and consequence of linguistic and cultural diversity (van Langenhoven 1999: 11, 12).

Introduction

necessary support. They also require extensive linguistic resources to provide the affected and their descendants with the language and culture they need in order to function effectively in the modern world. This paper discusses the role of language policy in supporting the development of multilingual education and the broader educational and cultural goals of South Africa's new 11-language policy of 1996 and the language act of 1996.

Vivian de Klerk and Gary Barkhuizen

African press: who calls the shots?

Language usage and attitudes in a South
Language usage and attitudes in a South African context.

In seeking evaluation and feedback on its progress, the Council of Government (COG) was asked to provide an opinion on the draft and final versions of the new policy. The COG's feedback was sought to ensure that the policy is in line with the principles of the Reconstruction and Development Programme (RDP) and that it reflects the needs of the people.

The Council's feedback was also sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The draft policy was presented to the Council of Government (COG) in April 1996. The COG's feedback was sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The Council's feedback was also sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The draft policy was presented to the Council of Government (COG) in April 1996. The COG's feedback was sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The Council's feedback was also sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The draft policy was presented to the Council of Government (COG) in April 1996. The COG's feedback was sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The Council's feedback was also sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The draft policy was presented to the Council of Government (COG) in April 1996. The COG's feedback was sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The Council's feedback was also sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The draft policy was presented to the Council of Government (COG) in April 1996. The COG's feedback was sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The Council's feedback was also sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The draft policy was presented to the Council of Government (COG) in April 1996. The COG's feedback was sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The Council's feedback was also sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The draft policy was presented to the Council of Government (COG) in April 1996. The COG's feedback was sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The Council's feedback was also sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The draft policy was presented to the Council of Government (COG) in April 1996. The COG's feedback was sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The Council's feedback was also sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The draft policy was presented to the Council of Government (COG) in April 1996. The COG's feedback was sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.

The Council's feedback was also sought to ensure that the policy is in line with the principles of the RDP and that it reflects the needs of the people.
Table 1. Realistic distribution of promises

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>3%</td>
<td>9%</td>
<td>3%</td>
<td>4%</td>
<td>9%</td>
<td>25%</td>
</tr>
<tr>
<td>Female</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
<td>9%</td>
<td>7%</td>
<td>10%</td>
<td>8%</td>
<td>9%</td>
<td>12%</td>
<td>52%</td>
</tr>
<tr>
<td>Male</td>
<td>6%</td>
<td>8%</td>
<td>9%</td>
<td>10%</td>
<td>12%</td>
<td>9%</td>
<td>14%</td>
<td>11%</td>
<td>12%</td>
<td>15%</td>
<td>62%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>22%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9%</td>
<td>14%</td>
<td>22%</td>
<td>23%</td>
<td>25%</td>
<td>31%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The процент distribution of promises is not even, with a higher percentage of promises falling in the middle categories (Table 1). This could be due to factors such as the leniency of the promise-giver, the cultural background of the promise-receiver, or the overall nature of the promises being made.

The English speaker finds it difficult to talk to an other person at times because promises are made with the expectation that they will be fulfilled. This can lead to a situation where promises are not kept, causing frustration among those who trust these promises.

The study explores the impact of promising on the satisfaction of the promise-receivers. It examines the effectiveness of promises in different cultural contexts and the role of promises in building trust and relationships.

In conclusion, promises play a crucial role in interpersonal communication. Understanding the dynamics of promising and its impact on satisfaction is essential for effective communication.
The pair's image shows that the most of the content is in English. The content appears to discuss the experiences of African speakers of Xhosa and English, particularly in the context of education and language learning. The text suggests that the speakers' proficiency in English was influenced by their experiences in school, where they were taught in English and had to adapt to a new language environment. The text also mentions the challenges and the fluidity of language acquisition, highlighting the importance of context and environment in learning language.

The text briefly touches on the history of the Xhosa language and its integration into the formal education system in South Africa. It highlights the importance of language education and the need for continued support in language learning, particularly for speakers of African languages. The text concludes with a reflection on the significance of language in identity and culture, emphasizing the role of language in shaping individual and collective experiences.

The text appears to be part of a larger discussion, possibly an essay or a report, on the experiences and challenges faced by speakers of African languages in English-speaking environments. The content suggests a narrative that is grounded in personal experience, providing insights into the linguistic and cultural dynamics that shape individual and collective identities.
The use of English in South Africa is a complex issue. While English is widely spoken, there is a need to address the language barrier and promote the understanding of other cultures. This requires a dialogue between different communities and an effort to bridge the gap between them. The government has taken steps to promote multilingual education and encourage the use of vernacular languages. However, there is still a long way to go in addressing the language divide, especially among younger generations. The importance of English cannot be overstated, as it is a language of opportunity and a means to connect with the world. It is crucial to strike a balance between preserving local languages and promoting English, ensuring that all voices are heard and valued. Conclusion: The use of English in South Africa is a complex issue that requires a multifaceted approach. By promoting multilingual education and encouraging dialogue, we can bridge the language divide and create a more inclusive society.
Initial overview, to discover English proficiency, appeared to be made.

African students often have no command of English. [WJ]

The issue is not a bilingual education. [WJ]

If the purpose is to achieve proficiency in English, [WJ]

It will help in their English to stick to Irish.

When they do not understand they will answer in Irish.

If the purpose is to achieve proficiency in Irish, [WJ]

I've never seen that. [WJ]

I'll see that parents help in English.

They have no command of Irish, [WJ]

Significance information

Language use and attitudes in a South African school

107
Understanding [H] that you can speak Xhosa, but speak English, people will
not understand you. In order to understand a problem, they need to
understand that it is a problem.

The problem is ... I have 89 years of being transferred to another place, the

continues of the previous.

informedness of the population on the farm is of utmost importance. English was

drawing, especially of the emotional issues. English was clearly

on consensual preferences and found that there was no apparent connection

inference. English is sometimes used as a form of one language

It seems even when information is a common language

understand this, we can start our Xhosa inference, "that is a problem."

Inference of regional information: English, the 

promotion of regional information: English. In the

presentation of certain experiences abroad. One of these is what happens

the audience there are no differences between the

whole. In essence, this is what happens when

succession to play an effect. We are born with this feeling that

introduction to participants. Before I start speaking, I must

expression of the participants. Before I start speaking, I must

expression of the participants. Before I start speaking, I must

expression of the participants. Before I start speaking, I must

expression of the participants. Before I start speaking, I must

expression of the participants. Before I start speaking, I must
Adele Klein and G. Bathridge

Language usage and attitudinal in South African prison

111
CS: The formulation of a clear attention policy should be devoted to three areas at the initiation, the coordination, and the implementation.

Continuing remarks...

...you have to (I'll)... [weather]... we're going to formal sessions of any kind.

(see English dictionary) ... I don't have the attention one. (I'll) but the

...lack of formal support for the coordination/... there is, I can speak it and I don't understand it.

...expressed expectations for an ideal, hardly surmountable.

Describe the circumstances are very... embodiment in their instinctive

interpretation provided by native speakers.

such situations were especially prevalent because many writers and poets

Most had struggled to be understood at some stage during their

...to learn to express, you know (I'll)...

You go to one community. If you want a writer's attention to be effective or

...at the very best day I want to speak Xhosa. I want to

112 Y de Werx & C. Dukhaninen
References

Academic Papers distributed to students in the Department of Information and Communication Technology, University of the Western Cape, South Africa.

Notes

1. A grade paper (the Kert) and presentations in class expect on holding training.

115