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

<table>
<thead>
<tr>
<th>Name of school:</th>
<th>Mzoxolo Primary</th>
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<tbody>
<tr>
<td>Street address:</td>
<td>Vuyani Ncamazuna Street</td>
</tr>
<tr>
<td>Area:</td>
<td>Lawaaikamp</td>
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<tr>
<td>Postal address:</td>
<td>PO Box 2445</td>
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<tr>
<td>Town:</td>
<td>George</td>
</tr>
<tr>
<td>Postal code:</td>
<td>6530</td>
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<tr>
<td>Telephone number:</td>
<td>044 875 8662</td>
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<tr>
<td>Facsimile:</td>
<td>044 875 0336</td>
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<tr>
<td>Head of School:</td>
<td>Mr R.G. Eagan</td>
</tr>
<tr>
<td>Chair of Governing Body:</td>
<td>Mrs. N. Veiwer</td>
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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 identity 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 [X] in the variable (v)

<table>
<thead>
<tr>
<th>Respondent number:</th>
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<tr>
<td>1 Name and surname:</td>
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<td>2 Name of school:</td>
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<td>3 Indicate your age group:</td>
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<td>4 Your overall teaching experience in years:</td>
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<tr>
<td>5 Gender:</td>
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<td>6 Highest qualification in education:</td>
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<td>7 Medium of instruction in the foundation phase at your school:</td>
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<td>8 Medium of instruction in the intermediate / senior phase in your school:</td>
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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)
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

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How do you feel about learning through isiXhosa?</td>
</tr>
<tr>
<td>2</td>
<td>Why would it be advantageous to speak, listen and learn in isiXhosa as medium of instruction?</td>
</tr>
<tr>
<td>3</td>
<td>Why would it be advantageous to speak, listen and learn in English as medium of instruction?</td>
</tr>
<tr>
<td></td>
<td>Cues: Handbooks; learning material; resources; vocabulary / terminology; educators’ use of language; home work; classroom activities; parental involvement (assistance); school leadership</td>
</tr>
<tr>
<td>4</td>
<td>How do you think will instruction in isiXhosa influence your results?</td>
</tr>
<tr>
<td>5</td>
<td>Anything else that you want to add about learning by means of isiXhosa in your school?</td>
</tr>
</tbody>
</table>
Interview with Learners Page 1 of 1
Researcher: Ms H.B.P. Matiwane

Ukunfunbisa 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 ngo tithala; umsebenzi wa sekhaya; no msebenzi wa sesikoweni; uncedo lwabazali kunye neenkoheli zesikolo.
7. Ucinga ukufundiswa ngesiXhosa kunganegalelo kwiziphumo zakho?
8. Yintoni oyithandayo ekufundisweni kwakho ngesiXhosa esikolweni sakho?
9. Ingaba ikhona enye into, ofuna ukuyangeza 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?
Interviewer: sgb chairperson

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

Interviewee

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

Interviewer

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

Interviewee

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

Interviewer

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

Interviewee

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

Interviewer

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

Interviewee

Can you repeat,

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

Interviewer

From your perspective what are your experience as a sgb

Interviewee

What I implement I that expect is that isiXhosa must be done but there must be more how can I put it
Kuzakufuneka kongezwe ulwazi lwabantwana apha esiXhoseni ngoba kaloku kunokwenzeka balackisha somewhere apho kufuneka bongezelelwe khona ngoba kaloku umzekelo apha ekufundeni kwabo sifumanisa into yokuba kukhona umgangatho apha baphosa khona so kuyafuneka kunyuswe umgangatho wokufundisa isiXhosa

Interviewer

Interviewee

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

Interviewer

Interviewee

The rate is too low the reason is because siyayixuba sixuga ilanguage lena asi we don’t use the proper language thats why I always say there must be a ukongezelelela kwezifundiso zesixhosa

Interviewer

Interviewee

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

Interviewer

Interviewee

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

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

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

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

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

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

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

Interviewee
Ya the challenge the first one is the training from teachers and teachers were not enough trained to implement this programme I think this is a major challenge because you cannot have a programme or policy that you don’t have people to implement on the ground so that is the very first challenge, the other one like I said before is material the learning material everything is written in English there are no enough people who are writing things in our own language so the translation thing is not very good because to translate English into straight Xhosa sometimes you are missing the point those are the big challenges so if you can get a lot of materials then maybe we can be able to succeed in this programme but the programme itself is a very good change in the education.
Ya even to us is very a lot of challenges because we cannot manage a programme that were not given enough training even the SMT or school managers were not trained to implement the programme so that’s a challenge that we have we were not trained to manage the programme and then we have to train the teachers our self or we have to do this thing as a trial and error that’s the challenge that we have.
What are the challenges to implement isiXhosa as language of learning and teaching for the school leadership in your school? [Cues: Teaching and learning material; resources; curriculum (OBE); vocabulary / terminology; discipline; training; home work; classroom management; parental involvement (attitudes); school leadership.]

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

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

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

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

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

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

Interviewee
In the side of the department there is totally I can say the support is very very minimal it seems this thing was outsourced maybe to a NGO or to just ordinary body from the department without the support of the district office without the support of the head office because when you communicate things about this programme to the head office they do not know anything about it when you communicate things about it to the district office they do not know anything about it the only person that know anything about it is the person responsible for it in the head office there is suppose to be a person who is going to be responsible for this even in the district you don’t see that you have to communicate straight to the head office and that person who is doing this in the head office is only one person for the whole of the piloting schools and I think we are sixteen schools and it is very difficult to get hold of her so there is totally no support from
the side of the department, the staff members yes they are very happy because this is making them to be able to teach in their own language it was a little bit difficult to speak English in the classroom because we were also mixing though we were teaching in English it was not pure English as you know that we are Africans our English is not a very competent so on the side of the teachers they are very happy with this the only cry from them is the materials we have to develop one time we discussed it at school that we are going to develop our own material but we did not succeed so we ended up getting material from Cape Town the material that we still scrutinizing but this is not the correct translation from English to isiXhosa but we using that material as a base for this programme

Interviewer

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

Interviewee

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

Interviewee
T1 Ndizakuthetha ngesixhosa ukuze ndikwazi ukuzi expresa kamnandi ndiyayithanda kakhuhi ifanele ukuba ibenjalo ngoba uyakufumanisa ukuba abantwana bafunda apha kwijunior phase yonke into ngesixhosa sakufika kwagrade 4 nabo abazi negama nge English noba ubuja umbuzo umzekelo kiNS endakha ndayititsha abayazi noba kubukhisa ngaphi so uku implimenta ngesixhosa kodwa up to intermediate phase ndikubona mna kungumlile abantwana bayazi lento kuthethwa ngayo kodwa from grade 7 abantwana bafuhukekeke nge English kwezo learning areas at the same time ititshala ezititshe iEnglish kufuneka zizame khangangoko ukuba abantwana bayazi iEnglish ngokopheleleyo ukuba bakwazi ukuthi kengoku xa befika kengoku kwagrade 7 babe at least bakwistandard esifanelelekileyo

T2 Ndizakuvumelana nomem kodwa ndohlule kancinci kuleyokuba abantwana bafanlele okokuba bafunde ngesixhosa bade ukuba kuyakwazeka bayokufika euniversity isizathu yinto yokuba ukuba uyajonga indlela abantwana bethu indlela abaqhuba ngayo kwimviwo zabo kumiabanga apha phezulu upgrade 12 umzekelo ubajonge kubantuwa abafunda ngolwimi lwabo ubuhulule becal a sakuhlulathi sithi yindlela abafundiswa ngayo ebenza bangaqhubi ngendlela kanti indlela abafundiswa ngayo nayo inento yokwenza ngba xa umntwana ethetha isiXhosa kowabo yindlela acinga ngayo ucinga ngesixhosa xa ecinga ngoko kugoku xa efika kwimviwo zakhe kufuneka athathe lento ayicinga ngesixhosa ayiguqulele esingesini lonto inobunzimana enabo ngokokemna ndiyayikhuthaza into yokuba makube kanti isiXhosa siyanyuswa sibekumangatho wokuba wonke umntwana afunde ngesixhosa awakho ngesixhosa kwafuna kum trị gluza akho kwalo engoku xa esinga ngayo izinto ephethetha isingesi yonke isibekundweni phaphila emzantsi Afrika ulwimi lwenku, yonke elokuthula abafunda ngayo izinto ezithethwa ngobantu abamhlophe, onke iinterviews for nemisebenzi azenziwa ngolu lwabo ulwimi njengeexams azenziwa ngolu lwabo ulwimi

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

Interviewee
T1 Mna ndiyacinga okokuba ipolicies ezikhoyo zizezozinto nje yimigaqo nqubo ebekiweyo uhulumemente akafaki nyama into yokuba izakwenziwa njani into xa kutheni umzekelo kulento yokukhusela kwelwimi zomntu wonke akho lwimi zomntu wonke ezikhuselekileyo apha emzantsi Afrika ulwimi lwethu umzekelo isiXhosa alufumani intlonipho efanayo nelwimi ezikwazi ngabantu abamhlophe ngokoke ewe ephepheni zikhona ipolicies but enyanisweni pha ekwenzweni kwazi izinkho umzekelo ndizakwenzela umzekelo sine PANSALB emele ukuba kanti ikhusele lwimi zethu ukuba uyakePANSALB uyakufika kukho amaxwebhu oxelelela ukuba awakho ngesixhosa kwinto ebekulwana ukuba mayikhusele ilwimi zomntu wonke olapha

T2 Eneneni ukongeza apha kutitshala ipolicy zona nokuba zingabakhokutlwendi lwimi lwethu lona alubonakali kakhile umzekelo incwadi kunzima ukuba sizifumane ezisithumela kakhuhi kulo enye into endiyibonayo edla ngokuchana abantwana bethu when it comes ukuba makwenziwe iinterviews for nemisebenzi azenziwa ngolu lwabo ulwimi njengeexams azenziwa ngolu lwabo ulwimi

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

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

T2 Ndivumelana nokupheleleyo nomem

T1 Uyabona kengoku mna ndikwi disadvantage ngoba ndinenyangana ezimbalwa ndikulemeko sikuyo kodwa ke besijonga ngoku isytemic evaluation and xa bekukho izinto ebezithethwa bekuvelile into yokuba mhlawumbi yinto bafunde ngolwimi lwabo ibenenxa xhoba eyiathhileyo ekunyuseni indlela abaqhube ngayo kodwa ke ndizakuphinda ndibuyele kulonto bendiyithethe kuqala xa ndithi ukungaba ucinga ngesingesi kunzima ukuba uthathe into yesi xhosa uyiphendule ngesixhosa ngoba kalokungoku kufuneka wena uthathe ezingcinga zakho zolwimi lwakowenu uzikuqulele kolulwimi lwangaphandle olufundayo ngokoke ngokokwam ukucumber ukufunda ngolwimi lwakho kunezinto ezinginti ekukunikana zona ezizizo naphaphezi kweziza kuba zingxaki ngoba eyona ngxaki esinayo endiqinisikanayo ezakuphumaxa isiya ebazalini into yokuba fumndanto ngolwimi lwabo izakuba yinto yokluba bazakuthetha njani nabelungu bazakuthetha njani nezinye iintlanga kodwa ke njengokuba bese nditshilo sinabantu abafunda ngolwimi zakokwabo iititshala izakuba yinto yokuba izakupa eziziresources kufunda isingesi xa ndibana nabo uyive lento ayithethayo

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

Interviewer

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

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

Interviewee

T1 Ok okokuqala abantwana noba bethetha isiXhosa uyakufumanisa absithethi ngokupheleleyo isiXhosa so lonto ifuna into yokuba ititchhala zona kuqala zibe ziyasazi isiXhosa iparents zona kuba ngoku kufundwa ngesixhosa akho mfuneko yokuba umntwana xa eze nehomework uthi uwayi undastendi banako ukuyenza ihomework abantwana ngoku lula ngoba yenziwa ngesixhosa akubikho ngxaki thina zitchhala qha kengokukufuneka sizame ukufumana isresource asinziresources kufuneka sizame khangango sizifumane iringxaki imfundo lesiclande lemba umngoma umzimba izifumane like indwaba ino yento wuku emzonto nestifti esizima isiXhosa. Iterminology ingxaki ikhona ininzi ngoba asinanto siyithunyelwo

T2 Ndiyacinga ndicinga lento yeziiziresource ziqala kwakwi newadi zokufunda itextbooks into yokuba amagama amanzini ezinto ocomputer onatural science unatural scincience yena noko kodwa senditshe ulwimi oluthethwa kwisubjects ezithile ubukhulu becela ufumana okukwasa lafakazi sebeka ngokwasonisa okubeka lbuyisebolela ukuba lufumaneke and mna andizikuyiibeka lngxaki kengoku kutitchhala ngento yokuba kungabikho sigama kwisifundo esosifundiswayo ngoba kaloku kugxaki abantu omzimba kelemelo isebe lemundo lemele ukuba lihleli layibona layijonga into yokuba kuzakwenziwa njani ukuqinisekisa yokuba isigma sikhona ngokuthi umzimba kuziwe ezikolwene kubuzwe nthi yintoni lento nthi yintoni lento siifikelele kwindawo ethi abantu abaninzi bathi yinto ethile and then kusetyenziswe lento. Enye ingxaki endiyibonayo esele ndiyivile ngoku ndilapha kwezinyangana ndilapha abazali kwabona ababonakali kuthakazalela kakhulu ukufunda kwabantwana ngesixhosa ibakhona into engathi bayibona ingathi yimfundo exutywe amanzi leyoukuba abantwana mabafunde ngesixhosa ayifani naxa befunda ngesingesi basena laconfidence kakhulu ekubeni uze uye uyazi into kufuneka ukwazi ukukhumsha ngokoke enye ichallenge yethu kukuba sikwazi ukuyithengisa nakubazali bethu ukuba isiXhosa lulwimi olubalulekileyo ayithethi into yokuba ukuba ufunda ngesixhosa ufunda imfundo ezantsi

Interviewee

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

T2 Ndivumelana nokupheleleyo nomem

T1 Uyabona kengoku mna ndikwi disadvantage ngoba ndinenyangana ezimbalwa ndikulemeko sikuyo kodwa ke besijonga ngoku isytemic evaluation and xa bekukho izinto ebezithethwa bekuvelile into yokuba mhlawumbi yinto bafunde ngolwimi lwabo ibenenxa xhoba eyiathhileyo ekunyuseni indlela abaqhube ngayo kodwa ke ndizakuphinda ndibuyele kulonto bendiyithethe kuqala xa ndithi ukungaba ucinga ngesingesi kunzima ukuba uthathe into yesi xhosa uyiphendule ngesixhosa ngoba kalokungoku kufuneka wena uthathe ezingcinga zakho zolwimi lwakowenu uzikuqulele kolulwimi lwangaphandle olufundayo ngokoke ngokokwam ukucumber ukufunda ngolwimi lwakho kunezinto ezinginti ekukunikana zona ezizizo naphaphezi kweziza kuba zingxaki ngoba eyona ngxaki esinayo endiqinisikanayo ezakuphumaxa isiya ebazalini into yokuba fumndanto ngolwimi lwabo izakuba yinto yokluba bazakuthetha njani nabelungu bazakuthetha njani nezinye iintlanga kodwa ke njengokuba bese nditshilo sinabantu abafunda ngolwimi zakokwabo iititshala izakuba yinto yokuba izakupa eziziresources kufunda isingesi xa ndibana nabo uyive lento ayithethayo

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

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T2 Ndiyacinga ndicinga lento yeziiziresource ziqala kwakwi newadi zokufunda itextbooks into yokuba amagama amanzini ezinto ocomputer onatural science unatural scincience yena noko kodwa senditshe ulwimi oluthethwa kwisubjects ezithile ubukhulu becela ufumana okokwasa lafakazi sebeka ngokwasonisa okubeka lbuyisebolela ukuba lufumaneke and mna andizikuyiibeka lngxaki kengoku kutitchhala ngento yokuba kungabikho sigama kwisifundo esosifundiswayo ngoba kaloku kugxaki abantu omzimba kelemelo isebe lemundo lemele ukuba lihleli layibona layijonga into yokuba kuzakwenziwa njani ukuqinisekisa ukuba isigma sikhona ngokuthi umzimba kuziwe ezikolwene kubuzwe nthi yintoni lento nthi yintoni lento siifikelele kwindawo ethi abantu abaninzi bathi yinto ethile and then kusetyenziswe lonto. Enye ingxaki endiyibonayo esele ndiyivile ngoku ndilapha kwezinyangana ndilapha abazali kwabona ababonakali kuthakazalela kakhulu ukufunda kwabantwana ngesixhosa ibakhona into engathi bayibona ingathi yimfundo exutywe amanzi leyoukuba abantwana mabafunde ngesixhosa ayifani naxa befunda ngesingesi basena laconfidence kakhulu ekubeni uze uye uyazi into kufuneka ukwazi ukukhumsha ngokoke enye ichallenge yethu kukuba sikwazi ukuyithengisa nakubazali bethu ukuba isiXhosa lulwimi olubalulekileyo ayithethi into yokuba ukuba ufunda ngesixhosa ufunda imfundo ezantsi
T1  Yo oitshala ndifike kamnandi kotitshala sele iqhuba lento from imanagement kodwa ke 106
ndiyakhumbula ndithetha nomnye utitshala apha esikolweni sizincokolela nje side bendikhe ndangcokola
nomnye utitshala eyona ngxaki abanayo sisigama isigama esingazokuphelela kuye apha esikolweni
esiZakwazi xa lamntwana ephuma apha esikolweni encokola nomnye umntwana wesinye isikolo babe
bathetha ulwimi olunye enye ingxaki yinto yokuba oitshal khange babe kanti izifundo zabo bazifundiswe
ngesixhosa kwabona ngokukwakhaona  idepartment yayiyekeka kubo ngokujonga kwam okanye
ngokwengcoko yam nabo nayo yamiyekela kubo into yokuba makubekho isigama okanye ifundiswe
njaningesixhosa lento kangaNokukwa kolutitshala bendithetha naye wayesithi bona ngelaxesha ibiqala
kwakungekho kwatextbook yesixhosa ngoko ke  wawuthatha leyesingesi uyiguqule ngokwakhe ukuba
miyiye esixhoseni uloyiko lwam  k-engokwakhe ukuba izikolo ebeziqale lenqubo zizififty
apha ewestern cape kuthetho into yokuba isikolo ngasinye siFUNDISA nto yaso ngohlobo lwaso ngoba
yeYona nto endiyibonayo apha kwicala lokumanager yingxaki yinto yoba thina singagqbqa apha okokuba
ento ethile yinto ethile ithini k-engokwakhe xa lamntwana ephuma ngapha kwagrade ngoba ukuba uyakhumbula
sithi imfundo yinto umntwana ekufuneka abantwana ['iyiphile ngaphandle ukubanga ngaba sia
nesigama  sethu esingaziwayo ibanye into abayiphila njani nantsi eyona ngxaki endiyibonayo
mna

T2  Urhulumente at least makehle eze ezantsi thina as ileadership kufuneka sizame kangaNako sinako
ehle afikelele aze nayo yonke into efunekayo ngoba kaloku kuza uNaledi qha caba lento yeka Naledi
kemhlawumi urhulumente akabonakali enomdla wokusithumela yonke into eyiyimfuneko eneneni
uyakuthi wena apha yikhobohaydreti umbhale ngeyakho indlela yonke into eyiyimfuneko eneneni
ngenye indlela akukabikho nto ebonakalayo kuthethi uyuNaledi qha caba lento yeka Naledi
urhulumente masimcele ehle eze nayo

Interviewer

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

Interviewee

T2  Ok kwelinye icala ndiyayisapota kodwa andifuni iyokufikelela kwagrade twelve ndiyayisapota
yona ngokupheleleyo kodwa pha kwagrade twelve ndinengxaki yoba umntwana apha kwagrade eight
ukuba uyadropa omnye kunxane apha emisebenzini ukuhamba nelicala lingazokubanceda ukuba kunxane apha kwagrade twelve
kuthethi umntwana ekhale kuthethi umntwana kwagrade twelve

Interviewer

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

Interviewee

T2  Bendizakuthu mna abazali abkho apha eklasini soze bayibone qha bona bahuma lento ingathi
izakulungela abantwana babo emisebenzini bayayazi kwemine imisebenzi kunxane apha kwagrade
right through so yiyo lento ibenzela bakhethe kwalandela yokufundisa abantonke ngenxa yentsha
basekhulule ukubanga abantonke abantu babo emisebenzini apha kwagrade twelve
kakhuhle kunxane abantonke abantu babo emisebenzini apha kwagrade twelve

Interviewer

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

Interviewee

T2  Iyacaphukisa ngoba yenza ulwimi lwethu lungaxabiseki futhi luxubeke ngapha komlingo
ndikhumbula besikhe sanencokho ngoku yengama lesixhosa ndisithi eligama asinto balirwada qha
lishisixhosa siya siphulukana nendoNokukwakhaona  idepartment yayiyekeka kubo ngokujonga kwam okanye

Interviewer

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

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

Interviewee

T1  Ngoku siqalileyo thina apshe isikolweni kubetele kakhulu abintwana bayapasa kunangokuya besifundisa ngesigesi

T2  Abasoze bangapasi sendithso yinto nje ephuma kum asiyonto ephuma kuphando oluthile okanye kwi experience ethile kukuyicinga nje into yokuba ukuba ufunda ngolwimi lwakho umi kwimeko entle ngoba kaloko akukho ngxaki ngoku yento ba umzekelo ukuba ufunda umbuzo phambi kwakho ligma linye ongalaziyo kulumbuzo elenza ungayazi yonke lanto ibuwayo ngoku ukuba ngaba uyyayiva lanto ibuwayo kulula ukuba uyiphendule maxa wambi awuyazi eyona mpendulo ichanekileyo yento kodwa ukuba unokuzithethela uycacise ngolu hlobo wena uzingingela ngayo mhlawwmbi ubuza kusondela kuyo ngoko engoku xa kufuneka uyithethe ngolwimi lomnye umntu akuzokubalula ukuba uyenze lonto leyo ngoko ukuba kuqulear ukuba yentonzi ngaphandle ukuba ufunda lento kodwa ukuba uyenze lento leyo ngoko ukuba kuqulear ukuba yentonzi ngaphandle ukuba ufunda lento kodwa ukuba uyenze lonto leyo ngoko ukuba kuqulear ukuba yentonzi ngaphandle ukuba ufunda lento kodwa ukuba uyenze lonto leyo

Interviewer

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?)

Interviewee

T1  Abantu basemthethweni ngokujonga kwam bathathe into yokuba masibanike lencwadi bayizame and then bayiyiyekele kutitshala into yokuba makazibonele ukuba makathini na ngezo ncwadi be siqale uku implimenta ukuba siyipilot school abanye bayayieldla netitshala bayalondela abaye ibengulowoke uxa akwa mhlawwmbi esinizulu otherwise wonke umntu uyalandela nabcantwana bayayiqonda bayaqonda into yokuba bekufanele befunda ngesixhosa beyeva ukuba kuthiweni na kunangokuya bekufundwa ngesingesi

T2  Abazali bayasapota and safathethile nabesignale uku implimenta ukuba siyipilot school abanye bayayilwandle netitshala bayalondela abaye ibengulowoke uxa akwa mhlawwmbi esinizulu
T1   Enyanisweni iCA ezithetha isiXhosa zinqabile kude nalo ngamanye amaxesha uzokujonga unguCA
wesixhosa wayekade engasazi esosixhosa anguCA waso simele ukuba kuxutywe ezi ofisini cubekho
babekhona oCA abathetha isiXhosa abalulandelayo ulwimi olu umuntu angu CA walo awunokwazi ikuba
nguCA kwilearning area ongakwaziyo ukuthetha olu olwimi olu umntu angu CA walo awunokwazi ikuba
ngoku uphinde uguqule akayi undastendi kwalelen so yeOBE badinga
ukuyicinga into phambli kokuba bayenene apa ekuyicingeni babeke structures ezizizo ezizia kuyijonga
lento ingabi yimeme yikakwenzeka into yokuba masibone ukuba senza njani ukuze uBe kanti iyiaphumelele
lento simele ukuba umzekelo njenge pilot school uhulumelente uBeke imali ecaleni eiyiyo isixa semali
esithile sento yokuba aqiniseke ezi pilot schools ukubangaba siphuma nento ethi ayisebenzi into
yokufundisa abantwana ngesixhosa kwizifundo zabo zonke mayibehi kanti uufake inxaso eiyiyo ukuba
mayiphumelele kodwa ngoku ingathi uhulumelente uyenzena nje ukuba mayingaphumeleli ngoluhlombo
lwento ba uyiqele nje yizikizolo engakhange abe kanti uBeke iresources ezizizo zoba mayiphumelele
ngoko ke ukuba ayiphumelelanga izoba ayiphumelelanga njenxa karhulumente ngayinikanga nxaeso
ngubani ozayo azokukhangelana ukuba zintonzi izidingo zisikolile zintonzi ezihamba kakhulule zintonzi
ezingahambi kakhulule yenzenka nini lento leyo ukuba ngaba into uyayifunda kumele ukuba kukho umuntu
olapha ecaleni kwakho kuyo yonke lendlela uyihambayo okunika inxaso eiyiyo andiqondi ukuba
siysyifumana lento

Interviewee

T2   Xa uqala into uyayiceba into awuyenzi nje lento yezipilot zenziwa yidepartment ingathi umuntu uvuka
endlini yakhe ecinge into yokuba ukuba kunokubakho into ethile athethe ngokuthi mayenzwe esa sikolo
masenze into ethile esa sikolo masenze into ethile olahlobo uhulumelente aqale ngalo into yeOBE badinga
ukuyicinga into phambli kokuba bayenene apa ekuyicingeni babeke structures ezizizo ezizia kuyijonga
lento ingabi yimeme yesiko into yokuba masibone ukuba senza njani ukuze uBe kanti iyiaphumelele
lento simele ukuba umzekelo njenge pilot school uhulumelente uBeke imali ecaleni eiyiyo isixa semali
esithile sento yokuba aqiniseke ezi pilot schools ukubangaba siphuma nento ethi ayisebenzi into
yokufundisa abantwana ngesixhosa kwizifundo zabo zonke mayibehi kanti uufake inxaso eiyiyo ukuba
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ngoko ke ukuba ayiphumelelanga izoba ayiphumelelanga njenxa karhulumente ngayinikanga nxaeso
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olapha ecaleni kwakho kuyo yonke lendlela uyihambayo okunika inxaso eiyiyo andiqondi ukuba
siysyifumana lento

Interviewer

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?
Interviewer
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?

Interviewee
T1 Umntwana uyakwazi ukuziexpressa ngolwimi lwakhe if uziexpresa ngolwimi lwakhe akanangxaki xa ephendula iquestion okanye ebuza ngolwimi lwakhe okanye axele ngolwimi lwakhe uyakwazi ukuziexpressa iviews zakhe

T2 Ok ngokwaseklasini ngokokufunda izifundo zingena lula xa usebenzisa ulwimi lwakhe alusebenzisa ekhayeni and uyakwazi ukubuza imibuvo ngokufanelekileyo uyakwazi naxa engaqondi aphinda phinde ukubuza imibuvo ukuze lonto ingenza msinyane kuye and uyakwazi ukuthatha umsebenzi waseklasini awuse ekhayeni kumanaka okanye ase isikolweni then amfakelele izinto azaziyo ngalonto umbuza ngayo

T3 Ndicinga mna uright like ingekuko okokuqala because ndikhumbula mna sibhala ten abanye abafundi babebhala ibiology ngelanguage yabo which is Afrikaans so I think it is only fair nezinye ilanguages zinikwe ichance yokuthi abantwana banebhalo kakhuku lonto kuba lemfundo yababantwana igxile ayigxilanga njena ekuthetheni igxile ekubeni baneskill bayakwazi ukwenza, so iskill asiyolanguage asiyontoni na yiability yokuba umntwana ukwenza loo nto so xana eyive ngolwimi lwakhe akunamsebenzi esa skill siza kudevelopa kuba eyonayona purpose sesaskill seza values and attitudes uzakuzifumana even ngoku athethe ngolwimi lwakowabo imother tongue aphi kugxilwe khona ndakuthi ukujonga mna ndiqonda ba nyani ifair ngolohlobo

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

T5 Kuba ke icontitution yase South Africa isithi zonke ilanguages ziyalingana so its only fair nyani ukuba nyani bonke abantwana bafunde ngelanguage zabo the language umntwana ayiunderstndna better kunezinye so icontitution le its ok

T6 Nje ukongeza mna ngendlela ebendikhe ndayiqaphela ngayo nje nakwezinye izinto ebendikhe ndazenza ne experience yam emsebenzini kulula kakhlulu ukuzichaza indlela imbilini yakho ukuba ufeela njani xa uethetha ngelwimi lwakho kunaxa uethetha ngelasemzini

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

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

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

T1 Andiqondi andifuni kuthi zilungele ziadequat umzekelo sizakuthatha apha emzoxolo ipolicy yalapha emzoxolo language policy maybe ithi abantwana bafunda ngemother tongue ILOLT language of learning and teaching and teaching siXhosa from grade R to grade 6 but sinabantwana abangasithethiyi esisiXhosa engeyo mother tongue yabo ngenxa yezinto ngezinto mhlawumbi iarea isikolo esikuyo nabantu abasuka kwenzine icountries abahlala apha siyaba admita mos abantwana abanjalo apapha esikolweni banyanzeleke kengokokokubafundengisisixhosa bafundiswe ngesisisixhosa and then sifumane iproblems because abasithethi bona ngoba iyomother tongue yabo asifundisi only abaxhosa apapha izinto ezinzialo and sometimes nezinto mhlawumbi ezisuka ecircuit office ufumanse okokuba ziyangqubana mhlawumbi nalepolicy ufumanise okokuba izinto zibhalwe only nge English neAfrikaans or even kwapha eziofficininkusebenza abantu only abantu abangasithethiyo abangazukusi undertanda esisisixhosa.

T2 Hayi bendizakusekonda yena ipolicy zethu azifumi kwaphela for instance idemocracy ithi makuthathwe nawuphi na umntwana unelungelo lokufunda naphin apho afuna khona so ingathi iya contradicta ngoba sizakuthatha umntwana wecoluord abe sisithi imedium of instruction sisixhosa asokole mpela okanye sithathe umsuthu njengokokubafuna eikhona umsuthu apapha esikolweni asokole mpela and lamntan unelungelo ngokweconstitution afunde nakwesiphi na isikolo so ke isichane according to ipolicy ipolicy iyasichana ngokwenemeko yethu apapha eziokolweni nangokwenemeko esiadmita ngayo si admitta umntwana ngokwe democracy kuba kufuneka efunde naphin apho afuna ukufunda khona.

T3 Eyam iopinion kulento ndiyibona lanto yale nto uku nayokubafunda ngengiskhosa njenge icon ebekiweyo pha phezulu at nation level but xa usihla kengoku kwisub divisions ezi at provincial level ayisurppotekiphi bizokuthathwa nangoku unelungelo lokufunda ngemother tongue yakhe ne kodwa ekupheleni kosuku akwabikho zipolicy ezisuka nationaly ezichaza imother tongue isikolo ngasyinie mhlawumbi kusetyenziswe uLOLT kubekho ipolicies and then tohina kuba besiyipilot school andoqondi ikuba bekukho ipolicy eziXhosa from Cape Town eza apapha esichazela ukuba lemother tongue esisiXhosa kufuneka sisebenzise ngoluhlbo kwabona the same people abathi masisebenzise isixhosa ngabo abathi masitshintshe kusixhosa so constitution inayo icondiction eyenza ukungenzi policies nationaly.

Interviewer

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

Interviewee

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

T2 I would say another advantage it assist learners to build knowledge around amagama amakhulu so around iconcept so they are able to build iknowledge ngesiXhosa then at least umntu akaxelela ngephotosynthesis angayazi ukuba uthetha ukuthini kunalanto ye English besi nqaya kakuhlulinothina so its like ngoku umntu akanqayi uuyakazi ukuxela ukuba yintoni so nokuba inokuvezwa kwenyi indawo uzakubona kuba yilaphotosynthesis bekuthethwa ngayo le.

T3 Ok I think abantwana kulula ukuphendula they just easily answer questions when you try to get feedback from them I think abantwana ngoku kuba lula sometimes umntwana uba nentloni kuba akalazi.
igama elithile ukuba lithetha ntoni nge English so now its for the child to answer you in his own language

T4 Enye into endiyibonayo mna lento yesiXhosa iyabonwabisa abantwana kakhulu apha eziklasini ndenzile umzakele ngezi subjects zifana noma Life Orientation no Biology so iyamenza umntwana ngela xesha kutishwa ezaazinto zithethwa ngesiXhosa zonke i_processes ezithile kwez(subjects) njengokuba ngesiXhosa iyabonwabisa abantwana kakhulu apha eziklasini, utetha isigeze then kengoku bahleke bakubone nawe ubanjani xa utetha izinto abacinge zifihlakeleyo kubo emakhaya then ibenza lanto babenomdlaba because abantwana bayazithanda izinto ezingati ziyageza the minute utetha eza zinto yenza umdlaluko noko ndingakakphila into othi xa uphilinda ubuza umntwana ethu baye balabile but bayizi enjoya ezi subjects

T5 Enye into pha kubo inxaxheba xa benikwa umsebenzi wasekhaya kuba lula kengoku umntwana athethe nomzali umzali amncedise kulo mesebenzi wakhe wasekhaya unlike kwela rheses lidala abanye abazali mhlawumi bakhulekhi emaxhoseni mhlawumi akayazi nale English ne Afrikaans at least xa isisiXhosa bayakwazi amanye magama and ivocabulary yase eastern cape yohulukile kwivocabulary yase western cape so amanye magama kuba lula ukuwazi

Interviewer

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

Interviewee

T1 Okokuqala abazali xa kuthethwa ngento yokuba abantwana babo bazakufunda ngesiXhosa baye babenento yokucinga okokubana babo babazakufunda ukuhlumsha and abantwana babo abazokwazi ukufumana isisebenzi kuba bhethetha isiXhosa kuba beyazi okokubana umntwana xa efuna umsebenzi kufuneka akwazi ukuhlumsha nokuthetha iAfrikaans abacingi into yokokuba umntwana xa efunda ngesiXhosa kula kuthetha ngaye gabalala kula naxa enengzaki uyakwazi ukuthetha ngaye noba sekukho lonto ikhoyo eklasini okanye nomsebenzi angakhangwe awazi uyakwazi ukuhlobo awucacise athi bekusenzeka ngoluhlobo nololuho

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

T3 Enye into endiyingchallenge kakshuku kulento like njengokuba sifundisa ababantwana nge mna ndiswa Ematatele umntwana ngłowalapha eLawaai so isiXhosa saseLawaai asifani nesiXhosa sasMatatele okanye saseMthatha so like ibuyele kulanto kengoku yokuba ezapolicies ezinational ukwehla zisupporto njani because xa se kusetwa lamaphepha kanational lizakuvela linale language yabobs Umbangqiqi okanye badibane ngalondlela and banelanguage epure yesiXhosa then ibe thina apha mhlawumbi ufumanise okokubana ndititshe iMaths ngelanguage yale ngingqii then xa livela iphepha livela lithetha isiXhosa esintosho kakhulu ufuamaniseke inako ukubabhethe kwenzine indawo because abayiunderstandi enye into yintoni ilanguage lena ayifani ngokuseyisisiXhosa iyonke

T4 Enye into endiyingcayo phaya kwindaba yenconcepts ewe ndiyabona babokuba kuyazanywa kubehlo itranslators eziinetranslation eziconcepts from English to isiXhosa but xa ndiqhaphela ngoku umzali parents at home abakwazi ukubanayo la support seemingly umntwana ngoku uyafika endlini ufuka nesigama esitsha esingaziwayo ngumzali kwyena kuba ababantu abazama ezaconcepts bazitolike bayazihlahlela bazahlilele paphume nazo bazibize emntwana umntwana afike ekhaya ngoku ethetha amagama angasasetsemlynisiwayo ngobo kaloko esisilungu sesondele sesineroots kwala phapha emhlabeni nam lona bendisothuka kulemileyaka ukuba xa kubizwa iOxygen kuzakuthiwa ngumongo moyaa izinto ezingabe kakhulu ezo uBone ngoku iparental involvement nayo izakuba limited no although engumxhosa othethe isiXhosa umzali ngoku umntwana uzakufika ezokufundisa umzali more about isiXhosa ngoku angakwazi ukuncedeka kakhule mhlawumi omnye umzali ude apanice athi hayi andiyazi le into
T5 Itraining yethu ezicollege iteacher training sitrainwe ngokwe English nathi kwieducation yethu 158
nasifundiswe nge English iterminology yesixhosa asiyazi nathi nam lo ndandiva ngonaledi ukuba inqunto 159
ymatter and then you have to sit down uzicinge kuqala ezizinto and lomagama onqundo uphela
ungawasebenzisi ebantwaneni because they don’t make sense ebantwaneni ezonqunto isilo nomongo
moya because nathi ngamagama amatsha and nakwi area esihla kuzo we don’t use onqunto nomongo
moya even naxa sibala sisebenzisa otwenty five cents asizothi amashumi amabini anesihilanu ngoku zeske
zingadibani ezizinto uqonde okokuba uzakufundisa umntwana apha esikolweni ngamashumi amabini
anesihlanu phaya e area kuthethwa ngowenty five cents zitwo different thing eozozinto and then kengoku
enyi into xa sijonga bethunza isouth Africa siyayazi ihistory yasesouth Africa no offense but the business
people are the white people abantu abaqashayo bethu siqashwa ngabantu abamhlophe so abantwana
bethu have to learn le English ukwenzela into yokuba umntu azokuqashheka uzakuqashwa ngyuzu xa
ungakwaziyo ukukhumsa kangangokuba xa sesiyijonga lento ngamanye amaxhosa sithi hayi sibuyiselw
umva intoba singakwazi ukuhumsa ukwenzela ukuba singaqashheke because neuniversity
andiykhumbili mna uniiversity efundisa ngesixhosa akukho nababhali ababhahalayo kunqo zitolkwayo
ngoku iincwadi ezoba sizisebenzise ngoku for le language transformation kusenzima mhlawumbi ke
kuthwa bathi ke xa beychaza abantu hayi ne Afrikaans yakunje kwabalwa kwaguqulwa namagama
etechnology I don’t know mhlawumbi siya panica kakhulu Im not sure but hayi andikaboni kusemnyama
mna kum
T6 Ma ndiqale kulombandela we ngingqi kukho isiXhosa sengingqi mna omnye untu isiXhosa sakhe
andisiva tu ndinesi sam nisdaziyo uyabona kukho iconfusion kwalapho ndize kwi feed back as far as
iteaching is concerned ndizonika umntwana ihomework ienvironment iyandibetha apho ndimnika
ngesixhosa owe colourd soze abuye nayo ohomeork uhlahla eborchads ienvironment akayzi nokuba
uzakubuzi kubani pha so akukho feedback as far as iicurriculum is concerned kwihomeworks nentoni xa
benhindmke ngesixhosa ukuba ndithi pure xhosa ke but kwakhe kwakho into ethi kufuneka sithi 20 %
English andiyazi eyonayona but sithetha ngesixhosa ngoku
T7 Mna enye idasadvantage pha kubo kengoku ebantwaneni ibachana kakhlulu lanto ngela xesha isiXhosa
besisisifunda as ilanguage nje ilanguage eyodwa then iEnglish yodwa iAfrikaans yodwa nezinye ke
isubjects ezi besingadibani nento yokudibana ufumanise okkuba uzakuthi ngoku se ubhala isilungu ufake
iafrikaans uphinde ufake isixhosa uphinde ufake enye into yenye into ezoconfusion yenderwa eyonayona
okokuba ababantwana eziilanguage nje ezibhala ufumane nyayo ohomeork uentalo ngoku iincwadi ezoba
ngalawumbi kuyenzeka kuthethwa ngoku yendlela yehlela eyonayona
T8 Kwiparents meeting ebekhe sanayo apha ukuqala konyaka some of iparents ezazipha kuthi eziklasini
zabuza ingxaki xa ndipela isurname yam kumntu othetha iAfrikaans zikhona ezazinto yamkho
201
202
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208
209
iblincars but ke injalo bethuna nathi nyani ukuba umntu unokutsho ngoku almost sonke apha
bakwiEnglish schools abantwana bethu why singazi kubafundisa apha kwimother tongue yabo

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

Interviewer
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.

Interviewee
T1  Last year kuneziburaries mos zisukakwidepartment of education otitshal benze uACE so pha
esikolweni safumana lonto kuzakuthathwa two one efoundtion phase one eintermediate phase
bayokwenza uACE kwi language transformation it was the second group because ebekhona obe pha
ekuqaleni but asyazi kwabetha uMarch akukho nto ede icace sazokuva ngoNaledi okokuba iyekiwe
because kufunyaniswe into yokuba kufundiswa into ewrong uyabona kwa the people abag phexulu the
professors ntoni abakho sure ngalento kwathiwa ke izi kuqala kulonyaka andikho sure nokuba yenzeka
na senditho ndadana because xa sele uziixelele ndizakufunda ubane excioment so ngoku xa kuthiwa
kufundiswa into ewrong ndaqonda hay suka noba ingaphinda ibuye andisayifuni xa ifundisa into ewrong
isenza nathi uqonde okukuba yintoni kanye kanye ngesike siyekwe sititshe ngolwahlobo lwelEnglish
lakuqala

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

T3  Oh my experiences I think I am going to add to T1 yoba like kwicala lokususela like leceiling ukuhla
kubo bonke ababantu ukuqala kwiconstitution yayihaliwe iconstitution right siyavumelna it was a
political decision then xa se iqgqityiwe ukuqalhalwa yaqalswa lento yasasazwa ngoku kobuka sizoyiqala thina
three years back but into endiyibonayo mna iqaliwe nje lento through iemotios but akhange kulay(we)
ifoundation ight for ukuba ukuze iquhuke becaus into endiyijongileyo ababantwana njengokuba befunda
ngesixhosa zikhona iimprovement nakwezinye ilearning areas umzekelo imaths sendithi iyavakala but
kengoku ingxaki sithi abu ukuqala kuthi umntwana uzakujonga mna ukunyuka ukususela kulo
undiplanelayo nalo inigapha kwalo undiplanelayo asibangana foundation iright because yona igood as a
result nangoku njengokuba sifundisa ngesixhosa but even if uuthaha into ye English ndizakwenza
umzekelo ngale learning area ndizifundisayo mna uuthathe umzekelo ngoku ukhona omnye umjite ophuma
apha ngoku obezokufuna izinto zemaths ezazinto eziyia ndiyakwazi ukuzibona ok lento lena yenziwa
ngoku mna ndizifundisa ngesixhosa mna and ndiziqhele ngesixhosa kakhulu but ezazinto ndikwazile
ukuzenza izeeze English is just that ngoku ubone okokuba ilanguage seyithanda ukundishya kancinci
kanene lento yintoni akuxelele okokuba lento yintoni ndithi ok uzakwenza kanje lento iright yona
iyasenzena but kengoku yindlala le capplywa ngayo le ezakwenza mhlawumbi sirluctant utshintsho
luhleli lungekho drastic mhlawumbi sakuya siye siqhele but yona inokusebenza although izakuthi
seyisenzile sibennabobantu bazi isiXhosa singabaziyo bakazubenzela bani bazakubuya bazokutitsha

Interviewer

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

Interviewee

T1 Mnda ndiyibona oluhlobo ukuba unokuqaphela ndizakwenza umzekelo andiyazi noba ndizakahendula intoeright kulento yoba iEnglish izakuhlala idominata into endiyqhapehleyo yeyokuba abntwana baphetha iAfrikaans ngelaxesha sasisenza zonke ilearning areas zethu nge English abantwana they were good kwis English uzuibe okukuba abantwana le information yeEnglish banayo bayithatha phi xa ucomo rapha nje ngangoku because ngoku esixhoseni bayasokola ababantwana so ufumane seke okukuba leEnglish banayo I don't know ukuba ndingathi bayithatha phi its either bayithatha ekyaheni okanye elovakishini but kulapho ufumane seke okukuba iEnglish izakuhlala idominata because abantwana abasazi isiXhosa kodwa bebe copa kwiEnglish

T2 Ndiyayibona iEnglish ikhona apha ecaleni kodwa ndakuthi ukujonga kakuhle abanrwana banengxaki yespelling kwabona apha etivini kuye kuvele iemails eza iemails ispelling nyanzi siyagotywa phaye xa kuthiwa for you kuye kubhalwe u4 inumber no u so andisiqondi kakuhle okwaso ukuba siyukubonga kubantu banolwazi siyabadjistryo ababantwana bakhuleyo abanyuki ngolwahlobo lwethu thina besifunda ngalo kuba umntwana naye ngoku nalapha esikolweni ubone njena kuthiwa I love you kubhalwe I luv and u so eozinto nazo ziye zindoyikise nddiqonde nayo leEnglish izakubasengxakini

T3 Although it is going to take years intobana iEnglish lena nayo ilingane nezimize ilanguages okanyeide ibengaphantsi kwezilanguages but I think yinto ezakwezeneka leyo as long as i majority isengabantu abathetha esisixhosa because its like thina besingeni se kule English mos nathi sivele kuleEnglish sathetha le English satitshwa ngale English but ngoku njengokubeka babanwana bevela ngesisixhosa betitshwa ngesisixhosa luzakubakho utshintsho ukongeza nje kulento kaMr nezi MMMs bezikade ziyiinto engekhoyo no siyukubonga kubantu thina besifunda ngeni eKuba kubhalwe ngakulunga Lungu ewe bayasithetha nje kodwa xa uthi makayokubhala kuba nzima then kungangconkubonga njengokubeka ixesha lihamba siyiqhelisa lento yesisixhosa ewe iEnglish ukuba ingusutfunze ukuza kubhalwe u4 inumber no u so andisiqondi nabo andidyakwe okanye lento leIsiXhosa kwethu kule English sakhulile xaba ucomparisha nje because ngoku esixhoseni kubantu bekhubeka kuza kuthiwa isiXhosa njengokubeka nathi besikhulile kukhula iEnglish but kuzukukhula isiXhosa ke ngoku so mnda ndinefeeling yokuba kuza kuye kulinganwe klaar okanye kushiyi anwe ngokweseko kungokubonga okubeka esisikolo sesesilungu then intethile yisecond language

T4 Mnda iadvantage endiyibonayo kulento yesixhosa kubahlela kubuyiswe lanto yeself worth yokuba umntu azazi mnda ndingubani yintonye ebelulekileyo about my language yam ngoba kwicases ezininzi uyakufumansina okukuba singo goodbye my nation siyzijongela phantsi kwathina qala so sijonge ukuba ingathi kungangconkubonga ukuba ndingaba ngumodel C school ndinga thetha iEnglish ndirole ndithini kanti singayijonge ngokuba another values that you can find ekwazini nasekuxabiseni isiXhosa and mhlawumbi even uke develope umntu as self and so mnda ndiyibona iyinto entle iqe pha kwi attitude yethu because as fa ras ngoku iyireality into yokuba isingesi yi dadomina nanto iyale ngoba informance kuthi and si indocentricaw like siyibone ngolunye uhlbolo sizo=ibone ngolunye uhlbolo sibe nokuzijongela phantsi in a way so kuba singaqala sidevelope la pride okokuqqula kwilanguage yethu kwiculture yethu and then I think ne policies zingaqhwaleni ubene okukuba lento ihamba ihambe ipele pha ifika pha ayisasapotwagwa ufika phasekuthethwa iEnglish neAfrikaans if ingathi go all the way isupport system ingaphela lanto yokuba ienglish ngundoqo ngoba sibona necoach zisiza zingasazi isingesi but bezokucoach intenal teams it shows that umntu akanakuphelela apha kuba engasazi isingesi

T5 Enye into enokudelaya lento yokulingana kwezilanguage kakhulu yelento ntupleheko ebengela ukuba even if sowuya phaphelzul uufumani seke okukuba opresident bethu ngabantu abanmyama
**Interviewer**

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?).]

**Interviewee**

T1 Ngokwalapha esikolweni ukuqala kwethu khange kubenzima because ifikile sayamkela safuna ukuyizama ukuba njani na like utitshala xa engalazi igama elithile uyakwazi ukuya komnye utitshala ambuze then bacaciselane then ukuba omnye uza neyakhe item nomnye uza neyakhe item then niske njonge eyona ezakuba lula otherwise isuppport ngokwe coleugessinini ukuza sono ngaphandle kedeartment sizakuthi asikho kuba asinresources zibakhona but ufumainse ziweak for ukuba ungathatha uthi ungazisa ebantwaneni

T2 And pha kwdepartment kwa isubject advisor yelanguage izakuba mhlawumbi ngumntu othetha iaafrikaans okanye ibe ngumntu othetha iEnglish ingabingomntu othetha isiXhosa osaziyo isiXhosa ufumanise okokuba kengoku kunzima okokuba aye nqo kwesixhosa nisifunayo

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

T4 Abazali basinikile isupport abanye ngoba ikhona into ethi iclass of 76 yayifunda ngesixhosa up to standard six so yipho lenyo bezazi zoyiththree ilanguages bilogungo kwi Afrikaans neenglish nesixhosa like uex principal wam phaya was one of abantu ababefunda ngeloxesha so bebefunde bona up to standard six befunda ngaba mongo moya abasile abanqunto kuye zonke zizinto ibizizinto azayiyo terminology ayaziyo a result babegood kwi three languages because kukho into ethi xa ufunde ngemother tongue yakho and then ukwazi ukuzaqakaluka msinya ezinye ilanguages ezisemacaleni so abobazali babekulo klas bona zange babenangxaki but kengoku beba bangcici mos abazali as iminyaka ichamba abazali abakhoyo are even younger than thina abazali bababantwana sibafundisayo nga English but abanye ke bebesupposta like the other day ndandibanike ishapes bayokwenzena ihomework igama mna unxantlanu ipantogen ndalifumana emzalini nqala uulifumana emzalini before ndilibone encwadini cause umzali kwacaca ukuza yena uuyazi unxantathu then upentagon yena izoba ngunxantlanu cause of ina five sides so abanye ke bebesupposta abazali

T5 Abanye abazali abasapotive ingathi ngamacoloured because kuba befuna abantwana babo bathethe isiXhosa bayazama at least ukuba suppota abantwana babo ukhona omnye umntwana pha elasini
uyasifunda isiXhosa ngumntana wecoloured uhlala eparkdene umzali wakhe uyanzamela ukmfunela
iincwadi zesisxhosa phaya eConville elibrary at least basupportive abazali bama coloured.

**Interviewer**

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?

**Interviewee**

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

T2 Mna bendizakuthi if lento yayiqale kwangela xesha iconstitution lapoint number one wakho

T3 Kwa abantu abaphetheyo pha kwimfundlo ingathi nabo abakakabikho strong abakakabikho firm ngale LTP because I remember last year kwakhe kwafika omnye umntu pha esikolweni from the department of education esithi nathi ke besiyipilot school so ezocela engayazi ukuba siyapilota so ezofuna ukuba sibena mhlawumbi two classes zesenglish and two classes zesixhosa and then compare iprogress yaba be

T4 Bendisiza kulendawo yesixhosa esohlukeneyo ngokwengingqi ngengingqi ewe zazohlukene ngoba kwakungekho zikolo kodwa ngoku azikho ingingqi ezinabazali njengokuba umiss ebesetshilo okokuba abazali bayangokubabatsha izikolo zafikela kwindawo zesisxhosa zezangesixhosa so ezinye intetho njena mhlawumbi abanye babendondroza abanye betekeza abanye besithi angati isitingiletani into engatekiyiyo ezomersenters zinjalobangotamkhulu abahlele emakhaya abangazange baye sikolweni sona isikolo sona savela sabasisixhosa njena abobazali abanokuxakwa sisixhosa esisinxhosa bangqabe kakhulu mhlawumbi umngumumana abemnye ukuba uyaphathwa so bonke abantwana bematrik yokuba ngowakwabaca nowokuba ungokwakwabane uhlala isiXhosa esiyi one sibhalwa ngumntwana wonke

T5 Hayi mna bendisiza andiyazi noba kukugxeka kakhulu na senditsho ukuba ingathi kwakunwetha ukuba ifakwe kwicunction yokuba umntu uneright yokufunda ngolwimi lwakhe yinto nje eyayiselselwla for campaigninging purposes ngokwendlile eiyiyo ibe yona iyinto eright because senditsho okokuba iyasebenza lento yesisixhosa nyani xa siyijongile apha bantwanei but nqokokunokwaba ingathi yinto eyayiselselwla nje okokuba no siza kuspreda nje lento iyipropaganda for ukuba abantu basilandele emveni koko asizikuyihoya ncumcan ngoba pha sakhe sati sixakekele apha kulonyaka upheleleyo kwafika omnye usini apha uNaledi wafika wasenza saqonda okokuba sisifuna nyani esisinxhosa ingathi yinto eyayenzelwa into ebucampaign sithi ya kuzakubuya ubuthina kengo kugxeka kakhulu okokuba kuzakubuya isiXhosa yaggqitywa ayalandelelwa practical ukuba masiyidilive njani thina lento

T6 Mna ukuqubona kwam ndiyibona iyimbono entle nyani lento for ukubuyisa uhuuntu futhi ngoba abantwana bethu xandijongile sebeng yoman ba Americanised ogoodbye my nation but indlela endiyibonayo engumkhomba ndlela kukuba ababantu baphaphezulu bazipolicy makers bahlale kwiforums
ezinje bangafunda lukhulu and then babone bangafumana iway forward only ukuba bangahlala
kwiforum ezinje bamanene kotelshila ukuba zintoni izizimo ezizichallenges zeziphi istepts ezisugestwa
ngababantu baexperienca this thing so I think yinto enonceda to speed up this process otherwise mna
ndiyibona iyinto eyiyo

T7 Ndifuna ukulungisa pha kutitshala uLugayeni kulento yoba esithi lento eyavela nje like
ngokufumanisa kwethu before kulontshe lento ka LTP kuye kwajongwa rresults zethu thina bantu
bannya kwacomperishwa nalamazwe angaphaya kwafunyaniswa ukuba thina bantu babufunda
nabafundiswa ngelanguage esingeyoyethu sisoloko sibelow kunalamazwe ngoba ababantwana babufunda
ngelanguage yabo bayithethe endlini bayithethe esikolweni yonke into abayenzayo bayenza ngolwimi
oluyi one sibe thina sibolekisana ngamalwimi and enye into esiye saifumana sesipha yeyokubanangaba
eyeysibhida sesipha ukhe uyibone into yokubhidwa yinto sowupha kuthiwe uyokufunda isiXhosa
kodwaisixhosa usifundiswa ngumntu ongathethi sixhosa yonke into ebesiyenza besiyenza angantoni
ngeEnglish kodwa kuthiwa sufundiswa ntoni isiXhosa yenye ipoint esiye sabanayo but ke izinto
sasizibhalile pha qha into ecacileyo pha phezulu akekongoku umntu oyimeleyo athi ndinguye lo because
uye waphuma lo ubepha njengokuba ngoku kuzokufika uNaledi nae uNaledi bendicinga uzokuthi uphela
unyaka kulonyaka uphelileyo ibe seyikhona into ekhoyo pha okanye abobantu abafunileyo beause
nababantu besifunda nabo bakhona abaMam badala ebenobadibanisa pha benze into ey one
ibenokupusheka lento yesixhosa because ayingeze ikwazi athi umntu engathethi sixhosa athi
uzokufundiswa abantu indlela yokufundisa isiXhosa because bekunyanzelaka ngoku thina sithathe lanto
yeenglish siyenze ngokwesixhosa ibe kengoku ingafani

T8 Hey ndizoza mna apha within apha esikolweni kukho lento kuthiwa yisystemic evaluation hey xa
utitsha imaths ngesixhosa kuphinde kukho isystemic evaluation imalunga nokugxothwa kwethu
ukungaphefoni kwethu lamntana weafrikaans nguye lo uthoba imarks zethu ndiza within ke mna apha xa
uthetha ngesystmic evaluations ufumanise okukuba isikola sethu imzoxolo sufumana 0.2% kube kukho
amacoloured amaninzi alapha abhala iafrikaans ngesixhosa nditsho within ke thina apha esikolweni
iyasichana lento yokutitsha ngesixhosa xa isiza kwisystemic evaluation
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:** NWU-000015-10-A2

**Student working on project:** Mrs HBP Matiwane

**Approval date:** 2010-03-18

**Expire 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 deviations 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)
Interviewer
Uziva njani ngokufunda ngesiXhosa?

Interviewee
L1 Ndiva kamnandi kuba yilanguage yethu
L2 Nam ndiziva kamnandi ngoba ndiyasazi
L3 Uxolo miss ndiziva kamnandi ngoba abanye abantu eklasini abakwazi ukusithetha ngoku basifunda kuthi

Interviewer
Kungokuba kutheni kubalulekile ukuthetha, ukumamela nokufunda ngesiXhosa?

Interviewee
L1 Ndithanda ukufunda ngesixhosa ngoba ezinye indawo awuzozazi kodwa uzakuziva ngesixhosa
L2 Ukwenzela ukuba wazi izinto ezininzi ongazaziyo
L3 Uxolo miss singazilibali izinto ebesizifundisiwe
L4 ndimamele ndikwazi ukuphumelela kwinto yonke
L5 Ngoba isiXhosa yiculture yethu

Interviewer
Ingayintoni inzuzo yokufunda izifundo zakho ngesi? ngesi ?

Interviewee
L1 Unokuphumelela kwizifundo zakho
L2 Uphumelele uzenzele ngolwimi lwesixhosa
L3 Ufekise amaphupha akho owafunayo
L4 Umamele izinto ezithethwayo
L5 Kukumamela izinto ebezhithethwayo ubenelanguages ozaziyo kuyo yonke into ethethwayo mhlawumbi uzakunikwa iphepha kuthwa zilanguage ezingaphi ozaziyo wena uchaze kengoku okokuba zingaphi nalonto nasekumameleni umamele uzakuphumelela kwizifundo zakho

Interviewer
Yintoni ubunzima obuziswa kukufunda ngesiXhosa?

Interviewee
L1 Esixhoseni ufumane igama elinzima ongalaziyo ukuba lithetha ntoni
L2 Incwadi zibhalwe ngeEnglish singakwazi ukuzifunda
L3 Ihomework ebhalwe ngesixhosa inzima kuncono ibhalwe ngeEnglish ngoba kukho amagama anzima esingawaziyo
L4 Utitshala uthetha isiXhosa ufike amanye amgama engawazi awaxube neEnglish betele asibhalise ngesingesi yonke into ngoba naye akazuwazi amanye amagama esixhosa

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

L6 Abanye abazali babanye abantwana abangengamaxhosa bayasokola kwihomework

L7 Asinazo sonke incwadi zesixhosa zimbalwa abanye abantwana abangathethi sixhosa abakwazi ukuzifunda ezincwadi zesixhosa

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

Interviewer
Ingayintoni inzuzo yokufunda izifundo zakho ngeEnglish?

Interviewee
L1 Kukufumana umsebenzi pha phezulu

L2 Izinto ezininzi siyazazi ngesingesi ngesixhosa asizazi

L3 Kukufumana umsebenzi komaspala nakwezinye iindawo

L4 Kuthwa isingesi masisihoye umzekelo xa uphangela uphumele phezulu kufuneka uthethe iEnglish

L5 Imisebenzi emininzi yeyeEnglish nabantu abasuka phesheya bazi iEnglish

Interviewer
Yintoni ubunzima obuziswa kukufunda ngeEnglish?

Interviewee
L1 IEnglish abanye abakakayazi kakuhle befuna ukucaciselwa

L2 Akhona amagama eEnglish esingakwaziyo ukuwabiza

L3 Abantu abangakwaziyo ukuthetha ienglish bazi isiXhosa sodwa baxakwe yienglish

Interviewer
Ucinga ukufundiswa ngesiXhosa kunganegalelo kwiziphumo zakho?

Interviewee
L1 Ayikho inzuzo kubetele ufunde ngeEnglish

Interviewer
Yintoni oyithandayo ekufundisweni kwakho ngesiXhosa esikolweni sakho?

Interviewee
L1 Amanye amagama akuwazi ngoku kukhona kufundiswa ngawo ude uwazi
Interviewer

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

Interviewee

L1 Sizakutsho sazi lamagama akudala esixhosa

L2 Sizakutsho sazi iculture yethu namasiko okhoko bethu
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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 Intermedière 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 form 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 Bignaut 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

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
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
APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

Title: Mrs. Surname: Mabuza
First name(s): Hazel Burginsa Petina 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 3140
Fax number: 044 8758662 E-mail address: burginsa@gmail.com
Name of institution: NNW University
Student number: 13173421 Degree/Diploma: Medicine Teaching and Learning
Supervisor's name: Dr. H.J. van Wyk Tel no of supervisor: 083 3330504
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): Mgqosolo Primary School

Research period in education institutions:
Start date: 15 March 2010 End date: 18 March 2010
Signature: Mabuza Date: 24 February 2010

FOR OFFICIAL USE ONLY

Date approved: Approved by: 
Reference number:
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
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
Ilungelo lo kuxoxisana no mtwana wakho

Mna, Hazel Buyiswa Petula Matiwane, ndenza izifundo zeMasters kwezemfundo kw 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 lwemfundo) ekufundeni apha e, Mzoxolo Primary School. Ezingxoxo zizakuthatha iyure enye kuthi, yaye izifundo zomntwana soze zifanele naye izifundo kwenkunziwe.

Ndiyathembisa ndokuyithobelayonke imithetho enxulumene nokukhuseleka kwabantu abathabatha inxaxheba kwezingxoxo.
- Umtwana akanyanzelelanka ukuba athabathe inxaxheba.
- Amagama abantwana akazukusetyenziswa.
- Akukho luruyanzeolo oluyakuthi lwenziwe ngokunxulumene neenqubo zokufunda.
- Isikolo iMzoxolo iyakuthi izinikwe izisombululo ezifumaneka koluphando.

Oluphando ndiceba ukulenza ukususela ngomhla we15 ukuya kwe 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 ellameleon. Yibuyisele, km, okanye uiyithumele 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
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 (khetha 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 alunyanelisi nokokuba angayeka nangaliphina ixesha kolucwaningo xa enganeliseki, nokokuba ulwazi ayakuthi anikele ngalo umfundi luyakugcinwa luyimfihlo.

__________________________________________

Igama nosayino

__________________________________________

Umhla
Ilungelo lo kuxoxisana no mtwana wakho

Mna, Hazel Buyiswa Petula Matiwane, ndenza izifundo zeMasters kwezemfundo kwischool 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 ngama okusebenzisa isiXhosa (ulwimi lwenkobe) ekufundeni appha 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 kwe 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 e'llilandelayo. 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
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 (khetha 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
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
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