

Intensive Language Study: Beginning Kiswahili

SWAH 1004 - 1504 (4 credits / 60 hours)

SIT Study Abroad Program:

Tanzania: Wildlife and Political Ecology

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

The Beginning Kiswahili language course is designed to prepare students for daily social and academic demands and to provide access into the Tanzanian host culture. The course is designed to enhance all aspects of the experience abroad by expanding student ability to function effectively in the host language during field methods exercises, while conducting fieldwork for the Independent Study Project, and when interacting with homestay families and local contacts. Classes and field-based language activities are taught by native-speaking Kiswahili teachers experienced in teaching Kiswahili to non-native speakers.

Kiswahili training, initiated during orientation, is continued and completed in Ngarantoni, just outside Arusha, on the local campus of Sokoine University of Agriculture at the foot of Mt. Meru. Language study consists of 60 hours of formal instruction including experiential sessions on shopping, bargaining, eating out, and Tanzanian cooking. Language study is reinforced through the homestay experience and interactive assignments. Students receive a total of 60+ hours of formal in-class instruction, with additional hours for testing, assignments, and individual tutoring.

Students with prior Kiswahili study are placed into appropriate language levels based on in-country oral proficiency interviews. These placements may not directly correspond to the student's level at the home institution as SIT courses focus on communicative competence and linguistic functional ability.

Learning Outcomes

By the end of the course, students will be able to:

- Demonstrate functional proficiency in spoken Kiswahili, Tanzania’s national language, as the primary tool needed for entry into Tanzania’s many cultures;
- Utilize strong listening comprehension, performance and interpersonal communication skills; and
- Apply language confidently and effectively in everyday situations, and extend language usage within the context and demands of the Independent Study Project.

Module 1: Orientation: Greetings and introductions

Sessions 1 (Ndarakwai Ranch)	<u>8:30 – 10:30am</u> Greetings List of useful words including names of Tanzanian wildlife	<u>11:00 – 12:30am</u> Simple constructions Introduce the pronouns and noun classes
Session 2 (Arusha)	<u>8:30 – 10:30am</u> Group introduction Greetings and responding to greetings	<u>11:00am – 12:30pm</u> Introducing one’s self (giving names, nationality and professions) Written homework assignment
Session 3 (Arusha)	<u>8:30 – 10:30am</u> Review homework assignment Introducing others and talking about present activities	<u>11:00am – 12:30pm</u> Useful phrases and cultural issues, e.g. Dos and Don’ts

Module 2 and subsequent modules are taught during the homestay period. Each session begins with a *Habari Moto Moto*, a general review of language learned thus far and, more importantly, a review of cultural and linguistic issues that have arisen during the homestay.

Module 2: Homestay Language Module, Week one – Negotiating town

Session 1	<u>8:30am – 10: 30am</u> <i>Habari Moto Moto</i> General Review Continue present tense affirmative & negative tense	<u>11:00am – 1:00pm</u> Counting numbers Useful prepositions & conjunctions. <u>Memory Game</u> (people, nationalities and professions) Written homework assignment
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Session 2	<u>8:30am – 10: 30am</u> Habari Moto Moto Review - Talking about past activities Reference days & days of the week Introduce past tense	<u>11:00am – 1:00pm</u> At the hotel: Ordering food and drinks and requesting the bill and paying; At the post office: buying stamps & post cards and sending letters Role play at the hotel & post office; <u>Language Game</u> Written homework assignment
Session 3	Town trip - Language application - Verbal homework assignment	
Session 4	<u>8:30am – 10: 30am</u> Habari Moto Moto Verbal assignment about town trip Introduce: noun classes & agreement of noun classes	<u>11:00am – 1:00pm</u> Reading: Family Verbal exercises: talking about family members Written homework assignment
Session 5	<u>8:30am – 10: 30am</u> <i>Habari Moto Moto</i> Time telling Reading: daily activities	<u>11:00am – 1:00pm</u> Exercises: talk about daily activities & <u>Time Machine Game</u> Short Written and Verbal Weekend homework assignment

Module 3: Homestay Language Module, Week two – bargaining and purchasing

Session 1	<u>8:30am – 10: 30am</u> <i>Habari Moto Moto</i> Conversation on weekend verbal assignment General review of first week Introduce present perfect tense	<u>11:00am – 1:00pm</u> Continue with future and present perfect tense Mixed verbal exercises & <u>Memory Game (Verbs)</u> Written homework assignment
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Session 2	<u>8:30am – 10: 30am</u> <i>Habari Moto Moto</i> Introduce object pronouns Introduce market/shop vocabulary	<u>11:00am – 1:00pm</u> Role play: Purchasing, bargaining at the market and identifying items at the market and shop Written homework assignment
Session 3	Town trip: Language application Verbal homework assignment	
Session 4	<u>8:30am – 10: 30am</u> <i>Habari Moto Moto</i> Verbal assignment about market trip Introduce imperatives	<u>11:00am – 1:00pm</u> Cooking practical Language application: giving and receiving instructions Written homework assignment
Session 5	<u>8:30am – 10: 30am</u> <i>Habari Moto Moto</i> Quiz – “Test Yourself” Introduce locatives	<u>11:00am – 1:00pm</u> Verb “to have” and “to be (at the place)” with other tenses & <i>Bingwa Game</i> Short Written and Verbal Weekend homework assignment

Module 4: Homestay Language Module, Week three – telling stories

Session 1	<u>8:30am – 10: 30am</u> <i>Habari Moto Moto</i> Conversation on <i>habari za wikiendi</i> General overall review	<u>11:00am – 1:00pm</u> Introduce “po” (as when) & “ki” (as if) <i>Tetemeko Game</i> Written homework assignment
Session 2	<u>8:30am – 10: 30am</u> <i>Habari Moto Moto</i> General review (conversations)	<u>11:00am – 1:00pm</u> Written narration of a story from pictures Verbal presentation of a story

Session 3	8:30am – 10: 30am <i>Habari Moto Moto</i> Private and directed study	11:00am – 1:00pm Preparation of activities for the homestay party, and translation for Mid Term portfolio
Session 4	8:30am – 10: 30am Oral proficiency exam	11:00am – 1:00pm Oral proficiency exam
Session 5	Homestay party	

Course Readings:

The course readings will be assigned taking into account each individual student's progress/language ability as the semester progresses. Students achieving higher competence level will be assigned high level texts. The goal is to continuously challenge learners so that they are constantly improving their language ability.

Required

Lyimo, B (2018). Kitabu cha Mazoezi: Kozi ya Kwanza – Introductory Kiswahili workbook, self-published

Optional/supplementary

Almasi, H (1997) Basic Kiswahili Phrases, Expressions and Grammar, self-published

Fantini, A. E. et al (2000) Student Handbook: Swahili, a student field-based language-culture handbook for SIT Study Abroad participants, Language and Cultural Center, School for International Training

Fantini, A. E. et al (2000) Kiswahili chenye Uhakika: A Manual for Teachers of Swahili Language and Culture for Study Abroad Programs, Language and Cultural Center, School for International Training

Safari, J. F. (2005) Swahili made easy: A beginner's complete course, Dar es Salaam, Tanzania Publishing House

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Evaluation and Grading Criteria

Course Evaluation:

Attendance and class participation	10%
Homework and outside activities	15%
Tests	30%
Final exam (oral component)	45%

The language grade reflects the Kiswahili instructor’s evaluation of student grammar, vocabulary, accent, and class participation (including tardiness, absences, comportment, and active engagement in class). This assessment occurs on all written assignments returned the following day, immediately on verbal assignments and weekly using a matrix for each individual student examining the past week’s overall content. The students complete 10 written assignments, 4 verbal assignments, and various exercises including readings, role-plays, and games, in addition to the formal classroom instruction of the required Kiswahili language components.

At the end of the intensive language period, students will be given an oral proficiency exam to test their language skills. The exam consists of a brief oral interview that is designed to evaluate student speaking abilities and comprehension of spoken Kiswahili.

Grading Scale:

The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Grading Criteria:

An “A” grade for an assignment entails superior (not just “very good”) performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of Class Participation, an “A” grade refers to full attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students’ participation will be monitored and taken into account.

Student Expectations

Timely completion of all language assignments is expected. Class attendance is mandatory. Students are evaluated on preparedness and participation in class and in field assignments. Students receive oral feedback from the instructors throughout the course. They are evaluated on the extent and quality of their written and oral participation during the course and their performance on exams and the final evaluation exercises.

Class Participation

Students are required to participate in all instructional activities, which include an average of 4 hours of daily formal classroom training during the homestay. Students are further encouraged to use Kiswahili in non-instructional settings, such as the homestay, and in daily encounters with the host society (e.g., shopping, restaurants, games).

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.