

**INSTRUCTIONAL
GUIDE FOR USE
IN SMALL CLASSES
~ AFRICAN LANGUAGES ~**

by

David Dwyer
Charlene Polio
Margo Glew

MICHIGAN STATE

UNIVERSITY

 **CLEAR**

This research was produced with partial support from a U.S. Department of Education Grant (CFDA 84.229 and P229A60012-96). The contents do not necessarily represent the policies of the Department of Education and endorsement by the federal government should not be assumed.

Copyright © 2000 Michigan State University Board of Trustees

Part I: General Information	1
Chapter 1: Introduction	2
Audience and rationale	2
Overview of <i>The Guide</i>	6
Chapter 2: Getting Started.....	9
Establishing the goals of the course	9
Maximizing the use of the L2 in the course	10
Suggestions for maximizing the use of the L2	12
Evaluation.....	13
Chapter 3: Finding and Using Materials.....	14
Finding materials	14
Working with a text.....	17
Other materials.....	20
 Part II: Working with Beginners.....	 23
Chapter 4: Introduction	24
Chapter 5: Lesson Plans	27
Lesson 1: Classroom objects.....	27
Lesson 2: Classroom directives and expressions.....	29
Lesson 3: Talking about language.....	30
Lesson 4: Colors and shapes	31
Lesson 5: Numbers from 1 to 100.....	33
Lesson 6: Time.....	35
Lesson 7: World geography.....	36
Lesson 8: Giving and understanding directions	38
Lesson 9: Local geography.....	42
Lesson 10: Body parts	43
Lesson 11: Money	44
Lesson 12: Food 1.....	45
Lesson 13: Food 2.....	48
Lesson 14: Food 3.....	50
Lesson 15: Market talk	51
Lesson 16: Locations	53
 Part III: Task-Based Lessons	 55
Chapter 6: Introduction to Task-Based Lessons.....	56
Chapter 7: Lesson Plans	58
Lesson 1: Taking a bus trip.....	58
Lesson 2: Traveling by car.....	62
Lesson 3: Having clothes made.....	64
Lesson 4: Eating at an upscale restaurant.....	66
Lesson 5: Spending the night in a hotel.....	68

Lesson 6: Taking the train.....	70
Lesson 7: Eating in a village restaurant.....	72
Lesson 8: Entering a country.....	74
Lesson 9: Buying gas in Namibia.....	76
Lesson 10: Getting mail and packages in Lesotho.....	78
Lesson 11: Getting drinking water in a village in Lesotho.....	80
Part IV: Cultural Modules.....	82
Chapter 8: Introduction to the Cultural Modules.....	83
Purpose of the cultural modules	83
Organization of the modules.....	84
Using the cultural modules	85
List of cultural modules.....	87
Chapter 9: Cultural Modules.....	88
Unit 1: The Self.....	88
Section 1.1: Brief biography	88
Section 1.2: Personal hygiene	89
Section 1.3: Clothing.....	89
Section 1.4: Common ailments.....	90
Section 1.5: Gender issues.....	90
Section 1.6: Conducting interviews	91
Unit 2: The Household.....	91
Section 2.1: The physical layout.....	91
Module 2.11: The African compound	91
Module 2.12: Sleeping	92
Module 2.13: The kitchen.....	92
Section 2.2: Relatives (responsibilities and greetings).....	93
Module 2.21: The family.....	93
Module 2.22: Grandparents.....	93
Module 2.23: Siblings.....	94
Module 2.24: Birth.....	94
Module 2.25: Children	95
Module 2.26: Marriage	95
Module 2.27: In-laws.....	96
Section 2.3: Age	96
Module 2.31: The importance of age in Africa.....	96
Module 2.32: Age grades.....	97
Section 2.4: Food and cooking.....	97
Module 2.41: Eating.....	97
Module 2.42: Types of dishes.....	98
Module 2.43: The importance of fufu	98
Module 2.44: The sauce.....	99
Module 2.45: Growing food	99
Module 2.46: How to cook palm butter soup.....	100
Module 2.47: Water.....	100

Section 2.5: Domestic help	101
Section 2.6: Being a guest.....	101
Unit 3: The Neighborhood.....	102
Section 3.1: The quarter	102
Section 3.2: People	102
Module 3.21: Neighbors	102
Module 3.22: Friends.....	103
Module 3.23: Relationships	103
Unit 4: The Community.....	104
Section 4.1: The design of the town	104
Section 4.2: Economic activities.....	104
Module 4.21: African markets	104
Module 4.22: Bargaining	105
Module 4.23: The central business area	105
Module 4.24: The table market.....	106
Module 4.25: The shop	106
Module 4.26: The on/off license bar.....	107
Module 4.27: Banks.....	107
Section 4.3: Community organizations	108
Module 4.31: Local authorities	108
Module 4.32: Schools	109
Module 4.33: Local organizations	109
Unit 5: Time	110
Section 5.1: Times of the day.....	110
Section 5.2: Two different worlds	110
Section 5.3: The yearly cycle	111
Part V: Integrating Structure into the Communicative Classroom.....	112
Chapter 10: Working with Vocabulary.....	113
Techniques for learners.....	113
Learning vocabulary	115
Chapter 11: Integrating Grammar into the Communicative Classroom.....	117
Grammar teaching and the communicative approach.....	117
Using a structurally organized textbook	118
Teaching without a textbook.....	118
Dealing with grammatical errors	119
Giving grammatical feedback on essays or presentations.....	120
Chapter 12: Learning the Sound System	122
Sound systems	122
Dictation exercises	123
Learning to hear and to pronounce African languages	124

Appendix A: Properties of African Sound Systems.....	126
Appendix B: Semester Goals Planner.....	131
Appendix C: Additional Resources on Language Teaching	135

Part I: General Information

Chapter 1: Introduction

Audience and rationale

The *African Language Tutorial Guide* has been written specifically for the model of language teaching that has come to be called “the language tutorial.” In this kind of tutorial, the language class is seen as a team consisting of a language supervisor (who is familiar with the structural properties of the language), a tutor (who is a proficient speaker of the language), and a learner (who is typically a graduate student who plans to use the language in Africa). We have found that learners in our program, and presumably in other African and Less Commonly Taught Language (LCTL) programs as well, tend to share certain characteristics: they are highly motivated; they are studying at the graduate level; and they have made a commitment to use the language in the country where it is spoken for research and other professional purposes. Many of the activities presented in *The Guide* can easily be adapted to suit a class of 5 to 25 students, although the activities were not constructed with such classes in mind.

We believe that a program such as the one described above should be learner-centered, which means that the focus is on helping the learner to develop a successful learning experience in cooperation with the tutor and with guidance from the language supervisor. The rationale for a learner-centered approach derives partly from the fact that the primary criterion for tutor selection has been proficiency in the language being taught (i.e., the foreign language or L2) and not pedagogical training. In the program at Michigan State University (MSU) and many other universities, tutors tend to be graduate students in various programs throughout the university. A second and even more important rationale for learner-centeredness is the recognition that language learning is a life-long activity and so the more we can do to help the learner understand the learning process, the more likely it is that the learner will continue to increase proficiency in the L2, even after the course has been completed. Accordingly, we have designed *The Guide* to include the learner, along with the tutor, to understand the reasons behind these activities.

Although the instructions for the lessons are directed to the tutor, it is suggested that the learner also receive a copy of *The Guide* to facilitate cooperation.

The Guide has also been designed to help develop a communicatively-oriented program of learning, an approach currently lacking in many African language textbooks. This approach concentrates on developing communicative skills to enable the learner to engage in meaningful activities with other speakers of the L2. *The Guide* will help the team to develop a clear purpose and define realistic objectives so that a language learning experience can be developed that is tailored to the unique needs of the learner. Before organizing lesson plans and a course syllabus, the specific learner needs have to be considered so that class time can be used efficiently to address those specific needs.

Because of the wide number of African languages that may be studied in a tutorial situation, *The Guide* has been written in English, but focuses on the study of African languages. Because African languages differ considerably from each other with respect to vocabulary, sounds, and grammar, some lessons may be easier to use or more relevant with one language than with another. In addition, certain aspects of the target culture may require the tutor to expand or supplement certain lessons. For example, when working with the lessons in Part III, the team will need to focus mostly on the tasks that are typically carried out in the community in the African language and not on those tasks typically carried out in the colonial language or some other *lingua franca* (e.g., Swahili or Hausa). Some learners will need to learn to read and write in the target language, whereas for others, this may not be a primary focus. Furthermore, the amount of learning materials available for any given language varies greatly, so some language tutors will have to spend more time developing learning materials than others. In sum, we have tried to make *The Guide* applicable to a wide range of language learning situations and not all of it will be applicable to any given learning situation; each class will need to draw from *The Guide* the relevant suggestions and lessons and even customize them in the course of study.

Because the learners will need to use the L2 for real communication, *The Guide* focuses heavily on strategies that encourage real communication. One of the most important functions of the tutor/learner relationship is to act as partners in conversation. Both the tutor and the learner have an important role to play in developing an environment where they can begin to practice real communication in the L2. One of the main objectives of the tutorial is for the learner to develop basic communication skills that can be built on when the learner arrives in Africa.

Focusing on real communication in the classroom is also important because of the way it helps learners acquire an L2.¹ It has been argued that in order to acquire a language, learners need extensive exposure to the L2. By this we mean that in order to acquire the structures and forms of the L2, learners need to not only be exposed to the L2, but also need to comprehend it in order to make use of the input in the language acquisition process. This approach is ideally suited to the supervised tutorial. In a traditional classroom, the teacher provides language input, but this input may not necessarily be understandable or meaningful to the learner because of the difficulty in obtaining immediate feedback. In a tutorial, on the other hand, because there are usually only one or two learners, feedback can, and should, be instantaneous and frequent. Tutors can monitor learners for comprehension by asking questions or by looking for puzzled expressions. If comprehension is lacking, they can undertake various remedies to increase comprehension (e.g., rephrasing, using gestures). Learners can also ask the tutor to repeat or rephrase something not understood. Thus, by interacting with the tutor, the learner also helps to make the linguistic input relevant and comprehensible; learners and tutors can work together to negotiate meaning by asking for clarification if something is not understood or repairing their speech when they are not understood. The richness and potential of the tutor-learner interaction

¹ At times in *The Guide* we refer to what is known about second language acquisition. We have not referenced ideas that, in our opinion, are common knowledge in the field. For the ideas that we believe are more controversial, we have supported our statements by giving references to relevant works in a footnote. There are several introductory books available for those wishing to learn more about second language acquisition. Two user-friendly books for those without a background in the field are: Lightbown, P. & Spada, N. (1993). *How Languages are Learned*. Oxford: Oxford University Press and Gass, S. & Selinker, L. (1994). *Second Language Acquisition: An Introductory Course*. Mahwah, NJ: Erlbaum.

is something that cannot be paralleled in large, teacher-led classes; the tutor and learner are encouraged to take full advantage of this opportunity.

A communicative classroom also helps to push learners to a higher level of speaking proficiency. Most language learners understand the language better than they can speak it and when those learners are faced with the task of producing the L2, in either written or spoken form, they must have a better grasp of the grammatical structures of the language in order to communicate effectively.

Negotiation through oral communication activities in the classroom also encourages the language learner to pay attention to the grammatical structure of the L2. When learners participate in conversations with native speakers, they repeatedly make changes in the grammatical structures they use. This suggests that oral communication with a native speaker, or even another nonnative speaker, helps learners pay attention to and, hopefully, improve their grammar.

Certain kinds of activities promote negotiation better than others. Activities in which learners, or a learner and the tutor, have to exchange information to complete a task will force the learner to try to understand and to be understood. These activities are often called information exchange or information gap activities. An example of such an activity is a picture-drawing activity. In this, one learner has to draw a picture based on a description given by another learner or tutor. The learner has to understand the information to complete the task. This contrasts with free conversation or an unstructured role play where learners can avoid talking about something that they are finding difficult.

However, relying exclusively on communicative activities in the classroom may result in the learner's failure to notice and consequently internalize some of the more subtle features of the language; there are certain structures that learners can use incorrectly while being completely comprehensible. In order to help the learner to overcome structural problems, Part V of *The Guide* provides some suggestions for integrating structure into the communicative classroom.

Overview of *The Guide*

The Guide is divided into five parts: *General Information*, *Working With Beginners*, *Task-Based Lessons*, *Cultural Modules*, and *Integrating Structure*. Part I, in Chapter One, provides an overview of *The Guide*: audience, goals, and other design considerations. Chapter Two, *Getting Started*, guides the learner, tutor, and supervisor through the process of negotiating the design and organization of the course. The participants need to negotiate specific learning objectives for the semester, the amount of class time to be devoted to various activities, and the method to be used to evaluate progress. Because class time is very likely to be the only opportunity for the learner to speak in the L2, this chapter also includes a section that discusses the importance of using the L2 as much as possible in class along with suggestions on ways to do this. Chapter Two concludes with a discussion of evaluation including feedback, diagnostics, and grade giving as well as descriptions of several different types of evaluation and how to choose a method of evaluation that best reflects the learning objectives to be tested. Chapter Three, *Finding and Using Materials*, provides advice and suggestions for finding materials, both written and spoken, in the L2, and how to use them in the classroom. This chapter begins with a section on where to look for appropriate written material to use in class. Tips on conducting library searches, locating sources in Africa that may provide appropriate material, uses of the World Wide Web are included in this section. Once the tutor and learner have found or created a written text that they would like to work with, this section describes how to make use of the text in class. Ideas are given for pre-reading activities, as well as suggestions on how to work with the text once it has been read. These suggestions include advice on such topics as deciphering new vocabulary in the text and how to turn parts of a text into other exercises. Chapter Three also addresses the use of audio and visual materials with suggestions on how and where to look for radio broadcasts and films, and how to create and use a picture file.

Chapter Four in Part II provides a discussion of how to get started and how to use the introductory lessons in Chapter Five, which are designed for learners who have had no previous

experience in the L2. The lesson plans are presented in English, with the understanding that the tutor and learner can adapt them for use in the L2 in their tutorials. It may sometimes be the case that because of cultural differences (e.g., pointing at people) and structural properties of the languages (e.g., a noun class system, tense considerations, lack of relevant vocabulary) these lessons may have to be modified with the help of the language supervisor. Some of these lessons have as their objective a set of vocabulary such as shapes, numbers, or body parts. Others include functions such as greetings, or tasks such as how to ask for and understand directions.

Part III, *Task-Based Lessons*, is designed for use by learners at a higher level of proficiency. Each lesson is designed to enable the learner to accomplish a specific task such as how to use public transportation, or how to buy things in the market.

Before using Part III, the learner and supervisor will need to define real life tasks that the learner expects to encounter in the country where the language is spoken. For this, the tutor, learner, and supervisor need to work together, defining major goals and specific tasks to address. The tutor and learner can then turn to Part III for sample lesson plans on various real life tasks that are relevant to the learner's objectives.

Part IV, *Cultural Modules*, contains a collection of intermediate and advanced level texts that have been designed to generate awareness of the kinds of background (or cultural) knowledge necessary to understand what speakers of the language are talking about and doing.

Each text has been drafted in English with the expectation that the tutor will translate and adapt the text so that it represents the cultural knowledge of the target community. Each passage is followed by a set of questions for exploration that the learner can use to interview the tutor about the culture of his/her home community. As in Part III, these texts are not exhaustive. Once the learner and tutor get a feel for this kind of text, they can generate their own, as well as draw on existing authentic texts for further development of this kind of knowledge.

Because *The Guide* is primarily communicative in nature, the learning of language structure per se has not been emphasized in the first four parts. Nevertheless, there are times

when it is useful to focus on a specific point of structure (grammar, vocabulary, and pronunciation) to clarify or practice a specific point that has become problematic. Part V, *Integrating Structure into the Communicative Classroom*, provides practical advice on how to incorporate structural components such as vocabulary (Chapter 10), grammar (Chapter 11), and pronunciation (Chapter 12) into the communicative classroom. In addition to the chapter on pronunciation, *The Guide* contains Appendix A, to be used with the supervisor, that calls attention to the sounds that may be most difficult for speakers of English to master when studying African languages.

Chapter 2: Getting Started

Establishing the goals of the course

Before beginning, the language supervisor, tutor, and learner need to come to an agreement regarding the structure, format, and evaluation procedures for the tutorial because each student will have different needs and priorities. The first step in organizing the tutorial is to identify the language learning objectives. For most learners of an African language, these goals are likely to be phrased in terms of oral proficiency. Learning goals vary with levels of language proficiency so that in establishing goals, it is important to determine the proficiency level of the learner. While this can be done with the assistance of the language supervisor, it can also be done by examining the kinds of activities provided in Parts II, III, and IV. A brief explanation of how each of these sections can be used to develop the course objectives follows.

Part II has been designed for the true beginner. Because beginning learners and their tutors may be unfamiliar with how to establish learning objectives, especially in a communicatively-oriented course, a list of learning objectives has been provided. The lesson topics in this section address the skills necessary for basic communication. To assemble a set of course objectives for the semester, scan the lesson topics and select those that apply to the learner. Most of the topics should be relevant to most beginners.

At the intermediate level, the language tutor and learner should review the learner's progress, identifying strengths and areas in need of development. A sample planner can be found in Appendix B. At this level, we recommend that the class focus on task-based activities. To establish learning objectives, the intermediate class can look over the chapter headings in Part III to decide which tasks and situations are most suitable for learning at that time. It is helpful to state semester objectives in terms of "What do I want to be able to do?" Below is an example of a short (not exhaustive) list of examples of a learner's semester goals from an intermediate Wolof tutorial.

1. I will be able to conduct mini-interviews and write up the results. I will practice this by conducting interviews on various cultural topics, such as ceremonies and rites, religious feasts, sports and traditional games, illness, health, and healing.
2. I will be able to introduce myself and give a concise summary of my research interests and why I might want to interview someone or discuss my research with them.
3. I will be able to create a list of possible research questions for a focus group and discuss which questions may or may not be appropriate for men, women, older and younger people, and so on.
4. I will be able to bargain at the market and count money in the L2.

Part IV has been designed for intermediate and advanced learners. In contrast to Part III, which is task-oriented, the focus of Part IV is on developing practical cultural knowledge. The knowledge should be such that it can help the learner understand what is going on and what is being said in the community. Accordingly, the objectives should be stated in terms of knowing or understanding something. Below are a few examples.

1. I will understand how rice is farmed by the Mende people in Sierra Leone.
2. I will understand the Hausa family structure including the obligations of family members in Niger.
3. I will understand the profession of blacksmithing.

As at the other levels, at the beginning of the semester, the learner, the tutor, and the language supervisor should examine the list of topics in Part IV and identify those which should be initially selected for study. To be sure, there are more topics that could be studied than those listed in Part IV. We recommend that at first the tutor and learner select topics for which lessons exist before undertaking other topics.

Maximizing the use of the L2 in the course

The success of a language learning class is related to the degree the L2 is used for effective communication. Simply put, if the L2 is not used for communication in the classroom, it will probably not be learned. Because opportunities for conversing in the L2 are, for the most

part, limited to class time, it is important to spend as much of that time as possible using the L2 to engage in real communication.

Conversely, it is important to minimize the use of English for several reasons. First, and most simply, the use of English reduces the amount of exposure to the language of study. It is almost impossible to learn a language if one does not hear it and use it. Second, when English is available to the learner, it may be used as a means of escape from the challenge of language learning. Thus, if the learner does not comprehend something, the temptation is there to escape to English for understanding as opposed to negotiating and interacting in the L2 for the meaning. Finally, the use of English sends a message to the learner that the L2 is really an object of study and not a real means of communication.

At first, it may seem that the use of English is unavoidable. Some might argue that it is necessary to use English for classroom management, such as arranging meeting times, discussing quizzes and exams, passing out and explaining handouts, finding a page in a book, or discussing grammatical structures. However, with practice, the L2 can be used for this activity very early in the course of language study. In fact, several of the lessons in Part II address this topic. We recommend this sort of interaction be one of the beginning learning objectives.

It also may seem that the use of some English in class is unavoidable in the case of structural explanations such as the meaning of a word, the use of a tense, or the pronunciation of a sound. Even though an explanation of a word may be necessary, most of these explanations can be managed using the L2 in interactive communication. Note that when this is done, two things are being accomplished: (1) the structural point is being explained and (2) the language is being used communicatively. Thus, by maximizing the use of the L2 in the classroom, the learner is maximizing the possibilities for real communication practice - a necessary step in learning to the L2.

Suggestions for maximizing the use of the L2 ².

Teach L2 classroom administrative vocabulary. By familiarizing him/herself with administrative vocabulary, the tutor can carry out much of the administrative work in the L2. The first two lessons in Part II, were designed to help the students learn the L2 versions of these words so that these matters can be communicated using only the L2. The first lesson in Part II focuses on these terms including: *blackboard, chalk, book, homework, quiz, paper*, and so on. The second lesson shows how to teach classroom directives that can be used in the classroom. Also, if there are a number of specific English words or phrases that are consistently used, take a few minutes to develop them into a lesson so these topics can be discussed using the L2. To avoid possible misunderstandings regarding quizzes, exams, assignments, etc., the tutor can write out the instructions (in the L2) on the blackboard for added clarity and use the instructions as a short lesson.

Make language comprehensible through nonverbal means. When introducing new vocabulary, use pictures, props, or gestures to explain. The use of simple stick drawings on the blackboard for things like man, woman, house, tree, dog, car, sun, maps, are easily and quickly done, allowing the lesson or interaction to continue in the L2. This may not work when explaining complex grammatical structures, but such techniques can be used to introduce new vocabulary or when giving instructions. The important thing is that the use of the L2 is maintained and that the learner can make the connection between form and meaning without relying on English.

Make language comprehensible through verbal modifications. When a learner does not understand something in the L2, tutors should resist the temptation to resort to English. A more beneficial approach involves repeating, modifying, and rephrasing the statement in the L2. As explained earlier, these modifications lead to comprehension. Sometimes, a learner does not respond simply because he or she has not heard what was said. In these instances, simply repeating what was said may help the learner. Often, however, the learner does not know the vocabulary or grammar and will need to hear the sentence rephrased with familiar terminology and structures. The existing knowledge base of the learner is an important resource to draw upon.

Establish a brief period of class time when learners and tutor can speak English if necessary. One strategy to minimize the use of English is to set aside a certain amount of time at the end of class (maybe ten minutes) to discuss problems that came up when using the L2. If learners know that they can save their questions and eventually discuss them in English, they will be less inclined to use English at other times.

Keep it simple. One of the biggest problems for beginning tutors is the concern that the short English equivalent for the L2 term is dreadfully insufficient and that one cannot continue unless the learner has a full comprehension of the concept. In such cases, the tutor should postpone the full explanation until the learner is capable of understanding it

² These suggestions are adapted from: Duff, P. & Polio, C. (1990). How much foreign language is in the foreign language classroom? *Modern Language Journal*, 74, 154-165.

in the L2. Alternatively, the discussion of the topic can be brought up during the time set aside for English.

Assign English readings for homework. Many tutors and learners are intimidated by the exclusive use of the L2 for grammar instruction. Tutors are often worried that the learners do not know enough of the L2 to understand grammatical explanations, and learners are worried that they will become frustrated knowing that an explanation in English would be much more efficient. One option is to assign readings in English regarding grammar for homework. The next day the tutor can explain the grammar in the L2, which hopefully the learners will already know from reading about it in English.

Teach L2 grammar terms. Near the beginning of the semester, the tutor can hand out a list of grammatical terms in the L2 with their English equivalents. The learners can then study them so that they will understand the grammatical explanations in the L2.

Evaluation

Another issue the team (learner, tutor, and supervisor) needs to agree on at the first meeting of each semester is the method and frequency of evaluation. Having already established the objectives for the tutorial makes this task easier. The most important function of the evaluation component is to provide ongoing feedback to the learner. This feedback provides an opportunity to see what is working well in the course and what areas need additional attention or a different approach.

Feedback is of course an ongoing activity in a communicatively-oriented course, but it is also useful to have more formal mechanisms of evaluation of which there are several types. It is up to the team to decide on the types and frequency of formal evaluation. The tutor can decide to give only one, end-of-term exam, yet most tutors and learners prefer more frequent feedback. Most important is that the methods of evaluation are chosen to most effectively evaluate the established course objectives. For example, if one of the goals for the term is to understand the use of the past tense, a written exam is most appropriate. However, if one of the goals is to master the language of a village market, a written exam is not the best choice. Some form of oral role-play in which the learner can show competence in both the linguistic and discourse related elements of market talk would be more appropriate.

Chapter 3: Finding and Using Materials

Finding materials

Unlike more commonly taught foreign languages like French or Spanish, where one has a huge variety of textbooks, novels, newspapers, pictures, videos, and software to choose from, the resources for many African languages are much more limited. This chapter provides information about resources for finding materials and techniques for making original materials.

Language learning materials. There are many African languages for which no textbook is available; others for which the existing textbook was written more as a reference grammar; and still others for which textbooks are out of print or difficult to find. Many African language textbooks are not written within a communicatively-oriented framework. Regardless of the limitations of such textbooks, we recommend that one be selected and used in conjunction with *The Guide* as a grammar reference for the learner.

The electronic directories now in use at most major libraries offer another way to locate materials. Because many African languages have several names (e.g., Fula is also known as Fulani, Fulfulde, and Pulaar) several searches may be required. Also, the library personnel will have valuable suggestions to help locate materials written in the L2.

Some textbooks are still in print and available from the publisher. Others may be found in a local library, but more often than not, such textbooks will be found only in major university libraries, especially those with a National African Resource Center. Books from these libraries may be borrowed for short periods of time through interlibrary loan.

The tutor is also good source of texts. Tutors can tell folk stories remembered from childhood, describe their hometown, tell funny stories about growing up, or create passages describing important points of interest in the country or other information about the culture. The

advantages of creating this kind of material, oral or written, is that it is easily done and can be tailored to the specific level and learning interests of the learner.

Authentic written materials. In addition to a basic textbook we recommend the use of authentic materials, works that have been written in the L2 for native speakers. Examples of authentic materials include newspaper and magazine articles, letters, speeches, folktales, public information brochures, and maps. Authentic materials are, of course, a good source for the L2 because the language of the material is natural and has not been modified in any way. In addition, authentic materials are excellent sources of valuable cultural information.

Many major universities, especially if they have an Africana bibliographer with additional expertise, have uncatalogued material (primers, manuals, and booklets) that is very useful to language learners as a source of authentic texts.

As we have pointed out, the textual material does not have to be related to language instruction. In fact, we encourage the use of authentic, non-pedagogic texts in the L2 (stories, poems, song lyrics, news articles, etc.) for language learning.

Materials in the L2 can also be obtained from someone visiting or living in Africa. The tutor may know a friend or relative who will be returning from the country shortly. If so, the person may be asked to bring back written or audio material in the L2.

Newspapers printed in the L2 can be used for instruction. Individual articles can be cut out to be used separately, or the entire newspaper can be taken and its various parts can be worked with as a whole. The class can discuss not only the individual articles but also the advertisements, announcements, and so on.

Often children's stories, particularly folktales, written in the L2 can be used. These stories are particularly useful because the language is simple, the texts are often supported with illustrations or photographs, and stories contain a great deal of cultural information. Many countries are experimenting with educating children in the primary grades in the local language. If this is the case with the African language in the tutorial, there may be some textbooks or other learning materials used in these schools. It may be possible to purchase these textbooks and/or

classroom materials. The government often publishes flyers and brochures in local languages for information campaigns. Be on the lookout for these flyers as well.

With each passing day, the World Wide Web (WWW) is adding to its store of excellent educational as well as pedagogic resources for language learners.³ Although much more remains to be done, there are a few materials for the more commonly taught African languages such as Swahili, the most commonly taught African language in the U.S. It has a presence on the WWW, with links and sites featuring pedagogic or cultural material that tutors may use to support their teaching. Learners may also use them to supplement and enhance their language learning. The following are examples of possible useful sites:

<http://www.bwanazulia.com/> “Essential Swahili” has simple phrases meant for tourists.

<http://www.gcom.com/hassan/swahili-history.html> Kiswahili language history.

<http://www.cis.yale.edu:80/swahili> Yale University’s Internet Living Swahili Dictionary (a comprehensive online Kiswahili-English dictionary) and Swahili-L, (a discussion group).

<http://www.uga.edu/~aflang/> the University of Georgia’s African language website.

<http://ccat.sas.upenn.edu/afl/course.htm> the University of Pennsylvania’s website for its televised course in Kiswahili and **<http://ccat.sas.upenn.edu:80/afl/pennmoo.html>**, its interactive site.

<http://w7.demon.co.uk/www.tanzania-online.gov.uk/> information about Tanzania.

In addition, the African Language Teachers Association (ALTA) is continuing to develop its websites: **http://www.councilnet.org/pages/CNet_Members_ALTA.html** and **http://www.stanford.edu/group/African_Language/** that will include links to web pages focusing on specific African languages. Clearly, the WWW offers a potential that we are just beginning to appreciate. These sites can be used by learners who wish to increase their general knowledge about a given language. There are other advantages to using the WWW in language learning such as the ability to work without the instructor, and multimedia advantages which

³We thank Chege Githiora for his contributions to this section of *The Guide*.

make possible such situations as virtual African cities or towns, virtual tours in the target culture, and interactive language exercises.

Working with a text

This section covers many suggestions for working with reading passages in class. These suggestions cover more than just reading comprehension, because a reading passage can serve not only as a source of reading instruction, but also as a point from which oral discussion work can begin. It can provide a context for new or difficult grammar points, and it can serve to elicit areas requiring pronunciation or vocabulary work. The reading passage, therefore, can serve as a vehicle for work in many areas of language instruction.

Pre-reading activities. One of the most important skills a language learner can rely on when it comes to reading in a second language is using background knowledge to help understand a passage. Background knowledge is our knowledge about the general subject of the reading passage. Relying on this knowledge helps the learner make inferences about areas of the passage where not every word is understood. Therefore, activation of background knowledge is an important pre-reading activity. In addition, such activities can get learners interacting in the L2.

Because materials appropriate for a particular lesson topic are hard to come by, the selected text may be quite difficult for the learner. It is therefore all the more important to take extra time to work on pre-reading activities to help prepare the learner to work through a difficult passage. This preparation involves setting the scene for the passage, making predictions about what the passage might be about, and learning new vocabulary from the passage. The following text and examples of pre-reading activities illustrate the kind of pre-reading activities that can help the learner work with a difficult text.

Before beginning a reading, have an informal discussion about the topic of the reading passage. Look at the title and ask the learner what it will be about. Perhaps even summarize the story for the learner.

Sample pre-reading questions.

1. What are your obligations when you invite people over to your house for a visit either before they arrive (e.g., cleaning the house, cooking food) or while they are there (e.g., providing something to drink, making introductions)? What are the obligations of the guest (e.g., bringing a gift, arriving on time, leaving at a certain time, etc.)? How do you think these obligations are similar to or different from those in the target culture?
2. Tell a story about a particular social event where the guest/host did not obey “the rules.” Under what circumstances would or would not a guest/host “speak up” about “poor behavior?”
3. Are there any stories in the United States that describe the origins of some form of nature? Tell the story.

The learner can also do a freewriting exercise (in the L2, of course) about a question or issue related to the passage. Freewriting involves writing whatever comes to mind without worrying about the organization of the writing, grammar mistakes, or spelling. Learners write simply to get their ideas down on paper. Later, learners might want to return to a freewriting sample and turn it into a more coherent piece. At lower levels, learners can write as much as possible in the L2, using English words and phrases where they do not know the L2 equivalent. Any of the above discussion questions could serve as topics for freewriting. To practice speaking, the freewriting exercise can be followed with an oral discussion of the topic.

With longer or more difficult passages, additional pre-reading activities are possible.

- Have the learner preview the reading with the aim of identifying the main idea of the passage by reading headings and charts, and looking at accompanying pictures.
- Block out the title of the passage and ask the learner, after pre-viewing the passage, to provide a title.
- Identify an important piece of information in the text and ask a question which the learner can scan the reading passage in order to answer.

- Often, one of the first few sentences of each paragraph contains the main idea of the paragraph. Ask the learner to underline the relevant sentence and guess the main idea of the passage. Sometimes it is helpful later, especially if the passage is difficult, to write the main idea of the important paragraphs in the margin.
- If the vocabulary of the text is going to be challenging, ask the learner to scan the text and underline unfamiliar vocabulary. These can be raised for discussion or the learner can try to guess their meanings from the context.

While- and post-reading activities. The following activities are useful while doing the reading or after the reading has been completed:

- It is sometimes helpful to tackle difficult readings paragraph by paragraph. After reading a paragraph, ask the learner to write a sentence in the margin giving the main idea. After completing the reading, ask the learner to provide a summary of the passage by returning to these margin notes.
- After reading the passage, have an informal discussion about the learner's reactions to the passage. This offers an opportunity for the learner to raise questions about areas that caused confusion. Asking the learner to write reactions to the passage as a journal entry or short reaction paper is another alternative.
- When the learner has trouble understanding a passage, even after reading it, it is sometimes helpful to have the learner write down as many important words from the passage as can be remembered. Then, with the tutor's help, the learner can put together a summary of the passage.
- Create cloze or fill-in-the-blank exercises. Cloze exercises are constructed by taking a paragraph or two from the reading passage – the introduction or conclusion often works best – and removing words and replacing them with blanks. In the following example, every twentieth word was deleted; however, depending on the learning objective, deleting specific words or more words may work better. For example, delete all the

tensed verbs in the passage, new vocabulary words, or all the adjectives. Cloze exercises help the learner make inferences about the meaning of the paragraph and thus help improve reading comprehension.

Sample Cloze

A long, long time ago, Sun and Moon lived on the earth with all the water in the world. _____ and Moon would often go and visit their friend Water, but Water never returned Sun and Moon's visits. One _____ when Sun and Moon were visiting Water, Sun said, "Water, we visit you all the time. How come you _____ never returned our visit?" Water replied, "I am so big, Sun and Moon, if I came to visit you _____ all of my fish and plants and animal friends, we would never fit into your house." "Oh yes you _____!" shouted Moon. "Our house is very big. There is plenty of room for you and all your fish and _____ and animal friends. Please come."

- Dictation exercises are also useful in class. These exercises help the learner practice their listening comprehension and produce language that may be beyond their level. The typical procedure for dictation is to select a paragraph or so, read it once through for the learner to listen to, and then read the paragraph sentence by sentence, giving the learner time to write the sentence down. Usually, punctuation is read out loud. Finally, the tutor reads the paragraph once more at regular speed. Then go through the paragraph together, stopping to discuss problems and areas to work on at a future date.

Other materials

Picture files. Picture files are extremely useful in a communicatively-oriented classroom. In addition to providing a cultural context for the L2, they provide the subject matter for

interactive language use at any level. At the beginning level, the learner can ask about the names for things and people, the names for their clothing, and what they are doing. At intermediate levels, the tutor can ask the learner questions about what the participants are doing in the picture or the location of things in the picture. At more advanced levels, learners can be asked to comment about what is going on in the picture and what is likely to happen next.

One particularly useful activity is to set aside some time for discussing slides. Class time can be reorganized when possible so that different levels are together. Beginners find themselves challenged by the discourse between the advanced learners and the tutor. Advanced learners appreciate the easily comprehensible input of the less challenging discourse between beginners and the tutor. Tutors like the activity because it affords an opportunity to talk about real situations that take place in the L2. The class often spends as much as twenty minutes on a single slide because of the amount of interest such slides can generate.

Pictures can also serve as sources for freewriting exercises (e.g., describe the order in which the events in the pictures took place, which happened first/last?), and vocabulary and pronunciation work (name the objects in the picture).

African newspapers or magazines such as *Jeune Afrique* provide a rich source of up-to-date and interesting pictures. Often the learner and the tutor have photos from their personal collections that they are willing to share with the class. Personal photos always spark interesting discussions in class.

Picture files are easily assembled, but are more difficult to organize. For this reason, we recommend using an accordion style folder or, if the collection gets too large, a file cabinet. Since most pictures are not specific to one language, the collection process can be done collectively with other learners and tutors of African languages. As the file increases in size, sub-files for different subjects such as people, places, religion, home-life, commerce, etc. will be useful.

Audio and video. Videos and films in the L2 add a dimension to language study by providing a rich visual context to augment the spoken text. A number of commercial films have been

produced in African languages and these can be found by using the on-line Africana catalog at: <http://www.isp.msu.edu/AMP/>. This catalog offers annotations about the content, quality, and language of the text.

Films made in the target culture are great sources of both linguistic and cultural information. When viewing one of these films it is important to take time and stop when necessary to answer questions and summarize if necessary.

If no films are available in the L2, another option is to make original productions. This can be a class project where the class writes and produces a short video (using the L2 for all planning, writing, and producing). Or a tutor can take a video camera on a trip to Africa and make a film of a market scene, village life, etc. Of course, this kind of project is subject to access to a video camera, government clearance, and to the level of acceptance in the given culture. Be sure to check this out before trying any filming in Africa, and proceed cautiously.

If possible, try to listen to a broadcast in the L2 from *Voice of America* or the *BBC*. Also, check the music collection in the university library for samples of music containing the L2.

Remember, that with audio and video materials, the tutor should organize pre- and post-listening materials, similar to those described previously for working with a written text. Learners should not just walk into class and start listening without any introduction. Introduce the listening passage and unfamiliar vocabulary just as with a reading passage. Another good activity is to give learners questions to answer, or if appropriate, a chart to fill out, while they listen. This will help learners focus on some of the information, particularly in more difficult audio passages.

Part II: Working with Beginners

Chapter 4: Introduction

Often tutors and learners do not know where to begin when the learner does not speak a single word of the L2. They simply remember that when they learned a foreign language, they began with short dialogues that strictly limited the vocabulary and grammar of the L2. Often these dialogues were memorized or repeated with the assumption that it is not possible to move on until the pronunciation and grammar of the lesson is mastered.

Now instructors and researchers are promoting more communicative approaches to language learning that set communication as their goal and that have emphasized the importance of having learners interact in the L2. Thus, many language teachers have moved away from the scenario described above. Nevertheless, new teachers often ask, “Communicative approaches are great, but what can I do with beginners?”

What follows is a set of lesson plans that can be used when learners do not speak any of the L2. Some have as their objectives a set of vocabulary (e.g., shapes, numbers, body parts) while some have functions (e.g., telling time) and a few others, tasks (e.g., how to ask for and understand directions, how to ask how much something costs in the market). Each lesson includes a list of materials, a set of procedures, notes, and suggestions for follow-up or homework. In the cases where there are notes or follow-up activities, a blank space is left for additional ideas.

As explained in Part I, these lessons and the classroom management associated with them, should be carried out in the L2. This is why the main focus of these lessons has been kept simple. The lessons are designed so that the learners can understand most of the L2 through pictures and gestures. While the tutor is speaking the L2, the learner will not understand every word. The learner should, however, still be able to follow the lesson. It is important that the tutor not limit the input to what is prescribed in the lesson. The language and the activities in the lesson are controlled so that the learner will be able to participate without feeling overwhelmed. Additional language, used by the tutor that is not related to the language objectives, will count as

real communication that the learner will slowly learn to understand through the process of negotiation.

The amount of time spent on each lesson will vary and the lessons do not have to be covered in the order given. Returning to a lesson for review or a brief version of it the following day may be done. In fact, it is highly recommended that some of these lessons be repeated because several cover a large amount of vocabulary that the learner will mostly likely not retain after one lesson. Some lessons will be inherently easier and thus may be covered first. Some lessons also need to be completed before others (e.g., numbers before money). It is important to remember, however, that not all of these lessons will be directly applicable to the learner. Choose the lessons that are relevant to the language learning needs of the learner.

For African languages, greetings are very important. Before beginning any of the lessons outlined in this book, greetings and leave-taking phrases need to become an automatic part of class. At first, greetings and leave-taking phrases need to be short and simple. Tutors should resist the temptation to teach all the possible variations to the beginner. Therefore, begin with the most common greetings and responses. Provide the learner with a written list and practice saying them together. Because this will be the first lesson, do not attempt to provide a word-for-word translation of the greetings. A very general (meaning-based) translation will be sufficient. Every day when you begin class, be sure to greet the learner and expect an appropriate response. Likewise, at the end of each class use the leave-taking phrases for the learner to practice. Challenge the learner with less common greetings as he/she gains proficiency. Once the learner has been introduced to the basic greetings, he/she is ready to begin the lessons outlined in *The Guide*.

The content of the lessons are as follows:

Communicating in the classroom

1. Classroom objects
2. Classroom directives and expressions
3. Talking about language

Basic concepts

4. Colors and shapes
5. Numbers from 1 to 100
6. Time
7. World geography

Communicating in the target culture

8. Giving and understanding directions
9. Local geography
10. Body parts
11. Money
12. Food 1
13. Food 2
14. Food 3
15. Market talk
16. Locations

Chapter 5: Lesson Plans

Lesson 1: Classroom objects

1. Content

objects in a classroom (chair, table, blackboard, door, window, chalk, eraser, book, floor, wall, light, pen, pencil, notebook, and whatever else is available)
existential verbs (to be), commands, questions

2. Objectives

The learner will be able to understand and say the names of classroom objects.

The learner will be able to respond to the commands and questions used in this lesson, but not necessarily be able to produce them.

3. Materials

classroom objects (chair, table, blackboard, door, window, chalk, eraser, book, floor, wall, light, pen, pencil, notebook, and whatever else is available)
a written list of the objects in the L2

4. Procedure

- a. In the L2, explain that the learner will be learning the names of classroom objects. Point to an object, say the name in the language, and write the word on the board. Get the learner to repeat the word. Do this until there are about seven words. Do not introduce more classroom objects until the learner is comfortable with the first set.
- b. Leaving the vocabulary list on the board, say a word and tell the learner to point to an object. Do this until the learner has mastered the list.
- c. Again, leaving the list on the board, point to an object and ask the learner what it is. Do this until the learner has mastered the list with regard to comprehension.
- d. Erase the list and this time without the list on the board, repeat steps b and c.
- e. Give the learner a series of commands using the name of one object at a time. ("Pick up the book; Give me the chalk; Touch the window.") Use gestures to show the learner what to do. Do a series of these using all the objects until the learner understands.
- f. Give the learner a series of commands using the names of more than one object. ("Give me the book and the chalk; Put the pen next to the book.") Do a series of these using all the objects until the learner understands.

5. Notes

This lesson can be done completely in the L2 using gestures to explain commands.

6. Variations/Follow-up

Give the learner the list of objects to review for homework. In the next class, ask the learner to name objects and follow commands as a review.

This lesson can be used for any set of objects pertaining to topics other than the classroom, such as food or clothing.

Lesson 2: Classroom directives and expressions

1. Content

objects in a classroom (from last lesson)

commands (stand up, sit down, close the door, write on the blackboard, open your book, close your book, repeat, go to the board)

comprehension expressions (Do you understand? I don't understand. Please say it again.

What does X mean? How do you say X in (language) Y?)

2. Objectives

The learner will be able to respond to and use a set of commands.

The learner will be able to use the L2 to facilitate communication.

3. Materials

classroom objects

a list of comprehension expressions (see above) written in English and the L2

4. Procedure

- a. Before the class, give the learner the list of comprehension expressions in English and the L2 to look over at home. Have the learner practice saying each expression. At the beginning of this lesson, tell the learner to have this list in front of him/her.
- b. Begin by giving the learner a command such as "Stand up." Use gestures to help the learner understand. Go through a series of these using some from the lesson on classroom objects.
- c. Occasionally whisper the command or say it quickly so that the learner will have to use one of the comprehension questions from the handout.
- d. Continue as above, but write the commands on the board.
- e. Switch roles with the learner and receive the commands. Use some of the comprehension questions from the list.

5. Notes

This lesson can be done completely in the L2.

6. Variations/Follow-up

Give the learner the list of commands to look at for homework. Begin the next class by having the learner give commands.

Lesson 3: Talking about language

1. Content

grammar and language terms (noun, verb, adjective, adverb, subject, object, infinitive, pronoun, sentence, question, command, word, and others that are important for the discussion of grammar in the L2)

2. Objectives

The learner will be able to understand all the above terms.

3. Materials

blackboard
list of terms with L2 examples and English translations

4. Procedure

- a. Give learners the list the class *before* doing this lesson.
- b. Ask the learner for an example of each term in English if one exists (e.g., “Give me an example of a verb in English.”).
- c. Write a sentence in the L2 on the board. Point to parts of the sentence and ask what structure it is. Do this with several sentences.

5. Notes

Learners may have difficulty with structures that do not exist in English. Explain these in English when giving the handout.

6. Variations/Follow-up

It is important to use these terms after this lesson so that learners can comprehend them easily.

Lesson 4: Colors and shapes ⁴

1. Content

colors (choose the most basic color terms in the target language)
shapes (circle, square, triangle, rectangle)
adjective order (big red, small blue)
existentials (the verb to be), locatives (here, there), prepositions (in, on, ...)

2. Objectives

The learner will be able to understand a description of an arrangement of shapes of various colors and sizes.

The learner will be able to describe an arrangement of shapes of various colors and sizes.

3. Materials

large pieces of colored paper with the colors written on one side in the L2
two sets of shapes (circle, square, triangle, rectangle) cut out of colored paper; each color should be represented by all four shapes in two sizes (large and small), thus if teaching four colors, there will be 32 shapes; each set should be in an envelope
a folder or piece of cardboard to act as a divider

4. Procedure

- a. Explain that the learner will be studying shapes and colors. Put these words on the board and explain what they mean.
- b. Hold up the various pieces of colored paper with the colors on them and ask the learner to say the color names.
- c. Point to objects around the room and ask what color they are.
- d. Hold up shapes and explain what they are and if they are large or small. Write the expressions on the board.
- e. Give the learner an envelope and set up the divider to block the view. Tell the learner, "I am going to pull 5 shapes out of the envelope and you must take out the same five." Tell the learner what the shapes are (e.g., "I have the small red square.") Do this several times, checking to see that the learner has the same shapes.
- f. Now ask the learner to pull out shapes and say what they are.
- g. Remove the divider. Take a set of shapes and arrange about six of them in front of the learner. Explain to the learner the arrangement of the shapes. (e.g., "The big red square is next to the right of the small blue triangle. The big yellow triangle is above the small blue triangle.") Write the sentences on the board.
- h. When the learner seems comfortable with this, set up the divider again. Tell the learner that an arrangement of shapes will be described and that he/she must match them.
- i. Change places and have the learner do this.

⁴ The idea from this lesson was taken from a demonstration by Michael H. Long (University of Pennsylvania, September, 1981).

5. Notes

This lesson can be done completely in the L2. During the lesson, note any particular grammar problems that arise such as the use of existential verbs and locatives. Save a few minutes at the end of class to discuss in English. If the color system of the L2 is extremely different from English, say something about it before beginning.

6. Variations/Follow-up

Use crayons to draw the shapes with the learner. This activity can be done quickly at the beginning of the next few classes as a review.

Lesson 5: Numbers from 1 to 100⁵

1. Content

numbers from 1 to 100

2. Objectives

The learner will be able to produce and understand the numbers from 1 to 100.

3. Materials

blackboard

4. Procedure

- a. Explain that today the learner will be studying numbers. Write the word for “number” on the board and then the numbers 1 to 20 so that the learner will understand.
- b. Count from 1 to 5 using fingers as the learners repeating (see notes below).
- c. Write the numbers from 1 to 5 on the board with the word written out underneath.
- d. Say at random these numbers and have the learner respond by showing the appropriate fingers.
- e. Indicate a number from 1 to 5 with fingers and ask the learner “How many fingers are on this hand?”
- f. Repeat this until the learner is comfortable with these numbers.
- g. Draw (or write some nouns that can be counted and ones the learner is familiar with (cows, chickens, trees, chairs) on the board.
- h. Say 1 cow, 2 cows, and so on, with the learner repeating.
- i. Indicate a number with fingers and point to a word on the board and say the number and the word (e.g., “two cows”) with the learner repeating.
- j. Indicate the number and the word and ask the learner “How many ____?”
- k. Repeat this until the learner is comfortable with the answers.
- l. Ask questions that be made comprehensible through gestures such as: “How many books are on the table? How many windows are in the room?”
- m. Give the learner some simple math problems verbally such as “Two plus five equals what?” If the learner cannot understand, put the equation on the board.

⁵ This lesson, unlike the others, should be done over a few class meetings. It is unlikely that the learner will be able to retain the numbers from 1 to 100 in one lesson.

- n. Put a table like the one in the sidebar on the board. Write it in the L2.
- Fill out the table for the tutor and learner.
 - Try to make the nouns comprehensible through pictures and gestures. (If the learner does not know kinship terms, draw pictures of a family on the board.)
- o. Repeat the above steps using the numbers from 6 to 10.
- p. Repeat the above steps using the numbers from 11 to 20.
- q. Have the learner practice counting to 20. Then have the learner count by twos, by threes, backwards, etc.
- r. Repeat the above steps using the numbers from 20 to 100.

	tutor	learner
eyes		
mouth		
children		
brothers		
sisters		
etc.		

5. Notes

This lesson can be done completely in the L2.

In many African communities, counting begins with the little finger rather than the index finger as is done in most Western societies.

Many African languages (e.g., Kiswahili, Fulfulde, Hausa) have different word forms for singular and plural nouns. Either use words that are familiar to the learner or pick a set of words that form the plural in the same way.

During the lesson, make note of any particular grammar problems that arise (e.g., plurals, classifiers). Save a few minutes at the end of class to discuss the lesson in English. Have the learner review numbers at home.

6. Variations/Follow-up

At the beginning of each class for the next few weeks, review the numbers as above and increase up to one hundred. Continue to give simple math problems. Have the learner rely less and less on looking at the numbers written on the board.

Lesson 6: Time

1. Content

telling time
asking for the time

2. Objectives

The learner will be able to understand someone telling them the time.
The learner will be able to ask for the time.
The learner will be able to answer a question that involves time.

3. Materials

an analog clock or watch, or one made from cardboard, or drawn on the blackboard
a bus, train, or plane schedule from the target culture if possible

4. Procedure

- a. Ask the learner what time it is (have the hands of the clock set to the nearest full hour). If he/she does not understand, write the sentence on the board.
- b. Answer the question and write the sentence on the board.
- c. Try some other full hours and see if the learner can answer.
- d. Repeat this with half hours.
- e. Write two days of the week on the board (e.g., Sunday and Monday). Under each day list some activities that are done on these days. Say these, explaining their meanings with gestures. For example: "I wake up; I eat breakfast; I go to class; I eat lunch; I go to sleep." Tell the learner what time each of these things is done and then write them on the board. Then, ask the learner what time he/she does these things and write the time on the board.
- f. Using the clock, go through examples with the learner of how to tell time in five minute increments.
- g. Give the learner a bus, train, or plane schedule. Ask the learner questions about departure and arrival times. If there is another learner, give him/her a list of questions to find the answers to by asking the first learner.

5. Notes

This lesson should be done after the lesson on numbers.

Many African languages have different greetings for the different times of the day.

6. Variations/Follow-up

The division of the day into hours is a Western distinction. Explain to the learner how the day is traditionally divided by the target culture (e.g., dawn, morning, noon, afternoon, evening, and night). Draw pictures on the board, using the sun and moon to indicate these times. Repeat the above exercise using these times.

Lesson 7: World geography

1. Content

names of countries, continents
compass directions
nationalities

2. Objectives

The learner will be able to name the continents, some countries in North America, Asia, Europe, South America, and all the countries of Africa.

The learner will be able to form adjectives to describe someone's nationality.

3. Materials

a large world map (either in English or the L2) with political boundaries
pieces of paper with the names of the continents and the countries that will be taught
a small map of Africa

4. Procedure

- a. Using a world map, show the learner where you are from. Say, "I am from country X. You are from the U.S."
- b. Using the map, name each of the continents and write them on the board. Write the word "continent" as well as indicating the meaning by pointing. Review by pointing to the map and asking the names of the continents.
- c. Erase the board and give the learner the pieces of paper with the names of the continents. Have the learner place them in the correct locations on the map.
- d. Have a discussion with the learner about which countries you and the learner have visited. Write the countries on the board. Ask the learner which continent the countries are in. Add other major countries to the list. Erase the board and give the learner pieces of paper with the names of these countries. Have the learner put them on the map.
- e. Using the names of well known people, especially Africans, ask where each is from.
- f. Erase the board. Put the compass directions at the top (north), bottom (south), right (east), and left (west). Explain these terms pointing to the map if necessary.
- g. Ask the learner a series of questions about the location of countries such as: "What country is to the north of the U.S.? What country is to the east of France?"
- h. Use a political map of Africa, go through the pronunciation of each of the names of the country.
- i. Ask the learner: "What is the capital of X?" Write the names of the countries on the board in English and in the L2. Review these and leave them on the board.
- j. Explain that the learner will hear about a trip through Africa. They will draw the route. Say something like, "I will begin my trip in Namibia and go north to Angola. Then I will go east to Zambia, north to Zaire and end up in Tanzania." Do this several times while the learner draws the route. If there are two learners, have them do this with each other.
- k. End the lesson by showing the learner how to form adjectives for nationalities, such as, "I am South African. I am American."

5. Notes

Because of the large amount of vocabulary, this lesson will need to be reviewed periodically with new countries being added.

Lesson 8: Giving and understanding directions

1. Content

directions
commands
locatives

2. Objectives

The learner will be able to give and understand directions.

3. Materials

list of direction phrases such as: go straight / left / right / north / south / east / west; turn right/left; across the street from; next to; behind; in front of; etc.
copies of Maps A and B provided in this lesson

4. Procedure

Finding locations

- a. Give the learner Map A and the worksheet. Keep Map B. Give the learner the L2 translations for the place names. Have the learner write the L2 words in the spaces provided on the worksheet and also on the map (only for the buildings which are already labeled on Map A).
- b. Help the learner translate the “finding locations” phrases on the worksheet.
- c. Hold Map B and have the learner hold Map A. Without looking at each others’ maps, have the learner ask, “Where is the school? Where is the bakery?” etc. Respond by saying (e.g. “The school is on the corner of First Street and Main.”). The learner then writes the name of the building on the appropriate box on his/her map. Continue with this question and answer format until the learner has filled in the names for all the empty buildings on the map.
- d. Switch roles. This time ask the learner to do the responding. Continue asking the learner for information until the map is completely filled.
- e. Compare maps to see whether the information is correct.

Giving/understanding directions

- a. Read through the list of “direction phrases” with the learner. Have the learner fill in the worksheet with language translations for the phrases. Practice saying the phrases.
- b. Have the learner ask for directions to the places on the “asking for directions” chart. Give directions by using the phrases from the worksheet.
- c. Switch roles, ask for directions, and have the learner provide them.

Directions worksheet

Vocabulary

Ask your tutor for the names of the following places. Write the L2 word in the space below and on your map (where needed).

English	L2	English	L2
North		car park	
South		school	
East		restaurant	
West		post office	
church		gas station	
mosque		bank	
market		police station	
bakery			

Finding locations

Ask your tutor for the translations for the following phrases. Write the translations in the space provided and practice saying the phrases.

1. Where is the (bakery, school, etc.)?
2. The (bakery, school, etc.) is on the corner of (First) and (Main) Street.
3. The (bakery) is next to the (school).
4. The (bakery) is across the street from the (school).
5. The (bakery) is (north/south/east/west) of the (school)

Directions phrases

Translate the following phrases into the L2. Practice saying the phrases with your tutor.

1. I am at the (bakery) and I would like to go to the (school).
2. Go straight/north/south, etc.
3. Turn right/left.
4. The (bakery) is on your left/right.

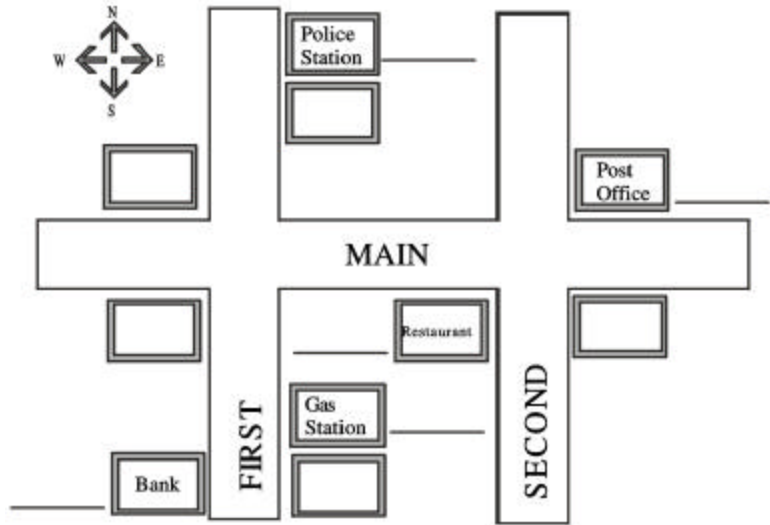
Map A

Find the following places:

- church/mosque
- market
- bakery
- school
- car park

Ask for directions from x to y:

- church; restaurant
- restaurant; market
- market; post office
- post office; etc.



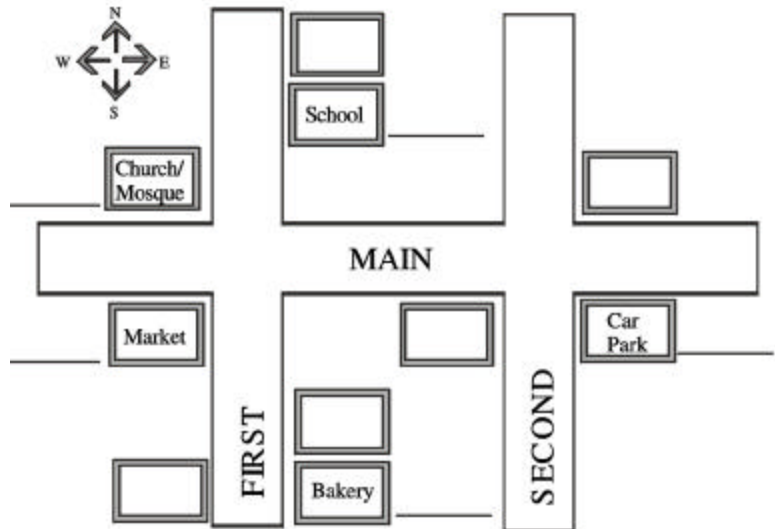
Map B

Find the following places:

- restaurant
- post office
- gas station
- bank
- police station

Ask for directions from x to y:

- bakery; gas station
- gas station; car park
- car park; bank
- bank; etc.



5. Notes

Not all African communities are laid out in straight lines and in more rural communities, reference points may be somebody's house, a tree, or a stream.

6. Variations/Follow-up

Draw a map of a town in the target country and repeat the above exercises.

Lesson 9: Local geography

1. Content

names of cities and geographical features in the target country
locatives, existentials
commands
directions
terms for measuring distance

2. Objectives

The learner will be able to understand and use geographical vocabulary related to the country.
The learner will learn about the geography of the target country.
The learner will be able to describe how to get to various places in the target country.

3. Materials

map of the country in the L2, if possible
map of a neighboring country
a blank outline of the country on the board or a piece of paper

4. Procedure

- a. Using the country map, point out various geographical features such as mountains and rivers. Then ask the learner to identify them.
- b. Point out the names of the major cities in the L2.
- c. Ask the learner some questions that can be answered by looking at the map. (e.g., “What city is to the west of the capital? What river is to the north of the capital? How far is city A from city B?”)
- d. Have the learner go to the board and draw in various cities and geographical features from a description. (e.g., “City X is 100 kilometers from the northern border. 300 miles to the west is mountain X.”)
- e. Repeat this activity using a map of a neighboring country, but this time, do not have the learner look at the map first.

5. Notes

If a map with roads or railroads is available, talk about how one might travel from one city to another.

Lesson 10: Body parts

1. Content

body parts

2. Objectives

The learner will be able to understand and produce body part names in isolation.

The learner will be able to describe a person using body part names.

3. Materials

a full length picture of a human being (or draw one on the board)

photographs of famous people

4. Procedure

- a. Show the learner one of the “body pictures.” Together, identify each body part and label it on the picture. Say the words and have the learner repeat them. Go over the vocabulary words until the learner feels comfortable with them.
- b. With the labeled picture in front of him/her, ask the learner to point to various body parts. Do this until the learner can do this easily.
ex: “Where is the nose?” (Learner points to the nose on the picture.)
- c. Replace the labeled body picture with an unlabeled picture. Again, ask the learner to point to various body parts. Do this until the learner can do this easily.
ex: “Where are the eyes?” (Learner points to the eyes on the picture.)
- d. Have the learner say the various body parts while labeling them on the unlabeled picture.
ex: “Here are the feet. (Learner writes the L2 word for *feet* in the appropriate place.)
- e. Using the names (or pictures) of famous people, ask the learner to describe the person.
ex: Bozo the clown: “Bozo the clown has red hair, a red nose, a big mouth, and big feet.”
- f. Create a short cloze or dictation exercise (see Part I) about a typical morning ritual in the target country similar to the following passage:

In the morning, Bube wakes up and washes his face. Then he washes his hands and feet and prays. After prayers, Bube eats breakfast. Bube drinks his coffee and eats some beans and rice. Then Bube brushes his hair and brushes his teeth. He then puts his hat on his head and leaves for the farm.

5. Variations/Follow-up

Bring pictures of people to the next class. Spend some time trying to describe the people.

ex: “This is my father. He is tall. He has brown hair. He has brown eyes.”

Lesson 11: Money

1. Content

the counting system for money in the target culture
simple phrases such as, “How much is this? How much are these? This costs... These cost...”

2. Objectives

The learner will be able to ask how much something costs.
The learner will be able to understand the price of something.
The learner will be able to say the price of something.
The learner will understand the monetary system of the target culture.

3. Materials

money from the target culture or money made from paper to represent various denominations
collection of various small objects (e.g., pencils, a book, a cup; include a few drawings or pictures of valuable items such as a computer, some jewelry, a car, etc.)

4. Procedure

- a. Have the learner count to 100 to review the number system (Lesson 5). Write numbers on the board for the learner to say.
- b. Show the learner the money that is available. Give the name for the bills and coins. If the money system does not work on the same scale as the American system, explain the money counting system to the learner. Say the names and have the learner repeat them. Then have the learner say the names of the bills and coins.
- c. On the blackboard, write simple phrases such as, “How much is this? How much are these? This costs... These cost...,” etc. Have the learner copy the phrases. Practice them orally.
- d. Lay out several objects. Have the learner ask how much they cost. Tell the learner the price and have the learner count out the money for that item. Continue with the other objects until the learner is comfortable with prices.
- e. Switch roles, but this time put “price tags” on the items – writing the prices in numerical form. Ask the learner for the price of the item and have him/her say the price in the L2.

5. Notes

Take time to discuss the cultural rules surrounding money and its exchange. For example, Is it polite to count your change after you buy something? Are there important rules regarding which hand is used in giving money to someone or accepting change? Think about the target culture and some of these important social norms to share with the learner.

6. Variations/Follow-up

If the L2 is used in written advertisements, bring some examples to class for the learner to read. The prices of items can be discussed.

Lesson 12: Food 1

Note: There is no easy way to learn about the variety of foods in a community without memorizing a list of vocabulary terms. Therefore, as a first step, the learner should take some time to memorize the basic food terms in the L2. After learning such a list, however, it is important to practice these new words as much as possible. This is best done by having the tutor and the learner create texts about food to be used in class. Without using these words in context, they will be quickly forgotten and this activity will have been of little use.

Below is a list of basic food terms that may be useful in the target culture. Add and/or subtract items to this list to make it appropriate to the situation. The best way to do this is to think about what one eats in the target country and add those ingredients to the list. Be sure to include prepared foods and dishes that are commonly sold at tables on the street or in restaurants that cater to local people. Also be sure to include typical cooking implements such as pots, pans, forks, spoons, etc. The lesson plans that follow will show ways to incorporate these new terms into the working vocabulary.

Using this revised list, convert them into flash cards and use the exercises listed in Part V about learning vocabulary.

1. Content

Food terms such as the following:

water/ice	cassava	salt	meat
milk	flour	garlic	beef
coffee	tomatoes	ginger	fish
tea	potatoes	red pepper	chicken
palm wine	rice	onions	dried fish
bananas	millet	sugar	cabbage
mangoes	corn	tomato paste	squash
pawpaws	noodles	maggi	cucumbers
plantains	cassava/gari	lemon/lime	beans
yams	coco yams	stock fish	cassava leaf
bread	salad	mustard	okra
kola nut	peanuts	egussi	garden eggs

2. Objectives

The learner will be able to understand and produce the names of the most important food in the target culture.

3. Materials

a passage about food such as those below translated into the L2

1. Explain briefly how someone makes or buys a typical breakfast. (i.e., *“In the morning, I usually have tea and bread. I boil water in the pot on my stove and then make my tea. While my tea is steeping, I walk to buy a loaf of fresh bread from the shop at the end of the street. I like to have butter and jam on my bread.”*)
2. Describe a short trip to the market. *“I always buy fresh meat from the butcher at the market. He is a big man called “Al Hadji.” I go in the morning when the meat is fresh and I ask for one kilo of filet. He is a nice man and always gives me a little extra.”*
3. Describe a familiar celebration. *“I once went to a naming ceremony for a new baby. The family passed around rice and tomato sauce with grilled ram meat. For dessert we had cookies bought from a shop. Families always make a big feast for celebrations such as naming ceremonies.”*
4. Describe a scene from a “food table” or local restaurant. *“Late in the evenings I like to go to visit my friend the “meat man.” He stands over a fire arranging his skewers of meat. I always order the grilled beef or ram kabobs covered in peanut flour. He takes the meat off the skewer and wraps it in paper with a little “barkano” spice. I like to eat these kabobs with mustard.”*

4. Procedure

- a. A good way to practice hearing new vocabulary is through a dictation exercise. After learners have studied the new vocabulary quickly review the terms through a dictation exercise. A dictation passage should be short in length, a simple paragraph is ideal for beginning learners. After the exercise, put the paragraph on the blackboard and compare the learner’s paragraph to it, noting problem areas and making corrections.
- b. Tell the learner the title/topic of the paragraph.
- c. Read the paragraph once through while the learner listens.
- d. Read the paragraph sentence by sentence, giving the learner time to write each sentence down exactly as he/she hears it. (It is typical to read aloud the punctuation. For example, if the first sentence of the paragraph is, “Good morning.” The following should be read, “Good morning period.” In this way the learner knows where to put punctuation and can understand the breaks in the phrases and sentences. As long as the words phonetically reflect the words the tutor reads, spelling is not critical.)
- e. Read the paragraph once more slowly, but without stopping between sentences. At this time the learner quickly checks his/her work.

5. Notes

In many African communities, there are only two meals per day, one often eaten at around 10:00 a.m. while at work on the farm and the other later in the evening. Discuss how and when meals are usually served in the target community.

6. Variations/Follow-up

The passages can also be used to focus on grammar.

Lesson 13: Food 2

1. Content

traditional meals in the target culture
basic rules of etiquette regarding food

2. Objectives

The learner will be able to describe a traditional meal.
The learner will know some basic rules of etiquette when sharing a traditional meal with friends and the language associated with that etiquette.

3. Materials

pictures of people eating a traditional meal (photograph or simple sketch)

4. Procedure

- a. Briefly review the food vocabulary items learned earlier. This can be done informally by asking the learner the words for various food items or more formally through a quiz or another dictation.
- b. Show the learner a picture of people eating food in the traditional fashion. Have the learner describe the picture orally in as much detail as possible. For example:
 - “The woman is sitting on a mat.”
 - “There is a bowl of rice.”
 - “She is eating with her right hand.”
 - “There is more food cooking on the fire.”
- c. Explain that in some African countries, people eat in ways similar to those in the United States. But, they also have traditional ways of eating that are different from how Americans eat a meal. Using the picture as a starting point, create sentences to describe the way a traditional meal is served and eaten in the target culture. For example:
 - “People sit on a mat.”
 - “Guests sit in a circle around a large plate of food.”
 - “The women and men eat separately.”
 - “People take rice with their right hand and dip it into a sauce.”
- d. Get another picture of people sitting at a meal. Describe the picture and have the learner draw it in as much detail as possible.

5. Notes

Encourage the learner to ask questions about proper eating etiquette and traditional meals in general. The best time for this is immediately before or after making sentences describing a traditional meal, but this may be done at any time in the lesson. Be sure to take time for this question and answer session. If the learner has trouble generating questions about traditional meals in the target culture, try discussing differences between eating a meal with family or guests in the U.S. and how it is different from the target culture. (e.g., “In the U.S., everyone eats at a table, but in (country) people prefer to sit on a mat on the ground.”)

This lesson works well with the grammar of simple declarative sentences. Be sure that the learner is familiar with the present tense and/or progressive aspect before beginning this lesson.

6. Variations/Follow-up

If time is limited, the learner can write a paragraph about the picture as a homework assignment. Go over the paragraph with the learner at the beginning of the next class. The paragraph can serve as a basis of a short discussion to review the process of serving and eating a traditional meal, or go through the paragraph with the learner, stopping at the grammatical points that need reviewing.

Lesson 14: Food 3

1. Content

additional food vocabulary
information about traditional meals

2. Objectives

The learner will be able to talk about traditional meals in the target culture.
The learner will be able to describe how to prepare a standard meal.

3. Materials

a copy of a list of steps about how to prepare some traditional food
an authentic recipe in the L2, if available

4. Procedure

- a. Go over any vocabulary that will be especially difficult for the learner.
- b. Give the learner the steps from the list in random order. Have the learner put them in order and then explain how to prepare the food.
- c. Explain to the learner any parts of the procedure that were not in order.
- d. Repeat this with another recipe.
- e. Have the learner read the authentic recipe and then, using his/her own words, tell how to make the food

5. Notes

This topic works well with grammatical points such as commands (e.g., “first break an egg, then scramble it with a fork”) and partitive nouns (a box of cereal, a bar of soap, a sack of flour/rice, etc.) Make sure to go over this grammatical structure before beginning this lesson.

Many language classes actually prepare and eat a meal in the traditional way. This provides an excellent opportunity to discuss the social rules of sharing a meal in the target culture.

6. Variations/Follow-up

Have the learner prepare a description of how to prepare something from the U.S. culture.

Use cloze passages to focus on specific grammatical points. The following cloze passage is constructed to practice the imperative. This is why the imperative verbs have been deleted. The learner then must supply the verb correctly conjugated.

_____ rice, you must first _____ one part rice and _____ it well with water. _____ the clean rice into a pot and _____ two parts water. Bring the rice and water to a boil, then _____ the pot and _____ for twenty minutes.
--

Lesson 15: Market talk

1. Content

language of the marketplace
food vocabulary (review)
language of bargaining

2. Objectives

The learner will be able to communicate with a seller in a market.
The learner will be able to bargain to acquire items.

3. Materials

a picture of a market scene (photograph or sketch)
market items for props in the market role-play

4. Procedure

- a. Show the learner a picture of a market scene and describe it in simple sentences.
Example: "This is the market. The women are selling tomatoes. The man is walking with a camel."
- b. Give the learner some phrases that are used in the market. Write the phrases on the blackboard and have the learner write them down and say them out loud. Ask the learner who typically says them, the seller or the buyer.
Example: "How much for the onions? The onions cost \$2.00. What? I can't pay that! How about \$1.00?"
- c. Set up a simple role play⁶ in which the tutor is the seller and the learner is the buyer. At first, the learner can rely on notes for help with the phrases. Do this until the learner can play the seller confidently.
- d. Switch roles so that tutor is the buyer and the learner is the seller. Do this until the learner feels confident as the seller.

5. Notes

Before beginning this lesson, the learner should review the vocabulary of food and cooking (pots, pans, etc.) as well as greetings and money terms.

Certain important vocabulary can be introduced with this lesson such as furniture, spices, traditional medicines, clothing, cleaning products and equipment, storage containers (food, water, etc.), and any other important items typically sold at the market in the target culture.

⁶ If the tutor and learner are doing a role play together, the tutor can control the role play and make sure that the learner is staying on track. The tutor can also surprise the learner with unexpected situations, if the learner can handle them. (An example would be, "I don't have any rice now. Can you come back in an hour?") However, if two learners are doing a role play, it is important for the tutor to guide them in some way. For beginners, one option is to put a list of steps (not expressions) on the board that they are to follow, for example, "ask how much the beans are; ask for a pound of beans; change your mind and ask for two and try to get a lower price." For higher level learners, they can be given role play cards with situations that they must act out.

Be sure to discuss the role that bargaining plays in African society. Many Americans believe that the sole purpose of bargaining is to get the best price. Discuss the other aspects and functions of bargaining, for example, bargaining is really a form of social interchange, not always an economic exchange. Also, discuss how a person's status, professionally and as a foreigner, affects how they will be treated in the market and the different expectations that will be placed on them.

Not everything in the market is bargained for. Some food items, as well as other items of very slight cost have a standard rate. Find out what these are for the type of market the learner will encounter.

6. Variations/Follow-up

Even though the learner may need to know food vocabulary, this lesson may be easier than some of the previous ones because the language used in bargaining can be very predictable. If the learner is finding the role play easy, say something unpredictable that could arise in talking to a seller in the market (e.g. proverbs, common sayings, etc.)

Lesson 16: Locations

1. Content

locations (here, there (away from the speaker and within view), yonder (away from the speaker and not in view), not here, not there, not yonder)
prepositions (in, over, under, near, on, in front of, behind)

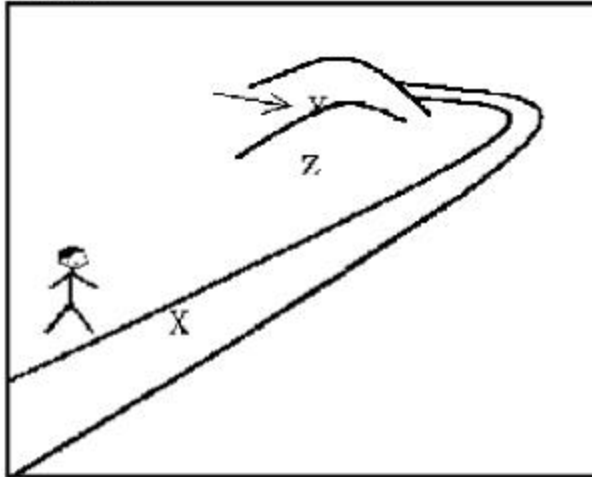
2. Objectives

The learner will be able to use and understand the use of the above vocabulary.
The learner will be able to use and understand the above prepositions.

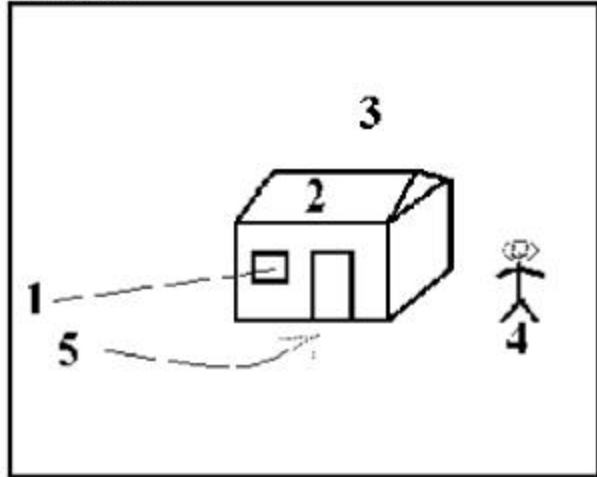
3. Materials

two drawings to be put on the blackboard

Picture I



Picture II



4. Procedure

Part A: Here

- Draw a picture on the blackboard (Picture I). Points to the three locations: here (x), there (y), and yonder (z).
- Hold up a classroom object (eraser, book, pencil) and ask, "What is this?"
- If the learner does not know, say, "This is an eraser." (etc.) Repeat step b.
- Hold up the eraser and ask, "Where is the eraser?"
- If the learner does not know, say, "The eraser is here." Repeat step d.
- Repeat steps b and d until the learner can answer easily.
- Switch roles so that the learner asks for the location of the eraser.

Part B: Using other nouns

- Part A can be repeated using other nouns.
- If the L2 has different noun classes, it is best to keep the objects in the same noun class.

Part C: There

- Put the eraser on a desk/table/chair and move away from the eraser and toward the learner. Ask, "Where is the eraser?"

- b. If the learner does not respond, say, “The eraser is there.” Review Picture I.
- c. Then say, “Yes, the eraser is not here. The eraser is there.”
- d. Repeat Part C using the nouns in Part B.

Part D: Yonder (*if this is a contrast in the L2*)

- a. Put the eraser as far away from the learner as possible and cover it up. Say, “The eraser is yonder.”
- b. Ask, “Where is the eraser?”
- c. If the learner responds correctly, say, “Yes. The eraser is not here, and not there. The eraser is yonder.”
- d. If the learner responds incorrectly, review the location.

Part E: Prepositions

- a. Using a picture similar to Picture II, explain the relationship of various objects using terms like “next to, above, to the right of,” and so on.
- b. Have the learner hide an object in the room. Try to find the object by asking the learner yes/no questions using the vocabulary taught above.
- c. If the learner is ready, reverse roles and have the learner ask questions to find the object.
- d. Describe a room in a house. After explaining any difficult vocabulary, have the learner draw the room and the location of the furniture.
- e. Switch roles and have the learner describe his/her room.

5. Notes

Not all languages distinguish between there and yonder.

6. Variations/Follow-up

This lesson can be made more interesting by using real pictures from Africa.

Part III: Task-Based Lessons

Chapter 6: Introduction to Task-Based Lessons

This section is intended for learners beyond the beginning level. At this point in the acquisition process, it is assumed that the learner has covered the fundamental elements of the L2 grammar, can understand and participate in simple conversations, and is proficient enough in the L2 to begin investigating the target culture in a more rigorous manner. In order to help the learner and tutor meet these unique goals, this section contains ideas for task-based lessons.

There are two types of tasks: pedagogic and real life tasks. Pedagogic tasks are activities that are specifically carried out in the classroom. That is, one may never carry out this task anywhere other than in the language class. Examples of pedagogic tasks include reading dialogues and dictation exercises. Real life tasks, on the other hand, are tasks that directly relate to the learner's future needs. In other words, things people do outside the classroom. Examples of real life tasks for learners of African languages might include crossing a border, taking a bus, or ordering a meal in a restaurant.

The first step in setting semester objectives at this level is to define real life tasks that the learner expects to encounter in the target culture. For this, the tutor, learner, and supervisor need to work together, defining major goals and specific tasks to address. To get a full idea of the range of the tasks that should be covered, we recommend that the tutor, learner, and language supervisor sit down and make a list of all possible activities that might be important (e.g., buying food in the market, having a motorcycle fixed, speaking to the mayor of the town to arrange housing). Then from that list, the group should select the tasks to be studied for the semester.

The following chapter provides a collection of lessons for a number of common real life tasks that the learner will most likely need. Begin with these lessons, but because the list is not exhaustive, once the lesson pattern becomes familiar to the class, new lessons for new tasks can be developed.

The task-based lessons in *The Guide* begin with a passage describing how the particular task is carried out in an African country. Most likely, this country is not the country in which the language being studied is spoken. The purpose of these passages is to introduce the learner to the vocabulary relevant to the task. Furthermore, these texts provide a picture of how the task is carried out in a particular African country. By listening to and reading the passage, the learner is provided with the necessary vocabulary to talk about the task as well as the background knowledge necessary to question the tutor about how to complete the task in the target culture.

After working through the essay and writing original passages about how the task is completed in the target culture, try some of the suggested activities that follow the passage. These activities are intended to help the learner get important practice in oral communication as well as guide the learner in acquiring essential cultural information. We suggest that the tutor not speak English at all unless there is a major problem that cannot be resolved in the L2.

Please keep in mind that the descriptions of how to perform tasks were collected from U.S. citizens living in Africa; they present a North American perspective on how things are done in various countries in Africa and furthermore, may not even be completely accurate. Because we see the tutors as cultural informants, we believe that the tutors can best describe and discuss how to complete the various tasks in their countries. The descriptions that we collected should serve as starting points, particularly for U.S. learners who have never lived abroad and do not know where they are going to encounter difficulties in completing the various tasks.

Chapter 7: Lesson Plans

Lesson 1: Taking a bus trip

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

One of the easiest ways to get across the country in Niger is to take the SNTN, the national bus system. The bus stops at the larger towns along the national highway. You can buy your ticket at the bus stop the morning of your trip. Even though the bus often runs behind schedule, buy your ticket early in order to get a seat. If you have bags, you can have a worker put them on top of the bus. Be sure to have a bag of things you will need on the trip with you, though. In the bag be sure to carry drinking water and iodine tablets for treating water. The trip is often long so bring along a book, Walkman, music, etc. A scarf or wrap for your head is also helpful because the bus gets windy and dusty when all the windows are open.

People sell local food and Coke at the stations along the way so you do not have to bring along food. However, some people like to bring their own food.

When you get on the bus you can find a seat you like. If you sit by the window you will have a nice breeze. Relax and enjoy the trip, but pay attention because the bus driver does not announce the names of the towns when he stops.

2. Comprehending the text

- a. Ask the learner to describe as best he/she can the process of taking a bus trip in the U.S.
- b. Put on the blackboard a list of words from the passage that the learner may not know.
- c. Write the African words with their English translations.
- d. Tell the learner he/she will be talking about how to take a bus trip in Niger. Read the passage aloud and when a new word comes up, point to it on the board so the learner can see it as it is said.
- e. After reading, ask the learner a few comprehension questions to check for understanding

Sample comprehension questions

- What should you bring along on the trip?
- Do you need to bring along your own water and food?
- When should you buy a ticket? Why?

- f. Read the passage again and ask the learner to give a brief oral summary of it.

3. Generating a new text

- a. Have the learner conduct an interview about how to take a bus trip in the target culture.

Sample questions

- Where can I find the schedule?
- Is it expensive to travel by bus?
- What do I need to buy a ticket?
- What should I bring?

- b. Ask the learner to create a text or a short oral presentation about bus travel in the target culture. If the learner gives an oral presentation, be sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text with him/her to discuss questions about of grammar, vocabulary, etc.

4. Suggested activities

Do a role-play with one person as the ticket seller and one person as the customer. Or, role-play a typical conversation between two strangers who are seatmates for the trip. Role-play the traveler and the worker –the traveler asks the worker to put bags on top of the bus and works out a payment for the worker.

If possible, bring in a real bus schedule from Africa and ask the learner a series of questions about it.

Have the learner conduct an interview in order to find out how to take a taxi to the bus station in the capital city.

Create two bus schedules, such as the two given here, with various towns and prices. Make sure each person has a schedule. Role play the situation. Work together to fill in the missing information on the schedules.

Schedule I

From	To	Departs	Arrives	Cost
Niamey	Dosso		9:30 a.m.	2,000 CFA
Dosso	Dogon Dutse	9:45 a.m.		1,000 CFA
Dogon Dutse	Birnin Koni	11:00 a.m.	12:30 p.m.	
Birnin Koni	Maradi	12:45 p.m.		3,000 CFA
Maradi	Zinder		5:45 p.m.	2,000 CFA
Zinder	Diffa	6:00 p.m.	9:45 p.m.	

Schedule II

From	To	Departs	Arrives	Cost
Niamey	Dosso	7:30 a.m.		
Dosso	Dogon Dutse		10:45 a.m.	1,000 CFA
Dogon Dutse	Birnin Koni	11:00 a.m.		1,500 CFA
Birnin Koni	Maradi	12:45 p.m.	3:30 p.m.	
Maradi	Zinder	3:45 p.m.		2,000 CFA
Zinder	Diffa		9:45 p.m.	4,000 CFA

Have the learner ask the following:

- How long does it take to travel from Niamey to Dosso?
- How much does it cost to travel from Dosso to Zinder?
- Where can I go for 3,000 CFA?
- How long does it take to travel from Birnin Koni to Diffa?
- How much does it cost to travel from Dogon Dutse to Maradi?

Lesson 2: Traveling by car

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

If you want to travel to another town in Togo you can go to the car park and ride in a car to your destination. Be sure and arrive early so you can get a seat. The car waits in the car park until enough customers come along to fill up the car or van. This can take a while, so bring something to read, or use the time to buy some coffee and bread at one of the coffee tables nearby. When the car is full, it will leave, so do not leave the car park for very long. The cars are usually very full and sometimes break down. If this happens, you will have to wait while someone walks to get help to fix the car, or be ready to catch a ride with another car, van, or truck going by. This can take a while. Sometimes you may have to travel to another town first in order to catch a car to your ultimate destination. It can take a long time, but you can meet a lot of interesting people and see the countryside when you travel by car in Togo.

2. Comprehending the text

- a. Bring a picture of a bush taxi in Africa. Have the learner describe the scene share. If one is not available, ask the learner his/her impressions about car-travel in Africa.
- b. Put a list of words on the blackboard from the passage that the learner may not know. Write the African words with their English translations.
- c. Tell the learner he/she will be talking about traveling by car in Togo. Read the passage aloud and when a new word comes up, point to it on the board so the learner can see it as it is said.
- d. After reading, ask the learner a few comprehension questions to check for understanding.

Sample comprehension questions

- When should you go to the car park to look for a ride?
- Can you leave the car park while you wait for the car to fill up?
- What can you do if the car breaks down?

- e. Read the passage again and ask the learner to give a brief oral summary of it.

3. Generating a new text

- a. Have the learner conduct an interview about car travel in the target culture.

Sample questions

- What should I bring with me on a car trip?
- How long might I have to wait for the car to leave the car park?
- What kind of vehicles are there to ride in? (e.g., van, truck, etc.)

- b. Have the learner create a text or a short oral presentation about car travel in the target culture. If the learner gives an oral presentation, make sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text with him/her to discuss issues of grammar, vocabulary, etc.

4. Suggested activities

Have a discussion about the culture of the car park. What kinds of people are at the car park? What can you buy there? Can you change money there? What do the men do there? What do the women do there? What do the children do there?, etc.

Have one person be the traveler and one person be the driver. Bargain for a fare on a trip.

Have the learner tell a story (real or imagined) about a trip in the target culture (orally or written). Make sure it includes descriptions of the car park, other travelers and companions, and the countryside as well as a discussion of interesting events that occur during the trip.

Lesson 3: Having clothes made

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

In the cities in Ghana, most people buy their clothes at a store. In the countryside, however, many people have their clothes made. You can get very nice, comfortable clothes made without too much trouble. You can find clothes already made, but they are not as good.

If you decide that you want to have clothes made, first you should go to the market and find some material. In the markets in Ghana, there is a huge selection of patterns and colors both in cotton and synthetic materials. You should buy about three yards of material if you want to have a shirt made. (Yards is the measure they use in Ghana.) The prices on cloth are usually set and you should not attempt to bargain. The cloth that is made locally is usually cheaper than cloth from other parts of the country.

Next, you can ask someone to recommend a tailor. When you go to the tailor, bring a piece of clothing that you would like to have them copy. If such a piece of clothing is not available, you can bring in a picture. Some tailors will have pictures in their shops of the more traditional clothing. Men's clothing has embroidery on it, so the tailor will show you examples and ask you to choose what kind you want. If you do not have a piece of clothing for the tailor to copy in your size, he will have to measure you. The tailor will tell you what the price is and you should pay him half when you place the order and half when he is finished, which is usually in two to three days.

2. Comprehending the text

- a. Have a discussion about the differences between clothing styles in the U.S. and the target culture. "Do people wear western styles? If so, under what circumstances? What do traditional styles look like?" (Bring in a picture or two.)
- b. Put a list of words on the blackboard from the passage that the learner may not know. Write the African words with their English translations.
- c. Tell the learner he/she will be talking about having clothes made in Ghana. Read the passage aloud and when a new word comes up, point to it on the board so the learner can see it as it is said.
- d. After reading, ask the learner a few comprehension questions to check for understanding.

Sample comprehension questions

- What kind of fabric can you buy? Where do you buy it?
- What do you say to the tailor?
- Is it O.K. to bargain for the price?

- e. Read the passage again and have the learner give a brief oral summary of it.

3. Generating a new text

- a. Have the learner conduct an interview about having clothes made in the target culture.

Sample questions

- What do people wear in the city? The village?
- Is it ever appropriate to wear shorts and a T-shirt?
- Can I have clothes made by a tailor?
- How do I find a tailor and how do I arrange for clothes to be made?

- b. Have the learner create a text or a short oral presentation about how to have clothes made in the target culture. If the learner gives an oral presentation, make sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text together to discuss issues of grammar, vocabulary, etc.

4. Suggested activities

Bring in a picture of some people wearing different types of clothing. Describe the clothing and have the learner try to draw it.

Do a role play. Play the roles of client and tailor. Have the client negotiate having something made. The client should be able to describe the piece of clothing and/or sketch the design of the outfit.

Discuss social rules surrounding dress. Are there certain clothing styles that a person should not wear? Are there exceptions made for foreigners? What do men/women wear to a celebration? What do you wear to work? What do you wear to the market? How strict are these customs?

Have the learner create a “packing list” for a trip to the target country. The learner creates a hypothetical list of appropriate clothing to bring. The learner should include clothing for the various aspects of his/her work, clothing to wear at home, and clothing to wear for social occasions. The learner should have clothing for the various types of weather. This list can be broken down into two parts: clothing the learner plans to bring from the U.S. and clothing the learner plans to have made there. For the clothing the learner plans to have made there, include simple sketches or descriptions of the outfit. Once the list is complete, the learner can give a short oral presentation summarizing the types of clothing chosen and the reasons for the choices.

Lesson 4: Eating at an upscale restaurant

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

If you go into a restaurant in Lusaka, the capital city of Zambia, you will find that it is somewhat similar to going to a restaurant in the United States or Europe. These restaurants are quite expensive. In Lusaka, the people who work at the restaurants will generally speak English and expect you to speak English. When you enter the restaurant, you wait until someone asks you how many people are in your group. They may also ask you if you have a reservation, although a reservation is usually not necessary. After the host takes you to your seat, he will give you a menu and ask you if you would like a cocktail. The menu will be in English. In Zambia, the upscale restaurants in the capital city are usually Indian, Italian, or Chinese. After the waiter takes your order, you might have to wait awhile. Also, many items on the menu may not be available, so you may want to ask what they have. When you are finished eating, you will need to ask the waiter for your bill. A ten percent service fee will be added to your bill. Unless the restaurant is attached to a hotel, they will not accept credit cards and you will need to use cash. Many people often leave a little extra money to make sure that the waiter gets something. If you leave an extra tip, the waiters will remember you and give you good service the next time you go to the restaurant. If you go to a restaurant in a village, you will find that it is a different experience.

2. Comprehending the text

- a. Ask the learner to describe a recent outing to an upscale restaurant. Why did he/she go? Who did he/she go with? What did he/she eat?
- b. Put a list of words on the blackboard from the passage that the learner may not know. Write the African words with their English translations.
- c. Tell the learner he/she will be talking about eating at an upscale restaurant in Zambia.
- d. Read the passage aloud and when a new word comes up, point to it on the board so the learner can see it as it is said.
- e. After reading, ask the learner a few comprehension questions to check for understanding.

Sample comprehension questions

- What language do you speak at the restaurant?
- Should you give the waiter a tip?
- Can you use a credit card to pay

- f. Read the passage again and have the learner give a brief oral summary of it.

3. Generating a new text

- a. Have the learner conduct an interview about eating in an upscale restaurant in the target culture.

Sample questions

- Do most people dress up when they go to an expensive restaurant?
- Is it possible to make reservations? Is it ever necessary? If so, when?
- What types of food do the restaurants serve? Is there a local specialty?
- Do I need to tip the waiter? If so, how much?

- b. Ask the learner to create a text or a short oral presentation about eating in an upscale restaurant in the target culture. If the learner gives an oral presentation, make sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text together to discuss issues of grammar, vocabulary, etc.

4. Suggested activities

Have the learner, play the role of a researcher and conduct an interview about the types of people that the learner will want to take to dinner. Who expects to be taken out? Who does not? Is taking someone to dinner a good way for a foreigner to show appreciation for someone who has been helpful?

Have the learner, practice inviting various people out to dinner (a friend, a research assistant, a colleague at the university, etc.). The invitee can accept, accept but reschedule for a more convenient time, reject, etc.

Create a list of a few very good restaurants in the capital city. For each restaurant, provide a general description of the type of food served, the price range, and any dishes that the restaurant is especially known for.

Lesson 5: Spending the night in a hotel

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

In most small villages in Ghana there is no hotel, but in small cities you will usually be able to find a hotel. If you have a guidebook, there might be hotels listed in it. You can also ask a taxi driver for the location of a hotel. It is impossible to make reservations at these small hotels, but if you stay somewhere and you know you will be returning to that location in a few days, they may be willing to hold a room for you. The small, less expensive places are often full and you may have to look around before you find something. When you do find a room, there will be both other foreign travelers as well as Africans staying there. The price that you are given is usually fixed, but if you are going to stay for more than three days, you may be able to get a discount. You will have to use cash to pay your bill. The room that you get will usually have a fan, screens on the windows, electricity, and running water. You may or may not have your own bath and toilet. The hotel staff will clean your room and change your sheets. They may also do your laundry for you for a small fee. Some hotels even have a place for you to do your own laundry.

2. Comprehending the text

- a. Borrow an African guidebook from the library and go through the hotel recommendations for the target country with the learner. Using the L2, discuss the various hotels in the country. If there is no guidebook, give a short (three sentences or so) description of a few of the hotels in the capital city of the target country.
- b. Put a list of words from the passage on the blackboard that the learner may not know. Write the African words with their English translations.
- c. Tell the learner he/she will be talking about spending the night in a hotel in Ghana.
- d. Read the passage aloud and when a new word comes up, point to it on the board so the learner can see it as it is said.
- e. After reading, ask the learner a few comprehension questions to check for understanding.

Sample comprehension questions

- Are there hotels in the smaller villages in the country?
- Do most hotels have electricity? Running water? Air-conditioning?
- Can a person make reservations for a room?

- f. Read the passage again and have the learner give a brief oral summary of it.

3. Generating a new text

- a. Have the learner conduct an interview about hotel accommodations in the target culture.

Sample questions

- What is the most famous hotel in your country?
- Are there hotels in other cities besides the capital? Where?
- About how much does it cost to stay in a hotel?

- b. Have the learner create a text or a short oral presentation about staying in a hotel in the target culture. If the learner gives an oral presentation, be sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text together to discuss issues of grammar, vocabulary, etc.

4. Suggested activities

Discuss the various things to keep in mind when staying in a hotel. Can you leave valuables in the room? Do you tip any of the workers? If so, how much? Do you have to check out at a certain time?

Using a travel guide, have the learner conduct an interview to find out about hotel accommodations in the target culture. Have the learner create a travel guide of interesting hotels in various parts of the country. For each major town, have the learner write a short paragraph describing a recommended hotel.

Lesson 6: Taking the train

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

If you want to travel by train in Kenya you can buy your ticket at the train station. For certain trips, Mombasa to Nairobi, for example, it is a good idea to go to the train station several days or even weeks before you intend to travel. On the day you travel, you can arrive at the train station shortly before your trip. The trains are usually on time so you will not have to wait for very long. If you travel in first or second class you will travel in a compartment and will have access to the dining car so you do not need to bring along your meals, although it is always a good idea to have something small to eat and maybe a bottle of water to drink. If you travel in third class, however, you need to get to the train station early if you want a seat because the third class car has bench seats that are not reserved. It is polite, however, to offer those standing an opportunity to sit down for a while. If you are traveling in third class you will not be able to use the dining car so you will have to bring your own food. You will also need to bring water to drink on your trip. While it is possible to use English to buy your ticket and visit with many people in first and second class, a trip on third class will provide you with plenty of opportunity to converse in the local languages of Kenya.

2. Comprehending the text

- a. Have the learner conduct an interview about how train travel in Africa is different from train travel in the U.S.
- b. Put a list of words from the passage on the blackboard that the learner may not know. Write the African words with their English translations.
- c. Tell the learner he/she will be talking about train travel in Kenya. Read the passage aloud and when a new word comes up, point to it on the board so the learner can see it as it is said
- d. After reading, ask the learner a few comprehension questions to check for understanding.

Sample comprehension questions

- Where do you buy a train ticket?
- What should you bring along on the trip?
- Do you need to bring along your own water or food?
- Can you buy a ticket several days in advance?

- e. Read the passage again and have the learner give a brief oral summary of it.

3. Generating a new text

- a. Have the learner conduct an interview about train travel in the target culture.

Sample questions

- Is there a train service in your country?
- Where does the train go?
- What are the accommodations like?

- b. Have the learner create a text or a short oral presentation about train travel in the target culture. If the learner gives an oral presentation, be sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text together to discuss issues of grammar, vocabulary, etc.

4. Suggested activities

Give the learner a map of the target country. Have the learner draw train routes between the various cities based on a description. Discuss whether or not one has to change trains at any point, which routes are difficult to get tickets for, which routes are particularly difficult to travel, and so on.

Have the learner use a train schedule from the target country, or, if one is not available, from Amtrak. Ask and answer questions about the times and costs of various train trips. Practice asking for and giving information from the schedule.

Lesson 7: Eating in a village restaurant

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

If you are traveling in a rural area in Zambia, you will want to stop in a village and eat at a restaurant. You will see that it is quite different than eating in a restaurant in the capital city. Usually the restaurant will be a small room with some wooden tables. If you go at lunch or dinnertime, there will usually be other people there. Often, there are not any menus. There will either be a chalkboard with items on it, or you can ask what there is to eat. In the villages, the people working at the restaurants will usually not speak English. Generally, they will have one or two different meals. You can usually get Coke, tea, or coffee to drink. Often, a family will be working in the restaurant, and unless you live in the village, they may be surprised to see you. At the end of the meal, you should ask how much you owe and then give them the money with a little bit extra. The meal will not be very expensive.

2. Comprehending the text

- a. Put a list of words from the passage on the blackboard that the learner may not know. Write the African words with their English translations.
- b. Have the learner ask about the typical meals in the village. What do most people eat and how do they eat it?
- c. Tell the learner he/she will be talking about eating in a village restaurant in Zambia.
- d. Read the passage aloud and when a new word comes up, point to it on the board so the learner can see it as it is said.
- e. After reading, ask the learner a few comprehension questions to check for understanding

Sample comprehension questions

- What does a village restaurant in Zambia look like?
- Is there usually a menu? How does one order?
- What can a person drink?

- f. Read the passage again and ask the learner to give a brief oral summary of it.

3. Generating a new text

- a. Have the learner conduct an interview about eating in a village restaurant in the target culture.

Sample questions

- What does a village restaurant look like? Do people eat outside or inside?
- What kinds of food do these restaurants serve?
- What can a person drink there?
- How do I pay for my meal?

- b. Have the learner create a text or a short oral presentation about eating in village restaurants/street food in the target culture. If the learner gives an oral presentation, be sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text together to discuss issues of grammar, vocabulary, and so on.

4. Suggested activities

Describe the arrangement of a restaurant from the target culture to the learner. Have the learner draw it.

Have a discussion about popular drinks in the target culture. Is there a special drink that is made locally? What role does Coke play in the culture? Where do you go for a cup of coffee? Where do you go for a soft drink like Coke? Do people drink alcohol? If so, who drinks alcohol? Is it an accepted behavior in the culture? Is it appropriate for the learner to drink alcohol while they are there doing research? If so, under what circumstances is it appropriate?

Have the learner choose a meal – breakfast, lunch, or dinner – and find out what most people have for that meal. Have the learner prepare a short presentation about the meal. What kinds of things do people eat? How is one dish prepared? How nutritious is it? If one wanted to buy a meal, where would he/she go to get it? Do adults / children / men / women eat different things for this meal?

Lesson 8: Entering a country

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

If you travel in Africa from Niger to Nigeria, you will have to cross a border. If you are in a taxi, it will stop and you will go into a building at the border. When there are a lot of people, you may have to wait in a line. The guard will first ask to see your passport. Make sure that you have a visa. The guard will also ask to see your vaccination card (WHO card) so make sure your vaccinations are up to date. The guard will give you a form to fill out. You will have to write your name, nationality, passport number, home address, and the place you will be staying in Nigeria on the form. You will also have to list all of your currency, because when you leave the country, they can check to see that you exchanged your money properly and not on the black market. Give the form, your passport, and your vaccination card to the guard and then he will stamp your passport. The guard may ask to look in your luggage. If he asks, you will need to open your luggage and let him look through your belongings. Be careful not to bring in anything illegal, including any Nigerian money.

2. Comprehending the text

- a. Put a list of words from the passage on the blackboard that the learner may not know. Write the African words with their English translations.
- b. Tell the learner he/she will be talking about how to cross a border from Niger to Nigeria. Read the passage aloud and when a new word comes up, point to it on the board so the learner can see it as it is said.
- c. After reading, ask the learner a few comprehension questions to check for understanding.

Sample comprehension questions

- What do you need when you cross the border?
- What will you have to write on the form?
- What shouldn't you take into Nigeria?

- d. Read the passage again and have the learner give a brief oral summary of it.

3. Generating a new text

- a. Have the learner conduct an interview about border crossing into and out of the target culture.

Sample questions

- Do I need a visa when I enter your country?
- What else do I need to enter your country?
- Is there usually a long line?
- What questions will the guard ask me? In what language?
- Will I need to fill out a form? What will I have to write on the form?
- Will the guard ask to look in my luggage?
- Is there anything that is illegal to bring into the country?
- What else is important for me to know?

- b. Have the learner create a text or a short oral presentation about border crossing in the target culture. If the learner gives an oral presentation, make sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text together to discuss issues of grammar, vocabulary, etc.

4. Suggested activities

Do a role play. Have the learner pretend he/she is crossing the border into the target country. Play the guard. The guard finds the learner's visa has expired.

Have the learner ask a friend to tell a story about crossing the border into some other country. Have the learner tell the story in the L2.

Lesson 9: Buying gas in Namibia

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

In Namibia, not many people have cars. Therefore, when you drive into a gas station, children may come up to your car and ask you for money because they think that you are rich. In rural areas, you may find that the gas station is out of gas, so you should first ask if there is any available. Many people travel with cans of gas because of this problem.

Gas stations generally sell international brands of gas that you have probably heard of. When you pull into the gas station, there will usually be two or three people in uniforms working there. Do not pump your own gas; you must let them do it for you. You should tell them how many liters you want. There will usually be just one kind of gas. While the gas is being pumped, the workers will wash your windshield, check your oil, and check the air in your tires. It is good to tip the workers a little bit of money. You will need to pay for the gas in cash because credit cards are not accepted. Gas stations in Namibia usually have restrooms for you to use and they usually sell soft drinks and small car parts you may need. If you need any repairs done to your car, they can often do them and if not, they can usually find someone nearby who can help you.

2. Comprehending the text

- a. Talk with the learner about how gas service has changed in the U.S. (e.g., gas stations used to be full service; now most are pay at the pump). How is this system different from that in the target country?
- b. Put a list of words from the passage on the board that the learner may not know. Write the African words with their English translations.
- c. Tell the learner he/she will be talking about buying gas in Namibia. Read the passage aloud and when you a new word comes up, point to it on the board so the learner can see it as it is said.
- d. After reading, ask the learner a few comprehension questions to check for understanding.

Sample comprehension questions

- Can you buy gas in a rural area?
- Can you pump your own gas?
- What will the attendants do to your car while they fill it with gas?
- Who do you have to give money to?
- What other services are offered at the gas station?

- f. Read the passage again and have the learner give a brief oral summary of it.

3. Generating a new text

- a. Have the learner conduct an interview about travel by car in the target country.

Sample questions

- Can I buy gas anywhere else besides the regular gas station?
- Are there any gas stations in smaller towns?
- Can I get my car or motorcycle fixed at the gas station? Is that the best place to go?

- b. Have the learner create a text or short oral presentation about buying gas in the target culture. If the learner gives an oral presentation, be sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text together to discuss issues of grammar, vocabulary, etc.

4. Suggested activities

Have the learner conduct an interview about buying a car or how best to get around in the target country. Some questions include:

- a. Is it a good idea to buy a car? How about a motorcycle or a bike? What is best?
- b. If I buy a car or motorcycle, how can I keep it in top running order?
- c. What should I do with it when I am ready to go home?
- d. If I do not buy a vehicle, what is the best way to travel around the country? Is it safe to hitchhike? Is there a national bus or train?

Lesson 10: Getting mail and packages in Lesotho

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

If you live in a small village in Lesotho, getting your mail will be somewhat difficult because packages are not delivered to your home and no one will notify you that you have a package. You should know that it generally takes a month for a letter to arrive from North America, two weeks to the capital and then another two weeks to the village. If you are expecting mail, you should go to the local post office which is probably a small office in a shop. Other people may also pick up your mail for you. If you get a package, you may have to pay a very small fee to get it. You may need to check at two other post offices that could be a two-hour walk away or even in a location that would require you to take a bus to. Often people will ask others who are going to those locations to check at the post offices for them.

2. Comprehending the text

- a. Ask the learner if he/she enjoys going to the post office, or if it is an annoying chore? Why? Have the learner describe several things he/she likes or dislikes about the post office.
- b. Put a list of words from the passage on the blackboard that the learner may not know. Write the African words with their English translations.
- c. Tell the learner he/she will be talking about picking up mail in Namibia. Read the passage aloud and when a new word comes up, point to it on the board so the learner can see it as it is said.
- d. After reading, ask the learner a few comprehension questions to check for understanding.

Sample comprehension questions

- How long does it take for mail to get to Lesotho from the U.S.?
- Can someone else pick up mail for you?
- What do you have to do to get a package?
- Does mail always arrive at the same post office?

- e. Read the passage again and have the learner give a brief oral summary of it.

Generating a new text

- a. Have the learner conduct an interview about mail delivery in the target culture.

Sample questions

- How long does mail take to arrive from the U.S.?
- Do packages take longer?
- Do I need to do anything special to get a package?
- Is there anything (i.e., a computer, plants, etc.) I should not put in a package?
- Where do I get mail if I live in a village?
- Can I cash a check there?
- Will my packages be inspected?

- b. Have the learner create a text or short oral presentation about mail delivery in the target culture. If the learner gives an oral presentation, be sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text together to discuss issues of grammar, vocabulary, etc.

4. Suggested activities

For homework, have the learner call a large bank or the U.S. government and find out:

- a. The “safest” way to send money in the event of an emergency.
- b. The rules and regulations for international packages (what is allowed, what is not allowed)
- c. The procedure and possible items for sending a diplomatic pouch, as well as whether this service is available.

Have the learner report this information in the L2.

Lesson 11: Getting drinking water in a village in Lesotho

1. Presenting the text

Write out the following text in the L2 and make a copy for the learner.

In the mountain villages in Lesotho, water comes from the mountains. There are several taps throughout the village, but you can use only certain ones. You have to figure out which ones you can use. To do this, ask the chief where there is water (not all taps will have water) and get permission to draw water. The chief will tell you which tap to use. If you use the wrong water source, you might cause some people to become angry with you. In the village, it is the women and children who get the water. They use buckets and carry the buckets home on their heads. At home, there is a specific place to keep the buckets of water. You will also have a special bowl or cups to scoop out water from the bucket. If you live in the mountains, you do not need to boil the water before you use it. Near cities you should boil the water. If there is any doubt, check with the others who will live in the area. The water from the taps is also used for bathing and washing dishes. It is not used for laundry though. People use the water from the river for that purpose.

2. Comprehending the text

- a. Put a list of words from the passage that the learner may not know on the blackboard. Write the African words with their English translations.
- b. Tell the learner he/she will be talking about getting drinking water in a village in Lesotho. Read the passage aloud and when a new word comes up, point to it so the learner can see it as it is said.
- c. After reading, ask the learner a few comprehension questions to check for understanding.

Sample comprehension questions

- Who do you ask about getting water?
- What will happen if you take the wrong water?
- Who brings the water back to the village?
- Should you boil water before use?

- d. Read the passage again and have the learner give a brief oral summary of it.

3. Generating a new text

- a. Have the learner conduct an interview about getting drinking water in the target culture.

Sample questions

- Where do you get the special cups and bowls?
- How is water stored in the village?
- For what purposes do the villagers use the water?

- b. Have the learner create a text or short oral presentation about getting drinking water in the target culture. If the learner gives an oral presentation, be sure he/she relies on a short outline and speaks extemporaneously rather than reading from a text. If the learner writes a text, go over the text together to discuss issues of grammar, vocabulary, etc.

4. Suggested activities

Have the learner gather information about drinking water conditions in Lesotho by contacting U.S. and international organizations like the U.S. State Department, the target country's embassy, the United Nations Environmental Program, etc. Have the learner give an oral report based on his/her findings.

Have the learner investigate the causes of unsafe drinking water and how to treat the water for human consumption, (e.g., boiling it or adding iodine tablets). Have the learner prepare a plan and collect, if necessary, materials to take to the African country to ensure the availability of a potable water supply and report this information in the L2.

Part IV: Cultural Modules

Chapter 8: Introduction to the Cultural Modules

Purpose of the cultural modules

The cultural modules in this unit are intended for learners at the intermediate level who seek to broaden the range of topics which they can converse about. This unit differs from the earlier lessons in *The Guide* that were oriented toward learning to accomplish a goal or a specific task. These modules are especially helpful to North American learners of African languages because of the cultural differences due to religion, economics, philosophical ideals, and historical tradition. We also find that it is very difficult to locate suitable authentic texts for this purpose. This is because texts written in African languages, like all less commonly taught languages, are difficult to obtain in North America, and because at this time, most African language textbooks are structurally, as opposed to content driven and do not contain much in the way of culturally oriented texts. Nevertheless, when available for a given topic, we recommend use of authentic essays in preference to these essays for they are far more likely to contain more accurate and relevant cultural information.

Each cultural module focuses on developing and enriching an aspect of the cultural knowledge of the country and community in which the tutor's language is spoken. This is done by stimulating discussion about the topic introduced in the essay and through vocabulary development. Because each module focuses on a specific topic, it contains a collection of related vocabulary presented in context. We find that vocabulary presented in context accelerates its learning with respect to comprehension and production, especially when the text is followed by comprehension questions and activities for exploration.

Organization of the modules

Each module contains an introductory essay, followed by a set of comprehension questions and activities for further exploration. The essays range from 50 to 200 words. Each essay introduces a cultural topic and contains the vocabulary needed to understand the topic. As opposed to simply translating it into the target language, we recommend that the tutor create a new essay that covers the kinds of matters raised in the sample essay based on the tutor's cultural experience. Ideally the learner should comprehend more than half of the content and the comprehension of the essay should take about 15 minutes. If the essay is too easy for the learner, the tutor can lengthen it and add more new vocabulary. If it is too complex, then the text can be shortened and simplified.

The questions are intended to make sure the learner understands the content of the essay, though not necessarily the cultural context upon which it draws. This is where the learner and tutor should make sure that the new vocabulary is understood and can be used appropriately before moving to the activities for cultural exploration. Note that these questions may need to be redone after the content of the essay has been redrafted by the tutor.

The activities for exploring cultural understanding are intended to help the learner and tutor go beyond the essay for additional cultural knowledge and to practice speaking and comprehending in this area. Because these modules are learner-oriented, the activities for exploration are addressed to the learner as activities to explore with the tutor in an interview relationship. Although the tutor's role in this part of the module is to answer questions, the tutor can help considerably by anticipating the type of knowledge the learner is seeking and ask the learner to make comparisons with the situation in the United States.

It is important to bear in mind that not all cultural knowledge will be present in the essay. Some cultural knowledge, also called background knowledge, is drawn upon

by native speakers in a process known as “gap filling” in the process of interpreting the essay. Thus the learner’s exploration of the meaning of the essay is likely to bring out this culturally based background knowledge.

In this process, the learner is guided by his/her ability to grasp the meaning of the essay. If something does not make sense, especially from the learner’s own cultural background, then this should prompt more questions. In a like way, the tutor is guided by the way the learner talks about the essay. If misunderstandings appear, then the tutor asks questions or provides the necessary cultural information to help the learner “appropriate” the essay accurately. Because this is a difficult and individual process, the activities for exploration are merely suggestive rather than exhaustive. After the tutor and learner work together through several cultural modules, they will find that the techniques they have developed are better than the set of given activities.

Using the cultural modules

Because our program emphasizes speaking and listening, we recommend a sequence of presentation along the following lines.

- The tutor introduces the essay orally to the learner without first preparing the learner. This approach stresses the importance of having the learner rely on existing listening skills to make as much sense of the essay as possible.
- If the essay is more challenging to the learner, the tutor can introduce a pre-listening exercise in which unfamiliar words or phrases are highlighted and introduced to the learner, one at a time. The tutor should remember to emphasize listening and avoid English during this phase.
- During the reading, the learner makes note of unfamiliar words and concepts and asks the tutor about them following the reading of the essay. As suggested throughout this guide, the use of the target language for learning word meanings is a valuable exercise in itself.

- The reading of the essay may be repeated several times, if warranted. The learner can also record the essay on a cassette recorder and play it after class as part of the homework assignment.
- At some point, it is useful to introduce the written essay for additional study. While the goal of this language programs is not a written command of the language, the use of writing can also help by associating oral and written forms of the language.
- Comprehension questions should correspond to the learner's language and knowledge abilities. At first, the questions should require "yes" or "no" answers. When these can be handled by the learner, questions that can be answered from the essay should be asked. Finally, questions which require more creative responses can be practiced.
- To complete the module, the learner may write an essay using the newly encountered vocabulary on the same topic.

List of cultural modules

Unit 1: The Self

- 1.1: Brief Biography
- 1.2: Personal Hygiene
- 1.3: Clothing
- 1.4: Common Ailments
- 1.5: Gender Issues
- 1.6: Conducting Interviews

Unit 2: The Household

- 2.1: The Physical Layout
 - 2.11: The African Compound
 - 2.12: Sleeping
 - 2.13: The Kitchen

2.2: Relatives

- 2.21: The Family
- 2.22: Grandparents
- 2.23: Siblings
- 2.24: Birth
- 2.25: Children
- 2.26: Marriage
- 2.27: In-laws

2.3: Age

- 2.31: The Importance of Age in Africa
- 2.32: Age Grades

2.4: Food and Cooking

- 2.41: Eating
- 2.42: Types of Dishes
- 2.43: The Importance of Fufu
- 2.44: The Sauce
- 2.45: Growing Food

2.46: How to Cook Palm

Butter Soup

2.47: Water

2.5: Domestic Help

2.6: Being a Guest

Unit 3: The Neighborhood

3.1: The Quarter

3.2: People

3.21: Neighbors

3.22: Friends

3.23: Relationships

Unit 4: The Community

4.1 The Design of the Town

4.2: Economic Activities

4.21: African Markets

4.22: Bargaining

4.23: The Central

Business Area

4.24: The Table-Market

4.25: The Shop

4.26: The On/Off-

License Bar

4.27: Banks

4.3: Community

Organization

4.31: Local Authorities

4.32: Schools

4.33: Local

Organizations

Unit 5: Time

5.1: Times of the Day

5.2: Two Different Worlds

5.3: The Yearly Cycle

Chapter 9: Cultural Modules

Unit 1: The Self

Section 1.1: Brief biography

My name is Roger Babcock. I am from Clearwater, Florida. I study geography at Michigan State University. My mother's name is Linda Babcock and she works as a lawyer. My father's name is Hank Babcock and he works as butcher in a grocery store. I have come to Africa to study how people design their communities. I am interested in knowing where they build their homes, schools, and hospitals and why they select those locations. If we understand how space is used in different communities we can make plans that respond to the needs of the community.

Activities for exploration

- Comprehension
 - Where does Roger Babcock come from?
 - What is he doing at Michigan State University?
 - What does his mother do?
 - What is Roger doing in Africa?
- When a learner goes to Africa, people will want to know about him/her. Work with the learner to prepare answers to questions about his/ her immediate family.
- Prepare answers to questions about other relatives, what they do, and where they live.
- If the learner is not married, people will want to know why, because it is normal for Africans who are the learner's age to be married. He/She will need to have an answer.
- People will also want to know what the learner is doing in their community. If he/she is doing research, then he/she should be prepared to explain the research.
- In many parts of Africa, social identity is determined by a person's relatives as opposed to his/her career. Discuss with the learner if this is so in his/her case.
- Take turns interviewing each other as visitor and host in a variety of situations and roles.

Section 1.2: Personal hygiene

As soon as the sun rose, Roger woke up. He rubbed his eyes, jumped out of bed, and covered himself with a lappa. He then started walking toward the bathroom at the far side of the compound. When he got there, he took a pail of water and began heating it for his bath. As he was waiting, he got a glass of water and brushed his teeth with the toothbrush that his mother sent him last week. He chose not to use the traditional tooth stick this morning. The water got warm enough and so he took the pail to the bathroom to take a bath.

Activities for exploration

- Comprehension
 - When did Roger wake up?
 - What did Roger put on when he got up?
 - What sort of a toothbrush did he use?
 - How did he take a bath?
- Discuss the different types of bathing facilities in the target community. Describe the facilities (e.g., location and layout), the bathing process (e.g., getting hot water), and the equipment to use (e.g., towel and soap).

Section 1.3: Clothing

Today is market day so Roger decided to wear his best clothes. After quickly putting on his undershirt and briefs, he went to the closet and selected his new dashiki that Musa, the tailor, had made for him last week. Roger liked this dashiki because the cloth was tie-dyed and decorated with embroidery. He then chose to wear his brown pants to go with it. Nearly finished, Roger then put on a pair of old socks and his new Bata shoes. He wanted to wear his favorite hat, but he could not find it.

Activities for exploration

- Comprehension
 - What day is it?
 - What did Roger decide to wear?
 - Where did he get his dashiki?
 - What kind of shoes did he wear?
 - What was he looking for?
- Discuss what people in the target culture wear on special occasion, on ordinary occasions, and around the house. Address not only the main items (e.g., shirts, pants, dresses), but also include items like underwear and accessories.
- Discuss the types of clothing that are different from typical western styles.
- Hats and head covers are very important in many parts of Africa. Discuss the kinds of head covers that are worn in the target community.

Section 1.4: Common ailments

The most common ailments that people have in Liberia are colds, stomachaches, dysentery, and malaria. The symptoms of colds are usually headaches, a fever, and a runny nose. The best thing to do for colds is to drink a lot of water and to stay in bed. In the case of stomachaches, people often find themselves going to the bathroom a lot. Headaches and a fever may also accompany stomachaches. If these problems do not go away in a day, it may be dysentery and an immediate visit to the doctor is necessary. Symptoms that include headaches, a fever and the chills may warn of malaria. In that case, a visit to the doctor is also recommended.

Activities for exploration

- Comprehension
 - What are some common ailments in Liberia?
 - What are the signs of a cold?
 - When should you go to a doctor?
- Outside of dysentery and malaria, most illnesses in Africa are not all that different from those found in North America. Write the names of five common ailments on the blackboard and explain them by acting out and describing the symptoms.
- Set up a role-play. Play the parts of a doctor and a patient. Have the doctor interview the patient and try to determine which of these ailments the patient has.

Section 1.5: Gender issues

Every society has different rules on how people of the opposite sex interact. In some societies, flirting and teasing may be considered casual behavior, while in others this may be seen as a marriage proposal, or a suggestion of another type of intimacy.

In some African communities, men and women have different rules to follow. Sometimes men and women do not talk to each other unless they are family members. In some societies, women can wear a short skirt and it means nothing, whereas in other communities, it may suggest that the woman is promiscuous.

When it comes to these issues, Americans are usually much more casual than Africans. Differences in Africa also exist from country to country and between rural and urban communities. Upon arrival in Africa, it is a good idea to ask a local person about these matters. But, who would be a good person to ask? A person of the same sex is recommended, perhaps a co-worker, or the male or female head of a familiar family.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Discuss this topic, if it is comfortable. Begin with a general discussion of how people of the opposite sex interact in the target community. Are there differences between rural and urban places or traditional and modern societies? What kinds of activities by Americans are likely to be misunderstood? What kinds of activities by Americans are likely to be objected to?

Section 1.6: Conducting interviews

Hello my name is Sandy Taylor. I am from the United States of America. I am conducting research for the Ministry of Health. I am interested in finding out about the different foods people eat. I am interested in the foods that are healthy for people and also the foods that are not so healthy. I would like to ask you some questions about what you eat. Would you like to help me?

.... How many meals does your family eat every day? / What do you call the first meal of the day? / What time of the day do you eat it? / What do you eat for the first meal of the day? / etc.

Thank you very much for helping me.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- This module focuses on conducting an interview using techniques from the learner's academic discipline. Assist the learner in writing his/her questionnaire in English and then translate it into the target language. Take cultural differences into consideration when doing this.

Include:

- An introductory statement that states who the interviewer is and the purpose of the interview.
- A section asking the interviewee for his/her consent for the interview.

** After the interview is constructed, test the interview through a role-play. Use different types of interviewees.

Unit 2: The Household

Section 2.1: The physical layout

Module 2.11: The African compound

Families in Africa live in many different settings. One interesting setting is the compound. A compound is a group of buildings surrounded by a fence. Compounds often contain separate houses for the father, and for each of his wives and their children. There may also be houses for other family members as well. Other parts of the compound are also in separate houses too. The kitchen is in a separate building as is the bathroom and toilet. Open areas in the compound are used for special purposes.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Have the learner conduct an interview about a typical family home in the target country. Have the learner draw the layout.
- Have the learner ask about rooms (or houses) that carry out the functions mentioned above.

Module 2.12: Sleeping

Today, many Africans sleep on western-style beds. Traditionally though, their beds were often built from bamboo or raphia and sometimes from mounds of earth. The mattresses were often a layer of cloth or straw and the pillows were carved from wood.

Around the beds in areas where malaria is found, some people use mosquito nets to protect themselves while others choose to close their windows at night. Because of the problems with mosquitoes, many traditional houses do not have windows.

The sleeping arrangements in African homes are a bit different than in other countries. Depending on their age, children may sleep with their mother or with each other when until they reach a certain age.

(Cf. Ake by Wole Soyinka)

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Discuss the different types of beds found in the target community.
- Discuss where the children in the family sleep. Do they have their own rooms or do they share them with other family members?

Module 2.13: The kitchen

Momo lives in a traditional house in Kenema, Sierra Leone. The house's kitchen is in a separate building behind the main house. The kitchen, like all kitchens, is a place to cook food and to heat water. The kitchen houses a collection of dishes, pots, and pans for cooking. There are also places to store food and firewood. The oven in the kitchen is made from kerosene (paraffin), tin, and mud bricks.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Have the learner ask about the types of kitchens found in the target country. Discuss the kitchen's location, the kind of oven/stove it has, where the food is kept, and the types of cooking utensils used.

Section 2.2: Relatives (responsibilities and greetings)

Module 2.21: The family

There are two kinds of relatives in families. One kind of relative is related through birth, such as mothers, fathers, sons, daughters, etc. The other kind of relative is related through marriage. To most families in the United States, this difference is not very important, but, in many African families it is important to know whether a relative is from your father's side or your mother's side. In some African families, your mother's brother may be more important than your father or your father's brother. An uncle on your mother's side of the family may be responsible for your education as well as your conduct. Therefore, you may be expected to greet your mother's brother differently than you greet your father or your father's brother. There also may be a different word for your father's brother and your mother's brother.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Describe a maternal and paternal uncle from the target culture. Discuss any differences in the way they are greeted and if there are differences in responsibilities.
- Repeat this exercise with aunts and cousins.

Module 2.22: Grandparents

Grandparents are very important in Nigeria. They are respected both because of their age and because of their wisdom. Grandparents are able to understand things that parents cannot. Children often ask their grandparents questions as opposed to their parents since grandparents have a lot of knowledge and time to answer questions.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Have the learner conduct an interview about grandparents in the target culture. (e.g., their favorite stories, special responsibilities, character).

Module 2.23: Siblings

I am from Cameroon. Traditionally, in my country, people had large families. Today, families are becoming smaller. My family has five children. I have one older brother whose name is Augustin and an older sister, Agnes. My younger brother is Christopher and my younger sister's name is Lydia.

In Cameroonian families, siblings have a special responsibility for the sibling who is immediately younger than them. The older sibling is expected to care for the younger sibling like a parent. This special relationship exists for the rest of our lives. So, I have this relationship with my younger sibling, Christopher and my sister Agnes has this relationship with me.

In my family, my father has four children by his second wife. Their names are Lawrence, David, Suzanne, and Hope. My relationship with my "half-siblings" is almost the same as with my blood siblings.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Ask the learner about his/her family. Ask for their names, relationships, what they look like, and what they do.
- Draw a kinship chart to show the family members.

Module 2.24: Birth

The birth of a new child is an important event in Ghana. Traditionally, when the mother was ready to give birth, she would go to see a midwife. Usually, the mother's close female relatives would accompany her.

In Ghana, the baby would be named after the day it was born. However, in other African countries, babies were named after a grandparent or another relative. Christian names were not common and were often used only as a means of getting into a "Christian" school.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Discuss how a newborn is cared for in families in the target culture. Points should include: washing (and doing their laundry), nursing and feeding, toilet training, and learning to walk and talk.
- Have the learner conduct an interview about names in the target culture (e.g., What do they mean? When are they given? Who else in the family has the same name?)

Module 2.25: Children

Many people consider the real sign of becoming an adult is having children. With children comes the recognition that one has joined a new generation. Like most places around the world, different communities view children in different ways. They are a source of pride and joy, security in old age, and also as a financial obligation for education and other expenses.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from text above.
- Discuss the status of children in the target community. Are there differences between urban and rural areas? Are their different attitudes and practices toward boys and girls? Are twins treated specially?

Module 2.26: Marriage

Marriage practices vary widely in Africa. Traditionally, marriages were arranged by the families of the bride and groom. Today, many marriages are arranged by the bride and groom themselves. Traditional marriages often involved the giving of bride wealth, by the groom's family to the bride's family. However, today, this practice is not as common.

Traditionally, the wedding included many different kinds of ceremonies such as the purification of the bride and the wedding ceremony. Today, church weddings with receptions following them are more common. Sometimes at receptions, friends of the bride and groom stand up, one by one and tell the couple how important marriage is. They promise to watch them carefully to make sure their marriage is a success.

Traditionally, there were some understandings after the wedding. For one, the new couple usually would reside with either the bride's or the groom's family. Today, however, the couple's residence is usually close to their jobs. Also, the husband assumed most of the authority in the household and it was the wife's duty to obey. Today, a sharing of authority is more prevalent.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Discuss the marriage practices in the target country today. How and when do people get engaged? What are the traditional ceremonies associated with a marriage? How would a wife greet her husband, and a husband his wife? What are some of the duties of the husband and wife? What special relationships are there in a household that has more than one wife?

Module 2.27: In-laws

It is often said in the U.S. that you do not marry your spouse, but rather your spouse's family. This is even truer in Africa. In some cases this involves life-long obligations to one's in-laws. For example, in some countries, a husband may never talk to his mother-in-law. Elsewhere, a wife may never talk to her father-in-law. In others a husband may be required to work for one's in-laws. On a slightly different note, if a wife is unhappy with her husband and decides to leave, the wife's family is obligated to return the bride wealth. Because this is often not an easy thing to do, the wife's family often tries to work out the difficulties between the husband and wife.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Discuss the special obligations a husband has for his in-laws and vice-versa in the target culture. Does he greet them in a special way? What about the wife?

Section 2.3: Age

Module 2.31: The importance of age in Africa

There is a saying in the United States that "age has its privileges." This is even truer in Africa where people recognize that with age comes wisdom. When greeting someone, it is important to know whether that person is older or younger. If the person is older, there are special ways of showing the difference in age. For in example, the traditional greeting for a Yoruba son for his father is to prostrate himself on the ground and wait for permission to rise. A daughter is expected to bow deeply.

Some of these practices have carried over into the present. Even today, when well-educated women of two different ages greet each other, it is considered impolite if the younger woman does not bow to the older woman.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Discuss the obligations people in the target culture have toward their elders, especially their parents. Are there special greetings that need to be observed?

Module 2.32: Age grades

There are age grades in many parts of Africa. An age grade contains all the people born during a certain period of time. In some communities, these age grades are applicable to only men, while other communities have them for women as well.

Membership in an age grade is for life. The members go through the initiation process together. This initiation takes place when members of the age set are in their teens. They leave the town and go into the country to live for a period of time. During the initiation, the participants learn about how to behave as an adult and about the traditions of their community. Circumcision often takes place at this time as well. Upon their return, the participants are considered to be adults and are expected to act as adults.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Discuss any age grade systems in the target community. If there are any, how do they work?

Section 2.4: Food and cooking

Module 2.41: Eating

Not everybody eats three times a day as people do in western countries. In many parts of Africa, people eat only two times a day: once in the morning and once in the evening. Often different members of the family eat at different times and places. For example, sometimes the men will eat by themselves and the women and children will eat in their own houses. In some communities, people do not talk during the meal.

During mealtimes, the food is often served in the middle of a mat on the floor with people sitting around the mat. One dish will usually contain the soup and the other the fufu. Sometimes individual bowls will be given for the soup and the fufu.

Fufu is an important part of an African meal. To eat it, make sure you wash your hands first. Then, take a golf ball size amount of fufu from the bowl and work it with your thumb and fingers into a cup shape. Finally, dip it into the sauce and eat it.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered with the text above.
- Discuss the eating practices in the target community. Who eats where and when? What is said during the meal? How do people show their appreciation for a meal?

Module 2.42: Types of dishes

Cameroonians like to eat at different kinds of food. A favorite food in Cameroon is fufu and sauce. But, there are other kinds of food that are popular as well. One example is groundnut stew, which is made with peanut (groundnut) butter. Stews made from large yams, corn, beans, and pumpkins are popular too. While traveling, it is easy to find people selling all kinds of different foods. One such food is Suya, a grilled spicy meat made by Hausa people. Koki, is a fish and bean mix steamed inside banana leaves, is also common. Another food on the road is puff-puff, a spicy dough fried in palm oil. Some vendors also sell fresh fruit such as bananas, oranges, and mangos as well as things like peanuts and rice cakes.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Describe the main dishes are eaten in the target country. What kinds of food are found on the road when traveling?

Module 2.43: The importance of fufu

Every part of Africa has its own way of cooking, but in general the main dishes consist of a starch base and a sauce that goes on top. Fufu is the most common starch base. Fufu is commonly made from corn (maize), yams, coco yams (taro), cassava, guinea corn, plantains, or bananas. Things like rice, potatoes, and Guinea are not made into fufu.

Coco yams and corn are two common ingredients for fufu. In order to make coco yam fufu, peel and cook the yams. Then, pound them in a mortar until they are thoroughly mashed. To make corn fufu, put the dried corn into a mortar and grind it into a grainy flour. Then, take the flour and add boiling water. Stir until it thickens.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Describe three or four of the starches used in cooking. How is fufu made? Are there other starches (rice, potatoes, large yams, cassava) that are used?

Module 2.44: The sauce

The key to most sauces in Ghana, is the rich, red oil known as palm oil. A sauce begins with palm oil being heated in a pot or a pan. Onions are usually then fried in the oil. Next, meat, chicken, or fish is added when they are available. Then, vegetables are added. Common vegetables used in most sauces are leafy vegetables such as potato leaf, cassava leaf, krenk-krenk, spinach, and collards. Finally, salt, bullion, spices, and pepper are added before serving.

Pepper is an important ingredient in sauces. The pepper that is used varies since there are over thirty different types of red pepper found in Africa. Pepper is important though since it is considered to be rich in vitamin C and is acidic which helps to prevent food from spoiling. This is very important in countries where refrigeration is expensive.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Describe several of the most popular dishes in the target community. Develop a list of key ingredients with the learner.
- Ask the learner about differences in food found in his/her own community in the U.S.

Module 2.45: Growing food

Many people in Africa grow their own food in gardens and/or farms. Gardens are usually located near houses. The farms, however, are much larger and can be several miles away from the house. On farms, people grow major crops like coffee, rice, cassava, yams, tobacco, and other crops. Some of these crops provide food for the household and others are sold for money to pay for clothing, school, and other things. Gardens, on the other hand, are used for growing ingredients for household cooking such as different kinds of greens, peppers, herbs, and cucumbers.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Describe a family's garden in the target country. Who takes care of the garden?
- Make a list of the things that are grown in the garden. For each item, have the learner ask how to grow it and what it is used for.

Module 2.46: How to cook palm butter soup

There are some dishes that are common in several countries in Africa. One such dish is ground nut (peanut) stew which is found anywhere from Senegal to Cameroon. However, some dishes are found in only one country such as: palm butter stew in Liberia, plasas (from palaver sauce) in Sierra Leone, and jama-jama in Cameroon.

To cook the Liberia specialty, palm butter stew, start by putting the palm nuts in a pot, add water and cook. After cooking, put the palm nuts in a mortar and pound. Then, add water and knead. After kneading, put the liquid into a cooking pot, add fish, chicken soup (Maggi cubes), and salt to taste.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Have the learner conduct an interview about how to make a given dish. Have the learner make a list of ingredients and write out the recipe.

Module 2.47: Water

Water is one of Africa's most important resources. Even though water is plentiful in most of Africa during the rainy season, there are times during the dry season when water is in short supply. However, even when water is available, it is not always very good. Many diseases like dysentery are carried in water. Most visitors to Africa buy bottled water. But, this is usually too expensive for all but the wealthiest Africans. In large cities, water is available from pipes, but this water is not always clean. It can be made drinkable by boiling, but that too is expensive because of the energy it requires. The cleanest water is found in wells. So, many Africans will walk several miles to get well water.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Describe how a family in the target community gets its water.
- Discuss the situation in both rural and urban communities in the target country.

Section 2.5: Domestic help

Many well-to-do households in Africa engage domestic help. Sometimes this help is done in exchange for money and sometimes it is in exchange for education that may include lodging, meals, and school fees.

Many Americans living in Africa feel uncomfortable about hiring people to work for them. Even so, they often hire a cook because the preparation of meals is such an unfamiliar task in Africa. Americans who hire help should be aware of the implications of having someone as an employee. For example, sometimes the employees will share their boss' behavior and attitudes with the rest of the community. Also, the relationship with employees may take on greater implications such as being expected to help with things like school fees. In some extreme cases, employers are asked to provide the bride wealth for their employees.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Have the learner conduct an interview about domestic help in the target culture.
Was the person a relative? Has the interviewee ever served as domestic help?
Was he/she compensated with school fees?

Section 2.6: Being a guest

The Cameroonians have a proverb: “*Trenja no de kuk kanda*” which means “being a guest never quite like being at home.” This is because being a guest has its obligations as well as its privileges. While a person is very welcome as a houseguest, his/her presence causes more work for the host. For example, servants in the house may assist with the guest's laundry or cooking. Therefore, the guest should give them something for their extra work. It is a good idea to ask the host about an appropriate gift to give. Also, it is almost universal to bring something as a house gift upon arrival. The problem of what to bring arises. In some communities, a common gift to be shared by all is considered appropriate. However, in other communities, this could be seen as an insult because it suggests that the hosts are incapable of providing for their guests. Before taking something to someone's house, it is best to ask for suggestions.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Have the learner conduct an interview about the following topics in the target culture:
 - a proverb about visitors
 - the treatment of houseguests
 - the kinds of gifts to bring hosts
 - the hosts' expectations of the guest

Unit 3: The Neighborhood

Section 3.1: The quarter

Most African towns are organized into quarter's or neighborhoods. The quarters are often organized by ethnic backgrounds so there may be the "Hausa Quarter" or the "Wolof Quarter." Sometimes there are quarters for foreigners and wealthy Africans. While quarters are largely residential, there are usually small shops and "table markets" that provide tobacco, matches, coffee, tinned goods, pencils, and sometimes beer. Sometimes during holidays, quarters will have competitions. For example, in Sierra Leone at the end of Ramadan, each neighborhood will compete for prizes for the best float ("lantern") in the parade.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Draw a map of a community in the target country, or find one on the Internet. Mark the major roads and landmarks on the map. Discuss the location of the quarters with the learner.

Section 3.2: People

Module 3.21: Neighbors

In small towns, neighbors are likely to be related. In larger towns, the neighbors are often from the same language background or ethnic group. In larger cities, neighbors can be just about anyone. Nevertheless, in Africa, neighbors are a source of mutual support. It is important in Africa to know who the neighbors are and to develop personal relationships with them.

Africans take the neighbor relationship so seriously that when on a visit to a friend in the U.S., one Cameroonian person wanted to know who the host's neighbors were. The host, of course, knew a few of them, but not very well. The Cameroonian then took it upon himself to bring his host to visit all of the neighbors to introduce them.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Draw a map of a neighborhood in the target community. Have the learner ask about each household in the neighborhood and who lives there. Are they relatives, people who share a common cultural tradition, friends, or strangers? What sort of obligations do the neighbors have to each other?

Module 3.22: Friends

The Cameroonians have a proverb that says “a good friend is better than a bad brother.” This proverb means, that while kinship ties are very important, so are friends. This feeling is shared among other African cultures as well as shown in the Mende word for “friend” – “*ndiam*” which means “heart-person.”

Being a friend in Africa does not necessarily have the same implications as it does in the United States. In the U.S., a friend is someone that is liked and there are few special obligations involved in the relationship. Therefore, in the U.S., people can have many friends.

However, in Africa, being a friend involves a much closer tie. Friends in Africa are often obligated to assist each other by offering any resources they have to help their friends. As a result, it is difficult for Africans to have many friends.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Ask the learner about this concept of friendship. Discuss the obligations that are involved in a friendship.

Module 3.23: Relationships

All relationships have reciprocal obligations in Africa. There are a number of relationships in Africa that Westerners are not familiar with. Some examples are the obligations involved in relationships between co-wives, people from the same age-grade, people from the same ethnic group, as well as co-workers.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Work with the learner to identify different social domains, particularly those that are not found in the U.S. What kinds of relationships do people who share that domain have? What sort of mutual obligations does such a relationship hold?

Unit 4: The Community

Section 4.1: The design of the town

Most cities consist of a number of residential quarters and a commercial center. The commercial center has shops and services. The shops sell items such as groceries, hardware, drugs, furniture, appliances, books, and stationery. There is usually a bank, a post office, a police station, and city government offices there as well.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Describe a town to the learner. Have the learner draw a map of it.

Section 4.2: Economic activities

Module 4.21: African markets

The market is an institution that is found in every part of Africa. In larger cities, markets take place every day. In fact, one indication of a large town is that it has a daily market. In smaller towns, the market takes place once a week. It is common for towns in an area to hold their markets on different days so that there is always a market open that is not too far away.

Markets are usually organized by what is sold. There is a place for fresh produce, another for spices and medicines, a place for meat, one for utensils, and so on. In other areas there are markets where people sell clothing, dry goods, hardware such as tools, nails, door latches, and bicycle parts.

Weekly markets usually put their produce or other items out on mats, but daily markets normally have tables and stalls. Sometimes, the local government will construct a covered market so that the rains will not interfere with business. Near the market, there are often shops and bars that are either open every day or just on market days.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Using the map from Module 4.1, have the learner locate familiar institutions like shops, schools, government buildings, churches, mosques, and markets.
- Explain if the market is a daily or weekly. If it is weekly, explain whether it works on a four or seven-day week.
- Describe what kinds of things are traded in the market. If the market is large, draw a map of the market showing where the different products are traded.

Module 4.22: Bargaining

Bargaining is more than the buyer and seller debating about what the price of an item. Bargaining is a way of interacting with others and testing one's argumentation skills. While the goal of bargaining is to get a better price, the process of getting that price is just as important. Not all things are bargained for. Usually a group of oranges that sells for a few cents is there on a take it or leave it basis. But often, merchants will give steady customers an extra orange as a bonus.

To bargain for an item, like a piece of cloth, begin by greeting the seller and complementing him/her on the merchandise. Then ask how much the item is. Experienced buyers will know whether the price is too high. The buyer can then say the price is too high and offer a different price, accompanied by some reason why he/she cannot pay the higher price. It is best to identify a price limit before serious bargaining begins. If this is not done, it is possible to find that the final price is far more than expected. Then, after hearing the buyer's price, the seller will make a counter price and give an explanation like, "Well, since you are my customer...." (even though you are not one yet) or "How many are you buying?" At some point the buyer or seller will suggest a final price. This is the "take it or leave it" offer. In some cases, the buyer decides not to take the final offer and walks away only to find that the seller is calling and saying, "Bring the money."

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Using the above text, set up a role play with a buyer and a seller. Bargain for various items, like cloth, a stack of limes, etc. Switch roles. After each bargaining session, talk about whether it was realistic or not, and what would need to be changed in the dialogue to make it more realistic.

Module 4.23: The central business area

Almost every town has a central business district where businesses such as banks, hardware stores, gas stations, grocery stores, and restaurants exist. In addition to these businesses, the market may be located nearby as well. There is usually also a "lorry-park" where one can find transportation to other towns and cities. Often, there are vendors in small shops or even "table markets" in the area as well. Places like government offices, however, are not located near the central business district area.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Describe the central business district of the target community. Have the learner draw a map of it.
- Have the learner make a list of businesses that he/she is familiar with and ask if they are found in the target culture. If the business is not found there, discuss how the learner can obtain the products provided by that business.

Module 4.24: The table-market

The table market is found everywhere in Cameroon. They are in big cities on sidewalks, on street corners in the quarters, and on the highways at places where vehicles stop. A table market consists of a vendor, a table, and a collection of goods. The types of goods that are available depend on the needs and tastes of the customers in the area and are sold for fixed prices. Typically there is candy, biscuits (cookies), aspirin, cigarettes, and matches. The size of the table and the amount of goods are such that the vendor can take them all home at the end of the day.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- If table markets are common in the target community, describe them. Where are they located? What sorts of goods are likely to be found at them? What goods are not likely to be found at them?
- Set up a role play in between a vendor and a buyer at a table-market.

Module 4.25: The shop

In some places, there are shops in neighborhoods that sell household goods such as personal products, household cleaning products, medicines, canned goods, salt, flour, and chilled or unchilled bottled drinks. The prices at these shops are usually fixed, although a frequent “customer” may occasionally get a special bonus from the shopkeeper.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Describe the shops in a neighborhood in the target community. How big are they? What do they contain?
- Set up a role play between a customer and a shopkeeper.

Module 4.26: The on/off-license bar

In Cameroon, there are two types of bars: an off license bar that requires that the beer be consumed away from where the beer and wine are sold and an on-license bar that allows the owner to serve beer at the bar. Although this is a distinction between the two bars, often the owner of an off license bar will open up a room or a courtyard in his home and invite guests to enjoy themselves there. As a result, sometimes it is very difficult to see much difference between the two types of bars.

Beer at these bars is either domestic or imported and is found in liter-sized containers. It is sometimes common for people to mix the beer with orange squash or Fanta. Although beer is commonly served, wine from grapes is also available.

Another kind of wine, palm wine, is often served in West Africa. Palm wine is made from the sap of either the palm tree or the raffia palm. In the morning, the wine tastes sweet and can be used as a breakfast drink. By late afternoon, the naturally occurring yeast ferments and it becomes alcoholic. Some people like to distill palm wine into a brandy that has a number of names such as kaikai, akputasi, and afofo.

Like all places, the topic of conversation in West African bars ranges from national and international politics to local issues and scandals.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- In Muslim countries, bars tend to be found only in large cities. Discuss the bars that exist in the target community, if any. What kinds of bars are they? What do they sell? Who goes to them? What do the people talk about? If there are no bars, are there other places where people get together to talk?

Module 4.27: Banks

In the old days, setting up a bank account was quite a challenge. To open up an account, the bank required traveler's checks or a cashier's check from a well-known bank. An account could be opened immediately if the person had traveler's checks. But, if the person had a cashier's check, he/she might have to wait for as long as six weeks for the check to clear.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.

Section 4.3: Community organization

Module 4.31: Local authorities

Towns and villages have several levels of government in operation at the same time. There is the national, regional (or district), city, and quarter governments. Associated with each of these governments are specific authorities and representatives. Some of these governments, like the national government, are organized around western models. This reflects the colonial heritage of these institutions. There are elected officials, civil servants, police and/or soldiers, and courts of law. Other governments are organized around indigenous principles that include lineage heads or “chiefs.”

Each system of government has a domain of responsibility and authority that does not overlap with the other domains. This raises questions of which authority to see when needing permission to do something, like drive a car, operate a radio, carry out research, or live in a community. Therefore, it whereas it may not always be necessary, it is a good idea for foreign visitors to let these authorities know that they are in town and what the nature of their business is.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Describe the various types of authority in the target community. If the community is a large city and consequently not all that different from what is found in North America, describe a more rural community. Discuss the people the learner would see to ask permission (if any is needed) to live in a part of town. Who should he/she speak to about conducting research?
- Set up a role play in which the learner introduces himself/herself to various types of authorities. When familiar with this relationship, have the learner play the role of the authority.

Module 4.32: Schools

In Anglophone Africa, schools follow the British format and draw a distinction between primary and secondary school. Primary schools begin with “Infants One” when children reach the age of 5. If they are not certain of their age, they begin school when they are able to reach their arm over the top of head and touch their ear on the other side. Next comes “Infants Two” which is followed by Grades 1 through 7.

During Grade 7, students take an exam to determine who can go to secondary school. In secondary school, students take classes like history, chemistry, algebra, and English. At the end of their studies, students take exams in five of these subjects and if they pass they receive a General Certificate of Education.

The language of instruction in some countries is the colonial language. In other countries, students begin instruction in their mother tongue and then move over to the national language after a few years. In many countries there are also Islamic schools that include instruction in reading and writing in Arabic, and studying the *Koran*. Expatriates will often set up their own schools.

In addition to the question of the language of instruction, an African school system faces the challenge of making the subject matter relevant to the students. This involves not only the teaching of African literature and national history, but of also using African oriented examples in mathematics classes as well. All this of course creates the need for new textbooks that are expensive and cause problems for parents since they are responsible for paying school fees.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Ask the learner about the schools he/she attended. What were the divisions/grades? Did exams play a big role?
- Have the learner conduct an interview about schools in the target country. What is the language of instruction? When are the exams? How many people pass the exams? What are the major problems encountering the educational system today?

Module 4.33: Local organizations

In Bo, Sierra Leone, there are traditional community organizations. The Poro and Bundu are secret societies for men and women respectively. These societies have initiation ceremonies for adolescent men and women in that the participants learn privileged information about the community. The information is so privileged that outsiders are not expected to know or ask about it.

Other organizations in the society center around religious activities such as the “lantern” tradition. The lantern is a float that appears in the celebration that marks the end of Ramadan. Every quarter in town organizes a committee to construct a lantern. The best of these lanterns are then awarded prizes. Some quarters in communities also have societies such as drinking societies, competitive dancing groups, and sporting societies.

Activities for Exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Because information about some societies is considered privileged, use this lesson only if it is comfortable. Describe traditional organizations with respect to degree and nature of participation as well as focus and purpose.

Unit 5: Time

Section 5.1: Times of the day

When Westerners describe the day, they say that it begins in the middle of the night. For them, the sun rises around six o'clock. Most Tanzanians say the day begins when the sun rises. Africans often divide the day into dawn, morning, noon, afternoon, evening, and night. Associated with each of these times, there may be a different greetings and different ways to say goodbye.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.

Section 5.2: Two different worlds

In Africa, time is thought of in many different ways. In some places, especially large urban areas, there is little difference between African time and Western time. In this system, the day is divided into 24 hours, and the hour is divided into 60 minutes. Using this system, meetings begin and end at predetermined times. In more traditional African areas, the day has fewer divisions, and as a result the beginning and ending times of meetings are far less specific. In fact, if a meeting does not take place on one day, it can always take place on the next day.

The difference between Western and African time causes frustration for Africans in their dealings with Westerners. Africans think, "Why are they always in a hurry? Why do they never have time to be polite and to enjoy life?" Other Africans have adopted the Western system and are impatient with their African compatriots who have not. Still, others use one system of time in dealing within Western contexts and the other in African contexts.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Discuss the conflict between Western and African time? Tell stories about events in which the conflict of time was a central issue.

Section 5.3: The yearly cycle

Every country has its own annual sequence of holidays and festive events such as New Years, Christmas, Easter, and Ramadan. There are also national events like Independence Day. Events associated with the agricultural seasons exist to celebrate preparing the fields, planting, and harvesting. Some of the events mentioned above are associated with the western calendar and some are based on more traditional ways of seeing the annual cycle.

Activities for exploration

- Using the earlier modules as a guide, construct five questions that can be answered from the text above.
- Using a western calendar, have the learner identify three holidays he/she celebrates and discuss whether or not he/she thinks they are celebrated in the target country.
- Using a western calendar, identify at least three national holidays or events, three religious holidays or events, and three traditional holidays or events. For each holiday or event have the learner ask about its significance and how it is celebrated.
- If there is a traditional way of marking the year, describe it to the learner. Are there months? Do they have names? When do they begin and end?

Part V: Integrating Structure into the Communicative Classroom

Chapter 10: Working with Vocabulary

Techniques for learners

Part of language learning involves building vocabulary, which unavoidably takes time and effort. It is also a very individual process because only the learner knows which words are new. Within the field of second language instruction, some researchers insist that the best way to learn new vocabulary is by encountering words in written and spoken texts and inferring their meaning from the context. Learning vocabulary should grow through constant exposure to new words through extensive reading. However, relying on reading exclusively is time consuming for learning the vast array of words needed to communicate in the new language; more focused methods maybe required. We offer the following suggestions, adapted from Rubin and Thompson (1994), and recommend that the learner try all of them and use the ones that work best.⁷

Vocabulary cards.

Because of their portability, vocabulary cards can be used whenever the learner has a free moment. They can also be sorted in a variety of ways: random mixing (so that each word can be studied as frequently as the others); by degree of difficulty to the learner (so that as words are learned, cards can be put away); and by topic. As each new word is learned, the card can be filed alphabetically in a card file. Once in a while, all the cards can be brought out for a review. Those words that the learner has forgotten can then be readmitted into the group of cards being carried around for study.

Here is an example of the front and backside of a vocabulary card. The front contains the definition and word forms while the back has the sentence in which the word

⁷Recent research suggests that part of what accounts for success in vocabulary learning is learner independence and time. Although not surprising, there is now empirical evidence that learners simply need to figure out what works best and spend time working on their vocabulary. For more information, see Kojic-Sabo, I. & Lightbown, P. (1999). Students' approaches to vocabulary and their relationship to success. *Modern Language Journal*, 83, 177-192.

was encountered. Using this model, learners can make their own vocabulary cards for new words they encounter in readings, discussions, and activities.

(front)
Controversial (adj.)
Controversy (n)
Of, relating to, or arousing disagreement
or opposite views.

(back)
Controversial
Politicians do not to talk about
controversial topics.

A vocabulary notebook.

Some learners prefer to use a vocabulary notebook arranged either alphabetically or by topic such as foods, professions, family, or education. In addition to nouns, each topic area should consist of a functional set with other parts of speech in order to cover related activities and descriptions. Listing vocabulary by topics is especially useful for learners of languages with many noun classes.

Many words have variant forms. In the above example, it makes sense to learn the related noun *controversy* along with the adjective *controversial*. In Bantu languages, it makes sense to learn the variants of an adjective so that they can agree with the different noun classes.

The best words to put on vocabulary cards or in a vocabulary notebook are those that the learner recognizes, and might even understand, and would like to incorporate into his/her active vocabulary. Keep in mind that there will always be words that the learner recognizes and/or understands but cannot use yet. The idea is that the learner (or any person, for that matter) is in a constant state of moving new words from the “recognizing/understanding” phase to the “active use” phase. As words are added to the active vocabulary, new words will come to the learner’s attention through reading, discussions, and classroom activities. These new words, of course, are the next candidates for moving into the active vocabulary.

Record words and definitions.

If the learner is an auditory learner, new vocabulary words and definitions can be recorded on a cassette in class and listened to as homework. This method is especially appealing to people with long commutes or for those who walk or jog for exercise.

Learn words in functional sets.

A functional set consists of semantically, as opposed to grammatically, related words. For example, the learning of the word *book* may be easier when it is studied along with words such as *page*, *library*, *school*, *read*, and *magazine*. It may help to group words in other ways as well, such as greetings, leave taking, and thanking, words with similar roots or word parts, semantic class (such as colors, numbers, etc.) or opposites (*short-tall* and *wet-dry*).

Learning vocabulary

For most people, the learning of vocabulary takes place in several stages. In addition to words that the learner does not know, there are words that the learner recognizes but does not know the meaning of, knows the meaning of but cannot recall when speaking, and can use correctly in the L2.

The goal for most learners will be to have a rich vocabulary that can be understood and used correctly. When working with vocabulary, it is important to know for each word which stage the learner is at. Clearly, this is something accessible to the learner and not the tutor or teacher. Consequently, how much vocabulary work and which vocabulary to work on is something that the learner needs to determine and work on independently. Nevertheless, there are a number of areas where the tutor can assist the learner with vocabulary.

New words.

Teaching new vocabulary words is a good way to prepare for a lesson or a reading passage. As a first step, tutors need to make sure that the learners can hear the word

distinctly, distinguish it from other similar sounding words, and pronounce it clearly. Exercises for this are given in Chapter 12, Learning the Sound System.

The next step is for the learner to understand the meanings of the new words. This is best done by providing a short definition of the word in the L2. If this method does not work, translate the word into English, using a word or two and resume the lesson in the L2.

Alternatively, give the learner sentences that use the new word and have the learner guess the meaning or underline the vocabulary words in the sentences. If the learner guesses incorrectly, offer a hint and ask again. Learners seem to remember things better when they discover the meaning of the words by themselves as opposed to being told the meaning.

At the intermediate or advanced levels, the task-based format of Part III provides excellent context for the development of new vocabulary. In working to complete the various tasks, new vocabulary will constantly arise. This should be seen as an opportunity, so rather than instantly translating these new words into English, use the techniques described above.

Practicing vocabulary.

After vocabulary has been introduced, it is very important that the learner be exposed to it frequently. To establish recognition of the meaning of the word, the learner needs to hear the word in a variety of sentences that contain it. The learner can initiate this by giving the tutor a vocabulary card and asking for five sentences containing the word, or by writing out five sentences and asking the tutor to put them in to the L2. Later, the tutor can ask the learner to do the same thing, offering corrections as needed. It is very important that the learner receive repetitions of these exercises.

Chapter 11: Integrating Grammar into the Communicative Classroom

Grammar teaching and the communicative approach

The communicative approach to language teaching maintains that successful and appropriate communication is the goal. Although this approach stresses the importance of communication, it does not mean that grammar should be ignored. The communicative approach generally subscribes to two essential views regarding grammar. First, correct grammar (and pronunciation) is merely one part of communication; learners need a certain level of accuracy in their language if they are to communicate. Second, the need for correctness varies with social situations. For example, correct grammar is more important at a job interview than when ordering food in a restaurant. What is not clearly agreed upon by teachers who claim to follow the communicative approach is exactly what role grammar instruction should play in the classroom. That is, although the goals are agreed upon, the way of achieving those goals is not.

Generally speaking, there are two ways to approach grammar. One is to organize the course or syllabus according to grammatical structures; each chapter or lesson introduces a new structure, for example, pronouns, present tense, relative clauses, and so on. Perhaps this is how most people were taught a foreign language. The book that our learners have may be organized in this way.

Organizing a language class according to structure is problematic because learners do not acquire one structure at a time nor do they immediately use what they have been taught. For example, most learners of English understand very early that third person singular verbs take an *-s* in the present tense. They usually do not, however, use this *-s* until much later in their learning. As a result, many language teachers now prefer

communicatively-organized, as opposed to grammatically-organized, textbooks. However, this does not mean teachers should toss aside the grammatically-organized textbook, especially if the language being taught is one for which there are not many materials. A course organized according to structures does not preclude communicative activities. In fact, this guide has been constructed to complement the structure-driven textbooks common in African language materials so that a communicatively oriented learning environment can be established.

The lessons presented thus far in *The Guide* are not organized according to structures. The earlier lessons focus on basic topics (colors, numbers, family members) while the latter focus on accomplishing certain tasks. How then does a tutor work with grammar in a course that is organized this way?

Using a structurally organized textbook

If the class is working with a structurally organized book, we suggest that the learners go over the lessons at home and that the tutor spend a limited amount of time at the beginning of the class to go over their questions in English, if necessary. One of the most important things a tutor can do for the learner in these sessions is to provide sentences in the L2 that illustrate examples of the grammatical point. If the questions are of a highly technical nature, it is best to wait and ask the language supervisor. This will free up valuable class time for exposure to the L2. At the same time, it will give learners who crave grammatical information about the language, grammatical explanations. We do not recommend that class time be spent on drilling the learners on grammar. It is important that the learners understand how the grammatical point works, but once this is understood, further drilling probably will not help.

Teaching without a textbook

If tutors are using a structurally organized text, we suggest that they follow *The Guide*. While involved in a lesson, think about a particular structure that often arises.

Save time at the end of the lesson to discuss that structure in English. For example, in the lesson on classroom directives, the imperative (command) structure will naturally come up. The learners will hear the structure and hopefully understand it in context. Nevertheless, it is useful to put sentences exemplifying the structure on the board and point it out. This can also be done at the start of class before proceeding with the lesson.

Dealing with grammatical errors

As discussed earlier, language is learned through exposure to and interaction in the L2. Accordingly, we have designed Parts II, III, and IV of *The Guide* for this purpose. However, during classroom conversations, grammatical errors will inevitably occur. There are those errors that interfere with communication and those that do not. For the first kind of error, it has been shown that continued interaction in the L2 may help the learner reformulate his/her speech so the tutor can understand as in the English example below.

T: When will you leave the U.S.?

S: I have left three months.

T: You will leave in three months or you arrived three months ago?

S: I will leave in three months.

In this example, the tutor maintains communication in the L2. The tutor is initially confused about the learner's meaning and so reformulates the sentence providing the correct form. It may also happen that the tutor simply expresses miscomprehension and the learner reformulates the sentence without prompting, simply by paying more attention. For example:

S: I am not doing homework.

T: What?

S: I did not do my homework.

When lessons are communicative, both of these kinds of exchanges will occur naturally. More common, however, are grammatical errors that do not interfere with

communication. These kinds of errors are often overlooked in real life and sometimes in class by tutors as well. When the tutor hears an error that does not interfere with communication, we recommend that the flow of communication be maintained by repeating the sentence using correct grammar. For example:

S: I no have my homework.

T: You don't have your homework?

Often the learner will not respond to a tutor's reformulation by repeating the correct structure, but will instead respond by saying something like "yes." The effectiveness of the tutor's reformulations (also called recasts) is currently being studied by second language acquisition researchers and is beginning to show that tutors' recasts are helpful to second language acquisition regardless of a learner's response.⁸

The above strategy calls for a tutor to simply provide the correct utterance. But, should the tutor also provide some kind of grammatical explanation? First, if the error is related to a structure that the learner has already learned, the tutor's recast should be enough to remind the learner and a grammatical explanation will not necessarily help. Furthermore, one can imagine how disruptive a discussion could become if the tutor stopped to explain every grammatical error. One way to avoid disrupting the flow of communication is to jot down the error and save time at the end of class to explain. However, if a new structure comes up that has never been discussed, we recommend that time be taken to address it.

Giving grammatical feedback on essays or presentations

One way to address grammar is to have learners do short oral or written presentations followed by feedback. This technique is, however, controversial because

⁸ Mackey, A. & Philp, J. (1998). Conversational interaction and second language development: recasts, responses, and red herrings? *Modern Language Journal*, 82, 338-356.

research has not clarified whether or not feedback on oral or written presentations will help learners. It is agreed upon that many learners want this feedback and expect their tutors to give it to them. Thus, tutors can take notes while learners give short presentations, and then go over the grammatical errors with them.

There are various ways for tutors to give feedback on written assignments. Some tutors will correct errors and some will just circle the errors. Another approach is to choose one particular structure, verb tenses for example, and focus the corrections only on that structure. In any case, tutors should always give their learners a chance to rewrite the assignment and make the corrections. Remember that even if the learners are not going to be writing in the L2, writing can be a way for them to look at the structure of the language and reflect on their grammar.

Chapter 12: Learning the Sound System

Sound systems

The sound systems of African languages may pose a challenge to beginning learners. Every language is composed to contrastive sounds which enable us to hear the distinction between different words such as 'seek' and 'sick' found in English. These contrasts are not the same for all languages and so for some learners of English, distinction is very difficult to hear. It is worth noting that some people never learn this contrast and can still do quite well with English with only rare communicative problems.

This chapter is intended to help the learner develop an ability to both hear and produce the sounds not found in English. We recommend that the class resort to this set of exercises when the learner is having difficulty with the sound contrast and that overcoming the difficulty is important to the task at hand.

We recommend that the learner be given an overview of the sounds of the L2 at the beginning of language study with the assistance of the language supervisor. An overview of the sound system is usually presented in the beginning pages of an introductory textbook. Only a few minutes should be spent of examining each sound and technical definitions should be avoided when possible.

For each letter (sound) the tutor should first say the sound both in isolation and in sample words for the learner to hear. If there is a problem, the class should use the series of exercises given below. The exercises may not help immediately. If not, notes should be made of the contrast so that it can be revisited at a later date. Following a review of the sounds of the language, we suggest simple dictation exercises to familiarize the learner with hearing and using these sounds. If possible, choose words of objects that can be pointed to in the classroom so that vocabulary will be learned as well.

Dictation exercises

These exercises are useful in helping the learner to hear the L2, to learn to write the L2 using its writing system, and to learn to read the language as well.

Step 1: Transcription. The tutor recites four or five utterances of connected discourse for transcription. The first time, the utterances should be read without pausing. The second time, the tutor should pause at logical points giving the learner time to write. Finally, the tutor should read the passage quickly so that the learner can read what he/she has written.

Step 2: Correction. The tutor reads what the learner has written and helps the learner with errors. This can be done by pointing to the problem and contrasting what is written with what was said, or by correcting the written form and then pronouncing the correction.

Step 3: Comprehension. Once corrected, the tutor explains the meaning of the dictated words or sentences in the L2. If this is not possible, then a one or two word English equivalent can be substituted. The tutor should strive to avoid long explanations of the meaning of the word or sentence in English because this does not help the learner.

Step 4: Pronunciation. The tutor then asks the learner to read (pronounce) the sentences that have been transcribed. If there are mistakes in pronunciation, the tutor repeats the utterance correctly and asks the learner to say the utterances again. If the learner's attempts remain unsuccessful after three attempts, a note should be made of the difficulty so that it can be returned to later.

Step 5: Feedback. A dictation exercise should not take longer than ten minutes. After completing a dictation exercise, the tutor and learner should take two or three minutes to review the exercise with the following questions in mind:

1. Was the exercise too hard, too easy, or just right?
2. Was the exercise too long, too short, or just right?
3. Were there specific sounds that the learner had difficulty in hearing? If so, which ones? What other sounds should be worked on?

Learning to hear and to pronounce African languages

In this section we begin with learning to hear the difference between two sounds before learning to pronounce them. This exercise can be used when it becomes clear that two sounds in the new language are different for the tutor, but sound the same to the learner.

Step 1: Identifying the sounds for practice. We recommend that these exercises be used only when the sounds of the language are causing a problem for the learner in the process of doing one of the lessons or exercises involving learning to communicate. We do not recommend that they be used as a matter of course. Thus, when the learner, the tutor, or the supervisor recognizes that there is a difficulty with hearing or producing a sound contrast in the L2, this is the time when these exercises should be used. We also recommend that the class allocate no more than ten minutes for these.

Step 2: Basic recognition.

Write the two sounds on the blackboard, or preferably, write two words on the blackboard which are identical except for the sound in question. As an illustration, let us take the common, but not

1	2
káìí	kalìí

universal African distinction of tone. In Mende, a language of Sierra Leone, there are two words *káìí* 'hoe' and *kalìí* 'snake'. (The accents represent different tones.) The tutor writes them on the blackboard. The tutor then says each of the two words alternately and asks the learner to point to the one that is being said. As the learner begins to catch on, the tutor can then say the two words randomly until it is clear that the learner hears the distinction correctly.

Step 3: Adding new words. Once the learner can distinguish the words, the tutor picks a new word that represents one of the two contrasts (e.g., *kòwèí* 'foot' and *ngílèí* 'dog') and asks the learner to place this in the column headed by a word of the same tonal pattern.

This process is repeated until it is clear that the learner can recognize new words correctly.

Step 4: Description. If there is a statement that describes this difference, it should be offered at this time. This may help the learner further solidify understanding of this difference. Appendix A, Properties of African Sound Systems, provides a description of some of the most common sound contrasts found in African languages. It also contains a description of the major idiosyncratic properties of English that can also interfere with the learners' hearing and pronunciation of the sounds in the new language.

Appendix A: Properties of African Sound Systems

This appendix contains descriptions of many of the common sound contrasts used in African languages. It contains some technical language and is intended to be used only with the language supervisor. When working without the language supervisor, tutors and learners will find Chapter 12, Learning The Sound System, adequate for their needs.

Common African Language Contrasts

A. Labiovelars: kp and gb. Many African languages have what are technically termed “co-articulated labiovelar stops.” The term

Labials	Velars	Labiovelars
apa	aka	akpa
aba	aga	agba
pa	ka	kpa
ba	ga	gba

co-articulated means that the sound is articulated in two places at the same time and in the case of *labiovelars*, it involves the lips (*labio*) and the back of the oral cavity (the *velar* region). They are termed stops, because the flow of air in the oral cavity is completely blocked.

The sound of the two labiovelars, /kp/ and /gb/, is similar to the pronunciation of the underlined sounds in the English words found in the box, except for the syllable division. Because these sounds are co-articulated, learners sometimes hear the labial component (the p or the b) and sometimes they hear the velar component (the k or the g).

Before learners try to say these labiovelars, it is important to be sure that they can hear the difference. If the target language

Consonant Sequence	Labiovelar
back <u>.p</u> ack	ba <u>.k</u> pack
lu <u>.g</u> bolt	lu <u>.b</u> bolt

has these sounds, try the following exercise. Once the learners can hear the difference, have them continue using real words from the target language. Have the learners practice saying labiovelars by taking the above two words and trying to break the syllable after the first vowel, but remember it is important to learn to hear the sound.

B. Prenasalized consonants. A *prenasalized* consonant is simply a consonant preceded by a nasal. These sorts of sounds occur in English (hand, pink), but only at the end of a syllable. In many African languages, these sounds can begin a syllable as well. Prenasalized consonants are usually *homorganic*, meaning that their point of articulation is the same as the following consonant, thus preceding a labial consonant /p/ or /b/ the nasal will also be labial.

pa	ta	cha	ka
mpa	nta	ncha	ŋka
ba	da	ja	ga
mba	nda	ŋja	ŋga

Hearing these consonants is usually not difficult for English speakers, but practice is

mpane	ntulu	nchapa	ŋkundu
mba	ndolo	nja	ŋgome

nevertheless recommended. In some cases the nasal is fully syllabic, which means that it acts like any other syllable and can take tone (see below). The syllabic (pre)nasal exists in English. For example, when the phrase: fish and chips is said quickly the word and is reduced to a syllabic nasal: /fɪʃ.n.chɪps/. English speakers can produce a word-initial, syllabic prenasal by removing the fish from the above phrase, /n.chɪps/.

A non-syllabic prenasal is quite similar, except that the nasal and the following consonant act like a consonant cluster, like the sp of spin or the bl of bloom. Thus a non-syllabic nasal can be produced by taking the above phrase and reducing it to two syllables with the syllable division falling between fish and and chips /fɪʃ.n.chɪps/.

C. Tone. When a language is referred to as “tonal” it means that different pitches (tones) are used to distinguish words that are non-tonally (or segmentally)

Tonal Word	Tone Pattern	English Approximate
kàlì í	Low Low-High	kali?
kàlî	Low High-Low	kali.

identical. English does not use pitch in this way, but does use it to distinguish between statements and questions.

He went to the store?
He went to the store.

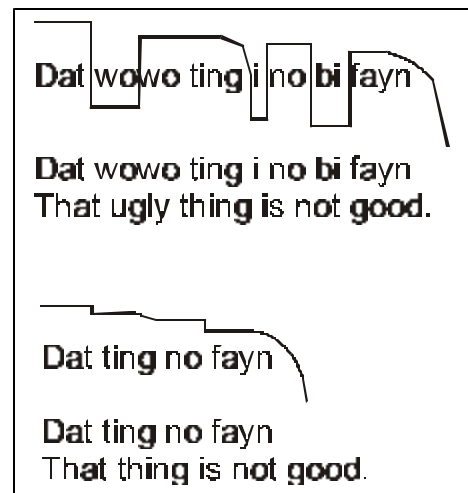
Compare the two English sentences in the sidebar. The first sentence, a question, has a

rise at the end like kàlìí. The second sentence, a statement, has a fall at the end like kàlì. In English statements, the pitch falls at the end of the sentence, whereas in English questions, the pitch rises. But in a tonal language this intonation can mark different words.

Most African languages have tone, and most African languages that have tone have two pitches, **high** (usually marked by an acute accent, as in the above examples) and **low** (usually marked by a grave accent). In many cases, only the high or the low tone will be marked, as vowels with no tone marking representing the other tone. Some languages, Hausa, Kpelle, Bobo, and Yoruba, have three tones and there are even a few that have four (Sembla and Grebo).

D. Downdrift and Downstep.

Many African tonal languages, particularly, if they have only two tones, exhibit downdrift, and often downstep. Down drift is a phenomenon in which the high tones H, and usually the low tones L, are lower in pitch at the end of the sentence than at the beginning. While sometimes a gradual declining of the pitch register, more commonly Hs tones following Hs, and Ls following Ls are at the same pitch, but Hs following Ls do not rise as much as Ls following Hs as shown in the diagram.



Downstep describes a situation in which the second of two successive Hs is lower than the preceding as though an intervening H had been deleted. If the learner has trouble hearing downdrift and downstep, ask the language supervisor to assist.

E. Implosive sounds. A number of African languages, including Hausa and Fula, have sounds that are called “implosive” because in their



articulation air is drawn into the mouth. Because these consonants are often represented

with a hook, as shown in the illustration, they are called “hooked consonants.” Alternatively, when the hooked characters are not available, these consonants are written with a preceding apostrophe (‘b, ‘d, ‘g).

As the name implies, the articulation of an implosive involves drawing air into the mouth just before the normal articulation of the mouth. This “oral implosion” is done largely by the tongue in a “sucking” action, not unlike drawing on a straw. Needless to say, because the tongue is placed differently for the articulation of each of these consonants, the tongue operates slightly differently in each case.

F. Word-initial velar nasals. The velar nasal occurs in English and is represented by the /ŋ/ sequence ng as in the following words: “sing” /sɪŋ/, “king” /kɪŋ/, “singer” /sɪŋər/, and in the n before k as in “sink” /sɪŋk/ and “think” θɪŋk/. The problem that the velar nasal poses for English is that it does not begin at the beginning of syllables and hence words, like /ŋɔni/ and /ŋama/ are difficult.



In learning how to say these “word-initial velar nasals” learners should take advantage of what they already know, which is the ability to say these sounds at the end of syllables. Because the velar nasal in singer /sɪŋər/ is between vowels, it could be interpreted as ending a syllable (e.g., /sɪŋ-ər/), or beginning a syllable (e.g., /sɪ-ŋər/). Learners should practice saying this word both ways. Then have them separate the word into separate syllables by saying both /sɪŋ/ and /ər/ and /sɪ/ and /ŋər/. Once they can do this, they can articulate a word-initial velar nasal. Have the learners try practicing this with other vowels in words like: /ŋama/; /ŋevi/; /ŋisa/; /ŋulo/; and /ŋope/.

G. Long and short vowels. In languages with syllable timing, it is possible for syllables to contrast in length, that is the duration of the length of syllables. This is not the same thing

as the long and short vowels of English which today

English	“Long” Vowel	English “Short” Vowel
long <u>I</u>	lite /layt/	short <u>I</u> lit /lɪt/
long <u>e</u>	seat /siyt/	short <u>e</u> set /set/
long <u>a</u>	late /leyt/	short <u>a</u> bat /bæt/

represent different vowel qualities. Note that the quality of the short and long versions are different. True long vowels are longer in duration than short vowels. In the sequence *babaaba*, the second syllable is longer than the first and third.

If the target language has a contrast between long and short vowels, contrast the differences for the learners by using the listening exercises described in Chapter 12. There are three common ways of marking a long vowel orthographically:

1. as a double vowel: /baat/, as in Fula
2. with an omicron over the vowel: /bât/, as in Latin
3. with an h following the vowel: /baht/, as in German

In African languages, the most common way of marking long vowels is with the double (or geminate) letter. If the target language has long vowels, use a discrimination test to practice hearing the difference.

H. Long consonants. Many African languages, Fula and Wolof have mata – matta long consonants. These are much like long vowels in that they take more time than do their short counterparts. They too are most commonly represented by double (geminate) letters.

I. Penultimate stress in Bantu languages. Stress manifests itself in many ways in the world's languages, by increased loudness, increased length, and heightened pitch on the stressed syllable as it does in English. In many languages one or two of these features may be missing, but it is common to find all three in Bantu languages as in Swahili. The notion of stressing the "penultimate" syllable, that is, the "next-to-last-syllable" is also common in the world's languages, being the normal stress pattern for Latin and a common one for English. Knowing this fact is useful because it helps the learner listen for word divisions in sentences containing unfamiliar words.

Appendix B: Semester Goals Planner

(for intermediate and advanced learners)

Semester Goals: What are your goals for this semester? A good way to start this planning task is to think about what the learner wants to be able to do in the L2 at the end of the semester. The tutor also should make a list of what he/she feels that the learner needs to be able to do in the L2.

Learner List: What do you need to be able to do in the language? What do you feel you should learn to do this semester?

Tutor List: What sort of things will the learner have to do in the language? What does the learner need to master this semester?

Negotiated Goals: Compare your lists of goals and, jointly, draft a list of goals for this semester.

Prioritize Goals: Which goals do you want to begin with? While it is not necessary to make a point-by-point list of every goal of the semester, it is important to choose a few goals to focus on initially.

How do you choose where to start? Some classes (especially those who do not have a comprehensive language textbook) begin with what they view to be the most important or pressing goal. Others take out their textbook and establish a goal to complement the agenda of the textbook. Whichever method you choose, select the first few goals your class will concentrate on and write them below.

Unit Goals: Take one semester goal and brainstorm all of the things the learner needs to know in order to accomplish this goal. For example, if the goal is to be able to buy something at the market, some typical unit goals may be: numbers, counting, money terms, greetings, closings, “small talk,” market vocabulary, present tense, polite requests, comparatives, etc.

List all of the goals for this unit in the space below.

Appendix C: Additional Resources on Language Teaching

These books offer many suggestions for classroom activities for second language teachers. Most of the books are intended for English teachers but can easily be adapted to other language teaching contexts.

Allen, V.F. (1983). *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press.

Anderson, A. & Lynch, T. (1988). *Listening: Language Teaching*. Oxford: Oxford University Press.

Bailey, K. & Savage, L. (1994). *New Ways in Teaching Speaking*. Alexandria, VA: TESOL.

Brinton, D. & Master, P. (Eds). (1997). *New Ways in Content-Based Instruction*. Alexandria, VA: TESOL.

Brookes, A. & Grundy, P. (1999). *Beginning to Write*. Cambridge: Cambridge University Press.

Bygate, M. (1987). *Speaking: Language Teaching*. Oxford: Oxford University Press.

Celce-Murcia, M. & Hilles, S. (1988). *Techniques and Resources in Teaching Grammar*. New York: Oxford University Press.

Collie, J. & Slater, S. (1988). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: Cambridge University Press.

Cooper, R., Lavery, M. & Rinvoluceri, M. (1991). *Video: Resource Books for Teachers*. Oxford: Oxford University Press.

Cross, D. (1995). *Large Classes in Action*. New York: Prentice Hall.

Davis, P. & Rinvoluceri, M. (1988). *Dictation: New Methods, New Possibilities*. Cambridge: Cambridge University Press.

Day, R. (1994). *New Ways in Teaching Reading*. Alexandria, VA: TESOL.

Dornyei, Z. & Thurrell, S. (1992). *Conversation and Dialogues in Action*. New York: Prentice Hall.

- Gairns, R. & Redman, S. (1986). *Working With Words*. Cambridge: Cambridge University Press.
- Gerngross, G. & Puchta, H. (1992). *Pictures in Action*. New York: Prentice Hall.
- Golebiowska, A. (1987). *Getting Students to Talk*. New York: Prentice Hall.
- Greenwood, J. (1988). *Class Readers: Resource Books for Teachers*. Oxford: Oxford University Press.
- Grundy, P. (1994). *Beginners*. Oxford: Oxford University Press.
- Hedge, T. (1988). *Writing: Resource Books for Teachers*. Oxford: Oxford University Press.
- Klippel, F. (1983). *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: Cambridge University Press.
- Ladousse, G. P. (1987). *Role Play*. Oxford: Oxford University Press.
- Lee, W.R. (1979). *Language Teaching Games and Contests*. Oxford: Oxford University Press.
- Lewis, M. (Ed.). *New Ways in Teaching Adults*. Alexandria, VA: TESOL.
- Lindstromberg, S. (1990). *Recipe Book: Practical Ideas for the Language Classroom*. Addison-Wesley.
- Lindstromberg, S. (1997). *The Standby Book: Activities for the Language Classroom*. Cambridge: Cambridge University Press.
- Maley, A. & Duff, A. (1989). *The Inward Ear: Poetry in the Language Classroom*. Cambridge: Cambridge University Press.
- Marsland, B. (1999). *Lessons from Nothing*. Cambridge: Cambridge University Press.
- McCallum, G. P. (1980). *101 Word Games*. New York: Oxford University Press.
- McCarthy, M. (1990). *Vocabulary: Language Teaching*. Oxford: Oxford University Press.
- Morgan, J. & Rinvoluceri, M. (1986). *Vocabulary: Resource Books for Teachers*. Oxford: Oxford University Press.
- Morgan, J. & Rinvoluceri, M. (1983). *Once Upon a Time: Using Stories in the Language Classroom*. Cambridge: Cambridge University Press.

- Moskowitz, G. (1978). *Caring and Sharing in the Foreign Language Class: A Sourcebook on Humanistic Techniques*. Rowley: Newbury House Publishers.
- Nation, P. (1994). *New Ways in Teaching Vocabulary*. Alexandria, VA: TESOL.
- Nation, P. (1990). *Teaching and Learning Vocabulary*. Boston, MA: Heinle & Heinle.
- Nolasco, R. & Arthur, L. (1987). *Conversation*. Oxford: Oxford University Press.
- Nunan, D. & Miller, L. (1995). *New Ways of Teaching Listening*. Alexandria, VA: TESOL.
- Pennington, M. (Ed.) (1995). *New Ways in Teaching Grammar*. Alexandria, VA: TESOL.
- Pollard, L. & Hess, N. (1997). *Zero-Prep: Ready to Go Activities for the Language Classroom*. Burlingame, CA: Alta Book Center.
- Raimes, A. (1983). *Techniques in Teaching Writing*. New York: Oxford University Press.
- Sheerin, S. (1989). *Self-Access: Resource Books for Teachers*. Oxford: Oxford University Press.
- Rinvoluceri, M. (1984). *Grammar Games: Cognitive, Affective and Drama Activities for EFL Students*. Cambridge: Cambridge University Press.
- Rinvoluceri, M. & Davis, P. (1995). *More Grammar Games*. Cambridge: Cambridge University Press.
- Schinke-Llano, L. (Ed.). (1996). *New Ways in Teaching Young Children*. Alexandria, VA: TESOL.
- Taylor, L. (1992). *Vocabulary in Action*. New York: Prentice Hall.
- Ur, P. (1981). *Discussions that Work: Task-Centered Fluency Practice*. Cambridge: Cambridge University Press.
- Ur, P. (1988). *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge: Cambridge University Press.
- Ur, P. & Wright, A. (1992). *Five-Minute Activities: A Resource Book of Short Activities*. Cambridge: Cambridge University Press.
- Wajnryb, R. (1990). *Grammar Dictation*. Oxford: Oxford University Press.
- Warschauer, M. (1995). *E-Mail for English Teaching*. Alexandria, VA: TESOL.

Wessels, C. (1987). *Drama: Resource Books for Teachers*. Oxford: Oxford University Press.

White, R. (Ed.). (1995). *New Ways in Teaching Writing*. Alexandria, VA: TESOL.

Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

Wright, A, Betteridge, D. & Buckby, M. (1983). *Games for Language Learning*. Cambridge: Cambridge University Press.