

Topic	Critical Reflection of English as a Lingua Franca: The Role of Pidgin English in West Africa	Duration	90 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

Students are able to:

- Define West African Pidgin English and its origins.
- Explain its status, role and function in West African countries.
- Critically reflect on the status English has compared to Pidgin English whereby linguisticism is counteracted.

MATERIALS/RESOURCES USED

- Ankomah-Graham, K. (2017, August 22). *The absolute beginners' guide to Pidgin*. <https://www.theguardian.com/commentisfree/2017/aug/22/bbc-pidgin-english-language-africa-nigeria>
- BBC (n.d.). *BBC NEWS Pidgin*. <https://www.bbc.com/pidgin>
- Flinga: <https://flinga.fi/>
- Funke, S. [@SassyFunke]. (2021, June 11). *7 common Nigerian Pidgin English phrases you need to survive in Lagos, Nigeria* [Video]. YouTube. <https://www.youtube.com/watch?v=Ugu-3DtSXXo>

- Ibukun, Y. (2019, November 9). Nigeria harnesses Pidgin English power. <https://www.theguardian.com/education/2010/nov/09/nigeria-pidgin-learning-english-ibukun>

PROCEDURES (STRUCTURE)

1. Lead-In (Plenary):

The teacher presents a short excerpt from “BBC News Pidgin” and lets the student guess which language is used and what the excerpt might be about. If the students do not come up with Pidgin, the teacher names it. Afterwards the teacher gives a very brief overview of what Pidgin English is and presents a short video by Sassy Funke that introduces 7 common pidgin phrases so that the students get an idea how West African Pidgin can sound.

2. Reading activity (Pair Work):

In pairs the students read two newspaper articles on Pidgin English in West Africa. Each of them reads one newspaper article individually and makes notes on the following questions on their worksheet:

- How did West African Pidgin English come into being?
- Which function does Pidgin English play in West Africa?
- Which status does it have compared to English?

After they have finished their text, the students discuss their results and complete their worksheets.

3. Comparison of results (Plenary Work):

The results are compared and discussed in the plenary.

4. Reflection (Pair Work):

Based on the results of their pair-work students discuss in a blog entry (written or as a video) how far West African Pidgin is a way to challenge the dominant role English still has in West African countries. Thereby students should include quotes from the newspaper articles.

5. Comparison of results (Plenary Work):

Some of the results are presented and discussed in the plenary.

6. Closure (Individual Work):

For concluding the lesson the students note down one thing they would like to learn more about in the context of West African Pidgin. The results are collected via the digital platform flinga.

EXPECTED OUTCOMES

Blog entry in form of a written text or video.

ASSESSMENT/REFLECTION

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