

UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES

Designing a Literature Course for Teaching Cultural Appreciation of West-
African Culture Through Literature
MA thesis

Krista Kallavus
SUPERVISOR: Prof. Raili Marling

TARTU
2023

Abstract

The present thesis discusses and analyses the creation of a literature course for Estonian upper secondary school programmes and the materials created for it. The aim of the course is to teach cultural awareness and appreciation of West African culture through literature. The course is developed following the personal growth method. This expands the students' cultural knowledge and makes them understand the cultural diversity of the English-speaking world, preparing them for more effective intercultural communication in the globalised world.

The thesis consists of an introduction discussing the need for a course like this, literature review that explains the different methods for culture teaching and an empirical part that discusses the steps for the creation of the course, the literary choices made, and an analysis of the accompanying materials that were developed for the course.

Table of Contents

Abstract.....	2
List of Abbreviations	5
Introduction	6
Teaching Culture and Designing Materials for it: Literature Review	10
Empirical study: Designing the Course	16
The Course Outline.....	20
The Choice of Literary Texts.....	21
Developing the materials	24
Developing the individual lesson plans	25
Creating the worksheets.....	32
Practical application	34
Conclusion	36
References	39
Appendices	42
Appendix A - Course outline.....	42
Appendix B - Course plan	43
Appendix C – Lessons 1-3 & worksheet 0.....	44
Worksheet 0 – Lesson 3.....	46
Appendix D – Lessons 4-8 and Worksheets 1-4	48
Worksheet 1 – Lesson 4.....	51
Worksheet 2 – Lesson 5.....	53
Worksheet 3 – Lessons 6-7.....	54
Worksheet 4 – Lesson 8.....	56
Appendix E – Lessons 9-11 and Worksheets 5-7.....	57
Worksheet 5 – Lesson 9.....	59
Worksheet 6 – Lesson 10.....	61
Worksheet 7 – Lesson 11.....	61
Appendix F – Lessons 12-13 and Worksheet 8.....	62

Worksheet 8 – Lessons 12-13.....	64
Appendix G – Lessons 14-15 and Worksheet 9	64
Worksheet 9 – Lessons 14-15.....	64
Appendix H – Lessons 16-18 and Worksheets 10-12	65
Worksheet 10 – Lesson 16.....	67
Worksheet 11 – Lesson 17.....	68
Worksheet 12 – Lesson 18.....	69
Appendix I – Lessons 19-21 and Worksheets 13-14.....	70
Worksheet 13 – Lesson 19.....	73
Worksheet 14 – Lessons 20-21.....	74
Appendix J – Lesson 22 and Worksheet 15	75
Worksheet 15 – Lesson 22.....	76
Appendix K – Lessons 23-25 and Worksheets 16-17	78
Worksheet 16 – Lessons 23-24.....	80
Worksheet 17 – Lesson 25.....	82
Appendix L – Lessons 26-28 and Worksheets 18-19.....	84
Worksheet 18 – Lesson 27.....	88
Worksheet 19 – Lesson 28.....	89
Appendix M – Lesson 29.....	91
Appendix N – Lessons 30-31 and Worksheets 20-21	92
Worksheet 20 – Lesson 30.....	94
Worksheet 21 – Lesson 31.....	95
Appendix O – Lesson 32	95
Appendix P – Lesson 33 and Worksheet 22.....	97
Worksheet 22 – Lesson 33.....	98
Appendix Q – Lessons 34-35 and Worksheet 23	98
Worksheet 23 – Lessons 34-35.....	98
Resümee.....	100

List of Abbreviations

EFL – English as foreign language

NCUSS – National Curriculum for Upper Secondary School

Introduction

The National Curriculum for Upper Secondary Schools (NCUSS) demands that cultural identity is to be taught in Estonian upper secondary schools. Its general aim “is for the student to develop into a person who is culturally aware [...] who has acquired an idea of versatility of cultures and particularities of lifestyles determined by culture [...] and is culturally tolerant and prepared for cooperation.” (Government of Estonia 2011: para 10). The foreign language curriculum explained in the Annex 2 of the NCUSS discusses the cultural competence aspect of language learning and claims that by the end of the upper secondary school, the student has acquired knowledge about different cultures, understands the similarities and differences between cultures, and values these (Government of Estonia 2011, translated from Estonian). The guidelines for cultural competence are quite broad, meaning the teachers are given considerable freedom to decide whose culture their students will acquire an understanding of and how.

To discuss the teaching of culture, the term ‘culture’ first needs to be defined and explained. Werner Delanoy claims that “this is a term most difficult to explain” (Delanoy, 2020:17) and goes on to offer an overview of different attempts to define and explain the notion of culture throughout the history of cultural research. For the purpose of this thesis, however, the most appropriate definitions are offered by Claire Kramsch (1995:84), who defines culture in two aspects. The first is through the humanities and “focuses on the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions, or artifacts of everyday life”; the second is through social studies explaining a social community’s culture as “the attitudes, beliefs, ways of thinking, behaving and remembering shared by members of that community” (Kramsch 1995:84). Nostrand calls the

latter culture's "ground of meaning" (Nostrand 1989:51). These definitions are similar to the well-known categorisation of culture into "the big-C" and "the small-c" culture, in which the big-C represents the material productions, artefacts, and social institutions, and small-c represents the behaviours, values, and perceptions of culture (Tomalin, Stempleski 1993:6).

Therefore, the way in which this thesis looks at culture is also two-fold: one side looks at the achievements and artefacts, the other at the social notions and values of the same community, the part of culture often invisible to the outsider. The treatment of culture from two different aspects ensures that the student is open to and takes on more than simply the "interpretive perspective" (Delanoy 2020:21) of culture. The student is expected to step beyond only studying the artefact itself, and to engage in a dialogue with the materials to understand the practices and values of the people who have created them. It is important that teaching culture would not only entail the the "how things are and have been" but that it also includes the questions "how they could have been or how else they could be" (Kramsch 1995:85). To achieve this, it is important that both cultural artefacts and the small-c culture be studied in parallel.

According to Kramsch (1998:3) "language expresses cultural reality", it "embodies cultural reality" and "symbolizes cultural reality". It means that language and culture are interconnected in complex ways, and we cannot have language without culture, and vice versa. Being able to understand how members of a specific society use language in their everyday lives makes us not only better language users but advances the language learner's cultural and linguistic competences.

However, this thesis is not only concerned with culture, but fostering cultural appreciation and therefore also cultural awareness, as the former does not exist without the latter. Cultural awareness means "having acquired knowledge of different cultures and understanding the similarities and differences between cultures" (Government of Estonia 2011:1). Cultural

appreciation takes a step further from awareness with valuing the cultures that students have learned about. Within the process of writing this thesis I have created a literature course to promote cultural appreciation in the students, helping them explore and find value in another culture through the medium of literature.

At present, the overall tendency in our upper secondary schools is to teach the cultures of the English-speaking countries of the Western world – the UK and the USA, with Australia sometimes added to a lesser degree. There are many more English-speaking countries in the world, however. Being personally interested in the African continent and having spent some time in Ghana myself, I understood how little the cultural knowledge I had received in English classes helped me to cope in that cultural environment. It became especially obvious as I had read *Purple Hibiscus* by Chimamanda Ngozi Adichie in upper secondary school, and again after living in Ghana. I understood how many of the socio-cultural cues I had missed when reading and discussing the novel during my days as a pupil. It made me realise that our current education lacks any introduction to cultures beyond the Western world and how important such course could be in the context of globalisation and varieties of English.

One of the ways of comparing the many World Englishes is developed in Kachru's Three Concentric Circles of English which attempted to give greater attention to the dialects of English that differ from the varieties spoken as the "norm-providing" varieties in the Inner Circle of the model (Kachru 1996:138). The Inner Circle countries include the USA, the UK, Australia, Canada, and New Zealand. The countries in the second circle, the Outer Circle, are often overlooked although English is the official language, and for many countries, the first language. The Outer Circle includes Ghana, Nigeria, India, Jamaica, Kenya, South Africa, Tanzania, and others. English in these countries is characterised as "norm-developing". The last circle, the

Expanding Circle includes countries where English is not spoken as a first language and are characterised as “norm-dependent” (Kachru 1996: 137-138).

The construction of ‘standard varieties’ derives from the norm-providing varieties of English, and teaching about cultures connected to the Inner Circle varieties perpetuates the “image of superior Self and inferior Other” (Shin, Kubota 2010:210), in which the Inner Circle cultures are implicitly seen as more important and culturally relevant than the Outer Circle cultures. Despite increasing awareness of multiculturalism, this distinction is still prevalent today. While the norm-providing English varieties, and their cultures, are obviously important for any English language learner, in the rapidly changing and multicultural world of today there is need for better understanding of the Outer Circle countries and their cultures as well.

It is precisely because of the image of Self and Other that lesser-known cultures, or cultures of the Outer Circle societies, are taught in the course created for this thesis. Although it has been roughly 60 years since the independence of different West African countries, the discourse created over the hundreds of years of foreign rule in the area has painted the peoples and cultures in these areas as inferior and uncivilised (Shin, Kubota 2010:207). With the current era of globalisation and large-scale migration, these representations of the colonial subjects painted by the colonisers are still alive and well in Europe. Anne Ife finds evidence that the ‘othering’ in the discourse related to migration in Europe has been growing in trend over the past few years (Ife 2020:396). Considering that first- or second-generation immigrants from the West African countries are the potential future colleagues, neighbours, friends, acquaintances of young people from Estonia, it is important to ensure that the cultural awareness and appreciation goes both ways. Language education helps to celebrate the diversity of peoples and cultures, and to raise awareness of the persistence of colonial domination (Shin, Kubota 2010:208).

The aim of this thesis project is to create a literature course suitable for the Estonian upper secondary education that raises cultural awareness and appreciation through West African literature. Teaching materials that have been created support the general aims of developing cultural appreciation and awareness, suitable for the upper secondary school levels in the Estonian school system. The literature review discusses the theoretical framework of teaching culture and course design in general. After the literature review, the analysis of the choices made for the designing of the course, the choice of literary texts, the created materials, and the possible practical application of this course in the Estonian educational system is offered.

Teaching Culture and Designing Materials for it: Literature Review

Teaching culture in the EFL classes is not a new phenomenon. Kramsch (1993:205) claims that the traditional way of teaching culture in language classes has involved the “transmission of information about culture” and the people of the target country. What has been missing is the understanding that culture is also “a social construct, the product of self and other perceptions” (Kramsch 1993:205). So, while the *products* of the target culture, the big-C culture, may be easy for teachers to introduce in language classes, it is the small-c culture of *ideas and behaviours* that is more difficult to entwine into the lessons and heavily depends on the knowledge and interest of the teacher (Tomalin, Stempleski 1993:7). Furthermore, the teaching of big-C culture without a deeper understanding of the small-c culture may lead to “reinforced stereotypes” (Johnson, Rinvoluceri 2010:15) and even bigger gaps of understanding between the products of the culture and the “culturally-influenced behaviours” (Tomalin, Stempleski 1993:7) of the people living and expressing themselves in the target culture.

The cultural appreciation of culturally-influenced behaviours of peoples as well as their cultural identities might be difficult to achieve because of a learner’s own cultural conditioning

(Kramsch 1998:67). The learner must learn to question, understand, and accept “the fact that knowledge itself is colored by the social and historical context in which it is acquired and disseminated” (Kramsch 1998:9). This might give us an understanding of why aspects of the small-c culture are not often explicitly taught – to learn and find value in these aspects, the teacher must also be ready to first tackle the students’ culturally conditioned perception of the target culture and their own culture.

Kramsch (1993:205-206) explores the ways in which teaching culture has evolved in the past decades and offers four ways to approach the topic: focusing on interculturality, culture as an interpersonal process, culture as difference, and culture as an interdisciplinary subject. These ideas offer an insight into why and how culture could be taught together with language. To tackle the issue of culturally conditioned perception within culture teaching, it is important to focus on teaching culture as an interpersonal process. The teacher’s task is to guide students in their perception of self, and of others (Kramsch 1993:208). These perceptions are precisely understood through analysing the small-c cultures.

One possible way of bringing small-c culture to the foreign language classrooms is through authentic texts (Tomalin, Stempleski 1993 and Johnson, Rinvoluceri 2010). The authenticity of text is found in the “non-pedagogic, natural communication” which stands against the “prefabricated artificial language” often used in textbooks and other instructional materials (Kramsch 1993:177). An authentic text is something not made specifically for the purpose of teaching language or culture, but rather it is a natural example of communication from the target language that students are expected to also use as intended. It is important to emphasise the latter part, *to use as intended*, as the authenticity of the text loses its effect when it is taken out of context and may “give a false impression” of the culture to the learner from another culture (Nostrand 1989:49).

It is precisely because of the authentic context that literature is a great authentic text to use in EFL classes. The main goal is to use literature as the native speakers would: to read it “for enjoyment, personal growth, and to challenge one’s own beliefs by finding out about other people’s experiences and cultures” (McCormack 2018:2). Furthermore, literature is appropriate in the classroom setting because it “says something about fundamental human issues” and is “enduring rather than ephemeral” (Collie, Slater 1987:3). Therefore, when used to give students access to genuine material in their target language to gain an understanding of the way of life in the region (Collie, Slater 1987:4) it is the greatest material that teachers have. It could even be argued that teaching culture means teaching literature, because the literary text can help open and imagine realities beyond what is, or what the learner knows, and it can help to structure an image of another society that exists and to experience other lives and places – even in the past (Kramersch 1995:89, Collie and Slater 1987:4).

Specifics of African literature that make it a suitable basis for a literature course to teach culture is the writers’ goal to convey their culture through their writing. Chinua Achebe has claimed that it is his duty to help his society “regain belief in itself” through education, or re-education, and regeneration done through his writing (Achebe 2007:105). According to Emmanuel Obiechina, the rise of the West African novel came at the time of decolonisation when the need to establish the cultural and social standings of the newly independent countries was at its highest. It came as an answer to the colonisers who so far had regarded the cultures of the colonised as “uncivilised” (Obiechina 2007:330-331). West African novels therefore embrace and explain the local culture while offering a point of view to the reader of the psychological state of the people after hundreds of years of foreign powers in the area.

The use of literature in foreign language classes has gone through multiple paradigm shifts and the current general approach to language teaching, the communicative method, has in

the more recent times pushed educators to, once again, view literature as the ideal authentic resource for students of second language (Hall 2005:54-55). Carter and Long (1991:2) developed and introduced three main approaches to teaching literature in EFL classrooms: the Language Model; the Culture Model; and the Personal Growth Model. The Language Model centres around the language use in the text; the Cultural Model helps students understand the wider cultural and social aspects of the text in relation to the target culture; and the Personal Growth Model synthesises the first two by using aspects of both the language used in the text as well as its cultural context in the teaching process. Its goal is to help students engage with the text to encourage “personal development and growth” as well as “greater understanding of the world around us” (Carter, Long 1991:3). The method of teaching chosen for the project of this thesis, based on Carter and Long’s approaches, is the Personal Growth Model. The Personal Growth Model is the most student-centred of the three, and uses the literary text as a *resource*, not an object of study. As the general aim of the course is to raise cultural awareness and create cultural appreciation through literature, then using the Personal Growth Model that encourages students to engage with the text and to use their own personal experiences to negotiate the meaning seems most suitable for achieving these goals.

Designing a course requires more than simply deciding on the method to be used to reach its aims. Different course development resources agree on the following steps: assessment of needs, formulation of goals and objectives, content selection/development, designing the evaluation plan, organisation of the course content, conceptualisation of content and the learning experience (Graves 2000:3; Dubin and Olshtain 1986:2). However, Kathleen Graves (2000:2-3) further argues that designing a course is not a linear process, but rather a flowing system where the designer can start and finish with any stage as there is no hierarchy or sequence in the accomplishment of the aspects of the processes. A systematic and circular, rather than linear,

approach to course design allows the designer to move between processes within the system and “still be connected to the context” (Graves 2000:5).

When it comes to designing elements for teaching culture within a language course it is important to prepare the materials and activities based on the overall goals of the course. The materials to teach cultural aspects and behaviours need to challenge the identity of the learners as cultural being themselves, and go beyond simply acknowledging cultural identities (Pulverness, Tomlinson 2013:444). Johnson and Rinvoluceri (2010:16-17) outline four major thinking elements for a culture course that should be included: reflecting, sharing, comparing, and preparing. Another important aspect for the teacher to remember is to ensure that the students question their natural tendency to make generalisations based on one piece of information (Pulverness, Tomlinson, 2013:455). So, the pieces of information gathered from culture-centred lessons should act as pieces of a puzzle for the learners that they should have an option “to respond to in terms of their own experience or integrate into new structures of thought and feeling” (Pulverness, Tomlinson 2013:447).

Teaching any topic comes with a set of educational challenges. In the context of teaching culture, the challenges include authenticity, enforcing stereotypes, generalisations, and overall misunderstandings. The teachers must address the challenges of interpretation, expression, and negotiation of meanings (Kramsch 1993:175). These challenges should be overcome through action and dialogue. To encourage awareness and appreciation, teachers should encourage different methods of interpretation, thinking, and offer multiple ways in which a text or a cultural aspect could be looked at and understood. In the context of studying culture through literature, the students are expected to understand that the text offers only a few interpretations of the cultural and social context of the people (Kramsch 1993:176). Wider cultural and social context

outside of the text exists, and teachers should therefore also offer different opportunities for dialogue and reflection to overcome this narrow focus.

Empirical study: Designing the Course

In designing the course, the following steps were taken: assessment of needs, conceptualising the general goals and aims of the course; formulation of the objectives; designing the materials and choosing the literary texts; organising the course content; and designing the assessment plan. Based on Graves's theory of systematic course design, the different parts were not conceptualised in a linear fashion, but rather the parts were worked on simultaneously to ensure that the different parts complement one another. The course will be assessed once it has been practically taught and will most likely thereafter go through changes and updates. This could not, unfortunately, be accomplished before the submission of the thesis.

The needs assessment stage analysis showed the growing number of African immigrants in Estonia. According to Statistics Estonia, there were 575 African students studying in Estonia in 2019, 545 in 2020, and 509 in 2021 (Statistics Estonia 2023). These numbers have been decreasing after the worldwide Covid-19 crisis but are still high. Furthermore, these numbers only reflect the students in Estonia. Looking at immigrants from outside of the EU, Russia, Ukraine, and Belarus living in Estonia, the numbers have been steadily growing in the past five years. In 2018, there were 6,885 immigrants from outside of the EU, Russia, Ukraine, and Belarus living in Estonia. In 2022 the number had grown to 14,187 (Statistics Estonia 2018). Unfortunately, there is no specific data on how many of those people are of African descent. Yet, having lived in Norway and communicated with second generation immigrants it became clear to me that immigration to Estonia will also increase and we will soon have second- and third-generation immigrant communities. Therefore, understanding the culture of our potential future friends, colleagues, and neighbours of African descent was an important aspect when determining the overall need for the course. The other reason was that increasing number of

Estonian young people choose to study and work abroad where they are likely to meet immigrants from different West African countries and they should thus have a better sense of the Outer Circle English speaking countries about which there is usually no information in the locally produced English language textbooks.

The next step of the process was to conceptualise the general aims for the course. As the main goal was to convey cultural aspects through African literature, identifying the course aims went together with choosing the literary texts for the course. Quite fast it became evident that with the constraint of lesson numbers it was impossible to choose writers from very different African countries or regions. Therefore, a choice had to be made which countries or regions to include. Considering that this is an English course the regions chosen needed to be English-speaking countries that used to be part of the British Empire. Having most personal first-hand knowledge in the West African countries, I decided to teach literatures and cultural aspects from that region. Another reason for this choice is the number of immigrants of West African descent in Estonia: the number of Igbo people of Nigeria has grown in Estonia from 1 in 2011 to 152 in 2021 (Lass et al 2023: para 1).

The general goal of this course is to raise cultural awareness and increase the appreciation of West Africa through local literature. The next step was to conceptualise and formulate the educational objectives. In this stage, it was important to first understand the objectives and goals set by NCUSS for Estonian upper secondary schools. The second Annex of the NCUSS discusses the teaching of foreign languages and states that, the student, at the end of the upper secondary school, will not just become the speaker of the target languages, but is expected to understand multiple cultures and cultural behaviours. Teachers are expected to help students develop the skills to compare their own culture and language with that of the target

language and culture, to understand and value these differences and to avoid prejudice against other cultures (Government of Estonia 2011:2). Annex 2 also list the central principles of student-centred learning: the learners' active participation and creative use of the target language, compliance of the materials with the learners' interests, use of various forms of active learning, teacher's role as a cooperative partner and advisor, and the use of wide variety of learning materials that are open to adaption and improvement (Government of Estonia 2011:2).

Based on these directives the general goals of the course the main objectives were formulated. Students taking this course are to show appreciation and knowledge of West African cultural aspects through their writings and classroom discussions; to analyse a text from a cultural and personal standpoint; to plan, research, and deliver a presentation on a given topic; and to understand the implications of one's own cultural conditioning in analysing the similarities and differences of cultures. These objectives are in accordance NCUSS, but the methodology, materials, and finally the assessment has to be developed to ensure that these can be achieved.

According to Kathleen Graves, the steps of conceptualisation of content involves thinking about both the students' and the teacher's needs for the course, deciding what should and should not be included, and finally organising the content in a logical way that would make the relationship between the different parts apparent (Graves, 2000:37-38). As the scope of the course content was already known, it was important to make critical choices and decisions of what to include in the course. Choosing the literature as well as the activities and methodologies for conveying the information was an important part of the course conceptualisation. Furthermore, it was imperative to understand how these parts of the course could be combined with the personal growth method of teaching literature and culture.

The last part of conceptualising focused on the assessment plan. The assessment plan of the course ensures that the objectives are measurable and attainable. While some of the objectives are easier to measure, like active participation, texts analyses, or presentations, the more abstract objectives may pose difficulty in assessment. For this specific reason it was decided that students should also keep a reading diary that could help them reflect on their journey and thoughts as they read the different texts.

The biggest task in terms of the course design is the creation of the actual teaching materials. According to Kathleen Graves (2000:149), the process of materials development is “a continuum of decision-making and creativity” and it depends on the teacher whether they would like to use an already existing textbook or create everything “from scratch” in this process. The process involves choosing activities and techniques, adapting those to the course that is being created, and finally organising the materials to ensure that the objectives of the course are met (Graves 2000:150). For this course, it was also necessary to ensure that both teaching literature and teaching culture were covered by the teaching materials.

Next, it was important to theorise the types of activities and materials that the final course would benefit from. Graves (2000:156) offers a list of 15 considerations for developing materials, divided into 6 subcategories: learners, learning, language, social context, activity types, and materials which include things like relevance for the learners, engagement, development, and integration of different skills, targeting of relevant aspects of the language, inclusion of cultural focus and social awareness, variety of tasks, activities and their purpose, and finally variety of authentic materials (Graves 2000:156). All these points were considered in the process of creating the materials for this course as well. Most importantly, the main consideration was that the materials should offer an authentic and interactive learning

experience to the students and consider not only expanding the students' literary skills but engage, develop, and integrate other skills.

The Course Outline

The first practical step towards the actual course creation after theorising the overall course design was writing the course outline. The course outline (Appendix A) includes the course aims, learning outcomes, methodology, general course content, and assessment plan. While the general aspects of the course design have already been discussed, the course plan and the choice of literary texts that make up the course content will be discussed here.

Kathleen Graves stresses that organising a course means understanding how the materials and content come together to create a unified course in accordance with the overall goals and objectives that were set. Those underlying systems give the course structure and help students achieve the individual objectives for each lesson and finally achieve the overall goals for the course (Graves 2000:125). To organise this course, it was therefore necessary to take apart the overall objectives and systematically arrange them so that they made sense from lesson to lesson.

To achieve the first learning outcome, *shows appreciation and knowledge of West-African cultural aspects through writings and discussions*, the course plan needs cultural aspects that the students can learn about, varied exercises and discussion tasks, as well as an understanding of the appreciation of culture. The cultural aspects taught during this course are gender roles, family dynamics, individuality, religions and ethnic groups, as well as the persistence of colonial influences. Additionally, students must understand cultural appreciation and how it can be exhibited.

To achieve the second learning outcome, *analyses a text from a cultural and personal standpoint*, analysis skills, and intercultural understanding and synthesis need to be developed. The third outcome, *plans, researches, and delivers a presentation on a given topic*, is very straightforward. The last objective, *understands the implications of their own cultural conditioning in analysing the similarities and differences of cultures*, also expresses the need for intercultural understanding and analysis, but stresses that students should be able to comprehend and recognise their own cultural background and bias in their analysis.

After this systematic analysis the content was created to support each of these outcomes and to create a unified whole. The cultural aspects of the texts were analysed, and the texts arranged to support the students' learning process.

The Choice of Literary Texts

West Africa offers a great variety of literature that could be used in this course to introduce students to African cultural values and experiences of the peoples. The most important rationales were the availability of the texts, as well as their readability, as suggested by Carter and Long (1991:143). While post-colonial West African literature is mostly written in English, it was important to decide whether the language used in the texts was understandable for the student demographic of Estonia. I decided to use the texts of well-known authors, taking their background into account.

Many West African novels are either not readily available or include too many cultural nuances which make them difficult to understand within a secondary school course. Therefore, I focused on short stories by various African writers such as those gathered in the *African Short Stories* anthology edited by Chinua Achebe and Catherine Lynette Innes. However, the

collection did not include enough appropriate short stories by West African writers. Chimamanda Ngozi Adichie was chosen as she has published a short story collection and the variety of English used in the texts is easily understandable for the students in Estonia.

The decision to add Chinua Achebe's *Things Fall Apart* (1958) came much later after parts of the course plan and materials were already developed. Chinua Achebe is one of the most well-known and celebrated writers from West Africa, and *Things Fall Apart* discusses the time before Nigeria was colonised. This setting helps set the cultural expectations for the rest of the course and creates an interesting comparison to the more recent texts. The setting is also helpful for the students to explore the stereotypes of Africa and their origins.

To analyse the readability of the texts the Lexile framework was used. Lexile Framework for Reading is a research-backed educational tool that uses a Lexile scale to determine the complexity level of a text (Lexile 2023). Chinua Achebe's *Things Fall Apart* is rated 890L on the Lexile scale. At the end of basic school, the students in Estonia should be at least on the B1 level of English according to the Common European Framework levels, with their reading ability between 700L to 1250L (Mitchell 2018). Therefore, the novel should be at an appropriate level. Although Chimamanda Ngozi Adichie's short story collection *The Thing Around Your Neck* is not listed on the Lexile website, then her novels are rated around 920-940L, meaning these too are appropriate for the level of English that is expected from the students taking this course.

The final aspect that was considered was the representations that the selected texts provide (Carter and Long 1991:143). The chosen authors represent post-colonial African experience as well as that of the peoples in the diaspora and the scope of their writing is varied. Achebe's *Things Fall Apart* represent the feelings, emotions, and day-to-day cultural aspects of regular. Chimamanda Ngozi Adichie captures the life of African diaspora in the western

countries and therefore includes plenty of commentary on the lives and struggles of immigrants, the cultural differences between Nigeria and the west, as well as the idea of the American Dream. Both are well-known for their social criticism.

The final step was choosing the actual short stories from the collection by Adichie. The collection contains twelve short stories, but they cannot all be covered within the course. It was decided to add five short stories to excerpts from *Things Fall Apart*. The process of choosing was based on the question whether these texts would help students learn to understand West African cultural aspects and offer opportunities for personal growth. Additionally, because the authenticity of the texts means they should also be used in an authentic setting, the textual analysis considered whether the students of upper secondary schools would also enjoy reading these texts.

The Headstrong Historian was chosen to follow *Things Fall Apart* because of their similar settings to help students understand the history of West African colonisation and the possible feelings tied to the introduction of Christianity. While *Things Fall Apart* is fully set around the 1890s, then *The Headstrong Historian* ends around 1970s, bridging the gap between the first and the third text for the students. Both texts discuss the rift between traditional religion and Christianity and offer different aspects for analysis of day-to-day lives such as foods and its preparation, family relations, and gender roles. Both stories also offer opportunities to explore stereotypes and how these have been formed, which help students understand their biases.

The rest of the short stories were chosen based on the cultural aspects present in the texts and their overall setting. Both *The American Embassy* and *A Private Experience* discuss 1990s in Nigeria and the tensions with the military government and ethnic troubles. Both these works also offer insight into the day-to-day life of regular people, different religions, and the effects of colonisation prevalent in post-colonial Nigeria.

The last two short stories were chosen again for their similar setting. Both *Imitation* and *The Thing Around Your Neck* focus on the Nigerians who have emigrated to the US and show the experiences, struggles, and emotions of immigrants. Both stories end with the choice to return to Nigeria. These texts show cultural differences between West Africa and the western countries. Other themes in these stories are once again gender roles, family relations, as well as the topic of identity and individuality.

Mainly, the choice of the short stories for this course was influenced by the duration of the course. The texts chosen were coupled up in pairs by their similar settings and themes. This helped organise the course content in a logical way. All stories include some of the following cultural aspects: day to day life, family relations and dynamic. They offer insights into religions, colonial memories, cultural differences, and mental health issues.

Developing the materials

After the texts were chosen and arranged in a logical way the next step was developing the actual teaching and learning materials. This was the lengthiest process of the course creation. It was important to ensure that the materials and lesson plans would support the overall goals for the course, but at the same time offer varied and interactive learning opportunities. Activities in the course needed to include the four thinking elements outlined by Johnson and Rinvoluceri: reflecting, sharing, comparing, and preparing (2010:16-17).

Developing materials depends on the course organisation and objectives but is also a process of choices based on personal beliefs, understandings, and experience of teaching (Graves 2000:166). This course was developed for a generalised population of Estonian upper

secondary students and thus, the materials need to be modifiable when needed, depending on the context of teaching. In total, materials were created for 35 lessons.

Two types of materials were created for this course – the general lesson plans with goals, objectives, and activities for each lesson, and the actual worksheets to be used in the lessons to support the texts. All the texts are chosen from the two books selected for the course: the novel *Things Fall Apart* by Chinua Achebe (1958) and selected short stories from the collection *The Thing Around Your Neck* by Chimamanda Ngozi Adichie (2009).

The materials are created for upper secondary school students in Estonia and take into consideration the possibility of other cultures being represented in the classroom. The variety of activities target the following competences: intercultural, communication, linguistic and sociolinguistic, and discourse. The specific activities and competences are analysed in the next section. All individual lesson plans and worksheets are added in the Appendices of this thesis.

Developing the individual lesson plans

The individual lesson plans were created based on the course plan that had been designed earlier. In this stage it was important to finalise the goals and objectives for every lesson to ensure that they would help to achieve the overall goals of the course. Each lesson was therefore designed with a set of topics, goals, objectives, and activities to achieve them. The activities were chosen based on the themes, skills and competences expected from the students in accordance with the National Curriculum for Upper Secondary Schools. The lesson plans are grouped based on the course plan (Appendix B).

In general, the activities within the lessons are divided into the following categories: cultural frameworks, discussion tasks, pre-reading predictions, individual research, written

activities, and reflection. The activities under the cultural frameworks are based and adapted from Johnson and Rinvulunci (2010). The incorporated role plays are also grouped under the cultural framework tasks. Discussion tasks are varied and incorporate talking, listening, and writing.

The first three lessons of the course (Appendix C) are dedicated to the introduction of the course as well as activation of students' previous knowledge of Africa and supplementing this knowledge. The first lessons are to create the setting for the rest of the course. For this reason, the third lesson includes a listening exercise where students are to analyse a talk given by Chimamanda Ngozi Adichie in 2009. This speech was chosen as it concentrates on intercultural understanding, cultural awareness and appreciation, and cultural prejudice. It also introduces the students to one of the writers in a more personal way as they can see and hear her. The takeaways from this speech are carried through the rest of the course.

Other activities for lessons 1-3 include individual research as homework which develops the students' critical thinking and analysis skills. The lesson also includes role play to set the framework for cultural understanding, discussion activities, and visual learning. Incorporating visual media into the lesson helps the students to understand the countries and regions they are going to learn about. The role helps the students understand the influence of people's environment on their perception. It is a playful way for the students to understand their own biases and perceptions.

Another way used to encourage students to learn about their biases in the first lessons is through understanding and analysing the stereotypes and myths about Africa. In the lesson plans this is done with a quiz. However, the quiz itself is not part of the created materials because the questions would be generated by the teacher based on the thoughts from students. The quiz can

be substituted with any discussion activity. The goal is for the students to analyse how stereotypes can be harmful and where they come from.

The next five lessons concentrate on the excerpts from Chinua Achebe's *Things Fall Apart* (Appendix D). The novel offers representations of both big-C and small-c culture of Nigeria and allows students to understand how Nigeria was colonised by European powers. The activities chosen for these lessons develop students' intercultural skills through discussion and reflection tasks. Students are introduced to the topic of cultural appreciation and appropriation to gain a better understanding of the overall goals of the course and to understand the deeper meanings of culture. These skills help students step beyond the "interpretive perspective" of culture which Delaney underlined (2020:21).

The tasks in these lessons are varied, and I have also added some that incorporate movement. For example, during the silent discussion in lesson 5 and the "Stereotype Scale" activity in lesson 8 the students are expected to move around in the class. Movement benefits the students' ability to think and their overall health and is therefore important to incorporate into regular classroom time.

Intercultural skills are developed through the analysis and synthesis of similarities and differences between the students' own culture and the one being represented in the text. Important topics covered here are Nigeria and Estonia in the 19th century, food and celebrations, traditional religions, and gender roles. These topics offer students opportunities for reflection, imagination, as well as an insight into stereotypes – a topic that was introduced in the introductory lessons. The discussions and reflections on the small-c culture are important to ensure that students do not simply reinforce their stereotypes but understand how they have been created and why people may behave the way they do.

The students will then analyse Chimamanda Ngozi Adichie's *The Headstrong Historian* in lessons 9-11 (Appendix E). To develop the students' analytical skills, the next lessons start with an introduction to the characteristics of a short story. Students are divided into smaller groups for more effective analysis. The groups should be different during every discussion task so that the students could talk with different people and hear different perspectives.

During these lessons the students are also expected to reflect on the knowledge gained from the two first texts because the topics and themes are similar and build on each other. The ending of *The Headstrong Historian* offers students an insight into different interpretations of colonialism from the point of view of the colonised. Reflection tasks offer students the opportunity for deeper understanding of the possible social contexts around this topic.

To synthesise the information from the first texts, the next lessons (Appendix F) are dedicated to drawing conclusions. An activity on cultural values and perceptions is done in lesson 12 to help students understand the values and beliefs behind cultural situations and events. This activity provides students with a framework of cultural analysis.

Next, the students are analysing *The American Embassy* and *A Private Experience*. During lessons 16-18 (Appendix H) the focus is on Nigerian history and students can develop their reading and research skills with a cyberhunt, an online-research activity. The one developed for this course expects students to read and synthesise information about freedom of press. This topic is important to understand the short story as well as the history of Nigeria in the 1990s. Students will also pair up to find specific information from the text on the topic of day-to-day life. This will help students see past the specific images and concentrate on the environment and regular lives of people. The goal of this activity is to see the wider socio-cultural aspects outside of the story.

Other specific skills developed in these lessons include creative writing as students will write a paragraph on how the environment is described in the story. Again, this offers an opportunity for discussion around the wider socio-cultural aspects in the story. Interpretation of the environment will help students see beyond the storyline and imagine a regular Tuesday in Lagos, Nigeria.

During lessons 19-21 (Appendix I) activities were chosen to help students explore the themes of identity, empathy, and conflict. These include creating a mind map, various discussions, role play, character analysis and other writing tasks. The role-play activity helps students analyse these topics and try to imagine themselves as the characters, picture their feelings and explore their perspectives in a safe environment. The students get to analyse these issues further with different writing tasks, for example writing an alternative ending to the short story. The goal of this activity is for the students to how their own cultural understanding and perception will change the story. Understanding their own cultural perceptions will help them understand the cultural perceptions of the writer.

After reading *A Private Experience* and *The American Embassy* the students are once again expected to synthesise what they learned from these texts. An activity to find similarities and differences was added to lesson 22 (Appendix J). The goal is for the students to see different perspectives once again and to prepare them to discuss the similarities and differences between cultures. An interactive task is also added so the students could move around while summarising the key points, themes, and aspects of the stories with one another.

The last two texts that the students are reading and analysing explain the immigrant experience and explicitly discuss some cultural differences between the US and Nigeria. *Imitation* is read and discussed during lessons 23-25 (Appendix K) through activities that encourage students to use their imaginations to interpret the story and the setting. Other activities

expect the students to find similarities and differences between the story and their own lives. The main topics for these activities are family relations and roles of people within a society. Furthermore, as the story itself offers explanations of cultural differences, the students analyse this information and draw possible conclusions from it.

The Thing Around Your Neck is the last short story that the students read and analyse, and the activities in lessons 26-28 (Appendix L) are therefore based on reflection on and synthesis of previously learned cultural aspects. Issues such as identity and belonging, ignorance and its connection to cultural appreciation and appropriation are analysed through various discussion tasks in bigger and smaller groups. The most notable discussion task is the carousel discussion in lesson 27 where students are expected to express their understandings of various family relationships represented in the story. The goal of this activity is to finish the topic of family relations in the West African culture and for the students to gain a more thorough understanding of the different relationships within families.

In the final lesson (Appendix M), the activities are reflective and fun. A game is played to repeat the vocabulary from the last two texts. The goal of playing a game is to offer the students a more relaxed way to finish the final text before the final part of the course.

Lessons 30-31 (Appendix N) concentrate on the different ways in which language is used in the texts and allow students to learn more about West African English. These lessons explain the connections between language and culture. Students' linguistic competences are broadened through examples of language use in West Africa with examples of cultural proverbs, as well as specific vocabulary.

In order to offer the students a last framework for analysing cultural differences, lesson 32 (Appendix O) concentrates on a cultural game. One goal of this activity is for the students to firstly use the cultural aspects they have learned about during the course to create an imaginative

culture themselves. Secondly, the key goal of this activity is to teach the students to explain their experiences connected to learning about cultural aspects. The reflection within this activity should help students understand the cultural behaviours of different people, and why cultural appreciation is important.

In the final lesson before the essay and final assessment (Appendix P), the goal is for the students to formulate their experiences during the course. They should be able to analyse their expectations and whether they were met. Students also get the opportunity to critically evaluate the presentations that they had made earlier and to reflect on how their understandings have changed since.

The student presentations form a part of the final assessment for the course. Students are expected to individually research, plan, and deliver a presentation on a given topic. This experience develops their research, presentation, and time management skills. The presentations will most likely be about the big-C cultures of the countries, which is why in the final lesson of the course the students re-evaluate their presentations and find the cultural beliefs and values behind the aspects that they previously presented. This will help students monitor their personal growth during the course and further help them during the final test and essay.

The final test and essay are planned for the last two lessons of the course (Appendix Q). The final assessment tests different skills, like speaking, writing, and analysing. In the first part of the text students are divided into groups and each group is given a topic to discuss. This activity evaluates students' ability to speak, explain their opinions, and analyse their key learning outcomes of the course. The second part of the final assessment consists of short answer questions and a reflective essay in which students can use examples from their reading journals to analyse their personal development during the course.

Creating the worksheets

The worksheets created for this course support the individual learning outcomes of each lesson where they are used as well as the overall learning goals for the course. The worksheets support the activities of each lesson and were therefore created in parallel to the creation of the individual lesson plans. Activities in the worksheets support the discussions, reflection, and research skills development of students. There are also many vocabulary exercises to offer the students a more rounded way of learning about the cultures of West African countries.

Most of the activities and tasks in the worksheets allow students to explore the themes and topics of the texts further. As the teaching follows the personal growth method, then personal reflection and deeper understanding are of utmost importance. Therefore, the worksheets include guiding questions for the students to help them express their experiences and opinions.

The worksheets include a variety of vocabulary tasks that range from explaining words and concepts (worksheet 1, Appendix D) to finding synonyms (worksheet 10, Appendix H) and antonyms (worksheet 15, Appendix J). There are also vocabulary tasks related to cultural concepts and words from the texts, helping students understand the interconnectedness of culture and language.

Other types of activities include creative writing prompts and projects based on the characters from the texts. Such activities promote intercultural understanding and appreciation by allowing the students to imagine themselves in the same situations as the characters. An example is a journal entry prompt from a character's perspective in worksheet 16 (Appendix K).

Some of the activities include shorter and longer research tasks. In worksheet 11 (Appendix H) the students are first asked to research visa requirements for themselves to a country of their choosing. Then they are asked to research visa requirements for Ghanaians or Nigerians to the same country and draw their conclusions. This activity helps students explore the bureaucracy of the story *The American Embassy*, but also set them up for the subsequent story *The Thing Around Your Neck* where the topic of the American visa is explored.

The tasks in the worksheets are also used to connect themes and topics from different lessons. For example, the ideas from Adichie's TED talk "The Danger of a Single Story" are echoed throughout various worksheets as are the students' understanding of an article about cultural appreciation and appropriation (worksheet 8, Appendix F). Such tasks help students to map their development through the course.

Finally, some tasks in the worksheets help students explore the similarities and differences within the stories, or the cultures discussed. Such activities are often followed by tasks that help students find examples to support their analysis (worksheet 6, Appendix E). Reflective tasks after activities that ask for the student's opinion are important to help the student understand the underlying reasons for the opinions better.

In general, the worksheets support the created lesson plans. They help students gain a deeper understanding of the topics in the texts, as well as the themes introduced in the lesson such as appreciation and appropriation, perception of time, and use of non-verbal communication in cultures. There are also activities to support notetaking during presentations and discussions that further help students with their reflective skills.

Practical application

The literature course follows the National Curriculum for Upper Secondary Schools and can therefore be taught as an elective English course across Estonia in upper secondary schools. The length of the course is 35 lessons.

As the course uses the personal growth method of teaching literature and therefore incorporates a lot of discussion activities where students share their personal opinions and experiences then it is important that they feel safe in doing so. Therefore, the classroom environment should encourage the students to voice their opinions. The students must feel that their experiences and thoughts are valid and valued.

There are some suggestions for the actual teaching of the course. Firstly, the ideal classroom for this should be one where chairs and desks could be easily moved. The discussion panels should ideally happen in a circle or semi-circle, so the students could see each other, and not only the teacher. As the teacher is taking the role of a mediator and the discussions should primarily happen between students, they should be able to look each other in the eye.

Secondly, the students should be expected to keep all the materials in one place. As there is some back-and-forth between the materials, they should be treated as a workbook and not simply as handouts to be thrown away after each lesson. The worksheets offer space for dialogue between the text and the student, and the student should therefore be encouraged to also use these reflections during the final essay.

For this thesis the worksheets available in the appendices have been shortened and kept plain. However, personal modifications, edits, and added pictures and imagery are welcome. Ideally, the worksheets should have different colours to mark and separate them based on the

texts and lesson groupings. This would make it easier for the students, and the teacher, to separate worksheets from one another.

The reading diary should be a student's personal reflection notebook and they should be free to reflect at any time during the course. The students should also be encouraged to take notes in the reading diary during discussion panels. However, the students should be provided with a list of possible reflection prompts during reading and be encouraged to use the reading diary for reflections before, during, and after reading the different texts.

Ideally, the course should be taught over a longer period of time with three to four lessons each week. This extended period would allow for students to notice their personal development and to reflect on the possible change. However, it is also possible to fast-track the course and to teach it during a shorter period. As the materials are modifiable then the individual lessons plans could, in theory, be switched around a bit to suit the period of teaching.

Conclusion

The present thesis aimed to develop an effective course with accompanying materials that could be practically used in Estonian upper secondary schools to teach cultural awareness and appreciation of West African cultures through literature.

Teaching about culture in the foreign language classes is not a new phenomenon. Language and culture are closely connected and therefore it is not possible to talk about teaching language without teaching culture. However, most of the teaching about culture tends to remain superficial and not explain the values and beliefs of the target culture, also known as the small-c culture.

It is usually the big-C culture – the artifacts, literature, and products – that are taught in English lessons. This course aimed to teach the small-c culture, the values, beliefs, and the social environment. To achieve this, authentic texts were chosen for the course that the students were expected to analyse and engage with. Authentic texts are important when teaching culture, and literature offers easily accessible and varied authentic texts for this purpose.

West African literature and cultures were chosen because currently Estonian upper secondary schools only tend to teach about cultures in countries such as the United Kingdom, the United States of America, and maybe Australia. These are the countries known as the Inner Circle countries following Kachru's Concentric Circles model. However, in the context of globalisation the countries of the so-called Outer Circle that are "norm developing" (Kachru 1996:138) should also be studied and understood.

The teaching plan follows the personal growth method of teaching literature, formulated by Carter and Long (1991). This method was chosen as it encourages the use of literature as a

resource for a deeper understanding of the culture and this will in turn support the development of cultural awareness and appreciation. It is a student-centred method where the teacher is expected to act as a guide in the process of student self-development.

The method chosen set the possible scope for the materials that needed to be created for this course as well as the activities and tasks that should be incorporated to allow students to grow. As literature is used as a resource for teaching cultural awareness then students are encouraged, through various activities for reflection and discussion, to map their understanding and development. Furthermore, students are expected to keep a reading diary during the course to write about their experiences while reading the texts.

Teaching cultural content comes with a set of challenges including potentially encouraging the drawing of generalisations or wrong conclusions from the materials. To overcome these challenges the students are expected to re-evaluate the work they have completed at the end of the course. This helps them to map their growth and understanding.

Another challenge is for the students to only observe the culture instead of engaging with it, or to not understand how their environment influences their own perceptions and biases in interpreting the culture. Tasks such as writing a journal entry from a literary character's point of view or role plays help students engage with the text and its characters. Writing prompts to imagine an alternative ending or the environment in the texts help students discover the perceptions of the author.

To better understand and analyse culture, different activities of cultural analysis were also added to the lesson plans. These activities help students conduct a deeper analysis of the values and beliefs behind different cultural behaviours. Students are encouraged to understand their own cultural behaviours in order to analyse these from the perspective of another culture.

When teaching culture, it is important for the students to understand that their own behaviours, values, and perceptions stem from their culture. From this understanding, further conclusions of other people's behaviours can be drawn.

Finally, the course that was created set out to foster cultural awareness and appreciation in students. While cultural awareness can be taught and developed through learning about other peoples and their cultures, appreciation takes it a step further and is also more difficult to measure. To measure whether students have understood the concept of cultural appreciation and do appreciate West African culture by the end of the course, discussion and reflection activities were added to the course. Also, students are expected to read an article about cultural awareness to understand what it means to appreciate a culture. In the final reflective essay, the students are asked to reflect on their journey throughout the course, and whether they personally feel that the texts have helped them foster cultural appreciation and how.

This course could be practically taught in any Estonian upper secondary school as an elective English course with a total length of 35 lessons. Although the course could not be taught before the submission of this thesis, the materials that have been created are open for modifications based on the actual student demographic and their abilities.

References

- Achebe, Chinua. 2007. *The Novelist as Teacher*. In Olaniyan, Tejumola and Quayson, Ato (eds). *African Literature. An Anthology of Criticism and Theory*. 103-106. Oxford: Blackwell Publishing.
- Carter, Ronald. Long, Michael N. 1991. *Teaching Literature*. New York: Longman Publishing.
- Collie, Joanne. Slater, Stephen. 1987. *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: Cambridge University Press.
- Delanoy, Werner. 2020. What is Culture?. In Rings, Guido and Rasinger, Sebastian (eds). *The Cambridge Handbook of Intercultural Communication*. 17-34. Cambridge: Cambridge University Press.
- Dubin, Fraida. Olshtain, Elite. 1986. *Course Design: Developing Programs and Materials for Language Learning*. Cambridge: Cambridge University Press.
- Graves, Kathleen. 2000. *Designing Language Courses: A Guide for Teachers*. Toronto: Thomson & Heinle.
- Government of Estonia. 2011. *National Curriculum for Upper Secondary Schools*. Available at <https://www.riigiteataja.ee/en/eli/524092014009/consolide>, accessed 15. May 2023.
- Government of Estonia. 2011. *Annex 2 of the National Curriculum of Upper Secondary Schools*. Available at https://www.riigiteataja.ee/aktalisa/1140/1201/1002/VV2_lisa2.pdf#, accessed 15. May 2023.
- Hall, Geoff. 2005. *Literature in Language Education*. Hampshire: Palgrave MacMillan.
- Ife, Anne. 2020. Language and Othering in Contemporary Europe. In Rings, Guido and Rasinger, Sebastian (eds). *The Cambridge Handbook of Intercultural Communication*. 369-411. Cambridge: Cambridge University Press.
- Johnson, Gill. Rinvoluceri, Mario. 2010. *Culture in Our Classrooms. Teaching Language Through Cultural Content*. Surrey: Delta Publishing.
- Kachru, Braj B. 1980. The Non-Native Literatures as a Resource for Language Teaching. *RELC Journal: A Journal of Language Teaching and Research*, 11:2, 1-9.
- Kachru, Braj B. 1996. World Englishes: Agony and Ecstasy. *The Journal of Aesthetic Education*, 30:2, 135-155.

- Kramersch, Claire. 1993. *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Kramersch, Claire. 1995. The cultural component of language teaching. *Language, Culture and Curriculum*. 8:2, 83-92.
- Kramersch, Claire. 1998. *Language and Culture*. Oxford: Oxford University Press.
- Lass, Henry; Vassiljeva, Tea; Randoja, Käthrin. 2023. Eesti rahvastik on tunduvalt mitmekesisem kui 10 aastat tagasi. Available at <https://www.stat.ee/et/uudised/eesti-rahvastik-tunduvalt-mitmekesisem-kui-10-aastat-tagasi>, accessed 15. May 2023
- Lexile. 2023. *History*. Available at <https://lexile.com/about-us/history/>, accessed 15. May 2023.
- McCormack, Bede. 2018. Using Literature to Teach Culture. In Liantas, J.I.; T. International Association and DelliCarpini, M (eds). *The TESOL Encyclopedia of English Language Teaching*. 1-6. Hoboken: John Wiley and Sons, Ltd
- Mitchell, Katie. 2018. Reading Metrics Explanations and Justifications. *Flatirons Forum*. Spring 2018. Available at <https://www.colorado.edu/flatironsforum/2018/05/14/reading-metrics-explanations-and-justifications>, accessed 15. May 2023.
- Nostrand, Howard Lee. 1989. Authentic Texts and Cultural Authenticity: An Editorial. *The Modern Language Journal*, 73:1, 49-52
- Obiechina, Emmanuel N. 2007. *Background to the West African Novel*. In Olaniyan, Tejumola and Quayson, Ato (eds). *African Literature. An Anthology of Criticism and Theory*. 103-106. Oxford: Blackwell Publishing.
- Pulverness, Alan and Tomlinson, Brian. 2013. Materials for Cultural Awareness. In Tomlinson, Brian (ed). *Developing Materials for Language Teaching*. London: Bloomsbury Academic
- Shin, Hyunjung. Kubota, Ryuko. 2010. Post-colonialism and Globalization in Language Education. In Spolsky, Bernard and Hult, Francis M. (eds). *The Handbook of Educational Linguistics*. 206-219. Oxford: Wiley-Blackwell, Blackwell Publishing Ltd.
- Statistics Estonia. 2018. Population, 1 January. Administrative Division as at 01.01. 2018 by Year, Place of Residence and Citizenship. Available at https://andmed.stat.ee/et/stat/rahvastik_rahvastikunaitajad-ja-koosseis_rahvaarv-ja-rahvastiku-koosseis/RV068/table/tableViewLayout2, accessed 15. May 2023.

Statistics Estonia. 2023. *HT308: Degree Mobile Students by Sex, Region of origin, Level of study and Year*. Available at https://andmed.stat.ee/en/stat/sotsiaalelu_haridus_kergharidus/HT308/table/tableViewLayout, accessed 15. May 2023.

Tomalin, Barry. Stempleski, Susan. 1993. *Cultural Awareness*. Oxford: Oxford University Press.

Appendices

Appendix A - Course outline

CULTURE THROUGH LITERATURE: NIGERIA AND WEST-AFRICA	
LENGTH	35 lessons
TOPICS	The course is built around short stories by Chimamanda Ngozi Adichie and the novel <i>Things Fall Apart</i> by Chinua Achebe. During the course, the students explore various topics related to West African culture like social relationships, food, cultural values, politeness in conversation, and religion.
LEARNING OUTCOMES	<p>By the end of the course the student:</p> <ul style="list-style-type: none"> • Shows appreciation and knowledge of West African cultural aspects through writings and discussions. • Analyses a text from a cultural and personal standpoint. • Plans, researches, and executes a presentation on a given topic. • Understands the implications of their own cultural conditioning in analysing the similarities and differences of cultures.
METHODOLOGY	The course is built around The Personal Growth Model of teaching literature developed by Carter and Long (1991:2). Literature is used as a resource and not simply as a study object. Students are encouraged to construct their meanings and opinions based on the texts and their own real-world experiences and knowledge.
COURSE CONTENT	<p>Excerpts from <i>Things Fall Apart</i> by Chinua Achebe and selected short stories from <i>The Thing Around Your Neck</i> collection by Chimamanda Ngozi Adichie will be read and analysed. The following short stories will be studied:</p> <p><i>The Headstrong Historian</i> <i>The American Embassy</i> <i>A Private Experience</i> <i>Imitation</i> <i>The Thing Around Your Neck</i></p> <p>The course is built around seminars and expects the students to work individually with texts as well. The students are expected to prepare a group presentation about an English-speaking West African country (Nigeria, Ghana, Gambia, Sierra Leone, Liberia, Cameroon).</p> <p>The students are also expected to fully read the short stories that are studied for the final test. The final test will include questions about their text choice.</p>

GRADING	<p>Finally, the students are expected to keep a reading diary to reflect on their reading journey throughout the whole course. No specific guidelines are set for the diary, but suggestions are given.</p> <p>Final grade consists of:</p> <ul style="list-style-type: none"> • The presentation that students are expected to prepare (25%) • Active participation in seminars and homework, including the students' reading diary (25%) • Final test on course materials, including an essay (50%)
----------------	--

Appendix B - Course plan

COURSE PLAN		LESSON TOPICS
LESSONS 1-3	Introduction to the West African countries and its peoples	Introduction to West Africa The peoples and languages of West Africa West African literature
LESSONS 4-8	Chinua Achebe <i>Things Fall Apart</i>	Nigeria & Estonia in the 19 th century Food and celebrations Religion and beliefs Gender roles
LESSONS 9-11	Chimamanda Ngozi Adichie <i>The Headstrong Historian</i>	Nigeria in the 19 th century Gender roles & family dynamics Colonisation
LESSONS 12-13	Conclusions of the first two texts	
LESSON 14-15	Student presentations	
LESSONS 16-18	Chimamanda Ngozi Adichie <i>The American Embassy</i>	Nigerian history The American Dream Day-to-day life of average people
LESSONS 19-21	Chimamanda Ngozi Adichie <i>A Private Experience</i>	Ethnic groups and religions Ethnic tensions because of colonisation Identities of people
LESSON 22	Conclusions of the two texts	
LESSONS 23-25	Chimamanda Ngozi Adichie <i>Imitation</i>	Identity and belonging Cultural differences Family relations
LESSONS 26-28	Chimamanda Ngozi Adichie <i>The Thing Around Your Neck</i>	Family relations and obligations Mental health Identity and belonging
LESSONS 29	Conclusions of the last texts	
LESSON 30-31	Language used in the texts	Proverbs Characteristics of West African English
LESSON 32	Cultural game	
LESSON 33	Preparation for the final test and essay	

LESSONS 34-35	Final test & essay
--------------------------------	--------------------

Appendix C – Lessons 1-3 & worksheet 0

Overall goals:

- Students gain knowledge of West African countries.
- Students are introduced to cultural differences and how our environment affects our perspective.
- Students understand ethnic differences within African countries and compare this knowledge to European countries.
- Students get to know languages of West African countries and can explain why there are multiple local languages within a country.
- Students research and critically question information about West African countries.
- Students evaluate the new information against their preconceived ideas of West Africa.
- Students gain knowledge about the authors they will read during this course.

Lesson 1 – Introduction to the course & West Africa	
<p>Explain the course and its aspects; assessment; what is expected of the student.</p> <p>Play a roleplay game of different cultures and perspectives.</p> <p>Understanding how our environment affects our perspective and our culture.</p> <p>Activation of students' prior knowledge and understanding of West Africa.</p>	<p>Course introduction lecture</p> <ul style="list-style-type: none"> • Explain how the course is built and what we will be reading. • Explain the expectations from the students. • Explain the assessment process: presentation (more information at the end of 3rd lesson); reading diary; final exam and essay. <p>Student expectations for the course.</p> <ul style="list-style-type: none"> • They are given the opportunity to write on a piece of paper three things: why they chose this course; what do they hope to gain from this course; one question they have about the course or syllabus or the materials. • Teacher collects them and sets them on a board, discussing with the class and giving answers. <p>Students' prior knowledge of African countries</p> <ul style="list-style-type: none"> • Discussion: what do the students know about African countries? What have they heard? Has anyone visited any African countries? Have they seen any documentaries or movies about Africa? • Task for the reading diary entry: What comes to your mind first when someone says "Africa". Write as much as you

	<p>wish. Think of the everyday life, the people, the cultural aspects.</p> <p>Role play: image in different cultures</p> <ul style="list-style-type: none"> • Students are numbered from 1-4. <ul style="list-style-type: none"> 1 – a person living in the Arctic Circle 2 – a person living next to the Atlantic Ocean 3 – a person living near a big African river 4 – a person living in the Gobi Desert. • The teacher dictates the following sentence: A woman came down to the shore – she saw a fisherman. • Each student, in their roles, must draw a picture of the scene this sentence makes them think of. • All ones, twos, threes, fours come together in their groups and compare their drawings • Finally, they regroup so that there is one person from each number in each group. They show and explain the picture to the rest of the group. • Short discussion of reactions, emotions. What did this exercise make you think of? Did you realise something? <p>Knowledge of West Africa.</p> <ul style="list-style-type: none"> • Discussion in smaller groups: What are the countries of West Africa? What languages do they speak? What are the official languages in the different countries of West Africa? Does anyone know any names for local languages? Any names for tribes? What are the main cities in West African countries? What are the main religions? What is the day-to-day life like in West African countries? What do people eat? What are the natural resources from West African countries? Groups are expected to write down their main discussion points and present to the rest of the class afterwards. <p>Homework: find more information about the previous questions about West Africa and be ready to discuss it in the next lesson</p>
<p>Lesson 2 – The peoples and languages of West Africa</p>	
<p>Students learn more about the countries and peoples of West Africa.</p> <p>Students understand the ethnic groups of West Africa.</p> <p>Students can explain why one country does not equal one language in West Africa.</p>	<p>Students present the homework discussing West African questions from the previous lesson. Most important questions for this lesson:</p> <ul style="list-style-type: none"> • Countries of West Africa (we will talk more specifically of the English-speaking countries of West Africa) • Ethnic groups in these countries & what languages do they speak. • Main religions of West Africa <p>Filling out a map of West African countries and ethnic groups</p>

<p>Students discuss stereotypes and myths about Africa.</p> <p>Students understand colonial powers in Africa and where the stereotypes have come from.</p>	<ul style="list-style-type: none"> • Students are given an empty map (based on The Times map of the tribes, peoples, & nations of modern Africa) with the names of countries and ethnic groups on the side and asked to fill it out. They can do it together with other students and use any resources available (books, Internet, etc). • Discussion: what does this map represent? How is it different from a map of Estonia, for example? <p>Stereotypes and myths about Africa & African colonisation</p> <ul style="list-style-type: none"> • Watching a short video clip from the movie <i>Uganda Rising</i> where the colonisation of the continent is discussed. • Watching a short Youtube vlog about travelling to West Africa. • Discussion about the feelings evoked by these video clips. • Quiz about myths and stereotypes, followed by a discussion.
<p>Lesson 3 – West African literature and the authors for this course</p>	
<p>Introduction to the West African fiction as a counterword to the stereotypes and images painted by the colonisers.</p> <p>Students know more about the authors Achebe and Adichie.</p> <p>Students discuss the harm of stereotypes based on the TED talk “The danger of a single story” given by Chimamanda Ngozi Adichie.</p>	<p>Traditional literature of African countries (oral literature) vs the rise of written literature</p> <ul style="list-style-type: none"> • Lecture by the teacher <ul style="list-style-type: none"> ○ Oral literature ○ Colonisation giving rise to literacy which means more and more people are able to write and read literature. ○ Missing “own” literature as European literary works are difficult to relate to. ○ Rise of the West African novel to give the voice back to the local people about their lives, societies, beliefs. <p><i>The danger of a single story</i> TED talk by Chimamanda Ngozi Adichie</p> <p>Worksheet 0 – Lesson 3 “About the authors”</p> <p>Explanation of student presentations and what is expected.</p> <ul style="list-style-type: none"> • Students are expected to prepare a 5-10 min group/pair presentation of an English-speaking West African country. • The topic of the presentation is up to the students to choose themselves. • The presentation should include a slide of general information about the country they are presenting.

1. The danger of a single story

What is “the danger of a single story”?

.....

Have you been at fault for believing in a single story? Give examples.

.....

How did the talk make you feel? What did you learn? What did you discover about yourself? What did you discover about Nigeria? What did you discover about Western literature/African literature?

.....

2. About the authors – Chinua Achebe and Chimamanda Ngozi Adichie

<p>Chinua Achebe was born in Onigi, eastern Nigeria in 1930. He studied English and literature at the University College (now called University of Ibadan).</p> <p>He is well-known for his novels Things Fall Apart (1958), No Longer at Ease (1960), Arrow of God (1964), Anthills of the Savannah (1987) and others.</p>	<p>Chimamanda Ngozi Adichie was born in Enugu, eastern Nigeria in 1977. She has a Master’s Degree in Creative Writing and a Master of Arts degree in African History.</p> <p>She is well-known for her novels Purple Hibiscus (2003), Half of a Yellow Sun (2006), and Americanah (2013).</p>
---	---

3. The following statements are either about one or both authors. Write your guess in the space provided.

Is from the Igbo tribe of Nigeria(both)
Has taught in different universities(Achebe)
Is the author of what is known as “The African Trilogy”(Achebe)
Has studied medicine before choosing a different path(Adichie)
Has 18 honorary doctorate degrees(Adichie)
Has lived and worked in the US(both)

Is a celebrated Nigerian author and won multiple awards(both)

Appendix D – Lessons 4-8 and Worksheets 1-4

Lessons 4-8: Chinua Achebe's *Things Fall Apart*

Overall goals:

- Students gain an understanding of life in the 19th century Nigeria.
- Students discuss and find similarities and differences between Estonia and Nigeria in the 19th century.
- Students understand the different traditional celebrations in Nigeria.
- Students can explain aspects of traditional religion in Nigeria.
- Students explain gender roles and how they can influence the everyday life of regular people.

Lesson 4 – Introduction to the novel & similarities and differences between Estonia and Nigeria in the 19 th century	
<p>Introduction to the novel and reading the first excerpt.</p> <p>Accessing general knowledge and students' personal experiences before reading.</p> <p>Introduction to the life in the 19th century Nigeria.</p> <p>Discussion of similarities and differences between Estonia and Nigeria in the 19th century.</p>	<p>Speculation based on the cover</p> <ul style="list-style-type: none"> • Students are shown 4-6 covers of the book and must speculate what they think this book might be about. When is it set? What could happen in this book? What do the covers tell you? The teacher reveals the cover works one by one. What do the people in the covers look like? Happy? Upset? Urban or country folk? Finally, what are the things that could fall apart in this novel? IS the book about a happy time, unexpected time, ominous? <p>Key themes in excerpt & difficult words</p> <ul style="list-style-type: none"> • Students are given a handout (<i>Worksheet 1 – Lesson 4</i>) to fill in before reading the first excerpt from the novel (Chapter 1 + 1 paragraph from chapter 2) <p>Reading the first excerpt</p> <ul style="list-style-type: none"> • Chapter 1 pg 3-4; Chapter 2 pg 10-11 <p>Discussion based on the worksheet and the excerpt after reading</p> <ul style="list-style-type: none"> • What did the students find out about 19th century Nigeria? About the living conditions? What were people planting? How was the society like? Anything special that caught their eye while reading? • What do they think the story is about now? What could be the “things” that “fall apart”?

Lesson 5 – Food and celebrations in <i>Things Fall Apart</i>	
<p>Students get acquainted with local foods and how they are prepared.</p> <p>Discuss the link between food and celebrations.</p> <p>Find similarities and differences between food preparation and celebrations in Nigeria and Estonia.</p>	<p>Silent discussion</p> <ul style="list-style-type: none"> • There are 4 sheets of paper on the tables across the room. Each have a different topic: celebrations (own culture), food (own culture), food preparation (own culture), well-known foods and celebrations from other countries/cultures. Students are given time to walk around and write down what they know and have experienced in relation to these topics. • Discussing the outcomes after the activity and finding out what was written down. <p>Worksheet 2 – Lesson 5</p> <ul style="list-style-type: none"> • The 1st activity from the teacher’s point of view: ideally a celebration from a Ghanaian/Nigerian culture. Like a wedding, birthday, name day celebration, Christmas, Easter. • After students have filled in the 1st activity on the worksheet, the teacher writes down on the board/pieces of A3 paper the holidays that students have chosen. Students who have chosen the same holiday will present what they wrote together. • Then, each student is given a sticky note for each of the holidays/celebrations. Students are then asked to write <i>down the cultural values behind the festivities/celebrations or how they are celebrated.</i> • When the students are done writing, they will post the sticky notes on the relevant sheets. • Students who wrote about the holidays will read and discuss the comments and their accuracy. <p>Reading excerpts from <i>Things Fall Apart</i> that are related to food and celebrations.</p> <ul style="list-style-type: none"> • Chapter 5 pg 27-29; Chapter 6 pg 34-35; Chapter 12 pg 81-84 <p>Worksheet 2 – Lesson 5 subsequent activities.</p> <ul style="list-style-type: none"> • If the lesson ends before all the activities are done they are left as homework and will be discussed at the beginning of the next lesson
Lesson 6 – Religions and beliefs in <i>Things Fall Apart</i> : traditional religion	
Basic knowledge about traditional beliefs and religion in Nigeria pre-colonisation.	The teacher asks: <u>What are cultural appropriation and cultural appreciation?</u> Answers (key words) are written on the board.

<p>Gods, goddesses, and their worshipping in the traditional religion.</p> <p>Understanding “cultural appreciation” versus “cultural appropriation”.</p>	<p>Reading “Cultural Appreciation Vs Cultural Appropriation: Why Does It Matter?” by Emily Green on Mindless Mag</p> <ul style="list-style-type: none"> • After reading, the teacher asks the question again. Have the answers changed? <p>Worksheet 3 – Lesson 6-7, parts A and B</p>
<p>Lesson 7 – Religions and beliefs in <i>Things Fall Apart</i>: introduction of Christianity</p>	
<p>Knowledge of first encounter with Europeans and Christianity and the feelings and emotions related to this event.</p> <p>Views and feelings about Christianity being introduced.</p> <p>Silence as an aspect of communication.</p>	<p>Continuing with Worksheet 3 – Lesson 6-7, parts C and D</p> <p>The Kite story will be read by the teacher.</p> <ul style="list-style-type: none"> • After the story, elicit from the students: <ul style="list-style-type: none"> ○ what was the value of silence or noise the kite placed on the mothers ○ what were both mothers doing apart from being silent or noisy (stared, clucked, fussed, etc) • Ask the students: is this behaviour something they recognise from their own culture? IF not, how would they change the story? • In groups of 3-4 students, ask the students to brainstorm situations where ‘silence’ is used in their own culture. Besides silence, what other behaviours follow it? They can write their answers on the Worksheet 3 – Lesson 6-7, Part C
<p>Lesson 8 – Gender roles in <i>Things Fall Apart</i></p>	
<p>Unpack students’ own understanding of gender stereotypes and roles.</p> <p>Understand gender roles in Nigeria pre-colonisation.</p> <p>Discuss gender roles that are prevalent today.</p> <p>Find and discuss the differences and similarities between their own culture and the novel.</p>	<p>Stereotype scale</p> <ul style="list-style-type: none"> • Students stand up. One side of the classroom is I AGREE, and the other side is I DO NOT AGREE. The teacher will read statements about gender roles and stereotypes. The students will have to move to whichever side (or stay in centre) they feel like after the statement is read. Teacher elicits some answers from the students and asks for examples. • Statements: <p>Girls should play with dolls; boys should play with car toys.</p> <p>Boys should not wear dresses or skirts because they are girl’s clothes.</p> <p>Girls should be well-behaved; boys are expected to act out.</p> <p>Boys and men are expected to use aggression to prove their manliness.</p> <p>Women are natural nurturers; men are natural leaders.</p> <p>Women with children are less devoted to their jobs.</p> <p>Women are too emotional, and men are too impersonal and not emotionally apt for certain types of work.</p>

	<p>Men who spend time with family are less masculine and poor breadwinners. Men should be the heads of their households; women should cook and clean.</p> <p>What are gender roles?</p> <ul style="list-style-type: none"> • Divide students in groups of 3-4. Each group gets a sheet of paper. • Ask the students to give a definition of gender roles. They should include which areas of life “gender roles” encompass. What influences gender roles? <ul style="list-style-type: none"> ○ Gender roles: set of societal and cultural expectations, norms, behaviours that are associated with individuals based on their perceived gender. Typically prescribe specific roles, responsibilities, behaviours. Encompass a wide range of areas, including family dynamics, education, work, relationships, societal roles. ○ Often influenced by cultural, historical, religious factors, also by social and economic structures. Vary across societies and can change over time. ○ Not inherent or fixed, constructed by society. Have significant impact on the lives of the peoples shaping their expectations, opportunities, behaviours, relationships. • Have students read out their definitions. Are there agreements across the class what gender roles are? <p>Going back to the text, do they remember any mention of gender roles from the excerpts they have read so far? Think of the introduction of Okonkwo, his family life. Okonkwo’s father. What were the roles? How were they defined?</p> <p>Reading the excerpts from <i>Things Fall Apart</i> that mention an explain gender roles.</p> <p>Worksheet 4 – Lesson 8</p> <p>Students are asked to write down their thoughts and feelings in connection with <i>Things Fall Apart</i>. Would they be interested to read the whole novel? What were the key concepts they learned from the excerpts?</p>
--	---

Worksheet 1 – Lesson 4

Before you read the first excerpts from Things Fall Apart do the following exercises

1.1 Key themes – 19th century living conditions

What do you know about 19th century Estonia? If you do not specifically know the answers, speculate.

How were people living, and where? What were their houses like?

.....

What were people wearing?

.....

What/who was ruling regular people?

.....

What were people eating?

.....

What kind of vegetables were people growing?

.....

1.2 Key themes – society

Discuss with your partner: **what is more important in our society: your family and where you come from, or your personal achievements? Why? Could the other be important?**

.....

2 Difficult words and phrases. Can you explain the following words and phrases? Use a dictionary if needed.

harmattan

.....

like a bush fire in the harmattan

.....

pounce on somebody

.....

improvident

.....

gourds of palm-wine

.....

kola nut

.....

proverb

.....
Ibo/Igbo (people)

.....
mirth

.....
incipient

Worksheet 2 – Lesson 5

1. “The best day of the year” - celebration from your culture. Listen to the teacher sharing a cultural celebration from their experience. Then, think of your own favourite celebration.

What is the event you have chosen?

.....

Why is this event important to you?

.....

How is this event traditionally celebrated?

.....

How do you celebrate it (if it is different from the traditional way)?

.....

2. Write a similar summary of the Feast of the New Yam (Chapter 5).

Why was this event important?

.....

How was this event celebrated?

.....

What are the cultural & religious values behind the celebration?

.....

3. The main foods eaten during the Feast of New Yam were yam foo-foo (fufu) and vegetable soup. Explain these foods. You may use other resources besides the novel for your research. You should answer the following questions:

How is foo-foo (fufu) prepared? What does it look like? How is it eaten?

.....

What is vegetable soup made of? Is it similar to what you call vegetable soup? How is it eaten?

.....

How did you conduct your research?

.....

4. What other vegetables, fruits, and other food-related produce is mentioned in the excerpts you read? Do you know all of these?

.....

What is the *uri* celebration?

.....

Who are the *umunna*?

.....

Worksheet 3 – Lessons 6-7

PART A

1. *Discuss with your partner:*

After reading the article **Cultural Appreciation Vs Cultural Appropriation: Why Does It Matter?** do you have examples of when you or someone else have appreciated or appropriated a culture? How?

How can reading excerpts *from Things Fall Apart* help to appropriate the culture?

.....

How can reading the excerpts help appreciate the culture?

.....

2. You are going to read excerpts about traditional religion in pre-colonisation Nigeria. Do you think this will help you appreciate the West-African culture? How? If not, why? Write the answers in your reading diary.

PART B

3. Answer the questions below after reading the excerpts.

Who were the gods and goddesses that people were worshipping?

.....

What have you learned of the oracle?

.....

Do you know of any other traditional religions that consulted the oracle?

.....

4. *Discuss with your partner:* Think of what you know about the Estonian traditional religion. Do you find any similarities and differences between the Estonian and the Nigerian traditional religions?

PART C

5. Explain the following words and expressions. If you do not know what something means, try to guess what it could be.

Albino

.....

Iron horse

.....

Kite

.....

Missionary

.....

6. Silence as an aspect of communication. “The Kite”, an Igbo tale from Nigeria.

Write answers from the brainstorm in smaller groups. Where is silence ‘used’ in your culture? Are there any other behaviours that follow the silence or are used together with silence to convey the meanings?

.....

PART D

7. After reading the excerpts about Europeans coming to Africa and the introduction of Christianity, go through the words and expressions in exercise 5 and correct if you must.

Discuss with your partner:

What were the initial thoughts and feelings when Europeans came to introduce themselves? Find and write down keywords you can find from the text.

.....

How was the Christian god introduced to the villagers? What were the feelings and emotions from the villagers? Find and write down the words from the text.

.....

Research religions in modern day Nigeria and Ghana. Write down your findings.

.....

Worksheet 4 – Lesson 8

1. Fill out the table after reading the excerpts and based on the previously read excerpts. An example is provided. You may add to the example.

Gender roles:	<i>Things Fall Apart</i>	My culture
Family & household Relationships		
Work		

Leadership and politics		
Cultural/traditional norms and behaviours	<i>Dowry payment when a daughter gets married.</i>	<i>Dowry is not paid.</i>

2. Find meanings of the following words. How are they connected to the topic of gender roles?

Egalitarian

.....

Patriarchy

.....

Matriarchy

.....

Glass ceiling

.....

Chauvinism

.....

Empowerment

.....

Appendix E – Lessons 9-11 and Worksheets 5-7

Goals:

- Students know the characteristics of a short story.
- Synthesis of knowledge gained from *Things Fall Apart*.
- Deeper understanding of the following topics, carried over from *Things Fall Apart*: Nigeria in the 19th century, traditional religion, introduction of Christianity, gender roles
- Modernisation of Nigeria following colonisation.

Lesson 9: Introduction to the characteristics of the short story and <i>The Headstrong Historian</i>	
<p>Students can explain the characteristics of a short story.</p> <p>Themes in <i>The Headstrong Historian</i></p> <p>Students synthesise knowledge of 19th century Nigeria based on <i>The Headstrong Historian</i> and <i>Things Fall Apart</i></p>	<p>The characteristics of a short story?</p> <ul style="list-style-type: none"> • Teacher asks the whole class what they know of the short story and its characteristics. Answers/key words are written on the board. <ul style="list-style-type: none"> ○ Length, single plot, focus on a moment in a story, twist or surprise ending, impactful ending, concise language, limited characters. • Teacher asks: how are short stories different from novels? Key concepts are written on the board. <ul style="list-style-type: none"> ○ Length, narrative focus, character development, plot complexity, closure, and resolution (ending) • Students are divided into groups of 3-4. They are given a blank sheet of paper. • Students must, in groups, come up with a plot for a short story based on the characteristics written on the board. They do not need to write the story, but write the plot elements, the surprise ending, or an ending that teaches something. Who are the characters? What is the moment that they are focusing on? The plot can be from their own lives. <p>Introduction to <i>The Headstrong Historian</i></p> <ul style="list-style-type: none"> • Knowing the key concepts of a short story. What do the students think this short story could be about? • Reading the 1st paragraph of the text together. • Students write in their reading diaries what they think the text could be about. • Teacher asks them to share some of their thoughts. • Reading the next 2 paragraphs together. • Worksheet 5 – Lesson 9 <p>Homework: read the whole short story</p>
Lesson 10: Religion and family dynamics in <i>The Headstrong Historian</i>	
<p>Students discuss traditional religion and family dynamics in <i>The Headstrong Historian</i> and tie it to their previous knowledge from <i>Things Fall Apart</i></p> <p>Students discuss their reading experience.</p>	<p>Discussion of the short story</p> <ul style="list-style-type: none"> • What did the students think of the story? • What were the main themes in the story? • What did they learn from the story? • Does the short story conform to the key characteristics of short stories? Where does it conform? Which aspects do not conform to these characteristics? • Students should write a paragraph or two about their reading experience in their reading diaries. If there is no time to do it in the lesson, it should be done after the lesson.

	<p>Worksheet 6 – Lesson 10</p> <p>Religion and family dynamics/relationships in the text</p> <ul style="list-style-type: none"> • Students are divided into two groups. • Each group gets one topic. Religion or family dynamics/relationships. • Groups should find relevant mentions of these topics in the short story. Key words, quotes, interesting points. Anything that they feel is relevant to the topic. • Students will present their findings and draw conclusions. • The presentations should include why are these findings relevant to the topic; what is the importance of the quotes/situations; how are these findings relevant to the overall story; how are these findings important to the overall understanding of West African culture.
<p>Lesson 11: Colonialism in <i>The Headstrong Historian</i></p>	
<p>Students understand the theme of colonisation in the short story.</p> <p>Students unpack the ending of the short story.</p> <p>Students can explain the history of colonisation on the African continent.</p>	<p>What is colonialism? The colonisation of Africa</p> <ul style="list-style-type: none"> • Teacher elicits from the students what is colonialism. Why were other countries/empires colonising others. • “Colonization of Africa” video on Youtube. <p>Group discussion</p> <ul style="list-style-type: none"> • Students are divided into 4 groups. Each are given a passage from the short story. Students are to discuss the importance of these passages to the story in relation to the theme of colonisation. <p>Passages:</p> <ol style="list-style-type: none"> Page 206: Ayaju came back from a trading journey with another story [...] there was nothing left. Page 208: Weeks later, Ayaju brought another story [...] everyone had one. Page 211-212: He gave the boy a singlet and a pair of shorts [...] redemption of black heathens. Page 214: Nwambga said nothing when he announced [...] bizarre pantomime? <ul style="list-style-type: none"> • Groups then present to others what they discussed. <p>Worksheet 7 – Lesson 11</p>

Worksheet 5 – Lesson 9

1. Vocabulary. Explain the following words and expressions.

headstrong

.....

sharecropping

.....

miscarriage

.....

freeborn

.....

Complete the sentences using the words from the previous exercise.

- a. She suffered a great deal emotionally after her _____, and her friends offered their support.
 - b. The history lesson covered the practice of _____ and its impact on agricultural communities.
 - c. The rights and privileges of being _____ allowed him to enjoy opportunities and freedoms that were denied to those of slave descent.
 - d. Despite her parents' warnings, the _____ teenager insisted on pursuing her own path.
2. Themes in *The Headstrong Historian*. Discuss the following questions in groups of 2-3.
- a. How do you think the term “headstrong historian” relates to the story? What role might history play?
 - b. What do you think might be the main challenges or conflicts in the story?
 - c. Do you think the story is set in a specific time? What clues from the introduction make you think so?
 - d. How do you think the personality trait “headstrong” might impact the story?

Worksheet 6 – Lesson 10

Listen to the other group's presentation. Take notes.

.....

There **are two religions and two families** represented in the short story. Nwamgba and Obierika – the traditional religion; Anikwenwa/Michael and Mgbeke/Agnes – Christianity. Find differences between these two families, based on their religious beliefs, from the text. An example is given for you.

Nwamgba and Obierika – the traditional religion	Anikwenwa/Michael and Mgbeke – Christianity
<i>Obierika could have multiple wives – he chose not to.</i>	

How do the following characters in the story feel about family? Find examples to support your view from the text

Nwamgba

.....

Anikwenwa

.....

Cousins Okafo and Okoye

.....

Grace/Afamefuna

.....

Worksheet 7 – Lesson 11

1. Nwamgba called Grace by an Igbo name Afamefuna. What does this name mean? Why do you think Nwamgba called her that?

2. Explain the following passage and its importance in the short story.

It was Grace who would read about these savages, titillated by their curious and meaningless customs, not connecting them to herself until her teacher, Sister Maureen, told her she could not refer to the call-and-response her grandmother had taught her as poetry because primitive tribes did not have poetry.

3. When Grace is rethinking her education, what does she realise?

4. Based on the short story, what do you understand were the reasons behind this kind of colonisation? What was achieved by the Europeans? Think of cultural, religious, and social aspects.

Appendix F – Lessons 12-13 and Worksheet 8

Lesson 12-13: Onion Ring culture and reflection of <i>Things Fall Apart</i> and <i>The Headstrong Historian</i>	
<p>Understand products of culture.</p> <p>Explain cultural appreciation and appropriation.</p> <p>Synthesise new knowledge gained from the texts.</p> <p>Discuss cultural appreciation and appropriation and how these concepts tie into colonisation of West Africa</p>	<p>Onion Ring culture activity (Johnson, Rinvoluceri 2010:53)</p> <ul style="list-style-type: none"> • Students, in pairs, compile a list of all the things that come under the heading “culture”. Answers are compared with others. • Secondly, students make a list of everything that does not come under the heading “culture”. Lists are again compared across the class. • Students then visualise arriving to a new country. They may use their memories of a travel or imagine travelling to a place they have read about/seen in movies). Imagine the temperature, weather, sounds, smells of this place. • Next, the students should imagine a journey around town in this place. Either by foot, taxi, any other transportation. What do they see, hear, smell. Students should try to imagine everything well. • During this, the teacher draws 4 concentric circles on the board (the onion rings). Innermost circle is titled core beliefs. • When students are ready, they should write a list of the things they imagined in the new country. List could

	<p>include something like: street food smell, cars honking, architecture, money, clothes etc. Explain that these are the “products” of a culture. Write them on the outer circle on the board.</p> <ul style="list-style-type: none"> • Now, ask the students to imagine or remember when they learned more about the country and the people living there. What did they learn? Students should make a list and compare them with a partner next to them. • Label all the other circles: Rituals and Practices, Icons, Products. • When students are ready, ask them to draw a similar diagram on paper and write items from the list where they think they belong. • Through discussion, elicit what students wrote where (and add to the diagram on the board). Make any adjustments to the placing. • Close the activity. What conclusions can be drawn from this? Should we make fun of a culture? If we make fun of something in the culture, how might it feel to another? When we praise culture, how might a person feel? <p>New information from the texts</p> <ul style="list-style-type: none"> • Elicit from the students a summary of topics we have talked about so far. <ul style="list-style-type: none"> ○ Gender roles, traditional religion, food & celebrations, life in 19th century Nigeria, colonisation. <p>Worksheet 8 – Lessons 12-13: The danger of a single story and cultural appreciation & appropriation</p> <p>Reflective journaling.</p> <ul style="list-style-type: none"> • The students are tasked to write reflective journal entries about their experience reading the texts. Students should pick at least two prompts from a list provided: <ul style="list-style-type: none"> ○ How did reading the material make you feel? If the texts evoked any emotions or reactions, why do you think that is? If they did not, why? ○ Identify a character or a situation that stood out to you. Describe what it was about that character or situation that captured your attention. ○ Did the reading material challenge any of your preconceived notions or beliefs? Which ones? In what way did the materials expand your understanding or offer a different perspective? ○ Were there any passages or quotes in the reading materials that you found especially thought-provoking or insightful? Discuss their significance.
--	---

	<ul style="list-style-type: none"> ○ Summarise the main ideas or lessons you took away from these texts. How has your perspective changed after the materials and the lessons? • Ask if anyone would like to briefly share some of their insights.
--	--

Worksheet 8 – Lessons 12-13

The Danger of a Single Story and cultural appreciation & appropriation

Write down key concepts you remember from the cultural appreciation and appropriation article.

.....

Write down key concepts you remember from Adichie’s TED talk “The Danger of a Single Story”.

.....

What information from the past lessons has helped you form a different story?

.....

Which part of the story of West Africa are you still looking to discover with the upcoming short stories?

.....

Appendix G – Lessons 14-15 and Worksheet 9

Lessons 14-15: Student presentations	
<p>Students present their findings on West African countries and cultural aspects.</p> <p>Listeners take notes and ask questions from presenters.</p>	<p>Worksheet 9 – Lessons 14-15</p> <p>Homework: research 1990s Nigeria and the historical events happening in Nigeria during that time.</p>

Worksheet 9 – Lessons 14-15

Take notes about the presentations. Remember to ask questions and be involved in the conversation.

Topic of the presentation?	New information I learned.	My questions...

Appendix H – Lessons 16-18 and Worksheets 10-12

Goals:

- Understanding and explaining about Nigerian history in the nineties.
- Offer insight into the paperwork and the visa application process.
- Imagine and explain street vendors in West Africa.
- Explain the American Dream in Nigeria

Lesson 16 – Nigerian history and the American Dream in <i>The American Embassy</i>	
<p>Students learn and discuss the history of Nigeria in the 90s.</p> <p>Introduction to <i>The American Embassy</i>.</p> <p>The American Dream and its relevance to the 90s Nigeria.</p>	<p>Homework discussion</p> <ul style="list-style-type: none"> • Students present what they have learned from the homework. • Discussions should include military coup, military government, democratic government, ethnic tensions, presidential elections, human rights, activists. • Elicit vocabulary rather than names and dates. <p>The American Dream in the context of 1990s Nigeria</p> <ul style="list-style-type: none"> • What is the American Dream? Elicit from students. Write key words and concepts on the board. • In smaller groups (3-4 people): Why would the American Dream sound attractive to regular people from Nigeria in the 90s? What does the American Dream represent in the Nigerian context? • Assign the following contexts to different groups to further discuss this topic: education, wealth, opportunities, freedom. • Have smaller groups discuss whether they would be tempted to follow the American Dream? Why or why not? <p>Worksheet 10 – Lesson 16</p> <ul style="list-style-type: none"> • Pre-reading activity 1 <p>Reading the first part of the short story. (Until page 131, paragraph starting with Two days ago...)</p> <p>Worksheet 10 – Lesson 16</p>

	<ul style="list-style-type: none"> • Activities 2 and 4 <p>Homework: reading the full text. Reflect about the story while reading in the reading diary. What emotions are evoked?</p>
Lesson 17 – Visa application process and paperwork	
<p>Students gain an understanding of the tedious visa application process in West Africa.</p> <p>Students explain the importance of free journalism/freedom of the press in democratic countries.</p>	<p>Freedom of the press cyberhunt</p> <ul style="list-style-type: none"> • Students can pair up for the cyberhunt • They are given a link (QR code) that leads to an online cyberhunt. • Cyberhunt: https://forms.gle/7r5y68W2fwD4xYMe6 • They can use any device to fill out the cyberhunt. <p>Conclusion of the cyberhunt:</p> <ul style="list-style-type: none"> • What did they learn about freedom of press? • How does the freedom of press relate to the short story? • Was Nigeria a country with free press in the 90s? Why? Find examples from the text to support your argument. <p>Visa application process</p> <ul style="list-style-type: none"> • Elicit from students: has anyone ever applied for a visa? What is a visa? When do we need it? Do they know the different types of visas usually granted to people? • Ask about a visa application process. What do they know? What have they heard? • Worksheet 11 – Lesson 17 <p>Discussion after the worksheet.</p> <ul style="list-style-type: none"> • What did you learn about the visa application process? • Was it easy? Or difficult? Where did you find the information? Was there some information you could not find? Why? • Why are there differences in the visa application process between different countries? Do you think they are fair? Do you think these differences could be biased? Do these differences tell “a single story” of the applicants?
Lesson 18 – Environment in <i>The American Embassy</i>	
<p>Thinking about the cityscape of Lagos based on <i>The American Embassy</i></p> <p>Writing an own paragraph about the environment in a city</p> <p>Understanding day-to-day life of regular people in Nigeria</p>	<p>Group discussion about the description of environment in the story.</p> <ul style="list-style-type: none"> • Students are divided into groups of 3-4 and given a sheet of paper. • Without looking at the text, they should write down what they remember about the descriptions of the environment around the American embassy in the story. Who were there? How many people? What was the street like? Who were the people on the street?

	<ul style="list-style-type: none"> • Additionally, they should imagine the smells and sounds of the street around the main character. • Groups should briefly present what they wrote. Followed by a class discussion of agreements/disagreements. <p>Individual writing prompt.</p> <ul style="list-style-type: none"> • Individually, students should write a few paragraphs about a place they know or can imagine well. What is happening around them? If there are other people around, who are they, what are they doing? What are the sounds, images, smells around them. • This could be written in the reading diary. <p>Day-to-day life of regular Nigerians</p> <ul style="list-style-type: none"> • In pairs, students should find examples of day-to-day life of Nigerians. • Examples: street vendors offering newspapers, mangoes. Packing the pop-up markets open and back up depending on the need. Ice cream bicycles. The main character's normal life: taking her child to school, buying a sausage roll; listening to a car radio. The son playing with LEGOs; • Worksheet 12 – Lesson 18
--	---

Worksheet 10 – Lesson 16

1. The short story you are about to read is titled *The American Embassy*. Based on the title and the topics discussed earlier, fill out the “Know” and “Want to know” parts of the table below.

KNOW	WANT TO KNOW	LEARNED

2. What do you learn about the visa process from the first 9 paragraphs of the short story?
.....

3. Words from the first column are taken from the first paragraphs of the short story. Connect these to the appropriate synonyms from the second column.

vendor	well-fed
savoir faire	counterproductive
plump	wobbly
makeshift	varnish
tranquilizer	merchant
useless	cultivation
enamel	sedative
rickety	temporary

4. Use at least 5 of the above words and make up your own sentences.

.....

Worksheet 11 – Lesson 17

1. Find examples of suggestions for the visa interview that were shared to the main character from the text.

.....

2. Explain the following visa types. Who are these types of visas for? How easy or difficult do you think it is to get them? You may consult a partner.

Tourist visa –

Immigrant visa –

Student visa –

Asylum visa –

Working visa –

3. Imagine that you are going on a vacation to a country that needs a visa. Research the visa requirements for you.

Which country are you going to visit?

.....

What kind of visa are you planning to apply for?

.....

How much is the visa fee?

.....

What are the requirements for this type of visa?

.....

4. Now, imagine that you are a Nigerian or a Ghanaian coming to your country to study/visit. Research the following requirements from their point of view.

What type of visa did you research?

.....

What are the requirements?

.....

How much is the visa fee?

.....

Worksheet 12 – Lesson 18

1. You have found examples of day-to-day life of regular people in Nigeria. The following phrases have been taken from the short story. How do you explain them? What are the images that come to your mind when you try to imagine these people or situations?

“women with jaundiced eyes who had sickly babies tied to their backs with threadbare cloth” (page 138)

.....

“the gateman could honestly claim” (page 138)

.....

“tired lines outside the embassy gates in cordoned-off areas with no shade where the furious sun caused friendships and headaches and despair” (page 141)

.....

“her friends and family had been wearing dresses in the same Ankara print” (page 141)

.....
 “The Nigerian visa applicant in the dark suit began to shout and to gesture” (page 142)

2. Explain the meanings of the underlined words from exercise 1.

3. What languages were mentioned in the short story?

Appendix I – Lessons 19-21 and Worksheets 13-14

Goals:

- Students learn more about the ethnic groups in Nigeria.
- Students understand about different religions prevalent in Nigeria today.
- Students understand identity and can formulate their own identities.
- Students write an alternative ending to the story.

Lesson 19: Introduction to <i>A Private Experience</i>	
<p>Ethnic groups in Nigeria.</p> <p>Students explore the topic of identity.</p> <p>Students explain and discuss own identities in relation to different aspects.</p>	<p>Introduction to the setting of the story & the topic of identity</p> <ul style="list-style-type: none"> • Following up from the previous story, this is also set in the 1990s, during a time of violence and many ethnic tensions. • Ethnic tensions often resulted in violent outbursts. <p>Exploring the topics of identity, conflict, empathy.</p> <ul style="list-style-type: none"> • Teacher writes IDENTITY on the board as a start of a mind map. Students offer key words to complete the mind map. These could include race, religion, personality, hobbies, thoughts/feelings, goals, social status, values, etc. • Discussion: which parts of someone’s identity are public? Which parts are hidden? • Worksheet 13 – Lesson 19 (ex 1-3) • Discussion: elicit answers from some students about their answers to the exercises on the worksheet. Do not press, as they may be personal. Only if some students wish to share. <p>Conflict between identities</p> <ul style="list-style-type: none"> • Ask students: what may cause conflicts between different identities? • Have they ever experienced or witnessed a conflict based on differences of identities? How did it make you feel? What was the conflict about?

	<ul style="list-style-type: none"> • How important is empathy? What is empathy? When we are trying to resolve conflicts, could all conflicts be resolved by empathy or mutual understanding? Why? Why not? <p>Ethnic groups in Nigeria</p> <ul style="list-style-type: none"> • Worksheet 13 – Lesson 19 (ex 4) • Based on the information gathered in exercise 4, ask the students what could be causes for conflicts between the different identities in Nigeria. <p>Character analysis from the story.</p> <ul style="list-style-type: none"> • Worksheet 13 – Lesson 19 (ex 5) <p>Homework: read the short story</p>
<p>Lesson 20: Ethnic groups and religious tensions in <i>A Private Experience</i></p>	
<p>Religions and religious celebrations in the student' lives.</p> <p>Reflective journaling based on experiences reading the short story.</p> <p>Politics as the source of the tensions – students explore the writing to find whether this statement is true or false.</p> <p>Students find examples of regular day-to-day activities from the text.</p>	<p>Religious celebrations</p> <ul style="list-style-type: none"> • Students are each given three different coloured sticky notes. • On the board/big papers attached to the board, there are three columns: Christianity, Islam, non-religious. • Students are asked to write down different celebrations and holidays that they, or someone they know, celebrate that are either connected to these religions or are non-religious in their nature. • Discussion of the findings. <p>Reflective journal prompt:</p> <ul style="list-style-type: none"> • Students are provided with a list of prompts and should pick one or two to reflect in their reading diaries. • Possible prompts: How did the story make you feel? What emotions or reactions were evoked? Why? Explore the theme of identity in the story. How to Chika and the woman navigate their identities amid ethnic and religious tensions? How does their encounter influence their perceptions of identity? Reflect on the significance of the title “A Private Experience”. What does it mean to have a private experience? How does the story explore that idea? What lessons or messages did you take away from the story? Did the story challenge or change any of your preconceptions or beliefs? Explain how. • Ask someone to share some takeaways from the reflection. <p>Politics as the source of the tensions.</p> <ul style="list-style-type: none"> • Worksheet 14 – Lessons 20-21, ex 1 <p>Regular day-to-day activities in the story</p>

	<ul style="list-style-type: none"> • Worksheet 14 – Lessons 20-21, ex 2 <p>Discussion of the worksheet exercises 1-2</p>
<p>Lesson 21: Ethnic groups and religious tensions in <i>A Private Experience</i></p>	
<p>Students explore alternative storylines for the short story.</p> <p>Students explain the theme of empathy in the short story.</p> <p>Students role-play possible alternative storylines and endings to the story.</p>	<p>Empathy discussion.</p> <ul style="list-style-type: none"> • How is the topic of empathy portrayed in the story? Find examples of empathy from the text. • How do the women in the story attempt to understand each other’s perspectives. Find examples from the text. • Is there any evidence in the short story about empathy and personal growth? What about students’ personal lives? Have they experienced empathy impact someone’s understanding of themselves or the world? How can empathy challenge one’s preconceptions about the world? • How does empathy tie into the topic of the single story? Of cultural appreciation? Are these ideas related? How? <p>Role-play stations</p> <ul style="list-style-type: none"> • Students are divided into groups of 2-3. • There are multiple role-play stations set up across the classroom. Depending on the size of the classroom there could be 3-5 stations. • Each station has a different alternative storyline to the short story. Students move in circle and act out the alternative storylines. • Stations: <ul style="list-style-type: none"> ○ Hospital scene: students role-play a scene where Chika and the woman are taken to a hospital after the events. ○ Market encounter: students role-play a scene where Chika and the woman meet in the market where the woman is selling onions just as the violence erupts. ○ Family discussion: portrayal of a family discussion between Chika and her relatives after the violent event. ○ Journalist interview: students can act out an interview between a journalist and Chika / the woman retelling the events. ○ Flashback conversation: students can role-play a conversation between Chika and her friend from medical school, reflecting on the violent event. • What to keep in mind for the roleplay: <ul style="list-style-type: none"> ○ Reflect on the experiences from the point of view of the character. ○ Explore themes of safety, identity, expectations, religious tolerance. ○ How has the experience shaped the identities of those who were involved?

	<ul style="list-style-type: none"> ○ Discuss emotions, fears, perspectives. <p>Writing an alternative ending to the story.</p> <ul style="list-style-type: none"> • Worksheet 14 – Lessons 20-21 ex 3
--	---

Worksheet 13 – Lesson 19

1. Choose one statement from the list of hypothetical identity dilemmas below and answer based on your identity.
 - a. Deciding whether to conform to societal expectations or follow your own path.
 - b. Deciding whether to prioritise personal happiness or fulfilling the expectations of your family.
 - c. Choosing between fitting in with a certain social group or staying true to your individuality.

.....

2. Choose words from the word bank provided that most represent your identity. Write a paragraph explaining your choices.

beliefs ethnicity gender nationality religion culture race

social class language individuality values self-esteem physical appearance self-expression

family background personality traits interests and hobbies community sense of belonging self-acceptance spirituality

.....

3. Rank the following values based on the order of importance for your personal identity.

	honesty
	courage

	responsibility
	forgiveness
	open-mindedness

4. Ethnic groups and identities in Nigeria. Research the following (you may use your previous worksheets and notes, the Internet, books, etc):

What are the biggest ethnic groups in Nigeria?

.....

What are the biggest religions in Nigeria? How do they distribute?

.....

Were there ethnic tensions in Nigeria pre-colonisation? Why?

.....

5. Character analysis. In the short story A Private Experience you are going to meet two characters.

A. Chika – Igbo, Christian, university student, has a sister Nnedi

B. Unnamed woman – Hausa, Muslim, sells onions in the market, has a daughter Halima.

Make predictions about these characters. How do they meet? What are their motivations?

What are their potential conflicts? How are these characters tied in the short story? What could the short story be about?

.....

Worksheet 14 – Lessons 20-21

1. Explain the following quote from the text.

“... explaining that riots do not happen in a vacuum, that religion and ethnicity are often politicized because the ruler is safe if the hungry ruled are killing one another.” (page 46)

.....

Find other mentions of politics in the story. Explain their context based on your previous knowledge of Nigerian politics in the 1990s.

-
2. Similarly to “The American Embassy”, what are some of the regular day-to-day activities and situations explained or mentioned in this story? Find examples from the story.
-

3. Consider all the possible alternative storylines acted out during the role-plays. Think of an alternative ending to the short story.
-

How does your alternative ending change the lesson learned from the short story?

.....

Appendix J – Lesson 22 and Worksheet 15

Goals:

- Students formulate what they have learned from the two short stories.
- Students find similarities and differences between the short stories.
- Students learn and use vocabulary from the texts.

Lesson 22: Conclusions of <i>The American Embassy</i> and <i>A Private Experience</i>	
<p>Students formulate what they have learned from the two short stories.</p> <p>Students find similarities and differences between the short stories.</p> <p>Students learn and use vocabulary from the texts</p>	<p>Similarities and differences between the two short stories</p> <ul style="list-style-type: none"> • Worksheet 15 – Lesson 22 ex 1 • Divide the class into two groups. One group gets “similarities” and the other “differences” (if the class is very big, divide into 4 groups with two groups discussing similarities and two differences). • Have groups present their discussions so that the others could fill in their table on the worksheet. <p>Vocabulary</p> <ul style="list-style-type: none"> • Worksheet 15 – Lesson 22 ex 2-4. <p>Find someone who.</p> <ul style="list-style-type: none"> • Worksheet 15 – Lesson 22, ex 5. • Students go around class and write down names of other students who are able to meet the requirements of the statements. • They should write different names in each square. If the class is big enough, the names should not repeat.

	<ul style="list-style-type: none"> • Finish the exercise with a discussion and getting students whose name have been written down to actually answer the questions.
--	--

Worksheet 15 – Lesson 22

1. Find similarities and differences between the short stories *A Private Experience* and *The American Embassy*. Topics to discuss may include themes, social and political context, setting, narrative structure, author, characters in the stories etc.

Similarities	Differences

2. Vocabulary. Words from the first column are taken from the short stories. Connect these to the appropriate antonyms from the second column.

taut	dull
dodge	aware
gleam	droopy
ghoulish	pour
trickle	take on
detain	cheerful
bewildered	liberate

3. Use the appropriate words to fill in the blanks below.
 - a. She _____ the milk into the cereal bowl.
 - b. He decided to _____ the challenge of climbing the mountain.

- c. The revolutionary movement aimed to _____ the oppressed population from tyranny.
- d. The lecture was so _____ that I struggled to stay awake.
- e. Despite the rainy weather, she managed to maintain a _____ disposition.
- f. She was fully _____ of the consequences of her actions.
- g. The flowers in the vase looked _____ and in need of water.

4. Make up at least four of your own example sentences using the words from the first column.

.....

5. Find someone who...

... can share a personal connection or experience related to themes of empathy	... can discuss the role of religion in both stories	... can describe a moment of cultural clash or misunderstanding in <i>The American Embassy</i>
... can explain the impact of political tensions in <i>The American Embassy</i>	... can discuss the importance of communication and language barriers in both stories	... can identify a key turning point or moment of realisation in either story
... can reflect on the challenges faced by the main characters in both stories	... can share their opinion on the portrayal of violence in <i>A Private Experience</i>	... can describe a memorable scene from either story and explain why it stood out

Appendix K – Lessons 23-25 and Worksheets 16-17

Goals:

- Gain a deeper understanding of the colonial influence on people’s lives.
- Understand and discuss cultural differences between the US and West Africa.
- Discuss the cultural aspects in family dynamics and cheating in a relationship.
- Learn and use cultural vocabulary.

Lesson 23: Introduction to <i>Imitation</i> by Chimamanda Ngozi Adichie	
<p>Students further explore the topic of identity.</p> <p>Students predict the situations within the story using their imagination and a passage that is read to them.</p> <p>Students use their imagination and drawing skills to draw a situation from the text.</p>	<p>Identity and introduction to <i>Imitation</i> through Think-Pair-Share</p> <ul style="list-style-type: none"> • Students get in groups of 2-3. The following questions are asked. Students should first discuss with their partner/group, and then share with the rest of the class. They are welcome to take notes of key points they discuss. • Have you ever felt pressured to imitate someone else? Share a personal experience or an example you have observed. • What do you think the story might explore in terms of identity and individuality? • In what way do you think this story might challenge or question societal expectations and norms? <p>Now, tell the students the story is about a married Nigerian who lives in the US with her children while the husband lives in Nigeria and visits them in the US regularly.</p> <ul style="list-style-type: none"> • Ask the following questions again, pairs should discuss how their expectation of the story has changed: • What do you think the story might explore in terms of identity and individuality? • In what way do you think this story might challenge or question societal expectations and norms? <p>Getting acquainted with the text:</p> <ul style="list-style-type: none"> • Teacher reads the first section of the short story out loud to the students (pages 21-22). The students are expected to imagine this situation. • Students are then instructed to draw a picture based on this scene. Whatever they have in their mind based on the introduction. • Students then show their drawings to the rest of the class and explain why they chose to draw this specific moment. Why did this situation capture their attention the most. <p>Worksheet 16 – Lesson 23</p> <ul style="list-style-type: none"> • Exercises 1-3 <p>Homework: read the short story</p>

Lesson 24: Family dynamics and cheating	
<p>Students express and defend their opinions in a structured discussion.</p> <p>Students explore and understand the cultural differences between Nigeria and USA.</p>	<p>Panel role-play.</p> <ul style="list-style-type: none"> • Students are given a role (panelists, moderator, audience to ask questions etc) to act out a panel discussion. The panelists decide on their personas based on the discussion topic. • Topic: discuss the ethical implications of cheating in different contexts, such as academics, relationships, or professional settings. • The panelists could be teachers, someone who has cheated in a relationship, who has been cheated on, a manager etc. Give students time to write down the key points from their character's point of view. • The rest of the class are the audience who ask questions. • Conclusion of the panel. Ask questions such as: Is cheating always black-and-white? What have the students learned from the panel? How was it acting a point of view they do not support? <p>Theme of family in <i>Imitation</i></p> <ul style="list-style-type: none"> • Worksheet 16 – Lesson 23-24, ex 4-6 • Discussion: which of the family relations sound familiar? Are there any similarities with your families? What are the differences? <p>Cultural differences in the short story.</p> <ul style="list-style-type: none"> • Continue the discussion into cultural differences. • What are some other cultural differences you have noticed in the story? • What are some cultural norms and values presented in the story? How are they similar or different to yours? What are some of the gender roles in the story? Marriage traditions, societal values? Do you find evidence that the clash between the two cultures influences the characters? How? • Do you find areas where another culture is appropriated? What about instances of appreciation? • Worksheet 16 – Lessons 23-24, ex 7
Lesson 25: Cultural vocabulary in <i>Imitation</i>	
<p>Students learn and use cultural vocabulary presented in the short story.</p> <p>Students explore the continuous colonial influence on people's lives.</p>	<p>Worksheet 17 – Lesson 25, ex 1-2 followed by a discussion.</p> <ul style="list-style-type: none"> • Do you find similar roles in your culture? How would you call these people in your culture? • How can these concepts be harmful within a society? How can they help the society? • Ex 3-4 on the worksheet. <p>Colonial past in <i>Imitation</i></p>

<p>Students write character descriptions.</p>	<ul style="list-style-type: none"> • Students are divided into groups of 4-5 and given a sheet of paper. They should discuss, without the text, the following questions: • Is colonialism mentioned in the story? What role does it play? • How is the life of Nkem in America tied to colonialism or the effects of colonialism? • What influence of the Western culture can be found in the story? What issues are raised between the Western culture and the Nigerian one? • How has colonialism, if at all, impacted the identity, and cultural heritage aspects in the story? • Give students time and discuss together. There are no right or wrong answers, jus their thoughts and feelings about this topic. <p>Character description</p> <ul style="list-style-type: none"> • Worksheet 17 – Lesson 25, ex 5. Students should finish this at home.
---	--

Worksheet 16 – Lessons 23-24

1. Explain the following vocabulary from the introduction.

Bulging –

Slanted –

Texturizer –

Relaxer –

Custodian –

2. What are the Benin masks mentioned in the introduction? You may use the help of the Internet if you do not know.

.....

Why do you think it is the neighbours who enjoy talking about “how impossible it is to find originals” (page 22)? Where are the originals?

.....

What do you think is the significance of the Benin masks to the story?

.....

3. Gather in groups of 3-4. Discuss and find a unanimous answer to the following questions.

- a. Social class is very important in my country.
- b. Living abroad is “the dream”.
- c. Cheating in a relationship is wrong.
- d. Money can buy happiness.

4. After reading the story, how do you think the above statements are related to the story? Has the story made you change your mind about some of the answers to the statements you agreed to?

.....

5. What do you learn from the following characters in terms of their family relations from the story? Find specific examples from the story.

Nkem

.....

Obiora

.....

Okey & Adanna

.....

Amaechi

.....

6. Which of the characters you relate to? Why?

.....

Which of the characters you do not relate to? Why?

.....

7. Find examples of cultural differences between Nigeria and America in the text. What difference do these examples underline?

.....
 Imagine that you are one of the characters in the story. Write a diary entry from the cultural differences' aspect.

Which character did you choose?

.....
 Worksheet 17 – Lesson 25

1. Explain the following concepts based on the text. What are the expectations of these roles?

Housegirl

.....
 Big Man

.....
 First Born

.....
 Bush girl

2. Below are short paragraphs explaining the concepts above. Write the correct answer in the blank provided after each paragraph.
 - a. This person holds significant cultural and social importance in West Africa. This term refers to an individual, typically a wealthy and influential person, who possesses power, authority, and prominence within their community. This person is often seen as the figure of respect and admiration, someone who has achieved success. They often exert control over resources like wealth, political influence, or social connections. The status of this person is associated with the ability to provide support, favours, or protection. However, this concept also carries criticisms of corruption, nepotism, and the perpetuation of inequality within the societies in West Africa.

.....
 - b. This term holds cultural significance and carries various connotations. This term typically refers to a young woman (or man) who is perceived as being naïve, unsophisticated, or lacking urban refinement. It is often used to describe someone who is from a rural or remote area and is unfamiliar with urban customs. The term is

associated with a simpler life, closer to nature and traditional values. However, this term may vary in interpretation and carry with it negative connotations.

.....

- c. This concept is a socio-cultural phenomenon that reflects the prevalent practice of employing young girls (or boys) as domestic workers within households. This term usually refers to a female domestic worker, often from a lower socio-economic background, who performs various household chores and duties for their employers. They are often hired to help with cooking, cleaning, childcare, and other tasks. This concept raises important questions around labour rights, gender inequality and gender roles, as well as socio-economic disparities in West Africa.
-

- d. This term holds significant cultural and familial importance. It refers to the eldest child in the family, typically expected to carry certain responsibilities and having privileges over other children in the family. This person is often associated with leadership qualities, entrusted with family traditions, values, and expected to maintain or increase the family's reputation. They may also bear the burden of familial expectations such as succeeding academically, providing financial support, or making life choices that affect the family. It is deeply rooted in West African cultures, where respect for hierarchy and the family unity plays a crucial role. However, the importance of this person may vary across different ethnic groups.
-

3. How do you understand the following concepts.

sucked-until-limp orange (page 21, paragraph 3)

.....

...

clucks and sighs (page 21, prg 1)

.....

hawked loaves of bread (page 30, prg 1)

.....

4. What do you learn about foods in the short story?

yam

.....

garri

.....

food preparation

.....

5. Choose one of the following characters. Write a character description of them where you discuss and explore their motivations, conflicts, transformations. The description may go beyond the scope of the story, and you may imagine their life before, during, or after, the events of the story.

You are expected to write 120-160 words.

Appendix L – Lessons 26-28 and Worksheets 18-19

Goals:

- Explain and discuss cultural differences between Nigeria and America
- Analyse the topic cultural appreciation and appropriation in the context of the short story.
- Students understand and explain the American Dream from the point of view of regular Nigerian people.
- Students discover issues of identity and belonging further in terms of the short story.
- Students discuss the topic of mental health in the context of the story and in the wider context of immigration.

Lesson 26: Introduction to The Thing Around Your Neck	
<p>Students discuss the themes in the short story.</p> <p>Students express and defend their opinions.</p> <p>Deeper understanding of cultural differences between America and Nigeria.</p>	<p>Themes of the story.</p> <ul style="list-style-type: none"> • Students are given two items (easily-found items from their bag that everyone has, for example, a pen, notebook, phone, etc). The class agrees which item means YES/I agree, and which represents NO/I do not agree. • The following statements are read. Students raise the item based on whether they agree or not to the statements. Elicit some answers from the students after each statement. <ul style="list-style-type: none"> ○ Immigrants often experience a sense of cultural identity crisis when living in a foreign country. ○ Relationships between individuals from different cultures are easy. ○ Traditional customs and cultural practices play a significant role in shaping individual identities.

- Family ties and obligations carry an immense weight in the Nigerian culture.
- Traditional gender roles are restrictive and limiting.
- Racism and prejudice are no longer prevalent today.

Reading together.

- Students gather in groups of 2-3.
- Explain that we are going to read the first 6 paragraphs of the text together.
- After every paragraph the groups are given a question or statement to discuss.
- The students should take notes in their reading journals of the discussions and their thoughts while reading as well.

Statements/questions:

1. What does the “visa lottery” tell you about the visa process. Remember the discussions and what you have learned from previous lessons.
2. Moving abroad automatically means you will do well.
3. What did the uncle mean by “America is give-and-take”?
4. Discuss the “ignorance” and arrogance” comment. Who were ignorant and arrogant? How? Think of the first two paragraphs, does the same comment apply for the main character’s family?
5. Discuss gender roles and discrimination in terms of the paragraph.
6. What does it mean to the main character that America is give-and-take?

Read the rest of the story until page 121 to the paragraph starting with “You knew you...”

- Students are divided into 4 groups.
- Each group is given a topic to discuss based on the story so far.
- Topics:
 1. Arrogance and ignorance.
 2. Significance of empty fortune cookies.
 3. Familial obligations.
 4. Immigrant experience: expectations versus reality.
- After group discussion, the students should present their topics to the others.

Homework:

- Reading the rest of the story
- Writing about the reading experience in the reading journal.
- Prompts that the students may use:
 - How did the story challenge or expand your knowledge of the immigrant experience?
 - Discuss a theme or a topic that you found especially thought-provoking.

	<ul style="list-style-type: none"> - Did the story challenge any stereotypes or assumptions you had about West Africans before? How did your perspective change? - Reflect on any emotions evoked by the story. Were there any passages or situations that stirred strong feelings in you? - What was the overall message or lesson you took away from the story?
Lesson 27: Family relations & perception of time	
<p>Explore various familial relations in the story.</p> <p>Understand how time is perceived differently in different cultures.</p> <p>Discuss the topic of mental health and how it is represented in the story.</p> <p>Explore and understand the themes of identity and belonging in the story.</p>	<p>Carousel discussion.</p> <ul style="list-style-type: none"> • Students are divided into groups of 2-3. • There are 5 discussion points set up around the classroom. • Students randomly join a discussion point and move to the next one, randomly. The goal is to try to avoid discussions with the same group as in the previous discussion point. • Each group should visit each point only once. • Discussion points are equipped with the topic & the students are expected to leave key ideas on the paper. The next groups can build on these ideas. <p>Discussion topics for the stations:</p> <ol style="list-style-type: none"> 1. Portrayal of parent-child relationships in the short story. Discuss the dynamics, expectations, communication, and conflicts within these relationships. 2. Cultural identity and family. How is identity shaped by familial relations. How do the characters navigate their cultural heritage and traditions. 3. Family secrets and their impact. Discuss the consequences of keeping secrets and the impact they have on relationships and individual characters. The importance of trust and unity. 4. Cultural expectations and familial duty. Discuss the different characters and their duty and expectations their families have for them. What are the consequences of defying or adhering to these expectations. 5. Different family relations. Discuss the different ways that family is portrayed in the story. What relationships are portrayed and how? Which are shown as positive and which are negative? Why? <p>Perception of time</p> <ul style="list-style-type: none"> • Worksheet 18 – Lesson 27, ex. 1 • Students first compare the answers amongst themselves. • Teacher then gives them the answers from the perspective of West Africa • Discussion: why may these perceptions be so different/similar? What stands out the most? What are the biggest similarities/differences?

	<ul style="list-style-type: none"> • How may these differences pose a problem when moving from one country to another? <p>The thing around Akunna’s neck</p> <ul style="list-style-type: none"> • Lead in a discussion with a question: what is the thing around the main character’s neck? Write down any answers on the board. • Find examples of loneliness, mental health issues, silence in the text. What do these examples represent? • How is the idea of identity and belonging tied to the mental health struggles in the story? • Silent reflection. Ask the students to sit quietly for a few minutes and focus on their feelings and thoughts around mental health issues and loneliness. How do these relate to the story? How would they feel in Akunna’s situation? Does Akunna struggle with belonging? How is she battling it? • Worksheet 18 – Lesson 27, ex. 2
Lesson 28: Ignorance and arrogance as cultural appropriation and failed appreciation	
<p>Expanding the understanding of cultural appreciation and appropriation through discussion and debate.</p> <p>Learning vocabulary from the text and using it appropriately.</p> <p>Brainstorm and complete a mind map on a given topic.</p>	<p>Remind students of “The danger of a single story”.</p> <ul style="list-style-type: none"> • Elicit from the students the key aspects from the TED talk that we analysed earlier. What do they remember? What were the main points? What does the “single story” refer to? • Ask students how the single-story ties together with what they understand as cultural appropriation and appreciation. <p>Introduction to the theme of ignorance and arrogance.</p> <ul style="list-style-type: none"> • Write ignorance and arrogance on the board. Ask students what do these words mean. Elicit from them synonyms and antonyms for these concepts. <p>Ignorance and arrogance in the story.</p> <ul style="list-style-type: none"> • Divide students into pairs. • Each should find an instance from the story where ignorance or arrogance is displayed. These instances need to be different. • The students introduce these paragraphs/situations from the story. • Their partner must find reasons as to why this is not a display of ignorance/arrogance. The students should try to convince their partner why this situation is not. • What did the students understand from this discussion? Was it easy? Was it difficult? What conclusions can they draw from this? <p>Mind map.</p> <ul style="list-style-type: none"> • First, students should find more and different instances of ignorance and arrogance in the story. What was the reason

	<p>behind the ignorance/arrogance? What were the characters trying to say/do. Were they arrogant on purpose?</p> <ul style="list-style-type: none"> • Write on the board: overcoming ignorance/arrogance. • Ask the students to offer ideas to address and overcome these issues. Write them on the mind map. • How can the students help others to learn more? To understand more? The topics can include things like cultural awareness, humility, open-mindedness, etc. Students should try to come up with specific ideas under the headlines. <p>Vocabulary practice</p> <ul style="list-style-type: none"> • Worksheet 19 – Lesson 28
--	---

Worksheet 18 – Lesson 27

1. Write down your perception of time in terms of the following statements. You may discuss with a partner. An example is done for you.

*

She got up <u>early</u> on a workday morning		4-4:30 am
The traffic was <u>heavier than usual</u> , and she was late to work.		1-1.5h
She took a <u>regular length</u> of time for her lunch break.		1h
She got back home from work <u>very late</u> .		9 pm
The family had dinner <u>rather late</u> .		9 pm
During the weekend, they woke up <u>quite late</u> .		7:30-8 am
They were invited to a dinner party that started <u>rather early</u> .		5 pm
They were invited to arrive at a specific time, but they arrived <u>a bit late</u> .		1-2h
They went home at a <u>sensible time</u> .		10 pm
As the next day was Sunday, they went to bed <u>quite late</u> .		11 pm
They usually put their 6-year-old to bed <u>rather early</u> .		8 – 8:30 pm
But on that Saturday, she got to stay up <u>a little later</u> than usual		9:30 pm

*the last column represents these understandings in West Africa. Students should get this information only after they have filled out their part of the table.

Activity adapted from Johnson and Rinvoluceri. 2010. Culture in our classrooms. Teaching language through cultural content. pp53

2. Journaling. Imagine that you are Akunna – the protagonist in the story. Write a journal entry using at least one of the prompts below.
 - a. How does Akunna experience loneliness? How does she cope with her feelings of isolation?
 - b. Explore the different types of loneliness in the story: cultural loneliness, emotional loneliness, physical loneliness. How does this impact Akunna?
 - c. Discuss the ways in which the character is longing for a connection. How do the attempts to find companionship affect their experience of loneliness.
 - d. Explore the themes of identity and belonging. How is Akunna struggling to define herself in the new environment? Where is she finding help and support?
-

Worksheet 19 – Lesson 28

1. Word formation.

Below are five base words. With different prefixes and suffixes, make up as many words using the same base word / word root as you can.

Example: immigrant – immigration – emigrate – migrate – migration

- a. Communication
- b. Lone
- c. Family
- d. Emotion
- e. Argue

2. Explain the words below that are taken from the text.

Gawk

.....

Sprawl

.....

Sediment

.....

Ivory tusk

.....

Cajoling

.....

Preemie

.....

Expiation

.....

3. Make up sentences using the words from the exercise above.

.....

4. Solve the word puzzle.

H	O	A	Y	I	L	C	C	O	T	T	A	G	E
O	C	O	T	R	E	N	P	R	U	E	A	M	I
D	E	A	T	H	A	L	R	E	A	R	I	E	M
E	I	Y	E	E	A	O	E	T	S	E	G	T	M
N	A	O	Y	R	L	T	S	T	U	L	L	B	I
S	F	D	E	E	O	T	E	E	T	A	I	T	G
I	N	N	A	E	N	E	N	L	S	T	N	I	R
A	U	U	O	S	E	R	T	I	S	I	V	R	A
F	E	M	G	R	L	Y	S	Y	L	O	I	E	N
L	S	E	L	M	I	M	A	L	I	N	S	X	T
N	I	T	E	I	N	S	L	I	E	S	I	O	V
G	E	T	O	T	E	N	U	M	R	H	B	T	O
T	T	T	L	E	S	G	A	A	R	I	L	I	T
F	H	C	O	R	S	I	T	F	N	P	E	C	N

LETTER
 LOTTERY
 LONELINESS
 GUNS
 DEATH
 INVISIBLE
 PRESENTS
 RELATIONSHIP
 EXOTIC
 IMMIGRANT
 FUNERAL
 COTTAGE
 FAMILY

Appendix M – Lesson 29

Goals:

- Unpack the last two texts and their meanings.
- Understand the cultural aspects of the last two texts.
- Find similarities and differences between *The Thing Around Your Neck* and *Imitation*.

Lesson 29: Conclusions of <i>Imitation</i> and <i>The Thing Around Your Neck</i>	
<p>Unpack the last two texts and their meanings.</p> <p>Understand the cultural aspects of the last two texts.</p> <p>Find and discuss similarities and differences between <i>The Thing Around Your Neck</i> and <i>Imitation</i>.</p>	<p>Gallery walk/silent discussion.</p> <ul style="list-style-type: none"> • There are six stations set up around the room. Each station has a paper with a topic on it. • Students walk around and express their thoughts about these topics in relation to the last two texts they read. • The topics are: <ol style="list-style-type: none"> 1. Cultural context 2. Protagonists 3. Identity and belonging 4. Themes 5. Setting 6. Plot structure <p>After all the students have walked around and discussed and written down their thoughts, conclusions are drawn together.</p> <ul style="list-style-type: none"> • What were the similarities between the texts? What were the differences? <p>Reflective journal</p> <ul style="list-style-type: none"> • Instruct the students to write a reflection in their reading journal about the cultural aspects of the last two story. • Encourage the students to express their thoughts, ask questions, and make connections to their own experiences. • Ask some students to share their reflections, or thoughts from them. <p>Vocabulary game.</p> <ul style="list-style-type: none"> • Students are divided into two teams. • The teacher will ask a team to define or explain a word or an expression that the students have learned in the past lessons. • The people from the team who think they know the answer will stand up (they can also bluff). • The opposing team will pick one person to answer. • If the student answers correctly, the team gets as many plus points as many students are standing. If the student answers incorrectly, the team gets minus points.

	<ul style="list-style-type: none"> • The team with the most points at the end of the game wins. <p>Words to use:</p> <ul style="list-style-type: none"> - SEDIMENT - IVORY TUSK - YAM - HAWK - SPRAWL - GAWK - HOUSEGIRL - BUSH GIRL - CAJOLING - PREMIE
--	---

Appendix N – Lessons 30-31 and Worksheets 20-21

Goals:

- Understand and explain the importance of proverbs in West African countries.
- Interpret proverbs used in *Things Fall Apart*.
- Apply proverbs to real-life situations.
- Learn and use vocabulary related to West African English.

Lesson 30: Proverbs	
<p>Understand and explain the importance of proverbs in West African cultures.</p> <p>Interpret proverbs used in <i>Things Fall Apart</i>.</p> <p>Apply proverbs to real-life situations.</p>	<p>What are proverbs?</p> <ul style="list-style-type: none"> • Ask students if they know what proverbs are. Ask them to provide examples of proverbs they have heard. • Students should pair up and try to come up with a definition for proverbs. <p>Proverbs in West African culture – short lecture.</p> <ul style="list-style-type: none"> • Proverbs are used to illustrate language. The more you use proverbs the more knowledgeable you sound. • Understanding how to use proverbs is highly regarded in the society. • Passed down from the tradition of oral literature. • Are proverbs used in your culture? How? By whom? <p>Interpreting proverbs.</p> <ul style="list-style-type: none"> • Worksheet 20 – Lesson 30, ex. 1 <p>Proverbs in <i>Things Fall Apart</i>.</p> <ul style="list-style-type: none"> • Ask the students to think back to the first text from this course. Do they remember reading anything about proverbs?

	<p>Or any specific proverbs? Were they paying attention to the language in the text?</p> <ul style="list-style-type: none"> • Reading a passage from the text, page 5-6: “Having spoken plainly so far, Okoye said the next half a dozen sentences in proverbs. Among the Ibo the art of conversation is regarded very highly, and proverbs are the palm-oil with which words are eaten.” • What do the students make of this passage? • Worksheet 20 – Lesson 30, ex. 2 -3 <p>Using proverbs in real-life situations.</p> <ul style="list-style-type: none"> • Ask the students to imagine where they would use the proverbs. • Each student should come up with a situation from their past where they could’ve used a proverb.
Lesson 31: Characteristics of West African English	
<p>Discover and use vocabulary related to West African English.</p> <p>Interpret West African English words from the texts read during the course.</p>	<p>Introduction to the lesson.</p> <ul style="list-style-type: none"> • Do students remember reading any words or expressions from the texts that were unknown to them? How did these words or expressions make them feel? What was their experience reading when coming across such words or expressions? <p>West African English – short lecture.</p> <ul style="list-style-type: none"> • Pidgin – give a short and understandable definition: simplified form of language, develops as a means of communication between people who speak different languages; in West Africa it developed after the meeting with English, incorporates grammar and vocabulary from multiple languages. • Characteristics of West African English: <ul style="list-style-type: none"> - Pronunciation (syllable stress, vowel sounds, substitution of “th” with “v”) - Grammar influenced by local languages - Idioms and expressions, proverbs. - Politeness and indirect communication. “abeg, please, thank you” <p>West African English in video.</p> <ul style="list-style-type: none"> • Watching a Youtube video. Suggestion would be Tayo Aina’s travel video either to Ghana or around Nigeria. • Student should, during the first part of the video, notice pronunciation of English. Take notes. • During the second part, try to notice any words that are used differently than what they are used to. • Discussion based on the students’ notes. <p>West African English in the texts.</p>

	<ul style="list-style-type: none"> • Worksheet 21 – Lesson 31, ex. 1 <p>Discussion about the lesson.</p> <ul style="list-style-type: none"> • What conclusions could be drawn? What did they discover? • What was new? What was different?
--	---

Worksheet 20 – Lesson 30

1. Below are some well-known proverbs from West Africa. What do you think they mean?

a. A bird that flies off the earth and lands on an anthill is still on the ground.

.....

b. No matter how hot you anger, it cannot cook yams.

.....

c. When a king has good counsellors, his reign is peaceful.

.....

d. The ruin of a nation begins in the homes of its people.

.....

2. Proverbs in *Things Fall Apart*. The following proverbs are used in the text. Interpret their meaning.

a. A man who pays respect to the great, paves the way for his own greatness.

.....

b. It is like pouring grains of corn into a bag full of holes.

.....

c. Those whose palm-kernels are cracked for them by a benevolent spirit should not forget to be humble.

.....

d. The lizard that jumped from the high iroko tree to the ground said he will praise himself if nobody else did.

.....

- e. If you throw up a grain of sand, it will not find its way to fall on earth again.
-

- f. The sun will shine on those who stand before is shines on those who kneel.
-

3. Choose one or two proverbs from the exercises above that resonated with you. Write a short paragraph explaining why you find this proverb meaningful or relevant to your life.
-

Worksheet 21 – Lesson 31

1. Explain the meanings of the following words, expressions, or sentences. Find them in the text to understand the context.

From *A Private Experience*

- a. I am reading medicine. (Page 45, paragraph 2)
-

- b. small-small; big-big (page 42, paragraph 2)
-

- c. is finished (page 53, paragraph 3)
-

From *The American Embassy*

- d. *abeg* (page 129, paragraph 1)
-

Appendix O – Lesson 32

Game adapted from Gil Johnson; Marion Rinvoluceri. 2010. Culture in our Classrooms. Teaching language through cultural content. Page 62.

Lesson 32: Cultural game	
Students perceive and comprehend cultural differences in social situations.	Preparing the game. <ul style="list-style-type: none"> Remind the students about the onion ring culture that was discussed some lessons back. What do they remember? What were their main takeaways?

<p>Students use the skills and knowledge they have gained from the course to experience cultural differences through a game.</p>	<ul style="list-style-type: none"> • Students are divided into 5-6 groups depending on the size of the class. Each group should have 4-6 people. If possible, some groups could go outside of the classroom so that the groups can not hear what others are discussing. • Explain that the groups are going to make up their own country and culture. <p>Making up the countries.</p> <ul style="list-style-type: none"> • The new countries have their own complex systems of hierarchy, behaviour, etiquette. It is up to each group to decide what these are. • Guiding questions that the students should think about: <ul style="list-style-type: none"> - How do people from this country greet each other? Greet new people? - How do they show respect? - How do they behave when their rules are not followed? - Think of any gestures, non-verbal communication etc. • Stress that this activity should be fun and there are no right or wrong answers. <p>Monitoring the students.</p> <ul style="list-style-type: none"> • Provide them with guiding questions when you notice the groups have come to a stop. • How is hierarchy decided? How is status decided? • How do people express their emotions? Disapproval? Agreement and disagreement? • What is polite? Impolite? • How do people communicate with each other? <p>Meeting other cultures.</p> <ul style="list-style-type: none"> • The groups will now meet each other. Lead it in with information that the groups will meet different kinds of people and cultures and should remember their own. • Set the setting: groups have come together to an international training on intercultural communication. It is the first day and they are meeting people from other countries. • Expectations to the students: note what people from other cultures are doing and how they are behaving. <p>Mingling and meeting.</p> <p>Ending the activity</p> <ul style="list-style-type: none"> • Send students back to their groups. They should discuss the following: <ul style="list-style-type: none"> - Who did they meet? How were their cultures different? - How did the other cultures react when something was done right? What if when something was done wrong?
--	--

	<ul style="list-style-type: none"> - How did the students themselves behave? Did they change any of the behaviours they had agreed upon earlier? - What are their impressions of other groups. <p>Conclusions</p> <ul style="list-style-type: none"> • Divide the board into how many cultures the class had. • Each group briefly explains their experience with meeting others. • Fill in the columns on the board with keywords from other groups besides the “owner” of the culture. • Finally, have the “owners” comment on the observations. <p>Finalising the key takeaways. Option to ask the students to reflect more in their reading journals.</p> <ul style="list-style-type: none"> • How did the students feel during this game? • Did they change their behaviour? When? If not, why? • What are their key takeaways from this activity? How does this activity tie into the topic of the course?
--	---

Appendix P – Lesson 33 and Worksheet 22

Lesson 33: Finalising the course and the materials. Preparation for the final test and essay.	
<p>Students conclude their learnings and takeaways.</p> <p>Students understand what is required from the final essay and test.</p> <p>Students express their opinions.</p> <p>Students learn to give feedback and use this knowledge.</p>	<p>Expectations</p> <ul style="list-style-type: none"> • The teacher finds the expectations from the first course and hands them back to the students with a new sticky note. • Students write down whether their expectations were met. Why or why not. <p>Student presentation feedback</p> <ul style="list-style-type: none"> • Students pair up with the person they presented a West African country with. • Based on the new information they have gathered and gained from this course, they should update the presentation. • What are the areas they “fix”? Why? How, if at all, has their understanding of these countries changed? <p>Cultural comparisons</p> <ul style="list-style-type: none"> • Worksheet 22 – Lesson 32 <p>Expectations to the final test and essay.</p> <ul style="list-style-type: none"> • The final test is compiled of two parts: questions about the texts read and an essay.

Worksheet 22 – Lesson 33

Discuss the aspects of culture that you have learned during this course. Compare them with your own culture. An example is done for you. You can discuss as many aspects as you remember. You may go through your materials.

Aspect of culture	West Africa	My culture
<i>perception of time</i>	<i>it is normal to be late 1-2 h</i>	<i>people try to be on time</i>

Appendix Q – Lessons 34-35 and Worksheet 23

Lessons 34-35: Final discussion, test, and essay	
<p>Students write and reflect on their personal journey throughout the course.</p> <p>Students express their understanding and knowledge of cultural aspects from West African countries.</p> <p>Students discuss the texts they have read, express their opinions, and defend these.</p>	<p>Group discussion</p> <ul style="list-style-type: none"> • Students are divided into larger groups, 6-7 people. • Each group is given two topics, one that is the same for everyone, and the second one that is different across the groups. • Same topic: How has studying the texts influenced your understanding and appreciation of the region's culture? Share specific examples from the texts. <p>Options for other topics:</p> <ol style="list-style-type: none"> a. Explore the concept of cultural identity. b. Reflect on the role of language in the texts. Consider both languages spoken in the texts as well as writing styles. c. Discuss the impact of colonisation in the texts. d. Discuss the significance of representation. How have the texts challenged stereotypes? <p>Final essay. Essay topics are given in the Worksheet 23 – Lesson 34-35</p>

Worksheet 23 – Lessons 34-35

1. Short answer questions. Answer all of the questions below.

- a. Identify and explain three key elements of West African literature that contribute to cultural awareness and appreciation in your opinion.
- b. Briefly analyse the writing styles and language use of the texts you have studied.
- c. Describe how traditional belief systems influence character's lives in the texts you have studied.
- d. Analyse the themes of identity and belonging in the texts you have read. How do the characters navigate their cultural heritage and personal growth.
- e. Examine the role of gender roles and family relations in West African literature. How do the texts challenge or reinforce traditional gender roles?
- f. Discuss the portrayal of historical events or social issues in the texts you have read. How do these texts shed light on the region's history and socio-political challenges?

Write a reflective essay on the topic below.

Reflect on your personal journey of cultural appreciation through studying West African literature. How has your understanding and perspective evolved throughout the course?

Resümee

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Krista Kallavus

Designing a Literature Course for Teaching Cultural Appreciation of West African Culture Through Literature

Kirjanduskursuse disainimine õpetamaks Lääne-Aafrika kultuuride väärtustamist läbi kirjanduse

Magistritöö

2023

Lehekülgede arv: 100

Annotatsioon:

Magistritöö eesmärk on analüüsida kultuuri õpetamist inglise keele tundides. Eestis õpetatakse valdavalt Suurbritannia, Ameerika Ühendriikide ja teiste inglise keelt kõnelevate lääneriikide kultuure. Globaliseerumise kontekstis on aga vaja mõista ka mujal, näiteks Aafrikas, asuvate ingliskeelsete riikide kultuure. Selleks loodi käesolevas magistritöös kursus Lääne-Aafrika kultuuri väärtustamiseks läbi kirjanduse kasutades isikliku arengu mudelit.

Töö kirjanduse ülevaade tutvustab erinevaid lähenemisi kultuuri õpetamisele ning isikliku arengu mudelit kirjanduse õpetamiseks. Töö empiiriline peatükk tutvustab kursuse loomise põhimõtteid, eesmärke, õpiväljundeid ning nende saavutamiseks loodud ülesandeid. Analüüsitakse ka materjalide praktilise kasutamise võimalusi ning tehakse soovitusi õpetajatele. Lisadesse on lisatud ka kõik kursuse jaoks kujundatud materjalid nagu kurususe- ja tunnikavad ning kirjalikud materjalid.

Märksõnad: Aafrika kultuur, Lääne-Aafrika kirjandus, kultuuri õpetamine, kultuuridevahelise suhtluse pädevus

Lihtlitsents lõputöö reprodutseerimiseks ja üldsusele kättesaadavaks tegemiseks

Mina, Krista Kallavus

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) minu loodud teose

Designing a Literature Course for Teaching Cultural Appreciation of West-African Culture Through Literature,

mille juhendaja on Raili Marling,

reprodutseerimiseks eesmärgiga seda säilitada, sealhulgas lisada digitaalarhiivi DSpace kuni autoriõiguse kehtivuse lõppemiseni.

2. Annan Tartu Ülikoolile loa teha punktis 1 nimetatud teos üldsusele kättesaadavaks Tartu Ülikooli veebikeskkonna, sealhulgas digitaalarhiivi DSpace kaudu Creative Commons'i litsentsiga CC BY NC ND 4.0, mis lubab autorile viidates teost reprodutseerida, levitada ja üldsusele suunata ning keelab luua tuletatud teost ja kasutada teost ärieesmärgil, kuni autoriõiguse kehtivuse lõppemiseni.
3. Olen teadlik, et punktides 1 ja 2 nimetatud õigused jäävad alles ka autorile.
4. Kinnitan, et lihtlitsentsi andmisega ei riku ma teiste isikute intellektuaalomandi ega isikuandmete kaitse õigusaktidest tulenevaid õigusi.

Krista Kallavus

16.05.2023

Autorsuse kinnitus

Kinnitan, et olen koostanud käesoleva magistritöö ise ning toonud korrekselt välja teiste autorite panuse. Töö on koostatud lähtudes Tartu Ülikooli maailma keelte ja kultuuride kolledži anglistika osakonna magistritöö nõuetest ning on kooskõlas heade akadeemiliste tavadega.

Krista Kallavus

16.05.2023