

**THE EFFECTS OF MULTILINGUALISM ON MOTHER TONGUE
ACQUISITION**

by

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THE EFFECTS OF MULTILINGUALISM ON MOTHER TONGUE ACQUISITION

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



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ABSTRACT

Multilingualism is the norm in most urban areas of South Africa. This study aims to discover the perceptions of young adults towards their mother tongue due to being exposed to multiple languages in their daily environment at a very young age. The study further investigates whether young adults acquire their mother tongue whilst growing up in an environment that has multiple languages. It also seeks to determine the role that parents play in the acquisition of mother tongue by their children.

Literature was reviewed in order to explain and understand the standing of African languages in South Africa. This study is guided by the theories of first language development and acquisition and Cummins' concepts of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) theories.

The study employed a mixed-method approach. Empirical data was collected by means of questionnaires and semi-structured interviews from young adults and parents. Data collected was analysed by a statistician using categorical data analysis. The researcher used graphs to present findings from analysed data.

Findings from the empirical data show that young adults who grew up in a multilingual environment acquire more than one language. Parents also play a role in nurturing the acquisition of the mother tongue.

Key terms:

Acculturation, bilingualism, language, language acquisition, mother tongue, multilingualism, perceptions, second language, urban area

ISIFINGQO SOCWANINGO

Ubuliminingi yisimo esijwayelike kakhulu ezindaweni zasemadolobheni zalapha eNingizimu Afrika. Lolu cwaningo luhlose ukuthola izimvo zabantu abasebasha mayelana nolimi lwabo lwebele njengoba kulesi sikhathi samanje bedibana nesimo lapho behlangana khona nabantu abakhuluma izilimi ezahlukene. Lolu cwaningo luhlose futhi nokubheka iqhaza elibanjwe abazali ekufundiseni abantwana babo ulimi lwabo lebele.

Kulolu cwaningo kusetshenziswe ongoti abahlukene ukuze kuchazwe futhi kuqondisiswe ukuthi zime kuphi izilimi zendabuko zaseNingizimu Afrika.

Lolu cwaningo lusebenzise izindlela zokucwaninga eziningi. Ulwazi locwaningo luqoqwe ngokusebenzisa amapheshana emibuzo, kanye nezingxoxo ezingahleliwe ezenziwe kubazali nakubantu abasha. Ulwazi locwaningo luhlaziywe umhlaziyi wezinombolo esebenzisa uhlaziyo lwezigaba zocwaningo ezahlukene.

Okutholakele ekuhlaziyweni kolwazi kuveze ukuthi abantu abasha abakhulele lapho okukhulunywa khona izilimi ezahlukene bazuza ulwazi lwalezo zilimi bagcine sebekwazi ukukhuluma nezinye izilimi okungezona ezabo. Kuvelile nokuthi nabazali bayaqinisekisa ukuthi abantwana babo bayalufunda ulimi lwabo lwebele.

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This chapter aims to introduce the study. The chapter outlines the background of the study, research aims and objectives, statement of the research problem, research questions, the significance of the study, definitions of terms, and theoretical framework. This chapter also presents the research methodology, the limitations of the study, scope and outline of the study and finally the conclusion.

1.2 BACKGROUND

This research is grounded on the complex - seemingly easy but in fact difficult - multilingual acquisition scenario in South Africa. South Africa, being a multilingual and multicultural country recognises eleven official languages. The Constitution of South Africa, Act 108 of 1996, Chapter 1 Section 6, lists the official languages as isiZulu, siSwati, Sepedi, Sesotho, Xitsonga, Tshivenda, Setswana, isiNdebele, isiXhosa, English and Afrikaans. These eleven official languages are protected and promoted by the Constitution of South Africa, especially those that were marginalised during the apartheid rule. The Pan South African Board is a body that was established by the government of South Africa to monitor and make provision for the promotion and protection of these eleven official languages. According to Edwards *et al.* (2006:140),

in South Africa, as indeed in other African countries, English is a minority language. Nonetheless, its use as the medium of instruction is defended not only by the small proportion of the population who speak it fluently, but also by the majority who continue to use only local and regional languages in their everyday lives.

The government of South Africa has the mammoth task of trying to change the mindset of black South Africans with their view of their indigenous languages as being inferior, or the fact that they view being fluent in English as being a priority.

Before 1994, black South Africans were segregated according to ethnicity and languages, especially in urban areas. This was a deliberate strategy by the apartheid regime of the time to make it easier to divide and rule the masses. This practice of segregation was not confined to Blacks only but also applied to other racial groups, hence the 1950 Group Areas Act, No 4. This act was meant to be employed all over South Africa for all racial groups (Mesthrie 2009:177). Group areas were created "for the exclusive ownership and occupation of a designated group" (Christopher 1994:105). It further became "a criminal offence for a member of one racial group to reside on or own land in an area set aside by proclamation for another race" (Dyzenhaus 1991:71). This act was later replaced by the Group Areas Act of 1957 (Dyzenhaus 1991:79; the Natives Urban Areas Amendment Act of 1957), and eventually repealed (along with many other discriminatory laws) on 30 June 1991 by the Abolition of Racially Based Land Measures Act, No. 108 of 1991.

According to du Plessis (2000:96), South Africa during that period consisted of four provinces, namely the Cape, Orange Free State, Natal and Transvaal and also the Bantustans. English and Afrikaans were the official languages. Bantustans, according to Richardson (1978:185) were the South African government's way of grouping blacks into territories according to tribal group. These territories were strategically placed far from urban areas (Richardson 1978:186). Richardson (1978:188) further states that "the government has attempted to transfer by legislation fiat the citizenship of Africans to the Bantustan of their government-designated tribal affiliation, a strategy developed to force Africans into bantustans". The Bantustans were divided according to different ethnic groups and languages, namely: Venda for Tshivenda speakers, Bophuthatswana for Setswana speakers, and so forth.

In townships such as Soshanguve, Atteridgeville and Soweto, people were placed according to their ethnic group, for example, in Soshanguve, Zulu speakers were placed in block G, Venda speakers were placed in block L, Northern Sotho

speakers in block K, Tsonga speakers in block H and so on. In those areas there were schools that catered for each language group. There was, however, a free association among the groups and the social discrimination for which the apartheid government had hoped never really materialised. If anything, it provided a good platform for an emergence of African language multilingual societies. The interaction between people of different language groups brought about a generation of children who speak more than one language. According to Malemabe (1990:10), Pretoria-Sotho or Sepitori is a language that comprises of features of several languages, such as Setswana, Sepedi, IsiZulu, English and Afrikaans. She further asserts that this language is spoken in townships like Atteridgeville, Mamelodi and Soshanguve (Malemabe 1990:11). The interaction of the above-mentioned languages in those areas encouraged the use and growth of Sepitori.

In 1994, after the first democratic elections in South Africa, the new democratic constitution was drawn up after the multi-party negotiations. As a result, the old delimitation of the provinces was abandoned and hence, the nine present provinces, namely: Gauteng, Mpumalanga, Eastern Cape, Northern Cape, Western Cape, KwaZulu-Natal, Free State, Northern Province, and North West exist currently. These provinces were not arranged according to language and ethnicity. This is indicated by Du Plessis (2000:97), who states that “language and ethnicity were rejected as criteria. Reorganising the country along linguistic lines would have been seen as a re-invention of the apartheid past.”

After the abolishment of the Group Areas Act of 1950 (Act no. 41 of 1950) in 1991, it was easy for black pupils to be admitted into model C schools. Many parents took their children to these schools believing that they would get a better education in schools that had better facilities for teaching and learning compared to the ones that were under-resourced in the townships.

According to Marivate (1992) and Webb (1994; 1995a), as quoted by Finlayson and Madiba (2002:45), speakers of the indigenous languages do not see the importance of using indigenous languages in education. This is evident in parents who send their children to multiracial schools that teach only Afrikaans and English languages as home languages and the other subjects are taught in either

English or Afrikaans depending on the choice and preference of the parent. This is reiterated by Edwards and Pritchard Newcombe (2006:140), who say that “fluency in an international lingua franca is associated with ‘being educated’, a prerequisite for upward social mobility...”. This is echoed by Rindstedt (2000), as quoted by Burck (2005:14), “parents are also influenced by ideas that their children need to be fluent in the dominant language to be successful”. Black pupils abandon their indigenous languages (mother tongue) for English and Afrikaans. This abandoning of indigenous languages is encouraged by their parents who believe that their children are better off if they master the so-called language of the world, which is English.

1.3 STATEMENT OF THE RESEARCH PROBLEM

Multilingualism is the norm in most societies in South Africa, especially in urban areas where there is a mixture of different language groups staying together in the same area. The use of mother tongue has declined in the urban areas of South Africa among young adults, especially in tertiary institutions. There is a general move towards the use of English by young adults. This is reiterated by Kamwangamalu (2003:225), in his study on language shift from majority African languages such as Sesotho, isiXhosa, and isiZulu to English in South Africa.

In their article, Makoe and McKinney (2014:664) further commented about the status of isiZulu in a school where isiZulu as a home language is not taken seriously,

What is most striking here is how Zulu, the home language of most learners, is positioned. Constructions such as ‘a little bit of Zulu’ and ‘Zulu a third language of choice’ showing its status in the hierarchy of languages, mediate everyday practice at this school. Through these discourses, we learn that Zulu is not as valued a resource as English, or even Afrikaans. In other words, the dominant meanings of English as the language of power and Afrikaans as the second best inevitably contribute to the disadvantage position of Zulu as a language without power.

Most studies that the researcher has come across investigate the acquisition of an additional language and its benefits as opposed to the other way around. This research study, as the title implies, aims to highlight the effects of acquiring multiple languages at the same time as a result of being exposed to them, and also intends to highlight problems, if there are any, in acquiring multiple languages at the same time. Furthermore, the study aims to highlight the stance of young adults and parents towards mother tongue acquisition. Lastly, the aim is to establish the perceptions of young adults towards their mother tongue and suggest solutions to the abovementioned problems.

1.4 RESEARCH AIM AND OBJECTIVES

The main aim of the research is to determine the perceptions of young adults towards their mother tongue due to being exposed to many different languages at a very young age in the environment that they are in.

The objectives of the study are as follows:

- to discover the perceptions of young adults towards mother tongue.
- to identify the context in which young adults use their mother tongue within the multilingual setting.
- to distinguish the role of parents in mother tongue acquisition.
- to identify the effects of multilingualism on mother tongue acquisition.
- to discover the perceptions of young adults towards mother tongue.

1.5 RESEARCH QUESTIONS

In discovering the effects of multilingualism and perceptions of young adults towards their mother tongue in a multilingual setting, the following research questions are investigated:

1. What are the effects of multilingualism on mother tongue acquisition?
2. Where do young adults use their mother tongue?

3. What are the perceptions of young adults towards mother tongue?
4. Do parents encourage their children to learn their mother tongue?
5. What role do parents play in their children's mother tongue acquisition?

1.6 SIGNIFICANCE OF THE STUDY

This study focuses on the effect multilingualism has on the acquisition of mother tongue by young adults who grew up in a linguistically heterogeneous urban environment. The study contributes to literature that deals with first language acquisition by children who are exposed to the ecology of other languages in a school setting. The study also tests Cummins' theory that a child who does not fully master his/her mother tongue will not be able to adequately use a second language. Many studies examine the importance of mother tongue acquisition and the positive impact of mother tongue as a language of teaching and learning. Studies conducted by researchers such as Cummins (1979), Skuttnabb-Kangas (1981), Heugh (2000) and others, found that mother tongue has a positive effect on the cognitive growth of a child.

This study is grounded on Cummins' theories of BICS (Basic interpersonal communication skills) and CALP (Cognitive academic language proficiency), which suggest that it is important for a child to acquire his/her mother tongue first because it will be easier to acquire the second language, which is used for teaching and learning in most schools in South Africa. BICS, on the other hand, is the language that the child uses for basic interpersonal communication in an informal setting, for example, at home with the mother or caregiver; this is normally the mother tongue of the child. The study also looks at theories of first language acquisition and development. This will be used in order to establish how first language is acquired by children. Hopefully the study will help language policy makers understand the importance of maintaining, protecting and promoting all African languages. This can be achieved by understanding and studying the language attitudes of the youth, that have been exposed to the multilingual context in South Africa. As mentioned earlier, the study therefore explores the effect that multilingualism has on mother tongue acquisition.

1.7 DEFINITION OF TERMS

Definitions of terms and concepts used in this research study are given in order for the reader to understand the intention of the research.

Multilingualism is the ability to communicate in different languages; speaking or writing different languages well.

Language, according to the New English Usage Dictionary (2001:463), is human speech; expression of thoughts/emotions so that others can understand the style of expression; symbols/gestures to express meaning. De Wet (1995:95) defines language as “a system of symbols that enables people to communicate with each other”.

Mother tongue, according to Tulasiewicz and Adams (1998:3), is the “language that is first acquired by the child”. It is the language that children acquire from their parents. Skutnabb-Kangas (1981:15) defines mother tongue as the language through which one acquires the norms and value-systems of one’s own group.

Language acquisition, according to Wikipedia, is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.

Language policy as defined by Orman (2008:39), is “the formulation of laws, regulations and official positions regarding language usage and the allocation of linguistic resources by some government or other political organisation.”

Perceptions are defined as the interpretation of stimuli into meaningful information on the basis of experience (Pickens, 2015:52).

Urban area, according to Breckenkamp et al (2017: 19) is “the densely populated area containing the city proper, suburbs and the continuously settled commuter areas”.

1.8 THEORETICAL FRAMEWORK

The study is informed by the sociolinguistic approach and framework. To clarify the framework and the premise from which this study operates, the researcher will draw on the theories of first language development and acquisition, and Cummins' theories. Cummins (2000a:13) distinguishes between two levels of communicative competence. There is the Basic Interpersonal Communicative Skills (BICS) theory and the Cognitive Academic Language Proficiency (CALP) theory. BICS are the listening and speaking skills that are acquired promptly by the child. BICS occur naturally within a given context. CALP on the other hand, occurs in the academic situation; it is required in the higher order thinking skills. It takes two to three years of being engrossed in a language to acquire BICS and a further six to seven years to acquire CALP. Cummins believes that in the course of learning one language, a child acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language.

Cummins is of the view that a child's first language is a good foundation for second language acquisition. A voluminous body of literature has emerged that concurs with Cummins' assertion that children's mother tongue is a strong predictor of their second language development and that children who speak more than one language perform better in school when the school effectively teaches the mother tongue and, where appropriate, develops literacy in that language. In the same vein, Burck (2005:15) indicates that many studies have revealed that there are benefits for children speaking more than one language. Burck (2005:16) further asserts that children with several languages learn that distinctions are drawn within different languages and that some concepts are untranslatable.

Alidou *et al.* (2006:13) state that

in multilingual settings, the question of both medium of instruction (Mol) and subject of instruction (Sol) is crucial if Africa is to achieve development. In the multilingual approach, both the relevant local language (mother tongue or lingua francae) and the official/foreign language must have their appropriate place and methods of teaching. The creative potential of

Africans for modern science and technology is currently thwarted by language barrier.

Alidou, like Cummins, also highlights the benefits of promoting mother tongue as well as the dominant language (which in the case of South Africa is English) in order for pupils to develop academically.

The study argues that when a child's mother tongue is discouraged and its development is not nourished, a child's personal and conceptual foundation for learning is undermined. Exposure to a second language without the strengthening of the mother tongue can result in poor performance in academic language as advocated by Cummins. Cummins (2001:18) further asserts that mother tongue promotion in the school helps develop not only the mother tongue but also children's abilities in the majority language. In the case of South Africa, it is English that will be strengthened.

Simultaneous acquisition of more than one language is often the case in South Africa. This is due to being exposed to more than one language at a time. Children grow up being looked after by caregivers; you find that the caregiver communicates to the child in a different language from the one that the parents use. This causes the child to pick up that language and when that child goes to a day-care centre, he/she will be exposed to other languages - in most cases it will be English - and languages that are spoken by other children. When the children reach school, they lose their mother tongue because they are exposed to English for the most part of the day.

In addition to Cummins' distinction of BICS and CALP, this study will also rely on theories of first language acquisition and Schumann's (1986) acculturation model. According to theories of first language acquisition, a child acquires language naturally by being exposed to it. Language will develop and strengthen as the child grows in that language environment. This study interrogated the effects that being exposed in an environment that has multiple languages, has on the acquisition of mother tongue. Cummins' theories of BICS and CALP are used to understand the stage at which children acquire their first language and when they acquire other languages such as English. These theories will be dealt with in more detail in Chapter 2.

1.9 RESEARCH DESIGN AND METHODOLOGY

1.9.1 Research design

MacMillan and Schumacher (2014:28) state that

a research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. In other words, the research design indicates the general plan: how the research is set up, what happens to the subjects, and what methods of data collection are used.

According to MacMillan and Schumacher (2014:28), research design can be categorised into four major categories, they are quantitative, qualitative, mixed methods and analytic. This study will use a mixed methods research design. The researcher chose a mixed methods design because some of the research questions will be answered comprehensively using both quantitative and qualitative methods. Qualitative and quantitative methods are used jointly in a research study in order for one method to complement the other. This will be discussed in detail in Chapter 3.

1.9.2 Research method

Mixed methods research design, according to McMillan and Schumacher (2014:33), is a method which incorporates both qualitative and quantitative approaches, this they believe will allow the research to yield reliable and complete results. This research study will use a mixed methods design because the study entails discovering the effects of multilingualism on mother tongue acquisition and young adults' attitudes towards mother tongue as well as how this affects their world view and the perceptions of parents towards mother tongue. Subsequently, both questionnaires and focus group interviews will be employed in the data collection exercise. According to McMillan and Schumacher (2006:28), "an

important advantage of mixed-method studies is that they can show the results (quantitative) and explain why they were obtained (qualitative)”.

The researcher administered questionnaires to young adults and that was followed up with focus group interviews. The same modus operandi followed with parents. Questionnaires were also administered in order to assess and answer the research questions.

The researcher gathered data from young adults by means of questionnaires and followed up with semi-structured interviews with some participants who were selected as respondents of the questionnaires. Parents completed questionnaires only. The questionnaires were structured in a way that they had closed and open-ended questions that were presented quantitatively and explained qualitatively.

1.9.3 Participants

The participants in this research consisted of young adults who are between the ages of 18-35 and parents. The young adults were chosen specifically because they were able to reflect on their attitudes towards their mother tongue. The researcher felt that they are the best candidates to address the research objectives because by that age they are in a position to reflect on the state of their mother tongue proficiency. The researcher chose to gather data from young adults who are African language speakers because the research sought to investigate the effects of multilingualism on mother tongue acquisition and this occurrence is experienced mostly by African children because they are exposed to multiple languages at a very young age and they are the ones who are mostly multilingual. These young adults helped the researcher in addressing some of the research questions. The parents addressed the question of support/lack of support of their children in acquiring their mother tongue.

1.9.4 Sampling

The type of sampling that is used in this research is nonprobability sampling. In nonprobability sampling, according to McMillan and Schumacher (2014:150), there is no random selection from a population, the research uses subjects who

are accessible and who represent certain characteristics. McMillan and Schumacher (2014:151) distinguish between three types of nonprobability sampling, namely convenience sampling, purposeful sampling and quota sampling. For this research, the researcher used purposeful sampling. Tonkiss (2004:199) refers to purposive sampling as sampling where participants are chosen on the basis of having a relation to the research topic. Purposeful sampling is used because the researcher sampled young adults who grew up in an urban area where the society is vastly multilingual, multicultural and multiracial.

1.9.5 Research instruments

Semi-structured interviews and questionnaires were used in order to assist the researcher in gathering data that was used to answer the research questions. The semi-structured interviews gave the respondents an opportunity to respond freely and give their opinions on the questions asked by the researcher, and they also allowed the interview to flow in a direction that was relevant to the study as the interview progressed.

Questionnaires were another form of data gathering that was used by the researcher. There is a level of anonymity in questionnaires, therefore, people are more honest in their responses. Questionnaires were distributed to parents and young adults to complete.

1.9.6 Data coding

The researcher coded the data collected. Data coding, according to McMillan and Schumacher (2014: 398), begins with the identification of small pieces of data that stand alone. McMillan and Schumacher (2014:398) refer to these small pieces of data as segments, which are analysed to come up with codes. McMillan and Schumacher (2014:399) define a code as “a name or a phrase that is used to provide meaning to the segment”. Segments of data were labelled into codes that enabled the researcher to analyse and interpret the data collected.

1.9.7 Data analysis

McMillan and Schumacher (2014:395) refer to qualitative data analysis as being "...primarily an inductive process of organising data into categories and identifying patterns and relationships among the categories". This process of data analysis starts with collected data being transcribed and segments of data being labelled into codes before it can be analysed. The researcher transcribed data collected by means of voice recorders and notes taken during interviews after that data were interpreted in order to answer the research questions. Data collected via questionnaires were presented statistically by means of graphs and narrative.

1.9.8 Ethical and procedural considerations

The researcher applied for ethical clearance from the university. The participants signed an informed consent letter. The researcher explained the purpose and the benefits of the research to the participants. They were made aware that an audio recorder would be used in order to assist the researcher in getting all their responses from the interview. The participants were notified that the information that is gathered from them will be treated with the utmost confidentiality and that they can pull out from the research if at any time they do not feel comfortable with the line of questioning. The participants remained anonymous.

1.10 LIMITATIONS OF THE STUDY

The study limited itself to the investigation of the effects of multilingualism on mother tongue acquisition and the perceptions of young adults towards their mother tongue. It is expected that this study will shed light on the level of use of mother tongue by young adults who are in a linguistically heterogeneous and urban environment. This study further explored the role that parents play in the language position of their children.

The study did not look at the impact of being multilingual, the benefits and other factors, but rather the level at which the children acquire their mother tongue when

they are exposed to many different languages at the same time at a critical age where language acquisition is at its optimum.

1.11 SCOPE AND OUTLINE OF THE STUDY

The content of the dissertation is as follows:

Chapter 1: Presents the background and introduction of the study, aims and objectives, statement of the research problem, research questions, significance of the study, definition of terms, theoretical framework, research methodology and the scope and outline of the study.

Chapter 2: Contains a detailed literature review, which looks at theories of first language acquisition, theories of language development, factors that play a role in first language acquisition and a theoretical framework.

Chapter 3: Includes the research design and methodology. This chapter covers aspects such as research method, participants, sampling, research instruments, data coding, data analysis, validity, reliability and ethical considerations.

Chapter 4: Presents and analyses data collected from interviews and questionnaires.

Chapter 5: Contains the summary of the findings and recommendations.

1.12 CONCLUSION

This chapter presented the introduction, background of the study, the statement of the research problem, research aims and objectives, significance of the study, definitions of terms, theoretical framework, research design and methodology, limitations of the study and the scope and outline of the study. This study seeks to investigate the effects of multilingualism on mother tongue acquisition of young adults who grew up in a multilingual and multicultural environment.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

In the first chapter, the background and the context of the study were outlined and explained. Therefore, this chapter examines research studies undertaken by other scholars who have researched language acquisition and multilingualism, that are relevant to this study. The main aim of the study is to determine the effects of multilingualism on mother tongue acquisition within the South African context in urban areas. The researcher therefore discusses bilingualism, multilingualism and mother tongue according to different theorists. Theories of first language development and language acquisition were discussed in order to understand how language develops from birth. A literature review contributes towards this research and makes the researcher aware of the body of literature that is available, and also assists the researcher in meeting the research objectives of the study. Schumann's acculturation model as mentioned earlier is also deliberated upon. Theories of second language acquisition are discussed in order to understand how a new language affects the first language.

In South Africa, especially in the urban areas, there are diverse speech communities with different cultures interacting with one another. This is what is termed in Language Planning and Policy, ecologies of languages. Children in these communities tend to acquire a different language from that of their parents. South Africa is a multilingual and multicultural country, therefore, young children who are on the verge of learning a new language find that they must grapple with multiple languages in their heterogeneous speech communities. A child whose parents come from different language backgrounds and cultures will grow up being exposed to those different languages because of interacting in most cases with relatives and care givers and will therefore converse in two different languages. In this instance, timing is important because according to research, the timing of the introduction of the second language affects the permanency of

the first language. If the child's first language is not given enough time to be mastered, then it will be lost to the second language. According to research, when a child learns more than one language at the same time, both languages suffer. This happens because the first language needs to be strengthened first before the second language is introduced. This is attested to by Cummins (2001:19), when he states that children can lose their ability to communicate in their mother tongue within two-three years of starting school. This loss of language occurs as a result of not using their language (mother tongue). Children learn a language in a rapid manner, consequently, when they are exposed to the second language before they master the first language that first language suffers if it is not used constantly. Cummins (2001:19) believes that a child's mother tongue is fragile and can be lost easily in the early school years if not used regularly. This is also attested to by Turner (1997:140), who states that the lack of use of the first language (mother tongue) weakens as the new language takes over. This is often the case in South Africa especially in urban areas where you find that the parents have to go to work and the child goes to crèche at a very young age before he/she has acquired 'basic interpersonal communication skills' (BICS) (Cummins, 2000a). Cummins asserts that basic interpersonal communication skills occur naturally within a given context. For a child to learn the first language effectively they need to interact in that language and be exposed to it.

Turner (1997:140) suggests that the loss of the first language is likely to happen if the new language is viewed as politically dominant and important. This is also reiterated by Taylor and Coetzee (2013:3), who believe that English is widely perceived to be the language of upward mobility and this leads to a preference for instruction in English from as early as possible. In South Africa, English is seen as the most important language and is associated with acquisition of greater wealth, power or status. Most parents encourage their children to communicate in English frequently for them to be fluent in it, and they often communicate with them in English at home. Skutnabb-Kangas (1981:79) also attests to the fact that parents encourage their children to learn English at the expense of their mother tongue, because they want them to get a better education and economic prospects than they themselves did (parents).

Skutnabb-Kangas (1981:18) defines mother tongue using four different criteria. The four criteria are origin, competence, function and attitudes. Origin, according to Skutnabb-Kangas (1981:14), refers to the language that the child first acquires from the mother or any person that takes care of the child. Competence is another criterion that Skutnabb-Kangas (1981:14) uses to define mother tongue; mother tongue is defined as the language that a person knows best. Skutnabb-Kangas further defines mother tongue according to function. This criteria Skutnabb-Kangas refers to as being sociolinguistically oriented, meaning that mother tongue can be defined as the language that one uses the most in his or her life. The last criterion that Skutnabb-Kangas (1981:15) uses in defining mother tongue is attitude. In the definition, identity is the main variable. Skutnabb-Kangas (1981) defines mother tongue as the language that one identifies with.

Mother tongue, according to Skutnabb-Kangas (1981:15), is the language through which one acquires the norms and values systems of one's own group. Skutnabb-Kangas further looks at mother tongue at different levels according to different criteria. These criteria can be observed in a society that is multilingual, for instance, in a country like South Africa, you find that the parents are of different language groups. The child in that situation will have two different mother tongues as observed by Skutnabb-Kangas (1981:20). The mother will communicate with the child using her mother tongue and the father will communicate with the child using his mother tongue, therefore that child will grow up being fluent in both languages as a result of being exposed to them from birth.

In this dissertation, the definition that will be used is the one of origin, which refers to mother tongue as the language that a child acquires from birth by being exposed to that particular language.

2.2 FIRST LANGUAGE ACQUISITION

It is found that children as young as three days can hear and distinguish their mother's voice. Babies recognise the speech sounds of their primary caregivers, which in most cases is the mother. Children are born with the ability to produce speech sounds. Trevarthen (1984:11) believes that babies as young as two-

months-old show signs of being able to communicate with their mothers by showing signs of pleasure at recognition of their mothers' gestures, vocalisation and speech-like movements of the mouth. This is also attested to by De Witt (1995:97) who believes that children possess non-verbal language long before they acquire verbal language. Mehler *et al.* (1988:177) concluded their investigation by asserting that new born babies have the ability to differentiate words or sounds from their first language to that of another language. This indicates that language can be acquired as early as a child is exposed to the language environment. Language acquisition takes place at different stages of a child's development.

2.2.1 The stages of language acquisition

Crain and Lillo-Martin (1999:25) outline the stages of language development. They point out that the timing of the stages varies by several months from child to child.

Language acquisition occurs very rapidly in very young children. Crain and Lillo-Martin (1999:8) state that all the complexities of language are mastered by children before they begin school, by the age of three or four. Children as young as three or four have already acquired language but that language is diluted when a child starts going to crèche because that is where children from different language groups come together and each child learns the others' language or even worse they learn a new language, which could potentially be English. This occurs in children who attend crèches that use English as a language of teaching and learning.

The stages of language development, according to Crain and Lillo-Martin (1999:25), are as follows:

- (a) First few months:** Children cry, and coo and they begin to babble certain sounds. Babies utter sounds that have no meaning attached.
- (b) At approximately six to ten months:** At this stage, children will have a varied babbling. They babble varied syllables, which they repeat over and

over. Crain and Lillo-Martin (1999:26) note that the babbling seems to be the same in all language environments. This shows that babbling is an internal behaviour, not a response to external stimulation. At about ten months, babbling changes according to different linguistic communities. Manyike (2007:19) points out that children explore the ability of their vocal organs and they discover that they can make loud and soft noises. At this stage babies seem to be just making noises that are unintentional.

- (c) At approximately one year:** The child begins to produce his/her first words at this stage. The words that they mostly produce are from the immediate environment. This is when a child imitates or copies the words that are uttered by people around him/her.
- (d) At approximately one and a half years:** Children start to put two single words together at this stage. Children start to comprehend the meanings of words. At this stage vocabulary is increasing quickly (Crain & Lillo-Martin, 1999:27).
- (e) Approximately two years:** At this stage, according to Manyike (2007:20), children tune into the unique structural properties of the language they hear around them, but they often come up with creative utterances like “all gone milk”. The child produces single word utterances, like naming objects and they also produce two and three word “sentences” that consist mainly of combinations of nouns and verbs (Manyike, 2007:21). Children at this stage seem to understand what they are saying but they only concentrate on what they want to say rather than on the rules of the language.
- (f) Approximately two and a half to three years:** During this stage, according to Crain and Lillo-Martin (1999:29), the child acquires grammatical devices, such as determiners, pronouns, the progressive ending “-ing” and the past tense. The child in this stage is able to form simple sentences that have verb forms that are incorrect. Crain and Lillo-Martin (1999:29) observe that children form generalisations based on the input that they receive. Children, according to Crain and Lillo-Martin (1999:29), continue to learn grammatical morphemes over several stages, but the order in which they acquire them is extraordinarily consistent for different children.

- (g) Approximately three to three and a half years:** At this stage, children continue to acquire auxiliary verbs, prepositions and other grammatical morphemes (Crain & Lillo-Martin, 1999:30).
- (h) Approximately three and a half to four years:** At this stage, children start to use multi-clause sentences, such as relative clauses, complement clauses, and conjoined clauses (Crain & Lillo-Martin, 1999:31).
- (i) Approximately four to five years:** Crain and Lillo-Martin (1999:31) observe that children at this stage engage in more social conversations with peers, and they also begin to learn some metalinguistic abilities such as defining words and correcting their own grammatical errors.
- (j) After five:** After the age of five, children's language continues to develop. According to Crain and Lillo-Martin (1999:31), at this stage, the basics of grammar are acquired. They also assert that vocabulary during the age period of five to ten years continues to increase, but at a slower rate. This shows that language development does not stop at a certain age, it just slows down and it depends on the environment as to whether it continues to grow/increase or stop.

The stages of language acquisition of complex constructions are consistent with English speaking children although it may differ with other languages (Manyike, 2007: 21). Stages of language development occur in all languages; it does not matter whether they are English or African languages. At first children break the rules of language structure but as they grow older, they learn to correct the tendency of over-generalising the rules of the language. At this stage, when children correct their incorrect use of the language, they need to be exposed to that particular language. However, this correcting will not occur if the child abandons the use of that particular language. Crain and Lillo-Martin (1999:32) believe that the strategies that children use in acquisition are similar cross-linguistically. They further point out that children sift through the language that they hear, selectively picking out the aspects that are relevant to the properties of the grammar that they are working on at the time. According to Luke and Kale (1997:13), children learn by apprenticing: by watching, learning, practicing, mimicking, transforming and absorbing the ways that words are used in social sites by those around them. The environment shapes the language that children

learn. If a child is exposed to different languages that child will grow up conversing in different languages. As Crain and Lillo-Martin (1999) and Luke and Kale (1997) have indicated, a child needs to be around the same speech community in order to correct the language that he/she is working on at that time. This means that for a child to, for instance, learn a language, the child must interact with the speaker of that particular language, which can be the mother or the caregiver.

The child often learns a new language when she or he starts going to crèche or even when she or he is in the care of a caregiver who is not the speaker of the child's mother tongue, as is often the case in urban areas of South Africa. The child will then be introduced to a second language. Now the question that the researcher is trying to answer is what happens when a child is exposed to many languages, will that child master his/her mother tongue?

2.3 BILINGUALISM

According to Esser (2006:45), bilingualism can be defined as "...mastery of two languages: the native language, i.e. L1, and an additional second language, i.e. L2, which is learned simultaneously or subsequently to the first". Mackey (1968:555), as cited by Calteaux (1996:21) defines bilingualism as the ability to use two or more languages interchangeably by the same person. Al-Azami (2014: 485) refers to bilingualism as a direct result of second language acquisition and states that it has no clear definition. Bilingualism is the ability to communicate or to use more than one language.

Lambert (1981:10) was interested in finding out whether being bilingual is beneficial or not in terms of cognitive development and language skills. Lambert looked at studies conducted by different researchers in different parts of the world. According to Lambert (1981:10), bilingual youngsters scored higher than their monolingual counterparts in terms of verbal and non-verbal intelligence, and they were further advanced in school grade than monolinguals. By further comparing research from various parts of the world, Lambert found further support of the benefits of bilingualism. Lambert (1981:10) refers to studies conducted in Singapore, Switzerland, South Africa, Israel, New York, Western Canada and

Montreal, and says that

...these studies (and we have found no others in the recent literature to contradict them) indicate that bilingual young people, relative to monolingual controls, show definite cognitive and linguistic advantages as these are reflected in measures of “cognitive flexibility”, “creativity”, “divergent thoughts”, or “problem solving”, etc.

Studies that were reviewed by Lambert, give evidence of the positive results of bilingualism. These studies that Lambert (1981:12) reviewed deal with languages that have high social value and status, for example, in South Africa, English has a high social standing and therefore it is attractive to master English. This point is also reiterated by Cummins (2000b:37) in his article that reviewed immersion programs, where he asserts that

the children in these studies tended to come either from majority language groups whose first language was strongly reinforced in the society (e.g. English speakers in French immersion programs in the school). Minority children who lack this educational support for literacy development in L1 frequently develop a subtractive form of bilingualism in which L1 skills are replaced by L2.

Bilingualism can be said to be subtractive or additive, this depend on its effects on L1. Additive forms of bilingualism occur when another language is added to L1. Cummins (2000b:36) asserts that additive bilingualism is adding a second language to the repertory of skills that does not affect the development of the first language. According to Huguet *et al.* (2000:314), additive bilingualism occurs when a new language does not negatively affect the first language. They further assert that this occurs when attitudes towards the language and communities involved are positive and there are mutual benefits to these languages. On the other hand, subtractive bilingualism occurs when the first language is gradually lost and when the second language is strengthened. Lockett (1993:43) further asserts that

this occurs when social conditions of learning devalue the child's first language and its associated culture. This form of bilingualism may impede cognitive and social development.

This is also reiterated by Lambert (1981:12), when he states that

...subtractive" form of bilingualism experienced by ethnolinguistic minority groups who, because of national educational policies and social pressures of various sorts, feel forced to put aside or subtract out their ethnic languages for a more necessary and prestigious national language. In the subtractive case, one's degree of bilinguality at any time would likely reflect a stage in the disuse of the ethnic home language and its associated cultural accomplishments, and its replacement with another, more "necessary" language. This form of bilingualism can be devastating because it usually places youngsters in a psycholinguistic limbo where neither language is useful as a tool of thought and expression...

Huguet et al. (2000:314), also points out that subtractive bilingualism

...appears in low-prestige ethnolinguistic groups, in which the acquisition of a second language implies a transmission of higher values towards that language and its culture, as well as a loss of their own sociocultural values. In such conditions, the acquisition of L2 works against the maintenance of L1, generating ambiguity and insecurity in the subject, and hindering not only adequate language development but also instructional processes. This process will eventually lead to language substitution...

Subtractive bilingualism is most common in urban areas of South Africa, where one finds that people living in those areas come from different language backgrounds and therefore they tend to speak the language that is most dominant in that area, for example, in a township such as Soshanguve in Pretoria, people tend to communicate in a language that is known as Sepitori, a mixture of Setswana and Northern Sotho. Setswana and Northern Sotho, according to the city of Tshwane municipality household survey (2008:70), as mentioned by Ditsele

and Mann (2014:159), is the first language of nearly 38 percent of the residents of Tshwane townships, thus, making Sepitori the lingua franca in the townships of Tshwane (Ditsele & Mann, 2014:159). Sepitori is a language that is dominant in the townships of Tshwane, namely: Soshanguve, Mabopane, Mamelodi and Atteridgeville.

2.4 MULTILINGUALISM IN SOUTH AFRICA

Different scholars define multilingualism as the ability to communicate in more than one language. Scholars, such as Wildsmith-Cromarty (2009), Kemp (2009) and Edwards (1994) looked at multilingualism from different perspectives. Edwards (1994) and Kemp (2009) view multilingualism as a means to an end, this means that people will learn different languages in order to communicate in different contexts.

In South Africa, especially in urban areas, it is very common to find people who speak more than one language, this phenomenon is prevalent among black South Africans but there are also White South Africans that are bilingual and even multilingual. This is common because there is a mixture of different language groups that interact together and there are marriages that comprise people from different language groups. Cenoz and Genesee (1998) and Cook (1995) in Wildsmith-Cromarty (2009:36) define multilingualism as “the capacity to use several languages appropriately and effectively for communication in oral and written language”. Kemp (2009:15) defines a multilingual as a “person who has the ability to use three or more languages, either separately or in various degrees of code-mixing. Different languages are used for different purposes, competence in each, varying according to such factors as register, occupation and education”. Children in urban areas will speak different languages, for instance, in the home you will find that the child will communicate in his or her mother tongue, outside of the home with friends it will be another language and at school it will be either English or Afrikaans.

Edwards (1994:1) views multilingualism as a “powerful fact of life around the world”; this is as a result of people from different language groups interacting with

each other. People of different language groups will need to communicate with each other for various reasons, for example, for socialising, in a school environment or in a business environment or for any other purpose. In a multilingual society there will always be a dominant language as is the case in South Africa where we find that English is the preferred language especially amongst black South Africans as opposed to their various indigenous languages. This is reiterated by Finlayson and Madiba (2002:45), "...English continues to be chosen as the sole medium of instruction in all schools which are predominantly African". A view that is shared by Maartens (1998:25) when he states that English plays a dominant role in present-day South Africa, despite the fact that it is a minority language in terms of mother tongue speakers.

2.5 THE INFLUENCE OF ENGLISH IN SOUTH AFRICA'S INSTITUTIONS

English is by far the most used language of communication in South Africa at present. Kamwangamalu (2000:53) makes an observation that after 1994, English gained a lot of influence over African languages and Afrikaans. This happened in spite of the government's policy, which was put in place to elevate the status of African languages that were previously marginalised. English is used in most political proceedings, schools as a medium of instruction, businesses and mass media. This indicates that English is the language of the country despite attempts by many, including the government, to empower other marginalised languages (indigenous languages). English is elevated to be the most widely used language. Van Huyssteen (2003: 24) asserts that "in South Africa, this legacy of the colonised mind manifested in the underestimation of the indigenous African languages and the overvaluing of English and sometimes, Africans, is all too well-known to educators." Kamwangamalu (2000: 51) attests to this underestimation of African languages by mentioning that in Parliament, the majority of the members are black South Africans, but they choose to use English in their speeches. This, Kamwangamalu believes to be as a result of the low status of mother tongues and English being perceived as the language of success and high status.

Because English is a language that is widely used in prestigious settings, it is

viewed as the language that is the most important and it should be learned and mastered. The use of English in South African institutions idealises it. English is also spoken by most South Africans compared to other languages that are spoken in South Africa. According to the 2001 census by Statistics South Africa, there are 3 673 202 (8.2%) first language speakers of English in South Africa, as compared to the 10 677 315 (23,8%) that are the first language speakers of isiZulu. English is ranked sixth according to the 2001 census statistics, but it is still the dominant language in South Africa.

Adapted from the STATSSA census (2001), the table below indicates the languages in South Africa, as they are ranked from highest to lowest number of home language speakers.

Table 2.1: Census 2001 recorded the following home language speakers

Language	Speakers	Percentage (%)
isiZulu	10 677 305	23,8
isiXhosa	7 907 153	17,6
Afrikaans	5 983 426	13,3
Sepedi	4 208 980	9,4
Setswana	3 677 016	8,2
English	3 673 203	8,2
Sesotho	3 555 186	7,9
Xitsonga	1 992 207	4,4
siSwati	1 194 430	2,7
Tshivenda	1 021 757	2,3
isiNdebele	711 821	1,6
Other languages	217 293	0,5
Total	44 819 778	100,0

Source:

http://www.statssa.gov.za/census/census_2001/census_in_brief/CIB2001.p

df: 18

According to the 2011 statistics conducted in South Africa, there is a decline in

the use of the Xhosa language and Zulu language and a growth in the use of English. This decline is as a result of people who adopt English as their mother tongue. Below is a table showing the statistics of 2011, indicating the growth of English and isiNdebele and the decline of isiZulu and isiXhosa. This decline in use of African languages such as isiZulu and isiXhosa could be the direct result of the tendency of people, especially in the urban areas, to communicate in English hence the increase of English users. English is usually the language that will be used to communicate.

Table 2.2: Census 2011 recorded the following home language speakers

Language	Speakers	Percentage (%)
isiZulu	11 587 374	22,7
isiXhosa	8 154 258	16,0
Afrikaans	6 855 082	13,5
Sepedi	4 618 576	9,1
Setswana	4 067 248	8,0
English	4 892 623	9,6
Sesotho	3 849 563	7,6
Xitsonga	2 277 148	4,5
siSwati	1 297 046	2,5
Tshivenda	1 209 388	2,4
isiNdebele	1 090 223	2,1
Other languages	828 258	1,6
Total	50 961 443	100,0

Source:

http://www.statssa.gov.za/census/census_2011/census_products/Census_2011_Census_in_brief.pdf: 23

2.6 LANGUAGE IN EDUCATION

The South African Language in Education policy of 14 July, as stated in the preceding chapter, is a policy that was proposed for schools to decide on the languages that they prefer to use depending on the location of the school. Since

democracy, there has been a move from enforced use of language in schools as found during the apartheid years to a more liberal approach to language use in schools (Manyike, 2007:86).

The language policy as introduced by the new government gave the schools the right to choose their own language policies subject to the provincial and national norms and standards. This means that the school governing body decides on the languages that the school will use for teaching and learning. According to the Language in Education policy of 14 July, “the school governing body must stipulate how it is going to promote multilingualism this is done through the use of more than one language of learning and teaching, and/ or by offering additional languages as fully-fledged subjects, and/ or applying special immersion or language maintenance programmes, or through other means approved by the provincial department of education”.

The Language in Education Policy (LiEP), which was adopted on 14 July 1997 by the Department of Education, now known as the Department of Basic Education, aims for the following:

- to maintain home languages, while providing access to the effective acquisition of additional languages,
- to promote and develop all official languages,
- to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African sign language, as well as Alternative and Augmentative Communication, and
- to pursue the Language Policy most supportive of general conceptual growth among learners, and hence to establish additive multilingualism and an approach to language in education.

The language in education policy supports the maintenance and growth of home languages (mother tongue). It also supports additive multilingualism rather than

the subtractive multilingualism that occurs when a child learns a new language and loses the other language.

The Language in Education policy, according to Heugh (2000:6), recognises that South Africa is a multilingual country and the importance of nurturing all those languages in order for children to be able to succeed in their education.

The policy also aims to develop and promote the official languages, and this can be achieved by intellectualising African languages. This means ensuring that African languages are developed in terms of terminology and are used in education, business and politics. Based on this policy, this study seeks to highlight the effects of multilingualism on the acquisition of mother tongue. The policy prescribes that mother tongue should not be sacrificed in favour of other languages which are deemed to be more important than the mother tongue.

The demography of the school governing body often influences the language policy that is adopted by the school. In former white schools, one finds that the language policy of the school caters for the English and Afrikaans speakers only. The African learners have to take English as their first language and Afrikaans as a second language.

The policies as drawn by the government are good on paper, but the question that one may ask is, are these policies implemented and followed in the correct and prescribed manner? What are the challenges that hinder the implementation of these policies?

In South Africa, languages that are disadvantaged are the African languages which are spoken by most Africans. The teachers do not take cognisance of the fact that an African child, who goes to a multiracial school without a good foundation or command of his or her mother tongue and has to learn and master a new language that is often English, is challenged enough and needs extra care and understanding. Bloch (2014:13) affirms this by stating that African children face challenges when they have to learn in a language that they do not know properly. She further says that African languages must be used especially in print,

in order to develop and value all the languages (Bloch, 2014:13).

In the Gauteng province, many schools, especially previously multiracial schools have a bilingual policy. In those schools, the language of instruction is English and Afrikaans. In those schools, you find that there are many African pupils, but they will only be allowed to communicate in either English or Afrikaans in the school yard, even if the pupils are from the same language group. According to Granville *et al.* (1998:257), schools in South Africa give an exaggerated view of the importance and value of English and do little or nothing to bring about the increasing of African languages in education. They further suggest that what is needed is a language-in-education policy that reverses this, that gives knowledge of the language of power and a more critical view of its importance and value, as well as an appreciation of the importance of students' own languages for education. On the other hand, researchers such as Taylor and Coetzee (2013:2), believe that for the children of South Africa to achieve educational and labour success they need to be fluent in either English or Afrikaans. Students value English more than their mother tongue and at the end of the day one finds that they do not master even that language that they value. This is because of the way it is taught. This is reiterated by Bourdieu, as cited by Granville *et al.* (1998:257), who states that the education system does not provide students from marginalised languages (African languages) with knowledge of and access to the dominant language (English). Teachers that are supposed to teach English are not adequately trained to teach in an effective way since they are also second language speakers of English. This is also attested to by Banda (2000:53) "...the Afrikaner nationalist government went on a deliberate campaign uprooting white English mother-tongue teachers from Bantu Education, thereby denying black children authentic models of English and well trained, experienced teachers".

South Africa is a linguistically and culturally diverse country. It would be a shame if the different languages that are spoken are lost due to not being used. Cummins (2001:19) affirms that children can lose their ability to communicate in their mother tongue if they do not interact in it. In addition, they will be alienated from their cultures. The child who knows and understands his or her culture will grow up to be a well-rounded citizen and contribute positively to the society that he/or she

lives in. Language and culture go hand in hand, it is through language that culture is conveyed, if a child loses or never learns his/her mother tongue then that child will not be familiar with his/her culture. Skutnabb-Kangas (1981:80) gives the pros and cons of not being rooted in the mother tongue by pointing out that a child who becomes a monolingual and learns a minority language, which is English in the case of South Africa, will be alienated from his/her culture and lose his/her ethnic consciousness which is found in one's mother tongue. This research is mainly investigating the effects of being caught in a situation whereby other languages such as English and Afrikaans are being encouraged at the expense of one's mother tongue.

2.7 THE IMPORTANCE OF MOTHER TONGUE ACQUISITION

Cummins (2001:17) states that children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. Again, Cummins (2001:18) continues to state that "...both languages nurture each other when the educational environment permits children access to both languages". This means that if multiracial schools in South Africa could offer English as well as African Languages then the children could perform better in their studies and also in English.

Language is important in the development of human mental capabilities. Children make use of language to make sense of the world or to articulate their needs and feelings. Language is also a means of communication and it contributes to the socialisation of people and how they interact with each other in society. According to Johnson (2005:22), children are gradually shaped by their environment and conditioned through various schedules of reinforcement. The development of language is shaped by the environment. If a child is exposed to more than one language early in life, that child will grow up speaking those two languages. The question that one may ask is, is the introduction of the second language advantageous to the child or not, will that child become fluent and comfortable using both languages later on in life? Exposing the child to the second language before being fluent and confident in his or her mother tongue can have negative effects (Turner, 1997:140). The child may stop using his or her mother tongue in

order to gain fluency in the second language and the child will be left with neither language adequately developed for learning new concepts. This, according to Turner (1997:140), is likely to happen when the second language is seen as politically dominant, as is the case with English in South Africa.

Many researchers are for the notion of multilingualism, but a problem arises if a second language is introduced before the first or mother tongue is fully developed. As we have already seen, according to language development theorists, language development is a gradual process. Children go through different stages in order to acquire language, therefore if there is a disturbance in that process, the child will not acquire the language properly. This is proclaimed by Crain and Lillo-Martin (1999:31), who indicate that children learn most of the exceptions to rules which they have over-generalised. Children over-regularise language and that they have been using in all the stages of language acquisition. Children's language development continues to grow as well as their ability to use language stylistically throughout their teenage years (Crain & Lillo-Martin, 1999:31). Multilingualism seems to be good for the child if all the languages are given a chance to be nurtured, especially if the child has already acquired his/ her first language/mother tongue.

Mother tongue plays a central role in shaping the child, as explained by Skutnabb-Kangas (1981:42):

When young children learn to speak, it is not only words they learn. At the same time as they learn the words, they also come to know both the world and themselves and to place themselves in relation to the world, to find their own place in it. Since the environment helps the child to structure the world, order it, categorize it, with the aid above all of language, the child will learn together with the language a way also of looking at the world, a way of evaluating it, a perspective upon it, all suggested by its environment. Our mother tongue gives us, as it were a pair of tinted spectacles which to begin with "determine" what we see of the world about us.

Skutnabb-Kangas (2000:105) further states that children conceptualise the world in their mother tongue and that language supports the child in organising the world. This then shows that it is important for the child to acquire his/her mother tongue in order for the language to act as the frame of reference that the child can use in order to understand the world.

2.8 THE ROLE OF PARENTS IN THE ACQUISITION OF ENGLISH

African parents in South Africa view English as a powerful language and because of this view they often communicate with their children in English in a bid to help them learn to communicate fluently in the language. Children are encouraged by their teachers and parents to communicate in English. This they believe will help children to be fluent in English. Parents recognise the value of English for their children's wellbeing and financial freedom that can be brought about by learning and mastering the language that has 'global dominance'. Parents go as far as to communicate only in English with their children.

Another contributing factor to this tendency to communicate with children in English is when parents are not of the same racial group, for example, a South African woman who is a Zulu speaker is married to an African man who speaks a different African language and cannot speak any South African language. The parents will communicate in English and the child will be exposed to English and not learn any of the parents' mother tongues. That child will grow up speaking only English. Mother tongue is often underused by parents and therefore the child will not be able to communicate fluently in his or her mother tongue. In some cases that child will never learn either one of the parent's mother tongues.

It is important for parents to give their children the gift of learning their mother tongue as opposed to what is happening at the moment in many multiracial schools in South Africa where you find that the language of instruction and of learning is English only, and in some instances, Afrikaans and English. Parents who take their children to multiracial schools have the power to persuade the school governing body and the principal to introduce an African language that is desirable to the parents. This will play a major role in the upbringing of the children

and learning the importance of their culture and values. Culture is an integral part of humans. Language is determined by the culture of humans. According to Prah (2006:3), culture is the main determinant of our attitudes, tastes and more, language is the central feature of culture. It is through language that culture is shared and shaped. If language is the main feature of culture, then what happens if one does not learn or relate to their mother tongue? A child needs to acquire his/her mother tongue in order to relate and be able to understand the importance of culture and meanings of some values in his/her life. Morality is also taught through language and cultural practices, for example, for a black African child it is taboo to call any older person by their name. If a child is not exposed to that language and practice how will he/ she know that it is not acceptable for him/her to refer to an adult by name?

2.9 THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE

Hojjer (1948:336) holds the view that there is a relationship between language and culture when he suggests that

the interrelation of language and other aspects of culture is so close that no part of the culture of a particular group can be studied without reference to the linguistic symbols in use. As illustration we need only consider social organization, the complex of cultural traits which governs the relations of individuals and groups in human society. To determine the precise nature of those relations it is always necessary to analyse not only the meanings but often the grammatical form as well of the terms employed to symbolize intra-group relationships.

Hojjer's view is reiterated by Wierzbicka (1986: 350) who says that

...lexicon tends to change more quickly than grammar in response to changes in the "social reality". Nevertheless, lexicon, too, is subject to conservative forces, and not all lexical differences between languages reflect current differences in culture. Presumably, however, we wouldn't want to deny, on this basis, that some lexical differences are readily open

to cultural interpretation.

Wierzbicka (1986:350) gives an example of languages such as Polish and English, which she claims have many lexical differences and therefore the cultural significance cannot be questioned. Language, according to West and Graham (2004:242), is an indicator of culture. Citron (1995:105) further asserts that “languages reflect the cultures of their speakers”.

Brown (2000:177) has this to say about culture:

It is apparent that culture, as an ingrained set of behaviours and modes of perception, becomes highly important in the learning of a second language. A language is part of a culture, and a culture is part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.

The abovementioned scholars highlight the importance of language as a reflector of culture and also that language and culture are intertwined. Language is the vehicle that is used by people in order to reflect their culture. Language reflect the cultural tendencies of its speakers; this therefore means that if one learns a new language, he/she also learns a new culture.

2.10 THEORETICAL FRAMEWORKS

This section highlights concepts and theories that are related to the core theme of the study. The starting point is Cummins’ concepts of BICS and CALP, which were discussed in the previous chapter. These concepts highlight the importance of first language acquisition to the learning of the second language. This section will further discuss in detail how first language develops according to different theorists, such as Skinner, Chomsky, and others. Moreover, the interaction of factors that play a role in the acquisition of a second language, according to Schumann’s acculturation model, will be discussed.

2.10.1 Theories of first language development

Theories of language development that will be discussed, include Skinner's (1957) behaviourist theory, Chomsky's (1956) nativist theory and Vygotsky's (1962) cognitivist theory. These theorists explain how language develops in young children. The researcher will look at how these theorists explain the development of language in children in order to understand the factors that are at play in language development and their importance.

2.10.1.1 Behaviourist theory

Behaviourist theorists' view of language learning is based on the premise that language behaviour is a 'response' to a 'stimulus'. According to Skinner (1957:1), human behaviour is controlled by the environment. Behaviour is shaped by the form in which the surroundings are in. Harries (1993:5), like Skinner, found direct evidence that pointed to the fact that language development is influenced by adult speech and the child's immediate environment. According to Harries (1993:3), there is a close relationship between the way that children hear words used and the way that they themselves begin to use them. Behaviourist theorists propose that learning occurs as a result of some stimulation that is followed by positive reward. This means that if the reward is not favourable or punishment follows certain behaviour then that behaviour will be abandoned or weakened. Children learn language through reinforcement; this reinforcement is in the form of praise that they receive from parents or caregivers.

According to Ninio (1993:27), early utterances are conditional responses to external and objective stimulus conditions. This view is also shared by Skinner, who also believes that children learn through stimulus from outside sources, such as the environment or situation which the child is exposed to. Lenyai (1991:34) asserts that within the behaviourist framework, children learn language by imitation, they memorise the structures of their language.

Skinner is criticised for his oversimplification of the process of language learning by some theorists, such as Falk (1973), Chomsky (1959), Crain and Lillo-Martin

(1999). According to Falk (1973:249), theorists who look at simpler and observable facts when studying how language is acquired are regarded as inadequate. Chomsky criticises Skinner's view as being simplistic because he believes that language learning or acquisition is more complicated than the way Skinner is explaining it. Chomsky advocates the study of language in a holistic way, rather looking at the behaviour of the child. Falk (1973:249) further argues that complex human language would never be learned by relying solely on imitation, stimulus-response, contextual generalisation, need or even a combination of all these processes.

Chomsky in his article, 'A review of B.F. Skinner's verbal behaviour' critically analyses Skinner's speculations regarding the acquisition of language. According to Chomsky (1959:49), verbal behaviour of an organism cannot be observed superficially without taking into consideration the internal structure of the organism, the ways in which it processes input information and organises its own behaviour. Chomsky believes that in order to study language acquisition one needs to study the individual holistically, including the environment in which that individual is in.

Chomsky emphasises the importance of the individual's ability to learn or acquire language. An individual is structured in such a way that language is acquired when an individual is exposed to that particular language. Crain and Lillo-Martin (1999:12) assert that children produce incorrect past tense and plural forms such as "goed" and "foots". These forms they claim are not the product of imitation because they do not appear in adult speech. These forms that are used by children, Crain and Lillo-Martin (1999) claim that they are evidence that children form generalisations that enable them to produce linguistic utterances they have not encountered. The incorrect forms of language are later corrected by the children as they grow older and interact in that particular language. This process, according to Crain and Lillo-Martin (1999:31), is gradual and the child can even reach the age of about ten years before it is complete. They further say that vocabulary learning continues through to the teenage years. This shows that language is learned gradually by being exposed to it and by living in that particular language environment.

2.10.1.2 Nativist theory

Nativist theorists believe that the mind possesses some ideas that are inborn and not derived from external sources. Theorists such as Chomsky (1956), and Crain and Lillo-Martin (1999) believe that children are born with an innate linguistic knowledge. Crain and Lillo-Martin (1999:4) refer to the innate knowledge as the Language Acquisition Device, which includes principles that are common to all human languages, called Universal Grammar. Innate is knowledge that does not have to be learned, that a human being is born with. Nativist theorists stress that the rules of a language are pre-programmed in the mind of a child. The core of the theory is the idea that all human language originates from a common source, an innate set of grammatical rules and approaches hardwired into the human mind. In order for knowledge to be retained, there must be previous knowledge that is present for the new information to be related to. This implies that for knowledge to be internalised, there must be previous knowledge that already exists in order for the new information to be associated with.

Chomsky believes that children are born with an inherent ability to learn language. As children are exposed to external experiences, they will use those to form their own grammar by not simply imitating, but actively working out and applying rules on their own. According to Crain and Lillo-Martin (1999:109), Slobin concluded, after studying a Russian child, that the Language Acquisition Device forces learners to begin with word orders that do not necessarily match their experience. Children do not simply copy the language that they hear around them but rather gather rules from it which they use to produce sentences that they have never heard before.

Love (1990:165), like Chomsky, asserts that children that are physically and psychologically normal develop unconscious knowledge of a language and the ability to utter and comprehend the language in question. This then means that children have a natural ability to learn language, they only need to be exposed to the particular language and they learn it. Language is not consciously learned but it just comes naturally as the child is exposed to the particular language.

2.10.1.3 Cognitivist theory

The two proponents of cognitive theory are Vygotsky and Piaget. Cognitive theory is the theory that attempts to explain human behaviour by understanding thought processes. The cognitivists believe that thought determines language. Children think of something first before it can be expressed in words, language comes after the thought. According to Vygotsky (1962:9), instead of listing the deficiencies of child reasoning compared with that of adults, Piaget concentrates on the distinctive characteristics of child thought, on what the child has rather than on what the child lacks. Piaget believes that children represent what is in the inside to the outside. On the other hand, Vygotsky believes that children learn from the outside to the inside. According to van der Veer and Valsiner (1994:351), Vygotsky suggests that “for any favourable and successful development of the higher specific human traits to occur it is necessary for ideal final form to guide”. This means that for the child to learn a language he/she must interact with the custodian of that language; it can be the mother or care giver. This means that according to Vygotsky, children will learn from outside cues. Vygotsky suggests the influence of the outside environment affects the development of the child. Language is learned through interaction, if a child is exposed to a particular language for a certain period that child will learn that language. Vygotsky and Piaget differ in their interpretation of the cognitive development in children.

Vygotsky stresses the importance of the environment and culture in the development of the child; he argues that the child will learn from his/her immediate surroundings. Meaning therefore that if a child grows up in an environment where the community acts in a certain manner, that child will grow up to act in that manner as well. Van der Veer and Valsiner (1994:352) quote Vygotsky, “...the influence of environment on child development and which will elucidate for us what I have in mind when I speak about environment as a source of development”. If a child is surrounded by people who communicate in a certain language that child will grow up talking that language.

Wierzbicka (2006:22) concurs with the above cognitivist scholars in their view that language emanates from thought. She refers to the theory of cultural scripts which

says that speaking in a certain way reflects the way we think. This essentially implies that language emanates from thought. Wierzbicka (2006:22) further states that

ways of thinking that are widely shared in a society become enshrined in ways of speaking. Ways of speaking change as the underlying ways of thinking change. There can be a lag between the two, but as one can see by studying ways of speaking at the times of revolutions and other dramatic social transformations, ways of speaking can change very quickly, too, in response to changes in prevailing attitudes.

In conclusion, different theorists explain language development differently; Skinner believes that language develops as a response to a certain stimulus, while theorists such as Chomsky disagree with Skinner's simplistic way of explaining the way that children develop language. He says that a child is born programmed to learn/acquire a language. These theorists, Chomsky, Crain and Lillo-Martin, and Love all believe that language development is an innate characteristic and that it is learned naturally by being exposed to that particular language. Vygotsky, Piaget and Wierzbicka look at another area of language development. They believe that there is a relationship between language and thought. The two theorists, Vygotsky and Piaget differ, in that Vygotsky believes that language is learned from the outside to the inside and Piaget on the other hand believes that language comes from thought from the inside to the outside. A child forms thought first and then expresses those thoughts in a language.

Having looked at the all three theorists of language development, there is a certain factor that keeps recurring in all of them, namely the influence of the environment in the development or acquisition of a language. These theorists differ in their explanation of how children acquire language, but they all concede that the environment plays a crucial role. Having looked at these theorists' work, this research study seeks to establish the effects that multilingualism has on the acquisition of mother tongue, looking in particular at the attitudes that are manifested by young adults because of being exposed to multiple languages.

2.10.2 Acculturation Model

Schumann (1986:379) discusses the acculturation model by testing two major variables that play a role in second language acquisition. According to the acculturation model, a person acquires a second language to the level to which he/she acculturates. According to Schumann (1986:379), acculturation occurs when a second language learner is integrated with the social and psychological variables of the target language group. Acculturation is determined by the social and psychological proximity of learners to the target language Schumann (1986:379).

Table 2.3: Taxonomy of factors influencing second-language acquisition

Social Factors	Dominance; nondominance; subordination; assimilation; acculturation; preservation; enclosure; cohesiveness; size; congruence; attitude; intended length of residence in TL area.
Affective Factors	Language shock; culture shock; motivation; ego-permeability.
Personality Factors	Tolerance for ambiguity; sensitivity to rejection; introversion/extroversion; self-esteem.
Cognitive Factors	Cognitive development; cognitive processes; imitation; analogy; generalisation; rote memorisation; cognitive style; field dependence; category; width; cognitive interference; monitoring.
Biological Factors	Lateralisation; transfer; infrasystems.
Aptitude Factors	Modern language aptitude ; IQ; strephosymbolia.
Personal Factors	Nesting patterns; transition anxiety; reaction to teaching methods; choice of learning strategies.
Input Factors	Frequency; salience; complexity; type of interlocutor.
Instructional Factors	Goals; teacher; method; text; duration; intensity.

Source: Schumann (1986:380)

The table above presents taxonomy of factors that influence second-language acquisition, according to Schumann (1986:380). These variables as presented by Schumann play a role in the acquisition of a second language. In this study, the

researcher is looking at the effects of acquiring another language on the mother tongue or first language. The researcher will only focus on social and affective factors for the benefit of this study.

Social variables, according to Schumann (1986:380), “involve the relationship between two social groups who are in a contact situation, but who speak different languages.” He further points out that

one group is considered the second-language learning (2LL) group and the other the target language (TL) group. Certain factors can either promote or inhibit contact between the two groups and thus affect the degree to which the 2LL group acculturates, which in turn affects the degree to which that group will acquire the target language.

2.10.2.1 Social factors

Social factors are one of the important influences in the acquisition of a second language because language acquisition does not occur in a vacuum, but it occurs in an environment or context. It is therefore important to look at social factors that may influence language acquisition, whether it is first or second language. Schumann (1989:380) asserts that the variables that are of concern are the variables that involve the relationship between two social groups that are in contact with each other and speak different languages. He further asserts that there are social variables that can either hinder or encourage contact between the two groups and therefore this can affect the level to which the second language learning group will acquire the target language.

Social dominance is one social factor that according to Schumann (1986:380), occurs in a situation where the second language learning group is politically, culturally, technically or economically superior to the target language group and therefore the second language learning group tends not to learn the target language. On the other hand, if the second language learning group is politically, culturally, technically or economically inferior to the target language group then acquisition of the target language will take place.

Other social factors that affect second language learning as mentioned by Schumann (1986:381), involve three integration strategies, they are namely: assimilation, preservation and adaptation. He refers to assimilation as an integration strategy that occurs when a second language learners group gives up its way of life and its values and adopts those of the target language group. When these two language groups' interactions are high the target language acquisition is maximised Schumann (1986). Preservation occurs when the second language learning group maintains its own lifestyle and values and does not adopt those of the target language group and therefore creates social distance between the two groups. The final integration strategy is adaptation which occurs when the second language learning group adapts to the lifestyle and values of the target language group but maintains its own lifestyle and values among each other within the group.

Schumann (1986:381) further mentions other factors that play a role in the learning of the target language, those factors are enclosure, congruence and attitude. Enclosure is another factor that according to Schumann, affects second language learning. Schumann (1986:381) refers to enclosure as "the degree to which the second language learning group and the target language group share the same churches, schools, clubs, recreational facilities, crafts, professions and trades". Sharing of the social space between the second language learning group and the target language group will enhance the acquisition of the target language. If, however, the two groups do not share social contexts such as churches, schools, etc. and the contact is limited then the chances of the acquisition of the target language will be decreased.

The researcher will examine the effects of participation of participants in various social enclosures in suburbs in the Pretoria area on the acquisition of the young adults' enclosures such as schools and recreational facilities because that is where the researcher's interest lies, in finding out if there are any effects on the mother tongue/first language and also on the culture and attitudes towards mother tongue or the way that the youth present themselves.

Another social factor is congruence or similarities between the cultures of the target language group and the second language learning group. According to Schumann (1986:382), this is affected by the degree of contact between the groups. If the two groups have common social values, then interaction between them will be more likely and second language learning will be facilitated.

Schumann (1986) also mentions attitude as another important factor in the learning of a second language. If the attitude between the target language group and second language group is positive, then second language learning will take place Schumann (1986:382).

2.10.2.2 Affective factors

Affective factors, according to Brown (2000:143), refer to emotions or feelings. Affective factors deal with the emotions that humans go through when they come into contact with others and also feelings about themselves.

Motivation is one of the affective factors that is included in Schumann's acculturation model. Motivation, according to Clément (1986:272),

...is determined by two processes, respectively influenced and activated by two aspects of the environment: (a) the relative ethnolinguistic vitalities of the first and second language groups, and (b) the frequency of contact with the second language group.

Ethnolinguistic vitality is, according to Clément (1986:272), a concept that was introduced by Giles *et al.* (1977) as a description of the status of the language of ethnic groups, involving three aspects, namely: demographic representation, socio-economic status and institutional support. Clément (1986:272) further states that language groups that have low demographic representation, low socio-economic status and also whose language and culture do not enjoy institutional support would have low ethnolinguistic vitality.

Masgoret and Gardner (2003:126) discuss two motivational variables, namely

integrative and instrumental orientations, that are associated with second language learning. Integrativeness, according to Masgoret and Gardner (2003:126), refers to the willingness to identify with another language group. Schumann (1986:383) further states that a learner who is integrative-oriented learns the second language in order to become like the speakers of the target language whom they admire and value. Instrumental orientation, according to Schumann (1986:383), is learning a second language for utilitarian reasons and having little interest in the people who speak the target language.

2.11 CONCLUSION

In this chapter, the researcher gave a brief description of the South African urban setting, where one finds people of different races and cultures staying together. Children in urban areas tend to be multilingual as a result of being exposed to other languages at a very young age. The role of English was also discussed where the researcher showed the dominance of English as indicated by other researchers' findings.

Cummins is one of the scholars who values the importance of acquiring one's mother tongue. Cummins (2000a) distinguishes between two levels of communicative competence, namely, basic interpersonal communicative skills and cognitive academic language proficiency. These competencies occur at different stages in a child. BICS occurs before the child is exposed to formal schooling. CALP, on the other hand, occurs when the child reaches school-going age. Cummins believes that for a child to master a second language he/she must first acquire his/her first language.

This study is grounded on theories of first language development and acquisition and Cummins' two theories, BICS and CALP. Language will be mastered if it is used in everyday interactions. The theories of first language development and acquisition suggest that language is acquired when one is exposed to it. This means that a child will acquire language if he/ she is exposed to that particular language in the environment that he/ she grows up in. In this study, the researcher looked at young adults to find out whether they interact in their mother tongue or

not. Having looked at the background of the area of interest to the researcher, which is the urban area of Tshwane metropolitan area. It is apparent that it is a multilingual setting where children grow up interacting in those different languages. This study wanted to investigate and discover the effects of multilingualism on mother tongue acquisition.

Cummins' BICS and CALP theories shed light on the importance of the order in which children should acquire language. This highlights the importance of mother tongue in the development of a child's language skills.

Schumann's theory discusses the factors that influence the acquisition of a second language. Schumann alluded to the fact that for acculturation to occur one must be in a contact situation with the target language.

The researchers above advocate that environment plays a role in the acquisition of a language. The researcher agrees with the views of the researchers that language is learned as a result of being exposed to it. Language is not acquired in a vacuum, but it is acquired in a certain context and also there are factors that play a role in that context. These factors include prestige, status and power of the language that dominates.

Skutnabb-Kangas (1981) believes that mother tongue is important in shaping the child. A child's mother tongue is important because it gives the child a sense of belonging and also gives the child a view of the world in which he/she belongs. Skutnabb-Kangas, like Cummins, views mother tongue as a necessary tool for the child in order to navigate the world. Cummins (2000a) believes that the basic interpersonal competence that the child acquires as soon as he/she is born is necessary for the child's overall performance later on in life when he/she has to acquire another language. Therefore, these two theorists see the importance of mother tongue competence, which can be acquired by the child early on in life.

South Africa recognises eleven official languages, namely: isiZulu, Northern Sotho, Sesotho, Xitsonga, Tshivenda, Setswana, isiNdebele, isiXhosa, Siswati, English and Afrikaans. Among these languages, researchers found that the

African languages were disregarded, and even black South Africans do not promote their mother tongues. In most of the country's institutions, English is used widely at the expense of African languages. During the apartheid era, African languages were regarded as inferior and they were undermined and not promoted.

In education, African languages are not being adequately promoted, especially in the former Model C schools, where either English or Afrikaans or even both these languages are promoted and protected. The school governing bodies decide on the language policy in the school; therefore, you find that the languages that are chosen, do not represent the language groups in the school.

Scholars, such as Hoijer (1948) and Wierzbicka (1986) claim that there is a relationship between language and culture. They also point out the fact that language is shaped by culture. First language development theorists, such as Skinner, Chomsky, and Vygotsky explain how language develops. Skinner (1957) believes that language is a controlled behaviour, which is a 'response' to a 'stimulus'. Chomsky (1959), on the other hand, believes that children are born with a natural ability to learn language. Chomsky criticises Skinner's view that language behaviour is simply a response to a stimulus. Vygotsky (1962) believes that thought comes from language. According to Vygotsky, children learn language from the environment that they are in and after that they develop thoughts.

Finally, Schumann's (1986) acculturation model discusses factors that play a role in the acquisition of a second language. Schumann believes that acculturation occurs when a second language learner has integrated the social and psychological variables of the target language group. When a second language learner is in close proximity to the target language group then acculturation occurs.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the research design and methodology that will be applied in this study. In this study, appropriate research design has been used and defined. The study differentiates between three research orientations, namely: quantitative, qualitative and mixed methods approaches. McMillan and Schumacher (2006:22) refer to these research orientations as research design, which they describe as a general plan of the research. The purpose of this study is to investigate the effects of multilingualism on mother tongue acquisition. This investigation will focus on the attitudes of young adults towards their mother tongue because of being exposed to multilingualism. The study will further interrogate the role that parents play in their children's mother tongue acquisition.

The objectives of the study are as follows:

- To discover the perceptions of young adults towards mother tongue.
- To identify the context in which young adults use their mother tongue within the multilingual setting.
- To distinguish the role of parents in mother tongue acquisition.
- To identify the effects of multilingualism on mother tongue acquisition.

The aim of the study is to determine the effects of multilingualism on mother tongue acquisition by establishing the attitudes of young adults towards their mother tongue. To accomplish the aim of the study, empirical data was collected and literature that pertains to the above-mentioned aim was studied and was interpreted in order to answer the research questions.

Chapter Two dealt with a literature review to provide an understanding and background to the topic and to provide the theoretical part of the study. This chapter focuses on the strategies that are utilised to gather empirical data. The

data collection techniques that was utilised in this study is explained and the different sampling methods is discussed. For a research study to be regarded as scientific, validity and reliability processes need to be applied during data collection and analysis, therefore application of validity and reliability for this study is discussed. Ethical issues is also discussed.

3.2 RESEARCH DESIGN

Conceptualisation of a research design is the same for all the methods, whether they are qualitative, quantitative or mixed methods (Edmonds & Kennedy, 2013:2). The main purpose of a research design, according to Edmonds and Kennedy (2013:2), “is to provide a conceptual framework that will allow the researcher to answer specific research questions, while utilising sound principles of scientific inquiry”.

Edmonds and Kennedy (2013:3) define a research design as the organisation of an inquiry structured in order to answer research questions. Nieuwenhuis (2016:76) defines research design as a “plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of participants, the data-gathering methods to be used and the data analysis to be done”.

A research design is also defined as a master plan specifying the methods and procedures for collecting and analysing the information needed (Zikmund, 2003:1). It constitutes the blueprint for the collection, measurement, and analysis of data. De Vaus (2001) insists that the research problem determines the type of design that should be used, not the other way around.

According to McMillan and Schumacher (2006:22), there are three major categories that classify a research design, they are namely: qualitative, quantitative and mixed methods. The following section discusses the methodology and the three major categories that classify research design.

3.3 RESEARCH METHODOLOGY

Research methodology, according to Mills (2014:32), is

...the lens a researcher looks through when deciding on the type of methods they will use to answer this research question, and how they will use these methods for best effect. Broadly speaking, methods include choice and recruitment of participants or sampling, data generation or collection, fieldwork, data recording, data analysis and the reporting of the study.

Nieuwenhuis (2016:51) concurs with Mills by referring to methodology as a “strategic, but malleable guide”. He further says that “...research methodology includes the procedures by which researchers go about their work of collecting data, analysing, describing, and explaining phenomena”. Blaxter *et al.* (2006:58) state that “methodology has a more philosophical meaning, and usually refers to the approach or paradigm that underpins the research”. Mzoma (2014:48) sums up methodology as “...a systematic way of getting to the bottom of the research problem”.

Method, according to Blaxter *et al.* (2006:58), relates to the tools that are used to collect or analyse data, such as interviews and questionnaires. Empirical data will be collected from young adults and parents in the Tshwane Metropolitan area, by means of questionnaires and interviews. Blaxter *et al.* (2006:58) further state that choosing a method depends on the understanding of social reality and the appropriate ways of studying that reality. The tools that are selected for this study will be fully discussed in Section 3.7, under the subheading ‘data collection instrument’.

3.3.1 Qualitative method

Qualitative research, according to McMillan and Schumacher (2006:315), is an “inquiry in which researchers collect data from face-to-face situations by interacting with selected persons in their settings (e.g. field research)”. They

further assert that, “qualitative research describes and analyses people’s individual and collective social actions, beliefs, thoughts, and perceptions” (McMillan & Schumacher, 2006:315). Ivankova *et al.* (2016:309) define qualitative research as “an inquiry process of understanding, where the researcher develops a complex, holistic picture, analyses words, reports detailed views of participants, and conducts the study in a natural setting”. Qualitative research is mainly concerned with studying a certain aspect at a time.

3.3.2 Quantitative method

Quantitative research uses numerical data in order to test relationships between variables (Charles & Mertler, 2010) in Ivankova *et al.* (2016:307). Quantitative research uses surveys or experiments for data collection (Ivankova *et al.*, 2016:307). Ivankova *et al.* (2016:307) further assert that a “quantitative researcher tests the theories about reality, looks for probable cause and effect, and uses quantitative measures to gather data to test hypotheses or answer research questions”. Based on the descriptions given above of what quantitative research entails, it shows that the quantitative method uses mainly numbers in order to analyse data. Although, a questionnaire survey is a quantitative research tool and the research design for this study is qualitative rather than quantitative in character, any data gathered quantitatively i.e. using questionnaires will subsequently be engendered qualitatively.

3.3.3 Mixed methods

Creswell and Plano Clark (2011) in Ivankova *et al.* (2016:313) define mixed methods research as ...

...a procedure for collecting, analyzing and combining (or “mixing”) both quantitative and qualitative data at some stage of the research process within a single study or series of studies to understand a research problem more completely.

According to Ivankova *et al.* (2016:313), the mixed methods research approach uses “a survey to first establish attitudes of participants towards a topic and then follows up with in-depth interviews to learn about individual perspectives”. They further assert that mixed methods research builds on qualitative and quantitative approaches (Ivankova *et al.*,2016:307). Snyder (2006:401) alludes to the view that there are advantages and disadvantages of using a mixed methods design in a study. She further asserts that “using both approaches, allows the researcher to incorporate the strengths of each method” (Snyder, 2006:401). The advantages of using a mixed methods design in a study is to have a complete coverage of the research problem that is being studied. Snyder (2006:401) mentions that there are also disadvantages in using mixed methods design. According to Snyder (2006:401), using both qualitative and quantitative methods in one study means that a researcher must be competent in each type. Snyder (2006:401) further suggests that a mixed methods study “requires extensive data collection and more resources than many studies using only a quantitative or qualitative approach”.

In this study, the researcher uses mixed methods design. A mixed methods design was chosen by the researcher because some of the research questions could only be answered comprehensively using both quantitative and qualitative methods. The study is about establishing the “effects of multilingualism on mother tongue acquisition”; looking at this topic the researcher established that the study involves cause and effect. Because the study has effect, it therefore has to establish the cause, and the investigation should be conducted in such a way that will answer the research question completely and effectively. Qualitative and quantitative methods are used together in a research study for one method to complement the other.

As mentioned by Ivankova *et al.* (2016:307), a qualitative researcher seeks to establish cause and effect and in doing so the research uses a quantitative method of data gathering. On the other hand, a qualitative researcher, according to Ivankova *et al.* (2016), will analyse words and views of participants to arrive at a certain conclusion. For this study, the researcher chose to use a combination of both quantitative and qualitative methods of data collection to best answer the research questions. Ivankova *et al.* (2016:313) indicate that “collecting and

analysing quantitative and qualitative data within one study will provide a more elaborate approach to the research problem and will produce its deeper understanding". The researcher has therefore used mixed methods in order to best deal with this study's research questions.

For this study the researcher will use a triangulation design to analyse collected data. Triangulation design, according to Snyder (2006:404),

is a study in which the researcher simultaneously gathers both quantitative and qualitative data, merges them using both quantitative and qualitative data analysis methods, and then interprets the results together to provide a better understanding of a phenomenon of interest.

In this study, the researcher used questionnaires for the first phase of data collection and thereafter used interviews to collect data. The researcher chose to use a combination of these two research methods having considered the nature of the study, which seeks to discover the effects of being exposed to multiple languages at a young age on mother tongue acquisition. The study will hopefully shed light on the attitudes of young adults towards their mother tongue due to being exposed to other languages at a very young age and the role that parents play in their children's mother tongue acquisition.

3.4 POPULATION

A population, according to Edmonds and Kennedy (2013:15), is a group of individuals that share similar characteristics. Shaughnessy *et al.* (2012:141) define a population as "the set of all cases of interest". Shaughnessy *et al.* (2012:143) further assert that

populations, not samples, are of primary interest. The "power" of samples to describe the larger population is based on the assumption that survey responses in a sample can be applied to the population from which the sample was drawn.

From the above assertion by Shaughnessy *et al.* (2012), it is inferred that it is important for a researcher to make sure that the population from which a sample will be drawn has the same characteristics.

The population from which the researcher has drawn the sample for this research, is African parents and young adults in the Tshwane Metropolitan area who reside in an urban area. The Tshwane Metropolitan area includes 'peri-urban dense settlements' such as Hammanskraal and Winterveldt (Atkinson 2014: 16). The researcher chose to draw a sample from this population because the research is about the effects of multilingualism on mother tongue acquisition, therefore, it is imperative that the sample be drawn from an urban area where multilingualism is the norm because of the different nationalities that reside in urban areas. The researcher aimed to pick a sample of young adults who studied at multiracial schools. It was also cost effective for the researcher to collect in the Tshwane Metropolitan area because that is where the researcher resides and therefore the population was easily accessible.

3.5 SAMPLING

Edmonds and Kennedy (2013:15) describe sampling as a strategy of identifying the individuals from whom data will be collected. Sampling, according to Tuckett (2004:47), is the main concern in determining the success of a research project. Sampling is therefore the selection of participants that form part of the research. According to McMillan and Schumacher (2006:119), "the nature of the sampling procedure used in a particular study is usually described by one or more adjectives, such as random sampling, convenience sampling, or stratified sampling". Researchers such as McMillan and Schumacher (2006), Edmonds and Kennedy (2013), and Maree and Pietersen (2016), distinguish between two major sampling techniques, namely, probability and nonprobability sampling. For this research, the researcher is interested in nonprobability sampling, therefore only nonprobability sampling will be discussed.

3.5.1 Non-probability sampling

There is no random selection of a sample from a population in non-probability sampling (McMillan & Schumacher, 2006:125). This type of sampling is used normally when there is no sampling frame, (Swanborn, 2009:133). Swanborn (2009:133) identifies six non-probability samples, they are namely: convenience samples, judgement samples, quota samples, snowball samples, purposive samples and volunteer samples. Maree and Pietersen (2016:197), on the other hand, assert that “there are four main types of nonprobability sampling methods. They are convenience sampling, quota sampling, snowball sampling and purposive sampling”. Out of the four sampling methods, the researcher chose to use purposive sampling because the researcher is interested in collecting data from a specific type of population, namely, young adults and parents residing in the Tshwane Metropolitan area and young adults who studied at former Model C schools or in schools that used English as the language of teaching and learning.

3.5.1.1 Purposive sampling

McMillan and Schumacher (2006:126) assert that “in purposive sampling (sometimes called purposive, judgement, or judgmental sampling), the researcher selects particular elements from the population that will be representative or informative about the topic of interest. This type of sampling is used with a specific aim in mind. According to Tuckett (2004:52), “purposeful/theoretical sampling attempts to select research participants according to criteria determined by the research purpose...”, therefore purposive sampling will be used in this study because the researcher is interested in the effects of multilingualism and attitudes of male and female young African adults who studied at a multiracial school towards their mother tongue. The researcher will therefore have to make sure that the respondent has the desired attributes, which are African and reside in an urban area before forming part of the sample. Parents will be selected on the basis that they will be able to give information that will hopefully help to meet the objectives of the study. Based on the attributes mentioned by the researcher, the sample was selected at a place where young adults are likely to get together. The researcher distributed the questionnaires at a public place next to a shopping mall

situated in close proximity to an institution of higher learning in the Tshwane Metropolitan area. The researcher was assisted by a student who studies at that particular institution, this was done in order for the researcher to be able to approach relevant candidates who would fit the purpose of the research. The questionnaires were distributed on a Saturday morning, this was done on purpose in order to find the participants not rushing to class.

3.5.1.2 Sample size

The number of participants in a study is referred to as sample size (McMillan & Schumacher, 2006:127). Maree and Pietersen (2016:198) highlight the importance of sample size when sampling. They further infer that it is important for the researcher to take into consideration, factors, such as cost and time.

Tuckett (2004:47) asserts that "...there are no closely defined rules for sample size, sampling in qualitative research usually relies on small numbers with the aim of studying in-depth and detail. Seeking a richness of data about a particular phenomenon, the sample is derived purposefully rather than randomly". McMillan and Schumacher (2006:127) further assert that the general rule in determining sample size is to obtain a sufficient number to provide a credible result.

This study was limited to the Tshwane Metropolitan area because the researcher is based in that area and having considered factors such as cost and time and the fact that it is a multilingual and urban area. Questionnaires were distributed to 150 participants, 75 of which were distributed to young adults and 75 to parents. Of the 150 questionnaires that were distributed to young adults and parents only 98 were returned, 49 from young adults and 49 from parents. It should be noted that the parents that participated in this research were not linked to the young adults that participated. The equal number of returned questionnaires from young adults and parents was just a coincidence. After analysis of the questionnaires, a sample of 7 participants was selected for interviews from the population of young adults to gather in-depth data that further assisted the researcher in meeting the research objectives.

3.6 PARTICIPANTS

Participants are the group of subjects who participate in a research study, (McMillan & Schumacher, 2006:119). They further reiterate that it is important for researchers to carefully and completely define both the target population and the sampling frame. This begins with the research problem and review of literature, through which a population is described conceptually or in broad terms. A more specific definition is then needed based on demographic characteristics such as age, gender, location, grade level, position, and time of year. These characteristics are sometimes referred to as *delimiting variables*. For example, in a study of rural first-grade minority students, there are four delimiting variables: rural, students, first-grade, and minority. A complete description is then included in the Subjects section of the report (McMillan & Schumacher, 2006:119).

For this study, participants were selected from a population of young adults and parents who are African and reside in a Tshwane Metropolitan area in Gauteng Province. Participants comprised of young adult males and females between the ages of 18 and 35 years who study or studied at a multiracial school. The researcher chose to gather data from young adults who are African language speakers and who studied at a multiracial school or a school where the language of teaching and learning was English or Afrikaans. The reason for this choice is that this study seeks to identify the effects of multilingualism and the attitudes of young adults towards their mother tongue due to being exposed to other languages at a young age. These data gained from these young adults will help the researcher in answering the research questions.

The researcher chose to use a population that consists of young adults because young adults will be able to give responses that are reflective of their mother tongue proficiency and it will enable the researcher to establish the perceptions of their mother tongue due to being exposed to multilingualism. The researcher will be able to make a deduction about the effects of multilingualism on mother tongue acquisition based on participants' responses to questions.

Parents of children who are studying or studied at a multiracial school will also participate in this study. The participants will be chosen under the expectation that the data they generate will be able to satisfy the research objectives. Parents will be expected to shed light on their preferences and choices when it comes to the language that is used and learned by their children at school and that they use at home with their children.

3.7 DATA COLLECTION INSTRUMENTS

As mentioned before, this study used questionnaires and interviews to collect empirical data and the instruments are discussed fully below.

According to Polkinghorne (2005:138), data serve as a foundation on which findings are based. Data are collected from research participants using various data collection instruments. Blaxter *et al.* (2006:165) identify four main instruments for data collection, namely: documents, interviews, observation and questionnaires. Blaxter *et al.* (2006:167) further assert that for

...social science researchers, particularly perhaps in anthropology, geography and sociology, the collection of data involves fieldwork. Having refined their research projects, developed their questions and methods, the researchers then 'go into the field' to collect data directly through observation and/or questioning.

The data collection instruments that were to be used in this research are questionnaires and interviews. The researcher chose to use questionnaires to collect data because questionnaires are cost effective, they have a wide reach and it does not take a long time to collect data. Participants can fill in the questionnaires on their own in their own time and at their own pace. Interviews were chosen because they would add additional information to the data collected via questionnaires. They would also give the researcher a chance to cover questions that were not adequately covered by the questionnaires.

3.7.1 Questionnaires

Questionnaires, according to researchers such as Blaxter *et al.* (2006) and McMillan and Schumacher (2006), are the most extensively used social research technique of obtaining data from subjects. McMillan and Schumacher (2006:194) assert that questionnaires use statements or questions that are written for a specific purpose and they are responded to by participants. Questionnaires must be developed in a way that will yield results that are in line with the objectives of the research. Maree and Pietersen (2016:177) advise as follows regarding questionnaire design:

...the researcher has to keep in mind what type of data will be generated by the questions and the statistical techniques that will be used to analyse it. The designing of a questionnaire requires the researcher to give attention to the following:

- *Appearance of questionnaire*
- *Question sequence*
- *Wording of questions*
- *Response categories*

McMillan and Schumacher (2006:197) mention types of items that can be included in a questionnaire, they are namely: open and closed-ended forms, scaled items, ranked items and checklist items. McMillan and Schumacher (2006:201) further stress the importance of a well-organised questionnaire, for it to be taken seriously by the respondents.

For this research, the researcher developed questionnaires that consist of open and closed-ended items, scaled items, ranked and checklist items. Open-ended questions are questions that do not provide specific answers to choose from, respondents answer in their own words (Davis, 1982:13), while closed-ended questions are characterised by a set of possible answers that a respondent can choose from (Davis, 1982:13). This enabled the researcher to gather data that

assisted in answering the research questions. The questions in the questionnaire covered the what, why and how questions, therefore they were able to measure the effects of multilingualism on mother tongue acquisition and the attitudes of young adults towards their mother tongue. A statistician was consulted to assist the researcher with the correct formulation of the questions and refining of the questionnaire.

3.7.2 Interviews

Nieuwenhuis (2016:93) defines interviews as “a two-way conversation in which the interviewer asks the participant questions to collect data and learn about the ideas, beliefs, views, opinions and behaviours of the participant”. Blaxter *et al.* (2006:172) further assert that interviews can be a valuable method for data collection which would not be accessible using methods such as observation and questionnaires. McMillan and Schumacher (2006:203) assert that in an interview, “responses can be probed, followed up, clarified, and elaborated on to achieve specific accurate responses”. Interviews are the most widely used data collection method in qualitative data production (Polkinghorne, 2005:142). Polkinghorne (2005:142) further points out that an interview is aimed at accomplishing the goal of the researcher in gaining information from participants.

3.7.2.1 Types of interviews

According to Nieuwenhuis (2016: 93), interviews are distinguished between open-ended or unstructured, semi-structured and structured interviews.

Unstructured interviews are structured in a form of conversation where the interviewer asks questions that explore views, ideas, beliefs and attitudes of participants about a particular subject (Nieuwenhuis, 2016: 93). McMillan and Schumacher (2006:204) believe that an unstructured interview “...allows the interviewer great latitude in asking broad questions in whatever order...”. Unstructured interviews do not follow a set of questions, they flow from the conversation between the interviewer and interviewee.

Semi-structured interviews, according to Nieuwenhuis (2016:93), are used to validate data that were generated from other data collection means. Semi-structured interviews are designed in an open-ended way and they have a specific intent (McMillan & Schumacher, 2006:204). This is also reiterated by Nieuwenhuis (2016:93), who states that open questions are asked, and they are followed by further searching and explanation.

Structured interviews consist of questions that are detailed, and they are constructed beforehand (Nieuwenhuis, 2016:93). Nieuwenhuis (2016:93) has this to say about the nature of structured interviews "...all participants receive the same set of questions, asked in the same order or sequence, by the same interviewer". There is no flexibility in the way questions are asked or answered in the structured interview setting.

Semi-structured interviews were used in this study because the researcher aims to validate or test the validity of the data collected by means of questionnaires. A sample of interviewees was selected from the respondents of the questionnaires. This enabled the researcher to probe further and get clarification of issues that were discovered from the responses in the questionnaires. Semi-structured interviews were used in this study for the researcher to gather in-depth data from a selected sample of participants; these data amplified data that are already collected by means of questionnaires. The interview questions were based on establishing the opinions of the respondents on the value and importance of mother tongue and the effects and attitudes of young adults towards their mother tongue as a result of being in a multilingual setting.

The researcher chose to collect primary data from young adults and parents by using questionnaires and interviews because of the convenience of using those tools. Questionnaires were given to young adults and parents to complete on their own. The interviews with young adults were conducted at a public place where students get together for entertainment. The location was chosen because the researcher wanted the participants to be in a familiar place where they were comfortable and relaxed.

3.8 DATA ANALYSIS

According to Teddlie and Tashakkori (2009:263), analysis of mixed methods data entails processes of combining quantitative and qualitative data analysis strategies. This study produced both qualitative and quantitative data, therefore data had to be analysed by using a strategy that worked on both types of data collected. The strategy that was used for the analysis of collected data is 'conversion mixed data analysis' (Teddlie & Tashakkori, 2009). According to Teddlie and Tashakkori (2009:269), "conversion mixed data analysis occurs when collected QUAL data are converted into numbers (quantitizing) or QAUN data are converted into narrative or other types of QAUL data (qualitizing). Data conversion (or transformation) is one of the unique characteristics of MM design and data analysis".

McMillan and Schumacher (2014:395) refer to qualitative data analysis as being "primarily an inductive process of organising data into categories and identifying patterns and relationships among the categories". This process of data analysis starts with collected data being interpreted and segments of data being labelled into codes before they can be analysed. The researcher coded and interpreted data collected by means of semi-structured interviews and questionnaires and then presented them statistically by means of tables and narratives.

For this research, collected data was analysed using categorical data analysis done by a statistician. The type of analysis used depends on the type of methods chosen for data collection, hence the use of categorical data analysis. The statistician who analysed the data collected for this study assigned numbers to each question. Data was presented by means of tables and a short narrative.

3.9 VALIDITY AND RELIABILITY

Validity and reliability are considered as two basic principles of measurement that are common for all methods (McMillan & Schumacher, 2014:130). Silverman (2005:209) points out that for research results to be proclaimed as valid, the researcher must show the procedures that were used in order to make sure that

the methods used were reliable and valid. It therefore follows that the methods used in a research study must be reliable in order for the research conclusion to be valid.

3.9.1 Validity

Maree (2016:40) points out that a way to make sure that data collection is valid can be achieved by, for example, having your data collection instrument, such as a questionnaire, reviewed by an expert. McMillan and Schumacher (2014:130) define instrument validity as “the extent to which inferences and uses made on the basis of scores from an instrument are reasonable and appropriate”. The researcher, for this study, took the questionnaire to a statistician for refining and coding in order to achieve instrument validity. This is also reiterated by Maree (2016:40), when he states that to enhance validity the qualitative researcher should get the services of an external coder in order to verify the results.

3.9.2 Reliability

According to Maree (2016:39), data must be verified in order for the instrument used to be regarded as reliable. Data verification can be obtained by repetition of the same assessment on different occasions yielding similar results (Maree, 2016:39). Maree (2016:39) further argues that “...replication in qualitative research is not possible, as repeating the same research will not yield the same results...” McMillan and Schumacher (2014:130) reiterate that “instrument reliability refers to the consistency of measurement, or the extent to which the scores are similar over different forms of the same instrument or occasions of data collection”. McMillan and Schumacher (2014:131) further suggest that reliability must be interpreted in the same way as validity, by ensuring that satisfactory reliability of each score is recorded. Reliability in this study was obtained by collection of data by using a different instrument, which was interviews that asked similar questions to the questionnaires.

3.10 ETHICAL CONSIDERATIONS

Most educational research, according to McMillan and Schumacher (2014:142), involves human beings, therefore they point out that it is important to understand the ethical responsibilities of conducting research.

McMillan and Schumacher (2014:142) further point out that

questionable methods come about because of the nature of the research questions and methodology designed to provide valid results. The costs may include injury and psychological difficulties, such as anxiety, shame, loss of self-esteem, and affronts to human dignity, or they may involve legal infringement on human rights.

Blaxter *et al.* (2006:158) also point out that "...all social research (whether using surveys, documents, interviews or computer-mediated communication) gives rise to a range of ethical issues around privacy, informed consent, anonymity, secrecy, being truthful and the desirability of the research". In cognisance of the above-mentioned ethical concerns, for this research study, the researcher obtained ethics clearance from the institution where the researcher is studying (see Appendix A for a copy of the ethics clearance letter). This research study involved collecting data from young adults and parents; therefore, they were required to sign a letter of informed consent (see Appendix B for a copy of the informed consent letter). The letter explained the nature of the study and its contribution to the body of knowledge in the field of sociolinguistics.

3.10.1 Anonymity and confidentiality

According to Maree (2016:44), it is important to protect participants' identities when conducting research. Furthermore, participants must be informed about what is expected from them and they have to sign a letter of consent before they can participate in the research study (Maree 2016:44). Blaxter *et al.* (2006:160) mention common ethical issues that may be encountered by the researcher. These issues include confidentiality, anonymity, legality, professionalism and

participation. In this research, the only concerns that were dealt with were the issues of confidentiality and participation, the participants were assured that the participant's information would be treated with the utmost confidentiality, for example, their ages. Data would only be used for the purpose that is intended and not for anything else. Furthermore, no names were requested in the questionnaire and in interviews the names of the participants were not recorded. Data was presented by means of numbers, for example, Interviewee 1, Interviewee 2, etc. Participation, according to Blaxter *et al.* (2006:160) deal with the participation of relevant people, for example, for this study, the population consists of parents whose children studied at a multiracial school and young adults who went to a multiracial school. The researcher was particularly interested in these specific participants because the research questions entailed finding answers that dealt with the effects of multilingualism on mother tongue acquisition, as well as perceptions and attitudes towards mother tongue.

3.10.2 Informed consent

According to McMillan and Schumacher (2014:142), informed consent can be achieved by explaining to the participants the aim of the research, and they must also be informed that they can pull out of the study at any time, and all the risks that are associated with the study need to be communicated to the participants. Participants signed a letter of informed consent before they could participate in this study and they were also informed that they are free to withdraw from the study if at any time they felt uncomfortable during data collection.

3.11 CONCLUSION

In this chapter, the research design and methodology of the whole study was discussed. The research design that was adapted for this study was discussed, namely, explanatory sequential mixed methods and also the survey design. This study is classified as a mixed methods study because both quantitative and qualitative methods of data collection were utilised.

Participants in this study consisted of a population of young adults who are between the ages of 18 and 35 as well as parents. Questionnaires distributed to approximately 150 participants, 98 of the distributed questionnaires were returned. Non-probability sampling was used. Participants were selected purposefully, meaning that participants were selected on the basis of them having particular elements that the researcher was interested in.

The researcher ensured that ethical issues are addressed by getting ethical clearance from the University, by ensuring that participants sign an informed consent letter, and by assuring them that participation is voluntary and that they would remain anonymous.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter will present and analyse data collected by means of questionnaires and interviews. Data were collected from young adults and parents by using questionnaires that they completed on their own. The questionnaire was used to get information about young adults' use and proficiency of their mother tongue in spite of being exposed to multilingualism at a young age. Parents also had to complete a questionnaire in order for the researcher to obtain an understanding of their role in the acquisition of mother tongue by their children. Interviews were conducted with a handful of young adults. The interviews were conducted in order to support data collected from questionnaires. This research employs a two-pronged approach to collect data. At first, the researcher used a questionnaire, which is a quantitative tool to collect data. Thereafter, semi-structured interviews were used as a qualitative tool to also collect data. Collecting data in this way using both qualitative and quantitative approaches is called a mixed methods approach. Data collected through the use of questionnaires were reduced into frequency tables and presented in a narrative format.

As mentioned in Chapter 3, before the researcher could collect data, ethical clearance was sought from the Department of African Languages' Ethics Committee. Since the research involved human beings, the application was escalated to the University Ethical Clearance Committee where it was subsequently approved. A copy of the approval certificate has been attached, see Appendix A. The respondents were given an informed consent letter to sign before they participated in the research study. This was done in order for them to understand what the research was about and that they were not forced to participate, see Appendix B attached.

The researcher used a mixed methods research approach in collecting data in an attempt to answer the following research questions:

1. What are the effects of multilingualism on mother tongue acquisition?
2. Where do young adults use their mother tongue?
3. What are the perceptions of young adults towards mother tongue?
4. Do parents encourage their children to learn their mother tongue?
5. What roles do parents play in mother tongue acquisition?

The following analysis of collected data will answer the above research questions.

4.2 THE QUESTIONNAIRE

The questionnaire consists of demographical questions, see Appendix C and D attached for both questionnaires, aimed at young adults and parents, respectively. The questionnaire was prepared in such a way that participants had to indicate their personal data, such as age, gender, and educational background. These data are important for the description of the context of the findings when the analysis is being done. Demographical data will assist the researcher in getting an indication of the distribution of variables such as gender, age and level of education. The researcher distributed 160 questionnaires to both young adults and parents who were purposefully selected. Out of the 160 distributed questionnaires, only 98 questionnaires were returned, 49 of which were from young adults and 49 from parents. The number of returned questionnaires from young adults and parents is just a coincidence, there is no relation between the two groups.

The subsequent sections will outline the presentation of data collected through questionnaires and semi-structured interviews. The researcher will utilise graphs and narratives to present collected data and the analysis will follow underneath the graphs.

4.2.1 Presentation and analysis of young adults' responses to questionnaires.

As mentioned in Chapter 3, the participants consisted of young adults and purposefully selected parents. Young adults in this research study are defined as persons between the ages of 18 and 35. This means that data was collected from a sample of the population between those age groups. The questionnaire consists of 19 questions and it starts with demographic questions. These questions are included in order to ascertain that the participants fall within the prescribed age group and the desired race, which is black South Africans.

4.2.1.1 Gender

The frequency chart below indicates that 65.31 percent of the participants consisted of females and 34.69 percent males.

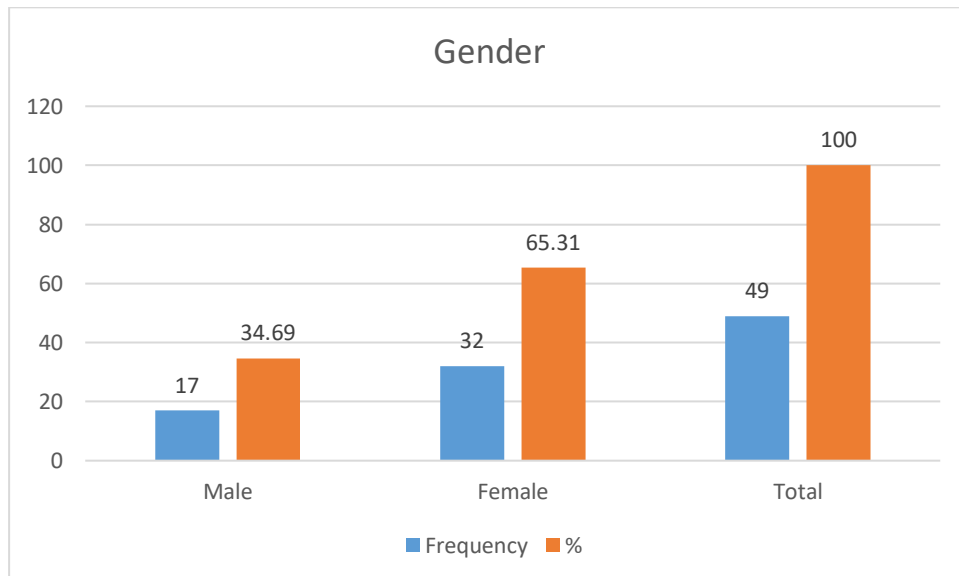


Figure 4.1 Gender

It was important for the researcher to collect data from both males and females, in order for the data to be inclusive of both genders. The fact that more females than males responded is not a problem because the proportion between the two is not that important for the study.

4.2.1.2 Age

This chart presents the age distribution of the participants. According to the data collected, the highest number of participants consisted of 21-year olds at 28.57 percent, followed by 23-year olds at 12.24 percent and 20-year olds at 10.20 percent. Participants at ages 22, 25, and 30 were at 8.16 percent respectively. While ages 19, 24, 26, and 28 were at 4.08 percent. Lastly, the ages 27, 29, 31, and 32 were at 2.04 percent.

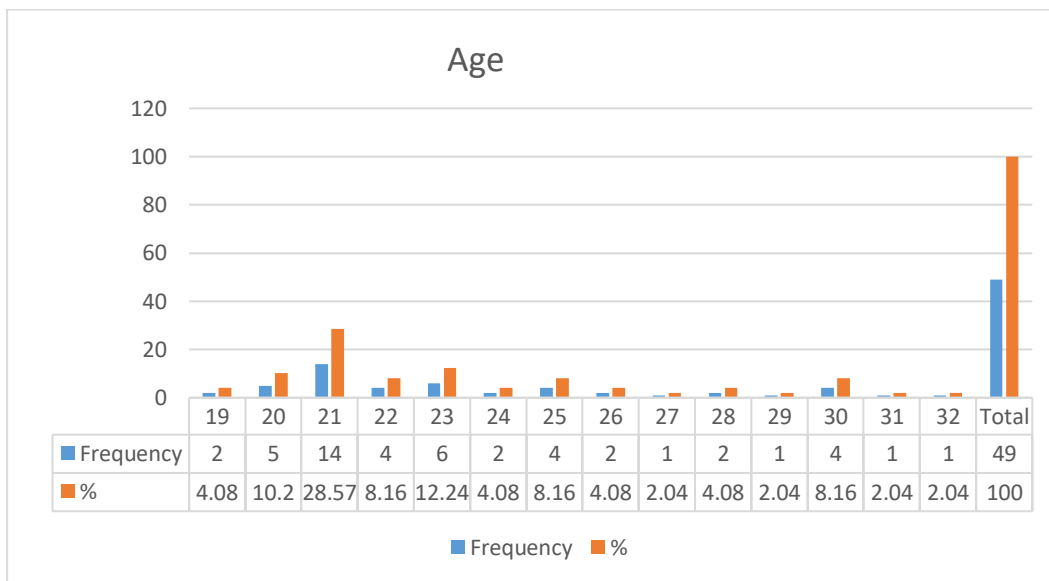
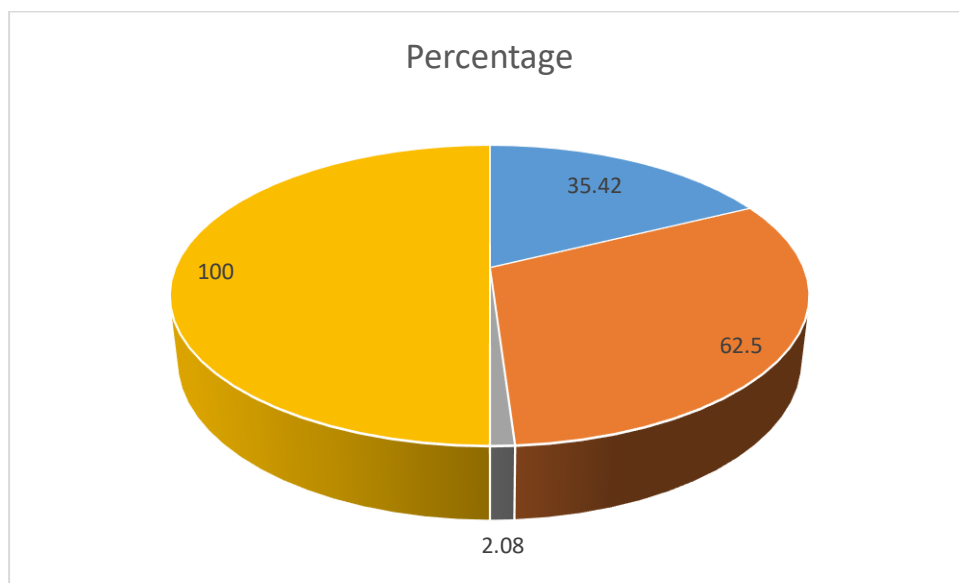


Figure 4.2 Age

The ages of the participants are within the specified age group, which is 18-35 years. The research included this variable in order to make sure that questionnaires are distributed to the relevant target group. The age variable was deliberately included because the researcher wanted to get an understanding of the level of maturity of the participants that are between the ages of 18-35. The researcher believes that at this age the participants are mature enough to differentiate between what they see as important and not important. For example, the question of how young adults feel about knowing their mother tongue will be better interrogated with young adults than children.

4.2.1.3 Level of education

The pie chart in Figure 4.3 indicates the level of education of the participants. It shows that the highest number of participants in the study have a tertiary qualification at 62.50 percent, 35.42 percent of the participants have matric, 2.08 percent indicated 'other' but did not specify the type of qualification. Frequency missing indicates that one participant did not indicate the type of qualification that he or she holds.



Frequency missing=1

Figure 4.3 Level of education

The level of education was included in order for the researcher to understand the level of thinking of the participants. The researcher believes that the more educated a person, the more the level and the ability of reasoning is advanced. Therefore, the researcher hopes that the gathered data is of high quality because of the high percentage of participants that attended or are at tertiary level.

4.2.1.4 Participants' area of residence

According to the chart below, 42.86 percent of the participants reside in the suburbs and 42.86 percent reside in townships. The other 14.29 percent of participants indicated 'other', which consists of rural areas and the villages.

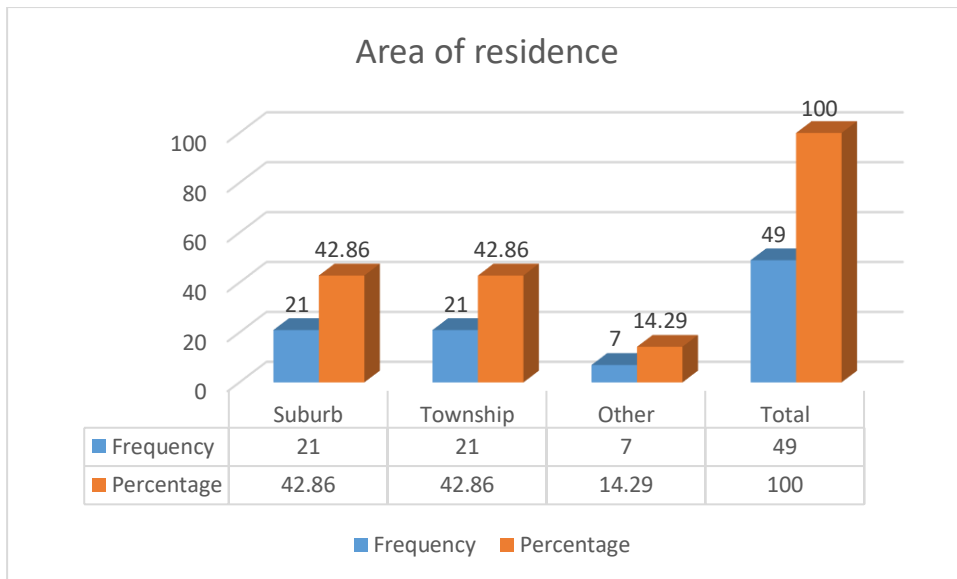


Figure 4.4 Participants' area of residence

The data collected in terms of area of residence indicates that an equal number of participants reside in suburbs and townships; this is positive because those are the areas where multilingualism thrives as opposed to villages where you find that most of the people that stay there are related and they speak the same language. Therefore, the 14.29 percent is not that significant as compared to the 85.72 percent that reside in the suburbs and townships.

4.2.1.5 Importance of mother tongue

The question on the importance of mother tongue was included by the researcher in order to answer one of the research questions, which is:

What are the perceptions of young adults towards mother tongue?

This question speaks to the way that young adults view mother tongue. According to the respondents' responses, 97.96 percent think that mother tongue is important. While only 2.04 percent indicated that it is not important.

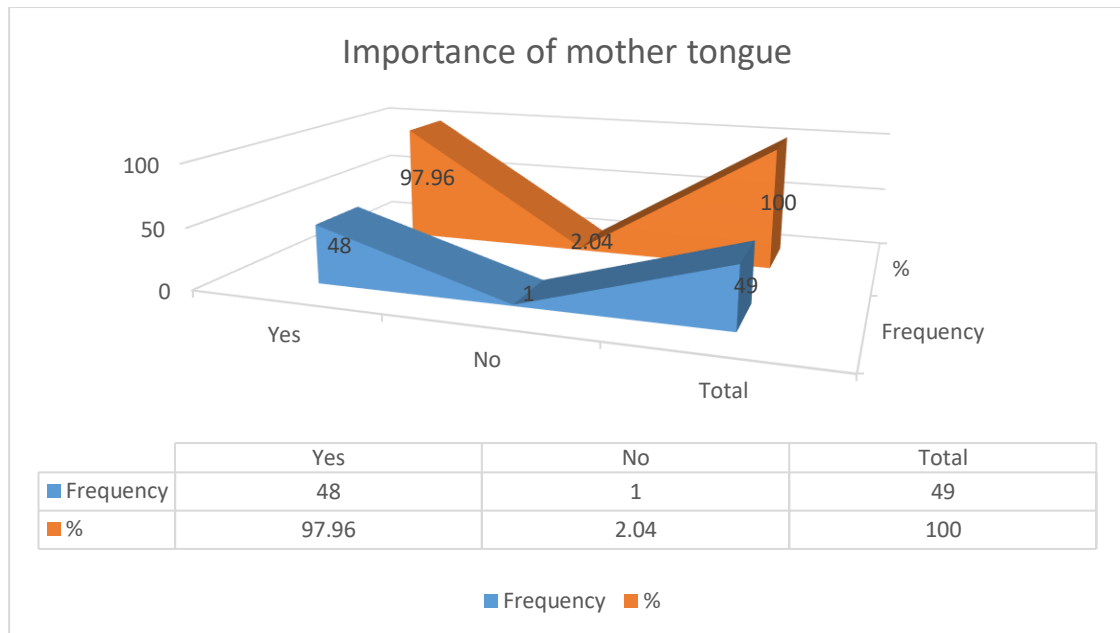


Figure 4.5 Importance of mother tongue

These are some of the reasons given by respondents for viewing mother tongue as important:

- *Staying true to his/her roots/culture.*
- *For means of communication with friends and family.*
- *Because mother tongue is my origin.*
- *It is what identifies you as an individual.*
- *Your mother tongue is who you are.*
- *It is part of your tradition.*
- *So that I may be able to share my value and tradition as it is part of my cultural identity.*
- *Because it is the language you understand, and you can express yourself freely with it.*
- *To preserve culture.*
- *It created a sense of identity and belonging.*
- *It gives us a sense of belonging and preserves our heritage for both us, the youth and future generations.*
- *It is who you are.*
- *It is an important step to learning other languages.*

- *To keep the cultural distinction.*
- *You need to know how to communicate with family.*
- *To keep in touch with your background.*

The researcher did not record all the reasons stated because some were merely a repetition, but instead grouped similar reasons together and then recorded them only once. According to the responses by the respondents, it shows that mother tongue is valued as a means of communication and it gives the speakers a sense of belonging and identity. What is missing is an element of seeing mother tongue as a resource and a tool that one can use to make a living. According to the respondents, it seems as if it is not that important as a means of making a livelihood but rather important for knowing where you belong as a person.

Some of the reasons for the respondents who responded 'no':

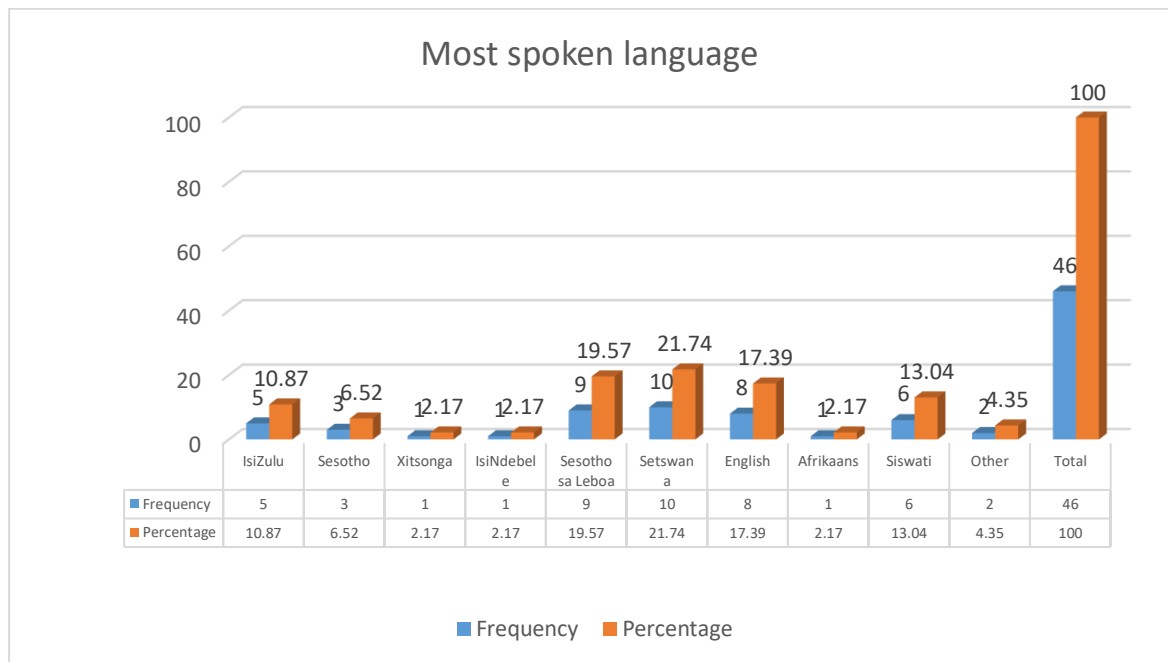
- *Because I use English most of the time and people that I interact with do not speak the same language as me.*

The one respondent that did not view mother tongue as important also alluded to the fact that he/she uses English as a means of communication with people from different language groups. Therefore, this shows that English is only used as a means to an end.

4.2.1.6 Language most spoken in the neighbourhood

According to collected data, it is apparent that most of the African languages are spoken in the Tshwane region. The 4.35 percent that is represented as 'other' in the table, represents a language known as Sepitori, according to what the respondents indicated in the questionnaire. According to Ditsele and Mann (2014), in Ditsele (2014:220), Sepitori is a non-standard variety spoken in the Tshwane region. This language is a mixture of different languages spoken in the area of Tshwane. Sepitori is a language that thrives because of multilingualism. Three out of the forty-nine participants indicated more than one language spoken in the

neighbourhood, therefore the statistician did not consider those responses; they are indicated as missing frequencies at the bottom of the table.



Frequency missing=3

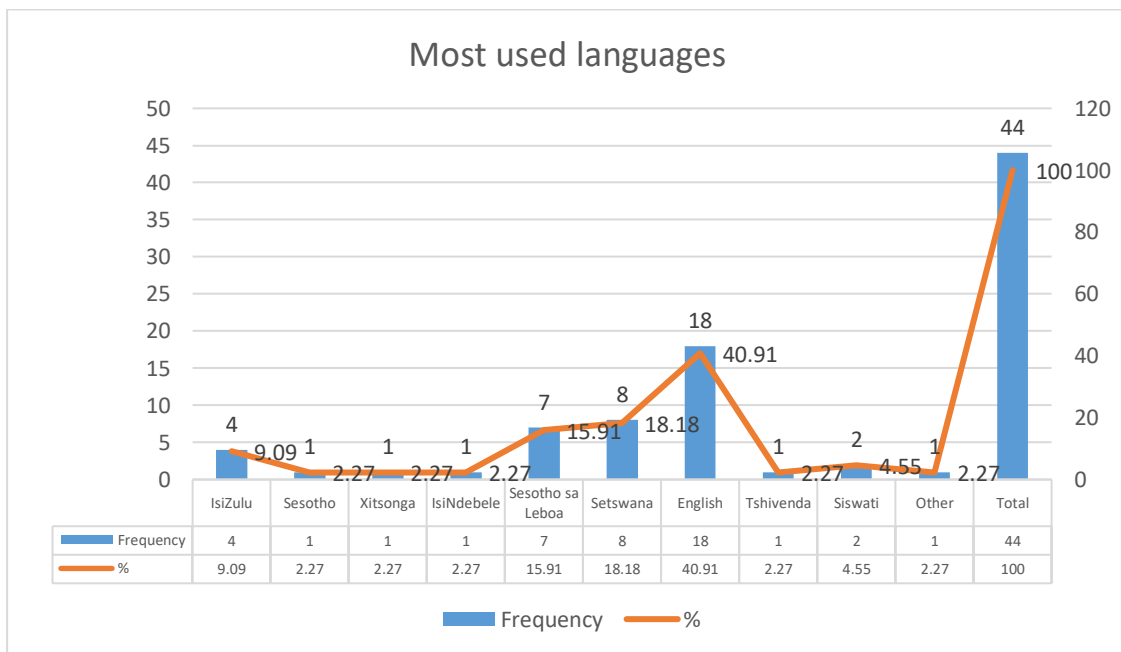
Figure 4.6 Language most spoken in the neighbourhood

It was important for the researcher to include the question of language most spoken in the respondents' neighbourhood. The results gave the researcher an indication of the languages found or spoken in the area of interest. Data presented in Figure 4.6 indicates that the Tshwane region is multilingual.

According to the chart above, it is apparent that almost all the official African languages are spoken in the Tshwane Metropolitan area. Setswana and Sesotho sa Leboa recorded the highest number of speakers. Setswana recorded 21.74 percent and Sesotho sa Leboa 19.57 percent. These numbers are not surprising, because according to Ditsele and Mann (2014:159), the City of Tshwane Municipality Household survey 2008, found that the first language speakers of Sepedi (Sesotho sa Leboa) are at 19.6 percent, Setswana at 18.1 percent, and the other remaining South African languages accounted for 20 percent. These results are consistent with the results that were recorded in this research.

4.2.1.7 Language mostly used

It is interesting to note that despite the fact that the respondents are all black Africans, 40.91 percent of them indicated that they use English the most and the other 59.09 percent is distributed amongst the other eight languages. Five out of the forty-nine participants indicated that they mostly use more than one language; therefore, their responses were not counted by the statistician, hence the missing frequencies at the bottom of the chart.



Frequency missing=5

Figure 4.7 Language mostly used

Respondents gave various reasons for their choice of language that they used the most. The researcher did not record the reasons that are similar, but only recorded those that are diverse.

A record of the reasons given by respondents for choosing English as their most used language:

- *It is my foundation phase language.*
- *Communication is made amongst the people around fellow peers and me who communicate in other different languages.*

- *It makes it easy to communicate with my friends.*
- *It has become convenient in terms of communication with people who are not Pedi.*
- *To avoid cultural language barriers.*
- *Most of the people around me speak English.*
- *Living with different people from different culture.*
- *My friends are multicultural and multilingual.*
- *Is the most used language and most people understand it.*
- *It is an easy way to communicate with different people.*
- *Because of my studies, white and international students.*
- *I learned it as home language in high school.*
- *School way of communication.*
- *It is a universal language.*
- *It is the one language that I speak fluently.*
- *It is the most used language of communication.*
- *The neighbourhood is multilingual.*
- *Most people speak English in my surrounding.*

Many of the reasons given by respondents for using English most frequently are based on convenience. According to the reasons given, it shows that English is used as a means to an end.

A record of the reasons for choosing their mother tongue as the language mostly used:

- *I grew up with my parents speaking it.*
- *It is my home language.*
- *Most people I communicate with speak the language.*
- *It is my mother tongue and I was raised to speak and be proud of it.*
- *It is the language spoken where I live.*
- *I live with people who speak the language.*
- *I speak Setswana most because that is my home language and I am able to communicate with people.*

- *It is easy to communicate in Setswana and it is a language I grew up speaking.*
- *I was raised with that language.*

Reasons given by respondents for choosing their mother tongue as the language mostly used, vary. They range from mother tongue being used for ease of use, to being raised speaking that language. One respondent reasoned that he/she is proud of his/her language and one indicated that he/she was raised with that language.

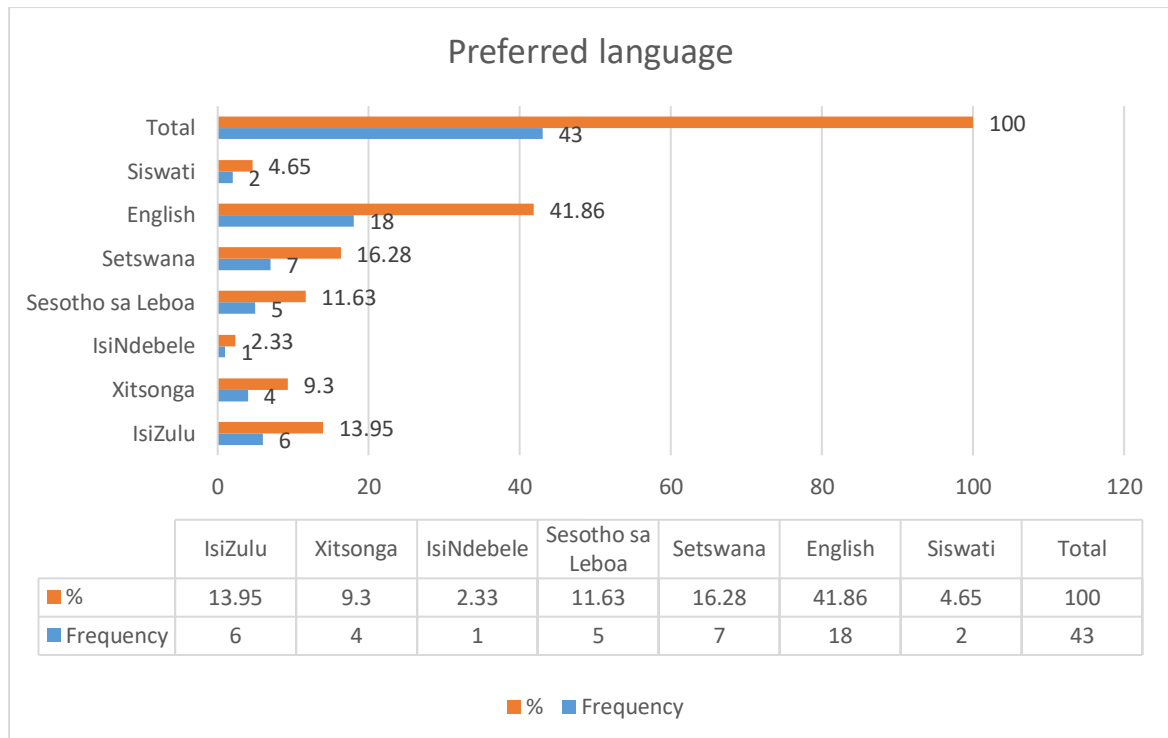
There are those that use both mother tongue and English the most. They gave the following reasons for using both languages:

- *I use both depending on who I am interacting with.*
- *I have to communicate with different language people and since I am multilingual, I can.*

The abovementioned reasons for using both languages indicate that the respondents use the two languages for convenience, depending on the situation.

4.2.1.8 Preferred spoken language

The chart below indicates that young adults prefer English as a spoken language at 41.86 percent, Setswana came second at 16.28 percent, followed by IsiZulu at 13.95 percent. Sesotho sa Leboa at 11.63 percent, Xitsonga at 9.30 percent, Siswati at 4.65 percent, and isiNdebele at 2.33 percent. Six of the respondents indicated more than one language as the preferred language therefore the statistician indicated them as missing frequencies.



Frequency missing=6

Figure 4.8 Preferred spoken language

(a) Why do you prefer speaking that language?

Reasons provided by respondents for preferring to speak their mother tongue:

- *It is my language and I understand anything when explained in Zulu.*
- *It is my mother tongue.*
- *Because I am able to communicate with my friends.*
- *Easier for me to speak and understand.*
- *It is the most simple language.*
- *It is easy.*
- *It is my mother tongue and I was brought up in Swati speaking home.*
- *The language is my mother tongue and it defines who I am.*
- *Being able to share values, traditions and cultural identity.*
- *Because most people I work with or hang with speaks Sesotho sa Leboa.*
- *For development and easy to communicate.*
- *It is easy for me to communicate a clear message and am comfortable speaking it.*

- *I am comfortable speaking it and I know it by heart. I can write, read and speak it.*
- *It is easier to communicate with the important people in my life.*

Reasons stated by respondents for their preference of their mother tongue vary from cultural identity to being comfortable communicating in a language that one finds easy.

Reasons given by respondents for preferring to speak English:

- *It is easier to communicate in English.*
- *Because it is the language understood by almost everyone.*
- *It is easy for me and most people understand it.*
- *Most people I speak with understand it.*
- *I can express myself better in English.*
- *So we all understand each other.*
- *It is a universal language and going to a multiracial school also influenced this.*
- *Globally, English is known as the main language of which every country exercises the use of this language in order to communicate.*
- *I connect with ease with people around me.*
- *Everyone will understand me even people that do not know my mother tongue.*
- *My English is better than my mother tongue.*
- *Most people are able to communicate in English than my mother tongue.*
- *Most of my friends do not know my mother tongue.*
- *It connects more people to understand each other without offending one another.*
- *It is easier to communicate with especially with people who do not speak the same language as me.*

There are respondents who chose both mother tongue and English for the following reasons:

- *At home I interact with my people in Sesotho sa Leboa and at school with my friends in English.*
- *It is the two languages I was raised with.*
- *To be able to communicate efficiently with people around me.*

4.2.1.9 Level of proficiency in the official languages

Data presented in Figure 4.9 indicate the respondents' level of proficiency in the eleven official languages. According to the results, it is evident that most of the respondents are proficient in both isiZulu and English. The picture painted by the results indicates that the respondents are multilingual, meaning they can communicate in more than two languages. It is interesting to note that of all the South African official languages, English has the highest percentage in terms of proficiency as compared to the other languages. IsiZulu has the second highest percentage of proficiency. Sesotho sa Leboa and Setswana also have a relatively high percentage. The responses of the respondents highlight the multilingual nature of the City of Tshwane as reflected in their language policy document.

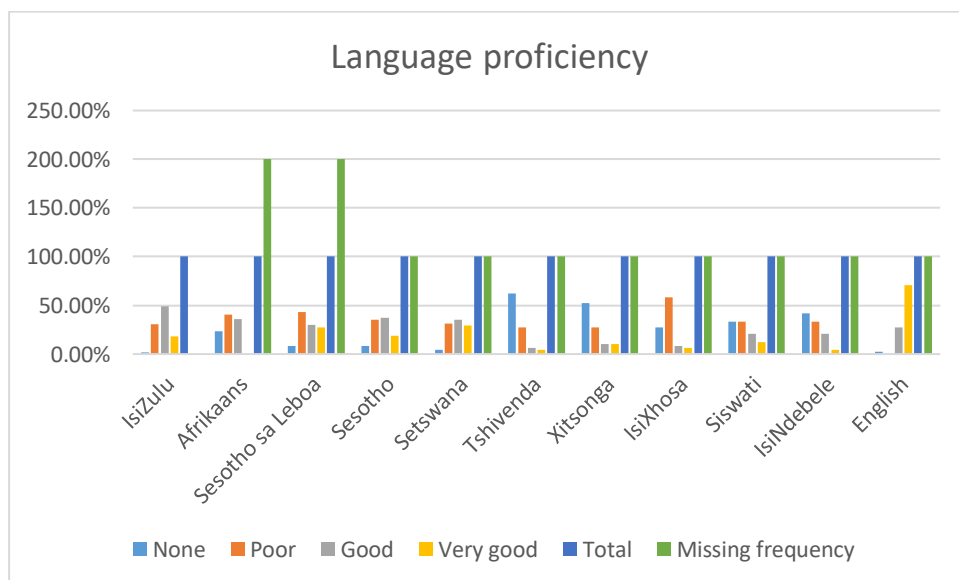


Figure 4.9 Level of proficiency in the South African official languages

According to the Language Policy of the City of Tshwane (2012:5):

The home language profile of Tshwane indicates that the most widely used home language is Sepedi, followed by Afrikaans, Setswana, Xitsonga, isiZulu, and English. It is clear that there is no single dominant home language in Tshwane, but a multilingual situation in which these six languages account for 84.68 percent of the population.

In the Language Policy document of the City of Tshwane, eight languages are adopted as official languages, namely: Afrikaans, English, Sepedi, Xitsonga, Setswana, isiZulu, isiNdebele and Tshivenda, (Language Policy of the City of Tshwane, 2012:5-6). The languages that are adopted as official were identified based on the results of the census taken in 2001.

4.2.1.10 Advantages of proficiency in more than one language

(a) Social advantage

The chart below shows responses from respondents on whether they agree or disagree that it is an advantage to be proficient in more than one language in terms of social advantage. Data collected indicate that 81.63 percent of the respondents strongly agree that being proficient in more than one language is a social advantage, while 4.08 percent strongly disagree.

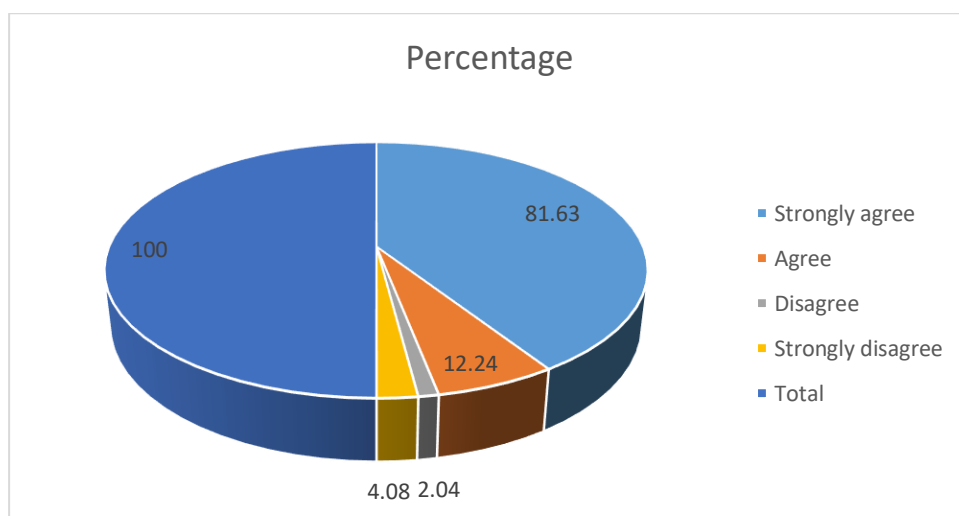


Figure 4.10 Social advantage

A total of 93.87 percent of the respondents agree that proficiency in more than one language is a social advantage. In a multilingual setting it will certainly be an advantage to be able to function in more than one language. Tshwane is a place where the population is made up of heterogeneous language groups, meaning that there is a mixture of different language groups staying together. Therefore, it is in the best interests of the people who stay together to be able to know each other's languages in order for them to live harmoniously.

(b) Economic advantage

The chart below shows responses from respondents on whether they agree or disagree that it is an advantage to be proficient in more than one language in terms of economic advantage. Data collected indicate that 55.10 percent of the respondents strongly agree that being proficient in more than one language is an economic advantage, while 4.08 percent strongly disagree.

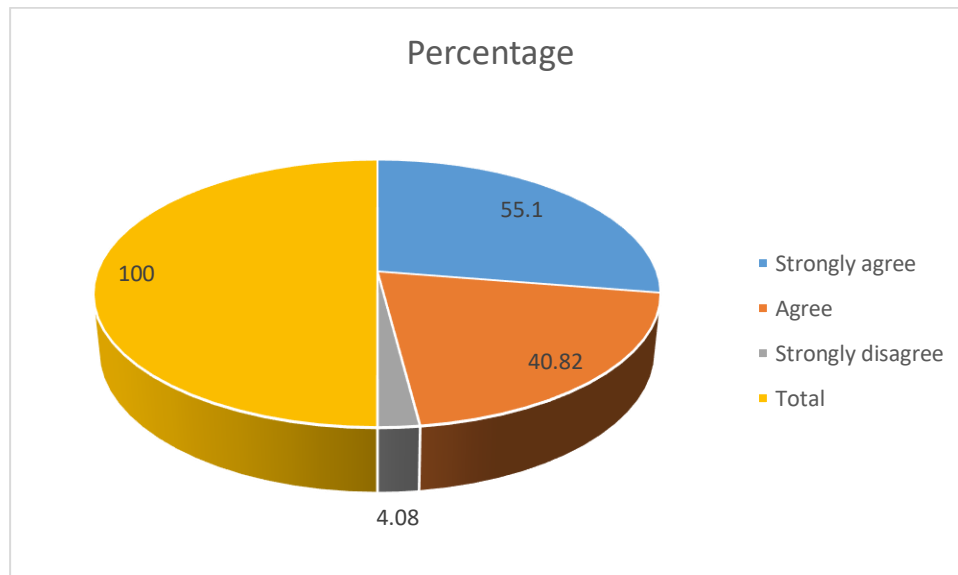


Figure 4.11 Economic advantage

Majority of the respondents believe that it is an economic advantage to be proficient in more than one language. The respondents obviously function in a space that is occupied by various language groups; therefore, it is always wise to

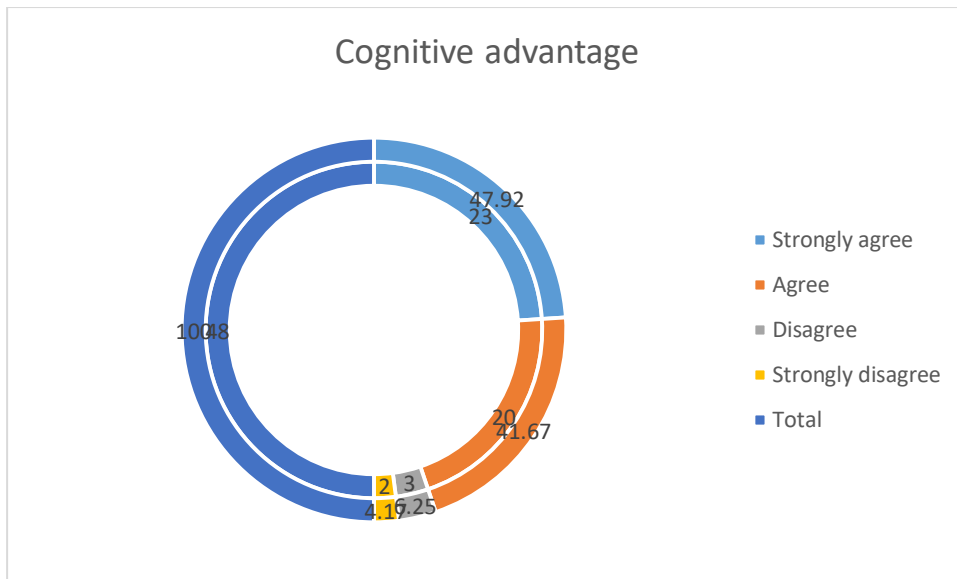
learn the languages that are used in the community. If one is hoping to gain economic advantage, for example, if you own a business in a certain area, it is always best to learn the local language that is used so that you can be accepted by the community and gain economic advantage.

This response is in line with Phaahla's (2010:52) finding that African languages can play a major role in the economic sphere, and economic advantage can be achieved by using and enriching local African languages. Phaahla (2010:52) continues to say the following about the use of African languages for economic advantage:

In view of the unprecedented wave of globalisation sweeping the world today, the sophistication of local black languages should be significantly stepped up from their normal range of mundane discourse to an economic discourse. This would facilitate the process of mother-tongue speakers taking charge of their languages and competing locally in terms of being generally innovative and competent in the domain of business, assuming that a newfound confidence will expand their language use and make knowledge readily accessible for trade and business purposes.

(c) Cognitive advantage

The chart below shows responses from respondents on whether they agree or disagree that it is an advantage to be proficient in more than one language in terms of cognitive advantage. Data collected indicate that 47.92 percent of the respondents strongly agree that being proficient in more than one language is a cognitive advantage, while 41.67 percent agree, followed by 6.26 percent who disagree and 4.17 percent strongly disagree. Only one of the forty-nine respondents did not respond to this question.



Frequency missing=1

Figure 4.12 Cognitive advantage

According to studies conducted by researchers such as Lambert (1981) and Cummins (2000), the conclusion is that being proficient in more than one language has cognitive advantages. Lambert (1981:10) asserts that "...being bilingual can have tremendous advantages not only in terms of language competencies but also in terms of cognitive and social development". This is reflected by the answers of the respondents who indicated that they agree that to be proficient in more than one language is a cognitive advantage.

4.2.1.11 Languages spoken with various parties

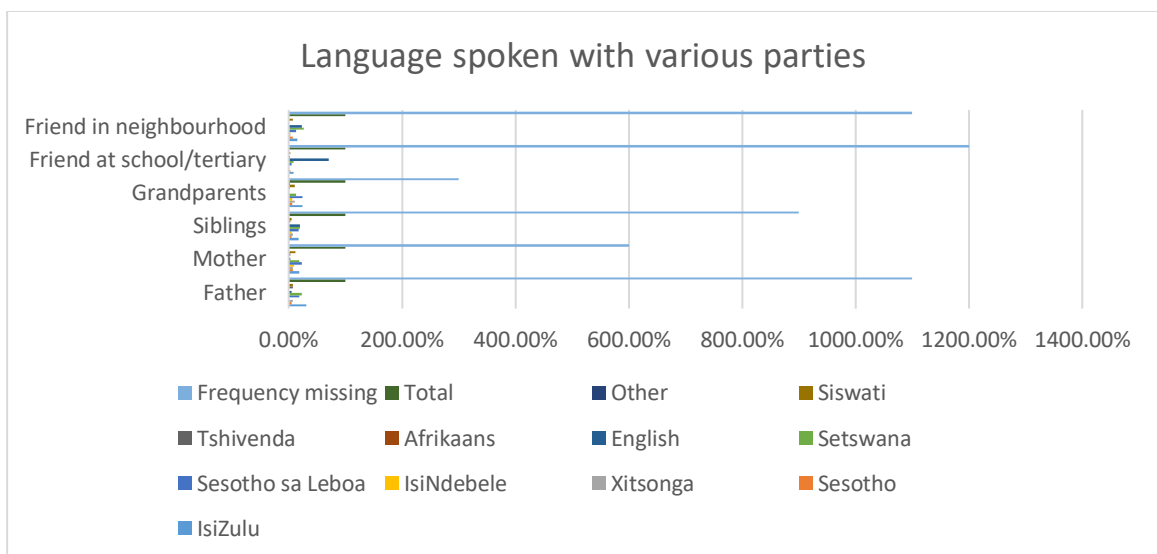


Figure 4.13 Languages spoken with various parties

Data presented in Figure 4.13, show the languages that are used when respondents communicate with their: father, mother, siblings, grandparents, friends at school and friends in the neighbourhood. The responses in the figure above link with Bowerman's (2000) findings in Kamwangamalu (2003:235), which show that respondents use African languages when they communicate with older people and English when they communicate with people in their own age group.

The presented results in Figure 4.13 speak to the following research question:

- *What role do parents play in mother tongue acquisition?*

According to the data collected, it is clear that young adults do speak their mother tongue with their parents. Only 5.26 percent and 2.33 percent indicated that they speak English with their fathers and mothers respectively. This shows that parents are actually promoting the use of mother tongue by their children.

Another research question answered by this data is:

- *Where do young adults use their mother tongue?*

The data presented in Figure 4.13 indicate that mother tongue is used mostly at home because of the high percentages of use with father, mother, siblings, and friends in the neighbourhood.

English is mostly used when young adults communicate with friends at school with a response of 70.27 percent. This could be owing to the school being a place where there is a mixture of different race groups. Therefore, English is used as a tool to facilitate communication.

4.2.1.12 Type of school attended

The respondents had to indicate the type of school that they attended. Out of the 49 respondents, 55.10 percent attended public fee-paying schools, 22.45 percent attended public fee-free schools and 22.45 percent attended private schools.

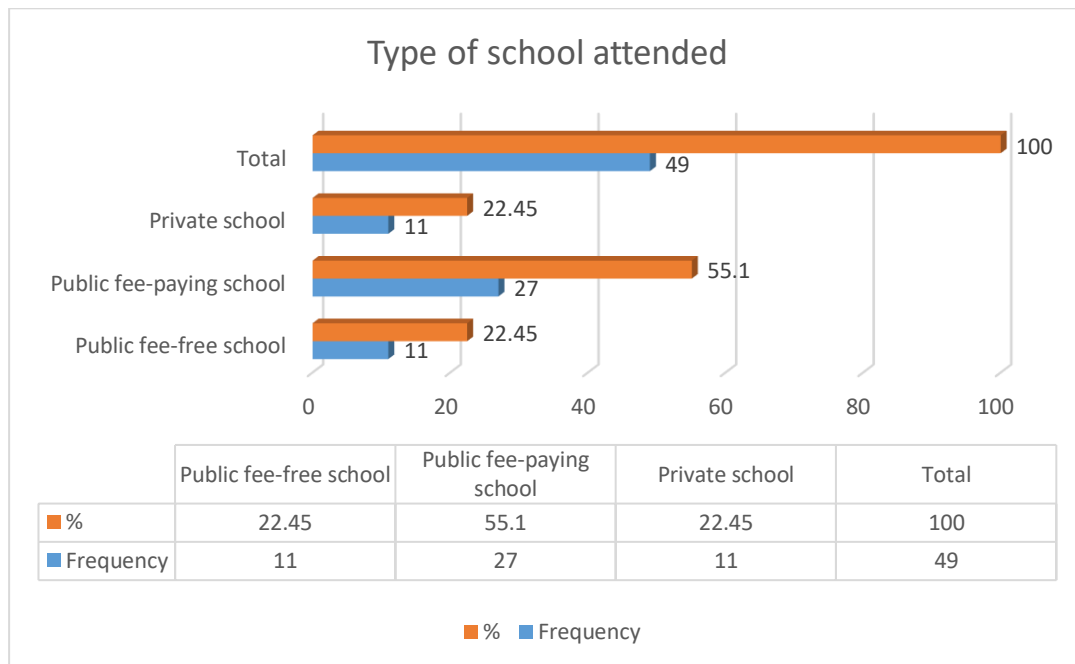
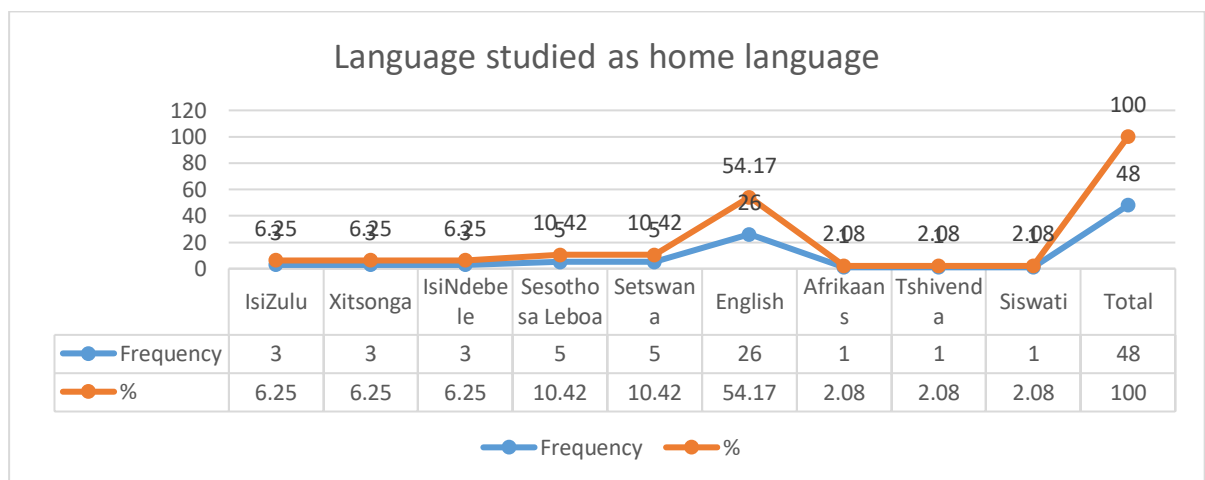


Figure 4.14 Type of school attended

According to the chart above, it is clear that a high number of the respondents attended public fee-paying schools. Public fee-paying schools consist of former Model C schools. Model C schools are schools that catered for whites only. Parents send their children to these schools because, according to Kamwangamalu (2007:271), "...township schools, unsurprisingly, have poor facilities, underqualified teachers, and overcrowded classes, with an average teacher-student ratio of approximately 1:80." The primary language offered at former Model C schools and private schools is English. According to Heugh (2000:15), English plays an important role in international communication, education and in the economy. Therefore, parents choose English as a first language for their children. According to the data presented in Figure 4.13, it seems it is not the intention of parents to encourage their children to learn English at the expense of their mother tongue. It could be that they take their children to Model C schools in order for their children to have a head start in the South African economic setting.

4.2.1.13 Language studied as home language

The figure presents data collected from respondents about the home language studied at school. The highest number of respondents chose English as a home language that they studied at school, at 54.17 percent, followed by Sesotho sa Leboa and Setswana at 10.42 percent, isiZulu, Xitsonga and IsiNdebele at 6.25 percent, Afrikaans, Tshivenda and Siswati are the least studied languages at 2.08 percent. One of the forty-nine respondents did not respond to this question.



Frequency missing=1

Figure 4.15 Language studied as home language

A total of 54.17 percent of the respondents are satisfied with English as a home language studied at school. The other 45.83 percent is spread amongst the other eight official African languages. Bearing in mind that all the respondents are black South Africans, the picture that is painted by the data shows that African languages are not preferred as languages of moving up, but they are viewed as just for communication with family member and friends who speak the language. English on the other hand was chosen by the majority of the respondents and is viewed as a universal language.

4.2.1.14 If you had a choice would you have chosen to study the home language prescribed at school?

Respondents were asked if they had a choice whether they would study the home language that was prescribed at school or not. The highest number of respondents responded that they would have chosen the prescribed home language, yes at 73.47 percent. The other 26.53 percent indicated that they would not have chosen the prescribed home language.

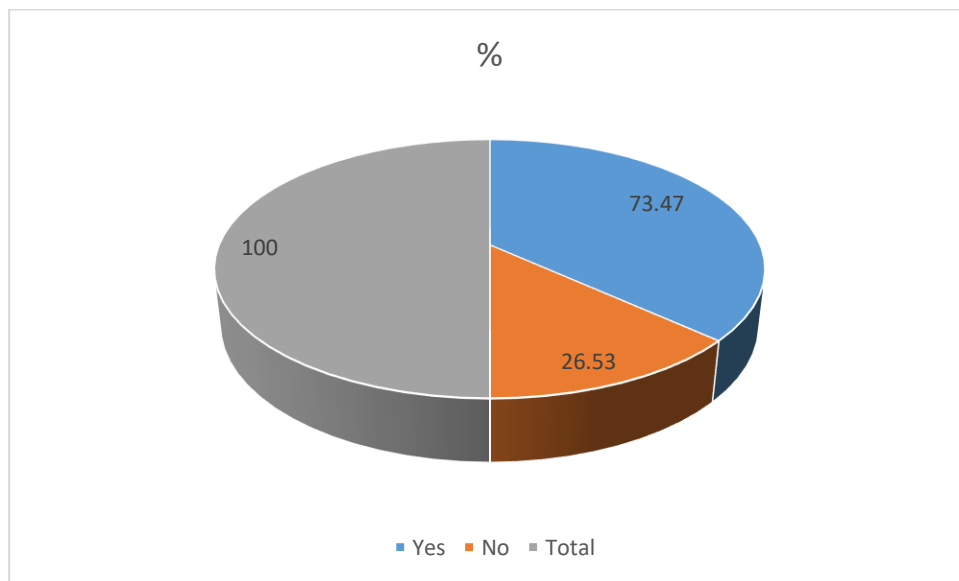


Figure 4.16 Choice of home language prescribed at school

Out of the 73.47 percent of the respondents that indicated that they were satisfied with the choice of home language prescribed at school, 34.69 percent indicated that they are satisfied with English as home language. While 38.77 percent of those who also indicated they are satisfied with their choice of home language, studied their mother tongue as home language at school.

The 26.53 percent of the respondents who indicated that they were not satisfied with the choice of home language is also divided between those who studied English as a home language and those who studied their mother tongue as a home language. 18.36 percent studied English as home language and they are not satisfied, while 8.16 percent studied mother tongue as their home language

and they are not satisfied. The 18.36 percent who alluded to the fact that they are not satisfied with having studied English as first language, shows that these young adults would have preferred to study their mother tongue as home language.

The breakdown of the results above paint a clearer picture of the results presented in Figure 4.16. The fact that most of the African language respondents indicated that they were not satisfied with the choice of home language does not necessarily mean that they prefer English or vice versa. As the numbers clearly indicate, the majority would have preferred to study their mother tongue. The results from the above discussion answer the research question:

- *What are the perceptions of young adults towards mother tongue?*

They prove that young adults see their mother tongue as important; this is based on the reasons that they stated. Their reasons for mother tongue preference vary from it being 'easy to understand', 'wanting to be proficient in it', 'being easy to communicate with people in the neighbourhood', etc. These reasons indicate that these young adults view their mother tongue as important and that they value it. Some of the reasons given by respondents for preferring English as opposed to mother tongue, 'for communication', 'English is a universal and international language', 'opens opportunities for jobs', etc.

Respondents who chose 'yes' (satisfied with choice of home language) gave the following reasons:

- *Make communication a lot easier with my peers and more importantly those of different race. (English – hereafter E)*
- *Because it is a universal language which makes communication a lot easier with fellow peers around me.(E)*
- *It is an international language.(E)*
- *It is a general language.(E)*
- *Because it is important to know English.(E)*
- *It has opened more opportunities for jobs.(E)*

- *It is an internationally recognised language.(E)*
- *It is easy to understand.(Mother tongue -hereafter MT)*
- *To be able to have a good reading and writing skills.(E)*
- *Communication and establish cross cultural friendship.(E)*
- *It is my mother tongue and I like to be proficient in it.(MT)*
- *It gives me more understanding in my home language.(MT)*
- *It will help me know my mother tongue better and understand the culture behind it. (MT)*
- *I grew up speaking that language.(MT)*
- *My home language is very important, it is who I am. (MT)*
- *To know and understand the language.(MT)*
- *Afrikaans is easier to read and write. (Afrikaans)*
- *It is not easy to understand our roots without learning our language. (MT)*
- *Easier to grasp, a universal language. (E)*
- *It helps me communicate with people from all around the world. (E)*
- *Because that is the language I am familiar with. (MT)*
- *It is the language used in all professional settings. (E)*
- *It makes it easy for me to communicate with people in my neighbourhood. (MT)*
- *It is well developed. (MT)*
- *It's difficult to choose a home language especially if your parents have different languages. (E)*
- *To be honest it taught me a great deal of communication and it is a web/global communication channel throughout the globe. (E)*

Respondents who choose 'no' (not satisfied with the choice of home language) gave the following reasons:

- *I prefer learning English.*
- *Because in Grade 8 I did Sesotho sa Leboa. I didn't fail it, but it was challenging. If I had started earlier in Primary school, I would have been more exposed. (The respondent studied English as home language).*
- *I would have liked to study my father's language since I speak my mother's.*

- *It is not my home language (SiSwati).*
- *Because it is not my home language. (E)*
- *It would have been nice to learn a language I don't know at all. (E)*
- *It is not necessary. (IsiNdebele)*
- *I prefer English as a home language. (E)*
- *I am satisfied with having to learn English as a home language. (E)*

4.2.1.15 Language studied as first additional language.

Respondents had to indicate the language that they studied as a first additional language at school. The highest number of respondents indicated that they studied Afrikaans as a first additional language, at 44.90 percent, followed by English, at 42.86 percent. IsiZulu and Siswati are both at 4.08 percent. The least languages chosen as additional languages are Sesotho and Sesotho sa Leboa at 2.04 percent.

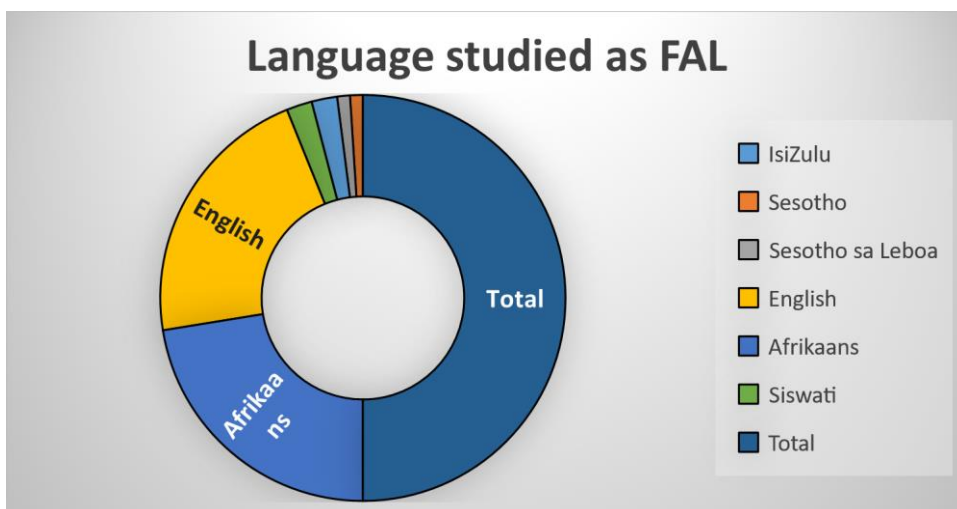


Figure 4.17 Language studied as first additional language

The picture that is painted by Figure 4.17 indicates that English and Afrikaans top the other African languages as first additional languages. This can be interpreted as meaning that most African young adults studied their mother tongue as home language and English or Afrikaans as a first additional language. These numbers

still affirm the fact that English and Afrikaans top the other African languages as a first additional language.

4.2.1.16 If you had a choice would you have chosen to study the first additional language prescribed at school?

The respondents were asked to indicate whether, if they had a choice they would have chosen the first additional language prescribed at school or not. The highest number chose, ‘yes’, at 59.18 percent, indicating that they would have chosen the particular first additional language. The other 40.82 percent of respondents chose ‘no’.

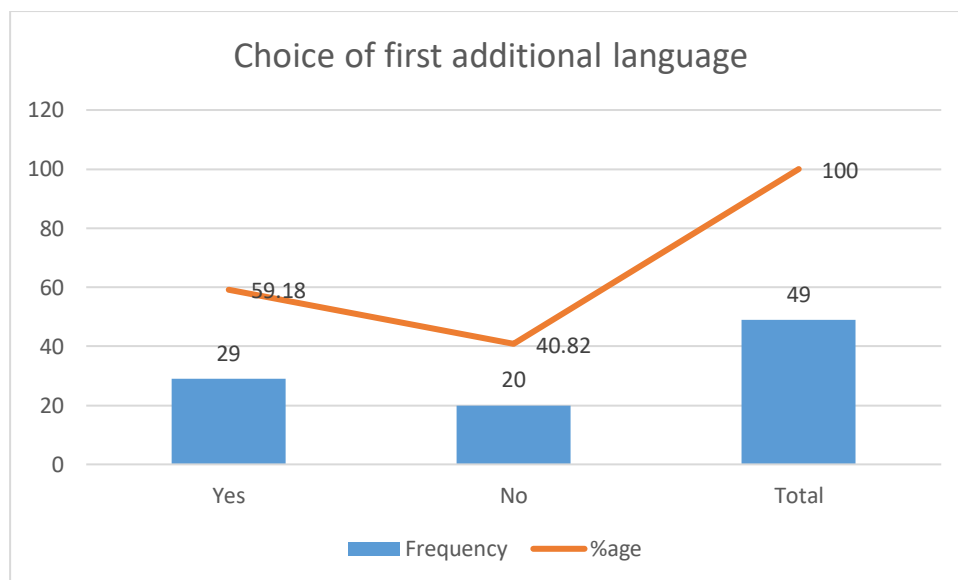


Figure 4.18 Choice of first additional language

Reasons given by respondents who choose ‘yes’ to the question ‘If you had a choice would you have chosen to study the first additional language prescribed at school?’

- *I already knew vernac from home, so it was important to learn another language. (Afrikaans --hereafter A)*
- *I can understand when white people are talking about me. (A)*
- *I would have benefited more from an African language. (A)*

- *Because it's my mother tongue. (MT)*
- *Because it is a universal language and makes it easy to communicate with people who do not understand my mother tongue. (E)*
- *It was better than Afrikaans. (E)*
- *English is one of the common languages in our country therefore, it is important to study it. (E)*
- *It is important to communicate with people everywhere in the world. (E)*
- *It was English and I wanted to know it. (E)*
- *Yes, because it is an international language, so it easy to communicate in it. (E)*
- *It is a well-known used language. (E)*
- *English is a language that is used by people who speak different languages in order to understand each other they use English. So, it is important to learn it. (E)*
- *It is a language of education. (E)*
- *It is the language of business and it gives international access. (E)*
- *I prefer my mother tongue over any other language, despite now English being my preferred language. (E)*
- *There were good teachers. (E)*
- *It is very important to know more languages. (E)*
- *English is important and regarded as the main language in SA.*
- *It is the language I was raised on. (MT)*
- *It is most suitable for me. (MT)*
- *Because of my interest to the language. (MT)*
- *It is the language spoken by most employers. (A)*
- *It is good to know it. (E)*

The 59.18 percent of respondents who indicated that they would have chosen to study the first additional language prescribed at school, studied mostly English as first additional language and only a few studied mother tongue and Afrikaans.

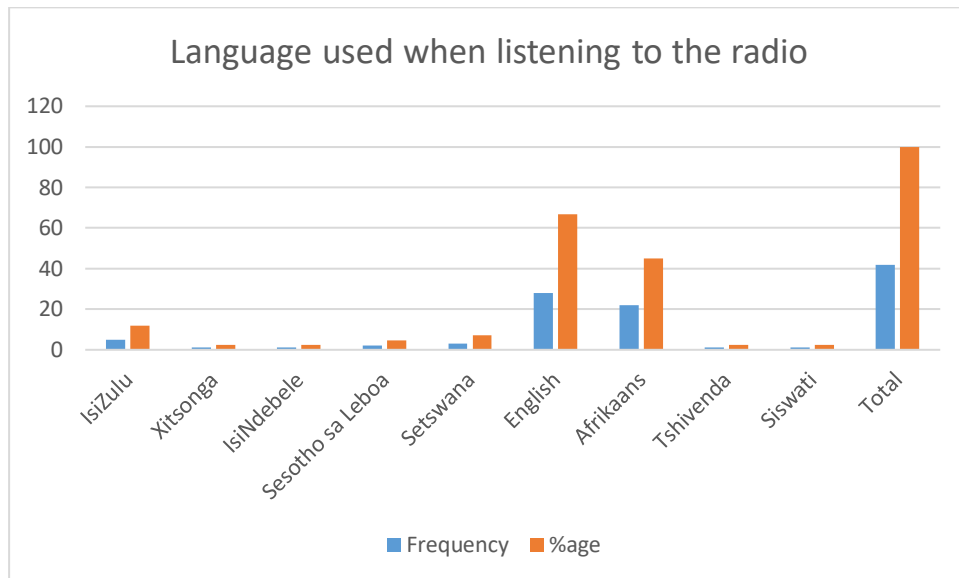
Reasons given by respondents who choose 'no' to the question 'If you had a choice would you have chosen to study the first additional language prescribed at school?'

- *It is hard to grasp. (A)*
- *I would have chosen one of my parent's languages. (A)*
- *Never, I do not like Afrikaans.*
- *My profession requires multiple languages. (A)*
- *Because it is not necessary to know it. (A)*
- *Because there is nowhere in my daily activities where I apply it. (A)*
- *I would have chosen to study my mother tongue instead. (A)*
- *I don't use it. (A)*
- *I feel like it was a waste of time and I would rather have learnt French or Spanish. (A)*
- *People who speak my language have been historically manipulated to speak Afrikaans language in the past and I'm not comfortable learning it, even for future references. (A)*
- *I was uncomfortable with it and I did not understand it. (A)*
- *I do not use it. I would have liked to use my mother tongue. (A)*
- *Afrikaans was very hard for me. To read and write. (A)*
- *These languages are common in South Africa; a foreign language would have been nice. (A)*
- *It is useless. (A)*

The 40.82 percent of respondents who indicated that they would not have chosen the prescribed first additional language mostly studied Afrikaans as an additional language. Young adults who studied Afrikaans as a first additional language would have preferred to study their mother tongue or any other African/foreign language. The reasons that they stated, range from Afrikaans being difficult, not using the language, the language being useless, etc.

4.2.1.17 Language used when doing various activities:

a) Listening to the radio



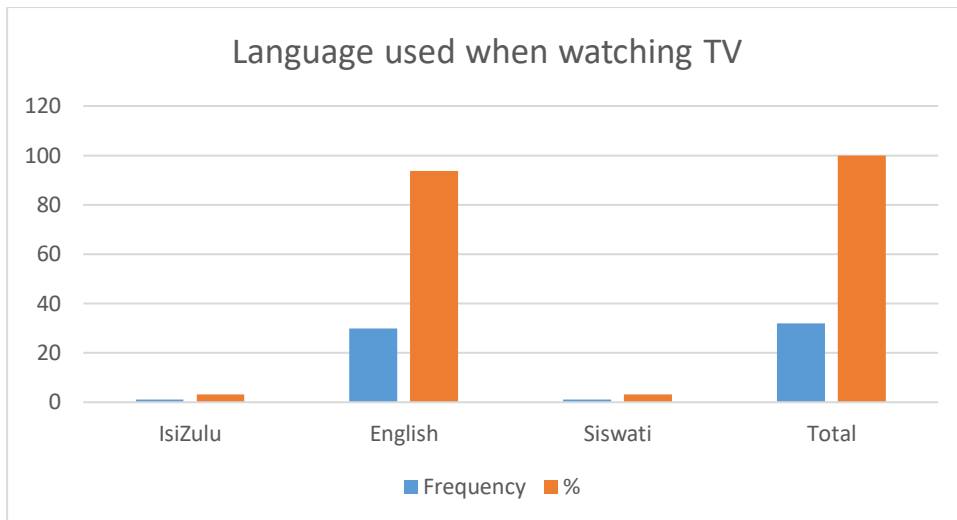
Frequency missing=7

Figure 4.19 Language used when listening to the radio

The percentages reflected in the figure, show that English and Afrikaans are the most preferred languages when listening to the radio. The respondents are young and the radio stations that play music that is popular and preferred by the youth use English as the medium of communication. The radio stations that use African languages when broadcasting mostly consist of talk shows that mainly disseminate information that is community based.

b) Watching television

Figure 4.20 indicates that 93.75 percent of respondents chose English as the language used when watching television, followed by IsiZulu and Siswati at 3.13 percent for each language. Seventeen respondents did not answer this question.



Frequency missing=17

Figure 4.20 Language used when watching television

The fact that English scored the highest percentage could be because the language that is used the most on television is English. There is no television station that is strictly African language-based. The 3.13 percent for IsiZulu and Siswati could be as a result of the few television programs that are dominated by those languages. English mostly dominates South African media.

4.2.1.18 Agree or disagree on the usage of mother tongue

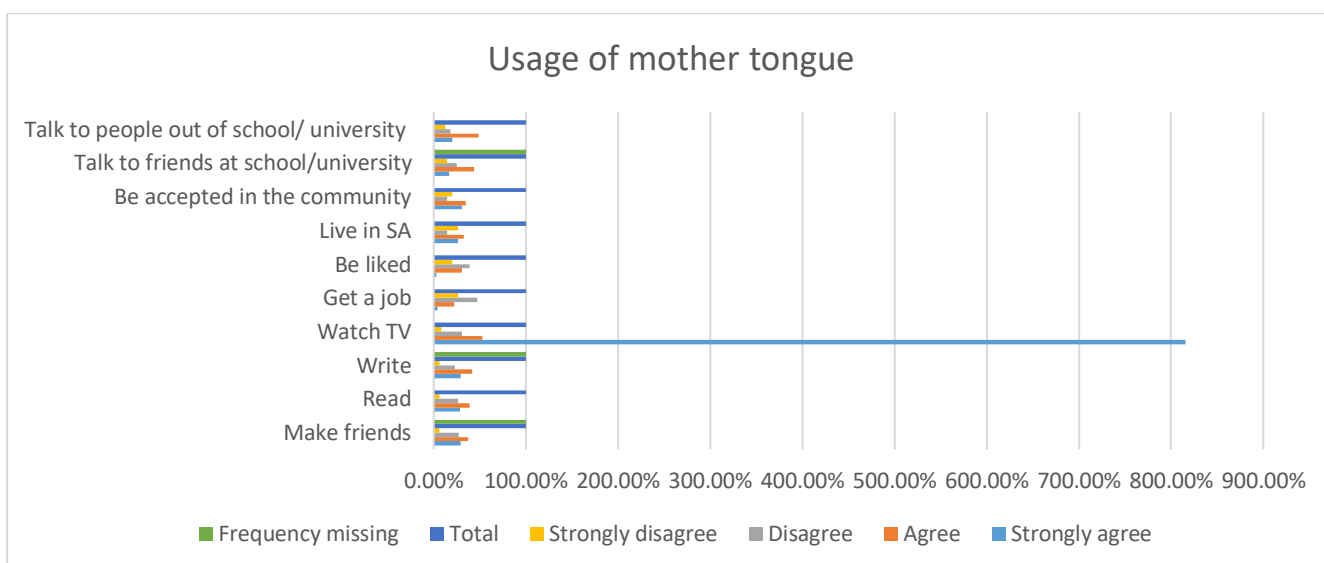


Figure 4.21 Usage of mother tongue

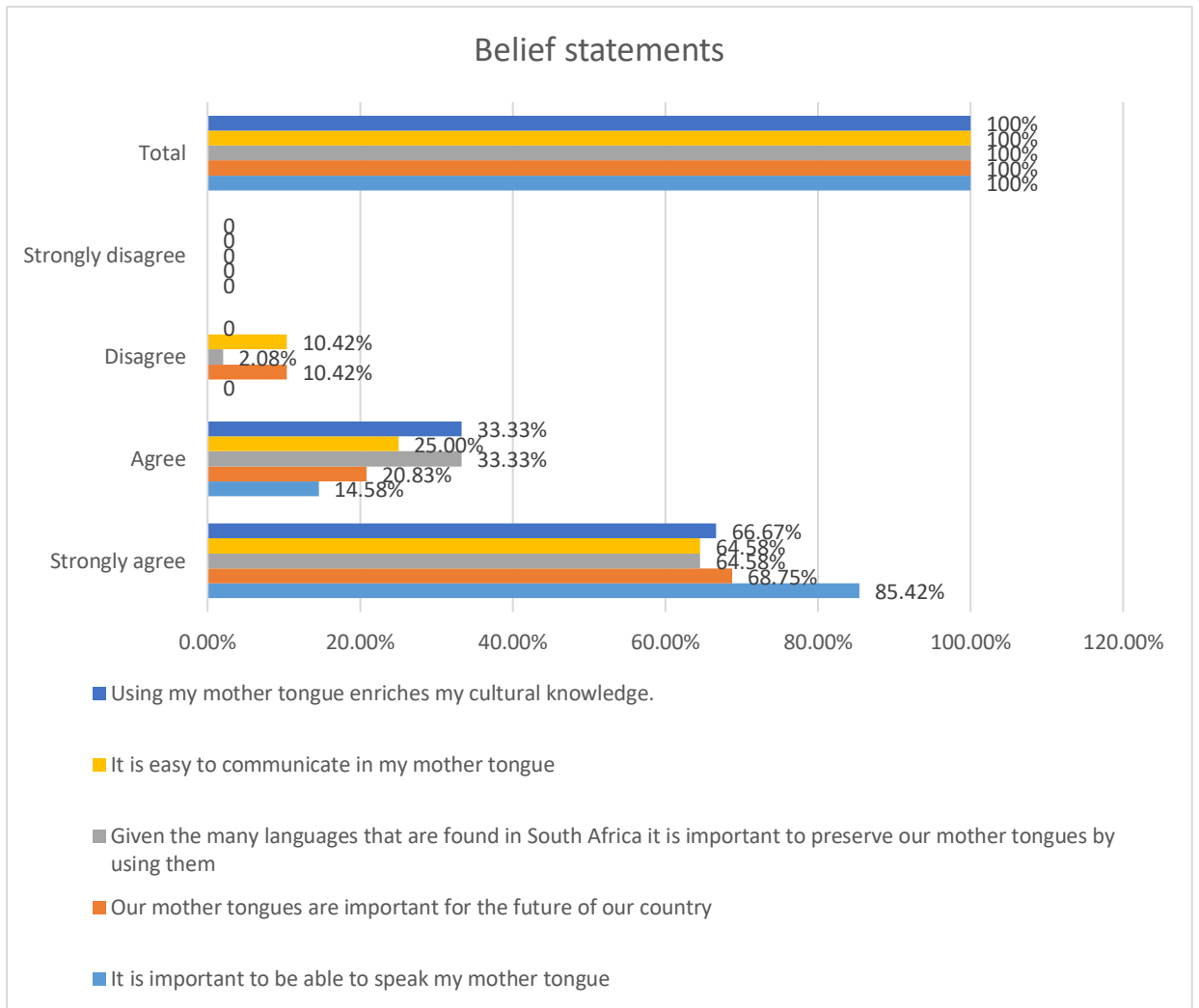
The results presented in Figure 4.21 indicate that most of the respondents agree that it is important to know their mother tongue in order to make friends, read, write, watch television, live in South Africa, be accepted in the community, talk to friends at school/university, and talk to people out of school/university. The percentage range between 59.18 percent to 70.84 percent. These responses indicate that young adults value their mother tongue and that they perceive it as being important.

A total of 73.47 percent of the participants disagree that it is important to know their mother tongue in order to get a job. These results can be interpreted as meaning that mother tongue is not important in order to get a job. Kamwangamalu (2003; 2007) asserts that African languages are viewed as inferior compared to English, in terms of socio-economic status.

A total of 59.19 percent of the respondents disagree that it is important to know their mother tongue in order to be liked. Again, these results indicate that the respondents do not believe that it is important for one to know their mother tongue to be liked.

According to the chart above, the overall picture that one gets is that mother tongue is valued in doing everyday societal activities.

4.2.1.19 Agreement or disagreement with belief statements



Frequency missing=1

Figure 4.22 *Belief statements*

Data presented in the chart above relate to the research question:

- *What are the perceptions of young adults towards their mother tongue?*

The data suggest that young adults view their mother tongue as important, because over 90 percent indicated that they agree with the statements given in Figure 4.22. A complete 100 percent of the respondents agree that it is important to be able to speak one’s mother tongue. About 98 percent of the respondents indicated that it is important to preserve their mother tongue. All the respondents

agree that using one's mother tongue enriches cultural knowledge. These results are in line with findings by De Kadt (2005:20), whose article focused on how students of Zulu origin see themselves in terms of identity in the context that is dominated by English. De Kadt further found that students acknowledge the importance of knowing their mother tongue and that they consciously communicate in proper Zulu as much as possible with fellow students who speak isiZulu.

The responses of the respondents further correlates with their responses in Question Five above, see Figure 4.5, where 97.96 percent of the respondents indicated that it is important to know their mother tongue. Reasons that they gave include the statements that are in Figure 4.22.

4.2.2 Presentation and analysis of parents' responses to questionnaires

The researcher distributed 80 questionnaires to parents. Out of the 80 questionnaires distributed, only 49 questionnaires were returned. The questionnaires consisted of 18 questions. Questions 1-6 of the questionnaire were included in order to paint a picture of the parents who participated in the study. The questions covered gender, age, race, home language, level of education and place of residence.

The following sections of this chapter present data collected from parents by means of the questionnaires that were distributed. The aim of the research in collecting data from parents was to get the answers to the questions posed in Chapter 1. The questions are:

- *Do parents encourage their children to learn their mother tongue?*
- *What role do parents play in mother tongue acquisition?*

4.2.2.1 Gender

It was important to include gender in this questionnaire because the researcher was interested in the inclusiveness of the data collected, so that the findings could

be generalised to both male and female as both parents play a role in interacting with the child.

Data collected from parents indicate that of the 49 participants, 30.61 percent were male and 69.39 percent were female.

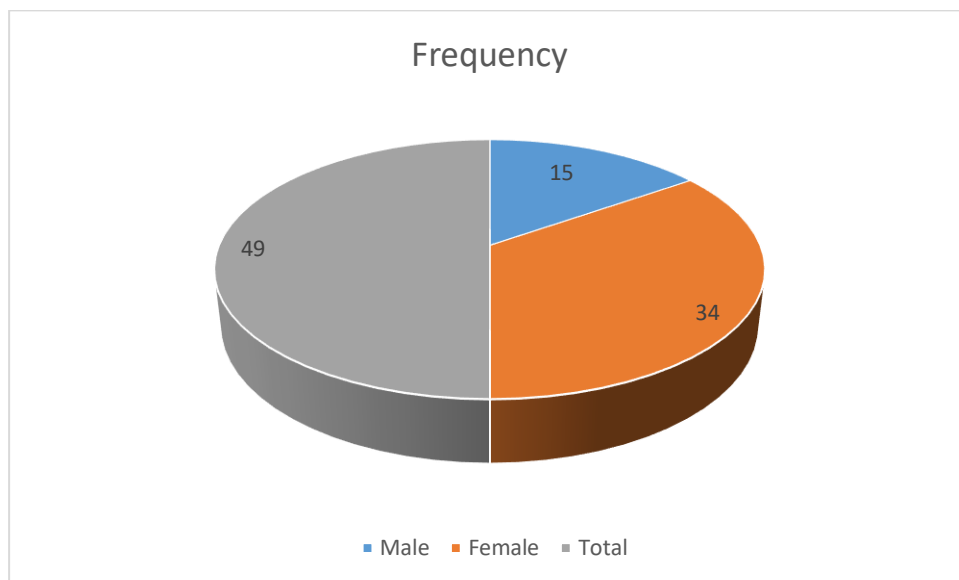


Figure 4.23 Gender

4.2.2.2 Age of participants

The research questionnaire included a section where participants were asked to indicate their age. This item was included in order for the researcher to determine whether there is a difference in mother tongue preference or promotion between the younger parents and older parents.

According to Figure 4.24, it is apparent that the highest number of parents that responded to the questionnaire are between the ages of 41-50 years at 40.82 percent, compared to the lowest number of respondents being between an age range of 25 and 30 years at 6.12 percent. While 29 percent of parents are between the ages 31-40 years and 24.49 percent are 51 years and above.

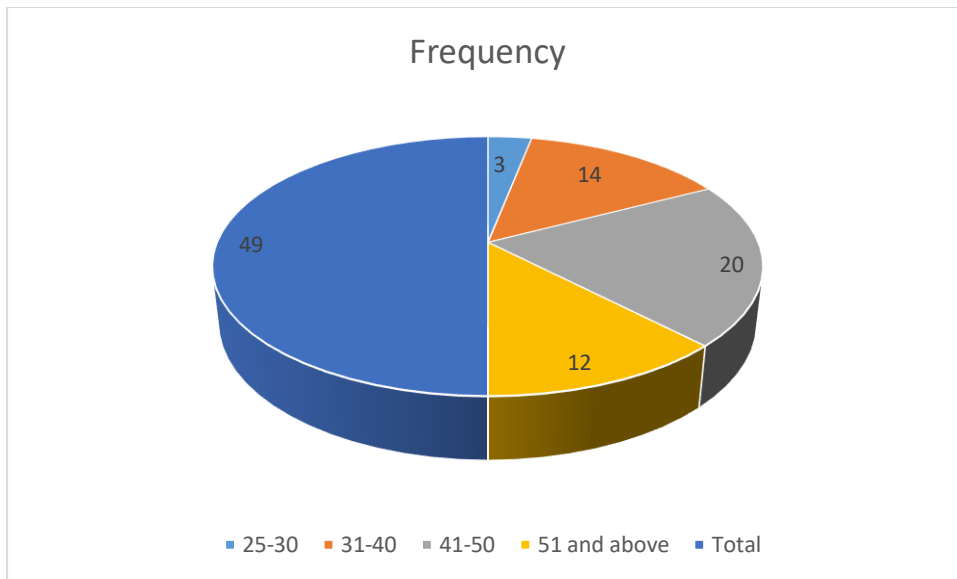


Figure 4.24 Age of participants

4.2.2.3 Race

The researcher described the ideal participants in this research as black South Africans, therefore, it was important for the researcher to include this question because of the nature of the data collection instrument. It would have been difficult for the researcher to determine whether the participant was black or white.

Figure 4.25 presents data that show that of the 49 respondents, 93.88 percent of them are black, 4.08 percent coloured and 2.04 percent white. Race was included as one of the variables in the questionnaire because the researcher wanted to concentrate on black South African parents. The 6 percent will not make a difference to the results because 94 percent of the respondents are black.

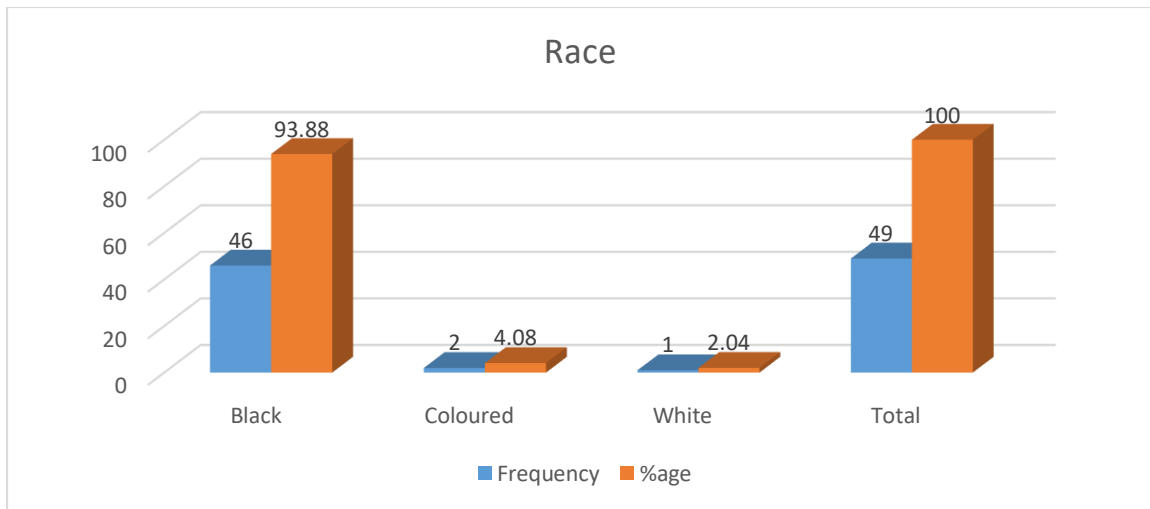


Figure 4.25 Race

4.2.2.4 Home language

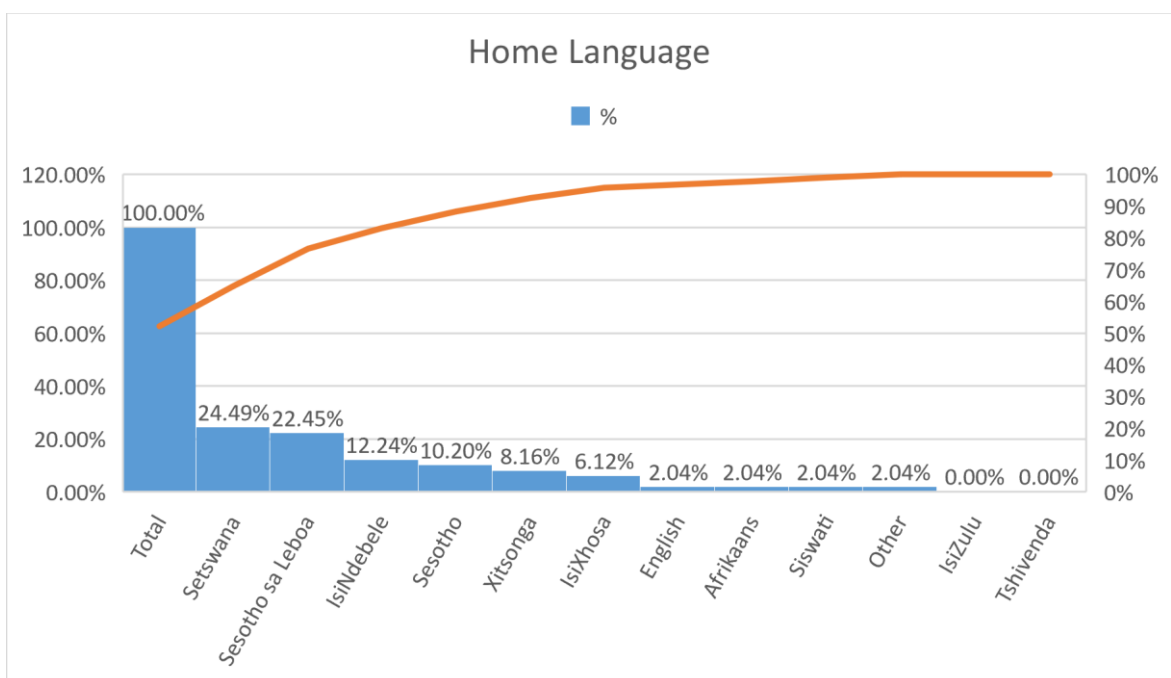


Figure 4.26 Home language

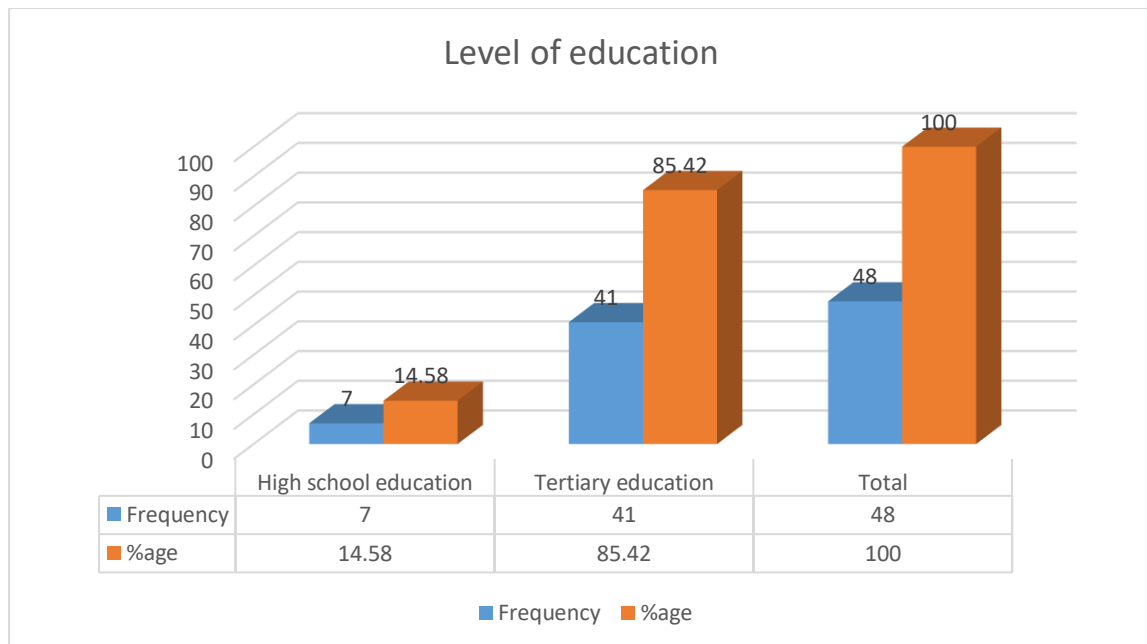
The data show that the respondents are a mixture of different language groups. Setswana and Sesotho sa Leboa has the highest number of respondents, 24.49 percent and 22.45 percent respectively. These numbers are not surprising because as mentioned in Section 4.2.1.9, the home language profile of Tshwane

showed Setswana and Sesotho sa Leboa to be among the highest in the population (Language Policy of the City of Tshwane, 2012:5).

4.2.2.5 Level of education

This variable was included by the researcher in order to find out if the level of education has an effect on the choice of language of teaching and learning chosen by parents for their children and the type of school chosen.

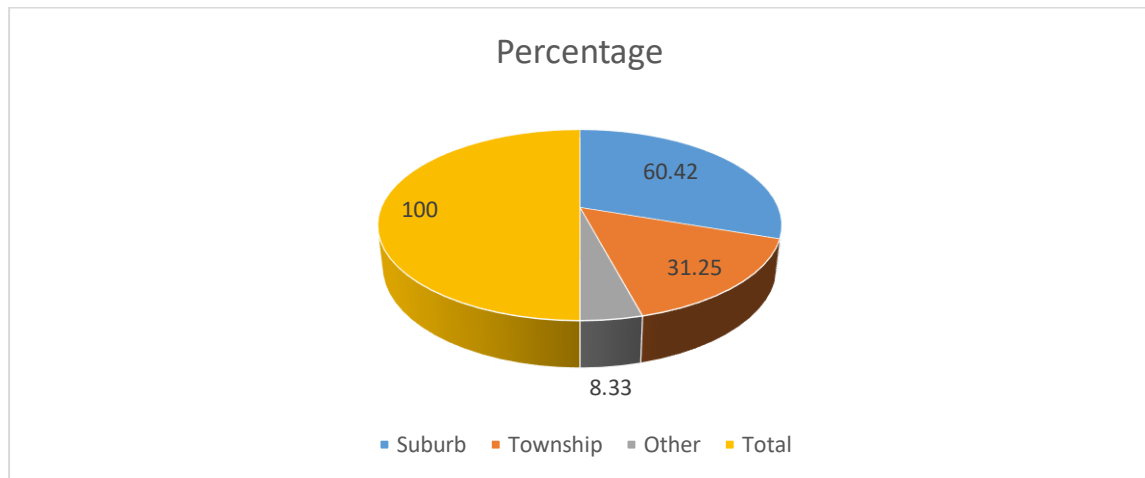
Figure 4.27 shows that 85.42 percent of the respondents have a tertiary education and 14.58 percent have a high school education. Only one respondent did not indicate their level of education.



Frequency missing=1

Figure 4.27 Level of education

4.2.2.6 Participants' area of residence

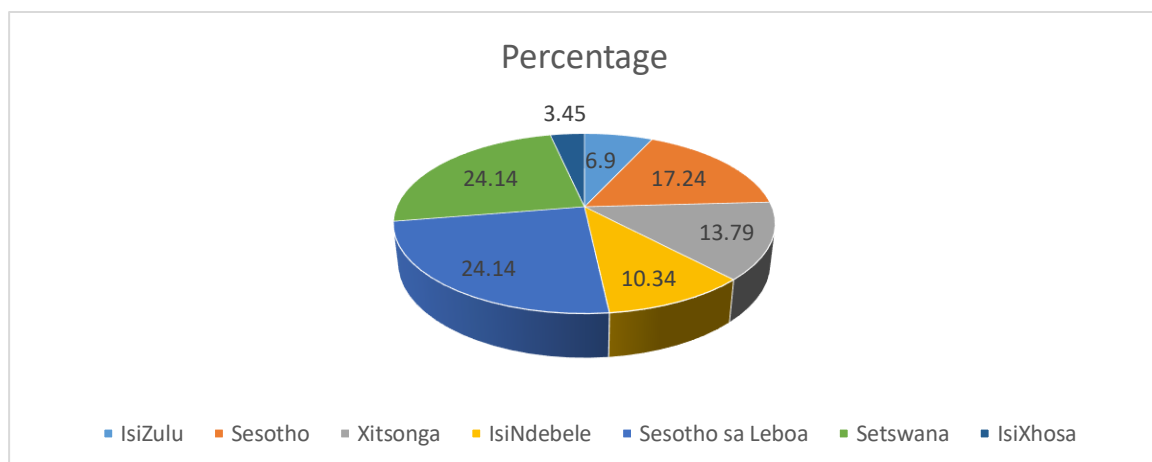


Frequency missing=1

Figure 4.28 Participants' area of residence

According to Figure 4.28, 60.42 percent of the participants reside in the suburbs, 31.25 percent reside in townships and 8.33 percent indicated 'other', which according to what was indicated in the questionnaires is villages. The 8.33 percent of respondents that reported residing in villages are respondents that are likely working in urban areas but reside in the villages in the rural areas surrounding Pretoria.

4.2.2.7 Spoken languages



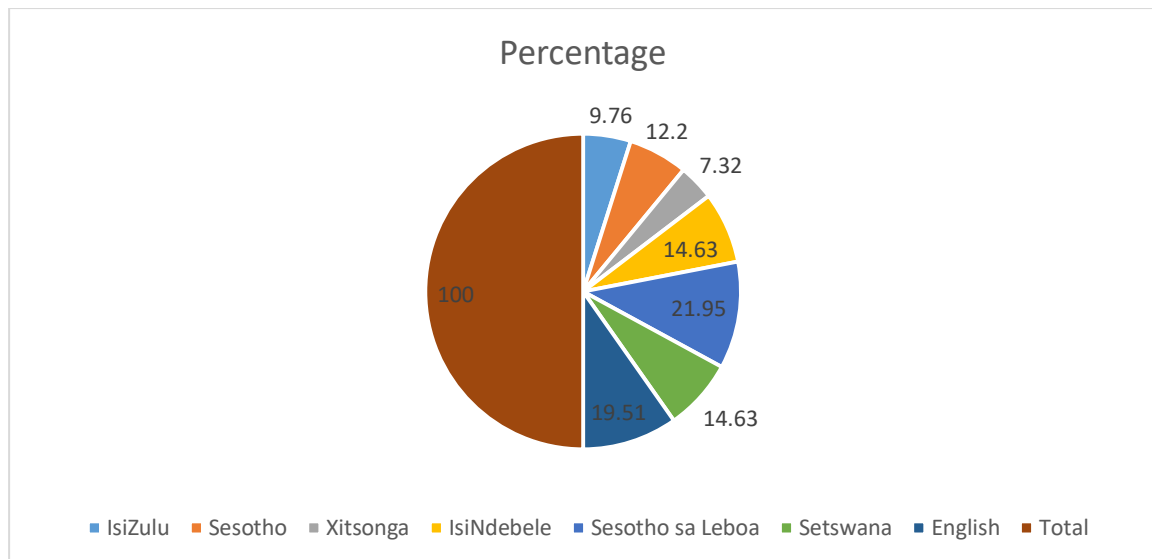
Frequency missing=20

Figure 4.29 Spoken languages

Data presented in the chart above indicate that Sesotho sa Leboa and Setswana are the most spoken languages, both at 24.14 percent. This is followed by Sesotho at 17.24 percent, Xitsonga at 13.79 percent, isiNdebele at 10.34 percent, isiZulu at 6.90 percent and isiXhosa at 3.45 percent.

Twenty of the forty-nine participants indicated more than one language, this is not surprising considering the multilingual nature of Tshwane. Therefore, the statistician counted those responses as missing frequencies.

4.2.2.8 Language used mostly



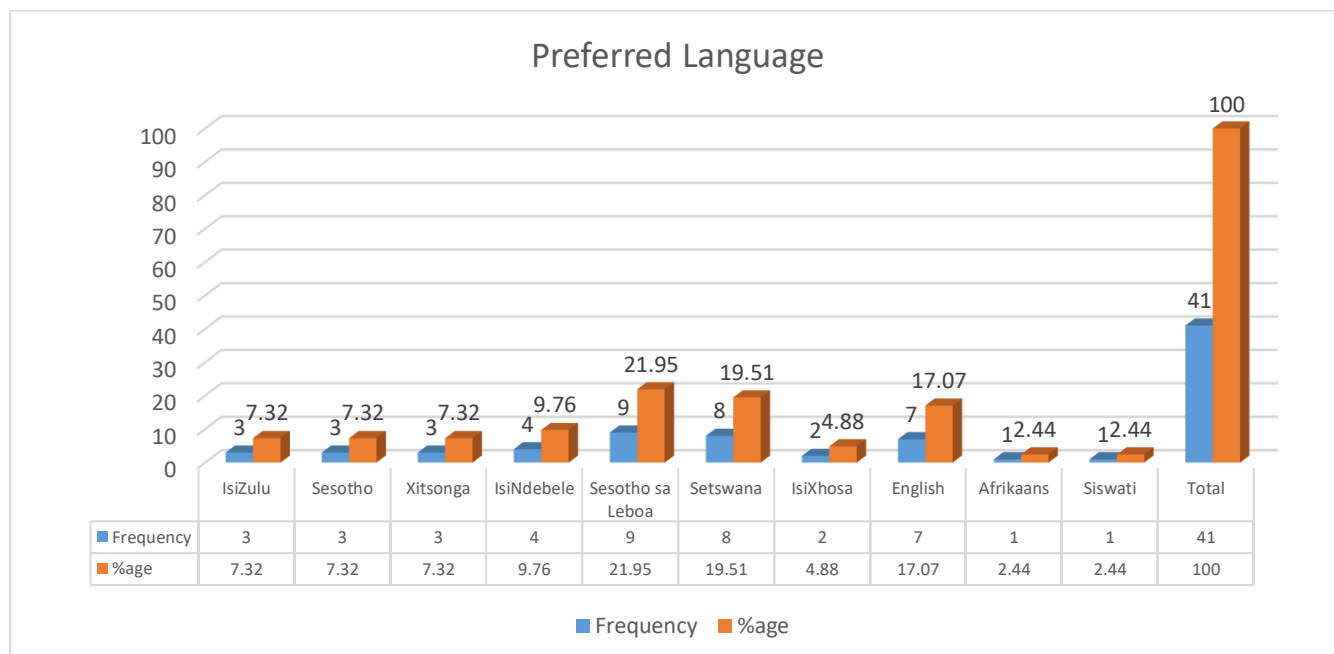
Frequency missing=8

Figure 4.30 Language used mostly

Figure 4.30 indicates that Sesotho sa Leboa is the language that is mostly used at 21.95 percent, English at 19.51 percent, IsiNdebele and Setswana both at 14.63 percent, Sesotho at 12.20 percent, IsiZulu at 9.76 percent and Xitsonga at 7.32 percent. Eight of the forty-nine participants indicated that they used more than one language therefore the statistician recorded them as missing.

The part of the Gauteng Province where the researcher collected the data is typically concentrated with a high number of Sotho language group speakers. According to the City of Tshwane Draft 2013/14 IDP Review (2013:11), cited in Ditsele (2014: 219), Sepedi and Setswana have the highest number of speakers, and Afrikaans, together with the other African languages, have low numbers of speakers. Ditsele (2014:219) asserts that "...there is no single dominant L1 in the Tshwane region, making it a multilingual metropolitan city". According to the City of Tshwane Metropolitan Municipal Language Policy, eight languages are declared as official, they are namely: Afrikaans, Sepedi, Setswana, English, Zulu, Xitsonga, Tshivenda and Ndebele (Language Policy of the City of Tshwane, 2012:5-6). It is therefore not surprising that according to data collected from participants situated in the Tshwane area, the languages mostly spoken are the Sotho languages, namely, Sesotho sa Leboa and Setswana. English is also high at 20 percent; this could be because of the status of English. English is perceived to be the language of upward mobility and therefore, this leads to a preference for instruction in English from as early as possible (Taylor & Coetzee, 2013:3).

4.2.2.9 Preferred language



Frequency missing=8

Figure 4.31 Preferred language

As Figure 4.31 shows, Sesotho sa Leboa is the preferred language at 21.95 percent, followed by Setswana at 19.51 percent. English is the third preferred language at 17.07 percent, followed by isiNdebele at 9.76 percent. IsiZulu, Sesotho and Xitsonga are all at 7.32 percent and the least preferred languages are Afrikaans and Siswati both at 2.44 percent. Eight of the forty-nine participants were indicated as missing frequencies by the statistician because the respondents indicated more than one language.

Out of the 41 respondents who answered this question, 34 of them indicated that they preferred their mother tongue but moving to question 11 (parents' questionnaire) where parents are asked whether they buy books written in their mother tongue or not, the results indicate that 37 of the 49 respondents do not buy books written in their mother tongue.

The following reasons are given by parents for their choice of preferred language.

Those who prefer mother tongue:

- *IsiZulu is my mother tongue, speaking isiZulu inculcate a sense of belonging to its speakers.*
- *Identity and culture.*
- *I have learned to speak this language since I started my school up until I specialised in it until tertiary. As a teacher, I was also teaching it at school.*
- *Because it is my mother tongue and am comfortable with it.*
- *Because it is the language that my mother taught me and learned from schools which taught Sesotho sa Leboa.*
- *Because it is my African Language.*
- *It is my mother tongue.*
- *Understand and express more or better when communicating.*
- *It's my home language.*
- *I prefer to speak isiNdebele because it is my language.*
- *To be vocal and be able to send the messages across.*
- *Because it is my language.*

- *I express myself freely and with confidence. I enjoy the richness of the language; it defines my culture and identity, my humanness, Ubuntu.*
- *It becomes easy to express yourself in it.*
- *That is who I am, and I want my children to have an identity.*
- *It is the language that is spoken around our area.*
- *Because it is understood by most people.*

Most of the reasons given by parents for preferring mother tongue indicate that knowing your mother tongue grounds a person by giving that person a sense of belonging and shapes who one is.

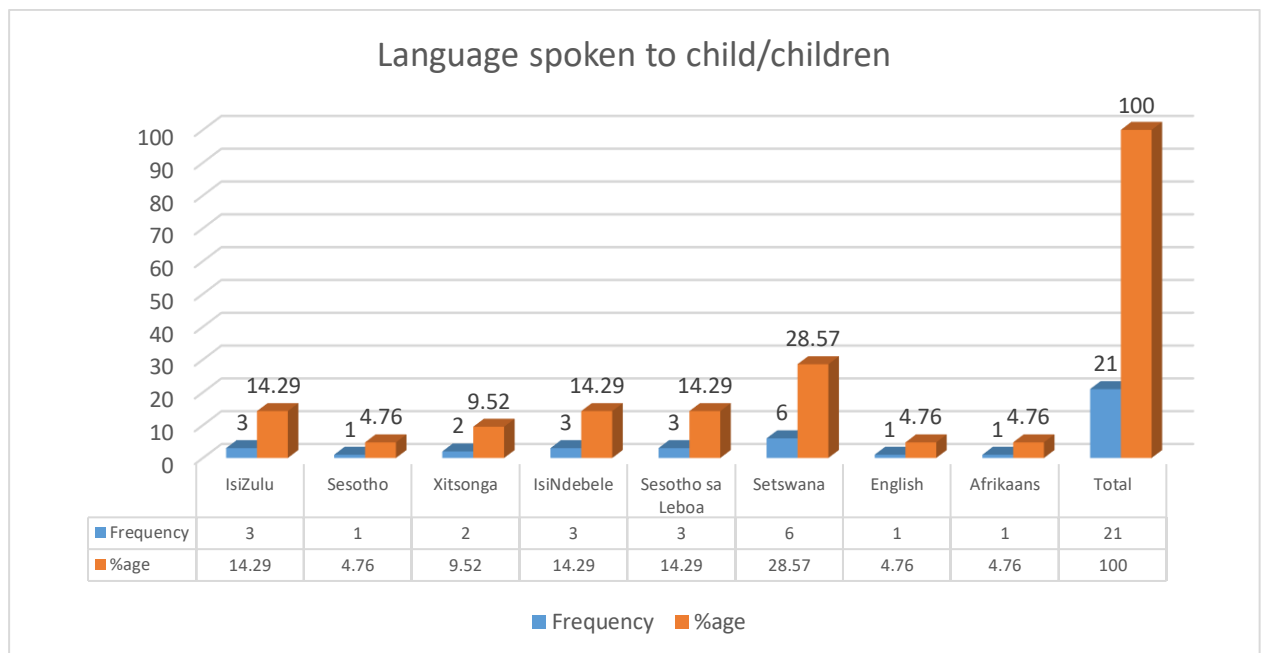
Those who prefer English:

- *English is the language that people use the most to communicate in most places.*
- *I think English is the language that goes between us. Even this form that I am filling is written in English.*
- *It is easier to communicate in English because it is the language that most people understand.*

Those who prefer both their mother tongue and English:

- *Sesotho is my mother tongue and English to accommodate people who do not understand my language.*
- *Languages are interesting.*

4.2.2.10 Language spoken to child/children



Frequency missing=28

Figure 4.32 Language spoken to child/children

Figure 4.32 presents data that show language spoken to the child by parents. A total number of 28 of the 49 respondents use more than one language when communicating with their child/children, hence they are recorded as missing frequencies. Setswana is the most spoken language by parents to their children at 28.57 percent. IsiZulu, IsiNdebele, and Sesotho sa Leboa are all at 14.29 percent. Sesotho, English and Afrikaans are at 4.76 percent.

According to the above presented data, there is a bit of a discrepancy because in Figure 4.31, Sesotho sa Leboa is recorded as the most preferred language, but Setswana seems to be the language spoken to children. These results seem to paint a picture that is not reliable because of the fact that most of the respondents indicated that they speak English and their mother tongue to their child/children. Therefore, their responses were not recorded because the researcher did not anticipate that there would be parents who use both English and their mother tongue to communicate with their children. Out of the 49 respondents, 28 of them indicated that they speak both English and mother tongue to their child/children.

Parents are forced to make sure that their children become fluent in both their mother tongue and English because of the fact that English is still viewed as the language of power and prosperity, without which one cannot get a job. Fishman *et al.* (1977:115), in Kamwangamalu (2003:236), sum this up nicely as follows:

They (languages) are acquired as keys to other things that are desired in life. In the context of South Africa, these 'other things' include the desire to be able to have access to employment, which now generally requires knowledge of English.

Mother tongue, on the other hand, is seen as playing the role of grounding the child so that they can know who they are and where they come from.

4.2.2.11 Buying books written in mother tongue

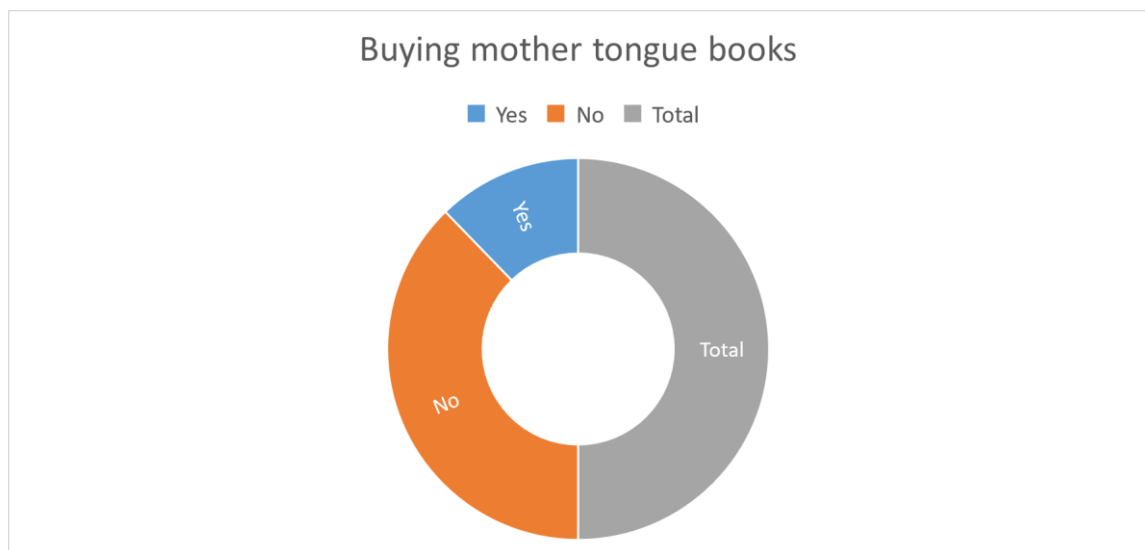


Figure 4.33 Buying books written in mother tongue

Figure 4.33 indicates that most parents do not buy books written in their mother tongue, as 75.51 indicated that they do not buy books written in their mother tongue. Only 24.49 percent indicated that they buy books written in their mother tongue. These numbers reflect that most parents do not buy books written in their mother tongue, but they feel that whatever that they are doing in promoting the

acquisition of mother tongue is enough. In Question 4.2.2.9, the data indicated that most parents use their mother tongue to communicate with their children, only an insignificant few used English and Afrikaans.

Calteaux (1996:153) asserts that parents have to show their children the value of learning the standard African languages. This is not possible if parents neglect to nurture the acquisition of their mother tongue and do not teach their children to love and use their mother tongue. This can only be achieved if parents actively participate in teaching and nurturing the love of their mother tongue. Parents find themselves between a rock and a hard place when it comes to the issue of their mother tongue. They want their children to know the value of their mother tongue and the value of English and they often do not succeed because children end up acquiring English at the expense of their mother tongue.

4.2.2.12 Importance of speaking mother tongue by the child/children

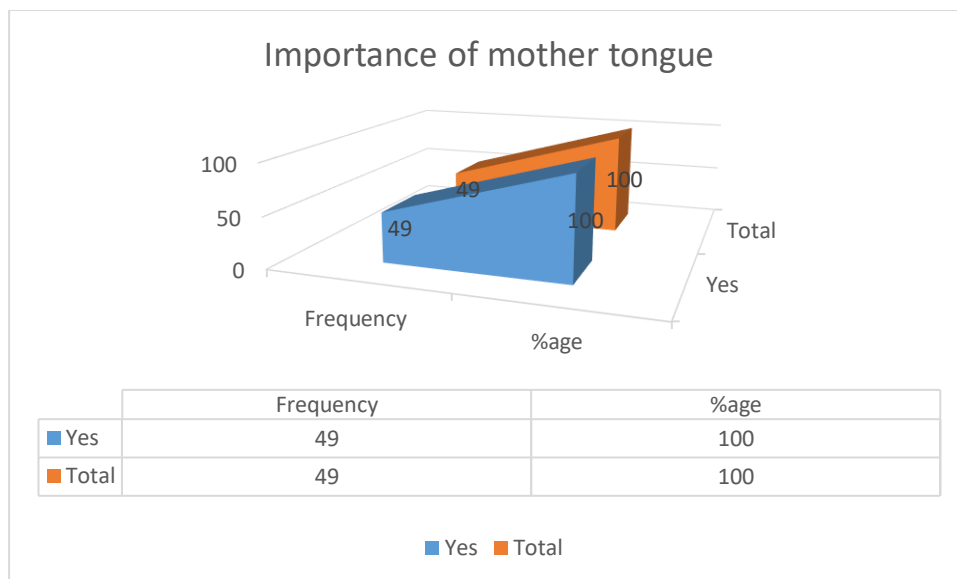


Figure 4.34 Importance of speaking mother tongue by the child/children

All the parents who are respondents in this study indicated that it is important for the child to speak his/her mother tongue. According to Figure 4.34, 100 percent of parents indicated that it is important for their children to speak their mother tongue, but their responses are not consistent with their actions because Figure

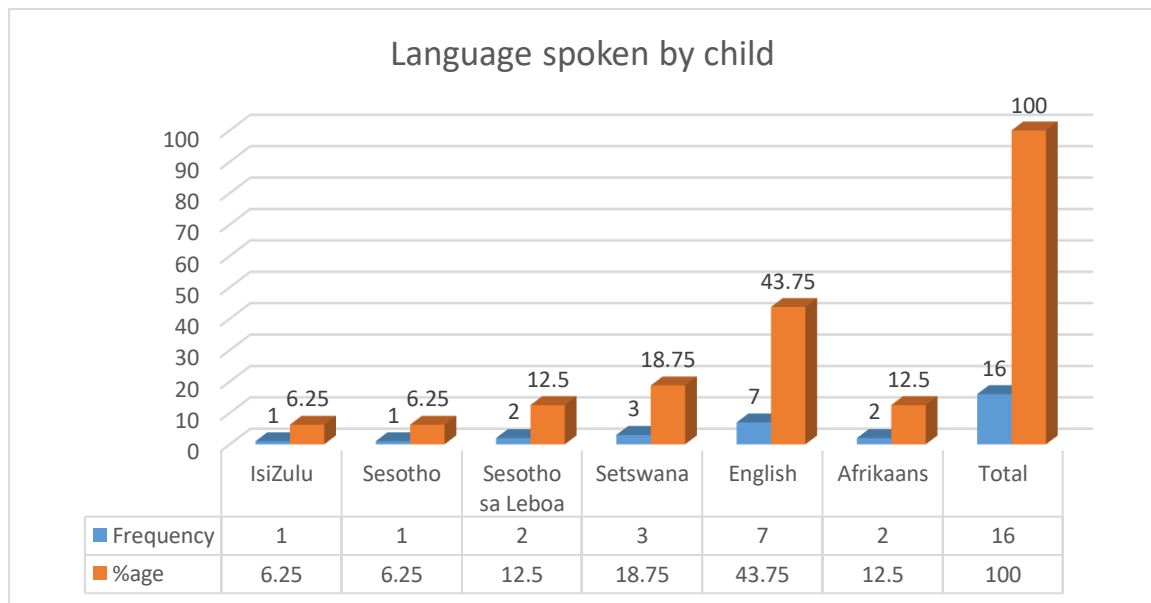
4.33 shows that 75.51 percent of parents do not buy books written in their mother tongue. This begs the question of 'how do parents expect their children to learn and master their mother tongue if they are not encouraged to engage with their mother tongue through reading and speaking the language.

Some of the reasons given by parents for thinking that it is important for their children to speak their mother tongue:

- *For communication with their elders and to know and love their African languages.*
- *They should know where they come from.*
- *She must know her origin first before other languages.*
- *Because we are living in a diverse world of languages.*
- *More knowledge to gain and cultural background.*
- *So that we can communicate effectively.*
- *Identity associated with culture.*
- *It enables them to communicate and express themselves well, particularly with the broader family at home where some of its members have no formal schooling and can't express themselves in English which is foreign to them.*
- *To know their language.*
- *Because it will be easier for them to communicate with their grandparents.*
- *Children need to know their mother tongue.*
- *To know about their customs and tradition.*
- *Staying rooted to own culture.*
- *As much as it is important for her to learn English and Afrikaans, it is also important to learn her mother tongue.*
- *Your mother tongue defines who you are culturally and otherwise.*
- *To uphold their culture and mother tongue.*
- *It can help children to share their values and traditions and cultural identity.*
- *It is one of the eleven official languages in the country.*
- *Mother tongue will help them to express their culture.*
- *For the child to understand her culture and to frame his/her thinking and emotions.*

- So that they understand where they come from.
- It is part of our culture and heritage.
- Because it will give them a sense of belonging and it will make them understand their roots.
- Language speaks volumes about one's origin and background. It also reminds them about their ethnicity.

4.2.2.13 Language spoken by child/children



Frequency missing=33

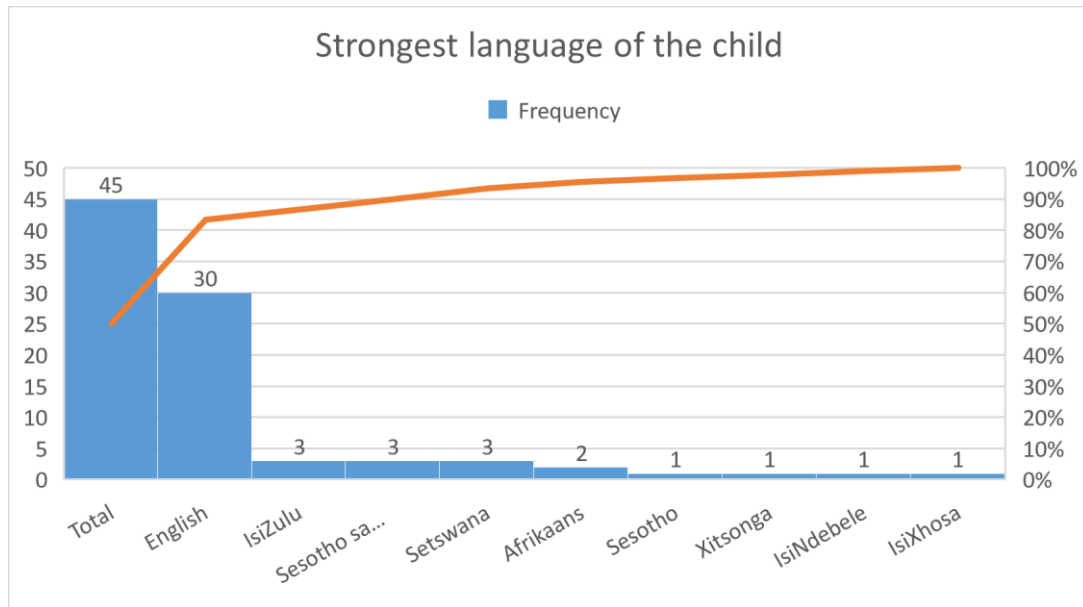
Figure 4.35 Language spoken by child/children

Figure 4.35 presents responses collected from 16 of the 49 participants, 43.75 percent of the 16 respondents indicated that their child/children speak English. Setswana is spoken by 18.75 percent of the respondents' children, followed by Sesotho sa Leboa and Afrikaans, both spoken by 12.50 percent of their children. IsiZulu and Sesotho are both at 6.25 percent.

According to data collected from respondents, it shows the multilingual nature of children in the Tshwane metropolitan area. The 33 frequencies that are missing are an indication of parents that indicated more than one language spoken by their

child/children. Out of the 16 respondents that indicated one language, seven chose English and the other 9 are spread between the African languages.

4.2.2.14 Strongest language of the child



Frequency missing=4

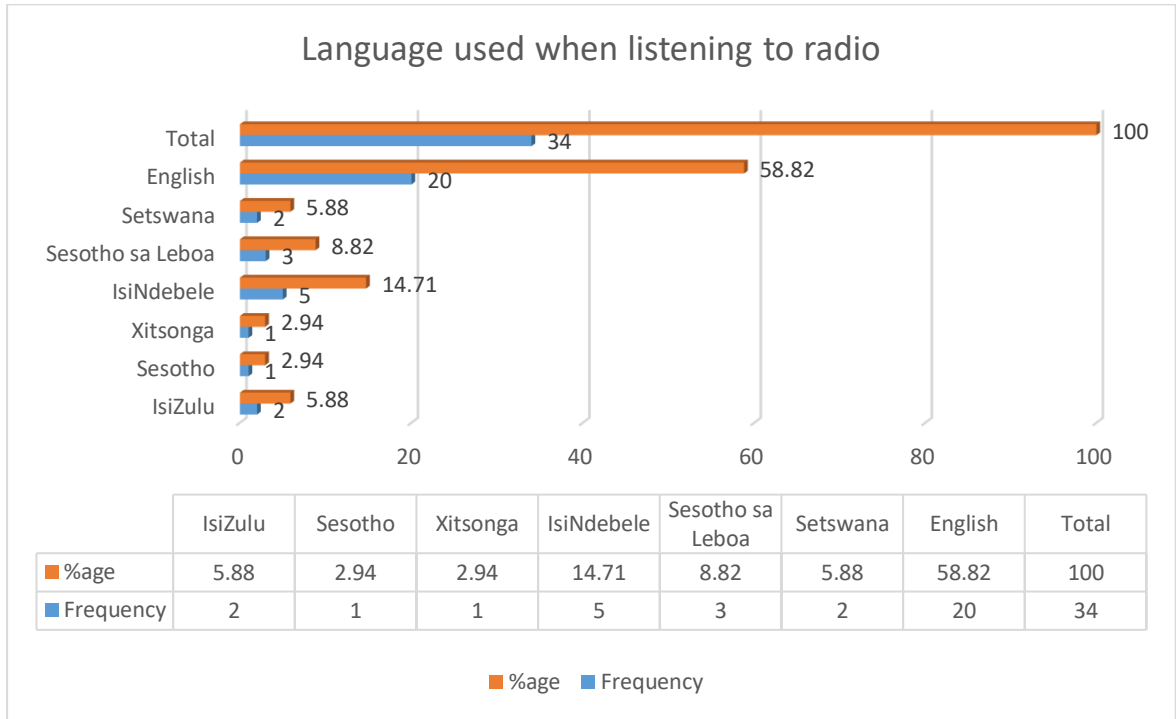
Figure 4.36 Strongest language of the child

Results in Figure 4.36 indicate that a high number of parents chose English as their child's or children's strongest language at 66.67 percent. IsiZulu, Sesotho sa Leboa and Setswana are all at 6.67 percent. Afrikaans is at 4.44 percent, Sesotho sa Leboa, Xitsonga, IsiNdebele and IsiXhosa are all at 2.22 percent. Four respondents did not indicate their child/children's strongest language.

English is the language that is spoken by the highest number of respondents' children despite them being African language speakers. These results show the hegemony of English. According to Calteaux (1994:154), a lot of parents send their children to multiracial crèches in order for them to learn English and the parents also communicate with their children in English at home in order for the children to be fluent in English. Calteaux (1994) further observes that the same sacrifice is not made by parents in order to preserve African languages.

4.2.2.15 Language used when doing various activities

(a) Language used when listening to radio.

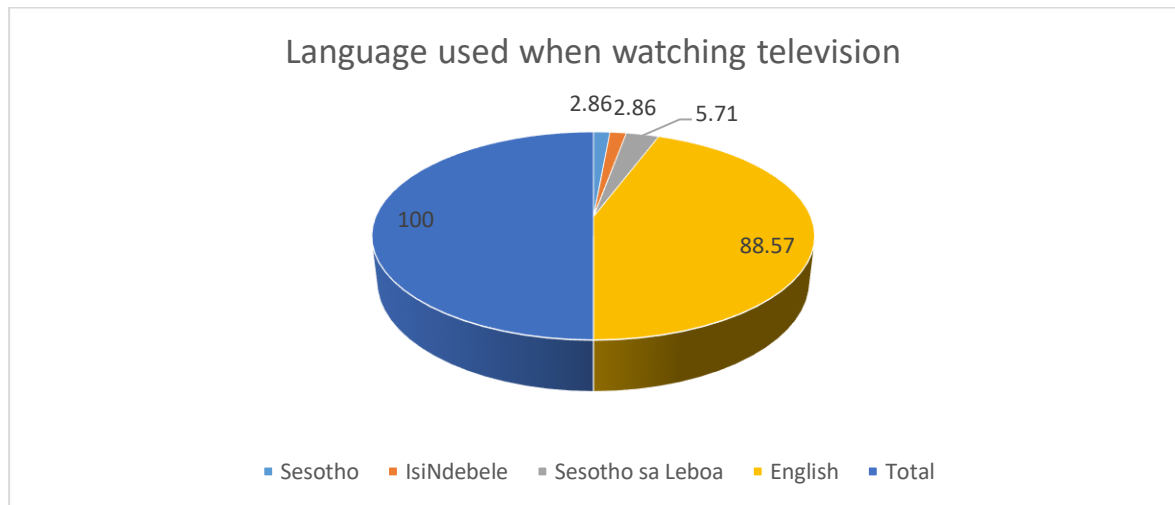


Frequency missing=15

Figure 4.37 Language used when listening to radio

In Figure 4.37, parents indicated that the language that their children use most of the time when listening to the radio is English at 58.82 percent, followed by isiNdebele at 14.71 percent and Sesotho sa Leboa at 8.82 percent. IsiZulu and Setswana are both at 5.88 percent followed by Sesotho and Xitsonga at 2.94 percent. Fifteen of the 49 respondents indicated that they use more than one language to listen to the radio.

(b) Language used when watching television



Frequency missing=14

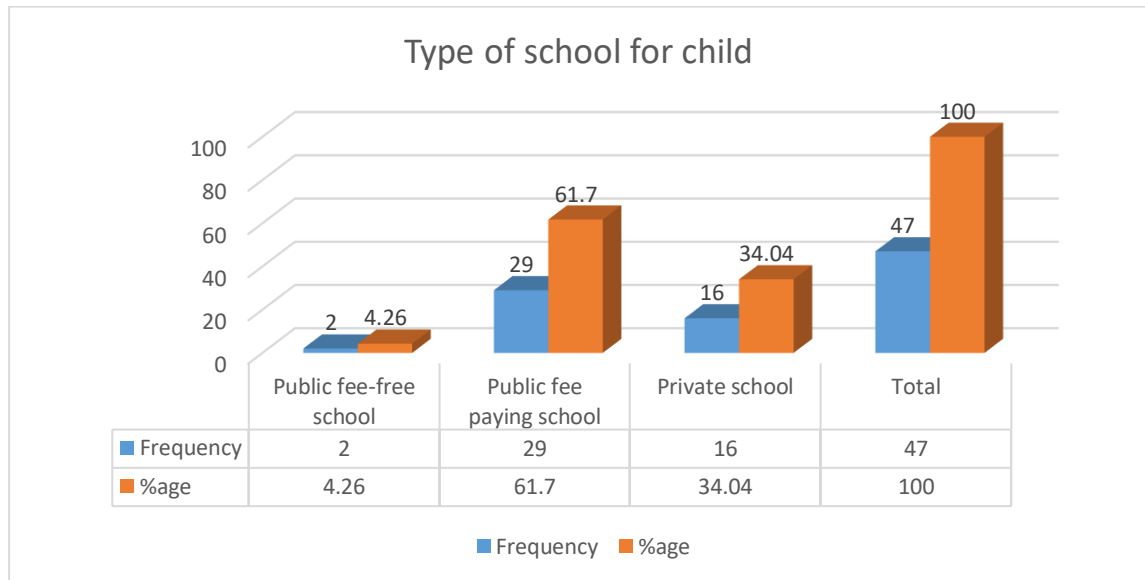
Figure 4.38 *Language used when watching television*

According to Figure 4.38, English is the language that is mostly used when watching television by children, at 88.57 percent, followed by Sesotho sa Leboa at 5.71 percent. Sesotho and isiNdebele both at 2.86 percent. Fourteen of the 49 participants indicated more than one language and therefore, they were not counted but recorded as missing frequencies.

Data presented in Figures 4.37 and 4.38 show that English is the most used and preferred language when doing everyday things, like watching television and listening to the radio. This could be as a result of the dominance of English in the media such as on television and radio. English is dominating in the television and radio spaces. The three SABC (South African Broadcasting Corporation) channels mainly use English. SABC 1 broadcasts mainly in English with a bit shared amongst the Nguni languages, SABC 2 broadcasts in English and a bit of Afrikaans, Tshivenda and Xitsonga. SABC 3 broadcasts exclusively in English. According to Kamwangamalu (2000:54), language practices in the medium of television are not evenly distributed amongst all the official African languages. Kamwangamalu (2000:54) discovered that English and Afrikaans had the most airtime as compared to all the African languages combined. Therefore, the data

presented in Table 4.38 could be as a result of the fact that other languages are not represented sufficiently in the South African media.

4.2.2.16 Type of school for child



Frequency missing=2

Figure 4.39 Type of school for child

Data presented in Figure 4.39 indicates the type of school that parents chose for their child/children. A total of 61.70 percent of the parents indicated that the type of school that their child/children attend/attended is public fee-paying school. Private schools are chosen by 34.04 percent of parents, followed by public fee-free school at 4.26 percent. Only two of the 49 respondents did not indicate the type of school that their child/children attend/ed.

Public fee-paying schools are the former Model C schools that offer English and/or Afrikaans as home language. Private schools offer English or Afrikaans as home language and some have the option of offering an African language as a home language or second additional language.

The following are reasons given by parents for choosing a particular type of school for their children:

Those who chose public fee-free school gave the following reasons:

- *It is my mother's language school; it's first language is isiZulu.*

Only a few parents indicated that they took their children to a fee-free school because it offers their mother tongue and that it is important for their child/children to learn their mother tongue. Of the two respondents who indicated that they took their children to a fee-free school, only one gave a reason for their choice.

Those who chose a public fee-paying school gave the following reasons:

- *They teach in English and is one of the most widely spoken languages. The parent went on to add that, "at a public fee-paying school, children are able to speak English, allows them to communicate effectively and bilingual. If you learn English, you'll be able to enjoy working with different people and English give you wide access to knowledge.*
- *The school provides countless opportunities to challenge children and broaden their horizon.*
- *The school was chosen due to the environment and activities at school.*
- *They get more exposed to educational resources, extra mural activities and teachers are more committed to educating children.*
- *Nearest to home.*
- *It has better conditions for learning and development.*
- *Teachers are dedicated to teaching the children.*
- *Convenience (school is near home).*
- *I chose the school based on the rank that is the best school.*
- *Better education and to have access to better resources with minimum number of students in class.*
- *Because I wanted my child to get a good education.*
- *To get good education as they have enough resources.*

- *Besides affordability in most former Model C schools, African languages are taught so the reason was for them to acquire good African language skills.*
- *It is close to quality of education.*
- *A total of 80 percent of the teachers are white and discipline.*
- *In order for her to get a better foundation.*
- *Because I believe that education should be paid for.*
- *They offer Xitsonga and English (quality results).*
- *To be efficient in English, which is a corporate language.*
- *They mix with learners from other indigenous languages. This makes them integrate well in society of other learners. They learn to appreciate cultural diversity.*
- *It was the only school where isiNdebele is taught around the vicinity.*
- *Because I want them to have good and better education.*
- *It is the school in our neighbourhood.*
- *Is close to home.*
- *Because I was a single mother.*

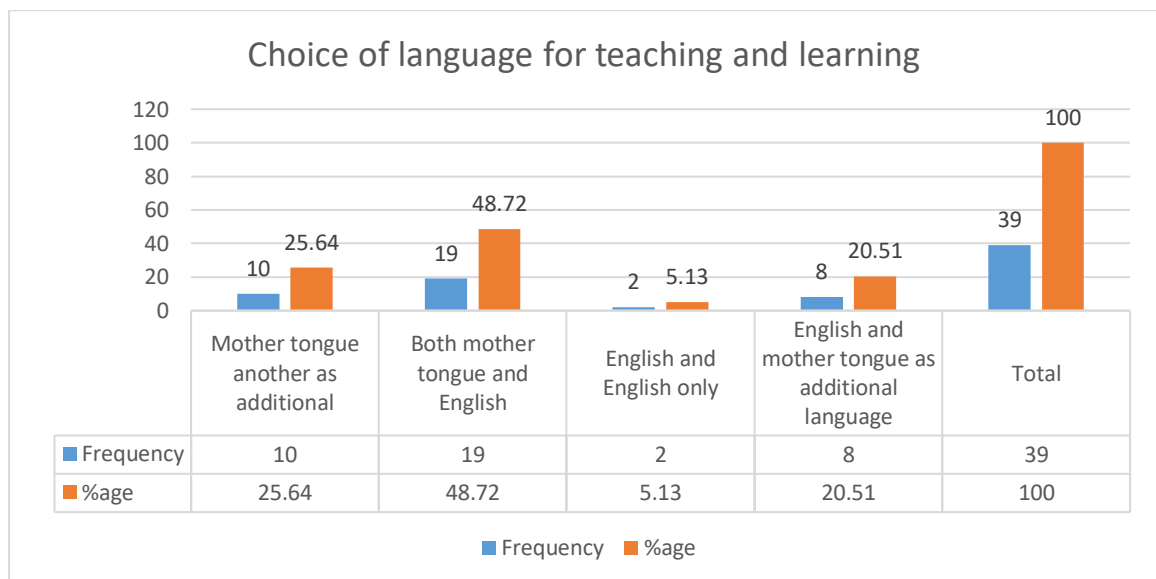
Those who chose private schools gave the following reasons:

- *Quality of education and school governance structures.*
- *To get better education.*
- *They do a very good job.*
- *For better quality education.*
- *Good foundation for development.*
- *Learn Mathematics and English for their careers.*
- *In order for them to learn and understand English better.*
- *Exposure to different environment.*
- *For better education.*
- *To get best education.*
- *For better education.*
- *The school is close to our home.*
- *The other schools are very far from where we live.*

- *Is the nearest best private school.*

The reasons stated by parents for the choice of school for their children vary from proximity of the school to their home to the type of education offered. Most of the parents who chose to take their children to private school indicated that they chose it because those schools offer the best education and they also believe that they will have better career opportunities. There are those parents who reasoned that they prefer the type of school because they believe that it is important for their children to be exposed to English.

4.2.2.17 Ideal language for teaching and learning for child



Frequency missing=10

Figure 4.40 *Ideal language for teaching and learning for child*

Figure 4.40 presents data that indicate the ideal choice of language of teaching and learning for their child/children. A total of 48.72 percent of parents indicated that if they had a choice in the language used for teaching and learning for their children, they would choose for their children to be taught in both mother tongue and English. This is followed by 25.64 percent who prefer for mother tongue to be an additional language. A total of 20.51 percent of parents prefer English and mother tongue to be additional languages. A total of 5.13 percent indicated that

they prefer English and English only to be the language of teaching and learning for their child/children.

If one compares the percentages of parents who chose both mother tongue and English as language of teaching and learning for children to the ones who prefer English and English only, it is apparent that most parents would prefer their children to be exposed to their mother tongue at a school level as well as English. This stance that is indicated by parents is supported by Heugh (2019), who denotes that additive bilingualism is the way to go. Children can perform better at school if they are taught in their mother tongue for the first years of schooling and another language can be introduced later on in their schooling years. That way, she argues that children can excel because they will be taught in a language that they understand.

4.3 THE INTERVIEWS

Seven interviews were conducted in this research study, in order to complement the quantitative data, which was collected by means of questionnaires. See Appendix E for the semi-structured interview questions. Interviews were used to probe further the views of young adults when it comes to their mother tongue use and preferences and to get a sense of their language proficiency. The interviews were conducted in an area that was familiar to the participants and the interviewer was someone that is a peer of the participants. This was a deliberate decision made by the researcher, in order to allow the respondents to feel comfortable so that they could be as honest as possible.

4.3.1 Presentation and analysis of young adults' responses to interviews

All the participants in the interviews reside in an urban area, which was deliberate because the researcher alluded to the fact that the research will be conducted in the Gauteng province in the Tshwane metropolitan area. The interview questions included demographic information, such as age, and area of residence. It was important to ask these questions in order for the researcher to be able to establish the ages of the respondents and the area in which they reside, because the

researcher specified that the population of interest is young adults who are between the ages of 18 and 35. Therefore, the interviewer had to ask the age of the interviewees. The interviewer asked the respondents to introduce themselves in order to break the ice.

4.3.1.1 Demographical data of the participants

(a) Age of the participants

The participants were asked to present their ages in order for the researcher to ascertain that the participants fall within the desired age group of interest, which is 18-35 years. Figure 4.41 presents the ages of the participants.

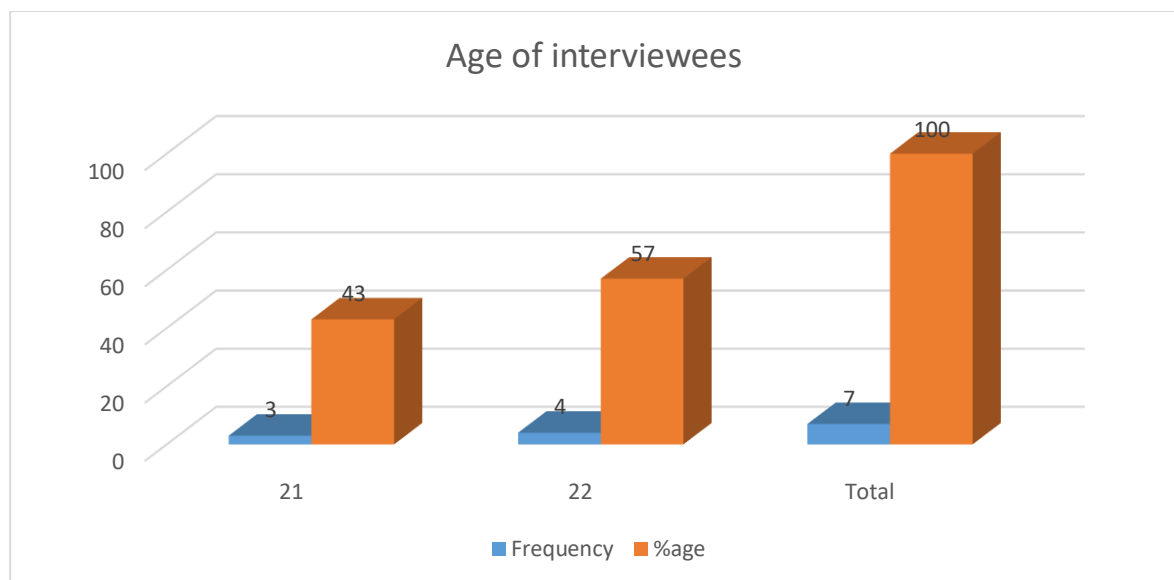


Figure 4.41 Age of participants

(b) Distribution of gender of the participants

The researcher, in order for the results to be generalised to both male and female young adult participants, included gender. The chart below indicates the percentage of male participants as 43 percent and female participants as 57 percent.

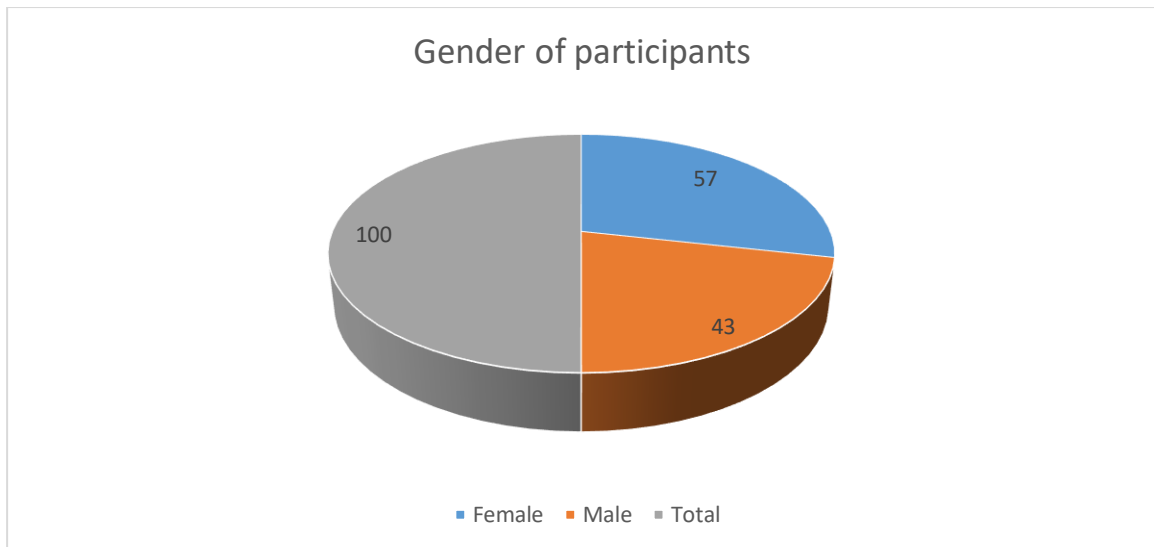


Figure 4.42 Gender of participants

4.3.1.2 Key findings from the interviews

The following interpretation and analysis of interviews is based on the responses that were collected from participants. See Appendix F for a verbatim transcription of the responses.

Question: Which language do you prefer to speak? Why do you prefer that particular language?

Out of the seven participants in the interviews, two respondents reported that they prefer to communicate in English and the other five respondents indicated that they prefer to communicate in their respective mother tongues, isiZulu, Xitsonga and isiXhosa.

The two respondents who chose English as their preferred language for communication gave different reasons for preferring English; one said that she prefers English because she is fluent in it. The other prefers English because according to him, English is a universal language.

Four out of the five respondents that preferred their mother tongue gave reasons that they simply prefer their mother tongue because it is their mother tongue and the other one reasoned that she prefers it because she is fluent in it. What the researcher picked up from the responses of these respondents is that their mother tongue is important to them.

Question: Do you think that it is useful to know and master your mother tongue?

In this question, all seven participants responded that it is useful to know and master their mother tongue. One of the respondents further said, "It is useful because we need to be able to communicate with people from our hometown and people from our roots and people we stay with."

The other respondent reasoned that she preferred her mother tongue because she enjoys speaking the language, but she quickly added that she could speak English. This, according to the researcher, could be interpreted as showing that despite the use of mother tongue, this participant values the fact that she can speak English, which is not even the subject of interest in this case. One of the respondents even alluded to the fact that she studied her mother tongue at school as a home language, but she did not get good marks because she did not take it seriously.

Question: Do you think that something should be done to ensure that mother tongue is used and preserved?

Different views emerged from the respondents:

Response 1: *No, it is not going to help because everything is in English.*

Response 2: *It should be a choice, as a means of communication with other people you do not need to know your mother tongue. For knowing who you are, your identity and where you come from and also to relate with relatives you need to know your mother tongue.*

Response 3: *Nothing can be done because of growing up in a multilingual environment, but the respondent further alludes to the fact that one must at least know and grasp the concepts of their mother tongue.*

Response 4: *Yes. The participant reasoned that if it is not preserved the language will die and people will forget their roots and where they come from.*

Response 5: *Yes, because South Africa is a multilingual country and therefore it is important to know your mother tongue and where you come from.*

Response 6: *Yes, because it is the language used for communication with family and it defines who you are.*

Response 7: *Yes. Parents should instil the use of mother tongue.*

Question: Can you read and write in your mother tongue?

For this question, all the participants responded that they could read in their mother tongue, but not all could write; one specifically said that she can only read but she cannot write in her mother tongue.

Question: Can you follow the news read in your mother tongue on the radio or on television?

All the participants responded that they could follow the news read in their mother tongue on the radio and television, but one of the respondents said that she prefers radio to television because she cannot understand the television news in her mother tongue.

4.3.1.4 Analysis of the interviews

From the responses of the participants, one can deduce that language is the determining factor of identity. Language plays a very important role in the way that people see themselves, therefore if one does not know or does not use their

mother tongue, one will feel lost. From the reasons that the respondents give for preserving their mother tongue, it is apparent that they feel that mother tongue is only for identity and for communication with family and not for anything else. Mother tongue, according to the data collected, seems to be taken as a means of communicating and identity and also for belonging. The respondents do not view mother tongue as something that one can use to advance oneself and make a living out of. The question that the researcher is asking herself is: what caused the respondents to see their language like this?

From the findings, after analysing the interviews, the researcher gathered that young adults perceive mother tongue as important in defining their identity and for communication with family members and the community. It appears that young adults use their mother tongue at home and in their neighbourhood, and English with their peers at school.

4.4 CONCLUSION

This chapter dealt with the presentation and analyses of data. Data were collected by means of questionnaires and interviews. Young adults and parents completed the questionnaires. The participants in the interviews were young adults. Data were analysed by a statistician. The researcher presented data by means of tables and analysed them. The participants in this study consisted of young adults who are between the ages of 18-35 years and parents that were randomly selected.

Findings, according to data presented, reveal that young adults value their mother tongue as a tool that they use to maintain informal social relations between family members (parents, grandparents) and friends in the community. The findings reveal that English is the dominant language in everyday use by young adults. What is apparent is that parents use mother tongue more than they use English. This information shed light on the fact that parents actually want their children to learn both mother tongue and English.

On the question of how young adults perceive mother tongue, according to the findings, young adults consider mother tongue to be important for preserving their

identity and their values. This is revealed in the young adults' responses to the interviews.

The next chapter will deal with the summary of the study, discussion of the key findings in order to determine whether all the research questions have been answered, limitations and recommendations of the study.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter aims to look briefly at the preceding chapters in order to bring together issues that were discovered during the writing of the dissertation. A summary of the whole study will be presented in this chapter, which includes the aim of the study, the objectives of the study, the research questions, methods employed to collect data, presentation and analysis of data collected. The conclusion will be made based on the findings of the analysed data. Finally, recommendations will be suggested based on the results of analysed data.

The main aim of the research was to discover the perceptions of young adults towards their mother tongue as a result of being exposed to a number of different languages in their daily environment at a very young age. The following were the research objectives of the study:

- To discover the perceptions of young adults towards mother tongue.
- To identify the context in which young adults use their mother tongue within the multilingual setting.
- To distinguish the role of parents in mother tongue acquisition.
- To identify the effects of multilingualism on mother tongue acquisition.

The findings will be summarised in this chapter by looking specifically at each research question that was raised. The recommendations that are given at the end of the chapter were informed by the findings of this research study.

5.2 SUMMARY OF THE STUDY

In an endeavor to meet the objectives of the study, the researcher started by giving the background to the study and the limitations of the study. This study is limited to the investigation of the effects of multilingualism on mother tongue acquisition and the attitudes of young adults towards their mother tongue. The study expected to shed light on the level of use of mother tongue by young adults who are in a linguistically heterogeneous and urban environment. This study further explored the role that the parents played in the language position of their children. The study did not look at the impact of being multilingual, the benefits, and other facets, but rather on how young adults feel about their mother tongue and how they use it and with whom.

In Chapter 2, the researcher gave a brief description of the South African urban setting, where one finds people of different races and cultures staying together. Children in urban areas tend to be multilingual as a result of being exposed to other languages at a very young age. The role of English was also discussed, where the researcher showed the dominance of English as indicated by other researchers' findings. This background was important in order for the researcher to define the context in which the study is undertaken.

The researcher reviewed theories that dealt with first language acquisition. Theories such as Skinner's (1957), Chomsky's (1956), and Vygotsky's (1962), highlighted the influence of the environment on the development of language. According to the findings in the research, it is apparent that most of the respondents are multilingual; this is because of the environment in which the respondents grew up. The Tshwane metropolitan area is a multilingual place; therefore, it is no surprise that the respondents are also multilingual. The results indicate that 40,81 percent of the respondents' children speak more than one language. This shows the influence of the environment on the acquisition of languages, whereby people end up acquiring more than one language by being surrounded by different language groups.

Cummins is one of the theorists who values the importance of acquiring one's

mother tongue. Cummins distinguishes between two levels of communicative competence, namely, basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). These competencies occur at different stages of a child's growth, BICS occurs before the child is exposed to formal schooling; it is the language that is spoken in the home environment. CALP, on the other hand, occurs when the child reaches school-going age, it is the language that the child learns at school in a formal setting. Cummins believes that for a child to master a second language he/she must first acquire his/her first language.

Skutnabb-Kangas believes that mother tongue is important in shaping the child. A child's mother tongue is important because it gives the child a sense of belonging and also gives the child a view of the world in which he/she belongs. Skutnabb-Kangas, like Cummins, views mother tongue as a necessary tool for the child in order to navigate the world. Cummins believes that the basic interpersonal competence that the child acquires as soon as he/she is born is necessary for the child's overall performance later on in life, when he/she has to acquire another language. Therefore, these two theorists see the importance of mother tongue competence which can be acquired by the child early on in life.

Scholars, such as Hoijer (1948), Wierzbicka (1986) and Agar (1994) as quoted by West and Graham (2004: 243), claim that there is a relationship between language and culture. They also point out the fact that language is shaped by culture. One of the questions asked in the questionnaire was about the importance of mother tongue; the results show that 97.96 percent of the respondents indicated that mother tongue is important. Reasons that were given, include the importance of culture, identity, origin, and preserving heritage for youth and future generations. The abovementioned reasons show that language is linked to culture and that it is important for one to know his/her mother tongue in order to know his/her identity and heritage.

The research design of this study is classified as a mixed methods study because both quantitative and qualitative methods of data collection were utilised. The

researcher used both questionnaires and interviews in order to gather comprehensive data that would answer the research questions in this study.

Participants in this study consisted of a population of young adults who are between the ages of 18 and 25 years, as well as parents of children of school-going age. About 150 questionnaires were distributed to participants. Non-probability sampling was used, and participants were selected purposefully, meaning that participants were selected on the basis of them having particular elements that the researcher was interested in. Questionnaires were distributed to a selected sample and out of the sample that completed the questionnaire a handful of young adults were interviewed. The interviews were conducted in order for the researcher to be able to probe further using semi-structured interview questions. The parents who participated were selected purposefully from a population of parents that have children that are of school-going age. The researcher did not collect data from parents of the young adults who participated in the research.

The researcher ensured that ethical issues were addressed by getting ethical clearance from the University and by ensuring that participants sign an informed consent letter. This was further covered by assuring them that participation is voluntary and that they would remain anonymous. In the presented data there is no mention of the names of the participants.

5.3 SUMMARY OF FINDINGS

A presentation and a comprehensive analysis of data was fully discussed in Chapter 4 and the transcription of the interviews is attached in Appendix F. Findings of this study indicate that their mother tongue is regarded as important by respondents. This study endeavored to investigate the effects of multilingualism on mother tongue acquisition.

According to findings recorded from data collected, it is apparent that despite young adults' exposure to multiple languages they still acquire their mother tongue and furthermore they see the value and need for speaking their mother tongue.

This section gives a summary of the findings of the study based on data collected and analysed in Chapter 4; this is done in order to answer the research questions posed in this research study.

The following are answers to the research questions based on the findings:

Findings 1: The effects of multilingualism on mother tongue acquisition:

According to the findings in this study, despite children growing up in a multilingual setting they still acquire and value their mother tongue. The answers given by the respondents that spoke to language used, leaned more on the fact that they spoke multiple languages. This shows that most of the respondents acquired more than one language, considering that the respondents are young adults that grew up in a multilingual setting. This indicates that exposure to a multilingual setting did not hinder them from acquiring their mother tongue. The results show that all the African languages are spoken in the Tshwane metropolitan area; this proves that all the languages thrive in spite of multiple languages in one area.

Findings 2: Establish whether young adults use their mother tongue:

The findings indicate that the mother tongue of respondents is mostly used in communicating with fathers, mothers, grandparents, siblings and friends in the neighbourhood. This is interpreted as meaning that their mother tongue is mostly used at home; the researcher alluded to the fact that the Pretoria townships are demarcated according to various language groups, for example, in Soshanguve in block L, there is a large concentration of Tshivenda speakers, in block H, there is a high number of Xitsonga speakers. It is found that in an area there is a concentration of a certain language group, therefore it is not surprising to find that a certain language is used most prevalently in that particular place with people in that neighbourhood.

According to the findings, 80.43 percent of the respondents use their mother tongue in their neighbourhoods. Almost all the official languages are spoken in the Tshwane Metropolitan area.

Findings 3: The perceptions of young adults towards mother tongue:

The perceptions of young adults towards their mother tongue is captured in the question where respondents had to respond as to whether they think that their mother tongue is important or not? Mother tongue is viewed by 97.96 percent of young adults as important. The reasons that were stated ranged from, 'staying true to one's roots and culture', 'for communication with friends and family', mother tongue 'defining who you are', etc. The results show that young adults view their mother tongue in a positive light. They perceive their fluency in their mother tongue as an important quality that identifies and defines who they are.

The results of the interview questions, "do you think that it is useful to know and master mother tongue?" and "do you think that something should be done to ensure that mother tongue is used and preserved?", indicate that young adults perceive their mother tongue as useful and that it has to be used and preserved.

Findings 4: Parents encourage their children to learn their mother tongue

Parents do encourage their children to learn their mother tongue, as according to responses by parents to the question asked in the questionnaire about the importance of children speaking their mother tongue, 100 percent indicated that it is important. Some of the reasons stated by parents are, 'for communication with elders', 'to know cultural background', 'identity, knowing one's customs', 'staying rooted', 'children need to know their mother tongue, as much as it is important for her to learn English and Afrikaans', 'it is also important to learn her mother tongue', etc.

These findings show that parents indeed encourage their children to learn their mother tongue. The fact that most parents indicated that they have enrolled their children at, either private schools or public fee-paying schools that offer English and Afrikaans does not take away from the fact that they want their children to know their mother tongue.

Findings 5: The role parents play in mother tongue acquisition

According to the findings, it is indicated that young adults use their mother tongue when speaking to their parents; this is evidence that parents play a role in helping their children to acquire their mother tongue, because they use their mother tongue to communicate with their children. In Chapter 2, theorists of first language acquisition, Skinner (1957), Chomsky (1956), and Vygotsky (1962), attest that in order for the child to acquire language, there must be interaction in that particular language. They believe that the environment plays an important role in the child's first language acquisition. In this case, the parents are the first point of contact with the child and therefore they play a major role in their child's language acquisition by using that particular language.

5.3 LIMITATIONS OF THE STUDY

The study is limited to the investigation of the effects of multilingualism on mother tongue acquisition and the perceptions of young adults towards their mother tongue. This study has shed light on the level of use of mother tongue by young adults who are in a linguistically heterogeneous and urban environment. This study further explored the role that parents play in the language capability of their children.

The study looked at the impact of being multilingual and the benefits and not the level that children acquire their mother tongue when they are exposed to many different languages at the same time, at a critical age where language acquisition is at its optimum. Further studies could investigate the level of mother tongue acquisition by children who grew up in a multilingual environment.

5.4 CONCLUSION

The aim of the study was to establish the effect that multilingualism has on mother tongue acquisition. The findings of this research indicate that young adults and parents view mother tongue as important and they use and value mother tongue. The researcher concludes from the findings that mother tongue is learned in an

informal way. It is learned at home, there is no formal learning that takes place. According to findings in this research, most of the young adults learned English as a home/first language and Afrikaans as a first additional language at school. The results show that mother tongue is viewed by respondents as a means of communication in informal settings and for identity as well as for knowing their roots and heritage.

The major finding from empirical data collected in this research study is that mother tongue is not affected by multilingualism. Young adults do acquire their mother tongue in spite of exposure to other languages at a young age and they see it as important for their identity. Parents want their children to learn their mother tongue and they use it to communicate with them. The fact that parents take their children to multiracial schools and private schools does not take away from the fact that they still want their children to acquire their mother tongue.

The literature that was reviewed, indicates that language acquisition occurs in the context in which that particular language is used. For example, in the Tshwane metropolitan area there is a mixture of different languages that are spoken, therefore, a child who grew up in that area will acquire the different languages that are spoken in that area. The research findings show that this is the case as the researcher found that most of the respondents use more than one language in their everyday interactions. These findings show the multilingual nature of people in a multilingual setting.

5.3 RECOMMENDATIONS

Parents can play a role in encouraging their children to learn and use their mother tongue, because the findings indicate that language is the defining factor of cultural identity. Language is also the vehicle for values and norms; therefore, it is important for a child to acquire his/her mother tongue. Language grounds a person because there are cultural aspects that language carries, for example, it is taboo in African culture for a child to address an older person by his/her name, and it is a sign of a lack of respect to do that. These cultural teachings come through easily if a person uses his/her language, because language carries these teachings.

Mother tongue must be preserved because the history and wisdom of a nation is passed from one generation to the next through language.

Parents already play a role in making sure that the mother tongue is acquired; now they need to understand that mother tongue is as important as English and Afrikaans, and that it is not just enough for children to speak it at home only but it must be learned at school as well. The Department of Education can also play a role in the development and learning of African languages in schools, especially in the former Model C schools where the language of teaching and learning is still English and Afrikaans. African languages should be introduced as home languages, and English and Afrikaans as first and second additional languages respectively.

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APPENDIX A: ETHICAL CLEARANCE LETTER



DEPARTMENT OF AFRICAN LANGUAGES RESEARCH ETHICS REVIEW COMMITTEE

Date: 14 July 2017

Ref #: [2017_DALRERC_023]

Name of applicant:

Mrs Nina Lorraine Molokomme

Staff number: 90185056

Dear Mrs Molokomme,

Decision: Ethical Clearance Approved

Name: Mrs Nina Lorraine Molokomme moloknl@unisa.ac.za 012 429 4970; Prof. P Phaahla
pphaahla@unisa.ac.za 012 429 8284, Prof. SE Bosch boschse@unisa.ac.za 012 4298253

Proposal: The effects of multilingualism on mother tongue acquisition.

Qualification: MA in African Languages

Thank you for the application for research ethics clearance by the *Department of African Languages* Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research period until *31 December 2019*.

For full approval: *The resubmitted documentation was reviewed in compliance with the Unisa Policy on Research Ethics by the Department of African Languages on 14 July 2017.*

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the Department of African Languages Ethics Review Committee. An amended application could be requested if there are*



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substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*

Note:

The reference number [2017_DALRERC_023] should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the Department of African Languages RERC.

Kind regards,



Prof. Sonja E Bosch
Chair: Research Ethics Review Committee
Department of African Languages
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APPENDIX B: INFORMED CONSENT FORM

STUDY TITLE: The effects of multilingualism on mother tongue acquisition.

NAME OF RESEARCHER: Nina L. Molokomme

The researcher is a postgraduate student at University of South Africa (UNISA) investigating the effects of multilingualism on mother tongue acquisition.

It is hoped that the study will contribute to the body of knowledge in the field of sociolinguistics and it will highlight the importance of mother tongue in the preservation of culture.

I understand that participating in the study might possibly take some of my valuable time. I also realise that my participation in the study will take approximately 15-20 minutes.

I know that my participation is strictly voluntary, that I have the right to withdraw at any time and that no penalties will be incurred for the withdrawal. If I have any questions about the study or about being a participant, I know I can contact the following people:

- the researcher on phone numbers: 012 429-4970
- the researcher's Promoter on 012 429-8253/012 429-8284

I have been assured that my identity will not be revealed either while the study is being conducted or when the study is published.

I agree to participate in this study, and I confirm having received a copy of this consent form.

PARTICIPANT'S SIGNATURE **DATE.....**

RESEARCHER'S SIGNATURE..... **DATE.....**

APPENDIX C: QUESTIONNAIRE DIRECTED TO YOUNG ADULTS

SECTION 1

1. Gender: Male Female

2. Age:

3. Level of highest education:

Matric	<input type="checkbox"/>	Tertiary	<input type="checkbox"/>	Other specify _____	<input type="checkbox"/>
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4. Where do you reside?

Urban	<input type="checkbox"/>	Rural	<input type="checkbox"/>	Other specify _____
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5. Do you think that it is important to know your mother tongue? Yes No

If yes, why? _____

If no, why? _____

6. What is the language mostly spoken in your neighbourhood?

IsiZulu	<input type="checkbox"/>	Sesotho sa Leboa	<input type="checkbox"/>	Afrikaans	<input type="checkbox"/>
Sesotho	<input type="checkbox"/>	Setswana	<input type="checkbox"/>	Tshivenda	<input type="checkbox"/>
Xitsonga	<input type="checkbox"/>	IsiXhosa	<input type="checkbox"/>	Siswati	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>	English	<input type="checkbox"/>	Other specify _____	<input type="checkbox"/>

7. Which language do you use the most?

IsiZulu	<input type="checkbox"/>	Sesotho sa Leboa	<input type="checkbox"/>	Afrikaans	<input type="checkbox"/>
Sesotho	<input type="checkbox"/>	Setswana	<input type="checkbox"/>	Tshivenda	<input type="checkbox"/>
Xitsonga	<input type="checkbox"/>	IsiXhosa	<input type="checkbox"/>	Siswati	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>	English	<input type="checkbox"/>	Other specify _____	<input type="checkbox"/>

Why? _____

8. (a) Which language do you prefer speaking?

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

(b) Why do you prefer speaking that language?

9. In your opinion, what is your level of proficiency in the following languages?

	None	Poor	Good	Very good
IsiZulu				
Afrikaans				
Sesotho sa Leboa				
Sesotho				
Setswana				
Tshivenda				
Xitsonga				
IsiXhosa				
Siswati				
IsiNdebele				
English				
Other specify _____				

10. Do you think that it is an advantage to be proficient in more than **one** language in terms of the following items.

Answer by ticking in the relevant block:

	Strongly agree	Agree	Disagree	Strongly disagree
Social advantage				
Economic advantage				
Cognitive advantage				

11. In which language do you speak to the following people? Indicate language where applicable.

--

(a) Father

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

(b) Mother

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

(c) Siblings

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

(d) Grand parents

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

d) Friends at school or tertiary institution or work

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

(e) Friends in your neighbourhood

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

12. What type of school did /do you attend? Tick next to the relevant box.

Public fee-free school	
Public private school	
Private school	
Other specify _____	

13. What language did you study as a home language at school?

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

14. If you had a choice would you have chosen to study the home language prescribed at school? Yes No

If yes, why?

If no, why?

15. What language did you study as the first additional language at school?

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

16. If you had a choice would you have chosen to study the first additional language prescribed at school? Yes No

If yes, why?

If no, why?

SECTION 2

17. Which language do you use when doing the following?

(a) Listening to the radio

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

(b) Watching TV

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

18. Do you agree or disagree that mother tongue is for people to do the following?

For people to:	Strongly agree	Agree	Disagree	Strongly disagree
1. Make friends				
2. Read				
3. Write				
4. Watch TV				
5. Get a job				
6. Be liked				
7. Live in South Africa				
8. Be accepted in the community				
9. Talk to friends at school/university				
10. Talk to people out of school/university				

19. Please, indicate whether you agree or disagree with the following statements.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1. It is important to be able to speak my mother tongue				
2. Our mother tongues are important for the future of our country				
3. Given the many languages that are found in SA it is important to preserve our mother tongues by using them				
4. It is easy to communicate in my mother tongue				
5. Using my mother tongue enriches my cultural knowledge				

APPENDIX D: QUESTIONNAIRE DIRECTED TO PARENTS

SECTION 1

1. Gender: Male Female

2. Age range in years:

25-30	31-40	41-50	51 and above
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3. Race:

Black	Coloured	White	Indian	Other specify _____
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4. What is your home language? Tick next to the relevant block.

English	<input type="checkbox"/>
IsiZulu	<input type="checkbox"/>
Afrikaans	<input type="checkbox"/>
Sesotho sa Leboa	<input type="checkbox"/>
Sesotho	<input type="checkbox"/>
Setswana	<input type="checkbox"/>
Tshivenda	<input type="checkbox"/>
Xitsonga	<input type="checkbox"/>
IsiXhosa	<input type="checkbox"/>
Siswati	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>
Other specify _____	<input type="checkbox"/>

5. What is your level of education? Tick next to the relevant block.

No formal school education	Primary school education
High school education	Tertiary education

6. Where do you reside?

Suburb	Township	Other specify _____
--------	----------	---------------------

7. Which languages do you speak? Tick next to the relevant block

IsiZulu	<input type="checkbox"/>	Sesotho sa Leboa	<input type="checkbox"/>	Afrikaans	<input type="checkbox"/>
Sesotho	<input type="checkbox"/>	Setswana	<input type="checkbox"/>	Tshivenda	<input type="checkbox"/>
Xitsonga	<input type="checkbox"/>	IsiXhosa	<input type="checkbox"/>	Siswati	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>	English	<input type="checkbox"/>	Other specify _____	<input type="checkbox"/>

8. Which language do you use the most? Tick next to the relevant block

IsiZulu	<input type="checkbox"/>	Sesotho sa Leboa	<input type="checkbox"/>	Afrikaans	<input type="checkbox"/>
Sesotho	<input type="checkbox"/>	Setswana	<input type="checkbox"/>	Tshivenda	<input type="checkbox"/>
Xitsonga	<input type="checkbox"/>	IsiXhosa	<input type="checkbox"/>	Siswati	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>	English	<input type="checkbox"/>	Other specify _____	<input type="checkbox"/>

9. Which language do you prefer speaking? Tick next to the relevant block

IsiZulu	<input type="checkbox"/>	Sesotho sa Leboa	<input type="checkbox"/>	Afrikaans	<input type="checkbox"/>
Sesotho	<input type="checkbox"/>	Setswana	<input type="checkbox"/>	Tshivenda	<input type="checkbox"/>
Xitsonga	<input type="checkbox"/>	IsiXhosa	<input type="checkbox"/>	Siswati	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>	English	<input type="checkbox"/>	Other specify _____	<input type="checkbox"/>

Why do you prefer speaking that language? _____

10. Which language/s do you use to speak to your child/ children? Tick next to the relevant block, you may choose more than one language.

IsiZulu	<input type="checkbox"/>	Sesotho sa Leboa	<input type="checkbox"/>	Afrikaans	<input type="checkbox"/>
Sesotho	<input type="checkbox"/>	Setswana	<input type="checkbox"/>	Tshivenda	<input type="checkbox"/>
Xitsonga	<input type="checkbox"/>	IsiXhosa	<input type="checkbox"/>	Siswati	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>	English	<input type="checkbox"/>	Other specify _____	<input type="checkbox"/>

11. Do you buy books written in an African language for your child/ children to read at home?

Yes No

If yes, do you encourage your child/children to read the books?

Yes No

12. Do you think that it is important for your child/children to speak your mother tongue?

Yes No

If yes, why? _____

If no, why? _____

13. Which languages does/do your child/children speak? Tick next to the relevant block

IsiZulu	<input type="checkbox"/>	Sesotho sa Leboa	<input type="checkbox"/>	Afrikaans	<input type="checkbox"/>
Sesotho	<input type="checkbox"/>	Setswana	<input type="checkbox"/>	Tshivenda	<input type="checkbox"/>
Xitsonga	<input type="checkbox"/>	IsiXhosa	<input type="checkbox"/>	Siswati	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>	English	<input type="checkbox"/>	Other specify _____	<input type="checkbox"/>

14. Which language in your opinion is his/her strongest? Tick next to the relevant block

IsiZulu	<input type="checkbox"/>	Sesotho sa Leboa	<input type="checkbox"/>	Afrikaans	<input type="checkbox"/>
Sesotho	<input type="checkbox"/>	Setswana	<input type="checkbox"/>	Tshivenda	<input type="checkbox"/>
Xitsonga	<input type="checkbox"/>	IsiXhosa	<input type="checkbox"/>	Siswati	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>	English	<input type="checkbox"/>	Other specify _____	<input type="checkbox"/>

SECTION 2

15. Which language do you use when doing the following? Tick next to the relevant block

(a) Listening to the radio

IsiZulu	<input type="checkbox"/>	Sesotho sa Leboa	<input type="checkbox"/>	Afrikaans	<input type="checkbox"/>
Sesotho	<input type="checkbox"/>	Setswana	<input type="checkbox"/>	Tshivenda	<input type="checkbox"/>
Xitsonga	<input type="checkbox"/>	IsiXhosa	<input type="checkbox"/>	Siswati	<input type="checkbox"/>
IsiNdebele	<input type="checkbox"/>	English	<input type="checkbox"/>	Other specify _____	<input type="checkbox"/>

(b) Watching TV

IsiZulu		Sesotho sa Leboa		Afrikaans	
Sesotho		Setswana		Tshivenda	
Xitsonga		IsiXhosa		Siswati	
IsiNdebele		English		Other specify _____	

16. What type of school did /does your child attend? Tick next to the relevant box.

Public fee-free school	
Public fee-paying school	
Private school	
Other specify _____	

17. Why did you choose to take your child/children to the type of school that you selected in 16 above?

18. What do you feel is or would have been the ideal language that is used for teaching and learning for your child/children at school? You may choose more than one item.

(a) Children should be taught in their mother tongue and should be taught another language as additional language

(b) Children should be taught in both their mother tongue and English.

(c) Children should be taught in English and learn English only.

(d) Children should be taught in English and should be taught their mother tongue as additional language.

APPENDIX E: INTERVIEW QUESTIONS

Biographical information of the interviewee

Age: _____

Gender: Male ___ Female ___

Residential area: _____

Interview questions of young adults

1. Which language do you prefer/language of choice? Why do you prefer that language?
2. Do you think that it is useful to know and master your mother tongue?
3. Most of the younger generations do not speak their mother tongue or they use it less. Do you think that something should be done to ensure that it is used and preserved?
4. Can you read and write in your mother tongue?
5. Can you follow the news read in your mother tongue either on the radio or on TV?

APPENDIX F: TRANSCRIPTION OF INTERVIEWS

These responses are recorded verbatim from questions asked by the interviewer.

INTERVIEW 1

Female university student.

Interviewer: *May you please introduce yourself and state your age please.*

Interviewee: **My name is XX, I am 22 years old.**

Interviewer: *Where do you reside?*

Interviewee: **Hatfield**

Interviewer: *Which language do you prefer to speak? Why do you prefer that particular language?*

Interviewee: **I prefer English.**

Interviewer: *Why?*

Interviewee: **Because I am fluent in it.**

Interviewer: *Do you think that it is useful to know and master your mother tongue?*

Interviewee: **Yes, it is**

Interviewer: *Most of the younger generations do not speak their mother tongue or they use it less. Do you think that something should be done to ensure that it is used and preserved?*

Interviewee: **No**

Interviewer: *Why do you think so?*

Interviewee: **Because it's not like it's going to help them in anyway, because everything is in English.**

Interviewer: *Can you read and write in your mother tongue?*

Interviewee: **Yes, I can**

Interviewer: *Can you follow the news read in your mother tongue either on the radio or on TV?*

Interviewee: **Yes, I can**

The interviewer thanked the interviewee for her time.

INTERVIEW 2

Male university student

Interviewer: *May you please introduce yourself and state your age please.*

Interviewee: **My name is XY, I am 21 years old.**

Interviewer: *Where do you reside?*

Interviewee: **Hatfield**

Interviewer: *Which language do you prefer/language of choice? Why do you prefer that particular language?*

Interviewee: **Xitsonga, it's my home language**

Interviewer: *Do you think that it is useful to know and master your mother tongue?*

Interviewee: **It is**

Interviewer: *Most of the younger generations do not speak their mother tongue or they use it less. Do you think that something should be done to ensure that it is used and preserved?*

Interviewee: **It should be by choice**

Interviewer: *So, you don't think that it is important in not knowing your mother tongue?*

Interviewee: **As a means of communication yes you don't really necessarily need to know your mother tongue to communicate with other people that don't know it but in terms of knowing who you are your identity and where you coming from and just to relate with your relatives you need to know it.**

Interviewer: *Can you read and write in your mother tongue?*

Interviewee: **Yes, I can**

Interviewer: *Can you follow the news read in your mother tongue either on the radio or on TV?*

Interviewee: **Yes, I can there is other platforms on which I get news read in my mother tongue or written in my mother tongue.**

The interviewer thanked the interviewee for his time.

INTERVIEW 3

Female University student

Interviewer: *May you please introduce yourself and state your age please.*

Interviewee: **My name is XX, I am 21 years old.**

Interviewer: *Where do you reside?*

Interviewee: **Garsfontein, Pretoria**

Interviewer: *Which language do you prefer/language of choice? Why do you prefer that particular language?*

Interviewee: **IsiXhosa because it's my home language.**

Interviewer: *Do you think that it is useful to know and master your mother tongue?*

Interviewee: **Yes, it so much so useful because we need to be able to communicate with people from our hometown and people from our roots and people we stay with.**

Interviewer: *Most of the younger generations do not speak their mother tongue or they use it less. Do you think that something should be done to ensure that it is used and preserved?*

Interviewee: **Well there is nothing that can be done because we did not grow up the areas where our parents came from we grew up in the city so we are mixed with people who are different and we end up being multilingual so it is important to at least know and grasp the concepts of your home language but ya.**

Interviewer: *Can you read and write in your mother tongue?*

Interviewee: **I can read in my mother tongue, but I can't write in it.**

Interviewer: *Can you follow the news read in your mother tongue either on the radio or on TV?*

Interviewee: **Yes, I can.**

The interviewer thanked the interviewee for her time.

INTERVIEW 4

Male university student

Interviewer: *May you please introduce yourself and state your age please.*

Interviewee: **My name is XY, I am 21 years old.**

Interviewer: *Where do you reside?*

Interviewee: **Hartfield**

Interviewer: *Which language do you prefer/language of choice? Why do you prefer that particular language?*

Interviewee: **Zulu**

Interviewer: *Why do you say so*

Interviewee: **Because its more fluently in Zulu**

Interviewer: *Do you think that it is useful to know and master your mother tongue?*

Interviewee: **Yes**

Interviewer: *Why do you say so?*

Interviewee: **When coming to communicating with family members it's important**

Interviewer: *Okay*

Interviewer: *Most of the younger generations do not speak their mother tongue or they use it less. Do you think that something should be done to ensure that it is used and preserved?*

Interviewee: **Mmm ye**

Interviewer: *How come you say so?*

Interviewer: **I think cause if they don't preserve it its gonna die along the way and they gonna thingy forget their roots or where they coming from**

Interviewer: *Can you read and write in your mother tongue?*

Interviewee: **Yes**

Interviewer: *Can you follow the news read in your mother tongue either on the radio or on TV?*

Interviewee: **Yes**

The interviewer thanked the interviewee for his time.

INTERVIEW 5

Female University student

Interviewer: *May you please introduce yourself and state your age please.*

Interviewee: **My name is XX, I am 22 years old.**

Interviewer: *Where do you reside?*

Interviewee: **Arcadia**

Interviewer: *Which language do you prefer/language of choice? Why do you prefer that particular language?*

Interviewee: **Tsonga, it's my home language**

Interviewer: *Do you think that it is useful to know and master your mother tongue?*

Interviewee: **Ja**

Interviewer: *Most of the younger generations do not speak their mother tongue or they use it less. Do you think that something should be done to ensure that it is used and preserved?*

The interviewee asked the interviewer to repeat the question

Interviewee: **Ja yes**

Interviewer: *Why do you say so*

Interviewee: **Because they supposed to know their mother tongue because after all South Africa is a multilingual country, so I feel like it's important to know where you come from and the language you speak**

Interviewer: *Can you read and write in your mother tongue?*

Interviewee: **Ya**

Interviewer: *Can you follow the news read in your mother tongue either on the radio or on TV?*

Interviewee: **Yes**

The interviewer thanked the interviewee for her time.

INTERVIEW 6

Male university student

Interviewer: *May you please introduce yourself and state your age please.*

Interviewee: **My name is XY, I am 22 years old.**

Interviewer: *Where do you reside?*

Interviewee: **Hatfield**

Interviewer: *Which language do you prefer/language of choice? Why do you prefer that particular language?*

Interviewee: **I prefer English because it's a universal language.**

Interviewer: *Do you think that it is useful to know and master your mother tongue?*

Interviewee: **It is very useful to know and master your mother tongue, yes**

Interviewer: *Most of the younger generations do not speak their mother tongue or they use it less. Do you think that something should be done to ensure that it is used and preserved?*

Interviewee: **Yes, something needs to be done. Yes Yes**

Interviewer: *Why do you say so*

Interviewee: **Because knowing your mother tongue is very important after all that's the language you have to use to communicate with your family and everyone it defines who you are**

Interviewer: *Can you read and write in your mother tongue?*

Interviewee: **Yes**

Interviewer: *Can you follow the news read in your mother tongue either on the radio or on TV?*

Interviewee: **Yes**

The interviewer thanked the interviewee for his time.

INTERVIEW 7

Female university student

Interviewer: *May you please introduce yourself and state your age please.*

Interviewee: **My name is XX, I am 22 years old.**

Interviewer: *Where do you reside?*

Interviewee: **Hatfield**

Interviewer: *Which language do you prefer/language of choice? Why do you prefer that particular language?*

Interviewee: **I prefer Zulu all the time cause that's my mother tongue but then I do speak English it's just that I enjoy my home language**

Interviewer: *Do you think that it is useful to know and master your mother tongue?*

Interviewee: **Ya it is useful because we tend to think we good at it but we not cause I remember doing home language isiZulu but I didn't get good good marks but I'm the speaker of it**

Interviewer: *Most of the younger generations do not speak their mother tongue or they use it less. Do you think that something should be done to ensure that it is used and preserved?*

Interviewee: **Ja I feel like that's supposed to be parents, parents should instill that because nowadays parents of black generation pretend to speak English in their homes but they tend to forget their home language that's what makes people forget their language but I feel that they need to preserve it.**

Interviewer: *Can you read and write in your mother tongue?*

Interviewee: **Yes, I can**

Interviewer: *Can you follow the news read in your mother tongue either on the radio or on TV?*

Interviewee: **I prefer radio TV I don't, I just look at the mouth I don't understand what she is saying**

The interviewer thanked the interviewee for her time.

APPENDIX G: ANALYSIS REPORT

REPORT- RE: Ms. Molokomme – Language analysis, crosstabs

Prepared by: Enterprises University of Pretoria (Pty) Ltd

Prepared for: Ms. N. Molokomme

Date: 12 March 2018

Questionnaires analysis

Young adults Qs

The FREQ Procedure

_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	2.04	1	2.04
2	1	2.04	2	4.08
3	1	2.04	3	6.12
4	1	2.04	4	8.16
5	1	2.04	5	10.20
6	1	2.04	6	12.24
7	1	2.04	7	14.29
8	1	2.04	8	16.33
9	1	2.04	9	18.37
10	1	2.04	10	20.41
11	1	2.04	11	22.45
12	1	2.04	12	24.49
13	1	2.04	13	26.53
14	1	2.04	14	28.57
15	1	2.04	15	30.61
16	1	2.04	16	32.65
17	1	2.04	17	34.69
18	1	2.04	18	36.73
19	1	2.04	19	38.78
20	1	2.04	20	40.82
21	1	2.04	21	42.86
22	1	2.04	22	44.90
23	1	2.04	23	46.94
24	1	2.04	24	48.98
25	1	2.04	25	51.02
26	1	2.04	26	53.06
27	1	2.04	27	55.10
28	1	2.04	28	57.14
29	1	2.04	29	59.18
30	1	2.04	30	61.22
31	1	2.04	31	63.27
32	1	2.04	32	65.31
33	1	2.04	33	67.35
34	1	2.04	34	69.39
35	1	2.04	35	71.43

_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
36	1	2.04	36	73.47
37	1	2.04	37	75.51
38	1	2.04	38	77.55
39	1	2.04	39	79.59
40	1	2.04	40	81.63
41	1	2.04	41	83.67
42	1	2.04	42	85.71
43	1	2.04	43	87.76
44	1	2.04	44	89.80
45	1	2.04	45	91.84
46	1	2.04	46	93.88
47	1	2.04	47	95.92
48	1	2.04	48	97.96
49	1	2.04	49	100.00

_1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	17	34.69	17	34.69
2	32	65.31	49	100.00

_2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
19	2	4.08	2	4.08
20	5	10.20	7	14.29
21	14	28.57	21	42.86
22	4	8.16	25	51.02
23	6	12.24	31	63.27
24	2	4.08	33	67.35
25	4	8.16	37	75.51
26	2	4.08	39	79.59
27	1	2.04	40	81.63
28	2	4.08	42	85.71
29	1	2.04	43	87.76
30	4	8.16	47	95.92
31	1	2.04	48	97.96
32	1	2.04	49	100.00

_3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	17	35.42	17	35.42

_3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	30	62.50	47	97.92
3	1	2.08	48	100.00

Frequency Missing = 1

_4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	21	42.86	21	42.86
2	21	42.86	42	85.71
3	7	14.29	49	100.00

_5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	48	97.96	48	97.96
2	1	2.04	49	100.00

_6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	10.87	5	10.87
2	3	6.52	8	17.39
3	1	2.17	9	19.57
4	1	2.17	10	21.74
5	9	19.57	19	41.30
6	10	21.74	29	63.04
8	8	17.39	37	80.43
9	1	2.17	38	82.61
11	6	13.04	44	95.65
12	2	4.35	46	100.00

Frequency Missing = 3

_7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	9.09	4	9.09
2	1	2.27	5	11.36
3	1	2.27	6	13.64
4	1	2.27	7	15.91
5	7	15.91	14	31.82
6	8	18.18	22	50.00
8	18	40.91	40	90.91
10	1	2.27	41	93.18
11	2	4.55	43	97.73

_7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
12	1	2.27	44	100.00

Frequency Missing = 5

_8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	13.95	6	13.95
3	4	9.30	10	23.26
4	1	2.33	11	25.58
5	5	11.63	16	37.21
6	7	16.28	23	53.49
8	18	41.86	41	95.35
11	2	4.65	43	100.00

Frequency Missing = 6

_9a	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	2.04	1	2.04
2	15	30.61	16	32.65
3	24	48.98	40	81.63
4	9	18.37	49	100.00

_9b	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	11	23.40	11	23.40
2	19	40.43	30	63.83
3	17	36.17	47	100.00

Frequency Missing = 2

_9c	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	8.51	4	8.51
2	16	34.04	20	42.55
3	14	29.79	34	72.34
4	13	27.66	47	100.00

Frequency Missing = 2

_9d	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	8.33	4	8.33
2	17	35.42	21	43.75
3	18	37.50	39	81.25

_9d	Frequency	Percent	Cumulative Frequency	Cumulative Percent
4	9	18.75	48	100.00

Frequency Missing = 1

_9e	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	4.17	2	4.17
2	15	31.25	17	35.42
3	17	35.42	34	70.83
4	14	29.17	48	100.00

Frequency Missing = 1

_9f	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	30	62.50	30	62.50
2	13	27.08	43	89.58
3	3	6.25	46	95.83
4	2	4.17	48	100.00

Frequency Missing = 1

_9g	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	25	52.08	25	52.08
2	13	27.08	38	79.17
3	5	10.42	43	89.58
4	5	10.42	48	100.00

Frequency Missing = 1

_9h	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13	27.08	13	27.08
2	28	58.33	41	85.42
3	4	8.33	45	93.75
4	3	6.25	48	100.00

Frequency Missing = 1

_9i	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	16	33.33	16	33.33
2	16	33.33	32	66.67
3	10	20.83	42	87.50
4	6	12.50	48	100.00

_9i Frequency Percent Cumulative Frequency Cumulative Percent

Frequency Missing = 1

_9j Frequency Percent Cumulative Frequency Cumulative Percent

1	20	41.67	20	41.67
2	16	33.33	36	75.00
3	10	20.83	46	95.83
4	2	4.17	48	100.00

Frequency Missing = 1

_9k Frequency Percent Cumulative Frequency Cumulative Percent

1	1	2.08	1	2.08
3	13	27.08	14	29.17
4	34	70.83	48	100.00

Frequency Missing = 1

_10a Frequency Percent Cumulative Frequency Cumulative Percent

1	40	81.63	40	81.63
2	6	12.24	46	93.88
3	1	2.04	47	95.92
4	2	4.08	49	100.00

_10b Frequency Percent Cumulative Frequency Cumulative Percent

1	27	55.10	27	55.10
2	20	40.82	47	95.92
4	2	4.08	49	100.00

_10c Frequency Percent Cumulative Frequency Cumulative Percent

1	23	47.92	23	47.92
2	20	41.67	43	89.58
3	3	6.25	46	95.83
4	2	4.17	48	100.00

Frequency Missing = 1

_11a Frequency Percent Cumulative Frequency Cumulative Percent

1	12	31.58	12	31.58
2	2	5.26	14	36.84

_11a	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	3	7.89	17	44.74
5	7	18.42	24	63.16
6	9	23.68	33	86.84
8	2	5.26	35	92.11
11	3	7.89	38	100.00

Frequency Missing = 11

_11b	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	8	18.60	8	18.60
2	3	6.98	11	25.58
3	3	6.98	14	32.56
4	4	9.30	18	41.86
5	10	23.26	28	65.12
6	8	18.60	36	83.72
8	1	2.33	37	86.05
10	1	2.33	38	88.37
11	5	11.63	43	100.00

Frequency Missing = 6

_11c	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	17.50	7	17.50
2	2	5.00	9	22.50
3	3	7.50	12	30.00
4	2	5.00	14	35.00
5	7	17.50	21	52.50
6	8	20.00	29	72.50
8	8	20.00	37	92.50
10	1	2.50	38	95.00
11	2	5.00	40	100.00

Frequency Missing = 9

_11d	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	11	23.91	11	23.91
2	3	6.52	14	30.43
3	5	10.87	19	41.30
4	3	6.52	22	47.83
5	11	23.91	33	71.74

_11d	Frequency	Percent	Cumulative Frequency	Cumulative Percent
6	6	13.04	39	84.78
10	1	2.17	40	86.96
11	5	10.87	45	97.83
12	1	2.17	46	100.00

Frequency Missing = 3

_11dd	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	8.11	3	8.11
2	1	2.70	4	10.81
5	2	5.41	6	16.22
6	3	8.11	9	24.32
8	26	70.27	35	94.59
9	1	2.70	36	97.30
11	1	2.70	37	100.00

Frequency Missing = 12

_11e	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	15.79	6	15.79
2	3	7.89	9	23.68
3	1	2.63	10	26.32
4	1	2.63	11	28.95
5	5	13.16	16	42.11
6	10	26.32	26	68.42
8	9	23.68	35	92.11
11	3	7.89	38	100.00

Frequency Missing = 11

_12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	11	22.45	11	22.45
2	27	55.10	38	77.55
3	11	22.45	49	100.00

_13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	6.25	3	6.25
3	3	6.25	6	12.50
4	3	6.25	9	18.75

_13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
5	5	10.42	14	29.17
6	5	10.42	19	39.58
8	26	54.17	45	93.75
9	1	2.08	46	95.83
10	1	2.08	47	97.92
11	1	2.08	48	100.00

Frequency Missing = 1

_14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	36	73.47	36	73.47
2	13	26.53	49	100.00

_15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	4.08	2	4.08
2	1	2.04	3	6.12
5	1	2.04	4	8.16
8	21	42.86	25	51.02
9	22	44.90	47	95.92
11	2	4.08	49	100.00

_16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	29	59.18	29	59.18
2	20	40.82	49	100.00

_17a	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	11.90	5	11.90
3	1	2.38	6	14.29
4	1	2.38	7	16.67
5	2	4.76	9	21.43
6	3	7.14	12	28.57
8	28	66.67	40	95.24
10	1	2.38	41	97.62
11	1	2.38	42	100.00

Frequency Missing = 7

_17b	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
8	30	93.75	31	96.88
11	1	3.13	32	100.00

Frequency Missing = 17

_18a	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	14	29.17	14	29.17
2	18	37.50	32	66.67
3	13	27.08	45	93.75
4	3	6.25	48	100.00

Frequency Missing = 1

_18b	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	14	28.57	14	28.57
2	19	38.78	33	67.35
3	13	26.53	46	93.88
4	3	6.12	49	100.00

_18c	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	14	29.17	14	29.17
2	20	41.67	34	70.83
3	11	22.92	45	93.75
4	3	6.25	48	100.00

Frequency Missing = 1

_18d	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	8.16	4	8.16
2	26	53.06	30	61.22
3	15	30.61	45	91.84
4	4	8.16	49	100.00

_18e	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	4.08	2	4.08
2	11	22.45	13	26.53
3	23	46.94	36	73.47
4	13	26.53	49	100.00

_18f	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	10.20	5	10.20
2	15	30.61	20	40.82
3	19	38.78	39	79.59
4	10	20.41	49	100.00

_18g	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13	26.53	13	26.53
2	16	32.65	29	59.18
3	7	14.29	36	73.47
4	13	26.53	49	100.00

_18h	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	15	30.61	15	30.61
2	17	34.69	32	65.31
3	7	14.29	39	79.59
4	10	20.41	49	100.00

_18i	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	8	16.67	8	16.67
2	21	43.75	29	60.42
3	12	25.00	41	85.42
4	7	14.58	48	100.00

Frequency Missing = 1

_18j	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	10	20.41	10	20.41
2	24	48.98	34	69.39
3	9	18.37	43	87.76
4	6	12.24	49	100.00

_19a	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	41	85.42	41	85.42
2	7	14.58	48	100.00

Frequency Missing = 1

_19b	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	33	68.75	33	68.75
2	10	20.83	43	89.58
3	5	10.42	48	100.00

Frequency Missing = 1

_19c	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	31	64.58	31	64.58
2	16	33.33	47	97.92
3	1	2.08	48	100.00

Frequency Missing = 1

_19d	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	31	64.58	31	64.58
2	12	25.00	43	89.58
3	5	10.42	48	100.00

Frequency Missing = 1

_19e	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	32	66.67	32	66.67
2	16	33.33	48	100.00

Frequency Missing = 1

Parents Qs

The FREQ Procedure

_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	2.04	1	2.04
2	1	2.04	2	4.08
3	1	2.04	3	6.12
4	1	2.04	4	8.16
5	1	2.04	5	10.20
6	1	2.04	6	12.24
7	1	2.04	7	14.29
8	1	2.04	8	16.33
9	1	2.04	9	18.37
10	1	2.04	10	20.41
11	1	2.04	11	22.45
12	1	2.04	12	24.49
13	1	2.04	13	26.53
14	1	2.04	14	28.57
15	1	2.04	15	30.61
16	1	2.04	16	32.65
17	1	2.04	17	34.69
18	1	2.04	18	36.73
19	1	2.04	19	38.78
20	1	2.04	20	40.82
21	1	2.04	21	42.86
22	1	2.04	22	44.90
23	1	2.04	23	46.94
24	1	2.04	24	48.98
25	1	2.04	25	51.02
26	1	2.04	26	53.06
27	1	2.04	27	55.10
28	1	2.04	28	57.14
29	1	2.04	29	59.18
30	1	2.04	30	61.22
31	1	2.04	31	63.27
32	1	2.04	32	65.31
33	1	2.04	33	67.35
34	1	2.04	34	69.39

_	Frequency	Percent	Cumulative Frequency	Cumulative Percent
35	1	2.04	35	71.43
36	1	2.04	36	73.47
37	1	2.04	37	75.51
38	1	2.04	38	77.55
39	1	2.04	39	79.59
40	1	2.04	40	81.63
41	1	2.04	41	83.67
42	1	2.04	42	85.71
43	1	2.04	43	87.76
44	1	2.04	44	89.80
45	1	2.04	45	91.84
46	1	2.04	46	93.88
47	1	2.04	47	95.92
48	1	2.04	48	97.96
49	1	2.04	49	100.00

_1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	15	30.61	15	30.61
2	34	69.39	49	100.00

_2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	6.12	3	6.12
2	14	28.57	17	34.69
3	20	40.82	37	75.51
4	12	24.49	49	100.00

_3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	46	93.88	46	93.88
2	2	4.08	48	97.96
3	1	2.04	49	100.00

_4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	2.04	1	2.04
2	4	8.16	5	10.20
3	1	2.04	6	12.24
4	11	22.45	17	34.69

_4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
5	5	10.20	22	44.90
6	12	24.49	34	69.39
8	4	8.16	38	77.55
9	3	6.12	41	83.67
10	1	2.04	42	85.71
11	6	12.24	48	97.96
12	1	2.04	49	100.00

_5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	7	14.58	7	14.58
4	41	85.42	48	100.00

Frequency Missing = 1

_6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	29	60.42	29	60.42
2	15	31.25	44	91.67
3	4	8.33	48	100.00

Frequency Missing = 1

_7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	6.90	2	6.90
2	5	17.24	7	24.14
3	4	13.79	11	37.93
4	3	10.34	14	48.28
5	7	24.14	21	72.41
6	7	24.14	28	96.55
7	1	3.45	29	100.00

Frequency Missing = 20

_8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	9.76	4	9.76
2	5	12.20	9	21.95
3	3	7.32	12	29.27
4	6	14.63	18	43.90
5	9	21.95	27	65.85
6	6	14.63	33	80.49

_8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
8	8	19.51	41	100.00

Frequency Missing = 8

_9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	7.32	3	7.32
2	3	7.32	6	14.63
3	3	7.32	9	21.95
4	4	9.76	13	31.71
5	9	21.95	22	53.66
6	8	19.51	30	73.17
7	2	4.88	32	78.05
8	7	17.07	39	95.12
9	1	2.44	40	97.56
11	1	2.44	41	100.00

Frequency Missing = 8

_10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	14.29	3	14.29
2	1	4.76	4	19.05
3	2	9.52	6	28.57
4	3	14.29	9	42.86
5	6	28.57	15	71.43
6	4	19.05	19	90.48
8	1	4.76	20	95.24
9	1	4.76	21	100.00

Frequency Missing = 28

_11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	12	24.49	12	24.49
2	37	75.51	49	100.00

_12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	49	100.00	49	100.00

_13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	6.25	1	6.25

_13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	1	6.25	2	12.50
5	2	12.50	4	25.00
6	3	18.75	7	43.75
8	7	43.75	14	87.50
9	2	12.50	16	100.00

Frequency Missing = 33

_14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	6.67	3	6.67
2	1	2.22	4	8.89
3	1	2.22	5	11.11
4	1	2.22	6	13.33
5	3	6.67	9	20.00
6	3	6.67	12	26.67
7	1	2.22	13	28.89
8	30	66.67	43	95.56
9	2	4.44	45	100.00

Frequency Missing = 4

_15a	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	5.88	2	5.88
2	1	2.94	3	8.82
3	1	2.94	4	11.76
4	5	14.71	9	26.47
5	3	8.82	12	35.29
6	2	5.88	14	41.18
8	20	58.82	34	100.00

Frequency Missing = 15

_15b	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	1	2.86	1	2.86
4	1	2.86	2	5.71
5	2	5.71	4	11.43
8	30	85.71	34	97.14
12	1	2.86	35	100.00

Frequency Missing = 14

_16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	4.26	2	4.26
2	29	61.70	31	65.96
3	16	34.04	47	100.00

Frequency Missing = 2

_18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	10	25.64	10	25.64
2	19	48.72	29	74.36
3	2	5.13	31	79.49
4	8	20.51	39	100.00

Frequency Missing = 10

Cross tabulations

Young adults

The SAS System

The FREQ Procedure

		Table of _1 by _5		
Frequency				
Percent	_1	_5		
Row Pct		1	2	Total
Col Pct	1	16	1	17
		32.65	2.04	34.69
		94.12	5.88	
		33.33	100.00	
	2	32	0	32
		65.31	0.00	65.31
		100.00	0.00	
		66.67	0.00	
	Total	48	1	49
		97.96	2.04	100.00

		Table of _2 by _5		
Frequency				
Percent	_2	_5		
Row Pct		1	2	Total
Col Pct	19	2	0	2
		4.08	0.00	4.08
		100.00	0.00	
		4.17	0.00	
	20	5	0	5
		10.20	0.00	10.20
		100.00	0.00	
		10.42	0.00	
	21	13	1	14
		26.53	2.04	28.57
		92.86	7.14	
		27.08	100.00	
	22	4	0	4
		8.16	0.00	8.16

	100.00	0.00	
	8.33	0.00	
23	6	0	6
	12.24	0.00	12.24
	100.00	0.00	
	12.50	0.00	
24	2	0	2
	4.08	0.00	4.08
	100.00	0.00	
	4.17	0.00	
25	4	0	4
	8.16	0.00	8.16
	100.00	0.00	
	8.33	0.00	
26	2	0	2
	4.08	0.00	4.08
	100.00	0.00	
	4.17	0.00	
27	1	0	1
	2.04	0.00	2.04
	100.00	0.00	
	2.08	0.00	
28	2	0	2
	4.08	0.00	4.08
	100.00	0.00	
	4.17	0.00	
29	1	0	1
	2.04	0.00	2.04
	100.00	0.00	
	2.08	0.00	
30	4	0	4
	8.16	0.00	8.16
	100.00	0.00	
	8.33	0.00	

31	1	0	1
	2.04	0.00	2.04
	100.00	0.00	
	2.08	0.00	
32	1	0	1
	2.04	0.00	2.04
	100.00	0.00	
	2.08	0.00	
Total	48	1	49
	97.96	2.04	100.00

Table of _4 by _7

Frequency												
Percent	_4											
Row Pct		1	2	3	4	5	6	8	10	11	12	Total
Col Pct	1	1	1	1	0	2	2	9	1	0	1	18
		2.27	2.27	2.27	0.00	4.55	4.55	20.45	2.27	0.00	2.27	40.91
		5.56	5.56	5.56	0.00	11.11	11.11	50.00	5.56	0.00	5.56	100.00
		25.00				28.57	25.00	50.00				100.00
	2	2	0	0	1	1	4	9	0	2	0	19
		4.55	0.00	0.00	2.27	2.27	9.09	20.45	0.00	4.55	0.00	43.18
		10.53	0.00	0.00	5.26	5.26	21.05	47.37	0.00	10.53	0.00	100.00
		50.00			100.00	14.29	50.00	50.00		100.00		100.00
	3	1	0	0	0	4	2	0	0	0	0	7
		2.27	0.00	0.00	0.00	9.09	4.55	0.00	0.00	0.00	0.00	15.91
		14.29	0.00	0.00	0.00	57.14	28.57	0.00	0.00	0.00	0.00	100.00
		25.00				57.14	25.00	0.00				100.00
	Total	4	1	1	1	7	8	18	1	2	1	44
		9.09	2.27	2.27	2.27	15.91	18.18	40.91	2.27	4.55	2.27	100.00

Frequency Missing = 5

Table of _3 by _7

Frequency	_3	_7									Total	
		1	2	3	4	5	6	8	10	11		12
Percent												
Row Pct	1	1	0	0	0	4	3	8	0	0	0	16
Col Pct		2.3	0.00	0.00	0.00	9.3	6.9	18.	0.00	0.00	0.00	37.2
		3				0	8	60				1
		6.2	0.00	0.00	0.00	25.	18.	50.	0.00	0.00	0.00	
		5				00	75	00				
		25.				57.	37.	44.				
		00				14	50	44				
	2	3	0	1	1	3	5	10	1	1	1	26
		6.9	0.00	2.33	2.33	6.9	11.	23.	2.33	2.33	2.33	60.4
		8				8	63	26				7
			0.00	3.85	3.85				3.85	3.85	3.85	
		11.	0.00	100.	100.	11.	19.	38.	100.	100.	100.	
		54		00	00	54	23	46	00	00	00	
		75.				42.	62.	55.				
		00				86	50	56				
	3	0	1	0	0	0	0	0	0	0	0	1
		0.0	2.33	0.00	0.00	0.0	0.0	0.0	0.00	0.00	0.00	2.33
		0				0	0	0				
			100.	0.00	0.00				0.00	0.00	0.00	
		0.0		0.00	0.00	0.0	0.0	0.0	0.00	0.00	0.00	
		0				0	0	0				
			100.									
		0.0				0.0	0.0	0.0				
		0				0	0	0				
	Total	4	1	1	1	7	8	18	1	1	1	43
		9.3	2.33	2.33	2.33	16.	18.	41.	2.33	2.33	2.33	100.
		0				28	60	86				00

Frequency Missing = 6

Table of _1 by _11a

Frequency	_1	_11a							Total
		1	2	3	5	6	8	11	
Percent									
Row Pct									
Col Pct	1	7	1	0	1	1	1	0	11
		18.42	2.63	0.00	2.63	2.63	2.63	0.00	28.95
		63.64	9.09	0.00	9.09	9.09	9.09	0.00	
		58.33	50.00	0.00	14.29	11.11	50.00	0.00	
	2	5	1	3	6	8	1	3	27
		13.16	2.63	7.89	15.79	21.05	2.63	7.89	71.05
		18.52	3.70	11.11	22.22	29.63	3.70	11.11	
		41.67	50.00	100.00	85.71	88.89	50.00	100.00	

Total	12	2	3	7	9	2	3	38
	31.58	5.26	7.89	18.42	23.68	5.26	7.89	100.00

Frequency Missing = 11

Frequency	Percent	_11b									
		1	2	3	4	5	6	8	10	11	Total
1		5	2	1	1	2	1	0	0	1	13
	11.63	4.65	2.33	2.33	4.65	2.33	0.00	0.00	2.33	30.23	
	38.46	15.38	7.69	7.69	15.38	7.69	0.00	0.00	7.69		
	62.50	66.67	33.33	25.00	20.00	0	0.00	0.00	20.00		
2		3	1	2	3	8	7	1	1	4	30
	6.98	2.33	4.65	6.98	18.60	16.28	2.33	2.33	9.30	69.77	
	10.00	3.33	6.67	10.00	26.67	23.33	3.33	3.33	13.33		
	37.50	33.33	66.67	75.00	80.00	87.50	100.00	100.00	80.00		
Total		8	3	3	4	10	8	1	1	5	43
	18.60	6.98	6.98	9.30	23.26	18.60	2.33	2.33	11.63	100.00	

Frequency Missing = 6

Frequency	Percent	_11c									
		1	2	3	4	5	6	8	10	11	Total
1		5	1	1	0	2	2	1	0	0	12
	12.50	2.50	2.50	0.00	5.00	5.00	2.50	0.00	0.00	30.00	
	41.67	8.33	8.33	0.00	16.67	16.67	8.33	0.00	0.00		
	71.43	50.00	33.33	0.00	28.57	25.00	0				
2		2	1	2	2	5	6	7	1	2	28
	5.00	2.50	5.00	5.00	12.50	15.00	17.50	2.50	5.00	70.00	
	7.14	3.57	7.14	7.14	17.86	21.43	25.00	3.57	7.14		
	28.57	50.00	66.67	100.00	66.67	66.67	100.00	100.00	100.00		

					71.4 3	75.0 0	87.5 0			
Total	7	2	3	2	7	8	8	1	2	40
	17.5 0	5.00	7.50	5.00	17.5 0	20.0 0	20.0 0	2.50	5.00	100.0 0

Frequency Missing = 9

Table of _1 by _11d

Frequency		_11d									
Percent	_1										Total
Row Pct		1	2	3	4	5	6	10	11	12	
Col Pct	1	8	2	1	1	2	1	0	1	0	16
		17.3 9	4.35	2.17	2.17	4.35	2.17	0.00	2.17	0.00	34.78
		50.0 0	12.5 0	6.25	6.25	12.5 0	6.25	0.00	6.25	0.00	
		72.7 3	66.6 7	20.0 0	33.3 3	18.1 8	16.6 7	0.00	20.0 0	0.00	
	2	3	1	4	2	9	5	1	4	1	30
		6.52	2.17	8.70	4.35	19.5 7	10.8 7	2.17	8.70	2.17	65.22
		10.0 0	3.33	13.3 3	6.67	30.0 0	16.6 7	3.33 0	13.3 3	3.33 0	
		27.2 7	33.3 3	80.0 0	66.6 7	81.8 2	83.3 3	100.0 0	80.0 0	100.0 0	
Total	11	3	5	3	11	6	1	5	1	46	
	23.9 1	6.52	10.8 7	6.52	23.9 1	13.0 4	2.17	10.8 7	2.17	100.0 0	

Frequency Missing = 3

Table of _1 by _11dd

Frequency		_11dd							Total
Percent	_1								
Row Pct		1	2	5	6	8	9	11	
Col Pct	1	3	1	0	2	5	1	0	12
		8.11	2.70	0.00	5.41	13.51	2.70	0.00	32.43
		25.00	8.33	0.00	16.67	41.67	8.33	0.00	
		100.00	100.00	0.00	66.67	19.23	100.00	0.00	
	2	0	0	2	1	21	0	1	25
		0.00	0.00	5.41	2.70	56.76	0.00	2.70	67.57
		0.00	0.00	8.00	4.00	84.00	0.00	4.00	
		0.00	0.00	100.00	33.33	80.77	0.00	100.00	

Total	3	1	2	3	26	1	1	37
	8.11	2.70	5.41	8.11	70.27	2.70	2.70	100.00

Frequency Missing = 12

Table of _1 by _11e

Frequency	Percent	_11e								Total
		1	2	3	4	5	6	8	11	
1		3	1	1	0	0	2	4	0	11
		7.89	2.63	2.63	0.00	0.00	5.26	10.53	0.00	28.95
		27.27	9.09	9.09	0.00	0.00	18.18	36.36	0.00	
		50.00	33.33	100.00	0.00	0.00	20.00	44.44	0.00	
2		3	2	0	1	5	8	5	3	27
		7.89	5.26	0.00	2.63	13.16	21.05	13.16	7.89	71.05
		11.11	7.41	0.00	3.70	18.52	29.63	18.52	11.11	
		50.00	66.67	0.00	100.00	100.00	80.00	55.56	100.00	
Total		6	3	1	1	5	10	9	3	38
		15.79	7.89	2.63	2.63	13.16	26.32	23.68	7.89	100.00

Frequency Missing = 11

Parents

The SAS System

The FREQ Procedure

Table of _6 by _16

Frequency	Percent	_16			Total
		1	2	3	
1		1	18	8	27
		2.17	39.13	17.39	58.70
		3.70	66.67	29.63	
		50.00	64.29	50.00	
2		0	8	7	15
		0.00	17.39	15.22	32.61
		0.00	53.33	46.67	
		0.00	28.57	43.75	

	3	1	2	1	4
		2.17	4.35	2.17	8.70
		25.00	50.00	25.00	
		50.00	7.14	6.25	
	Total	2	28	16	46
		4.35	60.87	34.78	100.00

Frequency Missing = 3

Table of _2 by _15a

Frequency		_15a							Total
Percent	_2	1	2	3	4	5	6	8	
Row Pct		1	2	3	4	5	6	8	
Col Pct	1	0	0	0	1	0	0	0	1
		0.00	0.00	0.00	2.94	0.00	0.00	0.00	2.94
		0.00	0.00	0.00	100.00	0.00	0.00	0.00	
		0.00	0.00	0.00	20.00	0.00	0.00	0.00	
Col Pct	2	0	1	0	1	0	1	7	10
		0.00	2.94	0.00	2.94	0.00	2.94	20.59	29.41
		0.00	10.00	0.00	10.00	0.00	10.00	70.00	
		0.00	100.00	0.00	20.00	0.00	50.00	35.00	
Col Pct	3	1	0	0	0	0	1	10	12
		2.94	0.00	0.00	0.00	0.00	2.94	29.41	35.29
		8.33	0.00	0.00	0.00	0.00	8.33	83.33	
		50.00	0.00	0.00	0.00	0.00	50.00	50.00	
Col Pct	4	1	0	1	3	3	0	3	11
		2.94	0.00	2.94	8.82	8.82	0.00	8.82	32.35
		9.09	0.00	9.09	27.27	27.27	0.00	27.27	
		50.00	0.00	100.00	60.00	100.00	0.00	15.00	
Total	Total	2	1	1	5	3	2	20	34
		5.88	2.94	2.94	14.71	8.82	5.88	58.82	100.00

Frequency Missing = 15

Table of _2 by _15b

Frequency		_15b					Total
Percent	_2	2	4	5	8	12	
Row Pct		2	4	5	8	12	
Col Pct	1	0	0	0	3	0	3

	0.00	0.00	0.00	8.57	0.00	8.57
	0.00	0.00	0.00	100.00	0.00	
	0.00	0.00	0.00	10.00	0.00	
2	0	0	0	10	0	10
	0.00	0.00	0.00	28.57	0.00	28.57
	0.00	0.00	0.00	100.00	0.00	
	0.00	0.00	0.00	33.33	0.00	
3	1	0	0	12	0	13
	2.86	0.00	0.00	34.29	0.00	37.14
	7.69	0.00	0.00	92.31	0.00	
	100.00	0.00	0.00	40.00	0.00	
4	0	1	2	5	1	9
	0.00	2.86	5.71	14.29	2.86	25.71
	0.00	11.11	22.22	55.56	11.11	
	0.00	100.00	100.00	16.67	100.00	
Total	1	1	2	30	1	35
	2.86	2.86	5.71	85.71	2.86	100.00

Frequency Missing = 14

Table of _5 by _10

Frequency	Percent	_5								Total
		_10								
Row Pct	Col Pct	1	2	3	4	5	6	8	9	
	2	1	0	0	1	1	1	0	1	5
		4.76	0.00	0.00	4.76	4.76	4.76	0.00	4.76	23.81
		20.0	0.00	0.00	20.0	20.0	20.0	0.00	20.00	
		0	0.00	0.00	0	0	0	0.00	100.0	
		33.3			33.3	16.6	25.0		0	
		3			3	7	0			
	4	2	1	2	2	5	3	1	0	16
		9.52	4.76	9.52	9.52	23.8	14.2	4.76	0.00	76.19
		12.5	6.25	12.50	12.5	1	9	6.25	0.00	
		0	100.0	100.0	0	31.2	18.7	100.0	0.00	
		66.6	0	0	66.6	5	5	0		
		7			7	83.3	75.0			
						3	0			
Total		3	1	2	3	6	4	1	1	21
		14.2	4.76	9.52	14.2	28.5	19.0	4.76	4.76	100.0
		9			9	7	5			0

Frequency Missing = 28

Interviews analysis

Transcription

22 Female Hatfield English Fluent Yes No for preserve Mother tongue does not help Yes Yes

21 Male Hatfield Tsitonga Home language Yes No for preserve Communication Identity Yes Yes

21 Female Garsfontein Xhosa Home language Yes Communication Multilingual Hometown No for preserve No Yes

21 Male Hatfield Zulu Fluent Yes Communication family Yes for preserve Die out Yes Yes

22 Female Arcadia Tsonga Yes Yes for preserve Multilingual Yes Yes

22 Male Hatfield English Universal Yes Yes for preserve Communication Yes Yes

22 Female Hatfield Zulu Home language Yes Yes for preserve Family Yes Yes