

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

COURSE DOCUMENTATION

**COURSE TITLE: LEVEL 2A YORUBA
SEMESTER: I
LEVEL: I
PREREQUISITES: LEVEL 1B YORUBA**

COURSE DESCRIPTION

The Level 2A Yoruba course builds on the content covered in Level 1B 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 post-beginner students with the information to develop their receptive and productive skills that will assist in the mastering of the language.

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 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, either on weekdays or on Saturdays. 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.

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 continues to build on the foundation laid in Level 1. Upon successful completion of this course, students will be eligible to begin Level 2B Yoruba.

COORDINATOR INFORMATION:

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Tutor information

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LETTER TO THE STUDENT

Dear Student,

Welcome to the Level 2A 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.

As this course is being delivered remotely, we wish to remind you that learning a language is a social experience, which usually involves verbal and non-verbal communication. When teaching and learning remotely, it is even more important that we ensure that both types of communication can be had, allowing for that human element in every session. Therefore, in as much as your circumstances allow, we would like to encourage you to turn your camera on during the sessions so that your tutor and classmates can interact with you.

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

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CONTENT:

The course focuses on developing student's knowledge of Yoruba words and culture. 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.

Greater detail will be provided in the course calendar.

Communicative skills

- Topics such as shopping, food and clothing, and knowing and describing the location of people in relation to other things.

Grammar

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

Goals/aims

At the end of this course aims to enable students to:

- Further develop A2 level of competence in the four skills (listening, speaking, reading and writing);
- Acquire more intermediate grammar concepts;
- Communicate orally and in writing, at an intermediate level;
Gain more insight into aspects of Yoruba life and culture;
- Further develop their comprehension of oral and written Yoruba;
- Develop their cultural awareness and nuances of Yoruba culture.

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 areas of most immediate relevance.
- Understand main points in short clear simple messages that are of personal relevance.
- Read very short simple text and find predictable information in simple everyday material.
- Communicate in simple and routine tasks requiring simple and direct exchanges on familiar topics 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 more elements of the sound and writing systems and the grammar of the target language;
- Recognize familiar words and phrases concerning themselves and their immediate surroundings in spoken language;
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with shopping and telling the time;
- Give basic personal information in written form;
- Write the language with the correct tonal accents;
- Demonstrate greater awareness and understanding of elements of Yoruba culture.

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

COURSE ASSESSEMENT:

Assessment for this course will take place in weeks 7 and 13. Special arrangements will be made for overseas students. Alternate arrangements for testing (with documentation) are solely at the discretion of the course Coordinator.

Students will be assessed on the four language skills (speaking, listening, reading and writing) as well as on aspects of language structure and intercultural competence.

Students must attend 75% of classes in order to be eligible for tests.

Tests will use multiple formats e.g. limited response, short answers, oral interview, essay, as appropriate to the skill/sub-skill being tested.

Assessment*	100% in course testing
Test 1*	50% of the overall mark
Test 2*	50% of the overall mark

*Listening 30%, speaking 30%, reading 20%, writing 20%

- Assessment tasks will include periodic written and oral assessment of students' performance in listening and reading comprehension, speaking and writing.

- Students are generally required to complete at least two assessment tests on the four skills, as well as on aspects of language structure and cultural awareness. The tests are done during the regular classroom sessions.
- Written tests will use multiple formats e.g. limited response, multiple choice, or short answers as appropriate to the skill/sub-skill being tested. Speaking will be tested through oral activities.

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.

TEACHING /LEARNING STRATEGIES

Interactive sessions: While some of the class will involve direct teaching, language classes are not lecture-type classes but sessions requiring the active participation 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. Students will be expected to recognize and use Yoruba in ways which are consistent with the competence of an A2mid novice learner.

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.

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 Assessment
1	Revision: Yoruba: Oro oruko and oro ise		
1 - 2	1. Kini oro oruko 2. Type/isori oro oruko: Oluwa, Abo Eyon and sentence making 3. Type of oro ise example 4. Using them in sentences	Demonstrations Peer teaching Videos PowerPoint	Oral repetition Class activities In class group activities
2 - 3	Revision on Oro aropo Oruko ati Oro Apo oruko afi ara jo oruko : Subject and Emphatic		
	1. Greetings and introduction Se alaye re 2. Yoruba delicacies, outfits and clothing's while focusing on associated nouns, verbs and pronouns 3. Introduction to food: Cultural Highlight: learning about traditional food and the eating habits of Yoruba people. Focusing on associated nouns, verbs and pronouns	Demonstrations Peer teaching Videos PowerPoint Use of textbook	Oral and written in class and home activities
3 - 4	Making Expression in relation to Part of speech: Noun Verb and Pronoun		

	- Buying and asking about prices of food in the market, supermarket and restaurant. Elo and melo - Expressing desires and likes: using subject and emphatic pronouns Emioun	Demonstrations Peer teaching Videos PowerPoint Use of textbook	Oral and Written in class and home activities Essay writing
5 - 6	Part of Speech: Adjective Oro apejuwe ati Oro asopo		
	- Revision on types of adjectives: numbers, colours, attributes - Telling the time - How to describe people - Introduction to Oro asopo: Conjunction	Demonstrations Peer teaching PowerPoint Use of textbook	Oral and Written in class and home activities In class group activities
7	Test 1		
8 - 9	Parts of Speech – Conjunction Oro asopo and Oro aponle		
	- Conjunctions/Oro asopo: Kini Oro asopo - Type of Oro sopo: Ati, tun, sugbon and sentence making - Intro to Oro Aponle	Demonstrations Videos PowerPoint Use of textbook Discussion	Oral and Written in class and home activities
10 - 12	Expressions used in the kitchen, living room and market: Intro to Oro Atokun/preposition		

	1. Introduction to oro atokun 2. Using prepositions to describe the location of things, people in relation to another in the kitchen and living room 3. Using prepositions to describe the location of things, places and people in relation to another in school and market 4. Word on focus will be Nibo, ibo 5. Situating yourself in space by asking for directions 6. Learning how to use interrogative words like nibo and kini	Demonstrations Peer teaching Videos PowerPoint Use of textbook Discussion	Oral and Written in class and home activities In class group activities
Week 13	Test 2		

ADDITIONAL INFORMATION

Attendance policy

Student must attend 75 percent of the class in order to be eligible for the final test.

HOW TO STUDY FOR THIS COURSE

Attendance is compulsory for revision to be effective. Students need to work at their language learning regularly both in class and out of class to consolidate what they have learnt. Yoruba, with its different tonal accents and sounds, represents a big challenge for the beginning learner. Here are some tips for studying for this course.

- Use all the resources at your disposal – your peers, your teacher and online material to help you improve and build 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 skills, giving preference to listening and speaking and then taking time to practice your tonal accents when they are introduced.
- Listen to Yoruba music and watch Yoruba films to immerse yourself in the culture and to prepare for the day when you will have enough understanding of the language to begin understanding in the target language.

GRADING SYSTEM:

The following is The UWI's mark scheme:

Grade	GPA	Mark%	Grade	GPA	Mark%
A+	4.3	90-100	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			