

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?