

**Contact Information on the Purposeful Sample School:
Circuit 3 of the Eden and Central Karoo Education District**

Name of school:	Mzoxolo Primary
Street address:	Vuyani Ncamazuna Street
Area:	Lawaaikamp
Postal address:	PO Box 2445
Town:	George
Postal code:	6530
Telephone number:	044 875 8662
Facsimile:	044 875 0336
Head of School:	Mr R.G. Eagan
Chair of Governing Body:	Mrs. N. Veier



Implementing isiXhosa as Language of Learning and Teaching

Background Questionnaire to Individual Educators

Dear Educator

I am doing research on the experiences of educators with regard to the implementation challenges of isiXhosa as a language of learning and teaching (medium of instruction) at a pilot school in the George district. I need your input and therefore I request your friendly cooperation to answer the following background questions. Your identity as well as the school's identity will not be traced or known during the analysis and reporting of these responses. Nobody, except the researcher, will be able to identify any respondent or the school. I guarantee anonymity and confidentiality. Your participation in this research is voluntary, however very important. I ask of you to honestly answer the following questions as comprehensively as possible. Thank you in advance for your cooperation!

Where applicable, tick with a

Variable (v)

Respondent number:									
1	Name and surname:								v1
2	Name of school:								v2
3	Indicate your age group:	20-29	30-39	40-49	50-59	60+			v3
4	Your overall teaching experience in years:	01-09	10-19	20-29	30+				v4
5	Gender:	Male		Female					v5
6	Highest qualification in education:	Certificate						v6	
		Diploma						v7	
		Degree						v8	
		Honours Degree						v9	
		Masters Degree						v10	
		PhD/DEd						v11	
7	Medium of instruction in the foundation phase at your school:	Afrikaans						v12	
		English						v13	
		isiXhosa						v14	
		Other: (Specify)						v15	
8	Medium of instruction in the intermediate / senior phase in your school:	Afrikaans						v16	
		English						v17	
		isiXhosa						v18	
		Other: (Specify)						v19	
		Double medium						v20	
		Parallel medium						v21	

9	Do you regard the learners as multicultural?	No	Yes	v22			
10	Do you regard the staff as multicultural?	No	Yes	v23			
11	How many learners in your school?	<100	100-199	200-299	300-399	>400	v24
12	How many staff members are here at the school? (Principal included)	<4	5-9	10-14	15-20	>20	v25
13	Which school subjects do you teach?	<i>Subject</i>	X	<i>Grade</i>			
		Afrikaans					v26
		English					v27
		isiXhosa					v28
		Mathematics					v29
		Natural Science					v30
		Economical Sciences					v31
		Social Sciences					v32
		Life Orientation					v33
		Art & Culture					v34
		Technology					v34
		Other: (Specify)					v35
14	How would you describe the school?	Rural school					v36
		Urban school					v37
		"Township" school					v38
		Other: (Specify)					v39
15	What is the classification of the school according to SASA?	Public school					v40
		Private school					v41
16	What type of school is it?	Primary school					v42
		Secondary school					v43
		Combined school					v44
17	Are you aware of the Constitution of the RSA (Act no. 108 of 1996, Section 29(1)) that states every learner has the right to receive education in an official language of his or her choice in a public school where that education is reasonably practicable?	No	Yes				v45

This is the end of the background information questionnaire.

Thank you for your goodwill to complete the questionnaire and participation in the research.

Ms HBP Matiwane
Researcher (MEd)

Implementing isiXhosa as Language of Learning and Teaching

Semi-structured Interview Schedule: School Management Team

Interview schedule code:	
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_____ March 2010

- 1 What is your point of view on the Constitution of the RSA (Act no. 108 of 1996, Section 29(1)) that states every learner has the right to receive education in an official language of his or her choice in a public school where that education is reasonably practicable?
- 2 Are the policies adequate to support the implementation of isiXhosa as a language of learning and teaching on national, provincial and school level?
- 3 What are the advantages and challenges for implementing isiXhosa as language of learning and teaching in your school?
[Cues: Teaching and learning material; resources; curriculum (OBE); vocabulary / terminology; discipline; training; home work; classroom management; parental involvement (attitudes); school leadership.
- 4 What are your experiences (supportive / critical) on the implementing of isiXhosa as language of learning and teaching?
- 5 How do you experience assimilation pressure for English as a language of dominance?
- 6 In your experience, how does the use of home language as language of learning and teaching influence the pass rate at your school?
- 7 How do you experience support for the implementation of isiXhosa as language of learning and teaching?
[Cues: Department of Education (what do you want them to do?); the community (what do you want them to do?); school management (what do you want them to do?); colleagues / staff members (what do you want them to do?)
- 8 Any other matter you want to add concerning the benefits or challenges of the implementation of isiXhosa as language of teaching and learning in your school?



Implementing isiXhosa as Language of Learning and Teaching

Focus Group Interview Schedule: Educators of the Intermediate Phase

_____ March 2010

- 1 What is your point of view on the Constitution of the RSA (Act no. 108 of 1996, Section 29(1)) that states every learner has the right to receive education in an official language of his or her choice in a public school where that education is reasonably practicable?
- 2 Explain how policies support the implementation of isiXhosa as a language of learning and teaching on national, provincial and school level.
- 3 What are the advantages and challenges for implementing isiXhosa as language of learning and teaching in your school?
- 4 What are your experiences (supportive / critical) on the implementing of isiXhosa as language of learning and teaching?
[Cues: Teaching and learning material; resources, curriculum (OBE); vocabulary / terminology; discipline; training; home work; classroom management; parental involvement (attitudes); school leadership.
- 5 How do you experience assimilation pressure for English as a language of dominance?
- 6 In your experience, how does pass rate relate to the use of home language as language of learning and teaching?
- 7 How do you experience support for the implementation of isiXhosa as language of learning and teaching?
[Cues: Department of Education (what do you want them to do?); the community (what do you want them to do?); school management (what do you want them to do?); colleagues / staff members (what do you want them to do?); parents (what do you want them to do?); learners (what do you want them to do?).
- 8 Any other matter you want to add concerning the benefits or challenges of the implementation of isiXhosa as language of teaching and learning in your school?

Implementing isiXhosa as Language of Learning and Teaching

Focus Group Interview Schedule: Learners in the Intermediate Phase

_____ March 2010

- 1 How do you feel about learning through isiXhosa?
- 2 Why would it be advantageous to speak, listen and learn in isiXhosa as medium of instruction?
- 3 Why would it be advantageous to speak, listen and learn in English as medium of instruction?
Cues: Handbooks; learning material; resources; vocabulary / terminology; educators' use of language; home work; classroom activities; parental involvement (assistance); school leadership
- 4 How do you think will instruction in isiXhosa influence your results?
- 5 Anything else that you want to add about learning by means of isiXhosa in your school?



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Ukunfunbiswa Noku Fundisa isiXhosa Injongo Nexesha Loxoxo Kubafundi

_____ March 2010

1. Uziva njani ngokufunda ngesiXhosa?
2. Kungokuba kutheni kubalulekile ukuthetha, ukumamela noku funda ngesiXhosa?
3. Ingayintoni inzuzo yokufunda izifundo zakho ngesiNgesi ?
4. Yintoni ubunzima obuziswa kukufunda ngesiNgesi?
5. Ingayintoni inzuzo yokufunda izifundo zakho ngesiXhosa ?
6. Yintoni ubunzima obuziswa kukufunda ngesiXhosa? Imfuneko: Incwadi; izixhobo zokufunda; oovimba; isigama; ukusetyenziswa kolwimi ngoo titshala; umsebenzi wa sekhaya; no msebenzi wa sesikoweni; uncedo lwabazali kunye neenkokheli zesikolo.
7. Ucinga ukufundiswa ngesiXhosa kunganegalelo kwiziphumo zakho?
8. Yintoni oyithandayo ekufundisweni kwakho ngesiXhosa esikolweni sakho?
9. Ingaba ikhona enye into, ofuna ukuyongeza malunga nokufundiswa ngesiXhosa esikolweni sakho ?

Implementing isiXhosa as Language of Learning and Teaching

Semi-structured Interview Schedule: Chairperson of the School Governing Body

_____ March 2010

- 1 What is your point of view on the Constitution of the RSA (Act no. 108 of 1996, Section 29(1)) that states every learner has the right to receive education in an official language of his or her choice in a public school where that education is reasonably practicable?
- 2 Are the policies adequate to support the implementation of isiXhosa as a language of learning and teaching on national, provincial and school level?
- 3 What are the advantages and challenges for implementing isiXhosa as language of learning and teaching in your school?
- 4 What are your experiences (supportive / critical) **as chairperson of the SGB** on the implementing of isiXhosa as language of learning and teaching?
[Cues: Teaching and learning material; resources; curriculum (OBE); vocabulary / terminology; discipline; training; home work; classroom management; parental involvement (attitudes); school leadership; **school management**
- 5 How do you experience assimilation pressure for English as a language of dominance?
- 6 In your experience, how does the use of home language as language of learning and teaching influence the pass rate at your school?
- 7 How do you experience **school management support** for the implementation of isiXhosa as language of learning and teaching?
[Cues: Department of Education (what do you want them to do?); the community (what do you want them to do?); school management (what do you want them to do?); colleagues / staff members (what do you want them to do?).
- 8 Any other matter you want to add concerning the benefits or challenges of the implementation of isiXhosa as language of teaching and learning in your school?

1 Interviewer: sgb chairperson

2 What is your point of view on the Constitution of South Africa that is Act number 108 of
3 1996 section 29.1 it says that every child has got the right to learn in the official language of
4 his/her choice in a public school where that education is reasonably practicable

5 Interviewee

6 As we know that the language is their home language we refer to use the language and to
7 stick on it but sometimes it depends from which grade to what grade because as we know the
8 education have brought some changing to from grade R to grade 3 they are very **supportive in**
9 **the Xhosa language but upwards there is a lack age** but we have to stick to their language
10 since it is their language

11 Interviewer

12 Are the policies that the education use language policies adequate to support this
13 implementation of isiXhosa as a language of learning and teaching that is national provincial
14 and at school level

15 Interviewee

16 **They are not supportive because as we know our kids are relevant to their language**
17 **somewhere somehow there is a lack age**

18 Interviewer

19 What are the advantages of implementing isiXhosa as a language of learning and teaching

20 Interviewee

21 The advantages, it will be a great benefit because since we look at our constitution that it is
22 their language so we have to stick on it

23 Interviewer

24 What would the challenges/disadvantages be when you implement isiXhosa as a language of
25 learning and teaching

26 Interviewee

27 Can you repeat,

28 The problems when it come to the resources the resources is not enough that's why maybe
29 the kids are lacking if you can improve or add more books like reading clubs into the schools
30 for the language to improve the language maybe there will be

31 Interviewer

32 From your perspective what are your experience as a sgb

33 Interviewee

34 What I implement I that expect is that isiXhosa must be done but there must be more how can
35 I put it

36 Kuzakufuneka kongezwe ulwazi lwabantwana apha esiXhoseni ngoba kaloku kunokwenzeka
37 balackisha somewhere apho kufuneka bongezelelwe khona ngoba kaloku umzekelo apha
38 ekufundeni kwabo sifumanisa into yokuba kukhona umgangatho apho baphosa khona so
39 kuyafuneka kunyuswe umgangatho wokufundisa isiXhosa

40 Interviewer

41

42 Interviewee

43 Kakhe undicacisele eligama ukudominata

44 So ucinezelelo kubazali yintoba kaloku asifundanga singabazali ngoku kunyanzelekile ukuba
45 sisebenzise ulwimi lwasekhaya kungoko ndisithi ulwimi olu lubalulekile as we know some of
46 the parents are from their homelands so which mean they will refer to use isiXhosa but there
47 will be those who want to use English as a language as well but I will stick to isiXhosa

48 Interviewer

49

50 Interviewee

51 The rate is too low the reason is because siyayixuba sixuba ilanguage lena asi we don't use
52 the proper language thats why I always say there must be a ukongezelelwa kwezifundiso
53 zesixhosa

54 Interviewer

55

56 Interviewee

57 Siya supporter ischool management le kakhulu isikolo kangokuba ndiqhaphela kwinto
58 zentlanganiso intlanganiso sisebenzisa ulwimi olu nasekuhlaleni xa kukho izinto
59 kusetyenziswa ilanguage lena so yilento ndithi ischool esi sisebe ababantu basebenzisa
60 basapporter kakhulu ilanguage naseclassini bayasebenzisa kakhulu

61 Interviewer

62

63 Interviewee

64 I would say it is it will be a good improvement to use isiXhosa ngoba its our language and
65 it's their home language that's why I always use the word saying practice begins at home so
66 when we use it at home we have to use it at school as well.

1 **Interviewer**

2 What is your point of view on the Constitution of the RSA (Act no. 108 of 1996, Section 29(1)) that states
3 every learner has the right to receive education in an official language of his or her choice in a public
4 school where that education is reasonably practicable?
5

6 **Interviewee**

7 Ok I totally agree with the policy because this is really a wonderful thing for the kids you know to start a
8 kid in teaching, teaching in the kids language it makes that kid to be very good because the concept in
9 learning you have to grasp the concept and the concept you can only grasp with your mother tongue you
10 cannot grasp the concept with a second language so I totally agree with that policy for us is going to be a
11 very good change as African schools.
12

13 **Interviewer**

14 Are the policies adequate to support the implementation of isiXhosa as a language of learning and
15 teaching on national, provincial and school level?
16

17 **Interviewee**

18 No what I feel they are not enough because I think there was not a very good research before this thing
19 was implemented as a result we are struggling a little bit we don't have enough material to change into
20 Xhosa there are not enough books and we don't have people now who are writing isiXhosa the only thing
21 that we are now doing is to change books that are written in English into isiXhosa and the department did
22 not train any teacher or anybody to be able to translate books into isiXhosa I think this is still going to go
23 a long way
24

25 **Interviewer**

26 What are the advantages for implementing isiXhosa as language of learning and teaching in your school?
27

28 **Interviewee**

29 I think to learn start learning in the different language was very difficult you know these kids something
30 called a mother tongue it means the kids are starting to speak at home with their own mother tongue then
31 when they come to school they will immediately switch to English it was not good for our kids I think
32 now is going to be very good because if you are going to start learning in the foundation phase start in
33 your own language it means you are going to have a very good command of your own language so this is
34 going to help schools
35

36 **Interviewer**

37 What are the challenges to implement isiXhosa as language of learning and teaching in your school?
38

39 **Interviewee**

40 Ya the challenge the first one is the training from teachers and teachers were not enough trained to
41 implement this programme I think this is a major challenge because you cannot have a programme or
42 policy that you don't have people to implement on the ground so that is the very first challenge, the other
43 one like I said before is material the learning material everything is written in English there are no enough
44 people who are writing things in our own language so the translation thing is not very good because to
45 translate English into straight Xhosa sometimes you are missing the point those are the big challenges so
46 if you can get a lot of materials then maybe we can be able to succeed in this programme but the
47 programme itself is a very good change in the education.
48

49 Ya even to us is very a lot of challenges because we cannot manage a programme that were not given
50 enough training even the SMT or school managers were not trained to implement the programme so that's
51 a challenge that we have we were not trained to manage the programme and then we have to train the
52 teachers our self or we have to do this thing as a trial and error that's the challenge that we have.
53

54 **Interviewer**

52 What are the challenges to implement isiXhosa as language of learning and teaching **for the school**
53 **leadership** in your school? [Cues: Teaching and learning material; resources; curriculum (OBE);
54 vocabulary / terminology; discipline; training; home work; classroom management; parental involvement
55 (attitudes); school leadership.

56
57 **Interviewee**

58 I think I support it but it must be given a fair chance it must be researched there must be more research on
59 it then there must be people who are going to come with ideas who say this thing is going to work
60 because of this and this and this as I have said before I don't think this thing was well researched if it can
61 be given a fair chance for the research and other staff and can be done in phases so that we can be able
62 develop material in the long run the material that are original not the material that are translated from
63 English to Xhosa but the original material from Xhosa, and also one thing in our schools the previously
64 DET schools there is no support from the parents because we know the first thing that the Xhosa will do
65 in many years ago the parents were also helping there were mothers who were coming to school to tell
66 stories the original stories I think if we could get support from side of the parents and the community as a
67 whole I think this programme can work

68
69 **Interviewer**

70 What are your experiences (supportive / critical) on the implementing of isiXhosa as language of learning and
71 teaching?

72
73 **Interviewee**

74 Ya because of international status of English everybody wants to do something with English and the
75 parents from home they only see people who are educated as people who can speak English if you cannot
76 speak English or express yourself in English you are not educated therefore the parents do not take this
77 issue so much they wanted their kids to go to schools that are going to learn in English so that is the other
78 support that we are not getting from parents because they don't understand this they see television they
79 see kids that are talking English in television and they associate education with English so the support is
80 not so much from parents so that's the pressure that we are getting

81
82 **Interviewer**

83 How do you experience assimilation pressure for English as a language of dominance?

84
85 **Interviewee**

86 If I can talk particularly of Mzoxolo I haven't changed so much pass rate between using the Xhosa as a
87 medium of curriculum and English but there is a little bit of change I can say maybe it is five out of ten
88 because we just started the programme we just finish the period now of piloting then this is the first year
89 after piloting there is no much change yet but I am hoping with maybe a number of years or ten years
90 there is going to be a great change

91
92 **Interviewer**

93 In your experience, how does pass rate relate to the use of home language as language of learning and teaching?

94
95 **Interviewee**

96 In the side of the department there is totally I can say the support is very very minimal it seems this thing
97 was outsourced maybe to a NGO or to just ordinary body from the department without the support of the
98 district office without the support of the head office because when you communicate things about this
99 programme to the head office they do not know anything about it when you communicate things about it
100 to the district office they do not know anything about it the only person that know anything about it is the
101 person responsible for it in the head office there is suppose to be a person who is going to be responsible
102 for this even in the district you don't see that you have to communicate straight to the head office and that
103 person who is doing this in the head office is only one person for the whole of the piloting schools and I
104 think we are sixteen schools and it is very difficult to get hold of her so there is totally no support from

105 the side of the department ,the staff members yes they are very happy because this is making them to be
106 able to teach in their own language it was a little bit difficult to speak English in the classroom because
107 we were also mixing though we were teaching in English it was not pure English as you know that we are
108 Africans our English is not a very competent so on the side of the teachers they are very happy with this
109 the only cry from them is the materials we have to develop one time we discussed it at school that we are
110 going to develop our own material but we did not succeed so we ended up getting material from Cape
111 Town the material that we still scrutinizing but this is not the correct translation from English to isiXhosa
112 but we using that material as a base for this programme
113

114 **Interviewer**

115 How do you experience support for the implementation of isiXhosa as language of learning and teaching?
116

117 **Interviewee**

118 For me what I can add is the buying in of each and everybody in the department of education in fact the
119 whole nation the buying in in this programme **so that everybody can support it** if now it is going to be an
120 isolated thing for the department of education only and in the department of education only that separated
121 section we are going to still face a lot of difficulties so if there can be a national buy in in this programme
122 **I think we can get a lot of support** and can get a lot of professors who can research this thing or us as
123 teachers to be roped in to say this thing is with you and then we can start with you it was never researched
124 to us it was a sort of a top down policy the teachers we never involved so if the teachers can be fully
125 involved to have a say in this maybe this programme can work smoothly
126
127
128

1 **Interviewer**

2 What is your point of view on the Constitution of the RSA (Act no. 108 of 1996, Section 29(1)) that states every
3 learner has the right to receive education in an official language of his or her choice in a public school where that
4 education is reasonably practicable?
5

6 **Interviewee**

7 T1 Ndizakuthetha ngesixhosa ukuze ndikwazi ukuzi expresa kamnandi ndiyayithanda kakhulu ifanele
8 ukuba ibenjalo ngoba uyakufumanisa ukuba abantwana bafunda apha kwijunior phase yonke into
9 ngesixhosa sakufika kwagrade 4 nabo abazi negama nge English noba ubuza umbuzo umzekelo kiNS
10 endakha ndayititsha abayazi noba kubekiswa ngaphi so uku implimenta ngesixhosa kodwa up to
11 intermediate phase ndikubona mna kulungile abantwana bayazi lento kuthethwa ngayo kodwa from grade
12 7 abantwana baqhubekeke nge English kwezo learning areas at the same time iititshala ezititsha iEnglish
13 kufuneka zizame kangangoko ukuba abantwana bayazi iEnglish ngokupheleleyo ukuze bakwazi ukuthi
14 kengoku xa befika kengoku kwagrade 7 babe at least bakwistandard esifanelekileyo
15

16 T2 Ndizakuvumelana nomem kodwa ndohluka kancinci kuleyokuba abantwana bafanele okokuba
17 bafunde ngesixhosa bade ukuba kuyakwazeka bayokufika euniversity isizathu yinto yokuba ukuba
18 uyajonga indlela abantwana bethu indlela abaqhuba ngayo kwimviwo zabo kumabanga apha phezulu
19 ugrade 12 umzekelo ubajonge kubantwana abafunda ngolwimi lwabo ubukhulu becala sakuhleli sithi
20 yindlela abafundiswa ngayo ebona bangaqhubi ngendlela kanti indlela abafundiswa ngayo nayo inento
21 yokwenza ngoba xa umntwana ethetha isiXhosa kowabo yindlela acinga ngayo ucinga ngesixhosa xa
22 ecinga ngoko kengoku xa efika kwimviwo zakhe kufuneka athathe lento ayicinga ngesixhosa ayiguqulele
23 esingisini lonto inobunzimana enabo ngokokemna ndiyayikhuthaza into yokuba makube kanti isiXhosa
24 siyanyuswa sibekumgangatho wokuba wonke umntwana afunde ngaso ukuya euniversity, eyesingesi
25 yona into sinabantwana abafunda ngeAfrikaans kuzo zonke izinto abazifundayo bayasenza isingesi futhi
26 bayakwazi ukusithetha isingesi isingesi sesoba nje umntu akwazi ukunxibelelana nomnye avane naye
27 kodwa ke kwicala lokuba umntwana akhuphe izinto ezizizo umele ukuba abe ufunda ngolwimi lwakhe
28 lwenkobe
29

30 **Interviewer**

31 Are the policies adequate to support the implementation of isiXhosa as a language of learning and teaching on
32 national, provincial and school level?
33

34 **Interviewee**

35
36 T1 Mna ndiyacinga okokuba ipolicies ezikhoyo zizezozinto nje yimigaqo nqubo ebekiweyo urhulumente
37 akafaki nyama into yokuba izakwenziwa njani into xa kutheni umzekelo kulento yokukhusela kwelwimi
38 zomntu wonke akho lwimi zomntu wonke ezikhuselekileyo apha emzantsi Afrika ulwimi lwethu
39 umzekelo isiXhosa alufumani intlonipho efanayo nelwimi ezithethwa ngabantu abamhlophe ngokoke ewe
40 ephepheni zikhona ipolicies but enyanisweni pha ekwenzweni kwazo azikho umzekelo ndizakwenzela
41 umzekelo sine PANSALB emele ukuba kanti ikhusela ilwimi zethu ukuba uyakuPANSALB uyakufika
42 kukho amaxwebhu oxelelwa ukuba awakho ngesixhosa kwinto ebekelwe ukuba mayikhusele iilwimi
43 zomntu wonke olapha
44

45 T2 Eneneni ukongeza apha kutitshala ipolicy zona nokuba zingabakho but ulwimi lwethu lona
46 alubonakali kakuhle umzekelo iincwadi kunzima ukuba sizifumane ezisithumela kakuhle kulo enye into
47 endiyibonayo edla ngokuchana abantwana bethu when it comes ukuba makwenziwe iinterviews for
48 nemisebenzi azenziwa ngolu lwabo ulwimi njengeexams azenziwa ngolu lwabo ulwimi
49

50 **Interviewer**

51 What are the advantages for implementing isiXhosa as language of learning and teaching in your school?
52

53 **Interviewee**

54 T1 Abantwana bafunda beunderstenda ukuba bafunda ngantoni na kunoba bafunde mhlawumbi
55 ngesingesi okanye ngeAfrikaans naxa bebhala imviwo kukho ifailers ezingaka nje kwagrade 12 ndibuyela
56 kulonto yinto yokuba abayiva lento ibuzwayo aba undestendi nanzo iadvantage yokuqala

57
58 T2 Ndivumelana nokupheleleyo nomem

59
60 T1 Uyabona kengoku mna ndikwi disadvantage ngoba ndinenyangana ezimbalwa ndikulemeko sikuyo
61 kodwa ke besijonga ngoku isytemic evaluation and xa bekukho izinto ebezithethwa bekuvelileinto
62 yokuba mhlawumbi yinto befunde ngolwimi lwabo ibenenxaxheba eyithathileyo ekunyuseni indlela
63 abaqhube ngayo kodwa ke ndizakuphinda ndibuyele kulonto bendiyithethe kuqala xa ndithi ukungaba
64 ucinga ngesingesi kunzima ukuba uthathe into yesi xhosa uyiphendule ngesixhosa ngoba kalokungoku
65 kufuneka wena uthathe ezingcinga zakho zolwimi lwakowenu uziguqulele kolulwimi lwangaphandle
66 olufundayo ngokoke ngokokwam ukucinga ukufunda ngolwimi lwakho kunezinto ezininzi ekukunika
67 zona ezizizo ngaphezu kweziza kuba zingxaki ngoba eyona ngxaki esinayo endiqinisekayo
68 ezakuphumaxa isiya ebalalini into yokufunda abantwana ngolwimi lwabo izakuba yinto yokluba
69 bazakuthetha njani nabelungu bazakuthetha njani nezinye iintlanga kodwa ke njengokuba bese nditshilo
70 sinabantu abafunda ngelwimi zakokwabo lweenkobe ezingesosingesi abakwaziyo ukuthetha isingesi xa
71 udibana nabo uyive lento ayithethayo

72
73 T2 Bendizakuthi mna njengokuba besesiqalile ukupilot two years back abantwana babonaka understenda
74 betele kunaxa ubatitsha ngolunye ulwimibayalu undastenda ulwimi lwabo abantwana baclever nangoku
75 abanagxaki

76 **Interviewer**

77 What are the challenges to implement isiXhosa as language of learning and teaching **for the school leadership** in
78 your school?

79 [Cues: Teaching and learning material; resources; curriculum (OBE); vocabulary / terminology; discipline;
80 training; home work; classroom management; parental involvement (attitudes); school leadership.

81
82 **Interviewee**

83 T1 Ok okokuqala abantwana bethu noba bethetha isiXhosa uyakufumanisa absithethi ngokupheleleyo
84 isiXhosa so lonto ifuna into yokuba iititshala zona kuqala zibe ziyasazi isiXhosa iparents zona kuba
85 ngoku kufundwa ngesixhosa akho mfuneko yokuba umntwana xa eze nehomework uthi uwuyi undastendi
86 banako ukuyenza ihomework abantwana ngoku lula ngoba yenziwa ngesixhosa akubikho ngxaki thina
87 zititshala qha kengokukufuneka sizame ukufumana iresource asinaziresources kufuneka sizame
88 kangangoko sizifumane iresouces like incwadi yonke nje into emalunga nesixhosa nathi sisifunde
89 isiXhosa. Iterminology ingxaki ikhona ininzi ngoba asinanto siyithunyelweyo

90
91 T2 Ndiyacinga ndicinga lento yeziziresouces ziqala kwakwi ncwadi zokufunda itextbooks into yokuba
92 amagama amaninzi ezinto ocomputer onatural science unatural scincience yena noko kodwa senditsho
93 ulwimi oluthethwa kwisubjects ezithile ubukhulu becela ufumanise okokuba luyasokoleka ukuba
94 lufumaneka and mna andizikuyibeka ingxaki kengoku kutitshala ngento yokuba kungabikho sigama
95 kwisifundo esosifundiswayo ngoba kaloku kukho abantu umzekelo isebe lemfundo lemele ukuba lihleli
96 layibona layijonga into yokuba kuzakwenziwa njani ukuqinisekisa ukuba isigama sikhona ngokuthi
97 umzekelo kuziwe ezikolweni kubuzwe nithi yintoni lento nithi yintoni lento sifikelele kwindawo ethi
98 abantu abaninzi bathi yinto ethile and then kusetyenziswe lonto. Enye ingxaki endiyibonayo esele
99 ndiyivile ngoku ndilapha kwezinyangana ndilapha abazali kwabona ababonakalisi kuthakazalela kakhulu
100 ukufunda kwabantwana ngesixhosa ibakhona into engathi bayibona ingathi yimfundo exutywe amanzi
101 leyokuba abantwana mabafunde ngasixhosa ayifani naxa befunda ngesingesi basena laconfidence kakhulu
102 ekubeni uze ube uyayazi into kufuneka ukwazi ukukhumsha ngokoke enye ichallenge yethu kukuba
103 sikwazi ukuyithengisa nakubazali bethu ukiuba isiXhosa lulwimi olubalulekileyo ayithethi into yokuba
104 ukuba ufunda ngesixhosa ufunda imfundo eszantsi

105

106 T1 Yo otitshala ndifike kamnandi kotitshala sele iqhuba lento from imanagement kodwa ke
107 ndiyakhumbula ndithetha nomnye utitshala apha esikolweni sizincokolela nje side bendikhe ndangcokola
108 nomnye utitshala eyona ngxaki abanayo sisigama isigama esingazokuphelela kuye apha esikolweni
109 esizakwazi xa lamntwana ephuma apha esikolweni encokola nomnye umntwana wesinye isikolo babe
110 bathetha ulwimi olunye enye ingxaki yinto yokuba otitshal khangе babe kanti izifundo zabo bazifundiswe
111 ngesixhosa kwabona ngokukwakhona idepartment yayiyekela kubo ngokujonga kwam okanye
112 ngokwengcoko yam nabo yayiyekela kubo into yokuba makubekho isigama okanye ifundiswe
113 njaningesixhosa lento kangangokuba lotitshala bendithetha naye wayesithi bona ngelaxesha ibiqala
114 kwakungekho kwatextbook yesixhosa ngoko ke wawuthatha leyesingesi uyiguqule ngokwakho ukuba
115 mayiye esixhoseni uloyiko lwam kengoku ndicinge into yokuba ukuba izikolo ebeziqale lenqubo ziyififty
116 apha ewestern cape kuthethi into yokuba isikolo ngasinye sifundisa into yaso ngohlobo lwaso ngoba
117 yeyona nto endiyibonayo apha kwicala lokumanager yingxaki yinto yoba thina singagqiba apha okokuba
118 into ethile yinto ethile ithini kengoku xa lamntwana ephuma ngapha kwegate ngoba ukuba uyakhumbula
119 sithi imfundo yinto umntwana ekufuneka abantwana bayiphile ngaphandle ukubangana ngaba sia
120 nesigama sethu esingaziwayo ngaphandle ibayinto abayiphila njani nantsi eyona ngxaki endiyibonayo
121 mna
122

123 T2 Urhulumente at least makehle eze ezantsi thina as ileadership kufuneka sizame kangangoko sinako
124 ehle afikelele aze nayo yonke into efunekayo ngoba kaloku kuza uNaledi qha caba lento yeka Naledi
125 kemhlawumbi urhulumente akabonakali enomdla wokusithumela yonke into eyiyimfuneko eneneni
126 uyakuthi wena apha yikhabohaydreti umbhale ngeyakho indlela uyakufika kwesinye isikolo ebhalwa
127 ngenye indlela akukabikho nto ebonakalayo kurhulumente asinika yona so ichallenge yethu kukuba
128 urhulumente masimcele ehle eze nayo

129 **Interviewer**

130 What are your experiences (supportive / critical) on the implementing of isiXhosa as language of learning and
131 teaching?
132

133 **Interviewee**

134 T2 Ok kwelinye icala ndiyayisapota kodwa andifuni iyokufikelela kwagrade twelve ndiyayisapota
135 yona ngokupheleleyo kodwa pha kwagrade twelve ndinengxaki yoba umntwana apha kwagrade eight
136 ukuba uyadropa omnye kufuneka ahambe ayokwenza iinterviews angakwzi ngoku ukuthetha abantwana
137 bethu bayathanda ukuhamba nelicala lingazokubanceda ukuba kufundiswa ngesixhosa athate into yokuba
138 yonke into neEnglish le kengoku akayikhathalelanga yakhe yenzeka kelonto kwi early 50's and early
139 60's yonke into yayifundwa ngesixhosa ufumanise abantwana ababefunde ngolohlobo babenayo kodwa
140 ingxaki nesingesi
141

142 **Interviewer**

143 How do you experience assimilation pressure for English as a language of dominance?
144

145 **Interviewee**

146 T2 Bendizakuthu mna abazali abkho apha eklasini soze bayibone qha bona bafuna lento ingathi
147 izakulungela abantwana babo emisebenzini bayayazi kweminye imisebenzi kufuneka kuthethwe iEnglish
148 right through so yiyo lento ibenzela bakhethe kwalandlela yokufundisa abantwana ngesingesi thina bantu
149 baseklasin bazi abantwana kakhuhle kufuneka sibafundile kulungile ukufundisa umntwana ngolwimi
150 lwakhe
151

152 T2 Iyacaphukisa ngoba yenza ulwimi lwethu lungaxabiseki futhi luxubeke ngapha komlingo
153 ndikhumbula besikhe sanencoko ngoku yengama lesixhosa ndisithi eligama asinto balirwada qha
154 lisisixhosa siya siphulukana nendlela yethu yokuthetha isiXhosa ngenxa yalento yesisingesi ubukhulu
155 becala nendlela esiye siluxabise ngalo ulwimi iya iphela futhi kengoku lonto isusa ubuthina ngoba
156 incubeko yakho igcinwe lilwimi lwakho ukusuka kolwimi busukile ubuwena sizakuzifumanisa sifana
157 namazwe omaWest Indies sihambe sigrypa ngoku sibamba apha naphaya sizama ukuzenzela incubeko
158 kuba siyilahlile ngokungathethi ulwimi lwethu ngoko lengxaki yesingesi iyandihlupha mna ndivuyela nje

159 into yokuba ingathi iya iwela ngaphaya kwendlela kwabanye abantu abamhlophe abangathethi singesi
160 kungona izakulunga kengoku ngoba izinto xa zichaphazela bantu amnyama ubukhulu becala azihoyakali
161 njengaxa kukhalaza abanye abantu abakwigroups ezimhlophe kungona izakulunga ngoku ngoba xa
162 ujonga kwi universities ebezifundisa ngeAfrikaans ngoku xa kufakwa into yokuba mazifundise ngesingesi
163 iba yingxaki yeyona nto kengoku iza kuvula amehlo iyenze igqame into yokuba ukufunda ngolwimi
164 lwakhe kubaluleke ngoba kutheni ngoba ngoku siyibeke emaphepheni nje into yokuba kufuneka umntu
165 afunde ngolwimi lwakhe kufuneka zonke ilwimi zilingane asyenzi ngokwasenyaniweni
166

167 **Interviewer**

168 In your experience, how does pass rate relate to the use of home language as language of learning and teaching?
169

170 **Interviewee**

171 T1 Ngoku siqalileyo thina apha esikolweni kubetele kakhulu abantwana bayapasa kunangokuya
172 besifundisa ngesingesi
173

174 T2 Abasoze bangapasi sendithso yinto nje ephuma kum asiyonto ephuma kuphando oluthile okanye kwi
175 experience ethile kukuyicinga nje into yokuba ukuba ufunda ngolwimi lwakho umi kwimeko entle ngoba
176 kaloku akukho ngxaki ngoku yento ba umzekelo ukuba ufunda umbuzo phambi kwakho ligama linye
177 ongalaziyo kulambuzo elenza ungayazi yonke lanto ibuzwayo ngoku ukuba ngaba uyayiva lanto
178 ibuzwayo kulula ukuba uyiphendule maxa wambi awuyazi eyona mpendulo ichanekileyo yento kodwa
179 ukuba unokuzithethela uyicacise ngolu hlobo wena uzicingela ngayo mhlawumbi ubuza kusondela kuyo
180 ngoko kengoku xa kufuneka uyithethe ngolwimi lomnye umntu akuzokubalula ukuba uyenze lonto leyo
181 ngoko ukuba nuclear ukuyazi into yokuba yintoni le uyibuzwayo ndiyaqiniseka mna into yokuba into
182 ozakuyiphendula izakuba yinto ephuhlileyo futhi sizakupaselwa ngcono
183

184 **Interviewer**

185 How do you experience support for the implementation of isiXhosa as language of learning and teaching?
186 [Cues: Department of Education (what do you want them to do?); the community (what do you want them to do?);
187 school management (what do you want them to do?); colleagues / staff members (what do you want them to do?)
188
189

190 **Interviewee**

191
192 T1 Abantu basemthethweni ngokujonga kwam bathathe into yokuba masibanike lencwadi bayizame and
193 then bayiyekele kutitshala ukuba makazibonele ukuba makathini na ngezo ncwadi andikhange ndibone
194 mntu umzekelo usuka kwidepartment mna oko ndilapha oze for ukuzokujonga iqhuba njani into yokuba
195 sifundisa ngesixhosa akakafiki kum ngaphandle kokuba uphelela kwi ofisi eziphezulu ngoko titshala
196 otitshala banomdla esendithethile nabo ngento yokufundisa ngesixhosa kakhulu abazali njengokuba
197 besenditshilo kuqala banayo indawo yokuthandabuza into yokuba iyaphi lento kodwa ukuthandabuza
198 kwabazali kona kusezandleni zethi siyicacise into yokuba zintoni izinto ezizizo abanokuzizuza abantwana
199 ekufundeni ngolwimi lwabo zintoni ezingezizo ezinobachaphazela kakubi ekufundeni ngolwimi lwabo
200 ngoko ke bayakuyithengiselwa sithi abazali bakholelwa kakhulu kotitshala ngoko ke ukuba thina siyibona
201 lento and siyijonge kumacala onke siyibone ukuba iza nento iyiyo abazali bazakuhleli nje bayasixhasa
202 abantwana ndiyathemba ukuba bona bayayivuyela nangona xa ujonga kwagrade seven ibangathi
203 bayayiwela leyikokhumsha bazakuyiwela ngoba sithi bazali abanze kwagqama ukuthetha isingesi ingathi
204 xa uthetha isingesi ufunda ukuthetha so kubalulekile ukuba mawukwazi ukukhumsha kunokuba uthethe
205 ulwimi lwakho nabo badinga into yokuba bafumane isikhokelo kubazali babo nakuthi njengenkoheli
206 zokuhlala ekukhuthazeni ukuba makuthethwe ulwimi lwabo
207

208 T2 Abazali bayasapota and sasithethile nabo before siqale uku implimenta ukuba siyipilot school abanye
209 bayayailandela netitshala bayalandela abaye ibengulowoke uxakwa mhlawumbi sisixhosa esinzulu
210 otherwise wonke umntu uyalandela nabantwana bayayiqonda bayaqonda into yokuba bekufanele bafunda
211 ngesixhosa beyeva ukuba kuthiwani na kunangokuya bekufundwa ngesingesi

212 T1 Enyanisweni iCA ezithetha isiXhosa zinqabile kude nalo ngamanye amaxesha uzokujonga unguCA
213 wesixhosa wayekade engasazi esosixhosa anguCA waso simele ukuba kuxutywe ezi ofisini kubekho
214 babekhona oCA abathetha isiXhosa abalulandelayo ulwimi olu umntu angu CA walo awunokwazi ikuba
215 nguCA kwilearning area ongakwaziyo ukuthetha lolwimi kufundiswa ngalo umzekelo ngokusenza iLO
216 ufumanise okokuba uCA we LO uthetha iAfrikaans awunakumenzela nelesson plan kufuneka wena
217 ngoku uphinde uguqule akayi undastendi kwalesson plan le yakho uyibeka phambi kwakhe so silindele
218 okokuba pha e ofisini kuxutywe babekhina oCA abangamaxhosa abazaku undastenda

219
220 T2 Xa uqala into uyayiceba into awuyenzi nje lento yezipilot zenziwa yidepartment ingathi umntu uvuka
221 endlini yakhe ecinge into yokuba ukuba kunokubakho into ethile athathe ngokuthi mayenziwe esa sikolo
222 masenze into ethile esa sikolo masenze into ethile olahlobo urhulumente aqale ngalo into yeOBE badinga
223 ukuyicinga into phambi kokuba bayenze apha ekuyicingeni babeke istructures ezizizo eziza kuyijonga
224 lento ingabi yimeme yesikolo into yokuba masibone ukuba senza njani ukuze ube kanti iyaphumelela
225 lanto simele ukuba umzekelo njengepilot school urhulumente ubeke imali ecaleni eyiyiyo isixa semali
226 esithile sento yokuba aqiniseke ezi pilot schools ukubangaba siphuma nento ethi ayisebenzi into
227 yokufundisa abantwana ngesixhosa kwizifundo zabo zonke mayibe kanti ufake inxaso eyiyo ukuba
228 mayiphumelele kodwa ngoku ingathi urhulumente uyenzela nje ukuba mayingaphumeleli ngoluhlobo
229 lwento ba uyiqale lento yizizikolo engakhange abe kanti ubeke iresources ezizizo zoba mayiphumelele
230 ngoko ke ukuba ayiphumelelanga izoba ayiphumelelanga ngenxa karhulumente ongayinikanga nxaso
231 ngubani ozayo azokukhangela ukuba zintoni izidingo zesikolo zintoni ezihamba kakhuhle zintoni
232 ezingahambi kakuhle yenzeka nini lonto leyo ukuba ngaba into uyayifunda kumele ukuba kukho umntu
233 olapha ecaleni kwakho kuyo yonke lendlela uyihambayo okunika inxaso eyiyiyo andiqondi ukuba
234 siysiyifumana lonto

235
236

237 **Interviewer**

238 Any other matter you want to add concerning the benefits or challenges of the implementation of isiXhosa as
239 language of teaching and learning in your school?

240

241 **Interviewee**

242 T1 Ukufundiswa kwesixhosa kuzakwenza okokuba incubeko yethu njengamaxhosa igcinakale ubona
243 ingathi umzekelo ndizakuthetha ngabantu abamnyama amazulu angathi apha phezulu kungenxa yoba
244 bayihlonophile incubeko yabo loncubeko bayihloniphe njani iqala phaya kulwimi ulwimi lwabo
245 bayaluthetha abahleli nje bagobile into ba senzela into yoba nomnye umntu makayive lento siyithethayo
246 ngoba bathetha kwimeko yamazulu ukubangaba kengoku sinokufundisa ngesixhosa side sinyukele
247 phezulu eyona nto ibalulekileyo ezakwenzeka yinto ba kwiminyaka elikhulu eliwaka ezayo
248 siizakushiyeka sinsekhona singamaxhosa uloyiko lwam yinto yokuba apha ekuzameni ukuququzelela
249 into yokuba sikwazi ukuthetha nabanye abantu silibeke into yokuba kufuneka sikwazi ukuthetha sisodwa
250 kuqala ngoba ukubangaba asinalo olulwimi lwethu njengokuba kusenzeka ngoku abantwana bethu
251 bakhula bengabantwana abangazi sixhosa abangazi sibhulu abangazi nasingesi ngoba ufumana u33%
252 wesingesiufumana u33% wesilungu ufumana u33% wesixhosa sinabantwana abangengomaxhosa
253 abangengomacolored abangengomangesi ngoko into yokuqala ezakwenzewka ekuhambeni kwexesha
254 kukusinika ubuthina njengamaxhosa

255

256 T2 Sisokole kakhulu ngoba ukuba uyakufumanisa ukuba nifunda eklasini English abantwana okanye
257 nangoku sesingotitishala sifunda Afrikaans speaking educators ibesithi maxhosa uyakufumanisa abanye
258 aba abasokoli iexams bazibhala ngolwimi lwabo ukuba uyiEnglish uzakubhala ngolwimi lwakhe ukuba
259 uyiAfrikaans ubhala ngolwimi lwakhe thina kufuneka uzame kangangoko ucinga ukuba mandithini
260 nditsho ngoku sesingotitshala ke kubeke phi kengoku phaya ebantwaneni bethu kutheni lento iexams
261 zingaske zibhalwe ngalo language ufuna ngayo okanye zivele ngazozontathu ilanguage iexams
262 umntwana athi ukuba uxakiwe sesisingesi ahambe ayokujonga kwisixhosa sakowabo so sisokole
263 leminyaka ndingathi ukuba kunokutshintsha ezozinto ingabaluncedo kakhulu kuthi

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1 **Interviewer**

2 What is your point of view on the Constitution of the RSA (Act no. 108 of 1996, Section 29(1)) that states every
3 learner has the right to receive education in an official language of his or her choice in a public school where that
4 education is reasonably practicable?
5

6 **Interviewee**

7 T1 Umntwana uyakwazi ukuziexpressa ngolwimi lwakhe if uziexpressa ngolwimi lwakhe akanangxaki
8 xa ephendula iquestion okanye ebuza ngolwimi lwakhe okanye axele ngolwimi lwakhe uyakwazi
9 ukuziexpressa iviews zakhe
10

11 T2 Ok ngokwaseklasini ngokokufunda izifundo zingena lula xa usebenzisa ulwimi lwakhe alusebenzisa
12 ekhayeni and uyakwazi ukubuza imibuzo ngokufanelekileyo uyakwazi naxa engaqondi aphinda phinde
13 ukubuza imibuzo ukuze lonto ingena msinyane kuye and uyakwazi ukuthatha umsebenzi waseklasini
14 awuse ekhayeni kumama ongakhange aye esikolweni then amfakelele izinto azaziyo ngalonto umbuza
15 ngayo
16

17 T3 Ndicinga mna uright like ingekuko okokuqala because ndikhumbula mna sibhala uten abanye
18 abafundi babebhala ibiology ngelanguage yabo which is Afrikaans so I think it is only fair nezinye
19 ilanguages zinikwe ichance yokuthi abantwana baziexpress ngemother tongue
20

21 T4 Ndiyacinga nam okokuba iright kakhuku lonto kuba lemfundo yababantwana igxile ayigxilanga njena
22 ekuthetheni igxile ekubeni baneskill bayakwazi ukwenza, so iskill asiyolanguage asiyontoni na yiability
23 yokuba umntwana ukwenza loo nto so xana eyive ngolwimi lwakhe akunamsebenzi esa skill siza
24 kudevelopa kuba eyonayona purpose sesaskill neza values and attitudes uzakuzifumana even ngoku
25 athethe ngolwimi lwakowabo imother tongue apho kugxilwe khona ndakuthi ukujonga mna ndiqonda ba
26 nyani ifair ngolohlobo
27

28 T5 Kuba ke iconstitution yase South Africa isithi zonke ilanguages ziyalingana so its only fair nyani
29 ukuba nyani bonke abantwana bafunde ngelanguage zabo the language umntwana ayiunderstnda better
30 kunezinye so iconstitution le its ok
31

32 T6 Nje ukongeza mna ngendlela ebendikhe ndayiqaphela ngayo nje nakwezinye izinto ebendikhe
33 ndazenza ne experience yam emsebenzini kulula kakhulu ukuzichaza indlela imbilini yakho ukuba ufeela
34 njani xa uthetha ngelwimi lwakho kunaxa uthetha ngelasemzini
35

36 T7 Hayi nam ndiyibona intle kakhuku yona le initiative ukuba abantwana bafunde ngesixhosa more
37 especially for ipolitical reasons but mna ndibane worry like njengokuba abantwna sibafundisa
38 ngsisiXhosa bakhule mhlawumbi befunda ngesixhosa andiyazi noba izakuimplentwana up to eyiphi ilevel
39 lento because singayenza for ipolitical reasons but xa sesi face ireality ngubani ozakuqasha ababantu
40 bazakuqashwa phi masiyeke abantu abazakusebenzela ipublic sector but ababntu bazakusebenzela
41 icompanies bazakufika phana kunjani ukuba leimplementation izakuqhubeka ukuya ehigh school
42 nakwitertiary level andiyazi nokuba ijonge ukuphela kweyiphi ilevel
43

44 T8 Bendifuna nje ukongeza pha kutitshala pha kulanto njengokuba esithi akayazi umntwana xa
45 selebegqithile bazakwenza njani na umntwana xa efunda ngolwimi lwakhe sos ukuba apha thina siqala
46 kugrade R ukuya kugrade 6 lanto ba efunda ngolwimi lwakhe like ukuba izinto azazi like ukuba
47 aunderstand then xa efika kwagradew seven ulwimi luza kutshintsha so lanto azakuyifunda ngeEnglish
48 uzakube ebekhe wayiva ngesixhosa ayazi ukuba igama elithile lethetha ukuthini xa efika phaya kwagrade
49 seven its not that iza kubabulala kakhu andiqondi izakubabulala because izinto ezininzi bazobe bezazi
50

51 **Interviewer**

52 Are the policies adequate to support the implementation of isiXhosa as a language of learning and teaching on
53 national, provincial and school level?

54 **Interviewee**

55 T1 Andiqondi andifuni kuthi zilungele ziadequat umzekelo sizakuthatha apha emzoxolo ipolicy yalapha
56 emzoxolo language policy maybe ithi abantwana bafunda ngemother tongue ILOLT language of learning
57 and teaching sisiXhosa from grade R to grade 6 but sinabantwana abangasithethiyo esisiXhosa engeyo
58 mother tongue yabo ngenxa yezinto ngezinto mhlawumbi iarea isikolo esikuyo nabantu abasuka
59 kwezinye icountries abahlala apha siyaba admita mos abantwana abanjalo apha esikolweni banyanzeleke
60 kengoku okokuba bafunde ngesisixhosa bafundiswe ngesisixhosa and then sifumane iproblems because
61 abasithethi bona ngoba iyomother tongue yabo asifundisi only abaxhosa apha izinto ezinjalo and
62 sometimes nezinto mhlawumbi ezisuka ecircuit office ufumanse okokuba ziyangqubana mhlawumbi
63 nalepolicy ufumanise okokuba izinto zibhalwe only nge English neAfrikaans or even kwapha eziofficini
64 kusebenza abantu only abantu abangasithethiyo abangazukusi undertanda esisixhosa
65

66 T 2 Hayi bendizakusekonda yena ipolicy zethu azifumi kwaphela for instance idemocracy ithi
67 makuthathwe nawuphi na umntwana unelungelo lokufunda naphin apho afuna khona so ingathi iya
68 contradicta ngoba sizakuthatha umntwana wecoluord abe sisithi imeduim of instruction sisixhosa
69 asokole mpela okanye sithathe umsuthu njengokuba ekhona umsuthu apha esikolweni asokole mpela and
70 lamntan unelungelo ngokweconstitution afunde nakwesiphi na isikolo so ke isichane according to ipolicy
71 ipolicy iyasichana ngokwemeko yethu apha ezikolweni nangokwemeko esiadmita ngayo si admita
72 umntwana ngokwe democracy kuba kufuneka efunde naphi na apho afuna ukufunda khona
73

74 T3 Eyam iopinion kulento ndiyibona lanto yale nto ukuba kufundwe ngesixhosa njenge icon ebekiweyo
75 pha phezulu at nation level but xa usihla kengoku kwisub divisions ezi at provincial level ayisurppoteki
76 azikho ipolicy zoprovincial azisupporti kakuhle ibekiwe akukho
77

78 T4 Sis Buyi man ndicinga ukuba iconstitution yethu kulanto ithi umntwana unelungelo lokufunda
79 ngemother tongue yakhe ne kodwa ekupheleni kosuku akwabikho zipolicy ezisuka nationally ezichaza
80 imother tongue isikolo ngasinye mhlawumbi kusetyenziswe uLOLT kubekho ipolicies and then thina
81 kuba besiyipilot school andoqondi ikuba bekukho ipolicy ezisuka from Cape Town eza apha esichazela
82 ukuba lemother tongue esisiXhosa kufuneka sisebenzise ngoluhlobo kwabona the same people abathi
83 masisebenzise isiXhosa ngabo abathi masitshintshe kwisixhosa so iconstitution inayo icontradiction
84 eyenza ukungenzi policies nationally
85

86 **Interviewer**

87 What are the advantages for implementing isiXhosa as language of learning and teaching in your school?
88

89 **Interviewee**

90 T1 I think iadvantages its saves time okokuqala because if you can look what we did as teachers when we
91 were teaching our children English most of the time you would read that certain passage and then
92 translate it to Xhosa so what is now easy you just explain to them in Xhosa and so it easy for them to
93 understand because first you had to do it in English and when you see they don;t understand you have to
94 translate it into Xhosa so now what we are doing you just explain to them and you can even use the
95 language that they use in that certain environment you know certain environment use certain language so
96 its easy for them to understand I think it's one of the advantages
97

98 T2 I would say another advantage it assist learners to build knowledge around amagama amakhulu so
99 around iconcept so they are able to build iknowledge ngesiXhosa then at least umntu akaxelelwa
100 ngephotosynthesis angayazi ukuba uthetha ukuthini kunalanto ye English besi nqaya kakhulu thina so its
101 like ngoku umntu akanqayi uyakwazi ukuxela ukuba yintoni so nokuba inokuvezwa kwenye indawo
102 uzakubona kuba yilaphotosynthesis bekuthethwa ngayo le
103

104 T3 Ok I think abantwana kulula ukuphendula they just easily answer questions when you try to get
105 feedback from them I think abantwana ngoku kuba lula sometimes umntwana uba nentloni kuba akalazi

106 igama elithile ukuba lithetha ntoni nge English so now its for the child to answer you in his own
107 language

108
109 T4 Enye into endiyibonayo mna lento yesisiXhosa iyabonwabisa abantwana kakhulu apha eziklasini
110 ndenze umzekele ngezi subjects zifana noma Life Orientation no Biology so iyamenza umntwana ngela
111 xesha kutitshwa ezazinto zithethwa ngesiXhosa zonke iprocesses ezithile kwezasubjects njengokuba
112 ngesilungu ziyafihlakala ukuba zithetha ukuthini but xa uzithetha ngesiXhosa apha kubo bacinga fana
113 uthetha isigezo then kengoku bahleke bakubone nawe ubanjani xa uthetha izinto abacinge zifihlakeleyo
114 kubo emakhaya then ibenza lanto babenomdla because abantwana bayazithanda izinto ezingati ziyageza
115 the minute uthetha eza zinto yenza umdla kubo ndingayazi kengoku emveni koko ibakhona into othi xa
116 uphinda ubuza abantwana bethu baye balibale but bayizi enjoya ezi subjects

117
118 T5 Enye into pha kubo inxaxheba xa benikwa umsebenzi wasekhaya kuba lula kengoku umntwana
119 athethe nomzali umzali amncedise kulo msebenzi wakhe wasekhaya unlike kwelaxeshe lidala abanye
120 abazali mhlawumbi basuka emaxhoseni mhlawumbi akayazi nale English ne Afrikaans at least xa
121 isisiXhosa bayakwazi amanye amagama and ivocabulary yase eastern cape yohlukile kwivocabulary yase
122 western cape so amanye amagama kuba lula ukuwazi

123
124 **Interviewer**

125 What are the challenges to implement isiXhosa as language of learning and teaching in your school?

126 **Interviewee**

127 T1 Okokuqala abazali xa kuthethwa ngento yokuba abantwana babo bazakufunda ngesiXhosa baye
128 babenento yokucinga okokuba abantwana babo abazukwazi ukukhumsha and abantwana babo
129 abazokwazi ukufumana imisebenzi kuba bethetha isiXhosa kuba beyazi okokuba umntwana xa efuna
130 umsebenzi kufuneka akwazi ukukhumsha nokuthetha iAfrikaans abayicingi into yokokuba umntwana xa
131 efunda ngesiXhosa kulula ukuthetha ngaye gabalala kulula naxa enengxaki uyakwazi ukuthetha ngaye
132 noba sekukho lonto ikhoyo eklasini okanye nomsebenzi angakhange awazi uyakwazi ukufika awucacise
133 athi bekusenzeka ngoluhlobo noluhlobo

134
135 T2 Okwesibini kwi resources like kwitextbook incwadi ezikhoyo kufuneka siphinde siguqulele iEnglish
136 siyise kwisiXhosa because ufumanise zikhona incwadi zesiXhosa but yidirect translation from English to
137 Xhosa zezinye iingxaki ezikhoyo

138
139 T3 Enye into endiyibonayo eyiyichallenge kakhuku kulento like njengokuba sifundisa ababantwana nje
140 mna ndisuka Ematatiela umntwana ngowalapha eLawaai so isiXhosa saseLawaai asifani nesiXhosa
141 sasMatatiela okanye saseMthatha so like ibuyele kulento kengoku yokuba ezapolices ezinational
142 ukwehla zisisupporte njani because xa se kusetwa lamaphepha kanational lizakuvela linale language
143 yabobantu balongingqi okanye badibane ngalondlela and banelanguage epure yesixhosa then ibe thina
144 apha mhlawumbi ufumanise okokuba ndititshe iMaths ngelanguage yale ngingqi then xa livela iphepha
145 livela lithetha isiXhosa esintsonkothe kakhulu ufumaniseke inako ukubabetha kwezinye indawo because
146 abayiunderstandi enye into yintoni ilanguage lena ayifani ngokuseyisisiXhosa iyonke

147
148 T4 Enye into endiyicingayo phaya kwindaba yenconcepts ewe ndiyabona ba okokuba kuyazanywa
149 kubekho itranslators ezintranslata eziconcepts from English to isiXhosa but xa ndiqhaphela ngoku umzali
150 parents at home abakwazi ukubanayo la support seemingly umntwana ngoku uyafika endlini ufika
151 nesigama esitsha esingaziwayo ngumzali kwayena kuba ababantu abazama ezaconcepts bazitolike
152 bayazihlalela bazihlalele paphume nazo bazizise emntwaneni umntwana afike ekhaya ngoku ethetha
153 amagama angasasetyenziswayo ngoba kaloku esisilungu sesondele sesineroots kwalapha emhlabeni nam
154 lona bendisothuka kuleminyaka ukuba xa kubizwa ioxxygen kuzakuthiwa ngumongo moya izinto ezinqabe
155 kakhulu ezo ubone kengoku iparental involvement nayo izakuba limited no although engumxhosa othetha
156 isiXhosa umzali ngoku umntwana uzakufika ezokufundisa umzali more about isiXhosa ngoku angakwazi
157 ukuncedeka kakuhle mhlawumbi omnye umzali ude apanice athi hayi andiyazi le into

158 T5 Itraining yethu ezicollege iteacher training sitrainwe ngokwe English nathi kwieducation yethu
159 sasifundiswe nge English iterminology yesixhosa asiyaazi nathi nam lo ndandiva ngonaleledi ukuba inqunto
160 yimatter and then you have to sit down uzicinge kuqala ezizinto and lomagama onqundo uphela
161 ungawasebenzisi ebantwaneni because they don't make sense ebantwaneni ezonqunto isilo nomongo
162 moya because nathi ngamagama amatsha and nakwi area esihla kuzo we don't use onqunto nomongo
163 moya even naxa sibala sisebenzisa otwenty five cents asizothi amashumi amabini anesihlanu ngoku zeske
164 zingadibani ezizinto uqonde okokuba uzakufundisa umntwana apha esikolweni ngamashumi amabini
165 anesihlanu phaya e area kuthethwa ngotwenty five cents zitwo different thing ezozinto and then kengoku
166 enye into xa sijonga bethuna isouth Africa siyayazi ihistory yasesouth Africa no offense but the business
167 people are the white people abantu abaqashayo bethuna siqashwa ngabantu abamhlophe so abantwana
168 bethu have to learn le English ukwenzela into yokuba umntu azokuqasheka uzakuqashwa ngubani xa
169 ungakwaziyo ukukhumsha kangangokuba xa sesiyijonga lento ngamanye amaxesha sithi hayi sibuyiselwa
170 umva intoba singakwazi ukukhumsha ukwenzela ukuba singaqasheki because neuniversity
171 andiykhumbuli mna iuniversity efundisa ngesixhosa akukho nababhali ababhalayo kungona zitolikwayo
172 ngoku iincwadi ezoba sizisebenzise ngoku for le language transformation kusenzima mhlawumbi ke
173 kuthwa bathi ke xa beychaza abantu hayi ne Afrikaans yakunje kwabalwa kwaguqulwa namagama
174 etechnology I don't know mhlawumbi siya panica kakhulu Im not sure but hayi andikaboni kusemnyama
175 mna kum
176

177 T6 Ma ndiqale kulombandela we ngingqi kukho isiXhosa sengingqi mna omnye untu isiXhosa sakhe
178 andisiva tu ndinesi sam ndisaziyo uyabona kukho iconfusion kwalapho ndize kwi feed back as far as
179 iteaching is concerned ndizonika umntwana ihomework ienvironment iyandibetha apho ndimnika
180 ngesisixhosa owe colourd soze abuye nayo ohomework uhlala eborchads ienvironment akayzi nokuba
181 uzakubuza kubani pha so akukho feedback as far as icurriculum is concerned kwihomeworks nentoni xa
182 bendimnike ngesixhosa ukuba ndithi pure xhosa ke but kwakhe kwakho into ethi kufuneka sithi 20 %
183 English andiyazi eyonayona but sithetha ngesixhosa ngoku
184

185 T7 Mna enye idasadvantage pha kubo kengoku ebantwaneni ibachana kakhulu lanto ngela xesha isiXhosa
186 besisifunda as ilanguage nje ilanguage eyodwa then iEnglish yodwa iAfrikaans yodwa nezinye ke
187 isubjects ezi besingadibani nento yokudibana ufumanise okkuba uzakuthi ngoku se ubhala isilungu ufake
188 iafrikaans uphinde ufake isiXhosa uphinde ufake enye into yenye into eyenzekayo ngoku ufumanekisa
189 okokuba ababantwana ezilanguages zibaconfusile udibane necwadi ibhalwe nje isilwimi ongasaziyo mna
190 phaya eklasini ndikhe ndathi ndiyabhalisa pha bendifundisile ngalamashumi kwakufundiswe
191 ngalamashumi kwagrade 4 nam last year ndafundisa ngawo ndabona amaphepha wona aveza itense
192 ndaqonda nam mandisebenzise lonto ngoku xa ndithi bhala ngale ndlela ufilisha ngalo inani ukuba
193 ngubani elinani ndilibhale mna inani ngamanani ndithi kubo mababhale ngamagama udibane nomntwana
194 ngoku enye indawo eyibhale ngeafrikaans enye ayibhale isiXhosa umntwana akuxelele ngamashumi ayi
195 forty la forty ambhale foti abhale enye into kangokuba ndithe xa ndifunda enye into ndizifundela ndafika
196 untwana ebhale fofotasi ndaybona nje ukuba no it is no longer it ke ngoku uconfused yena zezilanguage
197 ziyithree engqondweni yakhe zixinene kengoku akayzi noba leliphil eliright nini ixesha ifaana nalanto
198 didla ngokuba ingxaki xa ndipela isurname yam kumntu othetha iafrikaans zikhona ezazinto zoY apelve
199 ngendlela ethile abizwe ngendlela ethile
200

201 T7 Kwiparents meeting ebekhe sanayo apha ukuqala konyaka some of iparents ezazipha kuthi eziklasini
202 zabuza ingakumbi inew parents ezisuka eEastern Cape babeyothuka lento kangangokuba omnye wathi
203 owam umntwana besendifuna ukumkhupha yintoni le kutheni apha emzoxolo kufundwa ngoluhlobo
204 yintoni le bayifundayo bafunda ngesixhosa so some of lento ayikangeni nasebazalini and even apha kuthi
205 if sithetha inyani abantwana bethu bakwiEnglish schools because sinento ethi ukuze uqesheke ukuze
206 ukwazi ukufumana umsebenzi kufuneka ukwazi ukuthetha iEnglish and siyababona nyani abanye abantu
207 abafunda kwi English schools umntu upasa nje ugrade 12 and then afumane umsebenzi thina sihambe
208 siye euniversity siphinde sibuye singekakwazi ukukhumsha still siphele sizotitsha because ke sinento ethi
209 nyani ukuze ukwazi ikuqesheka kufuneka ukwazi ukuthetha iEnglish mhlawumbi ke yindlela sifake

210 iblincars but ke injalo bethuna nathi nyani ukuba umntu unokutsho ngoku almost sonke apha
211 bakwiEnglish schools abantwana bethu why singazi kubafundisa apha kwimother tongue yabo

212
213 T8 Ukongeza kwimbono katitshala ulugayeni ikhona into econfusayo yoba mhlawumbi ungayazi eyona
214 nto ibalulekileyo yeyokuba umntwana azi iconent because indlela aphendula ngayo uyamva okukuba
215 uyayazi unayo iconent but indlela ayibeka ngayo ivela ibe yinto efunny and then kengoku ungayazi
216 nokuba xa umkorekisha nokuba umenze right uencourage lento ayenza but naxa umenza wrong at the
217 same time uyayazi lento ubumxelele yona qha indlela ayiexpress ngayo ivela nje ibe yinto efunny
218 ungayazi okokuba kanye kanye yeyiphi le animal siyicreatayo

219
220 **Interviewer**

221 What are your experiences (supportive / critical) on the implementing of isiXhosa as language of learning and
222 teaching?

223 [Cues: Teaching and learning material; resources, curriculum (OBE); vocabulary / terminology; discipline;
224 training; home work; classroom management; parental involvement (attitudes); school leadership.

225
226 **Interviewee**

227
228 T1 Last year kuneziburaries mos zisukakwidepartment of education otitshal benze uACE so pha
229 esikolweni safumana lonto kuzakuthathwa two one efoundation phase one eintermediate phase
230 bayokwenza uACE kwi language transformation it was the second group because ebekhona obe pha
231 ekuqaleni but asyazi kwabetha uMarch akukho nto ede icace sazokuva ngoNaledi okokuba iyekiwe
232 because kufunyaniswe into yokuba kufundiswa into ewrong uyabona kwa the people aba pha phezulu the
233 professors ntoni abakho sure ngalento kwathiwa ke iza kuqala kulonyaka andikho sure nokuba yenzeka
234 na senditsho ndadana because xa sele uzixelele ndizakufunda ubane excitement so ngoku xa kuthiwa
235 kufundiswa into ewrong ndaqonda hay suka noba ingaphinda ibuye andisayifuni xa ifundisa into ewrong
236 isenza nathi uqonde okokuba yintoni kanye kanye ngesike siyekwe sititshe ngolwahlobo lweEnglish
237 lakuqala

238
239 T2 I think Mabuyi mna iexperience endiyibonayo okanye endiyifumeneyo ndifumanise into yokuba
240 thina zititshala okanye mna sigood ekutolikeni uyabona ukutolika iextract ye English uyise esixhoseni we
241 are good translators we can write a book in xhosa because what we did ixesha elininzi we don't have
242 iresouces we took those books and translate them in xhosa ourselves so I think we are good translators

243
244 T3 Oh my experiences I think I am going to add to T1 yoba like kwicala lokususela like leceiling ukuhla
245 kubo bonke ababantu ukuqala kwiconstitution yayibhaliwe iconstitution right siyavumelna it was a
246 political decision then xa se igqityiwe ukubhalwa yaqaliswa lento yasasazwa nje ngokuba sizoyiqala thina
247 three years back but into endiyibonayo mna iqaliwe nje lento through iemotios but akhange kulay(we)
248 ifoundation eright for ukba ukuze iqhubeke bcause into endiyijongileyo ababantwana njengokuba befunda
249 ngesixhosa zikhona iimprovement nakwezinye ilearning areas umzekelo imaths sendithi iyavakala but
250 kengoku ingxaki sithi aba ukuqala kuthi umntwana uzakujonga mna ukunyuka ukususela kulo
251 undiplanelayo nalo iungapha kwalo undiplanelayo asibangana foundation iright because yona igood as a
252 result nangoku njengokuba sifundisa ngesixhosa but even if uthatha into ye English ndizakwenza
253 umzekelo ngale learning area ndiyifundisayo mna uthathe umzekelo ngoku ukhona omnye umjite ophuma
254 apha ngoku obezokufuna izinto zemaths ezazinto eziya ndiyakwazi ukuzibona ok lento lena yenziwa
255 ngoku mna ndizifundisa ngesixhosa mna and ndiziqhele ngesixhosa kakhulu but ezazinto ndikwazile
256 ukuzenza izeze English is just that ngoku ubone okokuba ilanguage seyithanda ukundishiya kancinci
257 kanene lento yintoni akuxelele okokuba lento yintoni ndithi ok uzakuyenza kanje lento iright yona
258 iyasebenza but kengoku yindlela le eapplywa ngayo le ezakwenza mhlawumbi siriluctant utshintsho
259 luhleli lungekho drastic mhlawumbi sakuya siye siqhele but yona inokusebenza although izakuthi
260 seyisebenzile sibenabobantu bazi isiXhosa singabaziyo bazakusebenzela bani bazakubuya bazokutitsha

261
262

263 **Interviewer**

264 How do you experience assimilation pressure for English as a language of dominance?
265

266 **Interviewee**

267
268 T1 Mna ndiyibona oluhlobo ukuba unokuqaphela ndizakwenza umzekelo andiyazi noba
269 ndizakuphendula intoeright kulento yoba iEnglish izakuhlala idominata into endiyqhaphelayo yeyokuba
270 abantwana bathetha iAfrikaans ngelaxesha sasisenza zonke ilearning areas zethu nge English abantwana
271 they were good kwiEnglish uzibuze okokuba abantwana le information yeEnglish banayo bayithatha phi
272 xa ucomparisha nje ngangoku because ngoku esixhoseni bayasokola ababantwana so ufumaneseke
273 okokuba leEnglish banayo I don't know ukuba ndingathi bayithatha phi its either bayithatha ekhayeni
274 okanye elokishini but kulapho ufumaniseke okokuba iEnglish izakuhlala idominata because abantwana
275 abasazi isiXhosa kodwa bebecopa kwiEnglish
276

277 T2 Ndiyayibona iEnglish ikhona apha ecaleni kodwa ndakuthi ukujonga kakuhle abanwana banengxaki
278 yespelling kwabona kuba nalaphe kweziscreens apha etivini kuye kuvele iemails eza iemails ispelling
279 nyani siyagotywa phaye xa kuthiwa for you kuye kubhalwe u4 inumber no u so andisiqondi kakuhle
280 okwaso ukuba siyakuba dominant kuba thina bantu banolwazi siyabadistroy abantwana bakhulayo
281 abanyuki ngolwahlobo lwethu thina besifunda ngalo kuba umntwana naye ngoku nalapha esikolweni
282 ubone njena kuthiwa I love you kubhalwe I luv and u so ezozinto nazo ziye zindoyikise ndidqonde nayo
283 leEnglish izakubasengxakini
284

285 T3 Although it is going to take years intobana iEnglish lena nayo ilingane nezinye ilanguages okanyeide
286 ibengaphantsi kwezilanguages but I think yinto ezakewenzeka leyo as long as i majority isengabantu
287 abathetha esisixhosa because its like thina besingeniswe kule English mos nathi sivele kuleEnglish
288 sathetha le English satitshwa ngale English but ngoku njengokuba ababantwana bevela ngesisixhosa
289 betitshwa ngesisixhosa luzakubakho utshintsho ukongeza nje kulento kaMr nezi MMs bezikade ziyinto
290 engekhooyo but ngoku njengokuba zikhona sekuphinda kuba nzima ebantwaneni ukubhala ngesisiLungu
291 ewe bayasithetha nje kodwa xa uthi makayokubhala kuba nzima then kengoku njengokuba ixesha
292 lihamba siyiqhelisa lento yesisixhosa ewe iEglish ukuba ingusecond language kulondawo izakuba
293 ngusecond language ilingane nesixhosa xa singusecond langeuge kwesinye isikolo because ewe
294 izakulithatha lona ixesha but abantwana bethu ngokuba bekhula kuza kukhula isiXhosa njengokuba nathi
295 besikhulile kukhula iEnglish but kuzakukhula isiXhosa ke ngoku so mna ndinefeeling yokuba kuza kuye
296 kulinganwe klaar okanye kushiyanwe ngokwesikolo kengoku okokuba esisikolo sesesilungu then intethile
297 yisecond language
298

299 T4 Mna iadvantage endiyibonayo kulento yesixhosa kuphinda kubuyiswe lanto yeself worth yokuba
300 umntu azazi mna ndingubani yintoni ebelulekileyo about my language yam ngoba kwicases ezininzi
301 uyakufumaninsa okokuba singo goodbye my nation siyizjongela phantsi kwathina qala so sijonge ukuba
302 ingathi kungangcono ukuba ndingaba ngumodel C school ndinga thetha iEnglish ndirole ndithini kanti
303 singayijonge ngokuba another values that you can find ekwazini nasekuxabiseni isiXhosa and
304 mhlawumbi even ukudevelopa umntu as self and so mna ndiyibona iyinto entle iqale pha kwi attitude
305 yethu because as fa ras ngoku iyireality into yokuba isingesi siyadominata lanto iqale ngoba
306 innforcewew kuthi and si indoctrinatwe like siyibone ngolunye uhlobo sizo=ibone ngolunye uhlobo sibe
307 nokuzijongela phantsi in a way so kuba singaqala sideveolpe la pride okokuqqala kwilanguage yethu
308 kwiculture yethu and then I think ne policies zingaqhwaleli ubone okokuba lento ihamba ihambe iphele
309 pha ifika pha ayisasapotwnagwa ufika phasekuthethwa iEnglish neAfrikaans if ingathi go all the way
310 isupport system ingaphela lanto yokuba ienglish ngundoqo ngoba sibona necoach zisiza zingasazi isingesi
311 but bezokucoach inational teams it shows that umntu akanakuphelela apha kuba engasazi isingesi
312

313 T5 Enye into enokudelaya lento yokulingana kwezilanguage kakhulu yilento yale ntlupheko ebengela
314 ukuba even if sowuya phaphezulu ufumaniseke okokuba opresident bethu ngabantu abamnyama

315 ekufanele ukuba bathetha isiZulu isiXhosa but ufumanse kwabona absazi kakuhle nesosizulu but ngokuba
316 kuhamba ufumanise nesystem le yethu ye education yenza kube nzima kakhulu into yokuba isiXhosa
317 singalingana nezinye because if ndithi ndizakuqashwa ngumlungu surely kufuneka ndithi make it a point
318 ndiyasazi islungu noba ndingade ndingayazi lena yam into because ndifuna ukuva leya yakhe if isystem
319 of education yethu ayisititshi into yokuba siphinde nathi xa sifika pha senza asifundiselwa ukuba sense
320 sifundiselwa into yokuba masihambe siyokusebenza

321

322 **Interviewer**

323 How do you experience support for the implementation of isiXhosa as language of learning and teaching?

324 [Cues: Department of Education (what do you want them to do?); the community (what do you want them to do?);
325 school management (what do you want them to do?); colleagues / staff members (what do you want them to do?);
326 parents (what do you want them to do?); learners (what do you want them to do?).

327

328 **Interviewee**

329

330 T1 Ngokwalapha esikolweni ukuqala kwethu khange kubenzima because ifikile sayamkela safuna
331 ukuyizama ukuba izakuba njani na like utitshala xa engalazi igama elithile uyakwazi ukuya komnye
332 utitshala ambuze then bacacisela then ukuba omnye uza neyakhe item nomnye uza neyakhe item then
333 niske nijonge eyona ezakuba lula otherwise isupport ngokwe coleuges sininzi ukufa sona ngaphandle
334 kedepartment sizakuthi asikho kuba asinresouces zibakhona but ufumainse ziweak for ukuba ungathatha
335 uthi ungazisa ebantwaneni

336

337 T2 And pha kwidepartment kwa isubject advisor yelanguage izakuba mhlawumbi ngumntu othetha
338 iafrikaans okanye ibe ngumntu othetha iEnglish ingabingomntu othetha isiXhosa osaziyo isiXhosa
339 ufumanise okokuba kengoku kunzima okokuba aye nqo kwesisixhosa nisifunayo

340

341 T3 Departmentalwise they failed us really because the peole from Cape Town the ones who initiated this
342 Language transformation thing not a single day did they come or did they give us policies about the
343 language transformation or books the only thing that they did is to translate to make direct translation
344 from English to xhosa and those words are so difficult for us even as teachers you have to read first and
345 then ask another teacher what is this word you don't knw they really failed us

346

347 T3 Issupport yona okoko nje thina sinokuthi siyazizamela apha ngaphakathi but ngaphandle njengokuba
348 esithso umiss Hude into yoba iadvisor yelanguage ngumntu we Afrikaans so iremaine isiXhosa as
349 ilanguage sicolonial sidepnde kwezinye ukuba ngaba akafikanga lomntu weafrikaans

350

351 T4 Abazali basinikile isupport abanye ngoba ikhona into ethi iclass of 76 yayifunda ngesixhosa up to
352 standard six so yiyo lento bezazi zoyithree ilanguages begood kwi Afrikaans neenglish nesixhosa like uex
353 principal wam phaya was one of abantu ababefunda ngeloxesha so babefunde bona up to standard six
354 befunda ngaba mongo moya abasile abanqunto kuye zonke zizinto ibizizinto azaziyo iterminology
355 ayaziyo as a result babegood kwi three languagesbecause kukho into ethi xa ufunde ngemother tongue
356 yakho and then ukwazi ukuzinqakula msinya ezinye ilanguages ezisemacaleni so abobazali babekulo klas
357 bona zange babenangxaki but kengoku baya beba bangcingci mos abazali as iminyaka ihamba abazali
358 abakhoyo are even younger than thina abazali bababantwana sibafundisayo aba andurstandi bona so
359 abanye abzali uphela umtu emkhupha umntwana wakhe kwezi zizikolo zipilotayo because it is not zonke
360 izikolo ezenza lento apha andiyazi noba yile qha na so baphela abanye bebakhupha abantwana babo
361 babase kwezizikolo zifundisa nge English but abanye ke babesuppota like the other day ndandibanike
362 ishapes bayokwenza ihomework igama mna unxantlanu ipantogen ndalifumana emzalini ndaqala
363 uulifumana emzalini before ndilibone encwadini cause umzali kwacaca ukuba yena uyayazi unxantathu
364 then upentagon yena izoba ngunxantlanu cause of ina five sides so abanye ke bebesisupota abazali

365

366 T5 Abanye abazali abasapotive ingathi ngamacoloured because kuba befuna abantwana babo bathethe
367 isiXhosa bayazama at least ukuba suppota abantwana babo ukhona omnye umntwana pha eklasini

368 uyasifunda isiXhosa ngumntana wecoloured uhlala eparkdene umzali wakhe uyamzamela ukmfunela
369 iincwadi zesixhosa phaya eConville elibrary at least basupportive abazali bama coloured.

370

371 **Interviewer**

372 Any other matter you want to add concerning the benefits or challenges of the implementation of isiXhosa as
373 language of teaching and learning in your school?

374

375 **Interviewee**

376

377 T1 Into ebendizakuyiphakamisa mna bedizakuthi kuzakufuneka next time xa be implimenta
378 kuzakufuneka bathathe thina zititshala because we as teachers we are good implementars

379

380 T2 Mna bendizakuthi if lento yayiqale kwangela xesha iconstitution lapoint number one wakho
381 ubumbekile apha ne iconstitution ngale xesha yayisenziwa yenziwe nini kanene ngo 90 okanye 94 ewe 96
382 uyabona if yayenziwe kwangele xeshakusithiwa esisixhosa masisiqalise back ngo 19196 at least inoba
383 ngekungcono ngoku nabantwana bethu ugrade 12 ngebengekho kulemeko abantwana bakagrade 12
384 batshone ngoliuhlobo

385

386 T3 Kwa abantu abaphetheyo pha kwimfundo ingathi nabo abakakabikho strong abakakabikho firm ngale
387 LTP because I remember last year kwakhe kwafika omnye umntu pha esikolweni from the department of
388 education esithi nathi ke besiyipilot school so ezocela engayazi ukuba siyapilota so ezofuna ukuba
389 sibena mhlawumbi two classes zesenglish and two classes zesixhosa and then compare iprogress yaba be
390 English naba besixhosa qha ke ngelishwa wafika sesipilota so asikwazi ukutshintsha kengoku andimazi
391 ke inoba wahamba waya kwesinye isikolo uyabona like ezozinto kengoku basasenza iginuea pigs
392 basatesta basathini I am not sure nangoku we are not even sure xa liphelile elixesha lokupilota
393 kuzakuthiwani kengoku are we going back ukufunda ngeenglish okanye sizakucontnuisha ngalento
394 because mna bendiba ngoku znke izikolo zizakube zijoinile sifundisa ngesixhosa kodwa okwangoku
395 ingathi akukabikho njalo

396

397 T4 Bendisiza kulendawo yesixhosa esohlukeneyo ngokwengingqi ngengingqi ewe zazohlukene ngoba
398 kwakungekho zikolo kodwa ngoku azikho ingingqi ezinabazali njengokuba umiss ebesetshilo okokuba
399 abazali bayangokubabatsha izikolo zafikela kwindawo zesixhosa zezangesixhosa so ezinye intetho njena
400 mhlawumbi abanye babendrondroza abanye betekeza abanye besithi angati isitingiletani into
401 engatekiyiyo ezomembers zinjalo ngotamkhulu abahleli emakhaya abangazange baye sikolweni sona
402 isikolo sona savela sabasisixhosa njena abobazali abanokuxakwa sisixhosa esisixhosa bangqabe kakhulu
403 mhlawumbi ungamfumana abemnye ukuba uyaphanda so bonke abantwana bematric nokuba
404 ngowakwabaca nowokuba ungowakwabanina ubhala isiXhosa esiyi one sibhalwa ngumntwana wonke
405 andiqondi ukuba kungaba kho ingxaki bendifuna nje ukuaombulula lo ndawo

406

407 T5 Hayi mna bendifuna andiyazi noba kukugxeka kakhulu na senditsho ukuba ingathi kwalento ukuba
408 ifakwe kwiconstitution yokuba umntu uneright yokufunda ngolwimi lwakhe yinto nje eyayisenzelwa for
409 campaigninging purposes ngkwendlela eyiyo ibe yona iyinto eright because senditsho okokuba
410 iyasebenza lento yesisixhosa nyani xa siyijongile apha bantwaneni but ngokokunokwaba ingathi yinto
411 eyayisenzelwa nje okokuba no siza kuspreada nje lento iyipropagnda for ukuba abantu basilandele
412 emveni koko asizikuyihoya ncamncan ngoba pha sakhe sathi sixakekile apha kulonyaka uphelileyo
413 kwafika omnye usisi apha uNaledi wafika wasenza saqonda okokuba sisifuna nyani esisixhosa ingathi
414 yinto eyayenzelwa into ebucampaign sithi ya kuzakubuya ubuthina kengoku njengokuba kuzakubuya
415 isiXhosa yagqitywa ayalandelelwa practical ukuba masiyidilive njani thina lento

416

417 T6 Mna ukuyibona kwam ndiyibona iyimbono entle nyani lento for ukubuyisa ubuntu futhi ngoba
418 abantwana bethu xandijongile sebengo yoman ba Americanised ogoodbye my nation but indlela
419 endiyibonayo engumkhomba ndlela kukuba ababantu baphaphezulu bazipolicy makers bahlale kwiforums

420 ezinje bangafunda lukhulu and then babone bangafumana iway forward only ukuba bangahlala
421 kwiforums ezinje bamamele kotitshila ukuba zintoni izizinto ezizichallenges zeziphi istepts ezisugestwa
422 ngababantu baexperienca this thing so I think yinto enonceda to speed up this process otherwise mna
423 ndiyibona iyinto eyiyo

424
425 T7 Ndifuna ukulungisa pha kutitshala uLugayeni kulento yoba esithi lento yinto eyavela nje like
426 ngokufumanisa kwethu before kulontshwe lento ka LTP kuye kwajongwa iresults zethu thina bantu
427 bamnyama kwacomperishwa nalamazwe angaphaya kwafunyaniswa ukuba thina bantu bafunda
428 nabafundiswa ngelanguage esingeyoyethu sisoloko sibelow kunalamazwe ngoba ababantwana bafunda
429 ngelanguage yabo bayithetha endlini bayithethe esikolweni yonke into abayenzayo bayenza ngolwimi
430 oluyi one sibe thina sibolekisana ngamalwimi and enye into esiye saifumana sesipha yeyokubanangaba
431 eyeyasibhida sesipha ukhe uyibone into yokubhidwa yinto sowupha kuthiwe uyokufunda isiXhosa
432 kodwaesisixhosa usifundiswa ngumntu ongathethi sixhosa yonke into ebesiyenza besiyenza ngantoni
433 ngeEnglish kodwa kuthiwa sifundiswa ntoni isiXhosa yenye ipoint esiye sabanayo but ke izinto
434 sasizibhalile pha qha into ecacileyo pha phezulu akekhongoku umntu oyimeleyo athi ndinguye lo because
435 uye waphuma lo ubepha njengokuba ngoku kuzokufika uNaledi nae uNaledi bendicinga uzokuthi uphela
436 unyaka kulonyaka uphelileyo ibe seyikhona into ekhoyo pha okanye abobantu abafunileyo beause
437 nababantu besifunda nabo bakhona abaMam badala ebenobadibanisa pha benze into ey one
438 ibenokupusheka lento yesisixhosa because ayingeze ikwazi athi umntu engathethi sixhosa athi
439 uzokufundisa abantu indlela yokufundisa isiXhosa because bekunyanzeleka ngoku thina sithathe lanto
440 yeenglish siyenze ngokwesixhosa ibe kengoku ingafani

441
442 T8 Hey ndizoza mna apha within apha esikolweni kukho lento kuthiwa yisystemic evaluation hey xa
443 utitsha imaths ngesixhosa kuphinde kuthiwe kukho isystemic evaluation imalunga nokugxothwa kwethu
444 ukungaphefomi kwethu lamntana weafrikaans nguye lo uthoba imarks zethu ndiza within ke mna apha xa
445 uthetha ngesystemic evaluations ufumanise okokuba isikola sethu imzoxolo sifumana 0.2% kube kukho
446 amacoloured amaninzi alapha abhala iafricaans ngesixhosa nditsho within ke thina apha esikolweni
447 iyasichana lento yokutitsha ngesixhosa xa isiza kwisystemic evaluation
448



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Ethics Committee

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Prof AS Blignaut

Ethics Approval of Project

The North-West University Ethics Committee (NWU-EC) hereby approves your project as indicated below. This implies that the NWU-EC grants its permission that provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title:	The challenges of implementing isiXhosa as language of learning and teaching: a case study														
Ethics number:	Student working on project: Mrs HBP Matiwane														
	N	W	U	-	0	0	0	1	5	-	1	0	-	A	2
	<small>institution</small>				<small>Project Number</small>				<small>Year</small>				<small>Status</small>		
	<small>S = Submission; R = Re-Submission; P = Provisional Approval; A = Approval</small>														
Approval date:	2010-03-18						Expiry date:	2015-03-17							

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-EC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-EC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-EC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-EC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-EC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Prof MMJ Lowes
(chair NWU Ethics Committee)

)

1 **Interviewer**

2 Uziva njani ngokufunda ngesiXhosa?

3

4 **Interviewee**

5 L1 Ndiva kamnandi kuba yilanguage yethu

6

7 L2Nam ndiziva kamnandi ngoba ndiyasazi

8

9 L3Uxolo miss ndiziva kamnandi ngoba abanye abantu eklasini abakwazi ukusithetha ngoku basifunda
10 kuthi

11

12 **Interviewer**

13 Kungokuba kutheni kubalulekile ukuthetha, ukumamela nokufunda ngesiXhosa?

14

15 **Interviewee**

16

17 L1 Ndithanda ukufunda ngesixhosa ngoba ezinye indawo awuzozazi kodwa uzakuziva ngesixhosa

18

19 L2Ukwenzela ukuba wazi izinto ezininzi ongazaziyo

20

21 L3Uxolo miss singazilibali izinto ebesizifundisiwe

22

23 L4 ndimamele ndikwazi ukuphumelela kwinto yonke

24

25 L5Ngoba isiXhosa yiculture yethu

26

27 **Interviewer**

28 Ingayintoni inzuzo yokufunda izifundo zakho ngesiNgesi ?

29

30 **Interviewee**

31 L1Unokuphumelela kwizifundo zakho

32

33 L2Upumelele uzenzele ngolwimi lwesixhosa

34

35 L3Ufezekise amaphupha akho owafunayo

36

37 L4Umamele izinto ezithethwayo

38

39 L5Kukumamela izinto ebezithethwayo ubenelanguages ozaziyo kuyo yonke into ethethwayo mhlawumbi
40 uzakunikwa iphepha kuthwa zilanguage ezingaphi ozaziyo wena uchaze kengoku okokuba zingaphi
41 nalonto nasekumameleni umamele uzakuphumelela kwizifundo zakho

42

43

44 **Interviewer**

45 Yintoni ubunzima obuziswa kukufunda ngesiXhosa?

46

47 **Interviewee**

48 L1 Esixhoseni ufumane igama elinzima ongalaziyo ukuba lithetha ntoni

49

50 L2 Iincwadi zibhalwe ngeEnglish singakwazi ukuzifunda

51

52 L3 Ihomework ebhalwe ngesixhosa inzima kuncono ibhalwe ngeEnglish ngoba kukho amagama anzima
esingawaziyo

53

54 L4 Utitshala uthetha isiXhosa ufike amanye amagama engawazi awaxube neEnglish betele asibhalise
55 ngesingesi yonke into ngoba naye akazuwazi amanye amagama esixhosa

56

57 L5 Xa ubhala igama sukulibhala nawe ungalazi okanye usibhalise ngenye ilanguage ngoba amanye
58 amagama esixhosa ayaxaka

59

60 L6 Abanye abazali babanye abantwana abangamaxhosa bayasokola kwihomework

61

62 L7 Asinazo sonke iincwadi zesixhosa zimbalwa abanye abantwana abangathethi sixhosa abakwazi
63 ukuzifunda ezincwadi zesixhosa

64

65 L8 Abanye abantu isiXhosa abasazi xa uyokuphangela uphangela nabantu abathetha iEnglish ngoku ufike
66 pha kufeneka uthethe iEnglish kanti apha esikolweni ngamanye amaxesha kwezinye izikolo kufundiswa
67 isiXhosa qha ezinye ilanguages abazazisi ebantwaneni ngoku xa umntu eyokufika emsebenzini ufike pha
68 kuthethwa iEnglish umntu aphazamiseke engqondweni

69

70 **Interviewer**

71 Ingayintoni inzuzo yokufunda izifundo zakho ngeEnglish ?

72

73 **Interviewee**

74 L1 Kukufumana umsebenzi pha phezulu

75

76 L2 Izinto ezininzi siyazazi ngesingesi ngesixhosa asizazi

77

78 L3 Kukufumana umsebenzi komaspala nakwezinye iindawo

79

80 L4 Kuthwa isingesi masisihoye umzekelo xa uphangela uphumele phezulu kufeneka uthethe iEnglish

81

82 L5 Imisebenzi emininzi yeyeEnglish nabantu abasuka phesheya bazi iEnglish

83

84 **Interviewer**

85 Yintoni ubunzima obuziswa kukufunda ngeEnglish?

86

87 **Interviewee**

88 L1 IEnglish abanye abakakayazi kakuhle befuna ukucaciselwa

89

90 L2 Akhona amagama eEnglish esingakwaziyo ukuwabiza

91

92 L3 Abantu abangakwaziyo ukuthetha ienglish bazi isiXhosa sodwa baxakwe yienglish

93

94 **Interviewer**

95 Ucinga ukufundiswa ngesiXhosa kunganegalelo kwiziphumo zakho?

96

97 **Interviewee**

98 L1 Ayikho inzuzo kubetele ufunde ngeEnglish

99

100 **Interviewer**

101 Yintoni oyithandayo ekufundisweni kwakho ngesiXhosa esikolweni sakho?

102

103

104 **Interviewee**

105 L1 Amanye amagama akuwazi ngoku kukhona kufundiswa ngawo ude uwazi

106

107 L2 Lulwimi isiXhosa ndiyasazi ndiya andastenda xa sithethwa

108

109 L3 Isixhosa songeza kwezalanguage zakho ubuzifundile

110

111

112 **Interviewer**

113 Ingaba ikhona enye into, ofuna ukuyongeza malunga nokufundiswa ngesiXhosa esikolweni sakho ?

114

115

116 **Interviewee**

117

118 L1 Sizakutsho sazi lamagama akudala esixhosa

119

120 L2 Sizakutsho sazi iculture yethu namasiko okhoko bethu

ADDENDUM														
Respondent	v1	v2	v3	v4	v5	v6	v7	v8	v9	v10	v11	v12	v13	v14
1	Teddy Fudume	Mzoxolo Pri	40-49	1/9/20	M	?	Diploma	?	?	?	?	?	?	Xhosa
2	Mkhuseli Mhlaw	Mzoxolo Pri	40-49	10/19/	M	?	Diploma	?	?	?	?	?	English	?
3	Ntsikelelo Mate	Mzoxolo Pri	40-49	10/19/	M	?	Diploma	?	?	?	?	?	?	Xhosa
4	Jacqueline Hud	Mzoxolo Pri	40-49	10/19/	F	?	Diploma	?	?	?	?	?	?	Xhosa
5	Nomana Mboto	Mzoxolo Pri	40-49	1/9/20	F	?	Diploma	?	?	?	?	?	?	Xhosa
6	Nomana Notsho	Mzoxolo Pri	60+	20-29	F	?	Diploma	?	?	?	?	?	?	Xhosa
7	Bekithemba Lu	Mzoxolo Pri	20-29	1/9/20	M	?	?	Degree	?	?	?	?	?	Xhosa
8	Xoliswa Fuba	Mzoxolo Pri	30-39	10/19/	F	?	?	Degree	?	?	?	?	?	Xhosa
9	Jacqueline Nofe	Mzoxolo Pri	30-39	10/19/	F	?	?	Degree	?	?	?	?	?	Xhosa
10	Siyabulela Lukh	Mzoxolo Pri	30-39	10/19/	M	?	?	?	Hdegr	?	?	?	?	Xhosa
11	Raymond Eaga	Mzoxolo Pri	40-49	10/19/	M	?	?	?	Hdegr	?	?	?	?	Xhosa
	v15	v16	v17	v18	v19	v20	v21	v22	v23	v24	v25	v26	v27	v28
	?	?	?	Xhosa	?	?	?	Yes	No	>400	>20	?	?	?
	?	?	English	?	?	?	?	Yes	Yes	>400	>20	?	Enggr	?
	?	?	?	Xhosa	?	?	?	Yes	No	>400	>20	?	?	?
	?	?	?	Xhosa	?	?	?	Yes	No	>400	>20	?	?	?
	?	?	grade 7	Xhosa	?	?	?	Yes	No	>400	>20	?	?	Xhosagr5
	?	?	?	Xhosa	?	?	?	Yes	No	>400	>20	?	?	?
	?	?	?	Xhosa	?	?	?	Yes	Yes	>400	>20	?	?	?
	?	?	?	Xhosa	?	?	?	Yes	No	>400	>20	?	Enggr	?
	?	?	?	Xhosa	?	?	?	Yes	No	>400	>20	Ag5	?	Xhosagr4
	?	English	?	?	?	?	?	Yes	No	>400	>20	?	Enggr	?
	?	?	English	Xhosa	?	?	?	Yes	No	>400	>20	?	?	?
	v29	v30	v31	v32	v33	v34	v35	v36	v37	v38	v39	v40	v41	v42
	Maths grade 5	?	EMS grade5	?	?	?	?	?	?	Town	?	Pub	?	Prim sch
	?	?	EMS grade5	SSgr6	?	?	?	?	?	Town	?	Pub	?	Prim sch
	?	?	EMS grade6	SSgr7	?	?	Techgra7	?	?	Town	?	Pub	?	Prim sch
	Maths grade 4	?	?	?	LOgr4	?	Techgra4	?	?	Town	?	Pub	?	Prim sch
	?	NS grade5	?	?	?	ACgr5	?	?	?	Town	?	Pub	?	Prim sch
	?	?	?	?	LOgr4,	?	?	?	?	Town	?	Pub	?	Prim sch
	Maths grade 6	?	?	?	?	?	Techgr6,7	?	?	Town	?	Pub	?	Prim sch



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

School for Continuing Teacher Education
P.O. Box 6001
Potchefstroom
2520

Mr. Tom Willems
District Eden and Central Karoo
Rentzburghof
42 Courtney Street
George
6530

Dear Mr Willems

Request: Formal Permission for Research

Three students from the George area who have graduated through the Honneurs Baccalaureus Educationis programme at the School for Teacher Education have continued and are now enrolled for a Masters in Education qualification at North West University, Potchefstroom Campus. Their research projects relate to educational questions specific to the George area and their findings will be applicable to educators in that region. The individual students and their project titles are:

- Ms Buyiswa Matiwane: The challenges of implementing isiXhosa as language of learning and teaching: a case study
- Mr Patrick Levendal: Werkstevredendheid van manlike opvoeders in die George-omgewing
- Mr Neil Plaatjies: Die ervaring van Intermediêre fase-opvoeders in die George-omgewing van die implementering van inklusiewe onderwys.

These studies all fall within the interpretivist paradigm that demands qualitative research methodologies. These students aim to conduct interviews with the teachers from the Circuit 3 of the Eden and Central Karoo District. We are planning to conduct these interviews during the week of 15 – 18 March 2010 with selected participants from the eight schools that relate to Circuit 3. Permission will also be obtained from the principals, educators, parents and learners from these schools following permission from the Department.

I hereby request your favourable consideration of the request for the conducting of research from these three MEd students that work under my auspices (letters attached). Two of my senior researchers, Prof Seugnet Blignaut and Dr Herman van Vuuren will oversee this process during the indicated week to ensure that this data collection will take place according to the highest ethical and academic standards. Participation of research participants will be completely voluntary, and any participant may withdraw at any time during the research process. The Department of Education's involvement and permission for this study will be greatly appreciated.

Sincerely

A handwritten signature in black ink, appearing to read 'Manie Spamer'.

Prof Manie Spamer (PhD)
Director: School for continuing Teacher Education
North West University
Potchefstroom Campus
Tel: 018 299 4557
Manie.Spamer@nwu.ac.za

ATTENTION: Proff 086 5031 666

FROM: Mrs HBP Matiwane

TOTAL PAGES SENT INCLUDING THE COVER PAGE 2

4 Union Street
George South
George
6530
3 February 2010

Mr Tom Willems

District Eden and Central Karoo
Rentzburghof
42 Courtney Street
George
6530

Mr Tom Willems

Permission to conduct a MEd research study

I, Buyiswa Matiwane, am enrolled for a MEd study at the School for Continuing Teacher Education, North West University, Potchefstroom Campus. I am in the process of conducting research on the challenges of implementing isiXhosa as a language of learning and teaching at a pilot school. The title of my ongoing research is: *The challenges of implementing isiXhosa as language of learning and teaching: a case study.*

I hereby apply for permission to conduct this research with a sample of participants consisting of learners, parents, educators, the school management team, and the school governing body of the Mzoxolo Primary School, George within Circuit 3 of the Eden and Central Karoo education district. The method of data collection involves four individual interviews and three focus group discussions which will each take approximately 30 minutes.

I commit myself to the professional code of ethics for researchers which, amongst other aspects, include the following:

- The participation of all research participants is strictly voluntary
- The anonymity and confidentiality of the research participants are protected and guaranteed
- No interference with the general and academic programme of the school will take place
- Upon completion, the findings of the research will be made available to the Department of Education, as well as to the school that participated in the research.

The planning for conducting this research is intended for the period of 15 to 18 March 2010. If you need any additional information about this research, you are most welcome to contact me, or my supervisor, Dr Herman van Vuuren.

Your support is highly appreciated. I thank you for your interest in my research.

Yours faithfully



H.B.P. Matiwane

MEd Candidate, North-West University
Student number: 13173421
Mobile: 084 805 2140

Navrae
Enquiries Dr RS Cornelissen
Imibuzo
Telefoon
Telephona 021 - 467-2286
Ifoni
Faks
Fax 021 - 425-7445
Ifekisi



Wes-Kaap Onderwysdepartement
Western Cape Education Department
ISebe leMfundo leNtshona Koloni

APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

Applicant details

Title: MRS Surname: MATIWANE
 First name(s): HAZEL BUSISWA PETUMA Gender: _____
 Name of organisation (directorate if WCED): SCHOOL FOR CONTINUING TEACHER
EDUCATION
 Address: 4 UNION STREET GEORGE SOUTH Postal code: 6529
 Telephone number: 044-8758662 Cell number: 084 805 2140
 Fax number: 044 875 8662 E-mail address: buyiwati@gmail.com
 Name of institution: NORTH WEST UNIVERSITY
 Student number: 13173421 Degree/ Diploma: MED Teaching and learning
 Supervisor's name: DR H.J. VAN NUUREN Tel no of supervisor: 0832330604
 Year of registration: 2008 Year of completion: 2010
 Specialisation: Teaching and learning Faculty: Education Science

Title of research: The challenges of implementing isiXhosa as language of learning and teaching: a case study

Research question: What are the challenges of implementing isiXhosa as a language of teaching and learning in the intermediate phase of a particular pilot school as part of a language transformation initiative?

Respondents: ± 30 respondents

Name(s) of education institution(s): Mqoxolo Primary School

Research period in education institutions:

Start date: 15 March 2010 End date: 18 March 2010

Signature: B. Matiwane Date: 24 February 2010

FOR OFFICIAL USE ONLY

Date approved: _____ Approved by: _____

Reference number: _____

4 Union Street
George South
George
6530
date 2010

Chairperson of the School Governing Body / Principal of the school

Mzoxolo Primary School
P.O. Box 2445
George
6530

Dear Madam / Sir xxxxxx

Permission to do research at Mzoxolo Primary School

I, Hazel Buyiswa Petula Matiwane, am a MEd student enrolled at the School for Continuing Teacher Education, North-West University, Potchefstroom Campus. I intend to collect data for my research study relating to Learning and Teaching. The title of my proposed dissertation is: *The challenges of implementing isiXhosa as language of learning and teaching: a case study.*

I hereby request your permission to conduct focus group interviews with the School Management Team, the Chair of the School Governing Body, the educators of the intermediate phase, as well as intermediate phase learners. My empirical study is based on qualitative research data. I intend to study the challenges of the implementing of isiXhosa as home language in a Circuit 3 school of the Eden and Central Karoo Education District. The interviews will last about an hour. I will also request the educators to fill-in a short background survey.

I pledge to maintain professional and research ethical codes. This signifies that:

- The participation of all respondents in this research remains voluntary
- Anonymity and confidentiality of all participants' personal information is guaranteed
- No demands will be made on academic teaching programmes
- The research findings will be made available to your school, should you request it.

I plan to conduct this research from 15-18 March 2010. I, as well as my supervisor (Dr Herman van Vuuren) will be available to answer any questions you may have.

Could you please provide me with your written consent by filling-in the sections on the next page. Please return the consent form to me, or fax it to 086 503 1666.

Your support of my research is highly appreciated!

Yours sincerely

H.B.P. Matiwane

MEd Candidate, North-West University
Student number: 13173421
Mobile: 084 805 2140
Fax number: 086 503 1666



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Respondent number:

Permission for Research Project:

The challenges of implementing isiXhosa as language of learning and teaching: a case study

LETTER OF PERMISSION: SCHOOL MANAGEMENT TEAM / CHAIR OF THE SCHOOL GOVERNING BODY

I, _____ (name and surname)

Principal of School / Chairman of Governing Body (please circle appropriate)

of Mzoxolo Primary School hereby give permission that the research may be carried out at the school, and that I / we voluntarily participate in the study. I understand that at any time, the participants may withdraw from the research and that the participants' personal information will be treated as confidential.

Name and signature

Date

4 Union Street
George South
George
6530
date 2010

Parent / Guardian of learner at:

XXXXX Primary School
P.O. Box 2445
George
6530

Dear Madam / Sir
Mzali

Ilungelo lo kuxoxisana no mtwana wakho

Mna, Hazel Buyiswa Petula Matiwane, ndenza izifundo zeMasters kwezemfundo kwi School for Continuing Teacher Education, North-West University, Potchefstroom Campus. Ndiceba ukuqokelela ulwazi malunga nokufunda kunye nokufundiswa kwabantwana, isihloko salo oluphando sithi: A case study (Imingeni ekusebenziseni ulwimi lwesixhosa ekufundiseni nasekufundeni kwabantwana).

Ndicela ilungelo lakho lokuba umntwana wakho athabathe inxaxheba kwingxoxo zamaqela labafundi, echaza ngamava okusebenzisa isiXhosa (ulwimi lwenkobe) ekufundeni apha e, Mzoxolo Primary School. Ezingxoxo zizakuthatha iyure enye kuphela, yaye izifundo zomntwana soze ziphazamiseke.

Ndiyathembisa ndokuyithobelayonke imithetho enxulumene nokukhuseleka kwabantu abathabatha inxaxheba kwezingxoxo.

- Umtwana akanyanzelekanga ukuba athabathe inxaxheba.
- Amagama abantwana akazukusetyenziswa.
- Akukho lunyanzelo oluyakuthi lwenziwe ngokunxulumene neenqubo zokufunda.
- Isikolo iMzoxolo iyakuthi izinikwe izisombululo ezifumaneka koluphando.

Oluphando ndiceba ukulenza ukususela ngomhla we15 ukuya kowe 18 March 2010. Mna kwakunye nomphathi wam (Dr udokotela Herman van Vuurem sizakube sikhuna ukuphendula nayiphina imibuzo eninayo..

Ndicela nindiphe imvume yenu ngokuthi ningcwalise ifomu ekwiphepha elilandelayo. Yibuyisele kum, okanye uyithumele ngefax kule nombolo 086 503 1666.

Uncedo lwakho koluphando lwam lubaluleke kakhulu.

H.B.P. Matiwane

MEd Candidate, North-West University
Student number: 13173421
Mobile: 084 805 2140
Fax number: 086 503 1666



Respondent number:

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission for Research Project:

The challenges of implementing isiXhosa as language of learning and teaching: a case study

INCWADI YEMVUME: YOMFUNDI

Mna _____ (igama nefani)

umzali / ummeli womzali (khethe eyona efanelekileyo) ka

_____ (learners' name and surname)

_____ (igama lomfundi nefani)

hereby give permission that an interview may be conducted with abovementioned learner at the school. I understand that the participation is voluntarily participate; that at any time, the learner may withdraw from the research; and that the learner's personal information will be treated as confidential.

Ndinika imvume yodliwanondlebe nomfundi oselexeliwe ukuba luqhubeke esikolweni. Ndiyaqonda okokuba oludliwanondlebe alunyanzelisi nokokuba angayeka nangaliphina ixesha kolucwaningo xa enganeliseki, nokokuba ulwazi ayakuthi anikele ngalo umfundi luyakugcinwa luyimfihlo.

Igama nosayino

Umhla

4 Union Street
George South
George
6530
date 2010

Parent / Guardian of learner at:

XXXXX Primary School
P.O. Box 2445
George
6530

Dear Madam / Sir
Mzali

Ilungelo lo kuxoxisana no mtwana wakho

Mna, Hazel Buyiswa Petula Matiwane, ndenza izifundo zeMasters kwezemfundo kwi School for Continuing Teacher Education, North-West University, Potchefstroom Campus. Ndiceba ukuqokelela ulwazi malunga nokufunda kunye nokufundiswa kwabantwana, isihloko salo oluphando sithi: A case study (Imingeni ekusebenziseni ulwimi lwesixhosa ekufundiseni nasekufundeni kwabantwana).

Ndicela ilungelo lakho lokuba umntwana wakho athabathe inxaxheba kwingxoxo zamaqela labafundi, echaza ngamava okusebenzisa isiXhosa (ulwimi lwenkobe) ekufundeni apha e, Mzoxolo Primary School. Ezingxoxo zizakuthatha iyure enye kuphela, yaye izifundo zomntwana soze ziphazamiseke.

Ndiyathembisa ndokuyithobelayonke imithetho enxulumene nokukhuseleka kwabantu abathabatha inxaxheba kwezingxoxo.

- Umtwana akanyanzelekanga ukuba athabathe inxaxheba.
- Amagama abantwana akazukusetyenziswa.
- Akukho lunyanzelo oluyakuthi lwenziwe ngokunxulumene neenqubo zokufunda.
- Isikolo iMzoxolo iyakuthi izinikwe izisombululo ezifumaneka koluphando.

Oluphando ndiceba ukulenza ukususela ngomhla we15 ukuya kowe 18 March 2010. Mna kwakunye nomphathi wam (Dr udokotela Herman van Vuurem sizakube sikhuna ukuphendula nayiphina imibuzo eninayo..

Ndicela nindiphe imvume yenu ngokuthi ningcwalise ifomu ekwiphepha elilandelayo. Yibuyisele kum, okanye uyithumele ngefax kule nombolo 086 503 1666.

Uncedo lwakho koluphando lwam lubaluleke kakhulu.

H.B.P. Matiwane

MEd Candidate, North-West University
Student number: 13173421
Mobile: 084 805 2140
Fax number: 086 503 1666



Respondent number:

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission for Research Project:

The challenges of implementing isiXhosa as language of learning and teaching: a case study

INCWADI YEMVUME: YOMFUNDI

Mna _____ (igama nefani)

umzali / ummeli womzali (khethe eyona efanelekileyo) ka

_____ (learners' name and surname)

_____ (igama lomfundi nefani)

hereby give permission that an interview may be conducted with abovementioned learner at the school. I understand that the participation is voluntarily participate; that at any time, the learner may withdraw from the research; and that the learner's personal information will be treated as confidential.

Ndinika imvume yodliwanondlebe nomfundi oselexeliwe ukuba luqhubeke esikolweni. Ndiyaqonda okokuba oludliwanondlebe alunyanzelisi nokokuba angayeka nangaliphina ixesha kolucwaningo xa enganeliseki, nokokuba ulwazi ayakuthi anikele ngalo umfundi luyakugcinwa luyimfihlo.

Igama nosayino

Umhla

4 Union Street
George South
George
6530
date 2010

Educator of the Intermediate Phase

xxxx Primary School
P.O. Box 2445
George
6530

Dear Sir / Madam

Permission to participate in research

I, Hazel Buyiswa Petula Matiwane, am a MEd student enrolled at the School for Continuing Teacher Education, North-West University, Potchefstroom Campus. I intend to collect data for my research study on learning and teaching. The title of my proposed dissertation is: *The challenges of implementing isiXhosa as language of learning and teaching: a case study.*

I hereby request that you participate in a focus group interview on your experiences of the implementation of inclusive education at your school. The focus group interview will last about an hour. I hereby kindly request that you also fill-in a short background survey on your use of isiXhosa as language of learning and teaching.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Your participation in this research remains voluntary and you may, at any time, withdraw from the research
- Your personal information, at all times, will be treated as confidential
- No demands will be made on your academic teaching program
- Should you be interested, the research findings will be made available to you and your school.

I am planning to conduct this research from 15-18 March 2010. Could you please provide me with your written consent by filling-in the sections on the next page? Please return the consent form to me. Your input and opinions are greatly appreciated!

Yours sincerely

H.B.P. Matiwane

MEd Candidate, North-West University
Student number: 13173421
Mobile: 084 805 2140
Fax number: 086 503 1666



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Permission to Research Project:

The challenges of implementing isiXhosa as language of learning and teaching: a case study

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, _____, (name and surname)

an educator from _____ (name of school)

hereby give my permission to participate in the above mentioned research project. I am aware that my participation in this study remains voluntary and that I, at any time, may withdraw from the research. I also understand that all personal information will be treated as confidential by the researchers.

Name and signature

Date