znanja o sociolingvistici kao zasebnoj lingvističkoj disciplini (sociolingvistika - definicija, govorni događaj, govorni čin (akt), govorna situacija, govorne uloge, govorni predstavnik, govorna zajednica, raslojavanje jezika: individualno, teritorijalno, socijalno i funkcionalnostilsko). Funkcionalni:
- Razvijanje, izgrađivanje i formiranje mišljenja, perceptivnih, mentalnih i komunikativnih sposobnosti, sticanje navika uspješnog usmenog i pismenog izražavanja.
- Razvijanje svijesti o raslojavanju jezika i eventualnim diskriminacijama.

KORIŠTENI MATERIJALI

- Knjiga-udžbenik, kreda, crteži-sheme, nastavni listići, papirne kutije

1. Uvodni dio:

Čas započeti pričom o bosanskom jeziku kao jeziku službene komunikacije, standardnom i književnom jeziku, obaveznom za sve govornike jedne jezičke zajednice u javnoj i službenoj (zvaničnoj, oficijelnoj) komunikaciji, a to znači u obrazovnim ustanovama (škola, univerzitet), u administraciji, u novinama, na radiju i televiziji. Učenicima naglasiti da privatno mogu komunicirati kako žele i kako znaju, prema njihovom komunikacijskom stilu, dok standardni jezik ima svoje norme koje uglavnom propisuju jezički stručnjaci, lingvisti, na osnovu toga što je: jezičkim zakonima ili tradicijom opravdano.

Aktivnosti nastavnog časa započeti kroz primjenu strategije GROZD.

Aktivnost 1: Profesoricaca zapisuje ključni pojam – JEZIK, u sredini table. Radeći u paru učenici pišu asocijacije na ključni pojam i to koristeći prethodna znanja. Nakon kratkog razgovora i razmjene mišljenja, učenici navode svoje asocijacije na pojam JEZIK. Kroz potenciranje razgovora te učeničke aktivnosti i zainteresovanosti, zajednički se dolazi do novih spoznaja i veza, a nastavnica sve spomenuto zapisuje na tabli u vidu sheme. Prisjećajući se prethodno obrađenog gradiva nastavnica će sa učenicima ujedno ponoviti pojmove kao što su: lingvistika, jezik, govor...

Uslijedit će analiza aktivnosti nakon primjene strategije koja će poslužiti kao motivaciona priprema i najava nastavne jedinice – SOCIOLINGVISTIKA.

Nakon zapisivanja naslova na tabli, kroz povezivanje prethodno spomenutih pojmova, profesorica zajedno sa učenicima definiše pojam SOCIOLINGVISTIKE, te učenici definiciju zapisuju u svoje sveske.

Odnos između jezika, kao komunikacijskog sistema i društva, izučava nauka koja se zove sociolingvistika.

2. Glavni dio:

Definisanje pojmova
Nakon najavljenog cilja časa, profesorica će učenike upoznati sa glavnim dijelom u kome je potrebno definisati temeljne sociolingvističke pojmove. Učenicima objašnjava da je polazište sociolingvističkih istraživanja jezik kao sredstvo komunikacije ljudi u društvu, te objašnjava da se sociolingvistika podjednako zanima za jezik pojedinca kao i za jezik grupe ili kolektiva. Uslijedit će aktivnost koja za cilj ima usvajanje novih sociolingvističkih pojmova, te ostvarivanje novih znanja i spoznaja o sociolingvistici kao nauci.

Tehnika – INSERT+

Aktivnost 2: Tehnika – INSERT +
Neophodno je učenicima ponoviti način sprovođenja navedene tehnike.
Učenicima podijeliti nastavne listove sa temeljnim sociolingvističkim pojmovima. Nakon indvidualnog čitanja svakog pasusa, učenici upisuju sljedeće znakove pored teksta: '√' ako je

informacija poznata od prije, '+' ako je informacija nova, '–' ako je informacija u suprotnosti s onim što sam ranije znao/znala ili mislio/mislila da znam, '?' ako je informacija zbunjujuća ili želim saznati više o tome.Nakon svakog iščitanog pasusa, praviti pauze te potencirati diskusiju sa učenicima, naročito u trenucima kada dio teksta obilježe upitnikom, ili minusom. Navoditi primjere za nejasne pojmove, te poticati učenike na konstantno promišljanje o pročitanom. Sačekati da učenici u sveske zapišu nove informacije te ih podijeliti u grupe.

Grupni rad

Aktivnost 3: Grupisanje na ovom času uradit će se prema bojama: BIJELA, ŽUTA, PLAVA i CRVENA. Zamoliti učenike da sjednu u klupe prema boji koju najviše vole, a kutije tih boja će biti na istim. Voditi računa da bude ravnomjeran broj učenika u grupama. Objasniti da će svaka grupa dobiti različit zadatak koji je opet u vezi sa sociolingvistikom kao zasebnim dijelom nauke o jeziku. Prije početka rada izdvojiti činjenicu da jezik nije kompaktna cjelina, u sebe zatvoren i homogen, niti je statičan. Raslojava se, kako tradicionalna lingvistika kaže, na više načina: 1) teritorijalno, 2) socijalno, 3) individualno, 4) funkcionalnostilsko. Svaki član grupe, prvo će pažljivo pročitati tekst i podvući ono što misli da je najvažnije u tekstu. Nakon čitanja razmijeniti će se mišljenja u grupi, te zajedno odrediti najvažnije osobine datog raslojavanja. Član grupe koji pokaže najbolje razumijevanje prezentovat će svim učenicima odlike raslojavanja kojeg su trebali proučiti.

GRUPA BIJELE BOJE u kutiji će naći tekst s objašnjenjem:
TERITORIJALNOG RASLOJAVANJA
TERITORIJALNO RASLOJAVANJE

Nisu sve osobine našeg jezika podjednako poznate svim govornicima. Određene osobine (riječi i oblici, konstrukcije i fraze) karakteristika su nekih mjesnih govora ili govora užeg područja i dijalekta.

Tako su posebnosti mostarskog govora nekad bili npr. Dosljedno čuvani ikavizmi (lipo li će biti, ev ovdi, vas svit, nasrid kuće, da zapivaš, vrime, ždribac...).

Danas, znamo, zasigurno nije tako jer su govori podložni promjenama. Malo ko zna da je naprimjer, uz behar, melekša (ljubičica) prvi hercegovački vijesnik proljeća:
·   Pa još kako ovdje miriše melekša... (Aleksa Šantić, Pod beharom)
·   Ja na tvoja njedra bacih
Struk vrijeska i melekše... (Alekša Šantić, Pod vrbama)
"Hercegovinizam'" je i drača. U Hercegovini to je samo jedna vrsta trnja kojim obiluju krševiti hercegovački predjeli, a nalazimo ga u antologijskoj pjesmi Maka Dizdara:
·   Preko gloga preko drače
Preko žege preko stege (Mak Dizdar, Modra rijeka)
pa liska (okretan, snalažljiv):
·   Po koji liska, polunagih noga

Na vjetru trči za razdrtom kapom... (Aleksa Šantić, Zimsko jutro)

Riječi i jezičke osobine rasprostranjene na područjima jednog mjesta, nazivaju se lokalizmima (lat. locum mjesto), a ako su karakteristika područja većeg od onog koje zauzima mjesni govor, odnosno ako su karakteristika regija, nazivaju se regionalizmi (lat. regio područje)
Riječi i druge jezičke osobine rasprostranjene na području većem od regije, odnosno ako su karakteristični za područje jednog dijalekta, nazivaju se dijalektizmi (grč. dialektikost različit).
Dijalektizmi (i regionalizmi i lokalizmi) mogu biti:
· leksički
· fonološki
· folklorni

Leksički su oni koji se razlikuju od sinonimne riječi (parnjaka) cijelim izrazom, odnosno korijenom (hudžera – koliba, hrsuz – lopov, kradljivac).
Fonološki su oni koji se dijelom svog izraza, odnosno fonološki podudaraju (*hajvar – ajvar, *ala – hala, *him – im).

Folklorni ili etnografski: za razliku od leksičkih i fonoloških, oni po pravilu, nemaju u standardnom jeziku odgovarajući, sinonimni parnjak. Označavaju specifične predmete ili pojave poznate na užem području.

Takvi su nazivi raznih jela: podrinjska satrica, banjalučki siriluk (vrsta salate od mladog luka i vrhnja), tuzlanske latice, nazivi predmeta: dronja - vrsta ponjave od krpa, basma – dezenirano tanko platno, mašice – metalna hvataljka za žar u obliku štipaljke itd.

Teritorijalnim raslojavanjem bavi se prije svega jezična disciplina dijalektologija. Dijalektologijom se bave dijalektolozi.

GRUPA ŽUTE BOJE u kutiji će naći tekst s objašnjenjem:
SOCIJALNOG RASLOJAVANJA
SOCIJALNO RASLOJAVANJE

U toku samo jednog dana sa drugima stupamo u različite društvene odnose. Tako smo jednom u ulozi djeteta, drugi put unuka (unike, treći put sestre (brata), kupca, putnika u tramvaju, gledaoca u kinu, slučajnog prolaznika.

U različitim društvenim ulogama jezički se prilagođavamo sugovorniku, situaciji, temi i mjestu razgovora. To su naše govorne uloge. Istraživanje govornih uloga u različitim društvenim situacijama u kojima dobijamo, kao pojedinci, svoju društvenu ulogu, područje je socijalnog raslojavanja jezika.
Postoje dvije vrste odnosa u govornim ulogama: solidarni (ravnopravni) i nesolidarni (neravnopravni).

U solidarnom odnosu može se govoriti o oslovljavanju bliskim ti, ili distanciranim vi.

Ako su govornici mlađi i što god su mlađi (npr. dijete – dijete, učenik – učenik), njihove su međusobne ulolge bliže. Isto se tako u principu obrazovaniji međusobno oslovljavaju s Vi. Javne službe (službenik na šalteru, prodavač) ili nepoznati prolaznik starije dob, također uključuju odnos Vi – Vi.

Odnos ti – Vi je običan između članova različitih uloga (npr. Učenik – profesor) ili između sugovornika različite dobi (mlađi – stariji). Postoje i neke društvene uloge koje su govornicima zadale nesolidarne odnose, bez obzira na privatni odnos ili na srodstvo. Naime, u javnim i oficijelnim dijalozima na radiju i televiziji, u intervjuima, među kolegama na fakultetu, u parlamentu i sl. Govornici se po pravilu uključuju u odnos Vi – Vi. Tako je u protokolarnim susretima i sl. Takvi odnosi podrazumijevaju službenost i distanciranost, Znati svoju društvenu ulogu i znati prepoznati odgovarajuću govornu ulogu, pitanje je jezičke kulture.

Često dolazi do spontanog ili svjesnog približavanja govornih uloga. Približavanje TI – TI obično prati bliskost i prisnost, a približavanje VI – VI distanciranost i službenost.

Neke su društvene pa i govorne uloge različito rangirane kao izrazi društvenog statusa, pa ih govornici znaju svjesno ''približavati''. Obično je pribliažavanje ka višerangiranom (VI – VI).

GRUPA PLAVE BOJE u kutiji će naći tekst s objašnjenjem:
INDIVIDUALNOG RASLOJAVANJA
INDIVIDUALNO RASLOJAVANJE

Svako od nas raspolaže određenim znanjem jezika. Kao pojedinačni govornici zajedničkog jezika, usvajamo jezička znanja. Od svega onoga što sadrži jezik, kao zajedničko sredstvo komuniciranje, svaki predstavnik govorne zajednice usvoji jedan dio i to na svoj način, raziličito. Zato između jezika u općem smislu i individualnog, ne možemo staviti znak jednakosti.

Skup svih osobina jezika pojedinaca naziva se idiolektom. Prepoznatljiv je najčešće po fonetskim i leksičkim osobinama.

Individualni stil tako čine i izgovor pojedinih fonema, tempo govora, ali i ostale karakteristike jezika pojedinca na svim jezičkim nivoima. Općenito, individualnog stila govornika, tiče se i njegova uloga (dominantna ili podređena) u razgovoru.

Kad izučavamo jezik jednog pisca, mi zapravo izučavamo njego idiolekt, pa se idiolekt pisca ne može uzimati kao jedini i najbitniji argument u određivanju norme standardnog jezika, tim prije jer su piscu došuštene neograničene mogućnosti kreiranja jezika.

Individualnim raslojavanjem jezika bave se mnoge jezičke discipline i znanosti – sociolingvistika, dijalektologija, psiholingvistika, lingvistička stilistika i dr.

GRUPA CRVENE BOJE u kutiji će naći tekst s objašnjenjem:
FUNKCIONALNOSTILSKOG RASLOJAVANJA
FUNKCIONALNOSTILSKO RASLOJAVANJE

Kad javno komuniciraju, govorni su predstavnici dužni komunicirati na standardnom jeziku, a ne na dijalektu. Svaki je standarni jezik, pa i naš, ustalio određene riječi i oblike, konstrukcije, fraze, odnosno upotrebe jezika u određenoj situaciji (npr. pri pisanju molbe za zaposlenje, kad se drži pozdravni govor...). Oni se mogu prepoznati kao tipične upotrebe jezika u tipičnim govornik situacijama (npr.upotreba jezika u administraciji, u pravnim aktima, u svakodnevnom govoru, u naučnom izlaganju...).

Jezik u takvim upotrebama ima različite funkcije: npr. da objektivno precizno nekoga obavijesti o njegovim pravima i obavezama pri sklapanju nekog ugovora, da objektivno i precizno analizira razlike i sličnosti kongruentnog i nekongruentnog atributa itd.

Funkcionalnim raslojavanjem jezika bavi se prije svega lingvostilistika (lingvistička stilistika).

Odabrani učenici će izaći i prezentovati odlike pojedinih raslojavanja. Učenicima sugerisati da pažljivo slušaju jer će poslije imati kratku provjeru znanja.

Napomenuti ih da ne zapisuju nikakve informacije, jer će im se na kraju dodijeliti nastavni listovi sa najvažnijim podacima.

3. Završni dio:
Kratku provjeru i malu razonodu pripremiti za završni dio časa.

Aktivnost 4: Učenicima podijeliti nastavne listove u svrhu provjeravanja razumijevanja i pamćenja osnovnih sociolingvistićkih pojmova.

Aktivnost 5: Za kraj časa izabrati par najaktivnih učenika, te ih kroz unaprijed pripremljene primjere zamoliti da interpretiraju i predstave teritorijalno i socijalno raslojavanje u našem jeziku.

DOMAĆA ZADAĆA: Učenici će za domaći zadatak napisati sastav/iznijeti mišljenje o diskriminaciji raslojavanja jezika-zašto se pojedine riječi izbacuju iz upotrebe u standardnom bhs jeziku.

OČEKIVANI ISHODI

- Učenici usvajaju novaznanja o jeziku – sociolingvistici kao nauci i njenim temeljnim pojmovima.
- Proširivanje učeničkih znanja, određivanje temeljnih sociolingvistićkih pojmova, te poimanje i uočavanje karakteristika raslojavanja našeg jezika.
- Razvijanje, izgrađivanje i formiranje mišljenja, perceptivnih, mentalnih i komunikativnih sposobnosti, sticanje navika uspješnog usmenog i pismenog izražavanja.

- Razvijanje želje za novim saznanjima iz jezika, izgrađivanje upornosti u savladavanju teškoća i dovođenje rada do kraja, otkrivanje lijepog u jeziku i pravilno pisanje, osposobljavanje učenika za zajednički rad, usvajanje osobina tačnosti i kreativnosti, razvijanje međusobnog uvažavanja.

PROCJENA/REFLEKSIJA

Govor:
- Učenik stiče nova znaja o upotrebi riječi u našem jeziku.

Čitanje:
- Učenik demonstrira razumijevanje pročitanog materijala odgovarajući na pitanja o razumijevanju.

Pisanje:
- Učenik razumijeva pravopisna pravila.

Saradničke vještine:
- Učenik radi efikasno u grupi (doprinosi grupnom projektu, sluša i uključuje komentare vršnjaka, dijeli odgovornosti).

Part II.c
Printable activity material

Aa

Acknowledge the existence of accentism and its harmful impact.

CIRCE   Co-funded by the European Union

Bb

Break stereotypes by showcasing diverse voices in media and education.

CIRCE   Co-funded by the European Union

Cc

Challenge accent-related jokes and microaggressions when you hear them.

CIRCE   Co-funded by the European Union

Dd

Diversify language practices in education.

CIRCE   Co-funded by the European Union

Ee

Empower individuals to speak confidently, regardless of accent.

CIRCE · Co-funded by the European Union

Ff

Foster inclusive workplace environments.

CIRCE · Co-funded by the European Union

Gg

Give space for multilingual and accented voices to be heard.

CIRCE · Co-funded by the European Union

Hh

Highlight the value of linguistic diversity in society.

CIRCE · Co-funded by the European Union

Ii

Interrupt bias
when accent
is used as a measure
of competence.

CIRCE

Jj

Join advocacy
groups that
support language
rights and equity.

CIRCE

Kk

Know your rights—
especially in
contexts like work
and education.

CIRCE

Ll

Listen actively
without judging
someone's accent.

CIRCE

Mm

Move beyond accent–based assumptions when evaluating someone's abilities.

CIRCE   Co-funded by the European Union

Nn

Normalize global Englishes and varieties of languages.

CIRCE   Co-funded by the European Union

Oo

Offer platforms to underrepresented voices.

CIRCE   Co-funded by the European Union

Pp

Promote policies that protect against linguistic discrimination.

CIRCE   Co-funded by the European Union

Qq
Question the assumptions about "proper" speech.

CIRCE — Co-funded by the European Union

Rr
Represent different accents in leadership and public roles.

CIRCE — Co-funded by the European Union

Ss
Support students and colleagues navigating linguistic prejudice.

CIRCE — Co-funded by the European Union

Tt
Teach about accentism in teacher training and curricula.

CIRCE — Co-funded by the European Union

Uu

Uplift the stories of those affected by linguistic racism.

CIRCE · Co-funded by the European Union

Vv

Validate the feelings of people hurt by accentism.

CIRCE · Co-funded by the European Union

Ww

Watch your language, avoid accent-shaming or correction culture.

CIRCE · Co-funded by the European Union

Xx

X-ray systems that reward only "standard" accents—expose the bias.

CIRCE · Co-funded by the European Union

Yy

Yield space in conversations. Don't interrupt when someone shares their experience.

CIRCE   Co-funded by the European Union

Zz

Zoom out to see accentism as part of larger systems of inequality.

CIRCE   Co-funded by the European Union

The
Accent Pride
Alphabet

CIRCE   Co-funded by the European Union

CIRCE
accent discrimination

Co-funded by
the European Union

The Accent Pride Alphabet

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Acknowledge the existence of accentism and its harmful impact.

Bb
Break stereotypes by showcasing diverse voices in media and education.

Cc
Challenge accent-related jokes and microaggressions when you hear them.

Dd
Diversify language practices in education.

Ee
Empower individuals to speak confidently, regardless of accent.

Ff
Foster inclusive workplace environments.

Gg
Give space for multilingual and accented voices to be heard.

Hh
Highlight the value of linguistic diversity in society.

Ii
Interrupt bias when accent is used as a measure of competence.

Jj
Join advocacy groups that support language rights and equity.

Kk
Know your rights—especially in contexts like work and education.

Ll
Listen actively without judging someone's accent.

Mm
Move beyond accent-based assumptions when evaluating someone's abilities.

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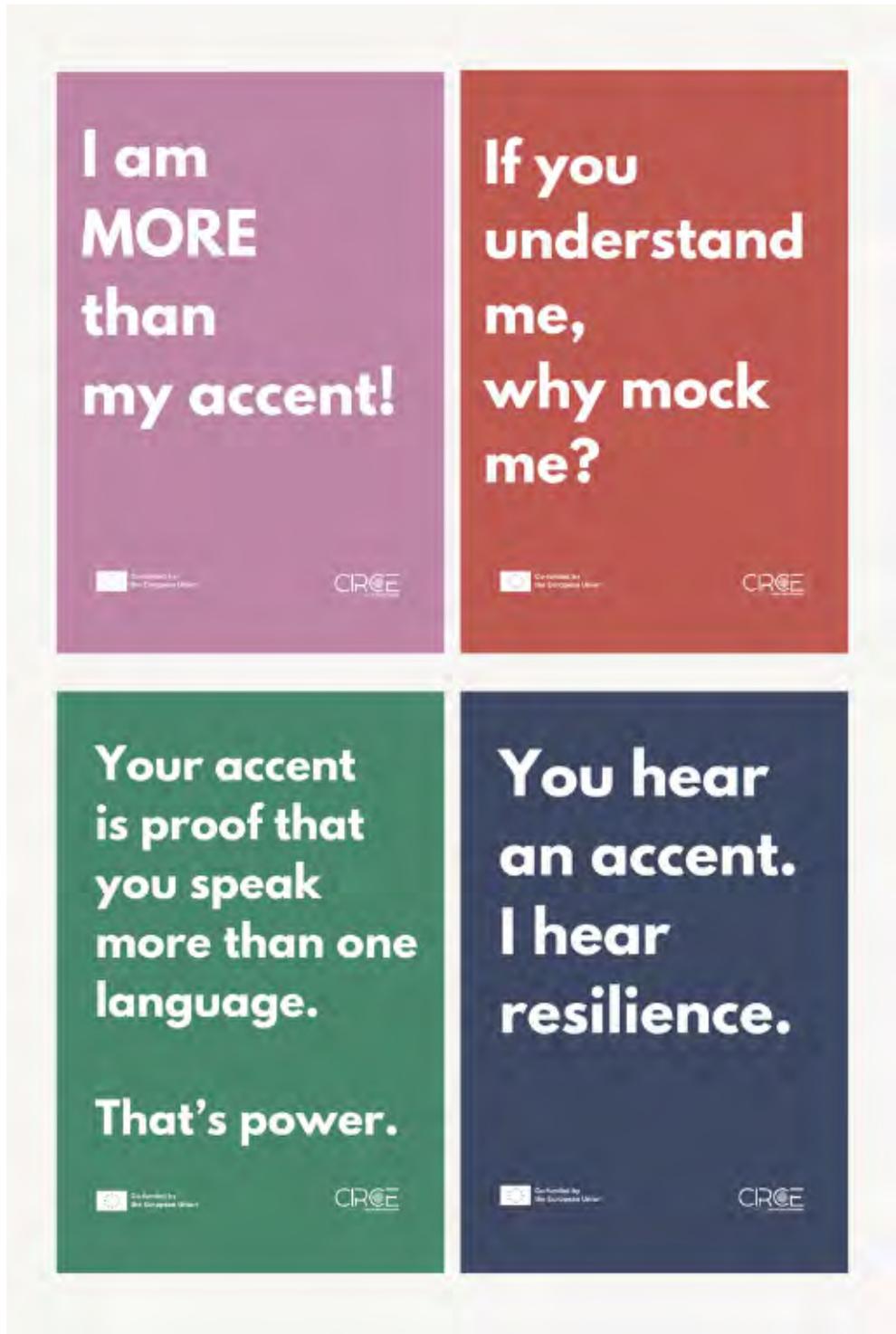
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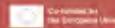
I am
MORE
than
my accent!

If you
understand
me,
why mock
me?

Your accent
is proof that
you speak
more than one
language.

That's power.

You hear
an accent.
I hear
resilience.

I didn't lose my accent. I kept my roots.

Repeat after me: My voice is not a problem.

Your bias is.

I sound like me. That's more than enough.

Your accent is proof that you speak more than one language.

That's power.

CROE

I sound like me.

That's more than enough.

CROE

Repeat after me:

My voice is not a problem.

Your bias is.

CROE

You hear an accent.

I hear resilience.

CROE

I didn't lose my accent.

I kept my roots.

CROE

I am MORE than my accent!

CROE

If you understand me, why mock me?

CROE

Conclusion
Laura Melgão, Ricardo Pereira

This handbook was developed to support language teachers in fostering more inclusive and tolerant classroom environments with regard to accent variation. In an increasingly globalised educational world, schools are characterised by growing linguistic and cultural diversity, while students are exposed to a wide range of backgrounds and ways of speaking the same language. In this context, addressing accent discrimination in education is not a marginal concern, but a central issue of equity, inclusion, and educational justice.

Students and teachers worldwide share common experiences, concerns, and expectations, all of which are primarily negotiated through language. Consequently, language plays a central role not only in communication, but also in the construction of social relationships and learning experiences. Accent variation is an inevitable part of these experiences, and it constitutes a natural and valuable expression of linguistic and social diversity. Therefore, it should not be treated as a deficiency to be corrected, but as a legitimate manifestation of individual linguistic identity.

Accordingly, this handbook attempts to bridge the gap between theory and action by combining sociolinguistic research with classroom-based practice. Notably, Part I demonstrates how accentism operates within specific national and educational contexts by drawing on empirical data such as verbal guise tests, textbook analyses, interviews, and linguistic autobiographies. The data reveal that attitudes towards accents are learned, socially reinforced, and deeply embedded in educational practices.

In light of the results uncovered in the first part of the CIRCE handbook, concrete pedagogical responses were put forth in Part II, in the shape of lesson plans, activities, and awareness-raising materials. These were designed specifically to empower teachers in making accent diversity visible and valued in their classrooms. Rather than promoting a single model of "correct" speech, the resources encourage critical listening, empathy, and communicative flexibility, all of which are essential in multilingual societies. Moreover, the handbook highlights teachers' role not as neutral transmitters of linguistic norms, but as key agents in shaping inclusive attitudes and practices.

The CIRCE Project does not claim to offer definitive answers or quick fixes to accent discrimination. Nevertheless, by engaging with the materials presented in this handbook, educators are invited to take an important step towards creating learning environments in which all students can speak, be heard, and be valued, regardless of how they sound.

Translations of this section in Italian, German, Portuguese, and Bosnian are available here:
https://www.circe-project.eu/conclusion/

Souzana Maria Serveta

This glossary includes selected terms appearing in the lesson plans and related materials. It is provided as a supplementary reference to aid comprehension and further study. Definitions are intentionally concise and accessible and do not replace in-depth academic or professional sources.

Accent bias	A preference for certain accents over others. This bias can be conscious or unconscious and may lead people to judge speakers differently based on how they sound. For example, seeing them as more or less intelligent, friendly, or competent. While having accent preferences is common, accent bias can influence behaviour and could turn into unfair treatment or discrimination.
Accent discrimination	Unfair treatment or practices towards people based on their accent. It often leads to judgments about intelligence, education, or professionalism that are unrelated to the actual ability of the person.
Cultural appropriation	The use and sometimes adoption of elements of a culture by members of another, especially when taken without respect or acknowledgment. In language teaching, it may occur when cultural symbols, traditions, or language forms are used superficially promoting stereotypes of the culture or language.

English as a lingua franca (ELF)	Explores how English is used for communication across different languages and cultures, and considers the global effects of its role as an international language.
First Language (L1)	The first language a person learns, usually in early childhood, often referred to as their mother tongue or native language. In multilingual settings, this may also mean the language a person feels most comfortable using, even if it is not the one they learned first.
Foreign Language (FL)	A language learned in a setting where it is not the main or official language of the community. Learners usually study it through formal instruction rather than daily exposure. See also: First Language (L1), Second Language (L2)
Global Englishes	Refers to the use of English as a global means of communication, emphasizing its plural and fluid nature. It highlights how English adapts to local cultures and identities. It is used as an umbrella term for World Englishes and ELF.
Global Language	A language that plays a special international role across countries. Three conditions need to be met: it is the native language of people in several countries, it is the official language for institutional and formal use for others and it is widely taught and learned as a foreign language around the world.
Glottophobia	Discrimination or prejudice against individuals based on the way they speak, including accent, pronunciation, or vocabulary. It can cause social exclusion, anxiety, and low self-esteem, often seen when people are judged or penalized for using non-standard accents or dialects. The term was popularised in France thanks to the linguist Philippe Blanchet whose work inspired public debate and influenced the legal recognition of "discrimination linguistique" (linguistic discrimination) in French labour and equality laws. See also: Linguistic Discrimination and Linguicism

Inner, Outer, Expanding Circle	A model proposed by Braj Kachru that describes the global spread and use of English: Inner Circle: countries where English is the L1 language (e.g., UK, USA). Outer Circle: countries where English has an institutional role (e.g., India, Nigeria). Expanding Circle: countries where English is learned as a foreign language (e.g., China, Japan).
Language identity	Refers to the ways individuals define and express themselves through language. It is flexible and context-dependent, shaped by social, cultural, and situational factors, and can vary across different interactions. A person may express multiple identities in a single context, which interact dynamically, influencing social relationships and communication.
Language Prestige	The social value attached to different ways of speaking. This value can be overt or covert, depending on how openly it is recognized and by whom. Overt Prestige is the positive value given to standard or widely accepted forms of a language. These are often seen as "correct" and are associated with culture, education, professionalism, and social status. Speakers may use these forms in formal or public situations to gain respect or approval. Covert Prestige is the hidden or less openly acknowledged value attached to non-standard varieties. These speech forms may signal solidarity, authenticity, or group identity, particularly among certain social or age groups. Speakers might use them to express belonging, even when such forms are not considered "standard."
Language variation	The different ways people speak across regions, social and ethnic groups, or situations. The way people speak and every language changes across space, time, social factors, style, situation, speakers. Social factors are not fixed. The aim of Sociolinguistics is to study Linguistic Variation in a scientific way.

Linguistic Autobiography	A personal, non-fiction text where the writer reflects on their relationship with language. It looks at important life moments through the lens of language learning and use, showing how language shapes one's sense of self.
Linguistic Discrimination	Unfair treatment of people based on the language they speak or the way they use it, such as their accent, dialect, or language variety. It can occur when speakers of certain languages—often minority or marginalised groups—are denied the right to use, maintain, or pass on their language. Linguistic discrimination is often connected to other forms of inequality, such as those based on race, class, ethnicity, or gender.
Linguistic imperialism	The dominance of one language over others, often linked to political, cultural, or economic power. It can lead to the marginalization of local languages.
Linguistic landscape	The visible display of languages in public spaces, such as signs, advertisements, and street names, which reflects the linguistic and cultural diversity of a community.
Linguistic prejudice	Negative attitudes or judgments toward particular languages, dialects, or varieties of speech. It often reflects broader social or cultural biases rather than linguistic facts.
Linguistic profiling	The practice of identifying and making assumptions about someone's social background (such as race, class, or ethnicity) based on their speech or accent. Example: Rejecting a housing applicant after hearing their voice on the phone.
Linguistic/Accent reduction	The process of modifying a dialect or accent, or changing a foreign-language or accent toward a perceived standard, often to be more accepted and avoid stereotypes and marginalisation.

Multilingualism	The ability of an individual or community to use more than one language in daily life. Multilingualism can enrich communication and learning, reflecting cultural and linguistic diversity.
Native-Speakerism	An ideology that privileges native speakers of a language as inherently better teachers or models than non-native speakers. This concept is widely critiqued in language education for reinforcing inequality and bias.
Pidgin	A reduced contact language that develops when groups of people who do not share a common language need to communicate, often for purposes such as trade. It usually borrows most of its words from the language of the more dominant group (the superstrate) but adapts their form and meaning under the influence of the other groups' native languages (the substrates). Pidgins arise through cooperation among speakers and are simplified in grammar and vocabulary, focusing on essential communication. When used regularly across different groups over time, a pidgin may become more stable and complex, developing fixed norms of meaning and structure. When a pidgin becomes the first language of a community and expands to cover all areas of daily life, it develops into a creole. A creole has a complete grammar and vocabulary and functions as a fully developed language. Many creoles are named after the language that provided most of their words—for example, Jamaican Creole.
Raciolinguistics	The study of how language and race are connected, including how some people are unfairly judged as having inferior language skills because of their racial background. A raciolinguistics approach focuses on race as a process, exploring how language is a fundamental element of shaping ideas about race and identity.

Second Language (L2)	A language learned after a person's first language, usually in a setting where that language is used for everyday communication, education, or work. It differs from a foreign language, which is typically learned in a classroom with little opportunity to use it in daily life. However, the terms second and foreign language do not necessarily indicate differences in fluency or ability as exposure and context of learning vary, but proficiency levels can overlap.
Social hierarchy of languages	The ranking of languages or variations as more "prestigious" or "valuable" than others. Its roots are historical or socioeconomic and it can influence education, employment, and social opportunities.
Standard language	A socially recognized and codified variety of a language, often used in formal communication, official, institutional documents, education, and media.
Regional speech	Varieties of a language spoken in specific geographic areas, including local accents, vocabulary, and grammar.
World Englishes	A term that focuses on the recognition of different varieties of English, denies the superiority of some varieties and promotes cultural diversity in how English is spoken and taught.

Glossario

Pregiudizio sull'accento	Preferenza per determinati accenti rispetto ad altri. Questo pregiudizio può essere consapevole o inconsapevole e può portare le persone a giudicare i parlanti in modo diverso in base a come parlano. Ad esempio, considerarli più o meno intelligenti, amichevoli o competenti. Pur essendo comune avere preferenze per gli accenti, il pregiudizio per l'accento può influenzare il comportamento e trasformarsi in un trattamento ingiusto o discriminatorio.
Discriminazione basata sull'accento	Trattamento o pratiche ingiuste nei confronti delle persone in base al loro accento. Spesso porta a giudizi sull'intelligenza, l'istruzione o la professionalità che non sono correlati alle reali capacità della persona.
Appropriazione culturale	L'uso e talvolta l'adozione di elementi di una cultura da parte di membri di un'altra, specialmente quando avviene senza rispetto o riconoscimento. Nell'insegnamento delle lingue può verificarsi quando simboli culturali, tradizioni o forme linguistiche sono usati superficialmente, promuovendo stereotipi della cultura o della lingua.
Inglese come lingua franca (ELF)	Esamina come l'inglese sia utilizzato per la comunicazione tra lingue e culture diverse e considera gli effetti globali del suo ruolo come lingua internazionale.
Prima lingua (L1)	La prima lingua che una persona impara, di solito nell'infanzia, spesso indicata come lingua madre o lingua nativa. In contesti multilingue, può anche significare la lingua con cui una persona si sente più a suo agio, anche se non è quella che ha imparato per prima.
Lingua straniera (FL)	Vedi anche: Prima Lingua (L1), Seconda Lingua (L2) Una lingua appresa in un contesto in cui non è la lingua principale o ufficiale della comunità. Gli studenti di solito la studiano tramite istruzione formale piuttosto che esposizione quotidiana.

Inglese globale	Si riferisce all'uso dell'inglese come mezzo globale di comunicazione, enfatizzandone la natura plurale e fluida. Evidenzia come l'inglese si adatti alle culture e identità locali. Viene utilizzato come termine ombrello per World Englishes e ELF.
Lingua globale	Una lingua che svolge un ruolo internazionale speciale tra i paesi. Devono essere soddisfatte tre condizioni: essere lingua madre di persone in diversi paesi, essere lingua ufficiale per uso istituzionale e formale per altri e essere ampiamente insegnata e appresa come lingua straniera nel mondo.
Glottofobia	Discriminazione o pregiudizio nei confronti di individui in base al modo in cui parlano, inclusi accento, pronuncia o vocabolario. Può causare esclusione sociale, ansia e bassa autostima, spesso osservata quando le persone sono giudicate o penalizzate per l'uso di accenti o dialetti non standard. Il termine è stato reso popolare in Francia grazie al linguista Philippe Blanchet, il cui lavoro ha ispirato il dibattito pubblico e influenzato il riconoscimento legale della "discriminazione linguistica" nelle leggi francesi sul lavoro e sull'uguaglianza. Vedi anche: Discriminazione linguistica e Linguicismo.
Cerchio interno, esterno e in espansione	Modello proposto da Braj Kachru che descrive la diffusione globale e l'uso dell'inglese: Cerchio Interno: paesi in cui l'inglese è L1 (es. Regno Unito, USA). Cerchio Esterno: paesi in cui l'inglese ha un ruolo istituzionale (es. India, Nigeria). Cerchio in Espansione: paesi in cui l'inglese è appreso come lingua straniera (es. Cina, Giappone).
Identità linguistica	Si riferisce ai modi in cui gli individui si definiscono ed esprimono attraverso la lingua. È flessibile e dipendente dal contesto, influenzata da fattori sociali, culturali e situazionali, e può variare tra diverse interazioni. Una persona può esprimere più identità in un unico contesto, che interagiscono dinamicamente, influenzando relazioni sociali e comunicazione.

Prestigio linguistico	Il valore sociale attribuito ai diversi modi di parlare. Questo valore può essere palese (overt) oppure nascosto (covert), a seconda di quanto apertamente sia riconosciuto e da chi. Prestigio palese (Overt Prestige): il valore positivo attribuito alle forme standard o ampiamente accettate di una lingua. Queste sono spesso considerate "corrette" e associate a cultura, istruzione, professionalità e status sociale. Prestigio nascosto (Covert Prestige): l valore implicito o meno apertamente riconosciuto attribuito alle varietà non standard. Queste forme di linguaggio possono segnalare solidarietà, autenticità o identità di gruppo, in particolare all'interno di determinati gruppi sociali o fasce d'età.attribuito alle forme standard o ampiamente accettate della lingua, spesso considerate "corrette" e associate a cultura, istruzione, professionalità e status sociale. Prestigio Nascosto: valore meno riconosciuto attribuito a varietà non standard, segnalando solidarietà, autenticità o identità di gruppo.
Variazione linguistica	I diversi modi in cui le persone parlano a seconda delle regioni, dei gruppi sociali ed etnici o delle situazioni. Il modo di parlare delle persone e ogni lingua cambiano in base allo spazio, al tempo, ai fattori sociali, allo stile, alla situazione e ai parlanti. I fattori sociali non sono fissi. L'obiettivo della Sociolinguistica è studiare la variazione linguistica in modo scientifico.
Autobiografia linguistica	Testo personale e non di finzione in cui l'autore riflette sul proprio rapporto con la lingua. Esamina momenti importanti della vita attraverso la lente dell'apprendimento e dell'uso della lingua, mostrando come la lingua plasmi il senso di sé.

Discriminazione linguistica	Il trattamento ingiusto delle persone basato sulla lingua che parlano o sul modo in cui la usano, come l'accento, il dialetto o la varietà linguistica. Può verificarsi quando ai parlanti di determinate lingue — spesso appartenenti a gruppi minoritari o emarginati — viene negato il diritto di usare, mantenere o trasmettere la propria lingua. La discriminazione linguistica è spesso collegata ad altre forme di disuguaglianza, come quelle basate sulla razza, sulla classe sociale, sull'etnia o sul genere.
Imperialismo linguistico	Dominanza di una lingua sulle altre, spesso legata al potere politico, culturale o economico. Può portare alla marginalizzazione delle lingue locali.
Paesaggio linguistico	L'esposizione visibile delle lingue negli spazi pubblici, come cartelli, pubblicità e nomi delle strade, che riflette la diversità linguistica e culturale di una comunità.
Pregiudizio linguistico	Atteggiamenti negativi o giudizi verso particolari lingue, dialetti o varietà di linguaggio. Spesso riflette pregiudizi sociali o culturali più ampi piuttosto che fatti linguistici.
Profilazione linguistica	La pratica di identificare e fare supposizioni sul retroterra sociale di una persona (come razza, classe sociale o etnia) sulla base del suo modo di parlare o del suo accento. Esempio: rifiutare un candidato per un alloggio dopo aver sentito la sua voce al telefono.
Riduzione linguistica/ dell'accento	Il processo di modifica di un dialetto o di un accento, oppure di cambiamento di un accento di lingua straniera verso uno standard percepito, spesso per essere più accettati ed evitare stereotipi ed emarginazione.
Multilinguismo	La capacità di un individuo o di una comunità di usare più di una lingua nella vita quotidiana. Il multilinguismo può arricchire la comunicazione e l'apprendimento, riflettendo diversità culturale e linguistica.

Native-Speakerism	Un'ideologia che privilegia i parlanti nativi di una lingua, considerandoli intrinsecamente insegnanti o modelli migliori rispetto ai non nativi. Questo concetto è ampiamente criticato nell'educazione linguistica perché rafforza disuguaglianze e pregiudizi.
Pidgin	Una lingua di contatto ridotta che si sviluppa quando gruppi di persone che non condividono una lingua comune hanno bisogno di comunicare, spesso per scopi come il commercio. Di solito prende la maggior parte del suo vocabolario dalla lingua del gruppo più dominante (il superstrato), ma ne adatta la forma e il significato sotto l'influenza delle lingue native degli altri gruppi (i substrati).
	I pidgin nascono attraverso la cooperazione tra parlanti e sono semplificati nella grammatica e nel lessico, concentrandosi sulla comunicazione essenziale. Quando vengono usati regolarmente da gruppi diversi nel corso del tempo, un pidgin può diventare più stabile e complesso, sviluppando norme fisse di significato e di struttura.
	Quando un pidgin diventa la prima lingua di una comunità e si espande fino a coprire tutti gli ambiti della vita quotidiana, si trasforma in un creolo. Un creolo possiede una grammatica e un vocabolario completi e funziona come una lingua pienamente sviluppata. Molti creoli prendono il nome dalla lingua che ha fornito la maggior parte delle parole, ad esempio il creolo giamaicano.
Raciolinguistica	Lo studio di come lingua e razza siano collegate, includendo il modo in cui alcune persone vengono giudicate ingiustamente come dotate di competenze linguistiche inferiori a causa del loro background razziale. Un approccio raciolinguistico considera la razza come un processo e analizza come la lingua sia un elemento fondamentale nella costruzione delle idee di razza e identità.

Seconda lingua (L2)	Una lingua appresa dopo la prima lingua di una persona, di solito in un contesto in cui viene usata per la comunicazione quotidiana, l'istruzione o il lavoro. Differisce da una lingua straniera, che normalmente si apprende in classe con scarsa possibilità di uso quotidiano. Tuttavia, i termini seconda lingua e lingua straniera non indicano necessariamente differenze di competenza o abilità, poiché esposizione e contesto di apprendimento variano, ma i livelli di competenza possono sovrapporsi.
Gerarchia sociale delle lingue	La gerarchizzazione delle lingue o delle loro varietà come più "prestigiose" o "di valore" rispetto ad altre. Ha radici storiche o socioeconomiche e può influenzare l'istruzione, l'occupazione e le opportunità sociali.
Lingua standard	Una varietà socialmente riconosciuta e codificata di una lingua, spesso utilizzata nella comunicazione formale, nei documenti ufficiali e istituzionali, nell'istruzione e nei media.
Varietà regionali	Varietà di una lingua parlate in specifiche aree geografiche, inclusi accenti, vocabolario e grammatica locali.
World Englishes	Termine che mette in evidenza il riconoscimento delle diverse varietà dell'inglese, nega la superiorità di alcune varietà rispetto ad altre e promuove la diversità culturale nel modo in cui l'inglese viene parlato e insegnato.

Pojmovnik

Pristrasnost prema akcentu

Preferencija prema određenim akcentima u odnosu na druge. Ova pristrasnost može biti svjesna ili nesvjesna i može dovesti do toga da ljudi različito procjenjuju govornike na osnovu njihovog izgovora. Na primjer, da ih smatraju više ili manje inteligentnim, ljubaznim ili sposobnim. Iako su preferencije prema akcentu česte, pristrasnost prema akcentu može uticati na ponašanje i dovesti do nepoštenog tretmana ili diskriminacije.

Diskriminacija na osnovu akcenta

Nepravedan tretman ili postupci prema ljudima na osnovu njihovog akcenta. Često dovodi do procjena o inteligenciji, obrazovanju ili profesionalnosti koje nisu povezane sa stvarnim sposobnostima osobe.

Kulturna prisvajanja

Upotreba i ponekad usvajanje elemenata jedne kulture od strane članova druge, posebno kada se to čini bez poštovanja ili priznanja. U nastavi jezika, može se pojaviti kada se kulturni simboli, tradicije ili jezički oblici koriste površno, čime se promovišu stereotipi o kulturi ili jeziku.

Engleski kao lingua franca (ELF)

Istražuje kako se engleski koristi za komunikaciju između različitih jezika i kultura te razmatra globalne posljedice njegove uloge kao međunarodnog jezika.

Prvi jezik (L1)

Prvi jezik koji osoba nauči, obično u ranom djetinjstvu, često nazivan maternjim jezikom. U višejezičnim sredinama to također može značiti jezik kojim se osoba najudobnije izražava, čak i ako to nije onaj koji je se prvo naučio.

Strani jezik (FL)

Jezik koji se uči u okruženju u kojem nije glavni ili službeni jezik zajednice. Učenici ga obično uče kroz formalnu nastavu, a ne kroz svakodnevnu upotrebu. Vidi također: Prvi jezik (L1), Drugi jezik (L2)

Globalni engleski jezici	Odnosi se na upotrebu engleskog kao globalnog sredstva komunikacije, naglašavajući njegovu pluralnu i promjenjivu prirodu. Ističe kako se engleski prilagođava lokalnim kulturama i identitetima. Koristi se kao krovni termin za Svjetske engleske i ELF.
Globalni jezik	Jezik koji ima posebnu međunarodnu ulogu među zemljama. Moraju biti ispunjeni tri uvjeta: da je maternji jezik u nekoliko zemalja, da je službeni jezik za institucionalnu i formalnu upotrebu u drugima te da se široko podučava i uči kao strani jezik širom svijeta.
Glotofobija	Diskriminacija ili predrasude prema pojedincima na osnovu načina na koji govore, uključujući akcenat, izgovor ili vokabular. Može izazvati društvenu isključenost, anksioznost i nisko samopouzdanje, a često se vidi kada se ljudi osuđuju ili kažnjavaju zbog upotrebe nestandardnih akcenata ili dijalekata. Termin je popularizirao francuski lingvist Philippe Blanchet, čiji je rad potaknuo javnu raspravu i utjecao na pravno priznanje "jezičke diskriminacije" u francuskim zakonima o radu i jednakosti. Vidi također: Jezička diskriminacija i lingvicizam
Unutrašnji, Vanjski i Proširujući Krug	Model koji je predložio Braj Kachru i koji opisuje globalno širenje i upotrebu engleskog jezika: Unutrašnji krug: zemlje u kojima je engleski prvi jezik (npr. Ujedinjeno Kraljevstvo, SAD). Vanjski krug: zemlje u kojima engleski ima institucionalnu ulogu (npr. Indija, Nigerija). Proširujući krug: zemlje u kojima se engleski uči kao strani jezik (npr. Kina, Japan).
Jezički identitet	Odnosi se na načine na koje pojedinci definiraju i izražavaju sebe kroz jezik. On je fleksibilan i ovisan o kontekstu, oblikovan društvenim, kulturnim i situacionim faktorima te se može razlikovati u različitim interakcijama. Osoba može izražavati više identiteta u jednom kontekstu, koji međusobno dinamično djeluju, djelujući na društvene odnose i komunikaciju.

Jezički prestiž	Društvena vrijednost koja se pripisuje različitim načinima govora. Ta vrijednost može biti otvorena ili prikrivena, ovisno o tome koliko je javno priznata i od koga. Otvoreni prestiž odnosi se na pozitivnu vrijednost koja se daje standardnim ili široko prihvaćenim oblicima jezika. Ovi oblici se često smatraju "ispravnima" i povezuju s kulturom, obrazovanjem, profesionalnošću i društvenim statusom. Govornici ih mogu koristiti u formalnim ili javnim situacijama kako bi stekli poštovanje ili odobravanje. Prikriveni prestiž je skrivena ili manje otvoreno priznata vrijednost koja se pripisuje nestandardnim varijantama. Ovi oblici govora mogu označavati solidarnost, autentičnost ili grupni identitet, osebno među određenim društvenim ili dobnim skupinama. Govornici ih mogu koristiti za izražavanje pripadnosti, čak i kada takvi oblici nisu smatrani "standardnima".
Jezička varijacija	Različiti načini na koje ljudi govore u različitim regijama, društvenim i etničkim skupinama ili situacijama. Način na koji ljudi govore i svaki jezik mijenja se kroz prostor, vrijeme, društvene faktore, stil, situaciju i govornike. Društveni faktori nisu fiksni. Cilj sociolingvistike je proučavati jezičnu varijaciju na znanstven način.
Jezička autobiografija	Lični, faktografski tekst u kojem pisac razmišlja o svom odnosu prema jeziku. Razmatra važne životne trenutke kroz prizmu učenja i upotrebe jezika, pokazujući kako jezik oblikuje osjećaj vlastitog identiteta.
Jezička diskriminacija	Nepravedan tretman ljudi na osnovu jezika koji govore ili načina na koji ga koriste, poput akcenta, dijalekta ili jezičke varijante. Može se dogoditi kada govornicima određenih jezika — često manjinskim ili marginalizovanim grupama — bude uskraćeno pravo da koriste, održavaju ili prenose svoj jezik. Jezična diskriminacija često je povezana s drugim oblicima nejednakosti, poput onih temeljenih na rasi, klasi, etnicitetu ili spolu.

Jezički imperijalizam	Dominacija jednog jezika nad drugima, često povezana s političkom, kulturnom ili ekonomskom moći. Može dovesti do marginalizacije lokalnih jezika.
Jezički krajolik	Vidljiva prisutnost jezika u javnim prostorima, poput znakova, reklama i naziva ulica, koja odražava jezičnu i kulturnu raznolikost zajednice.
Jezička predrasuda	Negativni stavovi ili prosudbe prema određenim jezicima, dijalektima ili govornim varijantama. Često odražava šire društvene ili kulturne predrasude, a ne lingvističke činjenice.
Jezično profiliranje	Praksa identifikacije i donošenja pretpostavki o nečijem društvenom porijeklu (poput rase, klase ili etniciteta) na osnovu govora ili akcenta. Primjer: odbijanje kandidata za stanovanje nakon što se čuo njegov glas preko telefona.
Smanjenje akcenta	Proces modifikacije dijalekta ili akcenta, ili prilagođavanje stranog jezika ili akcenta prema percipiranom standardu, često radi lakše prihvaćenosti i izbjegavanja stereotipa i marginalizacije.
Višejezičnost	Sposobnost pojedinca ili zajednice da koristi više jezika u svakodnevnom životu. Višejezičnost može obogatiti komunikaciju i učenje, odražavajući kulturnu i jezičnu raznolikost.
Nativistički pristup	Ideologija koja favorizira izvorne govornike jezika kao inherentno bolje učitelje ili modele od onih koji nisu izvornici. Ovaj koncept je široko kritikovan u obrazovanju jezika zbog jačanja nejednakosti i pristrasnosti.

Pidžin	Smanjeni kontaktni jezik koji se razvija kada grupe ljudi koje ne dijele zajednički jezik trebaju komunicirati, često u svrhe kao što je trgovina. Obično posuđuje većinu svojih riječi iz jezika dominantnije grupe (superstrata), ali prilagođava njihov oblik i značenje pod uticajem maternjih jezika drugih grupa (substrata). Pidžini nastaju kroz saradnju među govornicima i pojednostavljeni su u gramatici i rječniku, fokusirajući se na osnovnu komunikaciju. Kada se redovno koriste između različitih grupa tokom vremena, pidžin može postati stabilniji i složeniji, razvijajući fiksne norme značenja i strukture. Kada pidžin postane prvi jezik zajednice i proširi se da pokrije sva područja svakodnevnog života, razvija se u kreolski jezik. Kreolski jezik ima potpunu gramatiku i rječnik i funkcioniše kao potpuno razvijen jezik. Mnogi kreolski jezici su nazvani po jeziku koji je dao većinu njihovih riječi—na primjer, jamajčanski kreolski.
Racijolingvistika	Proučavanje povezanosti jezika i rase, uključujući kako se neke osobe nepravedno procjenjuju kao da imaju lošije jezičke sposobnosti zbog svog rasnog porijekla. Racijolingvistički pristup fokusira se na rasu kao proces, istražujući kako jezik predstavlja temeljni element u oblikovanju ideja o rasi i identitetu.
Drugi jezik (L2)	Jezik koji se uči nakon prvog jezika osobe, obično u okruženju u kojem se taj jezik koristi za svakodnevnu komunikaciju, obrazovanje ili rad. Razlikuje se od stranog jezika, koji se obično uči u učionici s malo mogućnosti za svakodnevnu upotrebu. Međutim, pojmovi drugi i strani jezik ne moraju nužno označavati razlike u tečnosti ili sposobnosti, jer se izloženost i kontekst učenja razlikuju, ali razine znanja se mogu preklapati.
Društvena hijerarhija jezika	Rangiranje jezika ili varijanti kao "prestiznijih" ili "vrijednijih" od drugih. Njegovi korijeni su povijesni ili socioekonomski i može utjecati na obrazovanje, zaposlenje i društvene prilike.

Standardni jezik	Društveno priznata i kodificirana varijanta jezika, često korištena u formalnoj komunikaciji, službenim i institucionalnim dokumentima, obrazovanju i medijima.
Regionalni govor	Varijante jezika koje se govore u određenim geografskim područjima, uključujući lokalne akcente, vokabular i gramatiku.
Svjetski engleski	Termin koji se fokusira na prepoznavanje različitih varijanti engleskog jezika, negira superiornost nekih varijanti i promoviše kulturnu raznolikost u načinu na koji se engleski govori i podučava.

Glossário

Preconceito de sotaque	Uma preferência por certos sotaques em detrimento de outros. Este preconceito pode ser consciente ou inconsciente e pode levar as pessoas a julgar os falantes de forma diferente com base na maneira como soam. Por exemplo, considerá-los mais ou menos inteligentes, simpáticos ou competentes. Embora seja comum ter preferências de sotaque, o preconceito de sotaque pode influenciar o comportamento e transformar-se em tratamento injusto ou discriminação.
Discriminação de sotaque	Tratamento ou práticas injustas dirigidas a pessoas com base no seu sotaque. Frequentemente leva a julgamentos sobre inteligência, educação ou profissionalismo que não estão relacionados com a capacidade real da pessoa.
Apropriação cultural	A utilização e, por vezes, a adoção de elementos de uma cultura por membros de outra, especialmente quando são usados sem respeito ou reconhecimento. No ensino de línguas, pode ocorrer quando símbolos culturais, tradições ou formas linguísticas são usados de forma superficial, promovendo estereótipos da cultura ou da língua.
Inglês como língua franca (ELF)	Explora como o inglês é usado para a comunicação entre diferentes línguas e culturas e considera os efeitos globais do seu papel como língua internacional.
Primeira língua (L1)	A primeira língua que uma pessoa aprende, geralmente na primeira infância, frequentemente referida como língua materna ou língua nativa. Em contextos multilíngues, pode igualmente referir-se à língua com que a pessoa se sente mais à vontade, mesmo que não tenha sido a primeira que aprendeu.
Língua Estrangeira (LE)	Uma língua aprendida num contexto onde não é a língua principal ou oficial da comunidade. Os aprendentes estudam-na normalmente através de ensino formal, em vez de exposição diária. Ver também: Primeira Língua (L1), Segunda Língua (L2)

Ingleses Globais	Refere-se ao uso do inglês como meio global de comunicação, enfatizando a sua natureza plural e fluida. Destaca como o inglês se adapta às culturas e identidades locais. É usado como termo abrangente para as Línguas Inglesas no Mundo e o Inglês como Língua Franca (ELF).
Língua Global	Uma língua que desempenha um papel internacional especial entre países. Devem ser cumpridas três condições: ser a língua nativa de pessoas em vários países, ser a língua oficial para uso institucional e formal noutros e ser amplamente ensinada e aprendida como língua estrangeira em todo o mundo.
Glotofobia	Discriminação ou preconceito contra indivíduos com base na forma como falam, incluindo sotaque, pronúncia ou vocabulário. Pode causar exclusão social, ansiedade e baixa autoestima, sendo frequentemente observada quando as pessoas são julgadas ou penalizadas por usarem sotaques ou dialetos não padrão. O termo foi popularizado em França graças ao linguista Philippe Blanchet, cujo trabalho inspirou o debate público e influenciou o reconhecimento legal da "discriminação linguística" nas leis francesas do trabalho e da igualdade. Ver também: Discriminação Linguística e Linguicismo
Círculo Interno, Externo e em Expansão	Modelo proposto por Braj Kachru que descreve a disseminação e o uso global do inglês: Círculo Interno: países onde o inglês é a língua materna (por exemplo, Reino Unido, EUA). Círculo Externo: países onde o inglês tem um papel institucional (por exemplo, Índia, Nigéria). Círculo em Expansão: países onde o inglês é aprendido como língua estrangeira (por exemplo, China, Japão).

Identidade linguística	Refere-se às formas como os indivíduos se definem e se expressam através da língua. É flexível e dependente do contexto, moldada por fatores sociais, culturais e situacionais, e pode variar em diferentes interações. Uma pessoa pode expressar múltiplas identidades num único contexto, que interagem de forma dinâmica, influenciando as relações sociais e a comunicação.
Prestígio linguístico	O valor social atribuído a diferentes formas de falar. Esse valor pode ser aberto (explícito) ou encoberto, dependendo de quão abertamente é reconhecido e por quem. O Prestígio Aberto é o valor positivo dado às formas padrão ou amplamente aceites de uma língua. São frequentemente vistas como "corretas" e associadas à cultura, educação, profissionalismo e estatuto social. Os falantes podem usar essas formas em situações formais ou públicas para obter respeito ou aprovação. O Prestígio Encoberto é o valor oculto ou menos reconhecido atribuído às variedades não padrão. Estas formas de fala podem indicar solidariedade, autenticidade ou identidade de grupo, especialmente entre certos grupos sociais ou etários. Os falantes podem usá-las para expressar pertença, mesmo quando essas formas não são consideradas "padrão".
Variação linguística	As diferentes formas como as pessoas falam em regiões, grupos sociais e étnicos ou em diferentes situações. A forma como as pessoas falam, tal como as próprias línguas, varia com o espaço, tempo, fatores sociais, estilo, situação e falantes. Os fatores sociais não são fixos. O objetivo da Sociolinguística é estudar a Variação Linguística de forma científica.
Autobiografia linguística	Um texto pessoal, não-ficcional, onde o autor reflete sobre a sua relação com a língua. Examina momentos importantes da vida através da lente da aprendizagem e uso da língua, mostrando como a língua molda a perceção de si mesmo.

Discriminação linguística	Tratamento injusto de pessoas com base na língua que falam ou na forma como a usam, incluindo o sotaque, dialeto ou variedade linguística. Pode ocorrer quando falantes de certas línguas — frequentemente grupos minoritários ou marginalizados — veem negado o direito de usar, manter ou transmitir a sua língua. A discriminação linguística está frequentemente ligada a outras formas de desigualdade, como aquelas baseadas em raça, classe, etnia ou género.
Imperialismo linguístico	O domínio de uma língua sobre outras, frequentemente ligado a poder político, cultural ou económico. Pode levar à marginalização de línguas locais.
Paisagem linguística	A exibição visível de línguas em espaços públicos, como sinais, anúncios e nomes de ruas, refletindo a diversidade linguística e cultural de uma comunidade.
Preconceito linguístico	Atitudes ou julgamentos negativos em relação a línguas, dialetos ou variedades de fala. Frequentemente reflete preconceitos sociais ou culturais mais amplos do que factos linguísticos.
Perfilagem linguística	O ato de identificar e fazer suposições sobre a origem social de alguém (como raça, classe ou etnia) com base no seu discurso ou sotaque. Exemplo: recusar um candidato a alojamento após ouvir a sua voz por telefone.
Redução linguística/de sotaque	O processo de modificar um dialeto ou sotaque, ou de aproximar uma língua estrangeira ou um sotaque de um padrão linguístico percecionado, frequentemente para ser mais aceite e evitar estereótipos e marginalização.
Multilinguismo	A capacidade de um indivíduo ou de uma comunidade de usar mais de uma língua no dia a dia. O multilinguismo pode enriquecer a comunicação e a aprendizagem, refletindo diversidade cultural e linguística.

Nativismo linguístico	Uma ideologia que privilegia falantes nativos de uma língua como sendo, por natureza, melhores professores ou modelos do que falantes não nativos. Este conceito é amplamente criticado no ensino de línguas por reforçar desigualdade e preconceito.
Pidgin	Uma língua de contacto reduzida que se desenvolve quando grupos de pessoas que não partilham uma língua comum precisam de comunicar, muitas vezes para fins como o comércio. Normalmente toma emprestada a maior parte das suas palavras da língua do grupo mais dominante (o superstrato), mas adapta a sua forma e significado sob a influência das línguas nativas dos outros grupos (os substratos). Os pidgins surgem através da cooperação entre falantes e são simplificados na gramática e no vocabulário, concentrando-se na comunicação essencial. Quando são usados regularmente entre diferentes grupos ao longo do tempo, um pidgin pode tornar-se mais estável e complexo, desenvolvendo normas fixas de significado e de estrutura. Quando um pidgin se torna a primeira língua de uma comunidade e se expande para abranger todas as áreas da vida quotidiana, desenvolve-se num crioulo. Um crioulo tem uma gramática e um vocabulário completos e funciona como uma língua totalmente desenvolvida. Muitos crioulos recebem o nome da língua que forneceu a maior parte das suas palavras — por exemplo, o crioulo jamaicano.
Raciolinguística	O estudo de como a língua e a raça estão conectadas, incluindo como algumas pessoas são injustamente julgadas por terem competências linguísticas inferiores devido à sua origem racial. Uma abordagem raciolinguística foca-se na raça como processo, explorando como a língua é um elemento fundamental na formação de ideias sobre raça e identidade.

Segunda língua (L2)	Um idioma que é aprendido depois da língua materna, geralmente num contexto em que essa língua é usada para comunicação quotidiana, educação ou trabalho. Difere de uma língua estrangeira, que normalmente é aprendida em sala de aula com pouca oportunidade de uso diário. No entanto, os termos segunda língua e língua estrangeira não indicam necessariamente diferenças em fluência ou capacidade, pois a exposição e o contexto de aprendizagem variam, mas os níveis de proficiência podem sobrepor-se.
Hierarquia social das línguas	A classificação das línguas ou variações como mais "prestigiadas" ou "valiosas" do que outras. As suas raízes são históricas ou socioeconómicas e podem influenciar a educação, o emprego e as oportunidades sociais.
Língua padrão	Uma variedade de língua socialmente reconhecida e codificada, frequentemente utilizada em comunicação formal, documentos oficiais e institucionais, educação e meios de comunicação.
Variedade regional	Variedades de uma língua próprias de determinadas regiões, que abrangem sotaque, vocabulário e estruturas gramaticais características.
Línguas Inglesas no Mundo	Um termo que se concentra no reconhecimento de diferentes variedades de inglês, nega a superioridade de algumas variedades e promove a diversidade cultural na forma como o inglês é falado e ensinado.

Glossar

Akzentbias	Eine Vorliebe für bestimmte Akzente gegenüber anderen. Diese Voreingenommenheit kann bewusst oder unbewusst sein und dazu führen, dass Menschen Sprecher je nach Akzent unterschiedlich beurteilen. Zum Beispiel, sie als mehr oder weniger intelligent, freundlich oder kompetent zu sehen. Obwohl Akzentpräferenzen häufig sind, kann Akzentbias das Verhalten beeinflussen und zu unfairer Behandlung oder Diskriminierung führen.
Akzentdiskriminierung	Ungerechte Behandlung oder Praktiken gegenüber Menschen aufgrund ihres Akzents. Dies führt oft zu Urteilen über Intelligenz, Bildung oder Professionalität, die nichts mit den tatsächlichen Fähigkeiten der Person zu tun haben.
Kulturelle Aneignung	Die Nutzung und manchmal Übernahme von Elementen einer Kultur durch Mitglieder einer anderen, insbesondere wenn dies ohne Respekt oder Anerkennung geschieht. Im Sprachunterricht kann dies auftreten, wenn kulturelle Symbole, Traditionen oder Sprachformen oberflächlich verwendet werden und Stereotype über die Kultur oder Sprache fördern.
Englisch als Lingua Franca (ELF)	Untersucht, wie Englisch für die Kommunikation zwischen verschiedenen Sprachen und Kulturen verwendet wird, und betrachtet die globalen Auswirkungen seiner Rolle als internationale Sprache.
Erstsprache (L1)	Die erste Sprache, die eine Person lernt, meist in der frühen Kindheit, oft als Muttersprache bezeichnet. In mehrsprachigen Umgebungen kann dies auch die Sprache sein, in der sich die Person am wohlsten fühlt, auch wenn sie nicht die zuerst erlernte ist.
Fremdsprache (FL)	Eine Sprache, die in einem Umfeld gelernt wird, in dem sie nicht die Haupt- oder Amtssprache der Gemeinschaft ist. Sie wird häufig im formellen Unterricht erlernt, nicht informell durch täglichen Gebrauch. Siehe auch: Erstsprache (L1), Zweitsprache (L2)

Global Englishes	Bezieht sich auf die Verwendung des Englischen als globales Kommunikationsmittel und betont seine vielfältige und flexible Natur. Hebt hervor, wie sich das Englische an lokale Kulturen und Identitäten anpasst. Wird auch als Oberbegriff für Weltenglisch ('World Englishes') und ELF verwendet.
Weltsprache	Eine Sprache, die eine besondere Rolle in der Kommunikation zwischen Ländern spielt. Drei Bedingungen müssen erfüllt sein: Sie ist die Muttersprache in mehreren Ländern, sie ist die Amtssprache für institutionellen und formellen Gebrauch in anderen und sie wird weltweit als Fremdsprache gelehrt und gelernt.
Glottophobie	Diskriminierung oder Vorurteile gegenüber Personen aufgrund ihrer Sprechweise, einschließlich Akzent, Aussprache oder Wortschatz. Sie kann soziale Ausgrenzung, Angstzustände und geringes Selbstwertgefühl verursachen und zeigt sich häufig, wenn Menschen wegen nicht standardisierter Akzente oder Dialekte beurteilt oder bestraft werden. Der Begriff wurde in Frankreich durch den Linguisten Philippe Blanchet populär, dessen Arbeit die öffentliche Debatte anregte und die gesetzliche Anerkennung der „discrimination linguistique" im französischen Arbeits- und Gleichstellungsgesetz beeinflusste. Siehe auch: Sprachdiskriminierung und Linguizismus
Innerer, Äußerer und Erweiterter Kreis (Inner, Outer, und Expanding Circle)	Ein Modell, das von Braj Kachru vorgeschlagen wurde und die weltweite Verbreitung und Verwendung des Englischen beschreibt: Innerer Kreis ('Inner Circle'): Länder, in denen Englisch die Erstsprache ist (z. B. Vereinigtes Königreich, USA). Äußerer Kreis ('Outer Circle'): Länder, in denen Englisch eine institutionelle Rolle spielt (z. B. Indien, Nigeria). Erweiterter Kreis ('Expanding Circle'): Länder, in denen Englisch als Fremdsprache gelernt wird (z. B. China, Japan).

Sprachidentität	Bezieht sich auf die Art und Weise, wie Individuen sich durch Sprache definieren und ausdrücken. Sie ist flexibel und kontextabhängig, wird von sozialen, kulturellen und situativen Faktoren geprägt und kann in verschiedenen Interaktionen variieren. Eine Person kann mehrere Identitäten in einem Kontext ausdrücken, die dynamisch interagieren und soziale Beziehungen und Kommunikation beeinflussen.
Sprachprestige	Der soziale Wert, der verschiedenen Sprechweisen zugeschrieben wird. Dieser Wert kann offen oder verdeckt sein, je nachdem, wie offen er anerkannt wird und von wem. Offenes Prestige ist der positive Wert, der standardisierten oder allgemein anerkannten Sprachformen gegeben wird. Diese gelten oft als „korrekt" und werden mit Kultur, Bildung, Professionalität und sozialem Status verbunden. Sprecher können diese Formen in formellen oder öffentlichen Situationen verwenden, um Respekt oder Anerkennung zu gewinnen. Verdecktes Prestige ist der verborgene oder weniger offen anerkannte Wert, der nicht standardisierten Varietäten zugeschrieben wird. Diese Sprachformen können Solidarität, Authentizität oder Gruppenzugehörigkeit signalisieren, insbesondere unter bestimmten sozialen oder Altersgruppen. Sprecher können sie verwenden, um Zugehörigkeit auszudrücken, auch wenn solche Formen nicht als „Standard" gelten.
Sprachvariation	Die verschiedenen Arten, wie Menschen in Regionen, sozialen und ethnischen Gruppen oder in Situationen sprechen. Die Art, wie Menschen sprechen, und jede Sprache verändert sich über Raum, Zeit, soziale Faktoren, Stil, Situation und Sprecher. Ziel der Soziolinguistik ist es, Sprachvariation wissenschaftlich zu untersuchen.
Sprachautobiografie	Ein persönlicher, sachlicher Text, in dem der/die Autor:in über deren Beziehung zu Sprache(n) reflektiert. Er betrachtet wichtige Lebensmomente durch die Brille des Spracherwerbs und Sprachgebrauchs und zeigt, wie Sprache das Selbstverständnis prägt.

Sprachdiskriminierung	Ungerechte Behandlung von Menschen aufgrund der Sprache, die sie sprechen, oder der Art, wie sie sie verwenden, z. B. Akzent, Dialekt oder Sprachvarietät. Sie kann auftreten, wenn Sprechern/Sprecherinnen bestimmter Sprachen — oft Minderheiten- oder marginalisierten Gruppen — das Recht verweigert wird, ihre Sprache zu verwenden, zu pflegen oder weiterzugeben. Sprachdiskriminierung ist oft mit anderen Formen der Ungleichheit verbunden, wie solchen, die auf Rasse, Klasse, Ethnie oder Geschlecht basieren.
Sprachimperialismus	Die Dominanz einer Sprache über andere, oft verbunden mit politischer, kultureller oder wirtschaftlicher Macht. Sie kann zur Marginalisierung lokaler Sprachen führen.
Sprachlandschaft	Die sichtbare Darstellung von Sprachen im öffentlichen Raum, wie Schilder, Werbung und Straßennamen, die die sprachliche und kulturelle Vielfalt einer Gemeinschaft widerspiegelt.
Sprachvorurteil	Negative Einstellungen oder Urteile gegenüber bestimmten Sprachen, Dialekten oder Sprachvarianten. Oft spiegelt es breitere soziale oder kulturelle Vorurteile wider und nicht linguistische Tatsachen.
Sprachprofiling	Die Praxis, aufgrund von Sprache oder Akzent Annahmen über den sozialen Hintergrund einer Person (z. B. Rasse, Klasse oder Ethnie) zu treffen. Beispiel: Ablehnung eines Wohnungsinteressenten nach einem Telefonat.
Akzentreduzierung	Der Prozess der Modifikation eines Dialekts oder Akzents oder der Anpassung einer Fremdsprache oder eines Akzents an einen wahrgenommenen Standard, oft, um besser akzeptiert zu werden und Stereotype sowie Marginalisierung zu vermeiden.
Mehrsprachigkeit	Die Fähigkeit einer Person oder Gemeinschaft, im Alltag mehr als eine Sprache zu verwenden. Mehrsprachigkeit kann Kommunikation und Lernen bereichern und kulturelle sowie sprachliche Vielfalt widerspiegeln.

Muttersprach-lerismus	Eine Ideologie, die Muttersprachler einer Sprache als von Natur aus bessere Lehrer oder Vorbilder als Nicht-Muttersprachler privilegiert. Dieses Konzept wird in der Sprachbildung häufig kritisiert, da es Ungleichheit und Voreingenommenheit verstärkt.
Pidgin	Eine reduzierte Kontaktsprache, die sich entwickeln kann, wenn Gruppen von Menschen, die keine gemeinsame Sprache teilen, kommunizieren müssen, oft für Zwecke wie den Handel. Sie entlehnt normalerweise die meisten ihrer Wörter aus der Sprache der dominanteren Gruppe (dem Superstrat), passt aber deren Form und Bedeutung unter dem Einfluss der Muttersprachen der anderen Gruppen (den Substraten) an. Pidgins entstehen durch Zusammenarbeit unter Sprechern und sind in Grammatik und Wortschatz vereinfacht, wobei sie sich auf wesentliche Kommunikation konzentrieren. Wenn sie regelmäßig über längere Zeit zwischen verschiedenen Gruppen verwendet werden, kann ein Pidgin stabiler und komplexer werden und feste Normen von Bedeutung und Struktur entwickeln. Wenn ein Pidgin zur Erstsprache einer Gemeinschaft wird und sich erweitert, um alle Bereiche des täglichen Lebens abzudecken, entwickelt es sich zu einem Kreol. Ein Kreol hat eine vollständige Grammatik und einen vollständigen Wortschatz und funktioniert als eine vollständig entwickelte Sprache. Viele Kreolsprachen sind nach der Sprache benannt, die die meisten ihrer Wörter geliefert hat—zum Beispiel das jamaikanische Kreol.
Raciolinguistik	Das Studium der Verbindung zwischen Sprache und Ethnie, einschließlich der Frage, wie manche Menschen aufgrund ihres Hintergrunds unfair als sprachlich eingeschränktbeurteilt werden. Ein raciolinguistischer Ansatz betrachtet dies als Prozess und untersucht, wie Sprache ein grundlegendes Element bei der Bildung von Vorstellungen über Ethnie und Identität ist.

Zweitsprache (L2)	Eine Sprache, die nach der Erstsprache einer Person erlernt wird, normalerweise in einem Umfeld, in dem diese Sprache für alltägliche Kommunikation, Bildung oder Arbeit verwendet wird. Sie unterscheidet sich von einer Fremdsprache, die typischerweise im Unterricht mit wenig Gelegenheit zur täglichen Nutzung erlernt wird. Die Begriffe Zweit- und Fremdsprache deuten jedoch nicht unbedingt auf Unterschiede in der Sprachfähigkeit hin, da Exposition und Lernkontext variieren, aber die Kompetenzstufen können sich überschneiden.
Soziale Hierarchie von Sprachen	Die Einstufung von Sprachen oder Varianten als „prestigeträchtiger" oder „wertvoller" als andere. Ihre Wurzeln sind historisch oder sozioökonomisch und sie kann Bildung, Beschäftigung und soziale Möglichkeiten beeinflussen.
Standardsprache	Eine gesellschaftlich anerkannte und kodifizierte Sprachvarietät, die häufig in formeller Kommunikation, offiziellen und institutionellen Dokumenten, Bildung und Medien verwendet wird.
Regionale Sprache	Sprachvarianten, die in bestimmten geografischen Gebieten gesprochen werden, einschließlich lokaler Akzente, Wortschatz und Grammatik.
Weltenglisch	Ein Begriff, der sich auf die Anerkennung verschiedener Varianten des Englischen konzentriert, die Überlegenheit bestimmter Varianten ablehnt und kulturelle Vielfalt in der Art und Weise fördert, wie Englisch gesprochen und unterrichtet wird.

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