| 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

**PROCEDURES (STRUCTURE)**

**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.