

**EXPLORING SCHOOLING EXPERIENCES AND
CHALLENGES OF IMMIGRANT LEARNERS IN A
MULTILINGUAL PRIMARY SCHOOL**

By

MILDRED SANELE MBHELE

A DISSERTATION SUBMITTED IN FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTERS IN EDUCATIONAL
PSYCHOLOGY, COLLEGE OF HUMANITIES, SCHOOL OF EDUCATION,
UNIVERSITY OF KWAZULU-NATAL

SUPERVISOR: DR NCAMSILE P. MTHIYANE

DATE SUBMITTED: DECEMBER 2016

DECLARATION

I, **Mildred Sanele Mbhele**, declare that **“EXPLORING SCHOOLING EXPERIENCES AND CHALLENGES OF IMMIGRANT LEARNERS IN A MULTILINGUAL PRIMARY SCHOOL”** abides by the following rules:

- i. The research reported in this dissertation , except where otherwise indicated, is my original work.
- ii. This dissertation has not been submitted for any degree or examination at any other university.
- iii. This dissertation does not contain text, graphics, or tables copied and pasted from the internet unless specifically acknowledged and the source being detailed in the dissertation and in the reference section.
- iv. This dissertation does not contain other person’s data, picture, graphs or other or other information, unless specifically acknowledged from another person.
- v. This dissertation does not contain other person’s writing, unless specifically acknowledged as being sourced from another researchers. Where other written sources have been quoted, then:
 - a) Their words have been re-written but the general information attributed to them has been referenced.
 - b) Where their exact words have been used, their wrting has been placed inside quotation marks and referenced.

Signed: _____

Date: _____

Mildred Sanele Mbhele (student)

STATEMENT BY THE SUPERVISOR

I, Dr N.P. MTHIYANE,

As a candidate's supervisor, agree/disagree to the submission of this dissertation

Supervisor's signature

Date

ACKNOWLEDGEMENTS

Firstly, To God be the glory for his Mercy and unconditional love, where would I be without his Goodness?

I would like to express my sincere gratitude and appreciation to my supervisor Dr N. P. Mthiyane for her guidance, encouragement and support. She is really an inspiration to me with her polite character and powerful supervision skills. Thank you very much sisi, May God Bless you.

My gratitude and special thanks goes to the following people who made a huge positive impact on completion and success of this study:

- To my whole family, for their encouragement and support, especially my mother Juliet. Thank you very much sis “JU”.
- To Dr S. E. Mthiyane, from Wits University, my supervisor’s husband, for his support and guidance in the data analysis chapter.
- To my friend, Kao, her assistance and support can never go unnoticed. In addition, my sister, Blanche Ndlovu for her encouragement and her guidance to embark and the completion of this work.
- To my colleagues who participated in the study and the rest of my colleagues for support and understanding.
- To my First Additional Language colleague, Mrs Gonya, for her support.
- To the parents of all learner participants for unselfishly giving consent for their children to participate in my study.
- To all learner participants for sharing their experiences with me.
- To the language editor, Ms Angela Bryan for editing my work and shaping it into a sensible document.
- Finally, I would like to thank my principal Mrs Naidoo for allowing me to conduct a research in this school and her encouragement. Thank you very much mam.

DEDICATION

This dissertation is especially dedicated to my mother, Juliet Ngcobo, “usis’ JU”. My pillar of strength, I will forever thank God for you mother. Your being always there for us as your family, nurturing and showering us with never ending and unconditional love, will always be appreciated and never be forgotten. You always carry us so lightly as if you were not a single mother, because of the strength you draw from God. Thank you mother!!

ABSTRACT

This thesis is a presentation of immigrant learners' schooling experiences and challenges in a multilingual primary school in South Africa. The study was guided by three research questions: What are the schooling experiences and challenges of immigrant learners in a multilingual primary school? How do these experiences and challenges impact on the learners' social well-being? How do immigrant learners navigate the challenges they are faced with in a multilingual primary school?

The study employed Bronfenbrenner's Ecological Systems Theory as it focuses on the role played by systems or contexts in the development of a learner of which he is part. This case study was approached from an interpretivist paradigm and adopted a qualitative approach. All participants were purposely sampled which included six immigrant learners, one English Language teacher, one Life Skills teacher and one First Additional Language teacher, that is, an isiZulu teacher. Data generation tools that were utilised were semi-structured interviews with all the participants, focus group discussions and diary entries with the learners. Data was analysed using Braun and Clarke's (2006) thematic analysis approach.

The findings of the study unveiled factors that contribute to the schooling experiences and challenges of immigrant learners in a multilingual primary school. Five themes emerged from the data that was generated. The themes were the discovery of the role played by the school context in the social well-being of immigrant learners; inclusivity and exclusivity of immigrant learners during the process of learning; the parental involvement in the adaptation of the immigrant learners in a new school context; the effect of indigenous language as a source of discrimination and English Language and accent as a barrier and also how learners navigate the challenges. Among the negative challenges highlighted were issues of stereotyping, isolation, discrimination and exclusion. The positive experiences included better living standards, better standard of education in South Africa, and the exposure of the learners to diverse languages and cultures. Based on the findings, the following recommendations emerged: The development of strategic plans by the department of education and interventions by the school for the effective adaptation of immigrant learners to the new context, enlightenment of parents about the importance of immigrant learners learning isiZulu which is the most spoken indigenous language in the school, and also the provision of the platform for immigrant learners to showcase their talents and skills.

ABBREVIATIONS

| | |
|---------------|--|
| CAPS | Curriculum Assessment Policy Statement |
| CoLT | Culture of Learning and Teaching |
| DoE | Department of Education |
| EFA | Education For All |
| FAL | First additional language |
| FGD | FOCUS group discussion |
| IE | Inclusive education |
| LoLT | Language of learning and teaching |
| S.A | South Africa |
| UNESCO | United nations educational, scientific and cultural organisation |

TABLE OF CONTENTS

| | |
|--|-----|
| DECLARATION | ii |
| STATEMENT BY THE SUPERVISOR | iii |
| ACKNOWLEDGEMENTS | iv |
| DEDICATION | v |
| ABSTRACT | vi |
| ABBREVIATIONS | vii |
| | |
| CHAPTER ONE | 6 |
| INTRODUCTION TO THE STUDY | 6 |
| 1.1 Introduction | 6 |
| 1.3 Problem statement..... | 7 |
| 1.4 Purpose and rationale of the study | 10 |
| 1.5 Objectives of the study | 12 |
| 1.6 Key research questions..... | 12 |
| 1.7 Significance of the study | 13 |
| 1.8 Definition of key concepts | 13 |
| 1.8.1 A learner..... | 13 |
| 1.8.2 An immigrant..... | 14 |
| 1.8.3 Schooling experiences..... | 14 |
| 1.8.4 Social well-being | 14 |
| 1.8.5 Inclusive Education | 14 |
| 1.8.6 Multilingualism..... | 15 |
| 1.9 Delimitation of the study | 15 |
| 1.10 Outline of the study | 16 |
| 1.10.1 Chapter One..... | 16 |
| 1.10.2 Chapter Two | 16 |
| 1.10.3 Chapter Three..... | 16 |
| 1.10.4 Chapter Four | 17 |
| 1.10.5 Chapter Five..... | 17 |
| 1.11 Chapter summary..... | 17 |

| | |
|---|-----------|
| CHAPTER TWO..... | 18 |
| LITERATURE REVIEW AND THEORETICAL..... | 18 |
| FRAMEWORK | 18 |
| 2.1 Introduction | 18 |
| 2.2 Literature review | 18 |
| 2.2.1 Conceptualisation of immigration..... | 19 |
| 2.2.2 Schooling experiences and challenges of immigrant learners. | 20 |
| 2.2.3 Development of identity and self-esteem | 21 |
| 2.2.4 Culture and the multilingual classroom. | 24 |
| 2.2.5 Diversity and adaptation to new context..... | 26 |
| 2.2.6 Inclusivity of all learners..... | 28 |
| 2.2.7 The relationship between psychosocial development and social contexts. | 32 |
| 2.2.8 Immigrant learners’ culture and assimilation. | 35 |
| 2.3 Theoretical framework | 36 |
| 2.3.1 Brief historical background of the theory | 37 |
| 2.3.2 Components of Bronfenbrenner’s Ecological Systems Theory | 39 |
| 2.3.2.1 Microsystem as a source of acclimatisation | 39 |
| 2.3.2.2 Mesosystem as a source of acclimatisation..... | 40 |
| 2.3.2.3 Exosystem as a source of acclimatisation | 41 |
| 2.3.2.4 Macrosystem as a source of acclimatisation | 41 |
| 2.3.2.5 Chronosystem as a source of acclimatisation..... | 41 |
| 2.4 The implications of Bronfenbrenner’s Ecological Systems Theory to the study..... | 42 |
| 2.4.1 An Immigrant learner and microsystem..... | 42 |
| 2.4.2 An immigrant learner and the mesosystem | 43 |
| 2.4.3 An immigrant learner and the exosystem | 43 |
| 2.4.4 An immigrant learner and the macrosystem | 44 |
| 2.4.5 An immigrant learner and chronosystem | 44 |
| 2.4 Chapter summary..... | 46 |

| | |
|---|-----------|
| CHAPTER THREE..... | 47 |
| RESEARCH DESIGN AND METHODOLOGY..... | 47 |
| 3.1 Introduction | 47 |
| 3.2 Research paradigm..... | 47 |
| 3.2 Research design | 50 |
| 3.2.1 Case study design..... | 51 |
| 3.3 Qualitative research approach | 52 |
| 3.3.1 Context of the study..... | 54 |
| 3.3.2 Sample and sampling procedures | 54 |
| 3.3.2.1 Learner participants | 55 |
| 3.3.2.2 Learner profiles | 56 |
| 3.3.2.3 Teacher participants | 57 |
| 3.3.2.4 Teacher profiles | 57 |
| 3.4 Data generation methods | 58 |
| 3.4.1 Semi- structured interviews..... | 58 |
| 3.4.2 Focus group discussions..... | 60 |
| 3.4.3 The diary entries..... | 62 |
| 3.5 Data analysis | 63 |
| 3.7 Ethical Considerations | 64 |
| 3.8 Chapter summary..... | 65 |
| | |
| CHAPTER FOUR | 66 |
| DATA ANALYSIS AND DISCUSSION | 66 |
| 4.1 Introduction | 66 |
| 4.2 Presentation, analysis and discussion of findings | 66 |
| 4.2.1 Learner experiences in a multilingual primary school. | 66 |
| 4.2.1.1 General positive experiences | 67 |
| 4.2.1.2 General negative experiences | 70 |
| 4.2.2 Teaching and learning experiences in a multilingual primary school..... | 76 |
| 4.2.3 Indigenous language as a source of discrimination in a foreign school..... | 83 |
| 4.2.4 Inclusive teaching and learning..... | 87 |
| 4.2.4.1 Teachers’ understanding of Inclusive Education | 88 |
| 4.2.5 Parental involvement..... | 92 |

| | |
|---|------------|
| 4.3 Chapter summary | 97 |
| CHAPTER FIVE | 98 |
| STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | 98 |
| 5.1 Introduction | 98 |
| 5.2 Study summary | 98 |
| 5.3 Conclusions | 99 |
| 5.3.1 General negative experiences of immigrant learners | 99 |
| 5.3.1.1 General negative experiences | 100 |
| 5.3.2 Indigenous language as a source of discrimination | 101 |
| 5.3.3 Teaching and learning experiences in a multilingual school | 101 |
| 5.3.4 Parental involvement | 102 |
| 5.3.5 Inclusive teaching and learning | 102 |
| 5.4 Recommendations | 103 |
| 5.4.1 Recommendation One | 103 |
| 5.4.2 Recommendation Two | 103 |
| 5.4.3 Recommendation Three | 104 |
| 5.4.4 Recommendation Four | 104 |
| 5.5 Future implications of the study | 104 |
| 5.6 Chapter summary | 105 |
| REFERENCE LIST | 106 |
| APPENDICES | 125 |
| APPENDIX A | 125 |
| ETHICAL CLEARANCE FROM THE UNIVERSITY | 125 |
| APPENDIX B | 127 |
| PERMISSION LETTER TO THE DEPARTMENT OF EDUCATION | 127 |
| APPENDIX C | 129 |
| PERMISSION FROM THE DEPARTMENT OF EDUCATION | 129 |
| APPENDIX D | 131 |
| (PERMISSION LETTER TO THE SCHOOL PRINCIPAL) | 131 |
| REQUEST FOR PERMISSION TO CONDUCT RESEARCH | 131 |

| | |
|--|------------|
| APPENDIX E..... | 134 |
| (PERMISSION LETTER TO THE TEACHERS)..... | 134 |
| REQUEST FOR THE TEACHERS TO PARTICIPATE IN THE RESEARCH PROJECT. | 134 |
| APPENDIX F..... | 136 |
| CHILD ASSENT FORM | 136 |
| APPENDIX G | 138 |
| INFORMED CONSENT TO THE PARENT..... | 138 |
| APPENDIX H | 140 |
| INTERVIEW SCHEDULE FOR LEARNERS | 140 |
| APPENDIX I..... | 142 |
| INTERVIEW SCHEDULE FOR TEACHERS..... | 142 |
| APPENDIX J | 144 |
| FOCUS GROUP INTERVIEW QUSTIONS..... | 144 |
| APPENDIX K | 145 |
| DAILY DIARY ENTRIES..... | 145 |
| APPENDIX L..... | 146 |
| A LETTER FROM THE LANGUAGE EDITOR | 146 |
| APPENDIX M..... | 146 |
| TURNIT IN CERTIFICATE | 147 |
| APPENDIX N..... | 148 |
| TRANSCRIPTIONS FOR THE LEARNER..... | 148 |

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter orientates the study. A brief background to the study, problem statement of the study, rationale and motivation of the study are presented. The significance of the study is also highlighted. The study objectives and the research questions that guided the study are also presented in this chapter.

1.2 Background to the study

Currently with globalisation and the increasing movement of people across the national borders, there has been a rise in people migrating to developing countries in search of work or status in the economy. Some of these immigrants also leave their home countries to escape political persecution including losing their relatives because of the wars in the country. With the advent of democracy after 1994, South Africa has become a popular choice for immigrants from other parts of the African continent. As Vandeyar (2013 p. 448) explains, “the advent of democracy in South Africa has created and as yet only partially understood opportunities of immigrants in South Africa, and now it is more than ever witnessing an increasing volume and diversity of immigrants crossing their borders”. However, Hlatshwayo and Vally (2014) argue that the recent shift in the positive speeches by the South African government towards an open and development-oriented immigration policy, contrasts with public opinion, which tends to be very hostile towards immigrants. They further compare xenophobia to apartheid. which is viewed as another form of violence that is both physical and psychological and leaves scars on families, and on children in particular. In addition, the accumulating number of immigrant learners has posed a challenge as far as the South African education policies are concerned due, to the diverse backgrounds of immigrant learners.

The Education White Paper 6 (DoE, 2001) postulate that Inclusive Education emerged from a broader call for a recognition of human rights and social justice. It is a movement from apartheid into a democratic society based on human dignity, freedom

and equality. In 2001 the Inclusive Education policy was established in South Africa (Department of Education, 2001) whose focus is the inclusion of all the learners, including immigrant learners. The United Nations Education, Scientific and Cultural Organisation (UNESCO, 2001) defines Inclusive Education as a process of strengthening the capacity of the education system to reach out to all the learners, in terms of ensuring that even children in difficult circumstances and those belonging to ethnic minorities have access to education of good quality. This policy therefore suggests that schools must recognise and take into account the diverse needs of all learners and adapt to different styles of learning while providing quality education of an equal standard for all.

Immigrants constitute a distinct group who have complex personal histories, typically involving traumatic circumstances such as witnessing the deaths of their family members and destruction of personal property before they leave their countries (King & Owens, 2014). On their arrival in a foreign context, immigrant learners face many challenges, besides obvious language barriers. It is also acknowledged that language becomes a barrier, not only for immigrants but even for citizens. This is evident in multi-cultured countries such as South Africa. For immigrants, racial and attitudinal encounters are experienced, which are further impediments towards their full inclusion in the society or communities including the school community.

This also perpetuates violence in the South African context and the now infamous xenophobic attacks towards foreign nationals have had negative consequences on their sense of belonging in the host country. These attacks also impact negatively on their children who are still confused by being in a foreign country (Vandeyar, 2013).

1.3 Problem statement

Although most immigrant adults were born and educated in their own countries, the challenges faced by their children who are educated in the host country are considerably greater. Whilst learning about heritage and culture of the countries they were born in, immigrant children are faced with challenges of migration and

adaptation during which time, they are educated in South African schools (Nkambule, 2014). In addition to these challenges, she states that immigrant learners are sometimes traumatically witnessing attacks towards their families from the areas in which they live. The objective of every country is to develop children into becoming productive, successful and responsible citizens of the country (Cross, Hume & McKinney, 2014). Moreover, immigrant learners are socialised in two social contexts, which are home, and school. These two contexts sometimes do not complement each other because a school plays a major role in cultural assimilation while immigrant parents want their children to preserve some elements of their own identities and cultures (Portes & Rivas, 2013). Due to these experiences, life is likely to be confusing and frustrating since it is difficult for the learners to find that sense of belonging. Santrock (2009) has a similar opinion that learners' self-esteem can be raised by identifying the domains of competence which include ability to socialise, providing support and social approval. In addition, Benish-Weis, Daniel, Schiefer, Mollering and Knafo-Noam (2015) suggest that multiple social identification that refers to the subjective feelings of belonging to a certain group becomes important in enhancing self-esteem during the adolescent stage. I concur with the idea of immigrant learners being given a chance or encouraged in domains such as sports and other extra-mural activities where they will get a chance to socialise with their peers in a rather relaxed environment, which can then enhance their self-esteem. In addition, active involvement can afford them a sense of belonging to a group where they have a role to play and where they do not feel being discriminated against because of their backgrounds.

Many circumstances influence varied types of social inter-action that immigrant learners experience in host societies whilst trying to gain a sense of belonging. The understanding that immigrant learners are likely to adapt in the foreign country through interaction with the teacher and peers, language and acculturation, self-esteem, future aspirations and their identities and self-esteem, are the key to their assimilation. Being in a foreign country, learners are assimilated culturally and linguistically. Abubaker, van der Vijver, Mazrui, Murugami and Arasa (2013) investigated the influence of peer attachment, the sense of school belonging and ethnic identity on the psychological well-being of adolescent immigrants as factors

that contribute to the positive development and psychological functioning of adolescents on the African context. The study found the importance of the role to be played by a micro-system where the learner gains social support from peers and positive acknowledgement by peers and the community. The study also found that adolescent connectedness has been positively related to the positive outcomes such as optimism, positive effect, academic engagement and enhanced academic performance.

It is a fact that language plays a vital role in learning and empowering individuals to be producers and consumers of knowledge, and for immigrant learners it is the basic need in enabling them in the process of adaptation to the new context (Villa & Bretxa, 2015). South Africa is a home to immigrants from different countries, which is the reason why immigrant learners in schools represent immigrants from diverse backgrounds. The South African Language in Education Policy (1996) which is the establishment of the promotion of multilingualism and inclusivity is aimed at facilitating communication across the barriers of ethnicity, colour and language while creating an environment in schools in which the learners' background and mother tongue are taken into consideration. It also emphasises the inclusive curriculum that takes into consideration the gender, identity and language background. The Language Policy (1996) further points out that those multilingual approaches in education can also act as a source of inclusion. This view is demonstrated in the Inclusive Education White Paper 6 on Inclusive Education (2001). However, Evans, Cleghorn and Badal (2012) sketch the problem surrounding current linguistic behaviour in South Africa, stating that the South African curriculum fails to acknowledge linguistic and cultural diversity in South African schools.

Language and communication are fundamental factors in children's ability to participate in society and other social contexts. Saneka (2014) states that the use of mother-tongue as well as English can help in enhancing the child's participation in the communicative process, their intellectual understanding and their development in critical thinking skills. However, the experience of learning in the medium of a second language or additional language can become a barrier to understanding, self-

expression, and communication and to the strengthening of self-esteem, which might be the case with immigrant learners in a multilingual school (Saneka, 2014). For immigrant learners, language barrier can add to their negative experiences of being in a foreign multilingual school as their mother tongue loses value over the schools' medium of instruction and other African languages that are acknowledged as first additional indigenous languages.

1.4 Purpose and rationale of the study

The purpose of the study is to explore schooling experiences and challenges of immigrant learners in a multilingual school. The study is largely a result of my personal interest and motivation as a teacher teaching second language (IsiZulu) in a multilingual school for three years. I have observed immigrant learners facing many challenges, especially language barriers with teachers and their peers. Multilingual schools accommodate learners from different backgrounds, diverse cultures, races and languages. With English as the schools' medium of instruction, all the learners are expected to be fluent in speaking, reading and writing it, despite their varied language backgrounds. Learners whose mother tongue is not English, are eventually assimilated into the schools' culture. However, IsiZulu and Afrikaans speaking learners, as they are South Africans, have a chance of learning their mother tongue, although at primary level it is considered as an additional language. In addition, local learners have no problem of socialising with their peers at break times, as they are the majority in this school.

I have frequently observed immigrant learners during break times, sitting alone, with no friends to play with. Some of them would get emotional trying to defend themselves from being discriminated against which results in unplanned fights and in most cases for self-defence. I have also had the challenge of not knowing how to ensure inclusivity of immigrant learners when teaching IsiZulu as a First Additional Language (FAL) in the school since I have to use code-switching as a teaching and learning strategy to accommodate all the learners but at the same time feeling guilty that some learners are left behind. However, I am conscious that teachers teaching multilingual classes use code-switching as stated in Jantjies and Joy (2014). They

further indicate that code switching is a phenomenon common to multilingual schools where learners are taught in a language that is not their mother tongue.

Sometimes not being actively involved in the learning process causes some of the immigrant learners to lose interest in IsiZulu because they feel excluded. In addition, in conversation with my colleagues, I have realised that we share similar concerns of lacking best strategies to include all learners as well as immigrant learners. Therefore, for the minority of immigrant learners, their mother-tongue is neither English, Afrikaans nor IsiZulu. Immigrant learners experience language as an additional challenge or a barrier in developing friendships with their peers. This severe disadvantage as highlighted in Slavin (2012), impact negatively on the value he places on the importance of friendship during the adolescent stage. He further states that friendship serves as an emotional source that provides children with a sense of security in a new environment and situation. The complexity of the challenges faced by some of the immigrant learners is that they are born in South Africa by foreign nationals but do not understand their mother-tongue.

Most teachers who are teaching multilingual classrooms admit that they find it hard to even have a conversation with immigrant learners because of their accents when speaking English, which is a barrier to effective communication. Kayaalp (2015) further confirms that accents are always perceived in relation to minority youths' ethnic and racial backgrounds including their bodies and skin tones. He further states that even when immigrant youth can speak English well, a foreign accent can lead to mistreatment or lack of recognition. There is a great concern amongst teachers about the reality of the challenges facing immigrant learners, especially on the issue of language being the foundation for learning because it impacts negatively on the learner's performance and self-esteem.

The issue of all learners knowing at least one indigenous language as stipulated in the South African Language Policy (1996) is critical with immigrant learners as their home languages are not represented in South African indigenous languages in the

teaching and learning process. For immigrant learners, feelings of low self-confidence in learning to use other languages has the possibility of aggravating psychosocial challenges including development of low self-esteem, feelings of being discriminated against, alienation and feelings of loneliness. In most cases more attention is given to English language learning for immigrant learners and less attention is paid to the impact of the learners not being able to speak any other indigenous languages which will enable them to socialise with their peers. Kapikiran (2013) argues that when adolescents feel rejected, they feel lonely and isolated. He further states that self-esteem is an important characteristic for the process of adaptation. Therefore, the degree of belonging to a school depends on how and who immigrant learners associate themselves with in an intention to shape their identities which will then play a vital part in their adaptation to a social context (Vandeyar & Vandeyar, 2012). This means that the degree of relationship that the immigrant learners establish with teachers and their peers at school will determine the success of their adaptation to the school context.

1.5 Objectives of the study

1. To identify the schooling experiences and challenges of immigrant learners in a multilingual primary school.
2. To evaluate the impact of these experiences and challenges on immigrant learners' social well-being.
3. To evaluate the manner in which immigrant learners navigate the challenges of being in a multilingual primary school.

1.6 Key research questions.

1. What are the schooling experiences and challenges of immigrant learners in a multilingual primary school?
2. How do these experiences and challenges impact on immigrant learners' social well-being in a multilingual primary school?

3. How do immigrant learners navigate the challenges they are faced with in a multilingual primary school?

1.7 Significance of the study

This study is significant and different in that it attempts to explore the schooling experiences and challenges of immigrant learners in a multilingual primary school. Immigrant learners are faced with many challenges including new experiences of being in a foreign country, having to adapt to the new environment and more especially being challenged by the language becoming a barrier especially at school. This study will also make a contribution to national and international debates as the issue of immigrant learners is not a uniquely a South African phenomenon but it has affected other countries such as Turkey, South America and other developing countries, as there are no national agencies or departments dedicated to the integration of immigrants. The study will further afford some insights into how the Departments of Education can work on providing immigrant learners with the support that they need.

1.8 Definition of key concepts

1.8.1 A learner

According to the South African Schools' Act Number.84 of 1996, a learner is any person receiving education or obliged to receive education in terms of the Act. The Act stipulates that every child between the ages of five and seventeen should attend school. It is also emphasised in the Act that every parent should make sure that the learner attends school every school day of the year. Moreover, if the learner fails to attend school, the Head of the Department (HOD) has a responsibility to investigate the circumstances should the learner be absent from school without any reason given to the school. However, according to the Collins English dictionary the learner is referred to as somebody who is trying to gain knowledge or skills by being taught. Therefore, in this study a learner is regarded as an immigrant learner (boy or girl), in an Intermediate Phase multilingual primary school, between the ages of thirteen and fourteen who is trying to gain knowledge or skills, whose attempt might be hindered by the challenges that he/she might face of being in a foreign context.

1.8.2 An immigrant

According to the Merriam Webster dictionary (2007), an immigrant is a person who moves from the country of origin to a foreign country for permanent residence. In relation to my study, an immigrant is a learner who comes from a foreign country to reside and attend school in South Africa.

1.8.3 Schooling experiences

Schooling experiences are defined by White, Mammone and Caldwell (2013) as practical contacts with and observation of the facts or events. Schooling experiences in this study are conceptualised to involve all the experiences by immigrant learners in a multilingual primary school in South Africa. They have a view that immigrant learners often experience linguistically based social and economic inequalities because of the dominant languages and cultures of the host school.

1.8.4 Social well-being

According to Neff (2011), social well-being is the state of well-being in which the individual realizes his/her abilities to cope with the normal stress of life, can work productively and fruitfully and is able to make a valuable contribution to the community. However, Rummens (2009) defines social-wellbeing as the acceptance and strengthening of other cultural perspectives, world-views and experiences, understanding, appreciating and valuing other-ness, which eliminates various forms of discrimination. This study focuses on the role of the social context in ensuring the social wellbeing of immigrant learners in a multilingual school. It will also evaluate the impact of immigrant learners' experiences and challenges on their well-being.

1.8.5 Inclusive Education

The United Nations Education, Scientific and Cultural Organisation (2001) defines Inclusive Education (IE) as a process of strengthening the capacity of the education system to reach out to all the learners, that is in terms of ensuring that even children in difficult circumstances and those belonging to ethnic minorities have access to education of good quality. In the South African context, and as endorsed in the Education White Paper 6, Inclusive Education (2006) is defined as a system, which

acknowledges that all children can learn with an education that provides them with support and acknowledgement. Taking into account the two definitions, Inclusive Education focuses on strengthening the education system that acknowledges quality education for all.

Moreover, I understand Inclusive Education to be an education that provides all learners with a sense of belonging and greater opportunities for academic and social achievement in spite of their language and other related barriers. Furthermore, inclusive education ensures that all the students, including immigrant learners feel welcome and that their unique needs and learning needs and styles are met and valued (Department of Education, 2002).

1.8.6 Multilingualism

According to the Oxford dictionary (2006), multilingualism is the use of two or more languages, Kang (2013) adds that multilingualism is a social phenomenon characterised by the needs of globalisation, colonialism, immigration and cultural openness. The study focuses on immigrant learner's schooling experiences of being in a multilingual primary school which for them is a context resulting from immigration that is part of globalisation. Therefore, whatever challenges they might face in the school and new country, they have to find ways to overcome those challenges while retaining their home languages.

1.9 Delimitation of the study

According to McMillan and Schumacher (2010), limitations of the study are the shortcomings, conditions or influences that may undermine the findings of the study. The limitation that I encountered was when one parent, instead of signing the consent letter, wrote a letter stating that her son was not an immigrant but only his father was, and for that reason he cannot participate in my study. The learner insisted that I call his mother and explain again verbally because he had much to say as he had encountered many challenges. Thereafter, I contacted the parent and explained every detail about the study again, after which she signed the consent form.

1.10 Outline of the study

1.10.1 Chapter One

This chapter discusses the introductory background of the study. The statement of the problem for this study and the personal, professional and theoretical rationale and motivation for me to conduct this study is discussed in detail. The significance which this study is likely to highlight is clearly stated. In addition, aims and key research questions that guide this research project research are logically and clearly presented. In conclusion, this chapter provides an overview of the study including location and the limitations of the study.

1.10.2 Chapter Two

In this chapter, numerous literature on schooling experiences and challenges of immigrant learners in multilingual schools is reviewed. The following sub-topics which emerged and were deemed relevant to the literature reviewed for this study include: Schooling experiences and challenges of immigrant learners, Culture and the multilingual classroom, Diversity and adaptation to the new contexts, Development of identity and self-esteem, Relationship between psychosocial development and social context and Inclusivity of all learners. A theoretical framework underpinning the study is presented which is Bronfenbrenner's Ecological Systems Theory (1977). This theory clearly indicates how systems surrounding the learners play a vital role in the development of a learner and the impact it has on the learners' social well-being.

1.10.3 Chapter Three

This chapter presents a research design and methodology for this study. A case study design and qualitative research approach and their relevancy to the study are discussed. The choice of the interpretivist paradigm utilised in this study and how it is applied to understand my position and phenomenon is explained. The key research questions that guided the study and objectives of the study are clearly outlined, followed by the description of research sampling. Data generation methods are clearly explained, namely: semi-structured interviews with both the immigrant learners and

teachers, focus group interviews with the learners and diary entries with the learners. The relevancy of the choice of design and methodology is also highlighted.

1.10.4 Chapter Four

This chapter demonstrates data presentation and discussion according to the classified themes. It further shows how data was inductively analysed and that the field notes were transcribed including audio- recorded interviews and then I interpreted data generated by formulating theories that account for observed patterns and trends in the data, meaning relating findings to an existing theoretical framework (Mouton, 2005). I also did a thorough thematic reading of data to validate accuracy of the information as suggested by Creswell (2009).

1.10.5 Chapter Five

This chapter presents the summary, conclusions and recommendations of the study. The summary of findings for this research are discussed in the light of the three research questions that directed the study and are previously highlighted in chapter one and three. The conclusions drawn from the whole study are discussed and the recommendations that emerged from the findings conclude the chapter.

1.11 Chapter summary

This chapter introduced the study. The problem statement and the rationale behind the study were thoroughly discussed with the purpose of the study being clearly presented. The objectives of the study and research questions were distinctly outlined. The significance of the study was discussed and the location of the study was clearly presented and justified. Finally, this chapter provides an overview of the research project. The next chapter explores the literature around the schooling experiences and challenges of immigrant learners in a multilingual school and the impact that these experiences have on immigrant learners' social well-being. The theoretical framework that guides the study through which to examine these experiences and challenges of immigrant learners in a multilingual school is discussed.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Chapter one presented the aim and purpose of the study, which is to explore schooling experiences and challenges of immigrant learners in a multilingual primary school. This study focuses on the impact of these experiences and challenges on immigrant learners' social well-being. The study also explores the role of the social context in assisting immigrant learners to effectively adapt to the school context and the role that the teachers play in ensuring inclusivity of all learners during the process of teaching and learning. Chapter two reviews the literature which confirms the focus of the study. The literature was reviewed under the following headings: challenges of immigrant learners in a multilingual primary school, culture and the multilingual classroom, diversity and adaptation to the new context, development of immigrant learners' identity and self-esteem, inclusivity of all the learners, relationship between psychosocial development and social context and the immigrant learners' culture and assimilation. This chapter further presents Ecological Systems Theory as a theoretical framework which underpins this study.

2.2 Literature review

A review of literature in a study is substantial for various reasons. Cohen, Manion and Morrison (2011) state the main reason, which is to give credibility to the research and validate to the reader that the researcher has done the investigation and is aware of the latest issues in the field in which the study is being projected. The literature review also acts as a foundation to the researchers' own study as it displays gaps in the research field.

2.2.1 Conceptualisation of immigration.

Immigration is defined by Idemudia, Williams and Wyatt (2013) as the movement of people from their country of origin to the developed countries to overcome adversity and in search of opportunities to have access to a better life. They further state that economic challenges such as poverty, unemployment, institutional factors such as wars and political instabilities may also serve as a motivation of immigrants to move to other countries. Moreover, Gebre (2007) affirms that contributing factors for the potential immigrants to make a decision to migrate were the comparative benefits they were hoping to gain from the destination foreign countries, also the political situations and conflicts in their country of origin were causes of immigration. An example is the situation that is shared by Chitando and Togarasei (2010) as they affirm that the period between March and June 2008, represented one of the darkest periods in the post-colonial history of Zimbabwe as a result of the ruling party losing the 2008 elections which resulted in violence. During that period the economic situation in Zimbabwe was continuously falling which led to many Zimbabweans migrating to South Africa. (Chitando & Togarasei, 2010 p.157).

During the apartheid era, Black immigrants were not allowed into South Africa but White immigrants were granted access into the country (Vandeyar, 2013). The transition to democracy in 1994 led to immigrants from all parts of the African continent to disperse to South Africa in search of employment and better education for their children. The period of political changes saw increased voluntary immigration. The collapse of apartheid made it possible for Africans to move into South Africa (Zondi, 2008). A similar view is shared by Chisega, DeWet and Roos (2014) attesting that immigrants had a hope to share in a new country's relative prosperity but instead, South Africans see immigrants as a threat to their future and perceived that immigrants came to their country to steal their jobs with rare skills and cheap labour. Subsequently, these perceptions, led to xenophobic attacks which are defined by Chisega, DeWet and Roos (2013) as escalating patterns of intergroup violence towards immigrants where they were regarded as a group that poses a threat to the country's resources. Similarly, Hlatshwayo and Vally (2014) regard xenophobia as another form of violence which is both physical and psychological as it tends to leave scars on families and on children in particular.

2.2.2 Schooling experiences and challenges of immigrant learners.

The transition of immigrant learners into the host country is influenced by a number of factors such as discrimination, harassment, attrition, isolation, language barriers, cultural changes, social changes, teaching styles, school environment, sense of belonging and identity (Meda, Sookrajh & Maharaj, 2012). Experiences of racial and ethnic discrimination by the immigrant learners within and outside the school context are especially important to examine closely in adolescent learners as they develop an awareness of how they are perceived by others (Garcia & Marks, 2012).

The developmental process for immigrant learners can be complicated by experiences of intense acculturative and inter-generational conflict as they strive to adapt into social identity contexts that may be racially and culturally harsh (Rambaut, 2015). Perumal (2014) states that immigrant learners face fear, powerlessness, uncertainty, lack of recognition, poverty and physical deprivation. Moreover, Benner and Graham (2011) posit that discrimination can create an obstructing environment in which a choice of self-identification engagement with both heritage and mainstream cultures, and the choice of peers is constrained by imposed and internalised stereotypes and labelling. Negative stereotypes against immigrants have a long-standing history (Webber, Appel & Kronberger, 2014). In addition, they allude that different acculturation profiles, based on the strength of immigrant learners' ethnic identity as well as the strength of immigrant learners' identification with a dominant culture, are considered as key predictors of immigrant's adaptation, well-being and educational success. Furthermore, they have a view that in a situation in which a negative stereotype applies to a learner, the learner is likely to have negative thoughts and worries, to experience negative emotions and to engage in emotion regulation.

For immigrant learners to fit into the culture of the host country, they are likely to find themselves being obliged by the experiences to adopt attitudes that differ from those of their parents in order for them to be accepted by their peers and the society at large. That in many instances, results in conflict between immigrant learners and their parents who might believe new attitudes to be inappropriate (Brown & Chu, 2012).

Lee and Walsh (2015) state that being in a foreign school, immigrant learners often encounter deficit perspectives of them being immigrants, displayed by the natives of the host country, which devalue their cultural and linguistic identities as immigrants form their identities in the context through acculturation. Mbembi-Mafandala (2014) has an opinion that schools are in a position to play a key role in facilitating integration of immigrant learners both within and outside the school environment. He further states that the schooling environment, attitudes such as racial prejudice and xenophobia towards immigrants, hinders the effective adaptation of immigrants into the host country. Moreover, Boelens, Cherek, Tilke and Bailey (2015) suggest that schools should provide an environment that will support and enhance the learning process, encourage innovation and foster positive relationships among learners and teachers. The classroom is the place in which the students can interact with each other on social level where they can develop more ideas and learn more about each other's cultures, traditions and beliefs. According to Sirin, Gupta, Sirin and Ryce (2013), immigrant learners experience acculturation stress, which has been found to increase the risk of a variety of health issues, including emotional instability, depression, trauma and alienation.

2.2.3 Development of identity and self-esteem

Identity is commonly understood to be socially constructed in one's sense of self and beliefs about one's own social groups as well as others and is constructed through interaction with a broader social context (Torre, Jones & Renn, 2009), while self-esteem is defined as the subjective view of one's worth which plays an essential role in academic achievement (Saneka, 2014). Learners' self-esteem is moderated by the effect of linguistic acculturation and social context, if learners are less linguistically acculturated, they tend to be positive when they are with their families than when they are in other contexts such as schools (Perez, 2011). Furthermore, Vandeyar and Vandeyar (2012) share a view that immigrant learners are frequently re-inventing and re-discovering themselves through interaction with social structures, particularly their peers, roles and values. At this stage, they seek recognition, and a sense of belonging and while searching for identity, adolescents are likely to experience struggles, and have to allow assimilation and identification within the context to the dominant

cultures through adaptation. If all that is effectively incorporated, it strengthens their self-esteem.

Human identity is shaped by a person's understanding of their relationship with the world, how that relationship is distinguished across time and space and how a person understands his/her possibilities for the future. In addition, identity and language are linked because of the fact that language is used as a tool to negotiate one's position in the world (Norton, 2013). Similarly, Szabo and Ward (2015) portend that identity is strongly tied with socio-cultural factors such as language, norms history and belief systems. Belief systems and culture transitions always affect the identity of immigrant learners. Moreover, identity helps us understand who we are by creating meanings and honouring our commitments and through the formation of coherence and harmony between goals, beliefs and values.

Immigrant learners experience a highly destructive psychosocial path, possibly caused by immigration and adaptation. These experiences affect their identities, personality and social well-being which includes their self-esteem. Malsbary (2014) argues that teenagers always need to have and feel a sense of belonging to a social group, especially in the school context. If immigrant learners feel a sense of belonging to the social group, their identities are verified (Stets & Burke, 2014). Furthermore, Nasier, Rowley and Perez (2015) posit that it is through interactions, roles and the positioning of self and others that identity develops and self-esteem is strengthened. They further suggest that one of the ways in which discrimination manifests in schools, is through peer relationships, where racial prejudice can be expressed as social exclusion. However, through the benefits that friendship presents, learners may be better prepared to deal with social, behavioural and emotional demands of adolescence (Georgiades, Boyle & Fife, 2013). Although school contextual variables predict children's perceptions of discrimination and ethnic identity, such contexts also influence whether those perceptions of discrimination and ethnic identity are in turn connected to academic outcomes (Nasier, Rowley & Perez, 2015). Relocating from one country to another can be frustrating, especially when not knowing what the future holds for you in that country. While adults have ways of dealing with stressful

situations, children on the other hand are dependent on their parents for survival. One important factor concerning education is for immigrant learners to become part of a new school and to establish themselves in the new context on their own.

Discrimination has an effect on the strengthening or weakening of self-esteem. If one feels accepted and given value, he/she is likely to have high self-esteem, whereas if one feel excluded and devalued in any manner, he/she is likely to have low self-esteem. Bourguibnon, Yzerbyt, Teixeira and Herman (2015) have an opinion that adaptation of the immigrant learners to the host country is dependent on the socio-structural context in which immigrant learners experience discrimination which has a negative effect on both mental and physical health. In his study of exploring the impact of migration on young girls' self-esteem, Altinyelken's (2009) study revealed that girls encounter a variety of challenges in a new school context. Most challenges result from their social backgrounds, language diversity, new school environment, struggles in adaptation, and feelings of discrimination. Sometimes incidents that involve bullying were reported as a source of low self-esteem. The same view is supported by Hamilton (2013) affirming that moving from home to a foreign country, causes learners to be challenged linguistically, culturally and adds to social differences which often create barriers to learning and threaten immigrant learners' psychosocial wellbeing. To navigate such challenges, Ghaith (2010) suggests the utilization of group work as an approach to be the tool to enhance learners' academic self-esteem. I concur with Ghaith's (2010), understanding that if feelings of isolation at school are minimised, group work can be a tool to boost learners' psychosocial wellbeing. All the learners feel valuable and respected because they individually perform roles that are essential to the completion of group tasks. I also think that peer interaction during the teaching and learning process, helps reduce the lack of confidence as they share ideas. Moreover, Rumbaut (2015) states that adolescent youth view and compare themselves in relation to those around them, based on their differences and similarities. As a result, self-esteem is likely to be lower in a harsh social context.

In their study about the link between self-esteem and discrimination, Bourguignon, Yzerbyt, Teixeria and Herman (2015) found that discrimination has a diverse effect on personal self-esteem. They have a view that it all depends on the socio-cultural absorbency context in which that discrimination is experienced and that repeated exposure to discrimination triggers stress responses and undesirable behaviour. Ball (2009) investigated the effect of within-school tracking on immigrant learners. The study found that the process of within-school tracking is more stigmatizing for immigrant learners if they are not doing well academically because it might have a negative impact on learners' self-esteem. I agree with their findings because learners who are placed in a low achieving group, which is usually referred to as slow learners' group, may lose interest in their schoolwork which sometimes results in dropouts. In the case of immigrant learners, it can cause devastating results because of the nature of their backgrounds and the challenges they might be experiencing.

2.2.4 Culture and the multilingual classroom.

Warikoo and Carter (2009) define culture as practices and meanings shared by members of a particular social group such as families, communities and schools. They further state that culture can be characterised by shared values, beliefs, behaviours and styles and that it also manifests through symbols and policies that help to shape the schools' academic environment. This view is supported by Saneka (2014) where she posits that the child's family and culture and the culture of school context are of vital importance. However, adjusting to the school environment can be complicated for immigrant learners as they are not familiar with the cultural mores of the host country and that is the reason they go through complicated adjustments in their immigration evolution (Adebanji, Phathudi & Hartel, 2014).

Cenoz and Gorter (2015) refer to multilingualism as the use and acknowledgement of more languages in the culture of teaching and learning. They further state that even though multilingualism is not a recent phenomenon, it has become common in recent years due to globalization and transitional mobility of the population. In a multilingual school, the learner's culture is supposed to be incorporated in the learning processes and in most cases only one culture dominates where all the learners

are expected to adapt. This view is also supported by Kerfoot and Simon-Vandenberg (2015) who suggest re-marginalization of language in education policies, taking into consideration multilingualism and integration competence as strong points. In addition, he suggests the development of new epistemologies of multilingual education which will generate new kinds of knowledge about language diversity. The issue of language usually adds to the already existing emotional instability, which may impact negatively on learners' social-wellbeing (Perez, 2011). Furthermore, it is also stated by Perez (2011) that contextual changes that immigrant learners are faced with in the normal course of their lives, may vary widely and if these contexts are culturally distant from one another, the cultural norms cannot be reconciled. However, Tomlinson and Clarke (2015) postulate that when immigrant learners are immersed in a new country with a history, culture and racialized socialization that differs from their country, they develop cultural awareness and knowledge that influences their self-perception in relation to the world.

Meier (2014) has an opinion that the recognition of more languages in schools has the possibility to meet linguistic needs and that the recognition of linguistic diversity may be a step towards understanding integration as a shared responsibility. However, Gu and Patkin (2013) stated that as immigrant learners experience difficulties studying in English as the schools' medium of instruction, language barriers and acculturation processes aggravate their academic, emotional and social development, it also challenges and limits their access in different school programmes. The study found that immigrant learners experience language and cultural barriers in their socialization process and encounter difficulties being less proficient in English than their peers.

This view is confirmed by Makarova and Birman (2014) who conducted a study on cultural transition and academic achievement of immigrant learners. They stated that the under-achievement of immigrant learners is embedded in the process of their acculturation, which they describe as a stressful process which has an impact on the learners' adjustment to the new environment. As humans, we all know how challenging it is to be forced by circumstances to change from all your beliefs that you were socialised with from childhood to adapt to new things. They further suggest

that such cultural changes are central to the experiences of immigrant learners. The study found that schools do not provide sufficient support for immigrant learners' heritage culture maintenance while suggesting that schools should combat stereotypes and prejudices in order to ensure social integration of immigrant learners in school environments and teachers should apply inclusive classroom practice. If all the learners are supported and their active involvement is ensured, no learner will feel left out during the process of learning, and all the learners will feel a sense of belonging.

2.2.5 Diversity and adaptation to new context

Diversity is defined by Terry and Irvin (2010) as a fundamental aspect of the world and as a defining characteristic of the field of education. People differ from one another in numerous ways and that is what makes South Africa a rainbow nation. However, learners from each classroom are from diverse backgrounds, that includes their cultures, race, ethnic groups and gender. Moreover, immigrant learners also contribute the representation of diverse backgrounds as they originate from different countries. The most challenging diversity for immigrant learners is linguistic diversity as it hinders their social lives with their peers as they cannot communicate with them while indigenous learners communicate with one another using their mother-tongue. Vandeyar and Vandeyar (2012) share a similar opinion in stating that immigrant learners are doubly disadvantaged as they enter the host country lacking proficiency in English and the indigenous African languages. They further affirmed that accent is also an indicator of immigrant status, which at times, contributes to academic and social exclusion.

It is a fact that language plays a major role in learning or gaining new knowledge, yet it also empowers individuals to be both producers and consumers of knowledge (Villa & Brexta, 2015). They further confirm that South Africa is a home to a great variety of languages that are used on a daily basis by its population. However, they have a view that the choice of languages used for teaching and learning in the South African Education systems does not reflect the distribution of diverse languages. That is also concurred in White, Mammone and Caldwell (2013) on the view that immigrant

learners often experience linguistically based social and economic inequalities because of the dominant languages and cultures of the school.

Immigrant learners experience more acculturative stress due to the challenges of learning in a second language (Potochnic, Perreira & Fuligni, 2013). They further affirm that discrimination creates structural barriers that limit access to valued roles and hinders the development of supportive social relationships, which later result in lower self-esteem. Following immigration, an immigrant learner in a multilingual school is bound to experience situations of learning in a foreign language and is required to adapt to the new environment.

Krumm (2004) argues that linguistic diversity and multilingualism are a pre-requisite and a constitutive condition in a democratic country because they enable people to live together in a world of growing heterogeneity. He also states that even though the country is democratic, immigrants do not have any constitutional rights, which are enjoyed by the regular citizens. I agree with Krumm (2004) on the issue of language diversity, as language is a foundation for learning. However, in South Africa not only immigrant learners are assimilated in multilingual schools' cultures but all other learners whose' mother tongue is not the medium of instruction of the school. In his study about the socialization of immigrant learners in China, Chang (2015) investigated the process of re-socialisation, which includes integration, assimilation and acculturation. In his study, he argues that immigrant learners learn the new culture, norms, values, knowledge and skill required by the new context and then adapt from their original context to the new context through integration, assimilation and acculturation.

Norton (2013) examined the diverse social, historical and cultural contexts in which language learning and literacy development occur for immigrant learners, and how learners negotiate and sometimes resist the diversity that those contexts offer. The study found that language is more than a system of signs but is a social practice in which experiences are organised and identities negotiated. He also points out that

literacy is best understood in the context of larger institutional practices, whether at home, school, community or larger societies. He also has an opinion that an immigrant learner can be excluded from language practices of a classroom, and in time, categorised as an unmotivated English learner.

Mbatha (2014) confirms that in the South African context, linguistic diversity generally refers to the learners who speak different indigenous African languages in classrooms where the Language of Teaching and Learning (LoLT.) is English. However, South African-born learners are able to socialize with their peers who speak their own language, but this causes a challenge in as far as immigrant learners' wellbeing is concerned. According to Cohen (2011), all individuals who live in an environment that is different from their cultures of origin, face questions concerning their multicultural identities. She further states that because of immigration, immigrant learners experience a transition which refers to the individuals' psychological, socio-cultural and linguistic adjustment in the host society. Immigrants always have a task to put effort to cope and adapt to the challenges that accompany transition into a new culture. This view is also demonstrated by Crush and Tawodzera (2013), in their study on experiences of Zimbabwean learners who found that in schools, discrimination is found to be less evident and more sophisticated, possibly because there are ways of excluding immigrant learners without resorting to racist and xenophobic language as it occurs in the larger contexts such as societies.

2.2.6 Inclusivity of all learners

The United Nations Educational, Scientific and Cultural Organisation (2009) (UNESCO) defines Inclusive Education as a process of strengthening the capacity of the education system to reach out to all learners and that it is a guidance for all education policies and practices, starting from the fact that education is a basic human right and foundation for a more just and equal society. For a classroom to be fully Inclusive, the educator needs to make sure that the curriculum is accessible to all learners in terms of what is taught, how it is taught, how the learners learn and how it relates to the environment in which the learners are living or learning (UNESCO, 2009). Donolue and Bornman (2014) confirm that the aim of Inclusive Education in

South Africa is to ensure that every child has access to quality education and to eliminate all forms of discrimination and limitation in the school system.

In 2001 the Department of Education developed the Education White Paper 6 to transform the South African education system by building an integrated system for all learners, promoting a curriculum that is more flexible and suitable to the needs and abilities of all learners, including immigrant learners (Donolue & Bornman, 2014). The Education White Paper 6 on Inclusive Education (2001) provides a clear guidance in consideration of the importance of curriculum flexibility in meeting all learner needs. Inclusive Education focuses on ensuring that every learner learns and is supported. It states that the Department of Education, the school and the curriculum should meet the needs of all the learners in multilingual classrooms that might experience barriers of any kind. Inclusive Education acknowledges and respects the diversity of learners, including language of teaching and learning which could be a barrier to learning leading to learner exclusion in a learning process. Furthermore, Smith (2014) viewed this as a challenge in meeting language barriers because the education system is still unable to reach academic goals. Instead of the promotion of the democratically oriented principles, it will essentially be underpinned by undemocratically motivated goals, becoming a source of division rather than social cohesion. The Inclusive Education Policy (2001) also points out that inclusion is about recognizing differences and building similarities among learners. It focuses on effective teaching strategies that benefit all the learners by ensuring that all learners are actively involved. A similar view is also shared in Mashiya (2014) who emphasized the aims of Education White Paper 6 and the benefits it is intended to have on learners, teachers and the education system. She further pointed out how immigrant learners experience exclusion through the language of teaching and learning instead of benefiting from each learning experience.

Inclusive Education regards teachers as primary resources into achieving its goals. It means that teachers have to improve their skills and knowledge and develop new skills in order to accommodate all learner needs. Staff development at school level and District level was to be established. A District Support Team was going to

support teachers with in-service training so they can teach multilingual classes and other learners with special needs. Moreover, Perumal (2014) shares a similar opinion and alludes that current educational policies regard teachers as transformative intellectuals who are entrusted with promoting South African Constitutional values such as non-racism, open society, democracy, non-discrimination of any sort, human dignity and equality.

The Department of Education, in Inclusive Education policy provides the guidelines for Inclusive Learning Programmes. The programme states that when learners enter a school where the language of teaching and learning is not their mother tongue, teachers of all learning areas and the school should provide support to the learners. It states that support should be provided until learners are able to learn through the school's medium of instruction. It is emphasized that teachers should ensure that language does not become a barrier to learning. It is also pointed out that all learning area teachers should be language teachers because learners experiencing language barriers need continuous monitoring in acquiring the language of instruction. Swart, Engelbrecht and Pettipher (2012) have a similar opinion about teachers being the role players in implementing education policies in the Education White Paper 6 (2001) but argue that teachers should be prepared for every policy to be implemented, such as being trained and supported with suitable interventions. They also have a view that teachers' attitude and beliefs play a major role because Inclusive Education requires drastic changes in terms of teacher skills with the management of diverse classes.

Furthermore, in the guidelines, teachers are also guided on different strategies they could effectively use in order to adapt subjects to benefit all learners. The Department of Education then provides a Framework for Teaching Methodologies as a guideline for Inclusive Learning Programmes. The Framework states that all learners are equally valuable despite their diversity and their needs, that the lessons should encourage active participation of every learner and that teaching, learning and assessment should be adapted to suit the needs of every learner.

The Education for All (EFA) Global Monitoring Report (2005) stresses that learning should be based on the understanding that learners are unique individuals with diverse characteristics and backgrounds. Therefore, strategies for any desired improvement should be drawn on learners' knowledge and strengths. United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2009), regard teachers as more than just valuable resources but as key to supporting all aspect of the inclusion process, and they should be willing to accept and welcome diversity. Taylor and Sidhu (2011) confirm the same view as highlighted in the principles of the Education White Paper 6 on Inclusive Education by the Department of Education (DoE,2006) that all children including immigrant learners have the right to an education that is free of discrimination and responsive to their special education and cultural needs.

All children have the right to education that recognizes diversity and that does not discriminate based on gender, disability and national origin. In support of this view, Education for All (EFA) Global Monitoring Report (2005) has a similar goal of ensuring that even children in difficult circumstances and those belonging to ethnic minorities (immigrants) have access to a complete, free and compulsory primary education of good quality. However, Ntombela (2010) suggests that Inclusive Education must be perceived as an on-going process from challenges of exclusion and separation to changes that unfold as strategies are still put into place within contexts. Hoy and Beyers (2014) applauded the establishment of Inclusive education as it addresses issues of barriers to learning in different factors looking at social justice. They looked at teaching as an effective tool in bringing about change and bridging the gap between the teaching and learning process and addressing all learner needs.

Mavuso (2014) investigated the role that the teachers have to play in ensuring the inclusivity of all learners in the process of teaching and learning. He argues that accommodation of learners with diverse learning needs demand teachers to be competent in implementing learning support processes to ensure the active participation of all learners. He further posits that even though several countries South Africa are in support of Inclusive Education, teachers seem to struggle with providing learning support for a learner who is displaying learning difficulties. He also suggests

that teachers are expected to identify specific difficulties experienced by learners and then develop intervention programmes to support learners.

Singh (2009) attest that the end of apartheid in South Africa was rooted with optimism and expectations as the Government of National Unity signalled a just and democratic order, including social justice in and through education. In addition, he points out that in 1996 Language in Education policy was established to promote multilingualism and Inclusivity. However, he argue that South Africa's educational approach betrays Constitutional ideas and leaves intact the systemic crisis of education that especially affect South Africas' historically disadvantaged and marginalised immigrant learners, meaning that South Africa generally fails to enhance the freedom for all as it is stipulated in the Constitution.

2.2.7 The relationship between psychosocial development and social contexts.

Erik Erikson' Psychosocial theory (1950) propose that personality development is determined by the interaction of an internal plan and external societal demands, and that challenges are met through the combination of inner psychological influences and outer social influences. Moreover, the impact of the societal system on psychosocial development results largely from interpersonal relationships, often with significant others, as argued by Newman and Newman (2008). Kail and Cavanaugh (2010) echoed a proposal by the theory when postulating that people develop in the world and to understand human development, how people and their environments interact and relate to each other, is of vital importance. They further state that development of learners has to be viewed as part of the larger system. These systems include home, school context and society in which a learner is part as all these systems have a major role in the socialisation of a learner.

This study focuses on the school as a social institution that integrates and educates immigrant learners. The reason for focusing on the school as the main social context is that school can contribute to either a sense of belonging or a sense of marginalization to immigrant learners as it plays a major role in the incorporation of

immigrant learners to the host country. Furthermore, school context can either place youth at risk of academic, behavioural, social and emotional challenges or protect them from those challenges. In addition, school can also provide support to the immigrant learners in their effort to develop and maintain a sense of positive connection (Benner & Graham, 2011; Marks, Patton & Garcia-Coll, 2011). What learners learn at school shapes their future opportunities and how they are treated by their teachers and their peers influences their understanding as to where they fit in their new country (Lee & Hawkins, 2015). A similar opinion is shared by Yoon (2012) contending that teachers might intentionally or unintentionally position immigrant learners in more positive or negative ways through their interaction. He further posits that immigrant learners may be positioned as 'other' without realizing that they might be limiting learners' opportunities to develop a positive sense of themselves. In addition, Yoon (2012) affirms that in schools, immigrant learners are often categorized with African students on the basis of race, but then attention has not been paid to their experiences at school including their academic achievement and school climate. Batra (2013) concurs that school life influences the development of initiative and purpose in children in many ways. Further suggested in Batra (2013) is that school curriculum should allow all the children, including immigrant learners, to share their feelings, express emotions, to resolve conflicts, to find common ground, to experiment and to find solutions to problems as that will enable learners to develop confidence in their abilities and widen their interests.

I concur with these suggestions because that will mean the implementation of inclusive principles which ensure active participation of every learner during the process of learning and that will be the promotion of Culture of Learning and Teaching (COLT) in an inclusive environment. Kennedy and MacNeela (2013) postulate that most immigrant learners feel culturally marginalized in the school setting, instead they find it safe to group up with their immigrant brothers/sisters of the same ethnic group for comfort and support if any bullying occurs. Kim, Hogge and Salvisberg (2014) explored psychological well-being of immigrant learners, looking at the learning of the new language, adopting new cultural practices and balancing South African and their home way of living. The study found that amongst

all the challenges of immigrant learners, not understanding the host country's spoken languages prompts perceptions of isolation and feelings of embarrassment.

This study explores schooling experiences and challenges of immigrant learners in a multilingual primary school. The focus is mainly on the impact that these experiences and challenges have on immigrant learners' self-esteem and social well-being. Bal and Perzigian (2013) pronounce that schools as the first social context that is somehow different from the home environment, becomes a new context in which immigrant learners have to engage in cultural adaptation.

Migration stress prevents immigrant learners from feeling comfortable and having a sense of belonging. A study conducted by Kirchner and Patino (2011) indicated that immigrant learners develop acculturative stress, which is associated with adapting to the new social and cultural context. The process of migration causes traumatic stress related to economic, political and social adversity and psychosocial feeling of crossing the border. They point out how schools can represent a socially hostile environment for migrant learners by displaying discrimination and a lack of desirable support for the learners. According to Sensoy and DeAngelo (2012), discrimination refers to the negative behaviours and instances of unfair treatment, and misconceptions and negative stereotypes about another group of people and is one of the greatest challenges that immigrant learners are faced with which is particularly evident in today's increasingly diverse schools (Motti-Stefanidi, Masten & Asendorpf, 2015). Discrimination is contradictory to the principles of the South African Constitution, South African Schools Act and Education White Paper 6 as they all emphasise the importance of all learners having a right to education that is non-discriminatory in any kind irrespective of the learners' background. They also emphasise the inclusion and the support that is required by every learner, including immigrant learners.

Strong school bonds are associated with pro-social, psychological well-being, health, inter-personal relationships, educational progress and success among adolescents

(Bryan, Moore-Thomas, Gaenzle, Kim, Lin & Na, 2012). In addition, they have a view that adolescent participation and engagement in school activities and their relationships with their teachers and their peers represent social attachments, active involvement and emotional learning. In her study about the manner in which teachers adapt instructions across distinct institutional contexts intended for diverse population of students, Dabach (2015) states that while learners are in a school context, teachers interact daily with youth, playing a major role in a host country institution. They represent a significant role in cultural socialization processes and learning. She also has a view that the quality of teachers' instruction plays a vital role in learners' educational outcomes while the school as a context plays a major role in the adaptation process of which she suggests that immigrant learners be placed with more qualified teachers during the school tracking process. Moreover, she suggests that school spaces for immigrant learners should be arranged in ways that do not limit their opportunities to learn as they navigate life in a new world.

2.2.8 Immigrant learners' culture and assimilation.

Culture encompasses the practices and meanings shared by members of a particular social group such as families, communities and systems like school (Warikoo & Carter, 2009). In addition, they postulate that culture is characterized by shared values, beliefs, behaviours and styles and that culture manifest through symbols, rules and policies that assist in shaping the schools' academic background. Perez (2011) suggests that culture is supposed to be incorporated in learners' learning process, but in most schools only one culture dominates and learners are assimilated by being expected to adapt which usually adds to the existing emotional instability, which may impact negatively on their self-esteem. If school and home contexts are culturally distant from each other, the cultural norms cannot be reconciled.

Through the challenges faced by immigrant learners in a new context, they try to integrate two worlds (cultures) which might lead to experiencing acculturative stress which is connected to an increased psychological and psychosocial vulnerability. The stress level and depression might be higher when they feel discriminated against, both heritage and mainstream communities because of contradicting cultural habits and

social norms in the given cultural context. Phatudi, Adebajji and Hartel (2014) affirm that immigrant learners have a challenge of adjusting to a South African culture, which is an adjustment with their home culture and they are often challenged by the pursuit of finding a balance between home and host cultural restrictions. These situations bring about a dilemma regarding their need to find a point of stability between the two cultures.

Chen, Wang and Wang (2009) examined the relationship between the psychological wellbeing of a child, school performance, sensitivity and social competencies and concluded that the context plays a vital role in defining the functional meaning of social behaviour of a child's adjustment. However, the teacher's role has always been to ensure the welfare of every learner. Manning and Baruth (1996) concur by placing emphasis on the value required of every teacher to make it their responsibility to devise inclusive strategies that might be of importance to immigrant learners who face challenges in diverse contexts. In addition, other challenges are unconsciously caused by teachers' vague expectations and attitudes towards learners. Furthermore, Devine (2013) postulates that one of the challenges is different values that teachers demonstrate to learners or their perceived categorization based on learners' diverse ethnicity. These behaviours are seen to have a negative impact on how immigrant learners view themselves which adds to lowering their self-esteem. The educational system represents a structure duplicating the national cultural identity of the host country while the cultural identity of the learners' home country is represented in the family environment (Saenz, 2014). He further argues that the struggle of identities symbolizes a larger reality of the shifts in identity due to a globalization atmosphere, but it is one that demands recognition through the struggles that many of the immigrant learners face daily.

2.3 Theoretical framework

A theory positions a study in the discipline in which the researcher is working (Henning, Van Rensburg & Smith, 2005). Furthermore, a theoretical framework is defined by (Rule & John, 2011) as the guidance that provides a particular perspective or lens through which to examine the research topic and helps in formulating the

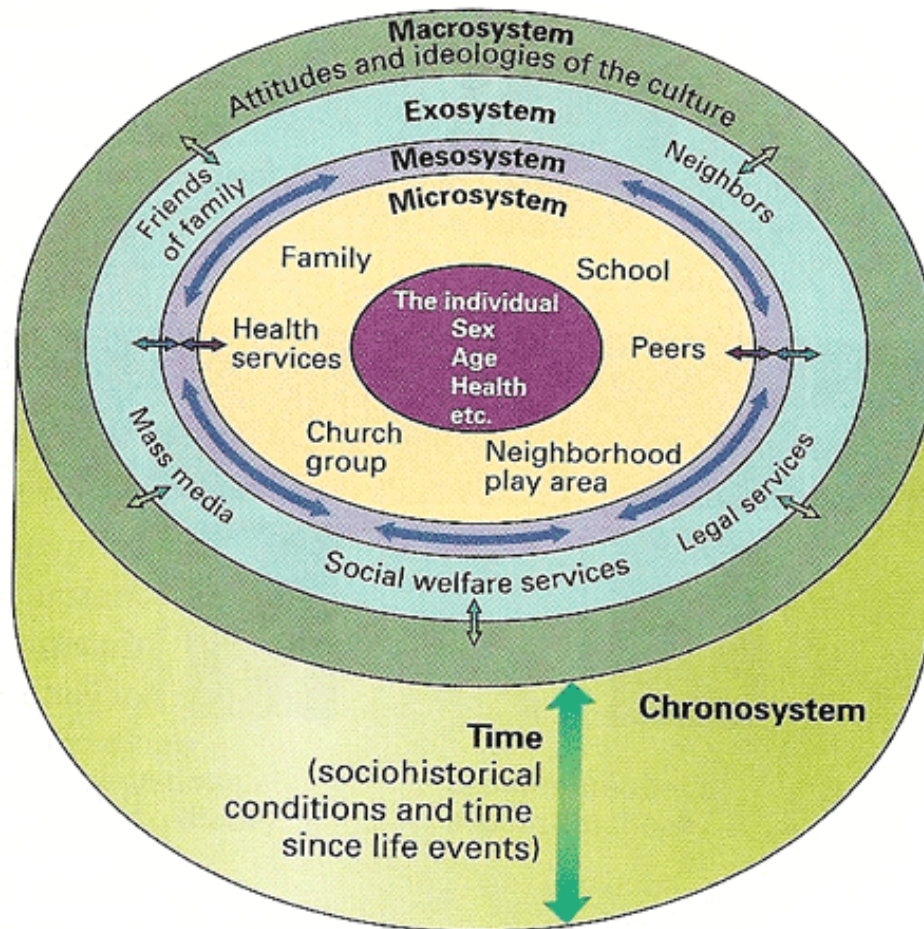
purpose and research questions. In addition, the theoretical framework plays a role in adopting appropriate methods to collect and analyse data. Bronfenbrenner's Ecological Systems Theory (1977) was used as the theoretical framework for the study as it asserts that the context and environment play a fundamental role in the development of a child. The theory highlights that during the process of human growth and development, a person interacts with the systems and it is from these systems' perspectives that immigrant learners' experiences will be explored (McBrien, 2011). Similarly, Agbenyenga and Peers (2010) state that children's sense of belonging is enhanced when they are aware that their peers and adults with whom they relate, are concerned about their well-being.

2.3.1 Brief historical background of the theory

Ecological Systems Theory was developed by Urie Bronfenbrenner, an American psychologist who was born in 1917 and died in 2005. He was also a co-founder of the Head Start programme for disadvantaged pre-school children in the USA (Swart & Pettipher, 2011). The model was first introduced in 1974 as Bronfenbrenner (1977) recognised that children do not grow in a vacuum but their development takes place within the systems in which a child belongs and with the interaction between those systems. He further postulates that much of developmental psychology is the science of the strange behaviour of children in strange situations with strange adults for the briefest periods. This simply implies that the contact of the learner with a particular system is likely to impact in a learner's social wellbeing. In addition, Bronfenbrenner (1994) argues that in-order to understand human development, consideration of the entire system in which the growth occurs is required. Similarly, Swart and Pettipher (2011) posit that, underlying Bronfenbrenner's Ecological Systems Model, is a proposition that when there is an interaction of an individual and the environment, development will certainly occur but when there is no interaction among humans in a given environment, children's' growth will be compromised. In addition, Onchwari, Onchwari and Keengwe (2008) affirm that family, school, society in general, and policies that govern the society as a whole, influence how immigrant learners are perceived.

According to Pinton and Arnot (2007), Bronfenbrenner’s Ecological Model is suitable for establishing good practice and interventions, which are essential to immigrant learners in order to re-build their social support. This approach plays a vital role in developing a comprehensive understanding of immigrant learner’s experiences and in addressing the needs of those learners (Meda, 2013). According to Kail and Cavanaugh (2010), Bronfenbrenner (1977) proposes that a developing person is embedded in a series of complex and interactive systems. The Ecological Systems Theory is based on the idea that human development is inseparable from the environmental context in which a person develops. The diagram below displays how the systems are interwoven as proposed by Bronfenbrenner’s Ecological Model (1977).

Figure 2.3 Bronfenbrenner’s five nested systems adapted from Hess and Schultz (2008).



2.3.2 Components of Bronfenbrenner's Ecological Systems Theory

According to Hess and Schultz (2008), Bronfenbrenner divided a child's development environment into five different levels, namely: microsystem which consists of the child's family, peers, church group, neighbours and school context, mesosystem which refers to the interweaving amongst microsystems, exosystem which consist of social welfare, friends of the family, social networks, parents' work, mass media and legal services, macrosystem which refers to ideologies and attitude of the culture also the political and social context, and then there is a chronosystem which refers to the conditions and time with life events whilst the child develops.

2.3.2.1 Microsystem as a source of acclimatisation

The microsystem is regarded by Hess and Schultz (2008) as the most influential system as it has the closest relationship to the growing person. The micro-system consists of school, family, peers and church group. These systems consist of the series of activities, social roles and interpersonal relations, and stable characteristics of the individuals such as self-esteem, previous knowledge, intelligence and development level (Eleuteri & Arduino, 2014). It also emphasizes the levels of influence in human development. This theory focuses on the effectiveness of the socialisation of the learner from all the immediate contacts and that there has to be a co-ordination amongst the systems. If there is a lack of co-ordination it can cause a gap which can leave the child vulnerable to the life's' negative experiences. This view is also demonstrated by Pquette and Ryan (2014) confirming that this theory focuses on the child's development within the context of the system of relationships that form his/her development, the interaction between the factors in the child's maturing, his/her immediate community environment and the societal landscape that fuels and steers the child's wellbeing. Peers, family, school and neighbours are important in furthering growth and development of a child (Bronfenbrenner, 1999). For the creation of the environment that is supportive to the growth of individuals, it is imperative that democratic values such as equality, freedom, social justice, human dignity as interpreted in the South African Constitution, section 24, are taken into consideration.

The microsystem serves as the foundation for social support networks in navigating the experiences. When immigrant learners are in the school context, they have a need to create relationships with their peers and teachers. Being in an early adolescent stage, they seek a sense of belonging and assurance of acceptance. For immigrant learners who feel rejected, it can have a negative impact on their psychosocial stages of development (Phatudi, Adebajji & Hartel, 2014). Furthermore, immigrant learners are mostly challenged by the language barrier and the intervention by the school as a system to assist the learners in navigating those challenges is of vital importance.

2.3.2.2 Mesosystem as a source of acclimatisation

Bronfenbrenner (1977) refers to the mesosystem as a series of microsystems, the display of interconnection between school context, family surrounding and society which are microsystem structures as stated by Hong, Espelage and Sterzing (2015). They further allude that immigrant learners who have social support such as family and school environment, can positively cope with being in a foreign context, especially having good peer relationships as it is of vital importance in early adolescents' social and emotional development. When a family relocates to a new place, children will interact with new neighbours, go to a new school and look for new friends in order to acquire a sense of belonging (Meda, 2013). School context and family environment as micro-systems, are the social contexts in which the child has close contact, that have an impact on a child's cognitive, social, emotional and spiritual development.

If immigrant learners can feel a sense of belonging by feeling accepted through taking part in a social group, their identity can then be verified. It will cause the learners to feel self-worth, which will be positive to their self-esteem (Stets & Burke, 2014). Batra (2013) also investigated the reason for some children having lower self-esteem than others and conflicts that adolescents experience while searching for their identity. In his search, he found that their everyday experiences include engagement (or lack of engagement) with a social context, that if engagement is not positively acknowledged, persistent self-doubt can have an adverse impact on the self-esteem of a growing child.

2.3.2.3 Exosystem as a source of acclimatisation

Bronfenbrenner (1977) refers to settings that do not involve a developing person directly but that can impact on the child's social wellbeing as exosystems. The exosystem consists of settings such as education policies, e.g. the curriculum and the language policies as they stipulate the importance of every learner having the right to education and to learn in their mother tongue. With regard to this study, the implementation of these policies has a great impact on the well-being of an immigrant learner. Parents' work issues can have a huge impact on a child's life. Immigrant learners sometimes witness xenophobic attacks towards their elders, even though they might not be directly involved but those incidents can have an impact on their school performance because of those undesirable experiences.

2.3.2.4 Macrosystem as a source of acclimatisation

According to Bronfenbrenner (1977), macrosystem refers to norms, values, beliefs, cultures and attitudes and that every system has its own beliefs, values and other practices that are unique to that particular system. Arriving in a foreign country and being in a new social context, immigrant learners are assimilated by adapting to the dominant culture. In this study macro-system represents the adaptation of immigrant learners to the new context by learning to be fluent in the country's spoken languages in order to feel a sense of belonging and acceptance. Similarly, Chang (2015) posits that the socialisation of immigrant learners in a new context includes integration, assimilation and acculturation. He argues that, on their arrival in the new context immigrant learners learn new culture, norms, values, knowledge and skills required by the new context. Moreover, Peguero and Nieto (2015) state that schools are institutions of socialisation for all students but also an assimilation institution for immigrant children. Lau and Ng (2014) suggest that in understanding the macrosystem, it is important to understand the contexts of the microsystem, mesosystem and exosystem as the macrosystem assumes a larger and wider setting. It is also associated with looking at the overall cultural climate of a given environment.

2.3.2.5 Chronosystem as a source of acclimatisation

Swart and Pettipher (2011), posit that the length of time and how it relates to the interactions between all the above systems and their influences on the growth and development of the growing child is regarded as the chronosystem. The theory also attends to the support by the context to the growth of children. Bronfenbrenner (1994)

states that the chronosystem encompasses change or consistency overtime, not only in the characteristics of the child but also of the environment in which a child lives. A useful example would be, the changes over life course in the family structure, socio-economic status, place of residence and the length of time spent in the new context.

2.4 The implications of Bronfenbrenner's Ecological Systems Theory to the study

The use of the Ecological Systems Model as the theoretical frame gives an understanding of the significance and roles played by families, schools and other immediate services in the adaptation of immigrant learners to their new host country as well as to monitor their progress. Furthermore, the model helped conceptualise different factors that may lead to the success or unsuccessful adaptation of immigrant learners in a particular setting (Hamilton & Moore, 2004). The theory guided me in exploring the schooling experiences of immigrant learners by evaluating the role of the social context (school and society) in immigrant learners' social well-being and evaluating the manner in which the context assists the learners in navigating challenging experiences of being in a multilingual school. Torre (2015) also shares a similar opinion and postulates that school is an important context of reception that influences immigrant learners' assimilation. She further posits that within the school context, positive assimilation is indicated by high academic achievement and proficiency in the school's medium of instruction, in this study we refer to the English language. In addition, the school context, which according to Bronfenbrenners' theoretical framework is the micro system, is intertwined with the community context that includes the whole school. The experiences of immigrant learners are better recognised from the systems' perspective as they interact with them in their daily lives. Bronfenbrenner (1977) further posits that the growth and development of a growing child can only be understood through the examination of the environment in which the child lives as the environment influences children's development.

2.4.1 An Immigrant learner and microsystem

Microsystem refers to the learners' individual interaction with proximal settings such as school, peers and family. It is through this system that I will be able to explore schooling experiences and challenges of immigrant learners in a multilingual school. The role played by the school in the adaptation of learners will be investigated and also the role played by peers in the lives of immigrant learners. Adolescents prefer

spending more time with their peers to gain a sense of belonging; therefore, it is essential that the study look closely at the relationship of immigrant learners with their peers in the host country. Peers also play a vital role in creating a safe and supportive environment for immigrant learners and are most likely to have a positive or negative effect on immigrant learners' adaptation into the school context. Family is also a microsystem in which the learner is mostly socialised. Hamilton and Moore (2004) contend that it is through family that a child learns norms such as respect, tolerance and generosity, which are accepted in the community. Family also plays a major role in assisting immigrant learners navigate the challenges they are facing in a new context. The family has a major role to play in the socialisation of the children and for the immigrant learners it is major because as they go through new experiences they depend on the family for support on adaptation to the new context as well as navigating those challenges. The input of society is also vital because if an immigrant has negative experiences in society, it affects the child's social well-being.

2.4.2 An immigrant learner and the mesosystem

It is through cooperative collaboration of microsystems that the mesosystem is shaped where peers, school and family systems interact. What happens between the learner and one of these systems, affects the immigrant learner's social well-being. Parental intervention on immigrant learners' schooling experiences is required to enable the effective adaptation process of immigrant learners in a new school context. Immigrant learners depend mostly on their families for support concerning the challenges and swift adaptation. Immigrant learners are likely to face challenges such as being discriminated against because of their backgrounds, being exposed to a new education system, which might be challenging and, feelings of isolation and other negative experiences. Lack of support, especially from home can make it difficult for a learner to adapt to the new context. Hamilton and Moore (2004) suggest that parents should be involved in the decision-making and general running of the school where the school will be responsible for accounting to the presence of immigrant learners and in ensuring their inclusion in every aspect of the school.

2.4.3 An immigrant learner and the exosystem

The exosystem encompasses policies, events and decisions over which a learner has no direct contact. However, the impact to the immigrant learners' social well-being can be huge. Their parents' work circumstances and witnessing xenophobic attacks

can have a huge negative impact on learners' academic progress. The whole immigration process which is planned by parents for the reasons known to them, always has an impact on immigrant learners whether positively or negatively. As mass media is an exosystem it has an input on the experiences of the children. Everything they witness on television, especially if it concerns immigration and immigrants, is likely to impact negatively on their social well-being. Social welfare and legal services form the exosystem, although immigrant learners are in South Africa legally, parents have to renew documents every year. If this is not planned properly it can impact negatively on the welfare of immigrant learners in a new context. It can also hinder their enrolment in the school for that year which can impact on their academic performance.

2.4.4 An immigrant learner and the macrosystem

On their arrival in the new context, immigrant learners are assimilated to the values, attitudes and cultures of the host country as it becomes impossible for them to integrate new cultures and their initial cultures. Macro-systems refer to the success of the other systems. The policies developed by the National Department of Education such as language policies and Inclusive Education, depend on the effective implementation of the policies, which may or may not benefit immigrant learners. However, even the implementation of these policies depends on the involvement of all the stakeholders during its development in ensuring the accommodation of all the learners, including immigrant learners as stipulated in the Education White Paper 6 (2001). Newbury (2011) shares a similar opinion by stating the importance of the development of national policies on immigrant learners.

2.4.5 An immigrant learner and chronosystem

The time immigrant learners spend in the host country in a new context determines the growth and perceptions that develop in immigrant learners about the new context. They will be able to evaluate the progress in their adaptation assess whether it is negative or positive. Donald, Lazarus and Lolwana (2010) argue that immigrant learners' perceptions of the contexts are central to understanding how they engage with them as children are active participants in their own development instead of allowing the environment to influence the child.

Vandeyar (2013) affirms that the transition of immigrant learners into the host country is influenced by a number of experiences such as: discrimination, harassment, attrition, isolation, language barriers, social standing, cultural changes, social change, teaching styles, school environment, academic standing, sense of belonging and identity. Vandeyar (2013) further posits that educational and socio-cultural experiences encompass schooling experiences such as academic and social experiences within and outside the classroom, language use, acculturation and identity formation. All these experiences occur at all the levels of Bronfenbrenner's Ecological Systems Model. From learners' immediate contacts (microsystem), networks of microsystems such as school and home (mesosystem), experience with the community (exosystem) and society at large (macrosystem) are. The Ecological Systems Theory affords the researcher lenses to explore the experiences of immigrant learners to get a meaningful understanding of how different overlaying and interrelating systems influence the child's development.

I agree with Bronfenbrenner's Ecological Systems Theory (1977) because I also believe that the development of every child relies on the effective support of the systems surrounding them and that there should be an integration among the systems. The theory deemed suitable for this study because it guides the study in focusing on the role or the impact that the school context has on immigrant learners' social well-being and academic performances, focusing on the learners' experiences and challenges they have in a multilingual school. Furthermore, Bronfenbrenner (1977) believes that the primary relationship that an adolescent should have is the one that provides a sense of belonging and care. He regards teachers and learners as elements of the system that fulfil an important secondary role for the effective adaptation of immigrant learners and strengthens their social-wellbeing, to create an environment that welcomes the immigrant learners.

Swart and Pettipher (2011) contend that Bronfenbrenner's Ecological Systems Theory is inclusive in the sense that it provides a framework for the interaction of parents and teachers about the children's education. However, Hook (2009) argues that the theory can be criticised as it may be difficult to measure whether children are actually

affected by the systems as the theory claims that they can be affected. Furthermore, the theory is criticised for not sufficiently explaining the extent in which the mesosystem affects children's' development.

According to Bronfenbrenner's Ecological Systems Theory, all the systems are essential on understanding what a person experiences in life. Each system is imperative in the life of an immigrant learner due to the experiences and challenges they encounter from the migration process to their adaptation journey in the host country, which make this theory most suitable for this study.

2.4 Chapter summary

The literature that was reviewed in this chapter gave guidance in exploring the schooling experiences and challenges of immigrant learners in a multilingual school. Challenges of being in a multilingual school were discussed, with the literature that concentrated on the linguistic diversity and adaptation to the new social context. The impact of immigrant learners' experiences in their social well-being was discussed with the literature that focused on the learners' self-esteem and the inclusivity of all learners in the process of teaching and learning. I further conferred the assimilation and acculturation of immigrant learners into the dominant culture as it has a huge impact in learners' social well-being. The focus was on the host country's language policy and inclusive education policies, whether or not they were acknowledging the presence of the immigrant learners in the country. The chapter also presented Bronfenbrenner's Ecological Systems Theory as it underpins the study, giving guidance in exploring experiences of immigrant learners in South Africa. The next chapter presents research design and methodology that is employed by the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter established an understanding of the experiences and challenges of immigrant learners in a multilingual school as reviewed from different literature. This chapter outlines the research paradigm that underpinned the study. It also addresses the approach that was employed to facilitate the study. The research design that was utilised in the generation of data, based on the purpose of the study and research questions, is also clarified in this chapter. The relevance and procedures that were followed with data generation tools namely: semi-structured interviews, focus group interviews and diary entries by the learners, are presented. Credibility and trustworthiness of the study are also discussed, which are used to interpret the ethical issues that were considered when undertaking the study. Finally, a summary of the entire chapter is presented.

3.2 Research paradigm

Maree (2009, p.47) contends that “a paradigm is a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world view” while Hennink, Hutter and Bailey (2011, p. 35) regard a paradigm as “a net that comprises assumptions”. Basically, a paradigm is concerned with assumptions pertaining to ontology, epistemology and methodology (Durrheim, 2009). Ontology refers to what a researcher thinks reality looks like and how he/she views the world; ‘epistemology’ refers to the nature of how knowledge is known; while ‘methodology’ focuses on how the researcher attains knowledge about the world and how the data are generated (Creswell, Hanson, Plano-Clark & Morales, 2007). Having considered the paradigm assumptions, I found the interpretive paradigm befitting to my study because I believed that multiple realities could be constructed from immigrant learners’ schooling experiences and challenges of being in a multilingual primary school.

This study is guided by an interpretivist paradigm. An interpretivist paradigm involves human behaviour, beliefs and peoples' experiences. In addition, epistemologically, researchers in this paradigm believe that knowledge can be constructed inter-subjectively where the researcher and participants create knowledge through interpretations and consensus by engaging in a dialogue (Bertram & Christiansen, 2014).

Maree (2009) found the interpretivist paradigm as a social science involving an empathetic, detailed study of peoples' everyday experiences in a specific natural setting. This is done to elicit understanding and interpretation of the participants' perceptions and their lived experiences. The aim of using this paradigm is to understand and describe how people make meaning of their experiences and actions and how they interpret their contextual situations (Cohen, Manion & Morison, 2011). This view is also confirmed in Babbie and Mouton (2008) who indicate that an interpretivist approach assists in an understanding of people as they are conceived as conscious, self-directing and symbolic human beings. They further emphasize that all human beings are engaged in a process of making sense of their worlds as they continuously interpret, give meaning to, define, justify and rationalize their actions. Through the use of semi-structured interviews with the participants, the participants (immigrant learners) were able to share their experiences of being in a multilingual school in a foreign country and how they navigate the challenges they are faced with throughout their experiences. Teachers who participated in the study were also able to share their perceptions of teaching immigrant learners.

Ontologically, interpretivists believe that there are many truths about the world (Creswell, 2013) and researchers can only know the world by getting close to the truth. Flick (2009) affirms that multiple realities can be explored and distinguished through human interactions. When studying individuals, qualitative researchers conduct a study with the determination to report about multiple realities. Evidence of multiple realities includes the use of multiple forms of evidence in themes using the actual words of different individuals and presenting different perspectives (Creswell, 2013). The interpretive paradigm is likely to assist me in understanding and interpreting the subjective experiences of the participants, their successes and

challenges. As the interpretive paradigm describes multiple realities, knowledge is based not only on observable phenomena, but also on subjective beliefs, values and reasoning. Knowledge is about the different ways people make meaning in their lives.

Epistemologically, interpretivists believe that knowledge is constructed only through social construction such as language, consciousness and shared meanings (Niewenhuis, 2010). In addition, epistemologically, researchers in this paradigm believe that knowledge can be constructed inter-subjectively through interpretations and consensus by engaging in a dialogue (Bertram & Christiansen, 2014). The interpretive paradigm is concerned more with the need to understand the world from the subjective experiences of the participants. To acknowledge this, I interviewed immigrant learners with the teachers who are experienced in teaching immigrant learners and interpreted the experiences of immigrant learners, learners' diary entries and shared meanings during discussions.

An axiological assumption of interpretivist researchers emphasises the importance of values and ethics in a study, that includes the trustworthiness of the data generation tools used. I ensured this through triangulation and engaging in member-checking, as suggested by Cohen, Manion and Morrison (2011). Therefore, through the various experiences and the diverse backgrounds of the participants, their knowledge, understanding and interpretation of their experiences enabled me to explore their schooling experiences and challenges of being in a multilingual primary school.

Methodologically, interpretivists focus on how the researcher attains knowledge about the world and how the data are generated which is through the voices of the participants. The choice of an interpretivist paradigm was deemed suitable for this study as the purpose of this research was to explore schooling experiences and challenges of immigrant learners and how they made meaning of those experiences. Through the use of semi-structured interviews with the participants, the participants were able to share their experiences of being in a multilingual school in a foreign country and how they navigate the challenges they are faced with throughout their

experiences. Teachers who participated in the study were also able to share their perceptions of teaching immigrant learners.

I generated data by conducting semi-structured interviews with immigrant learners and open-ended questions that allowed for probing were used. This facilitated getting an in-depth understanding of participants' experiences, and also what appeared to be challenging their social well-being and their academic performances. Furthermore, the choice of methods to generate data ensured how the inclusivity of all the learners in the process of teaching and learning was practiced. This engagement enabled me to construct validated knowledge of the immigrant learners' experiences and challenges of being in a multilingual school and it produced valuable data that facilitated an in-depth understanding of the phenomenon that was being explored. Cohen, Manion and Morrison (2011) concur that the principal concern is an understanding of the way in which participants create, modify, and interpret their world in which they find themselves, is discursive in nature. In this study, participants will be engaged in one-on-one interviews, focus group discussions, observations and document analysis, which are characteristics of qualitative approaches.

3.2 Research design

De Vos, Strydom, Fouche and Delpont (2011) define research design as the decisions that the researcher takes in planning the study, while Creswell (2009) affirms by defining it as the specific procedures that are involved in the research process. A research design is more than a work plan as its main purpose is to help avoid the situation in which the suggestions do not address the initial research questions (Yin, 2014). A research design is a roadmap, or a blueprint and procedures of how one intends conducting one's research and spans the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell *et al*, 2007 & 2009; Babbie & Mouton, 2008). Creswell *et al* (2007, p.5) further defines it as "...the entire process of research from conceptualising a problem to writing research questions, and on data collection, analysis, interpretation, and report writing". Creswell (2009) suggests that novice researchers should guard against choosing more than one approach in their research and it was for this reason that I foregrounded my research project in a

qualitative approach utilising a case study design. I felt utilising one design (a qualitative case study design) was sufficient in view of what it could do to assist me concerning the aims of the study.

3.2.1 Case study design

According to Burton and Bartlett (2006), it is of vital importance that before engaging in research, guidelines are created which give order and direction to the project, which will keep the researcher focused on a target. They further argue that this is done through research design and methodology. Similarly, Yin (2014) defines a case study as an empirical enquiry that investigates a phenomenon, in-depth and within its real world context. A case study is also a type of design in a qualitative research in which a researcher explores a bounded system or multiple bounded systems, through in-depth data collection (Creswell, 2007). In addition, Thomas (2011) states that a case study is used to gain an in-depth understanding of a single or small number of cases set within their real world context. A case study design was used in this study. The selected multilingual primary school became the basis of a thorough, holistic and in-depth exploration of the experiences and challenges of immigrant learners. Only six immigrant learners became a case analysis within the school as a natural setting. The exploration of the case was characterised by a very flexible and open-ended technique of data generation methods as I was able to probe more questions and participants were able to respond in a manner that was satisfactory to them.

Creswell, Hanson, Clark and Morales (2007) point out that a case study research builds an in-depth contextual understanding of a case, relies on multi-data sources rather than on individual stories. The evidence for this case study came from many sources such as semi-structured interviews with immigrant learners and teachers, focus group discussions with the learners and diary entries by learners as suggested by Yin (2013). He further adds document analysis, archival records, interviews, direct observation, participant observation and physical artefacts as methods of data collection in a case study.

A key strength of the case study approach, Nieuwenhuis (2010) posits, is its use of multiple sources and techniques for data generation. The researcher determines in

advance what evidence to gather and what analysis techniques to use with the data to answer the research questions. A major concern with regard to the use of the case study approach is its lack of representation of the wider population. This implies that the findings from this study cannot be used to generalise about any immigrant learner in a multilingual primary school. It is further acknowledged and affirmed by Yin (2014), that one of the critiques of using a case study design is the concern of the need for greater accuracy in doing a case study research as many researchers do not follow systematic procedures or allow unclear evidence to influence the findings and conclusions.

3.3 Qualitative research approach

Johnson and Christenson (2012) distinguish between three research approaches, namely: qualitative approach, quantitative approach and mixed research approach. They state that qualitative research relies on the collection of qualitative data through the use of words and pictures while the quantitative approach relies on the collection of quantitative data through the use of numbers and that the research can be approached through the use of mixed approaches, that involves the mixing of qualitative and quantitative research methods. McMillan and Schumacher (2006) attest that qualitative and quantitative approaches are also distinguished by different views of human behaviour as quantitative research assumes that human behaviour is highly predictable and explained while qualitative research views human behaviour as being fluid and changing overtime. Moreover, mixed-method research values the characteristics of both qualitative and quantitative research.

Denzil and Lincoln (2013) view qualitative research as committing to the naturalistic perspective and to the interpretive understanding of human experiences. This simply indicates that in the qualitative approach the researcher plays a role of being an instrument to collect data as he/she is the one generating data through the use of data generation tools. Maree (2009) defines the qualitative approach as “an approach that allows one to study people’s experiences in detail in their natural settings, by utilising a specific set of research methods such as in-depth interviews, focus groups, observation and content analysis.” He acknowledges that qualitative researchers

identify how people's experiences and behaviour are shaped by the context of their lives such as society, economic reality and the cultural environment in which they live. Qualitative research also seeks to understand and embrace the contextual influences that impact the research issues as in the case of this study, which will be investigating the reason behind immigration that leads to the experiences and challenges that are being researched.

The study adopted a qualitative research approach as it is grounded in a natural setting. This view is also confirmed in Hennink, Hutter and Bailey (2011) who suggest that a qualitative approach allows the researcher to study people's experiences in detail in their natural settings. This is possible by utilising data collection methods such as semi-structured interviews, focus group discussions and diary entries by the learners and content analysis. Hennink, Hutter and Bailey (2011) further state that qualitative researchers identify how peoples' experiences are shaped by the contexts in their lives and also seek to understand and embrace the contextual influences that impact the research issues. However, Higgs and Cherry (2009) assert that qualitative research also acknowledges human diversity and explores meanings, experiences and, feelings. Similarly, in this study the researcher will explore through immigrant learners sharing their experiences and challenges and also their perceptions about their experiences and challenges in a multilingual primary school. In addition, immigrant learners will also share strategies they have adopted in navigating the challenges with which they are faced. Therefore, using a qualitative research approach enabled me to generate data in the field where the participants experienced the issue under study. The data was generated from immigrant learners in the school context which is regarded as a natural setting and was not intimidating in any manner.

In this study I also explored the impact or the role of the social context (school) in immigrant learners' adaptation process and social well-being. In this way, a qualitative approach allowed for close interaction with all the participants directly and served as a guide to gain an in-depth understanding of immigrant learners' schooling experiences and challenges in a multilingual school. Through the use of semi-structured interviews, focus group discussions and diary entries, participants were

able to engage in a dialogue and also to collaboratively work together in the construction of new knowledge about immigrants and school experiences. In this study, the data that was generated from the research site, which is school, was qualitatively interpreted using words only.

3.3.1 Context of the study

This study was conducted in one multilingual Primary school in Pinetown District in the Province of KwaZulu-Natal. According to the school staff establishment, the school consists of English, Afrikaans and IsiZulu speaking teachers, with IsiZulu being the only African language that is taught at school. As it is stated in the South African Schools Act number 84 of 1996, the admission policy for every school should not be discriminatory on the grounds of race or of any kind and this school is the result of the transformation from the apartheid era to democracy. Prior to 1994, the school used to admit only White children and only White teachers were qualified to teach in the school, but now according to the school enrolment, the school consists of IsiZulu speaking learners, Indian learners, English speaking learners and Afrikaans speaking learners. Only five percent (5%) of learners are immigrant learners whose mother-tongue are different foreign languages as the learners originate from diverse foreign countries.

In this school, the medium of instruction is English. IsiZulu and Afrikaans are regarded as first additional languages. Learners have a choice of either IsiZulu or Afrikaans as first additional language (FAL). The reason for selecting this school as the location for the study is because I am teaching in the school and it embraces the diversity of learners including immigrant learners. This context possibly serves the purpose of this study which is to explore the schooling experiences and challenges of immigrant learners in a multilingual primary school.

3.3.2 Sample and sampling procedures

Cohen, Manion and Morrison (2007) view a sample as a smaller group of a total population while Maree (2007) refers to sampling as the process of selecting an

individual or individuals to participate in the study. In addition, sampling is also regarded as a process, principle and a procedure that are used to identify, choose and gain access to the relevant data sources and to select a portion for the study (Mason, 2010; Niewenhuis, 2010). The study used purposive sampling which Bertram and Christiansen (2014) view as a specific choice made by the researcher about which context, people, groups or objects to include in a sample that contains the most characteristic, representative or typical attributes of the population that serve the purpose of the study. Moreover, McMillan and Schumacher (2006) affirm that purposive sampling is a strategy to choose small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest. Therefore, in consideration of the above definitions, the study was conducted in one multilingual primary school in Pinetown, KwaZulu-Natal. The sample consisted of the participants who were hand-picked by the researcher as they were in possession of the information that best informed the research questions and enhanced understanding of the phenomenon under study (Cohen, Manion & Morrison, 2011). Creswell (2009) shares a similar view and attest that qualitative research is purposeful as it focuses on peoples' experiences.

3.3.2.1 Learner participants

I selected six grade six immigrant learners as participants in the study. The reason for selecting six immigrant learner participants is that they originated from different foreign countries including Nigeria, the Democratic Republic of Congo and Zimbabwe and were between the ages of twelve and fourteen. I have been teaching them for the past three years observing them inside and outside of the classroom. Observing them as participants with other learners motivated me to want to find out about experiences and challenges they encountered as immigrants in a multilingual school. In my observation and my engagement with them in separate occasions as a First Additional Language teacher suggested that, lacking in an understanding of language was mostly a barrier to teaching and learning. The ages of learner participants, being in their early adolescent stage, enabled them to express themselves on issues concerning their cognitive development including their feelings, which is why I decided on grade six as participants. The following participants were all willing to participate in the study and are profiled below.

3.3.2.2 Learner profiles

Josephine: She is a twelve-year-old immigrant learner, who came from Nigeria to South Africa with her parents, doing grade six. Her father is working as a lecturer and her mother is unemployed. She has spent two years in South Africa in a multilingual school. Her mother-tongue is Igbo which is an East Nigerian indigenous language. She is still struggling with isiZulu and English at school. She stated the reason for them coming to live in South Africa as based on the economic decline in Nigeria which intensifies the level of unemployment which affected her mother.

Michael: He is a thirteen-year-old immigrant learner, who came from the Democratic Republic of Congo (DRC) doing grade six. He came to South Africa with his parents three years ago. His father is working but his mother is unemployed. His mother-tongue is Mumbala, but he is also fluent in French. He has a younger sister who was born here in South Africa. He said they came to South Africa because families were fighting and have now found peace here.

John: He is a thirteen-year-old immigrant learner, who was born in Zimbabwe and is doing grade six. He has spent six years in South Africa in a multilingual school. He came with both his parents and his mother-tongue is Shona. He said they came here because his parents were looking for jobs and now both parents are working.

Peggy: She is a thirteen-year-old immigrant learner, who was born in Zimbabwe and is doing grade six. She has spent four years in South Africa in a multilingual primary school. She came to South Africa with her father and stepmother and has a younger brother. They are staying with the house cleaner because her parents are working overseas. Her home language is Shona. They came to South Africa when her biological parents got divorced.

Goodness: She is a twelve-year-old immigrant learner, who was born in Zimbabwe and is doing grade six. Her father came to South Africa to look for a job and three years ago he returned to Zimbabwe to fetch the whole family but her older sister did not want to come. Her home language is Shona.

Joseph: He is a twelve-year-old immigrant learner, born in Zimbabwe and doing grade six. He came to South Africa with both his parents three years ago as they were looking for jobs and now they are both working for an IT firm. His mother-tongue is Shona. He has two older sisters.

3.3.2.3 Teacher participants

I also selected three grade six teachers, that is: one English language teacher, one first additional language teacher and one Life Skills teacher. I selected an English teacher as language is the foundation for learning and a source of communication which can be a barrier to learning and it is the school's medium of instruction. The first additional language teacher (FAL) isiZulu was also interviewed. The reason for interviewing the FAL teacher was because that is where most learners are able to use their mother-tongue but for an immigrant learner it can be challenging. The sample included a Life Skills teacher because it is the subject where learners' backgrounds, feelings and other personal issues are discussed, for that reason, the teacher was able to provide me with the information that concerned the issues that had an impact on immigrant learners' social well-being.

3.3.2.4 Teacher profiles

Mrs J: She is a teacher in her late twenties and was born in South Africa. Her mother-tongue is English and she attempts conversational isiZulu. She has been teaching English to grade six in this multilingual school for the past three years and has experience of teaching immigrant learners.

Mrs K: She is a forty-three-year-old teacher and was born in South Africa. Her mother-tongue is isiZulu and she is also fluent in English. She has been teaching isiZulu from grade one to seven in this multilingual school for the past twelve years. She has been teaching immigrant learners for five years. She highlighted many challenges concerning immigrant learners.

Miss Q: She is a teacher, in her mid-twenties and was born in South Africa. Her mother-tongue is English and it is the only language she understands. She has been

teaching Life skills to the grade six learners for three years. She has experience of teaching immigrant learners.

All the teachers provided in-depth information about immigrant learners as they are directly involved in the teaching and learning processes. Immigrant learners were able to share their schooling experiences and challenges of being in a multilingual school.

3.4 Data generation methods

Creswell defines data generation methods as instruments that are used to generate data in empirical research. Henning (2005) confirms that qualitative research allows the use of multiple data tools to generate trustworthy data and increase validity of the findings. Similarly, Yin (2011) posits that good case studies benefit from having multiple sources of evidence. It was because of this reason that I decided on using multiple methods to generate data which is referred to by Cohen, Manion and Morrison (2011 p.141) as triangulation and define it as the use of two or more methods of data collection in the study of some aspect of human behaviour which assists the researcher to explore deeper understanding of the phenomenon under study. Therefore, this study used semi-structured interviews, focus group interviews and diary studies.

3.4.1 Semi- structured interviews.

An interview is described in Bertram and Christiansen (2014) as a focused conversation between the researcher and the participant. However, Babbie and Mouton (2008); Merriam, (2009) and Yin (2014) state that in an interview the researcher establishes a general direction for the conversation and pursues specific topics raised by the participants as the participant does most of the talking. Thomas (2011) argues that there are three types of interviews that can be utilised when conducting research, namely: structured interviews, unstructured interviews and semi-structured interviews. Lichtman (2006) refers to structured interviews as the interviews where the researcher uses fixed questions, for example when conducting a survey, fixed questions may be used whereas unstructured interviews do not provide any guiding questions.

In gathering in-depth information for this study, semi-structured interviews were utilised with the teachers and learner participants. A semi-structured interview is the type of interview that allows for flexibility in asking and answering questions and allows for probing and rephrasing of questions if not understood or are unclear to the participants (Babbie, 2007). During the interviews I gave participants guidance by using open-ended questions and probing as alluded to in Babbie and Mouton (2008). They further state that probes are more frequently required in eliciting responses to obtaining an elaboration from the participants. Semi-structured interviews proved to be an effective data generation tool as participants managed to provide me with rich data concerning their thoughts with regard to immigration and being an immigrant in a multilingual school

Cohen, Manion and Morrison (2011) suggest that when interviewing children, it is important to understand the world through their eyes. This is because children differ from adults in cognitive and linguistic development, attention and concentration span, and the ability to recall their experiences. Therefore, interviews with the learners were timed to last for 30-45 minutes to capture as much data as possible within their concentration span. Furthermore, semi-structured interviews were used with teachers in exploring how teachers ensured inclusivity of all learners including immigrant learners in a multilingual classroom during the process of teaching and learning, also in enhancing learner-centred approach. Before the interviews were-conducted, assurance of confidentiality was given to the learners and teachers. They were also informed in advance about the purpose of the interview and given a copy of the guiding interview questions. Pre-planned questions did not confine participants' responses but gave them that sense of flexibility, as they were open-ended. All the interviews were audio-recorded with the permission from the participants as suggested in Yin (2011). McMillan and Schumacher (2006) affirm that audio-recording ensures completeness of the verbal interaction and provides material for reliability checks. This view was confirmed as audio-recording allowed me to devote my full attention to the respondent and it saved much time because I did not have to worry about omitting some information writing points during an interview.

According to Dawson (2009), the advantages of semi-structured interviews is that they are not as rigid as structured interviews, in that they allow modification based on the interviewers' perception of what seems most appropriate. However, Creswell (2013) has an opinion that interviews can be time consuming. A similar view is shared in Cohen, Manion and Morison (2011) and in addition to the disadvantages, it is affirmed that this can be subjective and biased on the part of the interviewer. For that reason, I scheduled time for each individual according to their availability for the interview schedule. It was arranged with all the participants that the interviews took place after school so that the interviews did not obstruct school activities.

3.4.2 Focus group discussions.

Krueger and Casey (2009) define a focus group as a special type of group for data generation in terms of purpose, size, composition and procedure. Moreover, as focus group is selected from a wide population that is assembled to stimulate members' views, attitudes and experiences relating to a topic relevant to the research being conducted (Mentor, Eliot, Hulme, Lewin & Lowden, 2011). According to Bell (2010), a focus group discussion (FGD) is another powerful method of qualitative data collection that is undoubtedly effective when in-depth information is needed about peoples' experiences and perceptions. Bell (2010) suggests that in a focus group, participants should be informed about their common factor at the beginning of their discussion and that focus groups should be carefully balanced in relation to the age, sex or ethnic status. To adhere to this suggestion, before the beginning of all the interviews, I informed all the learners why I selected them for my study, making sure that the selection does not depict inclusivity versus exclusivity or any form of discrimination. I also informed the teachers why I requested them to take part in this study. In this study, ethnic similarity applied as all the learner participants were immigrants.

I used focus group discussion (FGD) as an interactive discussion between six to eight pre-selected immigrant learner participants with similar characteristics. However, Babbie and Mouton (2009) are not specific with the number of participants as they suggest that the number of participants should be enough that the focus group does

not end up losing its value. By value, Chilisa and Preece (2005) confirm that if the number is too many, other learners are unable to participate or if the number is too few it does not provide the researcher with enough information. On the other hand, Krueger and Casey (2009) suggest engaging learners (children) in a focus group discussion requires consent from the parents, I therefore requested consent from the parents as this study used focus group discussions with immigrant learners. The questions for the focus group discussions were carefully pre-determined such that they were easily followed and understood by the learner participants as indicated in Bell (2010).

Focus group discussion afforded shy learners and those who were not brave enough to individually respond in one-on-one interviews to certain questions, with an opportunity to express themselves freely. This method, according to Creswell (2009), provides the participants with an opportunity to share their views and exposure to a wide range of ideas. He further highlights that group discussions encourage interaction among learners and therefore, group discussions were deemed less intimidating. I found group discussion to be more rewarding because I repeated some questions that I already asked on individual sessions and discovered that some learners responded more freely and clearly than when they were being interviewed individually. Some of them elaborated more on their responses than previously.

The interaction within focus group discussions enabled me to observe how participants incorporated the viewpoints of others in structuring understanding of their experiences-which was the focus of my study. Furthermore, focus group discussions brought into contact several perspectives such as the topics and ideas that were expressed which helped me in identifying questions and other important aspects of the phenomena to pursue in my study (Ary, Jacobs, Sorenson & Walker, 2014). However, some learners displayed shyness, as they were passive during discussions.

3.4.3 The diary entries

Bolger, Davis and Rafaeli (2009) refer to a diary as a record with entries by date where people provide frequent reports on the daily events that may include a person's experiences, thoughts, feelings or events. The person may express his/her feelings through the diary, which otherwise would never be made public and that the diary in its ideal form, is unsurpassed as a continuous record of the subjective side of a person (Babbie & Mouton, 2008). Diary entries were utilised by learner-participants to record their daily experiences and challenges. Roberts (2006) postulates that keeping a diary is an open form of gathering data where participants record events, thoughts, feelings and behaviours using their own words. He further states that diaries seek to understand the changing experiences and outlook of individuals in their daily lives. I gave diaries to the learners a month before our one-on-one interviews commenced in order for them to record freely all their experiences and challenges. These contained guiding questions and some optional questions where they had to draw, write a poem or paste a picture to express their feelings about their schooling experiences and challenges.

Rule and John (2011) have an opinion that diaries can produce rich data for a case study in a rather informal, non-threatening manner. This simply means that when you engage with your diary it is an opportunity to do self-task or to reflect about your experiences in written form rather than in verbal conversation. Therefore, as John and Rule specify, diaries can provide opportunities for unanticipated data as the participants gain maximum freedom in expressing themselves through writing. Immigrant learners' diary entries enabled them to write freely their daily changing experiences of being in a multilingual primary school, the challenges they encounter and how they navigated those challenges. In addition, recording in a diary allows one to reflect and to devise strategies to do best or improve on what one believes was not done satisfactorily or excel on one's successes. Therefore, the purpose of diaries in this study was to give participants time to express themselves, their feelings and emotions (positive or negative) of which some found difficult to explain or describe about day-to-day encounters. The challenges of using diaries are that as a researcher you have to remind learners every day to make entries in their diaries. I had to remind

them every day and I could notice irritation from some of them as it seemed like a task to them.

3.5 Data analysis

Creswell (2009) defines data analysis as an on-going process that involves reflection about the data collected and has a view that data analysis is conducted concurrently with gathering of data. Similarly, Neuman (2011) state that in general, data analysis means a search for patterns in data, recurrent behaviours, objects, or a body of knowledge. According to Thomas (2011), qualitative data could be analysed inductively or deductively. Inductive reasoning works from raw data that has been generated to the themes, patterns and categories.

In this study, I analysed generated data inductively following Braun and Clarke's (2006) thematic analysis. Thematic analysis is defined by Braun and Clarke (2006) as the method of identifying, analysing and reporting patterns with the data, which organizes and describe the data. In addition, Holloway and Todres (2013) regard thematic analysis as a foundation method for qualitative analysis as it provides core skills in conducting analysis. Moreover, Green (2007) affirms that analysing data is a critical process where the researcher has to examine the generated data and transform it into a coherent account of findings.

To analyse data thematically, I firstly familiarized myself with the data that I generated by transcribing the data. Thereafter I did a thematic reading where I continuously read all the transcribed interviews which enabled me to form the codes on the data as they identified the features of the data that appeared. Codes are defined by Marshall and Rossman (1999) as a formal presentation of analytic thinking that involves generating categories and themes. Codes also helped me to organize the data into meaningful groups. After all the data was coded, I sorted the codes into potential themes and sub-themes. Auerbach and Silverstein (2003) refer to themes as a collection of ideas that are closely related. In addition, Cohen, Manion and Morrison (2011) affirm that data analysis involves organising, accounting for and explaining the

data from the point of view of the participant. While Creswell (2009) states that the main process in data analysis is making meaning of the data, I interpreted the data using a paradigm, reviewed literature and theoretical framework that underpinned this study.

3.6 Issues of Trustworthiness.

Credibility and trustworthiness refer to the reliability of the tools used to generate data and the validity of the data collected. In addition, Creswell (2009) states that validity is one of the strengths of qualitative research as it determines the accuracy of the research process from the standpoint of every participant. To ensure credibility and trustworthiness of the data I used three data generation tools, that is, individual interviews, focus group discussions and diaries, which Flick (2006) refers to as triangulation. Moore, Lapan and Quataroli (2012) regard triangulation as finding agreement among evidence collected from multiple resources. Triangulation elicits the various and divergent constructions of reality that exist within the context of the study (Babbie & Mouton, 2008). To ensure that credibility is achieved, a prolonged engagement with the participants was done through one-on-one interviews and focus group discussions. To further enhance trustworthiness and to capture all the information, all the interviews were audio taped with permission from participants as stated in Yin (2011) and Cohen, Manion and Morrison (2011). In qualitative research, the researcher has to be careful not to generalise the findings as the participants are not representative of the entire population. After conducting interviews, I took the transcriptions to the participants to read and confirm correctness of interpretation and to verify if there was no manipulation of data, which Creswell (2009) describes as member check.

3.7 Ethical Considerations

Ethics are the systems of moral principles by which an individual can view or judge their actions as right or wrong, good or bad (Denscombe, 2009). Firstly, as a registered Masters student, I applied to the University of KwaZulu-Natal Research Office for ethical clearance and permission to conduct this study. Thereafter, I requested permission from the Department of Education and the principal of the selected multilingual school to conduct this study. In addition, permission letters and

consent forms for teachers were utilised. To request permission from the parents to allow their children to participate in the study, learner assent forms, permission letters and informed consent forms were sent to the parents as learners in a primary school are regarded as minors. Ethical considerations including protection of rights of the participants, anonymity and confidentiality which are the promises that participants will not be identified or presented in recognisable form were in place. All the participants were guaranteed confidentiality which meant that the information given to the researcher was not to be disclosed to others, except in reporting research results as agreed, and that the information was not to be used for any purpose other than the research. Cohen, Manion and Morrison (2011) also state another way of protecting a participant's right to privacy which is through the promising the participant, confidentiality. With the above statement in mind, to emphasise the confidentiality of the information and the protection of the participants, I assured the participants that I would not reveal information that would clearly identify them or their schools and pseudonyms were used. In addition, Creswell (2013) indicates that the participants should participate in the study voluntarily and were allowed the freedom of withdrawal from the study at any time and stage. Participants were then asked to voluntarily participate in this study. The researcher also assured the participants that the tape-recorded interviews and all the transcriptions would be maintained in strict confidence and held in a secured place.

3.8 Chapter summary

This chapter presented an interpretivist paradigm, qualitative research method and case study design as they are employed in the study. Data generation tools were also presented, that is semi-structured interviews for both immigrant learners and teachers, focus group discussions for the learners and diary entries by the learners. In the next chapter, I raise discussion in consideration of the research questions using data that was generated which became the findings of the study. In conclusion, I discussed the theoretical framework that guided the study with the lens through which to examine the research topic.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

The previous chapter focused on research design and methodology that the study employed. This chapter focuses on the presentation of data and the discussion of findings generated from the field. The presentation and discussion of findings is organised according to the themes and in some sub-themes that emerged from the data generated through semi-structured individual interviews with learners and teachers, focus group discussion and diary entries with learners. Verbatim quotes are utilised throughout the presentation to strengthen and substantiate the research findings. In addition, the findings are probed, analysed and evaluated within the context of the literature reviewed and the theoretical framework. To ensure confidentiality and anonymity, pseudonyms were used during one-on-one semi-structured interviews and focus group discussions. The interview questions derived from the three research questions are as follows:

1. What are the schooling experiences and challenges of immigrant learners in a multilingual primary school?
2. How do these experiences and challenges impact on immigrant learners' social well-being in a multilingual primary school?
3. How do immigrant learners navigate the challenges they are face in a multilingual primary school?

4.2 Presentation, analysis and discussion of findings

The following data is presented under the themes and sub-themes that developed, drawing from audio-recorded semi-structured interviews, focus group discussions as well as diary entries.

4.2.1 Learner experiences in a multilingual primary school.

Data generated through semi-structured interviews with both teachers and learner participants, focus group discussions and diary entries with learners indicated

immigrant learners' experiences in a multilingual primary school in South Africa (SA), a host country. Discussion of findings in this theme will include general positive and negative experiences and their effect on the immigrant learners' social well-being.

4.2.1.1 Positive experiences, how they impact on learners' social well-being.

There are a number of positive experiences that learner participants highlighted including adaptation to the new environment, location of the school, networks that support the school, developing friendship, racial diversity and sporting activities. Through probing, learners displayed a positive attitude towards the host country (SA) which was emphasized in their responses where they highlighted the years they have spent in this school. To me this suggested they were still enjoying being in this school and were currently well adapted to the country's and school's culture. Some made comparisons of their experiences with what used to happen in their home countries. On sharing their general thoughts, Josephine said:

I have been in this school for two years and I am very happy being here. My father says there is a good education here in South Africa. In my country, Nigeria, once you finish Grade five you don't do Grade six and seven but you do a certain test and go to Grade eight, anyway you finish school at a young age but we don't have opportunities like here. There are many opportunities for all of us as learners, as long as one is involved in various school activities like sports. Teachers treat all the children equally, irrespective of your background or ethnic group. I also have good friends although sometimes I feel that they get tired of speaking English for my sake and end speaking isiZulu which I do not understand.

(Josephine, a grade six learner)

Goodness shared similar positive experiences as Josephine and she stated:

I have been in this school for 4 years and I am very happy because I am learning different languages and teachers in this school are very nice and dedicated. I am also very happy being in South Africa because it is a beautiful country. The school is close to my home and all amenities, everything is close and convenient. The school also organize educational tours and we always

enjoy ourselves. There are people from different companies who visit our school for us to benefit from what they bring to school. These include people such as nurses from clinics, people who come to teach the girls about puberty who also gave us free pads (sanitary towels). Also there is a Psychologist who comes to our school twice a month to help us with our problems and areas in which we struggle. psychological well-being. This is the best school ever!

(Goodness, a grade six learner)

John also articulated positive experiences, adding benefits he has gained being in this school. He said:

I have been in this school for 6 years, I love being in this school because I have made friends with children of different races and we learn different languages, developing good friendships has been one of the best experiences while in this school. When I first came here, I joined the wrong group of friends but now I have best friends who teach me a lot about good behaviour. I have also learnt about different cultures as we visit each other during weekends.

In his diary John wrote:

I feel at home when I'm at school because I feel the acceptance and I feel that I belong, I'm very happy. I do not have friends at home only here at school. My life here at school is more fulfilling that I miss school a lot when I am at home.

(John, a grade six learner)

Michael echoed what two learners said about being in new context and said:

Being in this country and in this school is like being in heaven mam. I am very happy to be in South Africa, it is really a beautiful country and people are very nice here, even teachers in this school are very nice. If the teacher is shouting, I know that its' because I did something wrong and I know that teachers here want what is best for us.

(Michael, a grade six learner)

Moreover, Peggy also stated that:

Being at school is like being at home. I feel more comfortable being at school with my friends because they make me feel welcome and they give me that sense of belonging. The friends I have at school now are different from the ones I had before because the ones I had, did not care about me. I do not even have friends that I can trust at home because they used to treat me unfairly. I trust my friends at school more than I trust anyone.

(Peggy, a grade six learner)

In addition to the learners' positive experiences, through focus group discussion learners shared how sports and extra-mural activities play a valuable role for their positive adaptation to the new context. It was also clear that participation of immigrant learners in extra-mural activities is an integral contribution to the learners' positive experiences. Most learners revealed how happy they were being in this school. Among other reasons was that except being in class, they are doing different activities which they did not do while in their country of origin.

This is what John said:

I used to be known for being rude and naughty which caused the teachers not to like me. Now that I have changed, having good friends and behaving well, all the teachers like me, they are all noticing how best I am with different sports. My team sometimes depend on me to win and nobody is even thinking of using discriminatory words to me as it used to happen to me, except that they want to be close to me because I get attention for all the good reasons and also I don't have to be born in South Africa to pursue my career in sports.

(John, a grade six learner)

Peggy affirmed what John said and stated:

Even though I had bad experiences at home and here at school, sports always made me feel important, especially netball. Everybody always said I was good because I am tall, I never experienced discrimination of any kind. However, it

took me a very long time to participate in sports because with all the teasing and all other negative things that was said to me, my self-esteem was very low that I didn't think I was good enough for anything.

(Peggy, a grade six learner)

Similarly, Josephine shared a similar sentiment and stated:

In my old school in Nigeria we did not have beautiful school like this one with swimming pool. We also did not do many sports like here. Even though I do not do well in other subjects like isiZulu, I know I always have an opportunity of doing well in hockey and netball.

(Josephine, a grade six learner)

4.2.1.2 Negative experiences, their effect on learners' social well-being and how immigrant learners navigated these challenges.

While learners had positive experiences, they also had to share their negative experiences of being in a new context. Most of their experiences shared suggested that it was mostly the occurrences from when they first arrived in the country in a new school. That time was still vivid with mixed emotions because of immigration processes. The data from one-on-one interviews revealed that learner participants had experiences attached to emotions resulting from a myriad of perceived reasons including discrimination and identity. The data also revealed that these negative experiences were aggravated by learners' attempt to seek sense of belonging and navigating the negative impact of those challenges. This is what John said:

I have had many challenges where other learners would discriminate me because of my skin colour. They clearly knew from my skin colour that I was not one of them, that I was not a South African. They used to call me terrible names like load shedding, black chad, darky and all other hurting things. Because they were teasing me, I used to tease them back, they would report me and the teachers used to listen to their side. This led to me being known as a rude and naughty boy.

John added to the feelings that other learners used to evoke in him and said:

Other learners used to laugh and make fun of me if I cut my hair bald, as it looked different from others. When we were given letters to our parents, learners would laugh at my fathers' surname, which I think is the reason why I am using my mothers' surname although all the school letters are addressed to my father.

During our focus group discussion this is what John said with regard to dealing with the challenges and the impact of those challenges on his social well-being:

As I desperately wanted to belong to a group and not be discriminated, I used to have very bad friends and I used to get into lot of trouble. I used to like swearing, and those bad friends used to teach me all kinds of vulgar language in isiZulu which I didn't understand properly at that time. I used to copy bad boys because I could see them getting a lot of attention and I thought I needed to do what they were doing in order to be recognized. I was too hyper active and I would distract the whole class and I was always called at the office for my bad behaviour. While I was in that stage I ended up not having any friends because other learners were scared to come close to me as I was known by the whole school for being a naughty boy who is rude to the teachers. I used to feel lonely, while on that I could just think about all the bad things that other children used to say to me.

(John, a grade six learner)

Peggy had a similar experience about being called bad names and discriminated against because of how she physically looked. She said:

Other learners used to call me bad names because of my skin colour. They used to say I am too dark as if I was selling coal. They said most of these nasty things, even though I did not understand the language but I knew and I had a feeling that what was being said was terrible.

Similarly, Peggy also shared her negative experiences during our focus group discussion concerning her navigation and the impact of negative experiences. This is what she said:

Whilst trying to deal with all the negativity around me, I used to take it out on my teacher by being rude to her and that used to get me into lot of trouble. I used to feel emotionally unstable, withdrawn and would seat alone at break times while thinking about all the things that other children would say to me. I didn't do well in class as I used to get distracted easily and lose concentration while thinking about all the negative things that used to be sad to me and also thinking about other things in my life.

(Peggy, a grade six learner)

Added to semi-structured interviews' negative experiences, data analysed from the focus group discussions with the learners further suggested the lack of feelings of acceptance and safety from their communities based on the first hand lived experiences (qualitative research) as causes of negative experiences in South Africa. This is what Goodness said:

I do not feel safe when I am outside of school because of Xenophobic attacks, particularly in my flat. I feel that people can come and attack us anytime. One day some scary men came to my house and ask me funny things, also asked who was in the house, I got very scared. I have seen so many terrible things and attacks on television where immigrant people were killed and burnt because they were not South Africans. I feel that I'm safe here at school because nobody can come and attack the school. Nobody discriminate against me because I am from Zimbabwe. When I first came to school only one boy said to me he cannot talk to me because I am a Zimbabwean girl and I don't know isiZulu, after reporting him nothing of that sort ever happened again.

(Goodness, a Grade six learner)

Similarly, John also shared a similar experience about an unsafe environment, especially in the community and he stated that:

*I get scared when I see people being attacked and killed because they are coming from outside countries, and one of my relatives was once attacked. My worst experience was when I saw my uncle being attacked and called **Kwerekwere** because of his complexion and accent. I prefer spending time at school with my friend and teachers who cares. I know it is safer at school.*

(John, a grade six learner)

For immigrant learners, school seemed to be the system that provides the necessities which enables them to cope with the challenges they encountered. The responses by the learner participants indicated that immigrant learners go through positive and negative experiences within the school context as well as in their communities. The recurring factors that contributed to their experiences were numerous. The declaration of having good friends with good teachers suggests that even though they encountered numerous challenges, especially on their arrival they still regard the school context as effective for their positive adaptation in a host country. Establishing friendships indicate a sense of belonging, which contributed to their positive experiences. This confirms Lee and Hawkin's (2015) argument that school plays a major role in the incorporation of immigrant learners into the host country, the manner in which they are treated by the teachers and their peers influences their understanding of who they are in the new context. This suggest that as immigrant adolescents experience challenges of moving into a new context and unfamiliar with diverse culture, friendship is likely to bring about feelings of security, social support and companionship. School based friendship may contribute to students' sense of belongingness to the school and the development of feelings of security and acceptance. Through the benefits that friendship provides, learners may be better prepared to deal with social, behavioural and emotional demands of adolescence (Georgiades, Boyle & Fife, 2013). This view was confirmed by learners who went through numerous challenges but gave credit to having good friends for the way they feel now about being in South Africa.

Regarding the data that was generated concerning how learners navigate the challenges of being in a multilingual context, it was clear that most of them depended on school context and on friends for adaptation and to develop a sense of belonging. Seeking recognition, a sense of belonging and searching for identity, adolescents are likely to experience struggles, and have to allow assimilation and identification within the context to the dominant cultures through adaptation (Vandeyar, 2012). Immigrant learners' experiences have a huge impact on their academic performance, although

school contextual variables predict children's perceptions of discrimination and ethnic identity. Contexts such as school also influence whether those perceptions of discrimination and ethnic identity are in turn connected to academic outcomes (Nasier, Rowley & Perez, 2015)

Amongst the positive experiences of immigrant learners, extra-mural activities also proved to be an effective source for finding a sense of belonging and adaptation for immigrant learners in a foreign context. During our focus group discussion, most learners felt that delaying participation in extra-curricular activities and sports added to the feelings of exclusion in curricular activities and they felt like outsiders. This also affected their self-confidence. It is interesting to note that some participants had low self-esteem because of what was said to them about how they look and the way they speak. All these involve the use of language, which proves how much language can be used to silence, exclude and include people. To confirm this, literature endorses that the issue of language for immigrant learners added to the already existing emotional instability which may impact negatively on the learners' social-wellbeing (Perez,2011; Bangeni & Kaap, 2007). They also said after they started participating in different activities, they realized that it was helping them cope with all the challenges and they felt acceptance. Some of them expressed that they were now very happy being in this school because except for learning in class, they were doing different activities that they did not do while they were in schools in their countries of origin.

Sport has proved to be a uniting mechanism even for people coming from different nations. The emphasis on literature about participation in sporting activities is that it eliminates prejudices and reduces the danger of social alienation for minority groups, while at the same time it offers opportunities for intergroup contact based on constructive rules of participation, and can therefore be an effective means of immigrant youth integration (Morela, Hatzigeorgiadis, Kauli, Elbe & Sanchez, 2013; Makarova & Herzog 2014). I also feel that participation in sports usually benefits learners and may boost their self-esteem. This has been confirmed in many studies that even if the learners are not performing well academically, participation in extra-curricular activities and sports assists in the development of confidence.

On our discussion, immigrant learners confirmed this view when they displayed how happy they are for participating in different sports and how sports and swimming make them feel a sense of belonging. Furthermore, more literature confirms the responses from the participants concerning the way they feel if they are participating in activities such as sport. Stets and Burke (2014) affirm that if immigrant learners feel a sense of belonging by feeling accepted through taking part in a social group, their identities are then verified which causes the learners to feel self-worth which are positive to their self-esteem. However, with the negative experiences that were shared by learner participants which included their physical appearances and their identities such as their surnames, the impact on their self-esteem and social wellbeing is likely to be hugely affected as it concerns the things that cannot be changed. Moreover, being isolated during playtime and not being able to communicate with their peers, impact negatively on the immigrant learner social wellbeing.

Immigrant learners' experiences in the school context confirms what is stated by the theory that underpins the study where Bronfenbrenner (1977) states that the primary relationship that an adolescent should have is the one that provides a sense of belonging and care. In addition, he regards teachers and learners as elements of the system that fulfil an important secondary role for the effective adaptation of immigrant learners and to strengthen their social-wellbeing, and to create an environment that welcomes the immigrant learners.

The feelings reiterated by most participants were that it was not easy for them as immigrant learners when they first came to this school. Apart from what could be interpreted as perceived discrimination, they confessed they did not feel confident to participate in any activities. Immigrant learners' turnaround of the way they feel confirms Bronfenbrenner's chronosystem as it clarifies that the developmental time affects the interaction between systems as well as their influences on individual development. Data generated from focus group discussions specify the change of attitude and raised level of confidence when they began to participate in various

activities. Batras' (2013) findings confirm that lowered self-esteem impacts negatively on individuals who are searching for their identity in a social context. If engagement with social context is not positively acknowledged, persistence of self-doubt can have an adverse impact on the self-esteem of a developing adolescent learner.

To conclude this theme, it is apparent that the education system is usually the largest single institutional network and body of skilled people who interact with children daily. In many ways this makes schools which are referred to by the theory that underpinned this study, as a potential source of care and support for vulnerable children. Immigrant learners become vulnerable to different types of discrimination and prejudice because of their background. The next theme analyses the challenges during teaching and learning in a multilingual primary school.

4.2.2 Teaching and learning experiences in a multilingual primary school.

Findings that emerged from semi-structured interviews with the teachers and learners, suggested the challenges that are experienced by both the learners and teachers during the teaching and learning process. Upon analysing the data, it became clear that most of the immigrant learner participants become irritated because of lack of communication between themselves and the teacher. The reason put forward for this attributed to language as a barrier to teaching and learning. The feelings of exclusion in class discussions and during the process of teaching and learning are not easy to overlook. Some confirmed developing feelings of frustration and use silence as a coping mechanism. Lack of proper support from the teachers is also highlighted as one of the frustrations that were experienced.

To attest to the above, Josephine confirmed the following:

In my country we were learning in English, but the type of English that is used here in South Africa differs from the English that I am familiar with and it causes confusion sometimes. In most instances, I miss what the teacher is teaching because I fear to ask. One other problem is that I am not used to being taught by other races except for Nigerian teachers who are only black.

In this school, there are White teachers, Indian teachers and African teachers. Their accents or the way they pronounce words are different from mine, I try very hard to make sense of what the teacher is saying but I get lost even more. I find communicating with other learners in English a challenge too. They would indicate that they cannot hear me because of my accent. Also the way in which Mathematics is taught is totally different from the way Mathematics is taught at home (my country of origin). When we are learning isiZulu, I face many challenges because the teacher usually does most explanations in isiZulu. When I try to ask the teacher or other children, they would laugh at me because of the way I pronounce the words. I used to get very angry if they laugh at me but I made peace with it and told myself that I will not allow them to annoy me.

To confirm what transpired in her response in semi-structured interviews, Josephine highlighted her concerns about how language of teaching and learning and additional language in a multilingual school has affected her progress in class. She also stated her wishes in writing and said:

I just wish that I could be fluent in English as it is the language used in class and learn more isiZulu which is the most spoken African language so that I can be able to do well in class and be able to communicate properly with others and do better in my isiZulu lesson. In that way I will be proud of myself when I go back to Nigeria that I have learnt another language in South Africa.

(Josephine, a grade six learner)

Peggy echoed what Josephine said, highlighting how the challenges of not understanding languages taught in school affected her self-esteem. She said:

I experience challenges especially during isiZulu lesson because most of the learners speak isiZulu. Generally, I am not a shy child but I would feel shy to ask teachers in class because other learners will laugh at me if I ask in front of them, they always do.

(Peggy, a grade six learner)

Goodness's response suggested that lack of communication was mostly caused by accent and pronunciation of words. Her confirmation indicated coping strategies that were based on frustrations and perpetuated isolation and feelings of discrimination in class.

This is how Goodness, whose option of additional language is not isiZulu but Afrikaans, expressed her views:

When the teacher is asking a question and I try to make an effort to respond or answer the question, they would always require me to repeat several times, complaining of my pronunciation and my accent. Sometimes I would I decide to keep quiet because I do not like repeating myself. Even now in Afrikaans as well, I do not understand but I cannot ask as I am scared to ask.

(Goodness, a grade six learner)

Seemingly this irritation of "repeat yourself" was felt by most learners in all lessons. This is how John responded:

After asking isiZulu teacher to explain to me for the second time, I feel ashamed to ask for the third time but I just use a dictionary to get the meaning in English. Sometimes the isiZulu teacher would make fun of me and other learners used to laugh at me if I ask a lot, which is why I sometimes keep quiet even if I do not understand. The book that is used in isiZulu is very difficult.

(John, a grade six learner)

IsiZulu as the First Additional Language, seemed to be the greatest challenge of all the subjects and worse, the most spoken by other learners in this multilingual school. Joseph echoed what John and Goodness said about the problems encountered in a first additional language class. He articulated the following:

In isiZulu class, I usually get lost but I ask my friend to help me because I am scared to ask the teacher. However, sometimes I do not ask anyone but just sat there and keep quiet. The teacher would ask me if I understand and I would just pretend as if I understood for the reason that I did not want attention.

Also in other subjects, if I try to participate they always say they cannot hear me.

(Joseph, a grade six learner)

The same difficulty in isiZulu First Additional Language in the data generated from Joseph's diary. He preferred Afrikaans to IsiZulu but his parents insisted that he take the subject, which is not his first choice. He explained this in the following manner:

Every day when I go for isiZulu lesson I get frustrated because I don't want to do isiZulu, I wants to do Afrikaans as all my friends are doing Afrikaans, my parents are forcing me to do isiZulu saying it is good for me but I don't understand it.

(Joseph, a grade six learner)

Upon the analysis of the semi-structured interviews with the teachers concerning the challenges during the teaching and learning processes, it emerged that the main challenge between the teachers and immigrant learners was the language. While they all emphasized the importance of acquiring language for effective teaching and learning, for the learners who could not comprehend in English which is the language of teaching and learning, it was a great challenge. Teachers shared their concerns, mainly about their inability to code-switch as they also did not understand any other languages, not even isiZulu, as a perceived gap.

Miss Q expressed the challenges and difficulties of teaching an immigrant learner by saying:

It is difficult to teach learners whose mother tongue are not the schools' medium of instruction which is English, since I cannot code-switch as I am not fluent on isiZulu which is the mother tongue to most learners, I am able to use other learners to translate for those who do not understand. By using other learners, I am certain that no learner is left behind. About immigrant learners it is always a challenge because English is the only language that links us. There is no one who could intervene by translating English using their country

of origins' languages. This is not an ideal situation and there is this gap which needs some bridging in as far as the language translation is concerned.

(Miss Q, an English teacher)

Mrs J echoed Miss Q's experiences of teaching immigrant learners and shared her strategy to overcome the challenges of language as a barrier to learning by stating the following:

In order to make sure that immigrant learners are not left behind in a class discussion, I just pair them with somebody responsible because I know sometimes they are scared to ask if they did not understand.

(Mrs J, Life skills teacher)

Similarly, Mrs K affirmed what Miss Q and Mrs J articulated and she said:

Language is a big challenge because most immigrant learners do not put enough effort in making sure that they learn isiZulu. I pair them with other learners to help them with translation. For some learners it works and for others it does not work because they do not trust other learners in assisting them. Because of the language being the barrier most of them do not do their homework and the next day they will have an excuse that they didn't understand the instructions and were scared to ask.

(Mrs K, isiZulu teacher)

Teachers further elucidated the challenges that affect their teaching processes. Miss Q, an English teacher positively stated the following:

I think that these challenges have an impact in my teaching by slowing the teaching process as CAPS gives us periods to complete our syllabus. As teachers, we come up with strategies to assist us in progressing effectively while making sure that the needs of every learner are met fairly as stipulated by Inclusive Education White Paper 6.

(Miss Q, an English teacher)

However, Mrs J had a different view from that of Miss Q's regarding the impact of the challenges even though she was not able to expand on her response even when probed. She said:

It does not have a huge impact on my teaching because we are able to help each other as a class so that we cover up for the lost time by getting everybody involved.

(Mrs J, Life skills teacher)

Similarly, Mrs K seemed to distance herself from being affected by the challenges of teaching immigrant learners and language barriers. She reported her strategies as working and as based on how she plans her lessons as the key to successful lessons that she conducts. This is how she put it:

The challenges we face with immigrant learners do not have any impact in my lessons because I plan my lessons properly.

(Mrs K, FAL teacher)

In analysing the responses from the learners and teachers, it was clear that language is in fact the foundation for all learning. This was evident in most responses where language barriers dominated. Findings indicated that immigrant learners had trouble with the English language which is the schools' medium of instruction. Unfortunately, as this is a multilingual school, language of teaching and learning (LoLT) according to the South African Schools Act (SASA), is decided by the School Governing Body (SGB) and is accepted and endorsed in a general parents' meeting. This might look as a just procedure for other learners in a majority, but excludes learners and parents who are a minority such as immigrant learners. Findings from the interviews highlight that exclusion of immigrant learners causes language barriers that result in academic, emotional and social challenges, which also limit them to actively access different schooling programmes. For learners in a multilingual school, English appeared to be hindering immigrant learners to adapt in the classroom culture with ease. Some teachers found strategies of pairing immigrant learners with the learners who were able to assist them in doing their work effectively.

However, being excluded in a LoLT can pose some major challenges especially for immigrant learners since the influence of language proficiency on peoples' ability to express themselves is vitally important in educational contexts as confirmed in Van der Walt (2014). Some negative feelings and behaviours are likely to develop in learners if they feel unattended or their responses not valued in class, which is what was indicated by immigrant learners' responses which they endorsed in feelings drawn inside and outside the classroom. Struggling with the foreign languages intensified feelings of isolation and alienation. These findings corroborate with the literature which states that learners who encounter language barriers are unlikely to do well academically, but learners who are actively involved in their own education, connect to what they are learning, have positive relations at school, and are likely to do well academically (Motti-Stefanidi, Masten & Asendorpf, 2014; Vandeyar & Vandeyar, 2012; Kapikiran, 2013). Furthermore, school success can result in positive future adaptation. It was also evident that the development of all children relies on the effective support of the systems surrounding them and that there should be an integration among the systems as suggested by Bronfenbrenner's Ecological Systems Theory (1977). The success of adaptation of learners and social well-being of immigrant learners relies on the role of parents working together with the school that is referred to by Bronfenbrenner's theory as mesosystems.

Learners' responses concerning the language being a barrier to their learning in a new context, confirmed what Gu and Patkin (2013) found in their study that immigrant learners experience language and cultural barriers in their socialization process and encounter difficulties as being less proficient in English than their peers. During focus group discussion, most learners stated how important it is for them to be fluent in English and isiZulu will enable them to communicate effectively with the teachers and peers. According to Bronfenbrenner, microsystems entails a child's interaction with proximal settings and that a school is a key micro system. However, immigrant learners are assimilated to the host country's cultures and its way of life. Assimilation is referred to by Berry (2006) as the process where people adhere to the way of life of the host country. Moreover, learners also shared the impact of the negative

experiences they encountered such as being discriminated against because of their skin colour and pronunciation of their surnames. This all impacted negatively as it resulted in emotional instability and not being able to concentrate during learning processes.

School can also provide support to the immigrant learners in their effort to develop and maintain a sense of positive connection (Benner & Graham, 2011). This view confirms Bronfenbrenner's theory where he refers to school as a micro system that can help reduce anxiety that children experience by calming the shift into the new context and by assisting the development of social support. School plays a vital role in socialization of immigrant learners, enabling the learner to settle down and start life in a new context.

South Africa has a good education system with sound teaching methodologies, that was also confirmed by learner participants who articulated that they came to South Africa because of the good education. For Smith (2014) this is viewed as a challenge in meeting language barriers, because the education system is still unable to attain these academic goals. Instead of the promotion of the democratically oriented principles, it will essentially be underpinned by undemocratically motivated goals, becoming a source of division rather than social cohesion. The next theme analyses how indigenous language becomes a source of discrimination.

4.2.3 Indigenous language as a source of discrimination in a foreign school.

An indigenous language is native to a region and spoken by indigenous people, which is often reduced to the status of a minority language and is a distinct linguistic sign that a community has been settled in the area for many generations. Therefore, the isiZulu language is the indigenous language spoken in the school of study. Data generated with the learners on how they felt about being in a multilingual school, emerged that learners felt that the most spoken indigenous language seemed to be the main source of discrimination. It was clear from the data generated from one-on-one interviews with the teachers and learners that not understanding this

indigenous language had many implications on how they felt in this class and coping strategies had to be developed. This is how Josephine responded:

Sometimes I feel sad because of the way other children treat me as I don't understand isiZulu which is their mother tongue. Some of them do not want to speak English even when I ask them, some of them said I must change the group because they can't speak English even at break time because of me. If I need more clarity during isiZulu lesson, I have to wait until all the learners leave the classroom before I approach the teacher that I did not understand what was being taught because sometimes the teacher make fun of me

Feeling left out and deceived by friends you trust was incorporated in Josephine's diary entry about how she felt in the isiZulu class and it read:

The girls I was calling friends taught me a Zulu word and said I must say it to another girl giving me a wrong meaning, I only got to know that they mislead me when the other girl reported me to the principal for saying a wrong word to her. They intentionally got me into trouble because I do not understand isiZulu.

(Josephine, a grade six learner)

The intense feeling about isiZulu, an indigenous language mostly spoken by learners in this multilingual school was further emulated by Peggy saying:

I feel irritated during isiZulu lesson because most of the learners speak isiZulu and I feel shy to ask the teacher because they would laugh at me. Also, most of the hurtful things that were said to me were said in isiZulu so that I don't hear what they were saying although I could tell by the look in their faces.

Similarly, Goodness shared a similar experience concerning the isiZulu language, however, she also stressed the positive attitude she experienced from the teachers. She stated:

Most of the learners speak isiZulu, when having class discussions in subjects like Life skills and they end up mixing English and isiZulu, that make feel left out of the discussion because I just loose interest of even participating. When I first came to this school one boy was making fun of me about not knowing

isiZulu and that I am a Zimbabwean girl. After reporting him, nobody ever treated me badly. All the teachers are very nice.

Furthermore, the confirmation in her diary entry indicated willingness to overcome the barrier of languages she was experiencing in school by involving parents. The entry said:

I need to speak to my parents about learning isiZulu, maybe on weekends. Even though I am able to talk to my friend from Zimbabwe in our home language but I want to know isiZulu.

(Goodness, a grade six learner)

Moreover, John indicated how lack of knowing a language can get you trapped in misbehaving and being irresponsible. He had this to say:

I mostly experience challenges when doing isiZulu because sometimes I get lost when it gets deeper. If I do not understand, I disturb other learners asking them to translate for me and sometimes I become a joke just for asking for help. I also used to have very bad friends and I used to get into lot of trouble. I used to like swearing, and those bad friends used to teach me all kinds of vulgar language in isiZulu.

Joseph also shared a similar sentiment concerning the spoken language, sustaining friendship and how not having conversational language as a starter could be excluding and affect your inner sense of self, he said:

I had friends who used to speak too much isiZulu. They used to make me feel like an outsider. I could not be part of their discussions, even when I hear that they are talking about overseas soccer players, which I like the most, but I could not say anything. I'll just smile even though I would smile but I was hurting inside, at that moment I'll be reminded by that situation that I was not born here so I don't belong with them.

(John, a grade six learner)

However, Michael's decision was different from most of the other learners in the sense that for him the belief was to make an effort to learn other languages. This suggests a positive outlook in terms of the perceived situation. Michael indicated the following: sharing his positive attitude to what seems to be the challenge for most immigrant learners.

There are times when I do not understand the language, when other learners speak isiZulu which is the most spoken African language in our school. I do not feel left out but I ask them what they mean and make an effort to learn the language.

(Michael, a grade six learner)

When analysing the findings, I found communication to be a critical issue with learners and issues associated with friendship in adolescence. The majority of participants' views emphasised the importance of language as a means of communication. The distorted reality eventually becomes the course of fear, identity crisis, emotional confusion, stigmatization and struggle with guilt, which could be a barrier to learning. This was also evident in Josephine and John's encounter with other learners, being misinformed or worse, also being made fun of by teachers. However, taking into consideration what Inclusive Education entails, education should provide all learners with a sense of belonging and greater opportunities for academic and social achievements in spite of their language and related barriers. Experiences of understanding indigenous language in this multilingual school for immigrant learners was worse than understanding LoLT. Furthermore, Inclusive Education should ensure that all learners, including immigrant learners should feel welcome and that their unique needs and learning needs and learning styles are valued and attended to (Department of Education, 2001). In addition, Lee and Walsh (2015) state that immigrant learners often encounter deficit perspectives which devalue their cultural and linguistic identities as immigrants form their identities in the context through acculturation (Mbembi-Mafandala, 2014).

Developing friendships in a foreign school for adolescent immigrants can be confusing because identity and language are linked and language is used as a tool to negotiate one's position in the world which Norton (2013); Szabo and Ward (2015) suggest are strongly tied with socio-cultural factors. In the immigrant learners'

responses, frustrating issues and gestures brought by the challenge of the isiZulu language affected the trust in friendship and a sense of belonging. Apart from isiZulu as an indigenous language, from the focus group with the learners, it was clear that immigrant learners had common challenges, even immigrant learners doing Afrikaans as their First Additional Language (FAL). In order to belong or to feel accommodated, the only perception by immigrant learners was the necessity to learn isiZulu so that they can communicate with their peers, which will minimize the challenges.

Not being able to understand the spoken language negatively affects learners' social well-being because most forms of discrimination start from the language (Makoe, 2007). If you meet people for the first time, they listen to your accent and whether you understand their language and they also look at your skin colour and make assumptions and conclusions that you are not from their ethnic group. Responses from all the participants revealed that language is really a foundation for adaptation of immigrant learners because most discriminatory events and immigrant learners' challenging experiences emanated from language barriers which have a negative impact on the learner's social well-being. This is concurred by Potochnic, Perreira and Fuligni (2013) who affirm that discrimination creates structural barriers that limit access to valued roles and hinders the development of supportive social relationships which later result in lower self-esteem. Some of the immigrant learners even feel that if they can learn isiZulu they can do better academically because those who speak isiZulu are able to help each other with translation.

4.2.4 Inclusive teaching and learning

Inclusive teaching refers to the promotion of culture of teaching and learning (CoLT) by the teachers as they are required to effectively implement the principles of Inclusive Education by taking into account all learner needs. Below is the discussion about the teacher's understanding of Inclusive Education and their attitude towards immigrant learners.

4.2.4.1 Teachers' understandings of Inclusive Education and how they ensure inclusivity of every learner in the class.

Data generated on teachers' understanding of Inclusive Education revealed that teachers possessed a comprehensive understanding of Inclusive Education, which includes acknowledgement of the diversity of the learners and their needs. Teachers share their understanding of Inclusive Education. This is what Mrs J said:

To me Inclusive Education is an extremely important way of teaching where as a teacher you teach learners from culturally diverse backgrounds, making sure all learner needs are taken into consideration. Inclusive Education also teaches learners to be tolerant and patient with each other because they get interested in learning about each other's cultures. They learn to appreciate each other and to accept each other even though they come from different backgrounds.

(Mrs J, Life skill teacher)

Similarly, Mrs K stated what is expected of the teacher by saying:

I understand Inclusive Education as an education where as a teacher you teach learners from diverse backgrounds, learners with special needs, having slow and fast learners in one class, all that requiring you as a teacher to make sure that the needs of every learner are met without any discrimination of gender, colour or ethnic group.

(Mrs K, isiZulu teacher)

Likewise, Miss Q echoed what Mrs K and Mrs J had stated by saying:

To me Inclusive Education is to get everyone involved in the process of learning despite their race, gender and involving learners even from outside South Africa, making examples that all the learners are familiar with.

(Miss Q, English teacher)

Teachers elucidated how they ensure inclusivity of all learners including immigrant learners and also how they enhance the culture of teaching and learning. It was also revealed that even though teachers wish to give full support to the learners they are always confused by the language barrier, they cannot even code-switch as teachers themselves do not properly understand any of the indigenous languages, and also the fact that immigrant learners originate from different foreign countries. It becomes even worse for immigrant learners because other learners are able to assist each other using their mother-tongue. Moreover, they shared the importance of knowing the learners' background to evaluate the strategies of assisting each learner as they represent diverse backgrounds. This is what Miss Q had to say:

I had a problem understanding this one child who always wanted me to repeat myself because when you look at them you cannot see the difference as they all look the same, until I got to understand about her background and all the challenges she had with my accent as I seemed to be very fast for her. I also made an effort to communicate with her parents, my relationship with her parent worked very well because I gained an understand of her background which enabled me to be accommodative and supportive to her situation. After every lesson, I would call her and find out what she did or did not understand, after that try to slowly explain it to her

(Miss Q, an English teacher)

Mrs J shared a similar sentiment as Miss Q, on the strategy to pair learners so that they assist each other. She stated:

I ensure inclusivity of all learners in a learning process by pairing immigrant learners with the learners who are able to assist them as it is difficult sometimes to attend to each learner. Even though they help each other, I often monitor if they are still on the right track. If I realize that there is no connection amongst the learners I paired them with, I outsource with the permission from the parent.

(Mrs J, Life skills teacher)

Likewise, Mrs K reaffirmed what Mrs J and Miss Q articulated but she further elucidated how immigrant parents show lack of interest in their children learning isiZulu. This is what she had to say:

I try to show support and ensure inclusivity of all learners during the process of teaching and learning by giving attention to all learner needs. Having an immigrant learner in my class who does not understand our indigenous language (isiZulu) that I teach, I make them seat with the learners who helps them. Although sometimes they do not trust their peers, I try to explain things to them one on one, it is a bit of a challenge because I have about forty learners in class. While teaching a concept, I give many examples, using things they are familiar with. The problem with most immigrant learners is that they do not show interest in learning isiZulu. Even parents of the immigrant learners do not show interest in their children's' isiZulu work as they do with other subjects. In most cases immigrant learners are struggling with isiZulu but the parent won't even come to me so we can have a discussion on how we can assist a child to improve his/her performance. Most of them do not even bother finding out about homework as most immigrant learners do not even attempt to do isiZulu homework.

(Mrs K, isiZulu teacher)

Data was generated through focus group discussion on finding out whether immigrant learners were receiving the support they need from the teachers and that they were not being treated in any manner that is discriminatory, as is stated in the Inclusive Education policies. Data suggested that most learners felt support from the teachers and teachers were sensitive to what they were experiencing as immigrant learners in a new context. This is what they had to say:

Teachers in this school treat all of us the same way. They are not discriminating against me because I was not born in South Africa

(Michael & Joseph, grade six learners)

However, not all the learners feel that teachers are supportive and sensitive to their situations as immigrant learners. This is what Peggy said:

I do not like my teacher because she does not like me, she always blames me for the things I did not do. I think she ill-treat me because I am not a South African. Other learners are telling me that she is a racist". If I have a problem I do not even think about sharing it with my teacher since my parents are not here

(Peggy, a grade six learner)

Likewise, John articulated a similar encounter by stating that:

Teachers are nice but my first additional language teacher used to make fun of me if I ask as a result of not understanding instructions, which used to make me feel that she didn't care about me.

(John, a grade six learner)

Data generated in this study revealed that teachers clearly understands Inclusive Education and are doing all they can to support immigrant learners, as Perumal (2014) alluded that current educational policies regard teachers as transformative intellectuals who are entrusted with promoting South African Constitutional values such as non-racism, open society, democracy, non-discrimination of any sort, human dignity and equality. The interviews also focused on the support, attitude and their opinions on teaching immigrant learners as Inclusive Education focuses on the classroom being the most appropriate environment to provide support to children with barriers to learning such as language barriers. A similar view is also shared in Mashiya (2014) who emphasized the aims of the Education White Paper 6 and the benefits it is intended to have on learners, teachers and the education system. She further pointed out how immigrant learners experience exclusion through the language of teaching and learning instead of benefiting from each learning experience.

Teachers' understanding of Inclusive Education confirms the fact that teachers are expected to identify difficulties experienced by learners and develop intervention programmes to support learners as suggested by Mavuso (2014). For a classroom to be fully Inclusive, educators need to make sure that the curriculum is accessible to all learners in terms of what is taught (content), how it relates to the learners and how the learner learn, in terms of processing what is learnt as suggested by UNESCO (2009). Nevertheless, the strategy used by teachers of using other learners in ensuring that

immigrant learners are not left behind during learning processes, suggests that there is still a major intervention that is needed from the Department of Education in making sure that teachers are enlightened and fully skilled for diverse classrooms. Teachers are regarded as role players in implementing education policies in the Education White Paper 6 (2001), however, Swart, Engelbrecht and Pettipher (2012) argue that teachers should be prepared with necessary skills for every policy to be implemented, such as being trained and supported with suitable skills. The clarities of Inclusive Education provided by literature are strongly aligned with the responses about Inclusive Education from the participants.

During the discussion about the support of learners with the teachers, they articulated that they think immigrant learners need support from the system in order to cope with the challenges of being in a multilingual context, such as being accepted in a context, emotional support and being assured of a sense of belonging, and also to adapt effectively in a new context, that includes the Department of Education, school, teachers and learners. It became clear how inclusion and exclusion affect ones' social well-being. This is supported by Bronfenbrenner's' Ecological Systems Theory (1977) which refers to a school system as a micro-system as it is the social context in which the child has a close contact which has an impact on a child's cognitive, social, emotional and spiritual development. In addition, Parquet and Ryan (2014) posit that the microsystem encompasses the relationships and interactions a child has with immediate surroundings. We all need support in different forms, which can be psychological, emotional, moral or physical. Being supported gives one a sense of belonging and acceptance. A child belongs to a system as suggested by Bronfenbrenner's' Ecological Systems Theory which is based on the idea that human development is inseparable from the environmental context in which a person develops. The focus of the next theme is the involvement of immigrant parents in their children's education.

4.2.5 Parental involvement.

The responses concerning involvement of immigrant parents in the social well-being of their children in a new context, revealed that with the experiences and challenges that immigrant learners are faced with, parents have a major role to play in assisting

learners to effectively adapt to the new context and to navigate the challenges with which are faced,

According to the responses from the English and Life skills teachers about parental involvement of immigrant parents, they articulated that parents are fully involved in their children's education. This is what Miss Q, English teacher said:

I have a good relationship with my immigrant learners' parents, we communicate almost about everything that concern the learner and they assist her with her home works.

(Miss Q, an English teacher)

However, the response from the First Additional Language teacher was contradictory to those of the English and Life skills teacher. Her response revealed lack of parental involvement. She said:

Most parents of immigrant learners show no interest in wanting to find out about the progress of their children in isiZulu. Some of the learners start school late in January or after each term when lot of work has been covered, nobody from home come to report or write a letter letting me know the reason for the learner to start late and to ask what has been done while the child couldn't start school on time. Most of them do not do their homework and it is as nobody cares. I used to write letters to the parents but I could not receive any response.

(Mrs K, isiZulu teacher)

During focus group interviews with the learners, John a grade six learner who went through many challenges because of being an immigrant learner, affirmed positive responses by Miss X and Mrs J with regard to parental involvement by saying:

I got into so many troubles whilst trying to fit in and dealing with all the challenges. The only people who got me out of all the trouble were my parents who gave me good advice which are helping him cope with all the challenges. After listening to my parents and following their advice about behaving in a

good manner and ignoring all the discriminating voices, I am now doing very well even with my studies.

(John, a grade six learner)

Similarly, Michael whose experiences were never negative, had this to say to echo what John shared about his parents' intervention:

I never experience any challenges because my father often tells me that I should always be positive in life. If my friends speak in a language that I do not understand, I ask them for the meaning, that way I get to learn the language.

(Michael, a grade six learner)

However, Peggy, a grade six learner who arrived in South Africa from Zimbabwe with her stepmother and father who left her and her brother with the maid and are working overseas, confirmed how the absence

of parents aggravated the impact of the negative experiences that they encountered in the new context. She said:

I wish my parents were here because I would share with them what I am going through as their absence in my life add more stress to the challenges that I face every day. I used to be in lot of trouble because I was giving my teacher attitude. Since my parents are not staying with us, it also used to get to me and my young brother because everybody will be talking about their parents and we didn't know what to say even though they are alive. I used to miss them a lot, especially when other children were ill-treating me and nobody seemed to care.

(Peggy, a grade six learner)

Similarly, Josephine wrote this in her diary entry:

I know my parents wants what is best for me but you know sometimes being in this school frustrate me as I do not have anyone to speak my home language

with, I just wish we could go back to Nigeria, but then the good life that we have here we won't have it anymore. I sometimes blame my parents.

Upon the analysis of data, it was revealed that parents always have a vital role to play in the adaptation of the immigrant learners in the new context. Most challenges are experienced on their arrival to the new context, the only people that the learners trust at that time are their parents who understand what they are experiencing. It was also revealed that coping with the anxiety of being in a new school in a foreign country, immigrant learners needed their parents' intervention.

For most schools the issue of parental involvement is always an unresolved issue because many parents do not realize the importance and the value of their involvement in their children's' education. Good parents are those who are involved in their children's education, which according to Markose and Simpson (2016), is always vital in that parents are involved in their children's education so that they can understand what the children encounter. The data also revealed that parents do not show any interest in the indigenous language as the FAL teacher shared that immigrant learners show less interest in their isiZulu work and parents do not seem to bother about knowing the progress of their children with regard to isiZulu. She also revealed that learners do not do their homework, however, bearing in mind the issue of the language challenge, language does not only affect learners alone, but also their parents who may not be able to be involved in their children' learning because of the language barrier on their side. In addition, because of poor language ability, parental involvement is important to strengthen the school- home partnership, which is the mesosystem.

Lopez, Alexander and Hernandez (2013) considers parents as agents who can intervene and advocate on behalf of their children regarding adaptation and resisting barriers in education. However, I agree that most parents appear to prefer that their children learn to master the dominant language as a means of getting ahead, however, parents' inability to speak the most spoken languages in a host country and at school

level, limits them from being actively involved in the education of their children. I concur with her being guided by the statements disclosing that immigrant parents only focus their attention on their children learning the language of teaching and learning which is English. This was confirmed by a learner participant who said she does not do her homework because if she did not hear the instructions of the homework properly she ended up not doing it because there is nobody to help her.

The ability to communicate with other learners, especially during playtime where most learners speak isiZulu, becomes a challenge for immigrant learners. However, that area always plays a major role in immigrant learners' social-wellbeing as one learner participant shared how he used to hurt inside because even though he had friends he could not be part of their discussions because of the language difficulty that made him feel left out. Consequently, he did not feel the sense of belonging, which he was seeking from the new context. Adolescents always need to have and feel that sense of belonging to a social group, and Taffel (2010) suggests that school is the suitable context effective for effective adaptation. If immigrant learners can feel that sense of belonging to the social group, their identities can be verified (Stets & Burke, 2014). Moreover, Bronfenbrenner (1977) argues that human development can be best understood by considering the social ecological context in which growth develop.

When teenagers are struggling with life challenges, in some cases they keep bad company for recognition and resort to undesirable behaviour. Immigrant learners also experience the challenges in which they sometimes resort to bad behaviour because they are desperate for acceptance and recognition and sense of belonging. During that period of confusion in their lives, the intervention of parents is always essential. The intervention of parents in their children's social well-being proved to play a distinct role in ensuring that their children cope positively in a foreign context. However, when a child and a parent live apart, even when a separation is related to labour migration, the household environment is obviously disrupted, parental monitoring is diminished, and stress and uncertainty appear (Martellato, Cavanagh, Pickett and Clark, 2016). These disruptions can have a negative effect on the learners' educational progress.

Bronfenbrenner's Ecological Systems Theory (1977) refers to school and home together as mesosystems. The theory suggests that within the mesosystem, there has to be a connection between school and home which are micro system structures, and that is the reason why the involvement of parents is of vital importance. Immigrant learners who have social support such as family and school environment can positively cope with being in a foreign context, especially having good peer relationships which crucial in early adolescents' social and emotional development (Hong, Espelage and Sterzing, 2015). Peggys' experiences confirm what Bronfenbrenner (1977) refers to as exosystem, where a learners' social well-being is affected by what is happening in their families. In this case it is the separation of parents and immigration and then the absence of both the parents which then influenced what they experienced as immigrant learners in a foreign context. The last section is the summation of immigrant learners' experiences.

4.3 Chapter summary

This chapter discussed the findings of the thematically analysed data that was generated through semi-structured interviews with the immigrant learners and teachers, focus group interviews with the learners and diary entries from the learners. The subsequent chapter will conclude the study with the summary of all the themes that emerged from the responses of all the participants.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter thematically presented analysed and discussed data that was generated through the semi-structured interviews with teachers and learner participants, focus group discussions and diary entries with the learners. The discussions also took into account the relevant literature and theoretical framework that were reviewed in chapter two. In this chapter, a summary of the study, conclusions and recommendations based on the findings are presented.

5.2 Study summary

The focus of the study was to explore the schooling experiences and challenges of immigrant learners in a multilingual primary school.

Chapter One introduced the study by outlining the background and the purpose of the study. I mentioned that the study is largely a result of my personal interest and motivation as a teacher teaching second language (IsiZulu) in a multilingual primary school, observing immigrant learners facing many challenges, especially language barriers with teachers and their peers. This chapter also provided the significance, objectives and three critical research questions that informed the study.

Chapter Two presented the literature reviewed that was relevant to the study. The literature included the experiences and challenges that immigrant learners encounter during the immigration process and their arrival in a host country. The literature also included adaptation processes that immigrants experience such as: assimilation to the new context, positive and negative experiences and the impact that these experiences and challenges have in their social well-being. I then presented a Theoretical Framework that underpinned the study, which is Bronfenbrenner's Ecological Systems Theory.

Chapter Three outlined the research design and methodology of the study. The study employed the interpretive paradigm and adopted a qualitative research approach. The

research design that was employed was case study. Purposive sampling was utilised for the study. The data generation methods included semi-structured interviews with immigrant learners and teachers, focus group discussions and diary entries from the learners. This chapter also explained trustworthiness and credibility of the study, which was ensured through triangulation and member checking. Limitation of the study were also presented.

Chapter Four presented, analysed and discussed the research findings. This was structured according to the themes and sub-themes that emerged from the data. The findings revealed that immigrant learners go through negative and positive experiences while in the new context, which affect their social well-being as well as strategies that they utilise to navigate challenges they are faced with.

5.3 Summary of findings.

Conclusions serve to give final comment or judgement about a particular study (Cohen, Manion & Morrison, 2011). As its key aim, the study sought to explore the schooling experiences and challenges of immigrant learners in a multilingual primary school. The conclusions which follow, seek to answer the three critical research questions.

5.3.1 Positive experiences of immigrant learners and its effect on their social well-being.

The findings indicated that sportsmanship provided a sense of belonging and changed behaviour for most participants. A variety of sports such as soccer, hockey, swimming and other sports affected the changed attitudes of immigrant learners, which also transferred the positive feelings directed to them by other learners and teachers and improved learners' academic performance. Most learners shared feelings that suggest that getting involved in extra-mural activities such as sports seemed to play a major role in enhancing immigrant learners' feelings of acceptance, that was the affirmation of Stets and Burkes' (2014) asserting that the feeling acceptance is caused by the participation and active involvement. It appeared to me that participation in sports and other extra-mural activities, alleviates stress and feelings of sadness, which

participants felt helped them to gain sense of belonging instead of feeling like an outsider.

5.3.1.1 Negative experiences and its effect on their social well-being.

The literature that was reviewed about immigrant learners' schooling experiences was supported and confirmed by learners sharing their experiences and challenges in a school context. From the findings, it was evident that immigrant learners experience many challenges such as being discriminated against because of their backgrounds. Physical appearance seemed to be a major factor to adolescents as it affects development of self-esteem. It was acknowledged that being labelled based on how one looks in appearance, brought shame and appearance and painful scars to immigrant learners and it impacted negatively on the learners' self-esteem as contended by Batra (2013). If people make fun of you about your skin colour or texture of your hair, it is degrading and that behaviour is condemned in the Bill of Rights of the South African Constitution. It became clear that some of the immigrant learners' experiences were very traumatic witnessing xenophobic attacks towards their relatives. The sense of security, which is a need for every individual, seemed to be compromised. Immigrant learners shared that challenging experiences had a negative impact on their social well-being. There was a variety of strategies that immigrant learners preferred to use in order to cope with the challenges that affected them emotionally. Issues such as creation of friendships, playtime during breaks, disclosure and participation during class discussions were all treated with silence. Silence appeared to be the most preferred method hence it discriminates and excludes even further. Living in fear and anger would also lead to some learners preferring to spend time alone during break time when other learners are playing.

Friendship development, which for most developing learners and adolescents is important, seemed to be a challenge in school. This included hating school and having a negative attitude towards attending language classes where they would require much assistance from their peers. During breaks and out of school, learners would seek comfort from their family members and make friends with other learners from their home country who speak their mother tongue. Findings suggest that while most immigrant learners tried to seek a sense of belonging, they had to develop new

behaviours that made them feel accepted. For others this seemed to be bad groups but to avoid rejection those seemed to be the best way for them to feel included. Discrimination, alienation, not being loved and name-calling based on ethnicity and colour were recurring themes to describe immigrant learners and to make them feel like they do not belong. Most of the different attitudes showed to immigrant learners suggest that they would frequently compare themselves to their peers, based on their similarities and differences, which resulted in their having lower self-esteem. This perpetuated the feeling of silenced emotions.

5.3.2 Indigenous language as a source of discrimination.

The research findings acknowledged the importance of understanding the spoken indigenous language, which is isiZulu. The hope for most learners was to be more conversant in isiZulu as this can bring some kind of independence, inclusion and the pride as great accomplishments. The focus area in the findings seemed to be isiZulu as the main source of discrimination where native learners discriminate against immigrant learners in different forms using the language. Lack of communication caused by inability to converse in the language of communication proved to be the main barrier both socially and academically. This shortcoming even extended to extra-curricular activities, free play during breaks and in the process of friendship development. This findings were the ratification of Potochnic, Perreira and Fuligni (2013) as they stated that discrimination limits access to valued roles and hides development of supportive social relations which then lowers self-esteem.

5.3.3 Teaching and learning experiences in a multilingual school.

Amongst the issues that were raised by immigrant learners, language as a barrier to their adjustment became a foundation of the challenges concerning their adaptation into a new context. During the process of teaching and learning, native learners would assist each other with translation of English to isiZulu for them to understand, which contributed to immigrant learners feeling isolated. The argument by Gu and Patkin (2013) that immigrant learners experience language and cultural barriers as a result of being less proficient in spoken languages, was confirmed by findings as it was evident that immigrant learners understanding of English as the language of teaching and learning and isiZulu as the language that appears to be the gatekeeper for them in

order to socialise with their peers in a new context is of vital importance. The analysis also reveals that friendships become so important that some of these learners end up not understanding their own interests as they desperately seek acceptance and a sense of belonging.

5.3.4 Parental involvement

The findings indicated that parents seemed to play a major role in assisting learners navigate the challenges they face in their everyday lives although findings further indicate there is still a lack of parental involvement in other areas academically. This was the confirmation of Markose and Simpsons' (2016) as they stated the importance of parental involvement in assisting their children cope with negative experiences. Moreover, it also emerged that even at home most parents prefer that their children do not speak their mother tongue but the emphasis is on learning English as the school's medium of instruction. I foresee this for parents is the only way to support learners so that that they catch up with ease and are able to assist them with homework. To me that seemed like a sign of giving away their originality as accepting acculturation and being assimilated to the host context seemed to be the key point for adaptation of learners as they are not afforded a chance to integrate their own cultures with that of the host country.

5.3.5 Inclusive teaching and learning

Regarding immigrant learners' responses about their experiences, it was clear that they also face indirect exclusion. They feel left out during the process of teaching and learning while the educator thinks that he/she is doing his/her best to implement the principle of Inclusive Education, that is to include all learners during the learning process, ensuring that all learner needs are met and also to give support to all the learners including immigrant learners. The findings also seemed to indicate that whilst language was highlighted as the most challenging barrier to learning, not all learners or teachers were supportive. While they went through challenging experiences, it was also disappointing to notice that some of the teachers were also unsupportive. However, some of these behaviours were not intentional as the findings also indicated that teachers had some difficulty in understanding immigrant learners' accents. It was clear that some teachers do not do what is expected of them as Perumal (2014) attested that current education policies regard teachers as transformative intellectuals who are entrusted with promoting Inclusivity where learners are treated with dignity.

However, teachers on their side revealed that it is challenging for them to teach diverse classes as they have different needs as far as language issues are concerned. Therefore, it is evident that language and communication is a two-way barrier for both learners and teachers.

5.4 Recommendations

5.4.1 Recommendation One

The findings revealed that immigrant learners encounter social and academic challenges from their arrival in the new context, to the time where they seek a sense of belonging and acceptance. Sometimes they end up with wrong crowds because of desperately seeking attention and recognition. Consequently, it is recommended that the school context should work on the recognition of their presence. This can be done by schools organising monitors who will be known to be responsible for the adaptation of the immigrant learners. The school can also enlighten all the learners about immigration, especially teaching all the learners about what it entails and the importance of treating each other as human beings. If immigrant learners are sufficiently well oriented on their arrival and if all the learners and teachers would be enlightened about immigration and being an immigrant, that might decrease discrimination and prejudice towards immigrants.

5.4.2 Recommendation Two

The study found spoken indigenous language (isiZulu) to be the source of social and academic challenges. It was also found that parents do not pay any attention to the performance of their children in isiZulu but only concentrate on English, which also cause learners not to regard it as an important subject, which also confirms the literature reviewed. However, all the learners shared that if they could learn isiZulu, their lives will be better because they will easily communicate with other learners as the majority of the learners in school speak isiZulu as their mother-tongue. It is recommended that the parents of the immigrant learners be made aware from the first day of school, the value of isiZulu as it is more than just a subject that learners have to learn and pass but plays a role in the adaptation of the immigrant learners

5.4.3 Recommendation Three

The study also found that even though teachers understand Inclusive Education and its implementation, there is still a concern with regard to the support that is to be rendered to immigrant learners. The data generated revealed that, most teachers confirmed using other learners in ensuring that there is no learner left behind during the process of teaching and learning as a result of lack of understanding the language. Teachers clearly stated the reason for their strategy was because they cannot understand immigrant learners' mother tongue and that they cannot understand each other because of accent, which might add to the language challenge because the assessment of that interaction is not guaranteed. The recommendation will be that the Department of Education intervene in assisting the educators in accommodating immigrant learners in a manner that does not leave a learner feeling excluded during the process of teaching and learning. If a learner is being assisted by another learner, that learner is likely to lose faith in the teacher as they trust the teacher more than they understand their peers. The department can device a strategic plan that will work on the effective accommodation of immigrant learners in a foreign school context.

5.4.4 Recommendation Four

It was evident that extra-mural activities play a major role in reducing challenging experiences of immigrant learners and ensuring the social well-being and effective adaptation of immigrant learners. It is recommended that the schools provide immigrant learners with more skills where they display their talents, and be given a chance to teach others. That way they will feel a sense of belonging and that their presence adds value to the economy of the host country.

5.5 Future implications of the study

This study was restricted to an exploration of the schooling experiences and challenges of immigrant learners in a multilingual primary school. Future studies in this field should include parents as participants in the study as they have a major role to play in the academic and social well-being and adaptation of their children in a new context. There is also a need for a comparative study where the research will be comparing the experiences of immigrant learners in a school where the medium of instruction is an indigenous language and those learners in a school in which the

medium of instruction is English. Further studies could involve a larger number of schools and respondents. Research also needs to be conducted with the Department of Education to explore the strategic plans they have in place to accommodate immigrant learners.

5.6 Chapter summary

This chapter presented a summary of the study and the main findings. The literature that was reviewed for the study, confirmed by the findings, revealed that immigrant learners go through positive, but mostly negative experiences of being in a new context as a result of their identities. Immigrant learners from different foreign countries shared these experiences and three of the educators who teach them, confirmed the challenges that immigrant learners experience. I concluded that as immigrant learners go through many positive and negative experiences, the school context including, the teachers and other learners have a role to play in supporting immigrant learners, but mostly parents have a vital role to play socially and academically. This means that there has to be a concrete connection amongst micro systems in order for the mesosystem to be formed successfully as benefitting an immigrant learner. This is suggested in Bronfenbrenner's' Ecological Systems Theory that underpinned the study. In this chapter, a number of recommendations based on the findings were made.

Reference List

- Abubaker, A., Vijver, J. R., Mazrui, L., Murugami, M., & Arasa J. (2013). Connectedness and Psychological Well-being Among Adolescents of Immigrant Background in Kenya. *Journal on Global Perspectives on Well-being in Immigrant Families*. 1(1), 95-111.
- Adebanji, O. T., Phathudi, N. C., & Hartel, C. G. (2014). Factors Facilitating the Adjustment of Immigrant Children from Zimbabwe in the Foundation Phase to South African Schools. *Mediterranean Journal of Social Sciences*. 5(3), 512-522.
- Agbenyenga, J., & Peers, C. (2010). Early childhood inclusion: A silver lining in the dark clouds for African immigrant children. *International Journal of whole schooling*. 2(2), 46-58.
- Altinyelken, H.K. (2009). Migration and self-esteem: A qualitative study among immigrant girls in Turkey. *Journal on Adolescence*. 44(173), 149-156.
- Ary, D., Jacobs, L. C., Sorenson, C. K., & Walker, D.A. (2014). *Introduction to Research*. (9th Ed.) USA: Thomson Wadsworth.
- Auerbach, F. C., & Silverstein, B.L. (2003). *Qualitative data: An introduction to coding and analysis*. New York: New York University Press.
- Babbie, E. (2007). *The Practice of Social Research*. (11th Ed.) USA: Thomson Wadsworth.
- Babbie, E., & Mouton, J. (2008). *The Practice of Social Research*. Cape Town: Oxford University Press.
- Bal, A., & Perzigian, A. B. T. (2013). Evidence Based Interventions for Immigrant students experience in behavioural and academic problems: systematic Review of Literature. *Education and Treatment of Children*. 36(4), 5-28.

- Ball, A. F. B. (2009). Towards a Theory of Generative Change in Culturally and Linguistically Complex Classroom. *American Educational Research Journal*. 46(1), 45-72.
- Bangeni, B., & Kaap, R. (2007). Shifting Language Attitude In Linguistically Diverse Learning Environment in South Africa. *Journal on Multilingual And Multicultural Development*. 28(4), 253-269
- Batra, S. (2013). The Psychosocial Development of Children: Implications for Education and Society. 10 (2), 249- 278.
- Bell, J. (2010). *A Guide for First Time Researchers in Education, Health and Social Science*. (5th Ed.). England: Open University Press.
- Benish-Weis, M., Daniel, E., Schiefer, D., Mollering, A., & Knafo-Noam, A. (2015). Multiple social identification and adolescents' self-esteem. *Journal of Adolescents*. 44(2), 21-31.
- Benner, A. D., & Graham, S. (2011). Latino adolescent experiences of discrimination across the first two years of high school: Correlates and influences on educational outcomes. *Child Development*. 82(1), 508-519.
- Berry, J. W. (2006). Context of Acculturation. In D. L. Sam & J. W. Berry (Eds). *The Handbook of Acculturation Psychology*. p.27-42. New York: Cambridge University Press.
- Berry, J. W., Phinney, J. S., Sam, D. L., & Vedder, P. (2010). Immigrant Youth: Acculturation, Identity and Apartheid. *Journal on Apartheid Psychology*. 55 (3), 17-43.
- Bertram, C., & Christiansen, I. (2014). *Understanding Research. An Introduction to Reading Research*. (1st. Ed.) Pretoria: Van Schaick.
- Boelens, H., Cherek, J., Tilke, A., & Bailey, N. (2015). Communicating across cultures: Cultural identity issues and the role of multicultural, multilingual school library within the school community.

- Bolger, N., Davis, A., & Rafaeli, E. (2009). Capturing life as it is lived. *Annual Review of Psychology*. 54(2), 579-616.
- Bourguignon, D., Yzerbyt, V.T., Teixeira, C.P., & Herman, G. (2015). When Does it Hurt? Intergroup permeability moderates the link between Discrimination and self-esteem. *European Journal of Psychology*. 45(1), 3-9.
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*. 3(2), 77-101.
- Braun, V., & Clarke, V. (2013). *Successful Qualitative Research: A practical Guide for Beginners*. London: Sage Publications.
- Bronfenbrenner, U. (1977). Towards an experimental ecology of human development *Psychology*. 32(1), 515-531.
- Bronfenbrenner, U. (1989). Ecological systems theory. *Annals of child development*. 38(6), 187-249.
- Bronfenbrenner, U. (1994). Ecological Models of Human Development. In M. Gauvain., & M. Cole (Eds.). *Readings on the Development of Children* (2nd Ed.). New York: Freeman.
- Bronfenbrenner, U. (1999). Environments in Developmental Perspectives: Theoretical and Operational Models. In S. L. Friedman & T. D. Wachs (Eds.) *Measuring environment across the lifespan: Emerging methods*. Washington D.C: American Psychological Association. Cole (Eds.). *Readings on the Development of Children* (2nd) p. 37-43. New York: Freeman.
- Brown, C. S., & Chu, H. (2012). Discrimination, Ethnic Identity and Academic outcomes of Mexican Immigrant children: The Importance of School context. *Child Development*. 83(5), 1477- 1485.
- Bryan, J., Moore-Thomas, C., Gaenzle, S., Kim, J., Lin, C. H., & Na, G. (2012). Bonding On High School Seniors Academic Achievement. *Journal on counselling and development*. 90(1), 467-480.

- Burton, D., & Bartlett, S. (2005). Practitioner Research or Description of Classroom Practice? Discussion of Teachers Investigating their Classrooms. *Educational Action Research*. 14(3), 395-405.
- Cenoz, J., & Gorter, D. (2015). *Multilingual Education-Between Language Learning and translanguaging*: Cambridge: University Press.
- Chang, B. (2015). The Re-socialisation of Immigrants in a Local Community in Shanghai, China. *International Journal*. 161(1), 211-233.
- Chen, X., Wang, L., & Wang, Z. (2009). Shyness, Sensitivity and Social, School and Psychological Adjustment in rural migrant and urban children in China. *Journal on Child Development*. 80(5), 1499-1513.
- Chisega, S., De Wet, A., & Roos, V. (2014). African Migrants Experiences of Xenophobic Violence in South Africa: A Relational Approach. *Journal of Psychology in South Africa*. 23(3), 501-506.
- Chilisa, B., & Preece, P. (2005). *Research Methods for Adult Educators in Africa*. Cape Town: UNESCO Institute for Education and Pearson Education South Africa.
- Chitando, E., & Togarasei, L. (210). The Church and the 2008 Zimbabwean Political Crisis. *African Identities*. 8(2), 151-162.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6thEd.). London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7th Ed.). London: Routledge.
- Creswell, J. W. (2009). *Research Design* (3rd Ed.). USA: Sage Publications.
- Creswell, J. W., Hanson, W. E., Plano-Clark, V.L., & Morales, A. (2007) Qualitative Research design: Selection and implementation. *The counselling psychologist*. 35(2), 236-264.

- Creswell, W. J. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd Ed.). Los Angeles: SAGE.
- Cross, B., Hulme, M., & McKinney, S. (2014). The last place to look: The place of Pupil's councils within citizen participation in Scottish schools. *Oxford Review of Education*. 40(5), 628-648.
- Cummins, J. (2015). How to Reverse a Legacy of Exclusion: Identity high-impacts educational responses. *Journal on Language and Education*. 29(3), 272-279.
- Crush, J., & Tawodzera, G. (2013), Exclusion and Discrimination: Zimbabwean Migrant Children in South African Schools. *Journal on Migration and Integration*. 15(1), 677-693.
- Dabach, D. B. (2015). Teacher Placement into Immigrant English Learner Classroom: Limiting Access in Comprehensive High School. *American Research Journal*. 52(2), 243-274.
- Dawson, C. (2009). *Introduction to Research Methods: A practical guide for anyone Undertaking a research project*. Oxford: Hoe to Books Ltd.
- Denscombe, M. (2009). *Ground Rules for Good Research, A 10 Point Guide for Social Researchers*. Berkshire: Open University Press.
- Denzil, N. K., & Lincoln, Y. S. (2013). *The Landscape of Qualitative Research* (4th Ed.). London: Sage Publications.
- Department of Education (2002). *Signposts for safe schools: Enabling safe and effective teaching and learning environments*. Pretoria: Government printers.
- Department of Education (1996). *Language in Education Policy*. Pretoria: Government Gazette.
- Devine, D. (2013). Valuing children differently? Migrant children in Education. *Children and Society*. 27(3), 282-294.
- De Vos, A. S., Strydom, H., & Delpont, C. S. L. (2011). *Research at Grass Roots* (4th Ed.). Pretoria: Van Schaik.

- Donald, D., Lazarus, S., & Lolwana, P. (2005). *Educational Psychology in Social Context*. (2nd Ed.). Cape Town: Oxford.
- Donald, D., Lazarus, S., & Lolwana, P. (2010). *Educational Psychology in Social context. Eco systemic applications in South Africa*. (4th Ed.). Cape Town: Oxford.
- Donolue, D., & Bornman, J. (2014). The Challenges of Realising Inclusive Education in South Africa. *South African Journal of EEducation*. 34(2), 28-52.
- Durrheim, K. (2009). Research Design. In M. Terre Blanche, K. Durrheim & D. Painter (Eds.). *Research in Practice: Applied Methods for Social Science*. Cape Town: UCT Press.
- Education for All (EFA) (2005). Global Monitoring Report.
- Eleuteri, F., & Arduino, L. S. (2014). Individual, community and societal effects of the Global Financial Crisis: A Biological Model. *Journal of Risk Analysis and Crisis Response*. 4 (4), 203-213.
- Evans, R. Cleghorn, A., & Badal, B. (2012). Complex Classroom Encounters: A South African Perspective. 5, 136.
- Erickson, E. H. (1950). *Childhood and society*, (2nd.Ed.), New York: Norton.
- Flick, U. (2006). *An introduction to qualitative research* (3rd Ed.). London: SAGE.
- Flick, U. (2009). *An Introduction to Qualitative Research* (4th Ed.). London: Sage Publications.
- Gebre, L. T. (2007). Experiences of Immigrant in South Africa: A Case of Ethiopians in Durban. University of KwaZulu-Natal: South Africa.
- Georgiades, K., Boyle, M. H., & Fife, K. A. (2013) Emotional and Behavioural Problems Among Adolescent Students: The Role of Immigrant, Racial/Ethnic Congruence and Belongingness in Schools. *Journal on Youth Adolescence*. 42(1), 1474-1492.

- Ghaith, G. (2010). Effects of the learning together model of co-operative learning English as a foreign language Academic self-esteem and feeling of school alienation. *Bilingual Research Journal*. 27(3), 41-59.
- Gomez, L. C. A. (2015). Migration and its impacts on children's' lives. A literature Review. University of Ireland.
- Green, L. (2007). Generating Best Evidence from Qualitative Research: The role of data analysis. *Journal of Public Health*. 32(6), 1-25.
- Gu, M. M., & Patkin, J. (2013). Heritage and Identity: Ethnic minority students from South Asia in Hong Kong. *Linguistics and Education*. 24(2), 131-141.
- Hamilton, P.L. (2013). It is not all about academic achievement: Supporting the social and emotional needs of migrant worker's children. *Pastoral care in Education*. 31(2), 173-190.
- Hamilton, R., & Moore, D. (2004). Education of Refugee Children: Documenting and Implementing Change. In R, Hamilton & D. Moore. (Eds.). *Educational interventions for refugee children: theoretical perspectives and best practice*. (p. 106-116). New York: Routledge
- Henning, E., Van Rensburg, W., & Smith, B. (2005). *Finding your way in Qualitative Research*. Pretoria: Van Schaik Publishers.
- Hennink, M., Hutter, I., & Bailey, A. (2011) *Qualitative Research Methods*. London: Sage Publications.
- Hess, S. A., & Schultz, J. M. (2008). Lenses: Applying Lifespan Development. In K. L. Krauss (Eds). *Applying Lifespan Development Theories in Counselling*. New York: Cengage Learning.
- Higgs, J., & Cherry, N. (2009). *Doing Qualitative Research in Practice*. Australia.
- Hilburn, J., Rong, X. L., Parkhouse, H., & Turner, A. (2015). Teaching New-comers Inclusively: Social studies in a new state. *Social studies research and Practice*. 10(1), 41-66.

- Hlatshwayo, M., & Vally., (2014). Violence, Resilience and Solidarity: The right to education for a child of immigrant in South Africa. *School Psychology' International*. 35(3), 266-279.
- Holloway, I., & Todres, L. (2013). The status of the method: flexibility, consistency and coherence. *Qualitative Research*. 3(1), 345-357.
- Hong, J. S., Espelage, D. L., & Sterzing, P, R. (2015). Understanding the Antecedents of Adverse Peer Relationships among Early Adolescents in the United States: *An Ecological Systems Analysis*.
- Hook, D. (2009). Bronfenbrenner's Ecological Theory of Development. In J. Watts., K. Cockroft., & N. Duncan (Eds). *Development psychology 2nd Ed*). Cape Town: UCT Press.
- Hoy, K., & Beyers, W., (2014). An analysis of the South African model of Inclusive Education with regard to social justice. *Africa Education Review*. 8(2), 234-246.
- Idemudia, E. S., Williams, J. K., & Wyatt, G. E. (2013). Migration challenges among Zimbabwean refugees before, during and post arrival in South Africa. *Journal on injury and violence*. 5(1), 17-27.
- Inclusive Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001). South Africa: Department of Education: Pretoria.
- Jantjies, J., & Joy, K. (2014). The Effect of Native Language: A Case of four South African schools. *Proceedings of the 11th Conference in Contextual Learning*.
- Johnson, B., & Christenson, L. (2012). *Educational Research: Quantitative, Qualitative and Mixed Approaches*. (4th Ed.). London: Sage Publications.
- Kail, R. V., & Cavanaugh, J. C. (2010). *Human Development- A life span view*. (5th Ed.) Belmont: Wadsworth
- Kang, E. Y. (2013). Multilingual Competence. *The Forum*. 13(2), 55-56.

- Kapikiran, S. (2013). Loneliness and Life Satisfaction in Turkish Early Adolescents: The mediating role of self-esteem and Social support. *Journal of social Support*. 11(1), 617-632.
- Kayaap, D. (2015). Living with an accent: A sociological analysis of linguistic strategies of immigrant youth in Canada. *Journal of youth and studies*. 15(1), 221-238.
- Kerfoot, C., & Simon-Vandenberg, A. (2015), Language in Epistemic Access: Mobilising Multilingualism and Literacy Development for more Equitable Education in South Africa. *Journal of Language and Education*. 29(3). 177-185.
- Kennedy, L. A., & MacNeela, P. (2013), Adolescent Acculturation Experiences: A Meta-Ethnography of a Qualitative Research. *International Journal of Intercultural Relations*. 40(1), 16-140.
- Kim, E., Hogge, I., & Salvisberg, C. (2014). Effects of Self-Esteem and Ethnic Identity: Acculturation Stress and Psychological Well-Being Among Mexican Immigrants. *Hispanic Journal of Behavioural Sciences*. 36(2), 144-163.
- King, N., & Horrocks, C. (2011). *Interviews in Qualitative Research*. London: Sage Publications.
- King, S. M., & Owens, L. (2014). *The Schooling Experiences of African Youth from Refugee Background in South Australia: Key findings and implications for educational practice*. Britain: British Catalogue Publication.
- Kirchner, T., & Patino, C. (2011). Latin American Immigrant Women and Health: Differences according to their rural and urban origin. *The Spanish Journal of Psychology*. 14 (2), 843-850.

- Kiviruusu, O., Huuru, T., Aro, H., Marttunen, K., & Kala, A. A. (2015). Self-esteem growth trajectory from adolescent to mid-adulthood and its predictors in adolescence. *15*(2), 1-18.
- Krueger, R.A., & Casey, M. (2009). *Focus Groups: A practical Guide for Applied Research*. (4th Ed.). London: Sage Publications.
- Krumm, H. (2004). Heterogeneity: Multilingualism and Democracy. *Utbildning & Demokrati*. *13*(3), 61-77.
- Lau, J., & Ng, K. (2014). Conceptualising the Counselling Training Environment using Bronfenbrenner's Ecological Theory. *International Journal in Advanced Counselling*. *36*(1), 423-439.
- Lee, S., & Hawkins, M. (2015), Policy, Context and Schooling: The Education of English Learners in Rural New Destination. *Global Education Review*. *2*(4), 40-58.
- Lee, S. J., Walsh, D. (2015). Teaching Injustice: One Teachers' work Immigrant English Learners. *Journal on Urban Revenue*. *47*(1), 45-66.
- Liddicoat, A. J., & Taylor-Leech, K. (2015). Multilingual Education: The Role of Language Ideologies. *Journal on Current Issues in Language Planning*. *16* (2) 1-7.
- Litchman, M. (2006) *Qualitative Research in Education. A User's Guide*. London: Sage Publications.
- Lopez, P. B., Alexander, R. A., & Hernandez, S. J. (2013). Equity Issues in Parental and Community Involvement in Schools: What Teacher Educators Need to Know. *Review of Research in Education*. *37*(1), 149-182.
- Makarova, E., & Birman, D. (2014). Cultural Transition and Academic Achievement of Students from Ethnic Minority Background: A content analysis of empirical research in acculturation. *Journal on Educational Research*. *57*(3), 305-330.

- Makarova, E., & Hertzog, W. (2014). Sport As A Means Of Immigration Youth Intergration: An Empirical Study Of Sports, Intercultural Relations And Migrant Youth Integration In Switzerland. *Sport Swiss*. 44(1), 1-9
- Makoe, P. (2007). Language Discourses and Identity construction in a Multilingual South African Primary School. *Applied English Language Studies*. 24(2), 55-70.
- Malsbary, C. B. (2014). It's not just learning English, its learning other cultures: Belonging, power and possibility in an immigrant contact zone. *An International Journal of Qualitative studies in Education*. 27(10), 1312-1336.
- Manning, M. L., & Baruth, L. (1996). Learners at Risk: Three issues for Educator. *The Clearing House*. 69 (2), 239-241.
- Marks, A. K., Patton, F., & Garcia-Coll, C. (2011). Being bicultural: A mixed-method study of adolescents implicitly and explicitly measured multi ethnic. *Identity Development Psychology*. 47(1), 270-288.
- Markose, S. J., & Simpson, A. (2016). I want them better than me: Pedagogical strategies employed by four immigrant parents in the face of perceived form of exclusion by school authorities. *Journal on Race Ethnicity and Education*. 19(3), 659-682.
- Maree, K. (2009). *First steps in research* (3rd ed.). Pretoria: Van Schaik.
- Marshall, C., & Rossman, G. B. (1999). *Dsigning Qualitative Research*. (3rd Ed.). London: Sage Publications.
- Martellato, L. J., Cavanaugh, S., Picket, K., & Clark, S. (2016). Instability in Parent-Child co-residence and Adolescent Development in Urban South Africa. *Studies of Family Planning*. 47(1), 19-38.

- Mashiya, N. (2014). How Inclusive is South African Inclusive Education? A Case study of three foundation phase classes. *Journal for Anthropologists*. 17(2), 599-605.
- Mason, M. (2010). Sample size and saturation in studies using qualitative interviews. *Forum: Qualitative Social Research*. 11(3), 269-288.
- Mavuso, M. F. (2014). Strategies for Facilitating Learning Support Processes. What Can Teachers do to Support Learners with Specific Learning Difficulties. *Mediterranean of Social Sciences*. 5(2), 455-460.
- Mbatha, T. (2014). Teaching literacy in linguistically diverse foundation Phase classroom in the mother tongue: Implications for teacher education. *Alternation special Edition*. 13(1), 236-256.
- Mbembi-Mafandala, J. (2014). Congolese Migrant Learners' Language, Literacy and Learning in Primary School in Cape Town. University of Cape Town: South Africa.
- McBrien, J. L. (2011). The Importance of Context: Vietnamese, Somali and Iranian Refugee Mother Discuss Their Settled Lives and Involvement in their Children's Schools, Compare: *A Journal of Comparative and International Education*. 41(1), 75-90
- McDonald, K. M. (1989) Building Respectability in Sociology. *Article thumbnails – Sociology*, 23 (1), 55-80.
- McMillan, J. H., & Schumacher, S. (2006). *Research in Education: Evidence-Based Inquiry*. (6th Ed.). Boston: Pearson Education, Inc.
- McMillan, J. H., & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry*. (7th Ed.). New York: Longman.
- Meda, L (2013). Refugee Learner Experiences: A Case of Zimbabwean Children. *School of Education: University of KwaZulu-Natal: South Africa*.

- Meda, L., Sookrajh, R., & Maharaj, B. (2012). Refugee Children in South Africa: Access and Challenges to Achieving Universal Primary Education. *Africa Education Review*. 9(1), 152-168.
- Meeus, W. (2011). The study of adolescent identity formation: A review of longitudinal research. *Research on Adolescence*.21(1), 75-94.
- Meier, G. (2014). *Multilingualism and social cohesion: Two-way Immersion Education Meets Diverse Roads*. Berlin.
- Moore, T. S., Lapan, S.D. & Quartaroli, M. T. (2012). Case Study Research. In S.D. Lapan, M. T. Quartaroli and F. G. Rierner (Eds). *Qualitative Research: An Introduction to Methods and Designs*. San Francisco: John Wiley & Sons.
- Mouton, J. M. (2005) *How to succeed in your Masters' & Doctoral Studies: A South African Guide and Resource Book*. Pretoria: Van Schaik.
- Mouton, N., Louw, G. P., & Strydom, G. L. (2012). A Historical Analysis of the Post-Apartheid Dispensation in South Africa (1994-2011). *International Business And Economic Research Journal*. 11(1), 1211-1221.
- Morela, E., Hatzigeorgiadis, A., Kauli, O., Elbe, A & Sanchez, X. (2013). Team Cohesion and Ethnic-Cultural Identity in Adolescent Migrant Athlete. *International Journal of Intercultural Relations*. 37(1), 643-647.
- Morland, L., Birman, D., Dunn, B. L., Adkins, M. A., & Gardner, L. (2013)
- Motti-Stefanidi, F., Masten, A., & Asendorpf, J. B. (2014). School Engagement Trajectories of Immigrant Youth: Risks and longitudinal interplay with academic success. *International Journal of Behavioural Development*. 1-11.
- Nasier, N. S., Rowley, S. J., & Perez, W. (2015). *Cultural,Racial/Ethnic and Linguistic Diversity and Identity*. *Handbook of Educational Psychology*. (3rd Ed.). London: Taylor and Francis Inc.

- Neff, K. D. (2011). Self-compassion, Self-esteem and Well-being. *Social and Personality Psychology Compass*. 5(1), 1-12.
- Nel, N., & Gien-Snelgar, E. C. (2013). Diversity, Exclusion and Risk as second Language learners of immigrant parents acquire time for literacy in English. *A Journal of Language learning*. 28(1), 1-15.
- Neuman, W. L. (2011). *Social Research Methods. Qualitative and Quantitative Approaches*. (5th Ed.). Boston: Allyn & Bacon.
- Newbury, J. (2011). Situational Analysis: Centreless Systems and Human Service Practices. *Child & Youth Services*. 32(2), 88-107.
- Newman, B. M., & Newman, P. R. (2008). *Development through Life- A Psychosocial Approach*. (9th ED.). USA: Thomson Wadsworth.
- Niewenhuis, J. (2010). Qualitative research designs and data gathering techniques. In K. Maree (Ed.). *First Steps in Research*. Hartfield: Van Schaik Publishers.
- Nkambule, T. (2013). Immigrant Learners Linear Programming in Multilingual Classroom in South Africa. *Doctor of Philosophy in Mathematics, Science and Technology Education*. University of South Africa.
- Norton, B. (2013). *Identity and Language Learning: Extending the conversation*, (2nd Ed.). Canada: Short Run Press Limited.
- Ntombela, S. (2010). Towards Inclusive Education and Training: Developing the South African system for the challenges to change. *Journal on Educational Studies*. 9(1), 69-81.
- Onchwari, G., Onchwari, J. A., & Keengwe, J. (2014). Teaching the Immigrant Child: Application of Child Development Theories. *Early Childhood Education Journal*. 36(1), 267-273.
- Oxford (2006). *South African School Dictionary*. (3rd Ed.). Cape Town: Oxford University Press Southern Africa (Pty) Ltd.

- Paquette, D., & Ryan (2001) In Z. P. Henderson, (1995). Renewing our social fabric. *Human Ecology*. 23(1), 16-19.
- Peguero, A. & Nieto, S. (2015). One of These Things Is Not Like the Others: Assimilation, Acculturation, Education. *English Journal*. 104(5), 107-109.
- Perez, R. M. (2011). Linguistic acculturation and context on self-esteem: Hispanic Youth between cultures. *Child Adolescent and Social Work Journal*. 28(2), 203-228.
- Perumal, J. (2014). Enacting Critical Pedagogy in an Emerging South African Democracy: Narratives of Pleasure and Pain, *Journal on Education and Urban Society*. 1-24.
- Phathudi, N. C., Adebajji, O. T., & Hartel, C. G. (2014). Factors Facilitating The Adjustment of Immigrant Children from Zimbabwe in the Foundation Phase to South Africa. *Mediterranean Journal of Social Science*. 5(3), 512-522.
- Pinton, H., & Arnot, M. (2007). Sociology of education and the wasteland of refugee education research. *British Journal of Sociology of Education*. 28(3), 399-407.
- Portes, A., & Rivas, A. (2010). The Adaptation of Migrant children. *Journal on future of the Children*. 21(1), 219-241.
- Potochnic, S., Perreira, K. L., & Fuligni, A. (2013). Fitting in: The Roles of Social Acceptance and Discrimination in Shaping the Daily Psychological Well-being of Latino Youth. *National Institute of Health*. 93(1), 173-190.
- Rambaut, R. G. (2015). The Crucible within: Ethnic Identity, Self Esteem and Fegmented Assimilation among the Children of Immigrants. 28(4), 728-794.
- Republic of South Africa. (1996). *South African Schools Act No. 84*. Pretoria: Government Printers.
- Rule, P., & John, V. (2011). *Your guide to Case Study Research*. Pretoria: Van Schaik

- Rummens, A., J. (2009). Perceived ethnic discrimination and social exclusion: Newcomer immigrant children in Canada. *American Journal of Orthopsychic Association*. 82(3), 376-388.
- Runhare, T., & Mulaudzi, P. (2012). Education for a Rainbow Nation: A Degregated School Playground as a Model for Reconstructing Social Cohesion in Post-Xenophobic South African Communities. *Journal on Social Sciences*. 32(2), 193-204.
- Saenz, R. Y. (2014). Globalisation, Migration and National Identity: A Global Perspective on the Role of Education in Second Generation Immigrants. *International Journal of Social Science and Humanity*. 2(3), 1-15.
- Saneka, N. (2014). Barriers and Bridges: Child participation, Second language learning and a cognitive development of a young child. *Educational Psychology Psychology*: University of South Africa.
- Santrok, J. W. (2009) *Child development*, (12th Ed.) New York: McGrawhill.
- Sensoy, J., & DeAngelo, K. (2012). *Race, Ethnicity, Gender and Class. The Sociology of Group Conflict and Change*. New York: Sage Publications.
- Singh, A. (2009). Language Policy and communication in Post-Apartheid Education: Towards the Theory of Lingocide. *Journal of Social sciences*. 18(2), 127-136.
- Sirin, S. R., Gupta, T., Sirin, L. R., & Ryce, P. (2013). The Role of Acculturative Stress on Mental Health Symptoms for Immigrant Adolescents: Alongitudinal Investigation. *Journal on Developmental Psychology*. 3(4), 221-230.
- Slavin, R. E. (2012) *Educational Psychology- Theory and Practice* (10th Ed.). New Jersey: Pearson Education Inc.
- Smith, M. O. (2014). The Language Challenge in the Classroom: A serious shift in thinking and action needed. 1-15.
- South African Constitution (1996). *Bill of Rights, South Africa*. The Republic of South Africa.

- South African Schools Act No. 84 of 1996. Department of Education. Pretoria.
- Stets, J. E., & Burke (2014). Self-esteem and identities. *Sociological perspectives*. 57(4), 409-433.
- Stevens, S., & Patel, N. (2015). Viewing Generativity and Social Capital as Underlying factor of Parental Involvement. *School Community Journal*. 25(1).
- Strydom, H. (2010). Ethical aspects of research in the social science and human service professionals. In A. S. De Vos, H. Strydom, C. B. Houche & C. S. L. Delpont. (Eds.). *Research at grassroots: for the social service and human service professions* (3Ed.). Pretoria: Van Schaik Publishers.
- Swart, E., & Pettipher, R. (2011). A Framework for Understanding Inclusion. In E. Landsberg., D. Kruger., & E. Swart. (Eds.). *Addressing Barriers to Learning: A South African Perspective* (2nd Ed.). Pretoria: Van Schaik.
- Swart, E., Engelbrecht, S., & Pettipher, R. (2012). Implementing Inclusive Education in South Africa: Teachers' Attitude and Experiences. *Acta Academia* 34(1), 52-63.
- Szabo, A., & Ward, C. (2015). Identity development during cultural transition: The role of social-cognitive identity processes. *International Journal of International Relations*. 46 (3), 13- 25.
- Taylor, S., & Sidhu, R. K. (2011). Supporting refugee students in schools: What Constitute Inclusive Education? *International Journal of Inclusive Education*, 16(1), 39-56.
- Terry, N. P., & Irvin, M. A. (2010). *Cultural and Linguistic Diversity: Issues of Education*. USA: Kendal Hunt Publishing Co.
- Thomas, G. (2011). A typology for the Case study in social sciences following a review of definition, discourse and structure. *Qualitative Inquiry*. 17(6), 511-521.

- Tomlinson, S. M. & Clarke, D. L. (2015). *International Culture Immersion: Exploring Culture and Society within the contexts of United States and Post-Apartheid South Africa*. New York: Routledge.
- Torre, D. (2015). How Classroom Context Impact on the Academic Achievement of English Learners in a New Immigrant Destination.
- Torres, V., Jones, S. R., & Renn, K. A. (2009). Identity Development Theories in Student Affairs: Origins, status and new approaches. *Journal of college students*. 50(6), 576-596.
- United Nations Educational Scientific and Cultural Organization (UNESCO) (2009). *Policy on Inclusion in Education*. France.
- United Nations Educational Scientific and Cultural Organisation (UNESCO) (2001). *Understanding and Responding to Children's Needs in Inclusive Classroom: A Guide for the Teachers*. Paris.
- Vandeyar, S. (2013). Youth scapes: The politics of belonging for 'Makerekwere' youth in South Africa.
- Van der Walt, C. (2014). Special issue on bi/multilingualism in South Africa. *International Journal of Bilingual Education and Bilingualism*. 17(6), 635-637.
- Vandeyar, T., & Vandeyar, S. (2012). Re-negotiating Identities and Reconciling Cultural Ambiguities: Socio-cultural Experiences of Indian Immigrants African Schools. *Journal on Social Sciences*, 32(2), 155-162.
- Villa, F. X., & Brexta V. (2015). *Language Policy in Higher Education: The Case of Medium Sized Languages*. Britain: Lavenham Press Ltd.
- Warikoo, N., & Carter, P. (2009). Cultural Explanation for Racial and Ethnic Stratification in Academic Achievement: A call for a New and Improved Theory. *Review of Educational Research*. 79(1), 366-394.

- Webber, S., Appel, M., & Kronberger, N. (2014). Stereotype Threat and the Cognitive Performance of Adolescent Immigrants: The Role of Cultural Identity Strength. *Department of Education and Psychology*.
- Webster, M. (2007). *Collegiate Dictionary*. (11th Ed.). USA: An Encyclopaedia Britannica Company.
- White, P. R. R., Mammone, G. and Caldwell, D. (2013) Linguistically based inequality, multilingual education and a genre based literacy development pedagogy: insight from the Australian experience.
- Yin, R. K. (2011). *Qualitative research from start to finish*. London: Guiding Press.
- Yin, R. K. (2014). *Case Study Research: Design and Methodology*. (5th Ed.) London: Sage Publications.
- Yoon, B. (2012), Jusuk and Junhyuck: Adolescent Immigrants' Educational Journey to Success and Identity Negotiation. *American Educational Research Journal*, 9(5), 971-1002.
- Zhang, L. (2012). Psychosocial development and the big five personality traits among Chinese university students. *Journal on Learning and Individual differences*. 23(1), 163-167.
- Zondi, S. (2008) Xenophobic Attacks: Towards an understanding of violence against African Immigrants in South Africa. *Africa Insight*. 38(2), 26-35.

APPENDICES

APPENDIX A

**ETHICAL CLEARANCE
FROM THE UNIVERSITY**



UNIVERSITY OF
KWAZULU-NATAL

20 April 2016

Miss Mildred Sanele Mbhele 206525512
School of Education
Edgewood Campus

Dear Miss Mbhele

Protocol reference number: HSS/0334/016M

Project Title: Exploring schooling experiences and challenges of immigrant learners: A case of one multilingual primary school in Pinetown District

Full Approval - Expedited Application

In response to your application received 4 April 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr S nuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Ncamsite P Mthiyane
Cc Academic Leader Research; Dr SB Khoza
Cc School Administrator: Ms Tyser Khumalo

Humanities & Social Sciences Research Ethics Committee

Dr S nuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/18350/4557 Facsimile: +27 (0) 31 260 4609 Email: ICimbap@ukzn.ac.za / invmam@ukzn.ac.za / mohunP@ukzn.ac.za

Website: www.ukzn.ac.za

APPENDIX B

PERMISSION LETTER TO THE DEPARTMENT OF EDUCATION

P.O. Box 7765

S.t. Wendolins

3609

29 January 2016

The Director: Research Strategy Development and EMIS

KwaZulu Natal Department of Education

Private Bag x9137

Pietermaritzburg

3200

Dear Sir/Madam

RE: PERMISSION TO CONDUCT ACADEMIC RESEARCH

I am pursuing a Masters' degree in Education at the University of KwaZulu Natal. The prerequisite of this degree is a full dissertation which requires a research study. The title of my dissertation is "Exploring schooling experiences and challenges of immigrant learners in a multilingual primary school.

This study is significant and unique in that it will attempt to explore the schooling experiences and challenges of immigrant learners in a multilingual school. Immigrant learners are faced with many challenges including new experiences of being in a foreign

country, having to adapt to the new environment and more especially being challenged by the language becoming a barrier especially at school. Most teachers are aware of the challenges that immigrant learners are faced with, but the impact that they have on their self-esteem has not been thoroughly attended to.

This study will also make a contribution to national and international debates as the issue of immigrant learners is not a uniquely a South African phenomenon but it has affected other countries such as Turkey, South America and other developing countries, as there are no national agencies or departments dedicated to the integration of immigrants (Fix & Capps, 2005). The study will further afford some insights into how the Departments of education can work on providing immigrant learners with the support that they need.

I hereby request permission to conduct the abovementioned research at Newtown Primary school, in Pinetown District in April 2016. The participants will comprise of six immigrant learners and three teachers. The data will be generated through one-on-one semi-structured interviews with the learners focus group discussions with the learners and diary entries with the learners. The interviews will take approximately thirty minutes while making sure that the school's functionality is not compromised. Letters seeking permission from all the participants, including the parents whose children are involved in the study, are attached for your perusal. Declaration forms are also attached as part of each letter. I will inform the participants that they are free to withdraw at any point during the process. Confidentiality, anonymity and privacy will be maintained through the use of pseudonyms. Data usage will mainly be for intended purpose and data received will be stored in a safe room (strong room) at the university after use. The findings and the recommendations will be made available to the department of Education and school. I have also included my contact details should you require any clarity.

Your kind assistance will be highly appreciated.

Yours Faithfully

Mildred Sanele Mbhele

0789877466 (sanelembhele8@gmail.com)

APPENDIX C

PERMISSION FROM THE

DEPARTMENT OF

EDUCATION



education

Department: Education

PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ms MS Mbhele PO Box 7765
St. Wendolins Mariannahill 3609

Dear Ms Mbele

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPLORING SCHOOLING EXPERIENCES OF IMMIGRANT LEARNERS: A CASE OF ONE MULTILINGUAL PRIMARY SCHOOL IN PINETOWN DISTRICT"** KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learner, s Educators, Schools and Institutions are not identifiable in any way from the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where interviews are to be conducted.
6. The period of investigation is limited to the period from 03 May 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved. Please note that Principals, Educator, s Departmental Officials and Learners are under no obligation to participate in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact the following numbers below
9. Upon completion of the research, a brief summary of the findings recommendation and thesis must be submitted to the research office of the Department. Please address it to: Research Office, PO Box X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in the Pinetown District.

Pinetown District

Adv. MB Masuku

Adv. MB Masuku, Head of Department: Education Date: 19 May 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

P() TAI - Private Bag X 9137 Pietermaritzburg 3200 KwaZulu-Natal Republic of South Africa

APPENDIX D

(PERMISSION LETTER TO THE SCHOOL PRINCIPAL)

P.O. Box 7765

St. Wendolins

Mariannahill

3609

14 January 2016

Attention: The Principal

Newtown Primary School

Pinetown

3600

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH.

My name is Mildred Sanele Mbhele, a Masters student in the School of Education (Educational Psychology) at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the KwaZulu-Natal Department of Education which has been granted (See copy attached). I therefore kindly seek permission to conduct research in your school. The title of my study is: **Exploring schooling experiences and challenges of immigrant learners: A case of one multilingual primary school in Pinetown District.**

This study aims to explore experiences and challenges of immigrant learners in multilingual schools and the impact they have in immigrant learners' self-esteem. The planned study will focus on immigrant learners, an English language teacher, a Life skills teacher and a First Additional language (FAL) teacher. The study will use semi-structured interviews with both teachers and learners, focus group discussions with the learners and diary entries with the learners. Participants will be

interviewed for approximately 30-45 minutes and the focus group discussions will take about an hour. Interviews will be voice-recorded with the participants' permission.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue because of their participation in this research project. Their identities will not be divulged under any circumstance/s, during and after the reporting process. All their responses will be treated with strict confidentiality. Fictitious names will be used to represent their names. Participation is voluntary; therefore, participants are aware that they are free to withdraw at any time they so wish without incurring any negative or undesirable consequences/penalty on their part. The interviews will be voice-recorded to assist me in concentrating on the actual interview. All the participants will be contacted on time about the interviews.

For further information on this research project, please feel free to contact my supervisor, Dr N. P. Mthiyane at 031-260 3424 / 0825474113. E-mail: mthiyane1@ukzn.ac.za.

In addition, should you have any queries please feel free to contact me using the following contact details; Mildred Sanele Mbhele, Tel: 031-7012202; Email: sanelembhele8@gmail.com; Cell:0789877466.

For additional information, you may also contact the UKZN Research Office through: Mr P. Mohun (HSSREC Research Office) Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Research tools are attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Miss. M. S. Mbhele.

Declaration

I (Full name of the Principal) hereby confirm that I have been informed about the nature, purpose and procedures for the study: ***Exploring schooling experiences and challenges of immigrant learners: A case of one multilingual primary school in Pinetown District.***

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily that Miss Mbhele can conduct her research in my school, working with some learners and some teachers as her participants.

I understand that participants are at liberty to withdraw from the research project any time should they so desire.

Signature of Principal: -----

Date-----

Signature of Witness: -----

Date: -----

APPENDIX E

(PERMISSION LETTER TO THE TEACHERS)

P.O. Box 7765
St. Wendolins
Marianhill
3609
24 January 2016

To whom it may concern.

Newtown Primary School
Newtown
Pinetown
3600

Dear Sir/Madam

REQUEST FOR THE TEACHERS TO PARTICIPATE IN THE RESEARCH PROJECT.

My name is Mildred Sanele Mbhele, a Masters student in the School of Education (Educational Psychology) at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the KwaZulu Natal Department of Education which has been granted (See copy attached). I therefore kindly request that you participate in the study on voluntary basis. The title of my study is: **Exploring schooling experiences and challenges of immigrant learners: A case of one multilingual primary school in Pinetown District.**

This study aims to explore experiences and challenges of immigrant learners in a multilingual school and the impact they have on immigrant learners' social well-being. The planned study will focus on immigrant learners, an English language teacher, a Life skills teacher and a First Additional language (FAL) teacher. The study will use semi-structured interview with both teachers and learners, focus group discussions with the learners and diary studies with the learners. The interview will take approximately 30-45 minutes and the focus group will take about an hour. Interviews will be voice-recorded with the participants' permission.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that you may accrue because of your participation in this research project. Your identity will not be divulged under any circumstance/s, during and after the reporting process. All your responses will be treated with strict confidentiality. Fictitious name will be used to represent your name. Your participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part. The interviews will be voice-recorded (with your permission) to assist me in concentrating on the actual interview. You will be contacted on time about the interviews.

For further information on this research project, please feel free to contact my supervisor, Dr N. P. Mthiyane at 031-260 3424 / 0825474113. E-mail: mthiyanen1@ukzn.ac.za.

In addition, should you have any queries, please feel free to contact me using the following contact details; Mildred Sanele Mbhele: 031- 7012202; Email: sanelembhele8@gmail.com; cell number: 0789877466.

For additional information, you may also contact the UKZN Research office through: Mr. P. Mohun (HSSREC Research Office). Tel: 031-2604557, e-mail: mohunp@ukzn.ac.za

Research tools are attached herewith for your perusal. Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance

Yours sincerely

Miss M. S. Mbhele

APPENDIX F

CHILD ASSENT FORM

My name is Mildred Sanele Mbhele, I am a student at the University of Natal (Edgewood Campus). I am doing a study on schooling experiences and challenges of immigrant learners in a multilingual school. I would like you to take part in the study voluntarily.

If you agree to be in the study I will ask you questions and with your parents' and with your permission, tape record all our interviews. I will be asking you about your experiences of being in your present school and the challenges that you have encountered, if any.

You can ask any questions about the study. If you feel at any time that you do not want to continue being part of the study, you can always tell me and you will not be in any trouble for that.

Thanking you in advance

M. S. Mbhele

DECLARATION

I _____ (name and surname of the learner) would voluntarily like to take part in this study. I know that I am free to change my mind at any time.

Signature of the learner _____ date _____

I confirm that I have explained the study to the participant to the extent compatible with the participants' understanding, and that the participant has agreed to the in the study.

Signature of the student _____ date _____

APPENDIX G

INFORMED CONSENT TO THE PARENT

P O Box 7765

St. Wendolins

Marianhill

3609

14 January 2016

Dear Parent

My name is Mildred Sanele Mbhele. I am a Masters student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified your child as one of my potential research participants. I therefore kindly seek your permission for your child to be part of my research project. My study title is: **Exploring schooling experiences and challenges of immigrant learners: A case of one multilingual primary school in Pinetown District.**

Please note that:

- His/her confidentiality is guaranteed as his/her inputs will not be attributed to him/her in person, but reported only as a population member opinion.
- The interview may last for about 30-45 minutes and may be split depending on his/her preference.
- Any information given by him/her cannot be used against him/her, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- He/she has a choice to participate, not participate or stop participating in the research and he/she will not be penalized for taking such an action.
- The research aims at exploring experiences and challenges of immigrant learners in a multilingual school.
- His/her involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are consenting (he/she is willing to be interviewed), please indicate (by ticking as applicable with an X) whether you are or you are not willing to allow the interview to be recorded by the following equipment:

| | Willing | Not willing |
|-----------------|---------|-------------|
| Audio equipment | | |

I can be contacted at Email: sanelembhele8@gmail.com Cell: 0789877466

My supervisor is Dr. N.P. Mthiyane who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal. Her contact details: e-mail: Mthiyanen1@ukzn.ac.za ; Phone number: 031 2603424.

For additional information, you may also contact the UKZN Research Office through: Mr P. Mohun (HSSREC Research Office) Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

APPENDIX H

INTERVIEW SCHEDULE FOR LEARNERS

Exploring experiences and challenges of immigrant learners: A case of one multilingual school in Pinetown District.

Semi-structured Interview Schedule for the learner.

This Interview schedule is designed to explore experiences and challenges of immigrant learners in a multilingual primary school and how these impact on their social well-being. This schedule will be used with the learners.

1. Biographical Information of the learner.

- a) Age:
- b) Gender:
- c) Grade:
- d) Home language:
- e) Country of origin:

2. Experiences of immigrant learners in a multilingual school:

- Tell me about yourself i.e. who are you? Where are you from and why are you here?
- Which South African languages can you fluently speak, read and write?
- Who helps you with your homework?
- Do you understand what it means to be an immigrant learner in South Africa? Explain in a few words.
- What are your fears of being in a multilingual school?

3. Challenges of immigrant learners in a multilingual school.

- How do you feel about being in a foreign country?
- How long have you been in this school and how does being in a multilingual school make you feel?
- Do you experience any challenges, especially during learning processes in class? What exactly happens and how does that make you feel.
- How is your performance academically, do you feel it is fair or it is determined by your circumstances?
- Do you ever have any challenge in understanding teachers' instructions because of not understanding the language of teaching?

- Have you ever felt ignored or left out in a class discussion because you did not understand the language that was spoken by the majority? How do you deal with such a situation?
- Have you ever felt discriminated against by the teacher or your peers because of your background? How does that make you feel?
- Do you have any friends at school, was it easy or difficult to make friends in a new school? Please explain.
- Are your friends the same ones that you made when you first came to school or have they changed overtime? If they have changed, what could be the reason?
- Do you participate in schools' extra-curricular activities and sports and why? How does that make you feel?
- What other challenges do you encounter and how do you overcome them?
- How best can you change your life in this school and your stay in South Africa in general? What do you wish for, as far as your well-being in a foreign school and country is concerned?
- In conclusion: Tell me an issue that you feel you want to share about your life as an immigrant learner in this multilingual school.

APPENDIX I

INTERVIEW SCHEDULE FOR TEACHERS

Exploring schooling experiences and challenges of immigrant learners: A case of one multilingual primary school in Pinetown District.

Semi-structured Interview Schedule for teachers.

This Interview schedule is designed to explore experiences and challenges facing immigrant learners in a multilingual school that might impact on immigrant learner's social well-being. This schedule will be used with the teachers.

1. Biographical Information of the teacher.

- f) Age:
- g) Gender:
- h) Educational qualifications:
- i) Work experience (Number of years teaching):

2. Duration of teaching in a multilingual school:

- 2.1 How long have you been teaching in a multilingual school?

3. The teacher's experience with teaching immigrant learners in a multilingual school:

- How many South African languages can you speak, read or write?
- According to class statistics, how many learners do you teach who are second or third English language speakers.
- What do you understand about Inclusive Education?
- To enhance the culture of learning and teaching (COLT), how do you ensure the inclusivity of all the learners and how do you enforce their active participation?
- What do you understand about immigration, and do you have any immigrant learners in your class?
- Are there any challenges that you encounter in teaching linguistically and culturally diverse learners?
- How do you resolve those challenges?
- What support do you receive from the school and the department of education?
- How do you feel teaching some learners who cannot comprehend in English, and how does it affect your teaching?
- Do you express any interest in your immigrant learners' family backgrounds?

- From your observation, how do immigrant learners cope with being in a multilingual school?
- What kind of challenges have you seen immigrant learners facing?
- What kind of support do you think they need?
- Is there any particular issue concerning an immigrant learner that you would like to share with me?

Thank you very much for taking part in my study.

APPENDIX J

FOCUS GROUP INTERVIEW QUESTIONS

Exploring experiences and challenges of immigrant learners: A case of one multilingual primary school in Pinetown District.

1. Can you tell me about how it feels being in a multilingual school?
2. What languages can you speak?
3. Can you say you are fluent in that language, if yes, how did you become fluent?
4. How fluent are you in the language of teaching and learning?
5. Who are your friends and how did you become friends with them? Do you encounter any challenges while trying to communicate with them? How do you navigate those challenges?
6. How is your relationship with the teachers? What role do they play to assist you to navigate the language barrier and other challenges?
7. Which sport do you like and why?
8. Do you fully participate in extra-curricular activities? If not, why?
9. Are you involved in any sport team, even in your community? Did you encounter any challenges being in that team?
10. What do you miss most about your country? Including your relationships.
11. Which sports you do like?
12. Who is your role model and why?
13. Do you think other learners enjoy being around you? Why do you say so?
14. What have been your best and your worst experience since you came to South Africa.
15. How did you overcome the bad experiences and how did you come out of the bad situations?
16. What do you find as most disturbing in this school that it affects your studies?
17. If you were to change anything about this school or yourself, what would that be?

APPENDIX K

DAILY DIARY ENTRIES

Exploring experiences and challenges of immigrant learners: A case of one multilingual primary school in Pinetown District.

- How was your day at school today? Did you enjoy school? Tell me why you did.
- Did you have an unhappy day at school? If so, please explain.
- What did you learn today? Did you have any success in your school work today? If so, tell me what happened.
- If you had successes at schoolwork today, what helped you succeed?
- If you had difficulties in your schoolwork today, what do you think caused you to struggle? (teachers, learners, subjects, communication in the learning process, break times, homework or sports)
- If you feel like it, please draw me a picture about school or home or
- Write a short poem about you at school and home.

OPTIONAL:

- Tell me one good thing that happened to you today.
- Are you looking forward to go to school the next day? Please explain.

APPENDIX L

A LETTER FROM THE LANGUAGE EDITOR

Angela Bryan & Associates

6 La Vigna
Plantations
47 Shongweni Road
Hillcrest

Date: 06 December 2016

To whom it may concern

This is to certify that the Masters Dissertation, Title: Exploring Schooling Experiences and Challenges of Immigrant Learners in a Multi-lingual Primary School written by Mildred Sanele Mbhele has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

angelakirbybryan@gmail.com

0832983312

APPENDIX M

TURNIT IN CERTIFICATE

Turnitin Document Viewer - Google Chrome
https://turnitin.com/dv?u=1042004587&lang=en_us&ts=3&o=750481051

RIP 2016 Independent research project 2016 - D... Roadmap Paper 23 of 85

Originally GradeMark PeerMark

EXPLORING SCHOOLING EXPERIENCES AND CHALLENGES OF IMMIGRANT LEARNERS IN A MULTILINGUAL PRIMARY SCHOOL
BY MILDRED SANELE MBHELE

turnitin 10% SIMILAR OUT OF 0

Match Overview

| Rank | Source | Similarity |
|------|---|------------|
| 1 | ulr.unisa.ac.za Internet source | 1% |
| 2 | www.education-inquiry... Internet source | <1% |
| 3 | Adebanji, Opeyemi Te... Publication | <1% |
| 4 | cabliberia.org Internet source | <1% |
| 5 | Motlswa, Jacomina. "T... Publication | <1% |
| 6 | www.mcser.org Internet source | <1% |
| 7 | mro.massey.ac.nz Internet source | <1% |
| 8 | fhr.org.za Internet source | <1% |

EXPLORING SCHOOLING EXPERIENCES AND CHALLENGES OF IMMIGRANT LEARNERS IN A MULTILINGUAL PRIMARY SCHOOL

By
MILDRED SANELE MBHELE

CHAPTER ONE
INTRODUCTION TO THE STUDY

1.1 Introduction
This chapter orientates the study. A brief background to the study, problem statement of the study, rationale and motivation of the study are presented. The significance of the study is also highlighted. The study objectives and the research questions that guided the study are also presented in this chapter.

PAGE: 1 OF 104

12:52 PM 2016/12/09

APPENDIX N

TRANSCRIPTIONS FOR THE LEARNER

Exploring experiences and challenges of immigrant learners: A case of one multilingual school in Pinetown District.

Semi-structured Interview Schedule for the learner.

This Interview schedule is designed to explore experiences and challenges of immigrant learners in a multilingual primary school and how these impact on their social well-being. This schedule will be used with the learners.

1. Biographical Information of the learner.

- a) Age: 12
- b) Gender: female
- c) Grade: 6
- d) Home language: Igbo
- e) Country of origin: Nigeria

2. Experiences and challenges of immigrant learners in a multilingual school:

Researcher: Tell me about yourself i.e. who are you? Where are you from and why are you here?

Josephine: My name is Josephine; I was born in Nigeria. I came to South Africa because my father was looking for a job and he wanted us to get educated here.

Researcher: How did moving to the new country made you feel?

Josephine: I was excited that I was coming to the new country and that I was going to be with my mom and dad. If my dad got a job overseas we were going to be separated from him. I'm glad we came to South Africa.

Researcher: Which South African languages can you speak, read and write?

Josephine: I try a little bit of isiZulu and English because I now understand what my friends are saying although it is still hard for me to respond appropriately, if I do not they explain it to me. That way I get to learn. With English I stop the teacher all the time because there are English words that I don't understand, she always assists me until I understand.

Researcher: Who helps you with your homework?

Josephine: For other subjects, mom and dad help me but for isiZulu I try to help myself to learn isibizelo (spelling). Most of the time I don't do homework if I don't understand what to do.

Researcher: How does not being able to do your homework make you feel?

Josephine: It is said because it gives the teacher an impression that I do not like to do my work, even though she is lenient with me but I feel bad.

Researcher: Do you understand what it means to be an immigrant learner in South Africa? Explain in few words.

Josephine: No mam I don't understand. (I then explained it to her).

Researcher: How does knowing that you are regarded as an immigrant learner make you feel?

Josephine: I'm ok mam, the only name I don't like is Makwerekwere?

Researcher: Has anyone called you that name before?

Josephine: No but I know that what they call people who were not born in South Africa.

Researcher: How do you feel about being in a foreign country?

Josephine: I am fine mam because I am with my family and some day we will go back to Nigeria.

Researcher: How long have you been in this school and how does being in a multilingual school make you feel?

Josephine: I've been in this school for two years. Sometimes I feel sad because of the way other children treat me as I don't understand isiZulu which is their mother tongue. Some of them don't want to speak English even when I ask them, some of them said I must change the group because they can't speak English even at break time because of me. I tried joking with them the other time and they twisted everything and said I said something bad about someone and that got me into trouble. On the other side I'm very happy being in this school because in my old school in Nigeria we didn't have swimming pool and the classes were not decorated like these classes.

Researcher: Do you experience any challenges, especially during learning processes in class? What exactly happens and how does that make you feel.

Josephine: In my country in Nigeria we don't have Whites or Indian teachers, so sometimes I face challenges trying to make sense of what the teacher is saying because of their English accent. Also the way in which Mathematics is taught is

totally different from the way Mathematics is taught at home (*country of origin*). When we are learning isiZulu I face lots of challenges because the teacher usually does most explanations in Zulu, when I try to ask other children laugh because of the way I pronounce the words. I used to get angry if they laugh but I made peace with it and told myself that I won't allow them to annoy me.

Researcher: How do you cope with your schoolwork?

Josephine: Sometimes I feel that I could have done better should I have understood all the instructions by the teacher. Also the way other learners sometimes treat me used to get to me and was disturbing me with my schoolwork.

Researcher: **Do you ever have any challenges in understanding teachers' instructions because of not understanding the language of teaching?**

Josephine: Yes, I do, especially with the homework instructions because sometimes I get scared to ask the teacher to repeat for me as everybody show that they understood the teacher. I feel that if I ask a lot they will think that I'm stupid.

Researcher: **Have you ever felt ignored or left out in a class discussion because you did not understand the language that was spoken by the majority? How do you deal with such situation?**

Josephine: Yes, I have mam. Especially in isiZulu lessons because most learners are using isiZulu as their mother tongue. If I need more clarity, I have to wait until all the learners leave the classroom before I approach the teacher that I didn't understand what was being taught because sometimes the teacher make fun of me.

Researcher: **Have you ever felt left out by the teacher or your peers because of your background? How does that make you feel?**

Josephine: Yes, mam, several times. Not understanding spoken languages has always been the main issues because it foundations for learning and communicating. When I first came to this school the teacher gave us tasks to work on as groups. In a group, there was this one girl who was leading in our group. She did not want to give us a chance to give opinions, when I tried to insist on taking part in a discussion they all turned against me and said I am new in this school and already I am trying to take over, I cannot take over because this is their country. They reported me to the teacher and said I was causing trouble. The teacher did not even listen to my story she just took their side and disciplined me. To me it seemed as if she treated me that way because I was new from the foreign country.

Researcher: Do you have any friends at school?

Josephine: Yes, I do have friends.

Researcher: Is it the same friends that you made when you first came to school or have they change overtime? If they have changed, what could be the reason?

Josephine: I have been changing friends because of different reasons. First friends I had, as they all were speaking isiZulu during break-time, did not want to explain things to me in English so that I also participate in their discussions. The second friend I had was very quiet, sometimes I would ask her something and she will just ignore me, when I asked her friends why she did not respond sometimes when I spoke to her, they said she is always quiet and I talk too much. The next group I joined only one girl was nice to me, after holidays she would ask me how I spent my holidays. She also became worried because I came back to school very late as my father was still sorting out legal paper that allows us to be in South Africa.

Researcher: Do you participate in schools' extra-mural activities? How does that make you feel?

Josephine: I do not participate in extra mural activities. Netball coach used to put me on netball but I left because I do not know it and I do not like it, instead I prefer lady's soccer. But then when there was a lady's soccer I didn't take part.

Researcher: What other challenges do you encounter and how do you overcome them?

Josephine: Now I am fine because even the things that used to make me angry they don't. My mother said I must not allow other children to make me sad, she said I must just stand up for myself and say what I think is necessary. Using her advice has helped me a lot. Now I do not even report anything to my mother but I do what is necessary.

Researcher: In conclusion: Tell me an issue that you feel you want to share about your life as an immigrant learner in this multilingual school.

Josephine: I just wish that I could learn more Zulu which is the most spoken African language so that I can be able to communicate properly with others and do better in my isiZulu lesson. Sometimes I get tired and stressed of having to speak English all the time, I wish there was at-least one person here at school who can speak my language. I want to be proud of myself when I go back to Nigeria that I have learnt another language in South Africa, and that is isiZulu.

Thank you very much for sharing your experiences with me, have a good day.

APPENDIX O

TRANSCRIPTIONS FOR THE TEACHER

Exploring schooling experiences and challenges of immigrant learners: A case of one multilingual primary school in Pinetown District.

Semi-structured Interview Schedule for teachers.

This Interview schedule is designed to explore experiences and challenges facing immigrant learners in a multilingual school that might impact on immigrant learner's social well-being. This schedule will be used with the teachers.

1. Biographical Information of the teacher.

- a) Age: 43
- b) Gender: Female
- c) Educational qualifications: Honours. Bed.
- d) Work experience (Number of years teaching): Three years.

2. Duration of teaching in a multilingual school:

Researcher: How long have you been teaching in a multilingual school?

Teacher two: Ten years.

3. The teacher's experience with teaching immigrant learners in a multilingual school:

Researcher: How many South African languages can you speak, read or write?

Mrs K: IsiZulu, IsiXhosa, IsiSuthu and a little bit of Afrikaans.

Researcher: According to class statistics, how many learners do you teach who are second or third isiZulu language speakers?

Mrs K: Since I teach isiZulu from Grade one to Grade seven, from each Grade I teach about 15 learners whose mother tongue are not isiZulu.

Researcher: What do you understand about Inclusive Education?

Mrs K: I understand Inclusive Education as an education where as a teacher you teach learners from diverse backgrounds, learners with special needs, having slow and fast learners in one class, all that requiring you as a teacher to make sure that the needs of every learner are met without any discrimination of gender, colour or ethnic group.

Researcher: To enhance the culture of learning and teaching (COLT), how do you ensure the inclusivity of all the learners and how do you enforce their active participation?

Mrs K: I identify learners who are struggling with isiZulu and try to give them individual attention, if it becomes difficult I make them seat with the learners that I am sure will help them. For learners who understand English and isiZulu I move them from known to unknown through code switching. For the learners who only understand English, because I cannot code-switch and because I do not understand their home language, I start with sounds and phonics on English and then translate to isiZulu. I also use many examples.

Researcher: What do you understand about immigration, do you have any immigrant learners in your class?

Mrs K: I understand immigration as the movement of people from their countries to the developed countries in search of work and better education for their children. I have many immigrant learners in my class from Grade one to seven.

Researcher: Are there any challenges that you encounter in teaching linguistically and culturally diverse learners?

Mrs K: Many challenges but I always try to come up with strategies to ensure effective teaching although active participation of all learners is always difficult especially with immigrant learners because even immigrant learners in each class are also from diverse backgrounds.

Researcher: How do you resolve those challenges?

Teacher two: Like I said that I ask other learners to help those who are struggling, but some of them are negative and they don't want to be helped by their peers.

Researcher: What support do you receive from the school and the department of education?

Mrs K: In our school we do get support because there is homework club where learners can ask for help from the teacher or from other learners. But most immigrant learners don't even worry themselves about doing isiZulu homework and they don't show interest in a language.

Researcher: How do you feel teaching some learners who cannot comprehend in isiZulu, how does it affect your teaching?

Mrs K: It does not have any impact in my lessons because I plan my lessons properly.

Researcher: Do you express any interest in your immigrant learners' family backgrounds?

Mrs K: Yes, I do show interest in their backgrounds but most parents of immigrant learners show no interest in wanting to find out the progress of their children in isiZulu. Some of them start school late in January or after each term when lot of work has been covered, nobody from home come to report or write a letter letting me know the reason for the learner to start late and to ask what has been done while the child could not start school on time. Most of them do not do their homework and it's like nobody cares.

Researcher: From your observation, how do immigrant learners cope with being in a multilingual school.

Mrs K: I think they can cope well if they can show interest in their work. Being interested will make them cope.

Researcher: What kind of challenges have you seen immigrant learners facing?

Mrs K: They are discriminated because of their complexion and their accent. They are also bullied and called bad names that mostly affect their self-esteem. Other children make fun of them, saying they speak funny English. I also think that some of them while having those challenges at school, they don't get enough support from parents.

Researcher: What kind of support do you think they need.

Mrs K: I think they need acceptance by the new environment, to have that sense of belonging and emotional support for the negative experiences they go through and because of Xenophobic attacks they witness and watch on television and also an undivided attention and support from their parents.

Researcher: Is there any particular issue concerning an immigrant learner that you would like to share with me?

Mrs K: I think receiving schools should enlighten all the learners about immigration and immigrants and the importance of other people the way you want to be treated. Children also need to know that life does not end in your country of origin because as a person you can find yourself in another country expecting to be treated like a human being.

Thank you very much for taking part in my study, have a Blessed day.

