

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



**SSA 4905 Uhlelo lwezifundo zesiZulu sabaqalayo (*Syllabus for beginning isiZulu*)
(*Fall 2020*)**

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

Amalanga (*days*): (*TBD in class*)

Izikhathi (*time*): *TBD in class*)

Iklasi (*classroom*): Zoom link will 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 (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_grammar.php
- www.ukhoziFM.co.za (isiZulu radio broadcasts)

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:

Writing 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	Class activity
31 Aug	<u>Ukwazana</u> <u>Uhlelo lokufundisa</u>	<i>Students and teacher will go through the class outline and mode of teaching isiZulu</i>	
1-4 Sep	General Introductions and greetings Kubingelela ngesiZulu Reading: <u>Sanibona 1, pages 1-4</u>	<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.
14-18 Sep	Greetings in different times of the days. Assignment 1	<i>Students will be able to greet in the different times of the day.</i> ➤ Kusile. ➤ Imini enhle. ➤ Lishonile... ➤ Busuku obuhle... Greet one person, greet more than two people in different times of the day (10 points)	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. This assignment is due in a after if opens (25 Sep)
21-25 Sep	Vowels and counting Bonkhamisa no kubala	<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	
28-30 Sep	Self-introduction Ukuzethula Reading: <u>Sanibona 1, pages 32-36 and 43- 45.</u>	<i>Self-introduction by saying the following</i> ➤ Igama lami ngingu... ➤ ngivela... ➤ nyalo ngihlala....	<i>It's the first day in your Zulu class, briefly introduce yourself to your classmates.</i>
5 Oct	Self-introduction Wafunda kuphi	<i>Student will be able to talk about their educational background.</i> ➤ Ngafunda ihigh school	You have been with your host family in South Africa for a week now. They would like to know more about you, they ask

	Assignment 2	<ul style="list-style-type: none"> ➤ Ngafunda ibachelors ➤ Ngafunda imasters ➤ Nyalo ngifunda iPhD <p>Introduce yourself in and tell me about your background (10 points)</p>	<p>you to tell them about your education background and schools and universities you attended</p> <p>This assignment is due in a after if opens (16 Sep)</p>
7 Oct	Self-introduction Indlu yami	<p><i>Students will be able to describe the rooms in his/her room.</i></p> <ul style="list-style-type: none"> ➤ Indlu yami inkhulu/ incane ➤ Inamakamelo, igumbi lekuhlala, ikhishi, umthoyi 	Briefly tell me about the rooms in your house
9 Oct	Self-introduction Introducing members of your family Reading: <u>Sanibona 1, pages 12-15.</u>	<p><i>Student will be able to introduce their family member</i></p> <ul style="list-style-type: none"> ➤ Mina ngizalwa emadenin wamalunga angu ➤ Ngino bhuti usisi umama ubaba 	Your roommate has seen a picture of your family on your table, she wants to know your family members by their names. Introduce them to him/her
12 Oct	Self-introduction Daily activities	<p><i>Student will be able talk about their daily activities.</i></p> <ul style="list-style-type: none"> ➤ Ukugeza ,ukugijima, ukuya eskoleni, ukushova ibhayisiki, ukukhuleka, ukuphela, ukufunda, ukufundisa, 	Your friend is interested in visiting you. He/she calls and asks you about your daily activities. List at least 4 of your daily activities
14 Oct	Self-introduction Likes and dislikes	<p><i>Students will be able to talk activities they like and dislikes</i></p> <ul style="list-style-type: none"> ➤ Mina ngithanda ➤ Mina angithandi 	You just met a friend in a safari drive at Kruger National park, she asks you tell her about things your like and dislikes. Tell her at least 4 things you like and dislike
16 Oct	Shopping food and drinks Buying and huddling fruits at a street market Reading: <u>Sanibona 1, pages 7-12</u>	<p><i>Students will be able to buy and huddle for fruits from a street market</i></p> <ul style="list-style-type: none"> ➤ Izithelo ➤ Ngingakusiza ngani ➤ Ngithenga/ngafuna izithelo ➤ Kubiza malini ➤ Nansi imali ➤ Ngiyabonga 	Imagine the next slide being a street market displaying in Durban and I am the owner. Buy at least five fruits from my market.
19 Oct	Shopping food and drinks	<p><i>Students will be able to buy and huddle for vegetables from a street market</i></p> <ul style="list-style-type: none"> ➤ Imfino 	Imagine the next slide being a street market displaying in Durban and I am the owner. Buy

	Buying and huddling for vegetable at a street market Reading: <u>Sanibona 1, pages 7-12</u>	<ul style="list-style-type: none"> ➤ Ngithenga/ngafuna imfino ➤ Kubiza malini ➤ Nansi imali ➤ Ngiyabonga 	at least five vegetables from my market.
21 Oct	Shopping food and drinks Buying groceries from a shop Reading: <u>Sanibona 1, pages 7-12</u>	<p><i>Students will be able to buy good tell peoples about goods they bought or good they are going to buy from the shop.</i></p> <ul style="list-style-type: none"> ➤ Ngithenga ➤ Ngithenge ➤ Ngiyotsenga 	<p>1. You are going to buy groceries at public, prepare a list of goods you would like to buy.</p> <p>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.</p> <p>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 asked you to tell them you what you bought. Tell them</p>
23 Oct	First exam (Uhlolo lokucala) (50 point)	First exam (Uhlolo lokucala) (50 point)	First exam (Uhlolo lokucala) (50 point)
26 Oct	Shopping food and drinks Ordering food and drinks in the restaurant	<p><i>Students will be able order food from a restaurant</i></p> <p>Amanzi, itiye, ubisi, ijusi, unamanede, utjwala</p>	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.
28 Oct	Family and friends Introducing family and friends	<p><i>Student will be able to tell friends the name of their friends and family members</i></p> <ul style="list-style-type: none"> ➤ 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
30 Oct	Family and friends Ages of siblings	<p><i>Students will be able to tell friends about the ages of their siblings in the family</i></p> <ul style="list-style-type: none"> ➤ Ngino bhuti amdala 	Your friend asks you about your siblings ages, tell him/her

		➤ Ngino sisi omncane	
2 Nov	Family and friends Professions of family members Reading: Sanibonani 1 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
4 Nov	Lessons revision and drilling	Revision and drilling Visual interpretation Uzalo episode	Revision of all the scenarios from Monday to Thursday this week
6 Nov	Family and friends Introducing a friend Assignment 3	<i>Student will be able to introduce their friends</i> ➤ igama longanami ngu ➤ uhlala e ➤ ufunda e ➤ usebenza e Scenario: You just arrived at the summer camp and meeting new people. Introduce you self and give as much as possible (20 points)	You just made a friend in your visit to the park tell you parents about your friend.
9 Nov	At home Kitchen utensils Reading: Sanibonani 1 page 23	<i>Students will be able to talk about utensils found in the kitchen</i>	You are in the kitchen preparing super with you mother, list all the utensils you will use.
13 Nov	Second exam (uhlolo lwesibili)	Second exam (uhlolo lwesibili)	Second exam (uhlolo lwesibili)
16 Nov	At home Kitchen activities Reading: Sanibonani 1 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	
18 Nov	At home Serving food Reading: Sanibonani 1 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	
20 Nov	Animals Domesticated animals	<i>Students will be able to talk about animals at home and pets that they have at home.</i>	

		Inja, kati, inkhomo, imbuzi, imvu	
23 Nov	Animals Wild animals	<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
24 Nov	Third exam (uhlolo lwesithathu)	Third exam (uhlolo lwesithathu)	Third exam (uhlolo lwesithathu)
30 Nov	Clothes and colors Colors	<i>Student will identify colors</i> Kumnyama, kumhlophe, kubovu, kuluhlata, kumtfubi	
1 Dec	Inquiring about health Reading: sanibonani Pages 78- 81 Assignment 4 Sanibona 1 Pages 93 Umsebenzi 1, 2 & 3	<i>Students will be able to inquire about the health other people on daily basis.</i> Uyagula namhla, ngiphetwe yikhanda, isisu	You have been told that your friend is not doing well call to enquire about his/her condition
2 Dec	Weather Conditions Reading: Sanibonani 1 page 51 – 58 Assignment 4 Sanibona 1 Pages 60 Umsebenzi 1, 2 & 3	<i>Students will be able to describe the weather of the day</i> Linjani izulu, liyana, kuvungaza umoya, kuyashisa, lipholile, liguqubele, liyaduma liyabaneka	You are visiting South Africa for the first time describe the weather of the first day in south Africa.
3 Dec	Modes of transportation Reading: Sanibonani 1 pages 59	<i>Students will be described the different modes of transport</i> Uhamba ngani, sitimela, ibhanoyi, iloli, ithekisi, sikebhe, umkhumbi, ugandaganda	
4 Dec	Forth exam (Uhlolo lwesine)	Forth exam (Uhlolo lwesine)	Forth exam (Uhlolo lwesine)
8 Dec	Vacation Visiting the ranch Reading: sanibonani 1 pages 101-105 Assignment6 Sanibona 1 Pages 113 Umsebenzi 1, 2 & 3	<i>Students will be able to talk about some of the activities that are done in a farming ranch</i> Ukulima amasimu ngogadaganda nangegeja , kulima umbila, ukufuya imfuyo, ukuhlawulela umbila	You just a host family your uncles farming ranch, describe the experience you had and what you did during your visit.
9 Dec	Vacation Visiting the country side	<i>Student will be able to talk about activities they did when they visited the country side</i>	You just a host family in the country side describe the

	Reading: sanibonani 1 pages 101-105 Assignment 7 Sanibona 1 Pages 108 Phendula imibuzo	Umsebenzi, ukusenga izinkomo,ukulimala, umblele	experience you had and what you did during your visit.
10 -11	Reading and revision	Reading and revision	Reading and revision
12-18	Final exam	Final exam	Final exam