



Multilingual Glossary

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Glossary: English

| English | Definition |
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| Afro-pessimism | A framework and critical idiom that describes the ongoing effects of racism, colonialism, and historical processes of enslavement including the Trans-Atlantic slave trade, and their impact on structural conditions as well as personal, subjective, and lived experience, and embodied reality. (Wikipedia) |
| Agency | The ability to put energy and commitment into working in ways, and developing skills, that are seen as important. |
| Asset-based | Unlocking the potential of learners by focusing on their talents. |
| Assumption | Something you accept as true without question or proof. |
| Change agent | Someone who puts their time and energy into making change happen in an organisation. |
| Code-switching | The use of more than one language or dialect in the same conversation. |
| Cognitive fatigue | When the brain gets tired because it has to work harder to maintain focus and concentration. |
| Collaboration | A style of direct interaction between at least two co-equal persons who are voluntarily engaged in shared problem-solving, shared decision making and shared resources as they work towards achieving a goal. |
| Consultation | A specialised problem-solving process in which a professional (e.g. educational psychologist) who is regarded as having expertise formally advises another person (e.g. a parent or teacher) who needs the benefit of that expertise. |
| Content and Language Integrated Learning (CLIL) | A method of learning a content-based subject such as maths or geography through the medium of a second language, and at the same time, learning that second language by studying the content-based subject. |
| Convention | An agreement between countries covering particular issues; less formal than a treaty. |
| Deficit or needs-based | Focusing on your learners' weaknesses. |
| Determinism | The belief that all events including human choice are completely determined by pre-existing causes. |
| Deterministic belief | The belief that a learner's ability is essentially pre-set and open to limited change or development. |
| Deviant behaviour | Behaviour that goes against the norms and values of society. An example of this is criminal behaviour. |
| Differentiation | A range of strategies used by teachers to ensure that what and how learners learn, and how they show their learning, matches their readiness level, interests and ways of making meaning. |
| Epistemic | Relating to knowledge or knowing. |
| Executive function | Refers to working memory (our ability to hold on to new information), flexible thinking and self-control. |
| Expressive language | The ability to express wants and needs—verbally and non-verbally. |
| Extrinsic motivation | Behaviour that is driven by external rewards such as money, fame, grades or praise. |

| English | Definition |
|-------------------------------------|---|
| Framework | A set of ideas, principles, approaches, policies, activities and indicators used to guide intentional action and to measure its impact. |
| Heterogeneous groups | Mixed level groups. A small group of learners at different levels of learning, who bring different skills to the group. |
| Homogeneous | All the same or similar in nature. |
| Inclusive pedagogy | An approach to teaching that aims to raise the achievement of all learners, while safeguarding the inclusion of those who are vulnerable to exclusion and other forms of marginalisation. |
| Indigenous Knowledge Systems | The complex set of knowledge, skills and technologies existing and developed around specific conditions of populations and communities indigenous to a particular geographic area. |
| Inferiority complex | Consists of a lack of self-esteem, a doubt and uncertainty about yourself, and feelings of not measuring up to standards. |
| Institutional discrimination | When an organisation, network of organisations, or a whole system discriminates against one or more people because of a human characteristic (e.g. race, language, beliefs, ability, etc.). Apartheid is an example of this. |
| Interdependent | When two or more people or things depend on each other. |
| Intersectionality | The study of what happens when different forms of discrimination, domination and oppression combine, overlap and intersect. |
| Intrinsic motivation | Doing something because it gives you satisfaction and you want to do it. |
| Learner agency | When learners have the power to act, when they take responsibility for their own learning, and don't only rely on inputs from the teacher, the curriculum, the resources and so on. |
| Learner diversity | Group and individual differences among learners. |
| Longitudinal study | Research method that uses continuous or repeated methods to study individuals or groups over a prolonged period. |
| Medical model | Sees the person with a disability as the problem. In this model the focus is on the disability. |
| Metalinguistic awareness | Ability to discuss and reflect on language. |
| Monolingual | Able to understand and speak only one language. |
| Mother tongue | The language a person learns first / identifies with as a speaker or is identified with as a speaker by others, or the language they know best or use most. |
| Multilingual | Able to understand and speak two or more languages. |
| Normal distribution | Concept based on the idea that intelligence and ability is fixed from birth and therefore predetermines achievement in school, justifying sorting learners into those who can achieve and those who will underachieve or not achieve. |
| Normative function | Has the effect of encouraging people to accept what is considered "normal". |
| Orientation | An integrated set of attitudes and beliefs held by a person. |
| Orthography | The accepted system of spelling and writing words in a language. |

| English | Definition |
|-----------------------------------|--|
| Pathologies | Deviations from the “norm” that bring about social problems. |
| Peer learning | One learner leads another learner through a task or concept. |
| Physiology of learning | The human biological processes involved in learning. |
| Policy | A course of action, proposed by the government for a particular situation that has been officially agreed to. |
| Positive discipline | An approach to learner behaviour that promotes learners’ self-control, teaches them responsibility and helps them make thoughtful choices. |
| Pragmatic language | The use of appropriate communication in social situations—knowing what to say, how to say it, and when to say it. |
| Pro-social | Something that benefits other people or society as a whole. |
| Psychosocial | The close connection between our thoughts, emotions and behaviour, and our wider social experience (e.g. our relationships, traditions and culture). |
| Qualitative data | Non-numeric data, e.g. interviews, observations, focus groups. |
| Ratify | Sign or give formal consent to a decision. |
| Receptive language | The ability to understand words and language. |
| Reflective practice | The ability to reflect on your actions in the classroom—using knowledge, experience, theoretical understanding and values—in order to gain insights and build learning. |
| Scaffolding | Temporary instructional support structures the teacher puts in place to help learners to master new tasks and concepts they cannot master on their own. |
| School as a community | An organisation that consists of a group of people sharing (i) basic conditions of common life; (ii) a feeling of belonging together and (iii) a sense of mutual identifications of hopes and aspirations among members themselves; and hold a collection of normative beliefs and values that govern interaction. |
| School climate | Refers to the kinds of feelings, opinions and attitudes learners and the school community express about the school, given the specific ways in which their school does things. (Tableman & Herron, 2004:1) |
| School culture | Consists of the shared ideas, such as assumptions, values and beliefs that give a school its identity and standard for expected behaviours. (Ibid.: 2) |
| Social model | Sees attitudes, as well as social and environmental barriers, as the problem. People are “disabled” by the world around them. |
| Socio-cultural contexts | Beliefs, customs, language, culture, practices and behaviours that exist in a society. |
| Socio-cultural perspective | Emphasises the influence of society—language, culture, social structures, etc.—on our learning processes. |
| Teacher agency | The individual and collective actions taken by teachers in situations in which they find themselves. In this sense agency is not given but involves a negotiation of power as constituted in the individual teachers, structures and conditions in which they find themselves. |

| English | Definition |
|-------------------------------------|--|
| Teacher and learner agency | Their active contribution to shaping their work as teachers and learners and its conditions—for the overall quality of education. In this way agency speaks to what teachers and learners do and not what they have. |
| Transformative belief | The belief that ability is not pre-set and can change and develop. |
| Zone of proximal development | Vygotsky’s theory of the difference between what a learner can do without help and what they can do with help. |

Glossarium: Afrikaans

| English | Afrikaans | Definisie |
|--|--|--|
| Afro-pessimism | Afro-pessimisme | 'n Raamwerk en kritieke idioom wat die deurlopende uitwerking van rassisme, kolonialisme en historiese prosesse van verknegting beskryf, met inbegrip van die trans-Atlantiese slawehandel, en die impak van hierdie prosesse opstrukturele toestande sowel as persoonlike, subjektiewe en geleefde ervaring en beliggaamde realiteit. (Wikipedia) |
| Agency | Agentskap | Die vermoë om met energie en toewyding te werk op maniere, en vaardighede te ontwikkel wat as belangrik beskou word. |
| Asset-based | Bategebaseer | Ontsluiting van die potensiaal van leerders deur op hulle talente te fokus. |
| Assumption | Aanname | iets wat sonder bevraagtekening of bewyse as waar aanvaar word. |
| Change agent | Veranderingsagent | Iemand wat hulle tyd en energie benut om verandering in 'n organisasie te laat plaasvind. |
| Code-switching | Kodewisseling | Die gebruik van meer as een taal of dialek in dieselfde gesprek. |
| Cognitive fatigue | Kognitiewe uitputting | Wanneer die brein moeg raak omdat dit harder moet werk om fokus en konsentrasie te behou. |
| Collaboration | Samewerking | 'n Styl van direkte interaksie tussen ten minste twee gelyke persone wat vrywillig by gedeelde probleemoplossing, gedeelde besluitneming en gedeelde hulpbronne betrokke is terwyl hulle daaraan werk om 'n doel te bereik. |
| Consultation | Konsultasie | 'n Gespesialiseerde probleemoplossingsproses waarin 'n professionele persoon (byvoorbeeld opvoedkundige sielkundige) wat as 'n kundige beskou word formele raad gee aan 'n ander persoon (byvoorbeeld 'n ouer of onderwyser) wat die voordeel van daardie kundigheid nodig het. |
| Content and Language Integrated Learning (CLIL) | Inhoud- en taaleïntegreerde leer (ITGL) | 'n Metode om 'n inhoudgebaseerde vak soos wiskunde of aardrykskunde deur die medium van 'n tweede taal aan te leer, en terselfdertyd daardie tweede taal te leer deur die inhoudgebaseerde vak te bestudeer. |
| Convention | Konvensie | 'n Ooreenkoms tussen lande wat spesifieke kwessies dek; minder formeel as 'n verdrag. |
| Deficit or needs-based | Tekort- of behoeftegebaseerd | Fokus op leerders se swak punte. |
| Determinism | Determinisme | Die oortuiging dat alle gebeurtenisse, insluitend die mens se keuse, ten volle deur voorafbestaande oorsake bepaal word. |
| Deterministic belief | Deterministiese oortuiging | Die oortuiging dat 'n leerder se vermoë in wese vooraf bepaal word en slegs in 'n beperkte mate verander of ontwikkel kan word. |
| Deviant behaviour | Afwykende gedrag | Gedrag wat teen die norme en waardes van die samelewing indruis. 'n Voorbeeld hiervan is kriminele gedrag. |

| English | Afrikaans | Definisie |
|-------------------------------------|-------------------------------------|--|
| Differentiation | Differensiasie | 'n Verskeidenheid strategieë wat deur onderwysers gebruik word om te verseker dat wat en hoe leerders leer, en hoe hulle hulle leer toon, pas by hulle gereedheidsvlak, belangstellings en manier om betekenis te vorm. |
| Epistemic | Epistemies | Het op kennis of ken betrekking. |
| Executive function | Uitvoerende funksie | Verwys na werksgeheue (ons vermoë om nuwe inligting te onthou), aanpasbare denke en selfbeheer. |
| Expressive language | Ekspressiewe taal | Die vermoë om begeertes en behoeftes verbaal en nieverbaal uit te druk. |
| Extrinsic motivation | Ekstrinsieke motivering | Gedrag wat deur eksterne belonings soos geld, roem, goeie punte of lof gemotiveer word. |
| Framework | Raamwerk | 'n Stel idees, beginsels, benaderings, beleide, aktiwiteite en aanwysers wat gebruik word om opsetlike optrede te rig en die impak daarvan te meet. |
| Heterogeneous groups | Heterogene groepe | Groepe op gemengde vlakke. 'n Klein groepie leerders op verskillende vlakke van leer wat verskillende vaardighede na die groep toe bring. |
| Homogeneous | Homogeen | Almal dieselfde of soortgelyk. |
| Inclusive pedagogy | Inklusiewe pedagogiek | 'n Benadering tot onderrig wat daarop gemik is om die prestasie van alle leerders te verbeter, terwyl die insluiting beskerm word van diegene wat vir uitsluiting en ander vorms van marginalisering kwesbaar is. |
| Indigenous Knowledge Systems | Inheemse kennisstelsels | Die komplekse stel kennis, vaardighede en tegnologieë wat bestaan en ontwikkel is met verwysing na spesifieke toestande van bevolkings en gemeenskappe wat inheems is aan 'n spesifieke geografiese gebied. |
| Inferiority complex | Minderwaardigheidskompleks | Bestaan uit 'n gebrek aan eiewaarde, twyfel en onsekerheid oor jouself, en gevoelens dat jy nie aan standaardte voldoen nie. |
| Institutional discrimination | Institusionele diskriminasie | Wanneer 'n organisasie, netwerk van organisasies, of 'n hele stelsel as gevolg van 'n menslike eienskap (byvoorbeeld ras, taal, oortuigings, vermoë, ens.) teen een of meer mense diskrimineer. Apartheid is 'n voorbeeld hiervan. |
| Interdependent | Interafhanklik | Wanneer twee of meer mense of dinge van mekaar afhanklik is. |
| Intersectionality | Interseksionaliteit | Die studie van wat gebeur wanneer verskillende vorms van diskriminasie, oorheersing en onderdrukking kombineer, oorvleuel en mekaar sny. |
| Intrinsic motivation | Intrinsieke motivering | lets doen omdat dit jou bevrediging gee en jy dit wil doen. |
| Learner agency | Leerderagentskap | Wanneer leerders die mag het om op te tree, wanneer hulle verantwoordelikheid vir hulle eie leer neem, en nie op insette van die onderwyser, die kurrikulum, die hulpbronne ensovoorts staatmaak nie. |
| Learner diversity | Leerderdiversiteit | Groep- en individuele verskille tussen leerders. |

| English | Afrikaans | Definisie |
|---------------------------------|----------------------------------|---|
| Longitudinal study | Longitudinale studie | Navorsingsmetode wat deurlopende of herhaalde metodes gebruik om individue of groepe oor 'n lang tydperk te bestudeer. |
| Medical model | Mediese model | Beskou die persoon met 'n gestremdheid as die probleem. In hierdie model is die fokus op die gestremdheid. |
| Metalinguistic awareness | Metalinguistiese bewussyn | Vermoë om taal te bespreek en daaroor te besin. |
| Monolingual | Eentalig | Kan slegs een taal verstaan en praat. |
| Mother tongue | Moedertaal | Die taal wat 'n persoon eerste leer/waarmee hulle as spreker identifiseer of waarmee hulle deur ander as spreker geïdentifiseer word, of die taal wat hulle die beste ken of die meeste gebruik. |
| Multilingual | Meertalig | Kan twee of meer tale verstaan en praat. |
| Normal distribution | Normale verspreiding | Konsep gegrond op die idee dat intelligensie en vermoë sedert geboorte vasgestel is en dus prestasie op skool vooraf bepaal. Dit regverdig die verdeling van leerders in diene wat kan presteer en diene wat sal onderpresteer of nie presteer nie. |
| Normative function | Normatiewe funksie | Het die uitwerking om mense aan te moedig om te aanvaar wat as "normaal" beskou word. |
| Orientation | Oriëntering | 'n Geïntegreerde stel gesindhede en oortuigings wat deur 'n persoon gehuldig word. |
| Orthography | Ortografie | Die aanvaarde stelsel om woorde in 'n taal te spel en te skryf. |
| Pathologies | Patologieë | Afwykinge van die "norm" wat maatskaplike probleme veroorsaak. |
| Peer learning | Portuurleer | Een leerder lei 'n ander leerder deur 'n taak of konsep. |
| Physiology of learning | Fisiologie van leer | Die mens se biologiese prosesse wat by leer betrokke is. |
| Policy | Beleid | 'n Werkwyse wat deur die regering voorgestel word vir 'n spesifieke situasie waarop daar amptelik ooreengekom is. |
| Positive discipline | Positiewe dissipline | 'n Benadering tot leerdergedrag wat leerders se selfbeheer bevorder, hulle verantwoordelikheid leer en hulle help om deurdagte keuses te maak. |
| Pragmatic language | Pragmatiese taal | Die gebruik van toepaslike kommunikasie in sosiale situasies – weet wat om te sê, hoe om dit te sê en wanneer om dit te sê. |
| Pro-social | Prososiaal | iets waarby ander mense of die samelewing as geheel baat. |
| Psychosocial | Psigososiaal | Die noue verband tussen ons denke, emosies en gedrag en ons wyer sosiale ervaring (byvoorbeeld ons verhoudings, tradisies en kultuur). |
| Qualitative data | Kwalitatiewe data | Nienumeriese data, byvoorbeeld onderhoude, waarnemings, fokusgroepe. |
| Ratify | Bekragtig | 'n Besluit onderteken of formele toestemming daarvoor gee. |

| English | Afrikaans | Definisie |
|-------------------------------------|---|--|
| Receptive language | Reseptiewe taal | Die vermoë om woorde en taal te verstaan. |
| Reflective practice | Reflektiewe praktyk | Die vermoë om te besin oor jou optrede in die klaskamer deur kennis, ervaring, teoretiese begrip en waardes te gebruik om insig te verkry en leer te bou. |
| Scaffolding | Raamwerk | Tydlike onderrigondersteuningstrukture wat die onderwyser in plek plaas om leerders te help om nuwe take en konsepte te bemeester wat hulle nie op hulle eie kan bemeester nie. |
| School as a community | Skool as 'n gemeenskap | 'n Organisasie wat bestaan uit 'n groep mense wat (i) basiese omstandighede van 'n gemeenskaplike lewe, (ii) 'n gevoel van saamhoort, en (iii) 'n gevoel van onderlinge identifikasie van hoop en aspirasie onder mekaar deel en 'n versameling normatiewe oortuigings handhaaf wat interaksie reguleer. |
| School climate | Skoolklimaat | Verwys na die soorte gevoelens, menings en gesindhede wat leerders en die skoolgemeenskap oor die skool uitspreek in die lig van die spesifieke maniere waarop die skool dinge doen (Tableman & Herron, 2004:1). |
| School culture | Skoolkultuur | Bestaan uit die gedeelde idees soos aannames, waardes en oortuigings wat aan 'n skool sy identiteit en standaard vir verwagte gedrag gee (Ibid.: 2). |
| Social model | Sosiale model | Beskou gesindhede asook sosiale en omgewingstruikelblokke as die probleem. Mense word deur die wêreld om hulle "gestrem". |
| Socio-cultural contexts | Sosiokulturele kontekste | Oortuigings, gebruike, taal, kultuur, praktyke en gedrag wat in 'n samelewing bestaan. |
| Socio-cultural perspective | Sosiokulturele perspektief | Beklemtoon die invloed van die samelewing – taal, kultuur, maatskaplike strukture, ens. – op ons leerprosesse. |
| Teacher agency | Onderwyseragentskap | Die individuele en kollektiewe optrede deur onderwysers in situasies waarin hulle hulleself bevind. In hierdie sin word agentskap nie gegee nie, maar behels 'n bedinging van mag soos dit daargestel word in die individuele onderwysers, strukture en toestande waarin hulle hulleself bevind. |
| Teacher and learner agency | Onderwyser- en leerderagentskap | Hulle aktiewe bydrae tot die vorming van hulle werk as onderwysers en leerders en die voorwaardes daarvoor – vir die oorkoepelende gehalte van onderwys. Op hierdie manier hou agentskap verband met wat onderwysers en leerders het en wat hulle nie het nie. |
| Transformative belief | Transformatiewe oortuiging | Die oortuiging dat vermoë nie vooraf bepaal word nie en kan verander en ontwikkel. |
| Zone of proximal development | Sone van proksimale ontwikkeling | Vygotsky se teorie van die verskil tussen wat 'n leerder sonder hulp kan doen en wat hulle met hulp kan doen. |

Idlhozari: IsiNdebele

| English | IsiNdebele | Ihlatululo |
|--|---|---|
| Afro-pessimism | Ukubona kumbi kwabanzima | Iphahla nesitjho esiqakathekileko esihlatululo umthelela oragela phambili wokubandlulula ngokobuhlanga, wokubuswa ngabeentjhaba kanye nekambiso yekadeni yokugqilaza ukufaka hlangana nokurhweba ngeengqila ezaziyamiswa ilwandlekazi i-Atlantic kanye nomthelela wakho ebujameni besikhungo, bomuntu ngokwakhe, ngokulemukwa mumuntu ngokomkhumbulo nelemuko lokuphila kanye namaqiniso amumethweko. (Wikipedia) |
| Agency | I-ejensi | Ikgono lokusebenzisa amandla nokuzibophelela eendleleni zokusebenza kanye nokuthuthukisa amakhono abonwa njengaqakathekileko. |
| Asset-based | Ukususelwa emakghonweni | Ukuveza amakhono wabafundi ngokutjheja iimphiwo zabo. |
| Assumption | Ukuzicabangela | Okuthileko okwamukela njengokuliqiniso ngaphandle kokubuza namkha kobufakazi. |
| Change agent | Umlethi matjhuguluko | Othileko osebenzisa isikhathi namandlakhe ekwenzeni amatjhuguluko esikhungweni. |
| Code-switching | Ukutjhugulula ilimi | Ukusetjenziswa kwamalimi eqako kwelilodwa namkha ilimi lesigodi ekulumiswaneni yinye. |
| Cognitive fatigue | Ukudinwa kwengqondo | Kulokha ingqondo nayidinwako ngombana kufanele isebenze khudlwana kobana ikghone ukutjheja nokucabangisisa. |
| Collaboration | Ukusebenzisana | Indlela yokuhlanganyela bunqopha hlangana nabantu ababili okungenzeka bona bayalingana ngokomsebenzi abahlanganyele ngokuzinikela ekusombululeni umraro, ekuthatheni isiqu nto nokwabelana ngeentlabagelo nabasebenzela ukuzuza umnqopho. |
| Consultation | Ukubonisana | Ikambiso ekhethekileko yokusombulula imiraro lapho usiyazi (isib. isayikholoji yezefundo) ethathwa njengenobukhoni ngokuhlelekileko yeluleka omunye umuntu (isib. umbelethi namkha utitjhere) othlaga isizo lomkhakha lowo. |
| Content and Language Integrated Learning (CLIL) | UkuFunda okuHlanganisa Okumumethweko neLimi (CLIL) | Indlela yokufunda isifundo esisuselwe kokumemethweko njengeembalo namkha ijyografi ngokusetjenziswa kwelimi lesibili, begodu ngaso sona leso sikhathi, kufundwa ilimi lesibili lelo ngokufunda isifundo esisuselwe komumumethweko. |
| Convention | Isivumelwano | Isivumelwano hlangana neenarha esimayelana nemiraro ethileko; sihleleke ngendlela enganayo imibandela eminengi. |
| Deficit or needs-based | Ukususela kubuthakathaka namkha eendingweni | Ukutjheja lokho abafundi bakho ababuthakathaka kikho. |
| Determinism | Okusele kuhleliwe | Ikolelo yokobana zoke izehlakalo ezifaka hlangana nokukhetha kwabantu zihleliwe ngokupheleleko bujamo obobuvele sebhukhona. |
| Deterministic belief | Ikolelo yokusele kuhleliwe | Ikolelo yokobana ikghono lomfundi vane selihleliwe begodu mancani namathuba wamatjhuguluko namkha wetuthuko. |

| English | IsiNdebele | Ihathululo |
|------------------------------|---|---|
| Deviant behaviour | Ukuziphatha ngokuphambuka | Ukuziphatha okuphikisana neemilo namagugu womphakathi. Isibonelo salokhu kuziphatha ngokulelesa. |
| Differentiation | Ukuhlukana | Amaqinga ahlukahlukene asetjenziswa botitjhere ukuqinisekisa bona abafundi bafundani, ngayiphi indlela, kanye nangendlela ababonisa ngayo abakufundileko, ukufanisa izinga lokulungela kwabo, ikareko neendlela zokuthola umqondo. |
| Epistemic | Okuphathelene nelwazi | Okumayelana nelwazi namkha ukwazi. |
| Executive function | Ukusebenza komkhumbulo | Kutjho umkhumbulo osebenzako (ikghono lethu lokubamba ilwazi elitja), ukucabanga ngokuvulekileko nokuzilawula. |
| Expressive language | Ilimi lokuziveza | Ikghono lokuveza okufunekayo neendingo—ngomlomo nangezeno. |
| Extrinsic motivation | Ukwenza okuthileko ngomnqopho wokutlonyeliswa | Ukuziphatha okulawulwa kutlonyeliswa okufana nemali, idumo, iingaba nokukhakhaziswa. |
| Framework | Iphahla | Ibuthlelo lemibono, lekambiso, leendlela, lemigomo, lemisebenzi neenkomba ezisetjenziselwa ukuhlahla isenzo esinqotjhiweko kanye nokulinganisa umthelela wazo. |
| Heterogeneous groups | Iinqhema ezivangiweko | Iinqhema zamazinga avangiweko. Isiqhema esincani sabafundi bamazinga ahlukene wokufunda, abaletha amakghono ahlukene esiqhemeni. |
| Homogeneous | Iinqhema ezifanako | Boke bayafana namkha banobujamo obufanako. |
| Inclusive pedagogy | Ukufundisa ngokubandakanya | Indlela yokufundisa enqophe ukukhuphula umphumela wabo boke abafundi, bese kuvikelwa ukufakwa kwalabo abasengozini yokutjhiywa ngaphandle kanye nezinye iindlela zokutjhiywa ngaphandle. |
| Indigenous Knowledge Systems | Irherho lelwazi leNdabuko | Ibuthlelo elihlangahlukene lelwazi, lamakghono netheknoloji ekhona eyakhelwe ebujameni obuthileko bemiphakathi kanye nemiphakathi yendabuko yendaweni ethileko. |
| Inferiority complex | Ukuzinyaza | Kubandakanya ukungazithembi, ukuzaza nokungabi nesiqiniseko ngawe kanye nokuzizwa ungekho ezingeni elifaneleko. |
| Institutional discrimination | Ukubandlulula ngokwesikhungo | Lokha isikhungo, ithungelelwano leekhungo, namkha loke irherho nalibandlulula umuntu munye namkha abantu abanengi ngebanga lobujamo babo bokubumbeka (isib. ubuhlanga, ilimi, ikolelo, ikghono, njll.). Ibandlululo sibonelo salokhu. |
| Interdependent | Ukutlhogana | Lokha abantu ababili namkha abanengi namkha izinto zithembele kwenye. |
| Intersectionality | Ukwehlukana ngokweengaba | Irhuhululo lalokho okwenzekako lokha imihlobo ehlukeneko yebandlululo, yokubuswa nokugandelelwa zihlangana, zidlula begodu zihlukana. |
| Intrinsic motivation | Ukukhuthazeka ngokwemvelo | Ukwenza okuthileko ngombana kuyakwanelisa begodu ufuna ukukwenza. |
| Learner agency | I-ejensi yomfundi | Lokha abafundi nabanekghono lokwenza okuthileko, nabathatha isibopho sokufunda kwabo begodu bangathembeli kwaphela elwazini lakatitjhere, lekharihyulamu, lemithombo, njalo njalo. |
| Learner diversity | Ukwehlukahlukana kwabafundi | Ukwehlukahlukana kwesiqhema nokwabantu phakathi kwabafundi. |

| English | IsiNdebele | Ihathululo |
|---------------------------------|---|--|
| Longitudinal study | Irhuhululo lesikhathi eside | Indlela yokurhuhulula ethatha isikhathi eside esebenzisa iindlela eziragela phambili namkha ezibuyelelweko zokurhuhulula abantu namkha iinqhema. |
| Medical model | Ihlelo lezobujamo bezepilo | Libona umuntu okhubazekileko njengomraro. Kilelihlelo umnqopho usekukhubazekeni. |
| Metalinguistic awareness | Ilwazi lelimi | Ikghono lokucoca nokuzwisisa ilimi. |
| Monolingual | Ubuliminye | Ukukghona ukuzwisisa nokukhuluma ilimi linye kwaphela. |
| Mother tongue | Ilimi lokubelethwa | Ilimi umuntu alifundako kokuthoma / alibiza ngelimi alikhulumako namkha abantu abathi uyalikhuluma namkha ilimi alazi ngcono namkha alisebenzisa khulu. |
| Multilingual | Ubuliminengi | Ukukghona ukuzwisisa nokukhuluma amalimi amabili namkha amanengi. |
| Normal distribution | Ubujamo bemvelo obujayelekileko | Umqondo osuselwe embonweni wokuthi ukuhlakanipha nekghono kubelethwa nazo, ngakho-ke ngizo ezihathulula ipumelelo esikolweni, okusekela ukuhlukanisa abafundi ngalabo abaphumelelako kanye nalabo abaphumelela kancani namkha abangaphumeleleko. |
| Normative function | Umgomo ojayelekileko | Unomphumela wokukhuthaza abantu ukwamukela lokho okuthathwa “njengokujayelekileko”. |
| Orientation | Ukuzijayeza | Ibuthelole elihlangeneko lendlela yokuziphatha kanye nekolelo yomuntu. |
| Orthography | Ithlolomagama | Irherho elamukelweko lokupeledwa nokutlolwa kwamagama elimini. |
| Pathologies | Ukuphambuka | Ukuphambuka “ekambisweni” eletha imiraro emphakathini. |
| Peer learning | Ukufunda ngobungani | Umfundi munye urhola omunye umfundi nakwenziwa umsebenzi. |
| Physiology of learning | Ubujamo bomzimba ekufundeni | Ikambiso yomzimba womuntu ebandakanyeka ekufundeni. |
| Policy | Umgomo | Isenzo esiphakanyiswe ngurhulumente sobujamo obuthileko ekuvunyelenwe ngabo ngokomthetho. |
| Positive discipline | Ukujezisa okwakhako | Indlela yokuqalana nokuziphatha komfundi okukhuthaza ukuziphatha kwabafundi, okubafundisa ukuzibophelela nokubasiza bona bathathe iinqunto ezizwakalako. |
| Pragmatic language | Ilimi elifaneleko | Ukusetjenziswa kweendlela ezifaneleko zokuthintana ebujameni bomphakathi—ukwazi ozokutjho, indlela yokukutjho nokuthi kufanele ukutjho nini. |
| Pro-social | Okusiza umphakathi | Okuthileko okusiza abanye abantu namkha umphakathi ngokupheleleko. |
| Psychosocial | Ubujamo bomkhumbulo nokuthintana nabantu | Ukuhlangana okukhulu hlangana nemicabango yethu, imizwa yethu nokuziphatha kwethu, kanye nelemuko lethu elibanzi (isib. ubudlelwana bethu, ikolelo namasiko). |
| Qualitative data | Imininingwana ebuthelwa ngelwazi | Idatha engasizo iinomboro, isib. ukuhlunga, ukutjheja neenqhema zabantu abatlhoga ubujamo obuzokuhlolwa. |

| English | IsiNdebele | Ihlatululo |
|-------------------------------------|---|--|
| Ratify | Ukugunyaza | Ukutlikitla namkha ukunikela imvumo yangokomthetho ngesiqunto. |
| Receptive language | Ilimi elizwiswako | Ikg'hono lokuzwisisa amagama nelimi. |
| Reflective practice | Ikambiso yokuhlolisisa | Ikg'hono lokuhlolisisa izenzo zakho zangetlasini—ngokusebenzisa ilwazi, ilemuko, ukuzwisisa ithiyori nokuqakathekileko—kobana kuzwisiswe okwenzekako nokwakha iindlela zokufunda. |
| Scaffolding | Iqhinga lokufundisa elikhuthaza abafundi | Izakhiwo zesikhatjhana zokusekela isifundo esibekwa ngutitjhere ukusiza abafundi kobana bakghone imisebenzi nemiqondo emitja ebangayikghoniko ngokwabo. |
| School as a community | Isikolo njengomphakathi | Isikhungo esakhiwe siqhema sabantu abahlanganyeleko (i) ubujamo obusisekelo sepilo ejayelekileko; (ii) umuzwa wokuzizwela undawonye kanye (iii) nomuzwa wokuba namathemba netjisakalo phakathi kwamalunga ngokwawo; kanye nokuphatha ibuthelelo lekolelo namagugu alawula ukuthintana. |
| School climate | Ubjamo besikolo | Kutjho imihlobo yemizwa, yemibono nokuziphatha abafundi nomphakathi wesikolo abakuvezako mayelana nesikolo, ngokunikelwa iindlela ezithileko isikolo sabo esenza ngazo izinto. (Tableman & Herron, 2004:1) |
| School culture | Isiko lesikolo | Lakheke ngemibono yokuhlanganyela, efana nokuzicabangela, amagugu nekololelo ehlukenisa isikolo kwezinye kanye nezinga lokuziphatha okulindelweko. (Ibid.: 2) |
| Social model | Ihlelo lomphakathi | Liqala ummoya abantu abenza ngawo izinto, kanye neenqabo zomphakathi nezebhoduluko, njengomraro. Abantu “bakhubazekile” ngephasi elimagega nabo. |
| Socio-cultural contexts | Ubjamo bezehlalakuhle nesikopilo | Ikololelo, iindlela, ilimi, isiko, ikambiso nokuziphatha okukhona emphakathini. |
| Socio-cultural perspective | Umbono ngezehlalakuhle nesikopilo | Ugcizelela umthelela womphakathi—ilimi, isiko, izakhiwo zomphakathi, njll.—ekambisweni yethu yokufunda. |
| Teacher agency | I-ejensi katitjhere | Izenzo zomuntu munye nezihlanganyelweko ezithathwa botitjhere ebujameni abazithola bakibo. Kilobu bujamo ikghono alikanikelwa kodwana bubandakanya ukubonisana ngamandla njengombana kutlhogeka kutitjhere ngamunye, izakhiwo nobujamo nobujamo ebazithola bakibo. |
| Teacher and learner agency | I-ejensi katitjhere nomfundi | Ukufaka kwabo isandla ekubumbeni umsebenzabo njengabotitjhere nabafundi kanye nobujamo bawo—bekhwalithi yoke yefundo. Ngalandlela i-ejensi likhuluma ngalokho abotitjhere nabafundi abakwenzako begodu ingasi lokhu abanakho. |
| Transformative belief | Ikolelo etjhugulukekako | Ikolelo yokobana ikghono alikahlelwa ngaphambi kwesikhathi begodu lingatjhuguluka belithuthuke. |
| Zone of proximal development | Indawo yokuthuthuka ngokomkhumbulo | Ithiyori ka-Vygotsky yomehluko hlangana nalokho umfundi angakwenza ngaphandle kokusizwa kanye nalokho abangakwenza ngokusizwa. |

Mareo: Sesotho sa Leboa (Sepedi)

| English | Sesotho sa Leboa (Sepedi) | Tlhathollo |
|--|--|--|
| Afro-pessimism | Go hloka tshepo go Afrika | Tlhako le seka se bohlokwa seo se hlalošago khuetšo yeo e bonalago le lehono, ya semorafe, bokoloneale, ditshepetšo tša maloba tša makgoba go tšwa Afrika go ya dinageng tša moše, le khuetšo ya tšona go maemo a bophelo bja lehono, maitemogelo a bophelo a Mafrika, le maemo a lehono moo re bonago tlhakatlhakano. (Wikipedia) |
| Agency | Boikemedi | Bokgoni bja go šoma ka maatla le maikemišetšo, le go hlabolla mabokgoni ao a bonwago a le a bohlokwa. |
| Asset-based | Go šetša tše bohlokwa | Go utulla bokgoni bja barutwana ka go šetša ditalente tša bona. |
| Assumption | Go naganela | Dilo tšeo o di tšeago go ba nnete ntle le go botšiša dipotšišo goba ntle le bohlatse. |
| Change agent | Mokgontšhadiphetogo | Motho yo a dirišago nako le maatla a gagwe go tliša diphetogo ka gare ga sehlolongwa. |
| Code-switching | Phetolo ya maleme | Tšhomišo ya maleme a go feta le tee goba dipolelosemmotwana tša go fete ye tee poledišanong. |
| Cognitive fatigue | Go lapa monagano | Ge monagano o lapa ka lebaka la gore o šoma kudu go ela šedi le go theeletša. |
| Collaboration | Tirišano | Tsela ya tšhomišano gare ga batho ba babedi goba go feta, ba dithaka, bao ba kgathago tema ka boithaopo tharollong ya mathata mmogo, go tšeeng diphetho mmogo, le tšhomišong ya methopo mmogo ge ba dutše ba šoma go fihlelela nepo. |
| Consultation | Therišano | Tshepetšo ya go ikgetha ya tharollo ya mathata moo moprofešenale (mohl. mosaekholotši wa tša thuto) yo a tšewago go ba setsebi, a eletša motho yo mongwe semmušo (mohl. motswadi goba morutiši) yo a hlokago go holwa ke tsebo yeo. |
| Content and Language Integrated Learning (CLIL) | Thuto ya go Kopanya Diteng le Polelo (CLIL) | Tsela ya go ithuta dithuto tša diteng bjalo ka dipalo goba thutafase ka leleme la bobedi, godimo ga fao wa ithuta leleme lona leo la bobedi ka go ithuta dithuto tšeo tša diteng. |
| Convention | Kgwerano | Tumelelano gare ga dinaga mabapi le ditaba tše di rilego; ga se lentšu la semmušo bjalo ka kwano. |
| Deficit or needs-based | Ye e šeditšego tlhalelo goba dinyakwa | Go fa mafokodi a barutwana ba gago šedi. |
| Determinism | Peakanyeletšopele | Tumelo ya gore ditiragalo ka moka go akaretšwa dikgetho tša batho di šetše di beakantšwe gore di tle di diragale. |
| Deterministic belief | Tumelo go peakanyeletšopele | Tumelo ya gore bokgoni bja morutwana bo beilwe le kgale, gomme dikgonagalo tša gore bo fetoge le go hlabologa di tlase. |
| Deviant behaviour | Maitshwaro a go tšwa tseleng | Maitshwaro a go se sepelelane le ditlwaedi le dithuto tša setšhabeng. Mohlala ke maitshwaro a go swana le bosenyi. |

| English | Sesotho sa Leboa (Sepedi) | Tlhathollo |
|-------------------------------------|--|--|
| Differentiation | Pharologanyo | Ditsela tša go fapafapana tšeo di dirišwago ke barutiši go netefatša gore seo barutwana ba ithutago sona le tsela yeo ba ithutago ka yona, le tsela yeo ba laetšago tšeo ba ithutago, di sepelelana le maemo a bona a boitokišetšo, dikgahlegelo tša bona, le ditsela tša bona tša go kwešiša. |
| Epistemic | Ya tsebo | Ya go sepelelana le tsebo goba go tseba. |
| Executive function | Mohola wo bohlokwa | Ya go sepelelana le mogopolo wo mobotse (bokgoni bja bona bja go swarelela tshedimošo ye mpsha), go kgona go nagana ka selo ka ditsela tša go fapafapana, le go kgona go laola maitswaro a gago. |
| Expressive language | Polelo ya go ntšha maikutlo | Bokgoni bja go laetša dinyakwa le ditlhokwa—ka bomolomo le ka tsela ye e sego ya bomolomo. |
| Extrinsic motivation | Tlhohleletšo ka meputso | Maitshwaro a go laolwa ke meputso ya go swana le tšhelete, go tuma, dintlha goba go retwa. |
| Framework | Tlhako | Lenaneo la dikgopolo, melao, ditsela, mediro le ditaetši tšeo di dirišwago go hlalaha ditiro tša boditšhabatšhaba le go ela khuetšo ya tšona. |
| Heterogeneous groups | Dihlopha tša go fapafapana ka maemo | Dihlopha tša maemo a go fapafapana. Sehlopha se sennyane sa barutwana maamong a go fapafapana a thuto, bao ba tlišago mabokgoni a go fapafapana sehlopheng. |
| Homogeneous | Dihlopha tša go swana | Ba go swana goba bao ba kago bapetšwa. |
| Inclusive pedagogy | Tsela ya kakaretšo ya bohle | Tsela ya go ruta yeo e nepilego go hlabolla katlego ya barutwana ka moka, yeo e hlokomelago gore ga go na morutwana yo a tlogelwago ka ntle go sa kgathale gore mabaka ke a fe ao a ka dirago gore a šalele morago. |
| Indigenous Knowledge Systems | Ditšepetšo tša Tsebo ya Tlhago | Tsebo ye e raranego, mabokgoni, dithekenolotši tšeo di šetšego di le gona le tšeo di hlabolotšwego go sepelelana le le maemo a a rilego a baagi le ditšhaba tša batho ba tlhago ya lefelo le le rilego. |
| Inferiority complex | Boinyatšo | Go hloka boitshepo, go se tshepe bowena, le maikutlo a gore ga o swanelwe ke maemo a makaone. |
| Institutional discrimination | Kgethologanyo ya setlwaedi | Ge sehlongwa, sehlopha sa dihlongwa, goba tshepetšo ka moka e kgetholla motho o tee goba go feta ka lebaka la dimelo tša bona bjalo ka batho (mohl. morafe, leleme, ditumelo, mabokgoni, bj.bj). Aparteiti ke mohlala wa se. |
| Interdependent | Thekgano | Ge batho goba dilo tše pedi goba go feta di thušana. |
| Intersectionality | Tlhatlagano ya mehuta ya kgatelelo | Thuto ya seo se diregago ge mehuta ya go fapafapana ya kgethologanyo, borena le kgatelelo di hlakana, di hlatlagana le go putlana. |
| Intrinsic motivation | Boikgotsofatšo | Go dira selo se se rilego ka lebaka la gore se dira gore o kgotsofale le gona o nyaka go se dira. |
| Learner agency | Boikemedi bja barutwana | Ge barutwana ba na le maatla a go tšea magato le go tšea maikarabelo ka thuto ya bona, gomme ba se itshepele fela ditšhišinyo tša morutiši wa bona, lenaneothuto, methopo bjalo bjalo. |

| English | Sesotho sa Leboa (Sepedi) | Tlhathollo |
|--------------------------|--|---|
| Learner diversity | Go fapafapana ga barutwana | Go fapafapana ga dihlopha tša barutwana goba barutwana ba ikemetše. |
| Longitudinal study | Nyakišišopušeletšo | Mohuta wa dinyakišišo wa go šomiša ditsela tša go tšwela pele goba tša go bušeletšwa go dira dinyakišišo gare ga dihlopha mo nakong ye telele. |
| Medical model | Mmotlolo wa go šetša maphelo | O bona mogolofadi e le bothata. Mmotlong wo, šedi e bewa bogoleng. |
| Metalinguistic awareness | Bokgoni bja go naganišiša ka ga polelo | Bokgoni bja go ahlaahla le go naganišiša ka ga polelo. |
| Monolingual | Polelotee | O kwešiša le go kgona go bala leleme le tee fela. |
| Mother tongue | Polelo ya mma | Leleme leo motho a ithutago lona pele / leo ba bangwe ba mo tšeago go ba mmoledi wa lona, goba leleme leo ba le tsebago bokaone goba ba le šomišago kudu. |
| Multilingual | Polelontši | Go kgona go kwešiša le go bolela maleme a mabedi goba go feta. |
| Normal distribution | Kabo ya setlwaedi | Kgopolo ya gore motho o ba a filwe bohlae le bokgoni ge a belegwa, seo se rago gore o tla atlega sekolong, e lego lebaka leo go ithekgwago ka lona ge go beakanywa barutwana go ya le ka gore ke bao ba tlogo atlega, le bao ba ka se atlegeto. |
| Normative function | Kamogelo ya ditlwaedi | E na le khuetšo mo tlhohletšong ya batho gore ba amogele dilo tšeo go tšewago gore di “tlwaelegile”. |
| Orientation | Maikutlo le ditumelo | Sehlopha sa sete ya maikutlo le ditumelo tša motho. |
| Orthography | Mopeleto | Tshepetšo yeo e amogetšwego ya mopeleto le go ngwala mantšu polelong.. |
| Pathologies | Phetolo ya ditlwaedi | Go lahla “ditlwaedi” tšeo di tlišago mathata a leago. |
| Peer learning | Go rutana ga dithaka | Morutwana o eta pele morutwana yo mongwe mošomong goba kgopolong ye e rileng. |
| Physiology of learning | Mmele nakong ya go ithuta | Ditiragalo mmeleng wa motho Nakong ya ge a ithuta. |
| Policy | Pholisi | Molao wo o šišintšwego ke mmušo bakeng sa maemo a a rilego, ao o dumeletšwego semmušo. |
| Positive discipline | Boikgalo | Tsela ya go šomana le maitshwara a barutwana yeo e hlohleletšago gore barutwana ba kgone go ikgala, ya go ba ruta maikarabelo, le go ba thuša go dira dikgetho tšeo di naganišitšwego. |
| Pragmatic language | Polelo ya maleba | Tirišo ya polelo ya maleba maemong a leago—go tseba seo o swanetšego go se bolela, tsela yeo o swanetšego go se bolela ka gona, le nako yeo o swanetšego go se bolela ka yona. |
| Pro-social | Sa go hola leago | Selo seo se holago batho ba bangwe goba setšhaba ka kakaretšo. |
| Psychosocial | Kgokagano ya dikgopolo | Go kgokagana ga dikgopolo, maikutlo le maitshwara a rena, le maitemogelo a rena a leago ka bophara (mohl. dikamano tša rena, ditlwaelo le setšo). |

| English | Sesotho sa Leboa (Sepedi) | Tlhathollo |
|------------------------------|-------------------------------------|--|
| Qualitative data | Tshedimošo ya bontši | Tshedimošo ya go se akaretše dinomoro, mohl. mananeo a dipotšišo, ditlhokomedišišo, dihlophatekodi. |
| Ratify | Go fetiša | Go saenela goba go fa sephetho tumelelo ya semmušo. |
| Receptive language | Kwešišo ya tshedimošo | Bokgoni bja go kwešiša mantšu le polelo. |
| Reflective practice | Go naganišiša ka ditiro | Bokgoni bja go naganišiša ka ditiro tša gago ka phapošeng—o diriša tsebo, maitemogelo, kwešišo ya teori le dithuto—go fihlelela kwešišo le go ithuta. |
| Scaffolding | Sekhafolo | Ditaelo tša nakwana tša thekgo, tšeo morutiši a fanago ka tšona go thuša barutwana go kwešiša mediro ye mefsa le dikgopolo tšeo ba ka se di kwešišego ka bobona. |
| School as a community | Sekolo bjalo ka setšhaba | Sehlongwa seo se nago le sehlopha sa batho bao ba abelanago (i) maemo a motheo a bophelo bja go swana; (ii) maikutlo a gore ke ngatana ye tee (iii) maikutlo a maloko a gore a na le dikholofelo le ditababelo tša go swana; gomme ba na le ditumelo tša go swana tša maitswaro le ditekanyetšo tšeo di laolago dikgokagano. |
| School climate | Tlelaemete ya sekolo | Mehuta ya maikutlo, mebono, le maitswaro ao barutwana le batho ka moka bao e lego karolo ya sekolo ba a ntšhago mabapi le sekolo, re lebeletše ditsela tše di rilego tšeo sekolo sa bona se dirago dilo ka gona. (Tableman & Herron, 2004:1) |
| School culture | Setšo sa sekolo | Batho ba na le dikgopolo tša go swana mabapi le sona, bjalo ka go naganela, dikakanyetšo, le ditumelo tšeo di fago sekolo boitšhupo le maemo a maitshwaro ao a amogelelego. (Ibid.: 2) |
| Social model | Mmotlolo wa leago | Mmotlolo wa go bona maitswaro ga mmogo le ditšhitišo tša leago le tikologo, e le bothata. Batho ba “paledišwa” ke lefase leo le ba dikaneditšego. |
| Socio-cultural contexts | Ditumelo le setšo sa leago | Ditumelo, ditlwaelo, polelo, setšo, meetlo le maitshwaro ao a lego gona setšhabeng. |
| Socio-cultural perspective | Seabe sa leago thutong | E gatelela khuetšo ya setšhaba—polelo, setšo, dipopego tša leago, bj.bj.—ditshepetšong tša rena tša go ithuta. |
| Teacher agency | Boikemedi bja morutiši | Dikgato tšeo morutiši a di tšeago goba tšeo barutiši ba di tšeago ka sehlopha maemong ao ba ikhwetšago ba le go ona. Maemong moo a sa fihlelelego thušo morutiši o diriša maatla ao a filwego ona go rarolla maemo ao ba ikhwetšago a le go ona. |
| Teacher and learner agency | Boikemedi bja Morutiši le Morutwana | Go kgatha tema ga bona tšhabollong ya mošomo wa bona bjalo ka barutiši le barutwana le maemo a wona—bakeng sa boleng ka kakaretšo bja thuto. Ka tsela ye, go tšea maikarabelo go šupa seo barutiši le barutwana ba se dirago e sego seo ba nago le sona. |
| Transformative belief | Go dumela tšhabologo ya bokgoni | Tumelo ya gore bokgoni ga se bja beakanyetšwa pele gomme bo ka fetoga bja tšhabologo. |
| Zone of proximal development | Ka thušo le ntle le thušo | Teori ya Vygotsky ya mabapi le phapano gare ga tšeo morutwana a kago di dira ntle le thušo le tšeo a kago di dira a thušwa. |

Tlelosari: Sesotho

| English | Sesotho | Tlhaloso |
|--|---|---|
| Afro-pessimism | Ho hloka tshepo ho Aforika | Boitshetleho le maele a bohlokwa a hlalosing ditlamorao tse tswelang pele tsa semorabe, bokoloniale, le diketsahalo tsa nalane tsa bokgoba ho kenyeletsa kgwebisano ya makgoba a Aforika ho ya dinaheng tsa mose, le kgahlamelo ya tsona maemong a bophelo, le dinnete tseo re di bonang. (Wikipedia) |
| Agency | Boikemelo | Bokgoni ba ho beha matla le boinehelo mekgweng e sebetsang, le ho ntshetsa pele bokgoni, bo bonwang bo le bohlokwa. |
| Asset-based | E thehilweng bokgoning | Ho tsetolla bokgoni ba baithuti ka ho tsepama ho ditalenta tsa bona. |
| Assumption | Kakanyo | Ntho eo o e amohelang e nepahetse ntle le ho botsa dipotso kapa ho hlalisa bopaki. |
| Change agent | Motlisadiphetoho | Motho ya qetang nako le matla a hae ka ho tliša diphetoho mokgatlong. |
| Code-switching | Ho fetola dipuo | Tshebediso ya dipuo tse fetang bonngwe poledisanong e le nngwe. |
| Cognitive fatigue | Ho kgathala monahano | Ha boko bo kgathala kaha bo lokela ho sebetsa ka thata ho dula bo tsepamisitse maikutlo. |
| Collaboration | Tshebedisano | Tsela ya tshebedisano pakeng tsa bonyane batho ba babedi bao e leng balekane ba sebetsang mmoho ka boithaopo ho rarolla bothata, ho etsa diqeto le ho sebedisa mehlodi ha ba sebeletsa ho fihlella sephetho se itseng. |
| Consultation | Therisano | Tshebetso e ikgethileng ya ho rarolla mathata moo setsebi (mohl. setsebi sa menahano thutong) se nkuwang se ena le tsebo se fanang ka keletso ya semmuso ho motho e mong (mohl. motswadi kapa titjhere) ya hlohang thuso ya tsebo eo. |
| Content and Language Integrated Learning (CLIL) | Ho ithuta ho Kenyeletsang Dikahare le Puo (CLIL) | Mokgwa wa ho ithuta thuto e thehilweng ho dikahare e jwalo ka mmetse kapa thutalefatshe ka tshebediso ya puo ya bobedi, mme ka yona nako eo, ho ithuta puo eo ya bobedi ka ho ithuta thuto e thehilweng ho dikahare. |
| Convention | Selekane | Tumellano pakeng tsa dinaha tse sebetsang ka dintlha tse itseng, tseo eseng tsa semmuso jwalo ka tumellano. |
| Deficit or needs-based | Kgaello kapa ntho e thehilweng ho ditlhoko | Ho tsepamisa diphokolong tsa baithuti ba hao. |
| Determinism | Akanyehang | Tumelo ya hore diketsahalo kaofela ho kenyeletsa le dikgetho tsa batho di etsahala ka ho phethahala ka baka la dintho tse etsahetseng pele. |
| Deterministic belief | Tumelo ya kakanyo | Tumelo ya hore bokgoni ba moithuti bo hlophisitswe pele mme kgonahalo ya hore bo fetohe kapa bo tswelle pele e tlase. |
| Deviant behaviour | Boitshwaro bo sa dumellwang | Boitshwaro bo kgahlanong le ditlwaelo le mekgwa ya setjhaba. Mohlala wa sena ke boitshwaro ba ditlolo tsa molao. |

| English | Sesotho | Tlhaloso |
|-------------------------------------|--|--|
| Differentiation | Phapano | Mawa a fapaneng a sebediswang ke titjhere ho netefatsa hore seo baithuti ba ithutang sona le kamoo ba ithutang kateng, le kamoo ba bontshang ho ithuta kateng, ho nyalana le maemo a bona a maikemisetso, dithahasello tsa bona le ditsela tsa ho utlwisisa. |
| Epistemic | Epistemiki | E amanang le tsebo kapa ho tseba. |
| Executive function | Tshebetso ya kelello | E bolela ho sebetsa ha mohopolo (bokgoni ba rona ba ho tshwarella tlhahisoleseding e ntjha), ho nahana ho fetohang le ho kgona ho itaola. |
| Expressive language | Puo e sebediswang ho ntsha maikutlo | Bokgoni ba ho hlalisa maikutlo ka tse batlwang le ditlhoko—ka ho bua le ka ho se bue. |
| Extrinsic motivation | Tshusumetso ya kantle | Boitshwaro bo bakwang ke meputso e bonahalang e jwalo ka tjhelete, setumo, maemo kapa thorisio. |
| Framework | Moralo | Lenane la mehopolo, dintlhatheo, mekgwa, maano, diketsahalo le ditshupiso tse sebediswang ho tataisa ketso e etswang ka maikemisetso le ho lekanya kgahlamelo ya yona. |
| Heterogeneous groups | Dihlopha tse sa tshwaneng | Dihlopha tsa boemo bo fapaneng. Sehlotshwana sa baithuti se maamong a fapaneng a ho ithuta, ba tiisang bokgoni bo fapaneng sehlopheng. |
| Homogeneous | Ho tshwana | Tse tshwanang kaofela kapa tsa mofuta o tshwanang. |
| Inclusive pedagogy | Ho ruta ho kenyeletsang bohle | Mokgwa wa ho ruta o reretsweng ho phahamisa phihlello ya baithuti bohle, o ntse o sireleditse kenyeletso ya ba kotsing ya ho teelwa ka thoko esitana le mekgwa e meng ya ho qhelewa ka thoko. |
| Indigenous Knowledge Systems | Ditsamaiso tsa Tsebo ya Tlhaho | Tsebo, bokgoni le dithekenoloji tse rarahaneng tse teng ebile di etswa maamong a itseng a ditjhaba le baahi bao e leng matswallwa a sebaka se itseng sa bodulo. |
| Inferiority complex | Ho inyatsa | E kenyeletsa ho hloka boitshepo, ho ipelaella le ho se itshepe, le maikutlo a hore ha o lokelwe ke maemo a itseng. |
| Institutional discrimination | Kgethollo setheong | Ha setheo, ditheo tse kgobokaneng, kapa tsamaiso yohle e kgethollo motho kapa ba bangata ka lebaka la seo motho a leng sona (mohl. morabe, puo, ditumelo, bokgoni, jj.). Aparteiti ke mohlala wa sena. |
| Interdependent | Boitshetleho | Ha batho ba babedi kapa ho feta kapa dintho di tshepetse ho tse ding. |
| Intersectionality | Kopano ya mefuta ya kgethollo | Thuto ya se etsahalang ha mefuta e fapaneng ya kgethollo, bohanyapetsi le kgethollo e kopana, e teana le ho habahanya. |
| Intrinsic motivation | Boikgotsofatsa | Ho etsa ntho e itseng kaha e o kgotsofatsa mme o batla ho e etsa. |
| Learner agency | Boikemelo ba moithuti | Ha baithuti ba ena le matla a ho nka mohato, ha ba nka boikarabelo bakeng sa ho ithuta ha bona, mme ba sa tshepele feela ho tseo titjhere a ba bolellang tsona, kharikhulamong, mehloping jwalojwalo. |
| Learner diversity | Ho fapafapana ha baithuti | Diphapano sehlopheng le ho moithuti a le mong. |

| English | Sesotho | Tlhaloso |
|---------------------------------|---|--|
| Longitudinal study | Dipatlisiso tse iphetaphetang | Mokgwa wa dipatlisiso o sebedisang mekgwa e tswelang kapa e iphetaphetang ho batlisisa ka batho kapa dihlopha nakong e telelele. |
| Medical model | Mmotlolo wa bongaka | Ho bonwa motho ya qhwadileng e le bothata. Mmotlolong ona tsepamo e boqhwaleng. |
| Metalinguistic awareness | Temoho ya sebopeho sa puo | Bokgoni ba ho buisana le ho nahanisisa ka puo. |
| Monolingual | Temengwe | Ho kgona ho utlwisa le ho bua puo e le nngwe feela. |
| Mother tongue | Puo ya letswele | Puo eo motho a ithutang yona pele/a ikamahanyang le yona kapa ba bang ba mo amahanyang le yona jwalo ka sebui, kapa puo eo a e tsebang hantle kapa eo a e sebedisang haholo. |
| Multilingual | Temengata | Ho kgona ho utlwisa le ho bua dipuo tse pedi kapa ho feta. |
| Normal distribution | Kabo e tlwaelehileng | Kgopolo e thehilwe ho mohopolo wa hore bohlale le bokgoni ke dintho tse teng ho tloha tlhahong mme ka hona di bontsha phihlelo sekolong, e leng ho fanang ka lebaka la ho hlopha baithuti ho ya ka ba bontshang phihlelo le ba bontshang phihlelo e tlase kapa ba sa bontsheng phihlelo. |
| Normative function | Kamohelo ya ditlwaelo | E na le kgahlamelo ya ho kgothaletsa batho ho amohela se nkuwang se “tlwaelehile”. |
| Orientation | Tlwaelo | Ditjhebo le ditumelo tseo motho a nang le tsona. |
| Orthography | Mongolo | Tsamaiso e amohetsweng ya mopeleto le ho ngola mantswa puong. |
| Pathologies | Mekgelo | Mekgelo “ditlwaelong” tse tlišang mathata a kahisano. |
| Peer learning | Ho rutana ha dithaka | Moithuti e mong o etella e mong pele ka mosebetsi kapa kgopolo. |
| Physiology of learning | Sebopeho sa ho ithuta | Ditshebetso tsa mmele wa motho tse teng ho ithuteng. |
| Policy | Leano | Mehato e lokelang ho nkuwa, e sisintsweng ke mmuso bakeng sa maemo a itseng ao ho dumellanweng semmuso ka ona. |
| Positive discipline | Kgalemo e ahang | Mokgwa o sebetsanang le boitshwaro ba moithuti o kgothaletsang boikgalemo ho baithuti, ho ba ruta boikarabelo le ho ba thusa ho etsa dikgetho tse nahanelang ba bang. |
| Pragmatic language | Puo e etsang moelelo | Tshebediso ya puisano e loketseng maemong a kahisano—ho tseba seo o lokelang ho se bua, ho se bua jwang, le ho se bua neng. |
| Pro-social | Molemong wa setjhaba | Se tswelang molemo batho ba bang kapa setjhaba ka kakaretso. |
| Psychosocial | Kgokahanyo ya maikutlo le kahisano | Kgokahanyo e phethahetseng pakeng tsa menahano ya rona, maikutlo le boitshwaro, esitana le kutlwisiso ya rona e phatlaletseng ya kahisano (mohl. dikamano, meetlo le ditso tsa rona). |
| Qualitative data | Datha eo e seng ya dinomoro | Datha eo e seng ya dinomoro, mohl. diinthaviu, ditlhokomediso, dihlopha tse ikgethileng. |
| Ratify | Ho dumella | Ho saenela kapa ho fana ka tumello ya semmuso qetong e itseng. |
| Receptive language | Puo e utlwisisehang | Bokgoni ba ho utlwisa mantswa le puo. |

| English | Sesotho | Tlhaloso |
|-------------------------------------|---|--|
| Reflective practice | Tshebetso ya ho nahanisisa | Bokgoni ba ho nahanisisa ka diketso tsa hao ka phaposing ya borutelo—ka ho sebedisa tsebo, boiphihlelo, kutlwisiso le dintlha tse sa tshwareheng—bakeng sa ho fumana kutlwisiso le ho theha ho ithuta. |
| Scaffolding | Botshehetsi | Ditshehetso tsa nakwana tsa ho ithuta tseo titjhere a di sebedisang ho thusa baithuti ho utlwisisa mesebetsi e metjha le dikgopolo tseo ba sa kgoneng ho di utlwisisa ka bobona. |
| School as a community | Sekolo jwalo ka setjhaba | Mokgatlo o nang le sehlopha sa batho ba arolelanang (i) boemo ba motheo bo tshwanang ba bophelo; (ii) boikutlo ba ho ba ngatana e le nngwe le (iii) boikutlo ba ho elellwa hore ditho kaofela di na le tshepo le maikemisetso a tshwanang, le ho ba le ditumelo le ditlwaelo tse tshwanang tse laolang tshebedisano. |
| School climate | Tlalaemete ya sekolo | E bolela mefuta ya maikutlo, mehopolo le tshadimo tseo baithuti le bohle sekolong ba nang le tsona mabapi le sekolo, ho ya kamoo sekolo sa bona se etsang dintho kateng ka tsela e ikgethang. (Tableman & Herron, 2004:1) |
| School culture | Setso sa sekolo | E kenyeletsa mehopolo e tshwanang, jwalo ka dikakanyo, makgetha le ditumelo tse fang sekolo boitshupo ba sona le maemo a boitshwaro a lebelletsweng. (Ibid.: 2) |
| Social model | Mmotlolo wa kahisano | O bona tshadimo, esitana le ditshita tsa kahisano le tikoloho, e le bothata. Batho ba “sitiswa” ke lefatshe le ba potileng. |
| Socio-cultural contexts | Maemo a kahisano le setso | Ditumelo, ditlwaelo, puo, setso, diketso le boitshwaro tse teng setjhabeng. |
| Socio-cultural perspective | Tjhebo ya kahisano le setso | E hatella tshusumetso ya setjhaba—puo, setso, dibopeho tsa setjhabal, jj.—tshehetsong ya rona ya ho ithuta. |
| Teacher agency | Boikemelo ba titjhere | Diketso tse etswang ke titjhere a le mong le ka sehlopha maamong ao ba iphumanang ba le ho ona. Maamong ana boikemelo ha bo fanwe empa bo kenyeletsa ditherisano tsa ho fa matitjhere matla a ho sebetsana le maemo ao ba iphumanang ba le ho ona. |
| Teacher and learner agency | Boikemelo ba titjhere le moithuti | Seabo sa bona sa ho etsa mosebetsi wa bona e le matitjhere le baithuti le dipehelo tsa ona—bakeng sa boleng ba thuto ka kakaretso. Ntlheng ena boikemelo bo bua ka seo matitjhere le baithuti ba se etsang eseng seo ba nang le sona. |
| Transformative belief | Tumelo ya ho tlisa diphetoho | Tumelo ya hore bokgoni ha se ntho e sa sisinyeheng mme bo ka fetoha le ho tswela pele. |
| Zone of proximal development | Zouno ya ntshetsopele e atametseng | Kgopolo ya Vygotsky ya phapang pakeng tsa seo moithuti a ka se etsang ntle le thuso, le seo a ka se etsang ha a thuswa. |

Emathemu: Siswati

| English | Siswati | Inchazelo |
|--|--|---|
| Afro-pessimism | Umbono lomubi ngelikusasa lalabamnyama | Luhlaka kanye nesisho lesibalulekile lesichaza imitselela lechubekako yetebuhlanga, umbusobucali, kanye netinchubo temlandvo tekugcilatwa kwebantfu kufaka phakatsi kuhweba ngetigcila lebetiweliswa lwandle i-Atlantic, kanye nemtselela wato kutimo teluhlelo lwekuphila lebabukene nato mayelana nalokucondzene nemuntfu, lakucabangako, nalaphila ngaphansi kwato, kanye neliciniso lelicuketfwe. (Wikipedia) |
| Agency | I-ejensi | Likhono lekusebentisa emandla kanye nekutibophelela ekusebentiseni tindlela letisebentako, nekutfutukisa emakhono, labonakala njengalabalulekile. |
| Asset-based | Lokususelwe emphahleni | Kuvula ematfuba ebafundzi ngekucondzisa ngco kumathalenta abo. |
| Assumption | Kungabata | Intfo loyemukela njengaleliciniso ngaphandle kwekubuta noma kutfola bufakazi. |
| Change agent | I-ejenti yeluntjintjo | Umuntfu losebentisa sikhatsi sakhe nemandla akhe kuze kube neluntjintjo esikhungweni. |
| Code-switching | Kuntjintjanisa tilwimi | Kusetjentiswa kwelulwimi lolungetulu kwalunye noma lwesigodzi kunkhulumo yinye. |
| Cognitive fatigue | Kudzinwa kwengcondvo | Uma ingcondvo ikhatsala ngoba kufanele isebente kamatima kuze inake futsi itintise ingcondvo. |
| Collaboration | Kuhlanganyela | Indlela yekuchumana ngco phakatsi kwebantfu lababili lekungenteka kutsi bayalingana ngekwemsebenti labahlanganyele ekucatululeni inkhinga yinye, labahlanganyele ekutsatseni tincumo futsi bahlanganyele nasekusebentiseni tinsita njengoba basebentela kutfola inhloso leyodvwa. |
| Consultation | Kubonisana | Inchubo lekhethsekile yekucatulula tinkhinga lapho solwati (sib. isayikholojisti yetemfundvo) lotsatfwa njengengcweti loluleka ngalokusemtsetfweni lomunye umuntfu (sib. umtali noma thishela) lodzinga lusito lwalolo lwati. |
| Content and Language Integrated Learning (CLIL) | Kufundza Lokuhlangene Lokucuketfwe kanye Nelulwimi (i-CLIL) | Indlela yekufundza sifundvo lesisuselwa kulokucuketfwe njengetibalo noma simolive ijografi ngekusebentisa lulwimi lwesibili, futsi ngaleso sikhatsi, kufundza lelulwimi lwesibili ngekufundza sifundvo lesisuselwe kulokucuketfwe. |
| Convention | Sivumelwano semlomo | Sivumelwano semlomo phakatsi kwemave lesicondzene netindzaba letitsite; asikahleleki njenge sivumelwano lesibhalwe phansi. |
| Deficit or needs-based | Lokushodile lokusekelwe tidzingo | Kucondzana ngco nebutsakatsaka bebafundzi bakho. |
| Determinism | Luhlelo lwalokuncunyiwe | Inkholelo letsi tonkhe tigateko letifaka kutikhetsela kwemuntfu kuncunyiwa ngalokuphelele timo letibetivele tikhona. |
| Deterministic belief | Inkholelo yalosekuncunyiwe | Inkholelo letsi likhono lemfundzi lisuke selimisiwe futsi mancane ematfuba ekuligucula noma kulitfutukisa. |
| Deviant behaviour | Indlela yekutiphatsa lephambukile | Indlela yekutiphatsa lephambene nemigomo kanye nalokubalulekile emphakatsini. Sibonelo saloku indlela yekutiphatsa njengesigebengu. |

| English | Siswati | Inchazelo |
|-------------------------------------|---|--|
| Differentiation | Kwehlukana | Tindlelasu letahlukahlukene letisetjentiswa bothishela kucinisekisa kutsi bafundzi bafundzani futsi bafundza ngayiphi indlela, futsi babonisa njani lebakufundzile, ingabe kuhambisana nelizinga lekulungela kufundza kwabo, labakutsandzako kanye netindlela tekwakha umcondvo walokutsite. |
| Epistemic | Telwati | Kuhlobene nelwati noma kwati. |
| Executive function | Kusebenta kwengcondvo | Kusho ingcondvo lesebentako (likhono letfu lekugcina lwati lolusha), kucabanga ngekuvuleleka nekuutilawula. |
| Expressive language | Lulwimi loluvelako | Likhono lekuveta lokufunekako netidzingo—ngemavi nangetento. |
| Extrinsic motivation | Kugcugcutelwa yinzuzo yangaphandle | Indlela yekutiphatsa lechutjwa yinzuzo yangaphandle lenjengemali, ludvumo, lizinga noma kudvunyiswa. |
| Framework | Luhlaka | Luhla lwemibono, imigomo, tindlela, tinchubomgomo, imisebenti kanye netinkhomba letisetjentiselwa kulawula tento letihlosiwe kanye nekukala umtselela wato. |
| Heterogeneous groups | Emacembu lahangene | Emacembu lahangene ngekwezinga. Licembu lelincane lebakufundzi labasemazingeni lahlukahlukene, labaletsa emakhono lahlukene ecejini. |
| Homogeneous | Emacembu lafanako | Bonkhe bayafana noma bakheke ngalokufanako. |
| Inclusive pedagogy | Kufundzisa lokuhlangene | Indlela yekufundzisa lehlose kukhuphula kuphumelela kwabo bonkhe bafundzi, ibe ivikela kufakwa kwalabo labangahle bashiywe ngaphandle futsi babandlululwe ngaletinye tindlela. |
| Indigenous Knowledge Systems | Tinhlobo Telwati Lwendzabuko | Luhla lwekwati lolubanti, emakhono kanye nebuchwepheshe lobukhona nalolwakhelwe kutimo tebantfu labatsite kanye nemiphakatsi yendzabuko yenzawo letsite. |
| Inferiority complex | Kutenyeta | Kufaka kungatsetsemi, kungabata nekungabi nesiciniseko ngawe, kanye nemiva yekutiva ungekho ezingeni lelifanele. |
| Institutional discrimination | Kubandlululwa ngekwesikhungo | Uma sikhungo, inethiwekhi yetikhungo, noma luhlelo lonkhe lubandlululwa umuntfu noma ebantfu ngenca yesimo sekudaleka kwabo (sib. ngekwebuhlanga, lulwimi, tinkholelo, likhono, njll.) Lubandlululo sibonelo saloku. |
| Interdependent | Kudzingana | Uma bantfu lababili noma labangetulu noma tintfo tetsebele kuletinye. |
| Intersectionality | Kwehlukana ngekwegigaba | Lucwaningo lwekutsi kwentekani uma tinhlobo letahlukene telubandlululo, kubuswa nekucindzetelwa kuhlangene, kudlulele futsi kuhlukaniswa ngekwegigaba. |
| Intrinsic motivation | Kugcugcutelwa ngekwevelo | Kwenta intfo ngoba iyakwenelisa futsi ufuna kuyenta. |
| Learner agency | I-ejensi yebafundzi | Uma bafundzi banemandla ekwenta lokutsite, uma benta kufundza kube ngumsebenti wabo, futsi bangatsembeli kulokushiwo nguthishela, ikharikhulamu, tinsita njalo njalo. |
| Learner diversity | Kwehlukahlukana kwebafundzi | Kwehlukahlukana kwemacembu nekwebantfu phakatsi kwebafundzi. |
| Longitudinal study | Lucwaningo lwesikhatsi lesidze | Indlela yelucwaningo lesebentisa tindlela letichubekako noma letiphindziwe tekucwaninga bantfu noma emacembu letawutsatsa sikhatsi lesidze. |

| English | Siswati | Inchazelo |
|---------------------------------|--|---|
| Medical model | Luhlelo lwesimo semphilo | Lubona umuntu lokhubatekile njengenkhangisa. Kulemodeli kubukwe kakhulu simo sekukhubateka. |
| Metalinguistic awareness | Lwati lwelulwimi | Likhono lekucoca nekukhuluma ngelulwimi. |
| Monolingual | Kukhuluma lulwimi lunye | Likhono lekuvisisa kanye nekukhuluma lulwimi lunye kuphela. |
| Mother tongue | Lulwimi lwasebeleni | Lulwimi umuntu lalufundza kucala / latibita ngalo uma akhuluma noma bantfu lebamati ngalo uma akhuluma, noma lulwimi lalwati kahle kakhulu noma lalusebentisa kakhulu. |
| Multilingual | Lulwiminyenti | Likhono lekuvisisa nekukhuluma tilwimi letimbili noma letinyenti. |
| Normal distribution | Kuhlela lokwetayelekile | Ngumcondvo losuselwa kumbono lotsi kuhlakanipha kanye nelikhono lemuntu utalwa nalo ngako ke ngiko lokuncuma imphumelelo yakhe esikoleni, lokusekela kuhlukaniswa kwebafundzi kulabo labaphumelelako nalabo labaphumelela kancane kunaloko lokulindzelekile noma labangeke baphumelele. |
| Normative function | Inchubo leyetayelekile | Inemtselela wekugcugcutela bantfu kutsi bemukele lokucatjangwa kutsi "kwetayelekile". |
| Orientation | Simo | Luhla loluhlangene lwetimo kanye netinkholelo temuntu. |
| Orthography | Lubhalomagama | Luhlelo lolwamukelekile lwekupela nekubhala emagama kululwimi lunye. |
| Pathologies | Emaphatholoji | Kuphambuka kuloko "lokwetayelekile" lokudala tinkhanga emphakatsini |
| Peer learning | Kufundza | Umfundzi uholo lomunye umfundzi uma benta umsebenti noma sihloko lesitsite. |
| Physiology of learning | Kufundza ngesayensi yekusebenta kwemtimba | Tinchubo temtimba wemuntu letihlanganyela ekufundzeni. |
| Policy | Inchubomgomo | |
| Positive discipline | Kufundzisa lokunenzuzo | Indlela letawubuka kutiphatsa kwemfundzi legcugcutela kutiphatsa ngalokufanele kwebafundzi ibafundzise kutimela bese ibasita kutsi batsatse tincumo lebaticabangile. |
| Pragmatic language | Lulwimi lolufanele | Kusebentisa indlela yekukhuluma lefanele etindzaweni tasemphakatsini-Ukwati lekufanele ukusho, indlela yekukusho, nekutsi kufanele ukusho nini. |
| Pro-social | Lokusita umphakatsi | Intfo lesita labanye bantfu noma umphakatsi wonkhana. |
| Psychosocial | Simo sengcondvo nekuchumana kwebantfu | Kuchumana lokusondzelene phakatsi kwemicabango yetfu, imivo kanye nendlela yekutiphatsa, kanye naloku lesibhekene nako lokwahlukahlukene (sib. budlelwane betfu, emasiko kanye nemihambo). |
| Qualitative data | Idatha Legcogcwa Ngelwati | Idatha lengasiyo yetinombolo, sib ema-inthaviyu, kucaphelisisa, emacembu lekunakwa wona ngco. |

| English | Siswati | Inchazelo |
|-------------------------------------|--|--|
| Ratify | Kugunyata | Sayina noma unikete imvumo lesemsetsweni ngesincumo lesitsite. |
| Receptive language | Lulwimi loluvakalako | Likhono lekuvisisa emagama kanye nelulwimi. |
| Reflective practice | Inchubo yekuhlolisisa | Likhono lekubuyeketa lokwentako uma usegunjini lekufundzela—usebentisa lwati, sipiliyoni, kuvisisa ngemsebenti wengcondvo kanye nalokubalulekile—kuze uvisise lokwentekako bese wakha indlela yekufundza. |
| Scaffolding | Kwakha | Kwakihiwa kwetakihiwo tesikhashane tekwesekela tifundvo letichamuka nathishela kuze akwati kusita bafundzi batokwati kutentela umsebenti lomusha kanye netihloko lebangakhoni kutentela kahle bona ngekwabo. |
| School as a community | Sikole njengemphakatsi | Inhlangano lenelicembu lebanfufu labahlanganyele (i) timo letisisekelo temphilo lefanako; (ii) luvo lekutivela bafanele kutsi babe ndzawonye (iii) umoya wekuhlanganyela ndzawonye ngematsemba nekufiselana phakatsi kwemalunga ngekwawo; futsi babambe tinkholelo letetayelekile kanye nalokubalulekile lokulawula kuchumana kwabo. |
| School climate | Simo sesikole | Sisho tinhlobo temiva, imibono kanye nesimo lesivetwa bafundzi nemphakatsi wesikole mayelana nesikole, uma kubukwa tindlela leticondzene ngco nendlela sikole sabo senta ngayo tintfo. (Tableman & Herron, 2004:1) |
| School culture | Lisiko lesikole | Lakhiwe ngemibono lelanganyelwe, imibono, lokubalulekile kanye netinkholelo letihlukanisa sikole kuletinye kanye nemigomo yekutiphatsa lokulindzelekile. (Ibid.: 2) |
| Social model | Imodeli yemphakatsi | Ibona timo, kanye netivimbelo temphakatsi netemvelo, njengenkhangisa. Banfufu “bahlulekiswa” ngumhlaba lobatungeletile. |
| Socio-cultural contexts | Simo setenhlalakahle netemasiko | Tinkholelo, imikhuba, lulwimi, lisiko, tinchubo kanye netindlela tekutiphatsa letitfolakala emphakatsini. |
| Socio-cultural perspective | Umbono wetenhlalakahle netemasiko | Ugcizelela umtselela wemphakatsi—lulwimi, lisiko, tinhlaka temphakatsi, njll.—ngetinchubo tetfu tekufundza. |
| Teacher agency | I-ejensi yathishela | Tinyatselo temunfufu ngamunye netelicembu letitsatfwa bothishela etimeni lebatitfola bakuto. Kuloku i-ejensi ayanketwa kodvwa ifaka kubonisana ngemandla njengoba kulindzelekile kutishela ngamunye, tinhlaka kanye netimo lebatitfola bakuto. |
| Teacher and learner agency | I-ejensi yathishela nemfundzi | Ligalelo labo ekuhleleni umsebenti wabo njengabotishela kanye nebanfufu kanye netimo tawo—kwentela ikhwalithi lephelele yetemfundvo. Ngalendlela i-ejensi ikhuluma ngaloku lokwentiswa bothishela nebanfufu hhayi loku lebanako. |
| Transformative belief | Inkholelo legucukako | Lenkholelo letsi likhono belivele likhona futsi lingantjintja bese liyatfutukiswa. |
| Zone of proximal development | Indzawo yekutfufuka lokukhulu | Ithiyori ya-Vygotsky’s lesho umehluko phakatsi kwaloko umfundzi angakwenta ngaphandle kwekuniketwa lusito naloko langakwenta uma aniketwa lusito. |

Lenanefoko: Setswana

| English | Setswana | Tlhaloso |
|--|--|--|
| Afro-pessimism | Go itlhoboga ka Aforika | Letlhomeso le seane sa botlhokwa go tthalosa tlhotlheletso e e tswelletseng ya tlhaolele ya lotso, bokoloniale, le ditsamaiso tsa hisetori tsa bokgoba go tswa kwa Aforika go ya moseja, le diabe tsa yona go maemo ya dikago, sebele, le maitemogelo a ga jaana a botshelo. (Wikipedia) |
| Agency | Boikemedi | Bokgoni go tsenya matla le boineelo go tlabolola dikgono tse di bonwang di le botlhokwa. |
| Asset-based | Ikaegoletlotlo | Go utolola bokgoni jwa barutwana ka go tsepama go dineo tsa bona. |
| Assumption | Go naganela | Sengwe se o se amogelang ntle le go botsa kgotsa bosupi. |
| Change agent | Mokgontshadiphetogo | Mongwe yo o tsenyang nako le matla go kgontsha phetogo go setheo. |
| Code-switching | Phetolo-puo | Go dirisa go feta puo e le nngwe kgotsa segalo mo motlotlong o le mongwe. |
| Cognitive fatigue | Go lapa monagano | Fa boboko bo lapa ka ntlha ya go dira ka thata go tsepama le go ela tlhoko. |
| Collaboration | Tirisanommogo | Mokgwa wa go dirisanammogo ka tlhamalalo ke bonnye batho ba babedi ba maemo a a lekanang bao ba ithaopang go dumalana ka go rarabolola mathata, go tsaya ditshwetso le go dirisammogo didiriswa go fitlhelela maikaelo. |
| Consultation | Therisano | Tsamaiso e e kgethegileng ya go rarabolola mathata eo moporofeshenale (sk. mosaekholoji wa thuto) yo o tsewang a na le boitseanape a gakololang motho yo mongwe (sk. motsadi kgotsa morutabana) yo o tlhokang go ungelwa go tswa go boitseanape joo. |
| Content and Language Integrated Learning (CLIL) | Thuto ya kopanyo Diteng le Puo (CLIL) | Mokgwa wa go ithuta serutwa se se ikaegileng ka diteng jaaka dipalo kgotsa tikologo ka tiriso ya puo ya bobedi, mme ka nako eo o ithuta puo ya bobedi fa o tswelsetse go ithuta serutwa se se ikaegileng ka diteng. |
| Convention | Tumalano | Tumalano magareng ga dinaga e e malebana le dintlha tse di rileng; ga e a rulaganngwa jaaka kgoagano. |
| Deficit or needs-based | Tsepa go tlhaelo kgotsa tlhokego | Go tsepama go makoa a barutwana ba gago. |
| Determinism | Boitlhommo | Tumelo gore ditragalo tsotlhe go tsenyeletsa le tlhopho ya motho di tlhomilwe pele ga di diragala. |
| Deterministic belief | Tumelo ya boitlhommo | Tumelo gore bokgoni jwa morutwana sale go tlhomilwe mme tlabolola le phetolo di ka kgonagala go le gonnye. |
| Deviant behaviour | Maitsholo a a sa siamang | Maitsholo a a kgalhanong le ditumelo le meono ya baagi. Sekao e ka nna maitsholo a bosenyi. |

| English | Setswana | Tlhaloso |
|-------------------------------------|---|--|
| Differentiation | Pharologanyo | Mefuta ya ditogamaano e e dirisiwang ke barutabana go netefatsa gore se barutwana ba se ithutang le tsela eo ba e dirisang mmogo le tsela e ba bontshang go ithuta ga bona go tsamaisana le maemo a bona a go ipaakanya, dikgatlhego le mekgwa ya go tlhola bokao. |
| Epistemic | Kitso | E amana le kitso kgotsa go itse. |
| Executive function | Mosola mogolo | E kaela go mogopolo o o dirang (bokgoni jwa rona go tshwarelela tshedimoseo e ntšhwa), go akanya go go farologaneng le bokgoni go itshwara. |
| Expressive language | Puo ya tlhagiso maikutlo | Bokgoni go tlhagiso tse re di batlang le tse re di tlhokang—ka molomo le e seng ka molomo. |
| Extrinsic motivation | Thotloetso go tswa kwa ntle | Maitsholo a a laolang ke moputso jaaka madi, go itsege, go neelwa dintlha kgotsa go bokiwa. |
| Framework | Lethomeso | Lenaneo la dikakanyo, melawana, mekgwa, dipholisi, ditirwana le ditshupo tse di dirisiwang go kaela tiro ka maikaelelo le go lekanyetsa seabe sa yona. |
| Heterogeneous groups | Ditlhophha tse di farologaneng | Ditlhophha tsa maemo a a farologaneng. Setlhotshwana sa barutwana mo maemong a go ithuta a a farologaneng, mme se tliša dikgono tse di farologaneng go setlhophha. |
| Homogeneous | Ditlhophha tshwano | Di tshwana tsotlhe kgotsa ka tlholego. |
| Inclusive pedagogy | Mokgwa wa thutokakaretso | Tsela ya go ruta e e ikaeletseng go tlatlosa phitlhelelo ya barutwana botlhe, e ntse e tlhokometse gore go se nne le morutwana yo o kgaphelwang thoko ka mabaka a mangwe a ikgatholoso. |
| Indigenous Knowledge Systems | Ditsamaiso tsa Kitso ya Tlholego | Sete e e marara ya kitso, dikgono le dithekenoloji tse di gona mme di tlhabolotswe mabapi le maemo a a rileng a ditso le baagi ba tlholego ba lefelo tikologo le le rileng. |
| Inferiority complex | Boinyatso | E tsenyeletsa go tlhoka boitshepo, go ipelaela le go sa nne le boinetefaletso, maikutlo a gore ga go a go tshwanela. |
| Institutional discrimination | Kgethololo ka setheo | Fa setheo, setlhophha sa ditheo, kgotsa tsamaiso yotlhe e kgetholola kgatlanong le motho kgotsa batho ka ntlha ya dimelo (sk. lotso, puo, ditumelo, bokgoni, jj.). Sekao se sengwe sa tseno ke tlhalele. |
| Interdependent | Tshegetsano | Fa batho ba babedi kana go feta kgotsa dilo di dirisana. |
| Intersectionality | Tlhatlaganyo ya tlhalele | Thuto ya se se diragalang fa mefuta e e farologaneng ya tlhophololo, bobusi le kgatelelo e kopana, e tlhatlagana le go tsenelelana. |
| Intrinsic motivation | Boithotloetso | Go dira sengwe gonne se a go kgotsofatsa e bile o rata go se dira. |
| Learner agency | Boikemedi jwa barutwana | Fa barutwana ba na le matla go tsaya maikarabelo go dithuto tsa bona, ba sa ikaega fela ka ditshwaelo tsa morutabana, kharikhulamo, didiriswa jalojalo. |
| Learner diversity | Phapaano ya barutwana | Dipharologano tsa mongwe kgotsa setlhophha magareng ga barutwana. |

| English | Setswana | Tlhaloso |
|---------------------------------|--|---|
| Longitudinal study | Thutopoapoeletso | Mokgwa wa patlisiso o o dirisang mekgwa tsewetso kgotsa poeletso go ithuta ka ga ditlhophha kgotsa motho ka mongwe mo sebakeng se seleele. |
| Medical model | Mmotlele wa bogole | O bona motho yo o nang le bogole jaaka bothata. Ntlha tsepo e go bogole mo mmotleleleng ono. |
| Metalinguistic awareness | Tsiboso ya go akanyagape ka puo | Bokgoni go tlotla le go naganisisa puo. |
| Monolingual | Puonosi | Kgona go tlhaloganya le go bua puo e le nngwe fela. |
| Mother tongue | Puo ya ga mme | Puo e motho a e ithutang lwantlha/o itshupa jaaka mmui kgotsa o supywa ke ba bangwe jaaka sebui, kgotsa puo e a e itseng kgotsa a e dirisa segolo. |
| Multilingual | Puontsi | Bokgoni go bua maleme a mabedi kgotsa go feta. |
| Normal distribution | Kabo e e tlwaelegileng | Kgopolo e e ikaegileng ka kakanyo ya gore botlhale le bokgoni di tlhamilwe go tswa tsalong ka jalo e tlhagisa diphitlhelelo kwa sekolong, e laola go kgaoganya barutwana go ya ka bao ba tla atlegang le bao batla fithelela go le nnye kgotsa ba ka se atlege. |
| Normative function | Mosola wa tlwaelo | E thusa go rotloetsa batho go amogela seo se tsewang e le "tlwaelo". |
| Orientation | Ntlhatebo | Ditebo le ditumelo tse di tshageditsweng ke mongwe. |
| Orthography | Mopeleto | Tsamaiso e e amogelegang ya mopeleto le go kwala mafoko mo puong. |
| Pathologies | Phetogo ya tlwaelo | Go fetoga go tswa go "tlwaelo" go go tlisang mathata a loago. |
| Peer learning | Go rutana ga dithaka | Morutwana yo mongwe o etelela pele yo mongwe ka tiro kgotsa kgopolo. |
| Physiology of learning | Mmele ka nako ya go ithuta | Ditiragalo mo mmeleng ka nako ya go ithuta. |
| Policy | Pholisi | Tsamaiso e e tshitsintsweng ke puso go maemo a a rileng a go dumalanweng ka ona semmuso. |
| Positive discipline | Maitsholo a a siameng | Mokgwa go mekamekana le maitsholo a moithuti ao a rotloetsang go itshwara ga morutwana, o mo ruta maikarabelo le go mo thusa go tsaya ditshwetso tse di akantsweng sentle. |
| Pragmatic language | Puo e maleba | Tiriso ya tlhaeletsano e e maleba go maemo a loago—go itse gore o reng, jang le gore leng. |
| Pro-social | Ungwela loago | Sengwe se se ungwelang batho ba bangwe kgotsa baagi botlhe. |
| Psychosocial | Kgokagano mogopolo le loago | Kgolagano e e kopaneng magareng ga megopolo, maikutlo le maitsholo a rona, e maitemogelo a loago ka bophara (sk. dikamano, ngwao le setso sa rona). |
| Qualitative data | Tshedimosetso ya dintlha | Tshedimosetso e e sa tsenyeletseng dinomoro, sk. dipotsolotso, ditemogo, ditlhophha tekolo. |
| Ratify | Go fetisa | Go saena kgotsa go dumalana le tshwetso. |

| English | Setswana | Tlhaloso |
|------------------------------|---------------------------------------|---|
| Receptive language | Puo e e tihaloganyegang | Bokgoni go tihaloganya mafoko le puo. |
| Reflective practice | Go naganisisa tiro gape | Bokgoni go nagana gape tiro ya gago ya mo phaposing—o dirisa kitso, maitemogelo, go tihaloganya teori le meono—jalo go fitlhelela temogo le go agelela mo go ithuteng. |
| Scaffolding | Sekhafole | Mekgwa ya nakwana ya tshegetso taelo eo morutabana a e tsenyang tirisong go thusa barutwana go tihaloganya ditiro le dikgopolo tse diswa ka bobona. |
| School as a community | Sekolo jaaka setšhaba | Setheo se se tsenyeletsang setlhopha sa batho ba ba tshwanang ka (i) maemo a motheo a botshelo; (ii) ba le seoposengwe mme (iii) ba na le dikeletso le ditsholofelo tse di tshwanang; mme ditumelo tsa tlwaelo di tshwana le tsa go tshedisana mmogo. |
| School climate | Tlalaemete ya sekolo | E kaela go mefuta ya maikutlo, ditshwaelo le boitshwaro jo barutwana le baagi ba sekolo ba bo tihagisang ka sekolo, go ikaegilwe ka ditsela tse di rileng tse sekolo sa bona se dirang dilo tsa sona. (Tableman & Herron, 2004:1) |
| School culture | Setso sa sekolo | Se tsenyeletsa dikakanyo tse di tshwanang, jaaka go naganela, meono le ditumelo tseo di neelang sekolo boitshupo le maemo go maitsholo a a lebeletsweng. (Ibid.: 2) |
| Social model | Mmotlele wa loago | O bona boitshwaro mmogo le dikgoreletsi tsa loago le tikologo e le bothata. Batho ba “golofatswa” ke lefatshe le le ba dikologileng. |
| Socio-cultural contexts | Dikgopolo tsa loago le setso | Ditumelo, ditlwaelo, puo, setso, ditirwana le maitsholo a a leng gona go baagi. |
| Socio-cultural perspective | Seabe sa loago le setso | E gatelela tlhotlheletso ya baagi—puo, setso, dikagego tsa loago, jj.—go ditsamaiso tsa rona tsa go ithuta. |
| Teacher agency | Boikemedi jwa morutabana | Dikgato tse di tsewang ke morutabana ka mongwe kgotsa setlhopha mo maemong a ba iphitlhelang mo go ona. Mo maemong a boikemedi ga bo gona fela gona le therisano ya matla a barutabana ba nang le ona mo maemong a ba iphitlhelang mo go ona. |
| Teacher and learner agency | Boikemedi jwa barutabana le barutwana | Seabe sa bona go bopa tiro ya bona le maemo jaaka barutabana le barutwana—go fitlhelela thuto e e boleng ka kakaretso. Ka tsela e boikemedi ke ka ga se barutabana le barutwana ba se dirang e seng se ba nang le sona. |
| Transformative belief | Tumelo go tihabololo ya bokgoni | Tumelo gore bokgoni ga bo a tlangwa pejana mme bo ka fetolwa kgotsa ba tihabololwa. |
| Zone of proximal development | Tihabololo ka thuso le ntle le thuso | Teori ya ga Vygotsky ya pharologanyo magareng ga se morutwana a kgonang go se dira a thusiwa le seo a kgonang go se dira ntle le thuso. |

Dlilosari: Xitsonga

| English | Xitsonga | Nhlamuselo |
|--|--|--|
| Afro-pessimism | Vukanakani bya Xiafrika | Rimba na xivulavulelo xa vukhensivusoli lexi xi hlamuselaka switandzhaku leswi yaka emahlweni swa xihlawuhlawu xo ya hi rixakanghohe, vukoloni na maendlelo ya nkarhi lowu nga hundza ya vuhlonga ku katsa na bindzu ra mahlonga ra Trans-Atlantic, na nkhumbo wa rona eka swiyimo swa xintlawa xikan'we na ntokoto wa munhu yena n'wini, wa matitwelo ya munhu yena n'wini, na ntokoto lowu hanyiwaka, na ntiyiso lowu katsiwaka. (Wikipedia) |
| Agency | Vutiyimeri | Vuswikoti bya ku tirhisa matimba na vutiboheleri eka tindlela, na ku hluvukisa swikili, leti ti voniwaka tanihi swa nkoka. |
| Asset-based | Xo simekiwa eka xipfuno | Ku pfulela vuswikoti bya vadyondzi hi ku kongomisa eka titalenta ta vona. |
| Assumption | Nkholwo | Swin'wana leswi u swi amukelaka tanihi ntiyiso ku ri hava xivutiso kumbe vumbhoni. |
| Change agent | Xitisakucinca | Munhu loyi a tirhisaka nkarhi wa yena na matimba ku tisa ku cinca ku humelela eka nhlangano. |
| Code-switching | Mpfanganiso wa tindzimi | Ntirhiso wa ku kutlula ririmi rin'we kumbe ndzin'wana yin'we eka mbulavurisano wun'we. |
| Cognitive fatigue | Nkarhalo wa miehleketo | Loko byongo byi karhala hikuva byi boheka ku tirha hi matimba ku hlayisa nkongomiso wa miehleketo. |
| Collaboration | Ntirhisano | Xitayili xa n'wangulano wo kongoma exikarhi ka mpimohansi wa vanhukulobye vo ringana vambirhi lava hi ku lava ka vona va tirhanaka na ku oloxa xiphiko xo avelana, ku teka xiboho ko avelana na swipfuno swo avelana loko va ri karhi va tirha ku fikelela xikongomelo. |
| Consultation | Nkanerisano | Endlelo ro oloxa xiphiko leri kongomisaka leri eka rona phurofexinali (mutivamiehleketo wa swa dyondzo) leyi yi tekiwaka tanihi leyi yi nga na vutivikulu yi tsundzuxaka hi ndlela ya ximfumo munhu un'wana (xik. mutswari kumbe mudyondzisi) loyi a dingaka mbuyelo wa vutivikulu byolebyo. |
| Content and Language Integrated Learning (CLIL) | Ku Dyondza loku Pfanganisiweke ka Vundzeni na Ririmi (CLIL) | Endlelo ra ku dyondza dyondzo leyi simekiweke eka vundzeni yo tanihi metse kumbe ntivomisava hi ku tirhisa ndlela ya ririmi ra vumbirhi, naswona hi nkarhi wun'we, ku dyondza ririmi rolero ra vumbirhi hi ku dyondza dyondzo leyi simekiweke eka vundzeni. |
| Convention | Ntwanano | Ntwanano exikarhi ka matiko lama angarhelaka timhaka to karhi; i wa ximfumo xa mpimo wa le hansi kutlula ntwananoximfumo. |
| Deficit or needs-based | Nkayivelo kumbe leswi kumekaka eka xidingo | Ku kongomisa eka ritsano ra vadyondzi |
| Determinism | Xibohebohe | Xikhorwiwa xa leswaku swiendleko hinkwaswo ku katsa na nhlawulo wa munhu swi bohiwa hi swivangelo leswi rhangaka swi va kona. |
| Deterministic belief | Xikhorwiwa xa xibohebohe | Xikhorwiwa xa leswaku vuswikoti bya mudyondzi kahlekahle byi rhangaka byi lulamisiwa naswona byi pfulekile eka ku cinca na ku hluvuka loku tsongahaleke |
| Deviant behaviour | Hanyelo leri hambukaka | Hanyelo leri ri hambanaka na mitolovelu na mikhuvanene ya rixaka. Xikombiso xa leswi i hanyelo ra vugevenga. |

| English | Xitsonga | Nhlamuselo |
|-------------------------------------|--|--|
| Differentiation | Vuhambanisi | Maqhingana yo hambanahambana lama tirhisiwaka hi vadyondzi ku tiyisisa leswaku leswi va vadyondzi va swi dyondzaka na hilaha va dyondzaka hakona, na hilaha va kombisaka ku dyondza ka vona hakona, swi panana na levhele ya vona ya vululameri, mitsakelo na tindlela na ku endla nhlamuselo. |
| Epistemic | Swa vutivi | Leswi fambelanaka na vutivi kumbe ku tiva. |
| Executive function | Ntirhokulu | Swi vula nkhumulo lowu tirhaka (vuswikoti bya hina bya ku khomelela eka vuxokoxoko lebyintshwa), ku ehleketa loku cincacincaka na vutilawuri. |
| Expressive language | Ririmi ro paluxa | Vuswikoti bya ku paluxa swilaveko na swidingo—hi nomu na hi ndlela leyi nga riki ya nomu. |
| Extrinsic motivation | Nhlohlotelo wa le handle | Hanyelo leri ri lawuriwaka hi swikhenso swa le handle swo tanihi mali, ndhuma, tigiredi kumbe vuphati. |
| Framework | Rimba | Xikatsa xa mianakanyo, milawu, maendlelo, tipholisi, migingiriko na swikombo leswi tirhisiwaka ku letela xiendlo lexi kunguhatiweke na ku pima nkhumbo wa xona. |
| Heterogeneous groups | Mitlawa leyi hambanaka hi vundzeni | Mitlawa ya tilevhele leti pfanganisiweke. Ntlawa lowutsongo wa vadyondzi lava nga eka tilevhele to hambana ta ku dyondza, lava va tisaka swikili swo hambanahambana eka ntlawa. |
| Homogeneous | Yo fana hi vundzeni | Hinkwaswo swa fana kumbe swa yelana hi ntumbuluko. |
| Inclusive pedagogy | Madyondziselo yo katsa hinkwavo | Endlelo eka madyondziselo leri ri nga na xikongomelo xa ku tlakusa mfikelelo wa vadyondzi hinkwavo, loko ku ri karhi ku tekiwa goza ra ku sirhelela ku katsiwa ka lavaya va nga sirhelelekangiki eka ku nga katsiwa na mixaka yin'wana ya ku tsan'wiwa. |
| Indigenous Knowledge Systems | Tisisiteme ta Vutivi bya Xintu | Xikatsa xo pfilungana xa vutivi, swikili na tithekinoloji leswi nga kona na ku hluvukisiwa eka swiyimo swo karhi swa vanhu hinkwavo na miganga leyi nga ya xintu eka ndhawu ya vutifumi yo karhi. |
| Inferiority complex | Mpfilungano wa ku va eka xiyimo xa le hansi | Wu vumbiwa hi mpfumaleko wa nkavutitshembi, vukanakani na ku nga tiyisisi hi mayelana na wena n'wini, na matitwelo ya ku nga fikeleli mipimo. |
| Institutional discrimination | Xihlawuhlawu xa nhlangano | Loko nhlangano, netiweke ya mihlangano, kumbe sisiteme hinkwayo yi endla xihlawuhlawu ehenhla ka munhu un'we kumbe kutlula hikwalaho ka xihlawulekisi xa munhu (xik, rixakanghohe, swikhorwiwa, vuswikoti, sw. na sw.). Mfumo wa xihlawuhlawu i xikombiso xa leswi. |
| Interdependent | Ku tirhisana | Loko vanhu kumbe swilo swimbirhi kumbe kutlula swi tirhisana |
| Intersectionality | Ku hlangana bya swiyenge | Ndzavisiso wa leswi swi humelelaka loko mixaka yo hambanahambana ya xihlawuhlawu, ku va na matimba swinene na ntshikelelo yi katsana, yi khapelana na ku hlangana. |
| Intrinsic motivation | Nhlohlotelo wa le ndzeni | Ku endla xin'wana hikuva xi ku nyika eneriseko naswona na wena u lava ku xi endla. |
| Learner agency | Vutiyimeri bya mudyondzi | Loko vadyondzi va ri na matimba ya ku teka goza, loko va byarha vutihlamuleri bya ku dyondza ka vona vini, naswona va nga tshembeli eka vuhoxaxandla bya mudyondzisi, kharikhulamu, swipfuno na swo kota sweswo. |

| English | Xitsonga | Nhlamuselo |
|---------------------------------|---|--|
| Learner diversity | Ku hambana ka vadyondzi | Ku hambana ka mitlawa na vanhu hi un'weun'we exikarhi ka vadyondzi. |
| Longitudinal study | Ndzavisiso wo vuyelela | Endlelo ra ndzavisiso leri ri tirhisaka maendlelo lama yaka emahlweni kumbe lama vuyelelaka eka ku lavisisa vanhu hi un'weun'we kumbe mitlawa eka nkarhi wo leha. |
| Medical model | Modlolo wa vutshunguri | Wu vona munhu loyi a nga na vutsoniwa tanihi xiphiqu. Eka modlolo lowu nkongomo wu le ka vutsoniwa. |
| Metalinguistic awareness | Vulemukisi bya tindzimi na mfuwo | Vuswikoti bya ku kana na ku kambisisa hi ririmi. |
| Monolingual | Ntirhisondzimin'we | Ku kota ku twisisa na ku vulavula ririmi rin'we ntsena. |
| Mother tongue | Ririmi ra manana | Ririmi leri munhu a ri dyondzaka kusungula / ri fambelana na muvulavuri kumbe ri fambelanisiwa na muvulavuri hi van'wana, kumbe ririmi leri a ri tivaka kahle swinene kumbe a ri tirhisaka ngopfu. |
| Multilingual | Ntirhisondziminyingi | Ku kota ku twisisa na ku vulavula tindzimi timbirhi kumbe kutlula. |
| Normal distribution | Vuhangalasi bya ntolovelolo | Nongoti lowu simekiweke ehenhla ka muanakanyo wa leswaku vutlhari na vuswikoti swi nyikiwa eku velekiweni naswona hikokwalaho swi boha ka ha ri emasungulweni mfikelelo exikolweni, swi nyika xivangelo xa ku ava vadyondzi hi ku ya hi lava va nga kotaka ku fikelela na lavaya va nga ta fikelela swa le hansa na lavaya va nga ta ka va nga fikeleli. |
| Normative function | Ntirho lowu landzeleriwaka | Wu na xitandzhaku xa ku khutaza vanhu ku amukela leswi swi tekiwaka tanihileswi "tolovelekeke". |
| Orientation | Maehleketelelo | Xikatsa lexi pfanganisiweke xa maehleketelelo na swikhorwiwa leswi khomiweke hi munhu. |
| Orthography | Mapeletelo | Sisiteme leyi amukeriwaka ya mapeletelo na matsalelo ya marito eka ririmi. |
| Pathologies | Swikanganyisi | Mihambuko kusuka eka "ntolovelolo" leyi tisaka swiphiqu swa le rixakeni. |
| Peer learning | Ku dyondza ka vuntangha | Mudyondzi un'we u rhangela mudyondzi un'wana eka ntirho kumbe nongoti. |
| Physiology of learning | Ntivomatirhelomiri wa ku dyondza | Maendlelo ya ntivovutomi wa munhu lama khumbekaka eka ku dyondza. |
| Policy | Pholisi | Kungu ra xiendlo, leri ringanyetiwa hi mfumo eka xiyimo xo karhi leri ri twananiweke ximfumo. |
| Positive discipline | Matikhomelonene | Endlelo eka hanyelo ra mudyondzi leri ri kondletelaka vutilawuri bya vadyondzi, leri ri va dyondzisaka vutihlamuleri na ku va pfuna ku endla mihlawulo leyi ehleketsisiweke. |
| Pragmatic language | Ririmi leri tirhisiwaka | Ntirhiso wa mbulavulo lowu faneleke eka swiyimo swa vanhu— hi ku tiva leswi swi faneleke ku vuriwa, hilaha swi faneleke ku vuriwa hakona, na nkarhi lowu swi faneleke ku vuriwa hawona. |
| Pro-social | Leswi kondletelaka ku hanyisana | Swin'wana leswi vuyerisaka vanhu van'wana kumbe rixaka hinkwaro ka rona. |
| Psychosocial | Swa miehleketo na swa vanhu | Vuxaka bya le kusuhisahi exikarhi ka miehleketo ya hina, matitwelo na hanyelo, na ntokoto wa hina wa vanhu hi ku angarhela (xik. vuxaka bya hina, midavuko na mfuwo). |

| English | Xitsonga | Nhlamuselo |
|------------------------------|--|--|
| Qualitative data | Data ya swihlawulekisi | Data leyi nga riki ya tinhlayo, xik. tiinthavhiyu, mixiyaxiyo, mitlawa ya nkanerisano. |
| Ratify | Pfumelela | Ku sayina kumbe ku nyika mpfumelelo wa ximfumo eka xiboho. |
| Receptive language | Ririmi ro amukela | Vuswikoti bya ku twisisa marito na ririmi. |
| Reflective practice | Endlelo ro kambisisa | Vuswikoti bya ku kambisisa swiendlo swa wena ekamareni ro dyondzela—hi ku tirhisa vutivi, ntokoto, ntwisiso wa xithiyori na mikhuvanene—hi xikongomelo xa ku kuma ntwisiso na ku aka ku dyondza. |
| Scaffolding | Ku vumba xikhafula | Swivumbeko swa nseketelo wa swileriso swa nkarhinyana leswi mudyondzisi a swi simekaka ku pfuna vadyondzi ku tivisisa mitirho leyintshwa na minongoti leyintshwa leyi a va nga ta yi tivisisa hi voxex. |
| School as a community | Xikolo tanihi muganga | Nhlangano lowu wu vumbiwaka hi ntlawa wa vanhu lava avelanaka (i) swiyimo swa masungulo swa vutomi bya ntolovelo; (ii) matitwelo ya ku kumeka swin'we na (iii) ntwisiso wa vutitivisi bya mavandla hinkwawo bya swilanguteriwa na minavelo exikarhi ka swirho hi swoxex; na ku khoma nhlengeleto wa swikhorwiwa na mikhuvanene leyi landzeleriwaka leyi fumaka ntirhisano. |
| School climate | Tlilayimete ya xikolo | Swi vula mixaka ya matitwelo, mavonelo na maehleketelelo lama vadyondzi na muganga wa xikolo swi ma paluxaka hi mayelana xikolo, loko ku tekeriwa enhlokweni tindlela to karhi leti xikolo xa vona xi endlaka swilo hatona. (Tableman & Herron, 2004:1) |
| School culture | Mfuwo wa xikolo | Wu vumbiwa hi mianakanyo leyi avelaniwaka, yo tanihi mikholwo, mikhuvanene na swikhorwiwa leswi swi nyikaka xikolo vutitivisi bya xona na mpimo wa mahanyelo lama languteriwaka. (Ibid.: 2) |
| Social model | Modlolo wa vanhu | Wu vona maehleketelelo, xikan'we na swirhalanganyi swa vanhu na swa mbangu, tanihi xiphilo. Vanhu va "tsandzekisiwa" hi misava leyi nga ekusuhi na vona. |
| Socio-cultural contexts | Mivangu ya swa vanhu na mfuwo | Swikhorwiwa, mitolovelo, ririmi, mfuwo, maendlelo na mahanyelo lama nga kona erixakeni. |
| Socio-cultural perspective | Vonelo ra swa vanhu na mfuwo | Ri tshikelela nhlohlotelo wa rixaka—ririmi, mfuwo, swivumbeko swa vanhu, sw. na sw.—eka maendlelo ya hina ya ku dyondza. |
| Teacher agency | Vutiyimeri bya mudyondzisi | Magoza ya munhu kumbe ya nhlanganelo lama tekawaka hi mudyondzisi eka swiyimo leswi va tikumaka eka swona. Eka twisiselo leri, vutiyimeri a byi nyikiwi kambe byi khumba nkanerisano wa matimba tanihilaha ma vumbiwaka hakona eka vadyondzisi hi un'weun'we, swivumbeko na swiyimo leswi va tikumaka eka swona. |
| Teacher and learner agency | Vutiyimeri bya mudyondzisi na bya mudyondzi | Vuhoxaxandla bya vona bya nkinkhi eka ku vumba ntirho wa vona tanihi vadyondzisi na vadyondzi na swiyimo swa wona—eka risima ro angarhela ra dyondzo. Hi ndlela leyi vutiyimeri byi vulavula hi mayelana na leswi vadyondzisi na vadyondzi va swi endlaka naswona ku nga ri leswi va nga na swona. |
| Transformative belief | Xikhorwiwa xo cinca | Xikhorwiwa xa leswaku vuswikoti a byi rhangi byi lulamisiwa kambe byi nga kota ku cinca na ku hluvuka. |
| Zone of proximal development | Zoni ya nhluvukiso wa le kusuhi na le masungulweni | Thiyori ya Vygotsky ya ku hambana exikarhi ka leswi mudyondzi a nga kotaka ku swi endla ku ri hava mpfuno na leswi a nga kotaka ku swi endla ku ri na mpfuno. |

Guḽosari: Tshivenḽa

| English | Tshivenḽa | Ṱhalutshedzo |
|--|---|--|
| Afro-pessimism | Masiandoitwa a vhupuli kha vhathu vharema | Muhanga na ḽiidoma ḽa ndeme ḽine ḽa Ṱalusa u bvela phanḽa ha masiandoitwa a tshiṰalula, koloni, na maitele a ḽivhazwakale a vhupuli hu tshi katelwa na mbambadzo ya dziphuli Trans-Atlantic, na masiandoitwa a nyimele dza u sa eḽana ha mirafho khathihi na vhune, vhuḽipfi ha vhune, na tshenzhemo ya vhutshilo, na ngoho i vhone. (Wikipedia) |
| Agency | Vhufuteleli | Vhukoni ha dzhenisa nungo na vhuḽikumedzeli kha ndila dza u shuma, na u bvedza zwikili, zwine zwa vhoniwa sa zwa ndeme. |
| Asset-based | Khonolola vhukoni | U honolola khonadzeo ya vhagudi nga u sedzesa kha vhukoni havho. |
| Assumption | U humbulela | Zwine muthu a Ṱanganedza sa ngoho a so ngo vhudzisa kana a si na vhuṰanzi. |
| Change agent | Zhendedzi ḽa tshanduko | Muthu ane a nea tshifhinga tshawe na nungo kha u ḽisa tshanduko kha dzangano. |
| Code-switching | U tshintsha tshintsha nyambo | Tshumiso ya luambo lu fhiraho luthihi kana kuambo kha nyambedzano nthihi. |
| Cognitive fatigue | U neta ha vhuluvhi | Musi vhuluvhi vhu tshi neta nga mulandu wa uri vhu fanela u shumesa u itela u dzula ho ralo na u futelela. |
| Collaboration | Tshumisano | Tshitaela tsha mvuvhano vhukati ha vhatu vhavhili vha eḽanaho vhane vho ḽidzhenisa kha u kovhana thandululo ya dzithaidzo, u kovhana dzhia tsho na u kovhana zwishumiswa zwenezwi vha tshi khou shuma vho livha kha u swikelela tshipikwa. |
| Consultation | Vhuvhudzisi | Maitele o khetheaho a thandululo ya thaidzo ane muphurofeshenala (sa tsumbo, musaikhoḽodzhi wa zwa pfunzo) ane a dzhiwa sa a re makone a tshi eletshedza lwa fomala muṰwe muthu (sa tsumbo, mubebi kana mugudisi) ane a Ṱoda mbuelo ya makone uyo. |
| Content and Language Integrated Learning (CLIL) | Magudiswa na u Guda Luambo ho Ṱanganelanaho (CLIL) | Ngona ya u guda thero yo ḽitikaho nga magudiswa u fana na mbalo kana ḽivhahupo nga kha tshumiso ya luambo lwa vhuvhili, nga tshenetsho tshifhinga tshithihi, na u guda luambo lwa vhuvhili nga u guda thero yo ḽitikaho nga magudiswa. |
| Convention | Thendelano | Thendelano vhukati ha mashango i katelaho mafhungo tiwa; i sa tou vha fomala u fana na mulangano. |
| Deficit or needs-based | Ṱhahelero kana u ḽitika nga Ṱhoḽea | U sedzesa kha vhuṰdzeṰdze ha vhagudi vhavho. |
| Determinism | ZwiṰṰuwedzi | Lutendo lwa uri zwiwo zwoṰhe hu tshi katelwa na vhuḽinangeli ha muthu zwi ṰṰuwedzwa tshoṰhe nga zwivhangi zwe zwa dzula zwi hone. |
| Deterministic belief | Lutendo lwa zwiṰṰuwedzi | Lutendo lwa uri vhukoni ha vhagudi ho dzula ho dzudzanywa nahone vhu kha ḽi Ṱanganedza tshanduko i si khulu kana mveledziso. |
| Deviant behaviour | Vhuḽipfari ho pambuwaho | Vhuḽipfari vhune ha pambuwaha kha nḽowelo dza tshitshavha. Tsumbo ya izwi ndi vhuḽipfari ha vhuḽevhenga. |

| English | Tshivenḑa | Ṱhalutshedzo |
|------------------------------|----------------------------|--|
| Differentiation | Mafhambanyisele | Maano o fhambanaho a shumiswaho nga vhagudisi u itela uri zwine na uri hani vhagudi vha guda, na uri vha sumbedza hani zwe vha guda, zwi elanya na maimo avho a u lugela na nḑila dza u wana kupfeselese. |
| Epistemic | Zwitshimbilelana na nḑivho | Zwi tshimbilelanaho na nḑivho kana u ḑivha. |
| Executive function | Mushumo wa ngelekanyo | Zwi amba ngelekanyo i shumaho (vhukoni hashu ha u fara mafhungo maswa), vhutepe ha u humbula na ndangulo ya vhune. |
| Expressive language | Luambo lwa u ḑiṰahisa | Vhukoni ha u Ṱahisa zwine wa funa na zwine wa Ṱoḑa—nga mulomo na nga u sa amba. |
| Extrinsic motivation | ṰhuṰhewedzo ya dubo | Vhuḑipfari vhu langwaho nga pfufho ya dubo u fana na masheleni, u ḑivhea, dzigireidi kana u khoḑwa. |
| Framework | Muhanga | Sethe ya mihumbulo, milayo, maele, mbekanyamaitele, nyito na zwisumbi zwi shumiswaho u endedza nyito ya khole na u ela masiandoitwa ayo. |
| Heterogeneous groups | Zwigwada zwo fhambanaho | Zwigwada zwa maimo o vanganaho. Tshigwada tshiṰuku tsha vhagudi maimoni o fhambanaho a u guda, tshine tsha ḑisa zwikili zwo fhambanaho kha tshigwada. |
| Homogeneous | Zwi fanaho | Zwi no fana kana zwi fanaho lwa mupo. |
| Inclusive pedagogy | Mafunzele a katelaho | Maele a u funza ane ndivho yao ndi u isa nṰha tswikelelo ya vhagudi vhoṰhe, ngeno hu tshi tsireledzwa u katelwa ha vhane vha vha na khonadzeo ya u khethululwa na dziṰwe mbumbo dza u kandedzwa. |
| Indigenous Knowledge Systems | Sisiteme ya Nḑivho Yapo | Sethe ya tserekano ya nḑivho, zwikili na thekinoḑodzhi dzi re hone na dzo bveledzwa u mona na nyimele tiwa dza vhatu na zwitshavha zwapo kha fhethu tiwa ha madzulo. |
| Inferiority complex | U ḑinyadza | Zwo vhumbwa nga u ḑinyadza, u timatima na u sa ḑifulufhela, na vhuḑipfi ha u sa swikelela zwitandadi. |
| Institutional discrimination | Khethululo ya tshiimiswa | Musi dzangano, netiweke ya madzangano, kana sisiteme yoṰhe i tshi khethulula muthu muthihi kana vhanzhi nga mulandu wa zwiṰaluli zwa vhune (sa tsumbo, murafho, luambo, lutendo, vhukoni, ngauralo ngauralo). Sisiteme ya khethululo ndi tsumbo yazwo. |
| Interdependent | U tikana | Musi vhatu vhavhili kana vhanzhi kana zwithu zwinzhi vha/zwi tshi tikana. |
| Intersectionality | Ṱhanganelano ya tshiṰalula | Ngudo ya zwine zwa itea musu mbumbo dzo fhambanaho dza khethululo, thakhula na tsikheledzo zwi tshi Ṱangana, ṰoṰomowa na u dzhenelana. |
| Intrinsic motivation | ṰhuṰhewedzo ya ngomu | U ita tshithu ngauri zwa fusha muthu na uri muthu u khou takalela u tshi ita. |
| Learner agency | Vhuḑifhinduleli ha mugudi | Musi vhagudi vha na maanḑa a u ita tshithu, musu vha tshi dzhia vhuḑifhinduleli ha u guda havho, vha sa ḑisendekei nga zwi bvaho kha mugudisi, kharikhuṰamu, zwishumiswa na zwiṰwe. |
| Learner diversity | U fhambana ha vhagudi | Phambano dza tshigwada na mugudi nga eṰhe vhukati ha vhaṰwe vhagudi. |

| English | Tshivenḑa | Ṱhalutshedzo |
|--------------------------|--|---|
| Longitudinal study | Ngudo i dovhololaho ya matshilo a vhatu ya tshifhinga tshilapfu | Maitele a Ṱhoḑisiso ane a shumisa maitete a isaho phanḑa kana a dovhololaho u guda vhatu kana zwigwada lwa tshifhinga tshilapfu. |
| Medical model | Modele wa vuholefhali | U vhona muthu a re na vuholefhali sa thaidzo. Kha modele uyu hu sedzeswa vuholefhali. |
| Metalinguistic awareness | U dzhiela nzhele mafhungo a luambo | Vhukoni ha u haseledza na u bvisele khagala mafhungo a luambo. |
| Monolingual | U ḑivha luambo luthihi | U kona u pfesesa na u amba luambo luthihi fhedzi. |
| Mother tongue | Luambo lwa ḑamuni | Luambo lune muthu a guda lwone u thoma / kana luambo lune muthu a ḑivhesa lwone khwine kana u shumisesa lwone. |
| Multilingual | U ḑivha nyambo dzi fhiraho mbili | U kona u pfesesa na u amba nyambo mbili kana dzi fhiraho mbili. |
| Normal distribution | VhuṰali vhubva mbeboni | Ḳigudiswa Ḳo ḑisendekaho kha muhumbulo wa uri vhuṰali na vhukoni zwi bva mbeboni nahone zwi dzula zwo ta zwine muthu a ḑo swikelela tshikoloni, zwi khwaṰhisedza vhekanya vhagudi u ya nga vha konaho u swikelela na vhaḲa vha si nga swikeleli kana vha swikelelaho zwiṰuku. |
| Normative function | Nḑowelo kwao | Zwi na masiandoitwa a u ṰuṰuwedza vhatu u Ṱanganedza zwine zwa dzhiwa zwi “nḑowelo kwao”. |
| Orientation | Thwasiso | Sethe yo Ṱanganelanaho ya kuhumbulele na lutendo lune muthu a vha nalwo. |
| Orthography | KupeḲeṰe | Sisiteme yo tendelwaho ya u peḲeṰa na u Ṱwala maipfi kha luambo. |
| Pathologies | Mugudamalwadze | U pambuwa u bva kha “nḑowelo” ine ya ḑisa thaidzo dza tshitshavha. |
| Peer learning | U guda kha thanga ya murole | Mugudi muthihi u ranga muṰwe phanḑa nga kha mushumo kana Ḳigudiswa. |
| Physiology of learning | Muvhili kha u guda | Maitete a baoḲodzhi kha muvhili wa muthu o katelwaho kha u guda. |
| Policy | Mbekanyamaitele | Kuitele kwa zwithu, zwo kumedzwaho nga muvhuso u itela nyimele tiwa ye ha tendelaniwa khayi lwa tshiofisi. |
| Positive discipline | Vhuḑipfari havhuḑi | Maele kha vhuḑipfari ha mugudi ane a ṰuṰuwedza ndangulo ya vhune ya mugudi, u vha funza vhuḑifhinduleli na u vha thusa u dzhia tsheo dzo humbulwaho. |
| Pragmatic language | Luambo lwo teaho | U shumisa vhudavhidzani ho teaho kha nyimele dza tshitshavhani—u ḑivha zwine wa nga amba, maambeke kwao azwo, na uri zwi ambiwa lini. |
| Pro-social | U funa tshitshavha | Zwithu zwine zwa vhuḑedza vharwe vhatu kana tshitshavha tshoṰhe. |
| Psychosocial | VhuṰamani ha muhumbulo na tshitshavha | VhuṰamani ho khwaṰhaho vhukati ha mihumbulo yashu, nyanyuwo na vhuḑipfari, na u Ṱanḑavhuwa ha tshenzhemo ya matshilisano (tsumbo, vhuṰshaka hashu, sialala na mvelele). |
| Qualitative data | Data i anganyelaho | Data i si ya nomboro, sa tsumbo, inthaviyu, u vhona, zwigwada zwo sedzwaho. |
| Ratify | U tenda | U saina kana u Ṱea thendelo ya fomala kha tsheo. |

| English | Tshivenḑa | Ṱhalutshedzo |
|------------------------------|--|--|
| Receptive language | U pfesesa maipfi a vhaḥwe | Vhukoni ha u pfesesa maipfi na luambo. |
| Reflective practice | Nḑowelo ya u sedza zwe wa ita | Vhukoni ha u sedza nyito dzau ngomu kijasini—vha tshi shumisa nḑivho, tshenzhemo, u pfesesa na ndeme ya thiyorethikhala—u itela u wana u pfesesa ho khwaṱhaho na u fhaṱa u guda. |
| Scaffolding | Tshikhafula | Zwithu zwa thikhedzo zwa u funza zwa tshifhinganyana zwine mugudisi a zwi shumisa u thusa vhagudi u pfesesa mishumo miswa na ḑivhaipfi ine a vha nga koni u i fara nga vhoṱhe. |
| School as a community | Tshikolo sa tshitshavha | Dzangano ḑine ḑo vhumbeba nga tshigwada tsha vhatu vha kovhanaho (i) nyimele dza mutheo wa vhutshilo vhu fanaho; (ii) vhuḑipfi ha u vha roṱhe fhethu huthihi na (iii) vhuḑaedzi vhu fanaho ha fulufhelo na zwine vha tama vhukati ha miraḑo vhone vhaḥe; na lutendo lwa uri vhaḥwe vhatu ndi vha ndeme na vhundeme vhu langaho mvuvhano. |
| School climate | Vhupo ha tshikoloni | Izwi zwi amba tshaka dza vhuḑipfi, mihumbulo na kuhumbulele kune vhagudi na tshitshavha tsha tshikoloni vha ṱahisa nga ha tshikolo, ho sedzwa nḑila tiwa dzine tshikolo tshavho tsha ita ngaho zwithu. (Tableman & Herron, 2004:1) |
| School culture | Mvelele ya tshikolo | Zwo vhumbeba nga u kovhana mihumbulo, u fana na u anganyela, ndeme na lutendo zwine zwa ḥea tshikolo vhune hatsho na zwitandadi zwa vhuḑipfari ho lavhelelwaho. (Ibid.: 2) |
| Social model | Modele wa matshiliso | U vhone kuhumbulele, khathihi na zwithithisi zwa matshiliso na mupo, sa dzone thaidzo. Vhatu vha na “vhuṱudzeṱudze” nga mulandu wa ḑifhasi u mona navho. |
| Socio-cultural contexts | Nyimele dza matshiliso na mvelele | Lutendo, mikhwa, luambo, mvelele, nḑowelo na vhuḑipfari vhune ha vha hone tshitshavhani. |
| Socio-cultural perspective | Vhuvhambadzanyi ha matshiliso na mvelele | U ombedzela ṱhuṱuwedzo ya tshitshavha—luambo, mvelele, zwiimiswa tshitshavhani, ngauralo ngauralo.—kha maitele ashu a u guda. |
| Teacher agency | Tsheo dza mugudisi | Nyito dza muthu nga eṱhe na dza tshigwada dzi dzhiwaho nga vhagudisi kha nyimele dzine vha ḑi wana vha khadzo. Izwi zwi katela nyambedzano ya maanḑa ine ya vha hone kha mugudisi nga eṱhe, zwiimiswa na nyimele ine vha ḑi wana vha khayo. |
| Teacher and learner agency | Tsheo dza mugudisi na mugudi | U shela havho mulenzhe kha u vhumbeba mishumo wavho sa vhagudisi na vhagudi na nyimele dzavho—u itela ndeme ya pfunzo nga u angaredza. Nga heyi nḑila ri amba nga zwine mugudisi na vhagudi vha ita fhedzi hu si zwine vha vha nazwo. |
| Transformative belief | Lutendo lwa khwinifhadzo | Lutendo lwa uri vhukoni a hu bebwi naho nahone hu nga shanduka na u bvelela. |
| Zone of proximal development | Vhupo ha mveledziso ya muhumbulo | Thiyori ya Vygotsky ya phambano vhukati ha zwine mugudi a nga ita a sa khou thuswa na zwine a nga ita a tshi khou thuswa. |

Isigama: IsiXhosa

| English | IsiXhosa | Inkcazelo |
|--|---|---|
| Afro-pessimism | Ukubona okubi kwabamnyama | Inkqubosikhokelo nesaci esingundoqo esichaza iziphumo eziqhubekayo zocalucalulo ngokobuhlanga, ulawulosizwe ngabamhlophe, kunye neenkqubo zezembali zokwenziwa kwabantu amakhoboka ukubandakanya nokurhweba ngamakhoboka awayeweliswa ulwandlekazi iAtlantic, kunye nempembelelo yoko kwiimeko ezihleliweyo zokuphila ababejongene nazo ngokuphathelele kumava omntu buqu, ukukhetha icala, kunye nabaphile phantsi kwawo, kunye nenyani equlethweyo. (Wikipedia) |
| Agency | Iejensi | Isakhono sokusebenzisa amandla nokuzibophelela kwiindlela ezisebenzayo, nokuphuhlisa izakhono, ezikhangeleka njengezibalulekileyo. |
| Asset-based | Okusekelwe kwimpahla enexabiso | Ukuvulela amathuba abafundi ngokugxila kwiitalente zabo. |
| Assumption | Ukuthethekelela | Into onokuyamkela njengeyinyani ngaphandle kwentandabuzo okanye ubungqina. |
| Change agent | Igosa lotshintsho | Umntu osebenzisa ixesha lakhe namandla akhe ngokunjalo ukuze kubekho utshintsho kwiqumrhu. |
| Code-switching | Utshintshanisolwimi | Ukusetyenziswa kolwimi nokuba lulwimi lwengingqi olungaphezulu kolunye kwingxoxo enye. |
| Cognitive fatigue | Ukudinwa kwengqondo | Kuxa ingqondo idiniwe ngenxa yokusebenza nzima ukuzama ukuyigcina igxile kwaye izikise kokuthile. |
| Collaboration | Intsebenziswano | Indlela yonxibelelwano ngqo phakathi kwabantu abanokuba ngabantu ababini abalinganayo ngokomsebenzi abasebenzisanayo ukusombulula ingxaki efanayo, abasebenzisanayo ekuthatheni izigqibo ezifanayo kwaye basebenzise kunye imithombo yolwazi apho basebenzela ukuphumeza injongo ethile. |
| Consultation | Ukubonisana | Inkqubo ekhethekileyo yokusombulula ingxaki apho ofundele umsebenzi othile (umz. igcisa lenzululwazi ngengqondo lezemfundo) ethathwa ngokuba unobugcisa esoluleka ingqondo omnye umntu (umz. umzali okanye utitshala) ofuna uncedo lobo bugcisa. |
| Content and Language Integrated Learning (CLIL) | Ukufundwa koMxholo ngokuHlanganiswe noLwimi (i-CLIL) | Indlela yokufunda ngokususela kumxholo wesifundo esinje ngezibalo okanye esenzululwazi ngezizwe kusetyenziswa ulwimi lwesibini, futhi kwangaxeshanye, kufundwa olo lwimi lwesibini ngokufunda umxholo weso sifundo. |
| Convention | Isivumelwano | Isivumelwano phakathi kwamazwe esijongene neengxaki ezithile, simiselwe ngendlela eneenkcukacha ezingephi. |
| Deficit or needs-based | Okusekelwe kwintsilelo okanye izidingo | Ukugxila koko abafundi bakho babuthathaka kuko. |
| Determinism | Inkqubo yokusele kugqityiwe | Inkolelo yokuba zonke iziganeko ukubandakanya noko kukhethwa ngabantu kugqityiwa ngokugqibeleleyo zizimo esele zikhona kakade. |
| Deterministic belief | Inkolelo kosekugqityiwe | Inkolelo yokuba isakhono somfundi sisuka koko sekumiselwe kakade kwaye mancinci amathuba otshintsho okanye ophuhliso. |

| English | IsiXhosa | Inkcazelo |
|-------------------------------------|---|---|
| Deviant behaviour | Indlela yokuziphatha enxahileyo | Indlela yokuziphatha echasene nezithethe nemikhwa esulungekileyo yasekuhlaleni. Umzekelo woku yindlela yokuziphatha yolwaphulomthetho. |
| Differentiation | Ukwahlukanisa | Amaqinga awohlukeneyo asetyenziswa ngootitshala ukuqinisekisa ukuba abafundi bafunda ni kwaye ngeyiphi indlela, kunye nendlela ababonakalisa ngayo abakufundayo, ukuhambisana nezinga lokulungela ukufunda kwabo, imidla kunye neendlela zokufumana intsingiselo. |
| Epistemic | Ezolwazi lwengqiqo | Okunxulumene nolwazi okanye ukwazi. |
| Executive function | Ukusebenza kwengqondo | Kubhekiselele kwingqondo esebenzayo (isakhono sethu sokugcina ulwazi olutsha), ukucinga kwethu okuvulelekileyo nokuzilawula. |
| Expressive language | Ulwimi lokuvakalisa izimvo | Isakhono sokuvakalisa iimfuno nezidingo—ngamazwi nangezeno. |
| Extrinsic motivation | Ukukhuthazwa yinzuzo | Indlela yokuziphatha eqhutywa yinzuzo yangaphandle enje ngemali, udumo, iziphumo okanye ukunconywa. |
| Framework | Inkqubosikhokelo | Uluhlu lwezimvo, imithethosiseko, iindlela, imigaqonkqubo, imisetyenzana kunye nezikhombisi ezisetyenziswayo ukukhokela isenzo sangabom nokulinganisela impembelelo yazo. |
| Heterogeneous groups | Amaqela axubileyo | Amaqela axubileyo ngokwamazinga. Iqela elincinci labafundi abakumazinga awohlukeneyo okufunda, azisa izakhono ezahlukeneyo kwiqela. |
| Homogeneous | Amaqela angaxubanga | Bonke bayafana okanye banezimo ezifanayo. |
| Inclusive pedagogy | Ukufundisa ngokuqakayo | Indlela yokufundisa ejonge ukuphakamisa impumelelo yabafundi bebonke, ngelixa kugadwe ukuba kuqukwe abo basemngciphekweni wokushiyelelwa ngaphandle kwaye abanokuthi bacalucalulwe ngezinye iindlela. |
| Indigenous Knowledge Systems | Iinkqubo ezimiselweyo zoLwazi lweMveli | Lulwazi olunzulu, izakhono kunye nobuchwepheshe obukhoyo kwaye obuphuhlisiwe phantsi kweemeko zabantu abathile kunye noluntu lwemveli lommandla othile. |
| Inferiority complex | Ukuzijongela phantsi | Kubandakanya ukungazithembi, ukuzithandabuza kunye nokungaqiniseki ngesiqu sakho, kunye nokuziva ungekho kumgangatho ofanelekileyo. |
| Institutional discrimination | Ucalucalulo kwiziko | Kuxa iqumrhu, uthungelwano lwamaqumrhu, okanye inkqubo iyonke icalucalula umntu omnye okanye ngaphezulu ngenxa yemo yabo yendalo (umz. uhlanga, ulwimi, iinkolelo, isakhono, njl.njl.). Ingcinezelo ngumzekelo woku. |
| Interdependent | Ukudingana | Kuxa abantu ababini okanye ngaphezulu okanye izinto zithembele enye kwenye. |
| Intersectionality | Ukwahlukana ngokwezigaba | Uphononongo ngokwenzekayo apho iindlela ezahlukeneyo zocalucalulo, ukulawulwa nokucinezelwa zihlangana, zingenelelana kwaye zihlukaniswa ngokwezigaba. |
| Intrinsic motivation | Ukukhuthazwa kwemveli | Ukwenza into kuba ikwanelisa kwaye ufuna ukuyenza. |

| English | IsiXhosa | Inkcazelo |
|---------------------------------|---|---|
| Learner agency | Iejensi yabafundi | Kuxa abafundi benamandla okwenza okuthile, xa bethatha uxanduva ngokufunda kwabo, kwaye bengathembeli kwizimvo zikatitshala kuphela, kwikharithulam, kwizincedisi njalo njalo. |
| Learner diversity | Ukwahlukahlukana kwabafundi | Ukwahlukana kwabafundi ngokwamaqela nangabodwa. |
| Longitudinal study | Uphononongo olutsalayo | Indlela yophando esebenzisa iindlela eziqhubekayo okanye eziphindaphindayo ukuphonononga abantu ngabodwa okanye ngokwamaqela ngesithuba sexesha eside. |
| Medical model | Umfuziselo wesimo sempilo | Kubonwa umntu ophila nokukhubazeka njengokuyingxaki. Kulo mfuziselo kugxilwa kukhubazeko. |
| Metalinguistic awareness | Ulwazi lolwimi | Isakhono sokuxoxa nokuthetha ngolwimi. |
| Monolingual | Ulwiminye | Isakhono sokuqonda nokuthetha ulwimi olunye kuphela. |
| Mother tongue | Ulwimi lwebele | Ulwimi athi umntu alufunde kuqala/ alubiza njengolwimi aluthethayo okanye abanye abantu abathi uyaluthetha, okanye ulwimi alwazi kakuhle kakhulu okanye alusebenzisa kakhulu. |
| Multilingual | Ulwiminzi | Isakhono sokuqonda nokuthetha iilwimi ezimbini okanye ngaphezulu. |
| Normal distribution | Imo yemveli eqhelekileyo | Inggikelelo esekelwe kuluvo lokuba ingqiqo nesakhono umntu uzalwa kunye nazo kwaye ke ngoko zizo ezenza isigqibo sempumelelo yakhe esikolweni, kusekela ukuhlela abafundi ngokwabo baza kuphumelela okanye baphumelele ngokungephi okanye bangaphumeleli. |
| Normative function | Inkqubo eqhelekileyo | Inesiphumo sokukhuthaza abantu ukuba bamkele oko kuthathwa ngokuba “kuqhelekile”. |
| Orientation | Ukukhetha | Imo equkayo yendlela yokucinga komntu neenkolelo zakhe. |
| Orthography | Ubhalomagama | Inkqubo eyamkelweyo yopelo nobhalo lwamagama elulwimini ngalunye. |
| Pathologies | Unxaxho | Ukunxaxha koko “kuqhelekileyo” okudala iingxaki ekuhlaleni. |
| Peer learning | Ukufunda ngokobuntanga | Umfundi unceda omnye umfundi xa kusenziwa umsebenzi. |
| Physiology of learning | Isimo samalungu omzimba kwezokufunda | Inkqubo zomzimba womntu zemveli ezibandakanyekayo ekufundeni. |
| Policy | Umgqonkqubo | Isenzo, esiphakanyiswe ngurhulumente ngemeko ethile ekuvunyelwene ngayo ngokusesikweni. |
| Positive discipline | Ukohlwaya okunenzuzo entle | Indlela ejongene nemo yokuziphatha komfundi ekhuthaza ukuziphatha ngokufanelekileyo kwabafundi kwaye ibafundise ukuba noxanduva ngomsebenzi wabo kwaye ibancede ngokukhetha izigqibo ezizizo. |
| Pragmatic language | Ulwimi olufanelekileyo | Ukusetyenziswa kweendlela zokuthetha ezifanelekileyo kwimo yasekuhlaleni—ukwazi omele ukukutsho, indlela yokukutsho, nokuba ufanele ukutsho nini na. |
| Pro-social | Okunceda uluntu | Into enceda abanye abantu okanye uluntu ngokubanzi. |

| English | IsiXhosa | Inkcazelo |
|------------------------------|---|---|
| Psychosocial | Isimongqondo sokunxibelelana nabantu | Unxibelelwano olusondeleyo phakathi kweengcinga zethu, iimvakalelo kunye nendlela yokuziphatha, kunye noko sijongene nako ngokubanzi (umz. ubudlelane, izithethe nenkcubeko). |
| Qualitative data | Idatha eqokelelwa ngolwazi | Idatha engabandakanyi manani, umz. udliwanondlebe, ukufunda ngokuqwalasela, amaqela abantu abaphicotha izimo eziphandwayo. |
| Ratify | Ukugunyazisa | Ukusayina okanye ukunika imvume okanye isigqibo ngokusemthethweni. |
| Receptive language | Ulwimi oluqondwayo | Isakhono sokuqonda amagama nolwimi. |
| Reflective practice | Inkqubo yokuhlolisisa | Isakhono sokujonga okwenzayo egumbini lokufundela—usebenzisa ulwazi, amava, ukuqonda ithiyori kunye nokubalulekileyo—ukuze kuqondwe okwenzekayo futhi kwakhiwe indlela yokufunda. |
| Scaffolding | Ukwakha | Ukwakha izakhiwo zexeshana zokusekela isifundo ezibekwa ngutitshala ukuze ancede abafundi bakwazi ukwenza umsebenzi omtsha abangakwaziyo ukuzenzela kakuhle ngokwabo. |
| School as a community | Isikolo njengoluntu | Iqumrhu elakhiwe liqela labantu abahlanganyele (i) iimeko ezisisiseko zobomi obuqhelekileyo; (ii) ukuziva befanele ukuba ndawonye kwaye (iii) amathemba neminqweno efanayo yeli qela ngokwawo; futhi abaneenkolelo eziqhelekileyo nokubalulekileyo okunceda ukusebenzisana kwabo. |
| School climate | Imo yesikolo | Ibhokiselele kwiintlobo zeemvakalelo, izimvo kunye nomoya ovezwa ngabafundi noluntu lwesikolo ngesikolo, ngenxa yeendlela isikolo sabo esenza ngayo izinto. (Tableman & Herron, 2004:1) |
| School culture | Isithethe sesikolo | Sakhiwe ngezimvo ezihlanganyelweyo, ezinje ngeengqikelelo, okubalulekileyo neenkolelo ezahlukanisa isikolo kwezinye kunye nemigaqo yokuziphatha elindelekileyo. (Ibid.: 2) |
| Social model | Umfuziselo woluntu | Ubona izimongqondo, kunye nemiqobo yentlalo neyokusingqongileyo, njengengxaki. Abantu “bakhutyazwa” lilizwe elibangqongileyo. |
| Socio-cultural contexts | Iimeko zentlalontle nenkcubeko ekuphileni | Iinkolelo, amasiko, ulwimi, inkcubeko, izithethe nendlela zokuziphatha ezifumaneka ekuhlaleni. |
| Socio-cultural perspective | Umbono ngezentlalontle nenkcubeko ekuphileni | Ugxininisa impembelelo yoluntu—ulwimi, inkcubeko, imibutho yoluntu, njlnjl.—kwiinkqubo zethu zokufunda. |
| Teacher agency | Iejensi yootitshala | Amanyathelo omntu ngamnye naweqela athathwa ngootitshala kwiimeko abazibona bekuzo. Kule meko iejensi ayinikwa koko ibandakanya ukubonisana ngamagunya njengoko kufuneka kutshala ngamnye, imibutho kunye neemeko abazibona bekuzo. |
| Teacher and learner agency | Iejensi yootitshala nabafundi | Igalelo labo elibonakalayo ekuhlaleni umsebenzi wabo njengeetitshala nabafundi neemeko zawo—ngomgangatho wemfundo uwonke. Ngale ndlela iejensi itsho okwenziwa ziiitshala nabafundi hayi oko banako. |
| Transformative belief | Inkolelo eguqulekayo | Inkolelo yokuba isakhono asimiselwanga kwaye singatshintsha kwaye singaphuhla. |
| Zone of proximal development | Ummandla wophuhliso olukhulu ngokugqibeleleyo | Ithiyori kaVygotsky yomahluko phakathi kokunokwenziwa ngumfundi ngaphandle kokuncediswa noko anokukwenza ngokuncediswa. |

Amatemu: IsiZulu

| English | IsiZulu | Incazelo |
|--|---|--|
| Afro-pessimism | Ukubona okubi kwabampisholo | Uhlelonqubo nesisho esisemqoka esichaza umthelela wokucwasa ngokohlanga, ukudla umhlaba, kanye nezinqubo zasemlandweni zokwenza abantu izigqila okubandakanya ukuhweba ngezigqila ezaziweliswa ulwandlekazi i-Atlantic, kanye nomthelela wakho ezimweni zohlelo lokuphila ababhekana nazo maqondana nezimo zomuntu siqu, zokunqontshwa, nabaphila ngaphansi kwazo, kanye neqiniso eliqukethwe. (Wikipedia) |
| Agency | I-ejensi | Amandla okusebenzisa amandla nokuzibophezela ezindleleni ezisebenzayo, ukuthuthukisa amakhono, abonakala ebalulekile. |
| Asset-based | Okususelwe empahleni | Ukuvulela amathuba abafundi ngokugxila emathalenti abo. |
| Assumption | Ukuhlawubisela | Into ongayamukela njengeqiniso ngaphandle kokungabaza noma ukuthola ubufakazi. |
| Change agent | I-ejenti yoshintsho | Umuntu osebenzisa isikhathi namandla akhe ukuze kube noshintsho esikhungweni. |
| Code-switching | Ukushintshanisa izilimi | Ukusebenzisa ulimi noma ulimi lwesigodi olungaphezu kolulodwa engxoxweni eyodwa. |
| Cognitive fatigue | Ukukhathala komqondo | Uma umqondo ukhathala ngenxa yokusebenza kanzima uzama ukugcina umqondo ugxile kokuthile. |
| Collaboration | Ukuhlanganyela | Indlela yokuxhumana ngqo phakathi kwabantu okungenzeka babe ngabantu ababili abalinganayo ngokomsebenzi abahlanganyela ukuxazulula inkinga eyodwa, abahlanganyela ekuthatheni izinqumo futhi bahlanganyele izinsiza lapho besebenzela ukufeza umgomo owodwa. |
| Consultation | Ukubonisana nongoti | Inqubo yokuxazulula izinkinga ekhethekile lapho umsebenzi ofundele umsebenzi wakhe (isib. isayikholojisti yezemfundo) othathwa njengongoti emkhakheni wakhe eluleka omunye umuntu (isib. umzali noma uthisha) odinga usizo lwalowo mkhakha. |
| Content and Language Integrated Learning (CLIL) | Ukufunda Okudidiyele Okuqukethwe kanye Nolimi (i-CLIL) | Indlela yokufunda ngokususela kokuqukethwe esifundweni esinjengezibalo noma ezamazwe omhlaba kusetshenziswa ulimi lwesibili, futhi ngaleso sikhathi, kufundwa lolo limi lwesibili ngokufunda okuqukethwe kuleso sifundo. |
| Convention | Isivumelwano | Isivumelwano phakathi kwamazwe esiqondene nezinkinga ezithile; sihleleke ngendlela engenayo imicikilisho eminingi. |
| Deficit or needs-based | Ukususela kokusilele noma izidingo | Ukugxila kulokho umfundi wakho abuthakathaka kukho. |
| Determinism | Uhlelo losekunqunywe | Inkolelo yokuthi zonke izigameko okubandakanya okukhethwa ngabantu kunqunywa yizimo ezisuka sezivele zikhona. |
| Deterministic belief | Inkolelo kosekunqunywe | Inkolelo yokuthi okungenziwa umfundi kusuka sekuvele kumisiwe futhi emancane amathuba oshintsho noma entuthuko. |
| Deviant behaviour | Indlelakuziphatha ezichezukaiyo | Indlelakuziphatha ephambene nezinqubo nokubalulekile emphakathini. Isibonelo salokhu yindlelakuziphatha yobugebengu. |

| English | IsiZulu | Incazelo |
|-------------------------------------|-------------------------------------|--|
| Differentiation | Ukwahlukanisa | Amaqingasu ahlukene asetshenziswa othisha ukuqinisekisa ukuthi abafundi bafundani, ngeyiphi indlela, kanye nendlela ababonisa abakufundile ngayo, ukuhambisana nezinga lokulungela ukufunda labo, abanentshisekelo kukho kanye nezindlela zokuthola umqondo wokuthile. |
| Epistemic | Ezolwazi olususelwe | Okuhambisana nolwazi noma ukwazi. |
| Executive function | Ukusebenza komqondo | Kusho umqondo osebenzayo (amandla ethu okugcina ulwazi olusha), ukucabanga ngokuvulelekile nokuzilawula. |
| Expressive language | Ulimi olubonisayo | Amandla okusho okufunekayo nezidingo—ngamazwi nangezenzo. |
| Extrinsic motivation | Ukukhuthazwa inzuzo | Indlelakuziphatha eqhutshwa inzuzo yangaphandle enjengemali, udumo, imiphumela noma ukunconywa. |
| Framework | Uhlelonqubo | Uhla lwemibono, imigomo, izindlela, izinqubomgomo, imisebenzi kanye nezinkomba ezisetshenziselwa ukulawula izenzo ezihlosiwe nokukala umthelela wazo. |
| Heterogeneous groups | Amaqembu axubile | Amaqembu axubile ngokwamazinga. Iqembu elincane labafundi abasemazingeni ahlukene okufunda, abaletha amakhono ahlukene eqenjini. |
| Homogeneous | Amaqembu angaxubile | Bonke bayefana noma banezimo ezifanayo. |
| Inclusive pedagogy | Ukufundisa ngokubandakanya | Indlela yokufundisa ehlose ukukhuphula umphumela wabo bonke abafundi, kube kugadwe ukuthi kubandakanywe labo abangase bashiywe ngaphandle futhi abangacwaswa ngezinye izindlela. |
| Indigenous Knowledge Systems | Izinhlelo Zolwazi Lwasendulo | Wulwazi olunzulu, namakhono kanye nobuchwepheshe obukhona futhi olwakhelwe emaqoqweni abantu abathile kanye nemiphakathi yasendulo yasendaweni ethile. |
| Inferiority complex | Ukuzenyeza | Kubandakanya ukungazethembi, ukungabaza nokungabi nasiqiniseko ngawe, kanye nokuzizwela ungekho ezingeni elifanele. |
| Institutional discrimination | Ukucwaswa ngokwesikhungo | Uma isikhungo, inethiwekhi yenhlangano, noma uhlelo lonke lucwasa umuntu noma abantu ngenxa yesimo sabo sokudaleka kwabo njengabantu (isib. ngokohlanga, ngolimi, ngezinkolelo, ngamakhono, njll.). Ubandlululo luyisibonelo salokhu. |
| Interdependent | Ukudingana | Uma abantu ababili noma ngaphezulu noma izinto zethembele kwenye. |
| Intersectionality | Ukwahlukana ngokwezigaba | Ucwaningo lokuthi kwenzekani lapho kunezinhlangotho ezahlukene zokucwasa, ukubuswa nokucindezelwa, ukugamanxa nokuhlukanisa ngokwezigaba. |
| Intrinsic motivation | Ukukhuthazeka ngokwemvelo | Ukwenza into ngoba ikwanelisa futhi ufuna ukuyenza. |
| Learner agency | I-ejensi yabafundi | Lapho abafundi benamandla okwenza okuthile, uma beba nomthwalo ngokufunda kwabo, futhi bengathembeli ezimvweni zothisha, ikharikhulamu, izinsiza njalo njalo. |
| Learner diversity | Ukwahlukahlukana kwabafundi | Ukwahlukana kwamaqembu nokwabantu phakathi kwabafundi. |

| English | IsiZulu | Incazelo |
|---------------------------------|---|--|
| Longitudinal study | Ucwaningo oludonsayo | Indlela yocwaningo esebenzisa izindlela eziqhubekayo noma eziphindwayo zokucwaninga abantu noma amaqembu okuthatha isikhathi eside. |
| Medical model | Uhlelo lwezesimo sempilo | Kubhekwa umuntu onenkinga yokuba nokukhubazeka. Kule ndlela kugxilwa esimweni sokukhubazeka. |
| Metalinguistic awareness | Ulwazi lolimi | Ikhono lokuxoxa nokukhuluma ngolimi. |
| Monolingual | Ubulimilunye | Ikhono lokuqonda nokukhuluma ulimi olulodwa vo. |
| Mother tongue | Ulimi lwebele | Ulimi umuntu alufunda kuqala / alubiza ngolimi alukhulumayo noma abantu abathi uyalukhuluma, noma ulimi alwazi kahle kakhulu noma alusebenzisa kakhulu kakhulu. |
| Multilingual | Uliminingi | Ikhono lokuqonda nokukhuma izilimi ezimbili noma eziningi. |
| Normal distribution | Isimo semvelo esijwayelekile | Isu elisuselwa embonweni wokuthi ubuhlakani nekhono lomuntu uzalwa nalo ngakho yilo elinquma impumelelo yakhe esikoleni, okusekela ukuhlukaniswa kwabafundi ngokwalabo abangaphumelela nalabo abangaphumelela kancane noma abangeke baphumelele. |
| Normative function | Inqubo ejwayelekile | Inomthelela wokukhuthaza abantu ukuthi bamukele okuthathwa ngokuthi “kujwayelekile”. |
| Orientation | Ukukhetha | Isimo esididiyele somoya nezinkolelo zomuntu. |
| Orthography | Ubhalomagama | Uhlelo olwamukelekile lokupela nokubhala amagama olimini ngalunye. |
| Pathologies | Uchezuko | Ukuchezuka kulokho “okujwayelekile” okudala izinkinga emphakathini. |
| Peer learning | Ukufunda ngokobuntanga | Umfundi uholo omunye umfundi lapho kwenziwa umsebenzi. |
| Physiology of learning | Isimo somzimba kwezokufunda | Izinqubo zomzimba womuntu zemvelo ezibandakanyeka ekufundeni. |
| Policy | Inqubomgomo | Isenzo, esiphakanyiswe uhulumeni sesimo esithile okuvunyelwane ngaso ngokusemthethweni. |
| Positive discipline | Ukukhalima okunenzuzo enhle | Indlela yokubhekana nesimokuziphatha somfundi ekhuthaza ukuziphatha ngokufanele kwabafundi, ibafundise ukuba nomthwalo ngomsebenzi wabo futhi ibasize ngokuthatha izinqumo. |
| Pragmatic language | Ulimi olufanele | Ukusebenzisa izindlela zokukhuluma ezifanele ezimweni zasemphakathini—ukwazi okumele ukusho, indlela yokukusho, nokuthi kumele ukusho nini. |
| Pro-social | Okusiza umphakathi | Into esiza abanye abantu noma umphakathi uwonkana. |
| Psychosocial | Isimo somqondo nokuxhumana nabantu | Ukuxhumana okukhulu phakathi kwemicabango yethu, izimo zomoya nezindlelakuziphatha, kanye nalokho esibhekana nakho okubanzi (isib. ubudlelwano, izinqubompilo namasiko). |

| English | IsiZulu | Incazelo |
|-------------------------------------|--|--|
| Qualitative data | Imininingwane Eyoqwa Ngolwazi | Idatha engasiyo eyezinombolo, isib. izinkulumompendulwano, ukufunda ngokuqaphela, amaqembu abantu abadingida izimo ezicwaningwayo. |
| Ratify | Ukugunyaza | Ukusayina noma ukuvumela isinqumo esithile ngokusemthethweni. |
| Receptive language | Ulimi oluqondwayo | Ikhono lokuqonda amagama nolimi |
| Reflective practice | Inqubo yokuhlolisisa | Ikhono lokubheka okwenzayo egumbini lokufundela— usebenzisa ulwazi, isipiliyoni, ukuqonda ithiyori nokubalulekile— ukuze kuqondwe okwenzekayo futhi kwakhiwe indlela yokufunda. |
| Scaffolding | Ukwakha | Ukukha izikhiwo zesikhashana zokweseka isifundo ezibekwa wuthisha ukuze asize abafundi bakwazi ukwenza umsebenzi omusha abangakwazi ukuzenzela kahle ngokwabo. |
| School as a community | Isikole njengomphakathi | Inhlangano eyakhiwe iqembu labantu abahlanganyele -(i) izimo eziyisiseko zempilo eyodwa; (ii) umuzwa wokuzizwela befanele ukuba ndawonye kanye (iii) abanamathemba nezifiso ezifanayo zamalungu aleli qembu ngokwawo; futhi abanezinkolelo ezijwayelekile nokubalulekile okuhola ukuxhumana kwabo. |
| School climate | Isimo sesikole | Kusho izinhlobo zemizwa, imibono nemimoya evezwa abafundi nomphakathi wesikole ngesikole, ngenxa yezindlela isikole sabo esenza izinto ngayo. (Tableman & Herron, 2004:1) |
| School culture | Usiko lwesikole | Lwakhiwe imibono ehlanganyelwe, njengokuhlawnjiselwayo, okubalulekile nezinkolelo ezahlukanisa isikole kwezinye kanye nemigomo yokuziphatha elindelekile. (Ibid.: 2) |
| Social model | Uhlelo lomphakathi | Lubheka imimoya, kanye nezithiyi zomphakathi nezemvelo, njengenkinga. Abantu “bakhutshazwa” umhlaba obazungezile. |
| Socio-cultural contexts | Isimo sezenhlalakahle nosikompilo | Izinkolelo, izindlela, ulimi, usiko, izinqubo nezindlelakuziphatha ezitholakala emphakathini. |
| Socio-cultural perspective | Umbono ngezenhlalakahle nosikompilo | Ugcizelela umthelela womphakathi—ulimi, usiko, izinhlaka zomphakathi, njll.—ezinqubweni zethu zokufunda. |
| Teacher agency | I-ejensi yothisha | Izinyathelo zomuntu ngamunye nezeqembu ezithathwa wothisha ezimweni abazithola bekuzo. Kulokhu i-ejensi ayinikwa kodwa ibandakanya ukubonisana ngamandla njengoba kudingeka kuthisha ngamunye, izinhlaka kanye nezimo abazithola bekuzo. |
| Teacher and learner agency | I-ejensi yothisha nabafundi | Igalelo labo ekuhleleni umsebenzi wabo njengothisha nabafundi kanye nezimo zawo—leqophelo lemfundo lilonke. Ngale ndlela i-ejensi ikhuluma ngalokho othisha nabafundi abakwenzayo, hhayi lokho abanakho. |
| Transformative belief | Inkolelo eguqulekayo | Inkolelo yokuthi ikhono alimiswa futhi lingashintsha futhi lingathuthuka. |
| Zone of proximal development | Indawo yokuthuthuka okukhulukazi | Ithiyori ka-Vygotsky yomehluko phakathi kwalokho umfundi angakwenza engasizwanga kanye nalokho angakwenza uma esizwa. |