Careers in languages and employability in contemporary South Africa: A survey from Pretoria.

TSHWANE UNIVERSITY OF TECHNOLOGY, SOSHANGUAVE

DEPARTMENT OF APPLIED LANGUAGES

CAREERS IN LANGUAGES AND EMPLOYABILITY IN CONTEMPORARY SOUTH AFRICA: A SURVEY FROM PRETORIA

BY

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DEDICATION

None would have been possible without the will of God.

This dissertation is dedicated to the following people whom were my pillar of strength to me in my studies:

My daughter

Boitumelo Kearabilwe, Pule.

My parents

Mr Robert Vuma & Mrs Refilwe Vuma.

My late grand-parents

Mr Hosia Trupa Pule and his wife Mrs Violet Gelani Pule

My family members

My uncle, Abram Pule, my sister, Caroline Pule, brothers: Kabelo, Lehlohonolo, Katlego, Ditebogo, Tumisang, Obakeng, Molefe, Kagiso, Katlego, Bokamoso, Lesedi and Reitumetse.

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Above all, let me conclude by saying it is really true that **perseverance is a mother of all success.**

DECLARATION

I, hereby, declare that the dissertation: "**Careers in languages and employability in contemporary South Africa: A survey from Pretoria"**, submitted for the degree of **MTech: Language Practice at Tshwane University Of Technology, Soshanguve,** is my own original work, and has not been submitted to any other institution of higher education.

I further declare that all sources cited or quoted in this dissertation are indicated and acknowledged by means of a comprehensive list of references.

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ABSTRACT

This study was about awareness of language careers in contemporary South African society, given its multilingual ecology, and post-1994 official language policy, with particular reference to Black South African languages. The study attempts to come to its conclusions, based on a survey of societal language attitudes, current university offerings on such languages, the possible impact of technology on the language professions, and government efforts to promote careers in African languages.

The quantitative (questionnaire) and qualitative (interviews) research approaches adopted for data collection in the survey revealed that, while there are many careers in languages, they are not as popular as other careers (e.g., Medicine; Engineering; etc.). The most well-known language careers to the respondents were those of: translator; interpreter; language editor; and, proof-reader. The respondents indicated the need for language practitioners in their lives, and the value this language profession has. Technology was not perceived as a threat to language practitioner jobs; it was seen as a tool that facilitates their work. The findings also indicate that the South African government is not seen as doing as it should to promote the language professions, with especial regard to African languages.

CHAPTER 1: INTRODUCTION

1.1 Background and Rationale to the Study

This study is about careers in Black South African languages, and employability in contemporary South Africa. It was a Pretoria-based survey. It is an attempt to examine the opportunities that language practitioners have in contemporary South African society, and whether society is aware of careers in Black South African languages, and language courses offered by different universities.

It is a fact that many universities have established Applied Languages departments, where students may qualify to become professional language practitioners. The Department of Applied Languages I study and work at in Pretoria has approximately one thousand language students, who will be looking for employment, once they qualify. The motivation for this research came as a result of the researcher's experience as a student at the University of Technology (UoT), and what she observed during the course of an internship programme at the South African Reserve Bank in Pretoria. These experiences suggested that people have little knowledge of language careers (especially in Black South African languages). It was also observed that negative attitudes are evident toward South African students studying Black South African languages at university level.

To better clarify this situation, most learners no longer take African language subjects seriously, because they do not see future career prospects in them. Even parents have been known to move their children from public to private schools, not knowing that there are career prospects which a child could pursue by studying Black South African languages at university level.

In order to effect social transformation, and nurture South Africans' rich linguistic diversity to comply with our progressive constitutional language clause, we have to ensure that 'perceptually valuable linguistic capital' becomes accessible to speakers of the indigenous languages, and also make them vehicles of opportunities for advancement. They must be perceived as 'fashionable', and associated with high status functions: 'work of government';

'the language of Parliament'; 'book publishing in indigenous languages', to name a few possibilities (Kamwangamalu, 2000: 59).

1.2 Aims and Objectives

The purpose of this survey was to ascertain the extent of knowledge available to society on the study of Black South African languages as future career prospects, and whether the latest technology trends have enhanced chances of employment related to Black South African languages.

The objectives of the study were, thus, to identify:

i) South Africans' awareness of language professions;
ii) The attitudes of society toward studying (African) languages at university level;
iii) The attitudes of society toward the language professions (using African languages); and,
iv) How the language professions can be valued, similar to other fields of study.

1.3 Research Problems and Questions

The situation of languages in South Africa was what motivated the research problem of this study. Pre-1994, most African languages were disadvantaged, and were not used as languages of instruction, but merely taught as subjects, because they were regarded as 'low languages' (Moyo, 2002: 150). People were not free to use their home languages as they wished, and African languages were not playing the same (higher level) roles as English and Afrikaans. This made Black people to develop negative attitudes toward their home languages, because there was no use in learning them, since they were not used the same way as English, or Afrikaans.

De Klerk and Bosch (1993: 209) support the view that English is presented as the language of opportunity, while Afrikaans and African languages are perceived as only important for socio-cultural reasons:

> ''In most cases, the contact of modernity will be felt in at least a modest attempt at educated bilingualism, with an African language or Afrikaans being chosen for social and cultural reasons, while English is selected to satisfy career ambitions fuelled by economic aspiration.''

On account of these negative attitudes toward African languages, our time-held cultures and beliefs are slowly dying, as more Africans adopt Western morals, values, languages, and trends, because of the 'superior' values attached to English.

The Constitution of the Republic of South Africa, (Act 108 of 1996: 4) states that the official languages of the Republic of South Africa are: Sepedi (Sesotho sa Leboa); Sesotho; Setswana; siSwati; Tshivenda; Xitsonga; Afrikaans; English; isiNdebele; isiXhosa; and, isiZulu. The right to use the official language of our choice is, therefore, recognised in the Bill of Rights, and even our constitution acknowledges these languages as resources that should be used by the people.

In response to this Act, many universities and private colleges were mandated to train students in South African languages, with the aim of pursuing careers in languages. It is then problematic when language graduates struggle to find employment, despite our constitution emphasising a need for language practitioners in our society, in roles, such as translators, interpreters, and editors, to name a few. The question is: are there employment opportunities in the field of languages in contemporary South Africa? Are previously-ignored languages currently being recognised, and does this lead to potential employment of language practitioners (in these languages)?

The constitution has granted African languages 'official status' to be used equally, but South African citizens still receive information, bills, account statements – to name a few– in English, and not in the individual's preferred language. This situation raises the issue as to whether our government is doing enough to empower previously-marginalised indigenous languages in the country.

Haugen (1987: 144) believes that every language has a 'market value', and that market value determines the importance that an individual attaches to each language.

The research questions that guided this survey were:

1) Is the society we live in aware of careers and employability, in respect of (African) languages?

2) How does the society see the language professions, given the new language policy which granted equality on the use of all official languages?
3) Does the society have negative attitudes toward students who learn Black South African languages at university level for career purposes?
4) What is expected of professional language practitioners in the workplace?
5) What could be done to make the language professions and language careers more profitable, and attractive?
6) Is technology, such as online editing, and online dictionary, limiting or enhancing job opportunities for language practitioners?
7) Is government assisting in the promotion of (African) languages, language careers, and employability?
8) Does the language graduate stand a greater chance of gaining employment more quickly than other graduates, because multilingualism and multiculturalism are now being promoted?

The aforementioned questions formed the basis of this survey, which is mainly about whether careers in African languages are accessible, and well recognised by our society.

Relevant data and information was obtained with both quantitative and qualitative research approaches, using a questionnaire and interviews.

The study targeted 90 respondents, including language students and language lecturers from the Department of Languages at the University of Technology (UoT). The study also involved language practitioners from various government departments, and members of the local Soshanguve community. The respondents' ages ranged from 20-64 years, and they had different home languages. Both males and females participated in the study.

1.4 Significance of the Study

The significance of this study was to identify ways in which (African) language careers could be valued as highly respected, similar to other careers, while motivating current language students and graduates, and creating greater awareness in society about existing careers in African languages.

This study also highlights the importance of learning languages. The researcher is of the opinion that, without their own languages, cultures may well cease to exist.

The study also serves as a guide in choosing a career in languages, by presenting possible language careers.

The findings and outcomes of the study are expected to assist universities, and other arms of government that deal with language issues, to create more opportunities and awareness, which will help in employment, and accord more respect to (African) language graduates.

1.5 Scope and Limitation of the Study

Given the sample populations stated earlier, the research focused only on Pretoria metropolis and its environs, as it would be difficult to generalise the findings to the rest of the country. Nonetheless, some useful insights are expected to be gained from this study, based on the perceptions and beliefs of the respondents on the career prospects of Black South African language graduates.

1.6 Exposition of the Study

Chapter 2 presents and discusses the literature review, which is an analysis of various scholars' opinions and positions, concerning the research topic. It gives the study a theoretical foundation and background, which helps to create a better understanding of the topic of study, as well as highlighting several important concepts that are part of the study.

Chapter 3 presents and discusses the methods, instruments, and procedures adopted to obtain data for the study. The rationale for why they were selected to be used in the study is given.

Chapter 4 is the presentation, analysis, interpretation, and discussion of all data obtained and collected during the course of the study. The aim of the chapter is to explain the data collected, and how the data helped to answer the research questions presented earlier.

The final chapter delivers the conclusions and recommendations on the research problem. It draws conclusions, thereafter makes recommendations as to how to increase awareness of (African) language professions in society, and why such professions should be highly valued and respected, like other professions, in the future.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter presents an overview of the literature review, with reference to careers and employability of language graduates. In order for this objective to be achieved, the chapter focuses on the following topics: language policy; language planning; motivation for L2 learning; language attitudes; ethnolinguistic vitality, and language and economy. The main purpose of investigating these topics is that they may explain current language attitudes in South Africa. The study examines the language professions, and possible ways in which, specifically, Black South African language professions may be promoted.

2.2 Language

Sapir (1921: 7) defines language as a means of communication, sharing ideas, and emotions. This is supported by Hartshorne (1987: 63) who says that language 'is a repository and means of articulation of values, beliefs, prejudices, traditions, past achievements and history'. According to the Assembly of First Nations (1990: 39), without language, our connection to God, with regard to our values, beliefs, and attitudes, would not be possible. This means that language is the means, whereby a person communicates to share or transfer their opinions or ideas with other people. Communication can either be verbal, or non-verbal.

Beedham (2005: 1) extends the definition of language by suggesting that language is more than a means of communication; it could also be a 'vehicle of thought'. In a similar vein, Clark, *et al.* (1997: 1) point out that 'language is not only the principal medium that human beings communicate with it to each other, but also the bond that links people together and binds them to their culture'.

Shohamy (2000: 5) declares that the use of language is a unique phenomenon, as it is personal, and differs hugely from one user to another. In an introduction adapted from the National Language Policy Framework, final draft on 13 November 2002, the former South African Minister of Arts, Culture, Science, and Technology, Dr. Ngubane, compared a person's language to a "second skin" - by speaking a language, one can identify your origin without

looking at the colour of your skin. The minister added that 'it is through language that we function as human beings in an ever-changing world'.

These definitions of 'language' suggest that language is important in our lives; without it, we cannot function. Therefore, it means to pursue a career in languages should be a much-respected and significant profession.

2.3 Language Policy and Language in Education Policy

2.3.1 *Language Policy*

According to Le Page (1964: 80), language policy is a top-down process, whereby (usually) national language policy is made by politicians, and not by language experts, and in which their decisions on language may seem useful at times, but not in the long run.

For Paulston (1984: 55), language policy is not a choice, but 'decisions' taken on the introductory level that are prepared on political and economic grounds, and which demonstrate the power of those who rule.

Djité (1994: 63) argues with Paulston's definition. Djité sees language policy as 'the deliberate choices made by governments or other authorities with regard to the relationship between language and social life'. In her view, language policy entails rules and the management of languages used in a particular nation or country; for example, in education, there are languages that have been chosen for educating learners at different levels.

Mann and Wong (1999: 17) assert that language policy is 'governmental statements made on whatever statuses and functions selected languages have been assigned, usually at the national level'.

Spolsky (2004: 1) says that language policy is about choice…it may refer to all language practices, beliefs and management decisions of a community. He supports Djité's (1994) position that language policy is a choice made by governments for their people.

Shohamy (2000: 45) observes that language policy is the primary mechanism for organising, managing, and manipulating language use in society, and it is through language policy that decisions are made about languages that should be legitimised, used, learned, and taught.

Spolsky (2004: 9) sees language policy as comprising of three components:

i) Language management: passed by the planners to change or maintain the practices or beliefs of other languages;
ii) Language beliefs: community viewpoints, concerning the status of a given language; and,
iii) Language practices: in different areas and sociolinguistic settings, often conflicting with policies and beliefs.

Kelman (1971: 40) proposed the following principles of language policy-making:

- Information: gathering solutions/recommendations from other countries, with a similar situation;
- Formulation: finding solution to the problem;
- Experimentation: testing the solution;
- Determination: decision-making; and,
- Implementation: application of the policy.

This researcher believes that, in the practice of language policy, all languages should be treated equally and fairly, and people should support the notion of multilingualism, and value their own languages. With Shohamy's (2000: 45) definition of language policy, one deduces that language policy is the decision taken by those who rule, concerning language usage, taking that decision through to legislation.

According to Cooper (1989: 33), language policy should include the following stages: *status planning* (the usage of official languages, for example, for communication purposes or as media of instruction); *corpus planning* (deals with new terminology and spelling); and, *acquisition planning* (to have more speakers, and new words).

Weinstein (1990: 123) says that if the languages that are provided for the society are not used in official domains, then that language policy should be reviewed. Weinstein views language policy as a matter of considering the ethical, political and legal importance of authorities around the world. Even though Weinstein says that, if proposed official languages are not used by the communities, then such a policy on languages should be revised. Language policy

should remain an effective tool of guidance on how to use all the official languages within a given country, or area.

Language policy plays a crucial role in society. It provides guidelines to the people, as to how to speak, pronounce, read, and write (orthography) their languages. In most cases, language policy is formulated to solve linguistic problems. The language professions often derive from language policies.

2.3.2 *Language in Education Policy*

As the term, *language policy*, has been defined, the researcher sees language-in-education policy as the guideline according to which languages should be used and taught in schools. Of all the areas in which language policy is applied, the most important is the school, because that is where a career in languages is initiated. Kelman (1971: 44) sees a problem in government choosing a certain language to be an official language, because it puts other languages at risk. His suggestion is that the language that is selected should serve all people equally.

According to Spolsky (1974, in Rabapane 2010: 17), there are many questions on the issue of language in education policy. There is the question of which language should be used as a medium of instruction, since not all learners will be familiar with the language that a particular school selects.

Spolsky (2004: 46) observes that the languages spoken at home are usually unwritten, and schools almost universally aim to develop literacy in a written form of language which is standardised. This fact is seldom taken into account by advocates of mother tongue instruction, who assume that, because the variety often has similar names as a written language, it is, in fact, the same. The language spoken at home is likely to be a local variety, while the language at school would commonly be regional, or national.

2.4 Language Planning

In any discussion on language policy literature, authors normally treat language policy and language planning as one. Bugarski (1992: 8) defines the two as follows:

> ‘The term language policy refers to the policy of a society in the area of linguistic communication. That is the set of positions, principles and decisions reflecting

> that community's relationship to its verbal repertoire and communication potential. Language planning is understood as a set of concrete measures taken within language policy to act on linguistic communication in a community, typically by directing the development of its languages.'

Fettes (1997:14) shows a link between language policy and language planning:

> 'Language planning … must be linked to the critical evaluation of language policy: the former providing standards of rationality and effectiveness, the latter testing these ideas against actual practice in order to promote the development of better… language planning models. Such a field would be better described as language policy and planning (LPP).'

The first use of the term, *language planning*, in scholarly literature is usually attributed to Einar Haugen's study of language standardisation in Norway, in which he wrote that:

> 'By language planning, I understand the activity of preparing a normative orthography, grammar and dictionary for the guidance of writers and speakers in a non-homogeneous speech community. In this practical application of linguistics knowledge we are proceeding beyond descriptive linguistics into an area where judgment must be exercised in the form of choices among available linguistic forms (Haugen, 1959:8).'

In introducing the term, language planning, in the late 1950s, Haugen's aim was to change the linguistic behaviour of a speech community.

Kaplan and Baldauf (1997: xi) see language planning as 'an activity, most visibly undertaken by government […] intended to promote systematic linguistic change in some community of speakers'.

Haugen (1966: 50) developed a useful framework for the description of the process of language planning, which consists of four stages: selection (selecting a language for a certain purpose in the society, e.g., the language use in a school); codification - the establishment of a language standard or model for a selected code of language. This stage is divided into three steps:

graphisation (developing a writing system); grammaticisation (deciding on the standard of grammar); and, lexicalisation (identifying the vocabulary) (Haugen 1987: 625).

The third stage is implementation, whereby books, pamphlets, newspapers, textbook, etc., are changed to meet the new language standard, and also introducing it in the educational system (Haugen, 1983, in Cooper, 1989). The last stage is elaboration, whereby new terms that have been developed are used in the way the society would be used to them. Elaboration is the stage that grows every day.

Haugen (1987: 626) posits that language planning starts with the opportunity of choosing between a number of language options. To choose certain language varieties over others, and promote them as being 'the norm', is the base of most language planning activities.

According to Cobarrubias (1983: 63), there are four overarching language ideologies which motivate decision-making in language planning. These ideologies are: linguistic assimilation; linguistic pluralism; vernacularisation; and, internationalism**.** Expanding on the four overarching language ideologies, Cobarrubias says that linguistic assimilation is the belief that every member of a society, regardless of their native language, should learn and use the dominant language of the society in which they live. Linguistic pluralism emphasises the learning of other languages in society, and involves the ‘coexistence of different language groups and their right to maintain and cultivate their languages on an equitable basis' (Cobarrubias, 1983: 64). He mentions India as an example of a country with an assimilative language policy. India has sixteen officially recognised languages, and most of these are used on a regional basis, with only English and Hindi being used nation-wide.

Cobarrubias (1983: 66) explains the second ideology, linguistic pluralism, as appreciating and supporting multiple languages within a society. The third ideology, vernacularisation, explains the re-build and development of an indigenous language, together with its approval as an official language by the country. The last ideology is internationalisation, which explains the taking on of a non- indigenous language of a ‘wider communication’, either as an official language, or for education or employment purposes.

Scotton (1978: 730) states that the choice of a foreign language as an official language should be 'uniformly unfair' to all citizens; therefore, choosing an indigenous language would give an

advantage to one ethnic group. Scotton's opinion is that, if one language was given official status, it would be advantageous to speakers of the-said language, and speakers of other languages may feel their languages are considered inferior.

According to the German linguist, Heinz Kloss (1967: 29), there are two forms of language planning; namely, *corpus planning*, which is concerned with the internal structures of a language (about language) – and *status planning*, which refers to all efforts undertaken to change the uses and functions of a language in a given society.

Haarmann (1990: 26-103) mentions two more dimensions of language planning: *prestige planning* and *acquisition planning***.** According to Haarmann, prestige planning is focused on creating positive attitudes toward a language, which is very important for the long-term goal of language planning. When the planner wants to raise the status of the language that was previously regarded as inferior, they should use prestige planning to promote it. If the planner aims to increase the status of a language in society, they should, firstly, consider improving the prestige of that particular language.

Cooper (1989: 157) provides an example of acquisition planning: 'cultural institutions such as the British Council or the Goethe Institute are set up and supported by their respective governments to promote the learning of English and German as a second language in other countries'. The action of spreading and promoting the learning of a language is considered acquisition planning.

The commonly accepted definition of language planning is that it refers to all conscious efforts to affect the structure or function of language varieties. The efforts may involve the creation of orthographies, standardization and modernisation programmes, or allocation of functions to particular languages within multilingual societies. According to Tollefson (1991: 16), language policy is 'the planning of language by the government'. In summarising Tollefson's definition of language planning, one can suggest that language planning means the institutionalisation of language as a basis for distinctions among members of a social group.

2.5 Attitude and Language Attitudes

2.5.1 *Attitude*

Chave (1928: 364) sees *attitude* as 'a complex of feelings, desires, fears, convictions, prejudices or other tendencies that have given a set to act to a person because of varied experiences'.

According to Bogardus (1931: 62), attitude 'is a tendency to act toward or against something in the environment which sometimes could either have a positive or negative value'. Bogardus sees attitude as a behaviour which could be positive or negative toward people, objects, events, activities, and ideas, or anything else that may be around you.

Allport (1935, in Baker, 1992: 11) says that attitude is 'a mental state of readiness, organized through experience, exerting a directive or dynamic influence through the individual's response to all objects and situations with which it is related'. Allport sees attitude as a person's mindset which is determined by their past circumstances and experiences.

Ajzen (1988, in Baker 1992: 11) defines an attitude as 'a disposition to respond favourably or unfavourably to an object, person, institution, or event'.

The position of the mind could be either supportive (positive attitude) or opposing (negative attitude). Many theorists have explained the term, attitude, but they all have in common that attitude is a behaviour to act 'positively' or 'negatively' toward a certain event, object, or anything that may surround you, which might have been caused by an experience in your past.

2.5.2 *Language Attitudes*

In the opinion of Edwards (1994: 97), a *language attitude* is 'a disposition to respond favourably or unfavourably to a language'. There are three dimensions to language attitudes, based on Plato's distinction between the *cognitive, affective* and *conative* components (Baker, 1992: 12). The *cognitive* component refers to the knowledge and/or thoughts that one has, regarding a certain language (when one communicates with speakers of that language in their own language). The *affective* component involves emotions that are attached to a specific language (or its speaker). The *conative* component can be defined as the actions of someone

prepared to accept or learn a language, their choice to either refuse to learn, or speak it, based on the two preceding components.

These three components have a link which connects each of them to one another; the connection will either be experienced as positive or negative. The cognitive component deals with people's perceptions, concerning a specific language. If their perception is negative, their attitude will be against that language group. The affective component deals with feelings, regarding a certain language; if there is a positive feeling about the language (and/or its speaker), it creates positive behaviour. The conative component is how these perceptions and feelings manifest themselves in the actions that follow.

This is supported by Ajzen (1988:22), in his analysis of the connection between these three components:

> 'The actual or symbolic presence of an object elicits a generally favorable or unfavorable evaluative reaction, the attitude towards the object. This attitude, in turn, predisposes cognitive, affective and conative responses to the object, responses whose evaluative tone is consistent with the overall attitude.'

A language attitude is regarded as 'any affective, cognitive or behavioral index of evaluative reactions toward different language varieties or their speakers' (Ryan, Giles & Sebastian, 1982: 7).

Holmes (1992: 16) mentions three levels of language attitudes. The first level is the attitude toward a social or ethnic group. The second level is the attitude toward the language of that group, and the third is the attitude toward individual speakers of that particular language.

As mentioned earlier, attitude is behaviour that can be supportive of, or opposed to, an idea, environment, or object. It follows then that, if one showed a dislike of a specific culture, the language and the people speaking that language, one may not be interested to learn that particular language. However, if, for example, someone admired a celebrity who spoke a language foreign to the admirer, it may encourage the admirer to learn the celebrity's language and culture, and to like the speakers of that language – thus, creating a positive attitude toward that particular language.

The researcher believe that attitudes can determine the outcomes of education - when a learner/student has a positive attitude toward a particular language, they would enjoy learning it, as well as the culture and history of that language. The opposite is also true - negative attitudes toward a language would alienate the learner from the culture and history of that particular language. A language teacher with a positive attitude toward a particular language could help change the negativity of learners toward that language; but, if the language teacher had a negative attitude, this would be even more detrimental to the language, and its culture. With reference to this, a positive attitude toward languages means a positive attitude toward the language professions, and toward language students.

2.6 Motivation in L2 Learning

Gardner (1985: 10) defines *motivation* as the combination of effort, plus desire to achieve the goal of learning languages, plus a favourable attitude toward learning the language. He adds that 'individuals who are truly motivated not only strive to learn the material but also seek out situations where they can obtain further practice'. The question is how this motivation in L2 promotes language learning. The answer to this question is provided by Masgoret, *et al*. (2003: 172):

> '…learning a second language requires the adoption of word sounds, pronunciations, word orders, and other behavioral and cognitive features that are part of another culture. Individuals who want to be identified with the other language group will be more motivated to learn the language that individuals speak.'

Maclntyre, *et al.* (2001: 462) define motivation as 'an attribute of the individual describing the psychological qualities underlying behavior, with respect to a particular task'.

Dőrnyei (2003: 173) posits that motivation is an internal driving factor which has external forces too.

In the researcher's opinion, motivation is what drives or inspires people to achieve or succeed in something. Gardner (2001: 1-19) postulated a revised Socio-Educational Model, suggesting four aspects of motivation; namely, external influences; individual differences; language acquisition contexts; and, outcomes.

Based on Gardner's Socio-Educational Model, there are three elements that could drive a person to learn a L2 - the first element is when a person who is motivated to learn a L2 pays attention to the new language, and puts in much effort in learning it; secondly, the person, who is motivated, strives to succeed in learning the L2; thirdly, the person, who is interested in learning a L2, enjoys the task of learning the language.

According to Gardner (2001), motivational orientations are divided into two basic types: *integrative* and *instrumental*. Most theorists agree with his explanation. Gardner (2001) suggests that integrative motivation is described by the optimistic behaviour of learners that are progressive toward the target language group, and willing to be part of the target language culture. On the other hand, instrumental motivation inspires the aims of learners in gaining accomplishment, socially or economically, through learning a L2.

In the second stage of Gardner's model, he introduces 'four individual differences', which are variables of: intelligence; language aptitude; motivation; and, situational anxiety. These differences are believed to be the most influential differences in second language acquisition (Giles & Coupland, 1991: 37). In Gardner's model, motivation is then observed as consisting of three elements: *effort*, *desire*, and *affect*.

Effort refers to a period during which a learner learns the language, and the determination that they exert. *Desire* indicates the time a learner spends in learning a language, and what they should acquire during that given time, while *affect* demonstrates the feelings of the learner toward learning that language. In sum, the inspiration for studying the L2 remains that motivation is an important variable, when examining successful second language acquisition.

There can be other reasons for learning an additional language, besides becoming a language practitioner; for example, learning an additional language for cultural reasons - for instance, interethnic marriages, whereby the man or woman tries to fit in by learning their partner's language.

2.7 Ethnolinguistic Vitality

Giles, *et al.* (1977, in Sachdev, 1995: 42) posit that *ethnolinguistic vitality* is 'what makes a group likely to behave as a distinctive and active collective entity in intergroup situations'.

From this, it is argued that those ethnolinguistic minorities that have little or no group vitality would, eventually, cease to exist as distinctive groups.

When simplifying the definition proposed by Giles, *et al.*, it can be said that ethnolinguistic vitality is what makes or influences a community of a particular language group to behave in a certain manner, when they are with the community of a different language group. If the community of a particular language group has negative attitudes toward the other language group, they would not see the importance of learning their language or culture.

The term, *ethnolinguistic*, may also refer to 'cultural linguistics' (Ferraro, 2006). Cultural linguistics refers to 'a related branch of linguistics that explores the relationship between language, culture, and conceptualisation'. According to Ferraro, it is the work of language practitioners to study the connection between language and culture, and the way different cultural groups see the world. In my opinion, there is a connection between language and culture - there is no culture that does not have a language, and there is no language that does not represent a culture; so, if one is missing, then the other falls away too.

Giles, *et al*. (1977, in Mann 2000: 406) declare that there are three dimensions of socio-structural variables which might influence ethnolinguistic vitality in a community; namely, demography; status; and, institutional support or control. Demographic factors are seen as elements relating to total numbers of group members, and the way they are spread throughout a particular urban, regional, or national territory. For example, Pretoria has different peoples with different cultures and languages. *Status factors* are 'factors relating to an ethnolinguistic group's social prestige, its economic and socio-historical status plus the status of its language and culture locally and internationally'.

Giles, *et al*. further explain institutional support/control as factors that influence group members to enjoy representation in, and control over, the several institutions of a community, in part of a region or a nation. According to Giles, *et al*.'s explanation, institutional support is what encourages the group or community to feel that they have control over certain areas in the community, such as religion, education, politics, the media, and cultural contexts in the community.

The three dimensions discussed above play an important role in contributing to the power of a language, and it is said that the more status, institutional support, and positive demographic factors present, the more the language of an ethnolinguistic group will gain power, and the 'more likely individuals are to behave as a member of a distinctive collective entity in intergroup situations' (Giles, *et al.*, 1977: 308).

2.8 Language and Economy

According to Grin (1996: 78), the economics of language refers to the paradigm of theoretical economics, and uses the concepts and tools of economics in the study of relations, featuring linguistic variables.

Friedman (1953: 3-43) sees the economics of language as a study of the 'determinants and consequences of language proficiency using the methodology and tools of economics'. Friedman sees it as the contributions and benefits of being multilingual to an individual economically; the ability to speak more than one language could enable people to earn an income, and support themselves economically.

According to Haugen (1987: 144), every language has a market value, which defines the values that an individual attributes to each language - there has to be a 'demonstrable material advantage (extrinsic motivation) to repay the effort necessary for language acquisition'. Djité (2006: 1-20) points out that 'Language choice and use in multilingual contexts show individuals and communities to be very active agents, whose language practices reveal an incredible capacity to empower themselves where and when it matters most'.

Wright (2002: 159) surmises that: 'In particular, we need to develop a much more refined and specific understanding of what is meant when people refer to language as a resource'. If something can accurately be described as a resource, then, by its very nature, it carries with it or attracts, at least in potential, the social motivation associated with the utilisation, development, or exploitation of that resource.

According to Grin (1996: 1), *resource* is fundamentally, an economic concept. Language, itself, is, fundamentally, a matter of social identity, political redress, and cultural reconstruction, issues to be pursued without reference to what might be called 'the economic life of language'. Language is an economic entity - what the economists call an economic "good" - as much as

any other social phenomenon. We do not have the option of ignoring its economic dimensions' (Wright, 2002: 159).

In the South African context, De Klerk and Bosch (1993: 209) proclaim that: "In most cases, the contact of modernity will be felt in at least a modest attempt at educated bilingualism, with an African language or Afrikaans being chosen for social and cultural reasons, while English is selected to satisfy career ambitions fuelled by economic aspiration''. They support the view that English is being presented as the language of opportunity, and that indigenous languages are being perceived as important, though mainly for socio-cultural reasons.

Effective mother tongue-based education teaches language and communicative competencies that are related to African multilingual economies - which are characterised by a small formal economic sector, and a large informal sector. The informal sector accounts for 75% of existing jobs, 80% of new jobs, and approximately 50% of national wealth. Most communication in this sector takes place in African languages (Walther, 2007: 30).

Okech (2002, in Ouane & Glanz, 2010: 18) states that African languages are used nationally and internationally. Multilingual education would create a demand for language practitioners, for example, to access information in the respective languages. Someone familiar with a specific language could lay the foundation for active participation in languages. There is a greater awareness of African languages in the Information Technology sector. International companies, such as Microsoft, have revealed that investing in African languages is beneficial to them, as it will enable them to reach the estimated 100 million Kiswahili speakers residing in six African countries. This shows that the business sector could develop terminology informally, when the need arises.

Other media, such as newspapers and cell phone companies, communicate with their customers about computer technology and telecommunication in Kiswahili, and software is being developed in Kiswahili and other African languages. The free online encyclopedia, to which users can contribute knowledge, will be developed in 200 languages, including African languages. The Kiswahili version is already online (sw.wikipedia.org/). UNESCO has a special program to make multilingualism in cyberspace a reality (Diki-Kidiri, 2008).

Canada has two official languages. In 2005, it produced the first language industry survey starting with small- and medium-sized firms in the translation, interpreting, and language training sector. The Canada language industry offers services, such as language training, language testing, translation, interpreting, dubbing, editing and writing, proof-reading, language technology development, and terminology development to its people (*Industry Canada*, 2006, cited in Ouane & Glanz, 2010: 19). With eleven official languages in South Africa, we could also provide these services to our society.

The creative sector is dependent on local and regional markets and producers, as well as for export. These markets are characterised by linguistic diversity, whereby African languages are highly relevant to the majority of African producers and consumers. Therefore, it is likely that strengthening the multilingual skills of the African population, and responding to the reality of linguistic diversity in Africa, will broaden and enhance the quality of these two industries.

As South Africa engages in foreign trade, tourism, and international co-operative projects, the number of jobs for fluent speakers of foreign languages increases. According to government statistics, more than a third of national departments have dedicated language sections. The number of staff in these sections ranges from one to fifty members. It was also found that the core business of departmental language sections is translation, interpreting, proof-reading, and editing. However, some sections are engaged in decision-making, regarding official languages, as well as administration and outsourcing of documents for translation and editing (National Departments with a language section, 2001).

2.9 The Language Situation in South Africa

During apartheid, South Africa was officially a bilingual country operating in Afrikaans and English languages only - African languages were not given the same status. Afrikaans and English were regarded as superior languages, and were used as languages of instruction, whereas African languages were merely taught as subjects. This is supported by Moyo (2002: 150), i.e., those Black South African languages were, to some considerable extent, regarded as ‘low languages’ during the apartheid era. People were discouraged from speaking their home languages, as there was no motivation for doing so - meaning your home language wouldn’t take you far. You would learn it, but you couldn’t use it.

The education system of that time was called *Bantu Education*. Its aim was to provide Africans with minimum educational skills, resulting in only semi-skilled employment opportunities. Black South African schools were overcrowded, many lacked classrooms, and learners attended class under trees. White learners were being taught in better classrooms, and received better education in a language they understood best. With all these unacceptable conditions given to Black South Africans, the apartheid government ordered that Black learners would learn 50% of their subjects in Afrikaans. Students were against this, and protested; such protests ended the lives of many students who were demanding good education (http://www.sahistory.org.za/politics_and_society).

Democracy came with many changes. South Africa has now moved away officially from being a bilingual nation to a multilingual one. South Africa now recognises all eleven official languages listed in the Republic of South Africa Constitution of 1996. Even though it recognises these languages, English is still the language of instruction. It has continued to play a leading role internationally as an important language of education, and as the language of choice for business, science, and popular culture (Platt, *et al*., 1984: 28).

With this (high) status given to English, it is now seen as the key to socio-economic advancement, and many people fail to see the value of their own indigenous languages (which they already know), since these languages are not linked to career opportunities. Most African languages in South Africa are perceived as important, mainly for cultural and social reasons, while English is presented as the language of opportunities, and selected to satisfy career ambitions fuelled by economic aspiration. This causes Black South African people to develop negative attitudes toward their home languages; they see no use in learning and using them.

According to Fardon and Furniss (1994, in Rabapane 2010: 15), South Africans prefer to use English for communication, and as a language of learning and teaching; this is because of the mindset that people have about English. The status that this language has in South Africa has caused people to undermine the value of African languages, and if the community undermines the value that African languages have, then learners in schools will not see the necessity of studying an additional language, i.e., their mother tongues. They would believe that there is no use in learning African languages.

Rabapane (2010: 15) cites the study by Strauss (1977), which explored the development of language in the economic world, and the implication of language as a profession. Strauss stated that South Africa's work economy of language is still limited; hence, this study endeavours to raise awareness on the language professions in African languages.

Kamwangamalu (2000: 59) argues that language should be a vehicle for cultural heritage. It should also become a vehicle for advancement opportunities, and be seen as 'fashionable'. It should be associated with important functions, like 'government work'; 'language spoken in parliament', and 'book publishing in indigenous languages'.

The current government acknowledges the importance of African languages. It is working hard on enhancing the promotion and development of the historically-marginalised indigenous languages, by implementing policies on the use of languages in South Africa. Each and every province has its own language policy that guides it on the use of specific languages.

2.9.1 *Language Policy in the South African Constitution*

According to Stats SA (2003), approximately 25 languages are used daily in South Africa by more than 44.8 million people. The majority of South Africans - almost 80% of the people - use African languages as their home languages. The ruling government has granted eleven languages official status.

After the apartheid government fell, South Africa entered into an era of democracy. The ruling government introduced the *Constitution of the Republic of South Africa* in 1996, which outlined a clear language policy of the country. It declares the rights of speakers of languages that were previously-ignored.

According to the Constitution of the Republic of South Africa, Act No.108 of 1996, the following is stated on the use of languages:

- 'In terms of section 6(1), the official languages of the Republic are: Sepedi; isiZulu; Setswana; siSwati; isiNdebele; Afrikaans; English; Sesotho; Xitsonga; Tshivenda; and isiXhosa';
- These languages must 'enjoy parity' and must be treated equally;

- The use of these languages must be improved, with government taking 'legislative and other measures' in monitoring the use of disadvantaged indigenous languages;
- Municipalities must take into account the language usage and preferences of their residents;
- Section 30 states that everyone has the right to use the language, and participate in the cultural life, of their choice, but no-one exercising these rights may do so in a manner inconsistent with any provision of the Bill of Rights;
- In section 31(1), it further stipulates people's rights, in terms of cultural, religious and linguistic communities, and in section 35, it states that an arrested/detained and accused person has the right to communicate in the language they understand, and if that has complications, an interpreter should be presented to assist with the language of that individual's choice.
- By supporting this policy, an organization, *Pan South African Language Board* (PanSALB), was established to promote multilingualism, the development of languages, and the use of official languages. PanSALB was not the only organisation formed to monitor language use. A framework, called the Language Plan Task Group, was also formed to encourage the use of the indigenous languages as official languages, in order to foster and promote national unity.

The policy is based on strengthening the nation in multilingualism and multiculturalism. In order to encourage the promotion of disadvantaged languages, such languages and their cultures need to be acknowledged.

This Constitution is a guideline for all employers who wish to implement their own language policy at their workplace. The language policy and planning for South Africa (2000) set their goals to ensure that all South Africans have the freedom to exercise their language rights by using the official language(s) of their choice in a range of contexts; to provide for the learning of South African languages by all South African citizens; and, building capacity in the field of language and technology for all South African languages. Through their goals, we can sense the promotion of multilingualism, and support for the language professions.

What is stipulated in the Constitution gives the impression that the policy is an attempt at promoting the language professions, and, in this way, creating language jobs.

2.9.2 *Language in Education Policy in South Africa*

The Department of Education (DoE) introduced a policy document, entitled: 'Language in Education Policy' (LiEP); the goal was to emphasise multilingualism, and, in doing so, to contribute to building a 'non-racial' South Africa. They had in mind that the learner's home language should be used for learning and teaching, and those learners should be encouraged to learn additional languages. LiEP only deals with language issues in schools, the choice of the languages of learning and teaching in public schools, school curricula, and the language-related duties of provincial departments of education, and school governing bodies.

To reiterate, African languages were not used as the first languages in schools. This presented the awareness that the priority area for language policy development was in education, because that is where careers are shaped.

According to the South African School Act (1996: B-32), all learners must be educated in one approved official language as a subject in Grades 1 and 2, i.e., in their home languages. From Grade 3 onwards, they should have one additional official language as a subject, which, in most cases, would be English, or Afrikaans. Kamwangamalu (1997: 239) claims that language education policy is meant to function as a bridge that links colour, language, and religion, and that creates respect for other languages in the society. This means that school is a meeting point where learners from different cultures, religions, behaviours, and lifestyles meet; by so doing, language would be a unifying factor.

De Wet, Niemann, and Matsela (2001: 45) observe that government uses language in education policy as a tool for building a non-racial nation in South Africa. However, it becomes a problem for schools that do not teach African languages, as the ideal is not realised as projected. Kamwangamalu (1997: 239) has a similar view, when he points out that the language education policy is intended to process communication across the barriers of colour, language, and religion, while it creates a respected environment for all languages in the society.

The South African School Act (1996: 15) states that, in all public schools, the school governing bodies propose the language policy of the school, taking the South African School Act of 1996, and the Constitution of South Africa (1996), into consideration; no form of racial

discrimination may be practised in implementing policies determined under this section (South African School Act, 1996: 16).

The working group on values in education (2001) identified multilingualism as one of the six basic values that must be promoted through the education system. They added that the most important values they wish to further propose to the learning area are, firstly, the importance of studying in the language one knows best, i.e., receiving lessons in the learner's home language. This is referred to as 'mother tongue education'. Secondly, but equally important, is the fostering of multilingualism. The first value strongly emphasises that mother tongue education holds an advantage for learners. By so doing, this would create jobs for language graduates, as schools will need more language teachers.

Referring to the Constitution of South Africa, Act No. 108 (1996: 15), it is stipulated that 'everyone has the right to access any information held by the state'. This gives everyone an opportunity to receive education in any of the eleven official languages. This is also a positive development, as languages were not treated in this manner under the previous government.

The South African School Act (1996: 15) stipulates that 'the language of learning and teaching in a public school must be an official language'. This indicates that learners will understand the lesson better, because it will be presented in the language they understand best. It is then illustrated that African languages are valued more in Black communities, as stated in the School Act.

2.9.3 *Language Attitudes in South Africa*

According to Mncwango (2009: 51), language in education policy is meant to promote the use of learners' first language(s), together with English as a medium of instruction. Webb (1996: 175-190) claims that most African parents prefer English as a medium of instruction for their children in primary school. Heugh (2000: 12) also remarks that parents prefer English as medium of instruction to mother tongue instruction. Despite having the option of mother tongue instruction for their children, most Black parents choose 'English-mainly' or 'English-only' as language of instruction. Brand (2004) concurs, when he says that 'the dynamics of injustice shifts from race as a boundary marker of privileges such as job opportunities and mobility to English as a marker of opportunity and privilege'. Brand's words explain that, in

current times, one is employed because of the language one speaks, rather than the colour of one's skin.

According to a study carried out by Barkhuizen (2001), on behalf of PanSALB, learners of isiXhosa as a first language in Western and Eastern Cape secondary schools had positive thoughts about the worth of English; they believe that knowing English will make finding employment easier, and also for further studies. They had many other reasons for rating English highly, and the only areas in which isiXhosa ranked higher in the study were in the aspects of peer group, family and community life. Besides its 'low instrumental value', many of the learners thought that there is no point in learning isiXhosa, because they already knew it. However, most of them saw the importance of studying isiXhosa at their school for 'integrative reasons' (only to be part of the community).

As mentioned earlier, attitude is a latent behaviour that can be supporting or opposing toward an idea, environment, or object. There are several factors that influence people to behave differently; they can be described as social, economic, or political. An example of this would be the negative attitudes toward the Afrikaans language, as a result of how apartheid affected Black people in South Africa. In contrast, most people today have positive attitudes toward the English language, because it is considered the language of business, and a primary medium of instruction. English is valued, because of the benefits it has in knowing it, and learners/students do not only acquire the language, but also adopt Western cultures, because of the perception that English is the language that opens doors to new opportunities.

In doing so, Black South African languages are being marginalised even further. The only remedy to improve the negative attitudes toward Black South African languages is to support them, and to create awareness of the opportunities they present in the democratic system of today. Palazzo (1990: 142) observes that 'when students acquire a second language, they acquire a second culture'.

2.9.4 *Motivation in Learning a Second Language in South Africa*

The history of Black South African languages is the reason people are not proud of their own languages and cultures. People prefer to learn English as their first language, because of its benefits. There was no use in encouraging people to learn other African languages, because

there were no opportunities or values attached to learning them. The current South African government encourages people to be proud of their indigenous languages and cultures. Now, there are opportunities for learning African languages, and people have the right to receive any information in their own language. Multilingualism is promoted, and since the government stated that all languages must be treated and used equally, this has motivated people to learn languages.

In the new South Africa, tourism has grown, creating employment opportunities for multilingual individuals. Many students recognise the importance of English as the official language, and as a *lingua franca* for the new South Africa, but still recognise the importance of knowing at least one other language, and the opportunities that come with being a multilingual person. Universities and higher education colleges have recently started establishing departments of Applied Languages, and students enrolling on these courses promise another opportunity for language practitioners as lecturers.

However, many Africans have reasons to acquire a second language; the reasons could be ecological, political, and/or economic. On the education side, students of non-Western countries generally need to learn a Western language as that language opens educational, political, and economic doors. Although English was, at first, an imposed language, it gradually became an acceptable common international language. People in Africa, and almost everywhere in the world, acquire not only the language, itself, but also the traditions that go with it.

Palazzo (1990: 142) emphasises this point by observing that students, who acquire a second language, also acquire a second culture, and, thus, an alternative tradition of thought and expression - a tradition which usually proves very useful. A related point - people are highly motivated, and, consequently, often more successful in acquiring a second language when they feel positive toward those who use it (Holmes, 1992: 345).

2.9.5 *South African Languages and Ethnolinguistic Vitality*

As the term, *ethnolinguistic vitality (EV),* has been defined as what makes a group likely to behave as a distinctive and active collective entity in intergroup situations, it was also stated that there are three dimensions of socio-structural variables which might influence the strength

of EV in the community; namely, demography, status, and institutional support/control *(*Giles, *et al*. 1977, in Mann 2000: 406).

In the South African context, referring to these three dimensions, the speakers of a language which has a low social and economic status are likely to switch over from that language to a language with a higher status. Black South African languages are usually rated low in status, low economically, but not emotionally, whereas the African languages carry so many opportunities, nationally and internationally, with a wide range of functions in social and private places (Rudwick, 2004: 3-4). The status of African languages in South Africa compares unfavourably to that of English. Rudwick says the status of English is affecting other languages, as one needs to be proficient in English, in order to succeed professionally and economically.

Rudwick (2004: 3-4) disagrees with the EV variable of 'demographics', as provided by Giles, *et al.* (1977: 307). Rudwick points out that 'Giles *et al*. (1977) did not take into account that a minority group in terms of numbers can be a majority group in terms of power, with the consequence that its vitality is low and the strength measurement would be turned upside-down'. Rudwick bases his argument on the census database (2001), which showed that isiZulu has a greater number of speakers than any of the other African languages; yet, it is used less than English which has a much smaller percentage of speakers, but used in many domains. This poses a problem for African language speakers, as they view their languages as of lesser importance. It is a fact that many parents, who have the financial means, prefer to enroll their children in multiracial schools where learners are taught in English and/or Afrikaans only.

The third factor is institutional support/control, which refers to a community being in control of areas, such as the media, education, and religion, among others. In South Africa, English is prominent in the media, education, religion, and so forth, despite the fact that eleven languages have been granted equal official status. The Parliament of the Republic of South Africa uses English to communicate, but there are a small number of speeches made in certain indigenous African languages, and this creates jobs for language practitioners (Kamwangamalu, 2000: 50). Rudwick (2004: 4) says that places of religion used to be strongholds for mother tongue speakers, but they are slowly disappearing, due to code-switching in recent times.

The reality is that African languages are not given economic and instrumental value, despite the fact that our Constitution stipulates that all eleven languages should be used officially, and that every citizen has the right to speak their mother tongue, where and when they choose to. It also encourages people to learn other languages, and supports the building of a multilingual nation.

2.9.6 *Language and Economy in Gauteng Province*

This sub-section will focus on how our languages could be used, as I believe the economic value of languages is that we can use them in different domains. This study focused only on the Pretoria area, which falls under the province of Gauteng. Gauteng province has a land area of 1.4% (Census 2001); it is the smallest province in all of nine provinces, but it has the largest population. This province has 73.8% of Black people residing in it, and it is the fastest growing province. Black people are in the majority in all provinces, except in the Cape. They constitute more than three-quarters of the population in South Africa. The main languages in Gauteng are all the eleven official languages. Even though it is the fastest growing province, there are still both educated and uneducated people residing there.

Pretoria has thousands of banks where citizens save and deposit their money. It also has municipalities in various areas within Gauteng where old and young citizens receive their rates' statements and lodge any complaints they may have. There are also many malls for everyday shopping. These facts notwithstanding, it is very rare to find information, monthly statements, bills, and sales advertisements, written in the language most spoken in the area; yet, we have been given the right by our government to use our indigenous languages.

This description of Gauteng can create the impression that a province, like Gauteng, could hire millions of language practitioners to edit, translate, and interpret, to name a few possibilities. The Constitution of the Republic of South Africa (1996) stipulates that all official languages in the country should enjoy equal status. No language or culture should be disrespected. Despite that decision, some languages are still preferred in most local areas.

In the case of Pretoria, most languages are spoken, but the study used respondents from Soshanguve, which is a multicultural area where many different people speak different languages. Even though it is a multicultural area, residents receive information in English, and not in at least one of the African languages. This study is a means to create awareness on the

language professions, and to make the society aware that they have the right to receive any information in their language of preference.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

There are various approaches that guide us in carrying out research which depend on what the researcher wants to explore and achieve. In this chapter, the focus is on the methods and instruments employed in the study to collect, evaluate, and interpret the data, as well as profiles of the respondents sampled.

3.2 Research Approaches

This study used quantitative and qualitative research approaches. A quantitative research approach requires that the data collected be quantified in numbers. There are numerous methods within a quantitative research approach; namely, descriptive, experimental, exploratory and explanatory research (Struwig & Stead, 2001: 7).

This study is exploratory, because the researcher wanted to develop some initial ideas on careers and employability in studying languages. The researcher believed that careers in languages are not well-known, when compared to other careers in the society we live in. Exploratory research investigates a problem about something that is not well-known, and the aim is to develop and clarify the ideas (Struwig & Stead, 2001: 7).

Qualitative research, on the other hand, is more concerned with understanding social phenomena from the viewpoint of the respondents (White, 2005: 81). This could happen through the researcher's participation in the daily life activities of those under study, which would enable the researcher to develop an explanation from the data. This view is supported by Cresswell (2003: 181), who says that a qualitative research approach takes place in a normal environment, and could happen in a place, such as at the home, or the office, of the participant.

Mokgokong (2004: 5) says that qualitative research is usually used when a researcher's aim is to understand human behaviour. Since the study is concerned with measuring the level of awareness on the careers and employability of language practitioners, a qualitative research approach was well-suited for the study, as it is more concerned with exploring and understanding people's attitudes.

3.3 Research Methods, Instruments and Procedures

According to Oppenheim (2001: 6), 'methodology' is regarded as instruments and measurements that are appropriate, valid, and reliable in building a study. Crotty (1998: 216) suggests that a research method can be either qualitative or quantitative, or both, regardless of the type of research that is engaged in. According to Leedy (1993: 243), McMillan and Schumacher (2001: 40), and Holliday (2002: 2), quantitative research is the gathering of data in numerical form which can be put into categories, or in rank order, or measured in units, aiming to provide statistical descriptions, relations, and explanations. This type of data can be used to construct graphs and tables.

According to Cresswell (1994: 2), qualitative research is any information that the researcher gathers that is not expressed in numbers; it includes information, such as words, pictures, drawings, paintings, etc. Bogdan and Taylor (1975: 4, in Clarke, 1999: 531) maintain that qualitative research refers to research procedures which produce descriptive data: people's own written or spoken words and observation behavior, and the data usually consist of the words or actions of research respondents, gained through interviews, observations, etc.

This study used both quantitative and qualitative methods, since they serve the purpose of the study well, and using both methods would help the study to have more information, and be able to answer the research questions (Crotty, 1998: 216). Without a research methodology, it may be practically impossible to do any research, because the methodology of a research project/study gives the researcher the ability to plan their research correctly.

There are advantages and disadvantages in using both qualitative and quantitative research methods. According to Reichardt and Cook (1979, in Rananga, 2008: 90), the advantages of using both qualitative and quantitative research methods for the same aim balance each other out, and provide more in-depth information, rather than using one research method for information, and since every researcher has their own favourite method, using both methods helps the researcher to triangulate on the underlying truth.

Reichardt and Cook (1979) outline the disadvantages of using both qualitative and quantitative research methods, e.g., the cost; also, working with both qualitative and quantitative research

methods requires much time. It equally needs training to work with both methods - something most researchers don't have.

Two data-gathering methods (questionnaire and interview) were developed for the purposes of this study. The questionnaire was developed for the requirement of quantitative data, and interview questions were composed for the requirement of qualitative data.

Cohen (1989: 111) lists the following points as advantages of using questionnaires:

- A written questionnaire prevents unfairness, and assures anonymity;
- A written questionnaire is affordable as a means of data-gathering, and even if the target population is non-contactable, the researcher can make use of email to send the questionnaire, and the collected data can be more easily analysed and interpreted than data obtained from verbal responses; and,
- Questionnaires give a respondent more time to think before answering.

Kindder and Judd (1986: 223) and Mahlangu (1987: 84) have the same opinion, concerning the disadvantages of using a questionnaire:

- Respondents can ask relatives to answer the questionnaire, which would cause bias, if the respondent's own private opinions are desired.
- Written questionnaires do not allow the researcher to correct misunderstandings, or answer questions that the respondent may have.
- Questions can be answered only when they are sufficiently easy and straightforward to be understood with given instructions and definitions.
- Questionnaires could be costly, as stationery and postage are required.
- Some questionnaires may not be returned, as respondents may not be interested.

The two most important characteristics of any measurement procedure are reliability and validity. *Reliability* is defined by Struwig and Stead (2001: 138) as the extent to which the results are accurate, consistent, or stable. This means reliability is the stability of results used more than once. If the method gives the same results over and over again, it would be deemed reliable. According to Struwig and Stead (2001: 138), *validity* refers to the extent to which the instrument measures what it is intended to measure. Validity could also mean what is claimed

by the researcher that the instrument used would measure (for example, attitudes, etc.) is, indeed, what is measured (Blaxter, Hughes, &Tight, 1996: 200).

3.3.1 *The Questionnaire*

A questionnaire was regarded as a very important instrument for this study, because it serves as a measuring instrument. According to Denscombe (2007: 153), there are three things that make up the questionnaire: firstly, a questionnaire must consist of a written list of questions to which respondents choose the answers that suit them, or give their opinions; secondly, the questions or statements that are listed must be suitable to them; and, the information gathered should be analysable.

The questionnaire used consisted of direct written questions which were divided into three (3) sections; namely, Section A (Personal Information on the respondents) - so I could have an understanding of their backgrounds; Section B had open and closed type questions. These types of questions were used, because they helped the researcher to see how respondents perceived this research topic, their levels of awareness on language careers, and what their perspectives were, concerning the profession of Language Practitioner.

Section C was a Likert Scale type of statements evaluations. The respondents were given a set of options to choose from. Respondents had to evaluate statements, using a scale of: 1= totally disagree; 2=disagree; 3= not sure; 4=agree; to 5=totally agree. The Likert Scale type statements are considered the best way to measure attitudes and awareness among people (Mouton & Marais, 1992: 4).

The study sampled Language Practice students, Language Lecturers and Language Practitioners at the workplace (Department of Arts & Culture, [DAC]; Government Communications and Information System [GCIS]; and, the Pan South African Language Board [PanSALB]). The study sampled both females and males with an age range of between 20-64 years.

Struwig and Stead (2001: 52) define a *population* as groups, organisations, or human products to which you want to generalise the results of a study. The selection of the sample is very important, as it is impossible to collect views from every single person, regarding a research

problem. In order to get information, a researcher would take a small number of people to be investigated, and that small number of people would represent the entire population.

The term, *sampling*, is explained by Bogue (1998: 78), and De Vos (1991: 60) as when a researcher selects a portion from the whole population, in order to make conclusions on behalf of the whole. The main purpose of sampling is to reduce the time and money that would have been spent, if the entire population were studied. Yet, the researcher must still realise that the data from the sample must be accurate, because it is a representation of the entire population.

There are two main types of sampling methods; namely, *probability* and *non-probability* sampling (Struwig & Stead, 2001: 112). The study used non-probability sampling, because there was no assurance that each participant in the population would be selected. Those who were available, and willing to participate, were considered (Leedy, 1997: 204; Fink & Kosecoff, 1998: 39; Neuman, 1997: 204).

According to Struwig and Stead (2001: 11), non-probability sampling has five types; namely, convenience sampling; quota sampling; snowball sampling; self-selection sampling; and, purposive sampling. The study used two types of non-probability sampling: quota sampling, and self-selection. Quota sampling chose participants, according to characteristics; for example, age, income, status, gender, etc. This meant that, to be included in this method, you needed to comply with what characteristic was required, e.g., 10 males in the age range of 20-25 years; BTech. language student, etc. Self-selection occurs when a researcher allows an individual to choose if they wish to take part in the research. This could be done by publishing the research through the media, or asking them to be part of the research (Welman, *et al.*, 2005: 69).

The researcher distributed 90 questionnaires amongst respondents with differences in sex, age, home language, occupation, and other languages they used. The study used quota and self-selection sampling. Students, lecturers, and language practitioners were selected, according to their occupations, using quota sampling. A self-selection sampling method was used on the Soshanguve community.

When deciding on a sample size for a study, the following aspects should be considered: degree of sample error that is tolerable; the sampling procedure; and, the sampling error for sub-groups that are of particular importance (Weisberg & Bowen, 1977: 37).

3.3.2 *Interviews*

An interview refers to a dialogue situation - a give-and-take situation between researchers and respondents, and much detail can be obtained through interviews, as the respondent is allowed to talk until they exhaust a particular topic (Forcece & Richer, 1973: 169). The aim of interviews is to see the world through the eyes of the participant.

An interview allows the researcher to understand the meanings people attach to their everyday activities (Marshall & Rossman, 1995: 80). In research, there are three main types of interviews: structured, semi-structured and unstructured interviews (Welman, *et al.* 2005: 165). A structured interview was used. A tape recorder was used to record the interviews, and, important notes were written down.

According to White (2005: 145), the procedure and content of a structured interview are organised in advance. The researcher poses each question, and records all the interviewees' responses, while taking notes. Bell (1993, in Rananga, 2008: 103) says there is a need to take notes, even though a tape recorder is used. Note-taking plays a major role, in case something happened to the recorder (battery died, or the record got lost).The tapes were later transcribed, so as to establish a record of the collected data.

During an interview, the researcher should know how to deal with some of the situations, as people have different views and behaviour. The researcher should know how to manage different interview situations. Taylor and Bogdan (1998: 98) point to some aspects of managing different situations in interviews: being non-judgmental to the interviewee; the interviewer has to let people talk (patience); and, the interviewer should pay attention, in order to see things in a new and different way.

There were 11 interview questions (see Addendum B), which looked at:

- The awareness and promotion of careers in African languages (i3, i4, i14, i9, i11);

- Attitudes toward the South African language policy and language professions (i1, i5, i2, i10); and,
- Technology and the language professions (i8, i7, i6).

3.3.3 *Data Collection Procedures and Analysis*

According to Gaffane (2005: 81), data collection is the 'process of collecting information for a specific purpose; usually, data consists of individual or group information'. She further adds that the most important guideline for improving data quality is to record and report the process by which data are generated.

The researcher received a letter of authorisation to conduct research on the University of Technology (UoT) staff and students. The researcher then wrote letters to request permission to conduct research at the Government Communication and Information System (GCIS), the Department of Arts and Culture (DAC), and the Pan South African Language Board (PanSALB). Appointments were secured with the respondents to talk to them face-to-face, telephonically, and via email for date, time and place for filling in the questionnaires, and conducting the interviews.

The researcher read and explained the consent form before the respondents could participate in the research. It is stated by De Vos, *et al.* (2002: 65) that every person who takes part in a study should sign an informed consent form, which gives details about the researcher. Questionnaires were handed out, and a date was set for the collection. In the aforementioned departments, questionnaires were sent via email to the UoT staff, and personally handed to students during their lectures. Questionnaires were handed out personally to members of the Soshanguve community. Interviews were set with some respondents, while the researcher handed out the questionnaires.

There are two types of statistics for analysing quantitative data; namely, descriptive and inferential statistics. This study used descriptive statistics to analyse the data collected. Jaggi (2003: 1) says 'descriptive statistics gives numerical and graphic procedures to summarize a collection of data in a clear and understandable way whereas inferential statistics provides

procedures to draw inferences about a population from a sample'. Descriptive statistics was chosen because it offers very simple summaries of the sample, and it seemed a suitable method to analyse the quantitative data collected. To analyse the qualitative data (interviews), the researcher did the following: coded the collected data; sorted the data into categories; made transcriptions of interviews data; and, lastly, interpreted the recorded data.

3.4 Respondents' Profiles

A total of 90 questionnaires were handed out. The overall response rate was good, as 72 out of 90 questionnaires were returned, meaning only 18 questionnaires were not completed, or returned.

Forty language students were targeted for this study who were divided into two groups. First year Applied Languages students were given 20 questionnaires - which were all returned. The other 20 were given to BTech. Applied Languages language students, but only 18 were returned, making a total of 38 (out of 40). In the Department of Applied Languages, 10 questionnaires were handed to the lecturing staff, and all the questionnaires were completed, and returned. At the GCIS, 10 questionnaires were handed out, but only 4 were returned. At PanSALB, 10 questionnaires were handed out, and no single one was returned - which affected the study. Ten questionnaires were given to the DAC, and all were completed, and returned. In the community of Soshanguve, all 10 questionnaires that were handed out were returned completed. Although the response rate was low from the language practitioners, conclusions researched on the research questions investigated.

The study had 4 target groups which were selected, using quota and self-selection sampling. The groups were: Language Practice students; Language Lecturers; Language Practitioners; and, parents from the Soshanguve community. The students were full-time registered Language Practice students in the Department of Applied Languages, and the language lecturers were from the same department. The language professionals were from the GCIS, PanSALB, and the DAC. The community members were from the Soshanguve area near the UoT campus.

The table below indicates a higher response rate for females than for men. As stated in Stats SA (2010), half of the population in South Africa are females. The study targeted both women and men, because the researcher wanted the opinions of both sexes.

The largest age bracket of the respondents was that of those between the ages of 20-24 years. This age group represents 33% of the entire sample. The lowest percentages of respondents, as shown in the table below, were respondents between the ages of 50-59 years (3%).

Table 3.1: Questionnaire Respondents' Profiles (N=72)

VARIABLE	CATEGORIES	FREQUENCIES	PERCENTAGES
Sex	**Female**	**37**	**51**
	Male	35	49
Age Range (in years)	**20-24**	**24**	**33**
	25-29	19	26
	30-34	06	8
	35-39	06	8
	40-44	06	8
	45-49	06	8
	50-54	03	4
	55-59	02	3
Home Language(s)	**Sepedi**	**20**	**28**
	Setswana	17	24
	IsiZulu	13	18
	Tshivenda	09	13
	Xitsonga	08	11
	IsiXhosa	02	3
	IsiNdebele	01	1
	SiSwati	01	1
	Sesotho	01	1
Multilingual		**60**	**83**
Monolingual		12	17
Occupations	**Language Practice students**	**38**	**53**
	Language Practitioners:	14	19
	Language lecturers	10	14
	Community respondents (Employed):	07	10
	Community respondents (Unemployed):	03	04

The table also shows that most of the respondents were Sepedi speakers (28%), while the lowest numbers of respondents were Ndebele, Sesotho, and SiSwati (1%), meaning the researcher was able to find one participant for each language. It was not the aim of the study to find equal numbers for each of the official South African languages. A study could be carried out on how independent languages view their own languages. However, a total of 17% of the respondents claimed to be monolingual, whereas the majorities were multilingual.

Table 3.2: Interview Respondents' Profiles (N=10)

The following coding system was used to label the interview respondents:

Occupation	Sex	Age	Home language	Interviewee codes
Student	Female	23 year old	Setswana	**Sf**
Student	Male	26 years old	Sepedi	**Sm**
Lecturer	Female	27 years old	IsiZulu	**Lf**
Lecturer	Male	28 years old	Sepedi	**Lm**
Security officer	Male	37 years. old	Xitsonga	**SCMm**
Domestic worker	Female	42 years. old	Sepedi	**SCMf**
Language practitioner	Female	31 years old	IsiZulu	**LPf1**
Language Practitioner (intern)	Male	29 years old	Tshivenda	**LPm1**
Chief Language Practitioner	Male	41 years old	Setswana	**LPm2**
Principal Language Practitioner	Male	43 years old	Setswana	**LPm3**

The information contained in the following tables represents the percentage of responses obtained per question. Each question was interpreted according to the whole sample (total of responses was = 72). A comparison of the 4 groups is discussed later in the chapter.

The following tables are the responses from Section B (open-ended questions) of the questionnaire.

Table 3.3: Section B, item 1: Are you aware of university language courses?

Responses	Frequencies	Percentages
Yes	**63**	**87.5**
No	09	12.5
Total	72	100

The table above shows awareness levels on language courses that are being offered at universities - 87.5 % of the respondents were aware of university language courses.

As indicated, most of the respondents used the internet to search for careers, while others were referred by their friends about different courses offered at university. A percent of 6.9 of the respondents found out about language courses on the day of registration. The lowest responses (2.7%) got to know about language courses through teachers and family members.

Table 3.4: Section B, item 2: How did you get to know about these language course(s)?

Responses	Frequencies	Percentages
Internet:	**14**	**19.4**
Friends:	**14**	**19.4**
Prospectus:	12	16.6
Open Days:	12	16.6
On Registration Day:	05	6.9
Teachers:	02	2.7
Media:	02	2.7
Family member:	02	2.7
DNR (did not respond):	09	12.5

The table below shows a breakdown of the opinions of the respondents on English as medium of instruction. This was an open-ended type of question.

58.3% of the respondents had no problem with the medium of instruction (English), because they use it for communication purposes, like when one does not understand, or cannot speak the home language of the other speaker.

Table 3.5: Section B, item 3: Are you satisfied with the language chosen as medium of instruction in South Africa?

Responses	Frequencies	Percentages
Yes	**42**	**58.3**
No	30	41.6
Reasons for 'YES'	Communication purpose (39)	
Reasons for 'NO'	- 'It is unequal usage of other languages' (17) - 'They even don't understand it' (3) - 'They cannot express themselves freely in it' (3) - 'It (English) 'kills' other languages' (2) - 'it is not their mother tongue' (1) - 'Some are unable to write it' (1) - Have two languages as medium of instruction (1) - 'DNR' (5)	

However, 41.6% of the respondents disagreed. Their reasons were that: the use of English represented an unequal use of other languages; they had difficulty expressing themselves in it; and, English was 'killing' their home languages.

With all the reasons given, the researcher asked what could be done to make the profession of languages to be taken seriously. The table below shows the respondents' suggestions on how to improve the language professions.

Table 3.6: Section B, item 5: What can we do to make language professions to be taken more seriously?

Suggestions	Frequencies	Percentages
Promoting language	**27**	**37.5**
Doing language awareness	21	29.1
Government support	08	11.1
Creating opportunities	05	6.9
Hire qualified language practitioners	03	4.1
Emphasising the importance of languages	02	2.7
Increase language practitioners salaries	01	1.3
Treat all languages equally	01	1.3
DNR	4	5.5

The majority of the respondents suggested that, by promoting languages (37.5%), undertaking awareness campaigns on language careers (29.1%), and with government support (11.1%), the language professions could be taken seriously. The lowest percentage (1.3%) suggested that if the salaries of the current language professionals could be increased, and if all languages could be treated equally, then these professions could be viable.

The most important suggestions that the researcher regarded as important to make language employment increase, which rose by 4.1% of respondents, was companies or government hires qualified language practitioners and; emphasis the importance of languages (2.7%), and also opportunities be created for this profession (6.9%). With all the said suggestions, I believe the profession of languages could be better recognised in the contemporary South Africa.

3.5 Ethical Considerations

According to Saunders, *et al.* (2000: 130), *research ethics* refers to 'the appropriateness of a person's behaviour in relation to the rights of those who become the subject of a study, or are affected by it'. The people who were part of this study were required to do the following:

respondents were requested to sign a consent form, so they could complete a questionnaire, and do a follow-up interview (not all).

3.5.1 *Permission*

Written permission was obtained to conduct the study, especially from those the research was based on, i.e., language students, language lecturers, and language professionals. Verbal permission was obtained from the Soshanguve community members.

The respondents gave their word to be part of the study; there was no contract binding them to the research. If they decided not to participate, or to withdraw at any stage, they could, because their participation was voluntary (no payments).

3.5.2 *Anonymity and Confidentiality*

All the information from the study was handled confidentially. The respondents' information was strictly limited to the researcher, the supervisor, and co-supervisors of the study, and the designated examiners. The respondents' personal information was kept and stored in a confidential format which would be accessible to the researcher. This is supported by Martin le Voi (2002: 156) that it is crucially important that confidentiality be ensured in the information obtained from the respondents, and anonymity be maintained, as promised in the analyses of the data.

3.6 Field Problems

There were numerous problems that the researcher encountered, while gathering and obtaining data for the study.

Firstly, there were some respondents who were bored to answer the interview questions, stating that the questions were too many. They would rather write the answers down, first. Some were not interested at all, because, as they said, they would not get anything in return. Some respondents showed interest in filling in the questionnaire, but later said they forgot, they were busy, and gave other dates, but still did not return the questionnaires. Some questionnaires were not completely filled, and were not useful for the study.

One of the organisations selected for the study did not return a single questionnaire, claiming that the researcher could have used the term, 'indigenous languages', instead of 'Black South African languages' in the questionnaire. The other department was busy re-locating to a new building, but a few respondents were able to return the questionnaire. Only one department filled the questionnaires completely, and returned them. The language students, language lecturers, and members of the Soshanguve community filled their questionnaires with no problem.

CHAPTER 4: RESEARCH FINDINGS AND DATA ANALYSIS

4.1: Introduction

This chapter provides detailed results of the analysed and interpreted data. The findings were obtained from: language students and staff of the Department of Applied Languages, language practitioners from Government Communications and Information System (GCIS); the Department of Arts and Culture (DAC); Pan South African Language Board (PanSALB); and, Soshanguve community members. The methods of data elicitation were a questionnaire administered on 72 respondents; and, structured interviews of 10 other respondents. Descriptive statistics was used to analyse the quantitative data.

4.2 Questionnaire Data

Section C of the questionnaire looked at the attitudes respondents had toward careers in languages. The Likert type statements were used to draw conclusions from the respondents. The statements were 19, and a *mean* was calculated for each statement. The data were interpreted statement-by-statement. The respondents rated their answers with the following scale: **1= totally; 2= disagree; 3= not sure; 4= agree; 5= totally agree**.

Table 4.1: Attitudes Toward Language Professions (N=72)

No.	Statements	Mean
1.	It is important to teach African languages in our schools.	**4.8**
2.	South African languages have limitless opportunities.	3.6
3.	I support the multilingual nation.	**4.6**
4.	One can pursue a career in Black African languages.	4
5.	I will tell my children not to do a language course at university level.	2.0
6.	I am comfortable to be assisted in my home language at malls, banks, and other places.	4.3
7.	Government is doing enough to encourage Black African language professions.	2.4

8.	South African official languages are treated equally.	2.0
9.	South African official languages are used equally.	2.0
10.	I would love it, if my children could use more than two Black South African languages.	4.5
11.	The latest technology (e.g., phones, computer, internet, machines, etc.) uses instructions in African languages.	2.6
12.	I know about careers in languages.	4.0
13.	I read better and understand very well, if something is written in my home language(s).	4.3
14.	I receive pamphlets/bills written in my home language(s).	2.1
15.	I would like to learn another Black South African language.	4.4
16.	I would recommend that people do language practice courses.	4.1
17.	Language practitioners are important to society.	**4.6**
18.	There are several advertised language positions in the media (TV; newspapers; radio; billboards; etc.).	3.3
19.	Language professions are valued by society the same way as other professions	2.3

Statement 1: It is important to teach African languages in our schools.

A *mean* score of 4.8 was recorded here (i.e., between 'agree' and 'totally agree'), signifying more toward totally agreeing that teaching languages, especially Black South African languages, is important.

Statement 2: South African languages have limitless opportunities.

A mean score of 3.6 among the respondents indicates opinions ranging between 'Not sure' and 'Agree' that the course of languages have many opportunities that a language graduate could choose from. This mean score tends slightly more towards respondents agreeing that the opportunities for language graduates are unlimited.

Statement 3: I support the multilingual nation.

A mean score of 4.6 was recorded for this statement, indicating that the respondents' almost totally agreed that they were in support of a nation that has and uses many languages.

Statement 4: One can pursue a career in Black South African languages.

A mean score of 4 ('Agree') was noted, which indicates that the respondents agreed that there is a career in studying Black South African languages at university level.

Statement 5: I will tell my children not to do a language course at university level.

The statement scored a mean of 2.0 ('Disagree'). This *mean* suggests that the respondents would encourage their children, if they elected to do a language course at university level. It shows that the respondents would not have negative attitudes toward anyone studying languages at university level.

Statement 6: I am comfortable to be assisted in my home language at malls, banks, and other places.

With a mean score of 4.3, respondents indicated they were comfortable in using their home languages everywhere. This statement mean is between 'Agree' and 'Totally agree', but leaning more towards simply agreeing.

Statement 7: Government is doing enough to encourage Black South African language professions.

With this statement, the aim was to find out if, in the respondents' view, the government was doing enough to encourage professions in African languages, especially Black South African languages. A mean score of 2.4 ('Disagree') was recorded. This means the respondents disagreed with this statement.

Statement 8: South African official languages are treated equally.

The lowest mean score of 2.0 ('Disagree') was recorded in this statement. This mean indicates that, despite what is stipulated in the Constitution of the Republic of South Africa on the issue of language use, most of the respondents still did not see their native languages being treated equally on all occasions.

Statement 9: South African official languages are used equally.

Another 2.0 ('Disagree') mean score was recorded, i.e., most of the respondents disagreed with the notion of their native language(s) being utilised equally in different events.

Statement 10: I would love it, if my children could use more than two Black South African languages.

The statement aimed at finding out the attitudes of the respondents toward their children acquiring two or more languages, especially Black South African languages. A mean score of 4.5 was recorded here. In this case, the respondents were mid-way between 'Agree' and 'Totally agree'; as they collectively believed that it is good to have a South African child speaking two or more languages in a multilingual nation.

Statement 11: The latest technology (e.g., phones, computer, internet, machines, etc.) uses instructions in African languages.

Nowadays, we live in a nation where technology plays a major role in our lives. In this statement, the aim was to check if the technology we currently use gives instructions also in any of the African languages. A mean score of 2.6 among the respondents indicates opinions ranging between 'Disagree' and 'Not sure' that phones, computer, machines, and others give instructions in any of their African languages. However, this statement leans slightly more towards the respondents not being sure that the technology we use every day have instructions in any of the official Black South African languages.

Statement 12: I know about careers in languages.

Interestingly, a mean of 4.0 ('Agree') was noted here, indicating respondents agreeing on being aware of careers in languages.

Statement 13: I read better and understand very well, if something is written in my home language(s).

A similar pattern to the previous statements, regarding language usage, continues with a mean score of 4.3. In this case, the respondents are, almost mid-way between 'Agree' and 'Totally agree' that if any written communication is sent to them using their native languages, they would understand the content much better.

Statement 14: I receive pamphlets/bills written in my home language(s).

One of the lowest means in the study (2.1 - 'Disagree') is recorded on this item. With this statement, the aim was to check that the policy of using multiple languages functionally in a multilingual society was being put into practice.

Statement 15: I would like to learn another Black South African language.

The aim of this statement was to find out if respondents were open to learning another Black South African language, in addition to their home language. A mean score of 4.4 (between 'Agree' and 'Totally agree') was recorded for this statement. This mean indicates that respondents have a positive attitude toward learning another Black South African language besides the one they were nurtured with.

Statement 16: I would recommend that people do language practice courses.

The purpose of this statement was to find out if people would advise a person they knew to do a course in language practice. A mean score of 4.1 ('Agree') was recorded.

Statement 17: Language practitioners are important to society.

An overwhelming mean score of 4.6 was recorded here, indicating that respondents saw the work done by language practitioners (translation, language editing, interpreting, etc.) as an important service needed in society. This mean a point between 'Agree' and 'Totally agree', but tending more toward totally agreeing with the role of language practitioners in society.

Statement 18: There are several advertised language positions in the media (TV; newspapers; radio; billboards; etc.).

This statement aimed at checking if language posts are advertised in different media. A mean score of 3.3 was noted here. This statement indicates a point between 'Not sure' and 'Agree', but more toward the former.

Statement 19: Language professions are valued by society the same way as other professions.

This statement sought to find out if language professions are appreciated the same way as other professions, like Engineering, Medicine, etc. With a mean score of 2.3, respondents appeared to indicate that the language professions in South Africa are not equally treated and encouraged enough, as compared to other professions. This mean statement is mainly toward 'Disagree'.

4.2.1 Summary

The respondents rated Statements 1, 3 and 17 higher than other statements, i.e., the respondents believed that African languages should continue to be taught at school; they indicated their full support for a society that communicates in more than one language; and, they also see the importance of having a language practitioner in the society.

The respondents were not sure about the advertisements of language positions, if they were made available in different types of media (Statement 18). There were those who believed that South African languages have many opportunities that a language graduate could pursue, but the majorities were not sure of 'many opportunities' in languages (Statement 2). Although, with a mean of 2.0, the respondents attitudes to encouraging their children to pursue a course in languages at university level were positive (Statement 5).

The statements that were rated the lowest were Statements 8 (2.0), 9 (2.0), 14 (2.1), and 11 (2.6), indicating that the respondents felt that: in spite of their official status, South African languages are not treated or used equally, nor are they used for billing statements, bank statements, etc., or for software language and instructions in the technological world.

4.3 Interview Data

The researcher chose to conduct a structured-type of interviews with two language students, two language lecturers, four language practitioners, and two Soshanguve community members. The interview questions were eleven in number (copies of the transcripts of the interviews are attached as Addendum C). I will only present a synthesis of their responses under each interview, supported by relevant quotes:

1. How do you see the function of a language professional, since the new law on multilingualism?

Six of the respondents saw language professionals functioning more today, after the policy on the use of languages:

> 'Before the new law dawn of democracy, many people worked as language practitioners because they have multilingual ability. Recently, universities offer

language courses to train students to become professional language practitioners.' (Lm)

Two of the respondents were not sure if the policy on multilingualism had made any positive or negative changes to the functioning of language practitioners (Sf; LPm1). Another two respondents (Lf; LPf1) did not see any changes in the state of the language professions:

> 'In terms of languages and multilingualism, it has changed slightly because, currently, the other department government are using eleven official languages, including nine African languages, but I don't think it is functioning that much because in parliament, most speakers, MPs, they still use English and Afrikaans. They hardly use other languages, such as Northern Sotho, Setswana, and all other African languages.' (Lf)

2. Do you think language practitioners are fully utilised in society?

All of the respondents observed that the society was not using the services of language practitioners as implied in the constitution:

> "They are not fully utilised. At some point, it is because of the accounts being taken into consideration such as expense, regional circumstances and so forth. Generally it is viewed that using one language is much more cost effective. At some point, despite the fact that since the dawn of democracy people with their rainbow languages have scattered all over, it will be decided to use, e.g. Setswana at the North West Province because of the historical initial inhabitants and neglecting the fact that there are also other people from other provinces who the information being made available and that particular language concern them as well." (LMP2)

3. What could be done to make the language profession more profitable, and viable?

Five of the respondents suggested that language awareness and promotion are needed to make language professions more commercially sustainable. According to Sm, 'the course must be marketed and government must recognise its importance'. LPf1 proposed that qualified

language practitioners be hired. LPm1 gave the view that society needed to make more use of the services rendered by language practitioners.

4. Do you think government is encouraging language careers as equally as other fields of study?

All the respondents disagreed that government was supporting language professions through learnership, bursaries, conferences, as it did with other professions, but one of the respondents tried to explain this situation:

> 'The answer would surely be NO. On the same token, we ought to understand the mammoth task that the government is currently facing. High number of skill shortage in the areas of Maths and Science. This is further worsened by a high level of unemployment. This encourages the government to put most of its resources in promoting other fields than language careers. It is also important to note that government is encouraging careers in language in a form of scholarships and bursaries. PanSALB is currently offering bursaries and scholarships named after the late Dr Neville Alexander, a linguistic activist who passed away in 2012.' (LPm3)

5. What is your opinion, concerning schools that don't teach Black African languages in South Africa?

Four of the respondents saw schools that did not cater for Black South African languages as not recognising the importance of these languages:

> 'I think they are disadvantaging the kids because they end up knowing English and Afrikaans only. What happen if they go to provinces like Kwa-Zulu Natal (KZN) and Limpopo where they strictly speak isiZulu and Northern Sotho? So, it kind of disadvantage to them because they can't communicate with their grandparents because their grandparents does not know English.' (Lm)

A different view was raised by Pf and LPm1 that there is nothing wrong with schools that did not cater for African languages because, as those languages are their home languages, the

school assumes they use them at home. So, this would advantage them, in terms of English, as it is the language that is chosen to be the medium of instruction.

However, Sf and LPf1 saw these schools as holding back the development of African languages, and the promotion of multilingualism in the country. They saw these schools as ignoring the language policy of the country.

6. Do language graduates stand a greater or lesser chance of gaining employment than other graduates from other fields? Discuss.

Seven of the respondents were of the view that language graduates stood a lesser chance of gaining employment when compared to other fields, because language professions are not popular:

> 'Currently there are still quite a number of students who completed their studies, and still find it a challenge to break through the market. There are also those who were fortunate enough to get a taste of internship, but unfortunately, are still struggling for employment. Publishing sectors are gradually saving their overheads/costs by retrenching language practitioners to having one or two project managers managing all languages the company is publishing. Both government and private sectors, when they need the services of a language practitioner, they require a well-experienced individual. That individual is someone who has a permanent job as a language practitioner. All those things reduce to the core the chances of a language practitioner graduate from being employed after completion of their studies. The current act also speaks of stakeholders to use a minimum of three official languages, whereas South Africa has eleven official languages. Because National Treasury, the funders of operations of government, has also been looking at cutting costs, the most possible situation is that we might in the future start seeing the changes in structure of government staff where they might appoint one individual to manage the three languages required for compliance. This, further adding to the shrinkage of employment of language practitioners. So, they probably stand a lesser chance now, unless something is amended from the legislative framework'. (LPm2)

Two respondents (LPm1; LPf1) saw language graduates standing a greater chance of getting into language jobs, because of the Language Bill. SCMm was not sure if language graduates stood a lesser or greater chance of employment, but his opinion was that, if they could associate languages with popular subjects, like Science, Accounting, and Mathematics, language graduates would get a better chance of gaining employment.

7. What is expected of professional language practitioners in the work place?

Six of the respondents indicated the following as their expectation from a qualified language practitioner: to edit language; proof-read; translate; interpret; develop terminology; compile a dictionary. Sf and LPm3 expected a language practitioner to be the know-it-all, when it comes to language issues, and be language administrators. LPm1 extended the response:

> 'To reinforce multilingualism, develop terminology, compile monolingual dictionaries and bilingual dictionaries, translate official documents from South African languages into English and vice-versa as well as interpreting in speeches.'

8. Is technology (online editing; online dictionary; etc.) limiting or enhancing job opportunities for language practitioners?

Five of the respondents saw technology limiting the opportunities that language graduates might have. SCMm said 'it is limiting their job opportunity because these days, I can edit and get dictionary online…it is limiting, now people rely on the computer, and whenever you can find a program that translate, there is no need for us to translate or edit'. However, four respondents, who were then working as language practitioners, saw technology as, actually, enhancing job opportunities for language graduates, because it makes their work so easy, and convenient for their clients:

> 'The online system/services enhance, to some extent, the opportunity for ensuring quality and easy referencing when one is editing or translating. As an editor for example one is expected to verify facts presented by the author on the publication. So, one definitely needs to constantly refer to online services such as the available online dictionaries, online content dealing with that particular subject matter and so forth, Same as checking a translated copy. But this, although it might look like organisations might opt for machine translations services over human translation

services, that will not be achieved. Reason is simple. Machines, although they might have huge memory capacity to store endless words, they do not have the brain to arrange words to be sentences. That is where human expertise is needed. So, those services basically are add-ons. They don't have influence to the staff complement of the organisations.' (LPm2)

According to Lf, technology enhances jobs for language practitioners, if their clients are computer illiterate, but would be limitative, if their clients are computer literate.

9. What could be done to expand public awareness of languages as a career in society?

Four respondents proposed that another way of increasing awareness of language careers was to emphasise the importance of languages to the society:

'From a South African context, bold steps must be taken by influential individuals occupying high seats. Presidents and their Cabinet Ministers need to set precedence by preparing their speeches in their home languages. It should be a binding act for the Presidents and their Cabinet Ministers to address the nation, when giving speeches in South Africa, in their home languages. By default that creates a demand for making such communication/speech available in all the languages. When there is demand both private and public sectors will go all out to have Language Practitioners housed. Then gradually the public become aware that Language Practice in South Africa is a very important field. The stereotypical notion that African languages are not business, economic, political, medical languages will then fades and "translation known as, "secondary authoring" will be considered a crucial skill needed in the country to do business with and within the country.' (LMP2)

Three of the respondents suggested that using the media to promote careers in languages could increase the society's awareness of such careers:

'Well, we could do just like they do in Mathematics and Accounting. I think there must be, for example, the channels for Maths; so, there must be something for languages, and they should offer, like, I said, more bursaries and more

opportunities about the course, and make people aware of the course, and how it will benefit the nation.' (Sf)

Two of the respondents (SCMf; LPm1) were of the view that career guidance given in schools by current language practitioners could increase awareness early among learners. LPf1 surmised that, in order to increase society's awareness of language professions, we have to re-visit the constitution, and see what it says about language matters.

10. What advice would you give to people who regard language professions as less important?

All the respondents suggested that people, who take language professions as less important, needed to know the important role language and its professions play in their society, and in their lives. LPf1 remarked that people, who undermine the language professions, should know that, 'without knowledge of language or a language profession, a doctor may be unable to treat patients accordingly because of miscommunication or misinterpretation of the problem, as not all patients can speak English fluently.'

11. What motivation(s) could you give to language practitioners?

Four respondents advised language practitioners to market themselves to companies and industries that might not know about them. Four others suggested that language practitioners always remember that their services are important, and needed in the society. LPf1 observed that 'they must know that, without them, language development and promotion of multilingualism may not be possible'. Sf advised that language graduates think of using their qualifications and the knowledge and skills acquired to start their own language businesses. LPm1, a fellow language practitioner, said: 'language practice is a good profession, and you will enjoy working with languages'.

4.3.1 Summary

Six respondents noticed positive changes in the functioning of language practitioners, since the policy on multilingualism. All the respondents indicated that the society was not making sufficient use of the services of language professionals, in terms of editing, translating, etc. Four of the respondents indicated that, in order to make the language professions profitable, awareness needed to be awakened. Most respondents indicated that our government was not

handling the professions the same way; some were being given more attention and value than others. Four of the respondents believed that schools that don't offer Black South African languages don't see the important role they can play in some of their learners. Seven respondents indicated that language graduates stand a lesser chance of employment than other professions, because they are not popular professions. Five respondents indicated that the advance technology that is developed everyday will end up affecting language practitioners' jobs, as we have online editing, spell check, online dictionary, online translation, to name a few - which are some of the normal functions of a language practitioner. Finally, the respondents advised language practitioners to market themselves, and think of establishing their own language businesses.

Three major themes appear to emanate from the study: **Theme 1**: The functions and viability of the language professions; **Theme 2**: The teaching and learning of Black South African (African) languages; and, **Theme 3**: The promotion and awareness of careers in Black South African languages.

4.4 Synthesis and Discussion

Theme 1: The functions and viability of the language professions

Various forms of legislation have created an impression of how the services of language practitioners could be important to society, and the respondents did indicate that language practitioners are important to them.

According to the Government Gazette (2014: 6), language practice is 'a paid occupation which involves the work that is done by language practitioners including but not limited to translator, interpreter, language planners, terminologist, lexicographers, text editor and any other person conducting language related work', registered as such under this Act', whereas 'language profession means work related to such field as language editing, translation, terminology, lexicography, or any other work related to language'.

The study found out that respondents believed that, in order to make the language professions more profitable and viable, and increasing public awareness about them, qualified language

practitioners should be hired more, and the society must demand that any information communicated to them should be in the language they understand better.

The study by Strauss (1977, in Rabapane, 2010: 15), explored the development of language in the economic world, and the implication of language as a profession. Strauss stated that South Africa's work economy of language was still limited - meaning it was not yet where it was supposed to be.

Respondents saw technology limiting jobs for language graduates, as people would opt for machines to cut costs. However, the study also learnt that language practitioners that are currently in the field were not threated by technology; they saw technology as something that would make their work very easy, and convenient to them and their clients. They believed that a translation or editing machine needed a language practitioner to feed it information, as it could only translate word-for-word, sometimes with no equivalence between the two texts.

Theme 2: The teaching and learning of Black South African (African) languages

The study found out that the society still saw the need for African languages to be taught in school. They also indicated their support in encouraging their children to learn an additional language, besides their home language, so they could be multilingual. Most of the respondents were not impressed by a school that did not cater for Black South African languages, because their action is holding back the aspirations of the country in promoting and developing languages that were sidelined previously. De Wet, Niemann, and Matsela (1999: 45) suggested that government uses language in education policy as a tool for building a non-racial nation in South Africa; however, it becomes a problem if certain schools do not teach African languages, as this ideal is not realized.

Theme 3: Promotion and awareness of language careers in Black South African languages

The study found out that language practitioners were functioning a lot better after the introduction of the 1996 official multilingual policy. The respondents mentioned that, before that time, anyone who had multilingual abilities worked as a language practitioner, but, more recently, there were universities that offered language courses to train language students to become qualified language practitioners.

The study found that the society knows about language careers, but, such careers were not that popular, like other fields. It was observed that most of the respondents got to know about language courses through the internet and friends, who studied on such courses, and by attending university open days.

The respondents also indicated that they would promote language professions by recommending people who might not know about language courses, and having an interest in languages, to register for a language practice course. The study also found out that language positions are not regularly published in the media.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the survey's conclusions, and puts forward recommendations, with the aim of creating or increasing awareness of language careers and employability in the society we live in. These conclusions and recommendations also provide suggestions to universities, and other government departments that deal with language issues, to create more opportunities and awareness which would help in language employment, and accord more value to the language professions.

Language policy and planning in South Africa aimed to ensure that all South Africans have the freedom to exercise their language rights by using the official language(s) of their choice in a range of contexts; to provide for the learning of South African languages by all South African citizens; and, building capacity in the field of language and technology for all South African languages. The policy is clearly an attempt at promoting multilingualism, and the support of the language professions.

Although it is stipulated in the Constitution (1996) that South Africa has 11 official languages that must be used and treated equally, English is used more than other languages, and it is associated with many career opportunities. Consequently, people tend to not see the importance of learning Black South African languages, and the career paths that come with learning them for career purposes.

According to the South African Language Bill (2011: 3), one of objectives of the Language Act was to 'promote good language management by the national government for efficient public service administration and to meet the needs of the public'. The Minister must establish a national language unit in the department, and ensure that the national languages are provided with the personnel, administrative, and other resources necessary for their effective functioning - and this applied to all national departments.

It is, unfortunately, true that any person speaking a language sell themselves as translators, even though the work is of poor quality, and clients often cannot judge the quality of the work (www.fs.gov.za/Departments/SAC/Library/.../language_units.htm).

Kamwangamalu (2000: 59) says that, in order to effect social transformation, and nurture South Africa's rich linguistic diversity to comply with our progressive constitutional language clause, we have to ensure that 'perceptually valuable linguistic capital' becomes accessible to speakers of the indigenous languages. In other words, in addition to being a vehicle of cultural heritage, these languages must also become a vehicle of opportunities for advancement. They must also be perceived as fashionable and associated with high status functions: 'work of government' the 'language of parliament', and 'book publishing in indigenous languages'.

The study has achieved its aims to ascertain the extent of knowledge available to the society on the study of African languages as a career, and, that technology enhances the chances of employment related to Black South African languages.

5.2 Conclusions

The data obtained in the survey could lead to the following conclusions:

- The majority of the respondents (87.5%) were aware of the language courses offered at universities, and they got to know about them through the use of the internet, and through friends (19.4%, respectively).
- There are careers in language practice, but they are not popular, like other careers.
- The function of language practitioners has slightly changed for the better after the new law on multilingualism, but the society still does not receive services (e.g., billing statements) in their mother tongues.
- The most well-known careers in languages are those of translator, interpreter, language editor, proof-reader, terminologist, and, dictionaries compiler. These posts are not advertised on a regular basis, and the adverts always require that the candidates know English, and one African language.
- English is used for communication purposes (54.1%), but some respondents (45.8%) still had a problem with it, as they struggled to express themselves freely with it, unable to understand and write it.

- The respondents had positive attitudes toward the language professions, and they agreed to recommend language courses to people.
- Technology (online editing/online translating; online dictionary) was not a threat to language practitioner, but made their work easier and more convenient.
- Government is not doing enough to promote languages, or careers in languages.
- The language professions are not valued by society the same way as other professions.
- Most respondents still saw the importance of teaching and learning African languages in our schools.
- Although most respondents (70%) believed that language graduates stand a lesser chance of gaining employment, due to not being a popular study field, the Language Bill raises hope that, once implemented, language graduates will stand a better chance of gaining employment.

Despite these conclusions, I still believe that much would change in the language professions because of the 'Language Act' that would ensure that government departments establish language units which will be operated by qualified language practitioners. Given these conclusions, recommendations were drawn to assist in the promotion of the language professions.

5.3 Recommendations

The following recommendations can be made, based on the findings and conclusions:

1) Advertisements of language bursaries and internships should be made through different media (TV, Radio, Newspaper, billboard, flyers, etc.); that way, people will be encouraged to know about language courses and language careers.
2) There must be a community-based campaign on the importance of African languages, including language careers that one could pursue in them.
3) The constitutional disposition on the use of African languages, and the right to access any information with the language of your choice must be put into practice. If any government department or company does not comply with this, they must face serious penalties.

4) People must be hired according to their qualifications. Companies should try to do away with the practice of hiring people simply because they have the ability to speak two or more languages.
5) Governments (including language organisations) should assist in the promotion of languages by offering funding in language channels, bursaries, internships, etc.

Language stores our history, and culture plays a major role in our lives as, through it, we express our thoughts and feelings. A language practitioner should: have excellent language and communication skills; be a trustworthy and responsible person; have a good command of language, and be fluent in speech, in order to become one of the following: translator, interpreter, language planner, copy writer, copy editor, literacy reviewer, visual/literary specialist, language teacher/trainer, language consultant…the list is endless. Currently, there are websites that language students should access for vacant language jobs (www.gostudy.mobi/careers/view.as.px?oid+506).

Active participation in career development in South African languages is lacking. Therefore, English and Afrikaans are always used in high function domains. Language practitioners must work together to assist in promoting the importance of other languages.

The researcher conclude with Edwards' (1994: 129) view that 'a nation has nothing more precious than the language of its fathers. It could lose its wealth, its government, even its territory and still survive, but should it lose its language, not a trace of it would remain'.

Addendum A: SURVEY QUESTIONNAIRE

Questionnaire

Dear Respondent,

I am a postgraduate student in Applied Languages at a university in Pretoria. I am conducting research on **careers in languages and employability in contemporary South Africa.** I wish to ask for your assistance by responding to an attached questionnaire. Your responses to this questionnaire could provide important insight into our level of awareness on careers in languages. Your anonymity will be treated with confidentiality and respect. Should you have any further question(s), please do not hesitate to contact me at bkpule@gmail.com. Thank you.

Instructions: Please, read very carefully through each item, and respond honestly to all the questions below. Identify the options that best relate to your opinion, by ticking with an **"X"** on suitable options (**There is no right or wrong answers).** Further instructions may be given, when necessary.

Section A: Personal information and background

I. Sex:

Female		Male	

II. Age range (yrs.):

20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64

III. Home language(s) (you may tick more than one):

Setswana	IsiZulu	Xitsonga	Tshivenda	Sepedi
Afrikaans	English	Ndebele	siSwati	isiXhosa

Other languages used: _____

Occupation: _____

Section B: Please, elaborate on your answer where possible.

I. Are you aware of university language courses?

Yes		No	

II. How did you get to know about these language course(s)?

_____

III. Are you satisfied with the language chosen as medium of instruction in South Africa?

Yes		No	

Give reason(s) for your response: _____

_____

IV. What can we do to make language professions to be taken more seriously?

_____

Section C:

	Statements	Totally agree	Agree	Not sure	Disagree	Totally disagree
1.	It is important to teach African languages in our schools.					
2.	South African languages have limitless opportunities.					
3.	I support the multilingual nation.					
4.	One can pursue a career in Black African languages.					
5.	I will tell my children not to do a language courses at university level.					
6.	I am comfortable to be assisted in my home language at malls, banks, and other places.					
7.	Government is doing enough to encourage Black African language professions.					
8.	South African official languages are treated equally.					
9.	South African official languages are used equally.					
10.	I would love it, if my children could use more than two Black African languages.					
11.	The latest technology (e.g., phones, computer, internet, machines, etc.) uses instructions in African languages.					
12.	I know about careers in languages.					
13.	I read better and understand very well, if something is written in my home language(s).					
14.	I receive pamphlets/bills written in my home language(s).					
15.	I would like to learn another Black South African language.					

16.	I would recommend that people do language practice courses.					
17.	Language practitioners are important to society.					
18.	There are several advertised language positions in the media (TV; newspaper; radio; billboards; etc.).					
19.	Language professions are valued by society the same way as other professions					

Addendum B: SCHEDULE OF INTERVIEW QUESTIONS

1. How do you see the function of a language professional since the establishment of the new legislation on multilingualism?
2. Do you think that Language Practitioners are optimally utilised?
3. What could be done to make the language professions more sustainable and viable?
4. Do you think government is encouraging language careers equally with other field of studies?
5. What is your opinion concerning schools that don't have African language lessons?
6. Do language graduates stand a greater or lesser chance of gaining employment as other graduates from other fields?
7. What is expected of professional language practitioners in the workplace?
8. Is technology (online editing; online dictionary; etc.) limiting or enhancing job opportunities for language practitioners?
9. What could be done to expand public awareness of languages as a career in society?
10. What advice would you give to people who regard language profession as less important?
11. What motivation(s) could you give to language practitioners

Addendum C: INTERVIEW TRANSCRIPTS

Soshanguve Community Member Interviewee **(SCMm)**

1. To tell the truth, we know that there are interpreters but I didn't think you have to go to school for that but I can see on the news there are sign language so they are functioning more than before the new law.
2. I think they are not.
3. I think my child, if you can visit our kids because they are looking at maths and science which they are performing bad, a visit to their school about this course, we are old to go to school but if only I was your at your age I could register. (laugh)
4. No, I don't think they do. Look at what is being talked about is Science and Technology even heritage day is celebrated once but if they can say Science, it take time on TV and takes long, this days we must not always blame government
5. Our children believe that English is education they even denied some of the tradition they are adopting the western custom because they are not taught the language.
6. On that one I don't know but if they can associate it with popular subject like Maths, Science and accounting maybe they can get employment.
7. To interpret everything in our own languages.
8. This days technology has taken up our lives, will end up having machines that cooks for us and bath us, I think if they can create a machine which can do the work of them, they will be no jobs
9. Visit them, visit our school, churches tell them that bread and butter can be in your table because of the language you speak
10. They are still behind the or maybe they don't know the goods about it. They need to be told, about the importance our language, our language has history, which some died for.
11. Languages are our meals, you can't stay without speaking, if the new generation cannot see the importance but some of us died for the freedom to speak and use them.

Soshanguve Community Member Interviewee **(SCMf)**

1. Now on the news people can listen to the news in different languages like Tshivenda & Xitsonga etc.
2. No, they not cause most people are not aware of language practitioners we only know them in court when they interpret has it
3. If we can have more libraries and with the more career guidance, counselling but career guidance around
4. No they not they encouraging engineering maths what-what but not languages
5. I think most of them they don't teach it because it is a home language but since it is one of the official languages it should be taught.

6. They don't because this career is not well known we only know them working in by the magistrate office so if they give out more information about this career people will know about.
7. I think a person should be able to edit, interpret
8. It is limiting their job opportunity because these days I can edit and get dictionary online.
9. More career guidance in school and open more library
10. That language is important because u can communicate, u can almost travel go everywhere if you know different types of languages
11. That am every practitioner should try their best to make sure that people know about their careers.

Student Interviewee **(Sf)**

1. I have no idea of the new law, but I think language profession is important and as language is dynamic it make language, it keep the standard of languages where it should be.
2. Not really.
3. Well if, like some companies are taught about language profession and are made aware how it worth, and how it is, how important to the society and company and again if there are more bursaries and opportunities to people it will be fine and it will benefit people who love it.
4. No, is like we don't exist as language practitioners or language is not important to the society and companies at large.
5. I think they are still practising racism so it should be we should be, those languages should be there whether they like it or not they should be there and on the same level as English, yes I think so
6. A lesser chance
7. They are expected to be like administrators and be those know-it-all when it comes to languages and be able to edit their work, regardless of what is, what the work is about
8. It is limiting
9. Well we could just like IT and engineering courses. I think they should be for let say example there is a channel for maths and the should be something for languages and they should offer like I said more bursaries and more opportunities about the course and make people aware of the course and how it will benefit the nation
10. I would it is, well, the advice I give to these people would be , I tell them to take languages serious because unlike other languages in order for us to use computer we need languages and in order for us to learn those engineering subject we need to take languages serious
11. Well I say they should start their own businesses if they are not hired and they should do it for themselves and out and sell themselves to companies and make and make those companies aware of their importance.

Student Interviewee **(Sm)**

1. It has made other languages better more recognised and importance as other languages
2. No
3. The course must be marketed and government must recognise it importance
4. No, I don't know they just don't take language practitioner important as other course like engineering
5. The school don't recognise the important of African language and culture and the diversity of our country actually they, we don't know the value of the culture because language goes hand in hand with culture actually they do not have culture
6. Lesser it is rare you find a post say specially that it want a language practitioner
7. To know the use of language
8. Limiting people now rely on computer and whenever you can find a program that translate there is no need for us to translate or edit
9. Make people realise that job that language practitioner do are important as to other job
10. I could say that this course is equal important like any other course
11. There are jobs in language practice if you market yourself and don't wait for them to come to you

Lecturer Interviewee **(Lf)**

1. Before the new dawn of democracy many people worked as language practitioners because they have multilingual ability. Recently university offers language courses to train students to become a professional language practitioner
2. A big no, that one supports, firstly we still see bills, statements etc. That are still sent to society in English and we still see spelling mistake as we walk around e.g. billboard and TV subtitles we still see spelling error
3. I think if we can take the theory that has been what can I say that is been written in the constitution into practice that would be viable
4. Not the is no much bursaries for language and language conference which are published as in other fields
5. I think they are deliberately killing our native language while we are on the process of working them up
6. Not really there are lesser chance of getting employment due to our field is not yet recognised by many organisation
7. Language practice should make sure that whatever language related document or whatever language related matters published or circulate being having a good grammar
8. That one it kind limit and enhance , it limit for those with computer skills and at the same time it enhance to those who are computer literate

9. Publish conferences, bursaries through media, the use of media
10. Okay the foundation of every organisation and every society's built on language e.g. When asking for a job or in a process of job interview we use language everywhere we go we use language
11. Okay for my fellow language practice what I can tell is they should know that they are on the right career and they should not feel discouraged by those undermining language practice

Lecturer Interviewee **(Lm)**

1. In terms of languages and multilingualism it has change slightly because currently the other department government are using all 11 official languages including 9 African languages but I don't think it is functioning that much because in parliament most speaker , MP's they still use English and Afrikaans they hardly other languages such as northern Sotho, Setswana and all other African languages
2. I really don't think so , I don't think language practice are fully utilise in the society because they turn to use any multilingual speaker a person who speak two or more languages they don't use specific language practitioner the qualified language practitioner so I don't think language practitioner are fully function that much are being utilized
3. I think language professionals should be promoted is not, people don't know much about it so that is why is not that much profitable so it should be promoted they should speak about it all the time so that it can be viable
4. Honesty I don't think so, how many time do we see bursaries for learners who are interested in languages in most cases general we see engineering, accounting to become PA and pilot but hardly see bursaries for languages
5. I think they are disadvantaging the kids because they end up knowing English and Afrikaans only what happen if they go to provinces like KZN and Limpopo were they strictly speak isiZulu and northern Sotho so it kind disadvantage to them because they can't communicate with their grandparents because their grandparents do not know English or Afrikaans
6. They stand a lesser chance because this field is not that much known is not well known so when you go looking for employment you first have to explain yourself that I am a language practitioner I do this and that but someone comes the other graduates comes and say am looking for engineering job or accounting job or management job, already people know , so they get less job employment
7. What I know and from my experience as said language profession should editing , proof-read , translate and interpret so thus that in a nutshell I think a profession language practitioner should do in a work place
8. It is definitely limiting the job opportunities because people no longer publishing houses they no longer hire language people to translate, proof-read and check spelling they use technology for the spelling check on the computer so obviously it is limiting job opportunities for language practice

9. I think the way to expand the public awareness on language career maybe we could advertise in media and speak about it as much as they speak about other career path
10. I advise them that they should because currently there is going to be more job opportunities for language practice because the portfolio committee of DAC is currently busy with the bill with regards to language practices some I think they're going to be more opportunities in the picture as the profession is well recognised
11. Am I think they should just be focus on what they do be good on what they do until such time were everyone their hard work and recognise the importance of language practice

Language Practitioner - Interviewee **(LPf1)**

1. It will definitely enable all eleven official languages to be use equitable a fairly in official or public domain.
2. Currently, no because each language practitioner is operating in isolation and more interested in commercial gain.
3. Suitable candidate must be employed and away with nepotism and political appointments.
4. No, because it takes so long to pass a Language Bill into a Language Act and skills and knowledge of translation, interpreting, lexicography, terminology, and language technology is still a challenge.
5. They are in deviance from the Constitution of 1996 and Language Policy in Education of 2002.
6. Yes, depending on the ruling government in terms of creating positions for linguists which are already due, but they stand a greater chance.
7. To reinforce multilingualism, develop terminology, compile monolingual dictionaries and bilingual dictionaries, translate official documents from South African languages into English and vice versa as well as interpreting in speeches.
8. Not at all, because you cannot rely on a machine that someone has programmed from his/her own perspective.
9. Promote languages through different tools, like having language week, conference, which we make use of TV, to broadcast it.
10. Without knowledge of language profession, doctor may be unable to treat patients accordingly because of communication or interpreting problems as not all patients can speak English fluently.
11. They must know that without them language development and promotion of multilingualism may not be possible.

Language Practitioner - Interviewee **(LPm1)**

1. Since we have the rights to know what is happening in our country I think language is the most important tool to communicate. Communication must be across all age group there people who are not educated they need to know and be informed about all the things that are happening or the decisions that our government take on behalf of the entire country. We need language

professionals to translate the information to different languages and we have them, so there is change.

2. No, they are not utilized.
3. To make use of language practitioners and to educate the society to demand every information in their own mother tongue.
4. Language career is not treated equally with other fields. The government is not even taking into consideration the language practitioners who are already on the field; therefore they can't regard it as important.
5. I think in schools we can accept that there are 11 official languages therefore how many languages will be taught in a school as there are 11 different language speakers in each school. I think English is ok.
6. Yes they do stand a greater chance; there is already a bill that talks to the government departments to establish language units.
7. They are expected to translate, interpret, coin terminology etc.
8. Technology needs a person to operate it and from my experience technology is not 100 percent correct it needs a person to feed information in it.
9. To visit schools as language practitioner to give them the whole picture of the language profession.
10. I would say: let them ask people who already had the language profession.
11. Language practice is a good profession and you will enjoy working with language.

Language Practitioner - Interviewee **(LPm2)**

1. The Use of Official Languages Act, together with Section 06 of the constitution and the current draft regulations, although their sole intentions are to elevate and advance the use of the previously diminished indigenous languages, I feel it, although it makes no restrictions, that it will provide the stakeholders with enough room to continue delaying with the elevation and advancing the use of the previously diminished indigenous languages, the is change but it is still developing.

2. They are not fully utilised. At some point it is because of the accounts being taken into consideration such as expense, regional circumstances and so forth. Generally it is viewed that using one language is much more cost effective. At some point, despite the fact that since the dawn of democracy people with their rainbow languages have scattered all over, it will be decided to use, e.g. Setswana at the North West Province because of the historical initial inhabitants and neglecting the fact that there are also other people from other provinces who the information being made available and that particular language concern them as well.

3. The Use of Official Languages Act should be revised at a particular juncture to compel, especially the current stakeholders (national governments, public entities and enterprises) to elevate and advance the

use of all the nine previously diminished indigenous languages instead of making mention of only minimal of three.

4. No. The language bursaries are very limited. The internships are also limited. In the workforce there are still senior officials who still believe that if you are an African, you can do all African languages. Officials who have not received adequate training in Language Practice occupy Language Practitioner posts.

5. I think such schools continue to deter/hold back language development and they should realise that it is costing the country where learners continue to be divided both at schools and their homes according to their language understanding.

6. Currently there are still quite a number of students who completed their studies and still find it a challenge to break through the market. There are also those who were fortunate enough to get a taste of internship, but unfortunately are still struggling for employment. Publishing sectors are gradually saving their overheads/costs by retrenching language practitioners to having one or two project managers managing all languages the company is publishing. Both government and private sectors when they need the services of a Language Practitioner they require a well experienced individual. All those things reduce to the core the chances of Language Practitioner graduates from being employed after completion of their studies.

The current act also speaks of the stakeholders to use a minimum of three official languages whereas South Africa has 11 official languages. National Treasury, the funders of operations of government, has also been looking at cutting costs. The most possible situation is that we might in the future start seeing the changes in structure of government staffs where they might appoint one individual to manage the three languages required for compliance. This further adding to the shrinkage of employment of Language Practitioners. So, they probably stand a lesser chances now, unless something is amended from the legislative framework.

7. This differs from one organisation to the next. Department such as GCIS is continuously communicating information to the public and as such one has to have competence in being able to work on more than one language, be able to plan and execute timeously by delivering in a very short space of time, be able to work on various content (from newspaper to website content), be able to lead and liaise with service providers (translators of different language), and many others.

8. The online system/services enhance, to some extent, the opportunity for ensuring quality and easy referencing when one is editing or translating. As an editor for example one is expected to verify facts presented by the author on the publication. So, one definitely needs to constantly refer to online services such as the available online dictionaries, online content dealing with that particular subject matter and so forth.

But this, although it might look like organisations might opt for machine translations services over human translation services, that will not be achieved. Reason is simple. Machines, although they might

have huge memory capacity to store endless words, they do not have the brain to arrange words to be sentences. That is where human expertise is needed. So, those services basically are add-ons. They don't have influence to the staff complement of the organisations.

9. From a South African context, bold steps must be taken by influential individuals occupying high seats. Presidents and their Cabinet Ministers need to set precedence by preparing their speeches in their home languages. It should be a binding act for the Presidents and their Cabinet Ministers to address the nation, when giving speeches in South Africa, in their home languages.

By default that creates a demand for making such communication/speech available in all the languages. When there is demand both private and public sectors will go all out to have Language Practitioners housed. Then gradually the public become aware that Language Practice in South Africa is a very important field. The stereotypical notion that African languages are not business, economic, political, medical languages will then fades and "translation known as, "secondary authoring" will be considered a crucial skill needed in the country to do business with and within the country.

10. Cautioning them to remember that languages has tons of aspects and their activities embedded to it and by mere virtue of undermining language practice as a profession is a sign of ignorance of those embedded aspects and their activities.

11. Language Practitioners need to be creative and develop confidence beyond that displayed by most Journalists. They need to remember that by virtue of their career they do not have berries limiting them to being e.g. translators only OR interpreters only. Language Practitioners' services are recognised/cut across all professions and they are better positioned for that, all they have to do is to populate their knowledge more. They need to be ambitious and bear a fruit of remembrance that they can become anything they want to become through language because it is only language which is an influential too in the whole world

Language Practitioner - Interviewee **(LPm3)**

1. The new law serves as a breakthrough in promoting and developing South African Indigenous languages. It thus empowers any professional dealing with language to play a bigger role in ensuring that such Law achieves its intended objectives. Language professionals can function and perform much better if any Law recognizes their role.

2. Not at all. If they were fully utilized, communities and society at large would know about them. More scientific terminology, as an example, would have been developed. Parents would realize the benefits of mother tongue instruction and multilingualism.

3. I'm not of the view that language should be utilized to derive profits, but rather to create a conducive environment where every individual's language can be appreciated and promoted. On

the same note, translation services have become profitable. On the contrary, the development of new terminology seems to be struggling and moving at a very slow pace. Translation alone cannot make language to be viable. The viability of language will largely depend on its development and usage.

4. The answer would surely be NO. On the same token, we ought to understand the mammoth task that the government is currently facing. High number of skill shortage in the areas of Maths and Science. This is further worsened by a high level of unemployment. This encourages the government to put most of its resources in promoting other fields than Language careers. It is also important to note that government is encouraging careers in Language in a form scholarships and bursaries. PanSALB is currently offering bursaries and scholarships named after the late Dr Neville Alexander, a linguistic activist who passed away in 2012.

5. It is disappointing. How can we promote multilingualism and promote African languages without teaching them at schools?

6. Given the status quo, they stand a lesser chance based on some of the reasons I outlined above. But this does not imply that their role is eliminated in terms of language development.

7. I am a language practitioner myself. I serve in the Monitoring and Evaluation Unit. I monitor the development and usage of language by Private and Public Institutions. My view about Language practitioners is that they fully engage in Language development, e.g., Lexicography where dictionaries and terminology is developed. They also do standardization and authenticate new terminology.

8. Except that it saves time, modern technology can eventually enhance the language practitioner's work. It also broadens the scope for research as new scientific and technological concepts are formed.

9. It should start at home and school. Parents need to be made aware about the importance of African languages. They should stop communicating with their kids in English. By so doing, they are directly and indirectly inculcating the value of African Languages to their kids. Rigorous campaigns by government departments, e.g., Department of Arts and Culture, PanSALB, should be initiated and encouraged. More funding from the government is also needed to promote language development.

10. Any linguistic graduate should bear in mind the importance of language. Language provokes our thought processes and is a core component of culture. More work still needs to be done in language, e.g. Research is still needed in promoting and developing terminology and concepts to

be able to utilize it in our school curriculum. Anyone studying language should know that they are already protecting the future of our languages.

11. It's a huge job that they are doing. It will be very difficult to place value or quantify the amount of work that they are doing. Without preserving our languages, we will never know where we are going. We will lose our identity as individuals and communities. This ultimately might diminish our integrity as a nation. Every nation is identified by its language and how it channels its language resources in improving the lives of its people.

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