

LANGUAGE

THE STATUS OF THE LANGUAGE OF LEARNING AND TEACHING (LOLT) IN SCHOOLS:

A quantitative overview:
2008–2016

MAY 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

WITS
UNIVERSITY



THE STATUS OF THE LANGUAGE OF LEARNING AND TEACHING (LoLT) IN SCHOOLS: A QUANTITATIVE OVERVIEW: 2008-2016

MAY 2023

ACKNOWLEDGEMENTS

We gratefully acknowledge funding for the development of this report provided by the **FirstRand Empowerment Foundation** (Grant 036806). The funding was allocated to the project **Researching Multilingualism in Foundation Phase Mathematics**. The project has five proposed research outputs in the field of which this is the first.

Thanks also are due to Dr Stephen Taylor (Director: Research Co-ordination, Monitoring and Evaluation, Department of Planning, Monitoring and Evaluation) for his assistance with the request for the data needed to draw up this report and directing this request to the appropriate officials. We could not have developed this report without the support of Ms Rirhandzu Baloyi (Deputy Director, Education Management Information System (EMIS), Department of Basic Education).

Writers:

Ingrid Sapire

Marang Centre for Mathematics and Science Education, Wits School of Education.

Gareth Roberts

Department of Economics, Wits School of Economic and Business Sciences.

Critical reader

Yael Shalem

Curriculum Division, Wits School of Education.

TABLE OF CONTENTS

LIST OF TABLES	05
LIST OF FIGURES	06
GLOSSARY OF TERMS	08
LIST OF ACRONYMS	09
EXECUTIVE SUMMARY	10
CHAPTER 1: BACKGROUND	11
1.1 Introduction	11
1.2 Language policy background: the advantage of home language as LoLT	11
1.2.1 South African classrooms – monolingual or multilingual?	12
1.2.2 Code-switching and translanguaging – more flexible uses of language	13
1.2.3 Mathematics teaching and the LIEP	14
1.3 Purpose of the report	15
CHAPTER 2: METHODOLOGY	16
2.1 Research methods	16
2.2 Descriptive analysis of quantitative data	16
2.2.1 Data source	16
2.2.2 Limitations	16
2.2.3 A cautionary note regarding data quality	17
2.2.4 Reporting on the data	17
CHAPTER 3: QUANTITATIVE OVERVIEW OF LEARNER DATA ON LANGUAGE	18
3.1 Home language of learners in the school system	18
3.2 The overall LoLT of learners in the school system	21
3.3 The LoLT of Grade 1, 2 and 3 learners	22
3.3.1 Grade 1	23
3.3.1 Grade 2	24
3.3.1 Grade 3	26
3.4 The status of languages as LoLT in the school system	28
3.5 Learners learning in their home language	28
3.5.1 Learners learning in their home language: Foundation Phase (trend over time)	29
3.5.2 Learners by home language and LoLT: FP	31
3.5.3 Learners learning in their home language: Intermediate Phase (trend over time)	32
3.5.4 Learners by home language and LoLT: IP	33
3.6 Learners studying an additional language	35
3.7 Discussion	35
CHAPTER 4: QUANTITATIVE OVERVIEW OF SCHOOL LEVEL DATA ON LoLT	36
4.1 Background	36
4.2 Schools by LoLT	36
4.2.1 Schools by LoLT in the system	36
4.2.2 Schools by LoLT in the Foundation Phase	38
4.3 Single medium schools	43
4.3.1 Single medium schools in South Africa	43

4.3.2 Single medium schools in the Foundation Phase	44
4.4 Parallel medium schools	47
4.4.1 English and Afrikaans parallel medium schools in South Africa	48
4.4.2 Parallel medium schools in the Foundation Phase	52
4.5 Discussion	54
CHAPTER 5: CONCLUSION	56
REFERENCES	59
ANNEXURES	61
1. Table A1: Number and percentage of FP learners by home language 2008 to 2016	72
2. Table A2: Number and percentage of FP learners by LoLT 2008 to 2016	73
3. Table A3: Number and percentage of IP learners by home language 2008 to 2016	74
4. Table A4: Number and percentage of IP learners by LoLT 2008 to 2016	75
5. Table A5: Number and percentage of SP learners by home language 2008 to 2016	76
6. Table A6: Number and percentage of SP learners by LoLT 2008 to 2016	77
7. Table A7: Number and percentage of FET learners by home language 2008 to 2016	78
8. Table A8: Number and percentage of FET learners by LoLT 2008 to 2016	79
9. DBE Annual Schools Survey (ASS): Questions relating to language	80

LIST OF TABLES

1	Table 1: Percentage of learners by home language and grade: 2016	page 22
2	Table 2: Percentage of Grade 1 learners by LoLT: 2008 to 2016	page 25
3	Table 3: Percentage of Grade 2 learners by LoLT: 2008 to 2016	page 27
4	Table 4: Percentage of Grade 3 learners by LoLT: 2008 to 2016	page 29
5	Table 5: Percentage of learners by LoLT and grade: 2016	page 31
6	Table 6: Percentage of learners in the FP who are studying in their HL: 2008 to 2016	page 34
7	Table 7: Percentage of learners by nonHL as LoLT enrolment in the Foundation Phase: 2016	page 37
8	Table 8: Percentage of learners by HL as LoLT enrolment in the Intermediate Phase: 2016	page 39
9	Table 9: Percentage of schools by LoLT in Grade 1: 2008 to 2016	page 46
10	Table 10: Percentage of schools by LoLT in Grade 2: 2008 to 2016	page 47
11	Table 11: Percentage of schools by LoLT in Grade 3: 2008 to 2016	page 48
12	Table 12: Comparison of percentages of schools according to LoLT and Census language distribution percentages	page 49
13	Table 13: Number of single medium schools by LoLT: 2008 to 2016	page 51
14	Table 14: Proportion of English and Afrikaans single medium schools: 2008 to 2016	page 52
15	Table 15: Number of single medium schools in Grade 1 by LoLT: 2008 to 2016	page 53
16	Table 16: Number of single medium schools in Grade 2 by LoLT: 2008 to 2016	page 54
17	Table 17: Number of single medium schools in Grade 3 by LoLT: 2008 to 2016	page 54
18	Table 18: Changes in the number of single medium schools in Grades 1 to 3 by LoLT between 2008 and 2016	page 55
19	Table 19: Total number of parallel medium schools according to primary LoLT in the system: 2008-2016	page 56
20	Table 20: Number of parallel medium schools according to primary LoLT in Grades 1: 2008 – 2016	page 61
21	Table 21: Number of parallel medium schools according to primary LoLT in Grade 2: 2008 – 2016	page 62

22	Table 22: Number of parallel medium schools according to primary LoLT in Grade 3: 2008 – 2016	page 62
23	Table 23: Change in the number of parallel medium schools according to primary LoLT in Grades 1 to 3 between 2008 and 2016	page 63

LIST OF FIGURES

1	Figure 1: Percentage of learners by home language: 2016	Page 21
2	Figure 2: Variation (comparing Grade R and Grade 12) by home language: 2016	Page 23
3	Figure 3: Percentage of learners by language of learning and teaching: 2016	Page 24
4	Figure 4: Percentage of Grade 1 learners by LoLT: 2008 to 2016	Page 26
5	Figure 5: Percentage of Grade 2 learners by LoLT: 2008 to 2016	Page 28
6	Figure 6: Percentage of Grade 3 learners by LoLT: 2008 to 2016	Page 30
7	Figure 7: Percentage of Foundation Phase learners learning in their home language: 2008 to 2016	Page 33
8	Figure 8: Percentage of Foundation Phase learners studying in their home language: 2008 to 2016	Page 34
9	Figure 9: Number of learners by home language LoLT and nonHL LoLT in the Foundation Phase: 2016	Page 36
10	Figure 10: Percentage of Intermediate Phase learners learning in their home language: 2008 to 2016	Page 38
11	Figure 11: Number of learners by home language LoLT and nonHL LoLT in the Intermediate Phase: 2016	Page 39
12	Figure 12: Number of schools by LoLT: 2008 to 2016	Page 43
13	Figure 13: Distribution of the population by first language spoken (percentage)	Page 44
14	Figure 14: Number of schools by LoLT in Grade 1: 2008 to 2016	Page 45
15	Figure 15: Number of schools by LoLT in Grade 2: 2008 to 2016	Page 46

16	Figure 16: Number of schools by LoLT in Grade 3: 2008 to 2016	Page 48
17	Figure 17: Proportion of English and Afrikaans single medium schools: 2008 to 2016	Page 52
18	Figure 18: English and Afrikaans parallel medium schools: 2008 to 2016	Page 58
19	Figure 19: Number of English parallel medium schools by language and year: 2008 to 2016	Page 59
20	Figure 20: Number of Afrikaans parallel medium schools by language and year: 2008 to 2016	Page 60

GLOSSARY OF TERMS

Home language (HL): Policy uses this term to refer to the language that is spoken most frequently at home by a learner. This is also referred to as the 'main language' of a learner in the literature. Home language also refers to the compulsory language subject that learners must study. The curriculum provides the requirements for studying a language at the level of HL.

First additional language (FAL): Refers to the compulsory language subject that learners must study in addition to their home language. The curriculum provides the requirements for studying a language at the level of FAL.

Second additional language: Refers to a non-compulsory language subject that may be studied (by choice) by learners (in addition to HL and FAL) at that level.

Language of learning and teaching (LoLT): Refers to the language medium in which learning and teaching, including assessment, takes place. In South Africa this could be any of the 11 official languages, other languages approved by the Pan South African Language Board (PANSALB), Braille and South African Sign Language (SasI), approved by UMALUSI.

Monolingualism: This term refers to fluency in and the use of one language only.

Bilingualism and multilingualism: These terms refer to the ability to communicate effectively in two or more languages, with more or less the same degree of proficiency in both languages. The two terms are often used inter-changeably in the literature.

Code-switching: Refers to switching from one language of instruction to another language of instruction during teaching and learning. Code-switching as a teaching strategy is seen as reactive and unplanned.

Translanguaging: Refers to a flexible use of language which is seen as an internal strategy by which speakers use all of their linguistic resources to communicate. Translanguaging as a teaching strategy is seen as proactive and planned.

Language level: Refers to the level of proficiency at which language learning areas are offered at school (e.g. home language, first additional language, second additional language).

Language proficiency: Refers to the level of competence at which an individual is able to use a language for both basic communication tasks and academic purposes.

African language: In the context of this report, the term refers to South Africa's nine official African languages namely: isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, Siswati, Tshivenda and Xitsonga.

Single medium school: Refers to a school that uses only one language (medium of instruction or LoLT) for all learners in all grades.

Single medium of instruction: Refers to the use of one language (medium of instruction) as the LoLT by a teacher in a class.

Parallel medium school: Refers to schools where teaching takes place in two or more languages in the same school. These schools have more than one LoLT. In parallel medium schools LoLT is separated according to classes in the same grade.

Parallel medium of instruction: Refers to the use of more than one language (medium of instruction) as the LoLT by teachers in a school. Classes are separated according to language across each grade.

Preferred language of instruction: Refers to the language indicated by a learner at the time of registration at a school as the language in which he/she would prefer to be taught. According to policy, schools should try to accommodate the preferred languages of instruction given by learners. Number of registered learners per language affects the choice of LoLT by schools.

LIST OF ACRONYMS

ASS:	.....Annual Schools Survey
CAPS:	.....Curriculum and Assessment Policy Statement
DBE:	..... Department of Basic Education
EMIS:	.....Education Management Information System
EFAL:	..... English first additional language
FAL:	..... First additional language
FET:	..... Further Education and Training (Grades 10-12)
FP:	..... Foundation Phase (Grades 1-3)
GET:	..... General Education and Training (Grades R-9)
HL:	..... Home language
HoD:	..... Head of Department
IP:	.....Intermediate Phase (Grades 4-6)
LiEP:	..... Language in Education Policy
LoLT:	.....Language of learning and teaching
LURITS:	..... Learner Unit Record Information Tracking System
PANSALB:	..... Pan South African Language Board
Sasl:	..... South Africa Sign Language
SGB:	..... School governing body
SP:	.....Senior Phase (Grades 7-9)
UMALUSI:	.....Council for Quality Assurance in General and Further Education and Training

EXECUTIVE SUMMARY

This report has been drawn up to provide a sequel to the trend analysis of language data presented in the report titled *The Status of the Language of Learning and Teaching (LoLT) in Schools: A Quantitative Overview: 1998-2007*, (DBE, 2010) in order to give up-to-date information on the situation in relation to LoLT and HL in South African classrooms.

Methodologically, the report builds on a review of the relevant literature and is based on a descriptive analysis of quantitative data obtained from the Department's Annual School Survey for the period 2008 to 2016.

Literature on language in teaching and learning is discussed in relation to learning in general. There is also reference to the literature on multilingualism and learning in multilingual schools. The broader discussion is nuanced with reference to additional literature more specifically in relation to the learning of mathematics in multilingual contexts, since mathematics achievement continues to feature problematically in the local education scenario. Emerging from the literature in mathematics education in multilingual contexts, is a strong claim that learners need to acquire literacy skills not just for pure language but also for the language of mathematics.

The expression 'home language' is used in the LiEP to refer to the preferred spoken language of an individual. In the South African context, particularly but not only in urban settings, the reality is that many learners may not have one preferred language, they may have more than one. In this report the expression 'home language' is used as it was in the previous report, since it is the term that is still used in policy documentation. However, it is noted that the expression 'main language' might better express the language spoken most often by an individual since many South Africans grow up speaking more than one language. The focus on the provision of multilingual education in schools through providing multiple monolingual classes might need refinement in the light of the literature which shows that, both locally and internationally, more flexible language use can very effectively support learning in multilingual classes.

Detailed descriptive statistics are reported using tables and figures which give insight into the implementation trends from 2008 up to 2016. There are also tables and figures to give more fine-grained reporting for the year 2016. This information is reported in two chapters. Chapter 3 reports on predominantly aggregated learner-level language data (only the 2016 data is captured at the learner level as a result of the implementation of the LURITS system). Chapter 4 reports on school-level data. The reporting on the data focuses on both the language of learning and teaching (LoLT) and home language (HL) at both of these levels.

Schools in South Africa are multilingual – a reality which is acknowledged and has been addressed progressively since 1994. Drawing on the literature and findings, the current report suggests that the issue of language of and for learning should be extended beyond monolingualism in the multilingual South African school context. This recommendation is based on the literature but it is substantiated by the finding of a strong trend towards parallel medium schools that has emerged over the period 2008-2016.

Chapter 5 presents the conclusions and recommendations.

CHAPTER 1: BACKGROUND

1.1 Introduction

The previous report on the status of the language of learning and teaching (LoLT) in schools was published in 2010 and was based on data for the years 1998 to 2007. This report is a sequel to that report. It gives an in-depth analysis of the 2016 Education Management Information System (EMIS) data on language at schools from the Annual Schools Survey (ASS) and maps the trends of LoLT and enrolment according to language in schools over the period 2008 to 2016.

1.2 Language policy background: the advantage of home language as LoLT

Language policy has not changed much over the past 20 years since the publication of the first post-apartheid Language in Education Policy (LiEP) in 1997. The policy contained in the LiEP remains the overarching policy guide for schools although this policy has been clarified in the national curriculum statements over time since 1997, with the latest interpretation for schools having been put forward and implemented through the Curriculum and Assessment Policy Statements (CAPS) in 2011. More recently the Incremental Introduction of African Languages (IIAL) strategy has been introduced (the draft policy was published in 2013, piloting commenced in 2014 and implementation commenced in 2016). It has been reported that, '27% of public schools nationally are implementing the Incremental Introduction of African Languages (IIAL) in Grades 1 and 2 in 2017 despite challenges' (DBE, 2017). This strategy aims to introduce previously marginalised official languages into all schools in South Africa that do not currently teach an African language, other than Afrikaans, in addition to the teaching of English at the schools.

Although the LiEP and related CAPS policy specifications encourage the use of all official languages for learning and teaching in South African schools and policy creates the possibility for learners to be educated in their home language in the FP, this is still not the experience of all learners. In a recent tabled report of the Portfolio Committee on Basic Education (24 May 2016), a speaker, giving 'An Overview of South Africa's Schooling System', was noted to have said that, "The experience was that the use of mother-tongue within the schooling system continued to be a challenge in our schooling system, especially for learners of African descent. Their languages were being marginalised by the schooling system" (Item 5. Prof L Lalendle). This marginalisation (in spite of policy directives and provision) might prevail because of a growing view among the parent population in South Africa that their children should learn English, and in English. As Taylor notes, "English is widely perceived to be the language of upward mobility and this leads to a preference for instruction in English from as early as possible" (2013, p. 3). This being said, there is a need to map the current situation in schools with regard to LoLT. This report will give the more recent trends and insight into the current situation in schools with regard to HL and LoLT.

A recent longitudinal quantitative study by Taylor and von Fintel (2016) has shown that learning in the home language in the Foundation Phase has a positive effect on achievement in the Intermediate Phase, both for language and mathematics. The study was based on a large dataset constructed by "merging information from the Department of Basic Education's Annual Surveys of Schools (ASS) from 2007 to 2011 with the Annual National Assessments (ANA) data for 2012" (p. 9). The results were understandably stronger for language learning than for mathematics (p. 14) but for both areas, this robust study found that, "after controlling for school fixed effects, there is a ... disadvantage to receiving instruction in English rather than the home lan-

guage of the child [in the FP]” (p. 19). This finding confirms a large body of predominantly qualitative research (e.g. Brock-Utne, 2016, Ouane & Glanz, 2010) that it is preferable to learn school subject matter in the home language in the early years.

1.2.1 South African classrooms – monolingual or multilingual?

The LiEP promotes the development of all eleven South African official languages and, ostensibly, multilingualism. In accordance with this policy, the Department of Basic Education (DBE) supports multilingual education through the provision of education for FP learners in all eleven official languages of South Africa. Schools are expected to negotiate the choice of the Language(s) of Learning and Teaching (LoLT) with parents, based on the preferred language of instruction indicated by learners on registration at the school. This enables the schools to determine the appropriate LoLT(s) to be offered at the school, according to the learner population of the school.

The expression ‘home language’ is used in the LiEP to refer to the preferred spoken language of an individual. In the South African context, particularly in urban settings, the reality is that learners may not have one preferred language. In this report the expression ‘home language’ is used, since this is the term used in policy documentation, while it is noted that the expression ‘main language’ might better express the language spoken most often by an individual since many South Africans grow up speaking more than one language.

The policy shift to home language as LoLT (with one chosen LoLT per class) was implemented assuming that conditions were in place for monolingual classes (classes where one LoLT is used as the medium of instruction), where all learners could be taught in their home language.

Current policy implementation, with the intention of providing for multilingual education, effectively results in the selection of a LoLT by a school, to be used as the medium of instruction in the school. The chosen LoLT could be any one (or more) of the 11 official South African languages. Teachers and learners are then expected to use this LoLT exclusively in all of their spoken and written interactions in class. If a school has sufficiently large learner numbers and there is more than one preferred language indicated by sufficient learners, the school may offer more than one LoLT. In this case each different LoLT is accommodated in separate class. If learner numbers do not warrant separate classes the ‘best fit’ LoLT (or in many cases English) is chosen, and some learners will be taught in a language which is not necessarily their main language. Hence, in spite of a policy which supports multilingualism and FP education in all official languages of South Africa, not all learners are being taught in their HL nor are they all necessarily being taught in the language of their choice.

In reality, the LoLT of the school and home languages of teachers and learners do not always coincide. There are two reasons for this: the first is that a learner might attend a school where the LoLT is not his/her home language. This can happen because of the location of the school in a community – proximity is one of the key choice elements for parents choosing a school to which to send their children. Some communities are more mixed than others and the reality is that learner populations vary according to the communities in which they are located. Secondly, more prevalent in urban (and peri-urban) contexts, is that many South African learners (and teachers) use more than one language when they speak to communicate that which they want to say. A

single LoLT, to be used exclusively in the teaching of an FP class in a *purist* fashion, does not make provision for this kind of flexible language use.

A purist approach (which underpins the value of monolingual classrooms) sees languages as distinct from each other, while a *pluralist* approach sees languages as resources to be used in combination at the will of the speaker. In multilingual communities, pluralist use of language is the norm. Multilingualism is fast becoming the norm in the world, especially in highly populated large cities and particularly those situated near to borders between countries where different languages are spoken (Cloud, Genesee, & Hamayan, 2009). There are different ways in which speakers may use more flexible, pluralist, language practices – in linguistics and other fields where language use is researched the terms code-switching and translanguaging are often used to describe these flexible language practices (Garcia & Baetens Beardsmore, 2009).

1.2.2 Code-switching and translanguaging – more flexible uses of language

The term ‘code-switching’ has been in use longer, originating in the field of linguistics. In the 1940s and 1950s it was regarded by some as an inferior use of language but in the 1980s this view changed and it became regarded as a normal, functional use of language by bilinguals (Gumperz, 1982) in that it enables learners to draw on other languages they know when learning in a language that is not their main language. Code-switching can be seen as an external function where speakers of more than one language switch between their languages (1982, p.59) to express themselves.

The term ‘translanguaging’ is a more recent term used to describe multiple language practices. It originated in Wales in the 1980s and the term is said to be a translation of the Welsh word *trawsieithu* coined by Cen Williams when he and his colleagues were researching strategies of using both Welsh and English in a single lesson in a classroom setting (Lewis, Jones, & Baker, 2012a & 2012b). Translanguaging is seen as an internal strategy by which speakers use all of their linguistic resources to communicate (Garcia & Baetens Beardsmore, 2009). In multilingual classrooms, which is the reality of many South African classrooms, the use of translanguaging could serve positively to enhance learning opportunities for learners (Heugh, 2015). The existence and development of dictionaries is more aligned with a purist use of language yet many examples of translanguaging practices mention the use of dictionaries to assist in the movement from one language to another (e.g. Makalela, 2015a & 2015b).

1.2.3 Mathematics teaching and the LIEP

In line with curriculum policy, the teaching of Mathematics in the FP is carried out in the home language of learners in some schools in South Africa. The above finding of Taylor and von Fintel (2016) about the advantage of HL education in the FP endorses this policy choice, particularly for the learning of language but also for mathematics, although less strongly so. In the particular case of mathematics learning, language of learning needs to be further interrogated in the light of other research in the field. This is especially important in the South African multilingual context, where there may still be large numbers of learners who are not being taught in their HL¹, even if the school system provision aims to provide it. As has been discussed above, for

1 Research on this topic is being carried out through the project **Researching Multilingualism in Foundation Phase Mathematics** at the University of the Witwatersrand. The project has five proposed research outputs which will contribute to the body of knowledge in the field. The third output is a survey in 20 schools in Gauteng, specifically investigating LoLT and HL in these schools.

various reasons, not all learners are at schools where the LoLT coincides with their home language. There may also be learners who have more than one home language and have a richer language base to draw on when they learn mathematics.

Emerging from the literature in mathematics education in multilingual contexts, is a strong claim that learners need to acquire literacy skills not just for pure language but also for the language of mathematics. Research in mathematics education has shown that learners benefit from drawing on multiple languages in mathematics classes (e.g. Adler, 2001; Moschkovich, 1999; Setati, 2008)². In mathematics classes the goal is to learn mathematics with language being one of the tools supporting this learning. The different uses of language mentioned above play a role here.

A pluralist use of language (see above) recognises the multilingual and multicultural body of learners populating schools, especially in urban areas of South Africa. In South Africa, where there are eleven official languages, the question is not necessarily 'which language' but possibly 'what repertoire of languages' (meaning that a mix of languages at the disposal of the speaker may be used) would best enable young learners to learn their mathematics?

Despite the prevalence of multilingual classes in many South African schools, particularly those in urban areas, Makoe and McKinney argue that "the South African LiEP is silent on the possibilities of using more than one named language in the classroom simultaneously" (2014, p. 661)³. What this means is that, according to official policy (which is strictly monitored by district officials), teaching in FP mathematics classes is essentially carried out in one language, even if the learner population of the classes might be mixed in terms of language and other spoken languages may be present. This runs counter to arguments in favour of pluralist language use.

Mathematics learning further complicates the language issue in classrooms since, as it is commonly asserted, mathematics is a language in itself. The CAPS document states that "Mathematics is a language that makes use of symbols and notations for describing numerical, geometric and graphical relationships" (DBE, 2011, p. 8). The verbal and symbolic language of mathematics has developed over centuries and consists of a rich terminology in addition to symbols, notations and figures⁴. The mathematical terminology used in English (for example) draws on Latin, Greek, Arabic, French, German, amongst other languages.

In the South African context, not all of the mathematical terms used to speak about school level mathematics have been officially agreed on by PANSALB (Pan South African Language Board) for the 11 official South African languages. This is an ongoing process and not one that will or should pinpoint singular words but, in all likelihood, a range of words/phrases that could be used⁵.

2 Much of this research has been carried out in higher grades in the school system (Venkat, Adler, Rollnick, Setati, & Vhurumuku, 2009). The fourth and fifth proposed research outputs of the project **Researching Multilingualism in Foundation Phase Mathematics** at the University of the Witwatersrand have been designed to investigate language use in Foundations Phase classes to add to this body of knowledge.

3 Support for the use of more than one language simultaneously in a classroom can be provided through multi-bilingual materials (Owen-Smith, 2012).

4 Variations in mathematical terminology in all languages are present and recognized. These can be used productively in the learning of mathematics. Morgan (2005).

5 It must be noted that for systemic assessment purposes the development of register is particularly important if all learners are to be given one instrument in a particular language. The second proposed research output of the project **Researching Multilingualism in Foundation Phase Mathematics** at the Uni-

In the interim, the question as to whether or not it is in the best interests of mathematics learning in FP classes to be restricted to one LoLT needs to be more fully researched as very little research has been done in this area in this phase to date. It may be that allowing more flexible language use in FP mathematics classes might facilitate more effective mathematics learning in multilingual schools in the early years and lay a better foundation for mathematics learning in later years.

Further to this, teacher preparation and in-service teacher education opportunities need to take into consideration issues that arise in multilingual classes (Essien, 2013; Mukucha, 2012). Policy assumes a match between LoLT and the learners' and teachers' HL but this might not be as close as it is assumed and teachers may need support in order to teach more effectively in multilingual contexts.

1.3 Purpose of the report

This report has been drawn up to provide a sequel to the trend analysis of language data presented in the 2010 "Status of the LoLT" report (DBE, 2010). That report was published based on 1997/98 to 2007 data. Trends, for example those showing changes in LoLT selections of schools according to CAPS policy, need to be monitored on an on-going basis, in order to give up-to-date information on the situation (in this case in relation to LoLT and HL) in South African classrooms.

The trends shown in this report are analysed in relation to the data presented in the 2010 report in order to give a current perspective on policy implementation in schools.

More in-depth analysis of the 2016 data is provided to give a more nuanced perspective of the current status of LoLT in South African schools.

iversity of the Witwatersrand has been designed to investigate language use in Foundations Phase materials to add to this body of knowledge.

CHAPTER 2: METHODOLOGY

2.1 Research methods

The preparation of this report adopted the following research methods:

- Review of the literature on multilingualism and learning in multilingual schools in relation to learning generally but also more specifically in relation to the learning of mathematics.
- Descriptive analysis of quantitative data obtained from the Department's Annual School Survey.

Given the purpose and the nature of this report, this chapter focuses on methodological issues related to the descriptive analysis of the quantitative data.

2.2 Descriptive analysis of quantitative data

2.2.1 Data source

The DBE collects data annually on the school system, some of which can be used to monitor the status of LoLT in schools. The data collection process is managed by the Department's Education Management Information System (EMIS) via the Annual School Survey (ASS). The ASS is conducted in March every year, in all ordinary schools, both public and independent (DBE, 2011, p.1).

In order to compile this report, EMIS data from the ASS for the years 2008 – 2016 were used (see Annexure 9 for the questions from the ASS that generated the data for this report). The following data were analysed:

- Schools according to LoLT and home language.
- Learners according to LoLT and home language.

This report used the data to provide a follow up to the 1998-2007 data analysis presented in the 2010 Status of the LoLT report (DBE, 2010) in order to give an updated presentation of the more recent trends in the status of both LoLT and home languages of learners in schools.

2.2.2 Limitations

The Learner Unit Record Information Tracking System (LURITS), which provides learner-level data became operational in 2016. For the years 2008 to 2015 school-level aggregated data was used (as in the 1998-2007 report) which does serve as an excellent source of basic information but it imposes limitations since learner-level comparisons cannot be made accurately using aggregated data. The adoption of certain assumptions in this report made it possible to undertake a comparison across some variables.

2.2.3 A cautionary note regarding data quality

Readers are again cautioned about reading too closely into the actual data values presented in the report. It is advised that attention rather be paid to the broad patterns and trends revealed by the data.

The two reasons to be prudent about the interpretation of the data values presented in the 1998-2007 remain:

- data is self-reported data by school principals and often not sufficiently verified at provincial level. It is quite probable therefore, that the data provided by schools may not be accurate.
- the trend analysis of data for the 2008-2016 period does reveal certain discrepancies in the data, which at times create distortions in the trends, because of the lack of consistency in the standard of data quality obtained over this period.

Although the quality of EMIS data has shown a significant improvement in quality over time, a comparative analysis of the data for the period 2008-2016 should still be interpreted with caution.

2.2.4 Reporting on the data

The data on the status of language in schools is reported upon in two chapters. Chapter 3 reports on aggregated learner-level language data, while Chapter 4 reports on school-level data. The reporting on the data focuses on LoLT and home language at both these levels.

CHAPTER 3: QUANTITATIVE OVERVIEW OF LEARNER DATA ON LANGUAGE

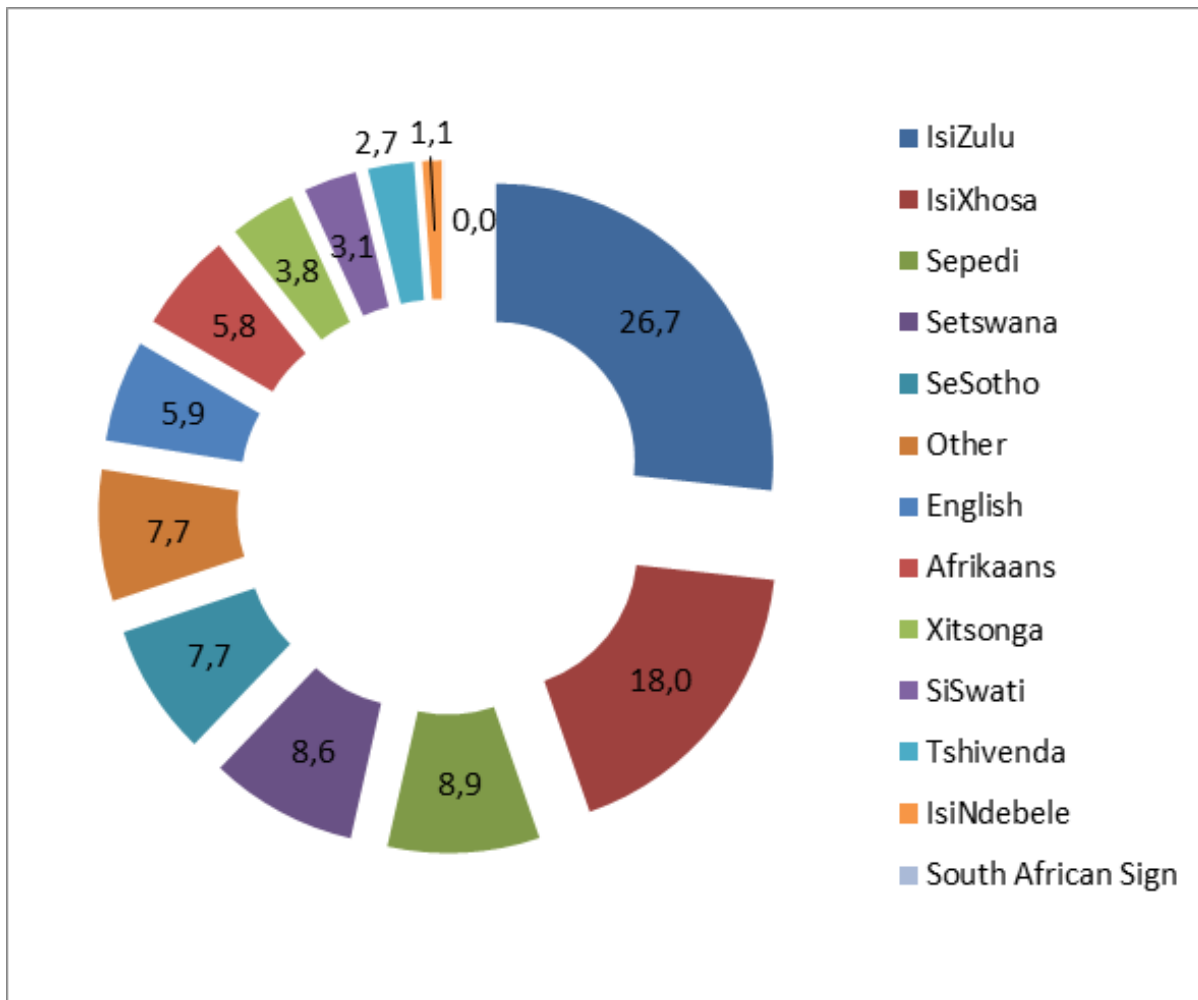
3.1 Home language of learners in the school system

The LiEP (DoE, 1997) uses the term 'home language' (HL) to refer to the language that is spoken most frequently at home by a learner. The overall 2016 figures show a general drop in the numbers of learners reported to be speaking the various official South African languages as home languages compared to those in 2007, except for IsiZulu. This might in part be accounted for by the category of "other languages" now recorded in the EMIS data.

Figure 1 indicates that, in 2016, IsiZulu remained the home language for the largest group of learners in the school system (26,7%). This percentage has increased since 2007 when 25% of the learner population reported that they used IsiZulu as their home language. As in 2007, the second most highly spoken language of learners in the system is IsiXhosa, with 18% of learners reporting that their home language is IsiXhosa – but this is a drop from the 2007 findings, where a figure of 20% of learners reported that their home language was isiXhosa. Sepedi is still the third most commonly spoken home language of learners in South African schools, with a reported 8,9% of learners whose home language is Sepedi – also a drop from the 2007 where 10,7% of learners reported that they were Sepedi home language speakers. English remains the sixth most common home language (in 2016 there were 7,7% of learners compared to 7% of learners in 2007 who reported English as their home language – showing a slight increase). Afrikaans has dropped from the fourth to the seventh most highly spoken home language. The order of the less highly spoken home languages (Xitsonga, Siswati, Tshivenda and IsiNdebele) has not changed, although percentages of learners reporting these languages as their home languages have all dropped since 2007.

It must be noted that in the 2016 year there was a large percentage of learners who reported 'other' languages as their home language (7,7%). South African sign language (Sasl) is also now recorded in the EMIS data, but for a negligible number of learners (rounds down to 0%).

Figure 1: Percentage of learners by home language: 2016



Source: DBE: 2016 Annual School Survey

Table 1 shows the distribution of learners according to home language for all grades in the school system, in 2016. As can be seen in the table the proportions are fairly consistent for all languages from Grade R to Grade 12.

Table 1: Percentage of learners by home language and grade: 2016

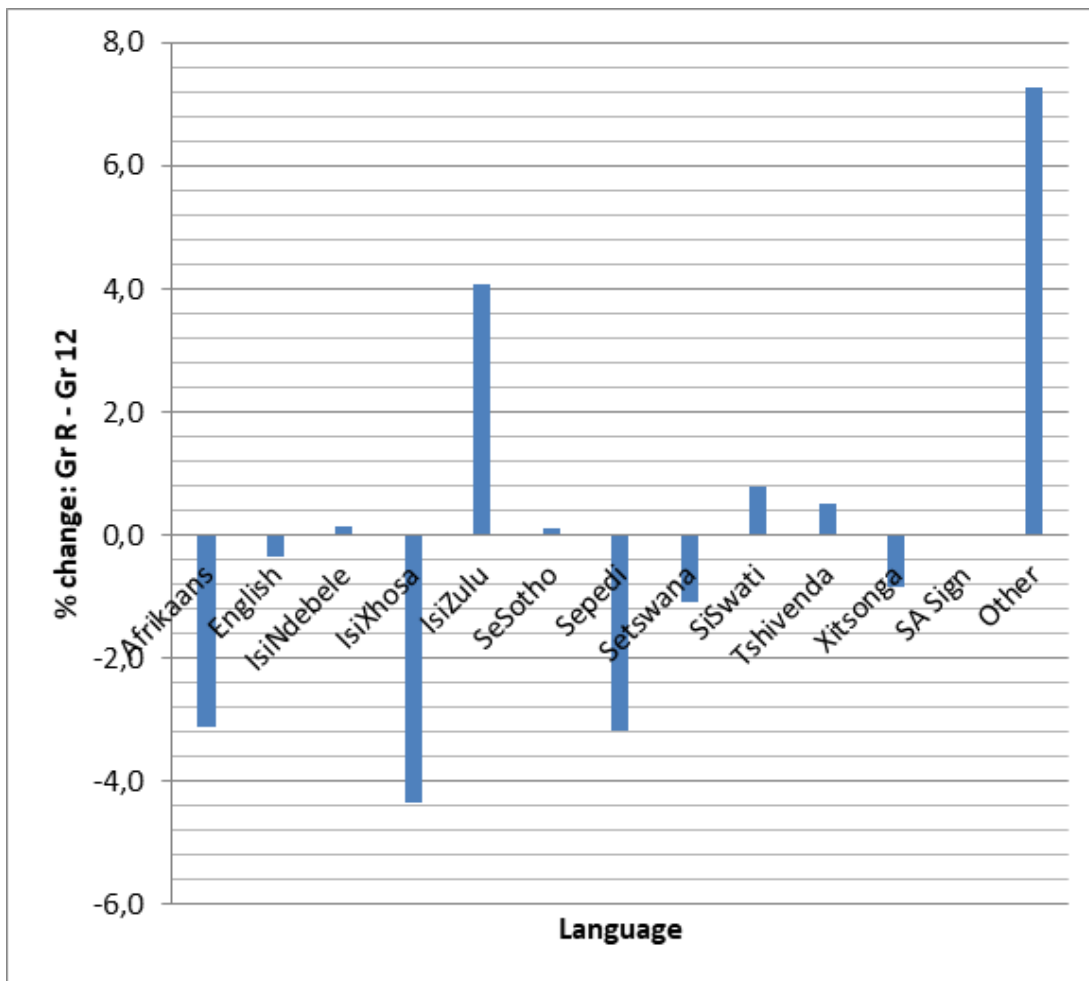
Language	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Afrikaans	7.9	6.6	5.1	5.3	5.8	5.5	5.6	5.9	8.3	5.4	4.8	4.4	4.8
English	6.6	6.3	5.2	5.4	5.5	5.8	5.9	6.0	7.8	6.1	5.3	5.6	6.2
IsiNdebele	1.1	1.2	1.1	1.0	1.0	1.0	1.0	1.2	1.2	1.2	1.3	1.3	1.2
IsiXhosa	21.3	18.4	17.7	18.3	18.3	18.2	18.1	18.2	17.9	16.2	16.5	16.8	17.0
IsiZulu	24.7	25.8	25.7	26.4	26.5	26.7	26.9	26.4	25.4	27.2	27.5	30.9	28.8
SeSotho	6.3	7.6	7.7	7.9	8.3	8.1	8.0	8.5	7.9	7.3	8.2	6.8	6.4
Sepedi	12.1	9.6	9.3	8.1	7.4	7.4	7.1	6.6	10.1	9.8	10.0	9.0	8.9
Setswana	8.2	8.8	9.0	9.0	9.1	9.0	8.9	9.0	9.1	8.3	8.3	7.4	7.1
SiSwati	2.9	2.9	3.0	2.9	2.9	2.9	3.0	3.0	3.2	3.2	3.1	3.6	3.7
Tshivenda	2.9	2.3	2.4	2.4	2.4	2.4	2.4	2.4	2.8	2.8	3.7	3.1	3.4
Xitsonga	4.7	4.0	3.9	3.6	3.4	3.4	3.3	3.2	4.2	4.1	4.1	3.8	3.9
Sasl	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	1.3	6.4	9.8	9.7	9.3	9.6	9.7	9.6	2.1	8.2	7.1	7.5	8.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Source: DBE: 2016 Annual School Survey

Figure 2 gives some indication of the variation of the proportion of learners' reported home language from Grade R to grade 12. For most languages, the proportions are very much the same. For Afrikaans, IsiXhosa and Sepedi, there is a drop of more than 3% in the overall proportion of learners speaking those languages in Grade 12 compared to in Grade R. For IsiZulu however, there is an increase of more than 4% of home language speakers in the Grade 12 year.

The percentages reported for speakers of the 'other' languages are close to 8% across all years, with inconsistencies in relation to this trend in the Grade R (1,3%) and Grade 8 (2,1%) years. There appears to be a large increase in the proportion of learners speaking 'other' because of the discrepancy in the Grade R data for this year.

Figure 2: Variation (comparing Grade R and Grade 12) by home language: 2016



Source: DBE: 2016 Annual School Survey

Detailed summary tables of the number and percentage of learners according to HL for the period 2008 to 2016 in the phases across the GET and FET bands are given as annexures to the report (See Annexures 1-4).

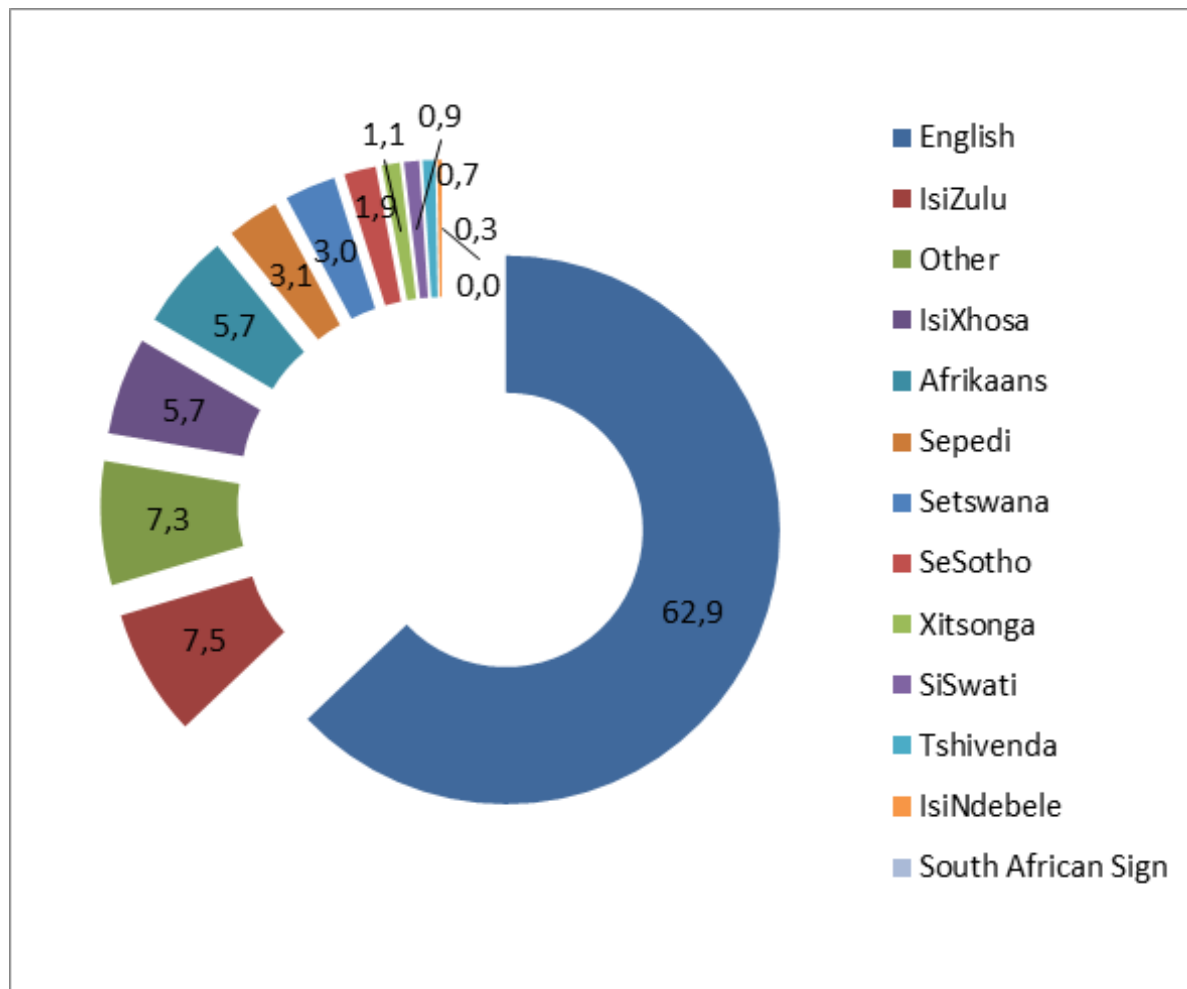
3.2 The overall LoLT of learners in the school system

The language of teaching and learning selected by schools is known as the LoLT of the school. This is the language used for instruction and assessment at the school. Any of the 11 official languages (plus SA Sign Language) may be used for this purpose. As discussed in the Chapter 1, the LoLT in a school is determined by the school and the School Governing Body (SGB) who select the LoLT of their schools in accordance with the LiEP and section 6(2) of the South African Schools Act. The policy background and legal ramifications of the LiEP are discussed in depth in the 2010 report on the status of LoLT in schools (DBE, 2010). It was also discussed in Chapter 1 of this report that implementation of the LoLT is not as simple as it might seem. The ASS captures some of the data relating to LoLT in schools but it is not able to capture all variations in language use that may occur at a school. There may be a need for a more comprehensive survey to find out more of the intricacies of language use (languages present, spoken and used for teaching and learning) in schools.

The percentages across the school system for LoLT are very different to those for HL – primarily because, according to policy, from Grade 4 onwards the LoLT for all learners is either Afrikaans or English.

Figure 3 shows the proportion of South African learners according to LoLT across the school system (regardless of grade) in 2016. It indicates that the majority of learners in the school system (62,9%) in 2016 learnt via the medium of English. This majority percentage has dropped from 65% in 2007. The second most common language of learning amongst learners is now IsiZulu (7.5%) which is followed by IsiXhosa (5.7%) and then Afrikaans (5.7%). This shows a particularly high drop in the use of Afrikaans as LoLT from 12% in 2007.

Figure 3: Percentage of learners by language of learning and teaching: 2016



Source: DoE, 2016 Annual School Survey

Although English is by far the dominant LoLT in the general school system, the pattern is not the same in the Foundation Phase (FP) Grades. This is also policy related, since in the system any one of the 11 official South African languages may be chosen as a LoLT in the FP. From the Intermediate Phase (IP) onwards, schools choose either English or Afrikaans as the LoLT of the school. It is thus of value to report on the distribution of the LoLT in more detail for the FP grades (1, 2 and 3) and detail of the distribution of LoLT in the Foundation Phase is given in the next section.

3.3 The LoLT of Grade 1, 2 and 3 learners

Trends in selection of LoLT in schools over the period 1998 to 2007 were fairly stable (DBE, 2010). Continuing the same trends from 2008 to 2014, selection of LoLT in schools fluctuated slightly but showed no significant change until the 2016 year. This emerges from the data presented in the three tables that follow.

3.3.1 Grade 1

Table 2 shows the trends for LoLT in Grade 1 across the years following on from those in the previous years. In 2007, English had dropped from being the dominant LoLT, to be taken over by IsiZulu (DoE, 2010). This trend continued up to 2008, but from 2010, the trend changed again, with English once again taking over as the dominant LoLT and it has remained so until 2016 (2016: English – 23,1%; IsiZulu – 20, 1%).

Table 2: Percentage of Grade 1 learners by LoLT: 2008 to 2016

Language	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	9,55	9,48	9,64	9,14	9,10	8,88	8,71	8,74	6,56
English	21,81	21,67	23,28	23,32	23,56	24,84	24,83	23,13	23,09
IsiNdebele	0,73	0,75	0,72	0,73	0,69	0,59	0,68	2,47	0,74
IsiXhosa	16,77	16,90	17,53	16,74	14,65	16,43	17,00	0,81	15,26
IsiZulu	23,00	23,41	21,66	23,18	20,54	20,39	21,88	3,40	20,14
SePedi	8,34	8,68	8,22	8,36	8,88	8,85	9,38	8,38	8,20
Sesotho	5,09	4,26	4,42	4,56	3,93	5,45	1,97	2,09	4,97
Setswana	7,58	8,01	7,86	7,70	6,86	7,84	8,32	16,80	8,07
Siswati	2,13	1,93	2,09	1,95	3,32	1,68	2,00	9,81	2,43
Tshivenda	1,96	1,93	1,78	1,53	4,63	2,03	2,06	22,32	1,87
Xitsonga	3,01	2,93	2,77	2,77	3,86	2,96	3,09	2,02	2,86
Sasl	0,01	0,01	0,01	0,01	0,00	0,02	0,01	0,00	0,02
Other	0,02	0,04	0,03	0,03	0,00	0,04	0,05	0,04	5,79
Total	100	100	100	100	100	100	100	100	100

Source: DBE: 2008 to 2016 Annual School Survey

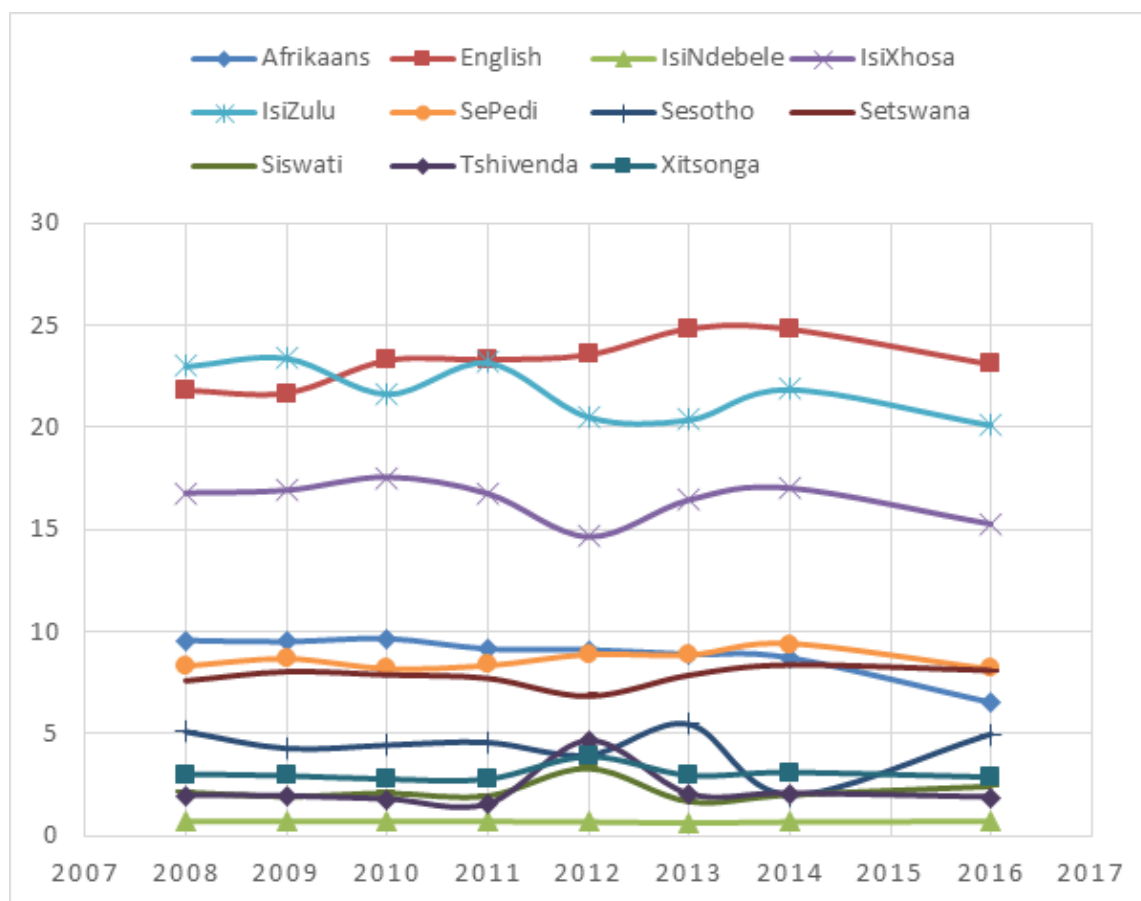
It must be noted that there are inconsistencies in some of the data, particularly in 2012 and 2015. Despite these discrepancies and taking them into account (2015 is not included in the graph below since this distorts the shape of the graph), there are trends and changes over the 2008 to 2016 period which are worth noting.

It should also be noted that the large increase in the percentage for the category of 'other' in 2016 will also have impacted on the proportional spread of LoLT across schools in the system. A reported 5,8% of schools reported using 'other' languages as LoLT in 2016⁶. (Not shown in the graph.)

The trends are easier to follow using a graphical representation as can be seen in Figure 4.

6 This jump in reported 'other' languages chosen as LoLT occurs in this and all tables in this report relating to LoLT as of 2016, at the point of change to the LURITS data capturing system and warrants further attention which is not possible at present due to data limitations.

Figure 4: Percentage of Grade 1 learners by LoLT: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

In Grade 1, the spread of LoLTs across all of the African languages remained fairly stable, although there were declines in the proportion of IsiXhosa and IsiZulu as LoLT (by 1,5% and 2,9% respectively) over the period 2008 to 2016. The proportion of Afrikaans LoLT schools also declined, from 9,6% in 2008 to 6,6% in 2016. Setswana and Siswati increased as LoLTs from 2008 to 2016. Fluctuations in percentages of learners by LoLT can be seen in all languages over the period. What is clear from Figure 4 is that English as LoLT was dominant from 2010 onwards and it showed an increase of 1,3% between 2008 and 2016 even though in 2016 English as LoLT was not at the highest level it achieved over the period.

3.3.1 Grade 2

Table 3 shows that, similar to those in Grade 1, the trends for LoLT in Grade 2 across the years follow on from those in the previous years. Up to 2007, English remained the dominant LoLT in Grade 2, followed by IsiZulu (DoE, 2010). This trend has continued up to 2016 with English becoming more prevalent as LoLT over the period. (2008: English – 23,3%; IsiZulu – 21,4% compared to 2016: English – 22,3%; IsiZulu – 19,8%).

Table 3: Percentage of Grade 2 learners by LoLT: 2008 to 2016

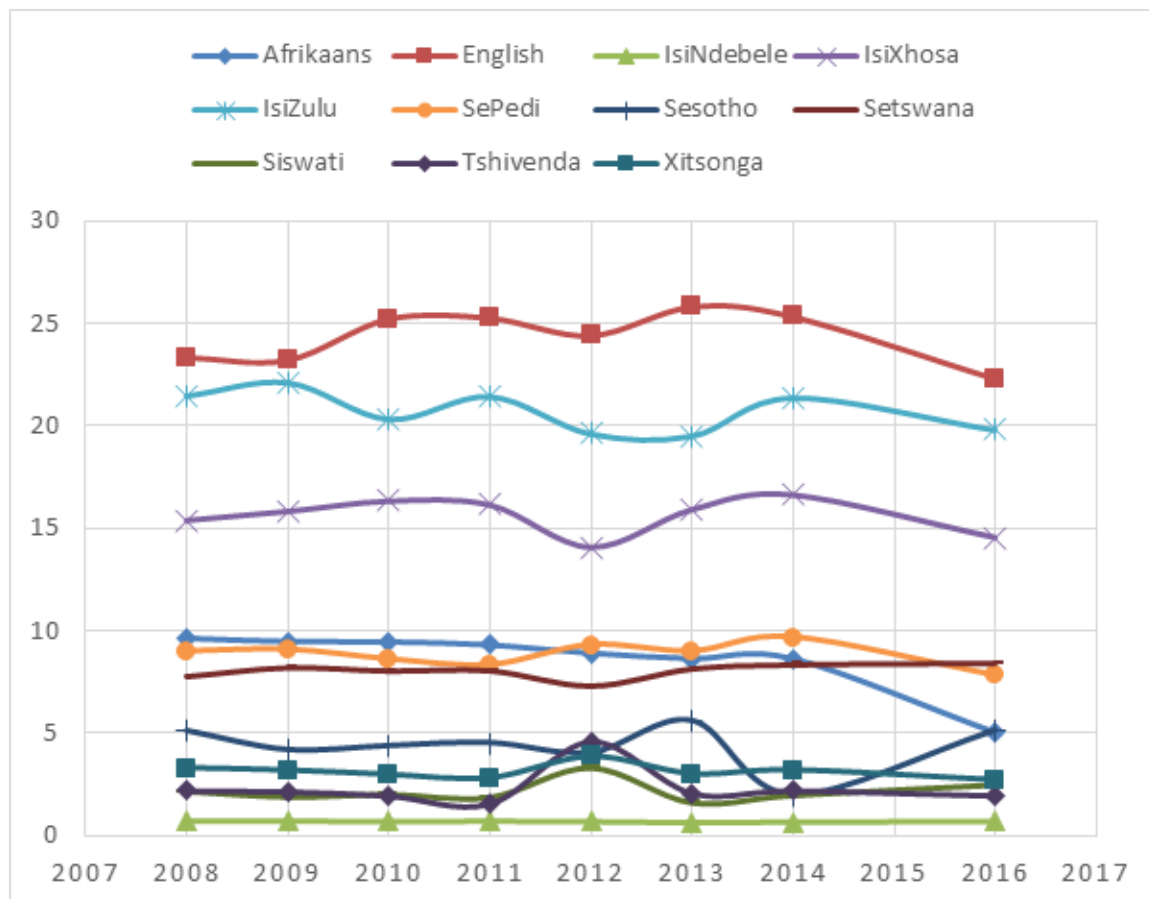
Language	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	9,63	9,48	9,46	9,31	8,90	8,63	8,63	8,63	4,99
English	23,34	23,20	25,24	25,28	24,42	25,83	25,35	23,44	22,28
IsiNdebele	0,75	0,74	0,69	0,73	0,69	0,61	0,66	2,41	0,71
IsiXhosa	15,38	15,83	16,34	16,14	14,04	15,91	16,64	0,82	14,53
IsiZulu	21,42	22,05	20,32	21,40	19,61	19,51	21,33	3,41	19,80
SePedi	8,98	9,07	8,61	8,33	9,29	8,99	9,66	8,56	7,82
Sesotho	5,09	4,16	4,36	4,51	4,03	5,59	1,97	2,17	5,11
Setswana	7,76	8,21	8,05	8,06	7,27	8,15	8,37	16,72	8,45
Siswati	2,16	1,89	2,01	1,87	3,31	1,61	1,96	10,14	2,48
Tshivenda	2,17	2,14	1,93	1,54	4,58	2,06	2,18	21,70	1,93
Xitsonga	3,29	3,17	2,96	2,79	3,86	2,99	3,19	1,98	2,69
Sasl	0,01	0,01	0,01	0,00	0,00	0,02	0,01	0,00	0,02
Other	0,02	0,04	0,03	0,04	0,00	0,09	0,05	0,03	9,19
Total	100	100	100	100	100	100	100	100	100

Source: DBE: 2008 to 2016 Annual School Survey

It should again be noted that there are inconsistencies in some of the data, particularly in 2012 and 2015 but in spite of this trends are visible which can be discussed. The category of ‘other’ which was introduced in 2016 also appears in the Grade 2 data and will also have impacted on the proportional spread of LoLT across schools in the system. A reported 9,2% of schools reported using ‘other’ languages as LoLT in 2016. (Not shown in the graph.)

Once again, the trends are easier to follow using a graphical representation as can be seen in Figure 5.

Figure 5: Percentage of Grade 2 learners by LoLT: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

In Grade 2, the spread of LoLTs across all of the African languages also remained fairly stable as in Grade 1, although there were declines in the proportion of seven of the official languages as LoLT – more notably Afrikaans (by 4,6%), IsiZulu (by 1,6%), Sepedi (by 1,2%) and IsiXhosa (by 0,9%). As in Grade 1, Setswana and Siswati increased as LoLTs between 2008 and 2016. As for Grade 1, fluctuations in percentages of learners by LoLT can be seen in all languages over the period. What is clear from Figure 5 is that English as LoLT was dominant over the entire period although it declined as a LoLT by 1,1% over the period.

3.3.1 Grade 3

Table 4 shows that, similar to those in Grade 1 and Grade 2, the trends for LoLT in Grade 3 across the years follow on from those in the previous years. Up to 2007, English remained the dominant LoLT in Grade 3, followed by IsiZulu (DoE, 2010). This trend has continued up to 2016 although there has been a decline in the prevalence of English as LoLT over the period. (2008: English – 27,6%; IsiZulu – 19,7% compared to 2016: English – 23,1%; IsiZulu – 20,2%).

Table 4: Percentage of Grade 3 learners by LoLT: 2008 to 2016

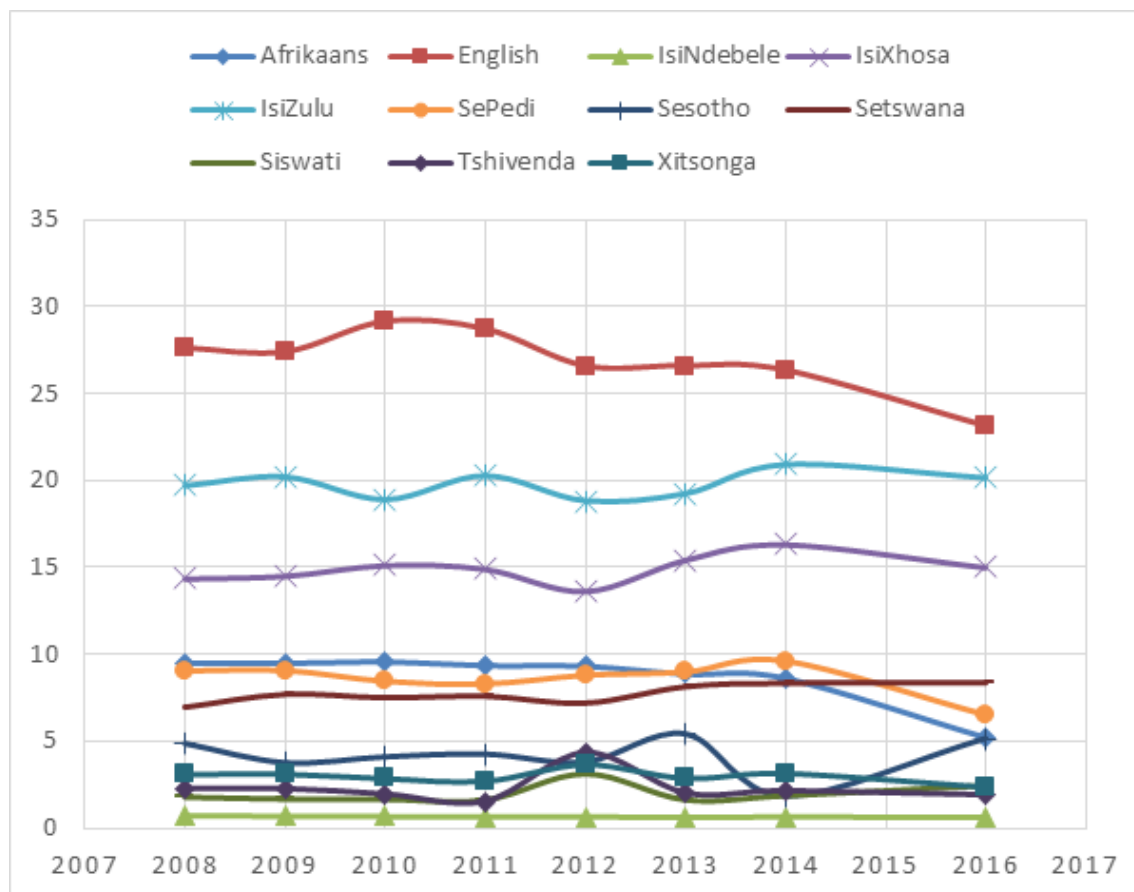
Language	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	9,53	9,51	9,59	9,37	9,34	8,88	8,63	8,71	5,19
English	27,61	27,38	29,14	28,71	26,57	26,59	26,33	23,80	23,12
IsiNdebele	0,76	0,69	0,68	0,65	0,66	0,59	0,64	2,39	0,59
IsiXhosa	14,37	14,52	15,13	14,92	13,65	15,43	16,32	0,81	15,02
IsiZulu	19,71	20,23	18,90	20,30	18,83	19,25	20,95	3,44	20,17
SePedi	9,05	9,07	8,44	8,29	8,80	8,98	9,61	8,26	6,50
Sesotho	4,85	3,76	4,09	4,25	3,81	5,39	1,87	2,20	5,15
Setswana	6,94	7,70	7,50	7,59	7,19	8,15	8,37	16,46	8,38
Siswati	1,78	1,67	1,66	1,62	3,12	1,63	1,87	10,23	2,44
Tshivenda	2,26	2,26	1,95	1,53	4,34	2,02	2,13	21,74	1,91
Xitsonga	3,13	3,14	2,88	2,73	3,70	2,90	3,18	1,93	2,39
SasI	0,01	0,01	0,01	0,01	0,00	0,01	0,01	0,00	0,02
Other	0,02	0,04	0,03	0,04	0,00	0,18	0,09	0,03	9,12
Total	100	100	100	100	100	100	100	100	100

Source: DBE: 2008 to 2016 Annual School Survey

It should again be noted that there are inconsistencies in some of the data, particularly in 2012 and 2015 but in spite of this trends are visible which can be discussed. The category of 'other' which was introduced in 2016 also appears in the Grade 3 data and will also have impacted on the proportional spread of LoLT across schools in the system. A reported 9,1% of schools reported using 'other' languages as LoLT in 2016. (Not shown in the graph.)

The graphical representation of the Grade 3 LoLT trends can be seen in Figure 6.

Figure 6: Percentage of Grade 3 learners by LoLT: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

In Grade 3, the spread of LoLTs across all of the African languages also remained stable, although there were small declines in the proportion of six of the official languages as LoLT: Sepedi declined by 2,5% over the period, Tshivenda, Xitsonga and IsiNdebele declined to a lesser extent (0,4%, 0,7% and 0,2% respectively). As in Grade 1 and Grade 2, Setswana and Siswati increased as LoLTs between 2008 and 2016. Afrikaans decreased as LoLT by 4,3% between 2008 and 2016. As for Grade 1 and Grade 2, fluctuations in percentages of learners by LoLT can be seen in all languages over the period. What is clear from Figure 6 is that English as LoLT was dominant over the entire period although it declined as a LoLT by 4,5% over the period.

In conclusion, the trends of LoLT representation in schools remained much the same as those in previous years. English remained the dominant LoLT in the FP, regaining its dominance in Grade 1 where it had lost that standing in 2007. In Grades 2 and 3, although it was the dominant LoLT, this dominance decreased over the period (from about 2012 onwards). Afrikaans showed an ever decreasing presence as a LoLT in schools. IsiZulu remains the dominant African LoLT, followed by IsiXhosa. Other African languages are present as LoLTs in schools to a lesser degree, which is likely to be related to population proportions according to language groups in the country.

3.4 The status of languages as LoLT in the school system

In 2016 (as in previous years), English was the dominant LoLT in the system from Grade R to Grade 12, but more markedly so from Grade 4 onwards.

Table 5 indicates that, in 2016, for 62,9% of learners in the school system the LoLT was English. The three other languages chosen as LoLT in schools more commonly in 2016 were IsiZulu (7,5%), IsiXhosa (5,7%) and Afrikaans (5,7%).

Table 5: Table 5: Percentage of learners by LoLT and grade: 2016

LoLT	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	South Africa
Afrikaans	7.9	6.6	5.0	5.2	5.6	5.3	5.5	5.7	8.1	5.2	4.6	4.2	4.5	5.7
English	20.5	23.1	22.3	23.1	79.3	83.3	83.4	83.7	89.3	86.2	88.2	88.1	86.7	62.9
IsiNdebele	0.7	0.7	0.7	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3
IsiXhosa	18.4	15.3	14.5	15.0	1.2	0.4	0.3	0.2	0.1	0.0	0.0	0.0	0.0	5.7
IsiZulu	20.0	20.1	19.8	20.2	2.4	0.8	0.7	0.6	0.2	0.1	0.1	0.1	0.1	7.5
SeSotho	4.2	5.0	5.1	5.1	0.9	0.3	0.3	0.2	0.0	0.0	0.0	0.0	0.0	1.9
Sepedi	11.2	8.2	7.8	6.5	0.6	0.3	0.3	0.2	0.0	0.0	0.0	0.0	0.0	3.1
Setswana	7.7	8.1	8.4	8.4	0.7	0.2	0.1	0.1	0.0	0.0	0.0	0.0	0.0	3.0
SiSwati	2.4	2.4	2.5	2.4	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9
Tshivenda	2.4	1.9	1.9	1.9	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7
Xitsonga	3.7	2.9	2.7	2.4	0.2	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	1.1
Sasl	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.8	5.8	9.2	9.1	8.8	9.1	9.3	9.1	2.2	8.2	6.9	7.4	8.5	7.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Source: DoE 2016 Annual School Survey

Table 5 also indicates that in the school system, English and Afrikaans are the dominant LoLTs from Grade 4 onwards while in the FP, the spread of LoLTs is more varied and representative of all of the official South African languages. This is evidence of the effect of policy, since, as it has already been said in this report (see section 3.2) LoLT in FP may be any one of the 11 official South African languages while from Grade 4 onwards, English or Afrikaans are the LoLTs at the majority of schools.

3.5 Learners learning in their home language

Local and international research points to the value of young learners being schooled in their home language (see section 1.2) and the CAPS and LiEP encourage the use of home language as LoLT in the Foundation Phase.

The previous report on the status of LoLT (DBE, 2010) adopted the following two assumptions in order to seek the correspondence between learner HL and LoLT:

THE STATUS OF THE LANGUAGE OF LEARNING AND TEACHING (LoLT) IN
SCHOOLS: A QUANTITATIVE OVERVIEW: 2008-2016

- If an African home language speaker’s LoLT is not their home language, their LoLT is probably English or Afrikaans.
- The LoLTs of all English and Afrikaans learners are probably their respective home languages.

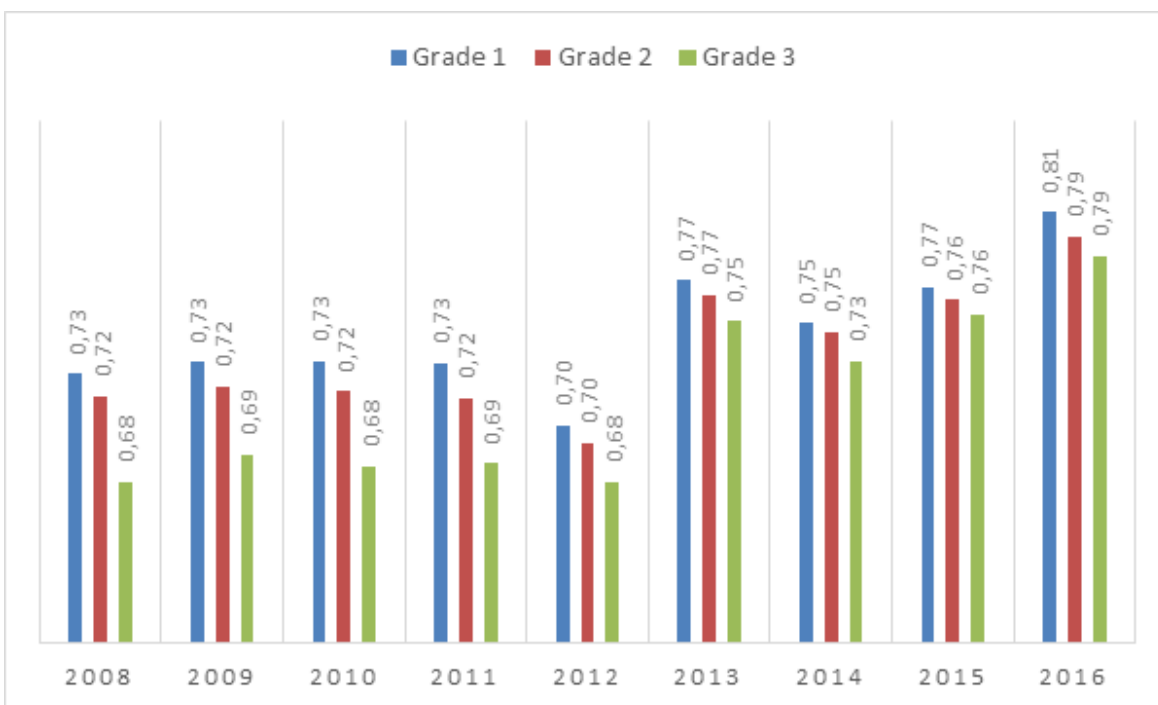
Evidence from the SSA points to the validity of these assumptions for learners in Grades 4-12 but this is not the case for learners in the FP, Grades 1-3.

This report establishes, to the extent that it is able to using data that is not at an individual level, the correspondence between learner HL and LoLT by presenting the number of students that are studying at a school that offers their HL as a LoLT for the grade. These figures therefore do not reflect the extent to which some learners study in a LoLT that is not their HL even when their HL is offered as a LoLT.

3.5.1 Learners learning in their home language: Foundation Phase (trend over time)

Figure 7 indicates the percentages of learners according to Grade in the Foundation Phase that are studying in their home language in the system. It can be seen that for every year in the period 2008 to 2016, the percentages decline from Grade 1 to Grade 3, but over the years in this period there was a general increase in the percentage of learners studying in their HL in all grades.

Figure 7: Percentage of Foundation Phase learners learning in their home language: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

There was an increase in the percentages of learners studying in their HL between 2012 and 2013, with higher overall percentage of learners studying in their HL from 2012 onwards. While there was an overall increase, the range of the percentages is not great (Grade 1 – 70% to 81%; Grade 2 – 72% to 79% and Grade 3 – 68% to 79%) – not much more than 10% in each grade.

Table 6 shows the breakdown per language of the percentages of learners studying in their HL in the Foundation Phase. The table reflects the anomalies in the data (particularly 2012 and 2015) but it does show the variation and trends across the period.

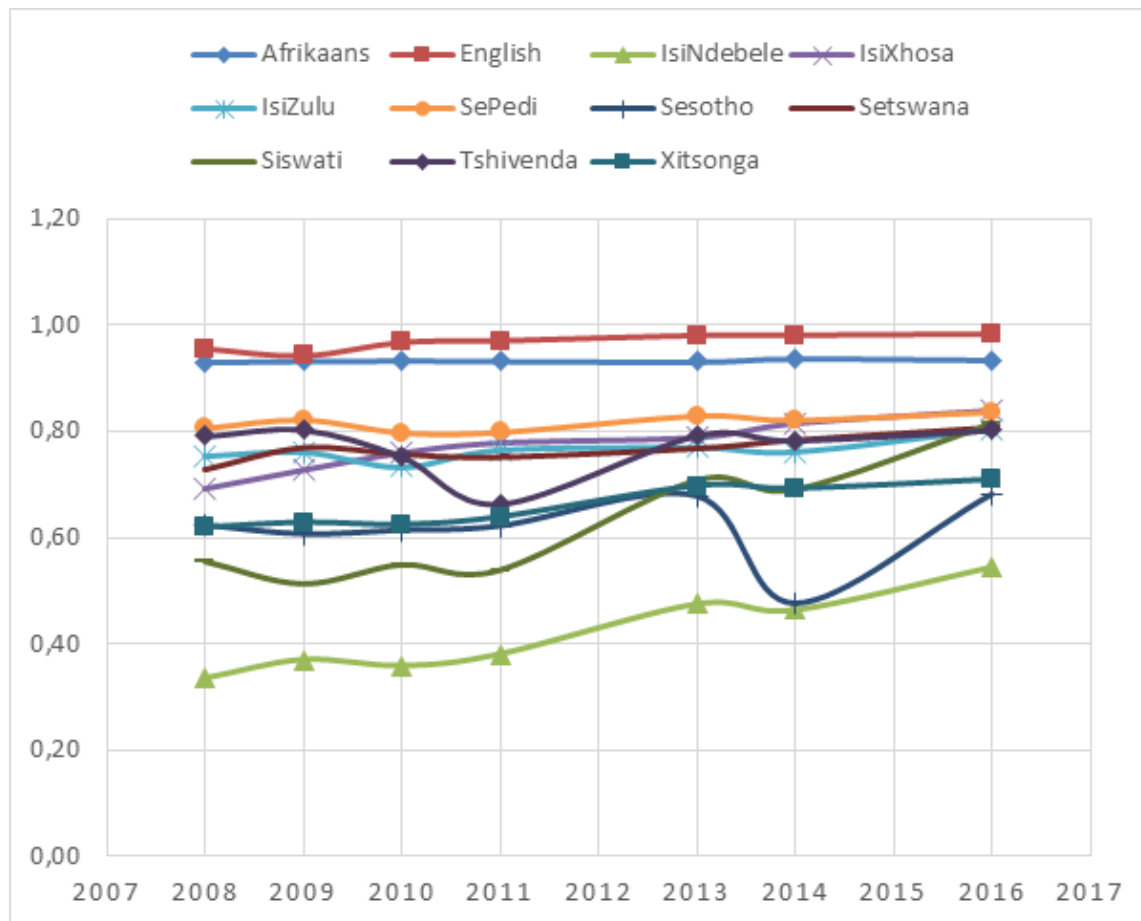
Table 6: Percentage of learners in the FP who are studying in their HL: 2008 to 2016

Language	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	0,93	0,93	0,93	0,93	0,93	0,93	0,94	0,94	0,93
English	0,96	0,94	0,97	0,97	0,98	0,98	0,98	0,98	0,98
IsiNdebele	0,33	0,37	0,36	0,38	0,07	0,48	0,46	0,76	0,55
IsiXhosa	0,69	0,73	0,76	0,78	0,74	0,79	0,82	0,49	0,84
IsiZulu	0,75	0,76	0,73	0,76	0,82	0,77	0,76	0,71	0,80
SePedi	0,81	0,82	0,80	0,80	0,80	0,83	0,82	0,79	0,83
Sesotho	0,62	0,61	0,61	0,62	0,71	0,68	0,48	0,79	0,68
Setswana	0,73	0,77	0,76	0,75	0,75	0,77	0,78	0,82	0,81
Siswati	0,55	0,51	0,55	0,54	0,62	0,71	0,69	0,84	0,81
Tshivenda	0,79	0,80	0,75	0,66	0,58	0,79	0,78	0,78	0,80
Xitsonga	0,62	0,63	0,62	0,64	0,62	0,70	0,69	0,49	0,71

Source: DBE: 2008 to 2016 Annual School Survey

The trends evident in the table are more easily visible in Figure 8, which shows the percentages of learners studying in their HL in the Foundation Phase (omitting 2012 and 2015 since these lead to distortions in the curves).

Figure 8: Percentage of Foundation Phase learners studying in their home language: 2008 to 2016



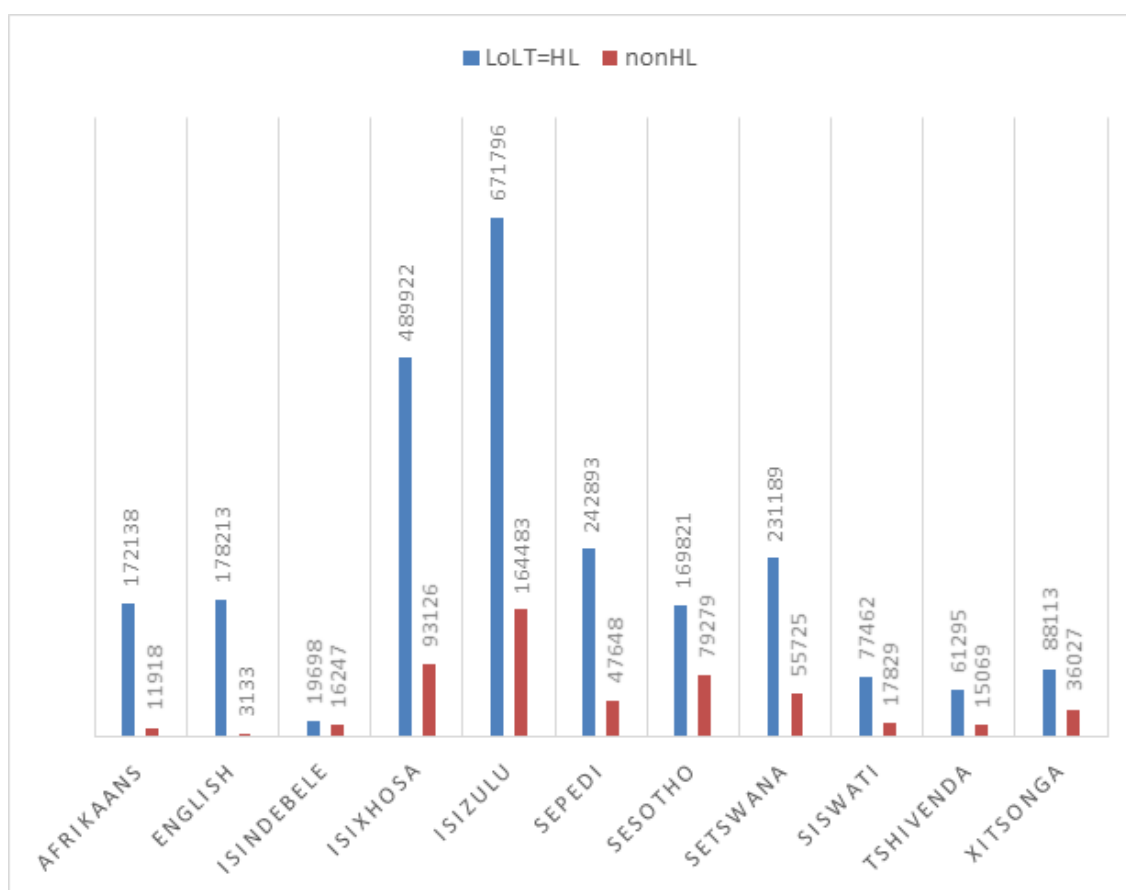
Source: DBE: 2008 to 2016 Annual School Survey

It is evident from Figure 8 that the majority of English and Afrikaans speakers are studying in their home language while learners whose home language is one of the other nine official languages of South Africa are studying in their home language in different, lower proportions. SiSwati, IsiNdebele and IsiXhosa show higher increases in the percentage of learners studying in their home language (increases of 26%, 21% and 15% respectively between 2008 and 2016). According to Figure 8, more learners in South Africa in the FP are studying in their home language since across all other African languages there have been increases in the percentages to a greater or lesser degree.

3.5.2 Learners by home language and LoLT: FP

This subsection summarises the relationship between the home language and LoLT of Foundation Phase learners in 2016. Please note: In Figure 9, nonHL⁷ refers to the number of learners whose home language does not correspond with the LoLT of the school at which they are registered. The majority of learners are enrolled at a school where the LoLT corresponds to their home language but there are learners for whom this is not the case.

Figure 9: Number of learners by home language LoLT and nonHL LoLT in the Foundation Phase: 2016



Source: DBE: 2016 Annual School Survey

Figure 9 shows graphically that the majority of learners are being taught in their home language. Overall a number of 2 402 540 learners in South African schools are reported to be studying in their HL. However, as it can be seen this is the case in different proportions for different language groups.

⁷ This data is obtained from EMIS records where there is a record of whether/not a learner is enrolled at a school that offers his/her LoLT. It is aggregated at the level of the school.

There are more IsiZulu speakers who are learning in languages other than their home language yet the majority of IsiZulu speakers are being taught in their home language. The numbers for IsiNdebele show that almost equal numbers of IsiNdebele home language speakers are taught in their home language as not. There are also small numbers of English and Afrikaans learners who are enrolled at schools where they are not taught in their home language. Thus, although the majority of learners in the system can be seen to be learning in their home language, in 2016 a reported number of 540 484 learners do not study in their HL (this represents approximately 18% of the learners in the system). The spread of learners who are not being taught in their home language warrants further attention.

Table 7 gives the percentages of FP learners who are studying at schools where they are being taught in a language that is not their home language, according to the proportions shown in Figure 9.

Table 7: Percentage of learners by nonHL as LoLT enrolment in the Foundation Phase: 2016

IsiNdebele	Sesotho	Xitsonga	Tshivenda	IsiZulu	Setswana	Siswati	SePedi	IsiXhosa	Afrikaans	English
45,20	31,83	29,02	19,73	19,67	19,42	18,71	16,40	15,97	6,48	1,73

Source: DBE: 2016 Annual School Survey

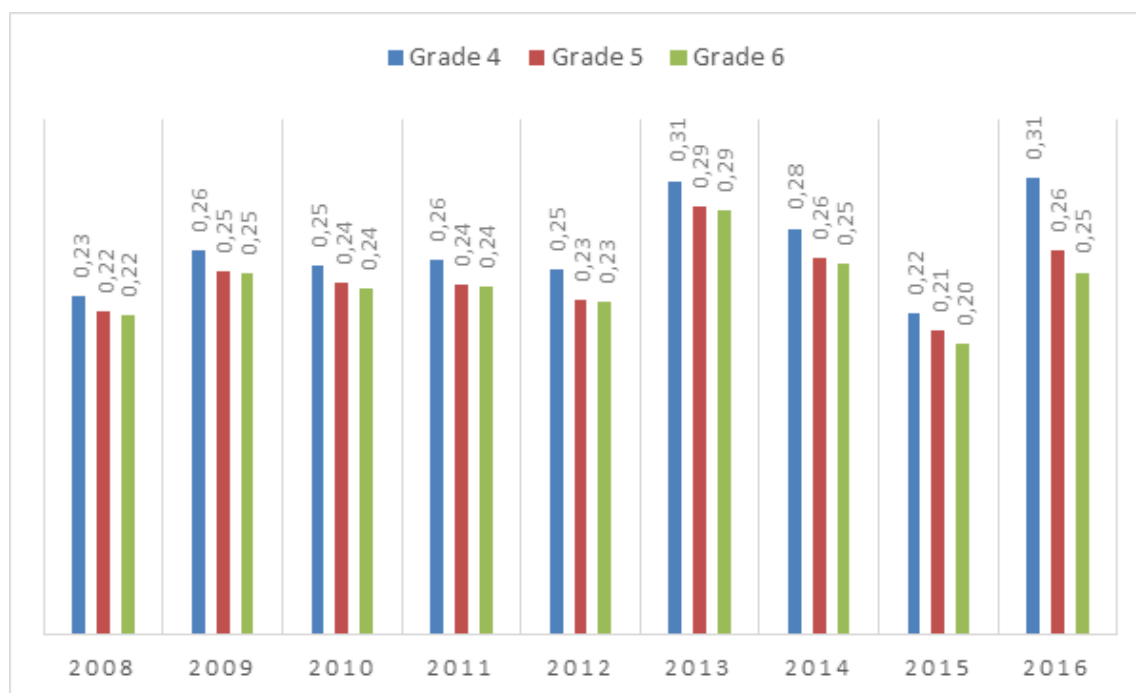
As it can be seen from Table 7, almost 50% of IsiNdebele learners are not being taught in their home language. Sesotho and Xitsonga follow with approximately a third of learners not being taught in their home language. In the case of IsiZulu, Setswana, Siswati, Tshivenda, Sepedi and IsiXhosa approximately one fifth of learners are not being taught in their home language. Afrikaans and English learners are being taught predominantly in their home languages (6,48% nonHL for Afrikaans and 1,73% nonHL for English language speakers).

In the FP, according to policy, schools offer teaching in all 11 official languages of South Africa, and thus learners also learn mathematics in these languages, but in Grade 4 this changes when English and Afrikaans take over as the LoLT in the majority of schools. The next section summarises, over the rest of the school system, the situation according to language of learning and teaching (LoLT) and home language (HL).

3.5.3 Learners learning in their home language: Intermediate Phase (trend over time)

Figure 10 demonstrates the stark contrast between FP and IP in terms of LoLT. As it can be seen in Figure 10 there is a significantly lower correspondence between home language and LoLT in the Intermediate Phase, compared to the Foundation Phase for the period 2008 to 2016. As can be seen in Figure 10, the percentages of learners studying in their HL was at a lowest for Grade 6s in 2015 (20%) while the highest percentage across the board was in 2016 (and 2013) for Grade 4s (31%). Fluctuations in these percentages may be ascribed to data inconsistencies as the LoLTs in schools in the IP are reasonably unchanging.

Figure 10: Percentage of Intermediate Phase learners learning in their home language: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

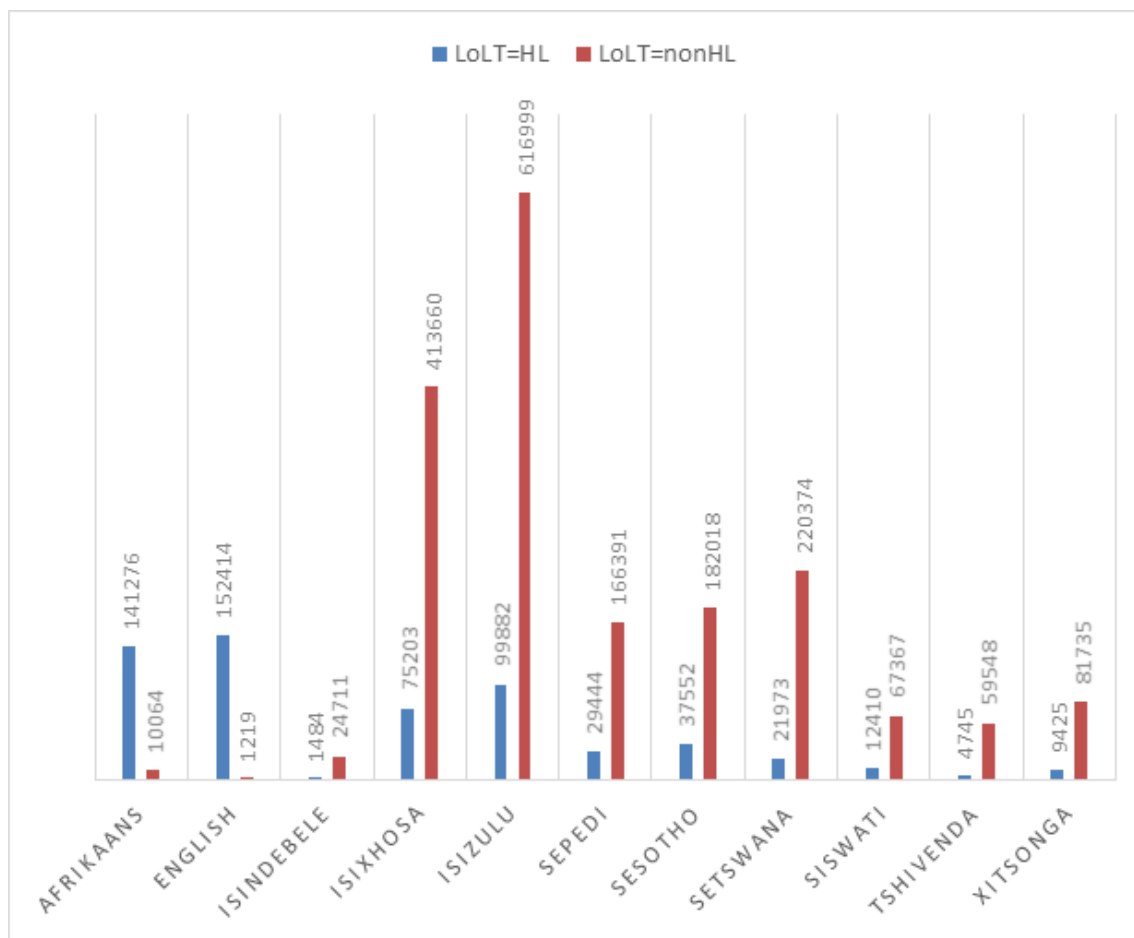
In 2016 there were approximately 20% of Intermediate Phase learners learning in their home language. The trend since 2008 (taking into account data discrepancies) indicates a very slight increase in the proportion of learners in the Intermediate Phase, learning in their home language.

3.5.4 Learners by home language and LoLT: IP

This subsection summarises the relationship between the home language and LoLT of Intermediate Phase learners in 2016. Please note: In Figure 11, nonHL⁸ refers to the number of learners whose home language does not correspond with the LoLT of the school at which they are registered. As it can be seen in Figure 11, the majority of learners in the IP are enrolled at schools where the LoLT does not correspond with their home language.

⁸ This data is obtained from EMIS records where there is a record of whether/not a learner is enrolled at a school that offers his/her LoLT. It is aggregated at the level of the school.

Figure 11: Number of learners by home language LoLT and nonHL LoLT in the Intermediate Phase: 2016



Source: DBE: 2008 to 2016 Annual School Survey

Figure 11 shows graphically that the majority of learners are not being taught in their home language. However, as it can be seen this is the case in different proportions for different language groups. The case for English and Afrikaans is not much different in the IP from the FP, as it can be seen: for English and Afrikaans learners, there are only small numbers of learners who are enrolled at schools where they are not taught in their home language.

Table 8 gives the percentages of IP learners who are studying at schools where they are being taught in a language that is their home language, according to the proportions shown in Figure 11.

Table 8: Percentage of learners by HL as LoLT enrolment in the Intermediate Phase: 2016

English	Afrikaans	Sesotho	Siswati	IsiXhosa	SePedi	IsiZulu	Xitsonga	Setswana	Tshivenda	IsiNdebele
99,21	93,35	17,10	15,56	15,38	15,04	13,93	10,34	9,07	7,38	5,67

Source: DBE: 2016 Annual School Survey

Table 8 shows clearly the relationship between HL and LoLT in the IP, which is a reflection of the policy that from Grade 4 the LoLT is either English or Afrikaans. As a result of this, the majority of English and Afrikaans learners are studying at schools where the LoLT is their HL (English 99,21% and Afrikaans 93,35%) while speakers of other languages are generally not studying in their home

languages. It is interesting to note that, in spite of this shift to English/Afrikaans, for the nine African languages there are small percentages of learners who are studying in the IP with an African language as LoLT.

Detailed summary tables of the number and percentage of learners according to LoLT for the period 2008 to 2016 in the phases across the GET and FET bands are given as annexures to the report (See Annexures 5-8).

3.6 Learners studying an additional language

In the 2010 Status of the LoLT report it was noted that very few learners in the Foundation Phase were studying an additional language, an indication that 'schools did not really implement the curriculum policy of introducing a language subject at the additional language level in the Foundation Phase' (DBE, 2010, p. 20). The report noted that this would have implications for learners who are learning in their home language in the Foundation Phase, and who move on to learning via the medium of English and Afrikaans from Grade 4 onwards.

Data analysed yielded the following information:

For instance, in 2009, less than 1% of learners studied English as an additional language in the Foundation Phase, while only 1% of learners studied Afrikaans as an additional language. This despite the fact that the majority of learners in Grade 4 learnt via the medium of either English or Afrikaans, as is indicated in this report. (ibid, p. 20)

It is hoped that this trend would have changed but it was not possible to include analysis of data on trends in relation to learners enrolled for an additional language for the period 2008 to 2016 as this data was not obtained for this report. It would be valuable to map this data since learning English as an additional language in the FP would in all likelihood have an effect on learning in later years at school, starting in Grade 4.

3.7 Discussion

The trends for the period 2008 to 2016 shown in this report indicate that there has been a continued growth in the number of learners studying in their home language in the FP but that this shift has not been as marked as the change reported on in the 2010 report where changes from 1998 to 2007 were presented. By 2007, and continuing in the same way, the majority of Foundation Phase learners are now enrolled at schools which offer their home language as a language of teaching and learning.

Approximately 18% of the learners in the system (this percentage is down from 20% in 2007) are not being taught in their home language.

One interesting finding of this report is that while IsiZulu took over from English as the dominant LoLT in Grade 1 in 2006, and the trend continued up to 2009, in 2010 English resumed the place of

the dominant LoLT in Grade 1 classes. In Grades 2 and 3, English has remained the dominant LoLT from 1998 through to 2016, although this dominance decreased over the period.

From the Intermediate Phase onwards, English and Afrikaans are the dominant LoLTs, as it was for the period 1998 to 2007.

Learner level data gives one perspective on the status of LoLT in the schools, in the next section school level data is examined to shed further light on the situation.

CHAPTER 4: QUANTITATIVE OVERVIEW OF SCHOOL LEVEL DATA ON LoLT

4.1 Background

Since the LiEP encourages education in the HL of the learner it is of interest to map the provision of education in schools according to LoLT. According to policy, schools select the LoLT(s) and these may vary from one to several LoLTs according to the learner population and capacity of the schools to offer teaching in any given language (see section 1.2.1). The terminology used to classify schools in accordance with the various LoLT categories comes from the Department's *Dictionary of Education Concepts and Terms* (DBE, 2010).

Chapter 3 of this report gave information across the system on LoLT using learner level data. This chapter of the report gives information on the languages of learning and teaching offered at the level of the school. Schools in South Africa continue to offer LoLT in a myriad of combinations according to the learners enrolled. The variation in LoLT in the FP is much greater than in the IP (and beyond) since from Grade 4 onwards learners begin to prepare for the final matric examination which is only offered in English and Afrikaans at present.

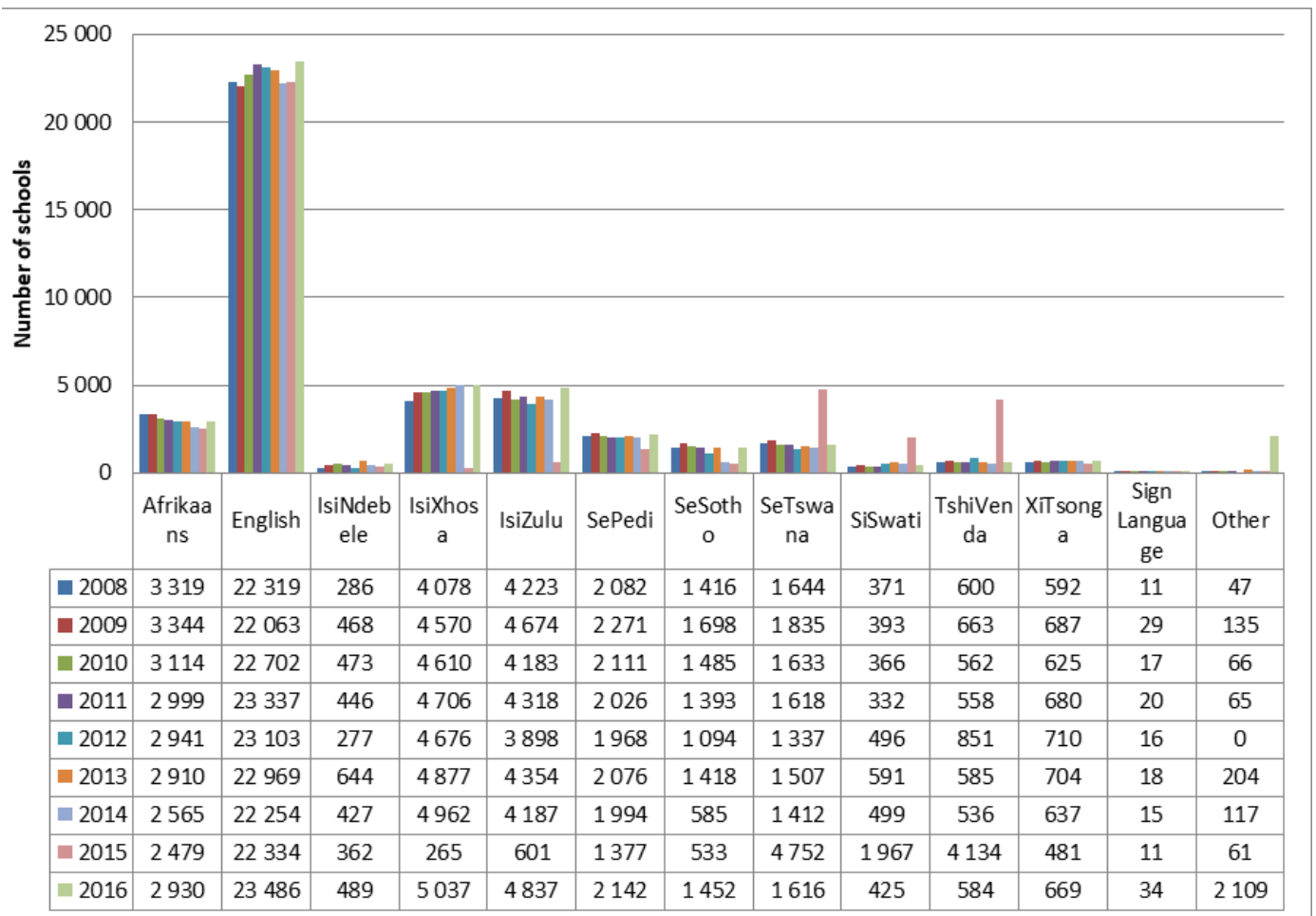
4.2 Schools by LoLT

This section provides an overview of the number of schools that offer a particular LoLT firstly irrespective of grade and then in more detail in the FP since this is the Phase in which a LoLT is selected by all schools which may be any one (or more) of the 11 official languages of South Africa. Figure 10 indicates that, irrespective of consideration of grade, the majority of schools offer English, isiZulu, isiXhosa and Afrikaans as LoLTs.

4.2.1 Schools by LoLT in the system

It is evident from Figure 10 that in general, the number of schools that offered an African language as LoLT increased between 2008 and 2016. Although some anomalies in the data are evident, there are noticeable increases in numbers of schools according to LoLT in the case of IsiNdebele, isiXhosa, Sesotho, Siswati, Xitsonga, Sasl and schools falling into the 'other' category. Although there are increased numbers, some of these are still low, which is understandable in relation to population statistics and thus demand.

Figure 12: Number of schools by LoLT: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

In 2016, over 23 000 schools in the school system offered English as the LoLT in a grade, while close to 5 000 schools offered isiXhosa and isiZulu as a LoLT in a grade. The number of schools offering Afrikaans as a LoLT in a grade in 2016 was under 3 000 (the figure dropped to under 3 000 in 2011).

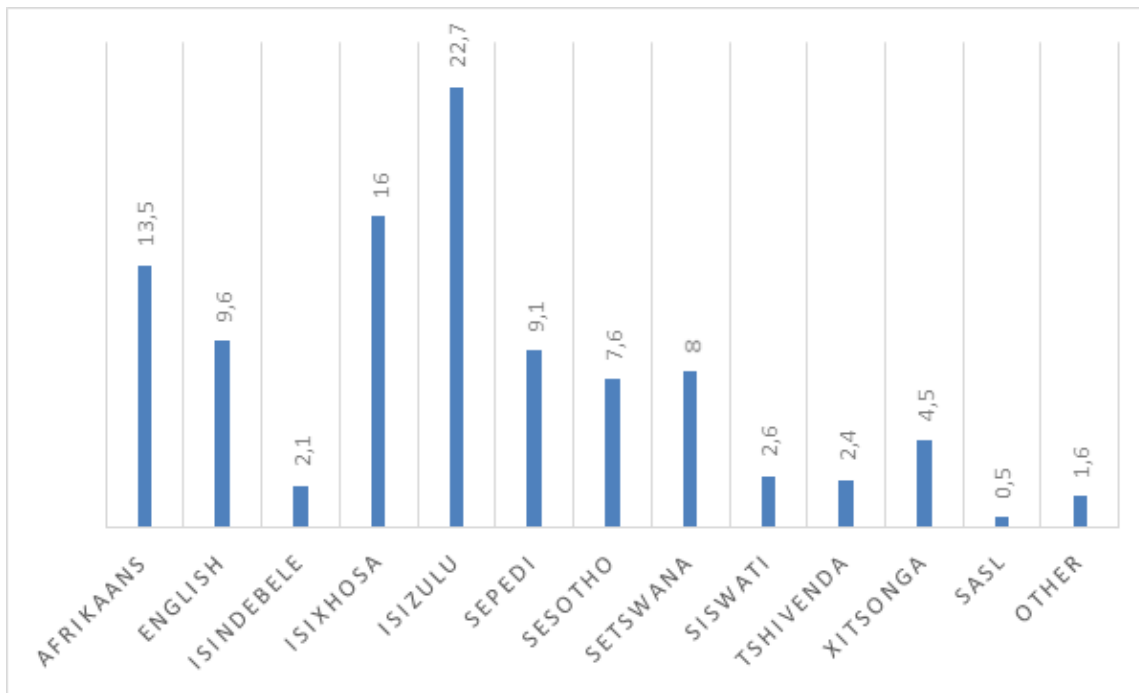
Relatively smaller numbers of schools offered IsiNdebele, SiSwati, Tshivenda and Xitsonga as LoLTs in 2016, following the same pattern as presented in the previous report (DBE, 2010). The number of schools that offer Sasl as LoLT is still negligible although it has more than doubled over the period 2008 to 2016. The number of schools reporting offering ‘other’ languages as LoLT has increased quite dramatically according to the data analysed for this report – this might be a data entry/capture issue but this could be followed up in future reporting on LoLT in schools.

The numbers of schools according to LoLT in the entire school system is clearly dominated by English schools, because this is the main LoLT from Grade 4 onwards in the system. It is thus of interest to study in more detail the numbers of schools according to LoLT in the Foundation Phase, which is done in the next section.

4.2.2 Schools by LoLT in the Foundation Phase

In this section we present the numbers of schools according to LoLT in the three grades that constitute the FP, where all learners (according to policy) are allowed to choose the language in which to learn. The LoLT offerings at schools are set against the population distribution statistics from the most recent Census data. The distribution of first spoken language (which is referred to as home language in this report) according to the Census 2011, is given in Figure 13.

Figure 13: Distribution of the population by first language spoken (percentage)

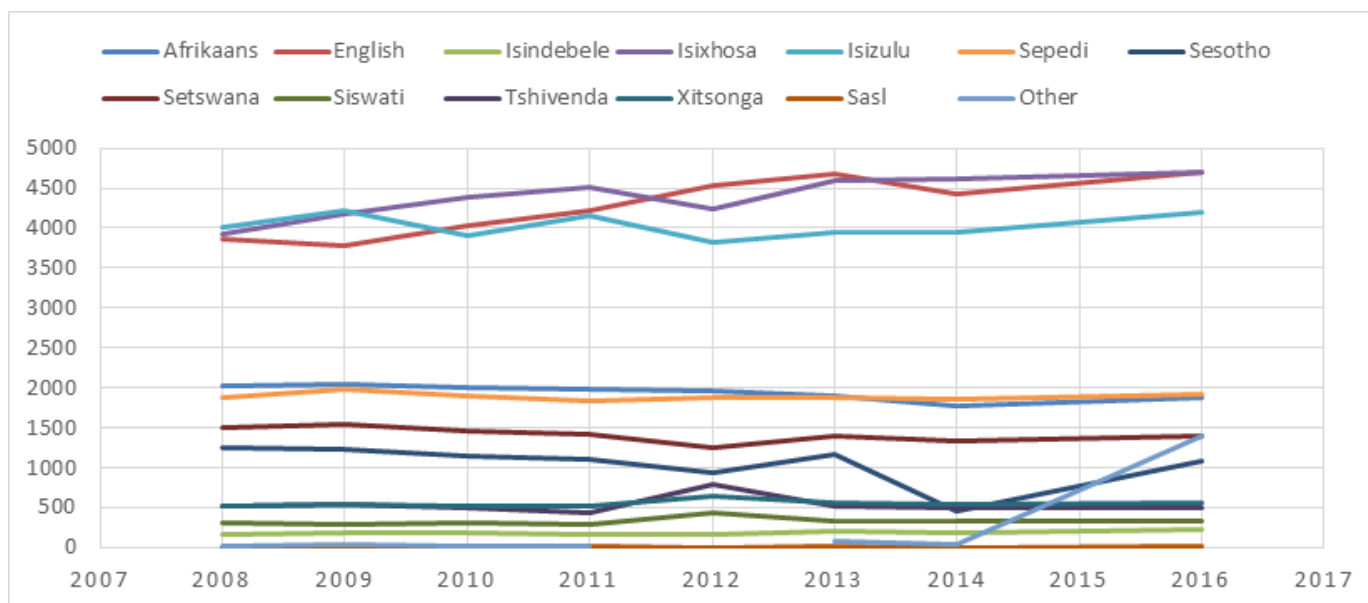


Source: StatsSA: 2012, *Census 2011 Census in brief*, p. 24.

IsiZulu (22,7%) is the most frequently spoken language in South Africa's households, followed by IsiXhosa (16%) and Afrikaans (13,5%). English (9,6%) and Sepedi (9,1%) are followed by Setswana (8%) and Sesotho (7,6%), and then the other languages in smaller percentages.

Figure 14 gives the number of schools in Grade 1 according to LoLT. This is followed by Table 9 which indicates the number of schools as a percentage of schools for the grade according to LoLT. (2015 has been omitted from the data included in Figure 14 since anomalies in the data for that year result in these numbers distorting the graphs.)

Figure 14: Number of schools by LoLT in Grade 1: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

The highest numbers of schools are found to offer IsiXhosa, IsiZulu and English as LoLT which aligns to a certain extent with the population statistics for language, but exceeds those proportions in respect of English by quite a large degree.

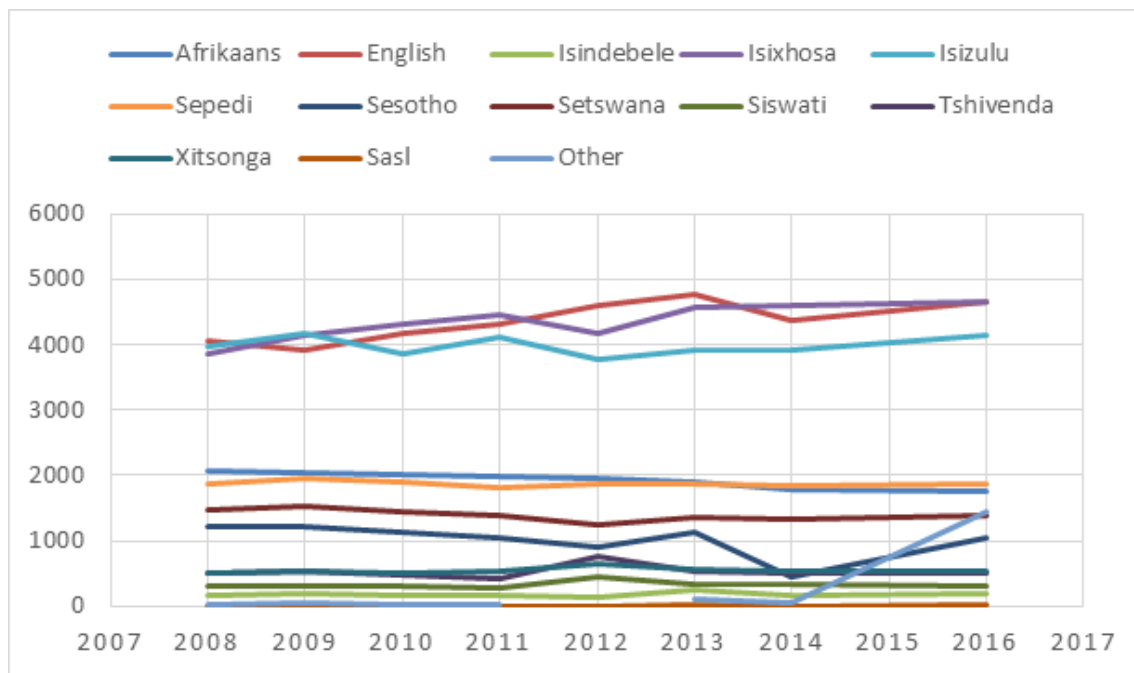
Table 9: Percentage of schools by LoLT in Grade 1: 2008 to 2016

LoLT	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	10,15	9,90	9,81	9,60	9,46	8,92	8,89	8,99	8,16
English	19,33	18,36	19,81	20,37	21,97	22,00	22,12	20,05	20,55
Isindebele	0,83	0,87	0,88	0,80	0,75	1,01	0,92	1,58	0,96
Isixhosa	19,67	20,33	21,53	21,83	20,58	21,61	23,15	0,90	20,49
Isizulu	20,06	20,46	19,18	20,10	18,49	18,59	19,80	2,83	18,31
Sepedi	9,41	9,65	9,33	8,91	9,09	8,81	9,29	6,80	8,39
Sesotho	6,29	5,95	5,66	5,35	4,50	5,47	2,24	2,57	4,75
Setswana	7,47	7,55	7,15	6,87	6,07	6,54	6,64	23,71	6,11
Siswati	1,58	1,45	1,55	1,39	2,14	1,59	1,63	9,78	1,44
Tshivenda	2,57	2,58	2,42	2,10	3,80	2,44	2,46	20,44	2,22
Xitsonga	2,56	2,65	2,56	2,55	3,14	2,60	2,69	2,18	2,44
Sasl	0,03	0,03	0,02	0,04	0,01	0,07	0,02	0,03	0,11
Other	0,06	0,21	0,09	0,11	0,00	0,34	0,14	0,13	6,07
TOTAL	100	100	100	100	100	100	100	100	100

Source: DBE: 2008 to 2016 Annual School Survey

Figure 15 gives the number of schools in Grade 2 according to LoLT. This is followed by Table 10 which indicates the number of schools as a percentage of schools for the grade according to LoLT. (As above, 2015 has been omitted from the data included in Figure 15 since anomalies in the data for that year result in distortions of the graphs.)

Figure 15: Number of schools by LoLT in Grade 2: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

The highest numbers of schools are found offering IsiXhosa, IsiZulu and English as LoLT aligning to a certain extent with the population statistics for language as they did in Grade 1, but again exceeding those proportions in respect of English by quite a large degree.

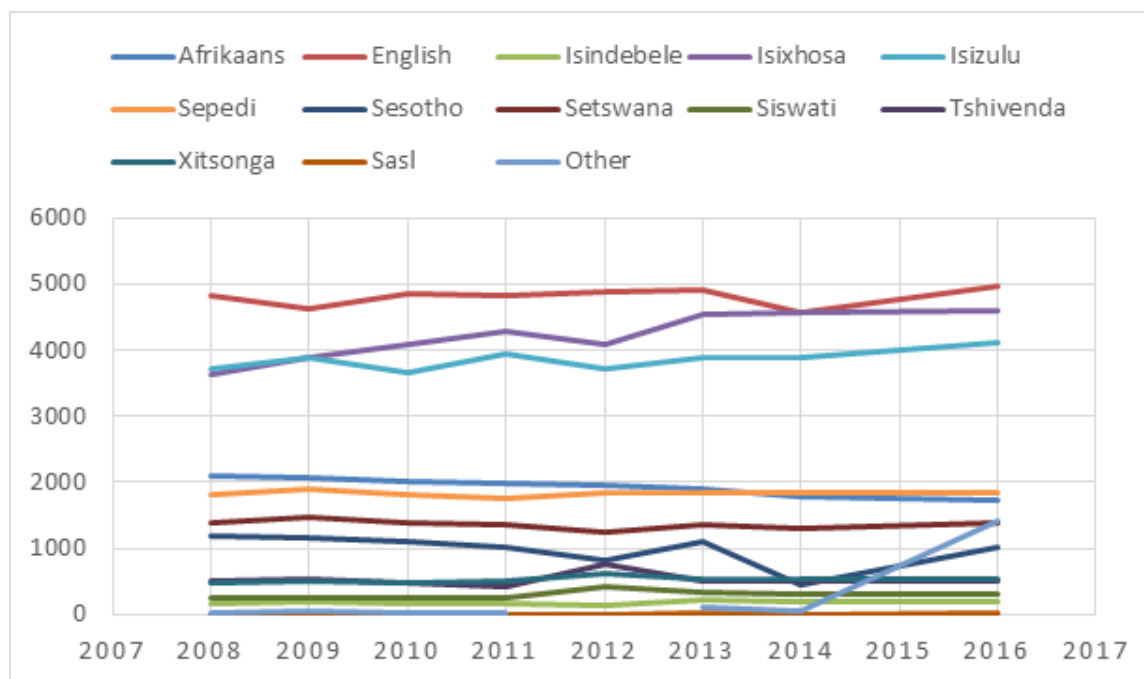
Table 10: Percentage of schools by LoLT in Grade 2: 2008 to 2016

LoLT	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	10,28	9,88	9,90	9,63	9,49	8,89	8,96	9,01	7,83
English	20,23	19,04	20,53	21,01	22,35	22,38	21,98	20,01	20,64
Isindebele	0,83	0,93	0,83	0,85	0,74	1,14	0,90	1,57	0,84
Isixhosa	19,25	20,13	21,21	21,68	20,38	21,45	23,06	0,86	20,67
Isizulu	19,80	20,26	18,98	19,99	18,41	18,42	19,72	2,83	18,44
Sepedi	9,39	9,56	9,28	8,86	9,07	8,74	9,27	6,81	8,29
Sesotho	6,10	5,86	5,59	5,09	4,46	5,31	2,27	2,56	4,68
Setswana	7,35	7,50	7,08	6,77	6,04	6,42	6,66	23,79	6,14
Siswati	1,53	1,46	1,54	1,36	2,13	1,59	1,66	9,81	1,38
Tshivenda	2,57	2,58	2,42	2,08	3,78	2,45	2,51	20,46	2,21
Xitsonga	2,56	2,59	2,53	2,54	3,14	2,64	2,71	2,16	2,39
Sasl	0,03	0,02	0,03	0,04	0,02	0,08	0,04	0,03	0,09
Other	0,08	0,19	0,09	0,11	0,00	0,49	0,25	0,11	6,41
TOTAL	100	100	100	100	100	100	100	100	100

Source: DBE: 2008 to 2016 Annual School Survey

Figure 16 gives the number of schools in Grade 3 according to LoLT. This is followed by Table 11 which indicates the number of schools as a percentage of schools for the grade according to LoLT. (As above, 2015 has been omitted from the data included in Figure 16 since anomalies in the data for that year result in these figures distorting the graphs.)

Figure 16: Number of schools by LoLT in Grade 3: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

The highest numbers of schools are found offering English, IsiXhosa and IsiZulu as LoLT again aligning to a certain extent with the population statistics for language as they did in Grade 1 and Grade 2, but again exceeding the population proportions in respect of English by quite a large degree. In Grade 3 the number of schools that offer English as LoLT outnumber schools with other LoLTs for the entire period 2008 to 2016.

Table 11: Percentage of schools by LoLT in Grade 3: 2008 to 2016

LoLT	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	10,44	10,04	9,94	9,64	9,54	8,95	8,92	9,01	7,64
English	24,05	22,51	23,85	23,55	23,84	23,11	22,89	20,67	21,89
Isindebele	0,79	0,89	0,87	0,80	0,73	1,03	0,91	1,56	0,84
Isixhosa	18,08	18,94	20,14	20,84	19,91	21,30	22,85	0,86	20,37
Isizulu	18,61	18,90	17,97	19,22	18,18	18,27	19,50	2,80	18,16
Sepedi	9,08	9,21	8,92	8,59	8,97	8,61	9,21	6,75	8,15
Sesotho	5,90	5,71	5,41	4,95	3,97	5,21	2,18	2,58	4,54
Setswana	6,86	7,22	6,86	6,62	6,08	6,39	6,55	23,47	6,10
Siswati	1,26	1,26	1,25	1,19	2,05	1,57	1,57	9,74	1,37
Tshivenda	2,47	2,56	2,33	1,99	3,67	2,43	2,47	20,29	2,19
Xitsonga	2,38	2,50	2,34	2,50	3,06	2,57	2,67	2,14	2,37
Sasl	0,02	0,02	0,03	0,04	0,03	0,07	0,04	0,02	0,07
Other	0,08	0,23	0,09	0,07	0,00	0,49	0,25	0,12	6,32
TOTAL	100	100	100	100	100	100	100	100	100

Source: DBE: 2008 to 2016 Annual School Survey

Since there is apparently a free selection of LoLT, and the assumption is that learners should study in their home language when they are in the Foundation Phase, the percentages of schools offering teaching in the various languages should mirror the population statistics for home language. Due to a number of factors (such as school location (urban/rural) and size) the numbers of schools will not always be strictly proportional to the population statistics. Even if this is the case, the numbers of schools do not come close to reflecting the distribution of language in the South African population according to the tables and figures that have been shown here.

In summary, a comparison of the percentages of the schools by LoLT with the Census 2011 population distribution according to home language for Grades 1, 2 and 3 is shown in Table 12.

Table 12: Comparison of percentages of schools according to LoLT and Census language distribution percentages

Language	Census 2011	Grade 1 2011	Grade 1 2016	Grade 2 2011	Grade 2 2016	Grade 3 2011	Grade 3 2016
Afrikaans	13,5	9,6	8,2	9,6	7,8	9,6	7,6
English	9,6	20,4	20,6	21,0	20,6	23,5	21,9
Isindebele	2,1	0,8	1,0	0,8	0,8	0,8	0,8
Isixhosa	16	21,8	20,5	21,7	20,7	20,8	20,4
Isizulu	22,7	20,1	18,3	20,0	18,4	19,2	18,2
Sepedi	9,1	8,9	8,4	8,9	8,3	8,6	8,1
Sesotho	7,6	5,3	4,7	5,1	4,7	5,0	4,5
Setswana	8	6,9	6,1	6,8	6,1	6,6	6,1
Siswati	2,6	1,4	1,4	1,4	1,4	1,2	1,4
Tshivenda	2,4	2,1	2,2	2,1	2,2	2,0	2,2
Xitsonga	4,5	2,5	2,4	2,5	2,4	2,5	2,4
Sasl	0,5	0,0	0,1	0,0	0,1	0,0	0,1
Other	1,6	0,1	6,1	0,1	6,4	0,1	6,3

Source: DBE: 2008 to 2016 Annual School Survey

The percentages in Table 12 indicate that schooling in South Africa does not reflect the population language distribution statistics very closely apart from those for the Tshivenda and Sepedi languages. There are clearly many learners opting to study in English rather than their home language (schools offering English as a LoLT are more than double the population statistic for this language) since the percentage of schools with English as LoLT in the FP far exceeds the population distribution statistics (Census 9,6% English speakers, schools with English as LoLT approximately 20%). Many more learners are also attending schools where IsiXhosa is the LoLT than reportedly speak IsiXhosa as their main language at home according to the census percentages (Census 16% IsiXhosa speakers, schools with IsiXhosa as LoLT approximately 21%). It appears that many Afrikaans speakers are opting to study in a language other than Afrikaans (Census 13,5% Afrikaans speakers, schools with Afrikaans as LoLT approximately 9%) as are some learners who speak IsiNdebele, IsiZulu, Sesotho, Setswana, SiSwati and Xitsonga.

Traditionally (and currently) schools may offer teaching in one or more languages. This results in a distinction between single and parallel medium schools which is the focus of the next two sections of this report.

4.3 Single medium schools

This section of the report provides an overview of single medium schools, first in the overall school system and then in the FP. Single medium schools are defined as schools that use only one medium of instruction⁹ for all learners in all grades (DBE, 2010). This means that only one LoLT is present in a single medium school – only one of the 11 official languages (and as of 2016, including sign language).

4.3.1 Single medium schools in South Africa

The number of single medium schools has changed considerably in South Africa over the past 20 years. Table 13 reflects the total number of single medium schools in the South African school system by LoLT for the period 2008 to 2016¹⁰.

In 2016, there were just over 7 500 single medium schools in the country. The clear majority of these were English medium schools, followed by Afrikaans medium schools (see Table 13) although for both of these categories there has been a large drop in the number of schools. The trend has been away from single medium schools across the board, as can be seen in Table 13.

Table 13: Number of single medium schools by LoLT: 2008 to 2016

LoLT	2008	2009	2010	2011	2012	2014	2016
Afrikaans	1 762	1 701	1 543	1 550	1 494	1 334	630
English	8 527	8 157	8 432	8 677	8 700	8 284	6 743
IsiNdebele	12	8	13	10	8	24	4
IsiXhosa	278	348	263	260	316	5	144
IsiZulu	188	215	172	131	86	12	36
SePedi	85	80	74	22	22	20	34
SeSotho	45	38	38	31	1	6	19
SeTswana	97	174	34	27	11	153	7
SiSwati	33	36	25	31	30	19	1
TshiVenda	20	23	28	12	21	74	4
XiTsonga	41	39	35	21	44	10	3
Total	11 089	10 822	10 659	10 776	10 737	9 944	7 648

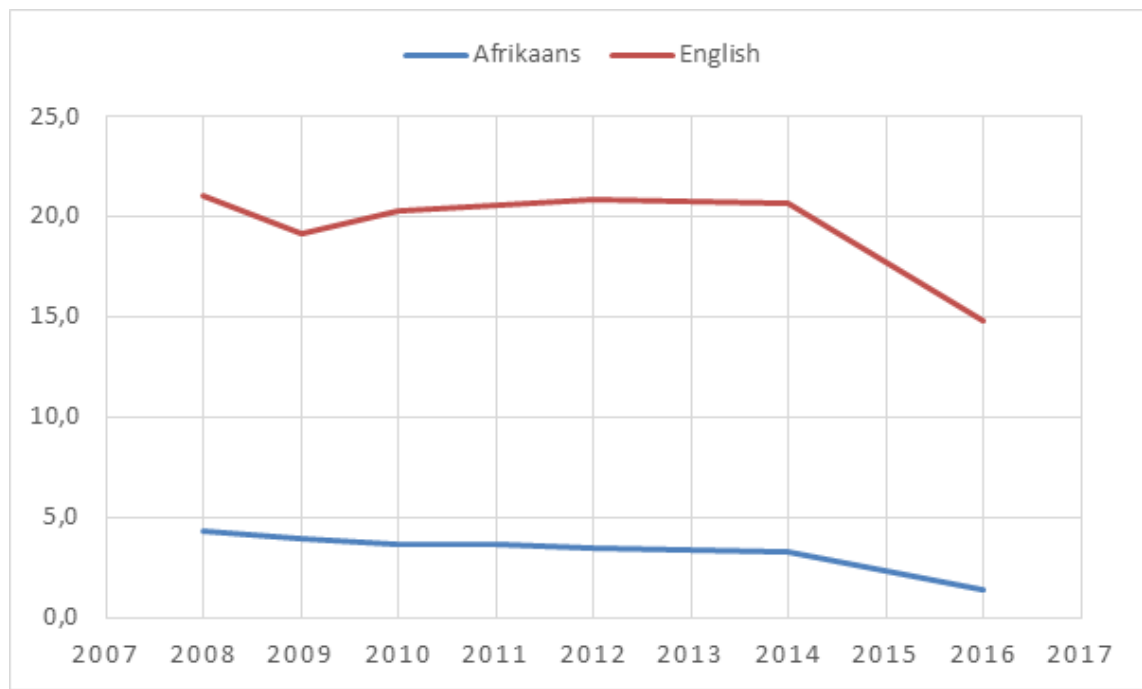
Source: DBE: 2008 to 2016 Annual School Survey

Table 13 shows that Afrikaans and English single medium schools are still highest in number in the country although they have decreased in number between 2008 and 2016. Single medium schools have decreased in number across the board. This, as in the 2010 report, can be seen in relation to the increase in the number of parallel medium schools in the system over the same period (discussed in the next section of this report). Historically schools were spoken about according to 'medium of instruction' which yields the discussion in the next section of this report. These terms pervade in the classification of schools according to language of instruction although currently the phrase 'language of teaching and learning' (LoLT) is used to speak about the language(s) used by teachers and learners in a class.

Figure 17 reflects the shift in the percentage of English and Afrikaans single medium schools for the period 2008 to 2016. Note that this report is based on ASS data for the years 2008-2016. There is a considerable jump from the table in the 2010 report to this table. This may be as a result of several factors, such as more up-to-date data having better coverage or effective capturing procedures.

percentages for those are virtually zero. Figure 17 shows that the proportion of both English medium and Afrikaans medium schools decreased over the period, more so for English medium schools.

Figure 17: Proportion of English and Afrikaans single medium schools: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

As it can be seen in Table 14, in 2016, about 15% of all schools in the country were English single medium schools, while just over 1% of the schools in the country were Afrikaans single medium schools.

The proportion of English single medium schools decreased from 21% in 2008 to approximately 15% in 2016, while the proportion of Afrikaans single medium schools decreased over that period from around 4% to nearly quarter of that amount, around 1%. These decreases are offset by the increases in the number of parallel medium schools, as will be shown in section 4.4.

Table 14: Proportion of English and Afrikaans single medium schools: 2008 to 2016

	2008	2009	2010	2011	2012	2014	2016
Afrikaans	4,3	4,0	3,7	3,6	3,5	3,3	1,4
English	21,0	19,2	20,3	20,6	20,8	20,7	14,8

Source: DBE: 2008 to 2016 Annual School Survey

Single medium schools in the entire school system reflect the continued domination of English and Afrikaans as LoLT in the higher grades. The next section of this report focuses on the FP, where there is not only greater variation in LoLT but also in the presence of parallel medium schools.

4.3.2 Single medium schools in the Foundation Phase

There is a much greater variation in the selection of LoLT in the FP. Schools make selections according to the LiEP and thus parents, through the SGB are also involved in these choices. There are variations in LoLT both within and between schools. In some schools all three grades in the FP have the same LoLT but this also varies and schools may have different LoLTs in Grades 1, 2 and 3¹¹. Hence in this section of the report individual tables are given for each of the grades in the Foundation Phase¹².

Table 15: Number of single medium schools in Grade 1 by LoLT: 2008 to 2016

LoLT	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	1393	1347	1330	1312	1286	1254	1173	1160	645
English	3094	2846	2991	3087	3120	2955	2879	2747	2031
Isindebele	59	57	52	56	42	22	36	267	55
Isixhosa	3619	3770	4032	4158	3476	4173	3917	54	3907
Isizulu	3628	3722	3475	3818	3630	3064	3366	433	3224
Sepedi	1594	1633	1518	1459	1576	1396	1477	1194	1513
Sesotho	906	677	659	567	576	672	140	465	555
Setswana	1322	1283	1251	1181	1095	1200	1183	4165	1138
Siswati	295	276	299	271	309	94	187	1559	260
Tshivenda	485	497	462	335	548	466	450	3334	452
Xitsonga	411	422	386	368	460	346	380	146	422
Sasl	1	2	1			3			9
Other	4	8	8	8		5	9	7	43
TOTAL	16811	16540	16464	16620	16118	15650	15197	15531	14254

Source: DBE: 2008 to 2016 Annual School Survey

11 For the purposes of this analysis, single medium schools were defined as schools which have either a grade 1 or 2 or 3 class and that for all of the classes in that grade there is only one language.

12 Note that the total numbers of schools varies across the grades since schools may be counted twice and differently across the grades depending on the way in which classes are combined according to language in the three grades of the FP at the school.

Table 16: Number of single medium schools in Grade 2 by LoLT: 2008 to 2016

LoLT	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	1417	1361	1331	1323	1290	1266	1183	1159	612
English	3248	2960	3105	3213	3194	2984	2881	2738	2113
Isindebele	58	56	50	57	45	24	33	274	54
Isixhosa	3548	3711	3966	4123	3440	4159	3928	55	3887
Isizulu	3584	3674	3442	3781	3611	3025	3336	435	3230
Sepedi	1577	1621	1519	1461	1568	1393	1464	1192	1503
Sesotho	869	634	639	529	570	656	145	468	578
Setswana	1292	1264	1236	1176	1099	1189	1196	4177	1162
Siswati	288	272	295	267	307	87	183	1563	270
Tshivenda	467	491	462	337	539	465	452	3309	450
Xitsonga	405	421	382	364	470	349	380	144	416
Sasl		2	1			3			8
Other	5	8	8	8		4	9	7	135
TOTAL	16758	16475	16436	16639	16133	15604	15190	15521	14418

Source: DBE: 2008 to 2016 Annual School Survey

Table 17: Number of single medium schools in Grade 3 by LoLT: 2008 to 2016

LoLT	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	1438	1383	1351	1317	1297	1271	1192	1169	608
English	3952	3647	3736	3678	3460	3091	2948	2746	2129
Isindebele	57	53	48	54	44	21	33	265	50
Isixhosa	3308	3466	3746	3949	3351	4115	3836	54	3823
Isizulu	3348	3395	3241	3651	3558	2969	3277	426	3006
Sepedi	1533	1572	1463	1430	1544	1377	1455	1176	1473
Sesotho	833	626	608	478	476	627	135	465	555
Setswana	1197	1218	1184	1142	1088	1185	1174	4125	1135
Siswati	231	227	237	230	297	83	175	1544	259
Tshivenda	446	481	438	332	527	461	453	3229	451
Xitsonga	380	400	359	355	455	337	380	144	414
Sasl	1	2	1	1		3			8
Other	5	8	9	8		6	8	7	174
TOTAL	16729	16478	16421	16625	16097	15546	15066	15350	14085

Source: DBE: 2008 to 2016 Annual School Survey

The number of single medium schools is highly variable over the period studied for this report. Tables 15, 16 and 17 indicate that there are higher decreases in the numbers of English and Afrikaans single medium schools than in single medium schools for the other official languages of South Africa. The changes from 2008 to 2016 for all three grades are shown in Table 18.

Table 18: Changes in the number of single medium schools in Grades 1 to 3 by LoLT between 2008 and 2016

LoLT	Grade 1	Grade 2	Grade 3
Afrikaans	-748	-805	-830
English	-1063	-1135	-1823
Isindebele	-4	-4	-7
Isixhosa	288	339	515
Isizulu	-404	-354	-342
Sepedi	-81	-74	-60
Sesotho	-351	-291	-278
Setswana	-184	-130	-62
Siswati	-35	-18	28
Tshivenda	-33	-17	5
Xitsonga	11	11	34
Sasl	8	8	7
Other	39	130	169
TOTAL	-2557	-2340	-2644

Most of the changes in numbers of schools are negative, indicating a trend away from single medium schools. English single medium schools show the greatest decreases in number (over 1 000 fewer schools per grade and close to 2 000 schools per grade in Grade 3) followed by Afrikaans single medium schools (approximately 800 schools per grade) but there are also reasonably high decreases in the number of schools offering IsiZulu as a single medium (approximately 350 schools per grade) and Setswana as a single medium (approximately 300 schools per grade). IsiXhosa is the only language where there is a large increase in the number of single medium schools (approximately 300 schools per grade and 500 schools per grade in Grade 3). Other languages showing small increased numbers of single medium schools are Xitsonga and Sasl. There is a shift in the number of 'other' languages present as single medium schools in the country, which could be of interest for further investigation, since detail in this category is not yet available.

The decrease in single medium schools can be seen primarily as a result of an increase in parallel medium schools across the three grades in the FP which will now be discussed.

4.4 Parallel medium schools

Parallel medium schools are schools that offer two or more mediums of instruction in different classes in the same grade for all grades in the school (DBE, 2010). According to this definition, a parallel medium school would offer at least two LoLTs in each of its grades, up to Grade 12. This report gives information on the parallel medium schools both in the entire school system but it also includes information on the provision of parallel medium schooling in the FP to give more detail on the number and spread of different possible languages combinations that are offered.

The notion of a parallel medium school was previously defined as a school offering English together with at least one other LoLT to learners in separate classes. Since the introduction of schooling in all 11 official South African languages this definition needs to be broadened to include teaching

any two (or more) different languages at one school, where learners are able to choose in which language they will be taught. At a parallel medium school there are still separate classes for each LoLT offered by the school – this is an expansion of the original definition of ‘parallel medium’ to include groupings of all official languages of South Africa, including parallel medium where there is no English or Afrikaans offered. There are hence a large number of different possibilities for parallel medium schools in the system now and there is evidence of many different language combinations in parallel offering at these schools.

Table 19 gives the school system statistics for the spread of parallel medium schools¹³ using the term as defined above.

Table 19: Total number of parallel medium schools according to primary LoLT in the system: 2008-2016

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Gr 1-3	4524	5282	5328	5443	6205	7396	6575	5581	11387
Gr 4-7	4178	5007	4984	4911	6060	6360	5904	3636	11631
Gr 8-12	3184	3468	3316	3069	3412	3496	3079	2385	5297
TOTAL	11886	13757	13628	13423	15677	17252	15558	11602	28315

Source: DBE: 2008 to 2016 Annual School Survey

It can be seen from Table 19 that the overall number of parallel medium schools (where any one of the official languages of South Africa functions as a primary LoLT at the school and at least one other official language is also offered as a LoLT at the same school) has increased considerably. The increases in the number of schools in the grade groups given in the table above are high: 251%, 278% and 166% for Grades 1-3, Grades 4-7 and Grades 8-12 respectively over the period 2008-2016. In 2016 the total number of parallel medium schools was 28 315, up from 11 886 in 2008. This means that the number of parallel medium schools in the country has almost trebled over the period. The majority of parallel medium schools (81%) are located in the primary schools in the school system (Grades 1-7) while 19% of parallel medium schools are located in the high schools in the school system (Grades 8-12).

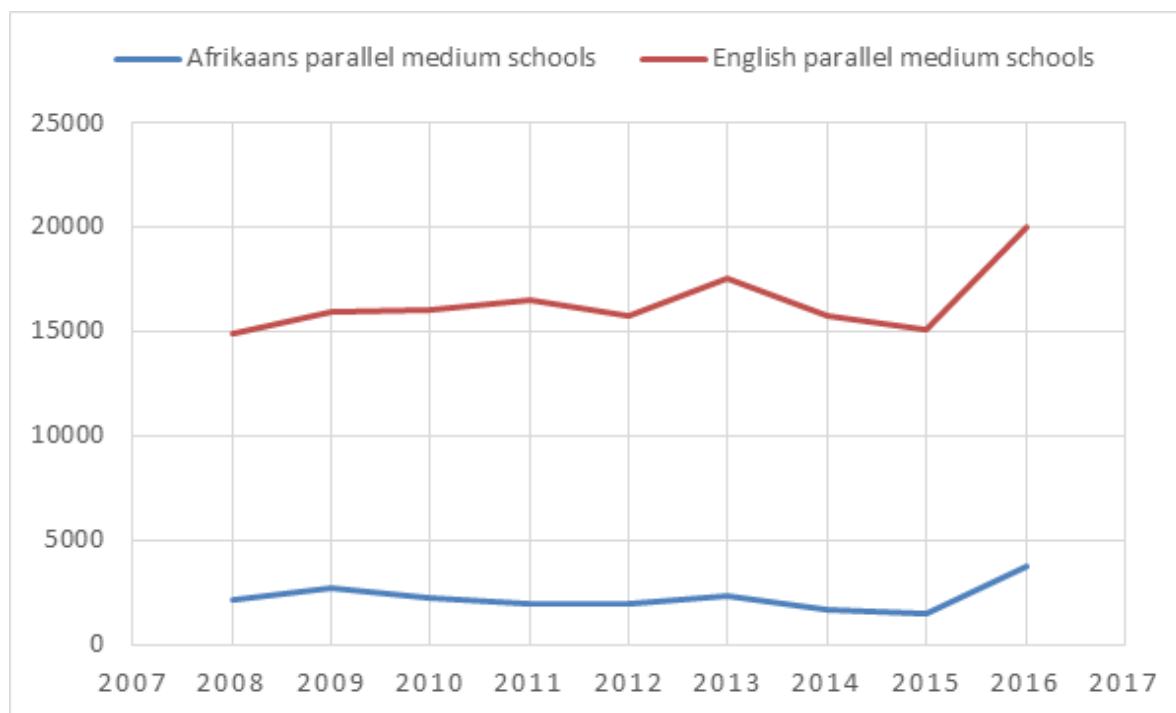
In the previous status of the LoLT report the analysis focused on the English and Afrikaans parallel medium schools across the system although other variations were presented graphically and noted. The next section of the report gives the information on English and Afrikaans parallel medium schools in the whole school system and after that information is given more broadly on parallel medium schooling in the FP.

4.4.1 English and Afrikaans parallel medium schools in South Africa

For the purposes of this report, English parallel medium schools in the system are regarded as schools that offer English and one other language as a LoLT, and similarly for Afrikaans parallel medium schools. Note that the total numbers of schools may differ from the number of schools in the system since schools may be counted twice and differently across the grades according to the definition of a ‘parallel medium school’ applied.

Figure 18 reflects the number of schools in South Africa that may be regarded as English and Afrikaans parallel medium schools for the period 2008 to 2016.

Figure 18: English and Afrikaans parallel medium schools: 2008 to 2016



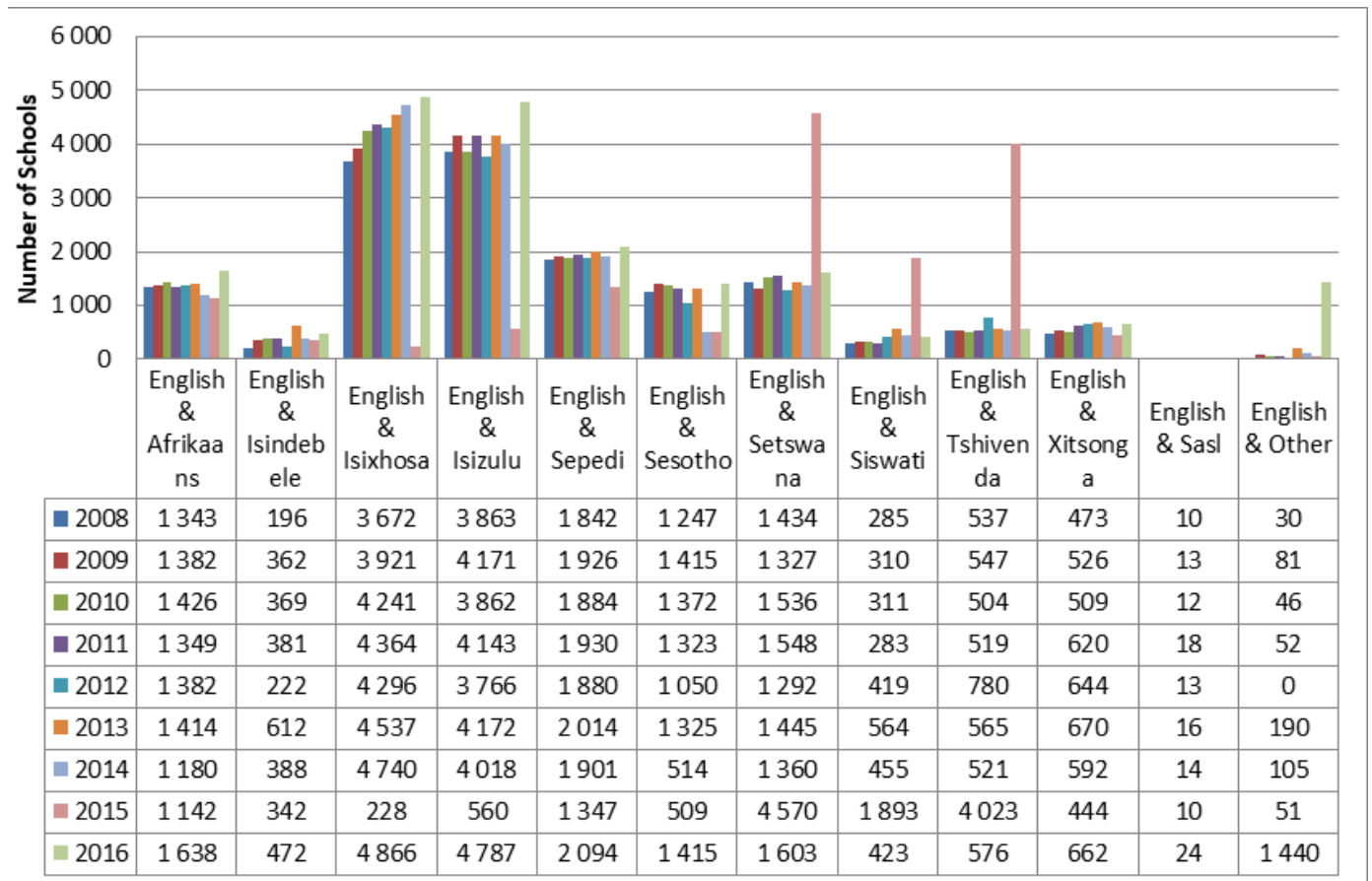
Source: DBE: 2008 to 2016 Annual School Survey

The number of English parallel medium schools increased between 2008 and 2016 from approximately 15 000 schools to 20 000 schools. The number of Afrikaans parallel medium schools in the system increased from approximately 2 000 schools to approximately 3 500 schools over the period.

Since there are now many more options for parallel medium schools it is interesting to view the range of possibilities that appear in schools across the system. The next two figures show the numbers of parallel medium schools in combination with either English or Afrikaans in the system.

In Figure 19 the English/other language schools are shown.

Figure 19: Number of English parallel medium schools by language and year: 2008 to 2016



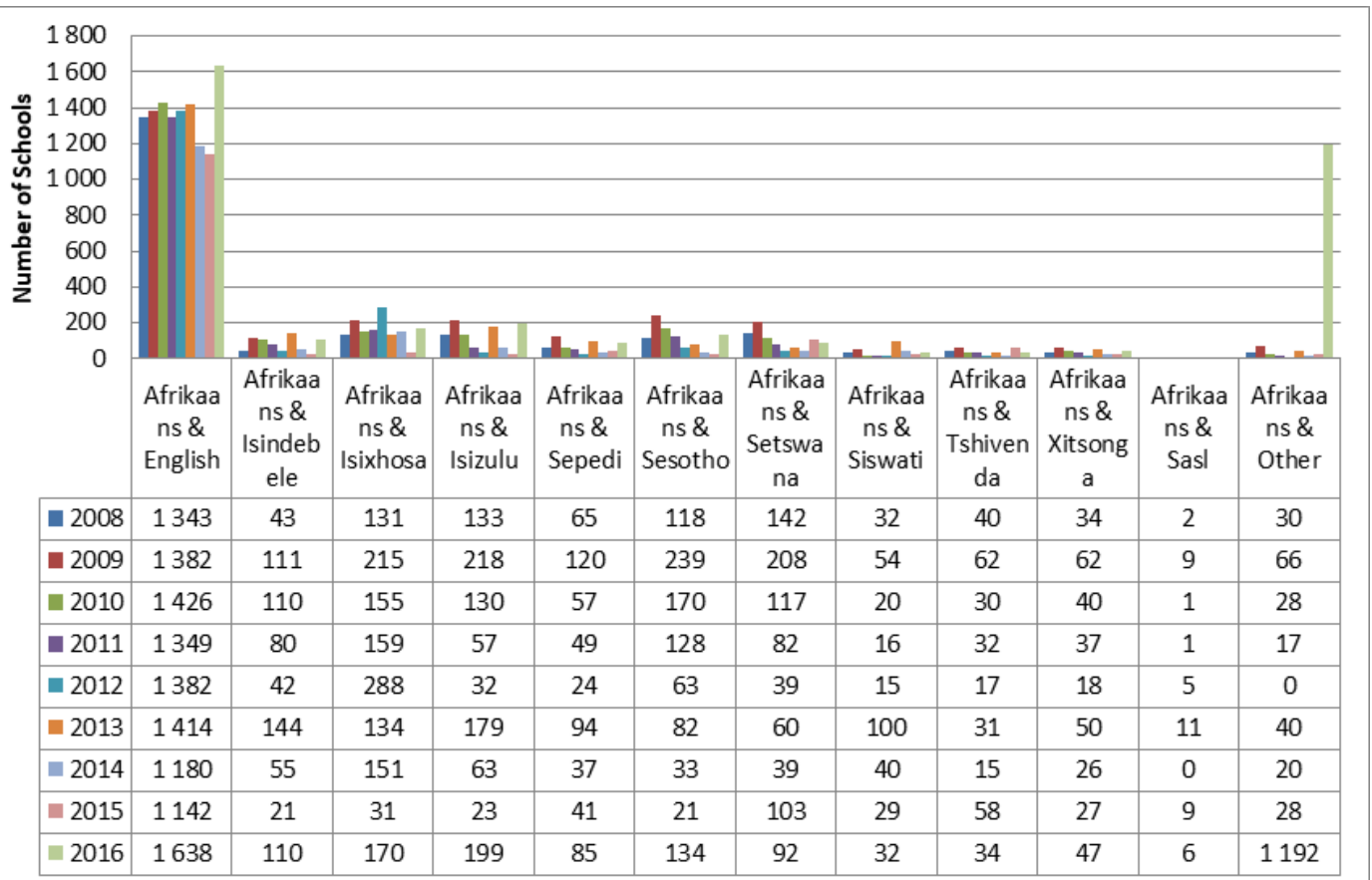
Source: DBE: 2008 to 2016 Annual School Survey

Despite some anomalies in the data in certain years, it can be seen from Figure 19 that the trend is an increase in the numbers of English parallel medium schools over the period 2008 to 2016 in combination with all languages. The number of English/Afrikaans parallel medium schools increased from 1 343 to 1 638 schools between 2008 and 2016. This follows the trend established by 2007 and reported on in the 2010 report.

There are also large numbers of English/other language combinations (and increases in all of them) in the system. This is discussed in more detail in the next section of the report since these schools are located predominantly in the lower grades of the school system. The manner to which these English/other combinations feature in this school system graph is an indication of the extensive multilingual variety present.

In Figure 20 the Afrikaans/other language schools are shown.

Figure 20: Number of Afrikaans parallel medium schools by language and year: 2008 to 2016



Source: DBE: 2008 to 2016 Annual School Survey

In Figure 20 it is seen (disregarding the anomalies in the data in certain years), that the numbers of Afrikaans parallel medium schools have increased over the period 2008 to 2016, as for English although less drastically so, in combination with almost all languages (Afrikaans/Setswana and Afrikaans/Xitsonga have dropped). The number of Afrikaans/English parallel medium in Figure 19 is the same number as the number of English/Afrikaans parallel medium schools since these are the same schools being represented (1 343 to 1 638 schools between 2008 and 2016) from a different perspective.

The dominance of English and Afrikaans in the system from Grade 4 onwards is reflected in the Afrikaans/English parallel medium schools perspective in Figure 20, since although there are combinations of Afrikaans other across the system, these are very small proportionally in relation to the Afrikaans/English schools.

As mentioned above, in the Foundation Phase there is a much wider range (and number) of possibilities of language groupings in parallel medium schools. Tables for parallel medium schools in the Foundation Phase are discussed in the next section of this report where the full range of parallel medium language offerings (not just English/Afrikaans parallel medium) is presented.

4.4.2 Parallel medium schools in the Foundation Phase

The schools in the system which are referred to in section 4.4.1 included Foundation Phase schools, hence a range of parallel medium schools were identified (across all official languages), but the system is clearly dominated by English/Afrikaans. In this section more detailed reporting on the parallel medium schools in the FP is given.

In this report (see above) a parallel medium school may have two, three four or even five LoLTs present in the school. Most of the parallel medium schools are found in the Foundation Phase, where there are far more variations in what can be called 'parallel medium' than just English or Afrikaans in combination with another language. The following three tables (Table 20, Table 21 and Table 22) show, according to what has been named the 'primary LoLT of the school', (the LoLT for which the greatest number of learners are enrolled at the school) the numbers of parallel medium schools per grade in the Foundation Phase for the period 2008 to 2016.

The numbers of schools in these tables exceed the total number of schools in the system as some schools may be counted more than once in terms of the definition of 'parallel medium' which has been applied.

Table 20: Number of parallel medium schools according to primary LoLT in Grades 1: 2008 – 2016

Primary LoLT	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	362	381	371	386	381	375	350	340	781
English	318	345	425	464	674	825	831	704	1441
Isindebele	40	54	55	59	44	73	63	11	95
Isixhosa	177	206	194	183	361	243	237	57	314
Isizulu	159	203	179	137	93	329	200	59	231
Sepedi	134	158	176	154	129	129	130	35	152
Sesotho	153	227	195	224	135	177	148	12	212
Setswana	52	57	69	86	57	66	46	186	72
Siswati	7	13	9	3	47	85	70	129	32
Tshivenda	19	18	19	43	82	20	11	158	23
Xitsonga	52	74	76	93	90	75	78	134	55
Sasl	3	2	2	6	3	1	3	2	7
Other	4	11	7	7		36	13	7	418
TOTAL	1473	1736	1768	1832	2093	2397	2164	1825	3408

Source: DBE: 2008 to 2016 Annual School Survey

Table 21: Number of parallel medium schools according to primary LoLT in Grade 2: 2008 – 2016

Primary LoLT	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	360	372	395	389	385	361	356	350	887
English	331	351	391	470	692	878	806	706	1575
Isindebele	45	62	50	65	42	101	64	7	68
Isixhosa	176	236	197	176	319	235	215	50	344
Isizulu	162	210	175	132	77	309	206	64	221
Sepedi	134	164	176	150	120	124	128	25	144
Sesotho	147	218	218	204	143	175	140	8	178
Setswana	53	56	63	71	46	48	44	181	51
Siswati	8	12	10	4	46	87	71	129	10
Tshivenda	27	22	18	41	85	19	17	146	15
Xitsonga	63	62	75	85	93	86	65	132	52
Sasl	6	1	5	5	4	6	5	3	6
Other	7	10	8	8		40	29	7	102
TOTAL	1506	1765	1768	1787	2048	2423	2112	1798	3545

Source: DBE: 2008 to 2016 Annual School Survey

Table 22: Number of parallel medium schools according to primary LoLT in Grade 3: 2008 – 2016

Primary LoLT	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	370	378	374	391	380	374	354	352	857
English	340	366	443	489	707	913	916	845	1908
Isindebele	40	60	64	59	43	73	67	7	78
Isixhosa	170	225	188	181	322	247	217	45	324
Isizulu	172	212	169	118	86	314	222	48	217
Sepedi	142	138	164	139	122	114	132	38	136
Sesotho	143	205	195	212	124	184	126	11	147
Setswana	63	62	68	70	62	50	40	170	61
Siswati	9	15	8	5	36	93	65	137	12
Tshivenda	20	20	24	36	89	19	15	153	17
Xitsonga	47	58	60	92	81	81	68	124	46
Sasl	2	2	4	5	5	3	6	3	5
Other	7	16	9	1		28	21	6	93
TOTAL	1516	1739	1757	1792	2052	2462	2222	1930	3803

Source: DBE: 2008 to 2016 Annual School Survey

The number of parallel medium schools (with virtually any of the 11 official languages as LoLT) has increased steadily over the period, in all grades in the FP but more noticeably from 2012 onwards and most remarkably so in 2016 (the anomalies in the data particularly for the years 2013 and 2015 can again be noticed in this table and are noted). Most notably in all grades the number of English parallel medium schools has increased by close to a multiple of 6 times the number of English parallel medium schools in 2008, the highest increase for any primary LoLT in a school.

Table 23 presents the changes for all three grades for the period 2008 to 2016 in order to track the overall changes in the number of parallel medium schools across the three grades in the FP for the

period.

Table 23: Change in the number of parallel medium schools according to primary LoLT in Grades 1 to 3 between 2008 and 2016

Primary LoLT	Grade 1	Grade 2	Grade 3
Afrikaans	419	527	487
English	1123	1244	1568
Isindebele	55	23	38
Isixhosa	137	168	154
Isizulu	72	59	45
Sepedi	18	10	-6
Sesotho	59	31	4
Setswana	20	-2	-2
Siswati	25	2	3
Tshivenda	4	-12	-3
Xitsonga	3	-11	-1
Sasl	4	0	3
Other	414	95	86
TOTAL	1935	2039	2287

Most of the changes in Table 23 are positive, indicating a trend towards parallel medium schools. The greatest increases are in schools offering English in parallel medium in all three grades, particularly so in Grade 3 (over 1 000 more schools per grade and approximately 1 500 more schools in Grade 3) and schools offering Afrikaans in parallel medium in all three grades (approximately 500 more schools per grade). These increases correspond to the decreased number of single medium schools offering these two languages.

There is also a reasonably high increase in the number of IsiXhosa schools offering parallel medium classes (approximately 150 more schools per grade). This is interesting in the light of the finding above that IsiXhosa is also the only language where there is a large increase in the number of single medium schools in all grades. There are some decreases in the numbers of parallel medium schools (in Sepedi, Grade 3 and Tshivenda and Xitsonga, Grades 2 and 3) but these are negligible. In summary, across the board (including Sasl and 'other' languages) changes in the numbers of parallel medium schools are predominantly positive since there were increased numbers of parallel medium schools in combinations with nine out of the 13 possible primary LoLTs.

4.5 Discussion

The first finding in this section of the report is that schooling in South Africa does not directly reflect the population language distribution statistics although it follows the population proportions to a large extent. The reflection of the demographics is there, to an extent, in the Foundation Phase (where according to policy every learner could be learning in his/her home language). This is strongest for the Tshivenda and Sepedi languages, which align closely to the population language distribution statistics. It could be that there are variations in the population language distribution according to age but these would not account for some of the large differences between the population distribution statistics and the offerings of LoLT across some of the 11 official languages in the FP in schools.

From the Intermediate Phase onwards the reflection is completely disproportional to spoken languages as a result of the system shift towards English (predominantly) and Afrikaans (which is diminishing) in preparation for final matriculation examinations.

Secondly, the trend away from single medium schools and towards parallel medium schools reported on in the 2010 report has continued. There are fewer single medium schools in the country. In 2016, there were approximately 7 500 single medium schools in the country which represents a decrease of approximately 3 500 single medium schools over the period 2008 to 2016. The decrease in single medium schools can be seen primarily as a result of an increase in parallel medium schools across the three grades in the FP.

Thus the trend away from single medium schools could be seen as linked to the appearance of more parallel medium schools in the country. In 2016 the number of parallel medium schools was approximately 28 000, an increase of approximately 16 000 schools over the period 2008 to 2016. This means that the number of parallel medium schools in the country has almost trebled over the period. The majority of parallel medium schools (81%) are located in the primary schools in the school system (primary schools include the FP and IP phases as well as Grade 7 from which this percentage is calculated) while 19% of parallel medium schools are located in the high schools in the school system (which include the Grades 8 and 9 of the SP phase schools and all schools in the FET band).

Thirdly, an increasingly broad range of language combinations are present in the parallel medium schools although system wide English and Afrikaans are most commonly paired/grouped with another official language in this domain.

The finding in relation to the changes in number of single and parallel medium schools (where all combinations of language are taken into account, not just English and Afrikaans parallel medium) is in alignment with the introductory claims in relation to the multilingual nature of South African schools. The number and variety of parallel medium schools in the system indicates that the system is making provision for teaching in all of the official languages to learners in the country, more particularly in the FP, but even in this phase parallel medium schools are most commonly found to pair English with one of the other official South African languages.

CHAPTER 5: CONCLUSION

This report was drawn up to give updated information on the current status of the LoLT in schools. This is an important study. The citation in the 2010 report emphasising the importance of a study on language in schools was that “language is not everything in education, but without language everything is nothing in education” (Wolf, 2006). This speaks broadly to the importance of language in education. With more specific reference to mathematics, Durkin has said, “Mathematics education begins and proceeds in language, it advances or stumbles because of language, and its outcomes are often assessed in language” (1991, p.3). Clearly mathematics education needs to keep the focus on mathematics *but* this cannot be done without language.

This report provides a quantitative overview of the status of the LoLT in schools, bringing up to date the overview presented in the 2010 report. It analyses the changes in trends in language provisioning over the period 2008 to 2016. The scope of the report remains limited to a descriptive summary of the status of the LoLT in schools, examining LoLT from a learner and a schools perspective in the overall school system and in more detail for the Foundation Phase where language provisioning is more varied. The spread of home languages spoken by learners in schools is presented for the school learner population and in relation to the population distribution of main spoken languages in South Africa. The report also gives overviews of single and parallel medium schools in the system, again more particularly in the Foundation Phase.

The findings of this quantitative report can be summarised as follows:

- Between 2008 and 2016, the increase in the percentage of Foundation Phase learners who learned in their home language continued to increase following the trends reported on in 2010 although this shift was not as marked as the change reported on in the 2010 report where changes from 1998 to 2007 were presented.
- In spite of the increased number of learners studying in the home languages, the numbers of schools do not precisely reflect the distribution of language in the South African population.
- The majority of Foundation Phase learners are enrolled at schools which offer their home language as LoLT although 18% (down from 20% in 2007) of learners are still studying in a language other than their HL.
- The trends of LoLT representation in schools remained much the same as those in previous years. IsiZulu remains the dominant African LoLT, followed by IsiXhosa. Other African languages are present as LoLT in schools to a lesser degree, which is likely to be related to population proportions, according to the distribution of spoken languages in the country. Afrikaans showed an ever decreasing presence as a LoLT in schools.
- The trend away from English as LoLT in the Foundation Phase has changed. English became the dominant LoLT once again in the FP in 2009. The current situation is that there are almost equal numbers of IsiXhosa, IsiZulu and English LoLT schools in the Foundation Phase.
- From Grade 4 onwards (in the Intermediate and Senior Phases and in the FET), the majority of learners do not learn in their home language. English and Afrikaans are the dominant LOLTs after Grade 3.

⁵⁶ The number and percentage of parallel medium schools in the system has increased con-

THE STATUS OF THE LANGUAGE OF LEARNING AND TEACHING (LoLT) IN
SCHOOLS: A QUANTITATIVE OVERVIEW: 2008-2016

siderably while the number and percentage of single medium schools has decreased over the past decade and there is representation of parallel medium schools in several different language combinations in the system.

- The highest number of parallel medium schools includes English paired with one (or more) other official language, not only across the entire school system but also in the FP.

The dominance of English as the LoLT in the school system (with a decline in this dominance which started in 2013) is a reflection of a combination of factors which were stated in the 2010 report and remain relevant: namely parental preference, tradition and capacity. English is usually favoured as a LoLT for the following reasons:

- It is associated with economic growth.
- It is a global language.
- It is useful for future studies, as tertiary education tends to be offered in English.
- It is a common language in the working environment.

The issue of poor performance in mathematics, particularly in the Intermediate Phase where the LoLT changes for the majority of learners remains under-investigated. This poor performance continues from the Intermediate Phase throughout the higher phases in the schooling system. There are many factors which impact on learner performance in mathematics, one of which may be language, and this should be considered seriously for further investigation. If language is impacting on learner achievement this is a factor which could be addressed in order to improve learner outcomes but further research into this should be undertaken.

The question that needs to be asked is in what way can English as a language be used as a resource to support the learning of mathematics in the home language in the system across all languages? The focus on the learning of mathematics with language as a tool to support this learning needs to be kept in mind.

As it was suggested in the 2010 report, it should be further investigated why the greater correspondence between home language and LoLT in the Foundation Phase has not translated into improved learning outcomes. What other factors affecting learner performance have a greater influence on learner outcomes than LoLT? What more is required than simply having learners learning mathematics in their home language in order to improve their outcomes in mathematics?

In conclusion this report makes the following recommendations:

- The policy on African languages should be broadened to allow the use of more than one language in a classroom, particularly English in conjunction with the dominant LoLT of a class in order to enable translanguaging strategies (the planned use of more than one language in a classroom situation) and also to facilitate the language gap between the Foundation Phase and the Intermediate Phase.
- In the Foundation Phase, teaching and learning material should be made available in bilingual format – presented in each of the African languages in parallel with English (multi-bilingual materials provision) to allow learners (and teachers) multiple language access routes to

the mathematics or other content presented in the material.

- In the Intermediate and Senior Phases and in the FET multi-bilingual materials should also be made available, even if the matric exam is to be written in English/Afrikaans, to continue to allow multiple access routes to written texts.
- Teacher education and in-service development programmes should include issues related to language in multilingual classrooms including the use of translanguaging strategies and the use of bilingual materials to facilitate learning.

REFERENCES

- Adler, J. (2001). *Teaching mathematics in multilingual classrooms*. Dordrecht, The Netherlands: Kluwer Academic Press.
- Brock-Utne, B. (2001). Education for all - in whose language? *Oxford Review of Education*, 27(1), 115–134. <http://doi.org/10.1080/03054980125577>
- Cloud, N., Genesee, F., & Hamayan, E. (2009). *Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices*. Portsmouth, NH: Heinemann.
- Department of Basic Education, (2010). *Dictionary of Education Concepts and Terms*. Pretoria: DBE.
- Department Of Basic Education, (2010). *The Status of the Language of Learning and Teaching (LoLT) in Schools: A Quantitative Overview: 1998-2007*. Pretoria: DBE.
- Department of Basic Education, (2011). *Curriculum and Assessment Policy Statement, Final Draft, Foundation Phase Mathematics Grade R-3*. Pretoria: DBE.
- Department of Basic Education. (2011) Report on the 2009/2010 Annual Surveys for Ordinary Schools. Pretoria: DBE.
- [Department of Basic Education, \(2016\). Item 5. Prof L Lalendle. ATC160526: Report of the Portfolio Committee on Basic Education on its engagement with the Department of Basic Education in Cape Town, dated 24 May 2016. DBE: Pretoria. https://pmg.org.za/tailed-committee-report/2788/](https://pmg.org.za/tailed-committee-report/2788/)
- Department of Basic Education, (2017). Basic Education: Committee meeting: 27 June 2017 - Incremental Introduction of African Languages (IIAL). DBE: Pretoria. <https://pmg.org.za/committee-meeting/24712/?via=cte-menu>
- Department of Education. (1997). *Language in Education Policy*, section 3(4)(m) of the National Education Policy Act, 1996 (Act 27 of 1996).
- Durkin, K., & Shire, B. (Eds.). (1991). *Language in mathematical education: research and practice. Milton Keynes*. [England] ; Philadelphia: Open University Press.
- Essien, A. (2013). Preparing Pre-Service Mathematics Teachers To Teach In Multilingual Classrooms: A Community Of Practice Perspective. Unpublished PhD Thesis. University of the Witwatersrand: Johannesburg.
- García, O., & Baetens Beardsmore, H. (2009). *Bilingual education in the 21st century: a global perspective*. Malden, MA ; Oxford: Wiley-Blackwell Pub.
- Gumperz, John J. (1982). *Discourse Strategies*. Cambridge: Cambridge University Press.
- Kathleen Heugh (2015) Epistemologies in multilingual education: translanguaging and genre – companions in conversation with policy and practice, *Language and Education*, 29:3, 280-285, DOI: 10.1080/09500782.2014.994529
- Lewis, G., Jones, B., & Baker, C. (2012a). Translanguaging: developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7), 655–670. <http://doi.org/10.1080/13803611.2012.718490>
- Lewis, G., Jones, B., & Baker, C. (2012b). Translanguaging: origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641–654. <http://doi.org/10.1080/13803611.2012.718488>
- Makalela, L. (2015a). Moving out of linguistic boxes: the effects of translanguaging strategies for multilingual classrooms. *Language and Education*, 29(3), 200–217. <http://doi.org/10.1080/09500782.2014.994524>
- Makalela, L. (2015b). Translanguaging as a vehicle for epistemic access: cases for reading comprehension and multilingual interactions. *Per Linguam*, 31(1), 15. <http://doi.org/10.5788/31-1-15>

- Makoe, P., & McKinney, C. (2014). Linguistic ideologies in multilingual South African suburban schools. *Journal of Multilingual and Multicultural Development*, 35(7), 658-673. DOI: 10.1080/01434632.2014.908889
- Moschkovich, J. (1999). Supporting the Participation of English Language Learners in Mathematical Discussions. *For the Learning of Mathematics*, 19(1), 11-19.
- Mukucha, J. (2012). *The mathematics definition discourse: teachers' practices in multilingual classrooms*. Unpublished PhD Thesis. University of the Witwatersrand.
- Ouane, A., & Glanz, C. (Eds.). (2011). *Optimising Learning, Education and Publishing in Africa: The Language Factor. A Review and Analysis of Theory and Practice in Mother-Tongue and Bilingual Education in sub-Saharan Africa*. UIL/ADEA: Germany.
- Owen-Smith, M. (2012), *A set of multi-bilingual methodologies to address some current problems in education*. "Strategies to overcome poverty and inequality: Towards Carnegie 111", UCT conference 3-7 September, supported by the National Planning Commission
- Setati, M. (2008) Access to mathematics versus access to the language of power: the struggle in multilingual mathematics classrooms. *South African Journal of Education*, 28, 103–116.
- Taylor, N. (2013). NEEDU National Report 2013. Learning and teaching in Rural Primary Schools. Pretoria: NEEDU.
- Taylor, S., & von Fintel, M. (2016). Estimating the impact of language of instruction in South African primary schools: A fixed effects approach. *Economics of Education Review*, 50, 75–89.
- Venkat, H., Adler, J., Rollnick, M., Setati, M., & Vhurumuku, E. (2009). Mathematics and science education research, policy and practice in South Africa: What are the relationships?, *African Journal of Research in Mathematics, Science and Technology Education*, 13:sup1, 5-27. doi: 10.1080/10288457.2009.10740659
- Wolf, H. E. 2006. Background and history – language politics and planning in Africa. In ADEA: Optimising learning and education in Africa – the language factor: A stock-taking research on mother tongue and bilingual education in sub-Saharan Africa. Paris: Association for the Development of Education in Africa (ADEA), pp 11, 26-55.

ANNEXURES

1. Table A1: Number and percentage of FP learners by home language 2008 to 2016

FP	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	295184	288233	288875	290215	293630	296846	287485	292529	184056
%	9,38	9,26	9,42	9,27	9,11	8,96	8,81	8,88	5,72
English	183948	185496	197027	202816	206820	217353	230929	255024	181346
%	5,85	5,96	6,42	6,48	6,42	6,56	7,08	7,74	5,63
IsiNdebele	50330	45945	46580	46575	276795	45694	46580	101954	35945
%	1,60	1,48	1,52	1,49	8,59	1,38	1,43	3,09	1,12
IsiXhosa	695507	663994	656984	637909	383492	664431	673728	46610	583048
%	22,10	21,32	21,42	20,37	11,90	20,05	20,65	1,41	18,12
IsiZulu	819048	827304	775776	828220	743601	861783	894374	153900	836279
%	26,03	26,57	25,29	26,45	23,08	26,00	27,42	4,67	25,98
SePedi	300943	296273	292792	302167	324399	340701	359609	291998	290541
%	9,56	9,51	9,55	9,65	10,07	10,28	11,02	8,86	9,03
Sesotho	209837	219986	226479	232170	172144	253180	119082	88548	249100
%	6,67	7,06	7,38	7,42	5,34	7,64	3,65	2,69	7,74
Setswana	256640	261942	264536	270869	263085	283751	286071	666110	286914
%	8,16	8,41	8,62	8,65	8,17	8,56	8,77	20,21	8,91
Siswati	98809	94787	93475	93734	151961	99095	101045	366640	95291
%	3,14	3,04	3,05	2,99	4,72	2,99	3,10	11,13	2,96
Tshivenda	77986	76174	72908	73901	216139	83642	86375	889116	76364
%	2,48	2,45	2,38	2,36	6,71	2,52	2,65	26,98	2,37
Xitsonga	145647	140272	135271	135529	189340	146977	152507	118233	124140
%	4,63	4,50	4,41	4,33	5,88	4,43	4,68	3,59	3,86
Sasl	1105	179	485	547	228	177	157	716	406
%	0,04	0,01	0,02	0,02	0,01	0,01	0,00	0,02	0,01
Other	11590	13517	15903	16235	0	20911	24180	23910	274992
%	0,37	0,43	0,52	0,52	0,00	0,63	0,74	0,73	8,54
TOTAL	3146574	3114102	3067091	3130887	3221634	3314541	3262122	3295288	3218422

Source: DBE: 2008 to 2016 Annual School Survey

2. Table A2: Number and percentage of FP learners by LoLT 2008 to 2016

FP	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	302056	295060	293384	289912	294661	291613	282468	286526	180494
%	9,57	9,49	9,56	9,26	9,10	8,80	8,66	8,70	5,61
English	763139	746191	790059	800559	800508	851907	830733	772381	734618
%	24,17	24,00	25,75	25,58	24,73	25,70	25,47	23,44	22,83
IsiNdebele	23532	22728	21344	22131	22028	19782	21599	79854	21935
%	0,75	0,73	0,70	0,71	0,68	0,60	0,66	2,42	0,68
IsiXhosa	490919	490861	502915	500579	458017	528865	543879	26853	480810
%	15,55	15,79	16,39	16,00	14,15	15,96	16,67	0,81	14,94
IsiZulu	676634	682448	624549	680275	638422	654694	698407	112553	644783
%	21,43	21,95	20,36	21,74	19,73	19,75	21,41	3,42	20,03
SePedi	277079	277638	258145	260676	291011	296237	311390	276820	242890
%	8,78	8,93	8,41	8,33	8,99	8,94	9,55	8,40	7,55
Sesotho	158262	126477	131861	139115	126993	181622	63216	71011	163252
%	5,01	4,07	4,30	4,45	3,92	5,48	1,94	2,15	5,07
Setswana	234657	247979	239478	243524	229471	266430	272417	549184	266861
%	7,43	7,98	7,81	7,78	7,09	8,04	8,35	16,67	8,29
Siswati	64120	57031	59172	57126	105337	54457	63539	331119	78848
%	2,03	1,83	1,93	1,83	3,25	1,64	1,95	10,05	2,45
Tshivenda	67035	65354	57747	47945	146577	67423	69226	722747	61256
%	2,12	2,10	1,88	1,53	4,53	2,03	2,12	21,93	1,90
Xitsonga	99033	95676	87813	86423	123342	97807	102818	65125	85528
%	3,14	3,08	2,86	2,76	3,81	2,95	3,15	1,98	2,66
Sasl	202	322	255	164	31	506	368	23	714
%	0,01	0,01	0,01	0,01	0,00	0,02	0,01	0,00	0,02
Other	566	1247	1008	1119	0	3222	2062	1091	256433
%	0,02	0,04	0,03	0,04	0,00	0,10	0,06	0,03	7,97
TOTAL	3157234	3109012	3067730	3129548	3236398	3314565	3262122	3295287	3218422

Source: DBE: 2008 to 2016 Annual School Survey

Table A3: Number and percentage of IP learners by home language 2008 to 2016

IP	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	30526	295871	287746	282166	275795	268179	255488	258949	151340
%	9,96	9,79	9,82	9,86	9,83	9,77	9,52	9,36	5,63
English	199294	225078	206746	208621	199726	201940	204275	227474	153633
%	6,50	7,44	7,06	7,29	7,12	7,36	7,61	8,22	5,72
IsiNdebele	56085	52362	50408	44735	229692	40645	41651	85541	26195
%	1,83	1,73	1,72	1,56	8,19	1,48	1,55	3,09	0,97
IsiXhosa	637464	595837	595880	554104	325988	530147	538621	42937	488863
%	20,79	19,71	20,34	19,36	11,62	19,32	20,08	1,55	18,19
IsiZulu	767294	750062	707592	723825	630551	689035	718246	127134	716881
%	25,02	24,81	24,15	25,29	22,49	25,11	26,77	4,60	26,68
SePedi	322780	317549	302023	290358	289603	276524	291338	246705	195835
%	10,53	10,50	10,31	10,15	10,33	10,08	10,86	8,92	7,29
Sesotho	199255	211474	209949	206323	149356	206053	95935	72308	219570
%	6,50	6,99	7,16	7,21	5,33	7,51	3,58	2,61	8,17
Setswana	231851	233841	241391	236943	226446	235369	236838	551429	242347
%	7,56	7,73	8,24	8,28	8,08	8,58	8,83	19,94	9,02
Siswati	104251	99852	95127	91352	132081	86086	86928	304034	79777
%	3,40	3,30	3,25	3,19	4,71	3,14	3,24	10,99	2,97
Tshivenda	84744	84169	78558	76033	179575	70666	71261	731131	64293
%	2,76	2,78	2,68	2,66	6,40	2,58	2,66	26,43	2,39
Xitsonga	145137	143930	140154	133324	165159	122830	124172	98891	91160
%	4,73	4,76	4,78	4,66	5,89	4,48	4,63	3,58	3,39
Sasl	1301	221	334	441	273	169	127	379	386
%	0,04	0,01	0,01	0,02	0,01	0,01	0,00	0,01	0,01
Other	11270	13186	14402	13508	0	16453	17973	18859	256557
%	0,37	0,44	0,49	0,47	0,00	0,60	0,67	0,68	9,55
TOTAL	3066252	3023432	2930310	2861733	2804245	2744096	2682853	2765771	2686837

Source: DBE: 2008 to 2016 Annual School Survey

3. Table A4: Number and percentage of IP learners by LoLT 2008 to 2016

IP	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	351663	327791	309213	281945	277910	265376	251712	253803	147025
%	11,30	10,78	10,51	9,85	9,87	9,67	9,38	9,18	5,47
English	2598632	2516325	2474914	2474099	2430107	2359854	2315365	2462565	2199880
%	83,51	82,77	84,16	86,47	86,35	86,00	86,30	89,04	81,88
IsiNdebele	8508	6765	11072	5883	3784	7016	6570	2742	916
%	0,27	0,22	0,38	0,21	0,13	0,26	0,24	0,10	0,03
IsiXhosa	21234	31179	20852	15174	45153	14154	22611	2403	18041
%	0,68	1,03	0,71	0,53	1,60	0,52	0,84	0,09	0,67
IsiZulu	52708	48858	43876	14540	8945	36716	29701	3348	35782
%	1,69	1,61	1,49	0,51	0,32	1,34	1,11	0,12	1,33
SePedi	18910	13888	19532	8802	7672	12551	14830	3780	11237
%	0,61	0,46	0,66	0,31	0,27	0,46	0,55	0,14	0,42
Sesotho	10725	23603	26906	24776	5786	10696	6350	261	13475
%	0,34	0,78	0,91	0,87	0,21	0,39	0,24	0,01	0,50
Setswana	22128	49996	15138	15937	5698	8948	6672	9816	9720
%	0,71	1,64	0,51	0,56	0,20	0,33	0,25	0,35	0,36
Siswati	10780	7912	5060	6984	11921	15958	15795	7338	1753
%	0,35	0,26	0,17	0,24	0,42	0,58	0,59	0,27	0,07
Tshivenda	4860	2921	3799	4991	8965	756	1778	15505	1843
%	0,16	0,10	0,13	0,17	0,32	0,03	0,07	0,56	0,07
Xitsonga	10873	9653	9345	6995	8316	6455	7589	3382	3393
%	0,35	0,32	0,32	0,24	0,30	0,24	0,28	0,12	0,13
Sasl	140	40	12	23	22	47	282	11	529
%	0,00	0,00	0,00	0,00	0,00	0,00	0,01	0,00	0,02
Other	590	1115	1006	969	0	5578	3598	817	243242
%	0,02	0,04	0,03	0,03	0,00	0,20	0,13	0,03	9,05
TOTAL	3111751	3040046	2940725	2861118	2814279	2744105	2682853	2765771	2686836

Source: DBE: 2008 to 2016 Annual School Survey

4. Table A5: Number and percentage of SP learners by home language 2008 to 2016

SP	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	278474	280156	289511	287363	282737	268248	246794	237123	156246
%	10,10	9,78	9,83	9,63	9,59	9,45	9,23	9,21	6,59
English	195265	222599	224593	216644	204859	199873	202299	215595	157503
%	7,08	7,77	7,63	7,26	6,95	7,04	7,57	8,37	6,64
IsiNdebele	51593	49461	51087	49474	228865	44636	42775	86285	28064
%	1,87	1,73	1,73	1,66	7,76	1,57	1,60	3,35	1,18
IsiXhosa	543508	526352	549309	533660	318578	514923	501368	41366	414091
%	19,71	18,37	18,65	17,88	10,81	18,14	18,76	1,61	17,46
IsiZulu	683311	726308	732244	781747	678904	713332	720003	123262	624541
%	24,78	25,34	24,86	26,19	23,03	25,13	26,94	4,79	26,33
SePedi	301710	311718	321842	334262	347272	327909	320179	221772	210366
%	10,94	10,88	10,93	11,20	11,78	11,55	11,98	8,61	8,87
Sesotho	186494	208076	216223	215052	158075	215165	95138	75873	187537
%	6,76	7,26	7,34	7,20	5,36	7,58	3,56	2,95	7,91
Setswana	209544	219128	228934	232528	209015	226815	224629	479829	208635
%	7,60	7,65	7,77	7,79	7,09	7,99	8,40	18,63	8,80
Siswati	94541	94448	97122	95848	139792	93259	89677	293858	74726
%	3,43	3,30	3,30	3,21	4,74	3,28	3,35	11,41	3,15
Tshivenda	77327	82831	84912	88799	200024	85451	82958	695009	63052
%	2,80	2,89	2,88	2,97	6,79	3,01	3,10	26,99	2,66
Xitsonga	125604	134496	138168	137963	179389	137390	134259	92008	91850
%	4,56	4,69	4,69	4,62	6,09	4,84	5,02	3,57	3,87
Sasl	1468	271	230	327	262	202	153	236	342
%	0,05	0,01	0,01	0,01	0,01	0,01	0,01	0,01	0,01
Other	8428	9873	11302	11268	0	11886	12743	12933	154726
%	0,31	0,34	0,38	0,38	0,00	0,42	0,48	0,50	6,52
TOTAL	2757267	2865717	2945477	2984935	2947772	2839089	2672975	2575149	2371679

Source: DBE: 2008 to 2016 Annual School Survey

5. Table A6: Number and percentage of SP learners by LoLT 2008 to 2016

SP	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	344681	338300	316892	298550	283007	258519	244047	234370	151530
%	12,36	11,73	10,74	10,00	9,57	9,11	9,13	9,10	6,39
English	2326876	2400729	2541108	2639797	2617045	2530950	2381897	2313801	2051297
%	83,45	83,26	86,16	88,44	88,54	89,14	89,11	89,85	86,49
IsiNdebele	4726	3612	4982	4523	2652	2129	2044	1690	638
%	0,17	0,13	0,17	0,15	0,09	0,07	0,08	0,07	0,03
IsiXhosa	14805	21150	11029	9760	22041	8053	6543	1668	2544
%	0,53	0,73	0,37	0,33	0,75	0,28	0,24	0,06	0,11
IsiZulu	38571	42579	33373	9016	7096	14011	12255	2151	7262
%	1,38	1,48	1,13	0,30	0,24	0,49	0,46	0,08	0,31
SePedi	20670	13083	13644	4041	3247	4221	7369	1771	1896
%	0,74	0,45	0,46	0,14	0,11	0,15	0,28	0,07	0,08
Sesotho	7113	9108	9506	5376	1440	3659	4689	1613	2128
%	0,26	0,32	0,32	0,18	0,05	0,13	0,18	0,06	0,09
Setswana	10723	41092	5015	4220	2604	3646	2910	2512	1025
%	0,38	1,43	0,17	0,14	0,09	0,13	0,11	0,10	0,04
Siswati	7005	4866	3644	4256	6718	8248	5941	3267	520
%	0,25	0,17	0,12	0,14	0,23	0,29	0,22	0,13	0,02
Tshivenda	5344	1865	2264	1941	4770	223	165	9314	144
%	0,19	0,06	0,08	0,07	0,16	0,01	0,01	0,36	0,01
Xitsonga	7174	6262	6956	2646	5094	2856	3378	2263	726
%	0,26	0,22	0,24	0,09	0,17	0,10	0,13	0,09	0,03
Sasl	71	11	5	6	6	28	75	1	435
%	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,02
Other	596	904	843	657	0	2601	1662	728	151528
%	0,02	0,03	0,03	0,02	0,00	0,09	0,06	0,03	6,39
TOTAL	2788355	2883561	2949261	2984789	2955720	2839144	2672975	2575149	2371673

Source: DBE: 2008 to 2016 Annual School Survey

6. Table A7: Number and percentage of FET learners by home language 2008 to 2016

FET	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	230934	213690	207419	202896	203437	199150	188994	189169	104567
%	9,16	8,65	8,55	8,25	8,17	8,04	7,73	7,43	4,65
English	185596	175367	182152	188108	199949	193845	190990	197639	126725
%	7,36	7,10	7,51	7,65	8,03	7,82	7,81	7,76	5,63
IsiNdebele	49888	46163	42439	40542	188608	39119	39729	88724	28942
%	1,98	1,87	1,75	1,65	7,57	1,58	1,62	3,49	1,29
IsiXhosa	430140	424815	421405	428417	261094	439951	444611	40331	376241
%	17,05	17,20	17,37	17,43	10,48	17,75	18,19	1,58	16,73
IsiZulu	634939	617926	596041	658081	595553	660222	707469	126410	651546
%	25,17	25,02	24,56	26,77	23,91	26,64	28,94	4,97	28,97
SePedi	306222	303155	302786	291034	298598	299775	308102	194276	210878
%	12,14	12,27	12,48	11,84	11,99	12,10	12,60	7,63	9,38
Sesotho	175712	178216	174778	169908	119292	168940	86517	90524	162916
%	6,97	7,22	7,20	6,91	4,79	6,82	3,54	3,56	7,24
Setswana	198747	192660	184824	186456	172495	181008	180034	455016	173314
%	7,88	7,80	7,62	7,58	6,93	7,30	7,36	17,88	7,71
Siswati	89937	84381	88538	84037	123544	88483	86893	338797	77027
%	3,57	3,42	3,65	3,42	4,96	3,57	3,55	13,31	3,43
Tshivenda	84822	87688	85896	79067	175143	80032	83856	724838	76580
%	3,36	3,55	3,54	3,22	7,03	3,23	3,43	28,48	3,41
Xitsonga	128127	137100	130931	119819	152830	118494	117699	88854	89026
%	5,08	5,55	5,40	4,87	6,14	4,78	4,81	3,49	3,96
Sasl	429	303	152	1090	208	124	187	143	195
%	0,02	0,01	0,01	0,04	0,01	0,01	0,01	0,01	0,01
Other	6904	8597	9242	8857	0	9353	9848	10539	170983
%	0,27	0,35	0,38	0,36	0,00	0,38	0,40	0,41	7,60
TOTAL	2522397	2470061	2426603	2458312	2490751	2478496	2444929	2545260	2248940

Source: DBE: 2008 to 2016 Annual School Survey

7. Table A8: Number and percentage of FET learners by LoLT 2008 to 2016

FET	2008	2009	2010	2011	2012	2013	2014	2015	2016
Afrikaans	302220	282141	233864	219432	201560	188768	188203	187811	99636
%	11,91	11,35	9,63	8,93	8,07	7,62	7,70	7,38	4,43
English	2134233	2079147	2119303	2205695	2261879	2253537	2227511	2335645	1974808
%	84,07	83,66	87,26	89,74	90,59	90,92	91,11	91,76	87,81
IsiNdebele	3156	1543	2608	2105	1929	1473	727	1348	453
%	0,12	0,06	0,11	0,09	0,08	0,06	0,03	0,05	0,02
IsiXhosa	10456	19424	14495	11925	12584	10430	3961	378	841
%	0,41	0,78	0,60	0,49	0,50	0,42	0,16	0,01	0,04
IsiZulu	34369	37115	28742	7348	4813	7971	6799	2126	2443
%	1,35	1,49	1,18	0,30	0,19	0,32	0,28	0,08	0,11
SePedi	20601	12946	12435	1530	2138	1751	5428	1884	467
%	0,81	0,52	0,51	0,06	0,09	0,07	0,22	0,07	0,02
Sesotho	6581	7033	5393	754	436	3049	4090	2366	536
%	0,26	0,28	0,22	0,03	0,02	0,12	0,17	0,09	0,02
Setswana	6790	34458	2462	2599	2409	3061	1798	1327	442
%	0,27	1,39	0,10	0,11	0,10	0,12	0,07	0,05	0,02
Siswati	5169	3059	1659	3301	2992	3636	2447	2608	65
%	0,20	0,12	0,07	0,13	0,12	0,15	0,10	0,10	0,00
Tshivenda	7304	1755	1716	946	2890	116	47	7195	36
%	0,29	0,07	0,07	0,04	0,12	0,00	0,00	0,28	0,00
Xitsonga	7248	6100	5238	1350	3132	1665	1829	2070	119
%	0,29	0,25	0,22	0,05	0,13	0,07	0,07	0,08	0,01
SasI	19	6	0	1	7	24	0	0	251
%	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,01
Other	449	642	678	945	0	3032	2089	502	168842
%	0,02	0,03	0,03	0,04	0,00	0,12	0,09	0,02	7,51
TOTAL	2538595	2485369	2428593	2457931	2496769	2478513	2444929	2545260	2248939

Source: DBE: 2008 to 2016 Annual School Survey

8. DBE Annual Schools Survey (ASS): Questions relating to language

ANNUAL SURVEY Ordinary Schools: Completed by principal

Relevant questions:

- 1.11.8 - Language of Learning and Teaching (more than one language can be marked.)
- 3.17 Number of learners according to home language and grade: (BOTH MALE AND FEMALE) (Learners may NOT be double-counted)
- 3.18 Number of learners according to Language of Learning and Teaching and grade: (BOTH MALE AND FEMALE) (Learners may NOT be double-counted)
- 3.19 Number of learners according to PREFERRED Language of Learning and Teaching (LOLT) and grade: (BOTH MALE AND FEMALE) (Learners may NOT be double-counted)
- 3.26 Language subjects in GET Band: Number of learners according to language subjects by grade (To be completed for Grades 1-9 only)

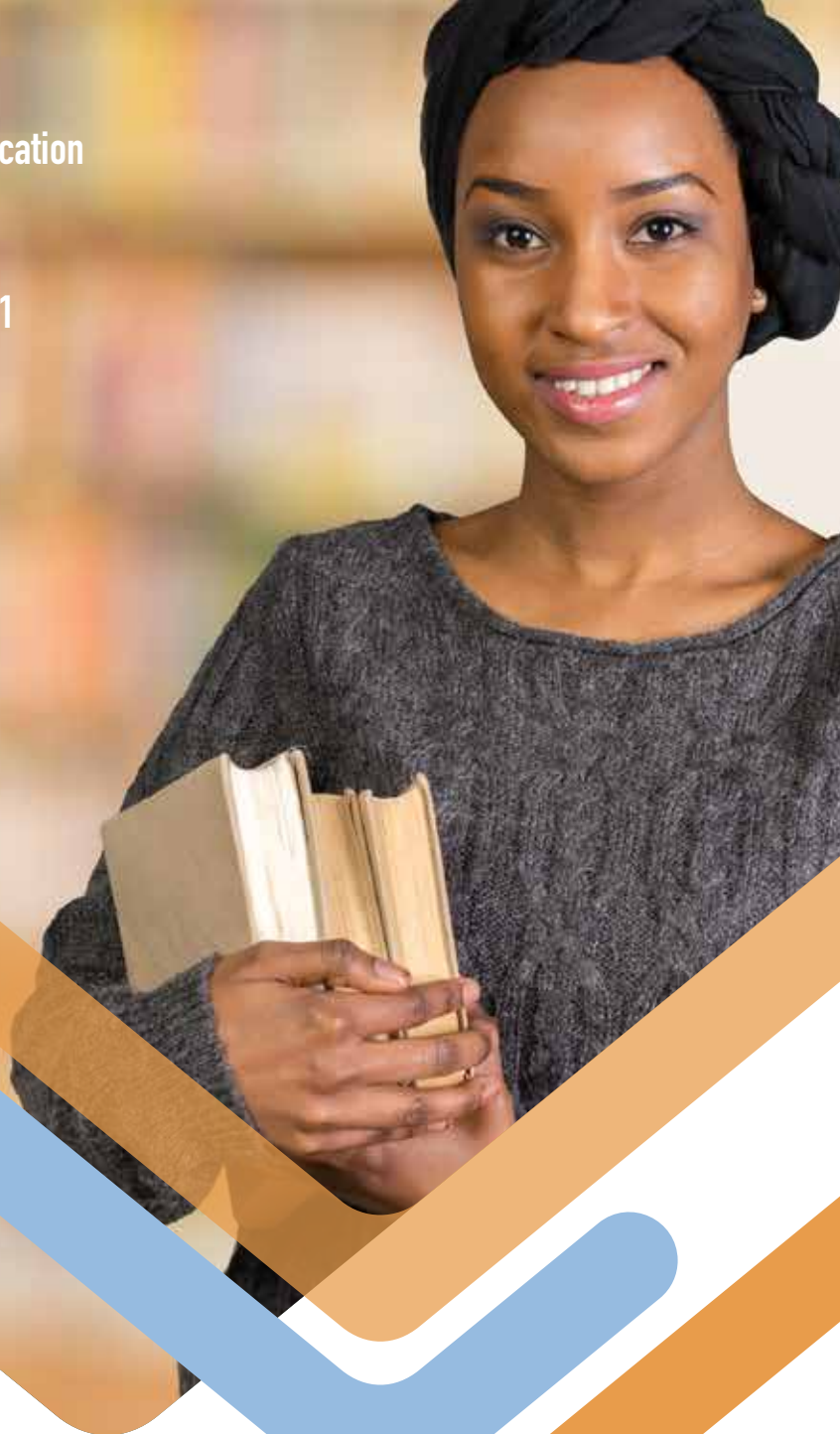
EDUCATOR SURVEY: Completed by educators

Relevant questions:

- 16 Indicate your home language (the language you speak most frequently at home), with an X on the relevant block below
- 35 LANGUAGE SUBJECTS (This table should only be completed by Educators who teach a language subject in any grade)
 - Use q.16 to see if languages taught correlate with HL of teacher.
- 36 THIS TABLE SHOULD ONLY BE COMPLETED BY EDUCATORS TEACHING GRADES R TO 9
 - Use q.16 to see if LOLT (for mathematics teaching) correlates with HL of teacher.
 - Also gives years of experience and confidence rating from teacher.

36		THIS TABLE SHOULD ONLY BE COMPLETED BY EDUCATORS TEACHING GRADES R TO 9													
Subjects		Please provide the following information as applicable in 2013													
		a) number of years of teaching experience in applicable subjects													
		b) the subject that you are teaching in each grade by marking with an X where applicable													
		c) your level of confidence to teach your subject by using the following scale to mark an X where applicable: <i>1=not confident, 2=confident some of the time, 3=confident most of the time, 4=extremely confident all the time</i>													
		Indicate the Grade in which a subject is taught by placing an X in the applicable block													
Indicate number of years of teaching experience in applicable subjects		Gr R	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Place an X on the rating scale you have selected (refer to scale provided above)			
Life Skills												1	2	3	4
Mathematics												1	2	3	4

Published by the Department of Basic Education
222 Struben Street
Private Bag X895, Pretoria, 0001
Telephone: 012 357 3000 Fax: 012 323 0601
© Department of Basic Education



www.education.gov.za

www.facebook.com/BasicEd

www.twitter.com/dbe_sa