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Some factors influencing the use of simultaneous interpreting as an alternative to parallel-medium teaching in tertiary education

A B S T R A C T Currently, a number of historical Afrikaans universities (i.e. North-West University, the University of the Free State and the University of Johannesburg) are experimenting with the use of simultaneous interpreting (using the whispered mode) as an alternative to parallel-medium teaching.

Simultaneous interpreting is discussed as a useful language policy management mechanism against the backdrop of a changing linguistic context at tertiary institutions. In the case of the University of Johannesburg's Kingsway Campus, a dramatic shift has taken place in the linguistic profile of learners over the past nine years. This shift has not only led to a need to reformulate the institution's language policy, but also poses challenges to the relevance of the languages of learning and teaching traditionally used, namely English and Afrikaans.

It was therefore decided to experiment with the use of simultaneous interpreting to provide teaching and thus additional linguistic support in the four languages prescribed by the University's language policy, namely English, Afrikaans, Sesotho sa Leboa and isiZulu. The project aimed at establishing how a multilingual context would impact on learners' language attitudes and what the repercussions of such attitudes would be on interpreting in the classroom.

This article reports on some of the factors found to influence the use of simultaneous interpreting at the University of Johannesburg, namely the hegemony of English, the extent of the linguistic diversity that has become characteristic of tertiary classrooms, and the impact of language attitudes.

Keywords: simultaneous interpreting, classroom interpreting, language policy, hegemony, language attitudes, language diversity

1. Background

In South Africa the language policies of tertiary educational institutions have been a point of serious concern and debate for a number of years as is evident from the First International Symposium on Multilingualism and Exclusion hosted by the University of the Free State from 24-26 April 2006, the Language Policy Colloquium on 5 July 2006 during the SAALA LSSA conference in Durban and the Conference on the Implementation of Language Policy in HEIs hosted by the University of South Africa on 5 and 6 October 2006. Historically Afrikaans-medium universities have been particularly affected by pressure to re-evaluate their policies and to provide teaching in English.

At the University of Johannesburg, the introduction of English as a language of learning and teaching (LOLT) in 1998 steadily led to an imbalance in the number of learners in Afrikaans and English classes, with a ratio of approximately 1:4 in favour of English. Learners attending English classes are, however, not necessarily first-language speakers of English.

During 2003 a study was conducted in which a series of seven lectures in Development Studies given by a lecturer of Ugandan descent was interpreted into Afrikaans for Afrikaans-speaking learners. The study was conducted against the background of the University's former language policy, which prescribed parallel-medium teaching, the inability of certain academic staff to teach in Afrikaans, and the feeling of some staff that the homogeneous nature of the Afrikaans classes hampered class discussion.

From the study it became evident that the use of simultaneous interpreting as an alternative to parallel teaching was not without hindrances, and it was concluded that "although there is technically-speaking no reason why simultaneous interpreting cannot be used as an alternative to duplicating classes, ... the hegemony of English could stand in the way of a fully fledged interpreting service" (Pienaar, 2004).

The study recommended that "it might be a solution not to limit interpreting to Afrikaans classes only, but to do away with parallel-medium instruction and rather introduce double-medium instruction where lecturers use their language of preference *coupled with interpretation into the other language(s)*. This will allow students the benefit of the knowledge base of the lecturer; the lecturer will have the benefit of speaking his/her language of preference; students should benefit from using their language of preference and furthermore multiculturalism will be enhanced as making use of the interpreting equipment will not be restricted to one group only" (Pienaar, 2004).

2. Relationship: interpreting and language policy implementation (in higher education)

Simultaneous interpreting is a useful language policy management mechanism in the sense that it facilitates access to information in a multilingual context. Recent years have witnessed the introduction of whispered interpreting in the South African higher education context to address the challenges posed by the changing landscape of higher education (Pienaar 2004; Van Rooy 2005). While a range of indigenous languages is used on a daily basis in a variety of domains in South Africa, English is the de facto academic lingua franca of higher education. The reality of transformation in higher education has resulted in an increased demand for the use of English

as a language of learning and teaching at historically Afrikaans universities. A case in point is the University of Johannesburg (UJ) situated in Gauteng, one of South Africa's most linguistically diverse provinces.

This paper reports on the preliminary results of a research project by the Department of Linguistics and Literary Theory at the University of Johannesburg (UJ) on whispered interpreting in a classroom context characterised by a high degree of linguistic diversity. The research project also aims at bringing to light learners' attitudes towards particular languages and their value in the higher education context against the backdrop of the role of English as the preferred LOLT.

3. A changing context: the University of Johannesburg (UJ)

The UJ was established on 1 January 2005, and is the result of a process of incorporating the East Rand Vista and the Soweto Vista Campuses into RAU University in January 2004 and merging in January 2005 with the Technikon Witwatersrand in accordance with the Minister of Education's proposals – issued in December 2002 and approved by Cabinet – for the transformation and restructuring of the institutional landscape of the higher education system. When RAU was officially opened it did not have an official language policy but in line with the University's aim to be Afrikaans in spirit and character, Afrikaans was the LOLT for some 20 years. This situation changed gradually from the late 1980s, when non-Afrikaans-speaking learners began enrolling at RAU. Measures to accommodate learners who preferred English as LOLT were introduced, e.g. study guides were made available in English and learners were able to write examinations in English.

Table 1: *Whispered simultaneous interpreting services provided at RAU in 2004 and UJ in 2005*

| Type of meeting/event | Number of meetings/ events interpreted | |
|---|---|-----------|
| | 2004 | 2005 |
| Council meetings | 4 | 1 |
| Institutional Forum meetings | 8 | 1 |
| Senate meetings | 5 | 4 |
| Faculty Board meetings | 16 | 16 |
| Management Committee meetings | 1 | 1 |
| NP van Wyk Louw Memorial Lecture | 1 | |
| Lectures in Dept of Anthropology and Development Studies ¹ | 9 | |
| Student Services Bureau | | 3 |
| Disciplinary hearings | | 1 |
| UJ welcome functions | | 1 |
| FSAC meetings | | 1 |
| TOTAL | 44 | 29 |

¹ See Pienaar (2004) for an exposition of this interpreting project.

However, over the past few years RAU's language dispensation changed fundamentally as a result of the influx of learners who prefer English as LOLT. The process of introducing parallel-medium instruction at RAU began in 1997, when it was decided that departments could offer courses on a parallel-medium basis. In practice, this resulted in separate classes, study guides and tutoring for English- and Afrikaans-speaking learners. In addition, RAU University provided resources such as translation and whispered interpreting facilities and services to support its multilingual policy (see Table 1 for an exposition of whispered interpreting services provided at RAU/UJ).

Unlike its predecessor, the Rand Afrikaans University, established in 1968, the UJ's learner profile is now characterised by a high degree of diversity (see Figure 1 for a breakdown of learners' home language distribution)².

In line with trends at other South African universities, the majority of learners prefer English as LOLT. At the Auckland Park Kingsway Campus only 16,5% of learners preferred Afrikaans as LOLT in 2005 (see Table 2).

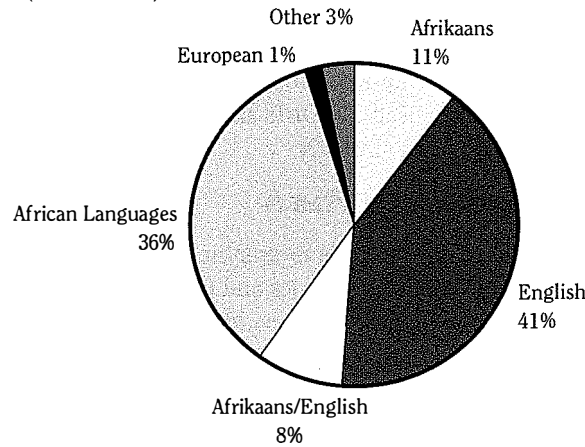


Figure 1: Language distribution at UJ according to learners' home language – 2005
(Source: UJ Institutional Development)

The UJ is committed to transforming itself into an African university that reflects and accommodates the cultural and linguistic diversity of its learners. Figure 1 gives an indication of this diversity. It shows a campus that has transformed from a previously monolingual campus into a linguistically diverse campus. A draft language policy recently developed in support of UJ's vision (UJ 2006: 1) recognises –

- 1.1. different languages as an asset to, and a reflection of, the rich diversity of the South African nation;
- 1.2 the important role of language in promoting respect for people's human dignity, and realising the objective of the transformation process to build a free and just democracy; and
- 1.3 the barriers formed by language practices in the past, also in education, and the need to

² It is important, however, to note that this data, captured from registration forms, does not necessarily reflect the current sociolinguistic reality of UJ's learners since the forms only capture bilingual proficiency in the Afrikaans-English configuration, and not in the English-African language configuration.

cultivate instead a spirit of mutual tolerance, respect and inclusiveness in all matters relating to language".

The emphasis on promoting linguistic diversity as enshrined in the Constitution's language clauses and the requirement in par. 18 of government's Language Policy for Higher Education (2002) is the backdrop for UJ's draft language policy. UJ's draft language policy therefore designates four of the languages of the Gauteng province, i.e. "Sesotho sa Leboa, isiZulu, English and Afrikaans, as its primary languages for academic, administrative, communication and marketing purposes" (UJ 2006: 2). The University is committed to providing progressively for teaching, learning and assessment in these four languages, "taking the existing position as the point of departure" (UJ 2006: 2). As far as the existing position at UJ is concerned, the status quo which preceded the merger is maintained. English is therefore currently the only LOLT and language of administration on all campuses except the Auckland Park Kingsway Campus, where English and Afrikaans are used as LOLTs and for administrative purposes. The bilingual policy on this UJ campus is perfectly in line with par. 15.4.4. of the Language Policy for Higher Education. In terms of this provision, universities may, "through a range of strategies, including the adoption of parallel and dual language medium options", retain Afrikaans as LOLT. At undergraduate level both languages are used as LOLTs and at postgraduate level the medium of tuition is determined on an ad hoc basis (Table 2).

4. Extending the interpreting service: Plan A

In accordance with the changing face of learner demographics, and following the results of the 2003 interpreting study, the Department of Linguistics and Literary Theory at UJ embarked on a project at the beginning of 2006, in which the two second-year groups (English and Afrikaans respectively) in Literary Theory were not split on the basis of language preference, but incorporated into one group. The idea was that the medium of teaching would alternate between English and Afrikaans, with interpreting into isiZulu also provided. IsiZulu was chosen since the language policy of the University of Johannesburg identified isiZulu and Sesotho sa Leboa as the two indigenous languages (apart from Afrikaans) that needed to be promoted within the university context. The intention was to start with isiZulu and later to extend the interpreting service to Sesotho sa Leboa. In practice this would have meant that when a class was offered in Afrikaans, it would be interpreted into English and isiZulu, and when offered in English, it would be interpreted into Afrikaans and isiZulu. The hypothesis was that the incorporation of the two existing language groups and the provision of interpreting into a third language would counteract some of the problems encountered in the previous study, which showed that the hegemony of English seemed to have been a barrier in the use of simultaneous interpreting as an alternative to parallel-medium teaching.

However, when the Department met with the group at the beginning of 2006, it was clear that the experiment could not be done, as only one learner spoke isiZulu as a first language. As far as other mother-tongue and primary languages were concerned, the following emerged:

Owing to the extreme diversity of the group, with 11 languages in a group of 23 learners, and with only one primary language learner for isiZulu and one for Sesotho sa Leboa, it was decided not to use this particular group for the experiment as it did not make sense to provide a service that would potentially benefit only one learner.

Table 2: *Language distribution according to preferred medium of instruction at UJ in 2005*
(Source: UJ Institutional Development)

| | Campus | PREFERRED LANGUAGE | | |
|----------------------|----------------------------|------------------------------------|----------------------------------|--------------------------------|
| | | Afrikaans Number of learners | English Number of learners | Total Number of learners |
| Postgraduate | Auckland Park Bunting Road | 1 | 572 | 573 |
| | Auckland Park Kingsway | 1 098 | 5 544 | 6 642 |
| | Doornfontein | 9 | 1 234 | 1 243 |
| | East Rand | | 38 | 38 |
| | Eloff Street | | 24 | 24 |
| | Soweto | | 49 | 49 |
| | TOTAL | 1 108 | 7 461 | 8 569 |
| Undergraduate | Auckland Park Bunting Road | 1 | 7 491 | 7 492 |
| | Auckland Park Kingsway | 3 500 | 16 243 | 19 743 |
| | Doornfontein | 2 | 6 699 | 6 701 |
| | East Rand | | 678 | 678 |
| | Eloff Street | | 275 | 275 |
| | Soweto | | 1 671 | 1 671 |
| | TOTAL | 3 503 | 33 057 | 36 560 |
| GRAND TOTAL | | 4 611 | 40 518 | 45 129 |

5. Extending the interpreting service: Plan B

As there were not enough isiZulu-speakers to experiment with interpreting into isiZulu, it was then decided to focus on the learners in Linguistics and Literary Theory 1 (LIW1). In order to determine the linguistic diversity of the class, a short questionnaire was distributed to all learners at the first meeting (see Appendix A). Apart from sociolinguistically relevant biographic information, the questionnaire also attempted to ascertain which languages were most commonly used as primary and additional languages. Furthermore, certain questions were indirectly aimed at establishing learners' attitudes and opinions towards specific languages, their thoughts and beliefs on diversity, and their language preferences, as well as their assessment of the value of particular languages as LOLT.

The design of the questionnaire departs from the assumption that attitudes towards diversity and the use of particular languages in the education domain could affect the success of introducing whispered simultaneous interpreting as a mechanism for promoting the University's multilingual language policy.

The questionnaire was completed by 103 learners. The high degree of linguistic diversity in respect of mother tongues was also evident in this case.

Table 3: Language profile of Linguistics and Literary Theory 2 (LIW2) learners at UJ in 2006

| Language | | Mother Tongue | | Primary Language | |
|--------------|------------------|---------------|---------------|------------------|---------------|
| | | No. | % | No. | % |
| 1 | English | 8 | 34,78 | 16 | 66,67 |
| 2 | Afrikaans | 6 | 26,09 | 5 | 20,83 |
| 3 | isiZulu | 1 | 4,35 | | |
| 4 | Setswana | 1 | 4,35 | | |
| 5 | Sesotho sa Leboa | 1 | 4,35 | 1 | 4,17 |
| 6 | isiXhosa | 2 | 8,7 | | |
| 7 | Xitsonga | 1 | 4,35 | | |
| 8 | SiSwati | 1 | 4,35 | | |
| 9 | Sesotho | 1 | 4,35 | | |
| 10 | German | 1 | 4,35 | 1 | 4,17 |
| 11 | Greek | | | 1 | 4,17 |
| TOTAL | | 23 | 100,02 | 24 | 100,01 |

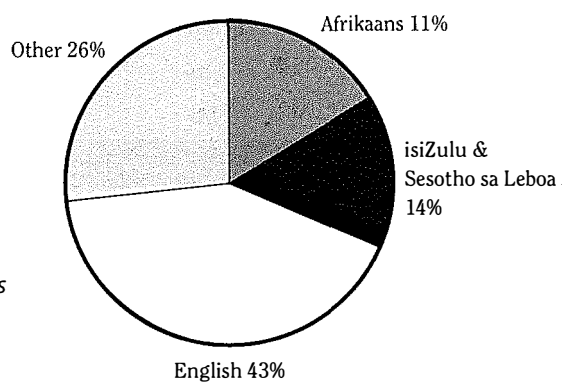


Figure 2: Distribution of Linguistics and Literary Theory 1 learners' mother tongues at UJ in 2006

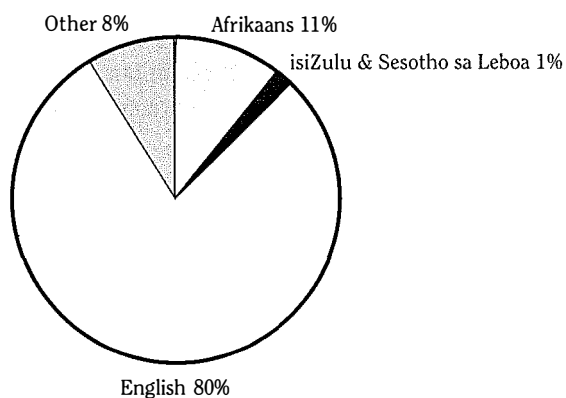


Figure 3: Distribution of Linguistics and Literary Theory 1 learners' preferred primary languages at UJ in 2006

Table 4: Language profile of Linguistics and Literary Theory 1 (LIW1) learners in respect of mother tongue, primary language and other languages at UJ in 2006

| | Language | Mother tongue ³ | | Primary language ⁴ | | Other home language(s) ⁵ | | Other SA language(s) ⁶ | |
|----|---------------------|----------------------------|------------|-------------------------------|------------|-------------------------------------|--------------|-----------------------------------|---------------|
| | | No. | % | No. | % | No. | % | No. | % |
| 1 | English | 44 | 42,72 | 80 | 80 | 7 | 10,45 | 10 | 12,66 |
| 2 | Afrikaans | 17 | 16,5 | 11 | 11 | 22 | 32,84 | 31 | 39,24 |
| 3 | English & Afrikaans | | | 1 | 1 | 1 | 1,49 | | |
| 4 | IsiXhosa | 9 | 8,74 | 2 | 2 | 2 | 2,99 | 3 | 3,8 |
| 5 | IsiZulu | 7 | 6,8 | 1 | 1 | 5 | 7,46 | 22 | 27,85 |
| 6 | Sesotho sa Leboa | 7 | 6,8 | | | 4 | 5,97 | 2 | 2,53 |
| 7 | Setswana | 6 | 5,83 | | | 2 | 2,99 | 5 | 6,33 |
| 8 | Sesotho | 4 | 3,88 | 3 | 3 | 5 | 7,46 | 4 | 5,06 |
| 9 | SiSwati | 3 | 2,91 | | | 1 | 1,49 | | |
| 10 | Xitsonga | 1 | 0,97 | | | 1 | 1,49 | 1 | 1,27 |
| 11 | Tshivenda | 1 | 0,97 | | | 1 | 1,49 | | |
| 12 | IsiNdebele | | | | | 2 | 2,99 | | |
| 13 | German | 2 | 1,94 | | | | | | |
| 14 | Arabic | | | | | | | | |
| 15 | Greek | 1 | 0,97 | 1 | 1 | | | | |
| 16 | Gujarati | 1 | 0,97 | 1 | 1 | 3 | 4,48 | | |
| 17 | Urdu | | | | | 3 | 4,48 | | |
| 18 | Hindi | | | | | 1 | 1,49 | | |
| 19 | French | | | | | 1 | 1,49 | | |
| 20 | Dutch | | | | | 1 | 1,49 | | |
| 21 | Polish | | | | | 1 | 1,49 | | |
| 22 | Danish | | | | | 1 | 1,49 | | |
| 23 | Portuguese | | | | | 1 | 1,49 | 1 | 1,27 |
| 24 | Italian | | | | | 1 | 1,49 | | |
| 25 | Malawian language | | | | | 1 | 1,49 | | |
| | TOTAL | 103 | 100 | 100 | 100 | 67 | 99,99 | 79 | 100,01 |

³ The language the learner grew up with.

⁴ Not the language the learner grew up with, but the language the learner uses most on a daily basis.

⁵ Other languages regularly spoken at the learner's home, e.g. mother and father speak different languages.

⁶ Other South African languages spoken by the respondent.

6. Language attitudes towards diversity in a higher education context where whispered interpreting is provided

The research project is based on the assumption that gauging language attitudes and perceptions could give an indication of the challenges facing the implementation of a policy of multilingualism in the higher education context. In this regard, the aim of the research project is to determine the values that learners attach to or associate with languages (their mother tongues, primary languages and other languages) and to ascertain the repercussions of these attitudes for interpreting in the classroom. The study is informed by the following psychosociological factors that could impact on using simultaneous interpreting as a language management tool in a linguistically diverse educational environment:

Any policy for language, especially in the system of education, has to take account of the attitude of those likely to be affected. In the long run, no policy will succeed which does not do one of three things: **conform to the expressed attitudes** of those involved; **persuade** those who express negative attitudes about the rightness of the policy; or seek to **remove the causes of the disagreement**. In any case knowledge about attitudes is fundamental to the formulation of a policy as well as to success in its implementation (Lewis in Baker, 2006: 211) [our emphasis].

The high degree of diversity of the LIW1 class is evident from Table 4, which indicates that the 103 learners speak 13 different mother tongues (10 of which are official languages of South Africa) and seven primary languages (five are official languages). Learners' language preferences are shown in Figure 3. There is a shift towards English as primary language: whereas some 40% of learners claimed that they grew up using English as their mother tongue, 80% chose to use English on a daily basis (i.e. as their primary language).

Learners' language preferences as captured in Figure 3 must be read in conjunction with their responses to Question 28, i.e. "In which language would you prefer to study for tests or exams?". Some 50% of the learners indicated that they would prefer their mother tongue, compared to 41% who opted for their primary language. The apparent contradiction of using English as primary communication vehicle as opposed to preferring the mother tongue for assessment purposes points to learners' assessments of the value of particular languages. Learners clearly viewed English as the language to be used for "status-raising situations" in "the larger, dominant community" (cf. Myers-Scotton 2006: 110) where the judgments of the group are of paramount importance.

According to Pienaar (2004), the single most important consideration for using whispered interpreting in a context marked by the dominance of English-speaking learners as an alternative to duplicating classes is the impact of the hegemony of English. Pienaar (2004) reports that Afrikaans-speaking learners who had initially expressed a need for tuition in Afrikaans increasingly became reluctant to use interpreting in the course of a few weeks. The results of the questionnaire administered to the LIW1 and LIW2 classes echo her findings that Afrikaans learners prefer tuition through the medium of their mother-tongue: two-thirds of the Afrikaans-speaking learners in the LIW1 class indicated their preference for being taught through the medium of their mother tongue (Table 5). The study aims to determine what these learners' response to simultaneous interpreting in the classroom would be; a factor that we argue is of pivotal

importance should the university wish to honour its commitment "to preserve and develop on all its campuses the designated languages in particular" and to "recognise the importance of the use of the first language" (UJ 2006: 2).

Table 5: Choice of language of tuition by Afrikaans-speaking learners in LIW1 and LIW2 classes (N = 22) at UJ – 2006

| Course | Afrikaans | | Afrikaans and English | | English | |
|--------------|-----------|--------------|-----------------------|-------------|----------|--------------|
| | No. | % | No. | % | No. | % |
| LIW1 | 11 | 50 | 0 | | 5 | 22,73 |
| LIW2 | 4 | 18,18 | 1 | 4,54 | 1 | 4,54 |
| TOTAL | 15 | 68,18 | 1 | 4,54 | 6 | 27,27 |

However, the fact that one third of the LIW1 class had the option to attend Afrikaans classes, but opted for English-medium classes instead, could be indicative of a language shift among Afrikaans-speaking learners similar to that alluded to above. However, the reasons for this tendency still need further investigation.

7. Extending the interpreting service: Plan C

The key to successful language management is judicious decision-making. The choice of enhancing learning and teaching practice in a highly diverse higher education context by using whispered simultaneous interpreting should be informed by situated language demographics and a sound understanding of the dynamics of current language attitudes and beliefs (ideologies). The extreme linguistic diversity that characterises the learner profile of the University of Johannesburg has serious implications for the use of simultaneous interpreting as a sustainable alternative to parallel-medium teaching, and even more for extending the mediums of tuition to include the two other languages indicated in the University's language policy, namely isiZulu and Sesotho sa Leboa. Furthermore, the current research also notes a tendency for non-native speakers of English to shift towards English, either by not attending Afrikaans-medium classes when they are Afrikaans speaking or, in the case of African-language-speaking learners, by indicating English as their language of preference for tuition.

However, if one returns to the words of Lewis quoted above, which state that a language policy, if it is to succeed, either has to conform to the attitudes of those involved, or to persuade those who express negative attitudes of the acceptability of the policy, or to seek to remove the causes of the disagreement, we are of the opinion that simultaneous interpreting does have a role to play in the tertiary lecture hall where university policy allows for the use of two languages as LOLT, especially as far as Lewis' second point is concerned.

Against this background, a course in Cross-Cultural Communication was offered in the four languages prescribed by the University's language policy, using simultaneous interpreting (inter alia) during the second half of 2006. Practical classes were offered in all four languages and the learning guide was translated into these languages. Clearly, it is too early to comment on the success of this endeavour. One of the project's objectives was to establish in what way the implementation of multilingualism would impact on language attitudes and beliefs. However,

the mere fact that it took six months to find a suitable group for the experiment does point to the impact of diversity on the suitability of offering a simultaneous interpreting service.

8. Conclusion

The fact that simultaneous interpreting is possible as an alternative to parallel and multi-medium teaching does not mean that it is necessarily feasible in all contexts. From a language management point of view, all policy interventions should, after all, be researched and evaluated to establish their impact and sustainability. The language attitudes and beliefs (ideologies) and the hegemony of English in the context of the linguistic diversity of the learner profile at a South African metropolitan university (in this case the University of Johannesburg) make such a service unlikely to benefit more than a very small percentage of learners. But then again, the relevance of providing such a service probably depends on the motives and objectives for rendering the service.

Questions such as the following require answers: Is it done to extend the benefits of mother-tongue education and in so doing "persuad[e] those learners with negative attitudes [of] the rightness of the policy and approach", to again refer to Lewis? Is it done to protect and develop minority languages? In the case of parallel-medium teaching: Is it done to protect a particular minority language? Or is it done to accommodate a language policy which, on the face of it, does not reflect the realities, preferences and attitudes of the community it is meant to serve?

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Appendix A: Questionnaire

Biographic information

1. Age
2. Male or Female
3. Name of city/town or suburb in which **you** currently live
4. Name of city/town or suburb in which **your parents** currently live
5. What are your parents' occupations?
 - a. Father:
 - b. Mother:
6. What career do you plan to follow after completion of your studies?
7. Field of study
 - a. Are you enrolled for a language course at the UJ?
 - b. If so, name the course (e.g. French 1A and 1B)
8. Mother tongue (the language with which you grew up)
9. Primary language (not necessarily the language with which you grew up, but the language you use most on a daily basis)
10. Other home languages (languages that are regularly spoken at home – e.g. if mother and father speak different languages)
11. Which other South African languages do you speak?
12. Languages taken at matric level and symbol obtained for each
13. Language or languages of tuition at preprimary school level
14. Language or languages of tuition at primary school level
15. Language or languages of tuition at high school level
16. Name the school you matriculated at
17. In which province is the school?
18. Which language did you choose as the language of tuition at the UJ?
19. Why?
20. In which language would you like to receive tuition at the UJ?
21. Why? (mark with an X)
 - a. It is my primary language and therefore the language in which I learn and perform best, and it will therefore open doors in the future.
 - b. It is my home language and therefore the language in which I learn and perform best, and it will therefore open doors in the future
 - c. It is the language used in the business world and it will therefore open doors in the future
 - d. Other reasons
22. My best friends speak –
 - a. the same mother tongue as I: Yes/No
 - b. languages other than my mother tongue: Yes/No (name the language or languages)
23. I am comfortable in the company of speakers of other languages: Yes/No
24. Do you think that your mother tongue is important to achieve success in your future career? Yes/No
25. If not, why not?
26. Which one of the languages that you speak do you find most beautiful?
 - a. Why do you find this language so beautiful?
27. Which one of the languages that you speak do you find the ugliest?
 - a. Why do you find this language so ugly?
28. In which language would you prefer to study for tests or exams? (mark with an X)
 - a. My mother tongue
 - b. My primary language
 - c. My second language (that is not my mother tongue or my primary language)
 - d. It doesn't matter
29. Why?

