

## **ISLAMIC EDUCATIONAL SCHOOL**

### **POLICY ON THE USE OF LANGUAGE**

The Islamic Educational Centre has, in accordance with section 6(2) of the South African School Act, approved the following policy with regard to language of use at the school.

#### **1. Definition**

The words and expressions in this document, unless otherwise stipulated or as can be reasonably deduced, have the same meaning as in the South African Schools Act (Act 84 of 1996) and mean the following

- 1.1 "Governing Body" the Board of Governors of the school as provided for in section 16 of the South African Schools Act (Act 84 of 1996);
- 1.2 "Constitution" the Constitution of the Republic of South Africa (Act 108 of 1996);
- 1.3 "Principal" the Principal of the School as intended in the South African Schools Act as well as an educator at the school who has been appointed as such with the consent of the Principal and Board of Governors (Shura);
- 1.4 "Regulations" the norms and standards for language policy in public schools and the stipulations of mother tongue education, as promulgated by the Minister of Education in the Government Gazette;
- 1.5 "School" the Islamic educational Centre;
- 1.6 "Language policy" the language policy contained in this document.

#### **2. Key objectives of the language policy**

The point of departure and basis of the language policy is that full expression must be accorded to all the fundamental rights with regard to the language of learners in an educational context as generally acknowledged in the Bill of Rights of chapter 2 of the Constitution and specifically mentioned in section 29(2) of the Constitution.

#### **3. Language policy subject to other legal stipulations: Interpretation of Language Policy**

3.1 The language policy is subject to the stipulations of the South African Schools Act (ACT 84 of 1996), the KwaZulu-Natal School Education Act (Act 1 of 1996) and the Regulations as far as they are binding on the school.

3.2 The language policy is defined and implemented in such a manner that it is reconcilable with other relevant and valid legal prescriptions relating to the use of language in education.

3.3 The point of departure of the language policy, without limiting the generalness of section 2.1, is that the best interests of the learners of the School, in an educational context, must be served and that no learner may be discriminated against in any unreasonable or unfair manner

#### **4. Languages of learning and teaching at the school :**

4.1 The School is an institution and all education takes place in either English, Afrikaans or Arabic.

4.2 Subject to the stipulations of the language policy, the language of instruction for all grades from Gr. R to Gr. 7 at the School is English, Afrikaans and Arabic.

4.3 Learners who have as their mother tongue a language English, Afrikaans, iSizulu or a foreign language may be admitted on condition they understand and can master English and

English will then serve as their first language of instruction while they will gradually be exposed to the other second languages such as Afrikaans or iSizulu.

4.4 It is clearly indicated on the admission forms of the School that teaching takes place in English. Should a parent of a learner whose home language is not English apply for placement, the parents and learner will be invited to an interview at which the language of instruction and learning will be explained to the parents and learner. A few simple questions will be put to the learner in English. If the learner is unable to understand and answer the questions, the parents will be advised to enter the learner at another school.

## **5. Review of the Language policy**

As with all other policies, the language policy is reviewed annually.

## **6. Protection of rights of enrolled learners**

6.1. Since the School uses its full capacity to educate learners who are proficient in English, no provision has been made to change the language of instruction and learning in the near future.

2. Should the composition of the school community change to such an extent that a change in the language policy is necessitated, negotiations with members of the parent community will first take place. Should it then be necessary, a new recommended language policy will be phased in as agreed upon by the parent community and Board of Governors (Shura) of the school, on condition that the rights of the already enrolled learners are not infringed upon.

## **7. Languages of assessment**

7.1. On enrolment of a learner the parents indicate whether the main language of instruction is going English. The learner receives all learning support – and assessment material in the chosen language. All assessment tasks are completed by the learner in the chosen language.

7.2. Reporting at the end of each term is also done in the chosen language.

7.3 When an educator communicates with a learner and / or parent, it will be in the chosen language.

## **8. Languages of communication**

8.1 Daily announcements are done in English.

8.2 English is the medium of communication to parents.

## **9. Remedial education with regard to language**

A remedial system exists at the school and learners are withdrawn for remedial education by an educator assigned for this purpose. Educators provide assistance and support learners. In cases where more specialised attention is required, learners are referred to an Occupational Therapist for recommended professional intervention.

## **10. Mother tongue education**

It is the Board of Governors' point of view to implement mother tongue education, the language of academic efficiency and in this manner to equip learners. Learners must be given the opportunity to be educated in their mother tongue and for the following reasons mother tongue language must be furthered:

10.1 Quality education can be assured through instruction in the language of academic efficiency.

10.2 Instruction in the language of academic efficiency facilitates the acquisition of knowledge and concepts and the development of cognitive, effective and social skills according to the learners potential.

10.3 Instruction in the language of academic efficiency develops learners' academic language efficiency.

10.4 The social, psychological and cultural functions of language is important in the educational situation.

10.5 Instruction in the language of academic efficiency is cost effective.

10.6 One of the skills that must be mastered in early education is reading and the process is built on the spoken language of academic efficiency and for this reason mother tongue education is important.

## **11. Promotion of multilingualism**

11.1 The School promotes multilingualism through the offering of: English as Home Language and as Afrikaans First Additional Language, Arabic across all grades and Conversational isiZulu for learner in the Foundation Phase.

11.2 Directions in buildings, toilets, and articles in school publications are in English.

In general the school takes reasonable steps to enlighten learners regarding the importance of multilingualism and to promote the acquiring of respect for languages other than their home language.

11.3 The school library is well equipped to support the language programme of the School. Provision is made yearly in the budget for the purchase of new reading material in Arabic, Afrikaans and English. Illustrated material in isiZulu is also procured for the purpose of promoting multilingualism.

11.4 Should the language policy with regards to languages of instruction and learning change, the provision of staff will accordingly change.