

## UKWAKHIWA KWEMIBHALO KUSETYENZISWA IZAKHI ZOLWIMI: ULWAZI LOLWIMI KOOTITSHALA NAKUBAFUNDI ABAQEQESHELWA UBUTITSHALA

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### INTYILAPHANDO

Ubuchule bokubhala isiXhosa njengolwimi lokufunda nokufundisa kufuna isakhono esiloliweyo kakuhle, kwabo basisebenzisayo. Xa kubhalwa isiXhosa kuphendulwa imibuzo okanye kubhalwa imibhalo exoxayo, echazayo njalo njalo, iba sisakhono esinzima kakhulu kubafundi. Oku kuba nzima kakhulu xa kulindeleke ukuba umfundi abhale umbhalo ochubekileyo, noyondeleleneyo unika intsingiselo ngalo nto umfundi athetha ngayo. Ukwaleka, ukubhala isiXhosa nezinye iilwimi zesiNtu kubaluleke kakhulu, ingakumbi kule mihla apho isiXhosa sinakho ukusetyenziswa njengolwimi lokufunda nokufundisa kwiidyunivesithi. Ingxaki ethande ukucela kumaziko emfundo ephakamileyo, ingakumbi kumaSebe elwimi zesiNtu kunye nalawo aqeqesha ootitshala abaza kufundisa ngezi lwimi (isiXhosa), kukuba abafundi aba bantetho isisiXhosa abakwazi ukubhala ngesiXhosa. Kuphando olwenziwe ngokuthi kuphononongwe imibhalo yabafundi abakunyaka wesithathu nowesine, kufunyenwe ukuba eneneni ukubhala ngumngeni kakhulu kubo. Abafundi bayabetheka kakhulu ukwakha izivakalisi, bethobela imigaqo yegram (izakhi zokusetyenziswa kolwimi) efana nezivumelanisi zentloko/zenjongosenzi, ukwakhiwa kwezivakalisi ngokwemigaqo yokubhala kuyasilela kakhulu kubafundi. Eli phepha liza kunika iziphumo zolu phando, ligxile ngakumbi kwigram nemibhalo emide. Eli phepha likwajolise ekongezeni kumsebenzi osele wenziwe ukuphuhlisa ukubhalwa kwesiXhosa, ngokuthi linike abafundi abaqeqeshelwa ubutitshala ulwazi lolwimi. Emva koko liza kunika izindululo ezinokusetyenziswa ukufundisa abafundi abantetho isisiXhosa ukubhala ngononophelo.

### ABSTRACT

*Writing isiXhosa as a language of learning and teaching requires a sharpened skill to those who are writing in the language. It is been clear that the students struggle to write in isiXhosa when they are either answering questions of writing expository academic work. Thus, it becomes difficult when the students are expected to write cohesively, and with meaning. Additionally, to write in isiXhosa is important these days especially where isiXhosa like other African languages can be used as languages of learning and teaching. The identified persisting problem from the institutions of higher learning, in particular African languages and teacher education faculties that offer isiXhosa is that the preservice isiXhosa speaking students are not able to write in isiXhosa. This paper looked at the assignments produced by*

preservice teachers of isiXhosa both in 3<sup>rd</sup> and 4<sup>th</sup> year of the BEd programme. The study found that the preservice isiXhosa speaking students' writing is not good at all. The students struggle to write in isiXhosa taking into account the grammar rules (morphemes) such as subject or object concords, and cohesive sentence constructions. This paper presents the results of the study done among the preservice teachers, where they produced long essays in their modules. Furthermore, it looks at the work that has been done in isiXhosa to understand writing as a skill. Finally, the paper provides recommendations pertaining to teacher training, where there are preservice teachers being trained to teach isiXhosa.

## INTSHAYELELO

Ukuze abafundi abantetho isisiXhosa bakwazi ukubhala kufuneka ootitshala babe bahlohlwe ngendlela efanekileyo kuqala. Kananjalo banolwazi lolwimi olo baluhlohlayo nanjengoko oku kudandalaziswa ngumgaqo nkqubo owaziwa ngokuba yi *National Qualifications Framework Act (67/2008): Revised policy on the minimum requirements for teacher education qualifications (Department of Education [DoE], 2015)*, nothi ootitshala kufuneka babe nolwazi olusulungekileyo kwakunye neendlela zokufundisa eziza kubanceda ukudlulisa olo lwazi, nanjengoko kumele bazi ukuba kufundiswa njani bakwazi nokunxibelelana nabafundi babo ngendlela encomekayo (DoE, 2015). Oku kunokunceda ootitshala ukuba bakwazi ukufundisa ngezakhono ezahlukeneyo nanjengoko zifumaneka kwiNkcazelo yeKharityhulam yeSizwe (iNKS) (Department of Basic Education [DoBE], 2011). Apha kweli phepha isakhono sokubhala siso esiza kujongwa ukuze, kusetyenziswe indlela ekumele umbhalo uqhoboshelane ngayo (*coherence*).

Kananjalo, ukubhalwa kwesiXhosa kule mihla asiyonto ethande ukwenziwa kwaye ukuba iyenziwa kubhalwa ngesiNgesi, kodwa kube kucaciswa isiXhosa. Oku kuxhaswa kakhulu ziinkcuba buchopho ezifana noMcKinney (2017) apho abonisa khona ukuba, izikolo zibeka isiNgesi phezulu kwaye zisibonakalisa ngokungathi lulona lwimi lubaluleke ngaphezu kwezinye iilwimi. Oku ke kubangela ukuba ukubhalwa kwesiXhosa kunqongophale, sibe isiNgesi sikhula. Ukungabhalwa kolwimi kunokwenza ukuba ulwimi lufe okanye kubekho iziphene ezifana nezi zikhankanywe apha kweli phepha. Kananjalo, ukukhula kolwimi kungasilela ukuba alubhalwa. Le nto ithetha ukuba nasiphi na isigama esivelayo, asinamathuba mahle okuphuhla nokusebenziseka.

Xa ndidadela enzulwimi, kubalulekile ukuba xa kubhalwa, umbhalo lowo ube wenza intsingiselo, kwaye ulwimi lusetyenziswa ngendlela evakalayo. Apho ulwimi lusetyenziswa njengesixhobo sokunika intsingiselo koko kufundwayo okanye kubhaliweyo (uPotts noMoran, 2013). Nangona uPotts noMoran (2013) bebona ulwimi njengesixhobo sokwakha intsingiselo kwaye oko kusekelwe kwingcingane kaHalliday (1988/2007) ebizwa ngokuba yi-*systemic functional linguistics* (SFL), umsebenzi wabo ugxila kakhulu ekufundiseni abantwana abathetha iilwimi ezahlukeneyo. Eli phepha likwasebenzisa uGrabe noCaplan (1996) apho baveza iintlobo zezigaba zentetho ezikhethekileyo ukwakha imibhalo enika intsingiselo. Esi sisakhono ekumele ukuba silolwe sakhiwe ngobuchule nangoonophelo xa kufundiswa abantwana (abafundi), kodwa ukuze oko kwenzeke ootitshala abahlohla isiXhosa nezinye iilwimi kufuneka babe kanti baphume izandla ekubhaleni ulwimi bona kuqala. Nangona uDrummond, (2017) ephande abafundi abantetho isisiZulu ababhala ngesiNgesi, kubalukile ukuba umsebenzi wakhe usetyenziswe ekujongeni le ntsindabadala yokubhalwa kwemibhalo ngabafundi abakwimifundo ephakamileyo.

OkaDrummond (2017) uphanda ukuba, abafundi abathetha isiZulu baneziphene ezinjani xa bebhala isiNgesi. Oku kubonakalisa ifuthe elenziwa sisiZulu njengolwimi lweenkobe

Iwabafundi, nalapho abafundi baneziphene ezininzi xa bebhala ngesiNgesi. Zininzi izizathu ezibangela ukuba abafundi abathetha isiXhosa babeneziphene emibhalweni yabo, oko kungaquka indlela ulwimi olu luthethwa ngalo imihla ngemihla. Isenokuba kukungafundi ulwimi rhoqo okanye ukungafundiseki kwabo kulwimi lwesiXhosa. Umahluko kweli phepha nophando lukaDrummond kukuba, eli phepha lijonga abafundi abathetha isiXhosa bebhala ngesiXhosa. Phambi kokuba ndingene nzulu kulo mbandela kubalulekile ukuba ndirhabulise ekukhuleni kwemigaqonkqubo yoMzantsi Afrika, sukela oko kwaqala urhulumente wentando yesininzi.

## UMZANTSI AFRIKA NEMIGAQONKQUBO

Iilizwe loMzantsi Afrika linembali ende malunga neelwimi zesiNtu kwanendlela ezibhalwa ngayo. Oku kukuthi kwa indlela ekubhalwa ngayo isiXhosa iza neningeni yayo, ingakumbi xa kujongwa kwifuthe leemishinari (izithunywa) ezeza nokubhalwa kwesiXhosa kweli lizwe. IsiXhosa ke sikhule phantsi kweemeko ezinzima kuba nanjengoko uMfaba, (2018) kumsebenzi wakhe wakatsha nje esizobela ukubhalwa kwesiXhosa ukusukela oko kwafika iimishinari. Iyacaca neyokuba kwa indlela ekufundiswa ngayo isiXhosa esi yindlela yaseNtshona apho kusetyenziswa isiNgesi ukufundisa isiXhosa (Mfaba, 2018). Konke ke oku kudala imingeni ejamelene nesiXhosa nokubhalwa kwaso kule mihla. Kungoko, ndiza kuqala ndiveze imigaqonkqubo ejikeleze ukusetyenziswa kweelwimi eMzantsi Afrika ingakumbi xa kujongwe kwimigaqonkqubo ephuhlise ngurhulumente wentando yesininzi.

Sukela oko kwaqala urhulumente wentando yesininzi eMzantsi Afrika bekusoloko kukho isimbonono sokuba, ukufundiswa kweelwimi makwande kwaye oko kugxile kwindlela ekusetyenziswa ngayo ulwimi lwasekhaya ukuze umfundi akwazi ukufunda ezinye iilwimi. Lukhona kwaye luninzi uphando olubonisa noluxhasa olu luvo (Banda, 2010; Chick, 2002; Stroud, 2001; Tshotsho, 2013). Iilizwe loMzantsi Afrika ke belitshotsha entle ekukhulisweni kwemigaqonkqubo elawula ukufundiswa kweelwimi ezikolweni kunye nakwisigaba semfundo ephakamileyo. Ukusukela kumgaqo siseko weli loMzantsi Afrika (1996), umgaqonkqubo owaziwa ngokuba yi*Language in Education Policy* (1997) esi simbonono sokufundiswa kweelwimi zesiNtu, ukuze kwakhiwe phezu kwazo xa kufundiswa ezinye iilwimi kudala sikhona ngokwale migaqonkqubo. Ukwaleka, umgaqonkqubo wokuqeqeshwa kootitshala obizwa i*Minimum Requirements for Teacher Education Qualifications (MRTEQ)* (Department of Education, DoE, 2015) ngamafutshane *MRTEQ* (2015) nawo ukhuthaza ukufundiswa kweelwimi ezininzi kodwa ulwimi lweenkobe lubekwe phambili nalo, lo mgaqo uthi abo baphuma kumaziko emfundo ephakamileyo bephethe izidanga zokufundisa kufuneka bakwazi ukufundisa olo lwimi baluqeqeshelweyo. Ukufundisa ulwimi ke kuquka ukukwazi ukulubhala, hayi nje ukuthetha kuphela. *UMRTEQ* (2015) ukwathi ukwazi oko ukuhlohlayo ngundoqo ekufundiseni. Lo mgaqonkqubo uqinisekisa ukuba ootitshala kufuneka babe bayakwazi ukuhlohla oko bakuqeqeshelweyo. Ngokuka uXeketwana, (2018) engqina umsebenzi kaDerewianka (2012) waleka ngelithi, ukwazi ulwimi olo utitshala oluhlohlayo kubalulekile kuba oko kunika ingqiniseko yokuba, utitshala uza kuhlohla ngokuphumelela ulwimi ingakumbi izigaba zentetho. Ukugxininisa le ngcingane amaziko emfundo aphakamileyo nalapho kuqeqeshwa khona ootitshala kufuneka bagxininise ekubeni ootitshala balwazi ulwimi njengoko oko ingundoqo wokufundiswa kolwimi. OkaShulman (1987) uThornhill noLe Cordeur (2016) baveza izigaba ezithathu apho kufuneka kuqwalaselwe ulwazi lukatitshala oqeqeshelwa ukuhlohla ulwimi kwaye bathi: (i) umxholo kunye noko kufundiswayo kufuneka kwaziwe; (ii) ulwazi lweendlela zokufundisa; kunye (iii) nolwazi lwekharithulam (uqulunqo zifundo). Oku ke kuza kuncedisana nootitshala ukuba bafunxe ulwazi olufunekayo noluzo kubanceda ekufundiseni ngokuchanekileyo. Ukwaleka koku, irevised *National Qualifications Framework (DoHE, 2015: 10)* ithi ulwazi lweentlobo zokufundisa kuquka ukwazi abafundi, ukufunda, ikharithulam jikelele, indlela ekuvavanywa

ngayo. Oku kukwazi iindlela nemiqathango ngokwayame koko utitshala aqeqeshelwa kona. Umzekelo, ukuba uqeqeshwelwa ukufundisa isiXhosa kufuneka abe kanti unakho ukuza neendlela ezahlukeneyo zokufundisa isiXhosa eso. Ulwazi lolwimi ke lubalulekile njengxalenye yokufundisa ingakumbi ukufundisa imibhalo kwayanywe nge-*systemic functional linguistics* (Derewianka, 2012). Ukuze oku kucace eli phepha liveza imibuzo esetyenziswe kolu phando kwicandelo elilandelayo.

## IMIBUZO YOPHANDO

Ngenxa yezi zizathu zingentla yiyo le nto umphandi egxila kule mibuzo ilandelayo:

1. Ingaba abafundi abantetho isisiXhosa bazisebenzisa njani izakhi nemigaqo yokubhala?
2. Ngokukhokelwa nguGrabe noKaplan (1996), uChristie noDerewianka (2008), Derewianka (2012) kunye nomsebenzi kaXeketwana (2017 & 2018) ingaba abafundi bazisebenzisa kakuhle izihlanganisi, izivumelanisi, ukuthungelana kwamagama nezivakalisi (*cohesion*)?
3. Ingaba olu phando lubonisa ukuba kuninzi ekumele kwenziwe ukufundisa isiXhosa njengolwimi lokufunda nokufundisa?
4. Okokugqibela, oku kunafuthe lini kulwazi lolwimi ekufuneka ootitshala babenalo?

Ekuphenduleni le mibuzo eli candelo lingezantsi liza kuveza ukuba abaphandi abangaphambili nabo baphande ngeendlela zokubhala isiXhosa ingaba benze njani. Olu phengululo ncwadi luza kusetyenziswa ngokuthi lunxulunyaniswe nendlela ekuza kutolikwa ngayo iziphumo kweliphepha.

## UPHENGULULONCWADI

Xa ndibhala ngokubhalwa kwesiXhosa kuyabaluleka ukuba ndivelele imbali yokubhalwa kwesiXhosa njengokuba nayo inika umfanekiso ngqondweni wokwenzeka kulwimi olu ukususela ukufika kweemishinari kweli lizwe. Kutshanje uMfaba, (2018) uzobe imbali yesiXhosa kwakunye neemeko ezichaphazela ukubhalwa kwaso kule mihla. Apha usebenzise kakhulu amaculo enkolo yobuKrestu ukubonakalisa ifuthe lokubhalwa kwesiXhosa. Kwelinye icala uMaseko, (2017) ubuchuba kakuhle ubucukubhede obungokukhula kokubhalwa kwesiXhosa. Kumsebenzi wakhe uyibeka icace eyokuba iimishinari nabekwa phambili ekubhalweni kwesiXhosa ayephumeza umsebenzi wawo wokuvangela, kwaye oko kwabangela ukuba isiXhosa sibe sibhaliwe. Apha uMaseko (2017) ucaphula umsebenzi kaBoyce (1834) nalapho aqinisekisa oku ngokuthi athethe la mazwi angezantsi;

*“The importance of the Kaffir and Sechuana languages, as opening to us the means of communicating with all the tribes of Africa south of the Equator, renders every attempt to facilitate their acquisition interesting to the merchants and traders of the Cape colony (own emphasis)” (Boyce 1834, x).*

Le nkolo ilapha ngentla iveza mhlophe ukuba abantu abeza kwilizwe loMzantsi Afrika besithi bafuna ukubhala isiXhosa babengoohlohle zabo, beneenjongo zokuvangela. Oku kubonakaliswa kukuba konke oko kubhalwa kwesiXhosa kwabenza baphumelela kwiphulo labo lokuthatha iingqondo zabantu bentetho leyo kwaye bakwazi ukuphumeza ivangeli yabo. Waleka ngelithi, ezi mishinari yayingezo ngcali zolwimi kwaye kuyacaca ukuba zikhona izinto azishiyayo ekubhalweni kwesiXhosa esi. Kananjalo uMaseko (2017) uthi asichubele ngendlela iinkcuba buchopho ezifana noGqoba ezithe zagxobha ngayo indlela yokubhalwa

kwesiXhosa zisebenzisa ulwazi lwazo lolwimi. Ngoku ke izifundiswa ezifana nooGqoba, nangona zisebenze phantsi kweemeko ezinzima kodwa zilwile ekubhalweni kwesiXhosa.

Kuyo yonke le mbali yokubhalwa kwesiXhosa zimishinari, ubani uyaphawula ukuba nanjengoko kwakuphunyezwa injongo yokuvangela ulwimi oluthethwa ngabantu imihla nezolo lisenokuba lasalela ngasemva. Into ethetha ukuba ulwimi lwabhalwa njengento ezimeleyo engoyamanga luntwini kwaye ithethwa luluntu. U Makoni noMashiri (2007) basichubela kakuhle kwiindlela zokucetywa kolwimi nalapho baveza ukuba ulwimi asinto ephila ubomi bayo ngaphandle koluntu, koko ukuphila kolwimi ncakasana kukuba luthethwe lusetyenziswe ngabantu lujamelane neningeni yemihla ngemihla. Ukwaleka, ezi nkubabuchopho zityondyotha ngelithi ukuba imisebenzi eyenziwa luluntu umhla nezolo iyasala xa kucetywa ngolwimi, olo lwimi lwabantu lwakuba lusetyenziselwa ukuphumeza ipolitiki hayi umsebenzi wolwimi. Oku kuthetha ukuba, imbali ngenene inako ukuchaphazela indlela ekubhalwa ngoyo ulwimi namhlanje kuba ekubhalweni kwaso isiXhosa kwakujongwe inzuzo ethile ezuzwa zimishinari hayi izithethi zesiXhosa.

Kubalulekile ukuba ndiyibeke icace into yokuba ewe namhlanje ndibhala ngeziphene zabafundi, kwakunye nendlela ekumele bathobele ngayo imigaqo nezakhi zokubhalwa kolwimi. Oku ndikwenza kuba kule mihla le ndlela yokubhala seyiyiyo esetyenziswayo ezikolweni kwaye kufuneka iqiniswe. Ukucacisa ngakumbi, xa kuthe kwasetyenziswa ulwimi kubhalwe ngendlela echubekileyo oko kwakuba lulutho kwabo bayifundayo bangaphazamiseki koko bafunxe ulwazi olululo. Lo msebenzi ngoko ugxininisa ekubeni abafundi mabafunxe intsingiselo xa befunda, nanjengoko iyimbono yabaphandi be-*systemic functional linguistics* (Derewianka, 2012; Xeketwana, 2018). Le mbono ayithethi ukuba uphando lokubhalwa kwesiXhosa nemigaqo okanye izakhi zokubhalwa kolwimi kufuneka zingaqhubeli phambili okanye azinakutshintsha. Ulwimi luyakhula kwaye luyatshintsha nokukhula kwabantu, ngoko ke kufuneka ootitshala baxhotyiselwe kuba bafundisa kwilizwe elikhulayo, elineelwimi ezitshintshayo. Baxhotyiselwe ixesha elizayo kodwa besebenzisa imbali ukwenza oko. Kungoko ukujonga ukubhalwa kwesiXhosa kusetyenziswa imibhalo, kujongwa neziphene zabafundi kubalulekile. Ekupheleni kosuku abafundi kumele bakwazi ukubhala bakwazi nokufunda ulwimi ngendlela enika intsingiselo kulowo ufundayo okanye umameleyo.

Nangona umba wokuhlohlwa kwesiXhosa kusetyenziswa imibhalo ubungajongwa kakhulu ezikolweni. Uphando lubonisa (nanjengokuba kuza kuboniswa oko apha) ukuba abafundi abafundela ukuhlohla isiXhosa bayabetheka xa bebhala olu lwimi. Eli phepha lijonga ukwakhiwa kwemibhalo, nendlela yokubhala eyenza umbhalo uyondelelane kwaye wenze intsingiselo umbhalo lowo. Kwimisebenzi edlulileyo uXeketwana (2017, 2018) nangona kusetyenziswe isiNgesi iindlela zokubhala ziphononongiwe ngesiXhosa apho kujongwe ukusetyenziswa kwemibhalo efanekisa kwimidiya okanye kumajelo osasazo. Lo msebenzi uzama ukuqhubela phambili oko sekwenziwe ngokuthi usebenzise abafundi ukujonga iziphene kwaye ufundisa ukubaluleka kokwazi ulwimi olo luza kufundiswa.

Xa ubhala kunyanzelekile ukuba ukhumbule lowo uza kufunda umbhalo wakho, kwaye wenze ngako konke onako ukuqinisekisa ukuba zonke izixhobo ezalatha phakathi embalweni zisetyenzisiwe ngendlela efanelekileyo. U Drummond, (2017) xa esalatha kumsebenzi kaHalliday uyibeka icace eyokuba xa kubhalwa kufuneka lowo ubhalayo aqonde ukuba amagama anxibelelana njani, kwaye amabinzana wona anxibelelana njani, kananjalo nezivakalisi kuloo mbhalo kufuneka zibonise ukuthungelana. Ukwaleka, uGrape noKaplan (1996) nabo bathetha ngokubaluleka koyondelelwano lombhalo kwaye besithi kubalulekile oku kuba kwenza oko kubhaliweyo kuyondelelane ngendlela eyenza umbhalo wonke udibane.

Kweli phepha ndifunxa kakhulu kuphando olwenziwe nakwamanye amazwe apho kuthethwa khona ngokubaluleka kokwazi ulwimi nemigaqo yalo kulowo ulifundisayo, kwaye ukuxhobisa ootitshala ngolwimi kubalulekile, kuba kubenza bayazi imigaqo yolwimi olo. Ngokusebenzisa ifuthe lendlela yokuphicotha nokuhlalutya imibhalo ekuthiwa yi *Systemic Functional Linguistics (SFL)* (uMartin, 1997; Christie noDerewianka, 2008; uDerewianka, 2012; uXeketwana, 2016, 2017, 2018) nendiza kuyibiza ngokuba yinkqubo yokuqonda ulwimi nzulu, apho ulwimi lungabonwa njengento ezimeleyo koko lubonwa njengesixhobo ekufanele ukuba sisetyenziselwe ukuqonda ubunzulu bolwimi kusetyenziswa nemibhalo eyahlukileyo. OkaDerewianka, (2012) ebona ngasonye noMaseko, (2017) uthi ulwimi akumelanga ukuba lubonwe njengengqokelela yemigaqo eyenza ukuba abo balufundayo bangakwazi ukuluqonda. Eyona nto iphambili kukuba ulwimi nokubhalwa kwalo lubonwe njengesixhobo sakwakha intsingiselo, isixhobo sokufunda ngokwendlela abantu abanxibelelana ngayo nababhala ngayo. Into ebhaliweyo ibonisa oko kuqhubeka elizweni ngoko ke kufuneka oko kubhaliweyo kufundeke kwaye kubhalwe ngendlela enika ubuncwane kulowo ufundayo.

Eli phepha ke lizama ukujonga nokulungisa indlela yokubhala kwaye oko kujongwa ngokusebenzisa iingcingane ezivela kwamanye amazwe kananjalo nembali yokubhalwa kwesiXhosa kujongwa ifuthe lee mishinari. Eli futhe lee mishinari lijongwa kuba nawo eze neenjongo zawo zokufundisa ukubhalwa kwesiXhosa esebenzisa imigaqo yokubhalwa kwezinye iilwimi. Kungoko isiXhosa sibhalwa ngale ndlela namhlanje. Kungoko kwicandelo elilandelayo umphandi eza kujonga indlela esetyenzisiweyo yokuphanda (*methodology*) nokuba isetyenziswe njani.

## INDLELA YOKUPHANDA

Indlela yokuphanda esetyenziswa apha kweli phepha yileyo yokujonga imibhalo, ize iyiphonononge ijonga intsingiselo yokubhaliweyo. Le ndlela ithi ijonge ukuba ulwimi lubhalwa njani, ukusuka kumabinzana, izivakalisi ukuya kumbhalo opheleleyo uxoxa atsho uYang noMiller, (2008). Kungoko ke kusetyenziswa imibhalo yabafundi ukuphumeza olu phando kwaye kuthathwa iindawo ezithile apha emibhalweni yabo kubonakaliswa nokuba basilela ndawoni. Ziliqela iziphene ezivelayo kule mibhalo yabafundi kodwa umphandi uzakucaphula zibe mbalwa ngenxa yeqonga lokubhala.

Abathathi nxaxheba kolu phando ngabafundi abenza unyaka wesithathu nowesine, kwiSidanga sobuTitshala (Bed) kwenye yeeDyunivesithi zaseNtshona Kapa ebisakufundisa ngesiAfrikansi. Invume yolu phando inikezwe yikomiti yokuziphatha xa usenza uphando yiDyunivesithi kwaye yonke imiqathango yokufumana invume ithotyelwe. Njengomhlohli kwa nomphandi ndiyazazi apho ndime khona kwaye oko akubanga nachaphaza kwindlela olu phando oluhambe ngayo.

Abafundi bonke bathetha isiXhosa njengolwimi lwabo lweenkobe, baqeqeshelwa ukusifundisa ezikolweni kwisigaba esiphakathi semfundo esisiseko.

Izizathu zokukhetha aba bafundi zezi zilandelayo:

- Kuba baza kufundisa isiXhosa njengolwimi lwasekhaya, xa bephumelela izidanga zabo.
- Baza kufundisa kwibakala eliphakathi. Ukwaleka, ngamanye amaxesha bafundise kwibakala eliphezulu ngenxa yokunqongophala kootitshala besiXhosa ezikolweni.

Abafundi bane kunyaka wesithathu, bathandathu kunyaka wesine into eyenza ukuba babe lishumi bebonke. Baphakathi kweminyaka engamashumi amabini ukuya kumashumi amabini anesihlanu.

Abafundi babhala imisebenzi emide, nesetyenziswa ukuphonononga ukubangaba bayakwazi na ukubhala imibhalo emide exoxayo, ekulindeleke ukuba ibhalwa ngabafundi kwimfundo ephakamileyo. Kananjalo, ukubhala ngesiXhosa kuba ngumba obalulekileyo kuba baza kusifundisa ezikolweni, ngoko ke yiyo le nto kwajongwa ukuba basibhala njani bona kuqala. Le misebenzi yabafundi yenziwa ngo2017 phambi kokuba baye ezikolweni apho baqeqeshelwa khona ukufundisa.

Abafundi basebenza ngababini, apho umfundi ngamnye eza kubhala umsebenzi njengoko kuyalelwa kwisikhokelo semodyuli. Phambi kokuba imisebenzi ingeniswe, kwafuneka baqale bayijonge kuqala kwaye bayihlele. Oko kwenziwa ngokuba abafundi batshintshiselane ngemisebenzi yabo ukuze bayihlele ngokwabo. Ukuqinisekisa ukuba oku kwenziwe umphandi wayalela abafundi ukuba basebenzise iqonga lokufundisa elaziwa ngokuba ngu*SunLearn*, apho abafundi beza kusebenza khona bethumela imisebenzi yabo. Umfundi esakugqiba ukubhala umbhalo wakhe, ugxa wakhe uza kuwuhlelakuze njengomphandi nomhlohli ndijonge ukuba lowo uhlelayo uhlela ntoni kanye. Emva kokuba umsebenzi uhleliwe uphinda uthunyelwe kumbhali aze ke umbhali aphenyulele koko kuhleliweyo ngokuba akugatyekanye amnkele izilungiso. Lo msebenzi waqala ukubhalwa ekuqaleni kwekota kwaze ke kwalindeleke ukuba abafundi bawungenise ekupheleni kwekota yokuqala.

### Isixhobo sophando

Aba bafundi bahlulwa ngokweminyaka, kodwa umsebenzi bawubhala ngexesha elinye, abonyaka wesithathu basebenzisane baze abonyaka wesine basebenzisane. Imisebenzi yayilishumi iyonke yaphicothwa kujongwa ukuba, ingaba abafundi bayithobele imiqathango yokubhalwa kwesiXhosa, basebenzisa ukubhala ngokuyondelelana nangokusulungekileyo ukusetyenziswa kwezihlanganisi?

<b>Indlela ekusetyenziswe ngayo izixhobo zokubhala</b>	<b>Imibuzo yomphandi ngombhalo</b>
Izikhombisi	Ingaba umfundi uyakuqonda ukudityaniswa nokwahlulwa kwezikhombisi nezibizo?
Izivumelanisi	Ingaba amagama kwisivakalisi avumelana ngendlela eyiyo?
Ukubhalwa ngokuyondeleleneyo ( <i>cohesion</i> )	Ingaba umbhali umbhalo wakhe uyayondelelana wonke? Ingaba imihlathi yoko kubhaliweyo iyayondelelana kwaye ixoxa into evakalayo? Ingaba kukhona ukunxibelelana nokuyondelelana kumbhalo uwonke?

Iziphene ezifunyenwe kumbhalo ngamnye zachongwa ngezi ndlela zilandelayo. Iphepha ngalinye lafundwa amaxesha amaninzi, kukhutshwa imixholo njengoko uBraun & Clarke, (2006) becebisa xa kuphicothwa idatha ngohlobo lwe*qualitative*. Ukwaleka, uphanda usebenzise imibala eyahlukileyo ukubonisa iziphene ezahlukeneyo. Ezo ziziphene ezibonisa iimpazamo kwiindlela ekusetyenziswa ngazo izakhi nemigaqo yolwimi. Ezo ziindlela ekusetyenziswe ngazo izikhombisi, izivumelanisi kunye nokubhala ngokuyondelelana. Imibhalo ifundwe amaxesha amaninzi kujongwa iziphene ngokwemibuzo yomphandi nokuba abafundi bayakwazi ukubhala ngokuchubekileyo. Isakuba ifundiwe yonke imibhalo kwaye kwafakwa imibala eyahlukeneyo kwimeko ezahlukeneyo eziphawuliweyo. Zabekwa

ngokufanayo kwaze kwajongwa ezi zinempazamo ezifanayo. Umzekelo, kuphi apho umfundi athe wadibanisa amagama nalapho angadibani khona. Ukwenza oko, umphandi usebenzisa idatha ukufumana ulwazi lokuba abafundi bayakuchana kwisini ukubhala kwaye imiqathango yokubhala bayayilandela na. Le yimiqathango ekhethwe ngumphandi kodwa ikhona eminye ekumele ukuba abafundi bayijonge. Umphandi waqaphela nalapho abafundi benze kakuhle khona kwaye imibhalo yabo iyondelelana ngendlela entle, ulwimi lusetyenziswe ngokwemeko yemfundo ephakamileyo, edyunivesithi.

## UPHICOTHO LWEDATHA

Kumacandelo alandelayo ndiza kubonisa ezi ziphene zabafundi, zikhankanywe apha ngentla. Ezi ziphene zisekhona emva kokuba imisebenzi yabafundi ihlelwe ngoogxa babo. Amaxesha amaninzi abaziqapheli xa behlele imisebenzi. Ukwaleka, oku kuthetha ukuthi, kusenokwenzeka ukuba abahleli khange baziqaphele iziphene ezo, okanye abazazi ukuba ziziphene nangona beyifundile imisebenzi yoogxa babo. Oku kunomphumela ekufundiseni abantwana ezikolweni kuba ezi mpazamo azizukulungiswa. Apha ngezantsi kuqalwa ngezikhombisi njengempazamo ezifunyenwe emisebenzini yabafundi.

### Izikhombisi

Indlela ekusetyenziswa ngayo izikhombisi ngabafundi zihlanganiswa noko kwalathwayo, abazibhali zizimele zodwa. Oku kwenzeka nangona besebenzisa umqulu oqulunqwe nguPANSALB ngo2018, apho ezi ziphene ziqatshelwa. Lo mzekelo ungezantsi ubonakalisa ezi ziphene kwaye zonke zibhalwe bomvu.

Izivakalisi zabafundi -	Izikhombisi
Ezinqubo zifana ngenxa yenjongo zazo	Ezi
Lenkqubo ivela nkalo zonke	Le
Nangona lemigaqosiseko iinenjongo eyahlukaneyo, ziyangqinelana kwaye ithetha lonto kufuneka zifundwe ngaxesha linye	Le Lo

Apha ngentla abafundi babonisa ezi ziphene ekubhaleni kwaye amagama ekumele ukuba ayaqhawulwa ayadityaniswa. La magama afana nala *ezinqubo – ezi nkqubo, Lenkqubo – le nkqubo, lemigaqo – le migaqo, lonto – lo nto* kulapho abafundi baneziphene ezininzi kwaye imigaqo yokubhala isiXhosa ayilandelwa. Nangona le mibhalo ihleliwe kodwa kusekho ezi ziphene nebekumele ukuba azisafumaneki kubafundi abakweli zinga. Ewe ulwimi luyakhula, luyatshintsha ngokuxhomekeka emaxesheni nokutshintsha kweendlela ekuthethwa ngazo. Ezi ziphene zingentla zingaba zichatshazelwe lo lotshintsho. Kananjalo, oko kusenokwenziwa kukuba abafundi abafundi ngokwaneleyo ukuze baqhelane namagama neendlela ekupelwa ngazo.

Ifuthe lokuthetha nalo linokuba negalelo ekubeni abafundi babhale bebonisa ezi ziphene zingentla. Iindela ekuthethwa ngazo isiXhosa ziyahluka kwaye neengingqi abakhulela kuzo abantu zinefuthe kwiindlela abathetha ngazo baze babhale ekupheleni kosuku.



Izivumelanisi zentloko nokuyondelelana phakathi kwezivakalisi (cohesion)

Kwisivakalisi kumele amagama avumelane ngokuthi kusetyenziswe izivumelanisi zentloko ezithe ngqo kwaye lo nto yenza umbhalo ufundeke ngokutyibilika nangokuyondelelana. Apha ngezantsi kuvezwa iziphene ezithande ukuxhaphaka neziveza ukuba abafundi abahluli xa bethetha naxa bebhala. Ezi ziphene zivela kakhulu xa abafundi bengaphindi bayifunde bayihlele imisebenzi yabo.

<p>Nangona lemigaqo siseko <b>iinenjongo eyahlukaneyo, ziyangqinelana</b> kwaye ithetha lonto kufuneka zifundwe ngaxesha linye</p>	<p><b>Iinjongo eza (ezahlukeneyo) Iyangqinelana (imigaqo)</b></p>
<p>Lo mgaqo siseko uneenjongo <b>yokwandisa</b></p>	<p>Zokwandisa (iinjongo)</p>
<p>Lo mgaqo siseko uneenjongo <b>yokwandisa</b> nokuqinisa iilwimi zabamnyama ezikolweni. <b>Ingxininisa</b> ukuba kuthathelwe ingqalelo into yokukhuliswa kwezilwimi zabamnyama, nokusetyenziswa kweelwimi zabamnyama kwizinga lelwimi lasekhaya.</p>	<p>Lo mgaqo siseko uneenjongo yokwandisa nokuqinisa iilwimi zabamnyama ezikolweni. Ugxininisa...</p>

Apha ngasentla kuboniswa ezi ziphene zibhalwe bomvu nezibangela ukuba kube nzima ukufunda lo mbhalo. Xa siphawula kumbhalo osekuqaleni othi:

*“nangona lemigaqo siseko **iinenjongo eyahlukaneyo, ziyangqinelana** kwaye ithetha lonto kufuneka zifundwe ngaxesha linye”.*

Siyaphawula ukuba intloko apha ligama elithi **Iinjongo**, kodwa isivumelanisi sentloko esisetyenzisiweyo asivumelani nentloko kuba isivumelanisi ngu ‘eya’ endaweni ka ‘eza,’ into ethetha ukuthi eli binzana bekufanele ukuba liza kufundeka kanje: nangona *le migaqosiseko ineenjongo ezahlukeneyo*, ukuze ibe yenza intsingiselo ezeleyo. Ewe uMaseko, (2017) uthi le miqathango ize kakhulu neemishinari kwaye ilandela isiNgesi nesiLatini, into ebekwa phambili kukuba, noko xa abafundi sebefundile ezi mpazamo maziqatshelwe. Kananjalo, olu luhlobo olusetyenziswayo noluvunywe yibhodi elawula iilwimi.

Kwakhona umzekelo olandelayo nawo ubonisa iziphene ezingalindelekanga kuba ziziphene ezinentsomi yokwenza nesivumelanisi sentloko. Apha intloko yeli binzana “iinjongo” kodwa isivumelanisi sithatha “umgaqo” kuba umbhali usebenzisa u ‘yo’ endaweni ka ‘zo.’ Apha umfundi kuyanyanzeleka ukuba awuhlele umsebenzi wakhe kuba esi siphene siyavela kakhulu xa kubhalwayo kodwa xa umsebenzi uhleliwe waphinda wafundwa ungalungiswa. Isizathu soku kukuba iintloko zimbini kweli binzana, kwaye umfundi uvumelanisa nentloko yokuqala endaweni yentloko yesibini.

Lo mgaqo siseko uneenjongo **yokwandisa**

Kungoko eli binzana bekufanele ukuba liza kufundeka ngolu hlobo “*lo migaqosiseko uneenjongo zokwandisa*” kuba intoko ekhokelayo ziinjongo apha kweli binzana.

Umzekelo wesithathu ubhalwe nawo wabonisa iziphene ezingathathelwanga ngqalelo ngabafundi kuba ubhalwe ngolu hlobo:

“Lo mgaqosiseko uneenjongo **yokwandisa** nokuqinisa iilwimi zabamnyama ezikolweni. **Ingxininisa** ukuba kuthathelwe ingqalelo into yokukhuliswa kwezi lwimi zabamnyama, nokusetyenziswa kweelwimi zabamnyama kwizinga lelwimi lasekhaya”.

Apha akukho kunxibelelana phakathi kwezivakalisi, la nto kuthiwa *yicoherence* ngolwasemzini. Kwezi zivakalisi zibini umbhali ubhala ngomgaqosiseko, kodwa kwisivakalisi esilandelayo akabonakalisi ukwalatha kulo mgaqosiseko abhala ngawo. Xa eqhubeka usebenzisa isikhamiso u-i endaweni ka-u, oza kwalatha kumgaqo ovele kwisivakalisi sokuqala. Isiphene esilolu hlobo naso siyavela kakhulu xa kufundwa imibhalo yabafundi, kwaye ndingatsho ukuba esinye sezizathu zoku kukuba abafundi abawufundi umsebenzi wabo ingasikuba abakwazi ukubhala. Umnqa ke kukuba nangona lo msebenzi uhlelwe ngomnye umfundi, esi siphene khangе sibe siyalungiswa.

## IZINDULULO

Oyena ndoqo uphambili ekubhalweni kweli phepha kukuba le mibuzo ingentla kufuneka iphendulwe. Apho kunokwenziwa uphando oluninzi malunga nokubhalwa kwesiXhosa, kwakunye nezinye iilwimi zaseAfrika. Oku kukwenzela ukuba, iilwimi ezifana nesiXhosa zithathelwe ingqalelo kwaye zisetyenziswe ngokuqondakala. Kubalulekile ukuphawula ukuba kukho umsantsa omkhulu ekufundisweni ukubhala isiXhosa phakathi kweedyunivesithi nezikolo, kwaye lo msantsa kufuneka uvaliwe ukuze isiXhosa sifundiselwe ukusetyenziswa kumaziko emfundo ephakamileyo. Ezi zindululo zilandelayo kufuneka ziqatshelwe;

- Makufundiswe ukubhala ngendlela echubekileyi nebonakalisa ukuba ootitshala basebenzisa ulwimi njengesixhobo sokwakha ulwazi, kwaye sisenza intsingiselo koko kufundwayo.
- Abafundi abaqeqeshelwa ubutitshala kufuneka baqeqeshwe ngendlela eza kubenza ukuba bavuke ekubhaleni isiXhosa kwaye iimpazamo ezifana nezi zingentla zingenzeki, kubo oko kuza kuchaphazela abafundi ezikolweni. Abantwana ke baza kufunxa olo lwazi becinga ukuba lulwazi olulungileyo kanti akunjalo.
- Ukufundisa abafundi abaqeqeshelwa ubutitshala kakuhle oko kuza kwenza ukuba bakwazi ukubeka iimfuno zabo baza kubafundisa malunga nokubhala imibhalo esulungekileyo.
- Kananjalo, eli phepha liza kwenza abaqeqeshelwa ubutitshala bakwazi ukuqonda ulwimi ukusukela, kwigama, ibinzana, isivakalisi, umhlathi ukuya kumbhalo opheleleyo.
- IsiXhosa ukuze sifundiswe kakuhle le ndlela yokufundisa kusetyenziswa imibhalo kufuneka ibandakanywe ekuqeqesheni ootitshala ukuze babenezakhono ezilulungileyo ekufundiseni kwabo.

## UQUKUMBELO

Eli phepha lixoxe ngendlela ekulula ngayo ukwenza iziphene kulwimi lwesiXhosa, kwaye oko kwenzeka kumaziko emfundo ephakamileyo, kwabo baqeqeshelwa ubutitshala. Into ethetha ukuthi, abafundi kufuneka bahlohlwe ngendlela ecacileyo yokubhalwa kwesiXhosa ukuze ezi ziphene zingamane zivumbuluka nje naphina. Abafundi kufuneka bathathele ingqalelo imisebenzi yabo yesiXhosa bangenzi nje uphela sonwabe. Oku kudizwa kukuba nangona imisebenzi yabafundi ihleliwe zisekhona iziphene ezivelayo. Nanjengokuba

kukhankanyiwe apha ngentla, oku kunokudalwa kukuba abafundi abazi okanye abathatheli ngqalelo oko bakubhalayo. Ukulungisa ukungazi kungoko kufuneka amaziko emfundo ephakamileyo egxininisile ekubeni isiXhosa sifundiswe ngendlela eyakhayo. Oku kungadala amathuba okuba isiXhosa sikwazi ukusetyenziswa kakuhle kuzo zonke izifundo kuba sibekelwa phambili ngootitshala abasifundisayo. Ukwaleka, ulwazi lokufundiswa kolwimi kubafundi abaqeqeshelwa ubutitshala lubalukile kwaye eli phepha alithandabuzi ukugxininisa le mfuneko, ukuncedisana nabafundi abaqeqeshelwa ubutitshala. Oku kuyaxhaswa yimigaqonkqubo ekhokela ukufundiswa kolwimi kumaziko emfundo ephakamileyo kunye nakwimfundo esisiseko. Kungoko ke kumele ukuba ootitshala babe baphume izandla ekufundiseni ukubhala.

Ukubhala umbhalo osulungekileyo, nolandela amanqanaba aza kuwenza uphuhle kwabo bawufundayo kufuna isakhono esiphuhlileyo. Esi sakhono asizikhuleli nje koko kufuneka sinkcenkceshelwe, sikhuliswe ngononophelo ukuze sithi sakukhula sikwazi ukuzala ezinye izithole eziza kugqama. Ewe ulwimi luyatshintsha kodwa ukuba lutshintsha lushicilelwe kakuhle phantsi, lo nto ingenza ukuba luhlale luphila kwaye lusebenziseke nakwisizukulwana esizayo.

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## AMANGQABANTSHINTSHI NGOMBHALI

USimthembile Xeketwana nguGqirhalwazi, umhlohli nomphandi kwiDyunivesithi yaseStellenbosch, kwiSebe lezeMfundo. Uphando lwakhe lugxile kumgaqo-nkqubo weelwimi, ukufundiswa kwesiXhosa kumaziko emfundo enomsila nasezikolweni, kunye nokufundisa phantsi kweemeko ezisebenzisa ulwimininzi. Ukwapapasha kwizifundo zokufundisa kusetyenziswa imibhalo ezikolweni nendlela yokuphonononga ulwimi ebizwa isystemic functiona linguistics.