



Assessing the Impact of Language Diversity on Communication: A Narrative Inquiry Conducted at a South African Stevedoring Company

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material that has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgment has been made in the text.

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DEDICATION

This master's dissertation is dedicated to my Wife, Mrs Claudia Naidoo and my two boys, Dhiyashan and Reyaan, thank you.

To my late and great grandmother Mrs.Rama Reddy, thank you for believing in me.

ABSTRACT

Prior to 1994, South Africa was a country that had segregation among race groups due to apartheid legislation. Post 1994 South Africans had to deal with the combining of culture and races. The merging of communities required businesses to employ previously disadvantaged groups for a more diverse organisation. Although this produces superior results over uniformity, since development and creativity are more reliant on diversity working together and capitalising on their individuality than on high-intelligence sole thinkers (Herring, 2009). It also has its own set of unique challenges, according to Herring (2009) diversity can present conflict, separating a nation and other issues that diminishes an organisations effectiveness and productivity. There is a rising pressure placed on employers and employees for accountability in the workplace and an increasing importance for evaluation of performance (Denzin and Lincoln, 2003). Twenty-three years post-democracy South Africa faces many challenges in various sectors of society. Living in a rainbow nation means living amongst people of different nationalities, beliefs and customs. At the organisation which this research is based upon, there are people of varying races and culture. The problem with this is that in a predominantly English medium of instruction, the employees who communicate via other languages are finding it difficult to understand and follow instruction.

Hence, the purpose of this study was to assess the impact of language diversity on communication at a South African stevedoring company. This study was driven by three research questions, namely: What are the identities of the participants of the study? Secondly, what are the employee experiences of the effects of language diversity on communication? And lastly, how does communication style between the participants affect the rate of productivity at the workplace?

This research study was supported by using the principles of the Social Identity Theory and the Communication Accommodation Theory. The paradigmatic approach used viewed this research study through the lens of the interpretivist

paradigm in order to understand and learn from the narratives of casual employees at a South African stevedoring company. This research study was performed within the boundaries of the qualitative design. The narrative inquiry methodology was applied to this study in order for the researcher to narratively explore the lived experiences of the participants. Five participants were selected for this study by putting into effect the principles of the purposeful sampling method. Field texts (data) were generated by employing the unstructured interviews and the collage inquiry method. The generated data was then analysed through two methods of analysis. These methods are the narrative analysis and analysis of narratives. The findings of this study show that one of the key components of high productivity is effective communication. Due to many employees including all five participants being second language (Isizulu) speaking, a barrier to language could be considered as a communication barrier. Communication barriers arise when the individuals involved speak in completely different languages from one another (van Rosse *et al.*, 2016). Language barrier or linguistics barrier can be defined as miscommunication (Harzing and Feely, 2008). In any company or organisation, communication is the pillar of strength for any organisation, and poor communication has severe repercussion to productivity. The success of an organisation depends heavily on the flexibility and the effectiveness of the internal organisational communications between all levels of employees. For this reason, it is the job of managers to lead employees with effective communication.

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CHAPTER ONE BACKGROUND AND ORIENTATION TO THE STUDY

1.1 Introduction

Prior to 1994, South Africa was a country that had segregation among race groups due to apartheid legislation. Post 1994, South Africans had to deal with the combining of culture and races. The merging of communities required businesses to employ previously disadvantaged groups for a more diverse organisation. Although this produces superior results over uniformity, since development and creativity are more reliant on diversity working together and capitalizing on their individuality than on high-intelligence sole thinkers (Herring, 2009). It also has its own set of unique challenges. According to Herring (2009) diversity can present conflict, separating a nation and other issues that diminishes an organisations effectiveness and productivity.

Post-apartheid, South Africans have been living in a democratic country for the past 25 years. However, with this democracy, many challenges are still being addressed. Some of these challenges include language diversity, cultural differences, and education, amongst others. Nelson Mandela once said "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart"(CNN, 2008). These words are true to this day, and it has its own set of problems especially in a country with 11 official languages (South Africa, 2012). The Bill of rights states that everyone has the right to participate in the cultural life of their choice, to enjoy their culture, practise their religion and use their language (Africa, 1996). In addition, every human being has the right of accessing information which may be contained by another individual and that which is required for the protection or exercise of any basic human rights (Africa, 1996). Therefore, it is a constitutional right for employees to practise their language of choosing and receive communication that is useful to them. The aim of the first chapter will be to present a detailed scheme of how the research activities will be accomplished and a detailed outline of how this study will unfold. Firstly, the researcher will present a detailed introduction surrounding the research study and the problem statement of the study will be expounded.

Secondly, the researcher will offer a background to the research study which will be followed by a rationale and motivation for the research study. Thirdly, several key concepts will be expounded, this will be followed by a presentation of the three research questions which provides answers to the research questions as the study develops. Lastly, an outline of this research study will be presented, this sums up the six chapters found within this research study.

1.2. Problem Statement

Twenty-three years post-democracy South Africa faces many challenges in various sectors of society. Living in a rainbow nation means living and working amongst people of different nationalities, beliefs and customs. The problem with this is that most South African companies choose English as a means of communication. This poses as a challenge to the employees who communicate via other languages. Many of them are finding it difficult to understand and follow instructions, which tends to cause stress and tension. This problem lies not only with the employees, but according to Runion (2002), managers have also been expressing their frustrations in trying to communicate with employees without causing offence to the employee due to their preferred language of communication. Misunderstandings and miscommunication between employees and managers come at an extremely high cost to the organisation as well as the mental health of the individual. In recent studies conducted, it was observed that poor communication due to language diversity in the workplace is one of the main causes for high absenteeism rates, workplace stress leading to low production rates, and people choosing to leave the organisation (Walters, 2005), therefore it is essential for these members of staff to “get it right the first time” (Runion, 2002). By “get it right the first time” the scholar refers to the process and manner of communication amongst the employee and manager. Both parties must be on par understanding with the information that is disseminated for the day.

The organisation at which this study is conducted serves as one of the largest import logistical operations in South Africa, with a diversified set of employees and managers. The preferred language of communication at this organisation is

English, due to the nature of its business, as well as their client base. Employees who have been hired on a temporary basis (casual workers) provide work such as general labour and loading and discharging of cargo. Their daily tasks are disseminated or communicated to them in English by their manager. Many of these employees speak various languages, however, for the purposes of this study, the researcher has chosen to focus on only those who are Isizulu and IsiXhosa speaking. Due to workers serving day to day contracts, the task of conducting research amongst workers speaking other languages became impossible. Due to these employees being diverse in their spoken languages, it has been observed that communication in English serves as a language barrier/ communication challenge to these employees as they are unable to understand fully what instructions have been given to them. Given the above, the focus of this study is to gain a deeper understanding of who the casual employees are at the organisation, to understand the experiences of the effects of language diversity on their rate of productivity and finally, to understand how does the communication between a manager and an employee who is not fluent in written or spoken English affect the productivity at the organisation.

1.3 Background to the Study

Language is considered to be a fundamental part of human interaction, especially in the workplace. Given the fact that every species on Earth has its own form of communicating with one another, humans are the only species that have become skilled at intellectual language communication (Sexton, 2021). In the workplace, language allows employers and employees to share their ideas on increasing productivity rates, to express their thoughts on new and innovative ideas, and allows one to communicate their feelings with others regarding workplace matters (Sexton, 2021). Language is a very important human skill, it has the influence to either build up positive results in the workplace, but also, the control break them down. Language in some form or another comes naturally and is a developmental skill. From birth humans are taught to communicate in a language that is unique to their social context but different to another being in a different social context. It has been documented that languages fundamentally vary from one another depending on the social context of which the individual is from, making it a difficult

task for someone who does not understand it to comprehend what needs to be communicated (Sexton, 2021). Miscommunication which can be defined as unsuccessfully providing information from one person to another due to individuals not being able to understand the language spoken (Merriam-Webster, 2018) then occurs. This is an everyday occurrence in the workplace, especially since many of the employees have not been born and raised in Durban, but rather are from the rural parts of South Africa whereby the languages which they have mastered are those such as IsiZulu, IsiXhosa, Venda, etc . These employees are expected to follow strict instructions via their managers to ensure the successful operation of the organisation. These instructions are communicated in English, which is the chosen and preferred language of the organisation, however, due to employee's language of communication being IsiZulu or IsiXhosa speaking, this poses as a communication barrier. Communication barriers thus arise due to an inability of employees to communicate proficiently in English, thereby cultivating an environment of stress, dissatisfaction and frustration (Emondson *et al.*, 2009), which overall hinders the rate of productivity.

1.3.1. Background to the Organisation and Employees



Port of Durban (KZNTransport, 2021)

Durban's port is essential to its financial and community life. As the only natural dock between Port Elizabeth and Maputo, Mozambique, the Durban port became South Africa's leading port and a key container centre for the western Indian Ocean (Callebert, 2011). Prior to technology, the infrastructure and the development of these ports was maintained mostly by African migrant employees, who did majority of the work by hand (Callebert, 2011).

The port of Durban's largest mass of workers were these dock workers and were key to the municipalities labour past. Dock workers were casual or temporary workers because they were employed daily or for a specific task requirement by the employer. As there were many operators at the port, casual employees were contracted to a single employer or organisation (Callebert, 2011). The task of stevedoring was not limited to a single organisation, there were many organisations based at the Durban ports which offered the same service to customers. When a stevedore company is appointed a vessel of operation the management team requests for labourers from a labour broker. The labour broker appoints the number of employees requested from a "pool" of workers. As there are many stevedore service providers on the port, requesting for individuals is difficult because all operators draw from the same pool of employees waiting to be hired. This pool of labourers are rotated so that everyone is given the opportunity to work. Due to the economic climate, making employees permanent will increase fixed cost making it hard to be competitive at the port, at the same time staff turnaround is high which comes with its own set of challenges.

Between the harbours of Durban, East London, Port Elizabeth, and Cape Town there are difference language, race and ethnicity between the provinces. Causal workers in Durban were generally from isiZulu speaking homes with a small group from the Eastern Cape. In Nelson Mandela Bay workers were isiXhosa speaking while Afrikaans is staple in Cape Town among the coloured race group. Language represents cultural background or nationality to an extent, isiZulu being the dominant language in Durban while English is the common spoken language amongst most groups in South Africa (Pityana and Orkin, 1992).

This study was conducted at a long standing South African stevedoring company, The pseudonym for the organisation is The Stevedoring Company which has been in operation for decades. This company is located within the perimeters of Maydon Wharf, Durban, South Africa. It serves as one of the largest in-post logistical operations in South Africa. Some of the services offered on an international scale include Stevedoring; warehousing; terminal operating services as well as transportation. The motto of this company is “In place. On Time.” This motto is upheld by delivering holistic solutions which aims to ensure that the storage and movement of client goods is managed in a manner that is timeous and professional. This company strives to drive transformation amongst all its work sectors which reflects the demographics of South Africa.

In the interest of current, future and aspiring managers, an understanding and knowledge of the impact that language diversity has on productivity will be highly beneficial to have which will add toward the success of the organisation and the effective progress of employees. Therefore, the purpose of conducting this research is to assess the impact of language diversity on communication at a South African stevedoring company, as well as to determine its effects on productivity.

1.4 Rationale and Motivation for the Study

This is discussed in three levels. These levels include the personal justification, the practical justification, and the social justification.

1.4.1 Personal Justification

Growing up in an English medium household, always made me wonder what it must be like for those individuals who cannot communicate in English but rather in their mother tongue. I was a very curious individual who loved reading about the impact on globalization and how civilizations whose home language is not English function in terms of schools, employment, and general communication with the “outside world”. My interest was always with how individuals whose first language is not English, communicate with a group of diverse individuals and its impact on how productive organisations are. This directed me to increase my

growing interest in how organisations are balancing language and communication diversity amongst employers and employees.

1.4.2 Practical Justification

When I completed matric, I went on to pursue my passion of studying Logistics Management as I was curious to know the activities or steps involved in organising the attainment and organisation of goods, bearing in mind my earlier curiosity of how second language individuals communicate with others in jobs such as logistic management. Upon being employed at The Stevedoring Company, my interest was further sparked as I was working with individuals from across the globe, as my job entails the purchasing and receiving of good brought into the country, via ships, from various other countries worldwide. In this job, there are various other sub-sectors where culturally diverse individuals are employed. This study intends to understand the impact of language diversity on communication at a South African stevedoring company in Durban.

1.4.3 Social Justification

Useful and constructive communication is not accomplished straightforwardly or easily. This is particularly important of multicultural organisations, where differences of behavioural habits and methods of communication may lead to disagreements and misunderstandings (Lauring and Selmer, 2012). Johnson (2017) states that barriers to communication head towards problems within a company that is attempting to construct a diverse workplace. When a company employs individuals from a diverse background whereby their mother tongue language of communication is not English managers and employees may be confronted with a struggle in communicating with one another, and as a result, this can lead to the individuals misinterpreting the message or instruction which can ultimately cause a decrease in productivity and foster low work morale amongst the employees experiencing this problem. Hence, this study aims to understand the impact of language diversity on communication and its effect in a South African stevedoring company in Durban.

1.5 Defining Key Concepts

The fundamental concepts within the context of this study are explained below:

1.5.1 Communication

Phutela defines communication as a process in which individuals non-verbally or verbally share information amongst other individuals (Phutela, 2015). Whereas Keyton defines communication as a process of transferring information and mutual understandings from one individual to other individuals (Keyton, 2011). According to Lunenburg the term communication can be understood by many as a process of conveying information from one source to another. Communication comes from the word *communis* which means communal and if there is no common agreement there is no communication (Lunenburg, 2010). From the definitions provided by various other scholars, it is my understanding that communication is the exchange of information between one or more individuals in various contexts, such as home, school, or work environment. For communication to be successfully transmitted, it must be clearly understood by the individuals who are communicating with one another. If communication is not transmitted clearly, precisely, and logically, then the purpose of communication becomes misunderstood which leads to low morale, stress, and anxiety. For this dissertation, communication will be understood by the above statement.

1.5.2 Work Productivity

The most basic way to define work productivity is the yield of input per unit; output per man hour is an example production (Beaton *et al.*, 2009). Productivity at work is affected by numerous factors including the individual worker's input (Beaton *et al.*, 2009). For an organisation or business, staff productivity is one of several factors leading to indices of employee performance or the well-being of that organisation or society (Beaton *et al.*, 2009). Productivity and efficiency analysis gage the performance of organisations, which convert input resources into output services or products (Coelli *et al.*, 2005). For the purposes of the study I would be referring to the definition of productivity based on (Coelli *et al.*, 2005).

1.5.3 Language

According to Băiaș and Constantin (2015) the meaning of language implies any and every form of communication of information and feelings, that language is a communication tool used among human culture. “A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing”(Collins English Dictionary, 2020). Language can be considered to be a systematic method of communication, which can take a wide range of different forms (Study.com, 2016). Language plays a pivotal role in different cultures, elements of knowledge, beliefs, ideas, that have been shared from one individual to another (Study.com, 2016). From these explanations, it can be understood that language is the ultimate vehicle of cascading information and communicating knowledge to one another. It serves as a tool to help individuals communicate with one another and work together. In the context of this study I will use the definition of language as defined by Băiaș and Constantin (2015), i.e.: “language is a communication tool used among human culture”.

1.5.4. Language Diversity

The term “diversity” can be understood by individuals who come together from different backgrounds and social contexts and, ones who have different opinions, characteristics, views, values and skills (Pascual, 2019). Language diversity can be understood as the concentration of unique languages that are placed together in a group or in a social setting (Study.com, 2016). There are approximately 7000 languages which are spoken and used as a means of communication worldwide by 7,8 billion people (Henning, 2018). Despite this enormous number of linguistic diversity, the majority of the population speak English; Mandarin and Spanish. This study will refer to the term language diversity as individuals who are linguistically different from one another due to the social context from which they hail.

1.6. Research Questions

This study seeks to answer the following research questions:

- 1.6.1. What are the identities of the participants of this study?
- 1.6.2. What are the employee experiences of the effects of language diversity on communication?
- 1.6.3. How does the communication style between the participants and their managers affect the rate of productivity at the workplace?

1.7. Research Objectives

- 1.7.1. To understand the identities of the participants whose language of communication is Isizulu or IsiXhosa.
- 1.7.2. To understand how productivity is affected by employees who are unable to communicate in English due to them being linguistically diverse.
- 1.7.3 To determine how the communication between a manager and a linguistically diverse employee affects productivity at the workplace.

1.8. Outline of the Study

Chapter one broadly unpacks and presents a thorough course of the research undertakings as well as an outline to the study. Firstly, the researcher expounds a detailed introduction as well as a problem statement surrounding the study. Secondly, a background to the study is presented, this is trailed by a rationale and motivation for the study which is discussed at three levels. Looking back at my life's journey thus far, a personal, practical and social justification for this study is presented. Thirdly, the key concepts are defined by presenting theorised definitions, lastly, the objectives of this research study and three research questions were devised and expounded.

Chapter two presents two major components of this study, which is a literature review and a theoretical framework. Firstly, the researcher expounds a review of international and local literature associated with language and communication and its impact on productivity. Thereafter the theoretical framework underpinning the research study is presented. This chapter sought to present two theories

which helped established the theoretical framework for the study. These two theories are: The Social Identity Theory and the Communication Accommodation Theory (CAT).

Chapter three presents the methodological processes that supported this research study. The methodological elements discussed will firstly be the research paradigm. The paradigmatic approach used viewed this research study through the lens of the interpretivist paradigm. Secondly, the chapter further discusses that this research study was carried out within the constraints of the explorative qualitative design. A narrative inquiry methodology was expounded to generate and analyse field texts from five participants. The participants for this study were chosen by exercising the purposeful sampling method. Thereafter, field texts were produced by applying the unstructured interviews and collage inquiry methods to the participants. The data was then analysed by means of using two independent forms of the narrative inquiry methods, these two forms of analysis was specifically done through a thorough narrative analysis and an analysis of narratives. Lastly, the researcher presents the ethical considerations, trustworthiness and limitations to the study.

Chapter four presents the first level of analysis, that is, narrative analysis. The lived and told experiences of the five participants is captured. The re-storied narratives are built from the field texts or data collected by the researcher. The field-texts from the participants were obtained by the researcher conducting narrative interviews as well as a collage inquiry method of generating field texts. The plot system is utilised in-order for the researcher to develop logical narratives of the participants. The re-storied narratives aimed at providing answers to the first research question: What are the identities of second language casual employees at a South African stevedoring company?

Chapter five seeks to present the second level of analysis, which is an analysis of narratives. The re-storied narratives will additionally be analysed by implementing a paradigmatic interpretation of the field texts that were captured through narrative interviews and a collage inquiry. This level of analysis provides the answers to the second and third research question: What are the employee

experiences of the effects of language diversity on communication; how does communication between a manager and second language employee affect productivity.

Chapter six is the concluding chapter which aims to bring this research study to a close. In this final chapter, the researcher provides a brief summary of the entire study, as well as presents conclusions from the findings, and discusses recommendations from the study, lastly, the implications of this study will be presented.

1.9. Chapter Summary

In this chapter, the researcher presented an in-depth introduction and a problem statement to the research study. Thereafter, the researcher expounded and developed the background to the study, this was followed by a rationale and motivation for the study. The rationale and motivation behind this research study were expounded in three different levels, these levels are the personal justification, practical justification and social justification. The key concepts were then put forward, which was followed by a presentation of the objectives of this study. Thereafter, three research questions of the study were presented. Lastly a brief outline of this study was communicated. Chapter two puts forward a thorough review of international and local literature, trailed by the theoretical framework which seeks to provide guidance to this research study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

In the first chapter, the researcher presented an in-depth introduction and a problem statement of the research study. The chapter encompassed the background of the study, the rationale for the study, key concepts were theorised, the objectives and the three research questions were expounded. In this chapter, the researcher will firstly present a thorough review of international and local literature which is associated with communication, language, and productivity. Thereafter, the researcher will discuss two theories which will serve as a framework to reinforce this research study, these theories are: The Social Identity Theory, and The Communication Accommodation Theory.

2.2 Literature Review

In this paragraph, I define the term “Literature Review” and provide examples and of the importance of a literature review, and how the upcoming literature review presented is related to this dissertation.

A literature review is a very important part of any research study as it propositions the reader and the researcher to an evaluation of localised and global literature related with the impact of language linguistics on productivity at a stevedoring company. Upon reviewing literature, it has been acknowledged that global organisations, are becoming more informed and more demanding in recognising and choosing the best employees, managers and contractors for their infrastructure, and services offered (Blaga, 2018). These employees, managers and contractors are not unique to only one type of culture or form of communication due to globalisation. The above statement brings to light that every organisation must have its own culture system for that organisation to be productive. The culture of an organisation is considered to be an indispensable component for an enhanced organisational functioning and having the “right culture” is believed to be a central factor in improving the organisational and employee performance (Connolly *et al.*, 2011).

This research study focuses its attention on stevedoring organisations in South Africa. Post-apartheid, South Africa is home to individuals who are linguistically and culturally diverse. In Stevedoring Organisations, employees, managers, and contractors have specific terminologies and lingo which is used to communicate daily. Individuals working in these organisations must be familiar with this type of language terminology, must be able to understand and carry-out instructions, and must be able to be productive. Considering that employees, managers, and contractors are from diverse backgrounds, the researcher would like to understand how these individuals are able to work on Stevedoring operations and what impact communication and language diversity has on productivity. In doing so, the researcher has reviewed international and local literature to support this study.

When reviewing the literature, eleven themes were considered upon. These themes present a concise examination of the frequent debates in literature. Herein below, the ten themes presented are: Communication at a the workplace; An outline of what communication is at the workplace; Types of communication: Upward, Downward and Diagonal Communication; Verbal and Non-Verbal Communication; Internal and Effective Communication in the workplace; Sources of Information; the use of language at the workplace; Organisational Culture at the workplace; Understanding and managing diversity at the workplace; Language diversity and its effects on productivity at the workplace; Shannon and Weavers Model of Communication; Types of Noises.

2.2.1 Communication at the Workplace

Communication is the pillar of strength of any organisation. Poor communication has severe repercussion to productivity (Bucata and Rizescu, 2017). Every organisation has its own corporate success which rests heavily on the flexibility and effectiveness of the internal organisational communication (Bucata and Rizescu, 2017). For this reason, it is the job of managers to lead employees with good communication skills. Successful or effective communication is the ability to provide information that employees can ascertain (Bucata and Rizescu, 2017).

With that said, it is the responsibility of managers to help employees grow into proficient communicators and learn in this process (Malmelin, 2007).

According to Erdill and Tanova (2015) the satisfaction employees attain with regard to communication has been established to be confidently and positively related to many work related outcomes such as, job motivation, job satisfaction, job performance, organisational commitment and a reduced role identification and ambiguity. Communication is vital and without it managerial functions cannot be functional (Erdill and Tanova, 2015). Communication is crucial for the survival and success of the organisation, having as objectives: the motivation of the staff, the management of resources and procedures, the relations with external stakeholders (ȘOmarăCescu *et al.*, 2016).

From this point of view, communication is a process of producing and trading messages, which were purposeful to the achievement of precise goals, between organisational components considered by ranking relations (internal communication) or between the ranked and the marketplace (external communication) (Cesaria, 2000).

2.2.2 An Outline of What Communication is at the Workplace

When a manager conveys information through a channel that is preferred by the employees, it is most likely that the message is understood and the instruction is correctly carried out (Ehlers and Paul-Dachapalli, 2016). It is therefore extremely imperative for employees to receive information accurately as this has a direct effect on the organisation (Ehlers and Paul-Dachapalli, 2016). Managers should ensure that they are able to communicate diversely or have structures in place to accommodate for language diversity as it is their responsibility to carry information regarding the organisation and instructions to both, their superiors and to the employees that they are managing. (Ehlers and Paul-Dachapalli, 2016).

From the perspective of a manager in an organisation, communication is the process of distributing information to employees in order for the organisation to receive high standards of productivity (Bucata and Rizescu, 2017). It is indeed essential for managers to recognise that communication competence is needed

by individuals seeking employment currently. Therefore, a manager who is responsible for carrying out managerial functions must always ensure that the processes and principles of communication are adhered to in order for instructions to be understandable by other individuals and to communicate the organisational duties and responsibilities with ease (Bucata and Rizescu, 2017). Effective communication does not merely mean to organise ones thoughts in a particular order and present them in a manner which is easily assessable to others, but also to express these thoughts in an effective manner that would ultimately secure the attention of the receiver [Beattie and Ellis (2014) cited in Bucata and Rizescu (2017)]. Communication allows for employees to be interactive within the working team for effective productivity to occur. Through a careful and effective communication, managers ought to be-able to bring together the members of the organisation. Effective communication ensures that organisational goals are achieved effortlessly.

Currently, lower level employees are viewed as only receivers of internal communication. However, they are vital senders of information and play important roles in the communication field of an organisation (Frandsen and Johansen, 2011). Many scholars agree that the workforce usually have been regarded as passive beneficiaries of communication events rather than tactical communicators. These communicational events have repercussions for the organisation (Mazzei, 2014). Additionally, research has indicated to the circumstance that worker communication and role in communication is still an unexplored feature of Organisations' Strategic Communication (OSC) (Mazzei, 2014).

2.2.3 Forms of Communication

Below I discuss some forms of communication.

2.2.3.1 Upward, Downward and Diagonal Communication

The concept of upward communication can be understood as information or messages that flows from bottom level of employees to top level of managers and directors of the organisation. The role and function of upward communication is to keep managers and directors at the top level management informed of the

developments, attitudes, behaviours and productivity of employees at the lower levels (Renani *et al.*, 2017). This is regarded as the choicest approach for top management employees to examine the effectiveness of organisational communication and downward communication in general (Renani *et al.*, 2017). Productivity is seen as a form of upward communication by providing feedback of downward communication to upper management. Horizontal communication can be understood as a flow of information that is conducted between upper and lower level employees and various organisational departments which are on an equal organisational level at the organisation. This form of communication enables the integration and coordination of the undertakings of departments which engaged in relatively independent or unrelated organisational tasks (Renani *et al.*, 2017).

Diagonal communication is defined as a flow of verbal or non-verbal communication between individuals who do not fall in the same category of the organisations grading or hierarchy or are not on the same organisational level within the organisation (Renani *et al.*, 2017). This type of communication is rarely employed, however, if it is employed, the diagonal communication method is utilised in situations where it supplements upward or downward communication. The diagonal form of communication is used in instances for example whereby labour unions organise meetings directly between top management and employees thereby avoiding the first and middle level managers (Renani *et al.*, 2017).

Downward communication flows from top to bottom or management to employees. This type of communication is characteristic for companies with an authoritative style of management (Renani *et al.*, 2017). Instructions to employees from management is a form of downward communication. While downward communication presents a hierarchical structure differentiating the levels of the management, it also provides employees with information about their respective chain of command or hierarchy of reporting (Renani *et al.*, 2017). Taller the organisation the more levels of management the more likely communication will become distorted since there are more decision points through which it passes before it is taken into operation (Weick, 1979). This form of communication in a Stevedoring Organisation is most effective when information

is being disseminated. By using this form of communication, employers are able to communicate the instructions for the day to employees verbally. This form of communication eliminates any type of miscommunication as the managers are there to explain the instruction should any employee not understand his or her instruction.

2.2.3.2 Verbal and Non-Verbal Communication

Verbal communication can be defined as the use of language to provide a meaning, formative and productive output to the recipient. (Rocci and Saussure, 2016). It can also be defined as the exchange of information via Language (businessdictionary.com, 2018). A language is indeed greater than just a method of communication, a language can be describe and visualised in a way that we see the world and the way that we see ourselves (Dinică, 2014).

Communication between individuals' is one of mankind's earliest tools of social, cognitive and technological developments. Communication is learnt from birth and mastered at school level (Lemmer *et al.*, 2011). According to extensive international and local research, Cummings (1981) cited in Lemmer *et al.* (2011) states that, "Poor development of L1 (Language 1), has a detrimental effect on the acquisition of a second language, L2 (Language 2) and *vice versa*".

Studies carried out by Macdonald (1990) cited in Lemmer *et al.* (2011) show that black learners who changed or swopped the LoLT (Language of Learning and Teaching) to English prior to them sufficiently developing the new target language of learning did not in fact accomplish academic excellence which eventually led to both the development of the learners' L1 and L2 being negatively affected. In South Africa, 50% of people over 20 have fewer than nine years of schooling and 15% never had any schooling (Thatcher *et al.*, 2005).

Non-verbal communication standardises relations and can maintain or even replace verbal communication styles in many instances. Research indicates that individuals of different genders and cultures practice non-verbal communication inversely and these variances can influence the landscape of interpersonal communication (Phutela, 2015). Non-verbal communication can give rise to a

barrier or tear down barriers to ensure effective communication is practiced (Phutela, 2015).

Non-verbal communication could be understood as a well-defined, quiet form of communicating with an individual or assembling information which does not include the use of any form of dialogue in order to emphasise a message. The non-verbal way of communication often expresses a thought or thoughts of an individual and allows for the message to be more meaningful and stimulating to the individual you are communicating with (Phutela, 2015).

2.2.4 Internal and Effective Communication at the Workplace

Internal communication or employee communication is communication transaction between employees of all levels with regards to the day to day operations of the organisation (Welch and Jackson, 2007). Poor Internal communication may lead to poor productivity and efficiency (Welch and Jackson, 2007). Communicating in an effective manner with employees and other members of the organisation can lead to, as well as, build organisational commitment between all stakeholders, achieve optimal organisational outcomes, influence the reputation of the organisation within the corporate world, share knowledge, gain the trust of the organisations workforce, and create an awareness as well as engage employees interests (Verghese, 2017). It is imperative that the culture of the organisation be one that allows for transparency, trust amongst all stakeholders and a sense of belonging. Communication that is effective within organisations and between individuals leads to an increased understanding and to more satisfying relationships between employers and employees (Renani *et al.*, 2017). Effective Communication can build trust, make employees understand you, get respected and develop relationships (Verghese, 2017). Effective communication improves trust issues with employees, helping reduce stress and anxiety. It also allows for communicating, not only positive communication but negative communication, in terms of short-time or retrenchment of employees.

Employees that are seen to be more responsive to their duties and motivated to perform better ultimately render into happy customers (Walt, 2006). Employees

well-being and satisfaction is just as important as customer satisfaction (Walt, 2006). Productive employees have a positive impact on customer service, which impacts the bottom line (Walt, 2006). A suggested method of retaining such employees is to frequently appraise, monitor, assess and measure employee assessments of internal communication (Walt, 2006). However, on the other hand, poor internal communication can indeed be damaging to the organisations internal relationships within the organisations workforce and effectiveness of their performance rate if employees don't receive information that is crucial to them (Verghese, 2017). According to Verghese (2017), a function of internal communication is to enhance and improve the organisations worth by utilising effective channels of communication with employees. Adding to this, having effective and successful method of internal communication in the workplace can reduce fears and uncertainty (Verghese, 2017).

A research study regarding the growing importance of internal communication was presented by Mishra *et al.* (2014). This researcher conducted an explorative interview with internal communication managers and public relations managers in an attempt to gain clarity of how these managers viewed the significance of internal communication. The result showed that using all the available communication channels such as noticeboards, emails, two way radios, hand signals or sign language, a control center, amongst others, and to offer the employees with meaningful and constructive information is more likely to increase and foster greater satisfaction and productivity at the work place. This could also aid in creating a culture at the organisation whereby all stakeholders involved understands the goals of the organisation (Mishra *et al.*, 2014).

Internal communication is an essential trait for any lucrative and productive organisation, as internal communication serves a crucial role in organisational performance (Jiwon Suh, 2018). Effective internal communication enhances not only an organisation's performance, credibility and reputation on an internal and external level, but also seeks to enhance the job satisfaction of employees (Mazzei, 2013). The advantages of internal communication encourages employees to establish relationships, share information, create new meanings, promote workplace and social interactivity, reaffirm one's organisational values

and identity and create a positive organisational climate where employees are happy and productive (Berger, 2008). In addition, internal communication plays a vital role in widening opinions, framing opportunities, and shaping and shifting the attitudes of employees about the need for change in order to enhance the success rate of the organisation (Lewis, 2014). According to researchers, internal communication is applied when managers share information, manage protocols and procedures, persuade, and support new practices (Lewis, 2013). This has a positive result on how successful the organisation is as well as it aids the organisation to spread various types of information (Lewis, 2013).

As the world enters the fourth industrial revolution, societies and organisations are becoming more dynamic, and internal communication is understood to be a vital aspect of addressing the changes that are occurring in an organisation (Elving, 2005). In addition, sound internal communication supports organisations to change employee opinions about their organisations, thereby reducing their resistance to change and grow the organisation (Reger, 1994).

For effective internal communication to occur within the organisation, this type of communication needs to be personalised or custom made to the needs of the organisation as well as it needs to have some degree of flexibility (Ruck, 2012). To ensure that internal communication is an effective tool in an organisation, organisations need to evaluate the effectiveness of meetings, messages, emails, by executing planned measurements decided by the organisation (Zerfass, 2017).

2.2.5 Sources of Information

One of the most important sources of information to many employees is an immediate supervisor. However, there are so many sensitive issues in the maritime industry - diversity, equal employment and disciplinary action, to name but a few - that management often fears communication with employees, which in turn, leads to employees being deprived of essential information (Bartoo and Sias, 2004). This situation, combined with Schumann (2004) findings that only half of the employees believe information received from their employers, indicates a very fragile relationship.

Due to the inability to understand management, employees use informal communication to receive information which is generally via the grape vine. Employees see the supervisor not as a person of assistance but a person of critical assessment, so they tend to seek information on a horizontal level with those who are in similar operational activities. Subordinates are reluctant to ask the supervisor because they might feel incompetent or feel that it may affect their career development (Weick, 1979).

2.2.6 Organisational Culture at the Workplace

Organisational culture can be defined as a system of shared beliefs and values (Rhee and Moon, 2009). Culture is reflected mostly in an individual's way of communication, specifically, this refers to their mother tongue language of communication simply because language is viewed globally as the singular most distinguishing component of an individual's culture (Rhee and Moon, 2009). Due to the important role that the mother tongue language plays in one's culture, any impairment or weakening of an individual's language significantly indicates the death of that individual's culture, and essentially reduces the essence of their being (Salawu, 2017). The function of organisational culture are adopted by the members of the organisation in the process of daily interaction, using ideas, sharing beliefs, language and behaviour (ŞOmarăCescu *et al.*, 2016). Current literature review has failed to capture the communication aspect of organisation culture let alone language (Rhee and Moon, 2009). Organisational culture is used as a social tool to promote conformity and instil organisational values and beliefs. This may cause harm to individuals who are failing to grasp such values and beliefs.

This impacts previously disadvantaged groups or individuals from different ethnic backgrounds to keep their identity and struggle with organisational culture, thus causing a barrier. For example, a goat skin on the hand is unhygienic but it is used as protection and good luck by native South Africans. Not allowing them to be themselves may cause them stress and not allowing them to reach their full identity. These barriers are just as palpable as a deaf man struggles to hear instruction from a supervisor. Members consider themselves as a disadvantage

or disability because failure to conform might be a sign of weakness and will take the feelings or ideas into consideration. Organisational cultures require employees to fit onto current norms and values.

Robbins (1996) as cited in Martins and Terblanche (2003) writes that “Organisational culture forms an integral part of the general functioning of an organisation”. A strong culture provides shared values that ensure that everyone in the organisation is on the same track. As a result, these shared values have a strong influence on the people within the organisation. If there is no shared beliefs or values, specifically language, there is no culture.

The organisation with a robust culture is more unified and more focused on completing the objectives than the organisations with a poor culture. From a communication perspective, employees from organisations create culture through their exchanges (Şomărescu *et al.*, 2016). Managing diversity in the workplace entails all levels of employees promoting, encouraging and treating diversity as a competitive advantage (Şomărescu *et al.*, 2016). According to (Uys, 2003), from the Department of Public Administration and Development Studies, University of South Africa, the management of diversity is an comprehensive process which aims to utilise all employees fully by thoroughly removing the barriers that have prevented people from working together successfully. The management and supervision of diversity in the workplace requires employees to be more accommodating and approachable when working in the organisation, and to render a greater measure of value to employees whilst taking cognisance not only of the organisational needs and demands, but also of the employee needs and employee groupings as stakeholders who have a joint interest in the success of the organisation (Uys, 2003).

2.2.7 The Use of Language in the Workplace

Language barrier or linguistics barrier can be defined as miscommunication (Harzing and Feely, 2008). An example of a language barrier could be a communication barrier which results from the groups or individuals involved speaking different languages from one another (van Rosse *et al.*, 2016). To supply an operating definition for this study, we tend to conceptualise language

barriers as obstacles to effective communication, which arise if conversers speak totally different mother tongues and lack a shared language within which all of them have native proficiency (Tenzer *et al.*, 2014). Thus, whether or not language diversity ends up in language barriers depends on the conversers' proficiency levels (Tenzer *et al.*, 2014). Recent studies indicated that language-induced emotions will erode cooperative efforts and result in losses in productivity and performance (Tenzer and Pudelko, 2015).

In South Africa alone, there are 11 official languages, though English is deemed as a globally used language of choice, but that does not take away any importance from the other languages. English cannot be considered as the language that is linguistically superior to another language (Kangira, 2016). Researchers have indicated that many indigenous languages which have been studied tend to play "second fiddle" to most foreign languages (Kangira, 2016). English is however used as a dominant official language in many countries around the world, some of which are: South Africa, Zimbabwe, Zambia, Botswana, Namibia, Malawi, Swaziland and Lesotho (Kangira, 2016). During the formation of the Democratic Republic of South Africa, eleven languages were made the official languages of South Africa and had to be used at all levels of government. Although this is admirable, the dominance of the colonial language which is English and Afrikaans in many regions of South Africa cannot be ignored or overlooked (Kangira, 2016).

From the stance of a global viewpoint, the challenges of languages include the pressures of globalisation and an increased capacity of information in English via the world wide web. In addition to this, there are many obstacles encountered whilst promoting and encouraging multilingual and bilingual education and literacy programs. Some of which include developing appropriate teaching materials, growing the number of multicultural teachers and providing a secure school learning environment for the intermixed nature of the school population (Kangira, 2016).

Many African countries find it a challenge to devise and structure an official language policy document. This is simply because any language policy

developed would mean that the government of that country is still embracing the English language. The official acceptance of English in many African countries as an ideal language for communication seems to be perceived by the citizens of these countries as a form of re-colonisation by Europe, thereby impacting on businesses and on the economy (Kangira, 2016). In stevedoring, English is commonly used and in South Africa Zulu which means being bilingual is an advantage but difficult to grasp. Having a common language, not necessarily English, does have its advantages.

Organisations' expand and diverse locally, by understanding the implications of multilingualism or language-based diversity and management of language has thus become critical in organisations' today (Kulkarni, 2015). Due to language diversity, individuals may encounter communication breakdowns or communication failures in the form of linguistic misunderstandings or misinterpretations caused by a lack of adequate socio-cultural misinterpretations and insufficient language skills (Lauring and Selmer, 2012).

South African is home to 11 official languages, the most spoken language in South Africa is isiZulu with 22.7% whereas English is the 4th most spoken language with 9.6% (South Africa, 2012). IsiZulu has been found to be the most spoken language in South Africa and English or maritime English is the preferred language of the maritime industry (NOAA, 2017). The maritime industry has to deal with language diversity. In some African cultures, individuals tend to use vivid descriptions and examples in their way of communication to explain words, phrases and concepts. In some cultures it is also not acceptable to answer "no" to a question, thus "yes" is used, while the inclination and body language of the person must be taken into account to determine the actual response (Kreissl, 2011). Managing linguistic diversity issues which are related to language in the workplace can be very tricky which often requires employers to balance the interests of different investor groups (Kreissl, 2011). Learning to communicate fluently in multiple languages provides additional job security and advancement opportunities in uncertain economic times (Valoes, 2014).

Durban like most major cities hosts a large number of migrant workers. A migrant worker, can be understood to be an individual who's place of origin or family home is far from where he/she is employed (Greeff, 2015). These migrant workers have a difficult task of parting with their families in their family homes to seek employment. They would have to temporarily reside in hostels close to the operation or organisation in which they are employed (Greeff, 2015). These workers travel home on the weekends which they are paid to deliver their wage in order for the rest of the family to maintain their homes. Origin diversity, essentially established within the African context is indeed accompanied by language and cultural diversity (Greeff, 2015). These types of diversity are strengthened when individuals of varying cultures and languages are employed in an organisation. This type of diversity becomes so great making it less demanding for individuals to form a new amalgamated language, than it is to adopt any one of the original languages of the employees at the organisation (Greeff, 2015). Greeff (2015), a mainly Zulu-based pidgin language was created to promote ease of communicating between individuals who speak different languages. It is for this purpose that the Leon Commission for Health and Safety reported that 84% of machine operators and general labourers within many organisations are functionally illiterate, similar to the mining industry, as individuals seeking employment within labour intense operations need no trained skills. The varying diversity of employees thereby succumbs to a range of literacy levels, some of which include seeing employees that have no formal schooling and cannot hold writing equipment correctly, employees who cannot write or sign their signatures to those who are qualified through a tertiary institution (Greeff, 2015).

A rising number of organisations in non-English speaking and non-English communicating countries have recently deepened their efforts in introducing English as a language within the corporate world. The idea behind introducing English to the workforce is so that all organisational members speak one language, which will foster a mutual understanding between employees, and there will be fewer dysfunctional social categories emerging (Feely and Harzing, 2003). The aim is for individuals to speak with one another in a language that

can be understood by all individuals, thereby they develop and create greater trust with each other which will eventually increase the communication occurrences [Zenger and Lawrence (1989) cited in Luring and Selmer (2013)]. This increased communication between individuals will also provide these individuals with frequent and continuous training and practice in communicating in the second language (English).

On the contrary, when individuals feel forced to speak and communicate in a second language, this could be established as being problematic due to inadequate proficiency levels amongst the non-native speakers. It could also be very challenging for members within the organisation who are comfortable with working and communicating in their native language (Luring and Selmer, 2013). For those individuals who are less skilled in communicating and speaking in English, the introduction of a singular corporate language could cause the organisation to head towards a loss of status and a lessened ability to perform organisational tasks effectively (Luring and Selmer, 2013).

individuals who are un-able to communicate or to express themselves effectively through any type of language are bound to communicate expressively or physically, this includes stressing themselves and others, or worse, causing harm to themselves or to others (Mujtaba *et al.*, 2012). Unfortunately, prisons are full of spouses who cannot control their emotions and anger and express them violently just as a teenager who gets angry and cannot effectively verbalize his or her thoughts is likely to end up in a fight. Language is undoubtedly an imperative aspect of an individual's professional, personal and social identity (Mujtaba *et al.*, 2012).

If employees cannot express themselves, they will express themselves in another way which may not necessarily be accepted. An employee can be frustrated and throw something which can lead to disciplinary action. For instance, in the Zulu culture it is a mark of disrespect to receive something with the left hand (Luring and Selmer, 2012).

2.2.8 Understanding and Managing Language Diversity at the Workplace:

Living in post-apartheid South Africa under the new laws of democracy and freedom has been beneficial to all ethnicity groups in terms of employment. In order for national organisations to meet the BBBEE requirements in terms of employment and recruitment, individuals from all race groups need to be employed at the organisation (Yanaprasart, 2016) making the workplace not only a multi-cultural organisation, but also a multi-lingual workplace. This has led to a substantial upsurge of linguistic and cultural diversity in all ranks of the workforce (Yanaprasart, 2016), thus creating new and further challenges in the workplace (Herring, 2009). One of this added challenge is for the management teams at the organisation to find ways in which differences and diversity can be best managed. By recognising the impact of language diversity in the workplace, such as its challenges and contributions, this phenomenon can help organisations monitor and manage language diversity so that all employees may have a pleasant work experience and in turn, the organisation will have a better productivity rate (Yanaprasart, 2016).

One has to consider that the term “workplace” or organisation does not only refer to a space where individuals are employed to complete their tasks by working, but it can also be a social context where interactions happen amongst the individuals employed at the organisation, such as managers and employees, as well as team building whereby relationships are formed (Zhu, 2014). Given that the workplace is also regarded as a social context, social tensions created by an individuals preferred language of communication can arise (Steyaert, 2011). Because of this, the use of diverse languages at the workplace can in fact enhance or deter productivity amongst the employees (Lüdi, 2010), thereby either increasing or decreasing productivity rates for the organisation.

Given that there is linguistic diversity in any workplace, whereby employees have a preferred language of communication, the practice of different languages is important for the creation of linguistic restrictions or limitations for the purpose of organisations identifying and negotiating how these linguistic barriers can be deconstructed (Yanaprasart, 2016).

Employees are hired or recruited based on a specific skill set which they possess, and which the organisation can maximise on in order to increase productivity rates, therefore, a common choice of the language of communication has to be enforced in the workplace (Yanaprasart, 2016). It is vital that these organisation have a language policy as well as effective and operational language management strategies which would aid employees who are linguistically diverse (Hagen, 2005). This would impact positively on production rates and employee morale.

For some organisations, being linguistically diverse is considered to be a language barrier which must be seized (Harzing and Feely, 2008). This realistic problem which according to Maclean (2006), can be overcome by organisations hiring translators, multiple-language-use, using visual aids, peer communication, or by choosing a communal language of communication, which is considered to be the easiest and best manner to allow equal opportunities for all employees (Maclean, 2006). However, this ideology is easier said than done as overcoming linguistic diversity comes with some tension amongst those managing communication in the workplace (Yanaprasart, 2016).

Organisations operating on a global scale opt for one official corporate language, even though it is not considered to be a completely effective method of bridging the linguistic diversity gap amongst employees (Harzing *et al.*, 2011). In organisations operating on an international context, English as a form of linguistic communication has been chosen as the preferred method of linguistic communication (Abdullah, 2012).

2.2.9 Language Diversity and its Effects on Productivity at the Workplace

A crucial approach to an organisation's production tactics is to employ a set of employees who possess skills needed to ensure that the organisation maximises on productivity, thereby, increasing productivity rates (Finseraas, 2019). In high society, the ability to communicate has become increasingly vital for that community to prosper (Bratsberg, 2013). Being capable of speaking a language in a precise and swift manner forms part of a method of communication, which is central in all working organisations and society at large (Bratsberg, 2013).

In order to prevent further discrimination as it once was during the apartheid era, it is vital that the workplace considers employing individuals from both genders as well as from different cultural groups. This has increased diversity in the workplace, which in-turn has increased the occurrence of employees being linguistically diverse. Having a diverse set of employees with different opinions and thoughts can bring about higher productivity rates through them introducing new techniques, ideas and thoughts. However, this also comes with its own set of challenges, such as the organisation having to increase the expenses by hiring translators, which increases the costs of communication amongst the employer and employees (Yanaprasart, 2016). Likewise, if all employees are proficient in the organisation's chosen language of communication, this has proven to be beneficial in the economic markets (Bratsberg, 2013). Therefore, if organisations choose to implement ways in which their linguistically diverse employees can become proficient in the language of the organisation, this can have positive and higher productivity rates (Lazear, 1999).

In the workplace, communication involving co-workers, such as managers and employees will become a very time-consuming exercise if both parties do not understand what each other is trying to say. The outcome of this can be a decrease in productivity as well as arising conflicts amongst the individuals who are communicating (Lazear, 1999). Furthermore, linguistic diversity in the workplace can result in managers who are not proficient in the languages spoken by their employees, other than the language chosen by the organisation, assigning different tasks to employees who are employed at the same level to carry out different functions, this creates stress, tension and has an adverse effect on productivity rates (Finseraas, 2019). From this, Lazear (1999), states that employees who are linguistically diverse in the workplace can increase doubts regarding their abilities and decrease the target expectation of their work.

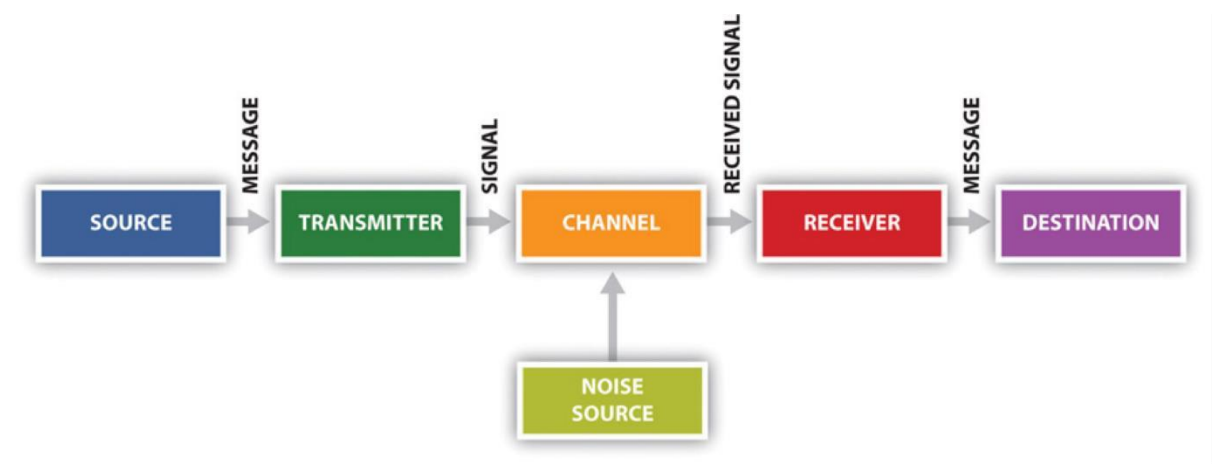
On a positive note, language diversity can indeed also have positive effects in an organisation. Such positivity is creating a multi-cultural workforce and giving individuals a chance at being employed, thereby boosting the economy of the country (Finseraas, 2019). Another positive reason as outlined by Finseraas (2019)

is that having a linguistically diverse workforce add to the collection of language assets, as languages are a human asset.

2.2.10 Shannon and Weavers Linear Model of Communication

Communication is a transaction between sender and receiver and how the information is received. The Shannon and Weavers linear model of communication simply states that there is communication between sender and receiver. The transmission may have interference, such as noise, which may cause miscommunication (Businesstopia, 2018).

Claude Elwood Shannon and Warren Weaver developed the linear model of communication in 1949, the model was developed for mathematical theory of communication but later evolved into a social science model (McQuail and Windahl, 2015).



Linear Model of Communication (SaltLakeCommunityCollege, 2021)

There are 5 original elements to the model, which is, source, transmitter, channel, receiver and destination (McQuail and Windahl, 2015). The source is where the message is created, a transmitter is the device that encodes the message to a signal, the channel carries the signal to the receiver, the receiver is where the signal is decoded, and finally the destination source where message is received (McQuail and Windahl, 2015).

The model can be explained as follows: “the sender encodes the message and sends it to the receiver through a technological channel like a telephone or a

telegraph, i.e., the sender converts the message into codes which is understandable to the machine; the message is thus sent in codes through a medium” (Businesstopia, 2018).

The advantages of the Shannon and Weaver communication model is that its simple, general and quantifiable (McQuail and Windahl, 2015). These are the reasons why it is used across different disciplines but also due to the simplifying of the model, it can misrepresent information as human communication is complex (McQuail and Windahl, 2015).

2.2.11 Types of Noise

Noise is the 6th element of the Shannon and Weaver communication model, noise effects the signal moving along the channel which possibly can cause the signal to be received differently from the original that was sent from the source (McQuail and Windahl, 2015).

Communication does contain noise, which can be anything that was not intended by the information sender (West and Turner, 2010). In communication there are four variation of noise. The first one is semantic noise which relates to the jargon, specialized language, or slang used by employees or teams and the way it is being used (West and Turner, 2010).

The words we tend to use when speaking or communicating sometimes differ from its accepted meaning; thereby making the meaning of the words we lean towards to be attached to several different meanings, thereby, creating communication barriers (Lunenburg, 2010). The matter is semantic, or the meanings of the words we tend to use (Lunenburg, 2010). The exact word could mean various things to completely different employees. Phrases and words such as productivity, efficiency and quality could mean one thing by management and a completely different understanding by diverse employees (Lunenburg, 2010). For example, in stevedoring a vessel contains multiple hatches, but the specialized language is “gangs”. Team leaders are referred to as Indunas.

The second is external or physical noise which happens outside of the receiver (West and Turner, 2010), for example, operational noise or bad reception. The

third is Psychological noise which refers to a sender's prejudices, biases and predispositions towards the receiver or the information transmitted (West and Turner, 2010). Lastly physiological noise which occurs when the communicator is sick, hungry, or fatigued (West and Turner, 2010).

"The receiver must decode the message before understanding it and interpreting it; the receptor machine can also act as a decoder in some cases; the channel can have noise and the receiver might not have the capacity to decode which might cause problems in communication process" (Businessstopia, 2018). For instance, the sender is management and the message are encoded and sent via verbal or written channels. The employee's eyes or ears are the receptors and the employees' brain are the decoder and receiver. Similarly, the verbal or written information is the channel here, the noise present is the way the information is presented. The employees' feedback is his productivity levels.

According to Shannon and Weaver's communication model, when the sender is sending a message in their preferred language of communication, is not necessarily received by the receiver due to receiver not being proficient in the senders preferred language there for the message that's been communicated might be misinterpret and decoded incorrectly thereby creating miscommunication.

2.3 Theoretical Framework

The theoretical framework of any study plays a vital role in directing the process of a research study. The theoretical framework for this research study undertaking was supported by two theories: Firstly, the Social Identity theory which is a theory that I have chosen to use to help form a profile of my participants based on their identities and secondly, the Communication Accommodation theory which I adopted to understand the ways in which individuals communicate with others. These two theories were then brought together which formed the framework for this study.

Research suggests that individuals strive to attain and maintain a positive social identity. However, when one feels as though this is unattainable, they will strive to find a group of individuals with similar social skills as themselves, or a group

which fosters a more positive experience (Tajfel *et al.*, 1979). Tajfel *et al.* (1979) found that the social identity perspective forces individuals to examine and evaluate one's social group in a positive light through a medium of in-group / outgroup comparison in an attempt to distinguish themselves from one another.

Drawing from the social identity theory, Giles and Smith (1979) state that individuals not only find ways to accommodate to specific individuals or groups, but they also tend to find ways to accommodate individuals from other group contexts, thereby influencing the communication process. Psychologists, such as Giles and Smith (1979) believe that individuals are influenced by various behaviours. These behaviours include the style of speech that one adopts when communicating with different social groups or individuals, such as his or her tone, pitch, and interruption patterns etc. All of which play a role in influencing the impression that the individual or social group has of the individual communicating. In addition, Giles and Smith (1979) have observed that the topic of conversation, context of the social setting and the type of individual with whom one communicates plays a vital role in the manner in which one communicates.

Given the brief outline from above, I will now discuss in detail the two theories which form the framework for this study.

2.3.1 Social Identity Theory

Tajfel *et al.* (1979) describes the term social identity as a portion of an individual's self-perception which is derived from his or her knowledge base of his or her association or relationship of a social group/s. This is coupled with the value and emotional significance attached to that association or relationship (Trepte, 2006). The social Identity theory utilises social groups to understand and develop the identities of individuals.

The social identity theory allows for individuals to authenticate their own unique social identity by displaying a sense of "favouritism" for their own social classification. The above statement could also be viewed as "in-group," which can be understood as at the sacrifice of "out-groups" suggesting, *to which they do not belong* (Schneider and Northcraft, 1999). "In-groups" are often presumed by

individuals of a social group to be effortless and comfortable to communicate with, more trustworthy, more predictable, and more likely to exchange favours as opposed to individuals in the “out-groups” classification (Schneider and Northcraft, 1999). The social identity theory adds that managers as well as their subordinates are more likely to employ a noticeable or relevant social classification (such as gender, race and functional specialisation) as indicators of preference similarities and value, thereby, eliminating the potential for disorderly encounters in the workplace.

Furthermore, when managers view themselves in the work ethic and work potential of their employees, these managers are encouraged and motivated to help their employees strive for greater heights and to increase their productivity at the workplace (Schneider and Northcraft, 1999). Consequently, mentors are likely to prefer candidates who are like themselves. This unfortunately limits the potential for dissimilar candidates to have advancement opportunities at the workplace. This cyclist course serves to sustain the status quo, as the dominant subgroup maintains their position of power within the organisation (Schneider and Northcraft, 1999).

Miscommunication can create, lead to or maintain considerable barriers for the heterogeneous groups that are giving off their best in their positions at the organisation and trying hard to work harmoniously together (Schneider and Northcraft, 1999). The social classes to which individuals belong are a significant aspect of one’s self-perception. Tajfel *et al.*, (1979) suggest that social identities are those aspects of an individual’s self that have resulted from the social classifications to which individuals belong. These social classifications help to express who the individual is and others based on their association to certain groups (in-groups) and non-association to others (out-groups) (Scott, 2007).

Researchers suggest that the notion of social identity can be viewed as a social psychology theory that uses group mechanisms to describe people's cognitions and behaviours (Trepte, 2006). This theory is distinctive from many other theories of psychology since the emphasis is not on the person but on groups. The theory of social identity believes that people can be categorized through social groups

(Treppe, 2006). This explanation is established by Stets and Burke (2000), who assert that the theory of social identity is the awareness of an individual which he or she is part of in a social community. Therefore, the study established the associations of the casual employees in different social communities through the use of narratives. That information subsequently helped me to develop a sense of who the casual workers are and what determines their behaviours.

2.3.1.1 Social Groups

Social communities are regarded by Treppe (2006) as cognitive instruments that split and categorise the social environment, and thereby encouraging individuals to participate in other forms of social activity. Stets and Burke (2000) include a further definition of social communities. They consider a social group as a clique of individuals with a shared social identity and who view themselves a part of a similar social group.

Social communities provide members with a sense of identity and membership; this helps people to identify themselves and their position in society (Tajfel *et al.*, 1979; Ashforth and Mael, 1989; Treppe, 2006). Among these social groups include, organisational membership, religious association, age group, gender, ethnicity, race and nationality (Stets and Burke, 2000). Consequently, in this investigation, the social groups (both professionally and personally) to which casual employees belong were established to understand their place in society and also the significances and interpretations that they derived from these roles.

2.3.1.2 Social Comparison, Social Identity and Self-esteem

Besides social classification (social groups), there are three specific fundamental concepts that direct ones interpretation of the theory of social identity. These are, social identity, social distinction and self-esteem (Tajfel *et al.*, 1979; Treppe, 2006). People achieve an understanding of social identity through their adherence to these values.

Firstly, the term social comparison can be understood as the social categorisation in measure relative to other social groups or classifications. A member of a particular social group is assumed to be more domineering within his or her social

group. He or she also aspires to obtain an appreciation of his/her particular social group. One way that this can be realised is by contrast with other social groups. This is referred to as social comparison or social contrast (Tajfel *et al.*, 1979; Trepte, 2006). Social comparison/contrast usually occurs between individuals belonging to similar communities and the goal is simply to determine the group to which an individual belongs (Trepte, 2006). Secondly, Social identity is an individual's sense of self, which results from an awareness of the association of an individual within a social group.

Secondly, social identification benefits from the characteristics of social comparison. This can give the members within the social group either superiority or an inferiority status (Trepte, 2006). Tajfel *et al.* (1979) states that inferiority may result in members moving away from that particular social group and associating themselves with a higher status group or these members can strive to develop their current social group to become more positively inclined.

Thirdly, self-esteem is a driving force behind intergroup behaviour (Trepte, 2006). An optimistic and confident social identity resulting from social comparison/contrast strengthens and motivates individuals to perform their daily tasks with pride and ease.

2.3.2 Communication Accommodation Theory

Communication Accommodation Theory can be defined as an approach, whereby persons adjust their communication patterns in relations of a wide variety of language, para-verbal and non-verbal gestures in a form to become more alike to their converser's behaviour (Gallois *et al.*, 2005). Even though linguistics is a central element of the theory, other symbols of communication which are used to indicate their identities can also be used to understand from a communication accommodation theory standpoint (Giles, 2016).

Giles (2016) believes that there is a variety of reasons why individuals adjust their communication patterns to accommodate other individuals. Some individuals want to gain listeners agreement, to accomplish efficiency in communication, and to preserve a confident social identity (Giles *et al.*, 1987). The first two reason

refer to convergence whereas keeping social indemnity refers to divergence (Rogerson-Revell, 2010).

Researchers have looked at the Communication Accommodation Theory (CAT) as being an interpersonal adaptation of the ways in which individuals communicate with others (Burgoon, 2017). This simply suggests that an interpersonal adaptation is a progressive method in which people adjust their nonverbal and verbal communication styles and behaviours to accommodate their interdependent conversational partners (Burgoon, 2017). Burgoon (2017) states that the communication accommodation theory allows for individuals to adapt their communicational behaviours in intergroup and interpersonal environments using non-verbal and verbal approaches to assist a conversational partner. The CAT describes two ways as to how individuals find ways to adapt their way of communication (Dragojevic, 2016). Firstly, by either showing a similarity within his or her nonverbal or verbal communication style in the direction towards one's conversational partner. This is referred to as convergence (Dragojevic, 2016). Secondly by either showing a dissimilarity within his or her nonverbal or verbal communication style in the direction away from one's conversational partner. This is referred to as divergence (Dragojevic, 2016).

The theory also considers the consequences when there is a change in communicative patterns. Divergence is used to feature social group identity whereas convergence occurs when there is a search for social acceptance which is mainly derived from helpless individuals (West and Turner, 2010). Convergence, however, is not only considered as a rewarding communicative pattern, it may entail some costs which could include the possible demise of personal or social identity (Gallois *et al.*, 2005)

In the workplace, CAT, is used as a support structure to explore ways in which power influences the communication style in a work group setting (Muir, 2017). Research suggests that those in lower power groups find ways to adapt their nonverbal and verbal communication styles similar to that of those in higher positional powers. Similarly, those in higher positional power find ways in which they can accommodate those in lower positional power (Muir, 2017).

Speakers are required to accommodate, i.e., is to acclimatize or modify their speech to be understandable to different listeners in a particular context. Whereas, listeners must be capable of accommodating the speaker by building awareness to linguistic differences between speakers and adapt their expectations appropriately (Rogerson-Revell, 2010).

With fluent bilinguals and native speakers one can assume that the ability for these two groups of individuals to converge is present. With second language speakers, the capability to converge may not be there due to their inability to understand multiple languages (Beebe and Giles, 1984).

2.4. Theories Amalgamated

Research suggests that individuals strive to attain and maintain a positive social identity, however, when one feels as though this is unattainable they will strive to find a group of individuals with similar social skills as themselves, or a group which fosters a more positive experience (Tajfel *et al.*, 1979). Tajfel *et al.* (1979) found that the social identity perspective forces individuals to examine and evaluate ones social group in a positive light through a medium of in-group / outgroup comparison in an attempt to distinguish themselves from one another.

Drawing from the social identity theory, Giles (1984), states that individuals not only find ways to accommodate to a specific individual or groups, but also tend to find ways to accommodate individuals from other group contexts, thereby influencing the communication process. Psychologists, such as Giles (1984) believe that individuals are influenced by various behaviours. These behaviours include the style of speech that one adopts when communicating with different social groups or individuals, such as his or her tone, pitch, interruption patterns, etc, all of which play a role in influencing the impression that the individual or social group has of the individual communicating. In addition, Giles and Smith (1979) have observed that the topic of conversation, context of the social setting and the type of individual with whom one communicates play a vital role in the manner in which one communicates.

2.5. Chapter Summary

Managing diversity results in having a more adaptable approach to ensure that duties are performed with competence of employees and with ease, as well as according to a greater degree of respect and placing more value to other individuals whilst taking into account not only the organisational needs, but also of the needs of individual employees and employee groupings as stakeholders who have a vested interest in the success of the organisation.

This study will be used as a tool to improve the communication between members of an organisation who are affected by language barriers. The ability to communicate effectively is becoming more and more important in the increasingly integrated global business community. Organisations need to realise that effective communication will increase employee satisfaction, hence allowing for a much more efficient and successful operation. Thereby, increasing the rate of productivity at the organisation.

The current chapter firstly began by thoroughly reviewing international and local literature associated with communication, language, and productivity. Literature debates were presented in several themes. Secondly, the researcher comprehensively discussed the two theories which informed this research study, namely, the social identity theory and communication accommodation theory. The above two theories formed the framework for this study.

Chapter three seeks to present the research design as well as the research methodology that supports this study.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

Research can be defined as a systematic and scientific search of information pertaining to a specific topic (Kothari, 2004). The previous chapter firstly discussed the international and local literature reviews associated with this study. Secondly, the theoretical framework presented in the previous chapter which supports this research study was critically examined and discussed. Two theories form the theoretical framework of this research study, namely, the social identity theory and the communication accommodation theory.

This chapter discusses the research methodology used in this study to gather the data. In this chapter the areas discussed are the paradigm in which this study is located, the research design, research methodology, how the participants were selected, data generation methods which were collated using two forms of collection, namely the unstructured interviews and the collage inquiry method, data analysis methods, the addressing of ethical issues as per the Durban University of Technology and four aspects of trustworthiness. In doing so this chapter provides information on the criteria used to conduct the study and the reasoning for the criteria chosen. A qualitative research design was chosen. In order to assess the impact of communication on productivity, five willing participants from the sample size were interviewed in two sessions with a duration of 1 hour each. The interviews were unstructured narrative inquiry. A third session, also with a duration of 1 hour, was conducted whereby the participants were required to complete a collage based on their early life leading up to their work experiences at The Stevedoring Company at which they were employed. The population comprised of the casual or temporary staff at The Stevedoring Company. A convenient purposive sample technique was used to choose the participants. The approach used to collect the data collection was a personal method.

3.2 Research Paradigm:

Below I will briefly provide a definition of what a paradigm is:

A research paradigm is a set of values, ideas, beliefs, and habits that individuals use when constructing their opinion and viewpoint about the real world. A simple analogy which strives to enlighten the researcher as well as the participants on what a paradigm is, is that of observing the world through your own unique lens (Gunbayi, 2018). To add, a simple example of this analogy would be when one looks through the lens of a coloured pair of glasses; if one puts on a pair of yellow glasses, the world would look yellow, if one puts on a pair of black glasses, the world would look black (Gunbayi, 2018). A paradigm can be understood to be a complex and multidimensional theoretical construct which aims at describing the perspectives and beliefs of an individual (Hurt and Callahan, 2013). Paradigms guide researchers into making inquiries into topics, questions, problems and subjects relating to the research being conducted as well as to guide the researcher into using appropriate methods when making inquiries (Chilisa and Kawulich, 2012). The purpose of a paradigm is to assist the researcher in their search to discover and understand the truth of a phenomenon, activity, event, topic or statements made by providing a structure of support which assists the researcher to construct their own assumptions regarding the reality and nature of society (Hurt and Callahan, 2013).

Within the parameters of research, a researcher must always place themselves within a particular paradigm. In reviewing literature, this narrative study was viewed through the lens of an interpretivist paradigm so that the researcher may bring about meaning and understand the impact of language diversity on communication by interpreting the experiences of the participants and applying these experiences to the research study.

Below, a detailed discussion is provided on the interpretivist paradigm, and why it was chosen as the research paradigm.

3.2.1 Interpretivist Paradigm

The central assumption of the interpretivist paradigm is to develop an interest and to appreciate the world as is, as well as to recognise that reality is socially constructed by each individual (Burrell and Morgan, 2017). An interpretivists stance regarding the world can be noted as a social course of development in which individuals build and create their own understanding, knowledge and examine cognisance and human subjectivity in order to obtain important meanings (Gunbayi, 2018). An interpretivist aims at understanding the subjective world around them (Gunbayi, 2018). One significant norm of the interpretivist paradigm is that it seeks to understand the social reality of individuals participating in the phenomenon being explored (Hurt and Callahan, 2013). Further to the above, this paradigm places a strong emphasis on the beliefs, experiences, and thoughts of participants and is interested in understanding how individuals create their own social reality (Burrell and Morgan, 2017). A distinctive trait of the interpretivists rests on their curiosity of details which is used to understand, interpret and identify phenomena pertaining to their research (Gioia and Pitre, 1990).

The researcher chose to conduct the study within the interpretivist paradigm to assess and understand the impact language diversity has on communication, and how this affects productivity in the workplace. This paradigm allowed the participants and the researcher to interact and share experiences through three sessions of varying time lengths. In this way, the researcher was able to understand different interpretations of the phenomenon being researched due to the realities of the participants not being the same.

3.3 Research Design

The study used an explorative research design. Qualitative research is defined as a placed activity that joins the researcher to the global interpretation of the participant (Denzin and Lincoln, 2011). Qualitative design objectives is to understand how participants perceive the world around them, for what or how they do and, and how this affects their existence and how they impact others around them (Hurt and Callahan, 2013). In terms of research design qualitative

research allows the researchers to view the world from the participants stand point (Burrell and Morgan, 2017). Shared characteristics of the design of qualitative research aims to explain, define and describe societal singularities from a participants individual point of view (Burrell and Morgan, 2017).

There are multiple ways to achieve this. The first step is to study the life experiences of the participants. These experiences include applied, personal or societal experiences, for example, talking about their personal life growing up or examining their daily routine. The second step is to examine observations of participants interaction and communication and the third step is to study media which may include pictures, videos, and documents (Gioia and Pitre, 1990).

In summary, the researcher examined phenomena in their usual settings, by understanding the said phenomena through the understanding of other individuals (Flick, 2018). In qualitative studies researchers are invested in experiences, exchanges, media and observations in their usual settings (Denzin and Lincoln, 2011). Thus, the qualitative research design was selected because of its ability to produce generous amounts of phenomenon to be examined. This is due to its ability to provide the researcher with plentiful accounts of the phenomenon being researched (Denzin and Lincoln, 2003).

3.4 Research Methodology

This research aimed to study and discover the unique and independent experiences of casual employees, and the impact language diversity has on communication at a South African stevedoring company, by using the “narrative inquiry” approach. Stories in research best describes narrative inquiry (Barkhuizen *et al.*, 2013). Another definition of narrative inquiry as a method of research is to understand a participant experiences in his life, of his world and in his world (McHardy *et al.*, 2018).

Each participant’s experiences in life are exclusive and unique, even though they may have the same social and environmental settings. Their story is their own (McHardy *et al.*, 2018). As much as the casual employees share the same status and environment at the Durban port in which The Stevedoring Company is located, they still have a unique narrative to tell. To authenticate the experiences

that the participant gained, narrative inquiry explores the background where the individual gained experiences (Clandinin *et al.*, 2016).

In the methodology of narrative inquiry, participants are required to narrate their experiences vocally into a recording device and these experiences are transcribed. The transcribed text is then studied as a method to convert nonnarrative data into narrative data to show researchers understanding of the information and significance of the data (Barkhuizen *et al.*, 2013).

Stories or Narratives have huge implications on the way that individuals interpret their experiences and the experiences of others (Clandinin and Raymond, 2006). Narrative inquiry is a good method of understanding how the identity of a person is established and articulated (Pick *et al.*, 2017). Furthermore, the way a person articulates their stories adds trustworthiness to their individuality (Pick *et al.*, 2017). Narrative inquiry works in a three-stage feature which are referred to as commonplaces. These commonplaces are: sociality, temporality and place (Clandinin and Raymond, 2006).

Sociality deals with internal and external conditions concurrently. Internal deals with personal conditions that could be made up of hopes, morals, desires and feelings. External condition deals with social conditions and interactions with other race, age group or cultures. An additional dimension to sociality is the relationship between the inquirer and the participant which cannot be ignored.

The next commonplace is temporality which discusses the linear progression of the past, present and future. The researchers investigate the temporality of the participants' lives as well as the temporality of their surroundings. The final commonplace discusses places, which refers to a specific and physical place within the context of the narrative expressed (Clandinin and Raymond, 2006). It is important that the individual is allowed to tell their own unique experiences through their own social situations, and through their own experiences which allows for new experiences. Narrative inquiry methodology investigates individuals and the world that they inhabit and their account of linguistics experiences (Kothari, 2004).

3.5 Selection of Participants

This study aimed to understand the impact of language diversity on communication by investigating the experiences of participants who do not communicate in the preferred language of communication at the organisation. Due to work demands and time constraints, there were not many individuals who were willing to participate in this study. Therefore, I had to narrow down my sample population to only those who spoke IsiZulu and IsiXhosa, and who are not contracted directly to the organisation, but rather through a labour broker. A sample of participants who fit these criteria could have been selected to be a part of this study, however, due to this being a small scale study, whereby results are not generalised, a maximum of five participants were selected.

This study was viewed through the lens of an interpretivist, and the intention or purpose of an interpretivist is to recognise and appreciate the lived happenings or experiences from the views of those who have lived these experiences (Burrell and Morgan, 2017). For this study, I was directed by two sampling methods, namely, the convenience sampling method and the purposeful sampling method. These two sampling techniques belong to a much larger category of sampling methods known as the non-probability sampling method. The use of the nonprobability sampling method is used for small scale studies where results are not generally generalised to the greater public (Cohen, 2011).

This study was a small-scale study aimed at assessing and understanding the impact that language diversity has on communication by investigating the experiences of participants who do not communicate in the preferred language of communication at the organisation. As a result, the participants for this narrative inquiry were carefully chosen using the convenience and purposive sampling method.

Firstly, convenience sampling is a sampling system used by a researcher to select and target a specific group of participants for their eagerness to be part of the study, their availability and their geographical location (Etikan *et al.*, 2016). The participants of this study which comprises of five casual employees were carefully selected by the researcher as they fit the criteria. The convenience sampling

method permitted the researcher to generate field texts (data) of the five participants during leisurely hours, and little to no costs were involved. Secondly, the five participants were also selected based on the purposeful sampling system. According to Etikan *et al.* (2016), purposive sampling can be defined as a selection of data sources or participants who are purposely chosen or handpicked to be part of the research study. Hence, this type of sampling allowed me to purposely select participants based on their years of experience as casual employees whose preferred language of communication differs from the preferred language of communication at the organisation. These casual employees had a minimum of five years' experience at this company. Pseudonyms were adopted in order to preserve the participants' anonymity.

Below, I provide a short introduction of the selected participants:

Tumi:

Tumi has been a casual (temporary) employee at The Stevedoring Company for five years. He is an IsiZulu speaking male whose duties include performing the tasks of a labourer, such as washing vehicles and machinery, packing shelves and crates, counting stock, amongst other duties. Tumi is able to understand very little of the preferred language of communication at the organisation, which is English. He finds some instructions very difficult to understand due to the language barrier present.

Jabulani:

Jabulani grew up in a very poor family background. IsiZulu was his medium of communication at his family home. At school, Jabulani found it difficult to learn English as his social context did not allow for a second language other than the preferred language of communication, IsiZulu. He learnt English at school, through the help of friends, and is able to apply very little of this language at the workplace. Jabulani indicates that he finds following instructions in English very difficult to understand and requires the help of his colleagues to translate the instruction into IsiZulu.

Sipho:

Sipho is an IsiZulu speaking casual employee who works in the sugar terminals of The Stevedoring Company. He prefers to have communication in IsiZulu because that is the language the he prefers to be spoken to in, however, he can understand some English, but requires the help of a translator and other methods to break down the communication barriers at the workplace. Sipho indicates that he understands the necessity to be fluent in English as this is an international organisation who are working with people from around the world, and these people prefer to communicate in English.

Sanele:

Sanele is an IsiXhosa speaking male who has been employed at the organisation for more than a five year period. He feels that English should be practiced by all employees in the organisation because it is vital that all employees communicate through one common language. Sanele is able to code switch when communicating, but also requires the help of his colleagues to translate instructions from English to IsiXhosa.

Bongani:

Bongani was raised in a traditional IsiZulu speaking household by his grandmother who was a teacher by profession. At school, English was a barrier for Bongani, as in certain subjects, it was difficult for him to understand the English words and understand its meaning. He believes that if he was taught in his mother tongue, IsiZulu, he would be in a better working position than what he is in now. Bongani states that there are various levels of the IsiZulu language, at the workplace. Those who are IsiZulu speakers spoke a different type of Isizulu which made communicating with them very difficult for him.

3.6. Data Generation Methods

The data generation methods chosen to conduct this research were firstly, the unstructured interviews and secondly, through a collage inquiry. All three sessions were held on separate days according to the availability of each participant which lasted up to one hour per session. During the unstructured interviews, life stories or field texts were generated. This was the primary method

of data generation. It aimed to answer research questions one, two and three, namely: What are the identities of the participants of this study? What are the employee experiences of the effects of language diversity on communication? And how does the communication style between the participants and their managers affect the rate of production in the workplace?

The collage inquiry was conducted as a secondary data generation / field text method to stimulate deeper life stories and work-related experiences from the participants. It aimed to strengthen the data collected through the narrative interview sessions.

These methods are discussed below:

3.6.1. Narrative Interview

Interviews are performed to help researchers recognise and appreciate the individual world of human practices or experiences (McCann and Clark, 2005). The unstructured interview method of generating data is regarded by McCann and Clark (2005) as a procedure whereby an individual chooses to share a lived story about his or her life. It is, therefore, imperative to note that the unstructured interviews are not simply a dialogue with another individual, but rather a dialogue with significance (McCann and Clark, 2005). Thereby providing the researcher with an abundance of field texts to analyse. The purpose of an unstructured interview in generating field texts is so that the researcher is able to ask comprehensive questions that would prompt the participant to relate their life experiences (McCann and Clark, 2005).

The process to follow when conducting an unstructured interview includes a question/s offered by the researcher to the participant, ensuring that all observations and responses are recorded by the researcher (Jones, 2010). The selection of questions in an unstructured interview are not consistent. This simply means that questions are shaped by the researcher which are founded on the replies given by the participant (Jones, 2010). The process of an unstructured interview commences with the researcher conducting interviews with the participant without having any formal interview schedule. Thereafter transcripts

of the interview sessions are developed and finally planned meetings are made available to the researcher and participant for further discussion if required (Connelly and Clandinin, 1990). All interviews must preferably be audio recorded accompanied with a signed consent form of the participant which must be done at the commencement of the interview session (McCann and Clark, 2005). This audio must then be transliterated into field texts for examination by the researcher (McCann and Clark, 2005).

3.6.2. Collage Inquiry

The re-telling of an individual's lifetime story is essential to the narrative inquiry methodology as these narratives offer the researcher a structure for understanding the development of human practices and experiences and existence (Van Schalkwyk, 2010). According to Van Schalkwyk (2010), the Collage Life Story Elicitation Technique (CLET) arranges the development of conveying lived experiences by exercising various methods of expression involving both language action and non-linguistic action. The collage inquiry is a method of utilising pieces of found pictures or resources and pasting them to a flat surface of paper to display a phenomenon of lived experiences (Clandinin *et al.*, 2016). This process should shed light onto an unconscious connection and provide a deeper understanding of the phenomenon being investigated by the researcher (Butler-Kisber and Poldma, 2010).

There are three central purposes of making a collage. These are: to evoke their experiences, for the participant to reflect on their lives, and lastly to conceptualise their lived experiences (Butler-Kisber and Poldma, 2010). The collage inquiry technique further serves as a means of rebuilding experiences or events in-order for the researcher and participant to make sense of, or understand the phenomena being researched (Butler-Kisber and Poldma, 2010). The process of CLET permits the participants to re-tell or narrate their life's story through verbal means of communication (Van Schalkwyk, 2010). This CLET process also allows for the participant and the researcher to make sense of the past whilst merging those experiences with the present, and thereby, projecting a future (Van Schalkwyk, 2010). lastly, the CLET technique allows the researcher to

understand the phenomenon being investigated in an instinctual way (ButlerKisber and Poldma, 2010).

3.7 Data Analysis Methods

Two types of data analyses were used, i.e., firstly narrative analyses and secondly analysis of narratives.

3.7.1 Narrative Analysis

In narrative analysis researchers interpret narratives that are gathered within the framework of the study and/or discussed in daily life (Allen, 2017). To generate data in narrative analysis, three stages were used: firstly an unstructured interview into the participants early life, secondly an unstructured interview with regards to work as casual employee at stevedoring and experiences with linguistic diversity and third and final stage is collage inquiry where each participant creates their own collage followed by a discussion of each picture.

Stage one:

In stage one each participant narrated stories of their early childhood life which progressed to the point before working as a casual at a stevedoring company. These stories included childhood, school and life before working.

Stage two:

In stage 2 the participant discussed their work life and experiences at a stevedore as a casual employee. Participants also discussed communication at a stevedore as well as linguistic diversity and their challenges and achievements of language diversity.

Stage three:

In stage 3 individuals created a collage related to their experiences as a casual employee at stevedores and discussed their collage. All participants were provided with resources necessary to complete the exercise.

3.7.2 Analysis of Narratives

In analysis of narratives, data was analysed from the data of each participant. Furthermore, a paradigmatic approach was used for analysis (Polkinghorne, 2003). Analysis of narratives permits researchers to collect stories and study them over a uniform process (Polkinghorne, 2003). Once all the data was transcribed, the analysis process began by using thematic analysis on each stage of the data gathered. The process of conducting a thematic analysis allows the researcher to develop or understand relationship or harmonies among themes produced (Polkinghorne, 2003). In doing so, the researcher was able to seek out the key themes which arose from the findings of this study and develop coherent narratives of the participants. This information is discussed in the upcoming chapter.

3.8 Ethical Issues

Ethics falls part of human thinking where proper behaviour and righteous living is concerned (Given, 2008). In this study research ethics was maintained by seeking permission from various bodies. Before the research could be conducted, a letter of permission was required from the labour broking organisation (Annexure 1) to conduct the study among the casual employees. An approval letter from Durban University of Technology ethics committee (Annexure 2) was also required. The researcher discussed, with aid of a translator, with all casual employees in the study the purpose of the study and provided them with a letter of information (Annexure 3). Participants understood that the study was completely voluntary, and anonymity was always kept. Once all parties were satisfied, respondents completed and signed the consent form before participating in the study. The study was conducted by abiding with the ethical checklist (Annexure 4).

The individuals were made aware that participation was completely voluntary and there was no remuneration for participation. Each participant was informed about the purpose of the study, i.e., what impact does language diversity have on production at a stevedoring company in South Africa. All participants were aware

that they could resign from the study at any time. They were also aware of their right to anonymity and non-disclosure.

All transcribed and recorded data as well as collages will be housed in a locked storage unit for a time period of five years and thereafter shredded by the researcher or by the supervisor appointed by the university. All forms of electronic transcripts or records such as consent forms will be password protected. It will be kept for five years and thereafter securely deleted by the researcher or by the supervisor appointed by the university.

3.8.1 Ethical Requirements as per the Durban University of Technology Regulations

The ethical requirements were maintained whilst conducting this research study followed the requirements as stipulated by the Durban University of Technology. These requirements comprised of the researcher keeping promises made to the participants as well as any agreements if any. The researcher ensured that all communications were kept confidential and in a safe, locked place at a destination known only by the researcher and supervisor. The researcher ensured that all of the participants were treated in a fair and respectable manner throughout the study. All forms of discrimination were avoided by the researcher. And lastly, the researcher ensured that he understood and obeyed all of the institutional policies and laws.

3.9 Trustworthiness

In qualitative studies generalizability, internal validity, reliability, and objectivity has to be re-examined because the quantitative model doesn't allow the researcher the liberty to explain their research (Given, 2008). Therefore, trustworthiness is used because it allows the research to use qualitative conditions outside of those of quantitative research (Given, 2008).

Trustworthiness in terms of qualitative research rely on four essential conditions, these are "credibility, confirmability, dependability and transferability" (Guba, 1981). How trustworthiness was attained and implemented in this study is discussed below:

Credibility

Credibility strives to warrant that the research findings of a study are regarded as legitimate and the quintessence of the reality of the participants are captured in a correct and truthful manner (Major and Savin-Baden, 2010). How credibility was ensured was that the participants were provided with full disclosure about the study and that there was a translator available if and when required. All interviews were conducted within the participants chosen environment, and were allowed to speak openly as their anonymity was preserved at all times. All participants were aware of their ethical rights and could leave the study at any time.

Confirmability

Confirmability can be understood as the researcher developing an unbiased position on the examination and understanding of the field texts or data generated from the research study (Major and Savin-Baden, 2010). One manner in which confirmability could be improved by the researcher is to admit to his or her own preferences (Shenton, 2004). Any reason leading to the support of a specific position or inaccuracies in practices employed should be admitted to by the researcher (Shenton, 2004). For this study, confirmability was guaranteed by the researcher by providing the five participants with the scope of the study, the data generation tool which informs participants of what each of the three sessions entail and a confirmation that the researcher's transcription and interpretation of their experiences are accurate and truthful. The researcher also indicated that copies of the transcripts pertaining to each participant will be made available to them on request should they wish to verify that their experiences were captured correctly.

Dependability

The attributes of dependability can be credited to the accuracy and acceptability to which the research can be dependable and reliable for over a long period of time (Major and Savin-Baden, 2010). One way in which dependability can be guaranteed by the researcher is through the process of collecting field texts (data generation). Field texts must be accurately and methodically documented. Thereby, ensuring that other researchers do not repeat the findings and

conclusions (Shenton, 2004). For this study, the researcher ensured that dependability was maintained by voice recording each session with the permission and signed consent of each participant. All misunderstandings (if any) were addressed whilst the unstructured interviews were being conducted.

Transferability

Transferability can be understood as the results and conclusions of the research study become suitable to similar studies and valid (Major and Savin-Baden, 2010). One way in which transferability can be enhanced and maintained is through the researcher providing a vivid background of the research study as well as an all-inclusive account of the research methodology (Gay *et al.*, 2009). Transferability for this study was guaranteed by the researcher extensively providing the five participants with a verbal understanding of the concepts found within the research methodology.

3.10 Chapter Summary

This chapter was crafted to explore the research methodology and design that gave rise to this research study. The chapter discussed the following methodological elements, the research paradigm, the research design, selection of participants, data generation methods, data analysis methods, ethical considerations, trustworthiness and limitations to the study.

The upcoming chapter aims to present the first level of analysis which is narrative analysis. In the chapter, the narratives of Tumi, Jabulani, Sipho, Sanele and Bongani are presented. These were constructed from the field text generated through the first, second and third sessions of the unstructured narrative interviews and collage inquiry, respectively.

CHAPTER FOUR

RE-STORIED NARRATIVES OF EMPLOYEES AND THEIR EXPERIENCES ON THE EFFECTS OF LANGUAGE DIVERSITY ON COMMUNICATION

4.1 Introduction

The previous chapter expounded the methodological structure which informed the field texts generation analysis. This chapter aims to represent the first level of analysis, which is, narrative analysis. In this chapter, the lived and told stories of five casual employees who participated in the study are interpreted. These restoried narratives were structured from the field texts which were generated through narrative interviews and a collage inquiry. The plot system was used to develop comprehensible and logical narratives of the five participants. The restoried narratives seek to answer the first research question: What are the identities of second language casual employees at a stevedoring company?

Before each narrative is expounded, a collage which depicts each participants' experience is displayed.

4.2 Re-storied Narratives of Tumi



Figure 1.1: Tumi's collage

4.2.1 My Humble Beginning

My name is “Tumi,” I lived with my family on a farm in the Eastern Cape. I am the youngest of five siblings. My father worked in a steel company as a labourer. He was a very passionate and dedicated employee. His work shifts ranged from 6am to 6pm daily, so I only spent time with my father during the weekends. My mother was unemployed; however, she took care of our basic household needs such as cooking, ironing, grocery shopping and homework amongst many other daily chores. Growing up was very difficult because my father, was the only bread winner in the house. My mother would sell crops, vegetables and goats so that she could get extra money for us to attend school, as well as to help my father pay bills. Both my parents have always instilled good values in my siblings and I, values such as being good, doing good and having respect for others, young or old. As we grew up in our culture, we had to make sure we respected our culture. Culture also provides us with the history of our heritage and give us identities.

The reason why respect was such a vital value for my family, and I is because my parents always said to me that respect creates “long standing relationships”. The Zulu culture was a big part of my life whilst growing up. There were certain customs and traditions that my siblings and I had to always adhere to, such as my siblings and I could only communicate in IsiZulu whilst at home.

4.2.2 English as a Second Language

Growing up in a strict Zulu household, IsiZulu was the language of communication. My family and I believe that attending school is mandatory because that is where your life begins. My parents provided all the support I required so that I can attend school. Although IsiZulu is important to my family and I, however, my parents together with the elders of my family decided that English played a pivotal role in communicating with the greater public. Hence, I was sent to school to master the English language. After attending many English lessons, I realised that English is a universal language, and if I had to be employed in a company, I would have to know and understand English in-order to communicate with my employer. Whilst at school, I struggled a lot with learning English. It was very difficult as English was being taught as a first additional language. Hence, in addition to learning English at school, I would approach my neighbour as she was a school teacher and offered to give me tuition in English after the school day was over. I completed schooling in 2013. In my opinion English is very, very important because English is a globally recognised language, so I can travel the world and be able to communicate with people from different countries.

Just like our flag which has many colours which represent the rainbow nation. In South Africa we speak many languages. In South Africa we speak nine different official languages. We practice only one language as a common language that we all can understand and communicate and that is English. So, I think everyone needs to learn English.

4.2.3 My Working Career

Since I completed my matric grade in 2013, I was unemployed, and it caused undue stress on my family as we required extra income in the household. I

decided to go out and find employment within the township. I found myself consenting to day jobs in order to sustain my family. Some of these jobs included gardening, cleaning services and brick laying, amongst many other. I found myself stressed and miserable during this period of my life because I had performed excellently at school, but I was unsuccessful in finding a well-paying job which suited my ability. In 2014 I heard about a stevedoring company in the city hiring staff for their operations. I applied for the job with my CV and I was called for an interview, after the interview I was successful with my application. I started my job two weeks later. I started my job two weeks later. I am currently not a permanent employee as I am not qualified. I perform the tasks of a labourer, such as washing vehicles and machinery, packing shelves and crates, counting stock, amongst other duties.

4.2.4 Communication at my Workplace

Communication has been okay, but I still must learn. Due to the managers relationship with the employee's communication has been okay. We sometimes speak English and sometime speak isiZulu. We as employees are very fortunate that some of our managers and supervisors try to give out instruction in isiZulu, if not, a translator is used.

I feel that speaking in a common language is important because it is very easy for you to understand what the manager instructs you to do. We can also communicate and provide feedback and advise them and discuss alternative or preferred methods on completing tasks in the operation. When I am instructed In English by my manager I say I understand to avoid (humiliation) but once they leave and I have to be productive and you start doubting yourself on what was instructed and how to go about completing the task at hand and you cannot ask again because you already agreed that you understood the instruction.

Sometimes I feel they are using bombastic words. We do not carry a dictionary every day, so we do not understand those words. But then after they have spoken those words, I go back at home and look up those words in a dictionary so that I can understand them for the next time the manager speaks those words. Communicating with co-workers is very bad because some of them they dropped

out of school and then the others, they never went to school at all. So those of us who can speak English translate what the supervisor or the managers instructed us to do. It is a disadvantage for them to not to speak English because they do not have a way to go forward. They rely on a translator to communicate. Without communication many things they just go wrong because we do not communicate one language as all of us.

4.2.5 The Role of my Union at my Workplace

Being part of the union is very important to my co-workers and I. It has a good impact on us. There is an understanding that there is a hierarchy at work. We look at it as a ladder and we cannot skip a step when communicating. The hierarchy in management first step is us, second step is your union representative third is your supervisor and forth is your management. So, we cannot, as we are the step, we are the first step, we cannot pass all these people and then go to the managers to ask them. You know you cannot do that. So, we speak to the union. They have a better knowledge than us how they can approach management and all that stuff.

4.2.6 My Relationship with Older Employees at my Workplace

Being the youngest has its disadvantages. When Communicating with them in Zulu is easy but when it comes to English it is hard because I have to translate some of the words, most words I have to translate to them. I repeat the instructions given to us but I don't know whether they will feel like they must do the thing that I told them to do or they will say oh, he's always the youngest one so now he's coming here to tell us this and that. Why are we supposed to do that because he's the youngest one?

4.3 Re-storied Narratives of Jabulani



Figure 1.2: Jabulani's collage

4.3.1 My Early Life

My name is "Jabulani," I was born in 1993, in a in a small rural village near KwaMashu, which is in KwaZulu Natal. I grew up in a very poor family background. IsiZulu was our medium of instruction. I have a father, mother, two sisters and four brothers. Both of my parents have not attended formal schooling and they were illiterate. Even though my parents could not read or write, they were very intelligent people. My father was employed at the harbour. He did all types of jobs, such as cleaning ships, sweeping and washing warehouses amongst other tasks. He worked five days a week, and he tried to complete as many tasks as he could so that he would earn more money for the household. He supported all of our family needs. My mother was very homely, the basic needs of her family took priority over her own life. After completing the household chores, my mother could always be found in the garden, as she loved planting. This hobby of hers served a dual role, as her interest was met as well as she sold

the produce to local people for a minima income. She would then use this income to buy my siblings and I cakes or chips. My parents are the most important people in my life and I am very honored to still have both of them here with me today.

4.3.2 Important Family Values

Growing up in such a big family had many challenges, however, my mother, who was my and my siblings primary care giver taught us many life values. Values which I still uphold until today. The most important value in our household was that of respect. Mamma always taught me that every person, young or old, rich or poor must be treated with “hlonipo” (respect). In this way, people will afford me the same kind respect. Communication with others was also very important. I was taught never to raise my voice to anybody, and always speak with kindness and love. The important values of communication which mamma emphasized was greeting others and being courteous when speaking. According to mamma, by being respectful and communicating in a good way, this will help me progress in life.

4.3.3 My School Years

Education was very important to my parents. My father worked very hard to try and have all my siblings and I enrolled at a school. I attended primary school in 2000, I was 6 years old. My parents saw it necessary that my siblings and I be enrolled in a school. This school had a very small number of children attending and was a rural school where the language of instruction was in IsiZulu, however, there were English lessons throughout the day. For me personally, the biggest challenge which I faced was communicating in English with my teachers. This was because I found it difficult to break away from speaking IsiZulu. My teachers would try very hard to teach me. They would always give my extra reading passages to take home so that my older siblings could help me. Flash cards and charts were also made to help myself and the others that were struggling. During the break, I remember that other children and I would play a game where there would be races held and we would bet on who the winner was. The winner would then take all of the bet money as their spending. This was how I sustained my spending during school hours as I made sure that I won every race.

In 2006, I attended a government high school in my hometown, Kwa Mashu. The language of instruction here was English. Here again, I had a lot of challenges as I came from an IsiZulu medium school with minimal communication in English. I tried my hardest to concentrate at school because I wanted to do well so that I could one day help my parents financially. I soon made a lot of friends at my high school. These friends were willing to help me after school with English lessons. This made me very happy to know that I had good friends who are there to help me. My teachers also gave me extra lessons during the breaks as they knew that I came from a rural IsiZulu medium school. By the second year of high school, my English had improved. This was due to the support that my teachers and friends gave me. I was very happy with going to school after my second year there. In 2010, I was in matric, I performed well academically in my matric year, I passed with good marks, and I could read, write, and communicate in English.

4.3.4 My Work Experience after School

In 2011, I was determined to get employed. I had compiled my CV once I had my matric results, however, it was very difficult to find work. I approached several companies; however, I was unsuccessful every time. This was a very stressful time in my life as I was not sure how I was going to earn an income. After a few months of trying, my father who is an old worker at the harbour eventually took my CV, as he knew many people there due to his work experience. After a few weeks, my father had told me that there is a job available for me and that I must go to work with him. In my first job, I worked as a timing clerk at a company based near the harbour. I was really enjoying this job; however, my contract had ended and the company could not re-new my contract. I immediately found another job doing a similar task. This job lasted for two consecutive years, thereafter I was employed at The Stevedoring Company and I am currently still employed here as a casual worker. Some of my daily tasks include working on ships as well as cleaning ships, strapping cargo, stock taking as well as cleaning warehouse and vehicles.

4.3.5 Communication with my Managers

Communication with my managers is very important as I am working under a very stressful environment. When speaking to my managers, I always remember my mammas values about respect, and I try to be respectful during every interaction. When I am given an instruction, I never speak back to my managers, I always listen very carefully, and follow what they are saying. Sometimes the instructions get difficult to understand because instructions are given verbally in English by some of my managers, however, I try to ask my colleagues to re-explain what is needed to be done. Most of my managers can only speak English. In some instances, I have a few managers, maybe 2 or 3, who can communicate in IsiZulu, when instructions are given, we can respond back in IsiZulu to these managers. This is easier for me to understand because although I can communicate in English, I still have a little difficulty in understanding and processing what was said to me. Code switching is acceptable in my place at work. This helps maintain a positive relationship among employers and employees and this also assist us in getting the work done correctly.

4.3.6 The Importance and Impact of English at my Place of Employment

The company that I am employed at has employees who speak all 11 official languages. This is sometimes very challenging as not everyone can communicate in all 11 languages; hence, English is the medium of instruction in the company that I work for. English is a universal language, and since I am in contact with people locally as well as from around the world, it is necessary that I can understand and communicate in English. If I have difficulty, I ask one of my fellow employees to translate the instruction given to us. The older employees of the company that I am employed at find communicating in English very difficult as they have not gone to school, and either IsiZulu or IsiXhosa is all they are able to use to communicate with.

My colleagues and I try to help them by translating instructions when necessary. This makes all of our jobs easier as we know exactly what is needed to be done. If instructions are not translated for these employees, it negatively impacts on their productivity at work because they do not know what to do, and as I

mentioned earlier, there are very few managers who are able to speak IsiZulu or IsiXhosa, hence, we help each other along the way as much as we can so that the operation runs smoothly without any challenges. I believe that communicating in English is extremely important because we all can't be speaking different languages at work. During breaks, my colleagues and I communicate in IsiZulu as we find this way of communicating more comfortable than English. However, during work time, we try very hard to only speak in English so that all employees are able to speak and communicate with one another.

4.3.7 The Role of a Union at my Company

To us as employees, unions are very important as they are always fighting for our rights and helping us progress in the company. If there are any sort of misunderstandings or miscommunication, our union steps in and tries to resolve the issue quickly and efficiently. During strikes, employees of the union come to us and explain what the reason is for the strike and how they plan to help us. The union communicates in English, IsiZulu and IsiXhosa so that even the older employees are able to understand the reason for union meetings or strikes. On our behalf, the union also approaches the company that I work for and sets out employee needs and demands. The union speaks on our behalf to the managers and Human Resource managers, as their communication skills in English are better than ours and they are able to negotiate on our behalf.

4.4. Re-storied Narratives of Sipho



Figure 1.3: Sipho's collage

4.4.1 My Humble Beginning

My name is Sipho, and I grew up in a rural village called Ntwetwe which is a small part of Verulam. We spoke only IsiZulu in our household. Our village was run by

a chief. I have 4 older brothers, and no sisters. Sadly, my father passed away when I was a baby. My mother never re-married. My mother was the sole bread winner for my family. She worked as a machinist in a shoe factory. Her wage was minimal, but it was enough to buy the basic needs of our family. My mum worked five days a week, and I barely got to spend time with her as weekends were set aside to complete household chores which was done by herself as well as by my older brothers. My mother was a strict disciplinarian. She never allowed my brothers and I to do anything that she thought was bad or wrong. She always steered us on the correct path in life. Respect for others and for our belongings was very important to my mother. She made sure that we understood what the word respect meant and how we should uphold the values of this word. Cleanliness, neatness and tidiness was also an important value which my mother ensured that we followed. We had to be clean and keep our belongings clean at all times. She was a strong advocate for our Zulu culture and ensured that we had participated in every cultural event. My mother also made sure that we knew our Zulu heritage by telling us cultural stories relating to our ancestors, animals, dance and song. My siblings and I looked forward to hearing about our culture from her, however, this was only when she had time. My mother worked very hard and was able to enrol my four brothers as well as myself in a school in the village.

4.4.2 My Early Schooling Life

My mother had found an English medium school nearby to our village. The structure of the school did not look like an ideal school which I've seen in pictures, but it was the best that my mother could afford as she was the sole breadwinner, and she had 5 children to pay for. When I was first enrolled into school, I found this to be very daunting as the only adult figure that I knew was my mother, and she had been the one teaching me, up until I was enrolled into school. I was very nervous and afraid of my teachers, but I had to remain calm and respectful. There were lots of other children in my class that felt the same way, we would remain quiet for most of the lesson. The teachers at my school all spoke IsiZulu, however, when it was time for lessons, they taught us in English.

Being taught in English was one of my biggest challenges, as only when I entered school did I hear of the word "English", I was not even sure at the time what the

word “English” meant. I was so confused during the first year of school. I was really struggling to cope. After school, my mother could only communicate with me in IsiZulu because she does not speak or understand English. However, when my friends and I were outside playing, we only spoke in English. This created excitement amongst my friends and I because we were eager to teach each other a new English word or phrase that our teacher had taught us. As time passed, I looked forward to going to school and learning new things in English. I found it thrilling to know that I could say one word in two different languages, IsiZulu and English.

During my high school years, I continued to strive to learn more in English, even though this was still a challenge for me as English is my second language. I would study with a group of friends as well as with my older siblings. We would teach each other and help one another complete homework and assignments. During Matric, I together with five other classmates recall being called in by the English moderator to present an oral topic. I was so excited that I was chosen. This boosted my confidence and academic performance in speaking and communicating in English. All my examinations were written in English, except for the subject IsiZulu. I had studied thoroughly, and I managed to pass with good results. This made my mother and my brothers very proud of me.

4.4.3 My Work Experiences

Upon completing matric with a good pass, I began to seek employment. During my first job, I worked as a labourer in a renowned stationery company. I enjoyed working here as it was my first job and I found it exciting to be a part of the working force. The salary, however, was very little. It was just enough to cover my taxi fare with a few Rands left over. While working at this company, one of my fellow employees mentioned to me that there are jobs available in the Durban harbour. I was very interested as I had never really been out of my hometown, and I was eager to explore the City which everybody talks about, Durban! In addition, I was attracted to the beautiful ocean and I wanted to educate people coming into to Durban about all the beautiful things that this city has to offer.

When I got to the harbour, I had no idea where to go, who to speak to or what to do. I asked many people there who I could speak to for employment, but I was unsuccessful. I did not give up. I went back to the harbour during my weekends and continued asking people for help. Eventually, I was successful. A kind gentleman told me where to go as this company was looking for people to employ as labourers. I found this company that urgently needed labourers and I supplied the labour broker for the company with my contact details, I was then called in for work, however, this was on a part time basis. Whilst working here, I was placed in the sugar terminal. I had to work with machinery which packed sugar. Thereafter, I had to use machines to stack sugar in containers. When ships are coming into the harbour, I had to identify the place of its origin based on the flag painted on the ship. This was a very interesting task for me, as I had learnt about flags of the world whilst at school, and I was eager to apply my knowledge to my work environment. I had made many friends who taught me what to do, what to be careful of, and how to conduct myself. This new job helped me in many ways, I was able to contribute to my household and relieve my mother of some payments, and I was able to buy my necessities even though this was not a permanent, full time job.

4.4.4 Communication at the Workplace

As a South African, I knew the importance of communicating in different languages. Although I am IsiZulu speaking and prefer this method of communication, I also knew that I am working for a diverse and an international company, hence, it was vital for me to be speaking and communicating in English. This was not a big challenge for me, as whilst at school, I learnt how to speak and communicate in English. At first, I found it difficult working for a stevedoring company at the harbour because certain words and phrases used pertained to the shipping industry, and I was not familiar with this. On occasion when I was unsure, I always asked others to guide me as I did not want to make any mistakes. In addition, the machinery that I work with all had instructions and precautions written in English, so I had to be-able to read instructions so that I did not get injured or injure others. The employees were all very helpful and kind to me. We helped each other wherever we could as some employees could not understand

English at all, so we were constantly communicating with each other, and making sure that the job was being done correctly.

Radios play a very important function in the workplace, as employees cannot be everywhere at once. So sometimes instructions are given to us via the radio, of if we are needed somewhere, the manager will announce on the radio. I valued my job and tried my best to learn as much as I could from older employees of the company. After much learning and observing, I was able to understand most of the simple instructions given to me. My managers and supervisors as well as members from the labour broker all communicated in English with all employees unless it was a special situation which allowed for us to speak in our mother tongue. For managers of other races, it was difficult for them to communicate with black employees as some of our English communication skills are not perfect, and many still do not understand the English word or phrase for certain equipment or methods of doing things.

During important meetings, there was always a translator who was also our union representative present to help managers and employees communicate. This allowed for effective and efficient work to be conducted. We as employees really appreciated this from our managers. During the breaks, it was more of a relaxed atmosphere, so some of us code switched from English to IsiZulu when we spoke. On occasion, it was very nice speaking in my mother tongue as it was much easier to understand.

4.4.5 The Role of Unions in my Work Life

Unions play a very important role in the work environment. Being a casual or part time employee, I am not allowed to report any grievance straight to my manager or supervisor, I need to go via the labour broker, who takes my grievance to the union. Thereafter, the union member or “induna” which means “chief” discusses the issue with my managers. The indunas are mostly IsiZulu speaking, so employees who are IsiZulu speaking can report the matter in a language which he/she prefers. This makes our jobs very easy as we know that there are people who are there to represent us and fight for our rights.

4.5. Re-storied Narratives of Sanele

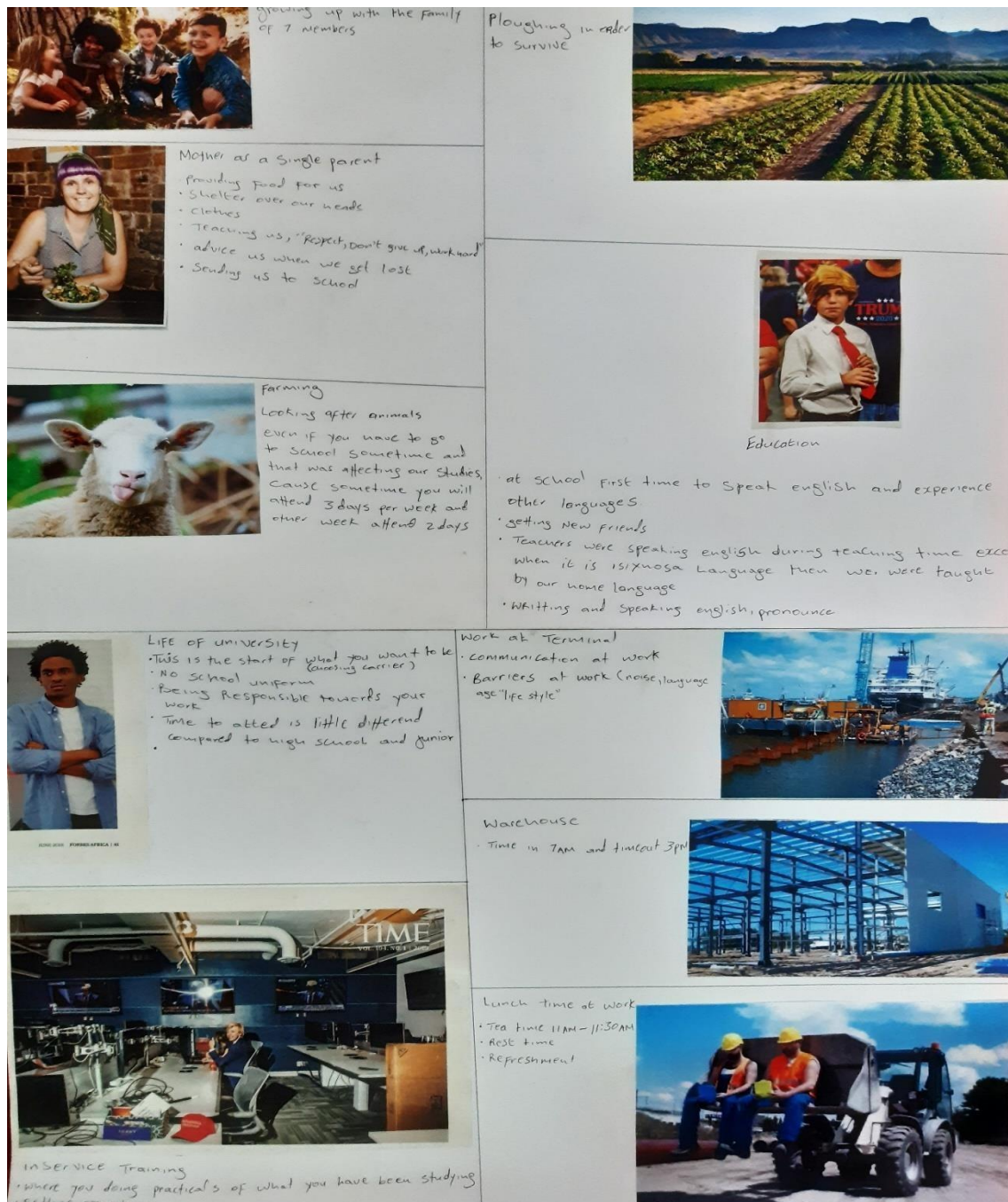


Figure 1.4: Sanele's collage

4.5.1 Growing Up

My name is "Sanele," I grew up in a farm in Bizana, I come from a family of eight members. I lived with three brothers, three sisters, one cousin and my mum. I grew up with a single parent which was not easy. It was not easy because she was not working and was only surviving with the social grant. Life was too tough

because you have to work hard in order to get whatever you want. It was not easy, but fortunately my big brother was there to help us. He left school at early age. He worked and studied for three years then after that he went to varsity studying medicine. After he completed his degree he motivated me. I was able to finish Grade 12 then I completed my human resources diploma.

Then my mother taught me that in life you have to be strong. You must know what you want, where you come from, and have respect. My mother also valued education. I grew up in a farm so we used to look after cattle, sheep, horses and we also got meat from them, milk, all those stuff.

When we went to school we learnt to communicate in English with our friends at school and college. For example, pronouncing, we're not pronouncing like at the same, we're not pronouncing, what can I say, pronunciation is different so you can pronounce by the way you want to pronounce it and I can pronounce in my own ways or that's how English.

4.5.2 Language

The language that we practised at home was Xhosa and in my town there were also other languages practiced. There were Afrikaans, Sesotho and Zulu. Although Sesotho and Xhosa were African languages, it was still a challenge to communicate because it was not easy to understand. The town adopted English as preferred language to communicate. I can speak Xhosa, Zulu and English because I wanted to learn them. I know that in South Africa you cannot work where you grow so you have to go somewhere else and you're going to meet a lot of people speaking different languages. So, you have to, you have to be able to speak English, IsiZulu, a lot of languages but most importantly it's English to be able to communicate.

The first time I experienced English was in primary school where it was a second language to Xhosa. It was difficult to understand English because growing up at home I was speaking our home language, Xhosa. No one speak English. We started speaking English at school. It was not easy. It was not easy but you know if you want to do something, definitely sure you will really work hard in order to get there. In High School all teachers spoke in English. Teachers who taught

Xhosa spoke and taught in Xhosa because they had to. The rest of the subjects', they had to be taught in English. Then that's why I was able to understand English, speak English because every teacher comes, they will definitely speak English.

4.5.3 Work Life

We could not only rely on grant money we also had to take whatever day job was available. It was labour job that required toughness because you had to work hard for what you wanted. There was no luxury of choosing. After school I went to Bizana Technical College where I completed my N6. There were opportunities but I did not meet the requirements due to the lack of a driver's license.

I did not have the funds to complete my driver's license, so I had to look for employment. I joined the labour broking company where they found myself placement at a gas company. With my earnings I managed to pay for my learners. I was also able to support my mum and share the responsibilities from my brother so that he can be able to be free because he's not yet married. And buy some clothes for me and I also had a child to support. So, it was compulsory for me to find a job. I just thought maybe if I have a qualification things will become easier for me. But unfortunately, without license it was difficult for me. Then I ended up looking for other jobs so that I can at least boost me to get what I want. Here it's a mentor and the mentee. This picture reminds me when I was doing service training. So that's where you get experience of what you have learnt so you will have a mentor to guide you how to do a job.

4.5.4 Barriers to Communication

Age barriers impacts communication, because we are not the same age groups, we do not respect each other. We need to respect each other regardless of age, without respect we cannot communicate which becomes a huge barrier.

When we have union, meetings communicate with English because when we have meetings, we all are speaking different languages and English it's the only language you can communicate through. It is important to communicate with one language, English. Because if we communicate with one language, everyone knows that language. I mean English, it is the only language you can

communicate with. So other languages we can just speak it when we are out at work.

In my opinion I think English it's the only language that is legally supposed to be spoken at work, communicate through it. Then other language is, you can speak it if you are trying to avoid communication barrier. So, you can speak Xhosa if the one who you speaking to also understand Xhosa. But if both of you does not understand each language and supposed to communicating English, is the one, is the only one language you can communicate with.

When companies work close to each other there is outside noises which cause noise barrier which makes it difficult to communicate with your colleagues as well. So, if you are at work and the supervisor's giving you an instruction, you might end up misunderstanding him or her because of the noise. Language barriers if you cannot understand it becomes a barrier. The barriers impact productivity because if I'm just telling you what you should do, and you didn't understand what I was telling you, you will end up slowing down the rate of productivity. That will also affect productivity.

4.6. Re-storied Narratives of Bongani



Figure 1.5: Bongani's collage

4.6.1 A Brief Insight into my Early Life

My name is “Bongani,” I was fortunate enough to be raised in a traditional IsiZulu speaking household by my grandmother who was a teacher by profession. My father had passed away long before I can remember, and my mother was always out trying to find jobs to help support the household. She never had a stable job; she took whatever came her way. No job was beneath my mother as she knew that she had to do anything to earn an income. My mother found herself in Vryheid “hustling” for jobs, I hardly saw my mother. The only way I was certain that she was still alive is because she often sent home groceries via a taxi. My grandmother was the rock of my family. She was the one who had groomed me

from birth into adulthood with the correct values, attitudes and skills needed to become a successful man.

4.6.2 My Scholastic Journey

The start of my schooling journey- grade 1, 2 and 3, began at a black school where all of our lessons were taught in IsiZulu. I was very happy and comfortable at this school, and I was also learning rapidly as I was able to communicate with my teachers and peers. However, the year I was supposed to enter grade 4, my grandmother had chosen to enrol me into a coloured school where the language of instruction was English. As a little boy, this was so overwhelming for me, as I had not had any encounters with coloured people, nor did I ever have the opportunity to speak or communicate in English. I felt as though I was thrown into the deep end, but my grandmother who valued education felt that this school was necessary for me. Whilst in class, I found myself being attracted to someone with the same background as myself, black and IsiZulu speaking. During instruction time, if I did not understand the concept being taught, I remained quiet as I was the new child in class, and I also did not want the other children to know that I could not understand. Most of the children in my class that year had started off their schooling career in grade R at this school, so they had a good foundation in English. They also knew the culture and ethos of the school, something which was completely new to me.

My teachers were all very passionate about teaching. The teachers would offer me extra assistance, they would sit next to me, and push me to my limit until I understood what was happening. I was very grateful towards my teachers for going the extra mile for me. Eventually, as time passed, I was able to grasp concepts, and link up words to its meaning. My written and spoken English began to get better with practice.

When I got to high school, I began to understand my life situation and I realised that I did not want to be like my mother, doing odd jobs for a minimal wage. I wanted to be well educated just like my grandmother. When I reached grade 12, I realised that I wanted to go to a tertiary institution to further my education. At the time my grandmother had retired as a teacher, and my mother was in no financial

position to fund this dream of mine. I made inquiries and decided that I would have to perform exceptionally well in grade 12 so that I could qualify for a bursary. At the time, English was still a barrier for me, as in certain subjects, it was difficult for me to understand the English word and understand its meaning. I believe that if I was taught in my mother tongue, IsiZulu, I would have performed better academically. During the first term of my grade 12 year, I obtained 40% in English. I began to get really worried as I needed 50% to gain entry into any tertiary institution. After this, I realised that I had to communicate more in English and have some of my friends help me along the way, as well as read more English books, and watch more English television programmes.

Upon completing my grade 12 I proceeded to further my studies at a tertiary institution, PC training and business college.

4.6.3 The Importance of English

English is an international language, people from across all spheres of life communicate in English. English brings all race groups together. Whether you are black, white, coloured or Indian, English is the only language that is common to all of us. If we did not understand English, communication with other people would be minimal.

4.6.4 My Work Life

After I completed my studies at the business college I proceeded to look for a job. I was unsuccessful in the first five or more interviews just because as much as I understood accounting and the work that I want to do, but I wasn't fluent enough when it comes to English. The lack of fluency in English perceived a negative impression of my work abilities.

Moving between organisations was a challenge for me, because in each organisational culture words had different meanings. There are certain words that have different meanings, even it was called using a Zulu word, but they won't use the normal Zulu word that you normally use at home. For example, when you are talking about a vessel, you are talking about a boat or we say in Zulu *umkhumbi*.

But whereas here at The Stevedoring Company they will call it, *isitimela*. *Isitimela* is a train, but now they are talking about *umkhumbi*.

Learning these terminologies proved challenging at the workplace. I had kept up with English as well as trying to keep up with the lingo that was being practised at the workplace. The Zulu practised at The Stevedoring Company is different from the Zulu spoken outside of the organisation. Normal words practised could mean different things within the company. In English as well different terms are difficult to understand for example Steel Strapping. If you never seen it, you will not know what it is.

4.6.5 Miscommunication at my Workplace

Having to learn the Zulu terminology provided its own set of challenges, English added to that created further impact on communication. At operational level most employees are black, whereas at senior level, there are more of a mix group coming from different backgrounds. To work in the operation, there is no educational requirement. Some of them may have not completed their schooling career. At operational level you are required to work shifts whereas senior level work at standard business hours. If there is an incident that took place at night, it has to be communicated immediately to senior management. Firstly, it has to be communicated to a translator because the employee might not understand English. The translator must also understand the lingo on what has been said. So once that has been communicated it then has to be translated in English. I feel happy knowing that our managers care for us by making sure a translator is used to accommodate those of us who have trouble speaking and understanding English. This will cause a huge language barrier to communicate as well as the manager to reply or provide feedback to the employee.

Language does have an impact on productivity. Many of us were afraid to speak up and admit that we could not understand instructions for fear of judgement or being dismissed. So, if you give him an instruction, or you give her an instruction, to complete a task and that person will turn their back and say okay, and you really think that person understood you. In the meantime, that person didn't

understand you, and you'd find that person doing something that you never told him to do or not doing anything at all. Thereby, slowing down productivity rates.

At The Stevedoring Company the higher age groups believe that whether you're educated or not, whether you are at a certain position but you still need to respect them based on age, not as the position you are placed, forgetting that the most important thing at a work place is playing the role that you are put in. Not playing the role based on your age because sometimes, okay fine, you may be older than me but if I'm put in a position to give you instructions, you have to take those instructions as I give them rather than reminding me that you are the same as my father's age. That does not work in the work, that shouldn't work in the workplace.

4.6.6 Team Building Experiences

If you have team building exercises, as much as one would not see it as something to close the communication barrier, but it is because if I sit more with you outside work doing, having fun or doing good things, I'm able to adjust and understand you more, understand the way you expect to be communicated at or the level that you expect someone to communicate to you at. So, I think if we implement more team building exercises and learn more about each other's cultures, then I think, or I believe that the communication barrier gap would close a little bit.

4.7 Chapter Summary

This chapter presented the first research objectives of the study, i.e., lived and told narratives of five casual employees who participated in the study. By accounting for their experiences on the effects of language diversity on communication. In the next chapter, the re-storied narratives of the participants will be further analysed in-order to answer the second and third research questions: What are the employee experiences of the effects of language diversity on communication? And how does communication between a manager and an employee affect productivity?

CHAPTER FIVE

ANALYSIS OF NARRATIVES

5.1 Introduction

The previous chapter presented the re-storied narratives of employees and their experiences of the effects of language diversity on communication.

According to Clandin and Raymond (2006), this formed part of the first level of analysis. This chapter aims to present the second level of analysis, which is analysis of narratives. Kothari (2004) states that an analysis of narratives allows the researcher to gather the narratives or stories of the participants and examine the field texts through a thematic approach of analysis. To achieve this, the field texts of the participants were examined with an aim of identifying common or similar themes. These themes will provide answers to the second and third research question. The research questions in consecutive order are: What are the identities of the participants of this study? What are the employee experiences of the effects of language diversity on communication? How does the communication style between the participants and their managers affect the rate of production in the workplace? The findings of each theme will thereafter be discussed in the upcoming chapter.

5.2 Employee Experiences of the Effects of Language Diversity on Communication:

This section provides answers to the second research question, namely “What are the employee experiences of the effects of language diversity on communication?”. Upon examining the re-storied narratives of Tumi Dlamini, Jabulani Mkhize, Sipho Dladla, Sanele Mabaso and Bongani Duma, three experiences were identified. These experiences include: the journey of employees which led to being employed at a stevedoring company; The use of English at the workplace as English is their second language; the experiences of being a part of the union. These themes are discussed below:

5.2.1 The Journey of Employees Which Led to Being Employed at a

Stevedoring Company

Upon examining the re-storied narrative of the participating employees, it is of importance to note the circumstances in which these employees were employed at The Stevedoring Company and their experiences at this company. Below I will present each participants experience. I will begin with Tumi Dlamini.

“In 2014 I heard about a stevedoring company in the city hiring staff for their operations. I applied for the job with my CV and I was called for my interview, after the interview I was successful with my application. I started my job two weeks later. I am currently not a permanent employee as I am not qualified. I perform the tasks of a labourer, such as washing vehicles and machinery, packing shelves and crates, counting stock, amongst other duties” (Refer to Chapter 4, Page 59).

Through the help of his father who was a long-term employee at the Durban Harbour, Jabulani Mkhize managed to become employed at this company in 2016. He expounds his journey

“My father who is an old worker at the harbour eventually took my CV, as he knew many people there due to his work experience... This job lasted for two consecutive years, thereafter, in 2016 I was employed at The Stevedoring Company and I am currently still employed here as a casual worker. Some of my daily tasks include working on ships as well as cleaning ships, strapping cargo, stock taking as well as cleaning warehouse and vehicles” (Refer to Chapter 4, Page 63).

Sipho Dladla had never been to Durban but was always attracted to the beauty of the city. Upon making many enquiries, a kind gentleman told Sipho about employment being offered at the harbour. Below the narratives of Sipho Dladla are expounded:

I was attracted to the beautiful ocean, and I wanted to educate people coming into to Durban about all the beautiful things that this city has to offer. When I got to the harbour, I had no idea where to go, who to speak to or what to do. I asked many people there who I could speak to for employment, but I was unsuccessful.

I did not give up. I went back to the harbour during my weekends and continued asking people for help. Eventually, I was successful...I had made many friends who taught me what to do, what to be careful of, and how to conduct myself. This new job helped me in many ways, I was able to contribute to my household and relieve my mother of some payments, and I was able to buy my necessities even though this was not a permanent, full time job” (Refer to Chapter 4, Page 68).

From the extract above, it is evident that the participants had a challenging lifestyle growing up. All of them have come from households where their families spoke IsiZulu, however, due to globalization, their families wanted them to learn English as they valued the importance of the language. The participants were sent to a school where English was taught to them. Some of them had difficulties, however, most of them found ways in which they could receive help from their older peers. All participants matriculated from English medium schools, thereafter, went out seeking employment. By learning English this gave the participants an advantage in the work environment, as it is a requirement of most companies for their employees to speak English. Finding employment was challenging for the participants. They all had many mediocre jobs before they were directed to the Stevedoring Company in Durban.

The social identity theory allows individuals to authenticate their own unique social identity by displaying a sense of favouritism for their own social category or “ingroup,” at the expense of “out groups” to which they do not belong (Schneider and Northcraft, 1999). Individuals who belong to the same ingroups often find it easier to communicate with, are more predictable individuals, display traits of being more trustworthy, and more likely to reciprocate favours to one another than outgroups (Schneider and Northcraft, 1999). All participants were offered help in finding this job which they are currently in. The people who helped them find this job are those who belong to the same community members as the participants. Here, the characteristics of the social identity theory can be noted.

5.2.2. The Use of English at the Workplace as English as their Second Language

Human beings are socially created individuals, who conform to the language and behaviour of those around them and in their society (Fyler, 2015). When the use of language poses as a barrier, this poses as a challenge as communication may not be received in the same way amongst the recipients (Fyler, 2015). The preferred language of communication at The Stevedoring Company is English, and the preferred language of communication at the maritime industry is English (NOAA, 2017) and employees are in constant contact with individuals from around the globe. However, the mother tongue language of each participant is IsiZulu. This poses as a challenge to many of the employees. Below the impact that the use of English has on each participant:

Jabulani Mkhize expounds his experience of communicating in English at the company he is employed at:

“The company that I am employed at has employees who speak all 11 official languages. This is sometimes very challenging as not everyone can communicate in all 11 languages; hence, English is the medium of instruction in the company that I work for. English is a universal language, and since I am in contact with people locally as well as from around the world, it is necessary that I can understand and communicate in English. If I have difficulty, I ask one of my fellow employees to translate the instruction given to us...If instructions are not translated for these employees, it negatively impacts on their productivity at work because they do not know what to do, and as I mentioned earlier, there are very few managers who are able to speak IsiZulu or IsiXhosa, hence we help each other along the way as much as we can so that the operation runs smoothly without any challenges” (Refer to Chapter 4, Page 64).

Sipho Dladla shares a similar experience to Jabulani Mkhize, in his experience, he states:

“As a South African, I knew the importance of communicating in different languages. Although I am IsiZulu speaking and prefer this method of communication, I also knew that I am working for a diverse and an international

company, hence it was vital for me to be speaking and communicating in English. This was not a big challenge for me, as whilst at school, I learnt how to speak and communicate in English... The employees were all very helpful and kind to me. We helped each other wherever we could as some employees could not understand English at all, so we were constantly communicating with each other, and making sure that the job was being done correctly. Radios play a very important function in the workplace, as employees cannot be everywhere at once, so sometimes instructions are given to us via the radio, or if we are needed somewhere, the manager will announce on the radio” (Refer to Chapter 4, Page 69).

Sanele Mabaso shares in his re-stories narratives that English should be the language that all employees communicate with, but there should be allowance, he explains:

“I think English it’s the only language that is legally supposed to be spoken at work, communicate through it. Then other language is, you can speak it if you are trying to avoid communication barrier. So, you can speak Xhosa if the one who you speaking to also understand Xhosa. But if both of you does not understand each language and supposed to communicating English, is the one, is the only one language you can communicate with” (Refer to Chapter 4, Page 61).

And lastly, Bongani Duma states his opinion on the use of English at the workplace:

“English is an international language, people from across all spheres of life communicate in English. English brings all race groups together. Whether you are black, white, coloured or Indian, English is the only language that is common to all of us. If we did not understand English, communication with other people would be minimal” (Refer to Chapter 4, Page 77).

From the above extract, the participants understand that English is the preferred language of communication at The Stevedoring Company as most of the employees and members of management come from different ethnicities and

prefer to communicate in English. However, the participants sometimes find it difficult to understand the English language and sometimes seek the guidance of others who can code switch from English to IsiZulu and *vice versa*. Researchers have looked at the Communication Accommodation Theory (CAT) as being an interpersonal adaptation of the ways in which they communicate with others (Burgoon, 2017). This simply suggests that an interpersonal adaptation is a progressive method in which people adjust their non-verbal and verbal communication styles and behaviours to accommodate their interdependent conversational partners (Burgoon, 2017). By either showing a similarity within his or her nonverbal or verbal communication style in the direction towards ones conversational partner, this is referred to as convergence (Dragojevic, 2016). According to the Communication Accommodation Theory, this is an example of converging, whereby, employees are creating their own social group by communicating in the direction of the conversational partners of that group.

Social identity theory suggests individuals are more likely to employ a noticeable or relevant social classification such as gender, race and functional specialisation as indicators of preference similarities and value thereby, eliminating the potential for disorderly encounters in the workplace. (Schneider and Northcraft, 1999). The development of the social identity theory on a professional platform occurs as these employees are in close contact with other employees. Most of them are from the same ethnicity and are also able to speak IsiZulu. By working together, socialising and helping each other through the work day by providing translations from English into IsiZulu, the participants were able to complete their daily duties and allow for the company to be productive.

5.2.3 The Experiences of Being a Part of the Union:

A union plays a pivotal role in the workplace of all employees. The task or duty of a union is to be-able to act as the voice of employees, resolve work related issues timeously so that it benefits both the employee as well as the company and to act as a negotiation's representative. When employees have a barrier to communication and are unable to express their issue to their managers, the union representative is then supposed to act in place of the employee and make

decisions for the betterment of the employee. The statements below from the participants indicate the relationship that the participants share with their union:

Tumi Dlamini expounds the importance of the union in his life:

“Being part of the union is very important to my co-workers and I. It has a good impact on us. There is an understanding that there is a hierarchy at work. We look at it as a ladder and we cannot skip a step when communicating. The hierarchy in management first step is us, second step is your union representative third is your supervisor and forth is your management. So, we cannot, as we are the step, we are the first step, we cannot pass all these people and then go to the managers to ask them. You know you can’t do that. So actually, we speak to the union. They have a better knowledge than us how they can approach management and all that stuff” (Refer to Chapter 4, Page 60).

Jabulani Mkhize shares similar sentiments on the role of the union as Tumi Dlamini does, below the re-storied narratives of Jabulani Mkhize is presented:

“To us as employees, unions are very important as they are always fighting for our rights and helping us progress in the company... On our behalf, the union also approaches the company that I work for and sets out employee needs and demands. The union speaks on our behalf to the managers and Human Resource managers, as their communication skills in English are better than ours and they are able to negotiate on our behalf” (Refer to Chapter 4, Page 65).

Sipho Dladla explains why he feels the union is pivotal in his working life:

“Unions play a very important role in the work environment. Being a casual or part time employee, I am not allowed to report and grievance straight to my manager or supervisor, I need to go via the labour broker, who takes my grievance to the union, thereafter, the union member or “induna” which means “chief” discusses the issue with my managers. The indunas are mostly IsiZulu speaking, so employees who are IsiZulu speaking can report the matter in a language which he/she prefers. This makes our jobs very easy as we know that there are people who are there to represent us and fight for our rights” (Refer to Chapter 4, Page 70).

From the narratives of the participants, one can conclude that the union plays a pivotal role in the work life of these employees, especially employees whose first language is IsiZulu. According to Giles *et al.* (1987), there is a variety of reasons why individuals adjust their communication patterns to accommodate other individuals. Some individuals want to gain listeners agreement, to accomplish efficiency in communication, and to preserve a confident social identity (Giles *et al.*, 1987). Here we see that members of the union adjust their communication style into a manner which is understood by the employees and members of management. Members of the union are able to show a dissimilarity within his or her nonverbal or verbal communication style in the direction away from ones conversational partner. this is referred to as divergence (Dragojevic, 2016). Hence the participants feel that since the members of the union are able to communicate in a style that is in a direction of the managers their voices and opinions can be made clear to the managers without losing their social Identity. This is a form of CAT divergence by using union representatives.

According to the Social Identity Theory, the participants feel comfortable speaking to members of the union who belong to the same race group as themselves. The participants place a lot of emphasis and respect on these union members by referring to them as *“induna” which means “chief”* according to Sipho. The participants view the union representatives as having the power and voice to communicate with management in their absence or during discussions.

5.3. How Does the Communication Between the Managers and Employees Affect Productivity?

This section provides the answers to the third research question, namely, how does communication between a manager and second language employee affect productivity? Tumi explains in his re-storied narratives that when speaking to managers, English is being used to communicate, however, he is uncertain at times as to what is expected of him. Below explains further:

“Due to the managers relationship with the employee’s communication has been okay. We sometimes speak English and sometime speak IsiZulu. We as employees are very fortunate that some of our managers and supervisors try to

give out instruction in IsiZulu if not, a translator is used” (Refer to Chapter 4, Page 59).

“I feel that speaking in a common language is important because it is very easy for you to understand what the manager instructs you to do. We can also communicate and provide feedback and advise them and discuss alternative or preferred methods on completing tasks in the operation. When I am instructed In English by my manager I say I understand to avoid (humiliation) but once they leave and I have to be productive and you start doubting yourself on what was instructed and how to go about completing the task at hand and you cannot ask again because you already agreed to understanding the instruction” (Refer to Chapter 4, Page 59).

“Sometimes I feel they are using bombastic words. we don’t carry dictionary every day so we do not understand those words, but then after they’ve spoken those words, I go back at home and look up those words in a dictionary so that I can understand them for the next time the manager speaks those words” (Refer to Chapter 4, Page 59).

Jabulani states that communications with his managers is very important as the environment that he is working in is very stressful. However, at times English does get difficult to understand. He explains further:

“Communication with my managers is very important as I am working under very a stressful environment. When speaking to my managers, I always remember my mammas values about respect, and I try to be respectful during every interaction. When I am given an instruction, I never speak back to my managers, I always listen very carefully, and follow what they are saying... This is easier for me to understand because although I can communicate in English, I still have a little difficulty in understanding and processing what was said to me. Code switching is acceptable in my place at work. This helps maintain a positive relationship among employers and employees and this also assist us in getting the work done correctly” (Refer to Chapter 4, Page 64).

Sipho states that English is the commonly used method of communication, and that due to the language barrier, his managers provide a translator during meetings. Below Sipho Dladla expounds his experience:

“After much learning and observing, I was able to understand most of the simple instructions given to me. My managers and supervisors as well as members from the labour broker all communicated in English with all employees unless it was a special situation which allowed for us to speak in our mother tongue...During important meetings, there was always a translator who was also our union representative present to help managers and employees communicate. This allowed for effective and efficient work to be conducted. We as employees really appreciated this from our managers. During the breaks, it was more of a relaxed atmosphere so some of us code switched from English to IsiZulu when we spoke. On occasion, it was very nice speaking in my mother tongue as it was much easier to understand” (Refer to Chapter 4, Page 70).

Sanele states in his re-storied narratives that language is a barrier to productivity, this is his explanation as to why:

“When companies work close to each other there is outside noises which cause noise barrier which makes it difficult to communicate with your colleagues as well. So, if you are at work and the supervisor’s giving you an instruction, you might end up misunderstanding him or her because of the noise. Language barriers if you cannot understand it becomes a barrier. The barriers impact productivity because if I’m just telling you what you should do, and you didn’t understand what I was telling you, you will end up doing the wrong thing. That will also affect productivity” (Refer to Chapter 4, Page 74).

Bongani communicates his experiences of working in the operation along with receiving instructions from managers in English. Below are the experiences of Bongani Duma:

“Having to learn the Zulu terminology provided its own set of challenges, English added to that created further impact on communication. At operational level most employees are black whereas at senior level, there are more of a mix group coming from different backgrounds. To work in the operation, there is no

educational requirement. Some of them may have not completed their schooling career. At operational level you are required to work shifts whereas senior level work at standard business hours...I feel happy knowing that our managers care for us by making sure a translator is used to accommodate those of us who have trouble speaking and understanding English. This will cause a huge language barrier to communicate as well as the manager to reply or provide feedback to the employee” (Refer to Chapter 4, Page 78).

“Language does have an impact on productivity. Many of us were afraid to speak up and admit that we could not understand instructions for fear of judgement or being dismissed. So, if you give him an instruction, or you give her an instruction, to complete a task and that person will turn their back and say okay, and you really think that person understood you... Not playing the role based on your age because sometimes, okay fine, you may be older than me but if I’m put in a position to give you instructions, you have to take those instructions as I give them rather than reminding me that you are the same as my father’s age. That does not work in the work, that shouldn’t work in the workplace” (Refer to Chapter 4, Page 78).

From the extracts above the employees have stated that firstly, they are afraid to speak directly to managers as they feel that the managers have a hierarchical power and due to their cultural upbringing, the participants all stated that they were taught not to speak directly to their elders. Hence, they have sought the assistance of the union representative to help them during work meetings or important discussions to avoid miscommunication. Secondly, according to the participants, working in the operations, has its own language. The participants indicated that they have to understand what certain terminologies mean, and some of them are struggling with this, however, there are translators of the same race group available to help the employees understand exactly what the instruction is.

According to the Social Identity theory, the social identity of employees is maintained by employees using translators of the same race group as they are afraid to communicate.

As the researcher, I believe that the CAT can be applied to the communication between managers and employees as managers are trying to accommodate the second language employees by providing them with translators during important briefings. There were no limitations to the use of translators according to the participants. It was the duty of the translators to ensure that the second language employees fully understood what was required of them. Researchers have looked at the Communication Accommodation Theory (CAT) as being an interpersonal adaptation of the ways in which they communicate with others (Burgoon, 2017).

This simply suggests that an interpersonal adaptation is a progressive method in which people adjust their non-verbal and verbal communication styles and behaviours to accommodate their interdependent conversational partners (Burgoon, 2017).

In concurrence with Burgoon (2017), Adamsa (2018) describes that the communication accommodation theory allows for individuals to adapt their communicational behaviours in intergroup and interpersonal contexts using nonverbal and verbal strategies to accommodate a conversational partner. Managers who are able to speak isiZulu, carry out their briefings in isiZulu in order to accommodate their employees as well as use translators.

This can be argued to be an example of convergence, as managers are adjusting their communication style to the recipients. To accommodate the managers during discussions, the employees use a union representative as a form of divergence. According to the goals of CAT individuals want to gain listeners agreement, to accomplish efficiency in communication, and to preserve a confident social identity (Giles *et al.*, 1987).

5.4. Chapter Summary

This chapter presented the second level of analysis which according to Polkinghorne (1995) is an analysis of narratives. This chapter foregrounded the second and third research questions. Common themes generated from the re-storied narratives of the participants were identified and analysed. The next chapter brings this study to a close by providing a summary of the study, drawing

conclusions and discussions from the findings and providing recommendations based on the analysis generated.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter presented the second level of narratives which is the “analysis of narratives”. Answers to the second and third research questions were presented. It included: what are the employee experiences of the effects of language diversity on communication? And, how does communication between a manager and second language employee affect productivity? This concluding chapter aims to bring this study to a close. It includes a summary of the total study, conclusions which have been drawn from the findings, recommendations made by the researcher which were informed from the study and the implications of this study.

6.2 Summary of the Study

Chapter one broadly unpacked and presented a thorough course of the research undertakings as well as an outline to the study. Firstly, the researcher expounded a thorough introduction and a problem statement of the research study. Secondly, a background to the study was presented, this was followed by a three-level rationale and motivation for the study, which includes a personal, social and professional justification for this study. Thirdly, several key concepts were defined by the researcher presenting theorised definitions, and lastly, the objectives of the study and three research questions were expounded.

Chapter two presented two major components of this study, which is a literature review and a theoretical framework which guided this research study. The researcher firstly, expounded a critical review of international and local literature associated with language and communication and its impact on productivity at a Stevedoring organisation. Thereafter, the theoretical framework underpinning the research study was presented. This chapter sought to present two theories which helped establish the theoretical framework for the study. These two theories are:

The Social Identity Theory and the Communication Accommodation Theory (CAT).

Chapter three presented the methodological processes that enlightened this research study. The methodological elements discussed were firstly, the paradigm in which this study was located. The paradigmatic approach used viewed this study through the lens of the interpretivist paradigm. Secondly, the chapter further discussed that the research was conducted within the explorative qualitative design. A narrative inquiry methodology was expounded to generate and analyse field texts from five participants. The participants for this study were chosen by exercising the purposeful sampling method. Thereafter, field texts were produced by applying the unstructured interviews and collage inquiry methods to the participants. The data was then analysed by means of using two types of narrative inquiry methods, specifically through, narrative analysis and analysis of narratives. Lastly, the researcher presented the ethical considerations, trustworthiness and limitations to the study.

Chapter four presented the first level of analysis, that is, narrative analysis. The lived and told experiences of the five participants were captured. The re-storied narratives were built from the field texts collected by the researcher. These field texts were generated through narrative interviews and a collage inquiry. The plot system was utilised in-order for the researcher to develop logical narratives of the participants. The re-storied narratives aimed at providing answers to the first research question: What are the identities of second language casual employees at a stevedoring company?

Chapter five sought to present the second level of analysis, i.e., an analysis of the narratives compiled by the researcher. The re-storied narratives were further analysed through a paradigmatic interpretation of the field texts generated through unstructured narrative interviews and a collage inquiry method. This level of analysis provided the answers to the second and third research questions: What are the employee experiences of the effects of language diversity on communication; and how does communication between a manager and second language employee affect productivity.

6.3 Conclusions Drawn from the Findings

This sub-section is aimed to present conclusions which are drawn from the findings of the study. The conclusions are derived around the following three research questions:

What are the identities of the participants of this study?

What are the employee experiences of the effects of language diversity on communication?

How does the communication style between the participants and their managers affect the rate of production in the workplace?

6.3.1 What are the identities of second language casual employees at a stevedoring company?

This narrative inquiry sought to use the re-storied narratives which has been presented by each of the five participants in order to understand the singular identity trait of each individual participant. The five participants each gave an account of their life's journey beginning from their age of memory recollection up until the date of their told narrative, this is found in the first level of analysis which is presented in Chapter four. Upon examining their field texts, their home background, in terms of cultural upbringing, values, and commitment to their family are very similar. According to the Social Identity Theory, Social communities are regarded by Trepte (2006) as cognitive instruments that split and categorise the social environment, and thereby encourage individuals to participate in other forms of social activity. Social communities provide members with a sense of identity and membership. This helps people to identify themselves and their position in society (Tajfel et al., 1979; Ashforth and Mael, 1989; Trepte, 2006). Among these social groups include, organisational membership, religious association, age group, gender, ethnicity, race, and nationality (Stets and Burke, 2000).

Consequently, in this investigation, the social groups (both professionally and personally) to which the participants belong were established to understand their place in society and also the significances and interpretations that they derived from these roles. From a personal viewpoint of their social groups, the participants all shared similar beliefs and values which were instilled on them by their parents or by community elders or leaders. They were all taught to show respect to their elders or people who are deemed superior to them, such as their teachers. From a professional viewpoint, all five employees are striving to uphold the values and principles instilled in them by their parents, elders, and leaders. They find it very difficult to speak directly to their managers, and always seek advice and clarity before completing their assigned tasks. The values, life lessons, the social groups to which the participants belong all make up a part of their identity, as it is these values, lessons learnt and interactions with their social groups that have moulded them into adults and shaped their identities.

6.3.2 What are the employee experiences of the effects of language diversity on communication?

The results of this research study show that the five participants shared similar experiences in their daily work life and routines. These experiences included: The journey of employees which led to being employed at The Stevedoring Company; The use of English at the workplace as English is their second language; and the experiences of being a part of the union.

Firstly, the participants all indicated that their journey after school was a very challenging one as they all had found jobs that were not in their field of interest and jobs that paid a minimal salary. However, through the help of individuals in a similar social context as themselves, they were able to secure jobs at The Stevedoring Company. Secondly, all five participants were able to communicate in English, but due to the specific type of language and terminology used in Stevedoring, they were sometimes unable to understand what the instruction was. The participants did indicate that the managers did provide them with translators to avoid miscommunication. In addition, these five employees belonged to social groups, whereby many of them were able to help one another explain and understand what is needed to be done as part of their assigned task

for the day. Thirdly, being a part of the union played a vital role in their work life, especially during work briefings and important meetings such as wage discussions, etc. Hence, members of the union help employees by speaking to the members of managers on their behalf and coming to conclusions whereby both parties are happy, and issues are resolved amicably.

6.3.3 How does communication between a manager and second language employees affect productivity?

The findings of this study show that one of the key components of high productivity is effective communication. Due to many employees, including the participants, being second language (IsiZulu/ IsiXhosa) speaking, a language barrier, could be a “communication barrier” resulting from the parties involved speaking completely different languages (van Rosse *et al.*, 2016). Language barrier or linguistics barrier can be defined as miscommunication (Harzing and Feely, 2008). In any company or organisation, communication is the pillar of strength for any organisation, and poor communication has severe repercussion to productivity. The success of an organisation depends very much on the effectiveness and accommodation of internal organisational communications. For this reason, it is the job of managers to lead employees with effective communication. Effective communication is the ability to provide information that employees can ascertain (Bucata and Rizescu, 2017). According to the narratives of the participants, there were many measures in place in-order to avoid miscommunication and to break down language barriers.

The participants indicated that they were given the necessary help for them to understand their instructions. Some of the ways that employees were offered help was by the company providing them with translators and allowing employees to seek guidance from other employees who understood English better. The participants also belonged to unions who were there to speak on their behalf. This also avoids any type of miscommunication between the employee and employees, and *vice versa*. By having all these policies and procedures in place, productivity progressively improves.

6.4 Recommended Strategies

Drawing from the findings and conclusions, the following recommendations were presented to the Stevedoring organisation to improve the impact of language diversity on communication.

6.4.1. Clear and Precise Strategic objectives: according to Barrett (2002), in high-performing organisations, employee communication reinforces the organisations strategic objectives, hence the employee communication must be aligned with the objectives of the organisation. As a part of the organisational culture at The Stevedoring Company at which this research was conducted, a vision and mission statement has been developed and available to all employees. Continuous workshops should be held as a part of the corporate strategy to reinforce the goals and objectives of the organisation, although the strategies are available to employees, it might not fully be understood by them, hence these workshops will help to eliminate any misconception, if everyone understands the goals of the organisation in their preferred method of communication and language it will be easier to achieve this targets and boost productivity levels.

6.4.2 Supportive Management: Top-level and mid-level management must be directly involved in and assume responsibility for communications up, down, and across the organisation Barrett (2002). Team building exercises should be considered as it strengthens collaboration amongst the employees of all levels, it serves as a way to motivate employees to perform better at their tasks, it reduces fear from lower level employees and allows for managers to understand the backgrounds of their subordinates, hence increasing productivity levels at the workplace.

6.4.3 Targeted Messages: Targeted messages are very simply, information tailored to the employees in their preferred method of communication Barrett (2002). To help second language employees, some communication messages could be translated into their preferred language and communicated to them via posters, sign boards, or e-mails.

6.4.4 Effective Media/Forums: Effective employee communication uses all vehicles to reach its employees. Interpersonal communication training, meeting

management and facilitation skills are necessary for all managers Barrett (2002). To ensure that communication is effective, a committee comprising of a representative of employees at different hierarchical levels could be elected, and these individuals could develop ways in which communication amongst all stakeholders could become more successful.

6.4.5 Ongoing Assessment: The effectiveness of the organisation's communication needs to be measured company-wide formally and frequently against clearly defined goals on an ongoing basis Barrett (2002).

6.5 Limitations of the Study

Firstly, this narrative inquiry is too small to be generalized. Secondly, there were time and financial constraints as the researcher had to avail himself to the times stipulated by each participant, as they are not employed daily. Travelling costs were incurred as the participants were interviewed on different days.

6.6 Implications for Further Research

This was a small-scale narrative inquiry which aimed at exploring the lived and told experiences of five casual employees employed at The Stevedoring Company in Durban. My interest in individuals whose first language is not English, communication with a group of diverse individuals and its impact on how productive organisations gave rise to me developing a deep interest in how organisations are compensating for this type of language and communication diversity. The findings and conclusions of this study may not be generalised to companies or organisations of a similar nature, and they do not mirror the experiences, viewpoints, experiences and practices of all organisations of a similar nature in the area. There is a need for further exploration of how organisations can further equip their employees with ways in which they could deal with language diversity and communication related issues.

6.7 Chapter Summary

This study focused on assessing the impact of language diversity on communication at a stevedoring company. As the researcher, I formulated three

research questions to guide the course of this study as I was keen on understanding how language diversity impacts on communication. This narrative study was observed through the lens of an interpretivist paradigm and guided through the principles of the qualitative research design. A narrative inquiry approach was exercised to generate and analyse the field texts of the participants. The study revealed that language diversity plays a pivotal role in the daily work assigned to employees who come from culturally diverse backgrounds. However, due to measures and policies being put in place by the company, miscommunication is avoided by the employer and employees, and productivity is progressively increasing.

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LETTER OF INFORMATION

Title of the Research Study:

Assessing the impact of language diversity on communication at a South African Stevedoring Company

Principal Researcher: Ashegan Naidoo, B Tech: Management

Supervisor: Professor Jamila K Adam, D Tech

Brief Introduction and Purpose of the Study:

Miscommunication is an everyday occurrence amongst diverse employees and members of management. employees are expected to follow strict instructions via their managers, however, some of these employees are native to the language of instruction which in this case is English, thus communication becomes a barrier to the organization, which leads to low morale, demotivated employees and poor performance rates which affects the growth of the organisation.

Outline of the Procedures:

The study will comprise of unstructured narrative interviews and collage inquiries. Willing participants will participate in three sessions. First session participants will be expected to speak freely narrating stories of their early life /childhood experiences leading up to their casual employment at a South African Stevedoring Company. Second session participants will be requested to relate their stories of experience as a casual employee at a South African Stevedoring Company. Final session participants will be requested to develop a collage

relating to their experiences as a casual employment at a South African Stevedoring Company. All respondents can withdraw at any time. All information will be treated as anonymous and confidential. Prior approval from each respondent will be gained before any names are used in the body of the research.

Risks or Discomforts to the Participant:

No foreseeable risks have been identified, if any are raised, they will be addressed as a matter of priority.

Benefits:

The final research aims to provide information for current and future managers on how to improve communication skills between managers and employees. This will increase productivity, boost morale and create a much harmonious working environment. Will also reduce operational incidents due clearer communication.

Reason/s why the Participant May Be Withdrawn from the Study:

Should you choose to withdraw at any time there will be no adverse consequences to you.

Remuneration:

The study is conducted with no remuneration to you. A refreshment in a form of a snack will be provided for your time spent.

Costs of the Study:

You will not be expected to contribute any costs to cover any aspect of the study.

Confidentiality:

All information provided by you will remain confidential. All completed questionnaires will be held for a period of 5 years by the researcher. The questionnaires will be held in a locked cabinet and only the researcher or Durban University of Technology (DUT) will have access to the data collected.

All recorded interviews will be stored electronically with an access code. Only the researcher will have access to the files and will be made available to DUT on request.

Research-related Injury:

No research related injuries or adverse reactions have been identified. If you experience an adverse reaction you are required to complete the Occurrence, Variation or Adverse Event (OVA) form electronically on the HMC intranet. The appropriate team will conduct further investigation regarding the OVA and will make recommendations to continue or abandon the study.

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher (Ashegan Naidoo), my supervisor (Professor Jamila K Adam) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support, Prof S Moyo on 031 373 2577 or moyos@dut.ac.za

APPENDIX B



CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Ashegan Naidoo, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant

Date

Time

Signature / Right Thumbprint

I, Ashegan Naidoo, herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher

Date

Signature

Full Name of Witness

Date

Signature (If applicable)

Full Name of Legal Guardian

Date

Signature (If applicable)

APPENDIX C



Faculty of Management Sciences

Department of Public Management & Economics

Date

Dear Participant

Thank you for agreeing to participate in my study title: **Assessing the impact of language diversity on communication at a South African stevedoring company**. Attached is the letter of information together with the consent form. Kindly sign and return by hand with the completed questionnaire in the envelope provided.

I humbly request your assistance. Should you require any further information, please do not hesitate to contact either me or my supervisor.

Yours sincerely

Student

Contact Details

Supervisor / Promoter

Contact Details

Co-Supervisor/Co-Promoter

Contact Details

APPENDIX D



Mr Ashegan Naidoo

[REDACTED]

[REDACTED]

[REDACTED]

Date:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

I, Ashegan Naidoo, am enrolled for a Masters study at the Durban University of Technology (DUT). My topic is **Assessing the impact of language diversity on communication at a South African stevedoring company**. Attached is my proposal for your perusal.

I formally seek permission to undertake a research study at SA Stevedores at the Maydon Wharf area. The focus area is the labour force working at SA stevedores. I wish to conduct the study among the causal employees of the organisation.

I humbly request your approval and would be extremely grateful if you afford me the opportunity to embark on the research study. My aim is improving the communication between management

and employees. Increase in effective communication will decrease miscommunication, decrease disciplinary action among employee, reduce incidents in operation and increase productivity.

Yours sincerely

Ashegan Naidoo

Cell no. 0716193311

Professor Jamila K Adam

Supervisor

Tel No. 031-373 3093

DATA GENERATION PLAN / TOOL

Field texts (Data) will be generated using two methods, namely, narrative interviews and collage inquiry. Three data generation sessions over five days will be scheduled with each participant. A total of fifteen consecutive sessions will be held.

DAY ONE: Life story interview (unstructured)

Session one: Participants will be expected to speak freely narrating stories of their early life/childhood experiences leading up to their casual employment at a South African Stevedoring Company.

This may include:

- Description of his / her experiences growing up at their home
- Parents Occupation
- Childhood memories
- English as a second language
- Experiences of attending school

DAY TWO:

Session two: Participants will be requested to relate their stories of experience as a casual employee at a South African Stevedoring Company.

This may include:

- What are the participants experiences of communication at a South African Stevedoring Company?
- How does working at a city centre influence your work practises?

- What is your understanding of language and its role in effective communication?
- What do you feel are the barriers to effective communication?
- How does language barriers affect the communication between an employee and a manager?

Session three: Participants will be requested to develop a collage relating to their experiences as a casual employment at a South African Stevedoring Company.

- Participants will be provided with resources to complete this activity.
Resources include, scissors, magazines, charts and glue stick.
- Participants will be required to relate stories triggered by the pictures in the collage.

APPENDIX F



Institutional Research Ethics Committee
Research and Postgraduate Support Directorate
2nd Floor, Serengeti Court
Gate 1, Steve Biko Campus
Durban University of Technology

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2375
Email: levishadi@dut.ac.za
https://www.dut.ac.za/research/institutional_research_ethics
www.dut.ac.za

10 June 2020

Mr A Naidoo
115 Victoria Road
GR Villa
Unit 7
Hillary

Dear Mr A Naidoo

Assessing the impact of language diversity on productivity at a South African stevedoring company.

Ethical Clearance number IREC 125/18

The Institutional Research Ethics Committee acknowledges receipt of your Safety Monitoring and Annual Recertification report.

I am pleased to inform you that the study has been approved to continue.

Please note that ethical approval has been extended till **30 July 2021** if the research is not complete within this time, you will be required to apply for recertification three months before the expiry date.

Yours Sincerely

Dr M A Sathar
Deputy Chairperson: IREC



14 September 2018

Mr Ashegan Naidoo



Dear Mr Naidoo

Permission to Conduct Research

As per request made I hereby grant [redacted] to conduct your research amongst the casual employees who are contracted to [redacted]

Kind Regards



Assessing the Impact of Language Diversity on Communication: A Narrative inquiry conducted at a South African Stevedoring Company

ORIGINALITY REPORT

7 %	4 %	1 %	6 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	4 %
2	openscholar.dut.ac.za Internet Source	1 %
3	ir.dut.ac.za Internet Source	<1 %
4	hdl.handle.net Internet Source	<1 %
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