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<b>Inferior mediastinum</b>	The region below a horizontal plane transecting approximately the T4-5 intervertebral disc posteriorly and the sternal angle anteriorly, demarcating the inferior limit of the superior mediastinum. It is subdivided into three regions: middle, anterior, and posterior.	https://medical-dictionary.thefreedictionary.com /Inferior+mediastinum
<b>Thoracic cavity</b>	The division of the body cavity that lies above the diaphragm, is bounded peripherally by the wall of the chest, and contains the heart and lungs	https://www.merriam-webster.com/medical/thoracic%20cavity
<b>Pleural cavity</b>	The space that is formed when the two layers of the pleura spread apart — called also pleural space	https://www.merriam-webster.com/medical/pleural%20cavity
<b>Sternal angle</b>	The angle between the manubrium and the body of the sternum at the manubriosternal junction. Marks the level of the second costal cartilage (rib) for counting ribs or intercostal spaces. Denotes level of aortic arch, bifurcation of trachea, and t4/t5 intervertebral disc.	https://medical-dictionary.thefreedictionary.com /sternal+angle
<b>Xyphoid process</b>	The cartilage at the lower end of the sternum.	https://medical-dictionary.thefreedictionary.com /Xyphoid+process
<b>Midsternal line</b>	On the front of the thorax, one of the most important vertical lines is the midsternal line, the middle line of the sternum.	https://encyclopedia.thefreedictionary.com/Midsternal+line
<b>Intercostal space</b>	Is the anatomic space between two ribs (Lat. Costa). Since there are 12 ribs on each side, there are 11 intercostal spaces, each numbered for the rib superior to it.	https://encyclopedia.thefreedictionary.com/Inter

		costal+space
<b>Pericardial effusion</b>	Is an abnormal accumulation of fluid in the pericardial cavity. Because of the limited amount of space in the pericardial cavity, fluid accumulation leads to an increased intrapericardial pressure, which can negatively affect heart function.	<a href="https://encyclopedia.thefreedictionary.com/Pericardial+effusion">https://encyclopedia.thefreedictionary.com/Pericardial+effusion</a>
<b>Cardiac tamponade</b>	Also known as pericardial tamponade is when fluid in the pericardium (the sac around the heart) builds up and results in compression of the heart.	<a href="https://encyclopedia.thefreedictionary.com/Cardiac+tamponade">https://encyclopedia.thefreedictionary.com/Cardiac+tamponade</a>
<b>Myocardial infarction</b>	Commonly known as a heart attack, occurs when blood flow decreases or stops to a part of the heart, causing damage to the heart muscle.	<a href="https://encyclopedia.thefreedictionary.com/Myocardial+infarction">https://encyclopedia.thefreedictionary.com/Myocardial+infarction</a>
<b>Fibrous pericardium</b>	The external layer of the pericardium, consisting of dense fibrous tissue.	<a href="https://medical-dictionary.thefreedictionary.com/Fibrous+pericardium">https://medical-dictionary.thefreedictionary.com/Fibrous+pericardium</a>
<b>Serous pericardium</b>	The inner, serous portion of pericardium, consisting of two layers, visceral and parietal; the space between the layers is the pericardial cavity.	<a href="https://medical-dictionary.thefreedictionary.com/Serous+pericardium">https://medical-dictionary.thefreedictionary.com/Serous+pericardium</a>
<b>Parietal layer</b>	The outer layer of an enveloping sac or bursa, usually lining the walls of the cavity or space occupied by the enveloped structure, the structure itself being covered with the inner or visceral layer of the enveloping sac; an actual or potential space is enclosed by the two continuous layers, intervening between parietal and visceral layers. The parietal layer is usually the more substantial layer.	<a href="https://medical-dictionary.thefreedictionary.com/Parietal+layer">https://medical-dictionary.thefreedictionary.com/Parietal+layer</a>
<b>Visceral layer</b>	The inner layer of an enveloping sac or bursa that lines the outer surface of the enveloped structure, as opposed to the parietal layer that lines the walls of the occupied space or cavity. The visceral layer is usually thin, delicate, and not apparently separate, but instead seems to be the outer surface of the	<a href="https://medical-dictionary.thefreedictionary.com/Visceral+layer">https://medical-dictionary.thefreedictionary.com/Visceral+layer</a>

	structure itself. See also: serosa.	
<b>Pericardial cavity</b>	The fluid-filled space between the two layers of the pericardium	<a href="https://www.merriam-webster.com/medical/pericardial%20cavity">https://www.merriam-webster.com/medical/pericardial%20cavity</a>
<b>Pericardial fluid</b>	The serous fluid that fills the pericardial cavity and protects the heart from friction	<a href="https://www.merriam-webster.com/medical/pericardial%20fluid">https://www.merriam-webster.com/medical/pericardial%20fluid</a>
<b>Cardiopulmonary resuscitation</b>	A procedure designed to restore normal breathing after cardiac arrest that includes the clearance of air passages to the lungs, mouth-to-mouth method of artificial respiration, and heart massage by the exertion of pressure on the chest	<a href="https://www.merriam-webster.com/dictionary/cardiopulmonary%20resuscitation">https://www.merriam-webster.com/dictionary/cardiopulmonary%20resuscitation</a>
<b>Circulatory system -</b>	The system of blood, blood vessels, lymphatics, and heart concerned with the circulation of the blood and lymph	<a href="https://www.merriam-webster.com/dictionary/circulatory%20system">https://www.merriam-webster.com/dictionary/circulatory%20system</a>
<b>Right ventricle</b>	The chamber on the right side of the heart that receives venous blood from the right atrium and pumps it into the pulmonary trunk	<a href="https://www.thefreedictionary.com/Right+ventricle">https://www.thefreedictionary.com/Right+ventricle</a>
<b>Left ventricle</b>	The chamber on the left side of the heart that receives arterial blood from the left atrium and pumps it into the aorta	<a href="https://www.thefreedictionary.com/left+ventricle">https://www.thefreedictionary.com/left+ventricle</a>
<b>Left Atrium</b>	The left upper chamber of the heart that receives blood from the pulmonary veins	<a href="https://www.thefreedictionary.com/left+atrium">https://www.thefreedictionary.com/left+atrium</a>
<b>Right atrium</b>	The right upper chamber of the heart that receives blood from the venae cavae and coronary sinus	<a href="https://www.thefreedictionary.com">https://www.thefreedictionary.com</a>

		om/right+atrium
<b>Coronary sulcus</b>	A groove on the outer surface of the heart marking the division between the atria and the ventricles. Synonym(s): sulcus coronarius [ta], atrioventricular groove, atrioventricular sulcus, auriculoventricular groove, coronary groove	<a href="https://medical-dictionary.thefreedictionary.com/Coronary+sulcus">https://medical-dictionary.thefreedictionary.com/Coronary+sulcus</a>
<b>Coronary sinus</b>	A venous channel that is derived from the sinus venosus, is continuous with the largest of the cardiac veins, receives most of the blood from the walls of the heart, and empties into the right atrium	<a href="https://www.merriam-webster.com/dictionary/coronary%20sinus#medicalDictionary">https://www.merriam-webster.com/dictionary/coronary%20sinus#medicalDictionary</a>
<b>Pulmonary trunk</b>	An arterial trunk or either of its two main branches that carry venous blood to the lungs	<a href="https://www.merriam-webster.com/dictionary/pulmonary%20artery#medicalDictionary">https://www.merriam-webster.com/dictionary/pulmonary%20artery#medicalDictionary</a>
<b>Coronary arteries</b>	Either of two arteries that arise one from the left and one from the right side of the aorta immediately above the semilunar valves and supply the tissues of the heart itself	<a href="https://www.merriam-webster.com/dictionary/coronary%20artery#medicalDictionary">https://www.merriam-webster.com/dictionary/coronary%20artery#medicalDictionary</a>
<b>Venae cava</b>	Either of two large veins that drain blood from the upper body and from the lower body and empty into the right atrium of the heart.	<a href="https://www.merriam-webster.com/dictionary/vena%20cava#medicalDictionary">https://www.merriam-webster.com/dictionary/vena%20cava#medicalDictionary</a>
<b>Angina pectoris</b>	Acute pain in the chest resulting from myocardial ischemia (decreased blood supply to the heart muscle); the condition has also been called cardiac pain of effort and emotion because the pain is brought on by physical activity or emotional stress that places an added burden on the heart and	<a href="https://medical-dictionary.thefreedictionary.com/Angina+pectoris">https://medical-dictionary.thefreedictionary.com/Angina+pectoris</a>

	increases the need for blood being supplied to the myocardium.	
<b>Anaerobic metabolism</b>	Is the creation of energy through the combustion of carbohydrates in the absence of oxygen.	<a href="https://medical-dictionary.thefreedictionary.com/Anaerobic+metabolism">https://medical-dictionary.thefreedictionary.com/Anaerobic+metabolism</a>
<b>Interventricular</b>	Pertaining to the location between the ventricles, as the septum of the heart. Situated between ventricles	<a href="https://www.merriam-webster.com/medical/interventricular">https://www.merriam-webster.com/medical/interventricular</a>
<b>Cardiac nerve</b>	Any of the autonomic nerves traveling to the cardiac plexus. The three main sympathetic nerves (superior cardiac nerve, middle cardiac nerve, and inferior cardiac nerve) originate in the superior, middle, and inferior cervical sympathetic ganglia. The preganglionic parasympathetic innervation of the cardiac plexus is from the vagus nerve.	<a href="https://medical-dictionary.thefreedictionary.com/Cardiac+nerve">https://medical-dictionary.thefreedictionary.com/Cardiac+nerve</a>
<b>Cardiac innervation</b>	The parasympathetic nervous system mainly innervates the SA and AV nodes in the heart. Atrial muscle is also innervated by vagal efferents, whereas the ventricular myocardium is only sparsely innervated by vagal efferents.	<a href="https://medical-dictionary.thefreedictionary.com/Cardiac+innervation">https://medical-dictionary.thefreedictionary.com/Cardiac+innervation</a>
<b>Sinoatrial node</b>	The mass of specialized cardiac muscle fibers that normally acts as the "pacemaker" of the cardiac conduction system; it lies under the epicardium at the upper end of the sulcus terminalis.	<a href="https://medical-dictionary.thefreedictionary.com/Sinoatrial+node">https://medical-dictionary.thefreedictionary.com/Sinoatrial+node</a>
<b>Vagus nerves</b>	The 10th of the 12 pairs of cranial nerves that arise directly from the brain.	<a href="https://medical-dictionary.thefreedictionary.com/Vagus+nerves">https://medical-dictionary.thefreedictionary.com/Vagus+nerves</a>
<b>Preganglionic</b>	Situated proximal to or preceding a ganglion; referring specifically to the preganglionic motor neurons of the autonomic nervous system (located in the spinal cord and brainstem) and the preganglionic, myelinated nerve fibers by which they are connected to the autonomic ganglia.	<a href="https://medical-dictionary.thefreedictionary.com/Preganglionic">https://medical-dictionary.thefreedictionary.com/Preganglionic</a>

<b>Ciliary ganglion</b>	A parasympathetic ganglion in the posterior part of the orbit.	<a href="https://medical-dictionary.thefreedictionary.com/Ciliary+ganglion">https://medical-dictionary.thefreedictionary.com/Ciliary+ganglion</a>
<b>Atrioventricular node</b>	A collection of cardiac fibers at the base of the interatrial septum that transmits the cardiac impulse initiated by the sinoatrial node.	<a href="https://medical-dictionary.thefreedictionary.com/Atrioventricular+node">https://medical-dictionary.thefreedictionary.com/Atrioventricular+node</a>
<b>Septal defects</b>	These are holes in the septum, the muscle wall separating the right and left sides of the heart. Atrial septal defects are openings between the two upper heart chambers and ventricular septal defects are openings between the two lower heart chambers.	<a href="https://medical-dictionary.thefreedictionary.com/Septal+defects">https://medical-dictionary.thefreedictionary.com/Septal+defects</a>



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## APPENDIX II

### TERM ORIGIN

Term	Latin origin	Greek origin	French origin	English origin
<b>Heart</b>				<b>English</b>
<b>Mediastinum</b>	<b>Latin</b>			
<b>Anterior mediastinum</b>	<b>Latin</b>			
<b>Superior mediastinum</b>	<b>Latin</b>			
<b>Posterior mediastinum</b>	<b>Latin</b>			
<b>Inferior mediastinum</b>	<b>Latin</b>			
<b>Thorax</b>		<b>Greek</b>		
<b>Thoracic cavity</b>		<b>Greek</b>		
<b>Pleural cavity</b>		<b>Greek</b>		
<b>Esophagus</b>		<b>Greek</b>		
<b>Trachea</b>		<b>Greek</b>		
<b>Thymus</b>		<b>Greek</b>		
<b>Vagus</b>	<b>Latin</b>			
<b>Phrenic</b>	<b>Latin</b>			
<b>Diaphragm</b>		<b>Greek</b>		
<b>Sternum</b>		<b>Greek</b>		
<b>Sternal angle</b>	<b>Latin</b>			
<b>Manutrium of sternum</b>		<b>Greek</b>		
<b>Body of sternum</b>		<b>Greek</b>		
<b>Xyphoid process</b>		<b>Greek</b>		
<b>Midsternal line</b>		<b>Greek</b>		
<b>Intercostal space</b>	<b>Latin</b>			
<b>Pericardium</b>		<b>Greek</b>		
<b>Pericardium</b>				

<b>Pericarditis</b>		<b>Greek</b>		
<b>Pericardial effusion</b>	<b>Latin</b>			
<b>Cardiac tamponade</b>	<b>Latin</b>			
<b>Pneumopericardium</b>		<b>Greek</b>		
<b>Myocardium</b>		<b>Greek</b>		
<b>Myocardial infarction</b>		<b>Greek</b>		
<b>Fibrous Pericardium</b>		<b>Greek</b>		
<b>Serous pericardium</b>		<b>Greek</b>		
<b>Parietal</b>	<b>Latin</b>			
<b>Visceral</b>	<b>Latin</b>			
<b>Cell</b>	<b>Latin</b>			
<b>Tissue</b>	<b>Latin</b>			
<b>Pericardial cavity</b>		<b>Greek</b>		
<b>Pericardial fluid</b>		<b>Greek</b>		
<b>Stethoscope</b>		<b>Greek</b>		
<b>Electrode</b>				<b>English</b>
<b>Electrocardiogram</b>				<b>English</b>
<b>Cardiopulmonary resuscitation</b>	<b>Latin</b>			
<b>Circulatory system -</b>	<b>Latin</b>			
<b>Ventricle (right and left)</b>	<b>Latin</b>			
<b>Atrium (right and left)</b>	<b>Latin</b>			
<b>Coronary sulcus</b>	<b>Latin</b>			
<b>Coronary sinus</b>	<b>Latin</b>			
<b>Vein</b>	<b>Latin</b>			
<b>Artery</b>		<b>Greek</b>		
<b>Pulmonary</b>	<b>Latin</b>			
<b>Trunk</b>	<b>Latin</b>			
<b>Coronary</b>	<b>Latin</b>			
<b>Coronary (arteries)</b>	<b>Latin</b>			
<b>Aorta</b>	<b>Latin</b>			
<b>Venae cava</b>	<b>Latin</b>			
<b>Arc of aorta</b>	<b>Latin</b>			
<b>Capillaries</b>	<b>Latin</b>			
<b>Atherosclerosis</b>	<b>Latin</b>			
<b>Angina pectoris</b>	<b>Latin</b>			
<b>Clot</b>				<b>English</b>

<b>Thrombus</b>		<b>Greek</b>		
<b>Embolus</b>		<b>Greek</b>		
<b>Spasm</b>		<b>Greek</b>		<b>English</b>
<b>Plaque</b>			<b>French</b>	
<b>Lipoprotein</b>			<b>French</b>	<b>English</b>
<b>Catecholamine</b>				<b>English</b>
<b>Anaerobic metabolism</b>				<b>English</b>
<b>Nociceptors</b>	<b>Latin (Noci)</b>			<b>English (ceptor)</b>
<b>Interventricular</b>	<b>Latin</b>			
<b>Cardiac</b>		<b>Greek</b>		
<b>Innervation</b>				<b>English</b>
<b>Autonomic nervous system</b>	<b>Latin (nerve)</b>			<b>English (autonomic)</b>
<b>Plexus</b>	<b>Latin</b>			
<b>Sinoatrial node</b>	<b>Latin</b>			
<b>Vagus nerves</b>	<b>Latin</b>			
<b>Ganglion</b>		<b>Greek</b>		
<b>Preganglionic</b>		<b>Greek</b>		
<b>Post ganglion</b>		<b>Greek</b>		
<b>Ciliary ganglion</b>	<b>Latin (Ciliary)</b>	<b>Greek (ganglion)</b>		
<b>Sympathetic nervous system</b>	<b>Latin (Sympathetic nervous)</b>	<b>Greek (System)</b>		
<b>Parasympathetic nervous system</b>	<b>Latin (Nervous)</b>	<b>Greek (System)</b>		<b>English (Parasympathetic)</b>
<b>Synapse</b>	<b>Latin</b>			
<b>Vasoconstriction</b>	<b>Latin</b>			
<b>Atrioventricular node</b>	<b>Latin</b>			
<b>Septum</b>	<b>Latin</b>			
<b>Septal defects</b>	<b>Latin</b>			
<b>Ventricular septal</b>	<b>Latin</b>			

<b>defects</b>				
<b>Patent ductus arteriosus</b>	<b>Latin</b>			
<b>Valves</b>	<b>Latin</b>			
<b>Stenosis</b>	<b>Latin</b>			
<b>Coarctation</b>	<b>Latin</b>			
<b>Dilation</b>	<b>Latin</b>			



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### APPENDIX III

#### TRANSLATED TERMS

<b>Term</b>	<b>IsiXhosa translation</b>
Heart	Intliziyo
Mediastinum	Umphakathi wencum
Anterior mediastinum	Ump hambili wencum
Superior mediastinum	Umntla womphakathi wencum
Posterior mediastinum	Umva womphakathi wencum
Inferior mediastinum	Umzantsi womphakathi wencum
Thorax	Isifuba
Thoracic cavity	Isikhewu sesifuba
Pleural cavity	Inwebu yemiphunga
Esophagus	Umbiza
Trachea	Qhoqhoqho
Thymus	Thayimasi
Vagus	Ivagasi
Phrenic	Ifreniki
Diaphragm	Isiqwanga
Sternum	Incum
Sternal angle	Umvambo wethambo
Manutrium of sternum	Umqheba wethambo le ncum
Body of sternum	Isiqu sethambo lencum
Xyphoid process	Umsila wethambo lencum
Midsternal line	Umgca ophakathi wethambo lesifuba
Intercostal space	Isithuba esiphakathi kwembambo
Pericardium	Ulwambesi

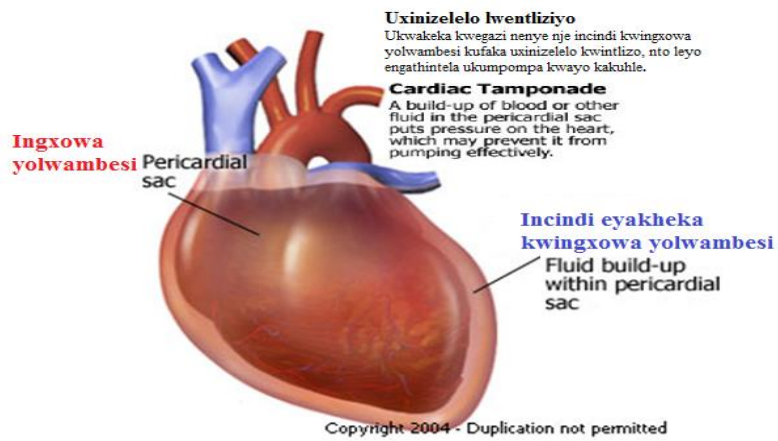
Pericarditis	Isifo sokudumba kolwambesi
Pericardial effusion	Ukuphuphumala kolwambesi
Cardiac tamponade	Uxinizelelo lwentliziyo
Pneumopericardium	Ukuzala komoya kulwambesi
Myocardium	Isihlunu solwambesi
Myocardial infarction	Ukuhlaselwa yintliziyo
Fibrous Pericardium	Ulwambesi oluntsinga
Serous pericardium	Ulwambesi olumanzirha
Parietal	Udonga lwesikhewu
Visceral pericardium	Ingcamba yolwambesi
Pericardial cavity	Isikhewu solwambesi
Pericardial fluid	Incindi yolwambesi
Stethoscope	Isixhobo sokujonga isantya segazi
Electrode	Incam yocingo ekufakwangayo umbane
Electrocardiogram	Isixhobo sokujonga ukubetha kwentliziyo
Cardiopulmonary resuscitation	Umsebenzi wokumpompa intliziyo
Circulatory system -	Isixokelelwano sokujikeleza kwegazi
Ventricle (right and left)	Iloko (lasekunene nelasekhohlo)
Atrium (right and left)	Igumbi eliphezulu lentliziyo (elasekunene nelasekhohlo)
Coronary sulcus	Umsele Wentliziyo
Coronary sinus	Umbhobho osisitishi wentliziyo
Vein	Unobuyisa
Artery	Unothumela
Pulmonary	Unothumela wemiphunga
Trunk	Umboko
Coronary	Malunga nentliziyo
Coronary (arteries)	Oonothumela bentliziyo
Aorta	Umboko kanothumela / umxhelo
Venae cava	Ivenakhava
Arc of aorta	Igophe lomboko kanothumela/lomxhelo

Capillaries	Imibhojana yentliziyo
Atherosclerosis	Atherosiklerosisi
Angina pectoris	Iintlungu zesifuba ezibangelwa kukuhlaselwa yintliziyo
Clot	Ihlwili
Thrombus	Ihlwili elibumbeneyo
Embolus	Ihlili elihamba kwimithambo yegazi
Spasm	Ukurhwaqela kwemithambo / inkantsi
Plaque	Inggokelela yokungcola
Lipoprotein	Lipoprothini
Catecholamine	Khathekhola mini
Anaerobic metabolism	Imethabholizimu eswele umongomoya
Nociceptors	Izankeli-ntlungu
Interventricular	Phakathi kwelolo
Cardiac	Malunga nentliziyo
Innervation	Uvuselelo lwemithambo
Autonomic nervous system	Isixokelelwano semithambo-luvo esizimeleyo
Plexus	Ubuxhakaxhaka bentliziyo
Sinoatrial node	i-Eseyi nowudi
Vagus nerves	Imithambo-luvo yevagasi
Ganglion	igangliyon
Preganglionic	Phambi kwegangliyon
Post ganglion	Emva kwegangliyon
Sympathetic nervous system	Isixokelelwano semithambo-luvo sentshukumo
Parasympathetic nervous system	Isixokelelwano semithambo-luvo sokuthomalalisa
Synapse	Ukudibana
Vasoconstriction	Ukucutheka kwesivalo sentliziyo
Atrioventricular node	i-Eyvi nowudi
Septum	Isahluli-yacu
Septal defects	Umonakalo wesahluli-yacu
Ventricular septal defects	Isahluli-yacu selolo esonakeleyo
Patent ductus arteriosus	Umbhobho okusana wokunikela igazi ungavumiyo ukuvaleka
Valves	Izivalo
Stenosis	Ufingano lombhobho
Coarctation	Ufingano lomxhelo
Dilation	Ukhukhumalo
Congenital heart defect	Iziphene zentliziyo ozalwa nazo/ ezenziwa sisifo
Cell	Inggamzana
Tissue	Iyacu

## APPENDIX IV

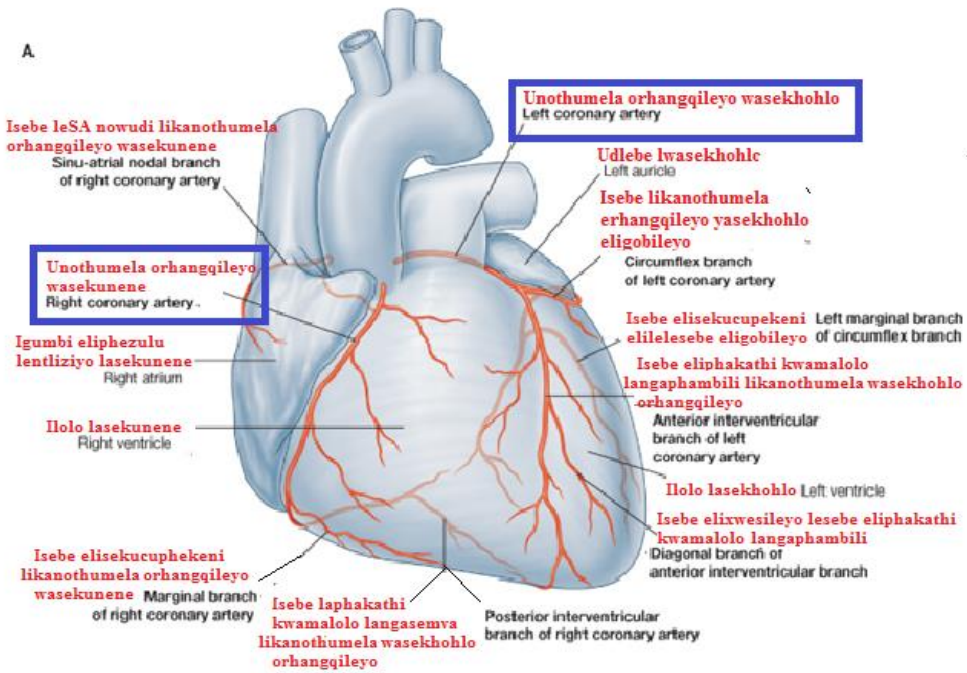
### DIAGRAM FIGURES

#### Diagram showing Cardiac Tamponade

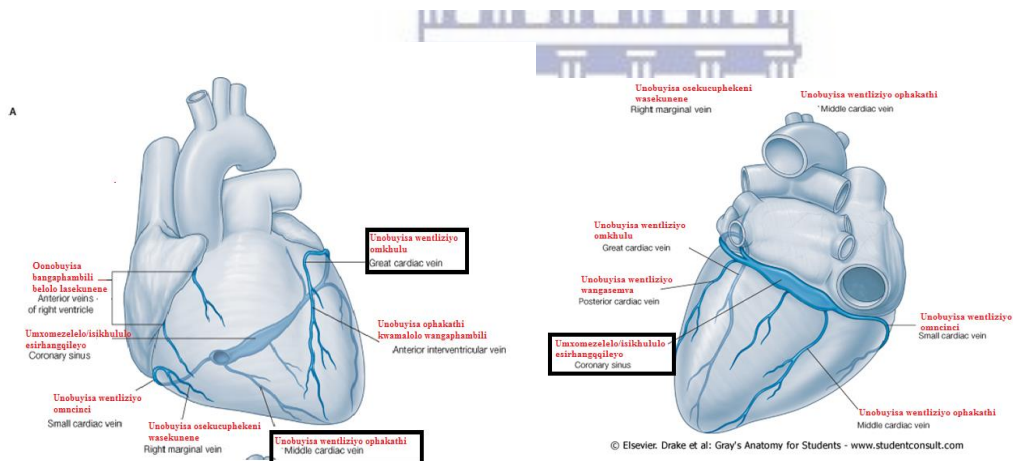


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#### Diagram showing Coronary circulation

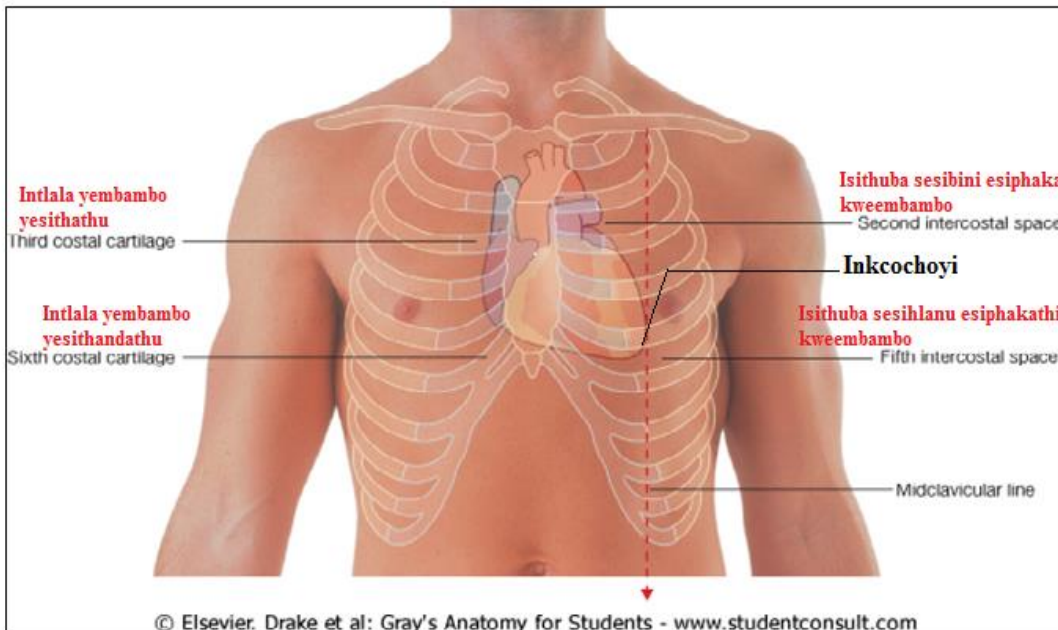
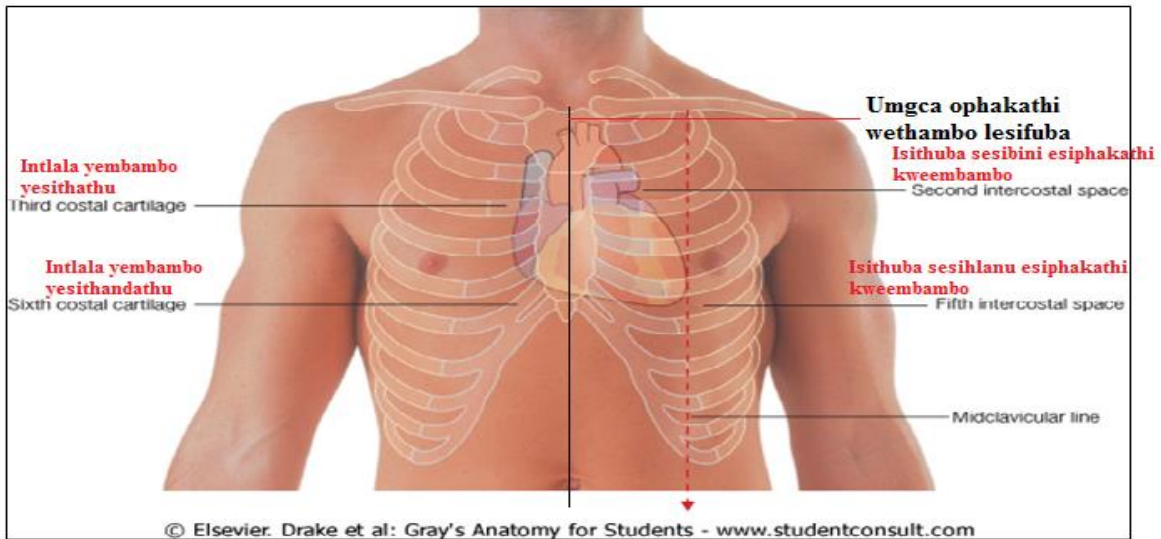


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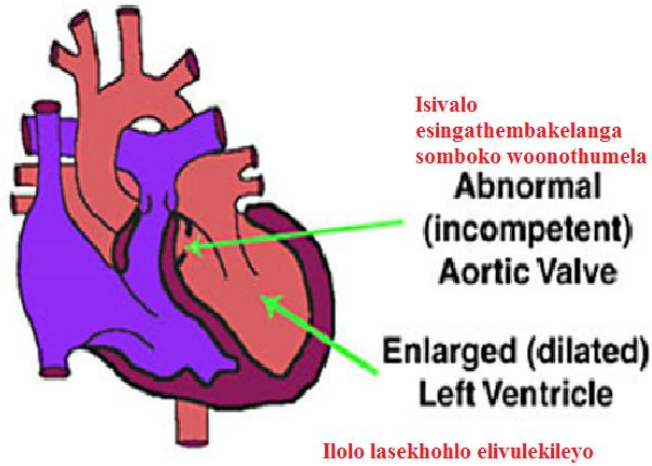


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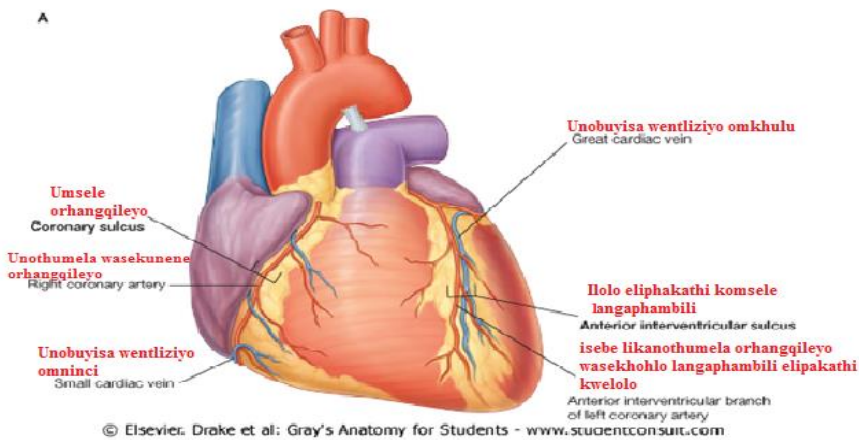
Diagram showing Intercostal cartilage

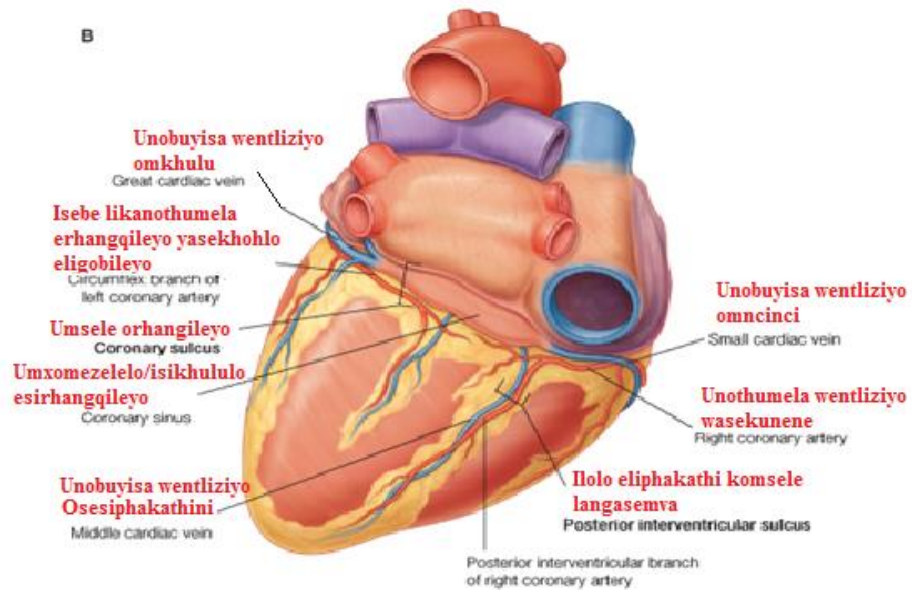


**Diagram showing Dilated aortic valve**



**Diagram showing External sulci**





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**Diagram showing Ganglions**

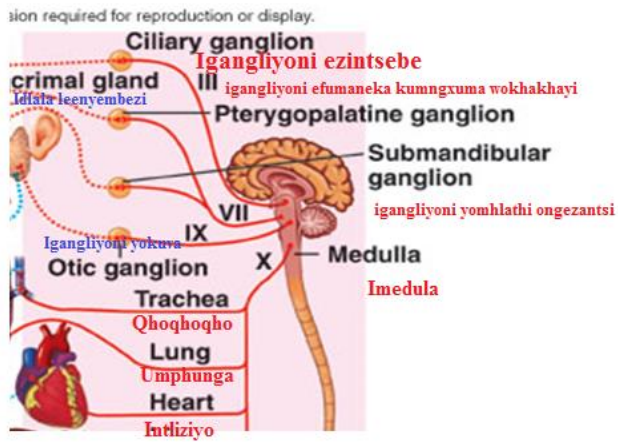
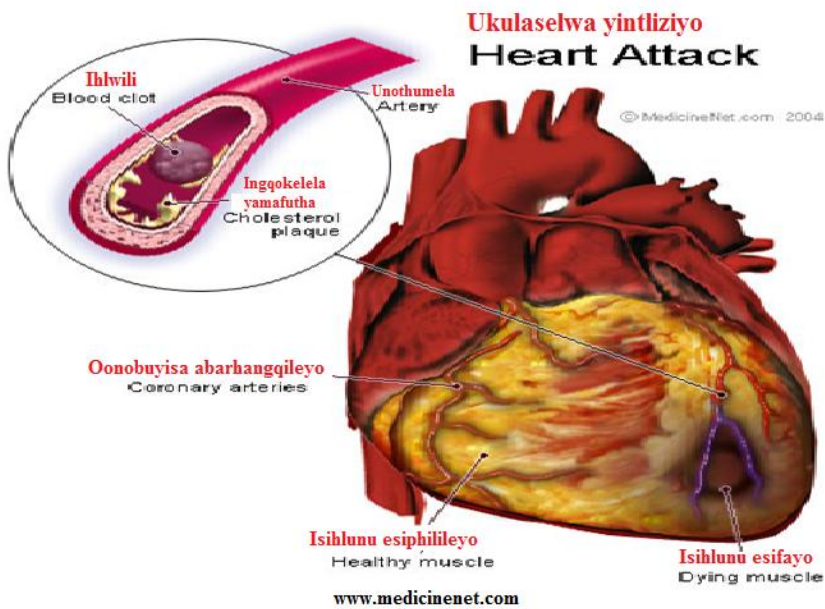
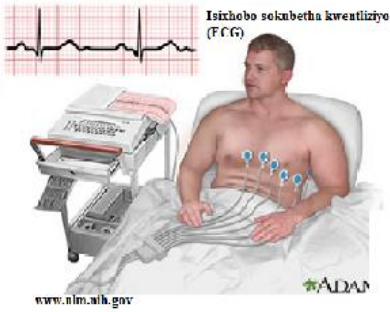


Diagram showing Heart attack



## Diagram showing CPR examples



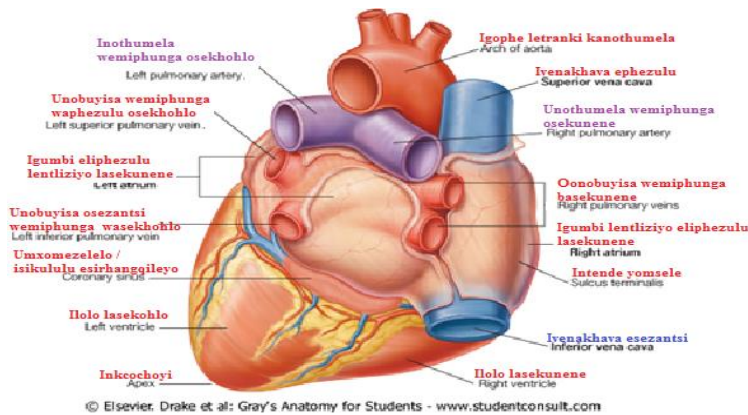
### UMSEBENZI WOKUMPOMPA INTLIZIYO (CPR)

1. Qethukisa intloko uphakamise nesilevu ade amazinyo abe ngathi ayadibana. Mjonge umamele ukuba kuko ukuphefumla na.
2. Ukuba umntu akaphefumli, mvale impumlo umvale umlumo usebenzise owakho. Nikezela ngokuzelelo ngompefumlo ka-2.
3. Beka izandla zakho esizikithini sesifuba kanye pakathi kweengondo. Beka isandla phezu kwesinye. Mana usityhala kangangama-30. Qhubeka ngokunikezela ngompefumlo ka-2 uphinde utyhale kangangama-30 kude kufike uncedo lwezempilo okanye umntu ade ashukme

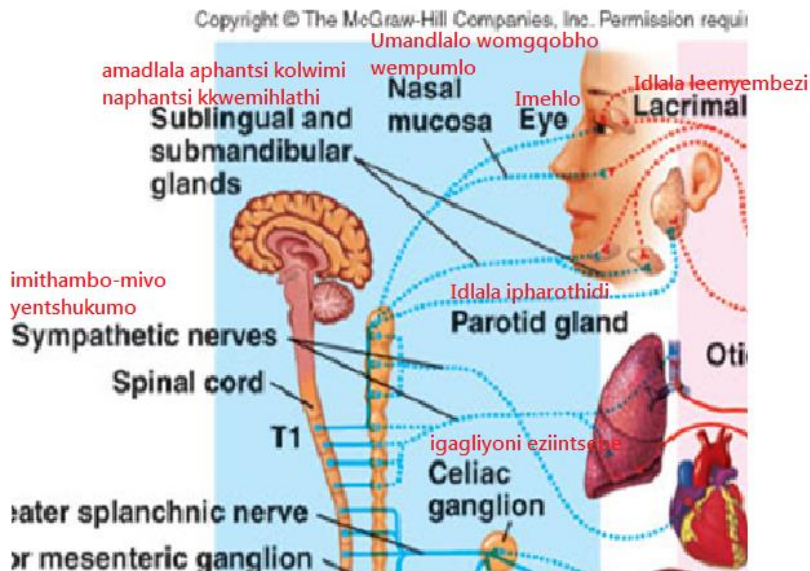


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## Diagram showing Orientation of the heart

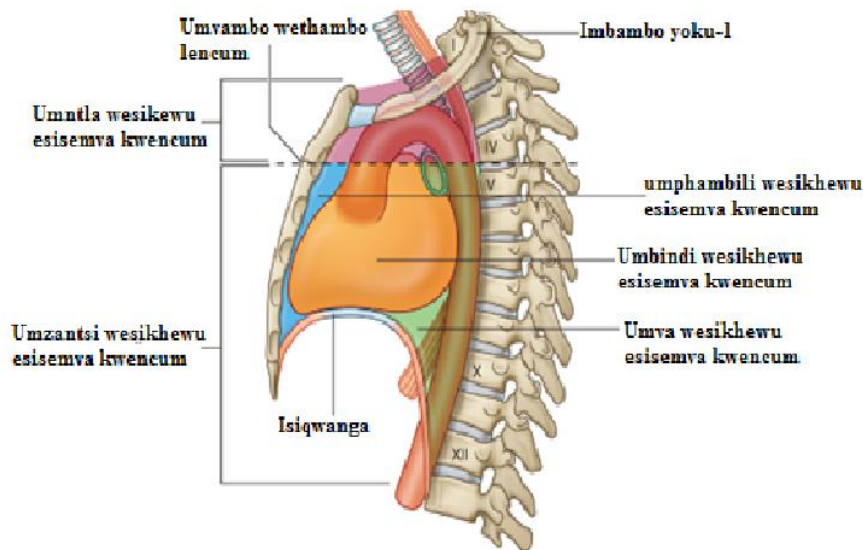


**Diagram showing Innervation**



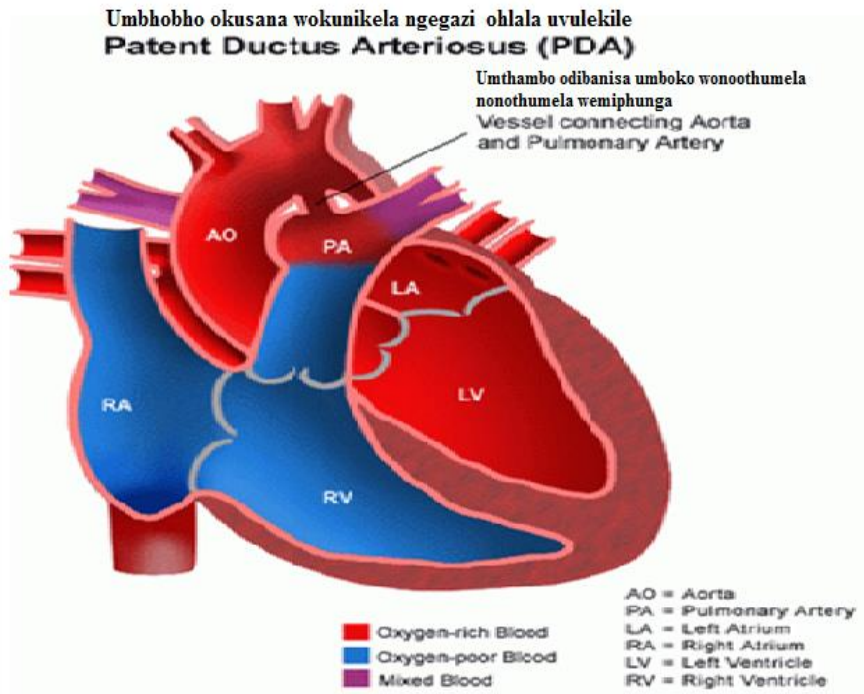
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**Diagram showing Mediastinum partitions**

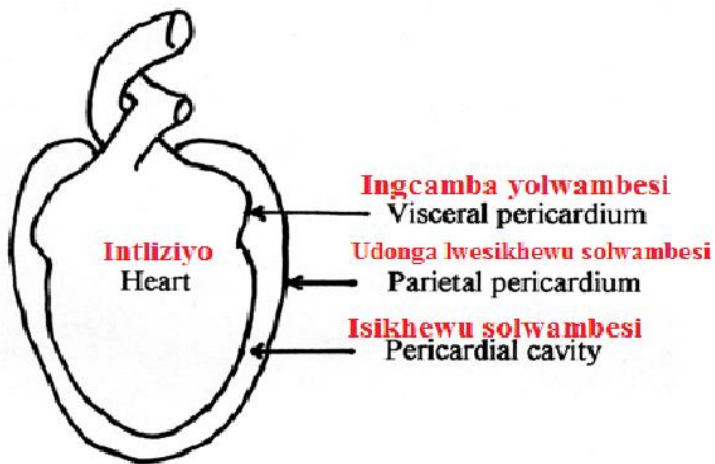


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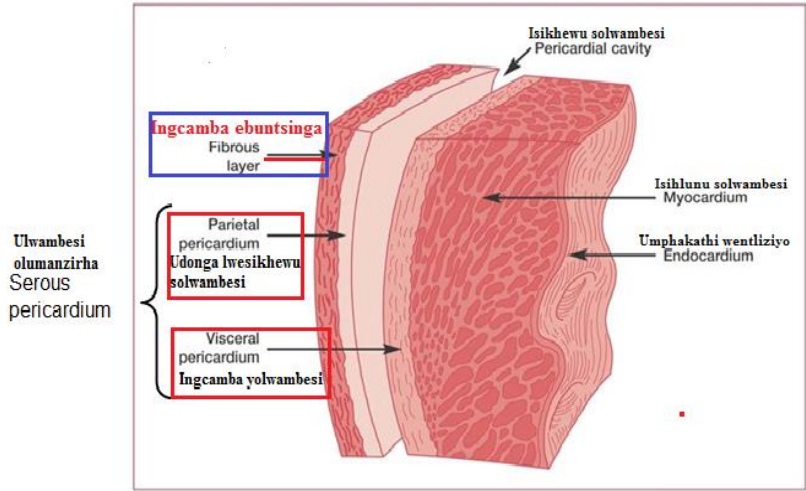
**Diagram showing Patent ductus arteriosus**



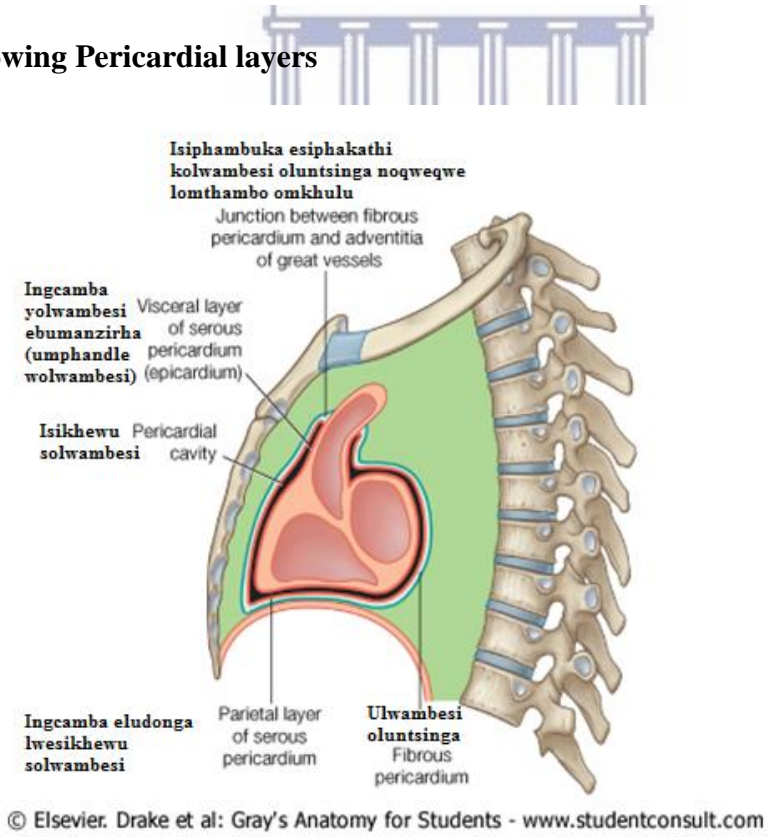
**Diagram showing Pericardium diagram**



**Diagram showing Pericardial cavity**



**Diagram showing Pericardial layers**

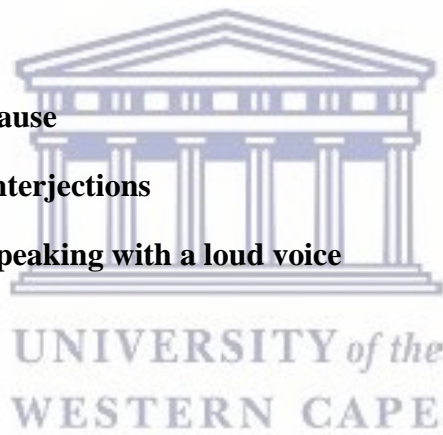


## APPENDIX V

### TRANSCRIPTION OF FOCUS GROUP DISCUSSIONS

*S* – *INTERVIEWER*  
*A* – *RESPONDENT 1*  
*B* – *RESPONDENT 2*  
*C* – *RESPONDENT 3*  
*D* – *RESPONDENT 4*  
*E* – *RESPONDENT 5*

... = **Pause**  
=== = **Interjections**  
Capital Letters = **Speaking with a loud voice**



## INTERVIEW 1

S: Ngokuya bendifka ndizama uku-introducer le topic yokuba senze I Hub ngesiXhosa, ingaba niyibone nje ngenkcitha xesha na? kuba ingathi Isixhosa asiwindawo, okanye nibone ngathi ingakhona into esinoyenza ngalonto leyo?

*[When I came to you trying to introduce the study where we would be looking at doing HUB in isiXhosa, did you see that as a waste of time because perhaps you believe that isiXhosa is not going anywhere or did you see something that can be done with it?]*

A: Mna andizange ndiyibone iyinkcitha xesha, ndayibona iluncedo because kaloku singabanye ngabanye thina asizo model C, ujoji uyasibetha kwezinye indawo. Ayindim ndodwa nabanye abantu base lokishini abangaka ngam abenza le HUB baninzi. Nabanye abayekayo ngenxa yale Hub, umntu apase yonki nto kwa third year akakwazi ukuya kwa 4th year nge nxa yale Hub baphela beyeka uyeva? Bahleli nezo modules zabo kuba betshone iHUB yodwa umntu akakwazi ukugqiba idegree yakhe ngenxa yale HUB because le HUB isisokolise kakhulu.

*[I never saw it as a waste of time at all. I saw it helpful because some of us are not Model C's. George (English) is hitting us hard. I am not the only one. There are people who come from locations who are as old as I am doing this HUB module. There are also those who dropped out because of this HUB, people who passed almost everything during their third year but cannot go to forth year because of this HUB and end up dropping out, you hear? They are sitting with those modules because they only failed HUB. A person cannot finish this degree because of this HUB and because this HUB has given us a tough time.]*

S: All right

*[All right]*

A: So isiXhosa si-right, ndayibona iyinto e-right mna leya.

*[So, isiXhosa is right, I see it as a right thing]*

B: Mmm mna ngoku wawuzo introducer uchaza ukuba ufuna ukwenza le nto ithile nethile nethile ekuqaleni ndabona mna ba NO i-impossible kuba kukho amagama anzima kwi-HUB oqonda ukuba nokuba ungawa-translator ngesiXhosa akusoze ulazi, like ok ndandifuna mna ukuba OK but ndaqonda ba izondinceda xandimane ndifunda mna lento ngokwe understanding yam ndizawukwazi OK into ethile , sometime into uyakwazi uyibeka ngesiXhosa xa uzibhalela mos, Obvious uzobhala nge-English

*[Mhm...when it comes to me, when you came and introduced this, explaining that you wanted to do this and that and that in the beginning, I saw that no it is impossible because there are terms in HUB that are difficult. I thought that even if you were to translate into isiXhosa, you will not be able to understand...like...ok I wanted...ok..but I realised that it is going to help me when I study this for my own understanding. Ok this thing, sometimes you are able to put something in isiXhosa when you are writing on your own, obviously you are going to write it in English...]*

S: mhm

[ok]

B: *But for mna ndindisithi izoba important because ezinyizinto awuzazi nge English but ngesixhosa at least uyakwazi uyazi*

*[But for me, I thought it was going to be important because some of the things are not understandable in English but in isiXhosa you are able to understand them]*

S: Mhm

[Yes]

B: *ndaphinde ndacinga like xa sisibhedlele like u explainela i-patient ibe ingumXhosa then uyayixelela ukuba unentliziyo or unendawo ethile nton nton , then amanye amagama e-English awuzi kuwazi ncam then iye isebenze apo nalapo ke*

*[Then again, I thought when we are in hospitals...like...you try to explain to a patient who is Xhosa-speaking that you have a heart disease or have this or that, then there are other terms in English which you cannot clearly explain, so it would work in that sense.]*

S: *O ookey akunyanzelekanga sonke siphendule lombuzo lowo ngaphandleni komntu ofuna ukuphosa esivivaneni, kodwa eyona nto ndifuna uyiqonda wena apha nje generally kukuba Isixhosa does it have a role to play mhlawumbi kwi sciences or kwindawo ezinje nge-hu...eeh... yabona okanye nakwezinye isciences izifundo zakona ?*

*[Ok, it is not an obligation that we all answer this question unless you have something to say or a contribution, but the main thing I generally want to find out is if you believe that isiXhosa has a role to play maybe in areas like HUB ...em...you see...or in other similar science fields.]*

C: *Xhomekeka nomntu like ukhe ubone siya-differ mos singabantu so lonto ithetha ukuthi isiXhosa kuwe xa usimamele okanye xa ufunda ngesiXhosa u-understand-a bhetele kunam mna mhlawumbi xandifunda ngesiLungu ndi-understand-a bhetele. Kuyohluka because singabantu siyohluka ne-background ziyohluka umzekelo uyabon because kum umzekelo isiXhosa kum sinzima kum yabo*

*[It depends to each person, like you see, we suffer as people, so that means when you listen to isiXhosa or read in isiXhosa you understand it better than me whereas for me when I read in English I understand it better. It differs because we as people have different background. For instance, for me isiXhosa is difficult, you see...]*

S: Mh.mh

[Yes]

C: *Because kum isiXhosa sinzima uyabona because ndikhulele eRhawutini so isiXhosa sam si...si- weak uya-understand-a, so lonto ibangela ukuba kubenzima xa ndizokumamela la record la...la nto yakho.*

*[...because to me isiXhosa is very difficult, you see because I grew up in Gauteng so my proficiency in isiXhosa is weak, you understand? So, that makes it difficult when I listen to your recording]*

C: Njee uqond' ukuba hee ezinye iindawo ziyandilahla hee sintsokothile isiXhosa salo mntu, incum ndiqond' ukuba yheyi hayi hayi, ndaqond' ukuba ndilahlekile ngoku kodwa yheyi ndaqond' ukuba si-i-nteresting because I don't need ukuba ndibe ndi-translator because kwesi siLungu xa sisithi... uyabona , because yi-language yam even though amanye amagama endohlula but ibangcono because i-sentence ndiyakuva xa uyithethayo xa uyicacisa phaya ndi-stuck nje kwezo nto zincinci yabo , i-usefull yona xa ungumXhosa uyi-undestand-a bhetele yonke la nto but uphinde ujonge enye ukuba ingantsokothi kakhulu uyabona because bakhona abantu ababhidekayo nto ezifana nezo nabangasazi kakuhle isiXhosa but lo nto ke does not mean ukuba ndithi hayi nton nton kule nto because i-usefull kakhulu.

*[so, you tend to think that em...I get lost in other parts...em, this person's isiXhosa is very deep. Incum (pericardium),...I tend to think, no...I discover that I am getting lost now, but wow! I also discover that this is interesting because I do not need to translate because even this English, you see...but then this is my language even though I find difficulty in some terms but it becomes better because I can understand the sentence when you say it, when you explain it but get stuck here and there in some areas, you see. It is useful when you are an isiXhosa speaker. You tend to understand it better and still hope that it does not get to be too deep, you see, because there are people who get confused, things like that, who do not understand isiXhosa that well. However, this does not mean that I am saying no, this and that, because this was very useful.]*

D: I would say the same thing, because I'm not very good in Xhosa.

*[I would say the same thing because I am not very good in isiXhosa]*

S: mh.mh

*[Yes]*

D: Like, am not so ke ngoku then there was elinye igama "rhangqa" yhoo ndaqond' ukuba kubi yhoo..

*[Like, I am not... so now, there was this term, 'rhangqa' (surrounding), wow! I thought it is quite bad...]*

S: ☺ ☺ ☺ ☺ ☺ ☺ laughing

*[laughing]*

D: So like yhaa it's a good idea yona but if you could try, and make it clear I don't know isiXhosa sase Kapa esizaw'ba accommodative kubantu abalapha kule environment you understand...

*[So, like yes, it is a good idea but if you could try and make it clear. I do not know Cape Town isiXhosa that is going to be accommodative to people in this environment, do you understand?]*

S: Yes yes

*[Yes, yes]*

D: Even though singamaXhosa sikhulele apha singabanye yabo ya understander si raw isiXhosa sakho...

*[Even though we are isiXhosa speakers, we grew up here (in Cape Town), you see? You isiXhosa is raw...]*

All: Laughing

C: Jonga umzek...

*[Look, for example...]*

B: Ndaqond' ukuba...

*[And I thought...]*

C: (pointing to another) uyambona usisi lo mhlaw'mbi uyasiva isiXhosa but akanamdla wokuyimamela la nto, because uyasiva. Apho ndaqonda khona, wandibuza ukuba yinton incum? Ndaqond' ukuba nam andiyaz ndaqond' ukuba aaaaah uyabona yajampisela ukuba ha aah yabo...

*[(pointing towards another participant) Do you see this lady? Maybe she understands isiXhosa but she is just not keen to listen to it because she already understands the language. I actually picked it up from when she asked me what is incum (pericardium)? I discovered that ah! I am exposed that no no, you see?]*

S: OK yhazi eeeeeeh kulo nto le yalo magama so apho into endinokuyithetha pha terminology?

*Ok, so basically what you are referring to here is the terminology?*

All: Mm mm mm mm mm mmm at once

*[Yes, yes]*

S: Yiyo le iyi-problem not necessarily indlela ecaciswe ngayo?

*[So, that is the problem, not necessarily the way it was explained?]*

D: Terminology is the issue

*[Terminology is the issue?]*

S: It is the issue. Oh! Now, let me try to put it ngolu hlobo i...i...i...i... ooo... These biological terms uqale nini ukuziva wena nje umthetho wako nokuba zii-cells , nokuba zizinto ezinjenge-oesophagus or njenge thymus umzekelo. Uqale nini ukuziva?

*[It is the issue. Oh! Now, let me try and put it this way. The...the...the...the... oh! These biological terms, when was the first time you came across them, for instance, cells or things like esophagus or thymus? When did you start hearing of such?]*

C: Lento sice iyisecond language kufuneka uyazile so kwa...kwa from back e-primary sihleli sititshwa kwa...kwapha...

*[Since this is a second language, you have to know it. So, from...from...from back in the primary, we were introduced to them from back then...]*

S: yes

*[Yes]*

C: so yonke la nto yasisa....

*[So, all that too us to...]*

A: ezi..

*[To...]*

S: Ndithetha ngee-terms ezi uqale nini uyazi or uqale nini ukuziva

*[I mean, with regards specifically to these terms, when did you get to know them or first come across them?]*

A: Ndiqale std 8.

*[In standard 8]*

C: Yhaa qale kwasezantsi yaphela seyihlala nase nqondwen ba I cell yinto ethile thile...

*[Yes, I started in the lower levels and then it was stuck in my brain that a cell is something like this...]*

S: Now, if uqale uyiva ngolo hlobo I'm sure ungena kwakho phaya ungena ungayazi bayintoni i-cell

*[Now, if you came across such terms that way, I am sure when you entered the class knowing what a cell is?]*

ALL: eeehh!! Mmmmm!!!

[Em...Yes]

S: Sometimes, kufumaniseke ukuba nangoku uyixelelwayo ukuba yintoni ngesiLungu ibe ungasuke uyixelelwe nangesixhosa ukuba yintoni kanye kanye i-cell akunjalo?

*[Sometimes, it happens that while you are being told in English, you wish you could hear it in isiXhosa as well what, for example, a cell is, is that not so?]*

ALL: mmmmmmmmm

[Yes]

S: Now, do you think ukuba ngaba mhlaw'mbi bekusithwa na xa ufunda iiiii iss iiiii I hub le mhlawumbi ufumanise ukuba if ubuqale mhlawumbi kwangesa siXhosa kwaphayaa ube sele waqhelana nala magama ibiza ku sebenzela lonto le? Let's say for instance if besithetha ngeeeee... ngawaphi kanene amagama ebesiwasebenzisa kanene...? Ngeee... i-pericardium for instance?

*[Now, do you think if maybe, if you were studying HUB, if maybe you started studying the...the...the...the..HUB module, perhaps realised that had you started it in isiXhosa early in primary or high school, by the time you do it here, you would have gotten used to the terms, would that have worked for you? Let us say for instance, if you were already using terms like...em...em, what terms? Pericardium, for instance?]*

A: mhm.mhm

[Yes]

S: Now if i-pericardium... if sikhumbula kakuhle bekuthwe lulwambesi Now do u think if ola lwambesi lela gama ubudibene nalo kwa kwa Std 8 umzekelo yabona that would make it easier mhlaw'mbi to understand?

*[Now, if the pericardium...if we remember correctly, we said it is 'ulwambesi'. Now, you think that term, 'ulwambesi' had it been a term you came across in standard 8, for instance, that would have made it easier to understand, perhaps?]*

3a Bekuzoba bhetele because kukho nala nto yokuba ok ndi-understand-e ngokwesiXhosa yonke into yabo qha yila nto yokuba ke wena bhutwam kwenzeke yonke into isisiLungu sesifike kuqala and ukhethe kuba awuna choice yabo...

*[It would have been much better because there is an issue whereby I understand everything in isiXhosa but my brother, it happened that everything is in English and thus you do not have any other choice other than English...]*

S: Ok ok ok

[Ok, ok ok]

D: there are challenges we trying to understand I hub in English xa sisiya kwisiXhosa, isiXhosa naso ngok haibo sinendawo zazo

*[There are challenges when we are trying to understand HUB in English, then when you goto isiXhosa, no, it has its own challenges.]*

S: ok ok

*[Ok, ok]*

E: Khawuthi ndingene nje kancinci apha kwelicala le terminology isiXhosa, ingathi siya silahleka kwaye ingathi siya siphela ...

*[Let me briefly share my view on the issue of isiXhosa terminology, it seems as if isiXhosa is getting lost and it is perishing...]*

A: mmmm

*[Yes]*

E: Almost ukubheka pha kwi 70% yabantu abatsha, kufumaniseke ukuba isiXhosa sabo ingathi abasazi. Singabanye thina sikhulele ezilalini sikhulela khona nje kweza terminology zipha ezinye zazo bezizazi thina ziyathethwa kakuhle ezilalini and zingaluncedo kakhulu kwi-science ngohlobo lokuba kubanzima kwa uxelela umzali wako. Akuxelele umzali ukuba ye mntwanam ndisuka esibhedlele kuthiwa ndine presha yintoni leyo, kubenzima ukumxelela kubenzima naxa usesibhedlele udibene nomntu othetha isiXhosa ukuba ugula yintoni uzakwenziwa ntoni

*[Almost up to 70% of the youth does know their own isiXhosa. Some of us grew up in rural areas. Growing up there, we already knew some the terminology used in your translation because they are spoken in rural areas and they can be very useful in science in the sence that, it gets to be very difficult to tell your parent. Your parent tell you that, 'my child, I am coming from the hospital and they told me that I have blood pressure, what is that? It becomes difficult to tell the parent. Furthermore, when you work at the hospital, and be in contact with an isiXhosa-speaking patient, it becomes difficult to explain what the disease is and what is to be done.]*

S: Mm mm ok, ok aaaah how about I English yona, I role yayo, would you say i-English is a superior language kunezinye okanye shall I say, would you like to see I English iyiyo yodwa ehamba phambili kunezinye kwi science

*[Em...ok, ok, em...how about English, its role, would you say English is a superior language compared to others or shall I say, would you like to see English bing the only leading language in sciences?]*

E: The way it was given to us it was always the superior language

*[The way it was given to us, it was always the superior language.]*

S: Alright, senditsho ukuba is that what thina we aspire to?

*[All right, what I mean is, is it what what we aspire to see?]*

C: Ingxaki thina we have been programmed, since eprimary ngalo ndlela ingxaki...

*[The problem is that we have been programmed since primary school, that way the problem [to think English is the superior language...]*

S: Xa uthi we are programmed uthini ndicela undicacisele

*[When you say we are programmed, what do you mean, please explain?]*

C: Sititshiwe ukuba English is the language ‘ it’s all about English, only way you can communicate nabanye abantu .... Common language

*[We are taught that English is the language. It is all about English. The only way you can communicate with other people...common language.]*

E: I think it has been socially ..... English has been acentric as this language ....

*[I think it has been socially...English has been accentric as this language...]*

S: ok oryt which means the way sikhule ngakona sikhule sisazi i-English as the superior language ?

*[Ok, all right, which means the way we grew up, we grew up with the idea that English is the superior language?]*

E: Yona asikhulanga siyazi as superior language, kuthi thina ifakwe ngathi ziblinkers ezi zifakwa emahashini ba makahambe straight , thina sikhuliswe ngolo hlobo ngathi i-English iyilinguafranka ngathi yeyona language ithethwa umhlaba wonke but ufumaniseka kumazwe amaninzi ayithethwa nothethwa kwa even oopresidenti bamanye amazwe xa besenza intetho emazweni abo ayithethwa nokuthethwa

*[We did not necessarily grow up knowing English as a superior language. It was just instilled to us as if we were like a horse given blinkers so that it could walk straight. We grew up in such a way as well with regards to English, being the lingua franca as if it is the only language spoken all over the world. However, you find out that in other countries it is not even spoken by the presidents of those countries when making speeches, it is not spoken.]*

S: ok

*[Ok]*

E: Izinto ezininzi thina apha e- Afrika sithathengokuzixelelwa umzekelo kuthwa apha kwakuko i-slave, kwakungeko slave apha ngabantu abathatwa apha bengezo slave benziwa islave ngoku ingathi apha kwakuko islave yinto esikhule sixelelwa yona lo nto even though ingekho njalo.

*[Here in Africa, we are told many things, for, instance, we are told that there were slaves. There were noslaves here. People were taken from here not as slaves but were made slaves. Now, it is as if they were slaves and it is something we grew up being told even though it is not so.]*

S: Ok, now, going forward ke ngoku would you like see isiXhosa sititshwa along side I English kwi hub umzekelo okanye would you be comfortable if kungathiwa utitshwa zonke ezizinto ngesixhosa sodwa

*[Ok, now, going forward, would you like to see isiXhosa being used alongside English in the HUB module for instance, or would you be comfortable if in all your subjects isiXhosa becomes the language used?]*

E: here is the thing adapting to another language is...

*[Here is the thing, adapting to another language is...]*

B: Yhaaa izokuba yingxaki ke ngoku...

*[Yes, it is going to be a problem now...]*

S: Ok so basically what you are saying is aaa you rather see them zihamba in parallel which means kukho isingesi kukho nesixhosa at the same time like ngolu hlobo besisenzangalo pa ezi notes

*[Ok, so what you are basically saying is ...em...you rather see them parallel which means, English and isiXhosa going together just like we did with those notes I provided?]*

B: Kungangcono kanjalo...

*[That would be much better]*

C: Yhaa kungangcono kanjalo ukwazi uku comperisha ba yhaa yincum le yhaa yi pericardium le so ube familiya kulento ithethwayo kuthi thina bantu bane ngxaki nesixhosa

*[Yes, it is much better like that so that you can be able to compare that yes that is 'incum' this side and it is 'pericardium' that side so you can be familia with what it talked about especially to people like us who have a problem with isiXhosa.]*

E: Ingalu ncedo kakhulu bhuti ngohlobo lokuba xa sinothi sisityeshele isiXhosa kuqhutyekwe nesiLungu abantu abaninzi nabantu abadala bayafuna ukuqhubekeka kwaye ngabona baqhubekeka kakhulu. Xa kunokuqhutyekwa ngesiLungu sodwa lo nto ingababekela ecaleni umzekelo nanku umzali isiLungu akasazi kukhona afuna I drivers licence isilungu akasazi ukubana belingeko icala lesixhosa xa eyobhala I leaners license yake abezokube secaleni...

*[It would so much help, brother in the sense that if we can neglect isiXhosa and continue with English, many people including the elders want to continue with English. In fact, they are the ones especially, who very much want to continue with English, even though continuing with English would still marginalize them. For instance, here comes a parent who knows nothing about English but wants to a drivers licence. If there was no isiXhosa side when writing learner's licence, that parent would have been disadvantaged.]*

ALL 'Mm

*[Yes]*

A: mm besizosafarisha...

*[We were going to suffer...]*

S: Ok kulo point kanye ke ngoku taking us forward to use of isiXhosa nesiNgesi at the same time yhaa together, ndifuna nje undithathe undise when you started looking at isiXhosa kwiHUB le besiyenza and looked kwi-English. How did you actually compare the two ngela xesha wena ubuqonda ukuba ufuna umamela la CD okanye ufunda la maphepha zeziphi izinto ezithe zakwenza uqonde ba isiXhosa asiyilungelanga I science okanye siyilungele iculture ..?

*[Ok, on that same point now where isiXhosa and English can be used together, taking it forward. I want you to take me back to when you started looking at HUB in isiXhosa particularly, the one we did and looked at English. How do you actually compare the two while you were watching the DVD or reading the notes? Also, what are the things that made you realise isiXhosa is not effective or it is effective in studies like science?]*

D: I think the only issue with me was the big words but ke it was helpful but ibengala magama kengoku esixhosa ubona ukuba yhoob uyo find out-a encwadini kengoku, ube sowuyi-understanda endaweni yoba ubuzokulijonga kwi-HUB then xa usiya kwisiXhosa qonduba ok ndiya andastenda qha sometimes kengoku ujonge i-HUB xa usiya esiXhoseni still ufike funeke uyo find out ukuba yintoni le .. yabona. Mna I think that was the only issue otherwise ....

*[The only issue with me was the big words but then it was helpful but there were those big terms in isiXhosa that made me see that I have to also find out from the book (isiXhosa dictionary) in order to understand instead of looking at the HUB book. Then, when you look at isiXhosa you start understanding sometimes but other times when you go to isiXhosa to understand you still need to go and find out what that word is, you see. SO, for me that was the only issue, otherwise...]*

S: Is it not the same thing oyenzayo mhlawumbi xa unikwe I English yodwa ?

*[Is it not the same thing you do when you are given the English-only text?]*

D: But kaloku English is easier ngoku

*[But now, English is easier]*

S: Ok ok

*[Ok, ok]*

C: But mna indincedile shem to be honest. Bendisithi umzekelo, xa ndifunda,... kubhaliwe mos gesiXhosa kula video hne?

*[But to be honest, when it comes to me, shame, it helped me. For example, when I read, it is written in isiXhosa in that video, right?]*

S: If ndikhumbula kakuhle sikona isiXhosa....

*[As far as I can remember, yes, there is isiXhosa.]*

C: Iyenze ndabona ukuba hayini ukhe ubone into uyifunde ubone ukuba uyazi ngengqondo but ke ngoku xa sele uyi-understand-a ngokwe-understanding ye-language yakowenu uqonde ukuba hayi man yenze i-sence ihlale entliziyweni ihlale nasengqondweni because uza kuyikhumbula mos kunokuba ube unqayana nezi sentence so ivele ibe real xa sele I translethwe nge-language yakowenu

*[It made me truly realise that no, have you wondered how you get to study something and realise that you understand it in your head. But you realise that no man once you understand it in your own language, it makes sense and stays in your heart and also stays in your mind because you will remember it this time instead of cramming these sentences. So, it becomes real when it is translated into your own language.]*

S: Oraythi

*[All right]*

E: Mna ngelixesha ndandiqala ukudibana nayo kuba sele sikulo mgangatho sikuwo ndaqonda ba izakuba nzima kodwa ukuba besibuyela ekuqaleni inoba kwakupha ko Std 4 ufumaniseke ukuba ngoku kuthiwa nizokufunda inovel ufumaniseke ba amagama odibana nawo ngala magama kuthiwa zii-bombastic words kufumaniseke ukuba kunzima uyaqala ukudibana nawo. Ibibakona i-dictionary apo ikunceda kona naso isixhosa ukubangaba singaqalwa pha kulamgangatho usezantsi nangoku zikhona I dictionary zesixhosa umntu xa edibana nelogama limxake uzobheka kwi dictionaty but xasele uqhubekeka nayo lento izode ufumaniseke ba iba lula njesilungu esi cause isilungu naso wasiqala kancinci zange uvele sele usithetha

*[When, it comes to me, when I first encountered this, because we are already in this level, I realized that it is going to be difficult. However, if we were to take it to perhaps to the standard 4 level where even when you read a novel, you encounter words referred to as 'bombastic' words, which you encounter for the first time, there was a dictionary which helped you understand. If being taught this in isiXhosa starting in the lower levels, and have dictionaries in isiXhosa so that when a person encounters that difficult word, he/she can use the isiXhosa dictionary. But when one continues with this, it will eventually become easy just like this English because the English itself one learnt it gradually, he/she did not just speak it out of the blue.]*

C: So yiyo ke lento iba yichallenge cause sithe gqi sele sibadala yonke into sisilungu so isixhosa basishiya eback and theres no way ba singajika siyosithatha...

*[That is why it becomes a challenge because this translation has come at a later stage when we are much older, and everything is in English. So, isiXhosa has been left at the back behind, and there is no way that we can turn back to fetch it...]*

A: But siyabuyiswa ngok isixhosa aph' eBush nge opening day kwathwa kufunabantwabazo kwenzi I education abantu abazi titsha isixhosa ezikolweni kuba kuyabonwangok ba isixhosa siya siphela abantwana bafundiswa ezikolwenizabelungu so kwatshiwo eBush..

*[But it is being brought back here in this university. During the opening day, it was said that students who are going to do education, students who are going to be isiXhosa teachers iin schools are needed because it has been discovered that isiXhosa is perishing and children are being taught in English schools. It was said in this university.]*

S: waww bendingayazi kwalonto leyo 😊 😊

*[Wow! That I also did no know.]*

A: Ubungayazi ? hayi kwatshiwo eBush

*[Did you know? They said it in this university]*

S: All right

*[All right]*

E: Isixhosa ngoku siyaphela abantu abaninzi bazakuxelela ngok bay yintoni i-need ykuoba abantwana bam babe befunda isixhosa if bayakwazi nje ukusithetha nabantu abangamaXhosa ayisekho nge-language ingemali kangangokuba kuthiwa kwalapha eMzantsi eyona language ibhatala kakhulu akuqali kwa i-languages zalapha ...

*[IsiXhosa in our days is perishing. Many people will tell you, what is the need for my children to study isiXhosa if they can speak it with other isiXhosa-speaking people?it is no longer about the language, it is about the money to an extent that in South Africa the language that pays more is not a language from here.]*

S: Whaau.

*[Wow!]*

E: Eyesithathu i-language yalapha sisiZulu isiXhosa izoba sesesine

*[IsiZulu is the third one while isiXhosa is the fourth.]*

S: Basically eyonanto siyithethayo isixhosa esi , eza lecture material zaziryt zona qha ingxaki ingase kusetyenziswe amagama angathi ...

*[Basically, what we are saying is that isiXhosa, ...those lecture materials were all right but perhaps there should have been words that are===]*

E: ===aqhelekileyo

[===frequently used]

S: umzekelo uba besithetha ngentlizio , iqhelekile ryt but ke if besithetha ngamagama anje ngo pericudium mhlwumbi yabo...

*[For example, if we talk of intliziyo (heart), it is a known word, right? But if we speak the term pericardium maybe, you see...]*

C: umzekelo kutwa ipericudium icaciswe nangesixhosa bayenzani ngeke uphinde uyilibale...

*[For example, if we refer to pericardium it should be explained in isiXhosa as to what is its function, that way it will not be easy to forget.]*

S: Ok ok so siyavumelana ba isixhosa esi singasetyenziswa qha amagama funeke sizame ukuwacacisa?

*[Ok, ok, so we all agree that if isiXhosa could be used but the terms should be explained?]*

A: Ewe

*[Yes]*

S: Because I think pha ekuqaleni ubuyakhumbula pha kula vido ekuqaleni kuzanywa ukucaciswa ona la magama yabona but ke ngoku njengokuba usiya uphinde ulibale ukuba kanene ukuba kekuthiwe yintoni leya singabe siyavumelana kulo nto leyo?

*[Because I think in the beginning if we remember correctly in the video, there was an attempt to explain the terms, you see? But then as you go on in the video you tend to forget some terms as to what was referred to as what, do we all agree with that point?]*

All: “ yhaaaaaaaa”

*[Yes]*

S: Ok, all right, now, kuzile kweza kweza kukho la test besikhe sayibhala uyabona ndifuna ke undise kulo nto leyo besikhe sazama uku-consult-a eza lecture materials esiXhoseni nasesiNgesini for la test?

*[Ok, all right, now, it went on and on and then we got to the test, you see? I want you to take me to that part. Did any of you consult any of those lecture materials that are in isiXhosa and English for that test?]*

C: Khawuphinde umbuzo

*[Can you please repeat the question?]*

S: uyakhumbula ngoku basizawwubhala la testanyana...?

*[Do you remember the time we were going to write that small test...?]*

A: yhaa...

*[Yes...]*

S: So, sikhe saya mhlawumbi si...sithi ok... kwakuzakubhalwa mos ku lecture 1 qha and u lecture 1 wayekhona wesiXhosa ekhona owesiLungu, yeyiphi yona esike sayijonja kakulu pha phakathi kwazo?

*[So, did we maybe...we...we...ok...we were going to write from lecture one only and lecture one was in isiXhosa and English, which of the two lectures did we consult more?]*

C: Heyi! Kuba ke sasileqa mna andifuni ukukuqhatha la mini wafika ngexesha elirongo .. kuba sasileqa ukuyokubhala

*[Wow! Because we were in so much hurry, and I do not want to lie to you, you came at the wrong time that day because we were all rushing to go to write another test.]*

All: Laughing

S: Ok zezimpendulo zifunekayo ezi ukwenzela sizokubona ukuba singayenza njani le nto ok kuba sasileqa kwanyanzeleka ukuba sikhe esiLungwini?

*[This is exactly what I want, honesty so that we can see how we can do this. Ok, you are saying we were rushing so you decided to only look at English?]*

B Sakha esiLungwini

*[We chose English.]*

S: Bendizobuza lo nto kanye ba sakha esilungwini yilento yoba siqhelekile ?

*[So, I wanted to ask that question. So, you chose English because you were in a hurry]*

A: Ewe enye into kwakuseku-late and kwabe kufuneka sibhalile.

*[Yes, another thing is that it was already late for us because we needed to go and write.]*

B: Mmmm

*[Yes]*

S: All right

*[All right]*

A: Hub inzima le

*[This HUB is very difficult.]*

S: hii hi hih iiiih ii oryt

*[Laughing, all right]*

D: Siyalibazisa yoo isixhosa ithi isentence iyi 1 ibeyi paragraph.

*[IsiXhosa is time consuming. One sentence can be equivalent to a paragraph.]*

S: All right, mandi... ndinto... ndinombuzo nje endirhalela ukukhe ndiwubuze. Generally xa sizokubhala i-test umzekelo le ye-HUB eeeeeeh!! Ingaba akhona amthuba whereby mhlawumbi sifunda siyigroup masiqale apho kuqala?

*All right, let me...I have..I have a question I wish to ask. Generally, when we are going to write a test, for instance the one for HUB, em...are there instances whereby maybe we study as a group? Let us start there first.]*

A: Ewe siyifunda siyi group umntu uqale azfundele

*[Yes, we do study as a group, but you first study on your own.]*

S: Njengokuba nifunda niyi group===

*[While studying as a group===]*

A: then sidibane sithathe previous question papers yabo si sidiskhase zona

*[===then we meet up and take previous question papers and discuss them]*

S: Ngelix esha nidiskhasayo ingaba nidiskhasa ngesiLungu okanye ngesiXhosa?

*[While you discuss, do you discuss in English or isiXhosa?]*

All: Siyaxuba siya-mix-a

*[We mix]*

S: OK all right senditsho ukuba iye ivakale bhetele ? kuba hayi maan apha kuthethwa ngee pericardial effusion uyabona? Njengok'ba kuthethwa ngee-pericardial effusion nje, ufumanise ukuba uyazi itsho yavakala kamandi ngesiXhosa xa ndithe ndathetha ngokuphuphumala kolwambesi uyabona kanti ngula effusion lo thetha ukuphuphumala then ye ndiyi andastende nto ba yincindi le kuthethwangayo ngaba iyanceda?

*[Ok, all right, I mean, does it sound better or does it induce better understanding? This is because no man, here, there is pericardial effusion, you see? When referring to pericardial effusion, do you find instances where it induces a better understanding in isiXhosa when I for instance the term is used 'ukuphuphumala kolwambesi' you see? Only to find that it is that effusion that means 'ukuphuphumala (overflow), then I get to understand it better that it is the fluid that is referred to here, does that help?]*

All: Iyanceda

*[It helps]*

B: Nakwi question paper ngase soloko ikona

*[I wish to see this in a question paper as well]*

A: isincece kakhulu

*[It helped us a lot]*

E: Kangangokuba apha kwi HUB iyafundwa kakhulu bakona abayaziyo nabayithandayo abanye bayifunda njee ngelo xesha bakwazi ukuyipasa kakhulu ngoba if izakubhalwa ngoku i-HUB abantu benza la nto kuthiwa nunkqaya.

*[As a result in HUB it is studied a lot. There are those who know and like it. Others study it during the time they are going to write just to pass it and they pass it a lot too because if HUB is going to be written now, they do what is known as cramming.]*

A: yhaa

*[Yes]*

E: Unkqaya unkqaye noo-is ubuye ne total okanye wakugqiba ufumaniseke ukuba walibala igama layi 1 uyilibala yonke la nto

*[There are those who know and like it. Others study it during the time they are going to write just to pass it and they pass it a lot too because if HUB is going to be written now, they do what is known as cramming]*

S: Yhoo!

*[Wow]*

E: Kanti ukuba le nto ibititshwa ngesiXhosa uyayazi le nto akukho ne-need yokuba ube uyinkqaya...

*[Whereas, if this was taught in isiXhosa, there would not be a need to cram.]*

All: Yaaa...

*[Yes]*

S: All right, eeeeh siya ekuqweleni zinkosi uyabo njengokuba sizoqwela nje ndifuna nje i...i...i...i...i , kula test sigqibokuyibhala kukhe kwakho into yokuba ufumanise ukuba bakhona abantu abaphendule ngesiXhosa ingaba sinabo apha?

*[All right, em...we are coming to the end of this conversation. Now that we are about to finish, the...the...the...the, in the test that we wrote, I found out that there are those who answered the part in isiXhosa, do we have them here?]*

(No one raised hands)

All: Laughing

S: Besinabo abantu ebebe phendule ngesixhosa

*[We had people who answered in isiXhosa.]*

A: laughing ewe bebekona

*[Yes there were]*

S: Senditsh' ukuba sinabo apha ?

*[I mean do we have them here?]*

ALL: Again no one raised any hand

A: Hayi bahlala e loxion

*[No, they stay in informal settlement]*

*All of them laughing again*

S: Because i...i...mandithethe inyani. Uyazi aba bantu baphendule ngasiXhosa ndiye ndothuka because i-most yabo kuye kwafumanisa ukuba baye bafumana ii-higher marks than aba bantu bebephendula ngesiNgesi.

*[Because, the...the...let me tell you the truth. Do you know that those people who answered in isiXhosa surprised me because I discovered that most of them got higher marks than those who answered in English.]*

A: mmm

*[Yes...]*

S: And ikhe yandothusa lo nto leyo kancinci. Inokuba yenziwe yintoni kengoku lo nto? Ndiye ndazibuza.

*[And that surprised me a bit. What caused that? I asked myself.]*

B: Mhlawumbi baqale kwaphaya esiXhoseni ukufunda i-question baqhubeka nayo

*[Maybe, they started on the isiXhosa version and continued with it.]*

S: Wena wavele wangena esiLungwini?

*[And you went straight to English?]*

C: Ingxaki yam yaba lixesha

*[My problem was time]*

S: Ok ok ok so now if bekusithiwa umzekelo nantsi i-HUB, zonke ii-lectures zabo zingsexhosa nangesingesi inga-right lo nto leyo?

*[Ok, ok ok, so now, if for instance here is HUB, and all lectures are in both English and isiXhosa, would that be fine for you?]*

All: Mhm.mhm

[Yes]

S: Now, ke ngoku sisene-problem yokuba xa mhlawumbi usiyokubhala umzekelo kusabhalwa nge-English ayinakusichana lo nto leyo?

*[Now, we are still having a problem of for instance, when writing, we still write in English, would that not cause a problem?]*

E: Eyiphi? Le yokuba kubhalwa nge-English?

*[Which one? The fact that we are still writing in English?]*

A: Ayinakusichana ngento yokuba oko wawufumana ii-notes===

*[It would not be a problem because all this time you get your notes===]*

B: ===Awuzifumani ngesiXhosa?

*[You do not get them in isiXhosa?]*

A: === uzifumana ngesiNgesi , uyacaciseleka kengoku into ongayiqondiyo nantsi yacaciswa phaya esiXhoseni. So, uyakwazi ke ngoku uthi xa uphendula ke ngoku, uphendule ngesiNgesi kuba uyivile. Uncedwe sesa siXhosa.

*[===you get them in English, but you get the explanation and what you may not understand in isiXhosa. So, you are able to answer now in English because you have understood. You were assisted by isiXhosa.]*

B: Ewe

[Yes]

C: Kuba ubusowuyazi uthatha nje ngokudibanisa amagama kube sekuphuma le nto ifunwayo (laughing).

*[Because you already knew it (in isiXhosa), all you do is put words together to produce what is required, (laughing).]*

S: Because into endibuzisayo, if bekuthwa mhlawumbi nazi sizenzile ke ngoku ii-HUB sazenza neeeee... sazifumana ngesiXhosa nangesiNgesi, bekuzakubanjani ukuba ne-assessment le ne-exam ibibekwa ngolo hlobo, Ibinganjani lo nto leyo?

*[Because, the reason I am asking is that, if maybe we did, HUB and the... and managed to do them in isiXhosa and English, how would it be if the assessment and exams was also the same (in isiXhosa and English), how would that be for you?]*

A: Ukuba zititshwe ngesiXhosa?

*[If they they were taught in isiXhosa?]*

All: (Talking at once, excited voices) ngesiXhosa?

*[(Talking at once, excited voices) in isiXhosa?]*

S: Both ngesiXhosa ne-English

*[Both in isiXhosa and English.]*

A: Singavuya kakhuulu gqithi

*[We would be very happy]*

B: Usenokuthi iquestion.... Interrupted

*[The question may say===]*

C: Ukhe uyibone i-question ungeva kwale nto ifunwayo===

*[Have you experience a situation where you do not even understand what is being asked===]*

All: Talking at once

A: Ubenewari ngoku kuba bendiyazi la answer qha bendingayiva ba ithini i-question

*[Then you get so worried because you know the answer but did not understand what was asked]*

B: eeeewe

*[Yes]*

E: And injalo inganceda lo nto leyo ufumaniseke ukuba into eyenzekayo ngoku ufumaniseke ukuba siyabhala ngoku from lecture 1 to lecture 15 njengokuba abanye benkqaya abanye befundela ukuyazi if uyayifunda nje la nto ngesiXhosa uyayi-understand-a akukho ne-need le yokuba ube unqaya kanti ekuyifundeni kwako ngesisi Lungu wayinkqaya ubanewari ukuba i-question ethile ingase ingaphumi kuba inde le nto ndiyinkqayayo.

*[And it is like that. You find that what happens is we write now from lecture 1 to 15. While others are cramming others are studying to understand. If you were to study it in isiXhosa, you understand, there is no need to cram whereas when you study it in English and cram it, you get worried and wish that a certain question would not come out because you need to cram a very long chapter.]*

A: Izakuba ndimshiye namhlanje u question X ndanshiya apho lo 5 marks

*[You will get to a point where you say, 'I left that 5 marks']*

All laughing at once

S: Now...

*[Now...]*

(All talking softly and low)

S: ...no guys singathetha sidinwe ngalento. Eeeeh now kengok ukuya phambili yabo xa nohlukene ne hub yabo xa ujonge abantu abazayo would you recommend ukuba===

*[...No guys, we would talk till we get tired about that. Em...now, going forward, you, when you do not do this HUB module anymore, when you look at people that are yet to do this module, would you recommend this===*

A: ===bangancedakala

*[===this would help them]*

S: ===ukuba bangene kuzo zombini isiXhosa nesiLungu

*[If they could get it in both isiXhosa and English?]*

All: Yes

*[Yes]*

A: Eeeeeewe akuzi bantwana bodwa nabante abadala bayeza ba aplayile bayeza bazofunda

*[(Long yes), it is not just children but elderly people also come and apply, they come and study]*

S: mmm

*[Yeah]*

A: because ayigugelwa

*[Because you never get too old to study]*

ALL: (laughing)

S: kawuzi picturisha sele kusithiwa nguwe lo utitsha le hub mhlawumbi kubantu abathetha isixhosa kuphela would you be willing wena ukungena utitsha le program

*[Can you picture yourself being the one to teach HUB maybe to isiXhosa speakers, would you be willing to enter such a program where you teach them?]*

All: Soft voices mumbling

S: xasele kustwa wena kawuke u tyhutharisha le hub ngesixhosa nangesingesi ?

*[Let us say, you are asked to tutor this HUB in isiXhosa and also in English?]*

C: Hyi yho zinto ezi ncinci ezo

*[No, that is nothing]*

B: Because ndizokube ndinayo lento ndizoyititsha

*[Because I will have the skill of what I will be teaching]*

S: Could you recommend kwabanye abantu ukuba bayenze lonto leyo ?

*[Could you recommend it to other people to take on HUB in isiXhosa?]*

A: Yes

*[Yes]*

S: Because ndiye ndajonga i...i... umbuzo ebendikhe nawujonga phaya ndafumaniseka abantu abaninzi bathe ee... isiXhosa hayi isiXhosa si-right ukuba makubekho ii-lecture materials kuzo bakugqiba bathi ekuphenduleni umntu sele itshintshe ingqondo, ingaba bakhona abantu abayifumeneyo lo nto? Okanye aqonde ukuba esi siXhosa ayisiso esi bendisicingela ukuba yhei ayisiso esi siXhosa bendicinga ukuba izokuba siso ndi-endaphe ndisithi NO isixhosa asinakuyilungela lo nto leyo ngaba bakhona na abantu abayifuneneyo lo nto leyo?

*[Because I looked and realized that the...the..., the question that I looked at people said it is right that there could be lecture materials in isiXhosa but on the second questionnaire, they answered saying no, changing their minds. Do we have people who answered like that here? Or someone who thought isiXhosa was necessary but changed minds realizing that this is not the kind of isiXhosa that I was expecting and ended up saying No isiXhosa is not be used in sciences. Do we have any one who share the same sentiments?]*

All: (in soft voices) mm mm

*[(in soft voices) yes]*

S: So eyona nto iyi problem ngala ukumagama akoyikisayo not necessarily ukuba isiXhosa asikho right eeeeeh I think?

*[SO, the problem is the terminology used that scares you not necessarily that isiXhosa is not right, em...I think?]*

ALL: (Laughing voices)

S: Ndikhe ndayicinga lo nto leyo, sele sibugqiba eeeeeh ukuba ngaba besenijonga I terminology le isetyenzisiweyo phaya ayinoba bhetele mhlawumbi ba singakhe sihlale sonke siyicacise la magama anzima sihlale sonke siwaqulunqe Sisonke okanye la mntu uzanawo makazenawo eyedwa?

*[I thought about that. We are almost done. If we could look at this terminology that has been used in the isiXhosa material, would it not be better if we all could sit together and come up with terms or do you prefer the person who came up with them to continue to do so?]*

D: That might help but lixesha eli lifutshane liyi challenge

*[That might help but the time we have is short and limited.]*

S: Okanye sihlale kwa phaya ngeholideyi...?

*[Or else during the holidays...?]*

D: Iyingxaki kwayona I nursing ingumsebenzi inga right lonto leyo but ingayi challenge

*[That is still a problem because nursing is work on its own, it would be right but it would be a challenge.]*

S: Ingathiiiiiiii zonke ezizinto bedizifuna ndizifumene

*[I think I got most of the things I was looking for]*

All: (laughing)

S: Mandibulele zinkosi if iphinde yakhona enye into sakuphinda si-emailelane

*Let me thank you, if there is another thing, we will email each other for now, good luck with you exams if I do not see you again.*

*END.....END.....END OF INTERVIEW 1*



UNIVERSITY of the  
WESTERN CAPE

## INTERVIEW 2

S – INTERVIEWER

B2 – RESPONDENT 1

C2 – RESPONDENT 2

D2 – RESPONDENT 3

E2 – RESPONDENT 4

F2 – RESPONDENT 5

G – RESPONDENT 6

S: *When I look at Question 4, which said “even if it were possible to use isiXhosa for teaching and providing lecture materials in my HUB 228 module, that could not happen now. It would take a very long time for the language to be developed, before it could be used.” Abantu abaninzi in fact iddiffence yona yi 41 percent, for instance iresults zayo yona la question. Abantu abaninzi... eh... abantu abaninzi babesithi naaah we don’t think it’s going to be possible and abantu abaninzi babesithi it would take a very long time for it to actually work but then again kwiquestionnaire yesibini ndafumanisa into yokuba no man there are a lot of people abathi no maan it won’t take a very long time ingenzeka le nto, bendifuna nje nihlomle apho Kanye ukuba kuye kwathini*

*[When I look at Question 4, which said “even if it were possible to use isiXhosa for teaching and providing lecture materials in my HUB 228 module, that could not happen now. It would take a very long time for the language to be developed, before it could be used.” Many people in fact, the 41 percent, for instance resulting from the question. Many people... eh... many people were saying naaah... we do not think it’s going to be possible and in fact, many people were saying it would take a very long time for it to actually work. But, then, again on the second questionnaire I found out that no man there are a lot of people who say no maan it won’t take a very long. This can happen. I wanted to find out from you if maybe there was any change to what you may have believed before in respect to the initial 41% to the increased number that said. I wanted you to share your views on that. What has happened, did you perhaps have a change of heart?]*

B2: Ukuthitshwa isiXhosa, i...i.. iHUB ititshwe ngesiXhosa?

*[You mean em...em...HUB being taught in isiXhosa?]*

S: Ya, ngolwa hlobo ndandenze ngalo. Lo mbuzo wawusithi em.ndicinga okokuba ingathatha ixesha elide before that happens.

*[Yes, exactly the way I did it. The question basically was trying to find out if you...em...em if you guys thought..em eh...yes, it would take a very long before that happens.]*

B2: Ok

*[ok,]*

S: but apha e...ndiye ndafumanisa ukuba after niye nayibona loo nto leyo ukuba ingenzeka liye lenyuka inani labo bantu abthi ya ingenzeka.

*[but here, I found out that after you have seen this happening, the number of people who said yes, it could happen increased.]*

B2: Ingenzeka.

*[It can happen.]*

S: Yes?

*[Yes?]*

B2: Ndicela ukuphendula mna bhuti wam le ndawo. Mna ndiyangqinelana naba bathi ingenzeka nam ndiyayivumela ukuba ingenzeka loo nto leyo, uyabona? But it would be difficult because some of us esingamaxhosa asisazi kakuhle isiXhosa, bona? And abanye bethu abafundanga siXhosa eHigh school only ePrimary ingenzeka yona qha ingaba nzima.

*[May I please answer this part, my brother. I was one of the people who said yes, it could happen. But it would be difficult because there are some of us who are isiXhosa speakers who do not know isiXhosa very well, you see?.. And some of us did not do isiXhosa in all our High school years, some only in Primary. So it is possible but it could be difficult.]*

S: Oh, ingaba kukhona omnye ofuna ukongeza or onayo into, mhlawumbi ...em...em....andifuni kuthi enxamnye but ke something edifferent kunale

*[Oh, is there anyone who wants to add...em..em...I do not want to say something different but something contrary to what the lady said and maybe shed more light?]*

C2: isiXhosa siquzile...isiXhosa. Abantu abaninzi abawa..abazazi iiparts zomntu, or inkomo nokuba yintoni na, iiparts ngesiXhosa. Yenye yento eyenza ingxaki.

*[IsiXhosa is very deep (complicated)...isiXhosa. Many people do not...do not know some human parts, or maybe cows whatever it may be, the parts (anatomy) in isiXhosa. That is part of the problem.]*

D2: Hayi mna ndinale nto, if..if ibiqale from like apha eYunivesithi, if ibiqale mhlawumbi from first year maybe, mhlawumbi ibinokuba nechange coz ngoku iHUB i...imore like

deeper kwisecond year more than kwifirst year. So, if like besinokuziqhelanisa nayo kuqala kwifirst year ekuqaleni konyaka until ugqibe idegree yakho, I think ibinokuba more effective more than ukuqala ngoku sesiphakathiand kengoku like nesiXhosa sinzima===

*[I have this part, if..if this started from like here at the university, if it started maybe from first year maybe, maybe there would be a significant change because now HUB i...is more like deeper in second year more than in first year. So, if like if we were to get accustomed to it during first year at the beginning of the year until you finish your degree, I think it could be more effective more than starting now in the middle of our degree like isiXhosa is difficult===]*

E2: IsiXhosa sinzima, isiXhosa sinzima like iingingqi zethu zithetha isiXhosa esingafaniyo. Esikolweni uva igama lesiXhosa elingathethwayo apho uhlala khona===

*[IsiXhosa is difficult. IsiXhosa is difficult. Like our areas speak different isiXhosa. In schools, you hear of a certain word that is not used in the area you stay in ===]*

F2: Ulwimi lwengingqi

*[===Dialect]*

B2: IsiXhosa sengingqi

*[IsiXhosa dialects]*

E2: ewe ulwimi lwengingqi

*[Yes, a dialect]*

S: I take it that nina ningaba banga bavumelane nesa statement? (pointing to the two gentlemen)

*[I take it that you are the ones who did not agree with statement? (pointing to the two gentlemen)]*

C2: Mna andisakhumbuli kakuhle but I think even though ingenzeka kodwa...eish, isiXhosa sinzima===

*[I, myself cannot remember clearly, but I think even though it is possible...eish, isiXhosa is very difficult===]*

E2: ===Sinzima.

*[===it is difficult.]*

S: Masidlule apho, ndiza kunika omnye because ndifuna naye aphenule. So uquestion 5 uthi "I even doubt that isiXhosa could be developed to such an extent that it could be used for teaching and providing lecture materials in my HUB 228 module." Ya Abantu abaninzi eyona nto indikhwankqisayo yile yokuba abantu abaninzi babesithi ya in fact babebambalwa abantu who said they even doubt but kuthe after ndiprovide le material

abantu abaninzi bathi hay, I doubt seriously, ndafumanisa ukuba lininzi inani labantu abadawuthayo after ndiprovide le material. Eh...it is quite interesting...bendifuna ukuza kula nto ubuza kuyithetha, ubuzakuthini?

*[Let us move on then, I will allow another person to have a say because I want to give the opportunity to others. So, question 5 says, "I even doubt that isiXhosa could be developed to such an extent that it could be used for teaching and providing lecture materials in my HUB 228 module." Yes, many people, the most surprising thing, in fact, there were few people who said they even doubt but after I provided the translated material many people said, No, I doubt seriously.... I even discovered that there is a lot of people who are even doubting, even after I provided the material.... Eh...it is quite interesting... I wanted to bring you back to what you were going to say D?]*

D2: Bendizokuthi mna kwa esi siXhosa sesiya siquze kakhulu, sesiqhele esi siXhosa njee

*[I was going to say, the isiXhosa you used there was very deep (complicated). We are so used to the njee (Translated as simple) isiXhosa===]*

G: Esi sixubileyo

*[===the mixed one]*

D2: Esi sixubileyo

*[===the mixed one===]*

B2: Sinawo namagama esingakwazi ukuwabeka namagama eEnglish esingakwazi ukuwatranslatha esiXhoseni abe ekhona la amagama, yabo ...em...em akwaziyo ukuguquleka but asikwazi ukuwaguqula...em...em..hay isiXhosa ha.a, sinzima shem

*[=== We have words that we cannot put, English words that we cannot translate to isiXhosa and they are there, you see...em...em they are translatale but we cannot translated them ourselves...em...em..no isiXhosa NO, NO, it is difficult shame===]*

C2: Especially kwiHUB xa uguqula iHUB to esiXhoseni.

*[Especially in HUB, when you are translating HUB to isiXhosa.]*

S: Alright, what is also interesting kuyo yonke loo nto leyo yinto yokuba ..eh..kukhona umbuzo othi esiXhosa can be used as the only language for teaching and learning. Bantu abaninzi baye bathi ewe kunjalo i45% iye yathi ewe kunjalo and i54% of post-test yithi ya kunjalo===

*[All right, what is also interesting in all this is that...eh...there is a question that says "isiXhosa can be used as the only language for teaching and learning. Many people said yes it could be so about 45% said yes during pre-test it could be so and a 54% of post-test said yes it could be so===]*

B2: It can, I agree with that, it can...why not...why not? It can. Like sifundile ukuthetha iEnglish singayazi, asingobelungu singamaXhosa uya-understanda... we learned English...then why not singasifundi isiXhosa. Ha.a no...

*[===It can, I agree with that, it can...why not...WHY NOT? It can. Like we have learnt to speak English, we did not know it, we are not English speaking, we are Xhosas. Do you understand?... we learned English...then why not learn isiXhosa as well. NO No...no...]*

C2: Siyazingca ngolwimi lwethu

*[We are proud of our language]*

B2: Sikwazile ukufunda iEnglish singayazi (with a louder emotional voice)

*[We have managed to learn English, having not known it]*

F2: ===Ewe Nyhani===

*[Yes, really]*

S: ===what do you think of putting isiXhosa alongside English zihambe zombini?

*[===what do you think of putting isiXhosa alongside English and let them be used together?]*

B: Ukuba yenze njani?

*[What do you mean?]*



S: So, umbuzo wam uthi, what if isiXhosa sihamba alongside iEnglish endaweni yokuba kuthiwe isiXhosa singasodwa and English ihambe yodwa, xa zihamba zombini nicinga ntoni ngaloo nto?

*[My question is, what if isiXhosa could be alongside English instead of, let us say, isiXhosa is on its own or English is on its own.]*

B2: Njani?

*[How?]*

C2: Uthetha ukuba kuxutywe eklasini? Njengolu hlobo sithetha ngalo ngoku?

*[You mean, mix them in class like we are doing now?]*

S: Either mhlawumbi xube olo hlobo okanye mhlawumbi sifumane let us say iinotes ngeelwimi zombini. Umzekelo, uyakhumbula la intervention, njengokuba kwakukho that video===

*[Either, maybe mix it this way or maybe let us say, get notes in both the languages. For instance, do you remember the intervention whereby I brought that video===]*

C2: ===Oh! Ewe, ewe===

*[===oh! Yes, yes===]*

S: Kubekho eza kuba ngesiXhosa and enye ibe ngeEnglish, what do you think ngaloo nto?

*[You find that there is one in isiXhosa and one in English. What do you think of that?]*

C2: Hayi iright loo nto. Yeyona nto inganceda yona even though nokuba mhlawumbi uphendule ngesilungu but ke ube uyazi ngokweendlela zombini. Yenza isence more than ukuba u-understanda eh..===

*[No, that would be alright. It is one thing that could help, even though even, maybe you answer in English but then you know the answer in both ways. That makes sense more than understanding, em...===]*

B2: ===icala eliyi-1...ifana nokuba umzekelo siyiunderstanda ngesiXhosa then asiyi-understandi nge-English

*[===one side... it is like, for an example, we understand it in isiXhosa then we do not understand it in English]*

S: But ndifuna ukuqonda ukuba ingakuvuyisa na loo nto leyo?

*[What I want to understand is whether it would make you happy?]*

B2: Ewe

*[Yes.]*

ALL: Hayi ingalunga

*[That could work]*

S: So yeyona nto ingalunga?

*[So, is it the one thing that could help?]*

B2: Ewe...Because kukho amagama, kwiHUB, uyabona, kwiHUB kukho amagama amakhulu esingawaziyo ukuba athini ngesiXhosa, umzekelo iincum besingazazi nee...nee..., zintoni kanene ezinye ebezithethwa phaya? Em...===

*[Yes, because there are terms in HUB, you see, in HUB big terms that we do not know their meaning in isiXhosa. For instance, the term, iNCUM. We did not know...and...and..., what are the other things that were said there?]*

E2: ...izingxobo

*[Sacks]*

- B2: Ewe, izingxobo, besingazazi ukuba ziintoni ngesiXhosa, sizazi nje only nge-English.  
*[Yes, sacks, we did not know what they are in isiXhosa, we only know them in English]*
- S: Xa ucinga, masithethe ngela gama ubuthetha ngalo lesingxobo solwambesi, xa ucinga wena ngesingxobo solwambesi, ucinga ngantoni wena nanjengomntu othi zange uyive okanye uyicingele?  
*[When you think of..., let us use that term you mentioned, ISINGXOBO SOLWAMBESI (pericardium sack), what comes to mind when it comes to you as the person who said you never knew]*
- C2: Yhoo!  
*[Wow!]*
- S: Xa ungazang' uyive  
*[Since you have never heard of such]*
- B2: Ndingazange ndiyive ukuba iyimayocardial sack?...hahaha  
*[Since I never heard of it?...hahaha]*
- S: Masiqale apha, uyayazi ukuba xa sithetha ngesingxobo ukuba sithetha ngantoni kuqala?  
*[Let us start here. Do you firstly know what we mean when we talk of ISINGXOBO (sack)?]*
- B2: sithetha ngento you kufaka into===  
*[We refer to something you put something into===]*
- C2: ===Ngento yokufaka into...  
*[===something used to put something into...]*
- S: So, awucingi ukuba ela gama lesingxobo solwambesi likunika an idea okokuba yintoni na le enzeka phaya  
*[So, do you not think that the term, ISINGXOBO SOLWAMBESI (pericardial sack) gives you an idea of what the term refers to?]*
- B2: ya, uyayazi ukuba===  
*[Yes, you know that===]*
- C2: Enye into isingxobo uzoku-understand-a ukuba yintoni. Then, kuthethwe ngolwambesi umntu angayazi ukuba yintoni leyo.  
*[Yes, another thing is that you will understand what ISINGXOBO (sack) is. Then when it comes to ULWAMBESI (pericardium), you do not know what it refers to]*

S: kukho abantu abakhe babhala itest ngesiXhosa while...em..kukho ababhale nge-English, ingababakhona apha?

*[there are people who wrote the test in isiXhosa while...em... there are those who wrote in English, are they here?]*

C2: Ewe, ja=

*[yes]*

B2: hayi mna khange ndi===

*[No, I did not===]*

C2: ndingomnye wabantu ababhale ngesiXhosa===

*[I am one of those who answered in isiXhosa===]*

G: ===Na...Nam ndingomnye wabo.

*[Me, me too, I am one of them]*

S: masiqale apha, what made ukuba...em...em nichoose ukubhala ngesiXhosa endaweni yesiNgesi?

*[Let us start here, then. What made you choose to write in isiXhosa instead of English?]*

C2: Eh...mna ndingathi I didn't choose ukubhala ngesiXhosa njee... Bendimane ndijonga nakweli cala le English because amanye amagama esiXhosa bendingekawazi kakuhle even though eh...bendiyijongile la video, So bendi===

*[Eh... I can say I did not just simply choose to write in isiXhosa. There were instances where I was going to the English side because I still did not know some terms in isiXhosa even though I did look at the video===]*

G: ===besingekawaqheli

*[We were not yet used to them]*

C2: ===ya besingekawaqheli. Kodwa kuba ke sifuna ukusebenzisa isiXhosa saqonda ukuba, mna phofu ndaqonda ukuba I'm gonna answer ngesiXhosa sakuthi...even though ke amanye amagama bendisa===

*[===Yes, we were not used to them. But because we wanted to use isiXhosa, I decided that I am going to answer in our own isiXhosa...even though some terms I===]*

G: Bendisawafunda, eh...

*[I was still studying them]*

S: Nakuwe tata bekunjalo?

[Is it like that to you as well?]

G: ja, enye into anzima la magama nangona avakala emnandi kodwa antsokothile, eh...

*[Yes. Another thing is that although these terms sound nice but they are deep, eh...]*

B2: (leaving the group)

S: Ok ok... xa sibuyela kweli phepha lemibuzo...em, abantu abaninzi em...kukho umbuzo obukhe wavela ukuba if iHUB singayenza nangesiXhosa, loo nto ingandinyusela nje ngomsebenzi unnecessarily, nicinga ntoni ngaloo nto leyo?

*[Ok, ok, going back to the questionnaire...em, many people...em...there is a question that arose which says that if HUB was done in isiXhosa, that would unnecessarily give me too much work. What do you think about that?]*

C2: Yenye yeechallenges leyo ngoba ngoku kuza kufuneka wenze idouble job for into eyi1

*[That is one of the challenges because now you will have to do a double job for one thing.]*

S: So...

[So...]

C2: Which means uza kurequire ixesha elininzi to go through umsebenzi wakho2

*[Which means you will require more time to go through your work]*

S: kule nto Kanye uyithethayo don't you think ukuba mhlawumbi ukuba ngaba bekusithiwa... kukho lo tata ebekhe wathetha ngento yokuba ukuba ngaba izinto besiziqale kwakwilst year..., The question is would you be willing to improve on isiXhosa sakho in order to adapt to ezi concepts mhlawumbi kuthethwa ngazo?

*[On that point you are mentioning, do you not think maybe if it was...there is a point mentioned by one gentleman that if this started during first year..., the question is would you be willing to improve your proficiency in isiXhosa in order to adapt to the concepts mentioned?]*

C2: yenye ichallenge but....

*[that is another challenge but...]*

S: Yes?

*[Yes?]*

All: Ewe...(quiet)

[Yes]

S: let us say mhlawumbi kuthwe nazi ke ziqalwa kwakwi1st year leyo. Do you think it would be helpful and would you be willing ukuyiqala ngesiXhosa yonke loo nto ukwenzela okokuba uzokuyi understand-a yonke loo nto neza concepts ubusithi zinzima?

*[Let us say for instance, this starts in your first year. Do you think it would be helpful and would you be willing to start everything in isiXhosa so that you can understand it better including the concepts you were saying are difficult?]*

C2: Ndicinga ukuba ingalunga mna because uzokube ufika mos. Umzekelo,...let us say istudent esifikayo esitsha, esiseyi1st year, umzekelo siyafika. Ubungekazifamiliarize-I ngezinto zeEnglish zeHUB ukuba iHUB ititshwa ngeEnglish, ufike iHUB ititshwa ngesiXHosa from first year, then obviously uzokungena esiXhoseni because obviously uzokufunda ngesiXhosa ude ugqibe idegree yakho whereas ngoku thina besesifunda ngeEnglish kwasekuqaleni then yatshintshwa sazama ukutshintsha ukusebenzisa le ndlela ubuze ngayo wena. Then kwabanzima kuthi because asiqalanga ngayo kwasekuqaleni. Sivele sayibamba phakathi. If besiqale ngayo ekuqaleni ngqa, ibinokwazi, I think ibinokuphumelela kakhulu.

*[I think that would be fine because it is your new year at the university. For instance...let us say it is a new student doing first year, it is the student's first time at the university. The student is not yet familiar with HUB in English, that HUB is in English, the student might find HUB taught in isiXhosa from first year. Then, obviously, the student is likely to choose isiXhosa version because obviously, you will learn everything in isiXhosa until you finish your degree whereas now, we are already taught in English from the beginning and you came and we tried to adapt to the way you brought it to us. Then, it became difficult to us because we did not start with it from the beginning. We got it in the middle. Had we started with it in the beginning, I think, it would have been very successful.*

S: Alright, nanku omye umbuzo, masithi kuyiva kwiimviwo, kuyokubhalwa. Unikwe isiXhosa unikwe nesiNgesi which one would you choose if bekusithiwa naseklasini uzenze zoy2 ngesiXhosa nesiNgesi?

*[All right, here is another question. Let us say we are writing exams and you are given isiXhosa version and also given the English one, which one would you choose to write if you did your module in both IsiXhosa and English?]*

C2: Hayi mna ndingakhetha isiXhosa, xa uzenze zoyi2 Hayi ndingakhetha isiXhosa

*[No, for me, I would choose isiXhosa if you did both in class. No, I would choose isiXhosa]*

D2: NgesiXhosa nesiNgesi?

*[In isiXhosa and English?]*

S: Mhm.mhm

[Yes]

D2: Hayi, ndingakhetha isiXhosa,

*[No, I would choose isiXhosa]*

G: Ndingakhetha isiXhosa (smiling)

*[I would choose isiXhosa]*

S: Alright, eyona nto inganenza ningasikhethi isiXhosa kukuba ngaba le nto ubuyenze ngesiXhosa but xa kufuneke uyiphendule ngesiNgesi?

*[So, what would make you not to choose isiXhosa is because you may have done it in English but given an option of answering in isiXhosa?]*

C2: mh.mh (nodding)

*[Yes]*

S: Now how about ke ngoku if bekusithiwa le nto uyenze, let us say ngesiXhosa.... Now kuthiwe yiphendule ngeEnglish or vs how would that make you feel, would you be prepared to?

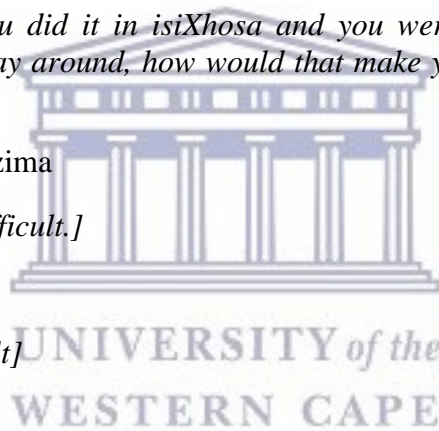
*[Now, how about if you did it in isiXhosa and you were asked to answer everything inEnglish or another way around, how would that make you feel and would you also be prepared to?]*

C2: yhoo! Hayi ibizakuba nzima

*[Wow, that would be difficult.]*

G: Iza kuba nzima

*[It is going to be difficult]*



## APPENDIX VI

### QUESTIONNAIRES

My name is Sabelo Sawula, a Master's student in the Department of Linguistics, UWC. For my research, I require data on issues around the use of isiXhosa in teaching and learning at the university. I would be grateful if you would kindly complete the questionnaire below as honestly as possible. I can assure you of the confidentiality of your responses. Please do not write your names or your student number. If you have questions or need clarity in any of the statements, please ask me. Thank you for your time.

#### Background information

A. Your age bracket (please tick in the corresponding box)

Between 17-20    Between 21-24    Between 25 and older

B. Gender:  M  F

C. Place where you grew up:  Rural    Urban (EC)    Township    Suburb WC    Other

D. Please rate yourself your proficiency in isiXhosa and English using the following scale:

1 = very poor; 2 = poor; 3 = fair; 4 = good; 5 = very good

Language:	Write		Language:	Write	
English	Read		IsiXhosa	Read	
	Speak			Speak	
	Understand			Understand	

E. Which variety of isiXhosa are you more fluent in:  Deep isiXhosa    Urban isiXhosa

F. Main language of instruction in Primary school was: \_\_\_\_\_

G. Main language of instruction in Secondary school was: \_\_\_\_\_

H. If not Xhosa in Secondary school, did you study Xhosa as an additional subject?  No    Yes

1. IsiXhosa cannot be used as language of teaching and providing lecture materials in university course in the sciences.

Strongly Agree    Agree    Indifferent    Disagree    Strongly Disagree

N

2. English is the only language that is suitable for use in teaching and providing lecture material in my HUB 228 module at university

Strongly Agree    Agree    Indifferent    Disagree    Strongly Disagree

3. IsiXhosa may be suitable for university courses in the Arts and Social Sciences, but not in the sciences.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

4. Even if it were possible to use isiXhosa for teaching and providing lecture materials in my HUB 228 module, that could not happen now. It would take a very long time for the language to be developed, before it could be used.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

5. I even doubt that isiXhosa could be developed to such an extent that it could be used for teaching and providing lecture materials in my HUB 228 module.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

6. If isiXhosa were used for teaching and providing lecture materials in my HUB 228 module, such use would not give me any advantage.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

7. I would understand my HUB 228 module better and perform better in assessment tasks if isiXhosa were used in addition to English for teaching and providing lecture materials in the module.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

8. IsiXhosa can be used as the only language for teaching my HUB 228 module.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

9. IsiXhosa can be used with English in teaching my HUB 228 module.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

10. I would like isiXhosa to be used as one of the languages for teaching and for providing lecture materials for my HUB 228 module

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

11. If isiXhosa were used as one of the languages of teaching and providing lecture materials in my HUB 228 module, I would understand the material better just because I am isiXhosa speaker.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

12. If isiXhosa were used of the languages of teaching and providing lecture materials in my HUB 228 module, it would not be easy for me to readily understand it, even though I am an isiXhosa speaker. I would have to learn the language better. is only good for cultural stuff.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

13. I would not at all like isiXhosa to be used as one of the languages of teaching and for providing lecture materials for my HUB 228 module.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

14. If I had a child who wanted to take the HUB 228 module, I would not want isiXhosa to be used as one of the languages for providing lecture materials or for teaching the child

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

15. It would make me very happy to see my home language being used to teach HUB 228.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

16. Using isiXhosa as one of the languages for teaching and providing lecture materials in HUB 228 would unnecessarily increase my workload.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

17. I just don't want isiXhosa being used for academics.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

18. If I had a choice between a class that was taught only in English and another that was taught in both isiXhosa and English, I would attend only the English class.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

19. I am prepared to experiment with the idea of being taught and receiving lecture materials in my HUB 228 module in isiXhosa.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

20. I would be willing to contribute to the development of lecture materials in isiXhosa in my HUB 228 module in isiXhosa.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

21. If I had to improve my knowledge of isiXhosa, so as to be able to better understand lecture materials in isiXhosa, I would be willing to learn isiXhosa better.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

22. If isiXhosa were used as one of the languages for teaching and learning in my department, I would be willing to be a tutor conducting tutorials for students who have isiXhosa as home language.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**

23. I am prepared to receive examination questions in both isiXhosa and English even if I have to answer in English.

**Strongly Agree**    **Agree**    **Indifferent**    **Disagree**    **Strongly Disagree**



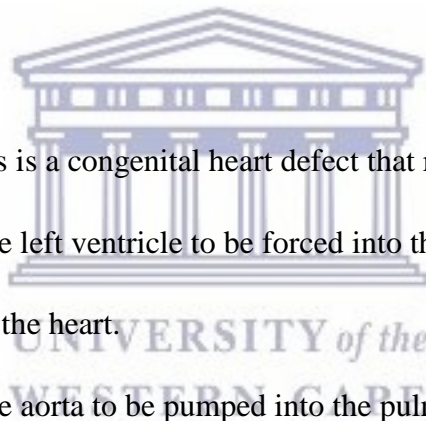
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## APPENDIX VII

### TEST QUESTIONS

Question relating to Lecture 1

1. The cardiac nerve contains the axons of
  - a) sympathetic preganglionic neurons.
  - b) sympathetic postganglionic neurons.
  - c) parasympathetic preganglionic neurons.
  - d) parasympathetic preganglionic neurons.
  - e) All of the above.
  
2. Patent ductus arteriosus is a congenital heart defect that results in
  - a) oxygenated blood in the left ventricle to be forced into the right ventricle.
  - b) increased workload on the heart.
  - c) oxygenated blood in the aorta to be pumped into the pulmonary trunk.
  - d) the backflow of blood into, for example, from the aorta into the left ventricle.
  - e) the narrowing of a heart valve.
  
3. The coronary sulcus is a groove that
  - a) marks the border between the atria and ventricles
  - b) marks the boundary line between the right and left ventricles
  - c) marks the boundary line between the right and left atria
  - d) separates the atrioventricular valves from the atria
  - e) separates the coronary arteries from the coronary veins



4. The function of the pericardium includes

- a) preventing expansion of the heart
- b) pumping blood into circulation
- c) removing excess fluid from the heart chambers
- d) anchoring the heart to surrounding structures
- e) both A and D

5) Choose which one of the following bony landmarks you would use to visualise the boundary between the superior and inferior mediastinum.

- a) midsternal line
- b) left 5th intercostal space
- c) right 2nd intercostal space
- d) sternal angle
- e) midclavicular line



6) Choose which one of the following conditions is characterized by inflammation of the serous pericardium.

- a) pericarditis
- b) pneumopericardium
- c) pericardial effusion
- d) angina pectoris
- e) cardiac tamponade

7) When the space between the parietal and visceral pericardial layers is filled with air, this condition is known as

- a) pericarditis
- b) pneumopericardium
- c) pericardial effusion
- d) patent ductus arteriosus
- e) cardiac tamponade

8) The great and middle cardiac veins carry blood from the cardiac muscle, drains into the coronary sinus, which opens into the

- a) left atrium
- b) left ventricle
- c) right atrium
- d) left ventricle
- e) superior vena cava



9) Choose which of the following is not located within the mediastinum

- a) thymus
- b) right lung
- c) trachea
- d) phrenic nerve
- e) pericardium

10) The right atrium receives blood from the

- a) pulmonary veins
- b) pulmonary trunk
- c) aorta
- d) inferior vena cava
- e) arteriosus



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