

University of Florida  
Language Literature and Culture  
Center for African Studies  
SSA 4905 Uhlelo lwezifundo zesiZulu Sabaqalayo (*Syllabus for Beginning isiZulu*)  
Ehlobo 2018 (Fall 2018)



**SSA 4905 Uhlelo lwezifundo zesiZulu sabaqalayo** (*Syllabus for Beginning isiZulu*)  
(*Fall 2018*)

**Uthisha** (*Instructor*): Bonginkosi C. Gumbi

**I-Imeyili** (*E-mail*): [bonginkosi.gumbi@ufl.edu](mailto:bonginkosi.gumbi@ufl.edu)

**I-ofisi** (*Office*): 442, Grinter Hall

**Inombolo yocingo** (*Phone number*): (352) 870 0988

**Amalanga nezikhathi zamaklasi** (*Days and times for classes*):

**Amalanga** (*days*): NgoMsombuluko, Lwesibili Lwesine NoLwesihlanu Lwesine (*Monday, Tuesday, Thursday and Friday*)

**Izikhathi (time)**: Sizovumelana nabafundi eklasini ngosuku lokuqala (*will talk about this on our first class*)

**Iklasi** (*classroom*): CBD 210

**Izikhathi zeofisi** (*Office Hours*): Sizovumelana nabafundi eklasini ngosuku lokuqala (*will talk about this on our first class*)

## **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 South Africa to change its undesirable policies of that 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.

### **Course Description**

Welcome to IsiZulu (also known as Zulu), a language spoken in the southern part of Africa, including South Africa, Swaziland, Zimbabwe, Zambia, Lesotho, Mozambique and Malawi. In South Africa there are about 38 million people consisting of numerous ethnic groups, each with their own unique languages. There is a total of 11 official languages and several dialectical variants. Among these official languages is a group of Nguni languages (IsiZulu, IsiXhosa,

siSwati and IsiNdebele), which are spoken by over 20 million people.

IsiZulu is the most widely spoken of all the Nguni languages, followed by IsiXhosa. Although only approximately 8 million people of South Africa can speak, read and write IsiZulu the majority of South Africans who cannot speak IsiZulu fluently can understand it. One of the advantages of learning IsiZulu is that it forms the basis for understanding other Nguni languages. IsiZulu is spoken by over 13 million people of the world.

This course introduces learners to the language and cultures of the Zulu people and it will also integrate the five Cs of the National Foreign Language Standards:

**Communication, Cultures, Connections, Comparisons, and Communities.** *Towards the end of the semester, there will be an African Languages Festival that will bring together students from different IU African language classes to share language experiences. The class as a group will do a presentation of their choice. Family and friends are invited, and food will be served.*

**Izincwadi Ezifunekayo** (*Books That are Required*)

- 1. Muller, B. and Mthethwa, B. (1982). Sanibona I a Beginner's Course in Zulu. (SN for short) (Available in class) \*\*\*\*\***

**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. 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.**
5. Mbeje, Audrey [Recommended text] (2005) **Zulu Learner's Reference Grammar** NALRC Press, Madison, WI. A copy in Library West Reserve.
6. **An online dictionary website: [www.isizulu.net](http://www.isizulu.net) (very useful websites) \*\*\*\*\***

**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)

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.

## **DESIRED GOAL:**

At the end of the course, students are expected to communicate in IsiZulu to a level where they can demonstrate a knowledge of IsiZulu in relation to **Communication, Cultures, Connections, Comparisons, and Communities**.

Students are expected to reach the Novice High level of proficiency following guidelines given by the American Council on the Teaching of Foreign Languages (ACFL).

## **COURSE LEARNING PERFORMANCE OUTCOMES**

By the end of this semester will be able to communicate in IsiZulu using three modes of communication; namely interpersonal, interpretive, and presentational.

### **Interpersonal Communicative mode**

- Students will use appropriate IsiZulu expressions to greet and of teachers and classmates and native Zulus speakers.
- Students will be able to give simple instructions in IsiZulu and participate in Zulu classroom activities.
- Students will be able share their likes and dislikes in with each other or with students in other universities via texts/notes, letters, email etc.
- Students will be able role play in isiZulu everyday situations, such as hosting and visiting friends, buying groceries in a shop or market or ordering food at a restaurant.
- Students will be able to describe colors and s food, clothing, types of dwelling places, transportation and buildings.
- Students ask and answer questions about topics such as family, school, animals, familiar objects, and possessions.
- Dramatize Zulu songs, dances and rhymes.

### **Interpretive Communication Mode**

- Students will be able follow simple oral Zulu instructions related to daily activities.
- Students will be able respond to oral or written statements in IsiZulu on familiar topics in authentic contexts, such as numbers, time of day, and weather reports.

- Students be able to read or listen to descriptions and identify the corresponding pictures or illustrations, such as people, animals, objects, places, common activities, weather and time of day.
- Students identify the meaning from familiar songs, poems, videos, stories and folk tales.

### **Presentational Communication Mode**

- Prepare and present short illustrated personal descriptions of topics, like their home or their family in IsiZulu.
- In IsiZulu, students write or orally present simple short stories about themselves, their family members, friends, classmates, and so on in simple sentences.
- In IsiZulu, students will write or talk about their likes and dislikes.
- In IsiZulu, students will write about or orally present about their daily activities.
- In IsiZulu, students will write about and orally present about where they live, and present information about themselves and their families.

### **CULTURAL GOALS**

- Students will be able to use appropriate gestures and Zulu expressions for greetings and interaction with the people in the real world.
- Students will be able identify similarities and differences in the Zulu and American culture, in terms of clothes, food, transportation, songs, dances, holidays, marriage and many other topics of interest to the students.

### **PROFICIENCY LEVEL**

At the end of the first semester, learners are expected to reach the Novice High Level of the ACTFL.

#### **NOVICE MID**

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with

non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

**GRADING POLICY**

A .....	95 – 100
A- .....	90 – 94
B+ .....	87 – 89
B .....	83 – 86
B- .....	80 – 82
C+ .....	77 – 79
C .....	73 – 76
C- .....	70 – 72
D+ .....	67 – 69
D .....	63 – 66
D-.....	60 – 62

**EVALUATION POLICY**

Attendance and class participation	20%
Assignments & homework's	20%
Exam	30%
Final exam	30%

**Exams:**

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.

## Tentative schedule

Iviki	Goal Topic/theme and learning activities	In class	Role play (scenarios)
23 & 24 Aug	<u>Ukwazana</u> <u>Uhlelo lokufundisa</u>	<i>Students and teacher will go through the class outline and mode of teaching isiZulu</i>	Greetings, Introductions, and cultural exchange.
27 & 28 Aug	<b>General Introductions and greetings</b> Kubingelela ngesiZulu Reading: <b><u>Sanibona 1, pages 1-4</u></b>	<i>Students will be able to engage in a greetings dialogue.</i> ➤ Going over the syllabus; ➤ Stating expectations clearly ➤ Introduction to IsiZulu	Activity 1: You are coming from the library, you meet a classmate greet her/him.  Activity 2: You are coming into the class for an isiZulu lesson, greet your classmates.
3 Sep	<b>Labor Day (no class)</b>	<b>Labor Day (no class)</b>	<b>Labor Day (no class)</b>
4 Sep	<b>Greetings in different times of the days.</b>  <b>Assignment 1</b>	<i>Students will be able to greet in the different times of the day.</i> ➤ Kusile. ➤ Imini enhle. ➤ Lishonile... ➤ Busuku obuhle...  <b>Greet one person, greet more than two people in different times of the day</b>	Say you meet a friend during the four different time of the day, greet him/her according to the time of the day. But first tell us which time of the day it is.  <b>This is a home work to be submitted before the next class</b>
6 & 7 Sep	<b>Vowels and counting</b> <b>Bonkhamisa no kubala</b>	<i>Students will be able to use vowels and count from 0-20 in isiZulu.</i> ➤ A, E, I, O, U Kunye, kubili, kuthathu, kune,kuhlanu, kuthupha, kuskhombisa,sishiyagalambili, sishiyagalalunye, ishumi	



	<b>Assignment 3</b>	<b>Review your lessons from lesson one, write a complete introduction.</b>	dislikes. Tell her at least 4 things you like and dislike
27 & 28 Sep	<b>Shopping food and drinks Buying and huddling fruits at a street market</b> Reading: <b><u>Sanibona 1, pages 7-12</u></b>	<b><i>Students will be able to buy and huddle for fruits from a street market</i></b> <ul style="list-style-type: none"> <li>➤ Izithelo</li> <li>➤ Ngingakusiza ngani</li> <li>➤ Ngithenga/ngafuna izithelo</li> <li>➤ Kubiza malini</li> <li>➤ Nansi imali</li> <li>➤ Ngiyabonga</li> </ul>	Imagine the next slide being a street market displaying in Durban and I am the owner. Buy at least five fruits from my market.
1 & 2 Oct	<b>Shopping food and drinks Buying and huddling for vegetable at a street market</b> Reading: <b><u>Sanibona 1, pages 7-12</u></b>	<b><i>Students will be able to buy and huddle for vegetables from a street market</i></b> <ul style="list-style-type: none"> <li>➤ Imfino</li> <li>➤ Ngithenga/ngafuna imfino</li> <li>➤ Kubiza malini</li> <li>➤ Nansi imali</li> <li>➤ Ngiyabonga</li> </ul>	Imagine the next slide being a street market displaying in Durban and I am the owner. Buy at least five vegetables from my market.
4 Oct	<b>Revision and reading (no class)</b>	<b>Revision and reading (no class)</b>	<b>Revision and reading (no class)</b>
5 Oct	<b>First exam (Uhlolo lokucala)</b>	<b>First exam (Uhlolo lokucala)</b>	<b>First exam (Uhlolo lokucala)</b>
8 & 9 Oct	<b>Shopping food and drinks Buying groceries from a shop</b> Reading: <b><u>Sanibona 1, pages 7-12</u></b>	<b><i>Students will be able to buys good tell peoples about goods they bought or good they are going to buy from the shop.</i></b> <ul style="list-style-type: none"> <li>➤ Ngithenga</li> <li>➤ Ngithenge</li> <li>➤ Ngiyotsenga</li> </ul>	1. You are going to buy groceries at public, prepare a list of goods you would like to buy.  2. You are inside publix you are struggling to find some good part of your shopping list in the shelf. You decide to ask the shop attendant. Tells her/him what your buying at the store today.  3. Your parents gave you money to do groceries at the store. You went to Walmart to

			do your shopping and when you get back home they <i>asked you to tell them you what you bought. Tell them</i>
11 & 12 Oct	<b>Shopping food and drinks</b> <b>Ordering food and drinks in the restaurant</b>	<i>Students will be able order food from a restaurant</i> Amanzi, itiyе, ubisi, ijusi, unamanede, utjwala	You are in a restaurant in Durban waiting for your host family which is running late due to traffic. They called and asked you to place orders for them. Tell the waiter what you and your host family member would like to eat and drink when they get to the restaurant.
15 & 16 Oct	<b>Family and friends</b> <b>Introducing family and friends</b>	<i>Student will be able to tell friends the name of their friends and family members</i> ➤ Igama lobaba wami ngu ➤ Igama lomama wami ngu ➤ Igama lodadewethu ngu ➤ Iigama lomfowethu ngu	You are at an interview at the MDV. The interviewee asks you to tell him the name of your family members
18 & 19 Oct	<b>Family and friends</b> <b>Ages of siblings</b>	<i>Students will be able to tell friends about the ages of their siblings in the family</i> ➤ Ngino bhuti amdala ➤ Ngino sisi omncane	Your friend asks you about your siblings ages, tell him/her
22 & 23 Oct	<b>Family and friends</b> Professions of family members Reading: <b>Sanibonani 1</b> page 37-38 and 45-46.	<i>Students will engage in dialogues that gives information about the work their family members are doing</i> ➤ Ubaba usebenza ➤ umama usebenza ➤ umfowethu usebenza ➤ udadewethu usebenza	You are on a interview for a scholarship the interviewee asks you to tell them about the occupations of your family members
25 & 26 Oct	Lessons revision and drilling  <b>Assignment 4</b>	Revision and drilling Visual interpretation Uzalo episode  <b>Saniboni 1</b>	Revision of all the scenarios from Monday to Thursday this week

		Page 47 Umsebenzi I, II	
29 & 30 Oct	<b>Family and friends</b> Introducing a friend	<i>Student will be able to introduce their friends</i> ➤ igama longanami ngu ➤ uhlala e ➤ ufunda e ➤ usebenza e	You just made a friend in your visit to the park tell you parents about your friend.
1 Nov	<b>Visual interpretation</b>	<i>Students will watch and interpret Sgud 's Snays in class</i>	
2 Nov	Home coming (no class)	Home coming (no class)	Home coming (no class)
5 & 6 Nov	<b>At home</b> <b>Kitchen utensils</b> <b>Reading:</b> <b>Sanibonani 1</b> page 23  Assignment 5	<i>Students will be able to talk about utensils found in the kitchen</i>  Saniboni 1 Page 26 Umsebenzi I, II	You are in the kitchen preparing super with you mother, list all the utensils you will use.
8 Nov	Revision and reading (no class)	Revision and reading (no class)	Revision and reading (no class)
9 Nov	Second exam (uhlolo lwesibili)	Second exam (uhlolo lwesibili)	Second exam (uhlolo lwesibili)
12 Nov	Veterans Day (No class)	Veterans Day (No class)	Veterans Day (No class)
13 Nov	<b>At home</b> <b>Kitchen activities</b> <b>Reading:</b> <b>Sanibonani 1</b> page 21- 22	<i>Students will be able to talk about activities in the kitchen</i> Wenzani? Ngibhaka ikhekhe Ngipheka ukudla Ngibilisa amanzi Ngipheka imfino	
15 Nov	<b>At home</b> <b>Serving food</b> <b>Reading:</b> <b>Sanibonani 1</b> page 24-25	<i>Student will be able to talk about serving food for the family at any time of the day.</i> Deka itafula Geza izitsha	

16 Nov	<b>Animals Domesticated animals</b>	<i>Students will be able to talk about animals at home and pets that they have at home.</i> Inja, kati, inkhomo, imbuzi, imvu	
19 Nov	<b>Animals Wild animals</b>	<i>Students will be able to talk about wild animals in game reserves.</i> Ibhubezi, indlovu, ingwe, bhejane	You visited Kruger National park yesterday tell your friend what your r experience and what animals was you saw
20 Nov	Revision and reading (no class)	Revision and reading (no class)	Revision and reading (no class)
22 Nov	Thanks, giving (no class)	Thanks, giving (no class)	Thanks, giving (no class)
23 Nov	Third exam (uhlolo lwesithathu)	Third exam (uhlolo lwesithathu)	Third exam (uhlolo lwesithathu)
26 Nov	<b>Clothes and colors Colors</b>	<i>Student will identify colors</i> Kumnyama, kumhlophe, kubovu, kuluhlata, kumtfubi	
27 Nov	<b>Inquiring about health Reading: sanibonani Pages 78- 81</b>  Assignment 6	<i>Students will be able to inquire about the health other people on daily basis.</i> Uyagula namhla, ngiphetwe yikhanda, isisu.  Sanibona 1 Pages 93 Umsebenzi 1, 2 & 3	You have been told that your friend is not doing well call to enquire about his/her condition
29 Nov	<b>Weather Conditions Reading: Sanibonani 1 page 51 – 58</b>  Assignment 4	<i>Students will be able to describe the weather of the day</i> Linjani izulu, liyana, kuvungaza umoya, kuyashisa, lipholile, liguqubele, liyaduma liyabaneka  Sanibona 1 Pages 60 Umsebenzi 1, 2 & 3	You are visiting South Africa for the first time describe the weather of the first day in south Africa.

30 Nov	<b>Modes of transportation</b> <b>Reading:</b> <b>Sanibonani 1</b> pages 59	<i>Students will be described the different modes of transport</i> Uhamba ngani, sitimela, ibhanoyi, iloli, ithekisi, sikebhe, umkhumbi, ugandaganda	
3 Dec	<b>Vacation</b> <b>Visiting the country side</b> <b>Reading:</b> <b>sanibonani 1</b> pages 101-105	<i>Student will be able to talk about activities they did when they visited the country side</i> Umsebenzi, ukusenga izinkomo, ukulimala, umblele	You just a host family in the country side describe the experience you had and what you did during your visit.
4 Dec	Lesson revision and practicing conversation (in class)	Lesson revision and practicing conversation (in class)	Lesson revision and practicing conversation (in class)
5 -7 Dec	Reading and revision	Reading and revision	Reading and revision
TBA (8 Dec)	<b>Final exam</b>	<b>Final exam</b>	<b>Final exam</b>