

Intensive Swahili Language for Health Sciences (Onsite in Arusha, Tanzania)

SWAH-1003-2503 (3 credits)

Tanzania: Swahili Language for Health Sciences

This syllabus is representative of a typical 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

This course is designed to give students and health professionals more in-depth cultural background via discussions of everyday life and contemporary issues, while the participants master more advanced language skills. It provides students and health professionals the ability to function on topics such as food and health, global health, community health issues, environmental issues, and weather and seasons. The program will employ experiential learning opportunities and include lessons in cultural awareness, grammar, comprehension, dialogues and academic related vocabulary through lectures and discussion. Language acquisition is reinforced through field exercises and site visits to urban and rural health care centers and through homestay experiences.

Learning Outcomes

Upon completion of the course, students will be able to:

- Build Kiswahili language skills to prepare for a career as a health professional;
- Demonstrate ability in herbal drugs and intercultural health practices;
- Function independently in Tanzania through the knowledge of a local language;
- Exhibit knowledge in Tanzanian traditional medicine through Kiswahili language; and
- Apply language confidently and effectively in everyday situations and extend the usage within the health professionals.

Language of Instruction

Kiswahili will be used as a language of instruction. Students will be exposed to Swahili vocabulary through class interaction using targeted language. Code mixing can be used especially during the introduction of new matter/ solid topics.

Instructional Methods

A diversity of learning and teaching methods and communicative approaches will be used, with different techniques such as role play, question and answers, discussion and listening. These techniques combine communication with structured grammar, informal out-of class exposure, whilst incorporating them into teaching aspects such as oral comprehension, written and oral expression. Classes and language activities are taught by native teachers who are fluent and well experienced in teaching Kiswahili to foreigners by using oral proficiency-based methods.

Course schedule

Module 1: 1st week: Describing different events and Hygiene

Each session begins with *Habari Moto Moto*, Kiswahili songs and general review of language learned thus far.

	GRAMMAR POINT	COMPETENCIES
Session 1	NA/ME/LI/TA I/JA/KU/TA (Review of the four basic tenses)	Talk about different events taking place on different occasions Written homework assignment.
Session 2	Kauli ya kutendea (Prepositional form of the verb)	Chakula na afya (Talking about food and health) Written homework assignment
Session 3	Ki-Vi Noun Class	Reading: hygiene (usafi chumba cha Amina) Bingo Game. Written homework assignment
Session 4	Kauli ya kutendana (Reciprocal form of the verb)	Vijana Describing Youth's issues Written homework & verbal assignment
Session 5	kauli ya kutendwa (Passive Form of the verb)	Reading dialogue: Occupations Written homework assignment.

Module 2: Second week: Talking about community health and development

	GRAMMAR POINTS	COMPETENCIES
Session 1	Kauli ya kutendesha (causative form of the verb)	Maendeleo ya jamii (Describing about community development) Written Homework assignment
Session 2	Kauli ya kutendeka (stative form of the verb)	Reading: Afya ya jamii. (community health) Verbal assignment
Session 3	Ngeli ya N-N (N-N noun class)	Conversing on weather and agriculture. Language game Written homework assignment.
Session 4	Nge and Ngali	Talking about different activities using –nge- and –ngali- Written homework assignment.

Session 5	Weekly test Evaluation for the program	Describing different kinds of fruits and medicine trees belong to M-Mi noun class Written homework assignment.
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Module 3: Third week: Health and Environmental issues

	GRAMMAR POINTS	COMPETENCIES
Session 1	Conversation about <i>weekend</i> General overall review	Reading dialogue: At the hospital Talking about traditional medicine. Written homework assignment
Session 2	Ngeliya U (U noun class)	Converse with others on environmental issues. Bingo Game. Written homework assignment
Session 3	Ngeli ya mahali (mahali noun class)	Wageni nyumbani kwa James na Lilian (James and Lilians' visitors)
Session 4	Provide list of review questions for discussion	Presentation of the questions discussed
Session 5	Proficiency oral examination	

Course Readings

The program language teachers will provide students with reading materials and assignments throughout the Kiswahili course. In addition, students should buy an English/Kiswahili-Kiswahili/English dictionary to assist in classes and homestays.

Required Texts

Lyimo, B (2018). Tujifunze Kiswahili: – Kiswahili workbook, unpublished

Optional/supplementary

Mohammed, M. A. (2001), Modern Swahili Grammar: East African Publishers Ltd in Nairobi. Kampala. Dar es Salaam

Wilson, P. M. (1985) Simplified Swahili: Pearson Education Limited in England

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

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 in 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 nine written assignments, three verbal assignments, and various exercises including readings, role-plays,

and games, in addition to the formal classroom instruction of the required Kiswahili language components.

Evaluation

At the end of the intensive language period, students will be given an oral proficiency examination to test their language skills. The examination consists of a brief oral interview that is designed to evaluate student speaking abilities and comprehension of spoken Kiswahili. The oral interview will take ten (10) minutes for each student

Assessment

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| • Attendance and class participation | 10% |
| • Written homework and verbal assignments | 30% |
| • Written test | 20% |
| • Final examinations (oral component) | 45% |

Student Expectations

Class Participation

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, and other activities. Participation in all instructional activities, including an average of 3 hours of daily formal classroom training. It also means polite and respectful behavior.

Valid reasons for absence such as illness – must be discussed with the academic director or other designated staff person.

Use Swahili Language

Speaking, breathing, and dreaming in Kiswahili are the best ways to improve your language skills. We recognize that language learning can be exhausting and frustrating, but we also recognize that the best way to learn is to focus on using the target language as much as possible. Use of Swahili Language in non-instructional settings, and in daily encounters with the society (where the language is spoken) (e.g., shopping, restaurants) is encouraged.

Feedback

Oral feedback will be provided to students throughout the course.

Completion of assignments

Timely completion of all language assignments is expected, and students are advised to seek assistance when necessary. Assignments handed in late will be penalized.

GRADING CRITERIA

Grading Scale		
A	94+	Achievement that is outstanding relate to the level necessary to meet course requirements
A-	90-93	Achievement that is necessary above the level to meet course requirements.
B+	87-89	
B	84-86	
B-	80-83	Achievement that meets the course requirements in every respect.
C+	77-79	
C	74-76	
C-	70-73	
D+	67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	64-66	
F	<64	

“**A**” grade refers to full attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trip and other activities. It also means polite respectful behavior. The level frequency and quality of the students’ participation will be monitored and taken into account.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the [SIT Study Abroad Handbook](#) and [SIT website](#) for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.