

Topic	Accent Discrimination & Voice Diversity in English	Duration	45 – 60 minutes
Type	Lesson Plan		
CEFR level	B1-B2		

GOALS/PURPOSE/AIMS

- To expose learners to a variety of English accents.
- To challenge stereotypes and unconscious bias about “correct” or “standard” English.
- To develop active listening and comprehension skills across different pronunciation styles.
- To promote empathy and awareness around accent discrimination.
- To empower learners to value their own spoken identity.

MATERIALS/RESOURCES USED

- Google slides interactive presentation
- Projector
- Whiteboard
- PC/laptop

PROCEDURES (STRUCTURE)

1. Warm-Up (5–10 min):

- Discussion prompt: “What is the ‘right’ way to speak English?”
- Quick brainstorm: “Which accents do you hear most often? Least?”

2. Listening Challenge (15 min):

- Launch the quiz/presentation: “Accent Challenge”.
- Students listen to short voice clips and guess speaker backgrounds.
- Interactive questions in the slide follow each clip (comprehension, opinion, matching, reflection).

3. Awareness Focus (5–10 min):

- Slide with a simple definition of accent discrimination.
- Share real-life implications (e.g., job interviews, classroom assumptions).

4. Group Reflection (10–15 min):

Class discussion or small groups:

- *Which accent did you find easiest/hardest to understand? Why?*
- *Did you find the speakers equally easy to understand? Why or why not?*
- *Which part of the speaker’s accent stood out to you most — the vowels, rhythm, or intonation?*
- *Would you feel comfortable talking to this speaker in real life? Why?*

- *Does this accent remind you of someone you know or a media stereotype?*
- *If someone judged your accent, how would that make you feel?*
- *How can we support more inclusive communication?*

5. Reflection Menu:

Offering students a reflection menu promotes differentiated learning, allows them to choose the format that best matches their learning style, comfort level, and creative strengths.

Audio Reflection (Podcast-style)

1–2 minute voice not.

Record yourself answering: *When do I feel most confident speaking English? When do I feel judged?* End with one message you'd like the world to hear about accents.

OR

Accent Map with Annotations

Visual + written

Mark 3–5 English-speaking places on a digital (GOOGLE MAPS) or printed map. For each one, note what you associate with that accent, what challenges speakers might face, and what you'd like to learn from them.

OR

If My Accent Could Speak

Short poem or monologue.

Give your accent a voice. Let it describe itself, its experiences, and how others have treated it.

EXPECTED OUTCOMES

- Students will demonstrate increased awareness of accent diversity and will reflect on their own listening behaviors.
- Students will improve listening comprehension across accent variations.
- Learners will express greater confidence in their own accent and voice identity.

ASSESSMENT/REFLECTION

- Informal observation of the interactive quiz.
- Written reflection and follow up discussion.