To create the most effective environment for African American students in our world language classrooms, the educator must...

* Learn & appreciate the culture (people, practices, beliefs, traditions & products) relative to the students that s/he is teaching. To teach a child, you must know him.
* Utilize resources to gain insight into the African American community if it is not your own or if you have not had such experiences.
* Consider resources such as the [AAL booklist](http://www.weboaal.com/booklist.htm), faculty in an African American Studies Department, faculty in the history department, community activists & spokesmen, school staff, ministers, faculty & students from local HBCUs, civic organizations, NAACP representatives etc.
* Create a survey instrument for all students to get to know them better.
* Meet privately with all students to establish a rapport and gain background knowledge to shape pedagogy.
* Make relevant connections from an African American perspective to the world language being studied.
* Make linguistic, historical & cultural connections and comparisons to the world language being studied.
* Gain knowledge of the [African diaspora](http://www.weboaal.com/africandiaspora.htm) and its implications for world language pedagogy.
* Utilize culturally diverse representations (realia) in the classroom of people of color (Afro-Latino, Afro-European, Afro-Caribbean).
* Speak to the contributions of Africans throughout the diaspora (not only music, dancing and food, but the contributions of plumbing (aqueduct systems), architecture, mathematics, science etc).
* Recognize the richness of the African American Dialect/African American Vernacular English and how it can be used to enhance bilingualism.
* Recognize the link between the African American Dialect/African American Vernacular English and west African languages such as Yoruba, Hausa, Twi, Ibo, Efik, Fulani, Ewe, Wolof, Mende, Mandinka and many others.
* Understand the matriarchal influence on the African American child. The maternal parent may be the most influential in her child's educational choices.
* Educate the parents on the [benefits](http://www.weboaal.com/benefitsofbilingualism.htm) of world language study (cognitive processing, linguistic enhancement of first language structure, implications for improvement of literacy etc).
* Educate the students on the benefits of world language study.
* Encourage diversity and [minority recruitment](http://www.weboaal.com/minorityrecruitment.htm) of students and faculty to serve as a model for the African American child.
* Inquiry! Inquiry! Inquiry! Read the latest empirical [research findings](http://www.weboaal.com/booklist.htm) on related topics.
* Guillaume, A. (1994) Whose Language is it Anyway? Minority participation within our reach. ADFL Bulletin, 25, 65-68
* Moore, Z (2005) African-American Students' Opinions about Foreign Language Study: An exploratory study of low enrollments at the college level. Foreign Language Annals, 38, 191-199
* Wilberschied, L & Dassier, J. (1991). Increasing the number of minority FL educators: Local action to meet a national imperative. Modern Language Journal, 79, 78-82
* [AAL Booklist](http://www.weboaal.com/booklist.htm)