

## **Beginning Swahili Language**

### **SWAH-1003-1503 (3 credits)**

### **Tanzania: Swahili Language (Beginning & Intermediate)**

*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 online course aims to support students in developing their listening, speaking, reading, and writing skills in Swahili at the beginning level. While all four components are important for this course, emphasis is placed primarily on oral comprehension and conversational skills (i.e., listening and speaking). Ability in the use of grammatical structures is also highly emphasized to improve students' communication and comprehension skills in Swahili. Reading and writing skills are reinforced through formal composition and reading assignments. The course is also designed to introduce students to Tanzanian cultural particularities. Cultural context is built into the course and introduced through audiovisual materials and experiential online activities. Members of our host family network will be invited to share informal and meaningful cultural exchange activities with students.

#### **Learning Outcomes**

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

- Introduce themselves and describe their day using simple vocabulary;
- Talk about present and future plans using simple vocabulary;
- Discuss geographical and cultural differences between selected Tanzanian regions;
- Demonstrate understanding of the content of current cultural context of Tanzania;
- Explain when to use the present, past, and future;
- Broaden vocabulary by reading short texts;
- Discuss Tanzanian food using the necessary vocabulary;
- Answer questions related to short readings and online conversations;

#### **Language of Instruction**

This course is conducted entirely in Swahili. Code mixing can be used occasionally especially during the introduction of new topics.

#### **Instructional Methods**

Classes and language activities are taught by experienced teachers using oral proficiency-based approaches. All our teachers are native speakers of Swahili. Oral proficiency interviews are conducted toward the end of the course to measure students' overall communicative and linguistic progress. Thus, course grades provide an assessment of students' performance in meeting the requirements of the

class while estimated language levels provide an assessment of students' linguistic competence in the target language.

The learning process is theoretical and experiential. Student will experience and use the language in group or individual activities with strategies and content acquired in asynchronous and synchronous class sessions.

### Course Requirements

Students are responsible for completing all required assignments. They should come to class prepared. Reading assignments are particularly important as they enable students to engage with instructors and peers in a more meaningful way, to generate questions for class discussions, and to frame their daily experiences outside of class.

### Course schedule

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

### Module 1: Greetings and introductions

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| <b>Session 1</b> | Greetings and responding to greetings<br><br>List of useful words including names of Tanzanian wildlife | Reading Dialogues Exchange greetings<br>Simple constructions<br>Useful phrases<br>Introduce the pronouns and noun classes |
| <b>Session 2</b> | Self- introduction (introduce personal pronouns)  | Introducing one's self (giving names, nationality and professions)<br><br><b>Written homework assignment</b>              |
| <b>Session 3</b> | Introducing others and talking about present activities   | Useful phrases and cultural issues, e.g. Dos and Don'ts   |
| <b>Session 4</b> | Swahili question words  | Apply different words to ask questions<br>Written assignment  |
| <b>Session 5</b> | Introduce negative of present tense   | Swahili numbers<br>Bingo game<br>Written assignment   |

### Module 2: Tanzanian food

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| <b>Session 1</b> | General overall of the week | Useful prepositions & conjunctions. |
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|                  |   | <u>Memory Game</u> (people, nationalities and professions)<br><br><b>Written homework assignment</b>   |
| <b>Session 2</b> | Introduce Tanzanian food                                  | Reading: At the hotel ordering food and drinks and requesting the bill and paying;<br><br>Role play at the hotel<br><br><b>Written homework assignment</b> |
| <b>Session 3</b> | Reference days & days of the week<br>Introduce past tense | Talking about past activities<br>Written assignment  |
| <b>Session 4</b> | Introduce: M-wa noun class                                | <b>Simple construction using animate nouns</b><br>Reading dialogue: introduce family members<br><br><b>Written homework assignment</b>                     |
| <b>Session 5</b> | Weekly test<br>Program evaluation                         | <b>Hadithi Darasani</b><br><br><b>Written &amp; verbal assignment</b>  |

### Module 3: Bargaining and purchasing

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| <b>Session 1</b> | Conversation on weekend<br>verbal assignment | Introduce present perfect tense.<br><br><b>Written homework assignment</b>  |
| <b>Session 2</b> | Introduce negative of present perfect tense. | Reading dialogue (Ben anapiga simu nyumbani)<br>Written assignment  |
| <b>Session 3</b> | Introduce market/shop vocabulary             | Role play: Purchasing, bargaining at the market and identifying items at the market and shop<br>Written and verbal assignment |
| <b>Session 4</b> | Introduce months dates & years               | Reading hadithi: Monica na mwalimu  |

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| <b>Session 5</b> | Weekly test<br>Program evaluation | Hadithi: Daktari mgonjwa<br><br><b>Written and Verbal Weekend assignment</b> |
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#### Module 4: Family structure in Tanzania

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| <b>Session 1</b> | Conversation on <i>habari za wikiendi</i><br><br>General overall review | Introduce Future tense<br>Talking about future activities<br>Written assignment                          |
| <b>Session 2</b> | Introduce verb to have present form                                     | Reading: Family members<br>Talking about family structure in Tanzania<br><br>Written & verbal assignment |
| <b>Session 3</b> | Introduce simple commands   | Language application: giving and receiving instructions<br><br><b>Written homework assignment</b>        |
| <b>Session 4</b> | Kuna, pana, mna   | Hadithi: Wageni wa James & Lilian<br>Written assignment  |
| <b>Session 5</b> | <b>Weekly test</b><br><b>Program evaluation</b>                         | <b>Hadithi:</b> Wanyama wa aina mbalimbali.<br><b>Written &amp; verbal assignment</b>                    |

#### Module 6: Swahili time telling

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| <b>Session 1</b>  | Conversation on <i>habari za wikiendi</i><br>General overall review | <b>Hadithi:</b> Jirani yake Bwana Chacha   |
| <b>Session 2.</b> | Introduce Swahili time  | Talking about daily activities, apply Swahili time where is appropriate<br>Written assignment. |
| <b>Session 3</b>  | Introduce locatives (ko, po, mo)                                    | Talking about people being at a place<br>Written assignment                                    |
| <b>Session 4</b>  | Introduce negative of location                                      | Reading dialogue: Roda anamtembelea Mama Lisa nyumbani.<br>Written assignment                  |
| <b>Session 5</b>  | Weekly test<br>Program evaluation                                   | <b>Hadithi:</b> Mama wa nyumbani   |

#### Module 7: Tanzania dressing style

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| <b>Session 1</b> | Conversation on <i>habari za wikiendi</i><br>General overall review | Narrate a story from the picture & present in the class<br><br><b>Written assignment.</b> |
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| <b>Session 2</b> | Introduce object pronouns         | <b>Reading dialogue:</b> Rafiki wanakutana baa<br><b>Written assignment.</b>     |
| <b>Session 3</b> | Introduce colors & body parts     | <b>Reading: Bustani ya maua</b>  |
| <b>Session 4</b> | Introduce verb to be past form    | Construct different sentences from the given chart.<br><b>Written assignment</b> |
| <b>Session 5</b> | Weekly test<br>Program evaluation | <b>Hadithi:</b> Jikoni   |

### Module 8: Health services

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| <b>Session 1</b>  | Conversation on <i>habari za wikiendi</i><br>General overall review | Mazoezi ya kusikiliza<br><b>Written assignment.</b>                                    |
| <b>Session 2</b>  | Introduce verb to be future form                                    | Narrate a story about who do you want to be in the future<br><b>Written assignment</b> |
| <b>Session 3.</b> | Introduce –po- as when  | <b>Reading:</b> At the hospital<br><b>Written &amp; verbal assignment</b>              |
| <b>Session 4</b>  | Introduce –ki- conditional tense                                    | Complete the sentences using your own words<br><b>Written assignment</b>               |
| <b>Session 5</b>  | Introduce negative of –ki-  | <b>Hadithi: Mji wa Arusha.</b>   |

### Module 9: Sports and entertainments

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| <b>Session 1</b>  | Conversation on <i>habari za wikiendi</i><br>General overall review | <b>Narrate a story from the picture &amp; present in the class.</b>                          |
| <b>Session 2.</b> | Verb to have past form  | <b>Reading:</b> Bwana Daudi<br><b>Written assignment</b>                                     |
| <b>Session 3</b>  | Verb to have future form  | Construct sentences from different pictures using verb to have.<br><b>Written assignment</b> |
| <b>Session 4</b>  | Review questions  | <b>Presentation of given review questions</b>  |
| <b>Session 5</b>  | <b>Oral proficiency test</b>  |  |

### Course Readings

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

### Required Texts

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

### Optional/supplementary

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

Peter M. Wilson (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 written assignments, 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 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 | 20% |
| Written Test                            | 30% |
| Final Examinations (oral component)     | 45% |

### Attendance and Participation

Students are required to participate in all instructional activities, which include an average of 3 hours of daily formal classroom training during the course. Students are further encouraged to use Kiswahili in non-instructional settings, and in daily encounters with the society (where the language is spoken) (e.g., shopping, restaurants).

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, and other activities. 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.

### Grading scale and criteria:

|           |    |
|-----------|----|
| 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  |

All grades assigned will take into account the students' special circumstances and challenges they face as foreign students. An "A" grade for an assignment entails superior (not just "very good") performance in terms of not only technical correctness, but also in structure and organization of assignments, analysis, logic of writing, and consistency.

In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening, and active engagement in all lectures, discussions, field trips, and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the student's participation will be monitored and taken into account. A "B" letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding the issues. A "C" letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A "D" letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

### **Program Expectations**

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in online class. Engage the lecturer.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excusing for late, missing work.
- Personal Technology Use: cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than online classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with the Academic Director and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record online classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

## **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.