

**2.1 ILETA ESESIKWENI**

Kuphume inqaku kwiphephandaba, 'Iizwi', ligxeka ulutsha ngokuchitha isithukuthezi ngeendlela ezingenambuyekezo. Bhala ileta eya kumhleli ucebise ulutsha ngeendlela ezincedayo zokuchitha isithukuthezi.

[25]

**2.2 I-IMEYILE**

Iziko leFAMSA lipapashe umyalezo othi, 'Ndikhetha ukumamela ibali lakho kunokuya emngcwabeni wakho.'

Bhala i-imeyile eya kumhlobo wakho odinga uncedo, umkhuthaze ukuba andwendwele iziko leFAMSA.

[25]

**2.3 IRIVYU**

Bhala irivyu yenkqubo yolutsha obuyimamele kunomathotholo.

[25]

**2.4 INTETHO**

Bhala intetho oza kuyenza kwintlanganiso yabazali njengommeli wabafundi, uphalaza imbono zabafundi malunga nemithetho elawula imbonakalo yeenwele esikolweni sakho.

[25]

**2.5 I-AJENDA NEMIZUZU YENTLANGANISO**

Ungunobhala wekomiti yabahlali, bhala i-ajenda nemizuzu yentlanganiso ehlalele ukuhlangabezana neengxaki ezidalwa kukubakufutshane nezikolo kweendawo ezithengisa utywala.

[25]

**2.6 INGXOXO YABABINI**

Bhala ingxoxo ephakathi kukaSivile omele imbono yokuba abantu mabayekwe bazixhome izinto ezingobomi babo kumaqonga onxibelelwano kunye noAsanda omele ukuba bangazixhomi.

[25]

# Xhosa Home Language Paper 2 Grade

**F Rizvi**



## **Xhosa Home Language Paper 2 Grade:**

Papers R.P. ,1963      *The Education Gazette of the Province of the Cape of Good Hope* ,1982      *Academic Literacy and the Languages of Change* Lucia Thesen,Ermien van Pletzen,2006-05-16 This book is an analysis of student literacy in an academic setting and how this has changed due to political economic and social factors The contributors who are all engaged in academic literacy work at a South African university use the theoretical tradition of New Literacy Studies as developed by theorists such as James Gee Brian Street and Gnnther Kress and apply this to a case study of one university in the changing context of South Africa Academic Literacy and the Languages of Change will be of interest to postgraduates and academics researching sociolinguistics or language and education      *The Education Gazette of the Province of the Cape of Good Hope* Cape of Good Hope (South Africa). Education Department,1977      *African Languages in Classrooms and Academia: Intellectualisation and Empowerment through Formal Education* Xolisa Tshongolo,2024-12-02 To date there have been few comprehensive books published which deal specifically with the role of African languages in academia and formal education Motinyane Mletshe and Tshongolo as editors have produced a book that fills this gap In this timely collection of 21 chapters written in African languages and English the contributors offer a critique of both language practice in the classroom as well as language planning policy creation and implementation challenges A timely and innovative contribution in the area of language in education teaching pedagogy as well as multilingualism      **Resources in Education** ,1993      **Making Multilingual Education a Reality for All** Association for the Development of African Languages in Education, Science, and Technology. International Conference,2004      The African Book Publishing Record ,1999      **Language of Instruction in Tanzania and South Africa - Highlights from a Project** ,2010-01-01 This book is based on chapters in a series of four books from the first five years 2002 2006 of the Language of Instruction in Tanzania and South Africa LOITASA project LOITASA is a NUFU funded Norwegian University Fund project which began in January 2002 and will continue through to the end of 2011 The chapters reflect the state of the research at the end of the first five years of LOITASA in 2006 and were selected by reviewers independent of the project The selection of chapters brought together bring to the forefront the dilemmas facing developing countries as they seek to position themselves in an increasingly interconnected global system while at the same time maintaining a sense of national and regional identity The chapters in this collection reflect both positive outcomes when the medium of instruction is a widely known language as well as the challenges of mother tongue instruction in countries where historically a powerful language like English has dominated The four LOITASA books in this series from which the chapters in this book are drawn are Language of instruction in Tanzania and South Africa LOITASA published by E Zubeida Desai the South African project leader and Martha Qorro who is on the project steering committee in Tanzania      **African Publishing Review** ,1999      **Bulletin of Educational Statistics for the Union of South Africa** South Africa. National Bureau of Educational and Social Research,1948      **Africa Insight** ,2004      **Continua of**

**Biliteracy** Nancy H. Hornberger, 2003-05-23 Biliteracy the use of two or more languages in and around writing is an inescapable feature of lives and schools worldwide yet one which most educational policy and practice continue blithely to ignore The continua of biliteracy featured in the present volume offers a comprehensive yet flexible model to guide educators researchers and policy makers in designing carrying out and evaluating educational programs for the development of bilingual and multilingual learners each program adapted to its own specific context media and contents *American Journal of Public Health* ,2005-07

**Linguistics and Language Behavior Abstracts** ,2008 *South Africa* ,1982

Multilingualism, Education and Social Integration Pol Cuvelier, Theo Du Plessis, Lut Teck, 2003 This is a title for educationists language planners and managers in education researchers and students preparing for a career in education Language in education policy is probably one of the most contested issues in multilingual countries *Language of Instruction in Tanzania and South Africa (LOITASA)* Birgit Brock-Utne, Zubeida Desai, Martha Qorro, 2003 This book covers research findings on the language and education situations in Tanzania and South Africa It outlines the policies governing language of instruction for education in the two countries and assesses the extent to which existing policies are being implemented It presents the history of the development of language policies in the two countries and considers how they are actually working in practice at classroom level The contributors further consider the economic viabilities of language policies and the necessity to rationalise languages and dialects for education purposes **South African national bibliography** ,1998 Classified list with author and title index Inclusive Education in South African Further and Higher Education Tsedisio Michael Makoelle, Cina P. Mosito, 2025-05-26 A historical overview of the evolution of inclusive education alongside the emergence of concepts such as of equity and access highlighting how these ideas have evolved been enacted and practiced in the higher education institutions HEIs of South Africa since 2001

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