

Literacy and Multilingualism

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Text 1

Grade 4: Lesson on Standard Units of Measurement (Langa)

[Learners are supposed to discuss and apply units of measurements in groups, and then one member reports back to class. Group discussion mostly in Xhosa with occasional English chunks]

Teacher: Okay, okay, what you must do *nhe*. The list of things that we compare then you name them. *Siyavana?*

Pupil: Yes miss.

Teacher : Don't name all of them at the same time. The list of things we compare, store. You must know that the list of things that we compare *zezi nezi nezi*; that we store *uzibize*, that we build *uzibize* so that *sizo understanda ukuba nithini*. Okay, *niyandiva dhe?*

Pupil: Yes miss. The list of things that we compare, store, closed space, - house mount - hot, cold . We would measure these things using the tape measure, centimetre, kilometre, metre, centigrade.

Teacher : How we would measure these things, *u (a) wethu needs ilento iunits of lento istandard* units of measurement. What are the standards units of measurement, *nhe?*

Pupil : Centimetres.

Teacher : Kilometres, centimetres, millimetres *okokuqala ndifuna ukuyazi ukuba nizekusebenzisa eziphi iistandard units of measurement dhe and then u (b)*, number (b) which instruments, *so xa uyuze icentimetres* which instrument would you use when you measure *icentimetres, iyavakal?* Okay? Thank you. Give her a round of applause *saph 'iphepha*.

[Pupil clap hands]

Teacher : The next group.

Pupil : Group five Amanda Sigxayi, Songongo Nosiphiwo, Mbashe Luntu, Siyabulela Mthembu, Mqhanqalali Onke, Mazwi Zenande. Why we measure =

Teacher : = *Bhuti* I said we need first to mention what we compare then come to things that we store.

Pupil: How long or high. Surface, floor space, using amount of space, houses, objects and occupants occupy, say we are selling chips, juice and bananas. How we would measure these things - house, store, centimetres and metres, tape instrument; litres and kilograms, scale measure.

Teacher : Okay, thank you, give him a round of applause. Next!

- **There is control of topic and its development is remarkably smooth**

Text 2: Grade 10 Literature in English Class (Khayelitsha)

[Context: The teacher arranges learners into six groups to discuss a passage from a set text. The learners have been told to focus on the following characteristics: “discourages”, “mental strength”, “physical strength”, and “ability to endure”. After 5 minute group discussion a member of the group was expected to define these terms. Each of the groups was allocated one term]. L = Learner; T = Teacher

- **The discussants, the scribes and the orators: Shared code repertoires, shared literacies, shared knowledge**

L1 (Group 1): *Hayi soyenza njani?* [No how are we going to do it?]

T: Ok even if you don't write down the whole story, the person comfortable has to share the story with the speaker and the speaker will stand up and share it with class in English

L2 (Group 6): *Ndizobalisa ngesiya sethu sobayi two.* [I am going to narrate/share this one with the two of us].

T: It seems as if leaders are not taking leadership, not exercising what must be done, if the leader doesn't know, then you should ask me.

L2: [to teacher] *Hayi mani susifakela* is story *esingasifuniyo*. [No don't narrate the story we don't want.]

T: Remember that we are still learning. I want you to get it right. I want you to try so at least we understand those words. Ok once you understand those words you would follow the story.

[Learners discuss in isiXhosa mixed with some English, and thereafter make their presentations in English].

L3 (Group 4): *When I was 13 years old my father used to beat my mother every time when he was drunk. My mother did not go to the police because she loved her husband. She “endured” in that situation.*

T: is it clear?

Ls: Yes

T: I said that “endurance” is what makes us, *nhe*. If yesterday you endured, that is, *kuphindwe kuse* [repeatedly] until next day comes because every day there are challenges that come; you what? “Endure”. Ok, “Courageous”, again? [Turns to Group 5]

L4 (Group 5): *You may be “courageous” at school home or maybe at the project that you join or mostly at the community. For example the teacher said to me I am not serious with my books and I am not listening when teacher is busy teaching the class and I'm Ok because of hope and confidence. I told my self I will pass this grade and I will read my books and I am also going to listen when the teacher is busy teaching because I am “courageous”.*

Text 3: Grade 12 Geography class: Langa

- Cultivating voice and agency
- Localizing the topic through the learners' experiences

T: We shall talk about underground water now. The level is still low underground water, the highest point underground water we refer to this highest point as water-table. The level where the water is underground we refer to as water-shade, now if *kunethe kakhulu* [it rained heavily] the water-shade will rise. If the season here no rain, the water-shade will drop. *So apha* [here] *e-Cape* [in Cape Town] Town the water shade will rise in winter and in summer it will be low.() Some areas they will even use the bigger hole and then they will put windmill down and the windmill will pump out water from underground. In dry areas they make use of underground water. If *kunethe kakhulu* [it rained heavily] the water shade will rise, but during the season where there is no rain the water shade will drop. Ok in winter the water shade will rise in summer it will be low. Ok we are in winter now, we will get a lot of rain. If we get more rain what will happen to underground water?

Ls [chorus]: *Izonyuka* [It will rise (up)]

T: *Hee?* [What?]

Ls [chorus]: Water will rise up.

T: Until Until it reaches the surface .The water shade will rise up to the surface. And what will happen?

Ls [chorus]: The water flows away

T: if it cannot flow from the surface *azodama amanzi*[it (water) will flood/ it will make puddles], if these yard is evacuated with water, the school cannot take place because it's been raining now for days. The water won't be able to go anymore, and then from there *azodama amanzi* [it (water) will flood/ it will make puddles] (like now it is not winter yet, we will see *apha esikolweni* [here at school] normally *ayadama amanzi andithi* [the water floods isn't it?/ the water makes puddles isn't it?]

Ls [chorus]: Yes

T: Now *apha, apha* [here, here] the whole place would be filled with water [pointing to the open field at the back of the classroom] and you should know that if *adamile amanzi* [if the water is flooded], it means, the water in the soil cannot infiltrate therefore *la manzi awakwazi tshona kuqale adama nihleli* [this water is unable to infiltrate into the soil at first and it cannot be absorbed. It floods while you are sitting]. Are you awake?

Ls [chorus]: Yes

T: *Ndigqibile* [I have finished].

Text 4: Grade 12 Biology class observation

- Scaffolding technical terms and concepts
- Framing localized academic literacies

T: *uyabona ke ngoku le besithe* it's responsible for blood clotting (pointing at the word thrombocytes). Then *apha sizakuthetha nge heamophilia ne flow. Sith e iflow* is where the blood clot in the blood vessels of the bra...? [Now we are going to talk about haemophilia and flow. We said flow is where the blood, clots in the blood vessels of the bra...?]

Ls [chorus]: Brain

T: Preventing the flow of the blood, that is to supply other cells with oxygen and gluco...?

Ls [chorus]: Glucose

T: *Kuzo zonke i-cells* of the body, you must know via *mitochondria kweneka ntoni irespira*...? [In all the cells of the body you must know via mitochondria what is happening is respira...?]

Ls [chorus]: Respiration

T: *i-by-product into efomishekayo_which product efomishekayo after respiration yicarbon dio*...? [The by-product that forms which product is formed after respiration is carbon dio...?]

Ls [chorus]: Carbon dioxide

T: so when the blood circulates the body, it reaches the lungs and carbon dioxide is going away, applying the principle of diffu..?

Ls: diffusion