

University of Florida
Language Literature and Culture
Center for African Studies
SSA 4905 IsiZulu esisemkhathini 2 (*Intermediate Zulu 2*)
Entwasahlobo 2021 (Spring 2021)



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(Spring 2021)

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Amalanga nezikhathi zamaklasi *(Days and times for classes)*: [To be confirmed].

Iklasi *(classroom)*: Online (Zoom)

Izikhathi zeofisi *(Office Hours)*: ngoLwesibili (Tuesday P2)-Online.

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 57 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, i.e.

Communication, Cultures, Connections, Comparisons, and Communities.

COURSE GOAL:

At the end of the course, students are expected to be able to communicate in IsiZulu to a level

where they can formulate short sentences and sustain conversations about everyday familiar topics. Students will do this whilst demonstrating a knowledge of IsiZulu in relation to communication, cultures, connections, comparisons, and being part of communities.

SPECIFIC OBJECTIVES FOR THIS SEMESTER:

- Build vocabulary such as nouns referring to people's professions and use these in short everyday conversations.
- Build knowledge of adjectives and their use in everyday life conversations.
- Continue building on knowledge of verbs including their usage in conversations.
- Focus on building communication whilst using simple familiar conversations.
- Focus on interpretive reading, listening and communication (mostly speaking) skills.

Recommended Texts and Other Resources: Most lessons will come from these resources according to our requirements.

1. Wilkes A. & Nkosi, B. (2010) **Teach Yourself Complete Zulu** (New Edition) by McGraw-Hill Companies, Inc. (Available on Amazon)
2. Dent, G. R. and Nyembezi, C.L.S (1995) ***Scholar's Zulu Dictionary**. Available on Amazon-used ones cost around \$8.00.
3. Mbeje, Audrey [Recommended text] (2005) **Zulu Learner's Reference Grammar** NALRC Press, Madison, WI. A copy in Library West Reserve.
4. **An online dictionary website: www.isizulu.net (a useful website)**

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).
3. CD-ROM and Manual: Gowlett, D, *et al* (1999) Speak Zulu with Us.by Mother Tongues Multimedia Development CC trading as African Voices.
4. Zulu newspaper stories

Feature Films Sitcoms & Documentaries:

1. Lion King

2. Emzini wezinsizwa
3. Sgudi Snayisi (uSdumo)
4. Ubambo lwami
5. Magic Cellar (Zulu version)
6. Short stories in Ukhozi FM (www.ukhoziFM.co.za), etc

Grading system: final grades will be based on:

- Class attendance: 20%
- Total of four assignments: 40%
- Final project: 40%

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 related to this.

GRADING POLICY

- A95 – 100
- A-90 – 94
- B+87 – 89
- B83 – 86
- B-80 – 82
- C+77 – 79
- C73 – 76
- C-70 – 72
- D+67 – 69
- D63 – 66
- D-60 – 62

Tentative schedule

Day	Topic/theme for learning activities	Can-Do's	Role play (scenarios)/tasks
11 Jan	-	-	-
13 Jan	Meeting to discuss course structure including meeting times, location and objectives for the semester		
15 Jan	-Interpretive reading	-Students will be able to read and interpret newspaper stories_ UBONGOZI BOKUZISHELELA ENDODENI	-summarize newspaper article paragraph-by-paragraph
18 Jan	-Newspaper vocab	-Students will be able to understand common words used in newspaper stories	-Read and interpret a short newspaper story
20 Jan	-Interpretive reading	-Students will be able to read and interpret newspaper stories_ UBONGOZI BOKUZISHELELA ENDODENI	-summarize newspaper article paragraph-by-paragraph
22 Jan	-Interpretive reading	-Students will be able to read and interpret newspaper stories, E.G.,_ UBONGOZI BOKUZISHELELA ENDODENI	-summarize newspaper article paragraph-by-paragraph
25 Jan			
27 Jan	-Nous referring to people's professions	-Students will be able to use and understand nouns	-Using the photo prompts, describe the kinds of job that each person does

		that refer to people's professions	
29 Jan			
27 Jan			
29 Jan			
1 Feb			
3 Feb			
5 Feb			
8 Feb			
10 Feb			
12 Feb			
15 Feb			
17 Feb			
19 Feb			
22 Feb			
24 Feb			
26 Feb			
1 Mar			
3 Mar			
5 Mar			
8 Mar			
10 Mar			
12 Mar			
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19 Mar			
22 Mar			
24 Mar			
26 Mar			
29 Mar			
31 Mar			
2 Apr			
5 Apr			
7 Apr			

9 Apr			
12 Apr			
14 Apr			
16 Apr			
19 Apr			
21 Apr			
23 Apr			
26 Apr			

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.

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.

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, including interpretive, presentational and interpersonal modes. Culture and grammar will be tackled in the context of communicative tasks learned. This class will increase students understanding of 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 using the different modes of communication 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.