What Language Do They Speak In Zimbabwe

Munyaradzi Mawere, R. Mubaya

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.

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--

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

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 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.

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.

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.

Tracing recent bouts of globalised Mugabephobia to Robert Mugabes refusal to be neoimperially
penetrated, this book juxtaposes economic liberalisation with the mounting liberalisation of African orifices. Reading land repossession and economic structural adjustment programmes together with what they call neoimperial structural adjustment of African orifices, the authors argue that there has been liberalisation of African orifices in a context where Africans are ironically prevented from repossessing their material resources. Juxtaposing recent bouts of Mugabephobia with discourses on homophobia, the book asks why empire prefers liberalising African orifices rather than attending to African demands for restitution, restoration and reparations. Noting that empire opposes African sovereignty, autonomy, and centralisation of power while paradoxically promoting transnational corporations centralisation of power over African economies, the book challenges contemporary discourses about shared sovereignty, distributed governance, heterarchy, heteronomy and onticology. Arguing that colonialists similarly denied Africans of their human essence, the tome problematises queer sexualities, homosexuality, ecosexuality, cybersexuality and humanoid robotic sexuality all of which complicate supposedly fundamental distinctions between human beings and animals and machines. Provocatively questioning queer sexuality and liberalised orifices that serve to divert African attention from the more serious unfinished business of repossessing material resources, the book insightfully compares Robert Gabriel Mugabe, Thomas Sankara and Julius Kambarage Nyerere who emphasised the imperatives of African autonomy, ownership, control and sovereignty over natural resources. Observing Africans interest in repossessing ownership and control over their resources, the book wonders why so much, queer, international attention is focused on foisting queer sexuality while downplaying more burning issues of resource repossession, human dignity, equality and equity craved by Africans for whom life is not confined to sexuality. With insights for scholars in sociology, development studies, law, politics, African studies, anthropology, transformation, decolonisation and decoloniality, the book argues that liberal democracy is a faade in a world that is actually ruled through criminocracy.

**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.
Eunice Mutemeri, 2020-05-07

Once Upon A Time 1

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 it's 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.

**Zimbabwe’s Exodus** Jonathan Crush, Daniel S. Tevera, 2010

*Zimbabwe’s Exodus: Crisis, Migration, Survival* is written by leading migration scholars, many from the Zimbabwean diaspora. The book explores the relationship between Zimbabwe's economic and political crisis and migration as a survival strategy.

**Ethnicity in Zimbabwe** Enocent Msindo, 2012

*A comparative study of identity shifts in two large ethnic groups in Matabeleland, Zimbabwe.* *Ethnicity in Zimbabwe: Transformations in Kalanga and Ndebele Societies, 1860-1990* is a comparative study of identity shifts in two large ethnic groups in Matabeleland, Zimbabwe. The study begins in 1860, a year after the establishment of the Inyati mission station in the Ndebele Kingdom, and ends in the postcolonial period. Author Enocent Msindo asserts that despite what many social historians have argued—the creation of ethnic identity in Matabeleland was not solely the result of colonial rule and the new colonial African elites, but that African ethnic consciousness existed prior to this time, formed and shaped by ordinary members of these ethnic groups. During this period, the interaction of the Kalanga and Ndebele fed the development of complex ethnic, regional, cultural, and subnationalist identities. By examining the complexities of identities in this region, Msindo uncovers hidden, alternative, and unofficial histories; contested claims to land and civic authority; the politics of language; the struggles of communities defined as underdogs; and the different ways by which the dominant Ndebele have dealt with their regional others, the Kalanga. The book ultimately demonstrates the ways in which debates around ethnicity and other identities in Zimbabwe—and in Matabeleland in particular—relate to wider issues in both rural and urban Zimbabwe past and present. Enocent Msindo is Senior Lecturer in History at Rhodes University, Grahamstown, South Africa.

**Zimbabwe’s New Diaspora** JoAnn McGregor, Ranka Primorac, 2010-06-01

*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 Book of Shona and Ndebele Words** Yeve C. Sibanda, 2021-05-04

*Little learners will read essential first words in*
Shona and Ndebele, the two main native languages of Zimbabwe. Colorful illustrations are paired with simple first words for readers of all ages to learn.

**Camfranglais: The Making of a New Language in Cameroonian Literature** Wuteh Vakunta, 2014-07-17 This study raises awareness to the emergence of a new genre in world literature—hybridized literature. It rejects the assumption according to which literatures written in less commonly taught languages should be subsumed into one universally accessible global idiom. Instead, Vakunta challenges literary scholars and readers of literature to regard untranslatability as the key to cross-cultural engagement. The books multiple approaches and innumerable sources generate complex interdisciplinary connections and provide an excellent introduction to a complex literary phenomenon alien to literati resident outside the officially bilingual multicultural and multilingual Republic of Cameroon.

**Non-Migration Amidst Zimbabwe’s Economic Meltdown** Rose Jaji, 2023-02-13 This book addresses the paradox of non-migration in the context of a protracted economic unrest. Rose Jaji discusses how individual subjectivities mediate macroeconomic factors in Zimbabwe and critiques simplistic explanations of non-migration, paying particular attention the complexities and contradictions involved in the decision not to migrate.

**Language, Vernacular Discourse and Nationalisms** Finex Ndhlovu, 2018-03-15 This book examines the linguistic and discursive elements of social and economic policies and national political leader statements to read new meanings into debates on border protection, national sovereignty, immigration, economic indigenisation, land reform and black economic empowerment. It adds a fresh angle to the debate on nationalisms and transnationalism by pushing forward a more applied agenda to establish a clear and empirically-based illustration of the contradictions in current policy frameworks around the world and the debates they invite. The author’s novel vernacular discourse approach contributes new points of method and interpretation that will advance scholarly conversations on nationalisms, transnationalism and other forms of identity imaginings in a transient world.

**Languages and Language Planning in Zimbabwe** Sinfree Makoni, 2020-10-10 This fourth volume of Sinfree Makoni’s selected papers focuses on language planning and policy, language in education, linguistic ideologies, missionary linguistics in Zimbabwe and the relations among the national, indigenous and minority languages of Zimbabwe (especially English, Shona and Tonga). Includes papers written in collaboration with Janina Brutt-Griffler, Busi Makoni, Pedzisai Mashiri, Nicholus Nyika, Charles Pfukwa and Barbara Truddell.

**African Cultures, Memory and Space** Munyaradzi Mawere, R. Mubaya, 2014-07-17 African Cultures, Memory and Space is an impeccable volume that powerfully grapples with a gamut of cultural heritage issues, challenges and problems from a vista of inter- and multi-disciplinary approach. The book, which is designed as a foundational text to the study of culture in ever-changing environments, makes an important argument that the dynamism of culture in highly globalised societies such
as that of Zimbabwe can be studied from any perspective, but most importantly through careful examination of cultural elements such as memory, oral history and space, among others. While the book makes special reference to Zimbabwe, it profoundly and audaciously dissect and cut across different geographical and cultural spaces through its penetrating interrogation and scrutiny of different issues commonplace in many African contexts and even beyond. The book, written by scholars from different backgrounds and orientations, should appeal to scholars, researchers and students from various disciplines which include but not limited to Cultural Heritage Studies, Policy Studies, Social-Cultural Anthropology, Sociology, Development Studies and African Studies.

**Multilingualism and Education in Africa** Ruth W. Ndung’u, Martin C. Njoroge, Daniel O. Orwenjo, 2014-10-16 This book is a must-read for every language teaching professional and researcher working in a multilingual context. Multilingualism and Education in Africa: The State of the State of the Art is an up-to-date exploration and wide-ranging review of the symbiotic relationship between multilingualism and education in Africa. The African continent is rich in languages. Most of her inhabitants are multilingual and many of the nations have embraced multilingual education. This book examines multilingualism in education from three broad perspectives: multilingualism and language in education policy in Africa; multilingualism as an educational resource in Africa; and attitudes and challenges of multilingualism and education in Africa. The book’s nineteen chapters discuss these three perspectives from East, West, Central and South Africa. All the contributors are leading authorities in multilingualism and education. The chapters combine a wide range of viewpoints based on theoretical, empirical and personal experiences. The reader is left with a deeper understanding of the unique features of multilingualism and education in Africa that have seldom been addressed by those who experience them first-hand. The book demonstrates successful practices in multilingualism and education; showing how African nations have determined what works for them without ignoring challenges such as policies on paper, attitudes towards African languages and limited resources. The benefits of multilingual education override the challenges. The book’s extensive coverage makes it an important resource for scholars and policy makers in the field of multilingualism and education. Overall, this book represents an important contribution to an important subject in education globally. The editors have provided an introductory overview to the book and commentaries on the three sections.

**Crafting Identity in Zimbabwe and Mozambique** Elizabeth MacGonagle, 2007 Crosses conventional theoretical, temporal, and geographical boundaries to show how the Ndau of southeast Africa actively shaped their own identity over a four-hundred-year period.

**International Encyclopedia of Linguistics** William Frawley, 2003-05 This updated edition contains over 900 articles, which provide a detailed overview of theory and research in all branches of linguistics. Every known language is covered and each article is followed by a detailed bibliography.
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**Table of Contents What Language Do They Speak In Zimbabwe**

1. Understanding the eBook What Language Do They Speak In Zimbabwe
   ○ The Rise of Digital Reading
   ○ Advantages of eBooks Over Traditional Books
2. Identifying What Language Do They Speak In Zimbabwe
3. Choosing the Right eBook Platform
   ○ Popular eBook Platforms
   ○ Features to Look for in an eBook
   ○ User-Friendly Interface
4. Exploring eBook Recommendations from What Language Do They Speak In Zimbabwe
   ○ Exploring Different Genres
   ○ Considering Fiction vs. Non-Fiction
   ○ Determining Your Reading Goals
5. Accessing What Language Do They Speak In Zimbabwe Free and Paid eBooks
   ○ Personalized Recommendations
   ○ What Language Do They Speak In Zimbabwe User Reviews and Ratings
   ○ What Language Do They Speak In Zimbabwe and Bestseller Lists
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dares to defy fate like many girls her
age in india thirteen year old koly faces
her arranged marriage
homeless bird a national book
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about the country before she wrote the
book her idea of the book came from a
stor
sunak refuses to repeat braverman
s lifestyle choice - Sep 21 2021
suella braverman says rough sleeping is
lifestyle choice - Oct 23 2021
web homeless bird by gloria whelan
2000 harpercollinspublishers edition in
english 1st ed
homeless bird wikipedia - Aug 13
2023
web the national book award winning
novel about one remarkable young
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