

WYNBERG GIRLS' JUNIOR SCHOOL LANGUAGE POLICY



POSITION STATEMENT

It is primarily by interaction through language that knowledge; skills, attitudes and values of groups and individuals within an institution are developed. The importance of language in the educational process can thus scarcely be over-emphasised. The starting point for any language policy must therefore be the educational process in the broadest sense, i.e. the learning process which students undertake, the interaction between themselves, their teachers and others who support their learning, and the general organisation and management of the school to support the entire activity.

Language of Teaching, Learning and Communication in the School:

While Wynberg Girls' Junior School is an institution in which the medium of instruction and language of office is English, it nevertheless enrolls learners with divergent linguistic capacities. To serve this diverse school community equitably, the School's Language Policy needs to take into account the language ability of speakers of English as a mother tongue, but also speakers of various local dialects and varieties of English, bilingual speakers of English and a number of people for whom English is not their first language. The school will however strive to promote a rich understanding of written and spoken English, leaving the girls with a comprehensive appreciation of the possibilities that the language offers.

Medium of Instruction:

The medium of instruction in the school is English. However, in all its official communications and learning materials, the school and staff will take steps to ensure that, while the standard of English is not compromised, the level of English usage shall not be such that it limits the comprehension of those whose linguistic abilities in English are less developed than those of the average English first language speaker.

Languages offered at the School:(Language of learning and teaching)

- 4.1 English will be offered as a subject at Home Language level only.
- 4.2 Afrikaans will be offered at First Additional Language level.

Time allocation:

Time allocations have been stipulated by the department of education and are found in the CAPS curriculum.

Process for Review:

The School shall review the existing Language Policy whenever a new Governing Body is formed. If the Policy is changed it will be done in such a way as not to disadvantage learners already at the school who are already following a course in a particular language.



Language of Assessment:

The Language of Assessment shall be English for all subjects, other than for Languages other than English.

Language of Communication with Parents:

The Language of communication with parents shall be English, but steps will be taken to ensure that, while the standard of English is not compromised, the level of English usage shall not be such that it denies access to communication and comprehension by those whose linguistic abilities in English may be less developed than those of the average English first language speaker.

Plans to Develop Multilingualism:

- 9.1 Afrikaans First Additional Language is offered as a subject in all Grades (i.e. 1 to 7 inclusive.)
- 9.2 Whenever appropriate, speakers of other languages (e.g. foreign, other African languages) will be invited to make presentations in or relevant to their own languages at special ceremonies and functions.
- 9.3 There are a number of awards at the School's Annual prize-giving which recognize and reward proficiency in each of the three official languages of the province, and also an award for trilingualism.
- 9.4 The school library is incrementally purchasing books to match language learning needs of users of English and Afrikaans.

Plans to accommodate the language learning needs of minority language groups within the school:

The school will incrementally, wherever practicable extra academic support for learners with poor language skills.

Plans to Accommodate Language Learning Needs of Minority Language Groups:

Staff will be made aware of the linguistic obstacles faced by groups such as the following:

- 12.1 bilingual learners
- 12.2 those learners who speak other varieties of English
- 12.3 those learners whose home language is not English
- 12.4 learners from environments where literacy is poor

and where necessary and feasible, arrangements will be made to develop support services for those who need them.

Plans to Enhance the Status of all Official South African Languages:

From time to time special events will be planned which draw attention to the rich cultural heritage of our country and the diverse languages of its people.

Governing Body Chairperson: _____

Principal: _____

Date drawn up: _____