

Learners and Teachers' Perspectives on First Additional/L2 Language Learning as Social Practice in the Diverse Community of the University of Western Cape

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ABSTRACT Inevitably, life in the twenty-first century globalised world brings people into contact with “others”. Through these contacts, the need for interactions demands that these people find different ways of understanding one another to generate knowledge. In order for them to achieve this objective, they need a strong and coherent medium. First additional language education has been developed in South Africa to unravel as well as address challenges posed to competence in intercultural communication, with the emphasis placed on how to communicate with a different “other” since the world now has become a small village. The study made use of a qualitative research methodology, revolving around an ethnographic design. The research population constituted lecturers, tutors and students from the University of Western Cape. The four principal tools used for data collection included: Interviews, Questionnaires, Naturally Occurring data and Participant Observation.