

**Multilingual students' attitudes towards their own and other languages at the
University of Stellenbosch and the University of the Western Cape**

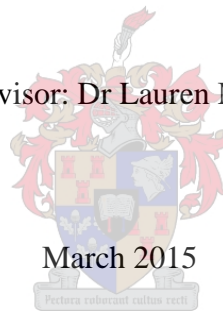
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Thesis presented in partial fulfilment of the requirements for the degree of Masters in Second
Language Studies

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Declaration

By submitting this thesis, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Sabine Schlettwein

Date: 3 November 2014

Dedication and acknowledgements

I would like to thank my supervisor Dr Lauren Mongie for all her help, guidance, and encouragement. Thank you for being a wonderful supervisor and imparting some of your knowledge to me.

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Abstract

This thesis reports on research into the attitudes of multilingual students at the Universities of Stellenbosch and the Western Cape towards their mother tongues and other languages. With specific focus on attitudes towards English, Afrikaans, and Xhosa, the study aimed to establish in which domains these language attitudes are manifested, and to identify reasons for the attitudes observed. Upon completion of these components of the research, a comparison was drawn between the language attitudes reported by students of the two universities.

In order to gain insight into the themes mentioned above, an online language attitude questionnaire was administered to 140 students from the two universities. Detailed analysis of this data indicates that the participants of this study display the most favourable attitudes towards English, followed by Afrikaans. Participants displayed the least favourable attitudes towards the indigenous languages, although none of the eleven official languages of South Africa were ranked unfavourably by a large percentage of the participants. The data further indicates that English is the preferred language in formal domains while the mother tongues of the participants are preferred in informal domains. Finally, despite the implementation of different language policies that appear to appeal to different linguistic loyalties, no significant differences were found when comparing the language attitudes of the students from the two universities.

Opsomming

Hierdie tesis doen verslag van 'n ondersoek na multitalige studente aan die Universiteite van Stellenbosch en die Wes-Kaap se houdings teenoor hulle moedertale en ander tale. Met die spesifieke fokus op houdings teenoor Afrikaans, Engels en Xhosa het die studie probeer vasstel in watter domeine dié taalhoudings manifesteer en wat die redes vir die waargenome houdings is. Na die afhandeling van hierdie komponente van die navorsing is 'n vergelyking getref tussen die taalhoudings wat deur die studente aan die twee universiteite gerapporteer is.

Ten einde insig in die bogenoemde temas te bekom, is 'n aanlyn taalhoudingsvraelys deur 140 studente aan die twee universiteite voltooi. In diepte ontleding van die data toon dat die respondente die gunstigste houdings teenoor Engels openbaar, gevolg deur Afrikaans. Respondente het die minste gunstig teenoor die inheemse tale reageer, hoewel geeneen van die elf amptelike tale van Suid-Afrika deur 'n groot persentasie van die respondente ongunstig geplaas is nie. Die data dui verder daarop dat Engels die taal van voorkeur is in formele domeine terwyl die respondente hulle moedertale in informele domeine verkies. Uiteindelik is bevind dat ten spyte van die implementering van verskillende taalbeleide wat oënskynlik tot verskillende taaljoaliteite spreek, daar geen beduidende verskille geblyk het toe die taalhoudings van die twee universiteite se studente vergelyk is nie.

Abbreviations and acronyms

L1- mother tongue

L2- second language

Lolt- language of learning and teaching

PanSALB- Pan South African Language Board

US- University of Stellenbosch

UWC- University of the Western Cape

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Chapter 1

Introduction and background

1.1 Introduction

South Africa has had a multilingual language policy since it gained freedom from the apartheid system in 1996, according to which the Constitution of South Africa gives the following eleven languages official status: Sepedi, Sotho, Tswana, Siswati, Venda, Tsonga, Afrikaans, English, Ndebele, Xhosa, and Zulu (Republic of South Africa 1996:1245). In addition to this allocation of equal status, the Constitution dictates that the indigenous languages should be promoted and developed by taking positive and practical measures to strengthen the status of the languages (Republic of South Africa 1996: 1245). In order to attempt to ensure that these Constitutional provisions were realised, the Pan South African Language Board (PanSALB) was established with the specific aims of promoting the status of indigenous languages, developing corpora for the languages, and increasing the number of users of the languages (Republic of South Africa 1996:1245). The Council on Higher Education (2001:3) promotes two roles that the official languages are supposed to play in education, namely “mother-tongue education”, and “the fostering of multilingualism”. Furthermore, all official languages are to be developed, promoted and used by educational institutions as languages of tuition (Council on Higher Education 2001:4).

My own experiences of the different types of multilingualism that are found in South Africa have caused me to wonder whether these policies have been effective in ensuring that multilingualism has become more widely implemented or whether they merely create an illusion of multilingualism in which some languages are still clearly favoured over others (House 2003:562). One of the ways in which this can be explored is to examine the attitudes that multilingual individuals hold towards the eleven official languages of South Africa and towards multilingualism in post-Apartheid South Africa. As previous studies have found that multilingual individuals hold more favourable attitudes towards English than towards indigenous languages (Bangeni and Kapp 2007:254), this thesis will investigate whether these attitudes prevail, as well as the nature of the attitudes that these multilingual individuals hold toward the other official languages of South Africa, and the domains in which these attitudes manifest.

In order to address the questions referred to above, this study was conducted at two universities in the Western Cape of South Africa, namely the University of Stellenbosch (US) and the University of the Western Cape (UWC). These two universities were selected for comparison as they have notably different language policies, and, perhaps as a result, vastly different student demographics: while the US is committed to the development of the use of Afrikaans as an academic language, with the majority of students and staff being proficient in Afrikaans (University of Stellenbosch 2002:2), UWC mainly uses English for administrative and academic purposes, with the majority of students and staff being proficient in English (University of the Western Cape 2003:2).

1.2 Aims of the study

The thesis aims to investigate the nature of the attitudes that multilingual students of US and UWC hold towards their mother tongue (L1) and towards Afrikaans and English. Further, the study aims to investigate the domains in which these language attitudes manifest as well as the reasons for such attitudes. Finally, the thesis aims to examine whether similar attitudes are held by students of both universities, and whether students of the different universities hold different attitudes towards certain languages.

1.3 Research questions

The research aim of the study is to investigate language attitudes multilingual students hold towards English, Afrikaans, and their L1s. The specific research questions that guide the current study are listed below.

- i.) What are the attitudes of multilingual students towards their own and other languages at the University of Stellenbosch and the University of the Western Cape?
- ii.) In which domains do these different attitudes manifest?
- iii.) What are possible reasons for these attitudes?
- iv.) How do the attitudes of Stellenbosch university students differ, if at all, from those of Western Cape university students towards English, Afrikaans, and the L1?
- v.) Why do attitudes at the University of Stellenbosch and the University of the Western Cape differ, if at all?

1.4 Language policies in South Africa

As mentioned above the Constitution of South Africa recognises eleven official languages. In addition to the South African Constitution and PanSALB, many other policies have been developed to ensure the survival and development of the indigenous languages of South Africa. Among these are the Language Policy Framework for South African Higher Education (Council on Higher Education 2001:3), which also stresses the importance of developing multilingualism amongst South Africans for economic growth, communication, and the regeneration of the indigenous language through higher education institutions such as universities.

Further, the Ministerial Committee (2003:4) expresses its concern that the growth of English and Afrikaans during the apartheid era led to the marginalisation of the other indigenous languages of South Africa in their report on the development of indigenous South African languages as mediums of instruction in higher education, as well as the extent to which English seems to be preferred by many South Africans over the indigenous languages today. In light of these concerns, the Ministerial Committee (2003:4) suggests that the indigenous languages be taught at higher education institutions and be developed to be used as mediums of instruction by these institutions in order for the indigenous languages to be able to develop the modern terminology and registers that they are currently missing.

1.5 Language policies of the University of Stellenbosch and the University of the Western Cape

In light of the policies and suggestions mentioned above, it is interesting to note that the language policy of the US clearly states that it is “committed to the use and sustained development of Afrikaans as an academic language in a multilingual context” (University of Stellenbosch 2002:1). While this commitment to Afrikaans as an academic language does not exclude all other languages from the US language policy as English is also used at the university due to its “international and local function, the strong presence of English speakers in the University and the need for academic proficiency in English for students who do not have English as their L1” (University of Stellenbosch 2002:2), it clearly privileges Afrikaans over English, and it does not yet extend to the practical inclusion of indigenous South African languages in day to day teaching and administration. Further, although the majority of the University’s Language policy and its resulting language plan focus on the implementation of Afrikaans and English as languages of administration and instruction, it is worth noting that the University’s language policy states that initiatives are being undertaken to develop Xhosa

as an academic language; that Xhosa is to be used in certain circumstances where possible, such as postgraduate instruction and external communication; and that Xhosa will be taught to interested students and staff.

The language policy of UWC opens with these words:

“The University of the Western Cape is a multilingual university, alert to its African and international context. It is committed to helping nurture the cultural diversity of South Africa and build an equitable and dynamic society”. (University of the Western Cape 2003:1)

However, as the document progresses it becomes clear that English seems to be the only language used in lectures, tests, assignments, exams, and external communication, and that the language policy of UWC is non-committal regarding the use of Afrikaans and Xhosa (Dyers 2014:1). Examples of clauses that illustrate the non-committal nature include the fact that a language other than English does not need to be used “unless otherwise negotiated” and only whenever it is “practicable to do so” (University of the Western Cape 2003:1). In addition, UWC does not seem to have developed an implementation plan for the language policy, which is essential in realising the language goals set out in the policy.

The policy documents of the two universities make the differences between the two campuses very clear: The US focuses on the use and development of Afrikaans in academic settings and UWC focuses on English.

1.6 Methodology

As the study aimed to investigate and compare the language attitudes held by students at US and UWC, the participants of the study were multilingual students of one of the two universities. The participants had a working knowledge of the languages Afrikaans and English, with differing L1s, including English, Afrikaans, Xhosa, Zulu, Sepedi, Venda, Sotho, Ndebele, German, French, Shona, Chichewa, Meru, Jukun Kona, Urdu, Otjiherero, and Arabic.

In total a hundred-and-forty students volunteered to complete an online language attitude questionnaire that consisted of 70 questions that aimed to test participants’ attitudes towards the various official South African languages. The questionnaire is attached in Appendix A.

1.7 Structure

The first chapter of this thesis aims to identify and explain the topic under investigation, the research aims and questions. Furthermore, it provides background information and an overview of South Africa's language policies, the language policy of the US and UWC to situate the study. In chapter 2 various aspects of multilingualism and language attitudes will be explored. Chapter 3 provides an overview of previous studies conducted on multilingual student's language attitudes in South Africa. In chapter 4 the methodology of the current study is provided. The analysis and presentation of the data for the current study is presented in chapter 5, revealing the language attitudes that are held by students of the US and UWC. Finally, chapter 6 discusses the findings made in chapter 5 and provides a conclusion in which the most significant insights of the current study are highlighted and linked.

Chapter 2

Multilingualism and language attitudes

2.1 Introduction

This chapter will explore the theoretical points of departure that inform this study. Firstly, the central concept of ‘multilingualism’, and several related concepts will be unpacked. Following this examination of key theoretical concepts, the status of English as a lingua franca will be explored, as well as the distinction between language for communication and language for identification. Lastly, key theoretical aspects of language attitudes will be explicated.

2.2 Multilingualism

The term “multilingual”, in its most basic sense, refers to individuals who can use three or more languages (Richards and Schmidt 2010:379). According to Gracia, Peltz and Schiffman (2006:12), multilingualism can be defined as “proficiency, of varying degrees, in several languages and experiences of several cultures”. Multilingualism involves practices and values that are integrated, variable, flexible and changing (Gracia, Peltz and Schiffman 2006:13). This dynamic conceptualisation of multilingualism allows for the fact that multilingual individuals are rarely equally fluent in all the languages they know, since different languages are used for different functions (Romaine 2008:512). A South African domestic worker may, for example, use her L1, Xhosa, when communicating with her family and friends, English when communicating with a shop keeper, and Afrikaans when communicating with her employer.

Multilingualism is not a minority phenomenon as it is a necessary and normal practice for the majority of the world’s population (Romaine 2008:514), in fact, it is estimated that half the world’s population is multilingual (Romaine 2008:512). Linguistically diverse communities have always been in contact with one another economically, and socially, through the exchange of goods, knowledge, and marriage partners, creating multilingual environments (Romaine 2008:514). In recent times, increased mobility, and the spread of communication technologies have blurred linguistic landscapes and more linguistic integration among individuals is possible across the globe, regardless of demographic and social features, such as age, gender, and nationality (Apfelbaum and Meyer 2010:2).

2.2.1 Individual versus societal multilingualism

Theorists often distinguish between individual multilingualism and societal multilingualism (Romaine 2008:516). Individual multilingualism occurs when an individual person is capable of using three or more languages without the support of the government, meaning that the government only acknowledges one official language (Romaine 2008:516). Individual multilingualism is however not limited to countries that only recognise one official language and can occur in countries that recognise more than one official language (Romaine 2008:516). For example, one individual could be proficient in the languages English, Afrikaans, and Dutch while another individual residing in the same area as individual one could be proficient in the languages Zulu, Xhosa, and Ndebele.

Societal multilingualism, however, usually occurs in countries that are officially bilingual or multilingual, such as for example Canada, Switzerland, and South Africa (Romaine 2008:516). Societal multilingualism is usually the result of the more powerful groups in a society affording their language dominance over the languages of less powerful groups (Romaine 2008:516). In South Africa, for example, most individuals were proficient in Bantu languages before settlers arrived and forced their European language upon the Bantu people. Yet, it is difficult to regulate or prescribe language use in societal multilingual communities (Apfelbaum and Meyer 2010:2), as it has been found, for example, that in counties where only one or two languages are officially recognised many other languages are still used in the public sector (Apfelbaum and Meyer 2010:5). Consequently, a mismatch between de jure language policy and de facto language practice often exists (Apfelbaum and Meyer 2010:7).

2.2.2 Language choice

Multilingual individuals switch between the different languages they know, and by doing so choose the language they deem most appropriate for a given situation (Romaine 2008:517). This indicates that multilingual individuals do not regard all languages they know as equally appropriate for all situations (Romaine 2008:517) and that language choice is not random (Gracia, Peltz and Schiffman 2006:13). While some multilingual individuals may choose to communicate in a specific language to compensate for the lack of proficiency in another language this is often not the only reason (Apfelbaum and Meyer 2010:3).

A common motivating factor for language choice is the conceptualisation of communication as an ‘act of identity’ (Romaine 2008:518). When choosing to use one language over another

in order to perform ‘acts of identity’, multilingual individuals base their choice on their wish to identify themselves with a certain group, be it an ethnic group, national group, peer group or ideological group (Romaine 2008:518). Language choice may, however, also be motivated by the context or situation the multilingual individual finds himself/herself in (Romaine 2008:518). A multilingual individual may choose to use a different language when shopping in a rural market as opposed to when shopping in an urban shopping mall. Language choice can also be based purely on instrumental reasons instead of ‘acts of identity’ (Apfelbaum and Meyer 2010:3). A bank clerk may, for example, choose to respond in German to a client that greets him/her in German and to respond in Turkish to a client that greets him/her in Turkish to accommodate the client’s preference (Apfelbaum and Meyer 2010:2).

The following section will provide an overview of commonly used concepts in discussions of language choice, namely language domains, and diglossia.

2.2.2.1 Language domains

A domain is “a speech situation in which one particular speech variety or combination of several speech varieties is regularly used” (Richards and Schmidt 2010:182). Five different domains are commonly recognised, namely the family domain, the friendship domain, the religion domain, the employment domain, and the education domain (Romaine 2008:518). Often these domains are referred to under the broad headings of informal domains which include the family, and friendship domain, and formal domains, which include the employment, religion, and education domain (Dyers 1997:35).

In multilingual communities one language may be used in one domain, for example speaking Xhosa at home, and another language may be used in a different domain, for example speaking English at work (Richards and Schmidt 2010:182). Multilingual individuals may experience various kinds of pressures in each domain, such as economic, administrative, cultural, political, or religious pressure, which will influence the individual’s choice to use a specific language in a certain domain (Romaine 2008:518). The competing pressures that influence language choice in a specific domain can, however, not accurately predict which language a multilingual individual might choose, but may give an indication (Romaine 2008:519). Furthermore, social and situational variables, such as formality and addressee may influence the language choice of a multilingual individual for a specific domain (Romaine 2008:519).

2.2.2.2 Diglossia

The language choices multilingual individuals make may become institutionalised at the societal level (Romaine 2008:519). Diglossia occurs when two languages or language varieties exist side by side in a multilingual community, with each language or language variety being used for a different purpose or specialised function (Richards and Schmidt 2010:171). In multilingual contexts diglossia is referred to as triglossia or polyglossia, as more than two languages or three language varieties exist side by side (Romaine 2008:522). Typically one of the languages or language varieties, known as the high variety, is more standard (Richards and Schmidt 2010:171), and is typically used in formal domains, such as in government, the media, education, and religion (Richards and Schmidt 2010:171). The other language or language variety needed for diglossia to occur is usually a non-prestigious language or language variety, called the low variety (Richards and Schmidt 2010:171), and is typically used in informal domains, such as when communicating with family and friends, or going shopping (Richards and Schmidt 2010:171). As a result, languages or language varieties are compartmentalised by multilingual individuals leading to restriction of access, which refers to a state in which entry into formal domains or institutions is only possible if the multilingual individual is proficient in the high variety (Romaine 2008:521). Garcia, Peltz and Schiffman (2006:20) argue that stable, balanced multilingualism cannot exist without diglossia as they believe that two or more languages that are used in the same domain will compete for use with each other, with the high variety usually winning, eliminating the necessity for the low variety, causing language shift (Romaine 2008:522).

2.3 English as a lingua franca in South Africa

A lingua franca is a language that is used between different groups of people, each speaking a different L1 (Richards and Schmidt 2010:340). In a multilingual society like South Africa a lingua franca is often needed to be able to communicate, and English is the language that is most commonly used for this purpose (Canagarajah 2007:925). While any language can serve as a lingua franca, they are typically used in different ways and for different functions than typical L1s. Firstly, unlike typical L1 usage, speakers of a lingua franca are not necessarily located in one geographical space, and therefore draw primarily on languages and cultures other than the lingua franca in their immediate local spaces (Canagarajah 2007:925). Further, unlike most L1s, lingua francas are characterised as such by their negotiability, functional flexibility, spread across many different domains, variability in terms of speaker proficiency, and openness to an integration of forms of other languages (House 2003:557).

In terms of proficiency it is interesting to note that while many English lingua franca speakers have L1 competence in the English language (Canagarajah 2007:925), native-like competence is not the norm as English lingua franca speakers currently outnumber L1 speakers of English (House 2003:557), and speakers of English as a lingua franca do not aim to become “proper members” of the English L1 community (House 2003:558). For this reason, English as a lingua franca can be seen as a co-language existing in conjunction with indigenous languages as opposed to functioning against indigenous languages (House 2003:574). House (2003:559) views English as a lingua franca as a communicative instrument an individual has at his/her disposal, and distinguishes between languages for communication and languages for identification. Due to this distinction between languages for communication and identification, English being used for communication, not identification, House (2003:556) argues that English as a lingua franca is not a threat to multilingualism.

2.3.1 Languages for communication versus languages for identification

Languages for communication, which include the subset of lingua francas, are used to enable communication when one speaks to people who do not share one’s own L1 (House 2003:559). A language for communication is used for solely this purpose, and therefore does not threaten to replace indigenous languages as these are used for different purposes, such as expressing emotion, telling stories, or singing songs (House 2003:560). Since a lingua franca is not necessarily a national language but is only used as a tool to create meaningful communication, and as it is typically not a speaker’s L1, it is unlikely that individuals that speak the lingua franca use it for identity marking, or to show affiliation with a second language (L2) group (House 2003:560).

In contrast to this, an individual’s L1 is argued by some to be the main determinant of someone’s identity as the L1 of an individual is closely linked with the cultural capital that language holds (House 2003:560). Furthermore, a strong affective-emotive quality is attached to languages for identification, as individuals use their L1 to express how they feel (House 2003:560) as they are used to affirm one’s identity, culture, and history when communicating with others (House 2003:561). Individuals almost always, perhaps not consciously, hold certain language attitudes towards their own L1 and other languages.

2.4 Language attitudes

Attitudes are often used to measure the status, value and importance a certain language holds, either at an individual or group level (Baker 1992:10). Over the years many definitions of the term attitude have surfaced, as this concept is not easily defined (Garret 2010:19). A simple definition of an attitude is “a disposition to react favourably or unfavourably to a class of objects” (Garret 2010:20), which highlights the fact that attitudes include positive and negative emotional responses towards something (Garret 2010:19). Attitudes, however, are also concerned with thought and behaviour, not only affect, as attitudes are “learned dispositions to think, feel, and behave toward a person or object in a particular way” (Garret 2010:19). It has been argued that individuals observe their own behaviour in order to come to recognise their attitudes. In this view attitudes are seen as self-descriptions and perceptions (Baker 1992:11). A more detailed definition of attitudes that includes the ways in which attitudes are manifested is:

“a construct, an abstraction which cannot be directly apprehended. It is an inner component of mental life which expresses itself, directly or indirectly, through much more obvious processes as stereotypes, beliefs, verbal statements or reactions, ideas and opinions, selective recall, anger or satisfaction or some other emotion and in various other aspects of behaviour” (Garret 2010:19).

In general then, attitudes are evaluative orientations to social objects, such as for example languages (Garret 2010:20). Furthermore, an attitude cannot be observed directly, and, therefore, needs to be inferred from emotional reactions and statements (Garret 2010:20). Attitudes can be used to explain consistent patterns in behaviour and are often used to summarise, explain or predict behaviour (Baker 1992:11). As mentioned above, it has been argued that attitudes are learned by individuals as opposed to being innate. Two sources of attitudes have been identified, namely our personal experiences with our parents, peers, and teachers, and our social environment, such as the media. One can learn an attitude either through observational learning, noticing someone’s behaviour and the consequences of that behaviour, or through instrumental learning, determining whether certain behaviour brings reward or detriments (Garret 2010:22).

Garret (2001:629) argues that some language attitudes are formed at a very early age, and that these attitudes are unlikely to be changed. Furthermore, it has been found that superiority, social attractiveness, and dynamism influence the attitudes individuals form about languages

(Garret 2001:628). Within this conceptualisation, superiority is related to the extent to which a language is perceived as intelligent, rich or prestigious, social attractiveness to how likable and honest a language is perceived to be, and dynamism to how enthusiastic or confident a language is perceived to be. Lastly, language attitudes seem to impact language restoration, preservation, shift and death strongly (Baker 1992:9).

2.4.1 Attitude as input and output

It is generally accepted that attitudes can function as both input and output. Attitude as input are the attitudes individuals hold towards a particular language which might then motivate said individuals to learn or study the particular language (Garret 2010:21). Attitudes may also be an output, for example, after having taken a language learning course one may have developed a positive or negative attitude towards the language being learned (Baker 1992:12).

2.4.2 Three components of attitude

Attitudes are often discussed and explained in terms of three components, namely cognition, affect and behaviour (Baker 1992:12). The cognitive component entails thoughts and beliefs about the world that influence attitudes (Baker 1992:12). An example of the cognitive component would be that individuals often think that a certain language or language variety will help them get a higher-status job (Garret 2010:23). The affective component is concerned with the feelings individuals have towards the attitude object, in this case a language (Baker 1992:12). The affective component establishes if we approve or disapprove of a language, and how favourable or unfavourable we find a language, based on preconceived notions one has of a language (Garret 2010:23). The behavioural component determines how one will behave or is ready to behave, and this action taken by an individual is often, but not always, consistent with the cognitive and affective components (Garret 2010:23). These three components of language can be illustrated by referencing a student's attitude towards Xhosa as a L2. Analysis of the cognitive component would indicate that the student believes that learning Xhosa will give him/her a deeper understanding of the Xhosa culture, analysis of the affective component would indicate that the student is enthusiastic about being able to read Xhosa literature, and analysis of the behavioural component would entail the student willingness to participate in a Xhosa language learning course (Garret 2010:23).

A weak link has been identified between the behavioural component and attitude component as the actions people take occasionally contradict the attitudes that they claim to have (Garret

2010:26). A well-known example that illustrates this link is the study carried out by La Pierre (1934) and discussed in Garret (2010:26). In his study La Pierre visited sixty-six hotels and one-hundred-and-eighty-four restaurants with his wife and a Chinese student (Garret 2010:25). After their journey was complete a questionnaire was sent to each of the establishments asking whether they would accept members of the Chinese race as guests (Garret 2010:25). Ninety-two percent of the establishments answered that they would not accept members of the Chinese race as guests in their establishments (Garret 2010:25). Yet, on his journey with the Chinese student La Pierre was only denied service once (Garret 2010:24), demonstrating a clear mismatch between behaviour and attitude.

2.4.3 Language prejudice and preference

Given the intimate connection between language and identity, it is not surprising that many linguistic prejudices and preferences exist (Edward 1994:6). In contrast to language attitudes, which are usually expressed implicitly through behavioural tendencies (Dyers 1997:31), language prejudice and preferences are usually made explicit through mention of a preference to conduct a specific interaction in a particular language and not another. Most language preferences reveal a liking for an individual's own L1, and historical pedigree, aesthetic judgement, and logic have been identified as factors that influence language preferences individuals hold (Edward 1994:6), while language laws and policies typically reflect and reinforce both preferences and prejudices (Edward 1994:7).

2.4.4 Instrumental versus integrative attitudes

Language attitudes can be divided into instrumental and integrative language attitudes (Baker 1992:31). Instrumental language attitudes are influenced by an individual's pragmatic, utilitarian, and economic desire to learn a language. Therefore, instrumental attitudes held by individuals are individualistic and self-orientated. Individuals that hold instrumental language attitudes are concerned with what a language can do for them, for example, a certain language might in their opinion provide better employment opportunities, better achievement potential, greater personal success, self-enhancement, self-actualisation, security and survival (Baker 1992:32).

An integrative language attitude, on the other hand, is socially and interpersonally orientated (Baker 1992:32). Individuals that hold positive or negative attitudes towards a certain language hold these attitudes because they (do not) want to be affiliated with a certain language, or group and culture, are known to hold integrative attitudes (Baker 1992:32). It has been found that individuals that hold integrative language attitudes are more successful

when learning a L2 than individuals that hold instrumental language attitudes (Baker 1992:33).

2.4.5 Determinants of language attitudes

Some factors that have been identified that influence attitude construction (Baker 1992:41) include the following: age, gender, school, ability, language background, and cultural background. In terms of age, researchers have found that language attitudes tend to become less favourable as age increases, meaning that individuals are more likely to hold positive language attitudes towards foreign languages the younger they are (Baker 1992:41). Regarding ability, it has been found that individuals that achieve high results and demonstrate greater ability in a language have more favourable attitudes towards that particular language than individuals who fare poorly (Baker 1992:44). Further, language background, which includes the language usage of family and friends, community and youth culture, and the mass media, seems to have a significant influence on language attitudes (Baker 1992:44) as an individual is more likely to hold a positive attitude towards a language the more that s/he are exposed to it (Baker 1992:44). Lastly, it was found that individuals that participate in cultural activities, such as dance, attending sport events, and visiting museums, using a certain language are likely to hold more positive attitudes towards that language than individuals that do not participate in these cultural activities (Baker 1992:45).

The following model (Figure 1 below) demonstrates how the different factors that seem to influence language attitudes interact (Baker 1992:44). Within this model gender, age, language background, and school are seen as the inputs to the language attitude. The language background of an individual will influence the type of school that individual will attend. All four input factors also influence the youth culture an individual will experience. The youth culture in turn influences the language attitude and language ability of an individual. Language attitude and language ability are seen to have a mutual influence on each other (Baker 1992:45). This model still requires more exhaustive testing, especially in African contexts, as it has only been tested in European contexts regarding the Welsh language.

likely to change “when the knowledge function is known and understood”. The knowledge function deals with the idea that attitudes are more susceptible to change when what a person knows is likely to benefit that person (Baker 1992:101). For example, knowing that having knowledge of English is necessary to gain peer status individuals are more inclined to have attitudes reflecting this to better fit in with their peer group (Baker 1992:101).

2.5 Conclusion

This chapter provided an overview of the central theoretical constructs that will be used when analysing the data collected for this study. Furthermore, this chapter aimed to provide a thorough explanation of language attitudes, their components, their structures and determinants, as well as the ways in which they can be changed. The following chapter will provide an overview of multilingual students’ language attitudes in South Africa by providing a review of previous studies that have been conducted on this topic.

Chapter 3

An overview of multilingual students' language attitudes in South Africa

3.1 Introduction

Various studies in the field of sociolinguistics have investigated the attitudes that individuals hold towards languages. According to Bell (2013:399), the attitudes that individuals hold towards a language can be positive or negative, and may be “deeply ingrained into the holder’s mind”. Further, the fact that attitudes are typically subconscious often makes them resistant to change (Bell 2013:399). Studies on language attitudes have been conducted in many parts of the world, including China (Liu 2011), Pakistan (Hashwami 2008), Denmark, the United Kingdom (Ladegaard 2010), Canada (Berry 2006), and Japan (Cargile and Giles 2009). However, the scope of this thesis does not permit discussion of these studies in further detail as the focus here is on South African studies on language attitudes. Nonetheless, it is important to note that language attitudes are a topic of discussion and interest in many parts of the world, not only South Africa.

3.2 Language attitudes held by South African university students with a variety of mother tongues

The following section will provide an overview of three South African studies that have examined attitudes held by university students with a variety of L1s. Dyers (1997:31) investigated language attitudes, preferences and usage of students of the UWC. The study specifically investigated two-hundred-and-fifty-two first year students’ attitudes towards the English language using questionnaire and follow-up interviews (Dyers 1997:31). In her study Dyers (1997:29) found that most students regarded English as South Africa’s lingua franca and the language of power and social mobility. In addition, the study found that the students’ language use was domain specific as they preferred to use their L1 for personal and informal communication, such as the home and communication with family and friends, while using English in formal communication such as in education, business, and politics (Dyers 1997:35). Interestingly, the study also revealed that the majority of students obtained poor grade twelve results for English and demonstrated poor language use of English in spite of the fact that they held a positive attitude towards English (Dyers 1997:35), which suggests that language proficiency may contradict language attitudes and preferences (Dyers 1997:30).

A later study conducted by Hilton (2010:123) that investigated conscious language attitudes of students at the North-West University aimed to investigate the attitudes that students held towards specific languages being used in specific settings (Hilton 2010:124). In addition, the study investigated whether a difference in language attitudes could be found between students belonging to a single demographic group -in this case students with Afrikaans as their L1 - who are attending university in two different locations, namely the Potchefstroom and the Vaal Triangle campus of the university (Hilton 2010:124). Therefore, this study examines the domain specific language use and the students' language attitudes more closely.

The participants of this study consisted of three-hundred-and-twenty-five undergraduate students of the North-West University, attending an array of degree programmes, with a variety of L1s (Hilton 2010:126). A questionnaire consisting out of twenty four questions was distributed on the different campuses to gather the relevant data (Hilton 2010:125). Hilton (2010:127) found that students at the North-West University held positive attitudes towards English in general, and that English L1 students held the most positive attitudes towards their own language in both informal and formal domains (Hilton 2010:130). Further, the Afrikaans participants of this study also held very positive attitudes towards their own language in both learning and teaching situations as well as personal situations (Hilton 2010:130). However, when attitudes of Afrikaans L1 speakers from the Potchefstroom and Vaal Triangle campus were compared, it was found that students on the Potchefstroom campus held more positive attitudes towards Afrikaans than the students from the Vaal Triangle campus. In addition, the students from the Vaal Triangle campus held more positive attitudes towards English than the students from the Potchefstroom campus. Hilton (2010:131) attributes these differing attitudes to the differing social contexts the students of the two campuses find themselves in, with the Potchefstroom campus being historically Afrikaans and the Vaal Triangle campus being less so. Lastly, Hilton (2010:130) found that the majority of students who did not have English or Afrikaans as their L1 preferred English as the language of learning and teaching (Lolt), but regarded their L1 highly in personal domains. In general, the students gave English the highest rating, Afrikaans the next highest rating, and the indigenous languages the lowest ratings (Hilton 2010:127). These findings support the findings of Kamwangamalu (2000:50) who found that the eleven official languages of South Africa are “unofficially ranked” with English being at the top, Afrikaans in the middle, and the indigenous languages at the bottom.

In a different study, Bangeni and Kapp (2007:254) investigated attitudes students held towards English and their L1s over the course of their undergraduate degree at university. The data was collected during four semi-structured individual interviews with each participant as well as during two focus group sessions and two informal gatherings (Bangeni and Kapp 2007:256). The participants of this study consisted of fifteen undergraduate students of a historically 'white' university, the University of Cape Town, ranging from ages eighteen to twenty-seven, all with a South African indigenous language as their L1 (Bangeni and Kapp 2007:254). At the onset of the study all participants were first year students, and these students remained participants of the study for two years (Bangeni and Kapp 2007:256). The longitudinal nature of this study gives a better indication of attitudes students hold over a longer period of time, allowing one to investigate whether such attitudes change over time.

As the participants just entered university Bangeni and Kapp (2007:257) found that students felt overwhelmed and shocked by the level of English being used in lectures and readings as well as the amount of English being used in the social environment. The participants reported being judged as L2 speakers of English, and associated English strongly with 'whiteness' (Bangeni and Kapp 2007:258). In addition, the participants held strong positive attitudes towards their L1s and firmly stated that their identities are solely based on their L1 (Bangeni and Kapp 2007:259). In seeming contrast to these assertions, many participants pointed out that English is needed to find employment and for upward social mobility (Bangeni and Kapp 2007:259).

After the first year of university, Bangeni and Kapp (2007:261) observed that the participants had changed their lifestyle habits and dress codes to better fit into their social environment. The participants reported that they had also started using English more in everyday practices, and used their L1 less (Bangeni and Kapp 2007:262). When the participants were asked about this shift in their language use, it was found that using their L1 less worried them a little in the beginning, but that this worry soon subsided as the participants felt that they could "never forget their L1" (Bangeni and Kapp 2007:263). In addition, Bangeni and Kapp (2007:264) found that participants of this study had a strong desire to maintain their home accents when speaking English, signalling that the participants based their identities in their L1. A further interesting finding is that, in addition to feeling judged by L1 English speakers, the participants were accused of being 'coconuts' by their families and friends from home after

their first year of studying (Bangeni and Kapp 2007:264), which refers to a ‘black’ person who is perceived as acting ‘white’ (Bangeni and Kapp 2007:267). The fact that the students families and friends started calling the students ‘coconuts’ signals that the families and friends no longer viewed the students as they used to and that the families and friends had picked up on the shift in language use and attitudes of the students. The results of this study show how language attitudes can change over time, and that those social factors can influence language attitudes (Bangeni and Kapp 2007:266).

3.3 Language attitudes held by Xhosa mother tongue speakers

This section will provide an overview of two studies that have examined attitudes held by Xhosa L1 speakers. Dalvit and de Klerk (2005:1) conducted a study investigating attitudes that Xhosa speaking students from the University of Fort Hare held towards the possible introduction of Xhosa as a medium of instruction at the university. Furthermore, the study aimed to find out the attitudes these students held towards English and Xhosa in general. The participants of this study consisted of three-hundred-and-fifty-two Xhosa speaking students, ranging from first year students to postgraduate students of the University of Fort Hare, Alice campus, which represented ten percent of Xhosa speaking students of the university at the time of publication (Dalvit and de Klerk 2005:2). To collect the data a thirty-item questionnaire, available in English and Xhosa was used (Dalvit and de Klerk 2005:4). Nine follow up interviews, which consisted of fifteen open-ended questions, were also completed with selected students after the questionnaires had been analysed (Dalvit and de Klerk 2005:4).

Just as Dyers (1997) found in her study, Dalvit and de Klerk (2005:5) found that English was considered the lingua franca by the students, and that English was viewed as necessary to find employment. Furthermore, interviews held with the participants revealed that Xhosa was used more in informal communication with family members or peers, as opposed to English, which was strongly associated with education and formal communication (Dalvit and de Klerk 2005:6), echoing Dyers’ (1997) findings that language use seems to be domain specific. Dalvit and de Klerk (2005:6) found that 50% of the participants reported that they were proud of their Xhosa accent when speaking English, which signals the desire to maintain a strong Xhosa identity. This is supported by the positive attitudes the participants held towards Xhosa, which are reflected in the facts that participants were eager to speak

about the Xhosa language, and reported that they were proud to be Xhosa (Dalvit and de Klerk 2005:7). In contrast to these reported attitudes, students were only eager to use Xhosa during tutorials at university and not as the official Lolt during lectures, especially in the Agriculture, Economics, and Science Faculties (Dalvit and de Klerk 2005:8) which again emphasises domain specific language use. The data further indicated that the students associated the Xhosa language strongly with the Xhosa culture, as opposed to English which was not associated with any specific culture, but referred to as “the language of the ‘real world’” (Dalvit and de Klerk 2005:9).

In a study comparable to the one described above, Aziakpono and Bekker (2010:39) examined the attitudes of Xhosa-speaking students towards various Lolt issues at Rhodes University. The participants of this study consisted of two-hundred-and-sixty-eight L1 Xhosa students of Rhodes University ranging from undergraduate to postgraduate students from all fields of study (Aziakpono and Bekker 2010:46). A questionnaire that was available in both English and Xhosa, and in-depth, semi-structured interviews, based on the results of the questionnaire were used to collect the data for the study (Aziakpono and Bekker 2010:46). Aziakpono and Bekker (2010:46) found that the majority of the participants indicated that the sole use of English as the Lolt at the university is disadvantageous and challenging to Xhosa students. Furthermore, while these participants indicated that they find studying in English challenging, they emphasised that English is “a national language that unites people” (Aziakpono and Bekker 2010:47). In contrast to Dalvit and de Klerk’s (2005) findings, the majority of the students of the Rhodes University did not only hold positive attitudes towards Xhosa in personal domains but also in formal domains and stated that Xhosa is an official language of South Africa that should be developed and used at university level in the same way as Afrikaans is used as a Lolt in some South African universities (Aziakpono and Bekker 2010:48), and some of the participants supported this argument by stating that knowing Xhosa would help them find employment at a later stage (Aziakpono and Bekker 2010:48).

3.4 Language attitudes held by Zulu mother tongue speakers

The following section will provide an overview of two studies that have examined attitudes held by Zulu L1 speakers. Parmegiani (2008:113) set out to investigate students’ language practices and attitudes towards language ownership and empowerment in a multilingual South African context. One-hundred-and-twenty students of the University of KwaZulu-Natal

participated in this study (Parmegiani 2008:113). As all of the participants were drawn from the Access Program of the university, which is a bridge program designed to increase the number of students coming from previously disadvantaged racial groups, the majority of the participants did not have English as their L1 (Parmegiani 2008:113). A questionnaire comprised out of forty questions was used to collect data about students' language attitudes and practices towards language ownership and empowerment (Parmegiani 2008:113). Furthermore, a focus group of six students was formed to collect additional, more in depth data (Parmegiani 2008:115).

Parmegiani (2008:116) found that 78% of the participants did not regard English as their own language, while 22% did regard English as their own language. Furthermore, it was found that 56% of the participants believed that anyone could learn English well, and although they would never 'own' the English language they could have good proficiency of it (Parmegiani 2008:118). In contrast, 23% of the participants indicated that 'whiteness' is a necessary condition for being under the 'best' speakers of English in South Africa (Parmegiani 2008:118). Parmegiani also examined attitudes towards accents, which are seen by some to protect one's identity when speaking an additional language such as English (Parmegiani 2008:117). She found that some students reported that they would "hate themselves" if they were to lose their Zulu accent, and that even if one speaks a L2 such as English, the Zulu accent identifies them as being Zulu (Parmegiani 2008:116). It seems then that the participants of Parmegiani's (2008) study associate the English language with white culture as opposed to the participants of Dalvit and de Klerk's (2005) study who did not associate any particular culture with the English language. However, both Xhosa and Zulu L1 speakers seem to strongly base their identities on their L1. Lastly, the participants recognised just as in Dyers' (1997) study and Dalvit and de Klerk's (2005) study that a good command of English is needed in order to find employment and for upward social mobility (Parmegiani 2008:119).

Implemented four years after the study described above, the study conducted by Rudwick and Parmegiani (2013:95) aimed to investigate Zulu students' attitudes towards and understandings of the University of KwaZulu-Natal's language policy and the nature of the role the students thought the Zulu language would hold in the future. The participants of this study were fifteen first year L1 Zulu students of the University of KwaZulu-Natal (Rudwick and Parmegiani 2013:95), although it is worth noting that first year students may not be the most reliable participants for this kind of study as their experience of the university's language policy is very limited. Twelve lengthy, semi-structured interviews were conducted

with each of the participants to collect data (Rudwick and Parmegiani 2013:95). The data indicated that the participants held positive attitudes towards both Zulu and English. Although the participants generally held positive attitudes towards using Zulu in education and specifically as a L1 at the university, they stated that they would not choose to attend Zulu classes (Rudwick and Parmegiani 2013:103). This demonstrates that positive attitudes towards Zulu do not necessarily lead to the intention to study in Zulu, again restricting the students' loyalty to Zulu to informal domains (Rudwick and Parmegiani 2013:102). This confirms Dyers' claim that differences between language attitudes and preferences can exist. Seemingly in contrast with limited interest in attending Zulu classes, the participants strongly based their identities in their L1. The participants did not change their attitudes towards Zulu or English during the twelve interviews that were conducted, viewing English as the language needed for upward social mobility and Zulu as an intimate language bound to one's identity. In addition, students of the University of KwaZulu-Natal seem to hold similar language attitudes to the students that were investigated in Parmegiani's (2008) study conducted at the University of KwaZulu-Natal four years previously.

3.5 Conclusion

In general, it can be said that multilingual students in South Africa hold positive attitudes towards English, especially in formal domains, such as education, politics, and business. Furthermore, it can be said that multilingual students also hold positive attitudes towards their L1. However, these positive attitudes held towards their L1 are restricted to informal domains such as the home and communication with family and friends. For the purpose of the current study it is further important to note that only one of the studies discussed above investigated language attitudes at the UWC, and that none investigated language attitudes at the US. Therefore, it has not yet been determined whether language attitudes held by multilingual students of the US differ from those of the UWC, specifically towards English, Afrikaans and the indigenous languages. Some factors, such as social mobility, power, identity, loyalty, and social context, have been identified to influence and shape the language attitudes multilingual students hold (Bangenjani and Kapp 2007). The following chapter will discuss and explain the methodology that was involved to collect the data for the current study.

Chapter 4

Methodology

4.1 Introduction

As stated in previous chapters, this thesis reports on multilingual students' attitudes towards their own and other languages at the US and UWC. The current chapter discusses the research design, the data collection instrument, the nature of the data, the participants of the study, the method of analysis, the limitations of the study, and the ethical considerations of the study.

4.2 Research design

The participants of the study were multilingual students of the US and UWC. The participants had a working knowledge of the languages Afrikaans and English, with differing L1s including, English, Afrikaans, Xhosa, Zulu, Sepedi, Venda, Sotho, Ndebele, German, French, Shona, Chichewa, Meru, Jukun Kona, Urdu, Otjiherero, and Arabic. The participants were recruited by means of flyers and posters that were posted on both university campuses asking students to complete an online language attitude questionnaire

Recall from previous chapters that the research aim of this study is to investigate the language attitudes that multilingual students hold towards English, Afrikaans, and their L1s. The specific research questions that guided the current study are repeated below.

- i.) What are the attitudes of multilingual students towards their own and other languages at the University of Stellenbosch and the University of the Western Cape?
- ii.) In which domains do these different attitudes manifest?
- iii.) What are possible reasons for these attitudes?
- iv.) How do the attitudes of Stellenbosch university students differ, if at all, from those of Western Cape university students towards English, Afrikaans, and the L1?
- v.) Why do attitudes at the University of Stellenbosch and the University of the Western Cape differ, if at all?

4.3 Data collection instrument

An online language attitude questionnaire (see Appendix A), designed in Google Drive was used to collect the data for this thesis. The online language attitude questionnaire is a

modified version of Baker’s (1992:138) language attitude questionnaire used in his study to investigate language attitudes held towards English and Welsh. The questionnaire used by Baker (1992:8) was based on the sampling procedure and attitude scaling devices of Sharp *et al.* (1973), and was tested for reliability and dimensionality according to Gardner’s (1985) examples of good practice. The questionnaire used by Baker (1992:85) was designed to investigate attitudes towards bilingualism, attitudes towards the Welsh language, and the uses and value of Welsh.

Baker’s questionnaire was chosen to be used in the current study as the data collection instrument, as the questionnaire has a comprehensive framework and focuses on learners that can speak more than one language. Since the current study aims to investigate multilinguals’ language attitudes, the questionnaire was easy to modify. The online language attitude questionnaire was self-administered by the participants as a link to the survey was made publically available. The modified online language attitude questionnaire used in the current study consists out of closed questions, meaning that the participants answered the questions by selecting answers from choices provided, and Likert scales were used when answering the closed questions. For example:

I prefer to be taught in my mother tongue.

strongly agree (1)	agree (2)	not agree and not disagree (3)	disagree (4)	strongly disagree (5)
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Before sending out the modified questionnaire, three volunteers were asked to fill out the questionnaire, to make sure that everything was clear and understandable, to gain an understanding of how long it takes to fill out the questionnaire, and to ensure that no glitches existed in the online questionnaire. It was established that it takes twenty to thirty minutes to fill out the questionnaire.

4.4 Nature of the data

The data collected during the current study is quantitative data, as the data was gathered in numerical form via a questionnaire. The data collected in the current study provides important information that could assist in explaining varying degrees of success in L2 acquisition. The participants need to reflect on their own language usage and attitudes while completing the questionnaire, therefore, the data is collected by means of verbal reports (Ellis

and Barkhuizen 2005:41). Specifically self-reports are used to gather the data as the participants describe labels they apply to themselves (Ellis and Barkhuizen 2005:41).

4.5 Participants

The participants of the current study are one-hundred-and-forty students from the US and UWC. Eighty-five of these students are from the US and fifty-five are from the UWC. The participants of the current study are students from all years of study of the universities, with the majority of students being in their second year of study or higher, as these students have a better understanding of the language policies. The participants have differing L1s, and differing L2s, including 22 English students, 14 Afrikaans students, 7 Xhosa students, 1 Zulu student, 1 Ndebele student, 2 Sotho students, 1 Sepedi student, 1 German student, 1 French student, 1 Meru student, 1 Jukun Kona student, 1 Urdu student, and 1 Arabic student from the UWC, and 38 English students, 25 Afrikaans students, 6 Xhosa students, 1 Zulu student, 1 Venda, 13 German students, 1 Shona student, 2 Chichewa students, and 1 Otjiherero student from the US. Furthermore, the participants come from differing socio-economic backgrounds.

4.6 Method of analysis

The software of the online language attitude questionnaire automatically collected the data in a MS Excel spreadsheet. This spreadsheet was then downloaded and calculations were done on how many participants selected each response. Separate calculations were done for participants from the US and participants from the UWC, to determine whether students from the two universities hold similar or differing attitudes towards their own and other languages. Possible reasons for- and different domains in which attitudes manifest-were also explored.

Following this the data was analysed in order to determine if there was any variation in the way that participants from different universities or participants with different L1s responded.

4.7 Limitations of the study

Some researchers, such as Seliger (1984) in Ellis and Barkhuizen (2005:41) argue that much of language learning and language attitudes is unconscious and, therefore, cannot be reported by participants, which could be a possible limitation of this study. Furthermore, online self-administered questionnaires do not guarantee a high return rate, which is a further limitation to this study (Ellis and Barkhuizen 2005:42). In addition, the researcher cannot provide

clarification to the participants when the data collection instrument is an online self-administered questionnaire (Ellis and Barkhuizen 2005:42). Further, the researcher is not aware under which conditions the online self-administered questionnaire is completed.

4.8 Ethical considerations

The identity of all participants taking part in this study was kept confidential and anonymous. Further, participants were not asked to supply their names or contact details when completing the questionnaire. All participants were required to give their consent before being allowed to complete the questionnaire, for their own protection and the protection of the researcher. Furthermore, ethical and institutional clearance and permission was obtained from the university to complete the current study.

4.9 Conclusion

The current chapter has outlined the research design, the data collection instrument, the nature of the data, the participants of the study, the method of analysis, the limitations of the study, and the ethical considerations of the study. In the following chapter the results revealed by the gathered data will be analysed and presented.

Chapter 5

Data analysis and presentation

5.1 Introduction

This chapter reports on the data that was collected with the aim of investigating the attitudes that the participants hold towards English, Afrikaans, and the other indigenous languages. The following sub-sections also report on the domains in which these attitudes manifest, possible reasons for the attitudes observed, differences, if any, in attitudes observed between students from US and UWC, and the possible reasons for the different attitudes observed.

5.2 Attitudes of multilingual students towards their own and other languages at the University of Stellenbosch and the University of the Western Cape

The following section will provide an overview of the linguistic repertoires of the participants. Firstly, as seen below in table 1, the survey revealed that only 9% of the participants were monolingual, 48% were bilingual, and 44% were multilingual. Further, the survey showed that 69% of the participants speak Afrikaans, and 97% speak English.

	US	UWC
Can you speak Afrikaans?	73% yes 27% no	65% yes 35% no
Can you speak English?	97% yes 3% no	98% yes 2% no
Can you speak Xhosa?	37% yes 63% no	43% yes 57% no
How many languages do you speak?	10% one language 43% two languages 47% three or more languages	5% one language 53% two languages 42% three or more languages

Table 1 Language abilities of UWC and US

Table 2 below provides an overview of participants' L1s, the languages that they use most often, and the languages that they use to study. When asked to indicate which language the

participants use most often 66% chose English, 19% chose Afrikaans, 5% chose Xhosa, 7% chose other, and 1% chose Zulu, Sepedi, Tswana, and Ndebele respectively. In contrast to this, 92% of the participants use English to study, while only 7% use Afrikaans to study, and only 1% use a language that is not an official language of South Africa to study.

Comparison of L1, language used most often, and language used to study

	What is your L1?	What language do you use most often?	What language do you use to study?
English	42%	66%	92%
Afrikaans	27%	19%	7%
Xhosa	9%	5%	0%
Zulu	1%	1%	0%
Sepedi	1%	1%	0%
Venda	1%	0%	0%
Sotho	1%	0%	0%
Ndebele	1%	1%	0%
Tswana	0%	1%	0%
Other (non-official language of South Africa)	16%	7%	1%

Table 2 Comparison of L1, language used most often, and language used to study

Figure 2 below depicts all participants' attitudes towards South Africa's eleven official languages. When asked about their attitude toward English, 94% of the participants stated that they 'like it and 6% stated that they have a neutral attitude towards English. Further, the data indicated that English is the only language of the eleven official languages of South Africa that none of the participants openly disliked. Although 63% of participants also stated that they like Afrikaans, 29% stated that they have a neutral attitude towards Afrikaans, and 8% stated that they do not like Afrikaans. In contrast to the marked preferences for English and Afrikaans, the majority of participants stated that they have a neutral attitude towards Xhosa, Zulu, Sepedi, Venda, Tsonga, Sotho, Tswana, Ndebele, and Siswati. However, Xhosa and Zulu seem to be the most liked languages of the aforementioned languages with 39% of the participants liking Xhosa and 26% liking Zulu. Small percentages of the participants also

indicated liking Sepedi (9%), Venda (10%), Tsonga (3%), Sotho (16%), Tswana (16%), Ndebele (9%), and Siswati (10%).Xhosa (6%), Zulu (7%), Sepedi (6%), Venda (8%), Tsonga (8%), Sotho (5%), Tswana (6%), Ndebele (7%), and Siswati (7%) are also all disliked by a small percentage of the participants. Therefore, the most disliked languages seem to be Afrikaans, Venda, and Tsonga with 8% of the participants openly stating that they dislike or dislike the languages very much.

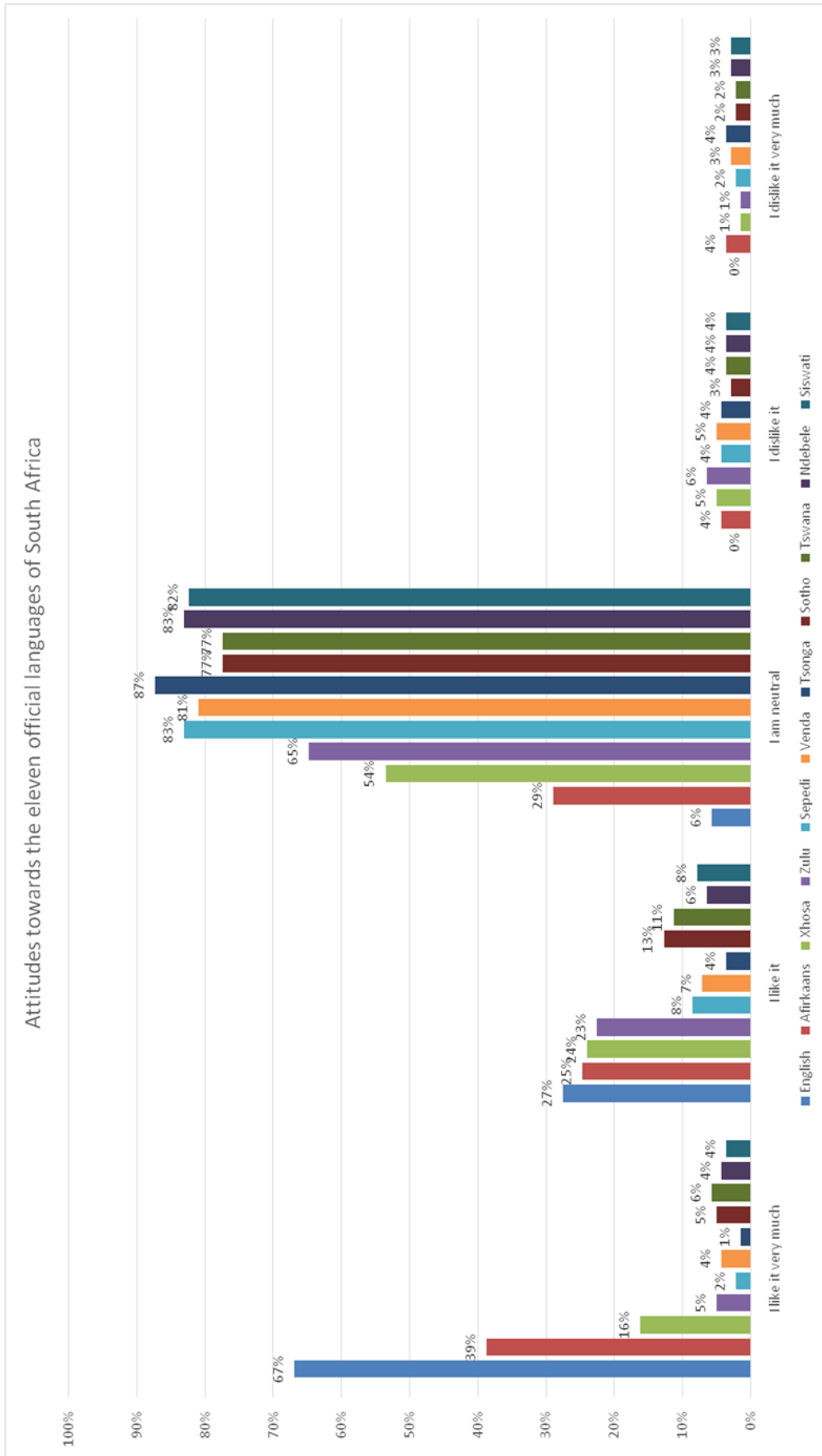


Figure 2 Attitudes towards the eleven official languages of South Africa

5.2.1 Attitudes towards English

The following section will provide an overview of the English L1, Afrikaans L1 and Xhosa L1 participants' attitudes towards the English language.

5.2.1.1 English L1 participants' attitudes towards English

As mentioned above, 42% of the participants are English L1 students. Of this group, 63% are US students and 37% are UWC students. Further, only 25% of the L1 English students were male and 75% of the L1 English participants were female. Finally, while 20% of the L1 English participants are monolingual, 50% are bilingual, and 28% are multilingual, 98% of them reported that they use English most often with the other 2% using Afrikaans most often, and all English L1 students use English to study.

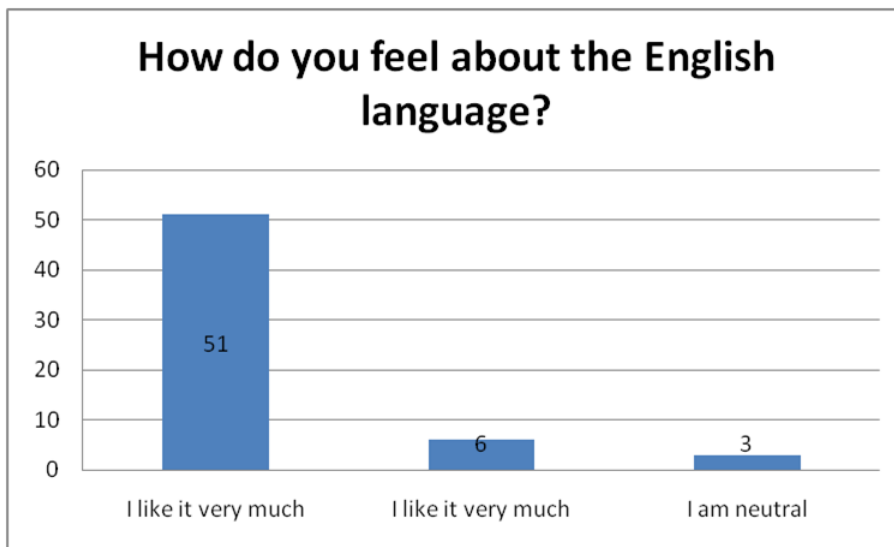


Figure 3 English L1 attitudes toward their own language

Figure 3 above and Figure 4 below depict English L1 participants' attitudes towards the English language. As indicated above, none of the English L1 participants dislike English, with 85% English participants reporting that they like English very much, 10% reporting that they like English, and 5% reporting a neutral attitude. This correlates with the finding of the current study that the majority (87%) of English L1 participants like hearing their L1 being spoken and speaking their L1 themselves.

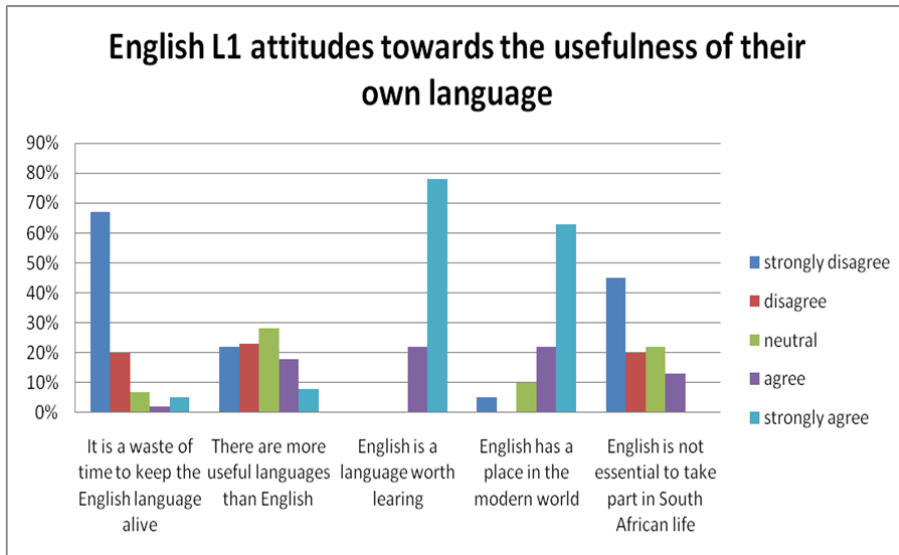


Figure 4 English L1 attitudes towards the usefulness of their own language

Further, as indicated above in Figure 4, 87% of the English L1 participants disagree, 7% remain neutral, and 7% agree with the statement that “it is a waste of time to keep the English language alive”. However, when asked if there are more useful languages to learn than English the English L1 participants’ answers were not as unanimous: 45% disagree that there are more useful languages than English to be learnt, 28% stated that they neutral, and 26% agree, that there are more useful languages to be learnt than English. Yet, all English L1 participants either agreed that English is a language worth learning, and 85% agreed, 10% were neutral, and 5% disagreed that English has a place in the modern world. Finally, 65% of the English L1 participants state that English is essential to take part fully in South African life, 22% state that they are neutral about this, and 13% disagree.

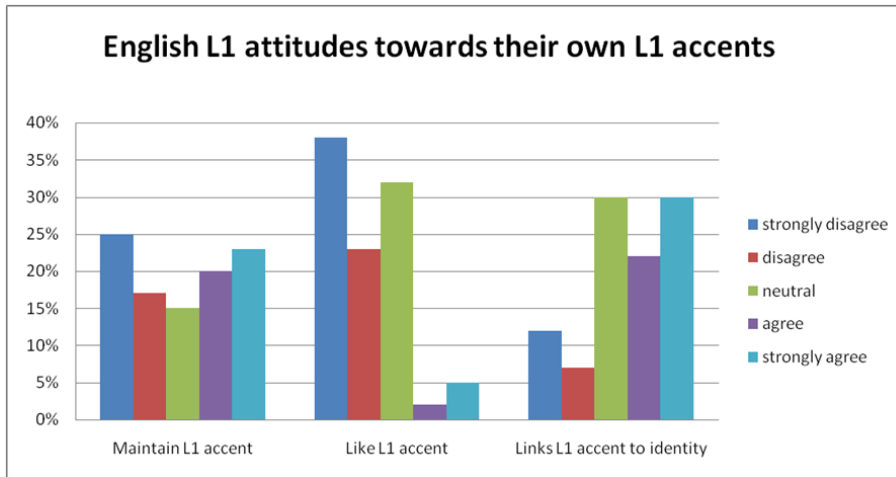


Figure 5 English L1 attitudes towards their own L1 accent

Figure 5 above depicts English L1 participants' attitudes towards their English accents. When asked whether they consciously maintain their L1 accent when speaking other languages, 42% indicated that they did not, 43% indicated that they did, and 15% were neutral. Furthermore, 61% disagree, 32% are neutral, and 7% agree, with the statement "I do not like my L1 accent". Finally, 52% agreed that their L1 accent helps them to maintain their identity and does not keep them from fitting in, while 19% disagreed, and 30% were neutral.

5.2.1.2 Afrikaans L1 participants' attitudes towards English

As mentioned above, 27% of the participants are Afrikaans L1 students. 64% of these participants are US students and 36% are UWC students. Further, 64% of these are female and 36% are male. Only 64% of the Afrikaans L1 participants use Afrikaans most often when interacting with others, while 33% use English most often and 3% use a language other than one of the eleven official languages of South Africa. Although 64% of Afrikaans L1 participants indicated using Afrikaans most often, only 26% of the participants use Afrikaans to study. The rest (74%) of the participants use English to study. In contrast to the English speakers discussed above, none of the Afrikaans L1 speakers are monolingual: 72% of are bilingual, and 28% are multilingual, and all Afrikaans L1 participants can speak both English and Afrikaans.

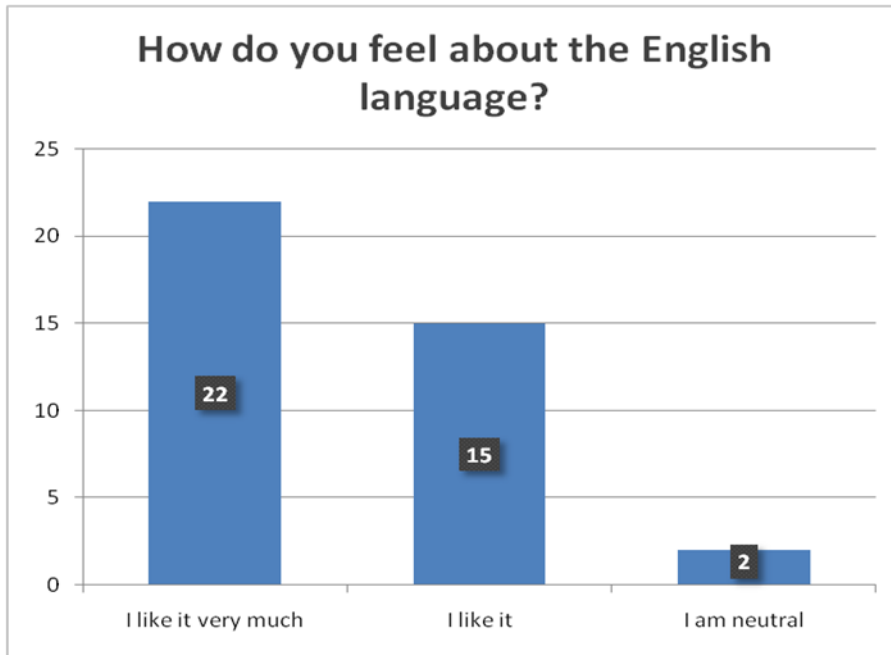


Figure 6 Attitudes of Afrikaans L1 speakers towards English

Figure 6 above depicts Afrikaans L1 participants' attitudes towards the English language, in which it can be seen that none of the Afrikaans L1 participants dislike English: 5% hold a neutral attitude towards English, and 95% like English. Further, 69% of the participants believe English is important to live in South Africa, 3% are neutral and 28% believe it is unimportant. When asked if the participants would like Afrikaans to take over from the English language in South Africa 61% disagreed, 26% remained neutral, and 13% agreed.

5.2.1.3 Xhosa L1 participants' attitudes towards English

As mentioned above, 9% of the participants are Xhosa L1 students, of which 46% are US students and 54% are UWC students, and 54% are male and 46% are female. Further, 31% of the participants are bilingual and 69% are multilingual. In contrast to both the English and Afrikaans participants, all of the Xhosa L1 participants can speak English and 85% can speak Afrikaans. Finally, while all Xhosa L1 participants use English to study, 46% of the Xhosa L1 participants reported that they use English most often and 56% reported that they use Xhosa most often.

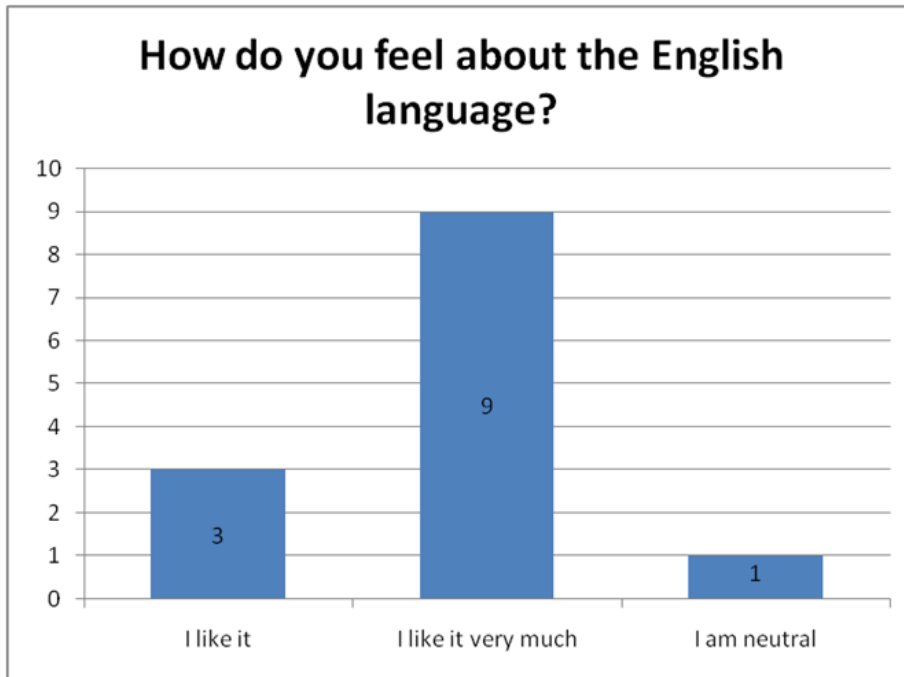


Figure 7 Attitudes of Xhosa L1 speakers towards English

Figure 7 above depicts Xhosa L1 participants' attitudes towards the English language, in which it can be seen all the Xhosa L1 participants either hold a neutral attitude towards English or like English, with 92% liking English and 8% holding a neutral attitude towards the language. Further, while 92% of the participants feel that knowing English is important when living in South Africa, 39% would like Xhosa to take over from the English language in South Africa, with 31% remaining neutral, and 31% disagreeing.

5.2.2 Attitudes towards Afrikaans

The following section will provide an overview of the English L1, Afrikaans L1 and Xhosa L1 participants' attitudes towards the Afrikaans language.

5.2.2.1 English L1 participants' attitudes towards Afrikaans

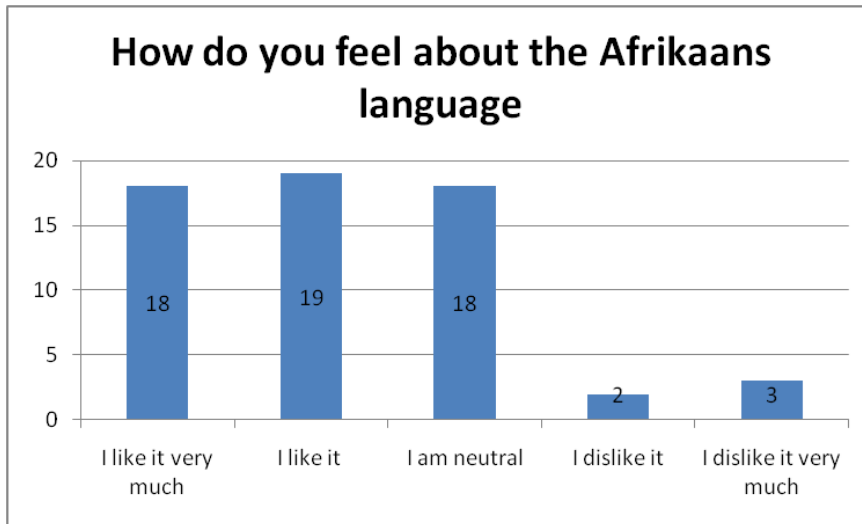


Figure 8 English L1 speakers attitudes towards Afrikaans

Figure 8 above depicts English L1 participants' attitudes towards Afrikaans, in which it can be seen that 62% of the English L1 participants indicated that they like Afrikaans, 30% indicated holding a neutral attitude towards Afrikaans, and 8% dislike Afrikaans. Further, 67% of the English L1 participants indicated that Afrikaans is important to live in South Africa, and 35% indicated that it is unimportant. In addition, 39% of the English L1 participants do not want English to take over from the Afrikaans language in South Africa, while 30% seem to want English to take over from Afrikaans, and 32% indicated having a neutral attitude towards English taking over from Afrikaans.

5.2.2.2 Afrikaans L1 participants' attitudes towards Afrikaans

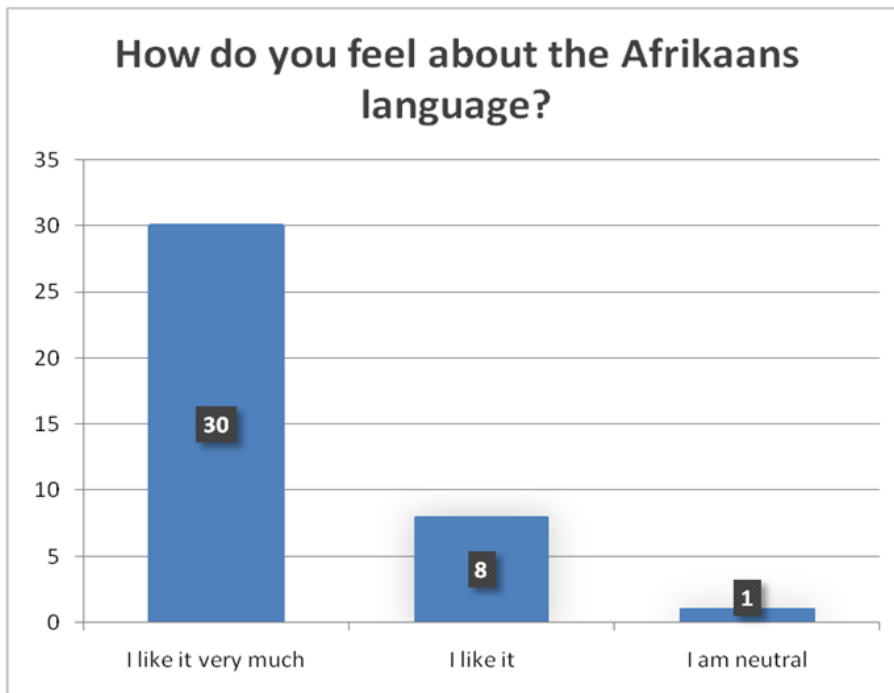


Figure 9 Afrikaans L1 speakers attitudes towards their own language

Figure 9 above and Figure 10 below depict Afrikaans L1 participants' attitudes towards their own language, in which it can be seen that none of the Afrikaans L1 participants dislike Afrikaans: 97% like Afrikaans and only 3% remain neutral. In addition, as indicated in figure 10 below, 93% of the participants disagree that it is a waste of time to keep the Afrikaans language alive, with 3% agreeing that it is a waste of time to keep Afrikaans alive and 5% claiming to be neutral. Further, 51% of the participants agree that there are more useful languages to be learnt than Afrikaans, 16% are neutral to this matter, and 33% disagree, and 87% of the participants agree, and 13% remain neutral to whether Afrikaans is a language worth learning or not. In keeping with this, 75% of the Afrikaans L1 participants agree that Afrikaans has a place in the modern world, with 15% being neutral and 11% disagreeing. Finally, 61% of the Afrikaans L1 participants agree that Afrikaans is essential to take part fully in South African life, with 23% being neutral, and 15% disagreeing.

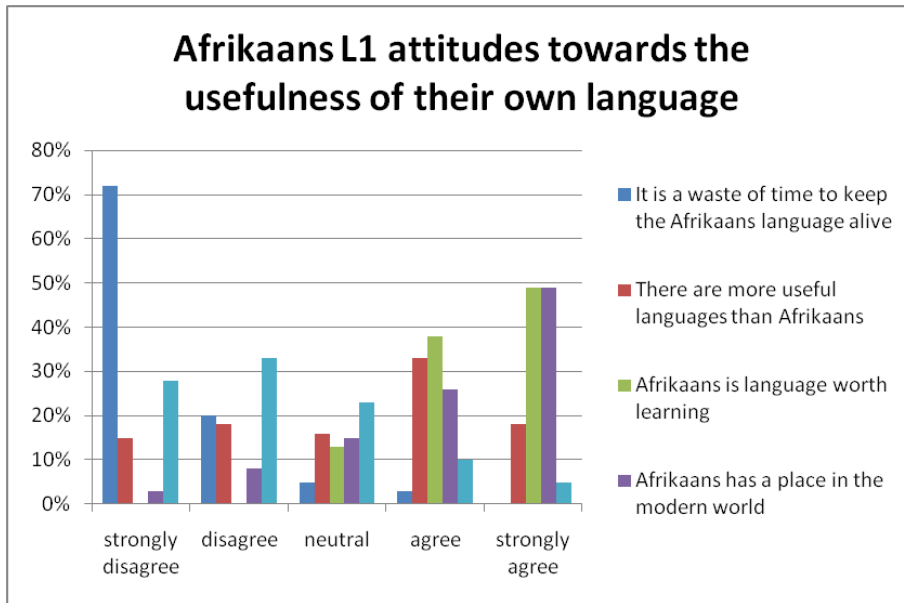


Figure 10 Afrikaans L1 attitudes towards the usefulness of their own language

Figure 11 below depicts Afrikaans L1 participants’ attitudes towards their own accents, in which it can be seen that 36% of the Afrikaans L1 participants agree, 15% are neutral, and 49% disagree that they consciously maintain their L1 accent when speaking other languages. In addition, 36% of the Afrikaans L1 participants agreed that they do not like their L1 accent, while 38% disagreed that they dislike their L1 accent, and 26% remained neutral. In seeming contrast to this, 56% of the participants agreed that their L1 accent helps maintain their identity, with only 8% remaining undecided, and 36% disagreeing that their L1 accent helps them maintain their identity.

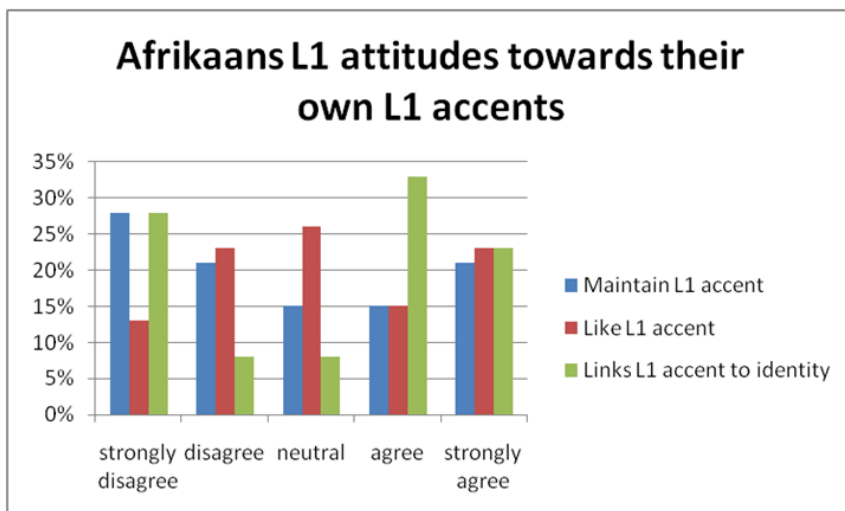


Figure 11 Afrikaans L1 attitudes towards their own L1 accents

5.2.2.3 Xhosa L1 participants' attitudes towards Afrikaans

Figure 12 below depicts Xhosa L1 participants' attitudes towards the Afrikaans language, in which it can be seen 46% of the Xhosa L1 participants hold a neutral attitude towards Afrikaans, 31% like Afrikaans and 23% dislike it. Further, 53% of the participants agree that Afrikaans is an important language when living in South Africa, while 46% believe that Afrikaans is unimportant when living in South Africa and only 1% were neutral. When the Xhosa L1 participants were asked to indicate if they want Xhosa to take over from the Afrikaans language in South Africa 23% agreed, 46% remained neutral, and 31% disagreed.

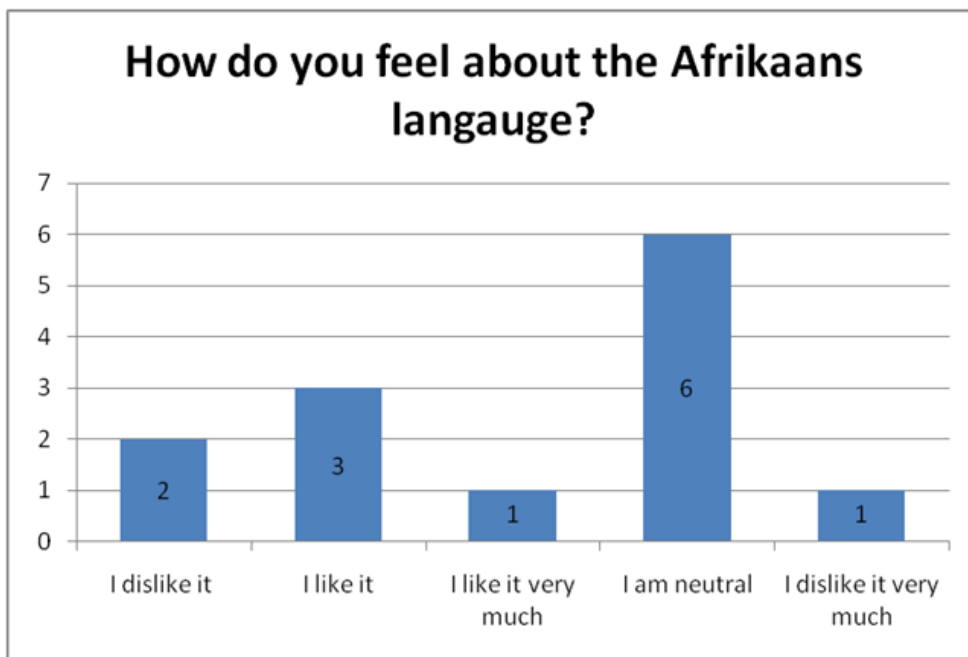


Figure 12 Attitudes of Xhosa L1 speakers towards Afrikaans

5.2.3 Attitudes towards Xhosa and other indigenous languages

5.2.3.1 English L1 participants' attitudes towards Xhosa

Figure 13 below depicts English L1 participants' attitudes towards South Africa's indigenous official languages, in which it can be seen that 25% like Xhosa, 65% hold a neutral attitude towards the language, and 10% dislike Xhosa. The Zulu language is liked by 29% of the L1 English participants, disliked by 24%, and 56% hold a neutral attitude. The majority of English L1 participants hold neutral attitudes towards Sepedi (82%), Venda (83%), Tsonga (83%), Sotho (75%), Tswana (78%), Ndebele (80%), and Siswati (82%), with only small percentages liking Sepedi or disliking these languages.

	I like it very much	I like it	I am neutral	I dislike it	I dislike it very much
Xhosa	12%	13%	65%	8%	2%
Zulu	7%	22%	56%	12%	3%
Sepedi	3%	5%	82%	7%	3%
Venda	3%	3%	83%	7%	4%
Tsonga	7%	5%	78%	7%	3%
Sotho	5%	10%	75%	7%	3%
Tswana	3%	7%	80%	7%	3%
Ndebele	3%	5%	82%	7%	3%
Siswati	3%	3%	83%	7%	4%

Figure 13 English L1 speakers attitudes towards the indigenous languages of South Africa

5.2.3.2 Afrikaans L1 participants’ attitudes towards Xhosa

Figure 14 below depicts Afrikaans L1 participants’ attitudes towards South Africa’s indigenous official languages, in which it can be seen that 54% of the participants like the language, 41% have a neutral attitude towards it, and only 5% dislike it. Further, most Afrikaans L1 students hold a neutral attitude towards Zulu (74%), 23% like Zulu, and 3% dislike it. The majority of Afrikaans L1 participants hold neutral attitudes towards Sepedi (90%), Venda (87%), Tsonga (90%), Sotho (87%), Tswana (85%), Ndebele (87%), and Siswati (87%), with small percentages of the participants liking and disliking these languages.

	I like it very much	I like it	I am neutral	I dislike it	I dislike it very much
Xhosa	10%	44%	41%	2%	3%
Zulu	3%	20%	74%	3%	0%
Sepedi	0%	5%	90%	3%	2%
Venda	2%	8%	87%	0%	3%
Tsonga	0%	8%	90%	0%	2%
Sotho	0%	10%	87%	0%	3%
Tswana	0%	10%	85%	3%	2%

Ndebele	3%	5%	87%	3%	2%
Siswati	3%	5%	87%	3%	2%

Figure 14 Afrikaans L1 speakers attitudes towards the indigenous languages of South Africa

5.2.3.3 Xhosa L1 participants’ attitudes towards Xhosa

Figure 15 and Figure 16 below depict Xhosa L1 participants’ attitudes towards their own language, in which it can be seen all the Xhosa L1 participants like the Xhosa language. In addition, all Xhosa L1 participants like hearing Xhosa being spoken and speaking Xhosa themselves.

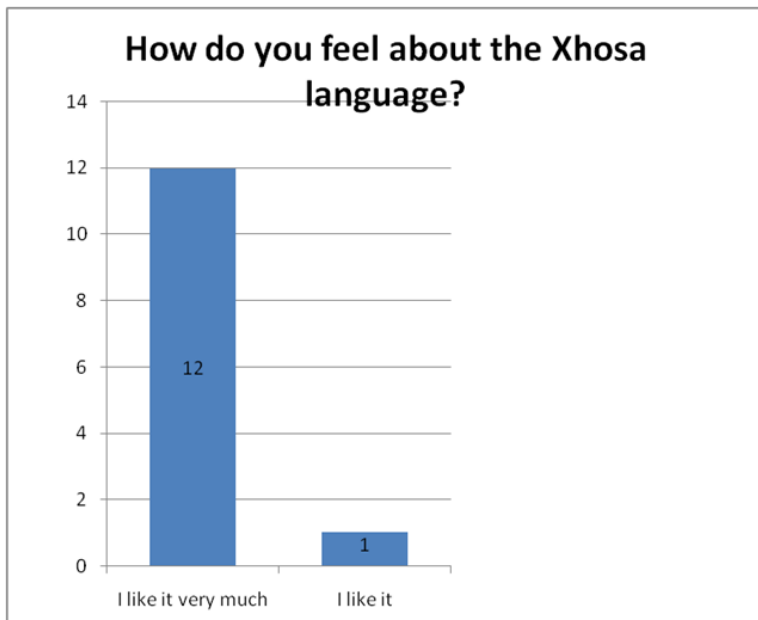


Figure 15 Attitudes of Xhosa L1 speakers towards their own language

As indicated below in **Error! Reference source not found.**, while 15% of the participants agree that it is a waste of time to keep the Xhosa language alive, 85% disagree. Further, while 31% of the Xhosa L1 participants disagree that there are more useful languages to be learnt than Xhosa, 38% are neutral to this matter, and 31% agree. In addition, all of the Xhosa L1 participants agree that Xhosa is a language worth learning, and 85% agree that Xhosa has a place in the modern world, with 15% strongly disagreeing with the statement. Lastly, 77% of the Xhosa L1 participants agree that Xhosa is essential to take part fully in South African life, with 23% remaining neutral.

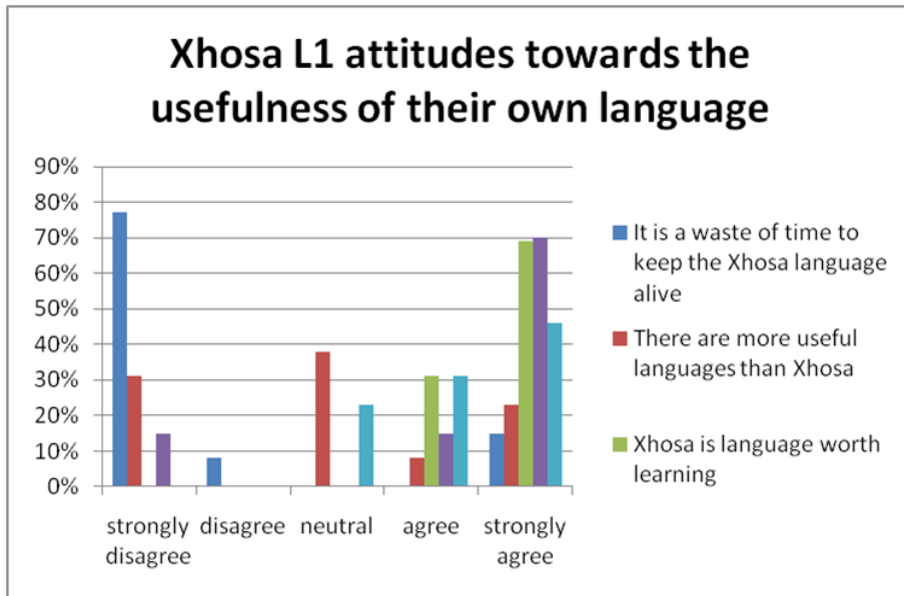


Figure 16 Xhosa L1 attitudes towards the usefulness of their own language

Figure 17 below reveals Xhosa L1 participants’ attitudes towards their own accents. When asked if they consciously maintain their L1 accent when speaking other languages, 77% of the Xhosa L1 participants indicated that they did, 15% remained neutral, and 8% indicated that they did not. Further, 23% indicated that they do not like their L1 accent, 31% indicated holding a neutral attitude towards their L1 accent, and 46% indicated that they do like their L1 accent. Finally, 77% of the participants indicated that their L1 accent helps them to maintain their identity, while 15% remained neutral and 8% indicated that it does not.

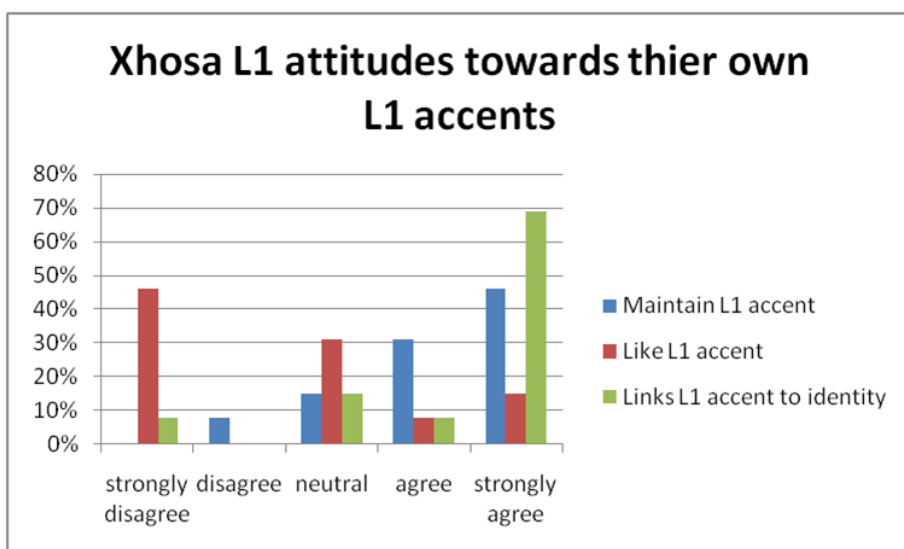


Figure 17 Xhosa L1 attitudes towards their own L1 accents

Figure 18 below depicts Xhosa L1 participants' attitudes towards South Africa's indigenous official languages, in which it can be seen that 62% of Xhosa L1 participant like Zulu, and the remaining 38% of the participants hold a neutral attitude towards Zulu. Further, the majority of Xhosa L1 participants hold neutral attitudes towards the other official indigenous South African languages.

	I like it very much	I like it	I am neutral	I dislike it	I dislike it very much
Zulu	0%	62%	38%	0%	0%
Sepedi	0%	23%	69%	8%	0%
Venda	8%	0%	84%	8%	0%
Tsonga	0%	0%	92%	8%	0%
Sotho	8%	31%	61%	0%	0%
Tswana	0%	38%	62%	0%	0%
Ndebele	8%	8%	84%	0%	0%
Siswati	15%	23%	62%	0%	0%

Figure 18 Xhosa L1 speakers attitudes towards the indigenous languages of South Africa

5.3 Domains in which attitudes manifest

As discussed in chapter two, five different domains are commonly recognised in discussion of language use and language attitudes, namely the family domain, the friendship domain, the religious domain, the employment domain, and the education domain (Romaine 2008:518). These domains are referred to under the broad headings of informal domains which include the family, and friendship domain; and formal domains, which include the employment, religious, and education domain (Dyers 1997:35). The following subsections will provide an overview of the data the reveals the domains in which the attitudes reported above appear to manifest.

5.3.1 English

The following section will provide an overview of the domains in which attitudes towards the English appear to manifest.

5.3.1.1 English L1 participants' attitudes towards the use of English in formal domains

Figure 19 below depicts English L1 participants' perceptions of the formal domains in which English is important, in which it can be seen that 92% find English important to earn money; 95% find English important to read and write; 97% find English important to get a job; 87% find English important to pass exams; 90% find English important to talk to lecturers in university; and 57% find English to be important when going to church/chapel.

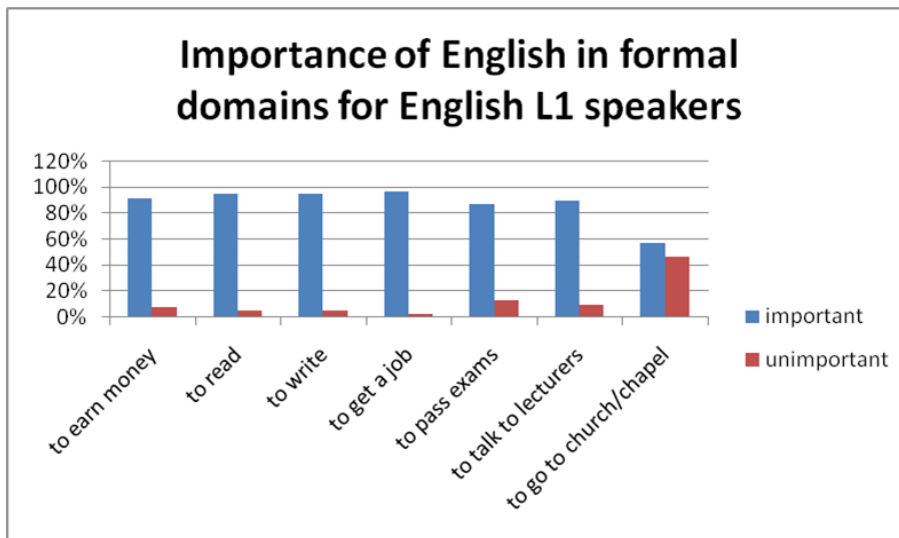


Figure 19 Importance of English in formal domains for English L1 speakers

5.3.1.2 Afrikaans L1 participants' attitudes towards the use of English in formal domains

Figure 20 below depicts Afrikaans L1 participants' perceptions of the formal domains in which English is important, in which it can be seen that 90% of the Afrikaans L1 participants believe that English is important to earn enough money; 97% stated that English is important to read and write respectively; 95% stated that English plays an important role in getting a job; 92% of the Afrikaans L1 participants stating that English is important to pass exams; and 92% stated that English is important when talking to lecturers in university. Finally, 36% of the participants find English important when attending church/chapel.

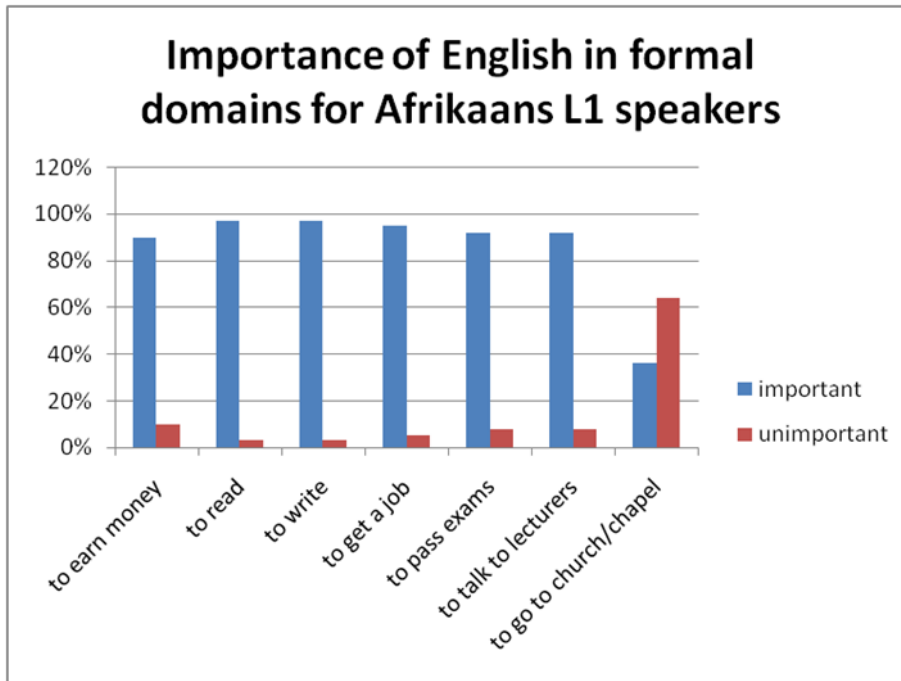


Figure 20 Importance of English in formal domains for Afrikaans L1 speakers

5.3.1.3 Xhosa L1 participants' attitudes towards the use of English in formal domains

Figure 21 below depicts Xhosa L1 participants' perceptions of the formal domains in which English is important, in which it can be seen that 77% of the Xhosa L1 participants find that English is important to earn enough money; and 100% find that English is important to read and write and to get a job. Further, 92% of the participants believe that English is important to pass exams; 100% find English important to talk to lecturers in university, and 84% stated that English is important when going to church/chapel, indicating that the participants place high value on the use of English in all of these domains.

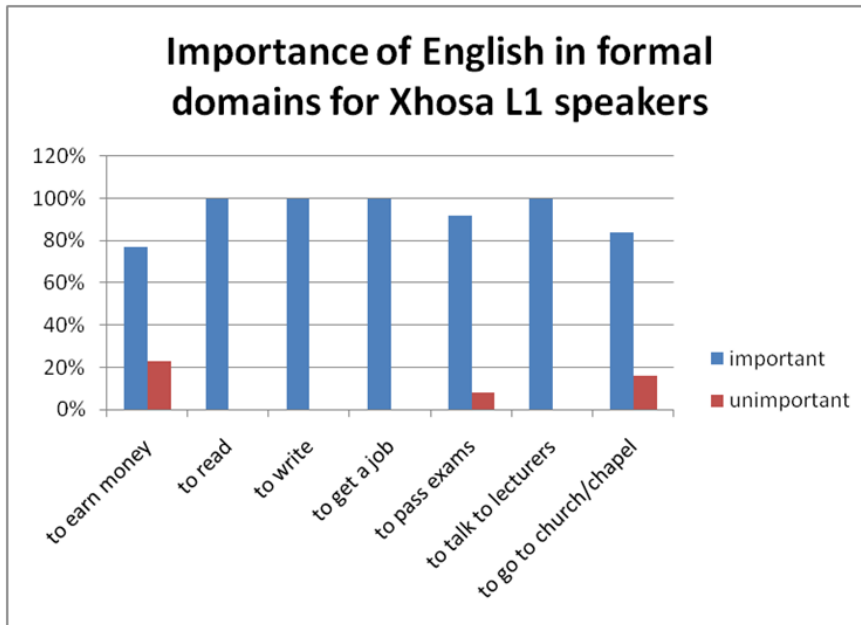


Figure 21 Importance of English in formal domains for Xhosa L1 speakers

5.3.1.4 English L1 participants' attitudes towards the use of English in informal domains

Figure 22 below depicts English L1 participants' perceptions of the informal domains in which English is important, in which it can be seen that 85% of the participants find English important to make friends; that 85% stated English is important to watch TV/DVDs; that 60% of the English L1 participants indicated that English is important to be liked; and that 43% believe that English is important when playing sport. Further, 78% of the English L1 participants find English to be important when bringing up children; 57% find English important when going shopping; 65% find English important to be accepted in the community; 77% of the participants find English important when they talk to friends in university, and 85%, find English important when talking to people outside of university, indicating that English is highly valued in all of these domains.

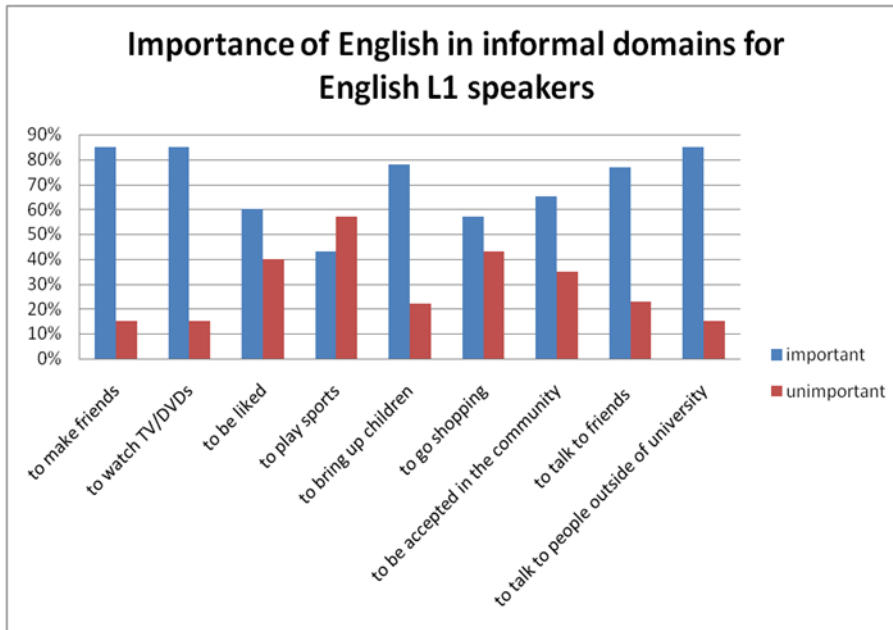


Figure 22 Importance of English in informal domains for English L1 speakers

5.3.1.5 Afrikaans L1 participants' attitudes towards the use of English in informal domains

Figure 23 below depicts Afrikaans L1 participants' perceptions of the informal domains in which English is important, in which it can be seen that 80% of the Afrikaans L1 participants find English important to make friends; 95% of Afrikaans L1 participants stated that English is important to watch TV/DVDs; 41% stated that English is important in order to be liked; 43% find that English is important when playing sport. Further, 69% of the participants believe that English is important when bringing up children; and 72% find English important when going shopping. Finally, 53% feel that English is important to be accepted in the community; 75% find that English is important when talking to friends in university; and 85% stated that English is important when talking to people outside of university.

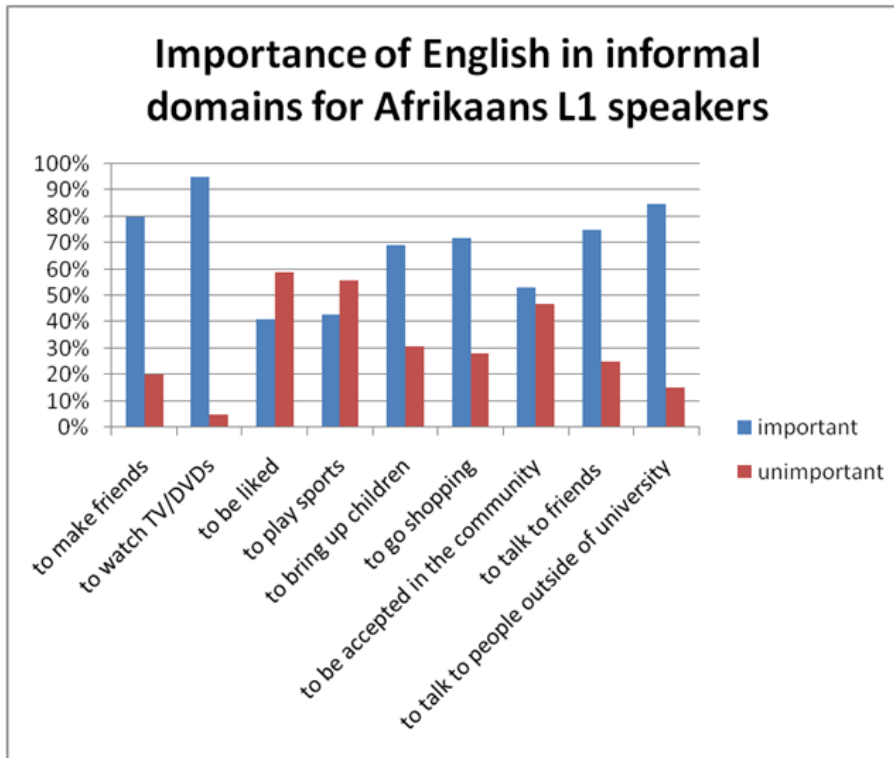


Figure 23 Importance of English in informal domains for Afrikaans L1 speakers

5.3.1.6 Xhosa L1 participants' attitudes towards the use of English in informal domains

Figure 24 below depicts Xhosa L1 participants' perceptions of the informal domains in which English is important, in which it can be seen that 77% of the Xhosa L1 participants find English important to make friends; 92% regard English as important when watching TV/DVDs; 69% of the Xhosa L1 participants find that English is important to be liked; 54% of the participants stated that English is important when playing a sport; 77% find that English is important to bring up children; and 84% of the Xhosa L1 participants find English to be important when going shopping. Further, 39% of the Xhosa L1 participants feel that English is important to be accepted in the community; 92% of the participants stated that English is important to talk to friends in university; and 46% find that English is important when talking to people outside of university.

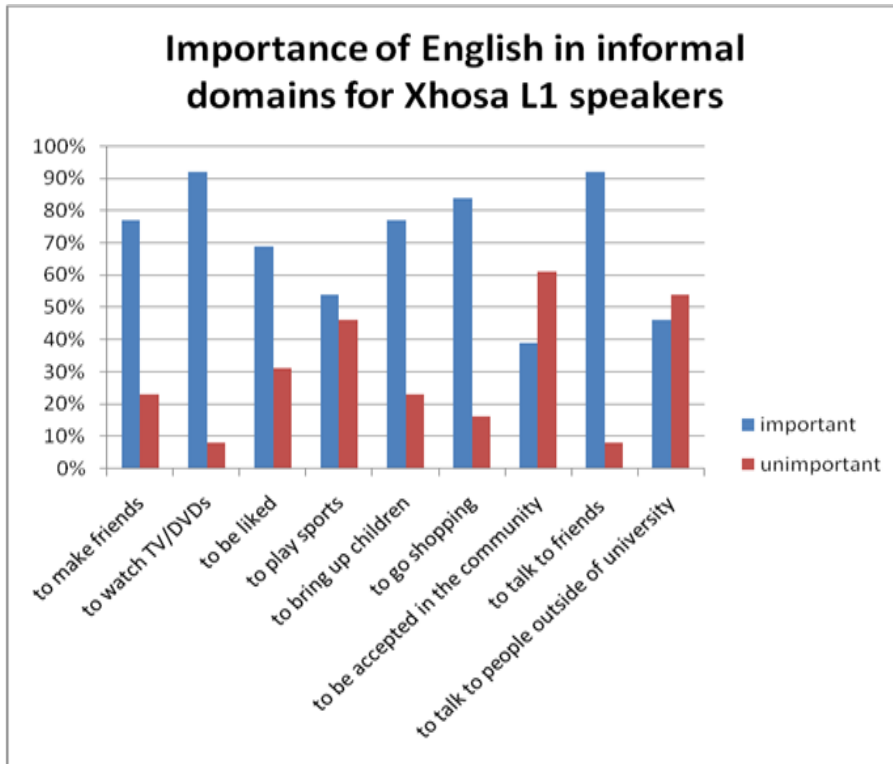


Figure 24 Importance of English in formal domains for Xhosa L1 speakers

5.3.2 Afrikaans

The following section will provide an overview of the domains in which attitudes towards Afrikaans appear to manifest.

5.3.2.1 English L1 participants’ attitudes towards the use of Afrikaans in formal domains

Figure 25 below depicts English L1 participants’ perceptions of the formal domains in which Afrikaans is important, in which it can be seen that 52% of the English L1 participants find that Afrikaans is important to earn enough money; 68% find Afrikaans important to read and write; and 69% of the participants state that Afrikaans plays an important role in getting a job. Further, when asked if Afrikaans is important to pass exams the English L1 participants had split opinions with 50% finding it important and 50% finding it unimportant. Finally, 61% of the participants feel that Afrikaans is important when talking to lecturers in university; and 43% of the English L1 participants find that Afrikaans is important when going to church/chapel, once again indicating that English L1 participants value English more highly than Afrikaans in these domains.

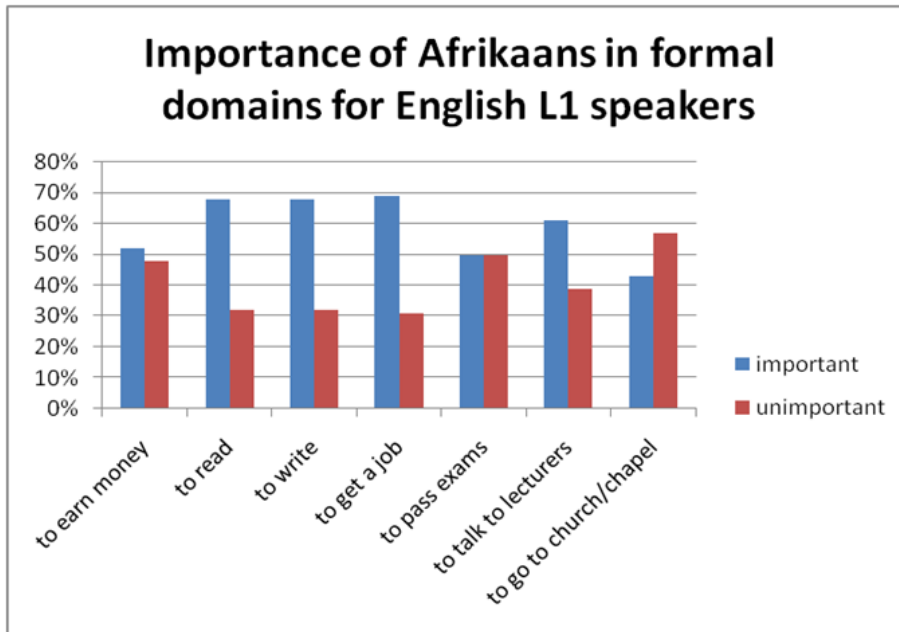


Figure 25 Importance of Afrikaans in formal domains for English L1 speakers

5.3.2.2 Afrikaans L1 participants' attitudes towards the use of Afrikaans in formal domains

Figure 26 below depicts Afrikaans L1 participants' perceptions of the formal domains in which Afrikaans is important, in which it can be seen that 46% of the Afrikaans L1 participants believe that Afrikaans plays an important role to earning enough money; 80% find Afrikaans important to read; 77% find Afrikaans important to write; and 59% believe that Afrikaans is important when getting a job. Further, 59% of the participants are of the view that Afrikaans is important to pass exams; 48% find that Afrikaans is important when talking to lecturers in university; and 51% view Afrikaans as important when going to church/chapel, indicating that English is highly valued the Afrikaans participants in most of these formal domains.

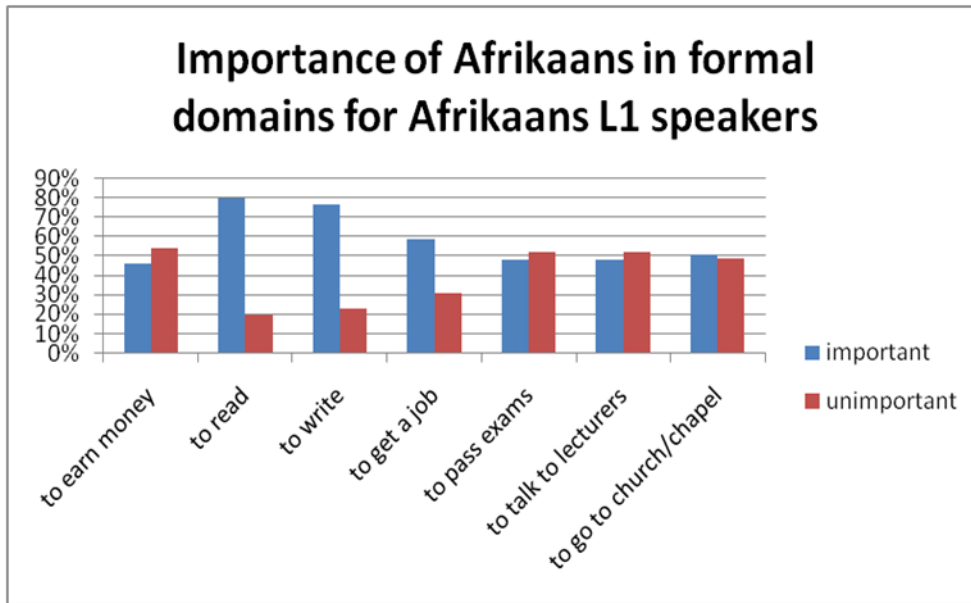


Figure 26 Importance of Afrikaans in formal domains for Afrikaans L1 speakers

5.3.2.3 Xhosa L1 participants' attitudes towards the use of Afrikaans in formal domains

Figure 27 below depicts Xhosa L1 participants' perceptions of the formal domains in which Afrikaans is important, in which it can be seen that 38% of the Xhosa L1 participants stated that Afrikaans is important to earn enough money; 46% of the participants believe that Afrikaans is important to read and write; and 39% stated that Afrikaans is important to get a job. Further, 39% of the participants stated that Afrikaans is important to pass exams; 53% find Afrikaans important to talk to lecturers in university; and 46% find Afrikaans to be important when going to church/chapel, indicating that the Xhosa L1 participants value English more highly than Afrikaans in these formal domains.

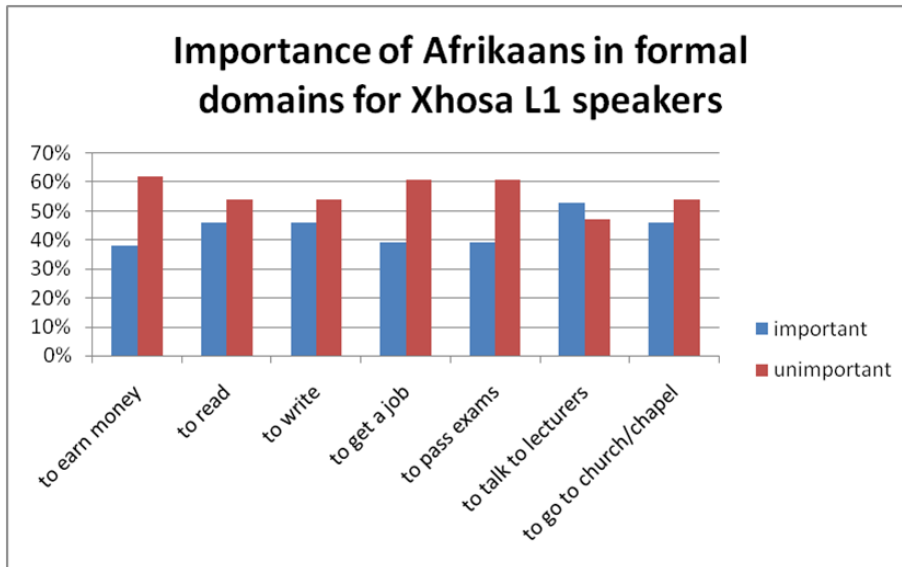


Figure 27 Importance of Afrikaans in formal domains for Xhosa L1 speakers

5.3.2.4 English L1 participants' attitudes towards the use of Afrikaans in informal domains

Figure 28 below depicts English L1 participants' perceptions of the informal domains in which Afrikaans is important, in which it can be seen that 70% of the L1 English speakers find Afrikaans important to make friends; 37% of the English L1 participants find Afrikaans important to watch TV/DVDs; 43% believe Afrikaans is important to be liked; 31% of the L1 English participants find Afrikaans important to play sport; 52% find Afrikaans important to bring up children; and 28% of the L1 English participants stated that Afrikaans is important when going shopping. Further, 55% of the participants stated that Afrikaans is important to be accepted into the community; 57% stated that Afrikaans is important when talking to friends in university; and 63% stated that Afrikaans is important when talking to people outside of university, indicating that English L1 participants value English more highly than Afrikaans in these domains.

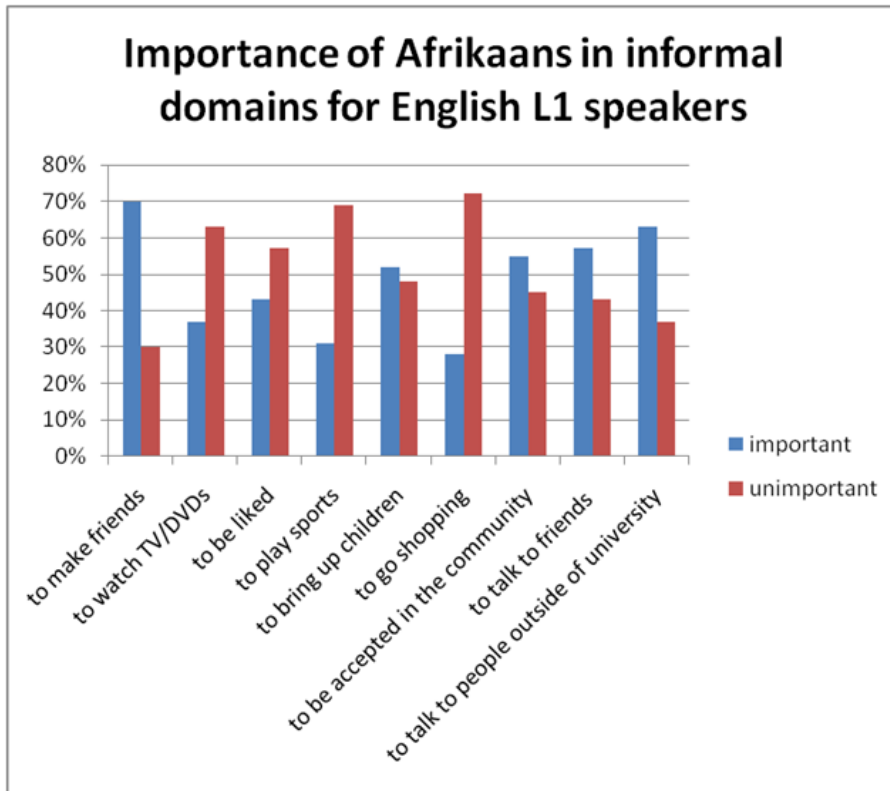


Figure 28 Importance of Afrikaans in informal domains for English L1 speakers

5.3.2.5 Afrikaans L1 participants’ attitudes towards the use of Afrikaans in informal domains

Figure 29 below depicts Afrikaans L1 participants’ perceptions of the informal domains in which Afrikaans is important, in which it can be seen that 62% of the Afrikaans L1 participants find Afrikaans important to make friends; 43% of the participants view Afrikaans as important when watching TV/DVDs; 41% state that Afrikaans is important to be liked; and 43% of the Afrikaans L1 participants find Afrikaans important to play sport. Further, 72% of the participants find Afrikaans important to bring up children; 46% find Afrikaans important when going shopping; 56% find Afrikaans important to be accepted in the community; 62% stated that Afrikaans is important when talking to friends in university; and 72% find Afrikaans important when talking to people outside of university.

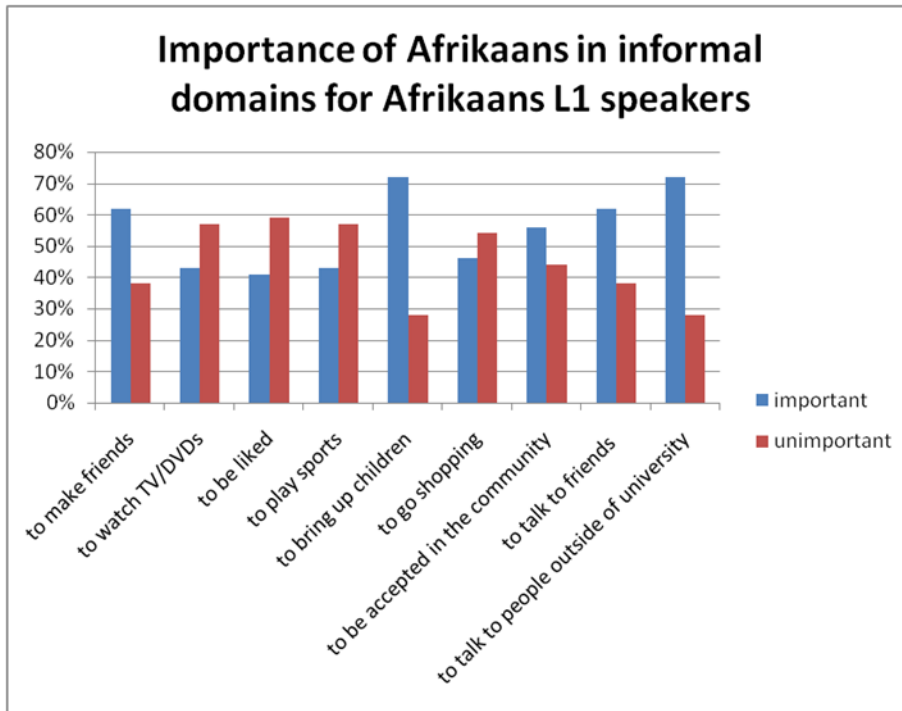


Figure 29 Importance of Afrikaans in informal domains for Afrikaans L1 speakers

5.3.2.6 Xhosa L1 participants' attitudes towards the use of Afrikaans in informal domains

Figure 30 below depicts Xhosa L1 participants' perceptions of the informal domains in which Afrikaans is important, in which it can be seen that 39% of the Xhosa L1 participants find Afrikaans important to make friends; 30% of the participants find Afrikaans important to watch TV/DVDs; 31% state that Afrikaans plays an important role whether one is liked or not; 30% of the participants find Afrikaans important to play sport; 38% find that Afrikaans is important to bring up children; and 46% stated that Afrikaans is important when going shopping. Further, 38% of the Xhosa L1 participants feel that Afrikaans plays an important role whether one is accepted in the community or not; 53% state that Afrikaans is important to talk to friends in university; and 53% stated that Afrikaans is important when talking to people outside of university indicating that the Xhosa participants value English more than Afrikaans in these informal domains.

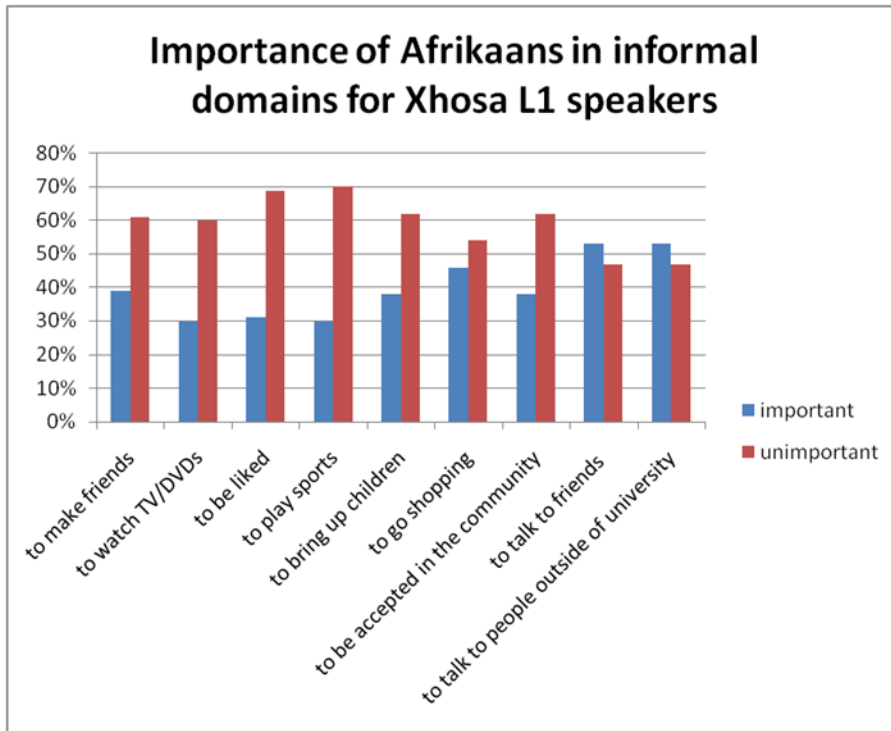


Figure 30 Importance of Afrikaans in informal domains for Xhosa L1 speakers

5.3.3 Xhosa

The following section will provide an overview of the domains in which attitudes towards Xhosa appear to manifest. Unfortunately the questionnaire had a design flaw that prevented it from testing English and Afrikaans L1 participants' view of the domains in which Xhosa is useful, thus this section will only provide an overview of the domains in which Xhosa L1 participants' attitudes towards their own L1 manifest.

5.3.3.1. Xhosa L1 participants' attitudes towards the use of Xhosa in formal domains

Figure 31 below depicts Xhosa L1 participants' perceptions of the formal domains in which Xhosa is important, in which it can be seen that 76% of the Xhosa L1 participants find Xhosa important to earn enough money; 92% of the participants find Xhosa important to read and write; and 54% find Xhosa important to get a job. Further, 46% of the participants stated that Xhosa is important to pass exams; 54% of the participants agreed that Xhosa is important to talk to lecturers in university; and 69% of the participants find Xhosa important when going to church/chapel, indicating that the Xhosa L1 participants value English more than their own L1 in these domains.

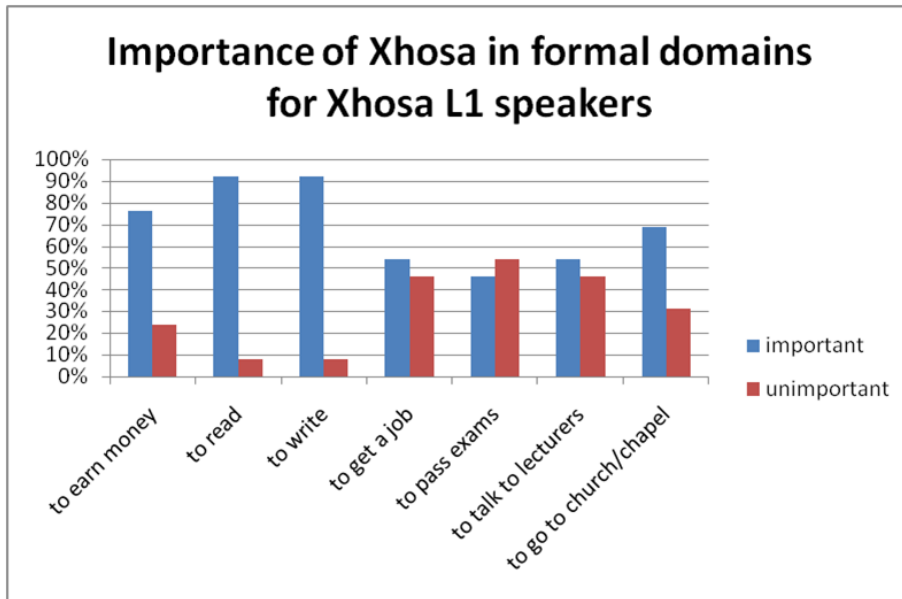


Figure 31 Importance of Xhosa in formal domains for Xhosa L1 speakers

5.3.3.2 Xhosa L1 participants' attitudes towards the use of Xhosa in informal domains

Figure 32 below depicts Xhosa L1 participants' perceptions of the informal domains in which Xhosa is important, in which it can be seen that 92% of the Xhosa L1 participants find Xhosa important to make friends; 70% find Xhosa important when watching TV/DVDs; 69% stated that Xhosa is important to be liked; 69% of the participants find Xhosa to be important when playing sport; and 92% of the Xhosa L1 participants find that Xhosa is important to bring up children. Further, 62% of the participants find Xhosa to be important when going shopping; 84% of the participants stated that Xhosa is important to be accepted in the community; 92% find Xhosa important to talk to friends; and 70% find Xhosa important when talking to people outside of university, indicating that Xhosa L1 participants value their own L1 more highly than both English and Afrikaans in these informal domains.

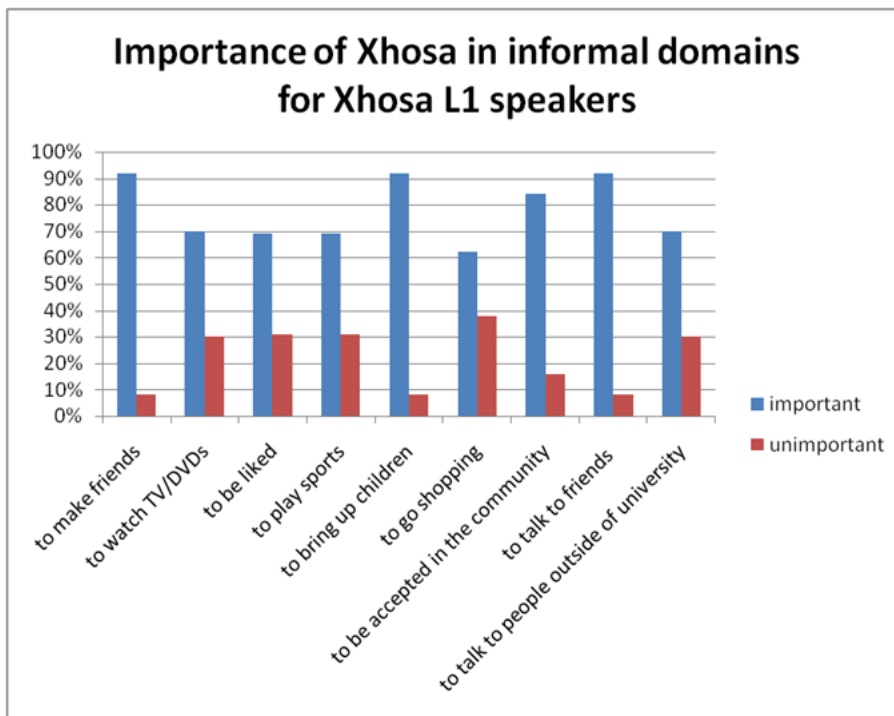


Figure 32 Importance of Xhosa in informal domains for Xhosa L1 speakers

5.3.4 Overview of attitudes held by English L1, Afrikaans L1 and Xhosa L1 participants

The following section will provide an overview of the attitudes held most commonly by the English L1 participants, the Afrikaans L1 participants and the English L1 participants towards their own L1s and other languages.

5.3.4.1 Attitudes commonly held by English L1 participants

Positive attitudes towards English are clearly evident in the formal domains as the English L1 participants indicate that academic and economic success is linked to English. Further, while Afrikaans does not seem to play as important a role as English in the formal domains, it seems to play a more important role when reading, writing, and getting a job. Although positive attitudes towards English are also observed in the religious domain, English seems to be less important there than in the education and employment domain as just more than half of the participants find English important to go church/chapel.

The English L1 participants also seem to award importance to English in the informal domains, as more than half of the participants have always indicated the importance of English when communicating with friends and family. Further, the English L1 participants’

mostly positive attitudes towards Afrikaans largely seem to manifest in the informal domains, as roughly half of the English L1 participants indicated that Afrikaans is important when interacting with family and friends.

5.3.4.2 Attitudes commonly held by Afrikaans L1 participants

The figures discussed above also make it clear that English plays an important role in the informal domains of L1 Afrikaans participants, and that English seems to be used in the informal domains most often to communicate with people outside of the immediate family circle such as when going shopping, making phone calls, talking to people outside of university, making new friends, and watching TV/DVDs. Further, English seems to manifest even more strongly in the formal domains of Afrikaans L1 participants than their own L1, and, as is the case for the English L1 participants, the only formal domain in which English does not seem to have manifested as much as in the others is the religious domain.

5.3.4.3 Attitudes commonly held by Xhosa L1 participants

While Xhosa seems to be regarded as just as important as English in the education domain for the Xhosa L1 participants, English seems to have manifested itself more strongly in the rest of the formal domains as the language is used in the religious, employment, and education domain by at least seventy-five percent of the Xhosa L1 participants. Further, Afrikaans seems to be regarded as the least important in all the formal domains for the Xhosa L1 participants, with approximately thirty percent of the participants finding Afrikaans important in the formal domains.

Xhosa is definitely the most used and valued language in the informal domains of the Xhosa L1 participants as a large number of the participants attribute importance to Xhosa in both the family and friend domain. English also seems to be used often and regularly in the informal domains by Xhosa L1 participants, and seems to play an important role with close family and friends. That being said, the data indicates that English does not seem have the same importance within the rest of the community as the participants do not find English as important when playing sport, talking to people outside of university, or being accepted into the community. Although approximately half of the Xhosa L1 participants seem to place importance on Afrikaans, especially when talking to friends inside or outside of university, the language seems to hold a less important role in the informal domains of the Xhosa L1 participants than English. ..

5.4 Differences in attitudes of students towards English, Afrikaans, and Xhosa from the University of Stellenbosch and the University

The data for the current study was collected from both US students and UWC students to establish whether these students from different in situations hold different attitudes towards English, Afrikaans, and Xhosa. Figure 33 below provides a comparative overview of the attitudes of the two groups of students, in which it is apparent that no significant differences in the attitudes towards English, Afrikaans, and Xhosa have been found. Furthermore, no significant differences in the attitudes towards Zulu, Sepedi, Venda, Tsonga, Sotho, Siswati, Tswana, or Ndebele have been found either.

The students of both universities indicated that English is the most liked language, followed by Afrikaans, and then Xhosa, and approximately the same amounts of students hold neutral attitudes towards all three languages respectively. It was found that most students hold neutral attitudes towards Xhosa, followed by Afrikaans, and the least amount of students hold neutral attitudes towards English. Further, while none of the students disliked English, Afrikaans and Xhosa are both disliked by approximately the same small amount of students.

	US students	UWC students
English	68% like it very much 29% like it 3% neutral	65% like it very much 26% like it 9% neutral
Afrikaans	39% like it very much 26% like it 26% neutral 5% dislike it 4% dislike it very much	38% like it very much 22% like it 33% neutral 3% dislike it 4% dislike it very much
Xhosa	15% like it very much 26% like it 52% neutral 5% dislike it 2% dislike it very much	18% like it very much 20% like it 56% neutral 6% dislike it

Figure 33 Attitudes toward English, Afrikaans, and Xhosa of US students compared to UWC students

Even in the informal and formal domains students of both universities hold very similar if not the same attitudes towards English and Afrikaans. English appears to be regarded as important by the majority of all the participants in the education and economic domain, while the language appears to be considered less important in the religious domain than in the other formal domains. Further, English also seems to be important to the students in informal domains, especially in the social domain. Finally, Afrikaans seems to be considered important for around half of the participants in both formal and informal domains, with no significant exceptions to be found.

5.5 Conclusion

The data has revealed that English is the most liked language by all participants, regardless of the L1 or university the participants attend, followed by Afrikaans, and then the indigenous languages of South Africa. Furthermore, it has been found that the participants' L1s play the most important roles in the informal domains and that English plays the most important role in the formal domains of all participants. The next and final chapter will discuss possible reasons for the attitudes reported on in this chapter, as well as link the aims, interests, and outcomes of the current study, briefly summarize the findings, and offer up suggestions for further research to be done.

Chapter 6

Discussion and conclusion

6.1 Summary of key findings

It was found that most of the participants are multilingual, with only 9% of the participants being monolingual English L1 speakers. When it comes to ranking which language the participants use most often, English ranks highest with a significant majority of the participants using it most often, then Afrikaans, then Xhosa, and finally the rest of the South African official languages. Given the prevalent use of English as a lingua franca in South Africa, it comes as no surprise that most of the participants study in English, and that English is liked by almost all of the participants, with only 6% of the participants holding neutral attitudes towards it. Furthermore, it has been found that the participants' L1s play the most important roles in the informal domains and that English plays the most important role in the formal domains of all participants.

The data revealed a correlation between a lack of proficiency in Afrikaans and Xhosa and negative attitudes towards the language, indicating that participants that hold negative attitudes towards a language might do so as a result of an inability to use the language. Xhosa participants were found to dislike Afrikaans more than English, with 23% disliking Afrikaans and 0% disliking English. Further, as mentioned above, the study found that a surprising amount of the participants hold positive attitudes towards Zulu, which could be due to the fact that Zulu is a member of the Nguni languages (Evans, Gauton, Kaschula, Prinsloo, Ramagoshi, and Taljard 2009:5). In addition, it was found that the lack of knowledge and contact with Sepedi, Venda, Tsonga, Sotho, Tswana, Ndebele, and Siswati could be possible reasons for the majority of participants holding neutral attitudes towards these languages. This finding points to the fact that negative or intolerant language attitudes can be modified through exposure to the negatively valued language.

Lastly, no significant differences in the attitudes of US participants and UWC participants towards English, Afrikaans, Xhosa, Zulu, Sepedi, Venda, Tsonga, Sotho, Siswati, Tswana, or Ndebele were found. All participants from both universities like English the most, followed by Afrikaans, then Xhosa, with the remaining nine official languages of South Africa coming in last.

6.2 Possible reasons for the attitudes observed

When analysing the data it was found that almost all participants (92%-95%), hold favourable attitudes towards English, and that a small percentage of all the participants (5%-8%) hold a neutral attitude towards English. Age and gender do not seem to be the reason why participants hold such strong positive attitudes towards English, as the age of the participants ranges from eighteen to fifty-nine years, and both female and male participants were part of the current study. A possible reason for these very positive attitudes towards English could be due to the fact that no one views English as a threat to their own L1 and that no one worries about achieving native-like competence. English is viewed and used as a lingua franca.

The data that tested the domains in which the participants' attitudes manifest indicates that English is almost unanimously considered essential for formal domains such as literacy, education and employment by all participants, and that the majority of participants also find English essential for both formal and information communication and socialisation as 72% of the participants find English important to pass exams; 90% find English important to both read and write; 79% find English important to find a job; 74% find that English is important to earn plenty of money; and 74% of the participants also voted that English is important to speak to others.

As can be expected all Afrikaans L1 participants hold a positive attitude towards Afrikaans, and economic and religious pressures only seem to be reason for liking Afrikaans for approximately half of the Afrikaans L1 participants. Further, most of the English L1 participants (62%) also hold a positive attitude towards Afrikaans. This appears to be partly a result of economic considerations, as more than half of the L1 English participants find Afrikaans important to earn enough money and to get a job. A lack of Afrikaans proficiency at least partly accounts for the 8% of the English L1 participants that hold negative attitudes towards Afrikaans as eight of the eleven participants that hold negative attitudes towards Afrikaans are not proficient in it. Lastly, the English L1 participants that dislike Afrikaans mostly use English or Xhosa to communicate with their immediate family, making language background and cultural background possible reasons for disliking Afrikaans. Similar amounts of Xhosa L1 participants (31%) hold positive attitudes towards Afrikaans, and the majority of the Xhosa L1 participants hold neutral attitudes towards Afrikaans. The fact that 23% of the Xhosa L1 participants hold negative attitudes towards Afrikaans could be attributed to the fact that these participants report that they do not believe that Afrikaans will

get them a job or earn them plenty of money, giving the participants reason to dislike it or be neutral to Afrikaans.

Similarly, the finding that all Xhosa L1 participants hold a positive attitude towards Xhosa can be attributed to social and cultural reasons. These attitudes also have economic roots as 76% of Xhosa participants believe that Xhosa will help one earn enough money and 54% feel being proficient in Xhosa will help them find employment. Furthermore, Xhosa is the only L1 that all L1 speakers liked without any participants being neutral. Xhosa is also liked by 25% of the English L1 participants, and 44% of the Afrikaans L1 participants. No definitive reason was revealed by the collected data why these participants hold the positive attitudes towards Xhosa. The fact that a large number of English L1 participants (65%), and Afrikaans L1 participants (41%) hold neutral attitudes towards Xhosa can be explained by little to no need of these participants to learn Xhosa as they indicate that they use English or Afrikaans for all their communication needs. Further, Xhosa is disliked only by 10% of English L1 participants and 5% of Afrikaans L1 participants, and the data shows that all these participants are not proficient in Xhosa, and use English or Afrikaans only to communicate in informal and formal domains. Interestingly, these participants are also all from mid-level or upper level economic backgrounds

In terms of their attitudes towards South Africa's other official indigenous languages, significant amounts (29%) of the English participants like Zulu, and similar amounts of the Afrikaans L1 participants (23%) also like Zulu. Further, it was also found that the majority (75% and upwards) of L1 English participants, and L1 Afrikaans participants hold neutral attitudes towards Sepedi, Venda, Tsonga, Sotho, Tswana, Ndebele, and Siswati. The fact that the majority of these participants hold neutral attitudes towards these languages appears to be because the participants do not have much knowledge or contact with these languages in both informal and formal domains, although this does not explain the favourable attitudes towards Zulu.

Although Xhosa L1 participants share the largely neutral language attitudes towards Ndebele, Venda, and Tsonga that the other participants hold, Xhosa L1 participants hold slightly different attitudes towards Zulu, Sepedi, Sotho, Tswana, and Siswati. A large amount (62%) of the Xhosa L1 participants stated that they like Zulu and the rest remained neutral. As Zulu and Xhosa both belong to the Nguni languages participants may hold favourable attitudes towards Zulu because they can understand it easily. A significant amount of Xhosa L1

participants also hold positive attitudes towards Sepedi (23%), Sotho (39%), Tswana (38%), and Siswati (38%), which is also a Nguni language.

6.3 Comparison to previous studies

The current study found that English is the most liked language by the participants, followed by Afrikaans, with the rest of the indigenous languages of South Africa ranking the lowest. This same finding was also made by Hilton (2010:127) and by Kamwangamalu (2000:50) during their investigations of multilingual students' language attitudes. Therefore, students from varying universities and times seem to approve and disapprove of the same languages in similar ways. Furthermore, the current study has found that the participants' L1s play the most important roles in the informal domains and that English plays the most important role in the formal domains. This finding is supported by the findings of Dyers (1997), Hilton (2010), Dalvit and de Klerk (2005), and Parmegiani (2008), who also found that language use seems to be domain specific with the L1 mainly being used in the informal domains and English being used almost exclusively in the formal domains. In the current study, English was revealed to play a vital role for participants, especially in the economic domain; as students of all backgrounds reported that they find English to be a language of power and upward social mobility that it is needed to find employment and to earn more money. This finding was also made by Parmegiani (2008), Dyers (1997), Bangeni and Kapp (2007), and Dalvit and de Klerk (2005). Just as Hilton (2010) found in her study, the current study found that English L1 participants hold the most positive attitudes towards their own language in both informal and formal domains.

In their study, Bangeni and Kapp (2007) found that the participants held a strong desire to maintain their L1 accent. The current study found that Xhosa L1 participants hold the strongest desire to maintain their L1 accent, followed by English L1 participants, then Afrikaans L1 participants. Further, Dalvit and de Klerk (2005) found that 50% of their Xhosa L1 participants were proud of their L1 accent and the current study made the same finding with 46% percent of the Xhosa L1 participants liking and being proud of their L1 accent. Finally, the studies conducted by Bangeni and Kapp (2007) and Parmegiani (2008) found that the participants strongly based their identities on their L1, while the current study found that only half of the participants seem to base their identities on their L1, with the exception of Xhosa L1 participants of which most indicate that their L1 accent helps them maintain their identity.

Based on the findings of previous studies and the current study it could be argued that a form of diglossia is manifesting itself among students attending universities in the Western Cape. It seems that students use different languages for different purposes and have been doing so for a while. This indicates that the students believe that using a certain language in a certain situation could help them reach their goals better or sooner, relating to the cognitive component of attitude. Therefore, students display a preference to use, as is the case in the current study, English to study and find employment rather than their L1, and exhibit certain prejudice towards other languages. However, the L1 and other languages students can speak, besides English, are not replaced by English. The languages seem to coexist, with each language being used for a specific purpose. English seems to be the language of communication, especially in the work and academic environment, and the L1 seems to be the language of identification. The fact that the Xhosa L1 participants pay more attention to consciously maintaining their L1 accent and base their identities more strongly on their L1 than the rest of the participants in the current study, could be due to these participants trying to unconsciously resist conforming to other cultures and norms.

Lastly, the fact that only a very small percentage of the students seem to hold negative attitudes towards any language indicates a harmonious coexistence of languages. Furthermore, the fact that most students indicated that it is important to know more than one language; that schools should teach learners more than one or two languages; that signs should be in more than one language; that knowing more than one language does not give anyone problems; that being multilingual is for everyone; and that English, Afrikaans, and the rest of the indigenous South African languages can live together in South Africa shows that the participants do not seem to hold deep prejudices or hate towards any of the languages. The participants seem to embrace their multilingualism and use the languages they know to their advantage.

6.5 Suggestions for further research

To gain a better understanding of language attitudes that South Africans hold, more research needs to be completed on language attitudes in South Africa. I trust that, despite its limitations, this study has made a contribution to the understanding of language attitudes in a multilingual setting. One possible avenue of further research would be to replicate the study using different contexts and locations. A further avenue of research to be followed in future

could be investigating possible reasons for specific language attitudes being held. In addition, more longitudinal studies need to be conducted in order to examine language attitude change.

6.6 Conclusion

The current study has examined multilingual students' language attitudes toward their L1 and other languages at US and UWC as well as possible reasons for these language attitudes and the domains in which these attitudes manifest. Although the current study is too small for the findings to be generalised my hope is that it has made a contribution to the applied linguistic field of sociolinguistics.

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Appendix A

Language attitude questionnaire

1. Do you give consent to participate in this study?
 - Yes
 - No
2. Name and surname
3. Age
4. Year in university
 - 1st year
 - 2nd year
 - 3rd year
 - 4th year
 - 5th year
 - 6th year
 - 7th year
 - 8th year
 - 9th year
 - 10th year
5. Email address
6. Contact number
7. What university do you attend?
 - Stellenbosch University
 - University of the Western Cape
8. Gender
 - Male
 - Female
9. Race
 - White
 - Black
 - Indian
 - Coloured

- Other

10. Socio-economic background

- Upper class (R 30 000 income or more per month)
- Middle class (R 10 000 income or more per month)
- Lower class (less than R 5000 per month)

11. Current socio-economic status

- Upper class (R 30 000 income or more per month)
- Middle class (R 10 000 income or more per month)
- Lower class (less than R 5000 per month)

12. Mother tongue

- English
- Afrikaans
- Xhosa
- Zulu
- Sepedi
- Venda
- Tsonga
- Sotho
- Tswana
- Ndebele
- Siswati
- Other

13. If your mother tongue does not appear on the list above, please specify it in the space given here

14. Which language do you use most often?

- English
- Afrikaans
- Xhosa
- Zulu
- Sepedi
- Venda
- Tsonga
- Sotho
- Tswana

- Ndebele
- Siswati
- Other

15. Which language do you use to study?

- English
- Afrikaans
- Xhosa
- Zulu
- Sepedi
- Venda
- Tsonga
- Sotho
- Tswana
- Ndebele
- Siswati
- Other

16. Do you speak Afrikaans?

- Yes
- No

17. Do you speak English?

- Yes
- No

18. How many languages do you speak?

- 1
- 2
- 3 or more

19. Which languages do you speak?

20. What is your attitude towards each of the following languages?

	I like it very much	I like it	I am neutral	I dislike it	I dislike it very much
English					
Afrikaans					
Xhosa					
Zulu					
Sepedi					

Venda					
Tsonga					
Tswana					
Ndebele					
Siswati					

Part one

Listed below are some of the things people do outside of the university. Please answer each question in terms of whether you do these activities very often, often, sometimes, rarely, or never.

21. *

	Very often	Often	Sometimes	Rarely	Never
Go to a university club					
Go to a church/chapel					
Play sport					
Watch TV					
Read newspapers					
Read books out of university					
Read magazines or comics					
Go to discos					
Part time work					
Play CDs/Listen to music					
Visit relatives					
Do your hobby					
Spend time with men your age					
Spend time with women your age					
Go shopping					
Go walking					
Go to the library					
Do nothing very much					

Part Two

Here are some questions about the languages in which you speak to different people, and the language in which certain people speak to you. Please answer as honestly as possible. There are no right or wrong answers. You can select more than one option.

22. In which language do you speak to the following people?

Father

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

23. Mother

- always in English

- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

24. Lecturers

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu

- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

25. Brothers/Sisters

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga

- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

26. Tutors

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele

- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

27. Friends from university

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English

- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

28. Friends from outside of university

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu

- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

29. Neighbours

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga

- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

30. In which language do the following people speak to you?

Father

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana

- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

31. Mother

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list

- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

32. Lecturers

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa

- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

33. Brothers/Sisters

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda

- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

34. Tutors

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana

- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

35. Friends from university

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

36. Friends from outside of university

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

37. Neighbours

- always in English
- always in Afrikaans

- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

38. In which language do you use the following?

Watching TV/DVDs

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu

- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

39. Church/Chapel

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga

- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

40. Newspapers/Comics/Magazines

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele

- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

41. Music/CDs

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English

- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu
- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

42. Radio

- always in English
- always in Afrikaans
- always in Xhosa
- always in Zulu
- always in Sepedi
- always in Venda
- always in Tsonga
- always in Sotho
- always in Tswana
- always in Ndebele
- always in Siswati
- always in a language not given in this list
- mostly in English
- mostly in Afrikaans
- mostly in Xhosa
- mostly in Zulu

- mostly in Sepedi
- mostly in Venda
- mostly in Tsonga
- mostly in Sotho
- mostly in Tswana
- mostly in Ndebele
- mostly in Siswati
- mostly in a language not given in this list
- sometimes in English
- sometimes in Afrikaans
- sometimes in Xhosa
- sometimes in Zulu
- sometimes in Sepedi
- sometimes in Venda
- sometimes in Tsonga
- sometimes in Sotho
- sometimes in Tswana
- sometimes in Ndebele
- sometimes in Siswati
- sometimes in a language not given in this list

Part Three

43. How important or unimportant do you think your mother tongue is for people to do the following? There are no right or wrong answers.

	Important	A little important	A little unimportant	Unimportant
To make friends				
To earn plenty of money				
Read				
Write				
Watch TV/DVDs				
Become cleverer				
Be liked				
Live in South Africa				
Go to church/chapel				
Sing with others				
Play sport				
Bring up children				
Go shopping				
Make phone calls				
Pass exams				
Be accepted in the community				
Talk to friends in				

university				
Talk to lecturers in university				
Talk to people outside of university				

44. How important or unimportant do you think the English language is for people to do the following?

There are no right or wrong answers.

	Important	A little important	A little unimportant	Unimportant
To make friends				
To earn plenty of money				
Read				
Write				
Watch TV/DVDs				
Become cleverer				
Be liked				
Live in South Africa				
Go to church/chapel				
Sing with others				
Play sport				
Bring up children				
Go shopping				
Make phone calls				
Pass exams				
Be accepted in the community				
Talk to friends in university				
Talk to lecturers in university				
Talk to people outside of university				

45. How important or unimportant do you think the Afrikaans language is for people to do the following?

There are no right or wrong answers.

	Important	A little important	A little unimportant	Unimportant
To make friends				
To earn plenty of money				
Read				
Write				
Watch TV/DVDs				
Become cleverer				
Be liked				
Live in South Africa				
Go to church/chapel				
Sing with others				
Play sport				
Bring up children				

Go shopping				
Make phone calls				
Pass exams				
Be accepted in the community				
Talk to friends in university				
Talk to lecturers in university				
Talk to people outside of university				

Part Four

46. Please say whether you agree or disagree with these statements. There are no right or wrong answers. Please be as honest as possible.

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
I like hearing my mother tongue spoken					
I prefer to watch TV in English than my mother tongue					
My mother tongue should be taught to all pupils in South Africa					
It's a waste of time to keep my mother alive					
My mother tongue is a difficult language to learn					
I like speaking my mother tongue					
There are more useful languages to learn than my mother tongue					
I'm likely to use my mother tongue as an adult					
My mother tongue is a language worth learning					
My mother tongue has no place in the modern world					
My mother tongue will disappear as everyone in South Africa can speak English					
My mother tongue is essential to take part fully in South African life					
We need to preserve my mother tongue					
Children should not be made to learn my mother tongue					

I would like my mother tongue to take over from the English language in South Africa					
It's hard to study science in my mother tongue					
You are considered a lower class person if you speak my mother tongue					
I prefer to be taught in my mother tongue					
As an adult, I would like to marry a speaker of my mother tongue					
If I have children, I would like them to be speakers of my mother tongue					
I prefer to watch TV in Afrikaans than my mother tongue					
I would like my mother tongue to take over from the Afrikaans language in South Africa					
I consciously maintain my mother tongue accent when speaking other languages					
I do not like my mother tongue accent					
My mother tongue accent helps me to maintain my identity					
My mother tongue accent keeps me from fitting in					

Part Five

Here are some statements about English, Afrikaans, and your mother tongue.

Please say whether you agree or disagree with these statements. There are no right or wrong answers. Please be as honest as possible.

47. It is important to be able to speak English, Afrikaans, and your mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

48. To speak one language in South Africa is all that is needed.

	1	2	3	4	5	
strongly agree						strongly disagree

49. Knowing English, Afrikaans, and your mother tongue makes people more intelligent.

	1	2	3	4	5	
strongly agree						strongly disagree

50. Children get confused when learning English, Afrikaans, and your mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

51. Speaking more than one language helps to get a job.

	1	2	3	4	5	
strongly agree						strongly disagree

52. Being able to write in English, Afrikaans and your mother tongue is important.

	1	2	3	4	5	
strongly agree						strongly disagree

53. All schools in South Africa should teach pupils to speak in English, Afrikaans, and their mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

54. Road signs should be in English, Afrikaans, and your mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

55. Speaking two or more languages is not difficult.

	1	2	3	4	5	
strongly agree						strongly disagree

56. Knowing English, Afrikaans, and your mother tongue gives people problems.

	1	2	3	4	5	
strongly agree						strongly disagree

57. I feel sorry for people who cannot speak English, Afrikaans, and my mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

58. Children in South Africa should learn to read in English, Afrikaans, and in their mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

59. People know more if they speak English, Afrikaans, and their mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

60. People who speak English, Afrikaans, and their mother tongue can have more friends than those who speak one language.

	1	2	3	4	5	
strongly agree						strongly disagree

61. Speaking English, Afrikaans, and your mother tongue is more for older than young people.

	1	2	3	4	5	
strongly agree						strongly disagree

62. Speaking English, Afrikaans, and my mother tongue helps people to get a promotion in their job.

	1	2	3	4	5	
strongly agree						strongly disagree

63. Young children learn to speak more than one language at the same time with ease.

	1	2	3	4	5	
strongly agree						strongly disagree

64. English, Afrikaans, and my mother tongue should be important in South Africa.

	1	2	3	4	5	
strongly agree						strongly disagree

65. People can earn more money if they speak English, Afrikaans, and their mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

66. I would not like English or Afrikaans to take over from my mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

67. I would like to be considered a speaker of English, Afrikaans, and my mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

68. All people in South Africa should speak English, Afrikaans, and my mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

69. If I have children, I would want them to speak English, Afrikaans, and my mother tongue.

	1	2	3	4	5	
strongly agree						strongly disagree

70. English, Afrikaans, and my mother tongue can live together in South Africa.

	1	2	3	4	5	
strongly agree						strongly disagree

71. People only need to know one language.

	1	2	3	4	5	
strongly agree						strongly disagree

End

Thank you for participating in this study.