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ANALYZING PARENTAL LANGUAGE ATTITUDES TOWARD CANTONESE,
MANDARIN AND ENGLISH IN GUANGDONG, CHINA

by

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When I looked back to the time that I was doing this research, I found it challenging but enjoyable. I spent more than a year conducting this study. I met some troubles at the beginning. For example, I was not allowed to do the survey collection at schools. Some directors of other institutions rejected me. Meanwhile, English was not my mother language. I had to spend more time reading and understand different theories.

Fortunately, my professors, Dr. Márquez and Dr. Carman kept encouraging me and helped me figure out various research issues. The guidance of Dr. Márquez helped me in all the time of research and writing of this thesis. Dr. Carman guided me to conduct a quantitative study and help me figure out all the statistics problems. I cannot imagine that I could finish this study without their guidance and help.

I appreciate my friend, Joy Fu. She is the director of Hanshi English Center. She let me do the survey collection at her institution and introduced me to other directors to continue my study. Without her, I might have given up doing research. I also thank my friend, Ping-Hsun Tsai. When I had no idea how to write my paper, he would help me organize the thinking and provide me with ideas to think logically.

I did a study about Cantonese because I want to protect my mother tongue from disappearing. When I noticed fewer children spoke Cantonese, and their parents preferred to speak Mandarin, I felt sad and worried. Even though the results I got indicate Cantonese will not disappear soon, I do not think Cantonese is secure since Cantonese is not used much. I may do more research regarding Cantonese in the future. Hopefully, I can inspire others to protect the Cantonese language and other Chinese languages.

ABSTRACT

ANALYZING PARENTAL LANGUAGE ATTITUDES TOWARD CANTONESE, MANDARIN AND ENGLISH IN GUANGDONG, CHINA

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University of Houston-Clear Lake, 2021

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Cantonese is the cultural marker of Guangdong, which is also the center of Yue culture. With the economic development of Guangdong, Mandarin and English are becoming popular and necessary for people. This study investigated parents' language attitudes towards Cantonese, Mandarin, and English in Guangdong, China. In this study, four research questions were answered: what factors affect parents' language attitudes toward Cantonese, Mandarin, and English, how essential parents think Cantonese, Mandarin, and English are, and how valuable parents think Cantonese, Mandarin, and English are. The participants were asked to complete a survey about their language attitudes toward Cantonese, Mandarin, and English. The three factors of language attitudes are The Impact of Official Language-Mandarin, The Impact of Language Identity, and The Impact of Unofficial Language-Cantonese and English.

The results indicate that Mandarin is the most important and the most useful language for the participants. Additionally, the participants indicated that they speak Mandarin more often than the other two languages in the public domain. English is the second most essential and valuable language for the participants; however, the participants rarely speak English at home or in public areas. Even though parents use

Cantonese more frequently than Mandarin and English at home, they rated Cantonese as the lowest in terms of its importance and usefulness. This study also investigated how the factors of gender, age, occupation and education level affect language attitudes.

According to the results, gender, age and education level have great influences on three factors of language attitudes, but occupation only has impact on The Impact of Language Identity. This thesis discussed and explained in details of all results.

Key words: Cantonese, Mandarin, English, language attitude, language policy, parents, Guangdong, China

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CHAPTER I

INTRODUCTION

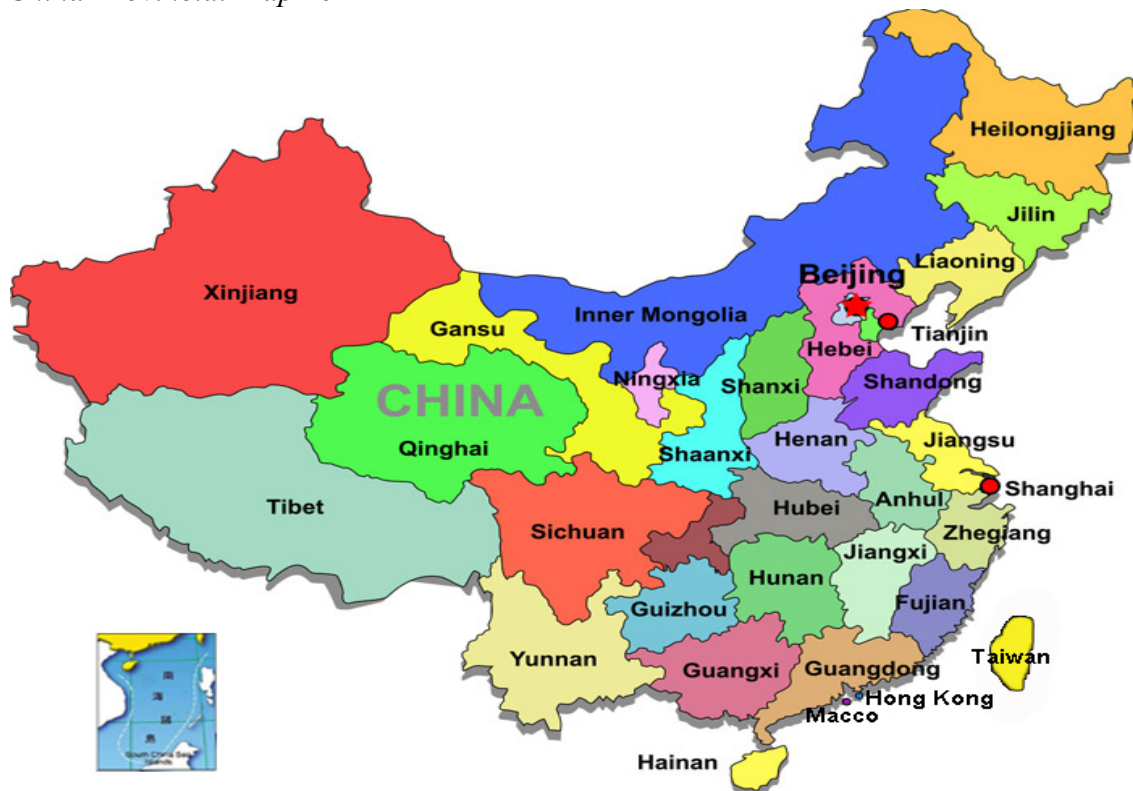
As of 2019, the population of China stood at 1.435 billion, the largest of any country in the world. According to the 2010 census of China, 91.51% of the population was Han Chinese, and 8.49% was minorities. Based on the population distributions, the languages of China are diverse. The predominant language in China, which is divided into several major language groups, is known as Hanyu or Han language. According to Eberhard, Simons and Fenning (2019), Han Chinese, the macrolanguage of China, includes Gan Chinese, Hakka Chinese, Huizhou Chinese, Jinyu Chinese, Mandarin Chinese, Min Bei Chinese, Min Dong Chinese, Min Nan Chinese, Min Zhong Chinese, Pu-Xian Chinese, Wu Chinese, Xiang Chinese, and Yue (Cantonese) Chinese. Han, the dominant ethnic group in China, uses Chinese as the tool for communication. According to the language policy, which was published in the 1950s, standard Chinese which is known in China as Putonghua, a form of Mandarin Chinese, is the official national spoken language for the mainland and serves as a lingua franca within the Mandarin-speaking regions. According to the 2019 edition of the *Ethnologue*, there were 904,000,000 people in China who spoke Mandarin as their first language in 2017. Several other autonomous regions have additional official languages. For example, Tibetan has official status within the Tibet Autonomous Region, and Mongolian has official status within Inner Mongolia. Language laws of China do not apply to either Hong Kong or Macau, which have different official languages (i.e., Cantonese, English and Portuguese) from the mainland.

Guangdong is a coastal province (see Figure 1) with a population of 113.46 million across a total area of about 69,400 square miles in South China. As the most populous province of China and the 15th largest by area, its economy is larger than that of

any other province in China. According to Eberhard, Simons and Fenning (2019), Cantonese is the second most used language in China, and there are 62,000,000 Cantonese speakers in mainland China. However, the language situation in Guangdong is not the same as in Hong Kong. Cantonese is not an official language, and Cantonese education cannot be widely put in practice in mainland China. With the impact of the Language Law of 2001, which is to promote Mandarin in schools, teachers are requested to teach in Mandarin, and students should speak Mandarin on campus as much as possible. Even though Cantonese is facing the impact of the language policy, the Cantonese language situation is not any worse than other languages (dialects). Cantonese still has great influence in Guangdong. Cantonese enjoys a relatively higher standing than other Chinese language with its own media and usage in public transportation in Guangdong Province.

Figure 1

China Provincial Map 2021



Nevertheless, many people are worried about the decrease of Cantonese in Cantonese-speaking area. This is because the population of Mandarin-speaking migrants is increasing in Guangdong. According to Straszer (2012), demographics can be a factor which affects language maintenance. Therefore, some Cantonese-speaking people have worried that Cantonese linguistic dominance has been slightly diminished by the increasing population of immigrants from other provinces in the last three decades. According to the Statistics Bureau of China, Guangdong has nearly 10 million more migrants in 2010 than in the 2001 census. Due to demographic changes, the cultures of Guangdong are more diverse than ever. Some people say the Cantonese culture is losing its features. Meanwhile, the contention about Cantonese is more significant. For example, a controversial posting occurred on Sina Weibo, a Chinese social media website, in 2009.

A Weibo user posted that the Guangzhou Television Station was planning to stop broadcasting in Cantonese. At the same time, this user asked other users to complete a survey regarding their opinions about this idea. Over 7 million persons visited the survey page.

More recently, there was another discussion on Weibo about whether Cantonese is a dialect or not. More than 160 million people read this discussion and more than 23 thousand people participated in it. These arguments happened because people have different definitions of language. In addition, since the Mandarin-speaking area and population are both larger than other dialect areas and populations, these major Chinese dialects only serve as dialects, but not languages (Liang, 2015). The status of Cantonese is not as high as that of Mandarin; the population that speaks Cantonese is less than that of Mandarin speakers. Therefore, it is understandable that some Chinese people only think of Cantonese as a dialect. However, this paper will not discuss whether Cantonese is a language or dialect.

In view of the current language situation in Guangdong, Mandarin education is becoming more important and necessary than before. The Chinese government discourages the official use of all forms of Chinese except standard Chinese which is Mandarin (also called Putonghua). Unlike Mandarin, Cantonese is not a medium of instruction in Guangdong's schools even though Cantonese is the mother tongue for Cantonese people. Meanwhile, even though English is not an official language in mainland China, English is still a subject to be taught in schools. This implies that the maintenance of Cantonese is largely dependent on families passing the language on to the next generation.

According to Catedral and Djuraeva (2018), language ideologies of parents justify their decisions about their children's education and oral exposure. Parental language

attitudes towards different languages lead to different decisions for children's language development. Parents' language attitudes are essential for their children's language choice and language education. This research will focus on parental language attitudes towards Mandarin, Cantonese and English.

The final goal of this research is to provide ideas to maintain and develop Mandarin, Cantonese and English in Guangdong. The language attitudes of parents play a significant role in language maintenance and language development. This study was guided by the following questions which are related to parental language attitudes:

1. What factors affect parental language attitudes?
2. How important do parents whose children are between 6 years and 14 years old think Cantonese, Mandarin and English are in Guangdong?
3. How useful do parents whose children are between 6 years old and 14 years old think Cantonese, Mandarin and English are in Guangdong?
4. How do the factors of gender, age, and educational level affect language attitudes?

CHAPTER II

LITERATURE REVIEW

Concepts About Language Attitudes

As noted by Sarnoff (1970), attitude is a disposition to react favorably or unfavorably to a class of objects. Therefore, language attitude can be inferred from an individual's observable responses to language. This definition implies that attitude, which is relatively consistent and durable, is an actual entity in the human mind. When discussing the relationship between attitude and behavior, Garrett et al. (2003) believe this relationship can vary according to the complexity of domains, such as the behavior involving a long-term commitment and a short-term adjustment. They also point out that negative attitudes can affect behavior in opposite ways; for example, if speakers of a particular variety fare worse in the labor market, the education system, etc., awareness of such consequences might lead to language shift.

Even though language attitude is the primary concept in this study, other concepts about language should be related to attitude, especially language ideology. According to Sallabank (2019), language attitudes, motivations, and ideologies are crucial, both when languages are declining and during attempts at language revitalization. There are overlaps among the definitions of attitude, perception, belief, and ideology. Edwards (1999) believes that people's perceptions are central to language attitudes and ideologies. However, Baker (1992) assumes that ideology is not the same as attitude. He believes that ideology tends to refer to broad perspectives on society. Both attitude and ideology do not simply arise without foundation because they are based on deep-seated dispositions and strongly held beliefs and perceptions concerning language practices and policies (Sallabank, 2019).

The relationship between identity and attitude are discussed in this study. Halloajow (2017) assumes that identity and attitude are in harmonious coexistence rather than in eternal conflict. Identity is a complex notion. Many people define it as simply as “who you are”; however, identity is strongly related to the elements such as context, culture, and social values (De Fina et al., 2006)., Christiansen (1999) also pointed out that occupations contribute to identity shaping and that the realization of an acceptable identity contributes to coherence and well-being. Language is a strong marker and a cultural and symbolic capital for identity (Bourdieu & Passeron, 1977; Evans, 2014). People can tell their identities through dialect, accent, and language preference. Traditionally, people consider identity as a social construct while attitude is solely cognitive. Lawson and Sachdev (2004) point out that group identity influences patterns of language attitudes and usage. Halloajow (2017) also indicated that people need attitude to explain and understand identity, and people need an identity to understand why attitudes are developed and expressed.

Studies About Languages Other than Chinese

Studies about parental language attitudes are limited. However, there are a number of studies on attitudes toward heritage languages. In these studies, the researchers explain the importance of heritage languages, and also describe people’s attitudes toward heritage languages. Some studies also show how language attitudes of parents can affect children’s language acquisition.

A study conducted by Sung (1998) examined the motivation held by 140 elementary students and 451 secondary students toward learning Chinese, Japanese, or Korean in a formal classroom setting in a public school. This study also examined parental attitudes (n=874) toward foreign language learning and involvement in their child’s language study. The results of this study showed that elementary school parents

had more positive attitudes toward foreign language learning and were more involved in the children's language study than were parents of high school students. Sung's (1998) study described parental attitudes toward foreign languages; however, it did not discuss what factors affect parental language attitudes. Sung's study was conducted in California. There are significant differences between California and Guangdong not only in geography, but also in cultures.

Brown and Lee (2011) conducted a study about the perspectives of Korean parents in the United States regarding the maintenance of their heritage language. The researchers selected four college-age students, two females and two males from Korean churches, based on their level of proficiency in Korean. At the same time, the participants were requested to ask their parents whether they were willing to take part in the study and be interviewed by the researchers. Brown and Lee (2011) assumed that parents' attitudes influence children's attitudes toward heritage language. However, this influence is not enough to help children effectively maintain their heritage language because English is the dominant language in the U.S., and children usually speak English, not their heritage languages, once they go to school. The content about parental language attitudes is limited, but this study did examine the effect of parents' involvement on children's language acquisition.

When exploring the studies of parental language attitudes, Nordstrom's (2016) study is the most persuasive one. Nordstrom's (2016) study focused on Swedish parents' reasons for community language schools in Australia. Among the participants were seven parents who were born in Sweden and moved to Australia as adults at different ages. There was also one parent who was an Anglo-Australian father married to a Swede. The interviews resulted in a total of two hours and five minutes of audio recordings. According to Nordstrom (2016), these seven parents had positive attitudes toward

Swedish, their mother tongue, and they expected their children to attend Swedish language lessons in Australia. There were three reasons why the parents expected their children to attend Swedish language lessons. First, parents believed that learning Swedish can perpetuate the language. The second reason is that the parents believed that learning Swedish can strengthen a sense of identity with being Swedish. The third reason is that learning Swedish can improve children's language skills and provide more opportunities in the future. Nordstrom's study described Swedish parents' language attitudes toward their children learning Swedish and explained why they expected their children to attend Swedish language school; however, this study did not examine the parents' attitudes toward English although the dominant language in Australia is English. There was no other information regarding the background of these participants, such as socioeconomic status, occupation, educational level and so on. Results of Nordstrom's (2016) study indicated that parental attitudes toward heritage language study was positive.

Straszer (2012) conducted a study about sociocultural and demographic factors of language maintenance and shift among Hungarians in Finland and Sweden. There were 88 informants in this study, including 50 Swedish-Hungarian informants and 38 Finnish-Hungarian informants. According to Straszer (2012), there were several factors affecting language maintenance, such as the historical background of Hungarian immigration, settlement patterns, demographic development, geographical areas, participation in Hungarian associations along with the attitudes of the majority group towards Hungarians and the Hungarian language. When Straszer (2012) described the attitudes of the majority group towards Hungarians and the Hungarian language, she emphasized the importance of language environment and the influence of parents on children's language acquisition. When comparing the Swedish-Hungarian group and the Finnish-Hungarian group, the attitudes toward Hungarians were more positive than the attitudes toward many other

nationalities in Finland because Hungarians are considered members of a brother nation. However, Hungarians in Sweden are not the same as in Finland because there was negative publicity following the inappropriate action of some Hungarians in Sweden which resulted in Hungarians being met with a more diminished sense of sympathy than they had encountered upon their arrival. Straszer (2012) pointed out there were some differences in language choice between informants whose parents were both Hungarian versus those who had one Hungarian parent. If parents were both Hungarian, the informant had a better knowledge of Hungarian than those who had only one parent who spoke Hungarian. However, the informants who had one Hungarian parent paid more attention to news about Hungary and had a more positive relationship to the Hungarian language and their Hungarian roots.

In this study, Straszer (2012) believed that the environment while growing up has an essential influence on language choice of second-generation Hungarians. This research showed that the most active users of Hungarian came from families where the language was actively used during childhood. This means parents play an important role in children's language choice and language development.

The Studies of Chinese Languages

There are limited studies related to Han languages which show evidence of the influence of language attitudes in China. Kalmar, Yong, and Hong (1987) conducted a matched-guise test which studied people who speak Mandarin and people who speak Mandarin with a Cantonese accent. The results indicated that all the participants in the study tended to agree that the better Mandarin speaker would have a better chance for social advancement; however, Cantonese-speaking judges favored Mandarin with a Cantonese accent more highly than their non-Cantonese-speaking counterparts.

Another related study conducted by Lai (2005) reported the language attitudes of Hong Kong students. Hong Kong is geographically close to Guangdong. The statistical analysis of 1,048 questionnaires showed these students loved Cantonese, their mother tongue, most but wanted to speak English well. This is because English is an international language, highly prized for its instrumental values, such as usefulness or functionality. Mandarin was rated the lowest from both the integrative (a positive inclination towards the culture of a group) and instrumental perspectives. Lai (2005) also selected 40 students from the original sample to interview. The results of the interviews showed that their language attitudes were mainly formulated on their perceptions of identity and an evaluation of power which each language symbolized. The students rated Mandarin at the lowest grade of institutional use because they considered Mandarin as an outlier in the dichotomized world which required only a home language (i.e., Cantonese, the mother tongue) for in-group communication and an international language for outside contact (i.e., English). Lai (2005) also explained factors which influenced students' language attitudes, including their parents' economic position, career position, educational background and so on.

Even though Lai's (2005) study is a valuable reference, the sample of her study is students, not parents. In addition, the language policies of Hong Kong are different from those of Mainland China. Two more studies were conducted in Guangdong Province. Zhou (2006) found that the patterns of Mandarin-Cantonese bilingualism in Guangzhou are different from that in Shenzhen. Mandarin and Cantonese have comparable importance and functions for immigrants in Guangzhou; however, Mandarin serves as the dominant language in Shenzhen. Zhou (2006) stated that the use of language is affected by geographic location and the diversity of the population that inhabits a particular area.

Zhou also stated that “demographic structure is an important factor regulating the standard-dialect relationship in the urban communities of China” (Zhou, 2006, p. 166).

A study conducted by Wang (2008) focused on the perceptions of a group of young people who were 13 to 16 years old and used the two language varieties, Mandarin and Cantonese, that co-exist in Guangzhou. According to Wang (2008), “Guangzhou is a reasonably stable diglossia where Mandarin and Cantonese serve different functions for newcomers as well as locals” (p. 59). Both varieties of language are indispensable in Guangzhou. However, the promotion of Mandarin is beginning to have an impact in Guangzhou; the female participants of this study seemed to lean towards a gradual change to increased use of Mandarin. Wang (2008) stated that their results support the trend where many sociolinguistic studies show a female preference for the prestigious standard variety of a language.

Ng and Zhao (2015) conducted a study which focuses on the language attitudes of Cantonese-speaking students in Mainland China towards Cantonese, Mandarin, and English. The language attitude survey was created based on Lai’s (2005) survey but adapted for Guangdong province. Their respondents were 36 males and 39 females who were between 18 and 23 years old from a local college in the Guangdong Province. The results of Ng and Zhao’s (2015) study were similar to the results of Lai’s (2005) study. Ng and Zhao found that students had strong integrative attitudes towards Cantonese, while Putonghua (Mandarin) and English were seen as useful tools for career advancement and international communication. Ng and Zhao (2015) argued that even though the participants in the study positively supported multilingualism, the government of the People’s Republic of China (PRC) does not have language policies for promoting a multilingual environment or cultural development of Han Chinese languages (i.e., Cantonese). Even though this study is useful to help understand the complexity of the

Han Chinese language, this study is not generalizable because of the low number of respondents.

Liang (2015) carried out a mixed methods study about language attitudes and identities in Guangzhou, China. Liang conducted interviews with students to discuss their language identities, and she conducted a case study with parents. Liang (2015) needed to figure out what the students' usual language practices were at home and how they were socialized to make such language choices. One of the participants was Chen. Liang (2015) conducted an interview with the Chen family. The family used Teochew speech only in the family until their child went to kindergarten. Mr. and Mrs. Chen then started to teach their child Cantonese. However, the child switched to speak Mandarin for communication with his parents and began to forget Teochew speech and Cantonese. The Chens believed that their child finally communicated with them in Mandarin because of a language policy that promoted Mandarin all the time in China. When the Chens realized that their child was losing his Teochew speech and Cantonese, they set rules for what to speak at home. Their son needed to speak Teochew dialect as much as possible at home. However, when Mr. Chen talked to him in Cantonese over the phone, Chen refused to speak Cantonese to him. According to Liang (2015), the Chens believed that their son not only spoke Mandarin, but also the Teochew dialect and Cantonese. This is because their son used to live in Chaozhou, which is a Teochew city, and then moved to Guangzhou city which is the center of the Guangdong province. In order to adapt to the environment, Mr. and Mrs. Chen hoped their son could speak both Cantonese and the Teochew dialect. Based on Chen's family interview, Liang (2015) found out parents' attitudes influence their children's language attitudes. At the beginning of this study, Chen was not willing to speak Cantonese because he thought it was not necessary. However, he changed his mind after interviews with Liang (2015). As a result, Mr. and Mrs. Chen asked him to

speak the Teochew dialect at dinner time. At the end of this study, Chen said he would like to learn Cantonese and speak the Teochew dialect more in the future. He also believed that it is a duty to maintain the Teochew dialect because he is part of the Teochew people, and his languages shape his identity.

Liang (2015) stated that her study changed from a study of language attitudes to a study through language attitudes. Liang (2015) was going to do a study of language attitudes; however, after interviews with participants, Liang (2015) found that this study is more about mobility, diaspora, contacts and re/co-construction of ethnolinguistic identities and membership. Liang (2015) indicated there were some limitations in her study. When Liang (2015) tried to transfer Cantonese to English, there was some meaning missing or confusion. Some traditional notions of language shift and maintenance would have to be reformulated by Liang (2015). Liang (2015) claimed that there is a difference between language “loss” and language “shift”. The participants of this study were only selected from two schools which were Sandwood School and Grand-Estate School. Thus, this study is just a snapshot of the situation. Liang (2015) also stated that it is worthwhile then to keep track of the linguistic and attitudinal development of the people who participate through future studies. Even though Liang (2015) provided a direction for further studies, it would be hard to find the same people who took part in Liang’s (2015) study to participate in my study. This is because this study focused on parents’ language attitudes and how they affect their children’s education. The notion and theories in Liang (2015) have had great impact on my research.

These studies illustrated the changes in attitudes towards Mandarin, Cantonese, and English in China. However, most participants in these studies were students, not parents. These previous studies cannot explain what parents think about different

languages. The present study used this research for reference to conduct further research on parental language attitudes towards Mandarin, Cantonese, and English in Guangdong.

CHAPTER III

METHODOLOGY

Research Setting

The research was conducted in three tutoring centers in Guangdong Province, China. Tutoring centers, which are quite common in China, are places where parents send their children who are elementary school students and middle school students to receive extra instruction. The participants were the parents of 256 students, including 79 males, 164 females, and 13 participants who did not mention their gender. The age range of the participants was from 20 to 50 years old.

Additionally, information on parents' socioeconomic status, such as parents' occupation, and parents' education level, was collected. Most of the participants (37.59%) were 30 to 40 years old. The rest of the participants were 20- to 30-year-old (28.47%) and 40 to 50-year-old (27.74%). The education level of 52% of the male participants was at college level or above; 15.59% of male participants were at high school level; and the rest of the male participants were below high school level. The education level of 50% of female participants was at college level or above; 12.04% of female participants were at high school level; and the rest were below high school level.

Attitude Survey

A language survey was created based on Lai's (2005) study, which explored the First Post-Colonial Generation's language attitudes in Hong Kong Secondary Schools and reveals the relationship among four variables (i.e., gender, the medium of instruction, social class, and cultural identity) and language attitudes. The questionnaire was translated into English and Written Simplified Chinese. This survey was specifically designed to measure attitudes towards Cantonese, Mandarin, and English. The survey included three parts: 1) demographic information; 2) 15 attitude statements rated on a 4-

point Likert scale (4 = strongly agree to 1 = strongly disagree); and 3) ranking attitudes on language education on a 3-point scale (from most important to least important). To ensure the survey's content validity, an expert in Chinese and a professor of Education reviewed the instrument. An Exploratory Factor Analysis was used to verify the instrument's reliability.

Data Analysis

SPSS was used for the necessary statistical analysis. Basic data descriptors were calculated to reveal the respondents' inclinations and significant differences between groups. An Exploratory Factor Analysis was conducted to examine the pattern of factors. Since a one-way ANOVA can be used to compare three groups on one single variable, it was used in this study to analyze the differences in ages, genders, occupations, and education levels. The comparison method depended on the number of participants. There were four independent variables: the gender of participants, education level, occupation and age. The dependent variable was how useful/important the participants thought languages were. Following the statistical convention, any differences between independent variables were considered significant if $p < 0.05$.

Ethical Issues

Before the study began, approval was submitted and obtained from the University of Houston-Clear Lake Institutional Review Board. Written informed consent from the participants in the study was obtained. The researcher also received approval from the directors of the centers. To maintain participants' confidentiality, only the teachers knew the names of the students in this study. Also, the researcher had access to the institutions or tutoring centers. Participants were assured freedom to withdraw from the research study at any time if they requested it.

CHAPTER IV

RESULT ANALYSIS

Factor analysis

The data set contains the survey results of language attitudes of 257 participants toward Cantonese, Mandarin, and English. The parents were asked to rate the importance of three languages and indicate how much they agreed with the statements in the questionnaires. Parents rated 27 items listed below on a 3-point scale, with 1=the least important or useful, 2=generally important or useful, 3=the most important or useful. There were also sixteen items on a 5-point scale, with 1=completely disagree, 2=disagree, 3=generally agree or disagree, 4=agree, 5=completely agree. The items in the questionnaire appear in Table 1.

The 43 items (see Table 1) from the parental language attitude measure were analyzed using maximum likelihood factor analysis. Initial analyses indicated that there were eight components for which the total eigenvalues were higher than 1. However, the scree plot indicated that our initial hypothesis was incorrect. Based on the plot, three factors were rotated using a Varimax rotation procedure. As shown in Table 2, the rotated solution yielded three interpretable factors, The Impacts of Official Language-Mandarin, Language Identities, and The Impacts of Unofficial Languages-Cantonese and English.

Table 1

43 Items After Factor Analysis

Items	Definitions
3-point scale	
1.14a	Perceived parents' preference for Cantonese
1.14b	Perceived parents' preference for Mandarin
1.14c	Perceived parents' preference for English
1.15a	Perceived respect of Cantonese to parents
1.15b	Perceived respect of Mandarin to parents
1.15c	Perceived respect of English to parents
1.6a	Perceived importance of Cantonese to parents
1.16b	Perceived importance of Mandarin to parents
1.16c	Perceived importance of English to parents
1.17a	Perceived usefulness of Cantonese to parents
1.17b	Perceived usefulness of Mandarin to parents
1.17c	Perceived usefulness of English to parents
5-point scale	
2.1	I should be able to speak fluent Cantonese.
2.2	I like Cantonese because it is my mother tongue.
2.3	Cantonese is the language which best represents Guangdong.
2.4	I should be able to speak fluent Mandarin.
2.5	Mandarin should be more widely used in Guangdong.

Table 1, cont'd

43 Items After Factor Analysis

2.6	A person who speaks fluent Mandarin is usually educated, intelligent and well-off.
2.7	If I speak fluent Mandarin, others will think I am a new immigrant.
2.8	I should be able to speak fluent English.
2.9	I would like to speak fluent English because it makes me feel modern and westernized.
2.10	A person who speaks fluent English is usually educated, intelligent and well-off.
2.11	A person who speaks fluent English is usually arrogant, snobbish and showoff.
2.12	Cantonese should not be replaced by Mandarin since it is a valuable language.
2.13	Cantonese has contributed to the success of Guangdong's prosperity and development today.
2.14	Cantonese should be replaced by Mandarin since it is only a dialect with little value.
2.15	English has contributed to the success of Guangdong's prosperity and development today.
2.16	To increase the competitiveness of Guangdong, the English standard of Guangdong people must be enhanced.

Table 1, cont'd

43 Items After Factor Analysis

3-point scale	
2.17a	Level of Cantonese parents want their children to master
2.17b	Level of Mandarin parents want their children to master
2.17c	Level of English parents want their children to master
2.18a	Perceived usefulness of Cantonese to children
2.18b	Perceived usefulness of Mandarin to children
2.18c	Perceived usefulness of English to children
2.19a	Perceived usefulness of Cantonese to children's current study
2.19b	Perceived usefulness of Mandarin to children's current study
2.19c	Perceived usefulness of English to children's current study
2.20a	Perceived usefulness of Cantonese to children's future study
2.20b	Perceived usefulness of Mandarin to children's future study
2.20c	Perceived usefulness of English to children's future study
2.21a	Perceived usefulness of Cantonese to children's future career
2.21b	Perceived usefulness of Mandarin to children's future career
2.21c	Perceived usefulness of English to children's future career

Table 2

Rotated Factor Matrix of 43 Items

<i>Items</i>	<i>Factors</i>		
	The importance and usefulness of official language	Language identity	The importance and usefulness of non- official languages
<i>1.14a</i>	.414	.092	.493
<i>1.14b</i>	.342	.075	.455
<i>1.14c</i>	.114	.093	.578
<i>1.15a</i>	.368	.090	.529
<i>1.15b</i>	.422	.123	.454
<i>1.15c</i>	.163	.113	.787
<i>1.16a</i>	.393	.083	.609
<i>1.16b</i>	.511	.084	.432
<i>1.16c</i>	.150	.050	.878
<i>1.17a</i>	.399	.097	.550
<i>1.17b</i>	.502	.101	.438
<i>1.17c</i>	.219	.052	.780
<i>2.1</i>	.129	.599	.119
<i>2.2</i>	.109	.542	.131
<i>2.3</i>	.235	.547	.137
<i>2.4</i>	.274	.597	.149

Table 2, cont'd

Rotated Factor Matrix of 43 Items

<i>Items</i>	<i>Factors</i>		
	The importance and usefulness of official language	Language identity	The importance and usefulness of non- official languages
2.6	.082	.655	.012
2.7	-.066	.627	-.031
2.8	.035	.641	.157
2.9	.085	.696	.135
2.10	.076	.743	.113
2.11	-.082	.666	-.009
2.12	.189	.679	.121
2.13	.239	.688	.040
2.14	-.067	.553	-.116
2.15	.311	.705	.092
2.16	.275	.669	.133
2.17a	.260	.180	.231
2.17b	.124	.261	.183
2.17c	.211	.188	.241
2.18a	.603	.206	.232
2.18b	.761	.174	.179

Table 2, cont'd

Rotated Factor Matrix of 43 Items

<i>Items</i>	<i>Factors</i>		
	The importance and usefulness of official language	Language identity	The importance and usefulness of non- official languages
<i>2.18c</i>	.603	.206	.232
<i>2.19a</i>	.610	.224	.226
<i>2.19b</i>	.876	.080	.133
<i>2.19c</i>	.674	.102	.396
<i>2.20a</i>	.541	.251	.271
<i>2.20b</i>	.851	.084	.081
<i>2.20c</i>	.695	.053	.351
<i>2.21a</i>	.620	.245	.242
<i>2.21b</i>	.836	.131	.143
<i>2.21c</i>	.667	.110	.305

Item analyses were conducted on 14 items hypothesized to assess the reliability of the first factor-The Impacts of Official Language-Mandarin. All item-total correlations were greater than .50. The Impacts of Official Language-Mandarin had a Cronbach's alpha of .944. There were no items that should be removed because nothing would increase Cronbach's alpha if deleted. Item analyses were conducted on 16 items hypothesized to assess the reliability of Language Identities. The total correlation of each item was greater than .55. The Cronbach's alpha of factor 2 was .924. The Cronbach's

alpha would not be raised if any items were deleted. The reliability of The Impacts of Unofficial Languages-Cantonese and English was assessed by item analyses on ten items. The Cronbach's alpha of this factor was .903. The total correlation of each item was greater than .50. There was no need to remove any items to increase Cronbach's alpha.

The importance and usefulness of three languages

The second research question was about the importance of Cantonese, Mandarin, and English. To answer that research question, the significance of the three languages was a 3-point scale (1-the least important or least useful; 2-of average importance or average usefulness; 3-the most important or most useful). The standard deviations of the significance of the three languages were 1.032, .992, and 1.130. There were 256 valid surveys for analyses. For Cantonese, 32.4% of participants believed it was of average importance. About 30.1% of parents thought that Cantonese was the most important language. For Mandarin, more than 40% of parents, 105 people, believed it was the most important language. The percentage of the participants who thought Mandarin was of average importance was 27.7. As for English, 33.2% of parents thought it was the most important. There were 28.1% of parents who considered English was of average importance. In comparing the three languages, more parents believed Mandarin was the most important. English was the second, and Cantonese was the least important.

Table 3

Attitudes Towards the Importance of Cantonese

	Frequency	Percent	Valid Percent
No answer	37	13.5	14.5
The least important	59	21.5	23.0
Average	83	30.3	32.4
The most important	77	28.1	30.1
Total	256	93.4	100

Note. The number of missing in frequency is 18.

Table 4

Attitudes Towards the Importance of Mandarin

	Frequency	Percent	Valid Percent
No answer	22	8.0	8.6
The least important	58	21.2	22.7
Average	71	25.9	27.7
The most important	105	38.3	41.0
Total	256	93.4	100

Table 5

Attitudes Towards the Importance of English

	Frequency	Percent	Valid Percent
No answer	53	19.3	20.7
The least important	46	16.8	18.0
Average	72	26.3	28.1
The most important	85	31.0	33.2
Total	256	93.4	100

Parents' beliefs about the usefulness of Cantonese, Mandarin, and English were rated on a 3-point scale as well. The standard deviations of the use of the three languages were 1.030, 1.007, and 1.171. The percentage of Cantonese's general usefulness was 32.8, which meant that 90 of 256 parents believed Cantonese was of average usefulness to them. The percentage of participants who thought Cantonese was most valuable was 31.4%. For Mandarin, 111 parents, 40.5% of the participants, believed it was the most useful language. For English, 33.2% of parents thought that it was the most helpful language to them. Therefore, according to the data, more parents believed that Mandarin was the most useful of the three languages.

Table 6

Attitudes Towards the Usefulness of Cantonese

	Frequency	Percent	Valid Percent
No answer	36	13.1	14.1
The least useful	44	16.1	17.2
Average	90	32.8	35.2
The most useful	86	31.4	33.6
Total	256	93.4	100

Table 7

Attitudes Towards the Usefulness of Mandarin

	Frequency	Percent	Valid Percent
No answer	23	8.4	9.0
The least useful	56	20.4	21.9
Average	66	24.1	25.8
The most useful	111	40.5	43.4
Total	256	93.4	100

Table 8

Attitudes Towards the Usefulness of English

	Frequency	Percent	Valid Percent
No answer	59	21.5	23.0
The least useful	41	15.0	16.0
Average	65	23.7	25.4
The most useful	91	33.2	35.5
Total	256	93.4	100

One-Way ANOVAs

Gender

A one-way between-subject ANOVA was conducted to evaluate the effect of participants' genders on The Impacts of Official Language-Mandarin, Language Identities and The Impacts of Unofficial Languages--Cantonese and English. The independent variable, genders of the participants who filled out the questionnaires, included two levels: male and female.

There was a significant effect of gender on The Impacts of Official Language-Mandarin at the $p < .05$ level for three conditions $F(3, 252) = 4.931, p = .002$. There was a significant effect of gender on The Impacts of Language Identities at the $p < .05$ level for three conditions $F(3, 252) = 6.480, p = .000$. There was a significant effect of gender on The Impacts of Unofficial Languages-Cantonese and English' at the $p < .05$ level for three conditions $F(3, 252) = 4.906, p = .002$.

Age

To evaluate the relationship among the three factors of parental language attitudes, which were The Impacts of Official Language-Mandarin, The Impacts of

Language Identities and The Impacts of Unofficial Languages-Cantonese and English and the age of parents, a one-way analysis of variance was conducted. The independent variable, age, included three levels: 20-30, 30-40, and 40-50.

On 'The Impacts of Official Language-Mandarin', the effect of age was significant at $p < .05$ level, $F(3, 251) = 4.519$, $p = .004$. The effect of age on 'The Impacts of Language Identities' was significant at $p < .05$ level, $F(3, 251) = 5.226$, $p = .002$. For 'The Impacts of Unofficial Languages--Cantonese and English', the effect of age was significant at $p < .05$ level, $F(3, 251) = 4.820$, $p = .003$.

Occupation

A one-way analysis of variance was conducted to evaluate the relationship between three factors of parents' parental language attitudes and occupations. The independent variables, occupations of fathers and mothers, included 30 levels of each independent variable.

On The Impacts of Official Language-Mandarin, there was no significant effect of fathers' occupation at $p < .05$ level, $F(28, 227) = 1.331$, $p = .132$. The ANOVA of mothers' occupation was not significant at the .05 level, $F(28, 227) = 1.363$, $p = .114$. For The Impacts of Unofficial Languages-Cantonese and English, there was no significant effect of fathers' occupation at $p < .05$ level, $F(27, 227) = .254$, $p = .168$. The ANOVA of mothers' occupation was not significant at the .05 level, $F(28, 227) = 1.456$, $p = .072$.

For The Impact of Language Identity, the ANOVA of fathers' occupations was significant at the .05 level, $F(28, 227) = 2.179$, $p = .001$. The ANOVA of mothers' occupation was significant at the .05 level, $F(28, 227) = 2.009$, $p = .003$.

Education level

A one-way between-subject ANOVA was conducted to evaluate the effect of participants' education level on The Impacts of Official Language-Mandarin, Language Identities, and The Impacts of Unofficial Languages-Cantonese and English. The independent variables, the education level of fathers and the education level of mothers, included five levels: no schooling, primary education, junior high, senior high, college, or above.

There was a significant effect of fathers' education level on The Impacts of Official Language-Mandarin at the .05 level, $F(5, 250) = 2.432, p = .036$. The ANOVA of mothers' education level was significant on 'The Impacts of Official Language-Mandarin' at the .05 level, $F(5, 250) = 4.791, p = .000$.

There was a significant effect of fathers' education level on The Impacts of Language Identities at the .05 level, $F(5, 250) = 2.273, p = .048$. The ANOVA of mothers' education level was significant at the .05 level, $F(5, 250) = 7.065, p = .000$.

The Impacts of Unofficial Languages-Cantonese and English, the ANOVA of fathers' education level was significant at the .05 level, $F(5, 250) = 4.479, p = .001$. The ANOVA of mothers' education level was significant at the .05 level, $F(5, 250) = 4.522, p = .001$.

Open-ended Question Results

One hundred sixty-two participants answered the open-ended question, which was 'what languages they want their children to learn.' The participants were asked to give their reasons as well. Eight participants selected Cantonese. They wanted their children to learn Cantonese because Cantonese is their mother tongue; they believed it is essential to protect their Cantonese culture and heritage. Fifteen parents wanted their children to learn Mandarin because they thought Mandarin was the official language in China, and people generally speak Mandarin in their daily life. Forty-four parents wanted their children to

learn English. Twenty-five of 44 parents believed that English is a universal language globally and learning English well would be beneficial to their children's future.

Only one parent answered that they wanted their children to learn Mandarin and Cantonese at the same time because they believed they were Cantonese and Chinese. Five parents considered that their children should learn Cantonese and English. The reason was they wanted to protect their mother language and Cantonese culture; additionally, English is essential to their children's study and future career since it is a universal language in the world. Twenty-six participants wanted their children to learn Mandarin and English because they regarded these two languages as the world's most popular languages. If their children need to get good grades and get good jobs, speaking Mandarin and English fluently is necessary.

More than 50 parents expected their children to learn at least three languages. They not only wanted their children to speak Cantonese, Mandarin, and English, but also other languages, such as Japanese, Korean, Spanish, French, German, and Italian. They assumed if their children could speak more languages, they would be more competitive in the future.

CHAPTER V

DISCUSSION

The purpose of this study was to investigate parental language attitudes towards Cantonese, Mandarin and English through a quantitative approach. Specifically, the purpose of this study was to investigate how parental language attitudes affect language maintenance and language development of children. It is necessary to answer the four research questions before starting to discuss the results:

1. What factors affect parental language attitudes?
2. How important do parents whose children are between 6 years and 14 years old think Cantonese, Mandarin and English are in Guangdong?
3. How useful do parents whose children are between 6 years old and 14 years old think Cantonese, Mandarin and English are in Guangdong?
4. How do the factors of gender, age, and educational level affect language attitudes?

In this chapter, all research questions will be answered in detail.

The three main factors of parents' language attitudes

According to the factor analysis above, there are three main factors that affect parents' attitudes towards Cantonese, Mandarin, and English. All the Cronbach's alphas of three factors (The Impacts of Official Language-Mandarin, Language Identities, and The Impacts of Unofficial Languages-Cantonese and English) are greater than .90, which means the reliability of the three factors is significant in this study.

The Impact of Official Language-Mandarin

The first factor was named 'The Impacts of Official Language-Mandarin.' The items in this factor were considered to evaluate the importance, usefulness, and respect of Mandarin. The mean of Mandarin in the variables of usefulness is greater than the means

for the other two languages. According to the results, 41% of the participants consider Mandarin is the most important to them, and more than 43% of participants believe Mandarin is the most useful. This percentage is greater than the population who think Cantonese is the most important and useful. When the participants answered the open-ended question, which was, “What kind of languages do you want your children to learn?” most parents stated that their children should learn Mandarin because it is the official national language in China, and Mandarin is important and practical for them. This statement indicates that parents identify the importance of Mandarin and have positive attitudes toward Mandarin.

Language attitudes are associated with perceptions of the vitality of a language, language practices, and language policies at each level of society (Sallabank, 2019). With the improvement in language law, the status of Mandarin as the official language has been established and affects people’s language use. The Language Law 2001 specifies when and where Mandarin must be used without setting boundaries. Liang (2015) assumes that this law aims to prevent regional dialects from entering the public domain, such as at school, in the mass media, and in public institution, but does not prevent Mandarin from entering the private domain. According to the data about language use at home or in public places, more than 50% of the participants speak Cantonese most at home, and 37% of the participants speak Mandarin most at home; however, in public places, about 46% of the participants state they speak Mandarin most frequently, and Cantonese is the second language. These data imply that Mandarin is a language with vitality. People speak Mandarin frequently in private domains or public domains. Meanwhile, for students, they must speak Mandarin at school because Mandarin is a medium of instruction. At schools, there is a subject named ‘Chinese’. Students need to learn how to speak Mandarin from this subject and learn Chinese cultures. Not only this,

but teachers also speak Mandarin to teach other subjects, including English. As parents, they should consider the education of their children as the priority. Thus, parents would think Mandarin is the most essential and practical language. Moreover, with the increasing number of migrants who are from the northern area of Guangdong, Guangdong people need to speak Mandarin more often than before. This situation indicates that language practice does not only focus on Cantonese speaking, but Mandarin is also used more often to communicate with others, and Mandarin speaking is influential for the economic development of Guangdong.

The Impacts of Linguistic Identities

The 16 variables included in this factor are adopted from the research of Lai (2005). These items are the affective orientations towards Cantonese, Mandarin, and English. The research participants had to indicate their degree of agreement for each statement. In Lai's (2005), exploratory factor analysis (EFA), she suggests dividing these 16 items into three factors based on the variety of languages; however, even though EFA is also applied in this study, these 16 items are categorized to only one factor. The 16 statements also reflect linguistic identity. To explain this factor effectively, it is necessary to categorize these 16 items into three groups, such as the social identity of Cantonese, the social identity of Mandarin, and the social identity of English.

By analyzing the results of these statements, the means of the Cantonese group are between 3.8 and 4.43. The means of the Mandarin group are between 2.44 and 4.3. Last but not least, the means of the English statements are between 2.64 and 3.69. Interestingly, most of the participants have significant agreement on the Cantonese statements. This means these participants have a strong and positive identification with Cantonese, especially for the statements of linguistic identity, items 2.1 and 2.2. In this study, more than 52% of the participants have lived in Guangdong for more than 20

years. More than 64% of the participants agree that they are able to speak Cantonese fluently, and they believe that Cantonese is their mother tongue. Linguistic identity refers to a person's identification as a speaker of one or more languages (Zhang, 2020). Thus, this result illustrates that the participants' identify as Cantonese speakers.

There are diverse kinds of identities, such as national identities, racial identities, and ethnic identities. Linguistic identity is a notion that is not frequently mentioned, but linguistic identity is a part of our identity. Bourdieu and Passeron (1977) and Norton (2014) consider that language is a cultural and symbolic capital. The result of item 2.3 is that more than 60% of the participants believe that Cantonese is the language that best represents Guangdong. Thus, the researcher can assume that Cantonese is symbolic of Guangdong culture. As a cultural and symbolic capital, some languages have a more highly valued socio-political and economic currency than others (Evans, 2014). The results of items 2.12, 2.13, and 2.14 embody this opinion because at least 45% of participants agree that Cantonese should not be replaced by Mandarin since it is a valued language, and 35% of the participants believe that Cantonese has contributed to the success of Guangdong's prosperity and development today.

In the section on Mandarin, more than 71% of the participants believe that they are able to speak Mandarin fluently. According to the concept of linguistic identity, the participants are also Mandarin speakers. When mentioning the language use of Mandarin, more than 70% of the participants agree that Mandarin should be more widely used in Guangdong.

Items 2.6 and 2.7 are associated with personality. More than 56% of the participants believe that a person who speaks fluent Mandarin is usually educated, intelligent, and well-off; however, 64% of the participants disagree with the statement that if a person fluently speaks Mandarin, others will think he or she is a new immigrant.

The results of items 2.6 and 2.7 imply that the participants have a positive impression of Mandarin speakers. According to the results of the Cantonese group and the Mandarin group, there is an overlap between the number of Cantonese speakers and that of Mandarin speakers; however, there are more participants who assume that they are able to speak Mandarin fluently. This means we can have more than one language identity. In Guangdong, many Guangdong people have a bilingual (or bidialectal) identity today.

In the English section, there are fewer participants who think they are able to speak English fluently. About half of the participants believe that speaking fluent English can make them feel modern, and they assume that English speakers are educated, intelligent and well-off. Half of the participants confirm the values of English in Guangdong because they believe English has contributed to the success of Guangdong. They agree that if the English standard of Guangdong people is enhanced, the competitiveness of Guangdong will be increased as well. When compared with Cantonese and Mandarin, there is a small number of participants who assume they are trilingual speakers. They can speak Cantonese, Mandarin, and English fluently. Additionally, the participants have a positive impression of English speakers.

In this part of the impact of linguistic identity, the researcher can form a conclusion about the linguistic identity directly. As the data showed, many participants consider themselves bilingual speakers who are fluent in Cantonese and Mandarin. the number of trilingual speakers in Cantonese, Mandarin, and English are limited.

Once the participants' linguistic identity is confirmed, it is easier to explain how they feel about their three languages. According to Prakash and Kumar (2020), language is one of the most vital markers of identity, and it cuts across cultures, social norms, education, social class, etc. Identity is strongly related to elements such as context, culture, and social values (De Fina et al., 2006). For example, half of the participants

believe that Mandarin speakers and English speakers are usually educated, intelligent, and well off. Chinese college students are asked to take part in Putonghua Shuiping Ceshi (PSC), which is an examination to determine someone's proficiency level in Mandarin. If students want to graduate from college, they must gain a specific score in PSC. In a similar way, all students in primary school or secondary school need to pass English exams every semester, and it is necessary to take an English examination for entrance to the next level of study. Both examples reflect that educated people should be fluent in Mandarin and have a standard English proficiency. These examples indicate that an educated and intelligent person should speak Mandarin fluently and master English. Speaking fluent Mandarin and being proficient in English are becoming the standard for measuring if a person is educated or not.

Items 2.1 to 2.16 in the survey are related to social, political, and economic views and beliefs. When the participants selected their level of agreement to each statement, they were also expressing their attitudes and communicating their feeling of self to their surrounding social contexts. Moreover, these attitudes reflect their identities. According to the results of the statements related to Cantonese and Mandarin, most people express their positive attitudes to both languages as well as show their identities. Lawson and Sachdev (2004) stated that group identity has an influence on patterns of language attitudes and usage. Guangdong is in a multilingual setting today. With the change of language use in daily life, people's linguistic identity is changing from monolingual to multilingual. In their daily life, Cantonese is not the only language people use, but they use Mandarin and English more often. The participants agree that Cantonese, Mandarin, and English are valuable in Guangdong.

The Impact of Unofficial Languages-Cantonese and English

If the impact of Mandarin is from the political power, the influences of Cantonese and English in Guangdong are due to its geographical location and historical reasons. This section focuses on the analysis of the importance and usefulness of Cantonese and English.

When comparing the importance of three languages, 28.1% of the participants think Cantonese is the most important language. However, the number of people who think Cantonese is the most important is lower than the number who think Mandarin and English are most important. Thirty-eight percent of the participants believe Mandarin is the most important language for them, and 31.2% of the participants assume English is the essential language.

The results for language usefulness are similar to those for language importance. The percentage of participants who think Mandarin is most useful is 40.51%. The percentage of the participants who think Cantonese is most useful is 31.39%, whereas the percentage for English is 33.21%. However, when asked what languages the participants speak more often at home, half of the participants indicated that Cantonese is the language they frequently speak; and 37.96% of the participants select Mandarin as the language spoken most often. Only 3.28% of the participants consider they speak English more often at home. In public areas, 42.34% of the participants assume they speak Cantonese more often, and almost 46% of the participants consider Mandarin as the language they use more often. Less than five percent of the participants would speak English in a public area. These results present that language attitude (the importance and the usefulness of languages) does not always match language practice in this study. Even though The Impact of Unofficial Language-Cantonese and English is the third factor that affects language attitudes, differences between Cantonese and English obviously exist in

this study. Thus, while considering how The Impact of Unofficial Language-Cantonese and English influences language attitudes, we must discuss the situations of Cantonese and English in China separately.

Cantonese is the second most used language for 6.2 million Cantonese speakers in mainland China. Due to the prestige of Cantonese, the language did have great influence in China. Zhan (1993) and Snow (2008) assume that Cantonese has not only been learned by numerous immigrants to Guangzhou, but also it has been replacing other regional varieties in nearby areas and is advancing northwards. Moreover, the historical, geographical, and cultural connections between Guangzhou and Hong Kong have also significantly influenced the status of Cantonese. However, it does not mean that the influence of Cantonese is as powerful as before. At the end of 2011, Guangdong Province issued a new language regulation which was that all broadcasting media must apply for permission to use dialects. Before 2011, several television channels in Guangzhou were able to use Cantonese to broadcast in China legally. Even though it has been repeated again and again in official statements that Cantonese would not be abandoned, the continuing suspicion voiced in the media indicates an increasing sense of insecurity about the future of Cantonese in the face of rigorous national Putonghua promotion campaigns (Liang, 2015). There is no denying the fact that the use of Mandarin has already surpassed that of Cantonese in Guangdong.

According to Lin (2015), the staggering speed in the constant change of the state and public attitude towards English is becoming more significant in the modern history of China. Although English is not the official language in China, English has been assigned as a compulsory school subject in mainland China at all school and post-secondary educational levels since 2001. According to Jiang (2003), China has boasted the largest English-learning population in the world since 2003, with over 200 million children in

China, or about 20% of the total in the world. This data includes the English-learning population in schools and about 13 million young people at the university level. However, the number is higher if after-school English learning is included. Lin (2015) states that with the increasing number of English learners in China, the continuous popularization of the English language, alongside the emergence of China as a world power, has evoked enormous changes in ideology. Li, the former Director-General of the Department of Basic Education under the Ministry of Education, claimed that as a result of information and globalization, learning and mastering a foreign language has become a basic requirement that citizens of the twenty-first century should fulfill. This statement demonstrates that English is an international language with great value. This is a reason for promoting English on a large scale.

English education has begun to expand since China initiated Reform and Opening-up policies in 1978. Meanwhile, the economy of Guangdong has benefitted from Reform and Opening-up policies. Due to the advantageous geographical location of Guangdong, its foreign trade has been prosperous. The demand for English use is also very high. The impression of English as an international language is deeply rooted in the minds of people. According to the responses to the open-ended question in this study, most of the participants believe English is an international language that is essential to their children. When compared with English, Cantonese is just a lingua franca in the Yue area (including Hong Kong and Macao), but English is a lingua franca in many parts of the world. Even though the use of Cantonese at home or in the public area is more prevalent than English for the participants, English is still more important and more useful because it is more beneficial to their future.

The importance and usefulness of Cantonese, Mandarin, and English

In this section, the second and the third research question, which are about what parents think of the three languages, will be discussed. As the data showed above, more than 40% of the participants believed that Mandarin was the most important language. Approximately 33% of the participants assume English is the most important language. Almost 30 percent of the participants believe Cantonese is the most important language. When asked about the usefulness of the three languages, 43.4% of the participants believed that Mandarin was the most useful; English was the most important for 35.5% of participants. The number of participants who believe Cantonese is the most useful language is less than that of English. When the participants answered questions that were about how useful they think these three languages are to their children, the responses indicated that most of the participants believe Mandarin is the most important; English is next, and Cantonese is the least important.

This study is inspired by Lai (2005) whose research was conducted in Hong Kong. This research focuses on the situation in Guangdong. Even though the Cantonese language is the mother tongue for both areas, the language attitudes are different. In Hong Kong, Mandarin was rated at the lowest grade of institutional use. However, in Guangdong, the importance and usefulness of Mandarin are greater than the other two languages. Mandarin as the official language is also the medium of instruction at public places, especially at schools. Liang (2015) points out that since there is an implicit ban on dialects in public life in mainland China, migrant students often cannot find other domains than the home in which to hear or use regional dialects. Based on this situation of language use, parents would consider Cantonese, their dialect, as less important and useful because Cantonese is used in some private domains. As described above, the use of English at home or in public places is the least prevalent among the three languages.

However, the participants still think English is more important and useful than Cantonese. English is a prestigious language that is a lingua franca around the world, and it is also a subject taught at schools. Parents realize that their children's performance in English is essential. Many participants believe that speaking fluent English can improve their competitiveness.

According to Walker (2011), access to domains, communities of practice, and social networks are necessary for creating contexts for language use so that linguistic diversity may be sustainable. Linguistic diversity still exists in Guangdong. Even though the use of Cantonese is decreasing, Cantonese as the lingua franca in Yue areas still best represents Guangdong. Although the Cantonese-speaking media is limited by the government, some media insist on using Cantonese for the cultural heritage of Guangdong. The Cantonese language is prevented from disappearance by the social network, such as the family and clan. Mandarin and English are so essential that they are widely used in the public domains. With political support, the status of Mandarin and English will be strengthened. People will think that Mandarin and English are certainly more crucial and practical for their future.

The Differences between Genders, Ages, Occupation and Education Levels

The results suggest that gender, age, occupation, and education level have effects on the factors of parental language attitudes: The Impacts of Official Language-Mandarin, The Impacts of Language Identity, and The Impact of Unofficial Language-Cantonese and English. Besides occupation, gender, age, and education level have significant influences on all three factors. Occupation only has a significant impact on the second factor which is The Impact of Language Identity.

Gender

The data suggests that gender has a significant influence on the first factor, The Impact of Official Language-Mandarin. The mean score of males in this factor is 26.1, and the mean of females is 28.46. In addition, gender also significantly affects The Impact of the Unofficial Language-Cantonese and English. The mean score of males is 18.29, and the mean of females is 17.93. The p-values of these two factors are the same, .002.

As described above, the first factor has significant effects on the language attitudes of parents. Parents have positive attitudes toward Mandarin because Mandarin is the national language in China. The language laws establish the official status of Mandarin and the language use of Mandarin. Even though English is an international language globally, the status of English is still below Mandarin. People speak Mandarin more than English.

Although Cantonese is the lingua franca in the Guangdong area, most Chinese people only consider Cantonese as a dialect but not as a language. According to Milroy and Milroy (2017), females and males have different tendencies to different norms; for example, females tend to favor prestige norms, while males tend to favor vernacular norms. The mean score of females in The Impact of Official Language-Mandarin is higher than that of males. In contrast, the mean score of males in The Impact of Unofficial Language-Cantonese and English is higher than that of females. Based on this finding, there is an assumption in this study: mothers have more significant influence than fathers on The Impact of Official Language-Mandarin.

Moreover, gender has a significant influence on The Impact of Language Identity. Even though the mean score for males is close to the mean for females, the mean for males is still higher than that for females. The researcher assumes that the influence of

males is greater than that of females on The Impact of Language Identity. According to Kong and Lau (1997) males reveal a stronger sense of Chinese identity than females in Hong Kong. However, the differences between genders do not inform us about the participants' proficiencies in the three languages.

Age

According to the results above, the impact of age is significant on the three factors. Seventy-seven participants are 20 to 30 years old, 103 participants who are in the range of 30 to 40 years old, and 74 participants between 40 to 50 years old.

For The Impact of Official Language-Mandarin and The Impact of Unofficial Languages-Cantonese and English, the greatest mean scores for both factors are for the 30 to 40 age range, and the mean of the group for 20- to 30-year-old is just slightly less than that of the group of 30 to 40 years old. Based on these results, both the 30 to 40 age range group and the 20 to 30 age group have strong influences on The Impact of Mandarin and The Impact of Cantonese and English. From 1986 to the present, there has been significant development for Mandarin in China. The people who are between 30 to 40 years old and the people who are at the age of 20 to 40 years should have experienced learning Mandarin when they were in school. They are both implementers and promoters of the language policies.

For The Impact of Language Identity, the mean score of 40 to 50 with 74 participants that is 57.39 is greater than the other two age groups. The researcher assumes that people who are between 40 to 50 years have the strongest influence on The Impact of Language Identity; however, the effect of age on language identity does not decrease with age. In this study, the mean score for the 30 to 40 years old group is less than that of 20 to 30 years old. Based on these results, language identity does not appear to be linearly related to age. Other relevant factors affect language identity.

Occupation

In this section, occupation only has a significant influence on The Impact of Language Identity. There is no relevance among occupation, The Impact of Official Language- Mandarin and The Impact of Unofficial Language-Cantonese and English. Christiansen (1999) presents that occupation is the principal means through which people develop and express their identity. In this study, most participants state they speak Cantonese more often at home, and they speak Mandarin more often in public areas. This means that Mandarin and Cantonese are the languages they use most often. Speaking fluent Cantonese and Mandarin is based on the need of their occupation. Their language practices reflect their linguistic identity. As described above, most participants consider they are bilingual speakers of Cantonese and Mandarin.

Education Levels

The education level has a significant effect on three factors. However, the mothers' education level had a stronger influence than the father's education level on The Impact of Official Language-Mandarin and The Impact of Language Identity. There are five education levels: no schooling, primary education, junior high, senior high, and college or above.

In the section on fathers' education levels, there are 143 participants at the college level. For the first factor, The Impact of Official Language-Mandarin, the mean college level is 28.84, which is greater than that of the other four levels. For The Impact of Unofficial Language-Cantonese and English, the mean score of college-level, 19.26, is still greater than the other levels. In the section on mothers' education levels, the mean score of the college level is the highest among the five levels on the factor of The Impact of Official Language-Mandarin and The Impact of Unofficial Language-Cantonese and English.

The results indicate that participants at the college level have a stronger effect on The Impact of Official Language-Mandarin and The Impact of Unofficial Language-Cantonese and English. The people who attended college should be affected by the language policies in China. As mentioned previously, the language policies restrict language used in domains like schools. All students and teachers have to speak Mandarin when they have classes, and students are expected to speak Mandarin fluently. The parent who has a college degree should also master English. College students should pass the Putonghua Proficiency Test (a Mandarin test) and College English Test Band 4. Moreover, the use of Cantonese has been reduced since the publishing of the language policies of Mandarin and English. The participants realize the importance and usefulness of Mandarin and English are increasing in China. As a result, they also strengthen the function of these language policies and influence their children's education.

For the second factor, which is The Impact of Language Identity, the greatest mean score (59.25) is at fathers' level of no schooling; however, there are only four participants at the level of no schooling. Moreover, the highest mean score that is 58.79, is at mothers' senior high level with only 28 participants. With the number of the participants, it is hard to effectively explain the effect of education level on this factor.

CHAPTER VI

CONCLUSION

In this investigation, the aim was to determine the factors that affect parental language attitudes towards Cantonese, Mandarin, and English and assess how important and valuable the three languages are for parents in Guangdong, China. Data were gathered through a survey questionnaire. One of the more significant findings to emerge from this study is that three main factors impact the parents' language attitudes towards Cantonese, Mandarin, and English. The other results of this study also show that there is a difference in the levels of importance and usefulness of three languages for parents. Hopefully, this study can attempt to invigorate research on the Chinese language and to support more critical perspectives in research on language studies in China.

Summary of Findings and Implication

There were three factors which affected parents' language attitudes toward Cantonese, Mandarin and English in this research. The first factor, The Impact of Official Language-Mandarin, focuses on how the official language-Mandarin affects the language attitudes of parents. The means for the variables of the importance and the usefulness of Mandarin are more significant than that of the other two languages. The results imply that Mandarin is the most important and the most useful language to parents because they believe that Mandarin is the national language. It is also helpful for their children's studies. Moreover, parents assume that Mandarin has the highest language use among the three languages. The results of this factor support the opinion of Sallabank (2019), which is that language attitudes and ideologies are associated with language practices and language policies. The official statistics show that the number of migrants to Guangdong is increasing. Residents of Guangdong should speak Mandarin more often than before because the number of migrants is increasing.

Meanwhile, since the Language Law of 2001 was issued to promote the use of Mandarin, more people have realized that the use of Mandarin has strongly affected their lives. In public domains, such as at school, students and teachers should speak Mandarin because the language policies require them to do so. Moreover, many parents strongly agree that Mandarin should be more widely used in Guangdong. This means not only speaking Mandarin in public domains such as schools but also in other domains.

The second factor is The Impact of Language Identity. Items 2.1 to 2.16 are included in this factor. The results of this factor have significant implications regarding how linguistic identity influences patterns of language attitudes and usage (Lawson & Sachdev, 2004). Many parents consider they are fluent speakers of Cantonese and Mandarin. The means for Cantonese and Mandarin statements demonstrates that parents have a positive attitude towards both languages.

For English statements, the means are not as high as the means for Cantonese and Mandarin. This demonstrates that parents' attitudes towards English are not as positive as towards other languages. Meanwhile, there are fewer parents who self-report as fluent speakers in English. However, the importance and the usefulness show that people think English is more important and practical than Cantonese. This indicates that other factors influence the importance and the usefulness of English.

The third factor is The Impact of the Unofficial Language-Cantonese and English. The data suggests that parents think English is more important and useful than Cantonese. According to the answers to the open-ended question, parents want their children to learn English because it is an international language that can be used worldwide. This answer indicates instrumental attitudes to English compared with Cantonese. Moreover, English is also supported by the language policies. English is studied as a school subject, and students must take English examinations to qualify to advance to the next level of study.

Cantonese is the lingua franca in Guangdong, China. The range of speaking Cantonese is not as wide as English. Cantonese, as the lingua franca, is also restricted by the language policies. This may be the reason why people think English is more important and useful.

This study also explored how gender, age, occupation, and education level affect the three factors of language attitudes. The effect of gender is significant to The Impact of Official Language-Mandarin and The Impact of Unofficial Language-Cantonese and English. Gender also has a significant influence on The Impact of Language Identity. The influence of males is more significant than that of females. However, the differences between genders do not inform us about the participants' proficiencies in the three languages.

Age is another relevant factor that affects language attitudes. According to the data results, the mean of the 30- to 40-year-old group is the greatest among five groups on The Impact of Official Language-Mandarin and The Impact of Unofficial Language-Cantonese and English. The researcher assumes that people who are 30 to 40 years old have greater influence on these two factors. This assumption is also based on the use of Mandarin and the use of Cantonese and English in China. Most people who are at the age range of 30 to 40 years old experienced the promotion of Mandarin when they were in school. The mean for the 40- to 50-year-old group is the highest among the five groups on The Impact of Language Identity. An assumption made by the researcher is that people who are between 40 and 50 years old have greater impact on language identity. However, language identity does not appear to be linearly related to age because the mean score for the 30 to 40 years old group is less than that of the 20 to 30 years old group. For these findings, the current study is not enough to prove the relationship between age and the three factors. Further research would be necessary.

Although occupation did not influence The Impact of Official Language-Mandarin and The Impact of Unofficial Language-Cantonese and English, it has a significant impact on language identity. People will express their identity through how they work and what languages they speak.

Education level is another factor that affects language attitudes, especially at the college level. People at the college level have significant effects on The Impact of Official Language-Mandarin and The Impact of Unofficial Language-Cantonese and English. When considering The Impact of Language Identity, the results are challenging to explain sufficiently how education level affects this factor. As the data showed, the greatest mean score is at the father's education level of no schooling. However, there are only four participants at the level of no schooling. Thus, we need further research to explore more how education level impacts language identity.

Limitations

There is no perfect study, and so it is with the present one. The limitations of this investigation include two main aspects, which are the research method and the findings.

This is a quantitative research study, and the data were collected through a survey questionnaire. There is a limitation in the questionnaire design. There is an overlap in the setting of age selections. This caused confusion for some of the participants which led them to give up answering the question or randomly select. The sample for this study was not randomly selected. The research was not conducted at schools, so other resources were sought. Three tutoring centers were selected based on the researcher's contacts. The sample is the parents who sent their children to tutoring centers for extra learning. The number of participants is not enough in this study. For example, the means of no schooling was the highest among five groups; however, it is difficult to assume parents who had no schooling had stronger influence in language attitudes. Their language

attitude towards Cantonese, Mandarin, and English cannot represent the perceptions of other parents who do not provide extra study to children. In addition, the results will not be the same as this study if the same questionnaire were to be used in other places and other times.

Even though the results provide us an idea of the differences in language attitudes in different genders, ages, occupation and education level, the results cannot present how parents' language attitudes change and why these factors affect their language attitudes. There is a limitation of self-reporting. The data did not provide information regarding a change in parents' attitudes so the findings from this study cannot be compared with other studies to find out parents' language attitude changes. Since this research did not investigate children's language attitudes, it cannot show the differences between parents and children and how parents' attitudes affect children's language choices.

Future research

The promotion of Mandarin (Putonghua) and Chinese language policies enhance the status of Mandarin and English. In addition, Cantonese is not being used as much at this time. The future of Cantonese use is not certain because language laws and education continue to focus on economic development rather than cultural preservation. As mentioned before, the final goal is to provide ideas to maintain and develop the multi-linguistic setting in Guangdong. Ng and Zhao (2004) claim that attitudes are useful to help understand the complexity of the Han Chinese language. This attitude study should be a long-term project.

The limitations provide direction and ideas for future research. In terms of future work, it would be interesting to repeat the questionnaire of this study to explore parents' attitudes and the effect of demographic factors on attitudes. If time and costs permit, it would be a good idea to include recorded interview data in the future study of language

attitudes. Moreover, future research should attempt to identify the language attitudes of children. By comparing with the attitudes of parents and children, it is better to understand how parents influence children's language attitudes and their language development. To further create the multilingual environment and diverse cultures in Guangdong, the research on language attitudes can provide ideas to parents, schools, and the government.

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APPENDIX A:
THE SURVEY OF PARENTS' LANGUAGE ATTITUDES TOWARDS CANTONESE,
MANDARIN AND ENGLISH IN GUANGDONG, CHINA

Part One: Personal Information

第一部分：基础信息

1.1 Name of School or Institution:

孩子所属辅导机构名称：

[单选题] *

- ☐ 汉氏双语教育
- ☐ 毛毛虫美术
- ☐ 明创教育

1.2 Participant gender : F / M

你的性别：女性/ 男性

[多选题] *

- ☐ 男 ☐ 女

1.3 Age range (please indicate the one you in which you belong):

请圈出家长您所属的年龄范围：

[多选题] *

- ☐ 20-30 ☐ 30-40 ☐ 40-50

1.4 Gender of children (number):

您孩子的性别是____， 分别有几个。

[多选题] *

- ☐ girl(s) 女孩 _____

☐ boy(s) 男孩 _____

1.5 Place(s) you lived between the ages of 6 and 14:

您小孩的成长地：

[填空题] *

1.6 Length of residence in Guangdong: _____ years

在广东居住了 _____ 年

[单选题] *

- ☐ 1-5
- ☐ 5-10
- ☐ 10-15
- ☐ 20 及以上

1.7 Father's current occupation

父亲目前从事的行业为： [单选题] *

- | | | |
|--|---|--|
| <input type="radio"/> IT / Software and Hardware Services / E-Commerce / Internet Operations IT/软硬件服务/电子商务/因特网运营 | <input type="radio"/> Food / Beverage / Cosmetics 快速消费品(食品/饮料/化妆品) | <input type="radio"/> Wholesale and retail 批发/零售 |
| <input type="radio"/> Apparel / Textile / Leather 服装/纺织/皮革 | <input type="radio"/> Furniture / Crafts / Toys 家具/工艺品/玩具 | <input type="radio"/> Education / Training / Research / Academic 教育/培训/科研/院校 |
| <input type="radio"/> Appliances 家电 | <input type="radio"/> Communications / Telecommunications operations / Network equipment / Value-added services 通信/电信运营/网络设备/增值服务 | <input type="radio"/> Manufacturing 制造业 |

- | | | |
|--|---|---|
| ○ Automobile and Accessories 汽车及零配件 | ○ Catering / Entertainment / Travel / Hotel / Life Services 餐饮/娱乐/旅游/酒店/生活服务 | ○ Office Supplies and Equipment 办公用品及设备 |
| ○ Accounting and Auditing 会计/审计 | ○ Legal 法律 | ○ Bank / Insurance / Securities / Investment Bank / Risk Fund 银行/保险/证券/投资银行/风险基金 |
| ○ Electronic Technology / Semiconductor / Integrated Circuit 电子技术/半导体/集成电路 | ○ Instrumentation / Industrial Automation 仪器仪表/工业自动化 | ○ Trading / Import & Export 贸易/进出口 |
| ○ machinery / equipment / heavy industry 机械/设备/重工 | ○ Pharmaceutical / Biological Engineering / Medical Equipment / Devices 制药/生物工程/医疗设备/器械 | ○ Medical / Nursing / Health 医疗/护理/保健/卫生 |
| ○ Advertising / PR / Media / Art 广告/公关/媒体/艺术 | ○ Publishing / Printing / Packaging 出版/印刷/包装 | ○ Real Estate Development / Construction Engineering / Decoration / Design 房地产开发/建筑工程/装潢/设计 |
| ○ Property Management / Business Center 物业管理/商业中心 | ○ Agency / Consulting / Headhunting / Certification 中介/咨询/猎头/认证 | ○ Transportation / Logistics 交通/运输/物流 |
| ○ Aerospace / Aerospace / Energy / Chemicals 航天/航空/能源/化工 | ○ Agriculture / fishery / forestry 农业/渔业/林业 | ○ Others 其他行业 |

1.8 Father's current position

父亲目前从事的职位：[单选题] *

- full-time student 全日制学生

- production people 生产人员
- salesman 销售人员
- marketing/ PR 市场/公关人员
- customer service staff 客服人员
- administrative staff 行政/后勤人员
- HR 人力资源
- financial staff 财务/审计人员
- clerk 文职/办事人员
- technical/ research staff 技术/研发人员
- manager 管理人员
- teacher 教师
- consultant 顾问/咨询
- professional staff (like accountant, lawyer, architect, doctor, reporter 专业人士(如会计师、律师、建筑师、医护人员、记者等)
- other 其他

1.9 Mother's current occupation

母亲目前从事的行业： [单选题] *

- | | | |
|--|--|--|
| ○ IT / Software and Hardware Services / E-Commerce / Internet Operations IT/软硬件服务/电子商务/因特网运营 | ○ Food / Beverage / Cosmetics 快速消费品(食品/饮料/化妆品) | ○ Wholesale and retail 批发/零售 |
| ○ Apparel / Textile / Leather 服装/纺织/皮革 | ○ Furniture / Crafts / Toys 家具/工艺品/玩具 | ○ Education / Training / Research / Academic 教育/培训/科研/院校 |

○ Appliances 家电	○ Communications / Telecommunications operations / Network equipment / Value-added services 通信/电信运营/网络设备/增值服务	○ Manufacturing 制造业
○ Automobile and Accessories 汽车及零配件	○ Catering / Entertainment / Travel / Hotel / Life Services 餐饮/娱乐/旅游/酒店/生活服务	○ Office Supplies and Equipment 办公用品及设备
○ Accounting and Auditing 会计/审计	○ Legal 法律	○ Bank / Insurance / Securities / Investment Bank / Risk Fund 银行/保险/证券/投资银行/风险基金
○ Electronic Technology / Semiconductor / Integrated Circuit 电子技术/半导体/集成电路	○ Instrumentation / Industrial Automation 仪器仪表/工业自动化	○ Trading / Import & Export 贸易/进出口
○ machinery / equipment / heavy industry 机械/设备/重工	○ Pharmaceutical / Biological Engineering / Medical Equipment / Devices 制药/生物工程/医疗设备/器械	○ Medical / Nursing / Health 医疗/护理/保健/卫生
○ Advertising / PR / Media / Art 广告/公关/媒体/艺术	○ Publishing / Printing / Packaging 出版/印刷/包装	○ Real Estate Development / Construction Engineering / Decoration / Design 房地产开发/建筑工程/装潢/设计
○ Property Management / Business Center 物业管理/商业中心	○ Agency / Consulting / Headhunting / Certification 中介/咨询/猎头/认证	○ Transportation / Logistics 交通/运输/物流

- Aerospace / Aerospace / Energy / Chemicals 航天/航空/能源/化工
- Agriculture / fishery / forestry 农业/渔业/林业
- Others 其他行业

1.10 Mother's current position

母亲目前从事的职位：[单选题] *

- full-time student 全日制学生
- factory worker 生产人员
- sales clerk 销售人员
- marketing/ PR 市场/公关人员
- customer service staff 客服人员
- administrative staff 行政/后勤人员
- HR 人力资源
- financial staff 财务/审计人员
- clerk 文职/办事人员
- technical/ research staff 技术/研发人员
- manager 管理人员
- teacher 教师
- consultant 顾问/咨询
- professional staff (like accountant, lawyer, architect, doctor, reporter 专业人士(如会计师、律师、建筑师、医护人员、记者等)
- other 其他

1.11 Your education level: Please put a tick in the right box.

您的教育程度：请在适当的空格打勾“☑”。

[矩阵多选题] *

	Father 父亲	Mother 母亲
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a) no schooling 从未接受教育	<input type="checkbox"/>	<input type="checkbox"/>
b) primary education 小学	<input type="checkbox"/>	<input type="checkbox"/>
c) junior high 初中	<input type="checkbox"/>	<input type="checkbox"/>
d) senior high 高中	<input type="checkbox"/>	<input type="checkbox"/>
e) tertiary/ university or above 大专/大学以上	<input type="checkbox"/>	<input type="checkbox"/>

1.12 What is the language/ dialect you speak most often at home?

您在**家中**最常使用哪种语言？

[矩阵单选题] *

	Most frequently 最常	Sometimes 有 时	Rarely 很 少	Not at all 不 使用
a) Cantonese 粤 语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mandarin 普通 话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.13 What is the language/ dialect you speak most often at public places?

您在**公共场合**与孩子最常使用哪种语言？

[矩阵单选题] *

	Most frequently 最常	Sometimes 有 时	Rarely 很 少	Not at all 不 使用
a) Cantonese 粤 语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Mandarin 普通话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.14 How much do you like the following three languages? Rank the following languages in order of language preference. (3 is the highest, 1 is the lowest)

您对以下几种语言的喜欢程度进行排序。(3-最喜欢, 2-一般喜欢, 1-不喜欢)。

[矩阵量表题] *

	1	2	3
a) Cantonese 粤语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mandarin 普通话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.15 How highly regarded are the following languages in Guangdong society? Rank the following languages in order of respect. (3 is the most respected, 1 is the least respected.)

您认为以下语言在广东受重视的程度有多高? 请为以下语言排序 (3-最受尊重, 2-一般受尊重, 1-不受尊重)。

[矩阵量表题] *

	1	2	3
a) Cantonese 粤语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mandarin 普通话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.16 What is the language you think is most important? Rank the following languages in order of the importance. (3 is the most important, 1 is the least important.)

哪一种语言对你来说最重要? 请为以下语言排序 (3-最重要, 2-一般重要, 1-不重要)。

[矩阵量表题] *

	1	2	3
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a) Cantonese 粤语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mandarin 普通话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.17 What is the language you think is most useful for you? (Rank the following languages in order of the usefulness. 3 is the most useful, 1 is the least useful.

您认为哪一种语言对您来说最有用？请为以下语言排序（3-最有用，2-一般有用，1-没用）。

[矩阵量表题] *

	1	2	3
a) Cantonese 粤语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mandarin 普通话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part Two: Please circle the number which best indicates what you think about the following statements. 5 - very agree, 4 - agree, 3 - generally agree or disagree, 2 - disagree, 1 - very disagree

第二部分：同意程度调查。请圈出你所认为的同意程度。5 ——非常同意，4 ——同意，3 ——一般，2 ——不同意，1 ——非常不同意

2.1 I should be able to speak fluent Cantonese.

我应该能够说一口流利的粤语。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.2 I like Cantonese because it is my mother tongue.

我喜欢粤语是因为它是我的母语。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.3 Cantonese is the language which best represents Guangdong.

粤语是最能代表广东的语言。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.4 I should be able to speak fluent Mandarin.

我应该能够说一口流利的普通话

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.5 Mandarin should be more widely used in Guangdong.

普通话应在广东广泛使用。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.6 A person who speaks fluent Mandarin is usually educated, intelligent and well-off.

一个能够流利普通话的人通常是个教育程度高、聪明和富有的人。 [单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.7 If I speak fluent Mandarin, others will think I am a new immigrant.

我害怕如果我讲一口流利的普通话，别人会以为我是新移居到这里的。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.8 I should be able to speak fluent English.

我应该能够说一口流利的英语。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.9 I would like to speak fluent English because it makes me feel modern and westernized.

我希望能够说流利的英语，因为那能使我感到自己是个追上时代的人。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.10 A person who speaks fluent English is usually educated, intelligent and well-off.
一个能够流利英语的人通常是个教育程度高、聪明和富有的人。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.11 A person who speaks fluent English is usually arrogant, snobbish and show-off.
一个能说流利英语的人通常是高傲的、势力的和不友善的。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.12 Cantonese should not be replaced by Mandarin since it is a valuable language.

粤语不应被普通话取代，因为粤语是一种有着很大价值。 [单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.13 Cantonese has contributed to the success of Guangdong's prosperity and development today.

粤语的通行是广东繁荣的主要原因之一。 [单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.14 Cantonese should be replaced by Mandarin since it is only a dialect with little value.

普通话应该取代粤语，因为粤语不过是一种没有价值的方言。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.15 English has contributed to the success of Guangdong's prosperity and development today.

英语的广泛应用对广东今天的发展有着一定的贡献或影响。

[单选题] *

☐1 ☐2 ☐3 ☐4 ☐5

2.16 To increase the competitiveness of Guangdong, the English standard of Guangdong people must be enhanced.

要提高广东的竞争力，广东人必须学好英语 [单选题] *

○1 ○2 ○3 ○4 ○5

2.17 How much do you want your child to master English, Cantonese and Mandarin?

您希望您孩子对以下语言掌握多少？

[矩阵单选题] *

	Much 很多	Average 能应付一般情况	Little 少许	Not at all 完全不需要
a) Cantonese 粤语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mandarin 普通话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.18 What is the language you think is the most useful for your children? Rank the following languages in order of usefulness. 3 is the most useful, 1 is the least useful.

您认为哪一种语言对您的孩子最有用？请为以下语言排序（3-最有用，2-一般有用，1-没用）。

[矩阵量表题] *

	1	2	3
a) Cantonese 粤语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mandarin 普通话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.19 How much do you think the following languages will help your children in getting better opportunities for their current studies? Rank the following languages in order of usefulness. 3 is the most useful, 1 is the least useful.

您认为以下语言对您孩子**现今的学习**有多大帮助？请为以下语言排序（3-最有用，2-一般有用，1-没用）。

[矩阵量表题] *

	1	2	3
a) Cantonese 粤语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mandarin 普通话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.20 How much do you think the following languages will help your children in getting better opportunities for further studies? Rank the following languages in order of usefulness. 3 is the most useful, 1 is the least useful.

您认为以下语言对您孩子的**升学**有多大帮助？请为以下语言排序（3-最有用，2-一般有用，1-没用）。

[矩阵量表题] *

	1	2	3
a) Cantonese 粤语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mandarin 普通话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.21 How much do you think the following languages will help your children in getting better opportunities for careers in the 21st century? Rank the following languages in order of usefulness. 3 is the most useful, 1 is the least useful.

您认为以下语言能对您孩子在二十一世纪发展事业有多大帮助？请为以下语言排序（3-最有用，2-一般有用，1-没用）。

[矩阵量表题] *

	1	2	3
a) Cantonese 粤语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mandarin 普通话	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c) English 英语	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Part three: Open-ended question. Please give your answer in your own words.

第三部分：开放式问答。请你以你的角度给出问题的答案。

3.1 As parents, what languages do you want your child/ children to study? Why?

作为孩子的父母，你希望你的孩子能够学习说什么语言？为什么？