

<b>Topic</b>	World Englishes & Accent Awareness	<b>Duration</b>	90 minutes
<b>Type</b>	Lesson Plan		
<b>CEFR level</b>	B2		

### GOALS/PURPOSE/AIMS

- To introduce students to the concept of World Englishes and English as a Lingua Franca (ELF).
- To explore how English accents vary globally and to develop accent recognition skills.
- To examine how accent discrimination can impact communication in ELF contexts.
- To foster discussion on the role of accents in shaping perceptions of English fluency.
- To encourage students to reflect on their own language identity and the potential biases they may encounter or perpetuate.

### MATERIALS/RESOURCES USED

- Quizizz <https://quizizz.com/admin/quiz/5ad9ba4677d557001a093e66/english-as-a-lingua-franca>
- Videos:
  - Kachru's Circles of English (<https://www.youtube.com/watch?v=B3MRlo3Apvo>)
  - Guess the Accent Accent Map Challenge (<https://www.youtube.com/watch?v=QKk1sVru9vc&t=5s>)

- Where is Your Accent From? The Subtle Aggression of Accent Guessing | Mirela Setkic | TEDxUSFSP (<https://www.youtube.com/watch?v=BCAYiAFdUdc>)
- Interactive Map: <https://www.mapchart.net/world.html>
- Whiteboard or smartboard

### PROCEDURES (STRUCTURE)

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#### **1. Warm-Up (Quiz) – What is English? (10-15 minutes):**

Students complete an online quiz on *Quizziz* about general facts related to the English language: [Quiz Link](#).

After the quiz, the teacher leads a whole class discussion with the following questions:

- How many people speak English worldwide?
- Where is English spoken as a first, second, and foreign language?
- Do all English speakers sound the same? Why or why not?
- Does an English speaker need to sound British or American to be considered fluent? Why or why not?

#### **2. Mapping English: Introduction to Kachru's Model (20 minutes):**

The teacher opens a world map and asks students to identify countries where English is spoken: [Map Link](#).

The teacher introduces Kachru's Three Circles of English (Inner, Outer, Expanding Circles).

The teacher plays Kachru's Circles of English Video and discusses the key points with students.

Key Discussion Points:

- *What are the three circles of English?*
- *Name some countries that belong to each circle.*
- *How do people in different circles use English differently?*
- *Why do some accents feel more “native” than others?*
- *How is English teaching different in the circles?*
- *What does it mean that the English Language can be norm-providing and norm-developing?*
- *Do you agree that the Kachru Circles oversimplify the complexity of how English is used, taught, and learned around the world?*
- *Do you think it's necessary for countries in the “outer circle” and “expanding circle” to model their English curricula after those of the “inner circle”? Why or why not?*
- *Are you familiar with ENL, EFL, ESL, ELF concepts? What do they stand for?*

### **3. Accent Recognition & Categorization Activity (10 minutes):**

After being introduced to World Englishes, the teacher plays *Guess the Accent, Accent Map Challenge* ([Video Link](#))

Students try to guess where the speaker is from and describe key pronunciation differences: working in small groups, they match accent samples to their respective countries.

#### 4. Ted Talk on Foreign Accents (20 minutes):

The teacher plays the video *Where is Your Accent From? The Subtle Aggression of Accent Guessing* by Mirela Setkic: [Video Link](#).

After watching, students discuss in small groups the following questions:

- *How does the speaker describe their personal experience with being judged based on their accent?*
- *What impact does accent discrimination have on communication in the video?*
- *What realization does the speaker come to regarding accents and human DNA?*
- *Do you think accent-based discrimination happens in real life? How?*
- *How can we challenge accent discrimination in our own lives or communities?*
- *How might accents from different regions of the world face biases when speaking English in international settings?*
- *Relate this back to English as a Lingua Franca (ELF)—how accent discrimination might occur even in situations where English is the common lingua franca.*

#### 5. Reflection Writing Task: My English, My Identity (Writing - 20 minutes):

The teacher asks students to write a reflection essay titled: *My English, My Identity*.

- *How do you feel about your English accent?*
- *Have you ever adapted it in different situations?*
- *Do you think one type of English is better than another? Why or why not?*

Silent writing session (15 minutes).

OPTIONAL: Pair-sharing for discussion afterward.

Ask students to reflect on the lesson by listing what they learned today.

**6. Wrap-Up & Reflection (5 minutes):**

Ask students to reflect on the lesson by answering the following questions:

- *What did you learn about different English varieties today?*
- *Did your perception of “correct” English change?*
- *How can embracing different Englishes help you in real life?*

Encourage students to set a personal language goal related to global English communication.

**7. Homework: Music and Accent Recognition:**

Students choose a song from an artist or band that sings in a non-American or non-British English accent (e.g., Australian, Canadian, Scottish, Jamaican). Students should listen carefully to the lyrics and write a short reflection (150-200 words) answering the following questions:

- *Which accent did you identify?*
- *How did the accent affect the overall feel or mood of the song?*
- *Did you have any difficulties understanding the lyrics due to the accent?*
- *How does the accent reflect the culture or background of the artist?*

This will encourage students to engage with music from different cultures and consider how accents contribute to the overall communication and message of the song.

### EXPECTED OUTCOMES

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- Understanding of world Englishes and its global impact.
- Improved accent recognition and awareness of pronunciation diversity.
- Greater appreciation for different varieties of English.
- Increased confidence in communicating in international English contexts.
- Understanding of how accent discrimination affects communication and how to counter it.

### ASSESSMENT/REFLECTION

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#### Speaking:

- Student actively participates in discussions and activities.
- Student expresses opinions clearly and respectfully.
- Student engages in role-playing tasks with confidence.

#### Listening:

- Student identifies key features of different English accents.
- Student shows comprehension through accurate responses in activities.

#### Writing:

- Student produces a well-structured and reflective response.
- Student uses clear and coherent language with personal insights.
- Student reflects on their language identity and experiences.

Self-reflection:

- Student engages with self-evaluation questions thoughtfully.
- Student identifies strengths and areas for improvement.
- Student sets a realistic language-learning goal.