Introduction to Swahili Business
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Languages: Swahili
Level: Novice Low
Proficiency Target: Beginning Mid
Performance Level: Beginning Mid (interpersonal speaking/interpersonal writing), Beginning Mid (interpretive reading/interpretive listening)

Introduction/Summary Statements for this Curriculum

This course is for students who are interested in communicating with native Swahili speakers in business contexts. Prior knowledge of the language is not required. The course has four credits and aims at introducing students to essential Swahili communication on daily interactions on business needs in any business setting.

Students will incorporate business contexts at the level of beginners. Students will practice various reading, writing, speaking, and listening activities focusing on the business environment. All tasks are geared to give students proficiency and competence to communicate with business personnel in Tanzania and Kenya in daily interactions.

Student Profile

This course is for students who major or minor in business and or students with business-related studies. The course is also practical to students who wish to study abroad or internship in East Africa in business-related settings. The course does not require prior knowledge of Swahili.

Course Modules: Themes
1. Greetings in Business Settings
2. Introduce oneself to a businessperson
3. Introduce family members and friends’ occupation, name their business activities
4. Name business professions and their activities
5. Numbering and counting products
6. Buy and sell products
7. Locating business institutions
8. Tanzania and Kenya in the business world
1. Greetings in Business Settings

**General Goals**
By the end of this course, students will be able to;

- Greet and respond to greeting at any business setting locally and officially
- Introduce oneself to any business setting
- Introduce their business and occupation to other business partners
- Name their family members and friends’ business occupations, what they do
- Inquire and provide basic information to any business setting
- Complete a transaction in buying or selling products
- Locate business institutions in Kenya and Tanzania
- Make an appointment with any business institution
- Open a business account

**Sample Learning Plan:**

**Topic 1: Greetings in Business Settings**

**Enduring Understandings:**
Students will notice that greetings are key to establish a good rapport in East Africa. It is important to greet people appropriately based on their age, religion, and relationship. The duration of greetings depends on the relationship of interlocutors.

**Essential Questions:**
1. How do Swahili greetings different from your greetings?
2. Are greetings important in your community?
3. Is age a factor in choosing greetings?

**Stage One:**

**LESSON OBJECTIVES:**
By the end of the lesson, students will be able to:

**Communication:**
1. Greet a business personal appropriately according to the time of the day
2. Respond appropriately to a greeting from business personnel in any business context in Kenya and Tanzania
Cultures:
3. Tell someone the importance of greetings in East Africa
4. Use pictures to identify gestures during greetings and relationships during greetings (culture)

Connections:
5. Identify greetings at different times through pictures and a dialogue
6. Identify and use greetings according to age groups
7. Connect the lesson to other disciplines, such as hotel management, agriculture, global health, engineering, labor, etc. that in East Africa, greetings are important

Comparisons:
8. Compare Swahili and student culture on greeting
9. Compare Swahili greetings and students’ greetings
10. Compare their greetings from their culture to the Swahili one through photographs and the practices done in class

Communities:
11. Greet appropriate business personnel in any business context in Kenya and Tanzania

Stage 2: Acceptable evidence

Interpretive:
- Students practice vocabulary games and complete a test before the lesson through Quizlet and Web Audio Lab (WAL). The WAL is a platform developed by Cornell University to help language learners practice reading, speaking, and listening to texts of a particular language outside the class and respond to dialogues by substituting roles when necessary. The exercises also provide pronunciation practice of a particular language sounds through different exercise formats. Some of the exercises are audio-visual as well as videos. In the case of Swahili, students have audio recordings of vocabulary with pictures and dialogue activities with images to listen to and read. The students later can substitute dialogue roles with their own words where necessary. The activity is done when students have mastered the vocabulary from the dialogue. Students record their responses and compare their answers with model answers from their teacher. Students can also receive feedback from their teachers through the platform. This activity is done before the lesson in class.
- Students listen to an audio clip containing dialogue on greetings
- Identify words that show greetings and time of the day
- Watch an audio-visual on greetings and identify greetings through the script

Interpersonal:
- Repeat after the teacher when showing a demo on greetings between a customer and a bank employee
- Practice a dialogue on greetings in pairs, assume and substitute roles

Presentational:
• Students will perform role-play scenarios at a bank, local market, small vendors, on streets, etc.

Stage 3: What activities will students participate in to prepare them to demonstrate what they know and can do?

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Assessment
- Quizlet test for vocabulary and grammar. Students will take a test on the vocabulary and grammar aspect for the lesson and post their scores on Canvas
- Students will role-play greeting scenarios in any business setting and at any time of the day in class at the end of the lesson
- Recording WAL dialogues by practicing pronunciation and substituting roles
- Students provide Can-do statements’ performance evidence at the end of the module

Learning target #1:

I can greet and respond to greetings in any business setting in Swahili speaking communities.

Learning scenarios:

Play the Jambo song and ask student to pay attention to the meaning
1. Song for grammar practice taken from Jambo song:
   Hujambo, mimi sijambo. (How are you, I’m fine)
   Habari gani, nzuri sana. (What’s the news, very good)
   Na wewe, wewe hujambo. (And you, you are fine)
   Na mimi, mimi sijambo. (And me, I’m fine)

2. Quizlet flashcards for games and tests to practice vocabulary and grammar before the lesson

Quizlet
3. **WAL** exercises for pronunciation and dialogue practice. Students substitute roles.
4. Dialogue and picture samples
5. Role-play scenarios. Students role-play after mastering the lesson.

1. You are at the NMB bank in Dar Es Salaam, Tanzania, in the morning. You want to open a business account. Go to the bank and greet the bank employee.

2. On your way to the bank, you need to make a quick phone call. You noticed that the phone has no enough credit. You see a small vendor selling airtime vouchers and want to buy the voucher, greet the vendor.

3. In the afternoon, you go to the Kariakoo market in Dar Es Salaam, Tanzania, to survey the vegetable market. Meet and greet Mzee Bogo (50), who sells vegetables at the market.

4. You want to meet Mama Onyango, who sells kanga and vitenge at the Mombasa market. Unfortunately, Mama Onyango had an emergence and left the shop but will return soon. Her son Onyango (22) is at the shop, greet him.
Learning target #2:

I can briefly tell someone the importance of greetings in Kenya and Tanzania.

Learning scenarios:

5. You are at the Nairobi shopping center. You saw very nice scarfs with animal prints and sandals that you are interested in asking the prices and maybe starting a business of selling the products. You approach the seller, Amani (30), and look for the items without greeting the seller. The seller politely approaches you and says hello. Respond to the seller’s greeting.

6. A previous business cohort from your school has invited you to their pre-departure seminar to talk about the importance of Greetings in East Africa. The cohort knows that you are taking a business Swahili class. Unfortunately, due to the Covid 19 pandemic, the cohort could not go to Nairobi, Kenya, where they were supposed to take a class. Tell the cohort why it is important to greet people first.
Online Resources

Jambo song: https://youtu.be/vUrVeRGo5IM. Retrieved June 6, 2021