

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.