

Kwéyòl classes

Brief historical background of kwéyòl

Kwéyòl was born out of the slavery era, when different tribes from Africa were assigned to the same slavery plantations in the Caribbean countries; it was a time when their slave-masters were either French or British and their native tongues were somewhat useless as a method of communication since they themselves spoke different tribal lingoos. As a result, they were forced to develop a new form of communication that they could use to convey messages to each other by relying on what they heard from their colonial masters and their fellow tribes-men. Sporadically (at irregular intervals), they would use words they thought they heard their colonial masters speak and combine them with their African lexis (expressions) and sentence structure, thus, new words were wrought (fashioned) and given meaning.

Gradually, this new method of communication amongst the slaves spread summarily across the regions of the Caribbean. This “Creole” language, which is French for indigenous, progressively grew into a more recognizable phraseology (language), which would later be the building block for a new culture and new-fangled (newly created) genre.

After the slavery liberation, those who still had some level of control and power were held in prestige and were looked up to by those of the lower class. Therefore, the liberated society tried to condition the generations that followed them in accordance with those whom they considered better. This resulted in the adoption of the English language and habits, but in the beginning of the death of Kwéyòl culture. That was until Edward Oliver Leblanc. Leblanc was a patriot and an activist to many, in regards to the revolution of and in Kwéyòl culture and he was also the Prime Minister at the time. He insisted that Dominicans reclaim their identity by re-embracing their culture and heritage. Later on he was joined by others who shared the same vision and the progress continued.

By the late sixties/early seventies, a group of people such as Mr. Felix Henderson, among others, came together to establish the first ever Kwéyòl day.

A few years later, other creative initiatives were developed out of traditional habits and forms of entertainment. For example, Kadance music and in 1977 Èspéwéyans Kwéyòl. Small as well as large groups revolving around the Kwéyòl culture were also established to help promote and sustain it.

Kwéyòl Alphabet

A-
AN- jan
B- bouden
CH- chéché
D- doudou,
DJ- djéwi
É- touché
È- vè
EN- biten
F- fig
G- goumen
H- hayi
I- titiwi
J- janjanm
K- kann
L- lélé
M- maman
N- najé
O- poto
Ò- tjòlòlò
ON- baton
OU- boutou
NG- kawang
P- pété
R- radio
S- sésé
T- tété
TJ- tjè
V- viwé
W- wété
Y- yanm
Z- zé

Months-Mwa

JANUARY- JANVYÉ

FEBRUARY- FEVWIYÉ

MARCH- MASS

APRIL- AVWI

MAY- MÉ

JUNE- JEN

JULY- JWIYÉ

AUGUST- AWOU

SEPTEMBER-SÈPTANM

OCTOBER- ÒKTÒB

NOVEMBER- NOVANM

DECEMBER- DÉCANM

NUMBERS-NIMÉWO

0-NÒT	37- TWANTSET
1-YÒNN	38- TWANTWIT
2-DÉ	39- TWANTNEF
3-TWA	40-KAWANT
4-KAT	41-KAWANT A YÒNN
5-SENK	50 -SENKANT
6-SIS	51-SENKANT- É- YÒNN
7-SÈT	
8-WIT	60-SWAZANT
9-NÈF	61-SWAZANT A YÒNN
10-DIS	
11-WONZ	70-SWANZANT-DIS-the numbers becomes tens
12-DOUZ	71-SWAZANT-WONZ
13-TWÈZ	
14-KATWÒZ	80-KAWANT-VÈNN
15-TJENZ	81-KAWANT VÈNN-YÒNN
16-SÈZ	
17-DISÈT	90-KATWA-VÈNN-DIS
18-DISWIT	91-KATWA VÈNN-WONZ
19-DISNÈF	
20-VÈN	100-SAN
21-VÈNNYÒNN	
22-VÈNNDE	
23-VÈNNTWA	
24-VÈNNKAT	
25-VÈNNSENK	
26-VÈNNSIS	
27-VÈNNSÈT	
28-VÈNNWIT	
29-VÈNN-NÈF	
30-TWANT	
31-TWANT-É-YONN	
32-TANT-DÉ	
33- TWANT-TWA	
34-TWANT-KAT	
35-TWANT-SENK	
36-TWANT-SIS	

EN LAPLAS LA (IN THE MARKET)

La plas- the market
Podwi- product
Wivandèz-retailer
Légim-vegetables
Sazonnman- seasoning

Fruits -fwi

Mango-mango
Papay-pawpaw
Zannanna- pineapple
Zowany-orange
Gwiyav- guava
Kòwòsòl-soursop
Fimi-rip banana
Siton-lime

Water mellon

Vegetables légim

Carrot-kawòt
Tomato-tanmaddòz
Cucumber-konkonm
Lettuce-léti
Water crest-kouson
Cabbage-chouponm
Parley-pèsi
Celery-sèlwi
Onion-zonyon
Garlic-lay

Provisions

Dasheen-dachin
Bread fruit-yanmpen
Plantain-bannann(mi)(vèt)
Bread nut-gwennpen
Potato-patat

Seasonings

Pepper-piman

Others

Coconut-koko
Avocado pear-zaboka
Corn-mi
Spice-knnèl

Meat –vyann

Fish-pwéson

Vocab for Dialogues.

Kisa sa yé?- what is that?

Bésé pwi-a!- lower the price

Mon pa ni djè lajan!- I don't have much money

Mon pa ni dòt lajan!- I don't have any more money

Sa to chè!- that is too expensive

Sa to mò!- that is too soft

Sa ki pwi-a?- what is the price of this?

Ba mwen lamonnen mon!-give me my change

Conmen pou sa?- how much is this worth

Mwen pa vlé sa!- I don't want that/this

Ganyen- to buy

Vann- to sell

The Kitchen(Twizin la)

Pòt- cup

Vè- glass

Zasyèt- plate

Fouchèt- fork

Tjouyè- spoon

Bonm- pot

Choufèt- sauce pan

Pannafwi- frying pan

Blennnda- blender

Stov- stove

Payp- pipe

Pen- bread

Bè- butter

Sonsison- sausage

Fonmaj- cheese

Lwil- oil

Kètjop- ketchup

Sèlwi- celery

Vyann- meat

Kouto- knife

Donmbwé- dumplings

Pwa- peas

Lanti- lentils

Zé- egg

Konbif- corned beef

Diwi- rice

Zalimèt- matches

Glo- water

Ji- juice

Sèl- salt

Sik- sugar

Let- milk

Kako- cocoa

Potajé- cup board

Sinyk- sink

Fridj- refrigerator

Fawinfons- flour

Kitchen Monolog

Maman en twizin- la.

I ka pwépa wé manjé. I kalé fig èvè pliché dachin èvè I pétwi fawinfons pou fè donmbwé.

I pwi difé-a èvè I mété bonm-la asou difé-a.

I lavé lanmowi, I fwi pwéson èvè I mété'y an bonm- la asou difé-a. I mété sézonmen, lwil, èvè chouponm èvè I kouvè bonm-la.

Manjé-a ka bouwi.

Papa soti twaway. I pa menm di bonn apwé midi, I anni dé-kouvè bonm-la èvè I hélé "mwen fen!" Madanm li di'y "soti-la!" " ou to mal kasé!" èvè I foté'y yon koul pannafwi dèyè tèt li!

Mon is in the kitchen.

She is preparing the food. She peels the fig and needs the flour to make the dumplins.

She puts the fire on and she puts the pot on the fire.

She washes codfish, she fries the fish and puts a pot on the fire. She puts seasoning, oil and cabbage and covers the pot.

The food is Boiling.

Father is home from work. He doesn't event say good afternoon, he just uncovers the pot and shouts, " I'm hungry".

Mother tells him to get out of the kitchen, saying he was badly brought up and she strikes at him with a frying pan behind his head.

Toilet- privi

Savon- soap

Bosden- tooth brush

Kolgét- tooth paste

Singk- sink

Tòylit- toilet

Flòch-flush

Glo- water

Wach-rag-wash rag

Tòylit pépa-toilet paper

Miwè- mirror

Tjilòt- panties

Kannson- underwear

Pisé- to urinate

Pisa- urine

Mètsin tjès- medicine chest

Kaka- feces- to defecate

Bedroom- Chanm

Pòchanm- tinsel
Wòb-di-chanm-pijamas
Kouch- bed
Kouché- to lye down
Dwa- sheet
Matla- matris
Miwè- mirror
Losyon- lotion
Pòfyoum- perfume
Peny- comb
Bòs- brush
Lémwè- bed room wadrobe
Poud- powder
Dyodorant-deodorant
Zoyé- pillow
Sakzòyé- pillow-case
Lanp- lamp
Sipyé- mat
Had-clothes
Tjilòt-pants
Chimiz- shirt
Tjwi- belt
Lenn-blanket
Soulyé-shoe
Ba- socks
Donmi- to sleep
Bayé- yawn
Bavé- dribble
Wonflé- snore
Kannson- underwear for men
Brazya- bra
Kwavat- tie

Bedroom dialog

Mamini!

Mamini an chanm la.

I tiwé sayvyèt la won 'y.

I poudwé enba kouy' èvè lèstonmak li.

I pon yon tjilòt èvè yon brazya hòd lémwè-a èvè I mété yo asou 'y. I mété rolonn enba bwa 'y.

I mété had dòmi 'y asou 'y èvè I kouché asou koush la. Senk minit apwé I pon dòmi èvè I koumansé wouflé. Mawi 'y wantwé an chanm-la. Ma mini hélé "sa 'y yé nuh!" ou ka pijé tété mowen" mawi 'y hélé "èben, ou ka wouflé to fò!" Ma mini lévé èvè I alé dòmi an chanm sé zanfan-a.

Outline of lessons, Art sessions, trips:

1. Kweyol History
2. Simple Commands
3. Simple Sentences
4. Kweyol Alphabet
5. Parts of the Body/ Members of the family
6. Days of the week, Months, Numbers and Colours
7. Art Session: Banana Leaves
8. The Market
9. Time
10. Art Session: Straw Craft
11. Picnic/ Restaurant/ Kitchen
12. Practical: Outing to the market and cultural site in grand bay
13. The Bedroom
14. Outing to the Old Mill cultural centre
15. The Toilet
16. The National Anthem

Topic: History of the Creole language

General Aim: Students should have a general understanding the origin and history of the Kweyol language

Objectives:

- ✓ Have an understanding of the language
- ✓ Knowledge of major events
- ✓ Have an understanding of the total physical response (TPR) learning process

Instructional Materials: Curriculum Guide, Work book, Handouts, Kweyol history books.

Introduction: Students should be given an opportunity to convey their perception of the origin of the Kweyol language. Each student should be given a chance to express his/ her views on the origin and evolution of the language.

Development:

- Overview of the Kweyol Historical time line
- Open discussion on the major events in the Kweyol History
- Engage the students to articulate major events in our modern Kweyol History
- Question and answer exercise
- Overview of the TPR process
- Demonstration of the TPR process
- Encourage students to perform TPR among themselves
- Summary of the class/ oral evaluation
- Issue home assessment

Evaluation: Present students with a summary of events about the history of the language, where they will answer a comprehension exercise.

Topic: Simple Commands

General Aim: Students should have an understanding of basic commands in the Kweyol language

Objectives:

- ✓ Have sound understanding of basic commands
- ✓ Demonstrate simple actions based on commands given
- ✓ Engage in simple dialogue

Instructional Materials: Curriculum Guide, Work book , Handouts,

Introduction: Students will be given an over view of the total physical response learning process. should be encouraged to call out the commands they are aware of.

Development:

- Collection of comprehension exercise
- Review of the TPR practiced in the previous class
- Vocabulary session
- Ni Ni Pout says
- Group TPR Group Session

Evaluation: Students should be placed in groups of pairs and three where they carry out TPR among each other. Each student should issue two (2) commands to his/her group members

Topic: Simple Sentences

General Aim: Construction of simple kweyol sentences

Objectives:

- ✓ Put together short phrases
- ✓ Answer simple questions in Kweyol
- ✓ Greetings

Instructional Materials: Curriculum Guide, Charts, Work book , Handouts,

Introduction: Upon entrance to class tutor says “ Bon Sowe----Good night”. Anticipating that students will realize that this phrase is inappropriate!!!! Ask students to suggest correct phrase.

Development:

Place all relevant information on the blackboard, including a simple dialogue

Repeat phrases three times and students should repeat twice after the teacher.
Brief review of TPR incorporating new vocabulary not given in prior lessons.

For the latter 15 minutes students should be placed in groups where they should engage in simple conversation, with the use of TPR among themselves.

**note* this should be based on simple situations (eg good morning, Greeting people that one encounters.)*

Evaluation: Construction of Simple written dialogue on information given. The instructor should circulate between groups where they make corrections where needed.

Topic: Kweyol Alphabet

General Aim: Provide foundation for spelling and punctuation of the language

Objectives:

- ✓ Pronunciation of individual letters
- ✓ Use of articles in the pronunciation & meanings of words

Instructional Materials: Curriculum Guide, Work book , Handouts, alphabet charts

Introduction: A Kweyol word is articulated. Ensure all the syllables of the word are properly sounded. Then students are encouraged to suggest the spelling of the word.

Development:

- Place all relevant information on blackboard before the start of class i.e alphabet charts
- Sound off each individual letter three times
- Students repeat twice
- The entire class is then made to repeat each letter after the teacher
- Vocabulary is introduced. Encourage students to spell these words before the spelling is given
- Read a simple dialogue based on vocabulary given
- The dialogue is read three times & students repeat twice
- Probe students to translate the dialogue line by line
- Allow students to construct a similar dialogue using the vocabulary given

Evaluation: Oral reading exercise

Construction of a dialogue

Collect dialogues constructed by students

Topic: Parts of the Body/ Members of the family.

General Aim: Knowledge of body parts

Objectives:

- ✓ Identify and label parts of the body
- ✓ Identify members of the family
- ✓ Construction of sentences with members of the family

Instructional Materials: Curriculum Guide, Work book , Handouts,

Introduction: Direct one student to give another student a clout. This is said in kweyol

Development

- Pin up all relevant information in classroom before class begins
- Using ones body point out each part repeating the name three times
- Using TPR to engage students participation in demonstrating body parts
- Read a passage based on vocabulary given
- The passage is read three times & students repeat twice
- Probe students to translate passage line by line
- Allow students to construct a similar dialogue using the vocabulary given

Evaluation: Construction of Kweyol passage

Topic: Days of the week, Months, Numbers and Colours

General Aim: General knowledge of days of the week, months, numbers & colours

Objectives:

- ✓ To say the date
- ✓ To count up to 1,000
- ✓ Identify different colours

Instructional Materials: Curriculum Guide, Work book , Handouts, Items with different colours

Introduction: Ask students to say the date in kweol.

Ask to describe the colour of the outfit of an individual

Development

- Pin up all relevant information in classroom before class begins
- Repeating all information three times & students repeat twice
- Encourage students to describe different items
- Assign exercise from the workbook (**description and fill in the blank questions**)

Evaluation: Work book description exercises.

Topic: The Market

General Aim: to be able to buy produce from the market place with only the use of the Kweyol language.

Objectives:

- ✓ The vocabulary of goods found in the market.
- ✓ Negotiation of prices
- ✓

Instructional Materials: Curriculum Guide, Work book, Handouts, Different goods

Introduction: All goods are placed on a table in front of the classroom where one student is directed to take a fruit on the table. ***This is said in Kweyol***

Development

- Pin up all relevant information in classroom before class begins
- Repeating all information three times & students repeat twice
- Call on different students to go to the table to pick out different produce
- Stage a simple dialogue using vocabulary given
- The dialogue is read three times & students repeat twice
- Probe students to translate the dialogue line by line
- Allow students to construct a similar dialogue using the vocabulary given

Evaluation: Construction of a dialogue based on the one giving

Topic: Time

General Aim: Understanding and demonstration of time

Objectives:

- ✓ How to ask 'What time is it?'
- ✓ How to answer the question stated above
- ✓ Know how to say different times
- ✓ Review of numbers

Instructional Materials: Curriculum Guide, Work book , Handouts, Clocks, Song Sheets

Introduction: glance at watch/ time piece and exclaim' Time to begin class because **its three o'clock)** **note* what's darken should be stated in kweol*

Development

- Briefly review class on numbers
- Pin up all relevant information in classroom before class begins
- Time telling activity
- Stage a simple dialogue using vocabulary given
- The dialogue is read three times & students repeat twice
- Probe students to translate the dialogue line by line
- Practice First Stanza of the national anthem.

Evaluation: Exercise on work book, Construct a similar dialogue using the vocabulary given

Topic: Picnic/ Restaurant/ Kitchen

General Aim: How to function in a restaurant and kitchen setting

Objectives:

- ✓ Different kitchen utensils
- ✓ Items one would encounter in a kitchen
- ✓ How to ask for certain items

Instructional Materials: Curriculum Guide, Work book , Handouts, Kitchen utensil

Introduction: Ask a student for an item in kweyol

Development

- Pin up all relevant information in classroom before class begins
- Repeating all information three times & students repeat twice
- Call on different students to go to the table to pick out different kitchen utensils
- Stage a simple dialogue using vocabulary given
- The dialogue is read three times & students repeat twice
- Probe students to translate the dialogue line by line
- Allow students to construct a similar dialogue using the vocabulary given

Evaluation: Construction of a simple dialogue

Topic: The Bedroom

General Aim: Engage in conversation concerning the bedroom

Objectives:

- ✓ Identifying key items in the bedroom
- ✓ Basic conversation about items in the bedroom

Instructional Materials: Curriculum Guide, Work book , Handouts,

Introduction: Suggest kweyol words for items in the bedroom

Development

- Pin up all relevant information in classroom before class begins
- Repeating all information three times & students repeat twice
- Stage a simple dialogue using vocabulary given
- The dialogue is read three times & students repeat twice
- Probe students to translate the dialogue line by line
- Allow students to construct a similar dialogue using the vocabulary given

Evaluation: Construct & present dialogue

Topic: The Toilet

General Aim: Engage in conversation concerning the toilet

Objectives:

- ✓ Identifying key items in the toilet
- ✓ Basic conversation about items in the toilet

Instructional Materials: Curriculum Guide, Work book , Handouts,

Introduction: Suggest kweyol words for items in the toilet

Development

- Pin up all relevant information in classroom before class begins
- Repeating all information three times & students repeat twice
- Stage a simple dialogue using vocabulary given
- The dialogue is read three times & students repeat twice
- Probe students to translate the dialogue line by line
- Allow students to construct a similar dialogue using the vocabulary given

Evaluation: Construct & present dialogue

Topic: The National Anthem

General Aim: Enable participants to sing the National Anthem in Kweyol

Objectives:

- ✓ Participants should be able to recite the National Anthem In Keyol

Instructional Materials: Curriculum Guide, Work book , Handouts

Introduction: Ask class to stand at attention (in Kweyol) to sing the First stanza of the National Anthem

Development

- Select students to read the second and third stanzas of the anthem to the class allowd
- Sing the second stanza to the class twice before asking the class to join you in chorus
- Practice the second stanza with the entire class at least two more times
- Sing the third stanza to the class twice before asking the class to join you in chorus
- Practice the third stanza with the entire class at least two more times

Evaluation: Ask the class to sing the entire anthem