

**TEACHERS' EXPERIENCES IN TEACHING GRADE TWO IMMIGRANT
PRIMARY SCHOOL LEARNERS USING ISIZULU AS A LANGUAGE OF
INSTRUCTION: A CASE STUDY OF THREE PRIMARY SCHOOLS**

BY:

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**A Dissertation submitted in partial fulfilment of the requirement for the degree
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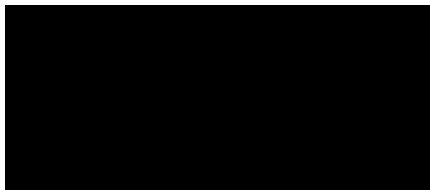
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DECLARATION ON PLAGIARISM

I, **MBALI MATHENJWA** declare that:

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DEDICATION

This work is dedicated to my family and everyone who has touched my life positively.

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ABSTRACT

The study explored the experiences of teachers teaching immigrant learners using IsiZulu as the language of instruction. This study used qualitative methodology, guided by interpretive epistemology. It also employed an empirical case study design. The participants for this study were teachers teaching immigrant learners from three primary schools under the Umhlali circuit, within the iLembe District of KwaDukuza (Stanger) in KwaZulu-Natal (KZN) Province. The total sample for this study was five. Purposive and convenience sampling were used to select the schools and teachers. Data were collected through telephonic interviews. Qualitative data collected were analysed using content analysis, where themes were derived from the participants' narratives. The findings revealed that teachers had challenges communicating with immigrant learners, and overcrowded classrooms were a barrier to individual attention. The findings further revealed that teachers used different strategies for teaching immigrant learners. Drawings and the pairing method were used to teach immigrant learners. It was concluded that teachers were not equipped enough with the necessary skills to teach immigrant learners in isiZulu as a language of instruction, in almost all the subjects. It is recommended that the Ministry of Education in each province offer support towards the continued integration and success of immigrant learners in schools, and consider the language of instruction in the foundation phase.

Keywords: *Immigrant, Learners, Language and Instruction Teachers.*

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LIST OF ABBREVIATIONS

CRC	-	Convention on the Rights of the Child
FAL	-	First Additional Language
ISASA	-	Independent Schools Association of Southern Africa
LOLT	-	Language of Learning and Teaching
OAU	-	Organization of African Unity
PCK	-	Pedagogical Content and Knowledge
SA	-	South Africa
SADC	-	Southern African Development Community
SASA	-	South African Schools Act
SIAS Policy	-	Screening, Identification, Assessment and Support Policy
UN	-	United Nations
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation

CHAPTER ONE

GENERAL ORIENTATION AND BACKGROUND

1.0 Introduction

Migration is one of the most drastic life changes an individual or family can endure. For immigrant children, the migration experience profoundly restructures their lives, as established patterns and ways of relating to other people noticeably alter. Hemson (2011, p.82) argues that migrant children in South Africa are “a hopeful resource within the education system”. This draws attention to the importance of gaining an understanding of the context and experiences of teachers teaching immigrant learners in South Africa, to ensure that immigrant learners are able to fully participate in schooling while they remain in the country. For the purpose of this study, the definition of “migrants” refers specifically to individuals who have moved across international borders to another country (International Organization for Migration, 2004).

This chapter provides the background and setting of the study. More specifically, it addresses issues related to the topic to justify the study. The problem statement, purpose and objectives are clearly stated. In addition, the research questions, significance of the study, scope and limitations are presented to. The chapter provides the definition of terms as well as the organization of the study, and ends with a chapter summary

1.1 Background to the study

The increasing reputation of isiZulu as a language of learning and teaching in South Africa has led to the University of KwaZulu-Natal (UKZN) to implement a bilingual language policy, where isiZulu is used as a language of learning and teaching, alongside English (Mbatha, 2014). According to the Department of Basic Education (2011), “the first additional language is a language learned in addition to one’s home language, which can be used for the basic intercultural and interpersonal communication skills needed in social situations”. However, schools in KwaZulu-Natal have increasingly admitted migrant learners who do not speak or know isiZulu. Most of these learners have difficulty in understanding the language of instruction, which is isiZulu.

With globalisation, there has been a growing trend in people migrating to developing international locations looking for work or higher financial fame. Immigration has provided South African communities and colleges with linguistic variety. Migration is a phenomenon that impacts South Africa and other countries around the world, for example, Europe, Australia, Canada, and the United States of America (Nkambule, 2013). The author further states that human beings have always migrated from one place to another.

The wide variety of refugees, asylum-seekers, and internally displaced people internationally topped 65 million in 2016 (UNHCR, 2017a). A number of those immigrants leave their countries because of political persecution, and due to the lack of their loved ones' lives in wars (Nkambule, 2013). With the onset of democracy after 1994, South Africa has turned out to be a preferred destination for immigrants from different countries within the African continent. As Vandeyar (2013 p. 448) explains, "the appearance of democracy in South Africa has created opportunities for immigrants in South Africa, and now it is greater than ever witnessing a growing quantity and diversity of immigrants crossing their borders." Immigrant children bring with them languages that are not part of the nine government official languages in South Africa, which has complicated the implementation of the South African education.

The change to democracy in 1994 induced immigrants from all countries of the African continent to travel to South Africa searching for employment and better schooling for their children (Tati, 2010). The political adjustments facilitated voluntary immigration (Mbhele, 2016). Statistics from Statistics South Africa's (Stats SA, 2016) shows that Zimbabwe, Mozambique, Lesotho, Malawi, Swaziland, and Namibia were among the top 10 "sending nations" (international locations of foundation of migrants), together with the UK, Democratic Republic of Congo, Nigeria, and India. The records show that Zimbabwe and Mozambique have the largest worldwide immigrant populace.

The constitution of South Africa stipulates that all official language should be used in all spheres of life where it is practicable (Zikhali, 2016). Before 1994, the language of learning and teaching was English and Afrikaans. Given the records of language inequality in South Africa, mainly the apartheid-technology's partiality of few languages (English and Afrikaans) over others, the modern Language coverage in training (Prinsloo, 2011) is a critical leading

precept for college-level training. The language coverage seeks to promote inclusivity for all learners' indigenous languages, like teaching IsiZulu, in a province wherein it's miles spoken as mother tongue. However, the language coverage no longer caters for immigrant newbies. TRESEARCH African constitution (segment 29) stipulates that, in public training institutions, everyone has to get hold of schooling in any legitimate language or language of their choice, wherein it is reasonably workable. "To make sure ok get admission to and implementation of this right, the kingdom ought to keep in mind all reasonable instructional options, taking into account equity, practicability, and the want to redress the racially discriminatory legal guidelines and practices of the beyond" (charter of the Republic of South Africa, 1996). This interpretation is enshrined within the Inclusive Education White Paper 6 on Inclusive training (2001), which affords for curriculum pliability in assembly all learner needs.

In keeping with the South African Faculties Act 84 of 1996 (SASA), the language of coaching and studying is determined with the aid of the faculty Governing frame (SGB), and is general and recommended in a well-known mother and father's assembly. The provinces have to formulate their language-in-schooling guidelines (problem to national coverage) (Mbatha, 2014). The South African Language in schooling coverage (1996), which promotes multilingualism and inclusivity, is geared toward facilitating communication throughout the limitations of origin, shade and language, at the same time as developing surroundings wherein the newbies' history and mother tongue are taken into consideration. The Language in education coverage (1996) similarly points out that the ones multilingual methods in training also can act as a supply of inclusion. South Africa has 11 reliable languages, particularly; siSwati, Sesotho, isiXhosa, Setswana, Tshivenda, Xitsonga, isiNdebele, English and Afrikaans. Unluckily, most of the immigrant beginners come from Mozambique, and their language of instruction is Portuguese, and a few speak Xitsonga (Lopes, 1998). Portuguese isn't protected as a language of training within the South African country wide languages, despite the fact that some of the beginners speak the language. Instructors who are coaching the immigrant inexperienced persons realize languages that are spoken in South Africa which causes a language barrier among the learners and the trainer. The instructor could now not realize a way to make certain inclusivity of immigrant learners while coaching isiZulu as a language of practice in the faculties.

In colleges that admit immigrant newbies reluctantly, teachers' attitudes should negatively have an effect on the immigrant toddler as instructors would discriminate towards the kid (Babane, 2018). Meier and Hartell (2009) assert that the teachers' perceptions and attitudes are fashioned by, among different factors, their experiences and the type of expert schooling they acquired. Instructors may want to discriminate in opposition to immigrant freshmen specifically if they are no longer prepared to deal with the sort of inclusivity.

Teachers' warfare to apprehend the way to help children to understand standards in their training (Mbembi-Mafandala, 2015). The writer similarly posits that the language barrier poses barriers in imparting among children and teachers, requiring expert and professional reaction. Now it is for the instructors to talk in the local home languages with rookies and make sure that they understand the lessons, additionally they have an undertaking to accommodate migrant inexperienced persons' particular wishes.

1.2 Statement of the Problem

In most South African schools, especially in KwaZulu-Natal, there is no common language between the teacher and the immigrant learner as most learners speak isiZulu and English. In contrast, immigrant learners speak French, Portuguese, and Xitsonga. This makes it difficult for teachers to assist learners in their school performance. There is an idea that teachers may find the immigrant circumstances overwhelming or that perhaps the educational system is asking too much of teachers given their field of expertise (Feurverger, 2011).

“It is a fact that language plays a vital role in learning and empowering individuals to be producers and consumers of knowledge” (Mbhele, 2016, p. 49). For immigrant learners, they have the basic need to adapt to the new context (Mbhele, 2016). Immigrant learners are seen as a “problem” as they struggle with the academic demands (Sikhakhane, 2005). He further states that barriers arise due to the differences in the spoken language and the language of teaching and learning. Most immigrant learners enrol in the South African public school system with little or no language proficiency in isiZulu.

According to Articles, 28, 30 and 32 of the UN Convention on the Rights of the Child (CRC), which South Africa ratified in 1995, “all children (including non-citizens) have full rights and

access to education” (Van der Berg, 2006, p. 22; Unicef, 1989, p. 8-9). Providing education for immigrant learners is a serious challenge in developing countries like South Africa, which due to different language and cultural backgrounds still face the challenge of providing quality education to their own diverse citizens (Babane, 2018).

I concur with Babane’s (2018) observations as I have experienced and observed the same from my colleagues, where learners in schools have diverse languages spoken in South Africa. Teachers are still trying to find how to accommodate all these learners through inclusive learning. She further states that this South African issue is true in many education systems in the African continent, but education and language policies do not contain strategies for commerce with immigrant learners (Babane, 2018).

Moschkovich, (2007) stated that teachers were experiencing low performance from the refugee learners. One of the experiments with immigrant learners is that they obtain education in an additional language. They possibly have poor reading and understanding skills in IsiZulu, the language of instruction in the ILembe district. Teachers and immigrant learners do not share the same home language. The language barrier is one of the most immediate challenges when inducting a refugee student to the Canadian School system (Simich, Beiser, Stewart & Mwakarimba, 2005). This is similar for immigrants coming to South Africa.

Research suggests that the number of immigrants reporting downward mobility is significantly high. This downward trend often starts in high school for adolescents, where a record number of refugees drop out (Stewart,2012). I concur with author that dropout of high school refugee learners results from literacy and language barriers emanating from the foundation phase.

According to the Independent Schools Association of Southern Africa (ISASA), the admission policy for ordinary public schools grade one learner’s states that the admission age to an independent school for grade one is age five turning six, or the latest in the year in which the child turns seven. However, for the immigrants, age is not an issue because as they join the school, they are expected to start in grade one because of the language barrier. The language of instruction for the foundation phase is isiZulu in the ILembe district, and learners learn four subjects; Life skills, mathematics, IsiZulu, and English.

Feurverger (2011) states that immigrant learners face linguistic and cultural barriers. The majority of the teachers in the ILembe district speak English and IsiZulu. However, they teach immigrant learners who speak Xitsonga as a home language. This makes it difficult for both parties. The use of languages in schools, and the interaction between a teacher and a learner, can be negative or positive to learners' academic progress. Teachers have the power to address issues immigrants' face, such as intellectual barriers preventing them from becoming future contributors to South African society (Feurverger, 2011).

Immigrant learners have difficulties learning using IsiZulu as a language of instruction. As a teacher, I find it challenging to implement inclusive education for immigrant learners as I have challenges communicating effectively with them. This also causes frustration to both parties; the teacher and the learners. It is not easy to adapt to change. Therefore, immigrant learners are vulnerable, and this affects their ability to succeed in schools, both academically and socially.

I have observed that most immigrant learners face difficulties adapting to the school culture of teaching and learning, which leads to underperforming in the classroom. Walter & Lee (2011) argued that "when a child is not taught in her primary language during her formative years, she is more likely to drop out of school early or not attain a level of achievement similar to her peers". As a teacher, I also encounter barriers of not knowing how to ensure inclusivity of immigrant learners when facilitating my lesson. It is against this backdrop that I explored teachers' experiences teaching in isiZulu as the language of learning and teaching (LoLT) in foundation classes.

1.3 Research Purpose

The study's purpose was to explore the experiences of teachers teaching immigrant learners using isiZulu as the language of learning and teaching. This study sought to contribute to the existing body of knowledge on teachers' experiences of teaching migrant learners in South Africa. It also sought to identify the language needs of immigrant learners from the perspectives of teachers.

This research reports and shares the practice of primary school teachers and their experiences in teaching immigrant learners in isiZulu as a language of instruction. These practices can help develop better programs for current and future immigrant learners.

1.4 Research Questions

1. What are the teachers' experiences of teaching immigrant learners in isiZulu as a language of instruction in grade two?
2. What strategies do teachers use to support immigrant learners learning in isiZulu as a language of instruction in grade two?

1.5 Research Objectives

The study endeavoured to achieve the following objectives:

1. To explore teachers' experiences of teaching immigrant learners in isiZulu as a language of learning and teaching in grade two.
2. To identify strategies that teachers use to support immigrant learners learning in isiZulu as a language of learning and teaching in grade two.

1.6 Rationale

The study was subjective to Roxas (2010)'s view that: "To improve education for refugee students, there must be a commitment to an on-going and focused discussion amongst administrators, teachers, refugee students, and their families about how schools are meeting (or not) the unique needs of refugee students" (Roxas, 2010, p. 72).

However, few scholars, (Hones, 2002; Lee, 2005) have focused on the obstacles and challenges that teachers of refugee students encounter and the types of response that teachers receive when working with refugee students in schools in urban districts. In South Africa, there have been few studies focusing on immigrant learners from war-torn countries, and their transition to South African schools. Limited research exists on the impact of migration and immigration on children and their families. Additionally, scarce literature exists on successful strategies South African teachers use to ease the transition of immigrant learners in their schools. In the studies reviewed, I discovered that the authors have not focused on Mozambican learners in the

foundation phase in South African schools. Mozambique is different from other Southern African countries in terms of home language and English as a language of teaching and learning. Mozambicans mainly speak Portuguese and Shangaan, making it more difficult for such learners in Kwazulu-Natal, which has two dominant languages; English and isiZulu. Ratković (2015, pg 117) argues “understanding refugee teachers’ experiences and pedagogies could greatly benefit Canadian teachers teaching refugee students. The same applies to the South African context”.

This research will conjure erudition that may be beneficial to improving education for immigrants in schools. The immigrant learners enrol in schools where their teachers have little familiarity with their background. “They have been given very little professional development or in-class support in working with refugee children Goodwin”, (2002, pg 68).

This study will also contribute to national and international debates, because the issue of immigrant learners affects not only South Africa, but other countries such as Turkey, South America, and other developing countries that do not have institutions or departments in the countries that deal with it. Also contributes to international debate Dealing with immigrant integration. The survey also provides insights on how the Ministry of Education can provide the support needed for migrant learners. The study will also inform teachers on what they can do to help refugee children experience greater success in schools.

It is also worth noting that, although migrant learner issues have long been lengthy, more emphasis has been on immigrants' welfare and less on the impact and experiences of teachers teaching immigrant learners. “It is an everyday experience where immigrants from all parts of the world make their way in droves to other countries in search of a better life for themselves and their children” (De Melendez & Beck 2013). In South Africa, as in other countries, immigrant parents enroll their children in the country’s local education system, regardless of whether they speak the language of the institution or not.

The study results from my captivation and inducement as a teacher teaching in the foundation phase in grade two. I have learnt that the South African curriculum and teacher classroom expectations do not always intersect. Most of the learners in my classroom are Mozambicans

who have difficulties with isiZulu since their medium of instruction was Portuguese. The curriculum expectations suit learners who grew up mainly within the South African school system. The South African Constitution guarantees learners the right to education in the language of their choice, preferably their mother tongue. Since our school is located in a KwaZulu-Natal community, isiZulu dominates, and is used as a language of teaching and learning (medium of instruction) in the foundation phase. However, some immigrant learners enrol in the school. I have observed that most such learners underperform in class. Learners', whose mother tongue is not isiZulu, face difficulties in adapting to the Statistics school culture. As a teacher, I also experience the challenge of not knowing how to ensure inclusivity of immigrant learners when facilitating my lesson. I have shared this challenge with my colleagues at school and at workshops, and I learnt that we share similar concerns of lacking the best inclusive strategies to accommodate all learners.

1.7 Significance of the Research

This study has the potential of helping policy makers to understand the reality of life as experienced by teachers teaching immigrant learners. The research might guide policy makers and teachers on how best they can implement the curriculum. It might also help to build greater awareness of how socio-cultural pedagogy can facilitate second language acquisition for immigrants in the KwaZulu-Natal education system.

1.8 Definition of key concepts

It is vital to define the terms that are used, to help the reader understand their use in this study.

A learner: A learner is someone who is learning about a particular subject or how to do something. Under the South African School Act No.84 of 1996, learners must be educated or educated within the meaning of law. The Law emphasizes that every child between the ages of five and seventeen should attend school.

According to the English Collins Dictionary, a learner is someone who tries to acquire knowledge being taught. A learner is considered as an immigrant learner (boy or girl) in a Foundation Phase multilingual primary school between the ages of seven and fourteen. Those

who are trying to acquire knowledge and skills, and whose attempt may be hampered by the challenges they may be faced in unfamiliar situations.

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.”

Teacher: In this study the word teacher is used to describe the person who is responsible for teaching and guiding the learners’ learning activities in the classroom.

Teaching Experience: In this study teaching experience means delivering instruction repeatedly, planning and developing or preparing instructional materials and evaluating student performance in any pk-12 setting. Teaching experience, in this study, involves all the experiences by teachers teaching immigrant learners in IsiZulu as a language of teaching and learning.

1.9 Limitations

This study had some limitations. As I had only five teachers participating in this study, it led to a lack of varying group perspectives. Another challenge I encountered as I was doing this study was that one of my participants got a transfer before I conducted interviews. Unfortunately, the teacher who replaced her had just graduated. I had to interview one teacher in school.

Lastly, due to COVID-19, I had to change one of my data collection methods that I intended to use, which was observation. I then opted for document analysis. Some of my participants got infected with the virus, and I had to postpone the interviews until they got better. Fortunately, they did recover. Due to COVID-19, I used the telephonic interviews which I recorded. First, I experienced technical issues with my phone, which caused delays in collecting the data.

1.10 Location of the study

This study was conducted at three multilingual primary schools in the ILembe district of KwaZulu-Natal. The school is made up of teachers who speak English and isiZulu the school use isiZulu as a language of teaching and learning. As it is stated in the South African Schools Act No. 84 of 1996, the admission policy for every school should not be discriminatory on the grounds of race or of any kind.

In these schools, the language of instruction is isiZulu in the foundation phase English is regarded as a first additional language. The reason these schools were chosen as the location of the study is that, I teach at one of the schools and they accept a diverse range of learners, including learners with immigrant backgrounds.

1.11 Organisation of the study

The study consists of five chapters

Chapter 1: Introduction

This chapter presented the background to the study. The problem statement was described, and attainable research objectives were set. This chapter also outlined the research questions and the rationale for the study. It also covered the significance of the study and the definition of key terms. The chapter concludes with a chapter summary.

Chapter 2: Literature review

This chapter discusses the theoretical framework and both local and international literature, exploring teachers' and learners' experiences of being taught or teaching a foreign language as a language of instruction. The chapter also gives a conclusion that sums up the contents of the chapter.

Chapter 3: Research methodology and data collection

This chapter focuses on the qualitative methodology, and clarifies why the case study design was designated. The interpretivist research paradigm was selected. This chapter also defines a purposive sample and why the study was chosen for this study. It also explains why data was collected using semi-structured interviews, and the nature of the data analysis. The restrictions

of this data collection method are also discussed. The credibility and genuineness of collected data is acknowledged. The ethical considerations observed during data collection are also explored.

Chapter 4: Data presentation, findings from the interpretation of the result

This chapter focuses on the presentation of collected data through the development of themes. Results from the findings are interpreted.

Chapter 5: Conclusion and Recommendations

This chapter draws a conclusion and makes recommendations, using results obtained from the research.

1.12 Chapter Summary

This chapter provided the introduction and background to the study. The objectives, which form the backbone of the study, were accorded along with the logic and problem statement. In addition to that, key terms were elucidated. The next chapter grants an overview of the literature, and the adopted theoretical framework.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter one presented the background to the study, based on teachers' experiences in teaching immigrant learners. A brief description of the South Africa Language in Education Policy was made, and the problem statement discussed. The aim and purpose of the study was also highlighted, as well as the main objectives of the study based on teachers' experiences in teaching immigrant learners through isiZulu as a language of instruction in grade two, and strategies teachers use to support immigrant learners in learning IsiZulu as a language of instruction in grade two. This study acknowledges that the teachers' experiences are crucial in unpacking the relationship between immigrant learners and teachers, and that understanding an immigrant and global village is equally pertinent. The study observes that immigrant learners bring a diverse and rich cultural experience into the classroom.

Chapter two reviews the literature related to the study focus. The literature is reviewed under the following headings: impact of teachers' experiences in the teaching of immigrant learners, improvement in teaching immigrant learners, challenges of teaching immigrant learners, factors that enable teachers to teach immigrant learners using the mother language of the host country. Support teachers for immigrant learners using isiZulu as a language of instruction, useful methods of teaching immigrant learners isiZulu as a language of instruction. This chapter further presents socio-cultural theory (Marginson & Dang, 2017) and Pedagogical Knowledge (Driel & Berry, 2012) as the study's theoretical framework.

2.2 Teachers' experiences of teaching immigrant learners

2.2.1 Conceptualisation of immigration Status

Shlencher (2018), in the article "Helping Immigrant student to succeed at school and Beyond", in the article 'helping Immigrant pupil to be successful at school and past' says, "how school structures reply to migration has a giant impact on the economic and social well-being of all participants of the communities they serve, whether they have got an immigrant history or now not." The scholar was responding to the question whether an immigrant has an impact on

society or not. This research finds it crucial to unpack what immigration, is and what an immigrant learner is. In a topic “a survey examining teachers’ perceptions in teaching refugee and immigrant students”, Kurbegovic (2016,) defines immigrants as volunteers who leave their homes, or a foreign born person who has been enabled to inhabit in the United States by the government.

Adepoju (2010) positions immigrant learners as people who come with their parents from a foreign country to inhabit and patronize school in another country. Idemudia (2013) views immigrants as people who move from their country of origin to other developed countries, to overcome adversity and search for opportunities for a better life. These definitions crystallized together concur with what is explained in this present study, where most learners who attend school at ILembe District come from Mozambique. Poverty, unemployment, institutional factors such as wars and political uncertainties motivate immigrants to move to other countries. The U.S. Department of Commerce (2014) defines international migration “as the movement of a group of people across a national border, which encompasses both immigration (migration to a country) and emigration (migration from a country) or the combination of the two (net international migration)”.

A study by Georgis (2014) on “Immigrant and refugee adjustment education in Canada” breaks down the word immigrant into; first-generation immigrants who are foreign-born residents in Canada; and second-generation immigrants who are born in Canada to foreign-born parents. She further states that many “first-generation children arrive in the host country with limited or no competencies in the host culture, but some degree of competency in and connection to their heritage culture”. This study’s context aligns with Georgis’ (2014) first generation immigrants as most immigrant learners are born out of the country, and would have started schooling in their country of origin, where Portuguese is the language of instruction. The learning leads them to start in the first grade regardless of their age.

Despite the second-generation immigrants being born in the host country, they also experience poorer adjustment outcomes than the first-generation co-ethnics (Georgis,2014). This generation has been found to exhibit inferior school performance (Pong & Zeiser, 2012). This is what ILembe District (a District in KwaZulu-Natal province in South Africa) is experiencing

as the parents also struggle to adapt to the language of the host country. This causes a lot of challenges for the learners because parents cannot assist them with school work, which eventually leads to poor performance. The study does not dwell on these definitions, but is concerned with how immigration affects the teachers who teach these immigrants. Therefore, the study is concerned with finding out the teachers' experiences in dealing with immigrant learners in their teaching.

2.2.2 *The causes of immigration*

There are many reasons that cause people to migrate from their country of origin. Causes of immigration may be categorised into two groups of factors; which are pull and push factors. It is argued, from Madziyire's (2017) study, that migration causes may be attributed to several pull or push factors. Political and ethnic push factors refer to one's own country's unstable political and ethnic situation that leads to unwillingly migration. According to Sikhakhane (2005), push factors are the conditions in the homeland which encourage people to leave. These factors can include social turmoil such as war, oppression of various kinds, economic exploitation, feelings of despair or hopelessness, unemployment, or starvation.

According to Adepaju (2010), people tend to be enticed to countries where the following pull factors exist: better living standards, possibilities for employment, or perceived opportunities for professional growth in the country of destination. Most immigrant learners in I Lembe come from disadvantaged families. The parents are there for better opportunities even though they face xenophobia from some South Africans who believe that immigrants are taking their jobs.

Pull factors are the characteristics of the host society that attract people to settle there. These may include apparent social and economic benefits, a sense that the host society is a land of opportunity, or even deliberate policies on the part of the host society to entice immigrants to leave their home countries and take up life in the new country. Immigrants come with their children or have children in the host country. Immigrant learners in this study are learners whose parents are immigrants. Sikhakhane (2005) states that

“...in theory, at least three distinct groups of immigrant children can be discerned. The first consists of children who arrive in the receiving society

having already reached school age; the second is children who arrive during preschool years; and third are children born in the receiving society. p.23”.

In the ILembe district, most learners arrive in the area having already reached and surpassed school-going age, which is seven years. However, due to language barriers, immigrant learners are forced to go back to grade one, which is difficult as most of them are between the age of ten and twelve years old. They get mocked by the younger learners in their classroom, resulting in their frustration. Looking at the three different types of immigrant children, one would expect the children born in the receiving country to adjust more quickly than the other two groups. However, research has proven that this is the group that experiences the most difficulty as far as adjusting is concerned (Sikhakhane, 2005). I concur, as immigrant learners born in the host country face challenges in schools as IsiZulu is not their mother tongue, and English does not feature in the official language of their original country of birth. At home, the immigrant parents do not speak either of the official languages of the receiving society with their children. The language barrier makes it difficult for the parents to assist learners with homework as they are not familiar with the language of learning and teaching.

Apart from worldwide migration, many African countries have been experiencing big-scale rural to city migration due to socio-financial and socio-political tendencies in the last few years (Mbembi-Mafandala, 2015). On account that of 1994, the migration to South Africa has dramatically transformed. Immigrants from all parts of the African continent come to South Africa searching for better lifestyles, employment opportunities, and better education for their children. Most immigrants no longer take into account that they cannot communicate in the language of the host USA. South Africa is a part of the UN convention on the Rights of the child and African constitution on the Rights and Welfare of the child beneath section 28 of the UN conference, which mandates member states to understand each child's right to education and identical opportunities. They have a look at presupposes that education opportunities can't be separated from the academic. The question on acquiring education must involve the teachers' experiences within the most important focus of the study.

Zondi (2008) posits that the crumble of apartheid made it simpler for Africans to move into South Africa. South Africa was incorporated into the Southern African development

community (SADC) and reconnected with the worldwide economic system, which opened up migration in step with globalisation (Crush & McDonald, 2002). The South African authorities agreed to support migrants, refugees and asylum seekers when they signed the 1951 Refugee Convention and protocol, and the employer of African unity (OAU) 1969 convention. In line with those conventions; immigrants, refugees, and asylum seekers are afforded genuinely the same rights as South African residents (Nkambule, 2013). Immigrant learners have a majority of fundamental human rights like education and health care. However, they nonetheless face some demanding situations with primary desires together with housing and struggle to gain beginning certificates so that they can get the right of entry to a child support grant. Immigrant learners are discovered in South African schools regardless of their language background. In ILembe, immigrants have also located a home, and faculties have to cope with immigrant newcomers. Consequently, it is important to interrogate teachers' reports with such novices in the schools.

Mbembi-Mafanadala (2014) states that "Migrant children are faced with the challenge of integrating within the schooling system as they grew up speaking a different language and need to cope with a new schooling system with its own literacy and cultural practices" p 89. Nkambule (2013) states that some teachers find themselves with immigrant learners from a wide range of cultural and linguistic backgrounds.

Ndemuna and Jordan (2017) observe that learners who come to America are termed African immigrant students. The argument is that these are "students whose families immigrated voluntarily or involuntarily (as refugees) into the United States either to extricate themselves from political, civil, and or economic turmoil or to pursue further studies". It is critical to look in South Africa, particularly iLembe District, and identify the experiences of the immigrant learners and their teachers. The argument brought forward Ndemanu and Jordan (2017) is critical to my study. This study would need to look at the origins of the immigrant learners and their background because the study assumes that the background determines what the teacher will experience as they endeavour to deliver knowledge to learners.

Although South Africa has its challenges in terms of job opportunities, some immigrants still believe that South Africa has great opportunities. This causes tension between South Africans and immigrants as most South Africans see immigrants as a threat to them. They think that

immigrants have come to their country to steal their jobs, because of their rare skills and agreeableness to cheap labour (Mbhele, 2016, p 78) “This has led to violence in the South African context, as the now infamous xenophobic attacks towards foreign nationals have negatively affected their sense of belonging in the host country” (Mbhele,2016, p 108). “These attacks also negatively impact their children, who are still confused by being in a foreign country” (Vandeyar, 2013, p. 101).

2.3 Teachers’ experiences of teaching immigrant learners

One of the persistent challenges confronting our society in South Africa is how to reduce inequalities in educational and life chances of learners from different socioeconomic, ethnic, language and racial backgrounds (Zondi,2008). Teachers are required to provide quality education to learners irrespective of their backgrounds so that they develop into informed participants in their communities. Teachers teaching immigrant learners experience a lot of obstacles more especially those in the foundation phase in KwaZulu Natal where the language of learning and teaching is isiZulu. The obstacles faced by teachers teaching immigrant student in their new school environment, language stands out to be the biggest obstacle to academic achievement. Teachers experience communicating with immigrant learners as immigrant learners face the challenge of speaking, reading and writing in a language dissimilar to their own (Mbhele, 2014). In view of the above, it is for this reason that this section will review related literature on teachers’ experiences of teaching immigrant learners. To understand the experiences of teachers teaching immigrant learners, the aspect of understanding immigrant learners first will be discussed next.

2.3.1 Immigrants in South Africa

After 1994, South Africa was referred to as a rainbow nation as all who live in it must live in harmony and peace. After the fall of apartheid, the South African education system went through change from national policies, as “the whole education system was affected by this change, from national policies, subject curricula, to classroom teaching and learning” (Mbembi-Mfandala, 2015; pg 76). Prior to 1994 some languages (English and Afrikaans) were superior to others and were used as mediums of instruction. Given the history of language inequality in South Africa, specifically, the Apartheid-era preference for some languages

(English and Afrikaans) over others, the current Language in Education Policy (Prinsloo, 2011, p. 38) “is a vital guiding principle for school-level education. South Africa’s constitutional processes have produced national policies that stress the importance of multilingual education”. The scholar elaborated further that everyone residing in South Africa must be given a prospect to study and fulfill their basic constitutional right to education (Prinsloo, 2011, p. 77).

In 2001, the Department of Education developed Education White Paper 6, to change the South African education system, and build a joined system for all learners, inspiring a curriculum that is more pliable and more appropriate to the needs and abilities of all learners, including South Africa’s immigrant learners (Donolue & Bornman, 2014). 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”.

It is an oversight for all educational policies and practices, based on the fact that education is a fundamental human right and the basis for a more just and equal society. According to the Education White Paper 6, inclusive education and training can be defined “as changing attitudes, behaviour, teaching methods, curricula, and environment, to meet the needs of all learners” (DoE, 2001). Educators need to make sure that education is accessible to all learners, irrespective of their background. This statement implies that all South African learners regardless of their country of origin or citizenship status must be accommodated, and teachers’ perception of immigrant learners must be positive. It is also stated in the White Paper 6, that learners need to be supported, and the educators also need to be supported to facilitate the learning and teaching process.

An inclusive approach also needs to benefit immigrant learners who do not speak the language of the hosting country. In the South African school context, immigrant learners are excluded from teaching and learning activities, through using a language that they do not understand. This exclusion by the educators or the learners is precipitated inside and outside the classroom.

Mashiya (2014), states that “Education must be designed to enhance the potential of children and young adults so that they respect themselves and others, can participate in decision making in the society, and live in peace and dignity, and can earn a living” (UNESCO, 2000). This can only be

achieved if the teacher in charge of the classroom can plan lessons to meet these prerequisite for all learners in the classroom (Mashiya, 2014). Immigrant learners can only succeed through the assistance of a teacher. Therefore, teachers' experiences in teaching migrant learners must be considered.

In South Africa, there are many immigrant learners whose native languages are unknown. This makes the Language in Education Policy even tougher to implement efficiently. The mother tongue is a very critical point in the foundation phase. According to the Education White Paper 6 (2001), teachers have an obligation to recognize and respect differences in learners such as age, gender, ethnicity, language, class, disability, or HIV status. All learners should benefit from every learning experience.

The schooling process impairs immigrant learners who use IsiZulu language as a medium of instruction due to the language barrier. LeClair (2009) mentions that strong relationships with classmates and teacher's reports of success influence learners' sense of belonging at the school. Nevertheless, immigrant learners are still inclined to feel frustrated with their incompetence and poor academic achievement. The frustrations also affect their sense of belonging because of the social barriers that are created. Therefore, it is important for teachers to implement inclusive strategies to get the immigrant learners more acquainted with their peers, and to have a sense of belonging.

Mavuso (2014) explored the role that teachers play in ensuring the inclusivity of all learners in the process of teaching and learning. He argued that in-order to accommodate learners with different learning needs, teachers need to be capable of contrive learning support processes so that all learners can be actively participate. He further posited that South Africa supports inclusive education, but teachers seem to have a hard time helping learners with learning disabilities. "Teachers' responsibility is to identify specific difficulties experienced by learners and then develop intervention programs to support learners" (Mavuso, 2014, p.56). The need to understand teachers' experiences of teaching immigrant learners cannot be overemphasised.

2.3.2 Experiences of immigrant learners

Sobantu and Warria (2013) conducted a study on “the academic experiences of male refugee learners at a high school in Johannesburg, South Africa”. The findings show that refugee learners are constantly navigating and adapting to multiple social environments with different, complex roles and responsibilities. School was identified as one of these social contexts in which teachers provided varying degrees of care, support, and or protection in addition to their teaching roles as teachers. The teachers were able to accompany psycho-social healing processes and also gave others urgently needed support. From what I have experienced as a teacher, it is not easy for most teachers to assist learners psychologically. I believe learners get such professional help from social workers, as most schools do not care for such special needs. Although teachers may be able to identify such learners, they will need assistance from social workers. Education continues to be one of the crucial avenues through which immigrant learners can feel purposeful, develop aspirations for the future, and have a sense of stability.

“The learners in the study were able to successfully adapt and adjust to their learning environment, despite the challenges experienced” (Sobantu & Warria, 2013, p.89). Learners continued to advance sanguinely, regardless of being overwhelmed by many losses during migration and subsequent resettlement in Johannesburg.

2.4 Improvement in teaching immigrant learners

2.4.1 School Programmes

Loshini (2011) conducted a study on schools’ readiness for refugee students. The findings indicated that schools with a range of programmes in place for refugee students, have an overall positive impact on their lives. Schools with programs that empowered children who were talented, but lacked confidence due to language barriers, were the most beneficial to refugee students. I would be grateful if we can have such programmes in our district as I have experienced with my immigrant learners in the classroom. Because of the language barrier, they are afraid to express themselves in class, and most of the time, prefer to be quiet in class. Naidoo (2012) concurs with Loshini (2011) that some schools implemented tutoring sessions with teachers and professional tutors during lunchtime, which was a valuable experience for refugee students, which represented hands-on help and support.

Additionally, another beneficial practice for teachers was including culturally relevant literature for refugee students (Loshini, 2011). Refugee students identify with what was being taught to them, and understanding one's learners and acknowledging their cultural backgrounds can encourage learning. Moreover, schools that developed a culture of representing refugees in a positive way, and creating an empowering environment, produced the most successful refugee students (Naidoo, 2012).

Naidoo, (2012) also stipulates that integration failure for refugees in education systems is a major barrier to future success. Furthermore, when refugee students are placed with younger learners in classrooms, they may experience social and emotional difficulties because of the differences in the development of children, unlike age groups. I can relate to what Naidoo is talking about regarding the age difference, as most of the immigrant learners I teach are older than the rest of the learners. It then makes it difficult for them to socialise with the rest of the learners. This exacerbates resettlement stress. Schools are an important place for building an identity and students fit into groups, based on their identified characteristics.

O'Rourke (2014) also demonstrates that refugees are expected to function like other students, yet are categorised as different. Consequently, this leads to discriminatory practices on the part of teachers and peers, which leads to refugee students' social isolation (Lerner, 2012). Greater attention needs to be paid to refugee children. Teachers need to focus their practices on being inclusive and responsive to refugee students (Lerner, 2012).

2.4.2 *Medium of instruction*

Medium of instruction is the language used when delivering lessons in subjects other than language learning (Lo & Macaro, 2012, p.29). This is normally the language used as an official language in many countries or provinces. Foundation practitioners argue that the best language in which meaningful learning can occur is the language of learners' command, which is usually their native language. For instance, in KwaZulu –Natal, IsiZulu is the dominant language, most schools use it as a language of learning and teaching plays a vital role in the learning process, as the teacher needs to interact orally with the learners in class. In some African countries, the language of learning and teaching is English, Swahili, or Portuguese.

In most countries, the colonial language is used as the language of learning and teaching, simply because the colonised were convinced of their inferiority, and the unquestionable superiority of the invader. Learners also need to interact among themselves. This is substantiated by Kyeyuwe (2010), who views the medium of instruction as a tool that enables teachers to convey the content to the learners. Therefore, the question comes when the medium of instruction is not user-friendly, or not understood by the immigrant learner. Lo, Marco, and Kyeyuwe questions whether it is enough to remain rigid in a certain language because it is designated the medium of instruction. This challenge gives the study depth, as it seeks to unpack the experiences and challenges created by the medium of instruction between the encoder and the decoder.

Even though IsiZulu is a medium of instruction and dominant language in KwaZulu-Natal, to Mozambican migrants, it is a second language as they neither speak English nor isiZulu. However, the Education Policy stipulates “that the learners’ home language should be used as LOLT in the foundation phase” (DoE 2011, page?). Second language acquisition is a significant challenge for new immigrants as they adjust to their new homes and new learning methods (Cummins, Mirza & Stille, 2012).

Solomon (2014) conducted a study on “How second language classroom instruction contributed to language acquisition in students’ native language”. In her study at an English immersion kindergarten classroom, she discovered that learners who had a strong foundation in their native language (L1) could transfer the skills more easily to their second language (L2) than those who did not. This is what I have discovered in my experience of teaching immigrant learners. In my school, we have both learners who started schooling in Mozambique and then came to South Africa, and those who just began schooling in South Africa. She further states that “If students do not have some good strategies in their language, they will not have good strategies to transfer to the new language” (Solomon, 2014, p. 53). The present study sought to understand teachers’ experiences of teaching immigrant learners in IsiZulu as a language of teaching and learning, and the strategies they employed.

Ghebreslassie (2016) states that teachers have various approaches by which they can equip themselves to be more culturally responsive to the needs of young refugee learners. Combining these approaches forms a holistic practice. These are: emotional availability, cultural awareness, and instructional techniques. The emotional aspect is straightforward in scope. It includes acknowledging that the refugee student's emotional state extends beyond homesickness, sadness, and culture shock. Ghebreslassie (2016) further indicates that communication barriers among teachers and refugee students may be overcome through facial expressions and gestures of affection. Even simple measures such as awareness of body language can positively influence a refugee learner's psychological response to unfamiliar circumstances. There is an idea that teachers may find the refugee learner's circumstances overwhelming, or the education system may be asking too much of teachers, given their field of expertise. Retired Toronto ESL teacher Shelia Maderen, who worked with Vietnamese refugees dating back thirty-years, also advises compassionate listening, and acting as an advocate.

2.5 Challenges of teaching immigrant learners

Catellanos (2018) states that the many of the challenges for international refugee students entering U.S. schools also give rise to challenges for the teachers. Learning through isiZulu as a medium of instruction, and adjusting to a different curriculum in a different country can be stressful for the learners. Many of the refugee students arriving in the United States arrive with psychological trauma, loss, and the immigrant process' burden (Isakson et al., 2015). Such issues can be disruptive to learners' academic performance. I have noticed from the immigrant learners that poverty is also disruptive, as they normally come from poor backgrounds, as their parents are economic refugees. The lack of awareness about refugee students' histories can impede the provision of psychosocial services and positive relationships between refugee students, their teachers and peers (Dryden- Peterson, 2016).

2.5.1 Language barrier

Alicja and Zaleska (2017) conducted a study on "Teachers' experiences with immigrant children in Czech Elementary Schools". The results confirm the important role that teachers' contact with migrant children plays in shaping their attitude towards migrant children and their general integration. Teachers who have little or no contact with immigrant children enunciate

unsettled about the composite nature of teaching. In addition, teachers with little experience with immigrant children reported having little or no foreign languages skill. Most speak poor or no English at all. This incompetence was another reason why they feared working with immigrant children. The same applies to immigrants' ignorance of isiZulu, where, even when they try to speak the language, their accent is different from the South Africans accent.

Mbhele (2016) explored "Schooling experiences and challenges of immigrant learners in a multilingual primary school". Most of the immigrant learners were irritated because of a lack of communication between them and the teachers. The reason given was the language barrier. The sense of exclusion is easily overlooked in classroom discussions and in the educational and learning process. Some acknowledged the development of feelings of frustration and use of silence as a coping mechanism. Lack of support from teachers was also stressed as one of the frustrations experienced.

Szabo and Ward (2015, p. 112) state that "exclusion of immigrant learners causes language barriers that result in academic, emotional, and social challenges; limiting them from actively accessing different schooling programmes". For immigrant learners in a multilingual school, English appeared to hinder them from adapting to the classroom culture with ease. Some teachers found it effective to match immigrant learners with local learners who helped them in their work. However, the strategy can be misleading to a teacher who may believe that learners who lack proficiency tend to copy from the one who has the understanding of the language. However, when conducting an assessment, one finds that the learner did not grasp the content. For adolescent immigrants, "developing friendships in a foreign school can be confusing, because identity and language are linked; and language is used to negotiate one's position in the world", which Norton (2013) suggests is strongly tied with socio-cultural factors.

George (2014) conducted a study that addressed the social needs of refugee students, and noted that refugee students are an important part of the education process. Teachers should recognise that there are concerns and challenges when it comes to including students from refugee backgrounds. Similarly, MacNevin (2012) found that some refugee students in schools were socially isolated, and Lockwood (2010) found that teachers reported having challenges in

supporting refugee students within the classroom, if the students had limited English proficiency (Lockwood, 2010).

In Georges' (2014) study, teachers at the senior levels indicated that skills in teaching basic literacy would be useful, because refugee students often need to learn literacy skills in English. There are four subjects taught in grade 2, namely; English, Mathematics, Life Skills and isiZulu. The three subjects are taught in isiZulu as a Language of Learning and Teaching, except for English. The isiZulu component/content includes Listening and Speaking, Phonics, Reading-comprehension and handwriting. The immigrant learners grapple with identifying the phonics, which then makes it difficult for the learners to read in isiZulu. This makes it difficult for the grade 2 learners to write a concrete sentence using the phonics learnt. This also affects them in the other subjects as they are also taught in isiZulu. As they are also expected to answer all questions in isiZulu and read the stories in isiZulu. Other literacy skills include vocabulary, spelling, and comprehension. Many teachers believed that staff needs better training to ensure teachers are equipped to provide opportunities for refugee students to develop cultural awareness (MacNeiv,2012). Some teachers reportedly believed that they needed a policy that would better advocate teachers' support of their students (MacNevin ,2012).

Immigrant learners often reported that the challenging experiences negatively affect their social well-being. There were various strategies that immigrant learners preferred to use to cope with the challenges that touched them emotionally. These included making friendships and playing time during breaks. Silence seemed to be the preferred method, but it discriminated and excluded even more. Living in fear and anger would also lead to some learners preferring to spend time alone during break time when other learners are playing (Szabo & Ward, 2015).

The biggest challenge for learners with a migration background is linguistic diversity. It limits their social life with their peers as they are unable to communicate with the indigenous learners who communicate in their mother tongue. Vandeyar and Vandeyar (2012) share a similar view that "immigrant learners are twice as disadvantaged as they enter the host country due to their lack of English and the indigenous languages". They also noted that accents can also be an indicator of immigrants' status, which contributes to academic and social exclusion.

Nkemason's (2018) qualitative descriptive phenomenological study explored and described the lived experiences of immigrant basic education students in Finland. The results showed that immigrant students studying in Finnish secondary schools perceived their schooling experiences to be better than those in their home countries, despite the various challenges they faced, such as the language barrier. It was evident that, even though they had a better life in the foreign country, there were challenges such as the language barrier. This is true for my study context as well.

2.5.2 Immigrant Cultural differences

“Teachers teaching immigrant learners need to familiarise themselves with a new culture, thereby understanding the different cultural intersections and mismatches, to bridge the gaps between the other cultural systems” (Gay, 2010, p.103). Familiarising themselves with a new culture leads to culture shock for the teachers, and it is important to consider the culture shock, which might occur when a teacher struggles to adapt to the cultural practices of immigrant learners that they come to the school environment with (Oakes, Lipton, Anderson & Stillman, 2018).

Cultural differences manifest in diverse pedagogies that influence the way students and teachers address each other and interact, and affect the size of a class (Good & Lavigne, 2018). Identifying and distinguishing various cultural differences will allow teachers to create a safe and culturally responsive learning environment for immigrant students. It is vital to recognise and understand these differences, in order to implement culturally responsive teaching and pedagogical practices in the classroom to ensure the success of every student (Krasnoff, 2016).

Kurbegovic (2016) examined “Teachers’ perceptions of teaching refugee and immigrant students”. The study showed that overall, teachers felt confident, culturally competent, and open to implementing practices to serve refugee and immigrant students. Across all three of these constructs, more than half of teachers endorsed responses indicating ‘to a great extent’. While some of these results may be attributed to, teachers’ self-reported confidence and cultural competence was high. They were willing to implement new and effective practices.

Teachers reported that they had high cultural competency and had adequate prior preparation and training for teaching refugee and immigrants' children, their beliefs around their confidence in teaching these students increased, and as a result; were more likely to implement new practices (Kurbegovic, 2016). These results have direct implications for teacher preparation programs and those practicing in schools. Self-efficacy and competence (cultural competence and prior preparation) are related to teachers' willingness to implement new and effective practices. However, this all has to start with the teacher's willingness to work with immigrant learners.

Biegen (2018,) conducted a study on "Immigrant teachers of colour and their sense of belonging in New Jersey public schools". The first research question was to "explore the experience of being an immigrant teacher of colour in New Jersey public schools". It was learned that immigrant color teachers collectively expressed the challenge of trying to be accepted in American society. For participants, being acceptable did not mean changing their identities, but belonging and feeling a part of their school community. Consequently, cultural differences made fitting in a challenge. Immigrant teachers of colour stated that cultural differences, identities, and languages set them apart from other teachers. Vittrup (2016) stresses the necessity to train teachers of any racial background on multicultural issues, to foster proper connections and relations with the U.S diverse population. The Biegen (2018) study's findings showed that immigrant teachers of colour could address students' needs because they could identify and connect with them, which could potentially contribute to teachers' feelings of belonging, in a predominantly white schooling context.

Jointly, immigrant teachers of colour in that study clarified that cultural misinterpretation affect how others viewed them, and the assumptions people made regarding their English proficiency. Moreover, immigrant teachers of colour in the study believed that they did not fully integrate into the school community because they could not find a "fine line" to fit in. They acknowledged that the belonging must be addressed, as frustrations of not belonging do not only affect learners, but adults as well. In the study, both teachers and learners got frustrated as they face language barrier and wanting. Both teachers and learners get frustrated as they face language barriers and want to be accepted by the community of origin.

Kirova (2016) explores “a school culture of lack of acceptance and belonging among immigrant students in Canada and the United States”. She suggests that schools should be places where students can connect with their teachers and feel at home. Based on how immigrant teachers of color in”, Biegen's (2018,) study “perceive and describe experiences of invisibility and belonging in New Jersey public schools must also be places where black teachers are Colored immigrants who relate to other teachers, bond, and have a sense of belonging. Habegger (2018) explains that schools need to create care to build a learning community, allowing for collaboration and continuous improvement, as well as engaging teaching. Collaboration and innovation are important to immigrant teachers of color, as it provides a sense of belonging that helps them grow professionally.

2.5.3 Implementation of the curriculum in South Africa

The Curriculum Assessment Policy Statement (CAPS) document determines what content needs to be taught. These concepts are not applicable to every learner. This is because learners understand content differently and at different capacities. All learning area statements reflect the principles and practices of social justice for the environment and human rights, as defined in the constitution. This curriculum encourages the learner-centred approach that allows learners the opportunity to become active participants in their learning. Although classroom learners change yearly, curriculum is not always consistent with the intentions of the policy. The CAPS document provides detailed week-by-week planning for teachers to follow although teachers used different teaching strategies to accommodate all learners. The Screening, Identification, Assessment and Support Policy (SAIS) was established in 2014 in conjunction with the Education White Paper 6 (2001), which supports Inclusive Education. The initial screening must be guided by the learner profile, which can be of use to be able to understand the learners’ background before applying a particular teaching strategy. Unfortunately, teachers have experienced that parents do not want to disclose their child’s identity, and that they share birth certificates which they use in different schools for different learners. Most of them do not have proper documents. This hinders the teacher from doing proper assessment. Moreover, CAPS document does not fully cater for flexibility for individual assessment.

The implementation of the curriculum differs for each school, as it is expected to be implemented by teachers who come from different backgrounds, in terms of culture, beliefs and attitudes. These shape teachers' understanding of the policy. The availability of resources in the schools also plays a vital role in terms of implementing the curriculum. Limited resources strain the relationship between the teachers and the principals, who need to prioritise the funds or allocate the funds of the school. In this study, the three schools are non-paying schools, which depend solely on government funds. When these funds come, they find they are not enough to cater for all the school's needs. For example, in these three schools, they cannot afford to hire an assistant teacher who is multilingual, who will help the teachers in interpreting for the immigrant learners. Most teachers feel that there is no connection between them and the Subject Advisor as they have not been to class and experienced what teachers are experiencing on a day to day basis with the learners.

2.5.4 Language in Education Policy in South Africa

In July 1997, the Language-in-Education Policy (LiEP) was introduced in South Africa. While the intention of this policy was to promote all 11 official languages and give individuals the right to choose the language of learning and teaching, the practical implementation has generally been fraught with challenges.

Language in education policy plays a significant role in teaching and learning language, and this has been a major issue of research in language in education policy. South Africa is one of the countries that has become a centre of discussion in language in education policy issues because of its unique multicultural nature and its history, both of which are major influences in shaping the country's language in education policy.

The language in education policy in South Africa is conceived in the Constitution. Generally, it presents a broad statement on the ways the language policy is implemented in South Africa. The language in education policy is represented in the National Education Policy Act (Act 27 of 1996) that empowers the Minister of Education to determine a national policy for language in education. The policy mainly operates within the following ideas:

- In terms of the new Constitution of the Republic of South Africa, the government, and thus, the Department of Education, recognises that our cultural diversity is a valuable national asset and hence is tasked, amongst other things,

to promote multilingualism, the development of the official languages, and respect for all languages used in the country, including South African Sign Language and the languages referred to in the South African Constitution.

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

2.5.5 Immigrant experience

Refugees go through a very painful experience, which begins in their country of origin and extends to their host country. Craig (2010) argues that many refugee children are reluctant to talk about their experiences in their home country and host country. It is painful to review unpleasant experiences in their lives (Papadopoulos, 2007). The experiences cause them to develop a certain degree of psychological distress, discomfort, and confusion. Difficult experiences include bereavement, loss of home, and sometimes loss of identity (Muneghina & Papadopoulos, 2010).

Kanu 2008) states that the challenges education professionals face in meeting the needs of refugee children in general can be identified as social, political and economic. These are by no means exhaustive, but they deserve to be questioned, inviting further studies. Social challenges stem from cultural sensitivities and awareness of context (Kanu, 2008). It also shows that teachers would benefit from a better understanding of the environment from which refugees fled, while respecting the integrity of the traditions and lifestyles they possess. The problems

related to literacy and language development are constant and there is little funding to solve them (Kanu, 2008).

A qualitative study by Sullivan, Hegde, Ballard and Ticknor (2015) examined the relationship between kindergarten teachers and immigrant children (referred to in the article as English language learners (ELLs) and underdeveloped children). Most of the teachers spent more time teaching English and phonetics to ELLs rather than focusing on quality communication and communication with them. Adair (2012) observed this trend in preschool teachers when working with immigrant children. They tended to adapt immigrant children to existing school norms, with an emphasis on teaching English and overlooking other aspects of early development. Sullivan et al. (2015) reminds us that teaching is fundamentally relational and that immigrant children learn English more effectively in appropriate contexts where they use the language to communicate. The authors conclude their study by asking how teachers can be better prepared to promote developmentally appropriate education and care for immigrant children by forging relationships active in their learning community. This is a global issue, but it must be addressed individually or according to the needs of immigrant learners in a particular location, such as in ILembe county.

Without a thorough understanding of immigrant children's experiences and needs on the part of educators, immigrant children will be excluded and isolated from the rest of their learning world. Teachers also need to understand immigrant children and their unique experiences in order to effectively teach and care for them. For many young children, going to school or a care centre for the first time can be a difficult transition. Separation from parents or caregivers can bring anxiety and fear to young children who have never been to school. During this transitional period, they need the support of their parents and teachers. Due to cultural and language isolation, this transition from home can be more difficult, complicated and stressful for young immigrant children (Adair, 2012; Doucet, 2008; Kirova, 2016; Takanishi, 2001).

2.5.6 Feelings of loneliness

Doucet (2008) tells a short story about a new immigrant boy from China and the differences between cultures and languages. The boy cried all day at school but the teachers refused to comfort him because they wanted him to be "independent". None of the teachers or staff at the school speak his Chinese dialect, and the boy feels left out at school. During the first two weeks of his residency in the United States, his mother hid him in the factory where she worked, and he is now in a school where no adult can comfort or help him feel. being taken care of. This is one of many untold stories about immigrant children in schools, making it clear that early school experiences are often marred by feelings of isolation, loneliness and profound pain. Likewise, Kirova (2016) discusses the social and emotional isolation of immigrant children. In her research, she interviewed immigrant children from many different countries about their first experiences of immigrating and going to school. Most of the children expressed their loneliness and difficulty making friends at school. Patel (2012) found that in their first immigrant experiences, immigrant children experienced profound feelings of loneliness and exclusion, along with the experiences of older immigrant students. An earlier study by Kirova (2016) noted that loneliness among immigrants at school can be described not only in terms of loneliness, but also in terms of feelings of separation, exclusion, and disconnection.

Lee and Hawkin (2015) points out that schools play an important role in the integration of immigrants into the host country. The way teachers and peers treat immigrant learners' influences their understanding of who they are in new contexts. Stets and Burke (2016) argue that while academic immigrants feel belonging and accepted, by being part of a social group their identity is recognised, which gives them a sense of self-worth and self-esteem. Migrant students often feel lonely during their first months at a new school, feel discriminated against, and don't feel confident participating in school activities.

2.6 Factors that enable teachers to teach immigrant learners using language of hosting country

2.6.1 Inclusivity

McDevitt (2018) explored the experiences of immigrant teachers teaching and caring for young children and immigrant families. The results show that teachers have creative and humane ways to connect with their learners. This first happened through their ability to speak two or more languages to build a community in their classrooms where children, no matter what language they speak, can be included in the learning aspect. They also want to use a variety of communication methods. They watch and listen to how their children move, sit in their classrooms, and stay silent. Making the classroom inclusive requires more than just accepting differences. It is not simply a question of accepting children with the slightest effort. It is not enough for people to just open their arms to welcome new and different people.

It is important for teachers in host countries to teach immigrant students about the stressors of refugee resettlement. It should be understood that there may be skill gaps for students with little or no education. Students whose previous studies were interrupted experience setbacks that keep them below the expected level for their age. Their underperformance often has nothing to do with their ability to learn but may simply stem from their inability to master specific learning content (Dryden-Peterson 2016). In these cases, educators need to be aware of services outside of the education system that can help students receive additional academic support (Rogers-Sirin, 2015; Gilhooly, 2015).

2.6.2 Learner Attitudes in South African Classrooms

Shawe (2015) investigates the experiences of teachers in isiZulu first language tutoring in ExModel C schools. First, it is clear that the attitudes and behaviours of learners learning has a significant impact on teaching. Study participants found that parental influence had a large impact on teaching isiZulu as a FAL. Learners whose parents have a negative attitude towards isiZulu learning also have negative signs with isiZulu FAL and vice versa. Sithole (2013) mentions that there are a number of challenges regarding the use of African languages in South Africa. For such a learner, and perhaps, many others, there are no good reasons for using and learning African languages in South African schools. Mashaya (2010) highlights that the lack

of material like FAL textbooks, pamphlets, DVDs, and CDs makes it difficult for the teachers to teach isiZulu in ex-Model C schools. Beiser Puente-Duran and Hou (2015) suggests that if refugee communities feel alienated by their children's schools, further action must be undertaken to ensure that refugee children become part of the community and school's agenda. Refugee students can feel more comfortable in a new space, and help facilitate mental health to become an everyday routine for students.

2.6.3 Adequate teaching and learning resources

According to Karabenick and Noda (2014), there is also a link between teacher effectiveness and teachers' perception of administrators' support, which means that administrators can influence teachers' attitudes towards class members through support and provision of resources. In my observation, Support remains elusive as school administrators continue to enroll students, leading to overcrowded classes and under-resourced due to the number of learners. However, there are promises of additional lessons that have not materialized. As a result, teachers are fired and this detracts from the good quality of education for the learners.

If an immigrant student feels overwhelmed and reactive, they are more likely to feel unsafe. Teachers are asked to think about what students might need from them to feel safe again (Van der Kolk, 2014). When teachers can tell that their students are starting to feel overwhelmed, they should calm down and help the child out of the fear caused by the trauma. Taking a step back and taking deep breaths can help a teacher calm down. Learning to calm your voice, facial expressions, and posture can also help ease student anxiety. When teachers are able to identify and reduce classroom triggers, undesirable student behaviours are reduced (McClelland & Cameron, 2011).

Rules that may be culturally alien to students require more in-depth explanation and patience from class administrators. During training, it is essential that teachers speak with empathy to explain the rules and consequences to students (Perry, 2013), as this will help reduce student reactions due to expectations are being misunderstood.

2.6.4 Conducive learning environment

Lee and Wash (2015) state that immigrant learners in a foreign school often encounter deficient attitudes about immigrants, exhibited by native speakers of the host country, who reduce their cultural and linguistic identity values as immigrants through acculturation of their identity in context. Mbembi (2015) believes that schools can play an important role in facilitating the integration of immigrant learners both within and outside the school environment. He added that the school environment, racial prejudices against and attitudes toward alien exclusion hinder the actual assimilation of migrants in the host country.

In addition, Boelens, Cherek, Tilke and Bailey (2015, p.73) suggest that “schools should provide an environment that supports and enhances the learning process, encourages innovation, and fosters positive relationships between learners and teachers”. Classrooms are places where students can socialize, generate more ideas, and learn about each other’s cultures, traditions and beliefs. I give learners time to tell their stories and listen and speak in my classroom so we can all understand each other. According to Rogers-Sirin, (2015), immigrant learners experience stress, which increases health risks, emotional instability, depression, trauma, and alienation.

Meier (2018) believes that acknowledging more languages in schools can meet learners' language needs and that acknowledging language diversity can be a step towards understanding integration as a common responsibility. However, Gu and Patkin (2013) point out that “while immigrant learners have difficulty learning English language barriers and acculturation exacerbate academic underdevelopment; their emotional and social”. It also questioned and limited their access to various school programs. Research shows that immigrant learners face language and cultural barriers in their socialization process and struggle due to not being more fluent in English than their peers.

Makarona and Birman (2014), who conducted a study on “cultural transition and academic success of immigrant learners”, confirm this view. They say immigrant learners' underperformance stems from their acculturation, which they describe as a stressful process that affects learners' adaptation to new environments. As humans, we all know how difficult it is to be pressured by situations to change the beliefs you've been socialized in since childhood, to adjust to new things.

2.7 Strategies teachers use to support immigrant learners in learning using mother language of the host country as a language of instruction

2.7.1. Using immigrant experiences

Ghiso (2016) studied how Latin American immigrant children use their life experiences in the local laundromat to engage in their literacy through photographs, written and spoken texts. Their experience of living in the local space and their knowledge became the anchor for their discussions to explore a variety of topics such as the work of caring for family members, trans-national identity, etc. countries, global economic inequality, current issues around immigration between Mexico and the United States Ghiso's (2016) research identifies possible ways to honour and mobilize the knowledge base of immigrant children in and out of school. The teachers use a philosophy of interdependence and teach students to respect their school funds.

The important role of teachers in creating opportunities for immigrant children is also mentioned in the study by Keat, Strickland and Marinak (2015). In their study, immigrant children in a preschool classroom were encouraged to be active actors and tell their stories through storytelling. At isiZulu, we have “Ukukhuluma nokulalela” Listening and Speaking where learners can tell their stories. The researchers gave the learners disposable cameras to take pictures of what's important to them and tell their stories to teachers with their photos. The pictures and stories become the opening of the program for rich conversations between children and teachers about the diverse world of children. The author points out that immigrant learners who follow their teacher's instructions or are silenced when expressing frustration due to their limited English have become active producers and authors of knowledge. Like these early childhood teachers, several other studies suggest that the majority of preschool teachers do not have recent immigrant backgrounds; and they struggle to meet the needs of immigrant children. This is not because they don't want to, but because they don't have adequate training or support to work effectively with them (Adair, 2009; Sullivan et al. 2015; Takanishi and Menestrel, 2017; Tobin et al., 2013). The Curriculum Assessment Policy Statement CAPS (DBE, 2011) for foundation phase has four subjects; Mathematics, English, Life Skills and isiZulu. The focus will be on isiZulu content, which includes Listening and Speaking (Ukukhuluma nokulalela).

The immigrant children going to school are not blank sheets of paper, but already have a rich store of knowledge such as experiences, languages, cultures, beliefs, values, feelings, behaviours their thoughts and feelings and family traditions that teachers can use. As a result, they bring various sources of knowledge to school along with their unique immigration experience (Tobin, 2013). Teachers should play an important role in welcoming young immigrant children and their families, and in creating a learning environment that connects home and school.

The acculturation of refugee children is characterized by intense activities that include learning new languages and unique cultural values, while also taking care of basic needs such as food and drink food, shelter and education (Gonidakis et al., 2012). The process of enculturation is very tense for refugee children (Kaplan, 2009) that it forces them to speedily adapt to a new culture and face the demanding task of starting a new life in a new country. Even if there is a refugee opportunity, it may be difficult for refugees to access because it is difficult to integrate into new society.

2.7.2 Peer-to-peer relationships

Barrett et al. (2012) have validated the prominence of positive inter-ethnic peer relationships in facilitating academic success among immigrant youths. Personal relationships between immigrant students, their peers, and teachers create a strong sense of belonging. From my experience, I make sure that immigrant learners are mixed with local learners when sitting in class.

2.7.3 Teacher support for immigrant learners

In a study on supporting refugee students, MacNein (2012) found that many teachers feel that better training is needed to ensure that they are equipped to provide refugee students with the opportunity to develop cultural awareness. Mkhondwane (2018) stated that teacher development should include training on how to identify challenging learners especially immigrant learners who may be traumatized by prior experience. Teachers should learn about the cultural strengths of refugee students and how to use these strengths in the classroom. Positive learning outcomes are achieved when students are encouraged to tap into the strengths of their multicultural identity. Staying connected to the culture of their country of birth reduces the emotional stress of integration (Rogers-Sirin, 2015)

Jhagroo (2016) conducted a study of immigrant teachers' reflections on their life experiences. Migration teachers provided some insight into the challenges they faced growing up in the New Zealand classroom. While the professional challenges they face require a change in pedagogical approaches and expectations, the personal challenges of prejudice have compromised identity and a sense of being there. There are shared methodologies and experiences that teachers agree on, regardless of their level of expertise. None of the teachers had the opportunity to take a course on teaching immigrant children at the university, and such courses were not available at the time the teachers were attending. They worked naturally with immigrant children, drawing from their own experiences by sharing knowledge with co-workers. They are often unaware of the in-service training courses offered and teachers are unaware of the materials available to teach immigrant children. I can also relate to these results because my colleagues do not know where to upgrade their knowledge of teaching immigrant learners.

Figes (2016) agrees with Jhagroo (2016) on the challenges of adapting to teachers. Figes' study was conducted in Turkey. What he has established is that the Ministry of Education in Turkey has no policy or plan regarding immigration education and teachers are not prepared for the education and training of immigrant children. However, he realized that immigrant parents were indifferent to their education. In this regard, teachers never consider race, gender or ethnicity as challenges they face. This growing body of literature provides direction and value for research. Just as Eris looked at Turkey, this study is of great benefit when it comes to determining whether what is happening in Turkey is likely to happen in South Africa. Research shows that it is imperative to compare what teachers experience in other countries in relation to immigrant learners at school with what is achieved locally. Rhetorical question Eric interrupted his research when he asked... are they ready? leaving a lot to be desired. Therefore, this study aimed to determine whether the teachers of I Lembe are ready or not as observed through their experience. Another reason the Eris assessment is important is that, like in South Africa, Turkey has immigrants from neighbouring countries.

These studies show that teachers are often inadequately ready to serve refugee and immigrant students. College preparatory programs that prepare teachers to work in urban public or public

schools and serve immigrant learners, should improve their curricula to prepare teachers on how to support and meet the needs of these learners.

2.7.4 Culturally Relevant Pedagogy

In a classroom where learners come from diverse backgrounds, teachers need to provide culturally appropriate pedagogy, content, and knowledge in multicultural classrooms (in which students are of different backgrounds, races, languages, ethnicities and social groups). Geneva (2000, p. 7) defines culturally appropriate pedagogy as “the use of cultural knowledge, prior experience, frames of reference and performance styles by students from ethnic backgrounds”. Differences in spoken language and language of instruction and learning create barriers and immigrant learners are relegated to a lower class.

2.7.5 The Classroom understood as a Social Context

The classroom is a place where learners can interact with other learners and teachers on a social level. They can develop ideas and learn about the cultures, traditions and beliefs of their peers. Before teaching, teachers need to be aware that learners come from different cultures, beliefs and languages. The strategic integration of students' linguistic and cultural backgrounds into the classroom is based on mutual respect, inclusion, and an understanding of differences. Immigrant students should have a sense of belonging in the classroom environment. “Learners feel a lack of connection and a sense of belonging, and thus, these feelings influence poor academic performance and course outcomes in life” (Sulkowski & Lazarus, 2012, p. 78). Learners find it difficult to make friends due to language barriers and cultural differences inside and outside of school. Most of the teachers and students in the school are multilingual and speak at least two African languages and English. The study focused on multilingual classroom environments in South Africa to understand teachers' experiences in teaching immigrant learners in isiZulu as a medium of instruction.

From a socio-cultural viewpoint, Swain and Deters (2007, p. 49) argue that "the social environment is not the context, but the source of mental development". Social environment, in this sense, is what the mind absorbs from its surroundings, not where it is. The basis for this view lies in the sociocultural model of cognition associated with Vygotsky (1978), and his view of

the social aspects of knowledge; where social (or interpersonal/interpersonal) processes are a necessary condition for the emergence of individual (or internal) psychological processes. Vygotsky further proposes that the classroom serves as a social context in which learners and teachers can interact in a way that provides a positive interaction.

Vygotsky (1978) argues that humans do not directly react or interact with the environment. Instead, human reactions and interactions are mediated by signs (language and other sign systems) and tools. He went on to say that people learn to use these mediation devices primarily through social interactions. Vygotsky's (1981, p. 163) basic point is voiced in the quote: "Every function in the child's cultural development appears twice, or on two levels". It appears first on the social level, then on the psychological level. It appeared first in people as a psychiatry category, then in children as a psychiatry category, and is also true of voluntary attention, logical memory, concept formation, and will development.

According to Gee (2007), people internalize their linguistic activities, symbols, norms, values, and different ways of acting and interacting by engaging in common activities with different people with other abilities. The use of language in schools and the patterns of interaction with teachers can benefit or harm immigrant learners, especially those of French or Portuguese descent.

2.8 Useful methods of teaching immigrant learners using mother tongue of host country as a language of instruction

2.8.1 Learner-centred

Alex and Patriann (2016) report that Ghanaian immigrant students have difficulty transitioning from the traditional teaching method (teacher-centered approach) used in their country to modern teaching methods. (teacher-centered approach) used in the United States. They admit that adjusting to modern teaching methods is quite hard. Alex and Patriann (2016) agree with Harris (2013) and say that as people move from one culture to another, the brain also shifts to reason according to that culture. Effective teachers develop a sense of empowerment in students by teaching strategies that enable them to successfully tackle academic tasks. Teaching such metacognitive strategies is one way to preface teaching; with the aim of gradually

transferring responsibility to learners as they acquire skills and knowledge (Zhou & Fischer, 2013).

One of the goals of learning is to be able to apply the assimilated knowledge to new circumstances. For immigrant learners, these apps reinforce the development of academic language, new concepts, and skills, while students actively make connections between their knowledge elements and contexts. Understanding a research topic involves performing a variety of cognitive tasks (Perkins, 2015).

2.8.2 Collaborations

“Collaboration is essential for second language learners because to develop their language skills they need opportunities to use language in meaningful, focused, and engaging interactions” (Kagan & McGroarty, 2013). Collaborative work should provide each student with substantial and fair opportunities to engage in open exchanges and in-depth debates. It must go beyond simple notions of assigning superficial roles, such as being the “front-runner” or “time-keeper” of the group (Adger, 2015). In these cooperative groups, the teacher is no longer the authority. Students work independently and are responsible for their own learning. The teacher proposes a task that invites and requires each student’s participation, and assigns the student an obligation to complete the task or solve the problem.

Most courses for immigrant students are monotonous, teacher-oriented, and whole-class. Teacher monologues are often the norm (Ramirez & Merino, 2015). If students do not interact with each other, they will not have the opportunity to deepen their understanding of and they will drift apart. Since immigrant students often behave well in class, they do not always realize that they are bored and not studying. Good courses for immigrant students expose them to important ideas and skills and engage them in constructive growth in their understanding. “Migrant learners experience a lot of acculturation stress due to the challenges associated with learning a second language” Potochnic et al. (2013,). The scholar further argues that discernment often at times creates structural barriers that limit access to valuable roles and hinders the development of supportive social relationships, leading to short self-esteem. After immigration, an immigrant studying in a multilingual school has to go through different learning situations in a foreign language and adapt to the new environment.

Krumm (2013) argues that linguistic diversity and multilingualism are prerequisites and basis for people to be able to live together in an increasingly heterogeneous world. The scholar further argues that even though the country is a democracy, immigrants do not have any of the constitutional rights that ordinary citizens enjoy. I affirm with the view asserted by Krumm (2013) that a language is the basis of learning. In South Africa, however, immigrant learners are integrated into a multilingual school culture like all other learners whose mother tongue is not the school's language of instruction. In his study of the “socialization of immigrants studying in China”, Chang (2015,) investigated the resonance process, including integration, assimilation, and acculturation. In his research, he argued that immigrants learn new cultures, norms, values, knowledge and skills as required by the new context, and then adapt to the original context. in the new context through integration, assimilation and acculturation.

Gay (2010) mentioned that many teachers believe that treating all students equally regardless of race, ethnicity, personal origin and history, and cultural orientation is public practice. is equal to. She criticizes their fallacy and proposes a culturally appropriate, benevolent, communicative educational transformation, and emphasizes that the teacher-student relationship is essential to teaching. Takanishi and Menestrel (2017) reported that the language proficiency of immigrant children was seen as their most obvious 'deficit' and one of the key areas for measuring development. of them. Although acquiring English skills is necessary and important, especially during the first years of life, the education of immigrant children requires more than teaching the languages, as they are not just the languages they speak. (Igoa, 2015).

Berumen and Silva (201) conducted a study on teaching strategies using the concept of culturally appropriate teaching or CRT. To address the language barrier, Hurley et al. (2011) suggest using alternative communication methods, such as visual symbols. The Exchange Communication System, or PECS, is a unique system that teaches children to exchange a single image for a desired item, being able to construct sentences based on images with different attributes (Hurley et al., 2011). For example, the approach can reduce the stress of the language barrier and facilitate basic communication until more sophisticated language and literacy development is achieved. I find this method useful because learners can identify words by the pictures next to them.

In a study, Windle and Miller (2012) reported that “learners with language difficulties tended to become aggressive and were more likely to use short, incorrect sentences and incorrect words due to capital to their limited vocabulary”. They tend to lack confidence and may develop lower self-esteem because they avoid discussions and/or become more isolated because they are unable to contribute to conversations (Windle & Miller, 2012). Teachers therefore form a crucial part of the school social system for refugee children by continually encouraging them to participate in discussions. I agree with the authors because I feel the same effects in my classroom as well. Learners have difficulty constructing a sentence with words or a sound for that particular lesson. The results of the study show that schools, in addition to resilience-building institutions, play a vital role in the cultural acceptance of immigrant children. Learning English has been shown to be critical for the integration of refugee children and achievement of academic goals. Although refugee children enjoy the same educational rights as South African children, the rejection of refugee children by local educational institutions due to language difficulties, subjects and curriculum content has been clearly stated in this study (Windle & Miller, 2012). I disagree with the authors on this point, as I have lived or learned that in I Lembe country, immigrant learners are allowed to enroll in public schools regardless of language barriers.

Teachers must take into account the exclusivity of each child, regardless of their refugee status; and fully recognize and respect their differences, and take advantage of their similarities. The curriculum for immigrant children should be highly participatory to develop positive personality traits and expand the social support system to reduce the stress experienced. Therefore, an effective and supportive learning environment is fundamental to the integration of refugee children

2.9 Methods not helpful in teaching immigrant learners

2.9.1 Isolating immigrant learners

Flores’s (2011) study of “California Latino teachers” found that the Latino teachers who operated in the chiefly white schools felt like radicalized demonstrations, and habitually decided on self-segregation and self-discrimination in an effort of finding psychological safety

and comfort. “The term radicalized demonstrations in this context refers to how race, gender, and class can shape and influence teachers of colour’s work experiences when they work with White colleagues, who are the mainstream in the workplace” (Flores, 2011).

Shim and Schwartz (2017) asserts that immigrant students’ psychological problems, while trying to adjust to their new environment, may account for the decrease in their motivation to excel. However, in another study of “Immigrant students in the United States” by (Valencia and Johnson, 2016), high academic aspirations in immigrants were seen to be associated with acculturation. Acculturation was calculated from the students’ language preference in combination with the number of years they had lived in the United States.

Teaching styles of teachers refers to a teacher’s mannerisms coupled with how knowledge is transmitted to or received from the learner (Kaplan & Kies, 2015). Learners will benefit from a teacher who can customise his/her teaching style to induce maximum learning potential from each learner (Banks, 1998). Immigrant students, especially those who have received previous education in their home countries, face difficulties adapting to new ways and new teaching methods imposed on them by their host countries. Zhou and Fischer, (2013) affirm this by stating that brain development is affected by educational and cultural styles. Modern methods of independent learning and problem-solving are associated with Western cultures, while Eastern cultures still use the traditional method of memorising and collective learning.

2.10 Method usage to enhance immigrant learners learning using language of the host country as a language of instruction

2.10.1 Student –teacher relationship

One must also build relationships and understand students' backgrounds. Cummins and Early (2015) explain that supporting refugee students as English language learners can facilitate social and build positive peer relationships. In the scholar’s study, Mbhele (2016) postulates that, while immigrant learners went through challenging experiences, it was also disappointing to discover that some teachers were also not ready to give a hand.

“The sense of caring and support from teachers motivates students to become more interested” (Luz, 2015.). When teachers and superintendents demonstrate sincere concern in a learner, the

learner is more probable to feel welcome at school. From my experience with the immigrant learners, a positive learner-teacher relationship strategy plays a huge impact on the learners' education. It makes the learners more interested and willing to go the extra mile to please the teacher because of the positive relationship. Therefore, one must come to understand their learners outside the classroom walls.

2.10.2 Family Support

Three family background characteristics impact a student's educational outcome. These are highlighted as family socio-economic status, parental education, and family ethnicity (DeTeso, 2011). The first characteristic was not manifest in this study, but the other two were. "Whereas some of the students said they received support from their parents, especially with doing their school assignments, one student denied receiving any physical support from the parents, and blamed it on ethnicity" (Nkemasong, 2018). From what I have encountered in school, the parents have a language barrier, which makes it difficult for them to assist the learners at home.

2.10.3 Student Adjustment

This study demonstrates that immigrant students face difficulty adjusting to their host environment, limiting their ability to become fully participating members in the school community. This finding aligned with many other studies (Grimay, 2017; OECD, 2018). The challenges they face are categorised into cultural, educational and social difficulties. Social pressures such as perceived discrimination and negative stereotyping by a dominant group may prevent migrants from integrating appropriately into the culture (Girmay, 2017). He added that negative stereotypes could evoke emotional responses that can directly affect the migrant's academic performance and assimilation.

2.10.4 Understanding immigrants' experiences

Craig (2010) argues that it is very imperative to understand the nature and extent of prenatal violence and trauma, as well as the full range of refugee children's pre-migration experiences. Some of the traumatic experiences children witness lingers in their minds and continue to shape them even long after they have settled in the host country for a long time. Some may have to go through difficult experiences such as imprisonment, torture, witnessing a murder, the act of

a child soldier, and the loss of family members due to violence, sexual and physical assault and deprivation of human rights (Couch, 2011).

Sadowski (2000) notes that learners with immigrant backgrounds are more likely to live in poverty, live in precarious housing conditions, and have low levels of education; culminating in a delay in their grade. In a study in the United States, Sadowski (2000,) found that “many immigrants who left their home countries for asylum as a result of the civil war often left them with post-traumatic stress disorder and the associated mental and emotional stress influence their experience at school”. However, some second-generation immigrants experience similar problems at school related to academic ability, language skills, and differences in cultural practices and expectations despite being born in the United States. Immigrants studying in the Ilembe community come from impoverished backgrounds, where most parents work part-time. Therefore, all schools in the area have feeding programs for children.

2.10.5 Develop social skills

The development of immigrant learners can be complicated by experiences of intense acculturation and intergenerational conflict, as they try to adapt to possible social identity contexts. Racially and culturally difficult (Rambaut, 2015). Perumal (2014) argues that immigrant learners face fear, helplessness, uncertainty, unrecognition, poverty, and material deprivation. Benner and Graham (2011) argue that “discrimination can create a hostile environment in which established and internalized stereotypes and labels restrict self-identification and attachment to heritage and heritage”. Dominant cultures, while limiting co-workers' choices. Undesirable labels against immigrants have existed for a long time (Webber, Appel & Kronberger, 2015). The authors allude to different acculturation structures, based on the strength of immigrant learners' national identity, as a major predictor of immigrant adjustment, happiness and success in education.

These differences evoked by the students indicate the differences in pedagogical practices that immigrant teachers have to deal with in their new environment. While several studies in New Zealand have shed light on the challenges immigrant teachers face, they have not yet provided the insight that every story drawn from this research is meant to provide

2.11 Theoretical Framework

This section examines two theories related to issues that can contribute to a better understanding of the everyday experiences of teachers and learners. This study adopted two educational theories; sociocultural theory (Vygotsky, 1978) and PCK theory Gee (2007), Education is considered to be one of the most valuable socializing activities for most learners. In addition, the school was one of the first places to integrate into society. Teachers with learners in schools used isiZulu as a medium of instruction during the established period. Central to this section is Vygotsky's sociocultural theory that emphasizes learning as a social process and the origin of human intelligence in society or culture.

2.11.1 Sociocultural Theory

Vygotsky's sociocultural theory (1978) holds that learning is a social process because it is the result of interaction with society and culture. “Cultural capital is defined as the knowledge, experiences, and sociocultural characteristics of individuals that influence their social actions and interactions” (Gravitt & Moll, 2011). Social challenges in meeting the needs of immigrant learners stem from cultural sensitivities and contextual awareness. Researchers agree that there is still a lot of work to be done regarding teachers' cultural awareness and that cultural competence should become a higher priority (Hurley, 2011). Social interaction is important for cognitive development.

Sociocultural theory provides a very significant framework in this investigation, because the outside social world of teachers has an impact on how they view the world and perceive their students. Furthermore, all human activities in a cultural context are mediated by language, beliefs, values and symbols, which must be systematically understood (Harrison, 2009). The classroom is a place where learners can interact with other learners on a social level. Various researchers of immigrant learners share similar views on immigrant behaviour in school contexts, such as; learners' ability to develop a design and learn more about the cultures, traditions and beliefs of their peers. In order to appropriately shape literacy experiences, teachers can understand the inequalities of certain groups in acquiring literary knowledge. Migrant learners need to understand their own socio-cultural identities, in order to comprehend the deep connection between the school system and society. Migrant learners must be able to integrate family and social life into classroom learning. By doing so, learners will be more responsive and engaged in the classroom.

2.11.2 Zone of Proximal Development (ZPD)

Vygotsky's (1978) ZPD showed that a person's potential learning is shaped by social environment in which it takes place. Vygotsky (1978) sees ZPD as the difference between what a person can do alone and the extent to which a person can finish activities with support from someone else. Vygotsky (1978) thought that teachers remain responsible for observing and understanding how mediational are appropriate and internalised. In order for the grade 2 immigrant learners to understand the isiZulu content, teachers are the ones responsible for supporting immigrant learners. The ZPD emphasis is on leading the learner from the known to the unknown, by the teacher who knows. Teachers need to monitor the ability of the learner from his or her known experiences of learning, to help connect him or her to the desired development. When the learner starts developing independence in his or her learning experiences, the teacher allows the learner to develop on his or her own, only helping where and when the learner get stuck, until the learner is able to be independent. The development does not focus only on the learners, but also the teachers. Therefore, as grade 2 teachers are teaching immigrant learners in their classroom, they are also gaining experience, which means they move to higher level of development zone. This draws their learners to also develop to their higher potential. One needs support from another and Vygotsky (1978) refers to support as scaffolding provided by the teachers. Killen (2015, p. 55) states that scaffolding is "when teachers provide learners with enough assistance to complete a given task but gradually decrease the assistance when learners are able to work independently."

Teachers need to guide or support learners through working together with the learners and also sharing information and experience with their colleagues who are also teaching immigrant learners. Teachers become better when they interact with each other. Scaffolding plays a huge role in developing teaching strategies as mentioned by the grade 2 teachers teaching immigrant learners. In this study, the teachers used group discussions pedagogy where native learners were grouped learners when the teacher is implementing the content of reading in isiZulu. By using these pedagogy, teachers are encouraging immigrant learners not to feel neglected. Teachers must design lesson plans that will cater for all the ZPD of all the learners in order to avoid frustration for the immigrant learners. Vygotsky's (1978) ZPD in this study represents

grade 2 teachers who are experiencing challenges in teaching immigrant learners to their full potential.

In addition, by using Vygotsky's Zone of Proximal Development (ZPD), teachers of immigrant learners can be inspired to provide disadvantaged immigrant learners with a strong foundation on which to develop complex skills (Teemant, 2014). Teachers who do not criticize the dominant ideologies of the mainstream culture may feel rebellious and lethargic toward culturally and linguistically diverse immigrants and students (Apple, 2002). However, teachers will know that their role is not to integrate students into the school system, but to make schools culturally appropriate; help them relate learning at school to everyday experiences outside of the school environment (Cavan, 2008). Sociocultural theory will help teachers know that cooperative learning and discursive modelling are perfect teaching strategies to support children's intellectual knowledge and learners' skills, and at the same time facilitate intentional learning (Berghoff, Blackwell, & Wisheart, 2011, Cavan, 2008). Teaching one type of literacy can benefit certain groups, while disempowering others whose language and social practices are unrelated to school literacy (Prinsloo, 2011). Mbembi-Mafandala (2015) suggests that such adaptation of teaching styles could help close the gap for students who do not come from primary language households.

Bennett (2001) argues that sociocultural awareness in education is similar to multicultural competence. Bennett defines cross-cultural competence as teachers' development of "open mind and freedom from racial or cultural prejudices, and knowledge of worldviews and backgrounds." "knowledge associated with different cultural groups, as well as diversity within and among ethnic groups" (Bennett, 2001, p. 191). Thus, teachers develop their skills in a multicultural classroom by reaching out to diverse cultural and linguistic groups, as well as by explaining symbols and their meanings (Schultz. & Coleman King, 2012). This theory helps teachers communicate with learners and parents. The theory also helps teachers understand the origins of immigrants and respect the integrity of their traditions and way of life.

Social culture goes hand in hand with language. Teachers need to understand PCK theoretical construct of Shulman's Teacher Knowledge Theory, which is pedagogy, content and knowledge to be able to help learners. Knowledge of educational content is a theory of

educational psychology, (Shulman, 1986). He emphasized that the teacher's disciplinary and pedagogical knowledge should be combined, as they are mutually exclusive. The PCK framework indicates that it is not enough for teachers to know the content, but there must be aspects of PCK (Shulman, 1986). The PCK is the knowledge and understanding of teachers about ways to transform isiZulu through presentation, conduction and teaching material or resources such as textbooks and workbooks of isiZulu so that grade 2 learners can be able to understand the concept provided. Based on the description of pedagogical content knowledge (PCK), the PCK in this study is the kind of knowledge that take part of isiZulu content knowledge and pedagogical knowledge of isiZulu teachers. Pedagogical content knowledge is the knowledge that is exclusive to teachers, and is based on the manner which teachers own knowledge regarding teaching to what they know about they teach. Grade 2 teachers' must be able to provide knowledge of immigrant learners' abilities and learning strategies that will be suitable for the learners. In the lesson plan provided by Jika Imfundo which is aligned to CAPS provided different teaching strategies namely shared reading, group guided reading, listening and speaking.

Teaching knowledge includes learning styles of learners, general skills in classroom management, lesson planning and student assessment. In his research, Shulman (1986) mentioned seven types of knowledge on which teachers' knowledge to teach should be based. It identifies content knowledge, program knowledge, and pedagogical knowledge as three categories that test a teacher's knowledge in a particular subject. The remaining four categories are general pedagogical knowledge and characteristics of learners; knowledge of the educational context; and knowledge of the purposes, goals and values of education, as well as their philosophical underpinnings. Shulman (1986) classified the second group of knowledge according to the psychological and class characteristics of learners.

This theory was used in my research because the purpose of this study was to understand the experiences of teachers in teaching refugee learners in isiZulu. Important factors are the learner's knowledge of the program, teaching strategies, and understanding of the subject's conceptions, which were crucial to this study. The researcher focused on understanding the experience of teachers in teaching IsiZulu refugee learners as (LOLT). The researcher seeks to

determine whether teachers understand the context of the learners and how they meet the needs of the learners.

2.12 Chapter Summary/Gaps

Chapter two discussed the literature reviewed and theoretical framework that framed the study. I reviewed research connecting to the experiences of teachers teaching immigrant learners in isiZulu as the language of instruction. This assessment focuses on the experiences of immigrant learners in schools and how teachers can equip themselves to be culturally sensitive to the needs of immigrant learners. The studies reviewed have also shown that immigrant teachers and learners are irritated by a lack of communication between themselves and between them. The study was framed by Vygotsky's social-cultural theory centred on the intention that learning is a social process. According to Vygotsky (1978), society and culture plays an important role in cognitive development. I found that generally, some teachers' responds were positive regarding their experiences with immigrant learners while others were negative towards their language of learning and teaching.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The antecedent chapter conferred a review of immigrant teaching materials abroad and in South Africa. In this chapter, I discuss the study design and methodology used in this study. The researcher details the research methodology and the various methodological decisions made. According to Creswell (2014), research methods are defined as the approaches and models used to conduct a study. In addition, “research methodology can also be explained as the process of selecting, reflecting, evaluating and demonstrating how the researcher intends to conduct and complete a particular study” (Creswell, 2014).

The chapter begins by outlining the research paradigm and justification of the research approach and procedure, before describing the main data collection instrument. This chapter also describes the purpose of the study and the research design used to generate data based on the purpose of the study. The methods that were used for data generation, namely; semi-structured interviews and document analysis, are presented as well. Issues of trustworthiness and ethical consideration are taken into account. Finally, a summary of the entire chapter is presented. The research design and methodology aimed to generate data to answer the following questions:

- 1) What are the teachers’ experiences teaching grade two immigrant learners learning in isiZulu as a language of instruction?
- 2) What strategies do teachers use to support immigrant learners learning in IsiZulu as a language of instruction in grade two?

3.1 Research Paradigm

Thomas Kuhn introduced the term model into educational research in 1962. As Roskin (1978) put it, he used the term "to describe the intellectual development of the natural sciences". Kuhn (1970) calls a model a complete set of problems, methods, theoretical principles, metaphysical assumptions, concepts, and evaluation criteria that are present to one degree or another in achievement. Different researchers give different definitions of the term model. A model is a belief system or theory that guides how research should be directed (Olurunfemi, 2018). Likewise, Maree (2013,) defines a model "as a set of assumptions or beliefs about essential aspects of reality, which lead to a certain view of the world". He added that the model is a lens or organizing principle through which reality is interpreted. Patton (2015) agrees with Maree (2013) that a model is a pattern of beliefs and practices that guides inquiry in a domain and provides the lenses, frames, and processes by which the investigation is conducted. However, it is the narrative of his life or the way a person perceives the world around him. A model that determines a researcher's philosophical orientation as we will see, this has implications for every decision made during the research process, including the choice of methodology and methods.

In research, epistemology is used to describe how we know something, see truth or reality, or, as Cooksey and McDonald (2011) say, what is considered an opinion. Traditionally, "epistemology" has referred to the theory of knowledge - the study of the nature of knowledge. The branch of philosophy that has developed around the word is closely related to ontology, to the study of the nature of being, and the meaning of the world "epistemology" has been changed from the conventional sense. It is suggested that the study of knowledge, or as we call it, the study of 'information', cannot be separated from the study of communication, coding, purpose and values (Bateson, 1951b p. 228). Epistemology is a theory of knowledge and information hypothesis.

Ontology talks about what a researcher thinks, how reality looks like and how they view the world. Epistemology deals with the nature of the way in which erudition is known. Methodology focuses on how the researcher understands the world and how data is generated (Creswell, Hanson, Plano-Clark & Morales, 2007). After reviewing the models, I have found the appropriate interpretive model for my research as I believe many of the facts have been

gathered from the experiences of teachers of immigrant learners who teach in the foreign language. An interpretive model prompted this study. Mbhele (2016) argues that interpretive models are related to human behavior, beliefs and human experiences. In this paradigm, researchers trust that information can be built holistically by engaging in dialogues (Bertram, 2014). This method helped stimulate understanding and clarify the participants' experiences of what was happening in their daily lives. The use of models has helped apprehend and describe how people understand their experiences and actions and how they interpret situations in their context, (Cohen, Manion & Morrison, 2011).

Teachers can share their experiences in teaching isiZulu as a language of instruction to immigrant learners and how they overcame the challenges they faced. At the ontological level, hermeneutics believes that there are many facts about the world (Creswell, 2013). In this study, I found out facts from my participants about how they see things in their world. When studying individuals, qualitative researchers grasp many realities (Mbhele, 2016). An axiomatic hypothesis of interpretivist researchers emphasizes the importance of values and ethics in a study including the reliability of the generation tools used. My participants come from different backgrounds. Therefore, their knowledge and experience in teaching immigrant learners to isiZulu is diverse.

Methodologically, interpreters focus on how the researcher perceives the world on the voices of the participants. The interpreting model that I have chosen is proper for this study because the study aims to understand the experiences of teachers in teaching immigrant learners and how they understand those experiences. By using semi-structured interviews, it was possible for participants to share their experiences of teaching foreign languages to immigrants. Semi-structured interviews provide insight into the participants' experiences and how they support immigrant learners who have difficulty learning a foreign language. This method allows the researcher to gather knowledge about the experience of teachers in teaching immigrant learners in isiZulu as the language of instruction. (Cohen, Manion, and Morrison, 2011) agree that the primary concern is understanding how participants create, change, and interpret the world in which they find themselves. In this study, the participants participated in individual interviews representing qualitative approaches. Today, several models have begun to be studied.

3.1.1 Positivism

The famous movement known as positivism began with Auguste Comte in the 19th century (Jonson and Christensen, 2008). Positivism is the idea that only what we can observe experimentally is important and science is the only source of knowledge. According to Lichtman (2013), positivism refers only to real, observable entities and goals (“a way of seeing the world, making assumptions about it”).

3.1.2 Post-Positivism

According to Maree (2013), post-positivist approaches believed that reality is subjective and individually constructed. He also asserts that, for the post-positivist researcher, the reality is not a fixed entity, and it is, to a certain extent, agreed as a creation of individuals in the research. Post-positivist thinkers focused on establishing and examining for effective and dependable evidence in terms of phenomena instead of generalisation. However, this paradigm was not relevant to my study as I wanted to know teachers' thoughts, beliefs, and experiences of teaching immigrant learners.

3.1.3 Pragmatism

As per Hall (2013), the paradigm prefers empirical towards observational over hopeful or rationalistic methodologies, and accepts information and thinking ought to be viewed as kinds of action and as a trial request. Pondering their ontological position, realists accept an outside world unrestricted of the brain. Practical people hold that the truth is outer and numerous, developed of people in an on-going course of activity, not during a posited structure of relations (Romm, 2014).

3.1.4 Interpretive

An interpretive model orientation of the study was used in this study. Yanow and Schwartz-Shea (2013) assume that researchers interpret fact discovery through the participants' perspectives and their own background experiences. Consistent with the views of Yanow and Schwartz-Shea, Cresswell (2013) describes the explanatory method used by researchers to understand the phenomenon under study. This study focused on understanding teachers' experiences in teaching immigrant learners to learn isiZulu as a language of instruction.

The interpretive model has also been used to study the interactions between participants in the isiZulu teaching context, and their historical and cultural context. Cohen, Manion, Morrison (2013) allude to Cresswell's claim that interpretive models are used in research to understand, describe, and interpret in detail the life experiences of participants in a particular study. body. This study built on these models as it explored teachers' pedagogical knowledge about teaching isiZulu to immigrant learners and the beliefs that guide them in teaching. I have chosen the qualitative method as a suitable approach. Epistemologically, researchers believe that synthetically, knowledge can be built through decipher and consensus by engaging in dialogue (Bertram & Christiansen, 2014).

Internationally, Davidovitch (2017), in a study of the experiences of Ontario high school teachers in assisting refugee students, also used this approach to better understand the perspectives of those affected by the phenomena targeted by the research. Miles (2017) used this method in a study of the attitudes and practices of educators towards refugees in schools, and discovered teachers' attitudes and practices toward the refugee experience. The common ground between the two groups of researchers at the local and international levels is the nature of their participants' lives or the fact of the participants' views on different topics.

After considering the paradigm hypothesis, I perceive that the interpretation paradigm was suitable for my research because I suppose that I could build various realities from the experience of teachers who taught immigrant learners in isiZulu as a teaching language.

This study was conducted using the interpretivist paradigm. An interpretivist paradigm takes into account human behaviour, beliefs, and peoples' experiences (Mbhele, 2016). The objective of using this paradigm was to understand and describe how people made meaning of their experiences and actions, and how they interpreted their contextual situations (Cohen, Manion & Morison, 2011).

3.2 Research Approach and procedures

Olorunfemi (2018) refers to the research approach as “a method of acquiring knowledge and an activity of testing, reflecting, and justifying the best method”. The approach is a clear data collection method that will provide an evidence base for this knowledge.

This study used a qualitative approach guided by an interpretive model. It analysed existing relevant literature and combined data from literature reviews and semi-structured face-to-face interviews with five grade 2 educators. Taylor (2015) defines qualitative methodology as a research approach whereby a researcher can collect descriptive data from people's own speech and record people's behaviour. To answer the research questions, qualitative research methods, combined with interpretive modelling, were considered.

Qualitative research was used for the purpose of describing, understanding, and explaining human phenomena, human interactions, or human discourse. Most qualitative researchers usually coordinate interviews to get respondents to tell their stories. Crossman (2017) suggests that qualitative research is effective for looking at the meanings that people ascribe to their behaviour, actions, and interactions with others. Qualitative research seeks information by talking directly to the participants themselves.

Crossman (2017) adds that qualitative researchers study the meanings, interpretations, symbols and processes and relationships of social life. In other words, “qualitative research produces descriptive data that the researcher must then interpret using methods of transcription, coding, and analysis of trends and themes in a rigorous and coherent manner system” (Crossman, 2017).

Other researchers, such as Barbour (2013), point out that qualitative research methods help detect illogical behaviours. Babbie and Mouton (2015) stated that exploratory qualitative research emphasizes describing and understanding a phenomenon from the point of view of social actors rather than explaining it.

Advantage and Disadvantages of Qualitative Research

Qualitative research has both advantages and disadvantages, as stated below according to Crossman (2017).

Advantages of qualitative approaches are:

1. “Qualitative methods are useful for studying a limited number of cases in –depth”.
2. “Data is based on the participants’ own categories of meaning”.
3. “It also creates an in-depth understanding of the attitudes, events, interactions, behaviours and social processes that compose everyday life. In that regard, it enables

social scientists to understand how everyday life is affected by society-wide things such as social structure, social order and all kinds of social forces”.

4. “It provides understanding and description of people’s personal experiences of phenomena (that is, the emic or insider’s viewpoint)”.
5. “It provides individual case information”.
6. “It can describe, in rich detail, phenomena as they are situated and embedded in local contexts.”
7. “Qualitative researchers are especially responsive to changes that occur during the conduct of a study, and may shift the focus of their studies as a result”.
8. “Qualitative approach also has the benefit of being supple and easily adaptable to changes in the research environment, and can be carried out with minimal cost in many cases”.

The above description shows that the qualitative approach focuses more on understanding social life and the meaning of people’s everyday lives through their lenses. Olorunfemi (2018) states that qualitative approach is concerned with the personal exploration of reality from the participant perspective not the interloper perspective. The world is viewed in terms of observable facts which prevail the quantitative approach.

Disadvantages of qualitative methods are;

Even though the qualitative approach is profound and comprehensive, it has some disadvantages as discussed below.

1. “Findings may be the same as relatively few people are used for the study”.
2. “It is more time consuming than quantitative research. In this study, participants were engaged in one-on-one interviews, and document analysis, which are characteristics of qualitative approaches”. According to McMillan and Schumacher (2014), “qualitative research is interactive, face-to-face research that requires more time to systematically observe, interview, and record processes as they occur naturally”.
3. Researchers can be biased in their interpretation of the findings, which can easily affect the outcomes.

3.3 Research design

According to Kumar (2014), research design is utilized to conceptualize a functional plan, to Attempt the different methodology and undertakings needed to finish the review, and undertakings needed to finish the review, and to guarantee that these techniques are satisfactory to get substantial, level headed and precise discoveries to the research questions. Research design connects with techniques for gathering, breaking down, deciphering and announcing an exploration study. (Creswell, 2011).

Research design is a plan that communicates the conditions and approaches of information assortment and investigating information. It is a methodology that goes from understanding philosophical assumptions, to showing participants' method of data collection, and data analysis (Maree, 2013). The selection of research design depends on the researcher's assumption, abilities, and research practices; and impacts how she or he gathers information.

As per Bless, Dessemontet and Morin (2013), a research design relates straightforwardly to the addressing of a research question, and plans to guarantee high internal legitimacy. A research design is a laid out arrangement of how the researcher will explore the topic. Litchman (2013, p. 34) "shows that research design is the outline, a plan of different elements of research, a detailed plan of how they are connected to each other".

3.4 Case study as the research design

An empirical case study that uses qualitative methods of data collection and analysis was conducted for this study. Yin (2011) defines a "case study as an empirical inquiry that investigates a phenomenon, in-depth, and within its real-world context". Therefore, the purpose of the study was to understand teachers' experiences of teaching immigrant learners in IsiZulu as a language of instruction.

A case study can be characterised as an empirical inquiry exploring a contemporary peculiarity inside its genuine setting, when the limits among peculiarity and setting are not apparent, and when various sources of evidence are utilized (Yin, 2011). The case study is grounded on the essential philosophical presumption that human conduct, thoughts and sentiments are also determined by their context. How individuals act, feel and think must be perceived assuming one gets to know their reality and their part in it (Gillham, 2000).

A case study is also a type of design in qualitative research in which a researcher investigates a limited framework or different limited frameworks, through in-depth data collection (Creswell, 2013). Likewise, Thomas (2011) states that “case studies are utilized to acquire an in-depth understanding of a single or small number of cases set within their real world context”. The study was considered by a very flexible and open-ended technique of data generation methods that probed more questions to the participants and responded in a manner that was satisfactory to them, on teachers’ experiences in teaching immigrant learners using isiZulu as a language of instruction. Yin (1994) talks about “three main types of case studies”. There is an explanatory case study, descriptive case study, and exploratory case study. This descriptive case study provided explanations of why teachers taught the way they do, and why they experienced teaching immigrant learners the way they did.

3.4.1 Relevance a case study

When the researcher wants to comprehend the perplexing social peculiarities like classroom interaction within a real-life setting, they utilize case studies effectively. (Zikhali, 2016). Therefore, a case study was associated with the sociocultural approach to the study of language and learning, which viewed proficiency as situated within social contexts and not secluded from settings of utilization. It was easy to probe how teachers used their language and proficiency knowledge to work with guidance, and how immigrant learners responded to such teaching approaches.

Three schools were chosen in this study, and the researcher started with interviews, followed by document analysis of materials teachers use to teach immigrant learners in Grade 2 classes from the three schools. Permission from the identified schools was successfully granted to the researcher. The method allowed individuals to tell stories about their circumstances to others, to make sense of the worlds they populate (Yin, 2009).

Nkambule (2013) states that it is clear that the interest in case studies is on the activities of the case and not on generalising the results across teachers and immigrant learners in South Africa. The case study research permits convoluted and hypothetical development with regard to subject, however it does not really address an inquiry completely (Mbembi-Mafandala, 2015).

3.4.2 The disadvantages of a case study design

The disadvantages of a case study design include the use of small sample size (Suri, 2011), and not being representative of a large community (Zainal, 2007). The researcher can become biased (Anderson, 2010), which can influence findings. When conducting research, the stereotype of some participants towards immigrants can trigger emotions that, if not controlled, might persuade the researcher to be biased (Mkhondwane, 2018).

3.5 Geographical Location of the Study

The study was carried out in three primary schools under the Umhlali circuit, within iLembe District of KwaDukuza (Stanger) in KwaZulu-Natal (KZN) Province. According to my knowledge, most learners do not pay school fees as most parents rely on social grants and do odd jobs. For the majority of the people under the Umhlali circuit, including teachers, their home language is IsiZulu. Most of these primary schools accommodate immigrants. According to the KwaDukuza local municipality overview, extremes of affluence and poverty are found in the area. Out of twelve education districts in KwaZulu-Natal, iLembe District is the third rural, with most schools having limited resources. Most parents earn a living from doing odd jobs.

3.6 Population

According to Okeke (2015), the population can be characterised collectively as a group of people, objects or items from which samples are taken. This can be referred to as the enormous group to which a researcher wishes to generalise their consideration. The number of inhabitants in this study involved 5 grade 2 teachers who were teaching in isiZulu as a language of instruction in three selected schools in iLembe districts in Kwazulu-Natal.

3.7 Selection of participants

A purposive sample is also referred to as an evaluation or expert sample, and is a type of random sample without probability. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population (Cresswell & Plano-Clark, 2011). “Purposeful sampling is a technique widely used in qualitative research to identify and select information-rich cases for the most effective use of limited resources” (Patton, 2012).

“Purposeful sampling involves identifying and choosing people or gathering of individuals that are particularly proficient about, or experienced with, a peculiarity of interest” (Creswell & Plano-Clark, 2011 p. 105). The fundamental objective of purposive sampling is to focus on specific qualities of a population of interest, which most appropriately responded to the research questions (Cresswell, 2013). Identification of the case meant locating the boundaries, which were schools and teachers teaching immigrant learners in isiZulu as language of instruction in grade 2 classrooms under Ilembe district. The schools are known to have many immigrant learners and represent a diversity of learners in terms of language and socio-cultural background.

Purposive sampling was used to select the participants in this study. The subjects were selected because of some characteristics they possessed. They were purposively selected because they met the researcher’s criterion, that is; they were teachers who were teaching immigrant learners. Purposive selection is necessary because the aim was to get the cases that could generate rich information on the topic of study. The participants had experience in teaching immigrant learners in schools. However, I had one participant who was in her third year teaching immigrant learners, as they were sharing their stories that gave me an understanding of the most current way they assisted immigrant learners with language barriers, how it was also affecting them as teachers, and how they overcome such challenges. This increased the richness of the data obtained from this small sample (Davidovitch, 2017). Participating teachers were working within the Ilembe district area, which created a geographic focus.

3.8 Data Generation Methods

Cresswell (2013) defines “data generation methods as instruments that are used to create data in empirical research”. Henning (2015) affirms that qualitative research permits various information instruments to create dependable data and increment the validity of the discoveries. Yin (2011) places that great case studies benefit from having multiple sources to produce information. For this reason, the researcher decided to use various strategies for data collection. This is alluded to by Cohen, Manion and Morrison (2011 p.141) That helps the researchers to acquire a more profound comprehension of the peculiarity under study. Two strategies for information assortment, to be specific; document analysis and semi-structural interviews, were employed for this study.

3.8.1 Document analysis

Documents are sources of information that assist the researcher to gain access to facts that are useful in substantiating evidence on the research site (Ary, Jacobs, Razavieh & Sorensen, 2006). Documents were imperative sources that complemented the interviews that the researcher conducted telephonically. The study appreciates that document data are primarily good sources to use in qualitative case studies. Their analysis was rooted in the perspective of the problem under study (Merriam & Associate, 2001).

Strydom and Delport (2002) notes that the document denotes any written material that contains information about the phenomena being studied. Document analysis is like the archival research method. According to Lewis-Beck (2004), document archival research is the locating, evaluating, and systematic interpretation and analysis of sources found in archives such as the internet, reports, and books.

Creswell (2012) states that documents are a valuable source of information in qualitative research. He adds that documents are a good source for textual (word) data for qualitative studies. McMillan and Schumacher (2001) define archives as records of previous events written or printed. These can be episodic notes, letters, diaries, and documents such as meeting minutes, agendas, diaries, and official reports. “Documents do not interfere with the situations or research settings in ways that the presence of the researcher could; neither do they rely on the inclinations of people involved in the data-gathering process” (Merriam & Associates, 2001).

The researcher looked at the Curriculum Assessment Policy Statements (CAPS) document to see if there was a clause that states how learners with other native languages should be accommodated when learning in isiZulu as a language of instruction with learners whose mother tongue is isiZulu. The researcher also looked at the Language in Education Policy of 1997 if it accommodated immigrant learners. Prior to Covid-19, the researcher had an opportunity to access documents from the participating schools. The researcher looked at the lesson plan on how teachers catered for immigrant learners in their teaching methods. The researcher also looked at the teaching materials to see if teachers used bilingual, and visual material to accommodate immigrant learners. The documents analysed, like the lesson plans

and noun classification wall charts used by the teachers, are described below. Not all the documents were displayed since all teachers gave me more or less the same documents they used to support learners. Teacher A1 gave me an additional resource that she used to support learners who were struggling.

The CAPS is the current curriculum document that assists the teachers with the guidelines on what to teach, how to teach and assesses first additional language (FAL). The importance of this document is that it assisted the researcher to find out if the teacher could follow this document when teaching learners who cannot speak isiZulu. The other document the researcher used the isiZulu Soqobo: Incwadi Yomfundi Textbook and reading book for Grade 2. IsiZulu home language authors compile these textbooks for isiZulu learners. They assist teachers when teaching language/grammar and creative writing. They are set according to the CAPS document, covering all requirements for the curriculum. The researcher looked at this book and how it is structured, and whether it accommodated all learners, including immigrant learners whose mother tongue was not isiZulu. It assisted in understanding why teachers had to compile their notes or booklets for their learners, in addition to the textbooks and lesson plans.

3.8.2 Semi-structured interviews

According to Clifford, French, and Valentine (2010), semi-structured interviews are conversations between participants and a researcher. In this study, the researcher conducted a semi-structured interview. Conducting an interview was a more intuitive form of socializing with people than questionnaires (Zikhali, 2016). In a research context, interviewing is a genesis of qualitative data for understanding the phenomenon under study. The study used semi-structured interviews, as they provided an opportunity for the researcher to investigate participants' ideas and beliefs further.

An interview guide comprises arranged questions that the interviewer asks about the research (Leedy & Ormrod, 2014). A researcher must prepare an interview guide (checklist) with open-ended questions to cover all relevant research questions. The checklist assisted the researcher in deviating from the interview guide to search further issues mentioned by the participants.

The conversation was informal, and responses were open. Participants did not use the “yes” or “no” answers. Rather, they used their own words. Interviewing is one of the best instruments for data generation (Seidman, 1998).

Interviews were a valuable method of information assortment since one aim of the research was to discover what teachers were doing in their classrooms to help immigrant learners. Interviews made it possible to collect their stories or narratives as they related their teaching practices. Interviews were conducted telephonically to observe the covid-19 rules and regulations. All interviews were tape-recorded with the participants’ permission, as suggested by (Yin ,2011). Interviews were timed to last for 30-60 minutes and it took two weeks (14 days) to complete all the interviews with the participants. Prior to the conducting the interviews the teachers were guaranteed confidentiality. They were advised prior about the interview's motive and provided a copy of the key questions for the interview.

As indicated by Dawson (2009), the advantage of semi-structured interviews is that they are not as rigid as structured interviews. They allow amendments based on the interviewers’ perception of what seems generally traditional. It is likewise an exceptionally basic, structured and pragmatic way of getting data about things that cannot be easily observed like feelings and emotions. People can also discuss something exhaustively and profundity and interviewees are able to speak for themselves with little direction from the interviewer. A semi-structured interview enabled the researcher to probe for further information during the interviews with the participants (Kumar, 2014; Teddlie & Tashakkori 2013). The interviewer probed areas suggested by the respondent's answers, picked up information that had either not occurred to the interviewer or had no prior knowledge of.

However, Creswell (2013) says interviews can be time-consuming. A comparable view is shared by (Cohen, Manion & Morrison, 2011). In addition to the disadvantage, it is attested that this can be subjective and one-sided on the part of the interviewer. The interview relies on the skills of the interviewer, capacity to consider of questions during the interview, and articulation of respondents. Table 3.2 presents the data generation plan.

Table 3.1: Data generation plan

<i>QUESTIONS</i>	<i>OBJECTIVES</i>
<i>Why are data being generated?</i>	To explore teachers' experiences in teaching immigrant learners and strategies teachers use to teach immigrant learners using isiZulu as a language of instruction.
<i>What is the research strategy?</i>	Semi-structured interviews were used to generate data from participants. Furthermore, document analysis was also used to generate data.
<i>Who (or what) will be the sources of data/</i>	The data sources were teachers from the ILembe district, who were teaching grade two classes, and had immigrant learners in their classes. Three schools were selected, and from each school two grade two teachers were selected to participate in the study.
<i>How many of the data sources will be utilised?</i>	Five participants in total participated in the study
<i>How long will data be generated?</i>	Due to COVID-19 restrictions, the researcher arranged for telephonic interviews with each participant. Each interview lasted for 30-60 minutes, and it took a month and two weeks (14 days) to complete all the interviews with the participants.
<i>Justification of the plan</i>	The teachers who were selected for the study were those who had experience teaching immigrant learners and were suitable for the study because they were experienced in teaching this particular class of learners. What was common about the participants was that they all spoke isiZulu, and most had

	<p>B.Ed. qualification and came from the ILembe district.</p> <p>The open-ended interview questions were in English, but were then converted into isiZulu, depending on which language each interviewee feels comfortable with. This was to ensure that members spoke unreservedly to provide sufficient information.</p>
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Digital audio-tape recordings

Tong (2007) listed audiotapes as a preferred method of saving data. Digital audio-tape recordings play a very crucial role in recalling the conversation with participants. Mkhodwana (2018,) states that audio-tape recordings provide “credibility and authenticity” for the research since they provide proof that results were not fabricated. Recording can be replayed if a researcher has missed something when analysing the data. They help create themes and group data according to commonalities and differences (Mkhodwana, 2018).

3.9 Data Trustworthiness for Qualitative Data

Trustworthiness refers to data's authenticity through evidence of credibility, transferability, dependability, and confirmability (Lincoln & Guba ,1985 cited by Nastasi & Hitchcock, 2016).

3.9.1 Credibility

Kumar (2014) refers to credibility as a situation where findings acquired through qualitative research are agreeable to the research participants. Kumar concurs with Shenton (2004) by stating that credibility implies the consequences of a qualitative study be credible and trustworthy according to the participants’ perspective or subjects in the research itself. Qualitative research endeavours to describe or explain the event, group or phenomenon of interest according to the point of view of participants, and is best situated to judge the credibility of the findings in a qualitative study (Nkambule, 2013). Lincoln and Guba (1985) explain that researchers need to employ multiple research methods such as interviews and

participant observations to study the same phenomena to guarantee credibility. One needs to first have a clear understanding of the study. A researcher must first consult with the experts, in this case a supervisor, as he or she will guide in developing the questions for the interview.

This is important to ensure in-depth and thorough data collection using semi-structured interview questions (Adewumi, 2018). In this study, educators for immigrant grade 2 learners taught in isiZulu as a language of learning and teaching were involved. In addition to that, the schools were selected in different areas in the ILembe district in South Africa.

3.9.2 Transferability

Lincoln and Guba (1985) describe transferability as using theories, practices, and findings from one research and applying them to another research inquiry. The use of literature reviews confirms that research methods applied in a study can be transferred and applied in other studies (Mkhondwane, 2018). Transferability in this study was facilitated by the detailed description in this study, which might help interested individuals in understanding the dynamics of teaching immigrant learners in the foundation phase in similar context.

3.9.3 Dependability

Dependability denotes whether “the findings of the research would be consistent if the study were repeated with similar participants in a similar context” (Bisschoff; Koebe, 2010:64), allowing for the acceptance of research findings with confidence in the research community (Shenton, 2004). To achieve dependability in this study, the researcher provided a detailed description of the research process and proper research practices were followed. The researcher extensively engaged the participants in the data generation process and kept clear and accurate records according to the research objectives, and verified data to check if it agreed with emerging themes from the participants’ information.

3.9.4 Confirmability

Adewumi (2018) draws on the work of Kumar (2014), stating that “confirmability in qualitative research refers to the degree to which the results can be confirmed or corroborated by others”.

Lincoln & Guba (2004)

say reliability is construed as dependability in qualitative research as it involves member checks or confirmability.

To uphold the confirmability of this study, the researcher verified the research findings, and checked if the results were consistent with the experiences and views of the participants and not the preferences of the researcher. Aligning myself with Lincoln and Guba (2004), I did the following; triangulation to reduce investigator bias, recognition of shortcomings in the study’s methods and their potential effects, in-depth methodology description to allow integrity of research results to be analysed. The interviews were conducted in order to confirm the researcher’s expectations and understandings of teachers’ experiences in teaching immigrant learners in isiZulu as a language of instruction.

3.10 Data Analysis Method

Cohen and Yarden (2009) describe data analysis as the process of understanding the views and opinions of research participants about situations, corresponding patterns, topics, categories, and similarities. regular copper. Research data analysis was organized based on research questions and data was collected using two tools. The researcher analyzed the data using content analytics. According to Cohen et al. (2009), content analysis is a process of classifying textual and subject data. Content analysis allows the researcher to subjectively interpret textual data and develop codes that will then be grouped into topics (Hsieh and Shannon, 2005). The researcher used elements of the theoretical framework in the analysis.

In this study, data were subjected to sentiment analysis after the thematic analysis of (Braun & Clarke, 2006). Thematic analysis is defined by Braun and Clarke (2006) as the identification, analysis, and communication of patterns in data, as well as the organization and description of the data. In addition, Holloway and Todres (2013) consider thematic analysis as a fundamental method for qualitative analysis, as it provides fundamental skills in performing the analysis.

First, the knowledge of the generated data was copied. Thereafter, a thematic reading was performed, where the continuous reading of all the data transcribed from the interviews allowed me to form codes from the data. Codes are defined by Marshall and Rossman (1999) as a formal expression of analytic thinking regarding the creation of categories and themes. The codes also help me organize the data into meaningful categories. After all the data is encrypted, I organized the codes into impending topics and sub-topics. Auerbach and Silverstein (2003) refer to topics as a set of closely related thoughts. In addition, Cohen, Manion and Morrison (2011) argue that data analysis includes organizing and reporting from the participant's point of view and interpreting the data from the participant's point of view. Creswell (2009) states that “the main process of data analysis is to make sense of the data”.

3.11 Ethical Considerations

Sotuku and Duku, (2015) state that “ethics” refers to values and principles by which a determination of right and wrong is made. They also point out that, where human beings are involved, ethical issues should be established to guide researchers conducting the study.

The researcher followed ethical principles, such as getting the University of KwaZulu Natal ethical clearance. The university's ethical clearance allowed the researcher to get permission from the Department of Education and schools. The researcher's duty was to inform the participants the purpose of the study before its commencement, for them to sign consent forms. In undertaking this study, the following ethical issues were considered:

3.11.1 Study approval Process

Permission to conduct research in schools was obtained, and the researcher then went to the participants to ask for permission from them to be part of the study. Participants were provided with the consent letter explaining clearly about the research; its purposes and its expected contribution to the field of social behavioural research. The researcher then approached the three schools' principals to seek approval for conducting the study in the schools. All participants were given an opportunity to read the consent letter informing them that participation was strictly on a voluntary basis and they could withdraw anytime without any cost. Participants were given affirmation that their identity would be anonymous.

3.11.2 Participants' rights

In this study, the researcher made sure that participants were informed that they could withdraw from the research project without any cost. Lichtman (2013) states that individual participants in a research study should be informed of the nature of the study and should be able to choose whether or not to continue to participating.

3.11.3 Informed consent of the participants

Creswell (2014) suggests that researchers must obtain individual approval from the authority to gain access to research site and interview participants. The researcher made the participants to feel involved in the study. Before giving the participants the consent form, the researcher gave necessary information about the purpose of the study and the process that would be followed. The researcher gave the participants details about the study for academic purposes and that the results were crucial as they would help improve curriculum planning and development. The participants voluntarily signed informed consent forms.

3.11.4 Confidentiality and anonymity

The information obtained from the participants must be kept confidential at all cost. Sotuku and Duku (2015) explain that confidentiality promises the research participants that the findings would be presented in ways that ensure that individuals cannot be identified. According to Creswell (2014), “participants and respondents should not be subjected to any risk of unusual stress, embarrassment or loss of self-esteem”. The researcher made sure that the participants' identity remained anonymous. As per the agreement between the participants and the researcher, their identity was kept anonymous. Codes were used to hide the participants' identity and the schools' identity, for example, A, B and C.

3.11.5 Protection from Harm

Creswell (2014) emphasises the importance of protecting participants from any form of harm that may occur during the research. The researcher made sure that the participants were not exposed to any danger or harm while collecting the data during interview and document analysis. The researcher did not cause stress and inconvenience to the participants.

3.12 Chapter Summary

The key focus of this chapter was to explain the methodology used in the study. The qualitative research approach which the study utilised was discussed and described in detail. The chapter also highlighted the interpretivist paradigm, which considers reality as subjectively constituted. The methods used were appropriate for the study as it requires interaction with the school environment and the teachers around them. The next chapter presents data analysis and interpretation.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The preceding chapter discussed the research design and methodology. This chapter presents analysed data and further interprets the findings. This study aimed to discover teachers' experiences of teaching immigrant learners using isiZulu as a language of teaching and learning in three schools in ILembe districts. The research design that produced the data for the study was outlined from the previous chapters.

This chapter deals with the presentation and analysis of data obtained from teachers. The semi-structured interviews were conducted telephonically due to COVID-19 pandemic. Prior to Covid-19, the researcher had an opportunity to visit the participating schools to access the documents that were required for the study. The documents such as CAPS (teachers' guideline), learners' textbooks, books that were used by the teachers in support of the teaching of immigrant learners (Masihambisane) and the Visual aids (noun charts) on the wall, were analysed. The discussions with the teachers are presented, including quotations from the interview data. Some references from the literature are used to support the findings of this study.

To ensure confidentiality and anonymity, codes were used during interviews and document analysis. To ensure confidentiality of the school and the participants, codes were used to identify the teachers and the schools where they teach. The first school was called "school A" and the teachers were called "teacher A1 and teacher A2" since I had two participants in each school. The second school was called "school B" and "teacher B1 and teacher B2". The third school was called "school C" and Teacher C.

4.2 PROFILING OF RESEARCH PARTICIPANTS

Research participants' profiles

The study consisted of three primary schools. The three primary schools are public schools located in the ILembe district and five teachers were selected from these schools. Table 4.1 summarises the participants' qualifications, years as teachers, years teaching the current grade, and professional development.

Table 4.1: *Participants' profiles*

School Name	Participant	Qualification	Number of learners in foundation phase	Years in teaching the foundation phase
School A	Teacher A1	PGCE in the foundation phase	76	4 years
	Teacher A2	B. Ed Degree	65	6 years
School B	Teacher B1	B.A. Degree	70	4 years
	Teacher B2	B. Ed Degree	74	10 years
School C	Teacher C	B.Ed. Degree	60	3 years

Teachers A1: She was a teacher in her early thirties and was born in South Africa. Her home language is isiZulu. She had been teaching grade two for five years and had experience teaching immigrant learners.

Teacher A2: She was a teacher in her early thirties and was born in South Africa. Her home language was isiZulu. She held a B.Ed. in foundation phase Education from UNISA. She had been teaching for grade 2 for six years and had experience teaching immigrant learners.

Teacher B1: She was a teacher in her early forties. Her mother tongue is siSwati. She had been a teacher for six years. She had been teaching grade two for four years and had experience in teaching immigrant learners. She did a Post-Graduate Certificate in UNISA and was at the time studying towards an honors degree in Inclusive Education through UNISA.

Teacher B2: She was a teacher in her early fifties. Her mother tongue is isiZulu. She had been a teacher for more than twenty years, and had ten years' experience teaching grade two, and had experience teaching immigrant learners. She held a Diploma in foundation phase from a college.

Teacher C: She was a teacher in her early thirties. Her mother tongue is isiZulu. She had been a teacher for three years, and had three years' experience in teaching immigrant learners.

All the participants were qualified teachers who understood inclusive education and were also experienced teachers. All the participants had more than three years of teaching experience in the foundation phase, teaching in isiZulu. What can be noted from the findings is that the majority of the participants had not participated in professional development that would help them understand teaching immigrant learners. Only one participant indicated that she attended workshops on teaching skills and had an honors degree in inclusive education. Professional development such as inclusive and special education can help teachers cope with teaching immigrant learners.

The researcher further profiled the participants in terms of their experience in teaching immigrant learners, the description of their schools, and their role and description of the community where the school is located.

Experience with immigrant learners

The participants were asked to indicate their previous experience with immigrant learners. They had this to say,

Teacher A1: "...Yes, I do have experience with immigrant learners from Mozambique. Locals were Xhosa, and I taught in isiZulu."

Teacher A2: "Yes, I do have experience with immigrant learners. Most of the immigrant learners were from Mozambique."

Teacher B1: "Yes, I do have experience with the immigrant learner, as a number of them are from Lesotho, Zimbabwe, and Mozambique."

Teacher B2: "I have experience with immigrant learners, I do teach them and they are quite a number of them in my school"

Teacher C: "I have taught the foundation phase for more than 2 years now and I have experience with immigrant learners."

The findings from the narratives indicate that all the participants had experience with teaching immigrant learners.

Description of schools

The participants were also asked to describe the schools in which they were teaching. The teachers said,

Teacher A1: "In my schools, there are 37 educators, and the enrolment in the school is very high, and 90% of learners in the school are immigrant learners mostly from Mozambique. The language of instruction in the foundation phase is isiZulu".

Teacher A2: "There is high enrolment from grade R to grade Seven. We also have a feeding scheme, and the language of instruction isiZulu."

Teacher B1: "There is a high number of immigrant learners, and the medium of instruction in the foundation phase is isiZulu, and our learners do not pay any fees.

Teacher B2: "There is high enrolment, and it is a non-paying school, and 80% of the learners are immigrants and medium of instruction is isiZulu.

Teacher C: "The school where I am teaching is semi-urban, and there is high enrolment. The medium of instruction in the foundation phase is isiZulu, and 80% of the learners are immigrants and predominantly from Mozambique.

The participants indicated that they had high enrolment in their schools and most of the learners were immigrants, predominantly from Mozambique. All the participants also stated that in the foundation phase, the language of learning and teaching was isiZulu.

Description of community where the schools are situated

The researcher further asked the participants to describe the community where their schools were located. The participants had this to say,

Teacher A1: *“My school is situated in the Groutville community, in the ILembe District, and there is a high unemployment rate, and locals depend on the government’s social grants.”*

Teacher A2: *“In the community where my school is situated has a high number of immigrants and community members depend on social grants and immigrants survive by selling fruits and vegetables.”*

Teacher B1: *“My school is situated in Thembeni area in the ILembe district, it’s an overpopulated area, and members of the community survive by selling vegetables, and most of the community members are illiterate and depend on social grants.”*

Teacher B2: *“Most of the community members, like 70%, are immigrants from Mozambique, and there is a high rate of employment. Community members depend on subsistence farming while others depend on social grants.”*

Teacher C: *“It is a relatively poor community with most community members being immigrants from Mozambique. There is high rate of unemployment and community members depend on subsistence farming”*

The findings further revealed that most community members where the schools were situated are poor and most community members depend on social grants, selling, and farming. The findings also revealed that community members were illiterate, and that most of them were immigrants from Mozambique.

4.3 Findings and Discussions

To discuss findings in this study, the themes were formulated from the research questions. The sub-themes were as a result of generated and analysed data. Due to this, two main themes were formulated from the key research questions. The themes are: teachers’ experiences in teaching immigrant learners learning in isiZulu as a language of instruction in grade two, and strategies teachers use to support immigrant learners learning using isiZulu as a language of instruction

in grade two. Along with these themes, the analysis of data led to the emergence of sub-topic, which are further discussed under each main theme. Table 4.3 below summarises the categories of questions under each theme and sub-themes that emerged from the findings of the study.

4.3.1 Theme 1: Teachers' experiences in teaching immigrant learners learning in isiZulu

The findings under this theme present the teachers' experiences in teaching immigrant learners learning using isiZulu as a language of instruction in grade two classes. These findings were derived from interview questions that the participants responded to. The responses from participants and themes that emerged from the interviews are summarised in Table 4.2, with a brief discussion on issues raised for each sub-theme.

Theme 1: Teachers' experiences in teaching immigrant learners learning in isiZulu

Table 4.2 Experiences of teachers in teaching immigrant learners

Theme	Sub-themes	Issues raised
Teachers' experiences in teaching immigrant learners learning in isiZulu	Language barrier in learning in isiZulu as a challenge	The findings revealed that learners became quiet, scared to communicate, and less willing to speak in class as they were introduced to a new language of instruction
	Teaching immigrant learners in an overcrowded classroom	The findings revealed that overcrowded classrooms became a barrier to individual attention and limited the support in the development of competence in the use of language.
	Challenges encountered by teachers when teaching in isiZulu in the foundation phase.	The findings revealed that teachers were confronted by limited training, limited support, and lack of interest, in their teaching in isiZulu in the Foundation phase.
	Adhering to Education Policy in teaching immigrant learners	The findings revealed that Education policy mandated teachers to teach in isiZulu in the foundation phase irrespective of the enrolment of immigrant learners.

	Teachers' perception of immigrant learners	The findings revealed that teachers' negative attitudes towards immigrant learners create problems for the learners and cause frustration. Thus, teachers needed to create a friendly environment.
	Teacher-parent relationship	The finding also revealed that most parents of immigrant learners did not show up when asked to come to school. However, those who came when invited by the teachers, made a huge impact on the learners' performance in class.
	Learners' attitude towards isiZulu as a language of instruction	The findings in the study revealed that it was demanding for teachers to teach learners effectively with a negative attitude towards learning using isiZulu as a language of instruction.

4.3.1.1 Language barrier in learning in isiZulu as a challenge

Participants responded to the question that sought to find out their experiences of the use of isiZulu in teaching immigrant learners and had this to say:

Teacher B1: *"...the main problem is that learners become so quiet during the first time since they are still learning the new language. We identify them by giving more attention because they hardly speak, they have a fear of saying things wrongly."*

Teacher B2: *".... their conversation is so different, even when they are sick because they are scared to communicate that to me; and that the children in class will just laugh at them because they can't pronounce the words correctly. You must get closer to them as an educator to find out what is going on."*

Teacher A2: *".... Most of the learners are having difficulties with the language, and as an educator, I have to teach them in isiZulu and I also don't know their home language. It makes it difficult for me to teach them as they don't understand what I am saying to them"*

Although the respondents shared different sentiments in their experiences in teaching immigrant learners, their common understanding was that language was a barrier, as immigrant learners were scared to communicate and less willing to speak in class as they were introduced to a new language of learning and teaching. The participants also indicated that learners become quiet during the first time since they are still learning the new language. The learners, according to the teachers, were even afraid to report in class if they are not feeling well.

4.3.1.2 Teaching immigrant learners in an overcrowded classroom

The respondents' responses to the question on the experiences of teaching immigrant learners in isiZulu are captured below.

Teacher A1: *“...I have seventy-five learners in my classroom, that number needs two teachers. I feel overwhelmed it makes it impossible for me to assist immigrant learners.”*

Teacher B2: *“...The number of learners in my classroom is too much. I have seventy learners and the government expects us to produce competent learners, and immigrant learners' numbers increase yearly.”*

Teacher A2: *“...The school management does not have the decency to limit the number of children, including immigrants, and thus, we are unable to pay attention to every learner's need as classes get overcrowded”.*

The respondents indicated that they felt overwhelmed. Hence, they were unable to produce competent learners as they were unable to pay attention to every learner because the classes were overcrowded.

4.3.1.3 Challenges encountered by teachers when teaching in isiZulu in the foundation phase.

Respondents indicated that there were challenges they encountered in teaching immigrant learners in isiZulu in the foundation phase.

Teacher C: *“The lack of training to support immigrant learners is a challenge for us as teachers. We do not have periodical training that will assist us in helping immigrant learners.”*

Teacher A1: *“Most parents of immigrant learners do not cooperate with us as teachers, each time we write letters to them wanting to discuss learners’ performance, they do not show up.”*

Teacher B1: *“Lack of interest shown by immigrant learners, because they do not understand the language of instruction, becomes a hindrance in teaching and learning.”*

Teachers shared different challenges they encountered in teaching immigrant learners in isiZulu, ranging from the non-existence of training, uncooperative parents of immigrant learners, and lack of interest shown by immigrant learners as they did not understand the language of instruction.

4.3.1.4 Adhering to Education Policy in teaching immigrant learners

The respondents also responded to the question that sought the experiences they had in teaching immigrant learners in isiZulu.

Teacher A1: *“The policy that was designed by the Department with the assumption that all learners from grade R to grade 3 should be taught in their mother tongue which is isiZulu. It is important to adhere to the policy since even assessment must be in isiZulu. But, in a way, this is a problem because most community members can neither read nor write isiZulu, which negatively impacts assisting immigrant learners in their school work.”*

Teacher B2: *“It is the policy that enables us to teach in isiZulu as we are in KZN. It is believed that isiZulu is the mother tongue for all the learners, yet there are immigrant learners”.*

Teacher C: *“I am guided by the policy from the Department of Education. They have the assumption that all learners in our community are a Zulu speaking, which is their mother tongue. They only find that it’s not always the case as in our enrollment we have more immigrant learners that dominate our school. I have mentioned that the percentage is quite high”*

Participants indicated that though the Education policy mandated them to teach in isiZulu in the foundation phase, not all community members understood isiZulu. Although the policy was in place, the participants also noted that it did not say what should be done with immigrant learners who did not understand isiZulu.

4.3.1.5 Teachers' perception of immigrant learners

The participants indicated that their attitudes towards immigrant learners can create problems for the learners and cause frustration. Teacher C had this to say:

“I once called one of the immigrant learners after school as they normally wait for their siblings who are in the senior phase, I asked her about her language, and if she can teach me something from her language, you could see the excitement in her face and she started speaking her language, unfortunately, I couldn't understand anything for me that was a Ähha” moment”.

The participant further explained that it made her understand what the learners go through as she experienced it while she was speaking her language. The findings are in line with Fuligni (2013) who stated “that discrimination makes underlying obstructions 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 believe that if they can learn isiZulu they can excel academically because those who speak isiZulu can assist each other with interpretation.

Teacher C further said,

“I could understand the frustration they go through in learning using a language that is not theirs, which made me more patient with them.”

Teacher B1 can also relate her personal experience to what the learners go through as she is also not originally from South Africa.

“Although my language is more or less like Zulu as it is a Nguni language. I have been in the country for more than ten years, I know how it feels to be in a foreign land and not understand their language”.

Like her, coming to South Africa was a struggle at the beginning. Many learners experience the same thing as when they are in a foreign country learning foreign language. This can be confusing and maybe stressful for the learners. Developing friendships in a foreign school for 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 (Krajewski ,2006; Han & Scull, 2010). Their advice is firmly linked to socio-cultural factors. In the reactions of immigrant learners', frustrating issues and

gestures evoked by the isiZulu language challenge affected the trust in friendship and sense of belonging.

4.3.1.6 Teacher-parent relationship

The finding also revealed that most parents of immigrant learners do not show up when asked to come to school; however, those who come when asked by the teacher make a huge impact on the learners' performance in class. Teacher A2 mentioned that by communicating with immigrant learners' parents

“they can disclose the nationality of the learner and give more information on how their learner is, that helps a lot”.

Teacher A1 Echoed Teacher A2's idea, she also relieved that by talking to the parents, she was able to give advice on how the parents can support their children at home. Teacher A1 recommended that parents must encourage their children to watch isiZulu cartoon TV programs. Teacher C also concurred with the idea. All participants emphasized on the importance of meeting with the immigrant learners' parents. According to Nkemasong (2018), it is always important that parents are part of their children's education to understand what the children are facing every day. Participants shared that immigrant learners show a lack of interest in their isiZulu work and parents do not seem concerned about their children's isiZulu progress.

4.3.1.7 Learners' attitude towards isiZulu as a language of instruction

The findings in the study revealed that it was demanding for teachers to teach learners effectively with a negative attitude towards learning using isiZulu as a language of instruction. Teacher A1 had this to say to support the statement above

“learners don't participate in class they would find excuses of going outside, asking to go to the toilet”.

Teacher C concurred with Teacher A1 and said,

“the fact that learners do not understand the language, learners end up distracting others in class”.

Teacher B2 said, *“The learners show a lack of interest in such a way that they sleep in class.”* The reason for this is because learners are having difficulties in understanding the language.

4.3.1.8 Interpretation of findings on Teachers’ experiences in teaching immigrant learners learning in isiZulu

It is understood from the participants’ views that they had different experiences teachers were unable to communicate with immigrant learners, which negatively impacted their performances in class. The reviewed literature showed that segregation of immigrant learners leads to language barriers which affect them academically, emotionally and social challenges, limiting them to actively access different schooling programs (Szabo & Ward 2015). Vandeyar and Vandeyar (2012) share a similar opinion that immigrant learners are even more underprivileged as they come into another country as they lack expertise in English. They further avowed that accent is also an indicator of immigrant status, contributing to academic and social exclusion. Gu and Patkin (2013, p. 56) also argued *“that immigrant learners experience language and cultural barriers as a result of being less capable in spoken languages of the host country.”* The findings revealed that immigrant learners understanding isiZulu as the language of learning appears to be a challenge in learning.

The participants stated that some learners failed to pay attention in class since they could not understand the language used as they were being taught. It was also evident in the findings that some immigrant learners would play with others and disturb the class activities in the process. The immigrant learners were playing because they were failing to understand the language of learning and teaching the teachers used in the foundation phase. This had an effect on their performance, as they were not participating very well in some class activities. Alicja and Zaleska (2017, p. 39) stated that *“teachers with less or no contact with immigrant children expressed great concern about the complex nature of teaching”*. Moreover, teachers with little experience of immigrant children expressed that they had almost no information of foreign languages, which obstructed learning purposes. Mbhele (2016, p. 78) explored *“The schooling experiences and challenges of immigrant learners in a multilingual primary school”*. Most of the immigrant learners in this study were irritated because they lacked communication between themselves and the teacher. Language as a barrier to teaching and learning is cited as the reason for this (Mbhele, 2016).

Teachers' of immigrant learners experienced overcrowded classrooms, which was a challenge for the teachers as they could not give each learner special attention. According to Biegen (2018), teachers find difficulty monitoring behaviours and activities in packed classrooms; overloaded classrooms affect classroom supervision. The Socio-cultural theory will assist teachers to swiftly know that co-operative learning and discourse modelling are suitable pedagogical strategies to support children's intellectual knowledge and skills while facilitating intentional learning (Berghoff, Blackwell & Wisehart, 2011; Cavan, 2008).

Kirova (2016, p. 83) explored the "Acceptance and belongingness of immigrant students in Canada and the United States". The findings in his study revealed that teachers in overcrowded classrooms settle quarrels and calm feelings in the classroom which is time consuming. This is time consuming learning and impacts the teachers' lesson. According to Sullivan (2015), large class sizes leave teachers with only one choice of using convenient teaching methods, which requires pupils to be mainly passive recipients of knowledge. Overcrowded classrooms do not allow interaction between immigrant learners and teachers. The interaction between learners and teachers is an important part of teaching and learning. By working together, a teacher can assess and find out what the learners already know and what difficulties they are facing. Vygotsky's (1978, p. 87) sociocultural theory views "human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society." The next theme will present findings on strategies teachers use to support immigrant learners learning using isiZulu as a language of instruction in grade two.

4.3.2 Theme 2: Strategies teachers use to support immigrant learners learning using isiZulu as a language of instruction in grade two

The findings under this theme present the strategies teachers use to support immigrant learners learning using isiZulu as a language of instruction in grade two classes. These findings were derived from interview questions that the participants responded to. The responses from participants and themes that emerged from the interviews are summarized in Table 4.3 with a brief discussion on issues raised for each sub-theme.

Theme 2: Strategies teachers use to support immigrant learners learning using isiZulu as a language of instruction in grade two.

Table 4.3 Strategies teachers use to support immigrant learners

Theme	Sub-themes	Issues raised
Strategies teachers use to support immigrant learners learning using isiZulu as a language of instruction in grade two.	Understanding immigrants' culture.	The findings revealed that teachers used immigrants' culture, religion, and drawings as a teaching strategy.
	Use of Visual Aids to teach immigrant learners	The findings also revealed that teachers used visual aids such as pictures, charts, and drama, to teach learners in the Foundation Phase.
	Pairing used as peer socialization instead of peer to peer academic support	The findings revealed that teachers used the pairing method as a strategy to teach immigrant learners
	Grouping native learners with immigrant learners	The findings revealed that teachers used the grouping method to allow learners to participate in class activities.
	Speaking slowly to help immigrant learners understand	The findings revealed that teachers adjust their talk by considering the difference in students' isiZulu proficiency levels.
	Culturally Relevant Pedagogy for Immigrant Learners	The findings revealed that making immigrant learners feel part of the class or accommodate them in lessons includes culturally relevant pedagogy as one of the most vital teaching methods to instruct immigrant learners.

	<i>Teacher-learner relationship</i>	The findings in the study revealed that all participants were imperative in building a positive relationship between the teacher and the learner.
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4.3.2.1 Understanding immigrants' culture is one strategy used

Participants responded to the questions that sought to find out the strategies they used to support immigrant learners using isiZulu as a language of instruction

Teacher B1: *“I involve them in all activities, especially cultural activities. I let them show us their country's way of doing things, especially in life skills during the Creative Arts period. I allow learners to do their flags to do their dancing. We usually ask them to tell us how to cook something from their own country.”*

Teacher A1: *“As an educator, I have discovered that I need to be mindful of learners' cultural backgrounds. This manifests when I teach especially culture and religion in Life Skills where I allow learners to draw and share their drawings about with the rest of the class. This makes learners very excited. In other instances, I even ask my learners to dramatize, showing us how in their culture they dance.”*

Teacher C: *“I use their culture to involve them in the learning through the use of visual aids to support the learners, I have charts in my classroom which have pictures, and underneath the pictures, I have phonics, for example, a picture of a baby and underneath I will write baby “Ingane” in this way learners can identify the sound or phonics of /nga/ -Ingane and improve their vocabulary and allow them to say the word in their own language.”*

The participants shared the same views regarding using immigrants' cultural backgrounds to create a conducive learning environment that will allow the immigrant learners to express themselves. The teachers stated that they allow immigrant learners to do different activities in their own culture such as drawing their flags and showing dancing moves.

4.3.2.2 Use of Visual Aids to teach immigrant learners

The responses from respondents to the question on the strategies and methods they used to teach immigrant learners learning in isiZulu are captured below.

Teacher A2: *“I have found Visual aids useful as learners are able to identify the pictures with the phonics written in the chart. For example, when you are talking about the sound /ma/ learners will quickly look at the chart where there is a mother (umama) in that way it gets easier for them to understand isiZulu.”*

Teacher C: *“I use visual aids and I also group learners according to their strengths and capabilities to excite them and boost their confidence. They even look forward to writing spelling tests to such an extent that some would dance as they do so. This is fulfilling for me as a teacher”*

Teacher B2: *“I use the pictorial method, show and tell, cultural background and I dramatize sometimes, with pictures for the learner is easy to associate the word with picture.”*

The participants further indicated that they used visual aids to support learning of immigrant learners using isiZulu as a language of instruction. The visual aids were seen as a strategy that boosts the immigrant learners’ confidence and capabilities.

4.3.2.3 Pairing used as peer socialization instead of peer to peer academic support

Respondents observed that pairing learners for socialisation purposes was useful as a strategy for teaching immigrant learners learning in isiZulu

Teacher A1: *“I found a pairing strategy not useful. I have discovered that the immigrant learner who is being assisted ends up copying the other learners’ work without understanding the concept. So when I am doing one- on- one with the learners that is when I discover that the learner did not understand the concept but he or she has written the work, this shows that the other learner did not assist the immigrant learner did not assist the immigrant learner did not assist the immigrant learner”*

Teacher B2: *“Pairing method most learners find it as a break for learning, and they start playing instead of focusing on the work and sometimes the learner will copy exactly and be lazy to think. Maybe if they quarrel and the other learner will then hide his or her work that is when you see that the learner has not gained anything with this method.”*

Teacher C: *“Grouping them with other learners who speak isiZulu, or the other learner speaking, makes them look as if they are flowing with the other learners only to find they are left behind because they just listen to what others are saying and then they just do repetition. When you take them individually and then you ask them to read or do something, it's tough for them”*

Participants noted that the pairing method was more of a socialisation process for immigrant learners as they were not participating in-class activities. Teachers allowed those who understood the language of instruction to do the work on their behalf, and hence they were not gaining anything in the classroom.

4.3.2.4 Grouping learners with immigrant learners

The participants indicated that another strategy of teaching immigrant learners was to group them with non-immigrant learners.

Teacher A2: *“I use the strategy of grouping the learners and force them to participate in group work.”*

Teacher B1: *“I form small groups in class and mix immigrant learners with Zulu speaking learners, and give each learner a sentence to read, so I can be able to identify an immigrant learner that still needs more attention and support, and this method has helped me a lot as learners are not more confident.”*

Teacher A1: *“I realised that the grouping method was more effective as it allowed everyone to participate in class activities.”*

The participants indicated that they forced immigrant learners to participate in group activities while grouped with isiZulu speaking learners. They found the grouping method more effective as all learners participated.

4.3.2.5 Speaking slowly to help immigrant learners understand

Respondents adopted the style of speaking slowly as a strategy to help immigrant learners learning in isiZulu

Teacher C: *“There is some improvement in teaching immigrant learners. I use the strategy of talking very slowly so that immigrant learners can grasp what I am saying. I try to engage them in a class by asking them questions.”*

Teacher B2: *“As a teacher, I try by all means to repeat and speak very slowly, and make sure that immigrant learners are able to understand the lessons.”*

Teacher A2: *“I accommodate all learners and try by all means to repeat sentences by slowly speaking, and make immigrant learners repeat after me when teaching.”*

Respondents noted that speaking slowly while teaching immigrant learners was helpful as there was some improvement. They also repeated sentences and words to accommodate all learners.

4.3.2.6 Culturally Relevant Pedagogy for Immigrant Learners

During the interview, some participants believed that what also helped to include or make immigrant learners feel part of the class or accommodate them in lessons was using culturally relevant pedagogy as one of the teaching methods to instruct immigrant learners. Some teachers asserted that understanding immigrant learners and acknowledging their background helped them to be successful at school. Teacher A2 mentioned that she displayed charts in her class that had different cultures, and said, *“you could see that they were excited as they would be pointing at the charts and calling other immigrant learners to look at the charts”*.

Teacher C also mentioned that she had charts displaying different cultures.

“I asked the learners to draw pictures about their culture and come in front of the class and tell us a story relating to the picture, they were very excited although some learners were shy to come and tell their stories”.

The participants emphasised the importance of sharing stories. This helped in understanding the learners’ cultural backgrounds. The teachers were using isiZulu when talking to the immigrant learners since it’s the Language of teaching and learning and the teachers are not familiar with the foreign language used by the immigrant learners. This teaching method helped to those immigrant learners who were slowly getting use to isiZulu.

According to Vygotsky's sociocultural theory (1978), teachers must develop their proficiency in a multicultural classroom by opening up to several cultural and linguistic groups, and interpreting their symbolism and meanings (Schultz & Coleman-King, 2012). This theory will help teachers to communicate, not only with learners, but also parents. The theory will also help teachers understand immigrants’ backgrounds better, and respect the integrity of their traditions and ways of life.

4.3.2.7 Teacher-learner relationship

The findings in the study revealed that all participants were for the building of positive relationships between the teacher and the learners. Teacher B1 elaborated that building a good

relationship with immigrant learners led immigrant learners to share their stories and engage more in the classroom. Teacher B2 stated that,

“Once the relationship is built, most immigrant learners try hard to impress, and those students who do not build these relationships with teachers are less likely to engage in learning.”

Jhagroo (2016) points out that current educational policy sees teachers as transformative academics who are tasked with promoting values such as non-racism, non-discrimination of any kind, human dignity and equality.

4.3.2.8 Interpretation of findings to strategies teachers use in teaching immigrant learners learning in isiZulu as a language of instruction

Respondents used a variety of strategies to support immigrant learners learning in isiZulu as a language of instruction. The findings revealed that understanding the culture of immigrants, use of visual aids, pairing immigrant learners with isiZulu speaking learners was vital. Vygotsky's (1978) sociocultural theory stresses the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning."

Gay (2010) indicated that teachers teaching immigrant learners needed to familiarise themselves with new cultures, in order to understand the different cultural intersections and mismatches, to bridge the gaps between the cultural systems (Gay, 2010). Krasnoff (2016) concurred with Gay (2010) that identifying and distinguishing various cultural differences would allow teachers to make a safe and culturally approachable learning environment for immigrant learners. It is imperative to recognise and understand these differences and implement culturally responsive teaching and pedagogical practices in the classroom, to ensure the success of every student (Krasnoff, 2016). The theoretical framework of the study by Vygotsky (1978) states that “the socio-cultural knowledge, experiences, and dispositions of individuals that influenced their actions and social interactions” Gravitt & Moll (2011). The social challenges in meeting the needs of immigrant learners are embedded in cultural sensitivity and contextual awareness. Benner and Graham (2011) posit that discrimination can create an

obstructive environment in which choices of self-identification, engagement with both heritage and mainstream cultures, and choices about peers are restricted.

The strategy that the teachers used to help the immigrant learners learn isiZulu better was the use of visual aids. The literature reviewed suggested that learners benefited from a teacher who could customize his/her teaching style to obtain maximum learning potentials from each learner (Banks, 1998). Immigrant learners, particularly those who attended school in their home country before coming to a foreign country, have had difficulty adapting to new pathways and new teaching strategies imposed on them by their host countries. Mavuso (2014) investigated the role that the teachers played in ensuring the inclusivity of all learners in the process of teaching and learning. He pointed out that accommodating learners with different learning needs requires teachers to be competent in implementing learning support processes to ensure the active participation of all learners.

Respondents were able to identify strategies that were not working for them as they delivered instruction in isiZulu to immigrant learners. One of those strategies was pairing immigrant learners with isiZulu speaking learners. All the participants in the study indicated that immigrant learners were not participating in group activities, but were playing with others in the class. MacNevin (2012) identifies the need for on-going professional development to prepare the teacher for a variety of challenges, including (but not limited to) teaching language, working with traumatised students, and encouraging positive social interaction.

The respondents indicated that the methods used to enhance immigrant learners' use of isiZulu as a language of instruction built their confidence to attempt class activities. Shim and Schwartz (2017) posits that immigrant students' psychological problems encountered while adjusting to their new environment, may account for the decrease in their motivation to excel. Nevertheless, another study of immigrant students in the United States by Valencia and Johnson (2016), found that high academic aspirations among immigrants are associated with acculturation. Acculturation was determined based on the students' proficiency for the language in relation to the number of years they lived in the United States.

4.3.4 Document analysis findings

The researcher further sought from the participants, documents that were used in the foundation phase in classes that had immigrant learners. These included teaching strategies, textbooks and policy documents.

4.3.4.1 Visual aids

The researcher was able to analyse visual aids used by the teachers in the school. Figure 4.1 shows a phonics chart and figure 4.2 shows an alphabet chart.

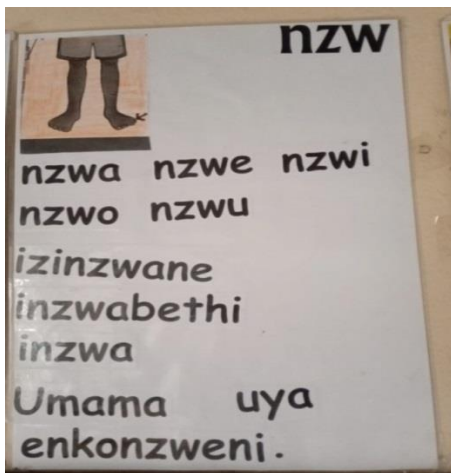


Figure 4.1: *Phonics Chart*



Figure 4.2: *Alphabet Chart*

Teachers used the Pictorial aid (Flash cards) with the isiZulu sound or word. When asked how this was helpful to the immigrant learners, teacher A1 asserted that *“even though learners don’t know the sound or Zulu word, but because of the pictures displayed next to it, makes it easier for the learners to associate the name with the picture”*. All the participants concurred with Teacher A1 that such a method helped when teaching immigrant learners. Teacher B1 indicated that, *“This method of teaching helps when I’m calling out a spelling on Fridays since I don’t remove the charts from the wall. In that way, I can see how many learners are now able to identify the sound with help from the pictures.”*

The findings are in line with Harris’ (2013) that operational teachers developed students’ sense of autonomy through the explicit teaching of strategies (such as visual aids) a stratagem that enabled them a successful academic tasks. *“The teaching of such metacognitive strategies was a way of scaffolding instruction; with the goal being to gradually hand over responsibility to the learners as they acquired skills and knowledge”* Zhou & Fischer, (2013).

Figure 4.3 shows a chart with words used to introduce a certain phonic.

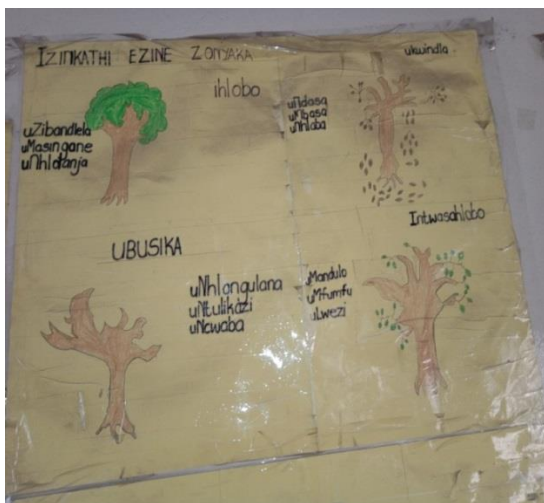


Figure 4.3: *Seasons of the year and months of the year in isiZulu*

Teacher A1 from data generated mentioned that, when introducing a new phonic word for the week, she would have flash cards with the vocabulary word then show them the chart with a picture of that sound introduced as shown in the phonic nzw on the chart. There is a picture of pointing *“izinzwane”*, and in that way, learners will be able to associate the phonics with the picture. The findings agree with Keat, Strickland and Marinak’s (2015) findings that

immigrant children in a pre-school classroom were encouraged to become active agents to tell their stories.

4.3.4.2 Textbooks

The researcher also collected and looked at books that were used to teach the foundation classes with immigrant learners. Figure 4.4 shows a book that is used in the foundation phase.

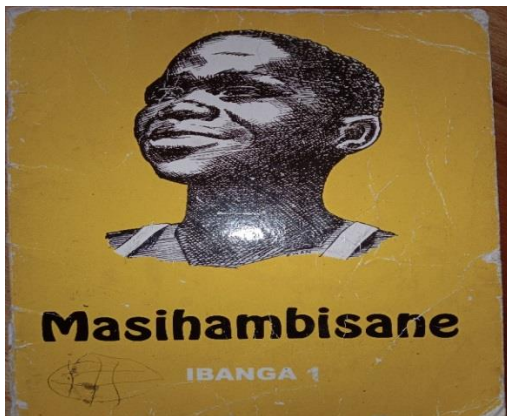


Figure 4.4: Book ;*Masihambisane*

During document analysis, the researcher discovered that schools did not have enough textbooks for all learners, to support immigrant learners to grasp the language of instruction easily. Another concern raised by the participants was the lack of textbooks focusing on supporting immigrant learners. Teacher A1 stated that she used a multi-grading method in her class, which means that some learners were doing grade two phonics, and those who were struggling with isiZulu were grouped together and taught phonics, which was of a lower standard that learners would grasp. She further stated that *“I have decided to buy these learners a book called Masihambisane which I feel is good help”*. The participant indicated that the book would help immigrant learners to understand isiZulu better, as it had basics on understanding isiZulu. The pictures in figure 4.3 show an IsiZulu textbook which teacher A1 bought to support those immigrant learners struggling with IsiZulu.

Teacher B2 also concurred with teacher A1 regarding insufficient resources to support immigrant learners who were struggling with school. She stated, *“we do have books, but I feel they are not suitable for the immigrant learners. To me, it feels like the government didn’t have*

immigrant learners in mind when compiling the books we use". The participant further stated that she would use google for some notes to make immigrant learners feel welcome, and reflect on their culture. *"I have to work hard to make sure that my learners have suitable learning material."* The findings align with those of Ghiso (2016), who explored how the young Latina/o children of immigrants utilised their lived experiences from the local Laundromat to engage in their literacy learning activity through photographs, written, and oral texts.

4.3.4.3 Policy document

The researcher was able to get hold of the CAPS document. The CAPS document showed that, although it states what needs to be taught in class and when it should be done, it was evident that it does not state how a teacher will cater for those learners who are having difficulties. Teacher A2 stated that *"From my experience, I have learnt ngokungahambi ngepace ye CAPS document (not to follow the pace of the CAPS document) because the learners might end up being left behind"*. Meier (201) argues that teachers should be equipped with necessary skills for every policy to be implemented, such as being trained and supported with suitable skills.



Figure 4.5: Document provided by Jika iMfundo

Jika iMfundo is a teaching toolkit for isiZulu Home Language for Grade 2 learners, with a detailed information about how to teach CAPS –aligned lesson every day. From what I have learned from the lesson plan provided by the Jika Imfundo document, it has limited strategies a teacher can use for those struggling with isiZulu. For that reason, Teacher A1 decided that she would use multi-grading, where struggling learners would give them grade 1 sounds.

The findings from the document analysis show that teachers were trying, by all means, to cater for the immigrant learners learning using isiZulu as a language of teaching and learning. This included using different strategies such as using isiZulu books and charts to enhance learning. In writing, the learners were expected to write at least three sentences of their own news or

create story using sounds learned and common sight words. In phonics, learners were expected to be able to identify letter-sound relationships of all single letters. In terms of reading, learners were expected to be able to recognise words of sight words, assess paragraph reading.

The inadequate resources were a hindrance for teachers as they ended up buying material for learners. This would also be a hindrance for teachers as they end up buying material for learners to get help and learn as well. The findings were in line with Chang (2015), who investigated the process of re-socialisation, through integration, assimilation, and acculturation. In his study, he argued that immigrant learners learnt a new culture, norms, values, knowledge, and skills required by the new context, and then adapted to a new context through integration, assimilation, and acculturation. The following section summarises the chapter

4.4 Chapter summary

This chapter discussed the discoveries of the thematically analysed data created through semi-structured interviews with the teachers teaching immigrant learners in the foundation phase using isiZulu as a language of instruction. The subsequent chapter concludes the study and summarises all the themes that emerged from all the participants' responses.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study sought to explore teachers' experiences in teaching immigrant learners using isiZulu as language of instruction. Chapter four furnished and analysed the findings of the study. Rudimentary on the aims of the study, the motive of this chapter is to summarise the findings and contributions the study makes. Denouement and submission are drawn from the findings.

5.1 Study Summary

To gain a deeper understanding of the dynamics of teaching immigrant learners in isiZulu as a language of instruction, I consulted literature.

In my literature review, I investigated what researchers found on immigrant or refugee learners' challenges and successes, and teachers' experiences of supporting immigrant learners academically and in their integration. Literature was reviewed and covered issues raised in the research questions addressing teachers' experiences in teaching immigrant learners, and strategies they used to support immigrant learners.

To better understand this topic, my qualitative research employed semi-structured interviews and document analysis methods. Five teachers in three I Lembe primary schools in KwaZulu-Natal, currently working with immigrant learners were selected to participate in the study.

Subthemes that emerged from the study included: the language barrier, minimal improvement, overcrowding in the classroom, guidance from Education Policy, understanding culture, use of visual aids, pairing immigrant learners, building confidence, and deriving useful strategies. A summary on teachers' experiences is presented next.

5.2 Summary of Findings

This section provides a summary of the findings of the study. In summarising the findings, the key research questions are used.

5.2.1 What are teachers' experiences in teaching isiZulu as a language of teaching and learning?

Findings from the study revealed that teachers had different experiences of teaching immigrant learners. However, the language barrier was the most common experience that was challenging for all the teachers. Teachers were unable to communicate with immigrant learners; hence, this negatively impacted their performances in class. Learners' responses concerning the language being a barrier to their learning in a new context, confirmed what Lo and Macaro, (2012) found in their study, that immigrant learners experienced language and cultural obstructions in their socialisation interaction, and encountered hardships being less capable in English than their friends.

It was also clear in the findings that there was minimal improvement amongst immigrant learners in terms of understanding isiZulu as a language of instruction. The teachers stated that some participants were failing to pay attention in class since they could not understand the language that was used as they were being taught. 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 education, connect to what they are learning, have positive relations at school and are likely to do well academically (Idemudia, 2013; Kurbegovic, 2016; Georgis, 2014).

The other challenge teachers experienced as they were teaching immigrant learners was overcrowded classrooms. This was time-consuming from learning, and affected the teachers' lesson. Over cramped classrooms did not allow interaction for learner-teachers. The interaction between learner-teacher is a critical factor for teaching and learning. Through correspondence, a teacher can assess and figure out what learners already know and what hardships they are confronted with. Vygotsky's (1978) sociocultural theory states "the importance of cultural and social context for learning." Cognitive development arises from social interactions and guided

learning within the zone of proximal development when children and their partners construct knowledge together.

Lee & Hawkin (2015) indicated that school plays a focal role in the integration of immigrant learners. The manner in which they are treated by the teachers and their friends impacts how they might interpret who they are in the new context. Stets & Burke (2014) insist that when immigrant learners feel a sense of belonging and acceptance through participation in a social group, their identity is verified. This makes them feel self-worth, which has a positive impact on their self-esteem. Vygotsky (1978) viewed “language as the ultimate collection of symbols and tools that emerge within a culture. Possibly the greatest tool at our disposal, it is a form of symbolic mediation that plays two critical roles in development; to communicate with others and construct meaning”.

5.2.2 Strategies teachers use to support immigrant learners learning isiZulu as a language of instruction in grade two

The study revealed that teachers used various strategies to support immigrant learners learning in isiZulu as a language of instruction. The findings revealed that understanding the culture of immigrants was key for the teachers. Use of visual aids and pairing immigrant learners with isiZulu speaking learners were some of the strategies teachers used. According to Adair (2012), what and how immigrant learners learnt at school shaped their future opportunities; and how they were treated by their teachers and their peers influenced their understanding of fitting in their new country.

The Sociocultural theory Vygotsky (1978), the framework of the study, notes that cultural capital is defined as the socio-cultural knowledge, experiences and depositions of individuals that influence their actions and social interactions (Gravitt & Moll 2011). For Vygotsky, the environment in which children grow up will influence how they think and what they think about.

The findings also revealed that teachers were able to identify strategies that were not working for them, as they delivered instruction in isiZulu to immigrant learners. One of those strategies was pairing immigrant learners with IsiZulu speaking learners. All the participants in the study

indicated that immigrant learners in group activities were not participating but were playing with others in class. The findings further revealed that teachers' methods to enhance immigrant learners using isiZulu as a language of instruction built their confidence to attempt class activities. Boelens, Cherek, Tilke & Bailey (2015) propose that “schools should render an environment that will sustain and strengthen the learning process, encourage innovation, and foster positive relationships among learners and teachers”.

Vygotsky's (1978) sociocultural theory asserts that thinking has social origins, and social interaction plays a crucial role in the development of higher order thinking skills. Cognitive development cannot be fully understood without considering the social and historical context within which it is embedded. He explained, “Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (inter psychological) and then inside the child (intra psychological)” (Vygotsky, 1978, p. 57). By collaborating with others on a variety of tasks, a learner appropriates socially shared experiences and related implications, and acquires useful strategies and knowledge.

5.3 Conclusions

Drawing from the findings, some conclusions are made in this study. Teachers shared similar experiences in teaching immigrant learners using isiZulu as the language of instruction, and the most outstanding experience was the language barrier. The language was a barrier that limited their teaching abilities. They also knew exactly how to teach foundation classes. However, they were not equipped enough with the necessary skills to teach immigrant learners isiZulu as a language of instruction in almost all the subjects. Despite the language being a barrier, they were challenged by overcrowding in classes. What was significant was the fact that, with classes overcrowded teachers were unable to pay attention to immigrant learners' needs as instruction was done in isiZulu.

There is some knowledge needed by teachers to teach immigrant learners effectively. These include inclusive education, teachers' development courses and training educators on multiculturalism. If teachers possess such knowledge, they will be in a position to come up with sound teaching strategies to cater for immigrant learners. There are factors that hinder teachers from effectively executing their duties, such as lack of resources for immigrant

learners, lack of training, and poor communication skills with immigrants. Teachers do not possess background knowledge of teaching immigrant learners, and they are not capacitated to teach in isiZulu as language of instruction in the foundation phase. The diverse cultural differences also hinder teachers from effectively executing their duties in terms of teaching immigrant learners in isiZulu as a language of instruction.

Teaching immigrant learners comes with challenges, especially when they are taught in the same class with local children who are the majority of population. One of the research participants wondered where South African teachers acquired knowledge on how to teach immigrant learners. *“All the participants indicated that they had not heard anything about teaching with different first languages whilst studying at university”* (Czech). Teacher B1 said *“Even though I have studied Inclusive Education, it doesn’t equip me with appropriate information to deal with immigrant learners, it does to certain extent”*. All the respondents stated that, even though they were invited to workshops, they had never been invited for workshops on dealing with immigrant learners. The teachers confirmed that they mainly relied on their experiences with other colleagues (Czech). Teacher A1 and A2 stated *“we normally conduct weekly meetings as grade two teachers, where we share our experiences and ideas on how to support our immigrant learners”*. This study emphasised the fact that teachers are not equipped with the tools and knowledge necessary to support the unique population of immigrants in ILembe district in KwaZulu-Natal.

5.4 Recommendations

5.4.1 Recommendations directed to Ministry of Education

As the influx of immigrants is still continuing, not only in South Africa but worldwide, the Department of Education in each province has the responsibility to offer support towards the integration and success of immigrant learners in schools, and consider the language of instruction in the foundation phase. It is the recommendation of the researcher that the KwaZulu-Natal Department of Education increases available funding and re-visit the policy to accommodate immigrant learners. It is further recommended that teacher training colleges and universities train teachers on strategies to handle immigrant learners in schools to execute their duties effectively.

5.4.2 Recommendations directed to Teachers

Teachers must identify immigrant learner's needs as they may differ from other learners. Teachers should also familiarise themselves with learners in their classes to identify immigrant learners quickly, and teachers teaching immigrant learners should also understand the culture of the learners. From teachers' experiences, they noted that the Department of Education needs to provide practical support to the teachers in the schools to equip teachers with knowledge so they can respond to immigrant learners' needs.

5.4.3 Recommendations to School Management Team

The findings revealed that teachers experienced overcrowded classrooms with a majority of learners being immigrants. It is recommended that more teachers be hired, and more structures be erected to cater for immigrant learners. It is further recommended that more resources such as text books for learners, be provided to help immigrant learners learn in isiZulu in the foundation phase.

5.5 Recommendations for Further Study

This study was an eye-opener to the researcher, as it provided insight into what teachers are experiencing as they teach immigrant learners in isiZulu as a language of instruction. One of the limitations was that it was a small scale study based in one district with a limited number of participants. It is recommended that other districts be included in a study in schools with immigrant learners. Based on the data generated, a comparative study based on the experiences of teachers and immigrant learners in other provinces is recommended. This comparative study will assist in making comparisons of the experiences of both teachers and immigrant learners to see if there are any differences.

5.6 Contributions of the Study to Curriculum Studies

The results of this study are valued to teachers, curriculum developers and education policy makers on how pedagogy and curriculum can be adapted to better serve immigrant students attending South African schools. This is significant, as immigrants represent one of the fastest growing groups in the South African school system. Learners with a migration background need teaching and learning processes that meet their special needs. for their special needs. Management of the curriculum (teaching and learning) includes curriculum support; protection

of teaching and learning time; occupation of the program; and monitoring learners' progress at school. In order for immigrant learners to feel part of the teaching and learning programme, school leadership should strive to provide necessary curriculum support, and develop strategies to monitor the use of school resources both inside and outside the classroom. What happens to immigrant learners in the classroom, laboratory, library, and playground is important to the leader. Findings of this study uncovered the teachers' experiences in teaching immigrant learners using isiZulu as a language of instruction in the foundation phase, and showed ways of understanding the world via culturally responsive teaching.

5.7 Contributions of the Study

It is vital to acknowledge that South Africa has an influx of immigrants, especially in KwaZulu-Natal. This study has conferred to divulge the dynamics and experiences of teachers teaching immigrant learners in isiZulu as a language of instruction in the foundation phase. The most significant contribution of the study is in arguing for the inclusion of subjects on how to handle immigrant learners in institutions of higher learning. The application of these findings to the field of educational psychology can have a major impact on communities receiving high numbers of immigrant learners. An evidence-based training that equips teachers for work with the immigrant population can increase their self-efficacy and the overall psychosocial well-being of immigrant learners. Although much work remains to be done for schools and teachers, the findings outlined in this report can be a positive and longstanding contribution to schools.

5.8 Chapter Summary

This chapter contains a summary of the study and the main results. The literature reviewed for the study, confirmed by the findings, revealed that teachers go through similar experiences but mostly negative experiences of the language barrier, lack of adequate training to teach immigrant learners, and overcrowding in classes. The findings also revealed that teachers employed different strategies to teach immigrant learners learning in isiZulu as a language of instruction. It was concluded that teachers teaching immigrant learners were not equipped enough to teach such a group because of the language barrier. Teachers were able to identify strategies that were not working when teaching immigrant learners. The socio-cultural theory, which guided the study, emphasises that there is much work to be done regarding the cultural

awareness and that the cultural competence of teachers (Hurley, 2011). A number of recommendations based on the study results have been made in this chapter.

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APPENDIX A:

INTERVIEW SCHEDULE

Thank you for agreeing to participate in this research study, and for making time to be interviewed today. This research study aims to explore teachers' experiences in teaching immigrant learners learning in isiZulu as a language of instruction. I intend on reporting implications of the findings in order to make recommendations for future directions. This interview will last approximately 60 minutes, and I will ask you a series of questions focused on your experiences teaching immigrant learners. I want to remind you that you may refrain from answering any question, and you have the right to withdraw your participation from the study at any time. This interview will be audio-recorded. Do you have any questions before we begin?

Background Information

How long have you been a teacher?

How long have you been teaching in this grade?

Have you taken any professional development courses since becoming certified in teaching?

Do you have previous experience working with immigrants?

Can you describe your current school and role (subject, grade, etc.?)

Can you describe the community in which your school is situated (i.e. diversity, socioeconomic status)?

1. What are your experiences in teaching immigrant learners learning using isiZulu as a language of instruction in grade two?

Sub- questions

- How does your experience impact your teaching of immigrant learners?
- Do you see any improvement in teaching immigrant learners using IsiZulu as a language of instruction?
- What would you say has been the challenges of teaching these learners using isiZulu as a language of instruction?
- What are the factors that enable you to teach them isiZulu?

2. What strategies do you use to support immigrant learners learning using isiZulu as a language of instruction in grade two?

Sub-questions

- How do you support your immigrant learners using isiZulu as a language of instruction?
- What kind of method do you find useful in teaching them using isiZulu and why?
- What kind of methods are not useful in teaching them using isiZulu?
- How do you use this method to enhance your immigrant learners using IsiZulu as a language of instruction?
- Have you ever shared your experiences with your colleagues? If yes, in what context?
- Is there any other information that you think you can share regarding teaching immigrant learners in the foundation phase?

Thank you for your participation.

APPENDIX B:
CONSENT FORM

You are kindly requested to participate in the study on teachers' experiences of teaching immigrant learners learning isiZulu as a language of instruction. You are kindly requested to go through this form and sign at the end that you agree to participate in the study.

The purpose and procedure

I understand that the purpose of the study is to find out teachers' experiences of teaching immigrant learners learning isiZulu as a language of instruction. This study will need me to participate in interviews as well as providing documents to the researcher. The interview will last for about 30-60 minutes.

Possible Risks

I will not be involved in any risks. I have a right to refuse to answer any questions that makes me uncomfortable during the session. I am participating voluntarily in the study and I am free to withdraw anytime I want to without being taken to task. Even the information that has been collected by the researcher will be destroyed when I withdraw.

Confidentiality

To keep information as confidential as possible Pseudo names will be used when referring to the names of the schools. Alphabets will be used when referring to schools (e.g. School A, School B) and numbers will be used instead of teachers' names (Teacher 1, Teacher 2). Furthermore, the particulars of the participants will not be discussed and publicized outside the research study.

Consent to Participate

I have read and understood the description provided above. I am satisfied and therefore agree to participate in the above named study.

Signature of participant..... Date.....

Signature of researcher..... Date.....



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10 February 2022

RE: CERTIFICATE OF LANGUAGE EDITING

To whom it may concern

I hereby confirm that I have proof read and edited the following MANUSCRIPT using Windows 'Tracking' System to reflect my comments and suggested corrections for the author(s) to action:

Teachers' Experiences in Teaching Immigrant Learners in Learning Isizulu as a Language of Instruction: A Case Study of Three Primary Schools

Reference

- Author(s): Mbali Mathenjwa
- Student No: 218081355
- Affiliation: University of Kwazulu-Natal

Although the greatest care was taken in the editing of this document, the final responsibility for the product rests with the author(s).

J. Sibanda



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30 June 2020

Miss Bonisiwe Mbali Mathenjwa (218081355)
School Of Education
Edgewood Campus

Dear Miss Mathenjwa,

Protocol reference number: HSSREC/00001107/2020

Project title: Teachers' experiences in teaching immigrant learners in learning isiZulu as a language of instruction
Degree: Masters

Approval Notification – Full Committee Reviewed Protocol

This letter serves to notify you that your response received on 29 June 2020 to our letter of 14 May 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) 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.

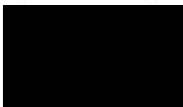
This approval is valid for one year until 30 June 2021

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours faithfully



.....
Professor Dipane Hlalele (Chair)

/dd

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