DIDACTIC AND LINGUISTIC CONSTRAINTS PERTAINING 
TO THE TEACHING OF SOUTHERN NDEBELE

by

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DECLARATION
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I declare that DIDACTIC AND LINGUISTIC CONSTRAINTS PERTAINING TO THE TEACHING OF SOUTHERN NDEBELE is my own work and that all the sources that I have used and quoted have been indicated and acknowledged by means of complete reference. There are those that I have used and acknowledged by means of brief reference.

__________________________________________
SIGNATURE                                  DATE
DEDICATION

This dissertation is dedicated to my wife Shirley, our children and grandchildren. May the work be a source of inspiration to all our children, family, friends and especially Alpheus, the last born in my house.
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ABSTRACT

This study investigates isiNdebele language as no longer a mere oral language, but a written and read language. As one of the once marginalised languages in South Africa, isiNdebele is one of the least developed amongst the official languages. The study investigates isiNdebele’s development and modernisation in the context of the Language in Education Policy and the functional multilingualism dispensation in our country.

The qualitative research methodology was used to investigate the didactic and linguistic constraints in the teaching of isiNdebele, specifically utilising interviews and focus groups to collect data.

The study found that lack of properly qualified teachers, and development of this language which is lagging behind others, are the main constraints in teaching isiNdebele.

KEY TERMS

isiNdebele Linguistic constraints
Didactic Multilingualism
Language in Education Policy Linguistics
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