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Portuguese Language in the multi-linguistic South Africa and the maintenance of the Portuguese community in Pretoria.

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Table of Contents

Acknowledgments 4

Introduction 5

Research Questions 7

Research Aims 8

Chapter 1: Portuguese in the multilinguistic South Africa 9

Introduction 9

1.2 Historical Context 10

1.2.1 Key Waves of Portuguese Migration in the 20th Early 20th Century 12

1.3. Portuguese Cultural Influence in South Africa 13

1.3.1 Portuguese Toponymy 13

1.3.2 Religious Influence 14

1.3.3 Culinary Traditions 14

1.3.4 Social Networks and Community Organizations 16

1.3.5 Contribution to the Study 17

1.4. The Portuguese Community in Pretoria 17

1.5. DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS 18

1.5.2 Socioeconomic Status 18

1.6 Cultural Identity and Language: The case of South African Portuguese in Pretoria 19

Chapter 2 METHODOLOGY 20

Chapter 3: Data Analysis 27

3.2 Age group 41-60 RESULTS 30

3.3 Similarities and differences from both age groups Questionnaire results .. 31

3.3.1 Similarities 32

3.3.2 Differences 32

3.3.3 Contribution of Feedback from Different Age Groups 33

3.3.4 Conclusion 33

Chapter 4: Language Shift and the Role of Diaspora Networks in Preserving Portuguese in Pretoria 34

Introduction 34

4.1 Language Shift 35

4.2 Role of Diaspora Networks in Language Preservation in Promoting or Hindering the Use of Portuguese in South Africa, Pretoria. 36
4.2.1 Family Connections and Language Preservation 37
4.2.1.1 Impact of Diaspora Networks 37
4.2.1.2 Plurilingual and Pluricultural Competence in the Portuguese Community of Pretoria 39
4.2.2 Community Organizations 40
4.2.3 Social Media and Digital Platforms 41
4.2.3.1 Challenges and Opportunities 44
4.2.4 Challenges in Language Preservation 44
4.3 Portuguese Language Presence in South African Higher Education 47
4.4 Intergenerational Language Transmission of Portuguese in South Africa .. 49
2.4.1 Historical Context and Demographics: 49
4.4.2 Factors Influencing Intergenerational Language Transmission 50
4.4.2.1 Prochazka and Vogl's Model of Language Shift 50
4.4.2.2 Language Shift 53
Chapter 5 : LINGUISTIC Integration and Adaptation 55
5.1 LANGUAGE CURRICULUM DEVELOPMENT IN SOUTH AFRICA 55
5.2 Portuguese Language Interactions with Official South African Languages 57
5.3 Code-Switching and Multilingual Practices 58
5.4 Sociolinguistic Motivations 58
5.5 Impact of Portuguese on Local Linguistic Diversity 59
Chapter 6 : Future Directions and Recommendations 59
6.1 BENEFITS OF DEVELOPING AND USING PORTUGUESE IN SOUTH AFRICA. 60
6.2 The Role of Cultural Identity in Language Maintenance 60
6.3.1 Social and Economic Factors in Language Shift 61
6.3.2 bridging the generational gap 62
6.3.3 The Role of Family in Language Preservation 63
6.3.4 Bridging Knowledge and Proficiency 63
6.3.6 Cultural and Emotional Ties to Language 65
6.4 Challenges and Opportunities in Language Maintenance 66
6.5 Conclusion 67

6.6 Policy Recommendations and community initiatives 67
6.6.1. Establishing Portuguese Language Education in Schools 67
6.6.2. Community Language Workshops 69
6.6.3. Cultural Events and Festivals 70
6.6.4. Media and Resource Development 71
6.6.5. Shifting Attitudes and Perceptions Through Awareness Campaigns and Marketing 72
6.6.7. Cultural exchange programs 73
6.7 Conclusion 74
7. OVERALL CONCLUSION OF MY RESEARCH 75
8. Figure 77
9.Appendix 78
10.References 82

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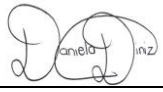
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Introduction

The term "***luso-sul-africanos"*** refers to individuals or communities that have both Portuguese and South African heritage or connections (Newson, 2012). The word

combines "Luso," derived from "Lusitano" — a term relating to Portugal or Portuguese people, originating from Lusitania, the Roman name for the region corresponding to modern-day Portugal — and "*sul-africanos,"* referring to South Africans or anything related to South Africa (Newson,2012). *Luso-sul-africanos* are typically people of Portuguese descent living in South Africa or those who identify with both Portuguese and South African cultures. The term can also describe cultural phenomena, communities, or traditions that blend Portuguese and South African elements. Historically, many Portuguese immigrated to South Africa during the 20th century, particularly after the decolonization of Mozambique and Angola in the 1970s (Glaser,2010). These immigrants and their descendants form a significant part of the Portuguese-speaking community in South Africa, especially in cities like Johannesburg, Pretoria, and Cape Town. The term *luso-sul-africanos* highlights the dual cultural identity of this group.

The Portuguese community constitutes one of the largest European-origin groups in South Africa, with estimates in the 1990s ranging between 300,000 and 700,000 individuals (Glaser, 2010; Rodrigues, van der Walt & Ngulube, 2014). This makes it the third-largest European immigrant community in the country, following British and Afrikaner-descended populations. Historically, migration occurred in several distinct waves — pre-World War II, post-World War II, post-decolonisation of Mozambique and Angola, and late 20th century — each of which contributed to the community's growth and economic integration (Glaser, 2010; Coelho, 1999).

The presence of Portuguese speakers in South Africa dates to the 15th century when Portuguese explorers first landed on its shores. However, it was not until the 20th century, particularly during the colonial era, that a significant Portuguese community began to establish itself in South Africa, primarily in cities like Johannesburg, Cape Town, and Pretoria (Glaser,2010).

In Pretoria, one of South Africa's capital cities, the Portuguese community has played a notable role in various sectors, including commerce, construction, and hospitality. Over the years, they have contributed to the region's cultural diversity, enriching the local tapestry with their language, cuisine, and traditions.

Despite constituting a minority within the broader South African population, the Portuguese community in Pretoria has worked diligently to preserve its cultural heritage and linguistic identity. Various Portuguese language schools, community centres, and cultural associations have been established to promote and sustain the Portuguese language and culture among younger generations.

Portuguese is a **global language spoken by over 250 million people** across four continents (Lourenço & Silva, 2020). It is also the **second most spoken language in the Southern Hemisphere**, a fact highlighted by the President of Portugal during his 2023 visit to South Africa (Wits University, 2023). In South Africa, Portuguese plays an important role in **maintaining transnational cultural and economic connections** with other Lusophone countries, including Brazil, Mozambique, and Angola.

President Marcelo Rebelo de Sousa's statement underscores the significance of the Portuguese community and the Portuguese language in South Africa, thereby illuminating broader themes of cultural preservation, linguistic diversity, and international cooperation. This discourse invites a nuanced examination of the intersections between cultural identity and global interconnectedness, highlighting the role of diasporic communities in fostering multilingualism and enriching the sociolinguistic landscape of host nations. Such perspectives are crucial for understanding the dynamics of migration and the continuing relevance of linguistic heritage in a globalised context.

This visit and the President's remarks on the ongoing efforts to maintain and celebrate the Portuguese heritage and language within South Africa reflect the importance of supporting the Portuguese community, like in Pretoria, ensuring their cultural identity is preserved, and their contributions to the multicultural fabric of South Africa are recognised. The recognition by both international and non-governmental organisations, as noted by Rebelo de Sousa, indicates a wider understanding of the cultural and linguistic variety contributed by Portuguese-speaking populations in the region. This relevance is crucial in discussions about multiculturalism, language preservation, and the dynamics of immigrant communities within South Africa.

The presence of a large Portuguese-speaking community in South Africa contributes to the country's rich multicultural tapestry, while the global status of Portuguese underscores its significance as a bridge for cultural and economic exchange in the Southern Hemisphere. These dynamics illustrate the interconnectedness of language, culture, and international relations in today's globalised world.

Social networks, religious institutions, and cultural events that serve as focal points for community interaction and solidarity also sustain the Portuguese community in Pretoria. These gatherings provide Portuguese South Africans with a sense of belonging and continuity, fostering a strong bond with their heritage and ancestral roots.

However, like many immigrant communities, the Portuguese community in Pretoria faces challenges such as acculturation, language shift among younger generations, and the need to balance assimilation with cultural preservation. Efforts to address these challenges include bilingual education programs, cultural festivals, and intergenerational initiatives to transmit the Portuguese language and traditions to future generations.

Research Questions

1. How have different waves of Portuguese migration (pre-WWII, post-WWII, post-1960s, and late 20th century) affected the socio-cultural dynamics of the Portuguese community in South Africa?
2. What roles do community and cultural initiatives play in promoting Portuguese language use among different generations in Pretoria?

3. How does intergenerational language transmission occur within Portuguese-speaking families in Pretoria?
4. What factors contribute to the success or failure of intergenerational language transmission in Portuguese-speaking families in Pretoria?

Research Aims

- Assess the effectiveness of community efforts, cultural events, and educational programs (including those supported by the Camões Institute) in sustaining the Portuguese language among different generations of Portuguese speakers in Pretoria.
- Study the patterns and challenges of intergenerational language transmission within Portuguese-speaking families in Pretoria, focusing on the differences between the first, second, and third generations regarding language proficiency and usage.
- To provide Future Directions and Recommendations for the maintenance of the Portuguese language in Pretoria.

This research focuses specifically on the Portuguese-speaking population in Pretoria, with an emphasis on intergenerational language transmission, linguistic adaptability, and cultural preservation in a predominantly English and Afrikaans-speaking environment. It examines the economic, educational, and political factors that affect the retention of Portuguese as a heritage language from both historical and contemporary perspectives.

The study employs a mixed-methods approach, combining questionnaire data and qualitative interviews to explore language-use patterns across generations. Findings reveal that first-generation immigrants maintain a strong affiliation with Portuguese, using it as their main means of communication, whereas second- and third-generation speakers show a gradual shift towards English. This shift is influenced by educational policies, economic integration, the growing use of English in professional and social contexts, and the lack of formal Portuguese education in South Africa.

Despite these challenges, the research highlights the key role of community organisations, digital platforms, and family networks in sustaining Portuguese. Cultural associations, religious institutions, and social media play a vital part in promoting the language and strengthening cultural identity among younger generations. Diaspora networks, through connections with Portugal, Mozambique, and Brazil, further reinforce these ties.

The findings indicate that without proactive language preservation measures, Portuguese in Pretoria is at risk of further decline among younger generations. Therefore, this study also proposes policy recommendations, including the inclusion of Portuguese in South African educational institutions, stronger governmental and institutional support for heritage language programmes, and intergenerational mentorship initiatives.

These dynamics illustrate the interconnectedness of language, culture, and international relations in today's globalised world. They also reflect the need for deliberate efforts to ensure that the Portuguese community in Pretoria continues to thrive linguistically and culturally within South Africa's rich multilingual landscape.

CHAPTER 1: PORTUGUESE IN THE MULTILINGUISTIC SOUTH AFRICA

INTRODUCTION

South Africa is a fascinating place to explore when it comes to the interplay of languages and cultures. With its complicated history and diverse population, it offers a rich example of how multilingualism thrives in a multi-ethnic society. A critical concern in multilingual cultures is whether the dominance of a prevalent language jeopardises the preservation of minority language diversity. South Africa offers a significant case study for examining this inquiry. Following the end of apartheid, the country implemented a language policy granting official status to 12 languages, including English, Afrikaans, South African Sign Language, and nine Bantu languages. Despite this inclusive policy, English continues to dominate business and political spheres and is increasingly becoming the primary language of instruction in schools.

A language is a communication system including sounds and written symbols utilised by the inhabitants of a specific country or region for verbal or written expression. (Collins, Online Dictionary). Despite Portuguese not being officially recognised among the twelve languages in South Africa, one may contend that, based on the number of speakers, it merits consideration as the "thirteenth" language.

Portuguese is a global language spoken by over 250 million people across several continents, including Europe, South America, and Africa (Lourenço, I. C., & Silva, T.,2020). Its spread is primarily due to Portugal's historical colonial presence in regions like Brazil, Mozambique, and Angola. The legacy of this colonial past has resulted in a significant number of Portuguese speakers outside Portugal, including in South Africa(Lourenço, I. C., & Silva, T.,2020). This transnational spread of Portuguese speakers highlights the language's global significance and role in maintaining cultural connections among the diasporas.

Although the Portuguese community in South Africa is sizable, this major world language is rapidly declining in use. While Portuguese culture and traditions have been partially preserved, the use of the mother tongue is diminishing, particularly among third-generation immigrants. Many younger community members are not even literate in their native language.

A notable transition is occurring from the native language (Portuguese) to the prevailing languages of the host community, specifically English and Afrikaans. This change is manifesting in nearly all facets of daily existence.

Looking at a Sociological Perspective, a community is defined by the relationships, values, and norms that connect its members (Diko,2023). These can be place-based communities (like neighbourhoods or towns) or interest-based communities (such as language groups, religious groups, or online forums).The Portuguese community in South Africa has a significant presence. It is primarily composed of immigrants from Portugal, Madeira, and Mozambique. This community's history is closely tied to South Africa's colonial past and the economic opportunities that attracted immigrants.

Portuguese immigrants to South Africa have a long and rich history of making the country their new home. Globalisation and widespread migration have resulted in a massive blending of racial and cultural identities across the globe. According to estimates, 300,000 and 700,000 Portuguese immigrants resided in South Africa in the 1990s (Glaser, 2010). The Portuguese community is third in size among European communities in South Africa (Rodrigues, van der Walt, and Ngulube, 2014).

Rodrigues et al. (2014) stated that economics was the primary driver of Portuguese immigration to South Africa. Many of these immigrants arrived permanently in South Africa following the independence of Mozambique and Angola, while the majority came from Madeira or Portugal. Carr (2004) identifies six primary motivators for immigration: political factors, career or vocational opportunities, lifestyle factors, cultural factors, and the prospect of increased income or economic opportunity.

Portugal is one of the European empires with the most extended history, having begun colonial expansion and overseas settlement in 1415 (Costa, 2021). Numerous scholars have offered comprehensive accounts and examinations of the historical documentation about Portugal's worldwide growth and the establishment of the Portuguese diaspora (Duffy, 1968; Basson, 1988; Barnes & McDuling, 1995; Newitt, 2004; Glaser, 2010, 2012, 2013; Adinolfi, 2019). From the initial conquest of Ceuta, Morocco, in 1415 to the official transfer of Macau to the People's Republic of China in 1999, Portugal's extensive territorial expansion during the colonial period led to the establishment of a significant global diaspora network that operates in diverse contexts (Costa, 2021). One such Portuguese diasporic community that has grown over a long historical period—from the 15th to the 21st century—is based in South Africa. Given that it is a sizable diasporic community outside of the former Portuguese African colonies of Angola and Mozambique, the Portuguese diaspora community in South Africa offers arguably a lesser known but particularly noteworthy case in the African context.

1.2 Historical Context

Portugal and its voyages of discovery provide the earliest connections between South Africa and Europe. The first Europeans to step foot on South African land were the Portuguese (Gomes, Benrós, & Semin, 2023). The Dutch established the first permanent European settlement on 06 April 1652 (Dye & Croix, 2017).

The influx of Portuguese immigrants to South Africa began in earnest after World War II, with significant migration occurring during the 1960s and 1970s. Many Portuguese

immigrants came from Madeira, the Azores, and mainland Portugal, seeking better economic opportunities (Coelho, 1999). In addition, the decolonisation of Mozambique and Angola in the mid-1970s led to the migration of Portuguese settlers and their descendants to South Africa. This migration was partly due to the turmoil in these African nations and the connections established in South Africa (Castro, 2008).

The Portuguese have been present in South Africa since the late fourteenth century. (Leal,1977). The first Europeans to interact with the people of the Cape were Portuguese sailors (Leal, 1977). Their presence here has been continuous since then. From the 1920s on, nevertheless, Portuguese people arrived in South Africa in significant numbers. The 1950s saw one of the biggest inflows (Glaser, 2010). H.F. Verwoerd, then President, planned for more whites in South Africa with an emphasis on Anglo-Saxon Protestants in Europe; nevertheless, the wanted population did not arrive in South Africa. Attention turned to what was thought to be less desirable immigrants from Mediterranean nations. Many of these immigrants came from Madeira, a Portuguese island. Leal (1977) claims that the primary cause of their exodus to South Africa was financial. Between 1963 and 1971, the mainland of Portugal produced another wave of immigrants. The last notable wave came in the 1970s after Angola and Mozambique became independent from Portugal. During and after this time, many Portuguese people from these colonies flooded into South Africa (Glaser, 2010). The Portuguese currently constitute the third largest European demographic in South Africa.

The Portuguese have migrated to almost every region of South Africa, with the majority establishing their residence in Gauteng, specifically in the cities of Johannesburg and Pretoria (Pina,2001). Often these places include a variety of activities and services for the Portuguese population including newspapers and community media, sports, social and cultural groups and organisations, and churches providing Portuguese services.

Surprisingly, given the extent of the Portuguese population, South African modern historiography offers scant acknowledgement of their presence (Ferreira, 2013). Glaser observes that "while a great deal has been written about earlier Portuguese involvement with the sub-continent dating back as far as the fifteenth century 'discoveries' - to my mind, much more significant migrations of the twentieth century have largely been disregarded" (Glaser, 2010). Moreover, South African preservation institutions like archives have frequently concentrated their collecting activities on records of national importance and on documenting the viewpoints of the more powerful, government-representing societies (Harris, 2002). This has led to the under-representation of some communities in the national archival legacy, including the Portuguese community, which has not seen its modern social history and experiences properly reflected in the country’s archival holdings, including those of government and non-public institutions (McEwan, 2003).

1.2.1 Key Waves of Portuguese Migration in the 20th Early 20th Century

1.2.1.1. Migration (Pre-World War II):

The early migration largely involved individuals from Madeira and mainland Portugal seeking better economic opportunities. These immigrants were often small-scale farmers, fishermen, and tradesmen who struggled economically in their homeland. Early Portuguese immigrants primarily settled in urban areas such as Johannesburg and Durban, where they could find work in retail, agriculture, and mining sectors. This period saw the formation of initial Portuguese communities, establishing social and cultural networks that would aid later immigrants.

1.2.1.2. Post-World War II Migration (1940s–1960s)(Glaser,2010):

After World War II, economic difficulties and political instability in Portugal, particularly in Madeira, prompted a significant increase in emigration to South Africa. The island's poor agricultural conditions and limited job opportunities pushed many Madeirans to seek better living conditions abroad. The South African government, aiming to strengthen its workforce, encouraged this migration by offering incentives to European immigrants, including the Portuguese. These incentives included financial assistance and employment opportunities across various sectors.In turn, the Portuguese population in South Africa increased significantly, many of whom joined the retail and service sectors, particularly as market vendors and store owners. Consolidating the Portuguese presence in towns like Pretoria and Johannesburg was significantly aided by this wave of migration.

1.2.1.3. Post-1960s Migration (1960s–1970s) (Glaser,2010):

The decolonisation of Portuguese colonies in Africa, such as Angola and Mozambique, resulted in a significant influx of Portuguese settlers to South Africa. Known as the "*retornados*," these migrants were mostly Portuguese citizens who had lived in the colonies but fled due to political upheaval and civil wars. Many of them were skilled professionals, including engineers, educators, and businesspeople, which facilitated their integration into the South African economy. Their arrival not only bolstered the Portuguese-speaking population but also contributed to the economic and social development of the community.

1.2.1.4. LATE 20th Century Migration (1980s–1990s) (Glaser,2010):

In the late 20th century, a steady flow of Portuguese immigrants continued to arrive in South Africa, driven by ongoing economic opportunities. However, this period also marked the beginning of return migration, as some Portuguese South Africans chose to move back to Portugal or other countries due to the country's changing political landscape, particularly following the end of apartheid. By this time, the Portuguese community had become well-established, forming strong social, cultural, and economic networks. They established churches, cultural centres, and community

associations that were crucial in facilitating language preservation and safeguarding cultural identity.

The decision to discuss the historical context of the Portuguese community in South Africa stems from the need to comprehensively understand the factors that have shaped this community's presence and identity. Exploring the historical context allows us to trace the origins and motivations behind Portuguese migration, the socio-political and economic conditions that influenced these movements, and how these historical developments have led to the formation of a distinct Portuguese-South African identity. By examining the history, we can better understand the community's contributions to South African society, their role in the country's diverse cultural fabric, and the ongoing challenges they face in preserving their cultural heritage while integrating into broader South African society. This historical perspective also helps to highlight the interconnectedness of global migration patterns and the impact of colonial legacies on contemporary immigrant communities.

1.3. Portuguese Cultural Influence in South Africa

The Portuguese community has significantly influenced the cultural and linguistic landscape of South Africa. This influence is most evident in the country's toponymy, religious practices, culinary traditions, music, and community networks. The early presence of Portuguese explorers and the subsequent waves of Portuguese immigrants have contributed to the rich multicultural fabric of South Africa. This section explores the various ways in which Portuguese cultural heritage has influenced South African society, with a particular focus on place names, religious traditions, cuisine, music, and social networks.

1.3.1 Portuguese Toponymy

One of the most visible aspects of Portuguese cultural influence in South Africa is reflected in its toponymy. Portuguese explorers, including Bartholomeu Dias and Vasco da Gama, named several coastal locations during their voyages along the southern coast of Africa. These place names serve as lasting reminders of the early Portuguese presence and continue to be part of South Africa's geographical landscape.

According to Raper (1988), Portuguese place names are among the oldest European place names in South Africa. Examples include:

Cabo das Tormentas (Cape of Storms), later renamed the Cape of Good Hope.

Baía Formosa (Beautiful Bay), now known as Plettenberg Bay.

Terra do Natal (Land of Christmas), which gave rise to the name KwaZulu-Natal.

Aguada de São Brás (St. Blaize's Watering Place), now Mossel Bay.

These place names not only describe geographical features but also reflect the religious devotion of Portuguese explorers. The enduring presence of Portuguese toponymy highlights the historical significance of the community in shaping South African heritage (Raper, 1988). Additionally, these names provide an essential link between the country's early colonial history and its present multicultural identity, serving as a constant reminder of the community's influence.

1.3.2 Religious Influence

The lives of Portuguese explorers and immigrants were deeply influenced by religion. The practice of naming locations after saints and religious events showcases the profound religious traditions embedded within the Portuguese community. Numerous early Portuguese The Catholic faith of immigrants played a significant role in the formation of Catholic churches and the celebration of festivals in South Africa. Palm Sunday holds significant importance in Catholic Portuguese communities. It's a vibrant period characterized by traditional processions and celebratory activities that bring people together.

These events are essential in strengthening cultural identity and motivating younger generations to value and engage with the Portuguese language. In cities such as Pretoria and Johannesburg, these religious traditions foster a welcoming atmosphere of community and belonging.

Religious institutions such as *Our Lady of the Assumption Catholic Church* in Pretoria have played a crucial role in maintaining these Portuguese traditions. These churches hold services in Portuguese, providing a venue for the community to come together, engage in their faith, and transmit cultural traditions to future generations. Religion plays a significant role that goes beyond mere spiritual practices, fostering social networks that contribute to the preservation of the language and culture within the Portuguese diaspora.

1.3.3 Culinary Traditions

Portuguese immigrants and their culinary traditions have permanently influenced the rich and diverse gastronomic scene of South Africa. Blending distinctive cooking methods with bold flavours, Portuguese cuisine in South Africa is a testament to both heritage and adaptation to local ingredients.

Portuguese cuisine is known for its iconic recipes, many of which have become deeply embedded in South African food culture. One such dish is **peri-peri chicken**, marinated in a fiery pepper sauce that reflects the Portuguese love for bold flavours. Often enjoyed at family gatherings or barbecues, this dish has become a staple in many South African households. The hot sauce, made from African bird's eye chillies, is a perfect example of how Portuguese and African culinary influences intertwine.

Bacalhau (salted cod) is another cherished dish, a classic Portuguese seafood staple that has found a warm welcome in South Africa. *Bacalhau's* versatility shines through in stews, casseroles, or grilled variations, enabling creative adaptations with local

ingredients. This dish is appreciated in both daily meals and special occasions, highlighting its significance in Portuguese culinary heritage.

Bread holds an important place in Portuguese cuisine, clearly reflected in the widespread love for *pão,* a rustic and hearty bread typically enjoyed fresh from the oven. A great number of South Africans savour it alongside olives or a hearty tomato sauce, upholding the Portuguese custom of communal dining and sharing.

Portuguese pastries have also gained widespread popularity, particularly *pastéis de nata* (custard tarts). Found in bakeries across the country, these flaky, creamy treats are a favourite at celebrations and social gatherings. Typically sprinkled with powdered sugar and cinnamon, they are a beloved indulgence highlighting Portugal's influence on South African desserts.

As Portuguese culinary traditions merged with South African flavours, new and innovative dishes have emerged. Both home cooks and professional chefs' experiment with classic Portuguese recipes, incorporating local ingredients such as maize, biltong, and chakalaka. These fusion honours tradition and contributes to the ever-evolving South African food scene.

A prominent illustration of this fusion is the Portuguese-style seafood braai, which has become quite popular. This dish features an assortment of seafood marinated in peri-peri sauce and grilled over an open flame, blending the Portuguese passion for seafood with South Africa's vibrant outdoor cooking tradition.

Among the notable Portuguese restaurants in Pretoria are *Adega, Bem Bom, Estreito Cafe, Beira Alta, O Galito, LM in the East*, and *O Peri Peri.* Each of these establishments offers a unique take on traditional Portuguese dishes, contributing to the rich tapestry of South African cuisine.

The Global Phenomenon of Nando's

Although these local establishments honour Portuguese culinary traditions, Nando's has become a globally recognised brand that has brought peri-peri chicken to an international audience. Founded in South Africa in 1987, Nando's has expanded to several countries and is now well-known for its flame-grilled chicken marinated in a unique peri-peri sauce created from African bird's eye chillies.

Nando's triumph is rooted in its skilful fusion of classic Portuguese flavours with a modern dining atmosphere. The restaurant's vibrant decor, casual atmosphere, and commitment to quality have made it a favourite among diverse audiences. Nando's serves not just delicious food but also fosters a sense of community through its engaging marketing campaigns and dedication to social responsibility.

Nando's success lies in its ability to blend traditional Portuguese flavours with a contemporary dining experience. The restaurant's vibrant decor, casual atmosphere, and commitment to quality have made it a favourite among diverse audiences.

Nando's not only serves delicious food but also promotes a sense of community through its engaging marketing campaigns and commitment to social responsibility.

In South Africa, Nando's has become a cultural icon, often referenced in popular media and celebrated for its unique approach to fast-casual dining. The brand's influence extends beyond its menu, as it has played a significant role in introducing and popularising Portuguese flavours to a broader audience.

In conclusion, the culinary traditions of Portuguese immigrants in South Africa are beautifully represented by local restaurants *like Adega, Bem Bom, Estreito Cafe, Beira Alta, O Galito, LM in the East, and O Peri Peri.* At the same time, *Nando's* stands out as a global ambassador of peri-peri cuisine, showcasing the rich flavours of Portuguese heritage to the world. The result is a vibrant culinary landscape that celebrates both heritage and local flavours, bringing communities together through a shared love of food.

1.3.4 Social Networks and Community Organizations

Numerous Portuguese clubs and groups in the country engage in sports, social, cultural, and recreational activities for the community. A considerable number of Portuguese associations consistently advocate for solidarity activities, benefiting both the community and the most underprivileged parts of South African society, frequently in reaction to global humanitarian situations.

Social networks and community organisations are essential in preserving Portuguese cultural identity. Organizations like the *Madeira Club Pretoria*, *Associação Da Comunidade Portuguesa De Pretória(ACPP)* and the *Portuguese Women's League* host cultural events, language classes, and social gatherings. These organisations provide essential assistance for new immigrants and cultivate a feeling of belonging within the community.

Portuguese and Luso-descendants in South Africa have access to several media channels that publish or broadcast in Portuguese, including a dedicated television program for this community on *RTP International*. The Portuguese government endorses a comprehensive network of educational institutions that instruct in the Portuguese language, spanning from pre-primary to secondary education, with several Luso-descendants and South Africans participating in these language classes.

The Portuguese language is actively promoted through these networks, ensuring that cultural traditions remain vibrant and alive. The participation of younger generations in these activities holds great importance for the preservation of heritage language practices.

1.3.5 Contribution to the Study

The Portuguese community in South Africa plays a crucial role in preserving the Portuguese language through its cultural influence. Community events, religious ceremonies, culinary traditions, and social networks foster social spaces where the language is utilized and transmitted to younger generations. These cultural practices emphasize the significance of preserving heritage languages and create avenues for passing knowledge across generations.

Furthermore, the enduring presence of Portuguese place names within South Africa's geographical landscape stands as a testament to the community's lasting influence. This historical perspective emphasizes the intrinsic connection between cultural identity and language, enriching the wider conversation on language preservation in minority communities.

The Portuguese community's cultural influence in South Africa is pivotal in shaping the nation's multicultural identity. The Portuguese have left enduring marks on South African society, influencing everything from place names and religious traditions to cuisine, music, and social networks. The cultural practices significantly contribute to the reinforcement of the Portuguese language and the cultivation of a sense of belonging within the community. Understanding this cultural influence provides essential context for analysing the preservation of the Portuguese language in Pretoria and contributes to the broader investigation of heritage language conservation in multilingual settings.

1.4. The Portuguese Community in Pretoria

Pretoria, as the administrative capital of South Africa, also hosts a segment of the Portuguese community. Although not as large as in Johannesburg, the Portuguese community in Pretoria is active and engaged in cultural preservation and community activities.

1.4.1 **Community Organizations**:

In Pretoria, numerous Portuguese community organisations and social groups function as centres for cultural activities and social interactions. These organisations facilitate the promotion of Portuguese language and culture among younger generations. They coordinate events, festivals, and religious observances that are essential for preserving cultural connections (Madeira Club Pretoria, 2024). Examples of these organisations include *ACPP* and *Casa Social da Madeira.*

1.4.2 **Educational and Cultural Initiatives:**

In Pretoria, there are Portuguese schools and language classes aimed at fostering the teaching of the Portuguese language to younger generations. The initiatives play a

vital role in passing the language across generations, guaranteeing that it continues to be an active component of the community's cultural identity (Portuguese Forum, 2024). The *Camões Institute* provides Portuguese language courses tailored to various proficiency levels. It offers assistance to Portuguese language schools and programs, guaranteeing access to high-quality language instruction.This is of considerable significance for the Portuguese population in Pretoria and other areas of South Africa, facilitating the maintenance of linguistic ties to their heritage.

1.5. DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS

1.5.1. DEMOGRAPHIC PROFILE

The Portuguese community in South Africa,Pretoria, primarily consists of immigrants from mainland Portugal, Madeira, and, historically, Mozambique and Angola. A considerable portion of the Portuguese community in South Africa consists of first-generation immigrants; however, there is also a notable presence of second and even third-generation Portuguese South Africans (Gouveia, 2009). The community is characterised by robust family connections, with extended relatives frequently residing in close proximity.

The age distribution in the Portuguese community shows a notable presence of middle-aged and elderly individuals who migrated during the 1960s and 1970s. The younger generation in South Africa frequently exhibits bilingualism, conversing in both Portuguese and English or Afrikaans (Saunders, 1988). The generational dynamic emphasises the importance of preserving cultural traditions alongside the process of

Integrating into the wider South African society.
While Pretoria does not have as large a Portuguese population as Johannesburg, it still hosts a substantial community. Pretoria's demographic characteristics mirror those of the broader Portuguese community in South Africa, with a mix of first-generation immigrants and their descendants (Portuguese Forum, 2024).

The community in Pretoria includes both older first-generation immigrants and younger generations who have been born and raised in South Africa. Families frequently uphold Portuguese cultural traditions, which are reflected in community gatherings, religious practices, and family events (Madeira Club Pretoria, 2024).

1.5.2 SOCIOECONOMIC STATUS

The Portuguese community in Pretoria and throughout South Africa has played a significant role in various economic sectors throughout history. A considerable number of Portuguese immigrants first secured jobs in the construction industry, which continues to be an important sector for Portuguese South Africans (Coelho, 1999). Restaurants and catering emerged as a favoured sector within the hospitality industry, where Portuguese individuals and families successfully founded their own businesses. Small business ownership is prevalent, with numerous Portuguese-owned bakeries,

cafes, and shops contributing to the local economy (Gouveia, 2009). The community's educational attainment has progressed over the years, as earlier generations frequently had restricted formal education and concentrated on trades and entrepreneurship. Nonetheless, younger generations have progressively sought higher education, creating avenues in professional sectors like finance, law, and education (Castro, 2008).

Johannesburg is home to the largest Portuguese community in South Africa, acting as a key centre for Portuguese cultural and economic endeavours. Meanwhile, Pretoria's Portuguese community exhibits comparable employment and socioeconomic patterns. Johannesburg's greater size and extensive history have fostered more established networks and businesses; however, both communities continue to have a significant presence in construction, hospitality, and small enterprises (Rodrigues et al., 2014).

The community, with its rich historical background and considerable cultural impact, plays an essential role in the nation's diverse landscape. This population, primarily composed of immigrants from Portugal, Madeira, and Mozambique, has significantly contributed to South Africa's economic and social development for many years. The presence of Portuguese immigrants, both historically and in contemporary times, underscores the significance of grasping the complexities of migration patterns, economic integration, and cultural preservation. In Pretoria, similar to other regions of South Africa, the Portuguese community upholds its cultural identity via community organisations, educational initiatives, and active involvement in the local economy. Through an analysis of the demographic and socioeconomic traits of this community, we uncover the challenges and opportunities encountered by immigrant communities in South Africa.

1.6 Cultural Identity and Language: The case of South African Portuguese in Pretoria

The Portuguese-speaking community in Pretoria exemplifies the evolution of language and cultural identity within a bilingual society. The transmission of Portuguese as a heritage language among generations born in South Africa is influenced by familial characteristics, social contexts, and institutional assistance. This section analyses the maintenance, adaptation, or decline of Portuguese language usage across time, referencing extensive literature in heritage language studies.

Historically, Portuguese has been instrumental in defining ethnic identity among Portuguese-speaking families in Pretoria. The language is predominantly utilised in familial assemblies, religious rites, and cultural festivities, illustrating a profound link between language and communal customs. First-generation immigrants particularly prioritise the acquisition of Portuguese by younger generations, a practice consistent with private language planning (Piller, 2001), wherein parents actively shape their children's linguistic behaviours inside the domestic sphere. As second- and third-generation individuals assimilate into the wider South African community, English

frequently becomes the predominant language in educational, social, and professional settings.

Research on intergenerational language transmission (Fishman, 1991) indicates that when younger generations are increasingly exposed to the dominant language of their surroundings, competency in their heritage language typically diminishes. In Portuguese-speaking households, a transition is frequently noted—where Portuguese remains vital for communication with elder relatives but is progressively supplanted by English in contacts with peers and educational settings. This pattern signifies a language transition in diaspora populations, as minority languages struggle to maintain full fluency across generations.

Notwithstanding these problems, community institutions and cultural activities are crucial in sustaining the Portuguese language. Portuguese festivals, religious assemblies, and cultural institutions like Madeira Club Pretoria offer informal yet significant avenues for linguistic and cultural interaction. Research on diaspora populations (Johnson & Quan-Bafour, 2015) substantiates the notion that such occurrences facilitate language reinforcement by establishing environments where heritage languages are actively utilised and commemorated.

The absence of official Portuguese language instruction in South African schools constitutes a significant barrier to achieving advanced skill, especially in written communication. In the absence of systematic academic support, several heritage speakers encounter difficulties with intricate vocabulary, grammar, and advanced discourse, resulting in partial language attrition or code-switching between Portuguese and English. Myers-Scotton (1993) elucidates that code-switching serves as a linguistic adaptation technique, enabling speakers to manoeuvre within multilingual contexts while preserving ties to their heritage language.

The situation of Portuguese speakers in Pretoria exemplifies the overarching difficulties encountered by minority language communities. The interaction of family, community, and education influences the degree to which a legacy language is maintained or progressively diminished. This research enhances discourse on language preservation, intergenerational linguistic transitions, and the development of cultural identity in multilingual societies by the analysis of these elements.

CHAPTER 2 METHODOLOGY

This study will employ a mixed methods approach, integrating quantitative and qualitative data gathering to perform a thorough analysis of the preservation of the Portuguese language within the multilingual context of Pretoria. By amalgamating these two techniques, the study capitalises on the advantages of both quantitative data and comprehensive descriptive insights, providing a more thorough comprehension of language preservation in minority populations. This method

guarantees the incorporation of the statistical realities of language usage along with the social, cultural, and emotional aspects of language preservation.

The qualitative research component is particularly significant, as it aims to explore social phenomena based on participants lived experiences. This method allows for an in-depth understanding of the perceptions, attitudes, and practices surrounding Portuguese language maintenance. The study will uncover how Portuguese speakers in Pretoria navigate their multilingual environment and the meanings they attach to their linguistic choices by using open-ended questions and descriptive accounts.

The research will utilise questionnaires as the principal data collection tool, focussing on two specific age cohorts: 18-40 and 41-60, both residing in Pretoria. This age-based classification aims to elucidate generational disparities in language utilisation, perspectives, and community engagement. Incorporating various age cohorts offers insights into the evolution of language practices over generations, which is crucial for comprehending patterns of language transmission and maintenance.

Participants will be requested to answer a series of questions and to submit a brief written account of their experiences. The questionnaire aims to gather data on several essential aspects: language use in diverse contexts (home, workplace, community), educational history, community involvement, and the challenges faced in maintaining Portuguese within a bilingual society. These parts correspond with the research aims, providing both quantitative data on linguistic practices and qualitative insights into the social and cultural determinants affecting language preservation.

The questionnaire will gather extensive data from varied individuals and offer a detailed overview of the present condition of Portuguese language preservation in Pretoria. The findings will enhance the comprehension of language's function in preserving community identity and the tactics that can facilitate the promotion of minority languages in multilingual society.

2.1 Demographic Information

The questionnaire employed in this study is designed to comprehensively address various aspects of language maintenance within the Portuguese community in Pretoria. It has various essential elements, each corresponding to the research objectives to provide a comprehensive grasp of language utilisation, education, community involvement, and intergenerational transmission.

Demographic Information: This section encompasses enquiries regarding participants' age range, birthplace, and duration of residence in South Africa. These enquiries are essential for determining the generational distribution of participants, which is pivotal for comprehending intergenerational language transmission. Furthermore, data regarding participants' birthplaces and migration trends offers context for evaluating language usage and the impact of various migrant waves on language preservation (Barkhuizen & Knoch, 2006).

Language Utilisation and competency: Participants are enquired about the languages they speak well, their competency levels in Portuguese, and the frequency of Portuguese usage at home and with family. This section assesses the present condition of Portuguese language skill and usage trends among the community. This study evaluates the applicability of the three-generation language shift model (Prochazka & Vogl, 2009) to the Portuguese population in Pretoria, emphasising the degree of preservation or gradual replacement of Portuguese by English.

Education and Language Acquisition: Enquiries about enrolment in Portuguese language institutions, the sufficiency of linguistic educational assistance, and the accessibility of learning materials seek to investigate the influence of formal education on language preservation. Comprehending the accessibility and calibre of Portuguese language education is crucial for recognising issues associated with language policy and support systems for minority languages (Extra & Gorter, 2008). This data can inform recommendations for enhancing educational efforts that promote the preservation of the Portuguese language.

Participants are enquired about their engagement in cultural events, community organisations, and the significance they attribute to preserving cultural traditions. This section elucidates the significance of community networks and cultural activities in the preservation of language usage. Community-driven initiatives, such cultural festivals and social groups, can substantially aid in language preservation by cultivating a sense of belonging and collective identity (Fishman, 1991).

Intergenerational Language Transmission: This section encompasses enquiries regarding whether participants' children or grandchildren communicate in Portuguese and the difficulties encountered in imparting the language to subsequent generations. These enquiries are essential for comprehending the dynamics of language transmission across generations and discerning the elements that affect the continued use of Portuguese by newer generations. The results will enhance the overarching discourse on language shift and the preservation of minority languages within multilingual society (Spolsky, 2004).

Participants are enquired about their engagement with Portuguese-language media, encompassing radio, newspapers, and online platforms, as well as the significance of media in preserving language and culture. This section emphasises the function of media in facilitating language utilisation and cultural identity. Access to Portuguese-language media can be an essential resource for mitigating language shift and fostering linguistic variety (Stroud & Heugh, 2004).

The last section examines the obstacles participants encounter in preserving Portuguese and solicits recommendations for assistance, including educational programs, community activities, media initiatives, and governmental support. This section examines obstacles to language maintenance and offers essential insights

for developing governmental recommendations and community efforts aimed at preserving the Portuguese language.

The questionnaire functions as a thorough instrument for collecting both quantitative and qualitative data, providing a detailed insight into the variables affecting language maintenance among the Portuguese population in Pretoria. The collected data will establish a robust basis for evaluating language shift processes, identifying challenges, and formulating targeted suggestions for educational policies, community programs, and media campaigns to ease the preservation of the Portuguese language in this multilingual society.

The responses to the questionnaires will be obtained from two distinct age demographics within the Portuguese population in Pretoria. Employing two distinct age cohorts, 18-40 and 41-60, will enable me to capture the viewpoints of two separate generations within the Portuguese-speaking community in Pretoria. This methodology is significant for various reasons:

1. **Generational Differences in Language Use and Attitudes**: Generational differences can lead to considerable variation in language usage and attitudes towards language preservation. Older participants may possess a deeper affinity for the Portuguese language owing to their upbringing and experiences, whilst younger people may be more affected by the multilingual milieu in Pretoria. Comprehending these distinctions can provide insights about the impact of social, cultural, and linguistic changes on language preservation.
2. **Intergenerational Language Transmission:** Investigating the transmission of language between generations is essential for understanding language preservation. Comparing these two age groups facilitates an examination of the effectiveness of intergenerational language transfer and the detection of any alterations in language usage or attitudes across time. This information will aid in comprehending the prospective linguistic transition that may transpire within the community.
3. **Varied Experiences and Challenges**: Various age demographics may have unique obstacles in preserving the Portuguese language. Older generations may have challenges regarding cultural preservation and insufficient formal language education, whereas younger generations might grapple with balancing Portuguese alongside other languages in a multicultural environment. This comparison can yield a more thorough comprehension of the elements influencing language maintenance.
4. **Holistic View of the Community:** Integrating both younger and older individuals will yield a more thorough comprehension of the community's efforts to preserve the Portuguese language. It guarantees that the research encompasses a wide range of experiences, from individuals raised in largely Portuguese-speaking settings to those navigating a more diversified linguistic context. This

comprehensive method will improve the overall study of language preservation within the community.

4.2 Identification of Potential Participants

I will use current networks inside the Portuguese-speaking community in Pretoria, including social and cultural groups often frequented by Portuguese speakers. These networks provide great venues for interacting with people actively engaged in cultural and language preservation.

I will contact possible participants via social media channels like WhatsApp and Instagram. Groups serving the Portuguese-speaking population in Pretoria will distribute posts and messages to maximise the reach of the research invitation.

Festivals and community-run events will be chances to educate possible attendees on the study and urge them to join. Often, these gatherings unite people strongly linked to the community and passionate about language and cultural preservation.

Participants will also be found via referrals and recommendations from other community members, therefore enabling a larger reach inside the group. This snowball sampling technique guarantees varied representation and access to individuals who might not otherwise be contacted via official methods.

By employing these recruitment strategies, I aim to engage a diverse group of participants, ensuring that the data collected reflects the varied experiences and perspectives within the Portuguese-speaking community in Pretoria.

2.2 Limitations of this paper

Although the purpose of this study is to provide a comprehensive analysis of the preservation of the Portuguese language within the context of Pretoria's multilingual environment, It is crucial to recognise the particular limitations that may have influenced the findings. Recognising these limits facilitates a clearer comprehension of the study's scope and establishes a basis for future research to tackle these problems. This section delineates the principal restrictions faced during the study process, encompassing factors such as sample size, generational focus, data collection methodologies, participant accessibility, time limits, and geographical scope.

2.2.1 SAMPLE SIZE AND REPRESENTATION

The study's sample size may inadequately represent the heterogeneous Portuguese-speaking community in Pretoria. Despite attempts to involve a diverse array of people, some sections within the community—particularly those less engaged in cultural or social activities—may have been inadequately represented. This may lead to a distorted view of language preservation, since more involved persons are predisposed to possess deeper connections to the language and culture. The

voluntary nature of participation created the potential for self-selection bias, as individuals with a specific interest in the Portuguese language or community were more likely to engage in the study, possibly resulting in an over-representation of highly motivated or language-aware participants. I was able to get 40 questionnaires from the group aged between 18-40 ,and then got 25 questionnaires from the aged group 41- 60.So I used 25 questionnaires from each group.

2.2.2. Generational Focus

The choice to categorise individuals into two age brackets (18-40 and 41-60) yielded significant insights into the generational differences in language maintenance. This strategy, however, omitted younger children and older individuals, both of whom are pivotal in the intergenerational transmission of the Portuguese language. Elderly community members may hold significant knowledge about cultural traditions and linguistic practices, whilst children's language learning patterns could indicate the impact of language maintenance initiatives on the group's future. The exclusion of these populations constrains the study's capacity to provide a thoroughly comprehensive perspective on language transmission across all generations.

2.3 Questionnaire Limitations

The use of questionnaires as the primary technique of data collection is associated with a number of constraints that are necessarily present. Because surveys rely on self-reported data, there is the possibility of response bias. This occurs when participants provide answers that are socially desirable rather than providing responses that are completely honest reflections on how they use language or how they feel about certain topics. For example, respondents may exaggerate the number of times they speak Portuguese at home or minimise the difficulties they face in preserving the language in order to present a more favourable image. Furthermore, the organised nature of the questionnaire, while helpful for gathering quantifiable data, may have prevented participants from expressing more nuanced or personal feelings connected to their connection with the language. This is because the questionnaire was composed of a series of questions.

Access to Participants

Community networks, social media platforms like Instagram and WhatsApp, cultural events, and word-of-mouth referrals were the primary methods that were utilised to recruit participants for the study. Although these strategies were successful in reaching out to members of the Portuguese-speaking community who are actively participating, it is possible that they may have mistakenly excluded more persons who are socially or culturally isolated and do not participate in any sort of organisation. It is possible that this includes members who are elderly and live independently, as well as recent immigrants who have not yet developed relationships within the community. It is possible that the absence of these

individuals will lead to an imperfect depiction of the language diversity and experiences that are prevalent within the community.

Time Constraints

The research was carried out within a period of time that was restricted, which resulted in certain limitations being imposed on the process of data collecting. If the research had been conducted over a longer period of time, it would have been possible to conduct follow-up interviews and participant recruitment. This would have allowed for a more in-depth understanding of linguistic habits and attitudes. In addition, the time constraints may have hindered the incorporation of other data collection methods, such as ethnographic observations or in-depth interviews, which could have contributed to the enhancement of the qualitative part of the study.

Geographical Scope

Since the Portuguese-speaking community in Pretoria is the exclusive focus of this study, it is possible that the findings might not fully reflect the experiences of Portuguese speakers in other parts of South Africa. This is because the study is limited to the Portuguese-speaking population in Pretoria. It is possible that communities in other cities, such as Johannesburg or Cape Town, are confronted with different issues or have varying degrees of access to Portuguese language instruction and cultural resources. The findings of this study cannot be generalised to the entire Portuguese-speaking community in South Africa.

Despite these constraints, the research offers interesting and valuable insights into the preservation of the Portuguese language within the Portuguese-speaking community in Pretoria. The acknowledgement of these limitations not only improves the study's transparency but also draws attention to prospective areas that could be the subject of further investigation. more research might take a more inclusive approach by involving a wider range of age groups, broadening the geographical reach, and using more qualitative approaches to achieve a more comprehensive knowledge of the maintenance of language in minority communities. Future research could enhance the efficacy of language preservation techniques in diverse societies if it overcomes these limitations.

Chapter 3: Data Analysis

The survey conducted in Pretoria to assess the prevalence and maintenance of the Portuguese language yielded valuable insights into the community's linguistic and cultural dynamics.

This chapter presents and analyses the results of the questionnaire survey conducted among members of the Portuguese-speaking community in Pretoria. A total of 25 respondents from each group took part in the study. For the purposes of this research, first-generation refers to Portuguese-born immigrants residing in South Africa; second-generation refers to individuals born in South Africa to Portuguese-born parents; and third generation refers to individuals born in South Africa whose parents were also born in South Africa, but who have at least one Portuguese-born grandparent. This generational framework allows for a comparative analysis of language use, attitudes, and cultural affiliation across different stages of the migration and settlement process.

3.1 Age group 18-40 Results

The questionnaire enquired about a variety of topics, including competence in the Portuguese language, participation in cultural activities, community initiatives, and the difficulties encountered in the process of conserving the Portuguese language across many generations. A multilingual society like South Africa presents both challenges and opportunities for the preservation of the language, and the comments from a wide variety of people shed light on both of these aspects.

The notable impact of English on the younger generation was among the most surprising results. Many people pointed out that the daily use of Portuguese has suffered as a result of English's hegemony in South Africa. Because of its common usage in schools, businesses, and social settings, many people view English as more practical. One participant said, "The younger generation would prefer to speak English than Portuguese; there are not enough young people speaking Portuguese." This remark struck me especially since it highlighted the increasing disconnect between younger Portuguese descendants and their language legacy. "Everyone understands, so it's easier to speak English; yet it makes me feel cut off from my origins," said another participant. This feeling shows how the ease of English can trade off cultural identity.

The absence of instructional materials and community support was another common topic. Particularly for younger generations formally, several participants noted little chances to study Portuguese in Pretoria. Many of those who answered thought the offered Portuguese courses were pricey or out of reach. What stood out was the misconception that no free Portuguese classes are available, with one respondent writing, "If only the Portuguese government offered free lessons..." This was particularly surprising, as the Instituto Camões does in fact offer free Portuguese

courses, a resource that many seem to be unaware of. This lack of awareness highlights the need for better communication between institutions and the community to ensure that resources are utilised effectively.

From the responses, it was clear that there was a combination of active participation and detachment with regard to cultural involvement. The fact that organisations such as Rancho and Casa Social da Madeira were brought up multiple times demonstrates that there are still pockets of cultural participation within the region. Others, on the other hand, asserted that there should be a greater number of community gatherings and "festas" in order to rekindle interest in Portuguese customs. "More festas and educational programs would help us feel more connected," expressed one of the responses that stood out as particularly noteworthy. It was clear from this comment that the author had a sincere desire to establish environments in which language and culture could coexist and thrive. During the discussion, another member made the following suggestion: "Workshops on Portuguese cooking, music, and history could bring people together and make learning fun." These proposals highlight the significance of merging cultural and linguistic activities to preserve a dynamic community identity with the help of these activities.

In terms of the question, "*What initiatives or policies do you think would help in better supporting the Portuguese language and culture in Pretoria?* " an interesting reply was " *Starting with events from you participating with the community and inspiring people to speak the language, however accepting that we live in an integrated society in South Africa, where at the end of the day, we need to be proud of our heritage, no matter the language, we need to ensure that all Portuguese descendants whether they speak it or not, are not disowned by the community but embraced, to make our community feel stronger together.*" This response offers a thoughtful and inclusive perspective on maintaining the Portuguese language and culture in Pretoria. It highlights the significance of community-driven events in fostering participation and encouraging the use of Portuguese within the community. Nevertheless, what makes this comment particularly fascinating is the fact that it places a strong focus on integration and inclusivity. It recognises that South Africa is a multilingual and multicultural society in which heritage need to be celebrated irrespective of the linguistic proficiency of its inhabitants.

This highlights a crucial point that ***language should not be a barrier to belonging within the Portuguese community***. While encouraging the use of the Portuguese language is of the utmost importance, it is also crucial to make certain that individuals who may not speak the language fluently or at all are still able to have a sense of connection and inclusion. This way of thinking has the potential to encourage more people to participate with their cultural roots without the fear of being judged, which in turn can improve communal bonds. One important thing that can be learnt from this response is the significance of using a well-rounded approach. This approach should not only encourage the preservation of language through various events and activities, but it should also embrace cultural identity that goes beyond linguistic capacity. This

could be accomplished in an efficient manner by establishing welcoming venues in which Portuguese descendants, regardless of their level of language proficiency, are able to interact with the community through cultural celebrations, musical performances, the telling of stories, and historical events. The purpose of my response is to serve as a reminder that the preservation of culture is about more than just language; it is about tradition, identity, and a sense of belonging that is shared by generations. It is possible for the community to become more cohesive while simultaneously fostering the use of the Portuguese language if it is made certain that all Portuguese descendants are made to feel appreciated and included.

The intergenerational transfer of Portuguese became both a hope and a difficulty. While some parents said they spoke Portuguese to their kids, others confessed their own lack of fluency caused them difficulty. "The younger generation is embarrassed, so I feel like the language has died a bit with them." This remark underscored the emotional complexities tied to language loss, highlighting the connection between identity and confidence. On the other hand, there were also stories of hope, such as one parent who shared, "I've spoken to my daughter in Portuguese since birth to ensure she understands and is able to speak the language." These contrasting experiences illustrate the critical role that families play in passing down the language.

Consumption of various forms of media also had a significant part in the preservation of language. It was noted by a few of the participants that they kept themselves connected to the Portuguese language by following internet platforms that provided news in Portuguese. Other people, on the other hand, have voiced their wish for more Portuguese media channels that are more locally focused and can better serve the community in Pretoria. The existence of this gap shows that expanding access to digital and print media in Portuguese could turn out to be an effective instrument for the preservation of the language.

Despite the fact that the Portuguese population in Pretoria continues to be proud of its heritage, the responses found that there is a need for increased awareness, resources, and community actions in order to maintain the language. When it comes to fostering language practice, the replies highlighted the significance of both official education programs and informal community events. The desire for projects that are more inclusive and focused on young people was a recurring theme that emerged from several of the comments.

This experience not only provided valuable data for the research but also highlighted the deep emotional connection people have to their language and culture. It has become abundantly evident that the preservation of Portuguese is not simply about the language; it is also about identity, belonging, and the aspiration to endow future generations with a cultural heritage that is rich in diversity. The findings provided further evidence that the Portuguese community in Pretoria has the ability to flourish and preserve its cultural and linguistic traditions for a considerable amount of time in the future, provided that it is provided with the appropriate support structures.

3.2 AGE GROUP 41-60 RESULTS

The feedback from the 41–60 age demographic illustrates the complex challenges and opportunities associated with preserving the Portuguese language and cultural identity in Pretoria. A significant number of community members shown a profound dedication to safeguarding their heritage while contending with the intricacies of a predominantly English-speaking society.

A prevalent issue in the comments was the challenge of sustaining fluency in Portuguese within an environment where Portuguese-speaking contexts are few. A respondent astutely noted, "There are limited Portuguese-speaking environments beyond familial settings, diminishing language exposure." This observation profoundly resonated, highlighting not merely a practical difficulty but a cultural one—where the decline of regular language practices progressively undermines the connection to ancestral origins. Examining these findings showed the deeply personal and emotional nature of the battle, evoking both empathy and concern.

A notable observation was the endeavour of numerous respondents to transmit their cultural heritage to the subsequent generation, notwithstanding the explicit preference for English among younger family members. A statement encapsulated this paradox succinctly: "I endeavour to converse with them in Portuguese and listen to Portuguese music." This succinct yet impactful phrase underscores the poignant reality of communal existence, where tradition intersects with modernity. It stresses a profound commitment to preserving the language while also alluding to the inherent conflict between safeguarding heritage and assimilating into the prevailing culture.

The significance of community interaction was highlighted as an essential technique for cultural preservation. Numerous attendees emphasised the significance of events and organisations like the “Liga das Mulheres” and the “Academia do Bacalhau.” A respondent reflected on the necessity for increased community events to engage the youth with their culture, proposing that revitalising community spirit could be essential for long-term preservation. The voices conveyed an inspirational, collective optimism that, if properly handled, community-led initiatives may rekindle interest and engagement among the youth.

In terms of the question “*What are the biggest challenges you face in maintaining the Portuguese language in Pretoria*? “, and interesting reply feedback was,“*Every time there is an Portuguese event it is always in Joburg, it’s too far away from us to attend*”, which makes us look at the ***geographical accessibility to cultural events***. Numerous Portuguese festivals, assemblies, and commemorations occur in Johannesburg, which boasts a more extensive and established Portuguese community. Although these events provide significant chances for cultural and language immersion, the distance hinders frequent participation by people of Pretoria.

This highlights the necessity for increased Portuguese cultural events and projects in Pretoria. Increased organisation of local festas, meet-ups, and community-driven events would afford Pretoria-based Portuguese speakers enhanced opportunity to engage with their language and heritage without the inconvenience of travel. This remark highlights a wider concern around diversity at community events. If Portuguese speakers in Pretoria feel alienated from broader Portuguese cultural activities, there may be a necessity for enhanced initiatives to decentralise events and establish chances beyond Johannesburg. This may encompass activities like virtual participation, local gatherings, or partnership amongst Portuguese organisations in Pretoria and Johannesburg to facilitate broader access. It would be intriguing to investigate if other inhabitants of Pretoria concur with this view and whether sufficient demand exists to advocate for further localised activities that promote language preservation and cultural conservation within Pretoria.

Government policy and institutional support were also considered. Opinions varied regarding the adequacy of the current measures. Some individuals believe that the quality of Portuguese language instruction in Pretoria is upheld, while others advocate for enhanced support mechanisms from the government. A notably stimulating proposal was the concept of establishing collaborations between South African and Portuguese universities, suggesting a means of merging formal education with cultural interchange. This proposal bridges physical and cultural divides while reconnecting community members to a wider global framework.

In a nutshell, the surveys shed light on a community that is both resilient and vulnerable, and that is working hard to preserve its language and culture in spite of pressures from the outside world. Although there is a great desire to pass on traditions and legacy, the responses show that there are considerable difficulties that still need to be overcome. These obstacles include language isolation, educational constraints, and a diminishing interest among younger generations. On the other hand, the persistent calls for improved community activities, improved assistance from the government, and innovative alliances across cultural boundaries instill hope. The combination of these ideas results in a captivating narrative that emphasises the significance of a unified and proactive approach to the protection of cultural heritage. This narrative conveys a feeling that is both hopeful and earnest, and it resonated with every word that was shared by these members of the community.

3.3 Similarities and differences from both age groups Questionnaire results

This paper examines two questionnaires designed to assess the preservation of the Portuguese language within this group, concentrating on participants aged 18-40 and 41-60. Comparing their comments reveals both similarities and contrasts that underscore the challenges and opportunities encountered by various generations in safeguarding their linguistic heritage. The insights derived from these two unique age

cohorts offer a deeper comprehension of community dynamics and linguistic utilisation.

3.3.1 Similarities

Both age demographics exhibit a robust affinity for the Portuguese language and its transmission to their offspring, with numerous participants asserting their ability. For example, a member of the younger cohort remarked, "I endeavour to converse with them in Portuguese," signifying a deliberate attempt to preserve the language in familial contexts. An elder respondent remarked, "By conversing with them in Portuguese," underscoring the significance of familial relationships in language transmission.

Participation in cultural events is a prevalent motif among both groups. Individuals from both demographics emphasised the significance of preserving Portuguese cultural practices. A younger respondent asserted, "Increased Portuguese language schools would aid in preserving the language," while an older respondent concurred, remarking, "We require more institutions providing lessons for our children." This mutual aspiration for cultural preservation highlights a unified dedication to the Portuguese identity.

3.3.2 Differences

The examination of the surveys from the Portuguese population in Pretoria reveals significant disparities between the two age cohorts: individuals aged 18-40 and those aged 41-60. The disparities are crucial for comprehending how each group interacts with the Portuguese language and culture, illustrating both generational viewpoints and the dynamic context of language utilisation in a multilingual society.

A notable distinction was observed in the skill and familiarity with the Portuguese language. Participants from the younger demographic indicated difficulties with fluency, frequently remarking, “I occasionally struggle, resulting in a blend of English and Portuguese.” This signifies a propensity to revert to English, especially in informal contexts. Conversely, participants from the older cohort typically indicated enhanced fluency and confidence, with one asserting, “I can confidently speak Portuguese,” implying a more regular utilisation of the language in familial settings.

A substantial disparity exists in perspectives regarding language learning resources. The younger participants frequently emphasised the difficulties in obtaining educational resources and opportunities, as evidenced by statements such as "Finding individuals to converse with in Portuguese," which illustrate a challenge in involvement. The elder group articulated a more hopeful perspective, with one participant remarking, "Yes, it is very adequate," on the current educational resources. This gap may signify a generational transformation in the perception and accessibility of language instruction.

The older group repeatedly brought up the significance of community support in the process of preserving the language. According to the observation of one of the participants, "Lack of community engagement" is a challenge, which suggests that intergenerational relationships are essential for the preservation of cultural traditions. On the other hand, younger respondents frequently cited the "dominance of English" and a particular affinity for the English language as obstacles to the use of Portuguese. A significant intergenerational challenge that must be confronted to safeguard the Portuguese language in Pretoria is highlighted by the disparity between the older and younger generations. Given that the older demographic emphasises community support and engagement, it is plausible that enhanced intergenerational connections could significantly contribute to the preservation of minority languages. Due to their concern on a lack of community engagement, it is implied that the Portuguese language runs the risk of deteriorating over time if individuals do not actively participate in Portuguese events, cultural organisations, and even family traditions. The younger generation, in contrast, is struggling with the dominance of English, which reveals a distinct perspective. This perspective is influenced by the social and practical realities of living in a country where English is the prevalent language. The fact that they prefer to communicate in English in their day-to-day contacts, educational settings, and professional lives is a significant obstacle to the preservation of Portuguese as an active language.

This difference creates the perception that, At the end of the day, this discrepancy emphasises the need of a balanced approach—one that recognises the language and societal challenges younger Portuguese speakers face while also supporting community-driven projects.

3.3.3 Contribution of Feedback from Different Age Groups

The information that was gathered from two distinct age groups has contributed to the enhancement of the study by delivering a more comprehensive perspective on the experiences and difficulties faced by the Portuguese population. The younger participants shed light on the contemporary challenges of language maintenance, which are driven by broader societal changes and absorption into an environment that is largely English-speaking and Afrikaans-speaking. The older responders, on the other hand, provided insights that were founded in tradition and established community institutions, highlighting the necessity of ongoing support and resources.

This comparative method enables a comprehensive grasp of how language preservation activities might be tailored to meet the specific needs of each generation. This ensures the continued flourishing of Portuguese language and culture in South Africa.

3.3.4 Conclusion

The examination of the two questionnaires uncovers both significant similarities and distinct variances in the experiences of the Portuguese population in Pretoria. Although both age demographics are dedicated to safeguarding their language and

culture, their methodologies and obstacles vary considerably. Incorporating feedback from several generations enriches the study's depth and underscores the significance of community support in preserving linguistic heritage. The Portuguese community must foster intergenerational connections and tools to maintain their cultural identity within a bilingual context.

CHAPTER 4: Language Shift and the Role of Diaspora Networks in Preserving Portuguese in Pretoria

INTRODUCTION

Language shift is a widespread phenomenon in multilingual societies, often resulting in the gradual displacement of minority or heritage languages by dominant national or global languages (Weinreich, 1953; Fishman, 1991). In the South African context, the predominance of English in education, commerce, and public life has placed significant pressure on minority languages, including Portuguese (Kamwangamalu, 2000). While Portuguese enjoys global status as one of the most widely spoken languages — with over 250 million speakers worldwide (Lourenço & Silva, 2020) — it is not recognised among South Africa's 12 official languages, limiting its institutional support.

For the Portuguese community in Pretoria, this reality creates a complex linguistic environment where heritage language maintenance competes with the socio-economic advantages of English and Afrikaans. The intergenerational transmission of Portuguese is particularly at risk, as younger generations become increasingly integrated into the dominant linguistic culture of South Africa. First-generation immigrants typically maintain Portuguese as their primary language of communication, but by the third generation, English often becomes dominant in both social and professional settings (Fishman, 1991).

Despite these challenges, diaspora networks — including family ties, community organisations, religious institutions, and digital platforms — play a crucial role in creating spaces where Portuguese is actively spoken, taught, and celebrated (Johnson & Quan-Bafour, 2015). These networks act as both cultural anchors and language-maintenance mechanisms, fostering a sense of belonging that strengthens linguistic identity. In Pretoria, organisations such as the Madeira Club and the Associação da Comunidade Portuguesa de Pretória (ACPP) organise festivals, language classes, and religious events that help sustain the Portuguese language across generations.

This chapter examines the twin processes of **language shift** and **language preservation** within the Portuguese-speaking community of Pretoria. It explores the sociolinguistic forces driving the decline of Portuguese usage, the specific mechanisms through which diaspora networks promote or hinder its maintenance,

and the broader implications for heritage language sustainability in multilingual societies. By analysing both challenges and opportunities, this chapter situates the Portuguese experience in Pretoria within the global discourse on minority language preservation in diaspora contexts.

4.1 Language Shift

Language shift is a common global occurrence that usually impacts minority languages. In multilingual societies, minority languages are frequently at risk of being displaced by the dominant language of the host community.

The term' language shift' was introduced into sociolinguistics through the influential works of Weinreich (1953) and Fishman (1964). Weinreich (1953, 68) defines language shift as *'the change from the habitual use of one language to that of another.*' The process is typically incremental and encompasses intermediate phases of bilingualism. (Weinreich, U. 1979). As the shift progresses, bilingualism tends to decrease among younger generations, who increasingly become monolingual in the dominant language.

Language shift is frequently analysed as the decline of a minority language as immigrant communities assimilate to the predominant language of their host nation. In South Africa, English is the predominant language in business and public affairs. (Kamwangamalu, 2000), which is not the mother tongue of most of the indigenous South African population. This makes South Africa a particularly intriguing case for studying language shift. Since the post-apartheid era, 12 languages have been granted official status, with various language bodies and numerous policy initiatives introduced to preserve and promote the nine Bantu languages spoken by the majority of the African population (Ngcobo, 2007).

South Africa has implemented a Language-in-Education Policy that promotes using mother tongue instruction in schools alongside learning English as a second language (Mayatula,2006). This strategy is founded on the principle of additive bilingualism, informed by second language acquisition theories (Cummins, 1980), which posits that learners must attain a requisite degree of competency in their native language prior to acquiring and learning a second language.

The above-mentioned research underscores how predominant languages in multilingual societies can precipitate a language shift, resulting in the steady decline of minority languages. This background directly influences the Portuguese language in South Africa, notwithstanding the comparatively substantial Portuguese-speaking community. The prevalence of English, especially in commerce, academia, and public affairs, compels younger Portuguese speakers to favour English over their native language.

Furthermore, as Portuguese is not among South Africa's 12 official languages, it lacks equivalent institutional support and governmental measures designed to preserve indigenous languages. As a result, Portuguese people face a higher risk of language shift, especially among third-generation immigrants, who may become monolingual in English or Afrikaans. Without targeted efforts to promote and maintain the Portuguese language and culture, its usage in South Africa is likely to continue declining across generations.

Most studies on language shift in the post-apartheid era mostly employ qualitative research within particular groups and generally small samples of Africans, often drawn from more affluent demographics. Although this research can elucidate the motivations behind individuals' language choices and yield insights into personal or societal dimensions of language behaviour, it fails to furnish a comprehensive understanding of national trends or variations among different African groups. Verdoodt (1997, 42) noted that language censuses can 'serve as a foundation for further social inquiry into the demographics of language groups.' Nevertheless, few studies incorporate quantitative data and methodologies to analyse patterns of language use and transformations in South Africa.

Language maintenance is closely linked to language loyalty and the extent to which speakers actively resist changes in their language or its usage. Various factors can contribute to the preservation of a language, including education, societal attitudes, religious affiliations, ties to the nation of origin, and familial communication patterns.

4.2 Role of Diaspora Networks in Language Preservation in Promoting or Hindering the Use of Portuguese in South Africa, Pretoria.

The global Portuguese diaspora plays a critical role in preserving the Portuguese language and culture. This includes communities in South Africa, where various factors contribute to sustaining the language across generations.

In South Africa, the principle of Ubuntu has historically been crucial in cultivating a harmonious community that embraces many cultures and languages without discrimination, sentiments of inferiority, or exclusion. The basis of African indigenous life skills education instils the concepts, values, and rituals of Ubuntu in persons from a young age. This underscores that Ubuntu can be adopted by any ethnic group, as it embodies the essence of humanity (botho) worldwide, unifying many cultures and languages in their endeavours to flourish amongst the challenges of changing lifestyles (Johnson & Quan-Bafour, 2015).

In South Africa, where multilingualism is both a cultural asset and a policy challenge, understanding how these initiatives affect the use of Portuguese in domains like education, government, and media is essential. This literature review draws from various scholarly sources to explore the impact of language planning on Portuguese.

4.2.1 Family Connections and Language Preservation

Familial connections are essential for maintaining the Portuguese language within expatriate populations. First-generation immigrants have a vital role in maintaining the Portuguese language, often prioritising its usage in familial environments. This guarantees that children experience early exposure to Portuguese, thereby preserving robust connections to their cultural heritage. Speaking Portuguese at home cultivates a sense of identity and belonging while serving as a main means of language transmission throughout generations.

First-Generation Immigrants: This demographic generally preserves robust ties to the language and culture of their country of origin, frequently employing Portuguese in everyday discourse and cultural practices. They act as the principal transmitters of linguistic and cultural traditions, guaranteeing their offspring possess a foundation in both.

Second Generation: This cohort frequently attains bilingualism, conversing in both Portuguese and the prevailing local language (e.g., English or Afrikaans). Second-generation individuals serve as a conduit between their parents' heritage and the wider society, playing a crucial role in preserving Portuguese while conforming to the linguistic standards of their host nation. Nonetheless, their skill in Portuguese may begin to diminish owing to the growing use of the local language in educational and social environments.

Third Generation: The issue of preserving Portuguese becomes increasingly pronounced for the third generation. This cohort, with diminished exposure to the language, is at an increased risk of becoming more monolingual, generally adopting English or Afrikaans as their principal language. The intergenerational transmission of Portuguese frequently diminishes, as the third generation may lack adequate verbal input or cultural reinforcement from their family. In the absence of proactive measures to safeguard the language, the utilisation of Portuguese may significantly diminish.

4.2.1.1 Impact of Diaspora Networks

The Portuguese community in Pretoria flourishes through interwoven networks that sustain their vibrant language and culture. Diaspora networks are crucial for language preservation by creating spaces for Portuguese communication, cultural events, and the dissemination of Portuguese media (Johnson & Quan-Bafour, 2015). These networks comprise diverse organisations, social groups, and online platforms, all fostering a collective sense of belonging among those of Portuguese descent. The influence of these networks on language preservation is complex, offering both advantages and obstacles.

Establishing cultural and educational centres is a major way to promote the Portuguese language. One such example is the Portuguese Language Centre of Camões, I.P., which is hosted by the University of the Witwatersrand (Wits University)

in Johannesburg and supports Portuguese language and culture teaching, learning, and research by providing resources and planning events that improve linguistic proficiency and cultural appreciation among both Portuguese descendants and the broader South African community (The University of the Witwatersrand, Johannesburg, n.d.)

These activities are additionally bolstered by organisations like the Instituto Camões, dedicated to the promotion of Portuguese language and culture globally. These organisations are crucial for preserving the Portuguese language within expatriate groups as they offer educational resources, cultural activities, and language instruction.

Notwithstanding these endeavours, specific elements within diaspora networks may unintentionally obstruct language preservation. As Portuguese groups assimilate into the wider South African community, there may be a transition towards the main use of English or other local languages, particularly among younger generations pursuing integration or enhanced socio-economic prospects. This language transition may result in a progressive decrease in the utilisation of Portuguese within the community.

The increasing prevalence of English, along with the demand for economic and educational advancement, may lead to a decline in the use of Portuguese as younger generations favour English for its pragmatic benefits (Kamwangamalu, 2000; Webb, 2002). In the absence of intentional initiatives to highlight the significance of language preservation, the third generation may not appreciate the need of maintaining Portuguese, perhaps resulting in its deterioration within the community (Fishman, 1991).

It is also difficult for non-native speakers in the diaspora to learn or retain proficiency because of the lack of formal Portuguese language instruction in South African schools, which restricts opportunities for structured learning. This gap highlights the need for curriculum changes to add Portuguese as an additional language in South African higher education, which could improve language preservation efforts (De Melo & Lima, 2020).

Cultural centres and social organisations provide avenues for language and cultural preservation; yet challenges such as integration demands, and insufficient educational infrastructure may hinder these initiatives. Diaspora networks significantly influence both the promotion and inadvertent hindrance of Portuguese language preservation in Pretoria. An equitable strategy that fosters community involvement in conjunction with formal educational assistance is essential for the sustained preservation of the Portuguese language within South Africa's multifaceted linguistic environment.

4.2.1.2 Plurilingual and Pluricultural Competence in the Portuguese Community of Pretoria

A body of research on plurilingual pedagogy has led to new perspectives on multilingualism in the classroom in a world that is becoming more and more multilingual and multicultural (South Africa is a prime example).

Plurilingual competence denotes an individual's capacity to communicate in several languages, utilising their comprehensive linguistic repertoire as a dynamic system (Council of Europe, 2001). This ability beyond mere multilingualism; it entails the flexible and adaptive application of languages across many social, cultural, and communication settings. Plurilingual competence, as delineated by Coste, Moore, and Zarate (1997; English translation, 2009), is characterised as a spectrum of partial and distinct competencies that serve various roles based on language utilisation and communication function. This new paradigm substantially replaces the additive notion of language competence associated with the communicative approach, which is based on the (unrealistic) concept of the monolingual native speaker.

Plurilingual competence is acknowledged as a crucial element of language instruction, especially in environments where multiple languages coexist. Haukas (2015) asserts that multilingual persons exhibit superior metalinguistic and metacognitive skills, including the ability to compare languages and utilise diverse learning methodologies. This skill is especially pertinent within the Portuguese population of Pretoria, as several persons oscillate between Portuguese, English, and various South African languages in their everyday interactions.

The linguistic landscape of the Portuguese population in Pretoria illustrates the interaction among Portuguese, English, Afrikaans, and native South African languages. A multitude of Portuguese speakers partake in code-switching and translanguaging during their daily contacts. Translanguaging, as articulated by García (2009), entails the seamless utilisation of an individual's complete linguistic repertoire without strictly delineating between languages. This phenomenon is especially common among younger generations, who utilise both Portuguese and English to traverse various social environments.

Educational institutions are essential in cultivating plurilingual competency. The South African Language Policy for Higher Education advocates for the incorporation of foreign languages into university curricula, fostering multilingualism to improve cultural comprehension and cognitive skills (Madiba, 2010). The instruction of Portuguese at universities like the University of Pretoria adheres to this strategy, providing students the chance to connect with their heritage language while enhancing their plurilingual competencies.

Plurilingual and pluricultural competency constitutes a significant asset for the Portuguese population in Pretoria. By utilising their varied linguistic skills, community members can enhance the use of Portuguese in conjunction with other languages,

promoting cultural identification and language preservation. This viewpoint underscores the necessity of implementing inclusive language policy and educational methodologies that honour linguistic variety in multilingual communities.

4.2.2 Community Organizations

Community organisations are essential for the preservation and promotion of the Portuguese language, particularly within diaspora populations such as those in South Africa. These organisations serve as key entities in preserving cultural heritage and facilitating the transmission of language to subsequent generations. They cultivate an atmosphere through cultural events, festivals, and educational activities, ensuring that Portuguese remains a vibrant language that links individuals across generations.

Community-oriented cultural events orchestrated by Portuguese associations, such as the Madeira Club Pretoria, are essential for the preservation of language. These events, encompassing traditional festivals, dance performances (Rancho), music concerts, and culinary feasts, offer opportunity for community members to interact with their language in informal, pleasurable environments. They foster a collective experience that reinforces cultural identity and guarantees the presence of Portuguese in social contexts. Such assemblies are particularly significant in a multilingual culture like South Africa, because predominant languages—such as English and Afrikaans—frequently eclipse minority languages (Kamwangamalu, 2000). Participation in these activities encourages future generations to learn and speak Portuguese, thereby preserving the language's relevance and vitality.

Furthermore, these activities foster a sense of belonging and solidarity within the Portuguese-speaking population, rendering the language a vital component of cultural expression. They provide an opportunity to transmit ancient practices, music, and narratives in Portuguese, thereby enhancing language use and emotional ties to the past. According to Johnson and Quan-Bafour (2015), these community activities are essential for cultivating the social and emotional connections that enhance language loyalty.

Educational endeavours are essential for the preservation of language. Institutions such as the Camões Institute, committed to the promotion of Portuguese language and culture, offer organised help for language teaching. These institutes provide language courses, educator training programs, and access to resources including textbooks, literature, and digital assets. By providing superior language education, these organisations guarantee that Portuguese is both learnt and taught with the same rigour as other academic disciplines (Webb, 2002).

Language schools in the community facilitate language retention through after-school activities, language camps, and summer courses. These projects assist children and young adults in acquiring Portuguese at various educational stages, emphasising that language mastery is both a cultural asset and a valued ability in the contemporary

globalised context. The Camões Institute's engagement in these efforts establishes a basis for individuals to attain linguistic proficiency and engage in both local and global Portuguese-speaking communities (Fishman, 1991).

Additionally, community organisations frequently collaborate with educational institutions to incorporate Portuguese language programs into conventional education systems. This may entail providing Portuguese as a foreign language choice in educational institutions, so promoting multilingualism from an early age. Incorporating Portuguese within the curriculum can reinforce its status within the educational system, guaranteeing its viability for future generations.

In the contemporary digital era, community organisations are utilising technology and social media platforms to engage younger demographics. YouTube channels in Portuguese, Facebook groups, and online cultural events facilitate individuals' connection to their heritage and language acquisition beyond official educational environments. This facilitates the establishment of a global network wherein individuals may practise Portuguese, acquire cultural information, and exchange experiences in their own language. Digital platforms facilitate intergenerational communication, enabling older generations to impart language skills and cultural information to younger individuals in an accessible and dynamic manner.

The family's involvement is crucial in the preservation of Portuguese, beyond formal initiatives. In numerous Portuguese diaspora communities, first-generation immigrants persist in speaking Portuguese at home, thereby establishing a robust language basis for their offspring. As the third generation increasingly assimilates into the host society, the utilisation of Portuguese inside the household may decline. This is especially evident when parents and grandparents emphasise the predominant language (e.g., English), perceiving it as more advantageous for their children's future success (Kamwangamalu, 2000). Community organisations, via language programs and cultural events, contribute to mitigating this shift by offering venues where families can persist in speaking Portuguese and honouring their heritage.

The rise of globalisation poses a significant threat to the linguistic integrity of Portuguese communities in South Africa. In the absence of sustained efforts from community organisations, family members, and educational institutions, the Portuguese language may see additional deterioration. Through active participation in cultural and educational projects, these organisations ensure that Portuguese remains integral to the cultural fabric of South Africa's Portuguese diaspora.

4.2.3 Social Media and Digital Platforms

The Digital Age, often known as the Information Age, is defined by the swift progression of digital technologies such as the internet, mobile communication, and artificial intelligence.

Language, once limited to in-person or print exchanges, has significantly evolved with the rise of digital channels including social media, texting, online forums, and virtual

communities. These platforms have engendered novel forms of expression, including as emoticons, memes, acronyms, and hashtags, facilitating swift and frequently more casual communication. In contemporary times, social media and internet platforms are revolutionising how diaspora communities maintain and advocate for their cultural heritage and languages. These platforms enable interactions among Portuguese speakers globally, facilitating the exchange of cultural content and linguistic resources. These platforms establish virtual spaces for interaction, so strengthening language connections and promoting the continued use of Portuguese, especially among younger generations who may otherwise disconnect from their linguistic heritage.

Portuguese speakers are increasingly utilising social media platforms like Facebook, WhatsApp, Instagram, and TikTok to establish online communities that reinforce language and cultural connections. These virtual communities function as a crucial resource for individuals, particularly second- and third-generation Portuguese speakers, to preserve their linguistic link. Online communities and forums focused on Portuguese culture enable users to exchange updates, experiences, and ideas in Portuguese, fostering an immersive atmosphere that sustains the language's relevance in daily life (Gillespie, 2020). Moreover, these online platforms provide a venue for individuals to engage in cultural discourse, commemorate Portuguese traditions, and exchange language-learning resources including tutorials, podcasts, and articles.

A significant feature of these online groups is the intergenerational bond they cultivate. Younger members of the diaspora, who may lack fluency in Portuguese, can interact with elder generations to get insights into their ancestry. These environments promote intergenerational dialogue, allowing grandparents and parents to convey narratives, culinary practices, and customs in Portuguese, so ensuring the transmission of the language through oral traditions (Kuzminska, 2019). The social media landscape not only facilitates the use of Portuguese but also strengthens a sense of belonging, particularly for diaspora individuals who may feel alienated from their cultural identity due to linguistic obstacles or societal pressures to conform to the prevailing culture.

The proliferation of Portuguese-language material on digital platforms such as YouTube, Facebook, and Instagram represent a substantial influence of social media on language preservation. These platforms have experienced an increasing influx of content providers generating films in Portuguese, encompassing educational material, cultural festivities, music, and quotidian activities. YouTube channels focused on teaching Portuguese, providing cultural insights, and sharing traditional recipes assist in preserving the language among younger members of the diaspora seeking engaging methods to connect with their ancestry. Content makers frequently engage a worldwide audience, enhancing the exposure of Portuguese across many situations and generating interest in the language among non-native speakers (Calderon, 2021).

Music significantly contributes to language preservation, as Portuguese-language songs and music videos are extensively disseminated on sites like as YouTube and

Spotify. Artists that speak Portuguese, hailing from various countries such as Brazil and Portugal, possess a substantial fanbase among the diaspora, and their music functions as both a source of enjoyment and a medium for language acquisition. Through interaction with these cultural items, diaspora individuals enhance their linguistic abilities while also strengthening their emotional ties to their heritage. Moreover, content pertaining to Portuguese-language literature, theatre, and visual arts fosters a dynamic cultural exchange that sustains the language in global digital arenas (Gillespie, 2020).

Moreover, digital platforms facilitate the establishment of virtual environments for language acquisition. Platforms such as Duolingo, Memrise, and Babbel provide interactive Portuguese lessons, facilitating language acquisition for diaspora members, particularly younger persons, at their own speed. Certain platforms offer the opportunity to interact with fellow learners, fostering a global community of individuals studying Portuguese. These technologies facilitate language acquisition by offering accessible and effective strategies to enhance fluency.

Online language exchange platforms, such as Tandem and HelloTalk, facilitate direct interaction between Portuguese speakers and learners of the language. These networks offer a distinctive chance for diaspora members to engage in Portuguese practice with native speakers and vice versa, promoting mutual language acquisition. They establish global virtual environments for Portuguese speakers to interact socially, exchange cultural insights, and enhance their language proficiency.

Additionally, interactive platforms allow individuals to share language-learning tools and strategies. For example, diaspora members may post videos demonstrating the use of common Portuguese phrases in various cultural contexts, such as shopping at a market, attending a religious service, or cooking traditional meals. This type of content enhances practical language usage while simultaneously promoting cultural understanding.

The emergence of multimedia content is essential for preserving languages, providing dynamic and interesting tools for learners and speakers alike. Platforms like as YouTube and TikTok are progressively saturated with Portuguese-language material, encompassing a diverse array of video blogs, culinary programs, language tutorials, and cultural discourses. The allure of these platforms is in their ability to generate captivating, interactive, and frequently viral material that resonates with a worldwide audience, particularly among younger demographics. TikTok has evolved into a platform where both professional and amateur creators disseminate short videos in Portuguese, facilitating accessibility for diaspora members and anyone interested in the language. Younger people of the diaspora engage with this information, experiencing the language in contexts pertinent to their daily life, rather than solely through conventional education (Calderon, 2021).

Digital platforms play a crucial role in preserving cultural heritage. Websites and online museums focused on Portuguese history, art, and traditions provide valuable

resources for both language learners and native speakers. For instance, Portuguese-language books, films, and music are now easily accessible online, enabling younger generations to engage with cultural content whenever they wish. Additionally, these digital archives allow members of the diaspora to access historical documents, music recordings, and oral histories that may not be available in their local areas (Kuzminska, 2019). In this way, digital media not only helps to preserve cultural practices but also promotes the ongoing use of the language.

4.2.3.1 Challenges and Opportunities

The digital era has significantly altered the utilisation, communication, and processing of language. Despite the many benefits of digital platforms for language maintenance, challenges remain. The dominance of English in digital spaces can make it more difficult for minority languages like Portuguese to thrive. The pressure to assimilate and the increasing preference for English in the digital age can weaken the commitment to preserving Portuguese, especially among the third generation. However, the availability of Portuguese-language content on digital platforms provides an opportunity to overcome these challenges by fostering a virtual community where individuals can celebrate their linguistic heritage.

4.2.4 Challenges in Language Preservation

Each language encapsulates a distinct viewpoint, a profound artistic heritage, and a narrative history transmitted across centuries. Preserving minority languages is essential for sustaining cultural diversity and richness, so that future generations

Generations inherit a reservoir of language knowledge and traditions. Although diaspora networks are crucial for the preservation of the Portuguese language in areas such as South Africa, numerous obstacles jeopardise these initiatives and the language's long-term viability.

A significant barrier to the preservation of Portuguese is the predominance of English, particularly in post-apartheid South Africa. English has become the worldwide lingua franca, and its widespread application in education, industry, and media frequently marginalises other languages. In expatriate communities, the predominance of English can eclipse Portuguese, especially among younger generations who may perceive English as essential for social and professional progression. As English rapidly infiltrates daily interactions, Portuguese risks being relegated to domestic or communal contexts, resulting in a diminution of its public utilisation.

The pressure to meet the linguistic expectations of the wider society contributes to the reduced use of Portuguese in public life. Schools and universities frequently emphasise English-language instruction, reinforcing that fluency in English is essential for success, while Portuguese may be perceived as less valuable. As a result, younger members of the diaspora may find it challenging to attain competency in Portuguese, opting instead to dedicate their time and effort to acquiring English. This trend is

further intensified by the dominance of English-language media and entertainment, which reduces opportunities for interaction with Portuguese-language content.

In addition to the dominance of English, socioeconomic pressures also play a significant role in the erosion of the Portuguese language. Immigrant families in South Africa may need to assimilate into the larger society to improve their economic prospects and social standing. Consequently, there is frequently a tendency to prioritise English, as it is regarded as essential for upward mobility. The pursuit of economic integration may prompt families to prioritise English proficiency over their heritage language, which could be regarded as less valuable in a competitive job market.

Moreover, the quest for social acceptance in the greater South African community can lead to the marginalization of minority languages like Portuguese. This pressure to integrate might lead to a progressive abandoning of Portuguese in favour of English, especially in mixed-language contexts where English is the main language of conversation. As children grow up in a society where English is largely used, their exposure to Portuguese becomes limited to interactions within the family or the local Portuguese-speaking community, resulting in a reduced capacity to utilise the language fluently outside of these contexts (Plüddemann, 2010).

The way language is transmitted down through generations plays a critical role in its preservation. First-generation immigrants frequently demonstrate the highest devotion to keeping their language alive, actively speaking Portuguese in their everyday lives and cultural customs. However, when the second and third generations get increasingly absorbed into the broader community, they may start to lose their skill in Portuguese. The expanding predominance of English in schools, media, and social situations speeds up this transition, with younger individuals increasingly electing to adopt English as their main language. If there aren't continual attempts to stress the use of Portuguese within families, community groups, and cultural events, there is a major risk that the language may not be inherited by future generations (Quan-Bafour, 2015).

The increasing popularity of digital technology and the internet offers a huge challenge to the preservation of languages. Although digital platforms offer options for language study and cultural exchange, they are largely packed with English-language content. This significant reliance on English in digital media, social networks, and entertainment weakens the presence of Portuguese and other minority languages online. Younger individuals, who often spend a lot of time on the internet, may find themselves drawn to English content, which can create a disconnect from their linguistic roots. This digital gap is particularly concerning as the online environment becomes a more crucial space for social interaction and education, frequently conducted in English (Calderon, 2021).

The wider sociolinguistic context is essential for language preservation, in addition to familial traditions. Environmental factors, including the language utilised in educational

institutions, social circles, and media, can either bolster or undermine the preservation of heritage languages (Baker, 2011). Lanza (1992) observes that parental speech tactics, such as feigning misunderstanding when children alternate languages, can profoundly influence language memory.

There are efforts to promote the Portuguese language, including language schools and cultural organisations, but institutional support is lacking in certain regions. Despite the work of entities like the Camões Institute and local community initiatives, financial and logistical hurdles often restrict the effectiveness of language preservation programs. Furthermore, the prevailing political landscape may not prioritise Portuguese as a medium for widespread communication. Insufficient financing and institutional backing may hinder language preservation initiatives, particularly when younger generations increasingly succumb to global influences and become less engaged with local cultural traditions (Webb, 2002).

4.2.5. Conclusion

The preservation of the Portuguese language in South Africa, particularly within its expatriate groups in Pretoria, is shaped by a combination of social, cultural, and policy-related issues. Language shift, prevalent in multilingual cultures, poses a substantial threat to the preservation of Portuguese, as younger generations increasingly adopt the dominant local languages, primarily English, for pragmatic purposes. Nevertheless, despite these challenges, the importance of family ties, community organisations, and the rising impact of digital platforms offers hope for the ongoing use of Portuguese in South Africa.

First-generation immigrants are crucial in passing the language down to their children, while second-generation individuals act as bilingual links between their heritage and the wider society. The third generation faces the greatest danger of losing proficiency in Portuguese due to diminished exposure and the prioritising of dominant languages in educational and social contexts. In this context, diaspora networks, comprising cultural organisations and educational institutions, have become vital for the preservation of Portuguese. Through language schools, cultural events, and religious activities, these networks create a sense of belonging and encourage the use of the language within the community.

Moreover, social media and digital platforms have significantly changed how the diaspora connects with their cultural heritage. Online communities, virtual language exchange platforms, and Portuguese-language content on sites like YouTube and TikTok have opened new opportunities for language learning and cultural expression, particularly for younger generations. These digital resources assist diaspora members in maintaining their linguistic connections and offer global exposure to Portuguese-language content, thus highlighting the importance of preserving the language in an increasingly globalised world.

Despite the significant problems posed by language change in South Africa, the committed endeavours of families, community organisations, and internet platforms are essential for sustaining the use and cultural relevance of Portuguese. Through participation in these projects, the Portuguese language can maintain its prominence in the South African cultural landscape, ensuring its future for subsequent generations.

4.3 Portuguese Language Presence in South African Higher Education

According to Naldic (2016), the term "translanguaging" was initially coined by Cen Williams in the year 1994. However, due to the passage of time, the concept has undergone significant development. These approaches of language instruction in multilingual environments are referred to as translanguaging. In addition, it has been utilised as a method of instruction for teachers who are responsible for teaching foreign languages, in which the utilisation of more than one language in the classroom is permitted during instruction. A definition of translingualism was provided by Garcia (2017). According to this definition, translingualism is defined as "the use of the children's full linguistic repertoire to make meaning without thinking of the fact that they have one language that is different from the other.". As a pedagogy, it is a "way of using all linguistic resources in order to make meaning" (Garcia,2017). Additionally, as problems around identity, power, and communication begin to develop in individuals who speak more than one language, translanguaging acknowledges these "multiple identities and languages" by "creating a space where values, culture, language, and history can be expressed " (Kasula, 2016: 111).

While we recognise the struggle from translanguaging theory to practice in Portuguese as an additional language (PAL), and that translanguaging is rather a new term in the field of linguistics, it is believed that in South Africa a pedagogy of translanguaging in the field of Portuguese as an additional language (PAL) is an approach that could meet some of the demands to decolonise higher education in the country.. By avoiding linguistic ideologies, a pedagogy of translanguaging in PAL can survey these "hybrid spaces of language" and provide a comprehensive understanding of them. (Pennycook, 2006, p. 114)

In South Africa, where a large number of migrants (African, Lusophone, and Portuguese) speak Portuguese as either their mother tongue or because it is their mother tongue, Portuguese has a prominent presence in the linguistic landscape of South Africa. The precise number of Portuguese migrants who are now residing in South Africa is a matter of debate; nonetheless, the Portuguese authorities anticipate that the number will reach 105,001 in the year 2022. (África do Sul).

Due to globalisation, Portuguese has emerged as one of the predominant languages globally, one of the most spoken languages in the southern hemisphere and estimated to become the major language of the Global South by 2050 (University of Coimbra, 2019). The undeniable fact that Portuguese is an international central language, and, as mentioned above, the third most spoken language in Africa, ensures its dominant position not only in the language market, but also in the cultural and literary landscapes

of the world. In being interdisciplinary cores, the linguistic, the literary, and the cultural offer several perspectives to teaching and learning Portuguese.

At present, five South African universities—UNISA, the University of Cape Town, the University of Mpumalanga, the University of Pretoria, and the University of the Witwatersrand—offer undergraduate Portuguese language courses.

The presence of Portuguese in South African higher education has a direct connection to the Portuguese-speaking community in Pretoria. Local institutions such as the University of Pretoria and the University of South Africa (UNISA) offer Portuguese language and culture courses, providing both heritage speakers and non-heritage learners with opportunities to develop or maintain proficiency. For the Portuguese community in Pretoria, these academic offerings serve as a bridge between intergenerational language transmission in the home and formal linguistic competence, enabling younger generations — particularly second- and third-generation descendants — to reconnect with their linguistic heritage.

Furthermore, the inclusion of Portuguese in higher education curricula reflects the demographic and cultural significance of the local community. As Pretoria is home to a considerable portion of South Africa's Portuguese population (Glaser, 2010), the demand for Portuguese studies in the city is not only a matter of academic interest but also a response to community needs for cultural preservation, international mobility, and economic engagement with Lusophone countries

The South African Language Policy for Higher Education, initially published in 1997 and revised in 2002 and 2017, asserts its objective to promote multilingualism in higher education to achieve the ideals of equity and transformation, as noted by Madiba (2010). This policy regards multilingualism as essential for fostering equitable access and enhancing the academic achievement of all pupils" (p. 327). The Language Policy for Higher Education does not assert a specific promotion of foreign language education; rather, it advocates for the inclusion of Indigenous languages as mediums of instruction in South African universities. While this goal remains unachieved, the instruction and acquisition of supplementary foreign languages allow pupils to attain a deeper comprehension of their own cultures. The South African Language Policy for Higher Education (2017) advocates for "institutions to incorporate in their policies and strategies programs that promote the study of foreign languages, especially those vital for advancing the country's culture, trade, and diplomatic relations" (p. 17). The instruction and acquisition of a foreign language provide students and educators numerous opportunities to investigate multilingualism. Furthermore, research indicates that multilingual proficiency is essential for effectively acquiring an additional language. Haukas (2015) asserts that "multilinguals exhibit enhanced metalinguistic and metacognitive skills, including the capacity to compare various languages and to contemplate and utilise suitable learning strategies" (p. 1).

Therefore, one of the responsibilities of PAL educators in South Africa should be to assist students in recognising that their multilingual backgrounds are advantageous for learning Portuguese or any other foreign language. (de Melo et al,2020).

4.4 Intergenerational Language Transmission of Portuguese in South Africa

Intergenerational language transmission denotes the method by which a language is conveyed from one generation to the subsequent one. The transmission of Portuguese in South Africa is an interesting case due to the unique sociolinguistic dynamics at play. Transmitting a language entail transferring knowledge and skills in using that language to those that lack them (Barreña et al,2005). The transmission of languages is influenced by various agents, such as the family, community, school, the sphere of work and the media, whose importance varies according to the motivations people have for learning the language(Barreña et al,2005). But the fact is that everyone learns to speak the language of their immediate environment, regardless of what other languages they may acquire simultaneously or successively

Successful intergenerational language transmission ensures the survival and continued use of a language across generations.

2.4.1 Historical Context and Demographics:

The Portuguese community in South Africa for the most part comprises immigrants from Portugal and Madeira, with notable migration surges occurring in the 20th century, especially around the mid-1900s. This group has established itself in multiple regions of South Africa, with Pretoria as a prominent focus.

First Generation Immigrants:

First-generation Portuguese immigrants generally preserve robust connections to the culture and language of their homeland. They prioritise the use of Portuguese at home and in their community to maintain their cultural identity. These immigrants frequently establish and sustain organisations such as Portuguese schools, churches, and cultural centres that promote language transmission.

Second generation:

The second generation, typically born in South Africa, is commonly bilingual, proficient in both Portuguese and English or another South African language. Although they mostly converse in Portuguese at home, their engagement with English through education and social contacts fosters significant fluency in both languages. This generation is pivotal in reconciling the cultural and linguistic divide between their parents and the wider South African community.

Third Generation:

The third generation encounters considerable difficulties in preserving proficiency in Portuguese. The prevalence of English in educational institutions, media, and wider social contacts frequently results in a reduction of Portuguese usage. Although numerous third-generation adults may comprehend Portuguese, their proficiency in

speaking it fluently may decline if the language is not actively preserved through familial and communal initiatives.

4.4.2 Factors Influencing Intergenerational Language Transmission

Intergenerational language transmission is significantly affected by familial language practices, with parental language choices being pivotal in the continuation of heritage languages. Piller (2001) characterises this process as private language planning, wherein decisions about language use at home influence children's linguistic development. Prevalent tactics encompass the one-parent-one-language method, wherein each parent consistently utilises a single language, and mixed language exposure, characterised by both parents alternating between languages (Barron-Hauwert, 2004). Intergenerational language transmission of Portuguese in South Africa is influenced by several key factors, including:

4.4.2.1 Prochazka and Vogl's Model of Language Shift

Prochazka and Vogl's model is a theoretical framework that explains how minority language communities gradually adopt a dominant language over generations. Their model uses a combination of spatial, temporal, and demographic data to track language change in regions with bilingual or multilingual populations. It emphasizes the significance of local interactions and social factors in influencing language maintenance and shift. This model offers a dynamic and systematic approach to understanding why and how language shift occurs, especially in communities facing pressure to assimilate into broader society.

Key Aspects of Prochazka and Vogl’s Model

Prochazka and Vogl's concept of language shift adheres to a conventional three-generation pattern commonly found in numerous immigrant groups. The first generation, usually comprising immigrant parents, is fluent in the legacy language (minority language). It is predominantly utilised within domestic, familial, and communal networks. They frequently create cultural associations and language institutions to safeguard their linguistic heritage (Prochazka & Vogl, 2017). The second generation, offspring of immigrants, typically attain bilingualism, utilising the heritage language at home while employing the prevailing language (e.g., English) in educational, professional, and social contexts. This generation frequently serves as a conduit between their parents' culture and the prevailing society, enabling language transmission while simultaneously facing assimilation pressures (Fishman, 1991). In the third generation, the grandchildren of immigrants may possess minimal or no proficiency in the ancestral language. They typically embrace the dominant language

almost exclusively because of social integration and diminished exposure to the heritage language (Lieberson, 1980; Prochazka & Vogl, 2017).

Prochazka and Vogl delineate many phases that minority communities generally experience during linguistic change. The initial stage, Initial Maintenance, occurs when the legacy language is actively preserved within familial and communal contexts, bolstered by robust cultural and social networks (Fishman, 1964). As younger generations engage increasingly with the prevailing society, the subsequent phase, Early Shift, transpires. At this stage, the dominant language becomes increasingly prevalent, while the usage of the heritage language diminishes in public spheres, although it may continue to be spoken at home (Weinreich, 1953). Ultimately, in the Complete Shift phase, the heritage language is forsaken, and the dominant language emerges as the exclusive medium of communication, signifying the definitive loss of linguistic heritage (Romaine, 2006; Prochazka & Vogl, 2017).

Numerous essential elements facilitate language change, as per Prochazka and Vogl's framework. Social integration is a significant component, as the aspiration to assimilate into mainstream society promotes the adoption of the prevailing language (Hoffmann, 1991). External social networks also bolster this transition (Prochazka et al., 2016). Economic prospects significantly influence social mobility, as proficiency in the prevailing language frequently results in enhanced career chances (Spolsky, 2004). Education serves as a significant element, as dominant languages are typically emphasised in formal instruction, hence expediting the process of language shift. Conversely, heritage languages are frequently confined to informal learning environments (Baker, 2001; Pauwels, 2016). The prestige linked to dominant languages may affect language selection, as these languages are frequently perceived as emblems of elevated social position, authority, and cultural capital (Edwards, 1994). Ultimately, familial relationships profoundly influence the transmission of the legacy language. If parents prioritise the predominant language, a language transition is likely to speed (Fishman, 1991; Romaine, 2006).

Application to Portuguese in South Africa

The model proposed by Prochazka and Vogl is suitable for analysing the language shift within the Portuguese population in South Africa. The initial imigration of Portuguese immigrants, who settled in the 20th century, especially following the decolonisation of Mozambique and Angola in the 1970s, preserved the Portuguese language within their households and community networks. These immigrants diligently maintained their linguistic legacy by founding Portuguese schools, churches, and community groups, creating environments conducive to the daily instruction and utilisation of the language (Glaser, 2010; Rodrigues et al., 2014).

The second generation, the offspring of these immigrants, frequently grew multilingual, conversing in Portuguese at home while employing English in educational and public contexts. They served as cultural intermediaries between their parents' language and the wider South African community, facilitating the connection between the two

linguistic and cultural realms. This generation significantly contributed to preserving Portuguese within their homes, while being subjected to the growing prevalence of English in public and educational institutions (Ferreira, 2021).

By the third generation, numerous descendants of Portuguese immigrants had predominantly transitioned to English. This transition can be ascribed to educational priorities, economic pressures, and the aspiration for social integration within the wider South African society. The emphasis on English in educational institutions and professional environments, along with restricted exposure to Portuguese beyond the household, led to a decline in fluency in the legacy language. Consequently, numerous third-generation Portuguese South Africans lack fluency in Portuguese, indicating a nearly total linguistic shift within the population (McDuling, 1995; Melo & Lima, 2020).

Comprehending Prochazka and Vogl's concept provides essential insights for formulating language maintenance strategies aimed at preserving Portuguese in the South African setting. Initiatives like bilingual education, cultural festivals, and digital media use may mitigate or maybe reverse the transition. By strengthening the importance of Portuguese in official and informal contexts, these initiatives can aid in the revitalisation and maintenance of the language among the community.

Family Practices:

Familial practices are essential, as the regular utilisation of Portuguese at home, encompassing daily dialogues, storytelling, and cultural engagements, guarantees the active transmission of the language. Parental and grandparental encouragement to speak Portuguese reinforces its usage and sustains cultural connections (Pereira & Oliveira, 2020).

Community Support:

Community assistance is crucial, as Portuguese community associations, cultural centres, and religious institutions offer critical venues for language practice. These organisations coordinate events, festivals, and cultural activities that provide the youth with opportunity to utilise and practise Portuguese in social contexts (Ferreira, 2021).

Education:

Education profoundly influences language transmission, with Portuguese language institutions and weekend programs, bolstered by the Portuguese government and local community organisations, serving a pivotal function. Collaboration with entities such as the Camões Institute, which supplies materials and educators for Portuguese language instruction, is essential for maintaining these educational projects and guaranteeing the language's ongoing use among future generations (Silva, 2018).

Challenges

The intergenerational transmission of Portuguese in South Africa encounters numerous substantial problems, such as the prevalence of English, social integration, and inadequate educational resources. Several experts have reported the fall of Portuguese language usage among third-generation immigrants in South Africa. In his 1995 study, Allistair James McDuling noted that "literacy and proficiency in the Portuguese mother tongue is therefore rapidly decreasing, especially among the third generation" (University of South Africa). A 2021 study on Madeiran emigration to South Africa indicated that "the use of the Portuguese language tends to vanish in the third generation" (Melo, Anita & Lima, Ludmylla, 2020). These findings underscore the difficulties of preserving heritage languages in immigrant communities throughout successive generations. The pre-eminence of English, restricted educational resources, and societal integration pressures collectively contribute to this loss.

Dominance of English:

The prevalent utilisation of English in educational institutions, media, and public spheres frequently eclipses the use of Portuguese, complicating the ability of newer generations to sustain proficiency.

Socioeconomic Integration:

Pressures to assimilate into the broader South African society, which predominantly uses English, can lead to a decrease in the use of Portuguese.

Limited Educational Resources:

The availability of Portuguese language education is limited, often restricted to supplementary programs rather than being integrated into the mainstream educational curriculum.

The intergenerational transmission of Portuguese in South Africa is a multifaceted process shaped by diverse social, cultural, and economic influences. The first and second generations have effectively preserved their language legacy, however the third generation has considerable obstacles. Initiatives by families, community organisations, and educational institutions are essential for the preservation and transmission of the Portuguese language. Nonetheless, the pre-eminence of English and the demands of socioeconomic integration present persistent obstacles to this process.

4.4.2.2 Language Shift

Looking at recent language extinction events,they are primarily attributed to language shift rather than the demise of the population that speaks the language. (McMahon A ,1994).

Language shift, sometimes referred to as language transfer or language replacement, is a process in which a community of speakers adopts a new language, often replacing their original language over time. Nicholas Ostler (2014) characterises language shift

as a phenomenon in which speakers of lesser-used languages adopt bigger, more dominant languages. In language interaction scenarios, individuals face decisions over which language to utilise.This transition may transpire throughout generations, resulting in younger cohorts progressively diminishing their proficiency in their heritage language.

Multiple variables influence language transition, with social pressure being among the most prominent. Dominant languages are frequently regarded as crucial for economic and social progress, prompting speakers of minority languages to assimilate them. Kamwangamalu (2003) examines the globalisation of English and its effects on language preservation and transition in South Africa, highlighting that the prestige linked to English, especially in post-apartheid South Africa, drives speakers of other languages to embrace it for social and economic advancement. Mafela (2009) emphasises that marginalised populations, including the Basarwa of Botswana, adopt dominant languages such as English for survival and social mobility, showcasing the significant impact of social pressure on language change.

Economic issues significantly influence language shift. Proficiency in a dominant language can enhance employment chances and economic opportunities, hence motivating individuals to transition to that language. Mafela (2009) underscores this connection, observing that economic marginalisation frequently compels people to relinquish their indigenous languages in pursuit of a language that provides superior economic benefits. In South Africa, English is perceived as essential for success, and its prevalence across multiple industries exacerbates the constraints faced by speakers of minority languages.

Educational systems that prioritize dominant languages can significantly contribute to language shift. When education is primarily conducted in a dominant language, minority languages may be excluded from the curriculum, leading to the gradual erosion of language skills among younger generations. Mugaddam (2006) shows how the exclusion of minority languages from the education system can cause a decline in fluency and cultural connection to ancestral languages. Kamwangamalu (2003) discusses the impact of language policies in education, indicating that when such policies support dominant languages, they may accelerate the deterioration of minority languages.

Intermarriage among speakers of several languages can promote language shift within familial units. In households where partners from diverse linguistic origins intermarry, the predominant language of one partner frequently emerges as the principal language utilised within the home. This may lead to a transition away from other languages, as youngsters are more inclined to embrace the dominant language for communication. The inclination of families to adopt a prevalent language, shaped by the mainstream society language, may result in the decline of the minority language over generations.

Government policies are crucial in the preservation and transition of languages. Policies that support predominant languages, especially in education and governmental services, might expedite the process of linguistic shift. Kamwangamalu (2003) examines how language policies favouring dominant languages over minority languages might intensify the deterioration of minority languages. Kandler and Steele (2017) emphasise the significance of communal motivation and support in the preservation of language. They propose that policies that actively endorse and facilitate the use of minority languages, such as offering educational resources in these languages, can mitigate the consequences of language shift.

The processes contributing to linguistic shift are complex and frequently interconnected. Social, economic, educational, family, and policy-related factors all contribute to the preservation or deterioration of minority languages, illustrating the intricate dynamics that define linguistic environments.

CHAPTER 5 : LINGUISTIC INTEGRATION AND ADAPTATION

Language serves not merely as a medium of communication; it is a dynamic entity that influences and mirrors social, cultural, and historical settings. In linguistically diverse countries like South Africa, language integration and adaptation are essential for comprehending how individuals and communities manage the intricacies of multilingualism.

Linguistic integration entails the coexistence and interaction of several languages within a shared environment, be it a community, a nation, or an individual's cognitive framework (Conseil de l'Europe). Linguistic adaptation refers to the modifications and alterations that languages experience during their interaction in social and cultural contexts (Chang et al., 2012).

In examining the influence of Portuguese on the linguistic variety of Pretoria, it is crucial to recognise language as both an emblem of identity and a medium of communication. The incorporation of Portuguese into the local linguistic landscape extends beyond mere vocabulary borrowing and code-switching; it encompasses the methods by which languages evolve to meet the varied requirements of speakers. This chapter analyses the process of linguistic integration and adaptation regarding Portuguese language usage in Pretoria, elucidating the linguistic transformations that arise as languages adjust to new social, cultural, and political contexts.

Through this exploration, we aim to understand how languages - both established and emerging - negotiate their place within a multilingual society, and how these processes shape the linguistic identities of individuals and communities.

5.1 LANGUAGE CURRICULUM DEVELOPMENT IN SOUTH AFRICA

Similar to other regions globally, language-in-education planning in South Africa encompasses two interconnected domains: decisions regarding languages taught as

topics and decisions concerning languages utilised as mediums of instruction (or languages of learning, as referred to in South Africa). Alternative political ideologies and educational philosophies have distinctly influenced the nature of each decision and its implementation, particularly in the South African context.

The status of Portuguese in South Africa requires examination within the wider framework of language-in-education initiatives. Barkhuizen and Gough (1996) examine how language planning in South Africa has traditionally prioritised dominant languages like English and Afrikaans, marginalising others.

During the apartheid era, South Africa's language-in-education policy explicitly mirrored the overarching apartheid ideology and the specific philosophy of Bantu Education (Brown, 1990; Cluver, 1992; Webb, 1994).

Prior to 1948, when the National Party Government assumed office, a system of segregated and inequitable schooling existed in South Africa. In 1953, the enactment of the Bantu Education Act marked the official commencement of apartheid education, solidifying entrenched patterns of inequality: disparate educational institutions failed to offer equitable education to various population registration groupings (races).

Linguistic difference was employed not just as a mechanism for segregating ethnic groupings inside the nation but also manipulated to fragment the African populace itself. A deliberate effort was made to cultivate ethnolinguistic nationalism within designated ethnic groups, akin to the essential role it played in the Afrikaners' ascendance to power. The principal significance of the mother tongue principle in the context of apartheid was ideological rather than educational; it was strategically utilised as a justification for the establishment and segregation of distinct "groups" of Africans, exemplified by the imposition of attendance at schools designated exclusively for them. Current apprehensions over the promotion of mother tongue education among Africans can be comprehended in the context of this policy.

The widely used language of English in public and educational domains has resulted in a language shift among minority communities. Barkhuizen and Gough (1996) elucidate how policies favouring English at the cost of indigenous and immigrant languages lead to the diminishment of linguistic variety. This is seen in the Portuguese community in Pretoria, where younger generations increasingly choose English to Portuguese.

One of the major challenges in maintaining Portuguese in Pretoria is the lack of institutional support within South African educational frameworks. Barkhuizen & Gough (1996) describe how language-in-education planning influences the inclusion or exclusion of languages in curricula. Their model of language-in-education planning can be applied to advocate for the integration of Portuguese in South

African schools and universities, emphasizing its relevance as a global language spoken by millions.

The maintenance of Portuguese in Pretoria faces significant challenges due to insufficient institutional support within South African educational frameworks. Barkhuizen and Gough (1996) examine the impact of language-in-education planning on the inclusion or exclusion of languages within curricula. Their model of language-in-education planning can be utilised to support the incorporation of Portuguese in South African educational institutions, highlighting its significance as a global language spoken by millions (see figure 1, page 75).

Although language policies advocating for multilingualism are in place, their practical application frequently fails because of logistical challenges, inadequate teacher training, limited resources, and the absence of standardised curricula (Barkhuizen & Gough, 1996). The challenges encountered similarly impact the institutionalisation of Portuguese education in Pretoria, characterised by restricted access to qualified Portuguese language instructors and a lack of teaching materials adapted to the South African context. The lack of government-supported incentives for bilingual education hinders the integration of Portuguese into formal educational systems. In the absence of formal policy support, specialised educational programs, and community-led initiatives, Portuguese may face increased marginalisation within South Africa's linguistic landscape, which could result in a decrease in intergenerational language transmission.

The insights from Barkhuizen & Gough (1996) reinforce the argument for the active maintenance of Portuguese within the South African educational and social framework. Advocating for Portuguese language programs in educational institutions, utilising diaspora networks, and promoting community-based initiatives can effectively counteract language shift and maintain Portuguese as a vital component of Pretoria's multicultural identity.

5.2 Portuguese Language Interactions with Official South African Languages

Portuguese is spoken primarily within Portuguese-speaking communities in South Africa, notably in cities like Pretoria, Johannesburg, and Cape Town. These communities have been established through waves of immigration, particularly from Portugal and Mozambique. The interaction between Portuguese and South Africa's official languages- such as English, Afrikaans, isiZulu, and Sesotho - manifests in various social and economic contexts.

Portuguese speakers often incorporate lexical items from English and Afrikaans in daily communication, especially in business and informal settings. This phenomenon, known as lexical borrowing, is common in multilingual societies where languages coexist and influence each other. For instance, studies have shown that indigenous

South African languages have adopted words from English and Afrikaans, indicating a dynamic linguistic exchange (Mafela, 2010).

Within Portuguese-speaking households, there is a noticeable shift towards English, particularly among younger generations. This intergenerational language shift often leads to reduced fluency in Portuguese as English becomes more dominant in educational and social domains. Such shifts are standard in multilingual societies where a global language like English holds significant prestige and utility. The Pan South African Language Board (PanSALB) recognises the importance of promoting and respecting all languages commonly used by communities in South Africa, including Portuguese, to preserve linguistic diversity (PanSALB, n.d.).

In summary, the Portuguese language in South Africa interacts with official languages through lexical borrowing, educational offerings, and community use. However, maintaining Portuguese within a multilingual society presents challenges, particularly with the dominance of English influencing language preferences across generations.

5.3 Code-Switching and Multilingual Practices

Code-switching among Portuguese speakers in South Africa occurs in diverse ways, illustrating the dynamic characteristics of multilingual communication. A prevalent kind is intra-sentential code-switching, wherein speakers amalgamate components from many languages within a singular sentence. For instance, a speaker may articulate, "*Eu vou ao mall comprar algumas coisas*," effortlessly incorporating the English term "*mall*" into a Portuguese phrase. This smooth amalgamation underscores the speaker's language proficiency and versatility.

Inter-sentential code-switching is another variation that entails flipping between languages across phrases. A speaker may initiate a conversation in Portuguese and thereafter transition to English or Afrikaans, demonstrating the adaptable nature of multilingual communication.

Moreover, tag-switching transpires when speakers append brief phrases such as "*né*?" or "*não é*?" to the conclusion of an English or Afrikaans utterance. This nuanced alteration fulfils both practical and expressive functions, infusing the dialogue with a unique Portuguese essence while strengthening cultural identification.

5.4 Sociolinguistic Motivations

Code-switching among Portuguese speakers in South Africa is frequently driven by social and psychological influences.

Code-switching substantially strengthens group identity, allowing speakers to express solidarity and a sense of belonging within their cultural community. (Mona, 2024). In multilingual cultures such as South Africa, language selection frequently acts as an indicator of social membership, reinforcing connections among members of the same linguistic group (Hozhabrossadat, 2015). By alternating between

Portuguese and other regional languages, speakers traverse their two cultural identities, establishing a communal linguistic space that embodies both tradition and integration.

A primary impetus for code-switching is the necessity to reconcile vocabulary deficiencies. Speakers may alternate languages to choose phrases that more precisely express their intended meaning, especially in settings where one language provides more exact or universally known terminology (Yow et al., 2017). This pragmatic method improves communication in various linguistic contexts, illustrating how multilingual speakers modify their language use to promote comprehension (Hoff & Tulloch, 2023).

5.5 Impact of Portuguese on Local Linguistic Diversity

Although Portuguese is not a predominant language in South Africa, it has influenced the linguistic environment in communities where it is utilised. Immigrant populations from Lusophone nations have enhanced the multicultural and linguistic landscape in Pretoria. Over time, Portuguese has impacted local languages, especially via vocabulary assimilation and code-switching methodologies. This effect is evident in local variants of English and Afrikaans in regions with a significant Portuguese-speaking population.

Researchers have examined the influence of Portuguese on the linguistic variety of South Africa. Silva (2012) asserts that although Portuguese lacks the extensive influence of English or Afrikaans, its presence in certain localities has resulted in the integration of Portuguese vocabulary and expressions into the local language. Code-switching between Portuguese and local languages is prevalent in metropolitan areas, where younger people blend Portuguese with South African languages like Afrikaans and English.

Chapter 6 : Future Directions and Recommendations

The development and advocacy of Portuguese in South Africa have significant cultural, economic, and academic implications. This study has explored the historical presence of Portuguese, its role in trade and diplomacy, and the challenges associated with its maintenance and expansion. While substantial progress has been made in recognizing the importance of multilingualism, several gaps remain in policy implementation, educational integration, and community engagement.

This chapter seeks to find essential ideas to tackle these difficulties and proposes prospective avenues for research and policy advancement. It also seeks to establish a sustainable framework for the advancement of Portuguese in South Africa by

suggesting measures for language promotion, curriculum enhancement, and cross-sector collaboration. The recommendations provided below are derived from the study's findings and aim to assist policymakers, educators, and language practitioners in directing the future development of the Portuguese language in the region.

6.1 BENEFITS OF DEVELOPING AND USING PORTUGUESE IN SOUTH AFRICA

Given the prevalent usage of English in the formal sectors of our nation and the widespread belief that it serves as a gateway to opportunities, social advancement, and global communication, many individuals may ponder on questions like : What is the rationale for developing and empowering the Portuguese language? Why should we implement language regulations that acknowledge its usage? What are the indispensable functions of Portuguese, and who will reap the benefits of its comprehensive use across all sectors?

The advancement and promotion of Portuguese in South Africa holds substantial cultural, economic, and social advantages. Portuguese, with its profound historical connections to the region and significant role in global trade, education, and diplomacy, can act as a conduit between South Africa and the Lusophone sphere. Integrating Portuguese into many sectors—education, business, and government—preserves the linguistic heritage of Portuguese-speaking populations and generates new economic and professional opportunities for South Africans.

6.2 The Role of Cultural Identity in Language Maintenance

Plurilingual and pluricultural competence can significantly contribute to the maintenance of the Portuguese language in Pretoria. By promoting the perception of multilingualism as an advantage rather than a challenge, community organisations and educational institutions can foster a more conducive atmosphere for the transfer of heritage languages. This approach aligns with the recommendations of de Melo et al. (2020), who emphasize the importance of recognizing multilingual backgrounds in foreign language education.

6.3 Sustainability of Language Maintenance:

Language maintenance typically arises as a reaction to language shift, prompting segments of the speaker community to perceive a potential threat to the language's continued usage; thus, language maintenance constitutes their efforts to preserve it. The primary objective of most language maintenance initiatives is typically not to preserve all socio-dialectal and stylistic diversity, but rather to concentrate on a specific "standard" variety (Bradley & David ,2022).

The maintenance of the Portuguese language within the multilingual landscape of South Africa is influenced by various social, cultural, educational, and economic factors. As studies on language maintenance have shown, internal and external forces play a critical role in whether a language thrives across generations or experiences a

shift towards the dominant language of the host country. Language is not just a tool for communication; it is deeply tied to identity, cultural heritage, and community cohesion. According to Fishman (1964, 1991), community languages can be maintained by a variety of factors related to speakers' choices and preferences, including family, neighbours, education, religion, and many more. The frequent use of community languages by family members, friends, neighbours, and the local community is the linguistic aim, according to Baker (2011:14).

Individual languages are not only supported and encouraged in these areas, but they are also substantiated, which offers equilibrium in the event of any unforeseen change. According to inputs regarding language domains, it is assumed that actively employing the minority language throughout a variety of areas indicates inevitable language maintenance.

On the other hand, restricting the utilisation of the minority language in private environments, such as the home, indicates that the minority is transitioning to a majority status. (Holmes ,2013).

The Portuguese-speaking community in Pretoria, like many other immigrant communities, faces the challenge of balancing the preservation of their heritage language with the need to integrate into the broader South African linguistic environment. This section explores the key influences affecting the Portuguese-speaking community in Pretoria, drawing on relevant research findings, historical examples, and real-world applications.

6.3.1 Social and Economic Factors in Language Shift

Research by Dyers (2008) on language shifts in South African townships highlights how socio-economic mobility plays a significant role in language maintenance. His findings indicate that upwardly mobile families, particularly in urban areas, are more likely to shift away from their heritage language in favour of dominant languages such as English. In Pretoria, younger generations of Portuguese speakers, especially those pursuing higher education and professional careers, may experience a similar shift. The transition from speaking Portuguese at home to predominantly using English in academic and workplace settings can gradually diminish the intergenerational transmission of Portuguese.

Furthermore, lower-income and working-class families tend to maintain their heritage language longer, as mobility is often restricted, and community ties remain stronger (Soudien, 2007; Taylor, 2007). In Pretoria, Portuguese-speaking families with close-knit community networks, such as those centred around the Madeira Club Pretoria Club or Portuguese-owned businesses, are more likely to retain the language within daily interactions. The economic advantage of speaking English in South Africa, where

it dominates business, education, and government, exerts additional pressure on younger generations to prioritize English over Portuguese. This shift can be seen in workplaces where Portuguese-speaking employees increasingly adopt English as their primary professional language, leading to less frequent usage of Portuguese in formal domains.

6.3.2 BRIDGING THE GENERATIONAL GAP

Bridging the generational gap in language preservation is a critical issue, particularly in multilingual and multicultural societies where language diversity is under threat. This concept refers to the challenge of ensuring that younger generations learn and maintain a language spoken by older generations, often in the face of globalization, modernization, and language shift. The gap may be particularly apparent when younger individuals prefer speaking dominant languages (e.g., English, Spanish, Mandarin) while older generations continue to speak minority or indigenous languages.

One of the leading scholars on language preservation and revitalization, Fishman introduced the idea of "intergenerational transmission" as vital for language survival. In his work Reversing Language Shift (1991), Fishman emphasises the necessity of cultivating affirmative attitudes towards minority languages and guaranteeing their usage in domestic and educational settings. He also examines the influence of government policies, educational frameworks, and media in narrowing the generational divide. This could be an effective strategy for language maintenance.

If older community members are eager for more engagement, they could take the initiative to create mentorship programs, language meetups, or storytelling sessions that make Portuguese more relevant and accessible to younger generations. At the same time, efforts to incorporate Portuguese into modern, youth-friendly spaces—such as digital content, social media, or casual conversation groups—could make it more appealing for younger speakers. David Crystal is known for his work on language endangerment, Crystal's Language Death (2000) addresses the dynamics of language shift, including the generational factors that contribute to language loss. He suggests that efforts to revive a language must focus on making it relevant and useful to younger speakers, especially through modern media and education. Carmen Duarte (2016) provides a more sociolinguistic perspective on language preservation, focusing on how intergenerational dynamics affect language use and transmission. She emphasizes that younger generations must perceive the language as an asset to ensure its preservation, and that community-based initiatives can be crucial in encouraging this shift.

6.3.3 The Role of Family in Language Preservation

Fillmore (2000) emphasizes that native language loss is driven by both internal and external pressures. Internally, individuals may feel the need to conform to the dominant linguistic environment to fit in socially and professionally. Externally, sociopolitical influences and the preference for English in public and educational domains further encourage language shift. However, Fillmore also stresses the vital role that families play in maintaining heritage languages. Parents and grandparents are central to this effort, as their active engagement in speaking Portuguese, storytelling, and cultural traditions can help reinforce language retention among younger generations.

Clyne (1982) further underscores the prominence of grandparents in language preservation, as they are often monolingual or prefer using their native language. In Pretoria, many second-generation Portuguese South Africans grew up with grandparents who spoke only Portuguese, creating a natural environment for bilingualism. However, as younger generations integrate more into South African society, the use of Portuguese at home tends to decline. The one-parent-one-language method, when each parent regularly communicates in a single language with their child, has been recognised as a successful strategy for preserving bilingualism. Despite these efforts, social pressures and peer influence often lead children to favour the dominant language over their heritage language, reducing fluency in Portuguese over time.

6.3.4 Bridging Knowledge and Proficiency

Komensky's distinction between knowledge and proficiency is crucial in maintaining and promoting the use of Portuguese in Pretoria. In the South African context, language proficiency extends beyond academic knowledge and is reflected in its practical, everyday use, which is essential for language survival, especially in a multilingual environment like Pretoria. By emphasizing practical mastery, as Komensky suggests, Portuguese learners are more likely to engage actively in social, cultural, and professional contexts. This approach encourages the language to thrive not just in classrooms but in the broader community, helping it remains relevant in daily life.

Komensky’s view that language should not only be a part of education but also a tool for gaining and sharing knowledge is directly applicable to South Africa. In Pretoria, Portuguese is more than a language of academic study; it plays an essential role in cultural expression and communication within the Portuguese-speaking community. This idea aligns with the growing need to use language as an instrument for conservation of cultural heritage, passing on traditions, and fostering communication across generations. For the Portuguese-speaking community in Pretoria, the practical use of Portuguese is a vital part of maintaining connections to their cultural identity.

One of the central challenges to language maintenance in Pretoria is bridging the generational gap. Komensky's emphasis on practical mastery directly relates to the process of intergenerational language transmission. Younger generations of Portuguese speakers in South Africa often prefer to use English or Afrikaans, which are seen as more dominant languages in the region. Encouraging the practical use of Portuguese—whether through community events, family interactions, or professional settings—can help ensure that the language remains alive and functional. By integrating Portuguese into the daily lives of younger speakers, the language becomes more than just a tool for academic purposes; it becomes part of their identity and everyday experience.

In the South African context, language is deeply tied to both identity and community. For the Portuguese-speaking community in Pretoria, which includes both locals and immigrants from Lusophone countries, language serves as a means of preserving cultural identity. Komensky's idea of language as a "tool" aligns well with the role Portuguese plays in helping people stay connected to their cultural roots. In a diverse society like South Africa, where many languages coexist, maintaining Portuguese allows the community to continue to express itself and preserve its unique cultural practices.

To ensure Portuguese thrives in Pretoria, it must be integrated into more than just the classroom. Komensky's idea that language is a tool for acquiring and transmitting knowledge can be applied to the practical use of Portuguese in South African institutions. Local universities, cultural programs, and media outlets play key roles in ensuring the language is used outside of academic settings. By offering Portuguese language courses, hosting cultural festivals, and creating media content in Portuguese, Pretoria can provide opportunities for the language to grow and remain relevant. Such efforts not only reinforce Portuguese as a functional language but also strengthen its presence in the public sphere.

In conclusion, the application of Komensky's pedagogical ideas in the context of Portuguese in Pretoria highlights the importance of practical proficiency over theoretical knowledge. By focusing on language as a tool for communication, cultural expression, and community building, efforts to maintain Portuguese will be more successful. Bridging the generational gap through practical mastery, community involvement, and institutional support ensures that Portuguese continues to thrive in Pretoria and beyond.

6.3.5 Education

Education serves as the primary venue for language maintenance activities, although many community initiatives are typically included as well. These endeavours may focus on language; however they may also encompass significant territorial, literary, cultural, historical, and more elements, potentially extending into political activism.

Enhancing Portuguese language instruction at primary, secondary, and tertiary levels can afford South Africans access to academic and professional prospects in Portuguese-speaking nations. Portuguese and Brazilian universities and research institutions provide scholarships and joint research initiatives that may advantage South African researchers.

In contexts where governmental policy endorses cultural and linguistic variety, there is often competition for acknowledgement and resources dedicated to language preservation. The distinction between Indigenous and non-Indigenous languages is pertinent: non-Indigenous languages within diaspora communities may receive external support from regions where they hold greater prestige and are not experiencing decline; conversely, Indigenous minority languages may be perceived as having a more compelling case for resources, yet they frequently possess diminished status within the broader community.

6.3.6 Cultural and Emotional Ties to Language

Barasa (2004:168) asserts that language is a element of culture. Acquiring a language inherently entails assimilating the associated culture; when students learn multiple languages, they gain insights into various cultures, hence enhancing their cognitive understanding of those cultural segments. (Barasa,2004: 168). The emotional attachment to a heritage language is another key factor influencing its maintenance. Weinreich (1974) asserts that ethnic languages are closely tied to cultural, psychological, and social identities. Many Portuguese speakers in Pretoria continue using the language not only for communication but as a symbol of cultural pride and group integrity. This is evident in community events such as the Festa da Madeira, where the Portuguese language is actively used in speeches, music, and social interactions. Such cultural events reinforce the emotional significance of the language and strengthen its role within the community.

Dorian (1981) also highlights the importance of age and domain-specific language use in language maintenance. While older generations tend to use Portuguese in religious and family settings, younger generations may only use it sporadically, such as during family gatherings or when interacting with older relatives. This domain-specific use of Portuguese in Pretoria reflects broader global trends in heritage language preservation, where languages are often retained in private or cultural settings but decline in professional and academic spheres.

Additionally, the role of media and digital platforms has become a growing factor in language maintenance. Portuguese-language television channels, YouTube content, and social media groups provide new avenues for engagement with the language. However, the predominance of English content in mainstream media often overshadows these efforts, making it harder for younger generations to develop strong Portuguese language skills outside of the home or community settings.

Acknowledging and valuing cultural diversity is essential for fostering language proficiency in a globalised context. This investigation highlights the significance of embracing linguistic and cultural diversity for a more inclusive and linked future.

6.4 Challenges and Opportunities in Language Maintenance

Abdelhadi (2017) notes that maintaining minority languages is particularly difficult when they exist under the cultural and linguistic influence of a dominant language. In Pretoria, English serves as the primary language of education, media, and social mobility, making it increasingly challenging for Portuguese to remain a widely spoken language outside of private settings. Additionally, heritage languages receive less institutional support compared to dominant languages, which further contributes to language shift (Abdelhadi, 2017). The decline of Portuguese-language education in South African schools further exacerbates this issue, limiting opportunities for younger generations to formally learn the language.

Nevertheless, prospects for the preservation of language are present Language development, in its multifaceted nature, involves the complex processes by which humans acquire, understand, and employ linguistic structures and communication patterns (Hoff, 2013). The progression of language, from initial phonological acquisition to advanced syntax and semantics, embodies a synthesis of cognitive, social, and cultural factors. Comprehending the intricate relationship between culture and language in this developmental process is essential. Cultural contexts serve as the fertile ground nurturing language acquisition, moulding not just the lexicon but also the very essence of communication styles, intonations, and pragmatics (Harkness & Super, 2006) .

In these cultural contexts, language gains contextual meanings, endowing words with complexities that surpass simple semantics. The significance of understanding the connection between culture and language in the developmental process cannot be overstated. This dynamic relationship influences not only verbal proficiency but also an individual's worldview, social interactions, and identity formation. A thorough comprehension of the influence of culture on language development fosters a greater respect for the richness, complexity, and adaptability intrinsic to the human linguistic experience.

The presence of Portuguese language schools, community centres, and cultural events provides structured environments where the language can be taught and practiced. Furthermore, the growing role of digital platforms, such as Portuguese-language social media groups, online forums, and streaming content, allows younger generations to engage with Portuguese outside of traditional community settings. Expanding access to Portuguese language courses in South African universities could further contribute to language preservation, offering formal education opportunities to those interested in maintaining their linguistic heritage.

6.5 Conclusion

Language maintenance in the Portuguese-speaking community of Pretoria is influenced by a combination of socio-economic, familial, and cultural factors. While upward mobility and integration into South African society contribute to a shift towards English, strong family ties, emotional connections to the language, and active participation in cultural traditions help sustain Portuguese. Understanding these influences is crucial for developing strategies to support the continued use of Portuguese in Pretoria, ensuring that it remains a vital part of the community's identity across generations. By promoting bilingual education, community engagement, and digital literacy in Portuguese, the community can strengthen its linguistic heritage and navigate the complexities of a multilingual society.

6.6 Policy Recommendations and community initiatives

According to Majidi,he asserts that every language, whether minority or majority, embodies aspects of human culture, identity, history, and civilisation; therefore, their preservation and revitalisation are crucial (Munyai & Phooko,2021).The maintenance of the Portuguese language within the community in Pretoria requires a multifaceted approach that combines policy recommendations with community initiatives. By fostering an environment that values and supports the Portuguese language, we can ensure its vitality for future generations. I will be suggesting policy improvements and community initiatives to support language maintenance, after analysis of the questionnaire.

6.6.1. Establishing Portuguese Language Education in Schools

Bringing Portuguese language education into schools is an exciting chance to enrich the lives of students and foster a deeper connection to a vibrant cultural heritage. Imagine classrooms filled with the sounds of laughter and conversation in Portuguese, where students not only learn a new language but also discover the stories, traditions, and values of Portuguese-speaking communities around the world.

Benefits of Portuguese Language Education

Learning Portuguese offers numerous benefits that extend far beyond simply mastering a new language. One of the most significant advantages is cultural awareness and appreciation. By learning Portuguese, students gain access to the rich histories and diverse cultures of countries like Brazil, Portugal, and Angola. This exploration of traditions, literature, and art fosters respect and curiosity about the world around them. As students deepen their understanding of these cultures, they often develop a passion for global citizenship and empathy toward others.

In addition to cultural enrichment, learning Portuguese also provides cognitive advantages. Research consistently shows that learning a second language enhances brainpower. Bilingual students tend to excel in critical thinking, problem-solving, and

creativity. The mental flexibility required to navigate the intricacies of Portuguese helps students improve their cognitive flexibility, leading to better performance across various academic disciplines.

Proficiency in Portuguese can also create valuable career opportunities. In our interconnected world, multilingualism is a highly sought-after skill. Knowing Portuguese can open doors in fields such as international business, education, tourism, and diplomacy. For example, a student who masters Portuguese may land a dream job that allows them to travel, work with diverse communities, and contribute to global understanding.

For students from Portuguese-speaking families, learning the language can help strengthen ties to their heritage. It enables them to communicate with relatives, engage in family traditions, and cultivate a deeper sense of belonging. This connection to culture plays an essential role in shaping their identity and fostering self-esteem.

Finally, learning Portuguese enhances communication skills. Language acquisition goes beyond just learning vocabulary and grammar; it also helps students develop essential communication skills. By learning to express themselves clearly, listen actively, and engage meaningfully with others, students acquire tools that are invaluable in both personal and professional settings.

Implementation Strategies

To make Portuguese language education a reality, collaboration among various stakeholders is key. Here are some friendly strategies to consider:

Curriculum Development: Working together with educational authorities, we can develop a fun and engaging Portuguese curriculum that reflects the richness of the language. Incorporating stories, songs, and cultural themes can make learning feel like an adventure.

Teacher Training: Let’s invest in our educators! Providing professional development for teachers equips them with the tools and resources to inspire their students. Partnering with universities that offer Portuguese programs can help us find passionate instructors who can bring the language to life.

Cultural Programs and Events: Imagine vibrant Portuguese language days or cultural festivals at schools, where students can immerse themselves in dance, music, and cuisine from Portuguese-speaking countries. These events can create excitement and deepen students’ love for learning the language.

Community Involvement: Engaging local Portuguese-speaking communities can enrich the educational experience. Inviting community members to share their stories and cultural practices can create a warm and welcoming environment that supports students on their learning journey.

By establishing Portuguese language education in schools, we create a pathway for students to embrace linguistic diversity and cultural appreciation. This initiative not only benefits individual learners but also strengthens the fabric of our communities, fostering connections and understanding. Together, we can ensure that the Portuguese language not only survives but thrives in South Africa, celebrating the beautiful tapestry of cultures that make our nation unique.

6.6.2. Community Language Workshops

Community workshops can serve as dynamic spaces for cultural exchange and language practice, revitalizing interest in the Portuguese language among both youth and adults. To capture the attention of participants across all ages, we can design a variety of engaging workshops that cater to different interests and skill levels.

For instance, a **Beginners Portuguese Workshop** can be a fantastic entry point for those looking to learn the language in a fun and interactive way. Using games, music, and storytelling, participants can immerse themselves in the basics of Portuguese without the pressure of a formal classroom setting. Incorporating elements like role-playing common scenarios—such as ordering food or greeting someone—can make learning feel practical and enjoyable.

Another exciting option is a **Business Portuguese Workshop** aimed at professionals who want to enhance their language skills for the workplace. This workshop can cover essential vocabulary, phrases, and cultural etiquette, making it invaluable for those looking to expand their career opportunities in Portuguese-speaking environments. Inviting local business leaders who are fluent in Portuguese to share their experiences can also illustrate the significance of linguistic competencies in the global marketplace.

A **Culinary Portuguese Workshop** can be another engaging addition, where participants learn to cook traditional dishes while practicing their language skills. Imagine families gathering to prepare and enjoy a delicious Portuguese meal, all while learning the names of ingredients and cooking techniques in Portuguese. This hands-on approach not only makes language learning enjoyable but also strengthens community bonds through shared experiences.

Additionally, a **Creative Writing Workshop** can be a wonderful way to encourage self-expression and language use. Participants can explore writing short stories, poetry, or even song lyrics in Portuguese, guided by experienced writers or educators. This workshop can focus on themes relevant to the community, allowing participants to share their personal narratives and cultural experiences. By fostering creativity, we can help individuals find their unique voices in the Portuguese language.

At the end of each workshop, participants would receive certificates of completion. This not only serves as a tangible recognition of their efforts but also motivates them to continue learning and engaging with the language. Certificates can bolster

participants' resumes or portfolios, showcasing their commitment to personal and professional development.

The benefits of these workshops extend far beyond language acquisition. They create a sense of community, foster cultural appreciation, and enhance social connections among participants. By collaborating with local universities that offer Portuguese language courses, such as the University of the Witwatersrand or the University of Pretoria, we can significantly enhance these workshops. These institutions can provide knowledgeable instructors and resources while also promoting their language departments to potential students. Imagine university students leading a **Cultural Exchange Workshop**, where they share their knowledge of Portuguese culture through music, dance, and art, creating a vibrant atmosphere that invites participation and curiosity.

By collaborating with local cultural organizations, schools, and universities, we can ensure that these workshops are well-promoted and accessible. Promoting involvement from community members of many origins would not only aid in the preservation of the Portuguese language but also cultivate a sense of belonging and pride in our collective heritage.

As participants come together to learn, share, and celebrate, we can create an enriching environment that nurtures connections and inspires a love for the Portuguese language. Ultimately, these workshops can become a cornerstone of community engagement, offering valuable opportunities for personal growth and cultural exploration. Together, we can pave the way for future generations to embrace and cherish their linguistic heritage.

6.6.3. Cultural Events and Festivals

Cultural events are the heartbeat of any community, offering a chance to celebrate identity and heritage. Regular festivals that showcase Portuguese music, dance, food, and art can play a vital role in promoting the language. Imagine an annual Portuguese Festival where families share their culinary traditions, participate in traditional dance performances, and engage in language games that bring laughter and joy.

To make this happen, community organizations can collaborate with local governments to secure funding and permits. Engaging local media to promote these events will raise awareness and encourage participation from both Portuguese and non-Portuguese speakers, enriching the community’s multicultural fabric. Creating spaces for local artists and performers to showcase their talents can also foster a sense of pride and belonging.

However, a recurring theme among community members has been the overlapping schedule of events. Many have expressed frustration over multiple festivities occurring simultaneously, which often leads to divided attendance. One participant noted, “I

would love to attend all these events, but when they're all happening at once, it's impossible!" This sentiment resonates deeply in a community that thrives on togetherness.

To enhance participation and ensure that everyone can enjoy these cultural celebrations, better communication between event hosts is essential. Coordinating schedules can help avoid conflicts and allow community members to fully engage with each event.

Moreover, it's crucial to recognize that Pretoria still has a significant Portuguese population that deserves its own celebrations. While Joburg has been the focal point of recent festivities, organizing events in Pretoria would not only honour the local community but also strengthen ties among Portuguese speakers. Imagine a lively festival at a local park, where families from Pretoria come together to share traditional dishes, participate in dance workshops, and enjoy performances that reflect their rich cultural heritage.

By fostering collaboration among event planners and expanding the reach of cultural events into Pretoria, we can create a more inclusive atmosphere that honors our shared identity and ensures that everyone has the opportunity to celebrate their roots. Together, we can cultivate a thriving cultural landscape that nourishes the spirit of the Portuguese community in South Africa.

6.6.4. Media and Resource Development

In our increasingly digital world, access to Portuguese-language media is essential for maintaining daily exposure to the language and culture. Local initiatives, such as establishing a community radio station that broadcasts in Portuguese, can serve as a vital resource, providing news, music, and educational content tailored to the community's needs. Imagine tuning in to hear familiar voices discussing local events, sharing stories, and playing traditional Portuguese music alongside contemporary hits.

Supporting local artists is another crucial aspect of media and resource development. Artists like Micasa and Lee Cole are making waves in the South African music scene, blending Portuguese influences with local sounds to create a unique style that resonates with a diverse audience. Their contributions not only enrich the music landscape but also elevate the visibility of Portuguese culture in South Africa. By promoting their work through community events, social media, and local radio, we can help amplify their voices and inspire the next generation of artists.

To foster this creative environment, we can organize workshops that bring together aspiring musicians and established artists. These workshops could cover a range of topics, from songwriting and music production to performance techniques and marketing strategies. For instance, a songwriting workshop led by Lee Cole could provide invaluable insights into crafting relatable lyrics, while a music production

session with Micasa could teach participants how to blend different cultural sounds effectively.

In addition to music, these workshops can extend to other forms of art, such as visual arts, dance, and literature, creating a comprehensive platform for cultural expression. By providing resources and mentorship opportunities, we can empower local talent to thrive and ensure that the Portuguese language and culture continue to be represented in South Africa's artistic landscape.

Moreover, it is essential to shed light on members of society who are making significant contributions to South Africa and driving change. One notable figure is **Dr. Maria Ramos**, a prominent business leader and advocate for social change. As the CEO of a major financial institution, she has been instrumental in promoting diversity and inclusion within the corporate sector. Another inspiring individual is **Zeca Marques**, who is a well-known Portuguese South African UEFA Pro football coach, Mentor and commentator. He assists performance teams as an NLP practitioner, Cognitive behavioural therapist, and life coach. He has coached incredible teams such as Moroka Swallows FC, Black Leopards FC and Santos FC towards success. Highlighting the achievements of individuals like Maria, Gustavo, and Zeca can inspire younger generations to pursue their passions and contribute positively to society.

Through these initiatives, we can cultivate a vibrant community that not only celebrates its heritage but also actively contributes to the broader cultural dialogue in South Africa. By enhancing access to Portuguese-language media and supporting our local artists, we create a dynamic environment that fosters creativity, connection, and cultural pride.

6.6.5. Shifting Attitudes and Perceptions Through Awareness Campaigns and Marketing

Targeted policy actions are necessary to mitigate unfavourable perceptions regarding the use of Portuguese as a medium of communication and education in South Africa.

Establishing conditions that promote the utilisation of Portuguese is a fundamental component of language planning, intended to enhance the language's appeal and transform public perceptions and behaviours regarding its significance. Languages should be promoted to enhance effective policy execution and to address adverse views regarding their significance in education and communication. This necessitates leadership, strategic planning, systematic execution, and supervision to address language-related issues.

Public media can be utilised to distribute information regarding the significance of the Portuguese language to enhance awareness. Additionally, communities ought to be informed about their linguistic rights and the influence of these rights on their socio-political and economic circumstances, education, and engagement with governmental entities. Van Rheede (2016) underscores the necessity of a well-crafted advocacy and training initiative to transform views and enable communities.

6.6.6 Intergenerational Language Mentorship Programs

Creating mentorship programs that connect fluent Portuguese speakers with younger community members can profoundly impact language transmission. These programs can encourage conversations between generations, helping younger individuals feel more comfortable speaking Portuguese. Picture a grandparent sharing stories of their youth in Portugal, instilling a sense of pride and curiosity in their grandchildren.

Implementation can begin with outreach to community centres and schools to identify interested participants. Training sessions for mentors on effective communication and cultural storytelling can enrich the experience, ensuring that the wisdom of one generation is passed on to the next.

6.6.7. Cultural exchange programs

Programs for cultural exchange provide an interesting approach to link students from many backgrounds and promote respect of many civilizations. These courses let individuals fully engage in a new language and culture, therefore generating lifetime of significant experiences. Through cultural interactions, students not only improve their language abilities but also get insightful knowledge of many ways of life and foster international connections.

There are numerous kinds of cultural exchange initiatives with particular opportunities for education and participation. Through student exchange programs, students may host guests from Portuguese-speaking nations or go to one of those countries. Usually living in student lodging or with host families, participants offer a real cultural experience. A high school in South Africa would, for instance, team up with a Brazilian institution so that students might travel to each other's nations, enroll in courses, and engage in local events.

Virtual exchange programs provide a great substitute in cases when travel is not practical. Through online platforms, these initiatives link students and enable real-time project-based contact and teamwork. Students from South Africa and Portugal could participate in a virtual exchange talking about their daily lives, customs, and interests or working together on a digital presentation on their different countries.

Cultural immersion programs—which blend hands-on cultural experiences with language courses—offer still another immersive approach. Under such a program, students would spend two weeks in a Portuguese-speaking nation attending cultural seminars in the afternoon and morning language courses. Activities like cooking courses, music lessons, or traditional dance give a whole experience that strengthens their cultural awareness.

Programs for cultural exchange have great advantages. Language proficiency constitutes a significant advantage; immersing students in a Portuguese-speaking environment helps them apply their language abilities in practical settings. Much faster than conventional classroom instruction, this practical experience increases

confidence and fluency. Through first-hand experience with cultures, traditions, and daily life, students also gain cultural knowledge that promotes empathy, respect of variety, and the shattering of preconceptions.

Beyond language and cultural education, pupils develop personally quite significantly. Participating in a cultural interaction forces individuals beyond their comfort zones, therefore improving resilience, flexibility, and independence. Navigating new surroundings helps one to grow in confidence and in ability to solve problems. Furthermore, these initiatives enable students to establish friendships and connections across boundaries, therefore fostering lasting relationships that support a feeling of world community.

Another key advantage of cultural exchange is the development of broader perspectives. Different styles of life help students to develop critical thinking and deepen their knowledge of world concerns. An important ability in the linked world of today is the appreciation of many points of view and methods of approaching problems.

Schools should concentrate on important strategies if they want to properly carry out cultural exchange initiatives. Maintaining better interactions depends on cooperation between Portuguese-speaking nations and their institutions. In order to assist students and their families in comprehending cultural variances, language immersion, and program objectives, schools should also offer preparation and orientation courses. Support structures including coordinators or mentors should be in place during the exchange to let students fit into their new surroundings. At last, post-exchange events like projects and reflection sessions let students share their knowledge and insights, therefore strengthening their learning.

For students wishing to fully engage in the Portuguese language and culture, cultural exchange programs are invaluable opportunities. These projects encourage language competency, cultural awareness, and personal development by means of relationships between students from all backgrounds. By use of common experiences, students develop not just improved language acquisition but also become more informed, sympathetic global citizens. Accepting cultural diversity and promoting lifelong learning can help to really improve the educational scene by strengthening the community.

6.7 Conclusion

By implementing these policy recommendations and community initiatives, the Portuguese-speaking community in Pretoria can establish a supportive and nurturing environment for language maintenance and cultural preservation. It’s about more than just words; it’s about building connections, celebrating identities, and embracing the richness of a shared heritage. Together, through education, engagement, and collaboration, we can ensure that the Portuguese language continues to thrive, bridging generations and enriching the multicultural landscape of South Africa. By

investing in our language and culture, we are investing in a vibrant future for our community.

7. OVERALL CONCLUSION OF MY RESEARCH

The Portuguese community in Pretoria is a testament to the resilience and adaptability of immigrant communities in conserving their linguistic and cultural heritage. Their existence is woven into the fabric of South African society, not merely a historical footnote. From the first migrant waves to the present, they have established a presence that extends beyond trade and food to the heart of linguistic and cultural diversity. For this community, language, the foundation of identity, has functioned as both a bridge and a battleground. The efforts of families, cultural institutions, and educational programs indicate that language is more than just a method of communication; it is a conduit for history, emotion, and belonging, even as linguistic changes and globalization forces threaten its survival.

Maintaining Portuguese as a spoken language is only one aspect of the difficulty; another is making sure it will remain a cultural and emotional lighthouse for next generations. By addressing the challenges identified in this research and implementing targeted recommendations, there is a strong potential to not only sustain but also enrich the Portuguese linguistic presence in Pretoria. This research provides significant insights into language preservation dynamics in a multicultural and multilingual society, establishing a foundation for future studies and policy formulation in analogous circumstances.

In an age where predominant languages frequently eclipse minor linguistic communities, the Portuguese community of Pretoria illustrates that cultural preservation entails not rejecting change but adapting to it. Their capacity to adapt while preserving their past constitutes a compelling narrative that warrants acknowledgment, support, and enhancement. The Portuguese community in Pretoria serves as a testament to the resilience of minority languages in the face of dominant linguistic forces.

The promotion of official African languages and the proliferation of English have notably influenced South Africa's linguistic landscape; however, the Portuguese community has successfully preserved its linguistic and cultural identity through the establishment of community institutions and the active maintenance of its language and traditions.

The experience of the Portuguese community in Pretoria highlights the importance of supporting and celebrating linguistic diversity in a multilingual society.

Analysis of historical and contemporary trends within the Portuguese community in South Africa reveals the presence of all conventional indicators of language shift; however, traditional maintenance factors such as family, religion, and education seem ineffective in preventing the language's gradual decline. Can Portuguese be revived

in South Africa, or is it on a steady fall into oblivion? Reviving the language in the subcontinent may be made possible by a number of factors, including the potential for future increased contact with the Portuguese-speaking world, particularly in Africa, and the favourable attitudes of many Portuguese South Africans toward their cultural heritage. However, the Portuguese community must also be more conscious of the importance of their culture.

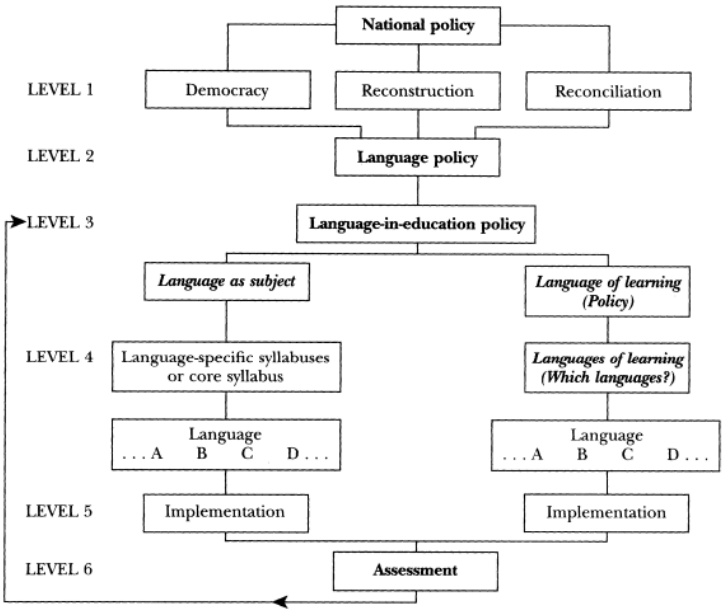
The Portuguese community is aware of the importance of their linguistic and cultural legacy, but they are also making a deliberate and coordinated effort to change the situation. Parents must advocate for the provision of Portuguese classes at additional public schools and perhaps even encourage the opening of private Portuguese schools, in addition to fulfilling their duty in the home in encouraging the use of the language and instilling cultural values. It is necessary to increase communication and cultural interactions with other Portuguese-speaking nations in Africa and beyond. To promote the language, businessmen, professionals, and intellectuals must work together in a coordinated effort.

The future of Portuguese in South Africa relies on proactive involvement rather than just recollection. Through intergenerational transmission, community activities, and educational policies, its survival is not merely feasible—it is imperative. As long as there are voices eager to articulate it, narratives yearning to be expressed, and communities determined in their pursuit of prosperity, Portuguese in Pretoria will not diminish into obscurity. It will persist in shaping, influencing, and enriching the linguistic fabric of South Africa.

This research not only records a language reality but also validates the resilient character of people who refuse to be marginalised. In that rejection, they establish a legacy characterised not by absence, but by perseverance. The future of Portuguese in South Africa is contingent upon the community's agency.

8. FIGURE

FIGURE 1
Language-in-Education Planning



(Barkhuizen & Gough,1996)

9.APPENDIX

Questionnaire Used

Portuguese language in the multi-linguistic South Africa and the maintenance of the Portuguese community in Pretoria.

This research aims to explore the presence and maintenance of the Portuguese language and community in Pretoria, South Africa, against the backdrop of the country's multilingual and multicultural landscape.

It investigates both historical and contemporary factors that influence the preservation of Portuguese language and culture among Portuguese-speaking immigrants and their descendants.

The study will examine how language policies for higher education, community initiatives, educational programs, and intergenerational transmission contribute to sustaining the Portuguese linguistic heritage. Additionally, it will analyze the challenges and opportunities the Portuguese community faces in balancing cultural preservation with integration into broader South African society. The ultimate goal is to provide insights and recommendations that support the continued vitality of Portuguese language and cultural identity in Pretoria.

* Indicates required question

Consent

1. **I have read and understood the information about the nature of this research project** *

Mark only one oval.

- ◯ Yes
- ◯ No

2. **I understand that answering this questionnaire is anonymous and that the researcher will not have my name or use my name.** *

Mark only one oval.

- ◯ Yes
- ◯ No

Demographic Information

3. What is your age range ?

Mark only one oval.

- ◯ 18-40
- ◯ 41-60

4. Are you currently living in Pretoria?

Mark only one oval.

- ◯ Yes
- ◯ No

5. Where were you born?

Mark only one oval.

- ◯ South Africa
- ◯ Portugal
- ◯ Madeira
- ◯ Mozambique
- ◯ Other: _____

6. How long have you lived in South Africa?

Mark only one oval.

- ◯ 5-10 years
- ◯ 11-20 years
- ◯ More than 20 years
- ◯ Since Birth

Language Use and Proficiency

7. What languages can you speak fluently?

_____

8. What language is primarily spoken at home? (2 Options can be chosen)

Check all that apply.

- [ ] Portuguese
- [ ] English
- [ ] Afrikaans
- [ ] Other
- [ ] Other: _____

9. Can you speak Portuguese ?

Mark only one oval.

- ◯ Yes
- ◯ No

10. If your answer was yes to the above question, How would you rate your proficiency in Portuguese?

Mark only one oval.

- ◯ Beginner
- ◯ Intermediate
- ◯ Advanced
- ◯ Native Speaker

11. How often do you speak Portuguese with your family members?

Mark only one oval.

- ◯ Always
- ◯ Often
- ◯ Sometimes
- ◯ Rarely
- ◯ Never

12. Would you like to learn /continue learning the Portuguese language ?

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

Education and Language Learning

13. Did you attend a Portuguese language school or take Portuguese classes in Pretoria? If yes, for how long?

_____

14. What was the name of the school you attended Portuguese classes ?

_____

15. Do you believe that Portuguese language education is adequately supported by South African language policies?

Mark only one oval.

- ◯ Yes
- ◯ No

16. Do you think there are enough Portuguese language learning resources available in Pretoria?

Mark only one oval.

- ◯ Yes
- ◯ No

17. In your opinion, is the quality of Portuguese language education in Pretoria adequate for preserving the language among younger generations?

Mark only one oval.

- ◯ Yes, it is very adequate
- ◯ Yes, it is somewhat adequate
- ◯ Neutral
- ◯ No, it is somewhat inadequate
- ◯ No, it is very inadequate

Cultural and Community Involvement

18. Are you involved in any Portuguese cultural or community organizations in Pretoria? If yes, which ones?

19. How often do you participate in Portuguese cultural events or festivals in Pretoria?

Mark only one oval.

- ◯ Regularly
- ◯ Ocassionally
- ◯ Rarely
- ◯ Never

20. How important is it for you to maintain Portuguese cultural traditions in Pretoria?

Mark only one oval.

- ◯ Very important
- ◯ Neutral
- ◯ Not important

Intergenerational Language Transmission

Answer this section if you have kids or grandchildren.If not,you can skip it .

21. Do you have children or grandchildren? If yes, do they speak Portuguese?

Check all that apply.

- ☐ Yes
- ☐ No

22. How do you ensure that your children or grandchildren learn and use Portuguese?

23. What challenges do you face in teaching Portuguese to the younger generation?

Media and Resources

24. Do you use or follow any Portuguese-language media (e.g., radio, newspapers, online platforms) in Pretoria?

Mark only one oval.

- ◯ Yes
- ◯ No

25. If yes, which ones?

Check all that apply.

- [ ] Forum
- [ ] Casa social da Madeira
- [ ] YAPS
- [ ] ACP Club
- [ ] Juventude
- [ ] South African Portuguese Chamber of Commerce
- [ ] RTP internacional

26. How important are these media resources in maintaining your connection to Portuguese language and culture?

Mark only one oval.

- ◯ Important
- ◯ Neutral
- ◯ Not important

Challenges and Opportunities

27. What challenges do you face in maintaining the Portuguese language?

Check all that apply.

- [ ] Dominance of English
- [ ] Limited educational resources
- [ ] Lack of community support
- [ ] Socioeconomic integration pressures
- [ ] Difficulty in learning the language
- [ ] Other: _____

28. What kind of support would help you in maintaining and use the Portuguese language and get more involved ?

Check all that apply.

- [ ] More educational programs
- [ ] Community events
- [ ] Media in Portuguese
- [ ] Government support
- [ ] Other: _____

29. Do you think the South African government should do more to support minority languages like Portuguese?YesNo

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Not sure

30. What are the biggest challenges you face in maintaining the Portuguese language in Pretoria?

31. What initiatives or policies do you think would help in better supporting the Portuguese language and culture in Pretoria?

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