



## CIEE Global Institute – Cape Town

<b>Course name:</b>	Survival isiXhosa
<b>Course number:</b>	NONCR XHSA CTSA
<b>Programs offering course:</b>	Cape Town Open Campus
<b>Language of instruction:</b>	English/ isiXhosa
<b>U.S. semester credits:</b>	none
<b>Contact hours:</b>	15
<b>Term:</b>	Spring 2019

### Course Description

Program participants are strongly encouraged to enroll in this course to help them to engage more closely with Cape Town community members and develop a better understanding of South African society. Students need no prior knowledge of spoken and written Xhosa. The course is designed to enable students to engage in: Basic communication (greetings, introduction), Giving social information (Family, making requests, describing work situations). Getting basic isiXhosa syntax, (making sentences). Students should acquire basic proficiency in isiXhosa which they can improve on through regular practice in their engagement with the different communities.

### Learning Objectives

By completing this course, students will:

- gain a broad understanding of key features of the Xhosa language system (pronunciation and grammatical structures) on which to continue building
- be equipped with basic language skills that will allow you to interact in common social settings (greet, introduce, speak about yourself, and show an interest in others)
- be equipped with cultural insight allowing for respectful interaction within Xhosa communities
- gain a basic ability in all 4 key skills of Xhosa language learning: reading, writing, speaking and listening, with speaking and listening being the core focus of this course

### Course Prerequisites

None, apart from an open mind and a keen interest in exploring a new language and culture with humility, patience and vigour.

### Methods of Instruction

Council on International Educational Exchange™

HUMANIZING INTERNATIONAL RELATIONS SINCE 1947

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Portland, ME 04101  
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[ciee.org](http://ciee.org)



This course will make use of interactive lectures on grammatical structures, pronunciation, language usage and cultural insights. Students will engage in speaking and listening practice in pairs. Learning will also be facilitated through individual reflection, group discussion, online articles, YouTube videos, a radio podcast, readings, written exercises, a mobile phone app and class presentation assignments. Guided visits and speakers will facilitate direct engagement with local communities.

### **Assessment and Final Grade**

1.	Pair Dialogue Presentation:	20%
2.	Individual Oral Presentation:	20%
3.	Written Test on Grammar and Vocabulary and Listening Comprehension:	20%
4.	Video Clip: Cultural Observations	20%
5.	Class participation:	20%
	TOTAL:	100%

### **Course Requirements**

#### **Pair Dialogue Presentations**

With a partner student, you will be required to script, practise and present to the class a short dialogue using language taught on the course. The dialogue should show your ability to conduct a conversation of pleasantries including a beginning, middle and end. This must include culturally appropriate Xhosa greetings, introductions, finding out about each other and farewells.

#### *Grading Rubric*

Pronunciation 5%

Fluency (ability to speak fluidly without hesitation) 5%

Accuracy of grammar and vocabulary 5%

Creativity and Involvement 5%

#### **Individual Oral Presentations**

Write, practise and present orally a paragraph of text in which you tell someone basic details



about yourself and your background. You must have your paragraph checked by your instructor, for accurate use of vocabulary and grammar, before you commit it to memory. Scripts need to be learnt well: cue cards can be glanced at, but no reading.

*Grading Rubric*

Pronunciation 5%

Fluency (ability to speak fluidly, avoiding hesitation) 5%

Accuracy of grammar and vocabulary 5%

Creativity and Involvement 5%

**Written Test**

Students will be required to write a test which will assess their grammar, vocabulary and listening comprehension skills.

*Grading Rubric*

Grammar 5%

Vocabulary 5%

Listening Comprehension 10%

**Video Clips**

As a final assignment, students will be asked to script, direct, digitally record and edit, a short dialogue drawing on language learnt, and cultural insight acquired, over the duration of the course. They will need to find two people to enact the dialogue and to direct these people in terms of the interaction that their video is aiming to observe and / or comment on.

*Grading Rubric*

Language Usage 5%

Cultural Observation and / or Insight imparted through the video 10%

Effort and Presentation 5%

**Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must



clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

For each session, students will have to complete exercises at home consisting of oral and written exercises, dialogues, etc. Homework includes assigned readings and activities to be completed outside of class. Students should come to class having prepared all readings and homework assignments and ready to participate actively in class discussion and all class activities. In addition, this course will allow students to enrich their vocabulary. Students will be expected to look up unfamiliar vocabulary they come across in their exercises. Studying is invaluable, and then the best things happen when you connect with others in a study group to help you to pronounce well, recall vocabulary, formulate sentences correctly, and understand cultural clues.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

List your schedule of classes below for the full term, including orientation, holidays and scheduled program trips. Ask the Resident Director for program dates before scheduling classes. If there are required course related co-curricular activities in addition to regularly scheduled classes, be sure to indicate that these are required. These can be listed by course session or by week. Ensure that all exams, assignments, and readings are also included on the dates they are due.

#### **Week 1      Introductions, Overview of Course & Assignments.**

Class 1:1      Introduction to the key aspects of the Xhosa Language Framework and Culture

- Brief historical overview: how Xhosa’s rich oral tradition was put to writing.
- The dynamic ways in which Xhosa is current, colourful and robust (borrowed words, slang, ideophones, onomatopoeia)
- Key grammatical features including agglutination, and an overview of the noun group

system

- Introduction to Xhosa pronunciation, focusing on the 3 main clicks.
- Key aspects of Xhosa Culture. This could include the concept of ubuntu , religion and the role played by ancestors, the Xhosa herbalist ( igqirha), diviner (isangoma), poet (imbongi) , rites of passage, rural vs. urban life.

### Resource Materials and Readings

Pinnock, 'Xhosa: A cultural grammar for beginners' (pp.1-13, 63 - 96, 99 – 114, 201 -202)

Bryant, 'Xhosa for Second Language Learners' (pp. 10 - 11, 20 - 22, 38, 103, 219)

YOUTUBE: Makeba, Miriam - <https://www.youtube.com/watch?v=2Mwh9z58iAU>

How to pronounce the X click in Xhosa: [https://www.youtube.com/watch?v=Trq\\_gle1v04](https://www.youtube.com/watch?v=Trq_gle1v04)

Class 1.2 Greetings (part 1): Xhosa Titles - for peers, family members and stereotypes

- introducing standard Xhosa 'titles' used in greetings (vocabulary)
- titles reflecting Xhosa family structures
- the grammar of greetings (introduction to the singular and plural forms of the um-, aba-, u- and oo- noun groups, dropping the first vowel in direct greetings)
- body language at greetings: eye contact diverted
- how the titles e.g. sana, mfo wethu, kwedini, ntombi, are used colloquially
- contentious terminology used to address or describe people (stereotypes) in the wider South African context, (e.g. madala, umLungu, amakwerekwere, u-model C, coconut: see online articles listed below)

### Online Articles:

<http://citizen.co.za/opinion/opinion-columns/414982/im-a-coconut-so-what/>

<https://www.theguardian.com/world/2015/aug/24/south-africa-race-panashe-chigumadzi-ruth-first-lecture>

### Resource Materials

Mtuzze, 'Introduction to Xhosa Culture' (pp. 85 - 86, 161 - 162)

Bryant, 'Xhosa for Second Language Learners' (p. 24 & 26 - 27)

Pinnock, 'Xhosa: A cultural grammar for beginners' (pp. 17 - 20)

Xhosa Fundis, 'Course 1: Essential Social Xhosa' (p.8)

Munnik, 'Learn Xhosa with Anne Munnik' (pp. 1 - 4)

Class 1.3 Greetings (part 2): Asking after Health

- Standard forms of asking and answering 'How are you?' (conversation practise in pairs)
- Phrases using borrowed words and slang (ndibhizi, ndinestresi, ndirayithi, ndigrend, kushap)
- Grammar: the infix 'ya' and 'sa' (ndisaphila vs. ndiyaphila). Subject concords ndi-, si-, u-, ni- and the generic ku- (in kunjani)
- Extend to the use of conversational complaints (I'm fine except for... / Ndiphilile ngaphandle kwa-...)

**Resource Materials:**

Xhosa Fundis, 'Beginners Course 1: Essential Social Xhosa' (p.9-18)

African Voices, 'Speak Xhosa with Us' (pp. 25 - 26)

Bryant, 'Xhosa for Second Language Learners' (p. 25)

Xhosa Fundis, 'Intermediate Course 1: Extending Social Xhosa' (pp. 17 - 20)

**Week 2**

Class 2:1 First Meetings, Introductions and Farewells

- Exchanging names, saying 'nice to meet you', the different handshakes, and saying goodbye
- Students choose their own Xhosa names to use in the dialogues
- pronunciation and grammar for all the language introduced

**Homework**

1. Study the grammar, practise the dialogue and complete the exercises on pages 19-27 (Lesson 2) of Xhosa Fundis, 'Beginners Course 1: Essential Social Xhosa'.
2. Download and listen to the free 'Xhosa phrases' app developed by Dr Tessa Dowling and Prof Van Belle of Information Systems at UCT:

<https://play.google.com/store/apps/details?id=za.uct.jpvb.xhosaphrases1>

### **Resource Materials**

Xhosa Fundis, 'Beginners Course 1: Essential Social Xhosa' (p.19-27)

#### Class 2:2 Xhosa Names and Clan Names

- a detailed look at the cultural aspects of Xhosa first names and clan names (including how names are chosen, how to identify male and female names, pronunciation of names et.c.)

### **Resource Materials**

Mtuzze, 'Introduction to Xhosa Culture' (pp. 80 - 85)

Pinnock, 'Xhosa A cultural grammar for beginners' (pp. 14 - 16)

Bryant, 'Xhosa for Second Language Learners' (p. 40)

Xhosa Fundis, 'Intermediate Course 1: Extending Social Xhosa' (pp. 28 - 32)

#### Class 2:3 Showing an interest in someone: asking and answering basic questions

- Common questions and responses used in Xhosa conversation
- pronunciation, grammar and cultural insights for all the language introduced
- Activity: Students create their own questionnaires from the questions learnt on the course and interview each other.

### **Homework:**

1. Students use their questionnaires to interview at least 3 mother-tongue Xhosa speakers (over the next week)
2. Prepare for the Assignment 1 Oral Presentations

### **Resource Materials:**

Xhosa Fundis, 'Course 1: Essential Social Xhosa' (p.37-47)

Munnik, 'Learn Xhosa with Anne Munnik' (pp. 11 - 20)

Pinnock, 'Xhosa A cultural grammar for beginners' (p. 129)

Bryant, 'Xhosa for Second Language Learners' (pp. 65 - 69)

### Week 3

Class 3:1 Pair Oral Presentations (Assignment 1): Script and role play a dialogue with a partner using language learnt on the course so far.

- Students present their dialogues to the class in pairs. Props and dress up are welcome.

Language for telling about yourself

- teacher provides and teaches basic language for sharing personal information and background
- related grammar and pronunciation
- each student creates their own paragraph of personal information - which can be used when introducing themselves in a colloquial context - in preparation for individual Oral Presentation (Assignment 2)

Class 3:2 Speaker (tbc)

- Ms. Nobuhle Mncgwengi (teacher and performance artist) talks to the class about herself, including her journey from the Eastern Cape to Cape Town, the differences between rural and urban life, and having to learn English. She could also introduce her favourite Xhosa interjections and slang - what she feels is 'survival Xhosa' in preparation for visiting the township. (Nobuhle teaches at Xhosa Fundis language school.)

Survival Xhosa for Beginners: Key Phrases, Interjections and Slang

- language to navigate conversations when you don't understand what's being said or if you need to explain your limited knowledge of Xhosa
- Useful Xhosa Interjections (incl. eish, hayibo, yho, yu and tyhini thiza!)
- Xhosa Slang

Resource Materials

Xhosa Fundis, 'Course 1: Essential Social Xhosa' (p.28-36)

Bryant, 'Xhosa for Second Language Learners' (pp. 220, 222 - 224)

Class 3:3      Outing 1: Walking Tour of Khayelitsha (tbc)

**Homework:**

1. Prepare for Individual Oral Presentations
2. Listen to 'Xhosa in 45 minutes - Dr Tessa Dowling' on YouTube  
<https://www.youtube.com/watch?v=XCAqQ3ocN1Y> (noting all the borrowed words)

**Week 4**

Class 4:1      Individual Oral Presentations (Assignment 2): students present to the class individually

- Tell the class about yourself (scripts need to be learnt well: cue cards can be glanced

**Borrowed Words**

Listen to Dr. Tessa Dowling's podcast (34 minutes talking and 11 minutes of music) available on the Fine Minds / Fine Music Radio website.

**Discuss and / or debate:**

- how do languages in general benefit - or not benefit - from borrowing?
- the reasons for Xhosa incorporating words from other languages
- how grammar is applied to new Xhosa words (NdizoWhatsappela, Googlisha, et.c.)
- when - and why - should dictionaries recognise a previously borrowed word, to be Xhosa?

**Podcast**

<http://www.fmr.co.za/fine-minds/>

'Stressed and sexy – lexical borrowing in Xhosa' by Tessa Dowling (24 April 2016).

Bryant, 'Xhosa for Second Language Learners' (p. 225)

Class 4:2      Final preparation for Interactive Outing

- Pair practice of all dialogue learnt so far
- Learn language for giving personal details

- Learn language for describing work situations

Select relevant language from:

African Voices, 'Speak Xhosa with Us' (pp. 39 - 41, 62 - 79, 143 - 145)

**Homework:**

Review and practise language most relevant for the upcoming class outing

Class 4:3      **Outing 2:** Visit to Tsiba (tbc)- one-to-one conversations with Xhosa students at Tsiba

**Week 5**

Class 5:1      Making Requests and Suggestions

- vocabulary: learn verbs relevant to everyday requests
- grammar: learn to create polite requests using khawu\_\_\_e, nceda u\_\_\_e, ndicela u\_\_\_e, (Please would you...)
- grammar could extend to using ndinga- (may I)
- making suggestions using masi- (let us)

Resource Materials:

Xhosa Fundis, 'Course 2 Essential Practical Xhosa' (pp. 16 - 20)

African Voices, 'Speak Xhosa with Us' (p. 146)

Teach Yourself, 'Complete Xhosa' (p.36 - 37)

Bryant, 'Xhosa for Second Language Learners' (p. 154 - 155)

Xhosa Fundis, 'Intermediate Course 1: Extending Social Xhosa (p. 33)

Class 5:2      Assignment 3 (20%): Written Test on grammar, vocabulary and listening comprehension.

- students write the test
- test papers collected
- answer sheets handed out to go through with the group, discussing and clarifying as required.
- preparation for the next outing as required: linguistic, cultural and / or logistical



- Class 5:3      **Outing 3:** Visiting Xhosa entrepreneurs - off-site speakers (tbc)
- Xhosa entrepreneurs (in Khayelitsha or Gugulethu) talk to students about their contexts and challenges. Facilitator: Mr. Loyiso Koyana

## Week 6

- Class 6:1      Outing Reflection and Discussion
- Individual reflections on outings to Khayelitsha / Gugulethu (written and / or verbal)
  - Group discussion on cultural observations from the outing

### Course Content Review

- Review and extend key cultural insights and linguistic components of the course

- Class 6:2      Assignment 4 (20%): Viewing and Discussing

Video Clip: Students script and create their own video clips of cross-cultural interactions. Class discussion follows each clip, reflecting on cultural observations elicited by the videos. (language usage 10% cultural observations 10%)

- Class viewing of all video clip assignments.
- Class discussion on the cultural observations in each assignment.

- Class 6:3      Farewells

- Assignment marks returned.
- Language and culture related to farewells and endings.
- Course Reflections

## Readings

Bryant, Alexandra. Xhosa for Second Language Learners: Senior School and Beyond . Cape Town: Alexandra Bryant, 2007

Dowling, Tessa. *Speak Xhosa with Us: Beginner to Advanced*. Cape Town: African Voices, 2006

Hudson, Kyle. *Beginners Course 1: Essential Social Xhosa*. Cape Town: Xhosa Fundis, 2014

Hudson, Kyle. *Intermediate Course 1: Extending Social Xhosa*. Cape Town: Xhosa Fundis, 2016

Kirsch, Beverley, Skorge, Sylvia and Magona, Sindiwe. *Clicking with Xhosa: A Xhosa Phrasebook*. Cape Town: David Philip Publishers, 2001

Kirsch, Beverley and Skorge, Silvia. *Masithethe isiXhosa*. Cape Town: Juta & Co., 1995

Kirsch, Beverley and Skorge, Silvia. *Complete Xhosa: A Teach Yourself Guide*. London: Hodder Education, 2010.

Mtuzze, Peter. *Introduction to Xhosa Culture*. Eastern Cape: Lovedale Press (Pty) Ltd, 2004

Munnik, Anne. *Learn Xhosa with Anne Munnik*. Fourth Edition. Pietermaritzburg: Shuter & Shooter Publishers (Pty) Ltd, 2004

Oosthuysen, J.C. *The Grammar of isiXhosa*. African Sun Media, 2016

Schonstein Pinnock, Patricia. *Xhosa: A Cultural Grammar for Beginners*. Cape Town: African Sun Press, 1994

Zotwana, Sydney. *Xhosa in Context: from Novice to Intermediate*. Cape Town: Perskor, 12 1991

### **Dictionaries**

De Schryver, G-M and Reynolds, M. et al. *Oxford Bilingual School Dictionary: isiXhosa and English*. OUP Southern Africa: July 2014

### **Online Resources**

The free app developed by Dr Tessa Dowling and Prof Van Belle of Information Systems at UCT: <https://play.google.com/store/apps/details?id=za.uct.jpvb.xhosaphrases1>

### **Podcast**

<http://www.fmr.co.za/fine-minds/>

'Stressed and sexy – lexical borrowing in Xhosa' by Tessa Dowling.

### **YouTube:**

Xhosa in 45 minutes with Dr Tessa Dowling:

<https://www.youtube.com/watch?v=XCAqQ3ocN1Y>