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?