



Globally Speaking Spring 2017 isiZulu Syllabus

Class times: Monday 5:30-6:50pm

Venue: Room 530 CAS

NO QUIZZES, NO EXAMS....JUST FUN ☺

Imvunulo: IHAWU



ISICHOLO



Imvunulo yamaZulu yomdabu!

Instructor (UThisha): Zoliswa O. Mali, PhD

Phone: 617 358 5137 (office) Cell: 857 234 8307

E-Mail : zolimali@bu.edu or zoli.mali@gmail.com

Office : 504 African Studies Center (ASC) (232 Bay State Road)

Office hours: Mon. 11:00 – 12:00 /Thursday 3:00 –4:00; or by appointment



**‘IFULEGI YENINGIZIMU AFRIKA
(The South African Flag): SIZOKHULUMA**

ISIZULU KAHLE!!!’

(‘We will speak isiZulu well!)



IZILIMI ZASENINGIZIMU AFRIKA (SOUTH AFRICAN LANGUAGES) South Africa consists of a population of about 38 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 20 million people. Of all the Nguni languages, isiZulu is the most widely spoken, followed by isiXhosa. Approximately 8 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 forms the basis for understanding other Nguni languages. If you can speak IsiZulu, you invariably can speak IsiSwati, IsiXhosa, and IsiNdebele with ease.

UMLANDO WESIZWE SAMAZULU (HISTORY OF THE ZULU NATION)

The history of the Zulus 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 Zulu nation is well known for conquering the British at the Battle of Isandlwana in 1879. Zulus are particularly known for continually fighting the powers that threatened their kingdom. To date, the Zulu people remain the largest of all South African ethnic groups.

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 SA to change its undesirable policies of the 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 everyday. 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.

IsiZulu Course Textbooks : Zulu CAS LD 115 A1

A. TEXTS: You **do not need** to buy these. The Instructor will provide handouts from various sources, or we can sometimes use online versions.

(i) Muller, B. and Mthethwa, B. (1982)***Sanibona I A Beginner's Course in Zulu.** [+ **audio Online:** <http://www.bu.edu/africa/alp/index1/zulu-listening-materials/>] Noel Glass Press, Durban, South Africa. [JUST FOR LISTENING]

(ii) Mkhize, D. & Nxumalo, T. (2005) **Masikhulume isiZulu.** (Let's speak series) NALRC Press, Madison, WI.

B. Zulu Websites to use for extra practice, hear native speakers and see culture:

- (1) We will listen to Zulu broadcasts as often as possible on www.ukhoziFM.co.za
- (2) An online dictionary website: www.isizulu.net
- (3) <http://www.bu.edu/200word/zulu/bg.html> [Vocabulary with images and pronunciation.]
- (4) <http://www.bu.edu/africa/alp/index1/zulu-listening-materials/>
- (5) <http://www.bu.edu/africa/alp/index1/african-proverbs-project/isizulu-proverbs/>

COURSE.

Introduction

This class will familiarize students with the basic structure of the IsiZulu language all done in the context of the communicative approach; not too much focus on grammar but on using the language. Students will learn the structure of isiZulu as they communicate in class. The emphasis of learning will be on reading, speaking, listening, and writing. Various instructional media will be utilized, including CD-ROMS, web-based materials, handouts textbook chapters, and video and audiotapes, most of which will be furnished by the instructor. Students are advised to come prepared for speaking in front of other students in order to reinforce communication skills. Shyness will be greatly discouraged in the Zulu class.

A. Objectives:

- (i) To acquaint the students with a language foreign to them yet widely spoken in South Africa, as well as some aspects of its culture and in the process help them develop a communicative competence in it.
- (ii) To equip them with some basic issues and some fundamental structural and phonological idiosyncrasies of Zulu as compared to English. (For example assisting them achieve the ability to pronounce Zulu sounds such as clicks)
- (iii) To assist them towards speaking, reading and writing Zulu.
- (iv) To help them gain the ability to listen to a Zulu speaker with some understanding.

B. Teaching Methodology:

The Communicative approach to learning will be adopted, in as informal and conversational a manner, as possible. Also, the Performance Based Instruction will be gradually introduced and integrated into the language learning experience. Students will be expected to participate actively during classes. The class will engage in a lot of oral and written exercises. We will listen to audio cassettes of Zulu and some songs to have the language operating in context, and visit some websites to see and hear the language.

- **NO QUIZZES, NO EXAMS....JUST FUN ☺**

WEEKLY SCHEDULE:

1. IVIKI LOKUQALA (Week 1): 01/25/2017

Welcoming remarks and orientation; general introduction to Zulu, its geographical setting and simple language family tree. The sound system of the language is also briefly introduced. Greetings, and enquiring after someone's health:

- Greetings (“Hi” and gestures associated with greetings)
- Hi. How are you doing? & Bidding farewell
- What’s your name and surname?
- **Naming** in isiZulu [How are people named? Meanings.]
- Where is isiZulu spoken? [Fun map with Zulu City Names]
- http://objectmover.lmc.uiowa.edu/player.php?interaction_id=250
- <http://www.cfhi.org/web/index.php/program/show/id/218#photos>
- https://www.youtube.com/watch?v=wNjU3DXMgcY&feature=player_embedded
- Sing a song “Shosholoza”

2. **IVIKI LESIBILI (Week 2):** 02/01/2017

- Introductions (one on one, introducing two/three people to one person and to two people)
- I am/We are, /She is/They are, etc.
- I am not/We are not/She is not/They are not, etc.
- More about the sound system of the language
- Reading & Listening: “*Sawubona*”p1-3 from prescribed text: ‘*Sanibona 1*’
- **Food**...learn how to make and taste a sample of *amagwinya* (Compare it to its equivalents that you know in your own culture.
- **Sing** South African National anthem that is multilingual

3. **IVIKI LESITHATHU (Week 3):** 02/08/2017

- Introduction to Noun classes
- Reading & Writing: “*Uyaphi?*”p4 -5 from: ‘*Sanibona 1*’
- Conjunctions: Noma (e.g. Uthanda itiyе **noma** ikhofi.); Ngoba (because).
- *IsiZulu sanamuhla*: More about some sounds of isiZulu: e.g. b, l, hl, dl, and clicks.
- More on greetings and introduction: online notes and handout.
- Ngiyabonga (I thank you) Appreciating
- More exercises from *Sanibona 1* p5

- Noun classes
- More on greetings; Locatives: **Readings – Sanibona 1** p4 *Esitolo (Grocery Shopping)*
- Speaking activities on p18
- Places & -s- in Zulu locatives [For example: Usekhaya (he/she's at home)]Ku- and Kwa- in locatives [see Umsebenzi 2 p5 *Sanibona 1*]
- Virtual visit of some cities in South Africa and rural areas too.
- **Sing** *Thanda* song...that teaches verbal derivatives... Hear previous students sing it.

By the end of this week learners should be able to:

Greet each other, ask after each other's health and bid farewell; describe themselves and their immediate families; use some possessives; use some numbers; sing some songs that will have been used to drill aspects such as locatives, possessives, verbal derivatives, negatives and expand their vocabulary [E.g. *Thanda...love – thandwa be loved;*; *Nkosi sikelela i-Afrika; etc.* They should be able to use some vocabulary for shopping, and list items using conjunctions such as: and (*na/ne/no*) ; but (*kodwa*) & because (*ngoba*). More may come up even though not listed in last week's schedule as need arises, e.g. South African currency; some colors; question words (*ni; phi, na*, etc), some days of the week, and times of the day: *ekuseni, emini, ntambama*, etc.. They should be able also to introduce each other using their isiZulu names.

SN = *Sanibona 1* & KZ = *Masikhulume isiZulu*

4. IVIKI LESINE (Week 4): 02/15/2017

- A: Talking about daily routine
 Times of day
 Talking about present time
 Asking and answering questions
- B: The Family
 Kinship terms
 1st, 2nd, 3rd person
 Identifying
- C: Saying goodbye
 Imperative sing. & pl.
 - Formal and + formal
- D: Helpful communication terms. Handout from *Masikhulume isiZulu (Let's Speak Zulu)*
- E: Listen to and sing *Nkosi sikelela iAfrika*

REVIEW AND RECALIBRATE! New Schedule of topics will be given at this point.