

APPENDIX A:

Social attitudes questionnaire


**VAAL TRIANGLE TECHNIKON (1998)
SOCIAL ATTITUDE QUESTIONNAIRE**

INTRODUCTION

This questionnaire attempts to evaluate individuals' **perceptions** and **attitudes** about several **social** issues. There are no RIGHT or WRONG answers to any of these questions, because your **OPINION** or **PERCEPTION** about a statement can never be right or wrong.

Your answers at these questions will in NO WAY penalise your academic results. The information gathered by this questionnaire will only be used for RESEARCH purposes. The results will also be communicated to you - if requested.

INSTRUCTIONS

- 1 Please follow the instructions at each question carefully.
- 2 There is no time limit - you may use all the time you need.
- 3 There are no "right" or "wrong" answers. Please give the answer you honestly feel to be the most "true" response.
- 4 Please answer ALL the questions.
- 5 REMEMBER: the data is handled anonymously. NO TRUE NAMES will be attached to data. You must choose a "fictional" name and write it down on the cover page of all questionnaires. Please use the SAME fictional name on all cover pages. This will enable us to match the results of all your answers with each other. We will never know who you are - therefore, please answer HONESTLY and TRUTHFULLY.
- 6 If any of the questions are offensive to you - please indicate the offensive questions by putting a circle around the separate question numbers.

SECTION A: BIOGRAPHICAL DATA (Adapted from Bommman, 1995)

- 1 My fictional name (used with ALL questionnaires) is

Please put a cross (X) over the number in the block of your answer at the following questions.

2 GENDER

Female	1	Male	2
--------	---	------	---

3 AGE

Please write down your age (how old you are at this moment) in the following block:

I am years old at this moment.

4 WHAT LANGUAGE DO YOU SPEAK AT HOME MOST OF THE TIME?

Please look at the following grid with languages and codes for each language. At this question, please mark the **ONE** language you use **AT HOME** in the block provided. Please put a cross (X) in the appropriate block.

Afrikaans	1	Shona	12
Dutch	2	Southern Sotho	13
English	3	Spanish	14
French	4	Swati	15
German	5	Tsonga/Shangaan	16
Hebrew	6	Tswana	17
Italian	7	Venda	18
Ndebele	8	Xhosa	19
Ndonga	9	Zulu	20
Northern Sotho	10	Other (specify):	21
Portuguese	11		

- 5 Please indicate **ALL** the languages that you can speak and understand. Please put crosses (X) in **ALL** the appropriate blocks.

Afrikaans	1	Shona	12
Dutch	2	Southern Sotho	13
English	3	Spanish	14
French	4	Swati	15
German	5	Tsonga/Shangaan	16
Hebrew	6	Tswana	17
Italian	7	Venda	18
Ndebele	8	Xhosa	19
Ndonga	9	Zulu	20
Northern Sotho	10	Other (specify):	21
Portuguese	11		

- 6 What is the **HIGHEST** educational qualification of your **father**? Please mark the appropriate block with a cross (X).

My father died when I was still very young – I do not know	1
Do not know my father	2
Did not attend school	3
Standard 3 or lower	4
Standard 4 or 5	5
Standard 6 or 7	6
Standard 8 or 9	7
Standard 10 / Equivalent qualification	8
Standard 10 plus post-school qualification (Not graduated)	9
Completed first degree / diploma	10

Please specify the highest **POST-GRADUATE** qualification of your **father** (e.g. BTech, Honours, Masters, Doctoral etc. ...)

- 7 What is the **HIGHEST** educational qualification of your **mother**? Please mark the appropriate block with a cross (X).

My mother died when I was still very young – I do not know	1
Do not know my mother	2
Did not attend school	3
Standard 3 or lower	4
Standard 4 or 5	5
Standard 6 or 7	6
Standard 8 or 9	7
Standard 10 / Equivalent qualification	8
Standard 10 plus post-school qualification (Not graduated)	9
Completed first degree / diploma	10

Please specify the highest **POST-GRADUATE** qualification of your **mother** (e.g. BTech, Honours, Masters, Doctoral etc. ...)

- 8 Please write down the **NAME** of the **TOWN** and the **PROVINCE** in which you matriculated or completed school.

Name of town: _____

Name of Province: _____

- 9 Please write down the name of the **DIPLOMA/DEGREE** you are registered/enrolled for at this moment.

- 10 Please mark the **FACULTY** in which you study. Please put a cross (X) in the appropriate block.

Applied Sciences	1
Engineering	2
Humanities	3
Management Sciences	4

- 11 Please tell me who you are in terms of your membership of a **CULTURAL** group:

I am _____

Please write your answer at this question on the separate coloured slip of paper provided - this will remind you when you have to think about your chosen cultural identity at other questions (for example, question 13 of Section A).

- 12 What do you consider the most outstanding characteristics of this **cultural** group? Each cultural group can be identified by specific characteristics. Write down elements that would characterise **YOUR cultural identity**.

- 13 Each **cultural** group can be identified by specific **characteristics**. Please indicate how important **EACH** of the following categories is in distinguishing **YOUR cultural** group from other groups. You must now think of the **CULTURAL GROUP** you identify with at QUESTION 11 - SECTION A.

Please put a cross (X) in the block that best expresses your feelings. You can choose from: Extremely important (5), Reasonably important (4), Cannot say (3), Reasonably unimportant (2) and Totally unimportant (1).

		Totally unimportant	Reasonably unimportant	Cannot say	Reasonably important	Extremely important
1	A specific language	1	2	3	4	5
2	Specific physical characteristics	1	2	3	4	5
3	A specific country or region	1	2	3	4	5
4	A specific history or historical background	1	2	3	4	5
5	A specific descent, origin or kinship	1	2	3	4	5
6	To accommodate many cultures	1	2	3	4	5
7	A specific religion	1	2	3	4	5
8	A specific political party	1	2	3	4	5
9	Specific rites and traditions	1	2	3	4	5
10	Specific values	1	2	3	4	5
11	A specific flag	1	2	3	4	5
12	To understand many languages	1	2	3	4	5
13	A specific anthem or song	1	2	3	4	5
14	Specific festivals, holy days or public holidays	1	2	3	4	5
15	To know more about other cultures	1	2	3	4	5
16	A specific status or position in SA society	1	2	3	4	5
17	Specific songs/forms of music/forms of dance	1	2	3	4	5
18	Specific uniforms, attire or accessories, clothes, cultural weapons, beads	1	2	3	4	5
19	A specific ideology	1	2	3	4	5
20	Specific ideals or aspirations	1	2	3	4	5
21	To know more than one language	1	2	3	4	5

- 14 With which **ONE** of the following groups do you identify the **MOST**? Please choose **only ONE** group. Put a cross (X) in the appropriate block.

1. None/ Do not identify with a group	1
2. Do not know	2
3. Africans	3
4. South Africans	4
5. Blacks	5
6. Whites	6
7. Afrikaners	7
8. Afrikaans-speaking whites	8
9. English-speaking whites	9
10. Coloureds	10
11. Indians	11
12. Zulus	12
13. Swazis	13
14. Xhosas	14
15. Southern Sothos	15
16. Northern Sothos	16
17. Tswanas	17
18. Shangaans / Tsongas	18
19. Vendas	19
20. Jews	20
21. Other White group (e.g. Portuguese)	21
22. South African Whites	22
23. South African Blacks	23
24. Other (Specify):	24

- 15 To what extent do you identify with EACH of the following groups? Please put a cross (X) in the block that expresses your feelings the best. You can choose from To a large degree (5), To a reasonable degree (4), Do not know (3), To a small degree (2) or Not at all (1).

	Not at all	To a small degree	Do not know	To a reasonable degree	To a large degree
1 Africans	1	2	3	4	5
2 South Africans	1	2	3	4	5
3 Blacks	1	2	3	4	5
4 Whites	1	2	3	4	5
5 Afrikaners	1	2	3	4	5
6 Afrikaans-speaking Whites	1	2	3	4	5
7 English-speaking whites	1	2	3	4	5
8 Coloureds	1	2	3	4	5
9 Indians	1	2	3	4	5
10 A specific black ethnic group (e.g. Zulus, Xhosas, Southern Sothos etc) Please write down the name of the group:	1	2	3	4	5
11 Other European / White / Asian group (e.g. Greeks, Portuguese, Americans, Chines etc) Please write down the name of the group:	1	2	3	4	5

- 16 Please rate your PROFICIENCY in ENGLISH. Put a cross (X) in the block that indicates how good you think you are at English.

	Very poor	Poor	OK	Successful	Very successful
I SPEAK English	1	2	3	4	5
I WRITE English	1	2	3	4	5
I READ English	1	2	3	4	5
I UNDERSTAND English	1	2	3	4	5

SECTION B: Values Scale (Developed by the HSRC - Langley, Du Toit and Herbst, 1992)

The aim of this part of the questionnaire is to determine how important certain matters or things are to you. There are no correct or incorrect answers. Read each statement carefully and select ONE of the four responses listed below to show how important the matter is to you. You may choose (1) Of little or no importance, (2) Of some importance, (3) Important or (4) Very important.

It is now or will in the future be important for me to ...

It is now or will in the future be important for me to ...	Of little or no importance	Of some importance	Important	Very important
1 Authority 1	1	2	3	4
2 Autonomy 1	1	2	3	4
3 Cultural identity 1	1	2	3	4
4 Own lifestyle 1	1	2	3	4
5 Social interaction 1	1	2	3	4
6 Social relations 1	1	2	3	4
7 Spirituality 1	1	2	3	4
8 Authority 2	1	2	3	4
9 Autonomy 2	1	2	3	4
10 Cultural identity 2	1	2	3	4
11 Own lifestyle 2	1	2	3	4
12 Social interaction 2	1	2	3	4
13 Social relations 2	1	2	3	4
14 Spirituality 2	1	2	3	4
15 Authority 3	1	2	3	4
16 Autonomy 3	1	2	3	4
17 Cultural identity 3	1	2	3	4
18 Own lifestyle 3	1	2	3	4
19 Social interaction 3	1	2	3	4
20 Social relations 3	1	2	3	4
21 Spirituality 3	1	2	3	4
22 Authority 4	1	2	3	4

It is now or will in the future be important for me to ...		Of little or no importance	Of some importance	Important	Very important
23	Autonomy 4	1	2	3	4
24	Cultural identity 4	1	2	3	4
25	Own lifestyle 4	1	2	3	4
26	Social interaction 4	1	2	3	4
27	Social relations 4	1	2	3	4
28	Spirituality 4	1	2	3	4
29	Authority 5	1	2	3	4
30	Autonomy 5	1	2	3	4
31	Cultural identity 5	1	2	3	4
32	Own lifestyle 5	1	2	3	4
33	Social interaction 5	1	2	3	4
34	Social relations 5	1	2	3	4
35	Spirituality 5	1	2	3	4

CONCLUDING QUESTION¹⁰⁶:

If you have to select **ONE** of the above statements as the single most important statement about **YOUR CULTURAL IDENTITY** (as defined in QUESTION 11 - SECTION A), which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

If you have to select **ONE** of the above statements as the single most important statement about **AFRICAN/BLACK CULTURAL IDENTITY**, which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

If you have to select **ONE** of the above statements as the single most important statement about **WESTERN/WHITE CULTURAL IDENTITY**, which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

¹⁰⁶ Very few of the participants completed this section. Therefore, these answers were ignored in the analysis of the questionnaires.

SECTION C: GROUP IDENTITY (Bornman, 1995: 384 - 387)

The following statements may indicate how you feel about the **group** you identify with. Please indicate whether you agree strongly (5), agree (4), are neutral (3), disagree (2) or disagree strongly (1) with **EACH** statement. Put a cross (X) in the appropriate block. You must keep your own **CULTURAL IDENTITY** (as described in QUESTION 11 - SECTION A) in mind when answering these questions.

	Disagree strongly	Disagree	Neutral	Agree	Agree strongly
1. Loyalty towards my own ethnic or cultural group is particularly important to me	1	2	3	4	5
2. It upsets me when other people speak negatively about my own ethnic or cultural group	1	2	3	4	5
3. Preserving the identity of my own ethnic or cultural group is not very important to me	1	2	3	4	5
4. I do not want to belong to any other ethnic or cultural group	1	2	3	4	5
5. I would be willing to take action if the identity of my own ethnic or cultural group is threatened	1	2	3	4	5
6. I respect a person who takes pride in the special qualities of his or her ethnic or cultural group	1	2	3	4	5
7. Commitment to the culture of my own ethnic or cultural group is a major source of security in my life	1	2	3	4	5
8. Protecting the customs of my own ethnic or cultural group is unnecessary	1	2	3	4	5
9. I have spent time trying to find out more about my own ethnic or cultural group, such as its history, traditions, and customs	1	2	3	4	5
10. I am active in organisations or social groups that include mostly members of my own ethnic or cultural group	1	2	3	4	5
11. I have a clear sense of my ethnic or cultural background and what it means to me	1	2	3	4	5
12. I think a lot about how my life is affected by my ethnic or cultural group membership	1	2	3	4	5
13. I am happy that I am a member of the ethnic or cultural group that I belong to	1	2	3	4	5

	Strongly disagree	Disagree	Neutral	Agree	Agree strongly
14. I am not very clear about the role of ethnicity or cultural identity in my life	1	2	3	4	5
15. I understand pretty well what my ethnic or cultural group membership means to me, in terms of how to relate to my own group and to other groups	1	2	3	4	5
16. I have a lot of pride in my ethnic or cultural group and its accomplishments	1	2	3	4	5
17. I have a strong sense of belonging to my own ethnic or cultural group	1	2	3	4	5
18. I participate in cultural practices of my own group, such as special food, music, or customs	1	2	3	4	5
19. I feel a strong attachment towards my own ethnic or cultural group	1	2	3	4	5
20. I sometimes feel uncomfortable about my cultural or ethnic background	1	2	3	4	5

CONCLUDING QUESTION:

If you have to select **ONE** of the above statements as the single most important statement about **YOUR CULTURAL IDENTITY** (as defined in QUESTION 11 - SECTION A), which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

If you have to select **ONE** of the above statements as the single most important statement about **AFRICAN/BLACK CULTURAL IDENTITY**, which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

If you have to select **ONE** of the above statements as the single most important statement about **WESTERN/WHITE CULTURAL IDENTITY**, which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

SECTION D1: Group identity (Helms, 1993)

This questionnaire is designed to measure people's **social** and **political attitudes**. There are no right or wrong answers. The following statements may indicate how you feel about the group you identify with. Please indicate whether you agree strongly (5), agree (4), are neutral (3), disagree (2) or disagree strongly (1) with each statement. Please put a cross (X) in the appropriate block.

	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly
1. I believe that being black is a positive experience.	1	2	3	4	5
2. I know through experience what Black in South Africa means.	1	2	3	4	5
3. I feel unable to involve myself in white experiences and am increasing my involvement in Black experiences.	1	2	3	4	5
4. I believe that large numbers of Blacks are untrustworthy.	1	2	3	4	5
5. I feel an overwhelming attachment to Black people.	1	2	3	4	5
6. I involve myself in causes that will help all oppressed people.	1	2	3	4	5
7. I feel comfortable wherever I am.	1	2	3	4	5
8. I believe that White people look and express themselves better than Blacks.	1	2	3	4	5
9. I feel very uncomfortable around Black people.	1	2	3	4	5
10. I feel good about being Black, but do not limit myself to Black activities.	1	2	3	4	5
11. I often find myself referring to White people as "boere", "whities", "settlers" etc.	1	2	3	4	5
12. I believe to be Black is not necessarily good.	1	2	3	4	5
13. I believe that certain aspects of the Black experience apply to me, and others do not.	1	2	3	4	5
14. I frequently confront the system and the man.	1	2	3	4	5
15. I believe that Black people should learn to think and experience life in ways which are similar to White people.	1	2	3	4	5
16. I constantly involve myself in Black political and social activities (art shows, political meetings, Black music shows etc.)	1	2	3	4	5
17. I involve myself in social action and political groups even if there are no other Blacks involved.	1	2	3	4	5
18. I believe that the world should be interpreted from a Black perspective.	1	2	3	4	5
19. I have changed my life style to fit my beliefs about Black people.	1	2	3	4	5
20. I feel excitement and joy in Black surroundings.	1	2	3	4	5
21. I believe that Africa is a dark, strange and uncivilised continent.	1	2	3	4	5
22. People, regardless of their race, have strengths and limitations.	1	2	3	4	5
23. I find myself reading a lot of Black literature and thinking about being Black.	1	2	3	4	5
24. I feel guilty and/or anxious about some of the things I believe about Black people.	1	2	3	4	5
25. I believe that a Black person's most effective weapon for solving problems is to become part of the White person's world.	1	2	3	4	5

	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly
26. I speak my mind regardless of the consequences (e.g. being kicked out of school, being imprisoned, being exposed to danger).	1	2	3	4	5
27. I believe that everything Black is good, and consequently, I limit myself to Black activities.	1	2	3	4	5
28. I am determined to maintain my Black identity.	1	2	3	4	5
29. I believe that White people are intellectually superior to Blacks.	1	2	3	4	5
30. I believe that because I am Black, I have many strengths.	1	2	3	4	5
31. I feel that Black people do not have as much to be proud of as White people do.	1	2	3	4	5
32. Most Blacks I know are failures.	1	2	3	4	5
33. I believe that White people should feel guilty about the way that they have treated Blacks in the past.	1	2	3	4	5
34. White people can't be trusted.	1	2	3	4	5
35. In today's society if Black people don't achieve, they have only themselves to blame.	1	2	3	4	5
36. The most important thing about me is that I am Black.	1	2	3	4	5
37. Being Black just feels natural to me.	1	2	3	4	5
38. Other Black people have trouble accepting me because my life experiences have been so different from their experiences.	1	2	3	4	5
39. Black people who have any White people's blood should feel ashamed.	1	2	3	4	5
40. Sometimes, I wish I belonged to the White races.	1	2	3	4	5
41. The people I respect most are White.	1	2	3	4	5
42. A person's race usually is not important to me.	1	2	3	4	5
43. I feel anxious when white people compare me to other members of my race.	1	2	3	4	5
44. I can't feel comfortable with either Black people or White people.	1	2	3	4	5
45. A person's race has little to do with whether or not he/she is a good person.	1	2	3	4	5
46. When I am with Black people, I pretend to enjoy the things they enjoy.	1	2	3	4	5
47. When a stranger who is Black does something embarrassing in public, I get embarrassed.	1	2	3	4	5
48. I believe that a Black person can be close friends with a White person.	1	2	3	4	5
49. I am satisfied with myself.	1	2	3	4	5
50. I have a positive attitude about myself because I am Black.	1	2	3	4	5

CONCLUDING QUESTION:

If you have to select **ONE** of the above statements as the single most important statement about **YOUR CULTURAL IDENTITY** (as defined in QUESTION 11 - SECTION A), which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

If you have to select **ONE** of the above statements as the single most **POSITIVE** statement about **YOUR CULTURAL IDENTITY** (as defined in QUESTION 11 - SECTION A), which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

If you have to select **ONE** of the above statements as the single most **NEGATIVE** statement about **YOUR CULTURAL IDENTITY** (as defined in QUESTION 11 - SECTION A), which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

SECTION D2: Group identity (Helms, 1993)

This questionnaire is designed to measure people's **social** and **political attitudes**. There are no right or wrong answers. The following statements may indicate how you feel about the **group** you identify with. Please indicate whether you agree strongly (5), agree (4), are uncertain (3), disagree (2) or disagree strongly (1) with each statement. Please put a cross (X) in the appropriate block.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. I hardly think about what race I am.	1	2	3	4	5
2. I do not understand what Blacks want from Whites.	1	2	3	4	5
3. I get angry when I think about how Whites have been treated by Blacks	1	2	3	4	5
4. I feel as comfortable around Blacks as I do around Whites	1	2	3	4	5
5. I involve myself in causes regardless of the race of the people involved in them.	1	2	3	4	5
6. I find myself watching Black people to see what they are like.	1	2	3	4	5
7. I feel depressed after I have been around Black people.	1	2	3	4	5
8. There is nothing that I want to learn from Blacks.	1	2	3	4	5
9. I seek out new experiences even if I know a large number of Blacks will be involved in them.	1	2	3	4	5
10. I enjoy watching the different ways that Blacks and Whites approach life.	1	2	3	4	5
11. I wish I had a Black friend.	1	2	3	4	5
12. I do not feel that I have the social skills to interact with Black people effectively.	1	2	3	4	5
13. A Black person who tries to get close to you is usually after something.	1	2	3	4	5
14. When a Black person holds an opinion with which I disagree, I am not afraid to express my viewpoint.	1	2	3	4	5
15. Sometimes jokes based on Black people's experiences are funny.	1	2	3	4	5
16. I think it is exciting to discover the little ways in which Black people and White people are different.	1	2	3	4	5
17. I used to believe in racial integration, but now I have my doubts.	1	2	3	4	5
18. I'd rather socialize with Whites only.	1	2	3	4	5

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
19. In many ways Blacks and Whites are similar, but they are also different in some important ways.	1	2	3	4	5
20. Blacks and Whites have much to learn from each other	1	2	3	4	5
21. For most of my life, I did not think about racial issues.	1	2	3	4	5
22. I have come to believe that Black people and White people are very different.	1	2	3	4	5
23. White people have bent over backwards trying to make up for their ancestors' mistreatment of Blacks, now it is time to stop.	1	2	3	4	5
24. It is possible for Blacks and Whites to have meaningful social relationships with each other.	1	2	3	4	5
25. I understand that White women and men must end racism in this country, because White people created it.	1	2	3	4	5
26. I am curious to learn in what ways Black people and White people differ from each other.	1	2	3	4	5
27. I limit myself to White activities	1	2	3	4	5
28. Society may have been unjust to Blacks, but it has also been unjust to Whites.	1	2	3	4	5
29. I am knowledgeable about which values Blacks and Whites share.	1	2	3	4	5
30. I am comfortable wherever I am.	1	2	3	4	5
31. In my family, we never talked about racial issues	1	2	3	4	5
32. When I must interact with a Black person, I usually let him or her make the first move.	1	2	3	4	5
33. I feel hostile when I am around Blacks.	1	2	3	4	5
34. I think I understand Black people's values.	1	2	3	4	5
35. Blacks and Whites can have successful intimate relationships.	1	2	3	4	5
36. I was raised to believe that people are people regardless of their race.	1	2	3	4	5
37. Nowadays, I go out of my way to avoid associating with Blacks.	1	2	3	4	5
38. I believe that Blacks are inferior to Whites.	1	2	3	4	5
39. I believe I know a lot about Black people's customs.	1	2	3	4	5

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
40. There are some valuable things that White people can learn from Blacks that they can't learn from other Whites.	1	2	3	4	5
41. I think that it's okay for Black people and White people to date each other as long as they don't marry each other.	1	2	3	4	5
42. Sometimes I'm not sure what I think or feel about Black people.	1	2	3	4	5
43. When I am the only White in a group of Blacks, I feel anxious.	1	2	3	4	5
44. Blacks and Whites differ from each other in some ways, but neither race is superior.	1	2	3	4	5
45. I am not embarrassed to admit that I am White.	1	2	3	4	5
46. I think White people should become more involved in socializing with Blacks.	1	2	3	4	5
47. I don't understand why Black people blame all White people for their social misfortunes.	1	2	3	4	5
48. I believe that White people look and express themselves better than Blacks.	1	2	3	4	5
49. I feel comfortable talking to Blacks.	1	2	3	4	5
50. I value the relationships that I have with my Black friends	1	2	3	4	5

CONCLUDING QUESTION:

If you have to select **ONE** of the above statements as the single most **important** statement about **YOUR CULTURAL IDENTITY** (as defined in QUESTION 12 - SECTION A), which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

If you have to select **ONE** of the above statements as the single most **POSITIVE** statement about **YOUR CULTURAL IDENTITY** (as defined in QUESTION 12 - SECTION A), which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

If you have to select **ONE** of the above statements as the single most **NEGATIVE** statement about **YOUR CULTURAL IDENTITY** (as defined in QUESTION 12 - SECTION A), which one would you choose? Please write in **ONE NUMBER** of the above statements in the block provided.

SECTION E: ATTITUDES TOWARDS SPECIFIC GROUPS

(Bornman, 1995: 377 - 379)

We would like you to give your personal evaluation of two South African population groups: Africans/Blacks and Westerners/Whites. Please think in terms of a particular group as a whole rather than of the best or worst members of the group. Then RATE the group on a scale of 1 - 5, keeping the characteristics given in mind.

BLACKS/AFRICANS in general are ...

Fair	1	2	3	4	5	Unfair
Reliable	1	2	3	4	5	Unreliable
Dishonest	1	2	3	4	5	Honest
Boring	1	2	3	4	5	Interesting
Wise	1	2	3	4	5	Foolish
Worthless	1	2	3	4	5	Valuable
Cruel	1	2	3	4	5	Kind
Good	1	2	3	4	5	Bad
Lazy	1	2	3	4	5	Hard-working
Pleasant	1	2	3	4	5	Unpleasant
Unfriendly	1	2	3	4	5	Friendly
Cowardly	1	2	3	4	5	Brave
Hygienic	1	2	3	4	5	Unhygienic
Ungrateful	1	2	3	4	5	Grateful
Loyal	1	2	3	4	5	Disloyal

WHITES/WESTERNERS in general are ...

Fair	1	2	3	4	5	Unfair
Reliable	1	2	3	4	5	Unreliable
Dishonest	1	2	3	4	5	Honest
Boring	1	2	3	4	5	Interesting
Wise	1	2	3	4	5	Foolish
Worthless	1	2	3	4	5	Valuable
Cruel	1	2	3	4	5	Kind
Good	1	2	3	4	5	Bad
Lazy	1	2	3	4	5	Hard-working
Pleasant	1	2	3	4	5	Unpleasant
Unfriendly	1	2	3	4	5	Friendly
Cowardly	1	2	3	4	5	Brave
Hygienic	1	2	3	4	5	Unhygienic
Ungrateful	1	2	3	4	5	Grateful
Loyal	1	2	3	4	5	Disloyal

SECTION F: LANGUAGE USAGE (Own set of questions)

Please look at the following grid with languages and codes for each language. At the following questions, please write in the **CODE** of the language you use for this task in the block provided.

Afrikaans	1	Shona	12
Dutch	2	Southern Sotho	13
English	3	Spanish	14
French	4	Swati	15
German	5	Tsonga/Shangaan	16
Hebrew	6	Tswana	17
Italian	7	Venda	18
Ndebele	8	Xhosa	19
Ndonga	9	Zulu	20
Northern Sotho	10	Other (specify):	21
Portuguese	11		

This part of the questionnaire attempts to learn more about your **language usage NOW** and your **PREFERENCE** for languages. Please answer the following questions by writing in the **CODE** for the language or languages that you use **NOW** or **PREFER** to use to perform the following tasks.

If you use (or prefer to use) more than one language to perform a particular task, please indicate the codes of the languages you use **MOST** frequently for that task in the first block; then write in the code of the language you use **SECOND** frequently in block two and then write in the code of the language you use **THIRD** frequently in the third block.

If you use **MORE** than three languages to perform a particular task, you may write in the codes of the other languages in order of frequency of usage after block three.

If you only use **ONE** language, you may leave the other two blocks open.

If you **NEVER** perform one of these tasks, then leave all the blocks open.

- 1 When I watch television, I watch programmes in which the following language/s are used

L1		L2		L3	
----	--	----	--	----	--

- 2 When I listen to the radio, I listen to programmes in which the following language/s are used

L1		L2		L3	
----	--	----	--	----	--

- 3 When I talk to friends at the Technikon, I use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 4 When I talk to my family on the telephone, I use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 5 When I write a letter, I use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 6 When I read a book, I read a book written in the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 7 When I write an assignment, I use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 8 When I make notes to study, I use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 9 When I read a newspaper or magazine, I read one that uses the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 10 When I think I use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 11 I would **PREFER** to watch television programmes in which the following language/s are used

L1		L2		L3	
----	--	----	--	----	--

- 12 I would **PREFER** to use the following language/s when I listen to the radio

L1		L2		L3	
----	--	----	--	----	--

- 13 When I talk to friends at the Technikon, I would **PREFER** to use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 14 When I talk to my family on the telephone, I would PREFER to use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 15 When I write a letter, I would PREFER to use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 16 When I read a book, I PREFER to read a book written in the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 17 When I write an assignment, I would PREFER to use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 18 When I make notes to study, I would PREFER to use the following language/s

L1		L2		L3	
----	--	----	--	----	--

- 19 When I read a newspaper or magazine, I would PREFER to read one that uses the following language/s

L1		L2		L3	
----	--	----	--	----	--

SECTION G: LANGUAGE IMPORTANCE (Adapted from Bomman, 1995: 387 – 390)

In the following questions we are especially interested in your personal impressions of what the position of your CULTURAL group (as indicated in Question 11 – Section A) is in the Vaal Triangle region, at this moment. Please put a cross (X) in the appropriate block at the following questions. We are interested in your opinion about the position of your **CULTURAL group** (as indicated in Question 11 – Section A) and your **HOME LANGUAGE** (as indicated in question 4, Section A). Your answer must express your feeling on a scale where (1) means "Not highly at all" and (5) means "Extremely highly".

- 1 Please estimate the percentage of the total population of your cultural group (as indicated at Question 11 of Section A) in the Vaal Triangle region.

0 – 20 %	1
21 – 40 %	2
41 – 60 %	3
61 – 80 %	4
81 – 100 %	5

- 2 How highly is your home language (as indicated at Question 4 of Section A) regarded in the Vaal Triangle region?

Not highly at all	1	2	3	4	5	Extremely highly
-------------------	---	---	---	---	---	------------------

- 3 How highly is your home language regarded internationally?

Not highly at all	1	2	3	4	5	Extremely highly
-------------------	---	---	---	---	---	------------------

- 4 How often is your home language used in government services (e.g. registration offices, courts of law etc) in the Vaal Triangle region?

Not at all	1	2	3	4	5	Exclusively
------------	---	---	---	---	---	-------------

- 5 How much control does your cultural group have over economic and business matters in the Vaal Triangle region?

None at all	1	2	3	4	5	Exclusive control
-------------	---	---	---	---	---	-------------------

- 6 To what extent is your home language used on radio and television?

Not at all	1	2	3	4	5	Exclusively
------------	---	---	---	---	---	-------------

- 7 How highly is your cultural group regarded in the Vaal Triangle region?

Not highly at all	1	2	3	4	5	Extremely highly
-------------------	---	---	---	---	---	------------------

- 8 To what extent does your cultural group represent a numeric minority or majority in the Vaal Triangle region?

Very small minority	1	2	3	4	5	Very large majority
---------------------	---	---	---	---	---	---------------------

- 9 To what extent is your home language a medium of instruction at schools in the Vaal Triangle region?

Not at all	1	2	3	4	5	Exclusively
------------	---	---	---	---	---	-------------

- 10 How much political power does your cultural group have in the Vaal Triangle region?

None at all	1	2	3	4	5	Complete power
-------------	---	---	---	---	---	----------------

- 11 To what extent is your home language used in business in the Vaal Triangle region?

Not at all	1	2	3	4	5	Exclusively
------------	---	---	---	---	---	-------------

- 12 How well is your cultural group represented in the cultural life (e.g. plays, concerts, music performances) of the Vaal Triangle region?

Not at all	1	2	3	4	5	Extremely well
------------	---	---	---	---	---	----------------

- 13 How strong and active is your cultural group in the Vaal Triangle region?

Not at all	1	2	3	4	5	Extremely strong
------------	---	---	---	---	---	------------------

- 14 To what extent will the numbers of your cultural group increase or decrease in the Vaal Triangle region in the future?

Decrease sharply	1	2	3	4	5	Increase sharply
------------------	---	---	---	---	---	------------------

- 15 How wealthy will your cultural group be in the Vaal Triangle region in the future?

Not wealthy at all	1	2	3	4	5	Extremely wealthy
--------------------	---	---	---	---	---	-------------------

- 16 How proud are members of your cultural group in the Vaal Triangle region of their culture and history?

Not at all	1	2	3	4	5	Extremely proud
------------	---	---	---	---	---	-----------------

- 17 To what extent are newspapers, magazines and books published in your home language?

Not at all	1	2	3	4	5	Exclusively
------------	---	---	---	---	---	-------------

- 18 To what extent will your cultural group remain a distinctive group in the Vaal Triangle region in the future?

Not at all	1	2	3	4	5	To a large extent
------------	---	---	---	---	---	-------------------

- 19 To what extent are the symbols of your cultural group (e.g. flag, anthem, songs etc) recognised officially in the Vaal Triangle region?

Not at all	1	2	3	4	5	Exclusively
------------	---	---	---	---	---	-------------

- 20 To what extent is your home language a medium of instruction at this Technikon?

Not at all	1	2	3	4	5	Exclusively
------------	---	---	---	---	---	-------------

- 21 To what extent is your cultural group allowed to use their symbols (e.g. flag, anthem, songs, cultural weapons etc) in public in the Vaal Triangle region?

Not at all	1	2	3	4	5	Exclusively
------------	---	---	---	---	---	-------------

- 22 To what extent is the culture and identity of your cultural group threatened in the Vaal Triangle region?

Not at all	1	2	3	4	5	To a large extent
------------	---	---	---	---	---	-------------------

- 23 To what extent is the language of your group protected in the Vaal Triangle region?

Not at all	1	2	3	4	5	To a large extent
------------	---	---	---	---	---	-------------------

- 24 To what extent do you think it is important to speak more than one language in South Africa?

Not important at all	1	2	3	4	5	Extremely important
----------------------	---	---	---	---	---	---------------------

ADVICE TO ALL SOUTH AFRICANS ABOUT LEARNING OTHER LANGUAGES

If you have to advise any South African person about learning OTHER languages than his/her mother tongue, which language or languages would you advise him/her to learn and WHY?

- 25 Please indicate the NUMBER of OTHER languages you would advise other SOUTH AFRICAN people to learn. Put a cross (X) in the appropriate block.

South Africans do NOT need to learn languages other than their HOME LANGUAGE	South Africans must learn ONE OTHER language	South Africans must learn TWO OTHER languages	South Africans must learn THREE OTHER languages	South Africans must learn MORE THAN THREE OTHER languages
1	2	3	4	5

- 26 Why must SOUTH AFRICANS learn so many languages OTHER than their HOME language? Please explain your answer at number 1.

- 27 Please write down the CODE/S of OTHER languages that you would advise SOUTH AFRICANS to learn in PRIORITY order. In other words, put the code for the HOME language and the MOST IMPORTANT OTHER language for South Africans to learn at the top of the list and then write in the CODE/S of other South Africans languages - if you think South Africans must learn more OTHER languages.

Use the grid on the coloured, loose page.

DESCRIPTION OF OTHER LANGUAGE OF PRIORITY FOR SOUTH AFRICANS TO LEARN	CODE OF THE LANGUAGE (PLEASE USE THE CODE FROM THE COLOURED PAPER)
South Africans must learn NO OTHER language/s – only their HOME LANGUAGE (Please write in the CODE of the home language if you choose this option).	
MOST important OTHER language to learn	
Second most important OTHER language to learn	
Third most important OTHER language to learn	
Fourth most important OTHER language to learn	
More?	

APPENDIX B: Language policy - Vaal Triangle Technikon¹⁰⁷

1 LANGUAGE POLICY STATEMENT

This *Language Policy* provides clear guidelines on how different languages should be used for different functions at this institution. The *Language Policy* should be revised every second year to ensure that it remains relevant to the institution and its stakeholders.

English is the principal language used for:

- Teaching and learning¹⁰⁸ and
- General administration.

Southern and Northern Sotho, Zulu, Tswana and Afrikaans are also languages used widely. The use of these languages for communication and clarification is encouraged.

SATELLITE CAMPUSES

At this moment, the Vaal Triangle Technikon has a main campus (in Vanderbijlpark) and four satellite campuses (in Kempton Park, Klerksdorp, Secunda and Upington). Although this policy has been written for the entire institution (including satellite campuses), the language situation at satellite campuses may be very different from those experienced at the main campus in Vanderbijlpark. In this respect, the language policy of our institution will have to accommodate the **regional** language usage and preferences of satellite campuses. If the language situation at a satellite campus differs markedly from that of the main campus, that satellite campus must take the responsibility to suggest amendments to this language policy, applicable for their campus only, which will then have to be approved by Rectorate and Council. It is, therefore, possible that the language policy for a particular satellite campus can differ markedly from the language policy for the main campus.

¹⁰⁷ Compiled by Language Advisory Committee. Approved by Senate - 1998.

¹⁰⁸ Students learn in many languages - but English is the language of learning for the classroom at this institution

2 CLARIFICATION

2.1 Languages used for teaching/ tuition

English is the principal language used for teaching/tuition. All courses will be offered in English.

If the lecturer is capable of answering questions in languages other than English, students may be allowed to use these languages for asking questions in class. These questions and answers must be translated into English to include all participants.

2.2 Languages used for examinations, tests and assignments

English is the principal language used for compiling examination and tests question papers, memorandums and instructions for assignments.

If the marker and moderator are capable of marking answers and assignments in languages other than English, students may be allowed to use these languages in presenting answers and assignments.

2.3 Languages used for study material

English is the principal language used for compiling study guides, book lists, project instructions, directions and other class notes.

2.4 Languages used for external communication

English is the principal language of external communication of this institution.

Adhere to the principles of:

- Language etiquette - if possible, answer in the language of the sender and
- Keep the target group in mind.

2.5 Languages used for internal communication

No prescriptions for governing internal communication should be presented.

Consider the following basic principles:

- All participants understand at least English and
- All documentation is made available in at least English.

2.6 Monitoring Language Policy and Planning at the Vaal Triangle Technikon

Language planning and policy making is a continuous process. Therefore, a unit or committee must be established to:

- Revise the institutional language policy every second year
- Monitor and manage the planning of development of African languages as languages of full academic expression
- Establish medium and long-term goals to advance the language planning process.

APPENDIX C: Responses¹⁰⁹ of participants to Questions 11 and 12 (Section A) and Question 26 (Section G)

Code for categories (CAT) used at question 11 (Section A)

E	= ethnic
N	= nation
R	= race
L	= language
No gr	= do not belong to a group
X	= no response or response non-sensical

Code for categories (CAT) used at question 26 (Section G)

CSA	= Communicate with others in SA
CGLO	= To communicate globally / internationally
MUL	= South Africa is a multicultural and multilingual country
UND	= To understand others better; to build relationships / nation; we live in a democracy
JOB	= For business / job opportunities
INC	= Response incomprehensible
ROOTS	= To keep in touch with my roots / culture
EDU	= To learn more languages is a sign of being educated
IL+ENG	= One should learn only one language and English
ENGNOT	= Not everyone understands English
IL	= One should learn only one language
ID	= To identify with other people

Key to groups respondents belong to:

- Respondents 1 - 69: Southern Sotho respondents (first years) from the Technikon (69)
- Respondents 70 - 146:¹¹⁰ Afrikaans respondents (grades 11 & 12) from High School A (76)
- Respondents 156 - 246: Afrikaans (73) and Southern Sotho (17) respondents (grades 11 & 12) from High School B

¹⁰⁹ Please keep in mind that responses were not edited. Only Southern Sotho responses the researcher could not understand were translated.

¹¹⁰ Ten respondents who used languages other than Southern Sotho or Afrikaans were removed from the data.

NR	Question 11 (Section A)	CAT	Question 12 (Section A)	Question 26 (Section G)	CAT
1	A Sotho person	E	The Basotho are people who love peace, friendship.	So that they can be able to communicate with other people of different languages.	CSA, MUL
2	An African who is proud of being one	E	Being an African, I can say that is being myself naturally with all portraits of life I have. Trusting my instinct, as well as learning to live life according to prescribed customs.	Because we are now living in a democratic country, and we have to meet people and communicate.	UND, CSA
3	Mosotho	E	Everytime wearing a blanket and earring, a stick on hand where we go.	Because if a person visit a certain area may find that there is an only language spoken in that area so that person may encounter problems.	CSA
4	South Sotho	E	Wearing blankets during the day holding stics, wearing grass hat, singing, talking.	To have or communicate with other or read, speak other people's language.	CSA, MUL
5	Mokoena	E	That's the way I walk, stand & the out look & by not eating yesterday's foods.	In order to communicate with every kind of South Africans in SA. Not to be ignorant when there is gatherings.	CSA, MUL
6	Sotho / South Sotho	E	They are very understanding loving, people you can share jokes with, they are acceptable kinds of people.	Because it will give them a chance to meet people from other cultural group.	MUL
7	Sotho	E	The Sotho's have their ways of teaching to their children through traditional methods, like taking them to circumscion schools, always using idioms and proverbs so as to arm them in life.	So that they do not have difficulties when communicating with other members of different languages.	CSA, MUL
8	Mosotho	E	They enjoy being in control.	SA know different languages – communicate with everyone.	CSA, MUL
9	Sotho	E	The Sotho people have humanity (ubuntu). They like to wear blankets. They like to use horses.	Because our country has got multi-cultural society to have a good communication link.	CSA, MUL
10	A black African	R	The colour of my skin, tradition, how I relate to people and the things we like and our language.	Because we tend to meet different people and it will be difficult to socialize and business may not run fast because of communication.	CSA, MUL, JOB
11	South African	N	They are good loving people, who always fight for peace. They know how to welcome stranger. They have understanding and know how to treat other groups. They can really make a good relationship with others.	As we know that English is most commonly used, there are other people from other countries or from Africa who do not understand English in order to communicate, people must know other languages.	CSA, MUL, ENGNOT

12	Mosotho	E	The most specific characteristic about Basotho is that they behave or live in a disciplinable way and they love themselves, they don't other cultures of other groups.	So that they can communicate with other people who don't know their mother tongue. I think is essential to know Afrikaans especially in R.S.A.	CSA
13	Motaung	E	Understanding people's problems, respecting others and long tempered, dislike quarrels and dishonesty, always smiling when talking to others, like to make people, cultural people and not forgetting culture and origin.	Because most of the people now use and understand English and other languages better, this will open one's ways to the world and to interact with others.	ENGNOT, CGLO
14	Tswana 'cause during the holidays I visit the Tswanas	E	They are nice to other peoples, the most thing I like about them is that when they speak their language, they mix it with Afrikaans most of the time.	In order to communicate with other peoples like you have said, the Ethiopians.	CGLO
15	Black person	R	Black peoples a different from others because they like to learn more about other cultural groups and the a friendly.	It is important because we simplify communication between different people.	CSA
16	Ndebele	E	Talkative, friendly and we don't prefer fight as a solution because we don't let ourselves be controlled by emotions. Physically, hugely builded.	South Africa is one of the country's will many ethnic groups, so possible for us to write we must communicate.	CSA, MUL
17	Shangaan	E	They have all respect you need. They are initiative. They like to improve their standards of living. You always see them clean.	Because there are many languages that are being in South Africa.	MUL
18	Mosotho	E	Are people of peace who like to live with other people. They respect their leader. You become a leader or king from a certain specific family.	To be proud of having no problem when they must communicate with other people.	CSA
19	Southern Sotho	E	On my culture we use to creat every body. We lay down when talking to the elders. When I did wrong I don't have to respond when elderly take the responsibility on guiding me.	Most blacks are used to forget their roots when they meet with other groups, they use to speak others language.	ROOTS, MUL
20	A Mofokeng	E	The Bafokeng people are people with respect, very quiet and also loright. They like being together and doing thinks according to their customs.	It is because S.A. as a whole consists of different people and those people need to be able to communicate with each other.	CSA, MUL

21	Sotho	E	We don't discuss issues of sex with kids because we think is to teach bad behavior. We respect our forefathers.	Because we a different cultural groups and we all want our language to be used in our country.	MUL, UND
22	A Mosotho	E	Behaviour, the way we behave when mixing with other races.	Because there are more people with different languages staying here in South Africa so method of communication and understanding between each other will improve.	MUL, CSA, UND
23	I am not really involved in things that represents culture.	No gr	Hate fighting, speaking slowly	South Africa can be described as a world in one country because of more races found here.	MUL
24	Southern Sotho	E	The way they dress How they talk	So that they can be able to communicate eg. Some black people do not know English or Afrikaans so it will be better to learn other languages.	CSA, ENGNOT
25	Black	R	Sticking to their tradition	Because they might go to another country to work there.	CGLO, JOB
26	Zulu – Southern Sotho speaking.	E	My language, my customs like: wearing blankent, woman wearing scarfs on their heads, men are treated like kings, children do not have a "say" in the house.	Because they meet new people every day and they must be able to negotiate for the sake of our economy and labour.	MUL, JOB
27	A Southern Sotho	E	Is going to initiation schools, because that is when you get to know who you are really. Again it prepares you for your parenthood.	To be able to communicate with other people who can't understand you language.	CSA
28	An African	E	Attair, music	I think South Africans must learn other languages because, sometimes you meet someone who don't know your language and you can't be able to communicate with him/her.	CSA
29	Black South African who speak Southern Sotho	R	1. Who likes they culture and cares more about it. 2. People who like to know more about other culture and socialise with them, that is why I am saying I am black South African.	We are the South African why I am I supposed to speak one language because there are 13 language that are speaking n South Africa we should know all languages.	MUL
30	Mosotho wa Moshoeshoe	E	My culture have respect. Intellegent. They stick to their tradition. Very hard working culture.	So that they can be able to communicate with other cultures.	CSA, MUL
31	Southern Sotho	E	Proud people, and friendly people who get along well with everyone in general. Can easily adapt to fit in other cultures.	So they can understand each other better, and can express themselves better. Can easily communicate with each other.	CSA, UND

32	Motsoele, Southern Sotho, South African	E	To love each other. To work together as a team. To help others when in need.	So that they can able to communicate with other people when they are visiting other countries.	CGLO
33	Southern Sotho	E	My cultural group & language. Communication with other groups are very well.	Because South Africa has 11 official language it is not for Southern Sotho people or Afrikaaner's world so each S.A. must strive to know other language.	MUL
34	Moloi	E	We as moloi's we stand on our culture we don't drop our culture. Our culture is very important to us. The moloi's are the hard workers and they are brilliant.	Because we have many people with different languages.	MUL
35	Mosotho	E	The Basothos are known for being creative with their own language, playing with their tongues; They're not greedy; singing and dancing, fighting with sticks.	We must be multilingual in order to communicate with other people from diff ethics. This will help us to be open minded and not to be stereotyped.	MUL, CSA
36	African	E	Slaughter for our ancesors. Doing cultural things like dancing, singing and worshipping our fore-fathers and our grand-grand ancestors.	So that it can be easy to communicate with other cultural groups and to improve our communication skills.	CSA, MUL
37	Southern Sotho	E	Peace – sharing and love. Sticked to their culture at any situation. Respect the elders.	Because in South Africa we have so many legal languages that can be used at any situation.	MUL
38	Belonged to the South Sotho cultural group	E	Attire, Language, Behaviour, Facial - appearance	Because that's the eausy way to communicate or speak with people who doesn't understand your language.	CSA
39	South Sotho	E	This people like to wear blankets irrespect of the sun, also are funny people who are extremely noisy.	It is very important to know all language usage in a country, as many black do not know English, so you can talk anywhere, anytime.	CSA, MUL, ENGNOT
40	Ordinary people	No gr	I think that cultural club wich I belong, it is important because of people to be aware of their culture, because each tribe must have culture.	Because in S.A. we have eleven official languages e g each an every citizen of S.A. must learn all official language include home language.	MUL
41	Mohlakoana from S.Sotho tribe.	E	How do I act toward people of other tribes. How proud I'm to be what I am. My feelings about my culture.	It is not important to learn many languages because I think if you learn someone's language, then you're not proud of yours. I think it's better to learn only English as it is the one everyone understand most in Africa	IL+ENG

42	Black	R	They are very peaceful human being. When there is a conflict between them. They can handle by the negotiations. They understand very quickly in the mistakes.	Because, we have different people who are living in this country. Therefore, it will be an opportunity to learn others'.	MUL
43	African	E	1. The most improving one 2. The one that keep honour 3. Accept and take cultural group as important to their belonging	Hence I believe in building the word to be a safe place I recognise the language as a weapen because we should understand each other.	UND
44	South African	N	Togetherness (Simunye) Proud of what we are Respect one another Educating each other	South Africans need to learn languages so that it can be easier for them to communicate to each other and so that there can be peace in South Africa.	CSA, UND
45	Southern Sotho (African)	E	My cultural people are always believing that a father always remain a head in a family. They are also love and respect their cultural clothes. They are also respect elderly people as well as the funerals.	As the county is practising democracy, I think is important to South Africans to learn more other languages, so that can be easily to them to communicate with foreigners well.	UND, CGLO
46	Mosotho (Southern Sotho)	E	Peace loving, brave, persistant, hard working for hard working (physically & educationally), power mongers and jealousy.	Because South Africa has got many languages, (cultures) may be more than any other country in the world.	MUL
47	Black South African. Southern Sotho speaking, male	R	Neighbourly, very helpful and very welcoming when visited, does not like being provoked, and they are very considerate, they have what we say is ubuntu.	To communicate well an be accepted by the other groups which does not have higher levels of education it will be advisable to learn other languages for the sake of communication.	CSA
48	Mosotho	E	Language & music i.e. our music is very broad but it can be identified easily.	Population comprise many groups, therefore for sake of communication at work and social life it is important to learn two other languages.	MUL, CSA, JOB
49	An African	E	They are respecting and very proud people. They do not forget about their past and always know who they are and where they come from. They are eager to teach their children about the culture and they respect anyone who is a person.	Because it is important that when you go anywhere, you can feel at home. It is also important because some people grew up talking their home languages only so they don't take notice of other language, so it is better if you can communicate with them in the language they understand.	CSA, MUL

50	Person of a specific rites and tradition and specific value.	X	My cultural group can mostly be identified by a respect, attire as well as historical background.	Sometimes if you only know your language, is not important because if you go to the other place seeking for someone or a place the means of communications will be a problem then you are not recognized.	CSA
51	Southern Sotho	E	My cultural can identify by wearing the blankets and hats.	So that they can express themselves. The can took.	CSA
52	A Southern Sotho person	E	The way they dress – In Lesotho especially they were big blankets. The Music they are listen to differs from others. Usually mothers aren't suppose to work, the men are the one's who bring life in the families. They have to stay home with children.	Cause in South Africa we have 11 official languages so that he/she can be able to communicate with others, not just speak his/her language only.	MUL, CSA
53	Southern Sotho	E	The people who ride horse Blankets, Sotho attire, tradition.	Because as we go along the world, there are many people who don't speak South Africans language, so it is better to be up-to-date with other languages.	CGLO
54	Tswana	E	Tone of language (accent) Clothes they wear Tradition	To be able to understand and correlate with people from other languages.	UND, MUL
55	A Sotho	E	They are the people who like their culture and their traditional way. They like respect and the way they use their custom. Their culture is strong and rich.	Because here in SA we use many different languages so that we can correspond with each others languages.	MUL, UND
56	Mosotho	E	In my cultural group, a girl is not expected to fall pregnant before she gets married.	Because in South Africa there are many official languages used. So it is advisable for South Africans to learn more than their home language in order to communicate with other people not using his/her home language in this country.	CSA, MUL
57	Sotho	E	They have respect for their tradition. They respect their traditional clothes.	English should be learned because it is used internationally. If people knew how to speak English they could communicate with people from other countries.	CGLO
58	South Sotho	E	The way we dress and speak	Communication is a key to success. To understand one another and appreciating one another.	CSA, UND

59	Sesotho	E	The language I speak is Sesotho. The basotho nation is a nation that believes in its own culture. A nation that is pleased and satisfied with what it is. A nation that is pleased with its being, its nationality and its culture.	South Africans to learn other languages English & Afrikaans because they are the languages that are mostly used when one seeks a job and many other things.	JOB
60	Sesotho	E	- The Basotho people are peace loving people. They accept other races without discrimination - A nation that cares for other racial groups. - A nation that is proud of its culture	South Africans must learn other languages (more than three) so that they can converse with many other racial groups.	MUL, CSA
61	Sesotho van Suid-Afrika	E	I speak Sesotho and I follow my culture. For example, I do host traditional feasts in respect of my ancestors and I still go to the traditional doctors. I wear the traditional attire, basotho hat, a blanket and also carry a stick.	In order to learn about various cultures so that we may unite and become one. This will lead to an improvement or development of South Africa.	MUL, UND
62	Sesotho	E	The Basotho nation is known by their friendliness, peace, empathy and also by maintaining their culture. Most of all I like their way of respecting others.	They want to respect and get to know other nations due to the fact that in other nations knowledge lacks (Eng & Afr)	CGLO
63	Sesotho	E	The culture is identified by the wearing of blankets and the carrying of sticks. The youngmen have to go through initiation which many tribes do not do.	So that they may easily communicate with people of different nationalities.	CGLO
64	Mosotho	E	This cultural group likes to greatly honour its culture.	In this country that we live in we meet people of different nationalities.	MUL
65	Motaung	E	(can't translate) Ke motaung ke sebata se setshehadi ntho e ksole e hayang ka maru.	So that one may not battle when one meets other racial groups.	MUL
66	Basotho - Bakwena	E	Older men always wear blankets. We still make ancestral feasts. We still brew the traditional sorghum beer. Traditional dances are still performed and at schools we still taught about our culture and rituals.	So that one can negotiate effectively and be able to develop his/her own nation.	UND, CSA

67	Motshweneni Utaha kgiba	E		Because he/she must be able to communicate with every person, he/she knows / doesn't know and be able to discuss their different backgrounds about their culture or language. She/he must know other languages so that he/she must not choose who to communicate with.	CSA, MUL
68	Mosotho	E	The Basotho nation originates from Lesotho. A sesotho speaking person can be identified by songs, the work they do with their hands (art work), recitations and many others. In this nation the king/chief is honoured and the succession of kings/chiefs is done in a specific order.	Because South Africa is for us all, indians, English, Afrikaaners, Xhosas, Zulus, Pedis, Tswanas, Coloureds, Vendas and many more.	UND, MUL
69	Mosotho	E	We always wear blankets (older men). We use horses as a mode of transport. We speak Sesotho at all times. We believe in initiation. We believe in God and ancestors.	Because you may come across someone who does not know English or Sesotho and this will lead you to misunderstanding of one another.	CSA, ENGNOT
70	Afrikaner	E	'n Afrikaner glo in 'n christelike leefwyse, hy/sy glo in God & gehoorsaam sy wette. 'n Afrikaner woon gereeld kerk dienste by.	Sodat hulle met verskeie mense & kulture kan kommunikeer & verstaan. Dit sal baie voordelig wees in besigheids wêreld.	CSA, MUL, JOB
71	'n Afrikaanssprekende blanke	E	Afrikaans (Taal). Braaivleis en bier. Rugby en krieket.	Engels + Een swart taal	IL+ENG
72	'n Afrikaner	E	God te dien op meeste vlakke en eerlikheid. Christenskap	Om maklike werk Nasionaal en Internasionaal te bekom.	JOB, CSA, CGLO
73	'n Suid-Afrikaanse blanke	R	Vriendelike, aardse mense.	Want as jy 3 tale kan praat is die kans dat jy met enigen in SA kan kominikeer baie groter. Ons het twaalf offisiële tale!	CSA, MUL
74	'n Afrikaner	E	Afrikaners is goedhartig en trots op hulle taal.	Omdat ons taal besig is om minder belangrik te word. Ander tale kry voorkeur en word meer op Internasionale vlak gebruik.	INC
75	'n Blanke Suid-Afrikaner	R	Staan saam (Geniet rugby en biltong). Blank maar kan enige taal praat maar moet in Suidelike dele van Afrika woon (Namibia, Zimbabwe, Botswana, Mosambiek en SA).	Engels is die wêreld se taal. Dit kan net 'n positiewe eienskap wees om 'n ander swarttaal te kan praat	CSA, CGLO
76	'n Afrikaner	E	Ons praat Afrikaans. Staansam.	Maak jou meer geletterd.	EDU

77	Afrikaner	E	Eendrag maak mag! Die uitnuntende kenmerk dat Afrikaners en Suid-Afrikaners saamstaan om 'n volk wat niemand kan beskryf nie – te vorm.	Sodat jy 'n goeie kontak met ander kan verkeer n. Ander rasse en meer kennis oor hul sal inwin.	CSA, MUL
78	'n Afrikaner Christen	E	Hulle kan Engels en Afrikaans-sprekend wees, net solank hulle lief is vir hul land, en solank hulle Cristene is.	Sodat hulle met ander kultuurgroepe kan kommunikeer.	CSA, MUL
79	Twee-talige Suid-Afrikaner	N	Ons is 'n baie trotse nasie met uiters hoë standarde.	Om te kan kommunikeer met mede Suid-Afrikaners om te kan verstaan wat aan gaan en jou 'n sosiale sowel as intellektuele voorsprong te gee.	CSA, MUL, UND
80	Afrikaanssprekende blanke	E	Ons taal en ons geskiedenis	Dit vergemaklik kommunikasie met ander kultuurgroepe, en kan ook misverstande uitkakel	CSA, MUL, UND
81	'n Afrikaner inwonend in Suid-Afrika of elders	E	Die uitleef van 'n moedertaal op kulturele, sport & akademiese gebied op so 'n wyse dat ons kulturele groep internasionaal erkenning verdien.	On Internasionaal erken te word is in die Nuwe SA essensieel.	CGLO
82	Afrikaner	E	Taal is Afrikaans en die goddiens is Christelik.	Om verstaan te word Internasionaal en om Engelse TV programme te kan kyk.	CGLO
83	'n Suid-Afrikaner	N	Taal (Afrikaans). Woon in SA	In SA is daar baie verskillende groepe wat elk 'n ander taal praat en om SA 'n beter plek te maak moet jy leer om met hulle te kommunikeer.	CSA, MUL, UND
84	Suid Afrikaanse boerseun	E	Trots, vriendelik, hou van rugby braaivleis en bier. Ordentelik	Om meer mense te kan verstaan en vir beter rasse kommunikasie.	CSA, MUL, UND
85	'n Suid-Afrikaner	N	Woon in Suid-Afrika. Is blankes. Oprek; vriendelik.	Aangesien daar 11 tale in SA is, moet elkeen ten minste 2/3 tale vaardig wees, om sodoende beter met mekaar te kan kommunikeer.	MUL, CSA
86	Suid-Afrikaner	N	Hoë morele waardes en norme. Samewerking. Vooruitstrewing na 'n beter samelewing.	Afrikaans – Eie aan ons land en Etiese groep. Engels - kommunikasie op internasionale vlak. Enige ander swarttaal vir voldoende kommunikasie in die land.	CSA, CGLO, ROOTS
87	Suid-Afrikaner	N	Baie gasvryheid en 'n ton vriendelikheid. Net so sonning as wat ons land is so ook is die mense.	Dit is beter om met 2 kulturele groepe te kan omgaan as net een. Vir wêreldkennis.	CGLO, MUL

88	Suid-Afrikaner / Boer	E	Die manier wat ons sal veg vir wat ons sin is soos ons TAAL, en die manier hoe ons dit alleen doen, want ons Suid-Afrikaners kan die saamstaan nie. NB! Vir (veral godsdiens)onderrig vir ons kinders.	Dit is tot verryking van jouself en geletterdheid. Kommunikasie van uiterste belang! (Engels en Swarttaal). Maar Afrikaans NB bly!	EDU, CSA
89	Afrikaans	L	Ons almal praat Afrikaans, dink Afrikaans en doen Afrikaans. Ons lewe vir Afrikaans.	Omdat daar so baie kulture is wat verstaan moet word en as jy met hom kan kommunikeer in sy taal, sal jy hom beter verstaan.	MUL, CSA, UND
90	Afrikaans	E	Braaivleis, boerewors, rugby is deel van ons kulturele identiteit – wat anders doen ons oor 'n naweek!	Omdat SA se ekonomie swak is en werk min is moet jy 'n ander taal leer as jy dalk oorsee wil trek.	CGLO, JOB
91	Afrikaans Sprekend	L	Kuier lekker en hou baie van partytjies.	Want engels is 'n wereld taal wat baie belangrik is.	CGLO
92	Afrikaans / Duits	L	Bier	Omdat daar baie engels-sprekendeSA in die land is. En 'n derde taal sal jou baie help in die werksituasie.	CSA, JOB
93	Afrikaans	L		Om mense te verstaan om te kommunikeer.	CSA, UND
94	Afrikaner	E	Die lekker kos, Af Die Taal	Beter met ander mense te kommunikeer.	CSA
95	'n Blanke Afrikaner Christen	E	Gelowig. My taal en lewenswyse	Om te kommunikeer met alle soorte mense	CSA, MUL
96	Afrikaner	E	Christene (Baie van hulle). Veg vir hulle taal	Sodat hulle beter kan kommunikeer en kan verstaan wat ander se behoeftes is.	CSA, UND
97	Afrikaner	E	Afrikaners is meer plat op die aarde mense – meeste van hulle – en ek dink skamer as ander volke. Ek assosieër meestal Afrikaners met Biltong en Braaivleis.	Engels is deesdae die amptelike wêreldstaal en ek dink dit is noodsaaklik dat alle Suid-Afrikaners dit kan gebruik.	CGLO
98	'n gebore Suid-Afrikaner	N	Dat Suid-Afrikaners die enigste mense in die wêreld is wat pap & wors eet – alhoewel ek nie 'n voorstaander van pap is nie.	Engels is die belangrikste taal in die wêreld omdat dit 'n algemene taal onder almal is, hoe meer verskillende tale jy ken, hoe beter kan jy meer verskillende mense kommunikeer. En kommunikasie is 'n baie belangrike skakelpunt ... tussen mense ...	CGLO, CSA, MUL
99	'n Afrikaner	E	Praat Afrikaans. Christelike geloof. Nasietrots	1. Engels want dit is die wêreld taal 2. Swarttaal, om hulle te kan verstaan.	CGLO, UND
100	Suid-Afrikaner	E	 Is die eenheid wat daar gevorm word deur dinge soos Boeremusiek, dans. Of kuier by pap en wors ens.	Meer en meer word ons land meertalig, op televisies in die koerant ens. Dit kan net tot elkeen se voordeel wees om nog 'n taal aan te leer.	MUL

101	Suid Afrikaner	E	Ons praat Afrikaans. Boer wees. Pap eet. Afrikaans praat.	Amptelike taal is Engels asook internasionaal	CGLO
102	'n Afrikaner	E	Is trots op dit wat hulle het. Geharde mense ongelukkig mense wat nie maklik saamstem nie.	Daar is soveel verskillende rasse. Dit sal dit vergemaklik om almal beter te verstaan en begrip te hê vir ander!	MUL, UND
103	'n Blanke Afrikaner	R	Eie soort denkwaaies en tradisies	Beter kommunikasie met ander groepe	CSA, MUL
104	Afrikaner	E	Dat die mense die kulturele tradisie sal hoog hou en dat ons as een volk en nasie sal kan saam lewe en mekaar lief sal hê maak nie saak van jou vel kleur nie.	Sodat hulle met ander mense baie beter sal kan kommunikeer en die persoon / e baie beter sal kan verstaan.	CSA, UND, MUL
105	'n Boer / Afrikaner	E	Voortrekkers, Volkspele, Die groot trek, Boerdery	Om te kan kommunikeer met ander tale	CSA, MUL
106	'n Afrikaner	E	Hulle gesinne is soms baie naby, gasvry, help mekaar gee om, mededeelsaam en eet baie braaivleis, biltong, pap en wors.	'n Swarttaal, om met die res van SA te kommunikeer. "n Taal wat in ander lande gebruik word, om met die buite wêreld te kommunikeer.	CGLO, CSA
107	Afrikaans sprekende Blanke	E	Liefde vir Rugby. Tipes kos.	Want daar is Baie volke in ons land en daar is baie ander tale	MUL
108	'n Afrikaner	E	Wonend in Suid-Afrika. Afrikaanssprekend of verstaan dit.	Sodat almal verstaan kan word en almal geakomideer kan word.	UND
109	Afrikaner	E	Deur die taal Afrikaans.	Baie SA reis oorsee en het ondervinding nodig met ander tale.	CGLO
110	Afrikaans	L	Ek dink afrikaans en Christenskap loop hand aan hand met mekaar.	Daar is meer as 3 kulture en tale in SA	MUL
111	'n Suid-Afrikaner	N	Ek praat Afrikaans en is goed gemaniërd en op my plek.	Ten minste een ander taal bv. Engels wat in baie lande gepraat word om in te kan skakel.	CGLO
112	Afrikaner	E	Ons staan saam. Ons veg vir ons taal. Ons probeer die 2 derde meerderheid stop.	Die wêreld raak heel verEngels	CGLO
113	'n Suid-Afrikaner	N	Praat meestal Afrikaans, woon in Suid-Afrika	Dit help jou om met ander mense beter te kommunikeer.	CSA
114	Afrikaner	E	Praat Afrikaans	Hulle moet Engels kan praat om besigheid te kan doen. Op internasionale vlak.	CGLO, JOB
115	Suid-Afrikaner	N	Ons bly aan die suidpunt van Afrika, higiënes	Om oor die weg te kom in ander lande en in die besigheidswêreld.	CGLO, JOB
116	'n Afrikaner	E	Boere kos. Hulle leefwyse. Hulle geskiedenis.	Dit help hulle in die lewe.	INC
117	Suid-Afrikaner	E	Praat Afrikaans en is lief vir ons mooi land.	Sodat jy ander beter kan verstaan.	UND
118	'n S. Afrikaner	N	Praat Afrikaans. Vaderland SA. Afstammelinge van Voortrekkers	Sodat hulle hul kennis kan uitbrei en met ander gemeenskappe kan kommunikeer en verstaan.	CSA, MUL

119	'n Suid-Afrikaner	N	Almal het 'n spesifieke taal. Strewe na eenvormige waardes. Strewe na eenvormige waardes. Dieselfde geloof.	'n Swart taal – is die toekoms van SA ('n Europese taal indien besluit om immigrer	CSA, CGLO
120	Suid-Afrikaner	N	Verskillende danse. Taal	Want die meeste beroepe beskik oor daardie tale.	JOB
121	Deel van die Afrikaner volk	E	Neem nie alles oor soos sommiges nie. Is ordendlik en het maniere. Hardwerkende mense met genoeg kwalifikasies. Teel nie aan soos sommiges nie. Kom uit 'n ordendlike opgevoede huis uit.	Om met die wêreld te kan kommunikeer en te hoor as 'n swarte vloek of iets beplan.	CGLO, CSA
122	Afrikaner	E	Staan saam. Gewoonlik eerlik. Vriendelik.	Dis tot voordeel van almal om meer as twee tale te kan praat & te kan verstaan.	MUL
123	Afrikaanssprekende blanke	R	Staan nie saam nie. Braai vleis en pap. Kommunikeer baie. Meestal rasiste. Lag baie.	Om beter in die nuwe SA te kan kommunikeer asook die res van die wêreld.	CSA, CGLO
124	Afrikaans	E	Die mooi taal wat ons het. Afrikaners speel goeie rugby. Alles van Suid-Afrikaners is beter.	Ons lewe in 'n land waar meer as 12 tale gepraat word. Ons moet dit verstaan.	MUL
125	'n Suid-Afrikaner	N	Gasvryheid, deel van 'n reënboognasie en gee om vir jou medemens en altyd daar om te help – kleur / rasse maak geen verskil	Omdat ons deel is van 'n reënboognasie – en daar verskillende tale is – Jy moet ander tale kan praat om mense te verstaan.	MUL, UND
126	Boere	E	Ons glo aan God. Ons respekteer ouer mense.	Dit is al wat jy nodig het.	INC
127	'n Boer	E	Hulle het 'n eerlike, opregte en baie hardwerkende kultuur.	Afrikaans is besig om uit te sterf, nie-blankes het nou meer regte en Engels is 'n Internasionaal aanvaarbare taal.	ROOTS, CGLO
128	'n boer wat my kultuur ten volle beoefen	E	Hulle laat die afrikaanse taal voortleef. Baie dinge word op ou maniere gedoen. Biltong is 'n baie sterk moet by ons!	Engels. Omdat alles deesdae in Engels geskied.	CSA, CGLO
129	'n Afrikaner	N	Afrikaans, jy moet goed Afrikaans kan praat of enige ander swart taal.	Want die regering is swart en jy sal swart tale moet begin leer.	CSA
130	Suid-Afrikaans	N	Drink bier en brandewyn. Hou van visvang en om te braai. Kyk graag rugby. Hou baie van biltong.	Want dit is die nuwe Suid-Afrika die. 'n Mens kom baie tot stilstand met 'n gesprek met ander kleuriges. Engels is belangrik, maar nie almal verstaan dit nie, daarom moet jy 'n swart taal aanleer.	CSA, MUL, ENGNOT
131	Afrikaner	E	Ons is liefdevolle mense	Sodat ons mekaar kan verstaan.	UND
132	Suid-Afrikaners / Boere	E	Hulle is almal beskaafd en is ten all tye vriendelik	Engels + 1 Swartaal: Om te kan kommunikeer met mense en verstaan wat hulle vir jou sê	CSA, UND

133	Suid-Afrikaner	N	Steel van goedere. Diskrimineer teenoor ander mense. Meng maklik met ander mense.	Party van die mense praat Afr. En Engels	INC
134	'n Suid-Afrikaner	E	Ons boer en is baie liefdevol, eerlik, en getrou. Die boeremense (Suid-Afrikaners) is baie geheg aan mekaar.	Jy kan ander verstaan en met ander kommunikeer.	UND, CSA
135	Afrikaner boer	E	Hulle boer. Hulle praat Afrikaans.	Om mense te verstaan	UND
136	'n Afrikaner	E	Help mekaar (soms)	Want sodat hulle met ander mense ook kan kommunikeer.	CSA, MUL
137	Afrikaans	L		Vir as hulle ander lande gaan besoek hulle met ander mense kan kommunikeer of met besigheid.	CGLO, CSA, JOB
138	Suid Afrikaans	N	Die taal, die kleredrag	Want Engels is Internasionaal, en ons moet internasionaal aanvaar kan word.	CGLO
139	'n Afrikaner	E	Afrikaans belangrik	Want daar is 'n klomp tale in Suid-Afrika.	MUL
140	Afrikaner en nie 'n rooi nek nie.	E	Ek haat Engels. Ek bly 'n boer ek is lief daarvoor omdat ek as persoon my eie identiteit wil behou as 'n Afr-burger en ek sal saam staan om my taal te red.	Want, met Nuwe S.A moet hulle beseft dat daar nie meer Afr- en Eng sprekenes is nie en jy kan nie werk sonder om met swartes te praat nie.	MUL, CSA, JOB
141	'n Afrikaner	E	Afrikaner is mal oor sport	Want in vandag se lewe is dit 'n groot voordeel hoe meer tale jy ken. Ver al in Suid-Afrika begin alles Engels word.	MUL, CSA
142	Suid-Afrikaner	N	Dat, ek afrikaans praat, en dat my kultuur verskil van ander nasies.	Stel meer aan die gang om eendag dalk 'n beter en 'n hoër potensiale werk te kry. En kan dan met enige nasie kommunikeer.	JOB, CGLO
143	Afrikaans sprekende Afrikaner	L	Ek hou van swem, dans en somer net uitgaan. Ek maak ook nie so maklik vriende nie.	Om met ander mense te kommunikeer.	CSA
144	Boerseun	E	Plat op die aarde. Praat platans. Redelik agresief. Kakie gekleed.	Somdat ons met al die geweld kan hoor wat om ons aangaan.	UND
145	'n afrikaner	E	Meeste van ons het ons standaarde en probeer maar om beter as "hulle" te wees.	Engels + 1 swart taal om te verstaan wat hulle sê en vir die rigting wat ek wil ingaan.	CSA, UND
146	Afrikaans	L	Dat ons afrikaansprekend is en ons is trots op ons taal en kulturele wat ons het.	Alles sal hulle nie in die samelewing kan aanpas nie en dan gaan hulle swaarkry.	CSA
156	'n Suid Afrikaner	E	Braai Rugby Sport buixilyg plaas	Want die meerderheid kan Engels praat	CSA
157	'n wit Afrikaanssprekende Suid Afrikaner	R	Kyk rugby en braai baie vleis. Hou van buitelig	Daar is meer as een Taalgroep in SA mens moet meer tale leer om te kommunikeer met soveel as moontlik ander mense	MUL, CSA

158	'n Suid-Afrikaner	N	Hou van braaivleis, stap	Om beter te kan kommunikeer met ander.	CSA
159	'n Boer in beton. Afrikaans	E	Ons hou van Braai. Ons is 'n Christelike kulturele groep.	Om kommunikasie met ander mense te verbeter.	CSA
160	'n Suid-Afrikaner en christen	E	As Afrikaner word ons meestal as "boere" gekenmerk. Die boere het hulle eie tradisionele boerekosse en maniere om dinge te doen. Hulle is baie trots op hul voorvaders wat hard vir hul land geveg het en saamgestaan het.	Dit sal in die toekoms help met werk en om mekaar beter te verstaan en oor die weg te kom. Vir beter kommunikasie.	CSA, UND, JOB
161	Afrikaans	L	Baie vriendelike mense wat hardwerkend is. Maar daar is ook snobs tussen ons.	Sodat hulle meer internasionaal moet meeding.	CGLO
162	Suid-Afrikaner	N	Drama, Musiek. Kuier gewoontes.	Dit is voordelig.	JOB
163	Afrikaner	E	Vriendelike mense, godsdiens-vas, christene, konserwatief, hardwerkend.	Afrikaans is besig om weg te sterf onder mense, tv, radio en Engels kan jy orals praat. Mense verskil van mekaar omdat hulle nie kan kommunikeer nie.	CSA, UND
164	'n Suid-Afrikaner	E	Boerekos, Braaivleis	Want 'n persoon bv. Wat Sotho praat sal goed voel as jy daardie persoon groet in sy eie taal.	UND
165	Suid-Afrikaner	N	Sport speel 'n belangrike rol. Politiek is altyd op die agenda. Byrekaarkom is 'n groot deel van ons lewe – vleisbraai, gesellig kuier.	Suid-Afrika het baie ander tale en mense sal sukkel om te kommunikeer met die ander mense wat bv. Tswana of Sotho praat.	MUL, CSA
166	'n Afrikaner	E	Christenskap, Gebore of 'n afstammeling van Afrikaans.	Aangesien SA 11 amptelike tale het.	MUL
167	'n Afrikaner van Suid-Afrika deel van Afrikaner volk.	E	Ons is Afrikaans sprekende mense wat sterk saam met ander Afrikaanse mense saamleef en sosialiseer en werk. Hulle kan saamstaan in moeilike tye.	Sodat hulle met ander kan kominkeer.	CSA
168	Afrikaner	E	Praat Afrikaans. Afrikaanse familie. Het gedeel aan traditiesies.	Sodat hulle met almal kan kominkeer.	CSA
169	Suid-Afrikaans (Blank, Afrikaanssprekend)	N	Ons praat Afrikaans ens.	Engels word internasionaal verstaan.	CGLO
170	'n Christin Suid-Afrikaner (Boer)	E	Afrikaanssprekend. In Jesus te glo en hom te loof en prys. Het volksmusiek en boere-musiek (sakkie-sakkie). In Jesus te glo en hom te loof en prys.	Engels want dit is 'n internasionale taal in die wêreld	CGLO

171	Kgarobariwe (Moshoeshoe)	E	Nobody can ever despises the head of the family (father). Boys at the age of 18 go to mountains for circumcination to affirm that they are now man (adults), and that they can now take care of families, girls do the same thing but differ because they are not allowed to be seen before they finish 10 days after mountains. The logo that no man can be hungry as long as they have hands. Women sell each and everything to put food on the table.	South Africa is country worth more than 11 official languages and every SA citizen is proud of one's nature principles. They discard you when you don't use their home language.	MUL, UND
172	'n Afrikaanse Suid-Afrikaner	E	Afrikaners is opbouers. Hulle streef om hul land ekonomies ens. Te verbeter. Hulle wil nie hulle eie identiteit en kultuur laat afsterf nie. Meeste van hulle is hardwerkend.	My groep word goed op kulturele gebied by taneelspel ens teenwoordig omdat ons kultuur, taal ens vir ons belangrik is en ons doelbewus 'n poging aanwend om ons taal en kultuur aan die gang te hou.	ROOTS
173	'n Afrikaner	E	Ek praat Afrikaans	Almal verstaan Engels, minder verstaan Afr.	CSA
174	Suid-Afrikaanse blanke	E	Baie konserwatiewe opvoeding, baie beskermend oor kinders. Individue, vind moeilik om saam te staan. Redelik baie nasietrots.	Ek voel dat Suid-Afrikaners definitief Engels moet praat (vir die buiteland) asook Afrikaans en 'n Swart taal (om voldoende te kan kommunikeer in Suid-Afrika).	CSA, CGLO
175	'n Afrikaner	E	Afrikaans as taal. Ook die geskiedenis van Boereoorlog ens in 'n stryd na vryheid.	As hy mens Engels, Afrikaans en ten minste een "swart" taal ken, kan jy ongelooflik ver kom in Suid-Afrika.	CSA
176	'n Afrikaanssprekende Blanke	E	Elkeen doen wat hy/sy wil, staan nie maklik saam nie, ondernyn mekaar.	Om effektief met die persone om hulle te kan kommunikeer.	CSA
177	Blanke (Afrikaans)	R	Ons vriendelik en hulpzaam. Trots op ons kultuur.	Ons land is daar talle verskillende rasse en tale. Om samewerking te verower moet meer tale gepraat word.	MUL, UND
178	'n Suid-Afrikaner en Afrikaanssprekend	E	'n Uitstaande kenmerk is die liefde vir sport – rugby.	Dit is belangrik om Engels te kan praat en om 'n swart taal magtig te wees.	CSA, CGLO
179	'n Afrikaner	E	Die oorgrote meerderheid Afrikaners is mense wat sterk staan vir dit waarin hulle glo en die meeste kom uit 'n Christelike agtergrond.	Suid-Afrika het soveel verskillend erkende tale.	MUL

180	'n Hollander	E	Hul gevorderde waardering vir kuns. Blonde hare, wit gesig, pienk wange (tipies). Feestelike traditiesies (bv Sinter Klaas en Swarte Piet) Harde werkers (ouer mense). Rebelse, probeer anders wees jongmense.	Beter mensverhoudings	UND
181	'n Afrikaner	E	Ons vat nie nonsens nie en staan op vir wat reg is!	Want dan kan hulle met meeste ander mense kommunikeer.	CSA
182	'n Afrikaans sprekende Afrikaner	E	Blank, praat Afrikaans, Christene	Dit maak die lewe makliker vir hulle en ander.	INC
183	Afrikaanssprekende Suid-Afrikaner	E	Ek dink nie daar is regtig 'n enkele eienskap wat uitgesonder kan word nie. Spesifieke gewoontes, tradisies, ens	Ek dink Engels is die belangrikste in die besigheidswêreld en internasionaal en is dus die belangrikste.	JOB, CGLO
184	'n Afrikaner	E	Moedertaal is Afrikaans Plat-op-die-aarde mense, glad nie pretensies nie.	Huistaal (bv Afrikaans) word nie internasionaal gepraat nie, dus is Engels 'n belangrike taal. Swart tale wat in omgewing gepraat word kan jou baie help. Nog 'n taal vir interessantheid, agtergrond.	CSA, CGLO, EDU
185	'n Afrikaner	E	Hulle gasvryheid hulle werk hard en is in aavraag in ander lande.	Engels, Nederlands, Suid-Sotho	INC
186	Suid-Afrikaner (Afrikaanssprekende Blanke)	N	Praat Afrikaans of 'n Swarttaal. Het spesifieke eienskappe. Het onder geskiedenis as ander lande.	Sodat hulle internasionaal kan kommunikeer.	CGLO
187	Afrikaner	E	I think that being a Afrikaner the most outstanding points are that our culture differs a lot from other cultural groups.	They must learn other languages so that can understand each other.	UND
188	'n opregte, hardwerkende, christelike Suid-Afrikaner.	E	Braaijleis en rugby by die meerderheid mans en vroue, baie naaldwerk en bak en brou.	Om oral waar hulle gaan in opinie kan hê. Om hulle self uit te druk en ander te verstaan.	UND
189	Afrikaner	E	Rugby, Braaijleis, sport ens.	Om met ander groep te kan kommunikeer.	CSA
190	'n Suid-Afrikaanse burger	N	Ek kan saamwerk en saamstaan met my mede-burgers. Lekker saam lag en die lewe geniet ten spyte van negatiewe dinge.	Omdat daar soveel tale is en meerendeels werk jy saam met hulle en is dus goed om 2 of meer tale te praat.	MUL, JOB
191	'n Afrikaner	E	Baie tradisies	Een ander taal 10 teen 1 engels vir Besigheidswêreld	JOB
192	Suid-Afrikaner	N	Mal oor sport. Mal oor buitelewe. Hou van Braaijleis (gesellig) Godsdien (christelik)	Want mens kan altyd met ander praat.	CSA

193	'n Allrounder	No gr	Dit is mense wat hulle self geniet by partytjies en wat die heeldyd jol. Hulle is populêr by hul vriende en stel in hul eie stokperdjies belang.	Hulle moet en hoef nie.	IL
194	Suid-Afrikaner	E	Kan Afrikaans verstaan. Is uitstekende Rugbyspan (Springbokke) Biltong / droëwors / braai	Anders sal niemand, niemand kan verstaan nie.	UND
195	South Sotho	E	Tradition, custom, way of associating and culture.	It will make and do us a lot because there would be lots of communication and understanding of each others cultures and tradition.	CSA, UND, MUL
196	A Zulu girl	E	I like the way the Zulu people dresses they are proud of their language and also they are proud of their culture.	It will be better because will understand each other.	UND
197	Motswana	E	The thing that I find most important is to eat by hand rather than by spoon because I enjoy it most, except when eating porridge and milk.	Because we are a nation of diverse cultures.	MUL
198	In terms of a Pedi speaking	E	They are very intelligent people. Always remember where they come from - their roots. Proud of who and what they are.	We need to know more than one language in order to understand each other every where we go.	UND
199	Ya latela setso sa ka hobane ke kadwa setso saka ke Masotho (Sesotho)	E	People in my culture believe in ancestors but I do not believe in them.	Because many people on earth speak different languages.	CGLO
200	A South Sotho by birth	E	The men, woman and children have their specific and unique dress code. Men wear hats and blankets women wear blankets and dresses and children their own clothing specific cultural regulations and laws also make us be easily acceptable to other cultures and have generosity and sympathy.	To communicate and so that they will know the language without any problem occurring when they come to a situation where they cannot understand each other. It is fun also one wises up.	CSA, UND
201	Sotho (South)	E	They respect their elders. They were their clothes with pride eg. Lesotho older women wear dresses called seshoeshoe girls wear skirts called tithana.	So that they can communicate with each other so that people can talk freely without people thinking they are gossiping about them.	CSA, UND

202	South African	N	I don't know nothing about my culture because we don't practice it at home.	Because South Africa is made up of rainbow nation. We have different people in SA. So that we can communicate with one other.	MUL, CSA
203	Motshwara mathotlo	E	I know about marriage and funerals. Traditional feasts. My mother tongue	In order to communicate with people of other racial groups	CSA, MUL
204	Black and proud Northern Sotho pupil	R	Tradition – We always stick to our tradition. Honour. Discipline. Excellency.	To be able to communicate more freely with other race	CSA, MUL
205	Ngwana wa Morena	E	You need to respect your parents. Do not throw away with your culture just because other people find it funny	They must learn other people's language so that they can communicate with them	CSA, MUL
206	Mosotho	E	The Basotho nation originate from Lesotho and have been led by King Moshoeshoe for many years. We like our culture and are very pleased with our language and culture. We are a nation that does things together	It is important to learn other languages so that you can understand language spoken in other countries when you visit them	CGLO
207	South African	N	I don't think I can answer your question since my culture is not what I know of. I know nothing of my culture all I know is I can do many things.	To decrease the minority of people immigrating by knowing more languages.	INC
208	Mosotho	E	They would ask me what I find important in my culture	South Africa need to learn other languages because we are a nation of diverse cultures	MUL
209	'n Afrikaner		Baie godsdienstig. Eetgewoontes. Staar vir wat jy glo. Praat Afrikaans.	Hoe meer tale jy kan praat, hoe meer mense sal jy kan verstaan.	MUL, UND
210	'n Suid-Afrikaner	E	Dit is die enigste kultuur groep in die wêreld volgens statistiek wat familie moorde pleeg.	Sodat ons met ons swart mense en buitelanders kan kommunikeer (Eng – Zoeloe)	CSA, CGLO
211	'n Afrikaner	E	Die strew om die behoud van die moedertaal. Die samewerking onder mekaar.	1. Sodat hy/sy kan verstaan hoe ander kommunikeer en deur die lewe gaan. 2. Ander tale buiten Afrikaans is aan die order van die dag.	CSA
212	'n Afrikaner	E	Meeste is boere, hulle kan saamstaan as 'n volk (as hulle wil)	Om met ander mense in die land te kan kommunikeer.	CSA
213	Afrikaans	E	Broer (Hy wou seker boer skryf)	Om met ander mense te kan praat.	CSA

214	Henry Coetzee – 'n gebore Suid-Afrikaner	E	Suid-Afrikaners staan saam met mekaar in moeilike situasies en oor die algemeen is trots op hulle taal en word gekenmerk op die boere kos wat baie uniek is. Nie bang om hulle man te staan nie. Staar saam as Christene.	As jy kan Afrikaans en Engels praat is jou kop deur want, Suid-Afrika is = toerisme plek en die meeste kan Engels praat en dan Afrikaans is ook belangrik dan kan jy met almal kommunikeer.	CSA
215	Suid-Afrikaans	R	1. Vel kleur 2. Aksent	Omdat as hulle werk dat hulle met klient in meer as 1 taal kan praat. Die taal wat die klient verstaan.	JOB
216	'n Suid-Afrikaanse blanke	R	Ons is wit, praat Afrikaans, staan nie saam nie. Dink ons besit die land.	Die land se mens begin al hoe meer Eng en Suid Sotho praat.	CSA
217	'n Afrikaner	E	My taal. My land. Lewenstyl. Kultuur.	Dat ons die ander kan verstaan en om verder in die lewe te kom sodat ander jou ook kan verstaan.	UND, JOB
218		X	Boerewors en pap en rugby kyk.	Want dan kan ons verstaan wat die ander lande van ons dink en kan ons onderhandel met die ander tale	UND, CGLO
219	Afrikaanssprekend	L	Die groep het 'n ghristelike geloof.	Om te kommunikeer.	CSA
220	'n Suid-Afrikaner (Boer)	E	Rugby, Suid-Afrikaanse mense, veral Boere, is baie lief vir rugby. Ek sê nie dat die res van SA nie lief is vir rugby nie.	Dit is goed om meer talig te wees. Dit kan jou veral help met mense en vir werksgeleentheid.	MUL, JOB, UND
221	'n blanke Suid-Afrikaner	R	Ons is goed opgevoed en kan besighede goed bestuur.	Sodat hulle met ander lande se mense kan kommunikeer.	CGLO
222	A Southern Sotho person	E	Close knit families Strong traditional beliefs	If they are exposed to other provinces.	MUL
223	A Southern Sotho	E	The activities, wearing dishoeshoe, to "reheketsa". The strong believe of Badimo	So as to adapt to other people's standard of living + languages. So there can be a form of communication + understanding.	CSA, UND, MUL
224		X		To be able to communicate with other ethnic group people and to show unselfishness	CSA, UND, MUL
225	Xhosa	E	Respect is the most outstanding characteristic of my cultural group. We're taught from an early age that if you don't respect other or yourself you won't go anywhere with life.	In order to get along with fellow citizens. So that there won't be any misunderstandings. To make our world a better place for others to see that we care about them.	UND
226	'n blanke Afrikaans sprekende SA burger	R	Christenskap	Sodat hulle met meer mense kan kommunikeer.	CSA, MUL

227	Afrikaans	E	Wanneer die Afrikaners met hulle rug teen die muur staan, sal hulle opstaan en terugveg. Hy is soos 'n hond wat slaap maar pasop as hy wakker word.	Hulle moet net een ander taal nl. Engels leer sodat ons 'n westerse blanke regering kan hê.	CSA
228	'n Afrikaner	E	Voel sterk oor Afrikaans. Veg vir waarin hulle glo. Trots op die Afrikaner-geskiedenis.	Omdat daar so baie verskillende taalgroepe in SA is. As jou oorsee wil gaan.	MUL, CGLO
229	'n Suid-Afrikaner	N	Trots, patriotisme en goeie verhoudings op internasionale vlak. Sportief en ondersteunend.	Engels is internasionaal erken en ander tale is nie belangrik nie.	CGLO
230	'n Afrikaner (Boer) SA burger	E	Praat Afrikaans. Braaivleis. Blanke mense met hoër morele standaarde. Word beskou as Christene.	Om te kommunikeer met ander kulture. Besigheid.	CSA, JOB, MUL
231	'n afrikaner met Nederlandse agtergrond (My pa is van Nederlandse afkoms)	E	Baie onafhanklik, nie baie sterk familiebande. Elkeen doen sy eie dinge, sorg vir hulself. Baie trots.	Engels is 'n baie belangrike taal in die wêreld, 'n swart taal kan jou ver bring in Suid-Afrika, en Frans kan jou baie help as jy ooit besluit om te immigrer.	CSA, CGLO
232	'n Afrikaner (Boer)	E	Trots. Hardkoppig. Sterk wilskrag. Vind altyd 'n oplossing vir enig probleem.	Omdat ons 'n land met 11 amp-telike tale is; sodoende sal mens makliker kan kommunikeer.	MUL, CSA
233	'n Afrikaner	E	Die hooftaal is Afrikaans, die land Suid-Afrika, geskiedenis	Dis belangrik om nog tale te leer om dit te gebruik in die besigheidswêreld.	JOB
234	'n Afrikaner	E	Rugby, Braaivleis, Afrikaans as taal Uitstappies en kampe	Sodat hulle met meer mense kan kommunikeer	CSA
235	Mosotho	E	Basotho people are peace loving people and care for one another, children of King Mashoeshe. Women can be identified by their traditional dresses, men wear blankets and put on basotho hats. Traditional songs and dances are unique.	To be able to hear and understand what is happening around them, at work as well as the media communicates.	UND, CSA
236	'n Afrikaner	E	Tradisionele danse en etes	As hulle een ander taal bv Engels leer kan hulle oorsee gaan waar die meeste mense Engels verstaan.	CGLO
237	'n Suid-Afrikaner. Blanke	R	Blank, Afrikaans, hardwerkend Jolig	Om met ander groepe mense te kan kommunikeer en te identifiseer.	CSA, ID
238	Suid-Afrikaner	R	Meeste van ons is wit Ons hou van boerewors en pap. Ons wil nie graag met rasse deurmekaar raak nie.	Engels, Frans	INC

239	'n Suid-Afrikaner	N	Ek is afrikaanssprekend En bly in Suid-Afrika	Om die mense om jou te kan verstaan.	UND
240	'n Suid-Afrikaanse blanke van Suid-Afrika	N	Hou van snaakse soort voedsel.	As jy net Afr.het kan jy in baie lande swaarky veral ekonomies.	JOB, CGLO
241	'n boer	E	Ons kan bier drink	Ons is die "Rainbow nation"	MUL
242	'n Suid-Afrikaner	N	Afrikaans, Opgevoed, Eerlik, Geen diskriminasie	Om met meer mense inernasionaal te kan kommunikeer.	CGLO
243	'n burger van SA en 'n Afrikaner	N	Dis mense, wat se huistaal Afrikaans is en wat se voorvaders Afrikaans is. Dit is nie noodwendig 'n boer nie.	Om meer van die wêreld te leer	CGLO
244	'n Suid-Afrikaner en is Afrikans	N	Hou daarvan om as groep te kuier en te braai Is baie hoogmoedig	Sodat ek kan kominikeer	CSA
245	Suid-Afrikaner	N	Jy moet jou taal nie misbruik nie. Wat jy glo en jou waardes.	Om beter met mense te kommunikeer	CSA
246	'n Suid-Afrikaner (Christen) Blanke	N	Bedagsaam, vriendelikheid Sekere morele waardes. Tradisies.	Hoe meer tale geleer word, hoe meer kan mense verstaan en met ander rasse kommunikeer.	CSA, UND

APPENDIX D: Frequency results – Afrikaans respondents
SECTION A: BIOGRAPHICAL DATA
3 Age

Age	Frequency
16	43 (29,9%)
17	64 (44,4%)
18	37 (25,7%)

6 What is the HIGHEST educational qualification of your father?

My father died when I was still very young – I do not know	0
Do not know my father	0
Did not attend school	0
Standard 3 or lower	0
Standard 4 or 5	0
Standard 6 or 7	2 (1,5%)
Standard 8 or 9	10 (7,6%)
Standard 10 / Equivalent qualification	24 (18,2%)
Standard 10 plus post-school qualification (Not graduated)	39 (29,5%)
Completed first degree / diploma	57 (43,2%)

7 What is the HIGHEST educational qualification of your mother?

My mother died when I was still very young – I do not know	0
Do not know my mother	0
Did not attend school	0
Standard 3 or lower	0
Standard 4 or 5	0
Standard 6 or 7	0
Standard 8 or 9	22 (16,2%)
Standard 10 / Equivalent qualification	39 (27,8%)
Standard 10 plus post-school qualification (Not graduated)	28 (20,6%)
Completed first degree / diploma	47 (34,6%)

13 Each cultural group can be identified by specific characteristics.

	Totally unimportant	Reasonably unimportant	Cannot say	Reasonably important	Extremely important
1. A specific language	3 (2,1%)	4 (2,8%)	6 (4,2%)	49 (34%)	82 (56,9%)
2. Specific physical characteristics	12 (8,5%)	17 (12%)	37 (26,1%)	61 (43%)	15 (10,6%)
3. A specific country or region	4 (2,8%)	22 (15,3%)	14 (9,7%)	65 (45,1%)	39 (27,1%)
4. A specific history or historical background	7 (4,9%)	10 (6,9%)	19 (13,2%)	41 (28,5%)	67 (46,5%)
5. A specific descent, origin or kinship	13 (9,1%)	18 (12,6%)	34 (23,8%)	53 (37,1%)	25 (17,5%)
6. To accommodate many cultures	14 (9,7%)	34 (23,6%)	49 (34%)	33 (22,9%)	14 (9,7%)
7. A specific religion	7 (4,9%)	11 (7,7%)	6 (4,2%)	37 (25,9%)	82 (57,3%)
8. A specific political party	36 (25%)	28 (19,4%)	35 (24,3%)	33 (22,9%)	12 (8,3%)
9. Specific rites and traditions	16 (11,2%)	19 (13,3%)	24 (16,8%)	56 (39,2%)	28 (19,6%)
10. Specific values	5 (3,5%)	2 (1,4%)	11 (7,6%)	68 (47,2%)	58 (40,3%)
11. A specific flag	16 (11,1%)	19 (13,2%)	24 (16,7%)	30 (20,8%)	55 (38,2%)
12. To understand many languages	26 (18,1%)	32 (22,2%)	28 (19,4%)	46 (31,9%)	10 (6,9%)
13. A specific anthem or song	12 (8,3%)	9 (6,3%)	19 (13,2%)	46 (31,9%)	58 (40,3%)
14. Specific festivals, holy days or public holidays	2 (1,4%)	4 (2,8%)	15 (10,4%)	40 (27,8%)	83 (57,6%)
15. To know more about other cultures	19 (13,2%)	31 (21,5%)	37 (25,7%)	46 (31,9%)	11 (7,6%)
16. A specific status or position in SA society	15 (10,5%)	18 (12,6%)	31 (21,7%)	51 (35,7%)	28 (19,6%)
17. Specific songs/forms of music/forms of dance	17 (11,9%)	36 (25,2%)	40 (28%)	34 (23,8%)	26 (18,2%)
18. Specific uniforms, attire or accessories, clothes, cultural weapons, beads	45 (31,5%)	36 (25,2%)	29 (20,3%)	23 (16,1%)	10 (7,0%)
19. A specific ideology	5 (3,6%)	13 (9,3%)	67 (47,9%)	41 (29,3%)	14 (10%)
20. Specific ideals or aspirations	5 (3,5%)	14 (9,9%)	36 (25,4%)	66 (46,5%)	21 (14,8%)
21. Know many languages	14 (9,7%)	24 (16,7%)	23 (16%)	49 (34%)	34 (23,6%)

15 To what extent do you identify with EACH of the following groups?

	Not at all	To a small degree	Do not know	To a reasonable degree	To a large degree
1 Africans	24 (16,8%)	25 (17,5%)	45 (31,5%)	30 (21%)	19 (13,3%)
2 South Africans	0	4 (2,8%)	4 (2,8%)	58 (40,3%)	78 (54,2%)
3 Blacks	62 (43,1%)	44 (30,6%)	14 (9,7%)	20 (13,9%)	4 (2,8%)
4 Whites	0	1 (0,7%)	2 (1,4%)	36 (25,2%)	104 (72,2%)
5 Afrikaners	0	2 (1,4%)	9 (6,5%)	36 (25,9%)	92 (66,2%)
6 Afrikaans-speaking Whites	0	2 (1,4%)	2 (1,4%)	23 (16%)	117 (81,3%)
7 English-speaking whites	0	18 (12,5%)	11 (7,6%)	77 (53,3%)	38 (26,4%)
8 Coloureds	40 (28,2%)	44 (31%)	33 (23,2%)	24 (16,9%)	1 (0,7%)
9 Indians	71 (50,4%)	34 (24,1%)	21 (14,9%)	14 (9,9%)	1 (0,7%)

SECTION B: Values Scale

	Little/no importance	Some importance	Important	Very important
1 Authority 1	43 (30,1%)	63 (44,1%)	32 (22,4%)	5 (3,5%)
2 Autonomy 1	1 (0,7%)	11 (7,6%)	59 (41%)	73 (50,7%)
3 Cultural identity 1	5 (3,5%)	15 (10,4%)	42 (29,2%)	82 (56,9%)
4 Own lifestyle 1	6 (4,2%)	10 (6,9%)	57 (39,6%)	71 (49,3%)
5 Social interaction 1	1 (0,7%)	11 (7,6%)	57 (39,6%)	75 (52,1%)
6 Social relations 1	1 (0,7%)	12 (8,3%)	52 (36,1%)	79 (54,9%)
7 Spirituality 1	4 (2,8%)	26 (18,2%)	60 (42%)	53 (37,1%)
8 Authority 2	10 (6,9%)	35 (24,3%)	63 (43,8%)	36 (25%)
9 Autonomy 2	3 (2,1%)	17 (12%)	56 (39,4%)	66 (46,5%)
10 Cultural identity 2	12 (8,4%)	21 (14,7%)	69 (48,3%)	41 (28,7%)
11 Own lifestyle 2	3 (2,1%)	19 (13,2%)	51 (35,4%)	71 (49,3%)
12 Social interaction 2	28 (19,7%)	55 (38,7%)	35 (24,6%)	24 (16,9%)
13 Social relations 2	1 (0,7%)	6 (4,2%)	51 (35,7%)	85 (59,4%)
14 Spirituality 2	1 (0,7%)	7 (4,9%)	32 (22,2%)	104 (72,2%)
15 Authority 3	18 (12,5%)	43 (29,9%)	51 (35,4%)	32 (22,2%)
16 Autonomy 3	3 (2,1%)	16 (11,1%)	54 (37,5%)	71 (49,3%)
17 Cultural identity 3	5 (3,5%)	12 (8,4%)	60 (42%)	66 (46,2%)
18 Own lifestyle 3	29 (20,3%)	52 (36,4%)	32 (22,4%)	30 (21%)
19 Social interaction 3	14 (9,7%)	47 (32,6%)	57 (39,6%)	26 (18,1%)
20 Social relations 3	17 (11,8%)	28 (19,4%)	63 (43,8%)	36 (25%)
21 Spirituality 3	6 (4,2%)	24 (16,8%)	58 (40,6%)	55 (38,5%)
22 Authority 4	11 (7,6%)	32 (22,2%)	64 (44,4%)	37 (25,7%)
23 Autonomy 4	11 (7,6%)	33 (22,9%)	52 (36,1%)	48 (33,3%)
24 Cultural identity 4	4 (2,8%)	24 (16,7%)	59 (41%)	57 (39,6%)
25 Own lifestyle 4	11 (7,7%)	43 (30,1%)	56 (39,2%)	33 (23,1%)
26 Social interaction 4	5 (3,5%)	17 (11,8%)	53 (36,8%)	69 (47,9%)
27 Social relations 4	1 (0,7%)	15 (10,4%)	47 (32,6%)	81 (56,3%)
28 Spirituality 4	1 (0,7%)	47 (32,6%)	54 (37,5%)	42 (29,2%)
29 Authority 5	30 (20,8%)	58 (40,3%)	46 (31,9%)	10 (6,9%)
30 Autonomy 5	27 (18,1%)	60 (41,7%)	39 (27,1%)	18 (12,5%)
31 Cultural identity 5	7 (4,9%)	26 (18,1%)	65 (45,1%)	46 (31,9%)
32 Own lifestyle 5	2 (1,4%)	12 (8,3%)	55 (38,2%)	75 (52,1%)
33 Social interaction 5	4 (2,8%)	13 (9,1%)	61 (42,7%)	65 (45,5%)
34 Social relations 5	2 (1,4%)	8 (5,6%)	42 (29,2%)	92 (63,9%)
35 Spirituality 5	1 (0,7%)	11 (7,6%)	34 (23,6%)	98 (68,1%)

SECTION C: GROUP IDENTITY

	Disagree strongly	Disagree	Neutral	Agree	Agree strongly
1. Loyalty towards my own ethnic or cultural group is particularly important to me	2 (1,4%)	3 (2,1%)	35 (24,3%)	60 (41,7%)	44 (30,6%)
2. It upsets me when other people speak negatively about my own ethnic or cultural group	1 (0,7%)	6 (4,2%)	15 (10,4%)	69 (47,9%)	53 (36,8%)
3. Preserving the identity of my own ethnic or cultural group is not very important to me	5 (3,5%)	22 (15,3%)	21 (14,6%)	57 (38,6%)	39 (27,1%)
4. I do not want to belong to any other ethnic or cultural group	12 (8,3%)	21 (14,6%)	35 (24,3%)	48 (33,3%)	28 (19,4%)
5. I would be willing to take action if the identity of my own ethnic or cultural group is threatened	3 (2,1%)	9 (6,3%)	29 (20,1%)	69 (47,9%)	34 (23,6%)
6. I respect a person who takes pride in the special qualities of his or her ethnic or cultural group	0	3 (2,1%)	9 (10,4%)	71 (49,3%)	55 (38,2%)
7. Commitment to the culture of my own ethnic or cultural group is a major source of security in my life	5 (3,5%)	20 (14%)	56 (39,2%)	53 (37,1%)	9 (6,3%)
8. Protecting the customs of my own ethnic or cultural group is unnecessary	3 (2,1%)	20 (13,9%)	29 (20,1%)	56 (38,9%)	36 (25%)
9. I have spent time trying to find out more about my own ethnic or cultural group, such as its history, traditions, and customs	13 (9%)	29 (20,1%)	45 (31,3%)	47 (32,6%)	10 (6,9%)
10. I am active in organisations or social groups that include mostly members of my own ethnic or cultural group	20 (14%)	25 (17,5%)	53 (37,1%)	35 (24,5%)	10 (7%)
11. I have a clear sense of my ethnic or cultural background and what it means to me	2 (1,4%)	9 (6,3%)	28 (19,4%)	79 (54,9%)	26 (18,1%)
12. I think a lot about how my life is affected by my ethnic or cultural group membership	9 (6,3%)	19 (13,2%)	45 (31,3%)	60 (41,7%)	11 (7,6%)
13. I am happy that I am a member of the ethnic or cultural group that I belong to	1 (0,7%)	4 (2,8%)	21 (14,6%)	68 (47,2%)	50 (34,7%)
14. I am not very clear about the role of ethnicity or cultural identity in my life	6 (4,2%)	12 (8,3%)	49 (34%)	58 (40%)	19 (13,2%)
15. I understand pretty well what my ethnic or cultural group membership means to me, in terms of how to relate to my own group and to other groups	2 (1,4%)	4 (2,8%)	39 (27,1%)	83 (57,6%)	16 (11,1%)
16. I have a lot of pride in my ethnic or cultural group and its accomplishments	5 (3,5%)	1 (0,7%)	28 (19,6%)	61 (42,7%)	48 (33,6%)
17. I have a strong sense of belonging to my own ethnic or cultural group	3 (2,1%)	8 (5,6%)	25 (17,4%)	67 (46,5%)	41 (28,5%)
18. I participate in cultural practices of my own group, such as special food, music, or customs	6 (4,2%)	10 (7%)	42 (29,4%)	47 (32,9%)	38 (26,6%)
19. I feel a strong attachment towards my own ethnic or cultural group	5 (3,5%)	15 (10,4%)	47 (32,6%)	58 (40,3%)	19 (13,2%)
20. I sometimes feel uncomfortable about my cultural or ethnic background	5 (3,5%)	20 (13,9%)	33 (22,9%)	49 (34%)	37 (25,7%)

SECTION D2: Group identity

	strongly disagree	dis= agree	un= certain	agree	strongly agree
1. I hardly think about what race I am.	40 (27,8%)	44 (30,6%)	38 (26,4%)	11 (7,6%)	11 (7,6%)
2. I do not understand what Blacks want from Whites.	7 (4,9%)	25 (17,4%)	40 (27,8%)	40 (27,8%)	32 (22,2%)
3. I get angry when I think about how Whites have been treated by Blacks	8 (5,6%)	11 (7,6%)	38 (26,4%)	43 (29,9%)	44 (30,6%)
4. I feel as comfortable around Blacks as I do around Whites	52 (36,1%)	44 (30,6%)	27 (18,8%)	13 (9%)	8 (5,6%)
5. I involve myself in causes regardless of the race of the people involved in them.	17 (11,8%)	31 (21,5%)	52 (36,1%)	39 (27,1%)	5 (3,5%)
6. I find myself watching Black people to see what they are like.	21 (14,6%)	28 (19,4%)	42 (29,2%)	49 (34%)	4 (2,8%)
7. I feel depressed after I have been around Black people.	26 (18,1%)	53 (36,8%)	37 (25,7%)	17 (11,8%)	11 (7,6%)
8. There is nothing that I want to learn from Blacks.	14 (9,7%)	49 (34%)	33 (22,9%)	25 (17,4%)	23 (16%)
9. I seek out new experiences even if I know a large number of Blacks will be involved in them.	16 (11,1%)	22 (15,3%)	44 (30,6%)	48 (33,3%)	14 (9,7%)
10. I enjoy watching the different ways that Blacks and Whites approach life.	18 (12,8%)	17 (12,1%)	39 (27,7%)	54 (38,3%)	13 (9,2%)
11. I wish I had a Black friend.	47 (33,6%)	26 (18,6%)	41 (29,3%)	19 (13,6%)	7 (5%)
12. I do not feel that I have the social skills to interact with Black people effectively.	14 (9,7%)	26 (18,1%)	41 (28,5%)	42 (29,2%)	21 (14,6%)
13. A Black person who tries to get close to you is usually after something.	10 (6,9%)	41 (28,5%)	36 (25%)	29 (20,1%)	28 (19,4%)
14. When a Black person holds an opinion with which I disagree, I am not afraid to express my viewpoint.	7 (4,9%)	11 (7,6%)	13 (9%)	54 (37,5%)	59 (41%)
15. Sometimes jokes based on Black people's experiences are funny.	7 (4,9%)	12 (8,4%)	33 (23,1%)	64 (44,8%)	27 (18,9%)
16. I think it is exciting to discover the little ways in which Black people and White people are different.	19 (13,3%)	23 (16,1%)	55 (38,5%)	40 (28%)	6 (4,2%)
17. I used to believe in racial integration, but now I have my doubts.	18 (12,7%)	24 (16,9%)	75 (52,8%)	20 (14,1%)	5 (3,5%)
18. I'd rather socialize with Whites only.	6 (4,2%)	20 (13,9%)	26 (18,1%)	45 (31,3%)	46 (31,9%)
19. In many ways Blacks and Whites are similar, but they are also different in some important ways.	12 (8,5%)	12 (8,5%)	18 (12,7%)	64 (45,1%)	36 (25,4%)
20. Blacks and Whites have much to learn from each other	15 (10,6%)	14 (9,9%)	26 (18,3%)	36 (44,4%)	24 (16,9%)
21. For most of my life, I did not think about racial issues.	14 (9,7%)	21 (14,6%)	32 (22,2%)	60 (41,7%)	17 (11,8%)
22. I have come to believe that Black people and White people are very different.	1 (0,7%)	13 (9%)	24 (16,7%)	60 (41,7%)	46 (31,9%)
23. White people have bent over backwards trying to make up for their ancestors' mistreatment of Blacks, now it is time to stop.	8 (5,6%)	19 (13,2%)	31 (21,5%)	49 (34%)	37 (25,7%)
24. It is possible for Blacks and Whites to have meaningful social relationships...	30 (20,8%)	18 (12,5%)	34 (23,6%)	54 (37,5%)	8 (5,6%)

25. I understand that White women and men must end racism in this country, because White people created it.	36 (25%)	24 (23,6%)	41 (28,5%)	25 (17,4%)	8 (5,6%)
26. I am curious to learn in what ways Black people and White people differ from each other.	16 (11,1%)	35 (24,3%)	54 (37,5%)	31 (21,5%)	8 (5,6%)
27. I limit myself to White activities	13 (9%)	27 (18,8%)	29 (20,1%)	48 (33,3%)	27 (18,8%)
28. Society may have been unjust to Blacks, but it has also been unjust to Whites.	7 (5%)	8 (5,7%)	35 (25%)	65 (46,4%)	25 (17,9%)
29. I am knowledgeable about which values Blacks and Whites share.	7 (4,9%)	28 (19,4%)	72 (50%)	31 (21,5%)	6 (4,2%)
30. I am comfortable wherever I am.	12 (8,3%)	45 (31,3%)	44 (30,6%)	32 (22,2%)	11 (7,6%)
31. In my family, we never talked about racial issues	27 (18,8%)	64 (44,4%)	26 (18,1%)	17 (11,8%)	10 (6,9%)
32. When I must interact with a Black person, I usually let him or her make the first move.	31 (21,5%)	27 (18,8%)	67 (46,5%)	16 (11,1%)	3 (2,1%)
33. I feel hostile when I am around Blacks.	14 (9,8%)	38 (26,6%)	49 (34,3%)	27 (18,9%)	15 (10,5%)
34. I think I understand Black people's values.	18 (12,6%)	51 (35,7%)	54 (37,8%)	17 (11,9%)	3 (2,1%)
35. Blacks and Whites can have successful intimate relationships.	77 (53,5%)	26 (18,1%)	20 (13,9%)	16 (11,1%)	5 (3,5%)
36. I was raised to believe that people are people regardless of their race.	5 (3,5%)	7 (4,9%)	48 (33,3%)	47 (32,6%)	37 (25,7%)
37. Nowadays, I got out of my way to avoid associating with Blacks.	16 (11,1%)	54 (37,5%)	47 (32,6%)	17 (11,8%)	10 (6,9%)
38. I believe that Blacks are inferior to Whites.	21 (14,6%)	45 (31,4%)	47 (32,6%)	15 (10,4%)	16 (11,1%)
39. I believe I know a lot about Black people's customs.	10 (7%)	41 (28,7%)	57 (39,9%)	33 (23,1%)	2 (1,4%)
40. There are some valuable things that White people can learn from Blacks that they can't learn from other Whites.	15 (10,4%)	26 (18,1%)	40 (27,8%)	51 (35,4%)	12 (8,3%)
41. I think that it's okay for Black people and White people to date each other as long as they don't marry each other.	71 (49,3%)	34 (24,3%)	25 (17,4%)	10 (6,9%)	3 (2,1%)
42. Sometimes I'm not sure what I think or feel about Black people.	19 (13,4%)	23 (16,2%)	32 (22,5%)	55 (38,7%)	13 (9,2%)
43. When I am the only White in a group of Blacks, I feel anxious.	7 (4,9%)	12 (8,4%)	33 (23,1%)	56 (39,2%)	35 (24,5%)
44. Blacks and Whites differ from each other in some ways, but neither race is superior.	12 (8,4%)	17 (11,9%)	35 (24,5%)	51 (35,7%)	28 (19,6%)
45. I am not embarrassed to admit that I am White.	2 (1,4%)	0	5 (3,5%)	24 (16,7%)	113 (78,5%)
46. I think White people should become more involved in socializing with Blacks.	28 (19,6%)	31 (21,7%)	52 (36,4%)	25 (17,5%)	7 (4,9%)
47. I don't understand why Black people blame all White people for their social misfortunes.	8 (5,6%)	9 (6,3%)	19 (13,2%)	42 (29,2%)	66 (45,8%)
48. I believe that White people look and express themselves better than Blacks.	8 (5,6%)	20 (14%)	40 (28%)	35 (24,5%)	40 (28%)
49. I feel comfortable talking to Blacks.	15 (10,4%)	13 (9%)	50 (34,7%)	56 (38,9%)	10 (6,9%)
50. I value the relationships that I have with my Black friends	22 (15,3%)	14 (9,7%)	67 (46,5%)	34 (23,6%)	7 (4,9%)

SECTION E: ATTITUDES TOWARDS SPECIFIC GROUPS

BLACKS/AFRICANS in general are ...

							n	Missing data
Fair	22 (15,4%)	36 (25,2%)	63 (44,1%)	18 (12,6%)	4 (2,8%)	Unfair	143	1
Reliable	32 (22,2%)	48 (33,3%)	43 (29,9%)	18 (12,5%)	3 (2,1%)	Unreliable	144	
Dishonest	23 (16%)	43 (29,9%)	50 (34,7%)	23 (16%)	5 (3,5%)	Honest	144	
Boring	12 (8,4%)	18 (12,6%)	60 (42%)	38 (26,6%)	15 (10,5%)	Interesting	143	1
Wise	25 (17,5%)	42 (29,4%)	48 (33,6%)	23 (16,1%)	5 (3,5%)	Foolish	143	1
Worthless	16 (11,3%)	17 (12%)	57 (40,1%)	40 (28,2%)	12 (8,5%)	Valuable	142	2
Cruel	46 (32,2%)	37 (25,9%)	50 (35%)	8 (5,6%)	2 (1,4%)	Kind	143	1
Good	10 (6,9%)	26 (18,1%)	73 (50,7%)	29 (20,1%)	6 (4,2%)	Bad	144	
Lazy	23 (16%)	34 (23,6%)	36 (25%)	33 (22,9%)	18 (12,5%)	Hard-working	144	
Pleasant	18 (12,5%)	29 (20,1%)	66 (45,8%)	25 (17,4%)	6 (4,2%)	Unpleasant	144	
Unfriendly	6 (4,2%)	25 (17,4%)	47 (32,6%)	50 (34,7%)	16 (11,1%)	Friendly	144	
Cowardly	16 (11,1%)	31 (21,5%)	57 (39,6%)	30 (20,8%)	10 (6,9%)	Brave	144	
Hygienic	35 (24,5%)	46 (32,2%)	35 (24,5%)	16 (11,2%)	11 (7,7%)	Unhygienic	143	1
Ungrateful	23 (16%)	37 (25,7%)	35 (24,3%)	34 (23,6%)	15 (10,4%)	Grateful	144	
Loyal	15 (10,4%)	30 (20,8%)	54 (37,5%)	29 (20,1%)	16 (11,1%)	Disloyal	144	

WHITES/WESTERNERS in general are ...

						n	Missing data
Fair	5 (3,5%)	11 (7,6%)	61 (42,4%)	54 (37,5%)	12 (8,3%)	Unfair	143
Reliable	0	12 (8,3%)	45 (31,3%)	69 (47,9%)	18 (12,5%)	Unreliable	144
Dishonest	0	15 (10,4%)	53 (36,8%)	62 (43,1%)	14 (9,7%)	Honest	144
Boring	4 (2,8%)	11 (7,6%)	57 (39,6%)	51 (35,4%)	21 (14,6%)	Interesting	144
Wise	3 (2,1%)	14 (9,7%)	38 (26,4%)	64 (44,4%)	25 (17,4%)	Foolish	144
Worthless	1 (0,7%)	7 (4,9%)	40 (27,8%)	67 (46,5%)	29 (20,1%)	Valuable	144
Cruel	2 (1,4%)	16 (11,1%)	60 (41,7%)	52 (36,1%)	14 (9,7%)	Kind	144
Good	0	10 (7%)	53 (37,1%)	55 (38,5%)	25 (17,5%)	Bad	143
Lazy	4 (2,8%)	13 (9%)	45 (31,3%)	59 (41%)	23 (16%)	Hard-working	144
Pleasant	3 (2,1%)	14 (9,7%)	42 (29,2%)	58 (40,1%)	27 (18,8%)	Unpleasant	144
Unfriendly	3 (2,1%)	16 (11,1%)	37 (25,7%)	59 (41%)	29 (20,1%)	Friendly	144
Cowardly	2 (1,4%)	12 (8,3%)	67 (46,5%)	49 (34%)	14 (9,7%)	Brave	144
Hygienic	5 (3,5%)	9 (6,3%)	21 (14,7%)	58 (40,6%)	50 (35%)	Unhygienic	143
Ungrateful	4 (2,8%)	24 (16,7%)	50 (34,7%)	52 (36,1%)	14 (9,7%)	Grateful	144
Loyal	2 (1,4%)	9 (6,3%)	53 (36,8%)	52 (36,1%)	28 (19,4%)	Disloyal	144

SECTION G: LANGUAGE IMPORTANCE

- 1 Please estimate the percentage of the total population of your cultural group (as indicated at Question 11 of Section A) in the Vaal Triangle region.

0 - 20 %	6 (4,8%)
21 - 40 %	20 (16,1%)
41 - 60 %	60 (48,4%)
61 - 80 %	36 (29%)
81 - 100 %	2 (1,6%)

(n = 124; missing data = 20)

- 2 How highly is your home language (as indicated at Question 4 of Section A) regarded in the Vaal Triangle region?

Not highly at all	1 (0,7%)	2 (1,4%)	25 (17,5%)	75 (52,4%)	40 (28%)	Extremely highly
-------------------	----------	----------	------------	------------	----------	------------------

(n = 143; missing data = 1)

- 3 How highly is your home language regarded internationally?

Not highly at all	57 (39,6%)	42 (29,2%)	35 (24,3%)	6 (4,2%)	4 (2,8%)	Extremely highly
-------------------	------------	------------	------------	----------	----------	------------------

(n = 144)

- 4 How often is your home language used in government services (e.g. registration offices, courts of law etc) in the Vaal Triangle region?

Not at all	5 (3,5%)	47 (32,6%)	53 (36,8%)	30 (20,8%)	9 (6,3%)	Exclusively
------------	----------	------------	------------	------------	----------	-------------

(n = 144)

- 5 How much control does your cultural group have over economic and business matters in the Vaal Triangle region?

None at all	6 (4,2%)	25 (17,5%)	62 (43,4%)	45 (31,5%)	5 (3,5%)	Exclusive control
-------------	----------	------------	------------	------------	----------	-------------------

(n = 143; missing data = 1)

- 6 To what extent is your home language used on radio and television?

Not at all	2 (1,4%)	50 (34,7%)	57 (39,6%)	29 (20,1%)	6 (4,2%)	Exclusively
------------	----------	------------	------------	------------	----------	-------------

(n = 144)

- 7 How highly is your cultural group regarded in the Vaal Triangle region?

Not highly at all	2 (1,4%)	7 (4,9%)	49 (34,3%)	61 (42,7%)	24 (16,8%)	Extremely highly
-------------------	----------	----------	------------	------------	------------	------------------

(n = 143; missing data = 1)

- 8 To what extent does your cultural group represent a numeric minority or majority in the Vaal Triangle region?

Very small minority	6 (4,2%)	34 (23,6%)	73 (50,7%)	23 (16%)	8 (5,6%)	Very large majority
---------------------	----------	------------	------------	----------	----------	---------------------

(n = 144)

- 9 To what extent is your home language a medium of instruction at schools in the Vaal Triangle region?

Not at all	1 (0,7%)	8 (5,6%)	23 (16%)	76 (52,8%)	36 (25%)	Exclusively
------------	----------	----------	----------	------------	----------	-------------

(n = 144)

- 10 How much political power does your cultural group have in the Vaal Triangle region?

None at all	3 (2,1%)	19 (13,2%)	80 (55,6%)	39 (27,1%)	3 (2,1%)	Complete power
-------------	----------	------------	------------	------------	----------	----------------

(n = 144)

- 11 To what extent is your home language used in business in the Vaal Triangle region?

Not at all	0	22 (15,3%)	63 (43,8%)	53 (36,8%)	6 (4,2%)	Exclusively
------------	---	------------	------------	------------	----------	-------------

(n = 144)

- 12 How well is your cultural group represented in the cultural life (e.g. plays, concerts, music performances) of the Vaal Triangle region?

Not at all	4 (2,8%)	18 (12,5%)	50 (34,7%)	56 (38,9%)	16 (11,1%)	Extremely well
------------	----------	------------	------------	------------	------------	----------------

(n = 144)

- 13 How strong and active is your cultural group in the Vaal Triangle region?

Not at all	3 (2,1%)	13 (9,1%)	44 (30,8%)	62 (43,4%)	21 (14,7%)	Extremely strong
------------	----------	-----------	------------	------------	------------	------------------

(n = 143; missing data = 1)

- 14 To what extent will the numbers of your cultural group increase or decrease in the Vaal Triangle region in the future?

Decrease sharply	8 (4,5%)	38 (26,4%)	74 (51,4%)	23 (16%)	1 (0,7%)	Increase sharply
------------------	----------	------------	------------	----------	----------	------------------

(n = 144)

- 15 How wealthy will your cultural group be in the Vaal Triangle region in the future?

Not wealthy at all	6 (4,2%)	25 (17,4%)	75 (52,1%)	32 (22,2%)	6 (4,2%)	Extremely wealthy
--------------------	----------	------------	------------	------------	----------	-------------------

(n = 144)

- 16 How proud are members of your cultural group in the Vaal Triangle region of their culture and history?

Not at all	3 (2,1%)	12 (8,3%)	44 (30,6%)	53 (36,8%)	32 (22,2%)	Extremely proud
------------	----------	-----------	------------	------------	------------	-----------------

(n = 144)

- 17 To what extent are newspapers, magazines and books published in your home language?

Not at all	0	10 (6,9%)	48 (33,3%)	68 (47,2%)	18 (12,5%)	Exclusively
------------	---	-----------	------------	------------	------------	-------------

(n = 144)

- 18 To what extent will your cultural group remain a distinctive group in the Vaal Triangle region in the future?

Not at all	3 (2,1%)	15 (10,6%)	63 (44,4%)	52 (36,6%)	9 (6,3%)	To a large extent
------------	----------	------------	------------	------------	----------	-------------------

(n = 142; missing data = 2)

- 19 To what extent are the symbols of your cultural group (e.g. flag, anthem, songs etc) recognised officially in the Vaal Triangle region?

Not at all	8 (5,6%)	24 (16,7%)	54 (37,5%)	41 (28,5%)	17 (11,8%)	Exclusively
------------	----------	------------	------------	------------	------------	-------------

(n = 144)

- 20 To what extent is your home language a medium of instruction at this Technikon?

Not at all	2 (1,5%)	12 (8,9%)	63 (46,7%)	38 (28,1%)	20 (14,8%)	Exclusively
------------	----------	-----------	------------	------------	------------	-------------

(n = 135; missing data = 9)

- 21 To what extent is your cultural group allowed to use their symbols (e.g. flag, anthem, songs, cultural weapons etc) in public in the Vaal Triangle region?

Not at all	5 (3,5%)	19 (13,2%)	45 (31,3%)	44 (30,6%)	31 (21,5%)	Exclusively
------------	----------	------------	------------	------------	------------	-------------

(n = 144)

- 22 To what extent is the culture and identity of your cultural group threatened in the Vaal Triangle region?

Not at all	20 (6,9%)	33 (22,9%)	62 (43,1%)	30 (20,8%)	9 (6,3%)	To a large extent
------------	-----------	------------	------------	------------	----------	-------------------

(n = 144)

- 23 To what extent is the language of your group protected in the Vaal Triangle region?

Not at all	4 (2,8%)	19 (13,2%)	49 (34%)	60 (41,7%)	12 (8,3%)	To a large extent
------------	----------	------------	----------	------------	-----------	-------------------

(n = 144)

- 24 To what extent do you think it is important to speak more than one language in South Africa?

Not important at all	2 (1,4%)	5 (3,5%)	21 (14,6%)	34 (23,6%)	82 (56,9%)	Extremely important
----------------------	----------	----------	------------	------------	------------	---------------------

(n = 144)

APPENDIX E: Frequency results – Southern Sotho respondents

SECTION A: BIOGRAPHICAL DATA

3 AGE

Age	Frequency
16-18	26 (30,6%)
19-21	33 (38,8%)
22-24	15 (17,6%)
25+	11 (12,9%)

- 6 What is the HIGHEST educational qualification of your father? Please mark the appropriate block with a cross (X).

My father died when I was still very young – I do not know	9 (10,5%)
Do not know my father	10 (11,6%)
Did not attend school	10 (11,6%)
Standard 3 or lower	4 (4,7%)
Standard 4 or 5	4 (4,7%)
Standard 6 or 7	10 (11,6%)
Standard 8 or 9	8 (9,3%)
Standard 10 / Equivalent qualification	11 (12,8%)
Standard 10 plus post-school qualification (Not graduated)	8 (9,3%)
Completed first degree / diploma	12 (14%)

- 7 What is the HIGHEST educational qualification of your mother? Please mark the appropriate block with a cross (X).

My mother died when I was still very young – I do not know	5 (5,8%)
Do not know my mother	3 (3,5%)
Did not attend school	6 (7%)
Standard 3 or lower	4 (4,7%)
Standard 4 or 5	7 (8,1%)
Standard 6 or 7	15 (17,4%)
Standard 8 or 9	12 (14%)
Standard 10 / Equivalent qualification	6 (7%)
Standard 10 plus post-school qualification (Not graduated)	5 (5,8%)
Completed first degree / diploma	23 (26,7%)

- 10 Please mark the FACULTY/SCHOOL in which you study.

Applied Sciences	11 (12,8%)
Engineering	26 (30,2%)
Humanities	3 (3,5%)
Management Sciences	29 (33,7%)
High School B	17 (19,8%)

- 13 Each cultural group can be identified by specific characteristics.

	Totally unimportant	Reasonably unimportant	Cannot say	Reasonably important	Extremely important
1 A specific language	7 (8,2%)	2 (2,4%)	10 (11,8%)	18 (21,2%)	41 (56,5%)
2 Specific physical characteristics	9 (10,7%)	11 (13,1%)	14 (16,7%)	27 (32,1%)	23 (27,4%)
3 A specific country or region	6 (7,2%)	14 (16,9%)	7 (8,4%)	25 (30,1%)	31 (37,3%)
4 A specific history or historical background	3 (3,8%)	5 (6,3%)	10 (12,5%)	15 (18,8%)	47 (58,5%)
5 A specific descent, origin or kinship	3 (3,8%)	11 (14,1%)	15 (19,2%)	19 (24,4%)	30 (38,5%)
6 To accommodate many cultures	23 (27,4%)	9 (10,7%)	11 (13,1%)	27 (32,1%)	14 (16,7%)
7 A specific religion	12 (14,1%)	16 (18,8%)	12 (14,1%)	15 (17,6%)	30 (35,3%)
8 A specific political party	26 (30,2%)	19 (22,1%)	23 (26,7%)	10 (11,6%)	8 (9,3%)
9 Specific rites and traditions	2 (2,4%)	11 (12,9%)	7 (8,2%)	19 (22,4%)	46 (54,1%)
10 Specific values	9 (10,8%)	7 (8,4%)	9 (10,8%)	27 (32,1%)	31 (37,3%)
11 A specific flag	23 (27,4%)	14 (16,7%)	16 (19%)	11 (13,1%)	20 (23,8%)
12 To understand many languages	6 (7,2%)	11 (13,3%)	6 (7,2%)	27 (32,5%)	33 (39,8%)
13 A specific anthem or song	6 (7%)	12 (14%)	7 (8,1%)	17 (19,8%)	44 (51,2%)
14 Specific festivals, holy days or public holidays	15 (17,4%)	12 (14%)	4 (4,7%)	25 (29,1%)	30 (34,9%)
15 To know more about other cultures	7 (8,2%)	18 (21,2%)	14 (16,5%)	23 (27,1%)	23 (27,1%)
16 A specific status or position in SA society	8 (9,4%)	11 (12,9%)	11 (13,1%)	30 (35,3%)	24 (28,2%)
17 Specific songs/forms of music/forms of dance	6 (7,1%)	10 (11,8%)	3 (3,5%)	29 (34,1%)	37 (43,5%)
18 Specific uniforms, attire or accessories, clothes, cultural weapons, beads	11 (13,1%)	15 (17,9%)	7 (8,3%)	17 (20,2%)	34 (40,5%)
19 A specific ideology	5 (6,2%)	11 (13,6%)	28 (34,6%)	26 (32,1%)	11 (13,6%)
20 Specific ideals or aspirations	2 (2,5%)	6 (7,4%)	25 (30,9%)	29 (35,8%)	19 (23,5%)
21 Know many languages	4 (4,7%)	15 (17,6%)	3 (3,5%)	23 (27,1%)	40 (47,1%)

15 To what extent do you identify with EACH of the following groups?

	Not at all	To a small degree	Do not know	To a reasonable degree	To a large degree
1 Africans	7 (8,2%)	14 (16,5%)	7 (8,2%)	28 (32,9%)	29 (34,1%)
2 South Africans	0	5 (5,8%)	5 (5,8%)	20 (23,3%)	56 (65,1%)
3 Blacks	1 (1,2%)	4 (4,8%)	2 (2,4%)	14 (16,7%)	63 (75%)
4 Whites	7 (8,4%)	16 (19,3%)	13 (15,7%)	34 (41%)	13 (15,7%)
5 Afrikaners	26 (31,3%)	23 (27,7%)	16 (19,3%)	15 (18,1%)	3 (3,6%)
6 Afrikaans-speaking whites	23 (28,4%)	20 (24,7%)	15 (18,5%)	19 (23,5%)	4 (4,9%)
7 English-speaking whites	9 (11%)	6 (7,3%)	9 (11%)	39 (47,6%)	19 (23,2%)
8 Coloureds	12 (14,3%)	13 (15,5%)	19 (22,6%)	29 (34,5%)	11 (13,1%)
9 Indians	18 (22,2%)	21 (25,9%)	15 (18,5%)	19 (23,5%)	8 (9,8%)

SECTION B: Values Scale

	Of little or no importance	Of some importance	Important	Very important
1 Authority 1	19 (22,1%)	31 (36%)	21 (24,4%)	15 (17,4%)
2 Autonomy 1	13 (15,1%)	13 (15,1%)	17 (19,8%)	43 (50%)
3 Cultural identity 1	20 (23,5%)	8 (9,4%)	16 (18,8%)	41 (48,2%)
4 Own lifestyle 1	13 (15,3%)	14 (16,5%)	26 (30,6%)	32 (37,6%)
5 Social interaction 1	3 (3,5%)	8 (9,3%)	24 (27,9%)	51 (59,3%)
6 Social relations 1	4 (4,7%)	18 (21,2%)	28 (32,9%)	35 (41,2%)
7 Spirituality 1	3 (3,6%)	5 (6%)	10 (11,9%)	66 (78,6%)
8 Authority 2	3 (3,5%)	13 (15,1%)	24 (27,9%)	46 (53,5%)
9 Autonomy 2	24 (27,9%)	18 (20,9%)	23 (26,7%)	21 (24,4%)
10 Cultural identity 2	27 (31,4%)	20 (23,3%)	24 (27,9%)	15 (17,4%)
11 Own lifestyle 2	12 (14,3%)	16 (19%)	22 (26,2%)	34 (40,5%)
12 Social interaction 2	12 (14,3%)	16 (19%)	24 (28,6%)	32 (38,1%)
13 Social relations 2	17 (20%)	19 (22,4%)	29 (34,1%)	20 (23,5%)
14 Spirituality 2	8 (9,4%)	17 (20%)	33 (38,8%)	27 (31,8%)
15 Authority 3	7 (8,2%)	18 (21,2%)	33 (38,8%)	27 (31,8%)
16 Autonomy 3	11 (12,8%)	16 (18,6%)	30 (34,9%)	29 (33,7%)
17 Cultural identity 3	5 (5,9%)	15 (17,6%)	31 (36,5%)	34 (40%)

18 Own lifestyle 3	28 (32,6%)	19 (22,1%)	22 (25,6%)	17 (19,8%)
19 Social interaction 3	17 (20%)	20 (23,5%)	24 (28,2%)	24 (28,2%)
20 Social relations 3	27 (32,1%)	23 (27,4%)	20 (23,8%)	14 (16,7%)
21 Spirituality 3	3 (3,5%)	6 (7%)	22 (25,6%)	55 (64%)
22 Authority 4	11 (12,8%)	18 (20,9%)	27 (31,4%)	30 (34,9%)
23 Autonomy 4	8 (9,4%)	12 (14,1%)	21 (24,7%)	44 (51,8%)
24 Cultural identity 4	6 (7,1%)	9 (10,6%)	26 (30,6%)	44 (51,8%)
25 Own lifestyle 4	19 (22,6%)	10 (11,9%)	26 (31%)	29 (34,5%)
26 Social interaction 4	2 (2,4%)	5 (6%)	15 (18,1%)	61 (73,5%)
27 Social relations 4	12 (14,1%)	17 (20%)	25 (29,4%)	31 (36,5%)
28 Spirituality 4	0	9 (10,7%)	21 (25%)	54 (64,3%)
29 Authority 5	20 (23,5%)	20 (23,5%)	33 (38,8%)	12 (14,1%)
30 Autonomy 5	28 (33,7%)	27 (32,5%)	17 (20,5%)	11 (13,3%)
31 Cultural identity 5	5 (6%)	19 (22,6%)	37 (44%)	23 (27,4%)
32 Own lifestyle 5	13 (15,3%)	5 (5,9%)	23 (27,1%)	44 (51,8%)
33 Social interaction 5	3 (3,5%)	3 (3,5%)	28 (32,9%)	51 (60%)
34 Social relations 5	4 (4,7%)	12 (14,1%)	31 (36,5%)	38 (44,7%)
35 Spirituality 5	1 (1,2%)	5 (5,9%)	29 (34,1%)	50 (58,8%)

SECTION C: GROUP IDENTITY

	Disagree strongly	Disagree	Neutral	Agree	Agree strongly
1. Loyalty towards my own ethnic or cultural group is particularly important to me	2 (2,3%)	2 (2,3%)	9 (10,5%)	29 (33,7%)	44 (51,2%)
2. It upsets me when other people speak negatively about my own ethnic or cultural group	5 (5,8%)	5 (5,8%)	5 (5,8%)	23 (26,7%)	48 (55,8%)
3. Preserving the identity of my own ethnic or cultural group is not very important to me	8 (9,3%)	11 (12,8%)	15 (17,4%)	31 (36%)	21 (24,4%)
4. I do not want to belong to any other ethnic or cultural group	21 (24,4%)	13 (15,1%)	15 (17,4%)	20 (23,3%)	17 (19,8%)
5. I would be willing to take action if the identity of my own ethnic or cultural group is threatened	4 (4,8%)	6 (7,2%)	18 (21,7%)	29 (34,9%)	26 (31,3%)
6. I respect a person who takes pride in the special qualities of his or her ethnic or cultural group	1 (1,2%)	2 (2,3%)	6 (7%)	30 (34,9%)	47 (54,7%)
7. Commitment to the culture of my own ethnic or cultural group is a major source of security in my life	6 (7,1%)	4 (4,7%)	23 (27,1%)	30 (35,3%)	22 (25,9%)
8. Protecting the customs of my own ethnic or cultural group is unnecessary	9 (10,5%)	8 (9,3%)	11 (12,8%)	33 (38,4%)	25 (29,1%)
9. I have spent time trying to find out more about my own ethnic or cultural group, such as its history, traditions, and customs	5 (5,9%)	13 (15,3%)	17 (20%)	36 (42,4%)	14 (16,5%)
10. I am active in organisations or social groups that include mostly members of my own ethnic or cultural group	11 (12,9%)	20 (23,5%)	31 (36,5%)	16 (18,8%)	7 (8,2%)
11. I have a clear sense of my ethnic or cultural background and what it means to me	2 (2,4%)	7 (8,3%)	14 (16,7%)	37 (44%)	24 (28,6%)
12. I think a lot about how my life is affected by my ethnic or cultural group membership	9 (10,5%)	14 (16,3%)	12 (14%)	34 (39,5%)	17 (19,8%)
13. I am happy that I am a member of the ethnic or cultural group that I belong to	5 (5,8%)	1 (1,2%)	8 (9,3%)	21 (24,4%)	51 (59,3%)
14. I am not very clear about the role of ethnicity or cultural identity in my life	2 (2,3%)	12 (14%)	31 (36%)	17 (19,8%)	24 (27,9%)
15. I understand pretty well what my ethnic or cultural group membership means to me, in terms of how to relate to my own group and to other groups	2 (2,3%)	7 (8,1%)	16 (18,6%)	39 (45,3%)	22 (25,6%)
16. I have a lot of pride in my ethnic or cultural group and its accomplishments	3 (3,5%)	4 (4,7%)	15 (17,4%)	29 (33,7%)	35 (40,7%)
17. I have a strong sense of belonging to my own ethnic or cultural group	2 (2,4%)	6 (7,1%)	10 (11,9%)	35 (41,7%)	31 (36,9%)
18. I participate in cultural practices of my own group, such as special food, music, or customs	14 (16,5%)	7 (8,2%)	19 (22,4%)	25 (29,4%)	20 (23,5%)
19. I feel a strong attachment towards my own ethnic or cultural group	5 (5,8%)	8 (9,3%)	22 (25,6%)	33 (38,4%)	18 (20,9%)
20. I sometimes feel uncomfortable about my cultural or ethnic background	5 (5,8%)	12 (14%)	16 (18,6%)	18 (20,9%)	35 (40,7%)

SECTION D1: Group identity

	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly
1. I believe that being black is a positive experience.	2 (2,3%)	1 (1,2%)	10 (11,6%)	31 (36%)	42 (48,8%)
2. I know through experience what Black in South Africa means.	0	4 (4,7%)	15 (17,6%)	38 (44,7%)	28 (32,9%)
3. I feel unable to involve myself in white experiences and am increasing my involvement in Black experiences.	15 (17,6%)	20 (23,5%)	26 (30,6%)	15 (17,6%)	9 (10,6%)
4. I believe that large numbers of Blacks are untrustworthy.	21 (25%)	25 (29,8%)	20 (23,8%)	11 (13,1%)	7 (8,3%)
5. I feel an overwhelming attachment to Black people.	3 (3,7%)	4 (4,9%)	22 (26,8%)	33 (40,2%)	20 (24,4%)
6. I involve myself in causes that will help all oppressed people.	4 (4,8%)	12 (14,3%)	19 (22,6%)	27 (32,1%)	22 (26,2%)
7. I feel comfortable wherever I am.	3 (3,6%)	22 (26,2%)	10 (11,9%)	18 (21,4%)	31 (36,9%)
8. I believe that White people look and express themselves better than Blacks.	19 (22,6%)	19 (22,6%)	16 (19%)	6 (7,1%)	24 (28,6%)
9. I feel very uncomfortable around Black people.	57 (67,1%)	19 (22,4%)	6 (7,1%)	2 (2,4%)	1 (1,2%)
10. I feel good about being Black, but do not limit myself to Black activities.	2 (2,3%)	5 (5,8%)	14 (16,3%)	34 (39,5%)	31 (36%)
11. I often find myself referring to White people as "boere", "whities", "settlers" etc.	31 (36,5%)	18 (21,2%)	19 (22,4%)	12 (14,1%)	5 (5,9%)
12. I believe to be Black is not necessarily good.	44 (52,4%)	17 (20,2%)	8 (9,6%)	9 (10,7%)	6 (7,1%)
13. I believe that certain aspects of the Black experience apply to me, and others do not.	6 (7,1%)	17 (20,2%)	26 (31%)	29 (34,5%)	6 (7,1%)
14. I frequently confront the system and the man.	8 (9,5%)	12 (14,3%)	48 (57,1%)	13 (15,5%)	3 (3,6%)
15. I believe that Black people should learn to think and experience life in ways which are similar to White people.	21 (24,7%)	18 (21,2%)	18 (21,2%)	15 (17,6%)	13 (15,3%)
16. I constantly involve myself in Black political and social activities (art shows, political meetings, Black music shows etc.)	8 (9,4%)	16 (18,8%)	17 (20%)	32 (37,6%)	12 (14,1%)
17. I involve myself in social action and political groups even if there are no other Blacks involved.	11 (12,9%)	14 (16,5%)	22 (25,9%)	27 (31,8%)	11 (12,9%)
18. I believe that the world should be interpreted from a Black perspective.	11 (12,8%)	17 (19,8%)	38 (44,2%)	14 (16,3%)	6 (7%)
19. I have changed my life style to fit my beliefs about Black people.	13 (15,5%)	21 (25%)	21 (25%)	24 (28,6%)	5 (6%)
20. I feel excitement and joy in Black surroundings.	3 (3,5%)	3 (3,5%)	12 (14,1%)	37 (43,5%)	30 (35,3%)
21. I believe that Africa is a dark, strange and uncivilised continent.	36 (42,4%)	25 (29,4%)	13 (15,3%)	9 (10,6%)	2 (2,4%)
22. People, regardless of their race, have strengths and limitations.	3 (3,5%)	3 (3,5%)	16 (18,6%)	23 (26,7%)	41 (47,7%)
23. I find myself reading a lot of Black literature and thinking about being Black.	10 (11,6%)	22 (25,6%)	20 (23,3%)	22 (25,6%)	12 (14%)
24. I feel guilty and/or anxious about some of the things I believe about Black people.	16 (18,6%)	18 (20,9%)	23 (26,7%)	24 (27,9%)	5 (5,8%)

25. I believe that a Black person's most effective weapon for solving problems is to become part of the White person's world.	32 (38,1%)	26 (31%)	13 (15,5%)	8 (9,5%)	5 (6%)
26. I speak my mind regardless of the consequences (e.g. being kicked out of school, being imprisoned, being exposed to danger).	15 (17,4%)	20 (23,3%)	15 (17,4%)	21 (24,4%)	15 (17,4%)
27. I believe that everything Black is good, and consequently, I limit myself to Black activities.	8 (9,4%)	27 (32,5%)	29 (34,9%)	13 (15,7%)	6 (7,2%)
28. I am determined to maintain my Black identity.	1 (1,2%)	2 (2,3%)	14 (16,3%)	32 (37,2%)	37 (43%)
29. I believe that White people are intellectually superior to Blacks.	35 (42,7%)	23 (28%)	16 (19,5%)	5 (6,1%)	3 (3,7%)
30. I believe that because I am Black, I have many strengths.	11 (13,3%)	21 (25,3%)	11 (13,3%)	21 (25,3%)	19 (22,9%)
31. I feel that Black people do not have as much to be proud of as White people do.	31 (36,5%)	25 (29,4%)	7 (8,2%)	13 (15,3%)	9 (10,6%)
32. Most Blacks I know are failures.	40 (48,2%)	18 (21,7%)	14 (16,9%)	10 (12%)	1 (1,2%)
33. I believe that White people should feel guilty about the way that they have treated Blacks in the past.	3 (3,6%)	6 (7,1%)	8 (9,5%)	27 (32,1%)	40 (47,6%)
34. White people can't be trusted.	12 (14,3%)	27 (32,1%)	26 (31%)	8 (9,5%)	11 (13,1%)
35. In today's society if Black people don't achieve, they have only themselves to blame.	13 (15,1%)	9 (10,5%)	12 (14%)	27 (31,4%)	25 (29,1%)
36. The most important thing about me is that I am Black.	5 (5,8%)	7 (8,1%)	16 (18,6%)	14 (16,3%)	44 (51,2%)
37. Being Black just feels natural to me.	3 (3,8%)	1 (1,3%)	3 (3,8%)	26 (32,9%)	46 (58,2%)
38. Other Black people have trouble accepting me because my life experiences have been so different from their experiences.	13 (15,1%)	38 (44,2%)	14 (16,3%)	14 (16,3%)	7 (8,1%)
39. Black people who have any White people's blood should feel ashamed.	33 (38,4%)	24 (27,9%)	14 (16,3%)	6 (7%)	9 (10,5%)
40. Sometimes, I wish I belonged to the White races.	52 (60,5%)	20 (23,3%)	5 (5,8%)	6 (7%)	3 (3,5%)
41. The people I respect most are White.	34 (39,5%)	34 (39,5%)	13 (15,1%)	5 (5,8%)	0
42. A person's race usually is not important to me.	6 (7%)	10 (11,6%)	9 (10,5%)	30 (34,9%)	31 (36%)
43. I feel anxious when white people compare me to other members of my race.	18 (21,2%)	21 (24,7%)	20 (23,5%)	17 (20%)	9 (10,6%)
44. I can't feel comfortable with either Black people or White people.	39 (36,1%)	33 (39,8%)	14 (16,9%)	5 (6%)	1 (1,2%)
45. A person's race has little to do with whether or not he/she is a good person.	6 (7,1%)	7 (8,3%)	6 (7,1%)	28 (33,3%)	37 (44%)
46. When I am with Black people, I pretend to enjoy the things they enjoy.	41 (48,2%)	28 (32,9%)	5 (5,9%)	7 (8,2%)	4 (4,7%)
47. When a stranger who is Black does something embarrassing in public, I get embarrassed.	8 (9,4%)	6 (7,1%)	12 (14,1%)	24 (28,2%)	35 (41,2%)
48. I believe that a Black person can be close friends with a White person.	2 (2,3%)	6 (7%)	6 (7%)	21 (24,4%)	51 (59,3%)
49. I am satisfied with myself.	2 (2,4%)	2 (2,4%)	1 (1,2%)	7 (8,1%)	73 (84,9%)
50. I have a positive attitude about myself because I am Black.	6 (7%)	3 (3,5%)	7 (8,1%)	13 (15,1%)	57 (66,3%)

SECTION E: ATTITUDES TOWARDS SPECIFIC GROUPS

BLACKS/AFRICANS in general are ...

						n	Missi data
Fair	6 (7,1%)	10 (11,8%)	27 (31,8%)	17 (20%)	25 (29,4%)	Unfair	85
Reliable	8 (9,5%)	8 (9,5%)	29 (34,5%)	22 (26,2%)	17 (20,2%)	Unreliable	84
Dishonest	2 (2,4%)	15 (17,9%)	28 (33,3%)	20 (23,8%)	19 (22,6%)	Honest	84
Boring	2 (2,4%)	5 (6%)	10 (11,9%)	23 (27,4%)	44 (52,4%)	Interesting	84
Wise	2 (2,4%)	9 (10,8%)	26 (31,3%)	17 (20,5%)	29 (34,9%)	Foolish	83
Worthless	5 (6%)	9 (10,7%)	14 (16,7%)	23 (27,4%)	33 (39,3%)	Valuable	84
Cruel	6 (7,1%)	8 (9,5%)	21 (25%)	25 (29,8%)	24 (28,6%)	Kind	84
Good	2 (2,4%)	6 (7,1%)	23 (27,1%)	27 (31,8%)	27 (31,8%)	Bad	85
Lazy	3 (3,5%)	4 (4,7%)	14 (16,5%)	15 (17,6%)	49 (57,6%)	Hard-working	85
Pleasant	0	6 (7,2%)	21 (25,3%)	24 (28,9%)	32 (38,6%)	Unpleasant	83
Unfriendly	5 (6%)	3 (3,6%)	11 (13,1%)	22 (26,2%)	43 (51,2%)	Friendly	84
Cowardly	3 (3,6%)	2 (2,4%)	7 (8,4%)	22 (26,5%)	49 (59%)	Brave	83
Hygienic	6 (7,1%)	10 (11,6%)	29 (34,1%)	16 (18,8%)	24 (28,2%)	Unhygienic	85
Ungrateful	5 (5,9%)	3 (3,5%)	12 (14,1%)	34 (40%)	31 (36,5%)	Grateful	85
Loyal	5 (5,9%)	8 (9,4%)	22 (25,9%)	25 (29,4%)	25 (29,4%)	Disloyal	85

WHITES/WESTERNERS in general are ...

						n	Missing data
Fair	19 (22,4%)	12 (14,1%)	24 (28,2%)	15 (17,6%)	15 (17,6%)	Unfair	85 1
Reliable	8 (9,4%)	8 (9,4%)	27 (31,8%)	20 (23,5%)	22 (25,9%)	Unreliable	85 1
Dishonest	7 (8,2%)	12 (14,1%)	31 (36,5%)	22 (25,9%)	13 (15,9%)	Honest	85 1
Boring	7 (8,3%)	12 (14,3%)	26 (31%)	23 (27,4%)	16 (19%)	Interesting	84 2
Wise	5 (5,9%)	4 (4,7%)	27 (31,8%)	21 (24,7%)	28 (32,9%)	Foolish	85 1
Worthless	5 (5,9%)	5 (5,9%)	22 (25,9%)	26 (30,6%)	27 (31,8%)	Valuable	85 1
Cruel	13 (15,5%)	13 (15,5%)	31 (36,9%)	15 (17,9%)	12 (14,3%)	Kind	84 2
Good	5 (5,9%)	14 (16,5%)	22 (25,9%)	21 (24,7%)	23 (27,1%)	Bad	85 1
Lazy	25 (29,1%)	10 (11,6%)	14 (16,3%)	18 (20,9%)	19 (22,1%)	Hard-working	86 0
Pleasant	10 (11,8%)	8 (9,4%)	28 (32,9%)	20 (23,5%)	19 (22,4%)	Unpleasant	85 1
Unfriendly	11 (12,9%)	12 (14,1%)	22 (25,9%)	23 (27,1%)	17 (20%)	Friendly	85 1
Cowardly	15 (17,6%)	9 (10,6%)	28 (32,9%)	14 (16,5%)	19 (22,4%)	Brave	85 1
Hygienic	8 (9,6%)	7 (8,4%)	23 (27,7%)	17 (20,5%)	28 (33,7%)	Unhygienic	83 3
Ungrateful	9 (10,7%)	11 (13,1%)	21 (25%)	23 (27,4%)	20 (23,8%)	Grateful	84 2
Loyal	9 (10,6%)	13 (15,3%)	32 (37,6%)	14 (16,5%)	17 (20%)	Disloyal	85 1

SECTION G: LANGUAGE IMPORTANCE

- 1 Please estimate the percentage of the total population of your cultural group (as indicated at Question 11 of Section A) in the Vaal Triangle region.

0 - 20 %	5 (6,4%)
21 - 40 %	6 (7,7%)
41 - 60 %	25 (32,1%)
61 - 80 %	32 (41%)
81 - 100 %	10 (12,8%)

(n = 78; missing data = 8)

- 2 How highly is your home language (as indicated at Question 4 of Section A) regarded in the Vaal Triangle region?

Not highly at all	6 (7,1%)	6 (7,1%)	13 (15,3%)	28 (32,9%)	32 (37,6%)	Extremely highly
-------------------	----------	----------	------------	------------	------------	------------------

(n = 85; missing data = 1)

- 3 How highly is your home language regarded internationally?

Not highly at all	28 (33,7%)	17 (20,5%)	18 (21,7%)	14 (16,9%)	6 (7,2%)	Extremely highly
-------------------	------------	------------	------------	------------	----------	------------------

(n = 83; missing data = 3)

- 4 How often is your home language used in government services (e.g. registration offices, courts of law etc) in the Vaal Triangle region?

Not at all	21 (25%)	16 (19%)	21 (25%)	19 (22,6%)	7 (8,3%)	Exclusively
------------	----------	----------	----------	------------	----------	-------------

(n = 84; missing data = 2)

- 5 How much control does your cultural group have over economic and business matters in the Vaal Triangle region?

None at all	13 (15,7%)	17 (20,5%)	25 (30,1%)	19 (22,9%)	9 (10,8%)	Exclusive control
-------------	------------	------------	------------	------------	-----------	-------------------

(n = 83; missing data = 3)

- 6 To what extent is your home language used on radio and television?

Not at all	0	6 (7,1%)	18 (21,2%)	26 (30,6%)	35 (41,2%)	Exclusively
------------	---	----------	------------	------------	------------	-------------

(n = 85; missing data = 1)

- 7 How highly is your cultural group regarded in the Vaal Triangle region?

Not highly at all	4 (4,7%)	11 (12,9%)	20 (23,5%)	28 (32,9%)	22 (25,9%)	Extremely highly
-------------------	----------	------------	------------	------------	------------	------------------

(n = 85; missing data = 1)

- 8 To what extent does your cultural group represent a numeric minority or majority in the Vaal Triangle region?

Very small minority	3 (3,5%)	13 (15,3%)	16 (18,8%)	22 (25,9%)	31 (36,5%)	Very large majority
---------------------	----------	------------	------------	------------	------------	---------------------

(n = 85; missing data = 1)

- 9 To what extent is your home language a medium of instruction at schools in the Vaal Triangle region?

Not at all	14 (16,5%)	12 (14,1%)	21 (24,7%)	19 (22,4%)	19 (22,4%)	Exclusively
------------	------------	------------	------------	------------	------------	-------------

(n = 85; missing data = 1)

- 10 How much political power does your cultural group have in the Vaal Triangle region?

None at all	18 (21,2%)	12 (14,1%)	21 (24,7%)	24 (28,2%)	10 (11,8%)	Complete power
-------------	------------	------------	------------	------------	------------	----------------

(n = 85; missing data = 1)

- 11 To what extent is your home language used in business in the Vaal Triangle region?

Not at all	18 (21,4%)	17 (20,2%)	22 (26,2%)	20 (23,8%)	7 (8,3%)	Exclusively
------------	------------	------------	------------	------------	----------	-------------

(n = 84; missing data = 2)

- 12 How well is your cultural group represented in the cultural life (e.g. plays, concerts, music performances) of the Vaal Triangle region?

Not at all	6 (7,1%)	9 (10,7%)	24 (28,6%)	23 (27,4%)	22 (26,2%)	Extremely well
------------	----------	-----------	------------	------------	------------	----------------

(n = 84; missing data = 2)

- 13 How strong and active is your cultural group in the Vaal Triangle region?

Not at all	6 (7,1%)	9 (10,6%)	23 (27,1%)	27 (31,8%)	20 (23,5%)	Extremely strong
------------	----------	-----------	------------	------------	------------	------------------

(n = 85; missing data = 1)

- 14 To what extent will the numbers of your cultural group increase or decrease in the Vaal Triangle region in the future?

Decrease sharply	5 (5,9%)	10 (11,8%)	17 (20%)	20 (23,5%)	33 (38,8%)	Increase sharply
------------------	----------	------------	----------	------------	------------	------------------

(n = 85; missing data = 1)

- 15 How wealthy will your cultural group be in the Vaal Triangle region in the future?

Not wealthy at all	5 (6%)	9 (10,8%)	18 (21,7%)	23 (27,7%)	28 (33,7%)	Extremely wealthy
--------------------	--------	-----------	------------	------------	------------	-------------------

(n = 83; missing data = 3)

- 16 How proud are members of your cultural group in the Vaal Triangle region of their culture and history?

Not at all	6 (7,1%)	6 (7,1%)	18 (21,4%)	19 (22,6%)	35 (41,7%)	Extremely proud
------------	----------	----------	------------	------------	------------	-----------------

(n = 84; missing data = 2)

- 17 To what extent are newspapers, magazines and books published in your home language?

Not at all	12 (14,3%)	24 (28,6%)	21 (25%)	14 (16,7%)	13 (15,5%)	Exclusively
------------	------------	------------	----------	------------	------------	-------------

(n = 84; missing data = 2)

- 18 To what extent will your cultural group remain a distinctive group in the Vaal Triangle region in the future?

Not at all	8 (9,5%)	4 (4,8%)	28 (33,3%)	26 (31%)	18 (21,4%)	To a large extent
------------	----------	----------	------------	----------	------------	-------------------

(n = 84; missing data = 2)

- 19 To what extent are the symbols of your cultural group (e.g. flag, anthem, songs etc) recognised officially in the Vaal Triangle region?

Not at all	18 (21,4%)	16 (19%)	20 (23,8%)	17 (20,2%)	13 (15,5%)	Exclusively
------------	------------	----------	------------	------------	------------	-------------

(n = 84; missing data = 2)

- 20 To what extent is your home language a medium of instruction at this Technikon?

Not at all	40 (48,8%)	12 (14,6%)	14 (17,1%)	10 (12,2%)	6 (7,3%)	Exclusively
------------	------------	------------	------------	------------	----------	-------------

(n = 82; missing data = 4)

- 21 To what extent is your cultural group allowed to use their symbols (e.g. flag, anthem, songs, cultural weapons etc) in public in the Vaal Triangle region?

Not at all	26 (31%)	8 (9,5%)	22 (26,2%)	19 (22,6%)	9 (10,7%)	Exclusively
------------	----------	----------	------------	------------	-----------	-------------

(n = 84; missing data = 2)

- 22 To what extent is the culture and identity of your cultural group threatened in the Vaal Triangle region?

Not at all	38 (45,2%)	17 (20,2%)	18 (21,4%)	7 (8,3%)	4 (4,8%)	To a large extent
------------	------------	------------	------------	----------	----------	-------------------

(n = 84; missing data = 2)

- 23 To what extent is the language of your group protected in the Vaal Triangle region?

Not at all	15 (17,9%)	13 (15,5%)	22 (26,2%)	14 (16,7%)	20 (23,8%)	To a large extent
------------	------------	------------	------------	------------	------------	-------------------

(n = 84; missing data = 2)

- 24 To what extent do you think it is important to speak more than one language in South Africa?

Not important at all	0	0	4 (4,8%)	9 (10,7%)	71 (84,5%)	Extremely important
----------------------	---	---	----------	-----------	------------	---------------------

(n = 84; missing data = 2)

Summary

Cultural identity and acquisition planning for English as a second language in South Africa

English undeniably holds high status in South Africa and several people opt to learn English as a second language (L2). Despite overwhelmingly positive attitudes, low levels of English L2 proficiency are widely reported. The low levels of English L2 proficiency indicate that acquisition planning for English as a L2 is not effective enough.

Research indicates that successful implementation of language planning is dependent upon a thorough understanding of the linguistic and social attitudes of the learners for whom language plans are developed. This information is not readily available for South African learners of English as a L2. Furthermore, social approaches to L2 learning are inherently unable to provide information applicable to the South African context, because these approaches: (1) focus on integrative motivation that overlooks the influence of cultural identity on L2 proficiency and (2) hold essentialist and static views of cultural identity. Therefore, it is difficult to obtain the information required for effective acquisition planning for English as a L2 in South Africa.

The main purpose of the study is to determine how a better understanding of cultural identity can improve acquisition planning for English as a L2. The secondary aims of the study are:

- to analyse the acquisition planning context for English as a L2 in South Africa,
- to determine the English L2 proficiency of two groups of L2 learners of English in South Africa (L1 speakers of Afrikaans and Southern Sotho respectively) as representatives of the broader L2 community in South Africa,
- to describe their cultural identities,
- to determine if aspects of cultural identity are related to the English L2 proficiency of the subjects (Pearson Product Moment correlations), and

- to determine if aspects of cultural identity contribute to variance in the English L2 proficiency (stepwise multiple regression analysis) of the subjects.

The final outcome of this study is to draft a proposal to improve acquisition planning for English as a L2 in multilingual South Africa. This implies that both the unintentional acquisition planning that resulted from language in education policies for South African education in the past, as well as the tentative acquisition planning goals put forward by, for example, the Langtag (1996) report, could be improved. Two methods are utilised in this study: a literature survey and an empirical investigation. Literature about acquisition planning in multilingual contexts, cultural identity and social approaches to L2 learning are reviewed. The empirical investigation is mainly focused on the realisation of the secondary aims of the study. The dependent variable of this study is English L2 proficiency. Independent variables are aspects of cultural identity. Cultural identity is regarded as an umbrella term for values, lifestyle, ethnicity, racial identity, attitudes towards groups, language usage and ethnolinguistic vitality.

The most important findings from this study are that:

- acquisition planning for English as a L2 is not effective for Southern Sotho learners;
- cultural identities of Afrikaans and Southern Sotho respondents are complex;
- there is a relationship between the cultural identities of Afrikaans and Southern Sotho learners and their English L2 proficiency; and
- language planning can be improved on the basis of the new knowledge about the cultural identities of Afrikaans and Southern Sotho learners and their relationship to English L2 proficiency.

Based on these findings, the following recommendations are made:

- Recommendation 1: that transformation, affirmative action and reconstruction and development plans have overt language requirements.

- Recommendation 2: that English L2 learning contexts take cognisance of the multilingual nature of South African society and the resultant multidimensional cultural identities of English L2 learners.
- Recommendation 3: that the L1 is used in English L2 learning contexts to enhance literacy-related (academic) language proficiency development.
- Recommendation 4: that in-group pride and a more inclusive attitude towards humanity in general be reflected in English L2 learning contexts.
- Recommendation 5: that learning activities in the English L2 learning context focus on developing a more autonomous lifestyle among learners.

The complex nature of the cultural identities of Afrikaans and Southern Sotho respondents makes it difficult to find a way to use this information effectively in order to improve acquisition planning for English as a L2. The cultural identities are complex, because they incorporate seemingly conflicting notions. Attitudes from government and South Africans in general towards these complexities inherent to multilingual societies show that few people understand the general societal benefits of engaging with these complexities. Reorienting the minds of South Africans about these matters present the biggest challenge to implementation.

Key words

cultural identity, social identity, ethnicity, racial identity, language planning, acquisition planning, second language learning, multilingualism, language attitudes

Opsomming

Kulturele identiteit en verwerwingsbeplanning vir Engels as 'n tweede taal in Suid-Afrika

Engels het ongetwyfeld 'n hoë status in Suid-Afrika en baie mense kies om Engels as 'n tweede taal (T2) te leer. Ten spyte van oorweldigende positiewe houdings, word lae vlakke van Engelse vaardigheid wyd gerapporteer. Die lae vlakke van Engelse T2-vaardigheid dui daarop dat verwerwingsbeplanning vir Engels as 'n T2 nie effektief genoeg is nie.

Navorsing dui daarop dat suksesvolle implementering van taalbeplanning afhanklik is van 'n deeglike begrip van die linguistiese en sosiale houdings van die leerders vir wie die taalplanne ontwikkel word. Hierdie inligting is nie gereedlik beskikbaar vir Suid-Afrikaanse leerders van Engels as 'n T2 nie. Daarbenewens is sosiale benaderings tot T2-leer inherent nie in staat om inligting te verskaf wat toepaslik is vir die Suid-Afrikaanse konteks nie, omdat hierdie benaderings: (1) fokus op die integrerende motivering wat die invloed van kulturele identiteit op T2-vaardigheid miskyk en (2) essensialistiese en statiese opvattinge oor kulturele identiteit huldig. Daarom is dit moeilik om die inligting te bekom wat nodig is vir effektiewe verwerwingsbeplanning vir Engels as 'n T2 in Suid-Afrika.

Die hoofdoel van die studie is om vas te stel hoe 'n beter begrip van kulturele identiteit verwerwingsbeplanning vir Engels as 'n T2 kan verbeter. Sekondêre doelwitte van die studie is:

- om die verwerwingsbeplanningskonteks vir Engels as 'n T2 in Suid-Afrika te analiseer,
- om die Engelse T2-vaardigheid van twee groepe T2-leerders van Engels in Suid-Afrika (T1-sprekers van Afrikaans en Suid-Sotho onderskeidelik) as verteenwoordigers van die breër T2-gemeenskap in Suid-Afrika vas te stel,
- om hulle kulturele identiteite te beskryf,

- om te bepaal of aspekte van kulturele identiteit verwant is aan die Engelse T2-vaardigheid van die subjekte (Pearson Produkmoment -korrelasies), en
- om te bepaal of aspekte van kulturele identiteit bydra tot die variansie in die Engelse T2-vaardigheid (stapsgewyse meervoudige regressie-analise) van die subjekte.

Die finale uitkoms van hierdie studie is om 'n voorstel op te stel om die verwerwingsbeplanning vir Engels as 'n T2 in meertalige Suid-Afrikaanse te verbeter. Dit impliseer dat beide onintensionele verwerwingsbeplanning wat geresulteer het uit onderwysstaalbeleide vir die Suid-Afrikaanse onderwysstelsel in die verlede, asook die tentatiewe verwerwingsbeplanningsdoelwitte wat, byvoorbeeld, in die Langtag (1996) verslag voorgestel word, verbeter kan word.

Twee metodes word aangewend in hierdie studie: 'n literatuuroorsig en 'n empiriese ondersoek. Literatuur oor verwerwingsbeplanning in meertalige kontekste, kulturele identiteit en sosiale benaderings tot T2-aanleer word bestudeer. Die empiriese ondersoek fokus hoofsaaklik op die sekondêre doelwitte van hierdie studie. Die afhanklike veranderlike in hierdie studie is Engelse T2-vaardigheid. Die onafhanklike veranderlikes is aspekte van kulturele identiteit. Kulturele identiteit word beskou as 'n sambreelterm vir waardes, lewenstyl, etnisiteit, rasse-identiteit, houdings teenoor groepe, taalgebruik en etnolinguistiese lewensvatbaarheid.

Die vernaamste bevindinge van hierdie studie is dat:

- verwerwingsbeplanning vir Engels as 'n T2 is nie effektief vir Suid-Sotho-leerders nie;
- die kulturele identiteite van die Afrikaanse en Suid-Sotho-respondente kompleks is;
- daar 'n verwantskap tussen die kulturele identiteite van Afrikaanse en Suid-Sotho-leerders en hulle Engelse T2-vaardigheid is; en

- taalbeplanning kan verbeter word op die basis van nuwe kennis oor die kulturele identiteite van Afrikaanse en Suid-Sotho-leerders en hulle verhouding tot die Engelse T2-vaardigheid.

Op die basis van hierdie bevindinge word die volgende aanbevelings gemaak:

- Aanbeveling 1: dat transformasie, regstellende aksie en rekonstruksie en ontwikkelingsplanne openlike taalvereistes stel.
- Aanbeveling 2: dat Engelse T2-aanleerkontekste kennis neem van die meertalige aard van die Suid-Afrikaanse samelewing en die gevolglike multidimensionele kulturele identiteite van Engelse T2-leerders.
- Aanbeveling 3: dat die T1 gebruik word in Engelse T2-aanleerkontekste om akademiese geletterdheidstaalvaardighede te ontwikkel.
- Aanbeveling 4: dat in-groep trots en 'n meer inklusiewe houding teenoor die mensheid in die algemeen in Engelse T2-aanleerkontekste weerspieël word.
- Aanbeveling 5: dat leeraktiwiteite in die Engelse T2-aanleerkonteks daarop fokus om 'n meer outonome lewenstyl onder leerders te kweek.

Die komplekse aard van die kulturele identiteite van Afrikaanse en Suid-Sotho respondente maak dit moeilik om 'n manier te vind om hierdie inligting effektief te gebruik om verwerwingsbeplanning vir Engels as 'n T2 te verbeter. Die kulturele identiteite is kompleks, omdat dit klaarblyklik konflikterende begrippe inkorporeer. Houdings van die regering en Suid-Afrikaners in die algemeen teenoor hierdie kompleksiteite wat inherent aan meertalige gemeenskappe is dui daarop dat min mense die algemene sosiale voordele daarvan begryp om met hierdie kompleksiteite erns te maak. Die heroriëntasie van Suid-Afrikaners se denkwyses oor hierdie sake bied die grootste uitdaging vir implementering.

Sleutel terme

Kulturele identiteit, sosiale identiteit, etnisiteit, rasse-identiteit, taalbeplanning, verwerwingsbeplanning, tweedetaal-aanleer, meertaligheid, taalhoudings