

University of Florida  
Language Literature and Culture  
Center for African Studies  
SSA 4905 Uhlelo lwezifundo zesiZulu (*Syllabus for intermediate isiZulu*)  
Enkwhindla 2020 (Fall 2020)



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

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

**Amalanga** (*days*): NgoMsombuluko, Lwesithathu, NoLwesihlanu (*Monday, Wednesday, and Friday*)

**Izikhathi (time)**: Period 8 (3:pm -3:50pm EST)

**Iklasi** (*classroom*): Zoom link to be provided

**Izikhathi zeofisi** (*Office Hours*): ngoLwesihlanu period 9 (4:05pm -4:55 pm )

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

South Africa consists of a population of about 58 million comprising many ethnic groups, each with their 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, isiSwati, 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, uShaka Zulu. He, after the death of his father, Senzangakhona, conquered many nations and amalgamated them under his reign, thus creating a powerful 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.

## **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. They today invest millions of dollars in South Africa. An example of this ever-increasing 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 business people 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 an interest in South Africa becomes crucial.

Another critical factor is that before the independence of South Africa, Peace Corps opportunities were not available in the country. It is only very recently that individuals who would like to go to South Africa on the 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, eSwatini, Zimbabwe, Zambia, Lesotho, Mozambique and Malawi. 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.**

### Recommended Texts and Other Resources:

- 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.
- Wilkes A. & Nkosi, B. (2010) **Teach Yourself Complete Zulu** (New Edition) by McGraw-Hill Companies, Inc. (Available on Amazon).
- Language Chimp (n.d.). Learn Zulu: Introductory Course Suitable for Beginners. MP3 Audio Included (Amazon) (Available on Amazon).
- Dent, G. R. and Nyembezi, C.L.S (1995) \* **Scholar's Zulu Dictionary.**
- Mbeje, Audrey [Recommended text] (2005) **Zulu Learner's Reference Grammar** NALRC Press, Madison, WI. A copy in Library West Reserve.
- **An online dictionary website: [www.isizulu.net](http://www.isizulu.net) (very useful websites) \*\*\*\*\***

### Feature films Sitcoms & Documentaries:

- [Kwakhala nyonini](#)
- Sgudi Snayisi (uSdumo)
- [Ubambo](#)

### Isizulu Websites:

- <http://ilovelanguages.org/zulu.php>
- [http://ilovelanguages.org/zulu\\_vocabulary.php](http://ilovelanguages.org/zulu_vocabulary.php)
- [http://ilovelanguages.org/zulu\\_grammar.php](http://ilovelanguages.org/zulu_grammar.php)
- 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 (Week)	Goal Topic/theme and learning activities	In class objective	Class activities
Week 1 32 Aug – 4 Sep	Ukuzethula <u>Nokuzikumbhuza</u>	Students will be able to identify and use noun classes in speech and in writing	Ukubingelelana nokwendlulelana
Week 2 8-11 Sep	<b>Kwakhala nyonini</b> <b>Class project</b>	<b>Kwakhala nyonini</b> <b>Class project</b>	<b>Kwakhala nyonini</b> <b>Class project</b>
Week 3 14-18 Sep	Izigaba zamabizo (noun classes)	Students will be able to identify and use noun classes 1 and 2	isigaba 1 & isigaba 2. <b>Izindaba:</b> Intulo & Ipipi
Week 3 21-25 Sep	Izigaba zamabizo (noun classes)	Students will be able to identify and use noun classes 1A and 2A	Isigaba 1a & Isigaba 2a <b>Izindaba:</b> ucilo & Iqola
Week 4 28 Sep - 1 Oct	Izigaba zamabizo (noun classes)	Students will be able to identify and use noun classes 3 and 4	Isigaba 3 & Isigaba 4 <b>Izindaba:</b> Ufana
Week 5 5 Oct - 9 Oct	Izigaba zamabizo (noun classes)	Students will be able to identify and use noun classes 5 and 6	Isigaba 5 & Isigaba 6 Izindaba: Iqhewagi & Ihhala
Week 6 12 - 16 Oct	Izigaba zamabizo (noun classes)	Students will be able to identify and use noun classes 7 and 8	Isigaba 7 & Isigaba 8 Izindaba:Izikhlabhu & isigcaki
Week 7 19 – 23 Oct	Izigaba zamabizo (noun classes)	Students will be able to identify and use noun classes in speech 9 and 10	Isigaba 9 & Isigaba 10 Izindaba:UGcugcwa & isigxobo
Week 8 26 - 30 Oct	Izigaba zamabizo (noun classes)	Students will be able to identify and use noun classes 11 and 14	Isigaba 11 & Isigaba 14 <b>Izindaba:</b> Uzwani & Ingane
Week 9 2 – 6 Nov	Izigaba zamabizo (noun classes)	Students will be able to identify and use noun classes in speech and in writing.	Isigaba 15 & Isigaba 16 <b>Izindaba:</b> inkomo & imfene
Week 10 9 – 13 Nov	Izigaba zamabizo (noun classes)	Students will be able to identify and use noun class 17	Isigaba 17 Uhlolo ngezigaba
Week 11 30 Nov – 4 Dec	Ambizo ayizenzo (Verbal nouns)	Students will be able to identify and use verbal nouns	Ukwethula izenzo <b>Izindaba:</b> umlilo & UMnyama
Week 12 7 – 9 Dec	Isabizwana (Pronouns)	Students will be able to identify and use verbal nouns in speech and in writing	Ukuphikisana kwamabizo eyizenzo <b>Izindaba:</b> Indlu & uMhleleka.
Week 15 12 -18 Dec	Class project due TBA in class	Class project due TBA in class	Class project due. TBA in class