

A HOLISTIC MEASURE OF SOCIOLINGUISTIC EXPERIENCE: CONTEXTUAL AND INDIVIDUAL LINGUISTIC DIVERSITY IN SOUTH AFRICA AND THE UNITED KINGDOM

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RATIONALE AND AIMS

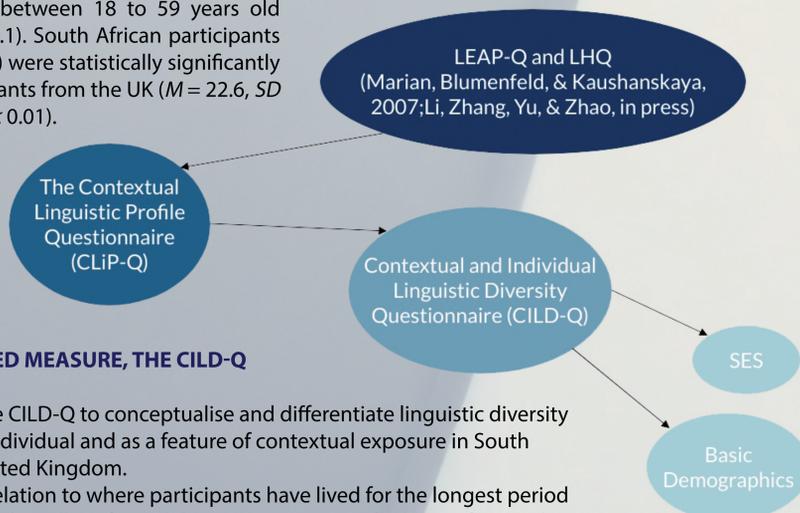
- The context of language use is a primary contributor to linguistic diversity, yet it has not been fully conceptualised or quantitatively investigated within the language sciences (Bak, 2016).
- We propose that one's linguistic repertoire is not limited to individual diversity but is also determined by their sociolinguistic context. That is, the society or culture to which the individual is exposed over a substantive period.
- We aimed to develop a valid and reliable measure of Contextual and Individual Linguistic Diversity, the CILD-Q, and psychometrically assess it using Classical Test Theory.
- Using the CILD-Q we further aimed to investigate differences in contextual linguistic diversity between individuals with multi-linguistic experience (South Africa) in comparison to (predominantly) mono-linguistic experience (United Kingdom).

METHOD

Table 1. Descriptive statistics of South African and United Kingdom participants

Sample (N = 353)	South Africa (n = 222)	United Kingdom (n = 131)
	n (%)	n (%)
Gender		
Female	180 (81.1)	86 (65.6)
Male	41 (18.5)	44 (33.6)
Exposure to English		
Daily	218 (98.6)	131 (100)
Every few days	2 (0.9)	-
Weekly	1 (0.5)	-
Level of Education		
High school	14 (6.3)	52 (39.7)
Certificate/Diploma	11 (5.0)	1 (0.8)
Undergraduate	101 (45.5)	57 (43.5)
Postgraduate	96 (43.2)	19 (14.5)

Participants were between 18 to 59 years old ($M = 29.3$, $SD = 10.1$). South African participants ($M = 33.3$, $SD = 9.9$) were statistically significantly older than participants from the UK ($M = 22.6$, $SD = 6.0$, $U = 3180$, $p < 0.01$).



NEWLY DEVELOPED MEASURE, THE CILD-Q

- We developed the CILD-Q to conceptualise and differentiate linguistic diversity both within the individual and as a feature of contextual exposure in South Africa and the United Kingdom.
- It is designed in relation to where participants have lived for the longest period of time, with English as the reference language, since it is the lingua franca, the predominant medium of instruction for formal education, and a prevalent language used in business and the media in these contexts.
- The CILD-Q comprises 18 items scored on a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

RESULTS

- An exploratory factor analysis (EFA) was run in R using the 'EFAutilities' and 'psych' packages with maximum likelihood estimation and goemin rotation (Zhang, Jiang, Hattori, & Trichtinger, 2019; Revelle, 2019).
 - EFA is concerned with the number of factors necessary to explain the relationship among a set of indicators with an estimation of factor loadings (Sass & Schmitt, 2010).
- Taking the EFA and theoretical conceptualisation into consideration, a three-factor solution was found to best describes the structure of the CILD-Q. The three factors include **Multilingualism in Context**, **Multilingualism in Practice**, and **Linguistic Diversity Promotion** (see Table 2).

Table 2. EFA with oblique goemin pattern matrix solution.

Item	Construct with example and reliability	Factor loadings		
1		0.85	-0.08	0.09
2		0.77	-0.03	0.1
3	Multilingualism in Context	0.48	0.04	0.11
4	e.g. Most people in [country] can communicate in more than one language; People from [country] tend to switch between languages during a conversation.	0.91	0.04	-0.03
5	($\alpha = .93$)	0.61	0.3	-0.05
6		0.88	0.02	0.04
7		0.85	0.08	-0.02
8		0.2	0.41	-0.02
9	Multilingualism in Practice	-0.05	0.69	-0.06
10	e.g. It is not often that I am exposed to people speaking languages other than English; When speaking with people I know I often use words from different languages.	-0.24	0.37	-0.05
11	($\alpha = .85$)	0.11	0.69	0.01
12		0.08	0.79	0.06
13		0.02	0.85	0.03
14		-0.04	0.83	0.04
15	Linguistic Diversity Promotion	0.18	0.01	0.63
16	e.g. Speaking multiple languages is encouraged in [country]; The government and people of [country] value speaking more than one language.	0.12	-0.03	0.74
17	($\alpha = .89$)	0.03	-0.03	0.86
18		-0.07	0.1	0.89

Note. [country] = the country the participant reported to have lived in for the longest period. Absolute values higher than 0.30 are shown in boldface.

- In addition, results indicate that there are statistically significant differences between South African and UK participants across all scales and overall score of the CILD-Q, where South African participants scored higher than participants from the UK ($p < 0.01$, see Figure 1). These differences were consistent across monolingual, bilingual, and multilingual groups.

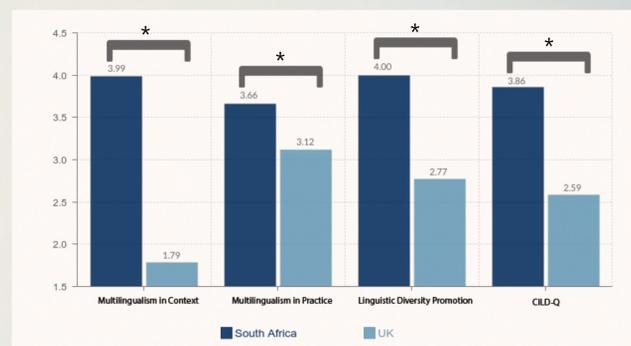


Figure 1. Mean differences for the CILD-Q scales and overall score across South African and UK groups.

DISCUSSION AND CONCLUSION

- The CILD-Q has been found to be a valid and reliable measure of contextual and individual linguistic diversity.
- South African participants reported greater exposure to contextual and individual linguistic diversity than participants from the UK as a result of the language practices, communicative engagement, and encouragement from their society.
- We propose that the CILD-Q can be used (and adapted accordingly) whenever there is a comparison of linguistically diverse groups from different contexts.
- Further research using the CILD-Q could potentially account for conflicting results that have emerged within bilingualism research.

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