

Research on the implementation of a mother tongue-based bilingual education language policy in a primary school, Kwazulu-Natal

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ABSTRACT

South Africa is known as a multilingual and multicultural country. This is why the South African Department of Education is committed to introduce educational policy guidelines that support the use of official languages as the primary languages of learning and teaching. In this paper, we analyse teachers' views on the implementation of a mother tongue-based bilingual education language policy in a primary school KwaZulu-Natal. This is a qualitative study that used semi-structured interviews and workshops as methods for data collection. In this case study, one school and 10 primary school teachers were purposively selected. To analyse research data, we used Cummins' conceptual framework on the importance of using the mother tongue as a foundation for developing a learner's cognitive skills. The findings revealed that teachers

support the use of isiZulu as a language of learning and teaching in primary grades because it scaffolds learner's cognitive development, new knowledge acquisition and align learning with learners' real-life situations. Although teachers support the use of isiZulu as a language of learning and teaching, they see a need for multilingualism to be accommodated as Foundation phase classrooms. This paper recommends that teachers need support in implementing the policy and in planning activities that support learning and teaching using isiZulu. We further recommend that multilingual pedagogies and translanguaging approaches should be introduced in the Foundation phase to accommodate all learners.

Keywords: multilingualism, bilingualism, mother tongue, primary grades, case study

CITE THIS ARTICLE

Nsele, S., Mbambo, K., & Hlabisa, M. (2025). Ucwangingo ngokulandelwa kwenqubomgomo yolimi iMother tongue-based bilingual education esikoleni samabanga aphansi ePinetown KwaZulu-Natali. *Journal for Language Teaching*, 59(2), Article 7173.

Ucwaningo ngokulandelwa kwenqubomgomo yolimi iMother tongue-based bilingual education esikoleni samabanga aphansi ePinetown KwaZulu-Natali

IQOQA

INingizimu Afrika yaziwa njengezwe elinobuliminingi futhi elimasikomaningi. Yingakho noMnyango wezeMfundo eNingizimu Afrika uphokophele ekwethuleni izinhlelo zemfundo ezisingatha izilimi ezisemthethweni ukuba zibe yizilimi zokufunda nokufundisa ngokuphelele. Kuleli phepha, sihlaziya imibono yothisha mayelana nesidingo sokusetshenziswa kwesiZulu njengolimi lokufunda nokufundisa kanye nanjengesu lokusingatha ubuliminingi emaklasini amabanga aphansi esikoleni esithile ePinetown, KwaZulu-Natali. Lolu wucwaningo oluyikhwalthethivu, olusebenzise izinhlolelwazi ezisakuhleleka kanye nemihlangano yokucobelelana ngolwazi njengezindlela zokukhiqiza ulwazi. Kulolu cwaningo lwesimo, kwaqokwa ngenhloso isikole esisodwa kanye nothisha abayi-10 abafundisa emabangeni aphansi. Ukuhlaziya ulwazi locwaningo sisebenzise umcabangonzulu kaCummins mayelana nobumqoka bokusetshenziswa kolimi lweBele njengesisekelo sokuthuthukisa ingqondo yomfundi ezifundweni zonke. Okutholakele kuveza ukuthi othisha bayakweseka ukusetshenziswa kwesiZulu njengolimi lokufunda nokufundisa emabangeni aphansi ngesizathu sokuthi kusekela ukuthuthuka kwengqondo yomfundi ukwamukela ngokushesha ulwazi olusha kanye nokuluhlobanisa nezimo zangempela. Nakuba othisha bekweseka ukusetshenziswa kwesiZulu njengolimi lokufunda nokufundisa, babona kunesidingo sokuba isiNgisi singahlwa ngaphandle kodwa sisetshenziswe ngokushintshisana nesiZulu ukusingatha ubuliminingi osebugqamile emaklasini amabanga aphansi. Leli phepha liphakamisa ukuthi othisha badinga ukwesekwa ekulandeleni inqubomgomo, nokuhlela imisebenzi esekela ukufunda nokufundisa kusetshenziswa isiZulu kanye nokufundisa ngokushintshanisa izilimi.

Amagama anqala: ubuliminingi, ubulimimbili, ulimi lweBele, amabanga aphansi, ucwaningo lwesimo

1. Isingeniso kanye nesendlalelo

Ngokwenhlangano yomhlaba i-United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2022), ukufunda kanye nokufundisa ngolimi lweBele kunamandla ekuthuthukiseni ulwazi kanye nokuqonda ezifundweni zonke. Ukuhambisana nalo mbono, uMnyango wezeMfundo eNingizimu-Afrika wenze isimemezelo sokwelulwa kohlelo iMother Tongue-based Bilingual Education (MTBE) kusukela ebangeni lesine kuya ebangeni lesithupha (Motshega, 2024). Lapho kusetshenziswa ubulimimbili ukufunda, ukufundisa kanye nokuhlola iMathematics kanye neNatural Sciences. Lolu cwaningo lusungulwe yizingxoxo mayelana nemibono othisha abayiveza emihlanganweni yokucobelelana ngolwazi

mayelana nokusetshenziswa kwesiZulu njengolimi lokufunda nokufundisa emabangeni aphansi. Lezi zingxoxo zaziyingxenywe yePhrojekthi yokuthuthukisa othisha ukukwazi ukusingatha ubuliminingi emaklasini amabanga aphansi. Izingxoxo zothisha zahlalula ukuthi babhekene nezinselelo ezahlukeneyo maqondana nokulandelwa kwenqubomgomo yolimi lokufunda nokufundisa emabangeni aphansi. Emabangeni aphansi kulapho kulindeleke ukuba othisha basebenzise ubulimimbili (isiZulu kanye nesiNgisi) kusukela ebangeni lokwamukela kuya ebangeni lesithupha (Motshekga, 2024). Lapho isiZulu ulimi lweBele siyisisekelo sokufunda nokufundisa, ebese isiNgisi singezwa futhi sisetshenziswe kanye nesiZulu ukuthuthukisa ingqondo kanye nokucabanga komfundi.

Ezingxoxweni zePhrojekthi esaba nazo nothisha, bakhononda ngokungalingiselelwa mayelana nokulandela inqubomgomo ekusebenzisweni ubulimimbili (isiZulu kanye nesiNgisi) ukufunda nokufundisa emabangeni aphansi. Kungenxa yelesi sizathu sibone kunesidingo sokuba sethule ucwaningo oluphonsa itshe esivivaneni mayelana nemibono yothisha ngezinsalelo ababhekene nazo ukulandela inqubomgomo yobulimimbili ukufunda nokufundisa emabangeni aphansi esikoleni esithile ePinetown KwaZulu-Natali. Lolu cwaningo luphendula umbuzo othini ithini imibono yothisha ngezinsalelo ababhekene nazo ukulandela inqubomgomo yobulimimbili ukufunda nokufundisa emabangeni aphansi esikoleni esithile KwaZulu-Natali?

2. Umlando omfishane mayelana nePhrojekthi

Iphrojekthi esihloko sithi: Amasu okusingatha ubuliminingi emaklasini amabanga aphansi ezikoleni zasePinetown yasungulwa ngabafundisi abathathu baseNyuvesi yaKwaZulu-Natali futhi yaxhaswa yiBhodi lezilimi leNyuvesi yakwaZulu-Natali njengomnikelo wokusebenzisana nezikole kanye nemiphakathi ukuthuthukisa ukusetshenziswa kwezilimi zoMdabu. Le Phrojekthi yayihlelelwe ukusungula izingxoxo ezihleliwe kanye nemihlangano yokucobelelana ngolwazi nothisha ngenhloso yokuthuthukisa ukuqonda amasu okusingatha ubuliminingi emaklasini amabanga aphansi. Kule Phrojekthi kwamenywa izikole ezimbili; esisodwa samabanga aphansi kanye nesisodwa samabanga aphezulu, lokhu kwakungenxa yezezimali zoxhaso. Izingxoxo kanye nemihlangano yokucobelelana ngolwazi kwakuhlukanisiwe kabili, okuqondene namabanga aphansi kanye nokuqondene namabanga aphezulu. Lo mbiko wocwaningo uqondene kuphela nokwahlaluka ezingxoxweni kanye nasemihlanagweni yokucobelelana ngolwazi kwamabanga aphansi. Abahlanganyeli kule Phrojekthi babexubile, uthishanhloko, izinhloko zeminyango kanye nothisha bezifundo ezehlukene. Sebebonke abahlanganyeli abavolontiya ukuba yingxenywe bayi-10.

IPhrojekthi yayihlelwe izigaba ezintathu. Isigaba sokuqala kwakuwukujejeza emuva kuningwe ngokusebenza kwabahlanganyeli kanye nezimo ababhekene nazo ekufundiseni kwabo, ikakhulukazi ukulandela inqubomgomo yolimi yobulimimbili obuqhakambisa ulimi lweBele emabangeni aphantsi. Okwesibili kwakungukuhlaziya izingxoxo zabahlanganyeli kanye nokwethula imicabangonzulu ehambelana nokwakuvele ezingxoxweni zabo. Isigaba sesithathu kwaba yinkundla yokucobelelana ngolwazi mayelana nendlela eyaphambili ukulandela inqubomgomo yobulimimbili obuqhakambisa ulimi lweBele ukufunda nokufundisa emabangeni aphantsi. Izingxoxo kanye nemihlangano yokucobelelana ngolwazi kwakuqhakambisa abahlanganyeli, abacwaningi babehlela izingxoxo kanye nokwethula imicabangonzulu ukuhlaziya okwakuhlalwa ngabahlanganyeli.

3. Isitatimende senkinga

Nakuba sekumenyezelwe futhi sekusemthethweni ukusetshenziswa kolimi lweBele ukusekela ukufunda nokufundisa kusukela emabangeni okwamukela kuya kwamaphakathi nendawo, kodwa akukacaci ukuthi isu lokufunda nokufundisa okuqhakambisa ulimi lweBele lizolandelwa kanjani ngothisha bamabanga aphantsi. Lokhu kungenxa yokwentuleka kocwaningo oluchaza ngezimiso kanye neqhaza likathisha uma kufundwa kusetshenziswa isu lokufunda nokufundisa okuqhakambisa ulimi lweBele ezifundweni zokuqukethwe.

4. Inhlosongqangi yocwaningo

Lolu cwaningo luhlose ukuphenya imibono yothisha ngezinsalelo ababhekene nazo ukulandela inqubomgomo yobulimimbili obuqhakambisa ulimi lweBele ukufunda nokufundisa emabangeni aphantsi esikoleni esithile KwaZulu-Natali.

5. Ukubuyekezwa kwemibhalo mayelana nokusetshenziswa kolimi lweBele njengolimi lokufunda nokufundisa emabangeni aphantsi

Ucwaningo oselwenziwe luqhakambisa ubumqoka bokusetshenziswa kolimi lweBele emfundweni yamabanga aphantsi ngenxa yokuthi luyisikhali sokucabanga kanye nokuxhumana (Benson, 2005; Garcia, 2011; Nyika, 2015; Nishanthi, 2020; Malindi, 2023). Abacwaningi emazweni ahlukene baveza ukuthi izingabunjalo lemfundo enhle lihlinzekwa ngolimi lwabafundi lweBele ngenxa yokuthi yilona limi abafundi abasuke bekwazi ukulusebenzisa ngokuphelele nangaphandle kwezihle (Benson, 2005; Nyika, 2015; Malindi, 2023). UBenson

(2005) wahlaziya wathi kuyamangaza ukuthi emazweni asathuthuka futhi anemiphakathi enobuliminingi kusaqhakanjiswa ulimi olulodwa njengolimi lokufunda nokufundisa futhi kube wulimi lwangaphandle. NgokukaBenson (2005), ukusetshenziswa kolimi lwangaphandle njengolimi lokufunda nokufundisa ekubeni kungelona ulimi lwabafundi lweBele, kuyingcindezelo emfundweni. Ngokusho kukaBenson (2005), ukusetshenziswa kolimi lwangaphandle njengolimi lokufunda nokufundisa akuyona inkinga kubafundi kuphela, kodwa nakothisha okulindeleke ukuba bahlele ngempumelelo imiyalelo, imisebenzi kanye nezifundo ngolimi okungelona olwabo.

Ucwaningo oluhlobana nalolu lwenziwa ngu- Igboanusi (2008) e*Nigeria*, lapho ayephenya ngezinqinamba ezibhekana nothisha ekusebenziseni ubulimimbili ezikoleni zamabanga aphansi. Lolu cwaningo lwathola ukuthi i*Nigeria* inobuliminingi nezilimi ezingaphezulu kwama-400 (Igboanusi, 2008). Nakuba inqubomgomo yolimi yase*Nigeria* iqhakambisa ubuliminingi kodwa zintathu kuphela izilimi zendabuko ezigunyazwe njengezilimi zokufunda nokufundisa ngokusemthethweni; Hausa, Igbo kanye neYoruba (Igboanusi, 2008). Ngokuka-Igboanusi (2008), izikole zamabanga aphansi zikhetha ulimi olulodwa lwendabuko oluzosebenza nesiNgesi njengolimi lokufunda nokufundisa. Inqinamba enkulu egqanyiswa wucwaningo luka-Igboanusi (2008), yinqubomgomo evalela ngaphandle abafundi abakhuluma ezinye izilimi ezingagunyaziwe emfundweni, nokudingeka ukuba bafunde ulimi olusha lweBele olugunyazwe kuleso sikole.

NgokukaKhan (2016), owenza ucwaningo eNingizimu Afrika mayelana nokubaluleka kokusetshenziswa kolimi lweBele njengolimi lokufunda nokufundisa emabangeni aphansi, ubeka ukuthi ulimi lweBele luyisisekelo solwazi, ubuhlakani, nosikompilo kanye nenkululeko yokucabanga ngokujulile. Ucwaningo lukaKhan (2016) luhlalula ukuthi ukusetshenziswa kolimi lwesiBili njengesisekelo sokufunda nokufundisa kusungula izinkinga zokufunda nokungaqondisisi ngenxa yelanguage deficit futhi kunomthelela wokungaphumeleli kwabafundi ezifundweni kanye nokuyeka isikole emazingeni aphansi emfundo. UKhan (2016) uthi kanti ukusetshenziswa kolimi lweBele njengolimi lokufunda nokufundisa kusebenza njengesu lokugcina abafundi esikoleni.

Ucwaningo oselwenziwe luveza ukuthi izinsizakufunda kanye nezindlela zokufundisa ziyisisekelo ekufezeni izinjongo zenqubomgomo (Kistner et al., 2015). Olunye ucwaningo lwenziwa nguMashiya (2011) ezikoleni zamabanga aphansi eNingizimu Afrika, lwathola ukuthi othisha babhekene nenselelo yokwentuleka kwezinsizakufunda kanye nezinsizakufundisa eziqondene nezilimi zama-Afrika. NgokukaMashiya (2011), lokhu kuholela ekutheni othisha bangakwazi ukuhlela izifundo kanye nokuzisekela olimini

Iwabafundi lweBele. Olunye ucwaningo lukaMaseko noVale (2016) lwathola ukuthi othisha basebenza ngokuzikhandla nangokweqile besebenzisa ulimi okungelona olwabo ukuciciyela kanye nokwakha izinsizakufunda kanye nezinsizakufundisa ezisekela ukufundisa kwabo. NgokukaMaseko noVale (2016), uma kuhlolwa ukusebenza kothisha kusuke kulindeleke imiphumela emihle yodwa kungakhathalekile ukuthi bafundisa futhi bahlole ngolimi okungelona olwabo futhi okungelona nolwabafundi.

6. Injulalwazi kaCummins i*Mother Tongue Education*

Lolu cwaningo lusekelwe wumqondonzulu kaCummins (2001) i*Mother Tongue Education*. NgokukaCummins (2001), ukufunda nokufundisa ngolimi lweBele emabangeni aphansi kuyisisekelo selitherasi kanye nokuthuthukisa ingqondo yomfundi ukwamukela ulwazi olusha. UCummins (2001) uqhakambisa izimpawu ezine neziyimivuzo yokusebenzisa ulimi lweBele njengolimi lokufunda nokufundisa.

- Ukuthuthukisa ingqondo (cognitive development), ulimi lweBele lwakha isisekelo sokufunda kanye nokuthuthuka kwengqondo ezifundweni zonke.
- Ukuthuthukisa ilitherasi (literacy development), isisekelo solwazi kanye namakhono okubhala kuthuthuka kahle uma kuqalwe ngolimi lweBele ebese kudluliselwa kwezinye izilimi ezifundwa ngabafundi.
- Ukuthola ulimi kanye nolwazi (language and knowledge acquisition), ulimi lweBele luyisisekelo sokuthola olunye ulimi futhi ulwazi lubopheleke olimini lomfundi lweBele.
- Ubuluqobo (identity), ulimi lweBele lwakha futhi lulolonge ubuluqobo kanye nosikompilo lomfundi.

NgokukaCummins (2019), ukusetshenziswa kolimi lweBele njengolimi lokufunda nokufundisa kunamandla okuthuthukisa izimpawu ezibalwe ngenhla. Ekubeni-ke ukungasetshenziswa kolimi lwabafundi lweBele njengolimi lokufunda nokufundisa kusho ukuthi abafundi bahlwithwa zonke lezi zimpawu kanye nelungelo labo lemfundo enobulungiswa (Cummins, 2019). UPrinsloo (2007) uthi ukufunda ngolimi lweBele kuyilungelo lazo zonke izingane kungakhethile imvelaphi yazo. Ucwaningo lukaPrinsloo (2007) lwaveza ukuthi ukuhlinzekwa kwamalungelo ezingane emfundweni kungaxazulula nezinye izinkinga ezithinta izimo zenhlobo, nezomnotho kanye nezinye. NgokukaPrinsloo (2007), ukufunda ngolimi lweBele kuyisikhali sokuthuthukisa abantu ababecindezelekile nababencishwe amathuba kanye nokubalungiselela ukubamba iqhaza elibonakalayo emfundweni kanye nasemnothweni wezwe. UPrinsloo (2007) wabuza umbuzo ojulile othi,

ukuqhubeka nokufunda kanye nokufundisa ngolimi okungelona olwabafundi lweBele kuzixazulula kanjani izinkinga zangaphambilini futhi kuza naluphi ushintsho?

Kulolu cwaningo, sisekela ezimpawini ezine zomqondonzulu kaCummins (2019) ukuhlaziya imibono yothisha mayelana nokulandelwa kwenqubomgomo yolimi *iMother Tongue-based Bilingual Education* emaklasini amabanga aphansi ePinetown KwaZulu-Natali. Bakhona abanye abacwaningi abasebenzise umqondonzulu kaCummins ukuhlaziya ubumqoka bolimi lweBele ekwakheni isisekelo esihle sokukwazi ukufunda kanye nokubhala, neqhaza lolimi lweBele ukuthuthukisa ukucabanga (*cognitive development*) ngesikhathi kufundwa kanye neqhaza lolimi lweBele ukwakha ukuzethembe kwabafundi kanye nokuthuthukisa imiphumela (Baker, 2020; Phajane, 2021; Qizi & Xayriddinovna, 2025). Umqondonzulu kaCummins usinika imbonisakusithe (*insight*) ngokuthi yiziphi izimpawu okufanele zihlaziye mayelana nokulandelwa kwenqubomgomo yokufunda nokufundisa esekelwe olimini lweBele. Kulolu cwaningo, uhlaka lomqondonzulu lusetshenziswe ukuhlaziya ukuthi ithini imibono yothisha mayelana nezinselelo zokusetshenziswa kwesiZulu njengolimi lwabafundi lweBele ukuthuthukisa ingqondo, ukuthuthukisa ilitherasi, ukuthola ulimi kanye nolwazi kanye nobuluqobo.

7. Izindlela zocwaningo kanye nokuhlaziywa kokutholakele

Kulolu cwaningo sisebenzise izindlela eziyikhwalthethivu ukukhiqiza ulwazi locwaningo. NgokukaMaher noDertadian (2018), ucwaningo lobunjalo botho lumayelana nolwazi oluyizincazelo mayelana nempilo yabantu kanye nendlela yokwenza izinto. Lolu cwaningo luphenya imibono yothisha ngezindlela ababhekene nazo ukulandela inqubomgomo yobulimimbili ukufunda nokufundisa emabangeni aphansi esikoleni esithile KwaZulu-Natali. Silandele isitayela socwaningo lwesimo oluchazayo, lapho kusetshenziswe izingxoxo ezisakuhleleka kanye nemihlangano yokucobelelana ngolwazi njengezindlela zokukhiqiza ulwazi. Kusetshenziswe isiqophamazwi ukuqoqa ulwazi kubahlanganyeli ngesikhathi sezingxoxo ezisakuhleleka kanye nemihlangano yokucobelelana ngolwazi. Bayi-10 othisha abahlanganyele kulolu cwaningo. Bonke baqhamuka esikoleni esisodwa ebesiqokwe ngenhloso. Bekunguthishanhlolo, yizinhloko zeminyango kanye nothisha bezifundo ezehlukene (isiZulu, isiNgisi, Amakhono emmpilo, Izibalo, Isayensi yemvelo, Isayensi yenhlalo kanye nezobuChwephese). NgokukaPriya (2021), umcwaningi angaqoka ngenhloso abahlanganyeli bocwaningo ngokuqonda ukuhambelana nezimpawu zocwaningo lwesimo ezithile ukuze kuphenduleke imibuzo yocwaningo. Ngenxa yokuthi abacwaningi bebeyiqonda inhloso yocwaningo kanye neqoqo labantu ebelizonika impendulo yombuzo ongumgogodla

wocwaningo, baqoke abahlanganyeli belandela lezi zimpawu; isikole samabanga aphansi, esisebenzisa isiZulu ulimi lweBele njengolimi lokufunda nokufundisa.

Ukulandela inkambiso elungileyo, abacwaningi babhalela uMnyango wezeMfundo eyiSekelo ukuthola imvume yokwenza ucwaningo kanye neProjekthi ebandakanya othisha bezikole ezithile. Kwatholwa imvumo kubeluleki bezifundo kanye nothishanhloko bezikole. Ngaphambi kokuba kuqalwe, kwacelwa imvume kothisha ababebambe iqhaza futhi bachazelwa ngokuhleleka kwePhrojethi kanye nokuchaza ngezimo zokuphepha ukuvikeleka, nokuhoxa kanye nokuthi ayikho inzuzo yemali.

Silandele izigaba ezehlukene zokuhlaziya imininingo ekhiqizwe ocwanigweni. Isigaba sokuqala, ukufunda kanye siqonde imininingo. Isigaba sesibili, wukuhlela imininingo ngamaqoqo olwazi oluvela njalo. Isigabase sithathu wukwakha izindikimba sisusela emaqoqweni agqanyiswe yimininingo etholakele. Isigaba sesine kwaba wukuhumusha izindikimba kanye nokuzihlolisisa siqhathanisa nezimiso zenjulalwazi yocwaningo kanye nokuvezwa wucwaningo lwangaphambilini.

8. Imingcele yocwaningo

Lolu cwaningo lubika ngemibono yothisha bezikole ezikhethiwe kanye nezinsalelo ababhekene nazo. Okutholakele kulolu cwaningo kubophelene nonzikandaweni kanye nezimo ababambiqhaza ababhekene nazo. Ngaleyo ndlela akumele ukusebenza kwabo bonke othisha. Ucwaningo lwabandakanya othisha kuphela hhayi abafundi.

9. Imiphumela yokutholakele kanye nokuhlaziya

Ucwaningo luhlose ukuphendula umbuzo othi: ithini imibono yothisha ngezinsalelo ababhekene nazo ukulandela inqubomgomo yobulimimbili ukufunda nokufundisa emabangeni aphansi esikoleni esithile KwaZulu-Natali? Okutholakele kuhlelwe ngezindikimba ezintathu. Eyokuqala, ukwentuleka kanye nokungasebenziseki kwezinsizakufunda kanye nezinsizakufundisa ezibhalwe ngesiZulu. Eyesibili, ukwentula uqeqesho lokusebenzisa isiZulu njengolimi lokufunda nokufundisa kothisha. Eyesithathu, ubuliminingi obudalwa wukwanda kwabafundi isiZulu okungelona ulimi lwabo lweBele.

Ithebula elingezansi lethula imininingwane yothisha, ukusetshenziswa kolimi lokufunda nokufundisa kanye nezilimi zabafundi ezigqame emaklasini abawafundisayo emabangeni aphansi.

Ithebula 1: Imininingwane yothisha

Uthisha	Ibanga	ulimi lokufunda nokufundisa	Izilimi zabafundi emaklasini
A	R	isiZulu	isiZulu, isiXhosa
B	1	isiZulu nesiNgisi	isiZulu isiXhosa
C	2	isiNgisi nesiZulu	isiZulu, isiXhosa
D	3	isiNgisi nesiZulu	isiZulu, isiXhosa
E	5	isiNgisi nesiZulu	isiZulu, isiXhosa, isiShona
F	6	isiNgisi nesiZulu	isiZulu, isiXhosa, Portuguese
G	4	isiNgisi nesiZulu	isiZulu, isiXhosa
H	4	isiNgisi nesiZulu	isiZulu, isiXhosa
I	3	isiNgisi nesiZulu	isiZulu, isiXhosa
J	5	isiNgisi nesiZulu	isiZulu, isiXhosa

Ulwazi olwavezwa ngothisha lusitshela ukuthi uThisha A usebenzisa isiZulu kuphela njengolimi lokufunda nokufundisa ebangeni lokwamukela. Engxoxweni yakhe uThisha A wachaza ukuthi usebenzisa ulimi lwabafundi nokuyilona abakhululekile ukulusebenzisa njengoba besaqala isikole. Kanti-ke uThisha B ofundisa ibanga lokuqala waveza ukuthi usebenzisa isiZulu njengolimi lokuqala ebese efaka nesiNgisi ukuze abafundi bathole ulimi, ukuvuleleka kanye nokujwayela ukufunda ngaso. Kusukela kuThisha B kuya kuThisha J, kwavela ukuthi basebenzisa isiNgisi njengolimi lokuqala lokufunda nokufundisa ebese besekela ngesiZulu. Ezingxoxweni zabo baqhakambisa ukuthi ziyashoda izinsizakufunda kanye nezinsizakufundisa ezibhalwe ngolimi lwesiZulu, lokho okwenza bagxile ekusebenziseni okwesiNgisi kanye nokufundisa ngaso isiNgisi. Ngezansi ngidingida indikimba yokuqala mayelana nokwentuleka kanye nokungasebenziseki kwezinsizakufunda kanye nezinsizakufundisa njengenselelo ebhekene nothisha.

9.1 Ukwentuleka kanye nokungasebenziseki kwezinsizakufunda kanye nezinsizakufundisa ezibhalwe ngesiZulu

Ithebula 2: Imibono ngezinsizakufunda nezinsizakufundisa

Uthisha	Ibanga	Imibono ngezinsizakufunda kanye nezinsizakufundisa
A	R	Siyazama ngezincwadi ezikhona.
B	1	Zikhona izincwadi kodwa azibaneli bonke abafundi. Sathenjiswa ukuthi zizofika.
C	2	Izincwadi ezingamaworkbook kuyenzeka zifike kamuva sesiqalile ukufundisa.
D	3	sesaze sajwayela ukuthi siyapatanisa ngoba izincwadi ziyashoda kufanele uthisha abone ukuthi wenzenjani ukuze ukufunda kuqhubeke
E	5	Izinsizakufundisa zesiZulu zinolimi olulukhuni ngisho nakithi singothisha. Amanye amatemu ezibalo alukhuni.
F	6	Kuthatha isikhathi eside ukuthi sithole izinsizakufunda ezibhalwe ngesiZulu.
G	4	Kwesinye isikhathi ngincamela izinsiza zesiNgisi ngamatemu akhona asejwayelekile.
H	4	Sihlushwa wukuthi ziyashoda izinsizakufunda kwesinye isikhathi uthole ukuthi zisebenzisa ulimi olunzima.
I	3	Siyasokola kakhulu ngezinsizakufunda ezibhalwe ngesiZulu esiqondwa kahle nangabafundi.
J	5	Amaklasi ethu agcwala ngokweqile futhi nezincwadi ziyashoda.

Ngesikhathi othisha beninga ngokusebenza kwabo, abanengi babalula ukwentuleka kwezinsizakufunda kanye nezinsizakufundisa ezibhalwe ngesiZulu esikoleni abafundisa kuso. Abanye othisha baveza ukuthi kuyenzeka izinsizakufunda kanye nezinsizakufundisa ezibhalwe ngesiZulu zingasebenziseki ngenxa yolimi kanye namatemu okulukhuni kulokhu othisha nabafundi abangakujwayele. Othisha baveza ukuthi sekuyinjwayelo ukufundisa bengenazo izinsiza ezanele kanye nezihambelana nengxenywe abayifundisayo. Kwavela ukuthi othisha basasebenzisa isiNgisi njengolimi lokuqala lokufundisa ebese besekela ngesiZulu uma kukhona lapha abafundi bengaqondi khona ngenxa yokuthi azikho izinsizakufundisa ezibhalwe ngesiZulu, kwesinye isikhathi amatemu esiZulu alukhuni kuba ngcono uma beqala ukuwethula ngesiNgisi. Ezingxoxweni babeka kanje:

Hawu, sesaze sajwayela ukuthi siyapatanisa ngoba izincwadi ziyashoda kufanele uthisha abone ukuthi wenzenjani ukuze ukufunda kuqhubeke. Kodwa le nto iyasilimaza ngoba abafundi benza kangcono uma befunda ngesiZulu (uThisha, D).

Kuthatha isikhathi eside ukuthi sithole izinsizakufunda ezibhalwe ngesiZulu. Yingakho-ke, sivele siqhubeke ngesinakho kwesiNgisi bese kuba lukhuni ukushintsha phakathi nendawo uma sekufika okwesiZulu. Mina ngisebenzisa isiNgisi kakhulu ebese ngisekela ngesiZulu uma kukhona lapho abafundi bengaqondi khona (uThisha, F).

Sasijabule uma sitshelwa ukuthi sekuzosetshenziswa isiZulu ngokusemthethweni ngoba abafundi baqonda kangcono uma befunda ngolimi lwabo. Sihlushwa wukuthi ziyashoda izinsizakufunda kwesinye isikhathi uthole ukuthi zisebenzisa ulimi olunzima. Isikhathi esiningi sibuyela esiNgisini ngoba vele abafundi basuke bezohlolwa ngesiNgisi (uThisha, H).

Othisha abayisishiyagalolunye kwabayishumi babalula ukwentuleka kwezinsizakufunda kanye nezinsizakufundisa zesiZulu njengeny yezingqinamba ababhekana nazo uma kufanele basebenzise isiZulu njengolimi lokuqala lokufunda nokufundisa emabangeni aphantsi. Abanye othisha baveza ukuthi zikhona ezinye izinsizakufunda kanye nezinsizakufundisa eziqukethe ulimi olulukhuni okwenza kube nzima ukuba bazisebenzise ngenxa yokuthi abalujwayele ulimi olusetshenzisiwe. Imiphumela yokutholakele iveza isidingo sokuba othisha bahlinzekwe ngezinsizakufunda kanye nezinsizakufundisa kusenesikhathi ukuze balungiselele ukufundisa belandela ukusetshenziswa kwesiZulu emabangeni aphantsi. Lokhu kungenziwa ngokuthi othisha babandakanywe ekuhleleni okuqukethwe, nokukhetha izincwadi ezihambelana nezidingo zabafundi ezimweni abasebenza kuzo, kusenesikhathi ngaphambi kokuba kuqale unyaka. Lokhu kufakazela okushiwo wucwaningo ukuthi izinsizakufunda kanye nezindlela zokufundisa ziyisisekelo ekufezeni izinjongo zenqubomgomo (Kistner et al., 2015). UMashiya (2011) uthi izinsizakufunda kanye nezinsizakufundisa ziyisisekelo sokufundisa kwabo bonke othisha. UMashiya (2011) ugcizelela ukuthi ukuze othisha bathuthukise imiphumela emihle yokufunda badinga izinsiza ezanele futhi ezihambelana nokufundiswayo ukuze ukufunda kwenzeke ngempumelelo.

UCummins (2019) uqhakambisa ubumqoka bokusetshenziswa kolimi lweBele njengolimi lokufunda nokufundisa ukuze kuthuthukiswe ingqondo, ukuthola ulwazi olusha kanye nelitherasi. Abacwaningi (Mashiya, 2011; Maseko & Vale, 2016) baveza ukuthi izinsizakufunda kanye nezinsizakufundisa ziyisisekelo sesifundo; ukuhlela imisebenzi kanye nemiyalelo ethuthukisa ingqondo kanye nokuthola ulwazi olusha. NgokukaCummins (2019), ulimi lweBele alugcini ngokuthuthukisa ingqondo kodwa lwakha nobuluqobo. Lokhu kusho ukuthi uma abafundi befundiswa ngolimi okungelona olwabo noma izinsizakufunda zihlelwe ngolimi okungelona olwabo, bancishwa amathuba okuthuthukisa ubuluqobo.

9.2 Ukwentula uqeqesho lokusebenzisa isiZulu njengolimi lokufunda nokufundisa

Ithebula 3: Uqeqesho lokusebenzisa isiZulu njengolimi lokufunda nokufundisa

Uthisha	Ibanga	Ulwazi ngoqeqesho lokusebenzisa isiZulu njengolimi lokufunda nokufundisa
A	R	Cha, ngaqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa.
B	1	Cha, ngaqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa.
C	2	Cha, ngaqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa.
D	3	Cha, ngaqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa.
E	5	Cha, ngaqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa.
F	6	Cha, ngaqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa.
G	4	Cha, ngaqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa.
H	4	Cha, ngaqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa.
I	3	Cha, ngaqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa.
J	5	Cha, ngaqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa.

Ngesikhathi othisha beninga futhi bexoxa ngokufundisa kwabo kanye nendlela abafundisa ngayo, kwavela ukuthi kukhona ukungazethembi ngokusebenzisa isiZulu njengolimi lokufunda nokufundisa. Othisha baveza ukuthi abalutholanga uqeqesho lokusebenzisa isiZulu njengolimi lokufunda nokufundisa ngesikhathi kwethulwa lezi zinguquko. Othisha baveza ukuthi kuze kube manje abakakujwayeli ukusebenzisa isiZulu ngokuphelele ngenxa yokuthi banokungabaza uma besebenzisa isiZulu njengolimi lokufunda nokufundisa. Isizathu esavezwa ngothisha wukuthi nabo abakakhululeki kahle ukusebenzisa isiZulu njengolimi lokufunda nokufundisa futhi alukho uqeqesho olunzulu abaluthola ukulungiselela lokhu. Yingakho besebenzisa isiNgisi kakhulu ebese besekele ngesiZulu uma abafundi bengaqondi. Ezingxoxweni othisha babeka kanje:

Alukho uqeqesho engaluthola mayelana nokusebenzisa isiZulu njengolimi lokufunda nokufundisa. Anginaso isiqiniseko ngezindlela zokufundisa ngoba engikwenzayo ngukushintsha ulimi ngichaze ngesiZulu uma abafundi bengaqondi (uThisha, G).

Ngishintshanisa izilimi ngisebenzise isiZulu uma abafundi bengawaqondi amatemu athile ezibalo. Kunzima nakhona ngoba angikujwayele kahle ukusebenzisa isiZulu. Isikhathi esiningi ngisebenzisa isiNgisi ngoba umuntu akakatholi kahle ukuthi zisetshenziswa kanjani izilimi ezimbili uma ufundisa izibalo ikakhulukazi uma abafundi kufanele bahlolwe ngesiNgisi (uThisha, E).

IsiZulu ngiyasisebenzisa uma ngifundisa kodwa angeke ngisho ukuthi ngisisebenzisa kahle ngoba ngisuke ngihlanganisa lokho engicabanga ukuthi kuzobasiza abafundi ngaleso sikhathi. Inkinga wuqeqesho olungekho ngoba thina enyuvesi saqeqeshwa ukufundisa ngesiNgisi. Asiqeqeshwanga ukufundisa ngesiZulu, kwavele kwashintsha nje (uThisha, J).

Imiphumela yokutholakele iveza ukuthi othisha abayisishiyagalombili kwabayishumi basasebenzisa isiNgisi njengolimi lokuqala lokufunda nokufundisa ebese besekela ngesiZulu lapho abafundi bengaqondi khona. Nakuba inqubomgomo iqhakambisa ubulimimbili, isiZulu kanye nesiNgisi njengolimi zokufunda nokufundisa, kodwa othisha abakaze baluthole uqeqesho lokusebenzisa isiZulu. Bonke othisha baveza ukuthi baqeqeshelwa ukusebenzisa isiNgisi njengolimi lokufunda nokufundisa. Ngisho nokushintshanisa izilimi bakwenza ngoba besiza abafundi ukuba baqonde izifundo hhayi ngoba kiyinto abayiqeqeshelwe ukuyenza. Imiphumela yokutholakele ihlalula ukuthi kuthathwa ngokuthi uthisha okhuluma isiZulu angafundisa ngesiZulu uma sesiwulimi lokufunda kanye nokufundisa ngaphandle kokuqeqesho. Ngokwenqubomgomo *iMother Tongue based Bilingual Education*, kulindeleke ukuba ulimi lokuqala lokufunda nokufundisa kube wulimi lwabafundi lweBele ebese kusekelwa ngesiNgisi. Ucwangingo luveza ukuthi ulimi lweBele lunomthelela omuhle ekuthuthukiseni ingqondo, ukuthola ulwazi olusha kanye nelitherasi (Cummins, 2019). Nakuba ucwangingo lukuveza lokhu, nabo othisha bekufakazela kodwa babalula kakhulu ukwentula uqeqesho ekusebenziseni isiZulu njengolimi lokufunda nokufundisa luqhakanjiswa emaklasini. Lokhu kusitshela ukuthi nakuba inqubomgomo ingahlelwa kahle kodwa uma kungalungiselelwa ukusetshenziswa kwayo inqubekela phambili ihamba kancane. Ngamanye amazwi othisha basasele emuva kulokhu okufanele ngabe kuyenziwa nganxa yokwentula uqeqesho mayelana nokulandelwa kwenqubomgomo *iMother Tongue base Bilingual Education*. Lokhu kusalela emuva kothisha njengababambiqhaza abaqavile ekulandelweni kanye nasekufezeni izinjongo zenqubomgobo kungavimba ukuba imiphumela emihle ye*Mother tongue based Bilingual Education* ingasheshi ukubonakala.

9.3 *Ubuliminingi obudalwa wukwanda kwabafundi isiZulu okungelona ulimi lwabo lweBele*

Othisha baveza ukuthi emaklasini abo bayanda abafundi isiZulu okungelona ulimi lwabo lweBele. Imininingwane eyavezwa ngothisha ikhombisa ukuthi isikole abafundisa kuso sixube abafundi abakhuluma isiZulu kanye nesiXhosa ulimi lweBele. Othisha ababili kwabayishumi baveza ukuthi emaklasini abo kukhona umfundi waseZimbabwe okhuluma isiShona njengolimi lweBele kanye nowase*Mozambique* okhuluma isiPutukezi njengolimi lweBele. Othisha baveza ukuthi lokhu kwenza isikole sabo sibe nobuliminingi kodwa izilimi eziqhakanjiswa yinqubomgomo zimbili, isiZulu kanye nesiNgisi. Othisha baveza ukuthi sebejwayele ukufundisa abafundi abangamaXhosa kanye nokubajwayeza isiZulu kodwa kunzima kubafundi abakhuluma isiShona kanye nesiPutukezi njengolimi lweBele. Othisha baveza ukuthi lobu buliminingi benza bavaleleke ngaphandle abafundi isiZulu okungelona ulimi lwabo lweBele. Ezingxoxweni, othisha babeka kanje:

Uma ngifundisa sekufanele ngicabangele nomfundi ongasizwa isiZulu, okhuluma isiShona ngoba usalela emuva uma kufundwa ngesiZulu. Uyazama ukukhuluma isiZulu kodwa kunzima ukufunda izifundo ngesiZulu (uthisha, E).

Eklasini lami lakwa*Grade 6* nginomfundi okhuluma i*Portuguese* wase *Mozambique*. Lo mfundi uqonda kangcono uma kufundwa ngesiNgisi. Kuba nzima uma kusetshenziswa isiZulu ngoba akezwa lutho. Indlela esenza ngayo wukuthi sibase eklasini lakwa*Grade 1* uma kufundwa isiZulu ukuze bathole ulimi. Nakhona siyazama ngoba kungekho esingakwenza (uthisha, F).

Bonke othisha baveza ukuthi emaklasini abo kukhona abafundi abakhuluma isiZulu kanye nesiXhosa njengolimi lweBele. Othisha ababili baveza ukuthi kukhona abafundi abakhuluma isiShona kanye nesiPutukezi emaklasini abo. Imiphumela yokutholakele isitshela ukuthi kukhona ubuliminingi kanye namasikomaningi emaklasini kanye nasesikoleni. Lokhu kuhlukana kwezilimi kwenza othisha basebenzise isiNgisi njengolimi lokuqala lokufunda nokufundisa ebese besekela ngesiZulu uma kukhona lapho abafundi abangaqondi khona. Nakuba bekwenza lokhu othisha, bakhombisa ukungakhululeki ngokusebenzisa isiZulu emaklasini anabafundi isiZulu okungelona ulimi lwabo lweBele ngoba kubavalela ngaphandle. Lokhu kufakazela ucwaningo luka-Igboanusi (2008) uthi ubuliminingi emaklasini lapho kusetshenziswa ubulimimbili kudala inselelo yokuthi kunabafundi okufanele bafunde ulimi olusha lweBele okuyilona olusetshenziswa njengolimi lokufunda nokufundisa. Lokhu kuyinselelo kubafundi isiZulu okungelona ulimi lwabo lweBele ngoba basuke befunda ngezilimi ezimbili okungezona ezabo. NgokukaCummins (2019), ukuthuthuka kwengqondo, ulwazi olusha kanye nelitherasi kwenzeka ngokushesha uma abafundi befunda ngolimi lweBele. Ngamanye amazwi, laba bafundi babhekana nenkinga yokuthi zombili izilimi

ezisetshenziswa ukufunda akuzona ezabafundi, lokho okungadala *ilanguage deficit* futhi kuholele ekutheni abafundi bayeke isikole (Khan, 2016).

10. Isiphetho

Lolu cwaningo beluhlose ukuphendula ukuphenya imibono yothisha ngezinsalelo ababhekene nazo ukulandela inqubomgomo yobulimimbili ukufunda nokufundisa emabangeni aphansi esikoleni esithile KwaZulu-Natali. Ucwangingo lwathola ukuthi othisha bafundisa emaklasi anobuliminingi, okubalwa isiZulu, isiXhosa, isiShona, isiSotho kanye nesi*Portugues*. Ucwangingo luhlalula ukuthi othisha babhekene nensalelo yokwanda kwabafundi isiZulu okungelona ulimi lwabo lweBele. Le miphumela inomthelela wokuthi bangakwazi ukulandela kahle inqubomgomo *iMother Tongue-based Bilingual Education* emaklasini amabanga aphansi esikoleni esithile esise*Pinetown*. Othisha ababebambe iqhaza kulolu cwaningo baveza ukuthi isu lobulimimbili eliqhakambisa isiZulu ebese kusekelwa ngesiNgisi libancisha amathuba okukhululeka abafundi isiZulu okungelona ulimi lwabo lweBele. Lokhu kwenza abafundi abathile bancishwe amathuba okufunda nokufundiswa ngolimi lweBele nokuyisisekelo esihle selitherasi emabangeni aphansi (Cummins, 2006). Uma othisha beveza ukuthi isu lobulimimbili alisazixazululi izinsalelo zolimi lokufunda nokufundisa emaklasini abo, kunesidingo sokuba kuphenywe ngokusetshenziswa kobuliminingi kanye nokushintshanisa izilimi ukuze kusingathwe bonke abafundi uma kufundwa noma kufundiswa. Ucwangingo lwahlalula ukuthi othisha babhekene nezinsalelo zokwentuleka kwezinsizakufunda nezinsizakufundisa, ukwentula uqeqesho kanye nokwanda kwabafundi isiZulu okungelona ulimi lwabo lweBele, lokhu kwenza bangakwazi ukulandela kahle inqubomgomo *iMother Tongue-based Bilingual Education* emaklasini amabanga aphansi esikoleni esithile esise*Pinetown*. Lolu cwaningo lususelwe kwiProjekthi eyayigxile esikoleni esisodwa samabanga aphansi e*Pinetown*.

Lolu cwaningo luhlalule ukuthi othisha badinga ukwesekwa ngezinsizakufunda nezinsizakufundisa, nokubandakanywa uma kuhlelwa kanye nasekukhethweni kolimi olusetshenziswa ezicwadini zesiZulu. Kuhlaluke nesidingo sokuba othisha bathuthukiswe ngoqeqesho lokusesbenzisa isiZulu njengolimi lokufunda nokufundisa emabangeni aphansi. Nakuba abanye isiZulu kungulimi lwabo lweBele kodwa bayadinga ukulungiselelwa ukusesbenzisa ukusingatha imisebenzi yokufunda kanye nokufundisa. Ucwangingo lwahlalula nokuthi sebukhona ubuliminingi emaklasini amabanga aphansi kulesi sikole esise*Pinetown* KwaZulu-Natali, nokulapho kufundiswa isiZulu ulimi lweBele njengesifundo futhi kusetshenziswa isiZulu njengolimi lokufunda nokufundisa emabangeni aphansi.

11. Iziphakamiso

Lolu cwaningo luphakamisa ukuthi othisha bathole uqeqesho olubalungiselela ukusebenzisa isiZulu njengolimi lokufunda nokufundisa. Lokhu kungenzeka ngokuthi kuhlelwe imihlangano yokucobelelana ngolwazi kanye nemihlangano yokucija amakhono. Kunesidingo sokuthi izikhungo zemfundo ephakeme ezicwaninga ngezimo ezithinta ukusebenza kothisha zibambe iqhaza ekucobeleleni othisha ngemiphumela yocwaningo kanye nezincomo. Kunesidingo sokuthi othisha babandakanywe ukwakha izincwadi, izinsizakufunda kanye nezinsizakufundisa ukuhlaziya ulimi nokuqukethwe ukuthi kubalungele abafundi kanye nenzikandaweni yabo.

12. Izilokotho

Lolu cwaningo lungumnikelo owavela kokutholakele kwiphojekthi eyayixhaswe yiHhovisi i-ULPDO ngaphansi kweSigungu seziLimi eNyuvesi yaKwaZulu-Natali.

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