



**Towards a Framework of improving the efficacy and effectiveness of the BA
Contemporary English and Multilingual Studies in preparing students for the
workplace**

by

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DECLARATION

I declare *that **Towards a Framework of improving the efficacy and effectiveness of the BA Contemporary English and Multilingual Studies in preparing students for the workplace***, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of references and that this work has not been submitted before for any other degree at any other institution

Mapelo Constancia Tlowane



Signature

24 March 2021

Date

DEDICATION

This research is dedicated to my sons Vhuthu Wamashudu Mangammbi and Lufuno Wamaanda Mangammbi. During the toughest time, their genuine and innocent love kept me going.

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ABSTRACT

This study seeks to investigate the efficacy and effectiveness of the BA in Contemporary English and Multilingual Studies (CEMS) as a first bilingual programme to be implemented at a higher learning institution in South Africa. The study attempted to see the link between the programme's inputs, outputs and outcomes in order to reflect how the acquired skills may enable the students to develop language skills that may assist them to deal with multilingual workplace environments. To explore the efficacy, the study focused on how the programme capacitates students with language skills by ensuring that the course meets the desired outcomes of the programmes. The effectiveness of the programme may be seen in the practices and experiences of the graduates at the workplaces where graduates demonstrate and apply multilingual and multicultural skills and abilities that was impacted on them by the programme.

Since the study focuses on the research participants' perceptions and experiences, the social constructivism theory is chosen to frame it theoretically. The different experiences of these graduates form an opinion about the programme. The "constructivist stance maintains that learning is a process of constructing meaning; it is how people make sense of their experience" (Merriam & Caffarella, 1999: 260). Constructivism describes the way through which students make sense of the material and how the materials may be taught effectively. The study employs qualitative research methods to better understand the experiences of the graduates in the workplace. In view of the above, the thesis is located in the interpretive paradigm which seeks to explore graduate's experiences and their views which is in line with the constructivist theory. The participants included the BA CEMS graduates who are currently employed, employers of the graduates, the lecturers on the BA CEMS programme and the current honours and third year students.

The empirical investigation revealed that graduates do not appear to have the necessary skills and expertise to deal with multilingual and multicultural environments of the workplace. Among the skills and abilities that the graduates lack, they do not know how to deal with foreign languages as well as to handle diversity and multiculturalism. The curriculum of the programme appears not to have the relevant content that is capable of addressing multilingual challenges at the workplace. In

addition, the findings also reveal that the programme lacks institutional support to incorporate other languages of the Limpopo province. Based on this, it simply a bilingual programme of Sepedi and English with no multilingual and multicultural undertones that has been existing for past 18 years. Also, important to note is the fact that the graduates lack practical skills and therefore require internships or field work to match the skills with workplace demands. In this regard, the graduates should be provided some chances to put their theoretical knowledge acquired from the classroom into the real practical workplace environment. The investigation concluded that, the programme needs to teach skills and abilities that may help graduates to adapt in multilingual and multicultural contexts. In light of the above, the study recommends that good communication skills, knowledge of diversity and Intercultural Communication Competence is necessary for adaptation in a multilingual and multicultural workplace. In addition, there is need for the curriculum to be improved upon to ease accessibility into bilingual and multilingual workplaces.

LIST OF ACRONYMS

BICS.....	Basic Interpersonal Communicative Skills
CALP.....	Cognitive Academic Language Proficiency
CEMS.....	Contemporary English and Multilingual Studies
CHE.....	Council for Higher Education
DoE.....	Department of Education
HEIs.....	Higher Education Institutions
LiEP.....	Language in Education Policy
LoLT.....	Language of Learning and Teaching
SAQA.....	South African Qualification Framework
ZPD.....	Zone of Proximal Development

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CHAPTER 1

INTRODUCTION

1.1 Introduction/background

This study seeks to improve the efficacy and effectiveness of the BA in Contemporary English and Multilingual Studies (CEMS) as the first ever bilingual programme to be implemented at a higher learning institution in South Africa. The 1996 Constitution of South Africa recognised 11 official languages that were considered as equals. However, this has not been the case in all sectors of government, specifically in education. Under the Apartheid government, only English and Afrikaans were developed as media of instruction as well as scientific and academic languages. To this end, the Language Policy for Higher Education in 2002 was formulated to promote multilingualism and to ensure that languages were not barriers to access and success in higher education. In this regard and to encourage the development of indigenous languages, an attempt was made to give the national languages the status of the medium of instruction, scientific and academic languages.

Regarding efficacy, this exploration focuses on how the programme may capacitate students with language skills to ensure that the programme meets the desired outcomes. The multilingual content in two languages aim to develop bilingual experts in both English and Sepedi. In view of this, Tlowane and Foncha (2020: 74) say recently, Universities in the country were faced with a wide range of protests from students who expressed their dissatisfaction with the language policies of their respective institutions, stating that they are discriminative and not a reflection of the changing student demographics in a democratic South Africa. In view of the outcomes of the BA CEMS, the ineffectiveness and lack of efficacy of the programme can be seen in the practices and experiences of the graduates at the workplaces where graduates demonstrate the applicability and suitability of the multilingual and Multicultural skills and abilities.

It is necessary to stress that, the BA CEMS programme was the first bilingual degree to use a dual medium of both English and Sepedi. This is a pioneer programme and there has been no other degree using English with any African language(s) as media

of instruction (Ramani & Joseph 2002). The degree was founded by Prof Esther Ramani and Dr Michael Joseph in the Department of Academic Excellence at the University of Limpopo. The degree comprises two learning programmes that are offered as majors, Contemporary English Language Studies (CELS) taught and assessed through the medium of English, and Multilingual Studies (MUST), taught and evaluated through the medium of Sepedi, giving a balance to both languages of teaching and learning.

The content of this programme is distributed across 12 modules, taught over a six-semester period. CELS is constituted by modules from Applied English Language studies, while MUST modules develop a theoretical understanding of multilingualism and bilingual academic competence (Ramani & Joseph 2002: 234). In this regard, BA CEMS degree had as their main aim to mould multilinguals who would stand a better chance of competition for employment at the diverse workplace. In addition, it set out to equip students with the skills and abilities to handle linguistic diversity aim at fostering both their personal and professional growth. Based on the forgoing argument, this research strives to develop a framework that will assist in improving the efficacy and effectiveness of the BA CEMS programme in preparing its graduate for the multilingual environment. Such a framework is believed would increase understanding of the programme's goals and objectives as well as may attempt to define relationships among inputs, activities, outputs and the skills acquired by students. To achieve this goal, the programme is broken down into individual modules, which are further broken down into individual classes. The aim is to determine what kind of impact to be expected from graduates of the programme given the nature of the offering.

1.1.1 Language planning, policy, and implementation

Language planning engages in three main things which are: status planning, corpus planning, and acquisition planning (Reagan, 2002:420). Based on this, 'status planning' in South Africa refers to selecting 'official languages' as well as attempting

to give value to all the languages and encouraging their use in public domain, in the community and at the home.

This is prominent in the media of instruction in schools, in law courts and by the public broadcaster (Made 2010). In this regard, Crystal (1997:95), attempts to do a comparison study of the different languages to identify their uses and statuses. Viewed from this perspective, status planning is the deliberate effort to influence the allocation of functions among a community's languages (Cooper 1989: 99). In this regard, status planning refers to a given language or 'a variety' that takes the official language status being used for particular purpose.

Secondly, language policy is the primary mechanism for organising, managing and manipulating language use in society. It is through language policy that decisions are made about language that should be legitimised, used, learned, and taught. Language policy acts as the manipulating tool in the continuous battle between different ideologies. This manipulation occurs at a number of levels and in a number of directions especially in relation to the legitimacy of using and learning certain languages (Shohamy 2000: 45). To this effect, Shahomy (2000: 4) asserts that it provides the right to speak and learn certain languages in a given context. Language policy also embraces laws and regulations or policy documents that specify how and where this language should be used. Language policy plays a vital role in the society. It also provides guidelines to the people as to how to speak, pronounce, read and write (orthography) their languages. In most cases, language policy is formulated to solve language problems or language related problems.

It is useful to point out that the Language policy of a country is based on the way that all governments plan their available languages (Tollefson 1991). The distinction between governmental and non-governmental activities reflects an uncritical social theory perspective that ignores the close relationship between public and private sectors. That is, language policy becomes one of mechanisms for locating language within social structures so that language determines who has access to political power and economic resources. Language policy is one mechanism by which dominant

groups establish hegemony in language use which implies that there is a dynamic relationship between social relations and language policy (Tollefson 1991:16).

In view of this, Language-in-Education Policy (1997) had the aim of easing communication among racial divide and religion but still creating a conducive environment for all other official languages of the linguistically diverse South Africa. Based on this, De Wet (2002:119) postulates that in accordance with the Constitution and the Schools Act, the Department of Education's Language-in-Education Policy aims to promote multilingualism and official languages.

1.1.2 Language Policy in Higher Education (LPHE)

Language Policy for Higher Education (2002) was produced by Department of Higher Education, South Africa to promote multilingualism in institutional policies and practice. Vila and Bretxa (2014:135) assert that the governance of South African tertiary institutions is executed in terms of the Higher Education Act, 101 of 1997. Section 27(2) requires that subject to the policy determined by the minister, the council, with the concurrence of the senate, must determine the language policy of a public higher education institution, and must publish and make it available on request.

According to Madiba (2004), 'transformation in South African higher education is' required for the legacy of apartheid reflected in the underdevelopment of African languages must be eliminated. In view of this, the South African linguistic diversity in the Universities is visibly prominent in their linguistics landscape based on the prescripts of the language policy in Higher Education. Thus, Van Der Walt (2004) says that an effort should be made to develop the formerly marginalized indigenous languages to the status of medium of instruction. As such, the state "must take practical and positive measures to elevate the status and advance the use of these languages". With this in mind, the LPHE strives to bring in equality between all the languages as well as to make an attempt to develop indigenous languages as media of instructions. Any attempt to promote multilingualism in higher education is indirectly encouraging all the 11 official languages to work together for both communal and student's interest. Makalela and McCabe (2013) are of the view that a multilingual

university encompasses all situations where administration, teaching and/ (or) research are, to some extent, conducted in more than one language at the institution.

This policy, however, comes with its own challenges. Kaschula (2013:4) argues that The greatest difficulty in developing indigenous languages in tertiary institutions is at the level of policy. The language policy in higher education aspires to promote multilingualism and to develop indigenous languages as media of instructions. As good as the language policy may be, the implementation plan is always lacking.

1.1.3 The use of African languages in education.

Maseko (2009) holds that there are a number of advantages in using African languages as primary languages in tertiary education. During tertiary education, the young learners may strive to fit the new concepts within their conceptual and intellectual framework and experiences in order to comprehend and internalize information. Where a foreign language is used, the students may lack the supportive tool for proper comprehension, deepening their grasps of ideas and articulation of issues (Maseko 2009).

The official languages of the Republic are Sepedi, Sesotho, Setswana, isiSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu. However, in practice, all languages are not accorded equal status LPHE (2002: 2). Section 29 (2) stipulates that Everyone has the right to receive education in the official language or languages of their choice in the public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity, practicability and the need to redress the results of past racially discriminatory laws and practices.

1.1.4 The Intellectualization of African languages.

Madiba and Finlayson (2002:40) assert that intellectualization is a planned process of accelerating the growth and development of indigenous languages to enhance their effective interface with modern developments, theories and concepts. A language is said to be modernized and intellectualized if the particular language being developed is used in educational instructions in any discipline from kindergarten to tertiary level (Sin-wai, 2004: 65). The intellectualization of African languages may lead to the democratization of access to scientific knowledge and technology to the benefit of the masses of the rural population who now wallow in ignorance, misery, disease and hunger because such life-saving knowledge and skills are confined to a foreign language accessible only to a privileged few (Mkandawire 2005: 173). Kaschula and Maseko (2014) add that African languages should be intellectualised in order to function in government administration, science, technology, medicine, engineering, and other spheres of life.

Above all, the investigation would attempt to evaluate the modules and initiatives offered to the BA CEMS students throughout the degree. This can be made feasible by giving the participants a chance to identify the challenges and opportunities in their day to day interactions at the university and at the workplace respectively. Furthermore, the investigation would zoom into the different languages that are used at the workplace, and the functions of these languages. A link would then be made between what the curriculum offers as well as the skills required in a multilingual environment.

Based on this, the students who are currently enrolled in the programme need to be exposed to the economic value of multilingualism. It is this value of language that has a direct impact on human development, and consequently, social transformation (Alexander 2013). The BA CEMS Degree is one of the few initiatives where an African language is used as a medium of instruction. Hence, Madiba (2013) argues that the university language policy provides an enabling environment for introducing and strengthening the role of African Languages in higher education. However, the reality is that there has not been much progress in this regard. This is evidenced by the declining numbers of students choosing African languages as their majority subjects

and the resultant threat of closure of some African language departments. Although there are emerging intervention strategies, generally indigenous African Languages are not accorded sufficient attention in higher education not only as subjects or media of instruction, but also as valuable resources in learning, teaching and research practices. It is in this context that the Ministerial Report on the Charter for Humanities and Social Sciences (2011) recommended amongst others, an investigation into the role that the indigenous African languages can play in facilitating concept formation in African languages as well as what knowledge in these languages could influence the teaching, learning and research practices in the Higher Education landscape. The government is advocating for the promotion of languages in policies and documents, but there are no initiatives and programmes implemented to nurture these policies. As much as the intentions of the policy are good and sound, the problem that still remains is implementation. Despite the number of years since the introduction of this Policy in the higher education, it has still not been fully implemented (Kaschula (2013: 4). She further argues that “one of the main challenges in the development of African languages in higher education is at the policy implementation level. In addition, the language policy seems impressive in its attempts to promote the use of African languages as media of instruction, as well as in the promotion of multilingualism in institutions. However, the problem is that it does not have an implementation plan. The Policy does not specify who is responsible to ensure its implementation Kaschula (2013: 4).

The BA CEMS has a maximum quota of 40 students per annum to be admitted into the programme. Since the launch of the programme in 2003, the first batch of students admitted into the programme were 8, and 6 graduated in 2006. Throughout the years, the numbers have increased slightly but the programme has never admitted the maximum number of 40 students. The number is often increased by the students who take Contemporary English modules (CELS) or Multilingual Studies (MUST) as part of another degree. The number drops drastically in the third year as the programme is then left with only those who are majoring in CEMS. The student enrolment figures from 2015-2019 (Table 1 below) also demonstrates and shows that the numbers are slightly higher in first and second years due to students who are taking the modules as electives. This status is a clear indication that even though the programme has

been running for 15 years, it is still unable to attract the maximum number of 40 students and the enrolment figures are not growing. It also indicates that the students prefer to take the modules as electives but do not want to take the modules as a major and graduate as BA CEMS graduates. The current thesis investigated the implementation of the programme and whether the content and outcomes reflect the purpose for which the degree was founded. It also explored whether the programme prepares students for the multilingual workplace environment.

Table 1

Enrolment figures for BA CEMS and Honours

Enrolment figures for BA CEMS from 2015					
Modules	2015	2016	2017	2018	2019
HCEL 011	29	33	27	24	27
HCEL 012	29	24	27	24	27
HMUS 011	28	33	25	24	27
HMUS 012	28	33	25	24	27
HCEA 021	21	23	25	17	8
HCEA 022	21	23	25	17	8
HMUA 021	21	23	25	17	8
HMUA 022	21	23	25	17	8
HMUA 031	21	23	23	25	17
HMUA 032	21	23	23	25	17
HCEA 031	21	23	23	25	17
HCEA 032	21	23	23	25	17
TOTAL	71	79	75	66	52
Enrolment figures for BA ALMS from 2016					
Modules	2016	2017	2018	2019	
HALA 080	6	6	7	5	
HALB 080	6	6	7	5	
HALC 080	6	6	7	5	
HALD 080	6	6	7	5	

HALE 080	6	6	7	5	
TOTAL	6	6	7	5	

I tracked down graduates from the BA CEMS programme who are employed to identify their challenges and their opportunities experienced at the workplace to be able to come up with a framework to improve the efficacy and effectiveness of the BA CEMS. Although the degree's medium of instruction is Sepedi and English, the graduates are employed in different provinces in the country where different languages are being used. In view of this, this research seeks to interrogate the successes and fault lines of the programme to come up with recommendations for improvement. As mentioned earlier, the BA CEMS degree "responds to the government's commitment to the maintenance and promotion of African languages as articulated in its Constitution (1996). The degree also seeks to implement a key recommendation of National Language Policy for Higher Education, which aspires for the development in the medium to long term goals of South African languages as media of instruction in higher education alongside English and Afrikaans (Ministry of Education, 2002:15)." Within its 15 years of existence, the BA CEMS degree has produced graduates who have ventured into different postgraduate studies as well as different employment opportunities. However, there has never been a study that evaluated the programme's intended outcome. Therefore, the curriculum currently offered has never been studied or tested to see if it is addressing the skills required for multilingual environments at the workplace.

1.2 problem statement

Language Policy for Higher Education (Ministry of Education 2002:15) recommends 'the development in the medium to long term' goals of South African languages as media of instruction in higher education alongside English and Afrikaans. This initiative is meant to build multilinguals who may thrive at the diverse workplaces in South Africa. However, such an initiative is still a challenge and students from bilingual programmes like the BA CEMS are still as confused as anyone else at their workplaces.

In view of this, it is needless to stress that BA CEMS degree revolves around current language issues (Bilingualism and multilingualism) in South Africa and at the same time relating to global perspectives. It is believed that such a degree may foster good citizenry at the workplace in terms of the ability to use both the hegemonous language (English) on the one hand and indigenous African Language on the other. Having experienced workplace challenges and its benefits as a graduate from this programme, I am seeking to investigate the curriculum and analyse the type of preparation and support required for the students. Based on this, the study strives to identify the actual challenges with a bid to look for possible solutions that could be helpful for the students offering this programme. The gap being explored emanates from the fact that not much research has been done on tracking students after graduation to see how they perform in the real world. Thus, with BA CEMS being a new and first of its kind, it is important to understand how it fosters and promotes multilingualism. Consequently, this investigate would investigate how the BA CEMS students are prepared to deal with diversity at the workplace as well as the kind of support offered in this programme to build bilinguals at the workplace.

1.3 Research questions

The following research questions provided a pathway for the investigation

1.3.1 Main research question

How can the efficacy and effectiveness of the BA CEMS be improved in preparing students for the workplace?

1.3.2 Sub-questions

What are the experiences of the BA CEMS students on the programme?

How does the BA CEMS degree prepare graduates for the diverse workplace?

What are the experiences of the graduates at their workplaces?

How do the experiences and practices of the graduates highlight the efficacy and effectiveness of the programme?

How can all these experiences be integrated in the improvement of the BA CEMS programme?

1.4 AIM

To establish how a framework for improving the efficacy and the effectiveness of the BA CEMS Programme in preparing students for the workplace can be developed

1.4.1 Objectives:

To investigate the experiences of the third years and Honours students in the programme

To explore the communication skills factored into the BA CEMS that prepare graduates for the diverse workplace

Investigate the experiences of the graduates from this programme at their workplace

To find out how the experiences and practices of the graduates highlight the efficacy and effectiveness of the programme

To establish how these experiences can be integrated in the improvement of the BA CEMS programme

1.5 Purpose of the study

The purpose of the research is to find ways to improve the efficacy and the effectiveness of the BA CEMS Programme in preparing students for the workplace can be developed.

1.6 Rational of the study

Language Policy for Higher Education” recommends the development in the medium to long term goals of South African languages as media of instruction in higher education alongside English and Afrikaans (Ministry of Education 2002:15). This is common particularly in Africa and other under-developed countries. It is believed that

such an investigation may foster good citizenry at the workplace in terms of the ability to use both the hegemonous language (English) on the one hand and indigenous languages on the other. In this regard, this study interrogates whether knowledge in one indigenous language and English can be able to give graduates from the BA CEMS the most needed abilities and skills to cope with diversity and Multilingualism. Having experienced workplace challenges and their benefits as a graduate from the BA CEMS programme, I am seeking to explore and analyse the curriculum on the skills and abilities provided for the students. In view of this, the study strives to investigate multilingual and multicultural challenges within the programme and at the workplace to foster the efficacy and effectiveness of this degree programme. The gap being explored emanates from the fact that the dropout rate from the BA CEMS is increasing as students seem to think that they cannot be competitive in the job market (Ramani & Joseph 2002: 235). Thus, seeking a possibility to foster and promote multilingualism as aspired by the government. Based on this, there is need for a framework which may help to bring about the efficacy and efficiency of the programme.

In view of the above, the assumption of the research is based on the shortfalls of its goal to empower multicultural and Multilingual students which therefore calls for an investigation into the efficacy and effectiveness leading to the need for improvement of the programme.

1.7 Chapters outline

Chapter 1: Background/Introduction

This chapter attempts to give a context to the study in the form of background to take the reader along. In addition, it gives the problem statement, the purpose and rationale of the study.

Chapter 2: The literature review focuses on the development of a framework for a bilingual programme at a higher learning institutions in South Africa with the intention of suggesting ways in which the graduates can be supported to deal with diversity and multilingualism at the workplace. The chapter starts by exploring the Constructivism and zooms into Vygotsky's theory of sociocultural learning highlighting the role of

social and cultural interactions in the learning process. Concepts such as the Zone of Proximal Development (ZPD) are linked to the current study showing how it is used to theorise how students are assisted to construct knowledge in the programme. The chapter ends with a discussion on how the curriculum can be improved to meet with the needs of the graduates at the workplace.

Chapter 3: Methodology

It is a description of the research design to provide a justification for the choices that I made in this investigation. It is an overview of all aspects of the research design like the research approach which is qualitative in nature. An apt description of the research site as well as the data collection instruments are also included in this chapter. The chapter touches on ethical issues as well as trustworthiness and credibility of the data collected.

Chapter 4: Empirical evidence

This chapter deals with the data presentation and analysis. The researcher does signposting to guide the reader and make commentaries after presenting each segment of the data. The data is presented as raw as was from the participants to give room to the reader to make informed interpretations.

Chapter 5: Discussions

In this chapter, the story of the participants is retold by me the researcher the way I understand. The discussion warrants the findings that were arrived leading to the conclusions and recommendations.

Chapter 6: Conclusions and recommendations

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The issues and insights pay close attention to the development of a framework for a bilingual programme at a higher learning institutions in South Africa with the intention of suggesting ways in which the graduates can be supported to deal with diversity and multilingualism at the workplace. The chapter commences with an examination of Constructivism with particular reference to Vygotsky's theory of sociocultural learning. In view of this, the interest is to see the role of social and cultural interactions during teaching and learning. Thus, the Zone of Proximal Development (ZPD) become the bedrock to this investigation portraying its use to theorise how students are assisted to construct knowledge in the BA CEMS programme. For this to be realized, the literature seeks to investigate the effectiveness of the curriculum of bilingual studies. The focus is on the strategies used to support students in bilingual programmes. In this regard, translanguaging is critically interrogated to show how it is linked to bilingualism/multilingualism, biliteracy, code-switching, scaffolding, and language transfer to establish the connections between these concepts and their importance in relation to multilingualism. Current practices and experiences of the graduates at the workplace and the challenges faced by the graduates at the workplace. The chapter ends with a discussion on how the curriculum can be improved to meet with the needs of the graduates at the workplace.

2.2 Theoretical framework

Since the study focuses on the research participants' perceptions and experiences, I chose the **social constructivism theory** to frame it theoretically. The different experiences of these graduates form an opinion (empirical evidence) about the programme. The "constructivist stance maintains that learning is a process of constructing meaning; it is how people make sense of their experience" (Merriam & Caffarella 1999: 260). Constructivism describes the way through which students decipher meaning from the material available and how these materials can be managed during teaching. Since Constructivism is an educational theory, teachers are

required to take into consideration what students bring with them to give room to these students to put the students know how into practice. In view of this, the skills acquired from the programme need to assist graduates to deal with the challenges of multilingual/diverse workplace environmental challenges. Kanselaar (2002) projects two main strands of the constructivist perspective which include:

- (a) constructivist perspective and,
- (b) social-cultural perspective (Socio-constructivist perspective).

Cognitive constructivism is based on individualistic tendencies that sprang from Piaget aim at describing way that children cognitive abilities develop. Piaget (1977) asserts that learning does not occur passively; rather it occurs by active construction of meaning. Based on this idea, Piaget thinks that each time a learner comes across an event or an encounter that challenges the existing knowledge base, a state of disequilibrium or confusion kicks in. Such an argument tallies with the Zone of Proximal Development where the learner needs some guidance to attain the discovery of a new experience/phenomenon or situation. It is in this light that the Socio-cultural constructivism postulates that from Vygotsky's theories on language, thought and their mediation are all determined by the community of speech. In view of this, Vygotsky thinks that knowledge is generated and mediated by the community.

In this effect, Constructivism appears to align with Vygotsky's (1978) theory of sociocultural learning that focuses on the role of socio-cultural interactions in learning. This talks to the skills and abilities leant in BA CEMS programme that becomes useful to apply in the workplace. According to Vygotsky (1978), cognitive development is the primary function of cultural, historical, and social interaction external to the individual. In addition, Vygotsky opines that language is amongst one of the most vital psychological tools through which people get to understand their behaviours and attitudes. In light of this, language practitioners and researchers describe the primordial role of culture in knowledge generation and construction (Bailey & Pransky 2005). Bailey and Pransky (2005) as language practitioners, stress that pedagogical theories such as constructivism do not seem to see the effect that culture has on learning and knowledge. Based on this, the graduates are anticipated to be dealing with multilingual and multicultural environments at the workplaces.

In view of this, Vygotsky (1978) suggests that cognitive growth begins from a social level and may then extend to an individual level. Vygotsky's theory deems knowledge as a negotiated settlement of meaning between individuals. Based on this social constructivist theory is a process where the student needs to participate and be engaged in the whole process of teaching and learning. For learning to take place, the assistance of other people is required to contribute to the building of the social aspect.

At this juncture, Roth (2000) seems to suggest that social entanglements/engagement and encounters provide opportunities for students to make sense out of events and situations. Roth (2000) also emphasises the importance of interactions with the environment and its people as the foundation or the basis/foundation of the knowledge base for every individual. In this regard, Derry (1999); McMahon (1997) stress the role of context (culture) in knowledge construction and meaning making based on the principles of the social constructivist theory.

Kim (2001) assumes that social constructivism is embedded in reality, knowledge and learning. To get a better understanding of this assumption, it is needful to throw more lights on these concepts below:

Reality:

Reality is known to be a co-construction of meaning during some interactions between persons, not something that exists before such a human activity. In view of this, the BA CEMS programme was constructed out of the need to prepare the graduates for the workplace, it did not just exist in an abstract manner. Kukla (2000) concurs that meaning is constructed by a community for that community, not for an individual. In line with social constructivism, reality does not exist before a social invention but emerges as a kind of discovery by the individuals that are involved in a situation.

Knowledge:

Kim (2001) defines knowledge as an outcome of human interactions informed by culture in a social milieu (Ernest 1999; Gredler 1997). Based on this, students decipher meaning when they engage with peers in the classroom and also in group discussions.

Learning:

Based on the constructivist perspective, learning is perceived as a social process. Learning does not take place only within an individual, nor is it passively developed by external forces (McMahon 1997). Based on this, the interactant's need to engage and participate in knowledge construction which is a result of societal creation not individual. To this effect, Social constructivism perceives learning as an engagement in cooperative and collaborative exercises between individuals.

Based on the above, Cook (1992) suggest that a curriculum does not need to be stereotype because it should give room for students to pose and answer questions for learning to be meaningful to them. Engagement and participation in this regard, appears to give a sense of commitment and to encourage students through negotiation, to own the learning process. In this sense, negotiation is meant to portray and confront the constraints of a given context rather than simply apply existing knowledge. Bruner (1992) thinks that when planning a curriculum, it is necessary to bring in the learners to form part of the building to be part of the formation and the outcomes. New bilingual programmes such as the BA CEMS tend to develop new teaching materials and new terminology through negotiation. Sepedi is an African language that still lacks new terminology and as such, new terms are coined in class with the students. These are concepts that are relevant to students and can be adopted to be used to facilitate learning.

2.2.1 Constructivist view of learning

Eggan and Kauchak (2004) think that in the learning process, learning is usually a transfer of knowledge that is first negotiated in a social context before being brought into use by the people involved (Bruning 1999; Cole 1991). The concepts that we use are constructed from social context (classroom interactions) in the case of BA CEMS degree programme and then being transferred in the workplace. Social constructivists say that knowledge is generated and shared through bringing in different perspectives collaboratively to form an opinion (Meter & Stevens 2000). This is to suggest that knowledge is a co-construction through negotiation rather than constructions within individuals. The use of African languages in bilingual programmes such as BA CEMS

offer the students an opportunity to discuss and construct meaning together using their indigenous languages. Concepts and ideas are discussed in an African language to ensure deeper understanding and the facilitation of meaning.

In addition, Social constructivists perceive the learning process as a journey by the students to the discovery of knowledge where guesswork and intuition are prominent components to the discoveries (Brown 1989; Ackerman 1996). This is to suggest that reality does not exist amongst individuals but rather invented socially through discovery. As such, reality come into existence out of a common need by the individuals/people involved in and interaction or a situation. This view is commonly shared among social constructivists who assert that meaning making is a process where the individuals involved, interact with one another socially in a given context to create reality.

Furthermore, Vygotsky (1978) argues that the learning process is a continuum which only be attained when a student gets close to their full potential. Through social interactions and by using the Zone of Proximal Development students may achieve the outcomes of their courses. In this respect, the zone of proximal development (ZPD) should be viewed as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers (Vygotsky 1978: 86). In this sense, our mental activities are underlined by our lived through experiences (social practices). This means that to understand the way humans think and function, requires an understanding of their social experiences with regards to their cognitive abilities and how this cognition influences their daily social interactions.

Based on this social constructivism is of the opinion that learners learn from their peers. Through the process of learning, they may assist one another or co-construct knowledge. Vygotsky's (1986-1934) relates to constructivism through the link between language and thought as a mediation by society. Equally important are the skills acquired for the workplace which are relative in nature. With the skills acquired from the programme, the graduates are expected to cope with the challenges of the workplace in line with the promotion of multilingualism.

Based on this, I hasten to suggest that Constructivism gels well to frame this thesis theoretically in the sense that the experiences and practices learnt from the BA CEMS may help to provide a set of skills and abilities that may materialise at the discretion of the graduates. Thus, the idea of navigating and negotiating is at the core of the interaction between peers and peers and then the facilitator and the students.

It is important to look at ways through which students may be supported in the classroom during learning. Based on this, I think it is important to look into the different ways through which bilingual students may be supported in class and whether these strategies effectively achieve the outcomes of the programme for the graduates to be able to implement at the workplace once they are employed.

2.2.2 Scaffolding

Scaffolding may be defined as a process of setting up the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it (Bruner 1983:60). Metaphorically, Scaffolding attempts to strike a balance between a challenge and support that may be given to the learner either knowingly or unknowingly to achieve a task that might not have been achieved if such support was not given (Siobhan and Richards 2006: 9). From another angle, Stierer and Maybin (1994: 97) assert that scaffolding is not just any assistance which helps a learner to accomplish a task. It is help which can enable a learner to accomplish a task which the learner would not have been quite able to manage on their own and it is help intended to bring the learner close to a state of competence which may enable them eventually to complete such a task on their own

The concept scaffolding outlines the way that lecturers guide their students through demonstrating the procedure for solving a problem and letting the student to get to the stage of discovery. Looking into the content and curriculum of the BA CEMS programme, I identified the strategies that the lecturers used as teaching approaches in ensuring that the students grasp the concepts introduced in class through the media of Sepedi and English. According to Bruner, scaffolding is a metaphoric description of

the kind of intervention that is provided by an 'experienced other' (someone with more knowledge) to a novice/amateur 'inexperienced other' during a learning process. Scaffolding only occurs at the point where the 'experienced other' is able to successfully bring in some intervention to ease the learning task for the student, in Vygotsky 's words, "to internalize external knowledge and convert it into a tool for conscious control" (Bruner 1985). Scaffolding may not be permanent but almost indispensable for any student to reach a higher level that they may not have attained without support. Considering this, Hammond (2001) thinks that it is a provisional but very essential for students to get to a higher level.

In this regard, Wood et al. (1976) say that in scaffolding, there is the presence of knower who plays the role of a guardian or a mentor to essentially assist the learner to attain a task that is beyond their capacity. Fisher and Frey (2010); Norbert (2012: 2923); Kaiser and Foley (2013); Quaye and Harper (2014); Pianta et al. (2015) assert that scaffolding involves reciprocity where an 'experience peer' interacts with a novice with the main objective of giving support that may enable the amateur to arrive to discovery independently. In this case, the knower barely gist the student and as feedback, the student can accomplish the task independently based on the assistance over time. All these definitions mentioned above indicate that students who may require assistance to perform a task by themselves, require some form of assistance through scaffolding by a more knowledgeable person to afford them a chance to arrive at discovery independently. The BA CEMS programme as a bilingual programme uses two languages for teaching and learning, and scaffolding can be identified in both the English and Sepedi lessons.

Kaiser and Foley (2013) claim that, in most cases, the challenge/s from the language of the lecturer. The student then will ask for clarity so that he/she can understand the concept better. This kind of help is referred to as scaffolding. Sometimes one finds that a learner may not be able to understand the English language which may oblige the teacher to at least try to go back to the learner's language background to explain the concept at hand for more clarity (Quaye and Harper 2014; Pianta et al. 2015). This would be easy to implement in the BA CEMS programme as the lecturer can use Sepedi, the language that is common among all the students in the English class to explain a concept that they may not understand.

The concept of scaffolding is known to have originated from Vygotsky (1896–1934). However, Vygotsky did not come out with the concept “scaffolding” (Stone 1998), but it is worthy to note that he stressed the role of social interaction to be pivotal for cognition development since learning start from the social sphere. In light of this, a learner learns from a more knowledgeable other from the zone of proximal development which the whole process that assists the learner to arrive at discovery independently.

Furthermore, Norbert (2012: 2923) refers to scaffolding as a reciprocal feedback process in which a more expert other (teacher or peer with greater expertise) interacts with a less knowledgeable learner, with the goal of providing the kind of conceptual support that enables the learner over time to be able to work with the task content or idea independently. This means that learners who are unable to perform a task on their own are helped through scaffolding by someone else to enable learners to work independently. The process of scaffolding has been recognized not only from the perspective of lecturer and students, but also amongst the peers in class. Peer review amongst group members is encouraged in instances where students are doing oral presentations on given topics. The students give each other feedback and coach each other before the final day of delivering the presentation in class.

2.2.3 The Zone of Proximal Development (ZPD)

The zone of proximal development (ZPD) tend to provide children’s psychological growth with regards to their education. In this regard, Vygotsky (1978: 86) refers to the ‘Zone of Proximal Development’ (ZPD) as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving, under adult guidance or in collaboration with more capable peers. This simply means that there are activities that a student can do on his/her own, and there are other activities that need support from a peer or an expert. Based on this, it is only within the ZPD that scaffolding can occur. In a scaffolding instruction, a more knowledgeable individual provides scaffolds or support to facilitate the student’s development.” Hence, “the scaffolds facilitate a student’s ability to build on prior knowledge and to internalise new information.

At the core of Vygotsky's theory, is the Zone of Proximal Development (ZPD). ZPD is a range of tasks that are too difficult for an individual to master alone but can be mastered with the assistance or guidance of adults or more-skilled peers (Vygotsky, 1962). In this investigation, we are referring to the skills that are too difficult for the students to master on their own, but the skills were mastered with the assistance of their lecturers. These skills could have been acquired using either English or Sepedi as the programme used both languages for teaching and learning. The aim here is to investigate the different strategies that the lecturers apply in ensuring that the learners understand the content that is being taught in the programme.

2.2.4 Translanguaging

Baker (2003: 2011) refers to translanguaging as “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages” simultaneously. Based on this, meaning making may involve the use of two languages (L1 and L2) in concepts formation. Baker therefore uses the term “translanguaging” as a strategy which can help to build up learners’ cognitive development using two languages. Garcia (2014); Garcia and Kleyn (2016) explain that translanguaging in education can be defined as a process where students and teachers engage in complex discursive practices that include all the language practices of students in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new socio-political realities by interrogating linguistic inequality. Baker (2011) therefore, uses “translanguaging” as the strategy facilitates the development of cognition in the use of two languages simultaneously. In like manner, García and Wei (2013), view translanguaging as systematic and pedagogically means of connecting the language of learning and teaching and the languages of learners. Translanguaging is therefore the move by individuals in a bilingual practice from one language to another from their language repertoire to communicate in a range of social contexts. The use of Sepedi and English by the BA CEMS students is a typical case of translanguaging.

Translanguaging often uses the stronger language to develop the weaker one, thereby contributing towards a potentially relatively balanced development of a child's two languages (Williams 2003). Through their L1 experience, children are likely to have developed an understanding of concepts they might have encountered in their early reading of L2 (Cummins, Baker & Hornberger, 2001:83). From this perspective, a stronger language or L1 can be used to develop the second language or L2. Translanguaging attempts to develop academic language skills in both languages leading to a fuller bilingualism and biliteracy (Baker, 2011: 290). Furthermore, translanguaging assists students to arrive at an understanding of their bilingual/multilingual 'linguistic landscape'. The differences between the two languages should not be viewed as a problem but rather as a resource that may ease the development of the weaker language.

Williams (2003) suggest that translanguaging often uses the stronger language to develop the weaker thereby contributing towards a potentially relatively balanced development of a child's two languages. Considering this, through children's L1 experience, they are likely to have developed an understanding of concepts they would have encountered in their early reading of L2 (Cummins et al. 2001: 83). In light of the above, the students have a strong background and knowledge of their mother tongue which is Sepedi. The study would attempt to highlight how these languages are used to support each other in ensuring that adequate learning takes place. When students are admitted into the university, they are expected to have basic communication skills in English and Sepedi, and the objective of the programme would be to help them to achieve cognitive academic language proficiency in both languages. It is expected that when the graduates complete their BA CEMS programme, they may be capable to use these skills to develop their use of other languages. Thus, translanguaging becomes a very important instrument for building Multilingualism in the graduates.

Through the strategic classroom language planning that combines two or more languages in a systematic way within the same learning activity, translanguaging seeks to assist multilingual speakers in making meaning, shaping experiences, and gaining deeper understandings and knowledge of the languages in use and even of

the content that is being taught (Baker 2003; Williams 1996). In light of this, the BA CEMS degree represents a model of additive bilingualism as it seeks to improve students' competence in English while simultaneously developing their knowledge and use of their own home language as a tool for higher-order cognitive work. The course content is multilingualism and the means through which students engage with that content is using Sepedi and English.

The main outcome of translanguaging is not only to help learners understand words, phrases, and sentences in two languages but to use both languages to help them learn concepts and facilitate cognitive development. Translanguaging focuses on both learners' and teachers' use of two languages (Tlowane and Foncha 2020: 74-92). As such, Tlowane and Foncha (2020: 74-92) argue that it is seen as a strategy used to bringing about better learning. The thinking underlying translanguaging is that when all the languages present among the learners are used, then the quality and depth of learning should improve. This means that learners may gain a better understanding of concepts, participate fully and more effectively. This aspect can be recognized in Multilingual studies classes, where students often have to come up with new terminologies due to lack of a concept in Sepedi. Through mediation, the lecturers and the students often come up with terms that they may use in Sepedi together. During this process, the students depend on their knowledge and the previous knowledge in the English language. It is also noticed in the confidence demonstrated by these students when they participate in class using their mother tongue language.

Gruyter (2011: 8) says translanguaging is a naturally occurring phenomenon for multilingual students. In this regard, most students who know more than one language, use translanguaging without being aware that they are using it. It occurs unintentionally during a conversation when one of their peers may appear not to understand the second language. In such instances, they may switch back to their mother tongue that everyone in their group understands better. While this phenomenon may be pervasive in the communication that occurs in multilingual communities, Gruyter emphasizes its pedagogic value. He asserts that "in addition to everyday interactions, translanguaging can also occur with minimal pedagogical efforts from the teachers (Gruyter 2011:8). This view seems to suggest that translanguaging is not a strategy that requires a great deal of planning or preparation but can be used almost spontaneously and without much thought."

Moyles et al (2011) comment on the importance of translanguaging in the promotion of a multilingual identity. Seen through this light, translanguaging promotes a language identity which is brighter and more intense than a monolingual one (Moyles et al. 2011). This assertion suggests the intentional and unintentional use of the languages at the disposal of its users.

Skutnabb-Kangas (2009: 151) asserts that it is translanguaging itself that enables us to make sense of the multilingual worlds. With the current status of language use in the South African higher education, promoting these languages is important and should be encouraged. Based on this line of argument, the principal objective of BA CEMS degree should be the promotion of the indigenous languages in higher learning institutions as a medium of instruction. Although 17 years after running the BA CEMS degree programme has still not made use of Tshivenda and Xitsonga as aimed from the beginning, the current study wishes to come up with a framework that may enable this to be applicable.

García (2009:307-308) argues that translanguaging is indeed a powerful mechanism to construct understandings, to include others, and to mediate understandings across language groups. In addition, García (2009:44) refer to translanguaging as an approach to bilingualism that is centered not on languages, but on the observable, natural communicative practice of bilinguals and, if properly interpreted and understood and practiced in schools may become a means to enhance pupils' cognitive, language and literacy abilities. In line with this believe, translanguaging helps to promote bilingualism and it gives indigenous languages a chance to be used in education and to help learners to understand concepts better. It helps children construct meaning with peers and adults. It also fosters an understanding and acceptance of linguistic differences.

Swain and Lapkin (2000) assert that promoting the usage of the first language of a student, aids in three functions: Firstly, it moves the task along because it establishes a joint understanding from students. Secondly, the use of student's first language

allows students to focus attention on vocabulary and grammatical items. Finally, it enhances “interpersonal interaction”.

In light of this, Gruyter (2011:8) argues that translanguaging is a naturally occurring phenomenon for multilingual students. Translanguaging can be seen when a lecturer gives instruction using English in the CELS class and students take it and engage in discussions using Sepedi. At the end of the discussion, the feedback would be given using English. Many students or academics (lecturers) who know more than one language, use translanguaging without being aware that they are using it. It also occurs unintentionally during discussions, if a student may not understand a particular term or information in the second language. The students may switch back to their mother tongue that everyone in their group understands. Velasco and Gracia (2013) point that translanguaging strategies promote a high sense of self-efficiency as students self-regulate their learning. Based on this, any phenomenon in question is pervasive in the communication that occurs in multilingual communities. In view of this, Gruyter (2011) emphasises its pedagogic value. This view seems to suggest that translanguaging is not a strategy that requires a great deal of planning or preparation but can be used almost spontaneously and without much thought.

To this effect, translanguaging includes the reprocessing of content and it may lead to deeper understanding and learning. With the use of translanguaging as a teaching and learning strategy, students can expand their knowledge, prolong, and strengthen what they have learned in many languages. Williams (2003) says that when it occurs in the classroom, such an aspect is referred to as natural translanguaging. As such, natural translanguaging also gives examples of its use by students in writing or oral work carried out in pairs or small groups to make sense of the content. On the other hand, Lewis et al. (2012) term this concept “pupil- directed translanguaging”. This phenomenon ascribes to the period that a bilingual or multilingual student has to find new information by reading or speaking to each other, they can use any kind of meaning-making resources that are not in the classroom or lesson, and with which the mediator may not be familiar.

According to García (2009: 307-308), “translanguaging is indeed a powerful mechanism to construct understandings, to include others, and to mediate understandings across language groups”. Also, García (2009: 44) sees translanguaging as an approach to bilingualism that is centred not on languages, but on the observable, natural communicative practice of bilinguals which if properly interpreted, understood and practiced in schools, may enhance pupils’ cognitive, language and literacy abilities. From this perspective, translanguaging helps to promote bilingualism by giving indigenous languages a chance to be used in education and to help students to understand concepts better. It helps students to construct meaning with peers and mediators. Overall, translanguaging also fosters an understanding and acceptance of linguistic differences. Hence, Gracia and Wei (2013) state that self-regulated learning emphasises independence by students, who monitor and regulate their knowledge and actions to acquire information, expand expertise and self-improve.

The main goal of translanguaging is to assist students to understand words in two or more languages, as well as to use both languages to help them learn concepts and facilitate cognitive development. It is a strategy used to bring about better creative learning. The thinking underlying translanguaging is that when all the languages present among the students are used, then the quality and depth of the learning” process may improve. That is to suggest that students may benefit an understanding of concepts as they engage and participate actively in classroom activities. These skills will then be expected to be portrayed in the workplace by the graduates of the BA CEMS programme.

2.2.5 Code-switching/mixing

Code-switching and Code-mixing are sociolinguistic concepts that appear as an outcome of linguistic contacts, especially among bilinguals and multilinguals. From from this perspective, people are prepared to accommodate each other and believe that it is important to do so because the issue of communication is at stake (Wardhaugh 2011). Liu (2008) refers to a code as a means of conceptualising a

linguistic 'variety that is a language or a dialect'. From another perspective, Garcia and Kley (2016) in recent literature define code-switching as the use of more than one language during a single communicative episode. On the other hand, Gluth (2008: 6) defines code-switching as the mixing of elements of two linguistic varieties within a single utterance or text. Liu (2008); Gluth (2008) refer to code-switching as the mixing of words, phrases, and sentences from two distinct grammatical systems across sentence boundaries within the same speech event.

Liu (2008:8) claims that "code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants must reconcile what they hear with what they understand". Contrarily, Maschler (1998: 125) refers to code-mixing or a mixed code as using two languages such that a third new code emerges from which elements from the two languages are incorporated into a structurally definable pattern. Wardhaugh (2011:417) concurs that code-switching shows one to be a cooperative person, someone who can recognise that everyone does not have the same background. At this juncture, it is meaningful to stress that, Mey (2009) views code-switching as serving a referential function by compensating for a speaker's lack of knowledge in one language, perhaps on a certain subject.

Deibert (2008: 3) asserts that Code-switching is the ability of individuals to select a language according to the interlocutor, the situational context, the topic of the conversation and other factors that influence communication. Participants are often able to switch languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints. Hence, Cantone (2007) says that switching from one language to another can happen intentionally or unintentionally. But whatever the case, the purpose of code-switching may be cognitive (to bring about better comprehension) or social (to show solidarity with other speakers of the same language). Thus, Deibert (2008:3) further argues that code-switching as the term for different languages coming into contact with one another in a conversation. Furthermore, he explains that bilingual and multilingual speakers normally tend to code-switch. Based on this, there are two types of code-

switching: conversational code-switching, and situational code-switching. Conversational code-switching refers to the alternation of languages or dialects happening within a conversation on one topic often within one speaker's turn (Mesthrie 1995: 195).

Ammon et al. (2005:1478) also describe 'situational code-switching' as switching that occurs in relation to a change in the situation (topic, participant or setting). Situational code-switching occurs to some extent in most bilingual and bi-dialectal speech communities, but the members of such communities do not necessarily engage in conversational code-switching. Hence, Code-switching allows a speaker to meet another speaker half-way, establish common ground and show flexibility and openness (Wardhaugh 2011). The above pronouncements appear to suggest that translanguaging, like code-switching involves the use of two or more languages. However, translanguaging may refer to the use of two or more languages in a classroom or learning contexts, and may refer to the process by which bilingual students perform bilingually in myriad ways when reading, writing, taking notes and discussing (García, 2009).

Based on the foregoing debates, one may conclude that switching from one language to another can happen intentionally or unintentionally. But whatever the case, the purpose of code-switching may be cognitive (to bring about better comprehension) or social (to show solidarity with other speakers of the same language (Mesthrie 1995: 195). It on these grounds that Deibert (2008:3) refers to code-switching as the term for different languages coming into contact with one another in a conversation. Furthermore, he explains that bilingual and multilingual speakers normally tend to code-switch.

2.2.6 Bi-literacy

Hartshorne (1995) argues that Historically in South Africa, languages used in teaching in education and those used by teachers and learners in their own classrooms in schools were taken for granted, in the case of Afrikaans and English. In addition, Hartshorne (1995) also says that in post-apartheid South Africa, teacher education has come to reflect the societal dominance of English, and the gradual demise of Afrikaans. The idea of biliteracy is strongly related to the concept of bilingualism and translanguaging. As such, learning to read fluently, independently, and critically takes time. To this effect, literacy skills do not occur in either language overnight, but rather grow steadily and slowly through middle and later childhood and even into adulthood (Baker, 2007). Based on this, Reyes (2015:2-3) holds the view that bi-literacy is a dynamic process entailing the ability to read and write in two languages, but it is also 'any and all' instances in which communication occurs in two or more languages in or around writing.

In view of the above, Estyn (2002: 2) assert that biliteracy assists individuals' intellectual development by refining their ability to think, understand and internalise information in two languages. It prepares individuals to learn additional languages, by developing flexibility of mind and a positive approach towards other languages and cultures. Additionally, it prepares individuals effectively for situations where they need to use both languages and transfer from one language to another. In this light, Hornberger (2003) views biliteracy as the use of two or more languages in reading and writing. When students use two languages to read (for example, a bilingual textbook), or take notes in two languages, they are engaged in biliteracy. Bi literacy in this view, "involves cognitive activity in two languages in which literacy development in both languages is facilitated."

By implication, biliteracy refers to an active process that involves the 'ability to listen, speak, read and write' in home language Sepedi and English language. Biliteracy is 'related to the process of language transfer'. For a student to become biliterate, he or

she needs to learn a second language. During the period of L2 learning, each student needs to transfer experiences and more knowledge from his/her acquired language. The transfer is a concept that was used extensively in the first half of the 20th century and refers to the psychological process whereby prior learning is carried over into a new learning situation (Gass 2013). The aim of language transfer is the situation where a student may learn a task in one language which may subsequently affect the learning of another task in a different language. In this regard, Pennington (2014) states that since learning is an incremental process which builds on previous knowledge in the 'early stages of second language acquisition,' the pronunciation for the language learner is likely to be heavily influenced by the transfer of the native phonological patterns of the pronunciation of the home language.

In view of this, Yu (2016) argues that anyone who begins learning new knowledge or skills tends to make use of their original cognitive structure, including home language knowledge and abstract thinking ability learned through home, 'which constitute the original cognitive structure of SLA' (second language acquisition); this is the source of information processing. Based on this, language transfer may be viewed as: Any contact between the language of bilingual and multilingual individuals that affects the linguistic performance of these individuals. Transfer can be positive or negative and affect any dimension of an individual's linguistic repertoire (phonology, syntax and vocabulary (Siemund et al. 2013:289).

Based on this quotation, language competence is a unified entity in which the different languages of a learner interact with each other to form what he calls a Common Underlying Proficiency (CUP) Cummins (2007). This aligns to his philosophy and belief system that a child or adult's competence in each language is separate and independent forming a Separate Underlying Proficiency (SUP). In the BA CEMS programme, the content of modules in the Sepedi class is linked to the content in the English classes. Skills that are taught in one module are not repeated in the next module. To this effect, Ramani and Joseph (2010) state that in light of Cummins' belief in the transfer of skills, our own analysis supports his principle of a Common Underlying Proficiency, which states that literacy and cognitive skills are 'deep' level

skills and transfer across languages. It is therefore unnecessary to re-learn every skill twice. If learners are exposed to the skills of skimming for information as a reading strategy in Sesotho sa Leboa, then they are likely to apply this technique in an English text.

2.3 Bilingualism

Bilingualism is practically present in every country in the world, as in all different societal cast system (class) and in all age groups (Grosjean, 2010). Hoffmann (2014) defines bilingualism as a person's ability to speak as well as write in two languages. Adika and Asante (2015) extend the term bilingualism to an individual with possession or 'competence of two languages, even though the degree of fluency in each language may differ as a result of individual language acquisition circumstances and frequency of use'. To this end, Bloomfield (1935: 56) points out that bilingualism as the native-like control of two languages. Grosjean and Li (2012) extend the assertion further and refer to bilingualism 'as the use of two languages' or 'dialects in everyday life'. The above definitions cover the use of two languages. However, others like Herk (2012); Filipovic and Putz (2014); Adika and Asante (2015) include the degree of fluency and competence.

According to Bellas (2014), one of the advantages of bilingualism is that bilingual programmes help students to develop native language literacy first and foremost, which makes the transition to English smoother. Baker (2011) argues that bilingual education typically enables a student's two languages to attain higher levels of competency. Tse (2001) states that strong forms of bilingual education frequently lead to illiteracy. Furthermore, he points out that accessing literacy in two languages adds more functions to a language, widening the choice of literature for enjoyment, giving more opportunities for understanding different perspectives and leading to a deeper understanding of history and heritage. For example, a speaker can be fluent and competent in Sepedi and TshiVenda that are official languages of the Limpopo

province and not be competent in English. This speaker can still be referred to as a bilingual speaker. The students enrolled in the BA CEMS programme are bilingual because they are fluent in Sepedi and English language.

Christian (1996) states that dual-medium education programmes in traditional minority contexts are primarily designed for the promotion of a minority language that faces major challenges within the recent paradigm of linguistic diversity against the background of migration, mobility and policy-making. As such, the goal of these programmes is to provide students with equal time exposure to two languages and to use both languages as media of instruction (Torres-Guzma'n 2002).

Tlowane and Foncha (2020: 91) state that Bilingual education must respond to the language practices of a people. In this light, the purpose of Bilingual education is to attain 'social justice', thereby reinforcing the idea that language is used by people to communicate and participate in multiple contexts. A bilingual education that extends children's own language repertoire by approaching other linguistic features enables the children to be equal participants in many communities of practice and to truly become traditional bilinguals or multilinguals.

The BA CEMS programme is bilingual in a sense that it uses both English and Sepedi as media of instruction. Both languages are used to facilitate lessons and for assessment purposes. It is therefore important to highlight the objectives of bilingual programmes and what these bilingual programmes set out to achieve. Hence, experience from bilingual education programmes has proven in practice that acquiring strong skills in an African language and in the official language can be very beneficial, as in the case of Burkina Faso's bilingual programme (Ilboudo 2003: 1086). Its learners have developed strong multilingual competences for different kinds of set-ups. The programme deliberately supports the professional development of learners. It is responsive to socio-economic activities of the region. In addition, it has built-in professional training and provides bridges to technical, vocational, and higher education careers (Alidou *et al.* 2008: 134).

The theoretical underpinning for the BA CEMS degree is the concept of additive multilingualism, defined as the maintenance and 'development of the home language' simultaneously with during acquisition of a second language (Ramani & Joseph 2010). The BA CEMS degree uses additive multilingualism in two senses. The first relates to multilingualism as content. The second operational definition relates to multilingualism as medium of instruction. This degree aims to develop knowledge of contemporary multilingual society through dual-medium instruction using both English and Sesotho sa Leboa (Tlowane & Foncha 2020:92).

In view of this, Cummins (1979 & 1999) reiterates the interdependence model, literacy instruction in the first-language facilitates appropriate development of cognitive academic skills and this forms the foundation for conceptual skills necessary for successful development of those skills in a second-language. The efficiency of the student in the first language enables them to cope better with learning the second language. In this instance it would refer to students coming to the university with the knowledge of their first language being Sepedi and how this has enabled them 'to cope with the' cognitive 'demands of learning' English. Based on this, learner's language skills are not well-developed, he/she may experience scholastic demands of the educational curriculum as a learning barrier and will struggle to meet these demands (Tlowane & Foncha 2020: 93).

The Language Policy in Higher Education is designed to develop indigenous African languages in higher education institutions as guidelines for language administration and language use. The challenge facing higher education is to ensure the simultaneous development of a multilingual environment in which all languages are developed as academics/scientific languages, while at the same time ensuring that the existing languages of instruction do not serve as a barrier to access and success (LPHE 2002: 5). The BA CEMS degree is a model of bilingual education as both English and Sepedi are used as languages of instruction.

Hyme (1972) defines proficiency can be seen as a language user's control of the formal and functional properties of language such that they are able to express and understand meaning accurately, fluently, and appropriately according to context. In

this light, Canale and Swain (1980) say that tuition in proficiency takes as its starting point the notion of communicative competence, first coined and explicated by Hymes (1972). It is therefore 'important to note' that it is not enough for learners to be perceived as proficient in both Sepedi and English but they also need to have a clear understanding of when and how to use these languages in different contexts.

Hyme (1972) also insist that proficiency refers to a general competence in language and as such comprises a set of generic skills and abilities. In light of this, proficiency is understood in a framework that is reflected in grammar and syntax, general listening skills, vocabulary development, general reading and writing skills, the development of communication strategies and the pragmatics of communication and associated concerns with politeness and implicature and inference Canale and Swain 1980). In this regard, Hymes (1972) further suggests that students require opportunities to develop fluency and the confidence to deploy their formal and functional knowledge of the language in authentic contexts both within and outside the academic environment.

Based on this, Djité (2008) argues that effective mother-tongue-based multilingual education teaches linguistic and communicative competencies that are relevant to African multilingual economies characterised by a small formal economic sector and a large informal sector. Most communication in this sector takes place in African languages. Viewed through this light, the sector is highly innovative and creative, accommodates the least educated, trains the majority of the youth with very little support from national governments, and has a huge demand for technical and vocational training (OECD, African Development Bank, 2008; Walther 2007). Bearing this in mind, Walther (2007: 190) asserts that there is almost a total lack of knowledge about the types and levels of skills developed there or the specific occupations and trades that structure its activities. Hence, he insists that such skills and professions must be mapped out. Thus, developing a training project with relevance to multilingualism, should be planned to use such mapping to build on the linguistics and communication competences that the individuals already possess. The students are employed in different sectors and not all of them are large formal sectors. There are graduates who have started their own companies and are trading in informal sectors.

Such students need different types of language proficiency to be able to relate to the market they are dealing with.

Viewed through this lens, language in the BA CEMS is seen to be very resourceful. As such, McNelly (2015: 13) concedes that the language as a resource framework opts for pluralism in society as opposed to assimilation. Since language is a social and cultural creation of a society, it therefore links these communities together. In addition, Baker (2011) insists on the resourceful nature of a language in our understanding of multilingualism. In this effect, language becomes of vehicle for socio-political engagements and participation. Based on this, Baker (2011) says that language as a resource constitutes the safeguarding of heritage languages and the promotion of cooperation and tolerance among different ethnic groups. As such, language is the main element and expression of identity. Ruiz (1984) also insists that language as a natural resource is central in the cultivation of economic, commercial, cultural, spiritual, political, and educational benefits. More specially for students who are currently studying programmes in languages, it is vital to emphasise and ensure that they understand how languages are resourceful. The content and curriculum taught needs to emphasise on the economical, commercial, and other benefits of the use of these languages.

Often, our indigenous languages are linked to our cultural, religious, and ritual ceremonies but hardly with the economic and commercial benefits. By ensuring that students in programmes such as BA CEMS understand the impact these languages have on the growth of the economy, they may realise how they as graduates can contribute towards economic growth. Based on the ongoing debates, it may be contested that this particular approach would provide an understanding on what a country would benefit or lose by employing an indigenous African language as opposed to a foreign language as its national language. Bamgbose also adds that this approach enforces a paradigm shift from viewing multilingualism as a problem and a necessary evil to seeing it as enriching a community's sociocultural life, a virtue, an opportunity opener, and something to be sought after and envied (Bamgbose 2000). In light of this quotation, it is needless to stress the importance of multilingualism in South Africa in the Bill of Rights and constitution that has accorded the status of official languages to the 11 national languages (Pluddemann 1997).

As stated earlier in chapter 1, the BA CEMS is the only degree in South African Universities where an indigenous language appears as a medium of instruction. This is meant to emphasize that there is very limited work on multilingualism especially in higher education institutions. We have isolated cases like the work done by PRAESA “about the advantages of multilingualism in South African schools (Project for the Study of Alternative Education in South Africa), but research focusing on the context of higher education is limited” (Pluddemann 1997). Henning et al. (2001 and 2002) point out that one of the most fundamental educational principles surely is to use the experiences and knowledge that students bring with them to the university as a starting point for new learning. This brings up the issue of the content and curriculum that is taught in multilingual programmes. The curriculum should be relevant to the south African context and students should be able to relate to it. The students use their own knowledge and proficiency in primary languages, and these are regarded as one of the most important resources that can be activated to guide students into university learning. Henning et al. believe that using primary languages and early learning experiences in University is important, because recalling early encounters with concepts and using words that best capture those experiences, assist students in creating a bridge by means of which they can transfer their understanding of a scientific concept into English. Using this pedagogical approach, they evoke the resources students bring with them to the university classroom in an appropriate way. Contrary to the pedagogical approach advocated by Henning and her associates, the students are often implicitly, and sometimes explicitly, regarded as a problem (Henning et al. 2001).

Students admitted at Historically Black Universities are often from disadvantaged communities and rural based schools, which is often the case at the University of Limpopo. In the National Benchmark Test (NBT) report, Yeld (2009) shows that South African students probably do not enter higher education with the necessary academic language proficiency required to be successful. She also states that difficulties with the medium of instruction are undoubtedly a contributing factor to poor performance which may eventually impact on success and throughput rates (Yeld 2009). She adds that the fact that most students need support should come as no surprise as many of them are not operating in their mother tongue (Wyndham 2009: 4). A high rate of

dropouts and changing of modules takes place between the three years of enrollment. In the following quotation, Verhoef (2009) reports:

that first-year students at the North West University show a steady and alarming decline in scores on the Test of Academic Literacy Levels since 2002. This finding pertained to students who took the test in Afrikaans and students who took the test in English on the Vaal Triangle Campus. She infers from the test results that learners who achieve a mark of 60% and higher are most probably those who can finish their studies within the minimum time (Verhoef 2009).

Verhoef (2009) still insists that proficiency in the languages used for teaching and learning (English or Afrikaans) can influence academic success. Amidst these related discussions, the potential cognitive benefits of multilingualism therefore have little prominence in universities' reflections on and discussions of appropriate ways to organise academic development and support. By conducting such tests not much consideration is taken into the multilingual background of these students. The focus here is to identify if the students are proficient enough in English to be able to cope with academic demands.

At the University of Limpopo students are assessed by the Centre for Academic Excellence. The assessment usually focuses on identifying students who are weak in literacy skills (reading and writing). The goal of these assessments was to seek intervention strategies as support to any learner who did not perform well in the test. In "terms of the potential influence of language on academic achievement, there is a single-minded focus on assessing the proficiency of students in the languages of teaching and learning. Testing the English academic language proficiency of students is a big industry in South Africa. The TALL and the NBT are conducted at an increasing number of South African Universities to help Universities plan appropriate academic development and support strategies for students. Custodians of the TALL have expressed interest in working towards some form of measurement of proficiency in African languages, but currently there are no formal initiatives to try and assess the proficiency of multilingual students in any of the other languages they bring to higher education. It is therefore impossible to understand how a multilingual student's

proficiencies in various languages interact and influence cognition Wyndham (2009: 4).

One important factor to consider is that the approach used to teach in a monolingual system cannot be adopted to address multilingual contexts that South African Universities are facing now. The previously fairly straight presentation of course material, geared for largely monolingual student bodies, is inadequate in interfacing with the multi-literate discourses of students and lecturers in the system and the varied expectations on the part of the lecturers and students which this brings with it. The New London Group (1996) opines that engagement with a variety of languages, discourses, styles, and approaches offer students the opportunity for reflection as well as assist in the development of meta-cognitive and metalinguistic abilities. This is meant to suggest the importance to understanding that the curriculum 'designed for' bilingual/multilingual approach cannot take the same structure as that of a monolingual approach.

Viewed in this light, Linguistic diversity is the norm in South Africa and no core body of linguistic knowledge and meta-knowledge in any given language of education can be assumed. This raises questions around method of presentation of mainstream disciplinary teaching material as well as the mediation of language development practices in higher education (Wyndham 2009: 4). As a result, current initiatives and programmes such as the BA CEMs degree should be evaluated to ensure that they offer content that is relevant to the South African multilingual context.

2.4 Multilingualism

Bussmann (1996) explains that "multilingualism", which is "derived from two Latin words, 'multi' which means many", and 'lingua', "which means language" (many languages). Considering this, multilingualism is the ability of a speaker to express him or herself in several languages with equal and or 'native-like proficiency'. From the above definition, being a multilingual speaker, one must be competent in the many

languages at their disposal. However, Kemp (2009) and Grosjean (2010) define multilingualism as the use of more than two languages. According to Fortanet-Gomez (2013), multilingualism refers to an individual situation in which two or more languages are known and used by a speaker. People who come from multilingual nations tend to be bilingual (Adika & Asante 2015).

Multilingual education refers to the use of more than two languages at a time, 'an important' development in our globalized world where two languages in education may not be enough. In addition, Cenoz (2009) asserts that multilingual education is also used to refer to the teaching of more than two languages to make students at least trilingual. Ong (2015); Varon (2016) state that 'multilingualism is generally understood as a sociolinguistic phenomenon that may refer either' to a speaker's 'capabilities and competence along a linguistic cline' in using multiple languages (individual 'multilingualism') or to the alternate 'the use of two or more languages within a community (societal multilingualism)'. Fortanel-Gomez (2013); Ong (2015) maintain that individual multilingualism refers to 'the number and types of' languages and 'varieties an individual speaks' because that constitutes 'their linguistic repertoire'. Alternatively, societal multilingualism focuses on the different language types and varieties that community members speak (Varon 2016).

Chabata (2013) sees the target of 'multilingualism for higher education' to be aimed at facilitating the use of their different languages by students to gain access into 'worldwide knowledge and research, while' simultaneously remaining responsive to the country's social justice, economic and cultural needs. The use of different languages may only be achieved 'through quality education', which entails student performance through what they learn, and how they learn coupled with facilitator 'competence'. Kulshrestha and Pandey (2013) argue that 'in order to meet' the necessities of 'multilingualism' for institutions of higher learning, teachers 'should have both language and subject knowledge abilities'. This is because the facilitators' role is to assist students in overcoming difficulties specific to the linguistic and academic aspects of language use in multilingual higher education, while creating learning/

teaching environments for students to be creative and innovative in the application of knowledge.

Otwinowsk and Angelis (2014) postulate that multilingualism is widely observed to be a positive phenomenon. Cummins Garcia (2009, 2011 and 2015) state that having knowledge of 'two or more languages positively affects cognitive development and the process of acquiring additional languages. With this understanding, it is important for lecturers to become 'increasingly skilled in helping' and encouraging student's use of indigenous languages. The advantage of being multilingual is that it creates different kinds of connections in the brain, which give multilingual individuals an advantage in some respects compared with monolingual individuals (Milambiling 2011). According to Belibi (2010), 'multilingual speakers display generally greater cognitive flexibility', multilingual students are more at 'higher-order thinking skills'. Furthermore, they have better measures of conceptual development, creativity, and analogical reasoning. It is true that 'multilingualism in higher education carries the understanding that education' is a process of meaning making of what students learn best to develop themselves and the country, not forgetting the development of other official languages.

Based on this, Bussmann (1996) points that multilingualism can also be regarded as the co-existence of several languages within a society, and these several languages can be official or unofficial, native, or foreign and national or international. Multilingualism can also be viewed as the knowledge of official and nonofficial African indigenous languages and colonial languages. After defining the key concepts, I would attempt to look at the skills and abilities that constitute competence in multilingualism. It is my profound believe that these skills and abilities are desired by graduates when they seek employment in multilingual workplaces.

2.4.1 The effectiveness of the curriculum for bilingual studies

Cummins (2001) defines Bilingual education covers teaching academic content in two languages, normally mother tongue and second language (minority language) in accordance with the program model. In light of this, bilingual education provides language skills that aid in employment, increase the educational success of students, encourage peace among different ethnic groups, support equality in educational settings, help to solve social conflicts among ethnic groups, and benefits students who have different ethnical background in the community (Cummins 2000: 54). A bilingual education program with an education system has also an important role building a strong relationship between two different ethnic groups (Ozfi dan, & Burlbaw 2017).

Based on the above stance, a bilingual education program preserves cultural identity, ethnic identity, and the linguistic knowledge of minority group and help to socialize people for full participation in their communities (Ngai 2002: 243). Bialystok et al. (2014) take this further and argue that research indicates that bilingual students can usually understand the content of their lessons more effectively and successful in their schooling. "Students may be able to express their thoughts, ideas, and feelings more comfortably in their classes once they are educated in their mother tongue (Cummins, 1991; Morse, 1994)." Thus, the use of mother tongue as medium of instruction tends to build student's self-esteem and confidence (Ricento 2013).

Thus, Ellen Bialystok (1991: 143), affirms that "bilingual education conserves minority people's cultural heritage, linguistic knowledge, religious, and ethnic identity, and increases particularly minority children's educational success, promotes peace between different ethnic groups, and provides equality in education". Furthermore, bilingual education curriculum designs derive from the interplay between theories of language and theories of learning. He further says that bilingual education curriculum design typically follows a forward design, starting from identifying relevant content and language unto content and language integrating teaching methods, and finally identifying the objectives of learning (Richards 2013). Hence, Lyster (2007) asserts that 'teachers are encouraged to plan instruction to shift pupils' attentional focus

between suitable content objectives and specific, predetermined language objectives. In addition, Snow et al. (1989) stresses that content-obligatory and content-compatible language, among others. While forward design is generally true for local level curriculum design in classrooms and schools, backward design is typically more appropriate for national curriculum development, and the present study offers an example of such backward design.

In this light, Richards (2013) argues that as a tradition, each curriculum should kick off from the objectives of the programme. He is totally against the fact that teachers are often not included in the design of the curriculum but for some strange reasons, they are expected to implement it. Finland seems to be one of the nations that involve their teachers in the development, interpretation and implementation of the local and national curriculum and policy (Siiner 2014). Such involvement appears to be an ideal since the teachers are the actual practitioners who are in the field and who can see that the outcomes are achieved.

Halinen (2013) suggests that it is important to note that, Finland also factor in multilingualism and multiculturalism in their curriculum which is something that the BA CEMS programme needs to emulate. In this regard, Halinen asserts that the general language program in Finnish schools aims for communicative skills in multiple languages. In addition, it strives to educate democratic global citizens who aware of their own multi-layered cultural heritage and open to and understanding of other cultures. In view of this, it is indicative that the core contents in language subjects are not sufficient on their own to cover the language needs that pupils in bilingual education have for academic language skills. Identifying pupils' actual language needs requires that all teachers have language awareness. The working group did not have the mandate to specify learning goals for the immersion/target language, although practitioners in the field requested this (Mård-Miettinen 2006).

The above argument is meant to affirm the position of multilingualism in the curriculum which is in line with the promotion of indigenous languages as media of instruction, the main objective of the BA CEMS degree programme.

2.5 Challenges faced by the graduates at the workplace

Sanchez (2017) argues that effective communication is a very crucial element in the running of any organisation. This is because communication is the only means through which every person expresses their ideas, thoughts and feelings which may allow them to contribute positively to the success of that association. Thus, Sanchez (2017) thinks that poor communication reduces quality, weakens productivity, and essentially leads to anger and lack of trust among individuals within the organization. Workplaces require certain skills to employ graduates to different positions. The aim of the BA CEMS programme is to produce graduate who are efficient in both English and Sepedi. Writing, reading, research and communication skills are some of the skills expected by employers from these bilingual graduates. On these grounds, Adeyemo et al. (2010) think that for graduates to be employable, they need to possess work attitudes, computer skills, communication skills and work environment exposure.

In this light, Dilrukshi et al. (2005) say that the lack of effective communication skills that includes reading, writing, and speaking are some of the major factors that impede graduates from getting employment. Perera and Perera (2009) concur that lack of communication skills by the graduates renders them unemployable. Based on this, it is necessary for employees to get an understanding of the types of communication skills that are factored into the BA CEMS programme. It should also be noted that these skills are necessary for the graduates to perform their duties in the workplaces. Effective oral communication skills, effective basic writing and reading skills, competence in English and Sepedi and development of good interpersonal communication skills.

2.5.1 Communication skills factored into the BA CEMS Degree

Workplaces require certain skills to employ graduates to their different positions. Dilrukshi et al. (2005) state that the lack of basic communication skills is responsible for graduate's inability to find jobs. Perera and Perera (2009) share the same thought when they argue that if a graduate cannot communicate effectively, such a graduate is unemployable. Based on the importance of Communication, Keyton (2011) says that communication is the creation or exchange of thoughts, ideas, emotions, and understanding between sender(s) and receiver(s). It is essential to building and maintaining relationships at the workplace. Although administrators spend most of their time communicating (sending or receiving information), one cannot assume that meaningful communication occurs in all exchanges. To make oneself understood by a listener, is the key to communication. Understanding is a personal matter between people, and different people may interpret messages differently.

There are both external and internal factors that may act as barriers to communication. Barrier in this sense refers to something that may block the message from going through. Our mind-sets and upbringing, our languages and language repertoires, beliefs, behaviours, affections, and attitude can become barriers to communication. A message may only be believed to have gone through if the receiver is able to interpret the message and respond to it. Certo (1992) stresses the importance of response from the listener for understanding to take place. In this regard, we do not need to undermine the role of feedback from the listener since communication is a two-way traffic. Based on this, Egan (1994) argues that effective communication skills can be summarized as effective listening and effective response. Finally, Cüceloğlu (2011) concludes that any individual who has a good communication ability, sees the verbal and nonverbal behaviour of the person he/she communicates with and the clues about his/her inner world, and tries to evaluate them.

2.5.2 Communication Barriers

The arguments advanced so far insists on the importance of communication at the workplace because of the diverse nature of the employees. For any organisation to achieve high production, there is dire need for effective communication in that organisation. Pauley (2010) captures the importance of effective workplace communication succinctly. In this regard, it is important for graduates to know communication barriers and to be able to identify them as well as avoid them to achieve effective communication. When graduates can communicate effectively according to Pauley (2010), the following objectives should be met to break communication barriers.

- **Creating job satisfaction-**

Every work environment needs to be conducive for both the employees and the management team. Such an environment is meant to ease effective communication to realise productivity. If the employees feel free to express their thoughts and feelings without being coerced, it may provide an opportunity for every employee to own the process and therefore leading to passion for their work. As such, a favourable environment would act as motivation for the employees who would feel valued and would therefore put in their all to foster productivity. Viewed in this light, communication skills are required and are necessary in a workplace for good relationships and productivity.

- **Lesser conflicts-**

Effective communication usually leads to conflict prevention and resolution. Conflicts resolution easily occurs when there is bottom up and not top down communication. With this ability, employees may grow both personally and professionally which is a good requirement for the workplace.

- **Increases in productivity-**

Communication in any organisation accounts for good or poor productivity. This is in view of the mission and vision of each organisation which dines the aim and goals of

an organisation. In this regard, if the communication between the management and employees is sound, the employees would be passionate and productive as they share an ownership of the organisation. Therefore, communication skills and abilities are therefore seen as a necessity for every successful workplace.

- **Formation of relationships-**

When effective communication is eased at the workplace, avenues are created for employees to communicate freely amongst themselves and with the employers. This kind of communication always lead to personal and professional growth. This is true because employees feel valued and catered for since they feel like an integral part of the organisation. In such a conducive environment, it is easy for employees to relate among themselves and with their employers.

- **Proper utilisation of resources-**

If an organisation faces problems, crisis, and conflicts due to miscommunication between the staff members, it may cause unnecessary delays in the daily work. When this occurs, resources may be wasted leading to low production that may retard the growth of the organisation. To this effect, any conducive environment in terms of communication, always tend to maximise the use of all available resources leading to high productivity.

Based on the above, Shaw (2011) stipulates communication should be considered as important factor for fostering the growth of each organisation. There are many reasons why communication can fail at the workplace. Thus, Rakich and Darr (2000) classify these barriers into two categories: environmental and personal. Both barriers can block, filter, or distort the message as it is encoded and sent.

2.6 Diversity

Foncha et al (2006: 187) argue that South Africa is culturally and linguistically diverse and this is reflected by the University of Limpopo. However, “the governments ‘attempt to promote the pride of all its languages as seen in the constitution poses more problems than solutions” due to the inability of the participants to become competent

in intercultural communication. This emanated from the fact that the 11 official languages do not have the same status and as such they are not equally tolerated in education and public spheres. In light of this, In addition, although 75% of the population speak their native languages, English is definitely the language of education, employment and socio-economic upward mobility (English lands in the fifth position in terms of the numbers of speakers but comes first in terms of the population of speakers who use it as their second, or third language because it has a higher status among all the official languages (Heese 2010).

According to Allwood (1985), intercultural communication is a communication between two or more people from different cultural backgrounds who see the world differently. Thus, intercultural communication is the symbolic conversation besides negotiation of collective result during the communication of individuals from the diverse cultural backgrounds (Ting-Toomey 1998). Furthermore, intercultural communication as the ability to understand dissimilar ways and patterns of communication like norms or values, verbal/nonverbal communication, and the gestures of individuals. Intercultural communication is considered as the skill of interacting appropriately and having a shared understanding among individuals who are culturally different (Bennett 1986). In view of this, it is necessary to understand that diversity in cultures is real and should be seen as a resource not a problem. This is meant to say that there are items of culture that may be similar and others that are different and the differences should not be seen as a hindrance to communication but rather as an eye opener to the differences.

In view of this, Intercultural Communication Competence is all about an ability to perform satisfactorily, the task being clearly defined, and the criteria of success being set out alongside (Zimmermann 2010). In this light, every individual has the ability to enhance their communicative competence according to their local language which usually helps them to head towards the communication within similar cultures without any confusions. On the other hand, when an individual requires an interaction with the culturally different people having different language, then that individual needs to learn that language (Fantini & Tirmizi 2006). When this occurs, the person concerned need to put in place skills and abilities of intercultural communication competence. Intercultural competence coupled with the individuals' discourse, linguistics and

sociolinguistic competence which forms intercultural communicative competence (Byram 1997). Understanding the differences in culture and languages can only be overcome by using the skills and abilities required to become intercultural communication competence.

It is worthy to note that the first step to becoming interculturally communicative competent is being aware of the differences and using the skills and abilities to communicate effectively. Seiler and Beall (2002) describe intercultural communication competence as the ability to interact with other people effectively by accommodating them though they are different. In this regard, communication competence is needful by any team player in any human interaction.

2.7 Intercultural communication competence

Matveev (2002) defines Intercultural communication competence as specific skills and abilities gathered from interactions with others. In view of this globalisation, technology, and change are consistent as well as they are responsible for intercultural communication competence (Myer-Scotton 2006). Since the world economy is gradually becoming one, it has led to command interdependence, thus calling for an expansion of social, political, and technological networks connecting people, cultures, and nations (Matveev 2002).

From another perspective, intercultural communication competence may be defined as the knowledge and ability that is needed to participate in communication activities in which the target language is the communicative tool in situations where it is a common code for those with different preferred languages. It also includes cognitive and affective skills and behaviours for people from different cultures to interact through the negotiation of identity to understand the norms and assumptions underlying the various communication activities. Intercultural communication competence further includes the knowledge and abilities that are needed to participate in communication activities in which the target language is the primary communication code and in situations where it is the common code for those with different preferred languages (Foncha 2013: 136). Foncha and Sivasubramaniam (2014) also talk about the

cognitive and affective skills and behaviours that are needed to engage in unfamiliar encounters with culturally different interlocutors. This is common in situations where intercalants may want to negotiate one's cultural identities in light of ones roles in these encounters, and to understand the norms and assumptions underlying the various communication activities on one's own terms.

Foncha (2013: 142) argues that in most Universities as in the workplaces today, people from different cultural backgrounds study, live, interact, and work together. An increase in globalization has resulted in the demand for more sophisticated knowledge and skills in intercultural communication competence and multicultural team building. In line with this, intercultural competence is defined as the ability to work well across cultures and to change one 's knowledge, attitudes and behaviours so as to better manage cultural difference and unfamiliarity, inter-group dynamics, and the tensions and conflicts that can accompany this process (Alptekin 2002; Kramsch 1993).

Still intercultural incompetence particularly in universities warrants students to have the awareness of diversity and should be able to accommodate other students by adapting to their new context. This adaptation requires facing significant challenges around such issues as independence, autonomy and teamwork, conflict resolution and appropriate engagement' in the classrooms. It is anticipated that when these students graduate, such issues may extend to privacy and confidentiality, sexual orientation, risk management, power relations, leadership, and lines of responsibility. It is therefore of importance to understand and highlight how the graduates deal with the concept of intercultural competence at the workplace. Being exposed to two languages which is English and Sepedi in the BA CEMS programme raises issues of how graduates may fail to cope with multicultural environments in the workplace.

In this regard, intercultural communication competence' should be seen 'as the knowledge and ability that is needed to participate in communication activities in which the target language is the communicative tool in situations where it is a common code for those with different preferred languages (Hall 2000). The BA CEMS programme is bilingual in nature and the graduates of the programme are hired in workplaces where they must communicate with people of different languages and cultures. They must negotiate meaning and try to understand the language of the people they work with or

in other instances the clients they are serving. It is not only the language but also the behaviors of people from different cultures that may result to intercultural communication competence. In other words, Intercultural communication competence further includes the knowledge and abilities that are needed to participate in communication activities in which the target language is the primary communication code (Foncha et al. 2016: 138). It may also apply to situations where the language used is a 'common code for those with different preferred languages.' Hence, intercultural communication competence may include cognitive and affective skills and behaviors that are needed to engage in unfamiliar encounters with culturally different interlocutors to negotiate one's cultural identities in light of one's roles in these encounters (Foncha 2013: 234). It may also involve understanding what is normative and assuming that everyone else comes from the same background and culture.

At the University of Limpopo, the medium of instruction is English, with the recognition of Sepedi, Tshivenda, and Xitsonga. The BA CEMS programme is the only degree that is using both English and Sepedi as media of instructions. In South Africa although 75% of the population speak their native languages, English is the language of education, employment, and socio-economic upward mobility (Kaschula & Antonissen 1995). In light of this, the English language is the number five most spoken language in south Africa but lands first from all 11 official languages, as the second language/first additional languages, or third language because it has a higher status among all the official languages (Heese 2010).

Furthermore, Intercultural Communication Competence is regarded as a precondition for successful intercultural interaction and encounters which involve meeting and communicating with persons representing another cultural background (Foncha et al. 2016). In addition, Intercultural Communication Competence comprises components such as motivation, attitudes, emotions, knowledge, behavior and skills. Motivation refers to the desire to communicate appropriately and effectively. Knowledge means the awareness needed in intercultural situations, and skills are the abilities necessary for intercultural communication competence (Foncha 2013: 127). As such, all these elements should also be part of intercultural communication training and teaching. The

content of the BA CEMS highlights how the graduates are prepared and how the lecturers support them in ensuring that they can apply these skills at the workplaces.

The graduates are employed in different provinces, and they are exposed to speakers who speak different languages. Provinces such as Gauteng are multicultural and multilingual and require the inhabitants to converse in different languages. Today, the 'emergence of multi-national companies and global companies do business without communicating cross culturally.' Based on this, global organizations increasingly focus on the critical value of cross-cultural communication process, efficiency and competence and cost of doing business. To successfully communicate cross-culturally, knowledge and understanding of cultural factors such as values, attitudes, beliefs, and behavior should be acquired. Effective cross-cultural communication in global economy provides pragmatic tools about how to define a communication strategy, train representatives and conduct business talks in order to achieve success (Targowski & Metwalli 2003). This line of thought stresses the importance of effective cross-cultural communication for any organization.

Intercultural communication should be a lived through experience, not theoretical knowledge (Gore 2007) Experiential learning that involves attitudes and emotions is based on the idea of learning by doing through active participation. The students' real-life experiences are included as part of the learning process. The underlying assumption is that people learn best from their own experiences (Korhonen 2004: 53). The most important part of this study' is to investigate the experiences of the graduates at the workplaces, and also the experiences of the current students who are still in the programme.

Bennet (2009) asserts that among the factors responsible to becoming interculturally communicative competent are: acculturation, listening carefully, conflict resolution, empathy, and the ability to managing anxiety. The ability to empathize and manage anxiety enhances prejudice reduction. These two skills have been shown to enhance the overall impact of intercultural contact even more than acquiring cultural knowledge (Bennet 2009). The above factors may either be internally or externally motivated

which provides an individual the ability to become aware of the 'self' and 'other' which motivates the reason for being enduring and tolerating the 'other'.

2.8 Multilingualism at the workplace.

(Preisler 2003) states that language is a double-edged sword that may be inclusive and exclusive at the same time. This is to say that often when one does not know the language they can be excluded from certain things. A language such as English can economically exclude someone who cannot speak or write the language. Knowing the right language can establish rapport with other employees, facilitate career progression, open doors to the job market, and increase mobility. But people who do not know the language or who do not have 'adequate' or 'desired' proficiency in a language, can find themselves linguistically territorialized, socially excluded and financially penalized (Preisler 2003). In this case, being bilingual students require fluency in the dual medium of instruction. This means that students may not be capable to communicate or provide services in the other official languages.

Concerning language and cultural diversity, Djité (2008) thinks that the development from the perspective of health, education, governance, and the economy. Each country can learn from others but must find its own strategy, based on its resources and vision. In this respect, a multilingual education system would form part of a broader social vision which aims, among other things to build an efficient economic system to ensure the competitiveness of African countries. Despite this stance, Ouedraogo (2002: 4) says that if the problem of defining the status of African languages is not properly addressed, the use of these languages in educational systems might come up against numerous bottlenecks. A reward structure would be crucial for the acceptance of such policies and may facilitate national language learning. Multilingualism might be a criterion for professional qualification and promotion as well as for national pride. There are currently programmes in isolation in higher learning institution where students are compelled to register for African languages so that they can be able to offer services in the communities in those specific languages. University of Kwazulu Natal offers IsiZulu as a compulsory module to students whose qualification require them to assist their communities with such services. Viewed

through this lens, the target for these modules is to teach the African language for communication purposes.

Embracing multilingualism at the workplace makes the employees to feel at home because of their acknowledgement and protection from the company (Ouedraogo 2002). In this light, an accommodating and a conducive workplace is key to high productivity. Such an environment 'is also good for business, but that should not be the primary reason for embracing diversity in the office and of course, a key expression of cultural heritage and individuality is language (Foncha 2013). One of the most important aspects is to unpack language policies at the workplaces.

According to Stats South Africa 2019) English is only the 6th most-spoken language in South Africa (it has 8,1% of the population's home language), whereas isiZulu and isiXhosa are the most spoken languages, based on the General Household Survey. These statistics reflect that a majority of people who come to seek help or who require services at the workplaces, are African language speakers. It attests to the notion that African languages are languages that should be used at the workplaces to reach the wider communities.

Lazear (1999) says that being a multilingual in a country like South Africa with both multicultural and religious awareness can be an important human capital resources influencing firm performance (Lazear 1999). Thus, being culturally diverse may be able to render a team to have innovative ideas (Tlowane & Foncha 2020). This so because people with different backgrounds than the majority, might see new solutions to problems that have been invisible for workers from the majority group. However, a firm with a workforce from different cultures might have to spend resources to integrate the workers into well-functioning teams. For instance, cultural diversity may imply preference heterogeneity that might create tensions and conflicts (Easterly & Levine, 1997) with the exception of the companies that outsource their conflict resolutions.

While language proficiency is a skill on the one hand, it appears that bilingualism is not very well paid in the labour market (Fry & Lowell 2003). Even in a dual language country such as Canada, English-French bilingualism is not associated with economic rewards (Chiswick & Millar 2015). This is common with most institutions in South Africa

that use English as the language of business against the notion of multilingualism. This is because most employees are unable to handle the use of indigenous languages in the diverse workplace. Languages such as Sepedi are often considered as languages for communication but not for academic or trade. However, there are quite a good number of South Africans who are multilingual in nature given that they grew in a Metropolitan area where they were exposed to many languages (Kovacs & Mehle 2009). Furthermore, studies of immigrants' language proficiency show that language proficiency in English-spoken countries is strongly related to pay, often as large as a premium of 20 percent (Chiswick & Millar 2015). Thus, reports that fluency in the host-country language increases earnings of immigrants within a range of 5-35% (Adserà & Pytliková 2016). Therefore, there is often no recognition of people who are bilingual at the workplaces.

Bratsberg et al. (2013) argue that being a multilingual at the workplace accords so many advantages to any individual because being able to improve on one's linguistics skills should be seen as a human capital investment. When one is employed who communicates well in the language that is used by the people they are serving, it counts to the employee's advantage as he or she can reach out to their target market easily. Job insecurities are some of the vital issues raised by students in the African language programmes. There is no clear link between the student's skills and the economic benefits after completion of their studies.

Lazear (1999) says that in most workplaces, whenever a contract or a deal is being brokered, there is usually a need for a third party to do the translation. In this case, translation where the two parties speak two different languages involves further expenses on a given deal or transaction. Language differences can increase uncertainty about the other parties' expectations, their interpretation of the contract, and their commitments to the contract. At the firm's level, the flow of communication between co-workers might be slower if co-workers do not understand each other well. This may result in production problems and conflicts (Lazear 1999). In addition to anxiety, poor translation might affect production negatively in cases where the translator is not proficient in one of the two languages or lacks translation skills. On

the other hand, the use of a translator may also affect the organisation positively in the sense that an employed immigrant may open corridors in a foreign country.

2.8.1 Dealing with diversity at the workplace.

It is worthy to note that multilingualism at the workplace is not same as that in our communities or at home. We live in an epoch where being human means being multilingual (Foncha et al. 2016). In other words, we eat, breath, sleep, and live multilingualism in our daily lives. The BA CEMS graduates find themselves in multilingual environments at the workplace. They have to deal with people/colleagues/clients who speak different languages. It even gets worse with their background of the bilingual programme that uses only Sepedi and English that on its own may pose a challenge in dealing with other languages. It is direct, yet it has an entangled economic and social implications and serves interactional purposes which can be at any point on the continuum of goal orientation and relationship building (Deewr 2009).

In view of this, one may say that a diverse South Africa, in terms of the number of official languages and culture, presents itself as an ideal space to study multilingualism. Needless to stress that English is an L2 to 92% of the total population (Romaine 2006). Despite the low numbers of indigenous English speakers, English is the language of business and a lingua franca in South Africa (Foncha et al. 2016). Cummins (2007) leading advocate of bilingual education focuses principally on the concept of language transfer. He argues that language competence is a unified entity in which the different languages of a learner interact with each other to form what he calls a Common Underlying Proficiency (CUP). He does not believe that a child or adult's competence in each language is separate and independent forming a Separate Underlying Proficiency (SUP). The BA CEMS programme offers students six modules in Sepedi and another six modules in English.

2.8.2 Skills development for the workplace.

Skills development refers to a process of equipping graduates from various institutions of higher learning with skills that may help them to be more competitive for the workplace in the near future (International Labour Force 2010). Today's working life environment is global and characterised by multilingual/multicultural and multidisciplinary teamwork in global networks (Foncha et al. 2016). These demands from the employees require certain skills and abilities for their tasks to be accomplished appropriately. In light with this, since the main task of the uUniversities is to educate and prepare their students for the future working life, it would be crucial to be able to predict what skills and competencies the graduates need (Tlowane and Foncha 2020). They further argue that due to the challenges brought about by globalisation, international skills and cultural knowledge have become essential at any workplace. Skills development is a process of empowering graduates with skills as a way of preparing them for the work environment. Skills development can also be explained building capacity for an intern, graduate or worker that would ease their performances of their tasks. In most cases, capacity building is achieved through mentoring and being trained (Hirschsohn 2008: 82).

In this regard, Daniels (2007: 2) asserts that skills refer to both qualifications and work experience. When students are employed, they apply the knowledge they have learnt in their respective qualifications as well as the experience they gathered from work. The Green Paper (1997) defines skills as the necessary competencies that can be expertly applied in a particular context for a defined purpose. The Green Paper further outlines several competencies that denote what is meant by a skill. These include:

- **Practical competence:**

This means that when one is given a specific task, they are expected to successfully apply their knowledge and complete the task at hand.

- **Foundational competence:**

In this case one is expected to be able to understand the tasks they are performing and the reason why they are performing that task.

- **Reflexive competence:**

the ability to integrate or connect our performance with an understanding of the performance of others, so that we can learn from our actions and are able to adapt to changes and unforeseen circumstances.

With all these in mind, it is very rare to find the students who are themselves conscious of the skills that they possess. The students are expected to apply these skills that they learnt from the programme and what they can offer when they seek jobs.

2.9 Improving the efficacy and efficiency of bilingual programmes

A language is said to be modernized and 'intellectualized' if the particular language being developed is used in educational instructions in any discipline from kindergarten to tertiary level (Sin-wai 2004: 65). For African languages to be improved in any way, they first need to be acknowledged and used as media of instruction in education. So far, their existence is only in the form of policy where students are taught as subjects but not used as media of instruction. Based on the above, this study aims to develop a framework that may be easily implemented or replicated by other institutions.

The intellectualization of African languages may become the democratization of access to scientific knowledge and technology to the benefit of the masses of the rural population who now wallow in ignorance, misery, disease and hunger because such life-saving knowledge and skills are confined to a foreign language accessible only to a privileged few (Mkandawire 2005: 173). Hence, Kaschula and Maseko (2014) agree that indigenous languages should be standardised to a level where they can function in government administration, science, technology, medicine, engineering, and other spheres of life. These African languages however are not recognised or given equal status to be used for such high order functions.

Maseko (2009) holds that there are several advantages in using African languages as primary languages in tertiary education. During tertiary education, the young learners may strive to fit the new concepts within their conceptual and intellectual framework

and experiences to comprehend and internalize information. Where a foreign language is used, the students may lack the supportive tool for proper comprehension, deepening their grasps of ideas and articulation of issues. Maseko's views align with those of BA CEMS in that the use of Sepedi is helping the students to understand the concepts in all their learning areas.

The official languages of the Republic are Sepedi, Sesotho, Setswana, isiSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu. However, in practice, they are not all accorded equal status as in the policy LPHE (2002: 2). Section 29 (2) stipulates that everyone has the right to receive education in the official language or languages of their choice in the public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions but taking into account equity, practicability and the need to redress the results of past racially discriminatory laws and practices (LPHE 2002: 2). Despite all these policies, the reality of implementing them is still a far-fetched dream for most institutions, hence a study of this nature questions why programmes such as BA CEMS are not widely implemented.

2.10 Experiences of learning through an African Language

For BA CEMS there are some challenges that are faced by current students who are currently learning through an African language. In this regard, Madadzhe and Sepota (2006: 127) concur that African languages have been experiencing stagnation for the past years. They go further to say that it is undeniable that African languages have been experiencing a drought in the past years in South Africa. In this regard, the ever-dwindling numbers of students taking African languages as a study field, retrenchment, threats of more retrenchment, and enforced retirement of staff and lack of creation of new posts.

There are many factors that contribute towards the shift of African languages to the crossroads. A negative attitude towards African languages is one of the factors why African languages are still frequently associated with backwardness, poverty, and

inferiority. There are schools and parents who discourage learners from speaking and studying African languages. Thus, a negative attitude towards African languages can be also attributable to the fact that Africans in the past (especially during colonialism and apartheid) were regarded as inferior beings not capable of logical thinking and learning sophisticated subjects such as Maths and Science (Bantu Education). In view of this, some Africans do not want to be identified as Africans. They consider English as a ticket to job opportunities Madadzhe and Sepota (2006: 162). The above quotation signals the reasons why people have a negative attitude towards indigenous languages. Therefore, parents prefer to send their children to schools that use English as the language of learning and teaching (Banda 2009). Such a stance suggests that fluency and proficiency in English equates good education which therefore accounts for why African indigenous languages cannot be used as media of instruction. Their perception is that speaking good English means being well-educated.

The views above seem to be against the finding objectives of the BA CEMS programme. From the onset, the founders of the BA CEMS degree programme thought that it is because of this socially just, academically rigorous and pedagogically sound choice that the degree represents a model of additive bilingualism because it develops students' competence in English while simultaneously developing their knowledge and use of their home language for higher-order cognitive work (Ramani & Joseph 2010). This partly explains the increase in students' enrolments from 38 in 2003 to 192 in 2010, a pass rate of 92%, one of the highest on the BA CEMS programme. These developments are a clear indication that learning in an indigenous language guarantees possession and/or access to new knowledge in ways that transcend geographical context (Keeple 2010: 3). As such, indigenous languages are the languages used in daily lives in the society. In this sense, the use of African languages as media of instruction would have an impact on the communities since the students would simply be making use of what they have learnt in the community instead of learning a new language all over again.

Balfour (2000) argues that whenever African language departments in South Africa attempt to teach 'language', the focus is mainly on grammar teaching separate from

literature and not at all on academic literacy development in these languages. This is not the practice with English language studies in the Universities at home and abroad. It is a known fact that in the department of English in all Universities, they offer communication and/or academic reading and writing courses in English for all undergraduate students. These aspects give an advantage to English over indigenous languages because students are afforded the opportunity to practice reading complex written and visual texts as well as to write in ways that are valued within academia. The unequal distribution of resources in South Africa is the greatest challenges for low literacy rate. In addition, the inability to implement the language policy, the importation of Western notions of reading into a bookless landscape, and the absence of 'political will' to address these factors as a matter of priority have persisted despite the change of government in 1994. Although that linguistic diversity is the order of the day in South Africa, no real attempt has been made to develop the indigenous languages to level of the medium of instruction. This raises questions around the method of presentation of mainstream disciplinary teaching material as well as the mediation of language development practices in higher education.

2.11 Models of Communication

The language used at the workplace is one of the prominent themes in this investigation (Chapman & White 2019). In as much as there is a positive impact of language used at the workplace, the negative impacts cannot be undermined. Any attempts to legitimise language choice at the workplace appears to conflict with globalisation (Sterzuk 2015). This is because the work force stem from a diverse linguistic background which poses the question of language choice. In view of this, effective language use is often seen as a key to social success which can support both individual and organisational progress (Ladegaard & Jenks 2015). Based on this, Cunningham and Craig (2016) argue that being a multilingual is advantageous for that individual at the workplace. As such, to be proficient in diverse language use, gives room to language users the power of interpreting the language policy as well as know when to use formal or informal language with the clients (Holmes & Stubbe 2015). Contrary to this, Tenzer and Pudelko (2017) say that the less proficient would find it

difficult to articulate their point of view. Additional issues such as giving instructions and responding to different audiences; struggling to engage others and lacking confidence to make their voice heard are all challenges encountered within the workplace. Language proficiency is often tackled within research from the perspective of non-native speakers; this neglects the question of language proficiency within first language speakers. Language is by its very nature subjective and heavily influenced by both audience and purpose. Consequently, limiting individual voices through a list of restrictions or a formulaic approach that provides no opportunity to make sense of the rationale behind it could be detrimental to the writer or speaker (Minei 2015).

2.12 Conclusion

The literature review addressed various views on the development of a framework for a bilingual programme. The focus is on translanguaging and related concepts such as bilingualism/multilingualism, bi-literacy, code-switching, scaffolding, and language transfer to establish the connections between these concepts and their importance in relation to multilingualism.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, I intend to attempt a description of the research design to provide a justification for the choices that I made in this investigation. In this light, I would attempt to give a general overview of all aspects of the research design. Among the things to be described vividly would be the research approach which is qualitative in nature. Furthermore, I also intend to give an apt description of the research site as well as to explore the data collection instruments chosen. In addition, I would attempt to reveal my plan to analysing the data. To ascertain credibility, I would bring out some of the ethical insights including, but not limited to the way these issues are addressed. I must hasten to say from this point of departure that the study is interpretive in nature since it is based on lived through experiences of the lecturers, graduates, employers, and students. There cannot be knowledge without a knower and so there is need for a thick description.

3.2. Main research question

How can the efficacy and effectiveness of the BA CEMS be improved in preparing students for the workplace?

3.2.1 Sub-questions

- 1) What are the experiences of the BA CEMS students on the programme?
- 2) How does the BA CEMS degree prepare graduates for the diverse workplace?
- 3) What are the experiences of the graduates at their workplaces?
- 4) How do the experiences and practices of the graduates highlight the efficacy and effectiveness of the programme?
- 5) How can all these experiences be integrated in the improvement of the BA CEMS programme?

3.3 Research approach

This investigation is qualitative in orientation, giving importance to an ‘in-depth analysis of the empirical data’ rather than a coverage of a large number of research subjects. Qualitative studies are viewed as a distinctive type of research in education and the social sciences that produce vivid and richly detailed accounts of human experiences (Ary et al. 2006). Qualitative research is based on a naturalistic approach that is especially appropriate to the study of those attitudes and behaviours best understood within their natural setting, rather than attempting to generalise from some theoretical population (Babbie & Mouton 2001). Based on this, ‘qualitative research’ is referred to by a variety of terms, reflecting several research approaches. The term ‘field research’ is often used interchangeably with the term ‘qualitative research’ to describe systematic observations of social behaviour in real-life settings with no preconceived hypotheses to be tested (Rubin & Babbie 1993). In line with the above line of reasoning, I observed real classroom interactions where I followed interactions between the lecturers and the students in real life setting. I had an observation framework that I drafted before attending the lectures. These guidelines allowed me to focus on the language skills and forms of interaction between the lecturers and the students.

Creswell (2014: 185-186) outlines the characteristics of qualitative research succinctly. In this light, he says that qualitative research should take place in a natural setting where the data collection is done. By natural setting he is referring to the place where participants experience the issue or problem under study. The researcher affords to talk directly to people and to see their behaviour and actions within their contexts while busy with the collection of data. The data for this study was collected in the University of Limpopo as well as the workplaces of the graduates, which are natural settings. The interviews with the research participants took place in natural setting such as the offices of the lecturers, the offices of the employers while observations were also done in the lecture halls.

In qualitative research, multiple instruments of data collections are used. Based on this, I used interviews and documents rather than only rely on a single data

source. This is relevant to my study as I used multiple sources of data including questionnaires, group discussions, interviews, and document analysis. Inductive and deductive data analysis involves the building of patterns, categories, and themes from the bottom up by organizing data into increasingly more abstract units of information by working back and forth between the themes and the pool of data until a comprehensive set of themes are established. Deductively, I revised the data in comparison with the themes to determine if more evidence may be capable to support each theme or whether there is need to gather additional information. As the current study has five different types of data, I worked back and forth trying to identify themes. There was no need to gather more information as the data was substantial to provide evidence to support the themes.

Emergent design there occurs that the initial plan changed after entering the field to collect data as the idea was “to learn about the problem or issue from” the participant’s experiences and to address the research to obtain that information. Reflexivity the researcher reflects more on own role in the study and personal background, culture, and experiences as to how they impact on shaping interpretations than merely advancing biases and values in the study. By so doing, I developed a complex picture of the problem or issue under study by reporting from multiple perspectives, identifying the factors involved in a situation, and generally sketching the larger picture that emerges (Creswell 2014: 185-186).

I chose the ‘qualitative approach because it’ allowed me to probe the experiences and the challenges faced by the BA CEMS graduates since they are unique to the context of the University of Limpopo and may not be generalised. Based on this, I conducted interviews with 10 graduates from the programme to understand their challenges and experiences at the workplace. Knowing that data from graduates may be biased, I decided to triangulate their views by going ahead to interview five employers with the aim of identifying their views on the skills that these graduates may have portrayed. In order to understand what the objectives of the programmes are, I interviewed the lecturers so that they could share their teaching experiences. One of

my objectives was also to investigate the type of support that the current students are offered by the University in preparation for the workplace. I used the focus group discussions with Honours and third year students to identify the type of support that the current students in the BA CEMS Degree require.

3.3.1 Advantages of qualitative research

Denzin (1989) says that qualitative research is a means of understanding human emotions like rejection, pain, caring, powerlessness, anger, and effort. Since human emotions are difficult to quantify (assign a numerical value), qualitative research seems to be a more effective method of investigating emotional responses than quantitative research. Based on this, I chose research approach to be able to focus deeply on understanding the BA CEMS degree from different opinions of the different stakeholders involved in the programme. Qualitative research also allowed me to have in-depth investigation into the research subjects to get 'a deeper understanding' of the efficacy and efficiency of the programme. Using the qualitative approach comes with some advantages. The first advantage is that qualitative method permitted me to witness first-hand the lived through experiences of the participants. It also provides me the avenue of interpreting their actions which afforded the chance for me to give an apt description of the lived through experiences of the BA CEMS students and graduates.

Secondly, the qualitative research also allowed me to link up with and understand how "meanings are shaped through and in culture" (Corbin & Strauss 2008). Thirdly, qualitative research methods such as participant-observation, unstructured interviews, direct observation, describing records are most used for collecting data (Cohen et al. 2011). In view of this, I interacted observed the participants closely in the University of Limpopo and at the workplace and experienced what they encounter first-hand. The data collection methods I chose allowed me to have sufficient time with the research subjects and gave me an opportunity to have deep discussions and understanding of their experiences in the BA CEMS programme. I used questionnaires, interviews, group discussions, classroom observations and

documents analysis. All these methods combined allowed me to probe and get a deeper understanding of the BA CEMS programme.

Another advantage of the approach is the flexibility for structuring and restructuring this design (Mazwell 2012). Thus, the thorough and appropriate analyses of an issue can be produced by utilising the qualitative research methods, and therefore the participants have sufficient freedom to determine what is consistent for them (Flick, 2011).

3.3.2 Disadvantages of qualitative research

One of the 'disadvantages of qualitative research' is that it is not easy to conduct. A long period, often years, is required to complete a study. However, this was not the case for my study as I ensured that I planned the study with timelines and adhered to them. Techniques used often differ from those of quantitative studies, and the researcher must be rigorous in utilising qualitative research techniques. Data collection often involves large amounts of handwritten notes, which must be sorted and organised (Brink & Wood 1998: 246). In this study, I did take field notes when I was interviewing the graduates, employers, and lecturers. I also took notes during the group discussions and lastly during the classroom observation. This left me with a large pile of notes which I had to organize. To minimize time and the large workload I chose relevant data and. I presented only few strands of the data. To generate the findings, the researcher examines all the notes and tabulations and begins to organise them in some way that makes sense. There are no fixed steps that should be followed, and the study cannot be exactly replicated (Burns & Grove 1998: 80). I ensured that the data collected can be narrowed in manageable themes to make it easy to analyse and draw conclusions. Although a lot of data was collected in the study, when presenting the data, I chose some few strands and opted to only attach the rest as part of the appendix for the availability of the reader.

3.4 Research Design

The research design is a case study based on the BA CEMS degree that is uniquely offered by the University of Limpopo. Yin (1984: 23) defines the case study research design as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. Thus, research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell (2009:3). The overall decisions involve the type of design that should be the worldview assumptions that a researcher brings into the study. These designs include procedures of inquiry (strategies) and specific methods of data collection, analysis, and interpretation. Said differently, the qualitative research approach was used. In other words, a case study is an in-depth exploration of a bounded system such as activities, process or individuals based on an extensive data collection (Creswell 2005:439). According to Stake (1995), three categories of case study can be identified in terms of their broad purpose. The categories include: (i) intrinsic, (ii) instrumental and (iii) collective. The case study allows in-depth, multi-faceted explorations of complex issues in their real-life settings. My focus in this study is the intrinsic case study which aims to achieve a comprehensive understanding of a particular individual case, the BA CEMS Degree at the University of Limpopo. The intrinsic case study is done to learn about a unique phenomenon which the study focuses on (Stake ,1995). The participants in this study share their experiences of a bilingual programme and the workplace challenges through semi-structured interviews as well as focus group discussions. Through these interviews, focus group discussion as well as classrooms observations, I was able to capture the natural occurring data by observing how the students were supported in classroom interactions by the lecturers during lessons. As the curriculum of BA CEMS programme is based on multilingual context of South Africa, using two languages: English and Sepedi. The theoretical underpinning for the BA CEMS degree is the concept of additive multilingualism, defined as the maintenance and development of the home language simultaneously with the acquisition of a second language (Joseph & Ramani 2010). The knowledge content of the degree is contemporary multilingualism, which has become a body of scholarship

in its own right, drawing from established Applied Linguistics disciplines such as Sociolinguistics (including Language Policy and Planning), Psycholinguistics, Syntax, Pragmatics and Discourse Analysis, Critical Language Awareness, and Language and Cognition. Lectures, workshop activities and materials for the BA CEMS degree revolve around current language issues in South Africa, while simultaneously relating these issues to global perspectives, especially focused on the African continent and other developing countries. During classroom observations, my focus was on linking the objectives of the programme with the content offered in the classrooms. During the observations, I was looking into ways through which the lecturers support the students in achieving the objectives of the programme. Based on this, Yin (1994: 22) says that case study refers to an event, an entity, an individual or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real-life context using multiple sources of evidence. Data come largely from documentation, archival records, interviews, direct observations, participant observation and physical artefacts (Yin 1994).

In view of this, the Phenomenon is the BA CEMS programme, the context is the University of Limpopo and the real-life context is the curriculum taught in the programme. For the purpose of this study, the data comes from questionnaires, classroom observations, interviews as well as group discussions. These different methods of collection enabled me to understand and to study the experiences of the lecturers, the current students as well as the graduates from their real-life contexts.

I deemed the case study of the BA CEMS programme necessary because it is the first bilingual degree that is using an indigenous language (Sepedi) together with English as media of instructions. As mentioned earlier, the degree was launched at the University of Limpopo in South Africa in 2003. The degree is a first of its kind and it is the only one offered by the University of Limpopo and no other University offers such a programme. The BA CEMS degree offers two major subjects, one taught and assessed in English and the other in Sesotho sa Leboa (or Northern Sotho), an indigenous African language. The content area of multilingualism is distributed across 12 modules, six in English and six in Sesotho sa Leboa taught over three years. Each module is taught in a six-months long semester. See the content of the modules in the table below:

CELS: modules taught and assessed in English	MUST: modules taught and assessed in Sepedi
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CELS 101: English in context The Structure of English	CELS 102: English in context The Structure of English	MUST 101: Matseno go dipolelontšhi [Introduction to multilingualism] MUST 102: Polelo yeo e bolelwago ditšhabeng tša dipolelontšhi [Oral communication in a multilingual society]
CELS 201: Critical Language Awareness	CELS 202: Language and literacy learning in multilingual contexts	MUST 201: Mokgwa wa dipolelontshi to text le genre (A multilingual approach to text and genre) MUST 202: Taodiša semorafe go kgokagano (Workplace literacies)
CELS 301: Language Policy and planning	CELS 302: Language and Cognition	MUST 301: Ditirelo tša dipolelontšhi mo Afrika (Multilingual services in Africa) MUST 302: Dinyakišišo tša dipolelontšhi (Researching Multilingualism)

The degree responds to the aspiration of the government to develop indigenous language of teaching and learning in line with the Bill of Rights and the constitution. As seen in the above table, the degree uniquely uses Sepedi as a medium of instruction and not a subject as it is the case with most universities around South Africa. The degree also aspires to align with the higher education language policy. The main aim is “the development in the medium- to long-term of South African languages as media of instruction in higher education along with English and Afrikaans” (Ministry of Education, 2002:15). The BA CEMS degree is bilingual with the objective to develop academic competence in both English and Sepedi. Another goal of the BA CEMS degree is the development of higher-order cognition which is critical for higher education. When the programme was introduced in 2003, one of the objectives was to introduce other African languages as media of instruction or languages of learning

and teaching. However, sixteen years after its functioning, has African languages as media of instruction have not been realized. It is based on this that I think strongly that an investigation of this nature can help the programme to achieve its initial goal. Considering that Limpopo has two other dominant languages namely Xitsonga and Sepedi, the degree has not yet been expanded into these two other dominant languages of the province. In view of this, this study may be able to come up with a kind of framework that can guide bilingual programmes to be able to use an African language as a medium of instruction at the level of the University together with English to develop Bilingual specialists. Furthermore, the study may attempt to come up with a framework that may allow other institutions to model or replicate this type of programme. Given the unique nature of the programme, a qualitative approach would be able to give a clear understanding of the successes, challenges, and possibility of improvement.

The weakness of a case study is that it can be lengthy since it provides detailed information about the case in a narrative form. Considering this, it may be difficult to hold a reader's interest if too lengthy. To overcome this weakness, I took careful consideration into the amount of data required. The important aspect I considered was that the data should provide the information required to meet the objectives of the study but avoid repetition. In addition, I used thick description to take the readers along with me.

The second shortcoming is that case studies are often seen to lack rigor. Case studies have been viewed in the evaluation and research fields as less rigorous than surveys or other methods. Reasons for this include the fact that qualitative research in general is still considered unscientific by some and in many cases, case- study researchers are seen to be unsystematic in their data collection or have allowed bias in their findings (Yin 2003). In view of this, I took particular care in the data collection process as well as handling the data. By using different data collection methods, interviews, group discussions and observation, I ensured that the voices of the research participants came out undiluted and the different methods complemented each other. By conducting interviews with the lecturers, I then continued to do classroom observation to corroborate what was said in the interview. The observation was also used to corroborate what the students had discussed in the focus group discussion to

ensure validity and reliability. I tried the best I could to be reflexive and thereby bracketing the selves.

By developing a framework for similar bilingual programmes, I may ensure that this type of model can be replicated by other Universities. It is needful to say that case studies have also been prone to overgeneralization, which comes from selecting a few examples and assuming without evidence that they are typical or representative of the population (Yin 2003). I chose the BA CEMS programme because it is the only programme currently existing in all South African Universities. Although there are other multilingual programmes and initiatives in other higher learning institutions, they do not offer a fully-fledged Bilingual degree; they use different African languages to teach specific content.

However, the case study has many advantages accrued to it. To begin with, it provides there are some strengths for the case study approach. The first strength is that it provides an overview of an event or phenomena that may throw lights on a holistic picture because of the many instruments used to collect data. In view of this, triangulation renders the data credible and trustworthy. By using many sources of data collection, I was able to gain a holistic view of the implementation of the BA CEMS programme. From the current BA CEMS students, I was able to understand their expectations, the type of support they received as well as the challenges they face. From the lecturer's perspective, I was able to understand the type of support they offer the graduates and how they ensure that the objectives of the programme are being met. Lastly interviews with the graduates gave me insights into the type of linguistic challenges they face in the workplaces and how the BA CEMS programme has prepared them for these challenges.

3.5 Research paradigm

Given that the study is understood from the perspective of the participants, the interpretive paradigm was deemed necessary since it is perceived as a story of their story. This is to suggest that the investigators and the participants themselves form part of the social reality (Grix 2004). That is to say that both the researcher and the

participants are part of the investigation. Thus, the truth being explored cannot be universalised but should be seen as social reality based on a given context. As such, each truth is based on the perspective of an informant. If one believes in multiple socially constructed realities, it follows that these realities are approached from different angles by different people (Grix 2004). At this juncture, I should begin by acknowledging my role as a graduate from the BA CEMS programme which informs my curiosity to undertake this investigation. Based on this, it also gives me a better understanding of the context I am researching and the subjects I am working with in the study. Interpretivism is a response to the over-dominance of positivism (Grix 2004). Interpretivism rejects the notion that a single, verifiable reality exists independent of our senses. Interpretivists believe in socially constructed multiple realities. In this view, truth and reality are created, not discovered. This is to say that every phenomenon is interpreted differently based on the worldview of the participants. Thus, our understanding of every subject is subjective and perspectival.

As the study focuses on the research participants' perceptions and experiences, I chose the social constructivism theory to frame it. The different experiences of these graduates form an opinion (empirical evidence) about the programme. Constructivism zooms into Vygotsky's (1978) theory of sociocultural learning highlighting the role of social and cultural interactions in the learning process. In view of this, the interpretivists rely on the views of the participants in a given context to understand an event or a social phenomenon. As such, interpretivists analyse any event or social phenomenon based on the context where it is happening. As a graduate from this programme, my aim is to represent the voices of the current students and graduates without tapping into my own experiences. This I have done by using direct quotations from the transcripts when analysing the data. The approach to analysing data 'thus generated is inductive' where I discovered patterns in the data which are collapsed under broad themes to understand a phenomenon to generate a theory (Cohen et al 2007).

The interpretivist paradigm has its weaknesses, the first being that a case study is not capable of coming up with a theory nor is it capable of any generalisation "to larger population and the involvement of the researcher with participants which may lead to the lack of objectivity (Grix 2004). Contrary to this, the qualitative inquiry is not 'soft'. It demands rigor, precision, systematic and careful attention to details (Richards 2003).

In agreement with Richards, qualitative research requires careful attention to detail. Hence, I followed each step rigorously making sure all was thought through from data collection to the analysis methods. Even though the quantitative research may lead to generalisation and to a theory, real life situations may not be able to be described in absolute terms but may be rather context based. Surveys, closed ended questionnaires, and lists of numbers alone are sometimes not the best option because they are not designed to explore the complexities and conundrums of the immensely complicated social world that we inhabit (Richards 2003). In this study I chose to focus on a smaller sample of research participants but made sure I went in-depth in understanding their experiences in the BA CEMS programme. This was achieved by collecting data using different instruments. The interviews I held with the graduates, lecturers and the employers afforded me an opportunity to make follow ups to things that were not clear and to get as much information as I required. In addition to that, I did classroom observation where I took comprehensive notes and observed my participants in a natural setting to authenticate the information gathered through the other tools.

Cohen et al. (2000: 22) think that interpretivism strives to understand the subjective views of the participants. In view of this, the researcher becomes part of the investigation as an insider or outsider. Based on this, I stand a better chance to understand and retell the subjective views of my participants. In the current study, I played the role of an observer, and I did not participate in any of the activities that the participants were involved in. For the anti-positivists, the context within which human behaviour occurs is important because of the unity between the researcher and what is being researched. The interpretive approach is particularly suitable for this study because of its attempts to understand and investigate the experiences and challenges faced by graduates at the workplace. In this effect, an attempt is made to make a link between the objectives of the BA CEMS programme with the skills required for the workplace (Cohen et al. 2000: 22).

Central to the interpretive paradigm is the notion of social research, which has to directly confront the way in which the subjective experiences of individuals manifest in what they do and say (Hitchcock & Hughes 1989:29). It could be described as informed by both phenomenology and hermeneutics. According to Chilisa and Preece

(2005:28), from a phenomenological perspective: truth lies within the human experience and is therefore multiple based on time, space, and context. Phenomenologists also claim that research should produce individualised conceptions of social phenomena and personal assertions rather than generalisations and verifications. Hermeneutics seek to understand situations through the eyes of the participants. In this sense hermeneutics is: 'premised on the view that reality is socially constructed (Cohen et al. 2000:29). Hermeneutic theory is a member of the social subjectivist paradigm where meaning is inter-subjectively created, in contrast to the empirical universe of assumed scientific realism (Berthon et al. 2002). Hermeneutics enabled me to come to an understanding of the BA CEMS programme and the workplace and how I made a choice between two or more competing interpretations of the same text (Chilisa & Preece 2005: 28). In this regard, Neuman (2002: 76) asserts that hermeneutics: emphasizes a detailed reading or examination of text, which refer to a conversation, written words, or pictures. Thus, the responses of the BA CEMS students and graduates, staff and of employers on their experiences of learning, teaching, and working in a multicultural and multilingual context provide the empirical evidence for my story.

Interviews are used to probe such responses. What participants say about their experiences of learning in an African language and the experiences at their workplaces is triangulated through classroom observation. In line with tenets of the interpretive approach in qualitative research, the participants are allowed the opportunity to expand on statements given, enabling them to provide a thorough explanation (Struwig & Stead 2001: 18). The participant's description of events may include references to the past, present and future. By interviewing the graduates from the programme on their experiences at the workplaces, the data informed me on how the programme can be improved in the future. The current honours and third year discussion also gives the participants an opportunity to share their current experiences and how they expect to be supported by the programme. By employing methods available to researchers in qualitative studies, I can elicit responses from participants in this study regarding their experiences in the BA CEMS programme.

Welman and Kruger (2001) state that participant observers (researchers) may become so engrossed in group activities that they may abandon their role as observers in the

process. There is also the danger of the researcher becoming involved to such an extent that the scientific community would question his or her objectivity. To avoid abandoning my role as a researcher, I ensured that I did not take part in the activities during the observation. I sat aside from the participants and focused on observing the participants in the lecture hall. I explained my role to the participants at the start of class and ensured that I did not deviate by taking part in any of the activities. However, qualitative research refers to the type of inquiry in which the researcher carries out research about people's experiences, in natural settings, using a variety of techniques such as interviews and observations, and reports findings mainly in words rather than statistics (Chilisa & Preece (2005: 142). I began the investigation by sending a set of questionnaires to 30 graduates whose responses guided me to identify the 10 participants for the interviews. I then conducted one on one interview with the participants from the different areas of employment. This was followed by Semi-structured interviews with five employers in order to understand their experiences of working with the graduates that I have interviewed. I also interviewed three lecturers on the BA CEMS programme and a focus group interview with the third year and Honours students. Finally, I did classroom observations where I took down some field notes to corroborate all the data I have already collected. I analysed the field notes in alignment with the data from interviews and focus group discussions. For the purpose of triangulation, I used these instruments to collect the data for this investigation.

3.5.1 Case study

3.5.1.1 Site selection (or social network)

In this study, data collection was carried out at the University of Limpopo as well as the workplaces of the graduates. The University of Limpopo is where the BA CEMS programme was initiated, the only University in South Africa where it is being taught. The university is based in the Mankweng Township in the outskirts of Polokwane. The University of Limpopo (formerly University of the North), was formed by merging the University of the North and the Medical University of South Africa in 2005. It is a Historically Black University (HBU) set up during the apartheid regime. It was established in 1959 under the policy of racially segregated institution during apartheid regime. HBUs are still characterized by apathy and underperformance, despite

material and financial support from the South African government since the onset of democracy in 1994 (Ramani & Joseph 2002). The University of Limpopo offers buildings that were built in 1959, with some of the buildings renovated as well as the addition of new other buildings such as the Language Labs, Computer Labs and Multipurpose Centre.

3.5.1.2 The physical context of the university of Limpopo

The university of Limpopo is accessible using three gates, two being for vehicles and pedestrians, while one is strictly meant for pedestrians. When you enter the University, the signage at gate 1 of the University, which is both a pedestrian and vehicle entrance is written in the three languages of the province, Sepedi, Tshivenda and Xitsonga and English. The signage board is written in the three languages of the province and English. At gate 2 which is the entrance accessed by pedestrians the signage is only written in English. Same applies to the last gate which is gate three that is also accessed by motorists as well as pedestrians. As one walks through the campus, buildings such as health centres, Reakgona Disability Centres, libraries, and faculties are all labelled in English. The university of Limpopo recognizes English as the medium of instruction and acknowledges and promotes languages of the provinces which is Xitsonga, Sepedi, and Tshivenda. None of these languages are visible when you walk around the campus. English is the dominant language use often with Afrikaans signage.

Most of the students admitted at the university come from rural areas and are also from very impoverished schools. It is needful to say that they are mostly under prepared and often lack the required literacy level to be able to cope with higher learning institution expectations. The students come to the university without adequate literacy skills as they are from schools that are under resourced. When the students enter the University, they are given a literacy skills test. But only those whose APS score does not qualify them to be admitted into the mainstream. The students are enrolled into the foundation programme that would extend their qualification to be completed in four years and they are enrolled into programmes that may assist them in improving their English literacy skills. Despite racial integration, students at the

University of Limpopo remain almost entirely Black and come from extremely impoverished socioeconomic and educational backgrounds. Students in the university have access to WiFi and internet facilities, although access is limited to certain buildings only. The University has five Faculties, one of them being Faculty of Humanities where the BA CEMS programme is placed. The programme currently has three lecturers and each year is given a maximum of 40 first year students to be admitted.

The interviews with the graduates took place at their workplaces While the interviews with the employers were conducted at their offices. Two of the employers that were interviewed are based in the Gauteng province and the other three are based in Limpopo. The offices of the employers had nothing that reflected multilingualism. The one private company that offers multilingual services was the only company that had signage in different languages. There were notices in Tshivenda, Sepedi, Xitsonga, English, and Afrikaans. The other workplaces only had signage in English.

The University of Limpopo has lecture halls that are used to facilitate lessons, and each year the lecturers are allocated venues for teaching by the central admissions for lessons. Most of the venues are often not spacious enough for the number of students for a given course, and usually lacks basic teaching resources such as projectors or smart boards. The Faculty of Humanities where the BA CEMS is based, does not have its own designated building or classrooms, therefore the classrooms used to facilitate lessons are not in any way reflecting those of multilingual studies. The classrooms do not have any posters on the walls but some venues with fixed desks and tables often make it difficult to facilitate group discussions.

In classrooms, lecturers use the language of that particular module to communicate. As indicated earlier that all the multilingual studies classes are facilitated in Sepedi. The lecturers use Sepedi in class to offer the lesson. To introduce a topic, unpack it and probe discussion amongst the students. Most of the activities based on the readings are given in Sepedi, and the students are often given the task to discuss the content. These are articles that were originally written in English then later translated to Sepedi. The content often sparks debates as it is on the controversial issues of multilingualism in South Africa.

3.5.1.3 Physical context at the workplace

As mentioned earlier, I conducted semi-structured interviews with five employers of the BA CEMS graduates. One of the employers works for a Language Consultancy company based in Limpopo province. Their offices are situated in Polokwane Central town. The company services different departments in Limpopo province and any other institution that requires translation of documents, interpreting services, transcription, minute taking or any other language related services. The company employs language free lancers on part-time bases, and they are only called in when their services are required. The company offers services in all eleven official languages but as the company is situated in Limpopo province they mostly get clients who require services in the languages that are dominating in the province which are: Sepedi, Xitsonga, Tshivenda, Afrikaans and English. One of the graduates from the BA CEMS programme is an employee in the company who offers services in Sepedi and English. When clients who speak or require services in Tshivenda or Xitsonga the language consultants who specialise in these languages are called in to assist. When one walks into the offices, there are signage in English and Sepedi. Most of the notices around the reception area are written in English only. The employer that I interviewed is the general manager of the company and his duties involve allocation of duties to different language consultants as well as supervising the tasks allocated to the consultants.

3.5.2 Participant selection and sampling

Phajane (2012:57) defines population as the entire group of persons or set of objects and events a researcher may explore. Samples are pulled out from the total population. The process of selecting the people under investigation is referred to as sampling (Yunus & Tambi 2013). Sampling is derived from the population because it is a subset of the whole. The research population was a total of 54 people. The participants were categorized as follows: 30 graduates who completed the questionnaires, and from the 30 graduates, 10 were selected for the interviews. The BA CEMS programmes has 3 lecturers and all three of them were selected for the interviews, I also conducted focus group sessions with 8 third year students and 9

honours students with the lecturers. In addition, I interviewed 5 employers of the BA CEMS graduates. I made use of purposive sampling. The graduates were chosen on the basis that they are employed. The 30 graduates who were identified were requested to complete a questionnaire that enabled the researcher to identify 10 graduates who were interviewed. The third years and Honours students who have been in the programme for a while are in a better position to give tangible information on the course. At 3rd year and Honours level the students have a better grasp and understanding of what the programme is about as compared to 1st and 2nd level students.

Anderson (2004:209) asserts there are no clear answers to how large a sample should be. In general, sample sizes in qualitative research should not be too large because this makes it difficult to extract thick and rich data. By choosing a reasonable number of participants for this study, I was able to have in-depth discussions with them and I was able to clearly understand their experiences. It might have been difficult to have a long and in-depth discussion with a large number of participants for the interviews. In the same vein, Flick (1998) notes that a sample should be representative of the total population. Based on this, the research participants were often the total number available for the groups. I conducted interviews with three lecturers who are currently teaching the BA CEMS programme. I had focus group discussions with the honours group with a total of 9 students and the third-year group with a total of 8 students. In both instances, I was controlled by the numbers available. With the graduates, only ten were chosen to be interviewed instead of the 30 who completed the questionnaires as that would have generated duplication of data that may have been difficult for me to manage.

In view of this, Sampling is selecting a fair representation of the total population. For this particular study, the sample was drawn from the list of graduates who completed their degree from the year 2006 to 2019. A sample of 54 participants were chosen to take part. As such, sampling is a process that is always strategic and sometimes mathematical, which involves using the most practical procedures possible for gathering data (O'Leary 2004: 103). In light of this, 'purposive sampling' technique 'was used to select' graduates employed at the workplaces. According to Tongco (2007), purposive sampling technique assists an investigator to make informed choice

of the participants based on some given criteria. Since this study made use of a qualitative approach, purposive sampling was chosen to select the graduates because it is not only appropriate, but it also matches the category of the population. It is a 'sampling technique whereby' participants 'are selected' because of some characteristic (Patton, 1990). It is for this reason that I did not conduct 30 interviews with all the graduates and all the employers but chose just 10 graduates and 5 employers. The participants were chosen on the bases that they were able to offer the data that would address the research objectives. Bryman and Bell (2007: 182) argue that "a sample is a fragment or section of the population that is selected for the research process". To this effect, the number of participants was also limited for the fact that the programme only admits a quota of 40 students per year and even this 40 is not attainably year in and year out. This only gets worse because by the time they reach third year, the number has decreased due to drop out or change in their degree programmes. The throughput of graduates per year is between 6-12 students which is a cause for concern and the target for this investigation.

Based on this, there are no rules for sample size in qualitative inquiry. Sample size depends on what the researcher wants to know, the purpose of the inquiry, what is at stake, what is useful, what has credibility, and what can be done with the available time and resources? (Patton (2002: 244). I chose the participants on the bases that they all contributed differently towards addressing the objectives of the study. The data was collected from the graduates attempted answers for the different objectives to that of the current students, lecturers, and employers. In this regard, Liamputtong (2009:11) writes that qualitative research is concerned with in-depth understanding of the issue under examination which in my case is the BA CEMS programme. Viewed from this perspective, qualitative research depends on the subjective views of the participants based on their daily practices from events and phenomena. Thus, sampling always yield good results when the participants are representative of the population. Choosing small numbers, provided a deep knowledge of their different experiences of being part of the BA CEMS programme.

Based on the above, to get credible findings, qualitative sample size must be large enough to ensure that the widest possible coverage of research subjects' perceptions or opinions are accounted for. Thus, I used different research subjects to ensure that

different perspectives were covered. I interviewed ten graduates who are employed in different fields to understand the types of environment and workplace challenges that they are faced with. I also interviewed five employers to corroborate what the graduates said, and I also tried to identify the type of skills needed at the workplaces. The interview with the lectures was aimed to identify the type of support they offer to students and how they prepare these students for the workplace. Lastly a group discussion with the current students was conducted to identify their experiences of learning and the data was authenticated by the classroom observations. It is apparent that there is no set formula which is rigidly applied in the determination of the sample size in qualitative research (Liamputtong 2009). As I stated earlier that most samples were the actual maximum of the numbers available, such as the number of lecturers interviewed and the number of students taking part in the group discussions. However, with the graduates, I took into consideration that the programme graduates between 6-12 graduates per year which is not a big number. As well as the fact that not all these graduates are employed. Therefore 30 was a reasonable number to represent the total population.

In qualitative research, we are not interested in how much, or how many, in *what*. Qualitative research aims to examine a 'process' or the 'meanings' that people give to their own social situations Kroll et al. 2007). Seen through this light, the aim of this investigation is not to identify the number of graduates who are employed but to understand their experiences at the workplaces. Had the focus of the study be whether BA CEMS graduates are employable or not, then the aim would have been to trace all the graduates from the programme. Gill and Johnson (2010:123) warn that the sample size and selection are major concerns for researchers when designing and planning the research design. My understanding is that when determining sample size for qualitative studies, it is important to align sample size 'with the' aim and objectives of this investigation. The number of participants depend on the research question, and the degree to which the discussion is structured (Kroll et al. 2007). Since the investigation is a Case Study of the University of Limpopo, the research sample was drawn from the graduates, lecturers, current registered students as well as employers of the graduates.

Creswell and Plano (2007: 112) say that if too many sites or people are selected for a study of this nature, it may not yield the right results since it will be difficult to manage. Thus:

a small number that will provide in-depth information about each person or site. The larger the number of people, the less the amount of detail typically emerging from any one individual – and a key idea of qualitative research is to provide detailed views of individuals and the specific contexts in which they hold these views. ... The number relates to the question or to the type of qualitative approach used

In relation to the quotation above, I choose a small number of research subjects but had a detailed and in-depth interview with them. From the 10 graduates that I interviewed, I analysed the data, but could not even present all the transcripts in my data presentation. Common themes were deduced from the data and I only presented few excerpts in the discussion and presentation of data. My actions relate to Creswell and Plano's argument that a 'researcher identifies a small number that' is likely to 'provide in-depth information about each person or site'.

3.5.3 Sampling technique

Purposive sampling was chosen as the type of sampling technique suitable for this study. In this type of technique, subjective judgments are used to resolutely select groups that the researcher believes are the best for the investigation. As such, purposive sampling is a non-probability based technique associated with research designs that are based on the gathering qualitative data and focuses on the exploration and interpretation of experiences and perceptions, (Greenfield, 2002:189). In view of this, I intend to understand the experiences of the graduates at the workplaces. The data is qualitative and investigates the challenges of these graduates and how they were prepared to handle such challenges. In purposive sampling, I choose subjects who, in my opinion, are relevant to the research topic (Tlowane and Foncha 2020: 76). Thus, all research subjects were chosen based on

the different experiences that they have on the BA CEMS graduate. I purposively chose graduates of the BA CEMS degree to complete the questionnaires. The responses from the questions then helped me to choose who to interview. I purposefully chose the graduates from different sectors or workplaces to get the different type of experiences. On the same note, their experiences are different from the data that was drawn from the current students and the lecturers. Rather, the graduates were selected with the goal to ease my investigation to attempt answers to the objectives of the study to develop a framework. I selected my participants on the basis that they are currently employed and the different sectors where they are employed which allowed me to 'study the research topic in-depth.' The participants chosen for the study were those who had graduated in the BA CEMS programme and currently employed, so that they can share their experiences of applying the skills acquired in the workplace (Matthews & Ross 2010). The 3 lecturers interviewed are the only ones who are currently teaching the programme. I interviewed all three of them for this research. For the group discussions, I chose the third year and honours purposefully as the group that will have a better grasp of what the BA CEMS has to offer as they have been with the programme for three years and more and they are about to exit the programme.

3.6 Data collection

Data can be defined as a collection of organised information or facts through experience, observation, experiment, or similar situations external to the researcher (Yin, 2010). For the purpose of this study, I used different instruments to collect the data. Data collection may be defined as "data collection as the accurate, organised collection of relevant information to the sub-problems using methods such as the interview, participant observation, focus group discussions and case histories. Data can also be classified as primary or secondary data" (Burns and Grove 1998). Primary data' is usually collected from the participants in the study while 'secondary data' is an existing data (Nkuna, 2010). Matthews & Ross (2010) refer to the primary data as "the raw material that have been gathered by the researcher specifically for his/her own research". In view of this, I am only using raw data that is in the form of transcripts that I transcribed from audio recordings. In addition to the transcribed data, I also used field notes that were taken

during the interviews, focus group discussions and classroom observation. All the data that I am using was collected by me as the researcher, such as going to the classes to do the observation of lessons, 'analysis of the' documents,' interviews and focus group discussions'.

3.6.1 Data collection procedure

I made use of several methods for collecting data. This included: a completion of questionnaire by 30 graduates, a follow up interview with ten graduates, interviews with the three lecturers who are currently teaching the programme and five employers of the graduates. I further conducted group interviews with third year and Honours students as well as some document analysis to look into the objectives of the programme and any other documented information that could help me in understanding the overview of the programme. All the instruments used for collecting data are dealt with below.

3.6.1.1 Questionnaires

According to Seliger and Shohamy (1989), questionnaires are a printed form of data collection instrument which include questions or statements that informants are expected to answer in most cases anonymously. They are similar to interviews with the main difference being that these questionnaires are usually answered in a written form whereas interviews are conducted orally. Questionnaires are known to be associated with many advantages attached to the questionnaires as a tool for data collection among other things. They can be self-administered and can be given to a large group at the same time. The weakness of a questionnaire is that the participants might not understand the questions, or the questions might have been poorly framed. Since the questionnaires do not involve a face to face encounter, it can become difficult to follow up something that is not clearly answered (Seliger and Shohamy 1989). Based on this, the questionnaires were relevant to help me identify the experiences of the employed graduates as well as the different fields that they are employed in. I used the questionnaires to select the 10 graduates whom I did in-depth interviews with.

A set of multiple-choice questions were prepared and were sent to the 30 BA CEMS graduates to complete. The questions were in a multiple-choice format because my intention was to identify the different sectors where these graduates are employed. More in-depth information on their experiences would be understood through the follow up interview with the graduates. Most of these questionnaires were sent to the participants via emails as they are based in different provinces in the country. By using emails, the participants had 'to complete the questionnaire and' then 'email it back' to me. Some of the questionnaires were delivered to the participants who are based around Polokwane and were self-administered by me. I had to come up with an alternative by developing a Google Form Questionnaire, which allowed the participants to complete the questionnaire on their cellphones and I would get the feedback immediately. A total of 22 questionnaires were completed in hard copies and 8 were completed using the google form. That proved to be very effective as most of the participants were able to complete the questionnaire using their smartphones. As a result, three modes were used to administer the questionnaire to the research subjects; making appointments with participants who were close by and self-administering the questionnaire, sending it via email and waiting for the respondent to email it back or alternatively send the Google form questionnaire.

Before the research participants could complete the questionnaires, I explained to them the reason why I requested them to participate in the study. I also explained to them that they may be a request to do a follow up interview which they are also not obliged to take part in. As some of the research participants were far, I had to first explain the purpose for completing the questionnaire over the phone before I emailed it to them. I would then email the consent form (see appendix C) together with the questionnaire to those who were far to complete. I explained to the research participants that the data would be used for my PhD thesis only and that their identity as the research participants would always be kept anonymous. The written consent that I received were those that I had hand delivered myself and would ask the research participant to complete before they started completing the questionnaires. Even after several follow ups, I still have not received some of the written consents, more specifically from the 8 research participants who completed the google form.

Here are the questions for the questionnaires and an analysis of what I intended to get from the questions:

Type of Employer. Please underline the correct one

- Private sector
Government
Other (please specify) _____
- b. Public sector
d. Business organization

The intention of this question was to identify the different sectors in which these graduates are employed in.

Under which job category do you belong? Please underline the correct one

- Admin, procurement and purchasing
Finance, accounting and auditing
Animal health
Education and training
i) Health care
Information technology
m) Labour and maintenance
n) Other (please specify) _____
- b) Clerical and office support
d) Human and social services
f) Architecture and engineering
h) Food services
j) Human resources
l) Legal

With this question the aim was to classify the graduates into different sectors. This enabled me to then choose graduates to interview from different sectors.

Who are the people that you communicate with on a daily basis?

- Equal colleagues
The community
Senior colleagues
Other (please specify) _____
- d). Customers/clients
e) Junior colleagues
f) Management

The intention of the question was to identify the different people that the graduates interact with in their workplace, as this also has an impact on how languages are used.

Which language(s) do you use to communicate with these people?

- Afrikaans
e) English
i) isiNdebele

- | | | |
|----------|--------------|-------------|
| isiXhosa | f) isiZulu | j) Sesotho |
| Sepedi | g) Setswana | k) Xitsonga |
| siSwati | h) Tshivenda | |

Other (please specify) _____

The intention of this question was to understand the different types of languages that the graduates use in the workplace. The aim was to understand if the bilingual programme has equipped them to deal with such environments.

The questionnaire administered was used to identify graduates who are employed. At the same time, it was used to shortlist the ten graduates to be interviewed. The questionnaire was able to indicate the different sectors where these graduates were employed and that assisted in choosing graduates from different sectors to interview. In the section below I would be the interview sessions with the ten graduates.

3.6.2 Interviews

Secondly, I used the semi-structured interviews as a data collecting tool. Based on this, interviews are a site of knowledge production that can be fashioned within a more or less distinctive interpretation frame. Interviews can best be seen as the spinal cord of any qualitative research and evaluation (Bernard 2005). Also, interviews as a one-on-one interactive conversation with the aim of getting detailed information in the form of stories, experience etc. In this regard, an interview is in a way a verbal picture of systematic behaviours. These interviews are rich with in-depth description that can explain and give meaning to people 's lives (Babbie and Mouton 1995).

According to Davidson and Wehipeihana (2010), a semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes further. These interviews data enabled me to follow up on gaps that were left by the questionnaires filled in by the graduates. Also, the interviews enabled me to get an understanding of the practices and experiences of the graduates and employers at the workplaces as well as the practices and experiences of the lecturers teaching on the programme. Based on this, a semi-structured interviewing is more appropriate when one is particularly interested in pursuing a specific issue.

Furthermore, the semi-structured interviews were considered appropriate in eliciting specific information about the experiences of the different subjects who are part of the BA CEMS programme” (Creswell 2013). The interview was a follow up on the questionnaire distributed to the 30 graduates.

Roulston et al. (2003) say that it is important for the interviewer to anticipate the many directions an interview can assume, as well as the obstacles that may surface along the way. Without such anticipation, interviewers and interviewees can be left vulnerable, unprepared, and apprehensive. In this effect, Probing offers the interviewer an opportunity to discuss a particular topic in greater depth, or to stimulate the interviewee in addressing another or similar subject of interest. Furthermore, to help limit the number of missed or ineffective probing situations, interviewers should reflect on their own customs and contributions during everyday conversations while they practice the interview (Roulston et al. 2003). My choice of the semi-structured interviews is because it affords me the opportunity to follow up on issues that might not be covered during the interview process. In this case, the data is collected by an interviewer rather than through a self-administered questionnaire. Separate sets of open-ended interview questions were designed for the graduates, lecturers, and employers respectively (appendices C, D and E). Appointments were made with all the three lecturers teaching the BA CEMS programme, and the interviews were conducted in their offices at the University of Limpopo. To avoid highly structured interview questions, I opted to use the semi structured interview. I had to make individual appointments with the ten graduates who are based in Gauteng and Limpopo. Three of the graduates are based in Gauteng Province and the other seven are based in Limpopo Province. I made appointments with and interviewed two employers in Gauteng Province and three in Limpopo Province. I chose the employers on the bases of the different sectors they belonged to, as I was trying to capture the different experiences from these sectors. As mentioned earlier, the graduates were first requested to complete questionnaires and then the interviews were used as a follow up to the questionnaires. The interview was relevant to this study because it gave me an understanding into the practices/experiences and their perspectives of the interviewees.

I used an audio recorder for the one-on one interview session. I placed the recorder on the desk in front of the research participant. For one on one interviews this was the best way to record the data as there were only two participants in the conversation (the researcher and research participant). I did not have to identify different voices like I would in a focus group discussion. I made sure that I tested the audio recording before the session to ensure that it is working well in order to avoid having asking the research participant to repeat the interview due to the poor sound or the audio not recording the session.

Hence, the semi-structured interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover (Hancock 2002:9). As such, the open-ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. Where the interviewee has difficulty answering a question or provided only a brief response, I used cues or prompts to encourage the interviewee to consider the question further. In a semi- structured interview, I had the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee (Roulston et al. 2003). During the interview, I had to phrase questions differently depending on whom I was interviewing. When I interviewed graduates, who are employed as educators, I had to phrase the questions in a way that it would be relevant to their line of work. The semi-structured questionnaire allowed me to be flexible in asking prompting questions.

Based on the above stance, the specific topic, or topics that the interviewer wants to explore during the interview should usually be thought about well in advance (especially during interviews for research projects). It is generally beneficial for interviewers to have an interview guide prepared, which is an informal grouping of topics and questions that the interviewer can ask in different ways for different participants (Lindlof & Taylor 2002: 195). The interview guide below and in the appendix guided me throughout my quest for data collection. Such freedom guided by the semi-structured interviews permitted me to choose participants who could provide me with their subjective views about the phenomenon under investigation. As stated earlier, the 10 graduates that I interviewed were employed in different sectors and therefore worked in different environments. Some of the questions that I asked were

required to be phrased differently to suit the line of work that the research participants were involved in.

My face to face interviews with 10 graduates from BA CEMS programme, three lecturers as well as the five employers. The graduates were responding differently to each question, some of them went into lengthy details while other gave short answers. Each interview with the graduates lasted for about 10 to 15 minutes. The longest recorded interview was with Lecturer 1 which lasted for about 30 minutes. The interviews with the employers lasted for about 15 to 20 minutes.

The interviews are relatively economical in terms of time and resources (Silverman 2006). Silverman (2006: 114) maintains that qualitative interviewing has been particularly attractive to me who wanted to explore voices and experiences that have been ignored, misrepresented, or suppressed in the past. The use of interviews for qualitative data collection in this study was 'on the basis that the participants gave a deeper understanding into their perceptions and experiences of using languages at the workplace. Interviews allowed for follow-up questions for me to make clarity and redirection (Silverman 2006). In any case study, interviews are very important because they appear to be targeted and focus directly on the case study topic. Secondly, they can be insightful because they contain 'perceived casual inferences. Interviews are also easy to conduct since they involve a face to face encounter. They also appeared to have given me an opportunity like all other researchers to follow up on anything that needed further clarification from all the other instruments used for collecting data for this investigation.

Among the short comings of the Interviews is the fact that if the questions are not constructed appropriately, the responses may be biased. In view of this, most participants may tend to provide the kind of responses needed by the investigator, thus being bias and subjective. There may also exist a possibility of 'inaccuracy due to recall'. Based on these disadvantages, I used triangulation to render the data trustworthy and credible. This was achieved by using different instruments that I applied in this research.

One of the greatest reasons for using the interviews was because coming face to face with the interviewees provided me the opportunity to follow up on any matter that was not clear to me. Based on this, I opted for google forms as a way of sending the questionnaires. This was because of the few responses from the participants returning the questionnaire. Interviews often allow the collection of data from participants unable or unlikely to complete questionnaires such as those whose reading, writing and ability to express them-selves is marginal. Contrary to this assertion, all the participants were able to read and write.

According to Burns & Grove (1998); De Vos (1998), interviews have the following disadvantages (Interviewing needs much more time than questionnaires and is thus costlier. The research participants were mostly based in Limpopo and that made it easy for me to access them. I only made one trip to Gauteng Province and ensured that I scheduled all the interviews in the same week to minimize travelling costs.

Here are the questions for the interview schedule with the graduates and an analysis of what I intended to get from the questions:

1) What are your core responsibilities at work?

The intention of the question was to understand the nature of work that these graduates do. To make a link between the skills that the graduates have and the relevance towards their current employment.

2) Which languages do you use to communicate at work?

The intention of the questions is to identify the languages used at work.

3) What are your general experiences (positive and negative) with language usage at work?

I wanted to understand how languages are used in their workplace.

4) How did the BA CEMS prepare you for these experiences?

The intention with this question was to link the objectives of the BA CEMS programme with the experiences the graduates go through in the workplace.

- 5) Are there any challenges you encounter in communication with colleagues and clients? Explain?

This question aimed at identifying the different challenges that the graduates faced in the workplace when they communicate with the clients and colleagues. By identifying the challenges, it will give me a better understanding of how the programme can support the students and prepare them for the workplace.

- 6) What content in the BA CEMS programme prepared you for these challenges?

This question intended to identify if there is specific content in the programme that is relevant in preparing these graduates for the workplace challenges.

- 7) How do you attempt to overcome these challenges?

With this question, I intended on understanding how these graduates overcome the challenges they face. Whether they have relevant skills that enabled them to overcome such challenges.

- 8) How do you handle customers who speak languages other than yours?

Seeing that the programme is bilingual in nature and focusing on the use of Sepedi and English, I wanted to understand how the graduates handle people who speak languages that are different to theirs. If they are faced with multilingual environments in the workplace and how they handle such situations.

- 9) Is there any aspect that you feel needs improvement in the programme? Please explain.

I intended to understand if there are students would recommend any changes towards the programme. Seeing that they are now in the workplace environment and they know

the type of skills that are required, are there any aspects of the programme that they would want improved in order to meet the workplace skills demands.

To further understand the environment of the workplace, I conducted interviews with the employers of the graduates. The aim was to corroborate what the graduates said about the workplace. I was also keen to get their views on the skills that the graduates possess. Here are the questions for the interview schedule with the employers and an analysis of what I intended to get from the questions:

10) How long has graduate A been employed by this workplace?

The intention is to understand if the employer has worked with the graduate long enough to provide relevant information I needed.

11) Which language(s) do you use to communicate with this graduate?

To understand the languages that are used in the workplace. Whether the environment is multilingual or not.

12) What have been your working experiences with this graduate?

To understand how the graduate is performing at work and if the employer is also happy with their performance in executing their duties.

13) Does the graduate possess any unique language skills? If yes, which ones?

The intention here is to understand if the employer has recognised some unique language skills that the graduate has. And if the programme has equipped them with unique skills that sets the graduate from the rest of the employees.

14) What challenges have you encountered working with this graduate?

The intention is to identify the type of challenges that the employer may be facing and making a link on how the programme can address such challenges.

15) Would you say that the graduate's qualification/educational background has prepared this graduate for workplace challenges? Why do you think so?

The intention is to understand if the graduate is coping with the duties at work and if the employer has identified areas in which the graduate may be lacking in.

16) In your opinion, are there any language skills that the graduate need to improve on?

The intention is to find out if the employees have identified areas in which the graduates may be lacking in. This will then become one of the recommendations in improving the programme

To understand the content of the programme as well as the support that is offered to the students in the BA CEMS programme, I conducted interviews with the three current lecturers in the programme. Here are the questions for the interview with the lecturers and an analysis of what I intended to get from the questions:

17) How long have you been employed as a lecturer on this programme?

The intention of this question is to get an idea of the experience that each lecturer has in working with the programme.

Which modules are you teaching?

Since the programme has two strands, the Sepedi and English modules it is important to know which lecturer is involved in teaching which languages as well as levels.

18) What have been your teaching experiences?

This question aims to understand the teaching experiences of the programme, what they have experienced in the years of teaching the programme

19) What have been the successes of the programme?

The intention here is to highlight what has worked so far in the programme so that such initiatives can be continued.

20) What challenges have you encountered in teaching these modules?

The intention is to identify the challenges that the lecturers face so that the study can attempt to recommend some solutions towards these challenges.

21) Would you say that the bilingual nature of the programme prepares students for the diverse South African workplace? Why do you think so?

As the lecturers, they are in a better position to point out if the programme is preparing the graduates to face the multilingual environments in the workplace.

22) Would you say that the current curriculum is suitable for the aims and objectives of the programme? Why do you say so?

The question intends to firstly identify the objectives of the programme then find out if the content in the programme is assisting in meeting the aims and objectives of the programme.

23) In your opinion, is there anything that could be done to improve on the programme?

The question intends to identify areas in which the lecturers feel may need improvement to improve the current curriculum that is offered.

After conducting the interviews with the lecturers, graduates, and the employers, it was important to also get the experience of the current students. The interviews discussed above focused on people who have already completed their studies sharing their experiences from the past. The next section focuses on the group discussions with the current students. I decided to do a group discussion with the honours and third year students so that they can share their current practices within the BA CEMS

programme as well as shed some light on the type of support they require for the programme.

3.6.3 Focus group discussions

As a norm, the focus group discussion is a way of collecting qualitative data, which essentially involves engaging a small number of people in an informal group discussion (or discussions), 'focused' around a particular topic or set of issues (Wilkinson 2004: 177). In this regard, during focus group interviews, the researcher is able to benefit from the interactions of more than one respondent. Moreover, people tend to be less inhibited than in individual interviews (Connaway & Powell 2010). In addition, the primary aim of focus group discussions is to gain an understanding of a specific issue from the perspective of the participants of the group. They are called focus group because the discussions start out broadly and gradually narrow down to the focus of the research (Connaway & Powell 2010: 173). As such, the principal reason for the focus group discussions was to gather the views of the current final year and Honours students on their experiences in the BA CEMS degree, focusing on the type of support they require to meet the workplace challenges. I chose to use the focus group with the students as one often find that the students are shy to participate more freely amongst their peers, taking into consideration that I am a stranger and they may at times be intimidated by my only presence as a researcher.

In light of the above, Cornwall and Jewkes (1995) assert that the focus group discussion is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions and attitudes of the participants through a moderated interaction. In this regard, I chose to include focus group discussion because it allowed me to tap into the experiences of the Honours and third year students' experiences in the BA CEMS degree. In this sense, the focus group discussions allowed me to pose a question and give the students a platform to deliberate on the issue by giving their own individual experience. This type of data is different from individual interviews since the students can support or disagree with what other members are saying as well as use

other's experiences to reflect more on theirs. I chose both the interviews and the focus group because these two tools produce different types of data. In the focus group, more information can be drawn from the participants whom in an individual interview might not have said much.

One thing that stood out clearly to me was the representative nature of my participants for the focus group discussions. Although it is generally accepted that between six and eight participants are sufficient (Krueger & Casey 2000), it is still possible to use less or more participants in a single group. It is worthy to note that, the Honours group consists of 9 students and the 3rd year group is made up of 8 students. The choice for the selection of focus group interview with the students is because these group of students has been in the programme for three years and more. Unlike the first- and second-years' students, the Honours and third years are able to reflect more on their experiences as they are about to exit the programme. The focus group discussions helped to triangulate my classroom observations. In this thesis, I made sure that the participants were quite representative of the whole programme. The numbers that I chose, were quite manageable and were capable to provide sufficient information to inform this study.

Threats to creating an effective interview guide occurs if there are too many questions or if the concepts or language is too formal. More especially so, if questions are unclear, and if the participants are not encouraged to add their own input at the end of the research process with a closing inquiry such as did I miss anything? (Krueger & Casey 2000). The language I used when phrasing questions was formal but not difficult to understand. I also let the participants to pose questions if they wanted clarity or misunderstood what they were asked.

In order to get insights on the experiences of the current students who are enrolled in the programme, I conducted focus group discussions with the nine Honours and the eight 3rd year students. All the students in the group were either third year or Honours students. The discussions were conducted in English and all the participants understood the language. English is the medium of instruction in the Contemporary English studies. The students however were given permission to use other languages

such as Sepedi. The students could code switch into Sepedi as that is also the language of instruction in the Multilingual Studies class and the student's home language.

The focus group discussion took place in the classrooms where the students held their lessons. Researchers must take into consideration participants' comfort, access to the venue, and levels of distraction (Smith 1972). The students sat in a circular manner facing each other to allow eye contact with one another. The students arranged their seats by themselves. There must also be enough seating that enables participants a clear view of each other and the facilitator(s) (Sampson 1972). One of the challenges faced was that the students were not giving each other the opportunity to speak. They spoke at the same time whenever the topic was of interest to them. That made it difficult for me to capture what they were all saying at the same time.

External noise also was a disruption. The discussion took part during normal University hours, that means other students and employees were passing next to the venue during the session and some of the students would lose focus on the discussion. Some of the participants were not participating during the discussion. I would often pose probing questions with the hope of getting them to say something. I did not however point them out as their participation was expected to be on voluntary basis.

I took the role of observer and facilitator. I posed the questions and guided the discussion to ensure that the discussion focused on the topic at hand. I also tracked the questions I had and asked to follow up questions were necessary. Having set the ground rules at the beginning of the discussion, the participants still did not follow some of them. Like turn taking and giving other participants a chance to talk and finish.

Here are the questions that were discussed during the focus group sessions.

Which languages do you speak?

The question intends to understand the language background of the students.

1) How did you learn these languages?

The question intends to identify where and how the students learnt the languages.

2) What are your needs in this programme as a student?

The question intends to identify the type of support that the current students need.

3) Did you have some expectations that were not offered in the programme?

The question aims to understand what the students expected when they enrolled for the programme and if those expectations have been met.

4) What bi/multilingual skills have you learnt from the programme this far?

Seeing that the programme aims to produce bilingual specialist, the question aims to identify the bilingual/ multilingual skills that the students have learnt so far. This will assist in understanding if the programme is meeting its intended objective.

5) Do you think anything needs to be changed in the programme?

The question intends to find out if the students feel the programme is meeting their expectations or there are other aspects that should be changed to improve the programme.

6) What changes in your opinion could be brought into the programme?

This question intends to identify specific changes that the students feel are required to improve the programme.

7) What in your opinion can be done to improve on the programme?

The question intends to understand if the students feel the programme needs some improvement, and if they do what type of improvement do, they recommend.

8) Which challenges have you faced as a student in this course?

The question intends to identify the type of challenges faced by the students with the aim of giving recommendations on how these challenges can be addressed.

9) Do you think this programme is in line with your career path?

The intention of the question is to understand the career paths that the students have interest in, and if the current programme can allow them to pursue those specific careers.

The focus group discussions with the Honours and third year students shed some lights on the current experiences and practices as well as the challenges students face together with the type of support they require from the programme. To confirm what the students shared in the focus group discussion, I decided to undertake classroom observations. Classroom observation filled in the gaps left by the interviews as well as confirmed what the third year and Honours students said. The section below discusses how the classroom observation was conducted.

3.6.4 Classroom Observation

I used simple observation method. During the observation I took on a role of an outsider who was 'observing the activities that were' occurring 'In the classroom' without participating in any of them. To this effect, observational data are attractive as they afford the researcher the opportunity together live data from live Patton (1990: 203-205). There are two types of observation, namely, Simple observation, wherein I remain an outside observer, and Participant observation (Mouton 2001: 293), wherein a researcher is simultaneously a member of the group she/he is studying in a research. In this study the researcher used simple observation method.

Patton (1990) insists that data collected through observation is ideal because it portrays the lived through experiences of the researcher. In light of this, participant observation can be defined as —what people say they believe and say that they do, is often contradicted by their behaviours. Since inconsistency appears to be a common attribute of humans, observation in research can serve as a powerful tool to capture what people say about themselves in the interviews, focus groups and questionnaires (Anna 2004). I observed 6 lessons offered by the three lecturers. The three lecturers each teach six modules in the BA CEM degree programme, three

modules are taught in English and three are taught in Sepedi. The classroom observations were done after the interviews and the focus group discussions. I requested the course outlines from the lecturers before I attended the classroom observations. Before attending the class, I had discussions with the lecturers to understand the objectives of that lesson. I had an observation schedule which I used to help me focus on the type of skills that each of the lessons was trying to impart as well as the type of language support offered to the students.

Participant observation is a technique that can be used when data collected through other means can be of limited value or is difficult to validate. In the interviews, participants might have been asked about how they behave in certain situations but there is no guarantee that they actually do what they say they do (Hancock 2002: 12). As such, the observation was set to see if the lecturers are indeed offering the students with the support that they claimed to be giving in the interview. Observing them in those situations is more reliable: it is possible to see how they actually behave. Observation can also serve as a technique for verifying or nullifying information provided in face to face encounters. The data collected in the class observation was able to corroborate what the lecturers and the students discussed in their interviews. After I conducted interviews with the three lecturers, the graduates, the employers, the Honours and third year students, I started classroom observation to substantiate the information that were shared by the mentioned participants. The first section of the observation sheet, was used for recording general information (name of the module facilitated, level of study, date of observation, learning area, start time, end time and the number of students who were present during the observation). All these provided information helped me during the analysis of data in chapter 5. Such information was important for record keeping. The second section focused on the teaching and learning where I observed the actual teaching and learning processes in the lessons. The content that the lesson is covering was also taken note of. In addition, I also observed the methods that the lecturers used to facilitate bilingual/multilingual skills. All these aspects of teaching and learning were closely observed, and detailed notes taken.

I did classroom observation to identify ways through which the lecturers support the students in understanding the content that is being taught. Seeing that the programme is bilingual, I also intended on understanding how Sepedi and English are used as

media of instruction. I also intended to investigate whether the content prepares the students for a multicultural work environment. One of the things that I found to be challenging was observing what was happening and recording the data in detail without missing out on certain activities.

The advantages include among other things, the fact that it allows for insight into contexts, relationships, behaviour and attitudes which is the basis for any qualitative study. It can provide information previously unknown to a researcher that could be very crucial for a project design, data collection, and interpretation of other data. It can also be complemented by the other designs as is the case in this study where it is used alongside interviews, questionnaires and naturally occurring data (Foncha 2014).

3.6.5 Document analysis

According to Stardom and Deport (2005), document study denotes the analysis of any written material that contains information about the phenomenon in a research. Documentary data for this study included course outlines, curriculum, policy documents, registration, enrolment records, throughput, and pass rate. This information was obtained from the School of Languages and Communication Studies of the University of Limpopo. The documents were used to understand the objectives of the programme from when the founder initiated the degree. I also used the documents to get insights into the content of the modules as well as statistics from the input and throughput of students. The document analysis focused on how the programme was formed and whether the outcomes of the programme from inception are being met. The student's enrolment figures since 2003 when the programme was launched to the year 2020 were analysed to determine whether there is an increase or decrease in enrolment and throughput figures. The lecturer's subject files also formed part of the data to understand the curriculum that is covered throughout the programme. The documents were able to give a clear vision in understanding the objectives of the programme, the curriculum that is being covered and how the lessons are offered.

According to Strydom and Deport (2005), document study denotes the analysis of any written material that contains information about the phenomenon in the research. An advantage in studying documents is that documents do not react like people; thus, the data was available without anticipation of their responses subjected to analysis. It was also advantageous because the founders of the programmes were no longer available to give input on the objectives of the programme, but the documents were able to offer the information in their absentia.

3.6.6 Field notes

Andrew et al. (2011: 123) refer to field notes are the notes generated by researchers during observation or other data collection procedures including audio and video recordings. They also state that field notes come in various types including scratch notes, detailed descriptions, and analytic notes. They explain that scratch notes that are also known as cryptic jottings or fly notes, are brief statements produced by the researcher about various activities, interactions, behaviours or anything related to the research aims during the observation process (Andrew et al. 2011). I took down notes during the observation sessions. I noted all information relating to the context, and also on how the lecturers were facilitating their lessons. I further observed how the lecturers were supporting their students. I had an observation sheet prepared before attending the classes. The observation framework was used as a guide on aspects that I intended to focus on. The intention was to use the notes to complement the audio data during transcription and analysis. According to Luton (2010), 'writing field notes' entails an immediate recording of events and phenomena as lived through experiences being observed by an investigator. However, researchers are cautioned that when jotting field notes, they are required to focus on the problem at hand rather than over generalising. Paying close attention to this warning, I scribbled down notes as I observed what was occurring in the classroom then interpreted them as data that I presented in Chapter 4. I struggled with capturing everything that was happening. As this was a normal classroom interaction, at times different activities occurred at once from different participants and I was unable to capture everything at once. I could not capture nonverbal communication, and this was supported by the data from the

interview and focus group discussion. The moment I made up my mind to use observation as a tool to collect data, I paid close attention to the language use in the classroom. The content that was covered during the lesson and the ways through which the lecturers were facilitating learning.

3.7 Data analysis

Burns and Grove (2003:479) state that data analysis is a mechanism for reducing and organising data to produce findings that require interpretation by the researcher. The data collected for this thesis was enormous and I had to reduce and organize it in a way that was easy to understand and interpret. I chose specific strands of data that seemed to show some common theses and presented them in the form of excerpts from the transcripts. From those transcripts I managed to develop common themes for the different participants.

Cooper and Schindler (2008:93) describe data analysis as the process where the collected data is reduced to a more controllable and convenient size, and where the researcher can start to identify trends or patterns and summarise the data. By choosing specific strands of data and presenting and analysing, I reduced the data to a controllable and convenient size. From the 10 interviews I conducted with the graduates, I chose to present only five as the data was huge to present all of it in this one study. Cooper and Schindler further state that during data analysis, the investigator is in one way or the other telling and retelling the story of the participants since he/she chose what is relevant and leaves out what is irrelevant. In this light, I collected data through the participant's lived experiences was coded under common themes to ease interpretation. This step was designed to prepare for the analysis and involved transcriptions, typing the field notes and arranging the data into different general categories and themes in terms of their levels of complexity (Creswell, 2009; Liamputtong 2009).

The analysis followed the inductive approach that primarily uses detailed readings of raw data to derive concepts, themes, or a model through interpretations made from raw data (Strauss & Corbin's 1998). I used the research questions to guide me in selecting the data that was relevant. From all the transcripts, I selected the data that was relevant in addressing the research questions. I then developed themes from the data and analysed the relevant strands selected. Through open coding, I reviewed the interview data, the observational notes, and the questionnaire. I then made notes and headings and categorize the data into themes. I transcribed the notes and headings onto a coding sheet and then grouped the data and thereby reducing the number of categories by combining similar headings into broader categories.

Thematic analysis is a flexible method where the researcher needs to be clear and explicit about what is to be done and matches up with what is actually done (Liamputtong, 2009: 284). I had the opinion that I needed to collect as much data as possible using different sources to ensure that I am able to adequately address the research questions. In reality, I ended up with a lot of data that was more than what I required to reach the objectives of the study. As a result, I only needed a few interviews to develop the themes and draw up some common patterns from the data. Thematic analysis is the process of identifying patterns or themes within qualitative data. The goal of thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is more than simply summarizing the data; a good thematic analysis interprets and makes sense of it. A common pitfall is to use the main interview questions as the themes (Clarke & Braun 2013). After doing the transcripts, I followed with the interpretation of what the data means and how it addresses the research questions.

3.7.1 Organizing the data

This step is designed to prepare for the analysis of the data collected. Categorising data involves transcribing the interviews that were recorded into written form, "typing the field notes and arranging the data into different general categories and themes

depending on their levels of complexity (Creswell 2009; Liamputtong 2009). Considering this, I started from the transcription of the 10 interviews with the graduates. I then followed with the transcription of the recordings from interviews with the employers as well as the interviews with the lecturer. The last transcription was the two-focus groups with the third year and Honours students. I then categorized the notes from classroom observation. During this initial stage, tough decisions are taken Tracy (2013), because I was obliged to know what matters in the study because not everything matters (Miles & Huberman 1994). For me, the processes of coding the data under different themes focusing on what is addressing the research questions made it easier to decide on what to bring in or leave out of the discussion.

3.7.2 Data Display

Data display must be clear to the reader. To achieve this, I displayed the data in two ways, namely the narrative text presentation and the visual text presentation. The narrative text presentation took the form of discussion of key themes or issues, illustrated these with the data collected (e.g. quotations, questionnaire answers, et *cetera*.). The key themes were identified by means of reading and re-reading data, sifting and sorting into categories. Mabila (2015) cautions that describing and analysing the data are intertwined and that the presentation must be in line with the theoretical framework of the study. In analysing the data, I considered the implications of the data as to why and what I found is important and in what ways. The visual presentation entailed the presentation of data using transcripts. It was advantageous to use the two methods as these presented a visual image of patterns/themes.

3.7.3 Drawing and verifying conclusions

The conclusions that I drew, were representative of the sample population and were not over generalized. I had to generate my own interpretations of events but avoided claiming things that were not there. Thus, it was important to present evidence from the data in the form of quotations and/or observations to support interpretations. In conclusion, it is worthy of note that triangulation

involved gathering data on the same theme from a variety of sources so that it could be useful in data analysis whether or not there were correspondences or discrepancies.

3.8 Ethical clearance

The main ethical considerations for this research are confidentiality of participants and the use of data. By assuring confidentiality to the research subjects, this is one of the ways of ensuring that the participant will be free to express themselves without any fear of being identified or victimized. For this study, I ensured the participants that their names will not be used anywhere in the study. When completing the questionnaires, I “requested them not to write their names on the questionnaires.” Punch (2003:35) writing about the ethics of research states that the main ethical aspects to be considered are “confidentiality and anonymity, respecting people’s privacy, and their right to know what will happen to the information they provide”. Understandably, this raises several ethical issues that I had to address during, and after the research has been conducted. Written consent to all research subjects is obligatory and ethical clearance was obtained from Cape Peninsula University of Technology. I also obtained a written permission from the director of School of Languages and Communications at the University of Limpopo before I could collect data at the university. I drafted consent letters which I have sent and ensured that all the receive them and understand why they needed to sign them. For the 30 graduates who had to complete the questionnaires, I gave them the consent forms before they could complete the questionnaires as well as email them to those who are far. For the lecturers, the consent forms were sent to them via emails before the day and they were requested to sign them before the day of the interview. All though some did not return them before the interview, I had to take copies to the lecturers and request them to sign before we could proceed with the interviews.

For the 3rd years and the honours group, I requested to meet the students and explained to them about the study I am undertaking. I fully explained the reason I am requesting that they be part of the focus group discussion. Then I handed over the

consent letters to each of them so that they can sign. I also explained that those who did not sign and return the consent forms will not be part of the focus group discussion. With the employers, appointments to meet them were done telephonically and I then emailed them the consent forms. I explained on the phone that the consent forms need to be completed and returned before I can schedule appointments to go and interview them.

Researchers should always bear in mind that in as much as they are carrying out their investigation, they are at the same time invading the privacy of their participants Silverman (2000: 201). During the research I had to constantly remind myself that I have to respect the space and privacy of my research participants. Making appointments before visiting them was one of the ways I ensured that they knew that I respect their privacy. And meeting them at places that were convenient to them was also important.

Based on this, ethics is a crucial component of a rigorous qualitative research, more so given the close interaction and relationship between the researcher and the participants during data collection, particularly where unstructured instruments are involved hence, the unpredictable nature of qualitative research methods (Liamputtong, 2009). Getting ethical clearance from Cape Peninsula University of Technology as well as clearance from the University of Limpopo were the most crucial part of my research and data collection.

3.8.1 Informed consent

Informed consent is a vital part of the research process, and as such entails more than obtaining a signature on a form. For this reason, it was given the attention it deserved in the study. Creswell (2003) states that the researcher has an obligation to respect the rights, needs, values and desires of the informants. Informed consent is based on the understanding that the researcher must provide information to the participants about the purpose of the research, its procedures, potential risks, benefits, and alternatives, so that the individual understands this information and can

make a voluntary decision on whether or not to continue with his participation (Liamputtong, 2009:34). For this study I had to ensure that all the participants knew that their participation in the study is voluntary and that they could pull out at any point when they feel uncomfortable. I ensured that before the actual data collection day, I met with the participants before to explain to them what the research is about, their roles as research participants as well as what voluntary participation meant. With the third year and honours focus group, it was during this session that the students had an opportunity to ask questions about their roles in the group discussion as well as what is expected of them. It was during these sessions that I requested the participants to sign the consent form (see Appendix 5).

According to Kubayi (2013: 122), “informed consent also implies that the participants should not be pressured or deceived in any way to participate in the research. It is therefore crucially important for the researcher to inform them about the nature and goals of the study before they are requested to take part in the research project”. For this study I obtained informed consent from the participants before the commencement of the interviews. This entailed making a full disclosure of the nature of the study subsequent to which the participants were required to read and sign an informed consent form (Creswell 2009).

3.8.2 Anonymity and confidentiality

Anonymity and confidentiality of participants are important elements of research. The aim of confidentiality is to conceal the identity and to ensure the privacy and anonymity of the participants (Liamputtong 2009). When issuing the questionnaires, I requested the participants not to write their names or names of the places where they are employed. This was done to ensure that their identity is kept confidential. For the interviews I opted to refer to all the participants with pseudo names. For the lecturers on the transcript I referred to them as lecturer 1, 2 and 3. Same was applied to employer, I referred to them as Employer 1 to Employer 5.

Confidentiality is based on the principle of respect for autonomy of individuals in terms of keeping their identity unknown (Christensen et al., 2011). “In view of this principle,

the participants have the right to decide who should know about their names or any other form of identification in the research” (Kubayi 2013:123; Marshall & Rossman 2006). For this study, the participants were ensured that their names will not be disclosed to anyone except the researcher. Consequently, the researcher is required to take responsibility to ensure that the subjects’ participation in the research does not adversely affect them (Liamputtong 2009). By not disclosing the identity of all the research subject, I took it up as my responsibility to ensure that they are not victimized in any way due to the information that they may have disclosed in the data.

Confidentiality includes respecting participants’ right not to answer certain questions in context where the informants are not comfortable to do so (Sarantakos 1997). Before the interview with all the participants, they were all informed that they are not compelled to answer questions that they are not comfortable with. One other aspect is ensuring that the data collected from the subjects must be used by the researcher only for study purposes (Christensen et al. 2011). Before resuming with the data collection I assured the participants that the data will be used for study purposes only. The video and audio recordings are saved on cloud with passwords to the files, and the passwords are only known by the researcher. I am also ensuring that the transcripts are stored on files that require passwords to open and the files can only be accessed by the researcher.

3.8.3 Credibility

In ensuring that there is Credibility, I used triangulation to show that the research findings are credible. I used different instruments of data collection, in this case observations, interviews, focus group, questionnaires and document analysis. I used the questionnaires to identify the graduates appropriate for the interviews. The interviews with the graduates gave insights on the first-hand experience they have from the workplace, and a way of corroborating what the graduates were saying I did the interviews with their employers. I then proceeded to do focus group with the current third years and honours. To further complement what they were saying I then had interviews with the lecturers. I used classroom observation to support the interviews with the lecturers as well as the focus group discussions.

3.8.4 Trustworthiness

To establish trustworthiness, I ensured that the findings are credible, transferable, confirmable, and dependable.

3.8.5 Transferability

the study is designed in a way that other researchers can be able to apply it in other contexts. The data collection instruments and methods are easy to understand and can be used in other similar studies. The aim of the study is to develop a framework that may allow other institutions to replicate this type of a programme, therefore I had to ensure that all the instruments used are clearly stated and easy to replicate.

3.8.6 Conformability

I also ensured a high degree of neutrality in the findings. The findings of these study are based on participants' responses and not any potential bias or personal motivations of the researcher. When interpreting the data, I had to ensure that I am not bias or change the interpretation to fit a certain narrative. To establish conformability, I have provided an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helped in establishing that the research study's findings accurately portray participants' responses. Finally, to ensure dependability I have use an inquiry audit in order to establish dependability in this case the supervisor is used an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated. As the researcher I am familiar with the programme as I a graduate and a previous employee of the programme. The supervisor however is not familiar with the programme and all that is presented is new to him and that gives him a different perspective and an objective eye to the process.

3.8.7 Triangulation

Triangulation is bringing together all the information that pertains to a research question. It is through triangulation that the reliability of the data can be enhanced.

Macmillan and Schumacher (1999:498) explain triangulation as the cross validation among data sources, data collection strategies, time periods and theoretical schemes” (Johnson 1992: 146).

The study also utilised triangulation method to ensure validity. Data triangulation was employed for the study by making use of different data sources (students, academic staff, employers, and available documents) to gather adequate information about the BA CEMS programme. For the study five types of data collection methods were used namely: questionnaire, interviews, group discussion, class observation and document analysis. First a questionnaire with closed ended questions was sent to thirty graduates of the BA CEMS degree. Aiming at identifying the ten graduates who will be interviewed. From the questionnaire, I selected ten graduates who I individually interviewed. Aiming to understand their workplace experiences and challenges. I followed up by interviewing five employers of these graduates to understand the workplace needs and skills from the employer’s point of view. The interview was also extended to the lecturers who are currently teaching in the programme. I conducted group discussions with the honours and final year students. I then went on to do class observation of the lessons. Lastly, I collected documents from the programme which I analysed to understand the goals and objectives of the programme. All these five instruments of data collection complement each other and ensures that there is triangulation. Triangulation refers to the use of different perspective to examine one’s own position (Terre Blanche and Painter 2006). I used triangulation to ensure that data obtained through multiple sources such as questionnaires, interviews, course outlines, and journals, were trustworthy. The objective in so doing was to ensure that no concept, theory, abstract or conclusion was drawn based on false pretence, stigma, opinionated belief, and cultural bias included interviews and questionnaires. Findings that emanated from statements in an interview were validated by comparing and contrasting them with the findings.

3.8.8 The researcher’s position

Reflexivity pertains to the analytic attention to the researcher's role in qualitative research. This means that the researcher should be able to distinguish the different selves (lecturer, researcher, etc.) to reduce bias. Davies (2008: 4) refers to reflexivity

as —turning back on oneself, a process of self-reference... “[A]nd the ways in which products of research are affected by the personnel and the process of doing research.” This is in view of the recognition that as researchers, we are part of the social world we study. Reflexivity as a process is introspection on the role of subjectivity in the research process. For this study, the position of the researcher as a graduate as well as a former lecturer of the BA CEMS programme is important to acknowledge. This position plays a fundamental role to the researcher’s bias in the research process. Reflexivity is then part of the researcher’s commitment. “Increasingly, reflexivity appears to be more concerned with objectivity versus subjectivity in social research, based on the control of the effects of the researcher on the research situation (Foncha 2013: 167).

The researcher is a graduate and a former lecturer of the BA CEMS programme. To prevent bias, I did not draw from my own experiences, but I focused on the data provided by the research participants. My role was that of the moderator during the focus group and an interviewer during the individual interviews. As a moderator, the important aspect was to be able to design good questions that would not act as a pointer to the participants and as such can only play the role of a facilitator. With the questionnaire I also played a role of the distributor of the questionnaires to the participants as well as make follow ups and collection of the questionnaires. As I have also done some observations of the lessons offered in the programme was role was to observe, record and take notes. I did not participate in any activities that were happening during the lessons. In this study I made a deliberate effort and use open-ended questions during the interview sessions to promote and standardize the wordings of the questions and controlling responses from the participants so as to limit my influence on the particular encounters. During classroom observation, I attempted to make myself more inconspicuous to limit reactivity and literally becoming a bystander.

3.9 Limitation of the study

The first challenge was in identifying graduates who are employed. I had to use social media to contact possible graduates using a list of names that I obtained from the BA

CEMS coordinator. I overcame this challenge by locating a few graduates and using them to track down other graduates that they know.

After contacting 35 graduates who were employed, I emailed them the questionnaires since most of them are far from Polokwane where I am based. It became a daunting task to receive the questionnaires back from them. Among the excuses I received were graduates citing issues like difficulties accessing their emails. As a result, I then opted to develop a google form questionnaire which was able to obtain the same information but was easily accessible using smart phones. It was then that the questionnaires were returned much quicker.

I scheduled interviews in advance with the participants. In view of this, I had to travel to the convenient destinations of the research subjects and some of those places though in Limpopo, were too far from my place of residence. Again, most of these areas were public spaces where noise and interruptions were unavoidable. Among these places, restaurants were used where in the middle of a recording, the waiter might come in to check up on us. Often there was often noise from inside and outside the restaurants as people's movements would interrupt the recorded sessions. The interviews with the lecturers were scheduled in their offices., In some cases, other colleagues or students would knock during the recording and interrupt the interview sessions. To avoid these disruptions, I had to put up a sign on the door that indicated that interview was on session, "do not interrupt", "return in 30 minutes' time". Even with that sign put up, some students would still knock and interrupt the session.

The interviews with the employers were treated with extra caution. I first conducted interviews with graduates and then requested permission from them to conduct the interview with the employer. Some of the graduates were not comfortable, as it seemed to them that I was going to discuss their weaknesses or incompetence with their employer. To overcome such fear and anxiety, I showed the graduates the set of questions that would be asked to their employer to give them full details about the objective of the study so that they can understand that my mission was not to spy on them.

During the focus group discussions, not all students participated in the discussion. I had to probe with more questions to get them to participate. During the focus group discussions, I to ensured that the audio recording was captured the session. Some of the participants also focused on the recording and at some point looked like they were concerned about the recording despite the fact that I explained to them in the beginning why I needed to record the sessions.

During classroom observation, there were no interruptions as the lecturers oversaw the sessions. Noise from outside the classroom was at times a concern as the students were passing and making noise from outside. Unfortunately, I could not do anything to control the outside noise as the observations were done during normal operating hours of the university where students were moving around in the campus.

3.10 Conclusion

The chapter outlined the research methodology employed in the study. It also identified the research approach and the research design that I considered to be the most appropriate for the study. Furthermore, the chapter paid attention to the population of the study which was followed by sampling and data collection. Thematic analysis was presented as the preferred method of data analysis in the study. Ethical consideration, credibility and trustworthiness was also presented, looking into the issues of an anonymity and confidentiality which were important aspects of protecting the research subjects.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter focuses on the presentation and analysis of the data collected from the BA CEMS programme at the University of Limpopo. As explained earlier in Chapter 3, this investigation is a case study. The focus is mainly on understanding and describing the daily practices/experiences and challenges faced by BA CEMS students and graduates. The data consists of transcripts from audio recordings from the interviews with the graduates, lecturers, and employers. The data also included field notes from class observations, returned questionnaires and transcripts from the focus group discussions. Thematic content analysis was used to analyse the data as indicated in Chapter 3. In this case, this would be achieved by means of the generated themes to categorise patterns or trends to facilitate the realisation of the aim and the objectives of the study.

In a case study, huge amounts of data may be generated. This was the case in this research as well. Cooper and Schindler (2008:93) describe data analysis as “the process where the collected data is reduced to a more controllable and convenient size, and where the researcher may start to identify trends or patterns and summarise the data”. Cooper and Schindler further state that in the process of analysing the data, the researcher is simultaneously interpreting them because he engages in the active process of noting significant data and ignoring insignificant data. Based on this, I used only selected strands of the data that were related to the research questions in order to gain participants ‘perceptions within the context of the study.’ (Sivasubramaniam 2004: 268) that the participants produced in the questionnaires, interviews, focus groups discussion, field notes and observation.

In light of the above, I conducted a total of eighteen individual interviews and two group discussions that I later transcribed. I also had data from the classroom observation

and document analysis. It was practically impossible for me to present all the data in the limited space of this study. I was forced to select excerpts from the data to present and analyse. As a result of the selection, I presented data from the three BA CEMS lecturers and from the five employers of the BA CEMS graduates. The employers were selected based on the different sectors and fields that they professionally belong to. Therefore, analysing the data from all these sectors may bring out different insights to the study. Needless to say, that I also conducted two focus group discussions with the third and Honours groups and the data is presented and analysed jointly. The data that I presented selectively is from the interviews with the 10 graduates.

The rigorous selection of the data was based on the argument in qualitative study that there are no guidelines in qualitative research for determining how many instances are necessary to support a conclusion or interpretation. Since this is always a judgement call (Taylor & Bogdan 1998: 156). The data displayed and analysed is selected on the basis that it brings out new themes and new insights. The selection was also guided by its relevance in addressing the research questions as stipulated in Chapters 1 and 3.

In the data analysis, I attempted to address the main research question articulated in Chapters 1 and 3. The question reads: how can a framework be developed for improving the efficacy and effectiveness of the BA CEMS in preparing students for the workplace? Each of the different data collected is attempting to address the sub-questions as stated in section 1.6. in Chapter 1. Each data segment was analysed separately, and then integrated to provide a rounded picture of the findings.

In the data analysis section, I made use of segments from the six different categories of the data collected through the questionnaires, interviews, focus group discussion and classroom observation to show how far they were congruent. For the purpose of being consistent and coherent in my data presentation, I made use of three strands of data from each segment to present the data. Each presentation was followed by

analysis (commentaries). The whole data has been clustered into six segments as follows:

Segment one: Interview with the graduates,

Segment two: Interviews with the employers

Segment three: Interview with the lecturers

Segment four: Focus group interviews

Segment five: Questionnaires with the graduates

Segment six: Observation

In relation to all what I have said this far, through the metaphorical categorisation of the data that I collected, and with the help of the theoretical framing underpinning the study with the literature review, I made use of the following interwoven themes:

The language used at the workplace

Linguistic challenges at the workplace

Employability of BA CEMS graduates

Skills required for the workplace

Improving the curriculum to meet the workplace demands

The effectiveness of the BA CEMS curriculum in preparing the graduates for the workplace

Dealing with diversity in the workplace

Dealing with multilingualism in the workplace

The impact of the environment in learning a new language

Formation of relationships

Job satisfaction

The themes itemised above either by the theories underpinning this study or by the empirical evidence. I believed strongly that these themes would support a better understanding of the analysis. In this regard, the themes acted as a pathfinder for the data presentation and analysis.

4.2 Demographics of the participants in the interviews

This information is provided to capture the details of the participants in the interviews as well as the focus group discussions. The table presents precise qualifications; however, the ages are only estimated. That is done to keep some information confidential and to protect the participants from being exposed. Pseudonyms are also used for the participants' names.

4.2.1 Participant's background (gender and age of the graduates)

Participant	Gender	AGE
Graduate 1	Female	25-30
Graduate 2	Male	25-30
Graduate 3	Male	25-30
Graduate 4	Female	20-25
Graduate 5	Female	20-25
Graduate 6	Male	30-35
Graduate 7	Male	25-30
Graduate 8	Female	25-30
Graduate 9	Female	25-30
Graduate 10	Female	20-25

Table 1: The table above presents the gender and age of the graduates that were interviewed for this study.

The table above indicates the number of graduates interviewed in terms of gender and age. Out of the ten participants, six of them are females and four are males. Six of these participants range between the ages of 25-30. Another three participants range between the ages of 20-25. Only one of them is between 30-35. I thought it necessary to assess the gender in order to establish whether gender and age have any bearing on the type of employment the graduates secure.

4.2.2 Participant's background (gender of the employers)

Participant	Gender	Age
Employer 1	Male	35-40
Employer 2	Male	55-60
Employer 3	Male	45-50
Employer 4	Male	45-50
Employer 5	Female	35-40

Table 2: The table above presents the gender of the employers interviewed

The table above indicates the number of employers interviewed in terms of gender and age. Of the five employers that were interviewed, four were males and only one was female. Two of the participants range between the ages of 35-40 (one male and one female). The other two employers' range between the ages of 45-50 (both males) and the last one range between the age of 55-60.

4. 2.3 Participant's background (gender and age of the lecturers)

Participant	Gender	Age
Lecturer 1	Male	30-35
Lecturer 2	Female	30-35
Lecturer 3	Female	50-55

Table 3: The table above presents the gender of the graduates that were interviewed for this study.

The table above indicates the number of lecturers interviewed in terms of gender and age. Out of the three participants, two of them are females and one is a male. The two participants range between the ages of 30-35 (one male and one female). The one participant range between the age of 50-55.

4. 2.4 Graduate’s qualifications

Participant	Gender
Graduate 1	BA CEMS, PGCE, Honours in English studies and Honours in Management in Education
Graduate 2	BA CEMS, MA in Translation and Linguistics
Graduate 3	BA CEMS, Honours in English Studies, MA in English Studies
Graduate 4	BA CEMS
Graduate 5	BA CEMS
Graduate 6	BA CEMS, Honors Applied Language and Multilingual Studies
Graduate 7	BA CEMS, Honours Applied Language and Multilingual Studies, MA in English Studies
Graduate 8	BA CEMS, Honours in English Studies. Masters in English
Graduate 9	BA CEMS, Post Graduate Certificate in Education
Graduate 10	BA CEMS, Honours Applied Language and Multilingual Studies

Table 4: The table above indicates the qualifications of the BA CEMS graduates who were interviewed for this study.

Table 4 above indicates that out of the ten participants that were interviewed, two of them are (females) who have bachelor’s degrees in Contemporary English and Multilingual Studies. Needless to stress that they did not pursue post graduate studies. Two participants (females) completed their BA CEMS Degrees and continued to do the Postgraduate in Education Certificates and they are employed as teachers. Three participants (male) have master’s degrees and are employed as lecturers at higher institutions of learning. The last three participants (one male and two females) have Honours degrees, are all employed at higher institutions of learning as support staff members.

4. 2.5 Employer's qualifications

Participant	Gender
Employer 1	BA Degree
Employer 2	PhD (Professor)
Employer 3	BA, MA Degree
Employer 4	MA Degree
Employer 5	Post Graduate Diploma

Table 5: The table above indicates the qualifications of the employers who were interviewed for this study.

Table 5 indicates that, out of the five employers interviewed, the highest qualification is a Professor. Only one employer holds an undergraduate's degree, whilst the other three have post graduate qualifications.

4. 2.6 Lecturer's qualifications

Participant	Gender
Lecturer 1	BA CEMS, Honours in English, MA
Lecturer 2	BA CEMS, Honours in English, MA
Lecturer 3	BA, Honours, MA

Table 6: The table above indicates the qualifications of the three BA CEMS lecturers who were interviewed for this study.

Table 6 indicates that two of the lecturers (one male and one female) are products from the BA CEMS Degree. They both have Honours in English because the Bachelor of Honours Applied Language and Multilingual Studies was only introduced in the year 2016. They also have Masters in English Studies, and they are currently enrolled for Doctoral Degrees. One participant has a BA Degree in Applied Languages, Honours and Master of Arts in English Studies.

4. 2.7 Participants' experience in teaching BA CEMS programme

Participants	Lecturing Experience	Experience in lecturing BA CEMS
Lecturer 1	10	8
Lecturer 2	9	9
Lecturer 3	15	6

Table 7: The table above illustrates the teaching experience of the three lecturers in the BA CEMS programme who were interviewed for this study.

The above table indicates that all the three lecturers teaching in the BA CEMS Degree have more than 9 years working experience in higher intuitions of learning. They also have six years or more lecturing experience in the BA CEMS programme. Two of the lecturers have experience of lecturing in another programmes, with one having nine years' experience working with BA CEMS programme.

4. 2.8 Demographics of participant's in focus group discussion

Qualifications	Male	Female
BA CEMS 3 rd year students	3	6
BA Honours Applied Language and Multilingual Studies	2	6

Table 8: This table shows the gender of the 3rd year and Honours students who formed part of the focus group discussion.

The table above illustrates that out of 17 participants who attended the focus group discussions, 5 were males and 12 were females. As indicated from table 8 above, 3

male students completed their BA CEMS degree and are currently doing their Honours. Among them, 3 male students are currently in their third year in the BA CEMS Degree. While six female students already completed their BA CEMS degree and are doing the Honours and the other six females' students are currently doing their BA CEMS degree.

4.3 The language used at the workplace

This theme was very prominent in the data that was collected. Here, one is able to see the lived through experiences of the participants. The aim here is to highlight how the languages are used at the workplace, as well as the experiences of the graduates in the workplace.

4.3.1 Data Segment 1: Interview with the graduates on the language used at the workplace

In this data segment, I used 2 questions from the interview schedule, questions 9 and 10 to solicit the participants' experiences on the languages used at the workplace. The following responses are extracts from the interviews with the graduate on the language used at the workplace. The following are the representations of the data that indicate that graduates are in multilingual environments in the workplace.

Q9: What are your general experiences (positive and negative) with language usage at work?

***Graduate 2:** Since well this place is a multicultural environment, we both know that Sovenga simply is for Sotho, Tsonga and Venda but though somehow Zulu and other language speakers are around here but mostly when we speak we use medium of instruction which is English. But sometimes we switch since well we are multilingual*

speakers we switch to Sepedi, if you come across a Tsonga speaking that's when I find myself mixing Tsonga with English or with Sepedi

Graduate 3: *We use English but during consultations students use their mother tongue, sometimes you find, they don't understand something in English then they come and ask in their mother tongue and request you maybe to also explain if possible in their mother tongue. And this can be a very difficult situation because students come from different backgrounds, so some try using their language and they expect you to switch to their language which is difficult but at times you try for them to understand.*

Graduate 4: *Here at work we get people from different places coming in to register businesses. Some of them speak languages I don't understand. But it always feels good when the customer understands Sepedi because I can easily explain things and they understand well. But other customers for instance would want to ask in Afrikaans and I cannot speak Afrikaans. So, I ask them to speak English, and I can see on their face that they are not happy.*

Q10: How do you handle colleagues/students who speak languages other than yours?

Graduate 1: *Most of them are from Sepedi speaking backgrounds but what I have realised is that, their Sepedi is not the same, so I don't know whether to call it dialects but they can use the same word that does not mean the same thing. Sometimes I would experience some challenges with some learners who are from a certain section, they have a way of naming things, as compared to the ones that are from around the school. So, I end up demonstrating, or use actions to try and understand what they are referring to.*

Graduate 4: *If I don't understand the language spoken by the customer, I explain to them that I cannot speak their language and ask that they speak English. But unfortunately, not all of them are able to.*

Graduate 5: *Well I either call another consultant who can speak the client's language to come and assist the client or I humbly request them to use English. But others still don't agree then it becomes a problem*

The responses from the graduates indicate that they are met with different languages at work.

4.3.2 Data Segment 2: Interview with the employers on language used at the workplace

The following responses were solicited by interview question 2 with the employers on the languages used at the workplace.

Q2: Which language(s) do you use to communicate with this graduate?

Employer 2: *I have a background in African languages, and I teach Sepedi folklore so in most cases the graduate and I use Sepedi to communicate. And when we started working together, he was the only one in the programme so even when we had our formal meeting, we would use both English and Sepedi. But University of Limpopo recognises English as a medium of instruction and a formal language for communication, so we are forced to use English in formal settings*

Employer 3: *The language of communication for this place is English. When we communicate with each other here in the office we use English. I am Zulu speaking; I avoid using Isizulu in the office especially when I know that the person I am communicating with is not a Zulu native speaker like this colleague.*

Employer 1: *We provided services in all 11 South African languages, Sign language as well as other major international languages. Because we use free lancers to provide services in these languages.*

Despite the competence of the graduates in Sepedi, the employers indicate that they use English to communicate with the graduates at work.

4.3.3 Data segment 3: Interview with the lecturers on the languages used at the workplace

The following section are answers from interviews with the lecturers on their experiences with language used at the workplace. This theme was solicited by answers to question 4 of the interview schedule with the lecturers.

Q3: Seeing that the programme is a bilingual, you have modules that are taught in Sesotho sa Leboa and others are taught in English, which modules are you specifically teaching?

Lecturer 1: *I teach first level MUST which is taught and assessed in Sesotho sa Leboa, in the first semester we have introduction to multilingual studies and in the second semester we have got conversation analysis. In the second level I have critical language awareness which is taught and assessed in English and towards the second semester we have a language and literacy learning in a multilingual context. And those are the two units that I have in the BA CEMS degree.*

Lecturer 2: *For the first year and the next six month I taught both the CELS modules and the MUST modules, meaning I have been teaching in both English and Sepedi but from then onward to date I have been involved in the Multilingual studies only.*

Lecturer 3: *I teach first year CELS and 2nd year CELS. Both modules are taught in English. I am not involved in the Sepedi modules.*

The lecturers share their experiences on how they use languages amongst themselves as colleagues as well as with the students.

4.3.4 Segment 4: focus group discussions on the workplace the use of language

The excerpts below from the focus group interviews was guided by the question 5 that follow below to expose the experiences of the students on the use of languages in the BA CEMS programme. The responses are answers to question 5 of the group discussion schedule.

Q5: What bi/multilingual skills have you learnt from the programme this far?

Student 5: *I can speak English better than I did when I came to the University. I can also write Sepedi very well. I am very happy that my English has improved, and I believe it will create more opportunities for me to succeed in the future.*

Student 2: *My writing has improved a lot. Our lecturer used to make us submit work in different draft and give us feedback and that use to help me improve on my writing. That is why I write better now I used to struggle to write especially in English.*

Student 6: *being able to present well in English. I never use to have confidence to present but now I can stand in front of people and do presentations well and also use a power point presentation.*

The students' writing skills have improved, and they are also confident in oral presentations in English.

4.3.5 Segment 6: Observation on Language challenges at the workplace

The following data was gathered through classroom observation of the Sepedi and English modules. The data is as a result of the field notes written by the researcher during the observation. The observation of informal conversations amongst the

students in class as well as the formal conversations between the lecturer and students in class.

The CELS classes which are conducted in English, have their own different types of challenges. The students had to first think hard and plan what they wanted to say before they could raise their hand and participate. The low confidence in communicating in English was noted.

In Sepedi class, the students seemed not to have some correct Sepedi terminology, as a result the students would code switch more into English. The students were much more confident to explain, give examples and their opinions on topics which demonstrated a deeper understanding of the concepts discussed, but they were failing to use the correct Sepedi words. As a Sepedi speaker, even though the terms are available they would still use English to swap common well-known words.

4.4 Linguistic challenges at the workplace.

In the following theme, I used selected strands interview from all the three categories (graduates, employers, and lecturers) of participants to solicit their perspectives on linguistic challenges faced in the workplace.

4.4.1 Data segment 1, Interview with the graduates on the linguistic challenges they face in the workplace

This segment will investigate the language challenges faced by graduates in the workplace. Below are some of the views of some participants on the linguistic challenges faced by graduates in the workplace that are elicited by the responses to questions 11,13 and 15.

Q11: Are there any challenges you encounter in communication with colleagues and clients? Explain?

Graduate 4: *We have a very small office here. Cause the branch here in Polokwane is not big. The main branch is in Pretoria, that is where you find many people. But here*

it is just me, and my manager and another lady who works with registering the business online. And then another Ms X, who only comes on Mondays, Wednesdays, and Friday to clean the office. So, the other two colleagues are white, and they only speak English with me. But they also speak Afrikaans amongst themselves. So, they don't talk to me in Afrikaans because they know I don't understand it.

Graduate 3: *Yes, there are challenges, as I said diversity, some of them are speaking Tshivenda and other languages that we have here on campus and its difficult because in BA CEMS we only had our Sepedi and our English so which is why we are comfortable in both languages rather than others like Tshivenda and other languages. We are having a problem there, even if we try but it is a problem because we didn't do all those languages*

Graduate 5: *With my colleagues we already know who speaks which languages. And even though we are not mother tongue speakers of other languages but we do understand each other, and it is never a problem when you respond with your own language and not the one you are being spoken to. But with clients its different because we want them to leave our offices happy and satisfied by our service. So, if I don't understand the language a client is speaking, and the native speaker for that language is not in office, I then ask if they can use English.*

The common challenge from the respondents is the inability to help their clients in their native languages. The languages mentioned are from Limpopo, but the graduates are still unable to speak or assist the clients in Afrikaans or Tshivenda.

Q13: What content in the BA CEMS programme prepared you for these challenges?

Graduate 4: *For me BA CEMS helped me improve my English and because we were always doing presentations it helped me with confidence to talk with a lot of people. There was also a module we did on understanding other people's backgrounds, so I always try to understand other people's backgrounds especially when I see that the person is getting angry.*

Graduate 6: *Since sometimes I do proof reading and these are scholarly books and all that, somehow I rely on my experience from the BA CEMS, because we were taught how to analyse, interpret content instead of taking things just as they are, I am able to grasp the context. So I will say to a certain extent BA CEMS has helped me understand how language functions especially in the workspace where now you need to deal with different people, multiple personalities and different types of writings and so on.*

Graduate 5: *The degree introduced me to things like language policy and planning. And now that our clients are mostly municipalities and government departments it really helps to understand these policies. But I was also helped by the electives in translation and interpreting because it gave me relevant skills to now translate and interpret.*

Q15: So how do you attempt to overcome these challenges?

Graduate 4: *I listen carefully to what the person wants. Then I try to help them. I sometimes call the other colleagues especially if the person speaks Afrikaans and insist on speaking the language even though I made it clear that I do not understand it.*

Graduate 6: *For me BA CEMS had really prepared me adequately to deal with workplace challenges because I have been through different position, first as a research assistant and now an editorial assistant. I am able to cope with all my responsibilities because the programme has equipped me with language skills such as writing and good communication skills.*

Graduate 5: *I plan to register and further my studies so that I can learn things such as proof reading and editing. It will really help me a lot because here at work we get paid by the service or work we have done. So when we get such clients I cannot take on such work because I do not have the relevant skills.*

In instances where graduates with clients who use foreign language, they often delegate the work to other colleagues, or as stated by Graduate 5, they cannot do the work at all.

4.4.2 Data Segment 2, Interview with employers on Linguistic challenges they face in the workplace.

In the following data, the employers are sharing linguistic challenges they face at the workplace. Even though the BA CEMS graduates are bilingual, the data indicate that English is the language of function in these workplaces. Sepedi and other languages are used for informal purposes only. The data is responding questions 6, 5 and 6 of the semi structured interview questions.

Q5: What challenges have you encountered working with this graduate?

Employer 1: *When the graduate first joined my company, she seemed not to be unsure of what her skills where and what she could offer. Her qualifications also didn't specialise like those that I was familiar with, such as BA Translation Studies. Some of the skills had to be developed whilst she was here on the job. And we had to also send her for a short training course in interpreting, to familiarise her with the equipment that are used for interpreting.*

Employer 2: *The challenges were often brought by the fact that we were both working and developing a new programme. As a result, there were a lot of trial and error in the process in terms of the content development. But our working relationship has always been effective and as a senior lecturer Graduate 2 trusted me enough to consult on matters that were giving him a challenge. I had to edit a lot of his work and also guide him a lot on how to write academically. He had good communication skills but lacked in formal writing.*

Employer 5: *As I mentioned that the candidate is Sepedi speaking and she has to run campaigns, and most of this campaigns are conducted in the townships, it is often an advantage to know the languages that are spoken in the townships. Most people here speak IsiZulu and the candidate is not fluent in the language. But we often insure that*

we pair the staff looking into the different languages that they speak so that when they go out there they can reach the target market in different languages. So the candidate preferred to use English all the time and I would often suggest that she use Sepedi as most people speak Sesotho and the two languages are very familiar.

The responses from the employers indicate that the graduates lack writing skills as well as language skills.

Q6: Would you say that the graduate's qualification/educational background has prepared this graduate for workplace challenges? Why do you think so?

Employer 1: *Graduate 5 came with adequate skills to be able to successfully complete most projects. But I also felt that the programme needs to specialise and channel the content or the modules towards specific field of speciality. It is not easy to understand what the graduate can offer or the skills they have until you start working with them and then you are able to see what they can or cannot do.*

Employer 2: *The challenges were often brought by the fact that we were both working and developing a new programme. As a result, there were a lot of trial and error in the process in terms of the content development. But our working relationship has always been effective and as a senior lecturer Graduate 2 trusted me enough to consult on matters that were giving him a challenge.*

Employer 5: *The graduate was from a very different field before she joined us. With this being a health sector, they are certain unique duties that comes with the sector. At first the employee was not confident in handling a campaign on her own. Especially where she needed to take the lead and take charge. But with time she slowly gained the confidence. Bearing in mind that here in Gauteng we use mostly IsiZulu, most of our target market are black people, she had to learn basic things in IsiZulu so that she can be able to at least communicate with our clients.*

Q7: In your opinion, are there any language skills that the graduate need to improve on?

Employer 5: *To some extend yes. Cause the candidate is very good in giving presentations to the publish. There only aspects she was lacking with was the languages that are used in the townships here. I would often discourage her to use English but advised her to use Sepedi as it is close to the Southern Sotho that is spoken here.*

Employer 3: *If the colleague aspires to move up the ranks, he may need to work on his editing skills. He is currently a deputy editor, and he is doing a great job on that rank. I would advise him to take some training courses on editing and learn how it is done*

Employer 4: *Overall the employee meets his objectives. But we often write reports and I would point that that his writing proficiency might need some improvement. I always ensure that whenever he is tasked to submit reports, I edit and proofread his work before submission.*

The graduates do not use Sepedi for formal or writing purposes, hence the employers comments that they should improve the writing proficiency in English

4.4.3 Data Segment 3, Interview with the lecturers on the linguistic challenges they face in the workplace

The following data was solicited from the interview with the lecturers on the linguistic challenges they face in the workplace. The data is responding questions 6 of the semi structured interview questions.

Q8: What are the challenges of teaching in the programme?

Lecturer 1: *there is a lot of toxic conversation, and I don't think it's only restricted to the university, it's quite a social issue that. and I understand why because people pay huge amount of money to take their children to private schools precisely because they want them to be good in English. So those attitude filter that therefore anyone who studies in African languages it's a wasteful expenditure. Because we have been socialised in this whole society of devaluing multilingual resources and that filter into the kind of conversation that exist in the university and the challenge for me is how do we get students to be able to see through and think smart also be thoughtful in the way they engage in conversations about languages especially negative conversations. It's quite discouraging because everywhere you go people ask why you are studying this. even to the strongest of individuals it does get to you that if the conversation is very negative and its very toxic to the extent that people feel like it's not useful for me to study this programme. And those are challenges, but there is also resistance that comes from the admin, like last year we had massive, huge amount of deregistration. And I don't think that deregistration was natural, it seems to be a push to undermine the programme and it's even more worrying when academics who are supposed to be experts in language are part of people undermining the programme*

Lecturer 2: *Ooh the challenges, firstly the support from the institution, from you know in terms of, we are using Sepedi as a medium of instruction in the classroom, and you know even though the programme is approved for teaching in the university the type of support that we really want in terms of running this programme and we would like is not really 100%. The other thing is that once you don't have the support you don't have the necessary material to enable you to have the materials that you would want to bring into the classroom, because the challenge is that we don't have enough materials that are in Sepedi that you would want to use in the classroom.*

Lecturer 3: *When I first joint the programme, I met a lot of resistant from staff members in the institution, questioning why I would want to involve myself with this programme. I realised there and then that this is not an ordinary type of position. I also get overwhelmed when students come to me and tell me about the challenges they face, such as not being allowed to further their studies in post graduates' qualifications, or*

being constantly told that they are wasting their time with this degree as they won't secure jobs.

The response from the lecturers indicate that the students are often discouraged to enrol for the BA CEMS programme.

4.4.4 Data Segment 4: Focus group discussion on the challenges they face in the BA CEMS programme

The following data was gathered through group discussion with the honours and third year of BA CEMS students. Semi structured questions were formulated to guide the discussion, and this data is responding to question 3 and 4.

Q3: What are your needs in this programme as a student?

Student 1: *I don't even know where to start. We need support cause it's difficult when you are a student who is learning in an African language. We need access to books and resources, especially in Sepedi. When we write assignments and we must research, we find materials in English and we must translate it as we cannot just copy and paste it because it is in English and we are writing a Sepedi assignment.*

Students 2: *Imagine when you have to cite, it becomes difficult. You are citing a text in English, but you are writing a Sepedi module. Then you must paraphrase in your own words so you cannot just directly quote what that author is saying.*

Student 5: *Even the notes that we receive in class, I also feel that they are always less than the ones we receive in the CELS classes, the MUST notes are often less as the lecturers have to translate most of the text, but in the English class the lecturer can just print the article straight from the internet and then give it to us in class.*

From the responses above, lack of resources in Sepedi seems to be a challenge for the students.

Q4: Which challenges have you faced as a student in this course?

Student 6: *Well for me I think everyone thought that it is easy to write formal Sepedi language, and it is not. Just because I can speak Sepedi does not mean that I can write Sepedi, so it was difficult.*

Student 1: *I lack vocabulary in Sepedi especially when coming to assignments, I face challenges like grammar errors. Although I prefer to write in Sepedi, it is often difficult to write the formal Sepedi as compared to the one I use every day when talking. The two are not the same. And the worst part is I can't look for the terms on the computer or google like I would with English words.*

Student 3: *Presentation in English has always been my greatest challenge. I know how to speak English, but it is not so easy when I have to use the formal English in front of lecturer and fellow students. I sometimes cram the information and I am always scared that I will forget what I needed to say. So, I get nervous and I always get low marks in English compared to Sepedi class.*

The data suggests that students in the programme face different challenges but for this study the focus was on language related challenges.

4.4.5 Data Segment 6, Classroom Observation

The following data was gathered through classroom observation of the Sepedi and English modules. The data is as a result of the field notes written by the researcher during the observation. The observation of informal conversations amongst the students in class as well as the formal conversations between the lecturer and students in class.

The CELS classes which are conducted in English, have their own different types of challenges. The students had to first think hard and plan what they wanted to say before they could raise their hand and participate. The low confidence in communicating in English was noted. Khelovhedu dialect speakers struggle to explain certain concepts in Sepedi.

4.5 Employability of BA CEMS graduates

One of the objectives of the BA CEMS project is to produce graduates who can function and contribute to a multilingual world. By tracking down the graduates who are employed, it then raised a question of whether the programme is producing graduates with relevant skills required by the workplace market. The data below addresses the employability of the BA CEMS graduates.

4.5.1 Data Segment 1, Interviews with the graduates on career opportunities

It was important to understand the type of employment that the BA CEMS graduates are currently doing. The question below helps identify the types of jobs that these graduates do. The answers are responses to Question 1,2 and 8 of the semi structured schedule.

Q2: What is your current position at work?

Graduate 1: *I am employed as an educator*

Graduate 2: *I am a lecturer in foundation for Business Studies*

Graduate 6: *Editorial Assistant*

Q1: Did you enrol for any other qualification after the BA CEMS degree?

Graduate 1: *Post graduate certificate in Education, Honours in English studies and Honours in Management in Education*

Graduate 3: *yes, I did my Honours in English studies as well as Masters in English studies*

Graduate 5: *After I graduated my degree I did not enrol for any other qualification, I started looking for a job.*

Q8: *What are your core responsibilities*

Graduate 1: *I teach my learners, I assess, I prepare formal assessment, then there is a specific routine that we have that is outlined by the department then its posted in our classroom walls then we follow it*

Graduate 2: *My nature of work is being a lecturer, and a coordinator at the same time. I used to be a coordinator for five to six years now. But my core responsibilities are being a lecturer actually.*

Graduate 6: *well I was first employed by this institution on contract basis as a Research Assistant. But now I am permanently employed as an Editorial Assistant. I'm in publishing. I do the admin of the book section of the press, which one of my duties is to proofread the manuscript that I am assigned to and then to do the quality checklist. To do follow ups with authors and publishing assistants in terms of the books that we received.*

The data shows that the graduates are applying different skills in the different fields they are employed in.

4.5.2 Data Segment 2, Interviews with the employers on career opportunities

The data below is elicited from the questionnaire with the employers on the career opportunities available for graduates of the BA CEMS Degree. The data is answering question 1 of the semi structured questionnaire.

Q1: How long have you employed the graduate in your company?

Employer 1: *In our case what we do is we invite people to submit their CV, we interview them and then select the ones that fits what we require. We then to go through a two days' workshop that we offer here. After the workshop we then enlist the person on our data base to immediately start working with us.*

Employer 2: *I have started working with the Graduate 2 since he was employed in our department around 2014. That's when we were developing the current programme that he is teaching in. He was brought in as a lecturer for the foundation programme that was specifically developed to assist students who did not qualify to be admitted in the mainstream.*

Employer 3: *The graduate has worked for us for the past two years in this position. He was previously employed by the research office in the same department*

The data shows that the graduates are employed in different sectors in the workforce.

4.5.3 Data Segment 3, Interviews with the lecturers on career opportunities for the graduates

The following data strands are excerpts from the interviews that elicited the views of the lecturers on career opportunities for BA CEMS graduates. The data is answering question 7 and 10 on the interview schedule.

Q9: Do you have contact with some of the students who have graduated the programme who are now working outside or who have just completed the programme?

Lecturer 1: *Yes, it's about making them feel like they are not lost into the world. This long standing relationship are useful because you keep in touch with this community of students because its already a small isolated; community so you have to keep assuring them that the knowledge that they have gained is useful and they can do lots of things with it. And sometimes you get phone calls such as I am applying for a job so can I use you as a reference I'm very happy to do that, sometimes they would say they need a recommendation letter for example someone was applying for PGCE and they said, they have looked at the academic record but they have no clue what the content is.so actually wanted a module outline of the programme so that assure themselves that the student has adequate knowledge to go into PGCE. Some of them are teachers and they would say I'm trying to do an activity and my students are struggling with reading, how do I handle this task, how do I teach differently, how do I design materials in African languages and lots of conversation which is useful because it's about empowerment and people want to learn some would ask I want to study further what options do I have. And I would say there are different options you know you can do the teaching route or you can do other universities offers courses in applied language which fits in very well with the kind of programmes that we have. And just to assure them that you are no stuck at the University of Limpopo, there are other universities are doing and they are pursuing the kind of experiences that you have built up in the programme. And they consider what we are doing to be cutting edge work and you are not lost into institutional politics of Turf because turf is such a tiny space in a broader scale of things, you can go into other places and work there*

Lecturer 3: *Yes, I do, in a year we often graduate between 8 to 12 graduates. The numbers are so small that's why it is easy to keep contact with the students. And with the use of social media it is very easy to keep track of the students as they often invite me on platforms such as Instagram and Facebook and I also chat with them on WhatsApp.*

Lecturer 2: Yes, I do. They keep in touch and informs me that they have registered to further their studies at other institutions or they have employed somewhere.

Q7: Through your teaching what would you consider to be the success of the programme

Lecturer 1: I think is also multi-layered, one success is to demonstrate policy implementation. I think that's a big success in a sense that in SA we have a huge culture of policy development with minimal implementation. So one thing that the programme does is to demonstrate in actual terms how to implement policy. But also the success is the normalising of using African languages as languages of learning and teaching, which a foreign concept here in south African higher education. It's still something unimaginable that one can use African languages as languages of learning and teaching. And the fact that is one of the fully fledged bilingual programme in south African higher education is also a plus. but I also feel that there is another issue that is also problematic and its often undermined by various stakeholders it's the fact that the success had to do with the fact that students have smooth and easy access to postgraduate disciplines such as English. Which is although of as we always think of the discipline of English as a highly monolingual discipline as a very ridged turf you need to study through English to be an expert in English. But people can be able to study through multilingual means and still transition to be expert in English and also they can access opportunities such as teaching .and the fact that the programme enables access to post graduate opportunities in nonconventional stream, or professional opportunities like teaching. But of course, these are very problematic areas as I said it's because of institutional politics all of these are being taken away and I think they are what makes the programme stronger. If students feel like they are stuck they cannot access post graduate opportunities, they cannot access professional opportunities then what's the point. You cannot have the programme surely because you are teaching in African languages, it has to enable them to go on to things. If we take away those postgraduate and professional opportunities, then I think we might as well shut down the programme. We can't just teach and beat our chest that we are teaching in African languages while the students have nowhere else to go after that. That is the scary part, that's what keeps me awake at night that if we close exit opportunities then there is really no point. Then its unethical to say that

students have to spend three years studying or even honours but at the end while opportunities are being deliberately closed not because of any other reason but because people of institutional politics. That's a scary situation and I feel like it stands to undermine the sustainability of the programme.

Lecturer 2: *To actually see my students graduate, them coming back to me through messages, through phone calls saying mam Im placed at this particular institution, I'm doing this and that, or even saying mam I have registered for further studies*

Lecturer 3: *Seeing my students move from lack of confidence in using both Sepedi and English. To a point where they can confidently prepare a presentation and deliver it successfully in both languages. To see my students, leave the institution and make it in the outside world with the skills I have imparted on them during their studies.*

The conversation with the lecturer was aimed at understanding if they still had contact with the graduates who have now joined the workplace. And if they are aware of the type of opportunities that are out there for BA CEMS graduates. The lecturers keep contact with the graduates after they have completed their studies.

4.5.4 Data Segment 4: Focus group discussion on career opportunities for BA CEMS graduates

The following data elicited the perceptions of the current BA CEMS students on career opportunities. The data is responding to question 6 of the interview schedule.

Q6: Do you think this programme is in line with your career path?

Student 3: *I didn't want to become a teacher, but I heard it's easier to do PGCE and then become a teacher after completing my studies. So, I plan on applying at UNISA*

to do that. I heard that here on campus they don't accept students from these programmes.

Student 4: I am doing translation studies, so I want to go and work at court as an interpreter. I also hope that I will be allowed to do my masters in Translation and Linguistics so that if I don't get a job in government, I can become a lecturer.

Student 5: I didn't qualify to do law as planned when I came to the university, but I would like to go work in parliament as a language researcher or maybe language practitioner. I am not sure of what the requirements are. But I plan to continue my studies until I finish my masters

Responses to question 6 indicates that the students are not prepared for what comes after the completion of their degree.

4.5.5 Data Segment 5 Questionnaires of the graduates on career opportunities

As stated in Chapter 3, In order to select the 10 graduates to interview, questionnaires were sent to graduates to complete. The data below is from the questionnaire completed by graduates on the type employment they have. The three questions, question 1, 2, and 3 addresses the type of employment that the BA CEMS graduates do.

Type of Employer. Please underline the correct one

Private sector

b. Public sector

Government

d. Business organization

Other (please specify) _____

Under which job category do you belong? Please underline the correct one

Admin, procurement and purchasing

b) Clerical and office support

Finance, accounting and auditing

d) Human and social services

Animal health

f) Architecture and engineering

Education and training

h) Food services

- i) Health care
- Information technology
- m) Labour and maintenance
- n) Other (please specify) _____
- j) Human resources
- l) Legal

Who are the people that you communicate with on a daily basis?

- Equal colleagues
- The community
- Senior colleagues
- Other (please specify) _____
- d) Customers/clients
- e) Junior colleagues
- f) Management

The data from the questionnaire indicated that the graduates are employed by the public sector in the education and training category.

4.6 Skills required for the workplace

The theme under discussion will look at the data that highlights the type of skills that the graduates have. The data to be presented focuses on the skills required from the graduates at the workplace to fulfil their duties.

4.6.1 Data Segment 1, Interviews with the graduates on skills required for the workplace

The data below is elicited from the interview with the graduates on the skills they have acquired from the BA CEMS programme. The answers are extracted from question 12 and 13 of the interview schedule.

Q12: How did the BA CEMS prepare you for these experiences?

Graduate 1: *Let me start with my teaching as a profession. In grade 3 we are expected to do what is called gradual transfer, that means for the four years of foundation phase three years is mother tongue teaching, and then in the fourth year that is grade 3, learners prepare to go to grade four then, you are then as a teacher supposed to gradually transfer from Sepedi or mother tongue teaching to English as a language of learning and teaching, which is something that I have learnt from BA CEMS. Basically the content was centred around transference of skills from mother tongue to the language of learning and teaching, in this case English.*

With my colleagues about language I am learning the most importance of multilingualism because my school is diversified and we have different language speakers, and I am a dialect speaker, we have educators from Swaziland, from eastern cape, Xhosa speaking educators, when it comes to English it becomes our uniting language or lingua franca in our school between the Sepedi speakers and the other language speakers

Graduate 3: *Yes, I would say yes it prepared me fully for that because now I am able to transfer the English language skills from my mother tongue and again transfer from mother tongue to English.*

Graduate 5: *BA CEMS has assisted me a lot in using both English and Sepedi efficiently and to also communicate well in both the languages. But it has not assisted much in dealing with other languages that I do not know. So I sometimes feel like my experience is limited to just these two languages.*

The responses from the graduates indicate that they have acquired skills such as Transference, where they learnt one skill in Sepedi and can transfer the same skill into English.

Q13: What content in the BA CEMS programme prepared you for these challenges?

Graduate 1: *I have learnt so much about transference of skills, I remember the theoretical framework of it, I remember scaffolding. It's really working for me as a grade*

3 teacher because I enjoy moving learners from what they know to what they did not know, so that is what I see my teaching skills towards language is being effective so it is because of BA CEMS that I enjoy teaching language

Graduate 3: *Yes there are, the use of language in context, in terms of what I am doing right now in terms of ESP, it helped me to know that in different contexts, people use different languages, different vocabulary for different contexts and how people behave in different contexts, that is one which I think is related to what I am doing right now. Because in English for specific purposes, which is English for accounting I have to adapt in terms of vocabulary in terms of how they use the language and how they use that language*

Graduate 5: *The degree introduced me to things like language policy and planning. And now that our clients are mostly municipalities and government departments it really helps to understand these policies. But I was also helped by the electives in translation and interpreting because it gave me relevant skills to now translate and interpret.*

The response from the graduate 5, implies that they also use the skills learnt from electives to complement the content they have learnt in the BA CEMS degree.

4.6.2 Data Segment 2, Interviews with employers on skills required for the workplace

In the following data, I will use selected strands from the interview with the employers on the skills required for the workplace. The answers are addressing question 4, 6 and 7 of the interviews.

Q4: Does the graduate possess any unique language skills? If yes, which ones?

Employer 5: *For us when we hire our candidates, the person needs to have people's skills. They need to be able to communicate well with people. They have to be good public speakers, approachable and friendly. We also work with sensitive topics so the person needs to be sensitive on how they approach people especially concerning personal health issues.*

Employer 3: *The colleagues' responsibilities is to check the articles we receive for publishing if they meet the specifications for the publishers. He also liases with the publishers and the authors of the articles. So far, this colleague has shown exceptional skills and he is able to assist the authors and ensures that they correctly submit articles that meet the specifications. He has good communication and reading skills.*

Employer 1: *The graduates possess the relevant skills to be able to complete the work that I often give her. She can transcribe well. She can interpret and also translate. So, in most clients that require Sepedi services I trust her, and I know she delivers. But her skills and expertise are limited to the use of only these two languages, Sepedi and English.*

The skills identified by employer 5 on these responses are good public speaking and sensitivity in handling clients. Employer 3 indicates that the graduate can oversee the process of article submission from authors, has good reading skills as well as good communication skills. Lastly Employer 1, indicates that the graduate can transcribe, translate, and interpret.

Q6: Would you say that the graduate's qualification/educational background has prepared this graduate for workplace challenges? Why do you think so?

Employer 5: *Yes, I would say so. Looking into the fact that she is a good public speaker, she can compile reports and successfully run campaigns on her own. She is able to fulfil her duties without fail*

Employer 3: *As mentioned earlier the colleague has shown good writing and communication skills, which are some of the skills we require for this position. He is able to guide our authors with patience until their work is published. He also provides relevant advice to the authors where necessary.*

Employer 1: *Graduate 5 came with adequate skills to be able to successfully complete most projects. But I also felt that the programme needs to specialise and channel the content or the modules towards specific field of speciality. It is not easy to understand what the graduate can offer or the skills they have until you start working with them and then you are able to see what they can or cannot do.*

The response from the employers indicate that the graduates are able to fulfil their responsibilities.

Q7: In your opinion, are there any language skills that the graduate need to improve on?

Employer 5: *it would have been an added advantage if the graduate could speak other languages such as IsiZulu. When I saw the qualification saying something about Multilingual studies, I had the impression that the candidate would be competent in many languages.*

Employer 3: *If the colleague aspires to move up the ranks, he may need to work on his editing skills. He is currently a deputy editor, and he is doing a great job on that rank. I would advise him to take some training courses on editing and learn how it is done*

Employer 1: *We live in a multilingual country, therefore when you the name of the programme saying the student has done multilingual studies, it gives the impression that they are able to offer language services in several languages and its often not the*

case. The programme can also offer some practical courses for students in areas such as translation and interpreting so that when they enter the workplace, they are familiar with the equipment used for such services.

The two employers (5 and 1) raised dealing with multilingualism as one of the challenges that the graduates face.

4.6.3 Data Segment 3, Interviews with the lecturers on skills required for the workplace

The following data is drawn from the interview section with the lecturers on the skills required for the workplace. The interview aimed to identify the skills that the graduates have when they complete their studies. The answers are for question 10 on the interview schedule.

10: Would you say the current curriculum is suitable for the aims and objectives of this particular programme

Lecturer 1: *I partially spoke about it when I spoke of linking or articulating the programme with exit points, that for me is such a big deal because the more open the opportunities the stronger the programme. For instance, students who wants to do PGCE, entry into PGCE they will insist that they want an African language and you have to do it up to your third year and so far it's not compulsory in the BA CEMS to study African languages like Sepedi in the third year. We have HEN which is English up to a certain level. Any students who feel like they want to go in the English route, they are going to need at least HEN or English up to that particular level. And equally students who want to take African languages, they need Norther Sotho from one up to year three. I don't know even we need to start thinking and asking right from the start, and ask the student are you thinking of doing, which route so that we can start to advise them properly. And of course, that might require curriculum redesign to say if you want to go that route these are the module combination you need. Which is a*

big challenge because many students at first year they are unsure, but that pretty much what I think will strengthen the programme and give it a particular edge.

Lecturer 2: *I believe so, definitely I am positive about that, you know we prepare our students to have better knowledge, better understanding about the statuses of our languages especially indigenous languages, well in this case I am talking about the modules that I teach right, they are much more prepared to defend, to stand up for their own languages and to say despite us having these European languages this is where we stand in terms of our own languages.*

Lecturer 3: *This is a unique programme. I do think the current curriculum is suitable for the aims and objectives of the programme, on the same note I also feel the programme can try and be more specific in terms of career orientation. At the moment the students seem to be the ones who have to choose later on what they want to specialise in or a field they would like to follow. At that time, you may find that they did not take the correct stream of modules that would allow them to take that career path*

Lecturer 1 indicated that there might be a need for a curriculum redesign in order to align what the students need to do with correct combination of modules they have to register.

4.6.4 Data Segment 4, Focus group discussions on skills required for the workplace

The following data is elicited from the group discussion on the skills required for the workplace. The answers are for question 2 on the interview schedule.

Q2: What bi/multilingual skills have you learnt from the programme this far?

Student 5: *I can speak English better than I did when I came to the University. I am very happy that my English has improved, and I believe it will create more opportunities for me to succeed in the future.*

Student 2: *My writing has improved a lot. Our lecturer used to make us submit work in different draft and give us feedback and that use to help me improve on my writing. That's why I write better now I used to struggle to write especially in English.*

Student 6: *being able to present well in English. I never use to have confidence to present but now I can stand in front of people and do presentations well and also use a power point presentation.*

The students' responses indicate that they are impressed by the fact that their English skills have improved.

4.7 Improving the curriculum to meet the workplace demands

The theme is addressing the gap between the skills that the graduates gave, and the workplace demands. The data below is from the interview on how the programme can improve in order to meet the workplace demands.

4.7.1 Data Segment 1, Interviews with the graduates on improving the curriculum to meet the workplace demands

The following data is meant to share light on how the curriculum can be improved to meet the workplace demands. The data is answering question 16 of the interview schedule.

Q16: Is there any aspect that you feel needs improvement in the programme? Please explain.

Graduate 2: *for me as a foundation teacher I think I have sufficient skills for where I am in my teaching profession, but as an educator with my colleagues, I think the*

programme, in fact not only for me but the programme itself can diversify, because when I did BA CEMS we only had Sepedi for multilingual studies. If only we can have other languages for multilingualism, then we would be more prepared to work with other languages, because multilingualism was only Sepedi and English. So, we always get challenges especially when you tell someone that you did multilingualism it's like they expect me to speak all the languages. So, then I'm starting to see a need that multilingualism as a module we could have learnt other different languages so that we can be effective when we talk to other people outside Sepedi and English.

Graduate 3: *it's just to add those languages which are not in, if possible have different languages because when you say for example I did multilingual studies people expect you to have more than three languages, because if you are having only two which means that its bilingual, you can't call it multilingual studies because you have only two and you can tell in Limpopo we have different languages that are spoken around here. So why can't every language be included, for instance when they separate to the multilingual class then they do their African language but when they go to CELS then they can come together but be separated only when they go for Multilingual studies class. It's been a while that this multilingual studies programme existed, but they are not adding other languages, why? That's the problem.*

Graduate 4: *The programme is not known by most employers, and even when you are short listed, they often don't understand what is it that you are able to do. It needs to be marketed more to the outside world. The use of other languages can be taken as electives from first year so that the students can be able to learn other languages. For my current position it would have been easy for me to do my work if I knew a few other languages.*

Graduate 2 and 3 suggest that the programme should be improved upon because the BA CEMS only limits itself to the two languages of instruction. Even Graduate 4 feels that the programme needs some adjustment to provide skills and abilities that can render someone a multilingual.

4.7.2 Interviews with employers on improving the curriculum to meet workplace demands

The following data is drawn from the interview with the employers on how the BA CEMS programme can improve the curriculum to meet the workplace demands. The data is answering question 7 of the interview schedule.

Q7: In your opinion, are there any language skills that the graduate need to improve on?

Employer 2: *There is always room for improvement and growth. Over the years the graduate has already grown and improved a lot. What I would recommend now is growth that would enable him to develop himself even better. He has just recently submitted his PhD thesis and I would like to see him publish and go as further as being a professor.*

Employer 3: *If the colleague aspires to move up the ranks, he may need to work on his editing skills. He is currently a deputy editor, and he is doing a great job on that rank. I would advise him to take some training courses on editing and learn how it is done*

Employer 1: *We live in a multilingual country, therefore when you the name of the programme saying the student has done multilingual studies, it gives the impression that they are able to offer language services in several languages and its often not the case. The programme can also offer some practical courses for students in areas such as translation and interpreting so that when they enter the workplace, they are familiar with the equipment used for such services.*

The employers acknowledge that there is always room for development and that the graduates can always improve what they are currently doing.

4.7.3 Data Segment 3, Interviews with the lecturers on improving curriculum to meet workplace demands

The following data strands are drawn from the interview with the lecturers on how the BA CEMS programme can improve the curriculum to meet workplace demands. The data is answering question 12 of the interview schedule.

Q12: Lastly in your opinion is there anything that you think can be improved about the programme.

Lecturer 1: *The issues of linking with post graduate opportunities, there is still a lot of materials development that is required, material development is such a daunting task. You need resources, you need manpower especially for modules that are taught in Sesotho sa Leboa. Is not as easy like in English you can access content in academic articles, but when it comes to Sesotho sa Leboa there is an extra layer of work. And we cannot treat it as is its just smooth sailing, and also modernising existing materials, there is lot of changes and evolution in literature and there is a need to update the materials, but also counselling for students, even specific things like how do we modernise the programme there are changes, obviously there are evolutions we have to start thinking about how do we truly modernise the programme, and that's going to be the challenge going into the future*

Lecturer 3: *As I mentioned above the students need to be guided from earlier on, on the type of career they would want to follow and be advised on the relevant modules to choose.*

Lecturer 2: *You know languages grow every day, it's never static, and it never be wrong to say let's bring in another language, to bring it in so that you know it can form part of this part of this bilingual degree. You know we have got three indigenous languages of the province, Xitsonga and Tshivenda. It could easily be roped in and become a really good example of what we call a multilingual approach to education*

Their responses indicate that there is still a lot of work that needs to be done when it comes to material development and resources in African languages. There is a need to update the materials that were first compiled when the programme was formed in

2002. Most materials were translated from English to Sepedi by a group of translators sourced by the founders of the programme. Education and literature evolve, therefore there is a need to update the content. Bring in the three languages of Limpopo province, Sepedi, Tshivenda and Xitsonga and make the programme multilingual.

4.7.4 Data Segment 4, Focus group discussion on improving the curriculum to meet workplace demands

The data to be presented is drawn from the group discussion with BA CEMS current students on the perceptions of how they think the programme can improve the curriculum to meet workplace demands. The data is answering question 3 and 5 of the interview schedule.

Q3: What in your opinion can be done to improve on the programme?

Student 8: *It is easier to do things in English than in Sepedi. English has resources and as well terminology. We are taught research in Sepedi, and we are expected to then write it in English, and it is not easy to just switch like that. More support should be given; they should explain in detail how we must do it.*

Student 4: *Writing classes should be offered especially academic writing in Sepedi. I feel it is a space that is neglected, and we are often expected to write academically just because we can speak the language fluently, and these two things are different. In writing you must link the ideas, use the correct words, and also write in a way that the information flows well.*

Graduate 7: *One thing I am happy about is when we do presentation in the Multilingual studies class. It is much easier to do it and I am more confident than when I do that in the CELS class. That is great. I wish we could get more support when preparing for presentation in the CELS class.*

From the responses above, the programme should not only focus on supporting the students in improving English writing skills but both languages require the same effort.

The students indicate that they are confident in conversing in Sepedi but require support to write academically in the language. The students join the programme with communication competency in Sepedi, they require more guidance in writing academically in Sepedi. It is often taken for granted that the students are first language speakers of Sepedi and therefore they do not need much support in achieving academic writing skills in Sepedi

Q5: What changes in your opinion could be brought into the programme?

Student 3: *There should be guidance on the modules to choose so that it can be easy to get jobs. Like if I wanted to be a radio presenter, I should have taken Media and Communication studies as electives, but I did not know.*

Student 2: *For me, the content is relevant, it has taught me a lot about the language situation in South Africa and what needs to be done to promote these languages. But right now, I have applied for PGCE and I am told that I do not have a teaching subject and then I was rejected. If I knew when I was registering in first year, I would have chosen those teaching subjects as my electives.*

Student 5: *They should channel what is being taught so that we can understand clearly what we can do when we complete our studies. For me I wanted to be a language researcher and I am not sure how I am going to do that.*

The responses by the students imply that they are not confident of the career opportunities available for BA CEMS graduates. The graduates find out only later in the programme that the career options that they would want to pursue are not possible because they did not choose the correct subject streams.

4.8 The effectiveness of the BA CEMS curriculum in preparing the graduates for the workplace.

This theme investigates whether the curriculum is effective in preparing graduates for the workplace. The experiences of the graduates will highlight how the curriculum helps them deal with workplace demands.

4.8.1 Data Segment 1, Interviews with the graduates on the effectiveness of the curriculum in preparing the graduates for the workplace.

This data segment focuses on the interview with the graduates on the effectiveness of the curriculum in preparing them for the workplace. The data is drawn from the interview schedule and it is addressing Q13.

Q13: How did the BA CEMS programme prepare you for workplace challenges?

Graduate 3: *For it's the fact that I feel I can express myself well compared to when I first arrived here at varsity. It was hard for me to stand in front of people and talk. And this degree is about languages so you can't make it if you can't express yourself well.*

Graduate 1: *I'm always the one offering to chair meetings whenever we have meetings with my colleagues, I know how to accommodate people and also make sure that everyone understands each other. My colleagues prefer that I do it because they know that I do it well.*

Graduate 6: *Working with different people is hard, if you don't know how to be patient and also compromise you won't make it in most industries. By learning the importance of languages and respecting other people's languages, I can also respect other people's opinions and put myself in their shoes in times of conflicts.*

The data suggests that the graduates feel that the BA CEMS programme has prepared them for the workplace. The ability to accommodate other colleagues' different backgrounds, public speaking skills and respecting other people's languages.

4.8.2 Data Segment 2, Interviews with the employer on the effectiveness of the curriculum in preparing the graduates for the workplace

The following data is based on the responses from employers on the effectiveness of the BA CEMS programme on preparing graduates for the workplace. The responses are from question 6 of the interview schedule.

Q6: Would you say that the graduate's qualification/educational background has prepared this graduate for workplace challenges? Why do you think so?

Employer 1: *Graduate 5 came with adequate skills to be able to successfully complete most projects. But I also felt that the programme needs to specialise and channel the content or the modules towards specific field of speciality. It is not easy to understand what the graduate can offer or the skills they have until you start working with them and then you are able to see what they can or cannot do.*

Employer 4: *The graduate is a good team player, they share the module being three and amongst themselves they need to share teaching responsibilities, assessments, and content development. The module is accommodating a lot of students; the whole Management school foundations students are registered for this module. The graduate is able to conduct big classes, give feedback and also manage the assessments.*

Employer 3: *As mentioned earlier the colleague has shown good writing and communication skills, which are some of the skills we require for this position. He is able to guide our authors with patience until their work is published. He also provides relevant advice to the authors where necessary.*

The employer indicates that the programme needs to channel the degree to some form of speciality. When the students join the workforce, it is difficult to point out what they specialise in. Only after working with them one is able to pick up their skills. There is also a need for them to undergo further training when they join the workplace so that they can get the practical experience needed for the workplace.

4.8.3 Data Segment 3, Interview with the lecturer on the effectiveness of the curriculum in preparing graduates for the workplace

The data was elicited from interviews with the lecturers on the effectiveness of the curriculum in preparing graduates for the workplace. Question 9 was answered.

Q11: What type of improvement do you notice in your students to see that the curriculum is effective?

Lecturer 1: *You even see the improvement in terms of interaction, for example when you are giving them an oral assessment in a classroom the improvement from the first year to a third year there would be a huge difference. You would see that they have gained more confidence, they are able to support and back up whatever they are talking about in class, or presenting about that for me will give a green light to say they are definitely prepared for the diverse outside world.*

Lectures 2: *well in this case I am talking about the modules that I teach right, they are much more prepared to defend, to stand up for their own languages and to say despite us having these European languages this is where we stand in terms of our own languages.*

Lecturer 3: *I teach English writing skills, and for me it's when a student came here and could not even put together a paragraph or even a sentence. To them being able to write a research report, often students are only introduced to research in postgraduate but with BA CEMS we introduce them in third year. It is a long process to get there, but it's a fulfilling feeling to see my students at that point*

The lecturers can notice improvement from the students' performance from when they joined the programme to when they are about to exit. Improvement in oral presentation skills as well supporting of arguments. Writing skills and the ability to write research reports.

4.8.4 Data Segment 4, Focus group discussion on the effectiveness of the curriculum in preparing graduates for the workplace

The data below is extracted from the focus group discussions with the current students. The students were attempting to address the current curriculum and share their perceptions on whether it is preparing them for the workplace.

Student 1: *For me the curriculum has covered all lot of things and combining it with the Communication and Media modules that I am doing, I think I will be able to do the radio presenting course. I only worry that they might say multilingual studies is not Sepedi. And I wish to work for Thobela FM.*

Student 4: *The things we learn are mostly on the positivity of multilingualism and issues surrounding monolingual and multilingual studies. I am worried that we are not taught how to deal with many languages. I feel like if I were to work in Gauteng for an example, the environment will be too much for me and I won't know how to deal with it.*

Student 8: *I am glad that they are introducing us into research, and how to conduct research using Sepedi. I wish there was more focus on the practical things, like taking us to go and see places where we can be hired. Here on campus we have a language lab but if you are not doing translation and linguistics you are not allowed to go in the lab.*

Q: *Would you say you are competent to use English and Sepedi efficiently?*

Students 6: *I have really improved how I use English. Most of the time now I can speak it well and I am confident that even if I go to work I will be able to do well. But it is not on the same level with Sepedi. I'm more confident in Sepedi.*

Student 1: *I can speak well in Sepedi, but I'm not sure that I can write it well or do really well with it. I still think it is easier to work in English than Sepedi*

Students 2: *Now I know how to formally present in Sepedi. And also I was taught how to do research in Sepedi. It is not easy just because it's my home language. I still struggle to write formal Sepedi. Especially, because some words are not there.*

The students worry about the lack of practical experience in the curriculum. The students wish to be allowed to be given access to the language lab in the university in order to get practical experience.

4.9 Dealing with diversity in the workplace

The aim here is to highlight how the graduates deal with diversity in the workplace. Some of the graduates are employed in provinces such as Gauteng that are multilingual and multicultural. It is important to understand how they deal with the diversity at work. Even the graduates who are employed in Limpopo province, they too meet with people who are from different cultures.

4.9.1 Data Segment 1, Interview with graduates on dealing with diversity in the workplace

The data presented below is elicited from the interviews with the graduates on how they deal with diversity in the workplace. The answers are from question 7 of the interview schedule.

Q7: Do you communicate with people who speak a different language to yours at work?

Graduate 1: *As a primary school teacher, I interact with other colleagues who come as far as Mpumalanga and I speak to parents who speak other dialects of Sepedi.*

Graduate 4: *The province where I'm based is multilingual, so yes on a daily basis I communicate with people from different languages*

Graduate 6: *As a front desk worker, I answer the phone and our clients speak many languages.*

The data indicates that the graduates communicates with people from different language backgrounds in the workplace. Graduate 6 is a front desk worker, she is contact with clients and answers the telephone, as a result she communicates with people from different language backgrounds.

4.9.2 Data Segment 2, Interview with employers on dealing with diversity in the workplace

In this data, the employers are sharing their experiences on how the deal with diversity in the workplace. The data is a response from question 6 of the interview schedule.

Q8: In your opinion do you think the graduates are skilled to deal with diversity in the workplace?

Employer 1: *As stated earlier the graduates is skilled as a bilingual specialist, and therefore is more knowledgeable in two languages. When it comes to working with people from other cultures, she tries but at times asks for help from other consultants if she is not coping.*

Employer 2: *This institution uses English for formal purposes, but we encourage diversity even when we employ new staff members. We encourage people to accommodate each other but that becomes a challenge when they don't understand each other's languages and backgrounds. And that sometimes happens*

Employer 3: *it is a sensitive issue for us, especially in the health department because one must understand the background of the people you are dealing with in order to help them satisfactorily. So, we often train our new members when they start to work here. And the colleagues are doing well after the training.*

The employers acknowledge that the workplaces are diverse, and that graduates come to the workplace without the knowledge of dealing with diversity. Training is sometimes offered in the workplace to ensure that graduates are skilled to deal with different language backgrounds.

4.9.3 Data Segment 3, Interview with lecturers on dealing with diversity in the workplace

The data below gives the lecturer's perceptions on dealing with diverse classes. The responses below are answering question 12 of the interview schedule

Q12: How do you deal with diversity in your classroom.

Lecturer 1: *As I mentioned earlier that we often have to deal with attitudes and negativity towards languages, it is still the same came with diversity in the classroom. However, in this case our students speak Sepedi, but it has dialects such as Sehananwa, Khelovhedu and others. We acknowledge the use of dialects in oral communication but now in formal writing'*

Lecturer 2: *I am a Khelobhedu speaking myself, and I know how different the formal Sepedi is with other dialects. So, I encourage my students to use their dialects as much as they can as long as they understand each other.*

Lecturer 3: *There is not much diversity, Sepedi is still the common language. I had one student who was a Setswana speaker but did Sepedi in matric. In oral presentation she would struggle with Sepedi and it would be a challenge in marking her fairly. So, I had to offer her extra help.*

The lecturers have different ways in which they each deal with diversity in the classroom. They acknowledge that they often must deal with the dialects of Sepedi. Students are only allowed to use the dialects in informal conversation, but not in formal

writing or formal assessments like oral presentation. The data seem to suggest that even though the speakers of Sepedi are from the same language group, there are dialects within the language and that may cause miscommunication amongst speakers. It has been identified that although BA CEMS students are Sepedi speakers, the lecturers are faced with dialects of Sepedi such as Khelovhedu, Setlokwa, Sehananwa, Sepulane and others.

4.9.4 Data Segment 6, Class observation on dealing with diversity in the workplace

The observation I made is that the students speak Sepedi and English however their accents are not the same. Those who speak other dialects like Khelovhedu have a different accent and pronounce words differently. Khelovhedu speakers have a way of pronouncing words differently and other dialects speakers find it difficult to understand them. When the students communicate amongst themselves turned to freely use informal language, dialects and codeswitch between English and the dialects. The Khelovhedu speakers also sat in a group and spoke in their dialects amongst themselves but would use formal Sepedi when communicating with the lecturer.

4.10 Dealing with multilingualism in the workplace

The theme is focusing on the use of multilingualism in the workplace. Since BA CEMS is a bilingual programme, it is important to understand the type of environment that the graduates work at and how they handle multilingual situations in the workplace.

4.10.1 Data Segment 1, Interview with graduates on dealing with multilingualism in the workplace

The data below is drawn from the interviews with the graduates on the languages used in the workplace. The data is from responses of question 5, 6 and 7 of the interview schedules.

Q5: Which languages do you communicate with at the workplace? And how did you learn these languages?

Graduate 1: *English and Sepedi. I learnt Sepedi and I English at school. I speak Khelovhedu, that's my mother tongue.*

Graduate 3: *English, Sepedi, Xitsonga and Tshivenda*

Graduate 5: *English, Sepedi, IsiZulu and Sesotho*

Q6: How do you communicate with people at your workplace?

Graduate 1: *With my colleagues about language I am learning the most importance of multilingualism because my school is diversified and we have different language speakers, and I am a dialect speaker, we have educators from Swaziland, from eastern cape, Xhosa speaking educators, when it comes to English it becomes our uniting language or lingua franca in our school between the Sepedi speakers and the other language speakers*

Graduate 2: *Since well this place is a multicultural environment, we both know that Sovenga simply is for Sotho, Tsonga and Venda but though somehow Zulu and other language speakers are around here but mostly when we speak we use medium of instruction which is English. But sometimes we switch since well we are multilingual speakers we switch to Sepedi, if you come across a Tsonga speaking that's when I find myself mixing Tsonga with English or with Sepedi*

Graduate 4: *Here at work we get people from different places coming in to register businesses. Some of them speak languages I don't understand. But it always feels good when the customer understands Sepedi because I can easily explain things and they understand well. But other customers for instance would want to ask in Afrikaans and I cannot speak Afrikaans. So, I ask them to speak English, and I can see on their face that they are not happy.*

The graduates are working in multilingual environments. They have colleagues who speak different and they use English as a unifying language.

Q6: Are there any challenges you encounter in communication with colleagues and clients? Explain?

Graduate 1: *We use English but it's not always the case that English resolves our challenges, as a dialect speaker there are some terms I know only in my language, and I don't have the right word in Sepedi, and I also don't know the right word in English, so I end up using gestures, actions or pictures so that I can try to communicate with the next person so that they can understand exactly what I am talking about.*

Graduate 2: *I would say in my experience I don't have any challenge actually, since well I am multicultural and I have been here for some time, I'm used to other languages, some like Tsonga I can hear but then fail to respond in Tsonga but then I can respond in my mother tongue or in English so there is no any challenge with the language*

Graduate 4: *We have a very small office here. Cause the branch here in Polokwane is not big. The main branch is in Pretoria, that is where you find many people. But here it is just me, and my manager and another lady who works with registering the business online. And then another Ms X, who only comes on Mondays, Wednesdays and Friday to clean the office. So the other two colleagues are white and they only speak English with me. But they also speak Afrikaans amongst themselves. So they don't talk to me in Afrikaans because they know I don't understand it.*

Q7: How do you handle colleagues/students who speak languages other than yours?

Graduate 1: *Most of them are from Sepedi speaking backgrounds but what I have realised is that, their Sepedi is not the same, so I don't know whether to call it dialects but they can use the same word that does not mean the same thing. Sometimes I*

would experience some challenges with some learners who are from a certain section, they have a way of naming things, as compared to the ones that are from around the school. So, I end up demonstrating, or use actions to try and understand what they are referring to.

Graduate 2: *I would tell them in a friendly way that I do not understand your language, can we switch into the medium of instruction which is the language that we understand the most. Even though some students may not be perfect but then you can hear what they are trying to say, and that's where we can settle for the medium of instruction. I won't feel offended if someone speaks a foreign language to me but then I would have to learn it with time.*

Graduate 4: *Most of the times I communicate well with the customers. When I can see that they don't understand what I am saying in English I ask if they can understand Sepedi. And if they say yes then I get happy cause it becomes easy to explain things for them. But others would be speaking Xitsonga or Tshivenda or Afrikaans and other languages then we are forced to go back to English. And you find these are old people who wanted to maybe register a non-profit organisation, but they do not meet the requirements and they still don't understand my explanation because they are in English*

The graduates always ask their colleagues and clients to use English if they are speaking a language that the employees do not understand.

4.10.2 Data Segment 2, Interview with employers on dealing with multilingualism in the workplace

The data below is drawn from the interviews with the employers on how they deal with multilingualism in the workplace. The data presented is responses from question 2.

Q2: Which languages do you use to communicate in the workplace?

Employer 1: *We provided services in all 11 South African languages, Sign language as well as other major international languages. Because we use free lancers to provide services in these languages.*

Employer 2: *I have a background in African languages, and I teach Sepedi folklore so in most cases the graduate and I use Sepedi to communicate. And when we started working together, he was the only one in the programme so even when we had our formal meeting, we would use both English and Sepedi. But University of Limpopo recognises English as a medium of instruction and a formal language for communication, so we are forced to use English in formal settings*

Employer 5: *We mainly use English for work purposes. The graduate speaks Sepedi; I also speak Southern Sotho, so we sometimes communicate in Sotho. But usually for informal purposes. For work staff we use English.*

The employers indicate that they use English mainly for formal communication with the graduates, clients, and other employees.

4.10.3 Data Segment 3, Interview with lecturers on dealing with multilingualism in the workplace

The data below is drawn from the interviews with the lecturers on the use of multilingualism in the workplace. The data is from responses of question 13 of the interview schedule.

Q13: How does the programme prepare the graduates for a multilingual workplace?

Lecturer 2: *You know we have got three indigenous languages of the province, Xitsonga and Tshivenda. It could easily be roped in and become a really good example of what we call a multilingual approach to education. However due to certain challenges we can only offer two languages.*

Lecturer 1: *We could actually do more in preparing our students for the multilingual world that they have to face. However, what I can say is we currently produce bilingual specialist, and they are content in functioning equally in both languages*

Lecturer 3: *We introduce our students to the importance of multilingualism in the first year, they know how to treat and respect other languages and cultures. Although they may not speak those languages but for the fact that they understand why these languages needs to be respected and nurtured then they can be able to deal with a multilingual environment.*

The data suggest that the lecturers would have preferred that BA CEMS introduce other languages of Limpopo province into the programme.

4.11 The impact of the environment in learning a new language

The following data elicited the perceptions of the graduates, lectures, employers, and lecturers on the role of the environment in their abilities to learn the language of teaching and learning in the space of University of Limpopo. The language of learning and instruction is English, but the language policy of the university acknowledges the use of African languages. It is only in the BA CEMS programme where an African language, Sepedi is used as a medium of instruction.

4.11.1 Data Segment 1: Interview with graduates on the impact of the environment on learning a new language

The data below is drawn from the interviews with the graduates on the impact of the environment on learning a new language. The data is from responses of question 5 of the interview schedule.

Q5: Which languages do you use at work? How did you learn these languages?

Graduate 1: I can speak English, Sepedi, Khelovhedu I learnt Khelovhedu at home, Sepedi and English I learnt them at school.

Graduate 2: *I speak Sepedi and English. Since well this place is a multicultural environment, we both know that Sovenga simply is for Sotho, Tsonga and Venda but though somehow Zulu and other language speakers are around here but mostly when we speak we use medium of instruction which is English. But sometimes we switch since well we are multilingual speakers we switch to Sepedi, if you come across a Tsonga speaking that's when I find myself mixing Tsonga with English or with Sepedi*

Graduate 4: *I speak Sepedi and English. In BACEMS we use to speak two languages, Sepedi and English. And I am good in using the two languages. But other languages that other customers speak, I don't know them. The English I learnt in BA CEMS helped me a lot because I feel confident when I speak with the customers. I just wish I knew how; you know to speak other languages*

None of the graduates indicated that they learnt a new language at university or at work.

4.11.2 Data Segment 3, Interview with lecturers on the impact of the environment on learning a new language

In the following data, the views of the lecturers are solicited on the role of environment on language learning. The data is indicative that the environment is still nurturing the use and promotion of English. Other languages are often used for informal communications

Q1: Which modules do you teach?

Lecture 1: *I teach CELS (English) and MUST(Sepedi)*

Lecturer 2: *English and Sepedi*

Lecturer 3. *I teach Honors, then CELS and MUST*

Q2: *Is the environment conducive to the learning of languages?*

***Lecturer 1:** The feelings vary from, because of what I said that we come from a society that devalues local languages and as a result we have to start with the. student morale, they come very demoralized. I use this language, what does it offer me. Their uncertainties and their anxieties about what are the things that I am studying going to help me in my career or I am just wasting my time. And those anxieties are real, you have to be able to make them see the bigger picture, that using a local language it does not in any way reduce the significance of your work or your studies. And it does not devalue your qualification in fact it strengthens you as a professional and as an individual because now you become a truly bilingual individual*

***Lecturer 2:** The other thing is that once you don't have the support you don't have the necessary material to enable you to have the materials that you would want to bring into the classroom, because the challenge is that we don't have enough materials that are in Sepedi that you would want to use in the classroom.*

***Lecturer 3:** I try by all means to give support to my students. In class I ensure that I give them enough materials so that they can read and improve their vocabulary and that helps them with learning and improving their English.*

The data implies that there is lack of support in developing and growing the BA CEMS programme by the intuition.

4.11.3 Data Segment 4, Focus group discussion on the impact of the environment on learning a new language

The following data are responses from the focus group discussion which relate to their views on the role of the environment on language learning. The following data are responses to questions 3 of the semi structured interview schedule questionnaires that have been used to guide the discussion.

Q3: Which languages did you speak when you came to the university?

Student 4: *I came here speaking Sepedi and English.*

Student 5: *I can speak English, Setlokwa, I did Afrikaans at school so I can understand it a bit*

Student 6: *I came here speaking English, Sepedi and I can understand a little bit of Tsonga*

Their response indicates that the students are bilingual speakers, and they recognise the need to learn other languages in order to successfully relate to people from different language backgrounds.

4.11.5 Data Segment 3, (Classroom observation) on the role of environment on language learning

The data that was collected through classroom observation were collected in the lecture halls where the lessons took place. The narration presented was scribbled in a form of notes during the observation and no recordings were done.

The university environment and signposts still indicate the promotion of English and Afrikaans.

4.12 Formation of relationships

The theme below aims to investigate whether the graduates are able to form relationship in the workplace. The data presented highlights how different relationships are formed.

4.12.1 Data Segment 3, Interview with lecturers on the formation of relationships.

The data below is drawn from the interviews with the lecturers on the formation of relationships. The data is from responses of question 4 of the interview schedule.

Q4: Do you have any contact with the graduates after they have completed their studies?

Lecturer 3: *Yes, I do, in a year we often graduate between 8 to 12 graduates. The numbers are so small that's why it is easy to keep contact with the students. And with the use of social media it is very easy to keep track of the students as they often invite me on platforms such as Instagram and Facebook and I also chat with them on WhatsApp.*

Lecture 1: *The students we have in the programme requires a different type of support. They are not the same as students in other well-established programmes, so we develop a different type of bond and relationship with them. I keep contact with my students even after they have completed their studies. Most of them use me as their reference and they often revert back to me when they secure jobs. The happiness in their voice and experience them grow into young adults into different professions makes me feel like I have done something right.*

Lecturer 2: *I keep in touch with my students. They often find ways of contacting me, I don't even know how some manage to get hold of my cell phone number but they contact me and ask if I could send them testimonial letters or be their referees. Others contact me to ask for advice on post graduate streams that they can follow*

The programme graduates' small numbers of students which give room to a relationship with their lecturers beyond the University

4.13 Job satisfaction

This theme aims to investigate if the graduates are happy to be doing what they are currently employed to do. Job satisfaction leads to productivity and success, it is important in this study to determine whether the participants are happy with their current employment.

4.13.1 Data Segment 2, Interview with employers about job satisfaction.

The data was drawn from the interview with the employers about job satisfaction. The data is responding to question 2 and 3 of the interview schedule.

Q2: How long have you been employed in the programme?

Lecturer 1: *Lecturer 1: So if I count the years from being a student assistant that should be from 2011, its quite a long time considering that at the time I was not on contract I was doing student assistant role*

Lecturer 2: *I have been lecturing in BA CEMS for the past 6 years, since 2013 to date.*

Lecturer 3: *I have been teaching in the BA CEMS programme for the past five years now.*

Q3: What would you say is your success in teaching this programme?

Lecturer 3: *To actually see my students, graduate, them coming back to me through messages, through phone calls saying mam I am placed at this particular institution, I'm doing this and that, or even saying mam I have registered for further studies*

Lecturer 1: *I think is also multi-layered, one success is to demonstrate policy implementation. I think that's a big success in a sense that in SA we have a huge culture of policy development with minimal implementation. So, one thing that the programme does is to demonstrate in actual terms how to implement policy. But also, the success is the normalising of using African languages as languages of learning and teaching, which a foreign concept here in south African higher education. It's still something unimaginable that one can use African languages as languages of learning and teaching. And the fact that is one of the fully fledged bilingual programmes in south African higher education is also a plus. but I also feel that there is another issue that is also problematic and its often undermined by various stakeholders it's the fact that*

the success had to do with the fact that students have smooth and easy access to postgraduate disciplines such as English. Which is although of as we always think of the discipline of English as a highly monolingual discipline as a very ridged turf you need to study through English to be an expert in English. But people can be able to study through multilingual means and still transition to be expert in English and also they can access opportunities such as teaching .and the fact that the programme enables access to post graduate opportunities in nonconventional stream, or professional opportunities like teaching. but of course, these are very problematic areas as I said it's because of institutional politics all of these are being taken away and I think they are what makes the programme stronger. If students feel like they are stuck they cannot access post graduate opportunities, they cannot access professional opportunities then what's the point. You cannot have the programme surely because you are teaching in African languages, it has to enable them to go on to things. If we take away those postgraduate and professional opportunities, then I think we might as well shut down the programme. We can't just teach and beat our chest that we are teaching in African languages while the students have nowhere else to go after that. That is the scary part, that's what keeps me awake at night that if we close exit opportunities then there is really no point. Then its unethical to say that students have to spend three years studying or even honours but at the end while opportunities are being deliberately closed not because of any other reason but because people of institutional politics. That's a scary situation and I feel like it stands to undermine the sustainability of the programme.

Lecturer 3: *The students we have in the programme requires a different type of support. They are not the same as students in other well-established programmes, so we develop a different type of bond and relationship with them. I keep contact with my students even after they have completed their studies. Most of them use me as their reference and they often revert to me when they secure jobs. The happiness in their voice and experience them grow into young adults into different professions makes me feel like I have done something right.*

The lecturers have been employed in the programme for longest being 10 year

4.14 Conclusion

This chapter presented and analysed the data that was collected through questionnaires, semi structured interviews, focus group discussions, document analysis and classroom observation. The presentation and analysis of the data was done by means of generated themes from the literature review (chapter 2) and the data presented to categorise patterns that are in line with the aim and the objectives of the investigation. I categorised the participants into lecturers, graduates, employers and current students.

CHAPTER 5

DISCUSSION OF DATA

5.1 Introduction

Chapter 5 is an extension of the data presentation and analysis in the sense that it is the interpretation of the lived through experiences of the participants on their practices at the workplace. In this chapter I propose to shape a chain of narratives and interpretations of the data I collected and presented in chapter 4 using different data collection methods. As such, I would be giving a construction of my participants' story, where the narrative is seen as telling and retelling their stories. For me to have retold the story the best I may, I underpinned and reinforced my own understanding that which triggered the investigation to retell their stories the way they understand it (Foncha et al. 2016).

Chapter 5 is a sequel of chapters 1, 2, 3, and 4 of the investigation, in this way, chapter 5 is an attempt to interpret the stories of the respondent's view of discontent which underscored my own attempts to raise my thinking and practice to a higher level of understanding through interpretation (Foncha 2013; Foncha et al. 2016).

In my attempt to retelling the stories of the lived through experiences of the participants, I am in a way struggling to generate knowledge as well as to explain what my understanding is of the lived through experiences of the participants in this investigation.

5.2 Subjectivity and Objectivity

To assign a specific meaning to the empirical data collected for this investigation, it is needful for me to shed light on the concepts of 'objectivity and subjectivity.' Needles to stress their complexity at this point, a clarity on the two concepts would provide the reader with a pathway of following the writer. This to suggest that subjective is context based and so is objectivity. 'Interpretation' on the other hand, involves explaining these patterns or significances within a wider context by applying a relevant theory. While analysis interrogates or questions what the data says, interpretation on its part,

questions what it means (Foncha 2013). In both cases, the potential for objectivity hinges on the subject-researcher interaction (Foncha 2013). In view of this, Sivasubramaniam argues that:

The term objectivity, as it is understood, is a set of characteristics that represent experience or knowledge which is independent of any one individual. This independence is an outcome of stating a set of rules and the permissible operations that are needed to activate them. Knowledge that is derived as a result of such activation is not influenced by personal feelings or opinions, but only by facts. As this knowledge is seen to exist outside the mind, many researchers tend to think that it is objective, and it can therefore be proved (2004: 356).

Based on the foregoing assertion, to understand the concept objectivity, it can only be in relation to subjectivity. Both concepts are only become meaningful depending on the type of orientation approached by a researcher.

In the preceding chapter, I presented the data as a narrative of a developing design and understanding through which socially, constructed realities, local generalizations, interpretive resources, knowledge, inter-subjectivity and reasoning can assume substance and prominence (Denzin & Lincoln 1998). Through this lens, it appears to tally with the constructivist view of the experiences of the graduates in using language at the workplace to be at the core of the study. Based on this, I must share my experiences and insights with my readers because this study is located within the context of human experience. Although I am aware that locating reading and experiences might produce an imperfect or flawed fit (Foncha 2013: 189).

5.3 Narration as a way of experiencing their experiences

Chapter 4 dealt with the data presentation as a narrative of an emerging design and understanding through which socially constructed realities, local generalizations, interpretive resources, knowledge, inter-subjectivity and reasoning can assume substance and prominence (Denzin & Lincoln 1998). This understanding appears to

mimic a constructivist perspective of the skills and abilities of intercultural communication competence learning.

As such, my narratives suggest how the graduates use of languages in the workplace also made sense of how their views were enmeshed with my epistemological, ideological and theoretical perspectives in this exploration. Thus, there is no need to define and name them in advance in exact terms. 'This is meant to favour the constructivist approach against the rationalist's view (Pavlenko & Lantolf 2000). This is what urged me to attempt a description and an explanation through possible existing theories that align with my understanding of the lived through experiences of my participants. Each theme as presented in Chapter 4 is interpreted in detail and relevant literature used to support and argue the data presented.

5.3.1 The language used at the workplace

Section 4.2.1 reveals that the graduates (employees) meet different languages being used at work. As bilingual graduates, they have been using Sepedi and English but when they get to the workplace, they are now faced with other languages where they are expected to provide services in. These are often languages that are unknown to them and as a result they are unable to fulfil their responsibilities. Graduate 4, indicated the dissatisfaction of the customers who requested help in Afrikaans, but she asked them to use English as she is unable to speak Afrikaans. As a front desk operator, she sees the need to be able to assist the client in the languages of their choice, but language barriers are often a challenge (Foncha 2013).

Graduate 2 and 3 are employees at the University of Limpopo, which is dominantly Sepedi speaking, yet they work with students who are unable to use English during consultation. Students who enter University with the lack of competency English that is necessary to pursue their studies effectively, may suffer anxiety, frustration, demotivation and an inability to engage with the learning process (Murray 2010). As an institution that is based in the rural areas, the students admitted at the university are previously disadvantaged because they are not competent to communicate in English. When students come for individual consultations with the lecturers, it is because they

cannot follow the lessons in the classroom through the English Medium. Others come to consult individually because they do not have the confidence to ask questions in English in front of the whole class. The students would attempt to use their own home languages to get clarity from the lecturer alone in the office. In the cases where the lecturer cannot speak their home language, the student would leave the office of the lecturer still not clarified. The lectures are conducted through the medium of English, and therefore, the students are also expected to communicate with the lecturers in English when they are in class (Language policy, University of Limpopo 2007). In view of the challenges faced by students with language use in the classroom, it is important to equip the graduates with the skills of negotiating meaning even when addressing someone in a language that is not known to them. Kaiser and Foley (2013) claim that, in most cases, the challenge/s from the language of the lecturer may hinder communication with the students. In this regard, the student then would ask for clarity so that he/she can understand the concept better. Sometimes one finds that a student fails to understand the English language and the lecturer then, must at least try to go back to the student's language background to explain the concept at hand to the student for more clarity (Quaye & Harper 2014; Pianta et al. 2015). As bilingual graduates, their cultural communication competence skills should distinguish them from others, and they should be able to assist students in their different dialects to gain knowledge despite the language barrier.

It is important for the BA CEMS programme to equip its lecturers and graduates with skills that may enable them to negotiate meaning when they are faced with a foreign language. As seen on section 4.2.1 if the lecturer cannot negotiate meaning with the students who came for consultation, the progress and performance of the student might be affected negatively.

Graduate 1, who is a teacher at a primary school in Limpopo indicates that she uses demonstration to try and bridge the language barrier between her and her students who do not understand English but speak a different dialect of Sepedi. Graduate 4 indicates that she asks the clients to use English when she cannot speak their language. Unfortunately, it is not always that the client knows English, she then requests other colleagues who can speak the client's language to come and assist the client. By delegating the work to other colleagues looks as if the graduate is

incompetent and cannot fulfil their required duties. Similarly, Employer 5, indicates that the graduate cannot run the campaign in townships where IsiZulu is the dominant language. This raises the question of whether BA CEMS graduates are competent to handle work in other provinces outside Limpopo.

In addition to this, evidence from section 4.2.2 suggests that the language commonly used between the employers and employees is English. “Whorfian effects par excellence are found not in some far-away exotic tribe but on the pages of academic journals, among scholars who [...] equate the English lexicon with ‘the language of thought’, adopting English terms – that lack translation equivalents in many languages – to describe thinking for thinking and feeling for feeling” (Pavlenko 2014: 300). This supports the idea that English is considered a superior language above others.

Again 4.2.2 from Employer 3 indicates that English is the recognised language of communication at the workplace. The use of other African languages is for informal communications or can be referred to as corridor language. For official purposes, the graduates and the employers use English as the medium of communication. When employees communicate amongst themselves for informal purposes, they use their own mother tongues. However, when they communicate for official purposes, they use English. Although these graduates are equally efficient in English and Sepedi, English remains the dominant language at the workplace.

The law protects employees at the workplace in South Africa because South Africa is one of the most diverse culturally, racially, and economically countries in the world. In view of this and in line with the Bill of rights, specific laws were drawn up to ensure that everyone enjoys equal opportunity and fair treatment at the workplace (*Employment Equity Act, No 55 of 1998*). Essentially, this Act protects employees from any form of discrimination from an employer based on race, gender, religion, disability, and language – amongst many others. The law presupposes that no employee can be fired for speaking in their native language because it would constitute discrimination at the workplace. With this in mind, the use of African languages at the workplace is against the notion that English is the lingua franca and the global language. Thus,

African languages are used predominantly in the corridors, passages and canteens during lunch breaks but not for formal purposes.

The data from segment 4.2.3 indicate that the lecturers teach both the English and Sepedi classes. They have access to teaching materials in Sepedi and English, and they are able to give opinion on how these languages are used in all the modules. The lectures commented on the participation and performance of the students in both languages. Lecturer 1 indicates that before the start of lessons, they first need to deal with the attitude of the students towards learning in their own mother tongues. In view of this, Madadzhe and Sepota (2007: 152) say that there are some schools in the country that still discourage students from speaking African languages. Some of the schools do not even offer any African language as a subject. However, many students in such schools are African.

Based on this, the lecturers usually start their teaching by first of all convincing the students on the importance of promoting and learning African languages. As it can be seen in in Section 4.4.4, discussion with Student 5 reveals that he did not qualify to enrol for a Law degree and as a result, ended up taking the BA CEMS degree. Most of the students in the programme join due to rejections from other programmes and they do not have knowledge of what the BA CEMS degree is about. Imagine the kind of products that would graduate at the end of the day. To this effect, the responses from 4.2.4 highlight the fact that the students see it important to learn English. Although the programme is developed both in Sepedi and English, the students still see the importance of perfecting their English skills and are pleased that their English has improved since they joined the programme. Student 5, states that because she can speak English well, creates more opportunities for her in the future. Although all three lecturers are of the view that they have to deal with the negative attitudes of the students towards learning in their own indigenous languages. The focus group discussion evidence which was held with Honours students revealed that the students value their improvement in the English language. This is because English is the lingua Franca of the University of Limpopo.

Since the goal of the BA CEMS programme is to provide students with equal time exposure to two languages and to use both languages as media of instruction, this is what the curriculum set out to achieve (Christian 1996; Torres-Guzma'n 2002). The principal aim here is to take a language (Sepedi) that was previously disadvantaged and give it a status of being a language of learning and teaching at a higher learning institution. By so doing, the language is also given equal status like English, as the programme offers twelve modules in a period of three years in which six are taught in Sepedi and the other six are taught in English. This gives both languages equal time and exposure. However, in the workplace, the recognized and most use language remains English.

5.3.2 Linguistic challenges at the workplace

As revealed from the data presented in section 4.3.1, Sepedi is lacks teaching and learning materials. In view of this, Student 1 states that when they do research or have to source information from the internet for their assignment, it is often a challenge to get access to materials in Sepedi. This requires them to translate some of the materials themselves to be able to use it in their assignments. The translation of these materials may result in loss of meaning and can be time consuming. Also, making reference to the material translated may become challenging to cite or quote the author as the information is often in English. Despite the programme being in existence for 18 years, students still lack resources in African languages.

In addition, 4.3.4 indicate that language challenges seem to be prominent. The students appear to be having challenges in their use of formal and academic Sepedi. This highlights that students do not only struggle with English but the use of Sepedi as well. This means that students may require extensive support in both languages to excel at the workplace. The data further indicated that, Sepedi focuses on the content, not on the language skills. It is taken for granted that the students can speak the language and therefore should not struggle to write it down (academic writing). However, the students' states that academic writing in Sepedi is challenging and they require support in achieving the formal writing skill.

There is sufficient evidence in section 4.3.4 where the students indicated that they struggled with formal English writing skills when they were admitted into the programme. In view of this, Yeld (2009) shows that South African students probably do not enter higher education with the necessary academic language proficiency required to be successful. Thus, the difficulties with the medium of instruction are undoubtedly a contributing factor to poor performance that impacts on success and throughput rates (Yeld 2009). In line with this, the fact that most students needed support should come as no surprise as many of them are not operating in their mother tongue (Wyndham 2009: 4).

Based on this, Williams (2003) suggests that translanguaging often uses the stronger language to develop the weaker one and thereby contributing towards a potentially relatively balanced development of two languages. Through children's L1 experience, they are likely to have developed an understanding of concepts they might have encountered in their early reading of L2 (Cummins et al. 2001: 83). In this regard, the students have a strong background and knowledge of their mother tongue which is Sepedi. When students are admitted in the BA CEMS, they are expected to have basic communication skills in English and Sepedi. This is to help them to achieve cognitive academic language proficiency in both these languages.

Contrary to the above, the data in section 4.3.2 suggests that the graduates still need to improve on some language skills. Writing proficiency appears to be prominent from the responses given. In view of this, one Employer stated that the graduate struggle with writing skills. This is in agreement with Bailey (2015) who states that many students who come to university to study in English may speak the language well enough for use in normal life such as shopping and meeting with other students away from academic area. Conversely, these students are sometimes surprised to find out that writing essays and reports in English is more difficult. It is believed that these challenges may be caused by low vocabulary or competence in the second language (English). When these challenges occur, it becomes difficult for a student to speak his/her mind when communicating in English as he/she may miss two or three important terminologies.

The observation data from section 4.3.5 suggests that there is less participation in English class than the Sepedi component. However, in the Sepedi class, the students are more participative as they portray confidence and command of language, but there is usually a lot of codeswitching. Since the students struggle with Sepedi terminologies, they would code switch to English. The students were much more confident to explain, give examples and their opinions on topics which demonstrated a deeper understanding of the concepts discussed, but they failed to use the correct Sepedi words.

Based on this, Code-switching is a common phenomenon evident among the BA CEMS. It is worthy to note that students from different language backgrounds meet and socialise daily. The learners and lecturers may switch between English and Sepedi in formal and informal conversations. In line with translanguaging, code switching is another strategy that is used to support the students in facilitating and negotiating meaning in the classroom. In order to ensure understanding and facilitate the learning of new concepts. Code switching is one of the strategies used in the class by many language teachers as a teaching method. In this regard, Code switching is used both by the lecturers and students during lessons. Hence, Code switching is used in the English class to deal with concepts that students do not understand. They code switch to Sepedi amongst themselves as students during discussions and group work.

Eastman (1992:159) sees code switching as the use of more than one language in the course of a single communicative episode. According to Gluth (2008: 6) Code switching is the mixing of elements of two linguistic varieties within a single utterance or text. Based on this, Code switching in both the English lessons and Multilingual Studies lessons happen amongst the students themselves. When they converse with their lecturers, the students tried to use the appropriate language for that module. The empirical evidence from the data reveal that the lecturers often use code switching in Sepedi and English classes. The confidence of knowing that the students they are teaching are able to understand English and Sepedi gives the lecturers the confidence

to Code switch between these languages. Although this is done in an unplanned manner, it appears to be one of the ways to ensure that the students are able to understand what the lecturer is teaching.

In light of the above, Code switching is a skill that may be applied by graduates at the workplaces when dealing with multilingualism. This however means that the graduates may only be able to code switch between English and Sepedi. Code-switching allows a speaker to meet another speaker half-way, establish common ground and show flexibility and openness (Wardhaugh 2011). By code switching, the graduate is able to make the other person feel accommodated to show the willingness to want to assist that particular individual. As the graduates from the BA CEMS are employed in multilingual environments, the skills of Code switching become vital to executing some of their duties at the workplace. Furthermore, Wardhaugh (2011) explains that in black South African townships, people are prepared to accommodate each other and believe that it is important to do so because the issue of communication is at stake.

Based on section 4.3.2, the evidence suggests that the programme's name does not give a clear identification of what the graduate skills should be. The name of the programme gives the impression that the graduates are multilingual and therefore can offer services in different languages. In this case, the graduates can only use Sepedi and English. These graduates are employed with the impression that they are multilingual, however when they reach the workplace the employer would come to realise that the graduates are efficient only in Sepedi and English. The introduction of other languages of the Limpopo Province can be a way of ensuring that the name tallies with the content of the programme.

Although the focus is on the linguistic challenges, it can be noticed that the students meet a lot of resistance from senior staff members and other members of the University, as well as the in the community. The students are criticized about using Sepedi as a medium of instruction at a higher institution of learning and what the career opportunities may be for them in this field. Given the lack of opportunities, this has led

to the dropout of students who then turn to change degree programmes. In view of this, Lecturer 1, indicates that the negative attitude of learning through an African language is not only from the students but also the senior members of staff. When students are approached and discouraged from continuing the programme, they are obliged to change to other degrees or drop out of the programme.

5.3.3 Employability of the BA CEMS graduates

Section 4.4.1 reveals that the data from the questionnaire suggests that most of the graduates from the BA CEMS degree are educators. After completion of their BA CEMS degree, they enrol into the PGCE qualification and are later hired as educators. Others are employed as lecturers after completing post graduate qualifications. This is no longer the case as the PGCE programme at the university of Limpopo no longer accepts students from BA CEMS programme, since the Contemporary English and Multilingual studies are not teaching subjects. This means that students can no longer enrol to become teachers at the University of Limpopo. Some of the graduates now decide to take up the PGCE programme at UNISA, but now the one-year certificate is no longer available.

Furthermore, section 4.4.3 suggests that more exit points at the University are blocked which turns to frustrate the students from the BA CEMS programme because when they complete their studies, they do not have vast career options. This also raises the concern that the BA CEMS students do not appear to be employable with their BA CEMS degree only. They need to further their studies or enrol for other programmes before they can be employed. The BA CEMS degree aims to develop students into bilingual specialists who can compete effectively for employment in the South Africa's multilingual" terrain. As the founding fathers propagated, the course should be able to build in the graduates "skills that are necessary to carry out advocacy for multilingualism in their future professions (Ramani & Joseph 2002: 235).

The responses from the lecturers in section 4.4.3 suggests that most students carry on doing their post graduate studies and only a few are absorbed into the workplace immediately after completing their degree. Lack of information when these students register into the programme about career opportunities as well as exit points being blocked are some of the challenges that they face. The evidence also suggests that there might be need for redesigning the curriculum to a point that may enable students to choose the correct stream when they register in the first year of study.

Evidently, 4.4.2 suggests that the graduates are employed in different sectors. However, the one who are employed without further studies are not employed in relation with the BA CEMS qualifications. Those who furthered their studies are the ones who are employed according to the post graduate qualification that they have. In addition, the data from 4.4.1 indicate that Graduate 5 did not further her studies and therefore she is employed as an office administrator, which is a career that is not related to her qualification. Students are expected to possess certain skills. Some of the graduates may struggle to secure jobs due to lack of skills. Hence it is important to illustrate that the skills that are required at the workplace for the BA CEMS graduates to be employed should also be taken into consideration, as one of the factors that may affect the security for jobs. Employment insecurities is also raised in the focus group discussion with the third year and the Honours students. Their fears being that they may graduate and struggle to secure jobs. However, Perera and Perera (2009) bemoan the fact that most institutions of higher learning are yet to realize the importance of incorporating the voice of their students in developing a curriculum that leads to graduate employability.

There is evidence that there is an increase in the level of unemployment in South Africa between 2013 and 2016. The trend is disturbing as sources further show that, of the unemployed, 50% are those at the age of 25 and below (Stats SA 2016; Trading Economics 2016). Despite the rate of unemployment at this high, statistics also shows that the industry is in dire search of skills and curriculum in most educational institutions of higher learning is unable to provide (Horwitz 2014). Analysis made on the current existing education institutions versus graduate employability has also

shown that going to an institution of higher learning has ceased to be a determining factor for securing employment.

5.3.4 Skills required for the workplace

Many of the BA CEMS graduates are employed, although some of them are employed in fields that are not related to their professional skills. The concept of graduate employability is defined as the ability of the graduates to penetrate the labour market while obtaining jobs that are related to the skills they acquired from Educational Institutions. In this view, Rothwell and Arnold (2007) argue that employability refers to the ability to acquire a job and partake to duties corresponding to what was learned in formal education. This stance is further supported by Crossman and Clarke (2010) who state that employability refers to the ability to acquire a job and partake in the duties corresponding to what was learned in formal education. It is not always that graduates are employed in fields that they are professionally trained for, which is also the case in the BA CEMS programme. However, it might be important to also note that there are skills that the students have, that made them liable to be hired in other professions.

Section 4.5.2 also reveals that the skills identified by employer 5 are good public speaking and sensitivity in handling diverse clients. Although the graduates are unable to communicate with the clients in their indigenous languages, they still have good communication skills and are able to handle the clients sensitively. In view of this, Dilrukshi et al. (2005) says that inadequate communication skills that include written and oral communication is a major barrier in obtaining employment. Employer 3 indicates that the graduate can oversee the process of article submission from authors since they, have good reading as well as good communication skills. Evidently, Employer 1 indicates that the graduate (employee) can transcribe, translate, and interpret. This is to suggest that the graduates have vast of skills some of which are generated from the electives that the graduate studied. In addition, graduate 5 has the ability to interpret and translate because she registered Translation and Linguistic

studies as an elective from first year to second year of her studies. This brings points to the fact that the students should be able to transfer skills between languages.

The graduates learnt how to translate and interpret from the Translation and Linguistics module, using the language skills learnt from the BA CEMS programme. It is therefore important that the students are guided on which electives to choose to ensure that they get a holistic degree that may meet their future plans. This is in agreement with section 4.5.3 talking about guiding students earlier on the options they can take and also a need for curriculum redesign. However, these skills are only limited to Sepedi and English. This is to suggest that the students are employed in different fields where they apply their different skills. The programme needs to consider potential employments and how it can ensure that these skills are integrated into the programme.

It is needful to say that BA CEMS students require training when they arrive at workplaces before they may eventually be able to fulfil their duties. Employer 1, however indicates that the graduates go to the workplace with skills that are not refined, and it is not easy to understand what they are specialised in. In view of this the outcomes of the courses on the BA CEMS should be narrowed down to a specific speciality. Skills development refers to a process of equipping graduates with skills that may help them to be more competitive for work in the near future (International Labour Force 2010). It is one of the objectives of this study to understand the type of skills that the BA CEMS graduates may require to be functional at the workplace. Nevertheless, every graduate needs the opportunity to turn the theoretical knowledge acquired from the classroom to the real world. To make this a reality, some students need to adopt opt into internship programmes whilst others may be hired directly into respective positions.

Evidence from the focus group discussion with the current students highlight the need to give students the exposure to practical skills as well as mentors who are already established in the field (Daniels 2007: 2). By skills here, I am referring to both qualifications and work experience. When students are employed, they are expected

to apply the knowledge they learnt in their respective qualifications as well as the experience they have. Lack or no contact with the previous graduates leaves the current students vulnerable to fears of not knowing what to expect when they enter the workforce. Practical skills development is the core activity of any given profession (public administration, education, health) for survival, growth, and sustainability of that profession. However, Universities sometimes face the criticism that their graduates go to the workplaces unable to perform (Okello-Obura and Kigongo-Bukenya 2011). Looking at the current programme, theory and classroom interaction is considered to be the area that gets the most attention. The lack of practical skills development may leave the students insecure and unprepared to face the workplace or the least know what to expect.

Worthy of notice, effective oral communication skills, effective basic writing and reading skills, competence in English and Sepedi and development of good interpersonal communication skills are some of the skills required from graduates for the workplace. Once employed at the workplace, graduates need to demonstrate that they have communication skills that are developed enough to ensure they can engage effectively in their respective professional contexts. Being an effective communicator involves a number of skills or competencies, which may recognise the importance of students 'being able to adapt to their academic, social and linguistic environments Deewr (2009) as well as their work environments.

Once a graduate is employed at the workplace, he/she needs to demonstrate that they have communication skills that are developed enough to ensure that they can engage effectively in their respective professional contexts. Being an effective communicator involves several skills or competencies that were mentioned earlier. The skills and competences should involve the importance of students 'being able to adapt to their academic, social and linguistic environments (Deewr 2009) as well as their work environments. In section 4.5.4, graduate 1 indicates that it is important that she is good at public speaking, communication skills and interpersonal communication skills required for teaching. The data suggests that the graduates have the necessary language skills to fulfil their duties. However, lack of interpersonal communication competence to deal with people who are from different language backgrounds is

evident from employees from the BA CEMS programme. At times, graduates struggle to get employment due to the lack of skills that are required by the workplaces. When graduates fail to get employed due to lack of skills, it is called structural unemployment (Adeyemo et al. 2010). Effective oral communication skills, effective basic writing and reading skills, competence in English and Sepedi and development of good interpersonal communication skills are the basic skills. Writing, reading, research and communication skills are some of the skills expected by employers from these bilingual graduates. For the BA CEMS students, an unknown language can form a barrier in the communication process. At the workplace, communication skills are very important. It is important that the person who maintains a social environment knows how to establish interpersonal communication in order to have a successful social skill (Coşkuner 1994).

Also, section 4.5.4 indicates that students are happy with the improvement of their English-speaking skills, as they indicate that it has boosted their confidence to stand in front of their students. The graduates do not say anything about mechanism of dealing with diversity or multilingualism in their workplace, even though this is a daily environment that they find themselves in. They all indicate that they have improved their writing skills in English, they can present well in English. Not much is said about writing or speaking skills in Sepedi. This implies that the students still see English as a language that is more important (higher status) than Sepedi. Although Lecturer 1 in 4.3.3 speaks about dealing with the negative attitude of studying in an African language, seems to be persistent.

In 4.5.3 the lecturers raise the question of aligning the curriculum with career objectives for the graduates. However, it is challenging to do that at 1st year of the study as the students themselves do not know what they want to focus on. Lecturer 2 also highlights that the programme equips with the students with the knowledge on how to defend their own languages. Nothing is being said about how to deal with many languages that the graduates meet in the workplace. The focus group discussions with the current students highlights the need to give students exposure to practical skills as well as mentors who are already established in the field. Skills development is a

process of empowering graduates as a way of preparing them for work environment. Skills development can also be explained as 'the process of developing' a graduate or intern so that they can be able to execute tasks assigned to them in the work environment through training and mentorship programme (Hirschsohn 2008: 82).

Stierer and Maybin (1994: 97) state that scaffolding is not just any assistance which helps a learner to accomplish a task. It is help which may enable a learner to accomplish a task which they would not be able to manage on their own. Alternatively, it is help which intended to bring the learner close to a state of competence which may enable them to eventually complete such a task on their own. Looking into the content of the BA CEMS programme, there are several instances where one recognizes the importance of scaffolding. The students admitted in the programme have communicative or verbal skills in English but often struggle with writing. This may be seen in both the English and Sepedi modules. The lecturers sometimes may resort to students submitting several drafts of assignment before they can accept the final draft. It appears to be through this process of writing that the lecturers may be able to offer assistance by giving feedback on these drafts. This process is may encourage the first-year level, until the students are in a position to write effectively on their own.

5.3.5 Improving the curriculum to meet the workplace demands

In 4.6.1 Graduate 2 and 3 suggest that the programme should be improved because the BA CEMS only limits itself to the two languages of instruction. Even Graduate 4 feels that the programme needs some adjustment to provide skills and abilities that can render someone a multilingual. Especially with the title of the programme implying that it is a Multilingual degree. The languages of Limpopo province can be introduced into the programme to give the students a multilingual background. Employer 1 is also in agreement with what the graduates are saying about bringing in other languages to make the programme multilingual. Their responses indicate that there is still a lot of work that needs to be done when in the material development and resources in African languages. There is need to update the materials that were first compiled when the programme was formed in 2002. Most materials were translated from English to

Sepedi by a group of translators sourced by the founders of the programme. Education and literature evolve, therefore there is need to update the content. By bringing in the three languages of Limpopo province, Sepedi, Tshivenda and Xitsonga will make the programme multilingual.

The employer also added that the graduates require practical experience before entering the workplace so that they can be able to handle their daily responsibilities. The students are only exposed to theoretical aspects of learning but have no exposure to practical experience from the workplace. In other instances, the employer offered the graduates some practical training when these graduates arrive at the workplace. Employer 1 recommends that the graduates should be exposed more to practical work as they come to the field inexperienced. Employer 3 recommends training courses that would enable them take on managerial positions.

In the focus group discussion with students, it was revealed that the programme should not only focus on supporting the students in improving English writing skills but both languages require the same effort. The students indicate that they are confident in conversing in Sepedi but require support to write academically in the language. The students join the programme with communication competency in Sepedi, but they require more guidance in writing academically even in Sepedi. It is often taken for granted that the students are first language speakers of Sepedi and therefore they do not need much support in achieving academic writing skills in Sepedi.

The responses from the students also indicate that they are not confident of the career opportunities available for BA CEMS graduates. The graduates find out only after their graduation in the programme that the career options that would help them choose the correct subject. In this light, Cook (1992) advocates that the use of negotiation in the curriculum. When learners negotiate, ask questions, and try hard to find the answers themselves, what they learn would be more meaningful to them (Cook1992). Engagement and participation therefore give the curriculum, a sense of ownership to the learners for their work and a commitment to their learning. Bruner (1992)

comments on negotiating the curriculum as deliberately planning to invite students to contribute, and to modify the educational programme so that they may have a real investment both in the learning journey and the outcomes. The graduates of the programme may bring in new experience from the workplace and are in a position to advice on how the programme can bring in changes to ensure that future graduates are in a position to meet workplace requirements.

5.3.6 Effectiveness of the curriculum in preparing graduates for the workplace

The BA CEMS degree aims to develop students into bilingual specialists who can compete effectively for employment in the South Africa's multilingual terrain. The programme also strives 'to equip students with the skills that' are necessary to carry out advocacy for multilingualism in their future professions (Ramani & Joseph 2002: 235). In section 4.7.2 the employer indicates that the programme needs to channel the degree to some form of speciality. When the students join the workforce, it is usually difficult to point out what they specialised in. It is only after working that the graduates can pick up skills. There is also a need for them to undergo further training when they join the workplace so that they can get the practical experience needed for the workplace. For example, if a student is not registered for Translation and Linguistics studies, he/she may not be granted access to the language laboratory on campus. The responses from 4.7.4 indicate that the students worry about lack of practical skills. They raised issues about the relevance of the programme to the workplace and the need for career guidance when the students select elective modules when they first enrol into the programme. The BA CEMS degree is only offered at the University of Limpopo and therefore it is not well known like other old and traditional language degrees. The students are concerned that the employers do not know about the degree and if they cannot recognise the programme, the students might not be selected for interviews.

Further empirical evidence from chapter 4 suggests that the graduates think that the BA CEMS programme prepared them for the workplace. The ability to accommodate other colleagues from different backgrounds, public speaking skills and respecting other people's languages. None of the responses addressed the intercultural

competence of the students even though they are facing multilingual and multicultural environments at the workplace. In most Universities as in workplaces today, people from different cultural backgrounds study, live, interact, and work together (Alptekin 2002). An increase in globalization has resulted in the demand for more sophisticated knowledge and skills in intercultural communication competence and multicultural team building (Matveev 2002). Intercultural competence is viewed as the ability to work well across cultures and to change one's knowledge, attitude and behaviour so as to manage cultural difference and unfamiliarity, inter-group dynamics, and the tensions and conflicts that can accompany this process (Alptekin 2002; Kramsch 1993). The BA CEMS programme needs to factor in the curriculum content that would address the competency of intercultural communication competence in its graduates.

The lecturers seem to notice improvement from the students' performance from the time they joined the BA CEMS programme till when they are about to exit. Improvement in oral presentation skills is another noticeable area by the lecturers. Additionally, there is sufficient evidence of improvement in their writing skills and the ability to write research reports. Since the launch of the programme in 2003, there has never been an evaluation of the entire programme. This skill is vital to check whether the objectives of the programmes are being met. Very broadly, the exit-level outcomes for this degree are organised around a theoretical understanding of multilingualism in South Africa and the world researching multilingualism creating resources in Sesotho sa Leboa and other African languages and doing advocacy work for multilingualism in various spheres of public life (Ramani & Joseph 2010). However, it is difficult to say if these exit outcomes are met or not given what is happening with the students from this programme.

5.3.7 Dealing with diversity at the workplace

Section 4.8.1 indicates that the graduates communicate with people from different language backgrounds at their workplace. Graduate 6 who is a front desk worker, she has contact with clients and as a result, communicates with people from different language backgrounds. Graduate 4 revealed that some of the clients at work can only

speak the language she does not speak nor understand. In this regard, it becomes a challenge for her as she would struggle to assist them. The graduates are exposed to different cultures which makes it important for them to understand and be competent in intercultural communication competence.

The data from section 4.8.3 seem to suggest that the lecturers have different ways through which they deal with diversity in their classroom. They acknowledge that they often have to deal with the different dialects of Sepedi. Students are only allowed to use the dialects in informal conversation, but not in formal writing or formal assessments like oral presentation. Within the university context, intercultural incompetence can result in students being unable to adapt and accommodate those around them who may consequently face significant challenges around independence, autonomy, teamwork, conflict resolution and appropriate engagement in lectures and tutorials (Alptekin 2002; Kramsch 1993). When these students graduate and are recruited at the workplace, such issues may extend to privacy, confidentiality, sexual orientation, risk management, power relations, leadership, and lines of responsibility. It is in this light that this investigation strives to deal with the intercultural communication competence.

The results from the study further opine that even though the speakers of Sepedi are from the same language group, there are dialects within the language that may cause miscommunication amongst the speakers. It has been identified that although BA CEMS students are Sepedi speakers, the lecturers still have to battle with the different dialects of Sepedi such as Khelovhedu, Setlokwa, Sehananwa, Sepulane and others. In this light, the students speak Sepedi and English with different accents. Those who speak Khelovhedu have a different accent and pronounce words differently. Khelovhedu speakers have a way of pronouncing words different from the other dialects speakers which makes it difficult for members of the other dialects to comprehend.

It is worthy to note that when students communicate amongst themselves formally or informally, they tend to use informal language, dialects as they may codeswitch between English and the dialects and again between the different dialects. To this end, Khelovhedu would use formal Sepedi when communicating with their lecturers. Some of the skills important to Intercultural Communication Competence are the ability to empathize, accumulate cultural information, listen, resolve conflict, and manage anxiety (Bennett 2009). Foncha (2013) also says that the ability to empathize and manage anxiety enhances prejudice reduction, and these two skills have been shown to enhance the overall impact of intercultural contact even more than acquiring cultural knowledge. In this regard, “a person with appropriate intrinsic or extrinsic motivation to engage in intercultural communication can develop self- and other-knowledge that may contribute to their ability to be mindful of their own communication and also to tolerate uncertain situations” (Foncha et al. 2016: 162).

Based on the arguments so far, intercultural communication competence is the knowledge and ability that is needed to participate in communication activities in which the target language is the communicative tool in situations where it is a common code for those with different preferred languages (Hall 2000). The BA CEMS programme is bilingual in nature and the graduates from the programme are hired in workplaces where they have to communicate with people from different language communities and cultures. Considering this difference, they have to negotiate meaning and also to make an effort of understanding the language of people they work with or the clients they are serving. It is not only the language but also the attitudes and behaviors of people from different cultures that may ease communication between a diverse group like the BA CEMS classroom.

Based on the forgoing debates, motivation refers to the desire to communicate appropriately and effectively. In this sense, 'knowledge' is the awareness needed in intercultural situations (skills are the abilities) necessary for intercultural communication competence (Tlowane & Focha 2020). I am of the opinion that the BA CEMs programme needs to be re-curriculated to include skills and abilities that deal with diversity rather than simply making Sepedi and English a dual medium of instruction.

The reason why the employees need the above sets of 'skills and abilities', is to be able to deal with diversity at the workplace. In this regard, I have attempted to unravel diversity since globalization has made intercultural communication inevitable. Communicating with other cultures characterizes today's business, classroom, and community. Hence, the art of knowing how to communicate with other cultures should be a workplace skill that is emphasized (Foncha 2013). It is important to note that the data presented for this study suggests that BA CEMS graduates find it difficult to navigate their ways in multilingual and multicultural workplace environments.

5.3.8 Dealing with multilingualism at the workplace

The graduates from the BA CEMS are employed in different sectors. It is essential to observe that some of the graduates are employed in Gauteng which is a multilingual and multicultural province. Bearing in mind that they are graduates from a bilingual programme that is only limited to Sepedi and English, such an environment may pose new challenges to them. This is true because they work with colleagues who speak different languages as Graduate 1 indicates that they use English as a unifying language. In this regard, the BA CEMS graduates have demonstrated that learning from a bilingual programme may not prepare them adequately to be able to deal with the multilingual workplaces. Thus, it becomes difficult to deal with multilingualism at the workplace since the graduates always ask their colleagues and clients to use English if they are speaking a language that is not Sepedi or English. This defeats the purpose of the promotion and growth of previously disadvantaged languages if English is still the language that is dominant.

Embracing multilingualism makes the employees to feel comfortable, acknowledged and protected at their workplace (Ouedraogo, 2002). This notion is in contradicts what the employers are promoting at the workplaces. Although the workplaces are multilingual, the employers indicate that they use English mainly for formal communication with the graduates, clients, and other employees. In section 4.9.2, Employer 2 indicates that even in instances where he held meeting with the graduates alone, and both of them are native Sepedi speakers, they would use English because the policy of the university requires them to do so.

The responses from the lecturers in section 4.9.3 suggests that they would have preferred that BA CEMS introduce other languages of the Limpopo province in the programme. This was the aim of the programme when it was developed. As the University of Limpopo is situated in the rural areas of Mankweng, the aim was to ensure that the official languages of the province are accommodated by the programme. However, due to lack of institutional support, resources to ease the integration of these languages into the programme have not yet been realised. This is despite the fact that the BA CEMS programme aims to promote the use of African languages which were previously disadvantaged. In this regard and to encourage the development of indigenous languages, an attempt was made to give the national languages the status of the medium of instruction and scientific and academic languages. In this instance, it is needless to say that the programme is promoting one language which is Sepedi although it has the potential to add other languages of the Limpopo province. Knowing the right language can establish rapport with other employees, facilitate career progression, open doors to the job market, and increase mobility. But people who do not know the language, or who do not have 'adequate' or 'desired' proficiency in a language, can find themselves linguistically territorialized, socially excluded and financially penalized Preisler (2003). This statement is a good reflection of the graduates of the BA CEMS bilingual programme.

5.3.9 The impact of the environment on learning a new language

Signage such as the library and others are written in English and Afrikaans. In the BA CEMS classroom, the interaction is determined by the module that is being taught. If the students are in the Contemporary English module, English is the language of communication and learning. Even if the same lecturer can speak an African language. However, the students themselves use Sepedi amongst themselves. These activities deviate from the promotion of bilingualism as the course entails and as such requires intervention to achieve the outcomes of the BA CEMS programme.

The graduates from the programme are thought to be bilingual simply because they speak English and Sepedi and Khelovhedu which is a Sepedi dialect. The empirical evidence from the data implies that the university environment and the workplace are not conducive for learning new languages. Section 4.10.1 indicates that the students learned Sepedi or Khelovhedu only from home and English when they are in school. This evidence suggests that they have neither learnt a new language around the university nor at the workplace. The university of Limpopo is built at Mankweng, and the surrounding villages and areas are residents of Sepedi speakers limiting the chances of learning other Limpopo Province languages. The language that is dominant in the space of the University is therefore Sepedi. Speakers of other languages such as Xitsonga and Tshivenda are forced to learn and speak Sepedi when they arrive the University of Limpopo campus.

In view of this motivation, section 4.10.3 indicates that the students are bilingual speakers who recognise the need to learn other languages in order to successfully relate with the people from different language backgrounds. To this effect, all the students speak Sepedi, khelovhedu and English. This agrees with what the graduates are emphasising about the importance of learning other languages in order to cope in multilingual environments.

The above stance implies that there is a lack of support in developing and growing the BA CEMS programme by any means. The CELS modules taught in English is well resourced and the students are able to get materials but that is not the case with the MUST modules which is taught in Sepedi. The translation of materials from English to Sepedi seems to be a challenge for the lecturers and the students. If the institution is lacking in growing and supporting the programme whilst using one language, it is questionable that the programme may ever afford to add other languages of the Limpopo province.

In my classroom's observation, the lecturers appeared to recognise the use of dialects in informal communication. However, the students were not allowed to use the other

language (dialects) for assessments which is in violation of the idea of bilingualism. When Khelovhedu speakers asks questions in class during the Sepedi module, they have to struggle with the required formal Sepedi. The dialect speakers are considered to be competent in Sepedi both orally and in writing. However, Khelovhedu speakers prefer to interact amongst themselves to ease communication amongst each themselves than with other Sepedi speakers. Bilingualism is seen here as the ability to speak two languages, but the reality is more complex as the two languages may not be used with the same degree of proficiency since one may dominate the other while the language of reading may not be the first-language acquired (Baker 2006). As is the case with the BA CEMS students, although they may speak both English and Sepedi, these languages may not be at the same level of proficiency. To add to this, the dialect speakers of Sepedi also struggle to deal with the standardized language that they are expected to use in the classrooms.

5.3.10 Formation of relationships

In section 4.11.1 the responses from the lecturers indicate that they do create relationships with the graduates, and they remain in contact with them even after they might have completed their studies. From my classroom's observation, the lecturers know the students by both their surnames and names given the numbers. During interactions in the classrooms, the lecturers may easily prompt the students to answer questions by identifying them by their names. The interaction in the classrooms is much more relaxed and the lecturers are usually able to control the noise as well as give each student individual attention.

As mentioned earlier, the University allows a quota of 40 students to be admitted into the programme from the first year. Often, the programme is unable to attract the 40 students required. Each year the programme enrolls a small number of students taught by the same lecturers from first year to Honours. It is for this reason that the lecturers and students create a relationship that goes beyond the years of study. The lecturers are easily being used as referees by students which permit them to keep in touch even after they have completed their studies.

5.3.11 Job satisfaction

When people are not happy, they often change jobs. Seeing their students graduates and others being admitted to various post graduate programmes is part of the job satisfaction for these lecturers. Among the lecturers employed to teach on the programme, the longest serving one has been teaching for 10 years. Lecturer 3 in 4.12.1 indicates that the students they are dealing with, require special type of support. The negative attitudes of society and other members of staff in the institution make their job difficult. In view of this, the lecturers find themselves in a position where they have to counsel distressed students who want to drop out. These are some of the reasons that might have pushed the lecturers to resign. However, these lecturers also indicate that seeing the same students graduate and move on to the workplace is very fulfilling for them. Based on this and in line with lecturer 1 in 4.3.3 that majority of students tend to deregister from the programme due to resistance that comes from the management and academics who discourage students from registering for the course. The lecturers have to find ways to convince students to stay in the programme and stick to the modules by reassuring them that the programme would secure them a brighter future.

5.4 Conclusion

The findings have led to the conclusion that one requires different skills to cope with language challenges at the workplace. Even though one may not speak a target language of the next person, there are strategies to become competent in intercultural communication. Thus, there is no clear theoretical knowledge that guides the programme towards producing graduates who can cope in multilingual and multicultural workplace environments. That the next chapter would attempt to find ways to ascertain the efficacy and the efficiency of the BA CEMS degree programme to provide graduates with the most needed skills to handle diversity at the workplace.

CHAPTER 6

CONCLUSIONS, FINDINGS AND RECOMMENDATIONS

6.1 Introduction

In the previous chapter, I shared the BA CEMS's graduates' experiences and practices at the workplace. The data was collected from the University of Limpopo as well as the workplaces of employed graduates from the BA CEMS programme. The data was gathered through interviews with the graduates, employers, and lecturers. In addition to the transcripts from the interviews, there was also focus group discussions with the current students on the programme. I also observe classrooms during BA CEMS lessons in the lecture halls to authenticate what was said in the interviews and focus group discussions. The data collected was categorised and presented under themes which generated the discussions and led to the findings. Furthermore, the study tried to look at the implications of such an investigation on academia and the workplace.

This chapter summarizes the research findings as well as the insights for the chapter. This was based on the main research question and sub-questions. It is important to note that the findings have already been discussed in the previous chapter (chapter 5). The summary of the findings in this study revealed the things that are related to the experiences of the graduates at the workplace. Conclusions and recommendations are drawn from the findings which I present in this chapter. The research questions are addressed by way of attempting answers based on the discussions and findings.

6.2 Conclusions

The findings from this thesis are presented by analyzing the following themes in conjunction with the relevant literature that was consulted in chapter 2.

6.2.1 The language used at the workplace

The study revealed that graduates are faced with multilingual workplace challenges based on the numerous national languages in South Africa. Based on this, one may say that the graduates do not appear to have the required skills to negotiate meaning with languages that are not known to them are used to communicate at the workplaces. They are met with languages that are foreign to them and as a result, they appear unable to perform their duties to the maximum due to language barrier. In light of this, English appears to be the dominant language used between the employers and their employees at the workplace. Thus, not much is done to promote the use of African languages at the workplaces. As such, English which is the primary language of government, business and commerce still functions as a lingua franca. Furthermore, it is the preferred medium of instruction in most schools and tertiary institutions (the only other medium of instruction at advanced levels at present is Afrikaans). In terms of societal influence, it is evident that English has spread far beyond the domain British origin (Mesthrie 1993). To bridge the language barrier at the workplace, the use of English as the language of communication is needful. The findings also point that the students lack competency in English and therefore require extensive support to engage and participate in English classes.

6.2.2 Linguistic challenges at the workplace

The investigation suggests that despite 18 years of existence, the BA CEMS programme lacks academic resources in Sepedi (and all other African languages). Students and lecturers have to translate recent materials from English to Sepedi before they can use them for Multilingual studies classes. To this effect, the students require support to adjust to the required academic writing in Sepedi which is often taken for granted that they speak Sepedi fluently and therefore should be able to write. Hameso (1997) agrees to the fact that the adoption, use and promotion of indigenous languages face a good number of obstacles. One of them is linguistic that is reflected in self-denial. Part of this denial is rooted in everyone despising African languages as 'tribal', 'primitive' and nothing but vernaculars. Such a position is assumed by both 'educated' natives and external apologists". This is echoed strongly by Armstrong

(1963: 69) who says, “if we are ashamed of our own language, then we must certainly lack that minimum of self-respect which is necessary to the healthy functioning of society”.

6.2.3 Employability of the BA CEMS graduates

The study also shows that the BA CEMS graduates struggle to get employment when they graduate from the BA CEMS. According to Crosby and Moncarz (2006), a post-secondary education makes entering the workforce easier for some jobs. However, a college degree is the only way to begin many careers. As the job market becomes increasingly competitive, education appears to be the key to developing the necessary skills to compete for employment opportunities and higher wages. In contrast, the BA CEMS graduates struggle to secure employment after their degree. In most cases, they need to further their studies or to obtain post graduate degrees to secure employment. Most of the graduates are employed in the education sector because they enrol for Post Graduate Certificate in Education after completing their BA CEMS degree. However, these exit points have been blocked and recent students are no longer allowed to join these programmes as Multilingual Studies is not considered a teaching subject. The graduates are left stranded after they have completed their degree because the post graduate programmes in the institution would not admit them. It is worthy to note that the students only find out very late in their studies that the electives they chose may not allow them to pursue further careers of interest.

6.2.4 Skills required for the workplace.

The findings from this study also reveal that it is not easy to identify the type of skills that the graduates have when they enter the workplace. Although the students may have good communication skills, these skills may however only be functional in Sepedi and English but not the other official languages. Thus, the empirical evidence seems to suggest that the graduates lack practical skills in intercultural communication due to the fact that they have never been exposed to real workplace situations. Commonly, the graduates seem to value English more than Sepedi witnessed in their emphasis on the excitement in the ‘improvement of their English’ speaking and writing skills.

6.2.5 Improving the curriculum to meet the workplace demands

In addition, the study finds that the BA CEMS programme has not introduced the other two languages of the Limpopo province after eighteen years of existence. In view of this, the programme only limits itself to two languages. As such, the programme is unable to give the graduates the multilingual impetus that they require. Most of the materials used to teach the programme are those developed and translated from when the programme was developed in 2002. There is a need to update teaching materials with recent research. To make matters worse, there is no contact with the outside world or mentorship programme for the students.

6.2.6 Effectiveness of the curriculum in preparing graduates for the workplace

The findings from this angle indicated that the graduates feel that the BA CEMS programme has prepared them for the workplace. The graduates however lack skills and competency in intercultural communication competence. In this regard, there is dire need for the curriculum to be developed in a way that it may provide graduates with the skills and abilities that may help them to develop intercultural and multicultural competencies.

6.2.7 Dealing with diversity at the workplace

The study further notes that, the workplaces where graduates are employed are diverse and seem to be a problem to these graduates. It is based on this challenge that the BA CEMS graduates find it difficult to navigate their ways in such multilingual and multicultural workplace environments.

6.2.8 Dealing with multilingualism at the workplace

Based on the challenges of coping with diversity, the graduates appear to be unable to negotiate meaning with the foreign languages that they come across at the workplaces. The programme has not in its 18 years of existence managed to introduce

other languages of the Limpopo province as planned and therefore appears to be responsible for the deficit in the graduates.

6.2.9 The impact of the environment in learning a new language

The thesis indicates that the graduates do not learn new languages at the University and at their workplaces. Although the graduates from the programme are bilingual, they only speak English and Sepedi and Khelovhedu which is a Sepedi dialect. The University environment as the workplace, are not conducive for learning them new languages. In the English modules' classrooms, the students are encouraged to use English only and the same happens to the Sepedi modules. Alexander (2013); Madiba (2013) argue that the University language policy provides an enabling environment for introducing and strengthening the role of African Languages in higher education. However, the reality is that there has not been much progress in this regard. The dominant language at the University is Sepedi, other language speakers learn Sepedi when they come to the University of Limpopo.

6.2.10 Formation of relationships

The investigation also suggests that the lecturers and students developed a relationship that even went beyond the programme because of the small numbers of students normally recruited in the programme. In this regard, the number of students admitted into the programme are small which permits the lecturers to recognise each student by name even after they have completed their studies. The graduates use lecturers as their referees and often contact them requesting character references. However, there has never been a study to track down the experiences of the graduates at the workplace.

6.2.11 Job satisfaction

The findings from the study also reveal that the lecturers are faced with a lot of resistance from administration, senior staff members as well as the University

community at large. Students tend to drop out or change their degree programme due to negative criticism from the University community. This situation does not deter the lecturers since the fulfilment of the job satisfaction is witnessed when the students graduate and are employed.

6.3 The general findings

In an attempt to address the research questions for this research project, the findings gathered by the empirical evidence from chapters 4 and 5, and the review of literature in chapter 2, may be summarized as follows:

6.3.1 The Main research question

How can a framework be developed for improving the efficacy and effectiveness of the BA CEMS in preparing students for the workplace?

The BA CEMS degree aims to develop students into bilingual specialists who can compete effectively for employment in South Africa's multilingual terrain. The programme also strives to equip students with the skills that are necessary to carry out advocacy for multilingualism in their future professions (Ramani & Joseph 2002: 235). However, the data suggests that BA CEMS degree is not a professional degree and students are not directly employable after completing their studies. The graduates obtain their BA degree then move on to further their studies or enrol for qualification where they can later become teachers. Mukherjee (2016) argues that graduate employability in developing countries is affected by both supply and demand factors. Supply side explains such factors outside the control of graduates but the industry. South Africa has the most progressive language policies on paper. And yet the implementation is still far from being realized. Programmes such as the BA CEMS rely on the effectiveness of this policy to ensure that there is a demand of language practitioners in governments and other departments. Such demands can be made possible by implementing the language policies and recognising African languages. Looking at the current state, language policies are only looking good on paper and there is no implementation plan of these policies. As a result, there is no demand

created, which then leads to graduates from the BA CEMS struggling to secure relevant positions of employment.

6.3.2 The Sub-question 1

What are the skills and abilities required by graduates to cope in the workplace?

Effective oral communication skills, effective basic writing and reading skills, competence in English and Sepedi and the development of good interpersonal communication skills are some of the skills required from graduates at the workplace. The graduates have acquired writing skills, oral communication skills in Sepedi and English. The graduates need to be capacitated with skills may assist them with diversity and multilingualism.

6.3.3 The Sub-question 2

How effective is the curriculum for preparing graduates for the workplace?

The study reveals that the graduates are qualified bilingual specialists who have experience and expertise in using both Sepedi and English. However, Tlowane and Foncha (2020: 74) say that “graduates need to go on and demonstrate that they have communication skills that are developed enough to ensure they can engage effectively in their respective professional contexts.” The BA CEMS graduates feel that the degree has prepared them to deal with workplace demands, however the data reveals that the curriculum should be improved to capacitate the graduates with intercultural communication competence skills. This is meant to suggest that “one of the most fundamental educational principles surely is to use the experiences and knowledge that students bring with them to the university as a starting point for new learning” (Henning et al., 2001, 2002). The point made by Henning and her associates brings up the issue of the content and curriculum that is taught in these programmes. The curriculum should be relevant to the South African context and students should be able to relate to it. Some of the materials used in the programme are a direct translation from English texts that do not have relevance to an African context. Based on this, Foncha et al. (2016) say that Linguistic diversity is the norm in South Africa and no core body of linguistic knowledge and meta-knowledge in any given language of

education may be assumed. This raises questions around the method of presentation of mainstream disciplinary teaching material as well as the mediation of language development practices in higher education. As a result, current initiatives and programmes such as the BA CEMs degree should be evaluated to ensure that they offer content that is relevant to the South African multilingual context.

The exit points for the students should be reviewed. In the past years, students were allowed to join the PGCE programme after completing their degree to train as teachers. Currently, the university does not accept the students in the PGCE programme as they are told that they do not have teaching subjects. The graduates are frustrated when they complete their honours, only to be told that they cannot be accepted to further their studies in MA programmes within the institution. The study suggests that those who graduate and immediately join the workplace without furthering their studies are mostly employed in positions that are not relevant to the qualification, such as office administration, receptionists etc. This can be so discouraging to prospects who want to join the BA CEMS degree.

6.3.4 The Sub-question 3

What are the practices and experiences of the graduates and employers at the workplaces?

Although the graduates are bilingual specialists and are fully competent in both languages, Sepedi is not used for formal functions at the workplace. The content and curriculum taught needs to emphasize on the economical, commercial, and other benefits of the use of these languages. Often African languages are associated with cultural, religious, and ritual ceremonies, and hardly the economic and commercial benefits. By ensuring that students in programmes such as BA CEMS understand the impact that languages have on the growth of the economy. In this regard, they should realise how they as graduates would be contributing towards this growth. The current practices at the workplace is not demonstrating the economic value of using African languages for professional purposes. The languages are only associated with small talks and informal conversations.

6.3.5 The Sub-question 4

What are the multilingual challenges faced by the graduates at the workplace?

The graduates are unable to communicate in other languages found at the workplace as they are competent only in Sepedi and English. The graduates do not have the required skills to deal with multilingual environments and they fail to provide services when they have to deal with a client who speaks a foreign language to them. “The language as a resource framework opts for pluralism in society as opposed to assimilation. Hence, the framework views language as a community asset which is useful in the creation of social and economic bridges among different communities (McNelly 2015: 13)”. In this context, the employers view multilingualism as a problem and not a resource. In view of this, this particular approach would provide an understanding on what a country would benefit or lose by employing an indigenous African language as opposed to a foreign language as its national language. Consequently, “this approach enforces a paradigm shift from viewing multilingualism as a problem and a necessary evil to seeing it as enriching a community’s sociocultural life, a virtue, an opportunity opener, and something to be sought after and envied” (Bamgbose 2000). In the South African context, this approach recognises multilingualism as an important feature in the South African society, enforced by the recognition of 11 official languages as national resources (Pluddemann, 1997). The use of multilingualism is not promoted in the workplace; English is the dominant language.

6.3.6 The Sub-question 5:

What can be done to improve the curriculum to meet up with the outcomes of the BA CEMS degree?

The BA CEMS degree should intentionally include content that would address intercultural communication competence. Thus, “backward design traditionally starts with stipulating the learning objectives”. Also, in national curriculum development, teachers are often left with having to implement the curriculum but are rarely involved in its development. However, it is clear that national and local policies interact in a complex way (Johnson & Ricento, 2013; Siiner, 2014). It is important to include the

experiences of the graduates in improving the curriculum. From another perspective, being able to communicate effectively is the most critical component in total quality management. The way individuals perceive and talk to each other at work about different issues is a major determinant of success. It has been proven that poor communication reduces quality, weakens productivity, and essentially leads to anger and lack of trust among individuals within the organization (Sanchez 2017). The BA CEMS curriculum needs to factor in communication skills to enable the graduates to effectively communicate at their workplaces. Based on this, there is justifiable evidence that we need to rethink how we teach students if we want to prepare them for the world they will encounter when they leave the school system. In the “technologically saturated world of the 21st century, it would be easy to assume that the answer is simply to equip students with up-to-date technology skills. Technology skills are important, but they are not enough. What is needed is a fundamental shift in the way we present material to students. We need an instructional approach that may equip students with real-world problem-solving skills plus, teach them the content they must master to be an educated person” (Tlowane & Foncha, 2020: 92).

6.4 Recommendations

After a research project has been completed, it is common for the researcher to articulate his/her opinions and to give some recommendations to address the problem that has been identified. The following recommendations can be made based on the data collected, analyzed and discussed in alignment with the literature consulted in order to improve efficacy and effectiveness of the BA CEMS in preparing graduates for the workplace.

The need to have a full review of the programme as there are many other aspects of the BA CEMS programme that are not addressed by this study. The programme has been in practice for the past 18 years. However, throughout its existence, there has never been a study to investigate the challenges faced by students and lecturers in the programme or the graduates seeking employment or those being employed.

In view of this, the study recommends that the curriculum should include skills that negotiate meaning when different languages are used. It is a known fact that when students graduate from the programme, they will have to deal with multilingual environments, and they cannot be left to learn these skills by chance. There is a need to include content that may address the skills of negotiating meaning in different languages to enable them to deal with diversity and multilingualism at the workplace.

The teaching content in the BA CEMS degree was developed in 2002 when the programme was launched. The materials used in Sepedi class was translated by a group of free lancers at the beginning of the programme. There is need to update teaching materials with recent research developments. When lecturers find appropriate research materials to use for teaching, it becomes a daunting job to translate the materials from English to Sepedi. In view of this, postgraduate studies should be encouraging in the programme so that proper research may be carried out and these postgraduate's students may assist in the development of the materials required as well as attempt to interrogate the efficacy and effectiveness of the BA CEMS degree.

I also recommend that language awareness campaigns should be held to deal with the negative perceptions towards the use of African languages in higher learning intuitions. This is because the negative criticisms cause students in African language programmes to change courses or even drop out from their studies. Such campaigns may be able to seek attention and/or publicize the programme to be well known so that the employers may be familiar with the programme. If this happens, there is a possibility that many organizations would want to employ graduates from this degree programme to head the communication departments or build teamwork in their different industries.

It may also be of interest for the students to be sent out for practical (fieldwork) or be placed in internships to get real workplace experiences and practices. The graduates were never exposed to any workplace experience until they landed a job. The current students have fears on what to expect when they complete their studies. In this regard, the programme should also involve mentors or graduates who have long completed the programme and are in the field of work to come and mentor current students. This

may give the students a platform to interact with people who have workplace experience in the field as well as hope for the future.

The university of Limpopo is built in the rural outskirts of Mankweng. The province has two other languages, Xitsonga and Tshivenda. The BA CEMS programme should offer the programme in four language streams namely English, Sepedi, Xitsonga and Xitsonga. There is a need to expand the available languages to make the programme multilingual in order to meet the workplace demands. The introduction of these languages may also deal with the title of the programme which is often misleading to graduates and employers.

The study further recommends that there is a need for career guidance when the graduates join the programme. The students join the programme because they have been rejected by other programmes or they did not meet the qualification requirements to be admitted in the programme of choice. The lecturers are met with students who join the programme that they know nothing about. It is only later in the years that the students may come to realise that the stream of electives they have chosen does not allow them to pursue a future career. In this way, the degree should be made to accommodate only multilingual students. In this regard, the modules should be paired in a way that the student may be able to understand what the outcome would be when they exit the programme. There is a need to restructure the correct electives for students so that they would not be excluded from certain post graduate programmes due to incorrect electives.

South African companies need to continuously review their workplace policies on how languages are being used. Despite the language policy that require the use and development of African languages, workplaces ironically only promote the use of English. There is still no effort from the employer's side to promote and encourage the use of African languages. These languages are only used for corridor talks and any other informal communication.

The programme should continuously encourage communication between the employers and the graduates with the current students. Seminars should be held

where employers to share their experiences on workplace demands so that the content taught may be improved. The graduates could bring in new experiences from the workplace if they were given opportunity for postgraduate studies. This may be useful because the graduates are in a good position to advice how the programme can bring in changes to ensure that workplace demands are met.

6.5 Implication for further studies

This study on the efficacy and effectiveness of the BA CEMS in preparing students for the workplace highlighted possible gaps which could inspire future research.

Since the study found the need to introduce the graduate to practical work through internships, there is a need to follow up on the students' experience in their internship programmes.

Secondly, attractive postgraduate programmes should be put in place to attract researchers who may interrogate the efficacy and effectiveness of the curriculum.

Thirdly, since there is a shortage of materials in Sepedi in the BA CEMS programme, there is need to seek ways to come up with attractive materials. The findings of such a study could be vital in understanding the implications of shortage of materials for bilingual programmes and how such challenges can be addressed.

Lastly, since this study was mainly focused on linguistic challenges, it would be ideal to study could other challenges that are faced by students and lecturers in the programme.

Among other areas of study, the dropout rate and the causes for changing courses by current students are other areas that may be explored.

6.5.1The implications for academia.

1) It is needful at this point to say that this investigation is multi-disciplinary in areas like Bilingualism, Multilingualism, diversity and even Intercultural Communication.

6.5.2 Implications for a workplace

As a starting point, this investigation seems to suggest that the graduates are in dire need to gain intercultural communication competence to become employable. Also, they require to have skills and abilities that may permit them to work as team players to ascertain productivity for their organizations. In view of this, the participants seem to believe in the importance of multilingualism to ensure an affective working environment. To this effect, an inability to understand communicative differences due to the specific culture of a person can lead to communication and interaction failures and lost opportunities (Barnard, 1995). The data from the interviews and questionnaires with the bilingual graduates appear to reveal that students place much value on knowing many languages and the prospects it brings for their future. Whereas lecturers place a higher value on writing and oral skills in both English and Sepedi.

The study also appears to promote diversity at the workplace, highlighting the need to learn and understand other people's languages and cultures. Each language comes with its culture which calls for the need to become interculturally competent.

6.6 Conclusion

In this research, I attempted to investigate the efficacy and effectiveness of the BA CEMS in preparing graduates for the workplace. Having discussed the findings and assessed the results of the study, I also attempted to look at the implications of such investigation to the workplace and upcoming research. Although the BA CEMS programme seems to be capacitating graduates with skills to deal with workplace demands, there is still a gap in the type of skills required for the workplace. Most graduates navigate the workplace without any knowledge of what to expect as well as skills for dealing with diversity and multilingualism. This is captured aptly by Fullan (2001) who asserts that, the moral purpose of education is to train students with the skills that may empower them to be productive citizens after completing school.

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APPENDICES

Appendix A: Ethical clearance certificate



***For office use only	
Date submitted	
Meeting date	21 November 2019
Approval	P/Y/N
Ethical Clearance number	EFEC 4- 11/2019

FACULTY OF EDUCATION

RESEARCH ETHICS CLEARANCE CERTIFICATE

This certificate is issued by the Education Faculty Ethics Committee (EFEC) at Cape Peninsula University of Technology to the applicant/s whose details appear below.

1. Applicant and project details (Applicant to complete this section of the certificate and submit with application as a Word document)

Name(s) of applicant(s):	MC Tlowane		
Project/study Title:	Towards a framework of improving the efficacy and effectiveness of the BA contemporary English and Multilingual studies in preparing students for the workplace		
Is this a staff research project, i.e. not for degree purposes?	No		
If for degree purposes the degree is indicated:	D.Ed		
If for degree purposes, the proposal has been approved by the FRC	Yes		
Funding sources:	National Institute for Humanities and Social Sciences		

2. Remarks by Education Faculty Ethics Committee:

Ethics clearance valid until 31 st of December 2023		
Approved: X	Referred back:	Approved subject to adaptations:
Chairperson Name: Dr Candice Livingston	<i>Livingston</i>	Date: 18/11/2019
Chairperson Signature:		
Approval Certificate/Reference: EFEC 4-11/2019		

EFEC Form V3_updated 2016

Appendix B Permission letter from University of Limpopo



Cape Peninsula

UNIVERSITY OF TECHNOLOGY

APPLICATION TO CONDUCT RESEARCH IN THE SCHOOL OF LANGUAGES AND COMMUNICATIONS AT THE UNIVERSITY OF LIMPOPO

1 APPLICANT INFORMATION

1.1 Personal Details		
1.1.1	Title (Prof / Dr / Mr/ Mrs/Ms)	Miss
1.1.2	Surname	T lowane
1.1.3	Name(s)	Mapelo Constancia
1.1.4	Student Number	218344570
1.2 Contact Details		
12.1	Postal Address	37 Rooikrans Street Karenpark Pretoria North 0182
12.2	Telephone number	015 268 2568
12.3	Cell number	072 0134 234
12.4	Fax number	
12.5	E-mail Address	Mapeloc@yahoo.com
1.2.6	Year of registration	2018
1.2.7	Year of completion	2021

Open Rubric

2 DETAILS OF THE STUDY

2.1 Details of the degree or project		
21.1	Name of the institution	Cape Peninsula University of Technology
2.1 .2	Degree / Qualification registered for	Doctor of Education
21.3	Faculty and Discipline / Area of study	Faculty of Education
2.1.4	Name of Supervisor / Promoter / Project leader	Dr JW Foncha
21.5	Telephone number of Supervisor / Promoter	083 75 8344
2.1 .6	E-mail address of Supervisor / Promoter	fonchaj@cput.ac.za
2.1.7	Title of the study	
Towards a Framework of improving the efficacy and effectiveness of the BA Contemporary English and Multilingual Studies in preparing students for the workplace		
2.1.8	The research question, aim and objectives of the study	
<p>MAIN RESEARCH QUESTION How can a framework be developed for improving the efficacy and effectiveness of the BA CEMS in preparing students for the workplace?</p> <p>Sub-questions</p> <ol style="list-style-type: none"> I. What are the experiences of the third years and Honours students on the language skills offered in the programme? II. What are the lecturer's experiences on the types of language skills they offer in the programme? III. What are the linguistic experiences of the graduates from this programme at their workplaces? IV. How do the experiences and practices of the graduates highlight the 		

effectiveness of the programme?

V. How does the degree train the students to interpret the different cultural discourses embedded in English and the African languages in the workplace? VI. How can all these experiences be integrated in the improvement of the BA CEMS programme?

3. AIM

To establish how a framework for improving the efficacy and the effectiveness of the BA CEMS Programme in preparing students for the workplace can be developed

Sub-aims:

To investigate the experiences of the third years and Honours students in the programme

- To explore the communication skills factored into the BA CEMS that prepare graduates for the linguistic diverse workplace to Investigate the experiences of the graduates from this programme at their workplace

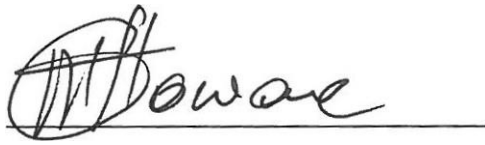
To find out how the experiences and practices of the graduates highlight the effectiveness of the programme

- To establish how these experiences can be integrated in the improvement of the BA CEMS programmes

This letter serves to request permission to conduct the study mentioned above in the School of Languages and Communication at the University of Limpopo. The research data collection involves classroom observation of the BA in Contemporary English and Multilingual studies. Interviews with the lecturers of the BA CEMS programme as well as group discussion with Honours and final year students. The researcher will also request access to subject files of BA CEMS, course outlines, curriculum, policy documents, registration, enrolment, throughput, and pass rate of the BA CEMS Degree as part of documentary data.

Regards,

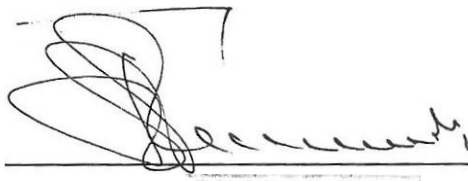
Ms Mapelo Tlowane (Researcher)



04 October 2019

Director: Dr JR Rammala

School



of Languages and

Communications

University of Limpopo



Appendix C: Consent form

(Consent Form)



April 2019

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered D.Ed. Student in Faculty of Education at Cape Peninsula University of Technology. The proposed topic of my research is: "Towards a Framework of improving the efficacy and effectiveness of the BA Contemporary English and Multilingual Studies in preparing students for the workplace."

I hereby request your permission to participate in this study, by being one of the research subjects who will be completing the questionnaire. As part of the follow up, you may at a later stage be requested to do an interview, which will be audio recorded. The data that will be collected for this study will be used for research purposes.

Your identity as the research subject will be protected throughout the study and names will be made up to protect your identity. A copy of the audio recording will be made available to you after the completion of the study if desired.

Thank you in anticipation of your cooperation.

Should you require any further information, please do not hesitate to contact me, my contact details are as follows: Cellphone-072 0134 234 (mapeloc@yahoo.com)?

Yours Faithfully,

Tlowane MC

Participant: All my questions and concerns about this study have been addressed. I choose, voluntarily, to participate in this research project.

Print name of participant _____

Signature of participant date _____

Print name of investigator _____

Signature of investigator date _____

Appendix D: Interview with the lecturers

Appendix D1: Lecturer 1

Q1: When did you start teaching in the BA CEMS degree

Lecturer 1: *In the middle of my Masters I got request to come and assist students co complete assignment in the BA CEMS degree, and I did that for some time then I became appointed as a student assistant. Towards 2011 I moved and did some tutoring in the school of Physical and Minerals sciences where I taught a module called study skills and English literacy.so that sort of strengthened my conviction and my teaching and my skills and my understanding about the scale of problems in south African universities. And that is students come into universities with serious language deficiencies and obviously English language deficiencies and they need substantial amount of support. It's a known factor that we admit some of the poorest students amongst south African universities, and most of the students come from the poorest rural communities with known challenges of resources, no culture of reading and limited exposure to English language. And when the students come in they need like a huge substantial support. Towards 2014/15 I became appointed as a tutor in BA CEMS degree which I got an undergraduate qualification in, which was very fulfilling because you relate at personal level with students that you are working with. And it is something that you have studied, and you have pretty much absorbed the content. Since then I have been working in the programme.*

Q2: So how long have you been specifically working in the BA CEMS programme?

Lecturer 1: *So if I count the years from being a student assistant that should be from 2011, its quite a long time considering that at the time I was not on contract I was doing student assistant role.*

Q3: Seeing that the programme is a bilingual programme, you have modules that are taught in Sesotho sa Leboa and others are taught in English, which modules are you specifically teaching?

Lecturer 1: *I teach first level MUST which is taught and assessed in Sesotho sa Leboa, in the first semester we have introduction to multilingual studies and in the second semester we have got conversation analysis. in the second level I have critical language awareness which is taught and assessed in English and towards the second semester we have a language and literacy learning in a multilingual context. And those are the two units that I have in the BA CEMS degree.*

Q4: So, you are teaching the first and the second level?

Lecturer 1: Yes, yes

Q5: Are you involved in the honours programme

Lecturer 1: *Yah. I do a lot of teaching at the honours level, which is quite interesting because I meet the students in the first year, in the second year then I disappear, I meet them again a year later in the honours programme, and I am always surprised by the growth that they have undergone. By that time, they are very confident, very articulate, they are very expressive, and they have strong views. which is sort of interesting because in the first year these students are from high school, and they get to the classroom and they expect the lecturer to speak English and when they hear me speak in Sepedi they start looking at each other as if they are lost. Then you have to start pretty much from the beginning and tell them that guys this is a course that is taught exclusively in Sesotho sa Leboa and you are not misplaced you are at the right place, and this is for this specific reasons. You need to then take them through the process that language matter and it matters for different reasons. Historically we come from a society where local languages are devalued and we have internalised the notion that being an expert, being knowledgeable means that you need to use English. And that is not the case, we have to value African languages because they are resourceful. And when we do that were building a community of young people who would start thinking about the extensive role that language plays in education, in the society in our socialization and start thinking about those inequalities that come from an equal use of languages and as a result an equal opportunity that languages create in our societies. So that kind of consciousness is important*

Q6: What would you say generally are your teaching experience in this module especially because it's a unique programme

Lecturer 1: *The feelings vary from, because of what I said that we come from a society that devalues local languages and as a result we have to start with the. student morale, they come very demoralized. I use this language, what does it offer me. Their uncertainties and their anxieties about what is the thing that I am studying going to help me in my career or I am just wasting my time. And those anxieties are real, you have to be able to make them see the bigger picture, that using a local language it does not in any way reduce the significance of your work or your studies. And it does not devalue your qualification in fact it strengthens you as a professional and as an individual because now you become a truly bilingual individual*

Q7: Through your teaching what would you consider to be the success of the programme

Lecturer 1: *I think is also multi-layered, one success is to demonstrate policy implementation. I think that's a big success in a sense that in SA we have a huge culture of policy development with minimal implementation. So one thing that the programme does is to demonstrate in actual terms how to implement policy. But also the success is the normalising of using African languages as languages of learning and teaching, which a foreign concept here in south African higher education. It's still something unimaginable that one can use African languages as languages of learning and teaching. And the fact that is one of the fully fledged bilingual programme in south African higher education is also a plus. but I also feel that there is another issue that is also problematic and its often undermined by various stakeholders it's the fact that the success had to do with the fact that students have smooth and easy access to postgraduate disciplines such as English. Which is although of as we always think of the discipline of English as a highly monolingual discipline as a very ridged turf you need to study through English to be an expert in English. But people can be able to study through multilingual means and still transition to be expert in English and also they can access opportunities such as teaching .and the fact that the programme enables access to post graduate opportunities in nonconventional stream, or*

professional opportunities like teaching. but of course, these are very problematic areas as I said it's because of institutional politics all of these are being taken away and I think they are what makes the programme stronger. If students feel like they are stuck they cannot access post graduate opportunities, they cannot access professional opportunities then what's the point. You cannot have the programme surely because you are teaching in African languages, it has to enable them to go on to things. If we take away those postgraduate and professional opportunities, then I think we might as well shut down the programme. We can't just teach and beat our chest that we are teaching in African languages while the students have nowhere else to go after that. That is the scary part, that's what keeps me awake at night that if we close exit opportunities then there is really no point. Then its unethical to say that students have to spend three years studying or even honours but at the end while opportunities are being deliberately closed not because of any other reason but because people of institutional politics. That's a scary situation and I feel like it stands to undermine the sustainability of the programme.

Q8: What are the challenges of teaching in the programme?

Lecturer 1: *there is a lot of toxic conversation, and I don't think it's only restricted to the university, it's quite a social issue that. and I understand why because people pay huge amount of money to take their children to private schools precisely because they want them to be good in English. So those attitude filter that therefore anyone who studies in African languages it's a wasteful expenditure. Because we have been socialised in this whole society of devaluing multilingual resources and that filter into the kind of conversation that exist in the university and the challenge for me is how do we get students to be able to see through and think smart also be thoughtful in the way they engage in conversations about languages especially negative conversations. It's quite discouraging because everywhere you go people ask why you are studying this. even to the strongest of individuals it does get to you that if the conversation is very negative and its very toxic to the extent that people feel like it's not useful for me to study this programme. And those are challenges, but there is also resistance that comes from the admin, like last year we had massive, huge amount of deregistration. And I don't think that deregistration was natural, it seems to be a push to undermine*

the programme and it's even more worrying when academics who are supposed to be experts in language are part of people undermining the programme

Q9: Do you have contact with some of the students who have graduated the programme who are now working outside or who have just completed the programme?

Lecturer 1: *Yes, it's about making them feel like they are not lost into the world. This long standing relationship are useful because you keep in touch with this community of students because its already a small isolated; community so you have to keep assuring them that the knowledge that they have gained is useful and they can do lots of things with it. And sometimes you get phone calls such as I am applying for a job so can I use you as a reference I'm very happy to do that, sometimes they would say they need a recommendation letter for example someone was applying for PGCE and they said, they have looked at the academic record but they have no clue what the content is.so actually wanted a module outline of the programme so that assure themselves that the student has adequate knowledge to go into PGCE. Some of them are teachers and they would say I'm trying to do an activity and my students are struggling with reading, how do I handle this task, how do I teach differently, how do I design materials in African languages and lots of conversation which is useful because its about empowerment and people want to learn some would ask I want to study further what options do I have. And I would say there are different options you know you can do the teaching route or you can do other universities offers courses in applied language which fits in very well with the kind of programmes that we have. And just to assure them that you are no stuck at the University of Limpopo, there are other universities are doing and they are pursuing the kind of experiences that you have built up in the programme. And they consider what we are doing to be cutting edge work and you are not lost into institutional politics of Turf because turf is such a tiny space in a broader scale of things, you can go into other places and work there*

Q10: Would you say the current curriculum is suitable for the aims and objectives of this particular programme

Lecturer 1: *I partially spoke about it when I spoke of linking or articulating the programme with exit points, that for me is such a big deal because the more open the opportunities the stronger the programme. For instance, students who want to do PGCE, entry into PGCE they will insist that they want an African language and you have to do it up to your third year and so far it's not compulsory in the BA CEMS to study African languages like Sepedi in the third year. We have HEN which is English up to a certain level. Any students who feel like they want to go in the English route, they are going to need at least HEN or English up to that particular level. And equally students who want to take African languages, they need Northern Sotho from one up to year three. I don't know even we need to start thinking and asking right from the start, and ask the student are you thinking of doing, which route so that we can start to advise them properly. And of course, that might require curriculum redesign to say if you want to go that route these are the module combination you need. Which is a big challenge because many students at first year they are unsure, but that pretty much what I think will strengthen the programme and give it a particular edge.*

Q11: *What type of improvement do you notice in your students to see that the curriculum is effective?*

Lecturer 1: *You even see the improvement in terms of interaction, for example when you are giving them an oral assessment in a classroom the improvement from the first year to a third year there would be a huge difference. You would see that they have gained more confidence, they are able to support and back up whatever they are talking about in class, or presenting about that for me will give a green light to say they are definitely prepared for the diverse outside world.*

Q12: *How do you deal with diversity in your classroom.*

Lecturer 1: *As I mentioned earlier that we often have to deal with attitudes and negativity towards languages, it is still the same case with diversity in the classroom. However, in this case our students speak Sepedi, but it has dialects such as Sehananwa, Khelovhedu and others. We acknowledge the use of dialects in oral communication but now in formal writing'*

Q13: *How does the programme prepare the graduates for a multilingual workplace?*

Lecturer 1: You know we have got three indigenous languages of the province, Xitsonga and Tshivenda. It could easily be roped in and become a really good example of what we call a multilingual approach to education. However due to certain challenges we can only offer two languages.

Q14: Lastly in your opinion is there anything that you think can be improved about the programme.

Lecturer 1: The issues of linking with post graduate opportunities, there is still a lot of materials development that is required, material development is such a daunting task. You need resources, you need manpower especially for modules that are taught in Sesotho sa leboa. Is not as easy like in English you can access content in academic articles, but when it comes to Sesotho sa leboa there is an extra layer of work. And we cannot treat it as is its just smooth sailing, and also modernising existing materials, there is lot of changes and evolution in literature and there is a need to update the materials, but also counselling for students, even specific things like how do we modernise the programme there are changes, obviously there are evolutions we have to start thinking about how do we truly modernise the programme, and that's going to be the challenge going into the future

Q15: I am done, but is there anything you would like to add maybe?

Lecturer 1: I still feel like the programme is still well placed, it plays an important role but increasingly frustrated because of issues of complexities of managing relationships, to say the sooner we expand exit opportunities the better for the university and the better for everyone. And it gets frustrating now to a point of what is the ethics of teaching these kids if at the end they are going to be stuck, considering the devastation of unemployment in the country, they make it far more urgent and they underpin the sustainability of the programme, and it's the most important successful indicator. the more students accessing opportunities that are linked to the programme then we can say that the programme is successful but when opportunities are closed at different levels you see it weakens the programme

Appendix D2: Lecturer 2

Q1: How long have you been employed as a lecturer in the BA CEMS programme?

Lecturer 2: *I have been lecturing in BA CEMS for the past 6 years, since 2013 to date.*

Q2: Which modules have you been teaching in these 6 years?

Lecturer 2: *For the first year and the next six month I taught both the CELS modules and the MUST modules, meaning I have been teaching in both English and Sepedi but from then onward to date I have been involved in the Multilingual studies only.*

Q3: so which levels do you teach, is it first year to third year or specific levels only?

Lecturer 2: *I teach 2nd years and 3rd years*

Q4: So, you don't teach 1st years?

Lecturer 2: *No, I don't teach first years*

Q5: So, you also have the honours programme. Are you involved in the honours programme?

Lecturer 2: *Yes, I am.*

Q6: So, you are teaching honours modules?

Lecturer 2: *Yes*

Q7: Ok, so are doing any research supervision?

Lecturer 2: *Yes, I am*

Q8: What would you say are your teaching experiences, in teaching these particular modules particularly because it's one of the first that is using an African language as a medium of instruction

Lecturer 2: *Well its mixed emotions from my point of view because, you know it's an exciting journey at the same time depending on the type of support you receive in the institution you're at, it can come up with negative attitudes.*

Q9: So, for about six years that you have been involved in this programme, what would you consider to be your highlights, or what would you consider to be the successes of the programme

Lecturer 2: *To actually see my students graduate, them coming back to me through messages, through phone calls saying mam im placed at this particular institution, I'm doing this and that, or even saying mam I have registered for further studies*

Q10: Do you still have some contact with some of your students after they graduate?

Lecturer 2: *Yes, I do. They keep in touch and informs me that they have registered to further their studies at other institutions or they have employed somewhere.*

Q11: So, what are the challenges you have encountered in teaching these modules?

Lecturer 2: *Ooh the challenges, firstly the support from the institution, from you know in terms of, we are using Sepedi as a medium of instruction in the classroom, and you know even though the programme is approved for teaching in the university the type of support that we really want in terms of running this programme and we would like is not really 100%. The other thing is that once you don't have the support you don't have the necessary material to enable you to have the materials that you would want to bring into the classroom, because the challenge is that we don't have enough materials that are in Sepedi that you would want to use in the classroom.*

Q12: Seeing that this is a bilingual degree. Do you think it is preparing the students for a diverse workplace and culture?

Lecturer 2: *Definitely, from my experience when I was teaching in the first year, you know students would be sceptical about using these languages, but when they move on to higher levels they get to see the importance of using their mother tongue in classroom context. You even see the improvement in terms of interaction, for example when you are giving them an oral assessment in a classroom the improvement from the first year to a third year there would be a huge difference. You would see that they have gained more confidence, they are able to support and back up whatever they are*

talking about in class, or presenting about that for me will give a green light to say they are definitely prepared for the diverse outside world

Q13: Do you think that the current curriculum is suitable for the objectives of the programme?

Lecturer 2: *I believe so, definitely I am positive about that, you know we prepare our students to have better knowledge, better understanding about the statuses of our languages especially indigenous languages, well in this case I am talking about the modules that I teach right, they are much more prepared to defend, to stand up for their own languages and to say despite us having these European languages this is where we stand in terms of our own languages.*

Q14: So, in your own opinion do you think that there is anything that will be done at this point to improve the programme

Lecturer 2: *You know languages grow every day, it's never static, and it never be wrong to say let's bring in another language, to bring it in so that you know it can form part of this part of this bilingual degree. You know we have got three indigenous languages of the province, Xitsonga and Tshivenda. It could easily be roped in and become a really really good example of what we call a multilingual approach to education*

Q15: *Is there anything you would like to add before we end the interview?*

Lecturer 2: *I just wish our students were getting more support. From the institution and maybe the government as well. It is daunting at times to be the only supporting structure for them. I still hope though that the language policies will be implemented and that more opportunities will be created for our students out there. At the moment I am just glad that programmes such as this are continuing to promote the use of African languages.*

Appendix D3: Lecturer 3

Q1: When did you start teaching in the BA CEMS degree

Lecturer 3: *I am from another institution although I am originally from Limpopo. I wanted to come back to my place of birth when I saw the opportunity to come to the University of Limpopo. I did not plan to join this programme; I had initially applied to work in Translation and Linguistics when I was adopted into the programme. I started working for the programme in 2015.*

Q2: So how long have you been specifically working in the BA CEMS programme?

Lecturer 3: I have been teaching in the BA CEMS programme for the past five years now.

Q3: Seeing that the programme is a bilingual programme, you have modules that are taught in Sesotho sa Leboa and others are taught in English, which modules are you specifically teaching?

Lecturer 3: *I teach first year CELS and 2nd year CELS . Both modules are taught in English. I am not involved in the Sepedi modules.*

Q4: Are you involved in the honours programme

Lecturer 3: *Yes I am involved in the honours module.*

Q5: What would you say generally are your teaching experience in this module especially because it's a unique programme

Lecturer 3. *From all the institutions I have ever worked at and in all the different programmes I have been involved in this is different modules and programmes. This is the first of its kind.*

Q6: Through your teaching what would you consider to be the success of the programme

Lecturer 3: *The students we have in the programme requires a different type of support. They are not the same as students in other well-established programmes, so we develop a different type of bond and relationship with them. I keep contact with my students even after they have completed their studies. Most of them use me as their reference and they often revert back to me when they secure jobs. The happiness in their voice and experience them grow into young adults into different professions makes me feel like I have done something right.*

Q7: What are the challenges of teaching in the programme?

Lecturer 3: *When I first joint the programme, I met a lot of resistant from staff members in the institution, questioning why I would want to involve myself with this programme. I realised there and then that this is not an ordinary type of position. I also get overwhelmed when students come to me and tell me about the challenges they face, such as not being allowed to further their studies in post graduates qualifications, or being constantly told that they are wasting their time with this degree as they won't secure jobs.*

Q8: Do you have contact with some of the students who have graduated the programme who are now working outside or who have just completed the programme?

Lecturer 3: *Yes I do, in a year we often graduate between 8 to 12 graduates. The numbers are so small that's why it is easy to keep contact with the students. And with the use of social media it is very easy to keep track of the students as they often invite me on platforms such as Instagram and Facebook and I also chat with them on Whatsup.*

Q9: Would you say the current curriculum is suitable for the aims and objectives of this particular programme

Lecturer 3; *This is a unique programme. I do think the current curriculum is suitable for the aims and objectives of the programme, on the same note I also feel the programme can try and be more specific in terms of career orientation. At the moment the students seem to be the ones who have to choose later on what they want to specialise in or a field they would like to follow. At that time, you may find that they did not take the correct stream of modules that would allow them to take that career path*

Q10: Lastly in your opinion is there anything that you think can be improved about the programme.

Lecturer 3: *As I mentioned above the students need to be guided from earlier on, on the type of career they would want to follow and be advised on the relevant modules to choose.*

Q11: I am done, but is there anything you would like to add maybe?

Lecturer 3: *I think it is important to note that such programmes are still not well known and this poses as a threat for our graduates as they are often scared that they will not secure jobs. It will also be an added advantage if the programme can establish some type of forum that will invite graduates of the programme who are already working to come and support and give assurance to the current students who are enrolled for the programme.*

Appendix E: Interviews with the employers

Appendix E 1: employer 1

Q1: How long have you employed the graduate in your company?

Employer 1: *In our case what we do is we invite people to submit their CV, we interview them and then select the ones that fits what we require. We then to go through a two days' workshop that we offer here. After the workshop we then enlist the person on our data base to immediately start working with us.*

Q: To understand the background of what you do, may you kindly explain what your business is about. So, what does your company do?

Employer 1: *My company provides different language services, we do translation of documents, editing, proof reading, we do transcriptions and any other language related services. We sit in departmental hearing and offer interpreting services, or record proceedings then later transcribe them for the client.*

Q2: Which language(s) do you use to communicate with this graduate?

Employer 1: *We mostly use to Sepedi to communicate; I think that is because we are both Sepedi first language speakers. But when we are in formal meetings with clients or other colleagues, we speak English.*

Q3: Who are your regular clients that you provide services for?

Employer 1: *We provide services for both private and public sectors. We mostly provide for local municipalities. We have recently provided services for City of Polokwane. We were providing simultaneous interpreting in English and Afrikaans, as well as English and Sepedi. We are also requested to attend council meetings where we offer interpreting services. We have also worked with ICASA (Independent Communications Authority of South Africa), I just can't list all of them but that is more or less what we do. I also work with LEDET (Limpopo Economic Development, Environment and Tourism) they are many.*

Q4: Does the graduate possess any unique language skills? If yes, which ones?

Employer 1: *the graduates possess the relevant skills to be able to complete the work that I often give her. She can transcribe well. She can interpret and also translate. So in most clients that require Sepedi services I trust her, and I know she delivers. But it her skills and expertise are limited to the use of only these two languages, Sepedi and English.*

Q5: What challenges have you encountered working with this graduate?

Employer 1: *When the graduate first joined my company, she seemed not to be unsure of what her skills where and what she could offer. Her qualifications also didn't specialise like those that I was familiar with, such as BA Translation Studies. Some of the skills had to be developed whilst she was here on the job. And we had to also send her for a short training course in interpreting, to familiarise her with the equipment that are used for interpreting.*

Q6: Would you say that the graduate's qualification/educational background has prepared this graduate for workplace challenges? Why do you think so?

Employer 1: *Graduate 5 came with adequate skills to be able to successfully complete most projects. But I also felt that the programme needs to specialise and channel the content or the modules towards specific field of speciality. It is not easy to understand what the graduate can offer or the skills they have until you start working with them and then you are able to see what they can or cannot do.*

Q7: In your opinion do you think the graduates are skilled to deal with diversity in the workplace?

Employer 1: *As stated earlier the graduates is skilled as a bilingual specialist, and therefore is more knowledgeable in two languages. When it comes to working with people from other cultures, she tries but at times asks for help from other consultants if she is not coping.*

Q8: In your opinion, are there any language skills that the graduate need to improve on?

Employer 1: *We live in a multilingual country, therefore when you the name of the programme saying the student has done multilingual studies, it gives the impression that they are able to offer language services in several languages and its often not the case. The programme can also offer some practical courses for students in areas such as translation and interpreting so that when they enter the workplace, they are familiar with the equipment used for such services.*

Q9: What challenges have you encountered working with this graduate?

Employer 1: *When the graduate first joined my company, she seemed not to be unsure of what her skills where and what she could offer. Her qualifications also didn't specialise like those that I was familiar with, such as BA Translation Studies. Some of the skills had to be developed whilst she was here on the job. And we had to also send her for a short training course in interpreting, to familiarise her with the equipment that are used for interpreting.*

Q10: What have been your working experiences with this graduate?

Employer 1: *So far, she is a hard working person who is always eager to learn. She completes her tasks as required and she delivers on the projects dedicated to her. Because she has qualifications that allow her to only use Sepedi and English, she offers services in both these languages.*

Q11: Is the graduate employed on permanent basis.?

Employer 1. *The graduate is on our data base and is called on projects relevant to their qualifications. But in this case because the graduate is fluent in Sepedi and English, most of our clients are local municipalities who require services in these languages, then she is a regular employee. She is one of the employees who are more like full time staff because we always have projects that require her expertise*

Appendix E 2: employer 2

Q1: How long has graduate 2 been employed by this workplace?

Employer 2: *I have started working with the Graduate 2 since he was employed in our department around 2014. That's when we were developing the current programme that he is teaching in. He was brought in as a lecturer for the foundation programme that was specifically developed to assist students who did not qualify to be admitted in the mainstream.*

Q2: Which language(s) do you use to communicate with this graduate?

Employer 2: *I have a background in African languages, and I teach Sepedi folklore so in most cases the graduate and I use Sepedi to communicate. And when we started working together, he was the only one in the programme so even when we had our formal meeting, we would use both English and Sepedi. But University of Limpopo recognises English as a medium of instruction and a formal language for communication, so we are forced to use English in formal settings*

Q3: What have been your working experiences with this graduate?

Employer 2: *As I mentioned previously when we started the programme, the department appointed Graduate 2 as a lecturer, and we were both responsible to develop the curriculum of the programme together. I found that the graduate was competent in the field we are currently working in, and in fact most of the content was developed by him. The module was new, so he had no point of reference for assessments, setting of tests and question papers but he managed to pull it through.*

Q4: Does the graduate possess any unique language skills? If yes, which ones?

Employer 2: *The programme we were developing is aimed at assisting students who did not qualify to go to the mainstream of the degree. It is a foundation programme, so*

the graduate demonstrated excellent skills on building relevant content on developing writing skills as well as reading skills. Graduate 2 was able to take the students through the process of writing. He was able to set activities that allowed the students to practice their skills and by the end of the lessons the students demonstrated that they could write in a clear and comprehensible manner.

Q5: What challenges have you encountered working with this graduate?

Employer 2: *The challenges were often brought by the fact that we were both working and developing a new programme. As a result, there were a lot of trial and error in the process in terms of the content development. But our working relationship has always been effective and as a senior lecturer Graduate 2 trusted me enough to consult on matters that were giving him a challenge. I had to edit a lot of his work and also guide him a lot on how to write academically. He had good communication skills but lacked in formal writing.*

Q6: Would you say that the graduate's qualification/educational background has prepared this graduate for workplace challenges? Why do you think so?

Employer 2: *The challenges were often brought by the fact that we were both working and developing a new programme. As a result, there were a lot of trial and error in the process in terms of the content development. But our working relationship has always been effective and as a senior lecturer Graduate 2 trusted me enough to consult on matters that were giving him a challenge. Before you spoke about the programme to me about your study and this interview, I did not really pay attention to the undergraduate programme because the graduate had already completed his Masters in Translation and Linguistics studies. And for this position we just needed someone who had a language background. Looking back at his performance and even current, I would say yes qualification has prepared the graduate for the current position. He is an efficient lecturer who is well grounded in the content he is teaching. As the programme is offered to first years of the whole faculty, the number of students we have are large but Graduate 2 has mastered appropriate assessments as well as ways of facilitating his lessons*

Q7: In your opinion, are there any language skills that the graduate need to improve on?

Employer 2: *There is always room for improvement and growth. Over the years the graduate has already grown and improved a lot. What I would recommend now is growth that would enable him to develop himself even better. He has just recently submitted his PhD thesis and I would like to see him publish and go as further as being a professor.*

Q8: In your opinion do you think the graduates are skilled to deal with diversity in the workplace?

Employer 2: *This institution uses English for formal purposes, but we encourage diversity even when we employ new staff members. We encourage people to accommodate each other but that becomes a challenge when they don't understand each other's languages and backgrounds. And that sometimes happens*

Appendix E 3: employer 3

Q1: How long has graduate 2 been employed by this workplace?

Employer 3: *The graduate has worked for us for the past two years in this position. He was previously employed by the research office in the same institution.*

Q2: Which language(s) do you use to communicate with this graduate?

Employer 3: *The language of communication for this place is English. When we communicate with each other here in the office we use English. I am Zulu speaking; I avoid using Isizulu in the office especially when I know that the person, I am communicating with is not a Zulu native speaker like this colleague.*

Q3: What have been your working experiences with this graduate?

Employer 3: *I have a good working experience with the graduate. He is reliable and he takes his job very seriously. Since he joined our section, I have not received any complaints from our clients as well as his fellow colleagues. When he is given a deadline, he delivers on time. Especially in our line of work, people often need feedback on their work as soon as possible.*

Q4: Does the graduate possess any unique language skills? If yes, which ones?

Employer 3: *The colleagues' responsibilities is to check the articles we receive for publishing if they meet the specifications for the publishers. He also liaises with the publishers and the authors of the articles. So far, this colleague has shown exceptional skills and he is able to assist the authors and ensures that they correctly submit articles that meet the specifications. He has good communication and reading skills*

Q5: What challenges have you encountered working with this graduate?

Employer 3: *I personally have not encountered any problems with this colleague. He is a great team player and understands his responsibilities very well*

Q6: Would you say that the graduate's qualification/educational background has prepared this graduate for workplace challenges? Why do you think so?

Employer 3: *As mentioned earlier the colleague has shown good writing and communication skills, which are some of the skills we require for this position. He is able to guide our authors with patience until their work is published. He also provides relevant advice to the authors where necessary*

Q7: In your opinion, are there any language skills that the graduate need to improve on?

Employer 3: *As mentioned earlier the colleague has shown good writing and communication skills, which are some of the skills we require for this position. He is able to guide our authors with patience until their work is published. He also provides relevant advice to the authors where necessary. If the colleague aspires to move up the ranks, he may need to work on his editing skills. He is currently a deputy editor, and he is doing a great job on that rank. I would advise him to take some training courses on editing and learn how it is done*

Q8: In your opinion do you think the graduates are skilled to deal with diversity in the workplace?

Employer 3: *I am aware that the graduate is fluent in English and Sepedi. I have never heard the candidate use other languages such as Isizulu or Isixhosa. However here our main language of communication is English. And if our employee is competent in that, we are happy. Another thing is to be able to respect other people's opinions and culture, so far, I have not had any issues with this colleague*

Appendix E 4: employer 4

Q1: How long has graduate 2 been employed by this workplace?

Employer 4: *he has worked with us for the past three years.*

Q2: Which language(s) do you use to communicate with this graduate?

Employer 4: *We are an English Department. We offer courses on English for Academic purpose in English. When we meet in the corridors, we often use our own native languages, usually I use Sesotho when I know for sure that the person I am talking to can understand the language. But for formal purposes we use English.*

Q3: What have been your working experiences with this graduate?

Employer 4: *the graduate come from a contact learning institution and he now works for a distance learning institution, that took some adjustment. He is someone who consults if he does not understand. He is quite a fast learner.*

Q4: Does the graduate possess any unique language skills? If yes, which ones?

Employer 4: *His responsibilities are setting questions for assessment. Moderating for external markers as well as training markers to ensure that they stick to the required uniform way of marking. He has good presentation skills and can conduct good training sessions for the external markers.*

Q5: What challenges have you encountered working with this graduate?

Employer 4: *Not really. As I said earlier, we had to be a bit patient with him because his background is from a contact university and a transformation to a distance learning one could be a challenge. He would often struggle with the online platforms we used for teaching and assessment, but now he has mastered how it is done.*

Q6: Would you say that the graduate's qualification/educational background has prepared this graduate for workplace challenges? Why do you think so?

Employer 4: *The graduate is a good team player, they share the module being three and amongst themselves they need to share teaching responsibilities, assessments, and content development. The module is accommodating a lot of students; the whole Management school foundations students are registered for this module. The graduate is able to conduct big classes, give feedback and also manage the assessments.*

Q7: In your opinion, are there any language skills that the graduate need to improve on?

Employer 4: *Overall the employee meets his objectives. But we often write reports and I would point that that his writing proficiency might need some improvement. I always ensure that whenever he is tasked to submit reports, I edit and proofread his work before submission.*

Appendix E 5: employer 5

Q1: How long has graduate 2 been employed by this workplace?

Employer 5: *The graduate has joined us four years ago. She started as a junior health care promoter. Now she manages her own campaigns from start to the end of the project.*

Q2: Which language(s) do you use to communicate with this graduate?

Employer 5: *We mainly use English for work purposes. The graduate speaks Sepedi; I also speak Southern Sotho, so we sometimes communicate in Sotho. But usually for informal purposes. For work staff we use English. The meetings we have when we prepare for community outreach campaigns are in English. But when the colleagues go out to the communities, they often use other languages to talk to the people in the communities, like Zulu and others.*

Q3: What have been your working experiences with this graduate?

Employer 5: *Although I am not on the field daily with the candidate. They are health promoters, so they travel to the communities on a daily basis to run awareness campaigns. So far, I have never received any complain. and as I said that the graduate started as a junior promoter, she is now at a higher rank where she is trusted with more responsibilities.*

Q4: Does the graduate possess any unique language skills? If yes, which ones?

Employer 5: *For us when we hire our candidates, the person needs to have people's skills. They need to be able to communicate well with people. They have to be good public speakers, approachable and friendly. We also work with sensitive topics so the*

person needs to be sensitive on how they approach people especially concerning personal health issues.

Q5: What challenges have you encountered working with this graduate?

Employer 5: *As I mentioned that the candidate is Sepedi speaking and she has to run campaigns, and most of this campaigns are conducted in the townships, it is often an advantage to know the languages that are spoken in the townships. Most people here speak IsiZulu and the candidate is not fluent in the language. But we often insure that we pair the staff looking into the different languages that they speak so that when they go out there they can reach the target market in different languages. So, the candidate preferred to use English all the time and I would often suggest that she use Sepedi as most people speak Sesotho and the two languages are very familiar.*

Q6: Would you say that the graduate's qualification/educational background has prepared this graduate for workplace challenges? Why do you think so?

Employer 5: *Yes, I would say so. Looking into the fact that she is a good public speaker, she can compile reports and successfully run campaigns on her own. She is able to fulfil her duties without fail. As I mentioned that the candidate is Sepedi speaking and she has to run campaigns, and most of this campaigns are conducted in the townships, it is often an advantage to know the languages that are spoken in the townships. Most people here speak IsiZulu and the candidate is not fluent in the language. But we often ensure that we pair the staff looking into the different languages that they speak so that when they go out there, they can reach the target market in different languages. So, the candidate preferred to use English all the time and I would often suggest that she use Sepedi as most people speak Sesotho and the two languages are very familiar.*

Q6: Would you say that the graduate's qualification/educational background has prepared this graduate for workplace challenges? Why do you think so?

Employer 5: *The graduate was from a very different field before she joined us. With this being a health sector, there are certain unique duties that come with the sector. At first the employee was not confident in handling a campaign on her own. Especially where she needed to take the lead and take charge. But with time she slowly gained the confidence. Bearing in mind that here in Gauteng we use mostly IsiZulu, most of our target market are black people, she had to learn basic things in IsiZulu so that she can be able to at least communicate with our clients. Yes, I would say so. Looking into the fact that she is a good public speaker, she can compile reports and successfully run campaigns on her own. She is able to fulfil her duties without fail*

Q7: In your opinion, are there any language skills that the graduate needs to improve on?

Employer 5: *It would have been an added advantage if the graduate could speak other languages such as IsiZulu. When I saw the qualification saying something about Multilingual studies, I had the impression that the candidate would be competent in many languages. To some extent yes. Because the candidate is very good in giving presentations to the public. There are only aspects she was lacking with were the languages that are used in the townships here. I would often discourage her to use English but advised her to use Sepedi as it is close to the Southern Sotho that is spoken here.*

Appendix F: Interview with graduates

Appendix F1: graduate 1

Q1: Did you enrol for any other qualification after the BA CEMS degree?

Graduate 1: *Post graduate certificate in Education, Honours in English studies and Honours in Management in Education*

Q2: What is your current position at work?

Graduate 1: *As an educator*

Q3: Which levels are you teaching?

Graduate 1: *I teach foundation phase*

Q4: Which specific subjects?

Graduate 1: *Sepedi, English, Maths and Life skills*

Q5: Which languages do you communicate with at the workplace. How did you learn this language?

Graduate 1: *English and Sepedi. I learnt Sepedi and I English at school. I speak Khelovhedu, that's my mother tongue.*

Q6: How do you communicate with people at your workplace?

Graduate 1: *With my colleagues about language I am learning the most importance of multilingualism because my school is diversified and we have different language speakers, and I am a dialect speaker, we have educators from Swaziland, from eastern cape, Xhosa speaking educators, when it comes to English it becomes our uniting language or lingua franca in our school between the Sepedi speakers and the other language speakers*

Q7: Do you communicate with people who speak a different language to yours at work?

Graduate 1: *As a primary school teacher, I interact with other colleagues who come as far as Mpumalanga and speak and parents who speak other dialects of Sepedi.*

Q8: *What are your core responsibilities*

Graduate 1: *I teach my learners, I assess, I prepare formal assessment, then there is a specific routine that we have that is outlined by the department then its posted in our classroom walls then we follow it*

Q9: What are your general experiences (positive and negative) with language usage at work?

Graduate 1: *Let me start by saying I'm teaching in a lower primary school situated in the rural area. They are Sepedi speaking people so it is like the mother tongue of the environment, so my colleagues we speak Sepedi in informal conversations but when it comes to meetings, for the purpose of the secretary to jot down minutes we use English. And then in classrooms, foundation phase is structured differently with intermediate phase. Foundation phase is mother tongue teaching until grade 3. So English is just treated as a subject from Grade R to grade 2. I teach Sepedi, I teach maths in Sepedi and I also teach life skills in Sepedi*

Q10: How do you handle colleagues/students who speak languages other than yours?

Graduate 1: *Most of them are from Sepedi speaking backgrounds but what I have realised is that, their Sepedi is not the same, so I don't know whether to call it dialects but they can use the same word that does not mean the same thing. Sometimes I would experience some challenges with some learners who are from a certain section, they have a way of naming things, as compared to the ones that are from around the school. So, I end up demonstrating, or use actions to try and understand what they are referring to.*

Q11: Are there any challenges you encounter in communication with colleagues and clients? Explain?

Graduate 1: *We use English but it's not always the case that English resolves our challenges, as a dialect speaker there are some terms I know only in my language, and I don't have the right word in Sepedi, and I also don't know the right word in English, so I end up using gestures, actions or pictures so that I can try to communicate with the next person so that they can understand exactly what I am talking about.*

Q12: How did the BA CEMS prepare you for these experiences?

Graduate 1: *Let me start with my teaching as a profession. In grade 3 we are expected to do what is called gradual transfer, that means for the four years of foundation phase three years is mother tongue teaching, and then in the fourth year that is grade 3, learners prepare to go to grade four then, you are then as a teacher supposed to gradually transfer from Sepedi or mother tongue teaching to English as a language of learning and teaching, which is something that I have learnt from BA CEMS. Basically the content was centred around transference of skills from mother tongue to the language of learning and teaching, in this case English.*

Q13: What content in the BA CEMS programme prepared you for these challenges?

Graduate 1: *I have learnt so much about transference of skills, I remember the theoretical framework of it, I remember scaffolding. It's really working for me as a grade 3 teacher because I enjoy moving learners from what they know to what they did not know, so that is what I see my teaching skills towards language is being effective so it is because of BA CEMS that I enjoy teaching language*

Q14: How did the BA CEMS programme prepare you for workplace challenges?

Graduate 1: *I'm always the one offering to chair meetings whenever we have meetings with my colleagues, I know how to accommodate people and also make sure that everyone understands each other. My colleagues prefer that I do it because they know that I do it well.*

Q15: How do you attempt to overcome these challenges?

Graduate 1: *Teaching foundation phase requires a lot of patience and as well passion for the work. But I again I also feel grateful that I have an opportunity to have an impact on these kids when they are so young. But in this case because we first teach the children in Sepedi then gradually move them to English, it is often difficult for them to cope with English. As I said before the school is rural based therefore, they have no access to English. In most cases I end up running the lesson in both English and Sepedi.*

Q16: Is there any aspect that you feel needs improvement in the programme? Please explain.

Graduate 1: for me as a foundation teacher I think I have sufficient skills for where I am in my teaching profession, but as an educator with my colleagues, I think the programme, in fact not only for me but the programme itself can diversify, because when I did BA CEMS we only had Sepedi for multilingual studies. If only we can have other languages for multilingualism, then we would be more prepared to work with other languages, because multilingualism was only Sepedi and English. So, we always get challenges especially when you tell someone that you did multilingualism it's like they expect me to speak all the languages. So, then I'm starting to see a need that multilingualism as a module we could have learnt other different languages so that we can be effective when we talk to other people outside Sepedi and English.

Appendix F2: graduate 2

Q1: More or less how long have you been employed in this particular position?

Graduate 2: *Since 2014 up to now, I think its six years or so*

Q2: What are your core responsibilities at work?

Graduate 2: *My nature of work is being a lecturer, and a coordinator at the same time. I used to be a coordinator for five to six years now. But my core responsibilities are being a lecturer actually.*

Q3: What would you say are your general experiences in terms of how you use language at work? For instance, we can start with which languages do you use on a daily basis at work?

Graduate 2: *Since well this place is a multicultural environment, we both know that Sovenga simply is for Sotho, Tsonga and Venda but though somehow Zulu and other language speakers are around here but mostly when we speak we use medium of instruction which is English. But sometimes we switch since well we are multilingual speakers we switch to Sepedi, if you come across a Tsonga speaking that's when I find myself mixing Tsonga with English or with Sepedi*

Q4: How do you handle colleagues/students who speak languages other than yours?

Graduate 2: *I would tell them in a friendly way that I do not understand your language, can we switch into the medium of instruction which is the language that we understand the most. Even though some students may not be perfect but then you can hear what they are trying to say, and that's where we can settle for the medium of instruction. I won't feel offended if someone speaks a foreign language to me but then I would have to learn it with time.*

Q5: Which languages do you use at work? How did you learn these languages?

Graduate 2: *I speak Sepedi and English. Since well this place is a multicultural environment, we both know that Sovenga simply is for Sotho, Tsonga and Venda but though somehow Zulu and other language speakers are around here but mostly when we speak we use medium of instruction which is English. But sometimes we switch since well we are multilingual speakers we switch to Sepedi, if you come across a Tsonga speaking that's when I find myself mixing Tsonga with English or with Sepedi*

Q6: *Are there any challenges you encounter in communication with your colleagues or students?*

Graduate 2: *I would say in my experience I don't have any challenge actually, since well I am multicultural and I have been here for some time, I'm used to other languages, some like Tsonga I can hear but then fail to respond in Tsonga but then I can respond in my mother tongue or in English so there is no any challenge with the language*

Q7: *But for formal work purposes*

Graduate 2: *For formal work purposes we use English as a medium of instruction most of the time*

Q8: *Would you say that there are challenges you have encountered in communication with the people you work with, in terms of languages, is there a time where you find that you are meeting somebody and they are speaking languages that you don't understand?*

Graduate 2: *I would say in my experience I don't have any challenge actually, since well I am multicultural and I have been here for some time, I'm used to other languages, some like Tsonga I can hear but then fail to respond in Tsonga but then I can respond in my mother tongue or in English so there is no any challenge with the language*

Q9: Seeing that you are a graduate of the BA CEMS programme. Just to get the background of it, after you completed your BA CEMS degree, was there any other qualification that you completed.

Graduate 2: *After BA CEMS I went for Masters in Translation studies, currently completing my PhD in translation studies*

Q10: If your kind of recall back to the things that were taught in the BA CEMS, do you think that there are specific things that were taught in the BA CEMS that prepared you to the type of work that you are doing right

Graduate 2: *I can say that, in multilingual studies where we were introduced to research but then in our mother tongue. And where we were introduced to the use of language, such as sentence construction that content prepared us on how to speak English correctly, even how to read and write. It introduced us to literacy and multilingualism. And now currently at work we come up with such issues where, or situation where you need to adapt in a multicultural environment so I could say yes it helped. In most of the content that they taught yes it helped*

Q11: If a student walks into your office and they start speaking a language you do not understand. How do you handle that?

Graduate 2: *I would tell them in a friendly way that I do not understand your language, can we switch into the medium of instruction which is the language that we understand the most. Even though some students may not be perfect but then you can hear what they are trying to say, and that's where we can settle for the medium of instruction. I won't feel offended if someone speaks a foreign language to me but then I would have to learn it with time.*

Q12: When you look at the programme as whole and the experience that you have now that you are in the workplace, do you think that there are certain things that should be changed or improved about the programme

Graduate 2: *BA CEMS actually, was firstly taken for granted, I think there is nothing to improve there since well I myself came up with a model which was built from the background of BA CEMS. And currently the model from other external examiners, they suggest that I should write a book using the model and again reference all my history on how I came up with it, and where it originated, I would say it originated from BA CEMS*

Q13: So, you are happy with how the programme is being run and how the content is taught there

Graduate 2: *Yes, I am happy, students will learn more. I have just submitted my PhD thesis and my topic was based on the BA CEMS programme*

Appendix F3: graduate 3

Q1: After the BA CEMS degree, was there any other qualification that you did?

Graduate 3: *Yes, I did my Honours in English studies as well as Masters in English studies*

Q2: *Which languages do you communicate with at the workplace*

Graduate3: *We use English but during consultations students use their mother tongue, sometimes you find, they don't understand something in English then they come and ask in their mother tongue and request you maybe to also explain if possible in their mother tongue. And this can be a very difficult situation because students come from different backgrounds, so some try using their language and they expect you to switch to their language which is difficult but at times you try for them to understand.*

Q3: What are your core responsibilities at work?

Graduate 3: *I lecture Business English for accounting students. I have to introduce students to basic language skills, English grammar and writing. The four basic skills. I do assessments and mark as well.*

Q4: What are your general experiences (positive and negative) with language usage at work?

Graduate 3: *We use English but during consultations students use their mother tongue, sometimes you find, they don't understand something in English then they come and ask in their mother tongue and request you maybe to also explain if possible in their mother tongue. And this can be a very difficult situation because students come from different backgrounds, so some try using their language and they expect you to switch to their language which is difficult but at times you try for them to understand.*

Q5: So, with your colleagues which language do you use?

Graduate 3: We use English most of the time

Q6: How did the BA CEMS prepare you for these experiences?

Graduate 3: *Yes, I would say yes it prepared me fully for that because now I am able to transfer the English language skills from my mother tongue and again transfer from mother tongue to English.*

Q7: Are there any challenges you encounter in communication with colleagues and clients? Explain?

Graduate 3: *Yes, there are challenges, as I said diversity, some of them are speaking Tshivenda and other languages that we have here on campus and its difficult because in BA CEMS we only had our Sepedi and our English so which is why we are comfortable in both languages rather than others like Tshivenda and other languages. We are having a problem there, even if we try but it is a problem because we didn't do all those languages*

Q7: What content in the BA CEMS programme prepared you for these challenges?

Graduate 3: *Yes there are, the use of language in context, in terms of what I am doing right now in term of ESP, it helped me to know that in different context, people use different languages, different vocabulary for different context and how people behave in different contexts, that is one which I think is related to what I am doing right now. Because in English for specific purpose, which is English for accounting I have to adapt in terms of vocabulary in terms of how they use the language and how they use that language*

Q8: How do you attempt to overcome these challenges?

Graduate 3: *I ensure that I prepare well for my lessons and I look up and research information that I am not sure of. Students can feel it if you are unable to explain a concept well. So, I always prepare sufficiently.*

Q9: How do you handle students/colleagues who speak languages other than yours?

Graduate 3: *Yes, it's difficult for the students because we have to force them to use English. And as you know first year students are not comfortable in using English language especially when they are facing the lecturer, they feel like it's difficult so some of them they don't even come for consultations. you have to try and force them to somehow come for consultations and when they come, they insist on using their mother tongue. But it is difficult for us to work with them because you are going to use the same English that they failed to understand in class, so they feel like the consultation was useless*

Q10: Is there any aspect that you feel needs improvement in the programme? Please explain.

Graduate 3: *it's just to add those languages which are not in, if possible have different languages because when you say for example I did multilingual studies people expect you to have more than three languages, because if you are having only two which means that its bilingual, you can't call it multilingual studies because you have only two and you can tell in Limpopo we have different languages that are spoken around here. So why can't every language be included, for instance when they separate to the multilingual class then they do their African language but when they go to CELS then they can come together but be separated only when they go for Multilingual studies class. It's been a while that this multilingual studies programme existed but they are not adding other languages, why? That's the problem*

Appendix F4: graduate 4

Q1: How long have you worked for the company?

Graduate 4: *It's a long time now. After completing my studies, I was struggling to get a job. So, someone advised me to register a company so that I can try some tenders. So, one day I came here looking to register a company, and I found that they were looking for someone who can be a receptionist. I immediately went back to get my documents and submit. I think it was in 2013 somewhere in July.*

Q2: Which qualifications did you do at varsity:

Graduate 4: *I registered for BA CEMS degree, even though I didn't know much about it. There was no space in what I wanted to do. I wanted to do Social Work but it was full. So, I did BA CEMS and I graduated in 2011.*

Q3: Have you registered for any other qualification after you completed the BA CEMS degree?

Graduate 4: *No, oooh yes, I registered for Masters in Translation and Linguistics, but I only did some modules. I could not finish it because there was no money at home for me to continue with my studies.*

Q4: Going back to your work, what would you say are your core responsibilities at work?

Graduate 4. *I am a receptionist here. So, I answer the phone when clients call to enquire about the registration of businesses. I help customers to complete the forms when they come to register businesses. We have different types of business that people can register. So, when they come here, they don't know the difference. So, I must explain to them so that they can know the right ones to register. Others don't know how to complete the forms, so I help them when they don't understand.*

Q5: What are your experiences, either positive or negatives in using languages here at work?

Graduate 4: *Here at work we get people from different places coming in to register businesses. Some of them speak languages I don't understand. But it always feels good when the customer understands Sepedi because I can easily explain things and they understand well. But other customers for instance would want to ask in Afrikaans and I cannot speak Afrikaans. So, I ask them to speak English, and I can see on their face that they are not happy.*

Q6: How did the BA CEMS prepare you for these experiences?

Graduate 4: *In BACEMS we use to speak two languages, Sepedi and English. And I am good in using the two languages. But other languages that other customers speak, I don't know them. The English I learnt in BA CEMS helped me a lot because I feel confident when I speak with the customers. I just wish I knew how; you know to speak other languages.*

Q7: Are there any challenges you encounter in communication with colleagues and clients? Explain?

Graduate 4: *We have a very small office here. Cause the branch here in Polokwane is not big. The main branch is in Pretoria, that is where you find many people. But here it is just me, and my manager and another lady who works with registering the business online. And then another Ms X, who only comes on Mondays, Wednesdays and Friday to clean the office. So, the other two colleagues are white and they only speak English with me. But they also speak Afrikaans amongst themselves. So, they don't talk to me in Afrikaans because they know I don't understand it.*

Q8: What about your customers, do you sometimes face challenges when you communicate with them?

Graduate 4: *Most of the times I communicate well with the customers. When I can see that they don't understand what I am saying in English I ask if they can understand*

Sepedi. And if they say yes then I get happy cause it becomes easy to explain things for them. But others would be speaking Xitsonga or Tshivenda or Afrikaans and other languages then we are forced to go back to English. And you find these are old people who wanted to maybe register a non-profit organisation, but they do not meet the requirements and they still don't understand my explanation because they are in English

Q8: What content in the BA CEMS programme prepared you for these challenges?

Graduate 4: *For me BA CEMS helped me improve my English and because we were always doing presentations it helped me with confidence to talk with a lot of people. There was also a module we did on understanding other people's backgrounds, so I always try to understand other people's backgrounds especially when I see that the person is getting angry.*

Q9: So how do you attempt to overcome these challenges?

Graduate 4: *I listen carefully to what the person wants. Then I try to help them. I sometimes call the other colleagues especially if the person speaks Afrikaans and insist on speaking the language even though I made it clear that I do not understand it.*

Q10: How do you handle customers who speak languages other than yours?

Graduate 4: *Most of the times I communicate well with the customers. When I can see that they don't understand what I am saying in English I ask if they can understand Sepedi. And if they say yes then I get happy cause it becomes easy to explain things for them. But others would be speaking Xitsonga or Tshivenda or Afrikaans and other languages then we are forced to go back to English. And you find these are old people who wanted to maybe register a non-profit organisation, but they do not meet the requirements and they still don't understand my explanation because they are in English*

Q11: Which languages do you use at work? How did you learn these languages?

Graduate 4: *I speak Sepedi and English. In BACEMS we use to speak two languages, Sepedi and English. And I am good in using the two languages. But other languages that other customers speak, I don't know them. The English I learnt in BA CEMS*

helped me a lot because I feel confident when I speak with the customers. I just wish I knew how; you know to speak other languages

Q12: Do you communicate with people who speak a different language to yours at work?

Graduate 4: *the province where I'm based is multilingual, so yes on a daily basis I communicate with people from different languages*

Q13: Is there any aspect that you feel needs improvement in the programme? Please explain.

Graduate 4: *The programme is not known by most employers, and even when you are short listed, they often don't understand what is it that you are able to do. It needs to be marketed more to the outside world. The use of other languages can be taken as electives from first year so that the students can be able to learn other languages. For my current position it would have been easy for me to do my work if I knew a few other languages.*

Appendix F5 graduate 5

Interview with graduate 5

Q1: After the BA CEMS Degree, did you enrol for any other qualifications?

Graduate 5: *After I graduated my degree I did not enrol for any other qualification, I started looking for a job.*

Q2: *which languages do you communicate with at the workplace*

Graduate 5: *English, Sepedi, Isizulu and Sesotho*

Q3: What are your core responsibilities at work?

Graduate 5: *On my current job it all depends on what the clients want from the company. The company offers a lot of language services and they often come and request different services. Like they can ask us to come and record a hearing or meeting proceedings then transcribe the information. Sometimes we are asked to come and interpret. I also translate documents. So normally I deal with such requests as long as they are needed in English and Sepedi.*

Q4: What are your general experiences (positive and negative) with language usage at work?

Graduate 5: *Usually some clients expect me to speak all the languages, they don't understand that I can only use Sepedi and English. Especially Tshivenda and Xitsonga because they are local languages. So, when people walk into our offices they automatically expect to be assisted in their own mother tongue and sometimes you find that the relevant person for that language is not there.*

Q5: How did the BA CEMS prepare you for these experiences?

Graduate 5: *BA CEMS has assisted me a lot in using both English and Sepedi efficiently and to also communicate well in both the languages. But it has not assisted much in dealing with other languages that I do not know. So I sometimes feel like my experience is limited to just these two languages.*

Q6: Are there any challenges you encounter in communication with colleagues and clients? Explain?

Graduate 5: *With my colleagues we already know who speaks which languages. And even though we are not mother tongue speakers of other languages but we do understand each other, and it is never a problem when you respond with your own language and not the one you are being spoken to. But with clients its different because we want them to leave our offices happy and also satisfied by our service. So if I don't understand the language a client is speaking, and the native speaker for that language is not in office, I then ask if they can use English.*

Q7: What content in the BA CEMS programme prepared you for these challenges?

Graduate 5: *The degree introduced me to things like language policy and planning. And now that our clients are mostly municipalities and government departments it really helps to understands these policies. But I was also helped by the electives in translation and interpreting because it gave me relevant skills to now translate and interpret.*

Q7: How do you attempt to overcome these challenges?

Graduate 5: *I plan to register and further my studies so that I can learn things such as proof reading and editing. It will really help me a lot because here at work we get paid by the service or work we have done. So when we get such clients I cannot take on such work because I do not have the relevant skills.*

Q8: How do you handle customers who speak languages other than yours?

Graduate 5: *Well I either call another consultant who can speak the client's language to come and assist the client or I humbly request them to use English. But others still don't agree then it becomes a problem*

Q9: Is there any aspect that you feel needs improvement in the programme? Please explain.

Graduate 5: *The programme should firstly introduce the other two languages of the province which is Tshivenda and Xitsonga. That will add even more value as the students can be efficient in at least three languages. Some of the modules that the students take do not assist much in channelling the students to get a job. It becomes very difficult to get a job. It will be good if the students can be guided early in the degree on which modules to add depending on what they want to do after completing the degree.*

Appendix G Focus group interviews

Appendix G1: Focus group discussions with third years

Focus group discussions with 3rd Year Students

Q1: What are your needs in this programme as a student?

Student 4: *I would say we need more support in material development. It is very difficult to get materials in Sepedi when we are doing assignments. It takes a long time because we need to first get them in English then translate it.*

Student 2: *For me its also materials but again it also bursaries. Some of our friends who are in other fields of study gets bursaries. So for us its difficult to get bursaries and some of our friends are even dropping out because they don't have money to come back.*

Student 4: *... It will be great if we can get materials available in Sepedi especially when we look for information for assignment and presentations. Some of the articles are difficult for us to translate them from English to Sepedi.*

Q2: Did you have some expectations that were not offered in the programme?

Student 8: *Yes I think I was expecting that by the time I am in third year I will be sure of what is it that I am going to do when I complete my studies but I don't.*

Student 5: *I still struggle with writing especially English assignments. It is a bit easier to talk but difficult to write the way our lecturer wants us to.*

Q3: What bi/multilingual skills have you learnt from the programme this far?

Student 5: *I can speak English better than I did when I came to the University. I can also write Sepedi very well. I am very happy that my English has improved and I believe it will create more opportunities for me to succeed in the future.*

Student 2: *My writing has improved a lot. Our lecturer used to make us submit work in different draft and give us feedback and that use to help me improve on my writing. That's why I write better now I used to struggle to write especially in English.*

Student 6: *being able to present well in English. I never use to have confidence to present but now I can stand being able to present well in English. I never use to have confidence to present but now I can stand in front of people and do presentations well and also use a power point presentation.*

Q4: Do you think anything needs to be changed in the programme?

Student 5: *We should be given more support in writing skills, especially in English. We already know Sepedi so it's easy to write it but more difficult to write in English.*

Student 8: *They should bring other languages. If they did, I would have loved to learn IsiZulu because one day I would like to go and work in other provinces such as Gauteng. So, it is important to learn other languages. Not just Sepedi and English.*

Q5: What changes in your opinion could be brought into the programme?

Student 3: *There should be guidance on the modules to choose so that it can be easy to get jobs. Like if I wanted to be a radio presenter, I should have taken Media and Communication studies as electives, but I did not know.*

Student 2: *For me, the content is relevant, it has taught me a lot about the language situation in South Africa and what needs to be done to promote these languages. But right now, I have applied for PGCE and I am told that I do not have a teaching subject and then I was rejected. If I knew when I was registering in first year, I would have chosen those teaching subjects as my electives.*

Student 5: *They should channel what is being taught so that we can understand clearly what we can do when we complete our studies. For me I wanted to as a language researcher and I am not sure how I am going to do that.*

Student 4: there are so many things that can be changed. Like give us more support and training on writing. Especially with the research reports that we write. It is a challenge to write them in English

Student 7: The terms that are sometimes used in Sepedi are not everyday terms and it is often difficult to understand them. Maybe there should be a way in which we can use terms and words that we use in everyday speaking.

Q6: What in your opinion can be done to improve on the programme?

Student 8: It is easier to do things in English than in Sepedi. English has resources and as well terminology. We are taught research in Sepedi, and we are expected to then write it in English, and it is not easy to just switch like that. More support should be given; they should explain in detail how we must do it.

Student 4: I need more help in understanding where I can start looking for a job when I finish my studies, I don't want to do honours or masters I want to go straight to work.

Student 7: One thing I am happy about is when we do presentation in the Multilingual studies class. It is much easier to do it and I am more confident than when I do that in the CELS class. That is great.

Q7: Which challenges have you faced as a student in this course?

Student 2: *I almost dropped out. I heard a lot of people say that I will struggle to get a job because they don't know this degree. I was scared and I almost changed to another degree when I went to second year. But I spoke to my lecturer.*

Student 8: *Me too, I was told by someone that it's difficult to get a job and that I should move to Media studies and I will be credited for the modules that I have already passed.*

Student 6: *Well for me I think everyone thought that it is easy to write formal Sepedi language, and it is not. Just because I can speak Sepedi does not mean that I can write Sepedi, so it was difficult.*

Q8: Do you think this programme is in line with your career path?

Student 3: *I didn't want to become a teacher, but I heard it's easier to do PGCE and then become a teacher after completing my studies.*

Student 4: *I am doing translation studies, so I want to go and work at court as an interpreter*

Student 5: *I want to open my own business. There are people who are opening their businesses and they get tenders. I don't want to work for other people.*

Student 6: *I didn't qualify to do law as planned when I came to the university, but I would like to go work in parliament as a language researcher or maybe language practitioner. I am not sure of what the requirements are. But I plan to continue my studies until I finish my masters*

Q9: What bi/multilingual skills have you learnt from the programme this far?

Student 5: *I can speak English better than I did when I came to the University. I am very happy that my English has improved, and I believe it will create more opportunities for me to succeed in the future.*

Student 2: *My writing has improved a lot. Our lecturer used to make us submit work in different draft and give us feedback and that use to help me improve on my writing. That's why I write better now I used to struggle to write especially in English.*

Student 6: *being able to present well in English. I never use to have confidence to present but now I can stand in front of people and do presentations well and also use a power point presentation.*

Q10: Do you think the curriculum is preparing you for the workplace?

Student 3: *To tell you the truth I'm still not sure of what I want to do. I would have gone straight to work, but I heard it's not easy to get a job*

Student 5: *I think so, we do so many things like language policy and planning, so maybe I can work for the government.*

Student 4: *For me it has given me confidence, the oral presentation preparation has really helped me overcome fear of standing in front of people. Now I can speak well.*

Q11: *Would you say you are competent to use English and Sepedi efficiently?*

Student 4: *My English is not the best, but Sepedi is really good, even in writing*

Student 3: *I really struggled to speak Sepedi cause I'm Molevhedu, but I have really improved now, I'm better than before*

Student 1: *I can use both languages well. But I'm more confident to do my work in English than in Sepedi. Writing reports and other formal documents is easier in English.*

Appendix G2: Focus group discussion with Honours students

Q1: What are your needs in this programme as a student?

Student 1: *I don't even know where to start. We need support cause it's difficult when you are a student who is learning in an African language. We need access to books and resources especially in Sepedi. When we write assignments and we must research, we find materials in English and we must translate it as we cannot just copy and paste it because it is in English and we are writing a Sepedi assignment.*

Students 2: *Imagine when you have to cite, it becomes difficult. You are citing a text in English, but you are writing a Sepedi module. Then you must paraphrase in your own words so you cannot just directly quote what that author is saying.*

Student 5: *Even the notes that we receive in class, I also feel that they are always less than the ones we receive in the CELS classes, the MUST notes are often less as the lecturers have to translate most of the text, but in the English class the lecturer can just print the article straight from the internet and then give it to us in class.*

Q2: Which challenges have you faced as a student in this course?

Student 6: *Well for me I think everyone thought that it is easy to write formal Sepedi language, and it is not. Just because I can speak Sepedi does not mean that I can write Sepedi, so it was difficult.*

Student 1: *I lack vocabulary in Sepedi especially when coming to assignments, I face challenges like grammar errors. Although I prefer to write in Sepedi, it is often difficult to write the formal Sepedi as compared to the one I use every day when talking. The two are not the same. And the worst part is I can't look for the terms on the computer or google like I would with English words.*

Student 3: *Presentation in English has always been my greatest challenge. I know how to speak English, but it is not so easy when I have to use the formal English in front of lecturer and fellow students. I sometimes cram the information and I am always scared that I will forget what I needed to say. So, I get nervous and I always get low marks in English compared to Sepedi class.*

Students 2: *maybe if our degree was well known as other people would not attack it you see*

Student 5: *Mara it's because people think that it is not useful at all.*

Student 7: *It is not easy to get resources on Sepedi projects; we need more materials translated into Sepedi.*

Q3: Did you have some expectations that were not offered in the programme?

Student 5: *Well I thought that maybe we could have some practical or field work during our study so that we have some practical skills too*

Student 6: *I wanted to learn more languages, especially when I was told that it is multilingualism, I thought we were going to learn lots of languages*

Student 1: *I am happy with the programme it has taught me a lot*

Student 3: *Maybe also if they introduced us to people who have completed this degree and who are working so that we can see and know what they are doing*

Student 4: *Other courses take their students on field trips. So that they can visit places they may work for in the future. It will be nice if they can do that for us.*

Q4: What bi/multilingual skills have you learnt from the programme this far?

Student 1: *When I arrived here, I could only speak Sepedi fluently but my English was not good. So CEMS taught me how to speak well in English*

Student 5: *Me too, I was scared to speak in English*

Student 6: *I still wish I could have learnt other languages too, except Sepedi and English*

Student 2: *I have a good background on how languages can be promoted and how important my language is.*

Q5: Do you think anything needs to be changed in the programme?

Student 3: *They should inform us when we register that those of us who want to do PGCE should take Sepedi in second year.*

Student 1: *Yes, there should be changes, there should be more exposure to possible opportunities and the modules must be relevant to what we can become in the future. Sometimes it's confusing as I am not sure of what I am going to do next year.*

Q6: What changes in your opinion could be brought into the programme?

Student 3: *There should be guidance on the modules to choose so that it can be easy to get jobs. Like if I wanted to be a radio presenter, I should have taken Media and Communication studies as electives but I did not know.*

Student 2: *For me the content is relevant, it has taught me a lot about the language situation in South Africa and what needs to be done to promote these languages.*

Q7: Which challenges have you faced as a student in this course?

Student 7: *people don't know this course, so they discourage us to do it.*

Student 5: *I am scared I won't get a job when I complete my honours. I actually did my honours because I realised it's not easy to get a job*

Student 3: *It is not easy to write in English, though I can speak it well, it is difficult to write the academic one*

Student 4: *There are no bursaries for post graduate in languages, so even if I wanted to continue with my studies I may not afford to do so.*

Q8: *Is the curriculum relevant to what you aspire to do when you complete your studies?*

Student 1: *For me the curriculum has covered all lot of things and combining it with the Communication and Media modules that I am doing, I think I will be able to do the radio presenting course. I only worry that they might say multilingual studies is not Sepedi. And I wish to work for Thobela FM.*

Student 4: *The things we learn are mostly on the positivity of multilingualism and issues surrounding monolingual and multilingual studies. I am worried that we are not taught how to deal with many languages. I feel like if I were to work in Gauteng for an example, the environment will be too much for me and I won't know how to deal with it.*

Q9: Do you think this programme is in line with your career path?

Student 5: *I think I will do PGCE, it's easy to get a job as a teacher.*

Student 7: *I am doing my honours because I want to become a tutor then a lecturer one day. I am going to further my studies and do my Masters in English. At least that is often not difficult to be admitted to.*

Student 1: *The challenge is they are no longer taking us for PGCE here on campus, so some people are doing it with UNISA. I also think that I am going to apply for it next year.*

Student 4: Some years back we met some people who were doing BA CEMS and graduated, and most of them are teachers and lecturers so I think that is something I can also do

Appendix H: Turninit report

Towards a Framework for improving the efficacy and effectiveness of the BA Contemporary English and Multilingual Studies in preparing students for the workplace

ORIGINALITY REPORT

9%	8%	2%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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3	open.uct.ac.za Internet Source	<1%
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8	Submitted to CTI Education Group Student Paper	<1%

Appendix I: Editing certificate

North West University

Pochefsroom, South Africa

18 March 2021.

CONFIRMATION OF EDITING

This is to confirm that I Dr. Henry Akum Njom edited for language use, this thesis entitled "***Towards a Framework of improving the efficacy and effectiveness of the BA Contemporary English and Multilingual Studies in preparing students for the workplace***" by Mapelo Constancia Tlowane from Cape Peninsula University of Technology. This editing involved issues such as spelling, punctuation, sentence, and paragraph structures as well as language usage.

Regards

Dr. HA Njum

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