



**POLICY: LEARNING AND TEACHING  
ADDENDUM: LANGUAGE OFFERINGS**

2 December 2024

**INTRODUCTION**

1. The St Stithians College Policy: Learning and Teaching outlines the overarching educational philosophy and practices of teaching and learning embraced by all schools under the St Stithians College banner.
2. Addenda to the Learning and Teaching Policy might include additional policy, guidelines and/or procedure documents related to specific areas of learning and teaching, such as assessment policies or guidelines for academic support (for example).
3. This Addendum Procedure: Language Offerings aims to outline the educational practices regarding language of instruction and additional languages offered, as well as procedures regarding languages for immigrant students.
4. According to the regulations for the National Senior Certificate, students are required to select and study two South African languages, provided that one of the languages is offered at the Home Language level, and the other, at either Home or First Additional Language level, and provided further that one of the two languages is the language of learning and teaching.
5. At St Stithians College, while English is the language of learning and teaching and is offered at a Home Language level, we embrace multilingualism by including various languages in our practices, events and celebrations.
6. St Stithians College is committed to the learning and teaching of South African languages.

**ADDITIONAL LANGUAGES**

7. The College offers three South African languages at First Additional Language level: Afrikaans, isiZulu and Sesotho.
8. ECD and Foundation Phase (Grade RRR - 3):
  - 8.1 In Grades RRR, RR and R, students are exposed to all three additional languages, with a conversational and informal approach to language learning.
  - 8.2 In Grades 1, 2, and 3, students choose two of the three additional languages. These languages are taught with limited time allocations and an emphasis on basic communication. Both choices are taught at First Additional Language level.
9. Intermediate Phase (Grades 4 - 6):
  - 9.1 In Grade 4, students select one of the three additional languages as their official First Additional Language (FAL), which forms part of their academic programme and is assessed based on the FAL assessment standards.
  - 9.2 Students continue studying their selected FAL through this phase, with assessments conducted according to the First Additional Language criteria. It is crucial that language subject choices are made carefully to ensure that the student is set up for success, as this is an assessed academic subject and not simply a conversational exposure.
  - 9.3 In Grades 3 to 7, students are also exposed to a Second Additional Language (SAL) for enrichment purposes, which is taught at a conversational level without formal assessment requirements.

10. Senior Phase (Grades 7 - 9) and Further Education and Training Phase (Grades 10 - 12):
  - 10.1 Students continue studying their chosen First Additional Language (FAL), which is assessed as a formal academic subject according to the First Additional Language standards.
  - 10.2 Subject changes in languages are not recommended beyond Grade 8. However, changes may be considered in exceptional cases, such as when a student's new additional language is their mother tongue, and they have had adequate prior exposure to the language. In such cases, it is essential that the student catches up on any missed academic content related to the language instruction.

## **IMMIGRANT STUDENTS**

11. The IEB regulations state that to be classified as an immigrant student:
  - 11.1 A student or dependent of a diplomatic representative of a foreign government accredited in South Africa; or
  - 11.2 A person who:
    - (a) First enrolled at and entered a South African school in Grade 7 or a more senior grade, or
    - (b) Has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent and has subsequently returned to South Africa.
12. Such a student must be in possession of:
  - 12.1 The relevant official documentation issued by the department of Home Affairs;
  - 12.2 The relevant official documentation issued by the school where the student entered the South African school system for the first time.
13. An immigrant student must offer English on at least First Additional Language Level, and another subject in lieu of the one South African language that is not offered.
14. Instead of offering another subject in lieu of the one South African language that is not offered, an immigrant student may offer his or her home language in lieu of that one language, subject to the following:
  - 14.1 Such language is one of the languages assessed by the IEB,
  - 14.2 In the absence of the immigrant's Home language, such a student may offer their home language on the A Level of the General Certificate of Education (GCE) of the United Kingdom, or an examination recognised by the Department of Basic Education as equivalent to Home Language level for this purpose.
15. An application form for Immigrant Status must be completed and submitted to the IEB at the time of enrolment.
16. Students who have attended international schools within South Africa which follow international syllabus and do not offer South African languages may apply to the IEB if they meet the above criteria and the previous international school can supply the necessary documentation to support its immigrant status. However, the decision is at the IEB's discretion, and the student may need to catch up the academic requirements of the FAL should the IEB determine that they do not qualify for immigrant status.

## **STUDENTS PLANNING TO EMMIGRATE**

17. In accordance with National Senior Certificate legislation and the College's commitment to academic integrity, all students, including those with knowledge of imminent or pending emigration, are required to continue their study of a First Additional Language as part of their academic programme. This requirement remains in effect until the student formally departs the school.

## **EXEMPTIONS FROM ADDITIONAL LANGUAGES FOR STUDENTS WITH BARRIERS TO LEARNING**

16. Exemptions from additional languages for students with barriers to learning are regulated by the

IEB's Policies and Procedures for Accommodations and Exemptions and requires a formal application to the IEB for approval. No exemptions may be granted without the IEB's approval.

17. Criteria for exemptions are specified by the IEB. Exemptions (as indicated by IEB policy) may be applied in the following cases:
  - a. Students with diagnosed language-based learning disabilities of a severe nature, which manifests as dysphasia. This may include expressive or receptive language disorders, severe and intrinsic learning disabilities (e.g. Dyslexia), and or traumatic brain injury. Importantly, mild to moderate learning barriers, where a student is performing adequately across language-based subject areas, are unlikely to be granted an exemption from additional language.
  - b. Students with a documented hearing impairment that impacts their ability to learn an additional language.
  - c. Accommodations are granted specifically for learning difficulties. Accommodations are NOT granted where the primary area of difficulty is with the language of learning, teaching and assessment because this language is not the home language of the candidate.
18. An identification of a diagnosis in isolation does not guarantee that an exemption will be granted. In terms of the policy the decision as to whether an exemption will be granted lies with the IEB and its Accommodations/ Exemptions Panel, not with the school and/ or practitioner who conducted the assessments or with the school.
19. The exemption from an additional language will officially come into effect in the FET Phase (Grade 10-12). Approved exemptions replace the additional language requirement with an alternative option subject from Grade 10 onwards.
20. Applications for exemptions should therefore be made by the end of July of the Grade 9 year, prior to entering the FET Phase (Grades 10-12).

**Addendum approved by the Learning and Teaching Committee: 20/ 3/ 2018**

**Approved by the College Executive Committee: 7/ 4/ 2018**

**Amended: 26/ 11/ 2021**

**Amended: 2/ 12/ 2024**