

Senegal by Numbers

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|-------------------|---|------------|-----------------|--|--------------------|--|--------------------|------------|
| THEME: | CULTURAL CONTEXTS (DEMOGRAPHICS) | | | | | | | |
| LANGUAGE: | FRENCH | | | | | | | |
| STANDARDS: | COMMUNICATION | | CULTURES | | CONNECTIONS | | COMPARISONS | |
| | 1.1 | 1.2 | 2.2 | | 3.1 | | 4.1 | 4.2 |

Time Frame:

Two 50-minute class sessions

Materials Needed:

- Demographic statistics for Senegal and the United States on handouts for “information-gap” activity (provided)
- Questions to elicit critical thinking about the statistics (provided)

Description of Task:

Pre-speaking/listening activities:

The teacher may begin with a quick oral review of numbers (especially thousands, millions and billions) as deemed necessary.

Students, in groups of three, will receive a handout (see Attachment 1) with a list of terms in French for vital statistics equivalent to “infant mortality rate,” “fertility rate,” “death rate,” “population under 15 years,” etc. in English. Using their knowledge of cognates, students will try to decipher these terms and identify to what they refer overall. As a class activity, groups will report their understanding of each term. Because some students may not have encountered these terms in English and may have no sense of their meanings, the teacher should allow sufficient time to explore the meanings of these terms in English, what they measure and how they work (e.g., per thousand, percent, etc.).

Once students seem to have a grasp of the meanings, the teacher should reinforce pronunciation of the terms so that students can readily use them in the following partner/information gap activity. For this task, each student will be assigned a term for which he/she is the pronunciation “expert” for the class. After checking with the teacher to assure that their

Level:

Intermediate-Low

Purpose:

To review complex numbers in the context of Senegalese demographics; to practice interaction; to gain insight into what is defined as a “third world country” and to compare and contrast such a country with the United States

Communicative Function(s):

Referential: Requesting and reporting facts; comparing and contrasting; hypothesizing; supporting opinions; interpreting information

Language Structures:

Numbers; question formation; comparatives; present tense

Cultural Aspects:

Senegal as reflected in its demographic statistics

Modalities:

Speaking

Listening

Reading

NOTES

pronunciation is correct, students will circulate among each other and practice pronouncing all terms. When the student achieves an excellent pronunciation, the “expert” will initial the space preceding that term on the “pronouncer’s” sheet. Once students have all terms initialed, the teacher may want to do one last pronunciation check with the group as a whole.

The teacher provides a review of “*quel*” in forming questions. The teacher will direct students to determine which form of “*quel*” they will use to form questions related to the demographic statistics. Individually, students will write on their list of French terms, the form of “*quel*” they would use with each term. Since the terms are not preceded with gender indicators, the teacher may want to do a quick review to determine noun gender (e.g., “-ion” ending is generally feminine, adjective endings may provide a clue, etc.). Students will finish each question so that in the end, they will have a complete list of questions in French— “What is the population?” (“*Quelle est la population du Sénégal?*”) “What is the rate...?” (“*Quel est le taux...?*”). To assess this activity, the teacher can walk through the class and check each student’s work.

Speaking/listening activities:

Information Gap Activity: Students should now be ready to perform the following partner/information gap activity (see Attachments 2A and 2B). For this task, each student will have half the statistics and ask his/her partner for the information that s/he needs. The teacher should model the first question/answer (“*Quelle est la population du Sénégal?*” “*La population du Sénégal est...*”). Once students have filled in their sheets, partners should check to see that each other’s work is correct. In the end, each student will have a column filled with vital statistics related to Senegal. Returning to the group setting, as an oral review and check of numbers, the teacher may ask individual students “*Quel est le produit national...?*” and so on.

Listening Comprehension Activity: Now the teacher will direct students to the third column on Attachments 2A and 2B in which they will fill in statistics related to the United States (provided on Attachment 3). The teacher may first begin by having students predict the statistics for selected categories. Then the teacher may approach this activity as a means of checking oral comprehension of numbers by dictating the statistics for each term. The teacher may collect these sheets and correct them for use the following day or s/he may choose to have students exchange papers. With a contrasting color of pen, these student “evaluators” will make sure each number is correct. The teacher may then quickly scan the sheet to see how well each student did on the oral comprehension exercise. In the end, each student will have all of the statistics for both Senegal and the United States and s/he is now in a position to compare and contrast the two countries.

Looking at the statistics for both Senegal and the United States, students are able to answer the questions related to these facts and what they mean. In groups of three, students will respond to assigned questions, some of which reflect basic facts, and some of which require more thought and deduction based on the facts (see Attachment 4). Each group should assign a “recorder,” who is responsible for taking notes of the group-generated responses. Another student is given the role of “reporter” and is responsible for reporting the group’s ideas and opinions to the whole class. The third student in each group is the “task facilitator,” whose job it is to keep the group on task so that all questions are addressed. The teacher may choose to assign different questions to different groups, or assign all of the same questions to all groups. Once students have responded to these questions, they have a base for further conversation and discussion. Based upon their responses, they may make some deductions about Senegal and its people. [At this point, the lesson may move on into consideration of the country through computer images, slides and photos where students will see that this country is more than “just numbers.” See the “Soul of Senegal” activity in the “Critical Explorations” section of the *Handbook* for additional ideas.]

Assessment:

Much of the assessment is built into these tasks with the teacher making consistent and informal checks of learning for each group, partner, and individual. The teacher may want to collect and grade the numerical dictation of statistics related to the United States for a comprehension check. For the final question activity, the teacher can collect the responses to the questions (as recorded by each group); s/he may also select a number of questions to evaluate; for example, questions 5, 8, 13, 14, and 15 emphasize the comparison between Senegal and the United States.

Extensions:

Suggestions for adapting the task for various levels:

For beginning levels: The teacher could shorten the list of terms, limiting them to those that are most accessible linguistically and numerically. In addition, the questions and conversation based on these statistics could be conducted in English.

For advanced levels: All discussions can occur in the target language. Learners could be called upon to write up their thoughts and observations regarding these numbers and what they mean to a country. They could also be asked to make suppositions regarding statistics related to other French-speaking countries.

Other extensions:

Students could be responsible for finding the statistics (via WEB searches and use of other resources). Specific statistics could be used with other units (e.g. number of televisions per person could be used with a unit combining telling time and types of television programs, numbers of telephones per person could be used with a unit on telephone vocabulary and standard phrases).

Cultural extensions:

Statistics related to France (see Attachment 5) or other Francophone countries could be introduced, adding more dimensions for comparison.

References and Resources:

The statistics on the accompanying handouts are from the following resources:

Bureau of the Census. (1995). *Statistical abstract of the United States: United States Department of Commerce*. Washington, DC: Bureau of the Census.

Famighetti, R. (Ed.) (1995). *The World Almanac and Book of Facts 1996*. Mahweh, NJ: Funk and Wagnalls Corp.

Hunter, B. (Ed.). (1995). *The statesman's year-book* (132nd ed.). New York: St. Martin's Press.

Senegalese Department of Tourism. (1990). *Couleurs et lumieres du Sénégal*. Dakar: Senegalese Department of Tourism.

Attachment 1 for Senegal by Numbers

INDICATEURS DEMOGRAPHIQUES

| | |
|--|---------------------------|
| POPULATION | Quelle est la population? |
| POPULATION DE MOINS DE 15 ANS | |
| POPULATION DE PLUS DE 65 ANS | |
| POPULATION URBAINE (pour cent) | |
| TAUX BRUT DE NATALITE (pour mille) | |
| TAUX BRUT DE MORTALITE (pour mille) | |
| TAUX D'ACCROISEMENT NATUREL (pour cent) | |
| POPULATION EN 2005 (milliards) | |
| TAUX DE MORTALITE INFANTILE (pour mille) | |
| ESPERANCE DE LA VIE A LA NAISSANCE | |
| INDICE SYNTHETIQUE DE FECONDITE | |
| ALPHABETISATION DE LA POPULATION | |
| PRODUIT NATIONAL BRUT PAR HT (\$US) | |
| PRODUIT NATIONAL BRUT PAR PERSONNE | |
| DENSITE DE LA POPULATION ("mile" carrée) | |
| NOMBRE D'HABITANTS PAR MEDECIN | |
| NOMBRE DE TELEVISIONS (par personne) | |
| NOMBRE DE RADIOS (par personne) | |
| NOMBRE DE TELEPHONES (par personne) | |
| | |

Attachment 2A for Senegal by Numbers

INDICATEURS DEMOGRAPHIQUES

| | le Sénégal | les Etats-Unis |
|--|-----------------------|----------------|
| POPULATION | | |
| POPULATION DE MOINS DE 15 ANS | 45% | |
| POPULATION DE PLUS DE 65 ANS | | |
| POPULATION URBAINE (pour cent) | 39% | |
| TAUX BRUT DE NATALITE (pour mille) | | |
| TAUX BRUT DE MORTALITE (pour mille) | 12 | |
| TAUX D'ACCROISEMENT NATUREL (pour cent) | | |
| POPULATION EN 2005 (milliards) | 10.991.000 | |
| TAUX DE MORTALITE INFANTILE (pour mille) | | |
| ESPERANCE DE LA VIE A LA NAISSANCE | 56 male 59 femelle | |
| INDICE SYNTHETIQUE DE FECONDITE | | |
| ALPHABETISATION DE LA POPULATION | 29% | |
| PRODUIT NATIONAL BRUT PAR HT (\$US) | | |
| PRODUIT NATIONAL BRUT PAR PERSONNE | \$1.400 (\$US) | |
| DENSITE DE LA POPULATION ("mile" carrée) | | |
| NOMBRE D'HABITANTS PAR MEDECIN | 1 par 15.350 | |
| NOMBRE DE TELEVISIONS (par personne) | | |
| NOMBRE DE RADIOS (par personne) | 1 par 9,3 | |
| NOMBRE DE TELEPHONES (par personne) | | |
| | | |

Attachment 2B for Senegal by Numbers

INDICATEURS DEMOGRAPHIQUES

| | le Sénégal | les Etats-Unis |
|--|----------------|----------------|
| POPULATION | 9.007.080 | |
| POPULATION DE MOINS DE 15 ANS | | |
| POPULATION DE PLUS DE 65 ANS | 3% | |
| POPULATION URBAINE (pour cent) | | |
| TAUX BRUT DE NATALITE (pour mille) | 43 | |
| TAUX BRUT DE MORTALITE (pour mille) | | |
| TAUX D'ACCROISSEMENT NATUREL (pour cent) | 2,6% | |
| POPULATION EN 2005 (milliards) | | |
| TAUX DE MORTALITE INFANTILE (pour mille) | 74 | |
| ESPERANCE DE LA VIE A LA NAISSANCE | | |
| INDICE SYNTHETIQUE DE FECONDITE | 6,4 | |
| ALPHABETISATION DE LA POPULATION | | |
| PRODUIT NATIONAL BRUT PAR HT (\$US) | 11.8 milliards | |
| PRODUIT NATIONAL BRUT PAR PERSONNE | | |
| DENSITE DE LA POPULATION ("mile" carrée) | 119 | |
| NOMBRE D'HABITANTS PAR MEDECIN | | |
| NOMBRE DE TELEVISIONS (par personne) | 1 par 130 | |
| NOMBRE DE RADIOS (par personne) | | |
| NOMBRE DE TELEPHONES (par personne) | 1 par 154 | |

Attachment 3 for Senegal by Numbers

INDICATEURS DEMOGRAPHIQUES

| | le Sénégal | les Etats-Unis |
|--|------------|-----------------------|
| POPULATION | | 263.814.032 |
| POPULATION DE MOINS DE 15 ANS | | 22% |
| POPULATION DE PLUS DE 65 ANS | | 13% |
| POPULATION URBAINE (pour cent) | | 75% |
| TAUX BRUT DE NATALITE (pour mille) | | 15 |
| TAUX BRUT DE MORTALITE (pour mille) | | 8 |
| TAUX D'ACCROISSEMENT NATUREL (pour cent) | | 0,7% |
| POPULATION EN 2005 (milliards) | | 288.286.000 |
| TAUX DE MORTALITE INFANTILE (pour mille) | | 8 |
| ESPERANCE DE LA VIE A LA NAISSANCE | | 73 male 80 femelle |
| INDICE SYNTHETIQUE DE FECONDITE | | 0,4 |
| ALPHABETISATION DE LA POPULATION | | 96% |
| PRODUIT NATIONAL BRUT PAR HT (\$US) | | \$6.38 trillion |
| PRODUIT NATIONAL BRUT PAR PERSONNE | | \$24.700 (US) |
| DENSITE DE LA POPULATION ("mile" carrée) | | 72 |
| NOMBRE D'HABITANTS PAR MEDECIN | | 1 par 391 |
| NOMBRE DE TELEVISIONS (par personne) | | 1 par 1,2 |
| NOMBRE DE RADIOS (par personne) | | 1 par 0,5 |
| NOMBRE DE TELEPHONES (par personne) | | 1 par 1,3 |
| | | |

Attachment 4 for Senegal by Numbers

QUELQUES QUESTIONS A CONSIDERER EN COMPARANT LES INDICATEURS DEMOGRAPHIQUES POUR LE SENEGAL ET LES ETATS-UNIS:

1. Quel pays a la plus grande population?
2. Quel pays a le plus grand pourcentage de la population de moins de 15 ans?
3. Quel pays a le plus grand pourcentage de la population de plus de 65 ans?
4. Qu'est-ce que ces chiffres indiquent? Qu'en pensez-vous?
5. Regardez les chiffres qui reflètent les taux de mortalité. Qu'est-ce qui peut expliquer pourquoi le taux de mortalité est plus haut au Sénégal qu'aux Etats-Unis?
6. Regardez l'indice synthétique de fécondité au Sénégal. Que veut dire cette statistique?
7. En quel pays est-ce qu'on a une meilleure attente de mener une longue vie?
8. En chaque pays qui vit le plus longtemps: les femmes ou les hommes? A votre avis, pourquoi est-ce que c'est le cas?
9. Pour la plupart, les Sénégalais habitent dans les villes ou à la campagne?
10. Combien de télévisions avez-vous à la maison? Combien en a-t-on au Sénégal?
11. Combien de radios avez-vous à la maison? Combien en a-t-on au Sénégal?
12. Combien de telephones avez-vous à la maison? Combien en a-t-on au Sénégal?
13. Que pensez-vous de ces chiffres? Comparez-les. Qu'est-ce qu'ils veulent dire à l'égard de ces deux pays?
14. En quel pays est-ce qu'il y aura une meilleure possibilité que vous irez à l'université?
15. Comment est-ce que vous êtes arrivé à cette opinion?
16. Si vous aviez une librairie, en quel pays est-ce que vous voudriez avoir votre magasin? Pourquoi?

Attachment 5 for Senegal by Numbers

INDICATEURS DEMOGRAPHIQUES

| | la France |
|---|-----------------------|
| POPULATION | 59.109.160 |
| POPULATION DE MOINS DE 15 ANS | 20% |
| POPULATION DE PLUS DE 65 ANS | 15% |
| POPULATION URBAINE (pour cent) | 74% |
| TAUX BRUT DE NATALITE (pour mille) | 13 |
| TAUX BRUT DE MORTALITE (pour mille) | 9 |
| TAUX D'ACCROISSEMENT NATUREL (pour cent) | 0,4% |
| POPULATION EN 2005 (milliards) | |
| TAUX DE MORTALITE INFANTILE (pour mille) | 6 |
| ESPERANCE DE LA VIE A LA NAISSANCE | 74 male 82 femelle |
| INDICE SYNTHETIQUE DE FECONDITE | |
| ALPHABETISATION DE LA POPULATION | 99% |
| PRODUIT NATIONAL BRUT PAR HT (\$US) | 1.05 trillion |
| PRODUIT NATIONAL BRUT PAR PERSONNE | \$19.200 (US) |
| DENSITE DE LA POPULATION ("mille" carrée) | 277 |
| NOMBRE D'HABITANTS PAR MEDECIN | 1 par 374 |
| NOMBRE DE TELEVISIONS (par personne) | 1 par 2 |
| NOMBRE DE RADIOS (par personne) | 1 par 1,2 |
| NOMBRE DE TELEPHONES (par personne) | 1 par 1,9 |

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