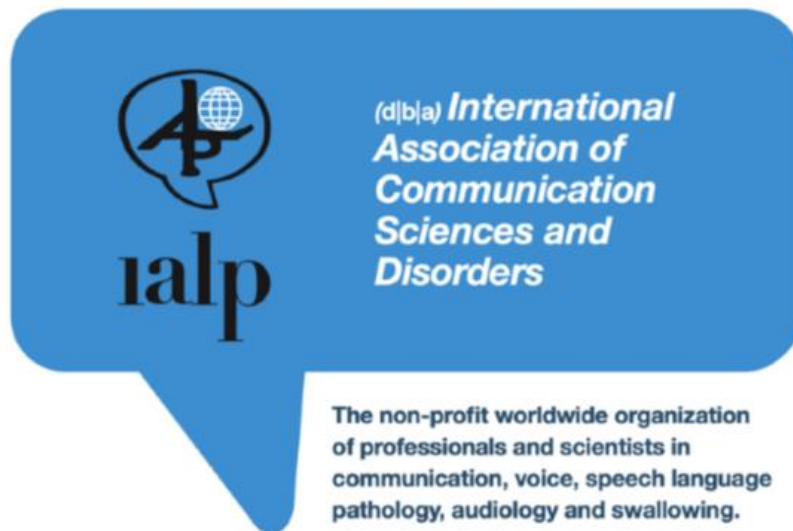


# Imibuzo ejwalwe Ukubuzwa aBazali – Izingane ezikhuluma izilimi eziningi

Scharff Rethfeldt, W., McNeilly, L., Abutbul-Oz, H., Blumenthal, M., Garcia de Goulart, B., Hunt, E., Laasonen, M. R., Levey, S., Meir, N., Moonsamy, S., Mophosho, M., Salameh, E.-K., Smolander, S., Taiebine, M., Thordardottir, E. (2022).

A publication by The Multilingual-Multicultural Affairs Committee



<https://ialp-org.com/multilingual-multicultural-affairs/>

Translated from English into isizulu by Jeff Nyoka and Ntombifuthi Buthelezi

## Contents

Sikhulisa umntwana wethu ngezilimi ezimbili ekhaya kodwa sikhathazekile ukuthi izokwenza intuthuko yakhe yolimi ingaphakami. Ngabe ukubambezeleka kujwayelekile ezilimini?	3
Singabazali abasebenzisa izilimi ezimbili kodwa sicabanga ukukhulisa umntwana wethu ngolimi olulodwa ekhaya , sisebenzise ulimi olukhulunywa yiningi emphakathini. Kodwa ke sikhuluma ulimi lomphakathi ngendlela yokukhuluma eqaphelekayo (umz; Ngenxa yokuba ngabokufika) kanti futhi sinekhono eliningi kolwethu ulimi lokuzalwa. Ngabe lona umbono olungile?	4
Ngingalufuna nini usizo kochwepheshe uma umntwana wami okhuluma izilimi ezimbili engakhulumi noma akhombise umsebenzi ophansi ngokweminyaka yakhe uma eqhathaniswa nabalingana naye ngeminyaka abakhuluma izilimi ezimbili?	5
Umntwana wami uneminyaka emithathu futhi besimukhulisa ngezilimi ezimbulu ekhaya. Siyazama ukulandela umthetho wokuthi umzali oyewa – ulimi olulodwa, i phecelezi 'One-Parent-One Language'(OPOL) kodwa siqaphelise ukuthi indodana yethu ixubanisa izilimi ezimbili (i-code-switch) isikhathi esiningi uma ikhuluma. Ingabe lokhu kuyinkomba yokuthi unenkinga ethile yolimi?	6
Singabazali abakhuluma izilimi ezimbili futhi siyahlanganisa izilimi( i-code-switch) isikhathi esiningi. Ingabe kulungile ukukhuluma zombili izilimi emntwaneni siphinde senze i-code switch	7
Singakhombisa umntwana wethu ulimi lwesibili uma esengakanani? Ngabe kumele silinde aze aqonde ulimi lwasekhaya kuqala noma siqale ngokushesha?	7
Iluphi ulimi engingalusebenzisa emntwaneni wami uma ulimi olusetshenziswa esikoleni lwehlukile kunalolu olusetshenziswa ekhaya? Ingabe kumele siyeke ulimi lwasekhaya sisebenzise olwesikole? Kwenzakalani uma thina njengabazali siyeka ulimi lwasekhaya kodwa ugogo nomkhulu baqhubeke ukukhuluma ulimi lwasekhaya nomntwana?	8
Umntwana wethu oneminyaka emihlanu ukhuluma zombili izilimi utholakale ngokukadokotela enesifo esiyinkinga yokuthuthuka ngokolimi i developmental language disorder. Silulekiwe ukuthi sikhulume naye ngolimi olulodwa ekhaya -ulimi lolu olusetshenziswa esikoleni. Lokhu kuzobanzima ngoba udadewabo omdala nobhuti wakhe bakhuluma zombili izilimi futhi thina siwumndeni osebenzisa zombili izilimi. Ngabe kumele silandele lesi siluleko?	9
Sihlele ukuthi indodana yethu iyofunda esikoleni esisebenzisa ulimi lwezifundo, phecelezi i-immersion school lapho izofunda khona ngolimi lwesibili – olwahlukile kunaleli esilikhulumayo ekhaya – akhule azi izilimi ezimbili. Inkinga indodana yethu itholakale ngokukadototela inesifo esiyinkinga yokuthuthuka ngokolimi i Developmental Language Disorder. Ingabe lokho kuchaza ukuthi akafanelekile kahle ukuyofunda kulesisikole esisebenzisa ulimi lwezifundo, phecelezi i-immersion school?	10
Indodakazi iyashelela nje uma ikhuluma ulimi lwasekhaya kodwa ithola ubunima ekufundeni ulimi lwasesikoleni. Ngabe kukhona ukubambezeleka (ukukhubazeka) ngokolimi lwesibili kuphela?	10
Izinkomba	11

## **Sikhulisa umntwana wethu ngezilimi ezimbili ekhaya kodwa sikhathazekile ukuthi izokwenza intuthuko yakhe yolimi ingaphakami. Ngabe ukubambezeleka kujwayelekile ezilimini?**

Izingane ebenza izilimi ezimbili ziyafana nje ngentuthuko ngokolimi uma uziqhathanisa nezingane ezenza ulimi olulodwa<sup>1</sup>. Ukwazi izilimi ezimbili kukodwa akwenzi ukubambezeleka kokwazi ulimi<sup>2</sup>. Ebuncaneni abantwana abazi izilimi ezimbili ibayawuzwa umehluko kwezinye izilimi. Lokhu kubonisa ikhono lokufunda ulimi esamncane umntwana. Abantwana abancane abakhuluma izilimi ezimbili baqala ukuphimsela izinhlamvu namagama okuqala ngesikhathi esicishe sifane nezingane ezifunda ulimi olulodwa. Kukhona futhi nendlela efanayo yokufunda amagama nokusebenziswa kolimi kwimisho Kodwake ukuthuthukiswa kokusebenzisa izilimi ezimbili kubukeka engathi kuyalibaziseka ngoba ubuchwepheshe bokukhuluma buhlukaniswe phakathi kwezilimini ezimbili.

Uma umntwana efunda izilimi ezimbili ngesikhathi esisodwa ukuthuthukiseka ngokwamagama, (ukufunda ngamagama) kungenzeka kubonakale kubambezeleka. Ngempela uma kubukisiswa kahle ngamagama olimi ngalunye ngokuhlukana kuba kuncane uma kuqhathaniswa nalona owenza amagama olimi olulodwa<sup>3</sup>. Uma kubukisiswa kahle amagama kulona owenza izilimi ezimbili kutholakala ukuthi amagama awaziyo ayalingana noma maningana adlula lona owenza ulimi olulodwa. Ukuthuthukiswa kwamagama noma ngabe kuliphi ulimi kusuke kwenziwa amagama amasha umntwana awafundayo kulololimi<sup>3-5</sup>. Ukufunda amagama kunomthelela ethuthukiseni ukusetshenziswa kwamagama emishweni kusasephansi<sup>6</sup>.

Abantwana abenza izilimi ezimbili kuyenzeka bangashayi khona njengalaba abenza ulimi olulodwa abalinganayo ngeminyaka, kwezinye inzindlela zokusetshenziswa kwamagama emishweni uma beqhathaniswa, njengo kuhlukanisa inkathi yesenzo, (isb; yidla, udlike), isikhuthazi senzo (uyasebenza, usebenzile), ubuningi, (isb; incwadi/izincwadi), noma ubulili (yena-owesilisa, yena-owesimame)<sup>1</sup>. Olimini olunothile abantwana bezilimi ezimbili i banokukhombisa umehluko ngokuvumelana kumabizo ayisiphawulo kanye namabizo akhombayo ( *adjective nouns and r determine noun agreement*( isb kwi Spanishi kuthiwa *el-cojeno*). ukusetshenziswa kwamagama ngezimo ezithile, phecelezi i-*Case morphology aspect morphology*.(isb, isiRashiyei: pil, vypill). Lokhu kwehlukana okuvela kubantu abakhuluma ulimi olulodwa kushiwo ukuthi kunethonya lezilimi ezihlukene, ithonya elivela kolunye ulimi luya kolunye ulimi noma okushintshanayo versa<sup>7-9</sup>. Lomehluko awusiso isibonelo sobunzima bokufunda kodwa ungenxa yokungatholi ithuba elanele lokusebenzisa lokuhlelo lwamagama emishweni ngokwanele

Esikhathini esiningi ukuthola lelithuba lokubona amagama obala alilingani, futhi labo abasebenzisa izilimi ezimbili behlukene ikakhulukazi ekwenziweni kolimi. Okungaphezulu abantwana - nabantu abadala- bavame ukukhombisa ukuba nolwazi olungalingene lwezilimi zabo ezimbili (abadala nabancane bayahlukana ekutheni ulimi

Iwasekhaya noma ulimi olusetshenziswa umphakathi yilo oluphambili futhi lokhu kungashintsha ekuhambeni kwesikhathi)

Njengoba indlela ithola ngayo ulwazi kuba nomthelela ekwazini ulimi, abazali abakhulisa abantwana abakhuluma izilimi ezimbili kumele baqikekelele ekunikezeni uxhaso olwenele kwizilimi zendabuko (olubuye luchazwe njengolimi lwedlanzana, ulimi lomphakathi, noma ulimi lwasekhaya) ngoba umntwana kungenzeka angatholi ulwazi olwanele kulolo limi<sup>10</sup>. Ngaphezulu kwalokho kusemqoka ukuthi abazali baqondisise, ukuthi ukuhlolisiswa kwamagama emntwaneni kanye nokusetshenziswa kwagama emishweni kumele kuhlole zonke izilimi ezithintekayo kubalwa nolimi lwendabuko. Isibonelo, uma umntwana ehlolewa olimini olulodwa lokhu ngeke kukhombise iqiniso ngenani lolwazi lwamagama kumntwana.

**Singabazali abasebenzisa izilimi ezimbili kodwa sicabanga ukukhulisa umntwana wethu ngolimi olulodwa ekhaya , sisebenzise ulimi olukhulunywa yiningi emphakathini. Kodwa ke sikhuluma ulimi lomphakathi ngendlela yokukhuluma eqaphelekayo (umz; Ngenxa yokuba ngabokufika) kanti futhi sinekhono eliningi kolwethu ulimi lokuzalwa. Ngabe lona umbono olungile?**

Abantwana abakhuliswa ngezilimi ezimbili kusukela bezalwa baba ngompetha kuzo zombili izilimi uma bethola ukuboniswa okuningi nokuqhubekayo ngezilimi zombili. Ngaphezu kwalokho abantwana abafunda ulimi lomphakathi noma ulimi olukhulunywa esikoleni bangakwazi ukufunda lololimi baphumelele kahle esikoleni uma benesisekelo nosizo kulololimi oluvezeke obala.

Kulalabo bafundi abenza izilimi ezimbili ukuthuthukiswa kolimi kuncike eqophelweni nasebuningini bokuphilisana kwalabo abakhuluma nezozilimi zombili zonke ezithintekayo<sup>4,6,11,12</sup>. Izinga lichaza ukuthi ulimi olukhulunywayo lukhulunywa lona uqobo, kalula futhi ngokulwazi. Ubuningi bona bubonakala uma abazali benikeza abantwana babo ithuba lokukuxhumana nabo kuzo zombili izilimi abazikhulumayo nomntwana wabo kalula nangokushelala (ngaphandle kobunzima). Ngenxa yokuthi abazali i abakhuluma izilimi ezimbili balukhuluma kahle ulimi lwabo lwendabuko, yobo abasethubeni elihle lokunikeza abantwana izimo zokuba nezinga kulolo limi lwabo. Abazali abakhuluma olunye ulimi ngaphandle kolimi lwabo lwendabuko ekhaya, abatholakali bekwazi ukuletha imiphumela emihle ekufundiseni umntwana ulimi lwesibili kodwa kukhombisa ukuba nomthelela ongemuhle ekubambeni ulimini lwabo lwendabuko<sup>13</sup>.

Abanye abantwana abavulelekile kwizilimi ezimbili ngaphakathi ekhaya futhi abanye bavulelekeolimini olulodwa ekhay, futhi nolimi lomphakathi uma besenkulisa noma sebezogqala isikole. Uma sebezogqala isikole kuloyonyaka isikhathi abavuleleke ngaso

kulimi ngalunye kutholakala ukuthi kuba nomthelela omkhulu ekwazini ulimi ngalunye ngaphandle kokuthi ungakanani loyomntwana uma eseqala ukwenza izilimi ezimbili<sup>12,14</sup>. Lokhu kunikeza abazali kukhululeka ukuthi bamqalise nini umntwana ukumazisa ulimi lwesibili njengasenkulisa noma endaweni elungiselela ukuqala isikole. Abazali abakhuluma nabantwana babo ngomlando wabo besebenzisa ulimi lwabo lwendabuko bayasiza abantwana babo ukuxhumana nemvelaphi yabazali babo. Izindaba ziyabasiza abantwana ngolwazi nokuqonda ngendlela ezixoxwa ngayo, okubalulekile kakhulu uma besebancane ekuqaleni ukufundisa ukuthuthukisa.

Ukugcinwa kolimi lokuqala (L1) kungaba yinselelo ngaphandle kokuboniswa okwanele, futhi noshintsho olimini olubusayo lungaphindelela, ngisho nolulimi lwendabuko olungaphezulu<sup>15</sup>. Ukugcina ulimi lwendabuko kuba nenselelo kakhulu lapho kunabantu abancane abalwaziyo, lapho futhi beyincosana abalukhulumayo futhi isimo saloyomphakathi siphansi. Ukugcina ulimi olungaziwa kahle kubandakanya umzamo okhethekil. Kwesinye isikhathi ulimi lwendabuko lwabantwana luyabalahlekela, lokhu kubizwa ngokuthi ukulahleka kolimi lomzila<sup>16</sup>, phecelezi *language attrition*. Lenqubo ingenzeka uma umntwana ehlukaniswa nalolulimi noma lungakhulunywa. Lokulahleka komzila kungenzeka ngezindlela eziningi, kuye ngokuthi amathuba angakanani okuvuselela abantu ukusebenzisa lolo limi.

## **Ngingalufuna nini usizo kochwepheshe uma umntwana wami okhuluma izilimi ezimbili engakhulumi noma akhombise umsebenzi ophansi ngokweminyaka yakhe uma eqhathaniswa nabalingana naye ngeminyaka abakhuluma izilimi ezimbili?**

Kumele uthole usizo ngokushesha uma ucabanga ukuthi umntanakho kunobunzima anabo ngokukhuluma noma ngolimi, uma uqhathanisa nendlela wena ubuyilindele uma umqhathanisa nabanye abantwana abathuthukayo olimini olufanayo lwendabuko kodwa ke ubeke emqondweni ukuthi abantwana abancane abenza izilimi ezimbili bangabukeka bebambezelekangoba ulimi ngalunye lumela nje inxenye yolwazi lwabo ngolimi

Ukuphazamiseka kolimi kumele kuvele kuzo zombili izilimi kuzobonakala ukuthi ngabe kuyiqiniso yini. Ubunzima bona buyahluka kakhulu phakathi kwezilimi. Kungazibonakalisa ngezindlela ezehlukene ezilimini kanye nasezizindeni zeilimi. Ukuhlolwa kumele kwenziwe kuzozonke izilimi lezi azifundile umntwana noma ezisendleleni asazozifunda. Uma kukhona okukhathazayo akutholakale usizo kochwepheshe abanolwazi. Kodwa uma ubunzima bokuxhumana buvela olimini noma luphi, isikhathi eside kuzoba nesidingo sohlobo oluthize loxhaso.

## **Umntwana wami uneminyaka emithathu futhi besimukhulisa ngezilimi ezimbili ekhaya. Siyazama ukulandela umthetho wokuthi umzali oyewa – ulimi olulodwa, i phecelezi ‘One-Parent-One Language’(OPOL) kodwa siqaphelise ukuthi indodana yethu ixubanisa izilimi ezimbili (i-code-switch) isikhathi esiningi uma ikhuluma. Ingabe lokhu kuyinkomba yokuthi unenkinga ethile yolimi?**

Lapho umzali ngamunye enolimi lwakhe lwendabuko olwehlukile, inkabizo yo-mzali oyedwa nolimi lwakhe kungaba icebo elihle e lingasetshenziswa ukuqiniseka ukuthi umntwana uthola ukuboniseka okwanele akufisayo ngolwazi lolimi ngalunye.

Akudingekile ukuthi abazalibahlukanise zombili izilimi ukuze umntwana afunde.

Ukukhulisa umntwana ngokwezimiso ekuthiwa phecelezi OPOL kubandakanya imizamo emihle futhi evame ukuba nomsebenzi onzima, njengoba imithelela yezomphakathi inokwenzeka iphazamise izifiso zabanakekeli kanye nekhono lokukhulisa umntwana ngenkuthalo ngezilimi ezimbili<sup>17</sup>. Ngaphezu kwalokho inqubo ye OPOL ayinasiqiniseko sokuthi zombili lezilimi zizolingana<sup>18,19</sup>. Kukhona umehluko omkhulu phakathi kwezici ezithinta ukusethenziswa koimi yimindeni<sup>20</sup>. Kweminye imindeni yabokufika ukusebenzisa kakhulu ulimi lwendabuko kungabasiza kunenqubo ye OPOL<sup>21</sup>.

*I-Code Switching* yenzeka uma abantu abakhuluma izilimi ezimbili behlanganisa amagama noma izisho kuwo omabili amalimi. Lokhu akusilo uphawu lokubambezelekka ngokolimini<sup>22</sup>. Esikhundleni salokho kuyinxenye ekhombisa ukuthuthukisa zombili zilimi kwabazikhulumayo futhi kuyimvelo kubobonke abazali nabantwana. Abantwana abakhuluma izilimi ezimbili bangakwazi ukuhlukanisa kuzo zombili izilimi , kodwa noma kwenzeka lokho kuncike ekutheni iluphi ulimi oluhamba phambili futhi nangendlela izilimi ezisetshenziswa ngayo emphakathini usuwonke<sup>23,24</sup>.

*I-Code Switching* ingenzeka ngezizathu ezahlukene<sup>25</sup>. Okokuqala igama kungenzeka lingatholakali okwamanje noma libalekile emqondweni okwesikhashana ukuze kwedluliswe umcabango noma umbono. Okwesibili abantwana bangasebenzisa *i-code-switching* ukuze bacele usizo kumuntu omdala u ukuthola igama eliyilo elisho okuthile noma elichaza umbono. Okwesithathu *i-code switching* (ehlanganisa ukuxuba) kusetshenziselw imisho emide enzima ngabantwana abakhuluma izilimi ezimbili. *I-code switching* iletha umphumela omuhle ngoba kukhombisa ukuthi umntwana okhuluma izilimi ezimbili unekhono lokusebenzisa amagama kuzo zombili izilimiazifundisiwe.

## **Singabazali abakhuluma izilimi ezimbili futhi siyahlanganisa izilimi( i-code-switch) isikhathi esiningi. Ingabe kulungile ukukhuluma zombili izilimi emntwaneni siphinde senze i-code switch**

Icode switch indlela ejwayelekile kubantwana abasebenzisa izilimi ezimbili nakubazali futhi akusiso isifo esithile. Esikhathini esiningi abazali bangasebenzisa izilimi ezimbili futhi Bebe benza i-code switch uma bekhuluma bodwa noma nabantwana babo. Lokhu akuphazamisi ukufunda emntwaneni. Kungenzeka kube inselelo emntwaneni esemncane enqubeni yokuthola ulimi uma abazali bexubanisa kakhulu emishweni yabo<sup>26</sup>.

*I-code-switching* ayisetshenziswa kuphela ngenxa yokweswela amagama enele olimi , kodwa kungxena yezimo ezidingekayo ezicacile, kwezenhlalo futhi nakwezamasiko. Abadala basebenzisa *icode-switching* ukuze ingxoxo yabo nokuxhumana kwabo kucebe Yithuluzi elisemqoka elingavumela umndeni osebenzisa izilimi ezimbili ukwenza inkulumo yabo icebe iqondakale kakhulu. Njalo abantwana balandela indlela abazali abakhuluma ngayo uma behleli endaweni yabo.

## **Singakhombisa umntwana wethu ulimi lwesibili uma esengakanani? Ngabe kumele silinde aze aqonde ulimi lwasekhaya kuqala noma siqale ngokushesha?**

Ubufakazi buyakhombisa ukuthi abafundi abasebancane bangadinga amazanga aphezulu ukugogoda lolulimi lwesibili kuya ngokuthi uyaqhubeka yini ukuthola ukuboniseka kuzona zombili izilimi kuye ngokuthi ulwazi alutholayo kulimi aluncamelayo futhi olubusayo nesimo sengqondo njl njl.

Eminyakeni ka-4 abantwana baba nolwazi oluningi ukuthi iluphi ulimi olusetshenziswayo uma bekhuluma nabanye<sup>1</sup>. Isici esihle ngokufunda ulimi usasemncane ukuthi kunika umntwana isikhathi esiningi sokulisebenzisa lolulimi. Bukhona ubufakazi ngokuthi kwezinye izizinda zezilimikungasiza ukuziaqala usasemncane, Ngakolinye uhlangohti, ezinye izizinda zizithutha masinyane eminyakeni esikhulile ngakho ukungenisa olunye ulimi ngaphambili (L2) kungasiza bese kuye ngokuthi zinjani<sup>27</sup>. Izikhathi ezibalulekile zolimi olubusayo ziyayatholakala<sup>28</sup>. Ekufundeni ukuqondisa kuvela (kwenzeka) ekuqaleni ngemisindo uma ubiza ngasemuva usho imisho/imigqa futhi ngaphakathi kwendawo yokufunda. Okunye futhi ukuthi, isikhathi sokufaka ulimi olusha lwesibili siyehlukana, kuye ngokuthi kwenzeka niini (umz; ukuhamba uye kwelinye izwe noma ukuqala isikole esisha).

Ngesikhathi sokulungela ukuqala isikole izinga lokuboniseka libaluleke kakhulu kunesikhathi sokuqala kokufunda izilimi ezimbili<sup>12,14</sup>. Ngakhoke abazali banokukhululeka okwenelisayo ekukhetheni ukuthi baqala nini ukubonisa umntwana

wabo ulimi lwesibili.

**Iluphi ulimi engingalusebenzisa emntwaneni wami uma ulimi olusetshenziswa esikoleni lwehlukile kunalolu olusetshenziswa ekhaya? Ingabe kumele siyeke ulimi lwasekhaya sisebenzise olwesikole? Kwenzakalani uma thina njengabazali siyeka ulimi lwasekhaya kodwa ugogo nomkhulu baqhubeke ukukhuluma ulimi lwasekhaya nomntwana?**

Ukugcina ulimi lomntwana lwendabuko uma efundiswa ngolunye ulimi lwasesikoleni kuhle ngezizathu eziningi. Okusobala kakhulu ulwazi lwezinye izilimi nokwazi ukukhuluma nezinye izinhlobo zomphakathi ngolimi lwabo lwendabuko. Kubazali kuyahluka ukuba semqoka ukuthi balugcine ulimi lwabo lwendabuko. Kusemqoka kubazali ukuqonda ukuthi ukuqhubeka ukukhuluma ulimi lwendabuko ngeke kuhlukumeze ukufunda olunye ulimi emntwaneni . Kusemqoka ukugqoguzela umndeni ukuthi ukhulume ulimi lwabo lwendabuko ukugcina imvelo yabo nezilimi ezimbili emntwaneni. Lokhu kuzovumela umntwana ukuqonda futhi akhulume ulimi lwasekhaya nokuqondisisa nokuhlanganyela ekubambeni iqhaza kwindabuko yomndeni nasemphakathini.

Ezikhathini eziningi ukugcina imvelo yezilimi zndabuko kubalulekile kumntwana nomzali nakumndeni enkulumeni yabo.

Kukhona imibono embalwa ehlongozwayo ngokusebenzisa ulimiemndenini. Ngokwesibonelo phecelezi i- *One Person – One-Language* OPOL inqubomgomo esebenza kumndeni lapho umzali ngamunye esebenzisa ulimi lwakhe

olwehlukile. Lenkambiso ichaza umzali ngamunye njalo ekhuluma ulimi lwakhe lwendabuko emntwaneni. Umzekelo, uma umzali oyedwa ulimi lwakhe lwendabuko kuyisiNtaliyane omunye ulimi kuyisiFrentshi, umzali ngamunye usebenzisa lololimi kuphela uma ekhuluma ngqo nomntwana wakhe. Indlela ye-OPOL ingabonakala inokweseka indela yolimi olulodwa,ngoba isetshenziswa njalo ngabazali nabo abangazange bathole kuqala siqu sabo isipiliyoni ngenkathi bekhula ukufunda izilimi ezimbili<sup>29</sup>. Kodwa ke umyalezo osemqoka ukuthi abazali bayahlangana ekuxhumaneni okunenjongo bazizwe bekhululekile ukukhuluma nomntwana wabo Lokhu kuchaza ukuthi bayakwazi ukukhululeka ngokwenkulumo, babheke nesimo somndeni, bamukele ukukhetha komntwana, baphinde futhi bamukele ukwehla kancane kousebenzisa iOPOL ukuze kwenyuke ukuxutshwa kwezilimi ekhaya. Futhi kungenzeka ukuthi lololimi olusetshenziswa ugogo nomkhulu kube ulimi lwendabuko kubantwana abangaluzwa kahle futhi balusebenzise ezimpilweni zabo, okuholela ubuphansi bezinga lokulwazi.

Indlela yo“Limi Olusetshenziswa Kancane Ekhaya” yenzeka lapho bobabili abazali



bekhuluma ulimi olulodwa ekhaya noma benekhono elanele ukusebenzisa ulimi olukhulunywa kancane, ukuze banikeze ukusekela futhi kulolo limi. Idinga abazali bobabili basebenzise ulimi oluphansi ekhaya nabantwana babo. Isibonelo uma umzali oyedwa ulimi lwakhe lwendabuko kuyisiArabhu, omunye umzali enolwazi kuso futhi isiArabhu (noma ngabe ulimi lwakhe lwendabuko kungasiso), isiArabhu kuzoba ulimi lwabo abalusebenzisayo uma bekhuluma ekhaya nabantwana babo. Kungenzeka ukuthi ugogo nomkhulu kuphela abaqhubekayo ukusebenzisa lolulimi lwendabuko . Ngokuhamba kwesikhathi imindeni eminingi ithola ukusebenzisa ulimi lomphakathi nasemakhaya kwenyuka kakhulu ngoba wonke amalunga emindeni aphila isipiliyoni nsukuzonke ngalolo limi.

Kumele kukhunjulwe ukuthi uma abazali besifa abantwana babo bakwazi ukukhuluma zonke izilimi zabo, abantwana kumele bezwe futhi bazisebenzise lezo zilimi njalo nje ezimpilweni zabo nangezinkathi zonke ezimeni ezahlukene. Inani labantu abahlukene abakhuluma lololimi benika futhi usizo kubalulekile kuye ngokuthi izilimi futhi nendawo yalolo lilimi lwendabuko umntwana lapho ehlala khona<sup>13</sup>. I Izimo zangaphandle zisemqoka njengokudlala ezinkundleni zokudlala futhi namaqenjana okudlala khona umntwana ezothola ulwazi kuzo zombili izilimi uma behlangane nabanye abantwana.

**Umntwana wethu oneminyaka emihlanu ukhuluma zombili izilimi utholakale ngokukadokotela enesifo esiyinkinga yokuthuthuka ngokolimi i developmental language disorder. Silulekiwe ukuthi sikhulume naye ngolimi olulodwa ekhaya -ulimi lolu olusetshenziswa esikoleni. Lokhu kuzobanzima ngoba udadewabo omdala nobhuti wakhe bakhuluma zombili izilimi futhi thina siwumndeni osebenzisa zombili izilimi. Ngabe kumele silandele lesi siluleko?**

Lesisiluleko siqhamuka ekuhlaziyeni okungeyikho kokuthi ukufunda izilimi ezimbili kungaphezu kwamandla emntwaneni owenza zombili izilimi noma ukufunda kuyaphazamiseka. Ucwangingo aluniki bufakazi bokuthi abantwana abanobunzima olimini abakwazi ukufunda izilimi ezimbili. Esikhundleni salokho kunobufakazi bokuthi abantwana abanesifo esibizwa phecelezi *Down Syndrome, Autism Spectrum Disorder (iASD), i-Dyslexia ne Development Language Disorder (DLD)* kutholakale ukuthi sebeyakwazi ukukhuluma izilimi ezimbili futhi bazifunde. Ucwangingo oludlule luyakhombisa ukuthi ukukhuluma izilimi akukhubazi ekuthuthukiseni izilimi ebantwaneni abanezifo zezilimi njenge DLD<sup>30-33</sup>, abantwana abane ASD<sup>34-38</sup>, abantwana abane-*Down Syndrome*<sup>39</sup>, a abantwana abane *William Syndrome*<sup>40</sup> kanye nabantwana abanekinga yokuzwa ezindlebeni<sup>41</sup>.

DLD kanye nokukhuluma izilimi ezimbili, kungenzeka kube nomthelela ekwehliseni ukwazi ezinye izilimi. Abantwana abazi izilimi ezimbili bangasalela emuva kulaba abenza ulimi olulodwa ekuthuthukiseni.

Abantwana abane i*DL*D badinga ukusekelwa okwenele ukuze baphumelele ezilimini zombili<sup>42</sup>.

Kunokuba kuyekwe ulimi lwasekhaya okuzolahlisa umntwana ukuthuthukisa lololimi, abazali bayacebiswa ukuthi baqhubeke basebenzise ulimi lwabo lwendabuko ekhaya emntwaneni. Bayacebiswa futhi abazali ukusekela ukuqonda nokuxhumana ngalolo limi ngezindlela ezifanayo ezisetshenziswa kwabakhuluma ulimi olulodwa (ngokusebeznisa izinsiza zokukubona, umz; izimpawu kanye nezithombe zibe zisebenziswa kanye nokukhuluma.)

**Sihlele ukuthi indodana yethu iyofunda esikoleni esisebenzisa ulimi lwezifundo, phecelezi i-*immersion school* lapho izofunda khona ngolimi lwesibili – olwahlukile kunaleli esilikhulumayo ekhaya – akhule azi izilimi ezimbili. Inkinga indodana yethu itholakale ngokukadototela inesifo esiyinkinga yokuthuthuka ngokolimi i *Developmental Language Disorder*. Ingabe lokho kuchaza ukuthi akafanelekile kahle ukuyofunda kulesisikole esisebenzisa ulimi lwezifundo, phecelezi i-*immersion school*?**

Abantwana abanenkinga yokukhuluma nokuzwa bayakwazi ukuthola ulwazi kwezolimi ezimbili. Njengoba kushiwo ngaphezulu ucwaningo luyakhombisa ukuthi abantwana abaningi abanenkinga ekuthuthukeni ezilimini abanankinga ekufundeni ulimi lwesibili kunokufunda ulimi olulodwa banikezwa njalo ulwazi kulololimi. Ucwaningo luyakhombisa ukuthi abantwana abakhuluma Isingisi abebe bamba kancane ezikoleni ezifundisa ngolimi zesiFulentshi eKhanada, bekuveza imiphumela efanayo nalabantwana abakhuluma isiNgesi bebambezeleka ezikoleni ezisebenzisa Isingisi kuphela<sup>42</sup>. Lemiphumela yocwaningo ikhombisa ukuthi ukufunda ngolimi lwesibili a akuhazamisanga impumeleloyabantwana esikoleni. Imiphumela yocwaningo mayelana nokuphasa kwezokufunda, sengathi ixubene kwezinye izindawo ezinabokufika<sup>43</sup>. Konake kusemqoka ukuqiniseka ukuthi lesosikole sinikeza uxhaso oludingekayo kwinqubekela phambili yabantwana kanye nempumelelo, kubenokuxhumana njalo ngolimi lwesikole futhi babaseke abanobunzima ekufundeni.

**Indodakazi iyashelela nje uma ikhuluma ulimi lwasekhaya kodwa ithola ubunima ekufundeni ulimi lwasesikoleni. Ngabe kukhona ukubambezeleka (ukukhubazeka) ngokolimi lwesibili kuphela?**

Umfundi owenza ulimi lwesibili angadinga iminyaka emibili ukuthola isisekelo nokuzibandakanya ekuxhumaneni nekhono i *Basic Interpersonal Communication Skills* (BICS). Loluhlobo lokufunda lwenzakala ekuhlanganyeleni ingxoxo lapho isimo

sengxoxo sinikeziwe, futhi nalapho kunikezwe khona izinkomba ezingenakho ukukhuluma ukusekela amazwi olimini<sup>44</sup>.

i *Cognitive Academic Language Proficiency* (CALP) ibhekisise kusifundo solimi. Kungabathatha iminyaka emihlanu abantwana ukuya kweyisikhombisa noma ngaphezulu ukuthola ulimi olufana nalolu oluhambelana nezidingo zokufunda ngempumelelo. Kujwayelekile kubantwana ukuthola ubunzima kuCALP, ubunzima buqhamuka ekufundeni, ekubhaleni isipelingi nakwezinye izindawo<sup>43-46</sup>. Ukuqaphela mayelana nokuqhubeka okujwayelekile ekufundeni ulimi lwesibili kubalulekile ukubona ukuthi ngabe ikhona yini ngokweqiniso inkinga. Uma amakhono eCALP ethatha isikhathi eside ukuthuthukiseka kudingeka olunye uhlobo lokufundisa noma uhlobo olukhethekile lokufundiswa lungadingeka ukuqiniseka ukuthi umntwana uthola inzuzo esikoleni.

## Izinkomba

- <sup>1</sup> Paradis, J. (2010). The interface between bilingual development and specific language impairment. *Applied Psycholinguistics*, 31(2), 227-252.
- <sup>2</sup> Lowry, L. (2018). Bilingualism in young children: separating fact from fiction. Hanen Center. Separating-Fact-fr.aspx.
- <sup>3</sup> Hoff, E., Core, C., Place, S., Rumiche, R., Senior, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of Child Language*, 39, 1-27.
- <sup>4</sup> Thordardottir, E. (2011). The relationship between bilingual exposure and vocabulary development. *International Journal of Bilingualism*, 14(5), 426-445., DOI: 10.1177/1367006911403202
- <sup>5</sup> Pearson, B. (2007). Social factors in childhood bilingualism in the United States. *Applied Psycholinguistics*, 28, 399-410.
- <sup>6</sup> Thordardottir, E. (2015). The relationship between bilingual exposure and morphosyntactic development. *International Journal of Speech Language Pathology*, 17(2), 97-114.
- <sup>7</sup> Cuza, A., & Pérez-Tattam, R. (2016). Grammatical gender selection and phrasal word order in child heritage Spanish: A feature re-assembly approach. *Bilingualism: Language and Cognition*, 19(1), 50-68.
- <sup>8</sup> Scharff Rethfeldt, W. (2011). Morphologische Fähigkeiten am Beispiel der deutschen Pluralbildung bei mehrsprachigen Kindern. *LOGOS*, 19, 1, 38-44.
- <sup>9</sup> Meir, N. & Walters, J. & Armon-Lotem, S. (2016). Bi-directional cross-linguistic influence in bilingual Russian-Hebrew children. *Linguistic Approaches to Bilingualism*. 7.
- <sup>10</sup> Mieszkowska, K., Łuniewska, M., Kołak, J., Kacprzak, A., Wodniecka, Z., & Haman, E. (2017). Home language will not take care of itself: Vocabulary knowledge in trilingual children in the United Kingdom. *Frontiers in Psychology*, 8, 135811
- <sup>11</sup> Hoff, E. & Core, C. (2013). Input and language development in bilingually developing children. *Seminars in Speech and Language*, 34(4), 215-226.
- <sup>12</sup> Thordardottir, E. (2019). Amount trumps timing in bilingual vocabulary acquisition: Effect of input in simultaneous and sequential school-age bilinguals. *International Journal of Bilingualism*, 23(1), 236-255.
- <sup>13</sup> Place, S., & Hoff, E. (2011). Properties of dual language exposure that influence 2-year-olds' bilingual proficiency. *Child Development*, 82, 1834-1849.
- <sup>14</sup> Unsworth, S. (2016). Early child L2 acquisition: Age or input effects? Neither, or both? *Journal of child language*, 43(3), 608-634
- Scheidnes, M., & Tuller, L. (2016). Assessing successive bilinguals in two languages: A longitudinal look at English-speaking children in France. *Journal of Communication Disorders*, 64, 45-61.
- <sup>15</sup> Scheidnes, M., & Tuller, L. (2016). Assessing successive bilinguals in two languages: A longitudinal look at English-speaking children in France. *Journal of Communication Disorders*, 64, 45-61.
- <sup>16</sup> Polinsky, M. and Kagan, O. (2007), Heritage Languages: In the 'Wild' and in the Classroom. *Language and Linguistics Compass*, 1: 368-395

- <sup>17</sup> Hammer, C. S., Miccio, A. W., & Rodriguez, B. L. (2004). Bilingual language acquisition and the child socialization process. In B. A. Goldstein (Ed.), *Bilingual language development and disorders in Spanish-English speakers* (pp. 21–50). Baltimore, MD: Paul H. Brookes.
- <sup>18</sup> De Houwer, A. (2005). Early bilingual acquisition: Focus on morphosyntax and the Separate Development Hypothesis. In J. Kroll & A. de Groot (Eds.), *Handbook of bilingualism: Psycholinguistic approaches* (pp. 30-48). New York: Oxford University Press.
- <sup>19</sup> De Houwer, A. (2007). Parental language input patterns and children’s bilingual use. *Applied Psycholinguistics*, 28(3), 411-424.
- <sup>20</sup> Yamamoto, M. (2001). *Language Use in Interlingual Families: A Japanese-English Socio- linguistic Study*. Clevedon, UK: Multilingual Matters.
- <sup>21</sup> Marinova-Todd, S., Bradford Marshall, D. & Snow, C.E. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34(1), 9-34.
- <sup>22</sup> Brice, A. & Roseberry-McKibbin, C. (2001). Choice of languages in instruction: One language or two. *Teaching Exceptional Children*, 33(4), 10-16.
- <sup>23</sup> Paradis, J., & Nicoladis, E. (2007). The influence of dominance and sociolinguistic context on bilingual preschoolers’ language choice. *International Journal of Bilingual Education and Bilingualism*, 10(3), 277-297.
- <sup>24</sup> Iluz-Cohen, P., & Walters, J. (2012). Telling stories in two languages: Narratives of bilingual preschool children with typical and impaired language. *Bilingualism: Language and Cognition*, 15(1), 58-74.
- <sup>25</sup> Scharff Rethfeldt, W. (2013). *Grundlagen und Praxis der sprachtherapeutischen Intervention*. Stuttgart: Thieme Publishers.
- <sup>26</sup> Byers-Henlein, K. 2013. Parental language mixing: Its measurement and the relation of mixed input to young bilingual children’s vocabulary size. *Bilingualism: Language and Cognition*, 16, 32-4825
- <sup>27</sup> Blom, E., & Bosma, E. (2016). The sooner the better? An investigation into the role of age of onset and its relation with transfer and exposure in bilingual Frisian–Dutch children. *Journal of Child Language*, 43(3), 581-607.
- <sup>28</sup> Granena, G. & Long, M. H. (eds.), *Sensitive periods, language aptitude, and ultimate L2 attainment*. Amsterdam: John Benjamins.
- <sup>29</sup> Palviainen, A., & Boyd S. (2013). Unity in Discourse, Diversity in Practice: The One Person One Language Policy in Bilingual Families. In M. Schwartz, & A. Verschik (eds.): *Successful Family Language Policy: Parents, Children and Educators in Interaction, Multilingual Education 7*. Dordrecht: Springer.
- <sup>30</sup> Armon-Lotem, S., & Meir, N. (2016). Diagnostic accuracy of repetition tasks for the identification of specific language impairment (SLI) in bilingual children: evidence from Russian and Hebrew. *International Journal of Language & Communication Disorders*, 51(6), 715-731.
- <sup>31</sup> Gutiérrez-Clellen, V. F., Simon-Cerejido, G., & Wagner, C. (2008). Bilingual children with language impairment: A comparison with monolinguals and second language learners. *Applied Psycholinguistics*, 29(1), 3-19.
- <sup>32</sup> Morgan, G. P., Restrepo, M. A., & Auza, A. (2013). Comparison of Spanish morphology in monolingual and Spanish–English bilingual children with and without language impairment. *Bilingualism: Language and Cognition*, 16(3), 578-596.
- <sup>33</sup> Paradis, J., Crago, M., Genesee, F., & Rice, M. (2003). French-English Bilingual Children With SLI. *Journal of Speech, Language, and Hearing Research*, 46(1), 113-127.
- <sup>34</sup> Gonzalez-Barrero, A. M., & Nadig, A. (2018). Bilingual children with autism spectrum disorders: The impact of amount of language exposure on vocabulary and morphological skills at school age. *Autism Research*, 11(12), 1667-1678.
- <sup>35</sup> Hambly, C., & Fombonne, E. (2012). The impact of bilingual environments on language development in children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42(7), 1342-1352.
- <sup>36</sup> Kay-Raining Bird, E., Lamond, E., & Holden, J. (2012). Survey of bilingualism in autism spectrum disorders. *International Journal of Language & Communication Disorders*, 47(1), 52-64.
- <sup>37</sup> Meir, N. & Novogrodsky, R. (2019a). Syntactic abilities and verbal memory in monolingual and bilingual children with High Functioning Autism (HFA). First Language. Retrieved from <https://journals.sagepub.com/doi/10.1177/0142723719849981>
- <sup>38</sup> Meir, N. & Novogrodsky, R. (2019b). Prerequisites of pronoun use in monolingual and bilingual children with High Functioning Autism (HFA) and typical language development. *Frontiers in Psychology*. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02289/full>
- <sup>39</sup> Kay-Raining Bird, E., Cleave, P., Trudeau, N., Thordardottir, E., Sutton, A., & Thorpe, A. (2005). The language abilities of bilingual children with Down Syndrome. *American Journal of Speech Language Pathology*, 14, 187-199.

- <sup>40</sup> Perovic, A., & Lochet, S., (2015). *Grammatical morphology in bilingual Williams syndrome: A single case study*. A poster presented at bi-SLI 2015 conference, François-Rabelais University, Tours: France.
- <sup>41</sup> Bunta, F., Douglas, M., Dickson, H., Cantu, A., Wickesberg, J., & Gifford, R. H. (2016). Dual language versus English-only support for bilingual children with hearing loss who use cochlear implants and hearing aids. *International Journal of Language & Communication Disorders*, 51(4), 460-472.
- <sup>42</sup> Paradis, J., Govindarajan, K., & Hernandez, K. (2018). Bilingual Development in Children with Autism Spectrum Disorder from Newcomer Families. Available at [https://era.library.ualberta.ca/items/d53d7b1b-c4d6-4d2f-a595-3ac2ecd8a52c/view/229ca8a8-b060-473d-89a5-93cfc7b9e652/Bilingual-20ASD\\_FINAL\\_SummaryReport\\_05MAR2018.pdf](https://era.library.ualberta.ca/items/d53d7b1b-c4d6-4d2f-a595-3ac2ecd8a52c/view/229ca8a8-b060-473d-89a5-93cfc7b9e652/Bilingual-20ASD_FINAL_SummaryReport_05MAR2018.pdf).
- <sup>43</sup> Thordardottir, Elin. (2017). Are background variables good predictors of need for L2 assistance in school? Effects of age, L1, amount, and timing of exposure on Icelandic language and nonword repetition scores. *International Journal of Bilingual Education and Bilingualism*. 23. 1-23. 10.1080/13670050.2017.1358695.
- <sup>44</sup> Cummins, J. (1991). Conversational and academic language proficiency in bilingual contexts. In J. H. Hulstijn & J. F. Matter (Eds.), *Reading in Two Languages*. *AILA-Review 8/91* (pp. 75-89).
- <sup>45</sup> Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Bristol: Multilingual Matters.
- <sup>46</sup> Vogl, L. (2013). Tips for assessing bilingual children as a monolingual SLP, ASHA Leader. Available at <https://blog.asha.org/2013/11/26/leisha-vogle-assessing-bilingual-children-as-a-monolingual-slp/>.