

**LANGUAGE ATTITUDES, MEDIUM OF INSTRUCTION
AND ACADEMIC PERFORMANCE: A CASE STUDY OF
AFRIKAANS MOTHER TONGUE LEARNERS IN
MITCHELL'S PLAIN**

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**A minithesis submitted in partial fulfilment of the requirements for the degree of
Magister Linguist in the Department of Linguistics, University of the Western Cape.**

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ABSTRACT

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Since 1994 South African society has been opening up to new opportunities and possibilities. Today it is not strange at all to see people from the previously disadvantaged communities occupying positions of power in government, commerce, education, entertainment, and the media. In this non-exhaustive list of domains that such people occupy, there is one outstanding factor that characterise most, if not all of them. This is that all of them are able to converse, some hesitantly, but most, fluently, in English. This fact seems to indicate that progress and access are quite strongly linked to the acquisition of English. Although South Africa has eleven official languages, the trend seems to be to acquire English to get a foothold in this world of opportunities. English is the dominant language being used at tertiary level, the political level, as well as on the economic front. The result is that an increasing amount of people, whose first language is other than English, are sending their children to schools where they can learn through the medium of English.

My hypothesis is that many parents look at the long term value of a language for their children and this persuades them that their children will be better off in English medium classes. It seems that it is the perceived social and economic values of the English language that they hold that determines the language choices they make for their children.

The purpose of this project is therefore to determine the implication for learning for learners whose home language is different from the medium of instruction at school. This

project takes the form of a case study of a Grade 4 English medium class in which Afrikaans First Language and English First Language learners are found. The case study includes observations that focus on the participation of these learners in classroom settings. This is supplemented with a comparative analysis of performance over the year of these two groups of learners as evidenced in continuous and summative assessment tasks. Interviews were conducted with parents, learners and teachers to gain insight into the attitudes held by these groups toward the Afrikaans and English languages.

One finding that I have drawn from the research in this class is that there is a general notion among the parents of this class that their children will be better equipped for the future if they have English as a language of learning and teaching (LoLT). Another major finding is that the group of learners who struggle academically in this class are Afrikaans speakers. These two issues lead me to conclude that the expectations that the parents have of English as a LoLT do not take into consideration the reality of the progress of the Afrikaans learners in this class. In the future these children might benefit economically and socially from having English as the LoLT, but currently many of them are struggling cognitively, socially and mentally and this could lead to unnecessary school failure. I suggest that the language policy at this school (and others in the same position) should be re-evaluated and reconsidered.

DECLARATION

I declare that *Language attitudes, medium of instruction and academic performance: a case study of Afrikaans mother tongue learners in Mitchell's Plain* is my own work, that it has not been submitted for any degree or examination in any other university, and that all sources I have used or quoted have been indicated and acknowledged by complete references.

Jessica Hendricks

July 2004

Signed:



CHAPTER 1- INTRODUCTION

According to Cummins and Swain (1986) research in Canada has shown that positive results from bilingual education can be expected if the first language (L1) and second language (L2) both have perceived social and economic value. What will happen in a similar situation where the learners' first language is not perceived as being of economic or social value? To what extent will this factor impede those particular learners' progress if the language of learning and teaching is other than their home language? The academic aim of this research project will thus be to ascertain whether the social and economic values attached to the home and additional languages by various stakeholders in the education process will have any impact on the learning experiences of learners who find themselves being taught in a second or additional language.

Thousands of learners whose home language is not English are currently being taught in English First Language classes throughout South Africa. These learners are required to perform at the same level as learners whose home language is English, that is, they are required to achieve the same learning outcomes as their peers in the same class. There is a wide range of factors related to language that may affect such learners' progress, for example, cultural and cognitive factors. However, the strategic aim of this project will be to focus on the value placed on the home language and the English language respectively and how this affects the academic performance of Afrikaans-speaking learners in a Grade Four English medium class.

My interest in this project was triggered by the decline of Afrikaans First Language classes at the school at which I am teaching and at the other schools in the Mitchell's Plain area. At its inauguration, this school was a dual medium school, with three Afrikaans Grade One classes and only one English Grade One class. But since the early 1990s this position has changed. The number of Afrikaans classes has decreased while the English classes have increased, until eventually today there are no Grade One Afrikaans classes at all, just three English medium classes. The last Afrikaans L1 class is now in Grade Five. What intrigues me about this situation

is that almost 50% of the learners who are now in English medium classes come from Afrikaans-speaking homes. Having grown up in the area and now in my twelfth year of teaching there, I am aware that for the majority of the community, Afrikaans is the first language. Having observed this decline in Afrikaans First Language learners for some time now, and also being aware of the current condemnation of the Education Department with regard to Grade Three learners' reading abilities because Grade Three learners fared poorly in a national literacy survey (Cape Times, 11/06/03), I started wondering about the connection between these two phenomena. There are a number of other factors that could possibly impact on the learning process, for example, the new Outcomes-Based Education policy, or overcrowded classrooms, but this project will specifically focus on language attitudes and explore their effect on the experience of learners whose home language is different from their school language.

The possibility that there might be a link between some learners struggling academically and the fact that their home language is different from their school language is explained by Cummins and Swain (1986) when they argue that there are threshold levels of linguistic competence that a bilingual child must attain both in order to avoid cognitive disadvantages and to allow the potentially beneficial aspects of becoming bilingual to influence his or her cognitive functioning. They argue further that the educational implications of the threshold hypothesis is that if the optimal development of the child's academic and cognitive potential is the goal, then the school programme should aim to promote an additive form of bilingualism. Switching from a home language to a school language is inevitable in the educational process, but when and how this happens should be determined by the linguistic and socio-economic characteristics of the learner and of the learning environment. They conclude by arguing that where the home language is different from the school language and the home language tends to be undervalued by others and by the speakers of this language, and in addition where the children come from socio-economically deprived homes, it would be better to begin initial instruction in the child's home language and then later switch to the school language.

My motivation for this project is that some learners in Mitchell's Plain are being taught from Grade One in a language that is not their home language. This research will attempt to answer the following questions: Why do parents put their children in these classes? What are the beliefs about the home language and the English language that influence the choices parents make for their children? Do these beliefs affect the child's learning experiences in the class and at the school as a whole? Is there a correlation between these beliefs and negative educational results? Is there moral and practical support from the family at home to help these children cope with their schoolwork? At the end of the day the Afrikaans-speaking learners will be evaluated against the same criteria as their English First Language classmates, because they are in the same English First language class. Therefore it is important for parents, teachers and policy makers to understand the consequences of placing learners in classes where the medium of instruction is not a child's first language.

The class that I am going to focus on has thirty learners, seventeen are boys and thirteen are girls ranging in ages from nine to eleven years and they are in a Grade Four class. Sixteen of these learners have indicated that their home language is Afrikaans. Of these, ten are boys and six are girls. These sixteen learners have been in an English First Language class since Grade One. This school is situated in Mitchell's Plain, a predominantly "coloured" community situated in the Western Cape. This area is overwhelmingly working class, although it is possible to find people in the lower- middle-income bracket living there. There are about fifty-three schools in this area, of which fifteen are high schools. For various reasons, in some of these schools numbers are declining, but they are being filled up by learners that are bussed in from Khayelitsha, and other surrounding areas. For a large section of this community, Afrikaans is still the language of choice, although English is increasingly being used as a first language at schools. The impact of this change in language choice has been significant at the particular school that this project is focussing on.

The school is situated in Portland, Mitchell's Plain, and is one of five primary schools in the Portland area. Although it is perceived to be a slightly 'better' than many of the other sections in Mitchell's Plain, Portland is a working class area. Consequently, most of the learners at this school are from working class homes. A significant amount of these learners are from single-

parent homes and some from homes where the adults are unemployed. As discussed above, the school has gradually changed over the last twelve years: the Afrikaans classes have become fewer while the English classes have increased, until today there are no more Grade One Afrikaans classes, just three English medium classes. The last Afrikaans L1 class is now in Grade Five. What intrigues me about this situation is that almost fifty percent of the learners who are now in English medium classes come from Afrikaans-speaking homes. Because of the current Departmental policy with regards to numbers, parents were forced to put their children in English L1 classes from Grade One. Parents had the option to put their children in another school that caters for Afrikaans L1 learners, but for various reasons they chose not to. Nowadays, one finds that where there are siblings at the school, the oldest ones are in Afrikaans classes, whereas the younger brother or sister is in an English class.



CHAPTER 2 - LITERATURE REVIEW

Since the early 1980's much research has been done in South Africa and elsewhere in Africa around the effect of English medium instruction on learners whose mother tongue is not English. The questions explored by these researchers range from why parents put their children into English medium schools (Rubagumya, 2003) to language policy and implementation in classroom contexts (Brock-Utne and Holmarsdottir, 2003) to the reasons for high failure rates. The concerns of these studies are especially focussed on learners whose mother tongue is Xhosa, Zulu or other indigenous languages. Many of these studies have also argued for the use of mother tongue instruction in order to ensure that effective learning takes place in the classroom (Brock-Utne et al, 2003; Macdonald and Burroughs, 1991).

This study is focussed on a group of Afrikaans learners for whom English is not a foreign language. Rather, English is a language that they are in contact with on a daily level through the media, their peers and in the classroom. This study thus looks at why these learners find themselves in English classes when the language policy of the country makes provision for their specific home language in the classroom. It will also try to determine whether these learners experience problems in their learning as they shift from Afrikaans as a home language to an English medium of instruction in class.

The Language in Education Policy Document (1997: 2-3) of the National Education Department takes cognisance of South Africa's inherited language-in education policy that was fraught with 'tensions, contradictions and sensitivities' and the fact that it was 'underpinned by racial and linguistic discrimination'. It is with this in mind that the Document promotes the right of the individual to choose the language of learning and teaching, but states that this right should be 'exercised within the overall framework of the obligation on the education system to promote multilingualism'. The proposed revised Language Policy in the Primary Schools of the National department of Education (DoE), November 2002 (WCED Home page: 12/12/2002) recommends the implementation of '... the policy of mother-tongue based bilingual education (MTE) in Grades R - 6 as from 2004-2005 in all primary schools of the Western Cape Province.' This document explains MTE as 'using the mother-tongue (home language (s) or L1 of the

child/learner as a formative language of learning and teaching (LoLT) from Day 1 in Grade R or Grade One up to and including the last day of the school year in Grade 6.’ The reality, however is that parents at certain Cape Flats schools (schools that previously had mostly Afrikaans speakers) prefer that the LoLT for their children should be English from their first day of school. The intentions of the Education Department and the wishes of certain parents are therefore at loggerheads with each other. The difference between what certain parents want for their children linguistically, and what the Education Department envisages suggests that there is a difference in the values that parents and the Education Department place on the home language and that of the English language.

The language policy of the National Education Department is guided by a national project, in terms of the Constitution of the Republic of South Africa (1996) that regards cultural diversity as a national asset and wishes to promote multilingualism. Within this project ‘the underlying principle is to maintain home language(s) while providing access to and the effective acquisition of additional language(s)’ (1997: 2-3). It is also clear that the National Education Department understands the cognitive benefits and cost-effectiveness related to home language instruction, and on the other hand, the benefits related to ‘structured bilingual education’ (p.3).

For many South African parents, however, this national linguistic and social project takes a secondary place to their individual concerns. Parents are concerned about the future of their children and providing them with the skills and opportunities that would benefit their adult life. And for many of them English, rather than the home language, has become the tool that would open up opportunities for their children. It is not only in South Africa that there is the assumption that English is more important than the home language to use as a medium of instruction at school. Rubagumya’s (2003) research done at English Medium Primary Schools in Tanzania found that parents send their children to these schools mainly for the English language. He also states that in the Kashmir Region in Northern India the Kashmir language (as a medium of instruction) is also suffering because people see more use for English. Why then, do parents find English a more attractive language than the home language? According to Phillipson (1992:57)

there are 'forces - economic, political, intellectual, and social - which have propelled English forward'. He further states that 'English has been successfully promoted, and has been eagerly adopted in the global linguistic marketplace' where the English language is advanced and promoted by cultural activities such as film, videos, television and music (Phillipson, 1992:59). American and British foundations have also spent vast amounts on education in underdeveloped countries in order to promote the English language (Phillipson, 1992). According to Phillipson the promotion of English has to do with who ultimately will benefit from the spread of English. He argues that most of the benefits and spin-offs of the relationship between the 'Centre' (countries where English is dominant) and the Periphery (countries where English is not dominant) accrue to the Centre (1992:57). The outcome of the deliberate promotion of English today is that it has become dominant in science, technology, medicine, and computers, in research, books, periodicals, etc. Because languages of the periphery cannot compete with this dominance, they have become undervalued. The undervaluing of the indigenous languages of the periphery leads to the undervaluing and marginalising of indigenous cultures. According to Rubagumya (2003:153) the spread of English to the whole world by the English Language Teaching (ELT) big business, controlled by the United States and Britain, BBC, CNN, and the western entertainment industry, is deliberate. It not only exposes the rest of the world to the language, but also to the western way of looking at the world. This penetration of worldviews through language is what Phillipson (1992) has termed 'linguistic imperialism'.

Rubagumya (2003), however, argues that the popularity of English cannot be explained by 'linguistic imperialism' alone. His research in Tanzania to determine why English medium primary schools have been established, has led him to argue that it is a combination of 'linguistic imperialism' and 'linguistic capital' that drives parents to put their children in English medium schools. According to Rubagumya (2003:153), when parents send their children to these schools they believe that their children will enjoy better future opportunities because of early English language competence, higher education in English, good jobs, a competitive edge in the global market economy, etc. For him, this is more a manifestation of 'linguistic capital' than 'linguistic imperialism', because parents see English as useful capital that can better the lives of their children. Nevertheless, he also found that some parents equate 'good education' only with

English and for him this implies 'linguistic imperialism' because they undervalue their own language, Kiswahili (p.157).

Bourdieu (1990:87) provides a deeper explanation for the dominance of English in the modern world. He suggests that social structure is made up of social power relations between the positions occupied in the distribution of resources in competition for scarce resources. For him the social powers are 'economic capital, in its different forms, and cultural capital, and also symbolic capital, a form which is assumed by different kinds of capital when they are perceived and recognised as legitimate'. Cultural capital implies 'the degree of mastery one has of the cultural practices which a given society recognises as legitimate' (Callinicos, 2000:289). According to Callinicos (2000) the different forms of capital are mutually convertible. Bourdieu (1990:91) argues that economic capital, which in its purist analysis consists of 'naked self-interest' and 'egoistic calculation', can only survive if it is disguised as symbolic capital. Thus symbolic capital serves to maintain and reproduce the power-relations of the existing social structure. For this study therefore the dominance of English as cultural capital, be it in the form of linguistic imperialism or linguistic capital, serves to maintain the power relations in the modern world.



In South Africa the research done by De Wet (2002) seems to support the arguments by Phillipson (1992) and Rubagumya (2003). Her research among full- and part-time B Ed (Hons) students at the Free State University, found that respondents from all the language communities surveyed indicated that English was the most important language in the area of politics, education, science and technology, as well as trade and industry. She explores two factors that might determine the choice of the LoLT, namely 'the number of speakers, as well as perceptions of the role and functions of language in specific areas of life'. According to De Wet (2002:119) there are educationally sound reasons why home language education is better than education in a second or third language. One of these reasons is that learners will be more successful in acquiring second language literacy if they already possess strategies for understanding meaning in print in their home language. 'Learning and changing over to a second language is a traumatic

experience; it takes a learner up to seven years to acquire adequate skills in a second language'. If it is better for learners to receive their education in a home language up to Grade 5, why then do so many South Africans prefer English to be the LoLT? According to De Wet (2002:119) one of the reasons forwarded by researchers as to why the majority of South Africans opt for English as the LoLT is the lack of suitable education materials in indigenous languages. Another factor raised by De Wet (2002:120) is the perception that English is the 'language of economic empowerment' and that there is the fear that if you are not able to converse in English, you will remain poor. According to De Wet (2002:121) "English is the home language of only 9.01% of the South African population, yet it is the LoLT of more than 90% of South African learners'. She therefore argues that in South Africa it is not the number of home language speakers, but rather the perceptions of a language's use and its status that determine the LoLT.

This view of English as 'the language of prestige and something to aspire to' by an increasing number of speakers of indigenous African languages is confirmed by De Klerk (2002:3). She argues that this view can largely be attributed to the policy of Apartheid that failed dismally to create a literate majority. Despite the fact that indigenous languages were promoted, deep suspicion of this policy and an impoverished curriculum resulted in a lack of pride in indigenous languages and an urgent need to seek participation and mobility in wider society. For many this opportunity was perceived to be possible through English (De Klerk, 2002). When all South African schools were opened to all races in 1990, former whites-only schools were overwhelmed with applications from non-English pupils (De Klerk, 2002). Despite the fact that many researchers and academics have argued against English as the dominant language of learning approach (Desai, 2003; De Klerk, 2002; Alexander, 2000; Heugh, 2000; Phillipson, 1992) there is an increase in the demand for English as a medium of instruction (De Wet, 2002). The same combination of 'linguistic imperialism' and the desire for 'linguistic' capital' can be seen at play.

The increase in the demand for English as the medium of instruction as a result of the combination of linguistic imperialism and linguistic capital could have a detrimental effect on the learning experiences of those whose first language is not English. Jim Cummins and Merrill

Swain (1986:17) argue that 'positive results tend to be associated with situations where both the L1 and L2 in the home and community have perceived social and economic value'. They suggest that where a child's L1 is dominant and prestigious and in no danger of being replaced by the L2, then one can expect positive results. If, however the child's home language is being replaced by a more prestigious L2, the results tend to be not as positive. They therefore argue that where '... the home language is different from the school language, and the home language tends to be denigrated by others and themselves, and where the children come from socio-economically deprived homes, it would appear appropriate to begin initial instruction in the child's first language, switching at a later stage to instruction in the school language' (p.17). For the group of Afrikaans speaking learners of this study, the LoLT is English. When these learners started in Grade One they were placed into an English medium class. They had to cope with a different language as well as the perception that the social and economic value of their home language is not the same as the language in which they were being taught. Although the Afrikaans language was a language of prestige and upward mobility in some communities during the Apartheid era (and still is perceived in that way in some communities), in this community it is English, and not Afrikaans, that is seen as the language of prestige and progress. An article that appeared in the Cape Argus (22/02/02) makes it clear how English is being perceived on the Cape Flats: 'English is seen as a "superior" language by parents who feel their children stand a better chance in life if they speak it fluently'. The same article also highlights some of the fears of principals: '... the level of written and spoken English is poor. An indication that English is not the mother tongue, is borne out in the playground. "One just hears Afrikaans"'. These comments suggest that there might be a correlation between the findings of Cummins and Swain (1986) in Canada and the academic progress of Afrikaans speaking learners who find themselves in English medium classes.

To explore the factors that affect the cognitive development of learners, Cummins (in Baker, 1993:138) began to investigate the development of competence in various contexts of bilingual education. The hypothesis which he formulated in 1978, known as the "Developmental Interdependence Hypothesis," is explained by Baker as follows:

... A child's second language competence is partly dependent on the level of competence already achieved in the first language. The more developed the first language, the easier it will be to develop the second language. When the first language is at a low stage of evolution, the more difficult the achievement of bilingualism will be. (Baker, 1993:138)

This implies that children will not fare well in a class where the LoLT is not the language that they are competent in when their First Language is not well developed. The group of learners on which this project is focussed started in Grade One with Afrikaans as their home language, but their LoLT has been English throughout. If one can take the hypothesis of Cummins as a basis for understanding their learning experiences, then one can expect that these learners will not fare as well as their classmates who are from English-speaking homes. When the learners from Afrikaans speaking homes started school, their First Language was still at a low stage of development, and one could thus expect that they would have difficulty in achieving academic success when the LoLT is a second language.

Cummins further developed the idea that a distinction needs to be drawn between 'surface fluency and the more evolved language skills required to benefit from the education process'. The reason for this distinction is that surface fluency could hide the fact that learners are not able to cope in a cognitively demanding context (in Baker, 1993:140). Within a classroom then, a learner could own basic interpersonal communicational skills (BICS), within the target language, but lack cognitive academic language proficiency (CALP). Practically this implies that the same learner could connect with his/her peers in the target language on an interpersonal level, but will be unable to perform academically, because his/her cognitive academic language proficiency is not developed enough. For learners to cope cognitively and academically in a second language, it is essential that their 'common underlying proficiency' is well developed (Baker 1993:138). This implies that the language the learner is using in the class needs to be sufficiently developed to be able to process the cognitive challenges of the classroom.

In addition, Cummins (2000) also found that there are major differences in the length of time required to attain peer-appropriate levels of conversational and academic skills between L1 and L2 speakers. Basing his arguments on numerous research data, he suggests that although a student (with English as a second language) may be able to speak and understand English at fairly high levels of proficiency within the first three years of school, academic skills in English reading and writing take longer for students to develop. He suggests two reasons for this occurrence: firstly, interpersonal conversation is less dependent on knowledge of the language itself, whilst academic conversation requires 'much more low frequency vocabulary, complex grammatical structures, and greater demands on memory, analysis, and other cognitive processes' (Cummins, 2000: 36); secondly, it is difficult for English L2 speakers to catch up with their L1 counterparts, as the latter group continues to develop their academic proficiency.

Macdonald and Burroughs (1991) give a practical example of the difference in cognitive development between learners. They did their research in Bophuthatswana from 1985 to 1990 on the Threshold Project. They focussed their work on the Primary Education Upgrade Project and their aim was to look at the learning experiences of young African children when they were in Standard 3, the year when the medium of instruction changed to English at that time. One of their main findings was that children are not ready to learn up to ten subjects in English when they enter Standard 3. They suggest that the children are not ready because their listening, reading and writing skills are poorly developed in both languages. They also argue that the quality of the learning that these learners receive from Sub A to Standard 2 is insufficient to prepare them for Standard 3 onwards. Macdonald and Burroughs (1991) suggest that 'A thorough first language course gets children off to a good start in education because the language provides a bridge between the child's home and the demands of the new environment at school' (p.30). Further, children who are allowed to use their first language in their initial years at school can express their own ideas and be creative (p.31). On the other hand, if children have to learn in a new language, they will not be able to tell the teacher what they think because they do not have the words to say it and their creativity will be stifled. Such children will have difficulty in expressing what they think or how they feel and they will continuously feel left out in class discussions or activities. This can lead to a sense of alienation for those learners whose home

language is not English, but who share a class with English First language speakers. Increasingly, then, these learners could feel that their own language is worthless, because it carries no value in the classroom situation.

The research results of Macdonald and Burroughs (1991:31) also support the idea that 'Children's thinking develops most quickly and easily in their first language'. They found that in cases where both learners and teachers have to work in an unfamiliar language, the natural development of their thinking and creative skills were hampered by the 'teacher's lack of confidence... and ... the children's limited knowledge of the language'. Although the group of learners in my study is not unfamiliar with the English language as it is used in the media and it is spoken by some of their peers, it is not the language that is used in the home. The teachers themselves are not English First language speakers. This group of learners was the first at this particular school who all started off in English classes. So for most of these teachers this group was the first one that they taught in English. The factors raised by Macdonald and Burroughs (1991) with regard to the development of thinking skills could thus play a role in the education of the learners of this particular group.



To counteract the above-mentioned problems related to the cognitive development of learners, Cummins (2000) suggests that a policy of 'additive bilingualism' should be adopted. Additive bilingualism' refers to the learning of a second language, while continuing to develop conceptually and academically in the first language (Cummins, 2000:37). If learners are encouraged to maintain their first language, whilst learning the second, it will enhance the intellectual and academic resources of the individual. He suggests that 'continued development of both languages into literate domains (additive bilingualism) is a precondition for enhanced cognitive, linguistic, and academic growth' (p. 37).

The academic performance of mother tongue speakers who find themselves in language classes other than their mother tongue can also be affected by other factors. According to Cummins (2000) sociological and socio-political factors can help to explain why there is a considerable variation in academic achievement among culturally and linguistically diverse groups. He suggests that the power relations in the classroom can affect academic progress positively or

negatively. Looking at this question from an international perspective, he found that patterns of school failure and success among culturally diverse students suggest that power and status relations between dominant and subordinate groups play a major role. If the educational structures reflect *coercive power relations*, then there is an active suppression of the first language and cultural identity. This is not conducive to academic success. That is why Cummins (2000) prefers *collaborative power relations* in the school, because the first language and cultural identity is promoted. In this way the learner, who would have been discriminated against in the first scenario, can now concentrate on the work and not feel isolation.

To summarise, Cummins (2000) suggests, firstly, that English L2 learners will progress at a much slower academic rate than their English L1 counterparts in the same class, due to psycholinguistic factors. Secondly, some groups have experienced persistent school failure over generations due to sociological and socio-political factors.

This view point is substantiated by Ellis (1995) who argues that learner attitudes are determined by a complex network of inter-related factors namely age, sex, social class and ethnic identity. I would like to add the social and economic values attached to the home language and the English language as factors that could have an impact on learner attitudes. Of importance to this study is the factor of ethnic identity. Ellis (1995) states that a socio-psychological perspective of the relationship between ethnic identity and L2 proficiency places importance on the role of learner attitudes. This implies that the learner's attitude towards their own ethnic identity and that of the target language culture will impact on the learning of the L2 as well as the L1.

Ellis (1995:238) explains that Garners' socio-educational model, developed in 1985, illustrates how the setting of the learning exercise can be related to proficiency 'by positing a series of intervening variables (attitudes, motivation, self-confidence) and by trying to plot how these are interrelated and how they affect learning'. Although there are a number of criticisms raised against this model, for example, that it does not take into account the fact that different settings might throw up different factors that influence attitudes, motivation, and achievement, it will help to explain how setting is related to L2 proficiency.

In conclusion then, the Western Cape Education Department's language policy of multilingualism with an emphasis on Mother Tongue instruction, is not adhered to at many schools on the Cape Flats. At these schools parents put their children into English medium classes instead of classes where they could receive Mother Tongue instruction. The perception that English makes more economic sense seems to have led to an increase in the number of people who believe that their children will be better prepared for the future if their LoLT is English rather than the home language. This study aims to explore the extent to which the social and economic values attached to the home language and the target language by learners, parents and teachers has an impact on learning experiences.



CHAPTER 3 - RESEARCH METHODOLOGY

From the previous section it is clear that the social and economic value attached to the home language and the English language by teachers, learners and parents might have an impact on the academic performance of Afrikaans-speaking Grade Four learners whose language of learning and teaching is English. In this section I will therefore outline the research methods that I have implemented in order to determine whether this is indeed the case. I am focussing on a Grade Four class because in 2000 this school decided to do away with Afrikaans medium classes and all the Grade One learners were thus put into English medium classes. Many of the learners who started in Grade One in 2000 had Afrikaans as their mother tongue. In 2003 these learners were in Grade Four and I am interested to see how these Afrikaans learners are coping after four years of English medium instruction. My hypothesis is firstly, that parents and teachers believe that the Afrikaans language will be less advantageous for economic and social progress than the English language. English is therefore perceived as the language of progress and opportunity. Secondly, that most learners whose home language is Afrikaans will fare worse in assessment tasks than learners from English speaking homes. My contention is that the academic potential of these learners is being stifled in part by the fact that their home language is not valued by parents, teachers and learners at the same level as their school language is. The social and economic value attached to the home language and the English language forms part of the learner's cultural and social milieu which will determine the extent to which they identify with the culture of the target language as well as the attitude which they display toward that language, and this in turn will affect learning outcomes.

In order to explore the success or failure of this group of Afrikaans-speaking learners in an English medium class, as well as to determine whether attitudes towards the home and the English language influence their progress, this project will consist of qualitative and quantitative research. Nunan (1992) explains that traditional research methods have made a binary distinction between qualitative and quantitative research. This distinction is based on the suggestion that qualitative research 'assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable' (Nunan,

1992:3). Quantitative research, on the other hand is 'obtrusive and controlled, objective, generalisable, outcome oriented, and assumes the existence of "facts" which are somehow external to and independent of the observer and researcher' (Nunan, 1992:3). According to Nunan (1992:3) recent studies have shown that this binary distinction is 'too simplistic and naïve' because researchers inevitably make use of both methods in their work.

Agreeing with this point of view, Silverman (2000:1) points out that quantitative research is often seen to be more scientific and is therefore more respected than qualitative research. He suggests that the choice of research method should depend on what the researcher is trying to find out. For example, if you want to discover how people intend to vote, a quantitative method may seem the appropriate choice. On the other hand, if you are concerned with exploring people's life histories, then qualitative methods may be favoured. He cautions, however that both these methods are evaluated differently, depending on the point of view of the researcher. The following table contains the features of qualitative and quantitative methods as delineated by Halfpenny (1979):



Table 1. Claimed features of qualitative and quantitative methods

Qualitative	Quantitative
Soft	Hard
Flexible	Fixed
Subjective	Objective
Political	Value-free
Case study	Survey
Speculative	Hypothesis testing
Grounded	Abstract

From this table it may seem as if quantitative methods are value-free and therefore superior to qualitative methods, whereas qualitative methods are influenced by the political views of the

researcher. Some people might argue that this value freedom is impossible or undesirable; on the other hand, the question of 'flexibility' can mean for some the possibility of innovation, whereas others might criticize this 'flexibility' as meaning a lack of structure (Silverman, 2000:2). Some of the criticisms related to quantitative methods are that they may neglect the social and cultural construction of the 'variables' that they hope to correlate. In order to correlate statistics, 'variables' are defined arbitrarily in the context of naturally occurring interaction. Although this method claims to be scientific, it inevitably involves speculation about the meaning of correlations. In addition, the researcher's interpretation of the meaning of statistical correlations could be arbitrary. Finally, hypothesis testing by itself is important, but to base it purely on statistical logic, can create problems for the development of a hypothesis from data (Silverman, 2000:7).

Silverman (2000:9) also raises some criticisms with regard to qualitative research. Many researchers argue that it is a minor methodology and that it should happen before or during the research process, before the 'serious' sampling and counting begins. This viewpoint can be attributed to the problem of 'reliability'. Reliability 'refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions' (Hammersley, 1992). According to Silverman (2000:10) consistency is especially a problem in qualitative research because readers are normally provided with only brief and persuasive data extracts. Another criticism of the qualitative method relates to the question of validity. If a researcher neglects to address all issues (even contrary issues) it could lead to the questioning of the research's validity. A researcher's involvement with the subject/s can also affect the validity of the researcher's interpretation.

As can be seen from the above, both quantitative and qualitative methods contain shortcomings. However, as Silverman (2000:11) states: 'the fact that simple quantitative measures are a feature of some good qualitative research shows that the whole 'qualitative / quantitative' dichotomy is open to question.' What is of concern, when doing research, is to make sure that the method chosen is appropriate for the nature of the question under discussion. Therefore this project will draw on some quantitative data (test results from the class) in order to verify the academic progress of the different groups of learners in the class. The qualitative research takes the form of

questionnaires that were completed by the teacher, parents and learners. I opted for these research methods because it is not only the academic performance of these learners that are important for this research, but also attitudes with regards to language that influences the performance of these learners. Such attitudes cannot merely be covered by quantitative research because attitudes are the reflection of participants' ways of making meaning of their world. A combination of quantitative and qualitative research methods would instead give a more holistic view of what is happening in this class.

I further opted for the case study as a research instrument because it allows for the utilisation of a combination of qualitative and quantitative research methods. This case study will focus on a group of Afrikaans First Language learners in a Grade Four English medium class. According to Nunan (1992:75) the case study is 'the study of an "instance in action"'. In other words, 'one selects an instance from the class of objects and phenomena one is investigating and investigates the way this instance functions in context'. According to Adelman et al. (1976) there are other advantages when using the case study. Firstly, the case study is based on real life and thus appealing to the researcher. Secondly, one can study a case and make generalisations from it. Thirdly, it can include a variety of viewpoints and is open to alternative interpretations. Fourthly, the data is ongoing and can be reinterpreted by other researchers. Fifthly, the conclusions drawn from the research can be used immediately in different ways. Lastly, case study data, if properly presented, can easily be accessed by a variety of audiences.

A case study, however, is not without its problems. There are two problems that are particularly specific to case studies. One is the test of validity and the other refers to the test of reliability. According to Nunan (1992) there are two views on the issue of validity. One view asserts that case studies need only answer to internal validity and that external validity can be ignored. Another view argues that strict tests of validity should be applied to case studies in the same way as they are to other forms of research. According to Nunan (1992) internal validity relates to the extent to which an investigation sets out to measure what it claims to measure. Another problem with internal validity is that the researcher must make inferences when dealing with actions that cannot easily be observed. Yin (1984) argues that if a researcher incorrectly concludes that x causes y, but ignores the impact of a third possibility, z, then research design has failed to deal

with the threat to internal validity. Construct validity is problematic because researchers often fail to develop suitable operational measures and their collection of data is often based on subjective judgements. In doing this project I am especially conscious of this last factor because I am a teacher at the school at which this research is conducted. The fact that I know some of the children and their teacher might influence the response of the participants in the questionnaires, the interviews and possibly the outcome of my analysis. With regard to external validity, this can be compromised because it is difficult to ascertain whether a study's findings can be generalised from a single instance (Yin, 1984).

To address the problems of validity and reliability I will make use of a process of triangulation. This means that my methodology will include three processes: classroom observation focusing on interactions between teacher and learners and among learners themselves, interviews with and questionnaires given to teachers, parents and learners as well as an analysis of learners' academic results. An analysis of findings obtained by these three methods will hopefully ensure that overt bias will not cloud the fundamental outcome of my research.

I will now discuss the different aspects of my methodology in more detail. One section of my research consisted of four observation sessions which all happened in the one Grade Four class. The four observation sessions were conducted in 35-minute periods during school hours. I had to do these observations during my administration periods. Due to time constraints I was not able to fit in any more observation sessions. These sessions happened on the following dates: 17 & 24 April 2003 and 15 & 22 May 2003. The teacher provided me with a list that contained the learners' names and a breakdown of the language backgrounds in the class. In this class there are 30 learners, fourteen of them have English as a mother tongue and sixteen have Afrikaans as a mother tongue. I sat at the back of the classroom, not interrupting the teaching process. Four different kinds of lessons were observed: a reading aloud lesson, listening comprehension, silent reading and an oral lesson. For an example of an observation sheet see appendix 1. During these sessions I tried to determine whether there were any differences in participation in class activities between the Afrikaans First Language learners and those learners from English speaking homes. The reason why I decided on these observation sessions is because of Cummin's theory about the impact of power relations on educational achievement (2000:45). He asserts that 'coercive

relations of power refer to the exercise of power by a dominant individual, group or country to the detriment of a subordinated individual, group or country'. If my hypothesis proves to be true, English would be the dominant language and Afrikaans the subordinate language and this would have an impact on the power relations in this class. These observation sessions were therefore important because they gave insight into the learners' reactions towards the teacher and each other as well as the teacher's reaction towards the learners. The biggest dilemma that I encountered was not finding enough time to do some more observing.

The second section of my research consisted of interviews that were conducted in 2004 with four learners of the class, the teacher and four parents of these learners (see appendices 2-4 for samples of interview questions). The choice of these particular parents and learners were random and based on their availability for these interviews. Three of the adults are the parents of the learners that were also interviewed. The fourth child's parents were not available therefore I interviewed the parent of another child in this particular class. The interviews with the four respective parents were held at their homes. Of the four parents that I interviewed, there were three mothers and one father. The gender of parents was based on availability. I tried to get to several more parents, but they were either working or not available. Of the four parents, two of them mostly use English when they speak to their children and two use mostly Afrikaans. With three of these parents the interviews lasted for about 30- 45 minutes, except for the last one with whom it only lasted 15 minutes. The questions were formulated beforehand, but were changed when necessary. The interview sessions were thus semi-structured because sometimes a participant would say something interesting and this would cause me to ask a question about it. For example a question like 'what do you think about the Afrikaans language, per se?' was not part of the initial questionnaire, but the participants' responses were such that I felt compelled to include it. One parent, when asked what he thought about the Afrikaans language, said 'it is not part of our culture'. This prompted me to ask what he meant by this statement. I was careful though not to enforce my opinion, but rather just to nod in acknowledgement of responses. I read the questions to the parents and at some points I had to explain the questions to them. From the interviews with parents I hoped to gain insight into the attitude of parents toward the Afrikaans and English languages and why they put their children into English medium classes.

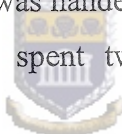
The interview with the teacher also lasted about 30-45 minutes. She preferred to read the questions herself and answered them accordingly. From the interview with the teacher I hoped to gain insight into her understanding or interpretation of the reasons for success or failure of the learners in this class, as well as the kind of support that she gets from the learners' homes. The interviews with the learners themselves were geared towards determining what they think of their learning settings and possible reasons for participating or not participating in class. Of the learners, two of them are from Afrikaans speaking homes, one uses English as well as Afrikaans and the last one speaks mostly English at home. I decided on two learners per language group because I assumed that this would give a fair indication of attitudes to language for this case study. The interviews with the learners went much more quickly than the interviews with the parents or the teacher. They mostly answered 'yes' or 'no' and never offered explanations although requested to do so. I think their responses can be attributed to the fact that they know me as a teacher at the school and the fear that their responses would be value judged by me. The fact that the learners were so unresponsive in these interviews could affect the validity of this research.



To analyse the results of the interviews, I read through the transcriptions and looked for general trends of similarities and differences between the responses of the parents, the learners and the teacher. I also tried to pick up on some contradictions between the experiences of parents and their beliefs about the English and Afrikaans languages. The differences and similarities between the interview responses and what I have observed in this class are also highlighted. Finally, I related my results to the literature.

The third section of my research consisted of questionnaires that were sent out to parents, learners and the teacher prior to the interviews (for samples of questionnaires see appendices 5-7). Three different kinds of questionnaires were used and they are all based on the examples drawn from Baker (1993) because I found his example most appropriate for my research. The questions that call on participants to say how important or unimportant they regard the use of a specific language in particular situations were given to the parents, the learners and the teacher (appendix 5). These questions are important because they give insight into the participants' attitudes toward a specific language. The Language Background Scales questionnaire (appendix

6) is based on Baker's (1992:21) model of 'The Measurement of Bilinguals'. These are self-rating scales and their purpose is to measure actual use of two languages instead of proficiency in those languages. These questions were given to the parents and the teacher. Baker argues that these kinds of questions can be used to create comparisons between children and between groups of people. The questionnaire on 'attitudes to Afrikaans' is more specific with regards to determining the attitude of participants toward the language that I think is being undervalued. The last two questionnaires were given only to the teacher and the parents because there was not enough time for the learners to get to these two sections. Therefore I hoped that all these questions together would help to determine the participants' use of and attitude toward both the English and Afrikaans languages. The questionnaires that I sent out to the parents were accompanied by a covering letter (see appendix 8). Of the 30 questionnaires that were sent out to the parents, 26 were returned to me. Of those, 11 of them were from Afrikaans speaking parents and 14 were from English speakers. One questionnaire (from an Afrikaans home) was returned back unanswered. All 26 questionnaires were returned after one week. The teacher completed the questionnaire on the same day that it was handed to her. The questionnaires for the learners were all completed on the same day. I spent two periods with them as they completed the questionnaires.



To analyse the results of these questionnaires I had the help from a statistical analyst, Neil Roux (he works as a research project manager at the Department of Social Development in Pretoria). We focussed on the questionnaires that relate to the use of Afrikaans and English because these questionnaires were completed by parents, learners and the teacher (see appendix 9). Spearman's rank-order correlation was used to analyse the data. A serious constraint hampering this analysis was the fact that there were so few cases available for analysis. Once these cases were broken down into their composite parts, i.e. status (learner, parent, teacher) or language, too few cases remained in each category to make significant findings. With these constraints in mind only general trends can be identified from the data. Further research would be needed to confirm the findings.

A fourth section of my research data consists of a brief discussion and analysis of the academic performances of the Afrikaans learners in this class over three years. For the pre-Grade four

academic results of these learners I had to consult the schedules for Grade One (1999 & 2000), Grade Two (2001), Grade Three (2002). A schedule is a summary of the academic results for a specific grade that is sent to the Western Cape Education Department at the end of each academic year. These schedules were made available by the principal of the school. Unfortunately, the schedules for 2001 were not available at school, or at the Education Department. Another problem with these results is that they are very limiting in providing clear data about the learners' progress. These schedules only indicate whether a learner progresses to the next grade or not. Fortunately, the teachers still had copies of most of these learners' reports since 1999. From these reports I could at least get some idea how the learners fared with regards to their writing and reading skills. However, these reports themselves were problematic, because in 2001-2003 the different grades used different coding systems. For example, Grades One and Two would use a coding system from 1-5 where 1 would be 'attempted task, but not able at all' and 5 'performs above expected level'. For Grade Three the coding system would work in the opposite direction. With all of these constraints I had to rely heavily on the results for 2003 when these learners were actually in Grade Four. I have thus used the June and December English learning area results to compare the academic progress of the Afrikaans and English learners. The aspects that I will focus on are their reading and listening skills. The reason that I am focussing on these aspects is that I believe that this will provide significant insight into how the Afrikaans learners cope in comparison with the English learners in the English language specifically and give some indication of their ability to cope with Grade Four academic requirements in general. The June and November 2004 results for these two skills are analysed separately. See appendices 10 and 11. To strengthen my findings I have also included the results of the Language, Literacy and Communication learning area for these two groups (see Table 5).

To interpret the results of the research, this project draws on the theoretical framework developed by Cummins (2000) that explains how power relations in the broader society get translated into educational failure, and how this process can be resisted and reversed. The following diagram (Fig. 1) outlines this framework.

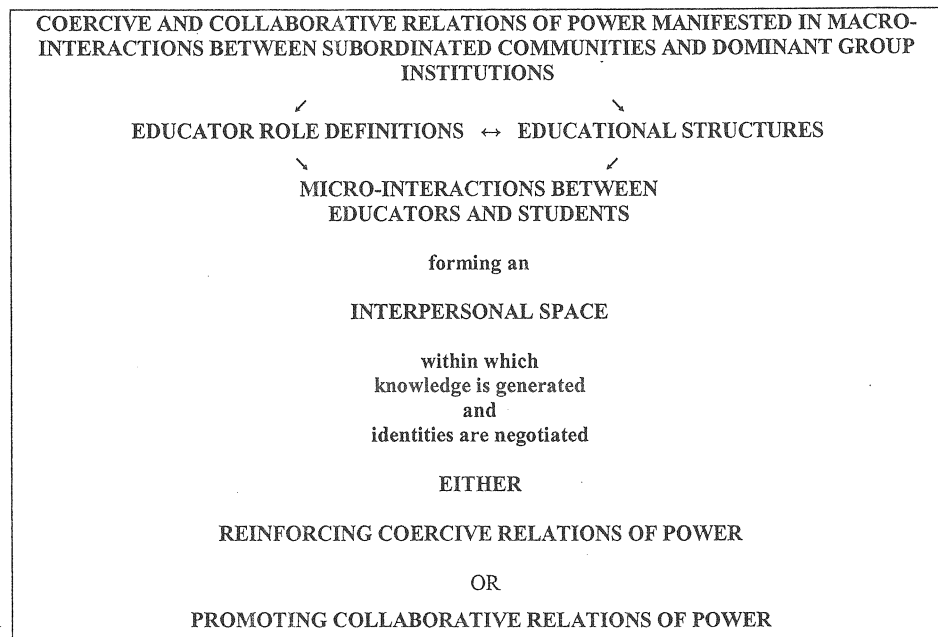


Fig. 1 Coercive and collaborative relations of power manifested in macro-and micro-interactions (Cummins, 2000:43)

This framework is appropriate for this study because it outlines how relations of power outside of the classroom influence interactions in the classroom. For this study it could explain how the perceived social and economic values attached to a specific language (English and Afrikaans) can ultimately result in academic success or failure. Cummins' framework places great emphasis on the role that the educator plays in the task of educating culturally diverse students. He explains these role definitions as the 'mindset of expectations, assumptions and goals that educators bring towards the task of education' (2000:44). For my study the emphasis would also include the mindset of expectations, assumptions and goals of the home towards the Afrikaans and English languages that might influence academic success or failure.

To summarise, this project will take the form of a case study of Afrikaans First Language learners in a Grade Four English medium class, using a predominantly qualitative methodology. To address the questions of validity and reliability I will make use of a process of triangulation. This means that my methodology will include four research tools: classroom observation that will focus on interactions between teacher and learners and among learners themselves, interviews with and questionnaires given to teachers, parents and learners as well as an analysis

of academic results. Not all problems related to validity and reliability could be avoided. For example more observation sessions in other learning areas could possibly have provided more insight into how the Afrikaans learners relate to other aspects of their work. The unwillingness of learners to expand on their responses possibly due to the fact that I am a teacher at the school could also impact on issues of validity. Another limitation could be that the interview with the teacher happened a considerable time after I did the observation sessions in her class. This could be limiting because much time has lapsed since I was in her class. On the other hand, I feel that because the interview happened at the end of the school year, it gave the teacher the opportunity to reflect on her learners' performances globally, which an earlier interview might not have done. Another problem is that the lack of a comprehensive academic record could place limits on a more factual analysis process.

Finally, I started this project motivated by a particular concern for the decrease in the number of Afrikaans medium classes at the school where I am teaching and an increase in the number of learners struggling with reading problems. This concern led to me wonder whether there is a connection between these two factors. If there is a connection, educators, parents, the Western Cape Education Department (WCED) and policy makers should be alerted to take note of this fact. Therefore I will make my final project report available in an accessible form to these role players in the education process. For example, I will send a formal summarised report to the principal of the school, parents and the WCED. There are also newsletters for teachers that I could send it to. To reach other academics, I hope to publish my findings in Educational journals.

Ethics

According to the British Association for Applied Linguistics (BAAL, 1994), when doing research, particular care should be taken to respect the rights of informants, especially those who have less power to negotiate their rights. In the case of my study this applies to the children of this class. Therefore, before I started with the process, I sent out a letter to the parents asking them permission to conduct the research in the class. All thirty letters that were sent out to the

parents were signed by them and returned to the school. Verbal permission for this exercise was also obtained from the principal of the school as well as a letter of permission from the Western Cape Education Department. I have tried in all aspects of contact with the participants in this research to be open about what I am doing and what I am trying to achieve. When I handed out the letters to the learners (to give to their parents) I also explained the letter to them and what I was trying to do. During the observations sessions I have done my utmost to be as unobtrusive as possible, leaving questions for the teacher before or after a lesson. According to BAAL (1994) informants have the right to remain anonymous. This right has been respected by omitting the names of participants of the interview sessions and the questionnaires. However, when parents named their children I have left in the names in the transcription.



CHAPTER 4 - RESULTS: PRESENTATION AND DISCUSSION

In the previous chapter I have discussed the methodology of my research project. This chapter will cover the data analysis, both quantitative and qualitative. While questionnaires and academic results were analysed quantitatively, classroom observations and interviews were analysed qualitatively.

The purpose of the observation sessions was to establish whether there was a difference to the way learners from the different language groups (Afrikaans and English) respond and are responded to. Although I only undertook four observation sessions and I did not know the learners, I could definitely see that there was a difference in the way some learners responded in the class. The teacher, who understood what I was trying to do, drew my attention to five specific learners in the class. She mentioned that these learners were especially struggling academically. Incidentally, they were all Afrikaans-speakers outside of the classroom. Paying attention to this specific group I noticed that they would rarely participate in class discussions. In the loud reading session the teacher took out a few words from the text and wrote them on the board. Some of those words were 'repeated, explain, relationships, exactly and nephew'. Then she asked the learners to identify the words. Most of the learners raised their hands, but these specific learners never did. Even when they were asked to do some loud reading, they did not partake in the activity, instead they would sit there silently, just looking at their books. The example below illustrates this point:

T: Let us turn to page 48 and read the story. M. Will you read the first paragraph?

M: Reads.

T: N. will you continue?

N: She does not say anything, just looks at her book.

T: Okay, O. will you read for us?

O: He does not say anything, just looks at his book.

T: Okay, let us get somebody else to read...

This example illustrates the reluctance of some Afrikaans learners to read in the class. There was one more Afrikaans learner who did not read when asked to do so. The teacher did not insist that the children should read, instead she would continue the lesson by asking somebody else to read.

During this lesson there was only enough time for about ten learners to read. Of these ten learners five read fluently, two struggled and three did not read at all. When I spoke to the teacher afterward to find out what was happening, she indicated to me that those three particular learners would generally not read in front of others. They would only read for her and even then they would struggle because (according to the teacher) 'their English is not so good'. During the silent reading lesson I also noticed that one of the Afrikaans boys I was sitting next to really had difficulty understanding and interpreting the questions that were based on the piece that he had to read. In the end the teacher had to help him. But it was especially during the oral activity that I could detect a real difference in the language proficiency of the two groups of learners. The learners had to dress up and have a conversation on their way to a place of worship. It was a fun activity and everybody was excited. The teacher allowed them to talk without interrupting the flow of conversation. It was an English lesson and most of the conversations happened in English. However, many of the Afrikaans-speaking learners would give monosyllabic answers or switch over to Afrikaans during the conversations. The following is an example of one such conversation:

I (English): Good morning, D. How was the party at your home last night?

D (Afrikaans): Fine. The people went home late.

I: Oh, you must be so tired. I had an early evening. I am looking forward to the service today. I wonder what Gloria will be wearing today. She always looks so nice, but her children... I don't think she buys anything for them.

D: Yes. Haar kinders lyk altyd deur mekaar. (The rest of the class laughs.)

I: Are you looking forward to church?

D: ... Yes.

I: I like to sit at the back so that I can see every body coming in.

- D:** Yes.
- I:** Well, here we are. Come visit me this afternoon for tea.
- D:** Okay.

This example is typical of the kind of conversations that happened when one learner was Afrikaans and the other learner is English. When both learners were English, the conversations flowed more easily. However, when the learners were both Afrikaans there would be lots of laughter in the class because the conversations were interspersed with many Afrikaans words and sayings. During this lesson there was no opportunity for the learners to interchange with other group members.

These two examples show two fundamental differences in the classroom behaviour between the Afrikaans and the English learners: Firstly, that learners with Afrikaans as a first language are hesitant to speak or read in English in front of their peers. Secondly, when they do speak they intersperse their conversations with their home language.

That is how the observation sessions went, now let me take a closer look at the interviews. The purpose of the interview sessions was two-fold: to determine language use and to determine the attitudes of the participants toward the Afrikaans language. The interview with all four parents threw up very distinct similarities: Firstly, all of them have Afrikaans as their mother tongue. Second, all of them speak Afrikaans to their spouses and friends and at work. Thirdly, all of them grew up very happily using the Afrikaans language, but expressed some feeling of inferiority when they spoke about children from English-speaking homes. Fourth, all of them agreed that the fact that their First Language is Afrikaans did/ does not influence the career choices they made/make. Yet, three of them placed their children in the English medium class because they believe it will be good for their children's future careers. Except for one parent, all of them felt that their children should know Afrikaans and that it should not die out. Finally, all of them agreed that Afrikaans is a beautiful language.

Despite these similarities, there were also some distinct differences between these parents. One parent answered all her questions in Afrikaans. Unlike the other parents, she did not have much to say and most of her answers were accompanied by 'ek weet nie' (I don't know). She felt that her child should be in an Afrikaans class because she could not actually speak English. This mother also mentioned the fact that the child failed before and that her child is generally not doing well. The second parent mentioned that although her older children were in Afrikaans classes at school and that they are now at university doing everything in English (and doing well) she feels that her last child will be more advantaged if he is in an English class. Unlike the other parents, she also felt that the language you speak could influence what others think about you. Another parent was very clear about what he feels about the place of Afrikaans in today's society, 'I think Afrikaans is dying ... I don't think it is part of our culture ... at least in the way that we speak it'.

The interviews with the parents highlighted contradictions between their own experiences with the Afrikaans language and their beliefs about the language. For example one parent, when asked why she put her children in an English medium class, said:



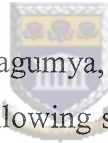
I believe when children, when they finished with school, like matric, most probably they will ... they will most probably be interviewed in English and it's very seldom that they will be interviewed in Afrikaans. And workplaces is also mostly, so ... there ... I mean it is difficult for the Afrikaans person sometimes ... because they don't have the words, they didn't grow up with the English language. It is difficult to... for them to have a conversation in English and ... it can be stressful for them.

Later, when I asked her whether their first language influenced her husband's career choice she said:

No, Language doesn't ... it... I think when you grow older and you improve your own vocab (ulary) and because you work with English speaking people, but it is still a little bit difficult to speak to English people, but because you tend to switch from English to

Afrikaans because that ... you can express yourself better. That is... there is no doubt. Because you grew up in Afrikaans ... Now you have to switch over from... because you can't express yourself in English. But there is not a problem, really because now it is the rainbow nation, so ... everybody knows you speak lots of languages.

The contradiction between experiences and beliefs about the language can also be seen in the interview with another parent. She said that her two older children were raised in Afrikaans and that they are now at university, both doing well even though their classes are in English. Despite this experience, she believes that her youngest child will be better off in an English medium class because it will better prepare him for further studies and his future career. These contradictions bear out the arguments of Rubagumya (2003) around the influence of linguistic capital, that is, when parents send their children to English medium classes they believe that their children will enjoy better future opportunities, higher education in English, good jobs, a competitive edge in the global market economy, etc because of early English language competence.



The impact of linguistic capital (Rubagumya, 2003) on the choice of language of learning and teaching (LoLT) is revealed in the following statement by one of the parents. When asked why he put his child in an English medium class he said:

I felt that it would be easier for her. I don't think there is a place for Afrikaans in today's society, where work is concerned. Even as far as tertiary education goes. I always think if you go ... who speaks Afrikaans? It's always in English. I went for an interview at Tech and this big Boer spoke in English ... So I felt that if I do go there I must brush up on my Afrikaans, but it wasn't necessary... It was English all the way.

In his next comment the influence of linguistic imperialism (Phillipson, 1992) can be detected:

Man ... besides that ... I think Afrikaans is dying. Afrikaans as we know it. Afrikaans is very much a culture thing ... I don't think it is part of our culture. Serious. At least the way we speak Afrikaans. I don't really call it Afrikaans. I don't have a name for our

Afrikaans. Afrikaans in its pure sense is a very beautiful language. Also lending a lot from English lately. It's amazing how ... it's like very similar to English. I don't know ... I think that was my main reason ... to make it easy. It's like a natural trend. It doesn't really mean ... everybody I know put their children in English classes.

The comments of these parents reveal the impact of a combination of linguistic capital and linguistic imperialism (Rubagumya, 2003) on the choice of LoLT. The following three points are especially important: First, although experience shows that being instructed in Afrikaans at school does not necessarily impact negatively on future academic careers or jobs, most of these parents believe that their children will benefit more if their children are in English medium classes. Second, for one parent the choice of English as the LoLT is logical because for him there is no place for the Afrikaans language in this society. Finally, all of the participants in these interviews were brought up with Afrikaans as a mother tongue, but for three of them the Afrikaans language is found lacking. This points to a clear generational shift in the language choice of these parents and the generation before.



The interview with the learners also brought up some interesting points. Both the Afrikaans learners requested to answer my questions in Afrikaans. These two learners use the Afrikaans language almost exclusively amongst friends, at school and at home. A third learner uses Afrikaans at home, but English at school and with friends. The fourth learner uses English all the time. For all of them their favourite television programme is in English, called 'Dragon Ball Zee'. The two Afrikaans learners admitted to struggling with reading and writing in English and the opposite is true for the English learners. All of them indicated that they felt shy when they had to read in front of the whole class. The fact that the two Afrikaans speaking learners requested to speak to me in Afrikaans, I suggest is reminiscent of what Cummins (2000) says about the major differences in the length of time required to attain peer-appropriate levels of conversational and academic skills between L1 and L2 speakers. Although these learners might be able to converse in English outside the classroom they do not have the confidence to do so in class nor to use English for more academic type of tasks because their 'common underlying proficiency' level (in Baker 1993:140) is not developed to the same level as that of their English

-speaking peers. This is also apparent in their self-confessed acknowledgement that they struggle with reading and writing in English, as the following example shows:

Interviewer: What language do you use when you speak to your teacher?

Learner: Afrikaans

Interviewer: What language do you use when you speak to your friends in the class?

Learner: Afrikaans

Interviewer: Do you like speaking in English to your teacher?

Learner: Somtyds, juffrou. (Sometimes, teacher).

Interviewer: Do you like reading in English to your teacher?

Learner: Nee (No)

Interviewer: Do you like speaking in Afrikaans to your teacher?

Learner: Ja (Yes)

Interviewer: Do you have problems reading in English?

Learner: Ja ... ek sukkel om te lees. (Yes ... I struggle to read)

Interviewer: How do you feel when you have to read in front of the whole class?

Learner: Ek voel skaam, want hulle lag my uit. (I feel shy because they laugh at me).

The interview with the teacher highlighted the following issues with regards to the learners in her class. According to the teacher there is a definite difference in the academic progress of the two language groups. She had the following to say:

Die Afrikaanse kinders is baie teruggetrokke en neem nie altyd deel aan aktiwiteite nie. (The Afrikaans children are extremely withdrawn and do not always participate in activities). Especially when it is in English. Maybe their reading skills is not so good, like the English-speaking learners. Although some of them were quite good in things that they did. Or even if we give them work to do, you can see that is the child that ... maybe its because of their language, ... I don't know.

She finds that the Afrikaans speakers are generally more inhibited than their English counterparts during formal lessons. They tend to withdraw from activities that are exclusively English. Some Afrikaans learners are doing well, but most of them struggle, especially with Mathematics. She mentions that three or four of the Afrikaans learners were in an Afrikaans class in grade two. When they failed that year, they had to start the new year in an English class because of the language dynamics at the school. The poor performance of her learners could be ascribed to the language barrier, but some of them would be weak, no matter what language they use. To help them, she translates English work into Afrikaans. She uses both languages to explain the work to them. A few Afrikaans parents support the teacher by assisting their children with homework, but most of them struggle to help their children, because they themselves have a problem with English. When she contacts the parents, she speaks English, but many of the Afrikaans parents speak to her in Afrikaans (even the parents whose children are fluent in English). Most of the Afrikaans learners come from single-parent homes or the parents are unemployed. Some of the learners' parents cannot read or write. She feels that parents put their children into English classes because they think of the advantages it represents for their children's future. The teacher partly agrees with this point, because English is used everywhere. She also feels that language could be a problem when it comes to a child's academic progress, but she is adamant that the child's intelligence also plays a role. It is also interesting that the teacher herself used code switching when she answered her questions (as can be seen in her comments). This is due to her mother tongue being Afrikaans, and it shows that her language of instruction and teaching while she was a learner did not make it impossible for her to switch to a second language as an adult.

The interview with the teacher was very revealing in that it complements some of my observations and the issues that came out of the interviews with the parents and learners. The teacher's observation that the Afrikaans speakers were generally more inhibited than their English peers was something that I picked up during my observation sessions. She also mentions that most of the Afrikaans learners struggle academically and that most of them come from economically deprived homes where the literacy levels are low. The combination of these two factors could lead to the Afrikaans language being valued less economically (because more Afrikaans than English learners come from economically deprived homes) and socially (because

English is seen as the language with more prestige and status due to the English learners fairing better than the Afrikaans learners). According to Cummins and Swain (1986) under these conditions one could expect that the academic performance of such learners will be low because 'positive results tend to be associated with situations where both the L1 and L2 in the home and community have perceived social and economic value'. This is especially true if one takes into account that the teacher mentioned that some of the parents who speak English to their children at home do not use English when they speak to the teacher. This could be because their regard of English as a language of prestige and status could keep them from conversing in English with the teacher. From the interview with the one Afrikaans parent I could recognise this fact because she insisted in speaking Afrikaans, even though she stated that everybody in that house is fully bilingual, 'Ons is Afrikaanssprekend. Dit is ons eerste taal. Alhoewel ons tweetalig goed is' (We are Afrikaans speaking. Afrikaans is our first language, although we are fully bilingual). Throughout the interview she never used any English. I think that this could be due to the fact that she was more comfortable speaking in Afrikaans, but I also think the fact that she knew that I was a teacher at the school, and the possibility that she could make a mistake in English contributed to her language choice. The fact that the Afrikaans learners cannot depend on their parents to help them with their work thus raises the economic and social value of English. This can either encourage Afrikaans learners to want to acquire the language and help themselves or it can discourage them and they can withdraw from the academic activities in the class. Another point that is worth mentioning is that the teacher spends a lot of time translating whatever she has to convey to the children. When asked what the general language use is during formal and informal activities, she said, 'I would say 50%. Even, no matter what, if we discuss something ... If I taught a lesson I will explain to them in English as well as in Afrikaans. So that they could understand better'. What I need to mention at this point is that the teacher's reasons for parents putting their children into English classes are the following:

I think it is maybe, like some people will say the Technikons and all that type of thing ... the lessons there they will receive in English. And if you go everywhere now, English is the language that people use. Even if you receive a phone call you will discover that people will speak English over the phone. If you speak Afrikaans, it's like "Oh, we don't

know that language”.

These reasons neglect to mention the fact that some parents put their children into the English class because the school itself does not offer any Afrikaans classes for that particular grade. This leaves parents with no alternative, as is the case with the parent who felt that her child should be in an Afrikaans class because the child is not doing well in the English class.

From the interviews with the parents, learners and the teacher I can conclude the following points: One, that although parents believe that an English LoLT will benefit their children in the long run, the current experience for Afrikaans speakers in this class is far from positive. Macdonald and Burroughs (1991) explain this phenomenon when they state that learners who start off their schooling in a foreign linguistic environment will not be able express their thoughts and feelings and could therefore become alienated from the academic experience. The second point is that there seem to be a belief among most of these parents (and even the teacher) that if you don't have English as a LoLT, your future will not be secure. By implication this means that the Afrikaans language as a LoLT does not carry any economic or social value. The third point is that it seems as if this generation of parents are viewing language differently from the previous generation who sent their children to Afrikaans schools. For this generation there is generally the option of choice, but for the previous generation Afrikaans was the language that they grew up with. The political situation in the country also played a role in the choice of language, like the one parent said,

Ek het vir die staat gewerk. Jy moes Afrikaans as eerste taal gebruik het. En jou ... al jou verslae en goed moes, dit was verpligtend, voor die nuwe bedeling ingetree het, moes jy Afrikaans ... As jy Engelsprekend is, gaan jy net gaan leer om Afrikaans te praat. Afrikaans gaan jy doen.

(I worked for the government. You had to use Afrikaans as first language. And your ... all your reports and stuff had to, it was compulsory, before the new dispensation came into being, you had to in Afrikaans ... If you were English speaking, you just had to learn to speak Afrikaans. Afrikaans you have to do.)

From these comments it is clear that during the Apartheid era the Afrikaans language carried much more social and economic value than it does today. After 1994, with the demise of Apartheid, it seemed as if the language of prestige and social mobility has shifted from Afrikaans to English, with the result that more parents want their children in English medium classes. The fourth point is that although some of the Afrikaans learners are struggling academically, much time is wasted on translations and there are parents who have indicated that they want their children in an Afrikaans class, this school does not offer an alternative for these parents. One wonders therefore if this class should not really be considered as a bilingual class instead of it being an English medium class. Although this question is outside of the scope of this study, the practicalities of teaching and evaluating in both languages could be so much more beneficial for all the learners concerned.

Let us now turn to the questionnaires that were given to parents, learners and the teacher. As was mentioned in chapter 3 these questionnaires sought to seek information regarding the use of English and Afrikaans and revealed the following. It is generally clear from the ‘use of English’ tables (see appendix 9) that Afrikaans parents and learners alike consider English as a very important language to make friends, money, read, write, get a job, watch television or videos, to live in the Western Cape, to go to church in, to speak to friends at school or to be accepted in the community. However, the association is not universally strong. Afrikaans speaking learners feel particularly strong that English will be necessary as a business language (see appendix 9, **table 1(b)**). Both language groups agree that English is very important language to be able to read and write in (see appendix 9, **tables 1(c & d)**). English is slightly less accentuated in terms of entertainment. It would seem as if both English and Afrikaans speaking parents and learners alike are far less picky about the language used for entertainment than for business - reading, writing, making money, finding a job (see appendix 9, **table 1(f)**). Although both English and Afrikaans parents as well as learners seem to consider English as an important language with which to secure a job, a larger proportion of parents (from both language groups) feel this way than learners (see appendix 9, **table 1(f)**). A large proportion from both language groups consider English an important language to become “clever with”. A large variation is observed for Afrikaans learners as 30%, only three though, did not consider English as that important (see

appendix 9, **table 1(g)**). More Afrikaans than English parents thought English is important to be liked. Conversely, more English than Afrikaans speaking learners held this view (see appendix 9, **table 1(h)**). There seems to be a general consensus amongst parents and learners from both language groups that English is generally important to live in the Western Cape Province (see appendix 9, **table 1(i)**). There seems to be a general agreement that English is an important language to go to church in (see appendix 9, **table 1(j)**). Respondents were much less decisive regarding the importance of English to sing with. In fact, most felt that it could sometimes be important (see appendix 9, **table 1(k)**). The respondents do not seem to harbour strong opinions regarding the use of English in sports either (see appendix 9, **table 1(l)**). Parents generally considered it important to use English to bring up children. The few learners who answered this question disagreed (see appendix 9, **table 1(m)**). Both parents and learners felt that English was important for shopping, although learners seem to have felt less strongly about this point (see appendix 9, **table 1(n)**). Afrikaans parents felt rather strongly about using English for phone calls. The other groups indicated that it was only important on occasion (see appendix 9, **table 1(o)**). The majority of Afrikaans parents and Afrikaans learners felt that English was important to succeed at school (see appendix 9, **table 1(p)**). Afrikaans speaking parents felt more strongly than English speaking ones that English was necessary to be accepted in the community. For learners the situation is more diffused. Although a large proportion of Afrikaans learners agreed with their parents, a sizeable chunk felt that it was mostly not important (see appendix 9, **table 1(r)**). Both groups generally felt that English was important to communicate to teachers at school. Afrikaans parents and English learners felt relatively stronger about it (see appendix 9, **table 1(s)**). Parents and the teacher were less pronounced concerning the importance of English to communicate to people outside school (see appendix 9, **table 1(t)**).

There seems to be a general agreement around the importance of English on an economic level (securing a job, reading, writing, making money). It is interesting that more parents than learners feel this way. On a socialisation level English is also considered to be extremely important (to live in the Western Cape, to go to church with, to use English to bring up children, shopping). The use of English to sing with and play sports in was considered to be 'important' rather than 'very important'. Afrikaans parents felt more strongly about the use of English for phone calls

and to be accepted in the community. On an academic level English is considered to be very important to succeed at school by more Afrikaans parents and Afrikaans learners respectively than their English counterparts. Both groups felt that English was important to communicate with teachers at school.

The questionnaires, which sought to seek information regarding the use of Afrikaans revealed the following (see appendix 10). English speaking learners and Afrikaans speaking parents felt the strongest that Afrikaans can be important to make friends (see appendix 10, **Table 2 (a)**). Although all respondents felt that Afrikaans could be important to make money, it is interesting that a very large proportion of English speaking learners felt that way (see appendix 10, **Table 2 (b)**). Respondents all felt very strongly that it was important to be able to read Afrikaans. Particularly English learners stand out (see appendix 10, **Table 2 (c)**). English learners felt more strongly than their Afrikaans counterparts that it is important to be able to write in Afrikaans. Inversely, Afrikaans parents considered it more important than their English counterparts (see appendix 10, **Table 2 (d)**). Neither parents nor learners, and in particular English speaking individuals, considered Afrikaans extremely important to watch television or videos (see appendix 10, **Table 2 (e)**). It is striking that a much larger proportion of English speaking learners felt that Afrikaans was important to access job opportunities than Afrikaans speaking learners. Afrikaans speaking parents felt slightly stronger about it than English speaking ones (see appendix 10, **Table 2 (f)**). English and Afrikaans speaking respondents alike generally agreed that Afrikaans is important to become clever (see appendix 10, **Table 2 (g)**). Respondents were much more undecided on whether Afrikaans is necessary to be liked. Answers ranged from very important to mostly not important, with a concentration in important (for parents) and sometimes important (for learners) (see appendix 10, **Table 2 (h)**). Afrikaans speaking parents and learners felt more strongly than their English-speaking counterparts that Afrikaans was important to live in this province (see appendix 11, **Table 2 (i)**). A larger proportion of Afrikaans learners believed that Afrikaans was important to go to church than their parents (see appendix 10, **Table 2 (j)**). Although respondents considered Afrikaans as important to sing, many scores are clustered around the 'sometimes important' answer (see appendix 10, **Table 2 (l)**). Neither learners, nor particularly not parents, felt that Afrikaans was really that important for playing

sports (see appendix 10, **Table 2 (m)**). No unanimously strong views could be read about whether Afrikaans was used much for shopping. It would seem as though it is generally considered beneficial but not indispensable (see appendix 10, **Table 2 (o)**). Most respondents felt that Afrikaans was only sometimes important when making phone calls (see appendix 10, **Table 2 (p)**). There is strong agreement amongst both English and Afrikaans learners that Afrikaans was very important to succeed at school. Although parents also considered it important, it was less pronounced (see appendix 10, **Table 2 (q)**). A sizeable proportion (2/3) of English speaking learners felt that Afrikaans was important for community acceptance. Afrikaans parents felt more strongly about it than their English counterparts (see appendix 10, **Table 2 (r)**). Learners from both language backgrounds felt stronger about the use of Afrikaans to communicate with teachers than parents did (see appendix 10, **Table 2 (t)**). Neither parents nor learners had particularly strong feelings about the use of Afrikaans to speak to people out of school (see appendix 10, **Table 2 (u)**).

From the above information it would seem as if the Afrikaans language enjoys the same level of assumed importance as the English language. However, when a comparative analysis is drawn between the two results, one can pick up significant differences. On an economic level, parents and learners alike find the English language to be more important for business than the Afrikaans language (to make money with, find a job, to read and to write). On a socialisation level English is regarded more important to make friends with by the Afrikaans parents and Afrikaans learners than their English counterparts. The majority of parents, learners and the teacher find English to be more important than Afrikaans when raising children, to be accepted in this community, to live in this province and to go to church with. There seems to be much ambivalence when it comes to the choice of language for entertainment (to watch television, to make phone calls, to sing with and to play sports in). On an academic level English, more than Afrikaans, is considered by both groups to be more important to succeed at school and to talk with friends at school, but both languages are considered to be important to talk to teachers. To summarise this section then, it seems as if learners, parents and the teacher regard English to be a more useful language than Afrikaans. These results also give a clear indication of the social and economic value attached to these two languages and can help to explain why certain parents feel the need

to place their children into classes where the LoLT is English. The fact that most of the parents in this class have as their mother tongue, Afrikaans, but have decided to place their children in an English medium class based on the social and economic values that they attach to these two languages respectively, is representative of a combination of linguistic capital and linguistic imperialism (Rubagumya, 2003). The impact of linguistic capital is evident because these parents see more use for English in their children's future, and linguistic imperialism because the more dominant English language is replacing the mother tongue language in those households.

I will now turn to the final section of my research results, i.e. the academic performance of the learners of this grade four class. I am looking at their academic results because I want to ascertain whether the 16 Afrikaans learners perform at the same academic level as the 14 English learners. These Afrikaans mother tongue learners have been placed in an English medium class since grade 1 and they are required to perform at the same level as their English counterparts. As was mentioned in chapter 3, it was very difficult to analyse the learners' academic progress from Grade one to Grade three. What follows therefore is the only data that I could get from the schedules for this period and a few reports. I will specifically look at the acquisition of their English 'reading' and 'listening' skills because I believe that these two skills are fundamentally important for understanding and interpreting skills and knowledge in all learning areas. When they were in Grade two, two learners in this class were promoted to Grade two 'with support'. This meant that they did not pass outright, but were allowed to proceed to the next grade. Of these two, one was Afrikaans-speaking and one English. Another learner (Afrikaans) spent two years in Grade one. When they were in Grade three, four learners were promoted 'with support' to Grade four, one of which was an English speaker. Although limited, these results show that more learners from Afrikaans speaking homes than English learners are struggling academically in English medium classes.

From the learners in this class, I could only get ten reports for Grade one. Six of these reports belonged to Afrikaans First Language speakers, and four to English First Language speakers. The reports were given in codes: 1 meaning 'excellent' and 5 'extremely weak'. I only focussed on the reading and listening skills. Although extremely minimal, I gained the following insights

as can be seen in Table 2. The number of learners obtaining each code is listed for each language group.

Table 2: Results from Grade 1 (Language, Literacy and Communication 1) reports:

Numbers of learners per language group obtaining each code

Code	1 (Performs above expected level)		2 (Has met the criteria for this level and can move on)		3 (Able to, but not consistent, needs more practice)		4 (Only able to, but at a basic level)		5 (Attempted task, but not able at all)	
	Reading	Listening	Reading	Listening	Reading	Listening	Reading	Listening	Reading	Listening
Afrikaans First Language Speakers	1		1	1	3	4	1	1		
English First Language Speakers	2	1		1	1	2	1			

Although I had more reports for Afrikaans learners than for English learners, overall more English than Afrikaans learners obtained a code 1. More Afrikaans learners obtained a code 4 than the English learners. Most Afrikaans learners obtained a code 3 which seem indicate that they fare mostly at an average level in English. These results are significant because they seem to indicate that English speakers fare better academically than Afrikaans learners in English only.

I could only get twenty reports for Grade two. Eight of these reports belonged to Afrikaans First Language speakers, and 12 to English First Language speakers. The same codes as for grade one are presented in Table 3.

Table 3: Results from Grade 2 (Language, Literacy and Communication 1) reports: Numbers of learners per language group obtaining each code

Code	1 (Performs above expected level)		2 (Has met the criteria for this level and can move on)		3 (Able to, but not consistent, needs more practice)		4 (Only able to, but at a basic level)		5 (Attempted task, but not able at all)	
	Reading	Listening	Reading	Listening	Reading	Listening	Reading	Listening	Reading	Listening
Afrikaans First Language Speakers			1	1	2	3	1		2	2
English First Language Speakers	1	1	5	6	3	4	2	1	1	

Although I had more reports for the English learners, it is significant that more Afrikaans learners obtained a code 5 than English learners. Also, more English than Afrikaans learners obtained codes 1 and 2.

For Grade three I could get 25 reports. Twelve of these reports belonged to Afrikaans First Language speakers, and 13 to English First Language speakers. For this Grade the codes worked in the opposite direction: 5 (performs above expected level) to 1 (attempted task, but not able at all). See Table 4 for results.

Table 4: Results from Grade 3 (Language, Literacy and Communication 1) reports: Numbers of learners per language group obtaining each code

Code	5 (Performs above expected level)		4 (Has met the criteria for this level and can move on)		3 (Able to, but not consistent, needs more practice)		2 (Only able to, but at a basic level)		1 (Attempted task, but not able at all)	
	Reading	Listening	Reading	Listening	Reading	Listening	Reading	Listening	Reading	Listening
Afrikaans First Language Speakers			3	3	5	7	4	2		
English First Language Speakers	1	1	5	5	5	5	2	2		

Once again this table shows that more Afrikaans than English learners received a code 2 (only able to, but at a basic level). No Afrikaans learner obtained a code 5 (performs above expected level). More English than Afrikaans learners obtained a code 4, but for code 3 the results seem to be more balanced.

Although these results are limiting in the sense that they do not cover the results for all the learners of this class, I have decided to include them in this project because they reveal some significant trends. Due to the incomplete nature of these results, I have mostly ignored the codes

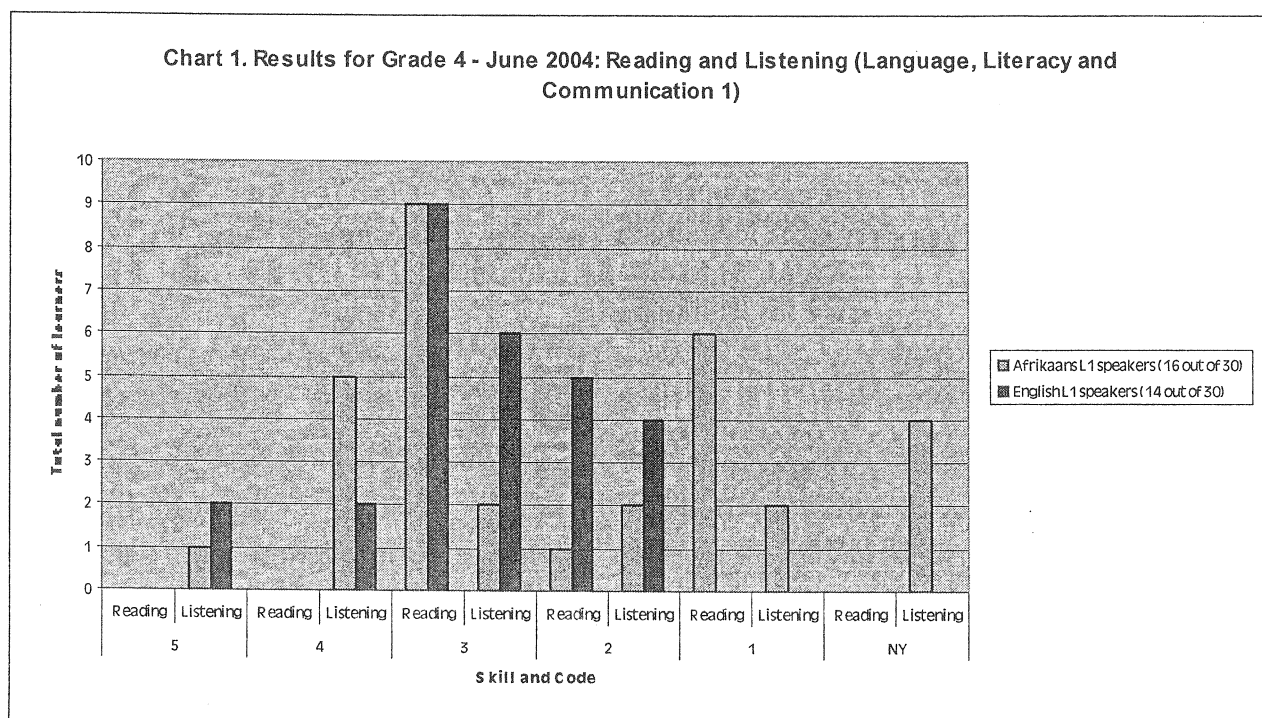
2 to 4 (unless they contributed to the point I am trying to make). I have tried to concentrate on codes 1 and 5 because they are significant in comparison with the total number of reports that I had for the two language groups. When they were in Grade one more English than Afrikaans learners obtained a code 1 (performs above expected level). At the same time more Afrikaans than English learners obtained a code 4 (only able to, but at a basic level). In grade two more Afrikaans than English learners obtained a code 5 (attempted task, but not able at all). In grade three more Afrikaans than English learners received a code 2 (only able to, but at a basic level). No Afrikaans learner obtained a code 5 (performs above expected level). There seem to be a general trend that runs through the results for Language, Literacy and Communication 1 through all three grades, and that is that the progress of English learners are more consistent than that of the Afrikaans learners. It must be noted, however, that none of the Afrikaans learners scored a code 1 in grade three. This shows an improvement in the academic performance of the Afrikaans learners reading and listening in LLC 1. It would therefore be interesting to see whether this development continues in grade four. Overall, though, these results indicate that the English speakers fared better academically than the Afrikaans learners for that particular period.

Now I am going to look at the June and November 2004 reading and listening results for Language, Literacy and Communication (LLC) 1 for the whole grade four class. These results were even more revealing in terms of the differences academically between the Afrikaans and English speakers. See table 5 for explanation of codes in grade four:

Table 5. Explanation of codes in Grade four

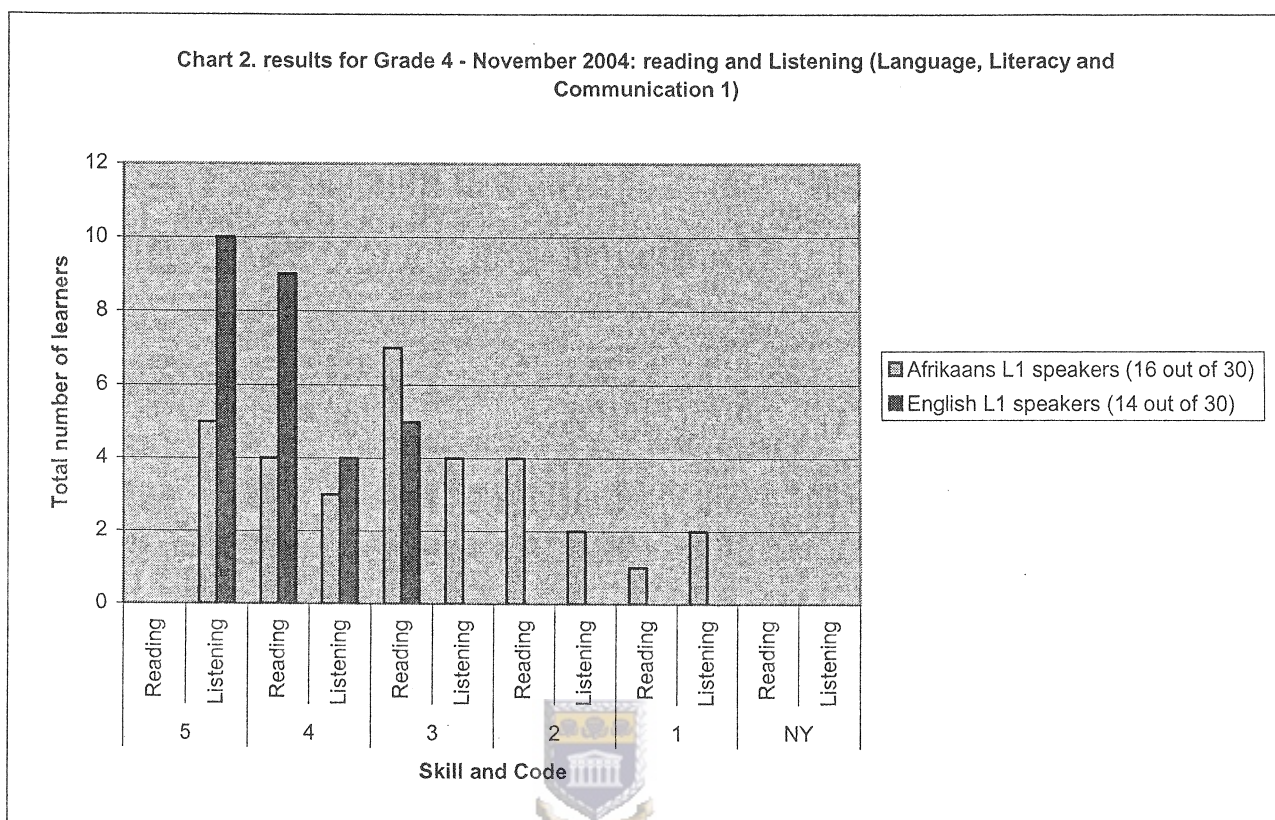
Code	Explanation
5	Performs above expectation
4	Has met the criteria for this level and can move on
3	Able to, but not consistent, needs more practice
2	Only able to at a basic level
1	Attempted tasks, but not able to at all
NY	Not yet been exposed to / did not make any attempt

The June 2004 results for reading and listening (LLC 1) are presented in chart 1 below.



The learners who obtained a code 1 or NY for reading and listening are all Afrikaans speakers. More English than Afrikaans learners obtained a code 5 for listening. More Afrikaans than English learners obtained a code 4 for listening, while the same number of Afrikaans and English learners obtained a code 3 for reading. More English than Afrikaans learners obtained a code 2 (only able to at a basic level). While it is clear from this chart that a number of English learners did not do so well, it is also clear that the Afrikaans learners fared more poorly in acquiring the appropriate level of reading and listening skills by June 2004.

The November 2004 results for reading and listening (LLC 1) are presented in chart 2 below.




From chart 2 one can clearly see that there was a vast improvement in the performance of both the Afrikaans and English learners by November 2004. The dramatic increase in the amount of learners doing better in November 2004 than in June 2004 can be ascribed to many factors, e.g. more teacher input, the introduction of a reading period at school, etc. Whatever the reason for the improvement in these results, they are not exceptional, because it is generally the norm for learners to do better in November than in June. However the actual difference in performance between the English and Afrikaans learners is also significantly apparent. This time, no learners received a code NY, however the only learners who obtained codes 1 and 2 are Afrikaans speakers. More Afrikaans speakers obtained codes 4 (has met the criteria for this level and can move on) and 5 than in June 2004, however the number is significantly lower than that of the English speakers. Although chart 2 shows an improvement in the overall results it must be remembered that the learners who obtained codes 1 and 2 are Afrikaans speakers. This fact

suggests that the language of instruction and teaching versus the mother tongue plays a significant role in the academic performance of the Afrikaans learners in this class.

From both the first set of results (grades one to three) and the second set (grade four) it is quite clear that the English-speaking learners have fared better in acquiring reading and listening skills than the Afrikaans speakers. These results confirm the teacher's experience of her learners, i.e. that 'some of them (Afrikaans learners) were quite good in things that they did', but that most of them struggle with the work, 'especially when it is in English'. If one compares the overall grade four class results for the learning area, Language, Literacy and Communication (LLC) 1, this observation is confirmed. The results for LLC 1 are presented in Table 6 below. The same codes as in table 5 apply.

Table 6: Results for Grade 4 – November 2004: LLC 1

CODE	5	4	3	2	1	NY	TOTAL NUMBER OF LEARNERS
AFRIKAANS L1 SPEAKERS		5 (31.25%)	 5 (31.25%)	6 (37.5%)			16 (100%)
ENGLISH L1 SPEAKERS		9 (64.28%)	5 (35.71%)	0 (0.0%)			14 (100%)

As can be seen from table 6 no learner obtained a code 5; more English than Afrikaans-speakers obtained code 4; the same number of learners obtained a code 3 and only Afrikaans learners obtained a code 2.

These results seem to confirm Cummins' Developmental Interdependence Hypothesis (in Baker, 1993:140) which states that second language competence is partly dependent on the level of competence already achieved in the first language. The acquiring of competence in a second language is dependent on the development of the first language. When the first language is at a low stage of evolution (as is the case with the Afrikaans learners in this class) the more difficult

it will be to acquire competence in a second language. Some of the Afrikaans learners thus struggle academically because their first language has not been developed at school.

Sociological and socio-political factors could also play a role in the fact that the Afrikaans learners are not performing at the same level as the English learners. According to Cummins (2000) the power relations in the classroom can affect academic progress positively or negatively. He suggests that if the power relations are coercive (i.e. an active suppression of the first language and cultural identity) then the learner's academic development will be negative. In an English medium class learners are expected to perform in English and the use of Afrikaans is generally discouraged. In this grade four class Afrikaans is not necessarily discouraged, in fact the teacher often uses this language to translate English work, but one should not ignore the possibility that this could have happened in the lower grades. Not all teachers are as sympathetic about the language issue as this particular teacher is. Also, it must also be remembered that when Afrikaans is used in an English lesson, the possibility exists that you could be ridiculed and laughed at (see section on observations). Another point that must be borne in mind is that the teacher can translate English work into Afrikaans, but the children must still respond orally or in written form in English. All these factors together have an effect on the power relations in the classroom and they could explain why Afrikaans learners do not participate at the same level as the English learners (as observed by the teacher and myself). Sociological factors thus can play a role in the power relations in the class that ultimately can affect the academic performance of the Afrikaans learners. Socio-psychological factors (Ellis, 1995) such as learner attitudes could also play a role in the uneven academic development between Afrikaans and English learners. When learners replace their first language with a second language and fail to develop full competence in their mother tongue or, in some cases, actually losing competence that has already been acquired it could lead to a low estimation of their own ethnic identity (Ellis, 1995).

To conclude chapter 4 I will summarise the main results, both positive and negative. I will look at each research piece individually and this will be followed by discussion of the summary of all results. I must first mention that although this case study entailed qualitative and quantitative methods, the predominant method that I used was qualitative. The motivation for a

predominantly qualitative research method is that case study was focussed on only one grade four class. From the four observations sessions I can draw the following conclusions. Firstly, learners with Afrikaans as a first language are hesitant to speak or read in English in front of their peers. Secondly, when they do speak English in class they intersperse their conversations with their home language. Thirdly, when a learner uses Afrikaans during an English lesson, he or she is laughed at. According to Macdonald and Burroughs (1991) this kind of behaviour by some Afrikaans learners is not exceptional. They explain that when children have to learn in a new language, they will not be able to tell the teacher what they think because they do not have the words to say it and their creativity will be stifled. Such children will have difficulty in expressing what they think or how they feel and they will continuously feel left out in class discussions or activities. This can lead to a sense of alienation for those learners whose home language is not English, but who share a class with English First language speakers. Increasingly, then, these learners could feel that their own language is worthless, because it carries no value in the classroom situation. Cummins (2000:36) explains this phenomenon theoretically when he states that there are major differences in the length of time required to attain peer-appropriate levels of conversational and academic skills between L1 and L2 speakers. He argues that although a student (with English as a second language) may be able to speak and understand English at fairly high levels of proficiency within the first three years of school, academic skills in English reading and writing take longer for students to develop. He suggests two reasons for this occurrence: interpersonal conversation is less dependent on knowledge of the language itself, whilst academic conversation requires 'much more low frequency vocabulary, complex grammatical structures, and greater demands on memory, analysis, and other cognitive processes' and, it is difficult for English L2 speakers to catch up with the L1 counterparts, as the latter group continues to develop their academic proficiency. One of the biggest drawbacks of these observations sessions was that they were so few. More observations in other learning areas could have led to a different conclusion.

The differences between the Afrikaans and English learners are not only visible in the classroom activities, but it is also apparent in the academic results for this grade 4 class. The results for reading and listening in the Language, Literacy and Communication (LLC) 1 learning area for

grades 1 to 3 (see tables 2-4) show that the English learners generally fare better academically than their Afrikaans counterparts. The results for June 2004, when this class was in grade 4, (see chart 1) again suggested that more English than Afrikaans learners acquired the peer appropriate reading and listening skills for (LLC 1). The results for November 2004 (see chart 2) show a marked increase in the progress of all the learners in this class, however, it must be remembered that the learners who obtained codes 1 and 2 are Afrikaans speakers. This fact suggests that the choice of LoLT could have a definite impact on the academic performance of learners if it is different from the mother tongue.

If the choice of LoLT is different from the learner's mother tongue it will have an impact on the academic development of that learner because of three contributing factors. These factors will now briefly be mentioned. The first factor is explained by the 'Developmental Interdependence Hypothesis' (Baker, 1993). This hypothesis suggests that a mother tongue speaker will have difficulty acquiring a second language if the first language is at a low stage of development. This is so because the acquiring of competence in a second language is largely dependent on the level of competence already achieved in the first language. The second factor is the role of power relations in the classroom. Cummins (2000) suggests that if the power relations are coercive (i.e. an active suppression of the first language and cultural identity) then the learner's academic development will be negative. The third factor is socio-psychological. According to Ellis (1995) learner attitudes can play a role in the uneven academic development between Afrikaans and English learners. When learners replace their first language with a second language and fail to develop full competence in their mother tongue or, in some cases, actually losing competence that has already been acquired it could lead to a low estimation of their own ethnic identity. In this class these three factors are evident in the fact that the participation of Afrikaans learners in activities that are specifically in English is much less obvious than their English counterparts. These factors are also evident in the academic results of these learners – the English learners generally perform much better in Language, Literacy and Communication (LLC) 1 than the Afrikaans learners.

Despite the fact that Afrikaans learners are clearly lagging behind their English peers in this English medium grade four class, interviews with the parents indicate that most of them want their children to receive instruction and teaching in English. The parents' reasons for this are that they find the English language to be more beneficial for the future of their children and one parent stated that he does not believe that Afrikaans has a place in society today. These two reasons point to a shift in generational expectations of the Afrikaans language. When these parents were children (during the Apartheid era) they were all raised in the Afrikaans language and it was considered to be a language of prestige and the language that bound the community. Today, with the shifting political and economic realities, English has gained more prominence in this community. The dominance of the English language can be explained by three factors. One, the impact of linguistic imperialism, i.e. the undervaluing of the home languages as a result of the deliberate promotion of English by certain world forces for economic, political, intellectual, and social gain (Phillipson, 1992). Two, the impact of linguistic capital, i.e. that parents regard the English language as capital that can better the lives of their children (Rubagumya, 2003). Three, the impact of cultural capital, which implies that English is one tool through which economic capital disguises its spread throughout the world (Bourdieu, 1990). Not all parents felt that English as a language of instruction and teaching (LoLT) is good for their children. One parent believed that her child should have Afrikaans as the LoLT, but the school does not offer an alternative for this parent.

CHAPTER 5 – FINDINGS AND RECOMMENDATIONS

To conclude this project I will summarise the main findings, highlight some interesting anomalies and propose recommendations for this school and other institutions that find themselves in the same position.

This aim of this project was to ascertain whether the social and economic values attached to the home and additional languages by various stakeholders in the education process would have any impact on the learning experiences of learners who find themselves being taught in a second or additional language. To answer this question this project focussed on a group of 16 Afrikaans speaking learners who find themselves in a grade four English medium class. In this class there are 30 learners. Sixteen (16) of these learners have Afrikaans as their mother tongue and fourteen (14) of them have English as their mother tongue. At this particular school and in this grade four English medium class almost 50% of all the learners have Afrikaans as their mother tongue. After sitting in on four (4) observations sessions, having interviews with four parents, four learners and the class teacher, as well as analysing the academic results of their reading and listening skills, I can draw attention to the following findings.

Firstly, from the observations in this grade four class I found that the learners with Afrikaans as a first language are hesitant to speak or read in English in front of their peers. When they do speak they intersperse their conversations with their home language. When this happens, these learners open themselves up to being ridiculed by their peers in the class. On the other hand, when the teacher uses Afrikaans (to translate) it does not draw the same reaction from the learners. From this I can conclude that the use of the Afrikaans language, although accepted when used by the teacher, is discouraged.

The second finding was drawn from the interviews with the learners, parents and the teacher. Although most parents want their children to be in an English medium classes because of the belief that English hold the promise of more benefits for their children, it is in fact the children who are currently struggling with the English language in this class. The academic results of this

class for reading and listening (Language, Literacy and Communication (LLC)1 show that the progress of the English mother tongue speakers surpass that of their Afrikaans counterparts. The interviews with the parents also highlighted contradictions between their own experiences with the Afrikaans language and their beliefs about the language. From the experiences of three of the parents it is clear that having Afrikaans as a language of learning and teaching (LoLT) does not necessarily mean that you will be disadvantaged at a tertiary level or at the workplace, but they still insist that English will be better for their children's academic and social progress. The results of the questionnaires given to parents, learners and the teachers also show evidence that these three groups see more value in the use of the English than the Afrikaans language. From these findings I can conclude that the choice of LoLT for these parents is based on the perceived social and economic value that these parents attach to the English and the Afrikaans languages. These social and economic values attached to the English and Afrikaans languages are influenced by the impact of linguistic capital, linguistic imperialism and cultural capital.

One of the interesting points that came out of this research is that not all parents believe English to be an option for their children. From one interview it was clear that this parent wanted her child to be in an English class. The fact that the school does not offer her an alternative is something that needs serious attention. In fact if one takes into account that almost of the time in this class is used for translations, it makes you wonder why the school does not opt for a bilingual class instead of an English medium class. Another interesting point is that the academic results of this grade four class shows an improvement in the results for the reading and listening (LLC 1) for almost all of the Afrikaans learners by the end of grade four. This could be a suggestion that most of the Afrikaans learners are catching up academically with their English peers. However, there is still the concern that the five learners who fare the poorest in the class are Afrikaans learners. There are many factors that could possibly explain the under-performance of this group of learners, but the limited scope of this research does not allow for this issue to be explored. Further research on this matter could possibly highlight other issues that could explain this phenomenon.

Finally, I would like to put forward that even though the scope of this research was very limited, it does suggest that the social and economic values attached to the English and Afrikaans languages by parents play a significant role in the choice of LoLT in this grade four class. This impacts negatively on the academic progress of some of the Afrikaans learners in this class.

In conclusion I would like to recommend that more research is required on this topic to determine whether the choice of LoLT does in fact have an impact on academic performance. Also, I would like to suggest that this particular school rethinks its language policy, of English medium classes only, and consider the possibility of dual- medium or bilingual English and Afrikaans classes. I think this consideration is imperative, especially in the light of the amount of learners struggling with English.



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APPENDICES

APPENDIX 1

OBSERVATION 1

17 APRIL 2003

GRADE 4

14 – from Afrikaans speaking homes

16 – from English speaking homes

29 learners present

Lesson: reading aloud

- Teacher asks learners to take out readers. They turn to page 48.
- Teacher helps Llewellyn to turn to page 48
- Teacher writes words on board. Learners wait. These words are also found next to text: *repeated; explain; relationships; exactly; nephew*
- Teacher asks Nathan to read first word. He struggles.
- Teacher asks individual learners to read rest of words from the board. Hands are raised.
- Teacher asks learners what the words mean.
- One girl (Gwendolene) does not know what ‘exactly’ means.
- Individual learners explain different words. Teacher helps where necessary
- Teacher asks Shadley ‘Do we have a relationship?’ Class giggles. Teacher asks whether they have relationships with their parents. Learners agree. Teacher points out that relationships can occur in class, between friends, etc.
- Teacher tells them to find out what the word ‘relationship’ means.
- Nathan goes to the front to identify a certain word. Three other learners follow.
- Teacher encourages them with remarks: ‘good!’
- Teacher asks learners to turn to page 48.
- Marion reads

- Godwin struggles with reading
- Learners generally struggle with African names in the story
- Nadeema does not read. She is just silent. Teacher goes on to next learner
- Oswin also refuses to read. Teacher goes on to next learner
- Signoria reads okay
- Llewellyn reads okay (maybe he could not see board from where he was sitting?)

Comments:

Of the nine learners that were asked to read, four did well. Three struggled with their reading and two just refused to read. When I spoke to the teacher after the lesson I established that the four who could read well were from English speaking homes and the rest were from Afrikaans speaking homes.



APPENDIX 2

Semi-structured interview schedule

TEACHER

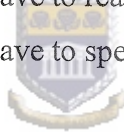
1. Is there a difference between the academic progress of those learners coming from Afrikaans speaking homes and those coming from English speaking homes?
2. In what ways are those differences visible?
3. What would you ascribe those differences to?
4. What kind of support are these particular learners given in the classroom?
5. What is the general language used in formal and informal activities in the classroom?
6. Do you often, or seldom communicate in Afrikaans to explain tasks or instructions?
7. Do you often, or seldom communicate in Afrikaans to explain tasks or instructions?
8. Do you get any support from these learners' parents?
9. When you are in contact with parents, what language do you use?
10. What would you say is the nature of the relationship between those learners from Afrikaans speaking homes and those from English speaking homes in your class?
11. Why do you think parents put their children in English medium classes if they are from Afrikaans speaking homes? How do you feel about this choice?

APPENDIX 3

Interview schedule

LEARNERS

1. What is the language that you generally use at home, with your friends, and at school?
2. In what language is your favourite TV programme?
3. What language do you use when you speak to your teacher?
4. What language do you use when you speak to your friends in class?
5. Do you like speaking in English to your teacher?
6. Do you like reading in English to your teacher?
7. Do you like speaking in Afrikaans to your teacher?
8. Do you have problems reading in English?
9. Do you have problems reading in Afrikaans?
10. How do you feel when you have to read for the whole class?
11. How do you feel when you have to speak in front of the whole class?



APPENDIX 4

Semi-structured interview schedule

PARENTS

1. What is the general language that is used in the home?
2. Do you use the same language when you speak to your child?
3. Does your child belong to a library? If yes, what is normally his/her language choice?
4. What is her/his favourite TV programme?
5. Why did you place your child in an English medium class?
(How do you think this will help him/her in future)?
6. What do you think of your child's progress at school?
(Why do you think this is so? What are the reasons?)
7. If there are problems, how do you assist your child?
8. What is your Mother tongue?
9. What was your experience like as a child using that language, at home or at school?
10. Do you think your First Language influenced your career choice or job opportunities?
11. Do you think your language choice determines how people view you?
12. How do you think your child's learning in English may affect the way you communicate in future?

APPENDIX 5**QUESTIONNAIRE FOR PARENTS' AND TEACHER'S USE OF
ENGLISH/ AFRIKAANS**

How important or unimportant do you think the English language is for people to do the following? There are no right or wrong answers.

For people to:	Very Important	Important	Sometimes Important	Mostly not important	Not important at all
1. Make friends					
2. Earn plenty of money					
3. Read					
4. Write					
5. Watch TV / Videos					
6. Get a job					
7. Become cleverer					
8. Be liked					
9. Live in this province					
10. Go to church					
11. Sing (e.g. with others)					
12. Play sport					
13. Bring up children					
14. Go shopping					
15. Make phone calls					
16. Succeed at school					
17. Be accepted in the community					
18. Talk to friends at school					
19. Talk to teachers at school					
20. Talk to people out of school					

The same questions were asked for use of the Afrikaans language.

APPENDIX 6**LANGUAGE BACKGROUND SCALES QUESTIONNAIRE FOR PARENTS, LEARNERS AND TEACHER** (adapted from Baker, 1993)

Here are some questions about the language in which you talk to different people, and the language in which certain people speak to you. Please answer as honestly as possible. There are no right or wrong answers. Leave an empty space if a question does not fit your position.

In which language do YOU speak to the following people? Choose one of these answers:

	Always in Afrikaans	In Afrikaans more often than English	In Afrikaans and English equally	In English more often than Afrikaans	Always in English
Wife /Husband					
Children					
Brothers/Sisters					
Friends at home					
Friends at work					
Manager/Boss					
Church/Mosque					
Neighbours					
Hospital					
Police					
Municipal offices					

In which language do the following people speak to YOU? Choose one of these answers:

	Always in Afrikaans	In Afrikaans more often than English	In Afrikaans and English equally	In English more often than Afrikaans	Always in English
Wife/husband					
Children					
Brothers / Sisters					
Friends at home					
Friends at work					
Manager/Boss					
Church/Mosque					
Neighbours					
Hospital					
Police					
Municipal Offices					

Which language do YOU use for the following?

	Always in Afrikaans	In Afrikaans more often than English	In Afrikaans and English equally	In English more often than Afrikaans	Always in English
Watching TV / Videos					
Religion					
Newspaper / Magazines					

Records / Cassettes / CD's					
Radio					
Shopping					
Playing sport					
Telephone					



APPENDIX 7

ATTITUDES TO AFRIKAANS – QUESTIONNAIRE FOR TEACHER AND PARENTS

Here are some statements about the Afrikaans language. Please say whether you agree or disagree with these statements. There are no right or wrong answers. Please be as honest as possible. Tick one of the following:

SA = Strongly Agree (tick SA); A = Agree (tick A); NS = Not Sure (tick NS);
D = Disagree (tick D); SD = Strongly Disagree (tick SD)

	SA	A	NS	D	SD
1. I like hearing Afrikaans spoken					
2. I prefer to watch TV in English than in Afrikaans					
3. Afrikaans should be taught to most learners in this province					
4. It's a waste of time to keep the Afrikaans language alive in this province					
5. I like speaking Afrikaans					
6. Afrikaans is a difficult language to learn					
7. There are more useful languages than Afrikaans					
8. My children are likely to use Afrikaans as adults					
9. Afrikaans is a language worth learning					
10. Afrikaans has no place in the modern world					
11. Afrikaans will disappear in this province					
12. Afrikaans is essential to take part fully in community life					
13. We need to preserve the Afrikaans language					
14. Children should be made learn Afrikaans in this province					
15. I would like Afrikaans to be as strong as English in this					

province					
16. It would be hard to study science in Afrikaans					
17. You are considered a lower class person if you speak Afrikaans					
18. I would prefer my children to be taught in English					
19. I would prefer my child to marry an English speaker					
20. I would like my children to be English speaking					



APPENDIX 9

2 July 2004

ANALYSIS Spearman's Rank-order correlation

Cross Tabulations

Since there is only one teacher in the dataset, his/her responses will be disregarded.

USE OF ENGLISH

1 (a)

Respondent's mother language * Use English to make friends * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to make friends				Total
				Very Important	Important	Sometimes Important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	4 40.0%	6 60.0%			10 100.0%
		English	Count % within Respondent's mother language		3 50.0%	2 33.3%	1 16.7%	6 100.0%
	Total		Count % within Respondent's mother language	4 25.0%	9 56.3%	2 12.5%	1 6.3%	16 100.0%
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	8 66.7%	4 33.3%			12 100.0%
		English	Count % within Respondent's mother language	5 35.7%	8 57.1%	1 7.1%		14 100.0%
	Total		Count % within Respondent's mother language	13 50.0%	12 46.2%	1 3.8%		26 100.0%
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 100.0%			1 100.0%
	Total		Count % within Respondent's mother language		1 100.0%			1 100.0%

1 (b)

Respondent's mother language * Use English to make plenty of money * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to make plenty of money				Total
				Very Important	Important	Sometimes Important	Mostly not important	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	3 27.3%	4 36.4%	4 36.4%	1 100.0%	11 100.0%
		English	Count % within Respondent's mother language	2 33.3%	3 50.0%		1 16.7%	6 100.0%
	Total	Count % within Respondent's mother language	5 29.4%	7 41.2%	4 23.5%	1 5.9%	17 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	8 72.7%	3 27.3%			11 100.0%
		English	Count % within Respondent's mother language	6 42.9%	4 28.6%	2 14.3%	2 14.3%	14 100.0%
	Total	Count % within Respondent's mother language	14 56.0%	7 28.0%	2 8.0%	2 8.0%	25 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language				1 100.0%	1 100.0%
	Total	Count % within Respondent's mother language				1 100.0%	1 100.0%	

1©

Respondent's mother language * Use English to read * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to read				Total
				Very Important	Important	Sometimes Important	Mostly not important	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	8 72.7%	2 18.2%	1 9.1%		11 100.0%
		English	Count % within Respondent's mother language	8 88.9%	1 11.1%			9 100.0%
	Total	Count % within Respondent's mother language	16 80.0%	3 15.0%	1 5.0%		20 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	6 60.0%	2 20.0%	1 10.0%	1 10.0%	10 100.0%
		English	Count % within Respondent's mother language	11 73.3%	3 20.0%	1 6.7%		15 100.0%
	Total	Count % within Respondent's mother language	17 68.0%	5 20.0%	2 8.0%	1 4.0%	25 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 100.0%				1 100.0%
	Total	Count % within Respondent's mother language	1 100.0%				1 100.0%	

1 (d)

Respondent's mother language * Use English to write * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to write			Total
				Very Important	Important	Sometimes Important	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	9 81.8%	2 18.2%		11 100.0%
		English	Count % within Respondent's mother language	7 87.5%	1 12.5%		8 100.0%
	Total	Count % within Respondent's mother language	16 84.2%	3 15.8%		19 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	6 60.0%	2 20.0%	2 20.0%	10 100.0%
		English	Count % within Respondent's mother language	10 71.4%	2 14.3%	2 14.3%	14 100.0%
	Total	Count % within Respondent's mother language	16 66.7%	4 16.7%	4 16.7%	24 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 100.0%			1 100.0%
	Total	Count % within Respondent's mother language	1 100.0%			1 100.0%	



1 (e)

Respondent's mother language * Use English to watch tv/videos * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to watch tv/videos					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	3 27.3%	1 9.1%	6 54.5%	1 9.1%		11 100.0%
		English	Count % within Respondent's mother language	2 22.2%	1 11.1%	4 44.4%	1 11.1%	1 11.1%	9 100.0%
	Total	Count % within Respondent's mother language	5 25.0%	2 10.0%	10 50.0%	2 10.0%	1 5.0%	20 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 10.0%	2 20.0%	4 40.0%	1 10.0%	2 20.0%	10 100.0%
		English	Count % within Respondent's mother language	2 14.3%	4 28.6%	5 35.7%	2 14.3%	1 7.1%	14 100.0%
	Total	Count % within Respondent's mother language	3 12.5%	6 25.0%	9 37.5%	3 12.5%	3 12.5%	24 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 100.0%				1 100.0%
	Total	Count % within Respondent's mother language		1 100.0%				1 100.0%	

1 (f)

Respondent's mother language * Use English to get a job * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to get a job					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count	7	2		2		11
			% within Respondent's mother language	63.6%	18.2%		18.2%		100.0%
	English	Count	8		1			9	
			% within Respondent's mother language	88.9%		11.1%			100.0%
	Total		Count	15	2	1	2		20
			% within Respondent's mother language	75.0%	10.0%	5.0%	10.0%		100.0%
Learner	Respondent's mother language	Afrikaans	Count	4	2	1	2	1	10
			% within Respondent's mother language	40.0%	20.0%	10.0%	20.0%	10.0%	100.0%
	English	Count	9	3	3			15	
			% within Respondent's mother language	60.0%	20.0%	20.0%			100.0%
	Total		Count	13	5	4	2	1	25
			% within Respondent's mother language	52.0%	20.0%	16.0%	8.0%	4.0%	100.0%
Teacher	Respondent's mother language	Afrikaans	Count		1				1
			% within Respondent's mother language		100.0%				100.0%
	Total		Count		1				1
			% within Respondent's mother language		100.0%				100.0%

1 (g)

Respondent's mother language * Use English to become clever * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to become clever					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count	4	7				11
			% within Respondent's mother language	36.4%	63.6%				100.0%
	English	Count	3	3	1		1	8	
			% within Respondent's mother language	37.5%	37.5%	12.5%		12.5%	100.0%
	Total		Count	7	10	1		1	19
			% within Respondent's mother language	36.8%	52.6%	5.3%		5.3%	100.0%
Learner	Respondent's mother language	Afrikaans	Count	5	1	1	3		10
			% within Respondent's mother language	50.0%	10.0%	10.0%	30.0%		100.0%
	English	Count	7	6	1		1	15	
			% within Respondent's mother language	46.7%	40.0%	6.7%		6.7%	100.0%
	Total		Count	12	7	2	3	1	25
			% within Respondent's mother language	48.0%	28.0%	8.0%	12.0%	4.0%	100.0%
Teacher	Respondent's mother language	Afrikaans	Count					1	1
			% within Respondent's mother language					100.0%	100.0%
	Total		Count					1	1
			% within Respondent's mother language					100.0%	100.0%

1 (h)

Respondent's mother language * Use English to be liked * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to be liked					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	4 36.4%	2 18.2%	4 36.4%	1 9.1%	11 100.0%	
		English	Count % within Respondent's mother language		2 22.2%	3 33.3%	1 11.1%	3 33.3%	
	Total	Count % within Respondent's mother language	4 20.0%	4 20.0%	7 35.0%	2 10.0%	3 15.0%	20 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		2 22.2%	3 33.3%	2 22.2%	2 22.2%	9 100.0%
		English	Count % within Respondent's mother language	4 26.7%	4 26.7%	4 26.7%	2 13.3%	1 6.7%	15 100.0%
	Total	Count % within Respondent's mother language	4 16.7%	6 25.0%	7 29.2%	4 16.7%	3 12.5%	24 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language					1 100.0%	1 100.0%
	Total	Count % within Respondent's mother language					1 100.0%	1 100.0%	

1 (i)

Respondent's mother language * Use English to live in this province * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to live in this province					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	6 54.5%	2 18.2%	3 27.3%		11 100.0%	
		English	Count % within Respondent's mother language	4 44.4%	2 22.2%	2 22.2%	1 11.1%	9 100.0%	
	Total	Count % within Respondent's mother language	10 50.0%	4 20.0%	5 25.0%	1 5.0%	20 100.0%		
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	5 45.5%	4 36.4%	1 9.1%		1 9.1%	11 100.0%
		English	Count % within Respondent's mother language	6 40.0%	4 26.7%	4 26.7%	1 6.7%	15 100.0%	
	Total	Count % within Respondent's mother language	11 42.3%	8 30.8%	5 19.2%	1 3.8%	1 3.8%	26 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%		1 100.0%	
	Total	Count % within Respondent's mother language			1 100.0%		1 100.0%		

1 (j)

Respondent's mother language * Use English to go to church * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to go to church					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	5 45.5%	1 9.1%	5 45.5%		11 100.0%	
		English	Count % within Respondent's mother language	3 33.3%	1 11.1%	3 33.3%	1 11.1%	1 100.0%	
	Total	Count % within Respondent's mother language	8 40.0%	2 10.0%	8 40.0%	1 5.0%	1 5.0%	20 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	6 60.0%	1 10.0%	3 30.0%		10 100.0%	
		English	Count % within Respondent's mother language	9 64.3%	3 21.4%		2 14.3%	14 100.0%	
	Total	Count % within Respondent's mother language	15 62.5%	4 16.7%	3 12.5%	2 8.3%		24 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language				1 100.0%	1 100.0%	
	Total	Count % within Respondent's mother language				1 100.0%	1 100.0%		

1 (k)

Respondent's mother language * Use English to sing * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to sing					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	3 30.0%	2 20.0%	3 30.0%	2 20.0%		10 100.0%
		English	Count % within Respondent's mother language		4 44.4%	2 22.2%	3 33.3%		9 100.0%
	Total	Count % within Respondent's mother language	3 15.8%	6 31.6%	5 26.3%	5 26.3%		19 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 10.0%	3 30.0%	3 30.0%	3 30.0%		10 100.0%
		English	Count % within Respondent's mother language	1 7.1%	3 21.4%	5 35.7%	3 21.4%	2 14.3%	14 100.0%
	Total	Count % within Respondent's mother language	2 8.3%	6 25.0%	8 33.3%	6 25.0%	2 8.3%	24 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language				1 100.0%		1 100.0%
	Total	Count % within Respondent's mother language				1 100.0%		1 100.0%	

1 (l)

Respondent's mother language * Use English to play sport * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to play sport					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	3 27.3%	2 18.2%	4 36.4%	2 18.2%	11 100.0%	
		English	Count % within Respondent's mother language		3 33.3%	1 11.1%	3 33.3%	2 22.2%	9 100.0%
	Total	Count % within Respondent's mother language	3 15.0%	5 25.0%	5 25.0%	5 25.0%	2 10.0%	20 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 12.5%	4 50.0%	2 25.0%		1 12.5%	8 100.0%
		English	Count % within Respondent's mother language	3 21.4%	3 21.4%	3 21.4%	2 14.3%	3 21.4%	14 100.0%
	Total	Count % within Respondent's mother language	4 18.2%	7 31.8%	5 22.7%	2 9.1%	4 18.2%	22 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%		1 100.0%	
	Total	Count % within Respondent's mother language			1 100.0%		1 100.0%		

1 (m)

Respondent's mother language * Use English to bring up children * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to bring up children					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	5 45.5%	2 18.2%	2 18.2%	1 9.1%	1 9.1%	11 100.0%
		English	Count % within Respondent's mother language	4 44.4%	3 33.3%	1 11.1%	1 11.1%		9 100.0%
	Total	Count % within Respondent's mother language	9 45.0%	5 25.0%	3 15.0%	2 10.0%	1 5.0%	20 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language				1 33.3%	2 66.7%	3 100.0%
		English	Count % within Respondent's mother language		1 33.3%		1 33.3%	1 33.3%	3 100.0%
	Total	Count % within Respondent's mother language		1 16.7%		2 33.3%	3 50.0%	6 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 100.0%				1 100.0%
	Total	Count % within Respondent's mother language		1 100.0%				1 100.0%	

1 (n)

Respondent's mother language * Use English to go shopping * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to go shopping					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	5 45.5%	4 36.4%	2 18.2%		11 100.0%	
		English	Count % within Respondent's mother language	2 25.0%	4 50.0%	1 12.5%	1 12.5%	8 100.0%	
	Total	Count % within Respondent's mother language	7 36.8%	8 42.1%	3 15.8%	1 5.3%	19 100.0%		
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 14.3%	1 14.3%	2 28.6%	2 28.6%	1 14.3%	7 100.0%
		English	Count % within Respondent's mother language	1 7.1%	7 50.0%	5 35.7%		1 7.1%	14 100.0%
	Total	Count % within Respondent's mother language	2 9.5%	8 38.1%	7 33.3%	2 9.5%	2 9.5%	21 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%		1 100.0%	
	Total	Count % within Respondent's mother language			1 100.0%		1 100.0%		

1 (o)

Respondent's mother language * Use English to make phone calls * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to make phone calls					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	5 45.5%	2 18.2%	3 27.3%	1 9.1%		11 100.0%
		English	Count % within Respondent's mother language	3 33.3%	1 11.1%	5 55.6%			9 100.0%
	Total	Count % within Respondent's mother language	8 40.0%	3 15.0%	8 40.0%	1 5.0%		20 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	2 20.0%	2 20.0%	3 30.0%	2 20.0%	1 10.0%	10 100.0%
		English	Count % within Respondent's mother language	1 7.1%	2 14.3%	8 57.1%	2 14.3%	1 7.1%	14 100.0%
	Total	Count % within Respondent's mother language	3 12.5%	4 16.7%	11 45.8%	4 16.7%	2 8.3%	24 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 100.0%				1 100.0%
	Total	Count % within Respondent's mother language		1 100.0%				1 100.0%	

1 (p)

Respondent's mother language * Use English to succeed at school * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to succeed at school					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	8 72.7%	1 9.1%	2 18.2%		11 100.0%	
		English	Count % within Respondent's mother language	3 33.3%	2 22.2%	2 22.2%	2 22.2%	9 100.0%	
	Total	Count % within Respondent's mother language	11 55.0%	3 15.0%	4 20.0%	2 10.0%	20 100.0%		
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	5 62.5%	1 12.5%		2 25.0%	8 100.0%	
		English	Count % within Respondent's mother language	8 61.5%	4 30.8%	1 7.7%		13 100.0%	
	Total	Count % within Respondent's mother language	13 61.9%	5 23.8%	1 4.8%	2 9.5%	21 100.0%		
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%		1 100.0%	
	Total	Count % within Respondent's mother language			1 100.0%		1 100.0%		

1 (q)

Respondent's mother language * Use English to be accepted in the community * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to be accepted in the community					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	4 36.4%	4 36.4%	2 18.2%		1 9.1%	11 100.0%
		English	Count % within Respondent's mother language	1 11.1%	1 11.1%	2 22.2%	3 33.3%	2 22.2%	9 100.0%
	Total	Count % within Respondent's mother language	5 25.0%	5 25.0%	4 20.0%	3 15.0%	3 15.0%	20 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	3 30.0%	3 30.0%	1 10.0%	3 30.0%		10 100.0%
		English	Count % within Respondent's mother language	3 25.0%	7 58.3%	1 8.3%	1 8.3%		12 100.0%
	Total	Count % within Respondent's mother language	6 27.3%	10 45.5%	2 9.1%	4 18.2%		22 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 100.0%				1 100.0%
	Total	Count % within Respondent's mother language		1 100.0%				1 100.0%	

1 (r)

Respondent's mother language * Use English to talk to friends at school * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to talk to friends at school				Total
				Very Important	Important	Sometimes important	Mostly not important	
Parent	Respondent's mother language	Afrikaans	Count	5	5	1		11
			% within Respondent's mother language	45.5%	45.5%	9.1%		100.0%
	English	Count	1	5	2	1	9	
			% within Respondent's mother language	11.1%	55.6%	22.2%	11.1%	100.0%
	Total		Count	6	10	3	1	20
			% within Respondent's mother language	30.0%	50.0%	15.0%	5.0%	100.0%
Learner	Respondent's mother language	Afrikaans	Count	5	1	3	1	10
			% within Respondent's mother language	50.0%	10.0%	30.0%	10.0%	100.0%
	English	Count	4	5	2	2	13	
			% within Respondent's mother language	30.8%	38.5%	15.4%	15.4%	100.0%
	Total		Count	9	6	5	3	23
			% within Respondent's mother language	39.1%	26.1%	21.7%	13.0%	100.0%
Teacher	Respondent's mother language	Afrikaans	Count		1			1
			% within Respondent's mother language		100.0%			100.0%
	Total		Count		1			1
			% within Respondent's mother language		100.0%			100.0%

1 (s)

Respondent's mother language * Use English to talk to teachers at school * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to talk to teachers at school					Total
				Very Important	Important	Sometimes important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count	6	4	1			11
			% within Respondent's mother language	54.5%	36.4%	9.1%			100.0%
	English	Count	1	4	1	1	1	8	
			% within Respondent's mother language	12.5%	50.0%	12.5%	12.5%	12.5%	100.0%
	Total		Count	7	8	2	1	1	19
			% within Respondent's mother language	36.8%	42.1%	10.5%	5.3%	5.3%	100.0%
Learner	Respondent's mother language	Afrikaans	Count	4	5			1	10
			% within Respondent's mother language	40.0%	50.0%			10.0%	100.0%
	English	Count	8	4	2			14	
			% within Respondent's mother language	57.1%	28.6%	14.3%			100.0%
	Total		Count	12	9	2		1	24
			% within Respondent's mother language	50.0%	37.5%	8.3%		4.2%	100.0%
Teacher	Respondent's mother language	Afrikaans	Count					1	1
			% within Respondent's mother language					100.0%	100.0%
	Total		Count					1	1
			% within Respondent's mother language					100.0%	100.0%

1 (t)

Respondent's mother language * Use English to talk to people out of school * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use English to talk to people out of school					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count	4	1	6			11
			% within Respondent's mother language	36.4%	9.1%	54.5%			100.0%
	English	Count	1	3	3	1		8	
		% within Respondent's mother language	12.5%	37.5%	37.5%	12.5%		100.0%	
Total		Count	5	4	9	1		19	
		% within Respondent's mother language	26.3%	21.1%	47.4%	5.3%		100.0%	
Learner	Respondent's mother language	Afrikaans	Count	3		3	1	2	9
			% within Respondent's mother language	33.3%		33.3%	11.1%	22.2%	100.0%
	English	Count	2	7	1	2	2	14	
		% within Respondent's mother language	14.3%	50.0%	7.1%	14.3%	14.3%	100.0%	
Total		Count	5	7	4	3	4	23	
		% within Respondent's mother language	21.7%	30.4%	17.4%	13.0%	17.4%	100.0%	
Teacher	Respondent's mother language	Afrikaans	Count			1			1
		% within Respondent's mother language			100.0%				100.0%
Total		Count			1			1	
		% within Respondent's mother language			100.0%			100.0%	





APPENDIX 10

2 July 2004

ANALYSIS Spearman's Rank-order correlation**USE OF AFRIKAANS**

2 (a)

Respondent's mother language * Use Afrikaans to make friends * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to make friends					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	2 22.2%	6 66.7%	1 11.1%			9 100.0%
		English	Count % within Respondent's mother language	1 20.0%		1 20.0%	2 40.0%	1 20.0%	5 100.0%
	Total	Count % within Respondent's mother language	3 21.4%	6 42.9%	2 14.3%	2 14.3%	1 7.1%	14 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	9 75.0%	1 8.3%	1 8.3%	1 8.3%		12 100.0%
		English	Count % within Respondent's mother language	1 9.1%	7 63.6%	2 18.2%		1 9.1%	11 100.0%
	Total	Count % within Respondent's mother language	10 43.5%	8 34.8%	3 13.0%	1 4.3%	1 4.3%	23 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 100.0%				1 100.0%
	Total	Count % within Respondent's mother language		1 100.0%				1 100.0%	

2 (b)

Respondent's mother language * Use Afrikaans to make plenty of money * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to make plenty of money					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		4 57.1%	3 42.9%			7 100.0%
		English	Count % within Respondent's mother language	1 20.0%		1 20.0%	2 40.0%	1 20.0%	5 100.0%
	Total	Count % within Respondent's mother language	1 8.3%	4 33.3%	4 33.3%	2 16.7%	1 8.3%	12 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	4 40.0%	4 40.0%	1 10.0%	1 10.0%		10 100.0%
		English	Count % within Respondent's mother language	6 40.0%	6 40.0%	1 6.7%	2 13.3%		15 100.0%
	Total	Count % within Respondent's mother language	10 40.0%	10 40.0%	2 8.0%	3 12.0%		25 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language				1 100.0%		1 100.0%
	Total	Count % within Respondent's mother language				1 100.0%		1 100.0%	

2 ©

Respondent's mother language * Use Afrikaans to read * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to read				Total
				Very Important	Important	Sometimes Important	Mostly not important	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	5 62.5%	3 37.5%			8 100.0%
		English	Count % within Respondent's mother language	2 40.0%	1 20.0%	2 40.0%		5 100.0%
	Total	Count % within Respondent's mother language	7 53.8%	4 30.8%	2 15.4%		13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	6 50.0%	2 16.7%	1 8.3%	3 25.0%	12 100.0%
		English	Count % within Respondent's mother language	11 78.6%	3 21.4%			14 100.0%
	Total	Count % within Respondent's mother language	17 65.4%	5 19.2%	1 3.8%	3 11.5%	26 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 100.0%			1 100.0%
	Total	Count % within Respondent's mother language		1 100.0%			1 100.0%	

2 (d)

Respondent's mother language * Use Afrikaans to write * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to write					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	5 62.5%	3 37.5%				8 100.0%
		English	Count % within Respondent's mother language	1 20.0%	2 40.0%	2 40.0%			5 100.0%
	Total	Count % within Respondent's mother language	6 46.2%	5 38.5%	2 15.4%			13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	5 45.5%	2 18.2%	2 18.2%		2 18.2%	11 100.0%
		English	Count % within Respondent's mother language	10 71.4%		3 21.4%	1 7.1%		14 100.0%
	Total	Count % within Respondent's mother language	15 60.0%	2 8.0%	5 20.0%	1 4.0%	2 8.0%	25 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 100.0%				1 100.0%
	Total	Count % within Respondent's mother language		1 100.0%				1 100.0%	

2 (e)

Respondent's mother language * Use Afrikaans to watch tv/videos * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to watch tv/videos					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 12.5%	3 37.5%	3 37.5%		1 12.5%	8 100.0%
		English	Count % within Respondent's mother language			4 80.0%	1 20.0%		5 100.0%
	Total	Count % within Respondent's mother language	1 7.7%	3 23.1%	7 53.8%	1 7.7%	1 7.7%	13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 8.3%	1 8.3%	6 50.0%	2 16.7%	2 16.7%	12 100.0%
		English	Count % within Respondent's mother language	2 13.3%	3 20.0%	4 26.7%	2 13.3%	4 26.7%	15 100.0%
	Total	Count % within Respondent's mother language	3 11.1%	4 14.8%	10 37.0%	4 14.8%	6 22.2%	27 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language				1 100.0%		1 100.0%
	Total	Count % within Respondent's mother language				1 100.0%		1 100.0%	

2 (f)

Respondent's mother language * Use Afrikaans to get a job * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to get a job					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 12.5%	5 62.5%	1 12.5%	1 12.5%		8 100.0%
		English	Count % within Respondent's mother language	1 20.0%		3 60.0%	1 20.0%		5 100.0%
	Total	Count % within Respondent's mother language	2 15.4%	5 38.5%	4 30.8%	2 15.4%		13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	4 33.3%	3 25.0%	2 16.7%	1 8.3%	2 16.7%	12 100.0%
		English	Count % within Respondent's mother language	10 71.4%	2 14.3%	1 7.1%	1 7.1%		14 100.0%
	Total	Count % within Respondent's mother language	14 53.8%	5 19.2%	3 11.5%	2 7.7%	2 7.7%	26 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 100.0%				1 100.0%
	Total	Count % within Respondent's mother language		1 100.0%				1 100.0%	

2 (g)

Respondent's mother language * Use Afrikaans to become clever * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to become clever					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	2 25.0%	5 62.5%	1 12.5%			8 100.0%
		English	Count % within Respondent's mother language		2 40.0%		1 20.0%	2 40.0%	5 100.0%
	Total	Count % within Respondent's mother language	2 15.4%	7 53.8%	1 7.7%	1 7.7%	2 15.4%	13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	3 30.0%	4 40.0%	1 10.0%	1 10.0%	1 10.0%	10 100.0%
		English	Count % within Respondent's mother language	6 40.0%	7 46.7%	1 6.7%	1 6.7%		15 100.0%
	Total	Count % within Respondent's mother language	9 36.0%	11 44.0%	2 8.0%	2 8.0%	1 4.0%	25 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language					1 100.0%	1 100.0%
	Total	Count % within Respondent's mother language					1 100.0%	1 100.0%	

2 (h)

Respondent's mother language * Use Afrikaans to be liked * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to be liked					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 12.5%	4 50.0%	2 25.0%	1 12.5%		8 100.0%
		English	Count % within Respondent's mother language	1 20.0%		1 20.0%	1 20.0%	2 40.0%	5 100.0%
	Total	Count % within Respondent's mother language	2 15.4%	4 30.8%	3 23.1%	2 15.4%	2 15.4%	13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	2 18.2%	3 27.3%	3 27.3%	3 27.3%		11 100.0%
		English	Count % within Respondent's mother language	4 26.7%	4 26.7%	5 33.3%	2 13.3%		15 100.0%
	Total	Count % within Respondent's mother language	6 23.1%	7 26.9%	8 30.8%	5 19.2%		26 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language					1 100.0%	1 100.0%
	Total	Count % within Respondent's mother language					1 100.0%	1 100.0%	

2 (i)

Respondent's mother language * Use Afrikaans to live in this province * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to live in this province					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count	1	4	2		1	8
			% within Respondent's mother language	12.5%	50.0%	25.0%		12.5%	100.0%
	English	Count	1		3	1			5
			% within Respondent's mother language	20.0%		60.0%	20.0%		100.0%
	Total		Count	2	4	5	1	1	13
			% within Respondent's mother language	15.4%	30.8%	38.5%	7.7%	7.7%	100.0%
Learner	Respondent's mother language	Afrikaans	Count	5	3		2		10
			% within Respondent's mother language	50.0%	30.0%		20.0%		100.0%
	English	Count	3	5	2	4			14
			% within Respondent's mother language	21.4%	35.7%	14.3%	28.6%		100.0%
	Total		Count	8	8	2	6		24
			% within Respondent's mother language	33.3%	33.3%	8.3%	25.0%		100.0%
Teacher	Respondent's mother language	Afrikaans	Count		1				1
			% within Respondent's mother language		100.0%				100.0%
	Total		Count		1				1
			% within Respondent's mother language		100.0%				100.0%

2 (j)

Respondent's mother language * Use Afrikaans to go to church * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to go to church					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count	1	3	3	1		8
			% within Respondent's mother language	12.5%	37.5%	37.5%	12.5%		100.0%
	English	Count	1		1	2			4
			% within Respondent's mother language	25.0%		25.0%	50.0%		100.0%
	Total		Count	2	3	4	3		12
			% within Respondent's mother language	16.7%	25.0%	33.3%	25.0%		100.0%
Learner	Respondent's mother language	Afrikaans	Count	6	2	1	1		10
			% within Respondent's mother language	60.0%	20.0%	10.0%	10.0%		100.0%
	English	Count	7	2	2	3	1		15
			% within Respondent's mother language	46.7%	13.3%	13.3%	20.0%	6.7%	100.0%
	Total		Count	13	4	3	4	1	25
			% within Respondent's mother language	52.0%	16.0%	12.0%	16.0%	4.0%	100.0%
Teacher	Respondent's mother language	Afrikaans	Count				1		1
			% within Respondent's mother language				100.0%		100.0%
	Total		Count				1		1
			% within Respondent's mother language				100.0%		100.0%

2 (k)

Respondent's mother language * Use Afrikaans to go to church * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to go to church					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 12.5%	3 37.5%	3 37.5%	1 12.5%		8 100.0%
		English	Count % within Respondent's mother language	1 25.0%		1 25.0%	2 50.0%		4 100.0%
	Total	Count % within Respondent's mother language	2 16.7%	3 25.0%	4 33.3%	3 25.0%		12 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	6 60.0%	2 20.0%	1 10.0%	1 10.0%		10 100.0%
		English	Count % within Respondent's mother language	7 46.7%	2 13.3%	2 13.3%	3 20.0%	1 6.7%	15 100.0%
	Total	Count % within Respondent's mother language	13 52.0%	4 16.0%	3 12.0%	4 16.0%	1 4.0%	25 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language				1 100.0%		1 100.0%
	Total	Count % within Respondent's mother language				1 100.0%		1 100.0%	

2 (l)

Respondent's mother language * Use Afrikaans to sing * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to sing					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 12.5%	4 50.0%	2 25.0%	1 12.5%		8 100.0%
		English	Count % within Respondent's mother language		1 20.0%	3 60.0%	1 20.0%		5 100.0%
	Total	Count % within Respondent's mother language	1 7.7%	5 38.5%	5 38.5%	2 15.4%		13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	2 20.0%	5 50.0%	2 20.0%	1 10.0%		10 100.0%
		English	Count % within Respondent's mother language	2 15.4%		8 61.5%	2 15.4%	1 7.7%	13 100.0%
	Total	Count % within Respondent's mother language	4 17.4%	5 21.7%	10 43.5%	3 13.0%	1 4.3%	23 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language					1 100.0%	1 100.0%
	Total	Count % within Respondent's mother language					1 100.0%	1 100.0%	

2 (m)

Respondent's mother language * Use Afrikaans to play sport * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to play sport					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		3 37.5%	3 37.5%	1 12.5%	1 12.5%	8 100.0%
		English	Count % within Respondent's mother language		1 20.0%	1 20.0%	1 20.0%	2 40.0%	5 100.0%
	Total	Count % within Respondent's mother language		4 30.8%	4 30.8%	2 15.4%	3 23.1%	13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 10.0%	2 20.0%	1 10.0%	2 20.0%	4 40.0%	10 100.0%
		English	Count % within Respondent's mother language	3 20.0%	5 33.3%	3 20.0%	3 20.0%	1 6.7%	15 100.0%
	Total	Count % within Respondent's mother language	4 16.0%	7 28.0%	4 16.0%	5 20.0%	5 20.0%	25 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%			1 100.0%
	Total	Count % within Respondent's mother language			1 100.0%			1 100.0%	

2 (n)

Respondent's mother language * Use Afrikaans to bring up children * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to bring up children					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	2 25.0%	4 50.0%	1 12.5%	1 12.5%		8 100.0%
		English	Count % within Respondent's mother language	1 20.0%	1 20.0%	2 40.0%	1 20.0%		5 100.0%
	Total	Count % within Respondent's mother language	3 23.1%	5 38.5%	3 23.1%	2 15.4%		13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 50.0%			1 50.0%	2 100.0%
		English	Count % within Respondent's mother language	2 28.6%	1 14.3%	2 28.6%		2 28.6%	7 100.0%
	Total	Count % within Respondent's mother language	2 22.2%	2 22.2%	2 22.2%		3 33.3%	9 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%			1 100.0%
	Total	Count % within Respondent's mother language			1 100.0%			1 100.0%	

2 (o)

Respondent's mother language * Use Afrikaans to go shopping * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to go shopping					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 12.5%	4 50.0%	2 25.0%	1 12.5%	8 100.0%	
		English	Count % within Respondent's mother language			3 60.0%	2 40.0%	5 100.0%	
	Total	Count % within Respondent's mother language	1 7.7%	4 30.8%	5 38.5%	3 23.1%	13 100.0%		
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	2 18.2%	3 27.3%	1 9.1%	3 27.3%	2 18.2%	11 100.0%
		English	Count % within Respondent's mother language	2 14.3%	7 50.0%	3 21.4%	1 7.1%	1 7.1%	14 100.0%
	Total	Count % within Respondent's mother language	4 16.0%	10 40.0%	4 16.0%	4 16.0%	3 12.0%	25 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%		1 100.0%	
	Total	Count % within Respondent's mother language			1 100.0%		1 100.0%		

2 (p)

Respondent's mother language * Use Afrikaans to make phone calls * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to make phone calls					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 12.5%	4 50.0%	2 25.0%	1 12.5%	8 100.0%	
		English	Count % within Respondent's mother language		1 20.0%	3 60.0%	1 20.0%	5 100.0%	
	Total	Count % within Respondent's mother language	1 7.7%	5 38.5%	5 38.5%	2 15.4%	13 100.0%		
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 9.1%	1 9.1%	4 36.4%	2 18.2%	3 27.3%	11 100.0%
		English	Count % within Respondent's mother language	1 6.7%	2 13.3%	5 33.3%	3 20.0%	4 26.7%	15 100.0%
	Total	Count % within Respondent's mother language	2 7.7%	3 11.5%	9 34.6%	5 19.2%	7 26.9%	26 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%		1 100.0%	
	Total	Count % within Respondent's mother language			1 100.0%		1 100.0%		

2 (q)

Respondent's mother language * Use Afrikaans to succeed at school * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to succeed at school					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	3 37.5%	3 37.5%	2 25.0%			8 100.0%
		English	Count % within Respondent's mother language	2 40.0%	1 20.0%	1 20.0%	1 20.0%		5 100.0%
	Total	Count % within Respondent's mother language	5 38.5%	4 30.8%	3 23.1%	1 7.7%		13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	7 63.6%	2 18.2%		1 9.1%	1 9.1%	11 100.0%
		English	Count % within Respondent's mother language	9 60.0%	1 6.7%	3 20.0%	1 6.7%	1 6.7%	15 100.0%
	Total	Count % within Respondent's mother language	16 61.5%	3 11.5%	3 11.5%	2 7.7%	2 7.7%	26 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 100.0%				1 100.0%
	Total	Count % within Respondent's mother language		1 100.0%				1 100.0%	

2 ©

Respondent's mother language * Use Afrikaans to be accepted in the community * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to be accepted in the community					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		6 75.0%	1 12.5%	1 12.5%		8 100.0%
		English	Count % within Respondent's mother language	1 20.0%		1 20.0%	1 20.0%	2 40.0%	5 100.0%
	Total	Count % within Respondent's mother language	1 7.7%	6 46.2%	2 15.4%	2 15.4%	2 15.4%	13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	3 30.0%	1 10.0%	3 30.0%	2 20.0%	1 10.0%	10 100.0%
		English	Count % within Respondent's mother language	7 46.7%	3 20.0%	3 20.0%	2 13.3%		15 100.0%
	Total	Count % within Respondent's mother language	10 40.0%	4 16.0%	6 24.0%	4 16.0%	1 4.0%	25 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language					1 100.0%	1 100.0%
	Total	Count % within Respondent's mother language					1 100.0%	1 100.0%	

2 (s)

Respondent's mother language * Use Afrikaans to talk to friends at school * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to talk to friends at school					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		7 87.5%	1 12.5%			100.0%
		English	Count % within Respondent's mother language	1 20.0%	1 20.0%	2 40.0%	1 20.0%		100.0%
	Total	Count % within Respondent's mother language	1 7.7%	8 61.5%	3 23.1%	1 7.7%		1 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	4 36.4%	2 18.2%	2 18.2%	3 27.3%		1 100.0%
		English	Count % within Respondent's mother language		7 50.0%	4 28.6%	2 14.3%	1 7.1%	1 100.0%
	Total	Count % within Respondent's mother language	4 16.0%	9 36.0%	6 24.0%	5 20.0%	1 4.0%	2 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%			1 100.0%
	Total	Count % within Respondent's mother language			1 100.0%			1 100.0%	

2 (t)

Respondent's mother language * Use Afrikaans to talk to teachers at school * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to talk to teachers at school				Total
				Very Important	Important	Sometimes Important	Mostly not important	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	1 12.5%	6 75.0%	1 12.5%		8 100.0%
		English	Count % within Respondent's mother language	1 20.0%	3 60.0%		1 20.0%	5 100.0%
	Total	Count % within Respondent's mother language	2 15.4%	9 69.2%	1 7.7%	1 7.7%	13 100.0%	
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language	4 40.0%	2 20.0%	3 30.0%	1 10.0%	10 100.0%
		English	Count % within Respondent's mother language	7 50.0%		5 35.7%	2 14.3%	14 100.0%
	Total	Count % within Respondent's mother language	11 45.8%	2 8.3%	8 33.3%	3 12.5%	24 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%		1 100.0%
	Total	Count % within Respondent's mother language			1 100.0%		1 100.0%	

2 (u)

Respondent's mother language * Use Afrikaans to talk to people out of school * Parent-learner-teacher Crosstabulation

Parent-learner-teacher				Use Afrikaans to talk to people out of school					Total
				Very Important	Important	Sometimes Important	Mostly not important	Not important at all	
Parent	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		5 62.5%	3 37.5%		8 100.0%	
		English	Count % within Respondent's mother language	1 20.0%	1 20.0%	2 40.0%	1 20.0%	5 100.0%	
	Total	Count % within Respondent's mother language	1 7.7%	6 46.2%	5 38.5%	1 7.7%	13 100.0%		
Learner	Respondent's mother language	Afrikaans	Count % within Respondent's mother language		1 9.1%	3 27.3%	3 27.3%	4 36.4%	11 100.0%
		English	Count % within Respondent's mother language		3 21.4%	5 35.7%	1 7.1%	5 35.7%	14 100.0%
	Total	Count % within Respondent's mother language		4 16.0%	8 32.0%	4 16.0%	9 36.0%	25 100.0%	
Teacher	Respondent's mother language	Afrikaans	Count % within Respondent's mother language			1 100.0%		1 100.0%	
	Total	Count % within Respondent's mother language			1 100.0%		1 100.0%		

