

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE
FACULTY OF HUMANITIES AND EDUCATION
CENTRE FOR LANGUAGE LEARNING**

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 1B YORUBA

SEMESTER: I

LEVEL: I

PREREQUISITES: LEVEL 1A YORUBA

COURSE DESCRIPTION:

The Level 1B Yoruba course builds on the content covered in Level 1A Yoruba and continues to introduce students to some aspects of Yoruba culture and daily life. Students of this course are required to have some prior formal knowledge of the language. This course is specifically designed to provide beginners with the fundamental skills that will assist in the mastering of the language. Yoruba is a tonal language as such, the class will continue to sensitize the students to the importance of tonal accents on vowels in words, their meaning and contextual usage. To this end the focus will still be on word articulation, contextual usage and cultural values but with more emphasis placed on grammar, while also developing the four skills involved in language learning (i.e. reading, writing, listening and speaking).

Upon completion of this course, students should have the knowledge and skills and demonstrate the attitude expected at the level A2 of the Common European Framework of Reference (CEFR) [http:// www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf) and mid-Novice level of the American Council on the Teaching of Foreign Languages, Proficiency Guidelines 2012 (ACTFL) <http://d2k4mc04236t2s.cloudfront.net/wpcontent/uploads/2014/12/ACTFL%20Assessments%20Brochure.pdf>

Students are required to attend four hours of class per week over the course of the semester. In addition, students are expected to spend time on self-study to prepare for classes and to review and consolidate work done in class. Students are also encouraged to develop a repertoire of strategies to promote their autonomy as language learners.

Additionally, although classes are a good chance to develop the four language skills, emphasis will also be placed on oral comprehension and production, as well as on the analysis of various short texts and dialogues. In this way, the course aims to strengthen students' performance in communicative and immersion scenarios of Yoruba as a foreign language.

COURSE RATIONALE:

Language learning at all levels and in all languages is normally intensive, requiring regular and frequent contact with the language both inside and outside the classroom. This is even more so for Yoruba, which is classified as a Category IV language.

The aim of this course as every other language course at the CLL is to enable students to participate in the target language at the particular level. It is designed for people who are interested in interacting with Yoruba people in a way that will permit them to pursue social, religious and other goals in the Yoruba society. Thus attention is paid to the way students grasp and recall the alphabet, vowel and tonal accents and sounds as this is fundamental to the learning and understanding of the language.

After becoming familiar with the course structure and expectations, as well as the basics of the Yoruba language, students will be introduced to the writing and pronunciation system. Whether they are speaking, reading, or writing, the fundamentals are crucial to determining how well they do in this class. Once students are accustomed to articulating Yoruba words correctly and speaking in Yoruba in class, they will be further encouraged to build on this until they are comfortable using the language in front of strangers.

The course establishes a basic foundation that will allow students to continue their studies in Yoruba. Upon successful completion of this course, students will be eligible to begin Yoruba Level 2.

COORDINATOR INFORMATION:

Name: Dr Benjamin Braithwaite

Email address: Benjamin.Braithwaite@uwi.edu

Tutor information

Mrs Oluwakemi Şomörin - olukokemi2@gmail.com

LETTER TO THE STUDENT

Dear Student,

Welcome to the Level 1B Yoruba course. We are going to have a busy and productive semester filled with exciting language and cultural activities. Throughout the semester we shall be using a variety of resources, including technology, to help you develop accurate pronunciation and understanding of the Yoruba language and culture. I look forward to working with each of you this year!

A student of Yoruba will require a longer instructional period to reach the higher proficiency levels, in comparison to the time required by a learner of a Category I language such as French or Spanish. You should plan to spend twice as much time in self-study, working on the language, as you spend in class.

Language learning can be challenging. Do not hesitate to ask for help. Together, we can work through the difficulties.

Enjoy your Yoruba language adventure!

Warm regards,
Your tutor

IMPORTANT NOTICE TO STUDENTS

You are hereby prohibited from reproducing, re-publishing, re-broadcasting, reposting, re-transmitting or transferring in whole or in part any Course Outlines, Course Materials or Lectures which have been provided to you as part of your course of study at The University of the West Indies (The UWI), without the prior permission of The UWI its authorised agents or copyright holders.

CONTENT:

The course focuses on building on the student's articulation of Yoruba words through the learning of vowels and tonal sounds and sentence structure through the learning of grammar. It uses situations and activities that will facilitate the students' language learning process. Below is an indicative list of communicative skills and grammar the course will cover.

The course calendar presents information on all aspects of the course in greater detail.

Communicative skills

Topics such as introductions, greetings, description of people and places, expressing likes and dislikes, music and telling the time.

Grammar

- Conjunctions, questions forms, prepositions, vowels, tonal accents and sounds, nouns, pronouns, verb forms, tenses and adjectives.

Goals/aims

This course aims to enable students to:

Develop a greater, basic competence in the four skills (listening, speaking, reading and writing);

Acquire more basic grammatical concepts;

Develop an initial ability to communicate in Yoruba;

- Gain more insight into aspects of Yoruba life and culture
- Perform successfully in real communicative contexts, and improve their comprehension of what a Yoruba-speaking person is saying and feeling.
- Increase their Yoruba vocabulary and introduce the terminology used in different contexts
- Complete meaningful tasks, through written forms and conversation models, and encourage written and oral production in the Yoruba language.
- Improve their oral and written comprehension of Yoruba.
- Develop their cultural awareness in order for them to be able to get the sense of what is said and what is not said.

General Objectives

This course intends to help students to perform at the level of the CEFR Basic User A2 and along the course objective.

The A2 user can:

- Understand phrases and high frequency vocabulary related to area of most immediate
- Understand main points in short clear simple messages and announcement personal relevance
- Read very short simple text and find predictable information in simple everyday material.
- Communicate in simple and routine tasks required simple and direct exchange of familiar topic and activities
- Describe in simple terms aspect of his/her background, immediate environment and matter in area of immediate needs

LEARNING OUTCOMES

By the end of this course, student will be able to:

- Identify some basis elements of the sound and writing system and the grammar of target language;
- Recognize familiar words and phrases concerning themselves and their immediate surroundings in spoken language;
- Interact orally in a simple way to address their immediate needs or discuss familiar topics;
- Use the language to communicate while carrying out a limited range of predictable and simple language tasks;
- Give basic personal information in written form;
- Write the language with the correct tonal accents;
- Demonstrate an awareness and understanding of some elements of Yoruba culture

ASSIGNMENTS

Typical assignment. Students will be required to:

- Listen and respond to basic information e.g. familiar about oneself and family, greetings, farewells, expectations, expressions of politeness, etc.
- Recognize and respond to greeting using simple salutations; ask and respond to simple questions; use simple sentences to describe oneself, family members, friends, etc.
- Identify specific information such as numbers, days of the week and places on signs, in short texts, etc.
- Complete simple biographical information such as nationality, etc.
- Write basic words with the correct accent
- Describe in simple terms aspects of his/her background, immediate environment and matters in area of immediate needs

COURSE ASSESSMENT:

Assessment for this course consists of 100% in-course tests and participation, which is divided into 45% Test 1, 50% Test 2 and 5% class participation. Both tests 1 and 2 assess the four skills: listening, reading, speaking and writing.

Test 1	Oral Test 1 (15 marks)
---------------	-------------------------------

Week 7 (45%)	Writing Task 1 (10 marks)
	Reading Quiz 1 (10 marks)
	Listening Quiz 1 (10 marks)
Test 2 Weeks 13 (50%)	Listening Quiz 2 (15 marks) Reading Quiz 2 (10 marks) Writing Task 2 (10 marks) Oral Test 2 (15 marks)
Participation (5 %)	Participation (5 marks)

1. Test 1 45% (Week 7)

- Reading test 1 – Students must complete a reading test in class in Week 7. **10 marks**
- Writing test 1 – Students must complete a writing test in class in Week 7. **10 marks**
- Oral test 1 – In pairs, students will complete a role play exercise in response to a scenario. Students will be given time to prepare the role play. The test will take place in Week 7. **15 marks**
- Listening test 1 – Students must complete a listening test in class in Week 7. **10 marks**

2. Test 2 (Week 13): 50%

- Reading test 2 **10 marks**
- Listening test 2 **15 marks**
- Writing test 2 **10 marks**
- Oral test 2 **15 marks**

3. Participation: 5%

Participation and attendance. **5 marks**

ATTENDANCE AND PARTICIPATION RUBRIC	
5 marks	Student attended 10 or more sessions and was punctual. Student makes a great effort to contribute when called upon and takes the initiative to contribute actively to any discussions or activities. Student's questions and comments during sessions (written/oral) demonstrate excellent preparation. Student does not interrupt others during discussions and demonstrates excellent netiquette.
4 marks	Student attended 8 or 9 sessions and was punctual. Student regularly contributes to class discussions and activities. Student's questions and comments during sessions (written/oral) often demonstrate good preparation. Student does not interrupt others during discussions and demonstrates good netiquette.
3 marks	Student attended 6 or 7 sessions and was mostly punctual. Student sporadically contributes to class discussions and activities. Some prompting needed to encourage participation. Student does not interrupt others during discussions and demonstrates adequate netiquette.

2 marks	Student attended 5 sessions. Student only contributes to sessions when repeatedly prompted and is generally unwilling to contribute. Student does not interrupt others during discussions and demonstrates adequate netiquette.
1 mark	Student attended less than 5 sessions. Student's lack of questions or comments demonstrate a lack of preparation for the session. Student is hardly ever willing to contribute. Student does not demonstrate proper netiquette.

ACADEMIC INTEGRITY

The best way to develop and improve your language skills is to always use your own words and draw on your knowledge to complete the tasks assigned. It is unacceptable to copy responses from another classmate for any assignment or copy a body or part of text from translation programs. Should copying occur, the student(s) involved will either lose a significant number of points on their assignment or receive a grade of zero for the task.

TEACHING/LEARNING STRATEGIES:

This course is designed to develop the level of communicative competence of the students by using, the textbook, exercises designed for their level as well as authentic materials where appropriate. It also sensitizes participants to some aspects of Yoruba culture. The course will place special emphasis on developing communicative skills (listening and speaking). Authentic audio material as well as material tailored for beginners will be used while we will work on reading and writing skills, a communicative approach will be during every session.

Remember that this class is online as such learning strategies will include the following:

Synchronous Online Sessions

These sessions include but are not limited to:

- Group work and group discussions
- Interviews and role plays
- Vocabulary and grammar drills
- Use of recordings
- Exercises from the textbook
- Online exercises and quizzes
- Discussions on pertinent cultural aspects of the language

Interactive sessions: While some of the class will involve direct teaching, language classes are not lecture-type classes but sessions requiring the active participate of all learners. Classes will therefore be highly interactive with teachers using and encouraging the use of the target language.

Use of target language: A defining characteristic of a modern communication language program is the use of target language as a gateway to the study of the societies and cultures in which it is used. Student will be expected to recognize and use Yoruba language in a way which are consistent with the competence of an A1 User.

Development of learner autonomy: An explicit expectation of language students is a measure of learner autonomy and responsibilities for the development of their language competence. This autonomy will be guided and developed alongside their classroom learning. At this level, for example students are encouraged to develop and apply appropriate language–learning strategies to support communication in Yoruba. Students’ learning experience will usually involve exposure to various forms of language-learning technology, both in and out of class.

Collaborative work: Finally, students will be expected to work in cooperative and collaborative ways with an attitude of mutual consideration and respect towards their peers.

COURSE EVALUATION:

Summative evaluation will be conducted using The UWI’s SECL System. The CLL will disseminate a mid- and/or end-of-semester student feedback questionnaire.

RESOURCES:

Texts: Required

1. Colloquial Yoruba: The complete course for Beginners. Schleicher Anotnia Y.F.
2. Yoruba Work Book for Beginners: Somorin Oluwakemi

Apps

3. Yoruba101 for iPhone by Adebayo Adegbembo
4. iSabi Yoruba Plus by UnatezeSoft, LLC
5. talkasoft.yoruba_language

COURSE CALENDAR

Week	Unit And Session Topics	Methodology	Evaluation And Assessments
	Level 1 Recap		
1 st	1. Introducing self 2. Alphabet Vowels and constantans 3. Tonal Markings: Nasalized vowel words 4. Ebi mi , Ounje ati ile mi		
	Alphabet 4		
2 nd	1. Same spelling but different meanings 2. Word construction 3. Building Vocabulary and sentence construction 4. A Yoruba Wedding		
	Ikini 2- Greetings		
3 rd	1. Introduction to greetings 2. Greeting for different periods of the day(recap) 3. Greetings for celebrations	Lecture Demonstrations Discussions	Oral and Written in class and home activities

	4. Simple Greetings for work/school/market		
	Parts of Speech – Nouns and Pronouns and Verbs		
4 th – 6 th	1. Oruko awon Nkan : Name of things 2. Making simple sentences using: Pronouns – Objective, Possessive, Emphatic 3. Using names of Animal in sentences Animals – Names and description 4. Building verb list and verb tenses pt 2	Lecture Demonstrations	Oral and Written in class and home activities
	Parts of Speech – Adjectives and Prepositions		
7 th – 9 th	1. How many of things: Numbers - Counting from 1-30 Counting in 10s Position (if time allows) 2. Describing things and people 3. General Prepositions and how they are used in sentences	Lecture Demonstrations Discussions Handouts	Oral and Written in class and home activities Worksheets
	Parts of Speech – Adverbs and Interrogatives		
10 th – 11 th	1. Interrogative words and how they are used in sentences 2. Nibo ni? Bawo ? 3. Using “Ko”	Lecture Demonstrations Discussions PowerPoint	Oral and Written in class and home activities Worksheets
	Yoruba Music		
12 th	1. Different Genres 2. Singers 3. Instruments	Lecture Demonstrations Discussions PowerPoint	Project (10% of final mark)
FINAL TEST - Reading, Speaking, Writing & Listening			

ADDITIONAL INFORMATION:

Attendance is compulsory, not only because students may be debarred from the final test if they are present for fewer than 75% of the classes, but also because language learning is incremental. Students need to work at their language learning regularly, both in class and out of class to consolidate what they have learnt.

Here are a few tips for studying for this course:

- Use all the resources at your disposal—your peers, your teachers and online materials to help you improve and build your confidence.
- Set small achievable goals for each week of the course.
- Review your work and assess yourself on a weekly basis, so that you do not become overwhelmed by having to revise too much material at any one time.
- Remember to spend some time on all the skills.

- Listen to Yoruba music and watch movies in Yoruba much as possible.

GRADING SYSTEM:

The following is The UWI's mark scheme:

Grade	GPA	Mark%	Grade	GPA	Mark%
A+	4.3	90 and over	C+	2.3	55-59
A	4.0	80-89	C	2.0	50-54
A-	3.7	75-79	F1	1.7	40-49
B+	3.3	70-74	F2	1.3	30-39
B	3.0	65-69	F3	0.0	0-29
B-	2.7	60-64			