

University Of Florida  
Center for African Studies

SSA 4905 Uhlelo Lwezifundo ZesiZulu Sabaqalayo.II (Beginning isiZulu II)  
ENTwasahlobo (Spring 2018)



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**ENtwasahlobo (Spring 2018)**

**Instructor**

Bonginkosi C. Gumbi

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Inombolo yocingo (*Phone number*):

**Izikhathi zamaklasi nendklasi (*Class times & location*)**

Ngolesithathu kuya kuLwesihlanu (*Wed-Fri*)

Ngolesithathu no Lesine Ngensimbi (*Wed & Thur*): 3-4pm

Ngolesihlanu (*Fri*): 9am- 12pm

Iklasi (class): CBD) 224

**Izikhathi zeofisi (*Office Hours*)**

NgoMsombuluko kuya kuLesine (*Mon-Thur*): 4-5pm

## **Izilimi zaSeningizimi Afrika (*Languages of South Africa*)**

South Africa consists of a population of about 57 million comprising many ethnic groups, each with their own distinctive languages. In all there are 11 official languages and several dialectical variants. Among these official languages is a group of Nguni languages (isiZulu, isiXhosa, siSwati, isiNdebele), which are spoken by more than 30 million people. Of all the Nguni languages, isiZulu is the most widely spoken, followed by isiXhosa. Approximately 12 million South Africans can speak, read, and write isiZulu. The majority of South Africans who cannot speak isiZulu fluently are at least able to understand it. One of the advantages of learning isiZulu is that it can form the basis for understanding other Nguni languages. If one can speak isiZulu, invariably can speak siSwati, isiXhosa, and isiNdebele with ease.

### **Umlando wesizwe samaZulu (*History of the amaZulu*)**

The history of the amaZulu can be traced back to the 18th century hero, Shaka Zulu, who, after the death of his father, Senzangakhona, conquered many nations and amalgamated them under his reign, thus creating a huge Zulu nation. Even after Shaka's death, the Zulu nation continued to grow considerably under the leadership of Cetshwayo. The nation is well known for conquering the British at the Battle of Isandlwana in 1879. This is a nation known for continually fighting the powers that threatened their kingdom. To date, the amaZulu people remain the largest of all South African ethnic groups, followed closely by the amaXhosa. The current president of South Africa Jacob Zuma comes from the Zulu nation.

## **UKUBALULEKA KOKUFUNDWA KWESIZULU**

### **(*RATIONALE FOR TEACHING AND LEARNING ISIZULU*)**

There are many reasons why learning isiZulu and acquiring a global understanding of South Africa is of utmost importance. First, the peaceful transformation of South Africa from the racist, apartheid society has global implications in terms of international peace and stability and also in terms of global economic trade. During the apartheid era many North American companies severed their ties with South Africa as a form of economic sanctions to pressurize SA to change its undesirable policies of the time. The independence of South Africa in 1994 brought about the lifting of the sanctions, resulting in a growing interest in the country by business people, including North Americans who today invest millions of dollars in South Africa. An example of this growing interest can be seen in coalitions such as South Africa- U.S Business Forum, which is meant to increase business between these two countries. That this coalition, and many others like it, flourishes manifests itself in the millions of North American businessmen who fly to and back from South Africa every day. Undoubtedly, many of these

business people do their business with non-whites, the majority of whom converse in IsiZulu. It is with this idea in mind that learning IsiZulu by American people who have interest in South Africa becomes crucial.

Another important factor is that prior to the independence of South Africa, Peace Corps opportunities were not available in the country. It is only very recent that individuals who would like to go to South Africa on Peace Corps were able to do so. There is a high probability that knowing IsiZulu would put these Peace Corps volunteers at an advantage of communicating with South Africans, whether they are in KwaZulu-Natal, Gauteng, Northern Cape, or in any province in South Africa. Some missionaries who have done work in South Africa attest to the significance of knowing IsiZulu in a South African context.

Included in the category of people who have found the knowledge of IsiZulu in South Africa to be profound and of utmost importance are students who have been to different regions of this country to conduct research and do other academic exercises like practicum. These students attest to the fact that even a mere greeting in IsiZulu made a difference to how they were viewed and received in South Africa. Many of those students who have taken the GPA (Group Projects Abroad) to SA have found their knowledge of isiZulu to have paid dividends and they have gone back on their own and have amazing stories to tell.

#### **Izincwadi Ezifunekayo (Lit: *Books That are Required*)**

1. Muller, B. and Mthethwa, B. (1982). **Sanibona II a Beginner's Course in Zulu.** (SN for short) (Available in class)
2. Wilkes A. & Nkosi, B. (2010) **Teach Yourself Complete Zulu** (New Edition) by McGraw-Hill Companies, Inc. (Available on Amazon)
3. Language Chimp (n.d.). Learn Zulu: Introductory Course Suitable for Beginners. MP3 Audio Included (Amazon) (Available on Amazon)
4. Dent, G. R. and Nyembezi, C.L.S (1995) **\*Scholar's Zulu Dictionary.**

#### **Recommended Texts and Other Resources:**

1. Mkhize, D. & Nxumalo, T. (2005). **Masikhulume isiZulu.** (Let's speak series) NALRC Press, Madison, WI. (KZ = *Masikhulume isiZulu, for short*) There is a copy in Library West Reserve.
2. Mbeje, Audrey [Recommended text] (2005) **Zulu Learner's Reference Grammar** NALRC Press, Madison, WI. A copy in Library West Reserve.
3. An online dictionary website: [www.isizulu.net](http://www.isizulu.net)

**Other supplemental resources may be provided as/if they become available**

1. CDs, reading texts, and language texts and *Bona & Drum isiZulu Magazines*.
2. Audio for Sanibona 1 [Dialogues, Rhymes, Songs and Chants] (Mostly in class)-same as in B. above here.
3. CD-ROM and Manual: Gowlett, D, *et al* (1999) Speak Zulu with Us.by Mother Tongues Multimedia Development CC trading as African Voices.

**Feature Films Sitcoms & Documentaries:**

1. Emzini wezinsizwa
2. Sgudi Snayisi (uSdumo)
3. Ukwemula (Girls' Rites of Passage Ceremony on video tape)
4. Ubambo

**Isizulu Websites:**

1. Websites by Zoliswa O. Mali: [http://emt.bu.edu/tl512/tl512\\_spring\\_2008/zolimali/](http://emt.bu.edu/tl512/tl512_spring_2008/zolimali/)

Examples:

- (a) One on isiZulu Beadwork (*Ubuhlalu*) and other cultural aspects & the other on the importance of cattle (Izinkomo) among the Zulu people
- (b) *Object Mover* interactive online activities (linked to the main website stated above)

2. IsiZulu radio broadcasts on [www.ukhoziFM.co.za](http://www.ukhoziFM.co.za)

## **Course description**

The general orientation of this class is captured in the standards set by the American Council on the Teaching of Foreign Languages (ACTFL). These are the five Cs, namely, communication, culture, connections, comparisons, and communities. The goal of the class is communicative competence. This will be achieved by applying the communicative language teaching approach whose main focus is communication. Focus will also be placed on the other essential aspects of comprehensible communication, namely language-related cultural knowledge, as well as linguistic competence, namely, grammar, vocabulary and sentence structure.

Culture and grammar will be tackled in the context of communicative tasks learned. Within this framework. This class will familiarize students with the basic structure of the isiZulu language, and those aspects of the culture that are intertwined with language use. Students will learn the structure of isiZulu as they communicate in class. The goal of communication will be reached by the development of the four language skills of listening, speaking, reading, and writing, as well as relevant, appropriate grammar knowledge.

## **ACTFL Standards, the five Cs**

**Communication:** Is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

**Culture:** Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

**Connections:** Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

**Comparisons:** Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

**Communities:** Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

## Learning strategies

Various instructional media will be utilized, including CD-ROMS, web-based materials, textbooks, and video and audiotapes.

NB: Students are advised to come prepared for speaking in front of other students in order to reinforce communication skills. Shyness will be greatly discouraged in the isiZulu class. Students are also advised to read their notes and textbooks after each learning session in order to reinforce each class' lesson. It is also emphasized that students must try to remember past learning for reasonable continuation of learning that builds upon previous learning.

The instructor will be available upon request, during office hours, to give individual attention to grammatical questions learners may still have after they have consulted the prescribed and recommended readings.

Since the emphasis is on speaking the language, students will be expected to do both oral and written quizzes, mid-term, project presentations, and final exams.

## Course objectives:

1. To acquaint the students with a language foreign to them yet widely spoken in South Africa, as well as some aspects of its culture and in the process help them develop a communicative competence in it.
2. To equip them with some basic issues and some fundamental structural and phonological idiosyncrasies of IsiZulu as compared to English. (For example assisting them achieve the ability to pronounce IsiZulu sounds such as clicks)
3. To assist them towards speaking, reading and writing in IsiZulu.
4. To help them gain the ability to listen to an IsiZulu speaker with understanding

## Requirements and grading policy

- **Participation**, assignments/home works, quizzes, oral and written midterm, a final oral and written exam. Depending on the class tempo, there may be a final term mini-project.
- **Submission dates** for tasks given should be observed and all homework should be completed before coming to class and submitted at the beginning of a class, or sent by email to instructor, if so decided.
- **Regular attendance** is encouraged and poor attendance will affect the final grade. Each student will be granted one unexcused absence; all beyond this will cost a point each – except for prior reported cases of sickness.

Assignments should be done before the class in which they are due. Not all home works will be graded, but all will be marked and discussed in class. Of those graded, the lowest two will be dropped. If you have not tried homework assignments before hand, you will not benefit from the class discussion as much as you would, had you tried.

**NOTE.** If you have any difficulty with an assignment, consult the course instructor by email or in person before it is due.

Starting on Week 2, there will be **short weekly quizzes.** Each will last 20 minutes and be worth 20 points. The best 10 will contribute to the final grade.

**Weekly assignments:**

1. Listening and Speaking Activities
2. Reading and Writing Activities

**Culture:** Culture will be discussed as it relates to the use of the language and as context dictates while watching Zulu movies.

**Exams:**

Conversational/Oral Questions [All elicited via an interview and a presentation]  
Listening Questions; Written Questions & Reading Questions

**Academic integrity:**

Plagiarism, that is unacknowledged use of someone else's ideas, words or sentences, is illegal and unacceptable. Academic integrity is taken seriously at UF as in all institutions of higher learning (see website for policy on this). Everyone is encouraged to do the right thing so that we never have to deal with problems relating to this.

## GRADING

<b>Component</b>	<b>Contribution (%)</b>
Weekly Quizzes participation	20
Assignments / Homework	20
Mid-Term (Oral & Written)	20
Project (Listening & Written)	20
Final Exam (Oral & Written)	20
<b>Total</b>	<b>100</b>

## Grading scale

<b>Percentage score</b>	<b>Symbol</b>	<b>Grade Point value</b>
95 and above	A	4
90-94	A-	3.67
85-89	B+	3.33
80-84	B	3.0
77-79	B-	2.67
74-76	C+	2.33
70-73	C	2.0
67-69	C-	1.67
64-66	D+	1.33
60-63	D	1.0
57-59	D-	0.67
56 or below	E-	0.0

## Weekly Schedule

Week	Learning days	Lesson structure
1	Wednesday (10 Jan 18)	<ul style="list-style-type: none"> <li>• General introduction of isiZulu II</li> <li>• Going over syllabus</li> <li>• Greetings and bidding goodbyes</li> </ul>
	Thursday (11 Jan 18)	<ul style="list-style-type: none"> <li>• Initial social interactions</li> <li>• Identification names and last names</li> <li>• Sounds and grammar</li> </ul>
	Friday (12 Jan 18)	<ul style="list-style-type: none"> <li>• Social interactions and dialogues</li> <li>• Naming in Zulu</li> <li>• 1<sup>st</sup> Homework (responding to social dialogues)</li> </ul>
2	Wednesday (17 Jan 18)	<ul style="list-style-type: none"> <li>• Names of family members</li> <li>• Naming places</li> <li>• Names of groceries at the shop</li> </ul>
	Thursday (18 Jan 18)	<ul style="list-style-type: none"> <li>• Dialogues for shopping</li> <li>• Dialogues during in the kitchen</li> <li>• Name of food stuffs and cooking utensils</li> </ul>
	Friday (19 Jan 18)	<ul style="list-style-type: none"> <li>• Practicing making conversation with what have been learnt</li> <li>• 2<sup>nd</sup> Homework (buying selling in different places)</li> </ul>
3	Wednesday (24 Jan 18)	<ul style="list-style-type: none"> <li>• Plural &amp; singularity</li> </ul>
	Thursday (25 Jan 18)	<ul style="list-style-type: none"> <li>• Acquiring where people stay &amp; work</li> <li>• Professional identification</li> </ul>
	Friday (26 Jan 18)	<ul style="list-style-type: none"> <li>• Interpretation visual clips (Lion King movies)</li> <li>• Practicing what have been learnt during the week in conversation</li> <li>• 3<sup>rd</sup> Homework (professional introductions)</li> </ul>

4	Wednesday (31 Jan 18)	<ul style="list-style-type: none"> <li>Acquiring about the weather focus</li> </ul>
	Thursday (1 Feb 18)	<ul style="list-style-type: none"> <li>Acquiring about sickness and conditions</li> </ul>
	Friday (2 Feb 18)	<ul style="list-style-type: none"> <li>Interpreting visual conversation. (Sgud' is nice movies)</li> <li>4<sup>th</sup> Homework (weather and health condition)</li> </ul>
5	Wednesday (7 Feb 18)	<ul style="list-style-type: none"> <li>Talking on the phone</li> <li>Asking for forgiveness</li> </ul>
	Thursday (8 Feb 18)	<ul style="list-style-type: none"> <li>Vacation</li> <li>Asking for help</li> </ul>
	Friday (9 Feb 18)	<ul style="list-style-type: none"> <li>Radio broadcast (uKhozi FM)</li> <li>5<sup>th</sup> Homework (phone conservation and vacation)</li> </ul>
6	Wednesday (14 Feb 18)	<ul style="list-style-type: none"> <li>Household chores</li> </ul>
	Thursday (15 Feb 18)	<ul style="list-style-type: none"> <li>Domesticated animals</li> </ul>
	Friday (16 Feb 18)	<ul style="list-style-type: none"> <li>Visual learning watching Mr. Bones to understand Zulu Culture</li> <li>✓ Home work (household chores and domesticated animals)</li> </ul>
7	Wednesday (21 Feb 18)	<ul style="list-style-type: none"> <li>Wild animals</li> </ul>
	Thursday (22 Feb 18)	<ul style="list-style-type: none"> <li>Working with wild animals</li> </ul>
	Friday (23 Feb 18)	<ul style="list-style-type: none"> <li>Visual learning (watching Mr Bones II)</li> </ul>
8	Wednesday (28 Feb 18)	Studying and practicing
	Thursday (1 Mar 18)	Studying and practicing
	Friday (2 Mar 18)	Mid-term exam (Oral & Reading )
9	Wednesday (7 Mar 18)	Spring Break
	Thursday (8 Mar 18)	Spring Break
	Friday (9 Mar 18)	Spring Break

<b>Week</b>	<b>Dates</b>	<b>Learning objective</b>
<b>10</b>	Wednesday (14 Mar 18)	<ul style="list-style-type: none"> <li>• Reading Sanibonani II (On the weekend)</li> <li>• Reading a story about the weekend</li> </ul>
	Thursday (15 Mar 18)	<ul style="list-style-type: none"> <li>• Reading continues</li> </ul>
	Friday (16 Mar 18)	<ul style="list-style-type: none"> <li>• Audio interpretation (uKhozi. FM)</li> </ul>
<b>11</b>	Wednesday (21 Mar 18)	<ul style="list-style-type: none"> <li>• At school</li> </ul>
	Thursday (22 Mar 18)	<ul style="list-style-type: none"> <li>• Communication at school</li> </ul>
	Friday (23 Mar 18)	<ul style="list-style-type: none"> <li>• Visual learning (Sgudi's nice)</li> <li>✓ Homework school (weekend story writing)</li> </ul>
<b>12</b>	Wednesday (28 Mar 18)	<ul style="list-style-type: none"> <li>• Relatives and Family</li> </ul>
	Thursday (29 Mar 18)	<ul style="list-style-type: none"> <li>• Communicating with family</li> </ul>
	Friday (30 Mar 18)	<ul style="list-style-type: none"> <li>• Listening exercise (Ukhozi FM)</li> <li>• Practicing talking</li> </ul>
<b>13</b>	Wednesday (4 April 18)	<ul style="list-style-type: none"> <li>• Using money</li> <li>• Counting in zulu</li> </ul>
	Thursday (5 April 18)	<ul style="list-style-type: none"> <li>• Asking for food</li> </ul>
	Friday (6 April 18)	<ul style="list-style-type: none"> <li>✓ Visual learning (Isibaya)</li> </ul>
<b>14</b>	Wednesday (11 April 18)	Communication exercises (graded)
	Thursday (12 April 18)	Reading exercises (graded)
	Friday (13 April 18)	Writing exercises (grading)
<b>15</b>	Wednesday (18 April 18)	<ul style="list-style-type: none"> <li>• Visiting a national park</li> <li>• Asking for forgiveness</li> </ul>
	Thursday (19 April 18)	<ul style="list-style-type: none"> <li>• Reading a story</li> <li>• Writing a story about a visit at the park</li> </ul>
	Friday (20 April 18)	<ul style="list-style-type: none"> <li>• Cultural songs dance and songs</li> <li>• Listening exercise (Ukhozi FM)</li> </ul>
<b>17</b>	Wednesday (25 April)	<ul style="list-style-type: none"> <li>• Exam (oral, writing and reading)</li> </ul>