

**STUDENTS' PERSPECTIVES ON MULTILINGUALISM: A CASE STUDY OF ONE
SOUTH AFRICAN HIGHER EDUCATION INSTITUTION**

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SEPTEMBER 2024

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by

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A research thesis submitted in fulfilment of the requirements for the degree

of

DOCTOR OF EDUCATION (D. Ed)

(In Educational Management)

at

WALTER SISULU UNIVERSITY

SUPERVISOR: Prof. Enongene Sone

SEPTEMBER 2024

ABSTRACT

This study explores students' perspectives on multilingualism at a South African higher education institution in a nation celebrated for its linguistic diversity yet grappling with the complexities of equitable language practices. South Africa's constitution recognizes 11 official languages, reflecting the country's commitment to fostering inclusivity through linguistic representation. However, English and Afrikaans often dominate academic spaces, sidelining indigenous languages and raising questions about the effectiveness of multilingual policies in higher education. This research examines how students navigate, perceive, and experience multilingualism within an academic setting through a qualitative research approach. A case study design incorporating in-depth interviews was employed to capture diverse student voices across different language backgrounds. The study also interrogates the alignment between institutional language policies and students' actual experiences. A convenience sampling strategy was used to select thirty (30) students from the selected University. Permission to conduct the study was sought from the various authorities of the selected university. Data collected using tape recording were analysed using the deductive thematic analytical method. Key findings suggest that while students value multilingualism as a tool for cultural preservation and academic engagement, there are persistent challenges, including language hierarchies, resource gaps for indigenous languages, and a dominant preference for English in academic discourse. The data reveals that language attitudes are shaped by students' social identities, with language functioning as both a barrier and a bridge in educational contexts. This research contributes to the ongoing dialogue about language policy in higher education, advocating for a more robust and nuanced implementation of multilingualism that genuinely supports linguistic diversity and inclusivity. The study's implications extend beyond South Africa, offering insights into global discourses on language, education, and social equity in multilingual societies.

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ACKNOWLEDGEMENTS

The researcher feels indebted to many whose support and contributions made completing this study possible. The researcher would like to express his gratitude to the following.

- I would like first to thank my supervisor, Prof. Sone Enongene, for his valuable guidance, criticism, corrections, and support from the beginning to the conclusion of this Research Study.
- I am highly indebted to my promoters and supervisors, Dr. O.M Ayola (May His Soul Rest in Peace), Dr. A.M Buka, Dr. D.C Manklana, and to my mentor/Supervisor, Professor Enongene Sone, for their untiring guidance of the study even at odd hours.
- I Would also like to thank all participants at the Selected University for their cooperation during the data collection stage.
- To my sons, Imitha and Inothando Teh, for their patience and love.
- My gratitude goes to my parents, Mr and Mrs Teh, and my siblings, Emmanuel, Emmeline, Minna, Miranda, and Eunice, for their continuous support and prayers.
- To my friends, Ms. Barbara Tah, Mr. Thabo Diaho, Mr. Valery Ebob, Mr. N Bonaventure, Mr. Achere Etah, and Mr. Ntung Peter, thank you for all your invaluable contributions and motivation during this study.

DEDICATION

This work is dedicated to:

- Almighty God, thank you for giving me the strength and courage to complete this study.
- My sons Imitha and Inothando Teh.

Albert Chenwi Teh

Student No: 212148990

Mthatha

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September 2024.

ABBREVIATIONS

UNICEF:	United Nations Children’s Fund
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
CHE:	Council of Higher Education
HEI:	High Education Institution
ACE:	American Council on Education
ELC:	English Language Centres
EMI:	English as a Medium of Instructions
CLIL:	Content and Language Integrated Learning
LOLT:	Language of Learning and Teaching
NAPTOSA:	National Professional Teachers Organisation of South Africa.
SACE:	South African Council for Educators

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CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.1 Introduction

South Africa stands as a unique tapestry of linguistic diversity, with its eleven official languages reflecting the nation's rich cultural heritage. This linguistic richness is particularly pronounced within the higher education landscape, where students from various linguistic backgrounds converge to pursue their academic aspirations. In this context, exploring students' perspectives on multilingualism becomes imperative to understand the complexities and nuances that shape the educational experiences within South African higher education institutions (HEIs).

Perspectives on Multilingualism is a dominant position and an ideology generally associated with transforming education systems in many countries, including South Africa. (Hlatshwayo & Siziba, 2013). On the other hand, the monolingual medium of instruction, which is associated with the belief that linguistic performance should be based on the native speaker model as a member of a homogenous community, has created myths and fallacies about the utility of English as the sole language of skills development and training in South Africa (Chang, 2015; Galante, 2018). As a result, most tertiary institutions are reluctant to implement multilingual education for teaching and learning purposes. Current research has proven that multilingualism in higher learning contributes to the students' conceptual and pedagogical development as well as their communicative competence (Hlatshwayo and Siziba, 2013). This thesis delves into a case study

conducted at one South African HEI to elucidate students' perspectives on multilingualism and its implications.

1.2 BACKGROUND TO THE STUDY

The study is on students' perspectives on multilingualism in One South African higher education institutions. Multilingualism is using multiple languages, either by an individual speaker or a group of speakers. Multilingual speakers are believed to outnumber monolingual speakers in the world's population.

Multilingualism arises from contact between speakers of different languages. From earliest times, people have moved around and had opportunities to come across groups with different linguistic features, whether in the pursuit of food, territory, or trade, as regions that were fertile and accessible attracted peoples from different geographical and ethnic backgrounds and provided ample opportunities for cross-language communication (Stavans, Hoffmann, 2015).

Whereas these may have been primary reasons for migration in the past, today, we perceive such migration as ideologically motivated by socio-political and ethnic identity. As such, ethnic groups have been defined according to real or perceived bonds such as race, religion, or language and, with regards to the latter, generally tend to be seen as being monolingual, although some have become users of two or more languages in the course of their history (Stavans, Hoffmann, 2015).

Multilingual education is a growing phenomenon worldwide because of rapid increases in global mobility and migration. Within a multilingual classroom, students may have

different linguistic and cultural backgrounds, speak one language at home and another at school, or learn the language of instruction as an additional language. International agencies such as UNICEF, UNESCO, and the European Commission contend that multilingual education can significantly engage diverse learners. As well as supporting academic success, classrooms that promote multilingualism can foster positive identities associated with their home cultures (Ollerhead & Taylor-Leech, 2019).

Furthermore, it is important to explain the difference between additive and subtractive multilingualism: Additive Multiculturalism means education in which subsequent languages are taught as additions to the learner's existing language repertoire rather than as replacements (Igi Global, 2021). Subtractive bilingualism, however, is when a student learns a second language at the expense of their first language. In this case, the child will usually lose the ability to speak their first language over time (Waterford, 2020).

Indigenous education (which focuses explicitly on teaching Indigenous knowledge, models, methods, and content within formal or non-formal educational systems) and multicultural education (which refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds) across borders reveals ongoing debate over policies affecting achievement among students from linguistically diverse and socio-economically marginal communities (Bui, Phyak, Davis, 2012; May & Aikman, 2003). Scholars from multilingual countries such as Australia, Canada, Namibia, New Zealand, and the Republic of South Africa have argued for inclusion policies that promote community ideologies and language choice in schools and universities through culturally responsive and linguistically

responsible education. Dialogue with youth and teachers repeatedly confirms that the national curriculum fundamentally prohibits and/or marginalises minority cultures, traditions, and languages (Davis, Phyak, and Bui, 2012).

It is universally accepted that language is just one of the many factors that can contribute to delivering quality education. Yet, while many factors are involved in delivering quality basic education, language is the key to communication and understanding in the classroom. It is also a linguistic and societal reality that many developing countries are characterised by individual and societal multilingualism. Yet, most multilingual African societies continue to experience and even propagate a paradoxical situation in which a single foreign language can dominate the education sector. For most African countries and other post-colonies worldwide, this has been (ridiculously) blamed on the colonial legacy (Njoroge, Mwangi, Ndung'u, Daniel, 2014).

In Zimbabwe, Mapuranga (2014) claims recognizing multicultural diversity is the aim of any democratic education system. As such, the diverse cultures in a nation should be reflected in the education system of a country. Education Acts have been promulgated to include all cultures and the people-driven constitutions of progressive nations. Notwithstanding this assertion, there have been concerns about the degree and level of preparedness of lecturers to incorporate multiculturalism in their day-to-day teaching and learning process in Higher Institutions of Learning.

Using a familiar language to teach beginning literacy facilitates an understanding of sound-symbol or meaning-symbol correspondence. This is especially so because learning

to read is most efficient when students know the language and can employ psycholinguistic guessing strategies; likewise, students can communicate through writing as soon as they understand the rules of their language's orthographic (or other written) system. In contrast, submersion programs may succeed in teaching students to decode words in the L2, but it can take years before they discover meaning in what they are "reading". Bilingual and multilingual, as opposed to monolingual schooling, offer significant pedagogical advantages that have been reported consistently in the academic literature (Benson, 2004).

Multilingual instruction allows teachers and students to interact naturally and negotiate meanings together, creating participatory learning environments conducive to cognitive and linguistic development. Explicit teaching of the L2, beginning with oral skills, allows students to learn the new language through communication rather than memorisation (Njoroge et, 2014).

Using more than one language in a classroom has numerous potential cognitive advantages. These include the ability to see problems from different points of view, an important skill in a multicultural world, and the likelihood that multilingualism could lead to more original and creative ways of solving problems (Rogers, 2014). Using more than one language would appear to improve overall brain function, which is surely a strong argument for multilingual pedagogy (Rogers, 2014).

On the other hand, in South Africa, previous scholarly and policy debates and conversations around multilingual education have paid little attention to students'

perspectives in Higher Institutions of Learning. Despite there being robust and comprehensive policies regarding the treatment of South African languages in the country's higher education system, very little (excluding a range of stereotypes) is known about the perceptions of those individuals (Hlatshwayo and Siziba, 2013).

Language policy development in South Africa started with language education introduced by the apartheid government in 1953 (Hlatshwayo and Siziba, 2013). This segregated education system saw each ethnic group being taught in its indigenous language. Its main objective was not to enable Black children to receive education in their languages but to ensure they received inferior education (Malherbe 1977, in Kamwangamalu 2000).

There is no doubt that mother-tongue instruction has enormous benefits for students. The widely cited UNESCO (1953) report succinctly states that mother-tongue instruction in early education contributes to the learners' conceptual and pedagogical development. Being taught in a familiar language enables children to adapt to the new learning environment, communicate freely, and create interest in and respect for their language.

Most universities in South Africa, such as the University of Stellenbosch and the Northwest University, have designed paper-perfect policies that incorporate and promote multilingualism at tertiary institutions, but they fail to put the policy into action. The few that have implemented the policy do so only partially (Hlatshwayo and Siziba, 2013). Cele (2004) cites the case of Stellenbosch University, where Afrikaans and English are used, and an attempt to include isiXhosa is still underway and seems to have been for quite some time. Research shows that Stellenbosch University was trying to put its policy into

action in the year 2013, with concerted efforts to involve isiXhosa as functional teaching and learning a language, which has since not been achieved by the university.

Based on the above backdrop, this study investigates the perspectives regarding implementing language policy that promotes multilingualism in the teaching and learning process in three selected South African Higher Education Institutions.

1.3 STATEMENT OF THE PROBLEM

There is a notion among university students in South Africa that Higher Education Institutions are failing to implement a language policy that promotes multilingualism. On the other hand, some stakeholders believe students have negative attitudes toward using their indigenous languages for teaching and learning purposes (Researcher informal communication with stakeholders, 2019). It has also been perceived that most people in South Africa speak languages other than English and Afrikaans. To a lesser extent, English and Afrikaans continue to dominate in Higher Education Institutions (Researcher informal communication with stakeholders, 2019). The continued hegemony of these languages undermines the language rights of other citizens, as enshrined in the Constitution of the Republic of South Africa (1996).

One of the tasks of Higher Education Institutions is to promote communicative competence among all students and staff in all the relevant South African languages (Hlatshwayo and Siziba, 2013). For this purpose, besides its formal academic languages, each Higher Education Institution should identify and promote the learning of one additional or supportive language of tuition (Council on Higher Education, 2001).

Although this directive is not explicit as to how communicative competence should be promoted, in general, it implies that institutions of higher learning should promote multilingualism (CHE, 2001). In this regard, communicative competence refers to the ability of students to have grammatical knowledge and to use language appropriately (Researcher informal communication with stakeholders, 2019).

Perceptions from stakeholders in a selected Higher Education Institution in South Africa show an inadequate promotion in students and staff on multilingualism in relevant South African languages and that this Higher Education Institution has failed to identify and promote the learning of one additional or the supportive language of tuition.

Considering this, the researcher investigates the students' perspectives on multilingualism in three selected South African Higher Education Institutions.

1.4 MAIN RESEARCH QUESTION

What are Students' perspectives on multilingualism in South African Higher Education Institutions?

1.4.1 Sub-questions

- To what extent has the predominant use of English in a multilingual classroom helped students across all levels of Education?
- How can a Multilingual System help students develop critical thinking, acquisition of skills, and innovative ideas for education?
- What model can be developed to assist multilingualism in South African Higher Education Institutions?

- How can we adapt to a Multilingual model of teaching an African child?
- What does Multilingualism present the opportunities and challenges?

1.5 AIM OF THE STUDY

This study is aimed at investigating students' perspectives on multilingualism in one selected South African Higher Education Institution.

1.5.1 Objectives of the study

The study wants to achieve the following objectives:

- To ascertain the extent to which South African Higher Education Institutions (HEIs) practically implement language policy.
- To find out the factors that impede the implementation of multilingualism in South African HEIs.
- To develop a model to facilitate the implementation of multilingualism in South African Higher Education Institutions.

1.6 RATIONALE FOR THE STUDY

The researcher was interested in this study following perceptions that South African Higher Education Institutions fail to implement a language policy promoting multilingualism. This study is worth investigating because multilingual instruction enormously benefits students as it contributes to their conceptual and pedagogical development. It is also important to highlight here that being taught in a familiar language enables a child to adapt to the new learning environment, communicate freely, and create interest in his/her language (Hlatshwayo and Siziba, 2013). Hence, the researcher felt it

was essential to investigate the students' perspectives on multilingualism in three selected South African Higher Education Institutions.

1.7 SIGNIFICANCE OF THE STUDY

The researcher envisages this study would contribute to the existing knowledge on multilingualism perspectives. The findings would devise mechanisms to communicate with all lecturers and students to help improve multilingualism in higher education institutions in South Africa. The findings would suggest practical ways for the Department of Education to implement language policy in South African HEIs and how to enforce such a policy. The findings of the study will serve as an archive for future students conducting studies on multilingualism in HEIs. A model would be developed and validated on students' perspectives on multilingualism that would benefit students and lecturers of HEIs.

1.8 CONCEPTUAL FRAMEWORK

Ineffective language planning for multilingualism (ML) at all levels of the HEIs in South Africa, the following conceptual framework should be realised:

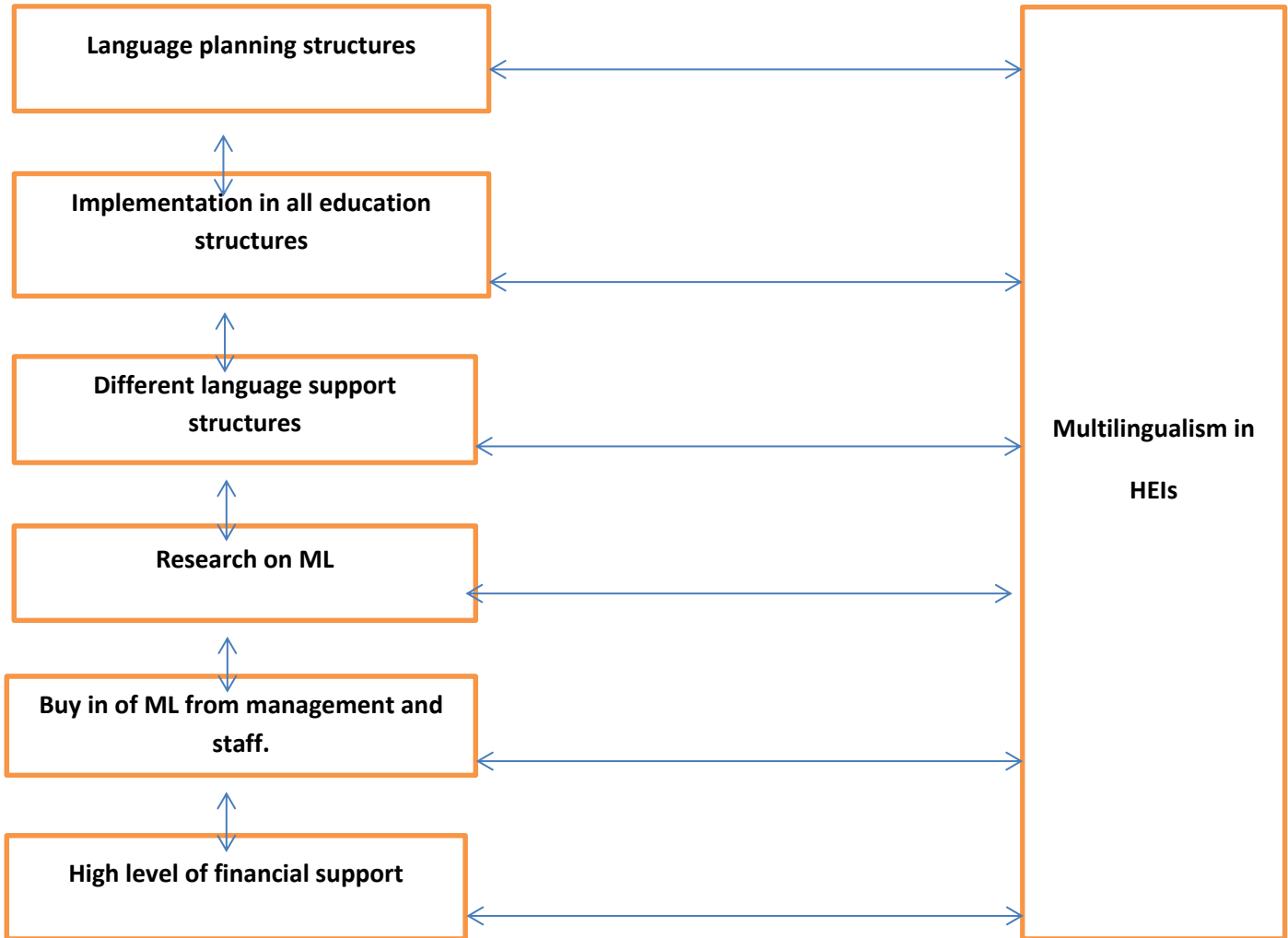


Figure 1: Conceptual Framework

Multilingualism (ML) is an integral part of the South African national identity and is an essential national asset and resource that must be protected; therefore, the realisation of ML is possible if the following are achieved: adequate language structures in all

universities, different language support structures, effective research in all university, high level of financial support and buy-in from management and staff.

1.9 DEFINITIONS OF TERMS

Perspectives

Hughes (2005) defines perspectives as views or prospects or ways of regarding something”, or “an understanding of the relative importance of things.

Multilingualism

Multilingualism is the presence of a few languages in one country, community, or city. Multilingualism is the use of three or more languages and Multilingualism is the ability to speak several languages (Aronin, 2018).

Higher Education Institutions

A level of education that is provided by universities, vocational universities, community colleges, liberal arts colleges, institutes of technology, and other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications (IGI Global, 2019).

Mother-Tongue

Adebayo (2008) defines the mother tongue as the language that a group of people or inhabitants of an area acquired in the early years, eventually becoming their natural instrument of thought and communication.

Neo-Liberal Medium of Instruction

Neo-liberal medium of instruction is an ideology normally associated with the transformation of education systems in many countries due to globalisation (Chang, 2015).

Monolingual Medium of Instruction

Monolingual medium of instruction is an ideology normally associated with the belief that linguistic performance should be based on the native speaker model, which is created based on an ideal speaker as a member of a homogenous community (Galante, 2018).

Indigenous Education

Indigenous education specifically focuses on teaching Indigenous knowledge, models, methods, and content within formal or non-formal educational systems (May & Aikman, 2003).

Multicultural Education

Multicultural education seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups (Banks, 1995a).

Bantu Education Act

Bantu Education Act, a South African law enacted in 1953 and in effect from January 1, 1954, governed the education of Black South children. It was part of the government's system of apartheid, which sanctioned racial segregation and discrimination against non-whites in the country (Bauer, 2021).

1.10 THE STRUCTURE OF THE STUDY

This study is divided into the following five chapters:

Chapter 1: The Problem and its Context

This chapter focuses on the following: Introduction, background to the study, the statement of the problem, research questions, the aim of the study, objectives of the study, rationale of the study, significance of the study, conceptual framework, definition of terms, the structure of the study and the conclusion. In other words, this chapter introduces the study and provides the general perspective surrounding the topic.

Chapter 2: Review of Literature

This chapter will critically review existing literature on students' perspectives of multilingualism in Higher Education Institutions within and outside South Africa. It also examines the significance of using multilingualism in the teaching and learning process, the effects of using only the English language as a medium of instruction in a multilingual classroom, lecturers' perspectives on multilingualism, student's perspectives on multilingualism in schools, practical implementation of language policy in South Africa and other countries, challenges in the implementation of multilingualism in tertiary institutions, strategies, and steps in the implementation of multilingualism in the education system and conclusion. In other words, this chapter will provide an anchor for and justification for this study.

Chapter 3: Theoretical and Methodology Framework

This chapter focuses on theories of affordances, theories of pluralism, and theories of linguistic imperialism. The chapter also focuses on the research design and method. It

will include research paradigms, sample and its description, methods of data collection, data collection procedure, issues of quality in research (trustworthiness), study limitations, ethical considerations, data analysis, and conclusion.

Chapter 4: Data Analysis, Presentation, and Interpretation

This chapter presents and discusses the findings of the research based on the extent to which South African Higher Education Institutions (HEIs) practically implement language policy, the factors that impede the implementation of multilingualism in South African HEIs and the development of a model to facilitate the implementation of multilingualism in South African Higher Education Institutions.

Chapter 5: Summary of the study, recommendations, and conclusion

This chapter presents the summary of the study, recommendations, contribution to new knowledge, a recommended model, and the conclusion.

1.11 SUMMARY

This section of the proposal has focused on the background of the study, statement of the problem, research questions, objectives of the study, rationale, significance of the study, conceptual framework, and definitions of terms. Also, this chapter has provided the thread that will tie the thesis together. It has explained the need for the study and highlighted the key elements that pull the study together and that are crucial in the understanding of the title of this study. The basis on which the investigations, arguments, debates, and contested issues revolve has been foregrounded.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter two critically reviews existing literature on students' perspectives of multilingualism in Higher Education Institutions within and outside South Africa. It also reviews existing literature on the historical context of multilingualism in South Africa, including the colonial Legacy, apartheid and linguistic segregation, resistance and Linguistic revival, challenges of Multilingualism and promoting linguistic diversity, the significance of using multilingualism in the teaching and learning process and conclusion.

In the Constitution of the Republic of South Africa (1996, Act 108), provision is made for the use and development of all official languages, particularly the development of historically disadvantaged Indigenous languages, recognizing the historically diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of these languages. Since the declaration of the Constitution, there has been an expectation that all provinces and educational institutions develop their own language policies and language implementation plans considering the linguistic realities of their local contexts in the form of decentralised language planning (Turner & Wildsmith-Cromarty, 2014).

In South Africa, Alexander (2005) highlights that universities within a 10–15-year period should be able to formulate a plan whereby specific Indigenous languages are developed to the point where they can be used as languages of tuition in specific disciplines. In keeping with a decentralised approach, Kaschula (2013) points out that each university

should, however, be allowed to formulate its approach to change and transform. He quotes Webb (2006), who asserts that successful and meaningful change can only come from within, where there must be a commitment from authorities and stakeholders alike. In addition to implementing policies that would facilitate access to knowledge for all students, universities are further required to make provision for learning an African language by non-African speakers.

2.2 HISTORICAL CONTEXT OF MULTILINGUALISM IN SOUTH AFRICA

Multilingualism in South Africa is not merely a linguistic phenomenon but a reflection of the nation's complex historical, cultural, and political landscape. With a diverse population comprising various ethnicities, each with its languages and dialects, South Africa's linguistic tapestry is rich and intricate (Spencer, 1985, as cited in Bostock, 2018). South Africa has nine major African languages, which are spoken by 67 percent of the country's population of more than 50 million, but only after the implementation of majority rule in 1994 did these languages gain official status. Before that, only Afrikaans and English had official status (Spencer, 1985, as cited in Bostock, 2018).

To understand the dynamics of multilingualism in this country, it is imperative to delve into its historical context, tracing the roots of linguistic diversity and the impacts of colonialism, apartheid, and post-apartheid policies on language use and identity.

2.2.1 Colonial Legacy:

The history of multilingualism in South Africa is deeply intertwined with its colonial past. The arrival of European colonizers, particularly the Dutch and the British, marked the

beginning of a systematic imposition of European languages on indigenous communities. Dutch settlers introduced Afrikaans, which evolved as a Creole language spoken by slaves and indigenous populations, eventually gaining recognition as one of South Africa's official languages. Meanwhile, British colonial rule established English as another dominant language, primarily in administrative and educational spheres (Bostock, 2018; Worden, 1995).

With the settlement in 1652 of Europeans in Southern Africa, Dutch was the official language. Still, when the British gained control of the takeover of the Cape Colony in 1814, English became the official language, although Dutch was still given some official status. When the Union of South Africa was created in 1910 as an independent member of the British Empire, Dutch was given equal status with the English. Because of its isolation from the Netherlands, as imposed by Great Britain, and large inputs from African languages, English, French, Portuguese, and Malay, the 17th-century form of Dutch that existed in South Africa gradually evolved into the new language of Afrikaans, sometime between 1800 and 1850, and slowly gained some official recognition. In 1875 a group of teachers and clerics in the Cape (Worden, 1995 as cited in Bostock, 2018).

In 1925, Dutch was replaced by Afrikaans as an equal official language of South Africa alongside English, a position that continued until the arrival of majority rule in 1994. (Worden, 1995, as cited in Bostock, 2018). Founded a Society of True Afrikaners to stand for 'our language, our nation, our land' and published a newspaper in Afrikaans that asserted their 'God-given destiny' (Worden, 1995 as cited in Bostock, 2018). In 1918, a secret society, the Afrikaner Broederbund, was established. By 1929, it had achieved the

creation of a Federation of Afrikaner Cultural Associations, which had the mission of unifying Afrikaners and promoting among them a strong sense of language, culture, and race-based identity.

The period of minority rule can be seen as a conflict between Afrikaners (also called Boers) and White South Africans of British background, reaching a climax in two Bostock (2018), with the languages of Dutch (later Afrikaans) and English as a background area of conflict. This was intensely felt by the Afrikaners, for whom the people's very existence manifested in Afrikaans' living language (Giliomee, 1997, as cited in Bostock, 2018). In addition to this conflict, there was another conflict between the two colonial and African languages. Educationally, two different concepts of colonialism have been identified: that of the Latin-speaking Europeans (French, Portuguese, Italian, and Spanish) and that of the Germanic-speaking Europeans (British, Dutch, German).

While tolerating African languages, the British were slow to expand the teaching of English because of a fear of possible politicization and mobilization through the common medium of communication. This found expression in the desire to maintain the linguistic distance between the Englishman and his coloured subject as a way of maintaining the social distance between them (Mazrui, 1988, cited in Bostock, 2019).

Currently, the result is that English has become the language of an increasing number of Black South Africans, that is, it has become their "we-code" and no longer just their "they-code", that is, it has become their "we-code" and no longer just their "they-code" and is becoming their naturalized language and vehicle of identity (Kamwangamalu, 2007: 264).

Regarding Afrikaans, the language is holding its place in rural communities, notwithstanding the power of English, and this has been attributed to its identity-maintaining function (Dyers, 2008). An expression of this process is the semi-autonomous community of Orania, in the Western Cape, where Afrikaans is the medium of communication in schools, churches, meetings, and official correspondence (de Beer, 2006: 110). Other research shows that the use of Afrikaans is in decline (de Beer, 2006: 110). For example, in the media, Afrikaans has, since majority rule, become a very marginal language, and there is pressure from political and business elites to abandon it altogether (Louw, 2004: 56).

2.2.2 Apartheid and Linguistic Segregation:

The apartheid regime, implemented from 1948 to 1994, institutionalized racial segregation and discrimination, profoundly shaping linguistic dynamics in South Africa. Language policies under apartheid were used as tools of oppression, reinforcing racial hierarchies and marginalizing indigenous languages (Schiff, 1996). The Bantu Education Act of 1953, for instance, mandated the use of Afrikaans and English as mediums of instruction in schools serving Black South Africans, disregarding their linguistic and cultural heritage. This policy sparked widespread resistance, culminating in the Soweto Uprising of 1976, where students protested against the imposition of Afrikaans in education (Schiff, 1996; Bostock, 2018).

It was the issuance of the order for Black school pupils to be taught in Afrikaans and not English that triggered the explosive riots in 1976 in Soweto, in which 600 people died (Bostock, 2018). In addition, when the 'homelands' that had been created under the

apartheid policy were granted a minimal degree of 'self-government', they, one after another, chose English and an African language as their official languages (Giliomee, 1997 cited in Bostock, 2018).

Upon gaining political dominance in 1948, the South African Afrikaners deployed language education policy as an important part of the total approach designed to slow down or stop the 'Westernisation' of the African population: "Language policy was part of this deceleration of the Westernising process (Bostock, 2018). The difficulty of this policy was that Afrikaans were seen as a symbol of White oppression (even though it was slightly different from the mother tongue of a large population of mixed-race inhabitants of the Cape Province) and a language of racial oppression. In contrast, English was seen as a language of Pan-African communication (Mazrui, cited in Bostock, 2018).

The language education policy of the Afrikaner-dominated Nationalist Government, the so-called 'Bantu Education' policy, sought to steer Black South Africans toward the Afrikaans language. It did this by making as its central feature a policy called Mother Tongue Education, which meant that education for Africans was required to be in the vernacular up to and including the tertiary level (Bostock, 2018). This policy caused much distress, and an official commission in 1963 received reports from an overwhelming majority of witnesses that the standard of English had declined considerably and was still deteriorating (Bunting, 1969, as cited in Bostock, 2018).

As the future for Afrikaans started to seem less secure, it was decided that the mixed-race people, a predominantly Afrikaans-speaking group almost as numerous as the

Afrikaners themselves, could be given a higher degree of recognition. In this way, after 36 years of exclusion, the ruling National Party widened its definition of an Afrikaner to include anyone who spoke Afrikaans (Schiff, 1996: 219).

Furthermore, the aim of the Bantu Education Act No. 47 of 1953 was "to teach a Black child that he was a foreigner when he was in White South Africa (Kamwangamalu 2000:125). This type of Bantu education benefited first-language speakers of Afrikaans and English because they had to learn two languages, i.e., Afrikaans and English, while Black pupils were tasked with learning three languages, namely Afrikaans, English, and an indigenous language. The masked reasons behind Bantu education led to the under-development of African languages in South Africa. Examples of this under-development were the lack of human resources in the homeland schools and the absence of books, as well as the fact that most English native-speaker teachers were withdrawn from the missionary schools and were never replaced (Hlatshwayo & Siziba, 2013).

The language policy in South Africa started with language in education policy (the Bantu Education Act of 1953) introduced by the apartheid government in 1953 (Hlatshwayo & Siziba, 2013). This segregated education system saw each ethnic group being taught in its indigenous language. Its main objective was not to enable Black children to receive education in their languages but to make sure that they received inferior education (Malherbe, 1977; Kamwangamalu, 2000).

A UNESCO study (1953) provides a comprehensive report on how mother-tongue instruction tends to benefit learners) by not adequately resourcing Black education and

by withdrawing native English teachers from the can schools. This under-development contributed to the negative perceptions of indigenous languages within the apartheid government. Black pupils resisted the Bantu Education Act. The Black pupils' resistance to the Bantu Education Act and the apartheid government's determination to impose it led to the Soweto uprising of June 16, 1976, which marked the end of Afrikaans as a language of learning and teaching in Black schools and concomitantly boosted the status of English, not only in these schools but also in Black communities (Kamwangamalu, 2000:127).

2.2.3 Resistance and Linguistic Revival:

Despite the oppressive language policies of apartheid, resistance movements emerged, advocating for linguistic rights and the preservation of indigenous languages. The African National Congress (ANC) and other liberation movements recognized the importance of language in cultural identity and mobilised efforts to reclaim and revitalise indigenous languages. The post-apartheid era witnessed significant strides towards linguistic diversity and inclusivity, with the adoption of the Constitution of 1996 recognizing eleven official languages, including indigenous languages such as isiZulu, isiXhosa, and Sesotho (Giliomee, 1997: cited in Bostock, 2018; Schiff, 1996: 219).

Thus, South African language education policy under minority rule attempted to create within the nation a multiplicity of separate nations. Language education policy played a major, though still somewhat unrecognised, part in the process by which South Africa went from minority to majority rule. Although all official languages are constitutionally

equal, there is a great difference in demography, body of written literature, and educational and international use (Schiff, 1996: 219).

The question that arises is whether the Afrikaner-dominated minority government accepts majority rule without a struggle, given the likely effect on their language and identity. The answer includes the fact that the ANC-led majority government adopted a generous policy towards Afrikaans, allowing it a place in the new South Africa. In the words of Giliomee, "There was every prospect that a black government would elevate English to the status of being the sole official language, spelling the end of Afrikaans and the Afrikaner culture-and with it the demise of the Afrikaner people (Giliomee, 1997: cited in Bostock, 2018).

From higher educational institutions, the attitudes of lecturers towards the use of mother-tongue instruction, according to Cele (2004), is that the Potchefstroom campus of Higher institution has a functioning multilingual system with Afrikaans and English as the dominant languages; however, its sister campus in Mafikeng has a similar situation, with English and Setswana as the majority languages, but the former remaining the dominant language of teaching and learning (Cele, 2004).

The North-West University possesses a glamorous language policy, which suggests that Setswana should be the dominant African language for tuition alongside English; unfortunately, none of this has been put into practice. This seems to be the pitfall of most tertiary institutions. An often-heard argument is that the students themselves are resisting change and prefer to use English as a medium of instruction.

According to Hlatshwayo and Siziba (2013), Mafikeng students feel differently. Until recently, most lecturers have argued that the African languages themselves are not adequately developed to serve as languages of instruction at the tertiary level. This argument has been labelled as a lazy argument presented by educators to avoid addressing the concept of diversity in the classroom. Fortunately, innovative lecturers and students at the University of the North, South Africa, proved this lazy theory wrong in 2002, as a Bachelor of Arts degree was designed and developed in the dominant language of the area, namely Sesotho (Ramani and Joseph 2002). The students were taught and assessed in their mother tongue and graduated as relevant and skilled students.

The Royal Bafokeng entered an arrangement with Northwest University's Potchefstroom campus in 2009 to admit students into the education faculty's foundation phase programme (Hlatshwayo and Siziba, 2013). These students graduated in 2012. If these initiatives were a success in the other campuses, which are predominantly Afrikaans-speaking, transferring that experience and knowledge would yield even better results at the Mafikeng campus, where the Department of Setswana has mother-tongue speakers of this language. This proves that indigenous languages are capable of being used in teaching and learning environments at all University students' perceptions of multilingual education levels.

What is of most significance in the NWU case study is the fact that the students were taught by second-language speakers of Setswana, proving that any tertiary institution can use the language of their choice if they have determined, dedicated and innovative

members of staff who are not necessarily first-language speakers of the language of tuition (Hlatshwayo & Siziba, 2013). The majority-rule African National Congress government chose to follow a path of official recognition for nine indigenous languages, plus English, while allowing Afrikaans continuity as an official language in the new South Africa, with a strong role for all these languages in education (Hlatshwayo & Siziba, 2013).

Nelson Mandela's distinct contribution was to see the new South Africa as the 'rainbow nation, where there would be a place and a role for even his former persecutors and their language. On this last point, one commentator has noted that (ex) President Mandela has been highly sensitive to the language issue' (Schiff, 1996: 221) and goes on to cite as further evidence the opposition of Mandela to the elimination of the use of Afrikaans in the South African military (Schiff, 1996: 221). The creation of the Truth and Reconciliation Commission also provided a mechanism for adjustment to fundamental change.

The future role of language policy in the political development of South Africa will be critical. There are fears that have been aroused by the ANC-led government's refusal to grant approval to either exclusive mother-tongue education or single-language schools and universities (Giliomee, 1997, cited in Bostock, 2018). In the case of the African languages, it is necessary to de-stigmatise them from the hangover of their previously assigned position of inferiority and to give them enhanced status while noting that equality is not in itself enough to achieve the desired outcome (Bostock, 2018).

A cause of major concern in the post-apartheid phase is the effect of the 'all-mighty English language' on the survival of all other languages (Kamwangamalu, 1998: 122), and the implications of these issues are currently being assessed by the Pan-South Africa Language Board created in 1995. The salient arena of language policy is education. In 1997, a 'Language in Education Policy' was unveiled after a process of extensive consultation and inquiry.

The policy recommended the promotion of equal treatment and use of the 11 official languages, including redress for those who had suffered discrimination and a commitment to the non-diminution of the rights of language communities that historically had been favoured. However, the implementation of this policy was confronted with many difficulties, as Mda (1997) has pointed out: specifically, a movement towards English, yet, in the view of one observer, 'the policy may succeed in promoting the use of African languages in South African schools.' (Mda, 1997: 374). Against this, it has been noted that 80% of instruction in South African schools is given in English (Kamwangamalu, 2007: 272).

Although Afrikaans must come to terms with the negative connotation of its earlier association with apartheid, there are signs that this is happening. In 1996, Matthews Phosa, the Premier of Mpumalanga, one of the new provinces of South Africa, published an anthology of poetry in Afrikaans (Van Rensburg, 1999: 88). These considerations reflect the major concern caused by the hegemonic power of the English language within the highly fluid linguistic situation in South Africa. Moreover, English is impacting the discursive formations of the African languages (McLean, 1999, 10).

Considering the above discussion, one could say that the maintenance and development of the new South African State depend upon the emergence of a new consciousness in which language education policy can contribute by avoiding what has been called 'linguistic exclusion' (Ridge, 1996: cited in Bostock, 2018). Thus, the survival of languages is important to the survival of communities and to the State, which is dependent upon a sense of nationhood, as state and nation have a close symbiotic relationship, not unlike body and soul (Bostock & Smith, 2001).

As it has been stated in specific regard to languages, "Charity begins at home." Unless a community makes a deliberate effort to maintain and promote its language, the chances are that the language will face attrition and death (Kamwangamalu, 1998, cited in Bostock, 2018). In July 1997, the Language-in-Education Policy (LiEP) was introduced in South Africa. While this policy intended to promote all 11 official languages and give individuals the right to choose the language of learning and teaching, the practical implementation has generally been fraught with challenges (Sookrajh & Joshua, 2009.)

In terms of the new Constitution of the Republic of South Africa, the government, and thus the Department of Education, recognises that our cultural diversity is a valuable national asset and hence is tasked, amongst other things, to promote multilingualism, the development of the official languages, and respect for all languages used in the country, including South African Sign Language and the languages referred to in the South African Constitution (Department of Education, 1997).

The inherited language in education policy in South Africa has been fraught with tensions, contradictions, and sensitivities and is underpinned by racial and linguistic discrimination. A number of these discriminatory policies have affected either the access of the learners to the education system or their success within it. The new language in education policy is conceived of as an integral and necessary aspect of the new government's strategy of building a non-racial nation in South Africa. It is meant to facilitate communication across the barriers of colour, language, and region while at the same time creating an environment in which respect for languages other than one's own would be encouraged (Department of Education, 1997).

2.3 CHALLENGES OF MULTILINGUALISM

While South Africa's multilingualism is celebrated as a reflection of its cultural richness, it also presents challenges in various domains, including education, governance, and social cohesion. In education, the legacy of apartheid policies continues to affect learning outcomes, with disparities in access to quality education between different linguistic communities (Bostock, 2018). Additionally, the dominance of English in domains such as business and academia poses barriers to non-English speakers, exacerbating inequalities. Moreover, efforts to promote multilingualism in public institutions and media are often hindered by resource constraints and linguistic hierarchies. South Africa is facing the challenge of creating a viable nation from a situation of interplay between diverse racial, ethnic, and linguistic forces (Bostock, 2018).

Ghana, like many African countries, has a problem selecting a language for education and ensuring its successful implementation because of its multilingual nature. Ghana is

linguistically and ethnically diverse with about 83 languages present (Owu-Ewie, 2013). In addition, English is Ghana's official language because of her historical past with the British. Though Ghana is a multilingual society, the country has no official/explicit language policy. The only language policy in Ghana is that formulated in education.

Most teachers disregard the language policy and do what they think is appropriate for them in the classroom. Teachers use English where the policy states that the Ghanaian language should be used and do the contrary when they are to use English as the medium of instruction (Andoh-Kumi, 2001; Amoah, 2001). These studies and others (Andoh-Kumi, Amisah, Amoah, Awedoba, Mensah, Wilmot, & Miske, 2001) indicate that the language policy of education in Ghana is not adhered to at the basic level classroom

Bredthauer and Engfer (2016) discovered that many teachers do not feel trained to teach linguistically heterogeneous classes. Furthermore, they were also not prepared to integrate other languages than the LoI into the classroom. Besides being overwhelmed by the diversity of languages, teachers report the following barriers when teaching in multilingual classrooms: too large groups, lack of adequate teaching materials, lack of time (in class), and too time-consuming lesson planning. Therefore, many teachers think that language support is not a task for the mainstream but is best provided in separate classes (Bredthauer & Engfer 2016).

In particular, the results on educational barriers due to a lack of both personnel and material resources show that a shortage of teachers qualified to support multilingual ranks at place 6 of the 8 most frequently perceived barriers to effective multilingualism.

Furthermore, Gitschthaler et al. (2020) found that the number of multilingual students strongly predicts how teachers perceive available personnel, material, and spatial resources. Lack of trained teachers: Local languages have been marginalised in many education systems, often resulting in a shortage of qualified teachers able to understand, speak, and teach in a child's mother tongue (Ball, 2011). The level of written development of the local languages may raise issues as to their pedagogical suitability (Trudell, 2016).

A study by Garcia and Lin (2016) reported that the lack of a clear multilingual policy implies that schools and teachers do not have guidelines on how to use or support multiple community languages in their classrooms. Teachers do code-switch, but they are not trained to do so appropriately for educational purposes. A lack of explicit policy also makes it difficult for teacher educators to train teachers in appropriate methods to teach in multilingual contexts. Where the opportunity for translanguaging is alive, the challenges lie in the implementation of the policy, as there is no definite guidance for teachers to use translanguaging practices in schools.

In this context, Teevno (2011) claims that the syllabus is not as per the needs of the learners, and English teachers are not given any proper training, which makes the English teachers difficult to teach in multilingual classroom contexts. Many teachers feel insecure about how to deal with multilingual (or potentially multilingual) children and their life-world linguistic diversity. Few resources exist, making it very challenging in the multilingual classroom (Ansah et al., 2015; Opoku et al., 2015).

2.5 PROMOTING LINGUISTIC DIVERSITY

Addressing the challenges of multilingualism in South Africa requires concerted efforts from both government and civil society. Policies aimed at promoting linguistic diversity and inclusivity in education must prioritise the development of mother tongue education programs, ensuring that learners have access to quality education in their native languages. Furthermore, investments in language infrastructure, such as translation and interpretation services, are essential for facilitating communication and participation in diverse linguistic contexts. Additionally, initiatives to promote intercultural dialogue and appreciation of linguistic diversity can foster social cohesion and national unity (Ivankova et al., 2006).

In all, the historical context of multilingualism in South Africa underscores the intricate interplay between language, power, and identity. From the colonial imposition of European languages to the resistance against apartheid language policies, the linguistic landscape of South Africa reflects a complex legacy of oppression, struggle, and resilience. While significant strides have been made toward promoting linguistic diversity and inclusivity, challenges persist, requiring continued efforts to ensure that all South Africans can fully participate in the country's social, economic, and political life, regardless of their linguistic background (Mutiga, 2008).

It is recommended that students be presented with a variety of languages, not just English, isiXhosa, and Afrikaans, currently, the languages used at this institution. Students noted that to help more students overcome the barriers to understanding caused by their not adequately grasping these recognised languages of teaching and learning, a method

needs to be found to accommodate those students who do not speak the three languages, one of the findings of a research conducted by (Ivankova et al., 2006).

Multidimensional communication skills should be used both in primary and secondary levels to get the learner access to both content and skills. This will help the learner acquire and retain the content and various communication skills (Mutiga, 2008). For this to be fruitful, multilingualism in education calls for the involvement of language education communication skills, which is an essential tool for the development of the learner's speaking and writing abilities Sifuna, 1990 as cited in (Okal, 2014).

Application of communicative language teaching focusing on linguistic, sociolinguistic, discourse, socio-cultural, social, and strategic competencies and drama can help in the achievement of multilingualism in education. These can be realised by the continuous use of these competencies in education. Furthermore, grammar translation, direct method (teaching using the target language), reading method, and use of audio-lingual and audio-visual approaches can also be applied in teaching languages in a multilingual setup (Stern, 1983 as cited in Okal, 2014).

Encouraging the use of indigenous languages in education besides the national and official languages enhances multilingualism. This fact has been clearly stated in the UNESCO report of 1953 that education is somewhat most effective through mother tongue instructions (Mutiga, 2005). This is happening because speech communities already have communicative competence and assign appropriate various lexemes to the objects in their physical and cultural milieu (Mutiga, 2005).

Thus, learning a different language may not be difficult but will always be supported by the knowledge gained from the first language. Making dictionaries and publishing grammar and story books in any language are the fastest ways of spurring language growth and preservation. For example, in Kenya, we could have dictionaries like the Luo-Luhya and even the Kikuyu-Kamba bilingual dictionaries (Okal, 2014).

This may encourage the production of many more bilingual, trilingual, and even multilingual dictionaries to ease communication, hence enhancing multilingualism. Writing and staging drama and poetry in indigenous languages can help in the enhancement of multilingualism practices in education. This is already being manifested in the presentation of items during the Kenya National Music Festivals, in which local languages tend to take centre stage (Okal, 2014).

There should also be official documents in the mother tongue and or indigenous languages. This is already happening in South Africa, which is an official multilingual country with its constitution translated into eleven recognised indigenous languages (Ogechi, 2005).

To support this fact, many universities and primary and secondary schools should have organised departments for languages, not necessarily English and Kiswahili but also other Indigenous languages and other important foreign languages, to help in the development of multilingualism practices in education. Kenya has done the same by translating its constitution from English into Kiswahili. There is also a need to do the same using other native languages. To enhance multilingualism in education, foreign languages should be

introduced as common courses and or mediums of instruction for teaching specialised disciplines (Ogechi, 2005).

It is worth noting that Western University College of Science and Technology, currently referred to as Masinde Muliro in Kenya, has realised the importance of involving other foreign languages in its proposed good programs. The programs include, for example, the study of the Japanese language for engineers, French for business studies, and German for tourism (Barasa, 2005). This can be replicated as a viable step in enhancing official multilingualism in education in Kenya. Besides, by acquiring knowledge and skills in these programs, learners will be able to gain proficiency in these languages (Barasa, 2005).

Developing and training both foreign and indigenous language teachers are very instrumental steps to help in the achievement of multilingualism practices in education. This can be achieved by training more teachers in both indigenous and foreign languages in the training institutions. There should also be an establishment of translation bodies with linguistic experts to help in the translation of both indigenous and foreign languages (Okal, 2014).

2.6 SIGNIFICANCE OF MULTILINGUALISM

Knowledge of more than two languages allows us to communicate with many people in both personal and professional contexts (Webb, 2000). Therefore, multilingualism is a big resource (Webb, 2000). When one knows the official language and perfectly speaks the indigenous languages then the person will be able to synthesise knowledge and

express it accordingly. It is, therefore, necessary to include indigenous languages in education to realise the benefits of synthesizing and clearly expressing knowledge (Webb, 2000).

Multilingualism practices enhance intellectual flexibility and creativity (King, 2007). Thus, multilingualism opens doors for quick and easy communication (Okal, 2014). Multilingualism provides an insight into the understanding of different cultures and experiences; hence, a multilingual becomes multicultural (Barasa, 2005). Since languages don't operate in a vacuum, culture and society play a key role in their existence. This is because language is a sociolinguistic, ethnolinguistic, and psycholinguistic issue Lyons, 1981 as cited in (Okal, 2014).

Multilingualism is also a form of human capital (Chiswick et al., 2007). This is because skills in multilingualism are created at a cost (time of the person, teachers, and parents in enhancing the language skills, purchasing inputs, and other school supplies). Language skills are productive, especially in the individual's role as a consumer and the role of a producer. Those deficient in language skills find it very costly. It is, therefore, beneficial to have many languages entrenched in an education system to get a solid and all-around human capital. Multilingualism helps in national unity especially if people learn national languages besides their indigenous languages and lingua franca. In the process, the people concerned will automatically embrace the value of togetherness (Chiswick et al. 2007).

The use of the multilingual tongue as a medium of instruction during one's early years of schooling results in the improved acquisition of knowledge by pupils (Benson et al., 2010). It has also been established that the use of a multilingual tongue as a medium of instruction is effective in helping with the acquisition of a second language (Heugh et al., 2006). The government strongly argues that people should learn in their mother tongue because language is the basis for identity. Pedagogically, it is more advantageous, and it gives people psychological satisfaction and helps them develop positive self-esteem. Currently, 25 of the 84 languages spoken in Ethiopia are told to be used as media of instruction in primary education (Seidel & Moritz, 2009).

In the context of Ethiopia, a comparative study of the learning achievements of 8th-grade students across Ethiopia showed that according to most educators, students with stronger multilingual mother tongue education performed better in all subjects, surprisingly even in English (Heugh et al. 2007). Similar comparisons have been made in several other African countries with several different languages, and the results have likewise been in favour of multilingual mother tongue-based education. For example, in a study conducted in Botswana by Alidou et al. (2006), a list of science concepts was taught to two groups, one group in their multilingual mother tongue, Setswana, and the other in their medium of instruction, English. The results were that the students taught in Setswana had a significantly better understanding of the concepts. A similar study was carried out in Tanzania by Mwinsheikhe (2003), in which secondary school students who were taught science concepts in their mother tongue, Kiswahili, did far better than those who were taught in English.

There are many other side benefits of multilingual mother tongue-based education that support aspects of students' overall schooling, ranging from stronger identity and motivation to processes of learning. For example, the parents of such students are more likely to communicate with teachers and participate in their children's learning if the medium of instruction is the student's multilingual education (Benson, 2002). Using the local languages (Multilingualism) as a medium of instruction not only supports the overall learning process and related communication but also more holistically enhances the cultural identities of the students and increases appreciation of the many languages and cultures tied to them (UNESCO 2011b, Wolff, 2011). Fluency and literacy in the local languages (Multilingual) also create a cognitive and linguistic foundation for learning other languages, whether local or international (August & Shanahan, 2006; UNESCO 2011b, 6; Debreli & Oyman, 2016).

2.7 CONCLUSION

This chapter has reviewed existing literature on students' perspectives of multilingualism in Higher Education Institutions within and outside South Africa. It has also reviewed the literature on the historical context of multilingualism in South Africa, including the colonial Legacy, apartheid and linguistic segregation, resistance and Linguistic revival, challenges of Multilingualism and promoting linguistic diversity, the significance of multilingualism, and conclusion.

CHAPTER THREE

THEORETICAL AND METHODOLOGICAL FRAMEWORK

3.1 INTRODUCTION

This chapter presents and discusses the theoretical and methodological framework of the study. The theoretical framework focuses on theories that guide this study and include the theory of affordances, theories of pluralism, and linguistic imperialism. The methodological framework, on the other hand, focuses on the research paradigm, the research design, the research approach, the population and sample, the research instrument, the data collection procedure, the data analysis, ethical aspects, the trustworthiness of the study, delimitations of the study, the problems encountered during the study and the conclusion. These are discussed below:

3.2 THEORETICAL FRAMEWORK

The theories that underpinned this study are presented and discussed below:

3.2.1 Theory of Affordances

This concept emerged from linguistic perspectives some years ago by Segalowitz (2001). Later studies have treated affordances from an applied linguistics perspective about both learning and teaching second and further languages relative to content and language-integrated learning and in connection with the personal characteristics of multilingual users and learners (Singleton and Aronin, 2007).

Aronin and Singleton (2010) took a wider perspective on affordances and language use and put forward the notions of social language affordances and individual language

affordances. They pointed out, *inter alia*, that social language affordance is a prerequisite to individual language affordance.

The theory of affordances is used in this study because the concept is gaining momentum in Multilingualism studies. Even though the theory of affordances can provide a valuable, supplementary, up-to-date framework within which a clearer, sharper description and explication of the intriguing range of attributes of multilingual communities, educational institutions, and individuals, as well as teaching practices become feasible (Aronin & Singleton, 2012). According to Aronin and Singleton (2012), the affordances of the environment are what it offers the animal and what it provides or furnishes, either for good or ill.

According to Gibson (1977), affordances are furnished according to the size of an animal, the mutuality of the animal and environment, nesting, and information about the self-accompanying information of the environment, the two being inseparable.

- **Affordances being furnished according to the size of an animal.**

Aronin and Singleton (2012) have it that in the context of acquiring and using language, this postulate implies that affordances are always connected with the features of the learner and user as well as with the features of a language learned and used. It also translates into the specificity of affordances for each actor; that is, what an affordance is for one person or group of learner-users does not correspond to what it is for another individual or group. It is clear, for example, that affordances for speakers of a heritage

language would be different from affordances for speakers of a national or official language in the same setting.

Alternatively, an affordance may be perceived by some learner-users as an affordance that is not worth making anything of. Thus, it happens regularly in the immigration context that some immigrants, often the older ones, feel they will not be able to learn a new language, so they rely on continuing to communicate in their language by living in their “bubble” – the family or community where the language of origin is regularly used (Gibson, 1979/1986).

Within the framework of second language teaching, this notion that “affordances are furnished according to the size of an animal” tells us that it is sensible to individualise approaches to designing courseware, methods, and techniques of teaching/learning strategies (Aronin & Singleton, 2012).

- **Affordances are the mutuality of animals and the environment.**

Regarding the mutuality of animals and the environment, according to Gibson (1979/1986), this signifies that the observer and the environment are complementary. For human beings, the links to the environment, that is, the social milieu, are not limited to the physical dimension, as in the case of animals. The emotional, moral, evaluative, and intentional cognitive vectors are no less real for people than the material composition of their environment. All of these, separately and together, offer a variety of affordances of different kinds and scopes. In the field of multilingualism and additional language

acquisition, we would define Gibson's point in terms of the dynamic mutuality of identity and milieu.

The dynamic mutuality of identity and milieu is both a process and a result; each specific moment and each sociolinguistic situation provides a specific set of affordances. It is for educators, teachers, and learners to make use of all the relevant affordances, or some part of them, or none of them (Aronin & Singleton, 2012).

- **Affordances being a nesting.**

The third key element is nesting, as termed by Gibson (1979/1986). According to him, nesting refers to the fact that smaller units are embedded in the larger units, as canyons are nested within mountains, trees are nested within canyons, and leaves are nested within trees. Nesting corresponds to (but is not the same as) the notion of niche in globalisation studies and scaling properties in the complexity approach (Aronin & Singleton, 2012).

An example of an affordance "nested" in a small area is the affordance for the unique whistle language used by the local inhabitants in the Sierra of Oaxaca, Mexico – the Mazatecs. Specific geographical conditions, namely the rugged highland areas virtually without level ground, the hilly, mountainous terrain, and the profusion of valleys, can be seen as the set of affordances that lead to Mazatecs' unique way of communicating over long distances (over 2 km) without the use of phones. More generally, in language learning, it typically is the case that smaller units (e.g., a family) have a different range

of affordances than larger units (e.g., a school). The above leitmotifs embody the holistic and complex backdrop of Gibson's affordances theory (Aronin & Singleton, 2012).

- **Affordances as information about the self-accompany information about the environment.**

Perception has two poles, the subjective and the objective, and information is available to specify both. One perceives the environment and co-perceives oneself. The concept of linguistic and metalinguistic awareness also has to do with information about the self. It turns the attention of the language apprentice towards the language(s) she/he is concerned with and towards him/herself as a language learner and language user. When the two are coupled and placed in the context of affordances, information about the self receives more shades and aspects and is seen to manifest an active, dynamic role in the language learning enterprise (Aronin & Singleton, 2012).

In the same way, as animals need to be aware of their location, as well as the disposition of objects and other animals, for successful hunting, eating, or hiding, so language users and language learners need to be aware of their needs, of where they stand about other languages and other speakers, of their progress as language acquirers, and of the prospects for further language acquisition and language use (Aronin & Singleton, 2012).

The concomitant notions of aperture vision, ambulatory vision, and ambient vision discussed in Gibson's works also translate well into the perspectives of language and metalinguistic awareness. Gibson (1979/1986) pointed out that they are the kinds of vision we need in life, not just pictorial depth perception. We need to see all the way

around at a given point of observation and take different points of observation. To see where we are at each moment is a biological necessity for survival (in the widest sense of this word).

In sociolinguistic terms, the global locomotion of speakers and languages – mobility – is always opening new horizons for language users and giving them an awareness of the possibilities and the importance of deploying other languages. Looking around and getting around is important not only for visual perception but also, in humans, for language use. To apperceive which language(s) and to which extent is/are needful for a person or a group in particular circumstances is of universal practical importance. This is what we must weigh in our everyday and long-term language-related decisions as individuals and as communities (Gibson, (1979/1986).

It is what educational authorities and political groups must constantly come back to in the language domain, evaluating the affordances and contemplating which affordances require to be added or removed. Concerning second language learning, this points to the importance of various indispensable kinds of self-monitoring. The implication of Gibson's idea is that second language teachers need to supply the affordances for such self-observation for learners to be able, for instance, to situate the skills they have gained in each language at times and in particular places about their skills in other languages, and to be able to reflect on their learning aims (Gibson, 1979/1986).

There have been categorisations of affordances that are relevant to the research areas both of language learning and of language in society. Some researchers have proposed

a division between social affordances and individual affordances (e.g., Good, 2007; Heft, 2001). Thus, Scarantino (2003) suggested two scales of opposition concerning the classification of affordances: surefire versus probability affordances and happening versus goal affordances. These can be briefly characterised as follows:

- **Sure-fire affordances**

Sure-fire affordances are “affordances such that manifestation follows the triggering circumstances with certainty” (Scarantino, 2003); for example, cows having lush grass pastures in summer, or, closer to our domain, the provision of English as a discipline (as L1 and as L2) and as a means of instruction in the United Kingdom and Australia.

- **Probability affordances**

Probability affordances, on the other hand, are “such that the manifestation follows the triggering circumstances with some positive probability (Scarantino, 2003). In early bilingual acquisition, the one-person language strategy works very well in many cases probably because the sure-fire affordances of each language are provided for a child. Some other parental strategies rely on circumstances of communication (such as a strategy of using the two languages interchangeably within and outside the family, a strategy of letting such factors as a topic, situation, person, and place dictate which language should be used, or a “language-time” strategy: for example, one language in the morning and the other in the afternoon, or one language during the week and the other during the weekend), provide probability affordances for each language, which may be a less efficacious approach (Scarantino, 2003).

- **Happening versus goal affordances.**

Happening affordances refer to manifestation in the triggering circumstances. Learning Esperanto would involve doing. Being exposed to Polish in Warsaw is a happening affordance. In other words, doings are events triggered by the selection of a goal, while happenings are not so triggered. We can imagine that goal affordances are more time and energy-consuming and are more difficult to pick up on and implement than happening affordances. This fact has implications for the pedagogy of language teaching and for the formulation of language policy (Scarantino, 2003).

Happening and sure-fire affordances seem to be stronger predictors of success with language learning. On the other hand, maybe for some individuals, goal setting and motivation would push them to higher success levels. One must beware, of course, of seeing the differentiation of these categories in absolute terms (Scarantino, 2003).

According to Aronin and Singleton (2012), affordances of multilingualism include social language affordances and individual language affordances, which cumulatively may be dubbed language affordances. Language affordances are affordances through the realisation of which communication via a language or languages or the acquisition of language or languages is possible. We call affordances offered by a particular community (e.g., world, country, family) at a specific time, which relate to licensing the use and acquisition of a language(s) and social language affordances. Affordances through the realisation of which an individual can interact with/make use of a language or languages are individual language affordances.

3.2.2 Theory of Pluralism

The proponent of the theory of Pluralism is Robert A. Dahl (1915–2014). Pluralism is an approach that addresses all the issues of diversity far from the notion of domination or imperialism. Pluralism is social diversity, which can be rendered as a linguistic, political, religious, cultural, and philosophical stance. In linguistic pluralism, all the language users whatever the number of speakers, can enjoy their pride and privilege in their language without any feeling of being superiors or inferiors. For Spickard (2017), linguistic pluralism is not only diversity, but it is an energetic engagement with such diversity in society for equality, tolerance, peace, and harmony in using and practising languages in society.

English as a pluralistic language is not the language of only inner circle countries where it is acquired as a native language. Kachru's (1985), as cited in Phillipson's (2007) report, shows that the number of native speakers in comparison to non-native speakers of English has been decreasing, and the countries are shifting from one circle to another. English, either in the native language form or non-native language form, has created opportunities for all speakers and people of different cultural backgrounds. In this vein, Gil (2005) mentions that the spread of English as a global language has led to several local varieties, such as Indian English and African English. Such varieties are called non-native varieties, and they express the identity, culture, and peculiarities of their speakers. Addressing this issue, Yano (2001) argues that the line between native and non-native speakers is beginning to blur (as cited in Gil, 2005, p. 73).

In many countries that were under the outer circle in Kachru's (1985) classification, people have begun to consider themselves to be functional, not genetically native

speakers of English. In this context, Legrain (2002) writes that countries traditionally designated as part of the inner circle or English as native language territories have many immigrants living within their borders and claims that if this trend goes on, by the year 2050 third of Americans will have Asian or Hispanic roots (as cited in Gil, 2005, p. 27). The widespread of English as a second language or a foreign language has made English as a native language questionable.

The prime focus on communicative competence rather than linguistic competence in the present-day world has made English as a second language or foreign language more popular and prestigious than English as a native language. English language as a medium of instruction has made the students enjoy the dignity, prestige, and opportunities in the world. As a pluralistic language, it has created homogeneity in terms of geographical location, and English has become more diverse in its forms, functions, and cultural associations.

3.2.3 Theory of Linguistic Imperialism

Linguistic imperialism refers to the transfer of a dominant language to the speakers of other languages. Phillipson (2007) writes that linguistic imperialism describes the export of English language teaching to many post-colonial countries and that currently, English plays the role of imperialist language. Phillipson (2007) uses "neo-colonialism" to refer to the role of the English language in many foreign countries. The dominance of English is asserted and maintained by the establishment and continuous reconstruction of structural and cultural inequalities between English and other languages. Though English is serving

as an international language it does not follow the characteristics of a denationalised language.

In this background, Pennycook (2001) states that English is not investigated critically because English lacks a social, historical, cultural, and political relationship as an international language. In the same issue, McKay (2002) argues that an international language should be "de-nationalised", the cultural norms of native speakers should not be imposed on the learners, and the goal of learning an international language should only be enabling learners to interact with people from different cultures. But English as an international language compels the learners to interact only in it, but not in their languages.

Graddol (2006) insists that the future of English is going to be determined by all users around the world, not only by its native speakers, as English has become an international lingua franca. English and English language teaching have certainly served both American and British interests. The global spread of the English language can be seen as linked to linguistic imperialism, where English becomes dominant at the expense of indigenous languages. The use of English as a medium of instruction may marginalise other languages due to people's attraction to English as the language of gatekeeper to education, employment, business opportunities, and popular culture.

3.3 METHODOLOGY FRAMEWORK

This section presents and discusses the research methodology, which includes the research paradigm, the research design, the research approach, the population and sample, the research instrument, the data collection procedure, the data analysis, ethical aspects, the trustworthiness of the study, delimitations of the study, the problems encountered during the study and conclusion. In other words, the case study employed a qualitative approach, utilizing semi-structured interviews and focus group discussions to capture the diverse perspectives of students. Participants were selected through purposive sampling, ensuring representation across different linguistic groups and academic disciplines within the institution.

3.3.1 The Research Paradigm

According to Shuttleworth (2014), the scientific paradigm, in the most basic sense of the word, is a framework containing all of the commonly accepted views about a subject, a structure of what direction research should take, and how it should be performed. A paradigm defines the practices that define a scientific discipline at a certain point in time. Paradigms are discrete and culturally based. A paradigm dictates what is studied and researched, the type of questions that are asked, the exact structure and nature of the questions, and how the results of any research are interpreted. Dowd (2014) states that a paradigm is a way of viewing the world that reflects a researcher's beliefs about knowledge and how it's best acquired.

LeCompte and Schensul (1999) explain that a research paradigm constitutes a way of looking at the world, interpreting what is seen and decoding which of the things seen by

the researcher are real, valid, and important to document. The aspect of students' perspectives on multilingualism in three selected South African Higher Education Institutions makes their beliefs and assumptions imperative in this study. Participants' assumptions were considered by the researcher in the selection of the methodology for this study, and how the research questions were also selected. There are, therefore, a variety of paradigms through which researchers perceived reality; these are discussed as follows:

3.3.1.1 Interpretivist paradigm

The interpretivist paradigm is an approach to research where interpretivists do not assume that there is a single unitary reality apart from our perceptions. Instead, they emphasise a realistic ontology that posits that there is no objective reality but endorse multiple realities socially constructed by individual endorses multiple realities socially constructed by individuals from within their own contextual interpretation (Karin, 2008).

Crysler (2011) explains that the interpretive research paradigm involves more in-depth investigations to establish a verdict; data gathered within the interpretive research paradigm is primarily descriptive, and the emphasis is on exploration and insight.

Interpretivist paradigms are grounded in subjectivity and personal experiences (such as students' perspectives on multilingualism in the selected South African Higher Education Institution) and human interactions rather than the traditional paradigm of positivism (Dowd, 2014).

3.3.1.2 Positivist paradigm

The positivist paradigm or positivism is a position that holds that the goal of knowledge is simply to describe the phenomena that we experience (in this case, students' perspectives on multilingualism in the selected South African Higher Education Institution). The purpose of science is simply to stick to what we can observe and measure (William, 2006).

Mackenzie and Knipe (2006) state that positivism may be applied to the social world on the assumption that "the social world can be studied in the same way as the natural world, that there is a method for studying the social world that is value-free, and that explanations of a causal nature can be provided.

According to William (2006), the positivist paradigm or positivism is a rejection of metaphysics. It is a position that holds that the goal of knowledge is simply to describe the phenomena that we experience. The purpose of science is simply to stick to what we can observe and measure (such as students' perspectives on multilingualism in the selected South African Higher Education Institutions).

The current study is situated within the interpretivist paradigm (qualitative method) because reality represented an interpretive device where participants processed their experiences and made such experiences meaningful. Joseph, Devineni, King & Heberlerlein (2009) state that social reality is assumed to be constructed through participants' perceptions of the social setting. That social reality is a product of meaningful interactions as perceived from the perspectives of those involved, and not from the perspectives of the observer (Joseph et al., 2009).

3.3.2 Philosophical Assumptions of Research Paradigms

The philosophical assumptions of the research paradigms are discussed below.

3.3.2.1 Ontological issues

Ontology is concerned with the nature of reality, and in the social sciences, it refers to the question of social reality and how it can be studied. Ontology addresses questions such as "What is the nature of reality?" A philosophic question about reality affects the way we do research or engage in other forms of inquiry (Joseph, Mallihai, Zui & Terry, 2009).

Lemmer and Badenhorst (1997) explain that ontology focuses on being or existence and is one of the branches of metaphysics, where metaphysics deals with all questions about the character of reality or everything that exists. Ontology is concerned with our conceptions of being and reality.

Joseph et al. (2009) hold that the interpretivists' view of ontology is that the nature of reality is defined as non-dualistic. From a non-dualistic ontological perspective, there are not two worlds: a real world, which is an objective world on the one hand, and a subjective world of mental representation on the other. There is only one world, a "really existing" world, which is expressed and understood in different ways by human beings. It is simultaneously objective and subjective. An experience is a relationship between objects and subjects encompassing both. Experience is as much an aspect of the object as it is of the subject; that is, human reality is not divided into the objective and subjective world (Joseph et al., 2009).

Participants' reflections about their world views of students' perspectives on multilingualism in the selected South African Higher Education Institutions were taken into consideration. The study relied on participants' experiences and the realities of their perspectives on multilingualism.

3.3.2.2 Epistemological issues

Karin (2008) explains that epistemology is the branch of philosophy that deals with the origin, nature, and limits of human knowledge which focuses on the relationship between the knower and the known. That epistemology also deals with ways of knowing and the researcher's belief system about the nature of knowledge, such as belief about the certainty, structure, complexity, and sources of knowledge.

According to William (2006), epistemology is the philosophy of knowledge or of how we come to know, while Joseph et al. (2009) hold that epistemology reflects how one comes to know this reality; it addresses questions such as, "What is the relationship between the knower and what is known? How do we know what we know? What counts as knowledge?"

Lemmer and Badenhorst (1997) state that epistemology deals with the nature of knowledge and how we can know things. There are different theories about how we acquire knowledge, whether it is by relying mostly on our senses, by using intuition, or by constructing truth logically from observation. Mathew (2012) holds that epistemology is a branch of philosophy that studies the nature of knowledge and justification; it is concerned with questions of 'what is knowledge?' and 'what does it mean to know?'

The principle of how the participants learn from other people based on the students' perspectives on multilingualism in the selected South African Higher Education Institutions were studied and how they related such knowledge to others.

3.3.3 Research Methods

Research methodology means the range of approaches used in educational and other research to gather data that are to be used as a basis for inference and interpretation. The aim of research methodology is, therefore, to help us understand, in the broadest possible terms, not the products of scientific inquiry but the process itself (Louse, Lawrence & Keith, 2009).

3.3.4 Research Approach

In this research, the qualitative research approach was used. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue, such as the perspectives of students on multilingualism in a selected South African Higher Education Institution.

Qualitative research is the type of research that provides information about the "human" side of an issue, that is, the often-contradictory behaviours, beliefs, opinions, emotions, and relationships of individuals, which in this study referred to students' perspectives on multilingualism in the selected South African Higher Education Institution (Mack et al. 2011).

The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue and helps to provide information about the "human" side of an issue, that is, the often-contradictory behaviours, beliefs,

opinions, emotions, and relationships of individuals (Mack, Cynthia, Kathleen, Greg, & Emily, 2011).

Johnson and Christensen (2008) state that when dealing with the issue of understanding a social phenomenon, the best way of conducting this is to use the qualitative method. It is based on the that the researcher decided to use the qualitative method. This study also used the qualitative method to explain social activities that required a substantial appreciation of the perspectives of the participants concerning their perspectives on multilingualism in the selected South African Higher Education Institution.

According to Creswell (2003), qualitative data consists of open-ended information that the researcher gathers through interviews with participants. The general, open-ended questions asked during these interviews allow the participants to supply answers in their own words.

Qualitative data may be collected by observing participants or sites of research, gathering documents from a private (e.g., diary) or public (e.g., minutes of meetings) source, or collecting audiovisual materials such as videotapes or artifacts. The analysis of the qualitative data (words, text, or images) typically follows the path of aggregating the words or images into categories of information and presenting the diversity of ideas gathered during data collection (Creswell, 2003).

Qualitative research is a type of social research that produces non-numerical data. Qualitative research aims to report a situation or phenomenon as it exists in the natural setting rather than a laboratory setting (Lee, 2006). The main thrust of qualitative

research, therefore, is to answer questions set by the researcher, mostly in the form of words, actions, or visual symbols (Neuman, 2006).

Qualitative research was deemed appropriate for this study because of its role in extracting in-depth information on social phenomena. According to Johnson and Christensen (2008), the qualitative approach is the best method for understanding social phenomena, especially on abstract issues such as “perceptions, attitudes, behaviours, beliefs, opinions, emotions, world views, and culture.” Qualitative research is also useful for identifying and measuring intangible factors such as religion, ethnicity, gender roles, socio-economic status, and norms (Mack, Cynthia, Kathleen, Greg, and Emily, 2011).

3.3.5 The Research Design

In this study, the researcher used a case study as a design to conduct this research. A case study is a “Systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. Case studies offer a multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two participants in a situation but also the views of other relevant groups of participants and the interaction between them. It opens the possibility of giving a voice to the powerless and voiceless, like children or marginalised groups (Denzin & Lincoln, 2003).

A case study is a “Systematic inquiry into an event or a set of related events which aim to describe and explain the phenomenon of interest, in this case, students’ perspectives on multilingualism in the selected South African Higher Education Institution (Denzin & Lincoln, 2003).

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A qualitative case study is a research approach that facilitates the exploration of a phenomenon (such as students' perspectives on multilingualism in One selected South African Higher Education Institution) within its context using a variety of data sources. This ensures that the issue is not explored through one lens but rather a variety of lenses, which allows for multiple facets of the phenomenon to be revealed and understood (Pamela & Susan, 2008).

The case study is a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. The key features of a "case study" are its scientific credentials and its evidence base for professional applications (2001).

According to Judith (2004), a case study approach is particularly appropriate for individual researchers because it allows one aspect of a problem to be studied in some in-depth within a limited time scale. The case study has been described as an umbrella term for a family of research methods having in common the decision to focus on inquiry around an issue.

In a case study, evidence is collected systematically, the relationship between variables is studied, and the study is methodologically planned. Though observation and

interviews are most frequently used in case studies, no method is excluded. Methods of collecting information are selected if they are appropriate for the task (Judith (2004).

McLeod (2008) states that case studies are in-depth investigations of a single person, group, event, or community. Typically, data are gathered from a variety of sources and by using several different methods (e.g., observations & interviews). Case studies allow a researcher to investigate a topic in far more detail than might be possible if they were trying to deal with many research participants (nomothetic approach) with the aim of 'averaging'.

Anderson (1990) states that in case-study research, the data are interpreted as collected, and inferences are made in a detective-like fashion. In conducting case studies, one typically uses six sources of evidence: documentation, file data, interviews, site visits, direct observation, and physical artefacts. In case study research, the researcher must collect virtually all the data and interpret and analyse the issues and questions as the data collection unfolds.

Gajendra and Kanka (1990) define the case study approach as the presentation and interpretation of detailed information about a single subject, whether an event, a culture, or an individual life. The case study is essentially research in depth rather than breadth. The typical case study is an intensive analysis and evolutionary description of an individual. The method is not practicable with a very large sample; however, it can be employed in studying a small group of individual units or individuals.

3.3.6 Population and Sampling

In this study, the population comprised all students of the selected Higher Education Institution in South Africa.

3.3.6.1 Population

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalise the result of the study. This group is also referred to as the target population or universe (McMillan & Schumacher, 2010). In this study, the population comprised all students at the selected Higher Education Institution in South Africa.

3.3.6.2 Sampling

Sampling means to select from the sampling frame (a concrete listing of the elements in the population) to identify the people or issues to be included in the research. A sample is also described as a portion of the elements in a population. A key concept in sampling is representativeness. Unless the sample from which one will generalise truthfully or faithfully represents the population from which it was drawn, one has no reason to believe that the population has the same properties as those of the sample. If a selection procedure is responsible for the un-representativeness of the sample, the sample is biased by the selection procedure (White, 2005).

Neuman (2007) says that in research terms, a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalise the findings from the

research sample to the population. The sampling methods and procedures employed in this study are discussed below:

In this study, the sampling method used to select the students of the Higher Education Institution in South Africa is convenience sampling. Convenience sampling elements are selected since they are easily and conveniently available. It is usually quick and cheap. According to Maree (2007), the convenience sampling method refers to situations when population elements are selected since they are easily and conveniently available. It is usually quick and cheap. It is useful in explanatory research where the researcher is interested in getting an inexpensive, quick approximation of the truth and in pilot studies where a few respondents are necessary to test the questionnaire.

Thirty (30) students were conveniently selected from one Higher Education Institution. The rationale for selecting thirty students was to examine their perspectives as those taught in class on the promotion of communicative competence, the identification and promotion of the learning of one additional or supportive language of tuition at the selected Higher Education Institution in South Africa.

3.3.7 Data Collection Instrument

In this study, the researcher used face-to-face, in-depth individual interviews to gather in-depth information about the viewpoints and opinions of students concerning their perspectives on multilingualism in a selected South African Higher Education institution. According to Laura (2006), interviews are surveys that are administered

verbally, either individually or in groups. Interviews were conducted to collect first-hand data.

In using the qualitative research approach the researcher developed an open-ended interview schedule that was used to collect the data from the participants. The interview is a particularly effective method for gathering data about individuals. The data gathered through an interview includes subjective thoughts and reasoning, emotions, and past experiences. Interviews have the advantage of being able to gather first-hand information from a source of interest. However, interviews are time-consuming for both the researcher and the interviewee (Damon, 2001, p.2).

Despite the ills (time-consuming and the interviewer effect) associated with open-ended face-to-face individual interviews, it allowed for an in-depth and interactive discussion between the researcher and the respondents. It also enabled the respondents to freely express their opinions, ideas, feelings, and perceptions without any form of fear or favour (Neuman, 2003). An interview is a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, news, opinions, and behaviours of the participant (Maree, 2007).

The face-to-face, in-depth individual interviews were conducted in a semi-structured manner, which allowed for more flexibility between the researcher (the interviewer) and the participants (the interviewees). The semi-structured interviews provided an opportunity for the participants to express themselves openly, thus leading to "rich" information being collected (McMillan & Schumacher, 2006).

According to Joseph et al. (2009), an interview is perhaps the most common form of data-gathering technique in the phenomenographical tradition. Many informative papers have been written on the theory and practice of data gathering through the phenomenographic interview.

According to Marie (1997), qualitative interviews may be the primary data collection strategy. According to Marie (1997), qualitative interviews may be used either as the primary strategy for data collection or in conjunction with observation, document analysis, or other techniques. Qualitative interviewing utilises open-ended questions that allow for individual variations. There are about three types of qualitative interviewing: Informal or conversational interviews, semi-structured interviews and standardised, open-ended interviews.

Gajendra and Kanka (1990) define an interview as a conversation between two or more people where one or more of the participants take the responsibility for reporting the substance of what is said. It represents an interaction between three elements: the interviewer, the interviewee, and the context of the interview, including the questions raised in the interview. The role of the interviewers or researchers is a demanding one as they must ask questions, record answers, and try to keep the interview session interesting and worthwhile for the interviewees.

3.3.8 Pilot Study

The study initially validates the interview schedule designed through a pilot study. Fifteen (15) students were selected for the pilot study. According to Edwin and Vanora (2001), the term pilot study is used in two different ways in social science research. It

can refer to so-called feasibility studies, which are small-scale versions or trials done in preparation for a major study. However, a pilot study can also be the pre-testing or 'trying out' of a particular research instrument. Thus, pilot studies are conducted for a range of different reasons:

- Developing and testing the adequacy of research instruments
- Assessing the feasibility of a full-scale study
- Designing a research protocol
- Assessing whether the research protocol is realistic and workable
- Establishing whether the sampling frame and technique are effective
- Assessing the likely success of proposed recruitment approaches
- Identifying logistical problems that might occur using proposed methods
- Estimating variability in outcomes to help determine sample size
- Collecting preliminary data
- Determining what resources (finance, staff) are needed for a planned study

3.3.9 Data Collection Procedure

The researcher in this study used tape recording to collect data from the participants. The researcher switched on the tape recorder to record the direct words of the respondents immediately after the interview began. Each interview lasted for 45 minutes. Before field data collection, a letter of introduction was obtained from the authorities. This letter gave the researcher access, support, and cooperation from the respondents. Clear guidelines on the rationale of the study were explained to the respondents,

assurances were given to respondents that the information provided would be treated with confidentiality.

With the interviews, the researcher established a rapport by first greeting and asking each interviewee how their day was and by projecting a positive image of a sincere person engaged in a harmless but important task. Each interview lasted approximately 45 minutes.

3.3.10 Ethical Considerations

Permission to conduct the study was sought from the various stakeholders of the selected university. Those in authority were given a written form that described the research and asked them to grant the researcher permission to conduct the research.

McMillan and Schumacher (2010) argue that research ethics are focused on what is morally proper and improper when engaging with participants or when accessing archival data. During this study, consideration was given to the view of Christian (2000), who states that, in research, subjects must agree voluntarily to participate, and this agreement must be based on full and open information, a primary safeguard against unwanted exposure and anonymity.

Maree (2010) highlights that essential ethical aspect, which is the issue of the confidentiality of the results and findings of the study and the protection of the participants' identities. This could include obtaining letters of consent, obtaining permission to be interviewed, undertaking to destroy audiotapes, and so on. White (2005) states that ethics is a set of moral principles that is suggested by an individual or group,

is subsequently widely accepted, and offers rules and behavioural expectations about the correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants, and students.

Cohen, Manion, and Morrison (2007) point out that social scientists generally have a responsibility not only to their profession in search of knowledge but also to the subjects they depend on for their work. Thus, it is important for the researcher to fully reveal his or her procedures of research to the subjects at the onset.

3.10.1 Informed Consent:

Participants were given written forms that described the research, and they were made to sign the forms to document their consent to participate in the study. In line with Neuman's (2006) position on informed consent, the researcher explained the risks and time involved in participating in the study. Participants were informed of their right to participate or not to participate in the study. Finally, they were informed of their right to withdraw or discontinue participating in the study at any time they felt they were no longer interested in participating in the study, without any fear.

3.10.2 Voluntary participation and harmlessness

Participants were not denied information about the fact that their involvement in the research project was voluntary and not compulsory. At any point in time that the respondents wished to opt-out, they were free to do so without any price to pay. There were no negative consequences for those participating in the research and for those who refused to do so (Bhattacharjee, 2012).

It is in line with this that students had to do this purely voluntarily, for which their consent was sought before they were involved. Sufficient assurance and guarantee were given to them regarding their involvement, especially the fact that there were not to be any negative consequences for getting involved or not. Neither their participation nor non-participation resulted in any unfair treatment.

3.10.3 Anonymity and Confidentiality

To strictly observe the need for anonymity and confidentiality, there were no situations where the names and identities were attached to any answers that they were given during the interviews. The subjects were protected against the possibility of being answerable to any authority based on the comments that they made (Bhattacharjee, 2012). The researcher was guaranteed the confidentiality of what the respondents say for which no part of the report would bear their identity, or would any person be told their identity relative to a comment or comments that they make during the interview.

The researcher explained to participants that if a given participant's response could be identified, it would not be made public. According to Neuman (2006), confidentiality is a situation in which the researcher keeps the information provided by the respondent secret from public view so that there are no traces whatsoever that will lead to the identification of the individual. The researcher promised not to disclose any given responses from participants publicly. Participants were assured that any information that may embarrass them or endanger their friendship and relations would not be disclosed.

The researcher promised not to identify a given response with a given respondent. He strived to ensure the autonomy of the research participants and to protect them from any kind of exploitation (Neuman, 2006).

3.10.4 Analysis and Reporting

It was incumbent on the researcher to be honest with the scientific community on issues related to how the data was examined and reported (Bhattacharjee, 2012). All findings of the research were made available in the report, including all those that had implications for the integrity of the research.

3.10.5 Respect for Persons

Respect for the students was considered paramount and was observed because it borders on the moral rights of the people being researched (Kimmel, 2007).

According to Gostin (1991), respect for persons recognises people as autonomous agents and requires that their choices be observed. For persons who are not fully autonomous, the principle of respect for persons requires that they are protected from risks and adverse consequences of research, even sometimes excluded from research". There was utmost regard for the decisions of the respondents in respect of whether they wanted to be part of the research or not.

3.3.11 Trustworthiness of the Study

The following was ensured throughout the study: To enhance the trustworthiness of the study, the researcher ensured the elimination of the bias in the research procedures and the establishment of confidence concerning the truth of the findings based on the

research design. According to White (2005), the trustworthiness of qualitative research can be achieved through:

- 1. Truth values.** This establishes how confident the researcher is with the truth of the findings based on the research design, informants, and context.
- 2. Applicability.** This refers to the degree to which the findings can be applied to other contexts and settings or with other groups; it is the ability to generalise the findings to a larger population.
- 3. Consistency of data.** This means the findings would be consistent if the inquiry were replicated with the same subjects or in a similar context.
- 4. Neutrality** has to do with the freedom from bias in the research procedures.

The study ensured trustworthiness by using rigorous analytic processes appropriate for the application of thematic analysis, including questioning of the data, peer debriefing, prolonged engagement with the data, and after each interview, initial impressions of the data were clarified with each participant; this serves as member checking (Connelly, 2016)

According to (Creswell, 2009), trustworthiness in research can be realised by using four criteria, namely: credibility, transferability, conformability and lastly, credibility. These are discussed below:

- **Credibility:**

Credibility is the level to which the data and data analysis are believable and trustworthy. Holloway and Wheeler (2002) point out that respondents must be able to understand the meaning they assign to situations and the truth of outcomes in their social context. Credibility was ensured with multiple data collection strategies and frank information sharing with respondents and expect criticism.

Credibility depends on the richness of the information gathered and on the analytical abilities of the researcher. It can be enhanced through triangulation of data (Marie, 1997). To enhance credibility, the researcher made segments of the raw data available to colleagues to analyse. The researcher also made use of "member checks", in which respondents were asked to corroborate the findings, and possibly the mixed method approach was used.

According to Funda (2008), in qualitative research, there are issues of credibility of the research results in a different sense. The main issue of credibility in a phenomenographic study is the relationship between the data obtained from interviews and the categories for describing how people experience a certain phenomenon.

- **Transferability:**

Transferability deals with the extent to which the outcomes of a study can be applied in other settings. This can be achieved by presenting a detailed description of the settings under study to give enough information for a good judgment of the applicability of the findings to other things (Seale, 1999).

- **Conformability:**

Conformability is the extent to which others can corroborate the findings of any research. That is, there is a need for the researcher to substantiate how the constructed themes and interpretations were achieved.

- **Dependability:**

Dependability concerns how the researcher processes his records and the data documented. There is a need for consistency and accuracy for a study to be considered dependable (Oates 2015).

According to Eunjung, Faye, and Sara (2010), dependability is analogous to the notion of reliability in quantitative research, which is concerned with whether the study could be repeated to yield the same findings. The purpose of this test is to demonstrate “indications of stability and consistency in the process of inquiry”. The researcher ensured dependability using an inquiry audit, where reviewers were made to examine the research process and product for consistency.

3.3.12 Data Analysis

Data collected using interviews was analysed thematically in a manual way’ by developing code from the data, categorising them, and developing themes from the data.

Qualitative data analysis is a process and non-linear, implying that data collection, processing, analysis, and reporting are intertwined and not merely several successive steps, (Maree, 2009). The deductive thematic analytical method was used to analyse the data collected. A deductive approach involves coming to the data with some preconceived themes you expect to find reflected there based on theory or existing knowledge (Caulfield, 2022).

Thematic analysis is a method of analyzing qualitative data that is usually applied to a set of texts, such as an interview or transcripts, where a researcher closely examines the data to identify common themes – topics, ideas, and patterns of meaning that come up repeatedly (Caulfield, 2022).

The steps in thematic analysis were familiarisation with the data, coding the data by highlighting sections of our text – usually phrases or sentences, generating themes by identifying patterns among them, and start coming up with themes, reviewing themes by making sure that the themes are useful and accurate representations of the data by returning to the data set and compare the themes against it, defining and naming themes which involves formulating exactly what we mean by each theme and figuring out how it helps us understand the data and writing up which requires an introduction to establish our research question, aims and approach (Caulfield, 2022).

Analysis of data obtained from interviews was done by identifying common themes from the respondents' descriptions of their experiences. Irrelevant information was separated from relevant information in the interviews. The relevant information was broken into phrases or sentences, which reflect a single, specific thought. The phrases or sentences were further grouped into categories that reflect the various aspects of meanings. The various meanings identified were used to develop an overall description as seen by the respondents (McMillan & Schumacher, 2010).

According to White (2005), qualitative data analysis involves becoming familiar with the data in depth to provide detailed descriptions of the situation, participants, and activities, categorising and coding pieces of data and physical grouping into themes, and

interpreting and synthesizing the organised data into understanding. Data was analysed using interpretational analytical strategies.

According to Gall, Borg, and Gall (1996), when employing the interpretational strategy, the researcher is looking for patterns (threads, constructs, and commonalities) within the data to explain the phenomenon, the data into categories, and identifying patterns (relationships) among the categories.

McMillan and Schumacher (2006) highlight that qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying patterns among the categories. The inductive process of qualitative research means was used to analyse data from the information that has been gathered. The gathering of information will involve selecting data, using techniques for data collection, and the transcriptions through conversations.

According to White (2005), Qualitative data analysis involves becoming familiar with the data in depth to provide detailed descriptions of the situation, participants, and activities, categorising and coding pieces of data and physical grouping into themes, and interpreting and synthesizing the organised data understanding. Bogdan and Biklen (2003) define qualitative data analysis as “working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns.

Qualitative data analysis aims to discover patterns, concepts, themes, and meanings. In the process, the researcher concentrates on the whole data first, then attempts to take it apart and re-construct it again more meaningfully (Bogdan & Biklen, 2003).

Categorisation helps the researcher to make comparisons and contrasts between patterns, to reflect on certain patterns and complex threads of the data deeply, and to make sense of them (Bogdan & Biklen, 2003).

3.3.13 Delimitation of the Study

The study focused on one Higher Education Institution. Only thirty (30) students from the Higher Education Institutions. The focus of the investigation was on students' perspectives on multilingualism.

3.3.14 Problems encountered during the Study

The study was affected by time constraints since case studies are usually very time-consuming and because the researcher is based in the United States. The researcher used all the necessary time management skills to ensure the study was not affected as well as managing time appropriately with all participants in the study. The time frame outlined in the proposal was strictly followed; also, participants were made aware of the duration of the study and had to avail themselves when it was time for data collection without unnecessary postponement of interview schedules.

3.3.15 Conclusion

This section of the study has presented and discussed the theoretical and methodological framework of the study. The theoretical framework focused on theories that guided this study and included the theory of affordances, theories of pluralism, and the theories of linguistic imperialism. The methodological framework, on the other hand, focused on the research paradigm, the research design, the research approach, the population and sample, the research instrument, the data collection procedure, the data analysis, ethical

aspects, the trustworthiness of the study, delimitations of the study and the problems encountered during the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

This study explored students' perspectives on multilingualism in South African Higher Education Institutions. For this research study, data were obtained through face-to-face interviews. Analysis of data obtained from interviews was done by identifying common themes from the respondents' description of students' perspectives on multilingualism in South African Higher Education Institutions. Throughout the analysis, the following findings emerged and are discussed about the research objectives:

4.2 Results and Discussions

The following discussions are based on the study's objectives established:

4.2.1 Predominant Use of English in a Multilingual Classroom and its Impact on Students Across all Levels in Education

Based on objective one, the study first investigated whether **the use of the English language as the sole language of skills development and training in South Africa benefits all students of the HEIs**. The findings were that, yes, the use of the English language as the sole language of skills development and training in South Africa has benefited all students of the HEIs because it allows students across the country to write, speak, and pass their examinations at all levels, it enables all student who passed well and completed well to get employed after graduation, it also benefits students from the rural areas, it benefits all students because English is the medium of instruction in

most institutions or universities in South Africa and it also befits all students as they can travel all countries where English is spoken and to work well with no challenges. The following were some of the voices from the students:

Yes. Because it allows learners across the country to write and speak and pass their examinations at all levels. Students or learners from areas where they speak English easily get jobs.

Yes, because it benefits the learners across South African institutions. If all educators or lecturers across South Africa can teach students in the English language, it will benefit learners or students, especially in rural areas. Since in their homes, most of them speak their home languages or local languages.

Yes, because English is the medium of instruction in most institutions or universities in South Africa.

Yes, because as a student of English institutions, they are supposed to be internationally allowed to use the most predominantly used languages in the world as it helps with differing opportunities in the global world.

The findings above have confirmed what Hlatshwayo and Siziba (2013), Chang (2015), and Galante (2018) that medium-of-instruction practices that have created myths and fallacies about the utility of English as the sole language of skills development and training in South Africa.

Objective one also investigated whether the use of the English language as a medium of instruction affects, negatively/positively, students' creativity in life. The findings were that the use of the English language as a medium of instruction affects students' creativity positively because students can be able to achieve in their careers and also get job opportunities when taught in the English language. Students can easily interact with others in developing their ideas, students can communicate, and get jobs as the world is a global village, students can be able to express their ideas, speak, write, and read all that is in the English language.

Expressions from some students were that:

It does partially help students to communicate in the English language and this also helps them to communicate with people around the world.

Positively because learners or students can be able to achieve in their careers and also get job opportunities. Also, students can easily interact with others in developing their ideas.

It benefits students positively because they can communicate and get jobs as the world is a global village. They can also be able to express ideas and speak, write and read in the English language.

Byun, Chu, Kim, Park, Kim, and Jung (2011) and Fox (2000) have mentioned that English as a Medium of Instruction is believed to offer graduates the best opportunities for academic advancement and training as future workers.

Furthermore, the study also investigated the negative/positive impact the use of the English language as a medium of instruction has on students' comprehension in lecture halls. The findings were that there are positive impacts on students' comprehension in lecture halls when they are taught using the English language as a medium of instruction because English as a medium of instruction helps students to help students understand both their lecturers and what has been taught.

Some comments were that:

English as a medium of instruction helps students to understand both their lecturers and teachers.

It all depends on the lecturers' use of the language in times of approach and dictation, not excluding vocabulary. The more subtle the use of the language, the easier the comprehension of students or learners.

Positively because most understand their lecturers and can speak or answer questions in English in HEIs.

To confirm these findings, Chang's (2010) study in Taiwan reported that English as a Medium of Instruction (EMI) helped students to improve their English language proficiency, especially in listening.

Few of the students were of the view that there are negative impacts on students' comprehension in lecture halls when they are taught using the English language as a medium of instruction because not all students can easily comprehend the English

language in the lecture halls. Also, there is negativity as an impact because most of the students 1st year students at universities cannot understand English very well.

Some of what the few students said where:

Negative impact as all learners or students cannot easily comprehend the English language in the lecture halls.

Most of the students, especially the 1st year students at universities, cannot understand English so well.

To confirm these findings, Mouhanna (2010), in his research, indicates that even though there are social-cultural issues to take into consideration along with the fact that teachers believed that "the use of English served as a barrier to student's comprehension of course content and required much more support or time to translate given information".

The study also assessed the extent to which the use of the English language as a medium of instruction impacts negatively/positively on students' confidence levels in lecture halls and on-campus life. It was revealed that the use of the English language as a medium of instruction has a positive impact on students' confidence level in lecture halls and on-campus life because both students will understand the campus as they all use English in their discussions and even when students are studying or learning together because they speak English mostly in the hall, out of the Hall and on Campus and it does impact positively as it gives confidence and self-assurance to students or learners on campus as it acts as a source of pride and exuberance.

Assertions from some students were that:

Positively both students will understand the campus as they all understand English or speak English in their discussion and even when both are studying or learning together.

Negatively to some extent, as some students or learners are not comfortable speaking English on campus.

It was also found that the use of the English language as a medium of instruction has negative impacts on students' confidence level in lecture halls and on-campus life to some extent, as some students or learners are not comfortable speaking English on campus. The medium of instruction or teaching may impact the learners or students negatively because most of them are learners coming from Rural areas and from poor backgrounds, whereby they did not receive or go to English medium schools or schools that use English as a medium of instruction.

Some comments from some students are:

The medium of instruction or teaching may impact the learners or students negatively because most of them are learners coming from Rural areas and from poor backgrounds, whereby they did not receive or go to English medium schools or schools that use English as a medium of instruction.

Positively because they speak English mostly on a clear basis and both out of the Hall and on Campus.

Bryam (2004) corroborates the above findings by claiming that English as a Medium of Instruction (EMI) increases students' confidence in the teaching and learning process.

Objective one also investigated the extent the use of the English language as a medium of instruction impacts negatively/positively on students' participation during the teaching and learning process. The revelations were that the use of the English language as a medium of instruction positively impacts students' participation during the teaching and learning process because it helps them to understand, participate in class, answer questions, and pass their examinations, tests, and research. Some comments from some students were:

Positively because they both understand and can write and answer questions in English.

It positively impacts students as they both understand and can pass their examination or their research and test.

Chang's (2010) study in Taiwan reported that English as a Medium of Instruction (EMI) helped them to improve their English language proficiency, especially in listening.

It was also that the use of the English language as a medium of instruction impacts negatively students' participation during the teaching and learning process because some students are not comfortable speaking in English, and most do not participate well since they do not understand questions or the English language since during teaching and learning and sometimes students have questions but cannot express themselves in the English language. Some voices were:

Most of them did not participate well since they did not understand the questions or the English language since their mother tongue is isiZulu etc.

It does impact negatively on some students who have questions but cannot express themselves in the English language.

Loa and Macaro (2012) studied secondary school students and observed that lessons in English tended to become more teacher-centered, with students' participation being more inhibited than during lessons in Chinese. Also, Kinyaduka and Kiwara (2013) documented that teachers (78%) believe English-medium instruction to be a setback to students' academic success. In the same study, 65% of students stated that they could not understand the subject matter when the lectures were in English.

Again, on objective one, the study looked at the benefits students of HEIs get when they are taught using English as a medium of instruction. The findings were that students could speak fluently, write, and read in the English language, as most of their lecturers use the English language as the medium of instruction or teaching. It helps students to integrate into society, and they can be employed easily in the labour market as the world is generally a global village. Students are exposed to new learning systems and the new world as they can speak, understand and write in English. The students can understand what is taught, read questions, and pass their examinations, and they will have international exposure and participation. Thus, HEIs get to communicate in the global arena, which is the basis for the good of all HEIs. The voices from some students are:

They can be able to speak, write, and read in the English language, as most of their lecturers use the English language as the medium of instruction or teaching. It helps students or learners to integrate into society.

Mostly, their benefit will be jobs in the labour market as the world is generally a global village. Most of them are exposed to new learning systems and the new world as they can speak, understand and write in English.

Positively, having good speaking and writing skills can be achieved by passing their examination. Through international exposure and participation, HEIs get to communicate in the global arena, which is the basis for the good of every HEI.

To confirm the above findings, Chang (2010) reports that, in Taiwan, students believed English as a Medium of Instruction (EMI) helped to improve their English listening skills, while Kim (2011) reports that most students and teachers preferred to have some portion of L1 to help students understand complicated content.

The last to be investigated in objective one was the negative impact of the English language as a medium of instruction on all levels of students in the HEIs. The findings were that most Africans preferred their mother tongue to be used in most institutions as most of these students or learners come from rural areas where English is not used as such; they do comprehend or understand the English language perfectly, but students failed their examinations, especially in South Africa because most of us are speaking our mother tongue and cannot read or write English nor understand it as it is seen as a colonial language in South Africa and it restricts HEI students with

regards to creative thinking as that originates from our environments and surroundings, which are mother tongue-oriented.

Some comments from the students are:

Most Africans preferred their mother tongue to be used in most institutions as most of these students or learners come from rural areas with poor backgrounds. Some end up dropping out of school.

Not all learners comprehend or understand the English language perfectly.

Negatively, students failed their examinations, especially in South Africa, because most of us are speaking our mother tongue and cannot read or write English or understand it.

English is seen as a colonial language in South Africa.

Negatively, because English is not our mother tongue or local language, it restricts HEIs with regards to creative thinking as that originates from our environments and surroundings, which are mother tongue-oriented.

Bryam (2004) corroborates the above findings by claiming that English as a Medium of Instruction (EMI) had psychological effects on students' learning experiences. According to Troudi (2009), English as a Medium of Instruction (EMI) disadvantages students with low English proficiency because it has negative effects on their learning experience and the quality of education.

4.2.2 How Multilingual System Helps Students to develop critical thinking, acquisition of skills, and innovative ideas towards education across all Levels in Education

Concerning objective 4.2.2, the study first investigated **how the use of a multilingual system (the integration of the mother tongue) in the teaching and learning process helps students develop critical thinking skills**. The findings were that the use of a multilingual system (the integration of mother tongue) in the teaching and learning process enables students to understand concepts in both the English language and the local dialogue, students' understanding becomes better and easier, it changes students level of reasoning and behavior, students' listening and writing skills change to the better, their speaking skills improve since they use more languages in the teaching and learning process and it helps students in achieving self-assurance and awareness as originality emanates from the use of more than one medium of instructions.

Reactions from some students were as follows:

They can be able to understand their lectures. Students will understand better if they are taught in their mother tongue.

It changes their level of reasoning and behaviour as most of them can now understand, read, and write in English. Their listening and writing skills will have to change, as will their speaking skills since they are using more languages.

It will modernise and help them during their studying period. It helps with self-assurance and awareness as originality emanates from the weak HEIs.

King (2007) corroborates these findings by claiming that Multilingualism practices enhance intellectual flexibility and creativity. Children who are fluent in more than one language are superior lateral thinkers; their thinking and reasoning skills are better, and their cognitive abilities are also greater (King, 2007).

Still on objective two, the study also investigated **how using a multilingual teaching and learning system helps HEI students develop their communicative competency**. The findings were that the use of a multilingual system of teaching and learning helps students positively as they can read, write, and speak in English and their language, which is their mother tongue. It allows students combine more than one language to express themselves when speaking; students can use one language to understand and competency to speak fluently in another language, they can use two languages interchangeably in lecture halls, and they can have the confidence to speak well when allowed to use their mother language in class.

Feelings from some students were:

I think we can use one language understanding to express ourselves well because some students are comfortable with their native language (Mother tongue).

Effectively

Such will help all students have the confidence to contribute in class when allowed to use their mother tongue as we can speak and write their language.

It provides us with an original platform so that we can learn and speak fluently in lecture hall using two or more languages.

When allowed, students can use the two competent languages to communicate thoughts and ideas clearly in lecture halls.

To support these findings, Webb (2000) states that knowledge of more than two languages allows us to communicate with many people in both personal and professional contexts (Okal, 2014). Thus, multilingualism opens doors for quick and easy communication.

When one knows the official language and perfectly speaks the Indigenous languages then the person will be able to synthesize knowledge and express it accordingly (Webb, 2000).

Furthermore, the study assessed **the extent the use of a multilingual system of teaching and learning helps students to develop innovative ideas towards education.** The study revealed that the use of a multilingual system of teaching and learning helps students to develop innovative ideas towards education because students will be able to use their local language experience to understand ideas in the English language, common values in the English language, and the mother tongue can be shares and ideas generated, students will be able to be creatives in using the mother tongue to assist them in solving problems in the lecture halls, they can be able to integrate ideas and information from the local language to the classroom environment where learning

takes place and it can help all students to express themselves greatly since their mother tongues can be incorporated in the learning process in creating ideas.

Feelings that were put by some students were:

It can help us positively since students can share common values and ideas in the English language and the mother tongue in class.

Students can easily develop innovative ideas in their learning because understanding concepts becomes easier since more than one language is used to explain concepts.

It will make us develop new ideas since we can understand the subject matter as explained in our mother tongues.

Such gives students a variety of platforms to express innovation in learning as they can express themselves in differing multilingual platforms.

To confirm these findings, Rogers (2014) thinks that there are numerous potential cognitive advantages of using more than one language in a classroom, which includes the ability to see problems from different points of view and could lead to more original and creative ways of solving problems.

Again, objective two investigated **how the use of multilingualism (incorporation of mother tongue) in the teaching and learning process in HEIs assists students academically**. The findings were that the use of multilingualism (incorporation of mother tongue) in the teaching and learning process in HEIs assists students academically in the following ways: it assists students in their lecturing classes and out of their lecture

classrooms to understand the subject matters, it helps students to understand new concepts in their languages, morally as their thinking skills change as they learn in their mother tongue or local language, it allows students or learners to be able to give their points of view in the language that they are rested in, answering of questions in lecture halls becomes easier as they are allowed to code switch and students confidence levels become higher as they interact with lecturers in their local languages.

Some expressions were:

It assists students academically as it helps them in their lecturing classes and out of their lecture classrooms when they can use the mother tongue in class discussions.

It will help students to understand concepts and new knowledge where they are thought of in a language they do not understand.

It improves students' confidence positively and classroom contributions since they are allowed to use their mother tongue where necessary.

Morally, their thinking skills change as they learn in their mother tongue or local language.

It allows students to be able to give their points of view in their mother tongue and, as such improves their thinking skills.

According to Ollerhead and Taylor-Leech (2019), classrooms that promote multilingualism have the advantage of supporting students' academic success. While Njoroge, etc, (2014) mentioned that multilingual instruction allows teachers and students to interact naturally

and negotiate meanings together, creating participatory learning environments that are conducive to cognitive as well as linguistic development.

The last area to be investigated under objective two was to find out **how far the use of the mother tongue in the teaching and learning process in HEIs creates interest and respect for African languages.** The findings were that the use of the mother tongue in the teaching and learning process in HEIs creates interest and respect for African languages because it helps students to understand and appreciate their lecturer as they both understand the language used in the lecture halls (Native language), students become more interested in topics taught in their mother tongue, it creates respect for South African language and culture as students learn using their mother tongue or learners because it shows a moral and good understanding of their culture, it shows integration at the classroom level as most students are allowed to express themselves in their local languages or mother tongue and it gives mother tongues the respect it deserves since it is the language that is used mostly in communities where students learn.

Some views presented by the students were:

Students develop an interest in learning and are also able to understand their lecturers in class since they both understand the mother tongue language (Native language) used to facilitate learning.

Students become more interested in a topic taught in their mother tongue.

It creates respect for South African culture and local languages as South African students can be able to analyse what is taught and show their levels of interest and understanding.

It shows integration at the classroom level as most students or learners are allowed to express themselves in their local languages or mother tongue.

It gives mother tongues the respect it deserves since it is the language that is used mostly in the communities where the students are found.

To corroborate these findings, Ollerhead and Taylor-Leech (2019) are of the view that classrooms that promote multilingualism can foster positive identities associated with their home cultures.

4.2.3 Model that Can Be Developed to Assist in the Implementation of Multilingualism in South African Higher Education Institutions

Concerning objective three, the study first investigated **the roles the government can play in ensuring the implementation of language policy on multilingualism in the teaching and learning process.** The revelations were that the government has to be fully in the decision-making and implementation of some of the HEIs policies and their curriculums, training facilitators of different languages, allowing only South African citizens to teach or lecture in their institutions, the government has to make all parties involved in the decision-making process, and the government can come out with a transformative process that can accommodate all the languages and their lecturers on the differing languages.

The voices below came from some of the students:

The government must be fully involved in the decision-making and implementation of some of the HEI policies and their curriculums.

Our government must train facilitators of different languages by allowing only South African citizens to teach or lecture in their institutions.

The government has to make all parties involved in the decision-making process.

The government can come out with a transformative process that can accommodate all the languages and their lecturers on the differing languages.

Owu-Evie (2016) sees language policy as what governments officially do through legislation, executive actions, or other means to determine how languages are to be used in public contexts, cultivate language skills needed to meet national priorities or establish rights of individuals or groups to learn, use and maintain languages in a multilingual setup. Also, according to the findings of research conducted by Paudel (2021), as a multilingual country, Nepal's government is responsible for preserving, protecting, respecting, and promoting all national languages. At the same time, it is obliged to have global communication and access to the rapid advancement of technologies, which is possible only through knowledge and exposure to the English language.

Still, objective three was assessed to find out **how students' bodies can be sensitised toward the implementation of multilingualism in the teaching and learning process in the HEIs**. The findings were that students can make themselves involved in policy-making or decision-making in the HEIs, involving in multilingualism language workshops and campaigns, by making all the SASO teachers agree to common grounds

or laws all of them may be involved in decision-making or involved in curriculum design, by allowing the SASOs implementation in the teaching and learning process and they can educate learners on the importance of multilingualism and the benefits so that learners or students can become acceptive of them.

The below submissions came from some of the students:

By making them involved in policymaking or decision-making in the HEIs and through language policy workshops and campaigns.

By making all the SASO teachers agree to common ground or laws all of them may be involved in decision-making or involved in curriculum design.

Allows the SASOs implementation in the teaching and learning process.

They can educate learners on the importance of multilingualism and the benefits so that learners or students can become acceptive of them.

Again, the study investigated **the roles students' bodies can play in the realisation of the implementation of multilingualism in the teaching and learning process in HEIs**. The findings were that **students should be** active members in the policy-making in the HEIs, student bodies should sensitize their members about the importance of Indigenous languages, SASO should encourage the students or learners to learn and also influence their institutions to use their mother tongue or local languages as a medium of teaching or learning, by allowing students or learners to be fully involved in the teaching and learning process and students body through the different faculties and

departments should have meetings and workshops for multilingualism implementations in lecture halls.

Voices from some students were:

We must have active members in the policymaking in the HEIs.

Student bodies should sensitize their members about the importance of indigenous languages.

SASO should encourage the students or learners to learn and influence their institutions to use their mother tongue or local languages as a medium of teaching or learning.

By allowing students or learners to be fully involved in the teaching and learning process.

Student bodies through the different faculties and departments should hold.

Furthermore, the study evaluated **how best lecturers can be helped to have a high level of preparedness towards multiculturalism in their day-to-day teaching and learning processes in the HEIs.** The findings were that lecturers can be helped to have a high level of preparedness towards multiculturalism in their day-to-day teaching and learning processes in the HEIs by giving them more time to learn and improve their levels in most of the South African official languages by organizing workshops and conferences for them, changing the curriculum and policies that will make them understand and follow the system of education and training, do more research on language policy in South Africa and having workshops and symposiums on the implementation of multilingualism and the benefits.

The voices below support what the student said:

By giving them more time to learn and improve their levels in most of the South African official languages, there should be workshops and conferences for them.

Changing the curriculum and policies will make them understand and follow the system of education and training.

Do more research on language policy in South Africa. Workshops and symposiums should be given to them on the implementation of multilingualism and its benefits.

Finally, objective three, **the study investigated the roles individual HEI management can play to ensure a successful implementation of multiculturalism in the teaching and learning process of HEIs.** The findings were that individual HEI management should involve all parties in the processes of the implementation of the language policies, they should promote teaching and learning using multicultural languages, the new curriculum has to be designed so that it will help enhance both the lecturers and students or learners in multicultural teaching and learning, they should help enhance the smooth implementation of multilingualism in teaching and learning, there should be a positive attitude towards multilingualism in all institutions is needed by individuals.

The voices below came from some students:

By involving all parties in the processes of the implementation of the language policies.

Promote teaching and learning using multicultural languages.

The new curriculum must be designed so that it will help enhance both the lecturers and students or learners in multicultural teaching and learning.

Positive. The role will help enhance the smooth implementation of multilingualism in teaching and learning.

Individuals need a positive attitude towards multilingualism. The more recapture they are towards it helps in the implementation of the learning and teaching process.

4.2.4 Challenges Presented by Multilingualism in HEIS

Regarding objective four, the study first investigated **the challenges or negative impact students will experience if multilingualism is implemented during the teaching and learning process in HEIs**. The findings were that it will limit learners' or students' understanding, students or learners will fail to comprehend, there will be unavailability of jobs due to language barriers, students will be taught in their mother language while in the examination room, you will be writing English language or Afrikaans and there will be a challenge of students' comprehension.

Assertions from some students were:

It will limit learners' or students' understanding.

Students or learners will fail to comprehend and there will be unavailability of jobs due to language barriers.

Negatively, because you can be taught in Isorhiza, why in the examination room will you be writing English language or Afrikaans?

The greatest challenge is comprehension as the mother tongue is prevented in most of the students or learners.

Under this objective, the study also assessed **the challenges or negative impact lecturers will experience if multilingualism is implemented during the teaching and learning process in HEIs**. The findings were that most lecturers may not be able to speak or write most of South Africa's Official Languages, and foreign lecturers will have to suffer the most because they cannot teach or lecture nor speak nor even write some of the South African mother tongue or local languages and lecturers will suffer in their lesson preparation as they must accommodate all languages.

Comments presented by some students are:

Most of the lecturers cannot speak or write most of South Africa's Official Languages.

Foreign lecturers will have to suffer the most because they cannot teach or lecture nor speak nor even write some of the South African mother tongue or local languages. And the students may fail or end up not understanding the lecturers or teachers.

Negatively, foreign lecturers will be affected since they cannot speak all of South Africa's eleven (11) Official languages.

Their greatest challenge will be accommodation in lesson preparation as they will have to cater to a variety of languages in their mother tongues.

About the above findings, Bredthauer and Engfer (2016) discovered that many teachers do not feel trained to teach linguistically heterogeneous classes. In this context, Teevno

(2011) claims that the syllabus is not as per the needs of the learners, and English teachers are not given any proper training, which makes the English teachers difficult to teach in multilingual classroom contexts. Furthermore, they are also not prepared to integrate other languages than the LoI into the classroom.

Again, the study investigated **how implementing multilingualism during the teaching and learning process in HEIs negatively impacts the selected disciplines/programs and faculties**. The findings were that there may be changes in some curricula, there may be limited personnel in some fields, lots of faculties will have to employ more lectures and some lecturers will have to be moved to other faculties or lose their jobs, some courses may not be taught well since the expertise may not be available and there may be lecturers leaving some universities because of their inability to teach using the local language.

Some views from the students were:

Most of the programs are being taught in English, and if multilingualism is included, therefore, meant it means it is going to be a new subject or curriculum. Examples: using Ishosa.

There will be curriculum changes, which will include employing more lecturers who can speak English and a local language.

If participants in the said disciplines/programs and faculties are not vested with the language of teaching and learning. Their comprehension becomes extremely very difficult.

The objective also investigated how **the implementation of multilingualism during the teaching and learning process in HEIs impacts negatively on non-African language speakers**. The findings were that it may impact them negatively because they cannot speak or write those South African native languages, they may be forced to learn the South African native languages, and they will not be able to study in South Africa easily.

A few comments were:

Poorly, because they would not understand all the eleven (11) official languages in South Africa, except the English language, which is a global or colonial language that most Afrikaans can speak, write, and read.

Poorly, because they cannot speak, write, and not even read most of South Africa's official languages.

Most non-African language speakers are vested with English and Afrikaans and if lessons are administered in the mother tongues languages, then comprehension becomes different for non-African language speakers.

The study also investigated **the perception among some stakeholders that African languages are not adequately developed to be incorporated into the teaching and learning process in the HEIs**. The study revealed that yes, but because most of the languages used as a medium of instruction are English and French or Afrikaans (Use of colonial languages) because African languages have not fully developed, most African

languages are not official languages and are not known to all. So, most Africans preferred colonial languages which are best known to all and all levels of understanding.

This is because most of the stakeholders believe the colonial languages are English. For instance, it is the most used across African continents because Africa has a lot of languages that cannot be all used in most institutions and because some African language speakers find it very difficult to express themselves in their mother tongues.

The views below were made by some students:

Because most of the languages used as a medium of instruction are English and French or Afrikaans (Use of colonial languages).

Yes. It's true. African languages have not fully developed. E.g., No dictionaries, etc.

Most African languages are not official languages and are not known to all. So, most Africans preferred colonial languages which are best known to all and all levels of understanding.

This is because most of the stakeholders believe the colonial languages are English. For instance, it is the most used across African continents.

Because Africa has a lot of languages that cannot be all used in most institutions.

It is, yes since Afrikaans languages are not developed as such. Some African language speakers find it very difficult to express themselves in their mother tongues.

According to Hlatshwayo and Siziba (2013), Mafikeng students feel differently. Until recently, most lecturers have argued that the African languages themselves are not adequately developed to serve as languages of instruction at the tertiary level.

The study also investigated the views about **the belief that students in the HEIs of teaching and learning prefer to be taught using the English language as a medium of instruction rather than their mother tongue.** The findings were that it is true because it helps students understand during the teaching and learning process, the level and the demand for English in the labor market is more highly demanded than in any other official or colonial language in the world because the world now is a global village and most of the time, they will prefer English because most of them growing up speaking English even at the Primary level and it is generally accepted that the English language as a medium of instruction provides the best understanding of its expressions.

Some comments from the students are presented below:

It will help students or learners in understanding during the teaching and learning process.

Strongly positive. Learners or students prefer to be taught in the English language.

The level and the demand for English in the labor market is more highly demanded than in any other official or colonial language in the world.

Because the world now is a global village and most of the time, they will prefer English because most of them growing up speaking English even at the Primary level.

It is generally accepted that the English language as a medium of instruction provides the best understanding of its expressions.

Chang (2010) reports that students did not show any negative attitudes towards English as a Medium of Instruction (EMI) because they believed that English as a Medium of Instruction (EMI) helped to improve their English listening skills.

Furthermore, the study **evaluated the attitude of black South African students towards multilingualism usage during the process of teaching and learning in the HEIs.** The findings were that most students do welcome and understand English as the medium of teaching or instruction, some South African students have a negative attitude towards learning English, and most of them want their mother tongue to be used in most cases. Most of them want those eleven (11) official languages to be used or implemented in all institutions in South Africa and the attitude is very poor on the part of some learners as they prefer their mother tongues as opposed to English languages.

Also, it was investigated the belief among some staff that the English language has a high utility as such the sole language of skills development and training in South Africa. The findings were that the English language has a high utility as such, the sole language of skills development and training in South Africa; in most institutions, English is the only main medium of teaching and learning because English is the most used and powerfully introduced in all institutions and it is used locally and also in classrooms and because it has improved their skills and their level of development not only in the classroom but also change their community at large.

Assertions from the students were:

Strongly believe it is true. Because in most institutions, English is the only main medium of teaching and learning.

Yes. Because English is the most used and powerfully introduced in all institutions and it is used locally and in classrooms.

Because it has improved their skills and their level of development not only in the classroom but also changed their community at large.

It also investigated how prepared lecturers are towards the use of multilingualism in their day-to-day teaching area and learning processes in HEIs. It was revealed that lecturers are not prepared because some are not South Africans (Foreign lecturers or teachers), and some are not well prepared due to the language barrier. And which language should be used in their lecture rooms or classrooms?

Some are well prepared as they both understand the agenda of multilingualism in teaching and learning and since lecturers are not prepared, especially as they have been trained in a single language of instruction, the transition to multilingualism becomes hard.

Words expressed by some students were:

Not all are prepared because some are not South Africans (Foreign lecturers or teachers).

Some are not well prepared due to the language barrier. And which language should be used in their lecture rooms or classrooms?

Some are well prepared as they both understand the agenda of multilingualism in teaching and learning.

To the greatest extent, since lecturers are not prepared, especially as they have been trained in a single language of instruction, the transition to multilingualism becomes hard.

These findings are confirmed by Andoh-Kumi (2001) and Amoah (2001) in Ghana that most teachers disregard the language policy and do what they think is appropriate for them in the classroom.

4.2.5 Practical Implementation of Language Policy in South African HEIS.

Regarding objective five 4.2.5, the study first investigated how the language-in-education policy introduced by the apartheid government in 1953 still impacted the implementation of multilingualism in the HEIs in South Africa. The study revealed that the language-in-education policy introduced by the apartheid government in 1953 still negatively on the implementation of multilingualism in the HEIs in South Africa because higher institutions are still using English and Afrikaans, students are not free to choose universities where they want to study, most South Africans do not understand the English language (Black Africans) but are forced to use the English language in studying, the eleven (11) official languages are not allowed in most South African HEIs institutions and Afrikaans as a medium of instruction implementation impacted other students or learners who were not vested with the language as students are unable to express themselves properly in a lot of aspects.

Voices from some students were:

Negatively both higher institutions are still using English and Afrikaans.

Students are not free to choose universities where they are comfortable.

Firstly, most South Africans do not understand the English language (Black Africans), and most of them are not educated and want or prefer their local language or mother tongue as the medium of education or instruction.

Negatively, because the eleven (11) official languages are not allowed in most South African HEI institutions.

Afrikaans as a medium of instruction implementation impacted other students or learners who were not vested with the language. Negatively they were unable to express themselves properly in a lot of aspects.

This is why Piron, 1994 in AlBakr (2017) explain that although language policies attempt to solve problems of communication in multilingual settings, they can also lead to inequalities as they can violate democratic rights.

Again, objective five assessed the assertions that most universities in South Africa have designed paper-perfect policies that incorporate and promote multilingualism at tertiary institutions, but they fail to put the policy into action. The findings were that the policies failed to be implemented because there are too many languages (Official languages). As such, all these languages cannot be used in all institutions, it affects the realisation of multilingualism in the universities where only the English language is still being used. The English language or Afrikaans are dominant languages in South African Higher

Educational institutions, making the mother tongue fail in most tertiary institutions in South Africa. Most universities are known to offer paper-perfect policies, but the implementation leaves a lot to be desired, and more often than not, the language policy documents are put in the dustbin.

Words expressed by some students were:

It is because there are too many languages (Official languages) that cannot be used in all institutions.

It affects a minority as they still intend to stick with the policies that are not implemented.

Because: English is the main dominant language in South Africa most institutions are mostly taught in English languages or Afrikaans. This commonly makes the mother tongue fail in most tertiary institutions in South Africa.

It is, yes, as most universities are known to offer paper-perfect policies, but the implementation leaves a lot to be deserved. Most often, applied languages are shifted to the dustbin.

This is why Kamwangamalu (2007) states that various studies have shown that there is a steady shift away from African languages towards English, and it has been argued that the language policy of the Constitution was never going to work.

Also, objective five investigated how far the higher education institutions have promoted communicative competence in all the relevant South African languages. The findings were that the task has, to some extent, been achieved. The reason has been most learners or

university students or learners can express themselves in most of the South African official languages, but most South African students still prefer their Home or local languages to be used in most institutions in South Africa, and there are a variety of languages being used in the different institutes which facilitates greater communication and understanding.

The point of view of students was that:

It has been achieved because most learners or university students or learners can express themselves in most of the South African official languages.

To a lesser extent, the reason is that most South African students or learners still prefer their Home or local languages to be used in most institutions in South Africa.

This has been achieved to a greater extent as there are a variety of languages being used in the different institutes, which facilitates greater communication and understanding.

To confirm these findings, Hlatshwayo and Siziba (2013) opined that one of the tasks of higher education institutions is to promote communicative competence among all students and staff in all the relevant South African languages.

Finally, under objective five, the study investigated the challenges HEIs in South Africa faced in the implementation of language policies that ensure multilingualism in the teaching and learning processes. The study revealed that the biggest challenge is the use of the eleven official languages in all institutions, and most of the students cannot write those languages; there are language barriers, getting the right personnel, there are

curriculum change policies, a shortage of educators, limited skills and politics (Laws) and there are many different language backgrounds in one lecture hall which makes teaching very difficult for the lecturers as they have to incorporate using single individuals when preparing for lessons.

Comments presented by some students were:

The biggest challenge is the use of the eleven official languages in all institutions and most of the learners or students cannot write those languages.

These are Language barriers, getting the right personnel, Limited skills, and politics (Laws).

Curriculum change policies and shortage of educators or lecturers.

Because there are too many languages (Eleven (11) Official languages).

Classes have many students or learners with many different language backgrounds, which makes teaching very difficult for the lecturers as they must incorporate using single individuals when preparing for lessons.

According to the above findings, Sookrajh & Joshua (2009), the intention of the Language-in-Education Policy (LiEP) in South Africa was to promote all 11 official languages and give individuals the right to choose the language of learning and teaching; however, the practical implementation has generally been fraught with challenges.

Wallner-Paschon, Suchań, and Oberwimmer (2019) also confirmed these findings by stating that the results on educational barriers due to a lack of both personnel and

material resources show that a shortage of teachers qualified to support multilingual or socially disadvantaged students ranks at place 6 of the 8 most frequently perceived barriers to effective teaching in Austria.

4.3 CONCLUSION

In conclusion, this chapter has explained how analysis of data on students' perspectives on multilingualism in South African Higher Education Institutions obtained through face-to-face in-depth individual interviews were done by identifying common themes from the respondents' description. The chapter has also explicitly shown how findings were discussed with the research objectives and how findings were supported, confirmed, counteracted, or disapproved by relevant literature.

CHAPTER FIVE

SUMMARY, CONTRIBUTIONS TO NEW KNOWLEDGE, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the findings from the participants' points of view concerning students' perspectives on multilingualism in South African higher education institutions. This summary will be followed by the researcher's conclusions as well as recommendations.

5.2 SUMMARY

This research project was set out to examine students' perspectives on multilingualism in South African Higher Education Institutions. One of the tasks of the Higher Education Institutions is to promote communicative competence among all students and staff in all the relevant South African languages. For this purpose, besides its formal academic languages, each Higher Education Institution should identify and promote the learning of one additional or supportive language of tuition. Although this directive is not explicit as to how communicative competence should be promoted, in general, it implies that institutions of higher learning should promote multilingualism. Perceptions from stakeholders in a selected Higher Education Institution in South Africa show inadequate promotion in students and staff on multilingualism in relevant South African languages and that this Higher Education Institution has failed to identify and promote the learning of one additional or supportive language of tuition.

The main objective of the study was to ascertain students' perspectives on multilingualism in South African Higher Education Institutions. The study achieved the following sub-objectives:

- To what extent has the predominant use of English in a multilingual classroom helped students across all levels of Education?
- How can a Multilingual System help students develop critical thinking, acquisition of skills, and innovative ideas towards education?
- What model can be developed to assist multilingualism in South African Higher Education Institutions?
- How can we adapt to a Multilingual model of teaching an African child?
- What does Multilingualism present the opportunities and challenges?

The review of existing literature included students' perspectives of multilingualism in Higher Education Institutions, the significance of using multilingualism in the teaching and learning process, the effects of using only the English language as a medium of instruction in a multilingual classroom, lecturers' perspectives on multilingualism, student's perspectives on multilingualism in schools, practical implementation of language policy in South Africa and other countries, challenges in the implementation of multilingualism in tertiary institutions and strategies and steps in the implementation of multilingualism in the education system.

The study was situated within the interpretive paradigm to ensure that the reality and experience of students' perspectives of multilingualism in Higher Education Institutions were processed and made meaningful. The philosophical assumptions of the study

centred on the ontological issues and epistemological issues, but many emphases were placed on the ontological issues to understand the nature of reality of students' perspectives on multilingualism in two selected South African Higher Education Institutions will be taking into consideration.

The qualitative research approach was used to provide complex textual descriptions of how the participants perceived students' perspectives on multilingualism in South African Higher Education Institutions. The design used was a case study. The population comprised all students at the selected Higher Education Institution in South Africa. A convenience sampling strategy was used to select thirty (30) students from the selected University.

Before field data collection, permission to conduct the study was sought from the various authorities of the selected university and the Provincial Education Department. The permission granted gave the researcher access, support, and cooperation from the respondents. The study used face-to-face, in-depth individual interviews to gather in-depth information from the participants. An open-ended interview schedule was developed to collect these data. Data was collected using tape recording to record the direct words of the respondents. Each interview lasted for 45 minutes. The trustworthiness of the study was ensured through the elimination of bias in the research procedures and the establishment of confidence in the truth of the findings. The deductive thematic analytical method was used to analyze the collected data. Participants used in the study understood the purpose of the research. Some of the key findings were:

- The use of the English language as the sole language of skills development and training in South Africa has benefited all students of the HEIs in the areas of writing, speaking, academic excellence, and employment prospects.
- Several students expressed challenges associated with language barriers, particularly in academic contexts where English predominates. However, many also viewed multilingualism as a facilitator of inclusivity and cultural exchange, enabling them to navigate diverse social and academic spaces within the institution.
- The use of the English language as a medium of instruction positively affects students' creativity, increases their comprehension levels concerning what is taught in class, and positively affects students' confidence levels in class, and their participation during the teaching and learning process.
- The negative impact the use of the English language as a medium of instruction has on all levels of students in the HEIs includes students losing their mother tongue's medium of instruction, students from rural areas being dropped as a result of poor English communication skills, students failing their examinations as a result of poor and weak English language foundation and the lack of creative thinking and originality from students of non-native speakers of the English language.
- The use of the multilingual system in the teaching and learning process enables students to understand concepts in both English and in the local dialogue. Students' understanding becomes better and easier; it changes students' level of

reasoning and behavior; students' listening and writing skills change for the better; their speaking skills improve since they use more languages in the teaching and learning process, and it helps students in achieving self-assurance and awareness as originality emanates from the use of more than one medium of instructions and it helps them achieve academic excellence.

- The use of a multilingual teaching and learning system helps students develop common, innovative ideas. Common values in the English language and the mother tongue are shared and ideas generated, and students can integrate ideas and information from the local language into the classroom environment.
- The use of mother tongue in the teaching and learning process in HEIs creates interest and respect for African languages, helps students become more interested in topics taught in their mother tongue, creates respect for South African culture, and shows the integration of two languages in lecture halls where students are allowed to express themselves in their local languages or mother tongue.
- Language was intricately linked to students' identities, serving as a marker of cultural heritage and belonging. Participants expressed pride in their mother tongues while recognizing the importance of English proficiency for academic and professional success.
- The institution's language policy elicited mixed responses. While some lauded efforts to promote multilingualism and provide support for indigenous languages, others criticized the dominance of English and the inadequacy of language support services.

- To ensure the effective implementation of multilingualism in South African Higher Education Institutions, the government must fully implement language policies on multilingualism in HEIs, students should be active members in language policymaking in the HEIs, and workshops and conferences for multilingualism should be organized for all lecturers, and individual HEIs management should involve all parties in the processes of the implementation of the language policies.
- The challenges or negative impact students will experience if multilingualism is implemented during the teaching and learning process in HEIs include it will limit students understanding, and comprehension.
- The challenges or negative impact lecturers will experience if multilingualism is implemented during the teaching and learning process in HEIs include that most lecturers may not be able to speak or write most of South Africa's Official Languages, and lecturers will suffer the most in their lesson preparation as they must accommodate all languages.
- The implementation of multilingualism during the teaching and learning process in HEIs impact negatively affects selected disciplines/programs and faculties; there may be changes in some curricula, there may be limited personnel in some fields, lots of faculties will have to employ more lectures, and some lecturers will have to be moved to other faculties or lose their jobs, some courses may not be taught well since the expertise may not be available and there may be lecturers leaving some universities because of their inability to teach using the local language.

- African languages are not adequately developed to be incorporated in the teaching and learning process in the HEIs because most of the languages used as a medium of instruction are English and French or Afrikaans; African languages have not fully developed; most African languages are not official languages and are not known to all. So, most Africans preferred colonial languages which are best known to all and all levels of understanding.
- Students in the HEIs of teaching and learning prefer to be taught using the English language because it helps in students' comprehension during the teaching and learning process, and the level and the demand for English in the labor market is higher than in any other official or colonial language in the world.
- Students highlighted the importance of incorporating multilingual pedagogies that cater to diverse linguistic backgrounds. They advocated for the integration of Indigenous languages into academic discourse and the provision of language support initiatives to enhance learning outcomes.

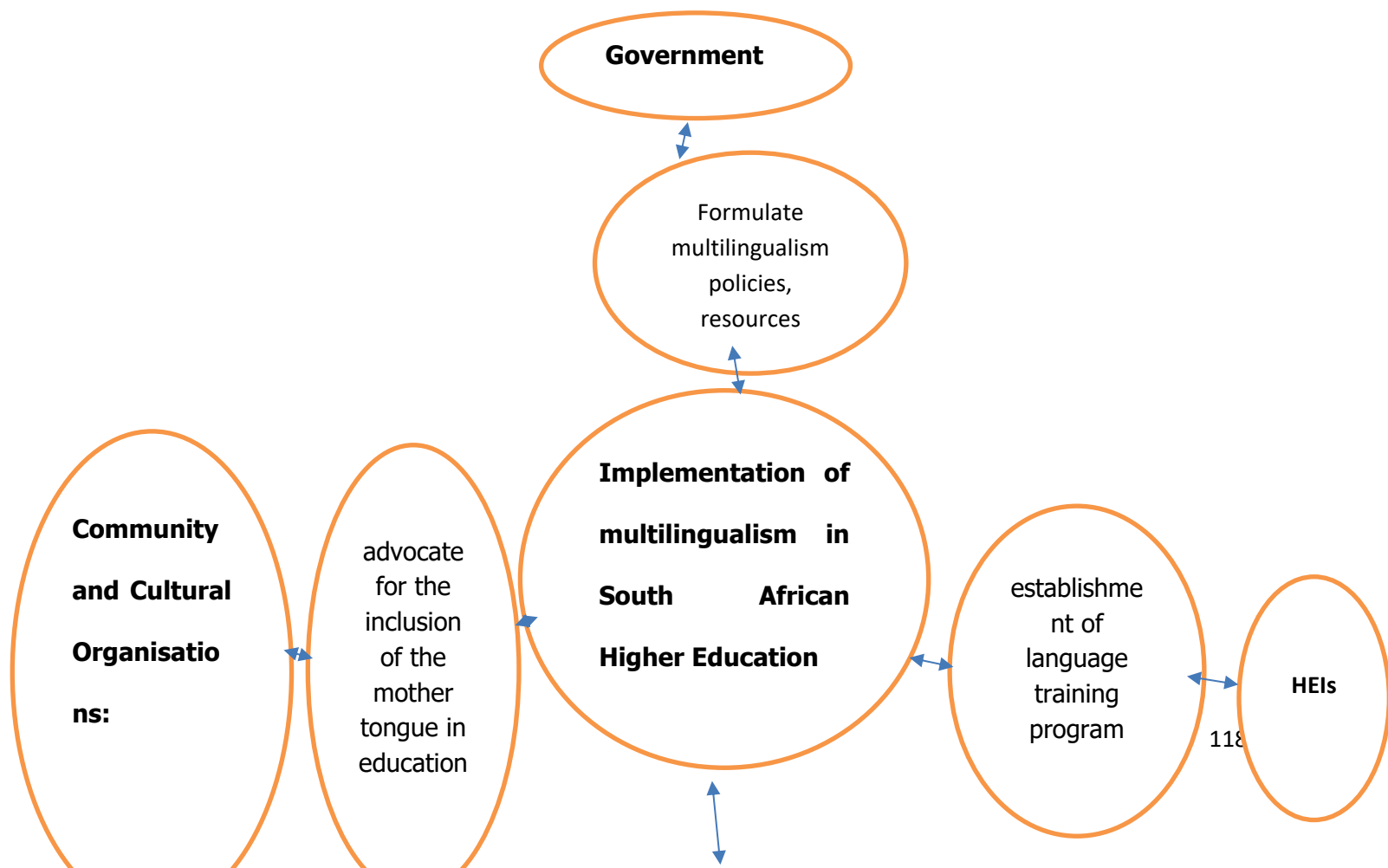
5.3 CONTRIBUTION TO NEW KNOWLEDGE AND A RECOMMENDED MODEL

This current study has made a significant contribution to new knowledge by highlighting challenges to effective multilingualism implementations in South African Higher Education Institutions emanating from Higher Educational institutions, students, lecturers, and government. Unlike the other studies where the focuses were on multilingualism, the scope of this current research was widened to include the significance of using multilingualism in the teaching and learning process, the effects of using only the English language as a medium of instruction in a multilingual classroom, lecturers' perspectives

on multilingualism, student's perspectives on multilingualism in schools, practical implementation of language policy in South Africa and other countries, challenges in the implementation of multilingualism in tertiary institutions and strategies and steps in the implementation of multilingualism in the education system.

Based on some recommendations, the following model of stakeholders' collaborations in implementing multilingualism in South African Higher Education has been suggested, with explanations following to indicate the relationships between Higher Educational institutions, student bodies, government and Policy Makers, and Community and Cultural Organisations.

Figure 5.1: Model of stakeholders' collaborations in implementing multilingualism in South African Higher Education





Students Bodies

Government and Policy Makers:

The government or the Department of Higher Education should formulate policies that support and incentivize the implementation of multilingualism in HEIs. These policies should address language barriers, encourage the use of mother tongues, and provide resources for language training for lecturers. The government should support HEIs with expertise and resources to overcome challenges related to multilingualism. The government should provide support through policies that encourage the use of mother tongues in education, allocate funds for multilingual initiatives, and integrate language diversity into national education strategies. Governments should advocate for inclusive language policies in higher education, providing funding for language support initiatives, and promoting the importance of linguistic diversity in education.

Higher Educational Institutions

In each higher education institution, language training programs should be established for both students and lecturers to enhance proficiency in multiple languages. This can include specialized courses and workshops focused on improving language skills. Universities management should allocate resources for the development of teaching materials in various languages, addressing the shortage of personnel, and facilitating the

creation of a multilingual learning environment. HEIs should conduct multilingual pedagogy training for aspiring educators and equip lecturers with the skills needed to teach effectively in a multilingual setting, emphasizing the use of mother tongues.

Higher Educational Institutions should support research initiatives that assess the impact of multilingualism on education outcomes and identify effective strategies for overcoming challenges. HEIs should collaborate with language experts and educators to develop curricula that integrate the mother tongue in various subjects. This ensures a holistic and culturally inclusive educational experience. Language Instructors should be supported by the management of HEIs to develop and deliver language support programs tailored to students' needs, aiding those facing language challenges and promoting multilingualism.

Students Bodies

Student bodies should provide counseling and support services for students facing confidence issues or struggling with language barriers. Students and Student Bodies should advocate for the inclusion of mother tongues and multilingualism in the curriculum. They should actively participate in discussions and decision-making processes relating to language policies.

Community and Cultural Organisations:

Should advocate for the inclusion of the mother tongue in education and actively participate in initiatives that support a multilingual learning environment. Community and Cultural Organizations should collaborate with others to create a supportive environment

for students from various backgrounds, helping bridge the gap between their cultural identities and the language of instruction.

5. 4 CONCLUSIONS

The researcher thinks that this study has investigated students' perspectives on multilingualism in South African Higher Education Institutions. In Chapter 1, an outline was given of the background to the study, the problem statement, the research questions, the research objectives, the scope of the study, definitions of terms, the organisation of the study, and the conclusion. In Chapter 2, the researcher gave a literature review of what other authors have said about the problem under study. Chapter 3 gave an outline of the research methodology. Chapter 4 presents the results and discussions. Based on the objectives and the research question, certain inferences were drawn. Some of these are:

The use of English as the sole language for skills development and training in South Africa has several perceived benefits for students in higher education institutions (HEIs). English serves as a common medium of communication, making education more accessible to a diverse student population. Proficiency in English is seen as an asset in the job market, potentially giving these students a competitive edge. English proficiency may bridge a language gap, as many students in rural areas may primarily speak their home or local languages. English, being the medium of instruction in most institutions and universities in South Africa, is seen as a benefit. This uniformity in language may contribute to a standardized educational experience for students across the country. Students from English institutions may have a broader range of opportunities globally, and the ability to

work in countries where English is spoken is highlighted as a significant advantage. English proficiency is seen as a tool for accessing diverse opportunities and navigating the challenges of the global job market.

The study finds that using English positively affects students' creativity. This is attributed to the belief that English proficiency enhances career achievements, job opportunities, and global interaction, allowing students to express ideas effectively and increase their confidence levels; there is a positive impact on student participation, enabling them to understand, communicate, and excel academically. However, some students express discomfort, citing language barriers as hindrances to effective participation, especially for those not well-versed in English.

The study also identifies a negative impact on confidence for some students who are not comfortable speaking English on campus. This discomfort is particularly noted among students from rural areas or with poor backgrounds, emphasizing the impact of linguistic and socio-economic factors. Again, the study found some students who expressed a preference for their mother tongue language in institutions, and the study highlights challenges such as dropouts, comprehension difficulties, and exam failures attributed to English being perceived as a colonial language.

It was revealed that the use of a multilingual system in teaching and learning, incorporating the mother tongue, is found to positively impact students' critical thinking skills. Students can better understand concepts in both English and their local languages, leading to improved reasoning, behaviour, listening, writing, and speaking skills. The

study reveals that a multilingual system contributes positively to students' communicative competency, allows them to express themselves fluently, combine languages, and have confidence in using their mother language in class discussions. The use of a multilingual system is shown to foster the development of innovative ideas. Students can leverage their local language experiences to understand concepts, share common values, and generate ideas. The incorporation of mother tongues in problem-solving enhances creativity and helps integrate local ideas into the classroom.

The study demonstrates that using the mother tongue in the teaching and learning process creates interest and respect for African languages. Students appreciate the use of their native language, leading to increased interest in topics taught in the mother tongue. The study highlights the multifaceted positive impact of a multilingual system, emphasizing the importance of incorporating the mother tongue in education. The findings suggest that such an approach not only enhances academic outcomes but also contributes to students' overall development, including critical thinking, communication skills, innovative thinking, and cultural appreciation.

It was also found that various stakeholders should play key roles in the successful implementation of multilingualism in South African Higher Education Institutions (HEIs). The study found that the government should actively participate in shaping HEI policies, curriculums, and language-related decisions. Additionally, it proposes training facilitators in different languages, limiting teaching positions to South African citizens, and initiating a transformative process that accommodates various languages and their lecturers.

The study found the active role student bodies can play in policymaking, sensitizing members about the importance of Indigenous languages, influencing institutions to use mother tongues, and conducting meetings and workshops to promote multilingualism within HEIs. The study suggests providing lecturers with more time to learn South African languages, organizing workshops and conferences, altering the curriculum and policies, encouraging research on language policy, and hosting workshops and symposiums on multilingualism implementation. It was also found that individual HEI management is expected to play a significant role in ensuring successful implementation, thus involving all stakeholders in language policy processes, promoting teaching and learning using multicultural languages, designing a new curriculum to enhance both lecturers and students in multicultural teaching and learning, facilitating the smooth implementation of multilingualism, and fostering a positive attitude toward multilingualism among individuals.

The study revealed the following as the challenges associated with implementing multilingualism in Higher Education Institutions (HEIs) in South Africa: students may face limitations in understanding and comprehension, unavailability of jobs due to language barriers is anticipated, concerns about writing exams in English or Afrikaans despite being taught in the mother tongue, potential hindrance to comprehension since the mother tongue is restricted, many lecturers may not be proficient in most of South Africa's official languages, foreign lecturers could face significant difficulties, especially in teaching South African mother tongues, lecturers may struggle in lesson preparation due to the need to accommodate multiple languages, limited personnel in some fields, the need for

additional lecturers, leading to potential relocations or job losses, challenges in teaching certain courses due to a lack of expertise and potential departure of lecturers from some universities because of the difficulty in teaching in local languages.

It was also found that South African languages are not fully developed and lack dictionaries. Colonial languages like English and Afrikaans are considered more practical due to their widespread use, and many students prefer being taught in English due to better understanding during the learning process; there is a recognition of the high demand for English in the labour market, and English is seen as a global language and widely accepted. It was also found that English has high utility as the sole language for skills development; it is considered the main medium of teaching in most institutions, locally and in the classroom, and English is seen as contributing to skill improvement and overall community development.

5.5 RECOMMENDATIONS

Based on the findings, the study presents the following recommendations:

Given the numerous advantages associated with English proficiency, it is recommended that Higher Educational Institutions in South Africa continue to prioritise and enhance English language instruction. Efforts should be made by university management to provide support and resources that enable students, particularly those in rural areas, to develop strong English language skills. Additionally, initiatives to promote the use of English as a medium of instruction should be maintained, emphasizing its role in creating a standardised educational experience and opening global opportunities for students.

Continuous investment in English language programs can contribute to students' competitiveness in the global job market and foster a more inclusive and accessible educational environment.

To leverage the positive impact of English on students' creativity, it is recommended that Higher Educational Institutions implement comprehensive language support programs. These programs should aim to enhance English proficiency for all students, addressing language barriers and ensuring effective participation. Institutions should also provide additional resources, such as language assistance services and workshops, to support students who may feel discomfort due to language challenges. Additionally, fostering a multilingual environment that values and incorporates diverse linguistic backgrounds can contribute to a more inclusive learning space. Collaboration between language instructors, academic faculty, and student support services is crucial in implementing and sustaining these initiatives. This collaborative effort ensures that language support is integrated into the broader educational framework, promoting students' overall success and creativity.

To address the negative impact on confidence and the challenges associated with students uncomfortable with speaking English on campus, institutions implement language inclusivity initiatives. This includes providing support programs, language assistance services, and creating a welcoming environment for students from diverse linguistic backgrounds. Additionally, recognizing and valuing mother tongue languages is crucial. Institutions should consider incorporating multilingual approaches in teaching and

learning, allowing students to use their mother tongue alongside English. This can enhance comprehension, reduce dropout rates, and mitigate exam failures.

It is also recommended that University Administration and Management play a crucial role in designing and implementing language inclusivity policies, allocating resources for language support programs, and creating an inclusive campus culture. Language Instructors and Support Services should be responsible for developing and delivering language support programs tailored to students' needs, assisting those facing language challenges, and promoting multilingualism. Faculty and Academic Departments should collaborate with language instructors to integrate multilingual approaches into curriculum design, and teaching practices can contribute to a more inclusive learning environment. Student support services should provide counselling and support services for students facing confidence issues or struggling with language barriers, essential for their overall well-being and academic success.

Government Education Agencies should play a role by advocating for inclusive language policies in higher education, providing funding for language support initiatives, and promoting the importance of linguistic diversity in education. Community and Cultural Organizations should collaborate with these organizations to create a supportive environment for students from various backgrounds, helping bridge the gap between their cultural identities and the language of instruction.

It is recommended that Higher Educational Institutions should take the lead in implementing and promoting multilingualism within their curricula and teaching

methodologies. Government Education Departments should provide support through policies that encourage the use of mother tongues in education, allocate funds for multilingual initiatives, and integrate language diversity into national education strategies. Also, Teacher Training Institutes, as well as universities, should offer specialised training programs to equip educators with the skills needed to teach in a multilingual setting. The South African community and cultural organisations should act as valuable partners in promoting linguistic diversity and preserving cultural heritage within the education system, and parents and students should advocate for the inclusion of the mother tongue in education and actively participate in initiatives that support a multilingual learning environment.

Given the challenges associated with implementing multilingualism in higher education institutions (HEIs) in South Africa, it is crucial to adopt a comprehensive and collaborative approach involving various stakeholders. Government and policymakers in South Africa should formulate policies that support and incentivise the implementation of multilingualism in HEIs. These policies should address language barriers, encourage the use of mother tongues, and provide resources for language training for lecturers. Higher Educational Institutions should establish language training programs for both students and lecturers to enhance proficiency in multiple languages. This can include specialised courses and workshops focused on improving language skills.

The South African Department of Higher Education should allocate resources for the development of teaching materials in various languages, address the shortage of personnel, and facilitate the creation of a multilingual learning environment. Teacher

Training Institutes should include multilingual pedagogy training in the curriculum for aspiring educators. Equip teachers with the skills needed to teach effectively in a multilingual setting, emphasizing the use of mother tongues. Community and Cultural Organisations should collaborate with educational institutions to conduct programs that promote cultural sensitivity and awareness. This can help address challenges related to comprehension and cultural nuances in a multilingual context.

It is also recommended that the South African Government should facilitate exchange programs for lecturers to enhance their language proficiency, particularly in South African mother tongues. Foster collaboration with international institutions to share best practices in managing multilingual challenges. Students and Student Bodies should advocate for the inclusion of mother tongues and multilingualism in the curriculum. Actively participate in discussions and decision-making processes related to language policies.

Higher Educational Institutions should collaborate with the government to support research initiatives that assess the impact of multilingualism on education outcomes and identify effective strategies for overcoming challenges. Use research findings to inform policies and practices. Employers and industry representatives should be encouraged by the government to recognise and appreciate language diversity. Promote language inclusivity in job requirements and create a supportive environment for employees with multilingual skills. The South African Department of Higher Education should work with International Organisations to provide support, expertise, and resources to assist South African HEIs in overcoming challenges related to multilingualism.

For the successful implementation of multilingualism in South African HEIs, it is recommended that there should be a coordinated effort from government bodies, educational institutions, teacher training institutes, community organisations, students, and international collaborators.

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7. APPENDICES

APPENDIX A:

INTERVIEW SCHEDULE (STUDENTS)

STUDENTS' PERSPECTIVES ON MULTILINGUALISM: A CASE STUDY OF ONE SOUTH AFRICAN HIGHER EDUCATION INSTITUTION.

The researcher will conduct an individual in-depth interview with the respondents by using the following schedule:

INTERVIEW TOPICS AND QUESTIONS

A. (TOPIC) PREDOMINANT USES OF ENGLISH IN A MULTILINGUAL CLASSROOM AND ITS IMPACT ON STUDENTS ACROSS ALL LEVELS OF EDUCATION

1.1 Do you think the use of the English language as the sole language of skills development and training in South Africa does benefit all students of the HEIs? Explain.

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1.2 Does the use of the English language as a medium of instruction affect, negatively/positively, students' creativity in life? Explain

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1.3 What negative/positive impact does the use of the English language as a medium of instruction have on students' comprehension in lecture halls?

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1.4 To what extent does the use of the English language as a medium of instruction impact negatively/positively on students' confidence level in lecture halls and on-campus life?

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1.5 How does the use of the English language as a medium of instruction impact negatively/positively on students' participation during the teaching and learning process?

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1.6 Specifically, what benefits do students of HEIs get when they are taught using the English language as a medium of instruction?

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1.7 Generally, what negative impact does the use of the English language as a medium of instruction have on all levels of students in the HEIs?

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B. (TOPIC) HOW A MULTILINGUAL SYSTEM HELPS STUDENTS ACROSS ALL LEVELS OF EDUCATION

2.1 How does the use of a multilingual system (the integration of the mother tongue) in the teaching and learning process help students develop critical thinking skills?

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2.2 How does the use of a multilingual system of teaching and learning help HEIs students to develop their communicative competency?

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2.3 To what extent does the use of a multilingual system of teaching and learning help students develop innovative ideas towards education?

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2.4 Generally, how does the use of multilingualism (incorporation of mother tongue) in the teaching and learning process in HEIs assist students academically?

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2.5 How does the use of mother tongue in the teaching and learning process in HEIs, create interest and respect for African languages?

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C. (TOPIC) MODEL THAT CAN BE DEVELOPED TO ASSIST IN THE IMPLEMENTATION OF MULTILINGUALISM IN SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONS

3.1 What roles can the government play to ensure the implementation of language policy on multilingualism in the teaching and learning process in our HEIs?

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3.2 How can students' body be sensitised towards the implementation of multilingualism in the teaching and learning process in the HEIs?

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3.3 What roles should students' body play towards the realisation of the implementation of multilingualism in the teaching and learning process in the HEIs?

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3.4 How best can lecturers be helped to have a high level of preparedness towards multiculturalism in their day-to-day teaching and learning processes in the HEIs?

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3.5 What role can individual HEI management play to ensure a successful implementation of multiculturalism in the teaching and learning process of HEIs?

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D. (TOPIC) CHALLENGES PRESENTED BY MULTILINGUALISM IN HEIs

4.1 What challenges or negative impacts would students experience if multilingualism is implemented during the teaching and learning process in HEIs?

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4.2 What challenges or negative impacts would lecturers experience if multilingualism is implemented during the teaching and learning process in HEIs?

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4.3 How would the implementation of multilingualism during the teaching and learning process in HEIs impact negatively on selected disciplines/programs and faculties?

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4.4 How would the implementation of multilingualism during the teaching and learning process in HEIs impact negatively on non-African language speakers?

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E. (TOPIC) CHALLENGES IN THE IMPLEMENTATION OF MULTILINGUALISM AT HIGHER EDUCATIONAL INSTITUTION

5.1 How true is the perception among some stakeholders that African languages are not adequately developed to be incorporated in the teaching and learning process in the HEIs? Explain.

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5.2 What are your views with regard to the belief that students in the HEIs of teaching and learning prefer to be taught using the English language as a medium of instruction rather than their mother tongue?

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5.3 Generally, what is the attitude of Black South African students towards multilingualism usage during the process of teaching and learning in the HEIs?

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5.4 What can you say about the belief among some staff that the English language has a high utility as the sole language of skills development and training in South Africa?

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5.5 How prepared are lecturers towards the use of multilingualism in their day-to-day teaching and learning processes in HEIs?

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F. (TOPIC) PRACTICAL IMPLEMENTATION OF LANGUAGE POLICY IN SOUTH AFRICAN HEIS

6.1 How does the language-in-education policy introduced by the apartheid government in 1953 still impact the implementation of multilingualism in the HEIs in South Africa?

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6.2 What are your views concerning the assertions that most universities in South Africa have designed paper-perfect policies that incorporate and promote multilingualism at tertiary institutions, but they fail to put the policy into action?

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6.3 One of the tasks of higher education institutions is to promote communicative competence in all the relevant South African languages. How far has this been achieved in our universities?

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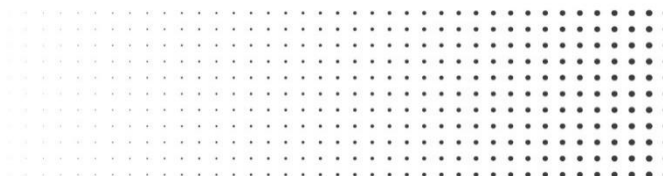
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6.4 What challenges do HEIs in South Africa face in the implementation of language policies that ensure multilingualism in the teaching and learning processes?

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THANKS FOR YOUR COOPERATION

**APPENDIX B: INFORMED CONSENT TO THE HEAD OF EASTERN CAPE
DEPARTMENT OF EDUCATION**



Department of Continuing Professional Teacher Development
Faculty of Educational Sciences

Dean

Dear Sir/Madam

I am writing to request permission to conduct a research study on the NMD campus. I am currently enrolled in the D. Ed degree program at Walter Sisulu University Mthatha campus and am in the process of collecting data for my thesis. The study is titled Students' Perspectives on Multilingualism in Three Selected South African Higher Education Institutions. I am doing this study under the supervision of Prof. E. Sone. I am seeking your kind permission to interview thirty undergraduate students. Students will

anonymously complete their narrative interviews and semi-structured interviews (See attached interview question guide). Students who are willing to partake will be served with informed consent forms to be signed by them and brought back to the researcher at the beginning of the interview process.

The data collection process will take place at a flexible time when students are free from their studies of the day and interviews will not take more than an hour. The interview results will be gathered for research purposes, and participants will be given codes to protect their identity. Your approval to allow me to carry out this research will be highly appreciated.

Thank you for your understanding and anticipated cooperation.

I look forward to your prompt response.

Thank you.

Yours Sincerely

.....

Albert Teh

APPENDIX C:

INFORMED CONSENT FOR PARTICIPANTS

STUDENTS' PERSPECTIVES ON MULTILINGUALISM: A CASE STUDY OF ONE SOUTH AFRICAN HIGHER EDUCATION INSTITUTION.

You are kindly asked to participate in a research study conducted by Albert Teh from the Faculty of Educational Sciences, Department of Continuing Professional Teacher Development (CPTD) at Walter Sisulu University. The results of the study will contribute to the abovementioned thesis. You were selected as a possible and potential participant in this study because you are engaged in teaching and learning activities over a period. Therefore, you are eligible to participate in the study. You will participate in this research in your personal and professional capacity, therefore not representing your organisation.

1. Purpose of study

The purpose of the study is to investigate the students' perspectives on multilingualism in Higher Education Institutions.

If you volunteer to participate in the study, you will be asked to do the following:

- Be available during the interview process at a convenient time determined and agreed upon by you and the researcher.
- Should you require any further information about the research, you can contact the researcher via email at albertchenwiteh@gmail.com or +15718007385

2. Potential risks and discomforts

No harm is foreseen or envisaged during or after the research. The research is considered low risk in terms of ethical considerations. All interviews are regarded as confidential; therefore, no personal details of participants will be included in the research.

3. Confidentiality

Interviews will be conducted in private, and the researcher will not record any personal identifying information of the participants. Data collected from participants will be stored on a password-protected computer, Google Cloud, and hard copies will be stored in a safe place at the researcher's disposal.

4. Participation and withdrawal

The participant involvement in this study is completely voluntary. If you volunteer to take part in this study, you may withdraw at any time without any consequences. You may refuse to answer any questions you do not want to answer and remain in the study. The researcher may withdraw you from the research study if circumstances warrant doing so.

5. Identification of the researcher and the supervisor

Should there be a need for further information regarding the research study, feel free to contact the supervisor, Prof. E. Sone, by telephone at 076 819 4525 or via email at enongenes@yahoo.com Faculty of Educational Sciences Continuing Professional Teacher Development.

6. Payment for participation

The cost of the research will be carried by the researcher and no costs will be expected from the participant. Participants will not receive remuneration from the researcher for their participation in the research study.

Signature of research participant

The information above was described to me by Albert Teh. I, _____, was allowed to ask questions, and these questions were answered to my satisfaction.

I hereby consent to voluntarily participate in this study. I have been given a copy of this form.

Full name of participant

Signature of participant

Signature of the researcher

I declare that I explained the above information given in this document to _____ . He/she was given sufficient opportunity to ask any questions.

Signature of Researcher