# multilingual MANCHESTER

**Report 2012**

# A Study of Language Choice among Bilingual English-Cantonese Speakers in Manchester

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## 1. Introduction

Manchester, a city located in the northwest of England, is a multilingual urban center with a relatively large population of Chinese immigrants. According to a census of the Office for National Statistics (2001), the number of Chinese people in the northwest alone is 26,887. Historically, the majority of these immigrants to Britain comes from Hong Kong (Li 1994: 42-46) and the Canton (or Guangdong) province (Zai 2001: 681), whose main language is Cantonese, a Chinese dialect from the Yue group. The range of activities they engage in their country of destination seems to have been traditionally related with the catering trade for some reasons, among them their sometimes limited knowledge of English and lack technical labor skills; they also usually prefer to be self-employed in a trade which do not compete with the that of the British, but rather complements and diversifies it (Li 1994: 46-47).

Therefore, in the scenario at hand, Cantonese is a minority language in Britain – and, by extension, in Manchester as well – due to "population migrations into an existing nation-state" (Matras 2009: 46) whose official language – English, in this case – is different from that of their country of origin. Cases of language contact like this may eventually evolve, due to the communicative struggle between speakers of different languages or different varieties of the same language, to a situation of bilingualism. Besides, bilingualism may or may not evolve to a case of diglossia, where the two or more languages spoken gradually assume different and stable functions within the community (Fishman 1967). Their use becomes predictably restricted to different domains, which are "[t]he social and physical settings in which speakers find themselves" (Meyerhoff 2011: 121). Likewise, the immigrant minority language may cease to be spoken altogether, or be spoken by fewer and fewer members of the community within a few generations time. This is referred to as language shift.

Thus, following the path laid down by previous researches, the objective of the present study is to verify the patterns of language use in different domains and, more specifically, whether language shift is still a trend in course in the Cantonese-speaking community in Manchester (see Literature Review, next), or if there seems to be at least some indication of diglossia, even if restricted only to members of the community. This was done by comparing language use in different domains by speakers of different age groups. Therefore, on the one hand, this is an apparent time study, for the data was collected in a synchronic fashion; but, on the other hand, once we can compare our results with that of a previous study on the same community, it also falls into the category of trend (real time) studies.

## 2. Literature Review

Several studies on language use in Chinese communities around the world have been carried out in the past few decades. Holmes' et al. (1993) study in New Zealand, for instance, showed that 50.9% of the 51 members of the Chinese community in the Wellington area investigated spoke only English in the home domain. Cantonese was used more often in community events and in church, but mostly by old speakers (Holmes et al 1993: 10). It is important to mention that only members of the second, third, and fourth generations of New Zealand born Chinese

participated in this research. Still, this shows a strong sign of language shift towards English. A similar research was carried out by Li Wei (1994) on a Chinese community in Tyneside, in the northeast of England. This study also shows a trend of an "age-related language shift from Chinese monolingualism to English-dominant bilingualism" (Wei 1994: 179). Also, in Tyneside, evidence from a social-network analysis standpoint shows that members would show patterns of language use from generations other than their own depending on how they related to other members from the community, and society at large. For example, two older members of the community adopted patterns of bilingualism, instead of the expected Chinese monolingualism scenario, because they had more ties with non-Chinese than would have been expected from their generation (Wei 1994: 180). Finally, Lo (2007) reviewed a study she did in 2001 for her MA program at the University of Manchester on language use of the Chinese community in Manchester, England. She found that "there was three-generation variation in language use, with young people using much more English than Cantonese, the middle-aged generation code-switching between English and Cantonese especially when talking to their children, and the elderly being monolingual in Cantonese or Hakka" (Lo 2007: 12).

In the following section, we will present the methodology of this research project.


**3. Methodology**

**3.1. Research Areas and Methods to Gain Access to Informants**

In order to gather a great amount of data, we tried to cover as many areas and places in Manchester as possible. One of our main areas of interest was China Town. We tried to enter the community and went to restaurants, bakeries, supermarkets and souvenir shops to ask people to take part in our study. Furthermore, we also visited some Chinese restaurants, as well as the Manchester Chinese Christian Church, which are not located in China Town, but spread around the city centre. Also, due to the fact that we have native Chinese speakers in our group, we had the chance to get direct access to social networks of our interest and, therefore, another main research area was the circle of friendship of our native Chinese speakers.

Throughout the process of data collection, we had to expand our methods of gaining access to our informants. Our main method was a direct face-to-face consultation but we came across the problem that some informants were not willing to take part in our survey. Because of this, we also started to use other mediums of social interaction and contacted some informants by phone, e-mail, 'Skype' or via the social-networking website 'Facebook'.

**3.2. Form of Data Collection**

We decided to use a combination of social network and stratified (because focused on Cantonese-English bilinguals) random sampling techniques to approach our informants, obtaining the  data *per se* by applying a questionnaire. This self-administered questionnaire was designed based on the model suggested by Eva Codó in *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism* (Codó 2008: 171-176). The first part of the

questionnaire consisted of open-ended questions designed so the informants could provide us with biographical information, as well as information on their proficiency in both English and Cantonese. The second part focused on the use of these languages in different domains. In order to be as much inclusive as possible, we offered English and Cantonese versions of the questionnaire so that informants could choose.

The process of active fieldwork was restricted to one week and it was our aim to find 10 informants per group member. In order to be able to give a reliable statement on our hypothesis, we planned to find at least 5 informants per age group. Finally, 43 informants were willing to take part in our survey.

### 3.3. Method of Analyzing our Data

After the process of active fieldwork, we started to analyze our gathered data. For the purpose of creating a general scale that should show a pattern of language shift with age, we classified our informants into four age groups. In the next step, we summarized the findings and calculated the percentages, in order to transform our data into graphs and tables, which shall depict the general trend that gets visible in the findings.

### 3.4. Difficulties Encountered during the Analysis

The questionnaire we designed provided our informants with four choices for each domain according to the frequency of their use of English or Cantonese: 'always', 'most of the time', 'sometimes' and 'never'. When we analyzed the data of questionnaires, several informants ticked the columns 'sometimes' or 'almost' both for Cantonese and English languages at the same time, which complicated the analysis of our data. Due to this problem, we decided to combine the 'almost' and 'sometimes' options into a single category: 'both'. However, as it was our aim to find out whether our informants switch between two languages in the same social setting, we believe that this change to how we grouped the results does not influence the significance of the data to our proposed study.

In the following section we are going to present our findings along with the discussion, i.e., possible explanations for the patterns distinguished.

### 4. Findings and Discussion

After having collected the data, we decided to analyze them in two ways. On the one hand, the objective was to verify general patterns of language use in different domains, and, on the other hand, to consider how age in special is connected to language choice. By doing this, we expect to verify, as stated in the Introduction, general patterns of language use among different addressees, as well as whether there is evidence of continued language shift, as Lo (2001: 66) verified. We have organized some of the findings into figures and tables but, due space

limitations, please refer to the appendix for more details. Also, in tables 1 and 2, highest frequencies of language use for each age group are highlighted in red color.

## 4.1 Language choice in different domains

The Table 1 shows the general findings according to language use in the different domains. In the following part of the essay, these domains will be analyzed separately in more detail.

Table 1 - General findings in the domains analyzed

| Language Domains | English | Cantonese | Both |
|---|---|---|---|
| At home | 10.5% | 53.3% | 36.2% |
| At university | 56% | 4% | 40% |
| At work | 21.3% | 34.7% | 44% |
| Social life | 43.4% | 43.4% | 13.2% |

## 4.1.1 Home

In this domain, the informants reported to speak more Cantonese with their parents or/and partners. In comparison, there is a trend towards the use of both languages among siblings. Furthermore, there is a clear indication of higher use of Cantonese by older speakers (see Figure 1[1]). One interesting aspect in the home domain is that speakers aged 31-50 show more evidence of bilingualism when compared to the other age groups. The group under 20 is the only group that speaks English more than Cantonese at home; however, other groups of people roughly choose to speak Cantonese more than English at home (see Table 5 in the Appendix).
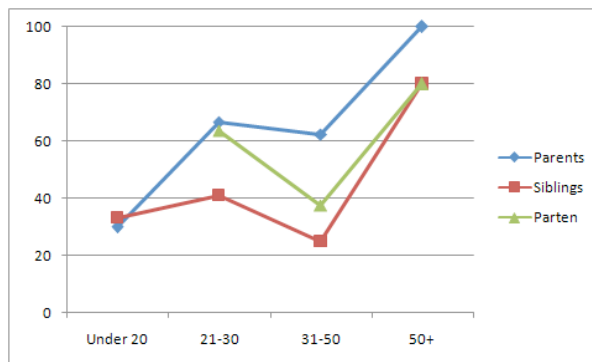


Figure 1 - Use of Cantonese in the home domain to different addresses (in % of speakers)

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[1] We decided to group informants by what language they reported to speak. In the case of Figure 1, as well as for Figures 4, 5 and 6, it means that they reported speaking either one or the other of the languages (i.e., 'Cantonese' *or* 'English'), or a combination of languages ('both'), for each of the situations and variables analyzed. 'Both' is evidence of code-switching, as we are going to discuss in section 4.2 'Age groups and language shift', ahead.

### 4.1.2 Workplace

In the workplace domain, the data shows that the older age groups speak more Cantonese than younger age groups. In Table 1, we can see that our informants also tend to speak more Cantonese with colleagues and their superiors than with costumers, with whom they choose to speak both languages (code-switching). An explanation for this might be that China Town can be seen a hub for Chinese commercial and social activities in Manchester, like catering and business, as well as general socialization. Employers and employees might be of likewise Chinese origin, and therefore prefer to use Cantonese among themselves, switching to English, in turn, when dealing with English-speaking customers.

Table 2 - Language use in the workplace domain

| At Work | Age groups | English | Cantonese | Both |
|---------|-----------|---------|-----------|------|
| colleagues | Under 20 | | | |
| | 20-30 | 35.7%(5) | 35.7%(5) | 28.5%(4) |
| | 31-50 | 25%(2) | 37.5%(3) | 37.5%(3) |
| | Over 50 | 0% | 75%(3) | 25%(1) |
| | | | | |
| Boss | Under 20 | | | |
| | 20-30 | 41.6%(5) | 41.6%(5) | 16.6%(2) |
| | 31-50 | 14.2%(1) | 42.8%(3) | 14.2%(3) |
| | Over 50 | 0% | 80%(4) | 20%(1) |
| | | | | |
| Customer | Under 20 | | | |
| | 20-30 | 30%(3) | 20%(2) | 50%(5) |
| | 31-50 | 0% | 14.2%(1) | 85.7%(6) |
| | Over 50 | 0% | 0% | 100%(5) |

### 4.1.3 University

At university, all groups tend to speak English rather than Cantonese. This is due to the fact that higher education is provided predominantly in English, which is the country's official language. However, there is clear indication of use of both languages with fellow students instead of English only, probably because Chinese international students tend to form close-knit social networks, preferring to speak their own language among each other.
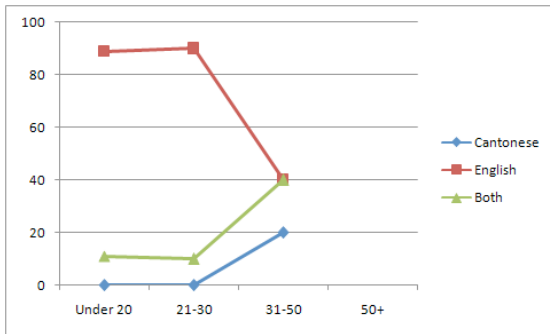
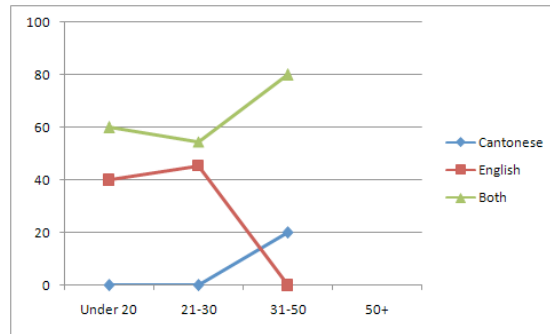Figure 2 - Language use with lecturer



Figure 3 - Language use with fellow  students

### 4.1.4 Social life

When speaking to native Cantonese-speaking friends in social life, there is a general trend towards the use of Cantonese, but informants aged under 20 prefer to speak both languages to a greater degree instead of displaying a monolingual Cantonese behavior. They could be either international students or British-born Chinese. In both cases, this might be, on the one hand, an attempt to fit in the British community by adopting the official language of the country; or, on the other hand, because other factors like topic of conversation and contextual elements could override the addressee factor making them code-switch between languages.

Furthermore, when speaking to native English-speaking friends, almost all informants prefer using English, with one exception: all five informants aged over 50 reported to use Cantonese only even when speaking to native English speakers (see Table 2). Perhaps this means speaking to younger members of the community (grandchildren, for instance) who might have been brought up in a household with English as dominant language (but we find it curious that they would perceive their grandchildren being non-native speakers; this could be an interesting study of language attitude from a sociological/anthropological perspective, i.e. how older speakers see language shift). Or it might have been because of their limited knowledge of English to actually engage in social interactions with non-Chinese other than the limited range of situations related to the workplace domain, i.e. when dealing with English speakers, Cantonese being their only available option. Finally, while it is easy to imagine that older speakers have less non-Chinese social contacts, even when they might eventually find themselves in a situation where they are expected to use English, they refuse to do so. As Meyerhoff (2011: 124) explained for the case of Hawai'ian Pidgin speakers, who would sometimes speak Pidgin even when they were aware that their interlocutors might not understand them, this might be attempt to mark ingroup and ethnical indentity.

Table 3 - Language use in social with native Cantonese and native English speaking friends

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| Social life | Age groups | English | Cantonese | Both |
|---|---|---|---|---|
| Native Cantonese speaker | Under 20 | 11.1%(1) | 22.2%(2) | 66.6%(6) |
| | 20-30 | 0% | 100%(20) | 0% |
| | 31-50 | 0% | 37.5%(3) | 62.5%(5) |
| | Over 50 | 0% | 100%(5) | 0% |
| | | | | |
| Native English speaker | Under 20 | 100%(8) | 0% | 0% |
| | 20-30 | 100%(21) | 0% | 0% |
| | 31-50 | 87.5%(7) | 12.5%(1) | 0% |
| | Over 50 | 0% | 100%(5) | 0% |

The findings, organized in the graphs and tables above, seem to indicate code-switching among different domains. In informal domains or situations, people tend to use more Cantonese, such as at home, for instance. However, people tend to use English more in formal domains, such as in the academia and at the workplace.

According to Wei (1994: 37-38), the Chinese community in Britain is comprised basically of three groups: (1) Hong Kong emigrants: "long-term residents in this country and British passport holders"; (2) exchange students, come from a number of Chinese-speaking countries to study mostly at institutions of higher education; and (3) urban professionals, "who have received Western-style education and many of whom have right to abode in Britain". Older speakers, who might be self-employed and have strong connections in the community, have less opportunity to Urban professionals and students, being more educated, have presumably more command of the English language, although they also tend to code-switch between English and Cantonese frequently.

**4.2 Age groups and language shift**

When looking into detail, age is a significant social factor that affects language choice within domains. The data seem to show roughly the same trend: in all domains, older speakers tend to use more Cantonese than younger ones, who, in turn, show preference for the national language, as can be seen in Figures 4 and 5. In the university domain, informants practically[2] do not use only Cantonese, adopting either a bilingual (with English as the dominant language) or a monolingual English behavior.

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[2] In fact, only one informant reported using only Cantonese at university, with lecturers and fellow students alike; this might be so perhaps because the informant was reporting the reality of his/her studies in their country of origin. The questionnaire did not specify this point.
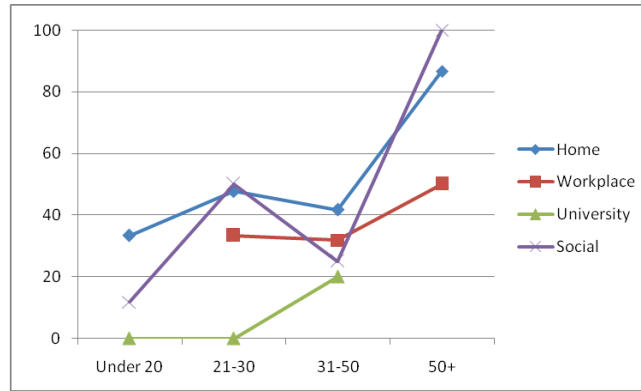
Figure 4 - Use of Cantonese (% of informants) in different domains by age groups
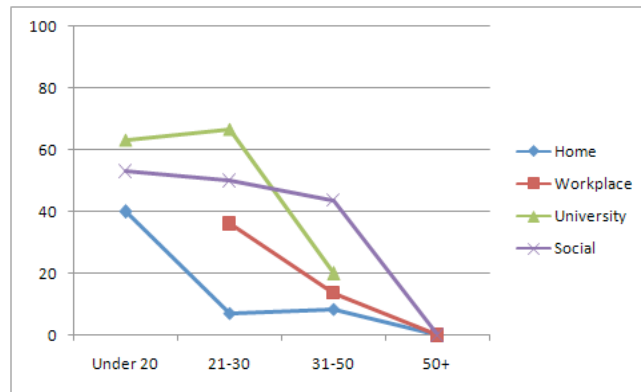


Figure 5 - Use of English (% of informants) in different domains by age groups

However, this is not a simple progression: as stated in the section 4.1.1 above, speakers aged 31-50 show a different pattern: they usually tend to use more both languages than the other age groups (see Figure 6).
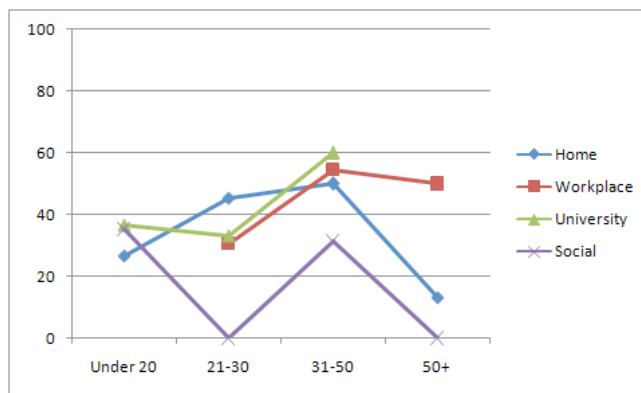


Figure 6 - Use of both languages (% of informants) in different domains by age groups

This actually follows a very well-documented pattern of language shift of minority languages towards the official language (Matras 2009: 50-51). This was also found in Wei's study in the Tyneside community: "[i]n sum, variations in language choice are thought to be primarily associated with age, with older speakers using either Chinese only or the Chinese-dominant language choice patterns, and the younger adopting either bilingual or English-dominant patterns" (Wei 1994: 103).

Furthermore, due to the fact that most of our informants are aged 21-30, we divided this group into two subgroups in order to find out about how the time of residence effects their bilingual behaviour. Table 3 shows that the group of people aged 21-30 who lives in Manchester for more than 5 years has a much higher ability of bilingualism than the group of people who lives in Manchester less than 5 years. The result indicates that the time of residence in Manchester plays a significant role in language code-switching. In this part, we will compare the ability of bilingualism of the two groups with different addressees. The general tendency or prediction that we can get from the data is that the longer life of residence, the higher ability of bilingualism.

Table 4 - Frequency of use of both languages (% of informants) when speaking to different addressees

|                    | More than 5 years | Less than 5 years |
|--------------------|-------------------|-------------------|
| Parents            | 40%               | 20%               |
| Brother and sister | 80%               | 20%               |
| Colleagues         | 29%               | 42.8%             |
| Boss               | 17%               | 0%                |
| Costumer           | 80%               | 40%               |
| Lecturer           | 11.1%             | 10%               |
| Fellow students    | 67%               | 80%               |
| Cantonese friends  | 40%               | 20%               |
| English friends    | 10%               | 0%                |

Although there is clear evidence of variation with age, as we discussed before, in Lo's study in the same community she argues that:

> age is not the classification criterion of the Chinese community in terms of language use since variation also exists between individuals among the same age group like the one between the British-born and non-British-born Chinese of the youth group. There is also a variation in the language use pattern between immigrants and British-born Chinese, the latter of whom tend to use more English and switch between Cantonese and English, and between immigrants from different countries of origin in that those from Hong Kong may use more English than those from the mainland China due to the difference in linguistic competence and language attitudes. (Lo 2001: 66).

In fact, Matras (2009: 50) argued that, due to the continued flux of immigration to Britain, as well as different information mediums such as Internet and newspapers, the patterns expected tend to differ from a simple one of language shift. In this context, bilingualism could be more encouraged, especially when it can become an important asset in the workplace.

So, while there is evidence of language shift if one tends to see the community as a single body of individuals sharing the same historical background, the picture can be misleading. Nowadays, it is easier to travel between one's home country and Britain, and information travels at speed of light. The Chinese community is actually much more complex than it might seem at first sight, with new members coming possibly every year, with many distinct backgrounds. Nonetheless, we hope to have given a fairly accurate account of the use of Cantonese-English bilinguals in Manchester.

## 6. Conclusion

The research we have done is a quantitative random sampling study. The data shows general trends of language choice of the Chinese community in Manchester among different domains. By comparing and contrasting with previous studies of language use in Chinese communities, such as Lo (2001) and Wei (1994), similar results were found. Within the domains analyzed, the data shows clear evidence of language shift between generations and code-switching to different addressees. The findings also suggest formality is one significant factor affecting language choice.

The questionnaire we designed contained a huge amount of data which can be used in other aspects of Cantonese language study. Since the focus of this report is language choice among different domains, we have select information in this aspect. However, there are much more to search for, and we would like to further investigate about Cantonese language use in Manchester in next opportunities.

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**Appendix**

**1. Questionnaire**
**Information Sheet**

Dear participant,

We are students of the University of Manchester and we would like to carry out a survey on the distribution and use of Cantonese in Manchester.

We would kindly ask you to fill in this form while crossing the appropriate circle or answering the questions on your own where space is provided. You can tick more than one circle if necessary. Furthermore, we would like to ask you to provide further information when you chose the possible answer "Others" in any of the questions.

If you do not feel comfortable answering any of the questions, you may leave them blank.

If you have any questions, feel free to contact us. You will find our contact details below：
 cantoneseinmanchester2012@gmail.com

 Thank you for taking part in our survey.


您好，

我們是曼徹斯特大學的學生 我們現在在進行一個有關粵語（廣東話）用法的問卷調查。

我們希望您能幫我們完成這份簡單的問卷，請在答案上打勾或者在空白的地方填上您的答案。您可以進行多項選擇。如果您的答案選項為'其他'，請您為我們提供進一步的資訊。

如果您認為您不方便回答某個問題，您可以跳過該問題。

如果您還有什麼建議或者疑問，請聯繫我們。以下是我們的聯繫方式。

cantoneseinmanchester2012@gmail.com

非常感謝您參與此次調□。

**Biographical Information:**

1. Sex:          o male                    o female
2. Age:
3. Place of birth:        o China            o UK    o Other: _____
4. Current residence:
5. How long have you been living in Manchester?
6. Current occupation:
7. Education:          o primary        o secondary            o higher
7.1. Where have you been educated?          o UK    o China            o Others

8. Where are your parents from?                    o UK                o China            o Other
8.1. How old are they?
     mother:        o 31-40          o 41-50          o 51-60          o 61-70          o 71+
     father:        o 31-40          o 41-50          o 51-60          o 61-70          o 71+

9. Where is your partner from?                    o UK    o China            o Other

**Language Acquisition:**

10. What is your first Language?                o English          o Cantonese      o Others

11. What is your second Language?  o English          o Cantonese      o Others

12. At what age did you learn your second language?
    o O-3 years old      o 03-12 years old    o 12+ years old
13. What other languages do you speak?

14. How would you rate your knowledge of the **English** language in:

Writing:                o 1      o 2      o 3      o 4      o 5
Speaking:                o 1      o 2      o 3      o 4      o 5
Listening:                o 1      o 2      o 3      o 4      o 5
Reading:                o 1      o 2      o 3      o 4      o 5
(Ranking Scale: 1= very good, 2 =quite good, 3= good, 4=fair 5= poor)

15. How would you rate your knowledge of **Cantonese** in:
Writing:                o 1      o 2      o 3      o 4      o 5

| | | | | |
|---|---|---|---|---|
| Speaking: | o 1 | o 2 | o 3 | o 4 o 5 |
| Listening: | o 1 | o 2 | o 3 | o 4 o 5 |
| Reading: | o 1 | o 2 | o 3 | o 4 o 5 |

(Ranking Scale: 1= very good, 2 =quite good, 3= good, 4=quite poor, 5= poor)

**Language Use and Choice:**

16. What language do you use when talking …

16.1 at home with your parents

| Language | never | sometimes | most of the time | all the time |
|---|---|---|---|---|
| English | | | | |
| Cantonese | | | | |
| Others | | | | |

At home with your partner

| Language | never | sometimes | most of the time | all the time |
|---|---|---|---|---|
| English | | | | |
| Cantonese | | | | |
| Others | | | | |

At home with your brother and sister

| Language | never | sometimes | most of the time | all the time |
|---|---|---|---|---|
| English | | | | |
| Cantonese | | | | |
| Others | | | | |

16.2 at work with your colleagues

| Language | never | sometimes | most of the time | all the time |
|---|---|---|---|---|
| English | | | | |
| Cantonese | | | | |
| Others | | | | |

At work with your boss

| Language | never | sometimes | most of the | all the time |
|---|---|---|---|---|

| | | | time | |
|---|---|---|---|---|
| English | | | | |
| Cantonese | | | | |
| Others | | | | |

At work with your costumers

| Language | never | sometimes | most of the time | all the time |
|---|---|---|---|---|
| English | | | | |
| Cantonese | | | | |
| Others | | | | |

16.3. at university with your lecturers

| Language | never | sometimes | most of the time | all the time |
|---|---|---|---|---|
| English | | | | |
| Cantonese | | | | |
| Others | | | | |

At university with your fellow students

| Language | never | sometimes | most of the time | all the time |
|---|---|---|---|---|
| English | | | | |
| Cantonese | | | | |
| Others | | | | |

16.4. in your social life with native Cantonese speaking friends

| Language | never | sometimes | most of the time | all the time |
|---|---|---|---|---|
| English | | | | |
| Cantonese | | | | |
| Others | | | | |

In your social life with native English speaking friends

| Language | never | sometimes | most of the time | all the time |
|---|---|---|---|---|
| English | | | | |
| Cantonese | | | | |
| Others | | | | |

**Language attitudes**

17. How important is it to use Cantonese in order to identify with your cultural heritage?

o 1    o 2    o 3    o 4

(ranking scale: 1= very important; 2= important; 3= fairly important ; 4= not important at all

**Thank you very much for your patience!**

**Cantonese version**

問卷：關於曼城粵語（廣東話）的相關調查

基本資訊：
1. 性別:              o 男          o 女
2. 年齡:
3. 國籍:
4. 現在居住地:
5. 你在曼城住了多久?
6. 現在職業:
7. 教育: o初等教育（小學，國中）o中等教育（高中）o 高等教育（大學及以上）

7.1. 在哪裡受教育?    o英國        o 中國 o 其它

8. 您的父母來自哪裡?        o英國          o 中國 o 其它

8.1.他們的年齡？
     母親: o 31-40        o 41-50        o 51-60        o 61-70        o 71+
     父親: o 31-40        o 41-50        o 51-60        o 61-70         o 71+

**Language Acquisition:**

10. 您的母語是? o英語 o粵語（廣東話） o 其它

11. 您的第二語言是?o英語 o粵語（廣東話） o 其它

12. 您從幾歲開始學習第二語言:
    o O-3歲 o 03-12歲 o 12+歲
13. 您還懂得什麼語言，請舉例?

14. 您如何評價您的英文水準？
(排列規則: 1= 非常好, 2 =不錯, 3= 一般, 4=略差, 5= 非常差)
寫作: o 1 o 2 o 3 o 4 o 5
口語: o 1 o 2 o 3 o 4 o 5
聽力: o 1 o 2 o 3 o 4 o 5
閱讀: o 1 o 2 o 3 o 4 o 5

15. 您如何評價您的粵語（廣東話）水準？
(排列規則: 1= 非常好, 2 =不錯, 3= 一般, 4=略差, 5= 非常差)
寫作: o 1 o 2 o 3 o 4 o 5
口語: o 1 o 2 o 3 o 4 o 5
聽力: o 1 o 2 o 3 o 4 o 5
閱讀: o 1 o 2 o 3 o 4 o 5

## 語言選用：
16. 您在以下情景下使用語言的情況是 :
    在家與父母交談

| 語言 | 從不 | 偶爾 | 經常 | 總是 |
|---|---|---|---|---|
| 英語 | | | | |
| 粵語（廣東話） | | | | |
| 其它 | | | | |

    在家與丈夫/妻子交談

| 語言 | 從不 | 偶爾 | 經常 | 總是 |
|---|---|---|---|---|
| 英語 | | | | |
| 粵語（廣東話 | | | | |

| ） | | | | |
|---|---|---|---|---|
| 其它 | | | | |

在家與兄弟姐妹交談

| 語言 | 從不 | 偶爾 | 經常 | 總是 |
|---|---|---|---|---|
| 英語 | | | | |
| 粵語（廣東話） | | | | |
| 其它 | | | | |

16.2在工作場合與領導交談

| 語言 | 從不 | 偶爾 | 經常 | 總是 |
|---|---|---|---|---|
| 英語 | | | | |
| 粵語（廣東話） | | | | |
| 其它 | | | | |

在工作場合與同事交談

| 語言 | 從不 | 偶爾 | 經常 | 總是 |
|---|---|---|---|---|
| 英語 | | | | |
| 粵語（廣東話） | | | | |
| 其它 | | | | |

在工作場合與顧客交談

| 語言 | 從不 | 偶爾 | 經常 | 總是 |
|---|---|---|---|---|
| 英語 | | | | |
| 粵語（廣東話） | | | | |
| 其它 | | | | |

16.3. 在學校與講師交談

| 語言 | 從不 | 偶爾 | 經常 | 總是 |
|---|---|---|---|---|
| 英語 | | | | |
| 粵語（廣東話） | | | | |

| 其它 | | | | |
|---|---|---|---|---|

在學校與同學交談

| 語言 | 從不 | 偶爾 | 經常 | 總是 |
|---|---|---|---|---|
| 英語 | | | | |
| 粵語（廣東話） | | | | |
| 其它 | | | | |

16.4. 在社會生活中與廣東話為母語為粵語的朋友交流

| 語言 | 從不 | 偶爾 | 經常 | 總是 |
|---|---|---|---|---|
| 英語 | | | | |
| 粵語（廣東話） | | | | |
| 其它 | | | | |

在社會生活中與廣東話為母語為英語的朋友交流

| 語言 | 從不 | 偶爾 | 經常 | 總是 |
|---|---|---|---|---|
| 英語 | | | | |
| 粵語（廣東話） | | | | |
| 其它 | | | | |

### 語言態度

17.您認為粵語（廣東話）是否有助於保有您的文化傳統？

o 1　　o 2　o 3　　o 4

(排列規則: 1= 非常有幫助, 2 =有幫助, 3= 有一點幫助, 4=無幫助)

### 非常感謝您的支持與幫助！

Table 5 - Language use in the home domain

| At home | Age groups | English | Cantonese | Both |
|---|---|---|---|---|
| Parents | Under 20 | 40%(4) | 30%(3) | 30%(2) |
| | 20-30 | 0% | 66.6%(14) | 33.3%(7) |
| | 31-50 | 0% | 62.5%(5) | 37.5%(3) |
| | Over 50 | 0% | 100%(5) | 0% |
| | | | | |
| Partner | Under 20 | | | |
| | 20-30 | 18.18%(2) | 63.6%(7) | 36.3%(4) |
| | 31-50 | 12.5%(1) | 37.5%(3) | 50%(4) |
| | Over 50 | 0% | 80%(4) | 20%(1) |
| | | | | |
| Brother and sister | Under 20 | 33.3%(2) | 33.3%(2) | 33.3%(2) |
| | 20-30 | 5.8%(1) | 41.1%(7) | 52.9%(9) |
| | 31-50 | 12.5%(1) | 25%(2) | 62.5%(5) |
| | Over 50 | 0% | 80%(4) | 20%(1) |

Table 6 - Language use in the University domain

| At University | Age groups | English | Cantonese | Both |
|---|---|---|---|---|
| Lecturer | Under 20 | 88.8%(8) | 0% | 11.1%(1) |
| | 20-30 | 90%(9) | 0% | 10%(1) |
| | 31-50 | 40%(2) | 20%(1) | 40%(2) |
| | Over 50 | | | |
| | | | | |
| Fellow Student | Under 20 | 40%(4) | 0% | 60%(6) |
| | 20-30 | 45.4%(5) | 0% | 54.5%(6) |
| | 31-50 | 0% | 20%(1) | 80%(4) |
| | Over 50 | | | |

Table 7 - Language use in the work domain

| At Work colleagues | Age groups | English | Cantonese | Both |
|---|---|---|---|---|
| | Under 20 | | | |
| | 20-30 | 35.7%(5) | 35.7%(5) | 28.5%(4) |
| | 31-50 | 25%(2) | 37.5%(3) | 37.5%(3) |
| | Over 50 | 0% | 75%(3) | 25%(1) |
| | | | | |
| Boss | Under 20 | | | |
| | 20-30 | 41.6%(5) | 41.6%(5) | 16.6%(2) |
| | 31-50 | 14.2%(1) | 42.8%(3) | 14.2%(3) |
| | Over 50 | 0% | 80%(4) | 20%(1) |
| | | | | |
| Customer | Under 20 | | | |
| | 20-30 | 30%(3) | 20%(2) | 50%(5) |
| | 31-50 | 0% | 14.2%(1) | 85.7%(6) |
| | Over 50 | 0% | 0% | 100%(5) |