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Les Femmes Capables: A Supplementary Curriculum Teaching Survival English to Female Senegalese ELLs

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SENIOR THESIS APPROVAL

This Honors thesis entitled

“Les Femmes Capables: A Supplementary Curriculum Teaching Survival English to Female Senegalese ELLs”

written by

Abigail Morse

and submitted in partial fulfillment of
the requirements for completion of
the Carl Goodson Honors Program
meets the criteria for acceptance
and has been approved by the undersigned readers.

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Purpose:

The study of English as a language is becoming increasingly important as cultures interact in the process of globalization. The British Council estimated in 2013 that 1.75 billion people worldwide could speak English “at a useful level.” The Council predicted there will be 2 billion people speaking or learning English by the year 2020; however, other sources state that number is significantly lower now that 2020 has arrived (Hammond). *The Harvard Business Review* states that English is “the global language of business,” and is “the fastest spreading language in human history.” Learning English has quickly become less of an option than a necessity, especially for growing businesses, working professionals, and increasingly for immigrants. An increase in global movements by large populations due to war, unrest, and financial security has created a great need for practical, daily English vocabulary not limited to a specific business or trade.

Men from countries in which English is a foreign language have a greater opportunity to learn English during daily life as they are usually the main provider for their household, meaning they must find a source of income and therefore have greater opportunities to be socially involved in an English-speaking context. This thesis will examine the contrast between a Muslim man’s opportunity to gain a well-founded understanding of English versus, for example, that of his wife—who in a traditional context would be limited by social and religious obligations to the successful running of her home and perhaps a socially acceptable business. I will look specifically at the roles of Muslim Senegalese women. This thesis provides basic cultural context, helpful teaching methods, and general information to teachers of English to immigrants in the United States. I also include a list of basic vocabulary and lesson plans presenting important topics language classes generally do not cover, such as *going to the doctor*, and

parent-teacher conferences. The vocabulary needed to complete daily tasks successfully is not commonly taught in language classes, and my goal is to change that for immigrants who are in the beginning levels of English learning.

For the sake of this thesis, I will look specifically at the social roles of Muslim Senegalese women. However, the systems, structure, and core ideals of this project will, hopefully, be applied easily to other populations with similar cultural standards and roles for women.

Context:

First of all, it is important to be aware of Western cultural bias and stereotypes of Islam, Muslims, and how Islam fits into Western society. In this thesis, I will define “Western” assumptions as referring to those typically found in North America and Western Europe. Examples of such false assumptions include the belief that all women are prisoners of the religion and that Muslims have not contributed positively to the greater good of humanity. One of the most dangerous assumptions is that Muslims are not as well-educated as their Western peers. On the contrary, Islam has encouraged intellectual, philosophical, and spiritual growth since the revelations of the Prophet Muhammed brought it into existence.

The Hadith, a sacred text of Islam which records the Prophet’s life, proverbs, and guidance for holy living, says, “The seeking of knowledge is obligatory for every Muslim” (Al-Tirmidhi, Hadith 74). The Prophet is also quoted in the Hadith as saying, “God, His angels and all those in Heaven and on Earth, even ants in their hills and fish in the water, call down blessings on those who instruct others in beneficial knowledge” (Al-Tirmidhi, Hadith 422). Also,

If anyone travels on a road in search of knowledge, God will cause him to travel on one of the roads of Paradise. The angels will lower their wings in their great pleasure with

one who seeks knowledge. The inhabitants of the heavens and the Earth and the fish in the deep waters will ask forgiveness for the learned man. The superiority of the learned over the devout is like that of the moon, on the night when it is full, over the rest of the stars. The learned are the heirs of the Prophets, and the Prophets leave [no monetary inheritance], they leave only knowledge, and he who takes it takes an abundant portion. (Sunan of Abu-Dawood, Hadith 1631)

Not only is the search for knowledge mandatory, its achievement is rewarded by God. From these direct quotes as well as others, it is clear that general misconceptions concerning the Prophet's emphasis on education are based on fear rather than fact ("The Importance of Education in Islam").

A Muslim's search for knowledge and understanding, therefore, is an endeavor blessed by God. A great number of modern technologies and medicines throughout history can be attributed to Muslim scholars. Olivia Sterns' article for CNN entitled "Muslims Inventions that Shaped the Modern World" summarizes some of these original contributions, such as algebra, basic structures for hospitals, and even coffee as a hot beverage.

The world would be a very different place without the contributions of Muslim scholars and their never-ending search for knowledge. It is an ever-growing tree, sprouting new branches of study at every turn. Following these paths in search of answers inevitably creates more questions, and as the modern world grows in contact with itself, the branches become entangled with each other. Knowledge is transmutable through language, and without language very little can be learned. Therefore, in order to reach new levels of understanding, it is imperative that language be taught to any person who desires or needs knowledge—which is everyone.

Not only is education important for Muslims, it is important for the well-being of all families, especially ones which have been displaced, or have voluntarily moved, to a foreign country. Although an individual living in their community at home may learn English for the same reasons as a someone learning it abroad, the immediate need for English in daily life differs greatly between the two students. For the non-English speaking immigrant to the United States, learning English is a matter of survival rather than a luxury. Education to a Muslim, whether living at home or in a foreign country, brings one closer to God through the path of knowledge as well as providing practical skills. Stefan Reichmuth writes in *The History in Islam in Africa* that

This education is, first of all, designed to shape the believer's attitude toward God, cosmos, and time, and to relate it to the different stages and experiences of his life... At the social level, Islamic learning and its institutions made up a framework for different kinds of relations among Muslims themselves. They often brought together people from different ethnic and linguistic communities, as well as from different age groups and social layers... Apart from this, Islamic scholars and students, being a highly mobile and sometimes truly cosmopolitan group, provided important links to the outside world for the communities they were living with. (420)

Reichmuth points out that education in all contexts is important as it builds a foundation for interpersonal relationships with both God and man. Immigrants bring their knowledge to the United States, thus adding diversity to stored knowledge in this context. Education cannot be divided from human connection without cheapening some of its use and purpose.

Content-Based Instruction:

The purpose of this thesis is to provide a helpful English study tool for both English for Speakers of Other Languages (ESOL) teachers and students. The teaching style which should be assumed while in this context is extremely important as students in these classrooms depend heavily on English for accomplishing daily tasks. Therefore, the teaching method which would be most effective and practical in this case is Content-Based Instruction. According to Diane Larsen-Freeman and Marti Anderson in their book *Techniques & Principles in Language Teaching*, this method belongs in the strong version of the Communicative Approach, which is based on the understanding that “language is acquired through communication” (131). Content-Based Instruction, or CBI, is “using English to learn it.” In other words, it is the process of learning through active communication—no matter the level of previous linguistic understanding (Larsen-Freeman 131).

Academic Content-Based Instruction, as seen in high schools, focuses on the learning of English for solely academic purposes: essay-writing, American-English and British-English literature, etc. On the other hand, curriculums with an adult immigrant audience in mind will focus on specific subjects needed for work environments: how to read and understand technical manuals, or vocabulary for a particular vocation like at technical schools. Topics are studied in groups of themes guided by student interest and practicality rather than academic knowledge as an understanding of that topic is both a result of the process and the process itself. English is therefore learned as a subject as well as a language (Larsen-Freeman 133).

Teachers should have a clear understanding of students’ motivations for learning English, and transparently state both language and subject learning objectives for a given topic. An example in *Techniques and Principles in Language Teaching* is a lesson introducing quadratic

equations in which the teacher's objective would look like this: "Students will be able to solve quadratic equations, discuss different methods of solving the same quadratic equations, and write a summary of each method" (134). In this way, students learn an important mathematical concept as well as the vocabulary and grammar needed to discuss and write about it. The teacher lists and defines vocabulary using examples and working through problems in front of the class. The teacher has the opportunity to present new information in creative ways, making sure to explain the concept clearly, and giving multiple examples for the class to work through together and individually.

CBI requires teachers to have a clear list of necessary vocabulary for each topic. Any words students do not already know are filled in by the teacher, giving them a wider range of connecting phrases and ideas, and building on their previous knowledge. Teachers will scaffold students' learning of content; in other words, the teacher must help students say what they mean by filling in the blanks of students' knowledge as they work to form complete sentences. For example, common vocabulary pertaining to a visit to the doctor should be listed, and examples given for how to structure complete sentences such as, "My stomach is cramping." A student's previous knowledge may be sufficient to form a sentence they have never spoken in English if given the vocabulary they are missing, and the teacher will be able to fill in any blanks in their knowledge. Ideally, students should be given as many opportunities as possible to practice with each other, thereby creating an atmosphere in which they take the power of their learning into their own hands and are not heavily dependent on the teacher. Presenting specific situations helps students use every linguistic skill they know so far, whether their understanding is through knowledge of their first language, or taught in the formal setting of their second. Meaning is applied to vocabulary through context (Larson-Freeman 138).

This method requires teachers to have clearly-listed vocabulary as well as goals, and it is important that the topics covered during past sessions are reviewed in one form or another throughout each following lesson. This repetition should be structured so that students are not given a daily lesson to memorize without having an immediate use for or need to recall the information soon after. For this reason, it is important that students feel safe in the classroom setting, and secure enough to make mistakes and learn from them. Students are not only learning linguistic content, they are learning about their host culture. The language which immigrants to English-speaking countries learn in the classroom is immediately applicable to their daily lives as they come to understand cultural priorities, taboos, and actions or behaviors which their host culture expects of them.

The goal for students is “to master both language and content.” Therefore, the topics should be of practical, immediate use and interest to the students (Larsen-Freeman 139). The texts students are provided with should be authentic and meaningful for their lives, as much as is possible. The content should be discussed and interaction encouraged through student-to-student conversation. Pre-planned activities for the class should be geared for more than teacher-student interactions as CBI gives teachers the role of guides rather than dictators. Students have the most power over their learning, and should be given the opportunity to exercise that power during learning activities.

Cultural Intelligence and Communication:

It is important for anyone teaching a language to understand the concept of cultural intelligence, and recognize what that looks like in a culturally diverse classroom. In his book *Leading with Cultural Intelligence: The Real Secret to Success*, David Livermore defines

cultural intelligence (CQ) as “the capability to function effectively across national, ethnic, and organizational cultures” (qtd. by Livermore, 4). He separates the concept into four parts which form a cycle of self-recognition and subsequent growth.

The first step, CQ Drive, refers to “the interest, confidence, and drive of an individual to adapt cross-culturally” (27). CQ Knowledge is the “understanding of intercultural norms and differences” which one possesses or could possess, followed by CQ Strategy, that “makes sense of culturally diverse experiences” and can plan a course of action with understanding (28-29). The last step of the cycle is CQ Action, meaning one can “[change] verbal and non-verbal actions appropriately when interacting cross-culturally” (30). Each of these steps is focused on a specific question which, when answered, helps one to measure their current CQ level as well as their potential for growth.

The penultimate chapter in Livermore’s book explains in further detail benefits of being culturally intelligent and having a culturally intelligent team. Although his work is mostly done in the context of multinational organizations and companies, the potential benefits of having a high CQ are applicable for teachers as well. Having a high CQ means a teacher can easily glide between the cultures of their students, and will with more efficiency create a healthy culture in the classroom. Teachers would then be able to expand their horizons not only in practical knowledge of other cultures, but in how to appropriately create relationships so that students can succeed to the best of their ability. Cultivating such specific skills will not only be helpful for students, but teachers will have a rounder, broader range of understanding which they can bring to every classroom, and any further employment.

An additional resource for further cultural study is the book *Foreign to Familiar* by Sarah Lannier. By defining, comparing, and contrasting multiple types of cultures, she is able to

analyze differences between them which could potentially create tension or conflict. By presenting such differences openly and with humorous personal anecdotes, Lannier makes uncomfortable situations relatable, providing informational details which prepare readers for their own intercultural opportunities.

Lannier's host of culturally diverse experiences contribute to a lifetime's worth of knowledge. Having herself lived all over the world, she attacks culturally defining issues with grace and humor. Many of the offenses which are taken personally, in and out of the classroom, can be simplified into an issue of miscommunication. A growing CQ could help bring about the realization that conflict can be mostly avoided if both parties are willing to consider the other's point of view. A teacher's main role in the classroom is to be a medium of clear communication for their students, and the process of communication is complicated enough between two people with similar life experiences. However, in order to present information effectively, a teacher must recognize that the wall between their intended meaning and a student's perceived meaning is much thicker in culturally diverse situations such as the classroom (Franklin). The first step is learning to communicate with anyone is to learn about them: where they tell you they are from and what they believe about the world. This means that the first step for any teacher in a language classroom, especially one directed towards benefiting immigrants, should be research.

General Overview of Senegal and Senegalese History:

The country of Senegal lies on the westernmost point of West Africa, with its capital Dakar settled on the tip of its farthest-reaching peninsula. It is known as the "Gateway to Africa" because of its helpful location for sailors from Europe, especially the Portuguese, Dutch, and French. The first Portuguese presence in Senegal was in 1444 when they established trading

centers, which the Dutch eventually took over and controlled until 1677. The French then removed Dutch presence from the trading factories, and claimed Senegal as a colony, only granting its independence in 1960 (Camara).

Senegal's national symbols are the lion and the baobab tree. It has diverse climates depending on whether one is on the coast, in the humid river basins, or on the north-west side, closer to the Sahara desert. Even though Senegal's official language is French, it is a linguistically diverse nation with most citizens knowing both French and Wolof at the very least. French is the language of education and government, and so anyone who has had some form of consistent education will speak French. Wolof is the unofficial language of conversation, and is the most common. However, a significant population may be more than trilingual by also learning English, Arabic, and knowing a third tribal language. According to the Encyclopedia Britannica, there are 39 distinct languages spoken in Senegal, which makes for a diverse nation indeed (Camara).

The majority of the Senegalese population is Muslim, with spiritual leaders called marabouts guiding distinct groups of believers called Muslim Brotherhoods, the three most popular being the Qadiri, Tijani, and Mourides. These brotherhoods and their marabouts are important not only for their role in the nation's spirituality, but also for an individual's social standing by maintaining a certain status quo. Less than 5% of the total population are professing Christian, mostly identifying as Roman Catholic.

The main people groups are the Wolof—who compose two-fifths of the population—the Serer, Tukolor, Fulani, Malinke, Diola, Soninke, Mauri, Lebu, and the Basari. According to the United States' Central Intelligence Agency (CIA), there are 4.5 children to every woman in Senegal. More than 60% of the total population is under the age of twenty-five, meaning that the

number of youth growing into adulthood and looking for employment opportunities will continue to speedily increase. However, a 40% illiteracy rate limits economic options for almost half of Senegal's population. Senegal has recently become a launching pad for emigrants leaving West Africa and heading legally and illegally to Europe and North Africa in search of better economic opportunities ("Senegal" *CIA*).

Data from studies conducted by the European Union in 2018 state that Senegal was number ten on a "country of origin" list for illegal sea-crossings to Europe (The Conversation). According to Pau Baizán, a research professor at the Universitat Pompeu Fabra in Barcelona, Spain, the most common reason for migration is as "a strategy to diversify income sources and improve well-being and social standing." A key to these movements is that these migrants already have connections in Europe and the United States in the form of family members and friends. According to the study done by Professor Baizán and his associates, "Migration has had a huge impact on households in Senegal. We found that about half of migrants in Europe regularly send money home – and, considering the low and irregular wages of migrants, the amounts sent were surprisingly high... a process that affects the whole economy." Discussing the phenomenon of legal migrants overstaying visas and becoming illegal immigrants, Baizán states, "Individuals are reluctant to come back if the possibility to re-emigrate is closed, especially if their successful reintegration in Senegal is not guaranteed."

Although it is true that a large population of Senegalese are moving to European countries, it is important to note that anti-colonial sentiments still exist. This can take the form of prejudice against ex-colonist nations, which in the case of Senegal, is France. Using French as a common language confirms the lasting impact of Senegal's conquerors. The same can be said for ex-colonies of the United Kingdom and the United States, and the subsequent use of English in

those nations. For some Senegalese, French is the language of the conquerors just as English is to various former colonies.

There was a huge pushback against ex-colonists' languages from multiple African nations as they were fighting for their independence. Jomo Kenyatta, the late president and grandfather to the current president of Kenya, was a fierce proponent for the unifying of independent Kenya under one language—not English, however. In a statement made in 1974, Kenyatta says, “The basis of any independent government is a national language, and we can no longer continue aping our former colonizers...Those who feel they cannot do without English can as well pack up and go” (Crystal). However, it is worth noting that tribalism caused extensive violence during most of Kenyatta's life, and it is entirely possible that he would have desired Kenya be united with his own tribal language of Kikuyu as opposed to the inclusive Kiswahili when he made the above statement. The issue of colonization may not be as large of a problem for Senegalese immigrants to the United States as it is to those in France. However, an awareness of the possibility for future discussion is helpful for every language teacher.

Research Methodology and General Overview of Senegalese Culture

I had the opportunity to interview two American women who each have a significant amount of experience living in and working in Senegal. Naomi is an American woman living with her family in Paris. She works with her husband to minister to the Wolof diaspora in the city. Naomi has an in-depth understanding of Senegal as she grew up there herself. She is fluent in Wolof, French, Dutch, and English, and has taught various English and Bible classes both to the Senegalese diaspora in France and those in Senegal. I also interviewed Bailey, a college student studying at Ouachita Baptist University, who spent four months teaching and doing

ministry in Senegal as part of the Hands On program with the International Mission Board. She taught English as a foreign language to adults in and out of higher education programs having a range of students between 18 to 60 years old.

The program Bailey taught uses Jack C. Richard and Jonathan Hull's *Interchange* English curriculum; however, since the institution itself is Christian-based and created for the purpose of ministry, passages from the Bible are also taught and discussed. Bailey explained during our interview that Senegal prides itself in its religious tolerance, desiring peace in what could potentially be a tense relationship specifically between the majority Muslim and minority Christian populations. She summarized this attitude in the motto: "We don't believe what you believe, but we still live in harmony with you." Men and women were welcome in the program, and classes were separated by English level rather than age or sex. Bailey had never taught English before her experience in Senegal, but the cultural respect for teachers and members of authority made it a fairly simple transition.

Since this thesis is focused on learning opportunities for Senegalese women, most of my questions to Bailey and Naomi pertained to how they chose to teach considering significant cultural differences between themselves and their students. Their role as leaders in the classroom was also more fragile since they were both young single women. Bailey explained to me that the Senegalese approach to women is different than what orthodox Islam teaches. The women she met are free to take the class if they choose to, they can shake a man's hand, and can themselves hold positions of authority over men—even so, the ways women in authority can exercise their power is significantly different to how a Western woman could in a Western context.

Since Bailey held an esteemed position in the immediate culture of her classroom, being the teacher, she made it clear from the first day that she had every right to be respected as much

as any other teacher even though she was younger than most of her students, and a woman. She explained, “This school is for you, as an adult, and I am your teacher.” This approach worked well as her students are predisposed to respect those in authority, and Naomi seconded this in my interview with her, explaining that teachers are already in an advantage simply from their position of authority. This freed Bailey to be more casual with her advanced class, while her class for beginners was rowdier and required a more formal, structured teaching approach.

Bailey chose to teach using an approach similar to that of Content-Based Instruction. She taught everything in English for her advanced classes; however, she used some translation into Wolof for her beginners’ class. As she gained experience, she found that the class as a whole felt more comfortable and were more willing to learn if some ideas were translated and then refocused using the activities they had been learning in English. Speaking about Senegalese languages, she says, “Language is a cultural thing; [the Senegalese] love learning new languages.” This extraordinary love of learning was helpful to her as she navigated the most effective approach to teaching. It seems that, for the most part, her students made it easy for her to understand the culture they brought to the classroom as she genuinely cared about their comfort, and wanted to know what was appropriate for her to do in this new context.

Bailey learned, and explained to me, some specific behaviors which are unsaid, but extremely important. Both women I interviewed, and various studies of African culture such as David E. Maranz’s *African Friends and Money Matters*, discuss in detail the importance of a respectful, proper greeting. Bailey says, “Greetings are huge in Senegal—you can greet for two minutes straight before you get to the topic.” She learned there is a three-part formula to greetings, with very specific wording and responses:

1. The first greeting is a statement made in Arabic: “I have come in peace,” and the response is that same phrase repeated to the first greeter.
2. The second part is a question in Wolof, translated in English to “How are you?” The appropriate response is also in Wolof, meaning, “I am fine,” or, “I am here.”
3. The last part to this situation is also in Wolof, and is a question: “Do you have peace?” The response is, “Yes, I have peace.”

The process of greeting someone is of utmost importance to many, if not most, cultures in Africa. A disrespectful greeting, even if accidental, can potentially be very harmful in the process of making relationships. Naomi added to this in our interview and explained that even using the left hand can be inappropriate: always greet and hand things over with the right hand since the left is traditionally unclean.

Bailey’s recognition of a greeting’s formulaic structure is supported by various cultural anthropologists, including David Maranz and Judith Irvine, who have each studied Senegalese culture. Maranz concludes that “the main point of such greetings is to demonstrate mutual respect and concern” (3). On the other side of the same coin, Irvine says, “Not greeting, or even greeting in culturally inappropriate ways, can lead to a negative assessment of a person’s character. Such a person is regarded as either ‘proud’ or not a good person. It can also be said of him/her that *na azuro ya azu* ‘he/she is not properly socialized” (Maranz 3). Commenting specifically on French-speaking countries, Maranz says,

It is best to avoid the familiar pronouns, like *tu*, until rapport is established and the African begins to use them with the [expatriate]... Because Americans value equality, perhaps as a reaction to the English class system under which they were poorly treated,

they tend to be quick to address people by their first names. They should be very careful not to do this without assurance it is acceptable to people. (4)

Discussing this subject, Naomi suggests an American teacher be mindful that hospitality is important in every situation. If a class is being held in the home, students should be greeted appropriately, with a handshake on arrival, and be offered something to drink. It is important to remember every individual's name, asking for the last name before their first name, which is how it would be done in Wolof. Teachers would then refer to students by their last names.

Another important aspect of culture, one every teacher should be aware of, for their students' sake, is how that culture deals with conflict. This will most certainly be an issue at least once in every classroom, and it is important for teachers to have a plan of action for when negative behavior needs to be addressed. For instance, it will be helpful for teachers to know that Senegalese culture is indirect when it comes to conflict and conflict resolution. Outside of the classroom, this often comes in the form of having a third party address the situation instead of either side being directly involved. This third party could be a traditional healer who is hired to curse one side or the other. However, in the classroom, the teacher must find a way to respond to negative behavior without calling out the individual.

Bailey gave me an example of this from her personal experience teaching. In one of her classes, two female students who were best friends with each other would continually talk over the teacher. Instead of bringing both students to the front of the classroom, or pointing them out and chastising them in front of their peers, Bailey addressed the class as a whole and asked everyone to be quiet so they could learn the lesson. Calling out the two students would have brought them public shame, and it would have been very difficult for them to move on from that incident. Conflict resolution happens in a roundabout way, and cannot be discussed directly

without bringing unnecessary shame on someone, or multiple people. However, Bailey suggests that students in a Western setting would recognize the context is different, just as having a young American woman as a teacher was a different context for her own students, so there was more understanding and grace given from both parties.

Although conflict, as a general rule, is approached indirectly, Naomi encourages teachers to be up front with students, bringing any information that will link oneself closer to something that is common with them in order to become more approachable, and create a “level playing-field.” She says, “Just treat people like people—that genuine interest in who a person is speaks the most and the strongest.” This is reflected in how the teacher addresses their students verbally, as well as the teacher’s appearance. How one dresses in a formal setting is important in Senegalese culture, and it is better to err on the side of being too dressed-up. In any case, one’s legs and shoulders should be covered for modesty.

As far as class content was concerned, Bailey focused on the curriculum and made it cater to the cultural differences she noticed between the workbooks and her students. The *Interchange* curriculum was helpful, but she recognized most of the examples and activities provided referred to Asian cities and peoples, and so did not have proximity or meaning to her students. She also noticed that differences in grammatical use of adjectives between French, Wolof, and English were particularly confusing. In natural speech, students tend to use the grammatical structure of Wolof to speak French and English, and sometimes apply French structure to English, thereby putting an interesting conglomeration of structures into one sentence.

Bailey also focused a few lessons on politeness and manners having recognized that particular concept looks different in English than in French and Wolof. Whereas other languages

have specific ways to show courtesy, being linguistically and culturally important, Wolof does not have a specific form of grammar or vocabulary which differentiates types of requests such as a demand or an appeal. French, on the other hand, takes politeness very seriously and utilizes two different structures of verb conjugations—*tu* and *vous*—to make that distinction. Although English does not change the form of its verbs depending on whom one is speaking to, there are specific words like *please* as well as grammatical structures of requests versus demands which are considered polite or impolite. However, since asking and demanding are the same linguistic concept in Wolof, Bailey made sure to take time to explain the huge emphasis on politeness in English: who you are talking to affects the way you ask for something, and demanding anything is often considered rude.

Wolof is similar to English in that there is no differentiation between masculine or feminine words like there are in French. However, Wolof can be written using three different alphabets, including an Arabic script called Wolofal, a Garay alphabet, and the Roman alphabet (“Wolof”). Phonetics in both Wolof and French are drastically different to English, which should be kept in mind throughout lessons. Specifically, the sound symbolized by the theta (θ) in the International Phonetic Alphabet (IPA) is difficult to pronounce as the sound does not exist in French. As mentioned above, the Content-Based Instruction approach assumes phonetics will be kept in mind throughout the lesson as correct pronunciation is presented by the teacher and repeated by the students multiple times throughout the lesson.

It is also important to note that the concept of time is approached very differently in most African cultures as chronology is based on events rather than a calendar (Lanier). Event-oriented cultures, identified as “hot-climate cultures” by Sarah Lanier in her book *Foreign to Familiar*, arrive in time for an event, not for the point in time during which the event is scheduled.

Commenting on her experience in hot-climate culture, Lanier says, “Life just happened, and I responded to it” (Lanier, 117). This is important to keep in mind when teaching students from hot-climate cultures who are living in a predominately Western context, a mostly “cold-climate culture,” and time-oriented, depending heavily on schedules to determine timeliness—an idea which, as stated above, has a very different definition in a hot-climate culture (Lanier).

For this reason, it is important for teachers to clearly define the concept of punctuality and what it means for their students’ success in the class and in daily life, especially for employment. For example, the English program for which Naomi was a teacher had a three-strike policy: if a student was late more than three times, they would have to repeat the course. Punctuality is much more important when one’s income is in jeopardy, of course, and this should be clearly presented to students as Western employers are far more likely to be upset by late arrivals. This is not to say that an African is never late, but there is a hierarchy of arrivals with the most important person at an event being the one to arrive last. Anyone below them in the social hierarchy who arrives afterwards risks being considered disrespectful (Maranz).

Naomi offers further practical suggestions for teachers of Senegalese students: offer handouts in English and French, if at all possible. This would not be considered Content-Based Instruction, but would be helpful in beginners’ classes. Although students may be used to a classroom setting in which the teacher stands at the front and lectures using a chalkboard, language teachers in general have found that activities requiring physical interaction are more effective in helping students remember content. Role-playing for practice activities and constant repetition of content from previous lessons are helpful practices for every class.

Curriculum Topics:

It is helpful to note that many of the following topics can be found online at teacher-friendly websites such as *thoughtco.com*, *fluentu.com*, and many others. The following portion of this thesis is a series of potential vocabulary lessons and activities. I mainly used Steven Molinsky and Bill Bliss's *Word by Word: Teacher's Resource Book and Activity Masters*. This is an extraordinarily helpful resource when it comes to vocabulary and practice activities which focus on daily situations such as shopping and doctor's visits. Some of the topics below will require a more extensive vocabulary list than this thesis offers. The activities suggested below are geared towards intermediate to advanced English levels, but can be broken down into a simpler form with vocabulary for beginners. Each lesson should incorporate 15-20 new words, with daily reviews of previous lessons. It is up to the teacher's discretion to format lessons according to the level of each class.

It is important for teachers to have some sort of pretest prepared for students to take before the first lesson in order to have a clear understanding of each student's literacy and linguistic level. Simple pretests can be found online and in teachers' guides such as *Word by Word*. Teachers should ask students what their motives are for taking the class: to pass the time, learn a specific vocabulary, get conversation practice, etc.

All activities should begin by activating students' prior knowledge. This involves the students in their own learning process early on, and gives them the opportunity to be involved. I would encourage teachers to begin lessons by having students brainstorm words and phrases they already know, writing them on a board or large painter's sketchbook so the entire class can see.

<i>At the Doctor's Office</i>	
<i>Types of Doctors and Nurses</i>	Nurse, nurse practitioner, physician's assistant, doctor, general practitioner, midwife, specialist, surgeon, Emergency Medical Technician (EMT)
<i>Specialists</i>	Pediatrician, neurologist, gynecologist, obstetrician, anesthesiologist, cardiologist, dermatologist, gastroenterologist, infectious disease specialist, oncologist, ophthalmologist, optometrist, orthopedic surgeon, pathologist, radiologists
<i>Types of Visits</i>	Physical Examination, check-up, emergency, urgent care, follow-up
<i>How to Pay</i>	Insurance, Medicaid, Medicare Card, insurance provider, medical billing specialists, co-payment (co-pay), cash, check, card (credit/debit)
<i>General Vocabulary</i>	Places/Staff: Hospital, office, waiting room, ward, emergency room, urgent care, an opening (in the schedule), receptionist, custodian, patient Symptoms, stethoscope, blood, blood work, x-ray, operation, illness/sickness, injury, trauma, injection, gloves, mask, alcohol, cotton balls, health insurance, medical records, vaccination card, anesthetic/Novacaine,
<i>Women's Needs</i>	Gynecologist, obstetrician, midwife, birthing emergencies/complications, maternity ward, birthing procedures (in the USA), post-natal care/complications, ultra-sound, bloodwork, pregnant, miscarriage, abortion, menstrual cycles, where/what to buy pads/tampons/panty-liners, Female Genital Mutilation (FGM), cramps, endometriosis, cramps

<i>Potential Complications for Refugees</i>	Malnutrition, vitamin deficiencies, skin diseases (scabies, lice, etc.), Female Genital Mutilation (FGM), Covid-19, Ebola, Malaria, HIV/AIDS
<i>Medications</i>	Antibiotics, dose, pill, tablet, prescription/over-the-counter, pain-killers, cold tablets/pill/caplet, vitamins, cough syrup, cough drops, throat lozenges, antacid, decongestant, eye drops, ointment/cream, lotion, ice pack, capsule Explain how to read labels for taking appropriate dosages of medications
<i>Helpful Verbs</i>	Catch, cure heal, hurt, injure, prescribe, treat, feel ill/sick, vomit/throw up, to be stiff/congested
<i>Helpful Phrases</i>	Make an appointment, not feeling well, is there anything open, reason for making an appointment, available slot *(British-ism?), family history (of diseases), to have a fever, reproductive health
<i>Things to Know</i>	Kinds of ailments: Ache, sick/ill, cold, cough, flu, heart attack, heart disease, infection, pain, virus, parasite, headache/stomach ache, diarrhea, constipation, cramps, bruise, cut, wound, allergies, illness, sickness, healthy/unhealthy, painful, unwell/well, vomit/throw up, sunburn, chills, heat flash, twist, sprain, dislocate, scratch, scrape, bruise, swollen, itchy Body parts: hair, forehead, head, temple, eye, iris, pupil, cornea, ear, earlobe, ear canal, ear drum, nose, nostril, sinuses, mouth, teeth, jaw, gums, tongue, throat, lip, neck, shoulder, arm, elbow, hand, wrist, palm, finger, chest, lung, breast, abdomen, stomach, hip, leg, thigh, calf, knee, shin, ankle, foot, toe Bodily Systems: respiratory, digestive, urinary, nervous, circulatory, muscular, endocrine, skeletal, reproductive

<i>General Baby Care</i>	<p>Intercom, crib, crib bumper, mobile, night light, changing/dressing table, stretch suit, onesie, diaper pail, cradle, booster seat, car seat, baby carrier, stroller, potty, baby powder, baby lotion, baby shampoo, ointment/cream, formula, baby food, wipes, cotton swabs/Q-tips, disposable diapers, cloth diapers, vitamins, pacifier, nipple, bottle, bib, teething ring</p> <p>Children’s doses of medicine differs from those for adults, and some medicines such as specific pain-killers are not healthy for children to take</p>
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Potential Activities:

1. Make a list on the board of new words you plan to cover in this session, connecting the students’ previous knowledge to the new vocabulary. Write a short dialogue on the board and practice it with a student as an example for the class:

Teacher: How do you feel?

Student: Not very good.

Teacher: What’s the matter?

Student: I have a cold/I feel congested/My throat is itchy/My stomach hurts, etc.

Teacher: I am sorry to hear that.

After giving this example, switch roles with the student and practice the conversation again, changing phrasing slightly or complaining of a different physical ailment. Have students separate into pairs and have them practice this conversation with each other, exchanging roles and changing ailments. This activity can be modified to be a conversation between a doctor and a patient once medical terms and medications have been introduced in vocabulary lessons.

2. This next activity is called “The Chain Game.” Be sure to explain instructions clearly before beginning the game, and offer one or two practice rounds for students. The game begins with by the teacher saying, “I have a stomachache.” Student 1 then says, “You think that’s bad? I have a stomachache and a sunburn.” Student 2 then says, “You think that’s bad? I have a stomachache and a sunburn and a headache.” The game continues with each student listing the previous ailments and adding a new one each time.
3. This next activity is called “Who Am I?” For this to work, students must know the name and role of the different types of people at hospitals, some of which is listed above. Be sure to practice this activity in front of the class as an example. Have students separate into groups of two. Person A will choose a role to play, and will say what their purpose is. Their partner will then guess who Person A is, and the game continues with each partner getting the chance to guess the other’s role.

Person A: I tell you if you need glasses. Who am I?

Person B: You are an optometrist.

Person B: I make sure women are healthy while they are pregnant. Who am I?

Person A: You are an obstetrician.

The above activities and information can be found in Molinsky and Bliss’s *Word by Word: Teacher’s Resource Book and Activity Masters*, pages 73, 77, 239, 243-248, and 255.

Going to the Dentist

<i>People at the Dentist's Office</i>	Dentist, dental hygienist, orthodontist, oral surgeon, receptionist
<i>Types of Procedures</i>	A cleaning, a check-up, root canal, to pull a tooth, to put on a crown, to fill a cavity
<i>General Vocabulary</i>	Oral, oral health, dental work, dental hygiene, orthodontics, braces, retainer, x-ray, dental insurance Body Parts: teeth, gums, tongue, plaque
<i>Dental Hygiene</i>	Toothpaste, toothbrush, cavities, tooth decay, floss/flossing, to rinse, inflammation, braces, retainer, halitosis
<i>Phrases to Know</i>	To get your teeth cleaned, to take care of (your teeth), to pull a tooth, to whiten, to brush (your teeth)

Potential Activities:

1. This activity is called "Before and After." The teacher will give examples of 'before' situations, and students will offer an 'after' situation, or solution. You can also have students partner up and practice this activity with each other so that everyone has the chance to offer before and after situations. Some example statements include:

Before:

I have a toothache.

My teeth are not straight.

I have a cavity.

After:

I should see the dentist.

I need to get braces.

The dentist will put in a filling.

2. Have students practice conversations they would have in a dentist's office. There are various roles students could take, including dentist-patient, receptionist-patient, dentist-dental hygienist, and dentist-receptionist:

Example:

Person A: Hello, I have an appointment for 2:30.

Person B: Hello, what is the name for the appointment?

Person A: My name is ----. I am here for a check-up.

Person B: Wonderful. Please have a seat, and I will call you for your appointment shortly.

3. This activity is like charades. Have the vocabulary written on individual cards, and students will come one at a time to mime what the object is. This could be done in teams with the class separated into groups, or for review with the entire class.

The above activities and information can be found in *Word by Word*, pages 251-253.

<i>At the Bank</i>	
<i>People at the Bank</i>	Receptionist/secretary, teller, banker, bank manager, security guard, bank officer, customer
<i>Things to Know</i>	Automated Teller Machine (ATM), bank balance, charges, statement, account, account number, loan account, checking account, savings account Cash, check, checkbook, credit, credit/debit (ATM) card, bills/notes, coins, change, currency, safe deposit box, bank vault, debt, deposit, direct debit, expense, interest, loan, mortgage, transaction, direct deposit, digital/online payments Insurance, NSF (non-sufficient funds), overdraft, counterfeit, fee
<i>Things to do at the Bank</i>	Make a checking/savings account, take out a loan, take out a mortgage, call about mistaken charges/lost cards, stolen information (numbers to call on the back of cards), make a deposit, make a transaction
<i>Helpful Verbs</i>	to bounce, to be in debt, to take out (a loan), to put in (a deposit), to withdraw, to be declined, to be approved
<i>Phrases to Know</i>	Can I see your ID? Please fill in this form/sign this/here, What is the interest rate? What is my balance? Can you print my statement? My information has been stolen/lost

Potential Activities:

1. Bring brochures from different banks. Read sections of the brochure aloud, and depending on the level of the class, have the students read sections as well. Compose a series of questions to assess students' understanding based on their previous knowledge and what they understood from the brochures. This activity creates a good opportunity for

students to discuss their previous knowledge and learn new vocabulary in the context of the bank.

2. This activity is called “What’s the Question?” The teacher will describe an item or person which can be found at the bank. Students have to guess what the teacher is describing, phrasing their answers as a question, “What is…”

Example:

Teacher: Instead of using cash to buy things, you can use this.

Student 1: What is a debit card?

Teacher: I am the person you would talk to in order to deposit a check.

Student 2: What is a bank teller?

3. This activity is called “Line Up!” Write out the steps for using an ATM machine, putting each step on a different slip of paper. Give one slip to each student, and have them order themselves in a line from first step to last. Another way to do this activity would be to put the students in pairs, and give each pair a set of the steps. Have students work together among themselves to order the steps from first to last.

Instructions for using an ATM machine:

1. Put your card into the slot.
2. Enter your personal identification number (PIN).
3. Push the button that says WITHDRAWAL.
4. Push the button that tells you which account you want to take the money from: savings or checking.
5. Enter the amount you want to withdraw.
6. Push the button that verifies the amount.

7. Take the money from the machine.
 8. Count your money.
 9. Take the receipt and card from the machine.
4. Bring various advertisements for different banks. Go through on of the advertisements as an example of what each has to offer, and how they try to attract customers. Give half of the class one advertisement each—they will be bank tellers. The rest of the class will be customers. Customers will visit each ‘bank’, and the bankers must advertise their banks. Let the customers and bankers talk for ten to fifteen minutes. Once the activity is ended, have students vote on which bank they would choose.

The activities and information above can be found in *Word by Word*, pages 235-238.

Dealing with Schools/Teachers

<i>People You'll Meet at a School</i>	Teacher, principal, assistant principal, nurse, guidance counselor, cafeteria worker, lunchroom monitor, coach, custodian, driver's ed. instructor, student, parent
<i>Things to Discuss</i>	What teachers expect of parents, what to expect during parent-teacher conferences, what to expect during parent-teacher conferences, resources for tutoring or extra help for students, ESL classes and integration into mainstream classes, school dress codes (and specific dress codes for classes like P.E. or extracurricular activities), student participation in class, making friends (being the new student), school schedules (block versus daily set periods), how discipline works from teachers and administration, how grades work, reading letters home from teachers,
<i>Things to Know</i>	Zoning, parent-teacher conference, report card, progress report, grades, homework, project, essay, field trip, permission slip, chaperone, volunteer, Parent-Teacher Association (PTA), office, cafeteria, classroom, locker, library, language lab, chemistry lab, teacher's lounge, gym/gymnasium, locker room, auditorium, field, bleachers, track, Physical Education (PE), packed lunches, school lunches, ESL classes, water fountain, restroom, vending machine <i>Subjects:</i> English, ESL, math, science, geography, history, computer science, driver's ed., home economics, foreign language, social studies, AP classes, SAT testing, ACT testing

Potential Activities:

1. Have students pair up, or work in small groups (maximum of four). Have each group make a list of things you can do in or at a school, including extracurricular activities. Create a master list using the lists of each group, explaining new information or vocabulary.

Example: Sit in class, take notes, read a book, write an essay, eat lunch, play basketball in the gym, watch a football game from the bleachers, etc.

2. This activity is called “Mystery Word”. After explaining the directions, ask a student to volunteer to leave the room. Have the class choose one of the vocabulary words which has already been discussed and put on the list for this session. Have the student come back into the room in order to guess the word. The student can only ask yes or no questions to the class to figure out the mystery word which the class chose.

Example Questions: Is it a person/place/thing? Do people eat there? Is it someone who teaches PE?

The activities and information above can be found in *Word by Word*, pages 267-269.

Grocery Shopping

<i>People at the Store</i>	Customer, shopper, cashier, manager, bagger/packer, employees
<i>Things to Know</i>	<p>Paper and Household Products: straws, sandwich bags, trash bags, soap (hand, dishwashing, liquid, pod, bar), aluminum foil, plastic/Saran wrap, waxed paper, balanced diet/food pyramid*</p> <p>Aisle, shopping cart/basket, register, checkout counter, conveyor belt, coupon, scanner, scale, plastic/paper bag, express checkout line, tabloid, newspaper, shelf, section</p> <p>How prices are displayed in grocery stores (tax not included in listed price in the USA)</p>
<i>Types of Food</i>	Vegetables, meats, fruits, seafood, shellfish, dairy products, animal products, canned goods, packaged goods, grains, beverages, baked goods, frozen foods, snack foods, condiments, jams and jellies, pasta
<i>Fruits</i>	Apple, pear, banana, orange, apricot, nectarine, kiwi, papaya, mango, fig, coconut, avocado, grapefruit, grapes, prunes, dates, raisins, blueberries, cranberries, raspberries, strawberries, mulberries
<i>Dairy Products</i>	Milk (whole, low-fat, skim, buttermilk), butter, margarine, sour cream, cream cheese, cottage cheese yogurt
<i>Beverages</i>	Juice, powdered drink mix, soda, water, alcoholic drinks (beer, wine, cider, etc.), coffee, tea, hot chocolate/cocoa
<i>Meats</i>	<p>Poultry: Chicken, turkey, duck</p> <p>Ground beef, roast, steak, stewing meat, lamb, lamb chops, pork, pork chops, ribs, sausages, ham, bacon</p>

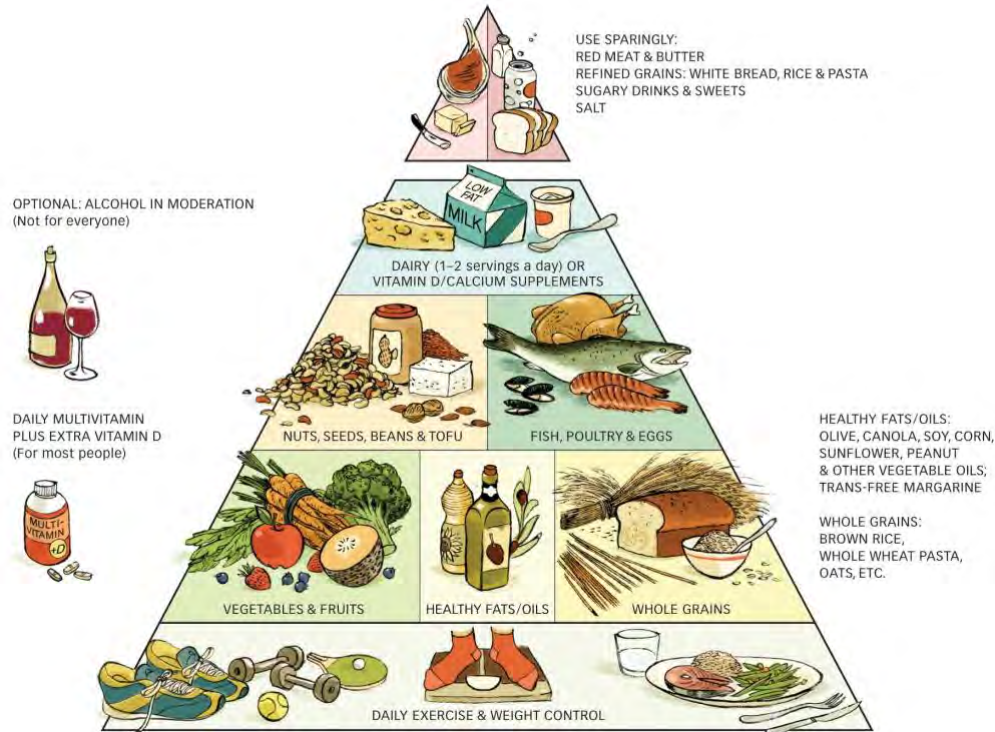
<i>Seafood</i>	Fish: flounder, halibut, salmon, swordfish, haddock, trout Shellfish: oysters, scallops, shrimp, mussels, clams, crabs, lobster
<i>At the Deli Counter</i>	Bologna, salami, ham, corned beef, American cheese, Swiss cheese, provolone, mozzarella, cheddar cheese, potato salad, coleslaw, macaroni salad, seafood salad
<i>Snack Foods</i>	Potato chips, corn chips, tortilla chips, pretzels, popcorn, cheese puffs, crackers
<i>Things for Children and Babies</i>	Baby cereal, baby food, formula, wipes, diapers, onesies, baby clothes School supplies, lunch packs, snack packs, toys, kid's clothes, balanced diet
<i>Personal Body Care</i>	Razor, shower cap, nail file, nail polish, nail polish remover (acetone), tweezers, bobby pins, hair clips, hair bands, headbands, head wraps, shampoo, conditioner, hairspray, dry shampoo, hair brush, comb, mineral oil, vitamin oil, body wash, soap, lotion, Vaseline, sunscreen, mouthwash, toothpaste, toothbrush, dental floss, after-shave lotion, cologne, perfume, body spray, deodorant Makeup: primer, foundation, blush, matte powder, concealer, mascara, eye shadow, lipstick, eyebrow pencil, eyeliner, lip-liner, lip gloss

*A balanced diet according to the Harvard T.H. Chan School of Public Health¹ looks like this:

¹ Copyright © 2008. For more information about *The Healthy Eating Pyramid*, please see *The Nutrition Source*, Department of Nutrition, Harvard T.H. Chan School of Public Health, www.thenutritionsource.org, and *Eat, Drink, and Be Healthy*, by Walter C. Willett, M.D., and Patrick J. Skerrett (2005), Free Press/Simon & Schuster Inc.”

THE HEALTHY EATING PYRAMID

Department of Nutrition, Harvard School of Public Health



Potential Activities:

1. Lessons and activities pertaining to grocery shopping are perhaps the most useful for the target audience of female Senegalese immigrants. Any activity such as "The Chain Game" or others requiring lots of repetition will be useful for students to memorize the names of objects in grocery stores. This is pertinent to daily life, and for the well-being of their families, so it is important for the teacher to focus on this subject and answer any questions students may ask as they continually learn new things through life experience. This is also a good subject for general discussion, activating students' prior knowledge, especially if they have been in the United States for an extended period of time.

2. The following activity is called “Question the Answer.” Have a set of pictures of various vegetables and food face-down in the front of the classroom, and divide the class into two teams. Each team will take turns sending one person at a time to the desk. The student at the desk will pick up a card and must describe the item on the card without using its name. Each team will have a chance to guess the name of the item. If that student’s team is unable to name it, the opposing team gets a chance to win a point for that card. Each student should have a chance to describe a card, and the team with the most points wins. This activity could also be played like charades, with each team being given sixty seconds to describe as many cards as possible using only gestures. The team with the most cards has the most points, and wins.
3. This activity is called “What’s the Idiom?” Have the class divide into small groups and give them time to fill out the missing words in each idiom:
 - a. Someone who always stays calm is as cool as a _____ [cucumber].
 - b. Someone who is tall and thin is a real _____ [string bean].
 - c. Someone who is lazy and sits around all day and does nothing but watch TV is a couch _____ [potato].
 - d. If someone is embarrassed, that person is said to be as red as a _____ [beet/tomato/lobster/crab].
 - e. If two people are very similar, we can say that they’re two _____ in a pod [peas].
 - f. If someone tells a secret, that person has spilled the _____ [beans/tea].
 - g. If a joke is funny in a simple, old-fashioned way, we sometimes call it _____y [corny].

4. The next activity is called “Where Do They Belong?” Divide the class into small groups and have them work together to brainstorm as many items as they can which fit into the following categories:
 - a. Sections of a supermarket (dairy products, frozen foods, etc.)
 - b. Fish/Shellfish
 - c. Items that can be put in sandwiches
 - d. Items that can be sliced
 - e. Items that should be cooked/can be eaten raw
 - f. Items that come in a jar/can
 - g. Items you buy cold/hot

The information and activities above can be found in *Word by Word*, pages 85, 155-161.

Eating Out

<i>Things to Know</i>	Menu, drinks (water, juice, sodas, alcoholic beverages), appetizer, salad, entrée, dessert, meal, table, chair, booth, bar, sales tax
<i>Things to Order</i>	Chicken wings, nachos, Greek/Caesar salad, baked/mashed potato, mixed vegetables, rice, beans, fried/roast chicken, chicken tenders/ strips, hamburger, cheeseburger, steak, chicken-fried steak, pie, ice cream
<i>People at Restaurants</i>	Waitress, waiter, customer, manager, owner
<i>How to Pay</i>	Cash, (exact) change, check, card (debit/credit), tip (what percentage)
<i>Types of Restaurants</i>	Local, fast-food, café, all-you-can eat (buffet), ethnic, diner
<i>Phrases to Know</i>	Could I have a menu, please? Enjoy your meal! I would like... Can I please have...Could I have the check/a glass of water, etc....please?

Potential Activities:

- Any activity which includes role playing is ideal for this topic. The teacher could give example conversations and guide students through their own. This works best if students are separated into small groups or pairs.

Example Conversation:

Person A: Hello, welcome to _____. What would you like to drink?

Person B: I would like a glass of water.

Person A: And would you like an appetizer?

Person B: Yes, I would like the _____.

Person A: I'm sorry, but we don't have any today. Would you like ____?

Person B: No thank you, I'll have _____ instead.

This is also a good written exercise. The teacher shows students the format of a dialogue in written English, and students will then write a short story about their personal experience at a restaurant, or they could create a fictional situation.

2. The “Chain Game” would be another helpful way for students to repeat what they have learned as far as types of food and drink go. The teacher starts, saying, “I went to a restaurant and I ordered fried chicken.” The first student then says, “I went to a restaurant and I ordered fried chicken and a steak.” The chain continues around with each student repeating the other orders and adding a new one.
3. Bring in menus from various restaurants. Have the students look through them in small groups and ask them to discuss the menu, including the layout, food offered, what they might order, and if they are interested in going to the restaurant.

The above information and activities can be found in *Word by Word*, pages 183-185.

Navigating the City/Public Transportation

<i>People You May Meet</i>	Pedestrian, driver, police officer, security guard, street vendor, pickpocket, shopper, businessmen/businesswomen
<i>Places You Can Go</i>	Appliance store, barber shop, hair salon, childcare/daycare center, donut shop, restaurant, café, coffee shop, deli, department store, grocery store, discount store, drug store/pharmacy, post office, florist/flower shop, hardware store, craft store, antiques store, spa, laundromat, motel, music store, gym, parking garage, parking lot, pet shop, shopping mall, theatre, vision center, park, pond
<i>How to Get Around</i>	<p>Car, taxi, car service, bus, subway, metro, tramway, train, to walk</p> <p><i>On the Train:</i> train, train station, ticket window, information booth, platform, conductor, luggage/baggage, porter, passenger car, observation car, sleeper car, dining car</p> <p><i>On the Bus:</i> bus station, ticket counter, ticket machine, bus stop, bus fare, transfer, public transport card</p> <p><i>In the Car:</i> highway, interstate, road, avenue, street, divider/barrier, entrance ramp, median, lanes (left, right), shoulder, service area, rest stop, gas station, heavy/light traffic, overpass</p>
<i>Kinds of Directions</i>	The compass (North, South, East, West), left, right, around the corner, next to, a block from, past, close, not far, on ____ street, next to, across from, between, around
<i>Things to Know</i>	Driver's license/permit, crosswalk, road signs (stop, slow, construction, etc.), speed limit

Potential Activities:

1. One of my favorite activities is the “Map Game”. The first time playing it should be with a map, real or made-up, from the teacher. On the board, put up a large photo or draw a map of a city. Be sure to label buildings and name roads. For added complexity, have a photo or a drawn compass, and have roads marked with dotted or solid lines and road signs. Put a dot or sticker on any point of the map and ask the students to give verbal directions from that point to another place you have chosen as the destination. Then have students choose the next point from there, and have them give new directions. Students could use directions like ‘left/right’ or by the compass. To add another level of complexity, have metro and bus lines on the map that students can also choose to use as pedestrians, or create a route the only a car could take in order to discuss rules of the road.
2. There are many ways the above activity could be varied to fit the needs of students. Students can make their own maps and practice giving directions with each other. Or the “Chain Game” and this activity could be combined, with students making their way to different stores and creating a list of one thing bought from each store. For example, the game could start like this: “I went to the supermarket on Elm Street and bought milk. Then I went to the shoe store around the corner.” The next student will then start at the shoe store and say, “I bought milk at the supermarket. I bought a pair of heels from the shoe store. Then I went to the post office.” The game would continue until each student has had a chance to go. This is far more complex and relies heavily on students’ short-term memory, but is beneficial in the long-run as students have the chance to practice and repeat what they have learned, phrasing their sentences in a variety of ways.

3. The game above could also be varied to help students practice their listening skills. Using a real or made up map of a city, describe the different places and have students draw the map as you describe it. There will no doubt be diverse drawings, so make sure each student can see what the map actually looks like at the end of the activity.

The activities and information above can be found in *Word by Word*, pages 129-134.

Telling Time

<i>Things to Know</i>	<p>Time zones: Newfoundland, Atlantic, Eastern, Central, Mountain, Pacific, Alaska</p> <p>The North American concept of time is vastly different than in most African nations—see page 21 of the essay above entitled “Research Methodology and General Overview of Senegalese Culture”</p>
<i>Important Terms</i>	<p>--- o’clock, quarter to/past, half past, A.M/P.M, midnight, noon, early, late, morning, midday, afternoon, evening, night, digital, military time, on time, late, early, sharp, on the dot, around</p>
<i>The Calendar</i>	<p>Dates are expressed like this: month/day/year, or Month-Day, year</p> <p>Dates are often abbreviated in a variety of ways</p> <p>Time is expressed using different prepositions: in (year), in (month), on (day), on (date)</p>

Potential Activities:

1. Write different years on the board using numbers. Have the students read the numbers out loud and check for pronunciation, writing out the longer written spelling for a visual. Remember that dates can be read multiple ways, but most often are separated into two numbers. For example, 1912 is spoken as nineteen-twelve, and 1854 is eighteen-fifty-four. Be sure to cover discrepancies in this idea, such as anything in the early 2000s, such as two-thousand-and-one, etc. A variation of this game includes writing dates using the number format and having students say the date out loud, and writing on the board different ways to say it. For example, write ‘12/18/2003’ and students will say, “December eighteenth, two-thousand-and-three.”

2. There are a variety of expressions concerning time. Write the following expressions on the board, and have students discuss their meanings. Each student should write true statements about themselves using a few of these expressions:

- To save time
- To spend time
- To waste time
- To kill time
- To lose time
- To make up for lost time
- To have time to spare
- To watch the clock
- To work around the clock
- To work against the clock
- To run out of time

Some further expressions to explain and discuss as a class are as follows:

- Time is money
- Time flies
- The early bird catches the worm
- First come, first served
- Never put off until tomorrow what you can do today
- Tomorrow never comes
- Here today, gone tomorrow
- Time heals all wounds

The information and activities above can be found in *Word by Word*, pages 121-125

Laws and Crime

<i>People You'll Meet</i>	Police officer, state trooper, sheriff, chief, judge, civilian, victim, witness, criminal, perpetrator, defense, prosecution
<i>Things to Know</i>	<p><i>General:</i> Risk, danger, warning, crime, court, fine, ticket, citation, sign, permit, license, rights, unmarked car, violation</p> <p><i>On the Road:</i> Tollbooth, exact change lane, route sign, broken line, double yellow line, solid line, speed limit sign, exit sign, yield sign, slow sign, construction zone, road work ahead sign, railroad crossing, crosswalk, intersection, school zone, school crossing, traffic light/signal</p>

Potential Activities:

1. Although this topic has definitive sets of vocabulary, it is also quite expansive. Having students watch videos with subtitles, and without subtitles for the more advanced classes, will help build context and give them an idea for what to expect. Show videos showing what should happen if a police officer pulls their car over so students can know their rights. Show videos of a courtroom to provide expectations of courtroom protocol and appropriate etiquette.
2. A helpful activity for this topic is role playing. Have students separate into groups or partners and write a dialogue for interactions between police officers, judges, and civilians. Give specific examples, such as when a police officer stops a vehicle for a traffic violation. Students must use at least five of the vocabulary from the list they need for this topic. Have students present their role plays, and have the rest of the class act as

witnesses to the violation. The class will then decide if the driver in each role play deserved to be stopped by the officer.

3. Students may have had a variety of experiences with law enforcement, both in their home country and in the United States. This is a good topic for in-depth discussion. Without pressuring students to reveal sensitive information or potentially embarrassing situations, ask students to discuss their previous knowledge and understanding as a class. Be sure to ask students what they know to be their rights, and fill in missing information. A helpful homework assignment is to have students research and write an essay about their rights. Another assignment is to have students write about a time they interacted with law enforcement, and what their view of law enforcement is now.

The activities and information above can be found in *Word by Word*, pages 317-325,

Hobbies/Things to Do

<i>Sports</i>	Soccer (football), American football, basketball, baseball, softball, volleyball, softball, lacrosse, cycling, swimming, gymnastics, yoga, Pilates, karate, judo, taekwondo, archery, boxing, wrestling, cross-country, track
<i>Music</i>	<p><i>Strings:</i> violin, viola, cello, bas, guitar (electric/acoustic), ukulele, banjo, harp</p> <p><i>Woodwinds:</i> recorder, clarinet, saxophone, flute</p> <p><i>Brass:</i> trumpet, French horn, trombone</p> <p><i>Percussion:</i> kettle drum, bongos, conga</p> <p><i>Keyboard instruments:</i> piano, organ, keyboard, synthesizer, harmonica</p> <p><i>General:</i> note, music book, music sheet, pitch, sound,</p> <p><i>Types of music:</i> classical, popular, country, rock, folk, rap, gospel, jazz, blues, bluegrass, heavy metal, reggae, musical</p>
<i>Going to the Park or Playground</i>	<p>Jogging path, restrooms, statue, trash can, band shell, gazebo, wading pool, pond, bench, garden, tree, flower, bush, path, pathway, lawn, grass, dirt, field, grill</p> <p>Playground, play-scape, swings, swing set, see-saw, slide, ladder, monkey bars, merry-go-round, tunnel, sandpit, woodchips</p>
<i>Movies</i>	Western, foreign film, adventure/action, war, science fiction, romantic comedy (rom-com), children's, horror, thriller
<i>Recreational Activities</i>	Jogging, running, walking, roller skating/blading, skateboarding, bowling, horseback riding, hiking, golf, tennis, squash, handball, racquetball, ping pong, Frisbee, darts, trampoline jumping, weightlifting, to work out,

	canoeing, rowing, kayaking, snorkeling, scuba diving, surfing, windsurfing, sailing, fishing
<i>Verbs to Know</i>	Hit, pitch, throw, catch, pass, kick, serve, bounce, dribble, shoot, run, hop, skip, jump, duck, swing, shoot
<i>'Indoor' Activities</i>	Sewing, knitting, crocheting, weaving, needlepoint, embroidery, quilting, painting, sculpting, pottery, woodworking, coin collecting, model building, bird watching, photography, astronomy, board/card games,

Potential Activities:

1. This activity will require far more in-depth vocabulary lists than this thesis offers, but would certainly be helpful for students to know. It's called "Name the Sport." The teacher calls out a word connected with a specific sport, such as "saddle," and students answer with the name of the sport, "horseback riding" in this example.
2. This activity is called "Movable Categories." Give each student a card depicting a sport.

Call one of these categories:

- Sports that require special footwear
- Sports that require a net
- Sports that can be done almost anywhere
- Sports that require protection for part of the body
- Sports that require throwing
- Sports that can be done alone
- Sports that require two or more people
- Sports that are played outdoors
- Sports that are played indoors
- Sports that require a ball

- Sports that require a special place to play it

The students with sports that fit the called category go to one side of the room, and the rest of the students go to the other side. The group of students with cards they think fit the category call out the sport so the other group can verify it.

3. This activity is called “Sports Interviews.” Have the class find a partner, and give each pair four cards depicting different sports. Place the cards facedown. One student will pick up a card and will pretend to be an athlete of that sport. The student’s partner will be a sports interviewer who must ask questions of the athlete in order to find out what sport they play without having the athlete give them the answer. Some example questions are:
 - What skills do you need to play or do this sport?
 - What items do you need to play?
 - What are the health benefits of this sport?
 - Do you require a lot of space to play or do this sport?

The information and activities above can be found in *Word by Word*, pages 389-398, and 351-378.

Appendix

Interview with Bailey

General Notes:

- Pride themselves in their religious peace: Christians can be open about their Christianity, and teach Bible passages in English classes
- Had never taught English before going on Hands On
 - Used a specific curriculum: *Interchange* by Jack C. Richards, Jonathan Hull
 - Curriculum was really good teaching wise, but the material is for Asian culture (used names of Asian cities, exercise talks about yoga, etc.)
 - Both men and women were in the class
- Weird about calling themselves Muslim. Approach to women is different than what orthodox Islam would teach—could shake a man’s hand, be an authority—encouraged to demand respect for teachers: “this is school for you, as an adult, and I am your teacher”
 - Beginner class: said this in English and in Wolof and there was an immediate positive response
 - Motivations of the class were varied: had university students who wanted to learn a new language and some want to go into business (to get more opportunities: goal to leave Senegal)
 - For older generation, it was “just something to do”
 - “Language is a cultural thing: they love language”, learning new languages
 - Age range was varied: 18-60 year olds separated by level
 - Had a standardized test for placement

- Mostly casual teaching and stuck with her personality as far as teaching style (except for the beginners' class, where she took a more formal approach--sixteen students in the class: took the approach of teaching English as much as you can, and not translating—not knowing the language was really difficult for both students and Bailey—had to lay down the law that this is the approach she decided to take, and they needed to respect that as she was the teacher)
- Cultural differences
 - “Greetings are huge in Senegal—you can greet for two minutes straight before you get to the topic”
 - Three main greetings: Arabic: “I have/am coming in peace”, response is the same thing; Wolof: “How are you” “I’m fine/I’m here”; Wolof: “Do you have peace?” response is “yes, I have peace”
 - Try to have an attitude of peace and harmony, understanding in differences: “we don’t believe what you believe, but we still live in harmony with you”
 - Culturally loud and expressive, so that part of American culture wouldn’t be such a shock; humor is different, but is important
 - Dressing formally, even if your attitude is more casual; they like to dress nice, especially for things they are paying to be at/for (don’t show up in a t-shirt, stay modest, wear a dress/tunic over jeans; showing shoulders is fine, but cover knees)
 - Indirect culture: conflict is roundabout
 - There was a class with two female students who were best friends who would talk over the teacher (Bailey): address the class as a whole asking

them to be quiet so they learn the lesson (“don’t call out people directly-brings a lot of shame, and is public shame”)

- Female teacher to a male students needs to go through a male authority (no direct contact to discuss an issue for female-male situations)
- Conflict resolution is indirect: in an English classroom, the students understand the context is different (American teachers, American-styled situations); conflict is avoided by going to someone who can fix the problem with the person involved having to do with it (like a witch doctor)
 - Honor/shame (Islamic) and power/fear (traditional African) culture
 - Heavily depended on charms, amulets, witch doctor’s powers to protect them
 - Whoever the oldest person is in the family has the most authority, or a witch doctor in the family would have the most power (whoever the oldest witch doctor is has the most authority as the trade is passed down to the oldest) – wear rings with gems as protective charms (from witch doctors), use a lot of seashells (no one would ever admit to it being a charm-“says everybody else in Senegal goes to a witch doctor, but not them personally”)
 - Everyone speaks Wolof, almost everyone speaks French (“if you have been educated, you speak French”) – linguistic structure, grammar, was not a big issue
- After classes would have conversation club for one-two hours: helped with grammar, sentence structure: French grammar is different (adjectives); more of a laid-back setting
 - Say “I want this” in Wolof at a restaurant; no “polite” way to ask for things

- Teaching in English there is a huge importance on linguistic politeness:
who you're talking to affects the way you ask for things, demanding something is rude what it means to demand in English
 - Use Wolof structure to speak French (French is very different)
- At a duka (a little shop on the street), you tell them what you want (I want this...) and they get it for you
- Ministry
 - Taught English class Monday through Thursday
 - Had a women's club with a bible story and some sort of activity

Interview with Naomi:

1. What is the best way for teachers to approach teaching/their students?

Come with a teacher approach—puts you in a position of authority (already sets you apart to an advantage)

“Just treat people like people – that genuine interest in who a person is speaks the most and the strongest—showing that genuine care and interest in people.”

Be up front with everyone – the fact I [Abby] grew up in Africa is an advantage— “bring any information that links you closer to something that is common to them”—share experience of learning different cultures, languages, having moved to different countries (language is culture – might not notice cultural differences based on language)

Make yourself as approachable as you can to them—tell what you're doing, why you're doing it, connect it with your own experiences – create a level playing field

Be very clear and open if you're going to introduce scripture: print out in French as well as English—how to build lessons from that

Muslim women in general are unconcerned about their personal spirituality—husbands guarantee their place in heaven (creates passivity to spiritual matters) – single women looked down in by society—male-dominant society (two women equal one man mindset—polygamy is legal, four wives permitted by Mohammed, legally upheld in Senegal) – show them why to be concerned about spirituality

Always greet with your right hand—hand things over with your right hand—covering legs and shoulders is more appropriate—older women living according to culture will have their heads covered

- a. What style? Formal? Is more casual appropriate?

Taught at a Baptist center in Senegal run by IMB missionaries – Naomi taught one of the basic ones – followed a curriculum – do these women know how to read/write? —there was a pretest: a mostly oral class, additional help for those learning how to read

GPA language learning curriculum used at the school where Naomi taught in Senegal

- b. What do you suggest for a teacher who is significantly younger than their students (and is a woman)?

Use common respect, coming as a teacher and holding that role compared to them being the student—coming with a source of information that is valuable to them

In Senegalese culture, it would be more appropriate for me to hang out with women my age

The older you are, the more wisdom you have – might not think I have as much wisdom as they do with their life experience, but still will respect your role

Presenting the class for all age groups, or for moms wanting to learn the language for a specific purpose (learning basics—English survival kits)

Older generation might not see the value in the education if they have not gone to school—they are resourceful people who learn and adapt

Who could I be in touch with who are in contact with people who would be interested in the curriculum (potentially newer immigrants)

2. How structured should class be?

a. How have you structured your classes?

Used to sitting at a desk and looking at a chalkboard

Roleplaying for practice activities – giving the opportunity to practice there with you as the teacher – do a mix of both “chalkboard style” and active roleplaying

Have them take video of saying words, the class, etc.

Bring tangible props in – the more senses you use, the deeper the information will go

“Repeat, repeat, repeat.”

3. Culturally, how should I approach this class?

a. What are important differences between my American culture and that of my students?

Hospitality is super important: always offer them something to drink if class is held in your home

Greeting everybody with your hand

Remembering everyone's names – asking their last name before their first name (what you do in Wolof): you call people by their last name

Have a problem with time-management—teaching expectations and consequences (for example, if they are late three times, have to retake the class)

4. Is there anything linguistically I should be aware of when approaching students whose languages are French and Wolof?

People have written scripture using Arabic script but in Wolof

French is the business language, Wolof is the dominant language with over 20 different languages in Senegal itself, each has its own language with possible sub-languages—most people speak 2-3 languages; anyone who has had a bit of education will speak a bit of French

Offer to teach people how to read and write instead?

Wolof is similar to English to in there is no masculine and feminine; has some extra letters (what kinds of scripts for Wolof?),

French differences: the *theta* sound (stick your tongue out for a second): phonetics are very different

- a. Do most Muslims speak one language or another as well (including Arabic)?
 - i. Might know Arabic script, but probably won't know what it means

Tips from Naomi:

Hard for the teacher to prove usefulness in their life: access will be hard – can they legally work?

Finding an access, how to get an in, finding a safe space

Do you advertise the program, where will they meet (neutral space, your own home, connecting with a church—might never consider going to a church as it risks their own religious beliefs), they women have other responsibilities as mothers

Speaking Wolof is a huge help, door opener

Finding them in hair salon – word of mouth can help make classes bigger: requires longevity and consistence

Senegalese women are more welcoming, open, than perhaps north African women

Giving them some sort of level to get to (A1) give them a certificate, giving value to the program – giving them a reason to do it, something they get out of it – it's not just about English, what you as the teacher can bring (finding a way to help students see the value of the program)

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