

Ukuqwalaselwa kwegalelo lokuqeqeshwa kootitshala kwinkqubo yokufundisa esekekeke emabalini, kulwimi nakwilitheresi yabantwana abaneminyaka emi-4 ukuya kwemi-5

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Iimpawu zomntwana, nezikatitshala, zeklasi kunye nezinto ezimalunga nekhaya ezinegalelo ekuqikeleleni ukuphuculwa kolwimi nelitheresi

Esi sisishwankathelo semiyalelo sesihlanu kuchungechunge lwezishwankathelo zemiyalelo ezihlanu zophando, eziqwalasela igalelo lokuqeqeshwa kootitshala kwinkqubo yokufundisa esekeke emabalini kulwimi nakwilitheresi yabantwana abaneminyaka emi-4 ukuya kwemi-5. Esi sishwankathelo sigxile ekuqwalaseleni igalelo longenelelo kwakunye nendlela iimpawu zomntwana, iimeko ezahlukeneyo zokufunda emakhaya, izinto ezimalunga notitshala kunye neklasi ezithi zidale ngayo uqikelelo lokuphucula ulwimi nelitheresi yabantwana kwakunye nokuphuhla kwabo.

Iindlela zokuhlola ezisetyenziswe kolu phando

Sizicacisile ke iimpawu zesampuli kwisishwankathelo semiyalelo soku-1, saze kwisishwankathelo semiyalelo sesi-4 sanika iinkcukacha ezipheleleyo zendlela abaqhuba ngayo abantwana kwi**Early Learning Outcomes Measure (ELOM)**. Ukongeza kuhlolo lwe-ELOM, siye sasebenzisa ulwimi olongezelelweyo kunye nohlolo olumalunga nelitheresi olucaciswe apha ngenzantsi.

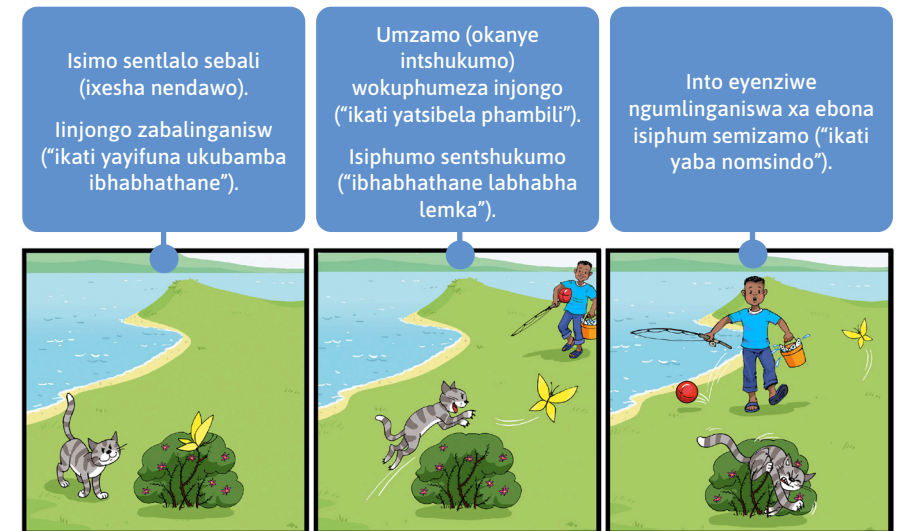
Isakhono sokubalisa

Izakhono zokubalisa (zabantwana abaneminyaka emi-3 ukuya kwemi-6) zichaza izakhono ezimalunga nelitheresi eziza kuvela ethubeni ezifana nokufunda ngengqiqo nokubhala amabali.¹ Nangona amabali okuqala abantwana anokuba malunga nokuchaza iintshukumo, kodwa xa izakhono zabo ziye ziphuhla, baqalisa uku:

- cacisa umxholo wamabali abo (abalinganiswa nesakhiwo sebali)
- cacisa iziganeko ngendlela eyiyo (okwexeshana)
- chaza indlela isiganeko esithile esithe saphembelela ngayo esinye (unobangela)
- ba neembono malunga nabalinganiswa abahlukileyo
- qikelela iinjongo zabalinganiswa nendlela abazibona ngayo iziganeko.

Kuphando lwethu sisebenzise amabali amabini abufana athathwe kwi**Multilingual Assessment Instrument for Narratives (MAIN)** eyaveliswa khonukuze kuhlolwe izakhono zokubalisa kuluntu oluthetha iilwimi ezininzi ezahlukeneyo nakubantwana abasuka kwiinkcubeko ezahlukileyo. Siye sabonisa abantwana imifanekiso emibini ngexesha ethathwe kwimifanekiso emithandathu eza kulandelelaniswa, saze sabacela ukuba babalise ibali. Amabali aye arekhodishwa, akhutshelwa aze anikwa amanqaku kujongwe izinto ezimalunga nendlela elakheke ngayo ibali.

Nantsi imizekelo yezinye zezinto ezimalunga nokwakheka kwebali kwinxenye yokuqala yebali 'lekati' leMAIN.



Siye sahlola indlela abaliqonda ngayo ibali abantwana (ukuqonda ibali ebelibaliswa) kusetyenziswa imibuzo eli-10 engenampendulo inye echanekileyo nejolise kwiinjongo nakwimeko yabalinganiswa.

¹ Language and Reading Research Consortium, & Chiu, Y. D. (2018). The simple view of reading across development: The prediction of grade 3 reading comprehension by prekindergarten skills. *Remedial and Special Education*, 39, 289–303; Silva, M., & Cain, K. (2015). The relations between lower and higher level comprehension skills and their role in prediction of early reading comprehension. *Journal of Educational Psychology*, 107(2), 321–331.

Isigama

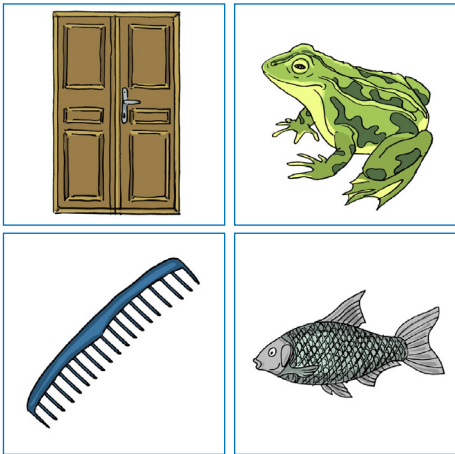
Uphando lubonisa ukuba abantwana abaselula abaneminyaka emihlanu nabayaziyo intsingiselo yamagama amaninzi bafumana amanqaku amaninzi kuvavanyo lokufunda ngengqiqo kwibanga lesi-3, lesi-4 kwakunye nelesi-7.²

Siye sahlola isigama sabantwana kwimisebenzi emibini eyahlukileyo:

- Umsebenzi woku-1 (Ukuhlola ulwazi esele benalo): Sisebenzise i**Cross-Linguistic Lexical Task (CLT)**, eye yaveliswa njengesixhobo esithelekisa iilwimi neenkubeko ezahlukileyo zokuhlola isigama esizuzwa nesisetyenziswa ngabantwana.
- Umsebenzi wesi-2 (Osekugqibeleni): Sisebenzise uhlobo lwesigama esiziphuhleleyo/esiziveleleyo ukuzama ukuvavanya ulwazi lwabantwana olumalunga namagama ebekujoliswe ukuba afundiswa kule nkqubo.

Nantsi eminye yemizekelo ethathwe kuvavanyo lweCLT (sisebenzise iimethodi ezifanayo kuvavanyo...). Kuvavanyo lokufunda ngengqiqo, abantwana baboniswe isethi yemifanekiso baze bacelwa ukuba bakhethe umfanekiso ohambelana negama ebelibizwa ngumntu ohlodayo.

Liphi isele?

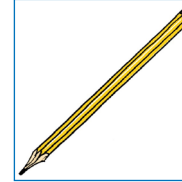


Ngubani otsibayo?



Ukuzama ukuba bavelise isigama, abantwana baboniswe imifanekiso ze bacelwa ukuba bachaze okusemifanekisweni.

Yintoni le?



Ngubani otsibayo?



Iimpendulo zikorekeshwe njengezichanekileyo xa umntwana enike igama elichanekileyo ekujoliswe kulo, elisetyenziswa kwingingqi, igama elilelona lililo xa kuthelekiswa nelo bekujoliswe kulo, elingaphinyiselwa kakuhle, eleboleko okanye elesiNgesi.

Ukuba nolwazi ngokushicilelweyo/Imiba emalunga nokushicilelweyo

Xa besihlola indlela abaqhelene ngayo neencwadi abantwana, sisebenzise izinto esizithathe kwiEarly Literacy Protocol (ELP).³ Abantwana baye banikwa incwadi waze umntu ohlodayo wababuza imibuzo efana nale: “Uphi umphambili wencwadi?”, “Siphi isihloko sebali?”, “Uqala phi xa ufunda?”.

Ulwazi lwezandi

Ulwazi lwezandi kukukwazi ukuqaphela izandi zamagama xa kuthethwa okanye ebizwa. Ulwazi lwezandi kunye nolo loonobumba nezandi, lubonisa ngokucacileyo ukuphuhla kwelitheresi.⁴ Siye sasebenzisa iELP yeYunivesithi yaseStellenbosch khonukuze sihlote ubuchule babantwana:

- ekwahluleni amagama ngokwamalungu (“Igama, ‘ibhola’ liqhwyatylwa ka-3. Ngoku ke khawuqhwebale igama, ‘indlovu’).
- ekudibaniseni amalungu ukuze bakhe igama (“Ndiza kubiza amalungu egama. Qashela ukuba ngubani elo gama.”).
- ekumameleni isandi sokuqala segama (“Ndiza kubiza igama wena kufuneka undixelele isandi eliqala ngaso igama.”).⁵

Sazile ukuba abantwana abakolu phando basenokuba abaqhelananga nezi ntlobo zomsebenzi saze safaka imisebenzi yokuziqhelanisa kumsebenzi ngamnye.

² Sénéchal, M., Ouellette, G., & Rodney, D. (2006). The misunderstood giant: On the predictive role of early vocabulary in future reading. In D. Dickinson & S. Neuman (Eds), *Handbook of Early Literacy Research*, Vol. 2 (pp 173–184). New York, NY: Guilford Press.

³ Olu vavanyo lwenziwe liCandelo leNtetho, ulwimi noNyango olumalunga noKuva ngeNdlebe.

⁴ Kendeou, P., van den Broek, P., White, M. J., & Lynch, J. S. (2009). Predicting reading comprehension in early elementary school: The independent contributions of oral language and decoding skills. *Journal of Educational Psychology*, 101(4), 765–778.

⁵ I-ELP inomsebenzi ongaqhelekanga wezandi ofanayo nalowo wama-26 kwiELOM kwaye ke siye sasebenzisa umsebenzi wokuchonga izandi endaweni yawo.

Iziphumo

Umbuzo wophando woku-1:

Ngokubhekiselele kwiqela elingathathi nxaxheba, ingaba ungenelelo lwenkqubo iLittle Stars esekeke ebalini iluncedo kwaye iyancedisa ekuphuhliseni abantwana abaselula, ulwimi nezakhono zabo zelitheresi?

Umgangatho wokufundisa: ukujonga ukuba ootitshala abakwiqela longenelelo bayifundise ngendlela ebilindelekile na inkqubo iLittle Stars nangokwendlela ebibonise ngesikali ngumqeqeshi wakwaWordworks.

*Umgangatho wokufundisa ubonise ngokucacileyo ukuphucuka:*⁶

- kwenqaku elipheleleyo le-ELOM, kunye necognition and executive functioning (CEF)
- kwezakhono ezimalunga nelitheresi ebekujoliswe kuzo kolu ngenelelo (ukuveliswa kwebali nolwazi olumalunga nokushicilelweyo).

Oku ke kuthetha ukuba eziklasini apho ootitshala bayifundisa khona kakuhle/ ngendlela enefuthe le nkqubo yeLittle Stars, abantwana bavune lukhulu xa kuthelekiswa neeklasini ibingafundiswa kuzo le nkqubo okanye ebingafundiswa ngendlela ebilindelekile. Abantwana abazuzileyo kule nkqubo iLittle Stars baye baphuhla ngcono kangangeenyanga ezi-3 ukuya kwezi-5 ngokwe-ELOM (ngaphezulu kokuvuthwa ngeenyanga ezi-6).

Umgangatho wokufundisa nawo ubonise amanqaku anokuzuzwa ngabantwana kuvavanyo lwesigama esifundiswe kule nkqubo, nto leyo ethetha ukuba abantwana abafundiswe kakuhle le nkqubo bafunde amagama amaninzi amatsha xa bethelekiswa nabo bakwiiklasini apho le nkqubo ingakhange ifundiswe okanye engafundiswanga ngendlela ebilindelekile.

Umgangatho wokufundisa awukhange ubonise nkqubela-phambili ekuqondeni amabali nakulwazi lwezandi.

Umbuzo wophando wesi-2:

*Ingaba iimpawu zabantwana kunye neemeko zamakhaya abafundela kuwo zinako ukubonisa ukuphucuka kweziphumo?*⁷

Iimpawu zomntwana: ubudala, isini, ubude obumalunga nobudala (njengento ebonisa ukukhula komntwana nemeko yokondleka kwakhe), isocio-emotional functioning (SEF), amanqaku amalunga nesigama abasaziyo abantwana.

Iimeko zamakhaya abafundela kuwo abantwana – Home Learning Environment (HLE):

- umsebenzi – ixesha abathi balichithile abagcini babantwana besenza imisebenzi eyahlukileyo;
- ixesha – ixesha abathi abagcini babantwana bebefanele ukulichitha kunye nabantwana babo phakathi evekini nangempela-veki;
- Izixhobo – inani elipheleleyo leencwadi kunye nezinto zokudlala ezisekhaya.

Iimpawu zomntwana

Ubudala buye babonisa inkqubela-phambili kumsebenzi omnye – ukuqonda amabali: abona bantwana bancinci baye baqhuba ngcono kakhulu kulo msebenzi, mhlawumbi ngenxa yokuba bebenethuba lokuba bawuphucule lo msebenzi.

Kuwo omabini amaqela ngokweelwimi zawo, isigama esele benaso besizalana neso basibonise ngokwamanqaku ovavanyo lwasekupheleni kophando: inani lamagama ebekujoliswe kuwo afundwe ngabantwana kule nkqubo.

Iimeko zamakhaya abafundela kuwo abantwana

Abantwana abanezixhobo ezimbalwa zokufunda emakhaya babonise ukuphuhla okupheleleyo (inqaku elipheleleyo le-ELOM). Abantwana abanabazali/abantu ababagcinayo abanike ingxelo yokuba bachitha ixesha elininzi nabo phakathi evekini nangempela-veki babonise ukuphuhla okanye ukuzuza kakhulu kule nkqubo, ingakumbi ngokwamanqaku olwimi nelitheresi esavelayo ngokwe-ELOM.

⁶ Igalelo lenkqubo libe sisi-3.59 samanqaku e-ELOM ze lona igalelo eliphezulu lokuqhutywa kwenkqubo lasisi-5.04 samanqaku e-ELOM.

⁷ Zonke izinto ekungakhange kunikwe ngxelo ngazo azikhange zibonise qikelelo lubalulekileyo.

Umbuzo wophando wesi-3:

Ingaba iklasi kunye notitshala ibe zizinto ezikwazileyo ukuqikelela ukuphucuka kweziphumo?

Utitshala/iklasi: imali ehlawulwa kumaziko enkulisa (ECD); ubungakanani beklasi; iziqinisekiso zemfundo zootitshala, ubudala kunye namava abo, ulwimi ekufundiswa ngalo, umgangatho wokufundisa (njengoko umetiwe ngezikalini zokuqwalasela abafundi).

Uhlatluty lweziphumo lubonise ukuba ezi zinto zilandelayo ziye zancedisa ekuqikeleleni inkqubela-phambili yabantwana:

- Imali esezantsi ehlawulwayo kumaziko enkulisa iye yabonisa ukuhambelana nenzuzo enkulu kwiiELOM ezimbini, nto leyo ethetha ukuba ngabantwana abaphuma kumakhaya ahlelekileyo abazuze kakhulu kule nkqubo.
- Xa umgangatho wokufundisa eziklasini uphezulu, (ngokumetwa sisikali sokumeta seCERS-E),⁸ abantwana baye bazuze kakhulu kumabali aye aveliswa nako kuko konke nje ukuphuhla (Inqaku elipheleleyo le-ELOM).
- Abantwana abakwiiklasi ezincinci bazuze kakhulu ngokwamanqaku olwimi nelitheresi esavelayo, nakwizakhono zokubalisa amabali.
- Khange kubonakale patheni yokuhambelana kwizinto ezimbini ezimalunga namava katitshala (ubudala neminyaka efundisa).
- Abantwana abakwiiklasi zesiNgesi nezeAfrikansi bazuze ngokufanayo kuyo yonke imisebenzi yokuhlola, ngaphandle kwamanqaku enyumaresi kunye nezibalo ezisavelayo, nolwazi lwezandi,⁹ apho abantwana abantetho iyiAfrikansi baye bazuze kakhulu kunabo bantetho isisiXhosa.

Isishwankathelo kunye noko kuthethwa ziziphumo

Ezi ziziphumo ezingundoqo zophando olumalunga nongenelelo:

- **Apho iye yafundiswa kakuhle le nkqubo, izakhono zabantwana zolwimi nelitheresi ziye zaphucuka (ukuveliswa kwamabali, ulwazi malunga nokushicilelweyo nesigama esifundiswe kule nkqubo), kuye kwaphucuka nokuphuhla okupheleleyo kwabantwana** (okwenziwe kukuphucuka kwengqondo nendlela esebenza ngayo).¹⁰ Oku kuphucuka ke kuye kwangaphezulu kunoko kwenzeka kwiiklasi ebezingayifundisi le nkqubo okanye kwezo bezingayifundisi ngempumelelo.
- Umgangatho wokufundisa le nkqubo awukhange ube nafuthe litheni kulwazi lwezandi nasekuqondeni amabali abaliswayo. Ukuphucuka kolwazi lwezandi kunokufuna ixesha lokufundisa okugxile kuko (bekufundiswa umsebenzi omnye omalunga nolwazi lwezandi qho ngesayikile yokufundisa yeeveki ezimbini kunye neminye imisebenzi ehambelana namabali athile akhethiweyo).

Ezi zinto zilandelayo, ukongeza, ziye zabonisa ukuqikelela inzuzo (nokuba abantwana bebekuyo okanye bengekho kuyo iklasi yongenelelo):

- **Kufumaniseke ukuba abantwana abazuzileyo kule nkqubo ngabo basuka kumakhaya ahlelekileyo** (abo banezixhobo zokufunda ezimbalwa emakhaya nabo bahamba isikolo kumaziko ahlawulisa imali ephantsi ngenyanga).
- Ubudala babantwana bubonise uqikelelo lwenzuzo kwisiphumo esinye, kwaye ke qaphela, akukho mntwana ubonise ukuzuzwa ngokwamanqaku apheleleyo e-ELOM. Oku ke kuthetha ukuba ezi zinto 'zingaphakathi emntwaneni' azibalulekanga kakhulu xa zithelekiswa nezo zifana nemeko afunda phantsi kwayo, umzekelo, utitshala, iklasi kunye nezinto ezimalunga nekhaya lakhe.
- Ekuqaleni kongenelelo, isigama sabantwana besizalaniswa nokufumana kwabo isigama esitsha, nto leyo ebonisa ukubaluleka **kokuqinisekisa ukuba indawo abafundela kuyo ulwimi abantwana abaselula inazo izixhobo zokufunda kwaye ikulungele oko.**

⁸ Sylva, Siraj-Blatchford, I., Taggart, B., & Sylva, K. (2010). *ECERS-E: The Early Childhood Environment Rating Scale curricular extension to ECERS-R* (3rd ed.). Trentham.

⁹ Abantwana abathetha iAfrikansi bafumene amanqaku asezantsi kuhlobo olujonga ulwazi abasele benalo olumalunga nokudibanisa amalungu amagama kwaye ke bebenethuba lokuphucula la manqaku. Kumsebenzi wokuchonga izandi, amanqaku abantwana abathetha isiXhosa abephantsi kuvavanyo olwenziwe phambi kophando kwaye inkqubela phambili yabo ibe yengexi. Le nkqubela isezantsi kwimisebenzi yezandi iyahambelana nolunye uphando loMzantsi Afrika olwenziwe kwisampuli yabantwana abangaphezulu ngonyaka.

¹⁰ Ukwengeza kwizakhono zelitheresi yabantwana abaselula, inkqubo le ijolise kanobom kwintsebenziswano ephakathi kukatitshala nomntwana, kwaye ke inxityelelaniswa neziziphumo ezingcono ezimalunga nomntwana. Inkqubo iquka umsebenzi omalunga 'nokufunda ukuphuhlaphula' ogxile ekuqwalaseleni oko kuviwa ngeendlebe, kwindlela yokukhumbula kunye nokukwazi ukuzilawula (ihlolwe ngokwemeko yeCEF).

Isishwankathelo kunye noko kuthethwa ziziphumo kuyaqhutywa ...

- Abantwana abanabazali abachaze ukuba bachitha ixesha nabo bazuze kakhulu ngokwamanqaku apheleleyo e-ELOM. Sisiphumo esibalulekileyo esi, njengoko umgangatho wokufundisa le nkqubo ungakhange ubonise qikelelo lwenzuzo malunga nesi siphumo. Oku kubonisa ukuba ukwenza imisebenzi ekhaya kubaluleke kakhulu ekuphuhliseni ulwimi, kwaye **olo ngenelelo lubandakanya abazali lunefuthe elikhulu ekuphuhliseni ulwimi kunongenelelo olwenzeka eklasini kuphela.**
- Umgangatho wokufundisa ubaluleke kakhulu; abantwana abaye bathi xa bebeqwalaselwe ngootitshala bafumana amanqaku aphezulu bazuzile kakhulu malunga nesakhono sokubalisa nokuphuhla sekukonke.
- Iiklasi ezinabantwana abambalwa zibonise uqikelelo lokuba bazuzile kwiilwimi zombini. Oku ke kunokuba kwenziwa kukuba bafumana ixesha elininzi kunye notitshala kuba abafundi bambalwa eklasini.
- Ukufundiswa kolwimi bekunxulunyaniswa nenzuzo enkulu kwakunye namanqaku aphezulu kuhlolo oluthile lomgangatho katitshala. Umahluko phakathi kwamagela olwimi kungabonisa lo mahluko ukhoyo kwimeko yeendawo abafundela kuzo abantwana (Amaziko enkulisa eAfrikansi abiza imali ephezulu kwaye anootitshala abanamava, abazali ebekwisampuli yeAfrikansi banike ingxelo yokuba bachitha ixesha elininzi nabantwana babo).

Ngokupheleleyo, olu phando lunegalelo ekuqondeni kwethu izinto ezininzi eziphembelela ukuphuhla nokufunda kwabantwana abaselula. Noxa izinto zibonise ukuqikelela iziphumo ezahlukileyo, kubalulekile ukwazi ukuba ezinye izinto ziyazalana nezinye. Umzekelo, abantwana abanezixhobo ezininzi zokufunda kumakhaya abo nabanabazali abachitha ixesha kunye nabo kwimisebenzi yokufunda bebenokuya kumaziko enkulisa abiza imali ephezulu, anootitshala abanamava nabafumana amanqaku aphezulu kuhlolo lokuqwalasela umgangatho wokufundisa.

Iziphumo zibonisa ukuba **ngaphezulu kwezinto ezimalunga nemeko ekufundelwa kuyo, inkqubo yolwimi inganefuthe ekufundeni nasekuphuhleni kwabantwana, nakwizinto ezimalunga nokuphuhla kolwimi ezinxulumene nokufunda kwiminyaka eza kulandela.**

Inzuzo efunyanwa ngabantwana kwisigaba seenyanga ezi-6 ibonisa ubungqina bokufunda okunokubakho xa kukho iinkqubo zokufunda ezinokuphucula iziphumo

zokufunda kubantwana abasuka kumakhaya angathathi ntweni. Uphando oludlulileyo lubonise ukubakho kweenkqubo zokufunda ezisebenza kakuhle, kwaye olu phando lwengeza ubungqina bekharithulam egxile kungenelelo kwisampuli yamaziko ekungakhange kugxilwe kuwo malunga nomgangatho wokufundisa le nkqubo.¹¹ **Elona xabiso kolu phando kukuba lwenziwe kwimeko 'yokwenyani', ngezixhobo ezingabizi kakhulu, uqeqesho lusenziwa ngabaqeqeshi beNGO, kunye nokuqeqeshwa kwabantu abaza kuqeqesha ootitshala abaza kuqhuba le nkqubo ezikolweni.**

Ziipesenti ezingama-45% abantwana ababudala busi-4 ukuya kwisi-5 eMzantsi Afrika 'abaqhuba kakuhle' ekufundeni phambi kokuba baqale isikolo, sinengxaki yabantwana abangalifumaniyo eli thuba lokufunda, nto leyo enegalelo kwiingxaki zelitheresi ezikhoyo ezikolweni. Olu phando lubonisa ukuba iinkqubo ezifana neLittle Stars zinokuqinisekisa ukuba abantwana abaninzi bayayizalisekisa imfuneko yokuphuhla beselula kwaye 'baqhuba kakuhle' khonukuze kubonakale oko banako ukukwenza bengaqali esikolweni.



¹¹ Inzuzo emalunga namanqaku e-ELOM ithelekiswa kunye neenkqubo zokufunda ezisebenza kakuhle ezikhethelwe uphando lwe-Early Learning Programmes Outcome (ELPO).