



EVERSDAL PRIMARY SCHOOL

LANGUAGE POLICY

1. PROCESS OF POLICY DEVELOPMENT

This policy was developed over time. It replaces any previous policy that determined how action will be taken at Eversdal Primary School.

2. RELEVANT DOCUMENTATION

The following documents serve as background and referral for the policy:

1. The Language Transformation Plan (LTP) of the WCED in Circular 4/2007.
2. The National Language in Education Policy 1997.
3. The National Language Policy Framework (2003), article 3(4) (m) of the Law on National Education Policy (Law 27 of 1996).
4. Norms and Standards with regards to the language policy (l.g.v) in accordance with article 6(1) of the South African Schools Act, 1996.
5. Article 6 and 9 of the Constitution of the RSA (Act 108 of 1996).
6. The Pan South African Language Board Act, 1995 (Act 59 of 1995)
7. The National Curriculum Statement.
8. Article 5 of the Constitution of the Western Cape (Act 1 of 1998).
9. The Western Cape Language Act (Act 13 of 1998).
10. The Western Cape Language Policy (2005).
11. The Western Cape Provincial School Education Act (Act 12 of 1997).
12. The South African Schools Act, 1996 (Act 84 of 1996).

3. INVOLVEMENT OF THE ROLE PLAYERS

This policy has been drafted after concept documents were distributed between the following individuals and interest group:

1. Staff members of Eversdal Primary School
2. The Management Team of the School
3. Members of the Governing Body

4. HISTORICAL BACKGROUND

Eversdal Primary School was founded as a parallel medium school with 750 learners in 1976. Since its establishment, the school maintained this status and functioned inside this framework, while the numbers grew to more than 1 300 learners.

5. LANGUAGE MODELS

5.1 BILINGUALISM

Being a parallel medium institution, the school strives to further bilingualism in both language groups, i.e. English and Afrikaans, and to combine the groups into one, tight knit school community in which the language and culture of both groups are respected and enhanced and by which a respect for the country's diverse language communities is nurtured.

5.2 PARALLEL MEDIUM

The school was officially registered as a parallel medium school and education is conducted on this basis. It means that learners will not be subjected to situations where tuition within the classroom is done concurrently and alternately in Afrikaans and English. Tuition is done in only one language at a given time.

5.3 DUAL MEDIUM

This approach is not an option for the school. Dual medium tuition will only be considered if, because of practical reasons, e.g. learner numbers and Distribution of learners, make it necessary to offer tuition on dual medium basis. All possible options will be considered before this option is implemented.

5.4 INSTRUCTION IN HOME LANGUAGE

The school supports all efforts to ensure home language tuition. If, on request of the parents, another language option is considered, a meeting will be facilitated by the school, whose aim it will be to discuss the implications of such a decision. Research results will form the basis of discourse and these research results will be made available to the parents.

6. FIELDS OF LANGUAGE USAGE IN PRACTICES

6.1 GENERAL PRINCIPLES

- Eversdal Primary School is a parallel medium school. Specific emphasis and priority are given to tuition in home language, and it is regarded as the first point of departure.
- Except for the priority given to tuition in home language, discussed in this document, it is important that, in the best interest of the learner his/her choice, experience and skill in the language of tuition, should be considered.
- Based on the current human, physical, material and financial resources of the school, the school can provide for the educational needs of the learners with Afrikaans and English as home languages. Therefore, the needs of these learners will get priority whenever it may be necessary to determine the order of preference of the learners needs.

6.2 CLASSROOM PRACTICES

6.2.1. LANGUAGES OFFERED AS SUBJECTS AND TIME ALLOCATION

The school offers instruction in language as subjects, i.e. Afrikaans and English. These subjects are taught as follows:

Afrikaans Learners: 1. Afrikaans as Home Language
 2. English First Additional Language

English Learners: 1. English as Home Language
 2. Afrikaans First Additional
 Language

The following CAPS time allocation is being followed namely:

1. Grade 1-3

Focus Area	Hours per week 23h	25h
	Gr. 1 – 2	Gr. 3
Home Language	8	8
First Additional Language	2	3
Mathematics	7	7
Life Orientation	6	7

2. Grade 4 - 6

Total number of hours for tuition: 27,5 hours	
SUBJECTS	HOURS
Home Language	6h
First Additional Language	5h
Mathematics	6h
Natural Sciences and Technology	3,5h
Social Sciences	3h
Life Skills (include Art, Physical Education and Personal Development)	4h

6.3 INSTRUCTION AND LEARNING

Instruction and learning take place according to the above-mentioned time allocation for the tuition of the stipulated languages as subjects within the curriculum.

Learners will receive tuition in all the other subjects, in the language of choice stipulated at enrolment and placement in a language group and class. As agreed upon, instruction in these classes is done in one language.

6.4 ASSESSMENT

The languages in the school are Afrikaans and English. The following promotion/progress requirements are applicable to the different school phases.

Foundation Phase: In the Foundation Phase at least one language should be mastered.

Intermediate Phase: In this phase a learner should master at least one language, on condition that the language is an official language of the school.

Senior Phase: At the end of grade 7 each learner must meet satisfactory standards of competency in at least two of the official languages.

The progress, of the learners with sufficient skills in the language of instruction of the school, should not be delayed because of the application of special language skills programmes or the allotment of extra time to learners with insufficient skills in the language of instruction.

6.5 EXTRA-MURAL ACTIVITIES

All learners take part in all activities that are offered extramurally, of their own free will. Learners are entitled to his/her choice of language of instruction, given that a team/group of learners of different language groups exist and that the coach is able to give instruction in both languages (dual medium).

6.6 SCHOOL GROUNDS

Learners associate freely according to their choice, with members of their peer group and speakers of the language of their choice. No learner will be forced to answer a fellow learner in a language he/she gives preference to.

6.7 ADMINISTRATION

The administration of the school will not be done according to a preferred language. The situation, receiver and author of any document determine the language used in correspondence and writing. The languages in which the school are run and administered are Afrikaans and English.

6.8 COMMUNICATION

Communication is done orally and in writing, in the following manner:

6.8.1 ORAL COMMUNICATION

The school, namely the principal, staff, administrative and other staff use both languages as medium of oral communication with learners in groups and in staff meetings/briefs. Sensitivity to every individual's needs is stressed. Each individual learner will be addressed in the language of choice of the learner. During assemblies both languages will be used.

6.8.2 WRITTEN COMMUNICATION

All formal communication with parents and learners is done separately in Afrikaans and English. All parents will receive circulars and their school reports according to the language group the learner is placed in. Informal communication (Newsletters, Ever Focus, Facebook, Twitter, The Newsfeed, Governing Body Communication and principal communication) will be done in dual medium (Afrikaans and English). The most important policy documents will be in English and Afrikaans and the rest will be in either English or Afrikaans.

6.8.3 VISITORS ADDRESSING THE SCHOOL

The school informs any visitor that a group, groups or the whole school should be addressed in both Afrikaans and English, on a 50/50 basis.

7. BUILDING LANGUAGE PROFICIENCY

The following statements serve as guidelines:

- The learners are encouraged to use both official languages.
- Functions are conducted in both languages.
- Directions on the school premises appear in both languages.
- Staff encourages learners to use the language that is not the primary language of the learner.
- Library books in both languages are made available to the learners.
- Learners receive recognition in the form of progress reports and Ever awards for demonstrating language skills.
- The school encourages multilingualism and in doing so encourage learners to acquire respect for other languages as home languages.

8. LANGUAGE SUPPORT

Provision is made in the yearly budget for support material. The allocation of time, teaching aids and support materials are distributed evenly between all languages.

9. LANGUAGE AND ENROLMENT POLICY

- The languages of learning and instruction in the school are Afrikaans and English.
- Home language serves as first criteria for consideration.

- The parent of the learner exercises the right to choose the language of instruction on behalf of the learner.
- When the language of instruction chosen by the applicant learner is the same as the language of instruction of the school and with the understanding that there is a vacancy for that learner in the grade, that learner must be admitted to the school.
- The above is subject to any possible lawful reason why admittance could be denied.

10. PROTECTION OF LEGAL RIGHTS

The following guidelines should be noted:

- The Governing Body makes provision in the policy of admittance, for instruction in Afrikaans and English. The teaching requirements of Eversdal Primary School are revised every year to ensure that provision is made for enough staff members.
- A learner may not, because of his language, directly or indirectly, be discriminated against.
- Language tests should not be written as prerequisite for admittance to the school; yet the principal has the right to deny a learner admittance to the school, if the principal acts in good faith and on the reasonable grounds, that denying entrance is in the best interest of the learner as well as the rest of the learners, because of the lack of skills of the applicant learner in the language of instruction of the school.
Learners may not be disadvantaged because of another learner's or learners' choice of an unfamiliar or foreign language of instruction.
- The prerequisite of reasonable practical application coupled with the right of a learner to choose his language of instruction, should not only be considered with the teaching resources of the school in mind, but also with the degree in which it will be to the advantage of one particular learner and the disadvantage it might hold for the other learners if instruction in this particular language would be offered to a particular learner only.

11. MINORITY GROUP/IMMIGRANTS AND LANGUAGE CHOICE

- The Governing Body commits itself to offering Afrikaans and English as languages in their own right at the school.
- Learners who do not have Afrikaans and English as home language, and who are not able to receive instruction or communicate in any of the above languages, have to be referred to a private tutor.
- The fees for private tuition are the responsibility of the parent and are additional to the school fees.
- If the above practice is not adhered to, the learners will be accommodated in the conventional classroom. Obtaining language skills are then incidental and by continuous exposure to the language of instruction and by communicating in this language. vocabulary (iii) logical reasoning (iv)

the correct use of grammatical structures, language concepts and descriptive language.

- The school will, by accommodating multi-cultural groups with distinctive language needs, endeavour to cultivate and build a culture of respect for the country's diverse language groups.

12. REVISION OF POLICY

The language policy, like all other policies, is revised annually during a Governing Body Meeting.

13. IMPLEMENTATION OF POLICY

The school regards above guidelines as policy and warrants its implementation.

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EVERSDAL PRIMARY SCHOOL:
HEADMASTER

MR ROUX VAN ZYL
CHAIRMAN: GOVERNING BODY