

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:

<p>Presenting Points of View</p> <ul style="list-style-type: none"> • In my opinion, ... • From my perspective, ... • I believe that ... • I think that ... • In my view, ... • As I see it, ... • It seems to me that ... 	<p>Justifying Points of View</p> <ul style="list-style-type: none"> • 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 ... 	<p>Weighing Up and Evaluating</p> <ul style="list-style-type: none"> • 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 ...
<p>Expressing Certainty</p> <ul style="list-style-type: none"> • I am confident that ... • I am convinced that ... • Without a doubt, ... • It's clear to me that ... 	<p>Expressing Tentativeness</p> <ul style="list-style-type: none"> • It might be argued that ... • I'm inclined to think that ... • It's possible that ... • I could be wrong, but ... 	
<p>Inviting Responses</p> <ul style="list-style-type: none"> • 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? 	<p>Concluding Statements</p> <ul style="list-style-type: none"> • 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

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ASSESSMENT/REFLECTION

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