

**FAMILY LANGUAGE POLICY: Deliberate  
decisions by parents to educate their children  
via Afrikaans despite access to English in the  
family**

**SJ Mostert**

 **orcid.org 0000-0001-9081-3141**

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Supervisor: Prof AS Coetzee-Van Rooy

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Student number: 22404546

**Dedicated to**  
**The wind beneath my wings**  
**The beat of my heart**  
**Shirley Gail Garland**

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“But what I thought, and what I still think, and always will, is that she saw me. Nobody else has ever seen me — me, [Stephanie Flanagan Mostert] — like that. Not my parents, not [anyone]. Love is one thing — recognition is something else”.

— Peter S. Beagle, Tamsin

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## **Abstract**

Despite an expressed awareness of the hegemony and high status of English in the world today, there are English dominant and English-Afrikaans families within the Vaal Triangle Region, who opt for Afrikaans as the language of teaching and learning for their children. This study endeavoured to investigate this phenomenon, set against the backdrop of main-stream beliefs which advocate the endangerment of Afrikaans owing to what is seen as the 'infiltration' of English across various domains.

In this, predominantly qualitative study, a degree of mixed method approach is implemented in order to determine the motives that drive the contradictory decision-making of the parents in question, in terms of the choice of language of teaching and learning for their children, as set about both explicitly and implicitly in their respective Family Language Policies (FLP).

The methods used to gain insight into the perspectives and beliefs of the participants, included two main elements; the first of which was a questionnaire consisting of closed- and open-ended questions, followed by an interview phase where elaboration and candid discussions regarding the Family Language Policies and education decisions of the participants could be determined. This method provided data rich in the beliefs, strategies and concerns of the participants.

The main findings of the study explain the complexities involved in the implementation of a Family Language Policy, which has an influence on the choices made regarding the language medium of education for the children. The most important finding from the data is that the participants believe that it is important for their children to, at least, be equibilingual within the linguistically pluralistic context of South Africa. The parents therefore foster bilingualism in various ways, to ensure the participants' desired outcome for their children.

Despite the awareness of the present pressures on the Afrikaans language, there are still individuals who choose this language within the home, within education, and within social groups. Families are opting for Afrikaans, despite the perceived threat that English poses to the language.

In a country, thus, where languages have such a strong political, cultural and social value, this study suggests that the role of Family Language Policy is of paramount importance and that the fact that these parents foster a form of multi- or bilingualism, negates the unwarranted negative beliefs held about linguisticide in South Africa and promotes the idea of awareness of the importance of bi- and/or multilingualism.

**Key terms:** Bilingualism, dominant language, equibilingualism, Family Language Policy (FLP), fostering bilingualism, language endangerment, language repertoire, language vitality

## Table of Contents

Chapter 1: Introducing the study.....	1
1.1 Introduction and contextualisation .....	1
1.2 Research questions .....	6
1.3 Objectives.....	8
1.4 Central theoretical argument .....	8
1.5 Methodology .....	8
1.6 Ethical considerations.....	10
1.7 Contribution of the study.....	10
1.8 Chapter division .....	11
Chapter 2: Literature review .....	13
2.1 Introduction .....	13
2.2 Part One: Overview of terminology and concepts.....	15
2.2.1 Mother tongue language .....	15
2.2.2 Home language .....	15
2.2.3 Dominant language .....	16
2.2.4 Medium of instruction versus language of learning and teaching .....	16
2.2.5 Equibilingualism .....	16
2.3 Part Two: Critical evaluation of literature on language maintenance and shift.....	17
2.4 Part Three: Family Language Policies.....	21
2.5 Chapter conclusion.....	25

Chapter 3: Methodology .....	26
3.1 Literature review .....	26
3.2 Explanatory mixed methodology.....	28
3.3 Data collection process .....	28
3.4 Selecting the participants (sampling).....	29
3.5 Questionnaire .....	30
3.5.1 Participants.....	30
3.5.2 Questionnaire design .....	30
3.6 Interview .....	32
3.6.1 Participants.....	32
3.6.2 Interview design .....	32
3.6.3 Conducting the interviews .....	33
3.7 Transcriptions and coding process.....	34
3.8 Field notes.....	35
3.9 Data analyses.....	36
3.10 Limitations of the study.....	37
3.11 Chapter conclusion .....	38
Chapter 4: Presentation and discussion of findings .....	40
4.1 Introduction .....	40
4.2 Questionnaire data .....	40
4.2.1 Description and exposition of biographical information.....	40

4.2.2 Open-ended questions discussion .....	42
4.2.3 Dominant language .....	46
4.2.4 Dominant home language.....	48
4.2.5 Order of languages learnt of the participants.....	49
4.2.6 Perceptions of the dominant language.....	50
4.2.7 Perceptions of the second dominant language .....	60
4.3 Conclusion of questionnaire data findings.....	69
4.4 Interview data .....	69
4.4.1 Description of participants for interview phase.....	69
4.4.2 Method of analysis .....	69
4.4.3 Broad narrative of themes .....	73
4.4.4 Contextualisation and bilingualism narrative .....	74
4.4.5 Bilingualism is important.....	76
4.4.6 Mutual bilingualism within the South African context .....	86
4.4.7 Fostering bilingualism.....	93
4.4.8 Influences determining participants' decisions regarding their children's LoLT .....	106
4.4.9 Language vitality factors related to FLP choices.....	119
4.5 Field notes.....	136
4.6 Chapter conclusion.....	137
Chapter 5: Conclusion and recommendations.....	139
5.1 Introduction .....	139

5.2 Answering the research questions.....	139
5.2.1 Answering research question 1: Which factors contribute to the establishment of an FLP in the case of the participating parents?.....	139
5.2.2 Answering research question 2: Why do the participating parents opt for Afrikaans as the language of learning and teaching in cases where one of the parents is a mother tongue speaker of English? .....	140
5.2.3 Answering research question 3: What is the nature of the FLPs of the participating parents in terms of its implicit or explicitness? .....	141
5.2.4 Answering research question 4: What are the implications of the findings for understanding the factors that contribute to the emergence of FLPs in this unique context, especially for the maintenance of Afrikaans?.....	142
5.3 Limitations of and recommendations for future studies.....	142
5.4 Concluding remarks .....	143
Reference list.....	145
Annexure A1 – Information letter .....	153
Annexure A2 – Informed consent.....	155
Annexure B – Questionnaire: Family Language experiences and decisions .....	156
Annexure C – Interview: Family Language decisions and experiences .....	168

## List of tables

Table 1: South Africa's population by home language spoken per province.....	13
Table 2: Questionnaire data with participants' biographical information.....	41
Table 3: Dominant languages of participants .....	42
Table 4: Order of languages of participants learnt .....	49
Table 5: Ranking of the top 3 dominant languages perceived by participants.....	50
Table 6: Age of acquisition and motivation for dominant language learnt.....	51
Table 7: Factors that contribute to learning and current use of dominant language.....	58
Table 8: Age of acquisition and motivation for second dominant language learnt.....	61
Table 9: Factors that contribute to learning and current use of second dominant language .....	67
Table 10: Interview data with participants' biographical information .....	69
Table 11: List of frequencies.....	70

## List of figures

Figure 1: Bilingualism is important .....	77
Figure 2: Mutual bilingualism .....	87
Figure 3: Fostering bilingualism .....	93
Figure 4: Participants' reasons for or influences determining LoLT decision .....	107
Figure 5: Language vitality factors related to FLP choice .....	120
Figure 6: Endangerment of Afrikaans .....	127
Figure 7: Vitality of Afrikaans .....	132

## List of graphs

Graph 1: Perception of participating parents about language used to initiate conversation .....	43
Graph 2: Perception of participating parents about their children's dominant language of communication at home.....	44
Graph 3: Previous schooling of participating children in English.....	44
Graph 4: Participants' perceptions of the dominant languages of their parents, themselves and their partners.....	47
Graph 5: Perceived home language(s) used mostly by participants and by their partners .....	48
Graph 6: Perception of proficiency in specific language skills for the dominant language .....	54
Graph 7: Participants' attitudes and perceptions towards their self-reported dominant language.....	56
Graph 8: Perception of proficiency in specific language skills for the second dominant language.....	63
Graph 9: Participants' attitudes and perceptions towards their self-reported second dominant language.....	65

# CHAPTER 1: INTRODUCING THE STUDY

## 1.1 Introduction and contextualisation

Various researchers, such as Raidt (1997), Kamwangamalu (2003), Anthonissen (2009), Webb (2010) and Van der Walt and Klapwijk (2015) acknowledge the significant spread of English in the world today. One of the ways in which this spread is evident is in the fact that often, English is added as an additional language to the language repertoires of people speaking a number of other home languages. This is no different in South Africa, a country which is known for its multilingual diversity owing to its eleven official languages, but where the hegemony of English is also present in its influence on the linguistic repertoires of people.

One of the South African languages, Afrikaans, is a language of contention especially in terms of its replacement by, or enrichment with English. This study is concerned with the choices that people make in favour of the Afrikaans language which is, by some, considered to be in extreme danger, because of the hegemony of the English language. In some contexts, within multilingual South Africa, there is expressed fear that the acquisition of English to the language repertoires of people threatens the future existence of the home language. This is emphasised by Anthonissen's (2009) research on families where the home language and language of learning and teaching<sup>1</sup> changed from an Afrikaans dominant to an English dominant situation over three generations, as well as by Kamwangamalu's harsh statement: "the fact remains that, in the context of South Africa, English is spreading like wildfire and has even infiltrated the family domain" (Kamwangamalu, 2003:68). In these statements, it is evident that there is a shift in the dominant languages of some people, within South African homes, towards English.

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<sup>1</sup> Van der Walt (2013) argues that the term "language of learning and teaching" should be used in stead of "medium of instruction" when referring to the language in which a child is taught and through which s/he learns, in an educational environment, because it expresses the complexities related to the function of language in learning and teaching more clearly than the concept 'medium of instruction' which seems to imply if one just uses the correct medium, learning and teaching would take place unhindered. Therefore, this term will be used throughout the dissertation.

These terms and the concepts to which they refer, will be critically reviewed in the literature chapter (Section 2.1.4) of the dissertation.

Furthermore, Kamwangamalu (2003:77) states that:

[i]n education, English is the medium of instruction<sup>2</sup> at more than 80 percent of South African schools ... in the new South Africa, English reigns supreme and its hegemony is felt nationwide, especially in the higher domains.

In addition to Kamwangamalu (2003), Van der Walt and Klapwijk (2015:294) explain that:

the status of English as the only or most preferred medium of instruction in South African schools results in schools opting for one language of instruction. This trend is growing, particularly in the Intermediate and Senior Phases.

The findings from the abovementioned studies could be indicative of reported language shift towards – and in support of English – in the South African context.

In South Africa, there is a long history that documents the struggle of Afrikaans people to have Afrikaans recognised as an official language, and also to develop Afrikaans as a language of literature and science at the highest levels. In the post-1994 South Africa, concerns have been raised regarding the survival and vitality of Afrikaans across various domains. Raidt (1997) already indicated a decline in the stability of Afrikaans in its higher status functions, which included the medium of instruction at higher education levels. This decline is even more visible today, as Afrikaans has formally been removed as the LoLT from a number of tertiary institutions (Webb, 2010). Despite this position, Afrikaans is by no means numerically, in terms of numbers of speakers, a small language as is indicated in Census 2011 results, which report 6 855 082 home language users of Afrikaans in the country – a 15% growth since 2001 (Coetzee-Van Rooy, 2012a). Afrikaans is in no regard an under-developed language, as it has a strong literature and literary tradition and several higher education institutions could offer the highest levels of education via Afrikaans. Despite this, researchers such as De Klerk and Bosch (1998), Anthonissen (2009), Steyn and Duvenhage (2011) and Webb (2010) still claim that the

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<sup>2</sup> Despite the researcher's decision to use LoLT throughout the dissertation, this is a direct quote. Further direct quotes will be handled in the same way.

high status functions of Afrikaans are under pressure in the post-1994 South Africa.

Afrikaans has undergone a dramatic shift in terms of its socio-political position in South Africa. With the declaration of the current language policy in 1994 Afrikaans changed from being one of the two official languages (with English) to being one of the eleven official languages. Moreover, it is beleaguered and loaded with negative connotations of decades of association with the Apartheid government, which had made special efforts to favour the language (De Klerk & Bosch, 1998:44).

In the context of the language in education policy, it is evident that English is becoming an increasingly important language as LoLT in schools and tertiary institutions. Raidt (1997) explicitly expressed concerns regarding the pressure on Afrikaans in the education domain. This pressure is also evident in the concerns raised by society as presented in Maroela Media (Rademeyer, 2017). Here the concerns are voiced regarding the pressure from the government to have Afrikaans-medium schools transform by accommodating English learners. According to Steyn and Duvenhage (2011), there are clear indications that the number of single medium Afrikaans schools is decreasing. There are also reports of Afrikaans parents who opt to send their children to English-medium schools, which is apparent when one considers the focus groups in the research conducted by Anthonissen (2009) and De Klerk and Bosch (1998). As reported by the SAOU (“Suid-Afrikaanse Onderwyserunie” / South African Democratic Teachers Union) and in accordance with Anthonissen (2009) and De Klerk and Bosch (1998), Steyn and Duvenhage (2011) explain that 51% of Afrikaans speaking coloured and 15% of Afrikaans speaking white school-going children are educated in English as medium of instruction. This excludes children who are in the English stream of parallel-medium schools across the country. Webb (2010:357) reports that:

[t]he reduction of the single-medium Afrikaans schools means, of course, that the schools concerned have all become dual- or parallel-medium schools with English being used alongside Afrikaans as medium of instruction (MoI), and possibly even becoming the main MoI.

The situation of the language of learning and teaching in higher education in South Africa is no different, as several universities have abandoned teaching practices in Afrikaans, and shifted to English only as language of learning and teaching. According to Webb

(2010), of the five universities that used Afrikaans as the sole language of learning and teaching and three functionally bilingual (Afrikaans and English) universities, “there are only two universities in which Afrikaans is used to a significant degree as medium of instruction” (Webb, 2010:357).

Despite this marked shift from Afrikaans to English, some research proposes opposing evidence on the matter. Dyers (2008a) found a number of factors within her focus group, supporting the maintenance of Afrikaans in some domains, despite being in contact with English. This is also supported by the findings presented by Thutloa and Huddlestone (2011:66), where they established that “[w]hile the prestige and socio-economic mobility attached to the English language is a factor which could inspire language shift” it was not the case in the study of the two location-specific communities relevant to their study. What is important to note in these studies, is however, that the focus groups were very small, and that the findings can therefore not be generalised to the broader context of South Africa.

Deumert (2010:14) defines language shift as “any change in the dominant language of an individual, especially with reference to the home domain” and according to Kamwangamalu (2003), language maintenance is the opposite definition of language shift. Further, Ndlangamandla (2010) expressed his view of the importance that every generation has the responsibility to pass on their language to the next generation to achieve language maintenance. In most of the research focussing on language shift and maintenance, considering the contribution of language attitudes and the relationships between identity and language in the language acquisition process, Fishman’s idea of domains comes to the fore. Fishman (1965:68-77) suggests that the use of a specific language depends on the group, the situation and the topic of discussion, which he refers to as the domains of language behaviour. Fishman (1965:77-79) elaborates further and distinguishes four sources of variance in language behaviour, namely media variance, role variance, situational variance and, lastly, domain variance, all of which seem to determine language maintenance or shift to some degree.

Considering Fishman’s (1965) concept of domains of language behaviour, a relatively new field of research has sparked the interest of language behaviour researchers. Family language policies (FLP), within various contexts, are being examined in the hope of trying

to determine whether families put specific policies in place to either encourage or discourage language learning regarding certain community languages (Curd-Christian, 2013). King and Fogle (2006:696) explain that research into this field explores how families “come to establish their ‘family language policies’, that is, what [they] mean here to be overt, explicit decisions about how language is allocated within family language communication”. In the study King and Fogle (2006:695) found that the implementation of FLPs “ha[s] become incorporated into mainstream parenting practices” in order to promote additive bilingualism. According to Wei (2000:6) additive bilingualism is a variety of bilingualism where a person’s two languages combine in a complementary and enriching fashion. However, the majority of FLP studies were conducted in countries that do not hold the multilingual diversity that is found in South Africa.

In the Vaal Triangle Region, Southern Sotho, Zulu and Afrikaans are regarded as dominant community languages. In this region, there is evidence that some parents, where at least one of the partners is English, opt to send their children to Afrikaans-medium schools. This observation seems to go against the global and national reports according to which English is increasingly viewed as the main language of education, also in several South African contexts (Webb, 2010). The main aim of this study is to investigate this phenomenon mostly qualitatively, in order to determine whether, how and why a possible trend is emerging, where parents who have access to English in the home, opt for Afrikaans as language of learning and teaching for their children. If this trend is confirmed to some extent, it could hold far-reaching implications for general beliefs about the importance of English as a medium of instruction in some contexts. For example, it could re-position English by adjusting the view that it only as a language of hegemony; and it could re-position Afrikaans by revising the view of it as the stigmatised language of apartheid. These potential changes towards English and Afrikaans could influence language in education policies and the general attitudes that South Africans have towards these languages. It could also provide additional information about the upward trend towards the maintenance of Afrikaans in the post-1994 South Africa. Ultimately, understanding how and why this trend is emerging in the South African context could provide important insights for parents in similar contexts across the world in terms of FLPs.

The perception of English as a dominant world-language has prompted much research, in South Africa specifically focusing on Afrikaans parents opting for English school instruction (Anthonissen, 2009; Kamwangamalu 2003; De Klerk & Bosch, 1998; Steyn & Duvenhage, 2011; Van der Walt & Klapwijk, 2015). These parents tend to believe that educating their children in English would be beneficial to them regarding educational opportunity and social mobility. In this study however, the other side of this phenomenon will be investigated. Here the focus will fall on English families, electing Afrikaans as language of education for their children. In this study, data related to this phenomenon will be critically evaluated, in order to establish the validity of the generalisations made in studies where there is a perceived shift away from Afrikaans towards English. To achieve a comprehensive understanding of both sides of this coin it is crucial to undertake studies that investigate families who choose a language different to the home language (i.e. English) as the LoLT for their children.

This study hopes to make a contribution in this regard, by presenting data from participants who belong to English home language families or bi-/multilingual families who select Afrikaans as language of education for their children. Based on the view of English as the language of success and domination (Kamwangamalu, 2003; De Klerk & Bosch, 1998; Anthonissen, 2009) it is important to determine the motives of English parents who are opting for Afrikaans education, because these reasons could highlight various ways of thinking about language and education within the current English community in South Africa. In doing so, it could be established which factors inform parents when they develop and implement FLPs in order to assist them in the decision-making process, regarding their children's education. A better understanding of the reasons parents give in opting for Afrikaans in these contexts could, in turn, provide additional information that could assist in discussions about FLPs and their influence in the possible shift to Afrikaans in this community, the maintenance of Afrikaans in general or even attempts by parents to ensure stable, additive bilingualism for their children across the world. The data could potentially also inform thinking about the use of indigenous African languages in education in South Africa.

## **1.2 Research questions**

This research project will determine why parents opt for their children to have Afrikaans

as language of learning and teaching in school, despite having access to English at home via the presence of a dominant language speaker of English (a parent)<sup>3</sup>. Therefore, the main research question in this study is: Which factors contribute to the constitution of formal or informal FLPs that explain why some parents in the Vaal Triangle Region opt for Afrikaans as the language of learning and teaching for their children in school in cases where one of the parents is a mother tongue speaker of English?

In addition, to understand the motives of the parents who opt for Afrikaans in the presence of English and in doing so devise some form of FLP, secondary research questions need to be posed to gather information about the factors that inform the FLPs of the participants. These are needed to understand what the implicit or explicit FLPs are, why, how, where and when they are implemented, as well as whether participants have an understanding of the notion of an FLP. At present, it is unclear whether such FLPs are implicitly, or explicitly put into place, when establishing a language of learning and teaching for their children. Furthermore, little is known about the implications of understanding FLP's within the unique context of the Vaal Triangle Region. The secondary research questions therefore are:

- Which factors contribute to the establishment of an FLP in the case of the participating parents?
- Why do the participating parents opt for Afrikaans as the language of learning and teaching in cases where one of the parents is a mother tongue speaker of English?
- What is the nature of the FLPs of the participating parents in terms of it being implicit or explicit?
- What are the implications of the findings for understanding the factors that contribute to the emergence of FLPs in this unique context, especially for the maintenance of Afrikaans?

In order to gather data relevant to this study, the most important sources to access information that will assist in answering the research questions, will be the opinions and

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<sup>3</sup> A person's mother tongue language refers to the language that they grew up speaking at home, whereas home language refers to the language that is spoken the most in the home where the person resides at present. These two concepts, as well as the concept of dominant language, will be clearly distinguished and explained in the dissertation.

views of parents themselves, i.e. of adults who have opted to put their children into schools where Afrikaans is used as the language of learning and teaching for their children.

### **1.3 Objectives**

The specific objectives of this study are as follows:

- to establish which factors influence the decisions made by the participating parents when they opt to put their children in schools where Afrikaans is used as the language of learning and teaching.
- to determine why the participating parents, opt to educate their children in schools where Afrikaans is used as the language of learning and teaching, where one of the parents is a mother tongue speaker of English.
- to ascertain the nature of the emerging implicit or explicit FLPs held by the participating parents.
- finally, to establish how the findings of this study provide insight into FLPs within the unique context of the Vaal Triangle Region, especially in connection with the maintenance of Afrikaans.

### **1.4 Central theoretical argument**

English is a highly prestigious language, globally and in South Africa. It has a particularly high profile in education. When despite this, FLPs inform decisions to the contrary, it is important to determine what can be learnt about FLPs, as well as the prestige thereof in education, from the unique cases where parents opt for Afrikaans education in a context where at least one of the parents is a mother tongue speaker of English.

### **1.5 Methodology**

The study adopts an explanatory mixed methods approach for data collection. This entails a combination of data sets that are of a quantitative (questionnaires), as well as qualitative (interviews and field notes) nature. Ivankova, Creswell and Plano Clark (2010) explain that an explanatory mixed method design is used in such a way that the quantitative results are further explained and clarified by the qualitative information that

is obtained through face to face interactions and in-depth understanding of the research topic being addressed. In this study, the questionnaire data provided a baseline set of information about the biographical information of participants, information about their language repertoires and their general ideas about their FLP. The main aim of the open-ended questions about FLP matters in the questionnaire was to start a process of reflection with the participants that would be advanced during the interviews. In this way, the brief answers provided in the open-ended questions related to FLPs in the questionnaire, would be explained further during the interviews. This approach was very effective and some participants even referred to “explaining more fully” during the interviews explicitly (discussed in Chapter 4).

This approach seems to be the preferred data collection method used, in order to obtain empirical data with regard to FLPs. During the review process of available literature on FLP studies, the predominant approach used in FLP studies has been qualitative by nature, in which interviews with families were conducted in order to obtain relevant information from participants. The qualitative approach, interviews in general, provide first-hand responses from the participants, ensuring the collection of rich data.

Fourteen families, from the Vaal Triangle Region of Gauteng, participated in this study. The primary selection criteria for the families were that the families needed to have at least one English parent within the home, and these parents must have selected Afrikaans as the language of learning and teaching for their children. In some cases, the participating families were known to the researcher. Here the researcher was already aware of the fact that the families met the criteria in order to be viable participants. In other cases, suitable families were identified by means of a combination of criterion and snowball sampling. Further detail on the sampling process will be provided in Chapter 3.

For this study, empirical data was collected by means of three complementing data sets; data set one consists of a set of quantitative questionnaires which were completed by each individual participant in the study. The second data set comprised of an interview with each participating family, with predetermined questions which, to a degree, coincide with the open-ended questions in the questionnaire, followed by data set three, which is a collection of field notes taken by the researcher.

This section merely provides an outline of the methodological approach for this study. A comprehensive explanation on the approach will be discussed in further detail in Chapter 3. All of the instruments that were used in the data collection process are available in the Annexures and will also be discussed in Chapter 3.

### **1.6 Ethical considerations**

The participants in the study are from the adult community, who are not vulnerable. The participants were informed in detail about the nature of the study and asked to sign an informed consent form before any data were collected. The participants were guaranteed that the information that they provided would be used for research purposes only and that the data would be reported anonymously in my Master's dissertation, in books, journal articles and at academic conferences. The participants were assured that there should not be any experience of discomfort while completing the questionnaire; and apart from contributing information for research purposes, there are no direct benefits that would arise from their participation. The participants were informed that their participation was completely voluntary and that should they decide to leave the study, they could do so at any point in time.

This research project was conducted under the ethics clearance allocated to the umbrella project "Multilingual repertoires and attitudes towards languages known" – under direction of Professor A.S. Coetzee-Van Rooy (NWU Ethics clearance number: NWU-00031-07-S1 [2012-2017]).

### **1.7 Contribution of the study**

This study can be useful to determine the reasons why parents are opting for Afrikaans as language of learning and teaching instead of English in this context, despite the public opinion and views put forward by a number of scholars that English is an important language, especially in education. In other words, in the study unique data will be gathered about FLPs in the specific context of the Vaal Triangle Region. A fair amount of research has been conducted supporting second language English speakers shifting from their native language (or suppressing it), especially in the context of using English as language of learning and teaching at school, as explained in the literature section above.

In contrast, little or no research has been conducted in the Vaal Triangle Region or in South Africa elucidating the reasons for the decisions of parents to opt for Afrikaans-medium education in the case of families where parents have English and another language in the home domain. Ultimately, responses from language communities lead to language maintenance of some languages, or bilingualism, or language shift. The views from this seemingly unique community could add to our knowledge of motivations for families in complex multilingual contexts to select languages for specific functions in specific domains; and the study could deepen our understanding of the factors that influence the emergence of implicit or explicit FLPs as well as the decisions that seem “against the grain” in that parents opt for Afrikaans as the language of education in the presence of English.

## **1.8 Chapter division**

Chapter 1 offers an introductory overview of the relevance of this study within the framework of sociolinguistics. It discusses the concerns about the vitality of the Afrikaans language in contact with English, categorised often as a hegemonic language. A description of the research questions and objectives is provided, as well as a brief outline of the methodological approach implemented for the study.

In Section One of Chapter 2 clarification of terminology and concepts to be used throughout the study is provided. In Section Two of this chapter, a critical evaluation of literature on language maintenance and shift is conducted. Section Three further contextualises the study by means of a discussion of the available literature on FLP studies.

The methodology chapter, Chapter 3, describes the methodological approach used in the study in detail, as well as providing reasoning for the effectiveness of the selected approach for this particular study.

Chapter 4 contains the presentation and analysis of the results obtained from the collected data, as well as the interpretation and discussion thereof.

Chapter 5 provides a conclusion of the study, in which the research questions and main findings will be revisited, accompanied by recommendations for further studies and a

proposed revision of the definition of FLP.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 Introduction

South Africa's multilingual nature makes it nearly impossible to think that English would not be added to the repertoire of people speaking a variety of minority or majority languages within the country, due to the inevitable language contact between the eleven official languages. South Africa boasts with eleven official languages, nine of which are indigenous languages. Table 1 below provides the statistics of the eleven official languages of South Africa and the distribution of the speakers of each, per province (StatsSA, 2012).

*Table 1: South Africa's population by home language spoken per province*

First Language	WC	EC	NC	FS	KZN	NW	GP	MP	LP	SA
Afrikaans	2 820 643	683 410	606 225	340 490	161 876	309 867	1 502 940	289 446	140 185	<b>6 855 082</b>
English	1 149 049	362 502	37 842	78 782	1 337 606	120 041	1 603 464	124 646	78 692	<b>4 892 623</b>
IsiNdebele	15 238	14 854	6 023	10 008	111 657	43 988	380 494	403 678	104 283	<b>1 090 223</b>
IsiXhosa	1 403 233	5 092 152	60 187	201 145	340 832	190 601	796 841	48 993	20 275	<b>8 154 258</b>
IsiZulu	24 634	31 634	8 501	118 126	7 901 932	84 835	2 390 036	965 253	62 424	<b>11 587 374</b>
Sepedi	8 144	14 299	2 431	7 395	20 555	83 999	1 282 896	372 392	2 826 464	<b>4 618 576</b>
Sesotho	64 066	158 964	14 136	1 717 881	79 416	201 153	1 395 089	138 559	80 299	<b>3 849 563</b>
Setswana	24 534	12 607	373 086	140 228	52 229	2 191 230	1 094 599	71 713	107 021	<b>4 067 248</b>
Sign language	22 172	42 235	3 933	32 910	48 575	14 924	52 744	8 932	8 230	<b>234 655</b>
SiSwati	3 208	2 020	648	2 246	8 347	12 091	136 550	1 106 588	25 346	<b>1 297 046</b>
Tshivenda	4 415	3 663	1 083	2 592	4 309	16 255	272 122	12 140	892 809	<b>1 209 388</b>
Xitsonga	9 152	3 092	1 201	8 039	8 936	127 146	796 511	416 746	906 325	<b>2 277 148</b>
Other	127 117	36 893	12 385	15 935	77 519	60 872	371 575	39 639	86 322	<b>828 258</b>
<b>Total</b>	<b>5 675 604</b>	<b>6 458 325</b>	<b>1 127 683</b>	<b>2 675 777</b>	<b>10 153 789</b>	<b>3 457 004</b>	<b>12 075 861</b>	<b>3 998 726</b>	<b>5 338 675</b>	<b>50 961 443</b>

From the data in the above table, it is evident that Zulu and Xhosa, respectively, hold first and second highest position of languages that are spoken in South Africa. This is followed by Afrikaans (third) and English (fourth). However, it is important to note that in Gauteng, where this study is situated, Zulu remains the most spoken language, followed by English, and only then Afrikaans. For the Gauteng province, this is indicative of the contested position of Afrikaans within this context, in comparison to English. It is clear that English is an important national and international language, due to its presence in the South African context.

Due to the hegemony of English, concerns have been raised about the vitality and longevity of Afrikaans across various domains (Raidt, 1997; De Klerk & Bosch, 1998; Kamwangamalu, 2003; Anthonissen, 2009; Webb, 2010; Steyn & Duvenhage, 2011; Van der Walt and Klapwijk, 2015; Rademeyer, 2017). Refer back to Chapter 1 for the detailed contextualisation of the history of the Afrikaans language and the concerns raised

regarding the maintenance and wider use of this language.

Despite these concerns, there are families implementing FLPs and decisions regarding the language of learning and teaching for their children, which would appear to be in support of Afrikaans, instead of following international mainstream trends towards English. Thus, rather than their children being educated through medium of a global language which appears to assure upwards mobility, they chose for a regional language, Afrikaans, as a LoLT, even considering its particular local history as an official language, and awareness of its supposedly diminishing position in identified social spaces. This seeming anomaly warrants further investigation.

The Family Language Policy (FLP) field of research is relatively new among language behaviour researchers. For this reason, there is not much existing literature relating directly to FLPs, especially not within the South African context. King, Fogle and Logan-Terry (2008) provide a definition for Family Language Policy as follows: “Family Language Policy can be defined as explicit and overt planning in relation to language use within the home among family members”.

The researcher is of the assumption that within the unique setting of this research study, the Vaal Triangle Region in the multilingual South Africa, the family language decision may not necessarily be explicit and overt as the definition of FLP suggests, but rather that the decisions made by parents within communities of South Africa may be implicit. Due to this assumption, it is important to gain empirical data from the participants which, in turn, will add to the body of knowledge in this research field by enriching our understanding and definition of the concept of a FLP.

In order to ensure clarity and consistency throughout the study, relevant terminology and concepts need to be explained. As FLPs relate to policies of language and the language behaviours within families, it is important to understand the distinctions between concepts such as mother tongue, home language and dominant language. This delineation of concepts will be discussed in Part One of this chapter. Thereafter, a critical analysis of existing literature on language maintenance and shift will be provided. Finally, a critical review of FLP will be conducted, in order to give guidance and focus to the study, to the researcher as well as to the participants.

## **2.2 Part One: Overview of terminology and concepts**

For clarity purposes, it is important to give exact and meaningful definitions of the concepts that will be used throughout this study, due to the fact that terminology and concepts are viewed differently by scholars from time to time. Ball (2010), for example, makes use of the terms ‘mother tongue language’ and ‘first language’ interchangeably. However, if the literal meanings of these two terms are taken into consideration alongside the contextual and situational aspects of various societies, they could be considered as two completely different concepts, hence the need for clarification.

### **2.2.1 Mother tongue language**

Haugen (1991:75) explains that “[m]ost people take it for granted that a child learns their first language from their mother, though one could easily demonstrate that it is likely to acquire the tongue from their father”. In the case of South Africa, where the number of child-headed households, or in fact households headed by neither father nor mother, is rife, this definition becomes even more problematic. In South Africa child-headed households are defined as “households where all members are under 18 years” (Meintjes, Hall, Marera & Boule, 2009). In complex multilingual settings, the language learnt first might not have been transferred by a mother and might become the mother tongue later in life. For this reason, and for the purpose of this study, the term ‘mother tongue language’ will refer to the language that a person grew up speaking the most at home, regardless whether it is the mother’s, father’s or primary caregiver’s language, or whether the language was learnt first or not. Mother tongue language (as defined above) will consistently be used throughout this study, in order to prevent possible confusion between the terms mother tongue and first language.

### **2.2.2 Home language**

Home language refers to the language that is currently spoken the most in the home by individual people that stay together. In the case of the participants, their home language may differ from their mother tongue language, as their current home language context could differ from the home language context with which they grew up (mother tongue language). Individual family members might perceive different language to be their home language. However, in the case of children, their home language and mother tongue

language would presumably be the same, as they still reside with their parents.

### 2.2.3 Dominant language

Fishman (1965) explains that the use of a specific language depends on the group, the situation and the topic of discussion, which in turn refers to the domains of language behaviour and language use. It is possible that a person could have a dominant language according to the domain in which they are found. For example, within the work domain a person could be most comfortable to speak a language that may not necessarily be their home domain language. However, the term 'dominant language', in the context of this dissertation, refers to the language in which a person is, generally speaking, the strongest. This is the language that a person is most comfortable to speak, read, write and in which to listen across various domains.

### 2.2.4 Medium of instruction versus language of learning and teaching

Throughout this study, the concept 'language of learning and teaching' will be used, instead of the commonly used 'medium of instruction'. The use of this concept is supported by Van der Walt (2013:3) in which she explains her reason as "to focus on the way in which language is used by both students and learners. A language is not a neutral conduit for ideas, as implied in the term medium of instruction". In other words, the learning process is not merely a one-directional process (implied by the term instruction), but a reciprocal one of teaching and learning that work together to achieve the goal of instilling knowledge on learners.

### 2.2.5 Equibilingualism

There are various forms of bilingualism, however, it would appear that participants want their children to be equally bilingual in English and Afrikaans. Ramírez (2009) provides the following definition for equibilingualism: "the ability of the speaker to be competent in using two different languages without any interference and in any situation". Therefore, this term will be used when referring to the participants' desires for their children to be equally proficient in the two languages.

### **2.3 Part Two: Critical evaluation of literature on language maintenance and shift**

Dyers (2008a:54) provides the most commonly accepted and used definitions for language maintenance and shift as the following:

[l]anguage shift [...] takes place when the younger members of a minority speech community no longer speak the language of their parents, but speak a dominant majority language instead. The language of the parents is therefore not passed on to the next generation. Conversely, language maintenance occurs when a language continues to be used across all generations despite the presence of other languages also being used by a community.

In other words, when a possible minority language is abandoned as family (or community) language in favour of a majority language, language shift occurs, and when the language of an older generation continues to be used in the family (or community), there is language maintenance. It is still important to understand that even an official language within a country can be considered to be a minority language, due to the number of users of the language.

Existing literature relating to language maintenance and shift within South Africa is more prominently focussed on the shift towards English from the various official indigenous languages of the country (De Klerk, 2000a; De Klerk, 2000b; Kamwangamalu, 2003; De Kadt, 2005). These scholars lament the loss of indigenous languages. Contrary to these views, scholars like Slabbert and Finlayson (2000) and Coetzee-Van Rooy (2012b) report the maintenance of the indigenous language of South Africa. It is of utmost importance to keep in mind the complex context of South Africa, and the languages of the country. This complexity, further raises questions about language shift or maintenance, when two dominant languages come into play, such as English and Afrikaans. The phenomenon of English-speaking parent(s) within a family, selecting Afrikaans as a language of teaching and learning is unique to study.

Within this study, the participating families all have English and Afrikaans within the family, both dominant languages in South Africa, as indicated by the Census data (StatsSA, 2012). Within the Gauteng province, 13.3% of the population report that English is their dominant language and 12.4% of the population report Afrikaans as their dominant

language, placed at second and third highest, respectively, in the province (StatsSA, 2012). Within the participating families there is a mix between the abovementioned languages of the parents. The parents have however, selected Afrikaans, which in numerical terms is slightly less dominant than English within the Gauteng Province, for the language of learning and teaching for their children. This choice could indicate either maintenance of Afrikaans, shift from English (despite being a dominant majority language) towards Afrikaans, or merely a desire (intentional or unintentional) for bilingualism of their children. This, however, will only be able to be confirmed through the analysis of the collected data.

According to Fishman et al. (cited by De Klerk & Barkhuizen, 2005:125), “[t]he study of language maintenance and shift is concerned with the relationship between change and stability in habitual use, on the one hand, and ongoing psychological, social and cultural processes on the other hand, when populations differing in language are in contact with each other”. Within the multilingual context of South Africa, one cannot assume that there would be complete shift, or even sole maintenance of a language, because people are constantly in contact with the various languages of the country. Due to the language diversity of the country it can, however, be assumed that, on the one hand, there would be changes in the habitual use of languages and, at the same time, there could be stability in the habitual use of some languages, all depending on the psychological, social and cultural difference, similarities and accommodation when these languages come into contact with one another. This contact between languages, within this unique context, is inevitable. However, due to the dominance of English around the world and also in South Africa, there is growing concern about the ‘safety’ and longevity of the other ten official languages. This is brought to light by researchers such as Raidt (1997), De Klerk and Bosch (1998), De Klerk and Barkhuizen (2005), Kamwangamalu (2003) and Anthonissen (2009).

Kamwangamalu (2003:66) acknowledges the widespread state of English in the world, but also explains that “although neither Afrikaans nor most of the indigenous African languages are in any immediate danger, language shift towards English is clearly taking place at an accelerated rate, and the number of spheres in which languages other than English can be used is rapidly declining”. Steyn and Duvenhage (2011) show how

Afrikaans medium schools have become parallel-medium (Afrikaans and English) schools and some have even become solely English medium schools. However, this should not be the only factor to cause concern for other languages. When one takes into account the statistics provided by Steyn and Duvenhage (2011), it would appear that Kamwangamalu (2003) has valid concerns regarding the domains in which languages other than English can be used.

Critical and empirical evaluations of the claims put forward by these researchers need to be conducted, in order to establish the validity and reliability of the evidence. In other words, it needs to be established whether the empirical generalisations in previous research - regarding language shift towards English - are valid, when only taking into account the scopes and sizes of these studies (number of participants in question, locations of the research, etc.); and the nature of the research questions asked. If research designs do not depart from the position of multilingualism, but focus only on the role of English, this could detract from the validity and reliability of findings about the 'vitality' of South African languages other than English.

In the case of De Klerk and Bosch (1998) and Anthonissen (2009), two themes emerge, namely: scope and size, and generalisability. Both of these studies were small scale studies, however, what is important is not the size of the study, but the generalised conclusions made, based on the finding in the studies.

Both De Klerk and Bosch (1998) and Anthonissen (2009) have focussed on one area in their studies (the Eastern Cape and the Western Cape respectively). For the practical implications of language behaviour research, it is understandable that only a small scope is considered, as the dominant languages across various provinces in the South African context differ (Statistics South Africa, 2011), which in turn would include contact differences between languages found in this multilingual country.

De Klerk and Bosch (1998) describe events after 1994, where schools became open to all races, regardless of the mother tongue of the pupil. Here they state:

[There] has been a steady trickle of Afrikaans-speaking children to the English medium schools in English (and urban) areas of the country ... While this move may partially be explained in terms of parental worries about dropping standards, it may also represent a

subtle but definite shift in language allegiance. (De Klerk & Bosch, 1998:45).

This statement could be considered harsh, when taking into account that the only evidence that is provided here is the shift, towards English, of one child. The language shift of the child, however, would appear to have been more towards bilingualism in English and Afrikaans, rather than a complete shift from Afrikaans to English, as it is presented by the researchers. The child still spoke Afrikaans at home, despite the overextension of some grammatical features between the two languages in question. The child did not abandon his mother tongue within the home domain; he merely shifted to English within the education domain as well as his social domain. The English social domain, in which he found himself, was primarily the school.

Furthermore, De Klerk and Bosch (1998:45) refer to a “declining popularity of Afrikaans” which increases the likelihood of language shift from Afrikaans to English. However, according to Census data from 2001 and 2011, the growth in the Afrikaans-speaking community completely refutes this statement. When considering the Census data captured in 2001 and 2011, it is important to note, though, that there was growth in all of the official languages of South Africa. For this reason, the growth of both Afrikaans (increase of 871 656 speakers) and English (increase of 1 219 420 speakers) is to be expected, since the population of the entire country increased by approximately 6 million people. One should take into account here that, as displayed in the data, Afrikaans is still the third most spoken mother tongue in South Africa. However, these statistics are relevant to the home domain, and do not include data regarding the language medium of the schools that children attend. It is then, for this reason, that an investigation into the decisions regarding the education domain of families should be conducted. This will provide insight into the personal language policies of parents, outside of the home domain.

On the other side of the scale, Anthonissen’s study (2009) has a much larger group of participants, which supports her claims regarding language shift towards English much more strongly. As with all research, the location of the study has a great influence on the findings. It is for this reason that the researcher has elected to conduct her research in a location different from those of De Klerk and Bosch (1998) and Anthonissen (2003).

In addition, in the cases of both De Klerk and Bosch (1998) and Anthonissen (2003), what

is not reported on in the data is whether the inverse shift was monitored, or encountered. This is a methodological problem with many studies about language attitudes in South Africa where the research questions focus on the study of one language and not many languages in contact with one another. This gap in the available research is what the researcher will attempt to start to fill through this, admittedly also small scale, study.

#### **2.4 Part Three: Family Language Policies**

“In a multilingual country, such as South Africa, where most citizens are proficient in more than one language, language shift [and maintenance] is a complex phenomenon to study” (Thutloa & Huddlestone, 2011:58). This complexity comes to the fore, when one considers the various domains in which the many languages in South Africa are used, the relationships between interlocutors and the topic that is being discussed (Dyers, 2008b; Anthonissen, 2009). These are all factors that influence the choice of language for that particular moment or topic of discussion, as expressed in Fishman’s (1965) domains of language use. One could assume that the same factors in terms of language use present themselves within the home domains of families, thus influencing the FLP within the home, as well as the decision regarding the choice of language of learning and teaching for the children in these families.

The focus of FLP researchers is to explore the decisions made within families regarding the use of a language or languages within the home domain (King and Fogle, 2006; King, Fogle & Logan-Terry, 2008). In addition, according to Slavkov (2017:381):

FLP is also interested in broader issues of culture, identity, and parental attitudes and beliefs; these factors influence the quality and quantity of language input that bilingual and multilingual children receive and ultimately relate to their language outcomes.

Considering this statement, it has become increasingly important for FLP research to include investigations into the reasons for the decisions made regarding language use, and not merely the decisions on their own. Determining the reasons, attitudes or beliefs about languages will provide for detailed and elaborate explanations regarding the decisions about FLPs, regardless of the languages and contexts that are present in the equation.

In previous FLP research with a focus on bi/multilingualism, there is a much larger

volume of information about FLPs in international settings, than research conducted in South Africa. Researchers such as Shin (2005), King and Fogle (2006), King, Fogle and Logan-Terry (2008), King and Logan-Terry (2008), Fogle (2012) and Slavkov (2017), have investigated various combinations of language contact and FLP studies, mostly as a result of immigrant families and adoptive families, and transnational families (as in Fogle & King, 2013; Curdt-Christiansen, 2013) as well as studies focussing on indigenous languages (King, 2001; Spolsky, 2012).

In determining the FLPs of numerous families within various contexts, there are various approaches that are implemented within the home domain, in order to either discourage the practice of a language, or to promote the use of a particular language of the community or family. Piller (2006:63) explains that there are six different strategies of communication which lead to the development of bilingualism; however, the researcher will only elaborate on the two most likely communication strategies to occur within the current study, namely, the One Person – One Language (henceforth OPOL) and the Mixed Language approaches for bilingualism.

The OPOL approach that is often implemented in the home, is where the parents, explicitly or implicitly, only use one language (per parent) when communicating to their child(ren). Döpke (1998) regards this type of implementation as a 'language choice framework' instead of a strategy. In such cases this is because of the dominant language of the particular parent (when the dominant languages of the parents differ). There are also research findings about parents who are dominant in the same language who specifically elect one parent to use a language that is not their own, for educational or social reasons, such as in Yamamoto (1995), as well as in King and Fogle (2006). King and Fogle's (2006) investigation focussed on 24 families attempting to achieve additive bilingualism in their children. In cases like these, one parent speaks the dominant language and the other parent uses only the selected language, which is not their dominant language, to add to the child's language repertoire. This is often the case when parents move to a country or city where the dominant language of communication is not that of the parents (King & Fogle, 2006; Slavkov, 2017). In such cases, families aim to maintain their dominant language and transfer the language to their child(ren), as well as to equip their child(ren) with the dominant language of the area or country in which they reside. This could then be considered a strategy that parents follow in their aim for

additive bilingualism for their children, where the two languages that the child learns then combine in a complementary manner, to enrich their language repertoire (Wei, 2000). Another possible reason for parents to implement this strategy is to ensure that their children will be able to talk to other family members who speak a different language.

The Mixed Language approach has received much less attention in terms of research, compared to the OPOL approach discussed above (King, Fogle & Logan-Terry, 2008; Smith-Christmas, 2014). Despite this, De Houwer (2007) has provided mounting evidence that OPOL is not necessarily better than the Mixed Language approach. According to Romaine (1995:186) “a great many of the [Mixed Language] studies have been done by parents educated as linguists, i.e. middle-class professionals, investigating their own children’s development”. When implementing or using this approach the parents are bilingual (to varying degrees) and “both parents switch and mix languages with the child” (Piller, 2006). In many cases, the community and family members are also, at least, bilingual. Piller’s (2006) statement, in terms of a bilingual community, can provide a basis for the assumption that switching and mixing within the South African context, due its multilingual nature, is bound to occur. In cases where a Mixed Language approach is implemented, the possibility arises for mid-sentence code switching, as well as parents conversing with the children in a language which is not their dominant language for one conversation, and in their dominant language in another conversation. This approach, which includes language mixing and code-switching, may either be a conscious decision, or it may not be, as stated by Piller (2006:66).

In the broader context of considerations that guide decisions about FLPs, the issue of selecting a language of teaching and learning is an important one. This study focuses on the aspect of parental decisions about languages of learning and teaching in the family context. When parents need to decide on the language of learning and teaching for their children the language policy choices tend to shift from the decision in the home and possibly the social domains, into the domain of education. In such cases, according to Curdt-Christiansen (2013:1), a negotiation between language policies and practice takes place, which then progresses to the choices of language education policies for the children in these families. There are various contributing factors that could lead parents to select one particular language over another. However, these factors can vary from implicit to explicit in nature. Some decisions could be motivated by convenience (for example the

location of a school in proximity to the home), where others could be motivated by strong beliefs about language vitality or even personal language experiences (such as personal school experiences, or acceptance or rejection by a language community). For this reason, it is important to determine the reasons behind the decisions that have been made by the participants of the study.

Studying the choices that parents have made regarding the language of learning and teaching of their children could be a complicated issue to discuss, especially if parents' FLP decisions were more implicit than explicit. However, it is the researcher's belief that even implicit decisions would be supported by some or other underlying experience or attitude towards one language or more languages, or even attitudes away from some languages.

In the case of explicit decisions regarding the language in which parents opt to have their children educated, the parents would have discussed, and in some instances researched, the benefits and/or implications of sending their children to a particular language medium school. In such cases, the parents then weigh the pros and cons of the options available to them. This approach to decision-making and negotiation about language use is prevalent in research conducted outside of South Africa (King & Fogle, 2006; Piller, 2006; King & Logan-Terry, 2008; Smith-Christmas, 2014; Slavkov, 2017).

On the other hand, implicit decisions about Family language policies occur without research or even explicit discussions, where the decisions to educate children are determined by external factors, such as proximity to schools, transportation, or a belief that either language would suffice (for example, in English and Afrikaans bilingual families in South Africa, or in French and English bilingual families in Canada, where the children are equally capable of attending either language medium school). In some cases, there is a desire to preserve a particular language, therefore assuring language maintenance across generations. However, in bilingual families, making a choice regarding language of learning and teaching could cause language shift to occur, if the language that was not selected for education purposes is then neglected, instead of maintained.

## **2.5 Chapter conclusion**

Amidst the hegemony of English across the world, many parents are reported to be implementing FLPs that will ensure their children grow up to be bi/multilingual individuals, by including other languages alongside English in their children's language repertoires. This is done at varying levels and includes different language combinations that have been the focus of FLP researchers (King & Fogle, 2006; King, Fogle & Logan-Terry, 2008; King & Logan-Terry, 2008; Slavkov, 2017).

Despite the general trend of FLP studies to focus on the maintenance of minority languages within individual FLPs (Spolsky, 2012; Curdt-Christiansen, 2013; Smith-Christmas, 2014), there are also instances where two majority languages of a community are maintained through a specific FLP. In such cases, especially in the multilingual context of South Africa, these FLPs could be explicit or implicit by nature, due to the constant language contact between the numerous languages of the country, as well as the mixed language families that result from such a context.

It is therefore important to examine the possible reasons, influences and/or factors which have lead parents of either English families, or mixed English-Afrikaans families to opt for Afrikaans as the language of learning and teaching for their children. This decision seems to be counter-intuitive in a context where English is widely acknowledged as a prestigious language globally and in South Africa, and where English is accepted as a particularly powerful language in the education domain globally and nationally.

## CHAPTER 3: METHODOLOGY

In this chapter a brief discussion on the available literature on methodological approaches within the field of FLP research, will be provided. In addition, the aim is to explain the mixed method data collection approach that was followed for this study. This discussion will include a description of the participants, it will elaborate on the questionnaire and interview designs, as well as explain the process of data collection. Furthermore, the process of compiling field notes will be described, followed by a discussion on the process of analysis. Thereafter, the limitations and methodological issues experienced during the data collection phase of the study, will be presented.

### 3.1 Literature review

As FLP research is still fairly new, there is not an abundance of literature regarding methodology. However, the methodological approach in FLP research appears to be consistent in that the researchers have reported conducting interviews with their participants in order to obtain information on the attitudes, beliefs and feelings of these participants in terms of language policies, ideologies and practices, as in King and Fogle (2006); Curdt-Christiansen (2009), as well as King and Logan-Terry (2008). Curdt-Christiansen (2013:2) explores the findings of five articles that delve into the issues of FLPs among divergent transnational families and states:

[t]he articles of this thematic issue extend recently defined lines of inquiry from previous research and add three new perspectives ... [the second of which explains that] the work in this issue focuses on ethnographically grounded approaches to the study of FLP with the emphasis on the interview as a tool of inquiry to generate insights into the matters of language attitudes, language beliefs, identity and historical processes of language shift, as well as language endangerment and language loss.

The emphasis on the interview as a tool for inquiry, in order to delve into the perceptions and practices of languages within the home domain, as well as for empirical data on the choices of the participating families, gives further ground for the motivation to make use of this data collection instrument in the study.

Schwartz (2010:185) acknowledges that there has been an assortment of instruments

used in this field of inquiry, but still supports the use of the interview in FLP studies, by stating the following:

[t]here is great diversity of methodological tools used to investigate FLP, which may constrain the ability to compare the data and generalize the findings. At the same time, the variety of tools reflects the complexity of FLP research, which addresses a wide range of socio-linguistic contexts and demands an interdisciplinary approach. Perhaps the most frequent method used in FLP research is the qualitative approach manifest in in-depth, semi-structured interviews. The importance of interviews cannot be over-emphasized because they provide a sensitive method for understanding the processes taking place within the family.

In addition to the interview, observations have also formed part of FLP research approaches. Smith-Christmas (2014:513-514) explains that in addition to the formal discussions that she had, observations of the language interaction between the members in her study were recorded. Curdt-Christiansen (2009) also acknowledges the use of compiled field notes based on the observation made during the interview process. Furthermore, De Houwer (2007) and Slavkov (2016) have also conducted FLP research by administering surveys; these included open-ended questions which provide for qualitative data in combination with quantitative data.

Combinations of data collection methods are also conducted by various FLP researchers, for example in Yamamoto (2001) and Shin (2005). Across these research contributions, the interviews are combined with questionnaires or observations, or even a combination of all three.

The sensitive nature of FLPs, and the plethora of reasons embedded in the decision-making process within these families, to my mind, makes it impossible to obtain rich, in-depth data by merely taking a quantitative approach to collecting the data for this study. For the purposes of this study, the explanatory mixed method is suited for the type of data that needed to be obtained, in order to achieve the objectives of the study, without being limited to one method.

### **3.2 Explanatory mixed methodology**

In order to determine both quantitative and qualitative information, which is needed for the analyses of the inquiry into the FLPs of the participants of the study, the explanatory mixed method approach to data collection provides the platform for this to occur (see Ivankova, Creswell & Plano Clark, 2010). As in Van Zyl (2016), despite the fact that the majority of the collected data is of qualitative nature (interviews), the researcher includes a facet of quantitative analysis, which is provided for by the nature of the mixed method approach adopted in this study. Therefore, the empirical study includes questionnaires and interviews that were administered and conducted with apposite participants, additionally supplemented by field notes.

### **3.3 Data collection process**

Questionnaires were distributed to each of the participating parents (described in Chapter 1) in order to obtain biographical information, as well as information about each participant's language history, experiences and attitudes to languages within their repertoire. Following the questionnaire, interviews were conducted in order to gain face to face information regarding 'how' and 'why' the participating parents have made the decision to educate their child(ren) in schools where Afrikaans is used as the language of learning and teaching, as well as to gain information based on the perceptions and attitudes about language learning, factors what would constitute the FLPs and language experiences of the parents taking part in the study. After the interviews, field notes were compiled by the researcher, in which observations that occurred during the interview process were captured. The information obtained contributed to the collection of data needed to support the main research objective, which is, to explore the factors that add to the formation of implicit or explicit FLPs that determine the reason why some parents make the decision to put their children in Afrikaans-medium schools, even when at least one of the parents is an English mother tongue speaker in these families.

The data was collected from 14 families in the Vaal Triangle Region in Gauteng, South Africa (Afrikaans-English or English-Afrikaans). The main idea for the study was to obtain the opinions and views of these participating parents, in terms of language decisions within the home and education domains, through administering questionnaires,

conducting interviews with the participants selected for the study and observing language interactions during the interview process.

### **3.4 Selecting the participants (sampling)**

The 14 families from the Vaal Triangle Region of Gauteng were selected to participate in the study by implementing a combination of the criterion sampling method and the snowball sampling method, as suggested by Nieuwenhuis (2010a:79-80). The criterion sampling method allows the interviewer to set a basis for the criteria that the participants have to meet, in order to be eligible for obtaining information that is relevant to the topic of interest in the research study. The participants for this study were therefore selected based on the following criteria:

- at least one of the participating parents has to be a dominant speaker, as well as mother tongue speaker of English.
- participants have to be parents of school-going children (irrespective of age, gender or school grade).
- the parents must have opted for their child(ren) to attend an Afrikaans medium school, or their children are enrolled in the Afrikaans stream of an Afrikaans - English parallel medium school.
- children must attend a school within the Vaal Triangle area.

The snowball sampling method, which Nieuwenhuis (2010a:80) also refers to as chain referral sampling, is one in which the researcher is directed by the participants, who have already been identified as valid participants, to individuals who could potentially participate in the research study. These individuals usually form part of the participants' social network and are often difficult to identify through other sampling strategies (Nieuwenhuis, 2010a:80). In addition, there are not large numbers of valid participants, nor are lists of English speaking parents who opted for Afrikaans-medium schools readily available. For this reason, random sampling or general recruitment strategies would not have found an adequate number of participants. Therefore, the snowball sampling method was implemented in combination with the criterion sampling method discussed

above.

In order to protect the identities of the participants, their names were replaced, and they are referred to as “Participant 1A” and “Participant 1B” for Family 1, “Participant 2A” and “Participant 2B” for Family 2, and so forth, throughout this study. In all of the cases, the female participants are represented by ‘A’ and the male participants as ‘B’. The participants were made aware that their contribution is completely voluntary and they were informed of the goals of the study. All participants were requested to sign a consent form to indicate that they understand the goals of the study, as well as that they are aware of the voluntary participation.

### **3.5 Questionnaire**

#### **3.5.1 Participants**

26 individual participants from the 14 participating families completed this phase. Here there were 12 families, from which both parents completed the questionnaire, as well as two families of whom only the mothers<sup>4</sup> were willing to participate. The participants in this study are all parents in English-Afrikaans mixed families, whose children attend Afrikaans language of learning and teaching schools within the Vaal Triangle Region in Gauteng.

#### **3.5.2 Questionnaire design**

According to Creswell (2005:360)

a questionnaire is a form used in a survey design that participants in the study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information.

Therefore, this method was deemed fit for the collection of said data for this particular

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<sup>4</sup> In these two families, the fathers were not willing to participate in the study, as they recently got divorced. However, the two recently single mothers were still considered to be suitable participants for study, as the decisions regarding the language of learning and teaching of the children were already established in the time that the participants were married. In addition, in both cases, the participating parents are the English parent of the children.

study. The questionnaire consists of three sections that address (i) the biographical information of the participants, (ii) the general information of the participants' children, self-reported dominant home language and LoLT in school, as well as (iii) a set of questions about the language history and repertoires of the participants. The questionnaire needed to be answered individually, by each participant in the study. The questionnaire consists of a combination of both open-ended and closed questions, which according to Teddlie and Tashakkori "allow[s] respondents to generate their own categories of meaning" (2009:235).

The questionnaire was compiled by incorporating parts from existing questionnaires (Coetzee-Van Rooy, 2012b; Coetzee-Van Rooy, 2016; Van Zyl, 2016), as well as self-compiled, open-ended questions. Below is a breakdown of the various sections of the questionnaire (see Annexure B for the complete questionnaire).

In **Section A**, biographical information (age, gender, level of education, etc.) about each participant was obtained.

The questions in **Section B** required participants to provide information about the school(s) that their child(ren) attend. Here the questions were more open-ended, in order for the participants to elaborate, without restrictions to the amount of information that they could provide.

**Section C** of the questionnaire delved into the language history and repertoire of each participant. Here the participants needed to reflect on the languages of their parents, their own languages, the languages of their partners, as well as to provide more detailed information, in terms of age of acquisition and perceived<sup>5</sup> skills levels related to various

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<sup>5</sup> It is important to note that all of the information obtained from the participants regarding their proficiency in the different language skills, across various domains reflect the self-perceived level of proficiency of the participant him-/herself; or the perception of the language proficiency levels of one partner when s/he reflects about the language competencies of her/his partner. The proficiency levels of the participants were not tested in any way.

I am aware that there is a potential discrepancy between the perceived language skills and possible scores on language proficiency tests (see Coetzee-Van Rooy, 2011), but the study does not focus on determining the proficiency levels of the participants accurately. The study focuses on relating the attitudes of participants with potential reasons for making FLP decisions. Self-reported perceptions of proficiency will remain a potential important factor that influences FLPs, irrespective of possible discrepancies between perceptions of proficiency and scores on proficiency tests.

factors, for their own self-reported dominant (as a reminder, 'dominant language', in the context of this dissertation, refers to the language in which a person is, generally speaking, the strongest) and second dominant language.

The participants were given the option of either completing the questionnaire electronically (sent back to the researcher via email), or by completing a printed hardcopy of the questionnaire which was delivered to the participant by the researcher.

### **3.6 Interview**

#### **3.6.1 Participants**

After the collection of the quantitative data, by means of the questionnaire, the qualitative process commenced. However, only 10 of the 14 families were willing to progress to this phase of the data collection process. Of the 10 families, only 6 families were willing or able to have both parents available for the interview. The decline in the willingness to participate further in the study, is something that occurs often in qualitative research (see Dekoke, 2016; Van Zyl, 2016).

#### **3.6.2 Interview design**

A semi-structured interview was designed in which probing and clarification questions were posed to allow further explanation from the participants regarding questions that might have arisen from the data collected during the questionnaire. These questions were added at any moment needed in the interview, allowing the interview to follow possible, new and unexpected leads to information still relevant to the research topic (Nieuwenhuis, 2010a). In addition to this, a set of predetermined questions were posed to all participating families (see Annexure C). The interview, therefore, consisted of 17 questions divided into 4 sections, as follows:

**Section A** consists of inquiries into the experiences of language learning of the participants' parents, as well as those of the participants themselves.

**Section B** is comprised of a set of questions that investigate the current family language policies and factors that influenced or motivated the implicit or explicit FLP decision to

send the child(ren) to Afrikaans-medium schools.

The aim of the questions in **Section C** is to determine the attitudes, beliefs and perceptions of the parents regarding the importance of bi- / multilingualism.

**Section D** delves into the perception of the participants with regard to the importance and status of languages and languages of teaching and learning in the Vaal Triangle Region.

### 3.6.3 Conducting the interviews

The interviews were held at a time convenient to both the interviewer and interviewees. The participants were met at their homes where there would not be any external interruptions or distractions, so that the interviews could take place in a relaxed environment, ensuring the comfort of the participant. In so doing, the participants were then able to think clearly and answer the questions with greater ease and confidence, despite being recorded throughout the duration of the interview. The participants within the family (partners) jointly participated in the interview, in order to encourage further discussions and elaborations between the participants regarding their views, beliefs and attitudes regarding language learning, language use and FLPs.

The participants each received a 'letter of information' informing them of the research questions of interest in the study, as well as what would be expected of them (see Annexure A1). The duration of the interviews was estimated at approximately 30 minutes each, however, there were instances where the interviews continued far beyond that, due to the willingness and openness of some of the participating families to engage fully and elaborately with the interviewer.

As explained in Chapter 1, the participants were informed that the information would be treated with the requisite confidentiality and anonymity. All of the participants were requested to sign an informed consent form (see Annexure A2) to indicate that they understand the aims of the study, how the data would be used and reported, and that participation was voluntary.

A voice-recorder was used during the interviews ensuring that the conversations could

be transcribed for detailed and accurate analysis. Thereafter, the recorded interviews were subsequently transcribed and checked in order to begin with the identification of themes and patterns that emerge from the data, which are relevant to this research study, by means of the coding software, Atlas.ti™. This software enabled the researcher to code the information related to the FLP decisions within the participating families.

### **3.7 Transcriptions and coding process**

For the transcription process, the interviews were transcribed verbatim. Therefore, all of the language errors, laughs, and interruptions were transcribed. A full account of the transcriptions is included on the attached Flash-drive.

For the coding, Saldaña (2016:5) explains that: “[c]oding is not a precise science; it is primarily an interpretive act”. Therefore, a combination of approaches was incorporated in the process. Some of the codes in the interpretation process included elements of ‘In Vivo’ coding (Saldaña, 2016:4), such as the creation of a code like, "It is up to the parents", where these words used as a code were a particular utterance from a participant. A process of ‘Eclectic Coding’ (Saldaña, 2016:5) was also combined in the coding process. Here, the codes were produced based on the fact that they are not specific codes, but merely based on the perception of the researcher, with relation to the utterance that occurred, and in anticipation of similar perspectives to occur from the data. In addition, certain patterns were expected to emerge, as well as cluster answers to particular questions. Saldaña (2016:6) explains that “patterns demonstrate habits, salience and importance in people’s daily lives”. In such cases Saldaña (2016) explains that

many of the same codes will be used repeatedly throughout. This is both natural and deliberate – natural because there are mostly repetitive patterns of action and consistencies in human affair, and deliberate because one of the coder’s primary goals is to find these repetitive patterns of action and consistencies in human affairs documented in the data.

It is for this reason that some utterances were coded in terms of the possible reoccurrence of codes.

### **3.8 Field notes**

In addition to the qualitative interview data that were collected, the researcher had planned to compile field notes in the cases where the participating families had their children present during the interview phase. The researcher envisaged that the language choices of parents when they communicate with their children would be particularly important as a set of data to confirm or contrast with the perceptions of parents about the chosen FLPs. Saldaña (2016:45) explains that field notes “are the researcher’s written documentation of participant observation, which may include the observer’s personal and subjective responses to and interpretations of social action encountered”. Therefore, during the interview process, the researcher was ready to observe (similar to Smith-Christmas, 2014) the interaction that occurred between one or both of the participants and their children; and she had a clear plan to document these observations as field notes. A period of half an hour to an hour after each interview was planned to allow for a reflection on the interaction and occurrences between children and parents that might have occurred during the interview process. In these notes, the researcher aimed to dictate the observations made regarding which language is spoken to whom and by which participant, as well as the language that is used when addressing the child(ren). Aspects like the topic of the conversations and the relationships between the interlocutors would also have been noted.

The researcher noted that it is important to remember that these field notes reflect the subjective views and interpretations of the observations by the researcher, which have the potential to be influenced by biases on the part of the researcher. It is for this reason that the plan was to complete the field notes immediately after the interview, to ensure that they are as elaborate and accurate as possible, in order to encompass all possibly relevant information about the language interaction between the participating parents and children. In addition, the researcher consciously noted that she should not reflect on the level of proficiency or accuracy of the language used during the observed interactions between all role-players, as these could also be influenced by her personal biases.

Unfortunately, in all cases where the interviews were conducted, the children were not present and this important set of data could not be gathered. The planned analysis of field notes as a complementary set of data therefore never materialised and will not be

reported on further in this study. This is a pity, as this third set of data would have provided added opportunities to consider the perceptions of the participants in relation to their language behaviour. This issue should be planned better in future studies to ensure that participating parents are aware that children should please be present during the interviews.

### **3.9 Data analyses**

Nieuwenhuis (2010b:101) suggests that “content analysis is a systematic approach to qualitative data analysis that identifies and summarises message content”. This approach to data analysis is used when analysing the qualitative answers to interview questions consisting of open-ended questions, which requires of the researcher to view the collected data in various ways to pick up on themes that are embedded in the data (Nieuwenhuis, 2010b:101). After transcribing the recorded interviews, the analysing process can begin. When themes are identified, they must subsequently be coded.

Nieuwenhuis (2010b:105) describes coding as a process that forms part of the analysis of qualitative data, where the data are divided into groups. These groups must be assigned codes in such a way that the meaning of the name or code is explicit in describing the feature it represents. According to Saldaña (2016:4), “a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data”. Upon completion of the coding process, similarities and differences relevant to the research study are more detectable between interviewee responses. The groups of codes were then analysed in order to determine patterns within the data, which then support the trustworthiness of the evidence presented in the finding because “patterns demonstrate habits, salience, and importance in people’s daily lives” (Saldaña, 2016:6). The Atlas.ti™ software is a tool that enabled the researcher to implement the coding process systematically, as well as supported the researcher in the pattern identification process of the coded data.

In addition to the analysis of the qualitative data in the study, the quantitative data were analysed based on the frequencies of the information provided by the participants in the questionnaires. The open-ended questions in the questionnaire enabled the researcher to identify questions that needed further elaboration during the interview process. In

some cases, the answer to open-ended questions contained statements by the participants which specifically stated that they (the participants) would explain their answer during the interview. In addition, in the open-ended questions of the questionnaire, the researcher was able to identify discrepancies between the responses of the participants, this points to the importance of the interview as a tool in the mixed method approach.

### **3.10 Limitations of the study**

Active research is something that some may perceive as an easy endeavour. On the one hand, the researcher is very aware of the fact that there are many suitable candidates for a particular study, however there is no way to assure that people who portray a specific phenomenon would be willing to participate in the study that you aim to conduct. During the data collection phase of the study, three main methodological issues arose.

**Methodological issue number 1:** Potential participants are apprehensive to participate in the study, despite the fact that they would be anonymous. In a number of instances, these respondents are unwilling to participate at all. This is a common problem experienced in many social studies projects (Dekoke, 2016; Van Zyl, 2016). In this study, this is further illustrated by the unwillingness of respondents to progress past the stage of the initial survey data collection phase. This is true for both known respondents and those who are not known to the researcher. As stated above, this is a common problem in social sciences research and this is probably one of the main reasons why studies of this nature remain small scale. A possible solution could be to administer the questionnaire and interview at the same time, as in Kruger (2018). By administering both, Kruger (2018) was able to avoid the possibility that participants would not progress to the second stage of data collection.

**Methodological issue number 2:** The participants who do respond, sometimes display diffidence. When working with respondents whom the researcher knows, there may be issues with the honesty of the responses provided by the participants, however, this cannot be measured or monitored. This is illustrated by the insecurities experienced by interview participants in social sciences studies in general, which leads to the inhibited and/or contradicting responses. It would appear that participants are generally insecure

because they worry about whether they are providing the 'right' answer – instead of focusing on providing the response that is true for their situation. Other than reassuring the participants of the anonymity of their responses, and the importance of candid responses, there is not much that one can do to ensure truthful and accurate responses

**Methodological issue number 3:** Part of the initial methodology was a survey, followed by an interview which was to be supplemented by field notes. The purpose of the field notes was to provide a measure of direct observations related to the language behaviour of the participating parents with their children. These direct observations would shed light on the practical implementation of the FLP, and was therefore deemed a crucial instrument in this methodological approach. This would provide insight into the lived language interaction between the participants and their children. However, during the interview stage of the study, such observations were mostly not possible, because the children were mostly not present. This was an oversight in the planning phase of data collection on the side of the researcher, as there was no insistence or logical reason (e.g. a task that the children had to perform as part of the interview process) that created a compelling reason for the children to be present, but there was also no instruction that the children should indeed be present. Because the interviews were conducted at the participants' homes, the researcher assumed that their children would automatically be present. This planning oversight should be addressed in future studies by devising a task or activity for children to perform during the interview phase of the study,

### **3.11 Chapter conclusion**

This chapter has provided an overview of the methodological approach which was applied in the study, namely the mixed method approach. The empirical data obtained through the implementation of a combination of questionnaires (quantitative) and interviews (qualitative), provides for rich data relating to the main research question regarding the decisions that some families in the Vaal Triangle Region have made regarding the language of learning and teaching of their children, in favour of Afrikaans.

FLP researchers have predominantly implemented the interview as a tool for inquiry into the policies and decisions that are made within the family, as is illustrated in the review of previous FLP methodologies. For this reason, the majority of the data that was collected for this study was obtained during the interview phase. Each phase of the data collection

process was described in detail, along with descriptions of the participants for both the questionnaire and interview phases. In addition, the data analysis was discussed, followed by the methodological issues that were experienced by the researcher during the study. The presentation, interpretation and discussion of the findings of the study, will be provided in the next chapter.

## **CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS**

### **4.1 Introduction**

In the previous chapter, the implementation of the explanatory mixed method approach of the study was discussed, in terms of the participants of the study, the data collection process, as well as the tools that were used for the collection of data. This chapter presents the data that were gathered via the questionnaire and the conducted interviews. Throughout the presentation and discussion of the findings, the review of literature discussed in earlier chapters will be related to the relevant information obtained in the rich data. This chapter will consist of three main sections. In section one, a presentation of the questionnaire data is provided, followed by the interview data in section 2. Conclusions and recommendations that follow from the findings and answers to the research questions will be presented in Chapter 5.

### **4.2 Questionnaire data**

The questionnaire was administered with three main aims in mind. First, to ensure that the participants comply with the selection criteria for the study. Second, to acquire baseline information about the language backgrounds of the participants, and finally, to be able to start the conversation and reflection about the FLP choices made by the participating families. The latter was ensured through the open-ended questions posed in the questionnaire. The information about the FLP choices were further elaborated on, by the participants, during the interview, which is discussed in Section 4.3 Therefore, the focus of this section will be to mainly report on the biographic data and language repertoire data that inform the background of the participants.

#### **4.2.1 Description and exposition of biographical information**

In this section, a summary of the participants who took part in the interview phase will be provided. From the biographical information provided by the participants, it is clear that there are representatives from all of the age groups, ranging from 19 years of age, to ages above 60. The most prominent age range among the participants is the 31-41 year old range. Table 2 provides a depiction of the participants' biographical information, in terms of their age and highest qualification level.

Table 2: Questionnaire data with participants' biographical information

Gender	Age					Highest education level			
	19 - 24	25 - 30	31 - 41	41 - 50	60+	High school	Diploma	Master's degree	Other
<b>Female</b>	2	3	8	1	-	10	3	1	-
<b>Male</b>	1	3	1	6	1	9	2	-	2
<b>Total</b>	3	6	9	7	1	19	5	1	2

For this phase of the study, there were 14 female and 12 male participants who participated in the study. In the case of two of the families, where the male counterpart did not participate in the study, the families had recently separated. However, the children were still in the home environment of the English participant, which therefore still validated their participation in the study.

For the highest qualification level, the majority of the participants reported to have completed high school (n=19), 5 participants had obtained diplomas, and one of the participants had obtained a Master's degree. In addition, two participants indicated that they had obtained a qualification other than those provided in the list of the questionnaire. Only one of these two participants provided information in this regard, stating that she has some post-school education and safety background.

The information for the highest qualification for the men does not tally to a total of 12, as one of the participants included high school and other as his highest qualification level, and the data are recorded accordingly.

In addition, the participants were required to state their dominant language (as a reminder, 'dominant language', in the context of this dissertation, refers to the language in which a person is, generally speaking, the strongest). For this question, one of the participants stated that she is dominant in both English and Afrikaans, and that both should be considered her dominant language. In Table 3 note the prominence of English (n=20)<sup>6</sup> among the participants, and note that only 7 of the participants indicate that Afrikaans is their dominant language<sup>7</sup>. This finding is important in the context of the

<sup>6</sup> The 'both' is added to the n-value.

<sup>7</sup> The 'both' is again added to the n-value.

study where one could potentially argue that if Afrikaans had been the dominant language reported by the participants in the study, it would explain the choice for the FLP that opted for Afrikaans-medium schools. This is, however, not the case in this group of participants, as the questionnaire answers to this question indicate that Afrikaans is not viewed as the dominant language by the majority of the participants.

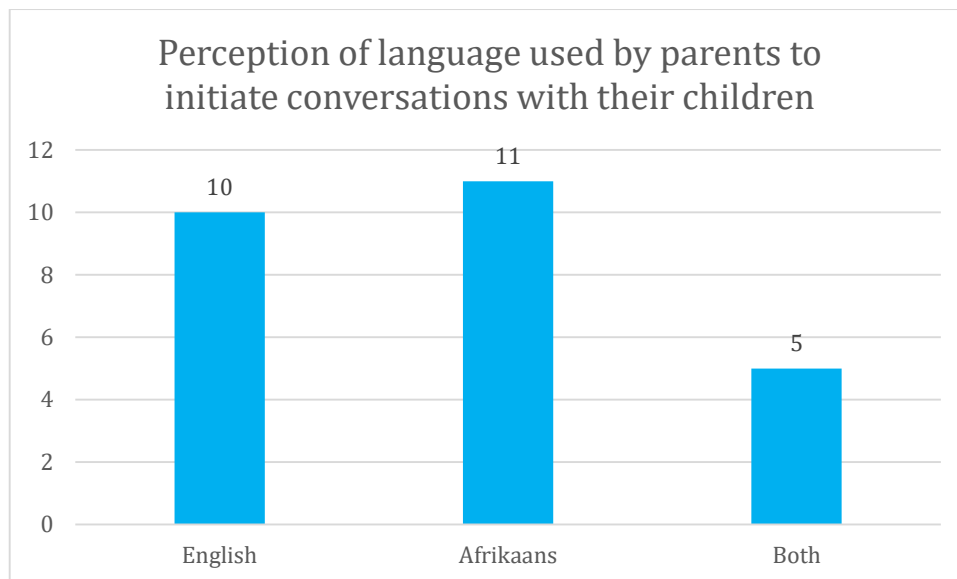
*Table 3: Dominant languages of participants*

<b>Dominant language</b>		
	Female	Male
<b>Afrikaans</b>	5	1
<b>English</b>	8	11
<b>Both</b>	1	-
<b>Total</b>	16	12

#### 4.2.2 Open-ended questions discussion

Within the group of 26 participants from 14 families, there are 26 children, ranging in age from 2 years old to 14 years old. The mean age for the children of the participating individuals is 7 years. The participants and children form part of 14 families, of which 12 indicated that their children attend Afrikaans LoLT schools, one reported that their child is in a parallel-medium school, and another explained that their son attends an English school, but their daughter attends an Afrikaans LoLT school.

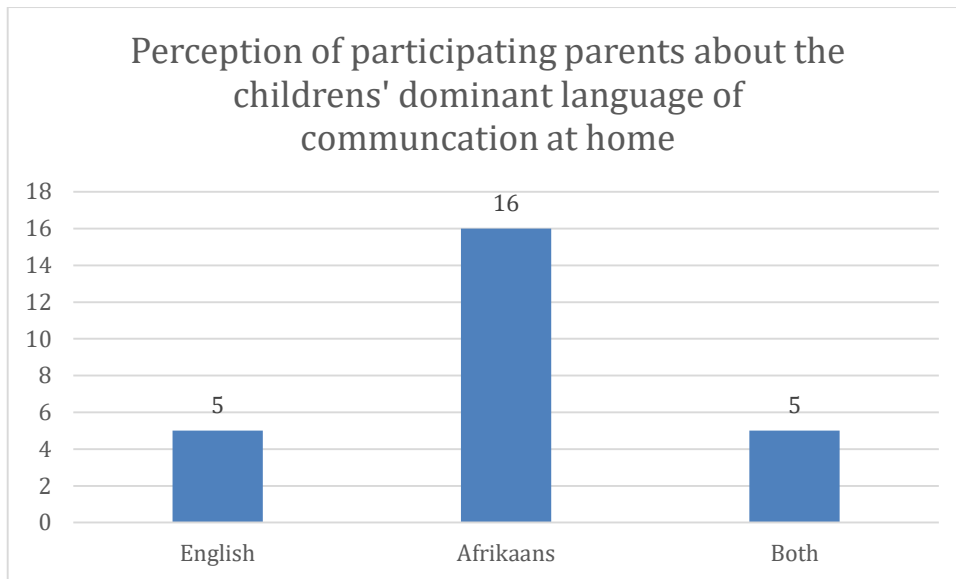
The participants were required to report on the language that they use when they initiate conversations with their children. Graph 1 presents the responses provided by the participants to this question.



*Graph 1: Perception of participating parents about language used to initiate conversation*

It is important to bear in mind that the responses by the participants are merely their perceptions. In contrast to the data presented in Graph 1, during the interview phase, the majority of the participants explained that their language use with their children varies between English and Afrikaans (to be discussed in Section 4.4). In the interview data, a minority of the participants reported implementing the OPOL strategy when communicating with their children. The data in the table that reflect the questionnaire information shows the opposite results. There is a seeming discrepancy in the data questionnaire responses and those in the interview which will be discussed when the interview data are presented as well. It seems that from the questionnaire data, the participants express an experience of “language purity”. In other words, they believe that they always use one of the languages to initiate conversations with their children. This perception is not confirmed in the interview data. For accurate data to answer this particular question, one should investigate this issue further; direct observations (although not possible in this study) would have been helpful. However, for the purpose of this study, the researcher wanted to determine the initial perceptions of the participants. What is, however, evident is the presence of both languages in the homes of the children, which is an important factor in the study.

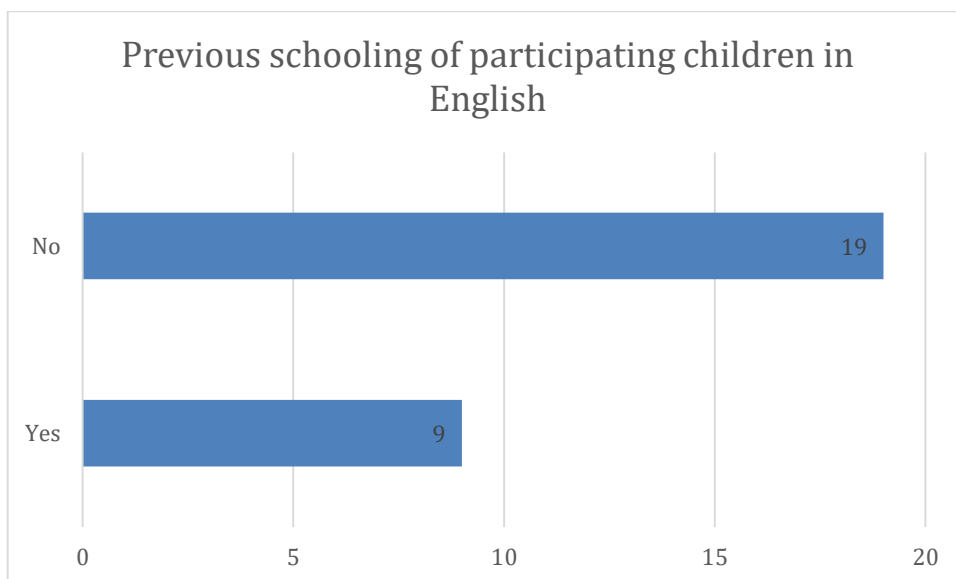
In terms of the language that the participants reported their children to use at home to communicate the most of the time, the responses are illustrated in Graph 2. Again, the responses are based on the perceptions of the participants, and not observed data.



*Graph 2: Perception of participating parents about their children's dominant language of communication at home*

The perception is, that Afrikaans is the dominant language for the children in the homes. This is supported in the interview data, where some of the participants explain that their children are stronger in their Afrikaans than they are in their English.

The next question in the questionnaire asked of the participants to indicate whether their children had ever received English schooling, before attending an Afrikaans school/classroom (which is a requirement to be part of the study).



*Graph 3: Previous schooling of participating children in English*

Twenty-eight responses were received, as one of the participants indicated that their son

has received English schooling, whereas their daughter has not. This accounts for the two additional responses. Graph 3 above provides the summarised data for the responses. Another finding that emerged from this analysis is that there were two instances where the responses from the two participants in one family, differ. For example, Participant 1A indicated that her son had previously received schooling in English, whereas Participant 1B indicated that their son had not. In these two cases, the use of a mixed method approach assisted the researcher to confirm the correctness of some contradictory data. The researcher had additional data sets that enable a firmer conclusion; keeping in mind that perception data should not be confused with behavioural data.

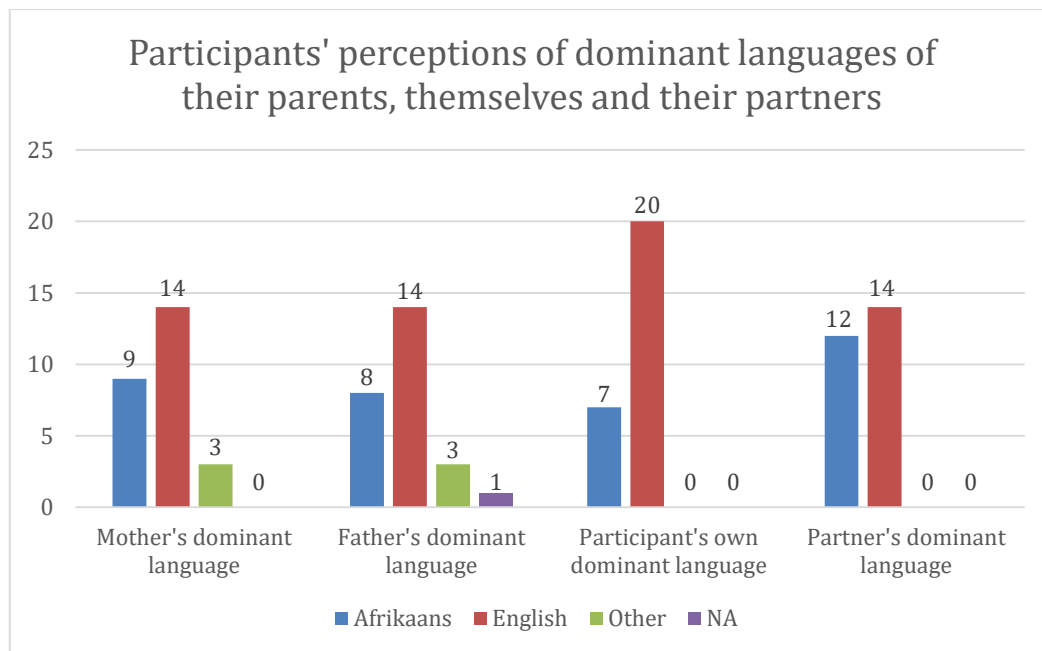
The participants were allocated a space in which to explain, where relevant, why their children were moved from English schooling to Afrikaans as LoLT. As is evident in the qualitative data (later in this chapter), the reasons are varied. The most prominent response was that due to the fact of the children's preschool being parallel medium, they were subsequently enrolled into an Afrikaans medium school. The second highest response was reported to be that to the Afrikaans schools provided the best schooling. This response, as well as the perceived good discipline of Afrikaans-medium schools and the fact that the mother is Afrikaans (and would be the one to help with homework), all appear as responses to this question in the interview. Evans and Cleghorn (2014:14) found that parents selected a particular school based on the "Afrikaans historical legacy and associated reputation as a school where the learners would be well disciplined". This, however, contrasts with De Klerk and Bosch's (1998) statement regarding the dropping standard of Afrikaans schools. A more detailed analysis of this can be found in Section 4.4.11. Furthermore, convenience was also listed by one of the participants as reason for the selection of the school.

The participants were further required to explain what factors, events or experiences contributed to the decision to send their children to Afrikaans LoLT schools (see Curdt-Christiansen, 2013). Again, the responses were varied, although a number of common factors were identified by the participants. The most prominent of the responses related to the perception that Afrikaans schools have better discipline (related to Evans & Cleghorn, 2014), work ethic and values. Furthermore, the Afrikaans schools are regarded as the best, better, or good schools in the Vaal Triangle Region. There is also the

perception that in the Afrikaans schools, there are fewer children per class, as well as more white children (not a prominent reason, but it did emerge as one reason among some participants) in the Afrikaans schools compared to the English schools. Again, the fact that the Afrikaans participant would be the one to assist the children with their homework emerged as a contributing factor in the decision (and is also supported in the qualitative data). The extended family and friends in the children's micro environment, for some of the children, are Afrikaans. Single examples, such as seeking advice from medical experts, and not being satisfied with the school that the children had previously attended, also emerged from the data.

#### 4.2.3 Dominant language

Graph 4 provides a summary of the perception of the dominant languages of the participants' mothers, fathers, themselves, as well as their partners. Please note the addition of 'NA', as one of the participants explained that she does not know her father, and could therefore not report on his perceived dominant language. An important additional note to make is that, although there are only 26 participants, the representation of 'Participant's perception of their own dominant language' amounts to n=27, due to the participant who regards both English and Afrikaans as dominant. The reported dominance of English is very evident in the graph, which further supports the reason for this particular study.



Graph 4: Participants' perceptions of the dominant languages of their parents, themselves and their partners

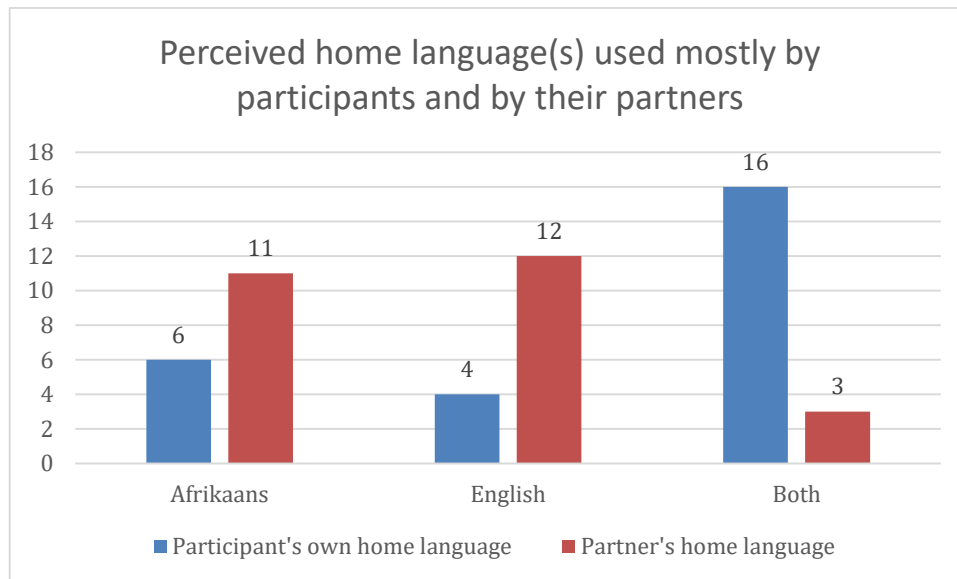
As is clear from Graph 4, English is the perceived dominant language of the mothers and the fathers of the participants. For the mothers, 14 of the participants indicated that they perceive English to be the dominant language of their mothers, 9 perceive that Afrikaans is the dominant language of their mothers and 3 of the participants reported other dominant languages of their mothers. The findings for the fathers of the participants are similar: 14 of the participants' fathers are perceived to be English dominant, 8 are perceived to be Afrikaans dominant, 3 are perceived as having other dominant languages and one participant did not provide a response about the perceived dominant language of her/his father. For the three instances where the participants selected 'Other' as the perceived dominant language of their parents, these languages are: Greek, Portuguese and German.

In the case of the perceived dominant language of the participants, Graph 4 indicates that for 20 participants, English is perceived to be the dominant language and 7 perceive themselves to be dominant in Afrikaans; and 14 of the participants reported that they believe that English is the dominant language of their partner and for 12, they believe that Afrikaans is the dominant language of their partner. The perception that more partners are Afrikaans dominant is more reflective of bilingualism within the home, than the perceived dominance of English as their self-reported dominant language. Via the perceived dominance of Afrikaans among partners, the home domain clearly becomes

potentially more bilingual.

#### 4.2.4 Dominant home language

The participants were required to reflect on the language that is used within the home by the participants themselves, as well as the language used mostly at home by their partners. These data are presented in Graph 5.



*Graph 5: Perceived home language(s) used mostly by participants and by their partners*

From the data in Graph 5 it is evident that the participants hold a strong perception of themselves as more bilingual ( $n=16$ ) within the home, rather than monolingual (Afrikaans  $n=6$  and English  $n=4$ ), which could support the participants' desire for their children to also be bilingual. Contrary to their perception about their own bilinguality in the home, the participants believe that their partners are more monolingual within the home (Afrikaans  $n=11$  and English  $n=12$  and  $n=3$  perceived as bilingual language use of the partner in the home).

The only inference to be made here is the complexity of the experiences in this particular set of bilingual participants. The fact that for the participants there is a definite dominance for being both English and Afrikaans, whereas it is absent for the perception of the language use of the partners. What could be reflected here is the difficulty of being able to judge and reflect on another person's, even a close partner's, language repertoire and language use. Furthermore, as stated earlier, more comprehensive studies at for

example PhD level should include direct observation data gathering to match with perception data.

#### 4.2.5 Order of languages learnt of the participants

The participants were further required to indicate the order in which they learnt their various languages. The questionnaire allowed for the inclusion of up to five languages, however, there were only reports of language up to a fourth language in the repertoire. In Table 4 the responses of the participants are summarised. Nine language were reported as part of the language repertoire of the entire group.

*Table 4: Order of languages of participants learnt*

Languages	1st language	2nd language	3rd language	4th language	Total
English	14	10	2	-	26
Afrikaans	9	15	2	-	26
Greek	1	-	-	-	1
Portuguese	1	-	-	-	1
German	1	-	-	1	2
Southern Sotho	-	1	2	-	3
French	-	-	-	1	1
Tswana	-	-	1	-	1
Zulu	-	-	1	1	2
<b>Total</b>	26	26	8	3	

From the information in Table 4, it is clear that English and Afrikaans are the most prominent languages learnt as a first and a second language. English (n=14) again presented as the highest frequency of first language learnt within the group, with Afrikaans (n=9) as the second highest frequently learnt first language. As for the second language, Afrikaans (n=15) enjoys the highest frequency of acquisition, followed by English (n=10). Due to the dominance of these two languages, it is clear that these families are bilingual. This evidence is supported by a similar pattern which is found in Coetzee-Van Rooy (2013). The other languages reflected in Table 4, are varied, and only hold very low frequencies. The third languages learnt, amount to n=8, and only 3 responses indicate that a fourth language was learnt.

Furthermore, the participants were then asked to rank their top three dominant languages, as is reflected in Table 5.

Table 5: Ranking of the top 3 dominant languages perceived by participants

Languages	Dominant language	2nd dominant language	3rd dominant language	Total
English	18	7	-	25
Afrikaans	7	17	1	25
Southern Sotho	-	-	2	2
German	-	1	-	1
Portuguese	-	-	1	1
Greek	-	-	1	1
English & Afrikaans	1	1	-	2
<b>Total</b>	26	26	5	

From the data in Table 5, the dominance of English (n=18) comes to the fore again when it is reported as the highest dominant first language for the participants, followed by Afrikaans (n=7). As the second dominant language, the roles are reversed; Afrikaans (n=17) is the majority second dominant language, with English (n=7) in the second position. Based on this evidence, the bilingualism within these families is again clear. The bilingualism is reported at an individual level where participants indicate that they know both languages. Both languages share prominence in the context of the perceptions of the dominant, second dominant and third dominant languages. This evidence supports the expressed desire that the participants have for their children to be raised within a bilingual FLP which will be reported and discussed later the chapter when the interview data are presented. In addition, an important finding is the low frequency of dominant third languages among the participants, which again confirms findings by Coetzee-Van Rooy (2013) for Afrikaans-English bilingual students in the same region.

#### 4.2.6 Perceptions of the dominant language

The following section will include findings of the various elements related to the dominant language. In the questionnaire, the participants were requested to answer a set of questions related to their self-reported dominant language. Table 6 below provides the information about the age of the acquisition of the dominant language, as well as the motivation for learning the dominant language. In Table 6, the data for English as dominant language and Afrikaans as dominant language are separated, providing a cross-

tabulation of the data.

#### 4.2.6.1 Age of acquisition and motivation for learning the perceived **dominant language**

Table 6: Age of acquisition and motivation for dominant language learnt

Age of acquisition	Since my birth (0-2 years old)	As a small child (between 3-6 years old)	During primary school age (between 7-13 years old)	During high school age (between 14-18 years old)	After high school age (19+ years old)
<b>English dominant (n = 19)</b> When did you learn your strongest language?	13	2	3	-	1
<b>Afrikaans dominant (n = 8)</b> When did you learn your strongest language?	7	1	-	-	-
<b>Motivation for learning</b>	<b>I was born into a family that use the language. (1)</b>	<b>It was used as language of learning and teaching at school. (2)</b>	<b>The language is important in the world of work. (6)</b>	<b>I had another reason or motivation to learn my strongest language. (7)</b>	
<b>English dominant (n = 21)</b> Motivation: I learnt your strongest language because...	13	6	1	1	
<b>Afrikaans dominant (n = 9)</b> Motivation: I learnt your strongest language because...	7	-	1	1	

Throughout the analysis of the responses related to the dominant language, please note that n=27, despite the fact that there are only 26 participants. This is due to the request

from Participant 1A to regard both Afrikaans and English as her dominant languages. Therefore, n=19 for English as the dominant language, and n=8 for Afrikaans as the dominant language of the participants.

With regard to English as the dominant language, the most prominent time in which English was learnt was since birth. This makes sense, when one considers the high report of English as the language of the participants' parents, which was also predominantly English. This is evidence of intergenerational transfer of the language of the parents to their children – in this case, the participants (see Ndlangamandla, 2010). For the responses of learning English between 3-6 (n=2) and 7-13 (n=3), these cases are where the participant learnt English as either as second or a third language, however, English has become their dominant language later in life in their view. One of the participants reported to have only learnt English after high school age. This might have been an error when reading and answering the questions, as the participant communicated in the interview phase to have only used English since he was young. However, the data are presented as they were reported.

As it can be expected, the participants who reported the early learning of English, reported that they were born into an English family. The other participants explained that English was used as the language of learning and teaching in school. It is also important to bear in mind, that the participants were not restricted to only select one answer for this question, therefore, some explained that they were born into an English family, and their language of learning and teaching was English. Another participant, for example, only reported that English is important for the world of work, without explaining that his schooling was in English, or that he was born into an English family. Regardless thereof, it is clear that the majority of the participants learnt English since birth, and that they were born into an English family. In other words, the majority of the participants' early childhood was English dominant. One of the participants further indicated that she had another reason for learning her dominant language (which was not the first language that she learnt), she stated "I absolutely love the language and prefer speaking it".

In terms of Afrikaans as the dominant language, 7 of the eight Afrikaans dominant participants reported to have learnt Afrikaans since birth. Only one of the participants explained that they learnt Afrikaans between ages 3 and 6. The latter participant,

however, reported that she was born into an Afrikaans family. The perception of when the participant actually started to communicate at a more fluent level, could be the reason for selecting the age group 3-6, instead of 0-2. However, this is purely speculation on the part of the researcher.

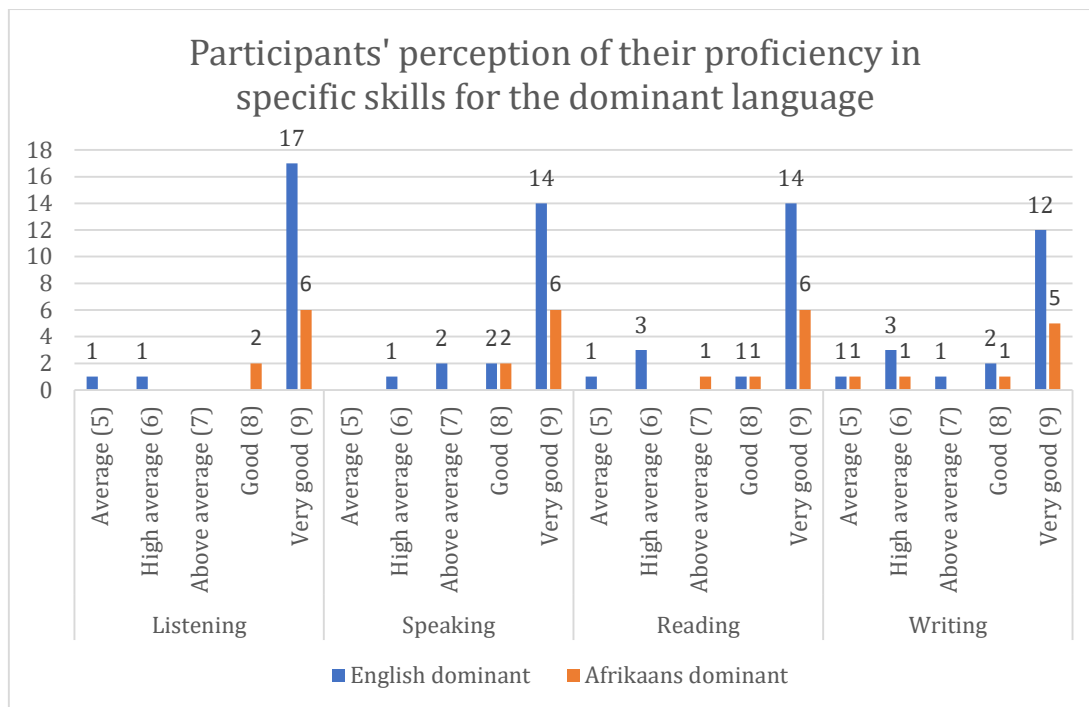
As for the motivation behind learning Afrikaans, for the Afrikaans dominant participants, the majority of the participants reported that they were born into an Afrikaans family. One participant explained that she learnt the language because it is important for the world of work, as well as stated that she married into an English family. Based on the clarification for “I had another reason or motivation for learning my strongest language”, it would appear that the participant might have answered this question in terms of her second dominant language, rather than for her dominant language.

#### *4.2.6.2 Description of the perception of the participants regarding the proficiency levels of their **dominant language***

The participants were required to rate themselves based on their perceptions of their proficiency in specific language skills<sup>8</sup> of their dominant language. Again, the information in Graph 6 is separated for English dominant and Afrikaans dominant participants, providing a cross-tabulation of the information.

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<sup>8</sup> The responses reported by the participants are merely representative of the participants' perceptions of their skills. The level of proficiency of the participants was never tested.



Graph 6: Perception of proficiency in specific language skills for the dominant language

From the data reported in Graph 6, it is important to note that, despite the fact that the participants report that they are dominant in English, there is still a varying degree in the report of their perceptions of their listening skill in English, ranging from ‘average’ to ‘very good’. This is opposed to the perceived skill level reported by the Afrikaans dominant participants, who report their skill as ‘good’ or ‘very good’. A similar trend occurs for the speaking skills of both English and Afrikaans dominant participants, where participants who report Afrikaans as dominant language believe that they are good or very good at speaking Afrikaans and the responses of the English dominant participants range from high average to very good.

In terms of the data related to reading, the English dominant participants again report a varying degree in the level of this skill. There is a possibility that the participants’ beliefs about their proficiency in this skill could be based on a number of influences, such as their love for reading, or even feedback that could have been received at school level. However, this again is merely speculation on the part of the researcher. The Afrikaans dominant participants maintain a general trend of ‘above average’ to ‘very good’ levels for their perceived skill in reading English.

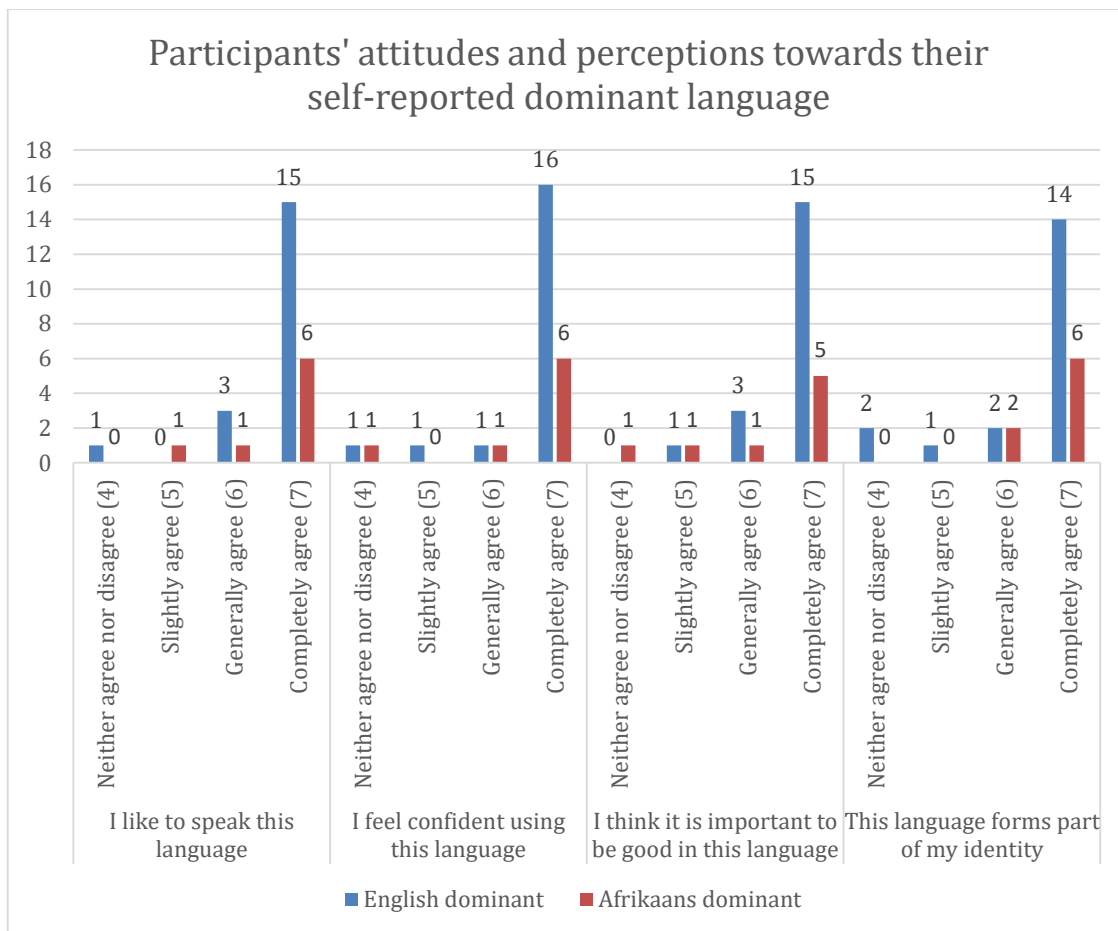
For writing, both the English and the Afrikaans dominant participants perceive this skill

as varied; both ranging from 'average' to 'very good'. However, this is a productive skill, where grammatical, syntactical and normative rules, which are taught at school level come into play. Producing language is an active skill that requires specific efforts which could explain some of the perceptions of the participants. This could provide, at least, some clarification for the distribution within the report of this particular skill in Graph 6.

It would appear that the Afrikaans dominant participants perceive their skills as stronger or developed at a higher level than the English dominant participants perceive their own skills. This occurs consistently across the skills. It could also be that the English participants are more critical when reporting on their proficiency levels for the four skills. Despite the varying degrees that occur within the graph, mostly from the English participants, it remains evident that the majority of the participants perceive their dominant language skills in both Afrikaans and English to be generally high, with most of the participants reporting their skills as 'very good'.

#### *4.2.6.3 Description of the participants' attitudes and perceptions towards the self-reported **dominant language***

The participants' attitudes and perceptions towards their self-reported dominant languages were also investigated with the use of the questionnaire. The participants had to rate their feelings about their dominant language, for different scenarios, on a scale of 1 – 7, where 1 is completely disagree and 7 is completely agree. Graph 7 provides a visual representation of the responses provided by the participants.



Graph 7: Participants' attitudes and perceptions towards their self-reported dominant language

With the English dominant participants at n=19 and the Afrikaans at n=8, it is clear that the majority of the participants for both the Afrikaans and the English dominant participants hold strong and, to the most part, positive attitudes and perceptions towards their dominant language. With merely a few outliers within the data, it is clear that the majority likes to speak their dominant language and that they feel confident in using it. In addition, the majority considers their dominant language to form part of their identity. The most important information from this graph, in terms of the focus of this study, is the attitude and perception that the participants hold towards their belief regarding the importance of being good in the language. The English dominant participants slightly agree, generally agree and strongly agree that it is important to be good at their dominant language. The general trend is the same for the Afrikaans dominant participants, except that there is one participant that indicates that he/she is neutral towards the idea that it is important to be good at one's dominant language. For the purpose of this study, one should therefore note that the participants (irrespective of perceiving themselves as

English or Afrikaans dominant) in general believe that it is important to be good at their dominant language.

*4.2.6.4. Contributing factors for learning, as well as the current use of the participants' **dominant language***

In Table 7, a representation of the participants' perceptions of the factors that contributed to learning their dominant language, as well as those that contribute to the current use of their dominant language is documented.

Table 7: Factors that contribute to learning and current use of dominant language

	Factors that contribute to learning English (Dominant language)							Factors that contribute to current use of English (Dominant language)						
	Did not contribute at all (1)	Contributed very little (2)	Contributed to a small extent (3)	Average contribution (4)	Contributed to a large extent (5)	Contributed a lot (6)	Contributed the most (7)	Did not contribute at all (1)	Contributed very little (2)	Contributed to a small extent (3)	Average contribution (4)	Contributed to a large extent (5)	Contributed a lot (6)	Contributed the most (7)
(n = 19)														
Social interaction	-	1	1	1	2	4	10	-	1	-	2	3	3	10
Family	-	2	1	-	4	1	11	-	1	-	1	6	2	9
Reading	-	2	-	1	2	2	12	1	-	-	2	3	4	9
Entertainment	-	-	1	3	1	3	11	-	-	-	3	1	6	9
Education	1	1	1	-	3	2	11	-	1	-	1	4	5	8
Work	1	1	-	3	1	2	11	-	-	-	2	3	4	10
Total	2	7	4	8	13	14	66	1	3	-	11	20	24	55
	Factors that contribute to learning Afrikaans (Dominant language)							Factors that contribute to current use of Afrikaans (Dominant language)						
	Did not contribute at all (1)	Contributed very little (2)	Contributed to a small extent (3)	Average contribution (4)	Contributed to a large extent (5)	Contributed a lot (6)	Contributed the most (7)	Did not contribute at all (1)	Contributed very little (2)	Contributed to a small extent (3)	Average contribution (4)	Contributed to a large extent (5)	Contributed a lot (6)	Contributed the most (7)
(n = 8)														
Social interaction	-	-	1	2	1	1	3	-	-	1	3	-	1	3
Family	-	-	1	-	-	2	5	-	1	-	1	-	2	4
Reading	-	-	-	1	-	3	4	-	2	1	1	-	1	3
Entertainment	-	1	1	-	1	2	3	-	2	1	2	1	1	1
Education	-	-	-	-	-	3	5	1	1	2	-	-	2	2
Work	2	1	-	2	1	1	1	1	1	-	1	2	2	1
Total	2	2	3	5	3	12	21	2	7	5	8	3	9	14

An overall trend of the factors that contribute to the learning of English perceived as a dominant language, is evident in that the majority of the responses occur in between 'Contributed to a large extent' and 'Contributed the most'. In all of the listed factors, the majority of the responses appear in the 'Contributed the most', without much variation in the frequencies of the various factors (between 10 and 12 out of the 18 English dominant participants). The same is evident in the data regarding the perceived contribution of factors that influence the current use of English for the English dominant participants, where again, the participants' highest reports are for 'Contributed the most' (between 8 and 10), with slightly lower values to represent the 'Contributed to a large extent' and 'Contributed a lot', however still presenting the majority of the responses across the various factors.

For the Afrikaans dominant participants, the data are different from that reported by the English dominant participants'. The majority of clusters within the Afrikaans dominant data is scattered across the table. In terms of the factors that contributed to learning their dominant language, the Afrikaans dominant participants acknowledge that family, reading, entertainment and education were all factors that 'Contributed a lot' and 'Contributed the most' to their learning of Afrikaans, whereas the factor of work does not appear to have influenced their learning of the language. This, however, is to be expected, as work is commenced at a later stage in life, when dominant language learning, in most cases, has already been established. There is no clear pattern for the perceived contribution of 'Social interaction' towards the learning of Afrikaans as a dominant language and the data set is too small to do inferential statistics. The findings for the contribution of 'Social interaction' in the learning of Afrikaans as dominant language is therefore unclear.

As for the contribution that the same factors have on the current use of Afrikaans perceived as dominant language, the same pattern persists namely that the data are distributed across the various options in the table. The family still seems to contribute to the use of Afrikaans as a dominant language, with 6 out of 8 participants reporting the contribution levels at 'Contribute a lot' and 'Contribute the most'. As opposed to the contribution to learning the language, reading and entertainment are indicated to not contribute as much to stimulate the current use of Afrikaans as dominant language with

responses ranging from 'Contributed very little' to 'Average contribution'. There are various possible reasons for this, such as lack of interest in reading, or specifically in reading in Afrikaans. In addition, it could be expected that the majority of reading that takes place for the participants, pertains to reading emails and information online, which may be predominantly in English. In terms of entertainment, the availability of less Afrikaans movies or programs to watch on television, than there are in English, could explain the report for entertainment across the two languages. A marked shift, however, occurred in the contribution levels of Afrikaans for work. The majority has shifted to 'Contributes to a large extent', 'Contributes a lot' and 'Contributes the most'. This is also evident in the reports during the interview phase, where the participants indicated that there is still a fairly high level of Afrikaans used in the work domain, within the Vaal Triangle Region. These findings relate to the domains of language behaviour and the sources of variance in language behaviour which is identified by Fishman (1965).

#### 4.2.7 Perceptions of the second dominant language

The participants were asked to rate their second dominant language, in terms of the same information as was required of their perceived dominant language. The information in this section, therefore, focusses specifically on the second dominant language, as was indicated by the participants. However, due to the nature of the study – with the particular focus on English and Afrikaans, one of the participants' second dominant language results is not calculated into the presentation of the data, because the participant indicated that his second dominant language is German. By including the data of his German acquisition, skills level, attitude etc., the results will not focus on Afrikaans as a second dominant language. This one response is, therefore, excluded in the rest of the study.

4.2.7.1 Age of acquisition and motivation for learning the perceived **second dominant language**

Table 8: Age of acquisition and motivation for second dominant language learnt

Age of acquisition	Since my birth (0-2 years old)	As a small child (between 3-6 years old)	During primary school age (between 7-13 years old)	During high school age (between 14-18 years old)	After high school age (19+ years old)
<b>English second dominant (n = 7)</b> When did you learn your second strongest language?	-	1	4	1	1
<b>Afrikaans second dominant (n = 17)</b> When did you learn your second strongest language?	1	5	8	2	1
<b>Motivation for learning</b>	I was born into a family that use the language. (1)	It was used as language of learning and teaching at school. (2)	I wanted to communicate with people in my community or close environment. (3)	The language is important in the world of work. (6)	I had another reason or motivation to learn my strongest language. (7)
<b>English second dominant (n = 8)</b> Motivation: I learnt your second strongest language because...	1	3	-	3	1
<b>Afrikaans second dominant (n = 21)</b> Motivation: I learnt your second strongest language because...	1	11	5	3	1

For English as a perceived second dominant language, more than half (n=4) of the participants reported that they learnt English in primary school. Single instances of learning English as a small child, at high school, and after high school were reported. Therefore, it can be assumed that the majority of the participants learnt English within

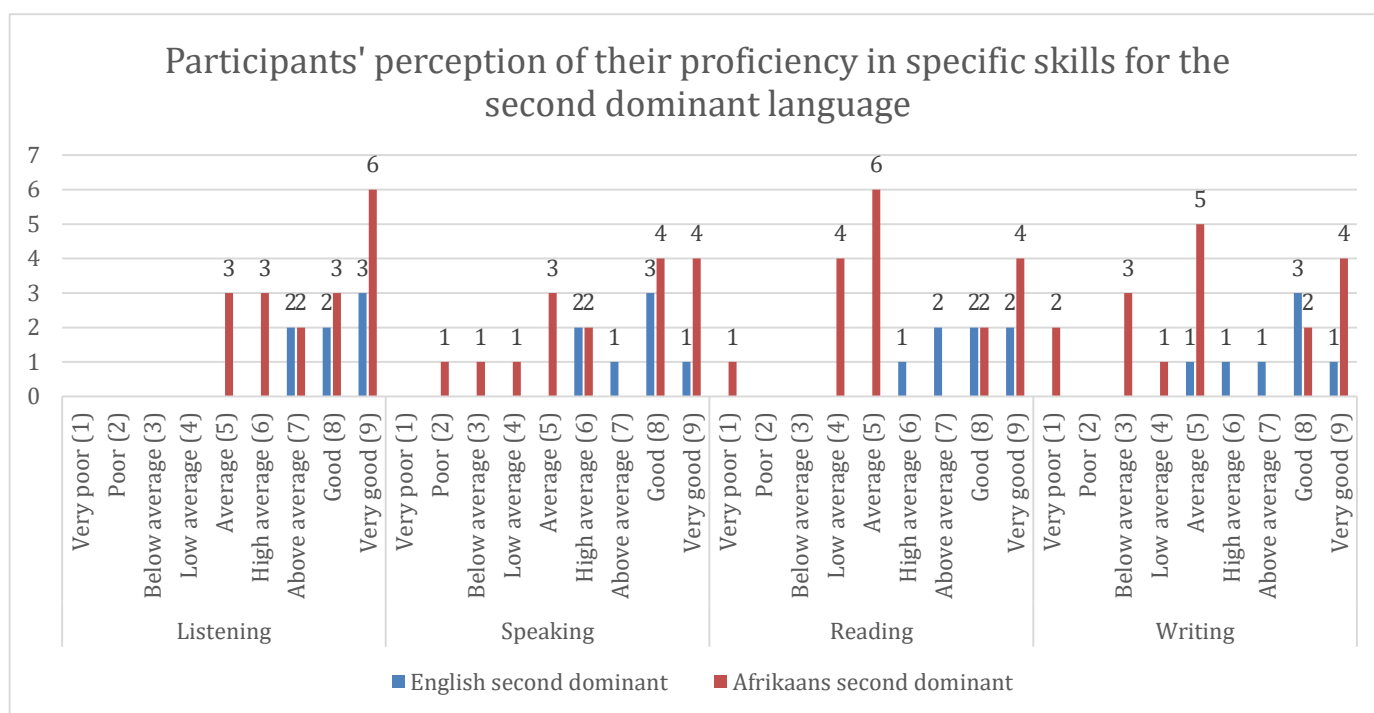
the Education domain. As for Afrikaans as a second dominant language, again, a high frequency of participants indicated that Afrikaans was learnt at primary school age. Five participants reported that they started to learn English as a small child (between 3-6 years old). Two participants indicated that they only learnt Afrikaans (as a current second dominant language) at high school age, and one only after school.

For the cases where the participants have indicated that they only learnt the language after school, the researcher is of the opinion that this may be due to the participants' perceptions of when they became more efficient and fluent in the language. The reason for the researcher's belief is due to the fact that the participants went to schools where both English and Afrikaans were taught as subjects in school, regardless of the LoLT of the school. The responses by the participants therefore do not make sense, because in this region, it is not possible that the participants will only learn and use Afrikaans in a post-school context. Afrikaans is used in the business domain in the region and children in schools where Afrikaans and English children are educated use Afrikaans in sports teams etc.

With regard to the motivation for learning English, the Afrikaans dominant participants do not believe that learning English was motivated by wanting to be able to communicate with people within the community. However, the two prominent reasons were, first that English was the LoLT for the subject 'English' which they learnt at school and that English is important in the world of work. The motivation to learn Afrikaans perceived as second dominant language, on the other hand was predominantly identified to be due to it being the LoLT for the Afrikaans subject in school, followed by the desire to be able to communicate with the people in the community. Afrikaans in the workplace was also deemed as a motivation for learning the language (see Fishman, 1965). The importance of both English and Afrikaans in the work domain, can be related to the fact that the Vaal Triangle Region is a predominantly Southern Sotho, Zulu and Afrikaans region where English is used as a lingua franca when speakers of different home languages meet. As for the participant who indicated that she was born into a family that uses that language; the participant forms part of bilingual families, which explains her response.

#### 4.2.7.2 Description of the perception of the participants regarding the proficiency levels of their *second dominant language*

In addition to providing the skills-level of their perceived dominant language, the participants were further required to rate the skills of their perceived second dominant language. Graph 8 provides a summary of the information, provided by the participants.



Graph 8: Perception of proficiency in specific language skills for the second dominant language

A similar trend to that which is present in the distribution of the skills level for the dominant language (see Graph 6) occurs in the perceptions of the participants with regard to their second dominant language. There is a broader variation in the distribution of the perception of the skills, in terms of Afrikaans as a second dominant language by the English dominant participants. The contrast again, is seen in the perception of the Afrikaans dominant participants' skills in English as the second dominant language in their repertoire. The listening skills of the English as second dominant language participants is again rated higher (ranging from 'Above average' – 'Very good'), than for Afrikaans as second dominant language (ranging from 'Average' – 'Very good').

The speaking and reading skills' distribution range in the graph for the English as second

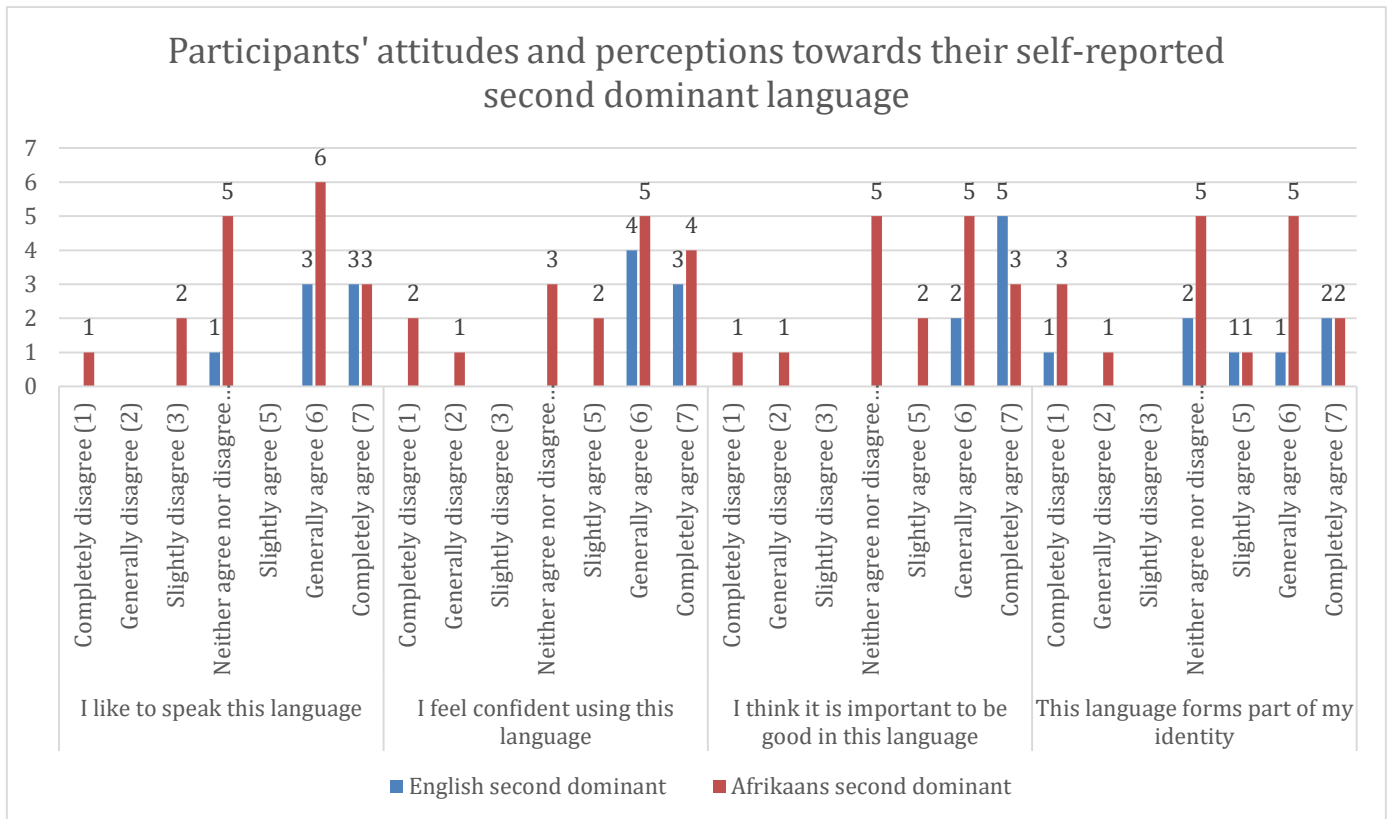
dominant language, is the same; both ranging from 'High average' to 'Very good'. Whereas, the spread of the data for speaking skills in Afrikaans perceived as second dominant language is represented in seven of the nine categories, ranging from 'Poor' to 'Very good', and the participants report data in five of the nine levels for reading skills, with a distribution from the lowest ('Very poor') to the highest ('Very good') level.

As in Graph 6, a varied skill perception, in terms of writing, is held by the participants. For English perceived as second dominant language, the reports vary between 'Average' and 'Very good', compared to the perception of Afrikaans perceived as second dominant language, which does not share the upper half of the scale range, as for English perceived as second dominant language. In this case, the perceived skills again vary from 'Poor' to 'Very good'.

It would appear that the Afrikaans dominant participants believe their skills in their perceived second dominant language are stronger than the English dominant participants perceive their skills to be in Afrikaans perceived as a second strongest language. This information links with the information that the participants provided during the interview phase, where the English dominant participants indicated the belief that Afrikaans as additional language at school, was not presented at the same level as English as additional language is presented at school. This could be the reason behind the lack in confidence, and lower perceived level of ability in the language skills that the English dominant participants presented for Afrikaans as their perceived second dominant language.

#### *4.2.7.3 Description of the participants' attitude and perceptions towards the self-reported **second dominant language***

Graph 9 provides insight into the attitudes and perceptions that the participants hold regarding their perceived second dominant language.



Graph 9: Participants' attitudes and perceptions towards their self-reported second dominant language

The attitudes and perceptions of the Afrikaans dominant participants, in terms of English perceived as their second dominant language, appears much more positive than the perceptions of the English dominant participants about Afrikaans perceived as second strongest language. It is clear that the Afrikaans dominant participants generally like to speak English, are confident in the use thereof and think that it is important for them to be good in the language. In opposition to these positive views, the English dominant participants, for example only have six participants from their group who expressed that they 'Generally agree' that they like to speak Afrikaans, and five 'Neither agree nor disagree' with the statement. Two participants stated that they 'Slightly disagree' and one does not agree at all, that they like to speak Afrikaans.

Furthermore, there is a level of diffidence indicated by the English dominant participants for the attitudes and perceptions towards using Afrikaans perceived as a second dominant language. Here the participants have reported a range from 'Completely disagree' to 'Completely agree' to being confident in the use of Afrikaans. A very different picture than the Afrikaans dominant participants' confidence in using English appears for

the English dominant participants in relation to Afrikaans perceived as a second dominant language. The same is evident in the perception about the importance of being good in the second language. Five of the English dominant participants do not agree or disagree that it is important to know Afrikaans. Furthermore, five 'Generally agree' that it is important. However, there are two participants who do not believe that it is important. The data present a mixed view of the participating parents' views of the importance to raise their children as equibilinguals, as is evident in the qualitative interview data discussed later in the chapter.

In terms of the attitudes and perceptions about whether the second dominant language forms part of the participants' identities, the data is more varied than it was for their dominant language (see Graph 6), where some still feel the second dominant language forms part of their identity, some do not have any particular feeling about it, and others do not believe that the perceived second dominant language is related to their identity. This information is important in terms of Slavkov's (2017) explanation that FLP research also explores the influences of identity in the decisions that parents make about language use and behaviour.

#### *4.2.7.4 Contributing factors for learning, as well as the current use of the participants' **second dominant language***

As with the dominant language, the participants were required to rate the factors in the provided list to indicate how the factors listed contribute to their learning and current use of. Table 9 summarises this data:

Table 9: Factors that contribute to learning and current use of second dominant language

	Factors that contribute to learning English (Second dominant language)							Factors that contribute to current use of English (Second dominant language)						
	Did not contribute at all (1)	Contributed very little (2)	Contributed to a small extent (3)	Average contribution (4)	Contributed to a large extent (5)	Contributed a lot (6)	Contributed the most (7)	Did not contribute at all (1)	Contributed very little (2)	Contributed to a small extent (3)	Average contribution (4)	Contributed to a large extent (5)	Contributed a lot (6)	Contributed the most (7)
(n = 7)														
Social interaction	-	-	-	1	1	2	3	-	-	-	3	-	1	3
Family	2	-	-	1	-	1	3	1	-	-	-	2	-	4
Reading	-	-	-	2	1	1	3	-	-	-	2	-	2	3
Entertainment	-	-	-	1	1	3	2	-	-	-	2	-	3	2
Education	-	-	-	2	-	1	4	-	-	-	2	1	-	4
Work	-	-	-	1	-	1	5	-	-	-	1	1	1	4
Total	2	-	-	8	3	9	20	1	-	-	10	4	7	20
	Factors that contribute to learning Afrikaans (Second dominant language)							Factors that contribute to current use of Afrikaans (Second dominant language)						
	Did not contribute at all (1)	Contributed very little (2)	Contributed to a small extent (3)	Average contribution (4)	Contributed to a large extent (5)	Contributed a lot (6)	Contributed the most (7)	Did not contribute at all (1)	Contributed very little (2)	Contributed to a small extent (3)	Average contribution (4)	Contributed to a large extent (5)	Contributed a lot (6)	Contributed the most (7)
(n = 17)														
Social interaction	-	1	2	3	1	7	3	-	1	2	3	1	2	8
Family	3	1	1	6	1	3	2	1	2	-	3	5	3	3
Reading	-	3	2	6	2	3	1	-	3	5	3	-	5	1
Entertainment	-	3	3	5	2	1	3	1	4	2	3	1	2	4
Education	1	-	1	5	-	7	3	3	-	2	3	1	7	1
Work	2	1	-	5	3	4	2	3	1	-	5	2	3	3
Total	6	9	9	30	9	24	14	8	11	11	20	10	22	20

For the Afrikaans dominant participants, the factors that contributed to learning English, which is perceived as their second dominant language, has a similarly focussed contribution as their dominant language. The contribution levels range from 'Contribute to a large extent' to 'Contribute the most'. A marked difference between Table 9 and Table 7, relates to the perceived contribution that work has had on the learning of English. In this case, and presumably due to the contact with English in the domain of work, the work has 'Contributed the most' for 5 out of the 7 Afrikaans dominant participants to the learning of English.

The perceived contribution that Afrikaans as the second dominant language of the English dominant group of participants has, is varied for all of the factors across all of the levels of contribution. The factor with the lowest perceived contribution to learning Afrikaans is the family. Here, 11 of the 17 participants indicate that the family 'Did not contribute at all' up until 'Average contribution' to learning the Afrikaans. This is to be expected, since the majority of the participants indicated that their parents were or are dominant in English, as well. As for the factors that currently contribute to the use of Afrikaans, social interaction was reported to have 'Contributed to a large extent', 'Contributed a lot' and 'Contributed the most' to learning Afrikaans. This could be due to the bilingual family situation that the participants report for their family contexts.

In terms of the most prominent contribution level for learning Afrikaans, and the current use of Afrikaans are 'Average contribution' and 'Contributed a lot', respectively. This interpretation is based on the highest frequency, in terms of contribution level, across the various factors. From this, it would appear that in general, the listed factors that contributed to learning the second dominant language, were predominantly ranked as average. As for the list of factors that contribute to the current use of Afrikaans, all the factors used in the questionnaire were predominantly perceived to contribute a lot.

It would appear that learning the second dominant language is much more varied than learning the first dominant language, in terms of the contributing factors, as well as the level of contribution that each factor holds.

### 4.3 Conclusion of questionnaire data findings

From the information that was presented above, it is evident that the aims that the researcher set out to achieve with the implementation and administration of the questionnaire, were reached. The data provided by the participants confirmed their validity as participants for the study. In addition, the perceptions and attitudes about the two focus languages of the study (English and Afrikaans), as provided by the participants, with regard to the language backgrounds of the participants, as well as their belief about the importance of the use of language, language skills and domains in which the languages are used, provide topics for discussion and further elaboration in the interview phase as is expected in an explanatory mixed method study.

### 4.4 Interview data

#### 4.4.1 Description of participants for interview phase

As with many mixed method studies, participants often do not progress through all of the stages of the study, as is the case in Dekoke (2016) and Van Zyl (2016). The same occurred in this study. Therefore, for the interview phase, the participants are as follows:

*Table 10: Interview data with participants' biographical information*

Gender	Age					Highest education level			
	19 - 24	25 - 30	31 - 41	41 - 50	60+	High school	Diploma	Master's degree	Other
<b>Female</b>	1	3	6	0	-	7	2	1	-
<b>Male</b>	-	3	1	3	1	6	1	-	2
<b>Total</b>	<b>1</b>	<b>6</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>2</b>

#### 4.4.2 Method of analysis

With the use of the Atlas.ti™ software, the coding process was conducted for all of the transcribed interview documents. A combination of “In Vivo coding” and “Eclectic coding” was implemented for this process (see Section 3.7 for a detailed explanation of the coding process). A final count of 388 codes were compiled, in order to group relevant elements of information together, as well as to separate elements of information. Thereafter a table containing the frequencies of the various codes was extracted and sorted from highest to lowest occurrences of the frequencies. In so doing, it simplified the process of

determining which codes warrant elucidation. A decision was taken to only analyse and discuss the codes that obtained frequencies of 10 or higher, which provided 55 codes for this part of the analysis process. See Table 11 for the list of frequencies that will form part of the presentation and discussion of this chapter.

Table 11: List of frequencies

Code #	Codes	Totals
1	Bilingualism is important	48
2	Participants' reason or influence for education decision	46
3	Fostering bilingualism	42
4	Bilingualism is important_WHY?	40
5	What is bilingualism/multilingualism?	30
6	Afrikaans is in danger	27
7	Mutual bilingualism_Yes	23
8	Workplace_English	22
9	Quality or status of Afrikaans schools/education (Pos)	20
10	Children_English is good/strong enough	19
11	Discipline	19
12	German <sup>9</sup>	19
13	Accommodation	18
14	Afrikaans is in danger_Reason	18
15	Children_Difficulties at Tertiary level_NO	18
16	LoLT_Afrikaans_Regarded highly	18
17	Parent_HL_Raised English	18
18	The Vaal Triangle is predominantly Afrikaans	18

<sup>9</sup> This code will not be included in the discussion, as only one participant kept referring to being German. For this reason, the researcher deems the frequency to be invalid for the purposes of the study.

19	Additional language_South African language	17
20	Childhood Participant_HL_English	17
21	Learn an additional language_Yes	17
22	Afrikaans_Resistance	16
23	English_World / International language	15
24	Learn an additional language_Reason_Yes	15
25	Workplace_Afrikaans	15
26	Disjunction between participants	14
27	Multilingual	14
28	Political	14
29	Respect	14
30	Afrikaans is NOT in danger	13
31	Afrikaans is NOT in danger_Reason	13
32	Afrikaans_Further acquisition	13
33	Awareness of language shift in Education	13
34	Children_Difficulties at Tertiary level_Yes	13
35	Children_English resistance	13
36	Children_LoLT_Afrikaans	13
37	Hegemony of English	13
38	Children_Difficulties at Tertiary level_NO_Reason	12
39	Education_Afrikaans 2nd language	12
40	Family Language_Afrikaans	12
41	Full-blown/full-blooded Afrikaans	12
42	Learn an additional language_Concerns	12
43	No_Research	12
44	One parent - One language	12

45	Participant_LoLT_English	12
46	Childhood Participant_HL_Afrikaans	11
47	Children_Difficulties at Tertiary level_Yes_Reason	11
48	Insecurities	11
49	Pronunciation and Accent	11
50	(Great) Grandparent_Afrikaans	10
51	Awareness of language use_No	10
52	Children_Afrikaans interaction with English participant	10
53	Children_English interaction with English participant	10
54	English_Further acquisition	10
55	Mutual bilingualism_Yes_Why?	10

Based on the frequency analyses, where the information within each of the frequencies (obtained from the codes and quotations report) was evaluated and systematically grouped accordingly, hermeneutic units (also known as ‘units’) were formed. Five major units were formed from the data. In each of these units, the most important and prominent of the quotations within the codes presented above were positioned into at least one of the units. These will be discussed in detail further in this section. In cases where the specific code did not fit into the hermeneutic units that emerged, the codes formed part of the contextualisation of the participants, as presented in Section 4.4.4. With these units and narratives, the researcher aims to provide answers to the main research questions set out in Chapter 1.

The presentation of the hermeneutic units that order the findings offered in this section will start with a picture or network that relates the relevant codes to the main theme identified from the data. Throughout the presentation and discussion of the networks, a consistent approach will be followed: The researcher will discuss each element in combination with its cluster of the unit from the top, left, followed by a discussion of the information within that sub-cluster. Thereafter, the second sub-cluster will be discussed, with all the information below it, and so forth. In all cases, illustrative extracts from the data will be presented to support the identification of a unit or theme under discussion.

If there is any deviation from the approach, for ease of interpretation of the information, or for any reason, the researcher will make this clear from the beginning of the discussion of the particular network.

#### 4.4.3 Broad narrative of themes

Language repertoire and FLP researchers have been asking participants about bilingualism and bilingual FLPs. It is therefore necessary to determine, first-off, what the participants think or believe are important issues within, and for the implementation of these policies. In this way, the reasons for parents' decisions regarding FLPs and choices about the LoLT for their children are identified and discussed. Determining this information, fits in with the characteristic approach for FLP research (King & Fogle, 2006 and Curdt-Christiansen, 2013). One of the important points of information to establish is what the participating parent understands regarding the term 'bilingualism'. During the interview phase, the broad question "What is bilingualism?" was posed to the participants with the aim to obtain unsolicited responses that could indicate the understanding of this concept by the participants.

The evaluation of these responses, in combination with the contextual background information obtained during the interview phase will set off this discussion, as the starting point, because this forms an integral part of the description and possible understanding of the participants and their FLP and LoLT selection motives (see Curdt-Christiansen, 2013). By analysing the views of the participants, an explanation is provided as to how the participants see the macro context – South Africa, as well as their specific context – the Vaal Triangle Region and how languages enable meaningful communication in this environment.

This understanding, in turn, leads to why, when and how parents in the participating families then implement bilingualism in their home or family contexts. Furthermore, the information on how parents foster bilingualism in their children will be discussed, including the strategies used to foster bilingualism, as well as the factors that influence the fostering processes within the families. In other words, the researcher attends to aspects of establishing the FLP, the importance of which is emphasised by Slavkov (2017).

After understanding the motives and drives of the parents towards bilingualism for their children, the issue of the choice of LoLT, within these families, requires a critical discussion, in terms of English LoLT schools versus Afrikaans LoLT schools. A thorough evaluation of both sides of the LoLT-coin needs to be done, in order to understand the reasons behind this seemingly contrary decision to select Afrikaans as LoLT against the mainstream practice globally, and reportedly also nationally, to select English as school language (De Klerk & Bosch, 1998; Anthonissen, 2009; Webb, 2010). Lastly, the implications for Afrikaans will be discussed – only in terms of the perceptions the participants reported in the collected data.

#### 4.4.4 Contextualisation and bilingualism narrative

It is evident from the information provided by, and the views of the participants that there is an awareness of the multilingual environment in which they find themselves. For example, by acknowledging the fact that South Africa has eleven official languages. Many of the participants explained that their grandparents, parents, and in only a few cases, they themselves were or are multilingual. However, the multilingual aspect was not shared by the majority of the participants.

The participants in the study described various aspects and influences on their own language repertoire history, in terms of the languages to which they were exposed while growing up. More participants explained that they were raised with English as their home language when they were growing up, due to the fact that their parents were, themselves, raised with English as the home language. Other participants explained the same experience, only related to Afrikaans, where the generations before them were raised in Afrikaans homes, both of which are evidence of intergenerational transfer (Ndlangamandla, 2010). For this reason, they were also raised with Afrikaans as their home language. However, there were two participants who were raised in languages other than English or Afrikaans; namely Greek and German. In both of these instances, the participants acquired English and Afrikaans at a later stage in their life, due to immigrating to South Africa. In both cases, the participants explained that English has since become their dominant language, which supports evidence of the language shift in these two participants (see Deumert, 2010).

There is a lot of language contact between the English and the Afrikaans community in South Africa. This contact, however, does not only occur at a family, social, or societal level, but also extends into the formal domain of the workplace. In terms thereof, the participants reported on the languages of the work domains of their parents, as well as their own. This data presented a higher frequency of English within this domain, but also indicated that a high frequency of Afrikaans is still present in the work environment. This contradicts, to at least some degree, the belief that Afrikaans is under pressure in the high status functions of Afrikaans (De Klerk & Bosch, 1998; Anthonissen, 2009; Steyn & Duvenhage, 2010), as it is still present in the domain of work. In addition to the contact between English and Afrikaans, the participants explained that there is also a wide range of African languages present in the work domain. Due to the presence of these languages, many participants expressed the desire to broaden their language repertoires. While these participants are willing, in theory, to learn a new language and thereby integrate into the multilingual context, there are certain concerns that come to the fore, for example not having the time to learn a new language. There is awareness of the need for languages in order to fit in, but there will always be factors that hamper this ideal – despite fostering bilingualism and the awareness of the need, there are always concerns. These concerns were studied in the Vaal Triangle Region for white Afrikaans- and white English-speaking people that added an African language to their repertoires and a group of white Afrikaans- and white English-speaking people that did not add an African language to their repertoires (see Kruger, 2018).

All of these elements point to the awareness that the participants have about the multilingual context in which they are living; their immediate (micro) and broader (macro) environment is multi- or bilingual. This awareness contributes to the implementation of a bilingual FLP of the participating families. However, before investigating the FLP approaches, or the decisions that the participants have made with regard to their children, it is important for the researcher to provide a summarised explanation of what the participants believe bilingualism to be.

The responses of the participants, in terms of their understanding of bilingualism, were varied. However, the four most common denominators were the following:

- to be able to speak English and Afrikaans (fluently<sup>10</sup>)
- to be able to read in English and Afrikaans
- to be able to write in English and Afrikaans
- to be able to understand in English and Afrikaans (fluently<sup>11</sup>)

It is important to note that not all of the participants specifically referred to English and Afrikaans in their portrayal of their understanding of bilingualism, but the participants who acknowledged that bilingualism can take place between any two languages were minimal. It could be assumed, due to the majority of the participants' belief that bilingualism pertains to English and Afrikaans, that this perception is a driving force in the implementation of an English-Afrikaans bilingual FLP approach.

#### 4.4.5 Bilingualism is important

Within the context of South Africa, the awareness of linguistic pluralism is present among the majority of South Africans. The participants in the study expressed their belief that being bilingual is important, due to the plurality of the country. However, this was not the only reason that participants felt that bilingualism is important. The major themes that presented themselves in the data were as follows: the environment, the future, the participating parents' personal feelings, and the benefits that bilingualism holds. See Figure 1 below for a summary that relate the codes that emerged from the analysis of the interview data and that are related to the notion that the participants believe that bilingualism is important.

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<sup>10</sup> Two of the responses specifically emphasised the idea that an individual should be fluent in speaking English and Afrikaans.

<sup>11</sup> One of the responses specifically emphasised the idea that an individual should be able to understand English and Afrikaans fluently.

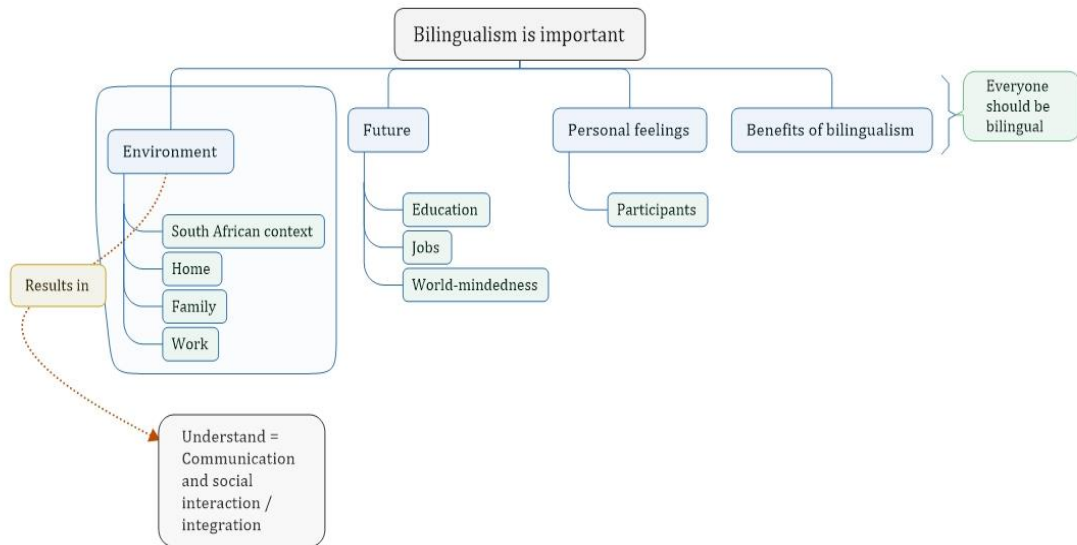


Figure 1: Bilingualism is important

Within the ‘Environment’ cluster, the participants expressed their awareness of the hegemony of English from a global perspective (see Raidt, 1997; Kamwangamalu, 2003; Anthonissen, 2009). In these statements the participants expressed this awareness in terms of “everything is English” or that “everything is becoming English”. Examples of such utterances are as follows:

**[1] Participant 1A:** I mean really... sigh... uhm, English is the Lingua Franca, so we need to all speak that.

**[2] Participant 11A:** It’s everywhere. It’s on TV, it’s on the radio, it’s always there. It’s everywhere.

**[3] Participant 10B:** Everything is in English. The world outside is English. It is better to know the English word of it.

In addition to the awareness of the global hegemony of English, the participants believe that the South African context is predominantly a combination of English and Afrikaans, which provides an even stronger drive towards the bilingual ideals that the participants hold for their children. Participants were noted stating:

**[4] Participant 1A:** I think contextually it is important.

**[5] Participant 2B:** Look, we live in South Africa, so both languages you need to know.

**[6] Participant 5A:** Because of staying in South Africa, there is a lot of Afrikaans and a lot of English.

**[7] Participant 16B:** So, I think it is important, especially in this country.

**Participant 11A** was even more specific in her response, identifying the micro context of the Vaal Triangle Region, instead of the macro context of South Africa, stating “[i]t’s just we are in a very Afrikaans community” **[8]**. Here it needs to be taken into account that this participant is a dominant English language speaker. The fact that she is English dominant in a perceived Afrikaans environment could be a factor which motivates her belief about the importance of bilingualism within this context.

Participants believe that within the home domain it is important for their children to be bilingual. It is clear to the researcher that the participants practise very specific FLPs of bilingualism within their homes. Some of the families follow the OPOL approach, while others follow a mixed approach with their children (see Piller, 2006). Examples of participants explaining their OPOL FLP are as follows:

**[9] Participant 13A:** I speak Afrikaans to them, only Afrikaans. And M speaks English to them.

**Interviewer:** Only?

**Participant 13A:** Only.

**[10] Participant 1A:** Ja, exposure to the language from a very young age, but on both languages, the one parent-one language, you know, is very important for us. And that’s something we established before he was even born.

**Participant 13A** further expressed her belief in the importance of children learning the languages separately, stating: “So, obviously, if you’ve got a, if you’ve got one English and one Afrikaans, but then I think you should have, still, you know, have your Afrikaans and your English separately” **[11]**. The approach provided by the participant, where the parents use their dominant language, is supported by Döpke’s (1998) explanation of the OPOL framework.

The other bilingual FLP approach is the mixed approach of language use, where the participants do not stick to one language when communicating with their children (see Pillar, 2006). It would appear that this approach is not monitored to the same extent, if at all, as the OPOL approach. It would in most cases also appear that the choice of language at any particular time is somewhat involuntary. This is evident in the following examples:

**[12] Participant 2A:** Ag like he (referring to Participant 2B) said now now, sometimes I'll speak to him in English...

**Interviewer:** Ya.

**Participant 2A:** I don't think we literally concentrate on it.

**[13] Participant 2A:** Sometimes he'll (referring to Participant 2B) speak to me and I'll just tell him, I'll answer him in Afrikaans. But it also depends, it's not like I'm thinking okay, uhm, what must I say, it just comes out...

**[14] Participant 6A:** Uhm, also, actually from birth, when they were born, uhm, because K (referring to her ex-husband) was Afrikaans, him and I would speak Afrikaans – English, Afrikaans.

**[15] Participant 14B:** So to say, my languages at home is very mixed, so.

From the data, the researcher determined that 8 out of the 10 participating families follow the Mixed Language approach of language use in their homes. This could hold possibilities for further research into Mixed Language FLPs in this particular area, as it is the dominant approach in this admittedly small sample of families. Such research could provide more information into the application and practices of the Mixed Language FLP, as the OPOL approach is the most studied approach.

As in the home domain of the participants, there are also two sides to the aspect of the family, which also is a driving force in the belief of the importance of bilingualism. What emerges here is the fact that, in the cases where one of the participants is Afrikaans and the other is English, the families of the participants are then, in most cases, mostly Afrikaans, or mostly English, respectively. **Participant 6A** provides a perfect example of this:

[16] I think because my family is English, and my dad is very set on just speaking English, and K's (referring to her ex-husband) parents are Afrikaans, so they are very set on Afrikaans.

Therefore, both participants are transferring their language to their children (see Ndlangamandla, 2010 – regarding intergenerational transfer). When taking into consideration the fact that the participants are from different language backgrounds, it emerged that the participants then also have friends, either Afrikaans, English or both. This again has a direct influence on why the participants believe that bilingualism is important. **Participant 7A** states this clearly:

[17] Uhm, yes, I think so because we do have English friends as well, obviously because M is English. Uhm, so it is good for them to be able to talk the language then, and understand if somebody talks to them in English. So, I do believe that.

Another contributor to the belief stated above is the work domain. The participants are aware that English and Afrikaans are present in these domains. In some cases, there is also an awareness of the shift, within this domain, towards English being the only language to be used. For example:

[18] **Participant 2A:** Especially in the work that I do, being in HR and stuff, a lot of the workers only understand Afrikaans, a lot of them only understand English, so to be able to communicate with them, yes.

[19] **Participant 2B:** 'cause I mean, you're not gonna work in South Africa and work for a company that just speaks French, you know. So, obviously it's very important to have both languages, especially like running your own businesses and stuff like that, and you go see clients; might be Afrikaans, some clients will get offended if you, they're Afrikaans and you speak to them in English so.

[20] **Participant 6A:** I think in the work force, uhm, especially when I started working, Afrikaans was very, very much in our company. And because I could speak Afrikaans, you know, communication came across better. So that's why I wanted my kids bilingual as well.

One of the participants provided a scenario to explain why it is important to be bilingual within the work domain, where again, Fishman's (1965) domains of language use come to the fore:

**[21] Participant 16B:** because, uhm, imagine here's a scenario: you get someone that can only speak Afrikaans and only read Afrikaans and only write Afrikaans.

**Interviewer:** Ja...

**Participant 16B:** And you have to deal with them on a daily basis. How do you deal with them if you can't understand their language, or read their language, or write their language?

Within the work domain, it would appear that the most important reason for needing to be bilingual is to be able to communicate with colleagues and clients. The idea of it being necessary to be able to communicate with various people seems to be the desired outcome in terms of the cluster of 'Environment'. In other words, because of the hegemony of English, the language diversity within the country, region, home, family, friends and work, it is important to be bilingual, so that people can understand one another, communicate with one another and be able to have social interaction and integration (see Fishman, 1965). Examples of this important theme include:

**[22] Participant 7A:** So that they could communicate with more people.

**[23] Participant 1A:** Uhm, because of your social contexts. So it's important to be those two bi-, you know those two languages in this particular context that we're in.

**[24] Participant 1A:** Ja, obviously social integration, you need to.

**[25] Participant 2B:** it's very important to have both languages as your skill, so you can speak to him and communicate within the language, when it comes to Afrikaans and English, ya.

In addition to the environment and context of South Africa, the participants believe bilingualism to be important when considering the possibilities for their children's future. Therefore, the next cluster of discussion is the 'Future' cluster. The children's future is of importance to the participants. The majority of the general concern regarding the need for bilingualism in the future of the children was expressed by Participant 2B. For example:

**[26] Participant 2B:** So for her right now, she probably doesn't think it's important, but uh, for her future, ya, I think it's very important that she knows both languages.

**[27] Participant 2B:** And uhm, ya, I think it's very important for her future to know both, ya.

**[28] Participant 2B:** So, it depends, but for the kids' future, I think that it's very important that they're both.

The first specific aspect of the future that was identified is that the participants' children need to be bilingual in English and Afrikaans to be able to study in either one of the languages.

**[29] Participant 1A:** No, I think it's part of a repertoire and it's important for him to develop skills in both languages. Uhm, that he is able to study in any of those languages.

There is evidence of the awareness of language shift in the education domain, as is indicated by Van der Walt and Klapwijk (2015). Participant 1B expressed his observation regarding Afrikaans monolingual schools becoming parallel- or monolingual English schools (see Webb, 2010).

**[30] Participant 1B:** Or, they've gone, you know, they've gone to bilingual schools. So, where the medium now is English and Afrikaans to facilitate, you know, people from the townships. So, for instance, uhm, I think it is Hoërskool Vanderbijl is now English and Afrikaans.

**Interviewer:** Ja.

**Participant 1B:** Suiderlig, Carel de Wet, they were all Afrikaans, uhm, high schools when I was at school, and now they, they're both English and Afrikaans.

**[31] Participant 14A:** Because mostly it's turning to English. Colleges, schools and everything is turning to English now.

The language medium of teaching and learning changes that have been observed, are supported by the evidence that is provided by Webb (2010). However, in addition to the awareness of the shift in school languages of teaching and learning, the greatest awareness in this regard, involves the language of learning and teaching in universities. Statements such as the following were made:

**[32] Participant 16A:** You can only, I mean, even in universities, I'm sure you've seen it, now they starting to cut back on the Afrikaans and starting to put English in, because... [...]

Because that's just, you know. Unfortunately, that's how it is.

**[33] Participant 16A:** Uhm, like you just stated that, unfortunately tertiary education is becoming more English, or predominantly more English than Afrikaans.

**[34] Participant 6A:** I think also when they grow up, go to varsity, everything's gonna be English, so ya.

**[35] Participant 10B:** If you look at it, in the universities, where they're gonna further studies, everything is in English.

The second aspect is regarding future jobs for the children, where the parents understand that the domain of work often requires people to be at least bilingual, in order to communicate with others within the multilingual country.

**[36] Participant 5A:** Well, I think the fact South Africa's English and Afrikaans. And one day when they have a job, it's gonna have to be English and Afrikaans, I believe.

Furthermore, a world-mindedness is apparent in some of the responses by the participants, regarding the importance of bilingualism.

**[37] Participant 10A:** When they go to university and then whatever, overseas, they must be able to speak English properly, like a proper English person. There mustn't be where they're speaking English and they don't sound like an English person, so it's...

**[38] Participant 2B:** Especially if she wants to explore the world like her dreams are.

For the following cluster, an important note to take, is that, despite the fact that this view was only held by one participant, it is not insignificant to the topic of this hermeneutic unit. The personal feelings that people experience can also make people aware of the importance of being bilingual. It is evident that Participant 16A has a negative feeling towards her use of Afrikaans as she is not confident in her use of the language. For this reason, she has explained that it is important for her that her child does not experience the same feeling, but rather achieves a level of bilingualism that she is comfortable to use either language with confidence.

**[39] Participant 16A:** Yes. I do. Because I think the way that I feel about Afrikaans, I feel that, I feel negatively towards it because I don't feel confident in it.

By not wanting her child to then feel the same, she aims to ensure that her child can use both English and Afrikaans. This is supported by Slavkov (2017), in that there is a belief that the attitudes of the parents influence the quality and quantity of language input that the child receives, which then relates to, and results in the language outcomes of the child.

For the final cluster in this unit, various benefits of bilingualism were highlighted by the participants. These ranged from cognitive benefits, to social, to emotional benefits. For example:

**[40] Participant 1A:** For me it's important for his cognitive development and, uhm, ja. For cognitive development it's important for him to have those languages.

**[41] Participant 1A:** Because I think it has so many benefits, cognitively, socially, emotionally. It makes for a richer experience of the world.

Participant 1A is of the opinion that bilingualism has a value-adding element, and also contributes to the identity of her child. Note the two following statements:

**[42] Participant 1A:** Because I understand the value that it adds to my life.

**[43] Participant 1A:** I think for it, uhm, identity-wise, if you want to couple language to an identity, and if he feels like he wants to do that, then it's important for him to be bilingual in Afrikaans and English, because I think a big part of his identity then remains in Afrikaans. So, I think, identity-wise, yes it is.

In the responses from Participant 1A, it was clear that her child truly identifies himself with Afrikaans, for example she explained how he uses words such as 'we' when referring to people who speak Afrikaans. Therefore, her understanding of the impact that language has on her child, and she is able to nurture that aspect of his life.

There is an awareness and belief that bilinguals perform better academically than monolinguals. Take for example the following:

**[44] Participant 14A:** And what I also read about Afrikaans people are being English as well, that they perform in school much easier than a person that's just Afrikaans or just English. They will perform better.

In combination with better academic performance, it is believed that monolinguals tend

to struggle within a linguistically diverse society as opposed to bilinguals. This idea is also expressed when the participants say had they not been bilingual, they would have struggled:

**[45] Participant 16A:** She can thrive in that language now, because she has both. She has English and she has Afrikaans.

**[46] Participant 2A:** 'cause nowadays, ya, you struggle with just one language.

**[47] Participant 2B:** And her studies are, obviously as well, was in English, so if she just knew Afrikaans, she would've struggled to through her studies.

The struggle of monolinguals was not only expressed as a belief by bilingual individuals, but was confirmed by a participant who acquired bilingual skills later, as in the following statement:

**[48] Participant 14B:** I mean, just taking from my childhood, I didn't speak Afrikaans hey, not at all. I like really suffered. I mean most of all my friends after school, because I had a lot of sport activities after school, most of the guys were Afrikaans. I couldn't understand them.

The participants are also of the opinion that bilingual individuals have more opportunities that monolingual people have, that monolinguals are deprived of opportunities, due to their monolingualism. This is apparent from the following utterances:

**[49] Participant 10B:** Ya, that, and then also the Afrikaans side, there's more opportunities for them. Whereby if you're only English, or only one... If you're only Afrikaans or only English, then you'll, I think you'll be deprived of more opportunities.

The idea of bilinguals having more opportunities connect with the element of future job opportunities in the 'Future' cluster discussed previously.

**[50] Participant 2B:** So, English and Afrikaans, ja, we've got a bit of a chance there, so you need to know English and Afrikaans.

In the above quote, the participant is referring to the fact that English is an international language, and that Afrikaans would be useful in some countries that share similarities

with the language, for example Dutch.

Within the multilingual context of South Africa, participants from the Vaal Triangle Region acknowledge the hegemony of English (see Raidt, 1997; Kamwangamalu, 2003; Anthonissen, 2009; Webb, 2010; Van der Walt & Klapwijk, 2015), as well as the status of both English and Afrikaans, as is supported by StatsSA (2010). There are various factors that have been identified in support of their belief that bilingualism is important. These have all been addressed in detail above, and accompanied by supporting utterances from the participants. It would appear that participants' awareness regarding this particular aspect, supports the motives for their desires for their children to be bilingual. The attitude and perception about the importance of bilingualism is identified as an element that contributes to the establishment of a bilingual FLP in the case of the participating parents. This provided information towards answering the second research question of this study (see Slavkov, 2017).

#### 4.4.6 Mutual bilingualism within the South African context

Question 15 of the interview asked the participants whether they believe it is important for Afrikaans-speaking people to know English, and for English-speaking people to know Afrikaans. This question was posed in order to determine whether people believe that there should be mutual bilingualism between the first language speakers of these two languages. This question was important, as it could provide even more elaboration on the beliefs that participants hold about bilingualism, and could also support their beliefs regarding the importance of bilingualism, as discussed in the above section. Therefore, this hermeneutic unit could be considered to be an extension of the previous unit, however the researcher felt that it was important to high-light this element, by discussing it separately.

Two major themes from the previous hermeneutic unit were present in this data, namely the South African context and world- or future-mindedness; however, the supporting data for these differ somewhat. In addition to these two major themes, two more emerged, namely respect and culture. See Figure 2 below:

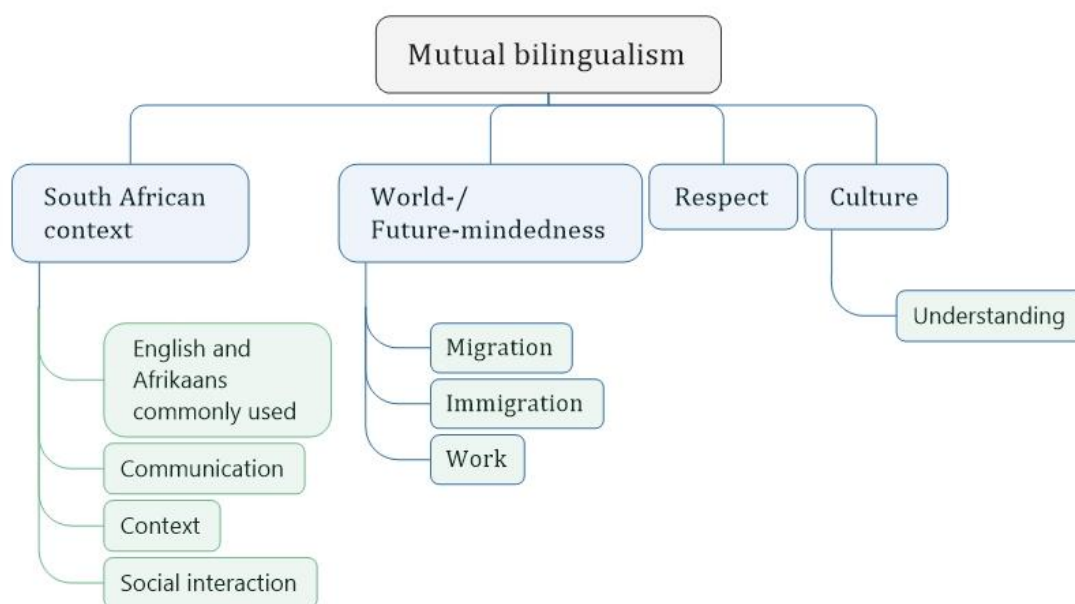


Figure 2: Mutual bilingualism

Please note that mutual bilingualism refers to the data reported for this study. It is important to note that mutual multilingualism with various indigenous languages is the norm in the South African context. However, the focus of this study is Afrikaans-English or English-Afrikaans bilingual families and reflect the views of the participants of the study. Some participants' views about mutual bilingualism were expressed in a very generalised way. In these cases, the participants did not provide specific reference to why or when mutual bilingualism is important, but rather just articulated the importance of knowing both languages. For example:

**[51] Participant 16B:** Ja. I agree. Everybody needs to know English; everybody needs to know Afrikaans.

**Interviewer:** Okay.

**Participant16B:** If you come from an Afrikaans background, you need to know English. If you come from an English background, its better if you know Afrikaans.

In addition to this general view about mutual bilingualism, another participant provided an additional view in the idea. She believes mutual bilingualism to be helpful instead of important. She expressed this belief by stating:

**[52] Participant 11A:** Ja. I don't know if it's necessarily important; it's helpful. And I think it's a nice to have. People should want to, to like broaden their languages.

In accordance with the awareness of the participants' macro context of South Africa that was expressed earlier, the participants believe that mutual bilingualism is equally important, due to the high frequency of use, in terms of both English and Afrikaans (see StatsSA, 2012). The participants provided evidence of this:

**[53] Participant 5A:** I think so, because it gets used a lot. It is common for us to use English and Afrikaans.

**[54] Participant 10A:** The country we stay in; I mean, that's our national languages.

**Interviewer:** Ya.

**Participant 10A:** I think it is important to be able to do both.

Because people in the macro and micro contexts of the participants are believed to be English and/or Afrikaans, there is also an understanding that being able to speak both languages set a person at the advantage of being able to accommodate people who are not bilingual in English and Afrikaans. For example:

**[55] Participant 16B:** Okay, so, we mainly spoke English, but if there was an Afrikaans person, we would normally talk in their language just to suit them, because we could. So we just did it that way.

Participants believe that mutual bilingualism is important for people in order to be able to communicate with people beyond their first language group in this country. The participants from family 14, referred to the fact that people should at least be able to understand the people around them. For example:

**[56] Participant 14A:** Probably not everybody. But they should probably, if you can't speak it, you can at least understand it. Or try to understand, I guess.

**[57] Participant 14B:** Ja, you are basically gonna need to understand, okay I'm gonna use my mother as an example. She understands Afrikaans but she can't speak it at all. I mean she is a real, 'cause I mean she is Scottish, so she's got a real Scots accent, so when she tries to speak everybody laughs. So I would say, ja, to understand Afrikaans and English, it's a

must I would say.

In this example of Participant 14B, the participant had previously expressed that his mother has an aversion to speaking Afrikaans, but that she was able to understand when people would converse with her in Afrikaans. Here his emphasis is on being able to understand the additional language, rather than being bilingual in terms of all of the language skills involved in bilingualism. In other words, the participant feels that the second language of a person, need not necessarily involve speaking abilities, but merely the ability to understanding is good. What is important to bear in mind in cases such as this, is that should his mother, for instance, be in conversation with someone who does not share in the ability to understand her language (English), there would be an issue when she responds in English. Therefore, this approach to mutual bilingualism, in terms of understanding, is only valid if both people in the conversation are at least able to understand the language that is being used by the speaker.

In addition to merely understanding, there is an expressed belief that mutual bilingualism is important in order for people to be able to communicate with a diverse group of individuals. Therefore, that individuals are able to make use of their bilingual abilities to communicate with various people.

**[58] Participant 13A:** Ja, because like I said earlier, it's just, it makes it easier for the kids to just communicate to all sorts of people then. Not just their own friends that's Afrikaans or whatever. So, ja, I do think it is important.

**[59] Participant 16B:** Uhm, if you, especially growing up in South Africa, uhm, it can only be a lending hand towards communication.

Furthermore, **Participant 2B** explained that he believes mutual bilingualism is important, in a general sense, for the children, by stating:

**[60]** Ya, look for young, for the kids yes. I think it's very important. The older generation, you know, they've lived their lives, they've gone through and they know the importancy in whatever they're doing. Maybe they may be Afrikaans or English. They're not, but for the kids, yes, I think it's very important.

In terms of mutual bilingualism, **Participant 1A** again expressed the need thereof for

social integration:

[61] Ja, obviously social integration, you need to.

The second cluster of this hermeneutic unit deals with world- or future-mindedness that again presents itself through the views of the participants. In this instance, however, the focus is on the possibility of either migrating within South Africa, or immigrating to another country. In addition, the idea of needing to be mutually bilingual is present in the parents' beliefs about future job opportunities for the children.

The following example provides an excellent summary of the macro, micro and international environment that underpins the theme of mutual bilingualism expressed by the participants:

**[62] Participant 2B:** Like I previously said, if, depending on what their future holds for them, you know, I mean, if they wanna go work overseas or the company's in Joburg or Pretoria, stuff like that, and what's out there is more English than the Vaal, 'cause now the Vaal is just basically Afrikaans, you know, but when you go out there in Durban and Cape Town and all those places – yes, Cape Town there's a lot of Afrikaans still there and Durban also there, but depending – but most of it's English. Now, I mean, when I was in Durban, I was staying in Durban for a couple of years, there was no Afrikaans speaking, well very, very scarce in Durban. Very, very little.

In terms of migrating within South Africa, parents are aware of the importance of mutual bilingualism in Afrikaans and English. This, again, links with the importance of bilingualism. In the response from the above participant, the macro (South Africa) and micro (Vaal Triangle Region) again play a role in his belief that their children should be mutually bilingual. Participant 2B expresses the awareness that the Vaal Triangle is a predominantly Afrikaans region, and that in other areas of South Africa, English would be needed to a higher degree. This is similar to the studies of researchers such as Shin (2005), King and Fogle (2006), King, Fogle and Logan-Terry (2008), King and Logan-Terry (2008), Fogle (2012) and Slavkov (2017), who study FLP of immigrant families. Furthermore, in terms of immigration, the awareness of the wide-spread use of English, supports the parents in their belief regarding the inclusion of English to their children's repertoire.

In addition to Participant 2B's view on work, and the need for English (in South Africa and internationally), some participants believe that being at least bilingual is needed within the work domain within South Africa. It is believed that bilingual children will be able to manage better within the work environment – which could easily comprise of any number of different languages, taken the multilingual context of South Africa – compared to monolingual individuals. **Participant 6A** stated:

**[63]** I think because if the industries in and around Vanderbijl, Sasol being world-wide, going over now to English. Uhm, Mittal also changing now as well. Also, need to know English. So, I think kids that are English and Afrikaans are going to perform better than kids that are just Afrikaans or just English.

The same participant stated that being able to conduct oneself in English and Afrikaans is a requirement when applying for a job in this particular context. Which makes it even more important for people to be mutually bilingual.

**[64] Participant 6A:** I know if I go for an interview at Sasol now, they're gonna ask me "can you speak English and Afrikaans?". Can you read, write, type everything in English and Afrikaans.

**Interviewer:** Ya, they will?

**Participant 6A:** Ya, I have been for an interview, and that is what they ask. So, ya.

**Interviewer:** As a requirement?

**Participant 6A:** It is a requirement, ya.

The issue of respect takes the position of the third cluster in this hermeneutic unit. The participants believe that mutual bilingualism shows respect to the people around you.

**[65] Participant 14A:** I think it's mostly about respect. If somebody's English they will try to speak English to you, like that's how I've been brought up. So, if you're Afrikaans, you speak Afrikaans. Even if they're...and their English was really bad, they will even try speaking English, and you can tell them; listen just switch over to Afrikaans, they will understand you.

**[66] Participant 16B:** Just like I said earlier about the respect, if we can change our

language to suit them, they can do the same for us. That goes with this question right here.

It would appear that the benefit of being bilingual, to whatever degree, assists when people communicate. In the event of encountering someone who is willing to speak one's dominant or home language, but they are not necessarily as fluent as the other person, the stronger bilingual is able to accommodate the interlocutor, because of the element of mutual bilingualism.

In the final cluster for this unit, the culture of the two languages of discussion comes to the fore. One of the participants indicated that being mutually bilingual in English and Afrikaans brings about an understanding of the differences within these two language societies. Understanding these differences in terms of language use, for example, could prevent misinterpretation or misunderstanding:

**[67] Participant 10B:** For example, in Afrikaans, you would call, it doesn't matter if it's family related, but an elderly person, someone older than you, one would say "*Oom*" or "*Tannie*" [*Translation: "Uncle" or "Aunty"*].

**Interviewer:** Ya.

**Participant 10B:** English you don't say "Uncle" and that stuff, you call them on their names, but now we have to...

[interrupted by a visitor]

**Participant 10B:** Ya, and then, again vice versa, as well, because there's things English people do, that Afrikaans people don't understand sometimes why or how.

**Interviewer:** Ya, ya, ya.

**Participant 10B:** So, it's, it will be good to know both.

The information obtained from the participants regarding their feeling about the need for individuals to be mutually bilingual, links with their belief of the importance of bilinguals as a whole. Again the context plays an important role for the participants' beliefs in this regard. In addition, the world- and future-mindedness of the participants seems to be a driving force in their establishment of their FLPs. Respect and culture were identified as supplementary elements to their beliefs on mutual bilingualism, which in turn could also

be a motivating factor in the formation of the FLP. This evidence thus supports the evidence regarding the importance of bilingualism in answering the second research question.

#### 4.4.7 Fostering bilingualism

After considering the views of the participants in terms of the importance of bilingualism and mutual bilingualism, the following hermeneutic unit provides an in-depth explanation of how the participants then foster this in their children. In interpreting the data, it again emerged that the environment (context) plays a role in fostering bilingualism in the children of the participants. The environment acts as the contextual enabler of the main strategies of fostering bilingualism. The majority of the information presented in Figure 3 refers to how bilingualism is fostered within the context of the home.

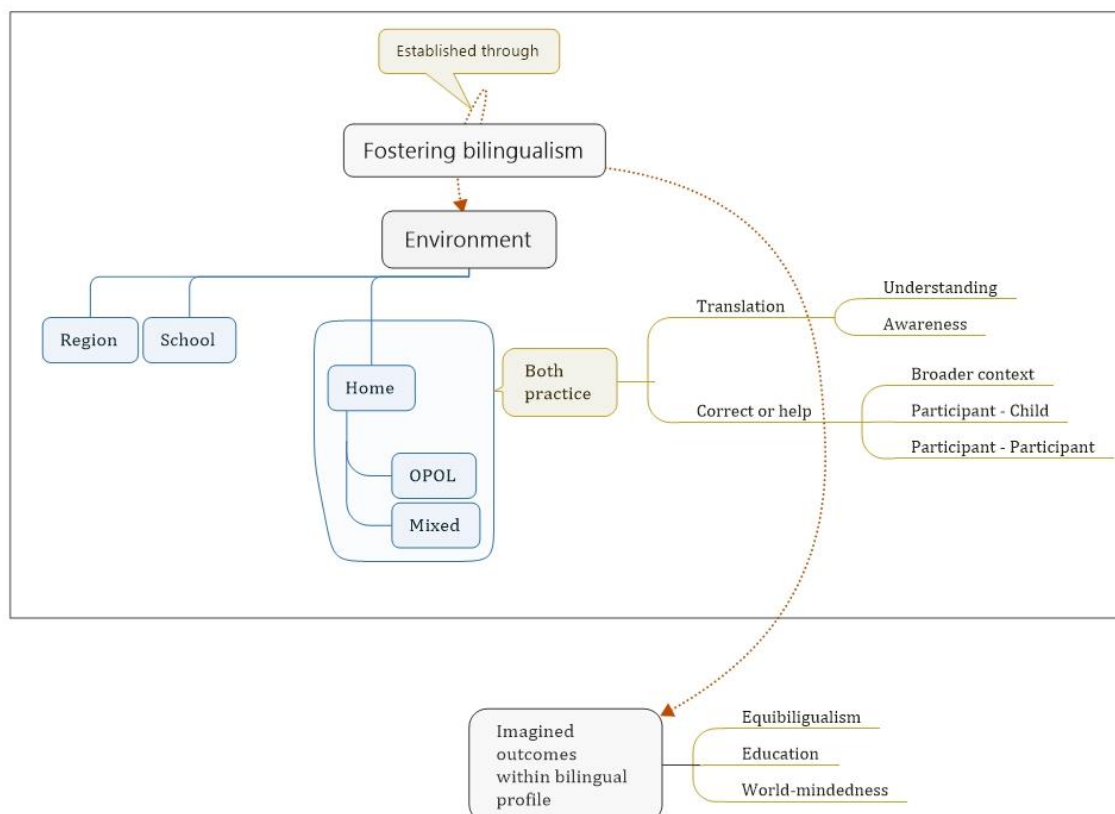


Figure 3: Fostering bilingualism

Within the cluster of 'Environment' there are three sub-sections; namely, the region, the

school, and the home. In terms of the region, it was identified that the Vaal Triangle is predominantly Afrikaans. Parents are aware of the predominance and state the following:

**[68] Participant 2B:** Afrikaans is, it's become the main thing in the Vaal, hey. Uhm, I suppose 'cause most of the business owners and everything like that is more Afrikaans based, in the Vaal.

**[69] Participant 11A:** The Vaal Triangle is quite Afrikaans.

**[70] Participant 16A:** That they've had it [Afrikaans] for such a long time, there hasn't really actually been another predominant language coming into this area, and trying to change...

**Participant 16B:** Overtake it.

**Participant 16A:** ...ja, and change what language is the outcome.

Due to this awareness of the dominance of Afrikaans in the Vaal Triangle Region, parents are more eager to foster bilingualism in English and Afrikaans, in order to prepare their children for the future, as discussed in Section 4.4.5. In the case of the participants of this study, the micro environment provides for Afrikaans input for the children when interaction occurs between members of the community (see Fishman, 1965). In addition to the region, the schools of the region also come into play. The children are either in monolingual Afrikaans schools, or in parallel-medium schools, but in the Afrikaans stream. It is important to note that the researcher is not saying that there are not English schools, but rather emphasising the Afrikaans input that the children receive during their schooling hours. The fact that the children are in Afrikaans schools or in the Afrikaans stream of parallel-medium schools is not surprising, as this was a prerequisite for the families to partake in the study. Nevertheless, participants acknowledge that this factor influences their children's acquisition and abilities in Afrikaans, in particular.

**[71] Participant 10A:** 'Cause his Afrikaans came in when he went to the Afrikaans nursery school.

**[72] Participant 10A:** Uhm, but when J (referring to their son) was in grade 1 and 2 in the Afrikaans class, he did very well. He would get, uhm, distinctions and he was very good. He went to prize giving every time, so. Uhm, he never had a problem.

In deciding to place their children in the Afrikaans LoLT schools, or classes, the children's Afrikaans is being fostered. Slavkov (2017) explains that the quantity and/quality of the language input that the children receive, ultimately influences their language outcomes, which in this case is extended to the input of the LoLT. It is also common practice for Afrikaans medium schools to present English as the first additional language. Therefore, the children receive English, to a certain degree, in school as well. This, in turn, supports the participants in fostering or advancing potential for the bilingualism of the children. However, the home is the environment in which most of the bilingual fostering occurs.

In the home, there are two FLP approaches that the participants follow. The first is the OPOL approach and the second, the Mixed Language approach. In both cases the two languages in the family are English and Afrikaans (see Döpke, 1998; Piller, 2006). In the OPOL approach, the two participants speak only one of the two languages to the children. In other words, the interaction between the English participant and the child is in English, and the same with Afrikaans (Döpke, 1998). For example:

**[73] Interviewer:** you (directed at Participant 1B) speak English to X (referring to their son) and you (directed at Participant 1A) speak Afrikaans to him, predominantly. Do you think that is also part of it?

**Participant 1A:** Uhm (affirmative), ja, definitely.

**Participant 1B:** Uhm mmm, ja.

**Participant 1A:** That's also a way of getting him to a level of English, or bilingualism.

**[74] Participant 6A:** And X (referring to her oldest son) only speaks to S (referring to her partner) in English.

**[75] Participant 13A:** and obviously with M speaking to him English, I think that will sustain it because he hears it every day.

**Interviewer:** Ja. No, for sure. And does he speak back to M in English?

**Participant 13A:** Yes.

In the initial phases there are also reported instances where the interaction between the English participant and the child was in Afrikaans. In this case the son was very young,

but the English participant soon made the decision to only speak English to their son, and would state that he does not understand their son when he speak Afrikaans to him.

**[76] Participant 1B:** I used to speak Afrikaans to him and he used to speak back, and then I used to, then he used to speak Afrikaans and I only used to speak English to him, I would answer back to him in English. And then I just decided that now he must start talking English, I'm not gonna talk to you if you don't speak back in English. That's how it started.

**[77] Participant 1A:** "...and you need to speak English to me". And then he (referring to their son) might get upset, but he (referring to Participant 1B) does do that. So we're kind of forcing him (referring to their son) to speak English.

By implementing this approach as the FLP of the family, both languages enjoy the attention of the participants and the children. In so doing, the participants are fostering bilingualism in their child. The other FLP approach, the Mixed Language approach, also fosters bilingualism, but in a different way. In the mixed communication way of fostering bilingualism, the parents are mostly unaware of the way in which they use the language, however, both languages are used, as is evident in Piller (2006). See the following examples:

**[78] Participant 2A:** I don't think we really concentrate on that anymore.

**[79] Participant 14A:** Ja, like, we don't know, like with him (referring to Participant 14B), he doesn't know when he speaks Afrikaans and when he speak English. It just comes out and you go on, and he answers back, he doesn't realise he's answering back in Afrikaans.

**[80] Participant 7B:** I try to speak to them in English all the time but you just automatically speak Afrikaans.

From the examples above (extracts 73-77 illustrate the OPOL approach; and extracts 78-80 illustrate the Mixed Language approach) it is clear that regardless of whether the participating families decided to adopt an OPOL FLP or a Mixed Language FLP, both strategies enforce and foster a level of bilingualism. However, the languages of communication between the participants and the children are not the only driving force in the fostering of bilingualism that takes place. In both of these methods there are additional practices that the participants enforce with their children. These strategies involve two sub-clusters; namely, translation, and correction or help. Again, Slavkov

(2017) idea about input and outcome, comes to the fore. The two mentioned sub-clusters will be explained individually in the following section.

In terms of the translation sub-cluster, the participants foster bilingualism by telling their children to speak to them in a particular language for an established length of time per day, in order to improve the language in question. For example:

**[81] Participant 2B:** she has these dreams that she wants to go overseas and do au pair and all that stuff, so I told her, okay well speak with Dad, every day, for an hour, English.

Furthermore, the participants have expressed instances where they explain a concept or word in both English and Afrikaans so that their children can understand.

**[82] Participant 5A:** I don't know why I do it, I don't know what makes me do this, when I explain something to them, whether it is science or English, Afrikaans or maths, I explain it in English and I explain it in Afrikaans.

**[83] Participant 5A:** I don't know why I do it. And there are also many times, if we don't understand something we will go onto YouTube and it is all English, and then I'll have to translate it to Afrikaans.

**[84] Participant 7A:** Also, when they don't understand a word, they ask (laughs). E and C (referring to two of her children), they ask! "*Mamma, wat is dit?*", "*Pappa, wat is dit?*" [*Translation: Mom, what is this? Dad, what is this?*] And we always when we tell them what something is, we always say both the Afrikaans and the English version of the thing they're asking about.

In addition, some participants tend to translate something that is not in the child's strongest language, by explaining the concept in the language in which the child is the strongest. For example:

**[85] Participant 1A:** And something else I also do, which I don't think it's really good, but it is something I do, is that if he is trying to understand a word, then I'll translate it to him, and then he will understand it. When he is trying to understand an English word, I will just translate the word into Afrikaans, and then he'll understand the word.

**Interviewer:** Okay.

**Participant 1A:** Instead of explaining the concept to him. Uhm, which tells me then, that his Afrikaans is stronger than his English.

**[86] Participant 7A:** And most times when we teach them a word as well, a new word that they don't understand, then we give them the English and the Afrikaans version of the word. So, we try on our side to get both languages equally into them. Basically English more than anything else because school is Afrikaans.

In the cases where participants translate for the children, it is not merely for them to understand the concepts or words in both languages; it is also because the parents are aware of the fact that direct translation is not the correct approach when speaking two different languages. Participant 2B stated the following:

**[87] Participant 2B:** Ya, because it's like it's, the terms of the ways that Afrikaans comes out and then you say exact the same in English, it doesn't work out.

**Interviewer:** Ya, no.

**Participant 2B:** It doesn't sound so...

**Interviewer:** Ya, the direct translation is weird.

**Participant 2B:** Ya, it won't be exactly the same. So ya.

The awareness of direct translation not amounting to standard use of a particular language, enables the participating parents to help their children by explaining how a particular utterance should occur. In so doing, the participants are fostering the bilingualism of their children. **Participant 2A** explains:

**[88]** Or if she says it in English, but she doesn't know how to finish the sentence, we will tell her "Okay, tell us in Afrikaans what you wanna say" and then we'll just translate it for her.

In addition to translating concepts by talking and making the children understand through translation, there are participants who foster bilingualism in their children through reading to their children in Afrikaans and English, or by making them read books in both languages on a daily basis. Two participants provided evidence for this:

**[89] Participant 13A:** Well, we read extra every night. He reads...well, I'm only at P (referring to her oldest son) now, because the other two are a bit young still, but P (referring to her oldest son) must read Afrikaans two or three pages a night and, uhm, English and Afrikaans.

**[90] Participant 1A:** I think a very good example of how we do that, is every night when we read to him, X (referring to Participant 1B) will read one night and I will read the next night. So, X will read in English to him, only because he struggles with the Afrikaans reading, and it really sound terrible. (Chuckles).

By reading to the children, or having them read themselves, the participants are not only fostering the bilingualism of their children, they are also instilling and fostering a love for reading. Participant 1A stated the following:

**[91] Participant 1A:** If we do that now, then he will get into the habit of reading as well.

**Interviewer:** Yes.

**Participant 1A:** In different languages.

By instilling bilingual reading, the parents foster bilingualism on various levels (see Slavkov, 2017). The reading, comprehension and writing skills will improve, due to the exposure that the children receive from reading, as well as having the participant available to translate anything that the children might not understand.

In conjunction with the translation sub-cluster, the correct or help sub-cluster emerges. This contains information related to the children's broader context and their influence on the language of the children; instances where the participant helps and corrects the child; instances where the participant helps and corrects the partner; and finally, securing external assistance for the children. In terms of the broader context of the children, there is a belief that various influences that the children encounter might negatively influence the aspiration or FLP decision of the participating parents to instil the desired level of bilingualism that the parents want for their children. For example, one of the participants expressed her dissatisfaction with the quality of the teachers teaching English, stating the following:

**[92] Participant 5A:** But in any case, our, the grade 5 teacher she's, I would say the best of

all of them, 'cause when they are in that grade I can hear the speaking doesn't change. But, the grade sixes, where D (referring to her oldest son) is, and S (referring to one of her sons), grade 2, I can definitely hear and all other years I, you can hear it, you hear it straight away. The teachers now, are not good in English.

**[93] Participant 5A:** All Afrikaans schools, the teachers that teach English, cannot properly speak English. And I can hear it with the tenses that come home, I can hear it with the reading and the pronunciation of a lot of words. That frustrates me.

In addition to the dissatisfaction with the teachers teaching English in the Afrikaans schools, the friend of the participants and extended family of the children, based on the information provided by the participants, would appear to also be substandard to what the participants desire for the children. For example:

**[94] Participant 5A:** a lot of my friends... I don't want to hear them speak English.

**[95] Participant 6A:** If A (referring to one of her younger siblings) picks up the phone and says "Hello, M (referring to herself)", I can hear, immediately you can hear the accent, everything. Afrikaans.

**[96] Participant 1A:** And what he struggles with in his (referring to Participant 1B), his parents and so on, used to, like your mom would speak, *haar geradbraakte Afrikaans met X* [Translation: *her broken Afrikaans with X*] (referring to her son).

**Interviewer:** *Haar ge-wat?* [Translation: *Her what?*]

**Participant 1A:** *Radbraakte.* [Translation: *Broken*] It means her, shitty Afrikaans.

**Participant 1B:** Her raw accent.

**Participant 1A:** Ja, but I mean, you know, her... because she can speak a bit of Afrikaans.

It is evident that the participants would prefer people from the broader context to speak to their children in the language which is their strongest language, for example English dominant people should speak English to the children, and should therefore refrain from interacting with the children in Afrikaans, as the standard or quality of the input that the children then receive is not at the standard that the parents desire for their children. It surfaced that some of the participants then feel that they have to put in extra effort in terms of the pronunciation and accent of their children when the input has been of poorer

standard than they try to foster in their children. See the following statement:

**[97] Participant 5A:** Okay (laughs), when they went to grade 2, I found that they started copying the teacher. Especially D (referring to her oldest son), not J (referring to one of her sons) so much, but D started with that "de" he didn't say "The" anymore.

**[98] Participant 5A:** to this day, if they do a speech and it starts coming out the Afrikaans-English, then I'll say 'stop', what speech is this? Is it English, or is it Afrikaans-English? It's an English speech, okay, then change your whole tone, because you are going in the wrong direction.

Despite the broader context, the parents actively assist their children towards good pronunciation and accent. In such cases, the children make an utterance at home, that the parents identify as not being of the desired quality, and they correct and help the children in order to better foster bilingualism.

**[99] Participant 2A:** So, I told her it's good, 'cause now, sometimes I see she struggles to pronounce a word, and like her dad also told her, well if she's gonna explore the world, she's not gonna stand at the café and just ask them: "*Kan ek asb melk kry nie*". [*Translation: May I please get/have some milk?*]

**[100] Participant 2B:** It's not like C (referring to his step-daughter) is uhm, at all can't speak English, she just struggles with pronouncing some stuff, or uhm maybe the wording comes out a little bit wrong, but otherwise she's not bad in English.

**Interviewer:** What do you do then?

**Participant 2B:** We, we just correct her.

**Participant 2A:** We help them, ya.

**Participant 2B:** Ya, we just correct and say, we just laugh together and say no, it's actually like this...

In addition to fostering well pronounced words and speaking with a particular accent deemed acceptable by the participant, there is also a level of code-switching and mixing of the children that are addressed by the participants. In such cases, the participants actively correct their children, in order to assist in establishing their bilingualism.

**[101] Participant 1A:** He speaks a lot of English words in Afrikaans sentences, so I will always correct him and translate it for him.

The improvement of language use, however, does not only pertain to the children. The participants also reported helping each other to improve the less dominant language. Participant 7A stated that Participant 7B corrects her language use, and vice versa.

**[102] Participant 7A:** In any way, I he corrects me permanently, okay. Like, when I say “can I borrow” and they you say it’s “lend” or something. A lot of things that I say stupid stuff incorrectly and then he helps me right. Now the same with his Afrikaans. When he sounds dumb speaking Afrikaans then I ‘tune’ him (laughs). Ja, it’s fun being an English-Afrikaans couple.

It also emerged that there is an awareness that the participants hold regarding the different strengths that they have, which then informs the participants about which aspects each of them will focus on during the fostering of the children’s bilingualism. In this, participants who are not dominant in a particular language, take the responsibility for certain aspects of the language that need to be fostered in their children. This is similar, to a degree, to the studies of Yamamoto (1995), as well as in King and Fogle (2006), in which a non-dominant parent uses a particular language with their children. The following exchange comes from a family where both of the participants are actually English dominant. It was revealing or the researcher to see how the participants were able to decide with great specificity, which language each would teach, and then further specified which particular aspects of language development would be the responsibility of which participant.

**[103] Participant 16B:** Well, she (referring to Participant 16A) would be the English part.

**Interviewer:** Ja.

**Participant 16B:** Because she’s quite good at that.

**Participant 16A:** And you (referring to Participant 16B) can be the Afrikaans part, because you are really good in that.

**Participant 16B:** I would stick to the grammar. I’m rather better in grammar that you (referring to Participant 16A) are.

**Participant 16A:** Ja, he (referring to Participant 16B) is, I suck.

**Participant 16B:** Spelling and that kind of stuff.

**Interviewer:** Grammar for what?

**Participant 16A:** Grammar for English and Afrikaans.

**Interviewer:** But you (directed at Participant 16B) just said that you suck in grammar. (earlier in the conversation)

**Participant 16B:** Ja, but not as bad as her.

[Laughs]

**Participant 16A:** This is true, mine's like a zero, and his is like a 5.

[Laughs]

**Interviewer:** Okay, okay.

**Participant 16B:** Ja, I was halfway there. (chuckling).

The awareness of each participants' individual strengths, assists the participants in knowing who will help or correct something that is either pronounced incorrectly, or in cases where translation may be needed. Therefore, making the task of fostering the bilingualism of the children a team effort. Furthermore, these participants also acknowledged that should the time come that their own level of bilingualism is not efficient for the task, that they would consult external assistance, in the form of extra classes, to help their child further.

**[104] Interviewer:** And then what will you do for the Afrikaans? To ensure that she's capable enough.

**Participant 16B:** Well, I can take her up to about grade 7. Grade 8, maybe grade 9. Grade 10 she might have to go to extra classes.

For the participants to be aware of their strengths, as well as their shortcomings within their own bilingual profile, ensures that their children will not merely reach the same level of bilingualism as their parents, but could surpass their parents' level of bilingual

proficiency, due to the fact that the parents are willing to ensure that the children receive the groundwork from the parents, and could possibly rely on external assistance at some point in time (refer to Slavkov, 2017 – in terms of input and outcomes of the children’s language abilities).

It can be assumed that there is a back-and-forth between the sub-cluster of translation and the sub-cluster of correct or help. The reason for this assumption is based on the idea that, for example, once something is translated for a child to understand, there is still room for error. In which case, the participant would have to help or correct the child again, which may require translation and explanation again. Therefore, providing for a constant movement between these two sub-clusters.

From the data, the information emerged to provide evidence that the participants are implementing strategies in order to foster the bilingualism of their children, which is the aim of FLP research (see King & Fogle, 2006; Curdt-Christiansen, 2013). It also emerged that the participants have specific imagined outcomes that they wish to achieve within the bilingual profiles of the children (see Slavkov, 2017). In the first place, participants want to achieve a level of equibilingualism (refer to Ramírez, 2009), in which the children’s Afrikaans and English are both at a satisfactory level. The participants want their children to be able to be good enough in both of the languages, so that they will be able to receive primary, secondary or tertiary education in either one of the language, should the need arise. Because the participants foster bilingualism in their children, they believe that their children will not struggle at tertiary level, even if all of the universities are English by the time their children get to that stage in their lives. Participants reported the following:

**[105] Participant 13A:** I don’t think, it, obviously it will be a bit of a, a change for them, but I think because they have to do with English every day, it will make it different for them if they have go and study in English. Obviously, the words are a lot different uhm from Afrikaans, but I think because they hear it every day and they read it every day, it will be okay for them to go study in English.

**[106] Participant 1A:** No, I think it’s part of a repertoire and it’s important for him to develop skills in both languages. Uhm, that he is able to study in any of those languages.

**[107] Participant 5A:** There's Google, there's dictionaries, there's Google translate, so uhm, I don't think that it will be a big barrier for them, because they hear it both sides, it's not like we only do it in Afrikaans.

**[108] Participant 7A:** You know, I also believe that like, they learning everything in English that they're supposed to. If they interact in English and start reading books, which is to me a VERY important thing, they should not have any problems at university in tertiary education. Even though they've had an Afrikaans schooling career. I don't believe they'll have a problem, no. If they understand the subject. I mean like me, I have a whole Afrikaans upbringing, and at the end of the day, the little bit ... well, the English ... and I mean ... I don't know, I think the English that I was taught it helped me and it's my basic foundation. So, I don't think they'll have a problem.

In addition to the above, the world-mindedness of the participants regarding job opportunities for their children, as well as the possibilities for the children to explore the world, also influence the establishment of the FLP and the fostering of bilingualism. In so doing, the participants ensure that their children are strong enough in both languages, and in particular English, because English is the Lingua Franca.

**[109] Participant 2B:** I mean to have only one language especially here, only in South Africa, you wanna go out there and explore the world. English is your number one language to do that. So, ya, it's very important to be able to understand that.

**[110] Participant 5A:** I think it's a dominant language in South Africa. The world, for that matter. And I mean, they're all tryna work to just become the one world, so ja.

**[111] Participant 10B:** The world outside is English. It is better to know the English word of it.

From the above presentation of data, it is clear that the participants follow and implement particular strategies or approaches in order to improve their children's levels of bilingual proficiency (see King & Fogle, 2006; Curdt-Christiansen, 2013). This is done through reading, translating, bilingual explanations, as well as correcting pronunciation errors and assisting with code-switching and mixing. It is evident from the one quote by Participant 7A and one of the conversation snippets by Participant 2B – in the presentation of the sub-cluster for correction and help – that the correcting or helping that takes place is light-hearted, and that it is merely to improve the quality of the

children's language use. By fostering bilingualism in the way that these participants do, they are working towards their imagined outcomes within the children's bilingual profiles. It is clear from the data that these participants are willing to do whatever they possibly can to build towards their desired outcome of bilingualism for their children (see Slavkov, 2017). This is evident in the awareness that the participants have regarding their own strengths and weaknesses, in terms of bilingualism, and the lengths to which the participants are willing to go to achieve the goal of equibilingualism.

The OPOL approach would definitely fit into the current definition of an FLP, as even for the participants from this study, who follow this approach, have stated that there was an explicit decision to follow this particular strategy within the home, therefore making the decision explicit and overt.

What is also important to bear in mind is the fact that Piller (2006:66) believes the Mixed Language approach, which includes code-switching and mixing, to either be a conscious decision, or it may not. Therefore, by the participants admitting to the unconscious acts of communication within the home, their FLP should then be considered to be implicit, rather than explicit. In saying this, the researcher by no means says that the strategies of fostering the bilingualism are not explicit, rather that the establishment of the FLP of the Mixed Language families, in itself, is implicit.

#### 4.4.8 Influences determining participants' decisions regarding their children's LoLT

Due to the awareness of the hegemony English, which has already been established from the data and confirmed in the literature review (see Raidt, 1997; Kamwangamalu, 2003; Anthonissen, 2009; Webb, 2010; Van der Walt & Klapwijk, 2015), it is of interest to the researcher to understand and determine what the reasons are behind the participants' decisions to educate their children via the use of Afrikaans as LoLT. The interest in this particular phenomenon stems from the knowledge that the participating families have at least one participant who is a dominant English individual in the family. If the participants are so aware of the importance of English, as well as its global status, what is influencing them to choose education in Afrikaans, above education in English?

For this reason, the participants were asked to explain why they had made this decision, and to elaborate on any possible factors which impacted their decision. The reasons and factors are named and presented in a model in Figure 4, and will be discussed in this section.

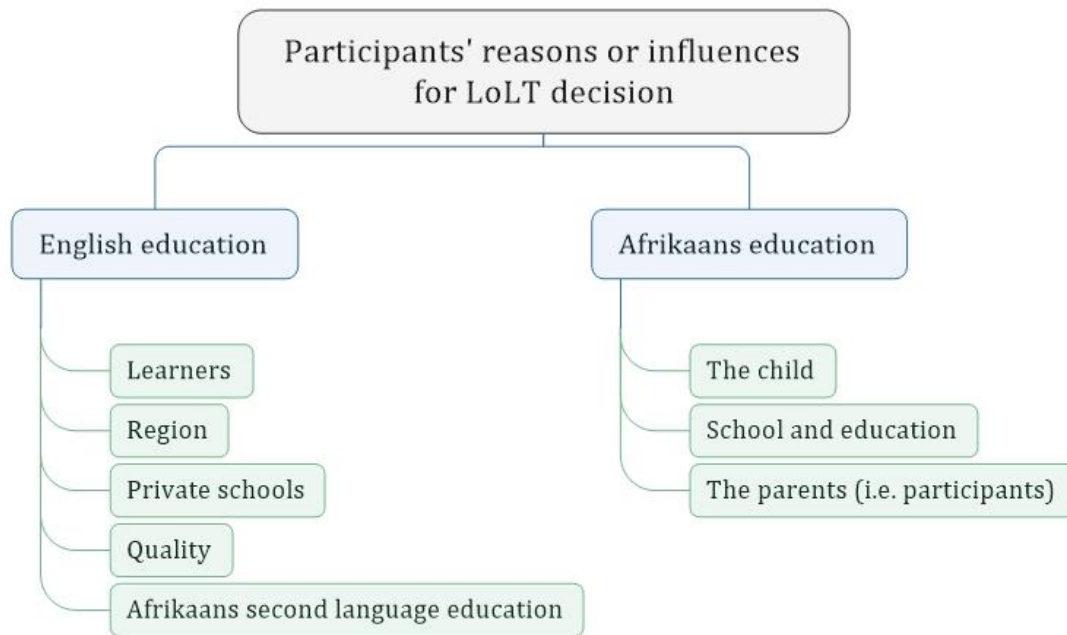


Figure 4: Participants' reasons for or influences determining LoLT decision

From the data that was collected, there are two main clusters that emerged. Firstly, factors related to English education, and secondly, factors related to Afrikaans education. Within the cluster of English education there are four sub-clusters, the first of which relates to the learners in the English schools. The participants expressed the concern that the learners in the English schools are predominantly non-native speakers of English. For example:

**[112] Participant 1B:** For someone who went to a mixed ethnic groups school, you could say, English wouldn't be their first language, obviously. So, you'd have to teach these kids, from 5, 6 years old the actual English language, and this would also, I mean the whole class would be at a half, because there would be, they would work at a slower rate, because they would need to concentrate on certain ethnic groups, who don't speak, or English is not their first language.

In the second place, in addition to the concern about the rate at which learning would take place, participants also expressed the views that there are not many good English schools in the Vaal Triangle Region. Here the participants stated the following:

**[113] Participant 6A:** also having younger siblings that went to schools here, who actually wanted to go to an English school, but there was nothing, you know, that suited the needs of them. I think that influenced my decision.

**[114] Participant 7A:** I think if our English schools were in a better condition, I might have chosen differently.

In the first quote, the participant expressed the experience that her father and step-mother had when selecting a school for her younger siblings. They found that there were not good enough English schools in this region, which resulted in her siblings receiving their education in Afrikaans. Due to this, Participant 6A followed suit. This opposes the views in De Klerk and Bosch (1998), Kamwangamalu (2003), Anthonissen (2009), and Steyn and Duvenhage (2011), regarding the perception that English education are deemed beneficial to the children. Furthermore, at the third sub-cluster, one of the participating families reported that they considered sending their child to a private English school, but upon realisation of the cost of private schooling, they had to make the decision for their son to be educated in Afrikaans, even if it was not their initial intension.

**[115] Participant 1A:** Because we cannot afford to send him to a private English school, where the quality of Education is excellent.

**Interviewer:** Yes.

**Participant 1A:** So, affordability coupled with unfortunate reality...

**Interviewer:** Yes.

**Participant 1A:** Means that we will have to put him in an Afrikaans stream, even though we don't really like it and it's not really our first choice.

In the fourth place, there was a general feeling about the quality of English schools and English education, which is in stark contrast to De Klerk and Bosch (1998). The participants explained that they believe that the quality of English education has declined

and that they felt the teachers at the English schools do not speak English properly, which would have an impact on their children.

**[116] Participant 6A:** and the English schools' level of education is just come down from when we were in school. That's why we chose and Afrikaans school.

**[117] Participant 6A:** Uhm, I don't think English is like it used to be when we were at school, quite honestly, because the teachers nowadays don't speak proper English.

Finally, an unexpected reason for the selection of Afrikaans LoLT emerged from the data via the beliefs among the participants who had themselves attended English schools, about the level of Afrikaans as a second additional language at school, compared to English as a second language at school. The participants believe that they did not receive proper second language education when they had Afrikaans as a second language in school. They expressed that Afrikaans as a second language was very easy, as it contained merely the basic skills of the language. This is disparate to the perceived high level of English second language teaching in Afrikaans schools.

**[118] Participant 1B:** Afrikaans second language is very easy, it's like you do comprehension, you do a few oral stuff, and that's basically it. ... It is not as intense as English.

**[119] Participant 1B:** The same with in an English school as well. When I was in Afrikaans [the subject], it wasn't, like I said earlier, it's, we had to learn it, but it's not hard, it's like really easy stuff, and you don't need to do a lot.

**[120] Participant 11A:** We never had anything like that. It was very, uhm, primary school level. We still got the whole...

**Interviewer:** To do Afrikaans as a second language?

**Participant 11A:** Ja. As a second language (confirming). We got the whole: Blou – Potblou, up until matric.

**Interviewer:** Seriously?

**Participant 11A:** Ja. And it was just like, it wasn't the same level.

The participants continued, by comparing Afrikaans as a second language to English as a

second language, in terms of the content of the curriculum and the intensity differences between the two. For example:

**[121] Participant 11A:** We never got any poetry or big books to read. It was always like primary school material.

**[122] Participant 11A:** And I really felt like my matric year Afrikaans was definitely not the level as what the Afrikaans kids got for English.

**[123] Interviewer:** But, you learnt Afrikaans in school?

**Participant 16A:** Yes, no, in primary school too, but not as, uhm, what's the right word now?

**Participant 16B:** Extensively?

**Participant 16A:** Ja. It was like partial learning of Afrikaans. You know, just to complete a sentence.

In addition, one of the participants feels that the English schools did not take Afrikaans seriously, which left her disadvantaged in terms of her Afrikaans abilities. She states:

**[124] Participant 16A:** I feel that I was, I don't think the school that I went to took it seriously enough.

**Interviewer:** Okay?

**Participant 16A:** Because now that I am in the Afrikaans world, you know, let's call it that, and uhm, I feel like I was robbed of a chance to actually thrive in a language.

#### *4.4.8.1 Afrikaans education*

##### *4.4.8.1.1 The child*

In the second main cluster, the participants provided specific insights into the reasons and influences to opt for Afrikaans education for their children. Here three sub-clusters emerged from the data. Firstly, the information relates to the child, or children. The participants believe that their children receive a lot of exposure to English on a daily basis. Again, the topic of the hegemony of English presented itself, however, this has already been discussed. The participants explained that the children's environment also

supplements their English, in addition to the bilingual fostering that occurs in the children's homes (see Fishman, 1965).

**[125] Participant 1A:** So, our reasoning behind putting him into the Afrikaans school is that we think that his English is strong enough and supplementing at home with English, and exposure to English texts and English books and English everything in the environment, is going to be good enough, uh, for him to have a really good... to be able to really converse and truly think in English. You know what I mean.

It is clear that the participants believe that their children's English is good, or at least strong enough, to warrant sending them to Afrikaans LoLT schools. The following examples represent instances where the participants would explain why they believe their children's English is good enough:

**[126] Participant 5A:** So they'll come up with terms that's above their level for being Afrikaans.

**[127] Participant 2B:** It's not like a secondary standard, his English is actually that a kid's in an English school level, and he's same standard, because of games.

Through these explanations the participants conveyed the confidence that their children's knowledge and use of English is good, as well as their belief that their child would not be disadvantaged by their decision. Furthermore, the participants believe that their children are happy in the Afrikaans school, and that they understand the schooling that takes place in Afrikaans, and would therefore keep them in the Afrikaans medium schools. The following two examples express these views respectively:

**[128] Participant 16A:** So, if Afrikaans was it [where she is happy] and she was happy in that school, then Afrikaans it will be.

**[129] Participant 7A:** I believe my child is able to understand the teacher. All these factors play a role to me and these are all the reasons why I will keep my children in Afrikaans schools.

In addition to the participants stating that they will keep their children in the Afrikaans school, one of the participants stated that he would not move the children to an English school, as they are already in the Afrikaans school.

**[130] Participant 7B:** Ja, look, I mean they're all going there already.

The above examples provide insight into the way the parents regard the happiness and stability of their children. In this, the children's well-being is also taken into account. However, these examples merely express the reasons why parents keep the children in the Afrikaans school, instead of explaining the reason behind the initial decision regarding their children's education. The following two elements provide insight into this. When taking into account the home and family environment of the children, the participants described the environment to be, or to have been predominantly Afrikaans at the time of the decision. Participant 2A explained that she and Participant 2B were not involved during the time that the decision regarding the language of education was taken. In this time, she and her children were residing with her parents who are to the most part monolingual Afrikaans:

**[131] Participant 2A:** *En A (referring to her son), kyk, ek het baie lank by my ma gebly, so, soos ek gesê het, daar's dit net Afrikaans, so ek kon nie die kind na 'n Engelse skool toe gestuur het, en dan het ek gesit met die gebakte pere nie. [Translation: And A (referring to her son), look, I stayed with my parents for a long time, so, like I said, there it's only Afrikaans, so I could not send the child to an English school, then I would be the one to suffer the consequences.]*

This participant felt that the influence of the home would make it too difficult for her child to cope at school, if his immediate home environment was solely Afrikaans, but schooling was received in English. This links with Curdt-Christiansen (2013), in terms of the negotiation that takes place when the FLP decisions extend from the home into education. Despite the fact that the child's father (Participant 2B) is a dominant English speaker, he fully supports the decision that his wife made at the time, due to the circumstance in which they found themselves, as is evident in the following:

**[132] Participant 2B:** I think it would've been a bad decision actually if we had to...

**Participant 2A:** I would have make them struggle.

**Interviewer:** Ya.

**Participant 2A:** I really would have made them struggle.

There is also a belief that some of the participants' children are better or stronger in

Afrikaans, which lead the participants in the decision-making process (see Curdt-Christiansen, 2013). Some even explained that the child's initial exposure, from a care-taker, was in Afrikaans, which set the foundation for stronger Afrikaans.

**[133] Participant 10B:** H (referring to their daughter) was much stronger in Afrikaans, than English. She would easily communicate in Afrikaans. She would struggle with the English words.

**[134] Participant 14A:** Uhm, I'd probably say because he is better now in Afrikaans. He is performing much better. Ja.

**[135] Participant 7A:** The woman that's looked after our kids for 14 years, she's Afrikaans and uhm ... there they learnt, they were raised in Afrikaans. And that was a part of the reason why we put them in an Afrikaans school.

Here, reason or factors which influenced the choice of LoLT have been identified in terms of the information related to the children. These reasons, however, are not the only driving forces in the decisions made by the participant. In the following section, the second sub-cluster – school and education – will be presented.

#### *4.4.8.1.2 School and education*

Two of the dominant factors in the decision that participants have made to send their children to Afrikaans medium of education schools are the fact that, firstly, the quality or status of the Afrikaans schools and Afrikaans education are viewed positively, and secondly, that as a LoLT, Afrikaans is regarded highly in the Vaal Triangle context, which again contradicts De Klerk and Bosch (1998). The participants explained that they view Afrikaans education and Afrikaans schools as quality schools and education in the following statements:

**[136] Participant 1A:** And if I think people's perceptions about good schools, automatically means Afrikaans schools.

**Participant 1B:** Mmm mmm (in agreement). In the Vaal.

**[137] Participant 6A:** The schools in the Vaal, it's only the Afrikaans schools that are still acceptable to send your kids to.

**[138] Participant 11A:** I just thought the Afrikaans was a higher standard. I really did.

The participants expanded on their views, by explaining what it is they consider makes the Afrikaans schools and education better quality than the English schools in the region. They clarified:

**[139] Participant 1A:** it will not go out of secondary or primary school education either, again because historically those are the school that are stronger, richer, have more resources, and have better teachers at the moment.

**[140] Participant 11A:** And that's [referring to one of the Afrikaans primary schools in the Vaal Triangle Region] considered one of the better schools. So, uhm, I think Afrikaans is stronger.

One of the families expressed the fact that they believe their son to be stronger in Afrikaans, and therefore, being taught in his strongest language would provide for better education:

**[141] Participant 1A:** Ja, look, and uhm, cognitively for us, currently, or when we were thinking of Grade 1 for next year, that what X (referring to Participant 1B) is saying is true, and it's a horrible thing to say, but uhm, I think that mother tongue education in Grade 1, is going to automatically give you a higher quality education, than second language education.

Therefore, the belief that Afrikaans education is of higher quality, in combination with the fact that the child is the strongest in the Afrikaans language, may seem to be the obvious choice. However, as expressed earlier, these participants initially wanted to send their child for English education. Deeming this finding extremely valuable to the research on the decision process of bilingual families, in terms of the fact that despite their initial thought about LoLT for their child, and the reasons behind them, the participants still selected Afrikaans and the LoLT for their child, due to the perceived quality of Afrikaans education.

Another factor which has influenced the decision of the families to educate their children in Afrikaans, is due to the fact that the Afrikaans participant in the family would be the one to assist the children with the completion of their homework. Participant 13A explained that this was the only reason for their decision:

**[142] Participant 13A:** The reason why we put them in an Afrikaans school, is because I'm Afrikaans, and obviously it's better for me to help them with homework, or I'm the one who does the homework with them.

**Interviewer:** Ja?

**Participant 13A:** And that's why we decided to do Afrikaans.

**Interviewer:** Okay, so it was really solely just for the person that would be helping...

**Participant 13A:** Yes. [...] I'll be helping with homework and, uhm, and doing all the tasks and whatever. Uhm, and obviously he's not here when we do homework. Uhm, he does help sometimes with English, uhm, but the majority is for me.

It makes sense for the person who intends to be of assistance to be dominant in the language in which the children receive their education, as that will enable the participant to be able to help in the majority of the work that the child should have to complete at home. In this case, the decision is supported by the fact that the participants would have been able to choose between either English or Afrikaans schools. Had the languages within the home been other languages, the choice might not have been as straight forward as it appears in this family's case.

In the case of Family 2, the two children in the family have separate fathers. The oldest, the daughter, was raised completely in Afrikaans, the son's father however, is English. In the case of this family, one of the deciding factors to send their son to an Afrikaans school was because the daughter was already in an Afrikaans school. Therefore, in order to keep the siblings together, the decision to send the son to an Afrikaans school seemed, for the participants, like a natural thing to do.

**[143] Participant 2B:** you know, and it's close to his sister, which works well hand in hand. I mean, they're very close, you know.

**[144] Participant 2B:** I think it would also be a little bit awkward for the kid, the one going to an Afrikaans school, and the other one going to an English school.

By keeping the children in the same school, the children would be close (as expressed by Participant 2B), and surely the logistics of dropping off and picking up the children, had

they attended different schools at the time, would have come into play (as Participant 2A explained to having been a single parent at that stage.)

In the final point of the sub-cluster of school and education, the issue of discipline also emerged from the data as a dominant factor in the decision making process. The participants compared the levels of discipline (see Evans & Cleghorn, 2014) between English and Afrikaans school, as well as that this was even evident in the English stream classes of parallel medium schools. One of the participants expressed her concern regarding the disorderly behaviour that takes place in the English schools. For example:

**[145] Participant 5A:** Well I think the main reason for us was the discipline in the Afrikaans schools. To us, it is a lot better than in the English schools.

**[146] Participant 6A:** Ja, obviously because of the discipline, the Afrikaans schools being more well-disciplined should I say, compared to the English schools.

**[147] Participant 10B:** Also with what played a big part for me was, Afrikaans schools tend to be more disciplined than English schools. I'm not saying English schools doesn't have discipline, but Afrikaans schools, they more... disciplined.

**[148] Participant 5A:** but on the other hand, I hear parents complaining about the English classes at E [referring to a parallel-medium school in the Vaal Triangle Region].

**Interviewer:** Okay...

**Participant 5A:** Saying that they, they bring upon the other children no discipline. They complain about since the English classes have been there, there isn't discipline. The discipline is not the same.

In terms of apparent dysfunction in English schools, as viewed by the participant:

**[149] Participant 10B:** You can go into any English school, English primary school in Sasolburg; the walls are broken down, the windows are knocked out. It's... they don't, and yes the majority it's black kids in that school, but they don't look after... there's no... nobody wants... there's no interest in the schools.

**Interviewer:** Ya?

**Participant 10B:** Whereby Afrikaans, there's also black kids, I mean like L (referring to a

parallel-medium school in the Vaal Triangle Region), it's also, it's a dual-medium school, but the majority is Afrikaans there, but there they've got values; core values which they work on, focus on. And that's one of the reasons why I'd say no, Afrikaans you've got more opportunities and it's more disciplined.

**[150] Participant 7A:** I understand his point of view about the English schools improving, but the reality is that the discipline there is pathetic. You read about it in the newspapers, you hear about it everywhere. How the blacks are *gaaning aan* [*Translation: carrying on*] in schools. Okay. They are not acting appropriate and I do not want my child involved in riots and all these things that they do. I mean, how many of these schools do they burn down?

The discipline in Afrikaans schools, and apparent lack thereof in English schools, seems to be a great concern for the participants, and again, a factor which has influenced their decision to send their children to Afrikaans medium schools within the Vaal Triangle Region. This theme, of unruly English classes in parallel medium schools, have also been studied by Ndlangamandla (2010). He critically reviews these beliefs and correctly points out that statements of this nature should not be accepted uncritically. However, this factor does not constitute the only reasons behind the decision of these participants. There were numerous factors related to the school and education, as well as the factors that were established in terms of the child, which have contributed to this decision. Furthermore, the participants expressed additional factors that lead to their decision.

#### *4.4.8.1.3 The parents (i.e. the participants)*

It was important for the researcher to determine whether the participants had done any research regarding raising their children bilingually and/or whether they researched the implications regarding the LoLT that they chose for their children. The majority of the participants indicated that they had not consulted any research material in this regard:

**[151] Participant 13A:** We didn't do any research.

**[152] Participant 16A:** I didn't actually think that there would implications, to be quite honest. I know kids adapt really easily to things, you know, so I knew that she'd be fine.

Some of the participants in the study, however, explained that there were external factors, other than research findings, that influenced their decision regarding the LoLT for their children. In the first place, some expert advice was sought in this regard. For

example:

**[153] Participant 16A:** I got more closer to obviously Dr G (referring to a paediatrician) and took parental guidance, because obviously she's a paediatrician. You know. So she said to me, I asked her what schools had she thought was good at the time, because obviously coming in here and being a young mom, I didn't really have a lot of experienced friends that were moms. So, I took from what she said about the school and I kind of went with it.

In Participant 16A case, she experienced a kinship with the paediatrician and respected her opinion enough to seek advice from the doctor, even though language in education policy is probably not the field of expertise of the paediatrician. Participant 16A was able to find some comfort in this advice, enough so, to choose a language that is not her, or her husband's dominant language. In addition to expert advice, the families have also been reported to influence the participants in their decision, as is evident in the following example:

**[154] Interviewer:** Do you think there's a specific person or people in your lives that influenced your decision to put your kids in an Afrikaans school?

**Participant 7A:** My grandmother.

**Participant 7B:** Ja, your side. I don't have any.

**Participant 7A:** My grandmother.

Furthermore, the participants reported particular feeling which lead them to their decision. Examples of these feelings include:

**[155] Participant 11A:** I think it just seemed like the right thing to do.

**[156] Participant 2B:** Ya, you know, like I say, I think it was the best move for that time.

**[157] Participant 16A:** I needed to trust somebody else to take on my role during the day and feel confident that they were gonna go through with it, you know.

**Interviewer:** Okay.

**Participant 16A:** There were times where I did feel uncomfortable that, you know what, maybe this isn't going to be good for X (referring to her daughter), because it's gonna

confuse her in the future, if we carry on down this road, because “Mommy and Daddy speak English, but I go to an Afrikaans school”.

**Interviewer:** Ja?

**Participant 16A:** You know, it doesn't make any sense. So, uhm, I don't know, I just, I trusted her, you know, and I think I now felt comf..

**Interviewer:** The teacher now?

**Participant 16A:** Ja, the teacher. ...comfortable with the situation that she had made and the environment that she had made X (referring to her daughter) go into.

It is evident that the participants' experiences, factors and influences all varied, however, all of them made the same decision in the end – choosing Afrikaans as the LoLT for their children. To the most part, the participants all seem satisfied about their decision, regardless of how they came to it. All of the factors identified in these two clusters, are factors which contributed to the participants' decision for not sending their children to English LoLT schools, but rather to the Afrikaans medium schools, or the Afrikaans stream in parallel-medium schools. These reasons and influences range from personal feelings, to widely believed views of the participants from this study, regarding the quality of the schools and the education, as opposed to De Klerk and Bosch (1998). It is clear that there are numerous factors and influences that have steered the participants to favour Afrikaans education, however, none of the reasons are irrelevant or unworthy of mention, even though some were only held by individual participants. By determining these reasons, the researcher is able to provide evidence that people base the decision of schooling on several different factors, and often on a combination of factors. Recommendations in this regard will be posed in the following chapter.

#### 4.4.9 Language vitality factors related to FLP choices

The following hermeneutic unit delves into the belief that the participants hold regarding the vitality of Afrikaans. Again, it is important to understand that these are the views of the participants, and that the researcher in no way influenced the responses that emerged throughout the interview phase. The information presented here was a contingent finding that emerged as important or high-frequency pieces of information within the

collected data. Figure 5 provides a brief overview of the information that will be discussed below.

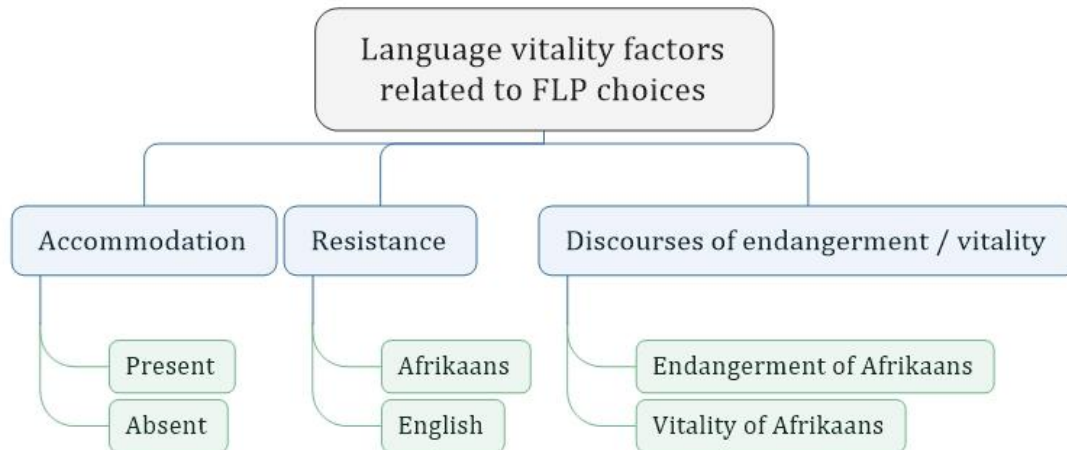


Figure 5: Language vitality factors related to FLP choice

#### 4.4.9.1 Accommodation

The term “accommodation” in the context of the study, refers to instances where a member from one language group, for example Afrikaans, switches over to English when speaking to an individual from the English language group. The participants identified various cases of accommodation that they have experienced. The following quotes serve as examples of experiences of the participants regarding accommodation:

**[158] Participant 1B:** I think, my experience with Afrikaans speaking people, they immediately switch over to English. I think English was probably an easier language, I don’t know. For them to speak. I don’t know. But, yes. If you speak English to an Afrikaans guy, he’ll automatically switch to English.

**Interviewer:** Ja.

**Participant 1B:** It’s, or sometimes, for most of the time.

This finding has also been reported by Hauptfleisch (1979) in relation to the willingness of Afrikaans-dominant South Africans to accommodate English speaking South Africans.

**[159] Participant 10B:** And then J (referring to their son), on the other hand, he would, he

would, he adapts very quickly. If he's in a room full of Afrikaans speaking people, he will just, poof, switch over to Afrikaans. He will talk Afrikaans as if it's his first language and then he'll switch over the moment there's English people around in the room.

In an isolated case, however, one of the participants expressed feelings regarding the perception that accommodation does not always take place. She provided the following explanation:

**[160] Participant 16A:** Okay, look, I feel that... Let me start again. When you (referring to Participant 16B) said early in the interview, right, that... respect, you change your language to accommodate the other participant in the conversation. Right?

**Interviewer:** Yes.

**Participant 16A:** Okay, so I feel that why can't they change their way of communicating to accommodate us?

**Interviewer:** They being?

**Participant 16A:** They being Afrikaans people, I feel...

**Interviewer:** To accommodate *us* being?

**Participant 16A:** English.

**Interviewer:** Okay.

**Participant 16A:** I feel that it is a very one-way street.

**Interviewer:** Okay.

**Participant 16A:** They, they, because, now understand, it's a very... Afrikaans people were here before us, not like that, I mean like in here, Gauteng, whatever. (Laughs). I understand that. You are gonna make it sound smart...

**Interviewer:** No.

(Laughs)

**Participant 16A:** Don't leave it like that (laughs). Uhm, anyways, I just feel that they don't respect us as much as we respect them. If that makes sense.

From the information above, it would appear that there are mixed perceptions about accommodation, however, it seems that there is a belief that accommodation, or being able to accommodate shows a level of respect. It emerged in the above quote, as well as in the following:

**[161] Participant 14A:** I think it's mostly about respect. If somebody's English they will try to speak English to you, like that's how I've been brought up. So, if you're Afrikaans, you speak Afrikaans. Even if they're...and their English was really bad, they will even try speaking English, and you can tell them; listen just switch over to Afrikaans, they will understand you.

**Interviewer:** Ja, ja, ja, sure.

**Participant 14A:** But just because of the respect for another person, basically.

The participants are of the belief that Afrikaans and English people should accommodate equally. The idea of equal accommodation, respect and accommodation link, to a degree, with Section 4.4.7, Figure 2. By ensuring a bilingual FLP, the participants are moulding their children to be able to accommodate, should the need arise. For some of the participants, this is already a reality for their children (for example, participant 10B above). In one of the interviews, the researcher asked one of the participants who is fluent in both English and Afrikaans regarding her opinion about accommodation in relation to her bilingualism. By playing the devil's advocate, the researcher was able to obtain the following information:

**[162] Interviewer:** So, I mean, if someone can't speak Afrikaans, it's fine, because you can switch over to English.

**Participant 1A:** Yes. I can accommodate, so that's okay.

**Interviewer:** So, if you couldn't, you think it would, you would've felt different about that?

**Participant 1A:** If I couldn't speak English?

**Interviewer:** Ja.

**Participant 1A:** I'd probably be pissed off. Like, why are you even talking to me?

(Laughs)

From Participant 1A's response, it could be viewed that being fluent and comfortable in both language, which in turn enables you to be able to accommodate, is a comfort for the individual. In such cases, the individual does not have to be worried about who is going to accommodate, should the need arise.

#### 4.4.9.2. Resistance

Throughout the data analysis process evidence of the resistance to both English and Afrikaans emerged. The resistance to Afrikaans was solely by the children of the participants, whereas the resistance to English emerged from the parents and the participants at varying degrees and stages in their lives.

The data related to English resistance included instances where the participants explained that the children did not want to speak English. In one case this was due to the child's lack of interest in English, despite wanting to go abroad to au pair, and in another case the resistance emerged when the child relocated closer to his Afrikaans extended family. The following examples portray these perceptions, respectively:

**[163] Participant 2A:** She [referring to their daughter] doesn't have the urge for it [referring to English], *syt geen begeerte daarvoor nie*. [Translation: She does not have any desire for it.]

**[164] Participant 2A:** Ya, right now, at this stage of her life, she doesn't think it's important, you know, it's like "ag, whatever Dad".

**[165] Participant 14A:** But then, then we moved here to Vanderbijl so we more to parents side, we always came here, most of the time.

**Interviewer:** Ja.

**Participant 14A:** And then basically, ja, I can't really say. And then we moved him to an Afrikaans school now, and he is completely changed, because we just send him to an Afr... He almost cut out English now, so...

**Interviewer:** Okay.

**Participant 14B:** He actually refuses to speak English.

**Participant 14A:** And he used to only speak English in the beginning.

**Participant 14B:** Mmm (confirming).

**Interviewer:** Okay.

**Participant 14A:** He could speak it very fluently. And just all of a sudden he just choosed not to.

In two further examples of the resistance that children have portrayed to use English, the young children merely refused to speak English for some time. However, in both cases, the children have since come to accept the language and use it at times.

**[166] Participant 6A:** XX (referring to her youngest son) says *"Nee, praat Afrikaans"*.  
[Translation: "No, speak Afrikaans"]

**[167] Participant 1B:** I used to speak Afrikaans to him and he used to speak back, and then I used to, then he used to speak Afrikaans and I only used to speak English to him, I would answer back to him in English. And then I just decided that now he must start talking English, I'm not gonna talk to you if you don't speak back in English. That's how it started.

**Participant 1A:** And then he, X (referring to their son), had a terrible reaction to that. But he had almost a 'I hate English, I don't want speak English, I never wanna speak English again'.

**Participant 1B:** Yes.

**Participant 1A:** Uhm, and it almost like reflected on his relationship with X (referring to Participant 1B) I think. But, it was really... and then at one stage it just, it was fine.

**Participant 1B:** He just woke up, and he was fine.

**Participant 1A:** Ja. And he just started speaking English.

In the latter example, the resistance initiated when the English participant made the conscious decision to enforce his side of the OPOL approach to their FLP, in so doing, it eventually started to impact the relationship between the child and the English speaking participant. However, as is evident from the participants' responses, this soon changed.

In addition to English resistance, Afrikaans has also received resistance. However, unlike English which only occurred in the children, Afrikaans is, and in some cases was, resisted by parents and the participants. In terms of the parents, one of the participant's parents does not use Afrikaans:

**[168] Participant 1A:** Like why does your mother not speak Afrikaans.

**Participant 1B:** Because she was never taught, I guess?

**Interviewer:** Did she not have it at school?

**Participant 1B:** I don't know, probably.

Participant 1B further explained that his mother grew up in a very English environment and included that her social circles are English. He believes that these contribute to his mother's aversion to using Afrikaans. **Participant 1A** expressed her views on the fact that Participant 1B's mother does not speak Afrikaans, by stating:

**[169]** It's a shame for them if, for instance your (referring to Participant 1B) mother, your mother's been living in South Africa her whole life, she's 58, and she can speak a couple of words, you know.

In some cases, the parents (therefore grandparents of the children) refuse to speak Afrikaans to the children, despite the fact that the children in this family are predominantly Afrikaans, and despite the request for them to do so. As in the following example:

**[170] Participant 14A:** Ja, with like his parents, because they don't wanna speak Afrikaans with our kids.

Another instance where Afrikaans resistance occurred, was when one of the participants explained a conversation with her father. **Participant 7A** states the following:

**[171]** My actual father said Afrikaans is a monkey language and refused to answer me if I spoke to him in Afrikaans.

With regard to the participants, there are two participants who reported that they did not speak Afrikaans when they were younger. One explains that he would refuse to speak

Afrikaans when addressed in Afrikaans, and the other expressed how he felt about Afrikaans and how it impacted him. For example:

**[172] Participant 1B:** I didn't really speak a lot of Afrikaans. I, when people used to speak Afrikaans to me, I would say 'I don't understand you, you need to speak English, and if you can't, then I can't'.

**[173] Participant 14B:** Hated Afrikaans. Well, basically I never spoke Afrikaans and then obviously as you grow up, you need to learn Afrikaans for work. 'Cause obviously majority is mostly Afrikaans, so you need to learn it as you go.

**Participant 14B** later stated "I mean, just taking from my childhood, I didn't speak Afrikaans hey, not at all. I like really suffered" **[174]**. In both cases, the participants confirmed that they now use Afrikaans when it is necessary. This eventual acceptance of the language is not shared by one of the other participants. Participant 16A states that she really does not like the language, and does not use it, as far as she can help it. She expressed a negative attitude towards Afrikaans, due to her confidence in the use of the language. However, above all, she still claims to respect the language, despite her aversion:

**[175] Participant 16A:** Look, I respect the language, because the language was here before I was, so, who gives a crap if I don't like the language? The language is there. I've got to respect it, and I do respect it to a certain degree.

[Later in the interview]

**[176] Participant 16A:** Because I think the way that I feel about Afrikaans, I feel that, I feel negatively towards it because I don't feel confident in it.

**Interviewer:** Okay?

**Participant 16A:** I think that like that's an underlying issue for me.

At a later stage in the interview, **Participant 16A** stated that she does not want her daughter to have the same negative feeling about Afrikaans, and expressed hope for her daughter to, therefore, maintain her bilingualism:

**[177]** So, she, I hope that she carries on in the future and doesn't feel the way I feel. I don't

want that to reflect on her.

From the above, it is clear that there have been, and in some instances still is, a sense of resistance and aversion to either English or Afrikaans. However, although both of these received fairly high frequency level (13 and 16 respectively), the majority of the claims for both Afrikaans and English resistance came from two families (different families). Therefore, the level of resistance for either of the languages, from the entire sample of participants, is low.

#### 4.4.9.3. Discourse of endangerment / vitality

Due to the complexity of the information in this sub-cluster, the researcher decided to include two hermeneutic units in order to simplify the information that it contains. For the first branch of this cluster, Figure 6 provides an illustration of the concerns for the Afrikaans language.

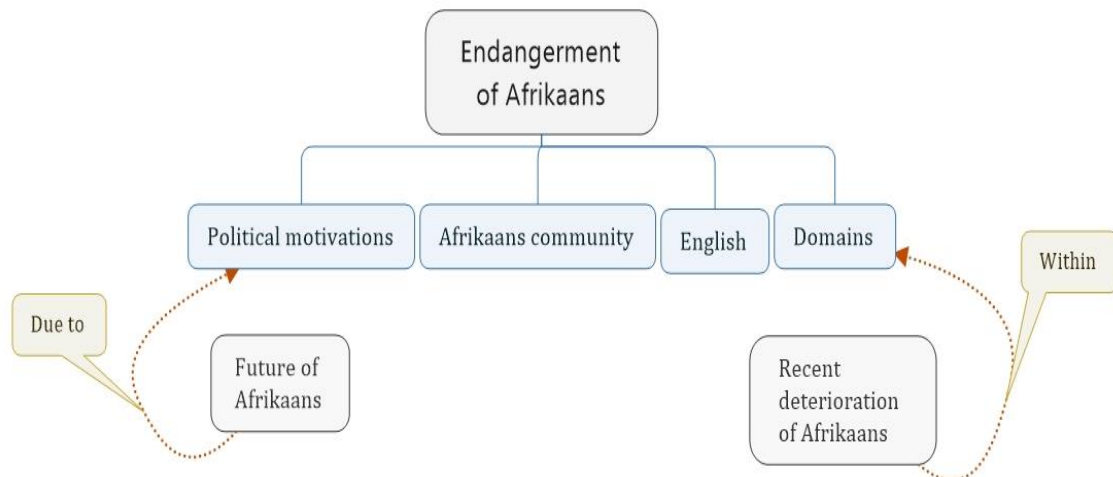


Figure 6: Endangerment of Afrikaans

Within the discourse of endangerment with specific reference to Afrikaans, one of the major themes that emerged is the political motivations against Afrikaans, as in De Klerk and Bosch (1998). The participants are of the opinion that due to the political position in which South Africa finds itself, Afrikaans is receiving a lot of pressure. Although the reference to political pressure of the language was often very generally state, some of the

participants specifically expressed their beliefs that Afrikaans is a constant reminder of the history of the country; the Apartheid regime (see De Klerk & Bosch, 1998).

**[178] Participant 1B:** Well, uhm, socially what I see that what's going on in politics, where they want to, you know, get rid of it [referring to Afrikaans]. It's also, uhm, it's a political thing, because it comes down from Apartheid, it reminds people of Apartheid. They wanna get rid of it in the country. So, it reminds everybody about Apartheid, and they wanna just, ja.

**[179] Participant 11A:** Political. I think it's political. I think that they attach it to race and history and a past. Ja, I think that's what it's about. And, uhm, you can't get rid of a language and expect wounds to be healed or, I don't know what they're going with with it, but I do think it will happen eventually.

As an extension to this view, other participants explained that Afrikaans is receiving opposition at a political level and included the fact that place and street names have been changed, which indicates a threat to the language.

**[180] Participant 2B:** Uhm, there's a lot of hatred out there for the Afrikaans language, where I mean they've already taken Afrikaans streets, where that's the beginning. Change from the Afrikaans name to a Zulu name or to, take I mean, they changed the airport.

**[181] Participant 2A:** and uhm, that's simply because we know like the EFF and all those people where they come from, so like he (referring to Participant 2B) said also that the streets and all those places is changing from Afrikaans to a language which actually the parliament, which makes the parliament happy.

Due to the political pressure, many of the participants believe that the vitality of Afrikaans is at risk. Examples of such statements include:

**[182] Participant 1B:** By the time he probably goes to university, it will probably be abolished anyway.

**[183] Participant 11A:** I think it will eventually [die out], ja. It's sad, but I think it will. And I don't just say that because it is Afrikaans, I would have thought that about any language.

**Interviewer:** Ja?

**Participant 11A:** Because it is someone's culture and heritage and past. But, uhm, I think it will eventually.

From the views of the participants, the concern for the Afrikaans language is evident, however the political influence on the language's endangerment is not the only influence that the participants identified. According to the participants, despite the pressure that Afrikaans is under, there is a perceived passivity within the Afrikaans-speaking community. This is evident from the following statements:

**[184] Participant 2B:** So they're slowly trying and trying to take the Afrikaans and just put it under the mat.

**Interviewer:** Ya.

**Participant 2B:** You know, they're slowly but we're just sitting back and just leaving everything, and that's my opinion, uhm, they're trying to take all that Afrikaans away. I see that as it is, slowly, slowly, as the decades go by.

[Further in the interview]

**[185] Participant 2B:** I just don't see anybody fighting for it anymore.

**Participant 2A:** Oh well, we don't stand together like they do.

**Participant 2B:** I don't, I don't see one person out there that's actually standing out and trying to fight to keep Afrikaans alive. Okay, you've got Steve Hofmeyr doing his escapades and stuff like stopping traffic and all that.

**Interviewer:** Ya.

**Participant 2B:** But, that's not enough.

In addition to the political threat and the perceived passivity of Afrikaans speakers, another factor contributing to the concern for Afrikaans pertains to English. According to a number of the participants, the status of English, as well as the widespread use thereof threatens Afrikaans, as is evident in Kamwangamalu (2003) and Anthonissen's (2009) views about the infiltration of English into various domains. For example:

**[186] Participant 13A:** Mmmmm (thinking). I think so, I think, uhm, English obviously is

the language of the world, not just of us, 'cause everybody can speak English and that's a way of communicating, so I think it is [in danger].

**[187] Participant 11A:** And, uhm, but even in general, the whole world is English.

**[188] Participant 7A:** I think even ... it's like he said now. Even the Afrikaans people know English, but the English people don't know Afrikaans.

The concern that 'everybody' knows English, but that there are South Africans who do not know or speak Afrikaans, seems to increase the concern for Afrikaans, and elevate the status of English. English is also infiltrating various domains, ensuring further threat against Afrikaans (see Kamwangamalu, 2003; Anthonissen, 2009). Participant 1B is of the opinion that Afrikaans is in danger in the domain of public administration. In addition, the more formal domains in which Afrikaans is under duress, include the work and education domains, which is supported by Raidt (1997). The following examples provide evidence of these particular concerns:

**[189] Participant 16B:** Ja, like the working world and the tertiary education.

**[190] Participant 14B:** I mean, 'cause like you say over the debate thing that happened, when was it, last year? About in Cape Town where they wanted to really close down the Afrikaans taken.

**[191] Participant 16A:** The fact that tertiary education is becoming more English, that's why.

Due to the deterioration of Afrikaans, as expressed by the participants, the belief is that the Afrikaans language is dwindling. The participants express this sentiment in the following examples:

**[192] Participant 11A:** Afrikaans is the fading language of the country.

**[193] Participant 7B:** In the last two three years, the deterioration [sic] of Afrikaans environment, everything.

**[194] Participant 7A:** I mean that's just, ja ... But it's [Afrikaans] deteriorate ... it's, it's decreasing,

The concern about the deterioration of Afrikaans has led one of the participants to

believe that Afrikaans has become a minority language

**[195] Participant 7A:** and with the rapid change in us being the minority. Afrikaners I'm talking about now.

**Interviewer:** Minority in terms of?

**Participant 7A:** In the country. In English and Afrikaans speaking. I think Afrikaans had become the minority language and even the Afrikaans-speaking people are gonna have to convert to English. Even though their home language might still stay Afrikaans ... it's not going to be a public language anymore.

[Further in the interview]

**[196] Participant 7A:** but it's [Afrikaans] not gonna ever become a main language again and it's not going to be widely spoken because sadly in our country, people don't know Afrikaans that well.

At the moment, the concern for the Afrikaans language in terms of the formal domains is supported by evidence from the literature review, such as De Klerk and Bosch (1998), Anthonissen (2009), Steyn and Duvenhage (2011) and Webb (2010). However, the belief that Afrikaans is becoming a minority language, as stated by Participant 7A, is contradicted by the 2011 Census data (StatsSA, 2012). In addition to the concerns in terms of the endangerment of Afrikaans, there is also evidence that some of the participants disagree with this, at least to some degree. It is believed that Afrikaans is not in complete danger, because it will continue to be used in at least some domains. Figure 7 provides a visual representation for the vitality of Afrikaans, based on the perceptions of the participants.

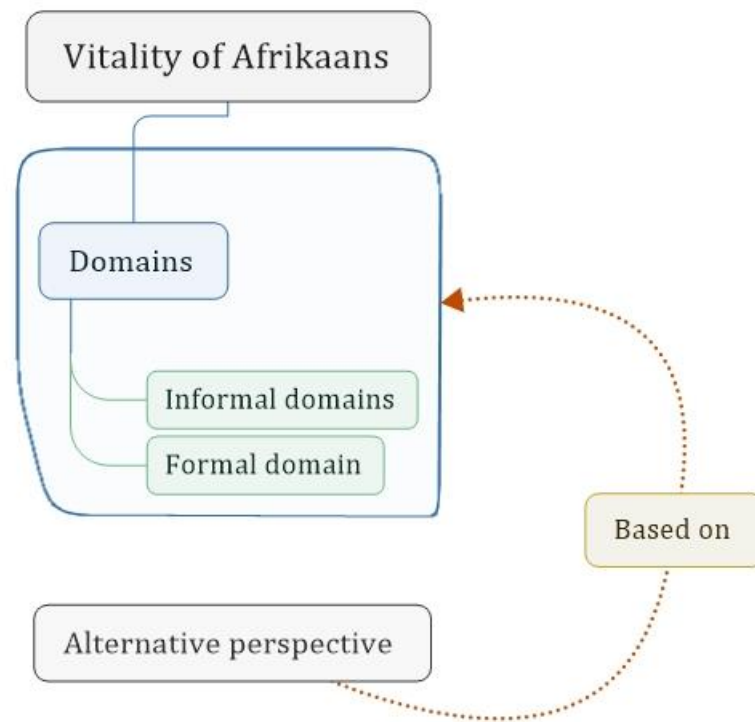


Figure 7: Vitality of Afrikaans

Within the informal domains, such as the home and family, there is the belief that Afrikaans is not under any threat, as the participants are of the opinion that people will continue to use the language, which contradicts the fear for Afrikaans' vitality as is expressed by Kamwangamalu (2003) and Anthonissen (2009). The participants expressed various views with regard to the use of Afrikaans for family interaction within the home, which include:

**[197] Participant 13A:** Because you will always have Afrikaans people and I think that they, they'll keep speaking Afrikaans, because they are Afrikaans. I don't think if you've got two Afrikaans parents they are now gonna start talking English to their kids. So, obviously, if you've got a, if you've got one English and one Afrikaans, but then I think you should have, still, you know, have your Afrikaans and your English separately.

**[198] Participant 16A:** No, because your culture will always stay your culture. No one can really have a say against that in your home. You know, I feel that's something personal.

**Participant 16B:** Ja.

**Participant 16A:** How do you feel? (directed at Participant 16B)

**Participant 16B:** I agree. 'Cause the Afrikaans guy is gonna go home, he's gonna talk to his wife in Afrikaans. He's gonna talk to his kids in Afrikaans. So, he's gonna continue that. Maybe at the work that's where he's gonna have to, buck up his socks in English then.

In addition to the informal domain, there are strong, and very informed views regarding the use of Afrikaans in the formal domain of education. The majority of this information is provided by Participant 1A, a linguistics scholar. This information is based on learned knowledge of the field.

**[199] Participant 1B:** Teaching probably not. It will always be part of history, I reckon. Especially if you're going to a white school.

**Interviewer:** Ja?

**Participant 1B:** Or a school town, because this is one of those subjects. But, uhm, I don't know.

From quote 199, it would appear that the participant is aware that the language has, as of yet, not received contestation to be taught as a subject in school. In addition to this view, the following emerged:

**[200] Participant 1A:** Uhm, it will not go out of secondary or primary school education either, again because historically those are the school that are stronger, richer, have more resources, and have better teachers at the moment.

Participant 1A further expressed her views on the vitality of Afrikaans at a tertiary level:

**[201] Participant 1A:** I do not think that Afrikaans is in danger, IN THE LEAST.

**Interviewer:** Okay.

**Participant 1A:** Simply, just because I know that there are, but this comes from what I...I mean, I know from a linguistic background that there are different debates about Afrikaans, there's the one that 'it's in danger', there's the one that 'it's a thriving language, and then there's the one that 'just goes on without giving a shit', you know this.

**Interviewer:** Yes.

**Participant 1A:** So, I understand that there are different, uhm, discourses on this, and I also understand the anxiety of people who want to have their children taught in Afrikaans at university.

**Interviewer:** Ja.

**Participant 1A:** And I also understand that those people are the people who do not need Jacob Zuma's money to put their children through university.

**Interviewer:** Ja.

**Participant 1A:** They can afford it, because they're the upper middle class, so they can afford to put their children in Afrikaans. So, that's why I don't think Afrikaans will be eradicated any time soon, in tertiary education, because it's such a, unfortunately, it's a business.

In addition to the view of the university as a business, and the perception that many Afrikaans individuals form part of the upper-middle class, Participant 1A was able to provide additional information, based on a language policy summit that she attended, which challenges the views of Webb (2010). Here she explains:

**[202] Participant 1A:** Uhm, especially from the EFF students. They're very adamant to not... no they're actually not. Sorry, I'm lying to you now. Uhm, at the last language policy summit in Potchefstroom...

**Interviewer:** Yes.

**Participant 1A:** We were debating, or they were debating the role of Afrikaans, and the EFF youth leader stood up and he said that "we do not want Afrikaans gone out of the university, because the majority of coloured students speak Afrikaans".

**Interviewer:** Yes.

**Participant 1A:** "So, we want Afrikaans for those coloured students, but not for white people". I think what he actually meant was they just don't want white people at university.

**Interviewer:** Ja.

**Participant 1A:** Which is what he implied. And that's fine, because he's allowed to have his ridiculous opinions.

Based on the currently continued use of Afrikaans in education, Participant 1A, therefore, provides an alternative perspective regarding the Afrikaans language:

**[203] Participant 1A:** So, I think there will be an additive policy for really at least the next 20 years where languages will be added, rather than taken away.

**Interviewer:** Ja.

**Participant 1A:** Because you cannot just sack all of those Afrikaans teachers, and now within a generation, have them replaced with people who do English. That's impossible. So, no, there's no way that Afrikaans is in danger. Plus, you have all those stupid, idiotic right-wing idiots, who fight for Afrikaans, like Steve Hofmeyr and all his stupid buddies. Sorry.

In addition to this view, another participant provides a view that the use of national resources will possibly just even out. In other words, when considering the distribution of schools in around 1994, there were many more Afrikaans school than there were English schools. As the schools have started changing (see Webb, 2010; Steyn & Duvenhage, 2011), in terms of LoLT, it may not necessarily be a case of endangerment, as much as it is a case of redress in terms of the effective use of national resources. The concerned members of society, should consider the latter, when they express these concerns regarding Afrikaans schools needing to transform in order to accommodate English (see Rademeyer, 2017). She stated:

**[204] Participant 7A:** I do believe you can't force somebody to give up their mother tongue. I mean that's just, ja ... But it's deteriorating ... it's, it's decreasing, but we will still, even if we don't have ten Afrikaans schools in our area anymore, there might still be two.

An example of this could be, for instance, the merger of two Afrikaans secondary schools in the Vaal Triangle Region. In merging these two schools, it was possible for an English school to open. This merger decreased the number of Afrikaans school, for example, by one, and added to the number of English schools. However, the merged school is now a very large school, and quite possibly, even stronger than the two schools had been as separate schools. It is, therefore, important to understand that the decline in Afrikaans schools, might not in all cases be a threat to the language in itself. In addition to merging

schools, there are also reports of Afrikaans schools becoming parallel-medium schools (Webb, 2010; Steyn & Duvenhage, 2011). However, the inclusion of an English stream in an Afrikaans school does not support the argument of the endangerment of the Afrikaans language, as Afrikaans is still surviving in these schools.

Based on the evidence, it would appear that people are aware of the pressure that Afrikaans is under. However, there are participants who do not believe that it will be completely eradicated any time soon, as there are too many people using the language on a daily basis, still in a number of domains; both formal and informal. The various discourses of endangerment of languages has revealed similar results to the data in this study, where there have been constant concerns about the endangerment of highly used languages (Duchêne & Heller, 2008).

#### **4.5 Field notes**

As explained in the methodology chapter, the absence of the children during the interview phase prevented the researcher from observing the FLP of the participating families, in terms of participant-child interaction. Although the researcher was unable to document the interaction and skills of the children, an element that the researcher deems necessary to mention is the perceived and documented skills of the participants.

However, before presenting this, the researcher needs to acknowledge her own biases with regard to the use of language. The researcher is a norm driven individual, who was raised by a grandmother who is a stickler for the correct use of English. This is something which she inculcated into the researcher. In addition, the researcher is a teacher of English literacy and grammar, in which it is the job of the researcher to help students reach a norm in their own use of English. Therefore, the researcher acknowledges that she, herself, is normative driven. However, when the researcher, through all of those lenses, tried to assess the self-reported bilingualism of the participants in the questionnaire and the interview, felt that some of the participants were more generous about their bilinguality, than she would be.

In the open-ended questions where participants were given an opportunity to write, issues of spelling came to light. For example: “Disseplin” instead of “discipline” and

“famalies” instead of “families”. In the interview phase, an utterance, such as “deteriation” instead of “deterioration” comes to mind. In addition, the concord and grammar errors throughout the interview phase, were also evident to the researcher. More examples of language errors can also be found in the quotations provided in Section 4.3.

#### **4.6 Chapter conclusion**

In conclusion, the mixed methodology implemented for the study, provided rich data specifically related to the perceptions and beliefs held by the participants, as well as the reasons behind the decisions that the participants made, in terms of language use within the families and the LoLT of the children in these families. Quantitatively, the data provided insight into the language history of the participants, as well as the perceptions of the participants in terms of their own language abilities and attitudes towards the two focus languages of the study, which are English and Afrikaans. The reported use of these languages by the participants, as well as the language use in terms of the children were further elaborated in the qualitative part of the study.

With regard to the qualitative data, an extremely rich body of data was provided by the participants. The participants expressed the belief of the importance of bilingualism and mutual bilingualism for their children, within the context of South Africa, and in particular, their micro environment, the Vaal Triangle Region. The participants have, therefore, implemented various strategies in which they foster bilingualism (see Slavkov, 2017) in their children, in order to reach a level of equibilingualism for the children, as well as to ensure that their children will be at an advantage when they enter the world, after school. This level of bilingualism is also supported by the implementation of a bilingual FLP, which is either the OPOL approach, or the Mixed Language approach, within the home (see Döpke, 1998; Piller, 2006).

Furthermore, the participants explained the factors and reasons that influenced their decision to send their children to Afrikaans LoLT despite the awareness of the hegemony of English, at a global scale. The awareness of the hegemony of English, brought about a contingent finding related to discourses of endangerment and vitality of the Afrikaans language. Despite the fact that the majority of the participants are of the view that Afrikaans is in danger (as in De Klerk & Bosch, 1998), this perception about the language never prevented them from still selecting Afrikaans as the LoLT for their children. The

overall belief of the participants is that their children are being raised to be bilingual, and that the children will, therefore, not have any difficulties in using either of the languages at any stage in their future.

## **CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This research project endeavoured to determine the reasons why parents, from a particular region – the Vaal Triangle – opt for their children to have Afrikaans as LoLT in school, despite having access to English at home via the presence of at least one dominant language<sup>12</sup> English participant. The hegemony of English, on a global scale, is a reality – also in the lives of these families; however, the choice for these families remains in favour of Afrikaans. It was therefore necessary to identify which factors contribute to the constitution of formal or informal FLPs, in order to explain why some participants in this region opt for Afrikaans as the LoLT for their children in school, in cases where English is already present in the home domain, as well as in the micro and macro environment of the families. It was possible to investigate these issues by gathering data from 14 families within the context of the Vaal Triangle Region. In the second phase of the study, however, 4 families decided to opt out of the study, leaving only 10 families from which to obtain qualitative data.

### **5.2 Answering the research questions**

The previous chapter provides an exposition of the findings of the study, in which the intention was to provide answers to the research questions of the study. The following sections will provide summaries of the answers to the various research questions. Based on the research questions, it was important to understand and establish the motives of the parents who opt for Afrikaans in the presence of English, as well as to identify the process that the participants implement and follow, in order to establish bilingual FLPs.

#### **5.2.1 Answering research question 1: Which factors contribute to the establishment of an FLP in the case of the participating parents?**

Throughout the study, it became evident that there are two dominant approaches that the participants practice in their FLPs; first the OPOL approach and second, a Mixed Language approach to the use of languages in the home between all of the family

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<sup>12</sup> Just as a reminder to the reader that the concept ‘dominant language’, in the context of this dissertation, refers to the language in which a person is, generally speaking, the strongest

members. The former is implemented by each of the participants only engaging with the children in the participant's own dominant language, therefore ensuring the acquisition of both English and Afrikaans within the home. The latter approach is a mix of both of the languages by both of the participants with various members within the home, regardless of the topic or even the situation. This approach is much less structured and rigid than the OPOL approach, however, the children still receive input from both languages. This provides an answer to this research question, as the implementation of these specific approaches to ensuring the presence of English and Afrikaans within the home, contribute to the establishment of a bilingual FLP for these families.

### 5.2.2 Answering research question 2: Why do the participating parents opt for Afrikaans as the language of learning and teaching in cases where one of the parents is a mother tongue speaker of English?

As an extension of the factors that guided the implementation of the particular FLPs, the contributing facts and influences which led the participants in choosing Afrikaans for education, brought a varied, however, rich amount of data to the fore. The participants explained that the decision was based on two dominant factors: firstly, the quality and standard of English education and the schools, and secondly, the high status and quality that the participants perceive Afrikaans education and schools to hold. Within the factor of Afrikaans education, it was apparent that there were three major role-players. These were 'The child' and all the attributes that the participants believe influenced their decisions, with particular reference to the child, for example the fact that the child is strongest in Afrikaans, or that the child is strong enough, and enjoys a plethora of English interaction in domains other than that of education. In particular, the belief about Afrikaans education and schools was a dominant driving factor in the decisions that the participants made. Furthermore, a report of some external influences, such as world-mindedness, family and expert advice also contributed to these decisions. The evidence provided in Section 4.4.11 sheds light on the factors and reasons for the decisions of the parents in great detail, therefore answering this research question.

Furthermore, the perception of proficiency, with relation to the participants' children, was also a prevalent theme that came to the fore. Delving into this theme provided evidence of high levels of confidence and high self-assessment rates in the proficiencies

of both English and Afrikaans for the children. The beliefs of bilingual proficiency and positive attitudes towards the importance of bilingualism suggest a possible claim for equibilingualism, by the incorporation, implementation and the fostering of both languages in the repertoires of their children. The exposure to English within the home domain, as well as the awareness of the importance and hegemony of English in the South African and the international context appear to be the main reasons for the support of the English half of the aimed bilingualism, while domains with Afrikaans dominance (predominantly the home and schooling in the context of this study) seem to account for the second half of the bilingualism ensuring that the participants believe their children to have a self-perceived proficiency in both languages. The emphasis on the importance of Afrikaans-medium schooling is motivated by perceptions of better disciplined schools or better managed schools.

### 5.2.3 Answering research question 3: What is the nature of the FLPs of the participating parents in terms of its implicit or explicitness?

The researcher pursued an investigation into the factors that informed the FLPs within these families. The reason for this investigation, was to shed light on the explicit or implicit nature of the FLPs, as well as to determine why, how, where and when they are implemented. From the data it would appear that the constant level of fostering bilingualism, therefore the strategies of ensuring the bilingualism of the children within these families, are to the most degree, explicit. The participants reported that they translate information into both languages, read in both languages, correct language errors and pronunciation, as well as help and correct on various other levels.

By implementing very specific approaches to the way in which the participants foster bilingualism, there is a greater sense of explicitness in these approaches which support the establishment of the FLP for these families. However, the researcher is of the opinion that, based on some of the statements from a number of the Mixed Language approach FLP examples in the data, there seems to be a definite element of implicitness in some cases where FLPs are established. This is due to the fact that some the participants acknowledged that they are not even aware of the ways in which they use the languages, or that they do not take conscious note of which language they are using, or even with whom they are speaking. This is then implicit, as opposed to the literature in the field

which suggests that all FLPs are explicit and overt decisions that are taken by the parents in the family in terms of how languages are used (King, Fogle & Logan-Terry, 2008).

#### 5.2.4 Answering research question 4: What are the implications of the findings for understanding the factors that contribute to the emergence of FLPs in this unique context, especially for the maintenance of Afrikaans?

In terms of the implications for the maintenance of Afrikaans, the participants expressed the perception that Afrikaans as a language is in danger, due to external political pressure to eradicate the language as LoLT in many education spheres. In addition, the participants are aware of the decline in the use of Afrikaans in more formal domains. They do, however, maintain that Afrikaans will not easily be threatened in the informal domains. By enforcing a bilingual FLP, these families are maintaining Afrikaans within the repertoire of their children, despite the presence of English. The awareness of the multilingual context of South Africa, as well as the hegemony of English at an international level, has not prevented the participating families from including Afrikaans in the repertoires of their children, neither has it stopped them from deciding to educate their children in Afrikaans as LoLT in the schools. Therefore, Afrikaans is being maintained within these families, alongside English.

### **5.3 Limitations of and recommendations for future studies**

In no way can or must any of these findings be regarded as conclusive, because there are various limitations to this study, as is the case in De Klerk and Bosch (1998), as well as Anthonissen (2009). The study remains small scale and findings are, therefore, not generalisable to the region, or the broader Afrikaans-English community in South Africa.

A number of methodological issues occurred throughout the study; three of which are explained in Chapter 3, Section 3.10. In addition, it is important to ensure that all of the questions that are asked in the questionnaire and interview phase should be extremely focussed on the research questions at hand, and that questions that pertain to the perceptions of participants should be avoided, in cases where these perceptions cannot be tested or validated. Further, researchers should refrain from enquiries into the

perceptions of participants regarding the language use of other individuals, as these findings are difficult to interpret in a useful way.

Due to the diversity within this, supposedly homogenous group, in terms of the different views that are held with relation to their choices of a FLP and education, it is recommended that future studies should expand on this theme, as well as expand into the choices of education and implementation of FLPs within the African communities, where more complex language repertoires occur. An example of such an occurrence could be where a Pedi-Zulu family make decisions about the languages within the home, and even about education.

In addition, as mentioned in Section 4.4.5, further research into Mixed Language FLPs in this particular area, as well as other regions of South Africa, should be conducted, as it is the dominant approach in this admittedly small sample of families. Such research could provide more information into Mixed Language FLPs, which is less documented than the OPOL approach, which is the most studied approach (see King, Fogle & Logan-Terry, 2008; Smith-Christmas, 2014).

Furthermore, due to the implicitness that is reported on in the findings, the researcher would like to propose that the definition for FLP, as provided by King, Fogle and Logan-Terry (2008), be amended to include the possibility that the implementation of FLPs could be implicit, and not merely explicit and overt – especially in multilingual contexts such as South Africa. The notion of using many languages is ubiquitous in deeply multilingual context. An FLP is, therefore, not implemented explicitly in many cases as individuals manage their multilingualism continuously and probably do not think of this as a 'job' to do, but is rather a way of being within the multilingual context.

#### **5.4 Concluding remarks**

The researcher believes that this topic warrants further investigation, as there seems to be a vast number of parents in the Vaal Triangle Region making the same choices as the participants of this study. In addition, the phenomenon is not exclusive to this region, as the same occurs in various other contexts in South African and the world as well. Quantitative research on the motives for opting for Afrikaans LoLT could elucidate various other reasons for this occurrence within this context, as well as others. The

evidence provides a starting point for the 'worrisome parents' of the Afrikaans community to realise that even though English is a very dominant language, there are English parents opting for Afrikaans as LoLT. This realisation by the Afrikaans community could encourage more Afrikaans dominant parents to continue educating their children in Afrikaans, as English will find its way to the youth, some way, eventually. The study could also evoke an awareness within the English community that with English in the home domain, having their children educated in an Afrikaans LoLT school, will assist in the bilingual abilities of their youth, which is one step closer to equibilingualism for their children, within the multilingual context of South Africa.

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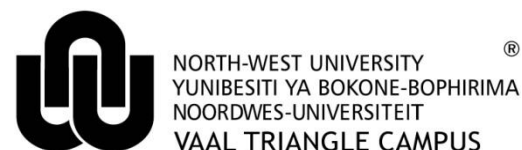
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## ANNEXURE A1 – INFORMATION LETTER



### Questionnaire information

This questionnaire includes questions about your language repertoire and your decisions and experiences with languages in your family. In general, my study focuses on your perceptions of the use of languages in your family, as well as your perceptions about language use in the multilingual context of South Africa. I am particularly interested in the reasons that contributed to your decision to send your child/children to an Afrikaans-medium school.

It will take you about 30 minutes to finish this questionnaire and taking part is your own choice. The information provided by you will be used for research purposes and the data will be reported **anonymously** in my Master's dissertation, in books, journal articles and at academic conferences. You should not experience any discomfort while completing the questionnaire; and apart from contributing information for research purposes, there are no direct benefits that will arise from your participation.

This research project is conducted under the ethics clearance allocated to the project "Multilingual repertoires and attitudes towards languages known" – under direction of Professor A.S. Coetzee-Van Rooy (NWU Ethics clearance nr: NWU-00031-07-S1 [2012-2017]).

### Contact information:

#### Supervisor:

Prof. Susan Coetzee-van Rooy

Email: Susan.Coetzeevanrooy@nwu.ac.za

Office phone number: 016 910 3422

Researcher:

Stephanie Mostert

Email: Stephanie.Mostert@nwu.ac.za

Office phone number: 016 910 3511

Cell phone number: 073 845 7046

**Interview information**

After the completion of this questionnaire, I would like to schedule an interview with you in which I will ask questions relating to your experiences with languages, language learning as well as the things or events that motivated your decision to send your child/children to an Afrikaans-medium school, despite having access to English within the family.

The interview will be conducted at a time convenient to both you and me. I will conduct these interviews at your home, where there should be no external interruptions or distractions, so as to ensure a comfortable and relaxed environment. The entire interview will be recorded by using a voice recorder, after which the recorded interview will be transcribed.

Should you agree to participate in the interview, the only requirements would be to answer all the questions, answer the questions as clearly as possible and most importantly; to take the needed time to think about and answering each question to the best of your ability. This is important in order to ensure accurate data collection, analysis and interpretation of the information.

**General information**

It is very important to me that you understand everything that is stated in the questionnaire and interview information. If there is anything that you do not understand, or that you are uncertain about, please feel free to ask for further explanation(s).

## ANNEXURE A2 – INFORMED CONSENT



Participant reference number: \_\_\_\_\_

### **INFORMED CONSENT AND PERMISSION TO BE IDENTIFIED FOR FOLLOW UP PARTICIPATION:**

When you agree to participate by completing this questionnaire, you give permission to me to:

- a) Report the data gathered with this questionnaire anonymously in my Master's dissertation, in books, academic journals and at academic conferences.
- b) To be contacted for a follow-up interview.

I, (please write your full name(s) and surname) \_\_\_\_\_ have read and understand the nature of my participation in this research project and agree to participate. I also give permission to the researcher, S.J. Mostert and her supervisor to report the data gathered in this questionnaire in her Master's dissertation, in books, academic journals and academic conferences.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Researcher: \_\_\_\_\_

Supervisor: \_\_\_\_\_

## ANNEXURE B – QUESTIONNAIRE: FAMILY LANGUAGE EXPERIENCES AND DECISIONS



Participant reference number: \_\_\_\_\_

### QUESTIONNAIRE: Family Language experiences and decisions

#### SECTION A: BIOGRAPHICAL INFORMATION

**Please note that some of the information asked in this part of the questionnaire may be considered ‘sensitive’. Please keep in mind that all of the data will be reported anonymously and that no personal information will be accessible by anyone other than the researcher herself and supervisor. For this reason, I urge you to please be honest, at all times, when answering.**

Please indicate your choice with a cross (x) or a tick (√) in the block that represents the appropriate answer at the following questions, or write down an answer where requested.

#### 1. Gender

Female	1	Male	2
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#### 2. Age

Age	Please tick (√) or cross (x) the appropriate box	Age	Please tick (√) or cross (x) the appropriate box
19-24 years	1	41-50 years	4
25-30 years	2	51-60 years	5
31-40 years	3	60+ years	6

3. Please tick the appropriate boxes with regard to your socio-economic circumstances, past and present. Please feel free to elaborate in the space provided.

	I grew up in a household/family/environment with ...			I describe my current household/family/environment as ...		
<b>Socio-economic status</b>	Lower-income	Middle class	Higher income	Lower-income	Middle class	Higher income
	1	2	3	1	2	3
Optional explanatory notes:						
<b>General political views</b>	Apolitical	Middle of the road	Strongly inclined	Apolitical	Middle of the road	Strongly inclined
	1	2	3	1	2	3
Optional explanatory notes:						
<b>Religious affiliation</b>	Not religious	Religious	Very religious	Not religious	Religious	Very religious
	1	2	3	1	2	3
Optional explanatory notes:						

4. What is the highest educational level you have completed? In what field was this completed? Please tick (√) or cross (X) in the appropriate block and also write the field of study in which you obtained the qualification.

Level	Field	
High school		<b>1</b>
Diploma		<b>2</b>
Degree		<b>3</b>
Bachelor's degree		<b>4</b>
Honours degree		<b>5</b>
Master's degree		<b>6</b>
PhD		<b>7</b>
Other		<b>8</b>

### SECTION B: INFORMATION ABOUT THE SCHOOL(S) THAT THE CHILD(REN)

#### ATTEND

5. How old is/are your child/children?

--

6. What is the name of the school that your child/children attend(s)?

--

7. What is the medium of instruction or language of teaching and learning at the school that your child/children attend(s)?

8. What language do you speak to your child/children when you initiate conversations most of the time?

9. What is the language that your child/children use for communication at home MOST of the time?

10. Has/Have your child/children ever received schooling in English?

11. If yes, when and why did you decide to make the transition to Afrikaans?

12. What factors, events or experiences do you think contributed to your decision to send your child/children to an Afrikaans-medium school?

13. How many parents do you know that made the same decision as you have? (To educate their child/children in Afrikaans, despite having access to English in the home.)

14. Why do you think other parents have made the same decision as you have? (To educate their child/children in Afrikaans, despite having access to English in the home.)

### SECTION C: LANGUAGE HISTORY AND REPERTOIRE

12. Please mark the language, from the following list, that represents your mother's dominant language. (With dominant language I mean the language in which a person is the strongest. This is the language that is most comfortable to speak, read, write and listen to.)

Afrikaans	1
English	2
Other (specify below)	3

Please write the name of the other language if selected above: \_\_\_\_\_

13. Please mark the language, from the following list, that represents your father's dominant language.

Afrikaans	1
English	2
Other (specify below)	3

Please write the name of the other language if selected above: \_\_\_\_\_

14. Please mark the language, from the list, that you consider to be your dominant language.

Afrikaans	1
English	2
Other (specify below)	3

Please write the name of the other language if selected above: \_\_\_\_\_

15. Please mark the language, from the list, that you consider to be your partner's dominant language.

Afrikaans	1
English	2
Other (specify below)	3

Please write the name of the other language if selected above: \_\_\_\_\_

16. Please look at the following grid with languages. Please mark the ONE language that you consider to be your home language. (With home language I mean the language that you communicate in the most at home)

Afrikaans	1
English	2
Both English and Afrikaans	3
Other (specify below)	4

Please write the name of the other language if selected above: \_\_\_\_\_

17. Please look at the following grid with languages. Please mark the ONE language that you consider to be your partner's home language.

Afrikaans	1
English	2
Both English and Afrikaans	3
Other (specify below)	4

Please write the name of the other language if selected above: \_\_\_\_\_

18. Please list ALL languages you know in the grid below, in the order that you learnt them (as best as you can remember).

Language I learnt first	
Second language that I learnt	
Third language that I learnt	
Fourth language that I learnt	
Fifth language that I learnt	

19. Think about all of the languages you know. Limit your list to three languages for the purpose of this exercise. Rank the languages you know in order of relative "strength". Your "dominant language" is defined as the language with which you express yourself the easiest and people who understand your dominant language understand what you want to communicate best.

Ranking of languages	Please write in the names of the language
Dominant language	
Second strongest language	
Third strongest language	

## 20. Questions about your **DOMINANT** language

20.1 As far as you can remember, when did you start to learn your dominant language? Please tick (√) or cross (x) the category with which you are most comfortable.

Since my birth (0-2 years old)	As a small child (between 3-6 years old)	During primary school age (between 7-13 years old)	During high school age (between 14- 18 years old)	After high school age (19+ years old)
1	2	3	4	5

20.2 We learn languages for many reasons. What is the main reason (or motivation) you had for learning your dominant language? Please tick (√) or cross (x) the category with which you are most comfortable. Please select only **ONE** option.

I learnt my strongest language because ...	Main motivation or reason for learning your strongest language
I was born into a family that uses the language	1
It was used as language of teaching and learning at school.	2
I wanted to communicate with people in my community or close environment	3
I wanted to communicate with people in the broader South Africa.	4
I wanted to communicate with people in the world or internationally.	5
The language is important in the world of work.	6
I had another reason or motivation to learn my strongest language. The reason or motivation is ... (please provide reason):  _____	7

20.3 Please rate your skills for your dominant language on the scale provided. Please tick (√) or cross (X) in the appropriate block for each language skill.

	No proficiency in this skill for this language	Very poor	Poor	Below average	Low average	Average	High average	Above average	Good	Very good
<b>Listening</b>	0	1	2	3	4	5	6	7	8	9
<b>Speaking</b>	0	1	2	3	4	5	6	7	8	9
<b>Reading</b>	0	1	2	3	4	5	6	7	8	9
<b>Writing</b>	0	1	2	3	4	5	6	7	8	9

20.4 Please rate how strongly you agree with the following statements when you think about your dominant language. Please tick (√) or cross (X) in the appropriate block for each statement.

Statement to consider	Completely disagree	Generally disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Generally agree	Completely agree
<b>I like to speak this language</b>	1	2	3	4	5	6	7
<b>I feel confident using this language</b>	1	2	3	4	5	6	7
<b>I think it is important to be good at this language</b>	1	2	3	4	5	6	7
<b>This language forms part of who I am (my identity)</b>	1	2	3	4	5	6	7

20.5 Please indicate how much the following factors contributed to you learning your dominant language. Please tick (✓) or cross (X) in the appropriate block for each factor.

Factor to consider	Did not contribute at all	Contributed very little	Contributed to a small extent	Average contribution	Contributed to a large extent	Contributed a lot	Contributed the most
Social interaction (interaction with friends, fellow parents, the community, etc.)	1	2	3	4	5	6	7
Interacting with family	1	2	3	4	5	6	7
Reading	1	2	3	4	5	6	7
Entertainment	1	2	3	4	5	6	7
Education	1	2	3	4	5	6	7
Work / job opportunities	1	2	3	4	5	6	7

20.6 Please indicate how much the following factors contribute to you currently using your dominant language. Please tick (✓) or cross (X) in the appropriate block for each factor.

Factor to consider	Did not contribute at all	Contributed very little	Contributed to a small extent	Average contribution	Contributed to a large extent	Contributed a lot	Contributed the most
Social interaction (interaction with friends, fellow parents, the community, etc.)	1	2	3	4	5	6	7
Interacting with family	1	2	3	4	5	6	7
Reading	1	2	3	4	5	6	7
Entertainment	1	2	3	4	5	6	7
Education	1	2	3	4	5	6	7
Work / job opportunities	1	2	3	4	5	6	7

**IF YOU KNOW A SECOND LANGUAGE, PLEASE ANSWER QUESTION 21 WHICH  
FOLLOWS.**

**IF YOU DO NOT KNOW A SECOND LANGUAGE, THEN PLEASE PROCEED TO THE  
END OF THE QUESTIONNAIRE.**

21. Questions about your **SECOND STRONGEST** language

21.1 As far as you can remember, when did you start to learn your **SECOND STRONGEST** language? Please tick (√) or cross (x) the category with which you are most comfortable.

Since my birth (0-2 years old)	As a small child (between 3-6 years old)	During primary school age (between 7-13 years old)	During high school age (between 14-18 years old)	After high school age (19+ years old)
1	2	3	4	5

21.2 We learn languages for many reasons. What is the main reason (or motivation) you had for learning **SECOND STRONGEST** language? Please tick (√) or cross (x) the category with which you are most comfortable. Please select only **ONE** option.

I learnt my second language because ...	Main motivation or reason for learning your strongest language
I was born into a family that use the language	1
It was used as language of teaching and learning at school.	2
I wanted to communicate with people in my community or close environment	3
I wanted to communicate with people in the broader South Africa.	4
I wanted to communicate with people in the world or internationally.	5
The language is important in the world of work.	6
I had another reason or motivation to learn my strongest language. The reason or motivation is ... (please provide reason): _____	7

21.3 Please rate your skills for your **SECOND STRONGEST** language on the scale provided. Please tick (√) or cross (X) in the appropriate block for each language skill.

	No proficiency in this skill for this language	Very poor	Poor	Below average	Low average	Average	High average	Above average	Good	Very good
Listening	0	1	2	3	4	5	6	7	8	9
Speaking	0	1	2	3	4	5	6	7	8	9
Reading	0	1	2	3	4	5	6	7	8	9
Writing	0	1	2	3	4	5	6	7	8	9

21.4 Please rate how strongly you agree with the following statements when you think about your **SECOND STRONGEST** language. Please tick (√) or cross (X) in the appropriate block for each statement.

Statement to consider	Completely disagree	Generally disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Generally agree	Completely agree
I like to speak this language	1	2	3	4	5	6	7
I feel confident using this language	1	2	3	4	5	6	7
I think it is important to be good at this language	1	2	3	4	5	6	7
This language forms part of who I am (my identity)	1	2	3	4	5	6	7

21.5 Please indicate how much the following factors contributed to you learning your **SECOND STRONGEST** language. Indicate your response by putting a tick (√) or cross (X) in the appropriate block for each factor.

Factor to consider	Did not contribute at all	Contributed very little	Contributed to a small extent	Average contribution	Contributed to a large extent	Contributed a lot	Contributed the most
Social interaction (interaction with friends, fellow parents, the community, etc.)	1	2	3	4	5	6	7
Interacting with family	1	2	3	4	5	6	7
Reading	1	2	3	4	5	6	7
Entertainment	1	2	3	4	5	6	7
Education	1	2	3	4	5	6	7
Work / job opportunities	1	2	3	4	5	6	7

21.6 Please indicate how much the following factors contribute to you currently using your **SECOND STRONGEST** language. Indicate your response by putting a tick (√) or cross (X) in the appropriate block for each factor.

Factor to consider	Did not contribute at all	Contributed very little	Contributed to a small extent	Average contribution	Contributed to a large extent	Contributed a lot	Contributed the most
Social interaction (interaction with friends, fellow parents, the community, etc.)	1	2	3	4	5	6	7
Interacting with family	1	2	3	4	5	6	7
Reading	1	2	3	4	5	6	7
Entertainment	1	2	3	4	5	6	7
Education	1	2	3	4	5	6	7
Work / job opportunities	1	2	3	4	5	6	7

END OF THE QUESTIONNAIRE

THANK YOU FOR YOUR PARTICIPATION

#### References

This questionnaire was compiled with the use of the following existing questionnaires:

Coetzee-Van Rooy, S. 2016. The language repertoire of a Venda home language speaker: reflection on methodology. *Language matters*, 47(2):269-296.

Mostert, S.J. 2013. Opting for Afrikaans: Deliberate decisions by parents to educate their children via Afrikaans despite access to English in the family. Vanderbijlpark: NWU. (Mini-dissertation – Honours).

Van Zyl, A.J.M. 2013. Perceptions on South African TEFL teachers in Thailand with regards to the importance of native-speakerism. Vanderbijlpark: NWU. (Mini-dissertation – Honours).

## **ANNEXURE C – INTERVIEW: FAMILY LANGUAGE DECISIONS AND EXPERIENCES**



**Interview:** Family Language decisions and experiences

### **SECTION A: FAMILY LANGUAGE DECISIONS AND EXPERIENCES OF LANGUAGE**

1. What do you know about the experiences of language learning of your parents? Which languages did they use in the home? With the family? At school? Why? How?
2. How would you describe your experience of language learning while you were growing up? Which languages did you use at home when you were growing up? With the family? At school? Why? How?
3. Which factors do you think influenced the decisions made by your parents concerning the use of languages in different domains (like the home, the family, the school) or for different functions?

### **SECTION B: CURRENT FAMILY LANGUAGE POLICIES AND FACTORS THAT INFLUENCED THE FAMILY LANGUAGE POLICY DECISION TO SEND THE CHILD(REN) TO AFRIKAANS MEDIUM OF INSTRUCTION SCHOOLS**

4. Did you ever do research about the implications or influences of raising your child(ren) bilingually? Or before choosing an Afrikaans-medium school for your children? (Probe to ask about specific readings that was done or conversations with specific people, for example teachers.)
5. What factors do you believe have influenced your decision to send your children to an Afrikaans-medium school?
6. Why did you and you partner decide to opt for Afrikaans as the language of instruction of your child's/children's education?
7. Who/What events do you think influenced your decision?

**SECTION C: ATTITUDES, BELIEFS AND PERCEPTIONS OF PARENTS ABOUT THE IMPORTANCE OF BI-/MULTILINGUALISM**

8. What is your understanding of bilingualism?
9. Is being bilingual in Afrikaans and English important to you? Why? / Why not?
10. Is it important to you that your children should be bilingual in Afrikaans and English? Why?
11. How do you plan to achieve the required levels of bilingualism in Afrikaans and English if it is important to you?
12. Would you and your family learn a third language? If yes, why do you think it is important for members of your family to learn a third language? Which language/s do you think should be learnt as third language? If no, why do you think that it is not important for members of your family to learn a third language?

**SECTION D: THE PERCEPTIONS OF THE IMPORTANCE AND STATUS OF LANGUAGES IN THE VAAL TRIANGLE REGION.**

13. As a language of instruction, how highly is Afrikaans regarded in the Vaal Triangle region in your opinion? Why do you think so?
14. As a language of instruction, how highly is English regarded in the Vaal Triangle region in your opinion? Why do you think so?
15. Do you think it is important for Afrikaans and English mother tongue people to know the other language? In other words, should Afrikaans-speaking people know English, and should English-speaking people know Afrikaans? Why do you think so?
16. With the controversial language debate, are you concerned that your child(ren) will have any difficulties at university if all the tertiary institutions end up only using English as medium of instruction?
17. Do you believe that Afrikaans is in danger?

## References

The interview questions were compiled with the use of the following existing questionnaire:

Mostert, S.J. 2013. Opting for Afrikaans: Deliberate decisions by parents to educate their children via Afrikaans despite access to English in the family. Vanderbijlpark: NWU. (Mini-dissertation – Honours).