

## Language Study: Intermediate Wolof (Online)

### WOLO-2003-2503 (3 credits)

### Senegal: Wolof Language

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### **Course Description**

The role of the intermediate Wolof language training is to build on students' introductory Wolof skills and to continue the engagement with Senegalese cultures and language communities. The language training is organized by a language coordinator and carried out by a teacher experienced in teaching Wolof to non-native speakers. Language study consists of 45 hours of formal instruction including experiential sessions on shopping, Senegalese cooking, and music, etc. Language study is reinforced through various online learning tools and through interactive assignments. Language study will prepare students to do an optional three-week J Term course in Senegal. The Wolof courses given in this training will be in the form of skills to be acquired. Those skills will be covered using a Skills-Based Education approach. Each skill will be taught in considering the different learning styles of the students. To fit each individual learner's style, each skill is divided into four steps:

**Motivation:** warming-up, revision, introduction for those who feel things and those who observe.

**Exploitation / information:** for those who think and those who observe.

**Practice:** for those who think and those who act.

**Application:** for those who feel things and those who act.

After assimilating the content of these skills, the learners will have acquired the intermediate structures in Wolof for engagement with Senegalese communities around the world. Each of the proposed lessons pursues goals that will be achieved through the following tools: **vocabulary** words, **grammar** and **functional structures**.

#### **Learning Outcomes**

By the end of the course, students will be able to:

- Develop an intermediate understanding of Wolof for day-to-day usage in typical contexts (culturally appropriate greetings, introductions, market interactions, relating everyday experiences, asking directions, etc.)

- Demonstrate a greater understanding of Wolof in the Senegalese culture using the local language; and
- Execute intermediate language skills in order to function effectively and independently in Senegalese environments.

**Methodology:** Competency-Based Teaching focuses on the needs of the learners. However, it does not dictate any teaching method because there is no better way to learn a language and because learners have different learning styles. No exclusive teaching method will be preferred, but rather a variety of methods based on the latest professional standards. The course will take an eclectic approach that will use methods and techniques based on the natural approach, the communicative approach and elements of audio-oral methodology. Lessons will include a variety of activities to address different learning styles. This variety will be proposed in a four-step sequence that reflects the current conception of adult learning and language acquisition. The course will begin with non-stressing review and warm-up activities that will focus learners on materials already studied, in a personal and fun way. Second, new material will be introduced by linking it to the things already learned and the needs of students. In the third and most important stage, students will be brought to a more advanced practice of the new material. Finally, students will be encouraged to create in the new language by doing simulations during and out of class. As tools and activities, we will have, for different styles:

**Visual:** flash cards, pictures, realia, worksheets, demonstration, observation, use of online technology.

**Audio/Aural:** drills (exercises), discussions, question-and-answer sessions, listen and run, songs, proverbs, listening to short stories, passwords, guessing games (riddles)...

**Kinesthetic:** interviewing people, online community interventions, total physical response, role-playing, ball conversation...

### **Module 1: Review of greetings at random meetings and family and Waa kër gi: Detailed presentation of one's family**

**Objectives:** Greet in appropriate ways at different times of the day, present your identity, introduce yourself and a third party, use appropriate expressions for leave-taking, idioms, cultural notes, etc. Physical description of host family members: age, occupation, marital status, studies, characters, roles of women, roles of men and children.

*Session I:*

#### **Appropriate greetings**

(formal and informal at different times of the day).

Useful Expressions. Greeting an elderly person. Say your name, your first name, your nationality, your origin, marital status, take time off.

**Cultural notes:** the importance and length of greetings, body language, Murid and Layéen greeting styles - the Ibadous, greetings at prayer times, remote greetings...

Proverbs and sayings, passwords and phrases (useful expressions around the bowl).

#### **Grammar**

The present - emphasis on the object - the enunciative

Session II:

**Use of the verbs (operators)**

Mës (ever), Gëj (long time), Mën (to be able to)

Question drills - Indirect questions.

**Talk about one's family**

Under this session, students describe their family, say what they do as work, where they are, Count numbers from 1 to 100.

**Cultural notes:** extended family, taboos on the number of children. Polygamy, ethnic groups and castes. Cousinage. Description of people and places.

Session III:

**Grammar**

Structures: perfect/imperfect aspects (passive verbs / active verbs)- possessive adjectives (singular / plural) - Numbers from 1 to 100 - Interrogatives - Negation - The enunciative (consolidation) - Disjointed pronouns - the explicative pronoun (verb emphasis)

<b>WOLOF TEST I</b>
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<b>Homework: Research and expose</b> on cultural values in Wolof society: <b>Liggéey u ndey (Ndey am dafa liggéey)</b> and <b>kollëre (Dafa am kollëre)</b>
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**Virtual outing:** Virtually visit a potential host family: Introduction of family members and answers to questions

<b>Oral test 1:</b> listening and understanding
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**Module 2: Cër u yaram: Body parts Tegtal (Instructions): ask and Give directions, guide someone**

**Objectives:** Quote body parts, describe one's health, name the most common diseases during the different seasons. What precautions to take to avoid them. Immunization campaigns for children and problems in villages, HIV and tuberculosis, health problems in the USA. Enhancing students' ability to navigate the city, visit different places, do some shopping in Wolof, learn how to read and write the names of different neighborhoods in Dakar city and even outside the city. They also learn how to handle public transportation (for example how to direct a taxi driver to one's host family or any other place)

Session I:

**Research Briefing**

Discussion and Error Correction

**Consolidation of structures if needed:** Various exercises on the grammar points covered during the first week.

**Describe one's state of health**

Cite the parts of the body and diseases for each part, one's emotions...

**Cultural notes:** The most common diseases in Senegal, traditional medicine, charlatans.

**Virtual Outing:** Visit to health centers or health center staff.

**Grammar:** The explicative statement **dafa** (perfect/imperfect) /the pronoun objects

\_ **Describe a person** (sex, size, colors, physically diminished, rich, poor, strong, weak), behavior, moral.

\_ **Describe a job that has already been done**

\_ **Talk about a meal** (too spicy, salty, sweet, spicy)

\_ **Saying your choice and the reasons**

\_ **Conversation:** All structures combined

*Session II:*

**How to compare places, things, persons, food**

**Assignments:**

**Assessment of students' acquisition of knowledge** - Research and presentation on: **Maslaa** (pros and cons) - Give examples. Politics – justice and corruption

**Transformation exercises.** Translation

**Reading and reviewing students' notes** /questions (**consolidation**)

**Describe one's immediate environment**

Identify the squares (markets, beaches, shops, toilets...).

**Cultural notes:** The landmarks (baobab, garages, fruit sellers, coal merchant, sandy streets, availability of passers-by on the street).

**Virtual Outing:** out to WARC, Corniche, UCAD.

*Session III:*

**Jënd aq jaay (Purchases)**

Students learn and memorize the names of different food items, drinks, snacks, clothes, cleaning products and more. They also learn about prices, how to bargain, pay and ask for change. Buy items at the shop, at the market and weekly markets, on the street.

**Cultural notes:** Market schedules, time, duration of bargaining, jokes, humor...

**Virtual Outings** to different markets: vegetables, fruit, fish and weekly markets.

***Around the bowl:*** Useful Expressions

**Grammar:**

The **imperative** – The **explicative** (consolidation) **Demonstratives** (near/distant) - **Object pronouns**.

**Relative subject / Relative Objects.**

Cultural notes /proverbs

**Guest speakers:** an illiterate and an intellectual

**Assignments:**

**Written assignment** (assessment of knowledge acquisition)

**Talk about one's favorite meals-** Making Comparisons with the modals.

**Homework:** Prepare two culinary recipes: a Senegalese and an American dish (to be presented in class)

### **Module 3: Yëngu yëngu bés bi (Daily activities): Before and after the Ramadan**

The module's objective is to talk about one's activities, from sunup to sundown. Existing small trades, trade and activities of women, small and medium-sized enterprises.

**Grammar:** The **prepositive-preposition** phrases - the **imperative** (consolidation) - the **explicative** (consolidation) - **Hypothetical** and **temporal - demonstrative** (near, distant) - Names of places and landmarks.

**Consolidation:** The relative subject defined (perfective aspect / imperfect aspect). The relative object. Various Exercises on the relative (Transformation, change of tenses and forms).

#### **Oral exercises**

##### *Session I:*

**Virtual Outings** to Tiléne and Gueule Tapée markets, visit the artisan village and virtually interview one of the managers on the trades in the village, where the materials to be processed come from and how are the products sold?

<b>Oral test 2:</b> listening and understanding
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<b><u>WOLOF TEST II</u></b>
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##### *Session II:*

#### **Vocabulary**

Vocabulary around every day's activities from sunup to sundown. Say what you do in the States. Say what they do on weekends here and in the States and vocabulary and useful expression on traditional events, popular religious celebrations, what do they see on the street.

#### **Tukki (Travel)**

How to use the different means of transportation: Kaar ràppid, clandóo, Dakar Dam Dikk, yellow, green taxis, Njaga Njaay, shuttle service in rural areas, taxi-bagage, horse-drawn coach, motorbikes. Learn about the timetables, the fares, the duration and the condition of the roads during and after the rainy season.

#### **Cultural notes:**

**Yekkale** - opportunities to change cars en route, baggage payment, car condition, accidents, mobility problems during religious holidays... Choice of medium – stops. Visit to the bus station and various clando (irregular) garages...

#### **Grammar:**

**The interrogatives** (how -at what time- what are) – **Prepositions** (consolidation)

#### *Assignments*

**Virtual visits:** visiting friends (immersion and practice around virtual tea)

**Virtual visits of families in the suburbs** (Muslim, Christian)

##### *Session III:*

#### **The seasons: The weather, saying the time**

Describe the weather /compare the seasons /Tell your favorite season and give the reasons in detail. Saying why one doesn't like this or that season.

#### **Cultural notes:**

The rainy season in Senegal. Heat, mosquitoes, standing water, problems in the suburbs (floods and impacts during the school year).

### **Grammar:**

Time markers (**oon, doon, daan**) -Temporal and hypothetical - Expressions of time. Negation in the past (active verbs / passive verbs).

Active verbs vs passive verbs - suffixes **i- ji** (exitif), **si** (aditive). The benefactive case **al**, **hypothetical** (affirmative/negative) hypothetical + title - **Temporals** + subject pronouns / **Temporals** + titles - **Emphasis on the subject** (perfect/imperfect aspects) - Asking questions to find a subject/ Focus on the subject – **Negation - Comparison** and **superlative** – **Narratives** with **laata, balaa** and subordinate **tax**.

**Assessment and consolidation of structures – Expression activities** - Evaluation of the program with students and practical situations.

### *Assignments:*

1. Class exercises - oral and written
2. Oral activities.

<b>FINAL EXAM: Written</b> <b>FINAL EXAM: Interview</b>
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### **Sample Course Readings:**

The language instructors will provide students with reading materials and assignments throughout the Wolof course. In addition, students should plan to obtain a Wolof/English and/or Wolof/French dictionary for their personal use in Senegal.

You are responsible for all the required readings and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage the instructor, to generate questions for class discussions and to deepen your knowledge of aspects discussed in class. They are not necessarily tailor-made for each class.

### **Field Exercises and Language Role Play**

Through online assignments and interactive scenarios, students enrich their classroom learning experience and their ability to function in real life language situations, assimilate everyday life issues, and immerse themselves in the host culture. Online field assignments may be done both individually and in groups. Field exercises may include virtual visits to the following places:

- Markets: doing a virtual tour of Senegalese markets by looking up information online
- Senegalese dishes: research Senegalese dishes and contact local Senegalese Restaurants where you live
- Virtual visits of museums, cultural sites and monuments: to learn about historical sites and local areas of importance

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

### **Evaluation and Grading Criteria**

Grades are assigned by the Academic Director, in consultation with the language instructors, and are based on evaluation of performance on written and oral presentations during the semester and efforts to communicate in Wolof outside the classroom during the break time. The language grade also reflects the instructor's evaluation of student written homework, quiz given during the class, participation and attendance (including tardiness, absences, and active engagement in class).

#### **EVALUATION :**

Attendance and participation:	<b>10%</b>
Oral presentation:	<b>20%</b>
Written homework:	<b>20%</b>

<b><u>Final Exam:</u></b>	<b>50%</b>
Reading and questions:	<b>10%</b>
Written test:	<b>20%</b>
Oral exam:	<b>20%</b>

#### **Attendance & Participation:**

Class attendance is mandatory, and absences are penalized by reducing the language grade, except in cases of documented illness, whereby the student is expected to provide a medical certificate. Two unjustified late online arrivals will be counted as one absence. Participation requires active engagement – you are expected to express yourself, ask questions, discuss readings, role play, interact, and use Wolof in and outside class (i.e., on excursions, interacting with Global Security and Religious pluralism faculty, in homestays). Assigned readings must be read in advance of the lesson to: 1. familiarize you with the specific vocabulary and content of the class, so you are able to follow it more easily and 2. provide the necessary background to participate in class discussions and expand vocabulary

#### **Oral presentations:**

Two oral presentations are scheduled during the program. The choice of subject is decided by each student. Each presentation is limited to 20 minutes maximum. Students may choose to present individually or in small groups of no more than three participants. Oral presentations enable students to perform and engage in creative activities.

#### **Written homework:**

Language teachers will provide specific information as to the written homework assignments. An assignment on the family tree will be included in this written homework.

#### **Final exam:**

The written exam will review previously covered issues related to grammar, vocabulary, expressions, conversations, reading and writing. The oral exam will be around all the skills covered.

### **Grading Scale:**

The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

### **Grading Criteria**

An “A” grade for an assignment entails superior (not just “very good”) performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of Class Participation, an “A” grade refers to full attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students’ participation will be monitored and considered.

### **Class Participation**

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior.

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.