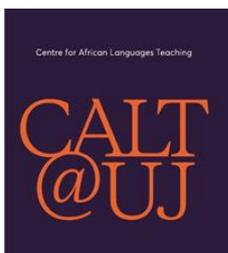


Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda



Izifundo Imihlahlandlela Yokufunda NgesiSuthu nesiZulu

Imojuli 1: Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Iziqapheliso

Awuphoqelekile ukuthi uhambisane nelayisensi ngezingxenye zomqulu (zolwazi) ezikhungweni zomphakathi noma lapho ukusebenzisa kwakho kugunyaziwe khona ngokwemibandela noma ngokomkhawulo ofanele.

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Amagama abantu ababambe iqhaza ekubhalweni, ekuhlelweni, ekuhumusheni ngezilimi ezahlukene, kanye nokuqinisekisa izingabunjalo kulo msebenzi abaluliwe lapha ngezansi:

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Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

ISETHULO SAMAMOJULI

Uthi ubuwazi nje ukuthi njengothisha wakusasa weSigaba Esiyisisekelo, unamandla okuhlanga impilo yezingane? Uthi ubuwani nokuthi uneqhaza elibalulekile ongalibamba emnothweni nasentuthukweni yomphakathi wezwe lakho?

Ikhono lokufunda kahle liyinzuzo ebaluleke kakhulu okuncike kakhulu konke ukufunda okwenzeka esikoleni. Izingabunjalo lokufundisa ukufunda Esigabeni Esiyisisekelo libaluleke kakhulu ngenxa yezizathu ezimbili: (i) impilonhle yekusasa lomfundi ngamunye, kanye (ii) nokukhula komnotho nokuhlalisana kwabantu ezweni.

Empilweni yanamuhla, ikhono lokufunda, njengalokhu libalulwa emiphumeleni yesikole nasemakhonweni okuqeqeshwa, linomthelela ngisho emholweni womuntu ngamunye nasemnothweni jikelele wezwe. Kuleli khulu nyaka lama-21, izwe angeke liphumelele ngakwezomnotho uma izakhamuzi zalo zinamazinga aphansi okufunda nokubhala. Ukwethula bonke abafundi emazingeni aqinile okufunda kungenye yemizamo abalulekile eyenziwa uthisha Wesigaba Esiyisisekelo ekusizeni izingane ukuze zihlabele phambili ngezinkambo zabo zempilo.

Uma abafundi bephothula kulesi sigaba benamakhono okufunda antengayo, basemathubeni okugcina bengabafundi abantekenteke impilo yabo yonke yokufunda isikole. Izikole zingaba nomthelela omuhle noma omubi ekusaseni lokusebenza kwabafundi nasemnothweni, kwazise amazinga abafundi okwazi ukufunda enomthelela ngqo ekufinyeleleni kulwazi, amazinga abo amakhono, nasemathubeni omsebenzi kanye nemali abangase bayihole uma bephothula ukufunda isikole.

Ngenxa yeqhaza ozolibamba wena njengothisha ofundisa ukufunda wesikhathi esizayo kunhlalakahle yabafundi kanye nomnotho wezwe lakho, into oyenzayo ekilasini, indlela oyenza ngayo, nokuthi uyenza kahle kangakanani kubaluleke kakhulu.

Ulwazi olunikwa kula majoli ayisikhombisa luzokusiza ukuze ukwazi ukwenza lokhu.

- Imojuli 1:** Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda
- Imojuli 2:** Ukuthuthukiswa kolimi olukhulunywayo, ukwakha ulwazimagama nokukhuthaza ukufunda
- Imojuli 3:** Ukuhumusha: Ukwazi ukubona nokusebenza ngemisindo, ulwazi lwezinhlamvu zokubhala, ukufunda nokufundisa imisindo, ikhono lokufunda kuzwakale, ukwazi ngezakhiwo nezigaba zokufunda
- Imojuli 4:** Ukufunda ngokuqondisisa
- Imojuli 5:** Imibhalo yobuciko yezingane kanye nokufundisa ukufunda
- Imojuli 6:** Ukudidiyela izingxenye zokufunda ekilasini
- Imojuli 7:** Isingeniso sokuthuthukiswa kokufunda, izindlela-nde zokufunda kanye nokufunda nokubhala okukhulayo

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

Okuqukethwe

Injongo yale mojuli

Imiphumela

Yimaphi amaqophelo okufunda nokubhala afinyelelwayo?

Isahluko 1: Ukwethula amagama abalulekile ahlobene nokufunda

Isingeniso

Ulimi kanye namakhono amane olimi

Izingxenye zolimi

Izingxenye zolimi kanye nokufunda ukufunda

Ukusho Amagama Ngokushesha Okuzenzakalelayo

Isiphetho

Imisebenzi yokuzihlola

Isahluko 2: Ukuhumusha nesifundo semisindo

Isingeniso

Ulwazi namakhono abandakanyekayo ekufundeni

Iqhaza lokuhumusha lapho kufundwa

Isifundo semisindo nokuhlobana kwaso nokuhumusha

Amafonimi nemisindo

Onkamisa nongwaqa

Amalunga

Iphrosodi/izimpawu zokukhombisa imisindo

Ubudlelwane phakathi kwesifiundo semisindo nokufunda ukufunda

Ukwazi ngohlelo lwemisindo nokwazi ukubona amafonimi

Iqhaza elibanjwa wuhlelo lwemisindo nokubona amafonimi ekufundeni ukufunda

Isiphetho

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

Imisebenzi yokuzihlola

Isahluko 3: Izinhlamvu zokubhala, ukufunda nokufundisa imisindo kanye nokuhumusha

Isingeniso

Ulwazi lwezinhlamvu zokubhala

Izinhlamvu zokubhala

Izimpawu zezinhlamvu

Ubudlelwane phakathi kwemisindo nezinhlamvu

Amagama ezinhlamvu kanye nemisindo yezinhlamvu

Ukufunda nokufundisa imisindo

Isiphetho

Imisebenzi yokuzihlola

Isahluko 4: Uhlelo lokubhala

Isingeniso

Uhlelo lokubhala oluvulekile noluvalekile

Ukuthuthukiswa kwezinhlelo ezahlukeni zokubhala ngesiZulu nesiSuthu ngokusekelwa ekuhlukanisweni kwamagama

Ukuqhathanisa izinhlelo zokubhala zesiSuthu nesiZulu

Isiphetho

Imisebenzi yokuzihlola

Isahluko 5: Ukuhumusha amagama nekhono lokufunda ngomlomo

Isingeniso

Ukuzifundisa ukufunda amagama

Ikhono Lokufunda Ngomlomo

Ukufunda okuzenzakalelayo

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

Ukuhlolwa kokufunda kwabacathulayo

Izilinganiso zamazinga okufunda ngesiZulu nesiSuthu

Isiphetho

Imisebenzi yokuzihlola

Isahluko 6: Isifundo sezakhi, isifundo semisho, isifundo sezincazelo nolwazimagama

Isingeniso

Isifundo sezakhi

Isifundo semisho

Isifundo sezincazelo

Ukwakha ulwazimagama

Ukufunda amagama amasha

Isiphetho semojuli: umfanekiso omkhulu

Imisebenzi yokuzihlola

Imithombo

Isengezo

INJONGO YALE MOJULI

Ukufunda kubandakanya ulimi olubhaliwe. Angeke kube khona ukufunda ngaphandle kube khona okubhaliwe. Angeke futhi sifunde ngaphandle kolimi oluthile. Ukuze ube nguthisha wokufundisa omuhle kudinga ukuthi ube nolwazi lokuthi ulimi lusebenza kanjani nokuthi ulimi olubhalwe phansi lusebenza kanjani. Injongo yale mojuli wukuhlomisa othisha abasethwasa ngamagama esayensi yolimi ayisisekelo sokufundiswa kokufunda nokubhala.

IMIPHUMELA

Ngemuva kokufunda le mojuli othisha abasethwasa kufanele bakwazi ukwenza lokhu:

- ukwehlukanisa phakathi kwemikhakha eyisisekelo yolimi, imisindo ngokubhala (amafonimi), izakhi (amamofimi), amagama, ibinzana lamagama kanye nemisho
- ukuchaza izimpawu ezikhethekile zezilimi zendabuko yase-Afirka nokufaneleka kwazo ekufundiseni ukufunda nokubhala
- ukusebenzisa izimpawu zolimi ezikhethekile nemigomo yezilimi zendabuko yase-Afrika ukufundisa ukufunda ngendlela ehlelekile nefanelekile
- ukwehlukanisa phakathi kwemikhakha yokufundwa kolimi (isifundo semisindo, isifundo sezakhi, esemisho nesezincazelo) nokuqondisisa iqhaza layo uma kuziwa ekufundeni
- ukuhlonza nokuhlukanisa amagama ngokwamalunga awakhile namafonimi kanye nokusebenza ngalezi zingxenye (zakhi)
- ukusebenzisa ulwazi lwezilimi ukusiza ekufundiseni kwabo ukufunda.

YIMAPHI AMAQOPHELO OKUFUNDA NOKUBHALA AFINYELELWAYO?

Le mojuli ifinyelela kumaqophelo ayisithupha (noma izingxenye ezithile zawo). La maqophelo olwazi nezinqubo ahlobene nolwazi lokufundisa ukufunda nokubhala kanye nokuhumusha othisha abasenza iziqu zokuqala okufanele babe nawo ukuze bafundise abafundi ukufunda nokubhala.

1. Ukukhombisa ulwazi oluyisisekelo lwezingxenye ezenza ulimi.

1.1 Kunganikwa incazelo yezingxenye eziyisithupha eziyisisekelo ezitholakala ezilimini zonkana: imisindo, izakhi, uhlelo lolimi, ukuhleleka kwamagama emushweni, izincazelo nephragmathiksi.

1.2 Kungasetshenziswa amagama alula nabalulekile angasetshenziswa.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

1.3 Ulwazi oluyisisekelo lokuqhathanisa okufanayo nokungumehluko ezingxenyeni eziyizakhi ezilimini zaseNingizimu Afrika zonkana.

3. Ukwethula imiyalelo equkethe izindlela eziningi nokuhlola inqubo yokufundisa emnxeni ngamunye wokufunda nokubhala.

3.1 Ukuletha inqubo yokuyalela ehlelekile, edidiyelayo nefanele isigaba semfundo kulezi zingxenywe ezibalulekile:

ukwazi ngohlelo lwemisindo namafonimi

ukufunda nokufundisa imisindo (ukuhambisana kwemisindo nezinhlamvu)

ukwazi ukubona amagama

ukugeleza.

3.2 Izindlelande ezifanele nezahlukene zokufundisa ziyasetshenziswa, okubalwa kuzo lezo ezithuthukisa ukuhumusha.

3.3 Izifundo zilandelaniswa ngendlela ephusile futhi zethulwe ngesivinini esifanele ukuze abafundi bahlale begxile bebamba iqhaza futhi begxilile emisebenzini eyenziwayo.

3.4 Kubhekwa lapho bemandla nalapho bentengantenga khona abafundi ukuze kuguqulwe amasu okufundisa.

3.5 Kusetshenziswa uhlaka olukhulayo ukuze kusekelwe inqubo yokufunda ukufunda nokubhala (ukukhuthaza, ukubonisa, ukufanekisa, ukutusa, amasu okuchaza, ukunikeza ukuphawula, noma izinhlaka ezithile zokufundisa, njll.).

3.6 Kunikwa imisebenzi eqondile ehambisana namakhono abafundi.

3.7 Kwenziwa ukuhlolwa futhi kuqhutshekwe nokuqapha inqubekela phambili yabafundi.

9. Ukukhombisa ukuqonda isidingo sokufundisa imikhakha yokufunda nokubhala ngendlela enenhloso, ehlelekile, enohlaka nedidiyelayo.

9.1 Iqoqa lendlelande ehlelekile, enohlaka nedidiyelayo yohlelo lokufundisa ukufunda nokubhala ingachazwa.

9.2 Kuboniswa ukuqapha isidingo sokucacisela abafundi inhloso nemisebenzi yalokho okufundwayo.

9.3 Kuboniswa ukuqapha ukuthi indlelande enenhloso, ehlelekile nenohlaka iphinde ibandakanye ukuzijabulisa, ukudlala nentokozo ekufundeni.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

9.4 Kungachazwa indlela imisebenzi yokufunda nokubhala esezingeni legama, umusho nelesiqephu esiphelele, enomthelela ngayo ekufundeni nasekubhaleni ngokuqondisisa.

9.5 Kubalulwa izindlela zokwakha isimo sasekilasini esigcizelela ukufunda nokubhala njengezinqubo zokwakha incazelo.

10. Ukukhombisa ukwazi ngohlelo lwemisindo kuhlanganise nokwazi ngamafonimi.

10.1 Kuboniswa ulwazi oluyisisekelo ngemisindo yezilimi.

10.2 Kunikwa izincazelo, ukuchasisa nokubonisa ukwazi ngohlelo lwemisindo (ukuhlukanisa ngamalunga, isiqalo nerayimi (isiqalo nerayimi kubalulekile esiNgisini kodwa akubalulekile ezilimini ezihlanganisayo njengesizulu), kanye nokwazi ngamafonimi).

10.3 Ukusetshenziswa kwemisebenzi efana nokuhlukanisa amafonimi, ukuhlonza, ukubeka ngononina, ukuhlanganisa, ukukhipha, ukufaka umsindo esikhundleni somunye, nokuyihlakaza kuyakhonjiswa.

10.4 Kukhonjiswa ukuqondisisa inqubo ethuthukayo yokwazi ngohlelo lwemisindo kanye nekhono lokusebenzisa lolu lwazi ekufundiseni ukufunda ngendlela efanele ebangeni ngalinye nomfundi ngamunye.

11. Ukukhombisa ulwazi oluyisisekelo lokufundisa nokufunda imisindo, isb., ukwazi izimo zezinhlamvu, ukwazi ukuthi amagama abhaliwe akhiwa ngezinhlamvu namaqoqo ezinhlamvu anemisindo ethile.

11.1 Ukufunda nokufundisa imisindo.

11.2 Kuhlonzwa ukusetshenziswa kohlelo lokufunda nokufundisa imisindo namasu okuhumusha afanele olimini nasebangeni elithile.

11.3 Kuboniswa ulwazi ngezinto ezifanayo neziwumehluko kumaso okufunda nokufundisa imisindo ezilimini ezihlukanisayo nezihlanganisayo.

11.4 Kuvunywa ukubaluleka kwamalunga nezakhiwo zamagama ezilimini zendabuko yase-Afrika.

11.5 Kunikezwa izincazelo zemigomo ewumgogodla wezindlelande ezithile zokufundisa nokufunda imisindo.

11.6 Kuboniswa ulwazi lwezinsiza ezitholakalayo zokweseka izindlelande noma izinhlelo ezithile.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

14. Ukukhombisa ulwazi lwendlela yokuthuthukisa ubuchule bokufunda ngokugeleza ngokusebenzisa amasu ngendlela eguqukayo.

14.1 Ukuqondisisa iqhaza lokuqephuza noma ukugeleza ngokulihlobanisa nolwazimagama, ukuhleleka kwamagama emushweni, izincazelo, iphragmathiksi, ukuqondisise nokuba lukhuni kwesiqephu kungaboniswa.

14.2 Ngokubheka ubudlelwane phakathi kokuqephuza nezinye izingxenye zokufunda nokubhala kanye neziqephu ezahlukene ezisetshenziswayo, kubalulwa amaqophelo okulinganisa amazinga ebangeni elithile nasolimini.

14.3 Kuchazwa amasu azosiza abafundi bathuthukise ukuqephuza ekufundeni iminxa eyahlukene yemibhalo.

14.4 Kukhethwa iziqephu ezifanelekile ukuze abafundi bezoziqonda ngokuzimela ngenkathi imisebenzi iya ngokuya iqina futhi yanda.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

ISAHLUKO 1: UKWETHULWA KWAMAGAMA ABALULEKILE AHLOBENE NOKUFUNDA

Isingeniso

Ukuguqula ulimi olukhulunywayo lube ngolubhalwayo yinto esungulwe kamuva emlandweni wabantu, kanti yenzeka eminyakeni ecela kweyizi-5,000 eyedlule. Ukuzifundisa ukufunda ulimi olubhaliwe kuthathwa njengeminye yemisebenzi elukhuni satshe ingqondo yomuntu ophilayo ekwazi ukuyenza. Ukwengeza, ukufunda nokubhala akufani nokulalela nokukhuluma, akuwona amakhono izingane eziwathola ngokwemvelo nangokuzenzakalelayo. Ukufunda nokubhala kudingeka kufufundiswe ngokucacile nangokuhlekile. UScarborough (2001) uqhathanisa ukufinyelela ezingeni lokufunda ngekho eliphezulu nokuthunga iziqephu ezimbili ezinkulu (isiqephu ngasinye esineziqeshana eziningi) zibe yindophi yokufunda ethungwe kahle. Lezi ziqephu ezimbili ezinkulu kubalwa kuzo **ukuqondisa ulimi** (nokubuye kubizwe ngokuthi ulwazi lolimi) kanye **nokwazi ukubona amagama (noma ukhumusha)**. Iziqeshana eziningi esiqeshini ngasinye esikhulu zibandakanya amagama esayensi yolimi afana nomgomo wezinhlamvu ze-alfabethi, isifundo sezincazelo, ukuhleleka kwamagama emshweni, ukwazi ngohlelo lwemisindo, amalunga, amafonimi, njll.

Ukuze ufundise ukufunda ngempumelelo, uthisha kumele aqondise kahle amagama abalulekile awumgogodla wokufundiswa kwekhono lokufunda. Ukufundisa ukufunda kuyefana nokufundisa yisiphi isifundo esifana nezibalo, isayensi noma ezomlando. Njengothisha, kudingeka ube nolwazi oluphezulu lokuqukethe yisifundo sakho. Umkhakha wolwazi oluhlobene nokufunda ubanzi kakhulu. Ubandakanya ngokukhethekileyo, **ulwazi lolimi** kanye **nolwazi lokufunda** (okungamama ahlobene nokuqondisa ulimi olubhaliwe, okubalwa kukho izinhlelo zokubhala ezifana nohlelo lwezinhlamvu zokubhala, imigomo yokubhala, ukwazi ngohlelo lwemisindo, ulwazi lwezinhlamvu zokubhala, ukufunda nokufundisa imisindo kanye nokufunda ngokuqondisa). Ulwazi namakhono olimi owadingayo ukuze ube nguthisha omuhle wokufundisa ukufunda kubalwa kuwo uhlelo lwemisindo [ifonoloji] (uhlelo lwemisindo yolimi oluthile), isifundo sezakhi [imofoloji] (isifundo sezingxenywe zamagama ezenza umqondo), ukuhleleka kwamagama emshweni kanye nesifundo sezincazelo (isemantiki).

Kunezinto eziningi ezinomthelela enqubeni yokufunda ukufunda kanti othisha abafundisa ukufunda kumele bazi ngazo. Umdwebo ongezansi ugqamisa izimpawu ezigqamile ezinomthelela ekufundeni ukufunda. Lo mdwebo ungabonakala usinda uma uqala ukuwubona, kodwa ekupheleni kwale mojuli uzozejwayela izingxenywe eziningi nezinto ezibandakanyekayo ekufundeni futhi uzokuthola kulula ukuqonda lo mdwebo. Qaphela ukuthi ukuhumusha, ulwazi lolimi kanye nolwazi lwangaphambilini yizimpawu zolimi nokucabanga ezinomthelela ekufundeni. Ukuqondisa izakhiwo zolimi okuyisisekelo (imithetho engabonwayo yohlelo lolimi) kubalulekile ekufundeni ukufunda. Ukuqondisa izakhiwo zolimi nokwazi ukuhumusha amagama ngaphandle kwenkinga kuyizifuneko zokufunda

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

ngokuqondisisa nokuyinjongo ebalulekile yokufunda. Izinto zokufunda zekhaya nomphakathi zingaba nomthelela ekuthuthukeni kolimi-kucabanga lwabafundi, nokunomthelela ekufundeni kwabo. Ngokuhumusha ekufundeni kuqondiswe ekhonweni lokuqondanisa izinhlamvu zamagama abhaliwe nemisindo yolimi olukhulunywayo kanye nokusebenzisa lolu lwazi lobudlelwane phakathi kwezinhlamvu nemisindo kanye namaphethini ezinhlamvu ukuze kuphinyiswe kahle amagama abhaliwe.

Amagama abalulekile okufundwa kolimi ahlanganisiwe ayesechazwa kule mojuli. Amagama abalulekile ayamaniswa nokufundwa kolimi nokubaluleka kwabo ekulungiseleleni nasekufundiseni ukufunda nokubhala azodingidwa abuye agqanyiswe. Kula magama singabala alandelayo: ukusho igama ngokushesha nangokuzenzakalelayo, ukuhumusha, ulwazi lwezinhlamvu zokubhala, izinhlamvu zokubhala (onkamisa nongwaqa), izimpawu zezinhlamvu, imisindo (phones) namafonimi (phonemes), iphrosodi/izimpawu zethoni, ulwazi ngohlelo lwemisindo/lwamafonimi, amalunga, amafonimi (phonemes), uhlelo lokubhala, amagama ezinto ezibonakalayo namagama avamise ukusetshenziswa, ukufunda ngomlomo ngokuqephuza, ukufunda ngokuzenzakalelayo, ukufunda nokufundisa imisindo, ukwazi ngezakhi, ukwakha ulwazimagama, ukwazi ngohlelo lokulandelana kwamagama emshweni kanye nesifundo sezincazelo. Ungaqedwa amandla yiwo wonke la magama amakhulu – ekupheleni kwale mojuli uzobe usuqonda kangcono ngala magama ngesikhathi uthatha lolu hambo lokuphenduka uqweqwe lukathisha wokufundisa ukufunda!

Ezingeni lasenkulisa abafundi bachayeka kakhulu ezindabeni ezixoxwa ngomlomo (izindatshana zomlomo). Ukuze ziziqondisise kahle lezi zindatshana, izingane kudingeka zibe namakhono amahle okulalela ngokuqondisisa, kodwa nokuthuthuka kolwazimagama kubalulekile, ngisho nakulo leli zinga lobungane abakulo. Ngenkathi abafundi befunda amagama amaningi, kuba ngcono ukuqonda kwabo ulimi olukhulunywayo, nokuyinto ehamba ibasize ekuqondeni ulimi olubhaliwe ngenkathi sebefunda ukufunda nokubhala esikoleni. Esigabeni sasekulisa, abafundi bathola ulimi oluyisisekelo, amakhono okulalela nokukhuluma futhi baqonde ukuthi izindatshana ezixoxwayo zisebenza kanjani (izindatshana zixoxa izigameko, kuba nabantu noma izilwane, izigameko ziyenzeka, kuba nesingeniso, umzimba nesiphetho). Baqala ukuqaphela imisindo yolimi njengesigqi, umgqumo, amagama namalunga kanti bangase bafunde ngisho izinhlamvu zokubhala futhi babone ukuthi izinhlamvu zimele imisindo emagameni (lokhu bizwa ngokubona/ngokuqaphela amafonimi) bese befunda ukubhala amagama abo. Ngaso sonke isikhathi baphinde bathuthukise ulwazimagama nokufunda amagama amasha ezimweni ezahlukahlukene (amagama ezinto abazibona nsuku zonke nezigameko, izitho zomzimba, izimpahla zasendlini, izilwane, izitshalo, izindawo, izimoto, isimo sezulu, njll.).

Esigabeni Sesisekelo, abafundi basafunda kakhulu ngeziqephu ezixoxwayo. Ukuqokelelwa kolwazi lolimi okuyinkimbinkimbi kwenzeka kakhulu kuleli banga kanti ulwazi lwezinhlamvu zokubhala nolokubona amagama luba yingxenye ebalulekile yokuthuthukisa ukufunda. Ukunemba nokuqephuza ngenkathi kufundwa kuba yinsika ebalulekile ngenkathi abafundi behlangabezana nemibhalo ehunyushwayo noma efanele lelo banga. Ukuchayeka ngendlela ekhulayo ekufundeni nasekubhaleni kubalulekile impela. Ukuba ngungoti wohlelo

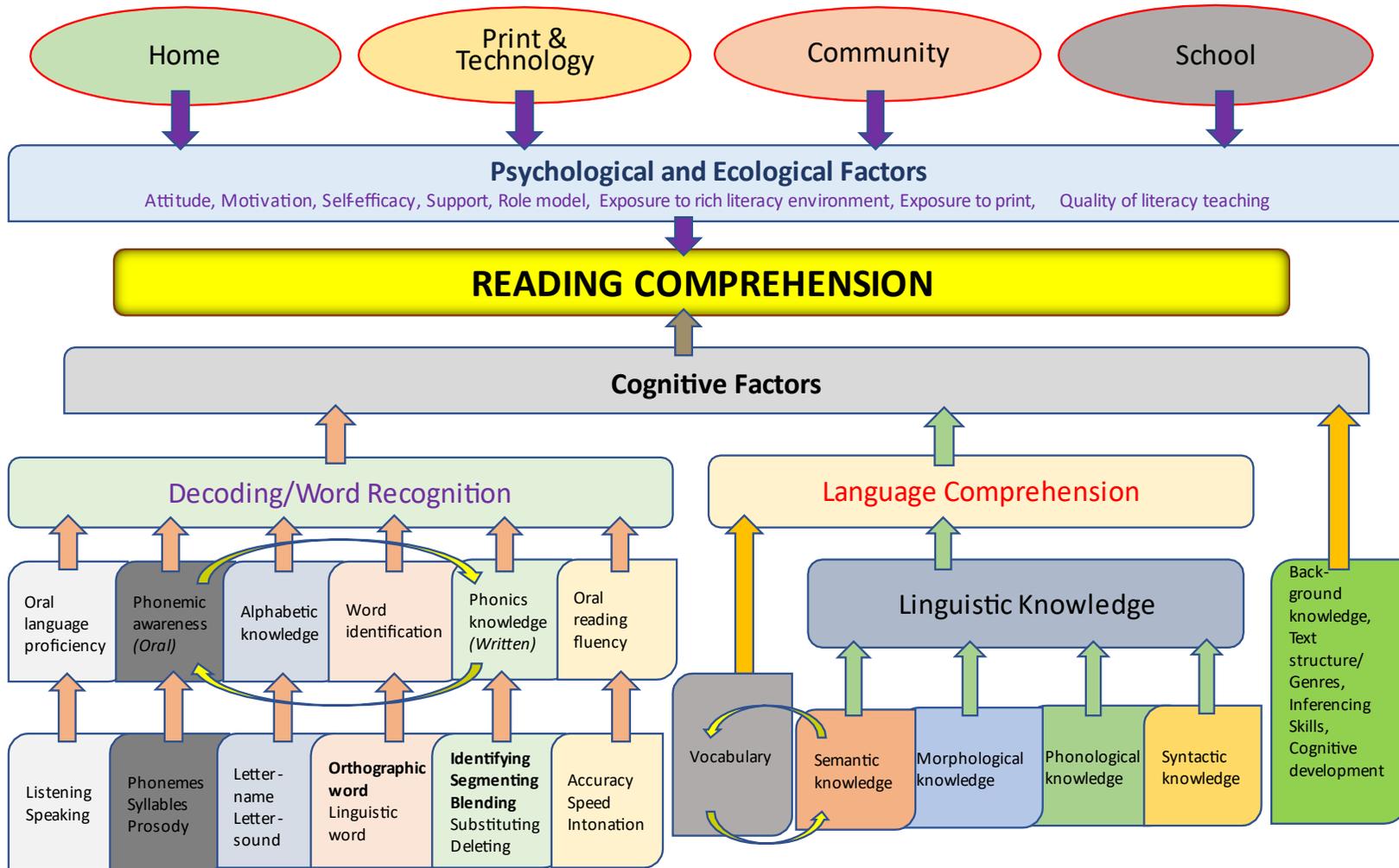
Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

lolimi olunzima yisisekelo sokwazi ulimi oluthile. Ngokufundisa uhlelo lolimi ngendlela esemthethweni nokuhlangana neziqephu ezibhaliwe, ulwazi lwabafundi lwemithetho ewumgogodla wolimi luyakhula bese ukuqondisisa ulimi kube ngcono ngokusebenzisa ukuqaphela amafonimi, ukufunda nokufundisa imisindo, amasu okuqonda amagama namasu okuqondisisa. Ulwazi lwabafundi namakhono esifundweni semisindo, esezakhi, esezincazelo, esokuhleleka kwamagama emshweni, iphragmathiksi nomkhakha wolimi (ukusebenzisa ulimi ngendlela efanele ezimweni ezahlukene nasengxoxweni) kuba yizinsiza ezibalulekile zokuthuthukisa amakhono abo okufunda nokubhala kanye nawokucabangisisa.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda



Umfanekiso 1: Izinto ezinomthelela ekufundeni ukufunda

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

a) Ulimi kanye namakhono olimi amane

Ulimi wuhlelo lokuxhumana. Ikhono lethu lokukhuluma ulimi yiyo into esenza sehluke ezilwaneni. Sisebenzisa ulimi ngokusebenzisa amakhono olimi amane, okungukukhuluma, ukulalela, ukufunda nokubhala. La makhono olimi angehlukani ngenxa ngokuthi awokukhuluma noma awokubhala, futhi awokunikeza noma awokwamukela. Amakhono olimi okukhuluma wukulalela kanye nokukhuluma. Ukulalela kuyikhono lokwamukela kanti ukukhuluma yikhono lokunikeza. Ngakolunye uhlangothi, ulimi olubhaliwe lubandakanya ukufunda nokubhala. Ukufunda kuyikhono lokwamukela kanti ukubhala yikhono lokunikeza. (Qaphela ukuthi ukulalela nokufunda akuwona amakhono okwamukela ngokupheleleyo. Ngenkathi ulalele noma ufunda, uphinda wakhe isiqephu engqondweni yakho. Ngakho-ke amagama ‘ukunikeza’ kanye nelithi ‘ukwamukela’ akufanele achazwe njengamagama ayisimbelambela nangaguquki.) Umfanekiso 2 ongezansi ukhombisa indlela okwehlukani ngenxa ngayo amakhono olimi amane ngokwehlukana kwawo ngokuthi awokukhuluma nabhaliwe, nokuthi awokunika nawokwamukela.

AWOKWA- MUKELA ↓	AWOKUNIKEZA ↓	
Ukulalela	Ukukhuluma	OKUKHULUNYWAYO
Ukufunda	Ukubhala	OKUBHALWAYO

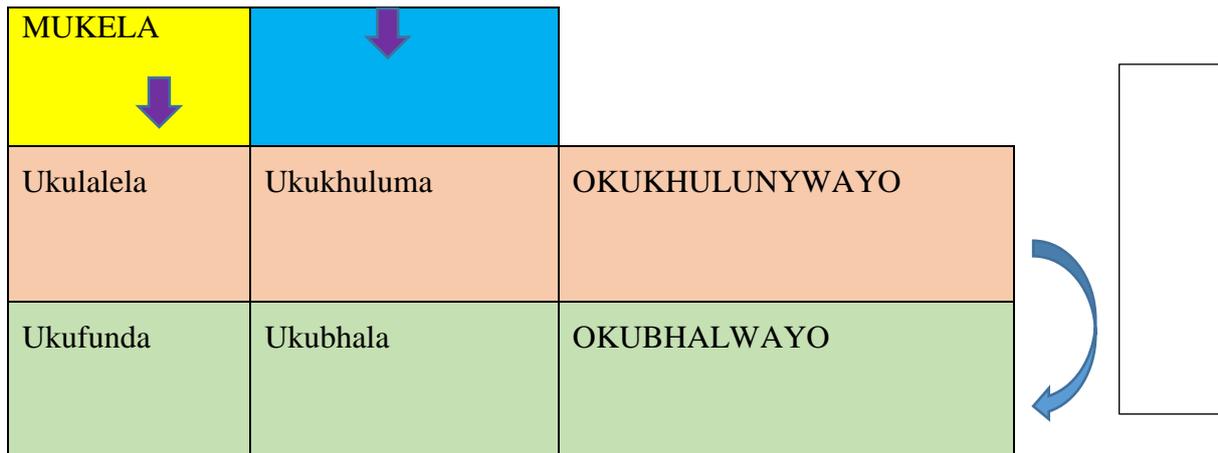
Umfanekiso 2: Ukuhlukani ngenxa ngayo amakhono olimi amane

Uma ubhala **ukhowuda** noma unamthisela ulimi. Isizathu sokuthi sibhale wukuthi sifuna ukugcina imibono eyedluliswa ngolimi ukuze thina noma abanye abantu bakwazi uku ukufunda leyo mibono noma nini ngemuva kokuthi ibhaliwe. Ukukhowuda kuyindlela yokuguqula ulimi olukhulunywayo lube wulimi olubhalwayo njengoba kuboniswe kuMfanekiso 3 ngezansi.

AWOKWA-	AWOKU-NIKEZA
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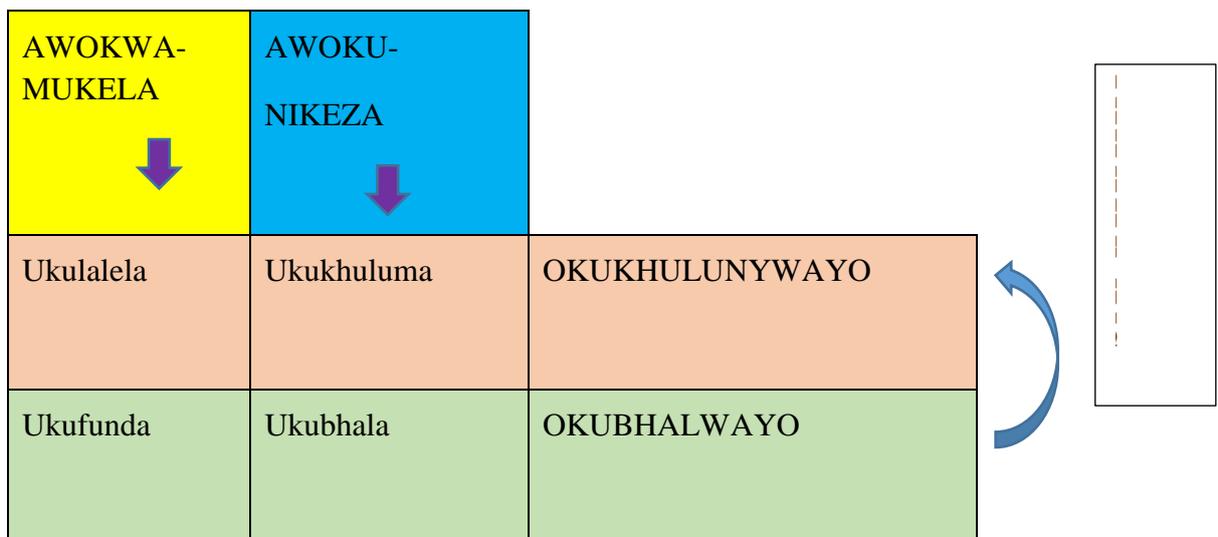
Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda



Umfanekiso 3: Ukukhowuda – inqubo yokuguqula ulimi olukhulunywayo lube wulimi olubhaliwe (ukubhala)

Ukuhumusha wumqondophika wokukhowuda. Ukuze uqonde umyalezo ofakwe olimini lwezimpawu (ulimi olubhaliwe) kufanele siwufunde. Ukufunda kubandakanya ukuhumusha ulimi olubhaliwe ngokuguqula ulimi olubhaliwe lube wulimi olukhulunywayo ukuze sikwazi ukuthola umyalezo oqukethwe wulimi. Njengamanje, njengoba ufunda lo mbhalo, uhumusha ulimi olubhale esalubhala esikhathini esithile esedlule. Inqubo yokuhumusha ivezwe kuMfanekiso 4 lapha ngezansi.



Umfanekiso 4: Ukuhumusha – inqubo yokuguqula/yokushintsha ulimi olubhaliwe lube wulimi olukhulunywayo ngenkathi ufunda

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

Kubalulekile ezinganeni ukuthi zithuthukise amakhono azo olimi olukhulunywayo nolubhalwayo. Nakuba amakhono olimi olukhulunywayo ethuthuka kakhulu ngenxa yokuchayeka olimini, amakhono olimi olubhalwayo kudingeka afundiswe. Ukuthuthuka kolimi olukhulunywayo okunganele kuholela ezinkingeni zokufunda. Lokhu kwenziwa wukuthi ulimi olubhaliwe lususelwa olimini olukhulunywayo, njengoba incazelo yokukhowuda nokuhumusha okuxoxwe ngayo ngenhla ikucacisa ngokusobala lokhu. Kubalulekile ukuthi abazali, abanakekeli bezingane kanye nothisha bathuthukise amakhono ezingane olimi olukhulunywayo esigabeni saseBangeni R ngaphambi kokuthi zifundiswe ukufunda nokubhala eBangeni 1. Lokhu kungenziwa ngokuthi zihlinzekwe ngolimi olunothile kusetshenziswa izindatshana ezixoxwayo ngomlomo noma zifundelwa izindatshana, ukuxoxa nazo ngezinto ezenzekayo empilweni yansuku zonke, nokuzifundisa amagama amasha ezinto ezisendaweni ezizungezile. Nokho, ulimi olukhulunywayo akufanele lume nje khona lapho, kodwa kumele lulolongwe naSesigabeni Esiyisekelo nasemabangeni alandelayo. (Ukuthuthukisa ubungoti bolimi olukhulunywayo ekilasini Lesigaba Esiyisekelo kuxoxwa ngabo kuMojuli yesi-2.)

Ukufunda kuwumsebenzi oyinkimbinkimbi kanti ziningi izinto ezinomthelela kukho njengenjongo yomfundi, indlela abuka ngayo izincwadi nokufunda, ulwazi lwangaphambilini, isimo senhlalo-mnotho, ukuchayeka eziqeshini ezibhaliwe noma ezidijithali kanye namakhono omfundi okucabanga nawolimi, indlela uthisha nomphakathi ababuka ngayo ukufunda, ukutholakala kwezincwadi, ukugqugquzeleka nogqozi lokufunda oluvela ngaphandle kanye nokusebenza kohlelo lokufundisa (bheka noPretorius noMurray 2019).

b) Izingxenye zolimi

Ulimi lungahlakazwa lube yizingxenye ezahlukene nezingalingani. Sehlukana phakathi kwemisho, amabinzana (noma amaqoqo amagama) kanye namagama njengezingxenye zenkulumo ezincazelo ezimele. Ukwehlukanisa phakathi kwalezi zingxenye kulula olimini olubhalwayo kunasolimi olukhulunywayo ngoba olukhulunywayo luyedlula futhi ngolwesikhashana, ekubeni okubhaliwe akwedluli futhi kuhlala kuhleli, kanti izinhlamvu ezahlukene, ukuphinyiswa nezikhala phakathi kwamagama zisho ngokucacile izingxenye zolimi olubhaliwe futhi lokho sikwazi ukukubona ngokucacile.

Nakuba umusho ophela ungase wakhiwe yigama elilodwa vo, ungaphinda wakhiwe ngamagama amaningi. Ake ubheke nje impendulo yombuzo othi, *Ufike nini na?* Impendulo: *Izolo*. noma isenzo esisendleleni ephoqayo esithi, *Gijima!* Qhathanisa le misho eyakhiwe yigama elilodwa nemisho emide njengalona, *Laba bafana babone amadada amane ebhukuda edanyini eliseduze komuzi wakwaNtuli*. Lo musho omude ungahlakazwa ube ngamaqoqo amagama ahlukeni angaphinda nawo lawo maqoqo ahlukeniswe ngamagama. Masibalule ukuthi esibonelweni esingenhla igama isabizwana esithi, *laba* sichasisa igama elithi *abafana* ngakho womabili la magama enza ibinzana. Ngokufanayo, igama elithi *amane* lichasisa ibizo elithi *amadada*. Nawo la magama omabili enza ibinzana noma iqoqo lamagama.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Kubonakala sengathi amagama kulula ukuwahlonza esiqeshini esibhaliwe ngoba umgomo wezilimi ezisebenzisa uhlelo lokubhala lwezinhlamvu uthi kwehlukaniswa amagama ngokufaka izikhala phakathi kwabo. Nokho-ke, uma siqhathanisa umusho olula wesiSuthu nowesiZulu osho okufanayo, singafinyelela esiphethweni sokuthi amagama kulezi zilimi ahlukane kakhulu. Ake ubheke nje ngezansi isibonelo esikhombisa umehluko phakathi kwendlela yokuhlukanisa amagama ohlelweni lokubhala lwesiSuthu nolwesiZulu. Umusho wesiSuthu wakhiwe amagama ayisithupha ekubeni umusho wesiZulu osho okufanayo wakhiwe amagama amabili kuphela. IsiSuthu kuthiwa sinohlelo lokubhala olwehlukanisayo kanti isiZulu sinohlelo lokubhala oluhlanganisayo (kuxoxwa ngalokhu kuSahluko 4).

IsiSuthu: *O na le dimelo tse kae?*

IsiZulu: *Uneminyaka emingaki?*

Izingxenye zolimi kanye nokufunda ukufunda

Njengoba sibonile ezibonelweni zesiZulu nesiSuthu ezingenhla, nakuba izingxenye zamagama ezifana namagama nemisho zikhona ezilimi zonkana, amagama ayehlukana ‘ngobukhulu’ ezilimini, kuye ngemithetho yokubhalwa kwalolo limi. Lokhu kuchaza ukuthi izilimi ziyehlukana ngobude bamagama azo (okungukuthi, inani lemisindo eyahlukene noma lezinhlamvu egameni). Ngenxa yokuthi uhlelo lokubhalwa kwezilimi zesiSuthu nezesiNguni luyehlukana kuzoba nomthelela endleleni okuthuthuka ngayo ikhono lokuqephuza kulezi zilimi nendlela izingane ezishesha ngayo ukufunda amagama kulezi zilimi. Njengothisha ofundisa ukufunda, kufanele wazi ngezinto ezifanayo neziwumehluko ekuthuthukeni kokufunda ezilimini ezahlukene. Ngakho-ke, nakuba izingane zithuthukisa amakhono okufunda ngezindlela ezivamile ezilimini ezisebenzisa uhlelo lwezinhlamvu zokubhala, ziphinde zehluke ngendlela eqagelekayo ngenxa yomehluko phakathi kohlelo lokubhala ezilusebenzisayo izilimi. Lezi zingqinamba zizophinda zidingidwe ngokuhamba kwesikhathi kuyo le mojuli (nakuSahluko yesi-5) uma sesixoxa ngezilinganiselo zokufunda zolimi lwesiZulu nolwesiSuthu othisha beSigaba Esiyisisekelo okufanele bazi ngazo.

Ukusho amagama ngokushesha okuzenzakalelayo

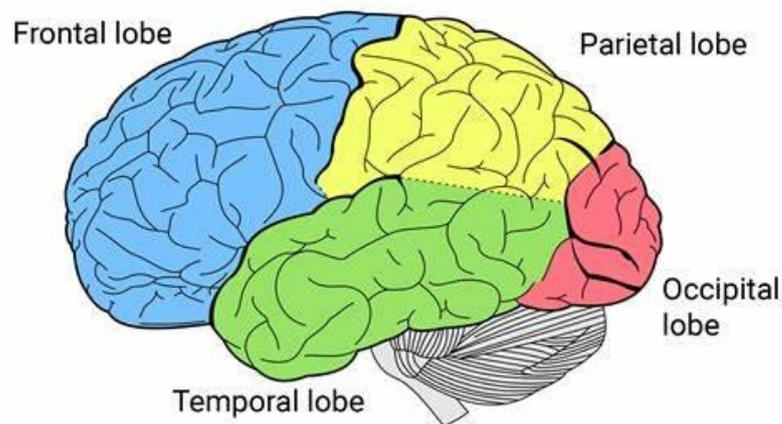
Izingane zomhlaba jikelele, kungakhathalekile ukuthi zikhuluma limi luni, zihlalaphi noma liyini isiko lazo, zinobuchopho obufanayo obucwenga izimiso zolimi ngenela efanayo. Kula mashuminyaka ambalwa edlule ubuchwepheshe obusha obufana nesikena se-PET, imishini ye-fMRI nemishini elandelela amehlo ikwazile ukusiza abacwaningi ukuthi babone ukuthi kwenzekani ebuchosheni ngenkathi sikhuluma, silalela, sifunda noma sibhala, kanye nokuhlonza ukuthi yiziphi izingxenye zobuchopho ezisetshenziswayo nokuthi ishesha kanjani

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

‘imiyalezo’ yohlelo lwezinzwa zobuchopho ukuhamba ngenkathi sisebenzisa ulimi. Lolu lwazi olusha selusisize sakwazi ukuba nokuqonda okungcono indlela izingane ezifiunda ngayo ukufunda nokuthi kungani ezinye izingane zikuthola kunzinyana ukufunda kunontanga yazo. Ukuze siqondisise ukuthi ubuchopho buluhlaziya kanjani ulimi olukhulunywayo nolubhalwayo, uthisha ofundisa ukufunda kuleli khulunyaka lama-21 kudingeka abe nolwazi oluyisisekelo ngobuchopho bomuntu.

Ubuchopho bunezingxenyane noma izitho ezine ezahlukene ezenza imisebenzi eyahlukene. Izinto esizibona ngamehlo ethu zicwengwa engxenyeni yokubuka yobuchopho (ebizwa ngokuthi *i-optical lobe*, ekhonjiswe ngombala obomvu kuMfanekiso 5), ngesikhathi ulimi lucwengwa ikakhulukazi ezingxenyeni ezimbili eyesikhashana (*temporal lobe*) kanye nengaphambili (*frontal lobe*) (ingxenyane eluhlaza okwesibhakabhaka neluhlaza okotshani kuMfanekiso 5). Nakuba kukhona izingxenyane ezine ezinemisebenzi yazo ekhethekile ingxenyane ngayinye, ubuchopho bunotho ngemigudu yemizwa exhumene. Imigudu yemizwa esebuchosheni bethu ithola ulwazi ngezinzwa zethu (isb. ukulalela noma ukubona) bese ithumela imiyalezo eyahlukene ezingxenyeni ezahlukene zobuchopho ukuze icutshungulwe noma ihlaziyiwe. Imiyalezo yemizwa ihamba ngokushesha okukhulu ebuchosheni kanti lokho kukalwa ngesilinganiso esingaphansi komzuzwana (amamilisekhondi). Uma sibona izinto ezahlukene (izinto, abantu, izinhlamvu, izinombolo, njll) umyalezo obonakalayo usuka engxenyeni yokubona (*occipital lobe*) uya ezingxenyeni zobuchopho eziphathelele nolimi ukuze sikwazi ukusho amagama ezinto esizibonayo. Ukusho igama lento kufuna ukuthi ukuthi sisho imisindo ebumba igama laleyo nto. Lokhu kubizwa ngokuthi **ukuhlaziya uhlelo lwemisindo**. Isivini esikwazi ukuhlaziya ngaso ulwazi kweyamaniswa nokuba lula noma ubunzima bokufunda ukufunda. Umfanekiso 5 ukhombisa izingxenyane ezine zobuchopho eziphathelele nolimi.



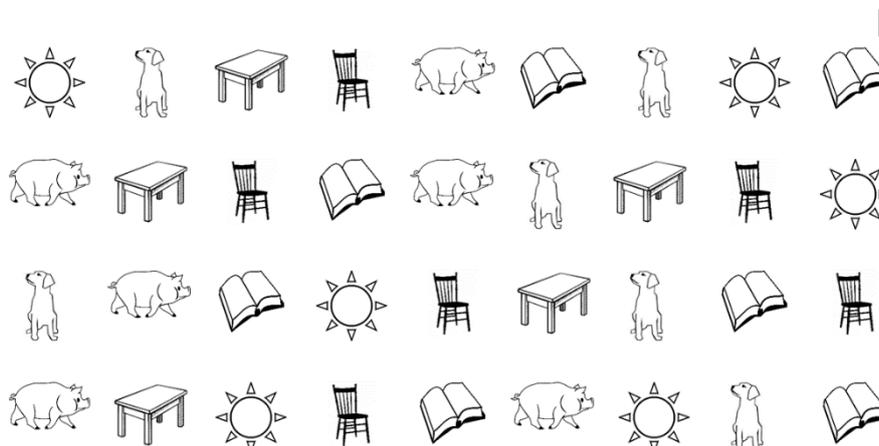
Umfanekiso 5: Izingxenyane ezine zobuchopho

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

Ukusho amagama ngokushesha okuzenzakalelayo (RAN) kusho ikhono lokucubungula ngokushesha ulwazi ngezinto esizibonayo (engxenyeni yobuchopho ebomvu, i-occipital lobe) nokuluxhumanisa, ngokusebenzisa imigudu yemizwa yobuchopho, nolwazi lwemisindo engxenyeni yobuchopho ephathelene nolimi (izingxenye, eluhlaza okotshani neluhlaza okwesibhakabhaka) esho igama lento. Ukusho amagama ngokushesha okuzenzakalelayo kumayelana nokwazi ukubona izinto ngokushesha, ukukhumbula amagama azo enkumbulweni nokuzisho usebenzisa ulwazi lohlelo lwemisindo yezinhlamvu zalolo limi. Ucwangingo luthole ukuthi lo msebenzi wobuchopho uhlotshaniswa kakhulu nokufunda.

Ukusho amagama ngokushesha okuzenzakalelayo kungakalwa ngokukhombisa ingane uchungechunge lwezinto ezifanayo ezihlelwe zaxutshwa etafuleni, ekhasini noma ephosteni, nokucela ingane ukuthi isho amagama ngokushesha ngokulandelana ukusuka kwesokunxele uya kwesokudla. Lezi zinto zingaba yizinto ezisempilweni yangempela (ezinhlangothi-ntathu) noma izithombe nemifanekiso esiqeshini sephepha (ezinhlangothi-mbili). Umfanekiso 6 ukhombisa isibonelo sento eshiwo ngegama ngokushesha okuzenzakalelayo, lapho ingane iqale iboniswe uchungechunge lwezinto eziyisithupha (isb. ilanga,inja, itafula, isihlalo, ingulube, incwadi) bese icelwa ukuthi isho igama lento ngayinye kuzwakale (ukuqinisekisa ukuthi ingane iyawazi amagama ezinto). Ngemuva kwalokho ingane izoboniswa ishadi lapho lezi zinto eziyisi-6 zibekwe zaxutshwa, bese icelwa ukuthi isho amagama alezi zinto ngokushesha okungangokunokwenzeka ngokulandelana kwazo. Umsebenzi ukalalwa isikhathi (isb. umzuzu owodwa noma imizuzwana engama-30) futhi izimpendulo zengane ngesikhathi esibekiwe ziyagalwa ukuze kubonakale ukuthi mangaka amagama ezinto awasho ngendlela efanele ngesikhathi esibekiwe. Lokhu kukhomba ukushesha kokuhlaziya kohlelo lwemisindo. Izingane ezisho amagama ezinto ngokunensa nezingawuqedi umsebenzi zithola imiklomelo ephansi ye-RAN kunezingane ezisho izinto ngokushesha futhi eziqeda umsebenzi ngesikhathi esibekiwe.



Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

Umfanekiso 6: Umsebenzi Wokusho Amagama Ngokushesha Okuzenzakalayo ohlanganisa ukusho amagama ezinto ezijwayelekile (EGRS II Report, Department of Basic Education, 2018)

Ucwaningo lukhombisa ukuthi izingane ezihlangabezana nezinkinga nokusho amagama ngokushesha okuzenzakalelayo zivamise ukuhlangabezana nezinkinga nasekufundeni. Izingane zokusho amagama ngokushesha okuzenzakalelayo (i-RAN) zingaphinda zikhombe ubufishane bokukhumbula noma imisebenzi ebalulekile (ukucabanga okuguququkayo nokuzithiba, okwenzeka engxenyeni yobuchopho ephambili (luhlaza okwesibhakabhaka) okunomthelela esikhathini osigxilisa ulalele into eyodwa, ukuhlela nokulungiselela, ukuhlala ugxilise ingqondo, nokulandelela imisebenzi eyenziwayo nokubhekana nemizwa.

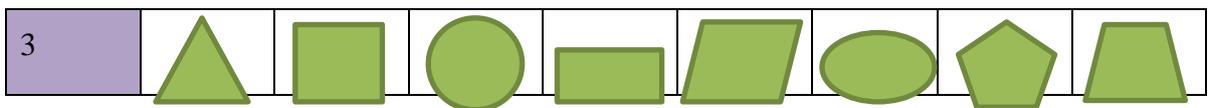
Masiqaphele nokho ukuthi akuzona zonke izingane zokufunda ezihobene nokwazi ukusho amagama ngokushesha okuzenzakalelayo (i-RAN). Ziningi izizathu ezenza ukuthi izingane kube nzima ukufunda – izingane eliphansi lokufundisa ekilasini yinto evamile eyenza ukufunda kwezingane kube sezingeni eliphansi! Nokho-ke, kwezinye izikhathi, izingane ezibhekana nobunzima *ngempela* bokufunda ukufunda zingase zibe nenkinga yokuhlaziya noma yokucubungula uhlelo lwemisindo. Izilinganiso ziyehlukana (Phakathi koku-5-15%), kodwa zikhombisa ukuthi izingane ezimbalwa zingase zibe nezinselelo ezinjalo ekufundeni. Ngokuvamile lezi zingane kuye kutholakale ukuthi zinedisilekisiya (dyslexia) (abantu abanezingqinamba zokufunda, nakuba benokuhlakanipha okujwayelekile noma behlakaniphe kakhulu) (Wolf 2008). Ucwaningo luveza imiphumela exubile mayelana nokuthi ingabe izingane ezinezinga eliphansi le-RAN zingakwazi yini ukwenza ngcono ukucubungula kwazo uhlelo lwemisindo. Izingcwaningo ezithile zikhombisa imiphumela emihle ekubeni ezinye zikhombisa ukuthi akunamehluko omkhulu owenzekayo. Izingane ezinezinga ze-RAN zingakhombisa ubungcono obuthile kodwa lokho akufiki ezingeni lokusebenza kontanga yazo. Nokho, ucwaningo lukhombisa ukuthi ukusheshe kungenelelwe nokufundisa imisindo ngendlela ecacile kungazisiza izingane ukuthi zifunde ukufunda, naphezu kokuthi kunezinselelo ngokuhlaziya uhlelo lwemisindo.

Uma ngabe uthisha enomuzwa wokuthi umfundi unobunzima bokufunda ukufunda naphezu kokuba elekelelwa, kufanele ingane bayedlulisele kungoti oqeqeshiwe onguthisha wezidingo ezikhethekile noma umeluleki wezengqondo kwezemfundo. Ukuhlolwa kwe-RAN kungasetshenziswa njengendlela yokuhlonza izingane ezisengcupheni yokungakwazi ukufunda ukufunda.

Uma kunezingane ezikuthola kuyinkinga ukuhlala zithule zigxile, imisebenzi yohlobo lokusho amagama ngokushesha okuzenzakalelayo ingase izisize ukuthuthukisa imisebenzi ebalulekile futhi yenze ngcono isikhathi abasigxila entweni nenkumbulo, nokuyinto ephucula ukufunda ukufunda. Lena kungaba yimisebenzi yokuzithokozisa eyenziwa eBangeni R noma ekuqaleni kweBanga 1 futhi kubandakanye izinto ezingahleliwe, imibala noma izimo, njengoba kuboniswe kuMfanekiso 7 ngezansi.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda



Umfanekiso 7: Imisebenzi eyahlukene ye-RAN

Uthisha angabonisa ingane izinto bese eyicela ukuthi izisho lezi zinto ngokulandelana kwazo izikhathi ezimbili noma ezintathu, esebenzisa umunwe ukukhomba nokuyisho ngegama ngokushesha. Kokunye, uthisha angabonisa izinto ezimbalwa ezibekwe ethileyni (isb. Umfanekiso 8), bese ecela izingane zi okukhona lapho, bese emboza lezo zinto ngendwangu bese ecela ukuthi ingane ikhumbule zonke izinto ezimboziwe.



Umfanekiso 8: Ukukhumbula izinto usho ungasaziboni

Qaphela ukuthi lezi akuzona izivivinyo zokuhlola ukusho amagama ezinto ngokushesha okuzenzakalelayo (i-RAN). Ziyimisebenzi nje eboleka imibono ezivivinyweni ze-RAN ukuze zisize izingane zikwazi ukunaka nokuwenza ngcono indlela ezikhumbula ngayo ngendlela ethokozisayo. Lezi zivivinyo zingaphinda zisize ukujwayeza ingane ukufunda isuka kwesokunxele iye kwesokudla (njengoba kuyisiko ezinhlelweni eziningi zokubhala ezifaka izinhlamvu zokubhala) futhi zingasiza ngokuthuthukisa ulwazimagama uma uthisha ebuya asebenzise nezinto ezingaziwa kakhulu kulo msebenzi wokukhumbula.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

Isiphetho

Lesi sahluko sikwethulele amagama amaningi ahlobene nolmi, ukufunda nokubhala nekhono lokufunda kahle, ebonisa ulwazi oluqkethwe abafundi abaludingayo ukuze bafundise ukufunda ngempumelelo. Amakhono amane ahlukene okungukulalela, ukukhuluma, ukufunda nokubhala kuxoxiwe ngawo futhi ahlukaniwa ngononina, njengamakhono okunikeza/okwamukela nanjengamakhono olimi olukhulunywayo/olubhalwayo, kanti amagama ukukhowuda nokuhumusha nawo achaziwe ngokucacile. Isahluko siphetha ngengxoxo emfushane yokusho amagama ngokushesha okuzenzakalelayo (i-RAN) nokubaluleka kokucubungula ngohlelo lwemisindo ekufundeni ukufunda.

Imisebenzi yokuzihlola

Lena yimisebenzi yokuhlolwa esheshayo esiza ukuhlola ukuthi uqondisise kanganani amagama okuxoxwe ngawo kulesi sahluko nokuthi uyawuqonda yini umphumela wawo la magama ekufundiseni ikhono lokufunda.

Qaphela: Amacebiso ale misebenzi yokuzihlola anikeziwe eSengezweni esisekupheleni kwale mojuli. Uma uthole amamaki angaphansi kwayisi-6/8 (75%) kule mibuzo, uyelulekwa ukuthi uphinde usifunde lesi sahluko ukuze uqinise ulwazi lwakho.

1. Esitatimendeni ngasinye kwezingezansi, bhala **igama (noma amagama) elifanele elishiyiwe.** (6)

a) Ngokwendlelande yokufunda ye-SVR izingxenye ezimbili ezinkulu yilezi kanye

(2)

b) Umehluko omkhulu phakathi kokwazi ngohlelo lwemisindo nokufundisa nokufunda imisindo wukuthi ukwazi uhlelo lwemisindo kugxila kanti ukufunda imisindo kugxila yolimi.

(2)

c) Ngokwezilinganiso ezibekiwe zesiZulu Ibanga lesi-2 abafundi kufanele bakwazi ukufunda amagama ngendlela efanele ngomzuzu owodwa.

(2)

2. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esiyiphutha.** (1)

a) Ukukhowuda wuhlelo lokuzama ukuthola incazelo yesiqephu esibhaliwe.

b) Ukufunda ngomlomo ngokuqephuza eBangeni lesi-3 kukalwa ngenani lamagama

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

afundwa ngendlela efanele ngomzuzu owodwa.

- c) IsiSuthu nesiZulu yizilimi ezinohlelo lokubhala oluvulekile.
- d) IsiSuthu sisebenzisa uhlelo lokubhala olwehlukanisayo kanti isiZulu sisebenzisa uhlelo lokubhala oluhlanganisayo.

3. Khombisa kuthi yisiphi isitatimende kwezilandelayo **esishaya**
emhlolweni/esinembayo. (1)

- a) Ikhono lokufunda yikhono abantu abazalwa nalo.
- b) Izingane ziyehluleka ukufundela ukuqondisisa ngoba akunakwa kakhulu incazelo yamagama ngesikhathi ziqala ukufundiswa ukufunda.
- c) Ukufunda ngokuzenzakalelayo kwakheka ngenkathi abafundi befundiswa ukufunda ngokushesha zisuka amadaka.
- d) Ukufunda yikhono lokwamukela elesekelwe olimini olubhalwayo.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

ISAHLUKO 2: UKUHUMUSHA NESIFUNDO SEMSINDO

(Lesi sihloko kuxoxwa ngaso kabanzi kule Mojuli yesi-3 Ukuhumusha: Ukubona nokuqapha ngohlelo lwemisindo, ulwazi lwezinhlamvu zokubhala, ukufunda nokufundisa imisindo, ukufunda ngomlomo ngokuqephuza, ukubona ngohlelo lwezakhi kanye nezigaba zokufunda.)

Isingeniso

Manje-ke sesiphendukela engxenyeni eyisisekelo sokufunda, okungukuhumusha, esithe ukukuthinta kancane ngaphansi kweSahluko 1. Kule mojuli, namanye amamojuli, sisebenzisa igama elithi ukuhumusha ukubhekisa ohlelweni lokuguqula iziqephu ezibhaliwe zibe wulimi olukhulunywayo. (Khumbula ukuthi ukubhala kuwuhlelo lokuguqula ulimi olukhulunywayo lube wulimi olubhaliwe, ngakho ukukhowuda, njengoba ukubhala kuwuhlelo oluhlelayo, okusho ukuthi ukuguqula ulimi olubhaliwe lube wulimi olukhulunywayo, yikho sithi wukuhumusha.) Ukuhumusha kuncike emakhonweni ambalwa asuselwa emithonjeni eyahlukahlukene efana nolwazi lolimi olukhulunywayo, ukwazi ngohlelo lwemisindo namafonimi, ulwazi lwezinhlamvu zokubhala, ukufunda nokufundisa imisindo kanye nokufunda (ngomlomo) ngokuqephuza. Yilezi zingxenywe ezahlukene zokuhumusha ezenza indikimba yalesi sahluko.

Ulwazi namakhono okubandkanyekayo ekufundeni

Ukufunda nokubhala kubandakanya amakhono ajwayelekile naqondene ngqo nolimi. Ulwazi namakhono okudingekayo ekufundeni ngokuqondisisa, kubalwa kukho ulwazi oluhlobene nolimi (ulwazi lolimi olukhulunywayo, okubalwa kulo ukuqaphela uhlelo lwemisindo, olwezakhi nolokulandelana kwamagama emshweni, ulwazimagama, ukuqondisisa ulimi), ulwazi ngohlelo lokubhala (ulwazi lwezinhlamvu zokubhala) nekhono lokwazi ukucubungula izimpawu zezinhlamvu zokubhala uzenze amagama akhulunywayo, okubizwa ngokuthi ukuhumusha noma ukufunda amagama. Ikhono lokufunda amagama ngokushesha nangokuqephuza emishweni kubizwa ngokuthi ukufunda (ngomlomo) ngokuqephuza. Ikhono lokuqondisisa lokho esikufundayo lincike kula maqoqo amakhono nolwazi jikelele lokucabanga namakhono (isb. ulwazi lwangaphambilini, ukusikisela, nenkumbulo esebenzayo). Umfanekiso 9 ongezansi ubonisa ulwazi namakhono okuhlukahlukene okungena phansi kokuhumusha. Nakuba ulwazi lwangaphambilini, olwezinhlamvu zokubhala nolwazi lolimi olukhulunywayo kuyizimfuneko jikelele zokufunda ukufunda kunoma yiluphi ulimi, yimininingwane yangempela yolimi ehlobene nokuhumusha nokwazi uhlelo lwemisindo, olwezakhi nolokulandelana kwamagama emshweni kanye nolwazimagama okuqondene ngqo nolimi oluthile kanye nohlelo lwalo lokubhala. Lokhu kuchaza ukuthi nakuba olunye ulwazi namakhono adingekayo ukuze ufunde ukufunda olimini oluthile kudingeka ube nolwazi oluyisisekelo namakhono okuhlobene nohlelo lwemisindo, olwezakhi nolokuhleleka kwamagama emshweni, uhlelo lokubhala nolwazimagama kwalolo limi.

Imojuli 1:

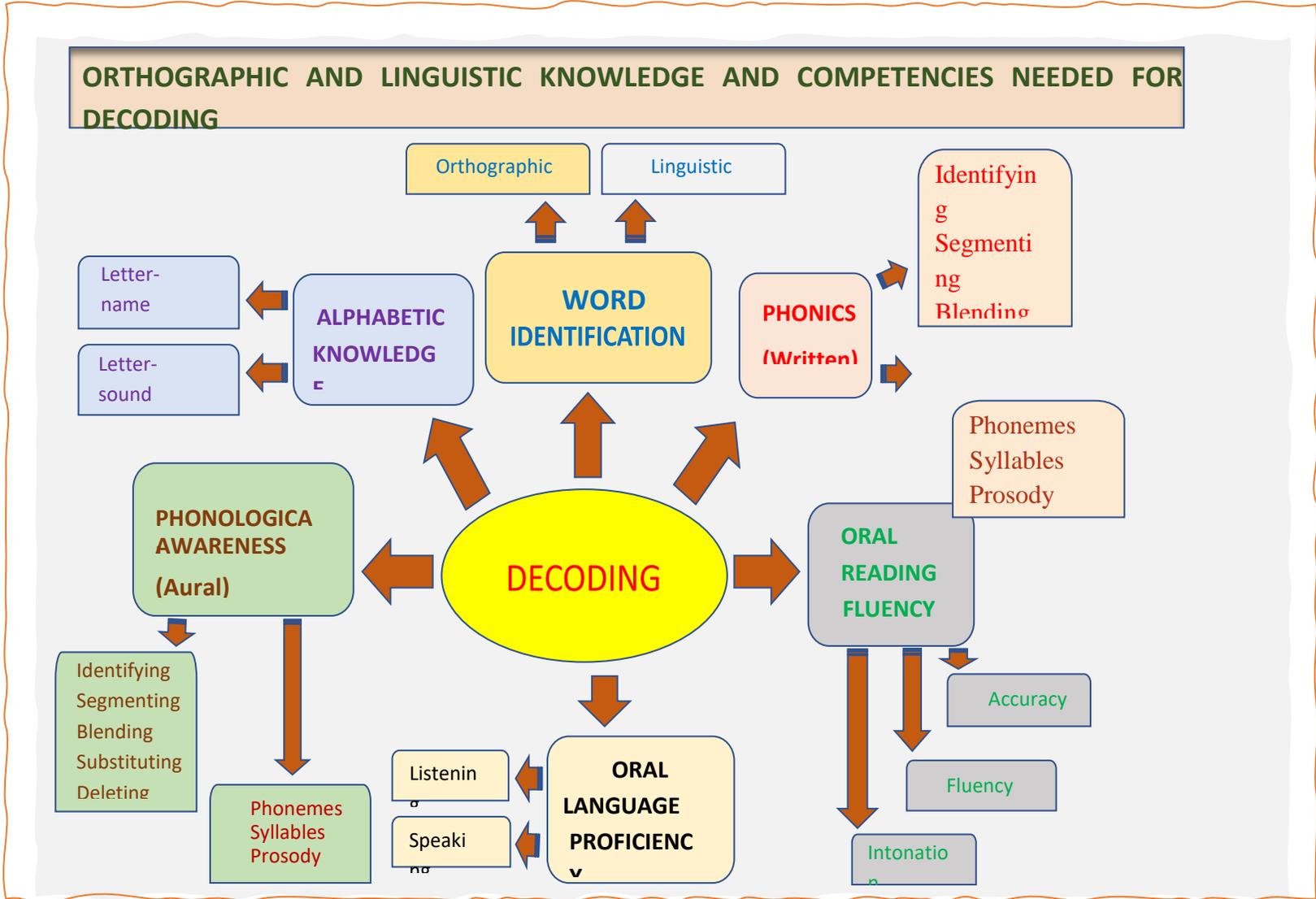
Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

Ulimi olubhalwayo wulimi olusebenzisa izimpawu ezimela ulimi olukhulunywayo. Ezinhlalweni zokubhala, izimpawu yizinhlamvu ezimele imisindo olimini oluthile. Ngakho-ke ukuhumusha kumayelana nokufunda ikhodi (zonke izinhlamvu) nokuthi isebenza kanjani (indlela okuhlangana ngayo izinhlamvu ukuze kwakhiwe amagama). Ukuhumusha akwenzeki ngaphandle kolwazi lokuqala lwezinhlamvu nemisindo nokuthi lezi lezi zinhlamvu zihlangana kanjani ukwakha amagama (Adams 1994; Share 2008). Ikhono lokuhumusha amagama ngokushesha nangokunembayo nakho kubaluleke ngokulinganayo ukuze ube ngofundayo onekhono. Ukufunda nokuqonda okufundayo ngempumelelo kuncike ekhonweni lokuhumusha iziqephu ngokushesha nangokunembayo. Ngakho-ke kubalulekile ukuthuthukisa ukuqephuza ekufundeni. Ekugcineni abafundi kudingeka bakwazi ukubona amaphethini ezinhlamvu aqhubekayo ezilimini zabo ngokubheka ulwazi lohlelo lokubhala, imisindo, olwezakhi, olokuhleleka kwamagama emshweni nolwezincazelo oluhlobene nezakhi ezincane nezinkulu zamagama (Castles nabanye 2018; Ehri 2005; Share 2008). Ngenkathi abasaqala ukufunda behlangana namagama njalo, la magama bayawajwayela futhi bawazi, futhi bayakwazi ukubona izakhi zamagama (isb. emagameni athi, *sifunda*, *asifundi*, *bafundile* nelithi, *zisazofunda* abafundi bagcina bekwazi ukubona ukuthi izinhlamvu ezivamile kulawo magama okukanye igrafimi¹ wu *-fund-*) bese bethuthuka nolwazi oluqondene ngqo namagama nokwenza kusheshe futhi kuzenzakalele ukufunda uma amagama equkethe iphethini elino-fund- njengakula magama angenhla, okuphinda kuvule isikhala esengeziwe sokukhumbula ukuze ufunde ngokuqondisisa kunokugxila ekuhumusheni uhlamvu nohlamvu lwegama.

¹ Qaphela ukuthi uhlamvu/igrafimi lwephethini -fund- luthi malufane nomsuka wala magama, kodwa okwamanje abafundi beBanga 1 akudingekile ukuthi bafundiswe lokhu, kufanele bakwazi nje ukubona amaphethini ezinhlamvu ukuze bakwazi ukuhumusha ngokuqephuza okwengeziwe.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

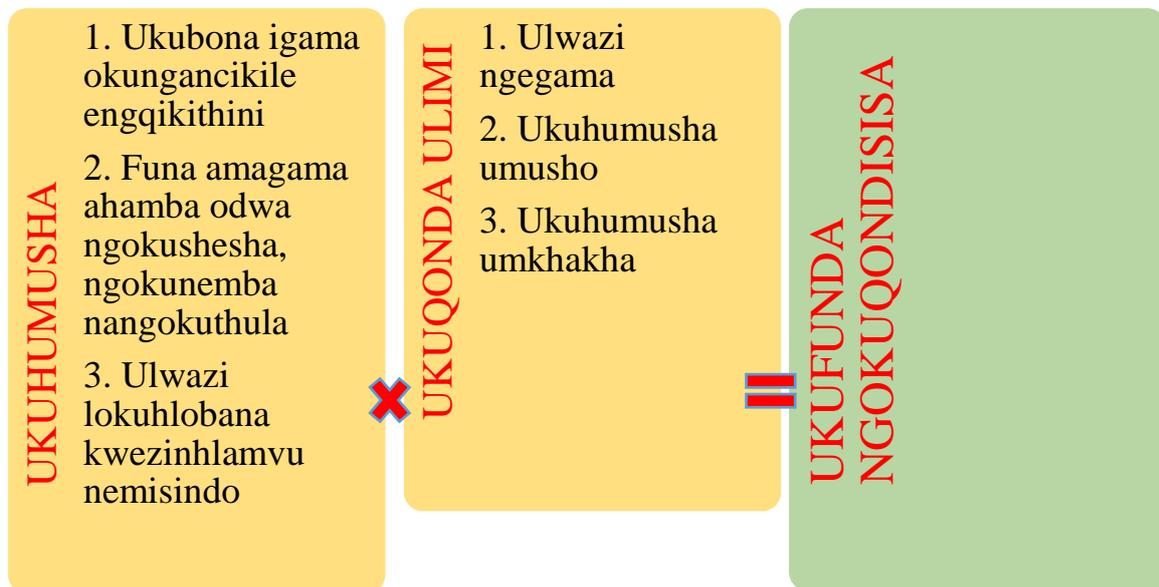


Umfanekiso 9: Ulwazi namakhono okubandakanyekayo ekuhumusheni okubhaliwe kube inkulumo

Imojuli 1:
 Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Iqhaza lokuhumusha ekufundeni ngokuqondisisa

Kunezinjulalwazi nezibonelo zokufunda ezahlukene eziqhamukile eminyakeni eyedlule, ezinye zazo ezihluba udlubu ekhasini kunezinye futhi ezisekelwa wubufakazi bocwaningo olunzulu. Esinye salezi zibonelo sibizwa Ngendlela Elula Yokubuka Ukufunda (*Simple View of Reading*), eyaphakanyiswa okokuqala nguGough noTunmer ngonyaka we-1986 futhi okuseyinjulalwazi yokufunda eyesekelwa kakhulu ngabacwaningi. Ngokwendlela Elula Yokubuka Ukufunda, ukufunda ngokuqondisisa (FQ) wumkhiqizo wokuhumusha (H) nokuqondisisa ulimi (QL), ngakho: $H \times QL = FQ$ njengoba kukhonjiswe kulo Mfanekiso 10 oboniswe ngezansi.



Umfanekiso 10: Indlela Elula Yokubuka Ukufunda

Ukufunda kubizwa ngomkhiqizo noma umphumela wokuphindaphinda H no-QL esikhundleni somphumela wokuhlanganisa lezi zimpawu ezimbili ngenxa yokuthi uma olunye lwalezi zimpawu kuyi-0, ukufunda ngokuqondisisa nakho kuzoba yiqanda noma into engekho. Ngamanye amazwi, kokubili ukuhumusha nokuqondisisa ulimi (okubuye kubizwe ngolwazi lolimi) kudingekile ukuze ufunde ngokuqondisisa. Ngisho ngabe abafundi bayakwazi ukuqondisisa ulimi kodwa abakwazi ukuhumusha kahle umbhalo, bazoba nezinkinga zokufunda ngokuqondisisa. Ngakolunye uhlangothi, uma abafundi bekwazi ukuhumusha umbhalo (bayayazi imisindo emelwe yizinhlamvu) kodwa baluqonda kancane ulimi futhi banolwazimagama oluntekenteke, basazoba nenkinga yokufunda ngokuqondisisa. OGough noTunmer (1986) bayachaza ukuthi uma nje igama selihunyushiwe liyaqondisiswa, okubandakanya ukuhumusha ulwazi ngalelo gama lisesimweni somusho nolwazi lweziqephu. Ezigabeni zokuqalisa ukufunda ukufunda, abafundi abanezingqinamba zokuhumusha ulimi olubhaliwe bazokuba nezinkinga zokuqondisisa lokho abakufundayo, ngisho ngabe banamakhono olimi amahle.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Ngokwesayensi injulalwazi ezingajwayele ukusekelwa njalo wubufakazi zivame ukuyekwa noma zifekele ngoba ezikwethulayo akwesekelwa yidatha. Izingcwaningo ezahlukene ezilimini ezahlukene emhlambeni zinika ubufakazi obusekela inulalwazi ye-SVR, okuyiNdlela Elula Yokubuka Ukufunda. Uma izingnae zithola ubunzima bokuhumusha, angeke zikwazi ukuba ngabafundi kwazise ukuqondisisa kwabo kuphazanyiswa wubunzima bokwazi ukuhumusha.

Isifundo semisindo nokuhlobana kwaso nokuhumusha

Manje sesibhekisisa ezinye izingxenye zohlelo lwemisindo yolimi ezakha isisekelo esibalulekile sokufunda nokuhumusha. Ukuze siqonde kahle umkhakha wesifundo semisindo (ifonoloji) kufanele sisebenzise ulwazi lolimi nolwazimagama lwalo mkhakha, kwazise lokhu kwacha ingxenye yolwazi oluqokethwe othisha bokufunda abaludingayo.

Amafonimi kanye nemisindo

Kukhona okuxhumana okukhulu phakathi kwesayensi yokuhlaziya ulimi, imigomo yohlelo lokubhala (uhlelo lokubhala) kanye nesayensi yokufunda. Lokhu kungenxa yokuthi izinhlelo zokubhala ngezinhlamvu zimele ulimi ngokwemisindo, ezingeni lamafonimi. Ngakho-ke akumanglasi ukuthi amagama esayensi yolimi afana nokuthi, *amagama*, *amalunga* kanye *namafonimi* abalulekile ekuqondeni nasekuchazeni izinhlelo zokubhala ezahluhleke kanye nasekufundiseni ukufunda.

Masiqale ngezixenye ezincanyana ezakha imisindo. Igama elithi umsinjwana (ifonimi) libhekise engxenyeni encanyana yomsindo eyenza igama lehluke kwelinye. Isivivinyo sokuncane okungaqhathaniswa yiyo indlela esetshenziswayo ukuhlonza amafonimi olimi. Lesi sivivinyo sibandakanya ukuqhathanisa amagama ambili anenani lemisindo lapho khona kunomsindo owodwa kuphela kulawo magama owenza ukuthi igama lehluke kweliqhathaniswa nalo. Lo msindo kufanele ube sendaweni eyodwa kuwo womabili amagama bese yonke eminye imisindo ifane. Uma ngabe lo mehluko uholela ekutheni kube nezincazelo ezahlukene kula magama noma elinye lawo lingenzi mqondo ngenxa yomehluko womsindo, lokho okuchaza ukuthi le misindo eyehluka kancane nje yenza umehluko encazelweni ngakho-ke sinamafonimi ahlukeni. Ake sicabange ngale misuka yezenzo elandelayo: *-bala* kanye nothi, *-sala* olimini lwesiZulu. Ngenxa yokuthi le misuka yomibili iyefana ngaphandle komsindo /b/ no- /s/ kanti uma sifaka umsinde esikhundleni somunye, incazelo yegama iyaguquka, lokhu kusho ukuthi lezi zinhlamvu zenza amafonimi amabili ahlukeni, ekhonjiswe ngamasileshi /b/ kanye no- /s/. Ulimi ngalunye luneqoqo lwamafonimi okuthi lapho ehlanganiswa ngezindlela ezithile akhe amagama. Ngokwesibonelo, isiNgisi sinamafonimi angama-44, isiSuthu sinamafonimi angama-37 kanti isiZulu sona sinamafonimi angama-48. (Bheka Izengezo B no-C kuMojuli yesi-3 ukuze ubone uhlu lwamafonimi esiZulu newesiSuthu). Ifonimi liyisisekelo sezinhlelo zokubhala ezisebenzisa izinhlamvu zokubhala ngakho-ke libamba iqhaza elibalulekile ekufundeni ukufunda. Sizophinda sibubheke ubuhlobo phakathi kwamafonimi nesizinhlamvu zokubhala kulesi sahluko esizolandela.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Igama elithi **umsindo** lisetshenziswa esifundweni sobhalojikelele. Umsindo umela umsinjwana ophinyiswa uma ukhuluma. Ekuchazeni ubhalojikelele, umsindo ubonwa njengomsindo wenkulumo kwazise uphinyiswa emlonyeni futhi ukhombisa ukwehluka (noma ngabe kuncane kangakanani) kweminye imisindo. Yonke imisindo yenkulumo iboniswa kusetshenziswa uphawu oluthathelwe eqoqweni lesimpawu ezivunyiwe zamazwe ngamazwe, i-*International Phonetic Alphabet* (IPA)². Ukwenza isibonelo, umsindo omelwe yizinhlamvu sh njengasegameni elithi *ishoba* ubhalwa kanje [ʃ] ngokobhalojikelele kanti umsindo wezinhlamvu ny njengasegameni *inyoka* umelwa yilezi zimpawu ngokobhalojikelele [ɪnɔk'a]. Izimpawu ezifanayo ze-IPA zisetshenziselwa ukukhomba amafonimi nemisindo, umehluko uboniswa ngamasileshi // noma abakaki abayizikwele []. Izimpawu zobhalojikelele ezifakwe ohlwini lwe-IPA zisetshenziswa ukukhombisa umehluko omncane okhona phakathi kwemisindo.

Akufani nezimpawu zemisindo ezibambekayo, umsinjwana eqinisiweni uyisakhiwo esicatshangwayo esikhombisa imisisindo eyahlukene olimini ezingeni lezinto ezicatshangwayo – kungafakwa imininingwane emincane yeziphumuzi. Kubandakanya indlela abasebenzisi bolimi beqonda ngayo umsindo njengento eyehlukile kweminye imisindo kulolo limi ngenxa yokuthi umsindo wenza igama lehluka kwamanye amagama alolo limi. Amafonimi ayatholakala kalula ngokusebenzisa isivivinyo sokuqhathanisa amagama anomisindo owodwa vo owehlukile. Kudingeka ungoti wolimi oqeqeshiwe ukuveza umehluko umehluko omncane ekuphinyisweni kwemisindo nokuhlonza ukuthi yimani amafonimi kanjalo nokuthi yimiphi imisindo ekhombisa nje ukwehluka kokuphinyiswa kuphela emagameni ngokusetshenziswa kwawo ezimweni ezahlukene. Ngokuvamile, ngisho nabaluncele ebeleni abakuwuqapheli lo mehluko wamafonimi okhona nakuba belukhuluma ulimi nsuku zonke. Ukwenza isibonelo, ugama lesiZulu elithi *mina* lingaba nezincazelo ezimbili ezahlukene kuye ngendlela ophimisa ngayo umsindo /m/. Lokhu kungenxa yokuthi lena yimisindo emibili eyahlukene, nakuba uhlamvu /m/ lungakubonisi lokho. Leli gama liphinyiswa kuthiwe [mina] njengesabizwana soqobo somuntu okhulumayo. Uma liphinyiswa kuthiwe [mfina] kusuke sekuyisenzo esisendleleni ephoqayo, uma utshelwa ukuthi woza uzothatha into ethile. Ngakho-ke umsindo [m] nomsindo [mfɪ] yimisindo eyahlukene (njengoba iphinyiswa ngezindlela ezahlukene) nangenxa yokuthi yenza kube nezincazelo ezahlukene egameni, imele amafonimi ahlukene okuyilena, /m/ kanye /mfɪ/ olimini lwesiZulu. Ake uphinde ubheke ukuphinyiswa kwemisindo edwetshelwe egameni elithi *ukhezo* kanye nelithi *imfezi*. Umsindo e egameni *ukhezo* uphinyiswa njengo-[ɛ] ekubeni umsindo e osegameni *imfezi* ephinyiswa njengo-[e] bese ebizwa njengonkomisa e ophakeme. Le nguquko encane ekuphinyisweni kwalaba onkamisa e yenziwa wukuba khona kukankamisa ophezulu [i] olandela umsindo e egambeni elithi, *imfezi*. Le misindo e emibili iyehluka kancane futhi ukusetshenziswa kowodwa esikhundleni somunye akulethi zinguquko encazelweni yegama noma kwenze igama lingaqondakali ngokwenzazelo. Ngakho-ke le

² Emkhakheni wobhalojikelele lokuphimisa, imisindo yenkulumo ichazwa kusetshenziswa indawo ephinyiswa kuyo, indlela yokuphimisa nokuhamba komoya ngesikhathi uphimisa umsindo.

misindo yimisindo emibili eyahlukene okuyilona, [e] kanye [ɛ] kodwa zenza umsinjwana owodwa okuyilona, /ɛ/.

Imisindo eyehluka kancane ngokwempimiso kwesinye iba khona (ngokwesibonelo, umehluko wolimi lwesigodi) noma-ke ingabumbi amafonimi ahlukene. Ake ubheke uhlamvu k eziqalweni zamabizosenzo esiboniswa ngokobhalojikelele kanje: [k'] noma [g]. Noma kunjalo, ngenxa yokuthi impimiso yomsindo owodwa esikhundleni sokuphimisa ngenye indlela [uk'ufunda] noma [uɣufunda] akuholeli ekutheni kube nomehluko ezincazelweni, le misindo yomibili yenza umsinjwana owodwa, okuyilona /k'/.

Onkamisa nongwaqa

Izinhlamvu zolimi zihlukaniswe ngezinhlobo ezimbili ezinkulu, okungonkamisa kanye nongwaqa. Onkamisa yimisindo ephinyiswa ngaphandle kokuphazamiseka kokuhululeka komoya emlonyeni uma iphinyiswa. Le misindo iphinyiswa ngokuthi ukhamise, yingakho kuthiwa onkamisa. Izinhlamvu ezimela onkamisa abahlanu abayisisekelo esiZulwini nabayisikhombisa esiSuthwini yilona: a, e, i, o, no- u. Zonke-ke ezinye izinhlamvu zingongwaqa. Ongwaqa abamelwe izinhlamvu y no- w kwesinye isikhathi babizwa ngokuthi osingankamisa ngenxa yokuthi banezimpawu ezicishe zifane nezonkamisa.

Uma kuziwa ekufundiseni ukufunda sigxila kakhulu ohlelweni lwemisindo hhayi ekufundiseni nasekufundeni imisindo.

Amalunga

Manje sesiqhubekela esakhiweni esikhudlwana sohlelo lwemisindo, okuyilinga. Ilula phela likhudlwana kunomsinjwana. Ilunga yikhefu lemvelo eliphakathi negama lapho okhulumayo ethi ukuma kafushane uma ephimisa lelo gama ngokunensa. Izilimi zendabuko yase-Afrika zinesakhiwo samalunga avulekile, okusho ukuthi ilunga liphela lapho kunonkamisa khona. Ngakho lezi zilimi zibuye zibizwe ngezilimi ezinamalunga. Isakhiwo esinamalunga avulekile siyacaca kulezi zibonelo zesiZulu nesiSuthu ezingezansi:

- IsiSuthu: /ba/ /a/ tsa/ma/ya/ /ba/ /a/ /qo/qa/ /le/di/mo/ /ma/bu/tsha/bu/tsha/
- IsiZulu: /u/wi/le/ /si/ya/se/be/nza/ /i/zu/lu/ /a/ma/nto/ngo/ma/ne/.

Ilunga lingakhiwa unkamisa kuphela, ngakho sithi /V/, ngokwesibonelo unkamisa /u/ esenzweni /u/wi/le/ noma unkamisa /i/ ebizweni /i/zu/lu/ okukanye unkamisa /o/ ebizweni /o/Vu/si/.

Ilunga lingaba nongwaqa nonkamisa /CV/ okuchaza ukuthi kungaba yinoma yimuphi ungwaga olandelwa wunkamisa. Izibonelo zamafonimi ahamba ngawodwa alandelwa onkamisa yilawa: /bo/ esabizwaneni /bo/na/ noma /qa/ esiqwini sesenzo /qa/la/ noma /su/ ebizweni /si/su/ okukanye /ti/ ebizweni /i/ka/ti/.

Njengoba kuchaziwe phambilini, khumbula ukuthi onhlamvu-mbili nonhlamvu-ntathu bamele umsindo owodwa /C/. Amafonimi amelwe yizinhlamvu ezimbili (onhlamvu-mbili) ngokobhalojikelele awungwaqa oyedwa /C/ ngokwesibonelo /t^h/ elungeni /thi/ esabizwaneni /thi/na/ noma umsinjwana /dl/ elungeni /dla/ elisesenzweni /si/dla/. Amafonimi angongwaqa

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogola wokufundisa ukufunda

/dl/ kanye /t^h/ ngamunye umelwa yizinhlamvu ezimbili kodwa ezimele umsindo owodwa.

Umsindo ongungwaqa [tʃ] egameni elithi *itshe* unezinhlamvu ezintathu, okuyilezi; t, s, no-h, kodwa-ke, lezi zinhlamvu ezintathu zenza umsinjwana owodwa /tʃ/ kanti ubizwa ngonhlamvu-ntathu. Umele umsindo owodwa wezinhlamvu elungeni /CV/: /tʃe/.

Ilunga lingaphinda lenziwe yisakhiwo /CCV/. Izibonelo zamalunga akhiwe yimisindo emibili elandelwa unkamisa, imisindo /n/s/i/ elungeni /nsi/ elisegameni elithi /i/nsi/mbi/ noma amafonimi /n/t/o/ elungeni /nto/ elisegameni /i/nto/mbi/ okukanye amafonimi /m/b/i/ elungeni /mbi/ elisegameni elithi /i/nto/mbi/ noma amafonimi /n/dl/e/ elungeni /ndle/ elisegameni elithi /i/ndle/la/.

Ilunga lingaba nesakhiwo esilandelayo: /CCCV/ esibandakanya ukulandelana kongwaqa, nokubuye kuthiwe yimibhanqwa. Izibonelo zalezi zakhiwo yilezi ezilandelayo:

- /n/t/w/a/ elungeni /ntwa/ elisegameni /i/ntwa/yi/ntwa/yi/.

Ilunga lingakhiwa wungwaqa ongundebembili /m/ kuphela. Ungwaqa /m/ nguyena yedwa esiZulwini ugwaqa okwazi ukuba yilunga (ngokuzimele, engenankamisa) njengasegameni elithi, /u/m/ntwa/na/ kanye nelithi /ngi/ya/m/tha/nda/. Yisiqalo esifushane samabizo umesikhundleni sika- umu- esigabeni 1 nese-3 kanye nesivumelwano sikamenziwa samabizo esigaba 1 nesigaba 1a -m- esikhundleni sika- -mu- ezenza ukuthi u-/m/ abe yilunga. Qhathanisa isakhiwo samalunga emabizweni ezigaba 1 nesesi-3: isigaba 1, /u/mu/ntu/ kodwa /u/m/fa/na/; isigaba 3, /u/mu/zi/ kodwa /u/m/si/la/.

Kuhlala kunekhafana lelunga njalo ngemuva kukankamisa esiZulwini nasesiSuthwini. Ngakho izilimi zendabuko zinesakhiwo esinamalunga avulekile. Imitha (okuyizingabunjalo lomgquomo lomugqa noma imigqa enkondlweni) yezilimi zendabuko yase-Afrika iboniswa yisakhiwo selunga nobude bonkamisa emagameni. Ngaphezu kwalokho, kujwayeleke ukuthi kube nobude bukankamisa elungeni elandulela elokugcina emshweni. Lezi zimpawu zineqhaza elikhulu ezilibambayo ekwakhe imitha kulezi zilimi. (Ngokobhalojikelele sikhombisa ubude ngokusebenzisa ikholoni (:)) ngemuva kukankamisa othile.) Igama elithi, *Siyafu:nda* linobude/linokudonsa kunkamisa *owandulela owokugcina*. Uma leli gama silelula ngokwengeza izakhi, ubude/ukudonsa buyasuka buye elungeni elandulela elokugcina, ngakho sithi, *Siyafundi:sa*. Ubude noma ukudonsa sebusukile kunkamisa [u] baya kunkamisa [i]. Egameni elithi *Siyafundisa:na* ubude sebuphinde basuka baya kunkamisa [a] owandulela owokugcina (wesakhi sempambosi yokwenzana, -an-).

Eminye imithomo yolwazi emidala ithatha umsindo ongumankankeni n owandulela abanye ongwaqa njengowenza umsindo owodwa nongwaqa (noma ongwaqa) omlandelayo, kodwa lo mbono awusathathwa njengoyiqiniso. Manje lo msindo n usuthathwa njengomsindo ozimele emagameni afana nelithi, *into* (< /i/n/t/o/), *indlala* (< /i/n/dl/a/l/a/) *intshe* (/i/n/tsh/e/). Nokho kwamanye amagama lo msindo uyahlangana nongwaqa abawulandelayo ukuze ubumbe umsindo omusha njengakulaba ongwaqa, n+g kanye n+y ukuze kubumbeke imisindo emisha eboniswa ngokobhalojikelele kanje, /ŋ/ and /ɲ/. Ngokwezibonelo, singabheka amagama afana nelithi, *ingubo* lapho imisindo n+g ibumva umsinjwana owodwa, /ŋ/, ngakho-ke *ingubo* (<

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

/i/ng/u/b/o/). Ngokunjalo umsinjwana ny egameni elifane nelithi, *inyama*. Ngakho-ke imisindo n+y yenza umsinjwana owodwa, okuyilona /ɲ/, *inyama* (< /i/ny/a/m/a/).

Uma ngabe umankankeni /n/ andulela ongwaqa /g/, /k/ no- /y/ umankankeni uvele uphimiseke endaweni eyodwa nalowo ngwaqa. Umsindo /n/ kwesinye isikhathi ubhalwa ngosonhlamvukazi /N/ ngenhloso yokubunisa ukuthi uphinyiswa endaweni lapho kuphinyiswa uhlamvu olumlandelayo. Lo mankankeni /n/ uba ngu- [ɲ] ngokobhalojikelele uma elandelwa umsindo /k/ noma /g/ njengasemabizweni *inkomo* (> /i/N/k/o/m/o/) nelithi, *ingubo* (> /i/N/g/u/b/o/). Umsindo /n/ uphenduka abe ngu- [ɲ] ngokobhalojikelele uma elandelwa umsindo /y/ emabizweni afana nelithi *inyama*, ngakho-ke ngokohlelo lwemisindo singabhala sithi /i/Ny/a/m/a/. Lo mankankeni /n/ uphinda abe ngu- [ɲ] ngokobhalojikelele uma andulela ongwaqabathwa. Okunye esingakuphwula wukuthi uphinyiswa endaweni eyodwa nongwaqa omlandelayo, kodwa-ke kulokhu, akahlangani abumbe umsindo owodwa nongwaqabathwa. Buka lezi zibonelo, *iyancela* (> /i/y/a/N/c/e/l/a/), *nxa* (> /N/x/a/) kanye *inqola* (> /i/N/q/o/l/a/).

Usingankamisa w uvamile ukulandela ongwaqa olimini lwesiZulu, isb. tsh+w. Kulesi simo umsindo /w/ akahlangani nongwaqa omandulelayo ukuze abumbe umsindo owodwa naye kodwa uhlala ewumsinjwana ozimele. Ngakho-ke usingankamisa /w/ uzimela gelekeqe nakuba eseduze kongwaqa abamandulelayo, nakuba umthelela wakhe kuba wukudilingana kwabanye balaba ongwaqa. Ngaphandle kwethonya noma komthelela kasingankamisa /w/ kongwaqa abamandulelayo, uyaqhubeka nokuhlala esumsinjwana ozimele. Ngakho-ke igama *utshwala* lakhiwe ngamafonimi /u/tsh/w/a/l/a/.

Iphrosodi/izimpawu ezikhomba ukuphinyiswa kwemisindo

Amanye amayunithi ohlelo lwemisindo akhona yilawo enzeka kuphrosodi. Iphrosodi imayelana nalezo zimpawu zenkulumo ezengezwayo ngaphezu kwemisindo, amagama noma imisho. Iphrosodi, noma izimpawu ezengeziwe zibandakanya iphimbo, ubude, impakamo, isigqi kanye nokugcizelela. Kodwa-ke, ukugcizelela akutholakali kahle ezilimini zendabuko yase-Afrika kwazise wonke amalunga avamise ukugcizelelwa ngendlela efanayo. Izilimi lapho amalunga egcizelelwa ngendlela efanayo zibizwa ngokuthi yizilimi ezigabe ngamalunga. Ngakolunye uhlangothi, isiNgisi siwulimi olugcizelela ngezikhathi ezithile, lapho ilunga elilodwa egameni ligcizelelwa kakhulu kunamanye, isb. egameni elithi *committee*, kugcizelelwa kakhulu ilunga eliphakathi nendawo elibhalwe ngokunzima, **commi**tee.

Iphimbo lomusho

Olimini olukhulunywayo iphimbo kungaba yilo kuphela uphawu olusetshenziswa ukwehlukana phakathi komusho oqondile nombuzo ezilimini zendabuko yase-Afrika. Ake ubheke iphimbo elikhuphukayo ekugcineni komusho owumbuzo kulezi zibonelo ezingezansi. Olimini olukhulunywayo umbuzo wehlukaniswa nomusho oqondile ngokukhuphula iphimbo ekugcineni komusho.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Nizobhala isivivinyo.

Nizobhala isivivinyo?

Ubude bukankamisa

Onkamisa egameni bangelulwe kwesinye isikhathi ukuze bafeze umsebenzi wohlelo lolimi. Qaphela umehluko wobude owenza kuphinyiswe ngezindlela ezahlukeneyo onkamisa /a/ ababili (obhalwe ngokunzima) emishweni engezansi nokuholela ekutheni kube nomehluko encazelweni yesenzo. Unkamisa /a/ obhalwe ngokunzima emushweni wokuqala mfushane kanti unkamisa /a/ obhalwe ngokunzima emushweni wesibili uphinyiswa ube nokudonsa noma ube mude. Umehluko wobude uphawula isenzo sokuqala njengesisenkathini yamanje kanti isenzo sesibili usiphawula njengesisenkathini eyadlula.

Inkathi yamanje:

Abantwana bakhwela intaba manje.

Inkathi eyadlula:

Abantwana bakhwela intaba nyakenye.

Lezi zimpawu ezengeziwe ngaphezulu zephimbo nombude zibonakala konkamisa. Onkamisa bangaba nephimbo eliphezulu, eliphansi noma eliphakamayo liphinde lehle kanti futhi lingaba lifushane, liphinyiswe ngobude obujwayelekile noma obuthe xaxa.

Iphimbo legama

Iphimbo legama lingasetshenziswa ukubonisa umehluko wezincazelo. Ngokobhalojikelele izimpawu zokukhuphuka noma zokwehla ` ´ zingasetshenziswa ukuphawula iphimbo eliphansi noma eliphezulu emagameni. Ngokwesibonelo, ungabheka umbuzo othi, *Usebenza lapha?* Uma ngabe isivumelwano sikamenzi u- siphinyiswa ngephimbo eliphansi, *Úsebenza lapha?* kusuke kuqondiswe kumuntu okukhulunywa naye ngqo (*Wena, usebenza lapha?*). Uma ngabe isivumelwano sikamenzi u- siphinyiswa ngephimbo eliphezulu, *Úsebenza lapha?* Kusuke kubuzwa ngomunye umuntu, njengokuthi, *USabelo usebenza lapha?*

Unkamisa owandulela owokugcina egameni uvamise ukuphinyiswa ube nobude, ngakho sithi, *sisathe.nga* (kunobude kunkamisa e). Unkamisa owandulela owokugcina emushweni uvamise ukuba nobude obude xaxa, nesibubonisa ngekhloni, njengakulo musho: *Sisathe.nga isi.nkwa ma:nje*. Qaphela ukuthi unkamisa owandulela owokugcina egameni ngalinye uphinyiswa ngobude obuthe xaxa (obuphawulwa ngongqi . ngemuva kankamisa) unkamisa owandulela owokugcina egameni lokugcina lomusho (uphawulwa ngekhloni : ngemuva kankamisa) uphinyiswa ngobude obuthe xaxa esibonelweni esingenhla.

Kulesi sahluko esizolandela sizobheka ukuthi izinhlamvu zokubhala zisetshenziswa kanjani

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

ukubonisa le minxa yohlelo lwemisindo olimini olubhaliwe. Iphrosodi noma izimpawu ezengeziwe zolimi zivamise ukuletha izinselelo ohlelweni lokubhalwa kolimi, njengalokhu kuzoxoxwa ngakho kabanzi kuSahluko 3.

Ubudlelwane phakathi kwesifindo semisindo nokufunda ikhono lokufunda

Njengoba kubaluliwe ngaphambilini, inkulumo olimini ingahlukaniswa ibe yizingxenyana ezahlukene ezifana nemisho, amabinzana, amagama, amalunga kanye nemisindo ezimele yenkulumo noma amafonimi. Uhlelo lokubhala olusebenzisa izinhlamvu zokubhala (izinhlamvu) ukubonisa ulimi olukhulunywayo ezingeni lamafonimi noma lemisindo yenkulumo. Izinhlamvu zokubhala zimela amafonimi athile, okuthi uma ahlanganiswa abumve igama.

Ukuze ufunde ukufunda ohlelweni lokubhala olusebenzisa izinhlamvu, kubalulekile ukuthi izingane zikwazi ukuqaphela imisindo efanayo yolimi olukhulunywayo ngoba lokhu kuqaphela kuzosisiza ziqondisise ukuthi amagama anezimpawu zezinhlamvu asebenza kanjani. Lokhu kwazi ukuqaphela kubizwa ngokuthi **ukwazi ngohlelo lolimi** kanye **nangamafonimi**.

Ukwazi ngohlelo lwemisindo nokwazi ukubona amafonimi

Ukwazi ngohlelo lwemisindo yigama elididiyelayo eliqondise ekwazini ukuhlonza nokusebenza ngezingxenyane zenkulumo yolimi lomlomo. Lokhu kubandakanya ukuqaphela amagama, amalunga, isigqi, ifanamsindo nemisindo yolimi ezihambela yodwa olimini olukhulunywayo. Uma ulalela ulimi olukhulunywayo, luzwakala njengochungechunge lwemisindo engaphazanyiswa yilutho, kodwa-ke, olimini olubhalwayo lokhu kugeleza kwemisindo kwehlukaniwa yizinhlamvu ezimele umsindo ngamunye noma amafonimi abumba amagama. Ngakho-ke kunesizathu sokuthi ingane kufanele izifunde lezi zinhlamvu ukuthi zimeleni ukuze okubhaliwe kwenze ingqondo. Kubalula ezinganeni kufunda uhlelo lokubhala uma ngabe sezikwazi ukuhlanganisa imisindo ethile yenkulumo. Lokhu kungezwakala kulula kakhulu ukukwenza kodwa ucwaningo lubonisa ukuthi abadala abangafundile nezingane ezingakafundi zikuthola kunzima ukwenza lo msebenzi.

Ukwazi ngohlelo lwemisindo kumayelana nolwazi namakhono ahlobene nokuqonda ukuthi ulimi olukhulunywayo lwakhiwe yizingxenyane ezahlukene zemisindo nekhono lokwazi ukusebenza ngazo lezi zingxenyane. Ukwazi ngohlelo lwemisindo kuthinta ukwazi ngamalunga nokwazi ngamafonimi (kanjalo nokwazi ngemvumelwano, okuhambelana nesiNgisi ikakhulukazi). Ukuba nalokhu kuqaphela/nokwazi kusiza abasaqala ukufunda ukuze bathuthukise amakhono okuhumusha kalula zisasuka phansi kulolu hambo lokufunda.

Lalela ingxoxo emfushane ngokwazi ngamafonimi eyethulwa nguDeslea Konza ekhelinini elilandelayo: <https://www.youtube.com/watch?v=Q2YbNTrZ9EI>

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Imvumelwano (ikakhulukazi imvumelwano-sigcino) iyasetshenziswa ezilimini eziningi njengesu lobunkondlo ukuqaphelisa abafundi ngamaphethini emisindo olimini nangesu lokuqoqa lokusiza ukukhumbula izinkondlo. Ibalulekile futhi ukuqaphelisa abafundi ngamaphethini emisindo futhi benze ngcono ukwazi ngohlelo lwemisindo. Bheka la magama anemvumelwano (*impahla isihlahla* kanye nalawa *impaka isaka*). Nokho, ngenxa yesakhiwo sohlelo lwemisindo nolwezakhi ezilimini zendabuko yase-Afrika, imvumelwano ayisetshenziswa kakhulu njengesu lokuhlela uma kuqhathaniswa nesiNgisi nesiBhunu. Ezilimini zendabuko yase-Afrika, impindwa, ukuxhumana nempambosi yokwenzayenza kuyasetshenziswa njengamasu okuhlela imisindo. Impindwa yinqubo yokuphinda amagama afanayo, amabinza noma imisho ezingxenyeni ezahlukene zombhalo. Ukuxhumana kuphathelene nokuphindwa kwamagama noma izingxenye ezithile ezindaweni ezahlukene zemisho noma zemigqa elandelayo. Impambosi yokwenzayenza yinqubo yokuphinda izingxenye noma izakhi ezithile zegama (ngokwesibonelo, *uyahlekahleka* < *uyahleka* noma *ziyadlaldlala* (izingane) < *ziyadlala*). Impambosi yokwenzayenza ayenziwa nje ngendlela othanda ngayo ngoba iguqula incazelo yegama. Kulezi zilimi, ukuxhumana, impindwa kanye nempambosi yokwenzayenza kuyasetshenziswa esikhundleni semvumelwano njengesu lokuhlela noma lokusiza ukukhumbula. (Bheka iMojuli 3 ngolwazi olwengeziwe.)

Ukwazi ngemisindo kuqondiswe ekhonweni lokuzwa (ukuhlonza noma ukubona) imisindo yolimi/amafonimi *phakathi* kwamagama nokusebenza ngale misindo yolimi. Ukwenza isibonelo, ukuzwa imisindo eyahlukene egambeni elithi, *usana* njengale misindo /u/s/a/n/a kanye nokuqaphela ukuthi uma sifaka umsindo esikhundleni somunye, incazelo ingaguquka, isb. ukukhipha umsindo /s/ ufake umsindo /g/ esikhundleni sawo sithola igama elisha *ugana*.

Imisebenzi emihlanu yohlelo lwemisindo eyisisekelo esebenza ekwazini ngohlelo lwemisibenzi nokufundisa nokufunda imisindo yilena elandelayo:

1. ukuhlonza nokuqhathanisa (ukuhlonza noma ukubona amalunga afanayo nahlukene noma imisindo egameni)
2. ukubhanqa (ukuhlanganisa noma ukudibanisa amalunga ahlukene noma imisindo yezinhlamvu ukwenza amagama)
3. ukuhlakaza (ukubhidliza noma ukwehlukana amalunga ahlukene noma imisindo yezinhlamvu emagameni)
4. ukukhipha (ukulahla noma ukususa ilunga noma umsindo)
5. ukufaka esikhundleni sokunye (ukufaka ilunga noma uhlamvu esikhundleni esikhundleni selinye).

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogola wokufundisa ukufunda

Iqhaza elibanjwa wukwazi ngohlelo lwemisindo nokwazi ngamafonimi ekufundeni ukufunda

Ukwazi ngohlelo lwemisindo nokwazi ngamafonimi kuyatholakala ukuthi ngamakhono abalulekile awumgogdla wokuthuthukisa ukuhumusha. Ukuze baqondisise ukuthi kungani kunjalo, othisha abafundisa ukufunda kudingeka babe nolwazi ngohlelo lwemisindo lolimi abafundisa ukufunda ngalo, indlela okusebenza ngayo uhlelo lokubhala, nokuthi yini evezwa wucwaningo ngendlela abafundi abathuthukisa ngayo amakhono okufunda.

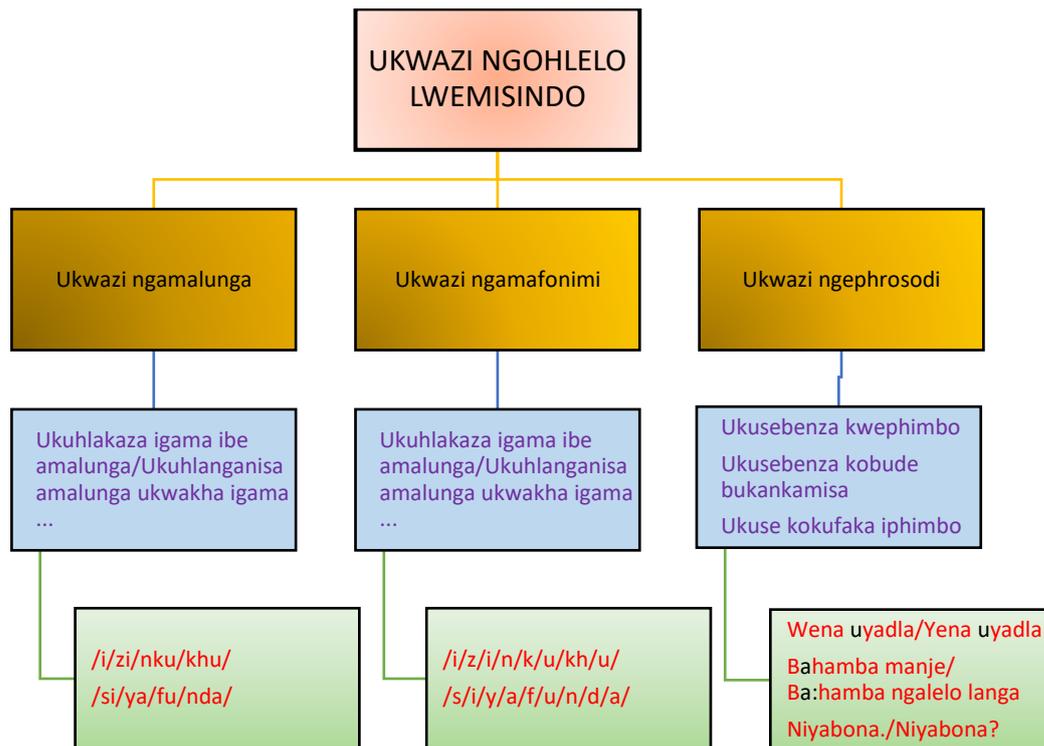
Kubalulekile ukuqaphela ukuthi izingane zivamise ukwazi ukubona inhlenganisela yemisindo emikhudlwana, amagama aphindaphindwayo kanye namalunga ngaphambi kokuthi babone imisindo ezimele. Ngakho-ke umfundi angakwazi ukuhlonza kalula amalunga amathathu egameni elithi, *usana* ngokushaya ihlombe ngesikhathi esho ebiza igama /u/sa/na/. Abafundi kudingeka bathole ulwazi ngamalunga ngaphambi kokuthi bazi ngamafonimi abumbe amalunga. Ngakho uma bebuzwa ukuthi yimiphi imisindo eselungeni /sa/ bangavele bathi nje /sa/, okuyinkomba yokuthi abakakuboni kahle ukuthi ilunga /sa/ lingahlakazwa libe yizingxenye ezingamafonimi amabili /s/ + /a/. Ngamanye amazwi, banolwazi lohlelo lwemisindo oluthile kodwa abakabinalo ulwazi lwamafonimi.

Njengoba kuke kwaxoxwa ngaphambilini, ezilimini zendabu yase-Afrika, amalunga avamise ukwakhiwa wunkamisa (V) noma ungwaqa kanye nonkamisa (CV). Leli phethini elithi CVCV lenza isigqi esigqamile olimini kwazise ilunga ngalinye ligcizelelwa ngendlela efanayo. Ukwazi ngohlelo lwemisindo lwamalunga kungasiza izingane ukuthi zihumushe amagama ngesikhathi zifunda ukufunda ngezilimi zendabuko yase-Afrika, ikakhulukazi uma amagama emade. Naphezu kokuthi ukwazi ngohlelo lwemisindo kubalulekile ekufundeni ukufunda, akusona sihluthulelo sokuqala nesokugcina sokuvula umnyango wokufunda. Kunalokho, ulwazi lwamafonimi yilona oluyisihluthulelo sokufunda. Ucwano olwenziwe ezilimini ezahlukeni ezisebenzisa izinhlamvu zokubhala lukhombisa ngokungaphezi ukuthi ulwazi lwemsinjwana luyisiqaguli esinamandla sokwazi ukufunda ukufunda nokuthi abafundi abangakwazi ukuluthuthukisa baba nengqinamba yokufumusha. Akumangazi lokhu ngoba lena yindlela yindlela olusebenza ngayo uhlelo lokubhala lwezinhlamvu – izinhlamvu zimela imisindo ezimele olimini olubhalwayo, akuwona amalunga. Lesi yisihloko esidingidwa kulesi sahluko esizolandela.

Umfanekiso 11 unika iqoqa elihlelekile lezingxenye zolwazi lohlelo lwemisindo, oluqondene ngqo nezilimi zendabuko yase-Afrika.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda



Umfanekiso 11: Iqoqa lokwazi ngohlelo lwemisindo

Isiphetho

Lesi sahluko sichaze ukuhumusha saphinda sacacisa ngeqhaza okulibambayo ekufundeni, ngokubhekisa Ohlelweni Olulula Lokubuka Ukufunda, okuyinjulalwazi eyesekelwa kakhulu wubufakazi obucwaningiwe obuvela ezilimini ezahlukene ezisebenzisa uhlelo lokubhala lwezinhlamvu. Ezilimini ezisebenzisa izinhlamvu zokubhala, uhlelo lwemisindo yolimi (ifonoloji) luhlobene kakhulu nolwazi namakhono abandakanyekayo ekuhumusheni ngakho lesi sahluko siphinde sachaza izingxenye ezahlukene zohlelo lwemisindo ezingabalulwa olimini. Isahluko siphethe ngokuthi sichaze ngokwazi ngohlelo lwemisindo nokwazi amafonimi kanye nokuthi kungani la magama ebalulekile esigabeni sokuqalisa ekufundeni ukufunda.

Imisebenzi yokuzihlola

Lena yimisebenzi yokuhlolwa esheshayo esiza ukuhlola ukuthi uqondisise kangani amagama okuxoxwe ngawo kulesi sahluko nokuthi uyawuqonda yini umphumela wawo la magama ekufundiseni ikhono lokufunda.

Qaphela: Amacebiso ale misebenzi yokuzihlola anikeziwe eSengezweni esisekupheleni kwale mojuli. Uma uthole amamaki angaphansi kwayisi-6/8 (75%) kule mibuzo, uyelulekwa ukuthi uphinde usifunde lesi sahluko ukuze uqinise ulwazi lwakho.

1. Esitatimendeni ngasinye kwezingezansi, bhala **igama (noma amagama) elifanele elishiyiwe.** (6)

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

- a) kanye yizimfuneko ezijwayelekile zokufunda ukufunda kunoma yiluphi ulimi. (2)
- b) Ulwazi lwezinhlamvu zokubhala lumayelana kanye (2)
- c) Ngokwe-SVR ukufunda ngokuqonda wumphumela kanye (2)
2. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esiyiphutha**. (1)
- a) Ingxenye encane kunazo zonke yomsindo eyenza igama lehluke kwelinye ibizwa ngokuthi umsinjwana (ifonimi).
- b) Umsindo uyisisekelo sezinhlelo zokubhala ezisebenzisa izinhlamvu.
- c) IsiSuthu/isiZulu sinamalunga avulekile.
- d) Mayelana nephimbo, umusho wesiSuthu/wesiZulu uphawulwa ngobude obuthe xaxa elungeni elandulela elokugcina legama lokugcina kulowo musho.
3. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esishaya emhlohlweni**. (1)
- a) Isakhiwo selunga segama *imbuzi* sime kanje; /im/bu/zi/.
- b) Izimpawu zephrosodi okuwubude nemphimbo zitholakala kosingankamisa nongwaqa.
- c) Ukufundisa nokufunda imisindo kufanele kufundiswe ngaphambi kokuthi abafundi bathole ulwazi ngohlelo lwemisindo.
- d) Ukuhlakaza nokuhlanganisa imisindo yimisebenzi ebaluleke kakhulu yohlelo lwemisindo esiza ekufundeni ukufunda.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

ISAHLUKO 3: IZINHLAMVU ZOKUBHALA, UKUFUNDISA NOKUFUNDA IMISINDO, KANYE NOKUHUMUSHA

Isingeniso

Kubalulekile ukwazi ukuhlonza amagama ngesikhathi ufunda isiqephu esibhaliwe. Kodwa-ke ukuze izingane zikwazi ukwenza lokho kudingeka ziqaphele izinhlamvu ezibumba amagama nokuthi ziqondisise ukuthi ziyihlanganisa kanjani imisindo olimini lwazo. Lesi sahluko sizogxila ezinhlamvini zokubhala nokuthi imisindo izenza kanjani izinhlamvu. Lobu budlelwane bokuxhumanisa noma bokuhlanganisa buyingxenye ebalulekile yokufunda ukuhumusha ezinhlelweni zokubhala ezisebenzisa izinhlamvu.

Ulwazi lwezinhlamvu zokubhala

Ukuze bakwazi ukufunda, abafundi kumele baqokelele ulwazi lwezinhlamvu zokubhala ngoba izinhlamvu zokubhala ziyikhodi esetshenziswayo olimini olubhalwayo. Kunamagama ahlukene asetshenziswayo ukusho izingxenye ezahlukene zolwazi lwezinhlamvu zokubhala.

Izinhlamvu ze-alfabhehi

ENingizimu Afrika zonke izilimi zethu zisebenzisa izinhlamvu zokubhala zesiRoma (noma zesiLathini lapho zibhala, okuyizinhlamvu ezingama-26. Igama elithi '**izinhlamvu**' noma '**izinhlamvu zokubhala**' noma '**izinhlamvu ze-alfabhehi**' libhekise kolulodwa kwezingama-26 izinhlamvu ezenza uhlelo lwezinhlamvu zokubhala lwesiRoma. Ekuqaliseni ukufundisa ukufunda nokubhala, sigxila ekufundiseni izingane ukuthi izinhlamvu ziyimela kanjani imisindo noma amafonimi olimini olubhalwayo – leyo misindo eyehlukile eyenza igama lehluke kwelinye – nokuthi iboniswa kanjani ngokubhala ngezinhlamvu.

Inkinga wukuthi eningini lezilimi kunamafonimi amaningi kunezinhlamvu zokubhala ze-alfabhehi ezingama-26. Ukwenza isibonelo, isiNgisi sinamafonimi angama-44, isiSuthu sinangama-37 bese isiZulu sibe namafonimi angama-46. Kusetshenziswa amasu amabili amakhulu ukuxazulula le ngqinamba: ezinye izinhlamvu ziyahlanganiswa ukuze zimele imisindo, noma kusetshenziswe izimpawu phezu kwezinhlamvu ukukhombisa umsindo othile. Bheka le ncazelo engezansi.

Umsindo othile (umsinjwana/ifonimi) ungamelwa wuhlamvu olulodwa, isb. m, e, yizinhlamvu ezimbili (okubuye kubizwe **ngonhlamvu-mbili**), isb. th, sh, qh, noma yizinhlamvu ezintathu (okubuye kubizwe **ngonhlamvu-ntathu**) isb. tsh. Ngaphezu kwalokho, izimpawu ezifakwa phezu kwezinhlamvu zingasetshenziswa ukukhombisa umsindo othile, isb. š olimini lwesiPedi, emagameni afana nelithi *mpša* (elisho 'inja'). Olimi lwesiCenda amakepisana ayasetshenziswa ngaphansi kwezinhlamvu ezithile, ḡ kanye ḡ ukuveza umehluko phakathi kwalezi zinhlamvu ezingomazinyweni nonsinini d no- t ezikhona olimi.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

Izilimi zingasebenzisa izinhlamvu ezahlukeni ukubonisa imisindo efanayo necishe ifane ezilimini ezahlukeni. Ake ubheke nje umsindo umsindo /tʃ/ otholakalayo ezilimini eziningi. EsiNgisini ubhalwa ngonhlamvu-mbili **ch** njengasegameni elithi *much* noma ubhalwe njengonhlamvu-ntathu **tch** njengoba sikubona egameni elithi *watch*. Lo msindo ubhalwa kusetshenziswa unhlamvu-ntathu **tsh** olimini lwesiZulu njengasegameni *siyatshala* nasesiSuthwini egameni elithi, *tshoho* elisho ukwethuka.

Izinhlamvu noma amagrafimi

Igama elithi **igrafimi** liyafana negama elithi uhlamvu kodwa lisebenza njengegama elengamele elisho izinhlamvu ezahlukeni ezimela imisindo lapho kubhalwa. Ngamanye amazwi, libhekise ezinhlamvini ezihamba ngazodwa, onhlamvu-mbili nonhlamvu-ntathu. Uhlamvu noma igrafimi t yolimi lwesiSuthu nesiZulu lumela umsindo /t/ egameni lesiSuthu elithi *Setebele* elisho ‘isiNdebele’ kanye negama lesiZulu elithi *utalagu*. Ngakolunye uhlangothi, uhlamvu th lumela umsindo /tʰ/ egameni lesiSuthu elithi *letho* ‘into engekho’ nasegameni lesiZulu elithi *uthuli*. Ngakho imisindo /t/ kanye /tʰ/ iboniswa ngezinhlamvu ezimbili ezahlukeni esiSuthwini nasesiZulwini, okuyilezi t kanye no- th. Ngokufanayo, umsindo /t/ esiZulwini nasesiSuthwini ubhalwa kusetshenziswa hl. Bheka la magama: *ihlathi* (isiZulu) nelithi *mahlo* (isiSuthu, igama elisho amehlo). (Bheka iMojuli 3 ukuthola imininingwane eyengeziwe.) EsiNgisini izinhlamvu ezintathu -ough zakha uhlamvu ezimele umsindo kankamisa egameni lalolu limi elithi, *through*).

Ubudlelwane phakathi kwemisindo yenkulumo kanye nezinhlamvu

Ubudlelwane phakathi kwemisindo yenkulumo nezinhlamvu eziyimele bungaphinda bubizwe ngokuthi ubudlelwane bezinhlamvu nemisindo.

Indlela-nde yokufundisa ukuhumusha efundisa ngqo izingane ubudlelwane phakathi kwamafonimi nezinhlamvu eziyimelayo kuthiwa yifoniksi kumbe ukufundisa nokufunda imisindo. Qaphela ukuthi ifonikisi lena ayiqondisiwe ekufundiseni ukufunda nje jikelele, imayelana nokufundisa ukuhumusha, okuyingxenye eyodwa nje yekhono lokufunda. Ngenxa yokuthi izilimi ziyehlukana ngokohlelo lwemisindo kanjalo nangendlela izinhlamvu zokubhala ezixhumanisa ngayo imisindo olimini, ubukhulu nokulandelela kwemisindo efundiswayo ngokohlelo kuzokwehluka ngoba nazo izilimi kazifani.

Ezinye izingqinamba ezenza ukufunda ukufunda kube yinselelo wukuthi iningi lezilimi linemisindo eminingi kakhulu kunezinhlamvu ezingama-26 zohlelo lwezinhlamvu zokubhala lwaseRoma. Ukwenza isibonelo, isiZulu sinemsinjwana engama-46 kanti isiSuthu sinamafonimi angama-37 – lesi yisibalo esingaphezulu kunezinhlamvu zokubhala zohlelo lwaseRoma. Kungenxa yalesi sizathu lezi zilimi zisebenzisa onhlamvu-mbili nonhlamvu-ntathu ezinhlalweni zazo zokubhala. Nakuba kunezikhathi lapho uhlamvu olulodwa lumela umsindo owodwa, abukho ubudlelwane obuqonde ngqo phakathi kwemisindo nezinhlamvu eziyimelayo lapho kubhalwa. Ukusetshenziswa kohlelo lokubhala (namandla alo abuye anqindeke) kuholela emaphuzwini alandelayo:

- uhlamvu olulodwa lungamela umsindo owodwa

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

- uhlamvu olulodwa lungamela imisindo eyahlukene
- izinhlamvu ezibhanqiwe zingamela umsindo owodwa (isb. onhlamvu-mbili noma onhlamvu-ntathu), noma
- izinhlamvu ezahlukene zingamela umsindo ofanayo. (Bheka iMojuli yesi-3 ukuze uthole incazelo egcwele nezibonelo.)

Enye inselelo engenza ukufunda ukuhumusha kube nzinyana wukuthi izimpawu ezengezwa emisindweni kazivamile ukuboniswa olimini olubhalwayo. Izimpawu ziyasetshenziswa kwezinye izinhlelo zokubhala ukuze zibonise izimpawu zokukhupha nokwehla kwezwi okwenzekayo emagameni nasemishweni. Kodwa-ke, ulimi lwesiZulu aluzisebenzisi lezi zimpawu uma lubhalwa, kanti lokhu kungaba yinselelo kubafundi abafunda ukufunda. Njengoba sixoxile eSahlukweni 2, ubude bonkamisa noma ukusetshenziswa kwephimbo eliphezulu noma eliphansi kuvamile ukuba yilona phawu olukhombisa umehluko encazelweni yamagama amabili olimini olukhulunywayo. Nokho olimini olubhalwayo lokhu kudingeka kuboniswe yingqikithi noma yisimo lapho igama lisetshenziswe khona. Ukwenza isibonelo, umusho obhalwe kwathiwa *Usebenza lapha?* uyadida ngoba unezincazelo ezimbili. Uma isivumelwano sikamenzi u- siphinyiswa ngephimbo eliphansi, kanje: *Ùsebenza lapha?* kuqondwe ukuthi, '(Wena) usebenza lapha yini?' Uma isivumelwano sikamenzi u- siphinyiswa ngephimbo eliphezulu, kanje: *Úsebenza lapha?* kusuke kubuzwa umuntu osecele '(Yena/USihle) usebenza lapha yini?' Iphimbo okufanele lisetshenziswe lapha liya nesimo nobekuxoxwa ngaphambilini. Olimini olukhulunywayo umehluko ucaca bha okwekati ehlukwini.

Ngenxa yokuthi izimpawu zempimiso aziseetshenziswa ohlelweni lokubhalwa kwesiZulu ukukhombisa ukwehla nokwenyuka kwephimbo nokunye, lo mehluko ongaboniswa lapho kubhalwa uletha izinkinga kosaqalisa ukufunda. Umfundi kufanele azinqumele ngephimbo okufanele alisebenzise ukuze athole incazelo efanele esiqeshini ezimweni ezinajlo bese ebheka nasemishweni eseduze, kanti lokhu kuyayiphazamisa inqubo yokufunda ingabe isashelelela njengokulindelekile. Othisha kufanele baziqaphele lezi zinselelo futhi basize abasaqala ukufunda ukuze baqondisise izimpawu zempimiso enkulumeni nokuthi bazibonakanjani futhi bazisebenzisa kanjani enkulumeni. Kumele baphinde bacathulise abasaqala ukufunda ukuthi bacinge amathiphu noma izinsiza esiqeshini esandulelayo (kwesinye isikhathi esisazolandela) ukuqeda indida engase ibe khona ngalokho okufundwayo.

Amagama ezinhlamu nemisindo yezinhlamvu

Ulwazi lwezinhlamvu zokubhala lubandakanya izinto ezimbili vo, ulwazi lwamagama ezinhlamvu nolwazi lwemisindo yezinhlamvu. **Ulwazi lwamagama ezinhlamvu** wulwazi oluhlobene negama elinikwa uhlamvu ngalunye lokubhala olimini olufundwayo, okuyisiZulu. Lumayelana nokwazi amagama ezinhlamvu zokubhala, ukuhlonza isimo sezinhlamvu kukho kokubili usonhlamvukazi nohlamvu oluncane kanye nokuhlobanisa leso simo sohlamvu negama lalo. Lokhu kuchaza ukuthi umfundi ofunda ngesiNgisi kumele azi ukuthi isimo sohlamvu 'a' sibizwa ngokuthi "ay", kanti uhlamvu 'g' ubizwa ngokuthi "gee". Kwesinye isikhathi, igama lohlamvu luyehluka emsindweni oluwumele, isb. esiNgisini uhlamvu 'w'

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

lubizwa ngokuthi ‘double-u’. Umsindo omelwa yilolu hlamvu awuhlobani nhlobo negama lalolu hlamvu. Ulwazi lwamagama ezinhlamvu kaluyona inkinga kakhulu njengolwazi lwemisindo yezinhlamvu. Lokhu kungenxa yokuthi kunezinhlamvu ezingama-26 ohlelweni lwezinhlamvu zokubhala lwaseRoma futhi uhlamvu ngalunye lunegama lalo. Ngakolunye uhlangothi miningi imisindo yezinhlamvu umfundi okudingeka ayifunde.

Nokho masisho ukuthi ukusho amagama ezinhlamvu akubambi qhaza eliqondile ekufundeni ukufunda. Izingane kufanele ziqonde ukuthi yimiphi imisindo emelwe uhlamvu ngalunye noma izinhlamvu ezibhanqiwe. Lokhu kubizwa ngokuthi **ulwazi lohlamvu nomsindo**. Lkhu kumayelana nolwazi lwezinhlamvu ezibhaliwe kanye nemisindo eziyimelayo. Ulwazi lomsindo wohlamvu luncike ekwazini ngamafonimi. Ukwazi ukufunda amagama kuncike olwazini lwezinhlamvu ezibumba amagama nasekwazini imisindo eziyimelayo. Ukuthola ulwazi olunzulu lwemisindo yezinhlamvu kunikeza abafundi ugqonzi nokuzethemba okudingekayo ukuze uqalise uhambo lokufunda olunempumelelo. Ukufundisa izingane ngokucacile imisindo yezinhlamvu, indlela yokuyibhanqa ukuze wakhe amagama kanye nokuzejwayeza kwazo ukubona nokubhala izinhlamvu nokuphimisa izinhlamvu kuyinto ebalulekile ohlelweni lokufundisa nokufunda imisindo. (Izimpawu zohlelo lokufundisa nokufunda imisindo kuxoxwa ngalo kabanzi kuMojuli yesi-3.)

Ucwaningo emhlabeni jikelele lukhombise luphindelela ukuthi ezinhlelweni zokubhala ezisebenzisa uhlelo lwe-alfabethi, izingane ezikwazi ukufunda amagama yilezo ezazi imisindo yezinhlamvu (Dehaene 2009; Castles nabanye 2018). Ucwaningo lwaseNingizimu Afrika olwenziwe ngeminyaka yezi-2020-2023 lwathola ukuthi ngabafundi kuphela abakwazi ukuphimisa ngendlela efanele izinhlamvu ezingama-40 noma ngaphezulu ngozuzu abakwazi ukufunda amagama. Abafundi abazi ezingaphansi kwalokho banezingqinamba ekudundeni ngisho amagama alula nje noma imisho emifushane nelula – futhi bayaqhubeka nokubhekana nobunzima ngisho Esigabeni Esiphakathi Nendawo. Lolu cwano lwakhuthazwa Umnyango Wemfundo Esiyisekelok anti belufaka phakathi imininingwane yohlwulwabafundi abangaphezu kwezi-60,000 (imininingwane yabafundi abaningi eqoqweni e-Afrika!) abasuka eBangeni 1 baye eBangeni 7 kuzo zonkana izilimi ezisemthethweni (Ardington nabanye 2020; Wills nabanye 2022). Kungalesi sizathu Umnyango Wezemfundo Eyiyekelelo uqhamuke nohlelo lwezilinganiso zamazinga lwemisindo yezinhlamvu engama-40 ngomzuzu eBangeni 1 kuzo zonke izilimi, njengesilinganiso okumele bonke abafundi bafinyelele kuso. Okuthakazelisayo ngalezi zilinganiso zamazinga wukuthi zisebenza kuzo zonke izilimi zethu ezisebenzisa uhlelo lokubhala lwezinhlamvu. Ngakho-ke ulwazi lwemisindo yezinhlamvu luyizakhi eziyisidingo sokwazi ukufunda amagama.

Ukufundisa nokufunda imisindo (ifoniksi)

Njengalokhu kubaluliwe, ifonikisi isho indlela-ne yokufundisa ubudlelwane phakathi kwezinhlamvu nemisindo ekuqaliseni ukufundisa ukufunda. Lokhu kundiswa ngokucacile. Ukufundisa nokufunda imisindo kumayelana nokuqonda uhlelo lokubhala nenqubo yokuhlanganisa imisindo yolimi ibe yezinhlamvu eziyimelayo uma isibhaliwe. Ngakho kuyindlela esetshenziswayo ukufundisa abafundi ukuthi lezi zimpawu zisebenza kanjani nokuthi bazihumusha kanjani iziqephu ezibhaliwe noma bakhawuda kanjani ulimi

Imojuli 1:

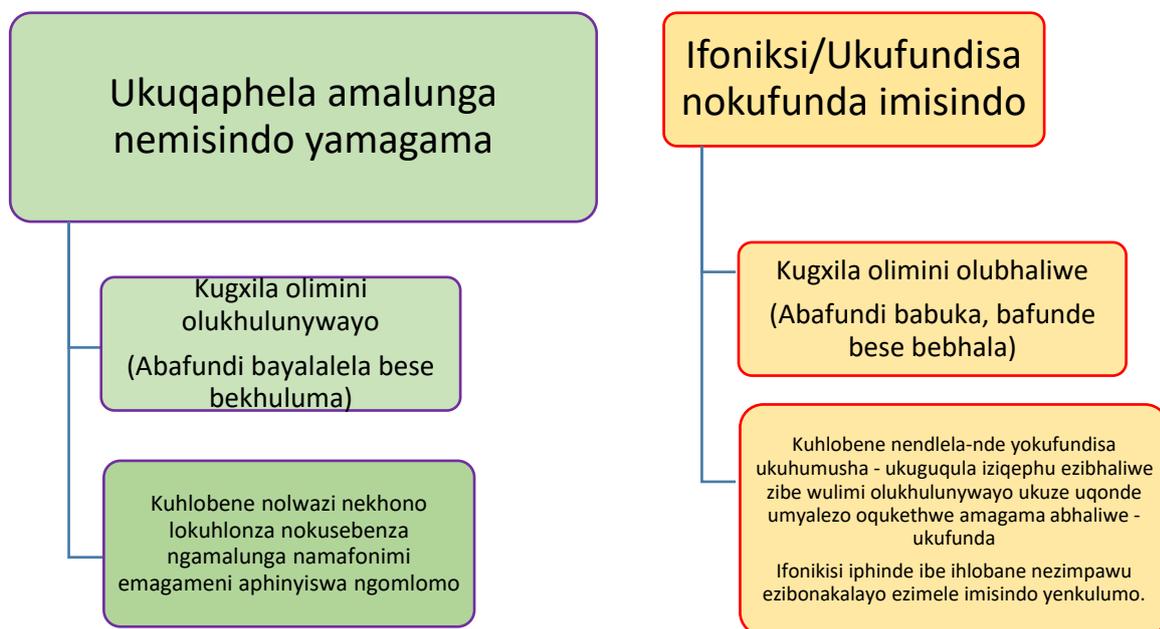
Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

olukhulunywayo ngenkathi bebhala.

Khumbula ukuthi ukuhumusha yinqubo yokuguqula izinhlamvu ezisephepheni zibe yimisindo yenkulumo bese uhlanganisa le misindo ndawonye, ubumbe amagama bese ukhipha incazelo. Umfundi uzoqala aphemise igama ngokunensa nangamabomu. Ngokuvamile uzokwenza amaphutha, kodwa ngokuzejwayeza kakhulu ukwazi ukubona igama kuya ngokuya kunemba futhi kushesha kanti kulabo abasuke sebengongoti bokufunda le nqubo igcina isizenzakalela (ngaphandle kokuthi uze unake). Ukufunda ngendlela enembayo kubalulekile futhi kuyimfuneko yokufunda ngesivivini esikhulayo. Ucwango lukhombisa ukuthi abafundi bangakwazi ukukhulisa isivini sabo sokufunda sifike ebangeni labo noma eminyakeni yabo kuphela uma ukufunda ngokunemba kwabo sekukhule kwafika cishe kuma-95%.

Kwesinye isikhathi othisha abaqondisi umehluko phakathi kokwazi ngohlelo lwemisindo kanye nokufundisa nokufunda imisindo. Nakuba kunokuhlobana, indlela elula yokuqonda umehluko wukukhumbula ukuthi ukwazi ngohlelo lwemisindo namafonimi kumayelana nolimi olukhulunywayo, kanti ukufundisa nokufunda imisindo kumayelana nolimi olubhaliwe nangendlela imisindo edibana ngayo yenze izinhlamvu zokubhala.

Umehluko phakathi kokwazi ngohlelo lwemisindo nokufundisa nokufunda imisindo uqoqwe kafushane kuMfanekiso 12 ekhasini elilandelayo.



Umfanekiso 12: Umehluko phakathi kokuqaphela amalunga nemisindo yamagama kanye nefoniksi (indlela yokufundisa nokufunda imisindo)

Nakuba ukwazi ngohlelo lwemisindo kanye nokufundisa nokufunda imisindo kungezona zodwa izinto ezibalulekile lapho kuqaliswa ukufundisa ukufunda, kodwa ziyisieskelo.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Ngaphandle kwekhono lokuhumusha amagama, umfundi angeke akwazi ukuhumusha isiqephu ukuze asiqondisise. Ukuhumusha kufuna ukuthi ofundayo aqondisise uhlelo lokubhala nokuthi luhlobana kanjani nohlelo lwemisindo (ifonoloji) neziqeshana ezenza umqondo (izakhi) zolimi olufundwayo. Ngakho-ke kubalulekile ukuthi lezi zingxenyane zibe zibumbane ekuqaliseni ukufundisa ukufunda (nokubhala).

Isiphetho

Lesi sahluko sibheke ingxenyane yokuhumusha ephathenele nezinhlamvu zokubhala sabe sesichaza indlela izinhlamvu ze-alfabethi ezibumbana ngayo ukwakha imisindo olimini olubhalwayo. Siphinde sakhombisa ukuthi ezinye zezimpawu zephrosodi noma zempimiso ezingakhonjiswa ekubhalweni kolimi ziletha izinselelo kulabo abasaqala ukufunda. Umehluko phakathi kwegama lohlamvu nomsindo wohlamvu uchaziwe kwase kuxoxwa ngeqhaza lako kokubili ekufundeni ukufunda. Isahluko siphetha ngokuchaza ifonikisi noma ukufundisa nokufunda imisindo nomehluko phakathi kokwazi ngohlelo lwemisindo nefonikisi.

Imisebenzi yokuzihlola

Lena yimisebenzi yokuhlolwa esheshayo esiza ukuhlola ukuthi uqondisise kangani amagama okuxoxwe ngawo kulesi sahluko nokuthi uyawuqonda yini umphumela wawo lamagama ekufundiseni ikhono lokufunda.

Qaphela: Amacebiso ale misebenzi yokuzihlola anikeziwe eSengezweni esisekupheleni kwale moju. Uma uthole amamaki angaphansi kwayisi-6/8 (75%) kule mibuzo, uyelulekwa ukuthi uphinde usifunde lesi sahluko ukuze uqinise ulwazi lwakho.

1. Esitatimendeni ngasinye kwezingezansi, bhala **igama (noma amagama) elifanele elishiyiwe.** (6)

- a) Uhlelo lokubhala olusetshenziswa yizilimi ezifana nesiZulu, isiSuthu, isiNgisi nesiBhunu lubizwa ngokuthi lwezinhlamvu. (1)
- b) Igama elithi lisetshenziswa ukubhekisa kuhlamvu, uhlamvu olunophawu olukhomba impimiso noma iqoqo lezinhlamvu ukubonisa umsindo owodwa. (1)
- c) Ukuhumusha yinqubo yokuhlanganisa uthole ne..... . (2)
- d) Ngokwezilinganiso zamazinga okufanele afinyelelwe abafundi beBanga 1, kufanele bakwazi ukufunda ngokuphimisela izinhlamvu ezi- noma ngaphezulu ngomzuzu ngesikhathi bephothula ibanga. (1)
- e) Abafundi kufanele bafunde ngokunembayo ngokufinyelela kuma-.....% ngaphambi kokuthi bakhuphule isivinini sokufunda okwenza bakwazi ukuqondisisa. (1)

2. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esiyiphutha.** (1)

- a) Izinhlamvu zokubhala ezisetshenziswa isiZulu nesiSuthu zibizwa ngokuthi

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

yizinhlamvu zesiRoma noma zesiLathini..

- b) IsiZulu sinamafonimi angama-46 kanti isiSuthu sinamafonimi angama-37.
 - c) Izilimi azehlukile ngendlela ezisebenzisa ngayo uhlamvu noma igrafimi ukukhombisa umsinjwana.
 - d) Umsindo hl egameni elithi *isihlalo* (isiZulu) nelithi *mahlo* (isiSuthu) ubizwa ngokuthi unhlamvu-mbilih.
3. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esishaya emhloveni**. (1)
- a) Imisindo /th/ kanye no- /t/ angamafonimi ahlukeno olimini lwesiZulu.
 - b) Igama elithi ‘ubudlelwano bohlamvu nomsindo’ kanye nelithi, ‘ubudlelwane begrafimi nefonimi’ aqondiswe emigomeni eyisisekelo yokufunda ukufunda.
 - c) Ulwazi lwamagama ezinhlamvu lwesiNgisi lubalulekile ekufundeni ngesiZulu/ngesiSuthu.
 - d) Ukutshela izingane zicule ngamalunga, *ma, me, mi, mo, mu* zilokhu ziwaphindaphinda kuzikhombisa indlela yokuhlanganisa imisindo ezimele olimini.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

ISAHLUKO 4: UHLELO LOKUBHALA

Isingeniso

Igama uhlelo lokubhala liqondiswe ‘emithethweni yokubhala’ yolimi oluthile. Lumayelana nendlela imisindo yenkulumo emelwa ngayo yizinhlamvu, nangendlela okuhlukaniswa ngayo amagama olimini kanye nemithetho yesipelingi. Kukhona izinhlobo ezimbili ezinkulu ezilimini ezisebenzisa izinhlamvu zokubhala, uhlelo olusobala nohlelo olucashile. Izinguquko olimini ngokuhamba kwesikhathi (ikakhulukazi izinguquko zemisindo yalo) zingaba nomthelela endleleni okuthuthukiswa ngayo uhlelo lwalo lokubhalwa. Lesi sahluko sigxile ngqo ohlelweni lokubhala ulimi, umphumela walo ekuqaliseni ukufunda bese sihlaziya okufanayo nokuwumehluko phakathi kwezinhlelo zokubhala isiZulu nesiSuthu.

Izinhlelo zokubhala ezisobala nezicashile

(Bheka iMojuji yesi-3 ukuze uthole ulwazi olwengeziwe ngalesi sihloko.)

Izilimi ziyehluka ngokuthi zinohlelo lokubhala olusobala (olungajulile) noma zinocashile (olujule). Uma ngabe olimini olubhaliwe kunezikhathi eziningi lapho kunokuqondana phakathi kohlamvu nomsindo eliwumele, lolo limi sithi lunohlelo lokubhala olusobala (noma olungajulile) kodwa uma kunezikhathi eziningi lapho lapho kunokuqondana kohlamvu nomsindo kuphinde kube nezikhathi eziningi lapho izinhlamvu zingaqondani nemisindo eziyimele, lolo limi sithi lunohlelo lokubhala olucashile (olujule). Uhlelo lokubhala olusobala wuhlelo lokubhala lapho kunokuqondana ngqo kwezinhlamvu nemisindo eziyimele uma kubhalwa. Uhlelo lokubhala olusondele kakhulu kulolu hlelo lubizwa ngokuthi wuhlelo lokubhala olusobala. Izilimi ezifakwa ngaphansi kwesibaya sohlelo lokubhala olulula yiSipani, isiFinishi, isiNtaliyane, isiThekhi, isiWelishi, isiBhunu, isiSuthu nesiZulu (nezinye izilimi zendabuko yase-Afrika jikelele).

Uhlelo lokubhala laphoumsindo owodwa umelwa yizinhlamvu ezahlukeni, noma umsindo owodwa umelwa yizinhlamvu eziningi lubizwa ngokuthi uhlelo lokubhala olucashile noma olujule. Ukwenza isiboneolo, esiNgisini umsindo /f/ ungamelwa yizinhlamvu ezahlukeni, okuyilezi, f, ph noma gh njengasemagameni *for*, *phone*, nelithi *rough*. EsiZulwini, umsindo /f/ ngaso snke isikhathi umelwa wuhlamvu f.

Ucwaningo luyakhombisa ukuthi, uma kubekwa ezinye izimpawu zezilimi, kulula ukuba wungoti wokuhumusha olimini olunohlelo lokubhala olusobala kunolimi olunohlelo olucashile olufana nesiNgisi. Imiphumela yomehluko phakathi kokuba wungoti wohlelo lokubhala olusobala noma olucashile eminyakeni yokuqala ukufunda kuxoxwa ngayo kabanzi ocwaningweni luka-Aro noWimmer (2003) nolukaSeymour, Aro no-Erskine (2003) lwezilimi ezahlukeni kulabo bafundi abanetshisekelo yokwazi kabanzi.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Ukuthuthuka kwezinhlelo zokubhala ezahlukele ngesiZulu nesiSuthu kususelwa endleleni yokuhlukanisa amagama

Nakuba isiSuthu nesiZulu kuyizilimi ezinohlelo lokubhala olusobala futhi zihlobene (zombili zingena ngaphansi komndeni wezilimi obizwa ngokuthi yizilimi zaBantu), izinhlelo zokubhala zalezi zilimi ziyehlukana, ikakhulu uma kuziwa endleleni yokuhlukanisa amagama. Ngendlela abhalwa ngayo, amagama esiSuthu avamise ukuba mafushane uma eqhathaniswa namagama afanayo esiZulu. Uhlelo lokubhala lwesiSuthu lubizwa ngokuthi **uhlelo lokubhala olwehlukanisayo** kanti uhlelo olusetshenziswa yisiZulu lubizwa ngokuthi **uhlelo lokubhala oluhlanganisayo**. Umehluko Phakathi kwalezi zinhlelo usendleleni okwehlukaniswa ngayo amagama, nokuyinto eveza umlando wokubhalwa kwalezi zilimi.

Olunye lwezimpawu zolimi ezenza ukuthi izilimi zesiNguni zigcine zisebenzisa uhlelo lokubhala oluhlanganisayo yinguquko yonkamisa eyenzeka uma onkamisa belandelana egameni. Ukulandlelana konkamisa esiZulwini kungaholela ekulahlweni konkamisa, ukugaxwa kukasingankamisa (/w/ noma /y/) phakathi konkamisa, ukufaka usingankamisa esikhundleni sikankamisa (/w/ noma /y/), noma ukulumbana konkamisa (onkamisa ababili bayahlangana babumbe unkamisa omusha /a/ + /i/ > /e/ or /a/ + /u/ > /o/). Ake ubheke nazi izibonelo ezingezansi:

- **Ukulahlwa kukankamisa** wuhlelo lokukhipha unkamisa oyedwa esikhathini lapho onkamisa ababili belandelana egameni, njengoba kuboniswe ezibonelweni ezingezansi.

Isela lebe (< li-eb-e) imali.

- **Ukugaxwa kukasingankamisa** wuhlelo lapho kufakwa khona usingankamisa **y** noma **w** phakathi konkamisa ababili abalandelanayo egameni. Usingankamisa **y** simfaka ngaphambi konkamisa abaphambili [i] no- [e] kanti usingankamisa **w** ufakwa simfaka ngaphambi konkamisa abasemuva, okuyilaba [o] no- [u]. Ake sibheke lezi zibonelo ezingezansi.

Le nja ayikhonkothi (< a+i-khonkoth-i) ebusuku.

- **Ukufakwa kukasingankamisa esikhundleni sikankamisa** kungenzeka esikhathini lapho onkamisa ababili belandelana egameni. Le nqubo yenzeka uma unkamisa wokuqala ephezulu kunonkamisa wesibili eshadini lonkamisa. Usingankamisa **y** usetshenziswa ungene esikhundleni sonkamisa abaphambili, okungu- [i] no- [e] kanti usingankamisa **w** yena usetshenziswa ungene esikhundleni sonkamisa abasemuva, okungu- [o] no- [u]. Bhekisisa lezi zibonelo ezingezansi.

Imfene yehla (< i+ehl-a) esihlahleni.

UNdabezinhle wosa (< u+os-a) inyama.

- **Ukulumbana konkamisa** yinguquko yemisindo eyenzeka lapho onkamisa abalandelayo behlangana babumbe unkamisa omusha. Onkamisa **a** + **i** bayalumbana

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

bakhe unkamisa **e** kanti onkamisa **a + u** bona balumbana bakhe unkamisa **o**. Bhekisisa lezi zibonelo ezingezansi.

UThembi unemali (< u-na+imali).

Umalume unogandaganda (< u-na+ugandaganda).

Ukungavumeleki kokulandelana konkamisa egameni /VV/ olimini lwesiZulu kuletha izinselelo yokuhlukanisa amagama. Ukuba bekufanele sibhale igama elithi *nogogo* njengamagama amabili (nokuyinto efanele ngokohlelo lolimi) ingabe kufanele silibhale sithi, *no gogo* noma sithi, *n ogogo* okukanye sithi, *na ugogo*? The first two options would be incorrect because the particle word is *na* and the noun is *ugogo*. Indlela okubonakala sengathi ingacishe ibe ngconywa wukubhala sithi, *na-ugogo*, kodwa-ke, nalokhu bekungeke kwanelise ngoba ulimi olubhalwayo beluzokwehluka olimini olukhulunywayo bese kwenza ukufunda kube nzima nakakhulu. Izinkinga zokuhlukanisa amagama ezifana nalezi zaba nomthelela kubaqambi bohlelo lokubhala ukuze bagcine bebona kungcono bathathe indlela yokubhala ehlanganisayo, okwenza ukuthi amagama afana nalawa abhalwe njengegama elilodwa, yingakho sithi *nogogo*. Ukusetshenziswa kohlelo lokubhala oluhlanganisayo kwaba nomphumela wokuthi kube namagama amade nokwenza ukuqala ukufunda ngesiZulu kube wumqansa nenselelo (nakwezinye izilimi zesiNguni ngokunjalo). Bheka nasi isibonelo esingezansi esibonisa umehluko phakathi kwendlela yokuhlukanisa amagama ohlelweni lokubhala lwesiZulu nesiSuthu. Umusho wesiSuthu unamagama ayisithupha ekubeni umusho wesiZulu unamagama amabili nje kuphela.

IsiSuthu: *O na le dimelo tse kae?*

IsiZulu: *Uneminyaka emingaki?*

Ukuqhathanisa uhlelo lokubhala lwesiSuthu nolwesiZulu

EsiSuthwini (nakwezinye nje izilimi zesiSuthu) amagama avamise ukuba mafushane uma eqhathaniswa namagama esiZulu (nezinye izilimi zesiNguni). Njengoba sekuke kwachazwa, lokhu kungenxa yohlelo lokubhala oluhlanganisayo ezilimini zesiSuthu uma kuqhathaniswa nohlelo lokubhala oluhlanganisayo olusetshenziswa olimini lwesiZulu. Ngisho nezingxenye zolimi eziyizakhi (ezingewona amagama kodwa eziyingxenye yamagama) zibhalwa ngendlela ehlanganisayo (ngakho zibhalwa njengamagama azimele) esiSuthwini. Lokhu akuchazi ukuthi uhlelo lokubhala lwesiSuthu lunamaphutha, nohlelo lokubhala lwesiNguni luyanemba noma olwesiSuthu luyanemba bese olwesiNguni lunembe, okukanye kunohlelo lokubhala olungcono kunolunye. Ezilimini zombili, isiSuthu nesiZulu, kukhona izinselelo noma izinkinga. Izingqinamba phakathi kwegama elibhaliwe ngokohlelo lokubhala nalokho okuyigama ngokohlelo lolimi, sekwaholela ekutheni kwehlukaniswe phakathi kwegama kohlelo limi nangokohlelo lokubhala. Ngakho-ke kudingeka siqaphele ukuthi esiSuthwini kunezingxenye zamagama ezibhalwa njengamagama azimele kodwa ezingewona amagama

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

ngokohlelo lolimi (ikakhulukazi izakhi ezivame ukwandulela umsuka wesenzo), ngokwesibonelo izakhi zokuphika *ha-* kanye no *-sa-* nezivumelwano zikamenziwa, isakhi senkathi yamanje *-a-*, negama elingakwazi elikhomba ukwenzeka *-ka-* kanye nesakhi songumnini u *-sa-*.

Umusho wesiSuthu othi, *Sello o sa e hlapa (koloi)* ‘USello usayigeza (imoto)’ ubhalwa ube ngamagama amahlanu, kodwa izingxenye *o, sa no- e* yizakhi zohlelo lolimi kanti u- *hlapa* akalona igama ngokohlelo lolimi, kodwa yisiqu sesenzo esakhiwe yizakhi ezimbili *-hlap-a*. Lezi zingxenye ezine ezibhalwe ngokwehlukana ngokohlelo lokubhala lwesiSuthu, zindawonye zenza igama ngokohlelo lolimi, okuyilesi senzo; *o-sa-e-hlapa*.

Ngakolunye uhlangothi, kunezingxenye zolimi esiZulwini ezibhalwa njengegama elilodwa kodwa ezingamagama amabili noma ngaphezulu ngokohlelo lolimi. Ngokwesibonelo igama elingakwazi ukuzimela lesihlanganiso, na, egameni *na-abantwana*, elikhomba ukuthi into yenziwa ngani, u- nga emshweni *Ngisika nga-ummese > ngommese*, isibanjalo yi egameni *y(i)-indoda > yindoda*, isakhi sokuqhathanisa njenga- egameni *njeng(a)-imfene > njengemfene*, kanye nesibanjalo ngi- egameni *ng(i)-umuntu > ngumuntu*. Bhekisisa izibonelo zesiSuthu nezisiZulu ezingezansi.

EsiZulwini umusho othi, *UThemba ugawula ngembazo* ubunjwe ngamagama amathathu ngokohlelo lokubhala lolimi. Kodwa-ke, igama *ngembazo* lakhiwe ngamagama amabili ngokohlelo lolimi, okuyilawa *ng(a)* kanye (*i*)*mbazo*. Kungenxa yokulumbana konkamisa okwenzeka phakathi kukankamisa a wesakhi *ng(a)* kanye nonkamisa i webizo (*i*)*mbazo* abalumbanayo ukuze kubumbeke igama elithi, *ngembazo* nelibhalwa njengegama elilodwa naphezu kokuthi u- *nga no- imbazo* kungamagama amabili ahlukene ngokohlelo lolimi.

Nakuba kungaba yinto enhle ukulungisa izinhlelo zokubhala zalezi zilimi endleleni ezehlukana ngayo amagama ngoba kubonakala kunamaphutha, ukusebenzisa le migomo yohlelo lokubhala iminyaka ngeminyaka eyedlule kwenza ukuthi kube yinselelo enkulu ukuguqula le migomo yohlelo lokubhala ngesikhathi samanje. Masikhumbule nokho ukuthi amaphutha ezinhlelweni zokubhala akhona kuzo zonke izilimi, ngakho kufanele sikwamukele okungamaphutha kuzo zombili lezi zinhlelo zokubhala. Ngakho isiSuthu nesiZulu akuzona zombili kuphela izilimi ezehlukile kulokhu.

Ukuhlukaniswa kwamagama ngokohlelo lolimi okunembayo uma kukhonjiswa ohelelweni lokubhala kuba nomthelela ezingeni lobumzima bokuba ngungoti ohlelweni lokubhala oluthile. Ulimi lwesiSuthu nolwesiZulu ziletha izinselelo ezithile kulolu daba kwazise amagama ngokohlelo lokubhala kawavamisile ukuqondana ngqo namagama ngokohlelo lolimi kulezi zilimi zombili.

Ekufundeni nasekubhaleni sigxila emagameni asisiqeshini esibhaliwe. Kodwa-ke, ukuze kufundiswe ukufunda, igama lingahlukaniswa izingxenye ezincanyana ngezindlela ezintathu, okuyilezi: (i) amalunga, (ii) amafonimi kanye (iii) izakhi, njengalokhu kukhonjiswe ezibonelweni ezingezansi:

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogola wokufundisa ukufunda

		Isenzo	Ibizo
(i)	Amalunga	/ngi/sa/the/ngi/sa/	/u/lu/pho/ndo/
(ii)	Amafonimi	/ng/i/s/a/th/e/ng/i/s/a/	/u/l/u/ph/o/n/d/o/
(iii)	Izakhi	Ngi-sa-theng-is-a	u-lu-phondo

Ukwehlukanisa amagama ngamalunga nangamafonimi kanye nokwazi ukusebenza ngalezi zakhiwo zolwazi lohlelo lwemisindo nokufundisa nokufunda imisindo ayiminxa ebalulekile yokufundisa ukufunda.

Ngakolunye uhlangothi, isifundo sezakhi sihlobene nolwazi ngezakhi kanti naso sibalulekile ekufundiseni ukufunda, ikakhulukazi ezilimini ezihlanganisayo ngohlelo lwazo lokudibanisa izakhi ukuze kuphume amagama amasha (njengesisiSuthu nesiZulu). Ezilimini ezihlanganisayo amagama avamise ukuba made futhi abe yinkimbinkimbi. In agglutinating languages words tend to be long and morphologically complex. The meaning of words can be modified or extended by affixation (addition of morphemes) to words. The Nguni languages (isiZulu in particular) have long words in written language because of the conjunctive orthography. Morphology is known to have a profound impact on vocabulary building and meaning making in a text. Ezilimini ezihlanganisayo amagama avamise ukuba made futhi abe yinkimbinkimbi ngokohlelo lwezakhi. Incazelo yamagama ingaguquka noma yengezeke ngenxa yokwengezwa kwezakhi emagameni. Izilimi zesiNguni (ikakhulukazi isiZulu) zinamagama amade ngenxa yohlelo lokubhala olunhlanganisayo. Isifundo sezakhi saziwa ngokuba nomthelela omkhulu ekwakhiwe kolwazimagama nokwakhiwa kwencazelo emibhalweni.

Nakuba amalunga namafonimi kungaqukathi ncazelo kuzihambela kodwa, izakhi zona ziqukatha izincazelo ezithile. Qaphela nokho ukuthi izakhi azinazo izincazelo ezizimele, zinezincazelo eziphathelele nohlelo lolimi. Yiziqu nemisuka kuphela okuqukatha izincazelo ezigcwele.

Uhlelo lokubhala oluhlukanisayo noluhlanganisayo lwesiSuthu nesiZulu lunomthelela ekuthuthukeni kokufunda ngomlomo ngokuqephuza (ORF) kulezi zilimi. Njengoba kuchazwa eSahlukweni 6, amazinga noma isivinini sokufunda ngokwenani lamagama afundwa ngokunemba ngomzuzu (phecelezi, *wcpm*) awefani kulezi zilimi zombili, njengalokhu kukhonjiswe ezilinganisweni zamazinga eBangeni 2 nelesi-3. Ngokwesibonelo, ngokuphela kweBanga 2, izilinganisano zamazinga eziphansi esiSuthwini ngamagama angama-40 aphinyiswa kahle ngeomzuzu kanti kanti esiZulwini ngamagama angama-20 kuphela ngomzuzu. Yize noma uma ukha phezulu kubukeka sengathi abafundi besiZulu beBanga 2 bafunda ngesivinini esinensayo kunabalingani babo abafunda isiSuthu, eqinisiweni bafunda izinhlamvu eziningana ngegama ngalinye ngoba isiZulu sinamagama amade kunamagama esiSuthu.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Isiphetho

Lesi sahluko besigxile ezinhlelweni zokubhala ezisebenzisa izinhlamvu zokubhala (izinhlelo zokubhala) kanye nakumehluko phakathi kwendlela izinhlamvu ezingama-26 zohlelo lwezinhlamvu lwaseRoma ezibumbana ngayo ukubhala amafonimi ezilimini ezahlukene. Umehluko phakathi kohlelo lokubhala oluhlukanisayo noluhlanganisayo lwesiSuthu nolwesiZulu kuxoxiwe nangawo, kususelwa endleleni lezi zilimi ezihlukanisa ngayo amagama lapho zibhalwa.

Imisebenzi yokuzihlola

Lena yimisebenzi yokuhlolwa esheshayo esiza ukuhlola ukuthi uqondisise kangani amagama okuxoxwe ngawo kulesi sahluko nokuthi uyawuqonda yini umphumela wawo la magama ekufundiseni ikhono lokufunda.

Qaphela: Amacebiso ale misebenzi yokuzihlola anikeziwe eSengezweni esisekupheleni kwale mojuji. Uma uthole amamaki angaphansi kwayisi-6/8 (75%) kule mibuzo, uyelulekwa ukuthi uphinde usifunde lesi sahluko ukuze uqinise ulwazi lwakho.

1. Esitatimendeni ngasinye kwezingezansi, bhala **igama (noma amagama) elifanele elishiyiwe.** (6)

- a) Izinhlelo zokubhala zihlukaniswa kabili, kanye kusekelwe ekuhlobaneni kwamafonimi nezinhlamvu eziwamelayo uma kubhalwa. (2)
- b) Amagama athi asho imithetho yokubhala olimini oluthile. (1)
- c) Ngenxa yezindlela isiSuthu nesiZulu ezehlukanisa amagama ngayo lapho zibhala, lezi zilimi zibizwa ngokuthi zinohlelo kanye (2)
- d) Ukufunda yimfuneko yokuthuthukisa isivini sokufunda. (1)

2. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esiyiphutha.** (1)

- a) Esinye sezizathu ezinqala zokuthi izilimi zesiNguni zisebenzise uhlelo lokubhala oluhlanganisayo yizinguquko ezenzeka uma kulandelana onkamisa olimini.
- b) Uhlelo lokubhala olusobala ngokuphele kungaba yilolo lapho izinhlamvu nemisindo yolimi kuqondana ngqo ngamaphesenti ayi-100.
- c) Isizathu esenza isipelingi sesiNgisi sibe nzima wukuthi sinohlelo lokubhala olucashile.
- d) Ekupheleni kweBanga 2 abafundi beseiSuthu kufanele babe sebefunde amagama amaningi kunabafundi beseBanga 2 abafunda isiZulu ngoba bafunda ngokushesha.
- c)

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

3. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esishaya emhlohlweni**. (1)
- d) Isenzo sesiZulu esithi, *ngithengisa* sakhawe yizakhi ngi-, -theng-, -is- no- -a.
 - e) Ulwazi lwezakhi alubalulekile kakhulu kunolwazi lokulandelana kwamagama emshweni ekwakhweni kolwazimagama.
 - f) Amafonimi anencazelo.
 - g) Kulula ukufunda ngolimi olunohlelo lokubhala oluhlanganisayo ngoba kunamagama ambalwa owahumushayo.

ISAHLUKO 5: UKUHUMUSHA AMAGAMA NOKUFUNDA NGOMLOMO NGOKUQEPHUZA

Isingeniso

(Bheka iMojuli 3 ukuze uthole ulwazi olubanzi ngokufunda ngomlomo ngokuqephuza ekuhumusheni.)

Lesi sahluko sibheka ukuhunyushwa kwamagama ezingeni lokuqalisa ukufunda bese sidlulela ekuphuculeni ukuhumusha okubizwa ngokuthi ukufunda ngomlomo ngokuqephuza. Sichaza izingxenye zokuqephuza nobudlelwane phakathi kokufunda ngomlomo ngokuqephuza nokufunda ngokuqondisa. Siphetha ngokuxoxa ngezilinganiso zamazinga okufunda nokuthi kungani zibalulekile ekuqapheni ukuthuthuka kwamakhono okufunda ezingane.

Ngokufunda ukufunda amagama

Ngenkathi izingane zifunda imisindo yezinhlamvu, zingasebenzisa lolo lwazi ukuhlanganisa izinhlamvu ukuze zakhe amagama. Ngomsindo wohlamvu ngamunye abawufundayo bangafunda ukufunda amagama angeziwe, bakhuphule futhi bandies amakhono abo okuhumusha. Ngokuzejwayeza bazofunda ukunaka amagama ngokushesha futhi bazoqala ukubona amaphethini ezinhlamvu emagameni (isb. ezinhlamvini s kanye a bazobona u- sa, ezinhlamvini ng, x, w bazobona u- ngxw), okuzobenza bahlaziye izinhlamvu kanye nengxube yezinhlamvu ezihlangane zaba zinde bazihlanganise zibe ngamalunga kanye namagama, nokushesha isivinini sabo sokufunda amagama.

Amazwi athi, ‘**amagama okubonwayo**’ avamise ukusetshenziswa esifundweni sokufunda ngenhloso yokubhekisa emagameni izingane ezifunda ukuwafunda ngokuwabuka, kodwa la magama angasetshenziswa ngezindlela ezimbili. Ngokujwayelekile asetshenziswa ezilimini ezinohlelo lokubhala olucashile (olujulile) ukubhekisa amagameni angahumusheki kalula ngokwemithetho yokubhalwa kwalolo limi. La magama abuye abizwe ngokuthi ngamagama angajwayelekile noma angayilandeli imigomo yolimi, isb. amagama esiNgisi afana nalawa; *eye, through, Wednesday nelithi island*. Umfundi oseqala ukufunda ulimi lwesiNgisi uzokuthola kunzima ukuphimsa la magama ngoba awayilandeli imigomo ejwayelekile yokubhalwa kolimi lwesiNgisi. Izingane zingawafunda njengamagama okubonwayo, zifunde ukweyamanisa indlela abhalwa ngayo nendlela aphinyiswa ngayo. Izilimi zendabuko yase-Afrika azinawo amagama okubonwayo ngoba izinhlalo zazo zokubhala zisobala – ‘lokhu okubonayo yikona kanye okuphimsayo’.

Indlela yesibili yokusebenzisa la magama ‘amagama okubonwayo’ yeyamaniswa nezikhawu la magama ahlale ebonwa ngazo nafundwa ngazo. Ngaleyo ndlela, amagama okubonwayo asho inqubo yokufunda ngokunaka izinhlamvu egameni elijwayele ukubonakala nokuthi liphinyiswa kanjani kanye nokuthi lifundeka ngokushesha ngaphandle kokuphimsa amalunga noma imisindo ngakunye ngakunye. Ngokusebenzisa le nqubo, izingane ziqala ukuhlonza la magama ngokushesha ngaphandle kokuphimsa igama ngalinye ngalinye ngoba sebeqala ukubona amaphethini ezinhlamvu.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogola wokufundisa ukufunda

Kubalulekile ukwehlukana phakathi 'kwamagama okubonwayo' kanye 'namagama asetshenziswa njalo'. Ezilimini zendabuko yase-Afrika awekho amagama okubonwayo angempela (ngenxa yokuthi izinhlelo zokubhala zalezi zilimi zisobala) kodwa amagama asetshenziswa njalo angafakwa engqondweni ukuze kwenziwe uhlelo lokufunda lusheshe.

Ongoti bezekhono lokufunda bavamise ukweluleka othisha ukuthi basize abasaqalisa ukufunda ukuthi bafunde ngamagama asebenza njalo olimini ngoba lokhu kuzoshesha isivini sokufunda, kukhulule inkumbulo bese kusiza ekufundeni ngokuqondisisa. Kujwayeleke ukuthi abafundi belulekwe ngokuthi baqale ngokufunda amagama amafushane nasetshenziswa kakhulu. Kungabazuzisa abafundi ukufunda iningi lamagama asebenza njalo olimini lwesiZulu afana nalawa, *uma, nxa, na?, mina, wena, thina, nina, la, le, lo*. Nokho-ke, kubalulekile ukuthi abafundi bazi imisindo eyamaniswa nala magama, ngale kwalokho bazowafunda nje njengamalogo noma izithombe ngaphandle kokuqonda imigomo yokubhalwa kolimi eyisisekelo sokubhalwa kwala magama.

Ukufunda (Ngomlomo) Ngokuqephuza

Ukufunda ngomlomo ngokuqephuza (ORF) yikhono lokufunda ngokunembayo, ngokushesha nangephimbo noma iphrosodi efanele (Rasinski, 2003), usebenzisa izwi, nephimbo ngendlela efanayo nolimi olukhulunywayo.

Ukuze bakuqondisise lokho abakufundayo, abafundi kumele bakwazi ukufunda ngokunembayo, ngokuqephuza nangesivini esifanele ibanga abalifundayo. Isivini (noma ijubane) sokufunda sincike ezingeni lobudala noma lokufunda lengane kanjalo nolimi oluthile kanye nohlelo lwalo lokubhala. (Kukuwo umunxa wokufunda ngomlomo ngokuqephuza lapho sibona khona umehluko phakathi kwezinhlelo zokufunda ezicashile noma ezisobala kanye nezihlukanisayo/ezihlanganisayo.) Abafundi baqala bafunde ngokunensa nakanzima, benze amaphutha endleleni futhi bafunde ngendlela enokuhiqiza. Ngokuzejwayeza baqala ukunaka izimo zezinhlamvu bese bezihlanganisa ukuze benze amagama, ukufunda ngokunemba kuya ngokuba ngcono (benza amaphutha ambalwa), bafunda ngaphandle kokuhiqiza bese nesivini sabo sokufunda sikhuphuka.

Ukufinyelela ezingeni elifanele lokufunda ngokuqephuza uma ufunda ngomlomo noma buthule kubalulekile. Kule ngxoxo sigxila ekufundeni ngomlomo ngokuqephuza ngoba kulula ukuqapha nokuhlola ukufunda ngomlomo ngokuqephuza. Ngaphezu kwalokho ukudlulela ekufundeni buthule kuvamise ukuqala eBanga 3. Ngenxa yokuthi ukufunda ngokuqephuza kubalulekile ekufundeni ngokuqondisisa, kubalulekile ukuthi siwubheke lo munxa wokufunda. Ngenkathi umfundi enezingqinamba ezinkulu zokufunda, indawo esebenza ukukhumbula ihlala imatasa nokuhumusha bese ingabi nandawo yokufunda ngokuqondisisa. Ngakho-ke, kubalulekile ukuthi abafundi bakwazi ukufunda ngokuqephuza okulingene ibanga labo kuwo wonke amazanga.

Ukufunda ngokuzenzakalelayo

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Ngenkathia abafundi behlangana njalo namagama athile, la magama bagcina bewajwayela futhi bewazi kanti bayakwazi ukunaka imisindo yamagama ehambisanayo (njengalawa *sivukile*, *sibonile*, *sifikile*) bese bethuthukisa ulwazi olunembayo noluqondene ngqo namagama athile, okwenza ukufunda kusheshe futhi kuzenzakalele. Lokho kukhulula ingxenyane yenkumbulo ukuze ikwazi ukusebenza ngokuqondisisa esikhundleni sokugxila ekuhumusheni uhlamvu lwagama ngalunye ngalunye.

Uma kusaqala, ukufunda ngokunemba kukhula kuqala kunesivinini. Ngenkathi abafundi sebeqala ukufunda amagama ngesivinini esikhulayo (ucwaningo lwezilimi ezisebenzisa uhlelo lokubhala lwezinhlamvu zikhombisa ukuthi lokhu kucela kuma-95%) emuva kwalokho isivinini siyaqala ukukhuphuka. Ukuzejwayeza kubalulekile ekufundeni — ngenkathi izingane zifunda kakhulu, ukufunda kwazo kuya ngokunemba futhi kuzenzakalele. UDehaene (2009:204) ulubiza lolu hlelo ngokuthi ukuhumusha okuncukumbili nokwenzeka kanyekanye, *i-parallel decoding*. Uyakugcizelela ukuthi ofundayo uthuthukisa ikhono lapho kuxhumana izinzwa zobuchopho ngesikhathi esisodwa ezingxenyeni ezahlukene zobuchopho lapho izincazelo nokuphinyiswa kwenzeka khona. Le nqubo yenzeka ngokushesha ngangokuthi abantu baze benze iphutha lokucabanga ukuthi kungukunaka igama ngokushesha kanti kungukucutshungulwa kolwazi ebuchosheni ngokushesha okukhulu. Akukhathalekile ukuthi ukuthuthuka kokufunda ngokuzenzakalelayo kwenzeka kanjani, okubalulekile wukuqonda ukuthi kwenzeka ngokufunda kahle nanjalo futhi kubalulekile ukuze kukhulule ukusebenza kwenkumbulo ukuze igxile ekufundeni ngokuqondisisa esikhundleni sokuhumusha.

Abalandeli bendlelande yokufunda Yolimi Oluphelele bavamise ukuthi ukufunda ‘kungumdlalo wokuqagela’ kodwa ucwaningo lukhombise kaningi ukuthi loku akulona iqiniso. Eqinisweni ukufunda kungumsebenzi wobuchopho oqondile nonembayo kanti imifanekiso ephuma kubuchwepheshe be-fMRI nemishini elandelela ukusebenza kwamahlo ikukhombisa ngokucacile lokhu – abanekhono lokufunda bavame ukuzikha phezulu izinhlamvu ezisegameni, noma bekwenza lokhu ngokushesha okukhulu, ngamamilisekhondi. Ngabafundi abantekenteke kuphela abaqagela amagama ngesikhathi befunda ngoba abanalo ulwazi olwanele lwemisindo yezinhlamvu namakhono okuhumusha abenza bakwazi ‘ukuhumusha’ igama.

Ucwaningo lukhombisa ngokungaphezi ubudlelwane obuqonile phakathi kwamaphuzu okufunda ngomlomo ngokuqephuza nokufunda ngokuqondisisa. Izingane ezifundisela ezikufundayo yilezo ezifunda ngokuqephuza. Izingane ezifunda ngokunganembi nangokunensa yizingane ezinobunzima bokufunda ngokuqondisisa.

Lokhu **akuchazi** ukuthi othisha kufanele benze abafundi ukuthi bafunde basheshe. Ukukhula kwesivinini sokufunda kwenzeka ngenxa yokuzejwayeza. Ngenkathi abafundi befunda kakhulu abamancane amaphutha abawenzayo futhi kuba ngcono ukufunda kwabo amagama, nokubenza bakwazi ukufunda ngokushesha kangcono. Ngakho-ke othisha kufanele baqinisekise ukuthi abafundi bathola isikhathi esiningi sokuzejwayeza ukufunda amagama nezindatshana noma iziqeshana zemibhalo efundwa kuzwakale befunda ngababili noma ngamunye. Ngale ndlela, othisha balekelela abafundi ukuze babe ngabahumushi abanamakhono engeziwe. Ukunika abafundi beBanga 1 nelesi-2 umsebenzi wasekhaya

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

wokufunda nsuku zonke lapho befundela kuzwakale umnakekeli noma izingane zakwabo ezindadlana nakho kubalulekile ekuzejwayezeni nasekuthuthukiseni amakhono okuhumusha ngaphandle kwegumbi lokufundela. Uma ngabe uthisha engenazo izincwajana eziningi ngesiZulu ekilasini lakhe ezingasebenza njengezinsiza zomsebenzi owenziwa ekhaya, angasebenzisa isu lokuzisungulela izinsiza ngokwenza uhlelo lwamagama asetshenziswa njalo angaba ayi-10 aqukethe imisindo esifundisiwe noma iziqeshana zombhalo onemisho emi-3 kuya kwemi-4 ehlelwe yaba yisigatshana yase iphrintwa njengamafleshikhadi alaminethiwe.

Ucwaningo lukhombisa ukuthi abafundi abanengqinamba yokuhumusha basalela emuva ngokwentuthuko yokufunda Esigabeni Esiyisisekelo, kanti igebe liyakhula phakathi kwabo nabalingani babo abazuza amakhono amahle okuhumusha. Leli khono likhula libe yilokhu osekwaziwa namuhla ngokuthi yi-Matthew effect. Igama elithi ‘Matthew effect’³ lafika noKeith Stanovich (1986) nayeqonde ngalo emphumeleni owakhelekayo wokusebenza kwabafundi ekufundeni. Abafundayo abasebancane abafunda kahle bavamise ukufunda njalo nakakhulu bese bephenduka abantu abafunda kangcono ngenkathi abafundi abantekenteke befunda kancane kancane futhi begcina besalela emuva kakhulu kubalingani babo abaphumelela kahle. Amakhono okuhumusha alaba bafundi abantekenteke ekufundeni abanomthelela kwezinye izingxenye zezifundo, njengokwakha ulwazimagama nokufunda ngokuqondisisa nokuyinto egcina inomthelela ekuzethembeni kwabo nokukhuthazeka ukufunda. Abafundi abaningi abangabi ngabafundi abanekhono eminyakeni yabo Esesigabeni Esiyisisekelo baba nenkinga nokufunda kwabo kanti iningi labo alisiqedi isikole. Ukufundisa ukufunda ngezina eliphanzi kunemiphumela emikhulu nehamba ibanga elide kakhulu ethinta ukukhuthazeka, ukucabanga nokuziphatha ekufundeni nasezifundweni jikelele. Ngakho kubalulekile kothisha abafundisa ukufunda ukuthi baqaphe inthuthuko yokufunda yabafundi babo, bashesha bahlonze izinkinga zokufunda bese besiza izingane ukuthi zizixazulule.

Ukuhlolwa kokufunda kwabasaqala

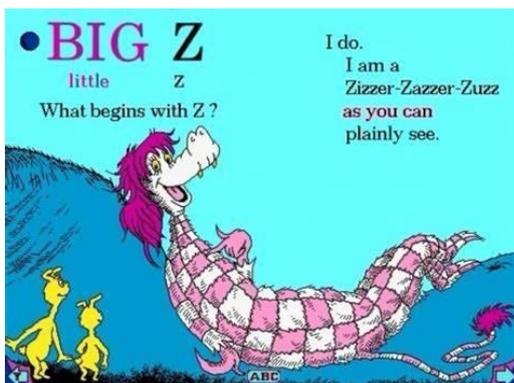
Ukuhumusha kungahlolwa ezingeni lohlamvu nasezingeni legama. Njengoba kuxoxiwe eSahlukweni sesi-3, ngesikhathi abafundi bephothula Ibanga 1 kulindeleke ukuthi bakwazi ukufunda kahle izinhlamvu ezingama-40 ngomzuzu owodwa.

Abafundi bangaphinda bahlolwe ezingeni legama eBanga 1 nelesi-2 ngokubanika uhlu lwamagama angama-40 noma acela lapho abangawafunda ukusuka kwesokunxele ukuya kwesokudla eshadini. Uhlu olunjalo luzoqala ngamagama alula, avamile futhi amafushane, kodwa amagama aye ngokuba made eshadini. Lo msebenzi ungakalelwa isikhathi, kunikezwe abafundi umzuzu owodwa (1) ukuze bawafunde la magama ukuze kubonakale ukuthi ukuthi bangawafunda kahle kanganani. Ukuqina kwamakhono abo okuhumusha, kuzobenza bafunde amagama amaningi ngendlela enembayo ngesikhathi abasinikiwe.

³ Leli gama lisuselwa ngqo evangelini ngokukaMathewu eThestamentini Elisha: “Ngokuba yilowo nalowo onakho, okuningi uyokunikwa abe nkuningi; kodwa lokho ongenakho, ngisho nalokho anakho uyophucwa kona.” (NgokukaMathewu 25:29).

Ngenkathi uhlola abafundi ezingeni lamagama kuyasiza nokufaka namagama angenzi mqondo noma amagama abhedayo. Igama elibhedayo (esingabuye sithi igama elingenzi mqondo) libunjwa yimisindo elandelanayo ngendlela evumelekile futhi nesakhiwo salo sibonakala silandela imigomo yolimi ngokwesakhiwo nangendawo yalo, kodwa yigama elibhedayo noma elingenzi mqondo ngoba alinancazelo eyaziwayo. Amagama abhedayo angamagama angaba khona, kodwa awekho. Ngokwesibonelo, esiNgisini igama elithi *google* kwakuyigama elibhedayo ngaphambi kokusungulwa kochungechunge lobuxhakaxhaka bokuxhumana, kodwa-ke kusukela ngonyaka we-1998 ngenkathi liqanjwa, seliphenduke igama elisetshenziswa kakhulu esiNgisini! Izibonelo zamagama abhedayo esiZulwini kungaba yilawa; *intuko, amabethe, bayahlihla, sicufile*. Wonke la magama ayahambisana nesakhiwo semisindo nezakhi zolimi lwesiZulu, kodwa-ke, ngoba awanayo incazelo, abizwa ngokuthi amagama abhedayo. Amagama abhedayo akhombisa ngendlela enemayo ukuthi yibaphi abafundi abanamakhono amahle okuhumusha nokuthi yibaphi abangenawo la makhono, ngenxa yokuthi ngokuwasebenzisa la magama uhlola ikhono labafundi lokuhumusha igama ngokwemisindo elakhile.

Amagama abhedayo angasetshenziswa ngendlela yokudlala ukucija noma ukuhlola intuthuko yabafundi nenqubekela phambili ekufundeni. Ngesinye isikhathi osonkondlo bangafaka amagama abhedayo emibhalweni yabo ukuletha imiphumela emihle. La magama abhedayo ukwakha isimo sokudlala noma sokuhlekisa. Umbhali wezincwadi zezingane odumile esiNgisini, uDokotela Seuss, izincwadi zakhe ziqukethe amagama abhedayo anomthelela ekutheni zibe negidigidi, ezifana nezinalezi zihloko, *There's a wocket in my pocket* noma *Zizzer-Zizzer-Zuss*, isilwane esingajwayelekile esihlala ehlathini encwadini yakhe yezinhlamvu zokubhala esihloko sithi, *The Big Z*.



Ukufunda ngomlomo ngokuqephuza (ORF) kuvamise ukukalwa ukusuka eBangeni 2 kuya phambili, uma abafundi sebethuthukise amakhono okuhumusha ayisisekelo olimini lwabo. Indlela evamisile yokukala ukufunda ngokuqephuza wukunika abafundi isiqephu esifanele ibanga lab obese ucela ukuthi basifunde kuzwakalae ngomzuzu o-1. Wonke amaphutha enziwa ngesikhathi sokufunda ayabalulwa ekhophini yesiqephu nguthisha. Uma sewudlulile umzuzu owodwa, uthisha ubuza umfundi ukuthi ayeke ukufunda, ambonge bese emtshela ukuthi abuyele edeskini lakhe. Ngemuva kwalokho isamba samagama awafundile ngomzuzu siyaqoshwa, inani lamaphutha liyasuswa emiklomelweni ayitholile, bes inani lamagama

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

afundwe *kahle* ngomzuzu (wcpm) enza amaphuzu okufunda ngokuqephuza umfundi awatholile.

Imiklomelo yokufunda ngomlomo kuzwakale ihlezi ibalwa ngamagama ngokohlelo lokubhalwa kolimi (ngendlela abhalwa ngayo ngokohlelo lokubhalwa kwalolo limi) hhayi amagama ngokohlelo lolimi.

Imiklomelo yokufunda ngomlomo ngokuqephuza aqondene nolimi ngoba ubunkimbinkimbi bohlelo lokubhala, ubude bamagama nobunkimbinkimbi bezakhiwo buyehlukahlukana phakathi kwezilimi kanti lezi zimpawu zinomthelela ekufundeni ngokuqephuza kwabasaqalisa ukufunda. Nakuba uhlelo lokubhala olusobala lwezilimi zendabuko yase-Afrika zenza lula ukuhumusha nokufunda ngokuqephuza ngezikhathi ezithile, amagama amade namagama anezakhi eziningi kulezi zilimi kuphonsa izinselelo kwabasaqala ukufunda. IsiNgisi, ngakolunye uhlangothi, sinamagama amafushane kanti isakhiso samagama aso asiyona inkimbinkimbi nokwenza kubelula ukusifunda, kodwa uhlelo lwaso lokubhala lucashe kakhulu nokwenza izingqinamba zokufunda kwabasaqala ukufunda. Nokho-ke, ngisho nasezilimini ezisobala, imiklomelo yokufunda ngomlomo ngokuqephuza izokwehluka. Ngakho-ke, njengothisha kumele uqaphele izilinganiso zamazinga okufunda ngokuqephuza zihluke kakhulu esiZulwini nasesiSuthwini.

Izilingani zokufunda ngesiZulu nesiSuthu Esigabeni Esiyisisekelo naSesigabeni Esiphakathi Nendawo

Izilinganiso ngamazinga noma imiklomelo esetshenziswayo ukukala inqubekela phambili yezingane emkhakheni othile onjengokufunda. Idatha yocwaningo ebonisa ukuthi izingane ziyehlukana ngokunemba, amazinga okufunda nokufunda ngokuqondisisa emabangeni ahlukene kungasiza ukukhokhombisa izilinganiso. Uma kuhlolwe inani labafundi elikhulu, ayakhula amazinga okwethembeka kwalezi zilinganiso asuselwe eminingwaneni. Ulwazi noma idatha yocwaningo isiza labo ababandakanyekayo ekufundeni ukuthi babone isithombe esikhulu njengokuhlaziywa kolwazi zingabonisa ukuthi ngubani ongaqonda imibhalo noma cha, nokuthi ulwazi lwabo lwezinhlamvu noma imiklomelo yokufunda ngokuqephuza ime kanjani.

Izinzuzo zokuba nezilinganiso ohlelweni lwemfundo zishiwo ngamafuphi emqulwini osihloko sithi, *Benchmarks Report: Sesotho-Setswana Early Grade Reading* (Wills nabanye 2022) ngendlela elandelayo:

Izilinganiso kanye neziqalo zingaba nomthelela **kumbono ofanayo** ngokuthi ukufunda ngempumelelo kunjani emabangeni athile. Zinika **iqophelo** okufanele othisha bakale amakhono abafundi okufunda nokuhlonza ngokushesha abafundi abasengozini yokuthi bangase bangakwazi ukufundela ukuqondisisa uma befika eminyakeni eyi-10 yobudala. Lokhu kuphinda **kusekele ukungenelela ngokulungisa** besebancane. Zisiza ukwakha uhlaka lokulawula izingabunjalo ohlelweni lwezemfundo ukuze inani elikhulu labafundi lingacini lishiywa eziya encemeni.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Ukufunda ngokuqephuza kubalulekile ekuthuthukiseni ukufunda ngokuqondisisa ngakho kubalulekile ukuhlola ukwejwayela ukufunda ngokuqephuza kwabafundi Bezinga Eliyisisekelo ukuze uqinisekise amazanga okuthuthuka owafisayo. Izilinganiso zokufunda ngokuqephuza ezilimini zesiNguni zingabonwa emqulwini othi, *Summary Report: Benchmarking early reading skills in Nguni languages* obhalwe ngu-Ardington nabanye (2020). Le mibiko yeZilinganiso ingatholakala ekhelini lesizindalwazi elingezansi:

<https://www.education.gov.za/Resources/Reports.aspx>

Njengoba kuke kwabalulwa, izilinganiso zemisindo yezinhlamvu okumele zibe sezifundiwe ngokuphothulwa kweBanga 1 ziyafana kuzo zonke izilimi zaseNingizimu Afrika, okuyimisindo engama-40 ngomzuzu. Lokhu kungenxa yokuthi zonke zisebenzisa uhlelo lwezinhlamvu zokubhala zaseRoma. Nokho, izilinganiso zezinhlamvu eBangeni 2 nelesi-3 phakathi kwezilimi zesiNguni nezesiSuthu ziyehlukana. Ukuqhathanisa phakathi kwenani lamagama eziqephu ezifanayo esiZulwini nasesiSuthwini kukhombisa ukuthi iziqephu zesiSuthu zinamagama (ngokohlelo lokubhala) angaphezulu cishe ngama-55% kunesiZulu. Ngenxa yalesi sizathu, ukufunda ngomlomo ngokuqephuza kwabafundi besiSuthu kungaphezulu kunokwabafundi besiZulu.

Ithebula 1 liqoqa imininingwane yezilinganiso yazo zombili izilimi. Lawa ngamazanga amancane okufanele izingane zifinyelele kuwo ekupheleni kwamabanga ahlukenene, okusho ukuthi uma umfundi ehluleka ukufika kula mazinga, angase aqhubeke kancane kakhulu ukuya phambili.

Ithebula 1: Izilinganiso zokufunda zabafundi besiZulu nesiSuthu

ISIGABA ESIYISISEKELO		
IBANGA 1		
	IsiZulu	IsiSuthu
Izinhlamvu ezifundwe ngokunembayo esikhathini esiwumzuzu owodwa ngokuphela kweBanga 1 (lcpm)	40	40
IBANGA 2		
Ulimi:	IsiZulu	IsiSuthu
Amagama asesiqeshini afundwe ngokunembayo esikhathini esiwumzuzu owodwa ngokuphela kweBanga 2 (wcpm)	20	40

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

IBANGA 3		
Ulimi:	IsiZulu	IsiSuthu
Amagama asesiqeshini afundwe ngokunembayo esikhathini esiwumzuzu owodwa ngokuphela kweBanga 3 (wcpm)	35	60

Isiphetho

Lesi sahluko besibheka ukuthuthuka kokuhumusha njengalokhu kusuka olwazini lwezinhlamvu zokubhala kuya ekuhlanganiseni imisindo ukuze abafundi bafunde ukufunda amagama engqikithini nangaphandle kwengqikithi. Sichaze ukufunda ngomlomo ngokuqephuza nokuhlobana kwako okubalulekile nokufunda ngokuqondisisa, saphinda sachaza ngendlela yokukala ukufunda ngomlomo ngokuqephuza. Isahluko sigcizelele ukubaluleka kokuhlolwa ukuze kuqashwe ukuthuthuka kokuhumusha emazingeni esisekelo okufunda ukufunda ukuze abafundi abanezingqinamba zokufunda bazosheshe babonakale bese belekelelwa ukuze banqobe lobu bunzima. Isahluko siphetha ngengxoxo yezilinganiso zokufunda zakamuva zabafundi besiZulu nabesiSuthu.

Imisebenzi yokuzihlola

Lena yimisebenzi yokuhlolwa esheshayo esiza ukuhlola ukuthi uqondisise kanganani amagama okuxoxwe ngawo kulesi sahluko nokuthi uyawuqonda yini umphumela wawo la magama ekufundiseni ikhono lokufunda.

Qaphela: Amacebiso ale misebenzi yokuzihlola anikeziwe eSengezweni esisekupheleni kwale moju. Uma uthole amamaki angaphansi kwayisi-6/8 (75%) kule mibuzo, uyelulekwa ukuthi uphinde usifunde lesi sahluko ukuze uqinise ulwazi lwakho.

1. Esitatimendeni ngasinye kwezingezansi, bhala **igama (noma amagama) elifanele elishiyiwe.** (6)

a) Izingxenywe ezintathu zokufunda ngokuqephuza yilezi , kanhye (3)

b) Igama elithi lisetshenziswa ukubhekisa egameni elingeke lihushunywe ngokuphelele kulandelwa imithetho yohlamvu nomsindo yalolo limi. (1)

c) Abafundi bafika ezingeni ngemuva kokuhlangana njalo namagama afanayo, lapho beze bewajwayela la magama bese bewabona ngokushesha. (1)

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

- d) Abaseki bendlelande yokufunda bavamise ukubona ukufunda njengomdlalo wokuqagela nakuba ubufakazi bocwaningo bungaweseki lo mbono. (1)
2. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esiyiphutha**. (1)
- a) Umfundi osaqalisa ukufunda, ofunda amagama abhedayo ngokunembayo, ubonisa ngendlela ethembekile kumfundi ukuthi uwumfundi onamakhono amahle okuhumusha.
- b) Ukufunda ngomlomo ngokuqephuza kukalwa ngenani lamagama ngohlelo lolimi afundwa ngokunembayo ngomzulu owodwa.
- c) Izilinganiso namazinga okufunda ngokuqephuza ayehluka ezilimini ezahlukene.
- d) Izilinganiso namazinga okufunda kunika iqophelo othisha abangakala ngalo amakhono namakhonywana okufunda abafundi.
3. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esishaya emhlolweni**. (1)
- a) Kungcono ukufundisa abafundi ukufunda amagama aphelele kusuka phansi esikhundleni sokuqala ngokubafundisa ubudlelwane bezinhlamvu nemisindo.
- b) Imisindo elandelayo m+w esiZulwini/esiSuthwini ibizwa ngokuthi umsinjwana.
- c) Ukufunda ngomlomo ngokuqephuza kubalulekile ekuthuthukiseni ukufunda ngokuqondisisa.
- d) Ukufundela izingane njalo kuthuthukisa amakhono azo okuhumusha.

ISAHLUKO 6: ISIFUNDO SEZAKHI, UKULANDELANA KWAMAGAMA EMSHWENI, ESEZINCAZELO NOLWAZIMAGAMA

Isingeniso

Ngenxa yokuthi izinhelo zokubhala ezisebenzisa izinhlamvu zikhombisa ulimi olukhulunywayo ngezinga lamafonimi (okungukuthi ngemisindo ehamba ngayodwa emagameni), ucwaningo olukhulu lokuthuthuka kwabasaqala ukufunda belugxile ekuhlaziyeni imisindo naseqhazeni elibanjwa ukwazi ukubona imisindo ekufundeni ukufunda. Nokho-ke, uma izingane sezingogoti bamakhono okuhumusha ayisisekelo, ezinye izingxenye zolwazi lohlelo lolimi kanye namayunithi olimi amakhudlwana kunemisindo zibe sezibaluleka ukuze ube ngumfundi onekhono. Lesi sahluko sizogxila kafushane ezakhiweni, ekulandelaneni kwagama emshweni, ezincazelweni zamagama (ulwazi lwagama nezincazelo zawo), kanye neqhaza okulibambayo ekufundeni.

Isifundo sezakhi

(Bheksa Imojuli 3 ukuthola izincazelo ezijulile kanye nezibonelo zesifundo sezakhi.)

Isifundo sezakhi wumkhakha wohlelo lolimi lapho kufundwa ngezixenyana ezincane zamagama ezinezincazelo. Lezi zixenyana ezincane zibizwa ngokuthi yizakhi. Izakhi ziyizixenyana ezincane zamagama eziqethe incazelo noma ezinomsebenzi othile ngokohlelo lolimi. Izakhi kazifani nemisho namagama, kazinayo incazelo ezimele. Incazelo yesakhi incike esimweni esetshenziswe kuso ngoba kungalesi sikhathi sibonakala endaweni ethile egameni lapho sibona isakhi siletha incazelo ecacile kulelo gama.

Ukwazi ngezakhi kuchaza ulwazi namakhono ahlotshaniswa nokuhlakaza amagama abe yizixenyana ezincane ezinezincazelo njengemisuka, iziqu, kanye nezakhi. Isifundo sezakhi sivele njengesengezo esibalulekile ekufundweni kwamagama, ukuqondisisa ulimi, ukufunda ngokuqondisisa nokwakha ulwazimagama. UBerninger nabanye (2002) baphakamisa ukuthi ulwazi lwezakhi lubalulekile ekuthuthukiseni ukufunda amagama ngokuqephuza.

Yize izakhi zingenazo izincazelo ezizimele, zibamga iqhaza encazelweni yegama eliphelele. Lokhu kuchaza ukuthi izakhi zingahlaziywa kuphela uma ziphakathi negama. Ukwenza isibonelo, kulikhuni ukuphendula umbuzo othi, *Uyisakhi sini u- ba-?* ngoba ziningi izakhi ezime kanje: *ba-/-ba-*, njengoba kuboniswe kule zizibonelo ezingezansi.

- Isakhi *ba-* singaba **isivumelwano senhloko** esenzweni njengasesibonelweni esilandelayo: *Abantwana bayadla*. Lesi sakhi *ba-* siba yisakhi sokuqala esenzweni kanti sibizwa ngokuthi isivumelwano senhloko ngoba simele inhloko esenzweni, sisitshela ukuthi ngubani/ngobani abadlalayo.
- Isakhi *ba-* singaba **isivumelwano sikamenziwa** njengasemushweni othi, *Siyababona abantwana*. Kulo musho isivumelwano senhloko ngu- *si-* kanti inhloko yomusho yisabizwana, *thina*. Isakhi *-ba-* simele ibizo *abantwana* okungumenziwa kulo musho,

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

njengabantu ababonwayo.

- Isakhi ba- singaphinda sibe **yisiqalo-ngqo sebizo** njengasesibonelweni sebizo, *abazali*. Kulo musho isakhi ba- simele umsebenzi othile wohlelo lolimi, okungukuthi sibonisa ukuthi ibizo lisesigabeni 2 futhi sibonisa ubuningi.
- Isakhi -ba singaba **yisiqu sesenzo esiyisibanjalo** esikhombisa inqubo eqhubekayo, ngokwesibonelo, *UThembi uba muhle*.

Ngokubhekisa kulezi zibonelo ezimbili zokuqala ezingenhla, singaphetha ngelokuthi isivumelwano senhloko yisakhi sokuqala esenzweni (esivumayo) kanti isivumelwano sikamenziwa yisona esandulela ngqo isiqu sesenzo.⁴ Qaphela ukuthi kusobala ezibonelweni ezingenhla ukuthi izakhi zinendawo yazo engaguquki esakhiweni esiphelele segama.

Izingane ezifunda ukufunda ezilimini zendabuko yase-Afrika (okuyizilimi ezihlanganisayo) kufanele zibhekisise lezi zakhi ezincane ezisemagameni nasemishweni kwazise ziyayiguqula incazelo yalokho okufundwayo. Othisha abafundisa ukufunda kudingeka babe nolwazi oluhle lwezakhi zolimi abafundisa izingane ukufunda ngalo kwazise lolu lwazi luzosiza endleleni abafundisa ngayo.

Ukulandelana kwamagama emshweni (isinthekisi)

Isinthekisi yisifundo esimayelana nendlela amagama ahlanguka ngayo emshweni nendlela alandelana ngayo ukuze adlulise umyalezo ophusile. Phambilini lesi sifundo besibizwa ngohlelo lolimi, obekufaka phakathi yonke imithetho yolimi. Besifaka phakathi izinto ezifana nenkathi (eyedlule, eyamanje, nezayo) noma ukuthi imisho iyizitatimende noma ibonisa okungenzeka noma ukusikisela, ngakho isinthekisi ibixhunyaniswa kakhulu nesifundo sezakhi.) Nokho-ke manje igama isinthekisi selisetshenziswa ukubhekisa ekuhlelekeni kwamagama namabinzana ukubumba imisho ebhaleke kahle.) Ukuqaphela ngokulandelana kwamagama emshweni kuchazwa njengekhono lokubuka izimpawu zokulandelana kwamagama emshweni zolimi nokulawula ngenhloso ukusebenza kwawo (Gombert, 1992).

Izilimi ziyehlukana ngokulandelana kwamagama emshweni kanti ukulandelana okuvumelekile olimini olulodwa akusho ukuthi kuvumelekile nakolunye ulimi. Ngokuhlukaniswa kwezilimi ngohlelo lukaGreenberg (1963), izilimi zendabuko yase-Afrika ziyizilimi ezinokulandelana kwe-NSM (ngesiNgisi, SVO), okusho ukuthi ukulandelana kwamagama okuyisisekelo kulezi zilimi kuhleleka ngokuthi kuqale inhloko, isenzo kugcine umenziwa, njengoba kuboniswa emshweni olula othi, *Abantwana baphuza amanzi*. Lokhu akuchazi ukuthi lokhu kulandelana kwamagama kuyisimbelambela esingaguqukiyo, kodwa kuchaza ukuthi ukulandelana okuvamile noma okuyisisekelo yilokho kwe-NSM.

Kulokhu kulandelana kusuke kugxilwe kulowo okhulumayo kuye nokuthi yini afisa ukuyigcizelela. Okhulumayo noma obhalayo angayiguqula indlela yokulandelana kwamagama ukuze agcizelele okuthile. Uma ukulandelana kwamagama emshweni ongenhla

⁴ Asikho isakhi esivunyelwe ukungena phakathi kwesivumelwano sikamenziwa nesiqu sesenzo.

kuguquka kube wumusho othi, *Baphuza amanzi abantwana*, igama elithi, *baphuza yilona eligcizelelwayo kanti uma sifuna ukugxila noma ukugcizelela umenziwa sizothi, Amanzi, bayawaphuza abantwana*. Qaphela ukuthi emshweni wokugcina ngenhla umenziwa usukile endaweni yakhe ejwayelekile, okungemuva nje kwesenzo waya ngaphambi kwesenzo. Uma umenziwa esuswa endaweni yakhe ejwayelekile, kuba yimpoqo ukuthi kube nesivumelwano sikamenziwa -wa- esenzweni, kungakho sithi, *bayawaphuza*.

Ukuze siqonde ngokulandelana kwamagama emshweni, kuyafuneka ukwazi izinhlobo ezahlukene zamagama. Uma ufundisa abafundi Esigabeni Esiyisisekelo naSesigabeni Esiphakathi Nendawo kungaqala kugxilwe emabizweni, ezabizwaneni nasezenzweni ngoba lezi yizinhlobo zamagama ezisetshenziswa kakhulu olimi, futhi ziyabalulwa ohlelweni lwemfundo lwe-CAPS.

Isifundo sezincazelo (isemanthikisi)

Isifundo sezincazelo wukufundwa kwezincazelo nangendlela amagama anobudlelwano ngokwezincazelo. Ukwenza isibonelo, amagama angaba nezincazelo ezisobala noma ezingathekiso, zingaba nokusikisela (incazelo evumayo noma ephikayo), zingaba yingxenye yento enkulu (icembe liyingxenye yesihlanhla), amagama ahlukene angaba nezincazelo ezifanayo (omqondofana) noma eziphikisanayo (omqondophika), abe nezincazelo eziningi (omabizwafane, omqondomningi), noma abonise izingabunjalo (ubukhulu noma ubuncane noma ubulili – *inja/injakazi/injana*). Isifundo sezincazelo (isemanthikisi) iyingxenye ehlangene nolwazimagama.

Izingane kufanele zizazi izincazelo zamagama asetshenziswa njalo avamile olimini olukhulunywayo. Kufanele bafundise ngezincazelo zamagama aqukethwe emiqulwini yazo yokufunda nasezincwadini zabo abazifundayo, amagama avamise ukuba khona olimini olubhaliwe, ezifundweni ezethula ulwazi noma emhlabeni wesayensi hhayi kodwa ezingxoxweni zansuku zonke. Kufanele baqasheliswe ngemindeni yamagama, okusho ukuthi ngamagama ahlukene kancane kodwa ahlobene ngokwenzazelo. Ukwenza isibonelo amagama afana nalawa; *ubuntu, umuntu, abantu, isintu* noma *ukufunda, umfundi, umfundisi, isifundo*. Izingane kufanele zifundiswe omqondofana (amagama anenzazelo efanayo), omqondophika (amagama anezincazelo eziphikisanayo) namabizoqoqa (igama elinenzazelo ehlanganisa izinto eziningi ezahlukene, ezinezincazelo ngokwazo). Igama *inyamazane* nelithi *imfuyo* ngamabizoqoqa ngoba elokuqala liqoqela ndawonye lonke uhlobo lwenyamazane (impala, inyala, impofu, impunzi, njll) kanti elesibili liqoqela ndawonye zonke izilwane ezifuywayo emakhaya (izinkukhu, izinkomo, izimvu, izimbuzi, njll). Ngenxa yokuthi avamise ukuba mbalwa la magama angamabizoqoqa, abafundi bangafundiswa kakhulu ngokubheka la magama angena ngaphansi kwawo la mabizoqoqa. Kuningi abangakufunda abafundi ngokufunda amagama angomabizwafane, nakhombisa ukuthi ulimi luyazama ukonga ngokuthi igama lithi lilinye kodwa libe nezincazelo ezahlukene.

Abafundi kudingeka baqaphelisise nezifanayo ezifana nezingathekiso (into ebizwa ngenye ngenxa yokuthile okufanayo phakathi kwazo; *USipho yibhubesi*.), isifaniso (ukuqhathaniswa kwezinto ezifanayo kusethenziswa izakhi zokufanisa: njenga-, nganga-, okwa-: *Lo mfana*

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

ukhuluma njengentomazane.) nesifenyiso (ukwenziwa kwento enkulu ibukeke sengathi incane, *UDumi bathe ukumthintitha nje ngenduku*).

Ukwakha ulwazimagama

(Bheka amaMojuli 2 neyesi-6 ukuze uthole ulwazi olwengeziwe ngolwazimagama.)

Ukwakha ulwazimagama kusho indlela yokuqokelela amagama amasha. Abafundi kufanele bazi izincazelo zombili kwamanye amagama, isb. *ingubo* nezincazelo zayo. Ngokwesibonelo, *ingubo ozemboza ngayo uma uyolala* kanjalo *nengubo ayigqokayo umama*, ngakho isemantshikisi iyingxenyeye yolwazimagama. Ngaphandle kolwazimagama olwanele noluhambisana nebanga lakhe, umfundi angeke akwazi ukufunda ngokuqondisisa. Ulwazimagama luyakhula futhi umfundi kumele athole amagama amasha unyaka nonyaka; lokhu kusho ukuthi ebangeni ngalinye izingane kufanele zazi amagama engeziwe oLimini lwazo Lwebele. Eqinisweni, ukwakha ulwazimagama yinqubo eqhubekayo impilo yethu yonke.

Ukwakha ulwazimagama kubaluleke kakhulu ukuze ufunde ngokuqondisisa. Uma izingane sezifunde ukuhumusha amagama ngokushesha nalula eBangeni 1 nasekuqaleni kweBanga 2, ulwazimagama kuba yilo olunamandla okuqagula ukufunda ngokuqondisisa. Lokhu kuchaza ukuthi izingane ezazi amagama amaningi Olimini Lwebele zizoba ngcono ekufundeni ngokuqondisisa kunontanga yazo abanolwazimagama oluncane Olimini Lwebele.

Ukufunda amagama amasha

Kunezindlela ezimbili abafundi abafunda ngazo amagama. Bafunda amagama **ngocilo ezishaya endukwini** (kuzenzakalela nje ngesikhathi benza okunye, isb. bebuka umabonakude) noma bafunde amagama **ngokusobala** (othile ubafundisa ngqo igama, abanikeze nencazelo yalo). Ukufundisa ulwazimagama okusobala noma okuqondile akubalulekile nje kuphela ukuze ufunde amagama ngolimi lwesibili noma lwesithathu olwengeziwe, kodwa kubalulekile nasekuthuthukiseni ulwazi Lolimi Lwebele. Ulwazimagama kumele lufundiswe ngendlela ehlelekile naqhubekayo. Amagama amasha Olimini Lwebele kumele afundwe isonto nesonto. Abafundi kufanele babe nolwazi lwamagama amaningi nezincazelo zawo; ngamanye amazwi, kumele bazi amagama amaningi nokusebenzisa lawo magama ezimweni ezahlukene, babonise izinzelo ezahlukene zalawo magama. Ngaphandle kolwazimagama olufanele, abafundi angeke bakwazi ukuqonda lokho abakushoyo noma bakhulume ngezihloko ezithile noma baqonde lokho abakufundayo, futhi ngeke bakwazi ukubhala imibono yabo phansi. Ngakho ulwazimagama lubalulekile ukuze sixhumane ngempumelelo uma sikhuluma ngomlomo nalapho sibhala.

Njengoba kushiwo phambili, isifundo sezakhi sibalulekile ekwakheni ulwazimagama. Uma umfundi eqondisisa izingxenyeye zesakhiwo solimi futhi enolwazi lwezixenyeye zezincazelo eziqukethwe yizakhi ezizimele, lolu lwazi lusiza ekwakheni ulwazimagama. Lokhu kuchaza ukuthi umfundi angakwazi ukuthola incazelo yegama angakaze alibone noma ezwe ngalo phambilini ngokusebenzisa nje ulwazi lwakhe lwezakhi esikhundleni sokufunda amagama ahlobene ‘njengamagama ahlukene’. Ukwenza isibonelo, bheka amagama ahamba ngamabili:

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

inja – injana nathi, inkabi – inkatshana; umlilo – emlilweni, – isikhumulo (sezindiza) – esikhumulweni (sezindiza).

Ukuhlolwa kolwazimagama kufanele kwenziwa njalo futhi kwenziwe ngomlomo nangokubhala phansi. Kukhona amasu okuhlolwa amaningi nathakazelisayo uthisha angawasebenzisa ukuhlola ulwazimagama.

(Ukufunda nokuhlola ulwazimagama kuxoxwa ngakho kabanzi kuMojuli 2.)

Elokuqoqa, uhlelo lolimi (okubalwa kulo isifundo semisindo, esezakhi, esokulandelana kwamagama emshweni nesezincazelo) luvamise ukuthathwa njengolwazi abafundi abazoluqoqa bona ngokwabo nangokuzenzakalelayo noma kungukuqoqa ulwazi nje ngemithetho engaphusile ngezakhiwo zolimi. Lokho kuyiphutha. Ukufundisa uhlelo lolimi kwesinye isikhathi kuthathwa njengohlelo olucatshangiwe noludikibalisayo; nalokho kuyiphutha. Uma lufundiswa esimweni esithile nangezindlela ezichwepheshe, aluthakazelisi nje kuphela kodwa futhi luzuzisa abafundi ukuze babe ngabafundi nababhali bezinga eliphezulu.

Isiphetho semojuli: Ukubuka isithombe esibanzi

Izahluko zale mojuli zikwethulele amagama abalulekile olimini nasekufundeni okwenza ingxenye ebalulekile yolwazi oluqokethwe uthisha ofundisa ukufunda okufanele alwazi.

Ukufunda nolimi kuxhumene kakhulu ngoba ukufunda wulimi olubhaliwe. Ezinhlalweni zokubhala ezisebenzisa izinhlamvu, izimpawu ezibhaliwe zimela imisindo yenkulumo noma amafonimi olimi, ngakho kunokuhlobana okukhulu phakathi kohlelo lwemisindo nohlelo lokubhala ezinhlalweni zokubhala ze-alfabethi. Ngakho-ke kunesizathu sokuthi othisha abafundisa ukufunda kumele babe nolwazi olujulile lolimi, uhlelo lwemisindo nohlelo lwalo lokubhala. Nakuba ubuchwepheshe ‘bokubamba’ ulimi olukhulunywayo lube yindlela ebhaliwe engapheli, lwaqala eminyakeni eyizi-5,000 eyedlule futhi lubonisa impumelelo eyisimanga emlandweni wesintu, ingqinamba yomhlaba wonke wukuthi ulimi olubhaliwe lumelwa wuhlelo lwezimpawu (uhlelo lokubhala) olungenele ngandlela thize ekumeleni zonke izingxenye zolimi olukhulunywayo. Eqinisweni, lokhu kugqamisa ukubaluleka kokuthuthukisa ukuqondisisa kahle uhlelo lokubhala ulimi olufundwayo ukuze ukwazi ukuhumusha uhlelo lokubhala lwalolo limi. Uhlelo lwezimpawu esilusebenzisayo ohlelweni lokubhala olubandakanya ukusebenzisa izinhlamvu ezihamba ngazodwa kanye/noma nezinhlamvu ezibanqiwe kanye/noma izinhlamvu ezinezimpawu zempimiso ukubonisa amafonimi olimi. Ukuze bafunde ukufunda nokubhala abafundi badinga ukuqondisisa uhlelo lokubhala lolimi olufundwayo, okubalwa kukho ulwazi lokuqondanisa izinhlamvu, noma amagrafimi, nemisindo yalolo limi uma kubhalwa. Ngakho-ke kubalulekile ukuthi othisha baqonde uhlelo lwemisindo nolokubhala kwazise yibona okufanele bedlulisele lolu lwazi kubafundi ngesikhathi beqala ukubafundisa ukufunda. Kodwa othisha abafundisa ukufunda badinga nolwazi lwayo yonke iminxa yolimi, kwazise amakhono okufunda ajulile athekela kuyo yonke iminxa yolimi.

Esigabeni Esiphakathi Nendawo ukuya phezulu, kuyasukwa ekugxileni ukufunda ukufunda,

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

kuyiwe ekufundeni ukuze bafunde. Ulwazi lwezifundo ezahlukene, njengolimi nokufunda nokubhala, izibalo, amakhono empilo, ezomlando nesayensi, yizona okugxilwa kuzo kakhulu. Manje abafundi kudingeka bafunde emibhalweni esikhundleni sokufunda ukuhumusha imibhalo njengalokhu bebenza Esigabeni Esiyisisekelo. Balokhu bechaywa eminxeni eyahlukene yemibhalo. Kugcizelelwa kakhulu ukuqondisisa ulimi kanti ulwazimagama okufanele abafundi baluqokelele lukhethekile futhi luhambisana nesifundo. Ukubona amagama, ukufunda ngokunembayo nangokuqephuza nolwazimagama olubanzi lubaluleka kakhulu.

Izinjulwalwazi zokufunda ezizinzile, *Indlela Elula Yokubuka Ukufunda* kanye ne *Nesibonelo Sentambo Sokufunda*, zombili zigcizelela ukuthi ukufunda kudinga ulwazi namakhono ukuze zisebenzise amakhono **olimi lokuqondisisa** kanye **nawokuhumusha** (ukubona igama). Ngakho-ke uthisha Wesigaba Esiyisisekelo kanye Nesigaba Esiphakathi Nendawo kufanele abe nolwazi olupusile lohlelo lolimi nohlelo lokubhala lolimi olufundwayo ukuze afundise ukufunda futhi abe nolwazi lokufundisa ukuhumusha olimini olufundwayo. Ukuba nolwazimagama olufanele ngalolo limi kubalulekile ekufundeni ngokuqondisisa. Ngakho-ke othisha abafundisa ukufunda akufanele bafundise abafundi amagama amasha kuphela kodwa kumele bahlezi besabalalisa ulwazimagama lwabo njalo. Injongo ebalulekile yokufunda wukufunda ngokuqondisisa. Zonke izingxenye zokufunda kufanele zibambe iqhaza ukuze kufinyelelwe kule njongo. Ukufunda akuwona umsebenzi wokwamukela nje. Ofundayo usebenza ngombhalo ukuze aqonde okushiwoyo kanti ngokwenza njalo, ulwazi lomfundi lolimi, ulwazi lwaphambilini, ukuchayeka esikweni lokufunda ekhaya nasemphakathini, ukucathulisa nokuba yisibonelo kwabanakekeli, abalingani nothisha, konke kubamba iqhaza elibalulekile ekuthuthukiseni ukufunda.

Othisha bokufunda badinga nokwazi ukuthi impumelelo yokufunda ibukeka kanjani, njengoba iboniswe yizilangiso zokufunda, nokuthi balihlola kanjani futhi nini ikhono labafundi lokufunda ezigabeni ezahlukene zohambo lwabo lokufunda. Ukuhlolwa okufanele nokwenzeka njalo kwenqubekela phambili yabafundi ekufundeni ukufunda nokugcina imininingwane ebhaliwe yokuthuthuka komfundi ngamunye kubalulekile. Ngaphandle kokuhlola okuvamisile, othisha angeke bazi ngokuthi ukufundisa nokufunda ukufunda kuyaphumelela yini. Ngaphezu kwalokho, angeke bazi ukuthi yibaphi abafundi abasalele emuva nokuthi yikuphi ukungenelela okudingekayo ukuze basize abafundi abangaqhubeki ngendlela egculisayo. Lokhu kuphinda kusho ukuthi uthisha kumele abe nokuqonda okucacile ngezilinganiso ezifunekayo emazingeni amabanga ahlukene bese esebenzela ukuqinisekisa ukuthi abafundi bazuza izilinganiso ezibekelwe ibanga labo lokufunda.

Ulwazi ngolimi nokufunda, indlela okubukwa ngayo ukufunda kanye nekhono lokufundisa ukufunda lothisha Besigaba Esiyisisekelo Nesigaba Esiphakathi Nendawo kubamba iqhaza eliqinile ekuthutheni kwabafundi abasebancane ekuphendukeni abafundi abasezingeni eliphezulu. Othisha abafundisa ukufunda kufanele babe yizibonelo, isikhuthazi nomeluleki enganeni ngayinye. Othisha abafundisa ukufunda banamandla okwenza umehluko obalulekile ekusaseni lengane ngayinye. Ukuze kuzuzwe lokho othisha abafundisa ukufunda kumele bahlale benolwazi ngezinto ezintsha kusayensi yokufunda, ukwenza ngcono ulwazi lwabo namakhono kanye nokuzilungiselela kabanzi kuwo wonke amazanga – unyaka, inyanga,

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

isonto, usuku nekilasi ngalinye.

Imisebenzi yokuzihlola

Lena yimisebenzi yokuhlolwa esheshayo esiza ukuhlola ukuthi uqondisise kangani amagama okuxoxwe ngawo kulesi sahluko nokuthi uyawuqonda yini umphumela wawo la magama ekufundiseni ikhono lokufunda.

Qaphela: Amacebiso ale misebenzi yokuzihlola anikeziwe eSengezweni esisekupheleni kwale moju. Uma uthole amamaki angaphansi kwayisi-6/8 (75%) kule mibuzo, uyelulekwa ukuthi uphinde usifunde lesi sahluko ukuze uqinise ulwazi lwakho.

1. Esitatimendeni ngasinye kwezingezansi, bhala **igama (noma amagama) elifanele elishiyiwe.** (6)

- a) yisifundo esibheka ukuthi amagama abunjwe kanjani yizingxenye ezincane ezinezincazelo, kanti yisifundo sendlela yokuhlangana kwamagama ukuze enze umusho. (2)
- b) yingxenye yegama equkethe incazelo ezimele engeke ihlakazwe ibe yizingxenye ezincane eziqukethe incazelo. (1)
- c) siyisakhi esisebizweni esikhombisa ukuthi ibizo lisebunyenini noma lisebuningini nokuthi likusiphi isigaba. (1)
- d) Indlela eyisisekelo yokulandelana kwamagama emshweni esiZulwini/esiSuthwini yi- (1)
- e) ngamagama anezincazelo ezifanayo. (1)

2. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esiyiphutha.** (1)

- a) Izakhi zinendawo engaguqukiyo egameni.
- b) Igama elisekuqaleni komusho ngokwendawo yilona eligcizelelwayo ezilimini zendabuko yase-Afrika.
- c) Amagama athi, *umuntu, abantu, ubuntu* abumba okusamndeni wamagama.
- d) Ukufunda ngolwazimagama kubalulekile ekufundeni ukufunda olimini olwengeziwe kodwa alubalulekile ekufundeni ngolimi lwebele.

3. Khombisa ukuthi yisiphi isitatimende kwezilandelayo **esishaya emhlolweni.** (1)

- a) Izingelo zokubhala ze-alfabethi zibonisa ulimi olukhulunywayo ezingeni lamalunga.
- b) Njengamagama, izakhi zinezincazelo ezizimele.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

- c) Iziqo, imisuka, nezakhi zohlelo lolimi ziyizihlobo ezahlukeneyo zezakhi.
- d) Izingxaxhe ezifunda kakhulu futhi ezizifundela ulwazimagama ngocilo othuka ezishaya endukweini kazidingi ukufundiswa ulwazimagama ngendlela ehlelekile.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

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Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

ISENGEZO

Isihluthulelo semisebenzi yokuzihlola yeMojuli 1

Izimpendulo ezifanele zemisebenzi yokuzihlola ziboniswe lapha ngezansi.

OKUBALULEKILE: Uma uthola imiklomelo engaphansi kwesi-6/8 (75%) kule mibuzo, uyelulekwa ukuthi uphinde ufunde isahluko ukuze uqinise ulwazi lwakho lokuqukethwe nolwemfundo.

Isihluthulelo seSahluko 1

- 1a **ukuhumusha kanye nokuqonda ngolimi/ukuqonda** (2)
- 1b **ulimi olukhulunywayo ... ulimi olubhalwayo** (2)
- 1c Ibanga 2 isiZulu **20 wcpm** Ibanga 3 isiZulu **35wcpm**
Ibanga 2 isiSuthu **40 wcpm** Ibanga 3 isiSuthu **60 wcpm** (2)
- 2a **siyiphutha.** (1)
- 3d **sishaya emhlolweni.** (1)

Isihluthulelo seSahluko 2

- 1a **Ulwazi lwangaphambilini NOMA ulwazi lwazinhlamvu zokubhala NOMA ulwazi lolimi olukhulunywayo.** (Ungakhetha noma yikuphi okubili.) (2)
- 1b **igama lohlamvu kanye nomsindo wonhlamvu NOMA igrafimi nomsinjana** (2)
- 1c **ukuhumusha kanye nokuqonda ulimi** (2)
- 2b **siyiphutha.** (1)
- 3d **sishaya emhlolweni.** (1)

Isihluthulelo seSahluko 3

- 1a **ezinhlamvu zokubhala** (1)
- 1b **igrafimi/uhlamvu** (1)
- 1c **amafonimi NOMA imisindo ... amagrafimi NOMA izinhlamvu**
(2)

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

1d	40	(1)
1e	95 %	(1)
2c	siyiphutha. (1)	
3b	sishaya emhlohlweni.	(1)

Isihluthulelo seSahluko 4

1a	esobala ... ecashile	(2)
1b	uhlelo lokubhala	(1)
1c	ehlanganisayo ... ehluhanisayo (Qaphela ukuthi kulandelana kanjani.)	(2)
1d	ukunemba	(1)
2d	siyiphutha.	(1)
3a	sishaya emhlohlweni.	(1)

Isihluthulelo seSahluko 5

1a	ukunemba ... isivinini ... iphrosodi/izimpawu zempimiso	(3)
1b	igama lokubonwayo	(1)
1c	ukuzenzakalela	(1)
1d	Yegama Eliphelele	(1)
2b	siyiphutha.	(1)
3c	sishaya emhlohlweni.	(1)

Isihluthulelo seSahluko 6

1a	isifundo sezakhi ... isinthekezi/ukulandelana kwamagama emshweni	(2)
1b	isiqu	(1)
1c	isiqalo (sebizo)	(1)
1d	NSM	(1)

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

1e **kuyafana** (1)

2d **siyiphutha.** (1)

3c **sishaya emhloveni.** (1)

Izibonelo zemibuzo emide yokuhlola ulwazi, edinga izimpendulo ezinika imininingwane

Imibuzo oyinikwe lapha *iyizibonelo* zemibuzo yokuhlola ulwazi efana nemibuzo oyithola emisebenzini yokuhlolwa ebhalwayo nasezivivinyweni ezinkulu.

Lena yimibuzo othi lapho uphendula ubhale wenabe, edinga ukuthi abafundi bakhombise ukwethula ulwazi lwabo lokufunda nokulusebenzisa ekilasini ngezindlela **ezicacile** kanye **nezihlelekile**.

Ukwabiwa kwamamaki alo msebenzi kunika isiqondiso *esiwuhlaka* olukhomba ubude bempendulo yakho uma beyamaniswa namamaki aphelele ephepha lesivivinyo. Umbuzo onamamaki ayi-10 uzodinga ukuthi ubhale okungenani ikhasi nesigamu, 1-1½, kanti umbuzo onamamaki angama-20 udinga impendulo ebanzi neyeluliwe enamakhasi acela kwama-2-3. Uma ungabaza, mane ubhale kweqe kunokubhala kancane. Khumbula, impendulo yombuzo wakho ikhombisa ulwazi lwakho, ngakho izimpendulo ezimfushane zisho ulwazi olungajulile nolunganele.

Uhlu lwezinto ezihlolwayo ulunikiwe ekugcineni ukuze ubone iminxa eyahlukene ebhekwayo empendulweni ewumbhalo omude, isb. ukuhlela nokucabangisisa; okuqukethwe, ukwesekelwa kwemibono nezibonelo; ukusetshenziswa kwemithombo; ukusetshenziswa kolimi; ukucoyisisa umbhalo.

Qaphela: Uma imibuzo idinga ukuthi unikeze izibonelo, kubalulekile ukuthi abafundi banike izibonelo zabo abazicabangile hhayi nje ukukupisha izibonelo ezikumojuli. Izibonelo zibonisa ukuthi abafundi bayakuqondisisa okufundwayo noma cha. Abafundi abakopisha izibonelo eziphuma kumojuli angeke banconywe ngokwenza lokho; kuzokwemukelwa kuphela izibonelo aziqambela zona umfundi.

Umbuzo 1

Phendula imibuzo engezansi esuselwa kuMojuli 1. Qaphela ukwabiwa kwamamaki kombuzo ngamunye ngoba lokho kuzokwakha isithombe sokuthi impendulo yakho kumele yenabe kangakanani.

1. Chaza ukuthi kwehluke kanjani ukufunda ukukhuluma nokulalela kwehluke kanjani ekufundeni ukufunda nokubhala. (2)

2. Yiziphi izingxenye ezinkulu ezibumba ukufunda? (2)

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

3. Chaza izinhlobo ezine zolwazi namakhono ezidingekayo ukuze ube wumfundi wezinga eliphezulu. (4)
4. Shono izinto ezine ezithinta ingqondo ezinomthelela ekufundeni ngokuqondisisa. (3)
5. Shono izinto ezine eziphathelene nokuhleleka komqondo nemvelo ezinomthelela ekufundeni ukufunda ngokuqondisisa. (4)
6. Yimuphi umehluko omkhulu phakathi kolwazi ngohlelo lwemisindo nefonikisi. (2)
7. Chaza ukuthi kuyini ukufunda okuzenzakalelayo nokuthi kwakheka kanjani. (2)
8. Xoxa ngokuhlukaniswa kwamakhono amane olimi ngokwamakhono omlomo nabhaliwe kanye nawokunikeza nawokwamukela ngokudweba umfanekiso ocacile(4)
9. Chaza ukuthi ukukhowuda nokuhumusha kungachazwa kanjani ngokuhlobanisa namakhono amane olimi. (2)
10. Ingabe ukufunda ngomlomo ngokuqephuza kumayelana nani? (4)
11. Shono amayunithi amathathu olimi anezincazelo ezizimele. (3)
12. Yiziphi izilinganiso zamazinga okufunda ngokuqephuza eBangeni 1 zabafundi besiZulu? (1)
13. Chaza ukuthi ukufunda ngomlomo ngokuqephuza kungakalwa kanjani eBangeni 2 nelesi-3. (5)
14. Chaza izilinganiso zamazinga okufunda ngokuqephuza eBangeni 2 nelesi-3 zabafundi besiZulu? (2)
15. Chaza ukuthi kuyini Ukusho Amagama Ngokushesha Okuzenzakalelayo (i-RAN) nokuthi kungasetshenziswa kanjani ukuhlonza ukuqalisa ukufunda. (3)
16. Kungani kubalulekile ukuhlola nokuqopha njalo ukufunda kwabafundi ngomlomo ngokuqephuza? (3)
17. Kungani isiSuthu sisebenzisa amagama amaningi kunesiZulu uma sibhala into ofanayo? (2)
18. Chaza uhlobo lohlelo lokubhala izilimi zendabuko yase-Afrika ezilusebenzisayo bese unikeza ezakho izibonelo ukuze ubonise lokhu. (2)

ISAMBA = 50

IZIMPENDULO ZOKUMAKA UMSEBENZI WOKUHLOLWA WOKU-1

Lezi zimpendulo ziyiqondiso sokumaka umsebenzi wokuhlola ulwazi woMbuza 1.

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda

Umbuzo 1

1. Izingane zifunda ukuqonda nokukhuluma Ulimi Lwebele ngokuba nabantu abalukhulumayo ulimi. Izingane azivamile ukufundiswa ulimi olukhulunyayo ngendlela ehlekile. Nokho-ke ukufunda ukufunda nokubhala akulona ikhono esizalwa nalo singabantu. Izingane kumele zifundiswe ukufunda nokubhala. (2)
2. Ukuhumusha nokuqonda ulimi. (2)
3. Ulwazi lwesifundo semisindo, esezakhi, ukulandelana kwamagama emshweni nezincazelo zolimi. (4)
4. Ukuhumusha/ukubona amagama, ukuqonda ulimi, ulwazimagama, ulwazi lwangaphambilini, inkumbulo esebenzayo, ikhono lokusikisela/ukubona ukuxhumana phakathi kwezinto. (Khetha noma yikuphi okune.) (4)
5. Khetha kube ku-4 kulokhu: Ukuchayeka ezintweni ezibhaliwe ngalolo limi, ukukhuthazwa, impumelelo yakho siqu, ukusekelwa, abantu abayizibonelo, izingabunjalo lokufundiswa kokufunda nokubhala, indawo ecebe ngezinto ezibhaliwe, indlela umphakathi obuka ngayo ukufunda nokubhala, njll. (4)
6. Ukwazi ngohlelo lwemisindo kuhlobene nolimi olukhulunywayo. Ngakho kumayelana nemisindo yolimi. Iphonikisi/ukufundisa nokufunda imisindo imayelana nolimi olubhaliwe nokuthi uhlelo lokubhala lwezinhlamvu lulukhombisa kanjani ulimi olukhulunywayo. Iphinde isho indlelende yokufundisa ubudlelwano phakathi kwamafonimi namagrafimi. (2)
7. Ukufunda ngokuzenzakalelayo yinqubo lapho ofundayo efunda isiqephu ngokugeleza/ngokushelela/ngokuqephuza ngaphandle kwezinginamba. Kumayelana nokuba wungoti wobudlelwano phakathi kwezinhlamvu nemisindo. Ofundayo uthuthukisa ikhono lokubona amagama ngokushesha ngaphandle kokuthi aliphimise ngalinye ngalinye. Ukuzenzakalela kwenzeka ngenxa yokuzejwayeza ukufunda ngokungaphezi. (2)
8. Umfundi kufanele adwebe umfaneiso bese ekhombisa ngokusobala ukuthi ikhono lolimi ngelizwakala ngendlebe noma ngelibhaliweyo, bese esho nokuthi yimaphi angawokunika nangawokwamukela. (4)
9. Ukukhowudwa wuhlelo lokuguqula ulimi olukhulunywayo lube wulimi olubhaliwe. Ukuhumusha yinqubo ephikisanayo nokukhowuda. Iwukuguqula ulimi olubhaliwe lube wulimi olukhulunywayo ukuze siqonde umyalezo oqukethwe amagama abhaliwe. (2)
10. Kumayelana nokunemba, ukuqephuza/isivini kanye nephrosodi/nezimpawu zempimiso emagameni. (3)
11. Imisho, amabinza/amaqoqo amagama kanye namagama. (3)
12. Imisindo emelwe yizinhlamvu ngomzuzu. Izilinganiso zamazinga kuzo zombili izilimi,

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogola wokufundisa ukufunda

isiZulu nesiSuthu yimisindo engama-40 yezinhlamvu ngomzuzu owodwa. (1)

13. Isiqephu esifanelekile kumele siqokwe futhi sifanele ibanga. Abafundi bahlolwa ngamunye ngamunye. Umfundi uhlala edeskini ngaphesheya kohlangothi oluhleli uthisha. Wenziwa ukuthi akhululeke bese echazelwa ngohlelo oluzolandelwa. Ngemuva kwalokho uthisha umnika isiqephu esikhethiwe bese emcela ukuthi afunde kuzwakale. Ngesikhathi umfundi efunda, uthisha uphawula wonke amagama angafundwanga kahle noma eqiwe kwenye ikhophi. Uthisha umisa ingane ngemuva komzuzu owodwa bese ephawula igama lokugcina elifundwe umfundi. Ngemuva kwalokho uzobe esebala inani lamagama afundwe esikhathini esiwumzuzu owodwa vo, bese ebala inani lamagama angafundwanga kahle (ngamanye amazwi, amaphutha awenzile) bese esusa inani lamaphutha emagameni afundwe kahle. Inani **lamagama afundwe kahle** wumklomelo noma amamaki engane okufunda ngokuqephuza. (5)

14. EBangeni 2 esiSuthwini, ngamagama angama-40 afundwe kahle ngomzuzu. EsiZulwini ngamagama angama-20 afundwe kahle ngomzuzu. EBangeni 3 esiSuthwini ngamagama angama-60 ngomzuzu. EsiZulwini ngamagama angama-35 afundwe kahle ngomzuzu. (2)

15. Ukusho Amagama Ngokushesha Okuzenzakalelayo kubhekise ekhonweni lokubona izinto ezijwayelekile uma zixutshiwe embhalweni (engxenyeni yokubona yobuchopho) nokuzisho ngamagama azo (ukuxhumanisa ulwazi olubonwayo nengxenyane yobuchopho ephathelene nolimi) ngokulandelana okusheshayo. Kufanele basho amagama alezi zinto ngokushesha, ngayinye ngayinye, ukusuka kwesokunxele ukuya kwesokudla ngokushesha okungangamandla abo. Kusetshenziswa ukuhlola amakhono engane okucubungula uhlelo lwemisindo. Iziningane ezisebenza kabi kulesi sivivinyo kuvamise ukuba yizingane ezinenkinga yokufunda ukufunda. Nokho-ke, akuzona zonke iziningane ezinezingqinamba zokufunda ezinenkinga yokusho amagama ngokusheshayo okuzenzakalelayo (i-RAN). (3)

16. Kubalulekile ukwazi ukuthi ingane ngayinye iqhuba kanjani ngekho lokufunda. Kusiza uthisha akwazi ukungenelal kulabo bafundi abasalela ngemuva. Uma iziningane zisalela ngemuva ekufundeni ukufunda futhi bengasizwa, bazohluleka ukuqhubeka ngokuhamba kwesikhathi. (3)

17. IsiSuthu sisebenzisa uhlelo lokubhala oluhlukanisayo kanti isiZulu sisebenzisa uhlelo lokubhala oluhlanganisayo. EsiSuthwini izakhi zibhalwa ngokwehlukana (njengamagama kanti eqinisweni ziyizakhi). Ngakolunye uhlangothi, ezinye izakhiwo zibhalwa njengegama elilodwa esiZulwini kanti eqinisweni zingamagama angaphezu kwelilodwa. (2)

18. Zinohlelo lokubhala olusobala, lapho kunokuqondana kakhulu kohlamvu nomsindo oluwumele. (Lokhu akufani nezinhlelo zokubhala ezicashile lapho uhlamvu olufanayo lukwazi ukumela imisindo eyahlukene, njengasesiNgisini). Njengomfundi wale mojuli, uzobe usunikeza izibonelo ezifanelekile. (2)

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogdla wokufundisa ukufunda

Imojuli 1:

Ukuchazwa kwamagama esayensi yolimi awumgogodla wokufundisa ukufunda