

University of Florida
Language Literature and Culture
Center for African Studies
SSA 4905 Uhlelo lwezifundo zesiZulu Sabaqalayo (*Syllabus for Beginning isiZulu*)
Enkwhindla 2019 (spring 2019)



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

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 (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/
2. <http://ilovelanguages.org/zulu.php>
3. http://ilovelanguages.org/zulu_vocabulary.php
4. http://ilovelanguages.org/zulu_grammar.php

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)
5. IsiZulu radio broadcasts on 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	Class activities
Week 1 7-11 Jan 2019	Ukuzethula <u>Nokuzikumbhuza</u>	<i>Students will be able to identify and use noun classes in speech and in writing</i>	Ukubingelelana nokwendlulelana
Week 2 14-18	Izigaba zamabizo (noun classes)	<i>Students will be able to identify and use noun classes in speech and in writing</i>	Isigaba 1 & Isigaba 2 Izindaba:intulo & Ipipi
Week 2 14-18 Jan	Izigaba zamabizo (noun classes)	<i>Students will be able to identify and use noun classes in speech and in writing</i>	Isigaba 1a & Isigaba 2a Izindaba: ucilo & Iqola
Week 3 21-25 Jan	Izigaba zamabizo (noun classes)	<i>Students will be able to identify and use noun classes in speech and in writing</i>	Isigaba 3 & Isigaba 4 Izindaba:Ufana
Week 4 28 Jan-1 Feb	Izigaba zamabizo (noun classes)	<i>Students will be able to identify and use noun classes in speech and in writing</i>	Isigaba 5 & Isigaba 6 Izindaba: Iqhwagi & Ihhala
Week 5 4-8 Feb	Izigaba zamabizo (noun classes)	<i>Students will be able to identify and use noun classes in speech and in writing</i>	Isigaba 7 & Isigaba 8 Izindaba:Izikelabhu & isigcaki
Week 6 11-15 Feb	Izigaba zamabizo (noun classes)	<i>Students will be able to identify and use noun classes in speech and in writing</i>	Isigaba 9 & Isigaba 10 Izindaba:UGcugcwa & isigxobo
Week 7 18 -22 Feb	Izigaba zamabizo (noun classes)	<i>Students will be able to identify and use noun classes in speech and in writing</i>	Isigaba 11 & Isigaba 14 Izindaba: Uzwani & Ingane
Week 8 25 Feb -1 Mar	Izigaba zamabizo (noun classes)	<i>Students will be able to identify and use noun classes in speech and in writing.</i>	Isigaba 15 & Isigaba 16 Izindaba: inkomo & imfene
Week 9 4 – 8 Mar	Spring break	Spring break	Spring break
Week 10 11- 15 Mar	Izigaba zamabizo (noun classes)	<i>Students will be able to identify and use noun classes in speech and in writing</i>	Isigaba 17 Uhlolo ngezigaba
Week 11 18 – 22 Mar	Ambizo ayizenzo (Verbal nouns)	<i>Students will be able to identify and use verbal</i>	Ukwethula izenzo Izindaba: umlilo & UMnyama

		<i>nouns in speech and in writing</i>	
Week 12 25 - 29	Ambizo ayizenzo (Verbal nouns)	<i>Students will be able to identify and use verbal nouns in speech and in writing</i>	Ukuphikisana kwamabizo eyizenzo Izindaba: Indlu & uMhleleka
Week 13 1 – 5 Apr	Isabizwana (Pronouns)	<i>Students will be able to identify and use pronouns in speech and in writing</i>	Ukwethula isabizwana Isabizwana soqobo Izindaba:incumbe & Izinsimbi
Week 14 15-19	Isabizwana (Pronouns)	<i>Students will be able to identify and use pronouns in speech and in writing</i>	Isabizwana sokukhomba Isabizwana sobunini Isabizwana sesimelana Izindaba: isithwalambiza & umtwana
Week 15 22- 26 Apr	Exam TBA with class	Reading and final exam TBA with class	Reading and final exam TBA with class