



STARTALK Classroom Video Collection: Swahili
National Council of Less Commonly Taught Languages

Unit Theme: Contemporary Life

Unit Subtheme: The Market: Buying and Selling Fruits and Vegetables

Lesson Goals:

At the end of this lesson, students will be able to

- use appropriate greetings in the marketplace,
- buy and sell food items in the market, and
- negotiate prices in the marketplace in Swahili.

Part 1

Notice the posters of the marketplace and the authentic currency used in the lesson. Students begin with a quick warm-up conversation with the instructor and then with each other. The opening song conveys the story of a person who sold a diamond in the market and became rich.

Questions to consider

- What is the value of opening a lesson with a quick warm up?
- How does the instructor introduce the new vocabulary?
- How is the new linguistic structure being practiced? How does the instructor check to see if his students have internalized the new pattern?
- Why do you think the instructor chose to introduce one class of nouns at this time?

Part 2

By the end of the lesson students are expected to create a market scene.

Questions to consider

- How does the instructor incorporate previously learned material with new material?
- How does instructor scaffold the new learning?
- What visual support is provided?



Part 3

Students are given scenarios that they are expected to develop and perform for the class:

- The lady selling fruit is older. Greet her and buy some fruit.
- You want to buy some fruit, but you don't have enough money.
- You are coming home from school. You're hungry and see some delicious oranges. Buy some.

Questions to consider

- Do you feel that these scenarios allow students to develop skills in the interpersonal mode? Why or why not?
- How was culture incorporated into the role plays?

Part 4

Students end by working with the new vocabulary and structures.

Questions to consider

- How did the instructor focus students on the new learning prior to the end of the lesson?
- What is the value of using a song as a closing routine for the class?
- How did the students and the instructor celebrate success throughout the lesson?

Reflect on the Lesson

- Which of the 5Cs were reflected in this lesson? How were they incorporated?
- Which modes of communication were used during the lesson? How were they incorporated into the lesson?
- How will students be able to transfer their learning to real world situations?
- If you taught this lesson, what might you do differently? Why?
- If you were working with these students for the next class, what would you do?



Background Information

National Council of Less Commonly Taught Languages (NCOLCTL)

Language: Swahili

Level: Novice

This lesson was filmed during the tenth week of a first semester course at the University of Wisconsin at Madison. There are 22 students enrolled in the course. The students in this class had not previously learned this material and had not rehearsed the class prior to the actual filming of the lesson.

The instructor, Zablon Mgonja, participated in a 2009 STARTALK teacher training program sponsored by NCOLCTL and has incorporated best practices featured in the training into his teaching.

Program Director: Antonia Schleicher

Instructor: Zablon Mgonja, University of Wisconsin at Madison

Age of Learners: 19–22 years