

Eli phepha lisisishwankathelo  
sophando olwenziwa kwizifundo  
zezibalo (mathemathika)  
kusetyenziswa ulwimi  
lwaseAfrika (isiXhosa).  
Olu phando lwaqwalasela  
ukwakhiwa kwamagama enza  
ingqiqo kwizifundo zezibalo  
nokusebenzisa lawo akhoyo (noxa  
engasetyenziswa) kwiGreyidi yesi-7.  
Olu phando belujolise ukuphakamisa  
kokusetyenziswa kwesiXhosa  
njengolwimi lokufunda nokufundisa  
izifundo zezibalo kwiiklasi apho  
isiXhosa silulwimi lweenkobe, oku  
kuthetha ukuba, sisetyenziswa  
ngabafundi nootitshala ekhaya,  
ekudlaleni nasekuthetheni eklasini.

This paper gives an account of a  
study conducted in the context of  
teaching and learning mathematics  
through an African language  
(isiXhosa). The study investigated  
formation of mathematics concepts  
and using existing ones (concepts)  
in isiXhosa in Grade 7. The  
investigation intended to suggest  
the possibility of using isiXhosa as  
a language of learning and teaching  
mathematics in classes where  
isiXhosa is a dominant language,  
this means, it is used at home, at  
play and as a communicating tool in  
the classroom.



UNIVERSITY OF CAPE TOWN

## Ukusetyenziswa kolwimi lwesiXhosa ukufunda nokufundisa izifundo zezibalo

Somikazi Deyi



PRAESA Occasional Papers No. 27

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lwesiXhosa ukufunda nokufundisa  
izifundo zezibalo**



**Somikazi Deyi**

PRAESA Occasional Papers No. 27

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## Isishwankathelo

Uluvo oluthi ukufunda ngolwimi lwenkobe lwabafundi lubalulekile ukuphuhlisa amagama enza ingqiqo inganxulunyaniswa nokubaluleka kolwimi lokufunda nokufundisa njengoko kuxinzelelwe kwiipholisi zikarhulumente ezifana ne-Ministerial report for the Development of African Languages (DoE:2005). Kwelinye icala iNational Language Policy for Higher Education (DoE:2002) imemelela ukuphuhliswa kokusetyenziswa kweelwimi ezininzi ngaxesha xa kufundiswa kumaziko emfundo ephakamileyo, ze kwelinye, iMinisterial Report (DoE:2005) igxininise imfuneko yokusetyenziswa kweelwimi zomgquba eAfrika njengeelwimi zokucwaninga neelwimi zobungqondi ekufundeni nas-ekufundiseni, mbono leyo kudala imelwe nguAlexander (1989). Ngokucacileyo, zombini ezipholisi zikhuthaza ukusetyenziswa kolwimi lwenkobe lwabafundi ekufundiseni. Abaphandi abafana noVygotsky (1962) bakubeka kucace ukuba ukusetyenziswa kolwimi lwabafundi ekufundiseni kuneziphumo ezincomekayo. Amagama enza ingqiqo aqondwa ngokupheleleyo nangokubanzi xa ekulwimi lwabafundi. Olu luvo lusekelwe kwithiyori yokuqiqwa kokusetyenziswa kweelwimi ebeka ukuqondwa kwamagama enza ingqiqo embindini wokuqonda nzulu naphangaleleyo kunye nokuphuhlisa kokucinga banzi ngokufundwayo.

Eli phepha<sup>1</sup> lisisishwankathelo sophando olwenziwa kwizifundo zezibalo (mathemathika) kusetyenziswa ulwimi lwaseAfrika (isiXhosa). Olu phando lwaqwalasela ukwakhiwa kwamagama enza ingqiqo kwizifundo zezibalo nokusebenzisa lawo akhoyo (noxa engasetyenziswa) kwiGreyidi yesi-7. Olu phando belujolise ukuphakamisa kokusetyenziswa kwesiXhosa njengolwimi lokufunda nokufundisa izifundo zezibalo kwiiklasi apho isiXhosa silulwimi lweenkobe, oku kuthetha ukuba, sisetyenziswa ngabafundi nootitshala ekhaya, ekudlaleni nasekuthetheni eklasini. Ngenxa yoluphando, amagama enza ingqiqo, athi abe ngumcelimngeni anike ingxaki kubafundi athi afunyanwa. Esakuba efunyenwe kwafunwa elithetha into enye nalo kulwimi lwenkobe, kususelwa kwintsingiselo yegama ekulwimi lwesiNgesi kusakhiwa igama elo kulwimi lwesiXhosa. Kumagama enza ingqiqo akwizichazi magama, kucwaningwe kwahlahllelwa banzi intsingiselo ukuqinsekisa ukuba iyangqinelana nentsingiselo yegama nemo yezifundo zezibalo. Izizathu zoku kukuba ukuguqulelwa esiXhoseni ingaqwalaselwanga intsingiselo kwizifundo zezibalo idala ukungangqali kwentsingiselo. Nto leyo idala ukuba igama lithi lilinye, libe neentsingiselo ezininzi esiXhoseni, ezingenanto yakwenza nezifundo zezibalo. Kwakhona injongo yolu phando kukwabelana ngendlela abathi baqonde ze bathathe inxaxheba ngayo abafundi xa befundiswa izibalo ngesiXhosa.

1. Omnye umbulelo ongazenzisiyo uya kwiProjekti for the Study of Alternative Education in South Africa ngenkxaso yakhe ukuhlela nokupapasha lo msebenzi ukwenzela ukunda nokufundisa ngolwimi lweenkobe lube yinyani. – SD

## Abstract

The view that learning in the students' first language is of significance for concept development can be linked to the importance of the language of learning and teaching. This is highlighted in government policies such as the Ministerial report for the Development of African Languages (DoE:2005). On the one hand, the National Language Policy for Higher Education (DoE:2002) states that multilingualism should be promoted in higher education. On the other, the Ministerial Report (DoE:2005) emphasizes the need to intellectualise indigenous African languages for use in teaching and learning, a view that has been advocated by Alexander (1989). Clearly, both policies encourage promotion of teaching using the language of learners for success. As scholars like Vygotsky (1962) point out, the use of the learners' first languages has cognitive advantages. Concepts are learned and understood better in students' first languages. This view is based on cognitive linguistics theory which puts having a full grasp of concepts in the mother tongue central to deeper learning and to promoting critical thinking.

This paper<sup>2</sup> gives an account of a study conducted in the context of teaching and learning mathematics through an African language (isiXhosa). The study investigated formation of mathematics concepts and using existing ones (concepts) in isiXhosa in Grade 7. The investigation intended to suggest the possibility of using isiXhosa as a language of learning and teaching (LoLT) for mathematics in classes where isiXhosa is a dominant language, this means, it is used at home, at play and as a communicating tool in the classroom. Through the investigation, concepts that were likely to present teaching and learning difficulties were identified. By working from a contextual meaning of the concept in the source language (English), equivalents were coined in isiXhosa. Existing concepts whose equivalents are already found in dictionaries were critically scrutinised for their potential use in a mathematical context. The reason for this is that most equivalents are a result of literal translations, leaving them vulnerable to different meanings in isiXhosa which may not be mathematically sound.

It further aims to share the extent to which students' understanding and engagement is enhanced when isiXhosa is used as a LoLT. Also, it seeks to explore whether use of the first language in teaching and learning impacts positively on learners' cognitive development for critical thinking and deeper learning. It also tries to capture students' experiences and perceptions on the use of the first language in learning mathematics.

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2. A big thanks goes to the Project for the Study of Alternative Education in South Africa for its editorial and publishing support to make the passion for mother-tongue education a reality. – SD

## Opsomming

Die opvatting dat die gebruik van die leerder se moedertaal vir konseptuele ontwikkeling belangrik is, kan gekoppel word aan die belangrikheid van die taal van leer-en onderrig. Dié siening word uiteengesit in beleidsdokumente soos die Ministeriële Verslag van die Ontwikkeling van Afrika-tale (DoE:2005). Aan die een kant sê die Nasionale Taalbeleid vir Hoër Onderwys (DoE:2002) dat meertaligheid in die hoër onderwys bevorder moet word. Aan die ander kant beklemtoon die Ministeriële Verslag (DoE:2005) die noodsaaklikheid van die intellektualisering van inheemse Afrika-tale vir gebruik in onderrig en leer, soos deur Alexander (1989) voorgestel. Dit is duidelik dat albei beleidstukke die bevordering van die gebruik van die leerder se moedertaal om opvoedkundige sukses te verseker, aanmoedig. Geleerdes soos Vygotsky (1962) wys daarop dat die gebruik van die leerder se eerste taal kognitiewe voordele inhou. Konsepte word in die moedertaal beter verstaan. Hierdie opvatting berus op die teorie van kognitiewe taalwetenskap, wat 'n goeie begrip van konsepte in die moedertaal as grondliggend vir dieper leer en die bevordering van kritiese denke beskou.

Hierdie referaat lewer berig oor 'n studie wat binne die konteks van wiskunde-onderwys deur die medium van 'n Afrika-taal (isiXhosa) gedoen is. Die studie het na die vorming van wiskunde-konsepte en die gebruik van bestaande terme in isiXhosa in Graad 7 ondersoek ingestel. Die studie wou die moontlikheid dat isiXhosa as 'n taal van leer en onderrig (TLO) vir wiskunde gebruik kan word, voorstel, veral in klasse waar isiXhosa die dominante taal is, d. w. s. waar dit tuis, tydens speel en as 'n kommunikasiemiddel in die klaskamer gebruik word. Deur die ondersoek is konsepte wat probleme in die leerproses sou skep, geïdentifiseer. Deur middel van 'n konteks-sensitiewe begrip van die term in die bronnetaal, Engels, is ekwivalente terme in isiXhosa gesmee. Daar is krities gekyk na bestaande terme (wie se eweknieë reeds in woordeboeke verskyn) m. b. t. hul potensiële gebruik vir die aanleer van wiskunde. Die rede hiervoor is dat die meeste ekwivalente terme letterlike vertalings verteenwoordig. Dit maak hulle kwesbaar vir verskillende interpretasies in isiXhosa, wat uit 'n wiskundige oogpunt as ongesond beskou moet word.

Die studie poog verder om inligting te deel oor die mate waartoe die leerders se begrip en betrokkenheid deur die gebruik van isiXhosa as TLO verhoog word. Verder word daar ondersoek of die opvoedkundige gebruik van die eerste taal 'n positiewe uitwerking op die leerder se kognitiewe ontwikkeling het, m. a. w. kritiese denke en dieper leer bevorder. Die ondersoek stel hom ook ten doel om die leerders se ondervindinge en sieninge t. o. v. die gebruik van die eerste taal vir wiskunde daar te stel.

# 1. Intshayelelo

IsiXhosa sidlala indima enkulu yaye singundoqo kwimfundo yamabanga aphantsi kwizikolo ezaziphantsi kweSebe lezeMfundo noQeqesho eNtshona Koloni (DET). Oku kuboniswa kuphando oluqhutywe kwizikolo samabanga aphantsi (Deyi, 2006) entshona Koloni.

Umbindi wolu phando ulele kwimvakalelo nexhala elibangwa ziziphumo zabafundi ezibi, kwizifundo zezibalo eNtshona Koloni (TIMMS). Loo nto idale ukuba kushukume abaziziphatha mandla kwezemfundo, abaphandi abangoomakhwekhwehetha 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 beluqwalasela indima edlalwa lulwimi njengendlela yokuqinisekisa ukukhuphela ulwazi nokuqondwa ngokupheleleyo kwezifundo zezibalo ngabafundi. UYoung noAbrahams (2002) baxoxa bathi amagama enza ingqiqo nolwimi zidala ngeceli 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 ephelileyo nanjengoko amagama la ekulwimi olulumbi, isiNgesi ukutsho. Embindini woku, kulele ukungacaciswa ngokupheleleyo kwamagama akha ingqiqo, ngootitshala nazi-incwadi eziquletse ezi zifundo. Ngexesha kuqhutywa uphando olu ukungabikho kwengcaciso ephelileyo kuzalwa kukungabikho kwamagama enza ingqiqo ezifundo zezibalo kwisiXhosa, magama lawo antsingiselo ingqalileyo; nalawo akhoyo awasetyenziswa ngokuvamileyo ngootitshala. Enye intsusa, ngumsantsa ophakathi kolwimi olusetyenziswayo kumagumbi okufundela nolwimi olusetyenziswa ekufundiseni nasekufundeni izifundo zezibalo.

Ootitshala basebenzisa isiXhosa ukukhuphela ulwazi kubafundi nas-ekwenzeni lula ukuqonda kumagumbi okufunda. Iincwadi ezisetyenziswayo zibhalwe ngolwimi lwesiNgesi kodwa ngenxa yokuba ootitshala beyazi ingxaki yokungaqondwa kakuhle kolwimi lwesiNgesi ngabafundi, basebenzise isiXhosa ukucacisa nokufundisa amagama enza ingqiqo. Kwizikolo ezininzi zamabanga aphantsi isiXhosa lolona lwimi lusetyenziswayo xa kufundiswa yaye isiXhosa sakhelwe ekufundiseni 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 ziincwadi, iimviwo, uvavanyo, imibuzo evavanya ulwazi nekharithyulam okanye umqulu wekharithyulam esikolweni kwisifundo ngasinye. Nangona ulwimi lokufundisa isisiXhosa, abafundi kulindeleke ukuba basombu-

lule iingxaki zezifundo zezibalo ngolwimi olulumbi, ulwimi lwesiNgesi, bava-vanywa babhale iimviwo ngolwimi olo njengoko sekukhankanyiwe ngentla.

Kumzamo wokuphicotha lo mba, owayesakuba nguMphathiswa weMfundo eNtshona Koloni, uqulunqe akubiza ngokuthi “licebo lesimo sonxunguphalo” (Gaum, A. 2003), ukuphuhlisa oko akubiza ngumgangatho 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% aphumelelayo jikelele. Isicwangciso esi sijolise ukugqala kwezi zikolo ngenxa yokuhla kwamamani abafundi ababhalisela izifundo zezibalo. Eli cebo liquka ukuqeqesha kwakhona ootitshala nokufakwa kweSimemezelo seKharithyulam kaZwelonke yeZifundo zeZibalo.

## 1.1 Intsusa

Abantwana abaninzi kwizikolo zaseMzantsi Afrika abafundi ukufunda nokubhala ngokugqibeleleyo ngolwimi lwabo lwenkobe, kananjalo 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 olusetyenziswa xa kufundiswa ezi zifundo. Inkqubo yezeMfundo eMzantsi Afrika yakhiwe kukungaphumeleli kakuhle kwabafundi bamabanga aphantsi naphezulu ngenxa yokuba ulwimi lwenkobe alusetyenziswa njengolwimi lokufundisa (Howie, 1999; Deyi 2006).

Unobangela oyintsusa wolu phando kukufuna ukuqonda ukuba ingaba kubakho umahluko xa abafundi bebhala umxholo omnye wezifundo zezibalo ngeelwimi ezimbini ezahlukileyo, isiXhosa nolwimi lwesiNgesi. Amagama enza ingqiqo akulwimi lwesiNgesi lo gama 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 yinxalabo yokufundisa izifundo zezibalo ngesiXhosa kusetyenziswa izixhobo (iincwadi zokufunda nekharithyulam) ezibhalwe ngesiNgesi. Oku kuqwalaselwa kumagumbi okufundela apho isiXhosa ilolona lwimi lusetyenziswayo. Abafundi bafundiswa ngaphandle kweencwadi zokufunda (ngomlomo) ze mva banikwe amaphepha afotokotshiweyo 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 kuguqulwe esiXhoseni xa bekhangeleka ngathi abaqondi. Abafundi baphendula ngegama elinye okanye ngesiqwana-qwana sempendulo ngolwimi lwesiNgesi.

Olu phando lubona iyingxaki 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 iimpindulo ezimfutshane. Ulwimi lwesiNgesi kwiklasi yezifundo zezibalo lulwimi:

- i) lweencwadi namaphepha omsebenzi
- ii) lomsebenzi wonke obhalwayo ngabafundi nootitshala,
- iii) lwemviwo neemvavanyo,
- iv) amagama enza ingqiqo afundiswa ngomlomo kulwimi lwesiXhosa ze nolwimi lokuphatha iklasi lufundiswe njalo.

Nangona iinjongo zolu phando bezi kukuqwalasela ukufundiswa kwezifundo zezibalo kwiGreyidi yesi-7, ingakumbi, ngokuphathelene nolwimi olusetyenziswayo njengolwimi lokufundisa imiba engeminye iye yavela. Miba leyo ibingenanto yakwenza nolwimi lokufundisa koko ulwimi oluchaphazela ukufundiswa nokufunda izifundo zezibalo ngempumelelo, njengeencwadi zezifundo zezibalo, ulwimi olusetyenziswa kuvavanyo, nolwimi olusetyenziswa kwiingxoxo ngexesha abafundi bekumaqela.

Olu phando lwakhelwe phezu kwengcingane kaVygotsky (1962), Setati nabanye (2002), nginga leyo ithi ubani phambi kokuba afunde ngolwimi olulumbi kumele abenolwazi olupheleleyo lolwimi lwenkobe kuqala. Aba baphandi nabanye, baphanda iinzima ezimelene nabafundi ekusebenziseni amagama enza ingqiqo kwizifundo zabo. 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).

## 2. Inginga ekusekelwe kuyo uphando

Olu phando lusekelwe kwingcinga evele nabaphandi abaninzi abafana noo Vygotsky (1962) ethi “ukuze ubani afunde ngempumelelo kulwimi olulumbi kukho imfuneko yokuphuhlisa nokwazi ulwimi lokuqala ngokupheleleyo kuqala”. Le nginga kaVygotsky kwakhelwe phezu kwayo uphando olu nanjengoko ibonakaliswa ngumsebenzi wakhe uVygotsky ka1978, nakoka Cummins (1984) nabanye babaphandi abanjengoGxilise (2002), Mbatha-Dlamini (2003), CALLSSA project (2005), Deyi (2006). Bayibona ngasonye ingcinga kaVygotsky nanjengoko beyibona ingeniso yokuphuhliswa kolwimi lokuqala komfundi kususiseko sokufunda ulwimi olulumbi yaye kuqinisekisa impumelelo yomfundi kwimfundo. Kuthethwe kaninzi ngale nginga kaVygotsky (1962) yaze yaphicothwa ngokunzulu, kwizihlokwana ezilandelayo ngezantsi. Imisetyenzana engezantsi iyibonisa ngokupheleleyo ingeniso yokwakhela ukufundiswa kwezifundo zezibalo kule nginga.

### 2.1 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) ekufundiseni 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. Luqhubeke 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 luqhubeke lusetyenziswa ngokulinganayo nolwimi lwesibini kangangoko” (National Curriculum Statement:2002).

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

Uqhakamshelwano – ukuqhakamshelana ngokufanelekileyo kwiimeko nakwindawo ezahlukeneyo.

Ezempando luphuhlise izixhobo zokucinga nokuzathuza lwenze lula ukufikeleka kwinkcazelo.

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 abangama-Afrika baqhuba kakubi kwizifundo zezibalo kunabafundi bezinye iintlanga. NgokukaMangena, uphando lweeyunivesithi lubonakalisa ukuba ulwimi lungowona mqobo mkhulu kwimpumelelo yabafundi (2002). Ubhala athi, iingcaphephe kwezempando nazo zithi, “ukuphuyelelwa kokwaziwa kolwimi olulumbi lulele ekwaziweni ngokupheleleyo kolwimi lwenkobe. Ukuba kuthe kwaphuhliswa 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 bekhanga 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 asele bekhankanyiwe 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 ekufundiseni kwabafundi ngolwimi lwabo lwenkobe ngaphezu kokufundiswa ngolwimi olulumbi.

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 umbona wolwimi lwenkobe ekufundiseni izifundo zezibalo, abafundi banganekamva elihle lokuziqonda ngokupheleleyo.

Aba balandelayo ngabanye babaphandi abaphande ngokufunda nokufundisa izifundo zezibalo okuphakanyiswe kwiincwadi ezingqamene nazo. UPimm (1987), uphicotha umbona 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 umgaqo-nkqubo omtsha wezelwimi kwimfundo (language in education policy) eMzantsi Afrika uya kuqinisekisa ukusetyenziswa kweelwimi zonke ezifundweni zabo, ukuze kube yingqiniseko yokuba abafundi bafikelela ngokulinganayo kwimithombo yemfundo, kungakhathaliseki ukuba basebenza lwimi luni lwenkobe.

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

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 nanga-phezulu ukusuka kulwimi oluthethwayo kubangela ingxubakaxaka (complexity) kuba amagama angasetyenziswayo esikolweni kodwa esetyenziswa ngabafundi, angangamagama akulwimi olungelulo olo kufunda okanye lokufundisa. Le nto ithethe ukuba nangona kungelula ukuqinisekisa uphuhliso lolwimi lwenkobe



kodwa kumelwe kuqatshelwe banzi ukuba kusetyenziswa ulwimi (olusetyenziswa) kwizifundo zezibalo.

Intetho kaVygotsky ethe yaphuhliswa nguBrady (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 babe ngabafundi abagqibeleleyo bezifundo zezibalo. Uqhuba athi, amagama amaninzi asetyenziswa kwizifundo zezibalo anentsingiselo embaxa kubafundi kuba asetyenziswa ngendlela eyahlukileyo kwezinye iimeko ezingezizo ezesikolo Boale (2002:203).

Ngoku kaZevenbergen (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 (1992:135). Oku kubalulekile kuba iincwadi ezininzi zezifundo zezibalo zifuna ubani okwazi ukuguqulela oko kuzotyweyo kwayanyanise 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 luzifzekise 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, nangingona 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 (1987:76–9) ucacisa ngokubanzi ukuba asikokusetyenziswa kwamagama obugcisa avakala njengalawo asetyenziswa kwisifundo esithile kwabo bangathethi olo lwimi, kodwa namabinzana athile kwaneendlela zo-

kuxoxa 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 olu luhlu 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-Ife Project eNigeria esinika 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 bebezongene neengxaki ezinkulu zoqhakamshelwano ngenxa yokutshintshwa kolwimi lokufundisa. KukwiGreyidi yesi-5 apho ulwimi lwesiFrentshi belusetyenziswa njengolwimi lokufundisa izifundo apho olu phando lwaphetha ngokuthi:

Ukusetyenziswa kolwimi lwesiFrentshi neKirundi ngexesha elinye kwaba sisixhobo esinamandla sootitshala nabafundi sokumelana nomceli mngeni ababezongene nawo wokufunda nokufundisa 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 bebexelwa ukuba bayenze kukucacisa iindlela zokusebenza.

Kwacaca ukuba ukusetyenziswa kweKirundi kwenza kube lula ukuqonda ulwazi olutsha oluza notitshala apho izifundo zazisekelezwe kwinkcubeko yas-ekuhlaleni njengezifundo zeHome Economics nezeMbali izifundo ezazifundiswa ngolwimi lweKirundi. Ootitshala bebezongene nentlobo ezimbini zengxaki; kwakufuneka bemelene nokufundisa ngolwimi lwesiFrentshi ebululwimi lokufundisa izifundo futhi kufuneka bencede abafundi ukuqinisekisa ukuba bayamelana nokharithulam lwezifundo okumele bazifunde nokulandela utshint-

sho lwendlela ekufundiswa ngayo. Ezindlela zokufundisa ziquka amagama enza ingqiqo kwizifundo zezibalo neenkqubo ezicwangciswe 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 okungandlela kwegama elithile okanye isivakalisi esithile kumbuzo, ingangumqobo ekuqondeni nasekwakheni indlela eyiyo yokuchaza nokubeka ngokuthe ngqo umceli-mngeni 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 (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 esisisebenzisa 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.” Uqhubekeka athi, intetha kwigumbi lezifundo zezibalo kumabanga emfundo ephakamileyo inomkhwa wokuthanda ukufundisa unxibelelwano (Pimm1987) endaweni yokuba ibe ngezibalo.

USelepe (2002:204) uvumelana noLemme (1995:146) 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 zokufunda. 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 zenzululwazi ngokufundisa ezijongene nomfundi waseAfrika ayizongxaki zeenzululwazi yeelwimi kuphela, kodwa zinonxulumano olungenakuconjululwa kwimiba yokuhlala ephangaleleyo. Isiqingatha esingentla sibonakalisa ngokupheleleyo ukuba ngaphaya kolwimi lokufundisa, kukho eminye imiba ephathelelene noku. Umntu wam wokuphicotha umbuzo wokusebenzisa iilwimi zase-Afrika njengeelwimi zokufundisa usukela kule miba sele ichaziwe.

USelepe uqhuba athi “Ukuphucula nokuphakamisa umgangatho weelwimi zase-Afrika zibe lulwimi lokufundisa kumele kwenziwe. Kumele kujongwe ukuqiniswa kolwimi lweenkobe ibe lulwimi olusetyenziswa ekufundiseni nasekufundeni okanye kumathuba onxibelelwano. Kungenxa yesi sizathu apho kubonakala ukuba kumele abafundi base-Afrika bephuhlisiwe ukomeleza amanyathelo ahlukeneyo ukuqinisa uphuhliso lweelwimi zase-Afrika nokuthi kwamkeleke iNkcubeko yeSizwe (iAfrican Renaissance).”

U-Wolff (1999:2) uthi kukho iinkangeleko ezininzi zendima yolwimi eMzantsi Afrika apho inzululwazi yeelwimi iphikisanayo kodwa akukho mpixwano ekuthini njengelizwekazi, i-Afrika yeyona enika umfanekiso wobungxakangxaka benzululwazi yeelwimi. Ubungxakangxaka (complexity) obu bumiselwe phezu kobungakanani beelwimi ezithethwa ngabantu abangama-Afrika, naphezu kweyantlukwano yeelwimi zeentsapho nemisebenzi eyanyaniswa nolwimi olusetyenziswa kwakweli lizwe linye, kumaxesha amaninzi, kwangumntu omnye.

Uqhuba athi umbuzo wokusetyenziswa kweelwimi zase-Afrika njengeelwimi zokufundisa awunakusonjululwa ngaphandle kokuba kuqalwe kucaciswe indima yezi lwimi njengeelwimi zokufundisa. Ubhala athi lilungelo lomntu – ilungelo lokufumana imfundo ngolwimi lwenkobe, kubafundi okanye ngolwimi olwaziwa ngokupheleleyo ekuqaleni kwabo imfundo Wolff (1999:2). 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 zase-Afrika 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 zase-Afrika 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 njalonjalo. 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 lwase-Afrika 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 zase-Afrika 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 nempixwano. Ukungaluqwalaseli ngokupheleleyo ulwimi lokufundisa lubangwa kukuba akukho ngqwalasela ingako enikwayo kumba wootitshala abasebenzisa iilwimi zase-Afrika 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 lwen-

kobe ulwazi olutsha abalufumeneyo, abalufunde ngolwimi lwesiNgesi (Luckett 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 zase-Afrika 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 abangaguqukelo 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 lwase-Afrika olunye nangaphezulu ulwazi olo (lweelwimi zase-Afrika) 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 ukuphuhlisa kolwimi olulumbi endaweni yolwimi lwenkobe lwabafundi nto leyo ndingavumelani nayo. Uphando olwenziweyo ngabaphandi abaninzi asele bekhankanyiwe 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, kumele kubekho inkqubo emiselweyo yolwimi kwimfundo ukuqiniseka ukusetyenziswa kweelwimi zonke. Ngamanye amazwi abafundi kumela bagcine ukusetyenziswa kolwimi lwabo lwenkobe, baqhube ngokulusebenzisa kodwa ngaxeshanye bafunde ulwimi lokufunda nokufundisa (1999).

Kubalulekile ukuba abafundi bafundiswe ngeelwimi zabo, kuba oko kwenza kube lula ukubamba amagama enza ingqiqo ngokupheleleyo, ngokulula nan-

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

Iiklasi 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 olwahlukileyo kolo lufunyanwa kubomi bemihla ngemihla, ekudlaleni okanye emsebenzini Vygotsky (1978)

Ngokuka Vygotsky (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 ayenzi 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.

Ngokuka Vygotsky (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).

URenolds (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 imiposho kaRenolds (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 ntsingiselo, ibonakalisa ukungawuqondi umbuzo okanye ukuba nako ukuphendula ngolwimi lwesiNgesi. UMama noMateru bathi xa lo mbuzo mnye ubuzwa ngesiSwahili, kwimeko yaseTanzania, abafundi baphendula ngendlela echanekileyo nenika intsingiselo (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 ekusetyenziseni kwesimo segramu ngaphandle kokusebenzisa indlela olusetyenziswa ngayo ulwimi kuqhakamshelwano. UQorro (1992:92) uthi ezikolweni zaseTanzania, ootitshala babhala oko kusencwadini kunjalo baze abafundi babhale encwadini endaweni yokusebenzisa kumsebenzi obenza bacinge banzi apho banokubhala ngezinto abaziyo. 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 obelusandula ukwenziwa (Arthur 1996), lunike ingqalelo yemeko yaseklasini apho indlela yokusetyenziswa kweelwimi ezimbini ekulawuleni iklasini 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.

U-Auer (1995) uthi ootitshala soloko bebbenela 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. U-Arthur (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 2002:46).

UBamgbose (2000:88) ubona ukuba, indlela abalubona ngayo ulwimi abantu luyayichaphazela indlela abayiketha ngayo indlela yokusetyenziswa kolwimi. Uhambisa athi “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.”

UStroud (2002) ucacisa athi, iinzame zokusebenzisa ulwimi lwenkobe zitshabhiswa zizixhobo zokufunda ezikumgangatho ophantsi, uqeqesho ol-

uncinane 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 (2002:46) uphawula athi:

Into yokuba ukufundisa kugxininise kwaqhelaniswa nokusetyenziswa kweelwimi ezithathelwa phezu 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 nemonakalo yohlobo oluthile lwesimo.

Le ngxoxo ingentla ibonisa ukubaluleka nokubaluleka kolwimi 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. Loo nto ithetha ukuba makugxininise ukufunda ngolwimi lwenkobe ukuze unxibelelwano phakathi kwabafundi, ootitshala noko kufundiswayo kuqondwe ngendlela efanayo, ngootitshala nabafundi.

Umcholacholi weendaba kwezemfundo we *Cape 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 nasekuphindaphindeneni. Eyona nqontsonqa eyafunyaniswayo lolu phando yaba kukuba ulwazi lwabanye abafundi luphelele 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.

## 2.2 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 notitshala. Oko kwakuqwalaselwa banzi kwisahluko esilandelayo nanjengoko sinika isakhiwo sophando esiquka imvelaphi nendawo ekuqhutywe kuyo uphando nezizathu zoko.

## 3. Ukuqhutywa kophando

Kweli binzana lilandelayo 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.

### 3.2 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 neenkucakha eziphelileyo 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 Babbie noMouton (2001:306).

Undoqo kokuqonda 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, (2001). 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 lusebindini wokufundisa kwezifundo zezibalo, nto leyo yenza ukuba olu didi lophando (uphando lohlobo-qualitative) lube lolona lulungele ukusetyenziswa.

### 3.3 Iindlela zokuqhuba uphando

Iindlela zokuqhuba uphando ibe zeqinisekisa 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:

- i) Amaphepha-mbuzo amabini –elabafundi nelootitshala. Udliwanondlebe ngaphambi nasemva kokubhala iimvavanyo zezifundo zezibalo
- ii) Ukubhalwa kokuboniweyo eklasini ngexesha kufundiswa eklasini
- iii) Iimvavanyo

Kubhalwe banzi ngeendlela zokuqokelela uphando ngezantsi apho kukucukule kwaze kwacaciswa isihlokwana ngasinye kwezi zingentla. 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 abathi: iindlela abalubona ngayo ulwimi abafundi nootitshala lulinganiswe 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 kufuneka 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 zempendulo azinikileyo.

Udliwanondlebe olwakhiwe ngendlela yokubhala imibuzo engagqibekanga lwasetyenziswa njengeny yeendlela zokuqhuba uphando (Isihlomelo A noB). Ukubaluleka kophando lohlobo kuphando kukhokelele ekuthini udliwanon-

dlebe lube yeyona ndlela isetyenziswayo ukufumana nokuphandisisa eyona ngxelo nolwazi olufihlakelelo nolungacingelelekanga, 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 zezibalo koko sithetha ngezinto ezingqalileyo nezithe ngqo kuso, sijonga ukubaluleka koko sikholelwa kuko kwesi sifundo, singene ngqo emxholweni.

Ukusebenzisa udliwanondlebe ngokutsho kukaFerreira (1988:213) ngokucatshulwa nguBabbie noMouton (2001:306), sesona sikrweqe sibalulekileyo, ekuzameni ukufumana olona lwazi nentsingiselo eyimfihlo njengasekufundisweni kwesifundo zezibalo. 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 esihlokwani zihlalutywe ngokuthi kwakhiwe imibuzo ecutha ukungangqali mbuzweni okanye sihlolkweni 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.

### 3.2.1 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 lohlahutyo. Umcamango wokubhala phantsi oko kuqaphelekayo yayikukubona ukuba kukho ubudlelwane obubonakalayo phakathi koko kunikwa njengeempendulo nabafundi ngethuba lodliwano ndlebe noko kuvelayo ngethuba kufundwa eklasini.

### 3.2.2 Iimvamvanyo

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

Ngaphambi kokuba kwakhiwe iimvamvanyo abafundi bafundiswa la magama enza ingqiqo ngolwimi lwabo lwenkobe (isiXhosa) nangolwimi olulumbi (ulwimi lwesiNgesi). Imisetyenzana yaseklasini ebalungiselela uvavanyo yenziwa ngesiXhosa. Iimvamvanyo 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 bavanywa 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.

### 3.2.3 Ulwimi olusetyenzisiweyo ukuqhuba uphando

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

### 3.2.4 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.

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 iimvamvanyo (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.

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 kumandi kuba banikwe ithuba lokuba basebenzise ulwimi abaziva bekhululekile kulo nabaluqonda 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, nanjengoko lungafumaneki kwiindawo abasuka kuzo, bengakhulelanga kulo. Kusukela kwezi ngcinga zingentla ukwakha amaphepha-mbuzo ngolwimi lwenkobe lwabafundi Gardner (2001).

Ukukhethwa kukatitshala kwaphenjlelwa 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.

### 3.2.5 Inkqubo yophando

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:

- i) Ingaba zinto zini ezibangela ukugqwesa okanye ukusokola kwabo ekufundeni izifundo zezibalo.
- ii) Ingaba babeziqonda kusini na izizathu ezikhokelela kwindlela abasebenza ngayo.
- iii) Emva kwale mibuzo kuza kuhlalutywa iimpendulo zize zinike inkcazelo ephuhlileyo yoko kutshiwo ngabafundi.

### 3.2.6 Inani labafundi ababhala uvavanyo

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.

### 3.2.7 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 ngokwama-bakala okuqonda izifundo zezibalo. Ukuze kwahlulwe abafundi babengamaqela achaziweyo ngentla, kwasetyenziswa iziphumo zovavanyo olwenziwa eklasini izihlandlo ezibini ngaphambi kophando. Oku kuye kwakhokelela ekubohluleni babengamaqela amathathu:

- i) Abo baziqonda ngokubalaseleyo izifundo zezibalo,
- ii) Abo baphakathi
- iii) 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 izihlandlo ezibini nabafundi. Olokuqala lwabanjwa kunye nabo phambi kweemvavanyo olunye emva kweemvavanyo. Isizathu yayikufumanisa ukuba:

Ingaba abafundi basenegcinga efanayo na emva kokubhala uvavanyo ngolwimi lwenkobe, (nanjengoko abanye babo babengakholelwa ekufundeni nasekubhaleni uvavanyo ngolwimi lwenkobe).

Okwesibini ibikukufumanisa ukuba:

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.

Ekufundiseni 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, zibalwa 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 kangokokuba 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.

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. Indlela 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 nophando olulandelayo.

### 3.2.8 Amaphepha mbuzo

Iindidi ezimbini zamaphepha mbuzo zasetyenziswa. Elokuqala lazaliswa ngabafundi phambi kophando ze elesibini lazaliswa emva kophando. Elokuqala lalibuza okucingwa ngabafundi ngokufunda izibalo kusetyenziswa isiXhosa kunye nezizathu zokuba baqhuba ngohlobo abaqhuba ngalo kwizibalo. Abanye babafundi bakuthakazelela ukufunda izibalo ngesiXhosa kodwa benemibuzo. Oku kulandelayo zizinto ezavela kwiphepha mbuzo eliphambi kokobhalwa kovavanyo lweisiXhosa.

### 3.2.9 IsiNgesi lulwimi lwezoqoqosho

Abafundi bahlanganisa ulwimi lokufunda izibalo kunye nolwimi loshishino noqoqosho. Baveza ukuba xa ubani esebenza kumabonakude okanye ekhampini kumele abenolwazi oluphangaleleyo lwesiNgesi. Okuhlangene noku lulwimi oluthethwa phesheya kwezilwandle. Xa ubani efuna ukuya phesheya kwezilwandle kumele athethe ulwimi lwesiNgesi. Kwiindawo zemisebenzi ezininzi abantu bathetha iilwimi ezahlukeneyo nto leyo icacisa ukuba kufuneka babenolwazi lwesiNgesi. Oku kucacisa mhlophe ukuba abafundi babona ulwimi lonxibelelwano nolwimi lokufunda izibalo njengomba omnye.

### 3.2.10 Ubunzima obunokubakho xa befunda ngesiXhosa

Abafundi baphakamisa umba wobunzima obunokubakho xa kunokusetyenziswa isiXhosa njengolwimi lokufunda izibalo. Izinto ababaziveza zezi:

- Ulwimi okubhalwe ngalo iincwadi
- Ulwimi lokubhala uvavanyo nemisebenzi yaseklasini

Nangona baveza ubunzima bokuqonda ulwimi olubhale iincwadi zezibalo babona kungelula ukufunda ngesiXhosa kuba besithi iincwadi zezifundo zezibalo zibhalwe ngolwimi lwesiNgesi zange bazibone ezibhalwe ngesiXhosa. Ngokwabo ukubona kunganzima ukusuka ekufundeni iincwadi ezikulwimi lwesiNgesi baye kwezibhalwe ngesiXhosa. Kuba loo nto zange bayibona isenzeka. Bathatha ukuba kunganzima.

Okwesibini xa ulwimi lokubhala uvavanyo nemisebenzi eyenziwa eklasini isisiNgesi, akukho mfuneko yokuba kufundwe ngesiXhosa. Ukuba iincwadi zibhalwe ngolwimi lwesiNgesi masekuqhutywa nokufunda ngesiNgesi.

Ezi mpendulo zivela kwiphapha mbuzo labafundi lakhokelela ekubhaleni uvavanyo ngesiXhosa. Injongo yokubhala uvavanyo ngesiXhosa ibikukubonisa abafundi ukuba xa ulwimi lwesiNgesi lunako ukusetyenziswa ekubhaleni nesiXhosa ngokunjalo sinako. Emva kokubafundisa ithim ethile abayenze ngolwimi lwesiNgesi abafundi apho kufundiswa ngamaqhezu, “fractions” abafundi baqala ukuqonda ukuba iimpindulo zabo kwiphaphambuzo lokuqala bezingachanekanga ngokupheleleyo. Oku kuvela kwimiba evela kwiphaphambuzo lesibini elisemva kokubhal uvavanyo ngesiXhosa. Imiba evelayo yile:

- Ukuqonda imibuzo ngokupheleleyo
- Ukuba nako ukubuza imibuzo

Kungalula ukuqonda imibuzo ngokupheleleyo xa abafundi befunda ngesiXhosa kuba bangaqonda nzulu ngaphambi kokunika iimpindulo. Yaye, kungalula ukuqonda amagama enza ingqiqo, iziyaleli nezihlanganisi ezithi zibe yingxaki amaxesha amaninzi kuba abaqiniseki ngokuba kufunwa ntoni kanye. Oku kuthetha ukuba abafundi basenokungabi nangxaki yezifundo zezibalo koko ulwimi olusembindini kwezi zifundo. Okwesibini abafundi baqaphela ukuba kuba lula ukubuza imibuzo xa befundiswa ngesiXhosa. Isizathu soko kukuba baya ngokucacileyo ingxaki yabo futhi beqinisekile ngolwimi lokuyiqonda nto leyo ingenzekiyo xa befundiswa ngesiNgesi. Amaxesha abazi amaninzi ukuba bayibuze njani ingxaki yabo ngenxa yokunganeli kolwimi lwabo olu lumbi.

### 3.2.11 Ukufunda izifundo zezibalo ngolwimi lwesiXhosa

Ukubhidanisa intsingiselo yamagama aziziyaleli nezihlomeli kwakhombisa ukuba ingxaki yabafundi ayikho kumanani abandakanyeka kwizifundo zezibalo, koko kumagama enza ingqiqo, izihlomeli kunye nalawo aziziyaleli, umzekelo, find, investigate, njl njl Deyi (2006).

Okwavela kwacaca kukubakho kwemfuneko yokuqala ngemiba echaphazela ulwimi ngaphambi kokungena nzulu kwizifundo zezibalo. Oku kunokwenza kubelula kubafundi ukuqonda ngokupheleleyo. Ingxaki yabo kokwam ukubona ayikho kwizifundo zezibalo ncakasana koko kulwimi lokufunda nokufundisa Bagmbose (2000).

Oku kuveza umbuzo othi kwenzeka ntoni xa abafundi befunda iincwadi zezifundo zezibalo mayela nolwimi. Oku kwacaciswa ngabafundi xa bechaza ubunzima abahlangana nabo xa bezenzela umsebenzi wasekhaya. Ubunzima buvela ngenxa yolwimi olusetyenzisiweyo kwiincwadi abanazo. Azanelanga kubhalwa ngolwimi olulumbi koko ulwimi olo alufikeleleki. Izizathu zoko zintlantlo mbini:

Okokuqala abafundi bathetha isiXhosa ekhaya nasesikolweni ze bafunde ngesiXhosa amaxesha amaninzi. Iincwadi azilungiselelwanga abantu abathetha isiNgesi njengolwimi olulumbi, koko abathetha ulwimi lwesiNgesi njengolwimi lokuqala,

Okwesibini: izifundo zezibalo zinolwimi lwenzululwazi yezibalo engenanto yokwenza nolwimi koko ulwimi olusetyenziswa kwizifundo zezibalo Stubbs (1980). Oku kunefuthe elibi kwindlela abaqhuba ngayo abafundi eklasini. NgokukaStrevens (1976), Zevenbergen (2005), Orton (1992) baba noloyiko lokungazi ukuba babuze ntoni kuba bengaqinisekanga ngemiba abangayiqondiyayo. Oku kwenza ukuba abafundi bangakwazi ukuphuhlisa noluphi na ulwimi kwizifundo zezibalo.

Bayamanisa ukungaqiniseki kwabo kwizifundo zezibalo nokungabikho kweencwadi zezifundo zezibalo. Ukuba ubani ubambe imithetho nefomula yokubala esebenzisa ukunkqaya, ude akwazi ukubhalela ukupasa ngaphezu kokuqonda ngokupheleleyo ulwimi okusetyenzisiweyo. Oku kubonakele kunefuthe elibi kuba xa umbuzo ungaqondwanga ngokupheleleyo kuba nzima. Amaxesha amaninzi iyalityalwa loo mithetho ze loo nto yenze kungabizala ukubala ngokuchanekileyo. Oku kunxulunyaniswa nokusetyenziswa kweelwimi ezimbini ngaxeshanye kufundiswa. Ngokwabafundi akulua ukumamela iilwimi ezimbini ubani angaqinisekanga n agzo. Ngoko kukho imfuneko yokomeleza olunye kweziilwimi ingakumbi ulwimi lwenkobe. Oku kwavela ngexesha abafundi bephendula amaphaphambuzo asemva kokubhala uvavanyo ngesiXhosa, nalapho kwabakho umahluko omkhulu kwiziphumo zabo.

Amagama enza ingqiqo, iziyaleli nezihlomeli ezaba nokubhidaniswa okanye ukungabonwa njengamagama anento yokwenza nezifundo zezibalo, akule they-ibhule ilandelayo:

Igama	Intsingiselo	Intsingiselo eyanyaniswa negama ngabafundi
breadth	ububanzi	Nangona lingesosenzi okanye isiyaleli kwaba nzima kubafundi ukusebenzisa eli gama ekusombululeni izifundo zabo. Banye baliphambanisa nokuphefumla abanye abalazi kwaphela ukuba lithetha ukuthini de bakhunjuzwa ngefomula elisebenza kuyo.
calculate	bala ulandela imithetho yezifundo zezibalo	Eli gama xa lisetyenziswe lodwa, abafundi balihlanganisa nokusebenzisa ikhaltyhuleytha okanye ukubala ecaleni ze ubani anike impendulo kumbuzo lowo engabonisanga amanqanaba okubala.
change percentage		Oku akubacaceli abafundi ukuba kufunwa ntoni xa kunikwa lo myalelo
construct		Eli gama layanyaniswa nokwakha nto leyo ingenanto yokwenza nezifundo zezibalo
determine		Eli gama laba yingxaki enkulu ukucacisa intsingiselo epheleleyo kuba yayinqandwa ngokupheleleyo nangalaphi na ulwimi. Akukho mfundi waziyo ukuba lithetha ukuthini nabaqashelayo batsho ecaleni.
diagonal		Idiagonal, eli gama laba yindida njengoko kwaba nzima nakutitshala ukulicacisa. Ngaphandle kokunika inkcazelo yesiNgesi.
discuss		Ukuxoxa kwabonwa njengento eyenzeka ngaphandle kweklasi yesifundo zezibalo, kuba abantu abaxoxayo kukho okuthile abangakuqondiyo.
estimate	qikelela	Kwaba nzima ukulicacisa eli gama kuba nangona lalinokuqondakala lula nto eyalenza nzima ngakumbi kukuba kwizifundo zezibalo isiphumo kumele sichaneke ngokuthe ngqo. Xa ubani esithi qikelela uthetha ukuba akulandelwa mithetho yezifundo zezibalo nto leyi enganika isiphumo esingachanekanga.
factor (common factor)		Kwaba nzima ukuqonda ngokupheleleyo nagona kwakukho ukuqonda ukuba kuthethwa ngenani elinye-ukuba xa litheni
find	fumana	Eli gama abafundi balihlanganisa nokufumana into. Abazange bayiqonda intsingiselo kuba lingena lungqamano nezifundo zezibalo ngokutsho kwabo.
height		Kwabakho ukungaqondi apha nanjengoko abafundi babengakwazi ukubona ukwahlukana kwentsingiselo ka "length" no "height" kokwabo ukucinga la magama abethetha into enye
investigate	fumana impendulo	Yayanyaniswa nokuphanda amatyala njengomcuphi

length		Ubude baqondwa ngokupheleleyo kodwa xa kusetyenziswa ifomula
predict		Abafundi badibanisa eli gama kunye nokuqashela into eza kwenzeka. Eyona kwakungelula ukuyenza kukubona indlela elisetyenziswa ngayo kwizifundo zezibalo kuba kwizibalo akukho kuqashela ubani imiqathango yezezibalo.
rectangle		Abafundi baba nako ukuqonda intsingiselo kweli gama kodwa kwathatha ithuba ukuqonda ukuba uxande luhlangana phi nee-engile ezifunyanwa xa kuthethwa ngezifundo zezibalo.
reduce	nciphisa ngokubala okanye thabatha	Ukunciphisa akunanto yakwenza nezifundo zezibalo njengoko ukunciphisa okanye ukucutha kuhlanganiswa nezinye izinto ezingenanto yakwenza nokubala
sequence	bala ngokulandelelana	Zange kubekho mfundi ulaziyo eli gama ukuba lithetha ukuthini.
solve		Eli gama libonise ukuba kwimo yezifundo zezibalo alinandawo kuba abafundi babanengxaki yokuliqonda. Liqheleke kakhulu kwimidlalo yoopopayi kamabonakude apho kusoloko kukho umnqa ofuna isisombululo.
square root		Abafundi baba namanakani okuba kuthethwa ngophindaphindo kodwa akuqondakali kakuhle
width		Nangona eli gama belisebenza xa bebala ukuba lithetha ntoni ngaphandle kweformula nto leyo yadala ubunzima bokuqonda ngokupheleleyo

### 3.2.12 Okuboniswa ngala magama akwitheyibhule engentla

Nanjengokuba la magama eyintlanganisela yamagama enza, ingqiqo iziyaleli kunye nezihlanganisi, iingxaki ezijongene nabafundi ekufundeni izifundo zezibalo ziyintlanganisela yeengxaki zolwimi. Oku kuquka ulwimi lokufundisa, ulwimi lokubhala iimviwo novavanyo, ulwimi lweencwadi nolwimi lokwenza ingqiqo yoko kufundiswa. La magama abonisa iintsingiselo okanye iimeko athi asetyenziswe kuzo. Ezininzi kwezomeko azinanto yakwenza nezifundo zezibalo. Loo nto ithetha ukuba kukho imfuneko yokuwacacisa la magama xa kufundiswa ngokwemeko yezifundo zezibalo. Ukusebenzisa ulwazi abanalo abafundi ngala magama kungasisiseko sokufundisa iintsingiselo ezikwimo yezifundo zezibalo ngaphambi kokufundisa indlela asetyenziswa ngayo kwizibalo. Kukho imfuneko enkulu yokuthatha igama ngalinye licazululwe lihlahlelwe ngokubanzi kuvezwa iintsingiselo ezingqamene nalo. Loo nto ithetha ukuba kukho imfuneko emandla yokubandakanya ulwimi kuqeqesho lootitshala. Abafundi bangenethuba lokufunda banzi ngolwimi olubandakanyeka kwizifundo zezibalo nto leyo ingabenza bakwazi.

## 4. Unikezelo lwengxelo

Kwisahluko esingaphambili, iindlela zokuqhuba uphando nezizathu zokuba kukhethwe zona kuthethwe banzi ngazo. Injongo yomphandi kwesi sahluko kukunikezela ngengxelo eqokelelweyo ngethuba kuqhutywa uphando. Ukufumana le ngxelo umphandi usebenzise amaphephambuzo, ukuqwalasela okwenzeka eklasini nodliwanondlebe. Udliwanondlebe belungamacandelo amathathu; okokuqala ludliwanondlebe nabafundi kunye nodliwanondlebe notitshala ofundisa abafundi beGreyidi yesi-7 kwisikolo ekuqhutywe kuso uphando, nabanye ootitshala abafundisa izifundo zezibalo. Inkcazelo ephelileyo malunga nodliwanondlebe kubhalwe banzi ngayo kwizahluko ezilandelayo. Okokugqibela le nkcazelo iye yahlalutywa yaxoxwa ngokusekelwe kwizihlokwana ezivelayo kwiimpindulo zabafundi nootitshala. Iyantlukwano nokufana ngokwezimvo kuthethiwe ngazo: ezi zibalulekile kuba zichaphazela imiba ekuxoxwa nekuphikiswana ngayo.

Kwesi sahluko, eyona njongo kukunikezela ingxelo evela ngenxa yokusetyenziswa kweendidi ezintathu zamaphephambuzo, udliwanondlebe noqwalaselo lokwenzeka eklasini. Kubalulekile ukuthetha ngamagingxigingxi ahlangele nawo umphandi kwinkqubo yophando ekuthethwe ngayo kwizahluko ezingaphambili. Ekuvuleni esi sahluko kubalulekile ukunika inkcazelo yamagama aza kuthi asetyenziswe nanjengoko ukunikezelwa kwengxelo kuqhubeka. Amagama lawo neentsingiselo zawo asetyenziswe kakhulu kwisahluko futhi asimagama avame kusetyenziswa kulwimi lokuqala kungoko kubalulekile ukuwanikezela nanjengoko olu nikezelo ngengxelo luchaphazela wona kakhulu.

La magama ame ngolu hlobo:

izifundo zezibalo – mathematics

ukuqonda ngokupheleleyo – gain meaningful understanding

ukufikelela ngokupheleleyo – access

inkqubo yongenelelo – intervention programme

amagama enza ingqiqo – concepts

impixwano – contradiction

ingxubakaxaka – complications/complexities

gxila/gxininisa – focus

qwalasela/ondela – observe

uqwalaselo – observation

ngqamene – relevant

ukunkqaya/ukubamba ngentloko – rote learning

ulwimi lokufundisa izifundo – language of learning and teaching

Ingxelo esuselwe kwiphepha mbuzo lokuqala lunikezelwe ngokubonakalisa izihlokwana ezibalulekileyo ezivelayo. Inceda nokuthi kufunyanse ukuba ngaba bacinga ntoni abafundi abafundiswa ngazo neelwimi abazisebenzisa ekhaya

nasekudlaleni. Iimpindulo zelophepha mbuzo ndicingela ukuba zakunika indlela ecacileyo yenzululwazi yamagama enza ingqiqo abafundi abeza nawo. Iimpindulo zabafundi ziyakuhlalutywa. Ingxelo eqokelelwe ngephephambuzo lesibini iyakuphathwa ngohlobo olunye kuba isetyenziselwa ukuzama ukufumanisa ukuba abafundi banako na, nokuthi bakhetha ukufundiswa (ukufunda nokubhala) ngolwimi lwabo lokuqala kusini na. Indlela abalubona ngayo ulwimi abafundi mayela nolwimi lokufunda nokufundisa kuyakuthethwa ngalo.

Indlela eqokelelweyo ngoqwalaselo inika ingxelo lwenzululwazi yokufundisa eklasini yezifundo zezibalo: Utitshala ungaba usebenzisa waphi amacebo ukukhuphela ulwazi kubafundi, ngawaphi amagama enza ingqiqo athi ajongane nawo, ingaba abafundi bayakwazi ukuwaqonda nzulu nangokupheleleyo amagama enza ingqiqo ngolwimi olu lumbi, ukuba akukho njalo ngawaphi amacebo okungenelela abawasebenzisayo ukwenza imeko yokufunda ingabinzi- ma kakhulu okanye ukuqinisekisa ukuba abafundi bayaqonda.

Okokugqibela, esi sahluko siyakunikezela ngemiphumela yamaphephambuzo katishala wakwaGreyidi 7 osuka kwisiza sophando nabanye ootitshala abasuka kwiindawo ezahlukeneyo. Lo msetyenzana unenjongo ekukuzama ukuqonda ukuba amacebo asetyenziswayo ekufundise neendlela abazibona ngayo izinto eziphathelelene nolwimi luqinisekisa njani ukuba kufundwa kufundiswe ngendlela eyiyo (eyenza ukuba abafundi babenokuqonda ngokupheleleyo izifundo zezibalo).

Kubalulekile ukukhankanya ukuba abafundi nootitshala ngokufanayo bebenelungelo lokukhetha ukuphendula ngolo lwimi bathanda ukulusebenzisa phakathi kwesiXhosa nolwimi lwesiNgesi. Inani lootitshala nelabafundi abasebenzise isiXhosa ukuphendula amaphephambuzo nodliwanondlebe ngolwimi lwesiXhosa zakuthelekiswa nenani labo baphendule ngolwimi lwesiNgesi. Ukuthelekisa la maphepha kuyakunceda ukusichazela ukuba nangona ootitshala befundisa ngolwimi oluthile eklasini ze basebenzisa olunye kwezinye iimeko. Loo nto iyakwenza ukuba kuqondakale ukuba kanye loluphi ulwimi olusetyenziswayo ngabafundi nootitshala. Amaphephambuzo akhankanyiweyo ahlulwe azizintlu ezilandelayo:

- i) amaphephambuzo asisandulela sovavanyo
- ii) amaphephambuzo asemva kovavanyo
- iii) amaphephambuzo katitshala
- iv) Udliwanondlebe (iindidi ezimbini zemibuzo odlawano ndlebe).

Esisahluko sakwahlulwahlulwa sibeziqigaba ezine. Isigaba sokuqala kukuxubusha ukunikezelwa kwengxelo apho amaphephambuzo abhalwe ngabafundi ahlalutywayo, izizathu zokuba abafundi bekhetha ulwimi luthile, nohlalutyo lodliwanondlebe olusisandulela nolusemva kovavanyo. Isigaba sesibini sijongana namaphephambuzo ootitshala aphambi nasemva kovavanyo nezihlokwana ezivelayo. Isigaba sesithathu sijongene nenzululwazi yokufundisa eklasini, ukufundeka nokufikeleleka koncwadi olusetyenziswa eklasini nokuxambula ngemo

yezifundo zezibalo ngokuxelelwa ziziphumo zobekuwalaselwe eklasini. Isigaba sokugqibela ujongana nohlalutyo nothelekiso lweziphumo zovavanyo ngolwimi lwesiXhosa nangolwesiNgesi. Kuyakuthi ekuvaleni isahluko esi kubekho ushwankathelo oluphangaleleyo olwakuthi lwenziwe njengesihloko sokugqibela kwesi sahluko.

## 4.1 Isigaba sokuqala

### 4.1.1 Uhlalutyo lwephephambuzo labafundi

#### *Iphephambuzo 1 (Isihlomelo A)*

Iphephambuzo elandulela uvavanyo lasetyenziswa kwamsinyane emva kokuvunyelwa komphandi ngabasemagunyeni ukuba uphando luqhubeka esikolweni sabo. Izifundo ezithandathu zaqwalaselwa nephephambuzo elaziwa ngokuba sisandulela luvavanyo lakhiwa. Laziwa ngokuba sisandulela luvavanyo kuba lisetyenziswe ngaphambi kokubhala uvavanyo lwezifundo zezibalo. Iphephambuzo lalibhalwe ngeelwimi ezimbini, ulwimi lwesiXhosa nesiNgesi (Isihlomelo E). Abafundi banikwa ithuba lokuzikhethelela ukuba basebenzise oluphi phakathi kweelwimi ezimbini. Iphephambuzo lalinenjongo yokuqwalasela indlela abafundi abaziva ngayo ngokufunda amagama enza ingqiqo kwizifundo zezibalo ngolwimi lwesiXhosa. Okunye okwakuzanywa ukufunyaniswa kukuba ingaba bawaqonda ngokupheleleyo, amagama azi zinxibelelanisi. Okokugqibela, kukuqonda ukuba bakuqonda ngokupheleleyo na ukusetyenziswa kwamabalana ekufundiswa ngawo izibalo. Iphephambuzo lalijolise nasekufumaneni ulwimi olukhethwa ngabafundi njengolwimi lokufundisa izifundo zezibalo nezizathu zoko.

Lo mba wabangotsala umdla ngoba izimvo zabafundi ngeelwimi abazikhetheleleyo emva kokubhala uvavanyo. Iphephambuzo elisemva kovavanyo liveza iyantlukwano nempixwano yemibono yabafundi nale mibono iyakudandaliswa kwisisigaba sohlalutyo.

Imibuzo ebuziweyo ibe yile,

- i) Ingaba abafundi baluqonda ngokupheleleyo ulwimi ekufundiswa ngalo izifundo zezibalo, nokuthi,
- ii) bona bengabafundi bathanda ukufundiswa ngoluphi ulwimi, ze bathi bakugqiba banike nezizathu zeempendulo zabo. Lo mbuzo mnye kwafuneka ukuba ulandelelwe kwiphephambuzo lesibini nakudliwanondlebe kuba kwaba kuninzi okungacacanga kwiphephambuzo lokuqala. Bancelwa nje ukuba baphendule iphephambuzo elisisiseko sokuhlola uphando ngokuba abafundi balujonga njani ulwimi abafundiswa ngalo, balubona njengento ekumelwe kucingwe ngayo xa befunda. Ingaba balubona ulwimi lunendima ebalulekileyo oluyidlalayo kwimifundo yabo. Oku kujongwe kumagumbi amabini akwaGreyidi 7, uGreyidi 7A noGreyidi 7B.

Abafundi bebengamashumi alithoba anesixhenxe (97) behlangene. Bebebayi 49 kwaGreyidi 7A bebayi 48 kwaGreyidi 7B. Bonke aba bafundi bazalise okanye baphendule iphephambuzo elifanayo ngokwemibuzo nangona bebenethuba lokuzikhethelela ukuba baphendule ngolwimi lwesiNgesi okanye ngesiXhosa. Kula maphephambuzo abafundi abayi 63 bakhethe ukufunda ngolwimi lwesiNgesi baza abayi 21 bakhetha isiXhosa abafundi abayi 13 bebengaqinisekanga. Itafule engezantsi inikezela iilwimi ngokukhethwa ngabafundi. Yahlulwe yazizintlu ezintathu, abafundi abakhetha isiXhosa, abo bakhetha isiNgesi nabo bangaqinisekanga ngolwimi abalukhethayo.

Itafule 1 inikezela ngeziphumo zephephambuzo elandulela uvavanyo:

Inani labafundi bephelele	97	
Inani labafundi abakhetha isiXhosa	21	22
Inani labafundi abakhetha ulwimi lwesiNgesi	63	65
Abangaqinisekanga ngolwimi abalukhethayo	13	13

#### *Izizathu zolwimi olukhethiweyo*

Abafundi abakhethe 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 abnye abafundi besebenzisa ulwimi lwesiNgesi ekudlaleni. Loo nto ingumphumela wokuba abanye babahlobo babo bafunda kwizikolo apho ulwimi lwesiNgesi lusetyenziswa njengolwimi lokuqala nto leyo yenza ukuba balusebenzise kakhulu. Loo nto ikhokelela ekuthini abanye babafundi besisikolo bathathe ngokucholachola xa bedlala amagama athi asetyenziswe ngabafundi abafunda kwezi zikolo. Xa ubani ethe wasala kule ndlela yokufunda imenza azive elikheswa xa abanye besebenzisa ulwimi lwesiNgesi.

Eyona nto kukuba ngokutsho kwabafundi, ngamanye amaxesha abaqinisekanga ngokuba basebenzisa loo magama bawacholeyo ngendlela eyiyo. Ngokutsho kwabanye babafundi oku kuthetha ukuba, ulwimi lwesiNgesi lunamadla ngaphezu kolwimi lwenkobe kubafundi. Nto leyo abanye babafundi bangakwazi ukumelana nayo okwangoku kuba nendlela abacinga ngayo ayikabinakuqika ngokupheleleyo kwimiba yokuqwalasela indima esembindini edlalwa lulwimi lwakhe nabani ekufundeni. Okwakutsala umdla kukufumanisa ukuba abafundi babengenancinga inzulu namdla ekuthetheni ngezinto ezifana nazo. Babe-

onakala bemangalisekile kukuba babeyinxalenye yophando oluzama ukufumana ukuba bona bazibona bendawoni kumba wolwimi.

Emva kokubhala iimvavanyo abafundi bathintsha indlela abacinga ngayo khona 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”. Iimpendulo zabo zaguquka, abaninzi baphendula ngelithi, “ukuba besifundiswa ngolwimi lwethu lwenkobe, isiXhosa kuba lona siluqonda ngokupheleleyo.” Iimpendulo zidandalaziswe kumanani apho abafundi abali39 bathi bakhetha ukufundiswa ngolwimi lwabo lwenkobe kuqala, isiXhosa (itafule engezantsi ibonisa oko).

Le tafule ingezantsi ibonisa iziphumo zephephambuzo elilandela uvavanyo:

Inani labafundi bephelele – Greyidi 7A noB	97	
Inani labafundi abakhetha ukufunda ngesiXhosa	39	40
Inani labafundi abakhetha ukufunda ngolwimi lwesiNgesi	30	31
Inani labafundi abangaqinisekanga ngolwimi abalukhethayo	18	19

## 4.1.2 Uhlalutyo lodliwanondlebe nabafundi olwandulela uvavanyo

### Iphephambuzo lesibini (Isihlomelo B)

Kubanjwe udliwanondlebe nabafundi abalithoba. Udliwanondlebe belubanjwe ngesiXhosa lwaza lwaguqulelwa kulwimi olu lumbi ukufezekisa iinjongo zophando. Abafundi bakhethwa ngokwamanqaku abawafumana nababehlala bewafumana kuvavanyo lwezifundo zezibalo. Abafundi bakhethwa ngokuthi kwahlulwe izigaba zokusebenza kwizifundo zezibalo. Izigaba zokubahlula zenziwa zaba zizintlu ezintathu, abo basebenza ngokuncomekayo kwizifundo zezibalo, abao basebenza nje ngelizama ukuphumelela nabo basebenza ngaphantsi kunokuba kulindelekile. Nangona iphephambuzo lakhiwe ukunika isikhokelo sophando akunakuphikwa ukuvela nokusetyenziswa kwemibuzo engacetywanga evela njengoko udliwanondlebe luqhuba. Unobangela woko kukuba imibuzo emininzi ivele ngexesha kuqhutywa uphando.

Imibuzo ebuziweyo yile ilandelayo:

Yintoni eyenza ukuba ube nako ukusebenza ngokuphumelela nangendlela encomekayo uphume emagqabini kwizifundo zezibalo/ngendlela ekwenza ukuba ukwazi ukuphumelela kodwa ngokungekho magqabini/ngokungancomekiyo okanye ngaphantsi kwendlela ekulindeleke ukuba usebenze ngayo.

Ingaba uyalufumana uncedo ekhaya xa unomsebenzi wasekhaya?

Unoncwadi lwezifundo zezibalo ekhaya?

Ukuba unalo, lubhalwe ngolwimi ulwimi?

Uyalisebenzisa ithala leencwadi?

Uya amaxesha amangaphi kulo?

Uzifunda ngolwimi ulwimi izifundo zezibalo?

Ungathanda ukuzifunda ngolwimi ulwimi?

Ungaziva njani xa unokubhala izifundo zezibalo ngesiXhosa?

Abafundi abasebenzela ukuba bapase baphendule ngelithi:

- Andizazi izifundo zezibalo, andingomntu wezifundo zezibalo.
- Ndiyenza nje kuba yenye yezifundo endizenzayo ukuba bekungenjalo ngendingayenzi.
- Akukho budlelwane phakathi kwezifundo zezibalo nezinto ezenzaka elizweni, “ndingayisebenzisa phi ingcinga ka  $-x$  no- $y$ .”
- Ulwimi ezifundiswa ngalo izifundo zezibalo alucacanga kum. Luzenza zibenzima ngakumbi. Ukuba bekukho indlela yokuwacacisa ngokupheleleyo amagama enza ingqiqo mhlawumbi kusetyenziswe ulwimi lwesiXhosa bekuza kubabhetele. Bendizakuziphumelela emagqabini izifundo zezibalo.
- Enye yezinto kukungaqondi kakuhle ukuba kufunwa ntoni kanye kanye xa kubuzwa umbuzo. Ayicaci ngokupheleleyo eyona nto ifunwa ngutitshala xa ebuza imibuzo.
- Indlela ekubhalwe ngayo imibuzo ayicacanga. Amaxesha amaninzi ndicinga ukuba ndiqonda ngokupheleleyo xa utitshala efundisa kodwa xa sekufuneka kusetyenziswe ulwazi olo ebesinika lona kuba nzima ngeyona ndlela. Andikwazi ukusebenzisa ulwazi olu bendicinga ukuba ndilubambile kubekho ingxaki ke ngoku. Imizekelo esetyenziswa ngutitshala ndiyifumana ilula ngethuba eyenza xa sekufuneka ndizisebenze kube nzima. Ndinga ukuba andiziqondi kwaphela izifundo zezibalo xa ndingafundiswa ngesiXhosa ndicinga ukuba ndingaqonda ngcono. Ndide ndicinge ukuba mhlawumbi utitshala ukhetha imizekelo ulula asinike izifundo ezinzima thina.
- Ukuba bendifundiswa ngesiXhosa ndiqinisekile bendiza kugqwesa. Kusetyenziswa ulwimi lwesiNgesi usamamele lona uve utitshala sebenzisa isiXhosa uxakwe ke ngoku kukulandela kuba akaphindi lento ebeyithetha ngolwimi lwesiNgesi uqala apho ayeke khona athethe ngesiXhosa. Ayindincedi tu loo nto.

Abafundi abantsebenzo yabo ingeneno kokuphumelela bathe bona:

Ukusetyenziswa kolwimi lwesiXhosa ukufunda nokufundisa izifundo zezibalo — 41

- i) Izifundo zezibalo zinzima.
- ii) Kufueka ubekrelekrele ngendalo ukuze ulungele ukufunda zona.
- iii) Xa utitshala ethetha, ndiyayeka ukumamela kuba andiqondi ukuba uthini. Mhlawumbi bekungangcono ukuba besifundiswa ngolwimi esi-luqonda ngokupheleleyo.
- iv) Andinalo ixesha lokuziqeqesha kuba andinalo uncwadi ekhaya nalapha esikolweni asinazo iincwadi ezincedisa oko ndikufundayo. Ngoko ke ndixhomekeke kulwazi endilufumana apha ngexesha lezifundo zezibalo.
- v) Ngamanye amaxesha kunzima ukuqonda magama asetyenziswayo ngexesha lezi zifundo. Onke la magama anzima ngakumbi ulwimi olusetyenziswayo.
- vi) Ndoyika nokubuzwa umbuzo kuba andazi ukuba yiyiphikanye le ndawo ndingayiqondiyo. Andazi ukuba ndiwubuze kanjani umbuzo, andinamagama aneleyo okuwakha. Andingomntu wezifundo zezibalo mna, andizithandi nyani kuba andizazi. Ndithanda ukwenza ezinye izinto, ngakumbi ukudlala ibhola yeqakamba nebhola ekhatywayo.
- vii) Andinamntu wokundincedisa kumsebenzi wam wasekhaya, ngoko ke nokuba ndifuna ukuziqeqesha ndiza kuzinceda kanjani.
- viii) Ndingwenela ukuba bendingazenzi izifundo zezibalo azifani nezinye izifundo. Kwizifundo zezembali ubani uyaqonda ukuba kuthethwa ngantoni. Umntu usuke angazi into ekuthethwa ngayo xa kusithiwa fumana isisombululo sika “x” kuba andisazi isizathu sokuba senze loo nto ukuba yintoni. Le mpendulo ichaza ukuba lo mfundi akabuboni ubudlelawane phakathi kwezifundo zezibalo nobomi bomhla nezolo. Akaboni ukuba uzakuyisebenza phi yonke le nto afunda ngayo. Kule meko, umfundi akanangqiqo yezifundo zezibalo njengesinobudlelwane negama elithi isisombululo. Ukholelwa ekuthini bekufanele kuqale kubekho ingxaki ngo “x” ngaphambi kokuba kusionjululwe ingxaki ngaye.
- ix) Andinazo iincwadi ezibhalwe ngesiXhosa ezicacisa izifundo zezibalo, kanti ke kwizifundo zezembali ungawafumana amabali atyebisa loo nto sukube uyikhangela engqamene naloo msebenzi owenziwayo esikolweni. Ndithanda ukufunda izifundo ezinjalo kuba abantu bayakwazi ukubalisela ngokuba yayinjani iCrossroads ngaphambili bengekazalwa. Ndandikade ndizithanda izifundo zezibalo nokudibanisa, ukuthabatha, ukwahlula-hlula nokuphinda-phinda. Ngoku, kuthethwa ngamaqhezu nokusebenzisa ukulinganisa, akukho lula kwaphela. Ndisoloko ndicinga ukuba amagama enza ingqiqo athetha ntoni ngolwimi lwenkobe, isiXhosa kuba ndicinga ukuba ndingawaqonda lula ngokupheleleyo.
- x) Andiyi nakwithala le ncwadi kuba andizazi ukuba ndikhangele ntoni xa ndikhangele uncwadi olwayamene nezifundo zezibalo. Xa ndithe ndaya ndikhangele uncwadi lokufunda. Ndiyazithanda iincwadi eziqulethe amabali.

Xa kubuzwa kulo mfundi ukuba ingaba uyalubona na unxibelelwano phakathi kwamabali angena nto yakwenza nezifundo zezibalo kunye nalawo asetyenziswa kwizifundo zezibalo. Impendulo yakhe ithe, “Amabali asetyenziswa kwizifundo zezibalo ayinto enye nezifundo zezibalo.”

Loo nto ithetha ukuba xa ufunda ibali elingqamene nezifundo zezibalo, ekugqibeleni ubani uza kubala. Ngamanye amazwi ibali likhokekelela ubani ekubaleni nto leyo ifuna kusetyenziswe ifomula. Lo nto yenza kungabikho mahluko nokuba kusetyenziswa ibali okanye ifomula yokubala, yinto enye, kuba injongo inye kukubala. Kokwakhe ukubona ingqiqo yokubala nenginga esetyenziswayo, isetyenziswa ngokufanayo nokuba isebalini okanye kwingcinga esetyenziswayo ekubaleni. Loo nto ithetha ukuba ukusetyenziswa kwebali akudali mahluko ekufikeleleni ngokupheleleyo kwintseingiselo yezifundo zezibalo.

Xa kubuzwa ukuba ingaba ingxaki yakhe yayamene nolwimi olusetyenziswayo ekubaleni, impendulo yakhe ithe:

Izifundo zezibalo kunye nolwimi olusetyenziswa ekuzifundiseni zidala imbideko emntwini kuba ulwimi olusetyenziswayo asilolwimi olu lumbi nje, lukhethekile. Ngenxa yokukhetheka kwalo, kufuneka ubani athathe ixesha elide ezama ukukhangela intsingiselo kuqala ngaphambi kokuba akwazi ukulusebenzisa ngokupheleleyo. Ngamanye amaxesha uyayazi intsingiselo yegama elithi, “discuss” kodwa alithethi le nto ndilazi lithetha yona kwizifundo zezibalo. Xa usithi “discuss” mna ndazi kuthethwa ukuba xoxa. Ngoku kwizifundo zezibalo lincinci okanye alikho ixesha lokuxoxa. Izifundo azifuni ngxoxo qha zifuna ukuba ubani aqonde ukuba kuthiwa ni kusetyenziswa waphi amagama. Uxoxa ngantoni xa kusithiwa xoxa kuba kwezi zifundo udibana namagama nemizobo nemifanekiso. Wakugqiba usebenzisa ingcinga yomnye umntu, engeyiyo neyakhokho. Awukwazi kuyiphikisa oknaye uyisebenzise ngolunye uhlobo kuba ifomula ibhalwe yanjalo ngomnye umntu. Ziyabhida ezi zifundo kunye nolwimi lwakhona, ndiyazicaphukela. Ndikhetha ukuyishiyela abantu abayaziyo. Utitshala wam ucacisa kakuhle ndiqonde ukuba ndimvile, makuthiwe ndizenzele kuba nzima mpela. Ndicaphukela nokwenza umsebenzi wasekhaya ongqamene nezifundo kugqwese xa sekusithiwa masiwulungise loo msebenzi eklasini. Kuthiwe sisebenze singamaqelana kubekho ubani oza kunika ingxelo. Ndikhetha ukungabikho ukuba indlela ikhona, soloko ndifuma u 3 ku 10. Loo nto ayimnandanga qha sendizixolisile. Andisokuze ndiyenze xa ndifika kwisikolo samabanga aphakamileyo kuba ingaba ndizenzela nje intloko ebuhlungu. Sendizixelele ukuba ndiza kukhetha ezinye izifundo kwisikolo samabanga aphakamileyo, andiqalisi ukukhetha izifundo zezibalo. Khawufane ucinge xa kusetyenziswa amagama afana no “determine” loo magama mna ndiwaqonda ngokupheleleyo kwizifundo ezifana nelife skills. Kwizifundo zezibalo andiyazi intsingiselo yawo. Loo nto indenza ndifune ukuqonda ukuba ingaba ndinezizathu ezibambekayo na zokuzihlupha kuacile andizokuphinda ndiziqonde. Andikho mhle kwaphela nakulwimi lwesiNgesi indlela ukuba ikhona kumele kutolikwe lonke ixesha.

Le mpendulo iveza ukuba umfundi yayiqonda ingxaki yakhe kodwa uzibona kungekho nto anokuyenza kuba akakhalazeli ndlela ekufundiswa ngayo. Okuve-

Ukusetyenziswa kolwimi lwesiXhosa ukufunda nokufundisa izifundo zezibalo — 43



layo kweli binzana lingentla kukuba ngenxa yolwimi olusetyenziswa kwezi zifundo umfundi ukhetha ukwenza zifundo zimbi kuba ukungaqondi ngokupheleleyo ukubeka emagxeni akhe. Uyenza uxanduva lwakhe ngokuthi athathe isigqibo sokungazithathi ezi zifundo kodwa esatsho ukuba xa ebenokufundiswa ngolwimi lwakhe lokuqala bekungangcono. Olu luluvo lo mfundi lubeka ulwim embindini wekamva lakhe ekuthatheni isisigqibo ngezifundo amakazenze ukwakha ikamva lakhe.

Xa ebuzwa ukuba uzakwenza njani ngezibalo ezifumaneka kwizifundo zejiyografi. Uthe, “Ndingamelana nezo zibalo kuba ziphathelene nokufundiswayo.”

Lo mfundi uzibona izifundo zezibalo izizifundo izifundo angazifunda xa zinokunxulunyaniswa nezinto azibonayo nazithandayo ingekuko ukuzibona zizimele zodwa nanjengokuba yena ezibona. Kumbandela wolwimi uzibona ezi zifundo zinolwimi olungasetyenziswayo kweminye imixholo nto leyo ithi yena ufuna ukubona amagama namabinzana asetyenziswa kwizifundo zezibalo engqamene ngokupheleleyo nolwimi olusetyenziswa imihla yonke. Okanye amagama asetyenziswa imihla yonke kumele adidiyelwe ngokupheleleyo ukuze aphuhliseke. Lo mfundi uphinda achaphazele umba wokubaluleka kokuqonda ngokupheleleyo amagama enza ingqiqo kwizifundo zezibalo ngaphambi kokuba ubani awasebenzise. Loo nto ibonisa ukubaluleka kolwimi ekufundeni izifundo zezibalo nanjengoko kuvela ukuba ukhala ngokulungiselelwa okupheleleyo mayela nolwimi lokufunda izibalo. Kuvela ngokucacileyo umba othi kumele amagama enza ingqiqo afundiswe ngolwimi lokuqala kubafundi ngaphambi kokuba afundiswe ngolwimi akulo (ulwimi olu lumbi). Loo nto ingenza kubengcono ukusokola. Lo mba uvela ngokucacileyo kudliwanondlebe nalo mfundi.

Uninzi lwabafundi babhekiselele iingxaki zabo zezi fundo zezibalo kwiingxaki abanazo zolwimi. Banombono omnye omthi ukuba ulwimi lwenkobe belungasetyenziswa njengomthombo wokufundisa izifundo zezibalo bekungangcono. Loo nto ibingabanceda ukuqonda banzi nangokupheleleyo amagama enza ingqiqo, amagama azizihlomelo nesigama esisetyenziswa kwizifundo zezibalo. Okunxibelelene nale ngxaki yolwimi koko athi uClerghorn nabanye (1989: 37) kukucinezelwa kwentetha yabafundi kumabanga aphantsi, enciphisa mathuba okuziqeqesha kwabafundi ekusebenziseni nasekuthetheni ngexesha elibaluleke njengeli (ukufunda amabanga aphantsi) ukuphuhlisa isakhono sokusebenzisa ulwimi. Ngenxa yokungabikho kwethuba lokusebenzisa ulwimi kula mabanga, abafundi kumabanga emfundo ephakamileyo benomthwalo wokungakwazi ukucacisa ngqo ngokucacileyo nangokupheleleyo oko bafuna ukukutsho ngolwimi olu lumbi. Ngoko ke ukufundisa abafundi ngolwimi olu laumbi olungaphuhliswanga lube nolokuqala lungaphuhliswanga ukulungiselela ukufundiswa izifundo zezibalo, kucutha amathuba abafundi ookufikelela ngokupheleleyo kwizifundo zezibalo nokuba bazifunda ngolwimi lwabo njengoko lungaphuhliswanga ngokupheleleyo.

#### 4.1.3 Iphephambuzo labafundi elisemva kovavanyo

Eli phephambuzo lazaliswa ngabafundi emva kokubhala uvavanyo olwalwakhiwe ngeelwimi ezimbini. Abafundi bahlulwa bazintlu ezintathu, abo baphumelela emagqabini, abo baphumelela ngokufika kwini elithi bapasile nabo babetha ngeneno kwenani lokuphumelela. Injongo yokubahlula ibikukukhetha iqela elincinci kwelikhulu labafundi abayi 98 bakwaGreyidi 7. Eyona njongo ibikukufumanisa ukuba ingaba abafundi basambebele kwingcinga ababenayo phambi kokuba babhale uvavanyo (uvavanyo belubhalwa ngeelwimi ezimbini abafundi babhala ngazo zombini).

Okuphume kula maphephambuzo bekunika umdla kuba kwacaca ngokupheleleyo ukuba emva kovavanyo abafundi bacinga ngokutsha ngolwimi lokufunda abalukhethayo. Inani labafundi abakhetha ukufundiswa ngolwimi olu lumbi lehla nangona umahluko ungazange ubemkhulu. Abo bakhetha ukufunda ngolwimi lwenkobe isiXhosa, lenyuka elabo babengaqinisekanga lehla kakhulu abambalwa bangenela kwizintlu zombini, kwaze kwasala iqaqobana.

Yatsala umdla omkhulu yonke le nkqubo ngakumbi emva kokubamba ingxoxo eklasini emva kokubhala olu vavanyo. Ngxoxo leyo yayizama u kufumanisa ukuba yintoni eguqule indlela ababecinga ngayo phambi kovavanyo lokuqala. Abafundi bakhala ngokuthi ingqondo yabo yaguqulwa kukuba ngaphambili abazange bafunda izifundo zezibalo ngolwimi lwenkobe. Bathi ukufunda amagama enza ingqiqo kuqala kwabanceda bakulungela ukubhala ngolwimi lwabo. Batsho baqiniseka ngakumbi ukuba xa bengafunda ngolwimi lwenkobe, izifundo zabo zingalula kuba uxanduva lokuzama ukufumana intsingiselo lingancipha okanye liphele. Abanye babafundi babesakholelwa ukuba kungcono ukufunda ngolwimi olu lumbi ukuze kube lula ukuqeshwa, kodwa ukulungiselela ukuqonda nokuba nolwazi olupheleleyo noluphangaleleyo, makufundwe ngolwimi lwenkobe. Abafundi baya banemibono ebethabethanayo kdwa enika umdla kuba babenika izizathu njengoko sekukhankanyiwe ngentla.

Abafundi ababengaqinisekanga ngolwimi ambalukhethe baxambula besithi, ulwimi lwabo lwenkobe alukho kwinqanaba elilinganayo nolwimi olu lumbi, ngoko ke nokuba bakhetha olwiphi ulwimi akwenzi mahluko. Nokuba kusetyenziswa luphi kwezilwimi, loo nto ayisayi kubenza baqonde ngokupheleleyo. Ngokutsho kwabo izifundo zezibalo zakuhlala zinzima nokuba kusetyenziswa ulwimi lwenkobe okanye olu lumbi njengolwimi lokufundisa. Ukuzama ukwenza ndiqonde banzi ngoku bakucaphulayo, benza umzekelo, “xa utitshalakazi efundisa ucacisa ngokupheleleyo yena ngokwakhe kodwa lo ngcaciso ayindincedi ndiwaqonde ngokupheleleyo amagama enza ingqiqo kwizifundo zezibalo.”

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 aba-

luboni unxibelelwano phakathi kolwimi nezifundo zezibalo, indima edlalwa lulwimi kwizifundo zezibalo ibingacacanga kwaphela.

Eyona nto yayicaba ngamandla kukuba abafundi ekudliwene indlebe nabo babebuza ngokubanzi ngobudlelwane obuphakathi kolwimi nezifundo zezi-balo. Le ngqwalasela iyafana naleyo yenziwe kwiiklasi ezininzi apho ootitshala bebzama ukusebenza ulwimi lwaseAfrika njengolwimi lokubhexesha olusekelwe banzi kwimfundo ejoliswe kulwimi olu lumbi (Mbatha, T: 2003).

## 4.2 Izihlokwana ezivela kwingxelo yabafundi

Abafundi banika ingxelo ephikisanayo nenempixwano ekuthini ingaba ulwimi lwenkobe ingalulwimi lokufunda okanye ukufundisa izifundo zezibalo kusini na. Abanye bathi abakwazi kunika igalelo kuba lo mba bakhange bawucinge. Imvakalo jikelele yaba kukuba lo ibe ngumba otshisa ubunzi odinga uku-qwalaselwa ngokupheleleyo. Abafundi ngexesha lolu phando abakwazanga ukuthatha isigqibo esomeleleyo sokuba kuthiweni. Anye babo babephakamisa uluvo oluthi ukuba bona beva njani akunakubangalelo nefuthe lokuguqula izinto kuba bangabantwana besikolo. Omnye wabo uthe lo mba ngowesebe lezefundo. Nangona kunjalo bathathe inxaxheba epheleleyo ngethuba kusenziwa udliwanondlebe yaye bebenalo ithuba lokuphakamisa oko bakucingayo nendlela ababona ngayo izinto. Okuye kwacaca ngokupheleleyo kusuka kumaphephambuzo kwakuxoxwa banzi ngohlobo lwezihlokwana ezilandelayo, njengexabiso lolwimi olu lumbi njengolwimi lokufunda izibalo, ukubaluleka kokufunda izifundo zezi-balo ngolwimi lokuqala, uvavanyo, ukusebenzisa abanye abafundi ekufumaneni ulwazi olupheleleyo lwamagama enza ingqiqo, nokufuneka koncwadi.

### 4.2.1 Ixabiso lolwimi olu lumbi ekufundeni izifundo zezibalo

Abafundi abakhetha ulwimi olu lumbi njengolwimi lokufunda izifundo zezibalo bathe injongo yabo inikwe ifuthe kukuba ulwimi olu lumbi luwimi olusetyenziswa kumazwe ngamazwe naphesheya kolwandle.

Uthi uXoli:

Ukuba ufunda amagama enza ingqiqo ngolwimi olu lumbi unethuba elingcono lokutsho ngendlela eyiyo oko ukuthethayo ngokwezifundo zezibalo nabantu baphesheya kolwandle bakuqonda nje ngokupheleleyo. Ukuba ufuna ukuba yingcali kwizifundo zenzululwazi okanye ugqirha, udinga ukufundiswa izifundo zezibalo ngolwimi olu lumbi. Kuba ukuba ngugqirha kukusebenza ngabantu abanemiva enelwimi ezahlukeneyo ngoko kukho imfuneko yokufunda izifundo zezibalo ngolwimi olu lumbi ukuze ukucacisele abao bangaluthethiyo ulwimi lwam lwenkobe kube lula ukuqonda ukuba kuthethwa ngantoni. Ungawasebenzisa njani amagama enza ingqiqo kwizifundo zobugqirha ukuba awuzenzi ngolwimi olu lumbi izifundo zezibalo. Kuba xa ufundela ubugqirha ndicinga ukuba akakho amagama akulwimi lokuqala aqondwa ngumntu wonke. Umzekelo, xa uhleli

elaboratri uxuba imithi eyenza amayeza okanye amayeza kumele uwaqonde ngokupheleleyo amagama enza ingqiqo asetyenziswayo ngokuthi afundiswe ngolwimi olu lumbi. Awekho amagama enza ingqiqo angqamene ngokupheleleyo nala akulwimi lwenkobe, ngoko ke makusetyenziswe ulwimi olu lumbi. Ukuba akho andikeva ngawo.

Nangona ulwazi oluza nabafundi belungeyonxalenye yolu phando, kuye kwacaca ukuba kubalulekile ukulunikezela njengengxelo evela kubafundi nanjengoko inefuthe ekukhetheni kwabo ulwimi lokufunda izifundo zezibalo. Eyona nto ibikhwankqisa kukuba isikolo esi asinayo ilaboratri yokumnceda abenolwazi olumayelana noku, ngoko ke umbuzo kukuba ubuchukubhede obungaka umfundi anabo ngokwempendulo yakhe buvela phi. Kwakucacile kwimpendulo yakhe ukuba olu lwazi ulufumene ngokuthetha nabantu nangokucinga banzi ngolwimi afundiswa ngalo eklasini phambi kokuba azalise iphephambuzo lakhe. Ngokutsho kwakhe, umkhuluwa wakhe ufunda izifundo zenzululwazi yekhompyutha kwiziko le mfundo ephakamileyo nto leyo enokwenza ukuba ngumthombo wolwazi olukhethekileyo ngokuphathelelene nezifundo zakhe. Nangona kunjalo kumba wolwimi ubani ucingela ukuba yingcinga yakhe kuba umkhuluwa akafundi zifundo ziphathelelene nolwimi koko inzululwazi yekhompyutha.

Abanye abafundi baye babona kubalulekile ukufunda ngolwimi olu lumbi kuba ilulwimi abalwayamanisa nokusebenza kwinkqubo zikamabonakude. Kwakucacile ukuba iinkqubo zika mabonakude zibe nefuthe kuWele ekukhetheni kwakhe ulwimi. Uthe xa ezalisa iphephambuzo ephendula umba wolwimi lokufundisa, “Ukuba ufuna ukuba nenkqubo efundisa ngezifundo zezibalo kumabonakude kufuneka wazi ngokupheleleyo ulwimi olu lumbi.” Apha umfundi akaboni mahluko phakathi kolwimi lokunxibelelana nolwimi lokufunda izifundo zezibalo. Xa ecacisa le mpendulo yakhe uthi, “Xa ubukele enye yezinkqubo zikamabonakude kukho utata womlungu owenza izifundo zezibalo onceda abafundi. Bonke abafundi bakwazi ukuthetha ulwimi olu lumbi bayakwazi ukubuza imibuzo yabo, xa ungakwazi ukuthetha naye awunakwazi ukubuza umbuzo. Xa uyazi ingxaki onayo kodwa ungenalo ulwimi lokuyicacisa akunakuncedakala.” Nalo umfundi ulubona ulwimi lokunxibelelana lunenxaxheba oluyidlalayo ekufundeni kwakhe izifundo zezibalo.”

Uqhuba athi kudliwanondlebe:

Ukuba uqeshelwe ukuqhuba inkqubo yezifundo zezibalo lelinye lamaziko kamabonakude, akukwazi kuqeshwa ukuba akuwazi ngokupheleleyo nangokufikelekayo amagama enza ingqiqo. Loo nto ithetha ukuba akunamsebenzi, akuqeshwanga. Xa uthe waqeshwa kumele ukwazi ukuphendula ucacise abafundi abangabaphulaphuli xa befuna uncedo. Inxalenye yabafundi abafowunayo kule nkqubo bathetha iilwimi ezahlukeneyo osenokungazazi, ngoko ke kumele usebenzise ulwimi olwaziwa ngumntu wonke, ulwimi olu lumbi. Ukuba siqinisele ukufunda ngolwimi lokuqala kungafuneka inkqubo leyo iqhutywe ngokwezithili neziphiluka ukulungiselela ukuba ijongane neqela elithile labantu. Umzekelo,

ukuba sithi makufundwe izibalo ngesiXhosa, makubekho uhlelo lukamabonakude olujongene nabantu abasebenzisa isiXhosa.

Olu luvo lubonakala lucingwe ngokuphilileyo luchaza ukuba umnini walo uluqiye banzi ngalo phambi kokuba alukhuphele. Nangona kunjalo, ukubona ukusetyenziswa kweelwimi kunxulumene nengqesho.

UYonela ukubona kubalulekile ukufunda izifundo zezibalo ngolwimi olu lumbi kuba uthi:

Izifundo zezibalo azinakufundiswa ngolwimi lwenkobe kuba ulwimi lwenkobe alusetyenziswa kwizinto nakwiindawo ezininzi. Loo nto yenza kube nzima ukulusebenzisa ekufundweni kwezibalo. Akuho bani ndiza kuluthetha naye ulwimi lwam lwenkobe kuba uninzi lwethu lusebenzisa ulwimi olu lumbi. Ukuba akukwazi kuthetha ulwimi olu lumbi, nokuba kukancinci, akubi naxabiso koon-tanga bakho. Sikhetha ukuzama nokuba siluthetha njani. Loo nto ithetha ukuba xa ndiza kufunda izifundo zezibalo ngolwimi lwam andizokulusebenzisa ndawo kuba wonke umntu uthetha ulwimi olu lumbi. Ukwenza ngalo izifundo zezibalo yinto endingavumelani nayo kuba izakundisa phi loo nto. Andilwazi ngokupheleleyo ulwimi lwam, ngoku xa ndiza kufundiswa ngalo izibalo andinakulunga. Masele ndisokoliswa lulwimi olu sifunda ngalo ngoku kuba ndakulusebenzisa phambili. Amagama amaninzi bendiqala ukuwava ngoku besifunda silungiselela ukubhala uvavanyo kwanceda kuba ndivile kodwa ngoku andizokuphinda ndiyenze yonke le nto besiyenza. Into ethi andinakukwazi ukuphinda ndisebenzise la magama besiwafunda pha ngaphandle kokuba siza kuwasebenzisa yonke imihla.

Lo umfundi indima yokukhetha kwakhe ulwimi lokufunda uyayamanisa nokungahuliswa ngokupheleleyo kolwimi lwakhe lwenkobe. Ukubona kuyinto entle ukufunda ngalo kodwa ukuba lungaphuhliswa lusetyenziswe kwinto yonke imihla yonke. Ngokuvakala kwentetho yakhe nokuba angakhetha ukufunda ngolwimi lwenkobe akanabani azakulusebenzisa naye olo lwazi kuba wonke umntu ungxamele ukufunda nokusebenzisa ulwimi olu lumbi.

Omnye umfundi ukhale ngokuthi,

Izifundo zezibalo azikho nzima kuma into enzima lulwimi olusetyenziswayo xa zifundiswa. Utitshala usebenzisa iilwimi ezimbini. Loo nto indenza ngin-gazi ukuba mandimamele luphi. Uthi usamamele okukhulu esebenzisa ulwimi lwenkobe atshintshe phakathi asebenzise ulwimi olu lumbi. Ndithi ndisamamele ngokuzithoba okukhulu sisuke sibe neelwimi ezininzi isivakalisi. Ndithi ndisaza-ma ukumamela ulwimi lwenkobe abe utitshala sekulwimi olu lumbi ndiphethe ndingazi ukuba ndimamele luphi kanye. Ngokuphathelele nezifundo zezibalo andinangxaki kwaphela ndiyazithanda. Ngamanye amaxesha ndiyahluleka ku-kubona ukuba abantu bayasokola ndifune engqondweni ukuba inokuba yintoni ingxaki yabo. Ngoku ndinofifi lwengxaki yabo. Asizozifundo zezibalo ezenza ingxaki lulwimi ezifundiswa ngalo ukuba bekungafundiswa ngolwimi lwenkobe abantu abaninzi bangaziphumelela ngokulula.

Ngokuvakala kwentetho yomfundi izigqibo azithathayo ngolwimi lokufunda zinikwa ifuthe koko acinga ukuba kwakulungela abanye nanjengoko engance-

dakali kukusetyenziswa kweelwimi ezimbini. Ngokuvakala kwale ntetho xa benokubakho ulwimi lokufundisa bekungalunga endaweni yokusebenzisa iilwimi ezimbini kuba akakhuli nakolunye kwezilwimi. Ngokokwakhe akanangxaki nezifundo zezibalo kodwa uyakwazi ukubona ukubona ulwimi ludlala indima enkulu ekuphakamiseni umgangatho wokuqonda koogxa bakhe.

Xa ebuzwa ukuba uthando nolwazi lwezifundo zezibalo luphenjela yintoni. Uthe umkhuluwa wakhe ufunda kwiziko lemfundo ephakamileyo egxile kwizifundo zezibalo, nomsebenzi azibona ewenza ufuna ukuba ayikhuthalele imfundo yezifundo zezibalo. Umsebenzi afuna ukuwenza kukuqhuba inqwelomoya. Loo nto yenza ukuba angabuva ubunzima bezifundo zezibalo obuviwa ngogxa bakhe kuba unenjongo nesizathu esiphathekayo esingunobangela wokuqhuba kakuhle. Okunye akuchaphazeleyo kukuba ekhaya uncediswa ngudadewabo ofundela izifundo zekhompuyutha ukuziqeqesha yonke imihla Abantakwabo balithathela kubo uxanduva lokumfundisa nokumncedisa kwizifundo nanjengoko yena engasenabazali.

Uthe xa enaba ngalo mba uye acele abantakwabo bamnike umsebenzi kwizifundo zezibalo, ingenguwo abawenza esikolweni yonke imihla bewuthatha kuncwadi olu lumbi. Uthi ke usebenzisa olu hlobo lokuziqeqesha esebenzisa oko bakufundiswa eklasini njengendlela nefomula yokuziqeqesha. Olu hlobo lokuziqeqesha lumenza akhule ngakumbi kwizifundo zezibalo nto leyo imenza ukuba ahlakaniphe kunabafundi afunda nabo. Impendulo yakhe yenze ukuba olu phando luqwalasele ukuba ingaba iimeko zokufunda nokungafundi kwamakhaya ekuphuma kuwo abafundi bakweGreyidi anefuthe kwimpumelelo yezifundo zezibalo.

#### 4.2.2 Ifuthe lebanga le mfundo ekhaya kumfundi wakwaGreyidi 7

Abafundi ekudliwene nabo indlebe kugxilwe kwinqanaba le mfundo labantu abahlala nabo emakhaya libonakele njengelinegalelo ekuqhubeni kakuhle okanye kakubi komfundi ngamnye. Abafundi abaphuma kumakhaya apho kukho umntu ofunda kumabanga aphezulu babonakele njengabakwazi ukuchaza banzi ngendlela abakhetha ngayo ulwimi lokufunda izifundo zezibalo. Babonakele beqinisekile ngeempendulo ezityebisa izigqibo zokukhetha kwabo ulwimi lokufunda.

Abafundi abaphuma kumakhaya apho kungekho mntu ufundileyo okanye ofundayo, babonakele bebophelekile bengaqinisekanga ngokuba ilele phi ingxaki yabo. Xa bebuzwa ulwimi abakhetha ukufunda ngalo abakhange baqiniseke ngolwimi abalukhethayo. Naxa sebenikwa isikhokelo sokuthi, “ukhetha ulwimi olu lumbi” athi ewe. Kuphindwe kuthiwe, “ukhetha ulwimi lwenkobe”, avume. Bekungekho nto iphembelela izigqibo zabo ngolwimi lokufunda.

Olu didi lwabafundi, beluthi xa lubuzwa ngobukho bomntu ofundayo okanye ofundileyo xa ethe kanti ukho bebhala ngokuthi abamazi ukuba

wenza ntoni esikolweni okanye waphumelela ntoni esikolweni. Loo nto ithethe ukuba nangona kufundiwe ekhaya kukho umrhiba wokungazi ukuba liyintoni ixabiso lokufunda obangela ukuba kungabikho lunxibelwano phakathi kwofundayo nofundayo. Loo nto idale ukuba ikhaya libe likhaya elingayiboni njengento ebalulekileyo into yokuncediswa kwabantwana kwizifundo okanye yokuthetha nabantwana ngezifundo zabo. Ofundayo uyazifundela, kubonakele oko kolu didi lwabafundi.

Abafundi abaninzi abakoludidi lwabafundi bakhale ngokungabinaxesha lakuziqeqesha kuba kungekho luncedo balufumanayo ekhaya. Abanye bathi xa bezama ukuziqeqesha babonelwe misebenzi yimbi yaphakathi kwekhaya. Ngoko ke kule meko isikolo xa siphumile kutsho ukuba nethuba lo msebenzi wesikolo alikho. Oku kutyhila umsantsa ophakathi komzali, oko kufundwayo nomfundi. Loo nto yenza ukuba umzali angazi ukuba wenza ntoni umntwana wakhe eqhuba njani, nomntwana kwelinye icala uxakeka koko axakekiswe ngako ngumzali. Umsebenzi wesikolo uphetha uyinto yasesikolweni ngexesha lesikolo ekwakhlanganwa nawo kusuku olulandelayo ngexesha lesikolo. Ukungabikho konxibelelwano phakathi kwaba bantu sebekhankanyiwe (utitshala, umfundi nomzali) kwenza kubenzima ukuphuhlisa ngokupheleleyo oko abafundi bakufundiswa esikolweni. Kuba ootitshala bahleli ethembeni lokuba abafundi baya funda xa befika ekhaya, ukanti abazali babona umsebenzi wasekhaya uhamba xa kubuya abantwana babo esikolweni. Ithi ke lo nto idale impixwano nokusilela kokuziqeqesha kwabafundi koko bakufundiswayo.

### 4.2.3 Ukubaluleka kokufunda izifundo zezibalo ngolwimi lwenkobe

Ezi zihlokwana ziphuma kumaphephambuzo zithande ukuba nemibono ephixanayo. Abafundi babona ukuba kulungile ukufunda izifundo zezibalo ngolwimi lwenkobe. UPhaphama ubona kulungile ukufundiswa ngolwimi lwenkobe kuba, “Ubani xa efunda izifundo zezibalo akasebenzisi lwimi emsebenzini ukwenza oko kufundwayo nokuba wenza umsebenzi ofuna izifundo zezibalo usebenzisa ifomula.” Lo mbono kaPhaphama ubona ulwimi lungenanto yakwenza nohlobo lo msebenzi azakuwenza kuba ulwimi olu lumbi olusetyenziswa kwizifundo zezibalo alusetyenziswa emsebenzini. Ngeliphandle, xa ungugqirha kulungile ukuphumelela izifundo zezibalo ukuze ube nguye nokufunda izifundo zezibalo kodwa xa usebenza unyanga izigulana awusebenzisi zifundo zazibalo koko ulwazi olufumene ngenxa yokuphumelela izifundo zobugqirha ezilele embindini wokuphumelela izifundo zezibalo.

Abafundi nangona bebevumelana ngokufunda ngolwimi lwenkobe kodwa bebenezizathu ezahlukeneyo. UKhona ongomnye wabafundi abaphumelela emagqabini kwaGreyidi 7A uthe,

kulungile ukufunda izifundo zezibalo ngolwimi lwenkobe. Eyona nto indibange-  
la ukuba nditsho kukuba abafundi abaninzi kule klasi yam abaqondi ngokuphele-

leyo ukuba kufunwa ntoni kanye xa kubuzwa imibuzo ethile. Loo nto ibangelwa lulwimi olusetyenziswayo asifikeleli kulo sonke. Abanye bayazithanda ezi zifundo kodwa ngenxa yokungaqondi ngokupheleleyo ulwimi babanengxaki enkulu.

Xa kusithiwa makawutyebise lo mbuzo ngokuthi acacise ukuba ufikelela njani kule mbono. Uthi:

Xa sisebenza singamaqela siyathetha, sibonisane sinedane. Abafundi bayathetha ngeengxaki zabo yaye inkoliso yezo ngxaki iphathelene nolwimi lokufunda izibalo. Siyakwazi ukuncedana kumaqela ethu kuba sisenzisa ulwimi lokuqala olungaxutywanga kwinqanaba esivana kulo. Loo nto yenza ukuba kube lula ukuncedana kuba asoyikani akukho wazi ngcono kunomnye. Abazi ngcono kunathi bayasifundisa ukuze nathi sibenomqondo ongcono woko kuthethwa ngako kuloo ngxaki ithile yezibalo. Xa kunokuqiniselwa ekusebenziseni ulwimi lwenkobe iingxaki zokungaqondi zingambalwa.

USiki ubone kubalulekile ukufunda ngolwimi lwenkobe kuba uthi:

nangoku xa ndithetha ulwimi olu lumbi ndiqala ndicinge ngolwimi lwam ndandule ukucinga intsingiselo yamagama ngolwimi olu lumbi. Lo nto ayenzeki kwizifundo zezibalo kuba andiwazi amagama enza ingqiqo ngolwimi lwenkobe. Ukuba bendiwazi amagama enza ingqiqo ngolwimi lwenkobe ngekulula ukuphumelela emagqabini kuba kwezinye izifundo ndiyazphumelela ndibethwa nje zizifundo zezibalo. Besingavuya ukuba bekunokubakho uvavanyo olufana nolu besilubhala, apho sinikwa ithuba lokufundiswa ngolwimi lwenkobe size sibhale ngalo. Oku kungenza kube lula ukukhetha izifundo xa kufikwa kumabanga aphezulu emfundo kuba andikazazi ukuba ndiza kukhetha ziphi.

Okucacayo koku kuthethwa ngumfundi kukuba amathuba akhe okuqonda ngokupheleleyo izifundo zezibalo kuxhomeke ngokupheleleyo kulwimi alusebenzayo ukufunda izibalo. Aamagama ezenza ingqiqo ngokuvakale kwale ntetha kungenza kubelula ukufikelela ngokupheleleyo kwintsingiselo nendlela yokusebenzisa amagama. Uphinde ayamanise ukuphumelela kwakhe izibalo nekamva le mfundo yakhe.

UThobela ungqinelana noogxa bakhe ngolwimi omalusetyenziswe kodwa nezakhe izizathu zahlukile kubo uthi:

Mna andinagxaki nezifundo zezibalo ndiziqonda ngokupheleleyo ndivela aba bangaqondiyo ukuba kuthiwani. Ibuhlungu into yokubona ukuba ngekuba uyazama umntu qha akukwazi kumnceda ngokupheleleyo kuba nawe awuwazi ngokupheleleyo la magama nanjengoko engafundiswa ngolwimi lwethu lwenkobe. Utitshala uyaxuba xa efundisa loo nto yenze kubenzima kakhulu kubo ngenxa yokungazi ukuba uxuba xa kutheni. Ngawaphi amagama awafaka kulwimi olu lumbi ibengawaphi awashiya ekulwimi lwenkobe. Ingaba la akulwimi lwenkobe, ngamagama enza ingqiqo okanye ngalawo asebenza njengezihlomelo ukuze ibe nendili le nto kuthethwa ngayo. Akululanga ukufunda izifundo zezibalo xa ungaziqondi. Kuba nzima ngakumbi xa zifundiswa ngeelwimi ezimbini ngaxesha nye. Mna ndiyaziqonda kuba ndiyazithanda kodwa nam ndiyabhideka ngamanye amaxesha, kuba ndiyazikisa ukucinga ndizama ukufumanisa ukuba eyona nto

yenziwayo yiyiphi. Kodwa ke ndithi emva kweklasi ndizame ukuzifundela ndiyiqonde loo nto yenziwayo kuba ke mna andinagxaki ngezifundo zezibalo.

Oku kuthethwa ngumfundi kubonakalisa imbideko athi abenayo umfundi xa kuqhutywa izifundo zezibalo ngenxa yendlela ekusetyenziswa ngayo ulwimi. Ukuba bekusetyenziswa ulwimi lolukuqala bekuya kubakho ukuqonda okuthe xhaxhe koko kufundiswayo. Ebeza kuchitha ixesha elincinci ezama ukuqonda izifundo zezibalo. Okwenzekayo ngokwa lengxelo yakhe kukwenza izinto ezimbini ngexesha elinye, kwelinye icala ufunda olwimi ngelinye abe efunda izifundo zezibalo. Nto leyo yenza ukuba kube luxanduva olukhulu kuye ukuzama ukuqonda ukuba kuthethwa ngantoni kanye.

USiya ukhale ngokuthi kulungile ukufunda ngolwimi lwenkobe kuba xa ufunda ngolwimi olu lumbi kunzima ukucinga nokuqonda ngokupheleleyo oko kuthethwa ngutitshala. Amaxesha amaninzi ucing aukuba uyaqonda ukuba kufundiswa ntoni kanti noko akunjalo. Uthi ukungaqondi ngokupheleleyo kudandalaza xa ubani nobani eza kusebenza eyedwa. Uthi ezama ukucinga ngobekungumyalelo katitshala afumanise ukuba akaqondanga ngokupheleleyo nangona ebecinga ukuba uyaqonda. Oku kulimaza umdla wakhe kwizifundo zezibalo kuba uzibona engalungi kwaphela. Kuloko, ngokutsho kwakhe kungcono ukuzifunda ngolwimi lwenkobe. Kwenza umahluko omkhulu.

#### 4.2.4 Iimbono zabafundi ngolwimi lovavanyo

Omnje wabafundi ukhale ngokuthi ukuba kufundiswa ngolwimi lwenkobe kumele ukuba kuthethwe nangeendlela zokuvavanya ulwazi lwabo. Uthe, “nanjengoko singazibhali ngolwimi lwenkobe iimvavanyo, andikholelwa ukuba simelwe kukufunda ngalo. Kunceda ntoni ukufunda ngolwimi lokuqala xa lungasetyenziswa ngexesha lovavanyo. Kona kuyinto entle ukufunda ngolwimi lwenkobe kuba loo nto indinceda ekufumaneni ulwazi oluphangaleleyo nolupheleyo. Ndifikelela ngokupheleleyo kulwazi lwamagama enza ingqiqo ingxaki kukuba andizikulisebenzisa xa kuqhutywa uvavanyo.”

Oku kuthethwa ngulo mfundi kuthetha nto inye ukuba indlela esiwujonge ngayo umbawolwimi kumele ungapheleli kulwimi lokubhexesha koko ugqithele phambilana kuba udibanisa amasolotyamaninzi athungelanayo, ulwimi lokufundisa izifundo, ulwimi lokubhala, ulwimi lokuthetha, ulwimi lovavanyo nolwimi lweencwadi kwanolo sisuka nalo ekhaya. Kwezi lwimi loluphi olulungele ukufundisa izifundo zezibalo. Loo nto yenza ukuba kubekho ukungazi ukuba kanye sivumelana ngaluphi najengoko kungekho nto icahza oko. Okunye kukuthi abafundi bayazi ukuba lilungelo lakhe nabani ukufunda okanye ukufundiswa ngolwimi lwakhe lwenkobe. Kodwa ukuze eli lungelo liphumelele kumele ukuba kubekho ukuvumelana ngendlela yokusebenzisa ulwimi kuba okwangoku ulwimi lokufundisa luzimele lodwa nolo lokuncokola luzimele, loo nto idala umsantsa omkhulu ekusetyenzisweni kolwimi. Oku kucela umngeni kwiindlela zovavanyo ziphinde zidale umqobo ekuphumezeni nasekufezekiseni eli linge kude kube kukho okwenziwayo.

#### 4.2.5 Uncedo lokufundiswa kwabafundi ngabanye

Kuye kwacaca ngokumhlophe ukuba abafundi abaninzi bakhetha ukufunda kwabanye abafundi kunokufundiswa ngutitshala eklasini. Abaziqonda ngcono izifundo bebethi xa besebenza bengamaqelana baxhase abanye ngolwazi. Ngexesha lokufundisa abafundi abanaxesha laneleyo lokubuza imibuzo ngaphandle kwasekupheleni komsetyenzana ngamnye. Loo nto ayiqinisekisi ukuba baqonda banzi ngoko kuthethwa ngako.

Utitshala ubebabuza abafundi ukuba abanamibuzo xa efundisa. Abafundi bebethula amaxesha amaninzi aze utitshala abanike umsebenzi wezifundo zezibalo amabawenze eklasini. Nangona abafundi bebhangeleka bethule bengafuni ukusebenza ngokuthi bathethe, xa besebenza ngokwamaqela babonisa umdla ngokubuzana imibuzo. Izizathu abazibekileyo ezingunobangela wokungaphenduli xa bebuzwa imibuzo luloyiko lokumanyelwa yiklasi yonke kuba besoyika ukubhuda. Elinye icala loloyika lwabo kukungaqiniseki ngeempendulo zabo.

Abanye babafundi baphendule besithi xa bebuzwa ukuba kutheni bekhetha ukusebenza nabanye abafundi kunotitshala, iyintoni ebancedayo ukuba bathathe inxaxheba ekusebenzeni bengamaqela.

Kulula ukusebenza singamaqela kuba ucela omnye aphinde oko bekuthethwa ngutitshala ngexesha efundisa. Into eyenza kube lula kukuba sonke sisebenzisa ulwimi olunye, asixubi. Enye sihelene sidlala sonke, akukho ufunde ukugqitha omnye yaye sihlala elokishini enye. Sazana kakhulu ngoko ke sisebenzisa elo thuba ukucela uncedo.

Xa kubuzwa uMandla, omnye wabafundi othanda ukunceda abanye kuba eziqonda izifundo zezibalo ukuba, yintoni emenza athande ukusebenza nabanye abafundi ngenjongo yokubanceda. Uthe xa ephendula, “Ndiyakuthanda ukucacisa abanye abafundi xa bengaqondi kakuhle. Loo nto indenza ndizive ndinegalelo elibalulekileyo kubahlobo bam yaye ke ndifuna baphumelele njengam.”

Impendulo yakhe iqinisekise nto nye ukuba uzibona esemagunyeni nasemandleni agqitha awabanye abafundi. Unobangela waloo nto lulwazi analo lwezifundo zezibalo nokuthi abanye abafundi bambona njengesisombululo kwiingxaki abanazo zezifundo zezibalo, nokuba kukungaqondi utitshala ngokupheleleyo okanye ukungaqondi zifundo ngokwazo.

Omnje umfundi uthe:

Siyakhululeka xa sisebenza singamaqela kuba akukho mfundi mdala kunomnye, nokub mdala sonke singabafundi xa silapha. Ngoko ke, sijongana kwelo nqanaba. Xa sifundiswa ngutitshala sikhetha ukuthula nokuba asiqondi kuba xa uthe akuqondi, uzakubuza ukuba yindawoni le ungayiqondiyo kanye. Xa uchaza indawo ongayiqondiyo abuze ukuba yintoni ongayiqondiyo ngayo. Xa kufikwa apho kuba nzima ukuyicukula ukuba yiyona yiphi. Xa sisebenza singabafundi sisonke, xa sisenza loo sam uyabuza kulo ukuncedisayo xa ezakudlula kwinqwanqwa eklithile, ukuba “wenze njani ukuze ufumane

loo mpendulo kuba andiyiqondi” akucacisele inqwanqwa nenqwanqwa ude uqonde. Sincadakale ke ngoku. Uphuma uqonda ngokupheleleyo xa sisebenza singamaqela.

Xa kubuzwa ukuba kutheni engenzi njalo nakutitshala, uthi xa ephendula. “Apha eklasini utitshala akajongananga nam sibaninzi, sonke sifuna uncedo lwakhe. Amaxesha amaninzi kukuba akude kuqheleke ukubuza kutitshala ukhulekile nangona siza kugqiba unyaka kunye naye.”

Abafundi bebonisa ibakala eliphezulu lokucinga xa bephendula imibuzo. Inye into esengumnqa kukuba xa bephendula bakhangele iimpendulo ezikhusela oko bakuthethayo ngotitshala wabo. Amaxesha amaninzi banika impendulo eyenza ukuba ibe ngabo abakwicala elingenzi kakuhle kunokuba kuthiwe ngutitshala wabo. Umzekelo woko ngowomfundi othe, “utitshala wethu ulungile uyasinika ithuba lokubuza imibuzo, uyazama ukusifundisa iintsingiselo zamagama enza ingqiqo xa efundisa. Ndiyabona ukuba sithi aba bangamameliyo okanye simamemla ngoloyiko. Olu luvo luthwele impixwano xa ingekho into yokoyikwa umbuzo ovelayo uthi, ‘yintoni eyenza boyike.’”

Okunye obekubukeleka kukubona indlela abamamelana ngayo abafundi. Xa lowo ucacisayo ethetha wonke umntu uthi qwa ajonge kuyo kuphethwe iipeni kubhalwa phantsi oko kutshiwoyo ngesithozela esikhulu. Wonke umntu ebenika ithuba kulowo uthethayo kungekho kuphazamisa. Ozama ukwenza ingxolo ubexelelwa ukuba makaphume kuba bona bafuna ukwenza umsebenzi wabo kakuhle, kungekho ngxolo nasiphazamiso. Ngexesha kusondelwa iiklasi ubufumanisa ukuba kukho ukumameli ngokupheleleyo. Xa utitshala efundisa bakhona abo benza amahum-hum, akuthanga cwaka. Yonke le nto yenze kwakho umbuzo othi, ingaba ukungamameli ngokupheleleyo kwabafundi xa utitshala efundisa, kuzalwa kukungabi nangqiniseko nakufikelela ngokupheleleyo kumagama enza ingqiqo okanye oko akufundisayo okanye lulwimi lokufundisa olunika loo ngxaki.

Bekusithi xa begqiba ukucaciselana benze izilungiso zoko bakuphosileyo kumsetyenzana lowo bawunikiweyo. Xa bebuzwa ukuba olu hlobo lofunda lubanceda njani, uthi uZama.

Xa sisebenza singabafundi siyalungisana, siyahlekana kungekho luxinzelelo lokuba kufuneka mawuzifumane chanekileyo iimpendulo kuba akukho manqaku uza kuwafumana, okanye akukho mntu uzakubuza imibuzo ongazi kukwazi ukuyiphendula. Sikhululeke kakhulu xa sisebenza singamaqelana, silungisana ngomoya omhle, sifundisana ngomoya omhle. Oziva ediniwe uphuma ecaleni kuba siyazimisela xa sisebenza sisodwa. Baninzi abantu abakhetha ukucaciselwa ngabanye abafundi kunokuba bacaciselwe ngutitshala. Sivele sithule singatsho ukuba asiva kuba sisazi ukuba sizakwenza elethu ithuba sicaciselane. Ngamanye amaxesha asidlali ngexesha lokudlala, ingaku,bi ukuba izifundo zezibalo zisemva kwelo xesha. Unobangela woko sifuna ukuphumelela emagqabini kuba maninzi amathuba ebhasari xa wenza izifundo zezibalo.

Xa ebuzwa ukuba ulwazi olunjalo uluthatha phi uthi, “Ubukela umabonakude kakhulu soloko kukhuthazwa abafundi ukuba bazenze ezi zifundo.”

UNoni yena uthi isizathu sokuba akhethe ukucaciselwa ngabanye abafundi kukuba, “akaboyiki.” Uqhuba athi, umfundi amqonda ngcono xa ebanceda nguKK kuba ukaKK ungumntu othanda ukucacisa xa ethetha nokuthakazelelayo ukunceda abafundi. Usebenzisa imizekelo yezinto abazaziyo loo nto yenza ukuba kubelula ukumqonda ngokupheleleyo. Wenze umzekelo ngovavanyo ababekhe balubhala waluphumelela kuba ebekhe wahlala phantsi noKK ezama ukumcacisela ngeemilo ze2D ne3D. Uthi kwabangcono esakuba ecaciselwe nguye kuba wamxelela ngolwimi aluvayo naluqonda ngokupheleleyo. Indlela awaziqonda ngayo ezimilo kwanceda kuba wamphathela imizekelo ebonakalayo. Xa kuthethwa ngezimilo kuthethwa ngebonisa ububanzi ubude nomyinge, kuze kuthethwe ngonobubanzi nobude. Uthe xa embonisa iibhokisi ezinokusetyenziswa ukucacisa oku, waqonda ngcono kunokuba bekucaciswa eklasini.

Uthi endaweni yokuba utitshala ancome wabuza ukuba, “Uncedwe ngubani ukuba uqonde ngokupheleleyo oko kufundiswayo.” Uthi waqonda apho ukuba uqhube kakuhle kuba nalo mbuzo awumphelisanga mandla. Ngokutsho kwakhe, waqonda ukuba uzakucela uncedo lukaKK amaxesha onke enomsebenzi wesikolo. Nangona ukuncedana kwabafundi kubonakala njengenye yeendlela yokumelana neengxaki zezifundo zezibalo, ingxaki engathi ivele kwimeko enje kukuba abafundi bazibone bexhomekeke kwabanye ukufumana izifundo zezibalo ngendlela elungileyo ingekuko ukuqinisekisa ukuba bafumana ulwazi olupheleleyo.

Xa ebuzwa ukuba akukho luncedo alufumanayo na ekhaya, uthe usisi wakhe akaziqondi ngokupheleleyo izifundo zezibalo nangona efundile ke kufana nokuba akukho ncedo. Ugxinisile ukuba yena uncedwa ngusisi wakhe kwezinye izifundo ezifana nejiografi nezifundo zenzululwazi kodwa ukha phantsi kwizifundo zezibalo.

UJoy yena wathi uthanda ukusebenza nabo bonke nje abakrelekrele kwizifundo zezibalo kuba yena akamva kwaphela utitshala wakhe nangona efundisa kamnandi. Uthi akumelanga ukuba bayamoyika kuba akakho rhabaxa kodwa kukho le nto yenza kube nzima ukumbuza okanye ukucela uncedo. Le nkcazelo kaJoy yenye yemiba engekho mitsha kwiiklasi zethu. Abafundi boyika ukubuza kuba abqinisekanga ngoko bakubuzayo bakhetha ukuthula kuba xa bebuzwa ukuba bakhombe le ndawo bangayiqondiyo kuba nzima. Ubunzima abudalwa kukuba bukhali bukatitshala ngamanye amaxesha koko budalwa kukuba abafundi abaqheliswanga ukuthetha de bafike kumabanga aphezulu emfundo (Cleghorn: 1989). Oku kungaqheli kuthetha nokucela umngeni koko kufundiswayo kuvala amathuba abafundi okuziqhelisa ukuthetha, baphethe bakhangele ndlela zimbi zokulungisa iingxaki zabo endaweni yokuya kutitshala.

## 4.3 Isigaba sesibini

### 4.3.1 Ingxelo ephuma kumaphephambuzo ootitshala

Amaphephambuzo alungiselelwe ootitshala aquletse imibuzo enjongo yawo ikukuqinisekisa ukuba ingaba ootitshala bakhetha ukufundisa ngolwimi ulwimi, bayijonga njani indima edlalwa lulwimi kwizifundo zezibalo, bayacinga na ngayo xa behlela izifundo zabo abazakuzifundisa. Emva kwephephambuzo kwabakho imibuzo ebingalungiselelwanga iphephambuzo eyanyanzelisa ukuba ibuzwe nanjengoko yayivela ngexesha bephendula, nto leyo yanyanzelisa ukuba kubanjwe udliwanondlebe notitshala wesikolo esi sisisiza sophando. Okunye okutsale umdla kukuzama ukuphanda ukuba banolwazi olungakanani ootitshala ngabafundi babo.

Imibuzo ibime ngolu hlobo (njengoko kuvela kwizihlomelo):

- Usebenzisa luphi ulwimi ukubhexesha izifundo zezibalo?
- Abafundi bakho bathetha luphi ulwimi?
- Lomelele kangani ulwazi lwabo lolwimi lwenkobe?
- Balusebenzisa xa kutheni (ulwimi lwenkobe)?
- Bayamelana nemibuzo ebhalwe ngolwimi olu lumbi?
- Bafikelela ngokupheleleyo ekuqondeni amagama enza ingqiqo?
- Xa bengaqondi ngokupheleleyo, nzame zini ozenzayo?
- Uqinisekisa njani ukuba baqonda ngokupheleleyo?

Ootitshala bavumelana ngokuthi basebenzisa ulwimi olu lumbi xa befundisa amagama enza ingqiqo kodwa ulwimi lokuthwala lo magama kulwimi lwenkobe. Okwacacayo kukuba ulwimi lwesiXhosa lusetyenziswa ukukhuphela ulwazi, ukuxoxa kumaqela abasebenza kuwo abafundi naxa kuthethwa nje eklasini njengaxa benikwa imiyalelo abafundi.

Nangona le iyingxelo katitshala okubonakeleyo ngexesha kusenziwa uqwalaselo eziklasini kukuba abafundi basebenzisa ulwimi lwesiXhosa kumaqela abo. Xa bethetha ngezinto ezibhekisele kwizifundo zezibalo bazama ukuthetha ulwimi olu lumbi ze amagama azizihlanganisi nezimelabizo angasetyenziswa ngendlela eyiyo. Akubonakali kumnika ngxaki oku utitshala, koko uyaqhubeka azame ukuphanda ngesiXhosa oko kutshiwo ngumfundi. Lo mbhodamo ubonakele kwiiklasi apho kuqhutywe uphando lokusetyenziswa kweelwimi kubafundi abalulwimi lwabo lwenkobe lungaphuhliswanga lwalungela ukufundisa izifundo zezibalo (Mlama noMateru).

Uninzi lwabafundi luthetha isiXhosa, ulwimi lwenkobe kootitshala nabafundi. Ngokutsho kukatitshala, nanjengoko kuthethwa ulwimi olunye ngumntu wonke kwezi klasi zezifundo zezibalo, akubonakali kukho imfuneko yokuba kusetyenziswe ulwimi olu lumbi. Ulwimi lwenkobe lolona lwimi lusetyenziswayo ukugxininisa oko abekufundisile nokuqinisekisa ukuba ulwazi lufunyenwe.

Nangona kunjalo oku akungqinelani noko kuthethwa ngabafundi njengoko sekuchaziwe ngentla.

Ngokwam ukubona kucacile ukuba, kukho imfuneko yokuphuhlisa ulwimi lwenkobe lufikelela kwiqondo lokuba lulungele ukufundisa izifundo zezibalo. Unobangela woku kukuqaphela umsantsa okhoyo xa abafundi bethetha ngolwimi lwabo naxa bethetha ngolwimi olu lumbi. Xa basebenzisa ulwimi olu lumbi bathatha ixesha elide ukanti xa basebenzisa olwenkobe, bayatyibilika ukucacisa oko bathetha ngako. Ngelilodwa abafundi abamelani neemfuno zolwimi olu lumbi ekufundeni izifundo zezibalo kuba abanazo ezo mfuno. Lube nolwimi lwenkobe lungomelelanga kangako ukuba lumelane neemfuno zezifundo zezibalo.

Ootitshala bakhankanye ukuba ukusebenzisa ulwimi olu lumbi njengolwimi lokufundisa izifundo zezibalo akusosisombululo kuba abafundi abafikeleli ngokupheleleyo ekuqondeni oko kufundiswayo. Abafundi benza ngathi bayaqonda kuba bengaqinisekanga ngomba abangawuqondiyo. Kumaxesha amaninzi kuvela ukuba bathi (abafundi) bevile bayaqonda, kanti abathethi loo nto.

Kumbuzo wokuba benza ntoni ukuqinisekisa ukuba kukho ulwazi olubanjweyo ngabafundi. Bathe amaxesha amaninzi abazi ukuba benze njani ngeengxaki zolwimi abajongene nazo. Abanye bathe basebenzisa ingxubevange yolwimi lwenkobe nolu lumbi. Abanye bathe basebenzisa imizekelo esuka kwiincwadi ezizezinye, njengemagazini, amaphephandaba (Sunday Times) kunye neencwadi ezisetyenziswa kwezinye izikolo ngabanye ootitshala. Abanye ootitshala bathe basebenzisa abafundi abaqonda ngcono kunabanye kuba oko kubonakala ngathi kusebenza ngcono kweyakhe iklasi.

Ukuqinisekisa ukuba abafundi bevile okanye bayaqonda ootitshala bathe, bakha imisetyenzana ethi yenziwe ngabafundi. Imisetyenzana le isetyenziswa njengendlela ethile yokuvavanya ukuqonda kubafundi. Yile misetyenzana ke echazayo ngokuthi ixoxwe ngumntu wonke, elowo echaza indlela afikelele ngayo kwisiphumo sakhe. Le misetyenzana iqale yenziwe ngumntu eyedwa kuze ethubeni banikwe omnye (abafundi) abazakuthi bawenze bengamaqela. Isizathu sokuba basebenze bengamaqela kukuba utitshala wenzela ukuqiniseka ngokuba, ongaqondanga ngexesha kucaciswa ngumntu wonke amanyathelo abawathabathileyo ukufika kwisiphumo, ancedwe ngamalungu eqela elo.

Lo mbuzo wazala omnye umbuzo, othi: Amiselwa njani amaqela kule klasi. Kwiklasi zesikolo esi sisisa sophando, abafundi bane kwiqela ngalinye, kweso sine ukhona owomelele kakhulu kulwazi lwezifundo zezibalo, omnye womelele nje abanye bayazama. Isizathu esinikwa ngutitshala kukuqinisekisa ukuba abafundi banikana inkxaso epheleleyo uxanduva lungahlali kumfundi omnye ukunceda umntu wonke. Kodwa olu hlobo lokwakha amaqela lubonakala lusebenza kwaGreyidi 7 apho abafundi baziindidi okanye izintlu ezintathu. KwaGreyidi 7 apho abafundi bakudidi lwesibini nolwesithathu kunzima, ngokutsho kukatitshala. Unobangela wokuba kube nzima abafundi baleklasi abomelelanga kwaphela kwizifundo zezibalo.

Izihlokwana eziphume kwiphephambuzo nodliwanondlebe olubanjwe nootitshala yaba zezi zilandelayo:

- i) Ukungabi namdla wokufunda kubafundi
- ii) Ubunjani bolwimi lwezifundo zezibalo
- iii) Izixhobo zokufundisa (iincwadi zezifundo zezibalo, amagumbi okufundela, ithala le ncwadi nezinye).
- iv) Ifuthe le mithetho ebekwa ngabasemagunyeni

### *Imiba evela kwiphepha le mibuzo yotitshala*

Ootitshala ababuzwa uluvo lwwabo ngomba wolwimi kwizifundo zezibalo baveza oku kulandelayo, ulwimi lwesiNgesi:

- Iulwimi oluthethwa kwezoqoqosho
- Kwimfundo yamabanga aphakamile neeyunivesithi
- Lulwimi lweencwadi
- Lusetyenziswa ngabantu abakwiindawo eziphezulu ekuhlaleni kwethu
- Ukufundisa izifundo zezibalo ngesiXhosa

Ngokutsho kootitshala oko kunganefuthe elibi kubafundi kuba belungiselelwa ukuya kukhuphisana nehlabathi liphela. Oku kwacacisa ukuba akukho lula kootitshala ukwahlula phakathi kolwimi lokunxibelelana nokuncokola kunye nolwimi lokufunda. Xa kuthetha ngokufundwa kwezibalo kwangoko bakubona ulwimi lwesiNgesi lubalulekile ngenxa yemiba efana nezozoqoqosho, ukuthetha nabantu, ukuya phesheya kwezilwandle ngenjongo yokusebenza okanye ukuthetha inxaxheba kwezopolitiko. Okona kulibalekayo kukuba ulwimi lusingxhobo lokufikelela kulwazi olunzulu ngoko kufundiswayo. Nto leyo ingenakwenza nolwimi esilusebenzisa mihla le xa sincokola.

### 4.3.2 Iziphumo zephephambuzo likatitshala wakwaGreyidi 7

Utitshala obeyinxalenye yoluphando nanjengoko engutitshala wezifundo zezibalo kwisikolo ekuqhutywe kuso uphando udlale indawo ebalulekileyo kolu phando. Kuye kwakho imfuneko yokuba kubanjwe udliwanondlebe kunye naye ngelizama ukuqonda ezakhe iimbono mayela nolwimi lokufunda izifundo zezibalo. Utitshala ubuzwe le mibuzo ilandelayo:

- Usebenzisa oluphi ulwimi xa ufundisa izifundo zezibalo?
- Kutheni usebenzisa olo lwimi?
- Abafundi baluqonda ngokupheleleyo?
- Zeziphi iingxaki ohlangana nazo ekufundiseni izifundo zezibalo?

Utitshala le mibuzo uyilandelayo uyiphendule ngelithi: Xa efundisa usebenzisa ulwimi lwesiNgesi. Unobangela wokusebenzisa ulwimi lwesiNgesi uthe ngunobangela wokuba abafundi xa bebhala basebenzisa ulwimi lwesiNgesi ngoko ke akaboni mfuneko yokusebenzisa ulwimi lwesiXhosa. Uthe incwadi ayisebenzisa sayo njengomthombo wokucwangisa oko aza kufundisa ibhalwe ngesiNgesi ngoko ke usebenzisa olu lwimi ixesha elininzi. Uvavanyo uluchaze njengeyona nto ibangel ukuba asebenzise ulwimi lwesiNgesi kuba efuna abafundi bomelele kulo.

Le mpendulo yakhe idale umbuzo othi,

Xa kanti ukusebenzisa ulwimi lwesiNgesi lwenza ukuba abafundi bomelele ekuqondeni nasekusebenziseni ulwimi lwesiNgesi, inagba kutheni iiklasi zakhe (uGreyidi 7 noB) zingaphumeleli emagqabini ngobungako bazo. Kutheni kuphumelela abafundi abambalwa?

Impendulo yakhe ithe, “Abafundi abaluqondi ngokupheleleyo ulwimi lwesiNgesi abajongene nalo eziklasini. Bathi ngoku sebewaqonda amagama enza ingqiqo kube nzima ukuwasebenzisa ngokupheleleyo ezifundweni zabo kuba bengaqinisekanga ngentsingiselo.” Utsho ebalula ukuba yinto eyingxaki yakhe leyo kuba naye akomelelanga kwaphela kulwimi lwenkobe nto emenza ukuba angakwazi ukucacisa ngokupheleleyo ngalo xa efundisa. Oku kudiza ukuba ukungasetyenziswa kolwimi lwenkobe kuqeqesho lootitshala, kwenza ukuba nabo bangomeleli ngokugqibeleleyo kulwimi lwabo nanjengoko belugqibela kwibanga leshumi esikolweni. Loo nto ithetha ukuba uwlumi lokuqala lootitshala alomelelanga njengolwabafundi nto leyo yenza kube nzima ukunika abafundi uncedo olupheleleyo ngokubhekiselele kulwimi.

Ngokutsho kwakhe (utitshala) le nto idale ukuba asebenzise iilwimi ezimbini xa efundisa, ulwimi lwenkobe nolulumbi kubafundi. Xa kubuzwa ukuba oko kuqinisekisa ukufikelela ngokupheleleyo na kwintsingiselo. Uphendule ngokuthi, nangona kungaqinisekisi ukuba abafundi bafikelela ngokupheleleyo kwintsingiselo nasekuqondeni izifundo zabo kodwa kwenza kube lula ukuqonda ukuba kuthethwa ngantoni. Omnye umbuzo ovuswe ngulo ibe kukuzama ukuqonda ukuba ingaba kubanceda njano oku abafundi kuba kuho umahluko phakathi kolwimi lokufundisa (ukuambisa ulwazi) nolwimi lwezifundo zezibalo. Lo ke umbuzo akahenge kube lula ukuwuphendula kuba kufuneke ujongwe ngelawo ixesha nanjengoko ubufuna inkcazelo nemizekelo yoko kubuzwa ngumphandi. Owokugqibela umbuzo ibe keukuzama ukuqonda ukuba utitshala uziva njani ngokufundiswa kwezifundo zezibalo. Uthe yena angakwamkela oko ngezandla zakhe zozibini kodwa kuqale kuqinisekise ukuba iincwadi ezisetyenziswayo ziza kubhalwa ngolwimi lwenkobe, iimvavanyo nazo zakwenziwa ngolwimi lwenkobe. Xa konke oku sekwenziwe kungaqala ke kufundiswe ngolwimi lokuqala ngokupheleleyo.

Omnye umbuzo oye wavela ibe ngozama ukuqonda ukuba, ingaba yena titshala xa esebenzisa iilwimi ezimbini, utshintsha xa kundawoni? Utitshala



uphednule ngokuthi uqinisekisa ukuba utshintsha xa ezama ukucacisa oko kungaviwanga ngabafundi. Ngamanye amaxesha utshintsha indlela yokusebenzisa ulwimi xa engazi okanye engaqinisekanga ukuba igama elithile lithetha ukuthini ngolwimi lokuqala.

### 4.3.3 Ukungabi namdla wokufunda kubafundi

Ootitshala abaphendula amaphephambuzo bakhankanye ukungabi namdla kwabafundi ekufundeni ngokuzinikela.

Abafundi abazimisela kwaphela, uthetha unceme kube kungekho nto unokuyenza ngaloo nto. Ufika eklasini ubafundise, xa ubuza ukuba beville na bathi beville. Loo nto yenza uxakwe ungazi ukuba mawuqale phi xa sebengasaqhubi kakuhle kodwa bathi beville.

Xa ebuzwa utitshala ukuba sinokuba siyintoni isizathu sokungabi namdla kwabafundi ekufundeni izifundo zezibalo. Wathi,

Abafundi esinabo basuka kumakhaya apho abazali bangafundanga okanye bephele kumabanga aphantsi emfundo. Loo nto yenza ukuba kungabikho angahoywa ngokupheleleyo umfundi ukuba uyawenza na umsebenzi wakhe. Oku kungahoywa kwenza ibengumfundi ngokwakhe ekufuneka eziqhubile kodwa nalapho akakwazi ukuziqhuba ngaphandle kokuba umzali naye aqiniseke ngokuba uyamnika ithuba lokwenza umsebenzi wesikolo. Abafundi bethu basuka kumakhaya apho lingaziwayo ixabiso le ncwadi, loo nto yenza kube nzima kubafundi ukuqhelana neencwadi.

Omnye utitshala ukhale ngokuthi,

Abafundi abanambeke kuba nokuba ungafundisa ngokuzimisela xa bengafuni kuwenza umsebenzi abafundi akukho nto unokuyenza ngaloo nto. Uthi sele ucinga ukubohlwaya ucinge ngamalungelo abanawo aqitha awotitshala woyike nokubachukumisa. Loo nto yenza bangaqhubi kakuhle kwaphela kwizifundo zezibalo kuba zifuna umntu ozimiseleyo ongazokuqhutywa ngasemva. Zizifundo ezifuna nje ukuba umntu azixelele ukuba uza kuzenzela nangelakhe ixesha angalindi utitshala.”

Okuvele kwacaca kukubo bonke ootitshala kukuba abafundi abanayo kwa into ebona balibone ixabiso le mfundo. Xa ubakhuthaza ngokufunda bakubuza ukuba baza kwenza ntoni bona bakupasa kuba kukho abantu abaninzi abafundileyo kodwa abangeqeshwanga. Loo nto iyonke yenza kube nzima ukukhuthaza abafundi abanjalo babukela umabonakude ngaphezu kokumamemela abazali. Mhlawumbi neengxoxo eziphathelele nemfundo asingxoxo zifane zibanjwe ekhaya.

Xa bebuzwa ootitshala ukuba malinge mani abawenzileyo ukuqinisekisa ukuba abafundi bayalufumana ulwazi abangalufumaniyo ekhaya. Bathi bona “asikabinazinkqubo zilungiselelwe oku. Siyathemba ukuba inkqubo *yelife skills* izakunceda ukuvala lo msantsa wokungabi namdla wokufunda uphakathi kwabafundi nezifundo zabo.”

Ezinye zezinto abazichaphazeleyo ootitshala kukungabikho baninzi kwabantu abafundayo kule ngingqi okanye abadala abafundileyo. Abafundi nanjengoko behlala kule ngingqi bakhula bebukela izinto ezingekho ntle nezingalunganga ezifana nobundlobongela. Bambalwa abanengqondo yokukhula besazi ukuba liyintoni iphupha labo. Ngeli phandle ootitshala bathatha ukuba ukungabi namdla kwabafundi kwizifundo zezibalo kungunozala wokuqhuba kakubi kwabo. Ukungabikho kwezixhobo zokubancedisa ukwenza umsebenzi wesikolo kungunozala wokuqhuba kakubi nokungabi namdla kwaba fundi ekufundeni. Lo mba wokungabi namdla wabafundi ekufundeni wayanyanise ngokupheleleyo nemo yamakhaya abasuka kuyo abafundi. Ootitshala abayibonanga indlela abafundisa ngayo okanye omnye umba njengonefuthe negalelo ekusweleni kwabafundi umdla wokufunda. Ukuzama ukuphanda ngomba wolwimi kusidlulisele kwesinye isihlokwana njengelingelokuphuma nempendulo engatyholi bani koko eza nomfanekiso wokwenzekayo ekufundisweni kwezi fundo zezibalo.

### 4.3.4 Ubunjani bolwimi lwezifundo zezibalo

Ootitshala xa bephendula umbuzo othi, balubona ulwimi lusembindini wokufundisa izifundo zezibalo na nokuba bacinga ntoni ngolwimi lokufundisa izibalo. Ootitshala baphendule ngelithi,

Akukho ndlela ingenye yokufundisa izifundo zezibalo umfundi kumele azi iifomula azikhuphe njengokuba zinjalo. Izifundo zezibalo zizifundo zokwaziwa ngohlobo ezilulo kuba akuko nto unokuyenza ngazo. Ulwimi lokuzifundisa kubalulekile ukuba ulazi ngendlela oluza ngayo, akunakujika gama. Umzekelo “*angle*” okanye *power, base, consonant, expression, 2-dimensional, tessellation, 3-dimensional*. Onke la magama akanakujikwa kumele ahlale enjalo nokuba ufundisa ngesiXhosa kuba awakho ngesiXhosa. Kunyanzelekile ukuba umntu awafunde awazi enjalo.

Omnye wotitshala uthi,

Ulwimi lokufundisa izifundo zezibalo luyingxaki nakuthi singootitshala. Umba walo uyafuna ukuqwalselwa kuba xa baafundi benokufundiswa ngolwimi lwabo lwenkobe kungenza umahluko omkhulu. Enyanisweni mna andikhe ndiyicinge nokuyicinga into yokuba ndicinge ngolwimi xa ndicwangcisa izifundo endizakubafundisa zona. Ukuba bendinqiniseka ngokuyicinga futhi ndiyisebenzise bekungangcono bebengaphumelela ngokuncomekayo. Unobangela wokuba nditsho kukuba xa ndifundisa ndisebenzisa iilwimi ezimbini ngexesha elinye. Xa ndibajonga ndifumanisa ukuba abaqondi kwaphela ndibe nam ndingakwazi ukubacacisela ngokupheleleyo ngolwimi lokuqala kuba nam andiqinisekanga kakuhle ngamagama ekufanele ndiwasebenzise nokuba angqamene na noko ndikufundisayo. Ndikhethe ukuwayeka amagama enza ingqiqo enjalo kulwimi olu lumbi kuba andikwazi kuba nceda nam andiwazi ngoku ndingutitshala. Kuba ndingafuni kubafundisa nto ndingayaziyo mna kuqala ndivela ndiwafundise kulwimi olu lumbi ndithi xa ndicacisa ukusebenza kwawo ndisebenzise ulwimi lwenkobe.

Xa ebuzwa ukuba ibubuchule na into yokusebenza iilwimi ezimbini efundisa. Iqinisekisa njani ukuba abafundi baqonda ngokupheleleyo. Ithi impendulo ndiyazi ukuba abaqondi ngokupheleleyo nam akukho nto ndingayenza kuba ulwimi lwam lwenkobe aluphuhlanga kwaphela (Buthelezi kuClarke: 1991) futhi alulungiselelwanga ukufundisa izifundo zezibalo. Ukuba bekunokuqalwa apho (luphuhlise ukulungela ukufundisa izifundo zezibalo) bekungangcono.

Uninzi lootitshala luxambule lwathi,

Izifundo zezibalo asizozifundo zidibaniselana nokwaziwa nokufundwa kolwimi. Ubunjani bazo buthi kusetyenziswa imifanekiso, idayagram, ukulinganisa. Zonke ezo zinto azifuni lwimi ukuze zilungiswe zifuna ukuba ubani azi ngokupheleleyo imithetho yezifundo zezibalo. Ukuba uza kwenza isifundo ngesihloko “ukuqokelelwa kwengxelo – *data collection*” qinisekisa ukuba abafundi bayiqonda ngokupheleleyo imithetho yokuqokelelo ingxelo. Akufuneki lwimi apho kufuneka ingcinga yokwenza oko.

Xa kubuzwa umbuzo wokuba imiyalelo yendlela emakuqhutywe ngayo ukuqokelela le ngxelo akuluchaphazeli ulwazi lolwimi ngabafundi. Impendulo ithi kunganjalo kodwa akubalulekanga ukuba basebenzise ulwimi xa sebeyiqokelele ingxelo sele bebala bedibanisa besahlula bephinda phinda bethabatha ukuza nesiphumo soko bakufumanisileyo. Oku balulekileyo yindlela abayifumene ngayo impendulo ngokuthi balandele amanqwanqwa asetyenziswa kwimithetho yezifundo zezibalo.

Xa bebuzwa ukuba ingaba abafundi xa kusithiwa mababale isinye ekhulwini (ipesenti) kwingxelo abayiqokeleleyo bayakwazi na ukuqonda ngokupheleleyo ukuba kufunwa ntoni. Ukuba bayakwazi (abafundi) baqiniseka njani ootitshala, ukuba olo lwazi bangabuye bazisebenzisele abafundi bebodwa bengekho phantsi kweliso likatitshala.

Ukuba abafundi bayakwazi ukucacisa ukuba bathethe nabantu abangaphi baza bachitha ixesha elingakanani nokuthi kufuneka benze uphinda phindo akubi nzima ukufumanisa ukuba abaqondi ndawoni. Okubalulekileyo kukuba bakwazi ukusebenzisa umthetho wesi sihloko (ukuqokelelwa kwengxelo) ngaphambi kokuba baze nesiphumo. Okubalulekileyo kukuqiniseka ukuba bayibambe ngentloko ifomula esetyenziswa kwesi sihloko.

Eyona nto eyenza kube nzima ngakumbi ukufundisa ezi zifundo kukungabi namathala encwadi kwizikolo esikuzo kuba bekuzakubalula ukufumana uncwadi olungolunye olunokusetyenziswa ngabafundi ukuziqeqesha kwizifundo zezibalo nokuphuhlisa ulwimi lwabo lwenkobe nolulumbi. Omnye wemiba eyenza kubenzima ukuhlangabezana nezimeko lixesha esinalo lokufundisa lincinci. Xa ubani efundisa izifundo zezibalo kubalulekile ukuba nexesha elaneleyo nanjengoko sifundisa iiklasi ezinabafundi abaninzi. Kuba nzima ukulawula abafundi abangamashumi amahlanu (50) eklasini enye kanti uza kuba neziphumo ezihle. Ukuba ixesha belanele ubani ubeza kujongana nabafundi abanengxaki kwizifundo zezibalo ngexesha elibekelwe bucala. Ngaphandle komba wolwimi zininzi izinto ezifuna ukulungiswa ekufundisweni kwezifundo zezibalo.

Uncwadi alukho abafundi sibenzela iikopi kuba asinazincwadi zaneleyo nabo ke xa bethe bazinikwa abaziphathi kakuhle konke konke. Loo nto iphindela kumba wokungayixabisi incwadi nemfundo ngokubanzi.

Okuye kwacaca kule ncoko kukuba utitshala xa ethetha ngolwazi, uthetha ngokubanjwe ngentloko nokunkqayiweyo ingasukuba kuqiqwe ngokupheleleyo. Ukuba abafundi bawulibele umnkqayo njengoko iyinto eyayisenzeka nakubani kuba nzima ukuqhubeka nomsebenzi wezifundo zezibalo.

Utitshala owubone njengomcelimngeni umba wolwimi ekufundiseni izifundo zezibalo, ngulowo osebenza kwisikolo esi sisiza sophando. Uthi xa ebuzwa ngokufundisa izifundo zezibalo ngolwimi lwenkobe. Ukufundisa izifundo zezibalo ngolwimi lwenkobe sesona sisombululo sokulwa nokungabi namdla kwabafundi ekufundeni izifundo zezibalo. Ukuba abafundi bebefundiswa ngolwimi lwabo bebeza kukwazi ukuba ngokuqinisekileyo kuba bengenantloni zokubhuda eklasini. Uloyiko lwabo kukubhuda phambi kwabanye abafundi xa bebuzwa umbuzo. Xa usithi mabakucacisele indlela abayisebenzisileyo ukufika kwisiphumo sabo bakhetha ukuthula bangathethi okanye ukohlwaywa xa bekvumelekile kuba bengaqinisekanga ngeempendulo zabo. Ulwimi lokufundisa izibalo endilusebenzisayo eklasini yam sisiXhosa kodwa ndiyaxuba xa ndibona ukuba abafundi abaqondi le nto ndizama ukuyicacisa. Ndiphuma ndingena kulwimi, ndisebenzisa ulwimi lwenkobe kakhulu ze ndisebenzise olu lumbi kwezo meko ndingakwazi ukulutshintsha kuzo.

Umzekelo, ukuba ndibafundisa nge “angle” eklasini ndikhangela into efana nayo apha eklasini yindlela endilwa ngayo nokungaqondwa kolwimi. Kwezo zihloko zezifundo zezibalo ndikhangela imizekelo ebonakalayo. Akulula ke ukuba nika imizekelo kuzo znke izinto endizifundisayo kuba ezinye andazi mna kuqala ukuba kuthethwa ngantoni ndifunda ifomula ndisebenze ngayo. Ukuba ndiyiphosile kuba nzima kuba loo nto ithetha ukuba abafundi bafundiswe umsebenzi ongenguwo kodwa ke ayifane yenzeke loo nto. Unobangela wokuba ingenzeki kukuba ndiye ndicele uncedo kubantu abaqeqeshelwe ukufundisa izifundo zezibalo nabo baziqonda ngcono kunam. Ezinye zezinto endizenzayo kukuba ndithathe ubulungu bamaqoqo afundisa abantu ngezifundo zezibalo njengeSAILI. Olu lwazi ndiluhlokelelayo luyandinceda ukuba ndikwazi ukumelana neemfuno zolwimi oluseklasini yam. Elinye lamacebo endiwezayo kukuthatha amagama enza ingqiqo ndiwafundise phambi kokuba ndifundise ifomula nomthetho ohamba nefomula leyo. Xa ndibona ukuba abafundi baqinisekile noko ndandule ndifundise izifundo zezibalo.

Okuphume kwacaca kukuba utitshala uyazi ukuba abafundi kunye naye banengxaki yolwimi ngokufanayo koko wenza amalinge okuncedana nemeko. Umcelimngeni odalwa lulwimi akawuboni njengengxaki engenezukusombululeka nto leyo emenza ukuba azikhangelele uncedo xa kunzima ukuqonda ngokuya kwiindawo ezincedo.

Xa ebuzwa ukuba ingxaki yokuba nabafundi abaninzi nexesha elincinci uyihlangabeza njani. Impendulo yakhe yathi,

abafundi endinabo iingxaki zabo azigqithanga abanye abantwana. Into endiyenzayo xa ndibona ukuba badiniwe kukumamela ndithi mabasebenze bengamaqelana, bayayithanda loo ndlela yokusebenza kuba ibanika ithuba lokuthetha. Into endiyenzi ndiqiniseke ngayo kukuba umsebenzi endibanika wona kumaqela abo ngumsebenzi abawenza eklasini ukuze wonke ubani abe negalelo.

Loo nto inceda ukuba nabangathandi ukubuza kum njengotitshala babuze kooantanga babo. Kuhlala kuluxolo ke kuba ndibuza kubo ukuba senze kanjani ngomfundi othi aphazamise ngexesha kuxakekiwe kusetyenzwa kumaqela lawo ibengabo abeza namacebo okuthulisana. Iklasi yavumelana ukuba umntu ongxolayo ngexesha kufundwa uza kuhlala eklasini abanye xa bedlala phandle enze umsebenzi wesikolo. Ukuba uwophule lo mthetho uzakuphinda ahlale izihlandlo ezibini kukho amalungu eqela lakhe emgadile. Loo nto yenza kungabikho mntu ufuna ukwenza uphazamiseko kuba wonke umntu okwelo qela uzakuba sengxakini yokungaphumi ngexesha lokuphuma. Loo nto ke isenokudala ingxaki kubudlelwane babo ngoko ke basebenza kakuhle. Xa bethetha amaxesha amaninzi, sukuba bexoxa ngomsebenzi wabo kwaGreyidi 7A. Iklasi eneengxaki xa kufikwa kumba wokuziphatha nguGrade 7 B abathumani manzi xa kufikwa kumgangatho wokuqonda eklasini. Umgangatho wabo uphantsi kakhulu xa uthelekiswa nowabafundi bakwaGreyidi 7A.

Uba fumana bephakathi; kudidi lwesibini nolwesithathu inkoliso ikudidi lwesithathu. Utitshala wezifundo zezibalo ukhale ngokuba le klasi yeyona imphathisa ngentloko ebuhlungu ngenxa yezimilo zabo eziphuma ecaleni. Xa yena ezama ukufikelela kubo, bona bahleli kwibakala elinye, umgangatho wabo awenyuki awehli, umi ndawonye. Nto leyo yenza kube nzima kutitshala ukufumanisa ukuba ingaba yindlela afundisa ngayo ebangela ukuba bangaphumeleli *emagqabini* okanye kukungazimiseli kwabo okanye ulwimi alusebenzisayo ekufundiseni.

#### 4.3.5 Ukunqongophala kwezixhobo zokufundisa izifundo zezibalo

Ootitshala bakhale ngokufanayo ngokungabikho kweencwadi zezifundo zezibalo. Incwadi abanayo yeyabafundi. Le ncwadi ayibancedi bona bengootitshala ukufundisa izifundo zezibalo, kuba ilungiselelwe ukusetyenziswa ngabafundi. Bathe bazinceda ngokukhangela ezinye iincwadi kuba nezo bathi babenazo ngamanye amaxesha azibhalwanga ngendlela eqondakalayo. Ikuxelela ngesihlokwana, ihlelo esikulo nesihloko kube kuphelile. Ukuba usifunda usifundise njani isihloko eso akuncedakali ukufumana olo lwazi, kufuneka ukuba uhambe ufuna amancedo kwabanye abantu abazi banzi ngezifundo zezibalo. Akukho sikhokelo sicacileyo sokuba isetyenziswa njani incwadi leyo ukufundisa abafundi.

Abanye bakhale ngokuba xa kunokwakhiwa isichazi magama esingqamene nezifundo zezibalo kungenza umthwalo wabo bengootitshala ubelula. Lo

“mthwalo” ngokutsho kwabo udalwa yimpixwano ekhoyo kulwimi lokufundisa izifundo zezibalo nto leyo eyenza kungabilulu konke konke. Bathe esisichazi magama singaqulatha ulwimi lwenkobe nolwimi olu lumbi ukuze ezilwimi ziphuhlise ngaxesha, kungabikho olunamandla kunolunye. Isiqulatho sesichazi magama ngokutsho kwabo kumele sibenamagama enza ingqiqo, kuchazwe imo asetyenziswa kuyo kwandulwe kuchazwe intsingiselo ngolwimi olu lumbi. Kusetyenziswe ukusuka kulwimi lwenkobe ukuya kulwimi olu lumbi.

Lo ibonakala ingombono omhle kuba kwiimeko apho kungekho magama aziwayo kungakhiwa amagama enza ingqiqo kusekelwe kwintsingiselo yegama elo kulwimi olu lumbi kwakhiwe igama elenza ingqiqo kulwimi lwenkobe. Ngendlela echazwa ngayo le nkqubo ibonakala njengekhuthaza ukusebenza ngeendlela ezimbini, ukusuka kulwimi lwenkobe ukuya kolulumbi nokusuka kolulumbi kuyiwe kulwimi lwenkobe. Oku akubonakali kungumbono ombi nanjengoko iinjongo zokwenza lo nkqubo zichaziwe.

Ukungabikho kwamathala eencwadi esikolweni bakubone njengeyona nto ibasokolisayo kuba akukho lula ukufumana incwadi kumathala encwadi angaphandle kuba indlela yokufikelela ayikho lula nanjengoko ekude kuneendawo abahlala kuzo. Oku kungqinwe kukungabikho koncwadi olumele ukuba luncede utitshala ekwenzeni umsebenzi wakhe wokuncwangcisa oko aza kufundisa.

Isikolo esi njengezikolo ezininzi asinazikhompyutha okwangoku nangona ezama utitshala omkhulu kuba bekunganceda ukusebenzisa i-intanethi ukuzama ukufumana ezinye iindlela zokongezelela kulwazi abanalo lokufundisa izifundo zezibalo. Ukuswela izixhobo ezaneleyo nezisemgangathweni zokufundisa kunegalelo ekuqhubeni kakuhle kwabafundi kwizifundo zezibalo.

Ubume bamagumbi okufundela ngomnye wemiba ekhalazelwe ngootitshala. La magumbi awanazitulo zakuhlala zaneleyo. Abafundi bayasokola ekuseni xa befika kumele baqale bayekujonga ukuba akukho mfundi ungekhoyo na kwiklasi nganye ukuze bakwazi ukufumana izitulo. Amanye ala magumbi ngokutsho kootitshala, awanaziglaso iifestile zophukile, xa kubanda kungena ingqele enganyamezelekileyo nto leyo yenza kungabilula ukumamela ngokupheleleyo kwabafundi kwimeko enjalo.

#### 4.3.6 Ifuthe elidalwa yimithetho ebekwa ngabasemagunyeni

Ootitshala bakhale ngokuthi xa abasemagunyeni kwiSebe lezeMfundo benokunika ootitshala inkululeko yokugxininisa kwizihloko ezithile zezifundo zezibalo bekungalula kuba utitshala ebezakuhlala kwizihloko ezibalulekileyo ekufundweni ngabafundi ayeke ezo zingangqamenanga noko kumele bakwazi.

Bakhala ngokuthi banikwa ixesha lokuqhuba isihloko ngasinye ingekho ingqwalasela yokuba ingaba kukhona okwaziwa ngabafundi ngokupheleleyo emva kolu thotho lwezihloko.

Ukuba bekunokubakho ithuba lokuba lithi isebe xa licwangcisa uludwe lwezihloko kwizifundo zezibalo, lubize ootitshala libuze kubo ukuba bona ukuba mazibe zingaphi izihloko emazifundiswe ngonyaka bekungalula kuba bebezakukhetha elo nani bacinga ukuba banganako ukumelana nalo.

Omnye umba abakhale ngawo ootitshala kukungathathi nxaxheba ipheleleyo ekuthathweni kwezigqibo ngoncwadi omalusetyenziswe ezikolweni. Ootitshala bawubone lo mba kumele ukuba usemagxeni abo nanjengoko ingabo abafundisayo. Bekumele kunikwa bona ithuba lokuba batsho ukuba bakhetha ziphi iincwadi. Ngoku kusetyenziswa ootitshala abaphetheyo ngokwesifundo nto leyo ingathethi kuthi bazazi ngokupheleleyo zifundo ezo bazintloko zazo. Loo nto idala ukuba kungabikho titshala ukwazi ukuthatha inxaxheba epheleleyo mayela nomakufundiswe kwanguye eziklasini zezi-fundo zezibalo.

Lo mbono uthetha ukuba akukho kubonisana phakathi kootitshala nabeSebe lezeMfundo ekucwangciseni uludwe lwezihloko emazifundwe kuba ootitshala bakubona oku kunganciphisa iimfuno zolwimi ezihleli emagxeni abo nabafundi kuba kumele inkqubo yongenelelo ichaphazele isihloko ngasinye. Lowo ke ngumsebenzi omninzi xa umelene notitshala.

Umba wovavanyo wakhankanywa ngootitshala bekhala ngokuthi ukuba kungatshintshwa ulwimi lokuvavanya nabo bangavuya xa kunokwakhiwa amagama enza ingqiqo kubekho uvumelwano ngumntu wonke ongumbhali nonemvume yokwakha amagama, olwimi lwakhe lwenkobe lusisiXhosa ukuba kuzakusetyenziswa igama elithile xa kuthethwa ngegama elenza ingqiqo elithile kulwimi olu lumbi.

Bandinika umzekelo wegama “*iratio*” apho babesithi eli gama njengamanye esekwenziwe umzekelo ngawo linika iintsingiselo ezininzi kungako ootitshala abaninzi bakhetha ukufundisa ngolwimi olu lumbi kunolwimi lwenkobe. Kuba indlela ekuvavanywa ngayo okwangoku ikhuthaza ukusetyenziswa kolwimi olu lumbi. Omnye umzekelo abawunikileyo ngowegama elenza ingqiqo, “*plane*” eligama lilinye lineentsingiselo ezininzi ezilungele ukusetyenziswa kwiimeko ezahlukeneyo kodwa kumele sakhe umkhanya xa silisebenzisa kwizifundo zezi-balo. Sizame ukuqiniseka ukuba sithatha liphi.

Itafile engezantsi yakhiwe ngumphandi ukubonisa iintsingiselo ezahlukeneyo zegama ngalinye elenza ingqiqo, kumagama azakusetyenziswa njengomzekelo wokubonisa oku kutyeba kolwimi lwenkobe kuthethwa kuze kuxanjulwe ngako. Kubalulekile ukuqaphela ukubaumphandi uwafumene la magama ngoncedo lwesichazi magama, ukuthetha nabantu nangothi azikhangelele intsingiselo yegama elenza ingqiqo kulwimi olu lumbi ukuze kwakheke igama lesiXhosa elingqamene nentsingiselo leyo. (Oku akuthi umphandi wakha amagama angqameneyo koko kubonisa ingxaki edalwa kukutyeba kolwimi lwenkobe).

plane	isityaba	into emcaba	ibala	indawo ephangaleleyo
field	idlelo	ibala lemidlalo	ibala	isityaba
quantity	umyinge	umlinganiselo	ubungakanani	ibanga
volume	umyinge	umthamo	ubungakanani	umthwalo

Le tafile ingentla ibonisa ukutyeba kolwimi lwenkobe okunokusetyenziswa njengomthombo xa kuvunyelwana ngokuba, kwezi ntsingiselo zininzi kuyakuchongwa ibenye ethi ingqale kwizifundo zezibalo. Inkqubo enjengale iboniswa yile tafile ingaluncedo ukuba leliphi igama elilungele ukufunda nokufundiswa kwizifundo zezibalo ukuze isichazi magama esakhiwayo sisebenzise iintsingiselo ezamkelekiyo kwizifundo zezibalo nakuluntu olu.

Omnye umba obonwe ngootitshala njengengxaki kukusiwa kwabafundi kwizikolo apho kufuneka batshintshe basebenzise ulwimi olu lumbi nto leyo inyanzelisa ukuba xa bethathwa (abafundi) kwezi zikolo zamabanga aphakamileyo, ukwamkelwa kwabo kusekelwe phezu kokukwazi kwabo ukusebenzisa ulwimi olu lumbi nto leyo ithetha ukuba kufuneka kuqale kutshintshwe indlela esisebenzisa ngayo ulwimi kwimo yonke yokufunda izibalo, sandule ukuthetha ngokufunda amagama enza ingqiqo kwifundo zezibalo ngolwimi lwenkobe.

Nangona oku kungenanto yakwenza nophando kubonakalisa indlela abakubona ngayo ukusetyenziswa kolwimi ootitshala. Balubona ulwimi olu lumbi lunamandla kunolwimi lwenkobe kuba iyinto eyaziwayo ukuba lulwimi olusetyenziswa njengolwimi lonxibelelwano namazwe angaphandle, ukushishina, ukubhala iimviwo, ukubhala uncwadi olusetyenziswa kumaziko emfundo ephakamileyo. Oyena nozala wale ngcinga kukungaphuhlisa ngokupheleleyo kolwimi lwenkobe nanjengoko ukuphuhla kwalo kuqinisekisa ukuphumelela ukufunda ngempumelelo ulwimi lwesibini. Nanjengoko sekubonisiwe kwisah-luko apho kuphengululwa khona uncwadi ukuba abaphandi abaninzi bakubona ukungafikeleli ngokupheleleyo kumagama enza ingqiqo, kuzalwa kukufunda ngolwimi olu lumbi, kwizifundo zezibalo. Nto leyo idala ukuba abafundi bafunde ngohlobo loqikelelo olungaqinisekisi lwazi lupheleleyo.

#### 4.4 Inzululwazi yeklasi zezifundo zezibalo

Esi sigaba sinikela ngeziphumo zoko kufunyaniswe eklasini uGreyidi 7A. Utitshala kuleklasi usebenzisa iilwimi ezimbini, ulwimi olu lumbi nolwenkobe kubafundi. Xa efundisa uqala ngokuthi abuze kubafundi ukuba ingaba bayayiqonda na intsingiselo yamagama asetyenziswa kwisifundo eso. Abafundi bayavuma ixesha elininzi noxa bengakwazi ukuwasebenzisa xa selebebhala izifundo

zezibalo. Loo nto ithetha ukuba abafundi abanangxaki yokuqonda magama enza ingqiqo ingxaki kukusetyenziswa kwamagama azizihlomelo najngoko ukuqondwa kwezi zifundo zezibalo zixhomekeke kuwo. Undoqo woko kufundiswayo unikwa imvakalo ngala magama.

Oku kubonakele ngexesha abafundi besenza izifundo eziphathelele namaqhezu eklasini. Bebenangxaki yegama elenza ingqiqo elithi “*fraction*” eyona ngxaki yabo ibikukusebenza ngokufanelekileyo ulwimi lokuqhuba ulwazi abanalo lwegama elenza ingqiqo, “*fraction*” ukuze lilungelele ukusetyenziswa kobuxhakaxhaka befomula yokwahlula nokuphindaphinda okanye ukwahlula nokuthabatha ngexesha elinye. Amaxesha amaninzi abafundi bebengazi ukuba badibanise okanye bohlule. Le nto yonke ibingahlanganisi nokungaqondwa okanye ukuqondwa kwegama elenza ingqiqo.

Okubonakeleyo kule klasi yindlela esetyenziswayo yokuqinisekisa ukuqonda kwabafundi oko bakufundiswayo. Bekuthi xa kubonakala ukuba baqinisekanga ngoko bebefunda basebenze bengamaqela xa begqiba kusebenza ngabanye. Bekuthi basakugqiba ukusebenza kumaqelana abo, banikezele ingxelo yabo eklasini. Kule nkqubo yokunikezela bonke abafundi bebezama ukuthetha ulwimi olu lumbi. Xa eziphendulela utitshala uthi, “yindlela abazakufunda ngayo ukuthetha ulwimi olu lumbi bayaqeqeshwa belungiselelwa ikamva labo.”

Le nkqubo ibibathatha ixesha abafundi bezama ukunikezela ingxelo yabo. Kule nkqubo abanye bebecela uncedo kumalungu eqela elo xa kukho igama elithile elililyelweyo okanye elingaliziwayo ngolwimi olu lumbi. Oku bekungumqa kuba utitshala xa efundisa usebenzisa iilwimi ezimbini kuze abafundi xa benikezela ingxelo kufuneke basebenzise ulwimi olu lumbi. Abanye babafundi bebengafuni ukonyulwa ukuba banikezele ngengxelo kuba ukusetyenziswa kolwimi olu lumbi bekubenza bazive bebancinci nanjengoko bengomelelanga. Ebebacacisela utitshala ukuba injongo yokunyanzelisa wonke umntu asebenzise ulwimi olui lumbi kukuba ufuna baphuhlise isakhono sokusebenzisa ulwimi olu lumbi.

Ngokwam ukubona injongo yoku ibiphilile yaye intle kodwa akuqondakali ukuba ibinceda abafundi ekufikeleleni ngokupheleleyo kumagama enza ingqiqo nolwimi ngokubanzi eklasini. Abafundi bebesala besafuna ukucaciselwa nanjengoko bebezama ukungaqondi, nto leyo icacisa umsantsa omkhulu phakathi kolwimi lokuthetha nolwimi lokufunda izifundo zezibalo. Oku kungaqondi kuvusa imibuzo emininzi njengoko kucaca ukuba abafundi banganako ukudlula kuGreyidi 7 bengalufumanga ngokupheleleyo ulwazi olwazi olwazi ukuba baqonde ngokupheleleyo okufundiswa kwizifundo zezibalo. Nto leyo ibonakalisa ubungozi bokuba, umfundi esenokuqhubeka nezifundo zezibalo kumabanga aphhezulu kodwa ulwazi lusala ngemva. Kusenzeka ukuba ingxaki yokungaqondi kuhanjwa nayo ngabafundi bafike kumabanga aphezulu befunda ngokuqikelela.

Okuphinde kwacaca ngokupheleleyo kukusetyenziswa kwamaphepha akotshiweyo, ingutitshala kuphela ophethe incwadi yezifundo zezibalo. Oku kwenza ukuba bafundi bangabinayo enye indlela yokufikelela kwiincwadi zezifundo zezibalo ngaphandle kwasesikolweni.

Ubudlelwane phakathi kukatitshala nabafundi bubonakele bomelele xa kufikwa kwimiba yokuthetha ngezinto ezingadibananga nezifundo, izinto ezifana nomculo, ezemidlalo, nokuthatha inxaxheba ekuxoxeni ngezinye izinto. Xa utitshala efuna bathathe inxaxheba okanye kuzanywa ukuba babandakanyeke ekuthetheni ngezifundo zezibalo, bebesidla imu. Ubudlelwane bebungabonakali bomelele kangako xa kuthethwa ngokuphathelele nezibalo. Abafundi banesimbo sokumbekela kude utitshala wabo de ibenguyeyo ozama ukuba bathethe esebenzisa iindlela ezininzi zokubuza umbuzo omnye. Loo nto idize ukuba abafundi bazibandaza ithuba lokuba utitshala azame ukufumana iingxaki zabo ngokupheleleyo nanjengoko ukufumana ithuba lokuthetha eklasini linceda umfundi notitshala ngaxeshanye. Umfundi uncedakala ukuzibona ukuba yintoni ayazi ngokuqinisekile, notitshala uncedakalal ngokuthi afumane ukuba basilela ndawoni abafundi bakhe. Okubuhlungu kukuba abafundi abalisebenzisi ngokupheleleyo eli thuba.

Inginga efikayo ngenxa yoku nefuna ukuphandwa nzulu, ngamandla olawulo aphakathi kootitshala nabafundi. Abafundi bazibona iqala phi yaye iphela indima yabo ekufundeni kwabo. Kuba okucacayo, kule klasi abafundi bazibo njengabantu ekumele bathathe oko bakunikwayo ngutitshala. Bengakhangela bacinga banzi ngako kude kufike ixesha lokuba basebenze ngabanye nto leyo ifika ibe nzima. Konke kufunwa ukuqwalasela nanjengoko kucace ngokupheleleyo ukuba kunendima ekuyidlalayo ekufundeni kwabafundi.

## 4.5 Amagingxigingxi endihlangene nawo kolu phando

Nangona uphando lungajolisanga kwinkqubo esetyenziswe ngumphandi ukwenza ukuba uphando lube yimpumelelo, kodwa kubalulekile ukwenza amagqabantshintshi amahla ndinyuke kwinkqubo yophando. Ukuqala kokubhalwa kophando kubonakele kungumsebenzi olula, kubhala kusetyenziswa ulwimi lwenkobe. Kodwa ethubeni kubonakele ukuba akuzi kubalula. Nangona isigama sanele bekukho ukungaqiniseki okukhulu ngentsingiselo yamagama, ingakumbi unqamano kulwimi olu lumbi olusetyenziswa kwizifundo zezibalo.

Umphandi amaxesha amaninzi bekufuneka aqiniseke ngentsingiselo epheleleyo yegama elenza ingqiqo (kwizifundo zezibalo) kulwimi olu lumbi kuqala ngaphambi kokuba aye eyakhe intsingiselo okanye igama elingqamane nentsingiselo leyo kulwimi lwenkobe. Ibengumsebenzi ocela umngeni ke lo. Bubonakele apho ubunzima nempixwano ekhoyo phakathi kokuqwalasela ulwimi lwezibalo nokuba yingcali kwizifundo zezibalo. Wacaca ngokupheleleyo umsantsa ochaza okokuba umphandi lo akayiyo ingcali yezibalo kok uqwalasela ukusetyenziswa kolwimi kwinkalo yokufunda nokufundiswa kwezibalo noku-fikelela ngokupheleleyo kumagama enza ingqiqo nolwazi olupheleleyo noluqinisekisa impumelelo.

Omnye umba ibingowexesha ekubenzima ukumelana nalo njengoko bekucwangcisiwe ngaphambili ngenxa yokusokola ukufumana isiza sophando. Ukufumana indawo esi siza sokuqhuba uphando kwaba nzima kakhulu. Isikolo esathembisa nesabonisa umdla kolu phando sakhala ngokuba zininzi iiprojekthi ezisesikolweni nazo eziqhuba uphando. Bacela uxolo bendikhuthaza ukuba ndikhangele esinye. Esesibini sakhala ngokuba kukho incwadi ekumele bayifumane esuka kwiSebe lezeMfundo evumayo ukuba uphando luqhubeke. Amalinge okuqhakamshelana neSebe lezemfundo awa phantsi. Akazange afumaneki umntu lowo ekwakumele ukuba enze esi sivumelwano. Kwacaca ukuba ixesha liyahamba, kuthe sekusele iinyanga ezintlanu ukuba unyaka uphele kwakukhona ndifumana isiza sophando.

Yonke le nqeleqhu yaba nefuthe elibi kwixesha endandizimisele ukugqiba ngalo uphando noko ndandikucwangcisiwe. Kwafuneka ndiqale phantsi ukucwangcisa ngokwexesha endandiliniwe sisikolo esi. Kwathi emva kokuhlala intlanganisano nesekela nqununu kwakho imvisiswano yokuba mandiqhube kuba uphando luza kubanceda ukuphendula imibuzo abanayo nabo bengootitshala ngolwimi lokufunda nokufundisa izifundo zezibalo. Nangona oku kwabane-futhe kwixesha endandilimisile, akuzange kuguqule nto koko ndandikulungisile okufana, namaphephambuzo, olunye udliwanondlebe lwaseluqhutyiwe nootitshala abasuka kwizikolo ezahlukeneyo abafundisa izifundo zezibalo. Namaphephambuzo babesebewazalisile konke oku kwaba luncedo kakhulu kuba andizange ndilinde ndaqhubeka noko bendikwazi ukukwenza lo gama ndilinde ukuvuleleka kwesiza sophando. Kwabonakala ngathi akukhho bunzima ekusebenziseni ulwimi lwenkobe kudliwanondlebe ngexesha kuqhutywa uphando kotitshala baavela kwizikolo ezahlukeneyo. Wonke ubani owathi wathatha inxaxheba kolu dliwanondlebe wandikhuthaza ukuba ndibhale ngolwimi lwenkobe nanjengoko kwakuyinto engafane yenzeke kodwa evunyelwayo ngomgaqo siseko; ukusetyenziswa kolwimi lwenkobe ezifundweni zabo ngokweRevised Curriculum Statement (2001).

Ukubhala ngolwimi lwenkobe kubonakele ngathi yindlela engalula ukuza neempendulo ezifunwayo kuphando olu. Konke oku akubanga njalo kuba imeko nesisekelo esakhelwe phezu kwalo uphando alukho lula. Ukubhala ngolwimi lwenkobe apho kuthethwa ngezifundo zezibalo khona kuveza ingxaki abahlangabezana nayo ootitshala kumzamo wabo wokufundisa izifundo zezibalo. Enye yeengxaki ezivelileyo kukuba amagama enza ingqiqo asetyenziswa kwizifundo zezibalo akakhelwanga kulwimi lwenkobe amaninzi kuwo asekelwe kulwimi olu lumbi. Loo nto yenza ukuba kusetyenziswe ulwimi lwenkobe lwakhelwe kulwimi olu lumbi nto leyo ifuna kucingwe banzi ngayo phambi kokwakha igama nangaphambi kokucacisa ngokupheleleyo oko kufundiswayo. Oku bekungaqinisekisi ukuba kufundwa ngokupheleleyo kwada kwafika ixesha lokuba abafundi bangqine ukuba bayafunda ngokuthi bakhuphele oko bebefundiswa besebenzisa ulwimi abalufundayo bengaphixani nemithetho esetyenziswa kwizifundo zezibalo.

Enye yeengxaki ibikukufumana iincwadi ezingqale kumba wokufundiswa kwezi fundo zezibalo. Kufunyaniswe ukuba azixhaphakanga ezikhuthaza ukubonwa kokutyeba kolwimi lwenkobe (isiXhosa) ezininzi zilubona njenjengexaki, kanti uphando luthi oko makubonwe njengesisombululo nenqwanqwa ekunokuqalwa kulo ukusebenza. Ukungafumaneki kweencwadi kukhokelele ekuthini kusetyenziswe iincwadi ezimbalwa kunezo bekucingwa ukuba zakusetyenziswa. Omnye umba kukuba mbalwa okanye ukungafumaneki kweencwadi ezifunekayo kumathala encwadi nanjengoko iincwadi eziphathelele nolwimi bekufumaniseka ukuba zithathiwe amaxesha amaninzi zaza azabuyiswa ngabo bazithathileyo labe ixesha lokubhala nokuhlalutya lilifutshane.

Olu khuphiswano nokungabuyiswa ngexesha elifanelekileyo kweencwadi, lukhokelele ekuthini kusetyenziswe iincwadi ezifana neejenali, amaphephandaba, amaphepha anikelwe kwiingqungquthela, njalo njalo. Nangona kunjalo oku akudalanga ngxaki nanjengoko ulwazi obelufumaneka kuzo beluqwalasela kanye imiba eqwalaselwa luphando olu.

Ngamanye amaxesha izahluko ezinceda ukuphendula imibuzo yolu phando bezifumaneka kwincwadi ebhalwe ngomnye umbhali nto leyo ibifuna ukuba ubani aqiniseke ngendlela akubhala ngayo oko kufundiweyo. Iyonke le nkqubo ithathe ixesha elivisayo ekubhaleni iziphumo zophando ngempumelelo, kusetyenziswa ulwimi lokuqala. Izizathu zoko kukungasetyenziswa kolwimi njenjengolwimi lokubhala, lisetyenziswa amaxesha amaninzi njengolwimi lokuthetha. Nokuthetha oko kwiimeko ezahlukekileyo kumba wokufunda amagama enza ingqiqo nolwimi ngokubanzi kwimeko yezifundo zezibalo. Ithi ke loo nto ulwimi lwenkobe aluphuhlisiwanga ukusetyenziswa njengolwimi lokufunda nokufundisa izifundo, koko njengolwimi lokuthetha kuphela.

Ekugqibeleni kuye kwacaca ukuba ukusetyenziswa kweelwimi zaseAfrika ekuthetheni nasekubhaleni kubalulekile kuba akwenzi ukuba kubekho ulwimi olulahlekayo koko kwenza ukuba sibe nentyilekelo yokusebenza kweelwimi. Kuye kwacaca ukuba xa ndinokusebenzisa ulwimi lwenkobe kwimeko ezahlukeneyo amagama enza ingqiqo endinawo angakhula ngokomeleleyo okwenza ukuba kube lula ukuwasebenzisa.

Enye yeengxaki ebezijongene nomphandi ngumcelimngeni wolwimi olusetyenzisiweyo nekhompyutha. Ulwimi olwaziwa ziikhompyutha lulwimi olu lumbi (lwesiNgesi) kuphela nto leyo inke ubunzima ubukhulu. Xa kusetyenziswa ulwimi olu lumbi ekubhaleni kulula ukuxelelwa yikhompyutha ukuba igama elo libhalwe ngendlela engeyiyo ngokuthi ikrwele umgca obomvu ngaphantsi kwegama elo. Kule meko ikhompyutha ibikrwela lonke igama bomvu nto leyo ibifuna ukuba kuprintwe iphepha ngalinye elisetyenzisiweyo ekubhaleni. Lo nto yenze uxanduva olukhulu ngokomba wemali nexesha.

Bekufuneka kuprintwe kuyokuqwalaselwa ukuba onke amagama abhalwe ngendlela efanelekileyo na, xa kugqitywa kubuyelwe kwikhompyutha kuzokocokiswa oko bekulungiswa kusafuneka kuphindwe kwajongiswisa ukuqinisekisa ukuba kukho zimpazamo.

Ibengumsebenzi ovakalayo ke lo kuba lide ixesha elithathiweyo ukwenza izilungiso kuphindwe kuhlengahlengiswe isigama esisetyenzisiweyo. Nangona kuvakala kungumcelimngeni, ngumcelingeni othwalekayo. Kuba amathuba okusebenza ulwimi lwenkobe ukubhala akakavuleleki ngokupheleleyo ngoko ke olu phando lwenze kwaba khona ithuba lokuvavanyo ukomelela kolwimi lwam lwenkobe.

Okunye okuphinde kwavela mhlophe kukuba, kukho unxibelelwano phakathi kolwimi nobuthina. Ngethuba ndibhala ingxelo, ndihlalutya ndisakha amagama ngolwimi lwam lwenkobe bekukhona ukuthatheka okuthile, kuba lulwimi lwam oluhambisana negazi lam. Bekukho amathuba okusuka amadlu ndizive ndifuna ukumka nomrhiba ndityatyadule kodwa kufuneke ukuba ndizingande ukuzama ukuqinisekisa ukuba andiholi ndihlala, emxholweni. Asiyondlwana iyanetha ukuzama ukuhlala emxholweni xa ubani ebhala ngesiXhosa kuba sendikhankanyile ngaphambili ukuba lulwimi olutyebileyo, oluncuthu mazangwa kuba izangotshe, izafobe nezitsho zalo ezibangela ukuba lube mnandi ngakumbi zibonakala xa ubani etyebisa oko akubhalayo. Le meko yokubhala iyakhabana nengcinga yasentshona nto leyo iyenza ukuba icinezeleke okanye ingabikho kwaphela.

Le ndlela yokubhala yenza ukuba umbhalo ubande ungabinalo ulunxibelelwano phakathi kombhali noko kubhaliweyo. Loo nto yenza umbhali azive ngathi akanguye ngenxa yokuba ukubhala ngolwimi lwesiXhosa kuquka ukusebenzisa izagwelo nezikweko. Ayivumelekanga ke loo ndlela kuba nanjengoko sekuphawulwe ngaphambili ukuba amaziko ethu emfundo esekelwe kwinkqubo yokufunda yaseNtshona, nangona iilwimi esizisebenzisayo nobuthina budala impixwano nesiseko saseNtshona.

Lonke olu cwambu lolwimi lwesiXhosa lusususwe kwaphela okanye lucinzelwe kakhulu lwada alwabonakala ekusetyenzisweni kolwimi lwenkobe kwizifundo zezibalo. Oku kubonakele ngokucacileyo ngethuba ndibhala oko kufunyaniswe kolu phando. Maxa wambi bekunzima ukufumanisa ingqiqo yoko ndizama ukukubhentsisa kufuneke ukuba ndikhangele uncedo kwabanye abantu abangamagqala ekubhalweni koncwadi lwesiXhosa, njengomnye wabaphicothi bolu phando nabanye abantu abantetho yabo ikwanyane neyam.

Amaxesha amaninzi, kubenzima ukusebenzisa isichazi magama njen-gomthombo wolwazi kuba asingqalanga kumagama enza ingqiqo kwizifundo zezibalo. Inkcazo efanekisa kuso iphangalele. Ukusebenzisa ulwazi lwam nolwabanye abantu lwenze kwaba yimpumelelo ukubhala iziphumo zolu phando. Eyona nto ingundoqo kukufumanisa ukuba, xa ulwimi lwesiXhosa lunako ukumelana neemfuno zokubhalwa kwengxelo, uhlalutyo nako konke okwenziwayo xa kuqhutywa uphando ngezinye iilwimi, lungamelana nokufundisa naso nasiphi na isifundo. Okunye kukuba okuye silusebenzisa ulwimi lwenkobe ekufundeni nasekubhaleni kwiinkalo zonke zokufundwayo kokuya kuba lula ukulusebenzisa kuba luya kuphuhla ngokupheleleyo ngokuthi silusebenzise eku-fundeni, ekubhaleni ansekuthetheni kumanqanaba aphezulu asekuhlaleni.

## 4.6 Isishwankathelo esiphangaleleyo

Uphando olu beluphendula imibuzo ethi;

- i) ingaba umgangatho wokuba nolwazi nofikelela ngokupheleleyo kumagama enza ingqiqo xa benokufundiswa izifundo zezibalo ngolwimi lwabo lwenkobe
- ii) Zeziphi ezinye iindlela (amacebo) asetyenziswa ngootitshala ukuqinisekisa ukuba abafundi bayaqonda ngokupheleleyo.

Le mibuzo seyiphendulekile kuba kucace ngokumhlophe ukuba abafundi xa befundiswa ngolwimi lwenkobe babanokuqiqa okungcono nokuvakalayo koko bafundiswa ngako. Loo nto ithetha ukuba xa bekwazi ukuqiqa ngako, bacinga ngokupheleleyo ukuze kube lula ukusebenzisa olo lwazi baluqiwayo. Kule imeko, njengoko kwenziwa ngexesha kuqhutywa uphando abafundi babonakalisile ukuba umthwalo wabo woku-zama ukucinga kaninzi ngentsingiselo, ngenxa yendlela ekusetyenziswa ngayo ulwimi uyehla xa befundiswa ngolwimi lwabo lwenkobe. Oku kuvela kwiimpindulo zaba-fundi ekudliwene indlebe nabo emva kophando njengoko kubhaliwe ngentla.

Okuye kwacaca kukuba nangona imeko ingabonakali intle kwizifundo zezibalo kwesi sikolo kodwa utitshala uzama ngako konke anako ukuba ulwimi aludidiyele kwizifundo zezibalo ngokuthi aqale afundise amagama enza ingqiqo kuqala, andule ukuwafundisa exutyayelwe kwizifundo zezibalo. Ezinye zendlela athi azisebenzise njengendlela yokufundisa, kukusebenzisa abafundi kumaqelana nanjengoko besebenza lula xa kunjalo ngezizathu esezichaziwe ngendlela. Utitshala ulilungu kumaqumrhu abucala anceda ngokuphuhlisa isakhono sootitshala ekufundiseni izifundo zezibalo kugxininiswa kulwimi lokufundisa.

### 4.6.1 Ukushwankathela iziphumo zophando

Ngokophando oluqhutywe nguDeyi (2006) ootitshala abathathe inxaxheba kolu phando babe nezizathu ezahlukeneyo kodwa isiphumo esifanayo xa kuthethwa ngomba wolwimi. Abanye babo bafundisa isifundo sezifundo zezibalo bengasifundelanga bona. Bacelwa ukuba basifundise kuba kungekho mntu unako ukusifundisa esikolweni. Abanye babo bagqibela ukufunda izibalo esikolweni besafunda kumabanga aphakamileyo. Abanye bazifundisa kuba babezifundile ekholejini okanye eunivesithi koko abanandlela yokuzidlulisa kubafundi ngokupheleleyo ngenxa yomba wolwimi neminye ebingenanto yakwenza nophando. Oku kwenza kube nzima ukumelana neengxaki zolwimi ezivelayo kuba bengaqinisekanga ngokuba benze ntoni ngeengxaki zolwimi ezivelayo Buthelezi (1995).

NgokukaSetati et al (2002) "Izifundo zezibalo nezenzulwazi ziquka amagama angqalileyo nolwimi olungqalileyo ngokomxholo, yaye loo nto ikhuthaza ootitshala ukuba basebenzise ulwimi lwezifundo zezibalo, nobuncinane bolwimi lwesiNgesi kwiinklasi zabo. Oku kuveza umbuzo othi lungakanani uphuhliso olwenziwa ngabo bajongene nemiba yolwimi kwizifundo ngokubanzi nanjengoko kubhaliwe kwiphiliso yolwimi kwisizwe siphela"

#### 4.6.2 Ukungabandakanywa kolwimi kuqeqesho lootitshala

Omnye wemiba abahlangabezana nayo ngumceli mngeni wolwimi. Ngexesha beqeqeshelwa ukufundisa ulwimi lwalungabandakanywanga. Ubani ubefunda isiXhosa okanye isiNgesi njengesifundo kungekho ngqwalasela yolwimi kwizifundo ezo. Loo nto ichaza ukuba iingxaki zolwimi zichaphazela wonke ubani. Oku kunxulumana nendlela abalusebenzisa ngayo ulwimi, ukusebenzisa iilwimi ezimbini ngaxeshanye. Oku kuzalwa kukungomeleli ngokupheleleyo kolwimi lwabo lwezifundo zezibalo kulwimi olulumbi nolwimi lwenkobe. Nangona kuyinto eqhelekileyo ukufundisa ngeelwimi ezimbini ngaxesha nye, ingxaki kukuba ootitshala basebenzisa ulwimi abalufunda ngcono kwimeko nganye. Basebenzisa ulwimi lwesiNgesi xa bengaqinisekanga ngentsingiselo esiXhoseni okanye kulwimi lwesiNgesi, njlnjl.

#### 4.6.3 Ixabiso elixhanyulwa lulwimi lwesiNgesi

Okuvele kumaphephambuzo nodliwanondlebe nootitshala ibe lixabiso elixhanyulwa lulwimi olulumbi. Babona kubalulekile ukufundisa abantwana ngolwimi olulumbi kuba belungiselewa ukuthatha inxaxheba nokuqhakamshelana nelizwe liphela, kwizinto ezifana nemisebenzi, ukufumana indawo kumaziko emfundo ephakamileyo, njalonzalo Kapp (2000). Banxulumanisa ulwazi lokuthetha ulwimi lwesiNgesi nolwimi lokufunda, izinto ezahlukeneyo ngokukaNdayipfukamiye (1994). Ayiqondakalanga msinyane kootitshala into yokufundisa izifundo zezibalo ngolwimi lwesiXhosa de yaba isetyenziswa njenge yeendlela zokuqhuba uphando nokubonisa ukuba kungenzeka Deyi (2006).

Okunxulumana nokuthethwa ngootitshala kukungabikho kweencwadi zokubaxhasa ekufundiseni izifundo zezibalo kulwimi lwenkobe. Ngokutsho kwabo maxa wambi kunzima ukucacisa ngokupheleleyo ngolwimi lwenkobe kuba akomelelanga olwabo kuqala. Loo nto yenza kube nzima ukunceda abafundi ngokupheleleyo ekucaciseni imibuzo, imisebenzi eyenziwa eklasini kunye nemibuzo yovavanyo neemviwo. Loo nto yenza basebenzise ulwimi lwesiNgesi nesiXhosa ngexesha elinye.

Nangona lo ingengomba wophando kodwa ixabiso elixhanyulwa lulwimi olulumbi, isiNgesi, lucace ngokupheleleyo ngexesha umphandi esebenzisa ulwimi lwesiXhosa ukubhala oko bekuqhubeka ngethuba kubhalwa uphando olu. Umphandi njengobani othetha isiXhosa afune ukusebenzisa, izagwelo, izaci namaqhalo ngokokutyeba kolwimi lwesiXhosa. Le ndlela yokusebenzisa ulwimi ayivumelekanga ncam kwiyunivesithi nanjengoko indlela yokubhala isekelwe kwimithetho yaseNtshona nendlela yokubhala ngolwimi lwesiNgesi. Umzekelo, kulwimi lwesiXhosa ubani usebenzisa amagama amaninzi ukubeka uxinzelelo koko kuthethwa ngako kanti kulwimi lwesiNgesi nakwiyunivesithi oko kuthetha ukuziphindaphinda (repetition). Oko kunefuthe nanjengoko kukho unxulumano phakathi kolwimi nobubani bomntu ngamnye.

#### 4.6.4 Isiphetho

Nangona umba wokusetyenziswa kolwimi kwizibalo ubonakala usembindini kwizifundo zezibalo ngokweempendulo zabafundi nootitshala, kusekho ukuthandabuza ekusebenziseni isiXhosa njengolwimi lokufundisa. Oko kudalwa yimiba eyahlukeneyo efana nokuba (evele nootitshala) ulwimi lwesiXhosa alunasigama saneleyo sokufundisa izifundo zezibalo. Ukuba sanele, ootitshala abazi ukuba baziqhube njani izifundo zabo kuba ulwimi zange lube yinxalenye yokuqeqeshwa kwabo. Okuye kwacaca kukuqwalaselwa kweengxaki ezidalwa kukungaqondwa kolwimi lwezifundo zezibalo njengoko ukufundisa ngempumelelo kootitshala kulele kulwimi lokufundisa. Oku kubangwa kukuba maxa wambi ootitshala bayazibona ezi ngxaki kodwa akukho nto banokuyenza ngazo (Buthelezi, 1995).

Loo nto ke ithetha ukuba kusafuneka kuhanjwe umgama omde ukuzama ukuqwalasela umba wokusetyenziswa kwesiXhosa ekufundiseni izifundo zezibalo. Olu phando lubonisile ukuba xa kunokwenziwa oku, kungakho iziphumo ezincomekayo kwindlela abaqhuba ngayo abafundi. Loo nto ithetha ukuba kukho imfuneko yokuba ulwimi lokufundisa izifundo izibalo lunikwe ingqwalasela lwenziwe inxalenye kuqeqesho lootitshala, ingakumbi abaza kufundisa izifundo zezibalo, ulwimi olusetyenziswe kwikharithyulam, ulwimi lokubhala iincwadi zezifundo zezibalo ukusukela kumabanga aphantsi emfundo ukuya kwaphezulu kunye nolwimi lokukhuphela ulwazi kubafundi. Oko kuya kuqinisekisa ukuba izifundo zezibalo zezakhe nabani na ingengabo abafundi abakwazi ukusebenza ulwimi lwesiNgesi ngempumelo. Koko nje kufuneka kuqwalwaselwe ze kuphuhliswe indima yolwimi olusetyenziswayo. Uphando olunabileyo, oluqala kumabanga asezantsi ukuya kwizikolo zemfundo ephakamileyo, kulo mba luyadingeka kuba iziphumo zakuba negalelo kuphuhliso lolwimi. Ekufundiseni nasekufundeni izibalo ngempumelelo.



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## Izihlomelo A

### Isihlomelo A: Amagama asetyenzisiweyo kuphando:

- amagama enza ingqiqo = concepts  
 embindini = central  
 iphephambuzo = questionnaire  
 isigama = vocabulary/terminology  
 izifundo zezibalo = mathematics  
 (uku)fundisa ngomlomo = (teach) verbally – not in writing/written  
 ukungafikeleli ngokupheleleyo kulwimi = do not have full understanding  
 ukuqinseka = be confident  
 ukusetyenziswa kweelwimi ezimbini ngaxeshanye = code mixing/switching  
 ulwimi lokufundisa = medium of instruction,  
 ulwimi lwenkobe = mother tongue  
 ulwimi olulumbi = second or third language (additional language)  
 undoqo = focus/main  
 uqwalaselo = observation

## Isihlomelo B

### Iphephambuzo labafundi (eliphambi kovavanyo)

- M: Usebenzisa luphi ulwimi ekhaya?  
 F: isiXhosa  
 M: Uthetha luphi ekudlaleni?  
 F: isiXhosa  
 M: Uqhuba njani kwizifundo zezibalo?  
 F: Kakubi kakhulu.  
 M: Uyazithanda izifundo zezibalo?  
 F: Andizithandi kuba andizazi.  
 M: Yinto ne le ungayiqondiyo kuzo?  
 F: Andazi ukuba kubuzwa ntoni amaxesha amaninzi. Ndivele ndinike impendulo kanti bekungabuzwa loo nto, kufunwa enye into. Ufumanise ukuba ngamanye amaxesha ndiyayazi impendulo qha bendingaqinsekanga.  
 M: Uzifunda ngoluphi ulwimi?  
 F: NgeEnglish nangesiXhosa. Uncame ungazi nokuba kuthiwani kuba uthi usamamele isiXhosa uve utitshala ethetha iEnglish ubhideke ke ngoku.  
 M: Uyamxelela utitshala xa ungaqondi? Uayibuza imibuzo?  
 F: Andiyazi ukuba yintoni endingayaziyo futhi kusetyenziswa magama anzima eEnglish ngoku mna ndoyike ukubhuda ndiqonde ukuba mandithule ndingabuze ndakusuke ndibuze kwabanye.  
 M: Usebenzisa yiphi incwadi?  
 F: Asinazo incwadi zokufunda kufuneka sense ifotokop. Yenziwa pha esikolweni.

M: Uyalisebenzisa ithala le ncwadi?

F: Kuvalwa kwangoko phaya uthi usaqala ukwenza umsebenzi wakho kuthiwe kuyavalwa kuba nabo boyikwa ukukhuthuzwa. Kudala bexhonyiswa phaya.

M: Likufutshane kanganani ekhaya?

F: Kukudana noko. Kufuneka uhambe imizuzu nokuba ingama 20. Ufike udiniwe phinde kuthiwe ixesha liphelile bayavala bona.

M: Ukhona umntu okuncedisayo ekhaya kwizifundo zezibalo?

F: Hayi ndim ndedwa ekhaya, umama akakwazi kubhala nokufunda kodwa bakhona abamelwane bayandincedisisa. Ingxaki kukungakwazi ukuyicacisa ingxaki yam yezibalo.

## **Isihlomelo C**

### **Iphephambuzo lesibini elisemva kovavanyo**

#### **IwesiXhosa**

M= Umphandi

F = Umfundi

M: Nanjengoko nibhale uvavanyo ngesiXhosa ucinga ukuba kungalula ukufunda izibalo ngesiXhosa?

F: Ewe kungaklula kuba singasebenzisa ulwimi olunye esiluthetha ekhaya nasekudlaleni.

M: Ucinga ukuba ungenza ngcono kwizifundo zezibalo?

F: Ewe ndicinga ukuba kungalula xa sinokufundiswa kuba nam nditsho ndayiqonda kakuhle imibuzo ebuzwayo.

M: Ibikade iyintoni ingxaki ngaphambili?

F: Ibikukungaqondi imibuzo namgama enza ingqiqo, okanye la ayalela into omawuyenze.

M: Uqhube njani koluvavanyo?

F: Ndipasile kancinci. Kodwa kubhetele kuba kuba kuqala bendiqhube kakubi kakhulu. Xa kunokuphinda kufundiswe ngesiXhosa ndingapasa qho kuba.