What Language Do They Speak In Zimbabwe

Ali Al’Amin Mazrui, Alamin Mazrui, Alamin M. Mazrui

A Survey of the Minority Languages of Zimbabwe Simooya Jerome Hachipola, 1998 Zimbabwe is one of the few countries in the region with no comprehensive information on its language situation. This book seeks to fill the gap. Language policy in Zimbabwe has evolved around the three official languages, English, Ndebele and Shona. The author, a lecturer in Bantu linguistics at the University of Zimbabwe highlights the status of the indigenous minority languages by identifying communities speaking minority languages, their locations, and the role minority languages have played in the education system and in the media. Languages covered are Kalanga, Hwesa, Sotho, Shangani (Tsonga), Tonga of Mudzi District, Venda, Tonga, Chikunda, Doma, Chewa/Nyanja, Khoisan (Tshwawo), Barwe, Tswana, Fingo or Xhosa, Sena and Nambya. The author also gives recommendations of how minority languages may be incorporated into future language policy.

My First Shona Words with Anashe and Takudzwa Kurayi Matsika, 2020-10-11

★Product Description★ Anashe and Takudzwa are siblings, originally from Zimbabwe and living in South Africa. They both speak English and want to learn all the African languages as they want to travel the continent one day and make friends. In this book, they are learning Shona, which is a language that is spoken in Zimbabwe. They need to learn to communicate using simple, everyday words. Parents and caregivers can read along with Anashe and Takudzwa as they learn basic Shona words. The book includes themes such as: My body, Animals, Counting to ten, Food, Days of the week, Objects you find outside, Objects you find inside the house, Months of the year and Seasons. Family is a very important aspect of the African culture and this book also covers how to address each member of the extended family from a child's perspective. This is a colourful and informative must-have first words book for any family that wants their little ones to get excited about learning African languages! For assistance with pronunciation, please visit: www.myfirstwords.thinkific.com

★More My First Words books★ This bilingual picture and word book is also available on AMAZON in the following languages: isiNdebele (Zimbabwe); Sesotho (South Africa); sePedi (South Africa); seTswana (South Africa); tshiVenda (South Africa); xiTsonga (South Africa); isiZulu (South Africa); isiXhosa (South Africa); Afrikaans (South Africa); kiSwahili (Kenya, Uganda, Tanzania, Rwanda, Burundi, Democratic Republic of Congo and South Sudan)

★Let's go series★ The Let's Go: Handeyi series is an eight part bilingual first experience book series that was created to progress to learning sentence constructions in the various languages. The Shona version is currently available on Amazon.

★About the Author★ Wadzanai Mabuto is a wife, mother and is often referred to as the Not So Typical Chartered
Accountant as she spends much of her time innovating and creating new things. She grew up in Zimbabwe and moved to South Africa to pursue her tertiary education at the age of 18. Together with her husband, Tonderai, they have embarked on an exciting journey of raising their three children: Anashe, Takudzwa and Tinaye. Wadzanai wrote and illustrated this book to help engage kids and parents alike with Shona. Visit www.thegifted.co.za for more information

**We Need New Names** NoViolet Bulawayo, 2013-05-21 Finalist for the Booker Prize: the deeply felt and fiercely written story of a young girl's journey out of Zimbabwe and to America (New York Times Book Review), from the author of Glory. Darling is only ten years old, and yet she must navigate a fragile and violent world. In Zimbabwe, Darling and her friends steal guavas, try to get the baby out of young Chipo's belly, and grasp at memories of Before. Before their homes were destroyed by paramilitary policemen, before the school closed, before the fathers left for dangerous jobs abroad. But Darling has a chance to escape: she has an aunt in America. She travels to this new land in search of America's famous abundance only to find that her options as an immigrant are perilously few. NoViolet Bulawayo's debut calls to mind the great storytellers of displacement and arrival who have come before her — from Junot Diaz to Zadie Smith to J.M. Coetzee — while she tells a vivid, raw story all her own. Original, witty, and devastating. —People

**The Power of Babel** Ali Al’Amin Mazrui, Alamin Mazrui, Alamin M. Mazrui, 1998 Linguists estimate that there are currently nearly 2,000 languages in Africa, a staggering figure that is belied by the relatively few national languages. While African national politics, economics, and law are all conducted primarily in the colonial languages, the cultural life of the majority of citizens is conducted in a bewildering Babel of local and regional dialects, making language itself the center of debates over multiculturalism, gender studies, and social theory. In The Power of Babel, the noted Africanist scholar Ali Mazrui and linguist Alamin Mazrui explore this vast territory of African language. The Power of Babel is one of the first comprehensive studies of the complex linguistic constellations of Africa. It draws on Ali Mazrui's earlier work in its examination of the triple heritage of African culture, in which indigenous, Islamic, and Western traditions compete for influence. In bringing the idea of the triple heritage to language, the Mazrui's unravel issues of power, culture, and modernity as they are embedded in African linguistic life. The first section of the book takes a global perspective, exploring such issues as the Eurocentrism of much linguistic scholarship on Africa; part two takes an African perspective on a variety of issues from the linguistically disadvantaged position of women in Africa to the relation of language policy and democratic development; the third section presents a set of regional studies, centering on the Swahili language's exemplification of the triple heritage. The Power of Babel unites empirical information with theories of nationalism and pluralism-among others-to offer the richest contextual account of African languages to date.

**Education and Development in Zimbabwe** Edward Shizha, Michael T. Kariwo, 2012-01-01 The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe. It challenges scholars to
think about the role of education, its funding and the egalitarian approach to widening access to education. The nexus between education, democracy and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language and citizenship from the Zimbabwean experience. The book discusses educational successes and challenges by examining the ideological effects of social, political and economic considerations on Zimbabwe’s colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students, and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo’s book is an important and illuminating addition on the effects of social, political and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case, but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist, universal elementary education to the disarray of contemporary socioeconomic crisis; covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe’s education specifically but more widely to all who are interested in how the sociopolitical shapes education- how ideology, policy, international pressures, economic factors and shifts in values collectively forge the historical and contemporary character of a country’s education. Handel Kashope Wright, Professor of Education, University of British Columbia

**Language Planning in Africa** Nkonko Kamwangamalu, Richard Baldauf Jr., Robert B. Kaplan, 2013 This volume focuses on language planning in the Cameroon, Sudan and Zimbabwe, explaining the linguistic diversity, the historical and political contexts and the current language situation (including language-in-education planning), the role of the media, the role of religion and the roles of non-indigenous languages. This book comprises case studies originally published in the journal Current Issues in Language Planning.

**Language Matters in Contemporary Zimbabwe** Collen Sabao, Esther Mavengano, 2024 Speaking to a broader global
preoccupation with the state of languages and language development, this book considers issues surrounding the diverse languages, linguistic communities, and cultures of Zimbabwe. Reflecting on Shona, Xitsonga, Sotho, Xhosa, Tjwao, Nambya, IsiNdebele, Nyanja, Tshivenda, English and Braille, the book uncovers both the internal and external factors that impact language structures, language use and language ideologies across the country. The book considers how colonial legacies and contemporary language domination and minoritisation have led to language endangerment. It considers the fate of communities whose languages are marginalised and, in the process, poses questions on what can and should be done to preserve Zimbabwean languages. The authors' offerings range across subjects as diverse as music, linguistic innovation, education, human rights, literature, language politics and language policy, in order to build a rich and nuanced picture of language matters in the country. Coming at a critical moment of increasing mobility, migration, cultural plurality and globalisation, this book will be an important resource for researchers across African literature, linguistics, communication, policy and politics—

Once Upon A Time 1 Eunice Mutemeri, 2020-05-07 Once Upon A Time, translated, is the first edition of folktale series written in Shona language. It has many other editions that are going to follow for the benefit of those who are enthusiasts of this Southern African language. Chishona is a language spoken in the South, in Zimbabwe to be precise, approximately two thirds of Zimbabweans speak this language in the regions of Mashonaland, meaning the land of Shona people and Sindebele, or Ndebele spoken by a third of the population, and is spoken in Matabeleland, meaning the land of the Ndebele people. Once Upon A time, is the typical phrase used to begin any folktale told was begun by the folk tellers in Zimbabwe, and the audience, mainly children would reply, 'Dzepfunde', that means we are here, or we copy, then ended by, Ndoopakafira Sarungano', meaning that's the end of the story. The audience would reply the same as above. The stories in this book are mainly about animals. They depicted human behaviours and by the end of a story none wanted to be the animals that were protagonists, they wanted to be the good characters only. These animal characters play a big pivotal role in shaping culture and behavioural patterns within the African communities. In those olden days, the story tellers were old women, mainly and old men too on occasions. The essence of the stories told by old folks was that they were older in age, and considered wiser. They had a wealth of life experiences to draw some life lessons from. The stories were told at night or early evenings after dinner before going to bed. The children would go as far as another closer village to listen to folk tales if the teller there was famous in story telling. They would then sit on the ground in a circle, and pay very close attention to detail. After the story there would be a question and answer session whereby the story teller would quiz the audience to vert each participant to see if they were listening. These were not mere stories. They had lessons to learn from. They were reprimands, corrections of behaviour and mirrored culture. Par example If there was a child who was stealing sugar, or peanut butter from their home, after the lessons in these stories they would stop. There would even be some serious cases of murder or kidnapping that
would be solved and or prevented through some stories. That's how powerful these stories were. They were never ever taken for granted. However, with the emergence of schools, the system of story telling lost its role and vitality in children's lives. Having said that, not all is lost, it is still very important to create time as a parent, uncle, aunt, or any adult within a family to tell a story or two to our youngsters so they can remember, how they came to be, and more so this will shape where they are going. It is of paramount importance to know that as a people we got a past, no matter how good or bad it might be, it is good to know how we came to be and we can only make our future better. Our identity revolves around those pasts. You got a past, I got a past, and it is good to recognise it. I have told my versions in a way I understood them when my mother used to tell these stories, when I was about five years old. At age seven school had weaned me from having time to listen to them, I now had time to do my homework, study and do extra-curricular activities. Eventually I had a television and a radio in my house competing with my time, and ultimately I had none left for these dear old folk stories. So it is prevalent whenever we get a chance to document these stories so as to pass on the valuable past of our people and heritages. There is absolute power in sharing stories. I did some story telling in Montreal in elementary schools during Black History month in 2002, and the response was amazing. Every student was excited as they listened. Hope you will enjoy this book, Watch out for Paivepo 2 .

Tatenda, Siyabonga, in 2 Zimbabwean languages, meaning Thank you.

**Diglossia and Language Contact** Lotfi Sayahi, 2014-04-24 This volume provides a detailed analysis of language contact in North Africa and explores the historical presence of the languages used in the region, including the different varieties of Arabic and Berber as well as European languages. Using a wide range of data sets, it provides a comprehensive analysis of the mechanisms of language contact under classical diglossia and societal bilingualism, examining multiple cases of oral and written code-switching. It also describes contact-induced lexical and structural change in such situations and discusses the possible appearance of new varieties within the context of diglossia. Examples from past diglossic situations are examined, including the situation in Muslim Spain and the Maltese Islands. An analysis of the current situation of Arabic vernaculars, not only in the Maghreb but also in other Arabic-speaking areas, is also presented. This book will appeal to anyone interested in language contact, the Arabic language, and North Africa.

**Refugee Learner Experiences. A Case Study of Zimbabwean Refugee Children** Lawrence Meda, 2017-06-27 This study is a presentation of Zimbabwean refugee learner experiences. Children escaped political persecution and economic problems which affected Zimbabwe in the year 2008. Many of these children were abused and witnessed traumatic experiences, their close relatives and neighbours being executed in cold blood. This study was guided by three critical questions: i) who are the Zimbabwean refugee learners? ii) what were Zimbabwean refugee learners’ migration experiences? and iii) what were Zimbabwean refugee learners’ school experiences? The study employed Bronfenbrenner’s Social Ecological Model as its overarching theoretical framework. Each stage of the refugee experience was described at each point in time.
Language in Zambia Sirarpi Ohannessian, Mubanga E. Kashoki, 2017-09-20

Originally published in 1978, this volume is divided into 3 parts. Part 1 presents an overview of the linguistic situation in Zambia: who speaks which languages, where they are spoken, what these languages are like. Special emphasis is given to the extensive survey of the languages of the Kafue basin, where extensive changes and relocations have taken place. Part 2 is on language use: patterns of competence and of extension for certain languages in urban settings, configurations of comprehension across language boundaries, how selected groups of multilinguals employ each of their languages and for what purposes, what languages are used in radio and television broadcasting and how decisions to use or not use a language are made. Part 3 involves language and formal education: what languages, Zambian and foreign, are used at various levels in the schools, which are taught, with what curricula, methods, how teachers are trained, how issues such as adult literacy are approached and with what success.

Shona Grammatical Constructions George Fortune, 1981

Cross-border Migration: Zimbabwe - South Africa Exodus Elvis A Masawi, 2017-01-14

The tribulations and terrors of the Zimbabwean diaspora seeking economic sanctuary in South Africa.

The Social and Political History of Southern Africa's Languages Tomasz Kamusella, Finex Ndhlovu, 2017-11-21

This book is the first to offer an interdisciplinary and comprehensive reference work on the often-marginalised languages of southern Africa. The authors analyse a range of different concepts and questions, including language and sociality, social and political history, multilingual government, and educational policies. In doing so, they present significant original research, ensuring that the work will remain a key reference point for the subject. This ambitious and wide-ranging edited collection will appeal to students and scholars of southern African languages, sociolinguistics, history and politics.

Zimbabwe's New Diaspora JoAnn McGregor, Ranka Primorac, 2010

Zimbabwe's crisis since 2000 has produced a dramatic global scattering of people. This volume investigates this enforced dispersal, and the processes shaping the emergence of a new diaspora of Zimbabweans abroad, focusing on the most important concentrations in South Africa and in Britain. Not only is this the first book on the diasporic connections created through Zimbabwe's multifaceted crisis, but it also offers an innovative combination of research on the political, economic, cultural and legal dimensions of movement across borders and survival thereafter with a discussion of shifting identities and cultural change. It highlights the ways in which new movements are connected to older flows, and how displacements across physical borders are intimately linked to the reworking of conceptual borders in both sending and receiving states. The book is essential reading for researchers/students in migration, diaspora and postcolonial literary studies.

My First Swahili Words with Anashe and Takudzwa Wadzanai Mabuto, 2020-11-15

Product Description Anashe and Takudzwa are siblings, originally from Zimbabwe and living in South Africa. They both speak English and want to learn all the African languages as they want to travel the continent one day and make friends. In this book, they are learning Swahili...
which is a language that is spoken in seven African countries: Kenya, Uganda, Tanzania, Rwanda, Burundi, Democratic Republic of Congo and South Sudan. They need to learn to communicate using simple, everyday words. Parents and caregivers can read along with Anashe and Takudzwa as they learn basic Ndebele words and their correct pronunciation. The book includes themes such as: My body, Animals Counting to ten Food Days of the week My Family Family is a very important aspect of the African culture and this book also covers how to address each member of the extended family from a child's perspective. Salutations AND MUCH MUCH MORE! This is a colourful and informative must-have first words book for any family that wants their little ones to get excited about learning African languages! About the Author Wadzanai Mabuto is a wife, mother and is often referred to as the Not So Typical Chartered Accountant as she spends much of her time innovating and creating new things. She grew up in Zimbabwe and moved to South Africa to pursue her tertiary education at the age of 18. Together with her husband, Tonderai, they have embarked an exciting journey of raising their three children: Anashe, Takudzwa and Tinaye. Wadzanai wrote and illustrated this book to help engage kids and parents alike with Swahili. Visit www.thegifted.co.za for more information

Robert Mugabe and the Betrayal of Zimbabwe Andrew Norman, 2015-04-22 Instead of leading his people to the “promised land,” Mugabe, the first prime minister of the newly-named Zimbabwe, has amassed a fortune for himself, his family and followers and has presided over the murder, torture and starvation of those who oppose him. This biography offers some explanations for Mugabe’s behavior. With the death of his wife in 1992, a moderating influence was lost, and as the years go by, he continues to show himself intolerant of any opposition as he proceeds toward the creation of a one-party state, even though evidence suggests that his country is in terminal decline.

Zimbabwe’s Cinematic Arts Katrina Daly Thompson, 2013 This timely book reflects on discourses of identity that pervade local talk and texts in Zimbabwe, a nation beset by political and economic crisis. As she explores questions of culture that play out in broadly accessible local and foreign film and television, Katrina Daly Thompson shows how viewers interpret these media and how they impact everyday life, language use, and thinking about community. She offers a unique understanding of how media reflect and contribute to Zimbabwean culture, language, and ethnicity.

Language Conflict and Language Rights William D. Davies, Stanley Dubinsky, 2018-08-09 As the colonial hegemony of empire fades around the world, the role of language in ethnic conflict has become increasingly topical, as have issues concerning the right of speakers to choose and use their preferred language(s). Such rights are often asserted and defended in response to their being violated. The importance of understanding these events and issues, and their relationship to individual, ethnic, and national identity, is central to research and debate in a range of fields outside of, as well as within, linguistics. This book provides a clearly written introduction for linguists and non-specialists alike, presenting basic facts about the role of language in the formation of identity and the preservation of culture. It articulates and explores categories
of conflict and language rights abuses through detailed presentation of illustrative case studies, and distills from these key cross-linguistic and cross-cultural generalizations.

**Language Planning in Africa** Nkonko Kamwangamalu, Richard B. Baldauf Jr., Robert B. Kaplan, 2016-04-08 This volume focuses on language planning in the Cameroon, Sudan and Zimbabwe, explaining the linguistic diversity, historical and political contexts, current language situation (including language-in-education planning), the role of the media, the role of religion and the roles of non-indigenous languages. The authors are indigenous to the situations described, and draw on their experience and extensive fieldwork there. The extended case studies contained in this volume draw together the literature on each of the polities to present an overview of the existing research available, while also providing new research-based information. The purpose of this volume is to provide an up-to-date overview of the language situation in each polity based on a series of key questions, in the hope that this might facilitate the development of a richer theory to guide language policy and planning in other polities where similar issues may arise. This book comprises case studies originally published in the journal *Current Issues in Language Planning*.

Delve into the emotional tapestry woven by Emotional Journey with in Experience **What Language Do They Speak In Zimbabwe**. This ebook, available for download in a PDF format (PDF Size: *), is more than just words on a page; it is a journey of connection and profound emotion. Immerse yourself in narratives that tug at your heartstrings. Download now to experience the pulse of each page and let your emotions run wild.

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