

**IYUNIVESITHI YASEKAPA
IZIKO LEZIFUNDO NGOKUSETYENZISWA KOLWIMI
NOKUTYHILELA ABAFUNDI NGOKUBHALIWEYO NEZINYE
IINKONZO eAFRIKA (CALLSSA)
ICANDELO LEZEMFUNDO**

**ULWAKHIWO LWAMAGAMA ENZA INGQIQO: AMAGAMA ENZA
INGQIQO NOLWIMI EKUFUNDENI/EKUFUNDISENI IZIFUNDO
ZEZIBALO.**

**Inkcazelo ebhalwe ngokubanzi enikezelwe yayimfezekiso
nenxalenye yemfezekiso zeemfuno zesidanga iMaster yeFilosofi
kugxininiswe Kwizifundo zokuSetyenziswa koLwimi.**

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Umhla: 2006

ABSTRACT

This research investigates the formation of mathematics concepts and use of existing ones (concepts) in isiXhosa in grade 7. The investigation intends to suggest the possibility of using isiXhosa as a language of learning and teaching mathematics in classes where isiXhosa is a dominant language. Through this investigation concepts that are likely to present teaching and learning difficulties have been identified. After identification of concepts, equivalents are provided, by working from the contextual meaning of the concept in English and then coining an equivalent in isiXhosa. For existing concepts whose equivalents are contained in dictionaries, whether used or not by mathematics teachers, a critical review of the meaning has been conducted to see whether that could be used in a mathematics context. Reasons have been that, most existing equivalents are a result of translation leaving the equivalent vulnerable to many different meanings in isiXhosa.

ISIBHENGEZO

Ndibhengeza ukuba olu phando ngumsebenzi wam ndedwa.
Awungeniswanga kwelinye iziko lemfundo.

Somikazi Deyi

.....

IMIBULELO

Ndithanda ukwenza umbulelo ongazenzisiyo kwabo benze olu phando lwaba yimpumelelo. Okokuqala ndithanda ukubulela uNjingalwazi D. Young Weziko Lezifundo Ngokusetyenziswa Kolwimi Nokutyhilela Abafundi Ngokubhaliweyo Nezinye Iinkonzo e-Afrika (CALLSSA) ngenkxaso engathethekiyo ngokuthi akholelwe ukuba ndingomnye wabafundi abanako ukumelana nophando olulolu hlobo. Inkxaso ibe yengathethekiyo ngokwenza kube lula ukwenza intlawulo, nanjengoko iinkonzo zokwenza olu phando luphume kwakweli ziko. Ndithi nangamso wenjenjalo nakwabanye.

- Elinye ilizwi lombulelo liya kuNjingalwazi S. Gxilishe othe ngethuba ndithatha isigqibo sokwaphula ingcinga engumqobo ethi, iilwimi zethu thina maAfrika amnyama asizolwimi ziphuhliselwe ukubhala nokunika ingxelo elolu hlobo, waba ngomnye wabantu endaya kubo ndiyokumcela ukuba abe ngumphicothi nomncedi ekwenzeni lo msebenzi ukuba uphumelele. Akazange awubone njengovavanyo nomceli mngeni koko wawuthakazelela endikhuthaza. Waluthathela kuye uxanduva lokundinqwanqwada andibonise indlela emandiyithathe nokuthi umsebenzi uhambe ngokungenasiphene nakhwiniba. Ndithi maz'enethole! Nangamso makube njalo nakwabezayo abaza kuthatha eli nyathelo.
- Inagba ndenz aimposiso enkulu xa ndinokungamkhankanyi uDr, N. Tisani othe wandinika inkxaso nenkuthazo enkulu kolu phando. Makwande Zotsho!
- Ndingaba ndenza imposiso xa ndingenakumkhankanya uGqirha Kapp, R., Bangeni, A. Gqirha Mbatha. T, uThesen. L, Davids. H, Mwephu. D, vd. Vlugt. J nabanye abathe banegalelo ekwenzeni

ukuba olu phando luphumelele. Ngaphandle kwabo belungenakuphumelela olu phando. Bekuthi ndakuphelelwa kukucinga babe nguvimba nesisele, ngokwahlukana kwemisebenzi yabo. Khulani nande!

- Kwiintombi zam u-Asanda noAsisipho, yeyenu le!
- Umama wam iQwathikazi elihle umbulelo ongazenzisiyo ngenkxaso yakho.
- Omnye umbulelo ongazenzisiyo uya kumhlobo wam uPhaphile Celesi ngokusoloko ekho ukuhlela lo msebenzi. Ndiyabulela.
- Owokugqibela uya kuloshana Mawila endisebenza naye ngegalelo lakhe. Enkosi!

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ULUHLU LWAMAGAMA ASETYENZISIWEYO

Amagama enza ingqiqo – concepts

Izifundo zezibalo – mathematics

Uqwalaselo – observation

Isiseko – the basis

-Sekwa phezu – based on

Inkxalabo – concern

Ulwimi lwenkobe – mother tongue

Ukuqonda ngokupheleleyo- to understand fully

Umgangatho wokuqonda – the level of understanding

Uhlaziyo - revision

Ngokuvamileyo – oftenly

Ngomlomo –orally

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Icebo/iqhinga – strategy

Amaphepha akotshiweyo – photocopied papers

Amaphephambuzo - questionnaires

Ukuphuhlisa – develop/affirm/promote

Iindlela zokuqhuba uphando – methods

Inkqubo yophando – research process

Uhlobo lophando – the kind/type of research

Uphando lohlobo – qualitative research

Amagama angqale kwisifundo– subject specific concepts

Ulwazi oluqokelelweyo – data/information gathered

Iinkcukacha – details

Engenamgqalisela/engangqalanga - not specific

Embindini-central

Indima –role

Udliwanondlebe – interview

Iindlela ekufundiswa ngayo – methodology

x

Ukuxoxa – to argue

Isigama –terminology/vocabulary

Amagama – words

Ulwazi olupheleleyo –full knowledge

Inzululwazi yokufundisa – classroom pedagogy

Inzululwazi yokufunda - academic

Imiphumela – outcomes

Iindlela zokufunda –learning methods

IS AHLUKO SOKUQALA

1. INTSHAYELELO

1.1. Imbulambethe namagqabantshintshi ophando

IsiXhosa sidlala indima enkulu yaye singundoqo kwimfundo yamabanga aphantsi kwizikolo ezaziphantsi kweSebe lezeMfundo noQeqesho eNtshona Koloni (DET). Oko kufunyaniswe luphando olwenziwe ngonyaka ka2001 yiJoint Education Trust, olusekelwe kumzamo wokuphuhlisa umgangatho wezifundo zezibalo, Gaum A (Cape Argus. 2003:19). Olu phando lubhentsisa ukungathathwa kwezifundo zezibalo (ngabafundi) kuluhlu lwezifundo ezikhethwa ngabafundi abafunda kwizikolo ebezifudula zisaziwa ngeleDET nebezisaziwa ngeleHOR (Indlu eMele abeBala), ngexesha lobhaliso ezikolweni.

Umbindi wolu phando ulele kwimvakalelo nexhala elibangwa ziziphumo zabafundi ezibi, kwizifundo zezibalo eNtshona Koloni (TIMMS). Loo nto idale ukuba kushukume abaziziphatha mandla kwezemfundo, abaphandi amangoomakhwekhwetha nabantu abanomdla wezifundo ngeelwimi (kuza kuthethwa ngabo ethubeni, kwizahluko ezilandela esi) ukuba benze imigudu nentshukumo yokuzama ukufumana ukuba unobangela wale ngxaki uvelaphi. Nolu phando lujolise ukuphosa esivivaneni esikukuzama ukuqwalasela lo mba.

Olu phando lunika ingqwalasela yendima edlalwa lulwimi njengendlela yokuqinisekisa ukukhuphela ulwazi nokuqondwa ngokupheleleyo kwezifundo zezibalo ngabafundi. UYoung noAbrahams (2002) baxoxa bathi amagama enza ingqiqo nolwimi zidala umceli mngeni yaye zingumqobo ekuqondweni nasekwaziweni ngokupheleleyo ngabafundi, nokuxubusha iindlela ezisetyenziswayo ekufundeni izifundo zezibalo

ngenxa yokuba zibhalwe ngolwimi olulumbi, ulwimi lwesiNgesi, ingakumbi iincwadi.

Olu phando luqwalasele ukwakha nokusebenzisa amagama enza ingqiqo akhoyo ukukhuphela ulwazi olupheleleyo nentsingiselo epheleleyo nanjengoko amagama la ekulwimi olulumbi, isiNgesi ukutsho. Embindini woku, kulele ukungacaciswa ngokupheleleyo kwamagama akha ingqiqo, ngootitshala naziincwadi eziqulethe ezi zifundo. Ukungabikho kwengcaciso epheleleyo kuzalwa kukungabikho kwamagama enza ingqiqo ezifundo zezibalo kwisiXhosa, antsingiselo ingqalileyo; nalawo akhoyo awasetyenziswa ngokuvamileyo ngootitshala. Enye intsusa, ngumda ophakathi kolwimi olusetyenziswayo kumagumbi okufundela nolwimi olusetyenziswa ekufundiseni nasekufundeni izifundo zezibalo.

Ootitshala basebenzisa isiXhosa ukukhuphela ulwazi kubafundi nasekwenzeni lula ukuqonda kumagumbi okufunda. Iincwadi ezisetyenziswayo zibhalwe ngolwimi lwesiNgesi kodwa ngenxa yokuba ootitshala bayayazi ingxaki yokuqondwa kakuhle kolwimi lwesiNgesi ngabafundi, basebenzise isiXhosa ukucacisa nokufundisa amagama enza ingqiqo. Kwizikolo ezininzi zamabanga aphantsi isiXhosa lolona lwimi lusetyenziswayo xa kufundiswa yaye isiXhosa sakhelwe ekufundisweni kwezifundo ngokubanzi. Ukuxuba isiXhosa nolwimi lwesiNgesi xa kufundiswa kuvamile kootitshala.

Abafundi bajongene nomceli mngeni apho imizekelo yezifundo zezibalo icaciswe ngesiXhosa ukanti izixhobo zokufundisa ukuqinisekisa ukuba imfundo iyaqhubeka, zibhalwe ngolwimi olulumbi kubafundi. Izixhobo zokufundisa ekuthethwa ngazo, iincwadi, iimviwo, uvavanyo, imibuzo evavanya ulwazi nekharityulam okanye umqulu wekharityulam esikolweni kwisifundo ngasinye. Nangona ulwimi lokufundisa isisiXhosa, abafundi kulindeleke ukuba basombulule iingxaki zezifundo zezibalo ngolwimi olulumbi, ulwimi lwesiNgesi, bavavanywa babhale iimviwo ngolwimi olo njengoko sekukhankanyiwe ngentla.

Kumzamo wokuphicotha lo mba, uMphathiswa weMfundo eNtshona Koloni, uqulunqe akubiza ngokuthi “licebo lesimo sonxunguphalo” (Gaum, A. 2003), ukuphuhlisa oko akubiza ngomgangatho ophantsi kakhulu wemfundo yezifundo zezibalo kweli phondo. Isicwangciso sakhe sijolise ekutsaleni abafundi abamvelaphi yabo izizikolo ezazisakwaziwa njengeDET kunye neHOR, apho iziphumo zibonisa ukuba yaba ngama-28 abafundi abaphumelela izifundo zezibalo kumgangatho ophezulu logama ingama-47, 5% eyaphumelelayo jikelele. Isicwangciso esi sijolise ukugqala kwezi zikolo ngenxa yokuhla kwamanani abafundi ababhalisela izifundo zezibalo. Eli cebo liquke ukuqeqesha kwakhona ootitshala nokufakwa kweSimemezelo seKharityhulam kaZwelonke yeZifundo zeZibalo.

1.2. Intsusa

Abantwana abaninzi kwizikolo zaseMzantsi Afrika abafundi ukufunda nokubhala ngokugqibeleleyo ngolwimi lwabo lwenkobe, kwanjalo abafundi ngokupheleleyo kulwimi olulumbi njengoko kunjalo xa kujongwa ukusetyenziswa kolwimi lwesiXhosa nolwimi lwesiNgesi eNtshona Koloni (Bloch, 2002). Lo mba wenziwa banzi kukungabikho konxibelelwano phakathi kolwimi lwenkobe nolwimi olulumbi ekusetyenzisweni xa kufundiswa ezi zizifundo. Inkqubo yezeMfundo eMzantsi Afrika yakhiwe kukungaphumeleli kakuhle kwabafundi bamabanga aphantsi naphezulu ngenxa yokuba ulwimi lwenkobe alusetyenziswa njengolwimi lokufundisa (Pretorius, 2002).

Unobangela oyintsusa wolu phando ibikukufuna ukuqonda ukuba ingaba kubakho umahluko xa abafundi bebhala umxholo omnye wezifundo zezibalo ngeelwimi ezimbini ezahlukileyo, isiXhosa nolwimi lwesiNgesi. Amagama enza ingqiqo okulwimi lwesiNgesi logama ulwimi lokufundisa nokucacisa izifundo isisiXhosa nelokwabelana ngezimvo.

Abafundi ababhale ngezi lwimi basincede ngokusazisa iziphumo zokuba ngundoqo nokubaluleka kolwimi lwenkobe namagama enza ingqiqo

ekufundeni nasekufundiseni izifundo zezibalo ngokuthi kuhlalwe kumagumbi okufundela, kuqwalaselwa indlela abafunda nabafundiswa ngayo, ngodliwano ndlebe neempendulo zemibuzo ezibhaliweyo.

Undoqo wolu phando yinkxalabo yokufundisa izifundo zezibalo ngesiXhosa kusetyenziswa izixhobo (iincwadi zokufunda nekharityhulam) ezibhalwe ngesiNgesi. Oku kuqwalaselwa kumagumbi okufundela apho isiXhosa ilolona lwimi lusetyenziswayo. Abafundi bafundiswa ngaphandle kweencwadi zokufunda (ngomlomo) ze mva banikwe amaphepha afotiweyo baphendule imibuzo ebhalwe ngesiNgesi ukuqonda umgangatho wokuqonda kwabo.

Ngosuku olulandelayo, njengendlela yokubethelela umsebenzi lowo obe wenziwe, baphindela kuwo bawenze njengomsebenzi waseklasini ngokuthi baphendule imibuzo elula bekhunjuzwa ngobe sekwenziwe ngolwimi lwesiNgesi kuguqulelwe esiXhoseni xa bekhangeleka ngathi abaqondi. Abafundi baphendula ngegama elinye okanye ngesiqwana-qwana sempendulo ngolwimi lwesiNgesi.

Olu phando luyenza ingxaki into yokuba ulwimi lwenkobe lwabafundi lusetyenziswe kwintetho eqhubekayo (njengolwimi lomlomo) kodwa ulwimi lwesiNgesi lusetyenziselwe ukubhala. Umsebenzi owenziwa njengomzekelo ngutitshala esebenzisa ulwimi lwabafundi lwenkobe alukhathalelwa okanye lubonakala luyinkcitha xesha xa kufikwa ekulusebenziseni kwizifundo zezibalo. Oku kubonakala ngokuthi alusetyenziswa kwiimviwo neemvavanyo. Kusetyenziswa ulwimi lwesiNgesi. Oku kubonakalisa ukuba negunya kolwimi lwesiNgesi kunesiXhosa.

Iziphumo zokubhalwe ngabafundi zibonisa ukuba phantsi komgangatho wokuqonda kokusetyenziswa kolwimi lwesiNgesi kuba abafundi baphendula imibuzo emifutshane, (umzekelo, “yinyani - asiyonyani”) banike iimpendulo ezimfutshane. Ulwimi lwesiNgesi kwiklasi yezifundo zezibalo ilulwimi:

- (i) lweencwadi namaphepha omsebenzi
- (ii) lomsebenzi wonke obhalwayo ngabafundi nootitshala,
- (iii) lwemviwo neemvavanyo,
- (iv) amagama enza ingqiqo afundiswe ngomlomo nokuphatha iklasi. Oko kukuthi imithetho ebhaliweyo yaseklasini netshati yodonga ekubhalwe kuyo ixesha lesifundo ngasinye.

1.3. Injongo zophando

Injongo zolu phando kukuqwalasela ukufundiswa kwezifundo zezibalo kwiGreyidi yesi-7, ingakumbi, ngokuphathelene nolwimi olusetyenziswayo njengolwimi lokufundisa. Umbuzo ovelayo ngothi:

Acaciswa njani amagama enza ingqiqo ngutitshala, ukunika intsingiselo nokuqonda okupheleleyo nokufunda kwabafundi (mayelana nemithombo abafumana kuyo uncedo)? Injongo kukuqwalasela ukuba abafundi baqonda ngokupheleleyo xa besebenzisa la magama enza ingqiqo kwimisebenzi yezifundo zezibalo.

1.4. Umbuzo wophando

Ingaba abafundi abakwiGreyidi yesi-7 baziqonda ngokupheleleyo na izifundo zezibalo xa amagama enza ingqiqo afundiswa okanye afundwa ngesiXhosa?

Macebo mani okanye ndlela zini ezisetyenziswayo ngootitshala ekufundiseni amagama enza ingqiqo kwizifundo zezibalo nanjengoko isiXhosa ilolona lwimi lusetyenziswayo ukufundisa nokwabelana ngoluvo ezifundweni?

1.5. Inginga ekusekelwe kuyo uphando

Olu phando lwakhelwe phezu kwengcingane kaSetati nabanye (2002) apho baphanda iinzima ezimelene nabafundi ekusebenziseni amagama enza ingqiqo, "Izifundo zezibalo nezenzulwazi ziquka amagama angqalileyo nolwimi olungqalileyo ngokomxholo, yaye loo nto ikhuthaza ootitshala ukuba

basebenzise ulwimi lwezifundo zezibalo, nobuncinane bolwimi lwesiNgesi kwiiklasi zabo (Setati et al 2000)

1.6. Uphengululo lweencwadi

Oku kulandelayo zizimvo eziphakanyiswe ngokufutshane kwiincwadi ezihambelana noluvo oluthi njengakwizifundo zonke, kubalulekile ukuphehlelela ukwaziwa kolwimi lwenkobe ngokunzulu ngaphambi kokuba abafundi bafundiswe ngolwimi olulumbi. Oku kubhalwe ngabaphandi abaninzi ekubandakanyeka kubo uMangena. M, (2002), uGxilise. S (2001) kunye nabanye. Abaphandi abanjengoVygotsky (1962) bagxininisa ukubaluleka kokuqinisekisa ukuba abantwana xa beqalisa ukufunda kumele ulwazi lwabo lwamagama enza ingqiqo lomelezwe kulwimi lwenkobe ngaphambi kokuba kusetyenziswe okanye kufundiswe olunye ulwimi olungelulo olwenkobe. (Vygotsky 1962).

Unxibelelwano lolwimi lwenkobe nezifundo zezibalo lunciphisa amathuba okusebenzisa amagama enza ingqiqo ngokuphangaleleyo. Oku kucaciswa nguPimm D (1987:50) obhala ngalo mbandela ejolise kubudlelwane bezifundo zezibalo kunye nolwimi. Uthi ulwimi lwezifundo zezibalo lusetyenziswa njengolwimi lwezikweko. Uqhuba athi ukuqonda amagama asetyenziswayo kwizifundo zezibalo nokwakha igama elenza ingqiqo yezifundo zezibalo kumele kusekelwe kulwimi. Uqhuba akhankanye ukuba akulunganga kwaphela ukujonga ulwimi nezifundo zezibalo njengezinto ezimbini ezahlukeneyo. Kumele sijonge ukuba ulwimi lusetyenziswa njani njengendlela yokuzama ukudlulisa izimvo zezifundo zezibalo nengcinga ngazo (Chapman 1987: 50).

Ezamana nombandela weziphumo ezibi kwizifundo zezibalo uReynolds (1996: 52) uthi kukho umyinge omkhulu wokuqhuba kakubi kwabafundi obalelwa kukungazi ngokubanzi kootitshala, izifundo zezibalo (OFSTED, 1998; NFER, 1996). Uphando lukaMiller noBaker (2001: 40), lufumanise ukuba izimemezelo zokuba ukuqhuba kakuhle okanye kakubi kwabafundi kwayanyaniswa nokungazi banzi kootitshala, ngezi zifundo ezenziwa

nguReynolds, ziyinyani. Ngokweziphumo zabo ulwimi lwesiNgesi eklasini lwalungasetyenziswa ngokupheleleyo ekufundiseni, kwakusetyenziswa ulwimi lwezifundo zezibalo olungqalileyo. Ootitshala babengenamithombo yolwimi ukufumana indlela yokucacisa amagama enza ingqiqo.

Oku kungabi namthombo wolwimi owomeleza ulwazi lolwimi lwenkobe lomfundi notitshala kwenza kungabi lula ukubhala nokucacisa ngokupheleleyo oko abafundi baqonde ukuthetha. Lo mba obalulekileyo uphakanyiswe kuSchoenfeld (1985) apho athi, nangona abafundi benolwazi, ukungaqondi ukuba balusebenzise njani olo lwazi nokutolika ngokungagqibelelanga igama elithile okanye okutshiwo kumbuzo, kungathintela abafundi ukuchaza nokucacisa ngokupheleleyo oko bafuna ukukucacisa (Schoenfeld 1985). Loo nto idala ukuba kungabikho lulwimi lufundwa ngokugqibeleleyo ngabafundi yaye ibanika ubunzima ekuqondeni umsebenzi wabo kwizifundo zezibalo.

Le ngxaki bajongene nayo kubhalwe banzi ngayo nguVygotsky (1962) apho athi amagama enza ingqiqo akhiwa ngendlela engacwangcisekanga, aphuhliswe ekwabelaneni ngezimvo imihla ngemihla, yaye aqulathe iintsingiselo ezithathwe kubomi bokukhula komntwana. Uqhuba athi uVygotsky (1978) abantwana bafika esikolweni benolwazi oluthile lwamagama enza ingqiqo kulwimi lwenkobe. Into elindelekileyo, kukuba imfundo abaza kuyifumana ivale umsantsa ophakathi kolwimi abasuka nalo ekhaya kunye nolwimi abalusebenzisa kwizifundo zabo (1978).

Oku kuphindwe kwacaciswa ziziphumo zophando oluqhutywe nguSetati namahlakani akhe (2002) apho bafumanisa ukuba, kwiiklasi ezineelwimi ezimbini okanye ngaphezulu, ukusuka kulwimi olusetyenziswa ekuthetheni (intetha) kwenziwa nzima kukuba ulwimi olusetyenziswa ngabafundi (ukuthetha) lusenokuba kulwimi olungelulo olokufunda okanye lokufundisa.

Umbono kaVygotsky uphuhliswe kuBrady C (1970) apho abhala athi umfundi xa efika kwisikolo samabanga emfundo ephakamileyo usenokuba

akanalo ulwazi lokuqikelela umyinge “wamanzi” okanye abenofifi lwezi zinto zincinci, ..., Amagama enza ingqiqo angaphuhliswa ngantlanye abenonxulumano olusondeleyo ekusetyenzisweni, kodwa loo nto ayithethi kuthi asenokusetyenziswa ngokukhutshelwa kwindawo yokufunda entsha (ngokokusetyenziswa kolwimi). Nto leyo ithetha ukuba kusekho umda phakathi kolwimi olusetyenziswa ekhaya nasekudlaleni nolwimi olusetyenziswa kwizifundo zezibalo. Loo nto ithi kumele kugxininiswe ekuphuhliseni ulwimi olusetyenziswa imihla yonke lulungele ukufunda okanye ukufundisa (izifundo) kwiinkalo zonke zesikolo.

Oku kutshiwo ngentla apha kuya kunceda ukuba abafundi bakwazi ukumelana namagama enza ingqiqo nolwimi olusetyenziswa kwizifundo zezibalo. UZevenbergen (2002: 205) uvumelana noBrady (1970) ngokuthi izifundo zezibalo zinesigama esithile ezimiselwe sona. Sigama eso kufuneka abafundi basazi ngokupheleleyo ukuze bakwazi ukuba babengabafundi benene nabagqwesayo kwizifundo zezibalo. Uqhubeka athi amagama asetyenziswa kwizifundo zezibalo ambaxa kubafundi njengoko bengenantsingiselo yimbi xa esetyenziswa ngaphandle kwesikolo ngokuphikisanayo nomxholo wezifundo zezibalo (Boaler 2002: 205).

NgokukaZevenbergen (2002:205) ukufunda izifundo zezibalo, inxalenye yako, kukufunda unxibelelwano phakathi kwamagama, namagama enza ingqiqo kumxholo wezifundo zezibalo. Uthi kukho amagama athile kumxholo wezifundo zezibalo athetha izinto ezahlukileyo nezingaphandle kwekharithulam (Boaler 2005:205).

Okuthethwa nguOrton (1992) ngalo mba wesigama uphakanyiswa nguZevenbergen (2002) othi, ukufunda iincwadi zezifundo zezibalo kubalulekile ukwenzela ukuba ubani akufumane kulula ukufunda imifanekiso (yezifundo zezibalo) ethi ibe yinxalenye yomxholo wencwadi. Kulo mba, uCurtis noMiller (1998: 62) baqokela ngokuthi, ulwimi ludlala indima ebalulekileyo ekwazini komntwana ukwakha intsingiselo; ngoko ke ukwakha amagama enza ingqiqo azizicatshulwa zobunzululwazi

kuxhomekeka ekukwazini komntwana ukusebenzisa ulwimi ukuqwalasela ezakhe iindlela anazo zokusebenzisa iilwimi kwizifundo zabo (Clarke 1991:5).

Kuba nzima ukuba umntwana asebenzise ulwimi ngokupheleleyo nangokugqibeleleyo xa ulwimi lwenkobe lungaphuhliswa ngokupheleleyo. Oku kubonakaliswa koko kubhalwe nguButhelezi (1991: 5) apho agqiba kwelithi, ulwimi lwesiNgesi olufundiswa esikolweni lulwimi nje kwaphela alusetyenziswa kokubhalwayo nokufundwa kwizifundo yaye alubalungiseleli ukukwazi ukukhuphela ulwazi lwabo ngokupheleleyo; imeko ethi iqaqambe kwizifundo ezifana nezifundo zenzululwazi, apho ootitshala bahlangana nemiqobo ekufundiseni icala lolwimi kwizifundo zabo, kodwa bengazi nokuba baza kuhlangebezana njani neemfuno ezo (Clarke 1991:5).

Omnye wababhali abathi ulwimi lwenkobe lufanele ukuphuhliswa ngokupheleleyo ukuze lumelane nezifundo, nguClarkeson P C (1991: 237). Uthi uphando oluye lwaqhutywa amaxesha amaninzi lubonise ngokucacileyo ukuba umgangatho womfundi ekusebenziseni ulwimi olulumbi (lwesiNgesi) ludlala indima ebalulekileyo ekuqhubeni kakuhle kwizifundo zezibalo. uPimm D, (2002: 18), uphakamisa ukuba enye yeenjongo zezifundo zezibalo imele ibe kukuqinisekisa ukuba ootitshala bayakwazi ukunika abafundi iindlela ezithile zokusebenzisa uluhlu lwamagama ezifundo zezibalo ukuncedisana nabo.

Intlanganisela yababhali abanye ngoPimm D, (2002: 18), ivumelana noSetati namahlakani (2002), noZevenbergen (2002), noOrton (1992) nabanye xa besithi, utitshala wezifundo zezibalo kumele abenolwazi lolwimi nezakhiwo zolwimi ezithi zifumaneke kuluhlu lwamagama asetyenziswa kwizifundo zezibalo (Setati et al: 2001). Ivumelana noSetati namahlakani (2002) xa iqhuba isithi inxalenye yokufunda izibalo kukuba nolwazi olupheleleyo nolawulo lolwimi olusetyenziswayo kwizifundo zezibalo ukuze ubani akwazi ukuthetha njengengcungela yezifundo zezibalo (Setati et al: 2001).

Uluchaza olu luhlu lwamagama njengolo lunamaxesha okuba neyantlukwano kwintsingiselo. Le yantlukwano iboniswa kakuhle kumagama afana nala; (incwadi enye, ookrebe ababini, iibhloko ezili19 zesakhiwo esiphakamileyo), esebenza njengesiphawuli kulwimi lemihla ngemihla. Asetyenziswe njengezibizo kwimo yezifundo zezibalo, njengoko imela enye yezinto kwizifundo zezibalo, ezithi nazo zibe nezinto ezifana nokuba zibe yiminqakathi, okanye zilingane okanye inani elingenakwahlulwa (Pimm, 2000:18).

Ukubhala kukaMangena (2002:14) kubonisa ngokucacileyo ukuba ulwimi lunendima oluyidlalayo ekuphumeleleni okanye ekungaqhubini kakuhle komfundi. Lo mba uwujonga kwinkalo ethile, apho abhala athi, "abantwana abangama-Afrika baqhuba kakubi kakhulu kunezinye iintlanga kwizifundo zezibalo nezenzululwazi nakwezinye izifundo." (Mangena 2002) Uthi, uphando olwenziwe ziiyunivesithi ezahlukeneyo lubonisa ukuba ulwimi lungomnye wemiqobo kwimpumelelo yezifundo. Ubhala athi oomakhwekhwetha kwezemfundo bathi ukuphumelela kokwazi ulwimi olulumbi ngokupheleleyo kuxhomekeke ekuphuhliseni kolwimi lwenkobe kubafundi, kuqala.

Olu luvo lungentla lubonakele ngokuthe gca kuphando olu kodwa iingxelo epheleleyo iza kuvela kwizahluko ezilandelayo. Lo mba uyagxininiswa nguGxilise (2002) obhala athi, ulwimi luyingqikelela yempumelelo yomntwana. Oku kucacisa ngokubanzi ukuba ukuqhuba kakuhle komfundi kuxhomekeke ngokupheleleyo ekwazini ulwimi. Ulwimi lutolika ulwazi lomntwana kwizifundo zakhe nokuthi uya kuphumelela ngaluphi uhlobo kulwazi loko akufundayo.

Owam umbono uthi isiXhosa lulwimi olutyebileyo olunalo lonke ulwimi olufunekayo ekufundiseni nasekufundeni izifundo zezibalo. Koko olu lwimi (isiXhosa) aluphuhliseni lwagqibelela ukulungela ukufundisa izifundo zezibalo. Oko kuthetha ukuba azikho iincwadi ezibhalwe ngesiXhosa kwiinkalo zezifundo ezifana nezifundo zezibalo nezinye izifundo

ngokubanzi. Loo nto yenza ukuba ootitshala xa befundisa basebenzise iilwimi ezimbini ukuqinisekisa ukuba oko bakufundisayo kuyavakala kubafundi. Inkqubo le yokusetyenziswa kweelwimi ezimbini kokwam ukubona, ayiqinisekisi ukufundwa nokuqondwa kwezi lwimi ngokupheleleyo ngabafundi. Loo nto indenze ukuba ngaphambi kokuqhuba olu phando ndibe nengcinga enye, ngcinga leyo ikukuqinisekisa ukuba olu phando luya kuveza oko.

1.7. Amavandlakanya olu phando

1.7.1. Olu phando lwahlula hlulwe lwazizahluko ezilandelayo, ezimi ngolu hlobo:

Isahluko sokuqala: Amagqabantshintshi ngophando

Esi sahluko sinika umkhombandlela neenjongo zokuba kuqhutywe olu phando. Luveza ingxaki ekhokelele ekuqhutyweni kophando, imibuzo ezama ukuphendulwa luphando kunye nemibuzwana ehambelana nayo (imibuzo). Ize inike iimpendulo kusakube kuhlalutywe kwaphononongwa iimpendulo ezo ngokuxelelwa yingxelo eqokelelweyo. Luqhuba lwenze iziphakamiso mayela noko kuthe kwafunyaniswa luphando luze lugqibele ngokukwenza iziphakamiso zophando olulandelayo.

Isahluko sesibini: Uphengululo lweencwadi

Kwesi sahluko ndinika inkcazelo yezinye zeengcinga zababhali ngabhali abathe benza uphando oluphathelene nokwakhiwa kwamagama enza ingqiqo nokusetyenziswa kolwimi lwenkobe ekufundiseni izifundo zezibalo. Esi sahluko sixubusha banzi oko kubhalwe ngumbhali ngamnye ngokumayela nokuba ngdoqo kolwimi ekufundeni nasekufundiseni izifundo zezibalo. Esi sahluko siqhuba ngokuxubusha oko kuxoxwa ngoko kuthi kuphikiswane okanye kuvunyelwane ngako ngabaphandi.

Isahluko sesithathu: Indlela yokuqhuba uphando

Esi sahluko sichaza banzi ngohlobo aqhube ngalo umphandi ekuqokeleleni ingxelo esetyenziswe kolu phando. Kwakhona, isahluko siqwalasela iindlela zokuqhuba nendlela ekukhethwe ngayo abantu abaza kuthatha inxaxheba kolu phando. Kwesi sahluko umbhali unika izizathu ezibangela ukuba kusetyenziswe iindlela ezo zithe zakhethwa ukuqhuba olu phando.

Isahluko sesine: Uhlalutyo lwengxelo yoluphando

Kwesi sahluko umphandi unikezela ngengxelo nolwazi alufumene kwabo bathathe inxaxheba kolu phando. Imibuzo ebuzwe abathathi nxaxheba kudliwanondlebe inikezelwe. Iimpendulo zabo bathathe inxaxheba kunikezelwe ngazo emva koko zahlalutywa. Uhlalutyo olo lusekelwe phezu koko bekusitshiwo ngabo bathathe inxaxheba ngexesha bephendula imibuzo. Enye ingxelo iphume kumaphepha-mbuzo abafundi nootitshala ngokulandelelana kwawo. Uhlalutyo lwala maphepha-mbuzo nalo luqhutywe lwaze lwanikezela kwesi sahluko.

Sinika ubungqina obuxhasa ingxelo enikezelwe kwizahluko ezidlulileyo ezibonisa ngokucacileyo ukuba ulwimi lusebindini wokufunda nokufundisa izifundo zezibalo, nokuthi ulwimi lungumthekeleli wokuphumelela kwabafundi ezifundweni zabo.

Isahluko sesihlanu: Isiphetho neziphakamiso

Esi sahluko sihlola ubungxakangxaka bolu phando size siveze iziphakamiso okanye izindululo ezingathi zibe lulutho kophando olulandelayo. Ezi ziphakamiso ziqinisekisa ukuba sembindini kolwimi ekufundeni okanye ekufundisweni kwezifundo zezibalo. Umphandi uphakamisa ukuba kuqwalaselwe amasolotya afuna ukuqwalaselwa ngokupheleleyo kulo mba wokuphuhlisa ulwimi lwesiXhosa ngokupheleleyo (ukufundisa nokufunda izifundo zezibalo kusetyenziswa iincwadi zale nkalo ezibhalwe ngolwimi

lgesiXhosa) zesiXhosa . Oko kuthetha ukuhlalutywa kolwimi olusetyenziswayo ekubhaleni iincwadi zezifundo zezibalo nefuthe ezinalo ekuqondeni ngokupheleleyo oko kufundiswayo.

ISAHLUKO SESIBINI

UMBA WOLWIMI KWIZIFUNDO ZEZIBALO

Esi sahluko sibonisa indima ephambili edlalwa lulwimi ekufundeni nasekufundiseni izifundo zezibalo kwiGreyidi yesi-7. Senza uphengululo loko sekubhalwe ngabanye ababhali ngomba wolwimi ekufundeni nasekufundiseni izifundo zezibalo. Injongo yomphandi kukuqwalasela ukuba nako kolwimi lwenkobe (isiXhosa) ekufundisweni kwamagama akha ingqiqo namagama azizihlanganisi (*linking words*), anika umkhomba ndlela kwizifundo zezibalo. Oku kuquka ukuba nolawulo olupheleleyo lwamagama asetyenziswayo kwizifundo zezibalo nokuphuhlisa izinga lokuphumelela kwabafundi kwizifundo zezibalo. Luqhubeka lujonge nokwakhiwa kwamagama enza ingqiqo ngesiXhosa, ukunciphisa ubunzima obudalwa ngamagama azizihlanganisi, amagama angumkhomba ndlela, izivakalisi ezide nezihloko ezakhiwe ngokwamabali ezenza kubekho ukubhideka kubafundi.

Akukho kuphikisana nengcinga kaNdayipfukamiye (1994:71 - 95) ethi, amagama enza ingqiqo-angqalileyo nendlela ekusetyenziswa ngayo ulwimi ngokumiliselwe kwiimeko, zingadala iingxaki ezenza ukuba abafundi bangakwazi ukufikelela kulwazi olupheleleyo lwezifundo zezibalo (1994:91). Loo nto ithethe ukuba kubalulekile ukuba abafundi babenolwazi olupheleleyo lolwimi lwabo lwenkobe ukuze bakwazi ukumelana nolwimi olusetyenziswa kwizifundo zabo. Ngeenzame zokujonga lo mba wokungafikeleli kulwazi olupheleleyo xa izifundo zifundiswa okanye zifundwa ngolwimi olulumbi, iSebe lezeMfundo kwiNational Curriculum Statement (2002) yabeka ummiselo apho kuphakanyiswa ukuba, kwimfundo yamabanga aphantsi ulwimi lwenkobe lwabafundi malusetyenziswe njengolwimi lokufunda nokufundisa. Oku kwenzelwa ukuba abafundi bakwazi ukutolika oko kufundiswayo ukusuka kolunye ulwimi ukuya kolunye (2002:40).

Kukho esinye isiphakamiso esithi apho abafundi kufuneka benze inguqulelo yokusuka kulwimi lwenkobe okanye lwasekhaya ukuza kulwimi olulumbi, loo nto kumele yenzeke ngocoselelo olukhulu ngokuthi:

Ulwimi olulumbi lufundiswe kwasekuqaleni njengesifundo. Ulwimi lwenkobe luqhube ukusetyenziswa ngokulinganayo nolwimi lwesibini kangangoko. (The National Curriculum Statement 2002)

ISebe lezeMfundo ngalo mpoposho likhuthaza ukufundisa nokufunda ngolwimi lwenkobe kuba belubona ulwimi, "lusebindini wobomi bethu." Oku kubonakaliswa kumPoposho weNational Curriculum Statement in Languages (2002) othi:

- i. Uqhakamshelwano –ukuqhakamshelana ngokufanelekileyo kwiimeko nakwindawo ezahlukeneyo.
- ii. Ezemfundo – luphuhlise izixhobo zokucinga nokuzathuza yenze lula ukufikeleka kwinkcazelo.
- iii. Ucalucalulo lobuhle – ukudala, ukutolika nokudlala ngomfanekiso ngqondweni ngentetha, izinto ezibonakalayo okanye okubhaliweyo (National Curriculum Statement in Languages 2002:36).

Abaphandi abaninzi abavelayo kolu phando babhala bathi uphuhliso lolwimi lwenkobe sisiseko apho kumelwe kwakhelwe ukufunda imfundo efanelekileyo. Okulandelayo kokuthethwa ngabaphandi abathe baqhuba uphando olubanzi ngomba wokuphuhliswa kolwimi lwenkobe ekufundeni nasekufundiseni

izifundo ezimagama enza ingqiqo angqalileyo njengezifundo zezibalo nezenzululwazi.

UMangena (2002) uthi abantwana abangamaAfrika baqhuba kakubi kwizifundo zezibalo kunabafundi bezinye iintlanga. NgokukaMangena, uphando lweeyunivesithi lubonakalisa ukuba ulwimi lungowona mqobo mkhulu kwimpumelelo yabafundi (2002). Ubhala athi, iingcaphephe kwezifundo nazo zithi, "ukuphuyelelwa kokwaziwa kolwimi olulumbi lulele ekwaziweni ngokupheleleyo kolwimi lwenkobe. Ukuba kuthe kwaphuhlisa ngokupheleleyo ulwimi lwenkobe kubafundi kwakubalula ukuba bafunde ulwimi olulumbi. Oku kuthetha ukuba kubalulekile ukuba ubani afumane ulwimi lwakhe lwenkobe njengesiseko esipheleleyo sokufunda nokusebenzisa ulwimi ngaphambi kokufundiswa ulwimi olulumbi.

Ezi zimvo zikaMangena zikhuthaza ukomelezwa kolwimi lwenkobe kubafundi, ngaphambi kokuba bafundiswe ngolwimi olulumbi. Lo mba unika ingqondo epheleleyo kuba xa abafundi beqinisekile ngolwimi lwabo kwenza kubelula ukufumana intsingiselo kulwimi olulumbi. Oku kunceda abafundi ukuba baqiniseke kulwimi lwabo lwenkobe. Ngexesha bekhangela intsingiselo kulwimi olulumbi, ulwazi lolwimi olulumbi luyaphuhla. Loo nto ayenzeki xa befunda ngolwimi olulumbi kuphela.

UGxilise (2002), uvumelana noMangena xa esithi, ulwimi luqikelela impumelelo yomntwana okanye umfundi ngamnye (2002). Loo nto ithetha ukuba xa luphuhlise ngokupheleleyo ulwimi lwenkobe kulula ukufunda ulwimi olulumbi ngokupheleleyo kuba olwenkobe lungasetyenziswa

njengomthombo wokufumana intsingiselo yolwimi olulumbi. Nto leyo ethi xa ulwimi lwenkobe lomfundi lungaphuhliswa nolulumbi alukwazi kumnceda ngokupheleleyo ekufumaneni intsingiselo yoko kufundiswayo kuba nolwimi olulumbi akalwazi ngokupheleleyo. Ngeliphandle zombini iilwimi ezi aziphuhli kuba umntwana akukho lwimi alufunda ngempumelelo.

UMbatha (2003) naye uvumelana nababhali asebekhankanyiwe ngentla xa athi, ulwimi olulumbi lukhuthaza ukuphuhla kokuqonda, xa kuthe kanti ulwimi abafundiswa ngalo abafundi lwazeka ngokupheleleyo kubo. Uqhuba athi, uthotho lophando olwenziwe e-Afrika, ngoNdayipfukamiye (1994) uBamgbose (2000) nabanye, mayela nombona wolwimi lokufundisa, lubonisa futhi lulwela ukuba ulwimi lwenkobe lwabafundi lusetyenziswe njengolwimi lokufundisa, kuba besithi (abaphandi) ukufunda okwakhelwe phezu kwesiseko esilulwimi lokufunda okanye lokufundisa lubonisa impumelelo ekufundisweni kwabafundi ngolwimi lwabo lwenkobe ngaphezu kokufundiswa ngolwimi olulumbi (Pretorius:2002).

Oku kubhalwe ngababhali abangentla kuthetha ukuba ukuphumelela komfundi ekuqondeni ngokupheleleyo ulwimi lokufunda nokufundisa kuxhomekeke ekomeleleni kolwimi lwabo lwenkobe. Le nto ithetha ukuthi xa kunokuqwalaselwa kuphuhlise umba wolwimi lwenkobe ekufundiseni izifundo zezibalo, abafundi banganekamva elihle lokuziqonda ngokupheleleyo.

Aba balandelayo ngabanye babaphandi abaphande ngokufunda nokufundisa izifundo zezibalo okuphakanyiswe kwiincwadi ezingqamene nazo. UPimm, uphicotha umba

wokuba imo yobudlelwane phakathi kwezifundo zezibalo nolwimi olusetyenziswa imihla yonke ibalulekile ukuba iqwalaselwe kuba ulwimi (olusetyenziswa mihla yonke) lungasetyenziswa njengesiseko sokufundisa. Oko kuthetha ukuba kungaqalwa kwizinga abakulo abafundi kusetyenziswa ulwimi abaza nalo eklasini. Lo mbono uxhaswa yingxelo yeNEPI (National Education Policy Investigation-1992:13) apho kuthiwa umgaqosiseko omtsha wezelwimi kwimfundo (language in education policy) eMzantsi Afrika uthetha uya kuqinisekisa ukusetyenziswa kweelwimi zonke ezifundweni zabo, ukuze kube ingqiniseko yokuba abafundi bafikelela ngokulinganayo kwimithombo yemfundo, kungakhathaliseki ukuba basebenza lwimi luni lwenkobe.

Ubhala athi (uPimm), izifundo zezibalo zisetyenziswa njengolwimi lwezikweko nezafobe ukuqonda imilo yenzululwazi yeelwimi ukulungisa igama elakha ingqiqo yezifundo zezibalo ngokuphathelene nolwimi (1987:50). Uqhuba athi, akufanelekanga ukujonga ulwimi nezifundo zezibalo njengezinto ezahlukeneyo endaweni yaloo nto kumele kujongwe ukuba ulwimi lungalungiswa njani njengesiphumo sokuzama ukuthetha iingcinga neembono (1987:50).

UVygotsky (1962) ubhala athi amagama enza ingqiqo azakhekelayo (*self developed*) aphuhliswa imihla yonke kwincoko zemihla ngemihla zizaliswa yintsingiselo ethathwe kubomi bomntwana. USetati nabanye (kwiziphumo zophando lwabo) bathi, kwiiklasi apho kusetyenziswa iilwimi ezimbini nangaphezulu ukusuka kulwimi oluthethwayo kuzisa ubungxakangxaka (*complexity*) kuba amagama angasetyenziswayo esikolweni kodwa esetyenziswa

ngabafundi, angangamagama akulwimi olungelulo olo kufunda okanye lokufundisa. Le nto ithethe ukuba nangona kungalula ukuqinisekisa uphuhliso lolwimi lwenkobe kodwa kumelwe kuqatshelwe banzi ukuba kusetyenziswa ulwimi (olusetyenziswa) kwizifundo zezibalo.

Intetho kaVygotsky iphuhlise nguBrady C (1970) apho abhala athi, “amagama enza ingqiqo angaphuhliswa ngantlanye futhi abenonxibelelwano olusondeleyo kumava asenokungakwazi ukukhutshelwa kwimeko yokufundisa entsha.”

Ngokwengcinga kaZevenbergen (2002:205) uvumelana noBrady xa esithi izifundo zezibalo zinesigama esikhethekeliyo ekufuneka abafundi basazi ngokupheleleyo ukuze babengabafundi abagqibeleleyo bezifundo zezibalo. Uqhuba athi, amagama amaninzi asetyenziswa kwizifundo zezibalo anentsingiselo embaxa kubafundi kuba asetyenziswa ngendlela eyahlukileyo kwezinye iimeko ezingezizo ezesikolo (Boaler, 2002:203).

NgokukaZevenbergen (2002), izifundo zezibalo, ngelinye icala, kukufunda ngonxibelelwano phakathi kwamagama namagama enza ingqiqo. Kwizifundo zezibalo kukho kwanamanye amagama anentsingiselo eyahlukileyo kuxhomekeka kumagama akha ingqiqo esifundo eso. Xa umfundi enganalwazi lutyhilekileyo loludwe lwamagama asetyenziswa kwizifundo zezibalo, usemngciphekweni wokusebenzisa la magama kwimo engeyiyo eyezifundo zezibalo, nto leyo ingeyiyo efunwa ngutitshala.

Ukufunda iincwadi zezifundo zezibalo kubalulekile ukuze kube lula ukuba nolwazi lokufunda imifanekiso ekhethekileyo eyinxalenye yeencwadi, ... (Orton A, 1992:135). Oku kubalulekile kuba iincwadi ezininzi zezifundo zezibalo zifuna ubani okwazi ukuguqulela oko kuzotyweyo kwayanyaniswe nomsetyenzana okanye umbuzo obuziweyo, nanjengoko kusetyenziswa imizobo namabali ukubethelela oko kufundiswayo.

UHalliday (1975:65) uthi, amagama asetyenziswa kwizifundo zezibalo, angasetyenziswa ngokweentsingiselo ezihambelana nolwimi lwezifundo zezibalo (ukusetyenziswa kolwimi lwendalo lwezifundo zezibalo: ingezozifundo zezibalo ngokukokwazo), nokuthi ulwimi kumele luzichaze luzifezekise ngokwalo iinjongo zezifundo zezibalo ... (1975:65).

Oku kuthetha ukuthi amagama asetyenziswa kwizifundo zezibalo kumele angabonwa njengamagama asetyenziselwa izifundo zezibalo kuphela koko nasekwakheni ulwimi ngokubanzi nanjengoko ulwimi nezifundo zezibalo iyinto enye xa kubalwa kuba ubani ufuna ulwimi ukucinga nokudlulisa oko kubalwayo kwizifundo zezibalo.

USetati nabanye bavumelana noHalliday (1976:5) futhi bathi, bukhulu ubunzima obuhlangana nabafundi ekusebenziseni amagama enza ingqiqo, nangona isiseko iyimeko equbisana namagama lawo enza ingqiqo. Izifundo zezibalo nezenzululwazi ziquka amagama angqale kwimeko yolwimi asetyenziswa phantsi kwayo la magama yaye ootitshala basebenzisa ulwimi oluphezulu lolusetyenziswa kwizifundo

zezibalo, ..., nesiNgesi esingekho ngakanani eklasini (2003:34).

UPimm D, (1987:76-9) ucacisa ngokubanzi ukuba asikokusetyenziswa kwamagama obugcisa avakala njengalawo asetyenziswa kwisifundo esithile kwabo bangathethi olo lwimi, kodwa namabinzana athile kwaneendlela zokuxoxa eziyinxalenye yala magama zingumceli mngeni kubafundi. Ngokutsho kwakhe (kwakule ncwadi), inxalenye yokufunda izifundo zezibalo kukufunda ukuthetha njengochwephesha, oko kukuthi, usibenzise ulwimi lwamagcisa ukuze ube namandla olawulo olupheleleyo loluhlu lwamagama asetyenziswa kwizifundo zezibalo.

Uqhuba athi, iimfuneko zendlela ezithile zokuthetha ngembono zezifundo zezibalo ngeelwimi ezisetyenziswayo, zikhokelela ekuphuhliseni uluhlu lwamagama asetyenziswa kwizifundo zezibalo apho imeko engeembono zezifundo zezibalo, izinto neenkqubo zingenzeka khona. Xa kunokuthi kuphuhliswe uluhlu lwamagama asetyenziswa kwizifundo zezibalo, iintsingiselo ezithile zingakhona kulwimi olo. Enye yendlela ecace mhlophe eyenza ukuba oluhlu luphuhle kukwakha amagama akhethekileyo anokusetyenziswa ngoochwephesha kwezi zifundo. Oku kuvela ngokucacileyo kokuthethwa nguAlexander (1997) xa esithi imithombo yolwimi lwenkobe (*sources of primary language*) lwabafundi ayomelelanga kwaphela ukuze yamkeleke ngokupheleleyo (*validated*) kwiindawo zengqesho. Loo nto ke inika ulwimi olulumbi ithuba lokuxatyiswa ngaphezulu kolwenkobe (Alexander 1997).

Olunye lophando olwenziwe kumagumbi okufundela e-Afrika, aquka I-lfe Project eNigeria asinika isakhiwo nophahla lwengqiqo olwakhelwe kuyo olu phando. UNdayipfukamiye (1994) uqhube uphando kwizikolo zemfundo yamabanga aphantsi kwizikolo zikarhulumente eBurundi. Uphando olo lwalujolise kwiGreyidi yesi-5 kwizikolo apho abafundi babefundiswa ngolwimi iKirundi bekwiminyaka emine yokuqala esikolweni, kwinkqubo yeminyaka emithandathu. KwiGreyidi yesi-5 ootitshala nabafundi bebejongene neengxaki ezinkulu zoqhakamshelwano ngenxa yokutshintshwa kolwimi lokufundisa. KukwiGreyidi yesi-5 apho ulwimi lwesiFrentshi belusetyenziswa njengolwimi lokufundisa izifundo apho olu phando lwaphetha ngokuthi:

- (i) Ukusetyenziswa kolwimi lwesiFrentshi neKirundi ngexesha elinye kwaba sisixhobo esinamandla sootitshala nabafundi sokumelana nomceli mngeni ababejongene nawo wokufunda nokufundiswa kwizifundo ezifana nezembali nasekulawuleni amagumbi okufundela. Imifuziselo yokusetyenziswa kweelwimi ezimbini yaye yaqatshelwa kwizifundo zeelwimi. Umzekelo, kwizifundo zezibalo imisetyenzana yezifundo zezibalo ibinokusetyenzwa ngolwimi lwesiFrentshi kuba amagama enza ingqiqo neendlela zokubala besele zicacisiwe ngolwimi lwenkobe, into nje abafundi bebexelelwa ukuba bayenze kukucacisa iindlela zokusebenza.
- (ii) Kwacaca ukuba ukusetyenziswa kweKirundi kwenza kube lula ukuqonda ulwazi olutsha oluza notitshala apho izifundo zazisekelezwe kwinkcubeko yasekuhlaleni njengezifundo zeHome Economics

nezeMbali izifundo ezazifundiswa ngolwimi
lweKirundi.

- (iii) Ootitshala bebezongene nentlobo ezimbini zengxaki;
kwakufuneka bemelene nokufundisa ngolwimi
lweSiFrentshi ebululwimi lokufundisa izifundo futhi
kufuneka bencele abafundi ukuqinisekisa ukuba
bayamelana nokharithulam lwezifundo okumele
bazifunde nokulandela utshintsho lwendlela
ekufundiswa ngayo. Ezindlela zokufundisa ziquka
amagama enza ingqiqo kwizifundo zezibalo
neenkqubo ezicwangcise zadweliswa kakuhle
njengemisetyenzana emincinane.

UNdayipfukmiye (1994) uphetha athi kwizikolo zamabanga
aphantsi eBurundi, ngootitshala bodwa abathi babenendlela
eyenye ngokuthi basebenzise iilwimi ezimbini xa befundisa
ukumelana nomceli mngeni woqhakamshelwano ekufundeni
nasekufundiseni. Ubhala athi ukusetyenziswa kweelwimi
ezimbini kumele kusetyenziswe njengomthombo wabafundi
nootitshala ngokunjalo (ibid:97) le mbono iphinda ixinzelelwe
nguRubagumya (1994:2), othi, ukusetyenziswa kweelwimi
ezimbini kunegalelo ekufikeleleni kwiindlela zokufundisa,
ukwakhiwa kolwazi kuzo zonke izifundo ukuya kulawulo
lwamagumbi okufundela. Loo nto ibonakele ngexesha
kuqhutywa uphando nanjengoko ootitshala bebesebenzisa
iilwimi ezimbini njengendlela yokuphumeza oko baza
ukukwenza.

USchoenfeld (1985), uthi nokuba abafundi bayakwazi ukuba
nolwazi olupheleleyo, ukungaqondwa nokutolikwa
ngokungendlela eyiyo kwegama elithile okanye isivakalisi

esithile kumbuzo, ingangumqobo ekuqondeni nasekwakheni indlela eyiyo yokuchaza nokubeka ngokuthe ngqo umcelimngeni abajongene nawo. UCurtis noMiller (1988:62) bathi, ulwimi ludlala indima ebalulekileyo ekukwazini komfundi ukwakha intsingiselelo; ukufunda amagama engqiqo ambaxa nabusicatshulwa kuxhomekeke ekwazini komntwana ukusebenzisa ulwimi nokuzifundela ukusebenzisa amagama akhoyo ngendlela aqiqwa ngayo (Clarke 1988: 62). Loo nto kokwam ukubona yenza kubekho umsantsa phakathi kolwimi olusetyenziswa ngumfundi ekhaya, xa ethetha nabanye nolwimi olusetyenziswa ekufundeni izifundo zezibalo.

UStubbs M (1987) ubhala athi, kukho uhlobo oluthile lokuzalana phakathi kwezifundo zezibalo nolwimi olubhalwayo: ukuqiza ngokwezifundo zezibalo kuxhomekeka kufinyezo-magama nemiqondiso, ezithi zifune ubhalo lwamanani ukuziphuhlisa nokungathungeleki ngokulula kwintetha nezifundo (Pimm 1987).

Uqhuba athi, amaxesha amaninzi sibanolwazi olupheleleyo lwamagama enza ingqiqo ngokuthi siwasebenzise kwisigama esisi sebenzisa imihla ngemihla. Ukufunda izifundo zezibalo kuxhomekeka, ngelinye icala, ekusebenziseni imiqondiso nokufunda ngentsingiselo yamagama akhethekileyo. Unombuzo othi ingaba lukhona na unxibelelwano phakathi kolwimi olusetyenziswa imihla yonke namagama asetyenziswa ziingcali kwizifundo zezibalo. Uqhuba abuze ukuba ingaba ukufundwa kwezifundo zezibalo okanye izifundo jikelele, ukufunda nje ukuthetha nokubhala njengengcali yezifundo zezibalo okanye ulwimi lwesiNgesi olusetyenziswa kwizifundo zezibalo luba nemvakalo yentsingiselo ezimbini olusukela

ekusetyenzisweni kolwimi. Uvula ingxoxo apho abuza ukuba, ingaba kobu bunzima benzululwazi yeelwimi namagama akha ingqiqo apho ulwimi lwesiNgesi luyingxubevange lubandakanyeka khona, kukhona ukufunda okukuko okwenzekayo (Pimm 1987).

UStubbs (1980:34) ubuchaza ubudlelwane obuphakathi kwentetho nokubhalwa njengokuqondwa kolwimi kwiindawo ezahlukeneyo. Utyatyadula athi, (ngelixa ulwimi oluthethwayo lusetyenziswa ngokuphangaleleyo kwiimeko ezahlukeneyo, oko kukuthi ukubhala kolwimi, akukho bungozi kwintetho xa ithatha indawo ephambili kunokubhala ezikolweni. Uthi (Stubbs,1980: 34)intetha kwigumbi lezifundo zezibalo kumabanga emfundo ephakamileyo inomkhwa wokuthanda ukufundisa unxibelelwano (Pimm, 1987).

USelepe, T (2002:204) uvumelana noLemmmme (1993: 146) ngokuxoxa athi, ulwimi yeyona ndlela ibalulekileyo yokufumana ulwazi nokufikelela ngokupheleleyo kulwazi nobuchule. Uthi, lusisitshixo sokuphuhlisa ukucinga futhi lungaphakamisa okanye ludodobalise impumelelo yabafundi. Kwilizwe elifana noMzantsi Afrika apho kuthethwa kusetyenziswe iilwimi ezininzi, iilwimi ezahlukeneyo zinefuthe elinamandla kwizifundo, indlela yokufundisa neziphumo yokufunda. Ngaphezulu, xa ulwimi lunxulunyaniswa nohlanga, nequmrhu lokuhlala okanye ibanga lomntu ekuhlaleni, ulwimi luba yingxaki enkulu efuna ukuqwalaselwa (Owino, 2002:204).

USelepe (kwakule ncwadi) uqhuba abhale athi, iingxaki zeenzululwazi ngokufundisa ezijongene nomfundi waseAfrika ayizongxaki zeenzululwazi yeelwimi kuphela, kodwa

zinonxulumano olungenakuconjululwa kwimiba yokuhlala ephangaleleyo. Isiqithana esingentla sibonakalisa ngokupheleleyo ukuba ngaphaya kolwimi lokufundisa, kukho eminye imiba ephathelelene noku. Kusukela kule miba sele ichaziwe ukuba ndibe nomqweno wokuphicotha umbuzo wokusebenzisa iilwimi zaseAfrika njengeelwimi zokufundisa.

Uqhuba athi (kwakule ncwadi), ukuphucula nokuphakamisa umgangatho weelwimi zaseAfrika zibe lulwimi lokufundisa kumele kwenziwe. Kumele kujongwe ukugcinwa kolwimi lweenkobe ibe lulwimi olusetyenziswa ekufundiseni nasekufundeni okanye kumathuba onxibelelwano. Kungenxa yesi sizathu apho kubonakala ukuba kumele abafundi baseAfrika bephuhlisiwe ukomeleza amanyathelo ahlukeneyo ukuqinisa uphuhliso lweelwimi zaseAfrika nokuthi kwamkeleke iNkcubeko yeSizwe (iAfrican Renaissance).

UEkkerhard (1996: 2) uthi kukho iinkangeleko ezininzi zendima yolwimi eMzantsi Afrika apho inzululwazi yeelwimi iphikisanayo kodwa akukho mpixwano ekuthini njengelizwekazi, iAfrika yeyona enika umfanekiso wobungxakangxaka benzululwazi yeelwimi. Ubungxakangxaka (*complexity*) obu bumiselwe phezu kobungakanani belwimi ezithethwa ngabantu abangamaAfrika, naphezu kweyantlukwano yeelwimi zeentsapho nemisebenzi eyanyaniswa nolwimi olusetyenziswa kwakweli lizwe linye, kumaxesha amaninzi, kwangumntu omnye.

Uqhuba athi umbuzo wokusetyenziswa kweelwimi zaseAfrika njengeelwimi zokufundisa awunakusonjululwa ngaphandle kokuba kuqalwe ngokucacisa indima yezi lwimi njengeelwimi

zokufundisa. Ubhala athi lilungelo lomntu – ilungelo lokufumana imfundo ngolwimi lwenkobe, kubafundi okanye ngolwimi olwaziwa ngokupheleleyo ekuqaleni kwabo imfundo (Eggerhard 1996:2). Oku kucacisa ngokumhlophe ukubaluleka kokomelela kwesisekelo esilulwimi lwenkobe lwabafundi. Nto leyo ithetha ukuba kubalulekile ukuqinisekisa ukuba ilungelo labo lokufumana ulwazi ngolwimi lwenkobe luyafezekiswa kuba oku kwandisa amathuba abo okuphuhla kwengqiqo yokusebenzisa ulwimi lwenkobe kuqala.

Umba wokucacisa indima yeelwimi zaseAfrika njengeelwimi zokufundisa ngumba ocacileyo kakhulu lowo. Andivumelani nokuba kufuneka uqwalaselwe. Ngumba ekumele ukuba uyasetyenziswa kungokunje ekufundiseni nasekufundeni. Ulwimi nobuzwe ziyahambelana ngoko ke akukho kuthandabuza ukuba iilwimi zaseAfrika zinako ukusetyenziswa njengeelwimi zokufundisa ukuqinisekisa ukuba ubani unelungelo elipheleleyo lokusebenzisa ulwimi lwenkobe kuwo onke amanqanaba okuphila, njengasekhaya, esikolweni, kwindawo yokusebenza, njalo-njalo. Kokwam ukubona kukuqinisekisa uphuhliso olupheleleyo, oko kuthetha ukuthi:

- (i) ukufundisa ngolwimi lwenkobe,
- (ii) ukuvavanya abafundi ngolwimi lwenkobe,
- (iii) ukubhala iincwadi zeenkalo zonke zezifundo ngolwimi lwenkobe lwabafundi, umzekelo, ukubhalwa kwencwadi yezifundo zezibalo ngesiXhosa.

UBamgbose (2000:79), uthi umba wokuqwalaselwa kolwimi lwenkobe kubafundi ulele ekuthini izixhobo zokufundisa ezisetyenziswayo zinefuthe elihle kusini na ekuphumezeni imfundo. Uthi ilulwazi kumntu wonke ukuba umba wolwimi

awuluchaphazeli ulwimi lokufunda okanye ukufundisa, koko nezixhobo ezihambela noko, njengolwimi ekubhalwe ngalo iincwadi, ulwimi lovavanyo njalonzalo (2000:79). Oku kubonisa ukuba ukuphumelela izifundo zezibalo kuxhomekeke kulwimi lokufundisa noluthi lunikwe ifuthe ziimeko ekufundiswa phantsi kwazo ezifana nobukho bezixhobo ezihambelana noku. Oku kubonakala kakhulu kwiimeko apho kufundiswa ngolwimi olungelulo olukatitshala kunye nabafundi ngokubanzi.

Kwelinye icala uBamgbose (2000:79) uthi ukusetyenziswa kolwimi lwaseAfrika njengolwimi lokufundisa kwiminyaka emithathu yokuqala kwisikolo samabanga aphantsi akuhambi ngaphandle kweengxaki. Kukho amaxesha apho ulwimi oluthethwa ngutitshala lwahlukile koluthethwa ngabafundi. Uthi ootitshala beelwimi nokuba lulwimi lwesiNgesi okanye iilwimi zaseAfrika mababesemboniselweni yendlela ethile yokufundisa iilwimi jikelele nasekufundiseni okungqalileyo. Uthi ukusebenzisa ulwimi njengolwimi lokufundisa kuthetha ukuba nolwazi lwesigama sokufundisa ezinye izifundo kolo lwimi.

Le nto ithethe ukuba kubalulekile ukunika ingqwalasela ngokuthi abafundi bafundiswe ulwimi olo lungqamene nezifundo zabo ngaphambi kokungena nzulu kwisifundo ngasinye ukuthintela ukubhideka nempixano.

Ukungaluqwalaseli ngokupheleleyo ulwimi lokufundisa lubangwa kukuba akukho ngqwalasela ingako enikwayo kumba wootitshala abasebenzisa iilwimi zaseAfrika njengolwimi lokufundisa (Bamgbose 2000:79).

Iziphumo ezifanayo nezi sezikhankanywe ngentla zeprojekthi yaseMali ngo1985 (Mbatha: 2003) neprojekthi yeThreshold

eMzantsi Afrika ngo1990 (Mbatha: 2003) ithi abafundi babengakwazi ukucacisa ngolwimi lwesiNgesi oko bakwaziyo ngolwimi lwabo lwenkobe; okanye bakhuphele kulwimi lwabo lwenkobe ulwazi olutsha abalufumeneyo, abalufunde ngolwimi lwesiNgesi (Lockett 1994 cited in DAE 1996:11).

Iprojekthi efanayo nengentla ngokwengxelo kaMlama noMateru (1978) kumabanga emfundo ephakamileyo yayijolise kumkhomba ndlela ofanayo. Kwabonakaliswa ukuba xa abafundi bebuzwa imibuzo ngolwimi lwesiNgesi, impendulo soloko ingeyiyo kwaphela futhi ingangqamani nombuzo. Xa lo mbuzo mnye ubuzwe ngesiSwahili, abafundi banika iimpindulo ezizizo futhi ezingqameneyo nombuzo (DAE 1996:11).

Ngendlela eyinene kodwa engaqondakaliyo, imfuneko yokusebenzisa iilwimi zaseAfrika njengeelwimi zokufundisa izifundo ingabonakaliswa ngenzululwazi yokufundisa kwizikolo apho ulwimi lwasemzini lusetyenziswa njengolwimi lokufundisa umzekelo iya kuba lulwimi lwesiNgesi. Nabani na oqwalasela indlela yokufundisa, ngokwale ngxelo, ingakumbi kwizikolo zamabanga aphantsi angaqaphela eyona ntsomi kuba ulwimi lwesiNgesi lulona lwimi lokufundisa izifundo. Iqhubeka ithi banqabile ootitshala e-Afrika abangaguqukeli kolunye ulwimi xa befundisa baze baqaphele ukuba abafundi abaqondi ngokupheleleyo ngolwimi lwesiNgesi.

Ithi ke loo nto ootitshala baphinda imibuzo ngolunye ulwimi olu-
lulwimi lwenkobe kubafundi okanye abalwaziyo abafundi, futhi loo nto ibenze bayiphendule ngaphandle kokuthandabuza imibuzo. Ngoko ke, ngokolu phando, ixesha elaziwa ngokuba lelokufunda isifundo solwimi lwesiNgesi kuphela, lijika libe lixesha apho kusetyenziswa iilwimi ezimbini zokufundisa izifundo. Ziba nolwimi lwesiNgesi kunye nolwimi lwaseAfrika

olunye nangaphezulu ulwazi olo (Iweelwimi zaseAfrika)
kwabelwana ngalo ngutitshala nomfundi. (DAE 1996:11)

UGardener (2001) ugxininisa umba othi, abantwana abafunda ulwimi lwenkobe ngaphambi kokuba baqale isikolo bafumana kunzima ukumelana nokufunda ngolwimi olulumbi. Uthi ukufunda ulwimi lwesibini ngenjongo yokukhuthaza imfundo ukucinga nengqiqo kubandakanya ukwazi ngokupheleleyo intsingiselo yamagama endawo, arhangqe ulwimi olo. Abafundi abagcine ulwimi lwabo lwenkobe, ngokubona kwakhe, nabaphuhlisa amagama enza ingqiqo bangcono ekufikeleleni nasekuphumeleleni kwinqanaba eliphezulu lemfundo yabo.

Ngokwam ukubona lo mbono kaGardener (2001) usakhuthaza ukuphuhliswa kolwimi olulumbi endaweni yolwimi lwenkobe lwabafundi nto leyo ndingavumelani nayo. Uphando olwenziweyo ngabaphandi abaninzi asele bekhankanyiweyo luvumelana ngamxhelo mnye ukuba ukuqonda ngokupheleleyo kulele ekwazini ulwimi lwenkobe lwabafundi, ngokupheleleyo.

Olu luvo lukaGardener (2001) luxhaswa ngowayesakuba nguMphathiswa wezeMfundo uNjingalwazi, uKader Asmal (1999) apho athi, ..., inkqubo emiselweyo yolwimi kwimfundo uqiniseka ukusetyenziswa kweelwimi zonke... Ngamanye amazwi abafundi kumela bagcine ukusetyenziswa kolwimi lwabo lwenkobe, baqhube ngokulusebenzisa kodwa ngaxesha bafunde ulwimi lokufunda nokufundisa (1999).

Kubalulekile ukuba abafundi bafundiswe ngeelwimi zabo, kuba oko kwenza kube lula ukubamba amagama enza ingqiqo ngokupheleleyo, ngokulula nangokukhawuleza. Ikharithulam

kumele ibonelele iilwimi ezahlukeneyo yeelwimi abafundi abeza nazo esikolweni ukusuka ekhaya kuba ingumthombo obalulekileyo (Lee 2003). Abafundi abasuka kumakhaya aneelwimi ezininzi ezisetyenziswayo beza esikolweni benolwazi oluziilwimi zabo nenkcubeko.

“... liklasi zezifundo zezibalo zifumana inkxaso kwingcinga kaVygotsky (1978), apho athi ukufundisa nokufunda yinkqubo yobugcisa kulwimi ezalana ngokunzulu. Nto leyo ithi kubalulekile ukubuqaphela ngokupheleleyo ubudlelwane obuphakathi kolwimi nezifundo zezibalo. Uqhuba athi isikolo yindawo eyenza zonke iintlobo zezinto ezikhokelela kulwazi lwezinga eliphezulu olwahlukeneyo kolo lufunyanwa kubomi bemihla ngemihla, ekudlaleni okanye emsebenzini. Vygotsky (1978)

NgokukaVygotsky (1978), ukufunda nokuyalela kwizinga eliphezulu kukhokelela kuphuhliso lokusebenzisa ingqondo nokucinga nzulu okanye phangaleleyo kwelinye icala kuphuhliso lwento ayibiza ngokuba yinzuluwazi yamagama enza ingqiqo (Vygotsky:1978). Ukufunda intsingiselo entsha yamagama ayenzeki ngamava ngqo ngezinto okanye isehlo: koko ngokufunda indlela emisiweyo yamagama enza ingqiqo. UVygotsky (1978) wahlukanisa phakathi kwamagama enza ingqiqo ‘enzululwazi’ namagama engqiqo ‘azakhekelayo’, lawo enziwa mihla yonke kwizinto esizenzayo.

NgokukaVygotsky (1978), amagama enza ingqiqo enzululwazi ayinxalenye yendlela emisiweyo yamagama enza ingqiqo yaye akhiwe ngabom futhi ayazeka. Ukuphikisana noku, amagama enza ingqiqo azakhekelayo, awamiselwanga yaye avela

ngenxa yamava. Nangona kunjalo, amagama enza ingqiqo enzululwazi namagama enza ingqiqo azakhekelayo, ayasebenzisana anikana nefuthe (Adler, 1997).

UButhelezi (1989:38-60) ugqiba kwelithi, "ulwimi lwesiNgesi olusetyenziswa esikolweni lulwimi olusetyenziswa kuphela ezifundweni, alubancedi nganto ekukwazini ukuqhakamshelana ngokupheleleyo; nto leyo ebaxakileyo necace gca kwizifundo zenzululwazi nezibalo apho ootitshala behlangana nemiqobo ekufundiseni icala lolwimi lwezi zifundo, kodwa abazi ukuba baqubisane njani nezi mfuno (Clarke, 1991:5).

UReynolds (1991:5) naye uthi, umyinge wokutshona kwabafundi izifundo zezibalo ubangelwa kukungabi nalwazi lupheleleyo lootitshala ekufundiseni ezi zifundo (OFSTED, 1998; NFER, 1996). Uphando lukaMiller noBaker (2001:40) lwafumanisa ukuba imipoposho kaReynolds (1991: 40) yokuba indlela abafundi abaqhuba ngayo kwezi zifundo yayanyaniswa nokungabi nalwazi lupheleleyo kootitshala ngezi zifundo kwizifundo zezibalo nenzululwazi iyinyani. Ngokweziphumo zabo, ulwimi lwesiNgesi eklasini lwaludityaniswa okanye lusetyenziswa kancinci efundiseni okanye ekufundweni kolwimi olungqalileyo lwezibalo. Ootitshala babengenayo inzululwazi yeelwimi ukucacisa amagama enza ingqiqo. Reynolds (1991:5)

UPimm (2002:18) evumelana noBrady (1970:), uZevernbergen (2003:205), uOrton (1992:135), nabanye abaphandi uthi utitshala wezifundo zezibalo kufuneka abenolwazi lwendlela olwakhiwe ngayo ulwimi nemilo yolwimi equlethe magama asetyenziswayo kwizifundo zezibalo. Uvumelana noSetati nabanye (2002) xa esithi, inxalenye yokufunda izifundo

zezibalo kukuba namandla okuphatha okanye ukwazi ngokupheleleyo amagama asetyenziswa kwizifundo zezibalo ezibanamagama athi asetyenziswe ngendlela eyahlukileyo kweyaziwayo, njengala: incwadi enye, ookrebe ababini, iibhloko zethawa ezilishumi elinethoba, asebenza njengamagama aziziphawuli kubomi bemihla ngemihla. Kodwa, ajika abe zizibizo kwizinto ezisetyenziswayo kwizifundo zezibalo, njengokuba zibe mnqakathi, zibe ngoonombini okanye inani elingenakwahlulwa.

Ngokutsho kukaStevens, (1976: 58), xa umfundi wezifundo zenzululwazi ethetha ulwimi olungekalungiselwa iinjongo zokufundisa, ukufunda kwakhe ngolwimi lwesiNgesi kuqulethe iingxaki ezongezelelweyo ekwazini nasekuqondeni. Akakwazi ukuguqulela kulwimi lwakhe lokuqala ukusombulula intandabuzo anayo (Clarke, 1991:5)

Ezinye zeencwadi ezithe zaphononongwa kuphando ngemfundo yamabanga aphantsi zibonakalisa ubukhulu bokufundisa ngolwimi lwenkobe kubafundi kusetyenziswa ulwimi lwesiNgesi ukubala. Kwacaca ukuba xa abafundi bebuzwa imibuzo ngolwimi lwesiNgesi impendulo ayidibani nale nto ibuzwayo futhi ayiniki ngqondo, ibonakalisa ukungawuqondi umbuzo okanye ukuba nako ukuphendula ngolwimi lwesiNgesi. UMamla noMateru bathi xa lo mbuzo mnye ubuzwa ngesiSwahili, kwimeko yaseTanzania, abafundi baphendula ngendlela echanekileyo nenika ingqondo (Qorro, 1999)). URoy-Campbell noQorro (1997) noQorro (1999:95) babhala bathi, ukuya kwiipesenti ezingama-95 zabafundi bemfundo yamabanga aphakamileyo, abakwazi ukufunda nokubhala iincwadi ezibhalwe ngolwimi lwesiNgesi nangona

bencedwa ngootitshala. Abaphandi eTanzania bayavumelana bathi imfundo yamabanga aphakamileyo eTanzania isekelwe phezu kolwazi oluxhomekeke encwadini.

UQorro (1992:92) uthi, ukungakwazi kwabafundi ukufunda kubonakala kakhulu ekubhaleni kwimfundo yenqanaba eliphakamileyo. Ubhala athi loo nto idalwa kukuba isilabhasi igxininisa kakhulu ekusetyenzisweni kwesimo segramma ngaphandle kokusebenzisa indlela olusetyenziswa ngayo ulwimi kuqhakamshelwano. UQorro (1992:92) uthi ezikolweni zaseTanzania, ootitshala babhala oko kusencwadini kunjalo baze abafundi babhale encwadini endaweni yokubasebenzisa kumsebenzi obenza bacinge banzi apho banokubhala ngezinto abazaziyo. Uthi phantsi kweemeko ezinjalo abafundi abanayo inzululwazi yolwimi enika umdla bafumane kunzima ukusuka kwizikhokelo abazinikiweyo.

UMartin Jones (1995:90) uthi, izinto ezidala kukhethwe ukusetyenziswa kolwimi oluthile okanye iilwimi ezimbini ngaxesha nye eklasini zimbaxa ukuba zingamiselwa ngabaseki bemithetho ekumiselwe kuyo ulwimi lokufundisa. Uthi uphando obel usandula ukwenziwa (Arthur 1996), lunike ingqalelo yemeko yaseklasini apho indlela yokusetyenziswa kweelwimi ezimbini ekulawuleni iklasi inegalelo kumsebenzi wonxibelelwano owenziwa ngootitshala nabafundi eziklasini apho kusetyenziswa iilwimi ezimbini ukufundisa (1995:90).

Oko kuthetha ukuba ootitshala basebenzisa iilwimi ezimbini njengendlela yokunxibelelana nabafundi. Olwam uluvo ngalo mba luthi oku akuqinisekisi ukuba lukhona ulwimi olwaziwa ngokupheleleyo ngabafundi, phantsi kwemeko enjalo. Kuba, xa

bethi besamamele ulwimi lokuqala olungomelelanga ngokugqibeleleyo kusetyenziswe ulwimi olulumbi ngaxesha linye kubakho impixwano. Impixwano le kokwam ukubona idalwa kukuba inkolelo yam yokufunda ulwimi ithi xa kuthethwa ngolwimi olulumbi ubani uqala akhangele intsingiselo ngolwimi lwenkobe ngaphambi kokuba aqonde ngokupheleleyo ukuba kuthethwa ngantoni. Le nkolelo indenza ndicinge ukuba abafundi abakwezi klasi bafunda ngale ndlela inye. Ndiwubona ingumsebenzi ongekho lula kuba ndikholelwa ekuthini bathatha ixesha (abafundi) befuna intsingiselo nto leyo ibenza bangomeleli nakolu phi na ulwimi.

UAuer (1995) uthi ootitshala soloko bebhanela ekusetyenzisweni kweelwimi ezimbini ngaxesha nye ekuzameni ukulawula unxibelelwano eklasini. Bakwenza oko ngelizama ukwahlukanisa phakathi kolwimi lokufundisa nolokulawula iklasi. Abaphandi abajongene nokusetyenziswa kweelwimi ezimbini ngaxesha nye eklasini (*code switching*) banike ingqalelo kwakhona baza bayamanisa ukusetyenziswa kolwimi nobugcisa nendlela abathanda ngayo abamameli. Nto leyo enikwa ifuthe yindawo nemo ekusetyenziswa kuyo ulwimi olo (Auer. 1995)). Loo nto kokwam ukubona yenza kungabikho lwimi lusingxina olusetyenziswayo kuba ubani uzakhela oko kulungele yena ngelo xesha elawulwa yimeko yaloo ndawo asukuba ethetha ekuyo.

Xa kuthethwa nje, abanye ootitshala banika ingxelo ethi abazisebenzisi iilwimi ezimbini ngaxesha nye eklasini kuba zingadala ukubhideka. Nangona kunjalo, ootitshala bazibona benyanzelekile ukusebenzisa ukuguqulela olunye ulwimi kolunye ukuze bafundise ngemfezeko oko bajonge ukufundisa.

UArthur (1994, 1996 and 2001) uthi, ootitshala awabaqwalasela befundisa kwiiklasi zaseBotswana babesebenza phantsi kweemeko zenkxalabo ezaziphantsi koxinzelelo lwesikolo nolawulo lokusetyenziswa kolwimi. Oko kukuthi, ukusetyenziswa okukhethekileyo kolwimi lwesiNgesi eklasini, nokufundisa ngokukuko nokuba nolwazi ekusebenziseni iilwimi ezimbini ngaxesha nye (Stroud, 2002: 46) kwakungaqinisekisi ukufumana ulwazi olupheleleyo kubafundi. Oku kwakusenziwa kukuba akukho kuqiniseka ukuba abafundi baphuma nolwazi olupheleleyo lolwimi ngalunye kwezisetyenziswa ngaxesha nye.

NgokukaArthur (2000), le ndlela yokusetyenziswa kweelwimi ayizange ibe namiphumela ilungileyo kuba abafundi babengafundi lulwimi luthile. Babefumana ucuntsu wolunye ulwimi nto leyo yayidala ukuba kungaphuhli nalunye kwezi lwimi zazisetyenziswa (Stroud 2000:46).

UBamgbose (2000) ubona ukuba, indlela abalubona ngayo ulwimi abantu luyayichaphazela indlela abayikhetha ngayo indlela yokusetyenziswa kolwimi. Uthi:

Abantu abaninzi bafikelele ekwamkeleni into yokuba imfundo 'yenene' ingafunyanwa ngolwimi lwehlabathi jikelele njengolwimi lwesiNgesi. Nembono ethi umntwana angafumana nto xa enokuthi kwimfundo yakhe yamabanga okuqala afumane ulwimi lwakhe lwenkobe iyaphikiswa luninzi kubazali abafundileyo (2000:88).

UStroud (2002) ucacisa athi, iinzame zokusebenzisa ulwimi lwenkobe zitshabhiswa zizixhobo zokufunda ezikumgangatho

ophantsi, uqeqesho oluncinane lwendlela zokufundisa kusetyenziswa iilwimi ezimbini njengeelwimi zokufundisa neenkubeko ezingaphezu kwesinye, nontlithwano phakathi kwendima edlalwa ngootitshala, iimfuno zesikolo nobubona babafundi nootitshala. Zithathwe njengengcingane yokufunda njengoko kubhaliwe kokuqulethwe yikharithyulam. Ezi zinto zikhankanyiweyo zenza ukuba ulwimi oluthathwa njengolona luphezulu kuloo ndawo lube lolona lusetyenziswa njengolwimi lokunika imiyalelo imihla yonke.

UStroud uphawula athi:

Into yokuba ukufundisa kugxininise kwaqhelaniswa nokusetyenziswa kweelwimi ezithathelwa phezulu kangangokuba bambalwa abafundi abaphumelela ngokupheleleyo esi sesinye sezizathu ezibangela ukuba lukhuni nokuba nokungaqondi ngokupheleleyo kwendlela ekufundiswa ngayo eklasini; xa abafundi benganako ukunika iimpendulo ezingqalileyo, unxibelelwano oluninzi eklasini luqubisana nembonakalo yohlobo oluthile lwesimo (2002:46).

Le ngxoxo ingentla ibonisa ukubaluleka nokuba sembindini wolwimi ekufundiseni. Nto leyo ithetha ukuba kubalulekile ukufundisa abafundi ulwimi olwayamene nemo leyo yezifundo abahlanga nayo kuba oko kuya kwenza kube lula ukumelana nezifundo zabo. Ukufundisa ngolwimi olulumbi akwenzi kubelula ukuqonda. Lo nto ithetha ukuba makugxininiswe ukufunda ngolwimi lwenkobe ukuze unxibelelwano phakathi kwabafundi, ootitshala noko kufundiswayo kuqondwe ngendlela efanayo, ngootitshala nabafundi.

Umcholacholi weendaba kwezemfundo weCape Argus ubhala athi (2003:6), “yiminyaka emithathu emva kokuba abafundi baseMzantsi Afrika baphuma ekugqibeleni kuvavanyo lwamazwe ngamazwe ngo1999, abakakwazi ukwenza izifundo zabo zezibalo.” Unika ingxelo ethi iindidi ezimbini zovavanyo zibonise ukuba abantwana bethu basasokola ukuqonda ngokupheleleyo izifundo zezibalo eziseqondweni elisezantsi. Uvavanyo lokugqibela belujoliswe kubafundi abali-100 abasuka kwizikolo zaseNtshona Koloni nolufumanise ukuba ukubhideka kuqale kumabanga amathathu okuqala esikolweni.”

Ngokombhali weli phepha, uphando olwenziwe yiJoint Education Trust kunyaka ka2001, apho abafundi beGreyidi yesi-3 bavavanywa kusetyenziswa uhlobo oluthile lomsebenzi ekubaleni, ukuhlenga hlengisa, ukudibanisa ekuthabatheni nasekuphindaphindeni. Eyona nqontsonqa eyafunyaniswayo lolu phando yaba kukuba ulwazi lwabanye abafundi luphelela ekudibaniseni amanani amabini. Ukwazi kwabafundi ukudibanisa nokuthabatha amanani kwehla ngokukhawuleza xa amanani asetyenziswayo ekhula.”

Ngokutsho kwakhe abafundi basokola ngakumbi xa bedibanisa amanani ekwakufuneka athwalwe asiwe kwelinye icala njengenani u-100. Ngokwalo mbhali, iSebe lezeMfundo lizimisele ukwenza uvavanyo olubizwa ngokuba ‘luvavanyo kuxilonga (*diagnostic test*)’ ukulandela indlela abafundi abasebenza ngayo kwezi Greyidi-3, 6 nakwa-9 kwiminyaka elandelayo.

ISIPHETHO

Uninzi lwababhali abangentla njengoko sekucatshulwe ngumphandi lubonisa nto nye abavumelana ngayo nababhala phezu kwayo, ukubaluleka kokwaziwa ngokupheleleyo kolwimi lwenkobe ngabafundi nootitshala kwizifundo ngokubanzi. Oko kwenza ukuba kubekho isiseko ekunokusetyenzelwa kuso xa kuthethwa ngokuphuhlisa kolwimi lwenkobe. Okunye abakugxininisayo kukubaluleka kokuqonda ukuba, ulwimi olulumbi alunasisekelo xa ulwimi lwenkobe lungaziwa ngokupheleleyo.

Ukwazi nokuphuhlisa ngokupheleleyo ulwimi lwenkobe kulo mba kuthetha ukufunda ngalo, ukubhala nokuthi kubekho iincwadi zeenkalo zezifundo ezibhalwe ngolu lwimi, umzekelo ukubhalwa kwencwadi yezifundo zezibalo enokusetyenziswa ngabafundi nootitshala. Oko kwakuqwalaselwa banzi kwisahluko esilandelayo nanjengoko sinika isakhiwo sophando esiquka imvelaphi nendawo ekuqhutywe kuyo uphando nezizathu zoko.

ISAHLUKO SESITHATHU

3. UKUQHUTYWA KOPHANDO

3.1. Intshayelelo

Kwesi sahluko kuza kuthethwa ngendlela ekuqokelelwe ngayo ulwazi ukuze olu phando lube yimpumelelo. Oko kuquka uhlobo lophando olusetyenzisiweyo, iindlela zokuqhuba uphando, ulwimi olusetyenziswa esikolweni nolwimi lokuqhuba uphando kunye nenkqubo yophando.

3.1.2. UHLOBO LOPHANDO OLUSETYENZISIWEYO

Olu phando luqhutywe njengophando lohlobo (*qualitative*) kuba luqwalasele inkqubo yabafundi ekuzameni ukuqonda izifundo zabo banzi ngaphezulu kwesiphumo sophando. Le nkqubo iqwalasela ubucukubhede neenkukacha ezipheleleyo ngezinto ezingqalileyo, (Clifford Geertz 1973). Olu phando lohlobo lubeka uxinzelelo kwindlela abafundi ababona ngayo izinto ekufundeni kwabo, eyona njongo iphambili yingcaciso enzulu nokuqonda izigigaba nezehlo zokufunda kwimo nganye (Mouton nabanye, 2001: 306).

Undoqo kukuqonda ukusetyenziswa kolwimi ekufundeni nasekufundiseni izifundo zezibalo kwimo engqalileyo ingekuko ukuyijonga nje kwingcinga engenamgqalisela kwisifundo esi. Inkqubo yophando lohlobo amaxesha amaninzi inentelekelelo kwindlela oluqhutywa ngayo, imiphumela ikukwakha iingcinga ezingaqinisekiswa ezintsha neengcinga ngokubanzi (Babbie noMouton, 1999). Kule meko, iindlela ekufundiswa ngazo eklasini zindlela abafunda ngazo abafundi ekumelwe zondelwe zibhalwe phantsi.

Olu hlobo lophando luqinisekisa ukuba kuxoxwa banzi ngokuhlalutywa kwengxelo. Olu hlobo lophando luzama ukubonisa nokucacisa ukuba ulwimi lusembindini wokufundisa kwezifundo zezibalo, nto leyo yenza ukuba olu didi lophando (uphando lohlobo-qualitative) lube lolona lulungele ukusetyenziswa.

3.2. IINDLELA ZOKUQHUBA UPHANDO (Methods)

Iindlela zokuqhuba uphando ibe zeziqinisekisa ukuba ingxelo efunekayo ukuphumelelisa olu phando iza kuphuma, ndlela leyo iya kuthi iyicacise ngokupheleleyo indima edlalwa lulwimi ekufundeni izifundo zezibalo. Ezi ndlela ziqinisekisa ukuba ucaca ngokupheleleyo umba wokuzama ukufikelela ngokupheleleyo kwabafundi, kulwazi lwezifundo zezibalo.

Iindlela zophando ezisetyenzisiweyo kwinkqubo yokwenza uphando zikhethwe kuba zenza kubelula ukuphanda nzulu kungqalwe encamini yobunjani beklasi yezifundo zezibalo ngaphandle kophazamiseko. Oko kuthetha ukuba ezi ndlela beziqinisekisa ukuba abafundi bayayonwabela indlela abathe babandakanyeka ngayo kolu phando kuba ibingoyikisi kwaphela, bebephendula imibuzo ebuziweyo becaciselwe ukuba iza kunceda ntoni. Bakonwabele ukufunda izifundo zezibalo ngolwimi lwenkobe kungekho nto yenza ukuba kube nzima koko bevunyelwa ukubuza imibuzo, baphakamise olwabo uluvo lusetyenziswe ekwakhiweni kolu phando. Nangona ubani engenako ukutsho ngokupheleleyo ukuba le ndlela isetyenzisiweyo yokuqhuba uphando yeyona yona, ukufumana ulwazi olufunwayo, bezikhona izithintelo kodwa ubani angafuna indlela eyenye yokumelana noko ukuze ingxelo eqokelelweyo ingafumaneki igwenxa xa kusenziwa uhlalutyo.

Ingxelo yaqokelelwa ngezi ndlela zilandelayo njengezixhobo zokuphanda:

1. Amaphepha-mbuzo amabini –elabafundi nelootitshala. Udliwanondlebe ngaphambi nasemva kokubhala iimvavanyo zezifundo zezibalo
3. Ukubhalwa kokuboniweyo eklasini ngexesha kufundiswa eklasini
4. Iimvavanyo

Kubhalwe banzi ngeendlela zokuqokelela uphando ngezantsi apho kucukulwe kwaze kwacaciswa isihlokwana ngasinye kwezi zingentla.

3.2.1. Amaphepha-phambuzo

Iindidi ezimbini zamaphepha-mbuzo zakhiwa njengeny yeendlela zokuqokelela ingxelo. La maphepha-mbuzo abhalwe ngesiXhosa nolwimi lwesiNgesi. Iphepha-mbuzo liqulethe iimpendulo ezingu, 'ewe' no 'hayi' neempendulo ezivulelekileyo apho ootitshala nabafundi kulindeleke ukuba banike ingcaciso apho ifuneka khona (Isihlomelo A and B). Amaphepha-mbuzo akhethwa njengeny indlela yokuqhuba uphando echazwe ngcono nguGiles nabanye (1983) abathi:

Iindlela abalubona ngayo ulwimi abafundi nootitshala lulinganiswa ngempumelelo ngokusebenzisa ngqo amaphepha-mbuzo kuqwalasele ngqo ukuvavanywa kolwimi nokukhethwa kweelwimi ngabafundi, umzekelo, kwezi lwimi zimbini luluphi ulwimi olusetyenziselwa injongo kwiimeko ezithile, olukhethayo (Giles, 1983).

Ukulungiselela iinjongo zoluphando iphepha-mbuzo lizama ukufumanisa ulwimi olunokuthi lukhethwe ngabafundi njengolwimi abathanda ukufunda ngalo izifundo zezibalo. Okunye kukuba, ingaba abafundi banolwazi olunzulu nolukhethekileyo lwamagama enza ingqiqo namagama asetyenziswayo ekufundisweni kwezifundo zezibalo. Iphepha-mbuzo libanike ixesha lokucinga banzi abafundi ngeempendulo abazinikayo kungako kufuneke begqibezele amaphe-phambuzo ngexesha labo.

Iphepha-mbuzo elakhiwe ukuqokelela ingxelo kootitshala belunenjongo enye ukwenza indlela yokuqhuba uphando ibe lula, ngokuthi ootitshala abazalise amaphepha-mbuzo bebesuka kwizikolo ezahlukeneyo. Loo nto yenze ukuba amaphepha-mbuzo ashiywe esikolweni, ajongwe kunye nootitshala abo, andule ukuphendula ngexesha lakhe. Bekulula ukushiya nokuqokelela amaphepha-mbuzo, utitshala bebengekho phantsi koxinzelelo lokuba bawazalise ngoko nangoko. Iphepha-mbuzo liqulethe imibuzo evulelekileyo apho utitshala bekumele acacise ukuba ukhetha luphi ulwimi lokufundisa izifundo zezibalo anike nezizathu zakukhethileyo. Bekukho imibuzo engo, 'ewe' no 'hayi elandelwa sisicelo sokuzathuza ezompendulo azinikileyo.

3.2.2. Udliwanondlebe

Udliwanondlebe olwakhiwe ngendlela yokubhala imibuzo engagqibekanga lwasetyenziswa njengenye yeendlela zokuqhuba uphando (Isihlomelo A noB). Ukubaluleka kophando lohlobo kuphando kukhokelele ekuthini udliwanondlebe lube yeyona ndlela isetyenziswayo ukufumana nokuphandisisa eyona ngxelo nolwazi olufihlakeleyo nolungacingelekanga, kanye olu lwenza ukuba uphando lube yimpumelelo. Kule meko inika indlela ethile abathi babone ngayo izinto ngokolwazi nenkolelo yabo bathatha inxaxheba kuphando ngokunxulumene nesifundo esi kuphandwa ngaso. Ngokweenjongo zolu phando udliwanondlebe lunceda ukuqinisekisa ukuba asikhi emoyeni xa sithetha ngesifundo sezibalo koko sithetha ngezinto ezingqalileyo nezithe ngqo kuso, sijonga ukubaluleka koko sikholelwa kuko kwesi sifundo, singene ngqo emxholweni.

Ukusebenzisa udliwanondlebe ngokutsho kukaFerreira (1988:213) ngokucatshulwa nguMouton nabanye (2001:306), sesona sikrweqe sibalulekileyo, ekuzameni ukufumana olona lwazi nentsingiselo eyimfihlo njengasekufundisweni kwesifundo sezibalo. Udliwanondlebe luncede umphandi

ukuba abenolwazi lweentsingiselo zengxelo ayinikwe ngabo bathathe inxaxheba kolu phando nokuthi abuze imibuzo engachithanga xesha xa kukho nto ithile engaqondakalanga. Iimpendulo ezingangqalanga esihlokweni zihlalutywe ngokuthi kwakhiwe imibuzo ecutha ukungangqali mbuzweni okanye sihlokweni kuze kuphume iimpendulo ezingqalileyo.

Ixesha lokudlana indlebe nabafundi licelwe kutitshala wezifundo zezibalo. Abafundi abathi bathatha inxaxheba kolu phando babethathelwa ecaleni ngaphandle kweklasi. Bebesiwa mhlawumbi egumbini lootitshala okanye bathathwe ngexesha lokudlala (ukubetha kwentsimbi yokuqala mayela necala emva kwentsimbi yeshumi). Ngexesha kusenziwa udliwano ndlebe kunye nabo utitshala ebeqhuba neklasi ngokuthi enze izilungiso zomsebenzi wasekhaya abedla ngokuwunikezela ngosuku olwandulela olo lodliwanondlebe. Ukusebenzisana notitshala kuqinisekise ukuhamba kakuhle kwezinto kuquka ukucwangcisa umsebenzi ngendlela eyenza ukuba abafundi bakudliwanondlebe bangaphoswa nto intsha.

Emva kodliwanondlebe lokuqala kwabhalwa uvavanyo kwizifundo zezibalo. Nto leyo yakhokelela kudliwanondlebe lwesibini. Olu udliwanondlebe lwalujolise ekufumaneni ukuba indlela abafundi abacinga ngayo ngokufundiswa izifundo zezibalo ngolwimi lwabo lwenkobe ijikile na emva kokubhala uvavanyo ngolwimi lwenkobe. Oku bekuzama ukuqinisekisa ukuba abafundi bacinga banzi ngeempendulo abazinikayo.

3.2.3. Ukubhalwa kokuboniweyo (iinowuthsi)

Ukuqwalasela oko kufundiswayo nokufundwayo ngexesha kufundiswa izifundo zezibalo ngenjongo yokuzibonela oko kwenzeka eklasini:

- (i) Ulwimi lokufunda nokufundisa.
- (ii) Indlela abaza kuthatha ngayo izifundo zezibalo kulwimi ezifundiswa ngalo,
- (iii) Ubungakanani bokuqonda ngokupheleleyo amagama enza ingqiqo afundiswa eklasini nolwimi lokufundisa ngenjongo yokukhuphela ulwazi.

Eyona nto inzima yayikuba ngumntu wangaphandle ngexesha umphandi ahambela iiklasi ngethuba esajonga indlela ekuqhutywa ngayo eziklasini. Kwiintsuku zokuqala kwakulula ukugcina isihlalo somhambi nombukeli kodwa salahleka ethubeni. Konke okuqatshelweyo ngethuba kuhanjelwa ezi klasi kwabhalwa phantsi ukunceda kuzo kuba lula ukunika ingxelo epheleleyo yengxelo eqokelelweyo ngexesha lohlaluty. Umcamango wokubhala phantsi oko kuqaphelekayo yayikukubona ukuba kukho ubudlelwane obubonakalayo phakathi koko kunikwa njengeempendulo nabafundi ngethuba lodliwano ndlebe noko kuvelayo ngethuba kufundwa eklasini.

3.2.4. Iimvavanyo

Iimvavanyo bezisetyenziswa njengenye indlela yokuqhuba uphando nokuqokelela ngohlobo lokuba iziphumo ziya kuphendula umbuzo wokuba ingaba abafundi bangaqhuba ngcono kwizifundo zezibalo xa benokufundiswa ngolwimi lwabo lwenkobe. Iimvavanyo zasetyenziselwa ukufumana ukuba ingaba abafundi bangawaqonda ngokupheleleyo amagama enza ingqiqo xa bewafundiswa bewabhala ngolwimi lwabo lwenkobe.

Ngaphambi kokuba kwakhiwe iimvavanyo abafundi bafundiswa la magama enza ingqiqo ngolwimi lwabo lwenkobe (isiXhosa) nangolwimi olulumbi (ulwimi lwesiNgesi). Imisetyenzana yaseklasini ebalungiselela uvavanyo yenziwa ngesiXhosa. Iimvavanyo zakhiwa ngoncedo likatitshala wezifundo zezibalo wakwaGreyidi 7 kwisikolo esiyindawo yophando. Amanqaku afunyenweyo ngabafundi kolu vavanyo awanafuthe ekuhlalutyeni olu phando nanjengoko injongo ibikukubona indlela abaza kuqhuba ngayo xa befundiswe

baza bavavanywa ngolwimi lwabo lwenkobe. Injongo yolu vavanyo ibikukuqwalasela ukuba abafundi baqonda bakhuphele ngcono oko bakufundisiweyo, xa kusetyenziswa ulwimi lwabo ekufundeni nasekubhaleni xa kusetyenziswa ulwimi lwabo lwenkobe.

3.3. ULWIMI OLUSETYENZISIWEYO EKHUBENI UPHANDO

Kubalulekile ukwenza amagqabantshintshi ngolwimi olusetyenziswa esikolweni ngaphambi kokuthetha ngolwimi olusetyenziswe kuphando. Oko kwakwenza ukuba ubani abenomfanekiso ngqondweni wemiba ehambelana nolwimi kwesi sikolo.

3.3.1. Ulwimi olusetyenziswa esikolweni

Uwimi olusetyenziswa ngumntu wonke kwesi sikolo lulwimi lwesiXhosa. Ulwimi lwesiNgesi lusetyenziswa njengolwimi lokufundisa izifundo nokulawula isikolo. Ootitshala nabafundi basebenzisa ulwimi lwesiXhosa ixesha elininzi xa becacisa oko bakufundisayo, xa bencokola naxa beyalela abafundi ngokuthile. IsiXhosa sisetyenziswa ekudlaleni, ekuncedeni abafundi baqonde banzi ngezifundo zabo naxa bexoxa ngemiba abafundiswa ngayo esikolweni xa besebenza bengamaqelana.

3.3.2. Ulwimi olusetyenziswe kwiphepha-mbuzo

Amaphephambuzo ayilwe aziindidi ezahlukeneyo ezimbini. Udidi lokuqala (Isihlomelo A) lwephepha-mbuzo lunikwe abafundi phambi kokuba babhale uvavanyo lwezifundo zezibalo ngolwimi lwesiXhosa. Elesibini iphepha-mbuzo linikwe abafundi emva kokubhala iimvavanyo (Isihlomelo B). Amaphepha-mbuzo ebezintlantlo mbini. Bekukho elo lilungiselelwe abafundi (Isihlomelo A) nelo lilungiselelwe utitshala ibe lelikatitshala ofundisa izifundo

zezibalo kwisikolo esisetyenziswe njengendawo yophando. Amaphepha-mbuzo abhalwe ngolwimi olulumbi nolwimi lwesiXhosa. Unobangela woku ibikukunika ithuba kubathathi nxaxheba kolu phando ukuba babenenkululeko yokukhetha ulwimi abakholwa lulo.

3.3.3. Ulwimi olusetyenziswe kudliwanondlebe

Abafundi nootitshala banikwe ithuba lokusebenzisa naluphi na ulwimi abaziva bekholwa lulo. Bebekhetha ukusebenzisa isiXhosa okanye ulwimi olulumbi. Umphandi yena uyihlele ngolwimi lwesiXhosa imibuzo kodwa eminye yayo bekunyanzeleka ukuba ootitshala bayibuze ngolwimi lwesiNgesi, kuba mhlawumbi kukho loo nto ingacacanga kubo. Kubafundi bekukhangeleka kumnandi kuba banikwe ithuba lokuba basebenzise ulwimi abaziva bekhululekile kulo nabalugonda kakuhle. Kubafundi abalithoba ekubanjwe udliwanondlebe nabo, bonke bakhetha ukuba kusetyenziswe ulwimi lwabo lwenkobe, isiXhosa. Ukusetyenziswa kwesiXhosa kuqinisekise ukuba iimpendulo ezinikwa ngabafundi zingqalile aziphenduli ecaleni kombuzo.

Le nkqubo iqinisekise oko kutshiwo ngabenze uphando kumba onjengalo, abanjengoMlama noMateru (1978) ukuba abafundi bamabanga aphantsi baya esikolweni benolwazi lolwimi lwabo lwenkobe abalufunde ngaphambi kokuba baqale isikolo. Ngoko ke xa belugcinile ulwimi lwabo lwenkobe ngokuthi balusebenzise luphuhle lufikelele ekuthini balwazi ngokupheleleyo kuquka nokuqonda banzi amagama enza ingqiqo nto leyo ibenza babengcono ekwazini nasekuphumeleleni umsebenzi wabo wesikolo ukuya kumabanga emfundo ephakamileyo. Kungenxa yeso sizathu ukuba abafundi bevunyelwe ukuba basebenzise ulwimi lwabo lwenkobe ukuze bakwazi ukucacisa banzi oko bakucingayo.

Ukufunda ngolwimi olulumbi kuquka ukukwazi ukuva ngendlela yengqiqo ezikileyo ngokupheleleyo nentsingiselo yamagama kwiimeko zeemveli

ezingqonge ulwimi, ngoko ke abafundi bafumana kunzima ukumelana nolwimi olwahlukileyo, olutsha nolu lumbi, nanjegoko lungafumaneki kwiindawo abasuka kuzo, bengakhulelanga kulo. Kusukela kwezi ngcinga zingentla ukwakha amaphepha-mbuzo ngolwimi lwenkobe lwabafundi Gardner (2001).

Ukukhethwa kukatitshala kwaphenjelelwa kukuba engutitshala ofundisa izifundo zezibalo. Okunye kubangelwe kukufumanisa ukuba ufundisa iiklasi ezimbini zakwaGreyidi 7 (uGreyidi 7A no B). Enye kwezi klasi inolwazi olomeleleyo lwezifundo zezibalo ngelixa enye inolwazi olubuthathaka (olungomelelanga). Lo mba unike umtsalane wokuzama ukufumanisa ukuba zinokuba ziyintoni izizathu ezenza ukuba kubekho umsantsa ongaka phakathi kwabafundi beziklasi zimbini, nangona lo ingenguwo umbuzo wophando kodwa ukuwunika ingqalelo lo mba kungenzeka ukuba kungayimpendulo yeminye imibuzo.

3.4. INKQUBO YOPHANDO (Research Process)

Uphando lwaqhubeka emva kokuba neendibano nenqununu yesikolo. Akuba nomdla luphando olu wadlana indlebe notitshala wezifundo zezibalo. Emva koko umphandi wabandakanywa entlanganisweni. Kwagqitywa kuyo ubungakanani bexesha elinikwa umphandi ukufezekisa olu phando.

Samisela iintlanganiso zokuba olu phando luza kuqhutywa njani, luza kuthatha iintsuku ezingaphi ngeveki, amaxesha okubonana nootitshala mayela neziphumo zesifundo sosuku ngalunye, iiklasi eziza kuchaphazeleka kolu phando, inani labafundi eliza kuthatha inxaxheba, ootitshala abaza kuthatha inxaxheba, nokuba uphando olu luza kusinceda njani isikolo kwizifundo zezibalo.

Elona xesha lililo lokungena eziklasini ngenjongo yokuba nodliwanondlebe nabafundi bakwaGreyidi 7A no 7B, bekungexesha lesikolo ngexesha kufundiswa izifundo zezibalo. Ngexesha lokuqwalasela indlela abafunda nabafundiswa ngayo abafundi, abafundi ababebonakalisa ulwazi nokuqonda izifundo zezibalo babebhalwa phantsi ukulungiselela ukucela ukuba babambe udliwanondlebe nomphandi ngexesha elikhethekileyo kubo. Abafundi ababebonakalisa ingxaki kwezi zifundo nabo babhalwa phantsi kwangenjongo eseyibhalwe ngentla. Imibuzo ababeza kuyibuzwa yayiyezama ukufumanisa ukuba:

(1) Ingaba zinto zini ezibangela ukugqwesa okanye ukusokola kwabo ekufundeni izifundo zezibalo.

(2) Ingaba babeziqonda kusini na izizathu ezikhokelela kwindlela abasebenza ngayo.

Emva kwale mibuzo kuza kuhlalutywa iimpendulo zize zinike inkcazelo ephuhlileyo yoko kutshiwo ngabafundi.

3.4.1. Inani labafundi ababhala iimvavanyo

Kubalulekile ukuqaphela ukuba abafundi abangamashumi amathathu babhala iimvavanyo. Loo nto ithetha ukuba ewonke amaphepha ekwakumele ukuba aqwalaselwe angamashumi amathandathu. Umgaqo owamiselwa ukukhetha abafundi wahlulwa wazizintlu ezintathu:

Abafundi abaqonda kancinci ngezifundo zezibalo ngokutsho kweziphumo zovavanyo lwangaphambili eklasini izihlandlo ngezihlandlo, abafundi abaqonda nje nabo bazamela ukuphumelela iimvavanyo kunye nabo baphumelela emagqabini. Babhala iimvavanyo ngolwimi lwenkobe (isiXhosa) nolwimi olu lumbi (ulwimi lwesiNgesi), nto leyo yenza ukuba amaphepha ekuza kujongwana nawo abangamashumi amathandathu. Imiphumela nohlalutywe lweziphumo kuxoxwa ngalo kwizahluko ezilandela esi.

3.4.2. Indlela yokukhetha abafundi

Ukuze lufezeke olu phando kusetyenziswe iiklasi ezimbini zeGreyidi yesi-7, u7A no 7B. Inani labafundi bedibene ngama-97. Abafundi bona bakhethwa kuba bengabafundi bakwaGreyidi 7 kwesi sikolo. Baye bakhethwa ngokwamabakala okuqonda izifundo zezibalo. Ukuze kwahlulwe abafundi babengamaqela achaziweyo ngentla, kwasetyenziswa iziphumo zovavanyo olwenziwa eklasini izihlandlo ezibini ngaphambi kophando. Oku kuye kwakhokelela ekubohluleni babengamaqela amathathu:

(a) Abo baziqonda ngokubalaseleyo izifundo zezibalo,

(b) Abo baphakathi

© Nabo bafumana kunzima ukufikelela kwinqanaba elithile lokuphumelela iimvavanyo.

Injongo yokubahlula hlula yayikukufumanisa iingxaki abajamelana nazo ukuba zahluka njani (ukuba banako ukuzicacisa).

Ezi mvavanyo zabhalwa emva kwezifundo ezithandathu ezondelwayo ukuba zifundiswa njani yaye abafundi baqonda njani oko bakufundiswayo.

Kwasetyenziswa imisetyenzana yaseklasini njengephepha leemvavanyo zabafundi. Ezi mvavanyo zabhalwa ngemini ezahlukeneyo. Uvavanyo olwabhalwa lungolwimi lwenkobe lwabhalwa ngoLwesibini, lwaza olukulwimi olu lumbi lwabhalwa ngoLwesithathu. Igumbi ekwakubhalelwa kulo lalilungiswe ecaleni apho bonke abafundi ababeza kubhala bafumana ithuba lokuba bodwa. Iimvavanyo zazizama ukunceda ukuphendula umbuzo wophando kungekho manqaku ahlanganiswe nalo.

Lo mzamo wezi mvavanyo wawuzama ukujonga ukuba uza kuphendula ka na umbuzo othi, "ingaba abafundi baziphumelelela ngcono izifundo zezibalo xa befundiswa ngolwimi lwabo lwenkobe (isiXhosa). Ukuphendula lo mbuzo kwasetyenziswa la manqanaba njengamanqwanqwa okwakha inkqubo yophando:

Inqwanqwa lokuqala: Kuqalwe ngokondela okanye kwaqwalaselwa indlela abafunda nabafundiswa ngayo izifundo zezibalo, kwaza kwabhalwa iinowuthsi.

Inqwanqwa lesibini: Ukufundisa abafundi isifundo sezibalo ngolwimi lwenkobe. (Isifundo esi basibhala njengovavanyo esekuthethwe ngalo ngentla)

Inqwanqwa lesithathu: Kwabanjwa udliwanondlebe lwabafundi abalithoba kwaze kwazaliswa okanye kwaphendulwa amaphepha mbuzo ngabafundi kunye notitshala.

Inqwanqwa lesine: Uvavanyo olwalungeelwimi ezimbini (isiXhosa nolwimi olu lumbi) lwasetyenziswa.

Kubalulekile ukuqaphela ukuba kwabanjwa udliwanondlebe izihlando ezibini nabafundi. Olokuqala lwabanjwa kunye nabo phambi kweemvavanyo olunye emva kweemvavanyo. Isizathu yayikufumanisa ukuba:

- (a) Ingaba abafundi basenegcinga efanayo na emva kokubhala uvavanyo ngolwimi lwenkobe, (nanjengoko abanye babo babengakholelwa ekufundeni nasekubhaleni uvavanyo ngolwimi lwenkobe). Okwesibini ibikukufumanisa ukuba:
- (b) Ingaba bazibona benokuziqonda ngcono na izifundo zezibalo emva kokubhala uvavanyo ngolwimi lwesiXhosa (nokufundiswa ngolwimi lwesiXhosa).

Omnye umbuzo inkqubo le yophando eyazama ukuyiphanda yayizindlela abathi bazisebenzise ootitshala xa abafundi bangaqondi kakuhle xa kufundiswa izifundo zezibalo amagama enza ingqiqo engaqondwa ngokupheleleyo ngabafundi. Imizamo yokujonga lo mba ngokunzulu, yakhokelela ekuthini kuqwalaselwe imirhiba ethi ivele njengempendulo kulo mbuzo.

Ekuqwalaseleni indlela yokufunda esetyenziswa eklasini oku kulandelayo kwajongwa:

Kwizikolo ezininzi indlela yokufundisa eklasini ixesha elininzi isezandleni zikatitshala yakhelwe ekufundeni ngokukhuphela incwadi injalo okanye ukufunda ngentloko kungekho kuqonda oko kufundiswayo, kusetyenziswa imizekelo embalwa nokusebenzisa kakhulu ulwimi lwedolophu. Ngoko ke, zimbalwa izifundo ezibandakanya abafundi kakhulu ngenxa yokuba soloko ingutitshala osezintanjeni engabaniki nxaxheba. Kubonakala ngathi le nto ifana nale yokuba kwiiklasi ezininzi utitshala uzama ukusebenzisa ulwimi lwenkobe lwabafundi njengolwimi lokufundisa, olusekelwe ngokumandla kwimfundo esiseko sayo sisimbi (isiseko samaNgesi). Oku kubonakala kuyindlela ethile yokufundisa nasesikolweni ngenxa yembophelelo ezithile ezinjengokungabikho kwendawo eyaneleyo, indlela engayondelelaniyo yokuqeqesha ootitshala nokungabikho kwezixhobo zokufunda zokufundisa ezaneleyo nezifanelekileyo.

Indlela yokufundisa kule klasi yeyokuba utitshala udlala indima yokuba ngulowo ukhuphela ulwazi akukho lunxibelelwano lubheke phi nabafundi. Ulwazi lubonakala lusekelwe koko kwaziwa nguye kuphela. Izifundo zonganyelwa ngutitshala abafundi bathatha inxaxheba encinci kakhulu, hayi ngokupheleleyo. Indlela abathatha inxaxheba ngayo kukuphendula imibuzo abayibuziweyo ngexesha afundisa ngalo utitshala. Kumathuba amaninzi ulwazi abeza nalo esikolweni abafundi aluvavanywa luqukwe noko bakufundiswayo nangona besiza nolwazi oluninzi mayelana nezifundo ezifundiswayo.

Abafundi abazange khe bavavanywe ngolwimi lwabo lwenkobe (isiXhosa) nangona wonke umntu esebenzisa lona amaxesha amaninzi kuquka nokufundisa. IsiXhosa sisetyenziselwa ukucacisa oko kufuneka kucacisiwe ngutitshala xa efundisa, ingakumbi apho akwazi ukucacisa khona. Kuba kwezinye iindawo ngexesha lesifundo bekusetyenziswa ulwimi olu lumbi kuba

utitshala engomelelanga kangako ekusebenziseni ulwimi lwenkobe. Utitshala wezifundo zezibalo ubonakala njengomntu ocinga ukuba kukho imfuneko yokuvavanya abafundi ngolwimi abaziva beqinisekile xa belusebenzisa. Ingxaki katitshala xa kufikwa kwizifundo zezibalo, akawazi yena kuqala amagama enza ingqiqo ngolwimi lwenkobe lwakhe nabafundi. Loo nto yenza ukuba afundise ngolwimi lwenkobe kubafundi kodwa amagama enza ingqiqo abekulwimi olulumbi.

Uthi uStroud (2002:46) ngalo mba:

Umba wokuba ukufundisa kugudle kakhulu ukusetyenziswa kolwimi lwesixeko (kuxutywe ulwimi olusetyenziswayo kunye nezinye iilwimi kwisivakalisi esinye) okanye isixeko kangangokuba kube nzima kubafundi ukufikelela ngokupheleleyo ekuqondeni nzulu amagama enza ingqiqo, ngomnye wonobangela bokuba kubekho indlela enye engumgca wempuku esetyenziswayo, xa kufundiswa izifundo zezibalo; apho abafundi bangakwazi kuphendula khona ngendlela eyenza ingqiqo nefanelekileyo, unxibelelwano oluninzi eklasini lwenzeka ngokufanayo ngendlela ethile efana nommiselo okanye isithethe sokufundisa ezi zifundo (2002:46).

Olu qwalaselo lufana nolwenziwe kwiiklasi apho ulwimi lwenkobe kubafundi lusetyenziswa ngendlela ebona bangakwazi ukulisebenzisa. Ngendlela ethi; abafundi bayohlukana nolwazi lolwimi lwabo kuba befundiswa ngolwimi olulumbi, lwimi olo bangalufundi ngokupheleleyo. Xa utitshala ecacisa ngolwimi lwenkobe kubafundi uthatha ukuba bafundi bayaqonda kanti akunjalo kuba amagama enza ingqiqo ahlala ekulwimi olulumbi nto leyo ibenza bangaqondi ngokupheleleyo nangona isivakalisi sikulwimi lwabo lwenkobe, ngaphandle kwegama elenza ingqiqo.

Iindlela zokuqhuba uphando ezisetyenzisiweyo kwesi sahluko ziluncedo ukugcina uphando ngokohlobo olululo kuba zilwenza luqonde, luhlale

kokumele kuphume ekupheleni kophando noko bekujoliswe kuko. Ezi ndlela zokuqhuba uphando zizama ukunika umkhombandlela mayela nesahluko esilandelayo. Ingxelo iyakunikezelwa ngokupheleleyo, ngohlobo enikezelwe ngayo ngabo bathathe inxaxheba kolu phando.

ISAPHLUKO SESINE

4.1. IZIPHUMO

4.1.1. Intshayelelo

Nanjengoko ndichazile kwisahluko esiphambili kwindlela yokuqhuba uphando, olu phando luqhutywe kwiiklasi ezimbini zebanga legreyidi yesi-7 (Greyidi 7 A noB) kwisikolo samabanga aphantsi eCrossroads. Wonke ubani kwesi sikolo usebenzisa isiXhosa njengolwimi lwenkobe nangona kusetyenziswa isiNgesi njengolwimi lokufundisa. Ukuzama ukufumanisa ukuba ingaba umba wokufunda izifundo zezibalo ngesiNgesi kunafuthe luni kubafundi bebanga legreyidi yesi-7, kwasetyenziswa abafundi abangama-97. Aba bafundi babesuka kwigreyidi yesi-7 (uAno B) kwesi sikolo. Aba bafundi babhala uvavanyo lwezifundo zezibalo ngeelwimi ezimbini, isiNgesi kwalandela ulwimi lwesiXhosa. Injongo yoku kukuzama ukubonisa indima edlalwa lulwimi ekuqondeni izifundo zezibalo.

Okukuqala, abafundi babhala uvavanyo ngesiNgesi. Emva koko bathi bafundiswa isifundo eso ngesiXhosa ze emva koko babhala uvavanyo ngesiXhosa. Injongo kukuqwalasela umahluko wendlela abaqonda ngayo abafundi, ulwimi abafunda ngalo izifundo zezibalo zezibalo. Iziphumo zovavanyo zizo eziya kunika ingqiniseko zicacise umahluko oya kudalwa kukusebenzisa isiXhosa nesiNgesi ekubhaleni uvavanyo. Loo nto iya kwenza ukuba siqniseke ngakumbi ngendima edlalwa kulwimi ekufundeni izibalo. Esi sahluko siya kuqhubeka sinike iziphumo zephephambuzo elizaliswe ngabafundi ngaphambi kokuba babhale uvavanyo lwezifundo zezibalo ngesiNgesi, nabathe balubhala emva kovavanyo lwesiXhosa. Emva koku siya kuphinda sinike iziphumo zamaphephambuzo nootitshala abafundisa izibalo kwizikolo zamabanga aphantsi ahlukeneyo. Ekugqibeleni siya kunika ingxelo yemiba ephambili ezi ziphumo zemibuzo ekumaphepha- mbuzo. Iziphumo zamaphephambuzo ezilindelekileyo kwesi sahluko ziya kuphuma ngenxa yeendidi ezintathu zamaphephambuzo:

lindidi ezintathu zamaphephambuzo (eliphambi kokubhala uvavanyo ngesiXhosa-Isihlomelo A), elisemva kokubhala uvavanyo (isihlomelo 2) ngolwimi lwenkobe nelizaliswe ngootitshala-isihlomelo 3) Uqwalaselo lokwenzeka eklasini Emva koku imiba ephuma kwiphephambuzo ngalinye iya kuhlalutywa ngokubanzi. Ukuqoshelisa esi sahluko umphandi uya kunika ingxelo yeziphumo yoko bekuqwalaselwa eklasini ngexesha kuqhutywa uphando . Iziphumo ziza kuchaphazela imiba ekuxoxwa ngayo. Kuya kujongwa ukuba ingaba ephambili ibikhangelwa ngumphandi iya phenduleka na.

4.1.2. Injongo yophando

Injongo yomphandi kwesi sahluko kukwenza ingxelo eqokelelweyo ephume ngelixa kuqhutywa uphando; ngenxa yokusetyenziswa kwamaphephambuzo azindidi ezintathu nokuqwalasela okwenzeka eklasini. Ingxelo ihlahlelwe yaxoxwa ngokusekelwe kwizihlokwana ezivelayo kwiimpendulo zabafundi nootitshala. Iyantlukwano nokufana ngokwezimvo kuthethiwe ngazo.

Esi sahluko siyakwandula sichaze oko kufunyaniswe ngexesha kuqwalaselwa oko kwenzeka eklasini ze kuxoxwe ngako. Kubalulekile ukukhankanya ukuba abafundi nootitshala ngokufanayo, banelungelo lokukhetha ukuphendula ngolo lwimi bathanda ukulusebenzisa kukho isiXhosa nesiNgesi. Inani lootitshala nelabafundi abasebenzise isiXhosa ukuphendula amaphephambuzo nodliwanondlebe ngolwimi lwesiXhosa akuthelekiswa nenani labo baphendule ngolwimi lwesiNgesi. Ukuthelekisa la maphephambuzo kuya kunceda ukusichazela ukuba nangona ootitshala befundisa ngolwimi oluthile eklasini basebenzisa olunye kwezinye iimeko, adandalazise iimeko ezo kuthethwa ngazoluphi olona lwimi lusetyenziswayo ngabafundi nootitshala.

Amaphephambuzo aya kusetyenziswa ukufumanisa uluvo lwabafundi ngokufunda izifundo zezibalo ngezi lwimi, kwanokubhala uvavanyo ngazo. Ukuzalisa amaphephambuzo kuya kubakhuthaza ukuba bakhethe ulwimi abathanda ukufundiswa ngalo izifundo zezibalo becacisa nezizathu zoko.

Ukufumanisa ezona ziphumo zithembekileyo abafundi baya kuzalisa amaphephambuzo amabini, ukuqinisekisa ukuba izimvo ezibhalwe kolu phando ziphuma kubo. Elinye liya kuba semva kokubhala uvavanyo ngesiNgesi ze olunye lubesemva kokubhala uvavanyo ngesiXhosa.

Uhlobo lwamaphephambuzo asetyenzisiweyo ashiyeke evulekile kuba ebesetyenziswa njengesisekelo seengxoxo ebeziqhubeka kwezi klasi ngomba wolwimi. Ngxoxo ezo beziqhubeka phakathi kwabafundi nomphandi ngexesha kuqhutywa uphando. Esinye sezizathu kukuba umphandi uye wakha ubuhlobo nabafundi ngexesha efundisa kunye notitshala izifundo zezibalo ngesiXhosa. Oku kwenze ukuba abafundiwe baziwe ngamagama.

Abafundi abathathe inxaxheba kolu vavanyo nasekuzaliseni amaphephambuzo bachazwe ngokupheleleyo kule Theyibhile ingezantsi:

ITheyibhile 1: Inkcazelo ngabafundi begreyidi yesi-7

Inani labafundi	Amantombazana	%	Amakhwenkwe	%	Iminyaka	
Greyidi 7 A	49	32	65	17	35	12-15
Greyidi 7B	48	35	73	13	27	14 -17
Bebonke	97	67		30		

Kule theyibhile ingentla sifumanisa ukuba:

Kwaba bafundi bangama-97 kucaca ukuba mbalwa kwabafundi abangamakhwenkwe. Akukho ngqiniseko yezizathu zoko kodwa kokwam ukubona kwayamene neemeko nendlela yokuphila yasekuhlaleni. Abafundi abaninzi kwezi klasi baxhomekeka koomakhulu babo ngenxa yokungasebenzi kwabazali. Xa bephumelela igreyidi yesi-8 ekwakwesi sikolo baqalisa ukufuna imisebenzi okanye bayeke ukufunda ngenxa yokungabi nandlela yokuqhubeka nezifundo. Nanjengoko sekucacisiwe ngentla oku kuyeka ukufunda ngenxa yemali akuqinisekiswa ngenjengo ibingeyongqwalasela yophando koko incoko phakathi komphandi, abafundi nootitshala. Abaninzi bakhokelele kule ngcinga ngelixa bechaza ukuba bahlala nabani ekhaya. Abaninzi babo bahlala noomakhulu.

4.2. Ukusetyenziswa kwamaphephambuzo

Amaphephambuzo akhankanyiweyo ahlulwe azezi ndidi zilandelayo:

- (i) Iphephambuzo elandulela uvavanyo lwesiNgesi (isihlomelo A)**
- (ii) Iphephambuzo elisemva kovavanyo lwesiXhosa (isihlomelo B)**
- (iii) Iphephambuzo lootitshala (isihlomelo C)**

4.2.1. Imiba ephume kwiimpendulo zephephambuzo eliphambi kovavanyo lwesiNgesi (isihlomelo A1) yile ilandelayo:

- Ukungabikho kweencwadi zokufunda ekhaya
- Ukubaluleka kokufunda izifundo zezibalo ngesiNgesi
- Unxibelelwano lolwimi lokudlala nelokufunda
- Ukungaqondi ngokupheleleyo
- Ukungazithandi zifundo zezibalo
- Uloyiko lokubuza imibuzo kutitshala

4.2.2. Ukungabikho kweencwadi zokufunda ekhaya

Kubafundi abangama-97, abasisi-5% bathi abanazo iincwadi zokufunda emakhaya. Abafundi abasisi-3% kubo babencedwa kukuba kukho abantu abafunda kumabanga aphakamileyo abathi beze neencwadi ezifana nemagazini, uncwadi nezinye iintlobo zencwadi kodwa ezingenanto yakwenza nezifundo zezibalo. Abasisi-2% bathengelwa ngoomama babo ngamaxesha athile onyaka. Abangama-90% bathe bagqibela ukufunda esikolweni. Ukungabikho kweencwadi zokufunda emakhaya ngumba oxhalabisayo

njengoko ubonakala unefuthe kwindlela abaqhuba ngayo esikolweni (Bloch, 2002).

4.2.3. Ukubaluleka kolwimi lwesiNgesi kwizifundo zezibalo

Iziphumo zephaphambuzo (Isihlomelo A) zibonisa ukuba uninzi lwabafundi lukhetha ukufunda izifundo zezibalo ngesiNgesi. Unobangela woku kukuba, ngokutsho kwabo, ulwimi lwesiNgesi lusetyenziswa ekufundiseni, ekubhaleni iincwadi nasekubhaleni iimviwo. Balubona lubavulela amathuba okuya kumabanga emfundo ephakamileyo ngoko ke babona kubalulekile ukuba ubani alwazi ngokupheleleyo. Esinye sezizathu kukuba ulwimi olu lubonwa njengolusetyenziswa kwihlabathi lonke nto leyo yenza ukuba uninzi lwabo lufune ukufunda lona luphelelise (Gardener, 2001). Ulwimi lwesiNgesi balwayamanisa namathuba engqesho nokufunda kumaziko emfundo ephakamileyo anjengedyunivesithi.

4.2.4. Unxibelelwano phakathi kolwimi lokudlala nelokufunda

Omnye wemiba ocace ngokuphandle kukunga kukungabikho konxibelelwano phakathi kolwimi lokudlala, oluthethwa ekhaya nolwimi lokufunda. Abafundi xa bedlala basebenzisa ulwimi oluqondwa ngabo, ingxubevange yesiXhosa, isiNgesi kwanamagama esiBhulu (*tsotsi taal*). Xa besekhaya bethetha nabazali basebenzise ulwimi lwasekhaya ze xa befika esikolweni badibane nolunye, ingakumbi xa beza kubhala. Akukho lunxibelelwano kwaphela. Oku akubancedi ukuphuhlisa ukuqonda ulwimi (Stubbs, 1980:34). Ngoko ke kukho imfuneko yokuphuhlisa ulwimi ulwim olusetyenziswa ekudlaleni nasekhaya ukuze lulungele ukuphuhliseka xa umfundi efika esikolweni (Vygotsky, 1978).

4.2.5. Ukungaqondi ngokupheleleyo

Abafundi xa bethetha ngomba wokungaqondi ngokupheleleyo imibuzo bathetha kanye kumbuzo wolu phando. Unobangela woku kukuba ukuqonda ngokupheleleyo kuxhomekeke kulwazi lwabo lolwimi lokufunda (Chapman, 1997:45). Ukungaqondi ngokupheleleyo kwakhokelela ekoyikeni kwabafundi

ukubuza imibuzo. Uloyiko lwabo lwaluntlantlombini ngokwamaphephambuzo; babesoyika okwakuzo kucingwa ngutitshala owayebafundisa xa bephendula noko kuza kucingwa ngoogxa babo eklasini. Kodwa konke oku kuphindela kumba wolwimi. Ifuthe lombu wokungaqiniseki ngemibuzo abayibuzwayo kuko okwakubangela ukoyika (Clarke 1991:5). Oku kwakubangwa kukungaqiniseki ngokuba yindawoni kanye abangayiqondiyo nokuthi oku kucaciswa njani kwabanye abantu (Arthur, 1994: 7)

4.2.6. Ukungazithandi izifundo zezibalo

limpendulo zephephambuzo zibonisa ukuba abaninzi kubafundi abazithandi izifundo zezibalo. Izizathu zabo mayela noku kukungaqondi ukuba kuthethwa ngantoni amaxa amaninzi (Zevenbergen, 2003: 205; Orton, 1992:135). Bachaza ukuba nokuba kufundiswa ngesiNgesi abancedakali kuba nokuba kucaciswa ngesiXhosa sisetyenziswa kwiindawo ezithile kwisam nganye (Buthelezi 1991: 5). Nto leyo echaza ukuba ukuzama ukusebenza iilwimi ezimbini ukucacisela abafundi akubancedi nganto. Nto leyo ibenza bangazithandi zifundo zezibalo. Abanye babafundi bathi bakhetha ukusebenza noogxa babo bengamaqela. Oku kungaqiniseki ngolwimi lwezifundo zezibalo kwenza ukuba abafundi bazicaphukele bacinge ukuba zizifundo ezinzima ezifanele abathile (Reynolds1991: 40).

4.2.7. Uloyiko lokubuza imibuzo

Abafundi bachaphezele uloyiko lokubuza imibuzo njengomnye woonobangela bokungaqhubi kwabo ngendlela abathanda ukuzibona beqhuba ngayo. Unobangela woku ngokutsho kwabo, kukungaqiniseki ngokuba yiyiphi eyona nto bangayiqondi ngokupheleleyo (Stevens, 1976:58). Le miba iphuma iphuma kweli phephambuzo inika ubume obupheleleyo bemeko yeeklasini zezifundo zezibalo. Ngenxa yokungaqondi ncam ulwimi ekufundiswa ngalo abafundi bakhetha ukungabuzi mibuzo kuba bengaqinisekanga ngeyona miba bangayiqondiyo. Oku kungqinelana noko kuvezwe luphando oluqhutywe nguNdayipfukamiye (1994:5) olubonisa ngokupheleleyo ukuba ukungafikeleli

ngokupheleleyo kulwimi kungadala ingxaki yokuba abafundi bangafikeleli ngokupheleleyo kulwazi lwezifundo zezibalo (1994:5).

Ukungaqiniseki kwabafundi ngolwimi abathanda ukufunda ngalo ngenxa yamasolotya asechaziwe ngentla kubonakaliswe yiTheyibhile eladelayo:

ITheyibhile 2: Iziphumo zolwimi olukhethwa ngabafundi

Inani labafundi liphelele	97	%	Amakhwenkwe	Amantombazana
Inani labafundi abakhetha isiXhosa	21	22	16	5
Inani labafundi abakhetha ulwimi lwesiNgesi	63	65	9	54
Abangaqinisekanga ngolwimi abalukhethayo	13	13	5	8

4.2.8. Ingxoxo ngeTheyibhile engentla

Le Theyibhile ingentla ibonisa inani eliphakamileyo elikhetha isiNgesi njengolwimi lokufunda. Ngokucacileyo isiXhosa aba bafundi babona ukufunda ngesiNgesi kunendawo kwikamva labo nanjengoko izizathu abazibekayo zibonisa oko. Babona isiNgesi sinamandla kunesiXhosa kuba lulwimi lokufumana umsebenzi, lulwimi lwasemsebenzini, ulwimi lokubhala nolwimi lokuxoxa ngezinto eziphilileyo ezakha ubuzwe.

Xa ubani ethe wasala kule ndlela yokufunda imenza azive elikheswa xa abanye besebenzisa ulwimi lwesiNgesi. Oku ke kudala ukuba bazame ukuziqhelanise nolwimi lwesiNgesi amaxesha amaninzi ngokuthi baluthethe. Eyona nto kukuba ngokutsho kwabafundi, ngamanye amaxesha abaqinisekanga ngokuba basebenzisa loo magama bawacholeyoy ngendlela eyiyo. Ngokutsho kwabanye babafundi oku kuthetha ukuba, ulwimi lwesiNgesi lunamandla ngaphezu

kweziye iilwimi. Nto leyo abanye babafundi bangakwazi ukumelana nayo okwangoku kuba nendlela abacinga ngayo ayikabi nakuqiqa ngokupheleleyo kwimiba yokuqwalasela indima esembindini edlalwa lulwimi lwakhe nabani ekufundeni. Okwakutsala umdla kukufumanisa ukuba abafundi babengenangcinga inzulu namdla ekuthetheni ngezinto ezifana nazo. Babebonakala bemangalisekile kukuba babeyinxalenye yophando oluzama ukufumana ukuba bona bazibona bendawo ni kumba wolwimi.

4.2.9. Isishwankathelo ngemiba yephephambuzo

Ngenxa yokungabikho kwethuba lokusebenzisa ulwimi kula mabanga, abafundi baya kumabanga emfundo ephakamileyo benomthwalo, isiNgesi singaphuhliswanga sibe nesiXhosa singaphuhliswanga ukulungiselela ukufundiswa izifundo zezibalo. Oku ke kokwam ukubona kucutha amathuba abafundi okufikelela ngokupheleleyo kwizifundo zezibalo nokuba bazifunda ngolwimi lwabo njengoko lungaphuhliswanga ngokupheleleyo (Gardner 2001).

Abafundi abakhetha ukufunda zizifundo zezibalo ngolwimi lwesiNgesi banxulumanise izizathu zabo nengqesho, ulwimi oluthethwa kumabonakude nangabantu abaphezulu njengamagosa aseburhulumenteni nokufuna umsebenzi nesakhono ngokubanzi. Esinye sezizathu ibekukuba ulwimi lwesiNgesi lulwimi athi ubani azive emkhulu ebalulekile xa elithetha kuba abantu esihleli nabo bamjongela phantsi ubani ongakwazi ukulusebenzisa olu lwimi. Abafundi bachaze ukuba kukho umkhwa wokuba baxube ulwimi lwesiNgesi nesiXhosa xa bedlala nabahlobo babo xa sesiphumile isikolo, nto leyo ebangela ukuba kubaluleke ukufunda ngolwimi lwesiNgesi ukuze kungabikho kusala ngasemva xa abanye abafundi besebenzisa ulwimi lwesiNgesi ekudlaleni. Loo nto ingumphumela wokuba abanye babahlobo babo bafunda kwizikolo apho ulwimi lwesiNgesi lusetyenziswa njengesiXhosa nto leyo yenza ukuba balusebenzise kakhulu. Loo nto ikhokelela ekuthini abanye babafundi besi sikolo bathathe ngokucholachola xa bedlala amagama athi asetyenziswe ngabafundi abafunda kwezi zikolo.

4.3. Iphephambuzo elisemva kovavanyo lwesiXhosa (Isihlomelo B)

Eli phephambuzo lazaliswa ngabafundi emva kokubhala uvavanyo ngesiXhosa. Abafundi bafundiswa amagama asetyenziswe kwisahluko ababexakeke siso kwizifundo zezibalo, ngesiXhosa. Bafundiswe intsingiselo yamagama anika ubunzima akhankanywe ngentla. Emva koko bawasebenzisa la magama kwimisetenzana yaseklasini ze babhala uvavanyo. Le nkqubo yaqinisekisa ukuba wonke umntu unethuba lokufunda ngolwimi alwaziyo, alusebenza ekhaya nasekudlaleni ukuze kubhalwe novavanyo olukwakulwimi olo. Loo nto yaqinisekisa ukuba wonke umntu uthatha inxaxheba eqinisekile ngoko abuzwa ngako kuvavanyo. Imiba ephuma kweli phephambuzo ishwankathelwe yaba zizihlokwana ezithathu nanjengoko iimpendulo zisondelene okanye zithetha into enye.

Imiba ephuma kwiimpendulo zephephambuzo elisemva kovavanyo lwesiXhosa (isihlomelo B1):

- Ukuqonda imibuzo ngokupheleleyo
- Ukucinga nzulu ngemibuzo ngaphambi kokuphendula
- Ukuba nengqiniseko ngokubhalwayo

Emva kokubhala iimvavanyo ngesiXhosa abafundi batshintsha indlela abacinga ngayo. Olu tshintsho lubonakala kwiimpendulo zabo eziqulethwe liphephambuzo. Ukuze bakhethe ulwimi abathanda ukufundiswa ngalo bazalisa iphephambuzo emva kokucelwa ngumphandi. Xa bezalisa eliphephambuzo apho babemele kukuba baphendule umbuzo othi, “ingaba baziqonda ngokupheleleyo izifundo zezibalo xa befundiswa ngesiXhosa’. Iimpendulo zabo zaguquka, abaninzi baphendula ngelithi, “ukuba besifundiswa ngolwimi lwethu isiXhosa kuba lona siluqonda ngokupheleleyo.” Iimpendulo zidandalaziswe kumanani apho abafundi abangama-39 kwabangama-97 bathi bakhetha ukufundiswa ngolwimi lwabo, isiXhosa. Iziphumo zeli phephambuzo zibonisa ukuguquka kwamanani apho liye lenyuka inani labafundi abakhetha ukufunda

ngesiXhosa. Inani lamakhwenkwe akhetha isiXhosa likhule kakhulu kunoko kuboniswa kwiphephambuzo oluphambi kovavanyo ngesiXhosa.

4.3.1. Ukuqonda ngokupheleleyo

Abafundi bakhankanya ukuqonda kwabo okupheleleyo imibuzo xa bebhala uvavanyo ngesiXhosa. Ukubhala ngolwimi kwenza ukuba bacinge ngeempendulo abazinikayo kuba amaxesha amaninzi babhala oko bakucingayo kanti ngoku banika iimpendulo abaziyo ukuba zilungile. Into eyenza ukuba babenengqiniseko kukuqonda ngokupheleleyo amanqanaba amabawalandele xa bephendula imibuzo.

4.3.2. Ukucinga nzulu ngaphambi kokuphendula imibuzo

Omnye umba ochazelwe ngabafundi kukuba nengqiniseko ngemibuzo abaqasheli ukuba inokuba kubuzwa le nto. Bakhankanye ukufundiswa kolwimi oluchaphazelekayo kwesi sahluko, (ngesiXhosa) njengesona sizathu esithe sanefuthe ekuphenduleni imibuzo. Bakhale ngokuthi xa ubani engaqhubi kakuhle kwesi sihlanko asinto inakwenza nolwimi koko indlela yokwenza umsetyenzana lowo. Kuye kwakho utshintsho kwinani labafundi abakhetha ukufunda ngesiXhosa emva kweliphephambuzo lesibini. Olu tshintsho lubonise umda omkhulu kuneziphumo zephephambuzo lokuqala. Apha abafundi abaninzi bakhetha ukufunda ngesiNgesi. Iziphumo zalo zibonakaliswe yiThebhile ingezantsi.

4.3.3. Ukuba nengqiniseko ngemibuzo nokubhalwayo

Abafundi abakhetha ukufundiswa ngesiXhosa bachaze ubunzima abahlangana nabo xa bephendula imibuzo ngesiNgesi. Apho basoloko bengaqinisekanga ngempendulo koko becingela ukuba kubuzwa into ethile. Oku maxa wambi kwenza ukuba banike iimpendulo ezingezizo (Qorro:1999:95). Nto leyo eyenza ukuba abafundi bakhetha ukufunda ngesiXhosa. Nangona abafundi bebekhetha ukufunda ngesiXhosa bakhankanye ukuba oko kungalula xa sinokusetyenziswa kuvavanyo neemviwo (Mabtha, 2003). Babone kubalulekile ukubhala uvavanyo

neemviwo ngolwimi xa kufundiswa kwangalo. Okwenze bakhuthazeka, kukubhala uvavanyo lwezifundo zezibalo ngolwimi lwesiXhosa, okokuqala. Abanye babo bakhale ngokuthi xa benokufunda babhale ngolwimi lwabo izinto zingaguquka. Oku kuboniswe kukunyuka kwamanani abo baqhube kakuhle kuvavanyo olubhalwe ngesiXhosa. Oku kubonakalisa ukuba ulwazi lolwimi yeyona ndlela ibalulekileyo yokufumana kulwazi nobuchule obupheleleyo njengoko lusingatshixo sokuphuhlisa ukucinga (Owino, 2002:204).

Ukungachasi ncam ukufundiswa ngesiXhosa kubonakala ngethuba abafundi bekhetha ulwimi abakhetha ukufundiswa ngalo. Kwenza ubani acinge nzulu ngombandela wolwimi kwizifundo zezibalo. Abanye abafundi babonakele bengaqinisekanga kwaphela ngolwimi abafuna ukufundiswa ngalo mhlawumbi ngenxa yendlela oluphethwe ngayo ulwimi lwesiXhosa loo nto ibenze bakhetha ukufundiswa ngolwimi lwesiNgesi kuba beqhele loo meko. Kwezam iimbono iimpendulo zabo zinikwe ifuthe kukusetyenziswa kolwimi lwesiNgesi esikolweni nangaphandle kwesikolo, umzekelo, oomabonakude, epalamente, njalo-njalo. Xa isiXhosa sinokusetyenziswa ekufundeni, ekubhaleni nasekuxoxeni ngomsebenzi wesikolo ingaphuhla indlela yokucinga neyokuqonda (Selepe, 2002: 204). Utshitsho lwengcinaga yabafundi lubonakaliswa yiTheyibhile engezantsi echaza inkqubo yabo emva kokubhala uvavanyo ngesiXhosa:

ITheyibhile 3: Ukukhethwa kolwimi emva kovavanyo lwesiXhosa

Inani labafundi elipheleleyo	97	%	Amakhwenkwe	%	Amantombazana	%
Inani labafundi abakhetha ukufunda ngesiXhosa	39	40	28	29	11	11
Inani labafundi abakhetha ukufunda ngesisiNgesi	30	31	8	8	12	12

Inani labafundi abangaqinisekanga ngolwimi abalukhethayo	18	19	8	8	11	11
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4. 3.4. Ingxoxo yeziphumo zeTheyibhile engentla

Kule Theyibhile 3 (engentla) siqaphela ukuba emva kokubhala iimvavanyo ngesiXhosa abafundi batshintsha indlela abacinga ngayo. Olu tshintsho lubonakala kwiimpendulo zabo eziqulethwe liphephambuzo. Ukuze bakhethe ulwimi abathanda ukufundiswa ngalo bazalisa iphephambuzo emva kokucelwa ngumphandi. Xa bezalisa eliphephambuzo apho babemele kukuba baphendule umbuzo othi, "ingaba baziqonda ngokupheleleyo izifundo zezibalo xa befundiswa ngesiXhosa'. Iimpendulo zabo zaguquka, abaninzi baphendula ngelithi, "ukuba besifundiswa ngolwimi lwethu isiXhosa kuba lona siluqonda ngokupheleleyo." Iimpendulo zidandalaziswe kumanani apho abafundi abangama-39 kwabangama-97 bathi bakhetha ukufundiswa ngolwimi lwabo, isiXhosa. Iziphumo zeli phephambuzo zibonisa ukuguquka kwamanani apho liye lenyuka nge-18% inani labafundi abakhetha ukufunda ngesiXhosa. Inani lamakhwenkwe akhetha isiXhosa likhule kakhulu (nge-13%) kunoko kuboniswa kwiphephambuzo oluphambi kovavanyo ngesiXhosa. Iziphumo zephephambuzo zibonisa ukuba abafundi babona ukuphendula imibuzo ebhalwe ngesiXhosa nika ithuba lokuqonda ngokupheleleyo ukuba kufunwa ntoni.

Le Theyibhile ingentla (Theyibhile 3) ibonisa ukuba bebenako ukuyiqonda imibuzo ze bacinge banzi ngoko kubuziweyo, ngaphambi kokunika impendulo. Okunye okuboniswe leli phephambuzo kukuqonda banzi ngezifundo zezibalo xa kufundiswa amagama enza ingqiqo, izihlanganisi iziyaleli namabinzana athi anike ingxaki, ngesiXhosa ngaphambi kokuba asetyenziswe kwezo ngxaki zezifundo zezibalo bathi bazisombulule abafundi. Oko kubonisa ukuba abafundi bayaludinga ulwimi lwesiXhosa njengolwimi lokufundisa nanjengoko kunceda ukuba banike iimpendulo ezilindelekileyo (Ndaypfukamiye, 1994).

Nangona kunjalo ngokucacileyo isiXhosa kubafundi abakhetho ukufunda ngesiNgesi asibonakali sinendawo kwikamva labo nanjengoko izizathu abazibekayo zibonisa oko. Babona isiNgesi sinamandla kunesiXhosa kuba lulwimi lokufumana umsebenzi, lulwimi lwasemsebenzini, ulwimi lokubhala nolwimi lokuxoxa ngezinto eziphilileyo ezakha ubuzwe. Okunye okutyhilwe kokutshiwo ngootitshala kukuthi xa abafundi benokubamba ngentloko imithetho yezifundo zezibalo bangaqiniseka ngokufikelela okupheleleyo nokugqibeleleyo kwintsingiselo yamagama bangahamba lula (Setati nabanye, 2002).

4.3.5. Ulwimi olusetyenzisiweyo ukubhala iincwadi

Omnye wemiba kukungaqondakali kolwimi olubhalwe kwincwadi yezifundo zezibalo. Abafundi abalugonid nangona besebenzis amaphepha akotshiweyo incwadi leyo asuselwa kuyo ayiqondakali. Ulwimi lwesiNgesi olubhalwe kuyo lwenza kube nzima ukuba abafundi bazisebenzele lula ngokunokwabo. Lulwimi olunzima olubanika ingxaki xa kufuneka benze umsebenzi wasekhaya. La magama bawachaze njenganzima kuthethwe banzi ngawo kwiTheyibhile 5. Olu lwimi lwenza ukuba abafundi baxhomekeke kutitshala nakwabanye abafundi ngecaciso. Abanye babafundi bachaze ukuba ngamanye amaxesha abakwazi ukuwugqiba umsebenzi wasekhaya bakhetha imizekelo esetyenziswa eklasini kuphela xa bezisebenzela kuba nzima. Obu bunzima abudalwa kukungaqondi izifundo zezibalo koko lulwimi olusetyenzisiweyo ukubhala nokubuza imibuzo.

4.3.6. Isishwankathelo semiba

Uninzi lwabafundi babhekiselele iingxaki zabo zezi fundo zezibalo kwiingxaki abanazo zolwimi. Banombono omnye omthi ukuba isiXhosa besingasetyenziswa njengomthombo wokufundisa izifundo zezibalo bekungangcono. Loo nto ibingabanceda ukuqonda banzi nangokupheleleyo amagama enza ingqiqo, amagama azi zihlomelo nesigama esisetyenziswa kwizifundo zezibalo. Okunxibelelene nale ngxaki yolwimi koko athi uClerghorn nabanye (1989: 37) kukucinezela kwentetha yabafundi kumabanga aphantsi

enciphisa mathuba okuziqeqesha kwabafundi ekusebenziseni nasekuthetheni ngexesha elibaluleke njengeli (ukufunda amabanga aphantsi) ukuphuhlisa isakhono sokusebenzisa ulwimi. Abafundi abakhetha ukufunda ngesiNgesi baphenjelelwe kukucinga ukuba olu lwimi olusa empumelelweni. Lusetyenziswa kumaziko emfundo ephakamileyo nto leyo ichaza ukuba luyindlela eya empumelelweni.

4.4. Iphephambuzo lootitshala (Isihlomelo C)

Imiba ephume kwiimpendulo zephephambuzo lootitshala (Isihlomelo C1):

- Ulwimi lokufundisa izifundo zezibalo
- Ukuqondwa kwamagama enza ingqiqo ngabafundi
- Ulwimi ekubhalwe ngalo incwadi yezifundo zezibalo
- Ulwimi lokuvavanyo neemviwo
- Ukungabikho kweencwadi zezifundo zezibalo

4.4.1. Ulwimi lokufundisa

Kootitshala abali-15, ama-33% abona kuyimfuneko ukufundisa izifundo zezibalo ngesiXhosa, lo gama ama-44% abona kulungile ukufundisa ngesiNgesi. Oku kubonisa ukwahlukana ngezimvo. Ama-33% kwaba titshala ayayibona ingxaki edalwa kukungaluqondi ngokupheleleyo ulwimi ekufundiswa ngalo. Oku kungaqondi ngokutsho kwabo kudala ukungaphumeleli nokuqhuba kakubi kwabafundi abaninzi kwezi zifundo. Nangona bekukhuthaza ukufunda ngesiXhosa, ngokutsho kwabo, kufuneka kuqalwe kuqeqeshwe ootitshala ukuze bakwazi ukumelana naloo msebenzi kuba abanye babo abazange bazifunde izifundo zezibalo. Ngexesha befunda babesenza ezinye izifundo, izibalo bazifundisa kuba kungekho bani ufundele zona kwizikolo abasebenza kuzo.

Okuye kwavela kootitshala abakhetha ukufundisa izifundo zezibalo ngolwimi lwesiNgesi kukuthi izifundo zezibalo asizozifundo zifuna ulwazi lolwimi koko

zizifundo eziphatelene namanani nemizobo. Baqhube bethi ubani akakwazi ukuxoxa ngezifundo zezibalo. Kusetyenziswa ingcinga yomntu ekufuneka ijongwe banzi ngokubala ingekokuthetha ngayo. Nto leyo yenza kube nzima ukusebenzisa isiXhosa, kuba ulwimi lwesiNgesi olusetyenziswa kwizifundo zezibalo asilolwimi luqhelekileyo nesilusebenzisa mihla yonke. Luhlobo oluthile kulwimi lwesiNgesi olulungele ubuchwephesha bezifundo zezibalo kuphela. Lulwimi olulodwa olukhethelwe ukusetyenziswa kwizifundo zezibalo. Bathi kuyindalo yezifundo zezibalo ukungafuni lwimi zifuna nje ubani aqonde imithetho esetyenziswayo ekuzeni neziphumo zesisombululo esifunekayo.

Okunye okutyhilwe kokutshiwo ngootitshala kukuthi xa abafundi benokubamba ngentloko imithetho yezifundo zezibalo bangaqiniseka ngokufikelela okupheleleyo nokugqibeleleyo kwintsingiselo yamagama bangahamba lula (Setati nabanye, 2002).

4.4.2. Ukuqondwa kwamagama enza ingqiqo ngabafundi

Ababini kootitshala bayayibona ingxaki edalwa kukungaqondi ngokupheleleyo amagama enza ingqiqo nolwimi ekufundiswa ngalo. Oku kungaqondi ngokutsho kwabo, kudala ukungaphumeleli kwabafundi kwizifundo zezibalo. Babona ukuqhuba kakubi kwabafundi kudalwa kukungafikeleli ngokupheleleyo ekuqondeni amagama enza ingqiqo kwizifundo zezibalo. Nangona bekukhuthaza ukufundisa ngesiXhosa ukuba kuqala kumabanga, bakubona kuyinkcitha xesha xa kuza kuqalwa aphakathi naphezulu emfundweni. Baxinzelela ukuqeqeshwa kootitshala ukuze bakwazi ukumelana nalo msebenzi. Babona kufanelekile ukuqeqeshelwa ukuqwalasela ukuba sembindini kolwimi kwizifundo zezibalo, kuba abakwazi ukunceda abafundi baqonde la magama ngokupheleleyo. Loo nto yenza ukuba amaxesha amaninzi bawashiye ekulwimi lwesiNgesi lo gama becacisa ngesiXhosa (Buthelezi 1991:5). Lo nkqubo ayibancedi abafundi.

4.4.3. Ulwimi lovavanyo neemviwo

Ootitshala bachaphazele ukungabikho kwemvisiswano phakathi kolwimi lokufundisa, olubhalwe encwadini nelokubhala uvavanyo neemviwo. Ngokutsho kwabo xa bevavanya basebenzisa ulwimi lwesiNgesi ze xa befundisa basebenzise olo lwimi bakwazi ukucacisa ngalo phakathi kwesiNgesi nesiXhosa. Kuye kuxhomekeke ekuqondeni kwaba fundi oko bazama ukukufundisa.

4.4.4. Ukungabikho kweencwadi zezifundo zezibalo

Omnye umba abawuchaphazelelyo kukungabikho kweencwadi zezifundo zezibalo. Oku kubangela ukuba abafundi bagqibele esikolweni ukuvula iincwadi zezifundo zezibalo. Loo nto ayenzi kube lula ukuphuhlisa isakhono nolwazi lwabo lwezifundo zezibalo. Abafundi baxhomekeka kumaphepha azikopi abe la maphepha engekho esikolweni ngenxa yemali yokuwathenga, nanjengoko isikolo singenazixhobo zaneleyo zokufundisa.

ITheyibhile: 4 Ulwimi olukhethwa ngootitshala ukufundisa izifundo zezibalo

		Abafazi	%	Amadoda	%
Inani lootitshala liphelele	15	9		6	
Ababona imfuneko yokufundisa ngesiXhosa	8	3	33	5	83
Ababona imfuneko yokufundisa ngesiNgesi	7	4	44	3	50
Abaqeqeshelwe ukufundisa izifundo zezibalo	4	1	11	3	50

4.4.5. Ingxoxo ngeTheyibhile 4

Kulo mba ootitshala abazalise amaphephambuzo babonise ukwahlukana ngezimvo. Kumaphepha alishumi elinesihlanu, abalithoba kubo bakhethe ukufundisa ngesiNgesi. Isizathu soko asinanto yakwenza nolwimi lokufundisa koko ikamva labantwana. Bachaphazelela izinto ezifana:

- (i) Nokuthatha inxaxheba kuqoqsho lwelizwe,
- (ii) imisebenzi,
- (iii) ukufunda kumabanga aphakamileyo, njalo-njalo. Bakhethe ukufundwa kwezibalo ngesiNgesi kuba lulwimi olusetyenziswa kwihlabathi ngokubanzi. Abanye bootitshala bathi kufanelekile ukuba ekufundiseni izifundo zezibalo ngesiNgesi. Izizathu zabo bazidibanisa nokuba isiNgesi sisetyenziswa kwimfundo yamabanga aphakamileyo, kumaziko emfundo abucala, emisebenzini naseburhulumenteni imbala. Loo nto yenza ukuba bangaboni khwiniba ekufundiseni ngesiNgesi.

Bayibona iyinkcitha xesha into yokufundisa abafundi beGreyidi yesi-7 ngesiXhosa, kuba xa befika kumabanga aphezulu baza kusebenzisa isiNgesi. Omnye umba ovelayo ngowokuba kumele ukuba kubekho izivumelwano phakathi kweSebe lezeMfundo ngaphambi kokuba kucingwe ngokufundisa ngesiXhosa. Loo nto iya kwenza kubelula ukuba kuqalwe kumabanga aphantsi ukufunda ngesiXhosa.

Ootitshala baxinzelele ukuba kungakho ingxaki ukuqala le nkqubo esiqwini kuba abafundi baqala ukulungiselelwa iGreyidi yesi-7 kumabanga aphantsi. Ngoko ke kumele besuke nayo kumabanga aphantsi ukuya kwaphezulu. Iyonke le nto ibonakalise indlela elinefuthe namandla ngayo ulwimi lwesiNgesi kwizigqibo zokukhetha ulwimi ezenziwa ngootitshala nabafundi.

Emva kokubonisana nootitshala ngalo mba savumelana ukuba icebo lokulwa noku kukuqala ngokufundisa ulwimi lokufunda (amagama enza ingqiqo, izenzi neziyaleli kwimo yezifundo zezibalo kuthathwa isahluko ngasinye). Oku

kwanceda kuba ngexesha bebhala uvavanyo lwesibini (ngesiXhosa) babeyazi intsingiselo yala magama. Utitshala wagqiba ekuthini afundise onke la magama ngaphambi kokungena kwisigaba soko akufundisayo ukuqinisekisa ukuba ulwimi lokufunda luyaqondwa ngokupheleleyo ngaphambi kokubhala.

4.4.6. Isishwankathelo seziphumo zemiba engentla

Okwakucacile kukuba izizathu zabafundi zokungazi ukuba luluphi ulwimi abathanda ukufundiswa ngalo azisekelwanga ekungazini ngaphezu kokuba kucingwe banzi phambi kokuba kuthatyathwe isigqibo. Ngexesha umfundi ecacisa oku, obekuvela ngamandla kukuba ulwimi afundiswa ngalo aluthwalwa ukuya kulwimi lokubhala. Loo nto idala impixwano phakathi kolwimi olusetyenziswa xa kuthethwa naxa kubhalwa. Into evele ngokucacileyo kukuba abafundi abaluboni unxibelelwano phakathi kolwimi nezifundo zezibalo, indima edlalwa lulwimi kwizifundo zezibalo ibingacacanga kwaphela. Eyona nto yayicaca ngamandla kukuba abafundi babebuza ngokubanzi ngobudlelwane obuphakathi kolwimi nezifundo zezibalo. Le ngqwalasela iyafana naleyo yenziwe kwiiklasi ezininzi apho ootitshala bebezama ukusebenza ulwimi lwaseAfrika njengolwimi lokufundisa olusekelwe banzi kwimfundo ejoliswe kulwimi lwesiNgesi (Mbatha, T: 2003).

Imibuzo ethi:

- (a) Ingaba utitshala usebenzisa waphi amacebo ukukhuphela ulwazi kubafundi?
- (b) Ngawaphi amagama enza ingqiqo athi ajongane nawo?
- (c) Ingaba abafundi bayakwazi ukuwaqonda nzulu nangokupheleleyo amagama enza ingqiqo ngolwimi lwesiNgesi,
- (d) Ukuba akukho njalo ngawaphi amacebo okungenelela abawasebenzisayo ootitshala ukuqinisekisa ukuba abafundi bayaqonda.

4.5. Uqwalaselo lokwenzeka eklasini

Imiba:

- Ukusetyenziswa kweelwimi ezimbini ngaxeshanye

- Ukungafikeleleki kolwimi lokubhala iincwadi zezifundo zezibalo
- Ukungomeleli kolwimi lwezifundo zezibalo kootitshala
- Ixabiso elixhanyulwa lulwimi lwesiNgesi

4.5.1. Ukusetyenziswa kweelwimi ezimbini ngexeshanye

Imeko yale klasi ibiyileyo apho utitshala asebenzisa iilwimi ezimbini ngaxeshanye xa efundisa. Ngokubona kwam, amaxesha amaninzi utitshala ebecacisa ngesiXhosa xa eqinisekile ngoko akucacisayo. Amaxesha apho naye angaqinisekanga ebesenzisa isiNgesi njengoko sisetyenziswe encwadini agqithe engacacisanga. Umba ofanayo kubhale ngawo nguReynolds (1991:40). Oku ngokophando lukaQorro (1992: 92) kucela umngeni kutitshala ukuba aqiniseke ngolwazi lwakhe lwezifundo zezibalo nolwimi alusebenzisayo xa ecacisela abafundi kuba amaxesha amaninzi abafundi babesala bengaqondi ukuba kuthethwa ngantoni. Le nkqubo yokusetyenziswa kolwimi ibingabancedi ukuqonda xa kuthethwa ngesiNgesi okanye isiXhosa. Bebefunda ngokukopa imizekelo yefomula esetyenziswe encwadini balandele yona (Martin Jones: 1995;90).

4.5.2. Ukungomeleli kolwimi lwezifundo zezibalo kootitshala

Okuthethwe ngabanye ootitshala kubonisa ukuba bona kuqala abanalwazi lupheleleyo lwezifundo zezibalo. Abanye babo bazibone sebefundisa izifundo zezibalo babegqibele esikolweni ukudibana nazo. Ngenxa yokunqaba kootitshala abaqeqeshelwe ukufundisa izifundo zezibalo baphetha bezifundisa. Ithi le ngxaki yenziwe banzi kukungabikho sembindini kolwimi ngexesha babeqeqeshelwa ukufundisa. Ulwimi lwalufundwa njengesifundo esisodwa lungekho mbindini wasifundo. Ngako oko abanalwazi lupheleleyo ngemiba yolwimi kwezi zifundo. Nangona benolwazi lweengxaki zolwimi abananto bangayenza ngazo (Buthelezi kuClarke: 1995: 5). Akukho nto banokuxoxa ngayo iphathelene nolwimi kulo mba ngaphandle kokuba kubekho bani uthi acinge banzi ngayo ayizise kubo. Nangona kunjalo basebenza ngokuzimisela phantsi kwezo meko.

Kwelinye icala bafuna imisebenzi, ngoko ke, abazifundisi kuba bezingcali. Loo nto yenza kubenzima ukufumana izisombululo kwiingxaki ezikhoyo nabazibonayo. Kukho ingcinga engaqinisekiswa evelayo xa kutolikwa oko kuthethwa ngootitshala ethi, isiXhosa asinamthamo wamagama aneleyo alungele ukufundisa izifundo zezibalo. Imo yezifundo zezibalo ayihambelani nomyinge okanye umthamo wolwimi olufunekayo ekufundiseni ezi zifundo, ngakumbi ngokubhekiselele kumagama enza ingqiqo. UCurtis noMiller (1999) baxinzelela ukubaluleka kwendima edlalwa lulwimi ekufumaneni intsingiselo yokuqonda inzululwazi yamagama enza ingqiqo. Ngoko ke, ukufundwa kwezifundo zezibalo kuxhomekeka ekukwazini komfundi ukusebenzisa ulwimi ukufumana intsingiselo nokuzikhangelela iintsingiselo anazo nasekutyebeni kwegama nengcinga eya yanyaniswa nalo (Vygotsky; 1978). Nto leyo ithi kufuneka komelele isiXhosa kuqala ngaphambi kokuba asebenze kulwimi lwesiNgesi (Gardner, 2001).

Baxoxa bathi, isiXhosa asinasigama saneleyo okanye nalulwimi saneleyo ukufundisa izifundo zezibalo nezifundo zenzululwazi. Nangona kunjalo baninzi abaxoxa besithi kubalulekile ukuqwalasela indima edlalwa sisiXhosa ekufundiseni ekwenzeni lula ukufundisa kufundwe ngempumelelo. Loo nto yenza kubelula ukubeka amagama enza ingqiqo kulwimi oluqhelekileyo xa kusetyenziswa ulwimi lwesiXhosa. Kule imeko ulwimi lwabafundi aluphuhliswa lwalungela ukufundisa izifundo zezibalo, ngoko ke kuninzi ekumele kufundwe ngabafundi nootitshala ngokubanzi. Okubuhlungu kukuba xa lungomelelanga ulwimi lwesiXhosa kubafundi abakwazi ukuya kulwimi lwabo xa kukho abangakuqondiyo okufundwa kulwimi lwesiNgesi (Gxilishe; 2002).

I-4% satitshala bebethi kukho iinkqubo zokuphucula ukufundiswa kwezi fundo zezibalo abahamba kuwo nabathi bazame ukufumana ulwazi olungcono kodwa nawo ayayinxwema indima edlalwa lulwimi ekufundweni kwezi zifundo. Mahlelo la akajolisanga kwimiba yolwimi koko iindlela zokuphucula umgangatho wokufundisa izifundo zezibalo eklasini nokumelana neeklasini ezinkulu. Loo nto ibonakele kwiiklasini zeGreyidi yesi- 7 ebekubukelwe zona kuqhutywa uphando kuba utitshala ebekwazi ukujongana nabafundi abaninzi eklasini ngokubasebenzisa bengamaqelana. Bekukho uncediswano olukhulu kula

maqelana kuba nolwimi olusetyenziswayo sisiXhosa apho ongaqondiyo umfundi encedwa ngabanye. Olu hlobo lokufunda lukhuthazwa kakhulu kwiKharityhulam Ehlaziyiweyo yeSizwe (National Draft Curriculum Statement ; June 2002). Indlela ulwimi lokufundisa izibalo oluthathelwe phezulu ngayo, ngokunyanzelisa kweKharityhulam Ehlaziyiweyo, kungadala ingxaki kwinzululwazi nendlela yokufundiswa kwezibalo kuba isiXhosa asisetyenziswa ngokwaneleyo ekufundiseni. Kufuneka ubuchule bokwayamanisa iilwimi zaseAfrika ekufundisweni kwezifundo zezibalo.

4.5.3. Ixabiso elixhanyulwa lulwimi lwesiNgesi

Kulo mba olu phando lwaqwalasela ukuab ulwimi lwesiNgesi luxhamla amandla ngaphezulu kunolwimi lwesiXhosa. Isizathu soko, nanjengoko iimpendulo zootitshala zicacisa, asinanto yakwenza nolwimi lokufundisa koko ikamva labantwana. Bachaphazelela izinto ezifana nokuthatha inxaxheba kuqoqsho lwelizwe, imisebenzi, ukufunda kumabanga aphakamileyo, njalo-njalo. Bakhethe ukufundwa kwezibalo ngesiNgesi kuba lulwimi olusetyenziswa kwihlabathi ngokubanzi. Abanye bootitshala bathi kufanelekile ukuba ekufundiseni izifundo zezibalo ngesiNgesi. Izizathu zabo bazidibanisa nokuba isiNgesi sisetyenziswa kwimfundo yamabanga aphakamileyo, kumaziko emfundo abucala, emisebenzini naseburhulumenteni imbala. Loo nto yenza ukuba bangaboni khwiniba ekufundiseni ngesiNgesi. Bayibona iyinkcitha xesha into yokufundisa abafundi beGreyidi yesi-7 ngesiXhosa, kuba xa befika kumabanga aphezulu baza kusebenzisa isiNgesi. Omnye umba ovelayo ngowokuba kumele ukuba kubekho izivumelwano phakathi kweSebe lezeMfundo ngaphambi kokuba kucingwe ngokufundisa ngesiXhosa. Loo nto iya kwenza kubelula ukuba kuqalwe kumabanga aphantsi ukufunda ngesiXhosa. Ootitshala baxinzelele ukuba kungakho ingxaki ukuqala le nkqubo esiqwini kuba abafundi baqala ukulungiselelwa iGreyidi yesi-7 kumabanga aphantsi. Ngoko ke kumele besuke nayo kumabanga aphantsi ukuya kwaphezulu.

4.5.4. Ukungafikeleleki kolwimi lokubhala iincwadi

Omnye umba oye wavela ngokubalaseleyo ngowokuba xa kuguqulwa imeko yolwimi lokufundisa, kumelwe kuguqulwe nobume bendlela ekufundiswa ngayo iphela, iincwadi ezisetyenziswayo kuluhlu lwezifundo ezifundiswayo, imigaqo yovavanyo, imisebenzi abafundi abalungiselelwa yona neemviwo imbala.

Okunye kukuthi ootitshala abanangxaki nokufundisa ngolwimi lwenkobe kodwa ababoni ukuba le nkqubo iya kunceda kuba neziphathamandla azikhuthazi ukuba ukusetyenziswa kwesiXhosa, ngohlobo lokuba zisebenzisa isiNgesi kwinto yonke eziyenzayo nokuba sezithetha nabantu abathetha ulwimi olunye kunye nazo.

Ngethuba kuqwalaselwa ezi klasi amagama anika ubunzima kubafundi ukuqonda ngokupheleleyo izifundo zezibalo aye abhalwa phantsi. La magama achazwe ngezantsi kunye nentsingiselo eya yanyaniswa nawo ngabafundi. Intsingiselo yala magama ifunyenwe ngokuthi kuqalwe kukhethwe amagama anika ubunzima kwisihloko ebesifundwa. Emva koko kubuzwe iintsingiselo zala magama kubafundi ukujonga ukuba bayawaqonda na. La magama ngala alandelayo:

Igama	Intsingiselo	Intsingiselo eyanyaniswa negama ngabafundi
Investigate	Fumana impendulo	Yayanyaniswa nokuphanda amatyala njengomcuphi
Breadth	.Ububanzi	Nangona lingesosenzi okanye isiyaleli kwaba nzima kubafundi ukusebenzisa eligama ekusombululeni izifundo zabo zezibalo. Baliphambanisa nomphefumlo okanye kanye ukumphefumla. Abanye babo abalazanga kwaphela ukuba lithetha ukuthini nangona besazi ukuba alihtlangani nomphefumlo
Find	Fumana	Eli gama abafundi balihtlanganisa nokufumana into ebilahlelekile okanye ongaziyo ukuba uyibeke phi. Ngoko ke, kokwabo ukubona akukho lungqamano nezifundo zezibalo.

Estimate	Qikelela	Eli igama laba yingxaki enkulu ukucacisa intsingiselo epheleleyo kuba intsingiselo yalo yayingaziwa nangaluphi na ulwimi.
Sequence	Bala ngokulandelelana	Akukho mfundi walaziyo eli gama kwaphela. Abaqashelayo batsho ecaleni.
Discuss		Eli igama laziwa kwingxoxo mpikiswano okanye ingxoxo ngokubanzi. Ngoko ke akuko kula yamanisa nezifundo zezibalo.
Construct		Eli igama layanyaniswe nokwakha isakhiwo nto leyo ngokutsho kwabafundi ingenanto yakwenza nezifundo ezi.
Reduce	Nciphisa ngokubala okanye thabatha,	Intsingiselo yeli gama ayinanto yokwenza nezifundo zezibalo njengoko ukunciphisa okanye ukucutha kungahlanganiswa nemo yezifundo zezibalo.
Determine		Yayiligama elitsha eli kubafundi. Akuzange kubekho unalwazi lwentsingiselo nakuyiphi na imo.
Change a percentage		Oku ngokutsho kwabafundi akuniki myalelo ungqalileyo nanjengoko ungachazi ukuba oku kwenziwa njani. Banikwa umyalelo kube kungekho ndlela thile ebonisa oku.
Solve		Eli igama libonise ukungaqondwa ngokupheleleyo kwimo yezifundo zezibalo kuba liqheleke kumabali kamabonakude apho kubakho umnqa ofuna isisombululo. Abanye babafundi bachaphazele ukuliva kwabo eli gama ngaphambili apho kufuneka ukuba kuziwe nento enokwenza no "x" kwizifundo zezibalo.
Calculate	Bala ulandela imithetho yezifundo zezibalo	Eli gama abafundi balihlanganisa nokusebenzisa ikhaltyhuleyitha.

4.5.5. Ingxoxo ngala magama

La magama aboniswe kwiTheyibhile engentla achaza ukubhideka okuba khona xa abafundi bebhala izifundo zezibalo. Oku kubhideka akunanto yakwenza, ngokubona kwam, namagama enza ingqiqo kuba awona amagama ababhidayo ngala enza intsingiselo yombuzo okanye umyalelo woko kufuneka kwenziwe. Oku kwadala umceli mngeni kutitshala apho kwafuneka ukuba aluthathele ingqalelo ulwimi lokufunda ngaphambi kokuba aqalise nokufundisa izifundo zezibalo.

Okwacaca phandle ngokwalo mba ungentla yimfuneko yokuqala ngemiba echaphazela ulwimi lokufunda nokufundisa ngaphambi kokungena nzulu kwizifundo zezibalo. Oku xa kunokwenziwa kungenza kubelula kubafundi ukuqonda ngokupheleleyo. Ingxaki yabo kokwam ukubona ayikho kwizifundo zezibalo ncakasana, koko kulwimi lokufunda nokufundisa (Bamgbose, 2000).

4.5.6. Isishwankathelo esiphangaleleyo ngemiba engentla

Okwakucacile kukuba izizathu zabafundi zokungazi ukuba luluphi ulwimi abathanda ukufundiswa ngalo azisekelwanga ekungazini ngaphezu kokuba kucingwe banzi phambi kokuba kuthatyathwe isigqibo. Ngexesha umfundi ecacisa oku, obekuvela ngamandla kukuba ulwimi afundiswa ngalo aluthwalwa ukuya kulwimi lokubhala. Loo nto idala impixwano phakathi kolwimi olusetyenziswa xa kuthethwa naxa kubhalwa. Into evele ngokucacileyo kukuba abafundi abaluboni unxibelelwano phakathi kolwimi nezifundo zezibalo, indima edlalwa lulwimi kwizifundo zezibalo ibingacacanga kwaphela. Eyona nto yayicaca ngamandla kukuba abafundi babebuza ngokubanzi ngobudlelwane obuphakathi kolwimi nezifundo zezibalo. Le ngqwalasela iyafana naleyo yenziwe kwiiklasi ezininzi apho ootitshala bebezama ukusebenza ulwimi lwaseAfrika njengolwimi lokufundisa olusekelwe banzi kwimfundo ejoliswe kulwimi lwesiNgesi (Mbatha, T: 2003).

Imibuzo ethi:

- (b) Ingaba utitshala usebenzisa waphi amacebo ukukhuphela ulwazi kubafundi,
- (b) Ngawaphi amagama enza ingqiqo athi ajongane nawo,
- (c) Ingaba abafundi bayakwazi ukuwaqonda nzulu nangokupheleleyo amagama enza ingqiqo ngolwimi lwesiNgesi,
- (d) Ukuba akukho njalo ngawaphi amacebo ukungenelela abawasebenzisayo ootitshala ukwenza imeko yokufunda ingabinzima kakhulu okanye ukuqinisekisa ukuba abafundi bayaqonda.

4.6. ISIPHETHO

Nangona umba wokusetyenziswa kolwimi kwizifundo zezibalo ubonakala usembindini wezifundo zezibalo ngokweempendulo zabafundi nootitshala, kusekho ukuthandabuza ekusebenziseni isiXhosa njengolwimi lokufundisa. Oko kudalwa yimiba eyahlukeneyo efana (evele nootitshala) nokuba ulwimi lwesiXhosa alunasigama saneleyo sokufundisa izifundo zezibalo. Ukuba sanele ootitshala abasazi nangoko singeyiyo inxalenye yokuqeqeshwa kwabo. Okuye kwacaca kukuqwalaselwa kweengxaki ezidalwa kukungaqondwa kolwimi lwezifundo zezibalo njengoko nokufundisa ngempumelelo kootitshala kulele kulwimi lokufundisa. Oku kubangwa kukuba maxa wambi ootitshala bayazibona ezingxaki koddwa akukho nto banokuyenza ngazo (Buthelezi, 1995:5).

Loo nto ke ithetha ukuba kusafuneka kuhanjwe umgama omde ukuzama ukuqwalasela umba wokusetyenziswa kwesiXhosa ekufundiseni izifundo zezibalo nanjengoko olu phando lubonisile ukuba xa kunokwenziwa oku, kungatsho iziphumo ezincomekayo kwindlela abaqhuba ngayo abafundi. Loo nto ithetha ukuba kukho imfuneko yokuba uphando olunje luqhubeke luqwalasele indima yolwimi kuqeqesho lootitshala abafundisa izifundo zezibalo, ulwimi lokubhala iincwadi zezifundo zezibalo nokukhawulezisa ukuqwalasela indima yolwimi kwiiklasi zezifundo zezibalo, ukusukela kumabanga aphantsi emfundo ukuya kwaphezulu. Iziphakamiso eza kwenziwa lolo phando ziya kunceda ukuqinisekisa ukuba izifundo zezibalo zizifundo zakhe nabani na ingengabo abafundi abakwazi ukuthetha ulwimi lwesiNgesi ngempumelelo.

ISAPHLUKO SESIHLANU

ISIPHETHO NEZIPHAKAMISO

5.1. Intshayelelo

Olu phando luqwalasele ukuba ingaba abafundi beGreyidi yesi-7 bakubona kungaluncedo na ukufunda izifundo zezibalo ngolwimi lwesiXhosa, ingakumbi xa kuthethwa ngokwakhiwa kwamagama enza ingqiqo kulwimi lwenkobe, ulwimi lokubhala, ulwimi lokufundisa novavanyo. Nanjengoko ibathwana labafundi likhethe isiXhosa njengolwimi lokufundisa, umphandi ujonga iingxaki ezithi zidalwe kukufundisa ngesiXhosa. Luphinde lwaqwalasela ukuba ingaba abafundi nootitshala balubona ulwimi lunendima esembindini ekuphuhliseni umgagangatho wabafundi wokufikelela ngokupheleleyo kumagama enza ingqiqo; nokuthi, ingasisisombululo na ukwakha amagama enza ingqiqo kulwimi lwenkobe kwimeko apho angekhoyo kuzo.

5.2. Iingxaki ezinokubangelwa kukufundisa izifundo zezibalo ngesiXhosa

Nangona olu phando lungajolisanga ekutshintsheni ulwimi ekufundiswa ngalo izifundo zezibalo ezikolweni, lujonga iindlela olunokusetyenziswa ngayo ulwimi lwesiXhosa ngokupheleleyo ekufundiseni nasekufundeni. Ngokomthetho omisiweyo kaRhulumente izikolo zinelungelo lokusebenzisa ulwimi lwenkobe lwabafundi njengolwimi lokufunda nokufundisa izifundo (Draft Revised National Curriculum Statement: 2002). Ngoko ke ulwimi lwesiXhosa nalo lungasetyenziswa ngokupheleleyo ezikolweni ingelilo ixesha elilungele utitshala, nanjengoko kusenzeka ngoku.

IsiXhosa sisetyenziswa njengolwimi lokuhambisa ulwazi nokucacisa ngokupheleleyo xa kunzima ukuqonda kutitshala nakubafundi, oko kufundiswa ngesiNgesi. Oku akunamiphumela mihle. Abafundi baphetha bengafundi lwimi kwezo zisetyenziswayo. Oku kukhuthazwa kukuba ulwimi abeza nalo ekhaya aluphuhliselwanga ukufundisa,

ingakumbi izifundo zezibalo. Ngoko ke akubi lula ukusebenzisa ulwazi oluza nabafundi ekhaya ekufundisweni kwezi zifundo. Ulwazi olo banalo aluthwaleki ukuya kwimo yokufunda izifundo zezibalo. Unobangela woko kukungaphuhliswa ngokupheleleyo kolwimi lwesiXhosa lulungele ukufundisa. Ukungaphuhliswa ngokupheleleyo ngokoluphando kuthetha ukungabikho kwencwadi zezifundo zezibalo ngesiXhosa, ukungasetyenziswa kwalo njengolwimi lokuqhuba uvavanyo kunye nokungasetyenziswa kwalo lodwa eklasini. Lusetyenziswa ngokusekelwe kwisiNgesi.

5.3. Ukutolikwa kwamagama enza ingqiqo

Olu phando lufumanise ukuba ukutolikwa kwamagama enza ingqiqo akuloncedo kwaphela. Unobangela woku kukutyeba kolwimi lwesiXhosa apho igama liba neentsingiselo ezininzi nezahlukeneyo. Amaxesha amaninzi ezi ntsingiselo azinanto yakwenza nemo yezifundo zezibalo. Oku ke kutyhila ukubaluleka kokufumana amagama namabinzana anika ubunzima kwizifundo zezibalo, ze kukhangelwe iintsingiselo zawo kulwimi lwesiXhosa kwandule ukufumana intsingiselo engqale kwimo yezifundo zezibalo. Oku kungenza ukuba kubekho umthombo owomeleleyo weentsingiselo zamagama alungele imo yezifundo zezibalo. Kungacutha iingxaki ezidalwa kukutolikwa kwamagama enza ingqiqo nanjengoko kusuke kunike intsingiselo engenanto yakwenza nezi zifundo nto leyo yongeza iingxaki zokusetyenziswa kolwimi.

Enye yezinto evele ngokucacileyo kukuba nefuthe kwendima edlalwa lulwimi ekuqondeni ngokupheleleyo izifundo zezibalo. Ootitshala bakhala ngokuthi amaziko engqesho, nawemfundo ephakamileyo awadingi mntu uthetha isiXhosa xa beqesha. Ulwimi abalukhokelisa phambili sisiNgesi, okanye, umntu owazi eso sifundo ngokubalaseleyo. Nangona bengalikhuphanga elokuba yinkcitha xesha ukufundisa ngesiXhosa, kodwa bakucacisile ukungabikho kwembuyekezo kwikamva labafundi xa benokufunda ngesiXhosa. Ingakumbi xa besenza izifundo zezibalo kuba olu didi lwezifundo alufani nezinye apho ubani angenza iinguqulelo ukusuka kolunye ulwimi ukuya kulwimi lwesiXhosa. Iyonke ke le nto ibonakalisa ukuba kukho imfuneko enkulu yokwahlukanisa okanye ukuvala umsantsa ophakathi kolwimi lokuncokola nolwimi

lokufunda de kubekho indlela yokugqinisekisa ukuba ulwimi oluthethwa ekhaya lusisisekelo solwimi olusetyenziswa ekufundeni nasekufundiseni. Kumele kubekho indlela yokuvula lo msantsa ukuze ulwimi lwabafundi lube nokuphuhliseka ngokulula.

5.4. Ukungasetyenziswa kwesiXhosa kuvavanyo

Ukungasetyenziswa kwesiXhosa kuvavanyo alukhuthazi ukwakhiwa kwamagama enza ingqiqo ngesiXhosa nangona kungenza umahluko omkhulu kwindlela abaqonda ngayo abafundi. Ngoko ke kubalulekile ukuba ulwimi lokufundisa nolwimi lokuvavanya lungqinelane ukuphuhlisa indlela abaqhuba ngayo abafundi kwizifundo zezibalo.

Okwangoku kwenzeka oku ezikolweni:

- (i) Abafundi bavavanywa ngesiNgesi nto leyo ingangqinelaniyo nokufundisa ngesiXhosa.
- (ii) Izikolo zemfundo ephakamileyo azinankqubo ifanayo nale iphakanyiswa kolu phando, ngoko ke, abafundi xa befundiswa ngesiXhosa abalungiselelwa kamva kwimfundo ephakamileyo.
- (iii) Amakhono abathi bawalandele ebomini angqamene nezi zifundo, awaniki ngqwalasela yolwimi ekufundiswa ngalo izifundo zezibalo, koko ajonga ukuba ubani ukwazi kangakanani ukusebenzisa ubugcisa nenzululwazi yezifundo zezibalo.
- (iv) IsiXhosa sisetyenziswa kuphela ngexesha ekucaciswa loo nto ifundiswayo eklasini.

Nangona ootitshala bayavumelana nokuba kukho imfuno yokufundisa ngolwimi oluqondwa ngokupheleleyo ngabafundi kodwa baphakamisa ukuba kubekho ungqinelwano kwimfundo nemiba ephathelene nolwimi. Oku kuthetha ukuba, xa isiXhosa sisetyenziswa njengolwimi lokufundisa makwenziwe njalo kuwo onke amabakala ezemfundo nakwindlela ekuqhutywa ngayo uvavanyo.

5.5. Isiphakamiso sokuqhubela phambili uphando

Olu phando lubonisa imfuneko enkulu yokuqhuba olunye uphando oluqwalasela unxibelelwano olukhoyo phakathi kolwimi nezifundo zezibalo nokuqulunqwa kwamagama enza ingqiqo. Kumele luqinise nasekujongeni indlela abawafundisa ngayo ootitshala amagama enza ingqiqo ngokunxulumene nolwimi olusetyenziswayo, ngakumbi indlela abalujonga nabalusebenzisa ngayo ulwimi ekufundiseni izifundo zezibalo. Iyantlukwano yamagama anika intsingiselo ngokwemo kumele ibonwe njengesisekelo ukuqinisekisa ukuba abasebenzisa olu lwimi banovimba abanokukhetha kuye igama abafuna ukulisebenzisa beqinisekile ngentsingiselo nokuba liza kusebenza kuyiphi imeko. Ukuqhubela phambili olu phando kumele kuqinisekise ukuba iindlela zokuqhuba uvavanyo, ziyavumelana nendlela yokufundisa nolwimi olusetyenziswayo. Oko kuthetha ukuba inkqubo yovavanyo kumele ivumelane nolwimi olusetyenziswa ngootitshala nabafundi eklasini. Kusukwe ekusebenziseni isiXhosa njengolwimi lokufundisa nelokucacisa ze isiNgesi sisetyenziswe njengolwimi lokubhala nelokufundisa amagama athile anzima ukuqondwa intsingiselo ngootitshala nabafundi.

IsiXhosa simele sisetyenziswe ekubhaleni iincwadi zezifundo zezibalo, iimviwo, uvavanyo nemisetyenzana nasekufundiseni izifundo zezibalo. Simele sisetyenziswe ekwakheni amagama enza ingqiqo ukuze abafundi nootitshala bahlale bewabona. Oko kuya kwenza ukuba bahlale bewasebenzisa la magama. Kufuneka abafundi banikwe ithuba lokubhala nokufunda ngesiXhosa eklasini. Okunye nokubalulekileyo kukwakha amagama enza ingqiqo kuze abhalwe kwikharithulam, kunikwe inkcazelo kusukela kwimvelaphi yentsingiselo yegama ukuya kwindlela yokulisebenzisa kwimo yezifundo zezifundo zezibalo. Oku kuqulunqwa kwamagama enza ingqiqo kumele kujoliswe kwizifundo zezibalo ukusukela kumabanga aphantsi ngaphambi kokuba abafundi bafike kwiGreyidi yesi-7. Oko kuya kwenza ukuba xa befika kwelibanga babe benolwazi olupheleleyo lokusebenzisa la magama enza ingqiqo.

Okuye kwavela kukuba abafundi xa befika kwiGreyidi yesi-7 ulwazi lwabo lwesiNgesi alomelelanga kangako nto leyo ibenza bangazifikeleli ngokupheleleyo izifundo zezibalo.

Ukungafikeleli kwabo ngokupheleleyo kwizifundo zezibalo kubangelwa nakukungomeleli kolwimi lwesiXhosa nto eyenza ukuba bangakwazi ukusebenzisa ulwimi lwabo njengomthombo wokufumana intsingiselelo yoko kufundiswa ngesiNgesi. Loo nto yenza ukuba bangabi nalulwimi bomelela kulo xa kufundwa izifundo zezibalo.

Olu qulunqo lwala magama enza ingqiqo luya kuqinsekisa ukuqonda okupheleleyo kolwimi ngabafundi nootitshala. Imisetyenzana esekelwe kwizinto ezibangqongileyo abafundi ingaluncedo, nanjengoko abafundi beyakuba beqhelene nayo kuba izizinto abazibona imihla yonke. Le misetyenzana ingazi zinto ezifana nemizobo, ukumila kwezinto, iinkqubo zikamabonakude, ukufunda izicatshulwa, imidlalo, nezinye izinto ezinokwenza kube lula ukuba abafundi baluqonde ulwimi loko kufundiswayo. Kuba xa kunokuba njalo abafundi bangaqhela ukusebenzisa amagama enza ingqiqo. Kuba enye yezinto eye yavela kukufumanisa ukuba indlela ezaziwa ngayo izinto ngesiXhosa ekhaya yahlukile nangona inomthelela kwizifundo zezibalo. Loo nto ithethe ukuba xa kunokuphuhliswa isiXhosa esisetyenziswa ekhaya silungele ukusetyenziswa ekufundeni nasekufundiseni kungakho umahluko omkhulu ekuqondweni kwezifundo zezibalo. Okwangoku kusekho iilwimi ezimbini ezikhoyo kwisiXhosa, olwasekhaya nolwasesikolweni. Oko ke kuphinda kudale umsantsa kulwimi lwesiXhosa.

Olu phando belujoliswe ekunikeni ingqalelo ekubeni nako kolwimi lwesiXhosa ukufundisa nokufunda izifundo zezibalo. Okuye kwavela nokuyingxaki kubafundi kucacisa phandle ukuba abafundi abanako ukufikelela ngokupheleleyo kulwazi nokuqonda ngokupheleleyo ngokufundiswayo kwizifundo zezibalo. Oku kucacisa umcelimngeni abajongene nawo abafundi nootitshala ukufunda nokufundiswa ngesiXhosa nangesiNgesi ngaxesha nye; kanti iincwadi zezifundo zezibalo, iimviwo, iimvavanyo, imisetyenzana namagama enza ingqiqo, nemimiselo yovavanyo iqhutywa ngesiNgesi kuphela. Abafundi nootitshala baseza kujamelana nalo mcelimngeni kude kufike ixesha apho kutshintshwa indlela okuqwalaselwe nokuphethwe ngayo umba wolwimi lokufunda nokufundisa izifundo zezibalo, nendima esembindini edlalwa lulwimi ekuqondweni ngokupheleleyo kwezifundo zezibalo ngabafundi.

Ukufundiswa kwabafundi ngesiXhosa kubenza bafumane ulwazi olu pheleleyo lwesifundo abasifundiswayo loo nto yenza kube lula ukuba batolike engqondweni ukusuka kulwimi lwabo lwenkobe ukuya kulwimi olu lumbi. Okwangoku batolika ukusuka esiXhoseni baye esiNgesini. Oku akuncedi nto kuba ulwimi lwesiNgesi asomelelanga nokuba bayatolika abafumani mpendulo kuba abaqinisekanga ngesiXhosa. Nangona kunjalo isiXhosa asimelanga sibonwe njengengxaki kodwa njengesiseko sokwakhela ulwimi olulumbi. Oku kufunyaniswa kusenzeka ngendlela egqwethekileyo kuba ngoku isiXhosa sisetyenziswa njengolwimi olulumbi, ze isiNgesi sisetyenziswe njengolwenkobe ekufundiseni nasekufundeni izifundo zezibalo. Kucacile, ngokoluphando ukuba isiXhosa sinako ukusetyenziswa njengolwimi lokufundisa xa nje kungenziwa uphando olu gxininise ekubeni kuqalwe phi xa siphuhliselwa ukufunda nokufundisa izifundo zezibalo.

Nangona ootitshala bebhokolelwa ekubeni izifundo zezibalo zizifundo ezimo yazo ingasebenzisi lwimi koko imizekeliso, imifanekiso neefomula (inkcazelo emfutshane esetyenziswa kwizifundo zezibalo). Kuye kwaca ngexesha kuqhutywa uphando ukuba bavumelana neziphakamiso ezenziwa loluphando zokuba izifundo zezibalo zinako ukufundiswa ngesiXhosa. Luyavumelana nokuba makunxulunyaniswe indlela ekuqhutywa ngayo iimvavanyo nolwimi lokufundisa. Uvavanyo xa lunokubonelela iilwimi zonke ezisetyenziswa ngabafundi nootitshala eklasini zingambalwa iingxaki zolwimi. Loo nto ithetha ukuba xa kufuneka kutshintshwe indlela ekuqhutywa ngayo izinto, njengosuka ekusebenziseni isiXhosa njengolwimi lokuhambisa ulwazi, ukuxoxa ngodaba, koko lusetyenziswe njengolwimi lokubhala njengezichazi magama, ikharithulam, iincwadi zeenkalo zokufunda zonke ukuze abafundi nootitshala balubone lubhaliwe ulwimi lwesiXhosa. Abafundi kufuneka bafunde babhale ngesiXhosa, nkqubo leyo ihlanganisa ootitshala, abafundi, abazali iSebe leMfundo nababhali beencwadi. Iziphumo zingqinisisa ukuba isiXhosa sidlala indima enkulu kwimfundo yaye abafundi baqonda ngcono xa befundiswa izifundo zezibalo ngaso. Obu bungqina buphendula umbuzo wophando nanjengoko iziphumo zophando zisibonisa ukuba abafundi baqhuba ngcono xa befundiswa ngesiXhosa. Kukho imfuneko ke ngoko yokuqalisa ukusebenzisa isiXhosa ngokupheleleyo kwizifundo zezibalo nezinye iinkalo zokufunda.

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ISIHLOMELO A

**IPHEPHAMBUZO LABAFUNDI ELIPHAMBI KOKUBHALA UVAVANYO
NGESIXHOSA**

1. Ngubani igama lakho?

.....

Uhlala phi?

2.

3. Uhlala nabani?

.....

4. Mingaphi iminyaka yakho?

.....

5. Uthetha luphi ulwimi ekhaya?

.....

6. Xa udlala nabahlobo bakho nithetha oluphi ulwimi?

.....

7. Bangaphi abantu abafundayo ekhaya?

.....

8. Ukhona umntu okuncedisa ngomsebenzi wesikolo ekhaya?

.....

9. Uyazithanda izifundo zezibalo?

.....

10. Uthanda ukufunda ngoluphi ulwimi?

.....

11. Uthanda ukuzifunda ngoluphi ulwimi izifundo zezibalo?

.....

12. Uziqonda ngokupheleleyo xa zifundiswa ngolwimi enizifunda ngalo ngoku?

.....

13. Xa ungaqondi wenza njani ukuze uqonde?

.....

14. Unazo iincwadi zokufunda ekhaya ngaphandle kweze sikolo?

.....

Enkosi

ISIHLOMELO A1

IIMPENDULO EZIVELA NGENXA YESIHLOMELO A

1. Ngubani igama lakho?

Ndingu.....

2. Uhlala phi?

Ndihlala eCrossroads

3. Uhlala nabani?

Ndihlala nomama nomakhulu, *nosister* wam lo ufunda apha, *nobrother* wam nomnye *usister* wam

4. Mingaphi iminyaka yakho?

Iyi 12

5. Uthetha luphi ulwimi ekhaya?

Ndithetha isiXhosa

6. Xa udlala nabahlobo bakho nithetha luphi ulwimi?

Kuyaxhomekeka ukuba ndidlala nabani. Apha esikolweni sithetha isiXhosa mhlawumbi sixube namanye amagama eEnglish okanye iAfrikaans. Like mos, xa ndidlala *nomnext door* wam uthanda ukusebenzisa iAfrikaans so nam ndiyazama ndifakele lo omagama kuba ndenzela ukuba andive nam ndiyafunda elo xesha. Naye uyasiva isiXhosa qha umama liKhaladi amaxesha amaninzi bathetha iAfrikaans kwabo. But, xa ndidlala ebaleni sithetha *ilanguage* yethu neetshomi zam. Sisebenzisa amagama asebholeni, like uyabo...xa ndifuna ibhola ndithi *pass...* so ke kuyaxhomekeka. Naxa sithetha ngabantu abadala mhlawumbi, uthi *olady...or..timer*

xa uthetha ngotata kodwa kubo uthi mama, tata. Yi loo nto ke ndithi kuyaxhomekeka.

7. Bangaphi abantu abafundayo ekhaya?

Ndim no... lo ubukhe wathetha naye izolo nge*break*. Abanye basiyeka isikolo kuba umakhulu engenamali yokusifundisa sonke. So kwathiwa mabayeke de umama afumane umsebenzi. Kodwa bampasa kudala ugreyidi 8 qha *nobrother* wam usafuna umsebenzi azokwazi ukuzithengela iyunifom. Mhlawumbi uza kuphindela *next year*.

8. Ukhona umntu okuncedisa ngomsebenzi wesikolo ekhaya?

Hayi akekho kuba aba badala basoloko bengekho ekhaya so ndiya zenzela okanye ke ndisebenze noX...kodwa naye uyasokola kwi*subjects* ezininzi. Mna ndisokola kwezo nakwezo.

9. Uyazithanda izifundo zezibalo?

Yingxaki yam leyo. Asikuba ndiyazicaphukela but andiziqondi tu. Ndandiyithanda iMaths ndisafunda ezantsi, like, ndisenza ustandard three ukuya ezantsi ngoku andiyazi tu. Enye into andiva nokuba sekucaciswa kuba ndithi ndisamamele utitshalakazi asebenzise iEnglish ndisale ndibhidekile ke ngoku. Enye into esokolisayo iMaths ifuna uyazi and uyazi iEnglish ukuba akuyazi uyasokola kuba kumele uqonde imibuzo yakhoina. *Sometimes* ndiyayazi impendulo qha andiqinsekanga ngokuba kufunwa yona. Natso ingxaki yam. Yiloo nto nje endenza ndiyicaphukele iMaths ukuba bendiyazi ngekungekho ngxaki.

10. Uthanda ukufunda ngoluphi ulwimi?

Man ndithanda ukufunda ngesiXhosa nangeEnglish phofu andinangxaki ukuba ndicaciselwe kakuhle. Intenayo kuthatha ixesha xa ndicaciselwa ngeEnglish ukuba bendicaciselwa ngesiXhosa bekungangcono. Mna ndiyasithanda isiXhosa ndiva kakuhle xa kufundiswa ngaso. Kkodwa xa kufundwa iMaths ndiva nje xa

kucaciswa imizekelo kubakho amagama endingawaziyo kuba wona akacaciswa so akatshintshwa asala ekwiEnglish ndibe ndingawazi ukuba athetha ukuthini.

12. Uziqonda ngokupheleleyo xa uzifundiswa ngolwimi enizifunda ngalo ngoku?

Yilaa nto bendiyithetha ukuba bezingafundiswa ngesiXhosa qha bendingaqonda kakuhle. *Iproblem* yam ngoku kukuthi ndisamamele isiXhosa iEnglish kwisentence eyione. Ndisala ndingaqinisekanga ngolwimi endiluva kakuhle ndibe ndingenasurey yale nto bendiyifundiswa ukuba ndiyivile na. Uyabona ke ukuba bekufundiswa ngesiXhosa sodwa bendizakukwazi ukubona ukuba yiMaths nale inzima okanye ndim andiyazi. Ngoku kuthethwa iilanguage ezimbini ngexesha elinye. Mna ke ngamanye amaxesha andiva nokuba kuthiwani, nokuba kufunwa ntoni ndivele ndijonge imizekelo. Ndingengele ukuba inokuba kufunwa le nto yenziwe kuloo mzekelo kuzo zonke iisam ezikwitheme. Ndiyathshona amaxesha amaninzi ndibe ndiqonda ukuba andazi nto.

13. Xa ungaqondi wenza njani ukuze uqonde?

Ndibuza kwabanye endifunda nabo ukhona omnye eklasini uyayazi iMaths. Uthi uxakiwe avele akubonise ukuba ingalula xa unokuyiqonda ukuba yenziwa njani akubonise de uyifunde. Yena ke uyayazi iMaths, yibhoza kwiMaths. Ndincediswa nguye amaxesha amaninzi xa kukho ingxaki.

14. Unazo iincwadi zokufunda ekhaya?

Hayi andinazo ngaphandle kwezi ndenza ngazo *ihomework*. Amaxesha amaninzi sisebenzisa ifotokopi. Xa nidfuna ukufunda ndandidla ngokuya *elibrary* qha ngoku bayasigxotha bathi siyangxola okanye ufike kuvaliwe kungekho mntu. So andinazo iincwadi. Ngamanye amaxesha ndifunda iimagazini netshomi zam.

ENKOSI

ISIHLOMELO B

(IPHEPHAMBUZO LABAFUNDI EMVA KOVAVANYO OLUBHALWE NGESIXHOSA)

Nanjengoko nilubhale ngesiXhosa uvavanyo, ndicela ukubuza imibuzo ngoluvo lwakho mayela nokufunda izifundo zezibalo ngesiXhosa:

M: Ucinga ukuba ungaqonda lula xa unokufunda izifundo zezibalo ngolwimi lwesiXhosa?

Mf:

M: Ingaba ungathanda ukufunda ngesiXhosa?

Mf:.....

M: Ucinga ukuba ungawaqonda ngcono amagama enza ingqiqo?

Mf:

M: Yintoni ekwenza ucinga njalo?

Mf:

M: Ucinga ukuba ukufunda ngesiXhosa kunganegalelo elingcono kulwazi lwakho?

Mf:

M: Uqhube njani kolu vavanyo benilubhala ngesiXhosa?

Mf:

M: Ubuqhube njani kolu benilubhale ngolwimi lwesiNgesi?

Mf:

M: Amaxesha amaninzi ubuncedwa yintoni xa ungaqondi?

Mf:

ENKOSI

ISIHLOMELO B1

IPHEPHAMBUZO LABAFUNDI ELISEMVA KOVAVANYO (IIMPENDULO EZIVELA NGESIHLOMELO B)

Mphandi = M

Mfundi = Mf

Nanjengoko nilubhale ngesiXhosa uvavanyo, ndicela ukukubuza imibuzo ngoluvo lwakho mayela nokufunda izifundo zezibalo ngesiXhosa:

M: Ucinga ukuba ungaqonda lula xa unokufunda izifundo zezibalo ngolwimi lwesiXhosa.

Mf: Ewe. Okwangoku ndiyasokola.

M: Ingaba ungathanda ukufunda ngesiXhosa?

Mf: Ewe. Ingandanceda lo nto. Amaxesha amaninzi andiqiniseki ngeempendulo zam. Xa ndinokufunda ngesiXhosa ndingavuya.

M: Ucinga ukuba ungawaqonda ngcono amagama enza ingqiqo?

Mf: Ewe.

M: Yintoni ekwenza ucinge njalo?

Mf: Kungokuba ngethuba sibhala ngesiXhosa ndifumanise ukuba ndiyiva ngokupheleleyo imbuzo. Kuqala bendicinga ukuba ndiyaqonda. Loo nto indenza ndicinge ngokupheleleyo ngaphambi kokuba ndiphendule imibuzo.

M: Ucinga ukuba kunganegalelo kulwazi lwakho lwezifundo zezibalo ukuba ungafundiswa ngesiXhosa?

Mf: Ingantle loo nto kuba ndiyasokola amaxesha amaninzi xa ndiphendula imibuzo. Ngamanye amaxesha ndinayo intlantsana yale nto ibuzwayo qha ndiqonde ukuba andiqinsekanga kakuhle. Uyabona ngoku siqale ngokufundiswa la magama aza kuvela ethestini ngesiXhosa, safundiswa yonke itshapta ngesiXhosa, sabhala imisetyenzana eklasini, emva koko sabhala ithest. Loo nto iye yandanceda kakhulu. Bendikade ndicinga ukuba kunganzima ukufunda izibalo ngesiXhosa kodwa akukho nzima. Kanti akukho nzima. Xa kunokwenziwa njalo oko singancedakala sonke thina bacinga ukuba inzima kakhulu imethsi.

M: Uqhube njani kolu vavanyo benilubhala ngesiXhosa?

Mf: Ndipase kakuhle kuba ndifumene amanqaku angama-22 kanti ngokuya sasibhale ngesiNgesi ndafumana nje i-12. Ukuba singafunda kanje oko ndingapasa kakuhle kakhulu.

M: Amaxesha amaninzi ubuncedwa yintoni xa ungaqondi?

Mf: Bendibuza kwabanye eklasini. Xa bengakwazi ukundanceda bendizama ndide ndiyazi okanye ndivele ndiqonde ukuba mna andizazi izifundo zezibalo mandiyekele abazaziyo. Enye into ibinzima kukucacisa ukuba yintoni le ndingayiqondiyo. Mna bendikade ndicinga ukuba zinzima. Ngoku ndiyabona ukuba ibingamagama athile la andenza ndingaqondi, njengala besiwenza eklasini.

M: Xa ungaqondi ngoku uza kwenza njani?

Mf: Xa ndingaqondi ngoku ndiza kuqala ngokubuza amagama andenza ukuba ndingawuva umbuzo okanye enza ukuba ndingayazi le nto ibuzwayo. Iza kundanceda loo nto. Ndiyiqaphele apha eklasini ngoku besifundiswa la magama ngesiXhosa. Ndiqinisekile nam ndiza kupasa kakuhle ngoku.

M: Ndiyabulela ngexesha lakho. **ENKOSI**

ISIHLOMELO A

**IPHEPHAMBUZO LABAFUNDI ELIPHAMBI KOKUBHALA UVAVANYO
NGESIXHOSA**

1. Ngubani igama lakho?

.....

Uhlala phi?

2.

3. Uhlala nabani?

.....

4. Mingaphi iminyaka yakho?

.....

5. Uthetha luphi ulwimi ekhaya?

.....

6. Xa udlala nabahlobo bakho nithetha oluphi ulwimi?

.....

7. Bangaphi abantu abafundayo ekhaya?

.....

8. Ukhona umntu okuncedisa ngomsebenzi wesikolo ekhaya?

.....

9. Uyazithanda izifundo zezibalo?

.....

10. Uthanda ukufunda ngoluphi ulwimi?

.....

11. Uthanda ukuzifunda ngoluphi ulwimi izifundo zezibalo?

.....

12. Uziqonda ngokupheleleyo xa zifundiswa ngolwimi enizifunda ngalo ngoku?

.....

13. Xa ungaqondi wenza njani ukuze uqonde?

.....

14. Unazo iincwadi zokufunda ekhaya ngaphandle kweze sikolo?

.....

Enkosi

ISIHLOMELO A1

IIMPENDULO EZIVELA NGENXA YESIHLOMELO A

1. Ngubani igama lakho?

Ndingu.....

2. Uhlala phi?

Ndihlala eCrossroads

3. Uhlala nabani?

Ndihlala nomama nomakhulu, nosister wam lo ufunda apha, nobrother wam nomnye usister wam

4. Mingaphi iminyaka yakho?

Iyi 12

5. Uthetha luphi ulwimi ekhaya?

Ndithetha isiXhosa

6. Xa udlala nabahlobo bakho nithetha luphi ulwimi?

Kuyaxhomekeka ukuba ndidlala nabani. Apha esikolweni sithetha isiXhosa mhlawumbi sixube namanye amagama eEnglish okanye iAfrikaans. Like mos, xa ndidlala nom*next door* wam uthanda ukusebenzisa iAfrikaans so nam ndiyazama ndifakele lo omagama kuba ndenzela ukuba andive nam ndiyafunda elo xesha. Naye uyasiva isiXhosa qha umama liKhaladi amaxesha amaninzi bathetha iAfrikaans kwabo. But, xa ndidlala ebaleni sithetha *ilanguage* yethu neetshomi zam. Sisebenzisa amagama asebholeni, like uyabo...xa ndifuna ibhola ndithi *pass...* so ke kuyaxhomekeka. Naxa sithetha ngabantu abadala mhlawumbi, uthi *olady...or..timer*

xa uthetha ngotata kodwa kubo uthi mama, tata. Yi loo nto ke ndithi kuyaxhomekeka.

7. Bangaphi abantu abafundayo ekhaya?

Ndim no... lo ubukhe wathetha naye izolo nge*break*. Abanye basiyeka isikolo kuba umakhulu engenamali yokusifundisa sonke. So kwathiwa mabayeke de umama afumane umsebenzi. Kodwa bampasa kudala ugreyidi 8 qha *nobrother* wam usafuna umsebenzi azokwazi ukuzithengela iyunifom. Mhlawumbi uza kuphindela *next year*.

8. Ukhona umntu okuncedisa ngomsebenzi wesikolo ekhaya?

Hayi akekho kuba aba badala basoloko bengekho ekhaya so ndiya zenzela okanye ke ndisebenze noX...kodwa naye uyasokola kwi*subjects* ezininzi. Mna ndisokola kwezo nakwezo.

9. Uyazithanda izifundo zezibalo?

Yingxaki yam leyo. Asikuba ndiyazicaphukela but andiziqondi tu. Ndandiyithanda iMaths ndisafunda ezantsi, like, ndisenza ustandard three ukuya ezantsi ngoku andiyazi tu. Enye into andiva nokuba sekucaciswa kuba ndithi ndisamamele utitshalakazi asebenzise iEnglish ndisale ndibhidekile ke ngoku. Enye into esokolisayo iMaths ifuna uyazi and uyazi iEnglish ukuba akuyazi uyasokola kuba kumele uqonde imibuzo yakho. *Sometimes* ndiyayazi impendulo qha andiqinsekanga ngokuba kufunwa yona. Natso ingxaki yam. Yiloo nto nje endenza ndiyicaphukele iMaths ukuba bendiyazi ngekungekho ngxaki.

10. Uthanda ukufunda ngoluphi ulwimi?

Man ndithanda ukufunda ngesiXhosa nangeEnglish phofu andinangxaki ukuba ndicaciselwe kakuhle. Intenayo kuthatha ixesha xa ndicaciselwa ngeEnglish ukuba bendicaciselwa ngesiXhosa bekungangcono. Mna ndiyasithanda isiXhosa ndiva kakuhle xa kufundiswa ngaso. Kkodwa xa kufundwa iMaths ndiva nje xa

kucaciswa imizekelo kubakho amagama endingawaziyo kuba wona akacaciswa so akatshintshwa asala ekwiEnglish ndibe ndingawazi ukuba athetha ukuthini.

12. Uziqonda ngokupheleleyo xa uzifundiswa ngolwimi enizifunda ngalo ngoku?

Yilaa nto bendiyithetha ukuba bezingafundiswa ngesiXhosa qha bendingaqonda kakuhle. Iproblem yam ngoku kukuthi ndisamamele isiXhosa iEnglish kwisentence eyione. Ndisala ndingaqinisekanga ngolwimi endiluva kakuhle ndibe ndingenasurey yale nto bendiyifundiswa ukuba ndiyivile na. Uyabona ke ukuba bekufundiswa ngesiXhosa sodwa bendizakukwazi ukubona ukuba yiMaths nale inzima okanye ndim andiyazi. Ngoku kuthethwa iilanguage ezimbini ngexesha elinye. Mna ke ngamanye amaxesha andiva nokuba kuthiwani, nokuba kufunwa ntoni ndivele ndijonge imizekelo. Ndingelele ukuba inokuba kufunwa le nto yenziwe kuloo mzekelo kuzo zonke iisam ezikwitheme. Ndiyathshona amaxesha amaninzi ndibe ndiqonda ukuba andazi nto.

13. Xa ungaqondi wenza njani ukuze uqonde?

Ndibuza kwabanye endifunda nabo ukhona omnye eklasini uyayazi iMaths. Uthi uxakiwe avele akubonise ukuba ingalula xa unokuyiqonda ukuba yenziwa njani akubonise de uyifunde. Yena ke uyayazi iMaths, yibhoza kwiMaths. Ndincediswa nguye amaxesha amaninzi xa kukho ingxaki.

14. Unazo iincwadi zokufunda ekhaya?

Hayi andinazo ngaphandle kwezi ndenza ngazo ihomework. Amaxesha amaninzi sisebenzisa ifotokopi. Xa nidfuna ukufunda ndandidla ngokuya elibrary qha ngoku bayasigxotha bathi siyangxola okanye ufike kuvaliwe kungekho mntu. So andinazo iincwadi. Ngamanye amaxesha ndifunda iimagazini netshomi zam.

ENKOSI

ISIHLOMELO B

(IPHEPHAMBUZO LABAFUNDI EMVA KOVAVANYO OLUBHALWE NGESIXHOSA)

Nanjengoko nilubhale ngesiXhosa uvavanyo, ndicela ukubuza imibuzo ngoluvo lwakho mayela nokufunda izifundo zezibalo ngesiXhosa:

M: Ucinga ukuba ungaqonda lula xa unokufunda izifundo zezibalo ngolwimi lwesiXhosa?

Mf:

M: Ingaba ungathanda ukufunda ngesiXhosa?

Mf:.....

M: Ucinga ukuba ungawaqonda ngcono amagama enza ingqiqo?

Mf:

M: Yintoni ekwenza ucinga njalo?

Mf:

M: Ucinga ukuba ukufunda ngesiXhosa kunganegalelo elingcono kulwazi lwakho?

Mf:

M: Uqhube njani kolu vavanyo benilubhala ngesiXhosa?

Mf:

M: Ubuqhube njani kolu benilubhale ngolwimi lwesiNgesi?

Mf:

M: Amaxesha amaninzi ubuncedwa yintoni xa ungaqondi?

Mf:

ENKOSI

ISIHLOMELO B1

IPHEPHAMBUZO LABAFUNDI ELISEMVA KOVAVANYO (IIMPENDULO EZIVELA NGESIHLOMELO B)

Mphandi = M

Mfundi = Mf

Nanjengoko nilubhale ngesiXhosa uvavanyo, ndicela ukukubuzisa imibuzo ngoluvo lwakho mayela nokufunda izifundo zezibalo ngesiXhosa:

M: Ucinga ukuba ungaqonda lula xa unokufunda izifundo zezibalo ngolwimi lwesiXhosa.

Mf: Ewe. Okwangoku ndiyasokola.

M: Ingaba ungathanda ukufunda ngesiXhosa?

Mf: Ewe. Ingandanceda lo nto. Amaxesha amaninzi andiqiniseki ngeempendulo zam. Xa ndinokufunda ngesiXhosa ndingavuya.

M: Ucinga ukuba ungawaqonda ngcono amagama enza ingqiqo?

Mf: Ewe.

M: Yintoni ekwenza ucinge njalo?

Mf: Kungokuba ngethuba sibhala ngesiXhosa ndifumanise ukuba ndiyiva ngokupheleleyo imbuzo. Kuqala bendicinga ukuba ndiyaqonda. Loo nto indenza ndicinge ngokupheleleyo ngaphambi kokuba ndiphendule imibuzo.

M: Ucinga ukuba kunganegalelo kulwazi lwakho lwezifundo zezibalo ukuba ungafundiswa ngesiXhosa?

Mf: Ingantle loo nto kuba ndiyasokola amaxesha amaninzi xa ndiphendula imibuzo. Ngamanye amaxesha ndinayo intlantsana yale nto ibuzwayo qha ndiqonde ukuba andiqinsekanga kakuhle. Uyabona ngoku siqale ngokufundiswa la magama aza kuvela ethestini ngesiXhosa, safundiswa yonke itshapta ngesiXhosa, sabhala imisetyenzana eklasini, emva koko sabhala ithest. Loo nto iye yandinceda kakhulu. Bendikade ndicinga ukuba kunganzima ukufunda izibalo ngesiXhosa kodwa akukho nzima. Kanti akukho nzima. Xa kunokwenziwa njalo oko singancedakala sonke thina bacinga ukuba inzima kakhulu imethsi.

M: Uqhube njani kolu vavanyo benilubhala ngesiXhosa?

Mf: Ndipase kakuhle kuba ndifumene amanqaku angama-22 kanti ngokuya sasibhale ngesiNgesi ndafumana nje i-12. Ukuba singafunda kanje oko ndingapasa kakuhle kakhulu.

M: Amaxesha amaninzi ubuncedwa yintoni xa ungaqondi?

Mf: Bendibuza kwabanye eklasini. Xa bengakwazi ukundinceda bendizama ndide ndiyazi okanye ndivele ndiqonde ukuba mna andizazi izifundo zezibalo mandiyekele abazaziyo. Enye into ibinzima kukucacisa ukuba yintoni le ndingayiqondiyo. Mna bendikade ndicinga ukuba zinzima. Ngoku ndiyabona ukuba ibingamagama athile la andenza ndingaqondi, njengala besiwenza eklasini.

M: Xa ungaqondi ngoku uza kwenza njani?

Mf: Xa ndingaqondi ngoku ndiza kuqala ngokubuza amagama andenza ukuba ndingawuva umbuzo okanye enza ukuba ndingayazi le nto ibuzwayo. Iza kundinceda loo nto. Ndiyiqaphele apha eklasini ngoku besifundiswa la magama ngesiXhosa. Ndiqinisekile nam ndiza kupasa kakuhle ngoku.

M: Ndiyabulela ngexesha lakho. **ENKOSI**

IPHEPHAMBUZO ELIZALISWE NGOOTITSHALA (ISIHLOMELO C)

M= Umphandi

T = Utitshala

M: Luluphi ulwimi olusebenzisayo xa uthetha nabafundi?

T:

M: Luluphi ulwimi lokufundisa izifundo?

.....

M: Ingaba ulwimi lokufundisa izifundo zezibalo lunafuthe luni ekuqondweni kwezifundo zezibalo ngabafundi?

T:

M: Tyebisa impendulo yakho?

T:

M: Ingaba abafundi bayamelana nolwimi ekufundiswa ngalo izifundo zezibalo (ulwimi lwesiNgesi)?

T:

M: Ucinga ukuba abafundi bangawaqonda ngokupheleleyo amagama enza ingqiqo xa benokufundiswa ngesiXhosa?

T:

M: Utsho kuba kutheni?

T:

M: Unazo iincwadi ozisebenzisayo kwizifundo zezibalo?

T:

M: Zibhalwe ngoluphi ulwimi?

T:.....

M: Ngubani ozikhethayo?

T:

M: Ukhangela ntoni xa ezikhetha?

T:

M: Ingaba umfundi ngamnye eklasini unayo ikopi yencwadi yezifundo zezibalo.

T:

M: Benza njani xa kufuneka besebenzise uncwadi?

T:

M: Ingaba imisetyenzana oyinika abafundi isekelwe kwincwadi yezifundo zezibalo, kuphela?

T:

M: Zeziphi ezinye izixhobo zokufundisa ozisebenzisayo ukuxinzilela omakufundiswe?

T:

M: Uzikhetha njani/Ujonga ntoni xa uzikhetha?

T:

M: Uqale nini ukufundisa izifundo zezibalo?

T:

M: Uziva ungumakhwekwetha kwizifundo zezibalo?

T:

M: Utsho kuba kutheni?

T:

M: Uzifundise kanjani xa kanti kunjalo?

T:

M: Ngethuba uqeqeshelwa ukuba ngutitshala, ingaba uzifundile izifundo zezibalo?

T:

M: Ukuba akunjalo, zeziphi izifundo obugxininise kuzo?

T:

ENKOSI

IPHEPHAMBUZO ELIZALISWE NGOOTITSHALA (ISIHLOMELO C1)

M= Umphandi

T = Utitshala

M: Luluphi ulwimi olusebenzisayo xa uthetha nabafundi?

T: SisiXhosa

M: Luluphi ulwimi lokufundisa izifundo?

T: SisiNgesi.

M: Ingaba ulwimi lokufundisa izifundo zezibalo lunafuthe luni ekuqondweni kwezifundo zezibalo ngabafundi?

T: Lunefuthe elibi kuba abafundi abaqondi ngokupheleleyo xa befundiswa ngesiNgesi.

M: Tyebisa impendulo yakho?

T: Abafundi abaqondi ngokupheleleyo xa befundiswa ngolwimi lwesiNgesi kuba ixesha elininzi basebenzisa isiXhosa, ekhaya, ekudlaleni, nasekufundeni xa bezifundela nje. Siphinde nathi sikucacise ngesiXhosa oko besikufundisa ngesiNgesi.

M: Ingaba abafundi bayamelana nolwimi ekufundiswa ngalo izifundo zezibalo (ulwimi lwesiNgesi)?

T: Abamelani nalo kwaphela.

M: Ucinga ukuba abafundi bangawaqonda ngokupheleleyo amagama enza ingqiqo xa benokufundiswa ngesiXhosa?

T: Ndinga njalo.

M: Utsho kuba kutheni?

T: Amaxesha amaninzi bakhuphela imizekelo njengoko injalo ukuze bapase kodwa xa besebenzisa amanani ahlukileyo kwimizekelo abakwazi kubala kwaphela. Ndicinga ukuba kungaluncedo ukufundisa amagama enza ingqiqo ngesiXhosa kuba lulwimi lwabo (abafundi) lwenkobe.

M: Unazo iincwadi ozisebenzisayo kwizifundo zezibalo?

T: Ewe.

M: Zibhalwe ngoluphi ulwimi?

T: Zibhalwe ngolwimi lwesiNgesi.

M: Ngubani ozikhethayo?

T: Yintloko yecandelo lezifundo zezibalo kodwa uye asibize nathi sikhethe. Iincwadi xa zifika siyajonga ukuba zilungelene nathi na ngokomgangatho wokufundisa nokuqondakala kubafundi. Sijonga nemisetyenzana ephakathi kuzo ukuba iyaqondakala na kubafundi.

M: Ukhangela ntoni xa ezikhetha?

T: Ubiza thina athi sikhethe ngokuthi sijonge ukuba zifanelekile na ukufundwa nokusetyenziswa eklasini yena akananto yakwenza ingako.

M: Ingaba umfundi ngamnye eklasini unayo ikopi yencwadi yezifundo zezibalo.

T: Hayi.

M: Benza njani xa kufuneka besebenzise uncwadi?

T: Ndibafotokopela amaphepha basebenzise wona.

M: Ingaba imisetyenzana oyinika abafundi isekelwe kwincwadi yezifundo zezibalo, kuphela?

T: Hayi isekelwe nakwezinye iincwadi.

M: Zeziphi ezinye izixhobo zokufundisa ozisebenzisayo ukuxinzilela omakufundiswe?

T: Imifanekiso ekwimagazini, amaphephandaba nezinye iincwadi.

M: Uzikhetha njani/Ujonga ntoni xa uzikhetha?

T: Ndiyonga imizekelo nemifanekiso nemisetyenzana ukuba iqondakala nogkulula na.

M: Uqale nini ukufundisa izifundo zezibalo?

T: Ngo1989.

M: Uziva ungumakhwekhwetha kwizifundo zezibalo?

T: Hayi.

M: Utsho kuba kutheni?

T: Andizange ndizenze kwasesikolweni, ndazigqibela kwastandard 10.

M: Uzifundise kanjani xa kanti kunjalo?

T: Bekungekho mntu wokuzifundisa esikolweni kodwa kuba utitshala owayendifundisa wayendicacisela kakuhle ndiqonde ngokupheleleyo. Ndikwazile ukuwuthatha lo mcelimngeni. Ndiye ndicele namancedo kwaabanye abantu ekudala besebenza kulo mmandla. Nangoku andihlelanga nje, ndifundaikhosi ekhuthaza ukufundiswa kwezifundo zezibalo eUCT ukongeza kulwazi endinalo. Akufani noko ngoku izinto ziyatyhileka. Ndiphinda ndibe lilungu lakwaSAILI (iprojekthi efundisa ngokufundiswa kwezifundo zezibalo) apho ndimana ndisiya kwiintlanganiso neendibano ezandisa ulwazi lokufundisa izibalo.

M: Ngethuba uqeqeshelwa ukuba ngutitshala, ingaba uzifundile izifundo zezibalo?

T: Azange ndizifunde njengezona zifundo zam. Nangoku ndizifundisa nje kuba kungekho mntu wakuzifundisa apha esikolweni.

M: Ukuba akunjalo, zeziphi izifundo obugxininise kuzo?

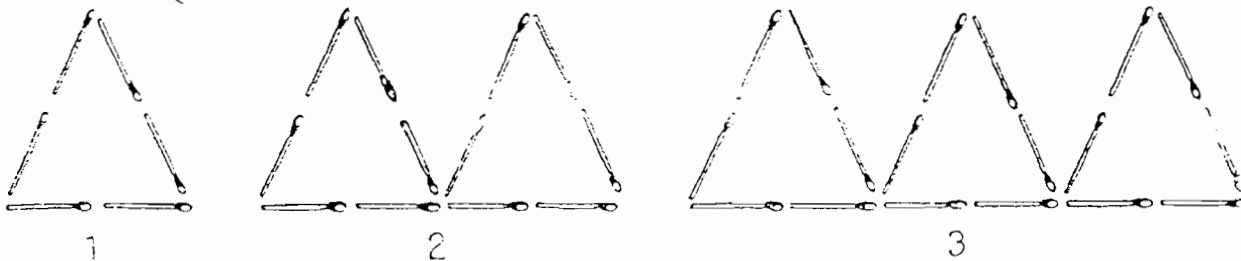
T: YiHistory neBiblical Studies.

ENKOSI

Umhla _____ Igreyidi _____ Igama _____

Oonxantathu bemicinga yematshisi

Qwalasela abanxantathu :



Zoba oonxantathu abahlanu kulandelelwano – manani

Gqibezela letafile ingezantsi

Inani lonxantathu	Inani lemicinga elifunekayo
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Qwalasela itafile. Uqaphele oluphi ulandelelwano-manani? Bhala umthetho wokufumana impendulo.

Impendulo -----

Sebenzisa umthetho wakho ukkufumana impendulo zetafile engezantsi

Inani lonxantathu	Inani lemicinga elifunekayo
25	
250	
1000	
1025	
1250	

Izikwere zemicinga yematshisi

Inani lezikwere 1 2 3

Yenza izikwere ezifana nezi ngemicinga yematshisi.

Yenza ulandelelwano – manani olubini kulandelelwano.

Gqibezela letafle

Inani lezikwe	1	2	3	4	5	8	10	20
Inani lemicinga								

Phendula lemibuzo ilandelayo

A. Mingaphi imicinga onokuyisebenzisa

izikwere eziyi 7 _____

izikwere eziyi 9 _____

B. Mingaphi imicinga onokuyisebenzia

izikwere eziye - 15 _____

izikwere eziyi-30 _____

C. Cacisa ukuba uyifumene njani impendulo ku-B
