

**EXPLORATION OF EDUCATIONAL CHALLENGES OF IMMIGRANT CHILDREN AT  
SELECTED FOUNDATION PHASE SCHOOLS IN SOUTH AFRICA**

by

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## DECLARATION

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I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



(Miss.) C.V. Babane

09 March 2018

Date

## **ACKNOWLEDGEMENTS**

I wish to express my sincere gratitude to all who helped me realize this dream.

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## **DEDICATION**

This study is dedicated to:

my late parents, Obed and Emily Babane, for paving this academic path for me. I am treading on the solid foundation that they built with love;

my beloved children, Minkateko and Nsuku, for lovingly giving me their family-time to work on this study;

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## **SUMMARY**

Educational challenges of immigrant children in South African schools include among others, poor English proficiency. This challenge poses a challenge of negative self-efficacy to teachers. I became aware of the immigrants' challenges from the teachers' complaints. The teachers complained about the immigrant learners' poor English proficiency and behaviour.

I also became aware that the immigrant learners isolated themselves from the local learners. They also did not participate actively during oral classroom activities. I sought to investigate the immigrant learners' language challenges and how these challenges influence their behaviour in the learning environment. The question that arose is: How does the language challenge of immigrant children in the Foundation Phase classes of South African schools influence their behaviour in the learning environment? The study consists of six chapters.

The literature reviewed provided psychological and sociological theories that explain the relationship between language and behaviour. Programmes that were designed by various education systems were looked at in order to ascertain how the language challenges and behaviour of immigrant school children have unfolded and dealt with in different countries.

The qualitative research method was used. This was a case study of three schools situated in Tshwane North district. Sampling was purposive and data was collected by means of observations, focus group interviews, individual interviews and artefacts. Ethical considerations were also presented. The findings from the data indicate that immigrant learners experience a great deal of frustration, sadness, anxiety and stress relating to coping with prejudice and discrimination because of their poor English. Teachers were also distressed by their inability to assist these learners.

A programme that integrates language teaching with social skills is suggested. The aim is to foster a positive learning environment by incorporating psychosocial content in language teaching. A positive learning environment promotes positive behaviour.

## **TERMS**

- Immigrant
- Natives
- Local learners
- Mainstream schools
- Xenophobia
- Psychosocial
- Intrapsychic structure

## ACRONYMS AND ABBREVIATIONS

BICS	Basic interpersonal communicative skills
CALP	Cognitive/academic language proficiency
CAPS	Curriculum Assessment Policy Statements
DBE	Department of Basic Education
DoE	Department of Education
EI	Emotional Intelligence
ELSEN	Education for Learners with Special Educational Needs
ESL	English Second Language
FAL	First Additional Language
FLA	Foreign Language Anxiety
LoLT	Language of Learning and Teaching
MALP	Mutually Adaptive Learning Paradigm
MTI	Mother-tongue Instruction
NCS	National Curriculum Statement
PBS	Positive Behaviour Support
RNCS	Revised National Curriculum Statement

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# CHAPTER 1

## INTRODUCTORY ORIENTATION

### 1.1. INTRODUCTION

The education of young children is often affected by many factors which are usually embedded in the global socio-economic and political *status quo*. The unstable socio-economic conditions and political unrests in many countries across the globe affect many families and often result in families migrating from their home countries to neighbouring countries or countries far away from their homes. These families are often perceived with suspicion in their host countries because they are unknown to the citizens of those countries.

The negative perceptions and attitudes towards immigrants from other African countries that prevail in some South African communities are also manifested in schools that are situated in those communities. In schools that admit immigrant learners unwillingly due to such attitudes, the teachers' attitudes could affect the immigrant learning child negatively because the teachers could discriminate against the child. Teachers could discriminate against immigrant children especially if they are not equipped to deal with this kind of inclusivity. If teachers also manifest xenophobic beliefs, attitudes and acts of discrimination that are prevalent in their communities, the immigrant children in their classrooms are likely to experience the classroom environment as unpleasant. Meier and Hartell (2009:187) assert that the teachers' perceptions and attitudes are formed by, among other factors, their experiences and the kind of professional training they received. Intrinsically, the individual teachers' perceptions are formed by the contents that they have internalised in their cognitive structure.

These cognitive contents include the "beliefs, values, biases, prejudices and generalisations drawn from personal experiences" (Meier & Hartell, 2009:187). If local teachers and children come from communities in which xenophobic prejudices and acts of discrimination are prevalent, and they also hold such attitudes and acts of discrimination, they are likely to manifest such cognitive contents in their daily encounters with the immigrant children in their classrooms.

Livesey (2006:62) asserts that some immigrant children experience xenophobic treatment by their classmates and some teachers in the schools. They are called all sorts of derogatory names and have to deal with stereotypical comments from the teachers and their schoolmates. Timngum (2001:41) says that some immigrant children experience name-calling and actual physical violence. This assertion is supported by the Reuters Foundation (2005:1) who reported that the 24 children who were interviewed in Johannesburg stated that they were discriminated against, bullied by their peers and called 'makwerekwere'. The concept "makwerekwere" is a derogatory term of an uncertain origin used by Black South Africans to refer to foreign nationals from other African countries. This concept communicates xenophobia, hatred and the emphasis of the perceptions that foreign nationals are the 'others' (Mafukata, 2015: 11).

Derogatory name-calling usually happens within the contexts of bullying. Bullying often results in the victims developing a low self-esteem or the bottling-up of their anger and frustration. They may even eventually either leave school or become bullies themselves as a form of defence.

Poor language proficiency in the language of teaching and learning is one of the educational challenges that are related to bullying of immigrant children in South African schools. The educational challenges of immigrant learners in South Africa include among others, struggling with admission due to lack of the required documents (Meda et al, 2012: 160), adaptation and identity formation (Vandeyar, 2011: 3), acculturation (Adebanji et al, 2014: 1041), xenophobia (Adedayo, 2010: 136; Osman, 2009:4), bullying (Mohamed, 2015:72), social exclusion due to poor language proficiency in the language of teaching and learning (Sobantu and Warri, 2013: 572; Buckland, 2011: 367), as well as academic and social exclusion due to poor proficiency in the South African indigenous languages (Vandeyar, 2010: 355).

Although both appearance and language reveal children's ethnic differences, it is language that reveals their ethnic identities and makes them more conspicuous (Suleiman, 2013: 2; Lawson-Sako, 2013: 64; Edwards, 2009: 22). Language also poses a serious challenge to teachers because they are not trained to teach learners who speak foreign languages in their classrooms. The lack of self-efficacy to deal with this challenge renders teaching a frustrating practice and may result in teachers perceiving

immigrant learners as burdens. It is for these reasons that this study will pay more attention to language than the other challenges.

This study will therefore, focus on how the immigrant learners' language barriers influence their behaviour in the learning environment.

## **1.2. THEORETICAL FRAMEWORK**

In this study, Lev Vygotsky's theory of social constructivism is used as a framework to explain the importance of communication between teachers and learners, among learners themselves and the need for a positive learning environment. Social constructivism shares some similarities with Piaget's theory of cognitive constructivism in the sense that they both believe that the child learns by constructing his/her own knowledge, however they differ in the sense that Piaget (1952: 210-236) views learning as mainly the learner's individual autonomous process whereas Vygotsky (1978:30-31) emphasizes that learning is a social collaborative process in which learners create their own meaning by interacting with other people (Schreiber and Valle, 2013:396).

In his theory, Vygotsky (1978: 30) argues that learning does not take place only within the individual but it takes place first between the individual and the people around him/her, in this case, the learner and other learners including the teacher. Social context is the basis upon which the learner later creates his/her own meaning. In other words, Vygotsky believes that learning takes place "outside in" (from the environment into the learner) as opposed to Piaget's beliefs that learning takes place "inside out" (from the individual learner to the environment) (Donald, Lazarus and Moolla, 2014: 45-51).

Vygotsky (Vygotsky, 1978:30) maintains that, "From the very first days of the child's development his activities acquire a meaning of their own in a system of social behaviour and, being directed towards a definite purpose, are refracted through the prism of the child's environment. The path from object to child and from child to object passes through another person. This complex human structure is the product of the developmental process deeply rooted in the links between individual and social history" (Vygotsky, 1978:30).

The importance of the role society plays in learning and developmental processes is also central in the eco-systemic theories of human development. In this study, Bronfenbrenner's eco-systemic model of child development will be discussed to substantiate Vygotsky's arguments. Bronfenbrenner (2006: 794) asserts that child learning and development take place within four nested systems in which children live. These systems operate according to levels. The first level is the microsystem which is characterised by interactions between the child and significant others in his/her closest proximity, for example parents or caretakers, teachers, siblings and friends. The next level is the mesosystem which consists of interactions between two or more microsystems, for an example, between the child's parent and teacher. The third level which is the exosystem comprises of interactions that do not involve the child directly but influence the child's significant others, for an example, the parent's workplace. The last level is the macrosystem which involves dominant social, political and economic structures that influence all the other systems the child is involved in. These structures include the country's philosophical assumptions and political ideologies, cultural norms and values and socio-economic matters. All these systems are influenced by time, which Bronfenbrenner refers to as the chronosystem (Bronfenbrenner, 2006:794-795; Donald et al., 2014: 45).

According to the eco-systemic view, people in the child's microsystem are responsible for his/her learning therefore, the languages these people speak as well as the cultural norms and values they hold influence the child's learning. Vygotsky (1978: 57) refers to people in the microsystem as mediators.

The educational implication of the eco-systemic and social constructivist theories is that the child learns and develops through mediation of another person between the child and the environment. The mediators are parents, teachers and peers. Mediation takes place by means of a language. Language enables the child to move from his/her actual development into his/her potential development and this process takes place in what Vygotsky (1978: 79-91) refers to as the zone of proximal development (ZPD). The ZPD is the gap that exists between what the learner knows and what he/she does not know. This gap is filled up by the assistance that the learner receives from teachers and more advanced learners in developing knowledge and skills through social and participatory learning (Schreiber & Valle, 2013:396).

The relationship between the systems and the learning process is illustrated in figure 1.1 below.

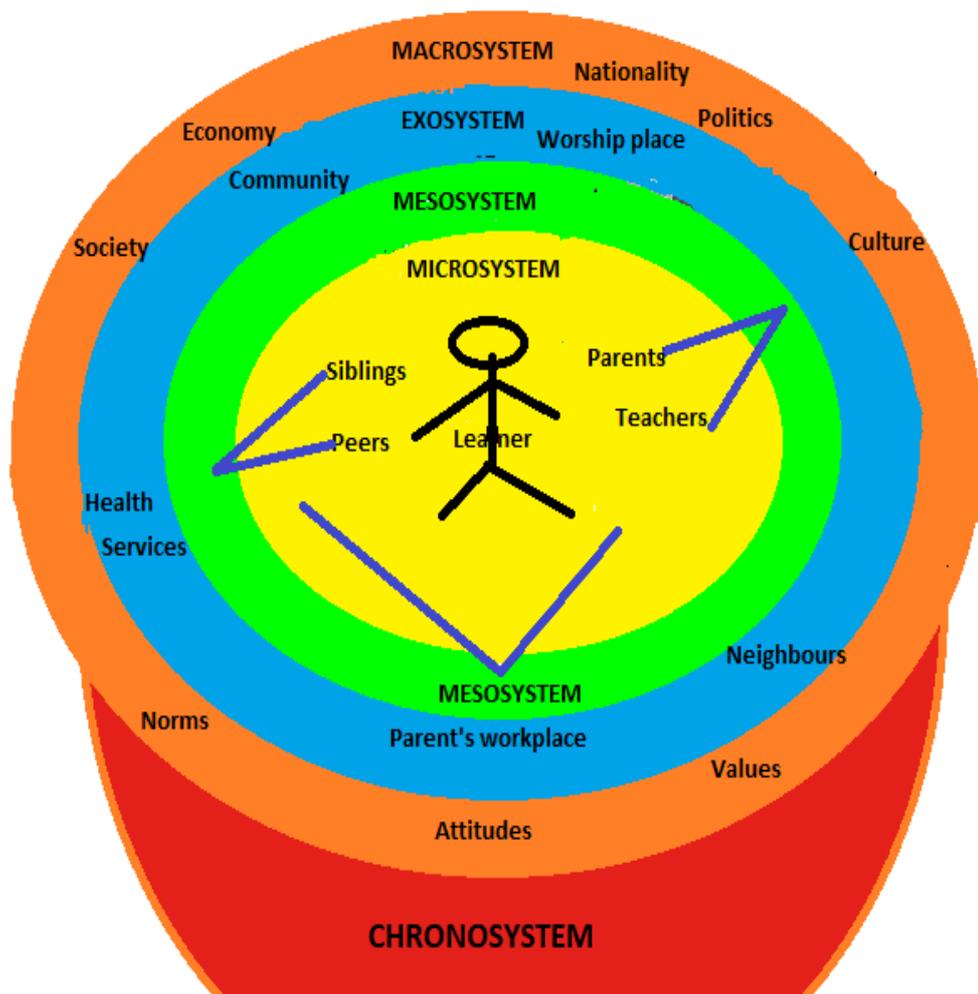


Figure 1.1: An illustration of Bronfenbrenner's nested systems

Figure 1.1 illustrates that the microsystem (closest relationships) in which the child is situated also exists within many contexts. People in the child's microsystem (parents, other family members, teachers and peers) are responsible for his/her learning therefore, the language that is spoken by parents in the family in relation to the language spoken by teachers at school, the values held by family members and the amount of cognitive and emotional support the child receives determine the child's learning (Ungar, 2013: 255). The interactions among people in the child's microsystem, for an example, between a parent and a teacher are referred to as the mesosystem. These interactions are also influenced by perceptions and actions of the wider contexts such as the parents' workplace, community and religious beliefs (exosystem) as well as the country's political ideologies, socio-economic matters and cultural norms and values (macrosystem).

Although ecosystemic theorists believe that the child is also an active participant in his/her own learning, they emphasize that perceptions and behaviour manifested by people in the microsystem influence the child's perceptions and the way he/she interacts with other people. People in the microsystem also hold perceptions and practices that are prevalent in their communities and societies at large. This means that children learn virtues as well as stereotypes such as prejudice that are held in their social contexts and manifest them in their own behaviour, causing a ripple effect (Ebersohn & Eloff, 2010: 33) or "snowball" effect" (Metcalf, 2001:651). The concept snowball effect in this study refers to the continuous reciprocal interactions that exist between systems in the learner's social contexts, how the learner is influenced by these systems and how he in turn influences the systems.

If an immigrant learner is discriminated against on the basis of language and/or citizenship status, he is likely to stick to fellow immigrant learners and discriminate against the locals which could create a snowball effect of animosity among learners and eventually negatively affect their learning processes. Animosity is therefore, an emotional construct which is created within the social context.

Social constructivism is relevant to this study because the argument presented in this study is that learners do not live individualistic lives independent of other people but they learn in collaboration with others. The child starts learning from the day of birth from parents, siblings, relatives, religious institutions and other members of his/her community and society. The school-going child therefore, does not enter formal schooling as an empty vessel but carries with him/her, learning content through which he/she interprets new content and creates his/her own meaning. This implies that the diverse relationships and communication patterns between the learning child and his/her significant others are of crucial importance in the child's holistic development.

The impact of diverse social and cultural backgrounds and content is emphasised in social constructivism. Vygotsky (1978:30-31) asserts that this diversity in backgrounds means that learners bring to the classroom learning content based on their various worldviews and that through interactions with one another they get the opportunity to appreciate personal and cultural differences (Schreiber & Valle, 2013:396). This implies that immigrant learners bring to the South African classrooms various funds of knowledge which could benefit the local learners and teachers while they are also

benefitting from the funds of knowledge brought to the classrooms by the locals. In this manner learning could become a reciprocal and pleasant process.

Another theory which concurs with Social Constructivism is Bandura's Social Learning Theory. The Social Learning Theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. Bandura (1977:2) asserts that behaviour is learned from the environment through modelling and observation. Individuals being observed are referred to as models. These 'models' could be among others their parents, siblings, characters on the TV, celebrities, friends, peers, teachers and community members. Children pay attention to the models, encode their behaviour and later imitate them. This means that children learn and develop psychologically and socially through interactions with their significant others. Erikson (1968:122) refers to development through these interactions as psychosocial development.

In his Psychosocial Theory of Development Erikson (1968:122) asserts that across cultures, the primary school phase is the period during which the child receives systematic instruction and learns the fundamentals of education. This is the stage in which he/she starts developing identification. When the children are involved in their school-work, they identify themselves with adults (teachers, parents and parents of their peers) to imitate and learn from them. They then imagine themselves in various occupational roles as observed from adults. Erikson further maintains that, socially, this is the most decisive stage because the child works with and beside others. Therefore, he/she develops a first sense of division of labour and of differential opportunity.

Seeds of identity are planted when the child recognizes himself/herself as a unique individual, different and separate from his/her significant others (Erikson, 1968:122). Learners also identify themselves with teachers therefore, it is of crucial importance that teachers themselves be competent and feel efficient to deal with academic tasks in order to maintain positive relations and trust with their learners.

The virtue that is associated with this stage is competence. In order for the learner to achieve a sense of competence in academic tasks, he/she needs communication with significant others (peers and teachers). Mynard (2012:19) asserts that teachers and peers become more important social agents for the child during this phase. This means that teachers and peers are important components of the child's psychosocial support

system. This implies that if a learner does not understand the languages spoken and used at school, it is difficult for him/her to interact with people in the schooling environment because the meanings that people assign to their surroundings are embedded in their languages. Language is the main tool used to communicate cultural norms, skills and values. It is therefore, important for a learner to be in an environment where his/her language and culture are at least considered, and recognised (Mynard, 2012:19).

Communication between teachers, learners and peers takes place by means of language. This implies that if the child cannot communicate effectively due to language barriers, his/her creativity is stifled. When creativity is stifled, the child's identity is suppressed and as a result, such forms of psychopathology as behavioural and creative inhibition and inertia may be manifested later in life (Sadock & Sadock, 2003:213). Inhibition, within the psychological context, refers to the restraint or prevention of a thought, feeling or behaviour. Behavioural inhibition is characterised by consistent negative behaviour such as temperament, withdrawal, shyness, avoidance, and fear of unfamiliar people and objects (Svirha & Katzman, 2004:548; Kagan, 1988:168). This kind of inhibition could be associated to anxiety disorders in early childhood years. Foreign language anxiety (FLA) can also inhibit second language speakers from learning the second language successfully because of apprehension and focus on their perceived deficiencies (Humphries, 2011: 66-67).

When a learner cannot communicate effectively with teachers and peers in the learning environment, he/she feels stifled to participate in verbal classroom activities and shy to play with other children. Language barriers therefore, hinder the child from learning academically and socially and could be associated with psychological maladjustment. Psychological maladjustment is often manifested by anxiety disorders, mania and depression (Kuppens, Oravecz. and Tuerlinckx, 2010: 985). Language barriers, therefore, could be associated with suspicion and aggression if the child does not understand what is being said.

The child's psychological functioning in the primary school phase is of importance in this study because the study has been conducted in this phase. The above theories show that the child's language is vital in the psychological functioning and learning processes of the child in this phase because if the child experiences unhealthy

intrapyschic states such as inhibition, the social interactions with the teachers and learners are negatively affected. This could lead to negative behavioural patterns.

Cummins (2000) is a sociolinguistic theorist who supports the notion that language acquisition is interconnected with the person's academic, emotional and social functioning. Trudghill (1974: 32) defines *sociolinguistics* as "that part of linguistics concerned with language as a social and cultural phenomenon" which "investigates the field of language and society and its connections with social psychology, anthropology, human geography and sociology". Corsen (2009:63) says that "the perception of our world becomes outlined by culture and language" and further asserts that "if our cultural identity originates through language, then the foundation for learning and development of worldviews also relies on the existence of language". This means that in all aspects of human functioning, language plays an important role. Poor language proficiency therefore, hinders child development in many learning areas.

On the basis of the theories discussed above, it is appropriate to view language as an important academic and psychological tool that helps the child to construct his or her own meaning during the learning processes. If the child struggles with the language of instruction, the language is a barrier to his/her academic development, emotional well-being and social functioning. The child's emotional development is central in his/her psychosocial functioning therefore, various theories that explain emotional development are also crucial in this study.

### **1.3. AWARENESS OF THE PROBLEM**

I recognised the problem regarding the challenges faced by refugee children in South African schools for the first time after the 2008 xenophobic violence when some immigrants removed their children from mainstream schools. During this period, I was an educational psychologist and university lecturer. Since then, I have been also involved in teaching qualified teachers who were in service but who were improving their qualifications therefore, my job involved visiting the schools to supervise the students in teaching practice. The problem of immigrant learners who could not speak English came to the fore when I was visiting some of the former Model C schools where English is the language of teaching and learning (LOLT).

Former model C schools are suburban state schools that were meant for whites only during the apartheid era, and which were admitting learners from all races since the abolition of apartheid laws in 1994 (Hofmeyr, 2000:7). English is still used as a LOLT in these schools. It was through my interactions with the teachers at these schools that I became aware of the problem of immigrants who could not understand English or any other South African language.

The teachers often complained about the challenges of having immigrant children in their classes. The common complaints were about the behaviour of these children and their difficulty in understanding the local languages especially the LOLT. Complaints about the immigrant learners' behaviour included, among others, aggression and isolation. I also observed that in some classrooms immigrant learners were sitting together and one learner (an immigrant) was explaining what was being taught to the other learner (a fellow immigrant) sitting next to him/her. The homogenous grouping also continued during break time when they were playing outside the classroom which could further hinder them from socializing and learning from other children. It appeared that the immigrant learners were more comfortable playing with their fellow immigrants than with the local children which could promote the othering attitudes among learners. Participation in classroom activities was also minimal from immigrant children which could have been a manifestation of the fact that they did not understand the language.

I also observed that teachers could not differentiate between teaching English first language learners and learners whose first language is not English therefore, the English first language speakers and second language speakers were taught in the same way. The problem is that differences in their levels of proficiency were not considered which could place children who do not understand English at all at a disadvantage. This raised the question whether these teachers were professionally equipped to teach English second language speakers in English.

The teachers' complaints about the presence of immigrants in their classrooms and my observations in respect of the immigrant learners' silence raised my curiosity regarding how poor language proficiency affects the psychosocial functioning of immigrant children in South African Model C foundation phase schools. Problems associated with limited language proficiency include among others poor academic performance, poor conversational skills, and poor psychosocial functioning (Young et al., 2010:216). There

is literature available about how language barriers influence the child's academic performance in South African schools (Nadler-Nir, 2016:95; 272; Nel & Muller, 2010; Van Rooyen & Jordan, 2009). I, however, have not come across any publications that focus on the influence of language challenges on the behaviour of immigrant learners in the South African foundation phase schools. It is for this reason that this study focuses on how poor language proficiency influences the behaviour of immigrant learners in the South African foundation phase schools.

#### **1.4. INVESTIGATING THE PROBLEM**

According to Articles 28, 29, 30 and 32 of the U.N. Convention on the Rights of the Child (CRC) which was ratified by South Africa in 1995, all children (including non-citizens) have full rights and access to education (Van der Berg, 2006: 22; Unicef, 1989: 8-9). Providing education to non-citizen children however, proves to be a serious challenge in a developing country like South Africa because the country is still dealing with challenges of providing quality education to its own diverse citizens because of diverse language and cultural backgrounds. The current South African democratic government is still changing educational policies in terms of curriculum design and development. Having an influx of immigrant learners into the education system therefore, is an additional challenge in respect of, among others, equipping teachers to deal with the cultural and language diversity. The fact that some of the immigrant learners do not understand any of the local languages poses a further challenge to teachers who are already struggling to deal with the local learners in respect of the language diversity.

Many African learners, both South African and immigrants, speak languages other than English as a first language. English is therefore, a second language to these learners. Many teachers have also not been professionally trained to deal with the challenge of teaching English second language speakers in English. Lenyai (2011:70) asserts that teachers should be trained to enhance understanding and communication skills in order to enable them to develop learners who are competent in the English language. A lack of skills to teach English second language speakers in English could result in a negative self-efficacy among the teachers. Teachers' frustration emanating from the lack of skills to deal with immigrant learners could perpetuate prejudice and acts of discrimination against these learners because teachers could perceive immigrant learners as a threat

to their self-efficacy. When learners experience unpleasant attitudes and behaviour from their teachers, negative emotions may result. Negative emotions often result in negative social behaviour which would be unacceptable to the teachers thereby creating a vicious cycle of negative behavioural patterns in the classrooms.

Happiness has a positive effect on learning, memory and social behaviour whereas negative emotional states, such as anger and sadness, have a negative impact on learning and motivation. The relationship between emotions and thoughts is mediated by the limbic system (Lawson, 2002:1) hence neuroscientists refer to the limbic system as “the emotional brain” (Dalglish, 2004: 583). This means that emotion is crucial to making good decisions and thinking clearly. Emotions can therefore, either enhance or hinder thinking and learning. The child's emotional state plays a crucial role in learning and behaviour. “When we are happy we have a ‘clear mind’ but when we are upset we can't ‘think straight’”. Positive emotions such as joy, contentment, acceptance, trust and satisfaction can enhance learning. Conversely, prolonged emotional distress can cripple our ability to learn. We all know how hard it is to learn or remember something when we are anxious, angry or depressed” (Lawson, 2002:1).

Emotional distress could also deny children the opportunities to learn appropriate social and emotional skills, resulting in negative interactive patterns with others. When children experience negative interactive patterns with their teachers and peers, they have difficulty in learning how to manage their emotions positively and behave appropriately in various social situations. Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, and Pachan (2008:5) maintain that learners who are capable of regulating their feelings and behaviours appropriately (self-management), can interpret social cues accurately (social awareness), manage interpersonal conflicts amicably (relationship skills), and make good decisions about daily challenges (responsible decision-making), and are likely to function positively in the learning environment. When immigrant learners with language challenges display problems with regards to their behaviour it becomes necessary to investigate the influence of language on behaviour.

## **1.5. PROBLEM STATEMENT**

Children from other African countries such as Eritrea, Congo and Mozambique are often teased and ostracized by local children due to their inability to speak South African languages (Osman, 2009: 72). Children who come from countries such as Zimbabwe and Malawi and who can speak English are often teased for their accents when they speak English (Mahembe, 2012: iii). The problem with regards to teasing and ostracisation is that these factors usually result in behavioural problems and personality disorders which could hinder the children's learning processes and psychosocial development. It is therefore, necessary to investigate how immigrant children experience schools in South Africa and to ascertain the extent to which their language challenges affect their relations with others

The question that arises is: "How does the language challenge of immigrant children in the Foundation Phase classes of South African schools influence their behaviour in the learning environment?" The following are the sub-questions to be answered:

- What is the influence of the immigrant learners' language challenges on their emotional wellbeing in the learning environment?
- How do teachers cope with and support the immigrant learners?

These questions determine the aims of this study.

## **1.6. AIM OF THE STUDY**

This study aims to establish how immigrant learners' poor English skills influence their behaviour in the Foundation Phase classes of South African schools.

The research objectives of this study are to:

- (i) explore the influence of the immigrant learners' language challenges on their emotional wellbeing in the school environment;
- (ii) establish the strategies used by the teachers to cope with and support immigrant learners with language challenges.

The study will culminate in recommendations aimed at addressing the behaviour emanating from language challenges and related factors.

## **1.7. SIGNIFICANCE OF THE STUDY**

Education plays a crucial role in developing children across the globe. It is therefore necessary to conduct research and investigate how children of immigrants experience education in South African schools. Schools particularly in big cities are faced with challenges of cultural and linguistic pluralism. The concept pluralism means that members of diverse cultural groups have equal opportunities for success and that cultural similarity and differences are valued (Domnwachukwu, 2010: 64). It is of utmost importance to find out how immigrant children think, feel and behave as well as why they think, feel and behave the way they do in such culturally and linguistically diverse school contexts because thoughts, feelings and behaviour determine how they experience learning in these school contexts.

The findings of this study will enable the researcher to suggest an intervention programme that will help the teachers in multicultural and multilingual schools to understand their learners' behaviour and give them guidance on how to handle inappropriate behaviour in their daily interactions with the learners. The suggested teaching programme will also help the learners to respect one another and to celebrate their cultural and linguistic diversity. It will also inform policy-makers as well as curriculum designers and developers on psychosocial issues that need to be considered when making policies and designing the curriculum for multilingual foundation phase schools. This study will also give other researchers an opportunity to further investigate the role that language plays in the psychosocial and psycho-educational development of young children.

## **1.8. CLARIFICATION OF THE TERMS**

It is necessary to define the terms that are used in order to assist the reader to understand and clearly conceptualize this study.

### **1.8.1. Immigrant**

An immigrant can be defined as a person who crosses the boundary of a certain political or administrative unit (country) and stays there for a certain minimum period (Castles, 2000: 270). The concept 'immigrant' is often used interchangeably with the word

'refugee'. A distinction has to be made in this study. A *refugee* is a person who migrated to and stays in another country due to uncomfortable or life-threatening conditions in his or her country of birth. Soanes and Stevenson (2008: 1155) define a *refugee* as "a person who has been forced to leave their country to escape war, persecution or natural disaster."

In the context of this study, an *immigrant* is any individual who is not a citizen of South Africa but who currently lives here. It is not easy to determine the factors that forced some foreigners out of their countries; therefore all non-South Africans who currently live in South Africa are included in this definition.

### **1.8.2. Natives**

Natives are the indigenous people of a particular country or place. Ferguson (1996:845) defines the term *native* as a person who was "born or produced in a country or region in which one lives." In this study, the term *natives* refers to Black people who were born and bred in South Africa and are currently living here.

### **1.8.3. Local children**

The concept *local* refers to something or someone restricted to or characteristic of a particular place (Ferguson, 1996:747).

Local children are children who were born of citizens or indigenous people of a particular country. In this study, local children refer to children who were born of South African parents and who are living in South Africa. The concept is used interchangeably with 'mainstream children'.

### **1.8.4. Mainstream schools**

Mainstream schools are schools with children who develop and learn in the regular classroom which integrates children of varying abilities and embraces equity and equality (Department of Education, 2001: 12).

### **1.8.5. Xenophobia**

Neocosmos (2010:13) defines *xenophobia* as a “discourse concerned with a process of social and political exclusion of some groups of the population”. *Xenophobia* can also be defined as an unreasonable or unfounded fear of foreigners or non-indigenous people. The concept comes from the Greek word ‘xenos’, meaning ‘stranger’ or ‘foreigner’ (Thompson, 1995:1026) and ‘phobos’ meaning ‘fear’ (Thompson, 1995:1621). In this study, *xenophobia* refers to the prejudice manifested in thoughts, feelings and actions of the local or indigenous people towards people who are non-South African, especially those who come from other African countries.

### **1.8.6. Psychosocial**

Ferguson (1996: 1106) defines the concept psychosocial as “the interrelation of social factors and individual thought and behaviour.” Feldman (1999:421) explains the concept *psychosocial* as people’s interactions and understanding of one another and of their knowledge and understanding of themselves as members of a society. The concept is used to refer to the inner thinking and feeling processes of an individual in relation to the way in which he or she relates with other people.

The term *psychosocial* in this study refers to the phenomenon in which the child conceptualises and understands reality around him or her, as well as the way these perceptions affect his or her thoughts, feelings and behaviour towards other people which influence his/her functioning in the learning environment.

### **1.8.7. Intrapsychic structure**

The concept ‘intrapsychic’ was used by Sigmund Freud to describe structures and processes within the mind of an individual (Louw & Edwards, 1997:569). It refers to the relationship between the person’s thoughts and feelings which determine the way in which he responds to the environment. Thoughts and emotions are essential components of the learning processes.

## **1.9. RESEARCH METHODOLOGY**

Research methodology is a systemic description and theoretical analysis of methods used to investigate a research problem (Kallet, 2004: 1229; Rosnow and Rosenthal, 1996: 3). The feasibility of the methodology chosen for this study was tested by conducting a pilot study by means of focus group interviews. Qualitative research methods were used.

### **1.9.1. Qualitative research**

The qualitative research methodology was chosen to explore the phenomenon because it provides researchers with strategies to investigate and interpret phenomena in relation to the contexts in which these phenomena occur. According to Neumann (1997:331), qualitative researchers “...hold that the meaning of a social action or statement depends, in an important way, on the context in which it appears.” Qualitative research method is relevant for this study because it will enable me to understand the thoughts, emotions and actions that the immigrant children will articulate in relation to the school context in which they occur.

Understanding context is important because the immigrant learners’ educational challenges happen within diverse contexts such as politics, religion, language and culture therefore, qualitative research methodology is appropriate for this study.

### **1.9.2. Case study**

A case study is a research strategy which enables researchers to focus on obtaining information and understanding the dynamics that are prevalent in single settings (Eisenhardt, 1989: 534). According to Yin (2002:13), the researcher practices sound research while capturing both the real life event and its natural setting i.e. the context. A case study will be used in order to investigate the language challenges and behaviour of immigrant learners in the South African school setting.

### **1.9.3. Sampling procedure**

Sampling in this study is purposive because this is a case study that aims at investigating particular characteristics that are of importance to the researcher. Participants were therefore, selected purposefully. The characteristics that are of interest to the researcher are the citizenship status of the learners (immigrants), mainstream schools admitting these learners on a yearly basis (frequency) and the grades of the learners (foundation phase).

### **1.9.4. Data collection techniques**

Data will be collected through a variety of techniques for purposes of triangulation. Methodological triangulation is the usage of more than one method to investigate the same phenomenon as an attempt to understand it from various standpoints. These techniques are focus group interviews, individual interviews, observations and artefacts.

#### **1.9.4.1 Focus group interviews**

The focus group interviews are interviews that are conducted among small groups of participants who share common characteristics that are important to the researcher in order to answer the research question. Learners will be interviewed and the interviews will be recorded on tape and transcribed to enable the researcher to carefully look for patterns that will emerge in the participants' responses. These patterns will be analysed and recorded as the findings of the study.

#### **1.9.4.2 Individual interviews**

Individual interviews are interviews that are conducted with individual participants. These interviews will be conducted with school principals and will enable me to understand the individual perceptions of the school principals in relation to patterns that will emerge from focus group interviews. This will also give me a broader understanding of the context in which these patterns occur, which is the school.

### **1.9.4.3 Observations**

Observation is a data collection method that involves the researcher observing occurrences on the research site and recording the observations as field notes (Wolfinger, 2002:85-89). Observations will enrich the research findings and enable the researcher to understand the context of the experiences the participants will share in the interviews.

### **1.9.4.4 Artefacts**

Artefacts are objects which serve as evidence for the data collected by using other methods such as group and individual interviews (Adams and Adams, 1991: 217-225). Examples of artefacts are documents, pictures and tools that are relevant for a particular study.

## **1.10. ETHICAL CONSIDERATIONS**

Ethical considerations are critical in research, especially when the researcher is 'attending to, inquiring into and representing participants' experiences' (Clandinin et al, 2010:88). This means that the participants should be treated with respect and that the information that participants share with the researcher should be treated with care. Ethical considerations imply that the researcher should be mindful of the feelings and dignity of the participants in the research design, data collection, analysis of findings and reporting. Aspects of ethics that will be considered in this study are informed consent, confidentiality, anonymity and beneficence.

## **1.11. CHAPTER DIVISION**

The content of the research programme will be divided into chapters as follows:

### **Chapter 1: Orientation to the study**

The first chapter serves as an investigation to the problem, namely an introduction to the study. It gives an overview of what the study is about and how the research will be conducted. The following aspects are discussed, namely the awareness of the problem, the problem statement, the research methodology, a clarification of the concepts used, the significance of the study, the delimitation of the study and ethical considerations.

## Chapter 2: The literature review

Literature review will present the justification for this study and indicate how this study is similar or different from the previous publications related to the phenomenon being investigated. The literature serves as the foundation upon which the arguments in this study have been developed.

## Chapter 3: Discourse on language intervention programmes for children with language and behaviour challenges

This chapter consists of a discourse on language intervention programmes for immigrant children with language and behaviour challenges. It will look at how language has manifested as a psychosocial barrier to learning, how this challenge influenced the behaviour of immigrant learners and how the challenges were addressed in various countries. These discourses will inform the intervention strategy that will be developed.

## Chapter 4: Research Methodology

This chapter indicates the research methodology used and explain in detail how the investigation was carried out.

Chapter 5: Report on the research findings, the data analysis and a discussion of the research findings. In this chapter, the researcher reports on the findings, explains how the collected data was analysed and gives a discussion.

Chapter 6: In this chapter the following are discussed, namely the limitations, recommendations and the conclusion of the study. As part of the recommendations, the chapter will also present the intervention programme that will be developed as a means of assisting the teachers in the schools that accommodate learners from other countries.

### **1.12. DELIMITATION OF THE STUDY**

This study will be conducted in selected foundation phase schools in the Gauteng Province in South Africa. The results can therefore, not be generalised to all the South African foundation phase schools.

### **1.13. CONCLUSION**

This chapter provided the background information to the challenges of immigrant learners in South African schools. The researcher also discussed how the researcher became aware of the problem. The outline of the research design and the division of the chapters in the study were also indicated.

The next chapter will provide the theoretical framework to the study regarding prejudice and discrimination in schools in respect of language.

## CHAPTER 2

### THEORETICAL FRAMEWORK

#### 2.1. INTRODUCTION

The discussion in Chapter 1 subheading 1.2 revealed that academics, sociologists, psychological theorists, educationalists and researchers concur that language challenges do have an influence on the behaviour of children in schools. In 1.1., it was also revealed that immigrant children often experience prejudice and discrimination from local learners because of their poor English language proficiency and accents.

In this chapter the theoretical framework will be discussed in order to give broader perspectives with regards to poor language proficiency as an educational challenge. The following will be discussed: the relationship between language, prejudice and discrimination; psychological and social theories that explain prejudice and discrimination; theories that explain emotional development; and theories on behaviourism.

#### 2.2. THE RELATONSHIP BETWEEN LANGUAGE, PREJUDICE AND DISCRIMINATION

*Prejudice* is defined as “an antipathy based on faulty an inflexible generalization. It is an unjustified negative attitude towards an individual based solely on that individual’s membership to a social group (Marger, 2015:77; McLeod, 2008:1; Allport, 1954:9). *Discrimination* is the outcome and behavioural dimension of prejudice (Marger, 2015:77). It is manifested in negative behaviour or “...actions designed to maintain own-group characteristics...at the expense of the comparison group (other group)” (Jones, 1972:4). The discriminatory actions are directed towards an individual or group of people usually on the basis of gender, race, tribe, social class, place of origin, disability, etc.(Badat, 2011: 125). One can therefore, be prejudiced against a particular individual or group without necessarily revealing the prejudice through acts of discrimination. However, in most cases prejudice leads to acts of discrimination. *Prejudice* can be defined as negative perceptions of a person about people who are members of a social group that is different from his/her own social group.

*Discrimination* can be defined as an act or acts of resentment related to prejudice. Discrimination against foreign language speakers is often carried out through unpleasant xenophobic statements, isolation, bullying and physical violence (Pager and Shepherd, 2008:182).

Discrimination involves power relations. Local people have more power in terms of citizenship, language, rights and access to resources than immigrants. The way in which locals interact among themselves is therefore, different from the way locals interact with immigrants. Central to the phenomenon of power relations is language. People who speak the local language have more political, economic, social and educational power than people who speak foreign languages (Leibowitz2005:664; Norton, 1997:412; Pierce, 1995: 18). Bourdieu (1977:652) explains language power relations as follows: "Just as, at the level of relations between groups, a language is worth what those who speak it are worth, so too, at the level of interactions between individuals, speech always owes a major part of its value to the value of the person who utters it". Language power affirms one's identity with a particular social group and class.

Language identity can therefore promote either oppressive or collaborative social interactions in the communities (Norton, 1997:412). It can therefore, determine how locals behave towards immigrants.

Livesey (2006:51) asserts that some immigrant children experience xenophobic treatment by their classmates and teachers at school. Immigrant learners are sometimes called all sorts of derogatory names and have to deal with stereotypical comments from their teachers and schoolmates. Timngum (2001:41) says that some immigrant children experience name-calling and actual physical violence. Acts of violence against immigrant learners have also been reported by the Reuters Foundation (2005:1) who reported that the 24 children who were interviewed in Johannesburg stated that they felt discriminated against and were bullied by their peers. Bullying often results in the victims developing a low self-esteem, bottling-up anger and frustration, and they might eventually either leave school or become bullies themselves as a form of defence mechanism.

The immigrants' inability to speak the LOLT or at least a South African language appears to be the most contributing factor to prejudice and bullying (Adedayo, 2010:100). Language makes the immigrant learners conspicuous and it also poses a serious challenge to teachers because they are not skilled to handle multiculturalism and multilingualism in their professional training. Lack of self-efficacy to deal with this challenge frustrates teachers and could lower their motivational levels in the teaching profession (Tschannen-Mora & Woolfolk Hoy, 2001:783). Poor language proficiency of immigrant learners therefore, is also a challenge to the teachers who teach these children.

This study will focus on language as a challenge that is related to discrimination and how it influences the learners' behaviour in schools.

According to Osman (2009:17), prejudice and discrimination can be explained as ways in which people express hostility that arises from frustration. Discrimination occurs within social contexts. It is therefore, important to discuss the theories that explain the psychological implications and social dynamics of language, prejudice and discrimination.

### **2.3. PSYCHOLOGICAL AND SOCIAL THEORIES THAT EXPLAIN PREJUDICE AND DISCRIMINATION**

Prejudice and discrimination are “tools of dominance” (Marger, 2015:49) that dominant groups use to oppress minority groups and maintain the subordination of and power over these groups. Various psychological and social theories share some common perspectives in explaining how groups and collective identities of members of the groups affect human relations (Bobo & Tuan, 2006:6-14). Theories that will be discussed in this study will reflect these common perspectives. The theories that will be discussed are the Scapegoating Theory and Tajfel's Social Identity Theory.

#### **2.3.1. The Scapegoating Theory**

*Scapegoating* is a concept that social psychologists use to explain prejudice and sometimes used interchangeably with the concept prejudice. Scapegoating is a way in which individuals and/or groups of people shift blame for their unpleasant

circumstances to other people or people who belong to other social groups to which they do not belong (Whitley and Kite, 2010: 364). When people experience discomforts or hurt they sometimes displace their negative feelings to people who are not responsible for that discomfort. The recipients of the blame are therefore, used as scapegoats or substitutes for the actual causes of the negative feelings.

According to the scapegoating theory, when people fail to achieve their desired goals they become frustrated and eventually aggressive (Sadock and Sadock, 2003:165; Osman, 2009:17). It therefore follows that when teachers experience difficulty in managing classrooms with diversified learners, they are likely to become frustrated and act aggressively towards the immigrant learners. Immigrant learners are used as scapegoats who substitute the Department of Education authorities. A source of frustration among South African teachers could be lack and clear guidelines from the Department of Education with regards to dealing with multilingualism in the classrooms.

If it is difficult for individual teachers and schools to get the assistance they need from the Department of Education in this regard, the easier substitute on which they can release their frustrations become the learners they teach. This could eventually create negative patterns in the way they relate to themselves (intra-psychological conflict) and the way they interact with others (inter-psychological conflict). Immigrant learners could also take their frustrations out on fellow learners thus creating a vicious cycle of negative emotions and behaviour.

The concepts inter-psychological conflict and intra-psychological conflict are cognitive-behavioural concepts differentiating kinds of emotional problems (Hauck, 1991:197). *Intra-psychological problems* are problems that individuals have with themselves which usually emanate from conflicting thoughts and/or ideas within the individual's cognitive structure. *Inter-psychological problems* are problems that an individual has with other people. The two kinds of conflicts always influence each other, and therefore they cannot be separated (Bolognini, 2008:209).

When a person experiences conflict involving a source he/she fears to confront, he/she substitutes that source by a less threatening one. This substitution behaviour is what the psychoanalytic theorists refer to as 'displacement'. Displacement can be considered as a defence mechanism that is indicated by an act of taking out your frustrations,

feelings and impulses on people or objects that are less threatening (Braumeister, Dale and Sommer, 1998:1094). According to Sadock and Sadock (2003:208), displacement permits the symbolic representation of the original idea or object by one that gives less stress. In the school situation, the learners are less threatening than the Department of Education therefore, the teachers are likely to take out their frustrations with the Department of Education on the learners. Learners then become scapegoats.

Scapegoating also serves such positive psychological functions as self-affirmation to the people who use it (Fein and Spencer, 1997:31). This means that by shifting the blame to others, the person feels good about himself/herself. Prejudice and discrimination, therefore, also serves to boost the people's self-esteem and providing them with a sense of psychological security (Marger, 2015:76). Scapegoating is often manifested through discriminatory actions towards the people used as scapegoats.

In South African schools, prejudice and discrimination are often manifested when learners appear to be different from what teachers refer to as 'normal' children, who pose serious challenges in terms of the curriculum content and teaching methods the teachers are used to. Jansen (2001:2) reports that "South African schools express intolerance and prejudice toward anything that deviates from the traditional 'norm' established ..." Intolerance is directed towards black children, children with special needs, poor children in affluent schools, immigrant children, children who speak languages other than English and Afrikaans, or the minority languages in a province, girls in 'co-ed' schools, Muslim or Hindu children in schools with a Christian ethos, 'over-age' children and children living with HIV/AIDS (Jansen, 2001:2). This implies that teachers express intolerance to anything that they feel incompetent to deal with and that interferes with their self-efficacy. It is, therefore, likely that teachers would be prejudiced and discriminate against learners whom they perceive as the sources of their frustration and incompetence. These attitudes and actions have a negative impact on the learners' emotional well-being and behaviour in the school environment.

From these discussions, it becomes apparent that teachers are likely to treat learners whom they perceive as the sources of their frustration and incompetence as 'scapegoats' and act aggressively towards them. It is therefore important to discuss how the teacher's aggression can affect immigrant learners emotionally, socially and academically.

Aggression among children can be learnt directly or vicariously, i.e. from their parents, teachers or other people in their communities. Children living in hostile and/or violent families or communities tend to 'inherit' the aggression, which they then carry over to the schools. Ward, Martin, Theron and Distiller (2007:166) report that South African studies have echoed the findings that the exposure to community violence among children is associated with a wide range of internalising and externalising disorders. Ward et al (2007:166) further maintain that post-traumatic stress disorder among South African children has been identified in the aftermaths of political violence, community violence and taxi violence. Depression, anxiety and aggression have been documented amongst children who are exposed to violence. It therefore follows that these internalised negative experiences are displaced to fellow learners at school. By the same token, South African teachers who experience frustration emanating from politics and the education system or who witnessed prejudice and discrimination in their communities could be displacing their intrapsychic conflicts towards foreign children in their schools and classrooms.

When prejudice and discrimination are modelled by teachers, it becomes part of the learners' internalised experiences and contributing factors in constructing their behaviour and personalities. Learners are also likely to take negative emotions out on their fellow learners with whom they should actually be playing and learning co-operatively. This implies that prejudice and discrimination affect the psychosocial well-being of both the local and the immigrant children in the school environment.

When children inherit prejudice from their adults, it becomes a component of their cognitive structure, and they are likely to store it and deal with various situations according to these learnt attitudes.

Although the Scapegoating Theory explains prejudice as a perceptual (cognitive) process, prejudice and discrimination occur within the social identity formation contexts. This means that these perceptual patterns are modelled in the society and imitated by the children. Modelling always takes place within a social context; therefore it is imperative to also look at it from the Social Identity Theory perspective.

### 2.3.2. Tajfel's Social Identity Theory

The Social Identity Theorist, Tajfel (1974:70-71) believe that prejudice is a psychological phenomenon that originates from self-identity formation processes. Tajfel (1974:70) asserts that the psychological theories which attempt to explain the origins of prejudice can be divided into two categories, namely personality theories, which view the source of prejudice as being within the individual, and social psychological theories, which see prejudice as the result of group membership. Placing people into groups, i.e. categorisation, is sufficient for them to discriminate in favour of the in-group (their own group) and against members of the out-group (the other group) (Turner, Oakes, Haslam and McGarty, 1994: 545-455; Tajfel, 1974:70-71). Anyone who does not belong to the 'in-group' is usually viewed with suspicion and treated negatively. This is also referred to as 'othering' (Jensen, 2011:63). 'Othering' is usually learnt from the 'in-group' through socialisation.

*Socialization* can be defined as a learning process in which an individual acquires the knowledge, skills, perspectives, attitudes, norms and values of the people in his/her society (Bragg, 1976:9; Saldana, 2013:228). The individual's meaning construction and behaviour can therefore be attributed to societal beliefs and behavioural patterns. On the basis of this argument, it is appropriate to conclude that prejudice and discrimination as manifested in schools, are also reflections of attitudes and behaviour that are prevalent in the societies in which members of the school community come from.

Tajfel (1974:70-71) believes that prejudice arises from conflict between two groups of people with the same interest or goal but cannot either have that interest or achieve that goal. As a result, hostility ensues between them. Economic decline is one of the factors that can contribute to prejudice and discrimination manifested in xenophobic actions (Patsika, 2015: 29).

Hostility emanating from economic factors is also manifested in South African communities. The poverty-stricken communities of South Africa perceive foreigners as aliens who are here to take away the money, food, and shelter that rightfully belong to them. Moge kwu (2002:4) explains this phenomenon by what he refers to as a 'power theory'. The 'power theory' is a paradigm that views the relationship between groups as a function of their competitive positions.

This paradigm suggests that the source of hate and resentment is the threat that one particular group poses on another. The intensity of the hatred needs not necessarily depend on actual competition in the job market, but the perception of the threat is sufficient to produce resentment (Osman, 2009:18).

A further related explanation of this phenomenon is the 'power-conflict theory', as explained by Marger (1991:94). According to this theory, the 'out-groups' that the dominant group ('in-group') perceives as threats to its position of power and privilege are neutralised with the aim of protecting and enhancing the dominant group's interests. To understand this theory, one needs to pay attention to the economic, political and social competition in a multi-ethnic society (Osman, 2009:18). Alarape (2008:75) supports this argument when he says that the prevalence of xenophobia is not necessarily linked to levels of unemployment but to perceptions of threats by the dominant group. Marger (1991:111) asserts that continued xenophobic tendencies directed at the 'out-group' may somehow contribute to a sense of psychological security to its members. Xenophobia, therefore, also benefits the 'in-group' intra-psychically by enhancing its self-esteem and social identity (Fein & Spencer, 1997:34) which gives them a sense of security.

These 'in-group' attitudes and patterns of behaviour are learnt and adopted by children as part of the societal norms and values. The development of the children of the 'in-group' is therefore also affected because they learn negative behaviours that hinder their social relations with their peers only because the peers come from the 'out-group'. This means that the local children lose out on the funds of knowledge that the immigrant children bring along because the latter are regarded as inferior. This implies that the negative patterns of thought and behaviour that they learn during their social identity formation processes could hinder their academic, psychological and social development in the school environment.

There is a reciprocal determinism between emotions, psychosocial development and academic functioning. It is therefore, imperative to look at theories that explain the effects of emotions on behaviour.

## 2.4. THEORIES THAT EXPLAIN EMOTIONAL DEVELOPMENT

Prejudice and discrimination have a very strong impact on the child's emotions which eventually influence his/her social relationships and academic performance. Various theories that explain how emotions are formed will be discussed under this sub-heading.

Hansen and Zambo (2007:274) define *emotions* (also called 'affect') as both physiological and psychological feelings that children have in response to events in their world. Emotions play a very important role in young children's lives because they enable them to pay attention, boosts energy in their bodies and organize their thinking in ways that are adaptive to their needs. "When children are fearful, they are more aware of their surroundings, and this, in turn, helps them be cautious... Happiness is also an emotion with an adaptive function... A smiling child is infectious, and adults are drawn in to share in the joy...interpersonal relationships and loving bonds begin to form" (Hansen and Zambo, 2007:274). Negative emotions, therefore hinder the children's adaptation and formation of positive interpersonal relationships.

The concepts 'emotions' and 'feelings' are often used interchangeably. However, Voris (2009:1) explains the difference between 'feelings' and 'emotions' according to Carl Jung's concept of the collective unconscious. Jung's theory (Sue and Sue, 1994: 49-50) was a build-up on Freud's psychoanalysis. Although Jung agreed with Freud on the fact that the unconscious is a powerful force, his view of human nature and emotions was more optimistic than that of Freud. According to Sue and Sue (1994: 49), Jung believed that the unconscious comprises two parts, the individual conscious and the collective unconscious.

The 'individual conscious' consists of the inherent biological systems (including emotions), whereas the 'collective unconscious' is "a kind of storehouse of religious and aesthetic values derived from the cumulative experience of the human species" (including feelings) (Sue, Sue and Sue, 1994: 49). According to Voris (2009:1), emotions are connected to our biological systems and are designed to alert human beings of danger and to draw them to something that is pleasurable, whereas feelings are emotions that have accumulated in the subconscious. Voris further asserts that, in a nutshell, "emotions serve as a sort of feelings factory" (Voris, 2009: 1).

Our emotions determine how we should feel in various situations. If, for example, the child is discriminated against or insulted in a school situation, he/she is likely to experience sadness (emotion) and as a result, he/she will dislike school (feeling). For purposes of this study, the concept of 'emotions' will be used often, as it embraces feelings as well.

Emotions (whether positive or negative), therefore play a very important role in an individual's adaptation to the world. However, positive emotions are vital for the formation of social relationships, which are in turn essential for learning and development. Prejudice and discrimination evoke negative emotions in people who are victims or recipients of such attitudes and actions. This implies that children who often experience negative emotions are likely to find it difficult to form positive relationships with their peers and the adults around them, who, in the school situation, are their classmates, schoolmates and teachers. Negative emotions and behaviour could eventually impact negatively on the child's academic activities.

Odle (2009:2) defines *emotional development* as the emergence of a child's experience, understanding and regulation of emotions from birth through to late adolescence. She further asserts that emotional development does not occur in isolation. Emotional growth and changes interact with neurological, cognitive and behavioural development as well as social and cultural influences (Choudhury, Blakemore, and Charman, 2006: 166; Lane, Reiman, Axelrod, Yun, Holmes and Schwartz, 1998:525). This implies that context also plays a very important role. Parents, caregivers, educators and other people in the child's social context play a vital role in his/her emotional development.

This assertion is supported by Hansen and Zambo (2007:275) when they say that the key to the healthy emotional development of children is to understand the important role that adults play in the emotional development of children.

In support of this notion, Harris (2008:370) discusses the importance of context in emotional development from a gestalt perspective. She refers to the child's interactions with the world as the 'I-It' and 'I-Thou' relationships. Harris argues that the development of the 'self' takes place simultaneously with the interactions with the 'other' because human beings are "wired" to form contact and create relationships with other people.

It is in these relationships that people make organised wholes of meaning (Jones-Smith, 2011:260; Harris, 2008:370; Montagu, 1955: 404). Harris (2008:370) further argues that emotions, especially challenging emotional reactions, should be understood as publicly and collaboratively formed, rather than as individual, private and autonomous psychological traits or states.

The above discussion indicates that the child's context as a whole determines his/her level of emotional adjustment and development in all areas of his/her functioning. This implies that in situations where 'I-It' and 'I-Thou' relationships are experienced as uncomfortable, insecure and/or hurtful, the child is incapable of developing well emotionally, which negatively affects emotional growth and adaptability. It is therefore, fair to postulate that children who are discriminated against at school, for various reasons, are likely to be slow in their emotional development, which may eventually hinder their overall development.

Harris (2008:371) asserts that such children develop insecure attachments and are more likely to see themselves as unworthy of love and care (ambivalent attachment), be self-reliant and avoid connections with others (avoidant attachment) and /or swing between anger and terror (disorganised attachment). As a result of these faulty attachments, the child develops what Cairns (2002:7) refers to, as an 'internal working model' in which the child lacks a sense of self-coherence because he/she does not feel internally integrated and interpersonally connected to others. Cairns further asserts that such children experience difficulty in accepting their own unacceptable behaviour, as a result they struggle to 'fit in' to a school system that knowingly or unknowingly reinforces his/her lack of self-worth and sense of belonging. Harris (2008:372) argues that such children have less resilience to cope with the social and emotional demands of growing up and lack enthusiasm to participate fully in school life.

Sigmund Freud explains emotional development through his notion of universal sequence of emotional development (Sadock & Sadock, 2003:176). According to this notion, emotional growth is related to infantile sexuality and the formation of attachment to the caregiver, an idea that was criticised by some empirical theorists in cross-cultural studies of behavioural psychological development for lacking universal applicability.

Cross-cultural theorists such as Segall, Lonner and Berry (1998: 1101) believe in the application of psychosocial influences in human behaviour and maintain that human behaviour should be understood within sociocultural contexts in which it occurs.

Buck (2014:181) argues that Freud’s psychoanalytic theory was loaded with emotional issues and that recent versions of development tend to neglect emotions. According to Harlow (in Buck, 2014:181), infancy, childhood and adolescence are associated with three distinct socio-emotional stages, namely the maternal, peer and heterosexual systems. He renamed these stages the ‘parental’, ‘peer’ and ‘sexual affectional’ systems.

The following table illustrates how emotional patterns develop in the child’s relations with his parents, peers and children of the opposite sex. The table shows that in order for the child to develop trust in others, he/she needs to experience contact comfort with his/her parents. The ability to communicate particular emotions depends on how the child trusts his/her peers, which eventually leads to the ability to communicate emotions to the person of the opposite sex.

**Table 1: Buck’s stages of emotional development**

<b>AFFECTIONAL SYSTEM</b>	<b>NECESSARY CONDITION</b>	<b>FUNCTION</b>
Parental Affection System (Infancy)	Contact comfort with parents	Basic attachment: Trust in others
Peer Affection System (Childhood)	Trust in others (friends)	Ability to communicate via species-specific emotion displays
Sexual Affection System (Adolescence)	Ability to communicate via species-specific emotions	Affective communication: basis of social organization

The table above shows how feelings, desires and the display of emotions unfold in the child’s social interactions with others. According to Buck (2014:179-183), the child’s emotions develop in three stages and three relevant systems. Each stage determines the necessary conditions for the next one. He asserts that the parental affectional system happens in the first stage, and is the foundation of attachment and the formation

of social bonds. At this stage, the infant displays emotions for comfort and protection from harm. The type of attachments formed in this system sets up conditions for the type of social relations the child will have with his peers and other people in the next systems. The stage in which the peer system is formed is 'childhood'. Buck (2014:181) maintains that it is during play that children in this system display emotional competence through their behaviour towards their peers. This is the system which is of interest in this study because the foundation phase children function in it.

If the attachment in the parental system was formed well, the child will trust his peers and communicate his/her emotions appropriately. If faulty attachments were formed in the parental system, the child will find it difficult to have positive social relations with his peers. The child will, therefore, also experience difficulty in affective communication and in forming sexual relationships during adolescence, resulting in further faulty attachments and antisocial behaviour.

It, therefore, follows that if language barriers hinder the immigrant child's formation of social bonds with his/her peers through play, emotional competence is also hindered, and the attachments that he could have learnt as an infant become fragmented. This could eventually lead to the formation of faulty attachments and and/or antisocial behaviour.

Due to the fact that emotional development has always been incorporated into psycho-analytic and psycho-social theories over the years, scientists and researchers vary in their interpretation of the stages of emotional development. These stages are often discussed in terms of the emotions and attachment tendencies that children display.

Another explanation is that of Hahn-Hook (2011:1), who identified six stages of a child's emotional development, namely Stage 1: self-regulation and interest in the world (First 4 months), Stage 2: falling in love (4 - 8 months), Stage 3: purposeful communication (8 – 10 months), Stage 4: beginning of a complex sense of the self (10 – 18 months), Stage 5: emotional ideas (18 – 24 months), Stage 6: emotional thinking (2 – 3 years), early years (Birth - 6 years) and middle years (7 - 10 years). For purposes of this study, emotional development during the middle years will be discussed in detail because this is the stage in which the children in the foundation phase are at.

Kolucki (2011:20) asserts that during this period, children gradually develop into more independent people who can explore the world around them. Their language becomes more 'sophisticated' and they learn a vast amount of information and skills. They also slowly break away from egocentrism and begin to develop empathy. This period is also characterised by being curious, the development of social skills and the formation of friendships, as well as becoming more prone and receptive to various 'exclusion practices such as gender and race stereotyping, bullying and victimization'. They can also take responsibility for their behaviour, learn to delay gratification and learn tasks that develop self-confidence and independence. What happens at home, school and in the community, as well as the media influence their behaviours, attitudes and world-views. Girls already move into the early stage of adolescence and experience dramatic physical and emotional changes which challenge them.

The main social-emotional characteristics are: friends gradually taking a more central role in their lives; continuing to need supportive adults and positive role-models; preferring same-sex friends; learning about right and wrong, and making moral choices, as well as developing exclusionary and stereotyping behaviours (Kolucki, 2011:21).

This is the stage at which both boys and girls value the approval of their peers, and start to be interested in forming relationships with children of the opposite sex. Rejection therefore, suppresses the child's need to belong and actualize his/her potential, as advocated by Maslow in (Kaur, 2013:1096). If the learner lacks this kind of attachment, he/she could develop a very low self-esteem, which eventually affects his/her emotions, behaviour and academic functioning, creating a vicious cycle of rejection by the peers (Baumeister & Leary, 1995: 499; Gagne & Deci, 2005: 331).

The interrelatedness between language, emotions, behaviour and learning has been emphasised by the theories that have been discussed in this chapter and in Chapter 1. It is therefore, important to also look at theories that explain human behaviour.

## 2.5. THEORIES ON BEHAVIOURISM

Human behaviour has been explained in many theories from various natural science and social science disciplines. This study however, focuses on behavioural psychological theories because they help us to understand the interaction of various factors that influence the children's behaviour in the learning environment.

Early behaviourist theories such as Pavlov's classical conditioning theory, Thorndike's theory and Skinner's operant conditioning theory emphasise the role played by environmental factors in influencing human behavior (Spence, 1956: 267). Pavlov (1902:152) believed that learning takes place by means of the association of two types of stimuli that, when presented together, forms a habit (Anokhin, 2013:190; Farooq, 2012; Pavlov, 1902:152). Human behaviour is therefore perceived as a habitual response (behaviour) that has been formed and can be predicted when the concerned two stimuli are repeatedly presented together. Once the habit has been formed from this association, the response is likely to be manifested even if one of the stimuli is not present.

The following scenario can be used as an example to explain this theory: An immigrant child is repeatedly teased by a local child (stimulus 1). The immigrant child associated reading with teasing every time he or she was asked to read a story in English. Because of this association, the child fidgets (response/behaviour). He even fidgets when the child who teases him is not in the classroom whenever he is asked to read (conditioned response/behaviour). Once this habit is formed, reading becomes a conditioned stimulus.

Pavlov viewed human beings as passive organisms that simply responds to the environment. The role that individuals play in the environment has not been given attention in this theory. A child is not a 'tabula rasa' (blank slate). He/she is capable of manipulating the environment and learning from the consequences of his/her own actions. The well-known theory that advocated the notion of manipulating the environment was Skinner's 'operant conditioning theory', which is also referred to as 'radical behaviourism' because it was an attempt to replace the "mentalistic explanations" with "environment-oriented explanations" of human behaviour (Meyer. Moore and Viljoen, 1997: 277).

Skinner's notion of environmental reinforcement was founded upon Thorndike's concept of the 'law of effect' which states that the selective effects of reinforcement on a particular behaviour determines the strength of that behaviour in similar situations (Nevin, 1999:450).

Skinner believes that human beings produce behaviour (operate in the environment) through trial-and-error. Behaviours are either repeated or stopped, depending on whether that particular behaviour is reinforced or not. If the behaviour is reinforced, the person will repeat it, but if it is not reinforced, the person will stop it (Meyer et al., 1997: 297; Skinner, 1989: 18; Holland and Skinner, 1961: 97-107). The implication of Skinner's theory is that human beings function and are controlled by the outcomes of their own behaviour. The operant conditioning theory views the role of the environment in human behaviour as that of giving feedback, which determines whether the behaviour will be repeated or stopped. The concept of reciprocal determinism is acknowledged in this theory.

Following on the example given above, an argument from the operant conditioning perspective would be that it is the feedback that the teased immigrant child receives from the environment (peers and teachers) that will determine whether he continues to participate in reading or not.

Although Skinner believes in reciprocal determinism, his theory does not clearly indicate the freedom of the individual to make his or her own choices that are independent of the feedback of the environment. His emphasis on the concept of conditioning shows that he, like Pavlov, believes that human behaviour is always controlled by the environment. The individual's cognitive processes are therefore given less recognition in these theories.

Dollard and Miller are behaviourists who explained the role of cognition and language in human behaviour. In their theory of 'moderate behaviourism', Dollard and Miller (1950:28) explained that human behaviour is always a result of a motivation or drive to respond to environmental stimuli. According to this theory, learning takes place when an organism experiences drive reduction after the response. When the drive is reduced after the response, the individual is capable of making generalisations (by responding

in the same way in similar situations) and discriminations (by responding differently in other situations). The individual's ability to learn to generalize and discriminate takes place through thinking, which is an unobservable response and may or may not later be observable when it is verbalized by means of communication through language.

Language is interwoven with culture therefore the cultural environment is an important determinant of human behaviour (Meyer et al., 1997: 310; Miller & Dollard, 1941: 183). The bullied immigrant child could refrain from reading an English story aloud when he is in the classroom where he is teased by local children. He could, however, read the story aloud freely when he is at home where the local children are not present. The same explanation can be used to indicate why learners would behave differently when they are with their 'in-group' than when they are with the 'out-group', as explained by Tajfel's theory discussed in 2.3.2. Prejudice, therefore, can also be explained from the moderate behaviouristic perspective.

The moderate behaviouristic recognition of thinking, language and culture enables us to understand that behaviour and learning are both products of the interrelatedness of the individual's internal processes and the factors of the environment.

## **2.6. THEORIES THAT EXPLAIN THE RELATIONSHIP BETWEEN LANGUAGE AND BEHAVIOUR**

Cummins and Hornberger (2010:8) define *language* as a system of sounds, words, signs, grammar and rules used for firstly, communication in spoken, written or signed interaction, and secondly, for storing, demonstrating and developing cultural knowledge and values, and finally, for constructing personal and social identity.

In his Theory of Language and Cognition Cummins (2000:31-34) argues that there exists a relationship between language and social interactions because language carries patterns of coercive power relations in both the classroom and the wider society. Language proficiency gives an individual the power to relate appropriately and effectively with others. Immigrant children's poor language skills, therefore, hamper their social interactions, which could negatively influence how they behave towards their peers and how their peers behave towards them.

According to the Behaviourist Language Acquisition Theory, the learning of a language should be understood as an establishment of associations, as postulated by Thorndike and Skinner in (Demirezen, 1988:137).

The Habit-formation Theory states that associations of certain language articulations with a particular response from other people results in habit formation. Proponents of this view assert that a child learns the spoken language through imitation, reinforcement and rewards until a habit is formed (Assaiqeli, 2013:151; Lightbown & Spada, 2006: 9); Demirezen, 1988:138; Rivers, 1968:73). It means that when a child speaks, he/she invokes responses from people around him/her. These responses provide the speaker with reinforcement. If the reinforcement is positive or rewarded, the speaker makes further articulations of the same type in similar situations which enhances the development of language (Ambridge & Lieven, 2011). If the reinforcement is negative, further articulations are inhibited in similar situations. This implies that if immigrant children are teased, intimidated and/or ostracized because of their poor language proficiency in the classroom, they are likely to withdraw from participating in tasks that require verbal responses.

Chwilla, Virgillito and Vissers (2011:2400) maintain that symbols that are used in language carry meaning because they are rooted in perceptions, actions and emotions. Emotions also affect perceptions and actions. It is by means of a language that “the continued exchange of meanings between the self and others” takes place (Halliday, 1975:139-140). It, therefore, makes sense to conclude that language, emotions and behaviour influence one another. This implies that it is through language that children perceive reality, and interact with their teachers and peers, as well as execute academic tasks. These perceptions affect their feelings and behaviour. Language, therefore, can be regarded as an emotional communication instrument that influences the individual’s behaviour. It is an essential tool for constructing an individual’s psychosocial world according to the information that is available in his or her environment.

## **2.7. CONCLUSION**

I began this chapter with a discussion of the theories that explain social behaviour based on prejudice. I further discussed psychological and sociological theories that explain the relationship between language, cognition, emotions, social behaviour and learning.

It also became clear that social interactions have significant impact on the child's learning processes. The sources reviewed also indicated that a child's behaviour is constructed within various cultural contexts.

The next chapter will provide a discourse on the intervention programmes used by various countries to address the language challenges of immigrant learners in the schools.

## **CHAPTER 3**

### **LIERATURE REVIEW**

#### **3.1. INTRODUCTION**

In Chapter 2 the researcher discussed theories that explain prejudice and discrimination, as well as theories which explain the impact of prejudice and discrimination on the child's thoughts, emotions and behaviour. In addressing the research questions, the influence of cognitions and emotions on behaviour and the learning process was discussed. From the discussions of these theories, it became clear that when acts of discrimination are manifested through interactions among immigrant and the local learners and between the learners and the teachers, they can have a negative impact on the behaviour of both the immigrant and local learners. The researcher furthermore indicated that these interactions take place mainly through language. Language therefore, plays a crucial role in influencing behaviour.

The purpose of this chapter is to discuss literature on the language of learning and the behaviour challenges of the immigrant child in the learning environment. The researcher will present a definition of 'discourse', show the relationship between prejudice, language and behaviour, look at global manifestations of language challenges in schools outside Africa and in Africa, and discuss programmes developed to address language and behaviour challenges in schools internationally. Programmes developed in the United States of America (U.S.), immersion programmes in Canada, bilingual programmes in the Netherlands, and bilingual programmes in South Africa will be discussed.

#### **3.2. DEFINITION OF 'DISCOURSE'**

A discourse can be defined as any practice by which people study unfolding realities of social construction in various social, historical and geographical contexts These realities unfold in time and are interwoven with meanings assigned to them by individuals in particular social contexts (Keller, 2013:6; Ruiz, 2009:1). This study looks at language and behaviour as educational challenges of immigrant children in South African Foundation Phase schools.

South Africa is part of the global community therefore, it is of vital importance to look at how these challenges unfolded and dealt with by education authorities in various countries around the world.

As explained in Chapter 1 (1.9.2) social actions unfold in relation to the context in which they occur. Ennis (2012:5) argues that discourse is important in qualitative research because human interactions carry “transient meanings” which are deeper than just linguistic interactions. The meanings assigned to language and behaviour challenges in schools can only be understood in their contexts, therefore, it is important to discuss this aspect in this study.

### **3.3. THE RELATIONSHIP BETWEEN PREJUDICE, LANGUAGE AND BEHAVIOUR**

The social context of members of the school community influences the learning processes. This means that the attitudes of the society and behaviour of community members influence the kind of education that the learners receive in the schools. Cummins (2000:232) asserts that, “Discourses of educational equity collide with discourses that are xenophobic and racist” and that between such discourses there are other discourses that manifest as being concerned with logic, quality and cost-effectiveness. In Malaysia, for example, language discrimination in schools has been justified by giving a rational argument that a nation is a community of people sharing a common culture and language (Guan, 2010:180).

As this is a globalization era, many countries project a picture of being sensitive to people from other countries and continents which later proves difficult to deal with when the foreigners have arrived and pose challenges socio-economically and educationally (Kahanec and Zimmermann, 2008:2). In the education sector, language is one of the main challenges for the education authorities and learning institutions in countries that deal with a high rate of immigration. It poses problems when the teachers and learners cannot communicate effectively in the classroom.

The teachers and children experience a serious challenge in communicating with learners who speak a foreign language and who cannot speak the local language, especially the language of teaching and learning (Guan, 2010:184).

The foreign child suddenly feels that he/she does not belong, and on the other hand, the educators develop a negative attitude towards that particular learner because his/her presence challenges their teaching strategies. This renders the teacher-learner relationship vulnerable to misunderstanding and resentment. Language-based resentment can also be inherited from teachers by the learners, creating negative interactive patterns between the local and the immigrant learners. In these situations, language is a barrier to teaching, learning and psycho-social development. Hallberg (2009:186) defines a *language barrier* as “a kind of psychological barrier in which language is a psychological tool that affects the communication being put across”.

This study looks at language as a psychological barrier that contributes to negative behaviour and cognitive inhibition, rendering the learning process unpleasant. It is therefore important to look at discussions on language and behaviour challenges as they unfolded in different countries around the world.

### **3.4. GLOBAL MANIFESTATIONS OF LANGUAGE AND BEHAVIOUR CHALLENGES AT SCHOOL**

As discussed in Chapter 1, the unstable socio-economic conditions and political unrests globally affect the education of the young children because the families are forced to relocate to other countries. Challenges of poor language proficiency and negative behaviour among immigrant children in schools are reportedly manifested in various countries that host immigrants. It is therefore important to look at how these phenomena have been manifested.

#### **3.4.1. Languages and behaviour challenges of immigrant learners in schools outside Africa**

There are many similarities in the ways the challenges of immigrant learners have been manifested and the reactions of the immigrant learners to these challenges. In the United States of America and Canada, immigrant learners experience challenges with regards to language, racism, discrimination by the teachers and/or local learners, religion and social pressures that contradict their own religions, identities and acculturation (Kruizenga, 2010:3; Zine, 2001:401). Learners from some cultures of immigrants also experience didactic challenges.

Chinese children, for example, experience challenges related to the American individualistic learning styles as opposed to the collaborative learning styles embedded in their culture (Yao, 2015:14; Chi, 2012:5; Derderian-Aghajanian & Cong, 2012:173)

As a result of these challenges, these children do not have any confidence in the classroom. They therefore, show low levels of academic commitment (Yeh, Kim, Pituc & Atkins, 2008:34-48; Chow, 2001:192), form oppositional identities by identifying with peers of their own ethnic origin (Matute-Bianchi, 1986), manifest anxiety, fear, learning difficulties and depression (Ma, 2002:396). It has been reported that immigrant children under the age of 12 abuse alcohol, are addicted to drugs, manifest delinquent behaviour and suffer from post-traumatic stress disorder, as well as having other psychopathological problems (Ma, 2002:396). As immigrant children experience language challenges in schools, negative behavioural patterns could be the 'language' that they use to express their frustrations and distress.

Guan (2010:184) views multilingualism and multiculturalism in schools as a challenge to education authorities in many countries. Basing his argument on the education in Malaysia, he says that, "Under present circumstances, many educational administrators and leaders in the system lack competencies to deal with the complexities presented by a pluralistic society" (Guan, 2010:184).

The irony is that various countries and their learning institutions portray themselves as advocates of internationalization, and attract foreign learners from across the globe. However, when these learners arrive they are often undermined by the locals, marginalised and ill-treated (United Nations Development Programme Democratic Governance Group, 2010:2). Undermining is one of the environmental stressors that often lead to "derogative behaviours" by the victims (Strongman, 2014:1; Duffy, Ganster, Shaw, Johnson, & Pagon, 2006:106). Derogative behaviours are negative emotional reactions that victims manifest through revenge towards or avoidance of the perpetrators (Crossley, 2009:14). Lee, Kim, Bhave and Duffy (2016:915) assert that the victims of undermining usually react through moral disengagement, which is later translated to counter-undermining.

Moral disengagement can be defined as an intrinsic process in which an individual convinces himself or herself that the norms and moral standards of the society do not apply to him or her in a particular context. Convincing oneself is done by disabling the mechanism of self-condemnation of inhumane behaviour so that the behaviour is not perceived as immoral (Bandura, 1999:104). The person being undermined, therefore, retaliates by undermining the perpetrator. This means that a vicious cycle of moral disengagement and undermining behaviour in the interactions between victims and perpetrators, who in this context are immigrant children and local children, is created. When the immigrant learners feel undermined, they are likely to react by counter-undermining the local children, avoiding playing with them and/or manifesting revenge through various negative behaviours that are harmful to the perpetrators.

Undermining is often accompanied by marginalisation. Morita (2012:1) maintains that foreign students are used as agents of internationalization, but in many institutions international students feel socially and academically marginalised, and often find themselves involved in ethnic and racial tensions. Similar experiences of marginalisation have been reported in the lower grades in primary schools globally (Rummens, 2003: 11). Sagric, Radulovic, Bogdanovic and Markovic, (2007:49) assert that the social marginalisation of immigrants, by the dominant group changes the social status of people being marginalised, in this case the immigrant learners, into “social outcasts”. When marginalised immigrant learners feel like ‘social outcasts’ in the learning environment they develop low self-esteem and are likely to withdraw from participating in academic and social activities. This means that marginalisation, like labelling, often results in cognitive and behaviour inhibition which stifles the learners’ holistic development. Marginalisation could also result in various psychological problems.

A marginalised child often experiences distress resulting from perceived rejection. Rejection threatens the learner’s need to belong to a peer-group, which is essential for the learning child. The lack of acceptance by peers could lead to negative behaviours such as “behavioural mimicry” (Richman & Leary, 2009:10). Behavioural mimicry can be defined as the tendency to imitate other people’s behaviour unconsciously. The immigrant could, therefore, start rejecting other learners, thereby creating a vicious cycle of peer rejection.

Rieti (2012:1) asserts that immigrant learners in Canada, especially those who come from Asian countries, experience a dual conflict at home and at school due to the clashing of languages and cultures between the two backgrounds. He furthermore maintains that in Canada an Arab child is called a “second-generation” Canadian. The concept ‘second-generation’ refers to children of families who immigrated to Canada. Immigrant children usually struggle to reconcile their family’s language and culture with the Western (Canadian) culture. When they try to adjust to the Western language and culture, they are criticised by their parents at home. Meanwhile, they have to deal with criticism and bullying at school (Rieti, 2012:1). This dual conflict also adds to the children’s identity formation processes which often result in distress and negative behaviour. In Canada the distress is manifested by a high rate of immigrant learners dropping out of school at an early age (Duffy, 2003:1).

Similar challenges were manifested in the United States of America. DeCapua and Marshall (2009:159-160) indicate that in the U.S.A. immigrants face the dual challenge of having to start learning and mastering elementary (primary) school content in a language that is not their own. When language is a barrier to learning and social interactions, the effects are similar to those of undermining, that is, the learners feel stifled to participate in academic tasks and social interactions with their peers. This results in cognitive or behaviour inhibition, or negative behaviour.

Immigrant children are given various labels because of their educational, socio-economic, cultural, linguistic and psychological backgrounds, in order to distinguish them from the local learners. These labels include, “Students with Interrupted Formal Education (SIFE)”, “Students with limited or little prior formal education” (Walsh, 1999: 9-94), “Newcomers” (Short 2002: 173-198), or “Unschoolled migrant youth” (Kindler, 1995:1).

Labels also have serious psychological effects on the children being labelled. According to the Labelling Theory of Howard Becker (Becker, 1963), labels often lead to and maintain “deviant behaviour” because the person being labelled adjusts to the label and behaves in accordance with the given label (Esmaili, Zieyaei, Khajeh, and Baratvand, 2011: 163; Paternoster & Bachman, 2013:2). Identifying oneself with a label leads to self-fulfilling prophecy, thereby sustaining the label.

If the label is derogatory, the learner is likely to behave in a derogatory manner towards others. Labelling, therefore, also affects identity formation negatively. According to Lemert's Labelling Theory, labelling is part of the identity formation processes which occur within a social context and usually as part of the human interactions between individuals and groups (Lemert, 1974:460).

Social identity involves meanings assigned to being a member of a particular social group or class and the roles associated with that group or class (Stets and Burke, 2000:224-226). As discussed in Chapter 2, children learn social roles through the socialisation processes (Saldana, 2013:228). The social roles of a group are often manifested in the way the members of that group behave. The behaviour of an immigrant learner could also be a manifestation of the behaviour of a social group or class that is identified by a particular label.

Labels assigned to immigrant learners are a constant reminder that these children are 'outsiders' or 'foreigners'. This negatively influences how they perceive themselves in relation to the other children and often results in a low self-esteem. A low self-esteem usually leads to negative behaviour. Learners' behaviour could also be influenced by the labels the teachers assign to them. According to Ercole (2009:4), the labelling of learners by teachers often leads to negative interpersonal relations between teachers and learners in the classroom. Strained relations between teachers and learners lead to cognitive inhibition (restrained thought processes) and behaviour inhibition (restrain from engaging in activities). The learners will, therefore, not attempt to apply their minds to their learning tasks and shy away from participating in the classroom activities. Behaviour inhibition is what the researcher became aware of as a problem in the South African classrooms where the phenomenon was manifested.

De Capua and Marshall (2009:160) refer to labelling in American schools as "efforts of educators and researchers to identify specific characteristics shared by these ELLs, regardless of ethnicity, country of origin, or native language". Furthermore, they say that these characteristics include a lack of English language proficiency, limited or no native language literacy and limited or no formal education. The abbreviation 'ELLs' was then adapted to 'SLIFE' (Students with Limited or Interrupted Formal Education) (De Capua & Marshall, 2009:160).

During one of his victory speeches after the 2012 United States re-election, the then United States of American president, Barack Obama, promised that the American education system shall maintain the dignity of all children, including that of immigrants. He said that, “We want to pass on a country that is safe and respected and admired around the world but also a country that moves with confidence beyond this time of war, to shape peace that is built on the promise of freedom and dignity for every human being. We believe in a generous America, in a compassionate America, in a tolerant America, open to the dreams of an immigrant's daughter who studies in our schools and pledges to our flag” (Obama, 12 November 2012 in CNN Political Unit).

This speech was an indication that the United States government is taking into serious consideration the education of immigrant learners who are attending American schools, and it was also a call for multilingual and multicultural tolerance among the American communities.

DeCapua and Marshall (2009:159), however, asserted that education in the U.S. is faced with challenges relating to the high levels of immigration into the country. They furthermore maintained that the children of immigrants who are admitted to the United States schools usually do not have age-appropriate formal education and first language literacy. Their world-view is therefore pragmatic rather than academic. This means that many immigrants come from cultures where people learn by doing things practically rather than theoretical instructions. In contrast to this learning style, many of their United States born and bred classmates view the world in a more theoretical and analytical way because they come from cultures where these learning styles are valued. The immigrant learners, therefore, are likely to experience both linguistic and cultural dissonance.

*Cultural dissonance* can be defined as an intra-psychic conflict experienced by immigrant learners in schools and classrooms where there is a misalignment between their language and culture and the language and culture of the local children (Ridgley, 2009: 2).

Most of the immigrant children in America come from South-east Asia, the Dominican Republic, Mexico and Central America. According to Trumbull and Rothstein-Fisch (2011:25), these children are diverse in the languages they speak but all share certain

characteristics based on their cultural experiences as well as their learning expectations. Schools should therefore, take into consideration the fact that culture is a dynamic system of values, expectations, and associated practices that help organize people's daily lives and mediate their thoughts and behaviour and that these aspects have been transmitted from one generation to the next, and, therefore, learners' learning expectations are embedded in them.

Hall (in DeCapua & Marshall, 2009:160) asserts that in order to accommodate learners who speak foreign languages in American schools, it is important to distinguish cultures according to whether they are high-context (HC) or low-context (LC) cultures. 'SLIFE' are 'High Context' (HC) learners because they come from cultures where social relationships are highly valued and people are interdependent and live communally. HC learners therefore, learn better when they share the knowledge and skills being taught with their fellow learners (Jian, 2009: 163). The HC curriculum should be highly contextualized, which means that the curriculum should relate to their daily activities practiced in their society culture. Mainstream learners in the United States are classified as "Low Context" (LC) learners because they come from cultures where individualism is encouraged. In LC cultures, people view themselves as individuals with their own personal needs, wants and goals. Their learning styles are individualistic because they believe in self-reliance.

Although co-operative learning is included in the United States curriculum, the context of the learners is not emphasised. When immigrant learners come into contact with the United States learners in the classroom, immigrant learners experience linguistic and cultural dissonance as the language, learning styles and cultural norms and values are different from those of the US (DeCapua and Marshall, 2009:160-169). Linguistic and cultural dissonance, therefore, also contributes to isolation and marginalisation, perpetuating negative behaviour.

Language challenges have also been experienced in Europe. The Netherlands is the country that has been faced with a major educational challenge of accommodating immigrants in their schooling system. Some immigrants, particularly Turkish children, can reportedly learn Dutch for daily communication purposes but experience difficulty in learning and using the language for academic purposes (Crijnen, 2003:8).

Poor language proficiency in the classroom is, therefore, a serious challenge among immigrant learners. According to Driessen and Smit (2007: 40), immigrants in the Netherlands are often viewed negatively by the Dutch people because of their poor Dutch language proficiency and manifestations of violent behaviour. Emotional and behaviour challenges among immigrant learners in the Netherlands have been manifested through attention deficit, social withdrawal, anxiety, depression, aggression and delinquent behaviour (Stevens, Pels, Bengi-Arslan, Verhulst, Vollebergh and Crijnen, 2003: 581). 231. Pawliuk, Grizenko, Chan-Yip, Gantous, Mathew, & Nguyen (1996: 112) assert that emotional and behaviour challenges in school children in the Netherlands can be attributed to cultural dissonance.

The language, culture and behaviour challenges of immigrant learners are evidently a global phenomenon. Poor language proficiency is a barrier to learning among immigrant children. Language also influences the behaviour of learners in their interactions with the local learners and teachers. Children with a low self-esteem associated with language challenges are likely to lack the confidence to participate in classroom activities thus inhibiting their creativity and development of social skills. Good social skills promote positive behavioural patterns among learners.

### **3.4.2. Language and behaviour challenges of immigrant learners in Africa**

In many African countries the language policies that I have read do not mention anything about the accommodation of languages and cultures of foreign learners in their schools. Multilingualism in schools is viewed as a phenomenon that is exclusively concerned with the various languages of that particular country's citizens. I also noted that many of the African countries still prefer a Western language as the language of teaching and learning in the schools. In many countries like Kenya, Nigeria, Ghana, Botswana, Zimbabwe, Tanzania and South Africa English is still the preferred language of teaching and learning, by education authorities and the parents because of the belief that mastering the English language prepares the learners for participation in the global economic world (Wangia, Furaha & Kikech (2014:10). Nigeria, for example, has 500 languages however, English is still the dominant language in the education system, with only three indigenous languages (Hausa, Igbo and Yoruba) just recommended to be used as an official language because it is spoken by the majority of the people (Simire, 2004: 139).

Wangia, Furaha and Kikech (2014:8) assert that, "In many African countries, the language of power is linked to the language of the colonizer which therefore enjoys high status". It is this association of language with power that makes people still prefer Western languages like English, French and Portuguese as official languages or the medium of instruction in African schools. Portuguese is used in some countries such as Angola and Mozambique, and French in countries such as the Democratic Republic of the Congo (DRC) and Cote de Voire (Ivory Coast). The language and behaviour challenges of immigrant learners in some of the Southern African region (also known as the SADEC region) (Tanzania, Malawi, Zimbabwe, Zambia, Botswana, Namibia and Mozambique) will also be looked at because of their close proximity to and political relations with South Africa.

In Tanzania, one of the countries in the SADEC region, English and Kiswahili (a language also recognised as an official language in Kenya) are the only languages mentioned in the country's Constitution that was formed in 1962. According to Brocke-Utne (2010:80-81), since 1962 the Constitution has been amended thirteen times, but less has been said about languages therefore, there have not been significant changes in respect of the languages of teaching and learning in schools for decades. The Tanzanian Education Policy (Ministry of Education and Culture, 1995: 35-45) still mentions English and Kiswahili as the two official languages that are used in schools. There are also no recorded challenges with regards to immigrant languages and behaviour hence none of the Tanzanian language policies mention the education of immigrant children. The Tanzanian policies still manifest the preference for English as the medium of instruction.

The preference for the Western language over African languages in African schools is also manifested in the Mozambican education system. Sawyer (2004:23) reports that in Mozambique, Portuguese is the preferred language of instruction and is even regarded as the mother tongue by the majority of the indigenous people.

A study conducted by Okombo & Rubagumya (1996:24-25) in Kenya, Mali, Nigeria, Botswana, Tanzania and South Africa revealed that teaching children in a language that is not their mother tongue often results in cognitive and academic difficulties. Emotional and behavioural problems associated with language challenges were however, not

discussed. The inclusion of immigrant learners is also not a point of focus in studies conducted in many schools in the African continent.

A study conducted by Adedayo (2010: 46; 52; 53; 98) indicated that the challenges experienced by immigrant learners in South African schools include language acquisition, acculturation, prejudice, discrimination by the teachers and/or peers, bullying, xenophobic attacks, a low self-esteem, isolation, and the lack of interest in academic activities. Bullying in South African schools is sometimes manifested in serious forms of violence such as hitting and stabbings (Burton and Leoschut, 2016:12; Nthite, 2006:2). In response to these challenges, immigrant learners manifest negative behaviours such as keeping quiet in the classroom, being “in and out of school”, isolating themselves, discriminating against local learners, and bullying the local learners (Adedayo, 2010:52-53; 95; 100).

In addition to this diversity of languages in South Africa, the influx of immigrants to South Africa adds more challenges of second language speakers and cultural diversity in schools. Immigrant children have more challenges than the local second language speakers because their foreign languages are not understood by local children and most of them do not understand local languages. Local learners have an advantage of easily code-switching between English and a local language when communicating with their fellow local learners. Immigrant learners could therefore, feel marginalised and eventually behave negatively towards local learners.

It is important to look at how the language and behaviour challenges of immigrant learners have been dealt with in various countries.

### **3.5. PROGRAMMES DEVELOPED TO ADDRESS LANGUAGE AND BEHAVIOUR CHALLENGES**

The relationship between language challenges and negative behaviour has been overlooked by various education systems. Language and behaviour have been viewed as two separate aspects of learning and development. The programmes that have been designed to address poor language proficiency and negative behaviour reflect this separation.

### 3.5.1. Programmes for language challenges in countries outside Africa

#### 3.5.1.1. Dual-language programmes in the United States

The presence of immigrant children in the United States classrooms meant that immigrant learners would require more than one language of instruction.

Dual-language programmes were then introduced as a way to address this challenge. Torres-Guzman (2002:1) defines *dual language* programme as “an enrichment bilingual/multicultural education programme in which language equity is structurally defined as equal time exposure to two languages, that is, the 50/50 model”.

Major allocations of language teaching in dual-language instruction are as follows, namely 90/10 programmes, in which 90% of the instruction is given in the non-English language and 10% is given in English, and 50/50 programs, in which the percentage of each language is almost equal (Lindholm-Leary, 2012: 257; Christian, 2011: 10-14; Valdes, 1997:392). The aim of these programmes was to help immigrant children to develop a high level of proficiency in English as their second language while benefitting from having instruction in their mother-tongue.

Dual language instruction, also referred to as ‘two-way instruction’, is part of bilingual education in which learners have been taught in two languages at separate times during the day. The dual language programmes are called ‘two-way’ because they include local English-dominant learners and immigrant learners (Torrez-Guzman (2002:2). The programmes are called ‘bilingual’ because they used two languages as the medium of instruction, and they are also ‘dual’ because they had an alternate-day structure that resulted in the equal distribution of the two languages involved (Li, Steele, Slater, Bacon and Miller, 2016: 1; Torrez-Guzman, 2002:2). The programmes benefitted both immigrant learners and local English-speaking learners by providing them an opportunity to interact with one another in both languages.

In the United States the dual language programmes consist of English- and Spanish-speakers. Instruction is given in English for part of the day and in Spanish for the other part of the day (US Department of Education, 2015:40; University of Michigan, 2002: 1).

The bilingual programmes show an intention of the United States Department of Education to move away from the previous programmes that were based on the deficit model i.e. the notion that foreign learners are inferior in nature thus they have to learn the superior language of the local dominant majority (Torres-Guzman, 2007: 56). There is however, no evidence of an integration of these language programmes with emotional and behavioural aspects.

The integrated approach would promote the learners' holistic development. The emphasis of the dual language programmes was on academic achievement. Language programmes alone provide only part of a solution to many challenges that are associated with poor language proficiency.

The dual language programme design had consistent and clear linguistic, socio-cultural and educational policies with a variety of features.

- Sociocultural programmes

In the United States the sociocultural programmes are aimed at teaching learners the appreciation of cultural diversity and the development of their self-esteem. Learners speaking minority languages are taught together with English-speaking local learners. Learners do activities in groups in order to foster positive relationships among immigrant and local learners. Parental involvement is encouraged and school-community support structures are formed (Torrez-Guzman, 2002:4).

Although the sociocultural programmes attempted to address the linguistic and cultural differences between immigrant learners and local learners, languages were taught for the sake of academic performance. The influence of language on emotions and behaviour was not addressed.

My contention is that bilingualism in itself does not address the psycho-educational needs that are associated with poor language proficiency of the immigrant children. There is a need for programmes that will accommodate these needs.

- Educational programmes

Educational programmes that were developed in the United States aimed at raising the academic achievement for all learners in Mathematics and Literacy. Teachers are expected to be experts in one of the languages. The policies emphasised ongoing staff development. Educational challenges caused by the huge influx of immigrants however, continued, and this necessitated the development of specially tailored educational programmes in order to address the gaps left by the dual-language programmes. The challenges brought by immigrant learners' influx necessitated the development of new educational strategies.

Strategy development means developing teaching strategies that will meet the needs of the learners and help them benefit from classroom instruction. The developed strategies involved considering and analysing the needs of learners in their learning situations (Drozdenko and Drake, 2002:30). The specially tailored programmes consisted of “instructional features strategies and support features strategies.

*Instructional features strategies* include small-group instruction, collaborative learning (work), differentiated instruction, strategy development, sheltered content courses, theme-based and an academically challenging curriculum with language modifications, as well as the inclusion of culturally relevant content or “funds of knowledge” (DeCapua & Marshall, 2009:160). There is, however, no evidence that the cultural relevant content was aimed at addressing the emotional and behavioural challenges associated with the cultural dissonance experienced by immigrant learners. The focus remained academic achievement.

*Support features strategies* include the close, continuous monitoring of learner progress, co-ordination, co-operation, and planning by all teachers and staff members, structure and consistency in the programme, the development of close co-operation between families, the school and the community including the stakeholders, and sufficient professional opportunities for teachers in order to ensure that learners receive optimal support in their learning processes (DeCapua & Marshall, 2009:160).

- Instructional Features Strategies

The following are the instructional features strategies that were developed in order to address the instructional gaps that were identified in the dual-language instruction.

- *Small-group instruction*

Ward (1987:1) defines *small-group instruction* as an arrangement where a class is divided into sets of smaller groups for the specific period of time that they are in the classroom. She further explains that during the lesson, each small group is recognized and treated as a separate and distinct social entity by the teacher and the learners in the classroom.

In support of this notion, Kendall (2006:28) asserts that the benefits of small-group instruction include the reduction of anxiety, opportunities for direct teacher-to-learner interactions, guided learner-to-learner interaction, the monitoring of on-task behaviour, checking for the learner's understanding by the teachers, and individualized writing instruction.

This strategy is ideal for the didactic principle of individualization because a learner receives more individual attention when working in a smaller group than in the whole class group. A small group also enables the learner to form social bonds with his/her peers as it creates a more secure environment than a large group, thus promoting positive behavioural patterns among the learners. The focus is however, on on-task behaviour, ignoring the behaviour monitoring of learners outside the classroom. Academic development remained isolated from psychosocial development.

- *Collaborative work*

*Collaborative learning* is an instruction method where students work in groups toward a common academic goal (Gokhale1995:1). Collaborative learning is also referred to as *co-operative learning*. Kagan (2001:1) defines *co-operative learning* as "a teaching arrangement in which small, heterogeneous groups of students work together to achieve a common goal." Learners work collaboratively by encouraging and supporting one another, taking responsibility for their own individual learning and the learning of

peers in their group. Tsay and Brady (2010:78) assert that co-operative learning takes place when an individual interacts with the environment and his/her peers.

The collaborative learning strategy is also effective for the psycho-social development of learners because collaborative work enables them to share funds of knowledge and build close relationships with their peers, promoting positive social interactions. There is, however, no evidence that the collaborative learning strategy was also aimed at ensuring the learners' holistic development even outside the classroom environment.

- *Differentiated instruction*

*Differentiated instruction* is a process of teaching and learning for students of different abilities in the same class. The purpose of differentiating instruction is to maximize each individual's achievement and growth by assisting each learner at his/her achievement level in the learning process (Hall, 2009:3). The main aim of this strategy is also academic achievement. There is no evidence of integration with emotional and behavioural assistance.

- *Scaffolding*

Scaffolding is a teaching strategy whereby the teachers support learners to move gradually from activities that they can do with help what they can do without help in order to help the learners to reach a level at which they can regulate their own learning (Verenikina, 2008: 162). In the United States, differentiated instruction strategy enables teachers to pay careful attention to the learners' capacity to work in English beginning instruction at the current level of the learner's level of understanding and moving to their higher levels of understanding. Scaffolding involves paraphrasing, giving examples, providing analogies, elaborating on the learner's responses and pre-teaching vocabulary before a reading assignment (Kareva & Echevarria, 2013: 241-242; Echevarria & Short, 2010: 426).

Scaffolding is based on Vygotsky's Social Cognitive Theory of Development that was discussed in Chapter 1. In this theory, Vygotsky asserts that there is a gap between the learner's actual development and his or her potential development. He calls this gap the Zone of Proximal Development (ZPD). In order to close this gap, the learner needs

scaffolding from teachers, parents and peers (Donald et al, 2014:89). This is an effective strategy in the education of young children because children learn better when they are assisted to develop from what they already know to the knowledge and skills that they do not yet have. Scaffolding also helps the learners to have confidence in learning the new language thus building their self-esteem. A positive self-esteem could culminate in positive behaviour patterns.

- *Sheltered content courses*

*Sheltered instruction* is an approach for teaching content in strategic ways that make the subject content comprehensible. In English second language teaching, sheltered content helps to simplify the English language to the learners by associating vocabulary, concepts, and skills with the learners' context to make the information comprehensible to the learners (Parra, 2012: 10). In the US, sheltered content for immigrants is also called 'Specially Designed Academic Instruction in English' (SDAIE) (Genzuk, 2011:7).

Echevarria, Vogt & Short (2007:204) assert that 'sheltered instruction' techniques are often used by teachers in schools across the US in order to prepare the immigrant learners to achieve high academic performance. The use of these techniques, however, does not consider the importance of emotions and behaviour in learning.

- *A theme-based and academically challenging curriculum with language modifications*

A theme-based curriculum is a curriculum that has been designed by using content that is relevant to the learners' immediate needs such as parenting. A theme-based curriculum integrates the four major domains of child development, i.e. cognitive, physical, and social-emotional and creativity (Lonning, DeFranco & Weinland 2010:312-319).

The theme-based curriculum could be effective if the themes used in teaching the language were drawn from the learners' cultural backgrounds because learners learn better when they can relate to the themes that are relevant to their daily lives, thus addressing cultural dissonance.

- *Inclusion of culturally-relevant content or 'funds of knowledge'*

The concept 'funds of knowledge' refers to the cultural knowledge and skills that have been accumulated over a long period of time in the societies that enable people to function in those societies (Moll, Amanti, Neff, & Gonzalez 1992:132).

When immigrant and local learners share cultural content, both groups of learners could be helped to appreciate language diversity and create an atmosphere of mutual respect for other learners' cultures and languages, thus promoting positive attitudes and behaviour towards one another.

- Support Features Strategies

These are strategies that were developed to identify learners with special educational and behavioural needs and to give them support.

- *Close, continuous monitoring of the learners' progress*

*Progress monitoring* is a research-based strategy that is used by teachers to measure the learners' academic performance and behaviour through assessment of particular academic tasks. Teachers target specific tasks in order to give learners individualised intervention and support that will help the learners to achieve their individual goals (Luke and Schwartz, 2010:8; The National Research Center on Learning Disabilities, 2013:1; Shapiro (2007:141-156; Ortiz, 2001:2). Language barriers and behavioural challenges however, are addressed as separate aspects.

- *Co-ordination, co-operation and planning by all teachers and staff members*

Ortiz (2001: 2) asserts that in order to ensure effective collaboration, teachers must share a common paradigm i.e. philosophy and knowledge base relative to the education of immigrant learners learning English. My contention is that it is not practical to expecting teachers to share a paradigm because individuals hold different perspectives with regards to teaching and learning. It is however, important for teachers to discuss, plan and work together in addressing the needs of the learners.

- *The development of close co-operation between families, schools, stakeholders and the community at large*

Co-operation between schools and families help in the development of the learner's emotional stability, sense of security, acceptance and satisfaction (Lazarevic & Kopas-Vukasinovic, 2007:151). This strategy is also ideal in bridging the gap between immigrant and local families, thus fostering positive interactive patterns among learners from both contexts.

A learner performs and feels safe when there is harmony in their mesosystem. A 'mesosystem' is the system formed by relationships between people in the person's immediate environment (microsystems) which consists of parents, teachers and peers (Donald et al, 2014: 46). It is in this system that the child learns language and behaviour.

- *Professional development opportunities to empower teachers*

Ortiz (2001:3) says that curriculum experts should work collaboratively with teachers to address the students' learning problems and to implement recommendations for intervention. For example, the teachers can share instructional resources, observe each other's classrooms, and offer suggestions for improving instruction or managing behaviour. ESL teachers can help teachers by demonstrating strategies to integrate immigrant learners in mainstream classrooms. In schools with positive climates, the staff members work together as a community to help the learners and each other as the staff members. Teachers share their expertise regardless of the subjects or classes they teach.

The instructional and support strategies are ideal for the improvement of the academic performance of immigrant children. However, the high rate of school drop-outs among immigrant learners have been evident in the US schools (DeCapua and Marshall, 2009:160). The high rate of drop-outs can be attributed to the fact that the consideration of the immigrants' cultural factors and behaviour associated with cultural dissonance remained unattended in the curriculum.

Fry (2005:6) says that migration is disruptive, and that the high rate of drop-outs among foreign-born learners can be attributed to feelings of alienation from their local peers and loss of self-esteem. Tienda and Mitchell (2007:7) maintain that there is a high rate of school drop-out among Hispanic learners in the United States. They further assert that being foreign is not the main reason that immigrant learners drop out, but they leave school due to, among other reasons, the fact that the United States education system still fails to close the Hispanics' education, cultural and language gaps. Failure to close the cultural and language gaps compromises the ability of both immigrant and local learners to learn from one another (Tienda & Mitchell, 2006: 9). The implication is that learners are denied the opportunity to develop social skills that could help in promoting positive behaviour.

The strategies discussed above are aimed at assimilating immigrant children into the language and culture of the local learners. Emotional states and behaviour associated with cultural dissonance were not attended to. Lemmer, Meier and Van Wyk (2012:2) define *assimilation* as an approach which emphasizes reducing cultural differences by promoting conformity to the culture of the dominant group. Assimilation approaches to immigrant challenges highlight power relations and perpetuate prejudice. As discussed in Chapter 2, power relations have a negative influence on the behaviour of both local and immigrant learners.

As a response to the ineffectiveness of the assimilation programmes and strategies, DeCapua and Marshall developed the Mutually Adaptive Learning Paradigm (MALP) (DeCapua & Marshall, 2009:167). The aim of the MALP was to address the challenge of multiculturalism in the American schools. Lemmer et al. (2012:2) define *multiculturalism* as an ideology that "recognises and accepts rightful existence of different cultural groups, and views cultural diversity as an asset and a source of social enrichment rather than a handicap or social problem". MALP was therefore, developed to assist both immigrant and local learners to celebrate diversity and promote positive social interactions among them.

#### *Mutually Adaptive Learning Paradigm (MALP)*

MALP was developed to integrate cultural factors into the educational programmes.

DeCapua and Marshall (2009:160) argue that although the “funds of knowledge” strategy was in place, its focus was on cultural content rather than on cultural factors. On the basis of this argument, they further proposed a programme that is “informed by culturally relevant pedagogy” which takes into consideration that the approaches that teachers use when teaching influence how the learners perceive it. The programmes also aimed at the promotion of teacher-learner relationships. DeCapua and Marshall (2009:160) further contend that the teachers should respond to the learners’ academic, cultural and language needs.

The following figure shows how MALP integrated the cultural and academic needs of both the immigrant learners and the local learners, taking into consideration the contexts of both groups.

**Table 2: MALP integrated curriculum**

<b>Immigrants learning paradigm</b>	<b>U.S. mainstream learning paradigm</b>
Content is relevant to immediate situations	Content is relevant to the future
Collaboration is encouraged	Independence is encouraged
Shared responsibility	Individual accountability
Oral transmission of content is preferred	The written word is preferred
The tasks are mainly pragmatic	The tasks are mainly academic
Cooperative learning is emphasised	Individual achievement is emphasised
Kinaesthetic learning styles	Critical thinking learning style

Table 1 shows that MALP is regarded as a mutually adaptive process. It has been designed in such a way that the backgrounds of both the immigrant learner and the local learner are taken into account. According to DeCapua and Marshall, (2009:167), immigrant learners learn better when the content has immediate relevance to their needs, whereas the American mainstream learners learn better when they have a future goal in mind. Also, immigrant learners come from families where communal work is encouraged, whereas many American learners come from families where independent work is encouraged. MALP draws curriculum content from both these contexts in order to enable the children to learn from one another.

To the immigrant learners, learning is a collaborative process, whereas to the local learners, learning is an independent process which should prepare the child for individual achievement and functioning. The table further indicates that immigrants learn better by doing things practically whereas American children learn better by analysing concepts. These differences could create misunderstanding between learners. The immigrant learner could perceive the lack of collaborative learning as rejection, which could result in negative emotions and behaviour, whereas the local learners could perceive the need for collaboration as a lack of self-reliance among immigrants, therefore promoting further divisions, stereotyping and discrimination.

DeCapua and Marshall (2009:167) assert that in most immigrants' cultural contexts, language learning should be related to what is currently happening in their environment whereas for the American learners' language learning is to prepare them for future performance in the adult world of work. According to the MALP notion, the learning processes for the immigrant child should involve collaboration with others (group work) whereas the American learning processes encourage individual work (competitiveness). This means that the teacher should combine both learning styles in language teaching. For the immigrant learner language learning should involve doing whereas the American learning activities are more cognitive and encourage critical analysis of concepts (DeCapua and Marshall, 2009:167).

MALP addresses many aspects that were either left out or were inadequately dealt with in the previous programmes. It accommodates learners who speak different languages, while English remains the medium of instruction. The programme also requires learners from both backgrounds to adapt to each other's learning styles and promotes mutual respect between immigrant and American born learners.

In comparison with the other programmes that have been discussed in this chapter, MALP gives more recognition to the immigrant learner's cultural contexts and language. Both the immigrant learners and the local learners benefit from each other's funds of knowledge. However, the link between language, emotions and behaviour remains unattended to. Like all the other programmes discussed in this chapter, there is no evidence that shows that MALP integrated the emotional and behavioural aspects. The link between poor language proficiency and emotions remain unattended.

Due to the close geographical proximity and similarity with regards to language challenges of immigrants between the United States and Canada, it is also important to look at how the challenge was dealt with in Canada.

### **3.5.1.2 Immersion programmes in Canada**

According to Gunderson, D'Silva and Odo (2012:146) most of the primary school level learners who immigrate to Canada, Vancouver School district in particular come from 82 countries, which shows that Canada is dealing with a challenge of a very broad diversity of immigrant cultures and languages. Most of them however, come from China, Hong Kong, the Philippines and Taiwan. The increase in "birth tourism" in Canada (Browne, 2016:1) adds to the challenge. Birth tourism can be defined as a trend in which people from foreign countries immigrate to another country to give birth to their babies with an intention to stay in the country they immigrated to. The immigrant babies concerned are referred to as "anchor babies" because they are given the new country's citizenship status, which permits the parents to stay for longer periods (Browne, 2016: 1). The babies are then used to anchor the family into the concerned country. Gunderson et al (2012:146) say that families from India prefer to give birth to their children in Canada but raise them in their home country until school-going age. They then return to Canada and enrol them in Canadian schools as English second-language speakers.

Significant high rates of drop-outs have been reported between grades 8 and 12 among Spanish-speaking immigrants and Mandarin-speaking immigrants in Canada because of language challenges (Dowrick & Crespo, 2007:594; Gunderson et al., 2012:146-147).

Teaching English as a second language is also a challenge in the current South African Model C schools. Teaching English second-language speakers in English is the challenge that I observed as part of the problem in this study. I therefore contend that this is a global challenge.

In order to address the language challenge, the Canadian Ministry of Education developed immersion programmes to support for immigrant learners (Christensen &

Stanat, 2007:8). In order for schools to qualify for additional funds to support these programmes, the following conditions had to be met:

- An English-language assessment had to be conducted to confirm that the learner does require additional support.
- The schools, together with a support specialist had to have an instruction plan in place that would meet the learners' needs.
- The learners had to receive additional support in a form of special instruction in language acquisition or writing, or in-class individualised assistance. The schools had to support the teachers in addressing these language needs.
- The schools had to record the type of support given and the learner's progress (Christensen & Stanat, 2007:8-9).

According to Desrochers (2005:115), "Teaching immersion is not just teaching a second language. The primary rationale for immersion programs is that a new language is best imparted to students by using it as a medium of instruction, as opposed to simply teaching the language as an isolated subject. It is the desire to search for meaning and to manipulate and master the subject content that motivates the child to learn the language. Desrochers furthermore explains that a balanced immersion literacy programme enables learners to acquire reading, writing, speaking and listening skills, which are developed through modelled, shared, guided and independent language activities across the curriculum (Desrochers, 2005:115). There should also be an on-going exposure to the immersion language within the school setting by means of narrative and informational texts, various audio-visuals and technological tools, as well as through visits by people who speak the immersion language fluently. This would provide the learners with the opportunities to learn the language in a natural environment.

In the immersion programmes, the teacher is expected to enhance these experiences by modelling the language rules in his or her interactions with the learners. The teacher should also continually assess the level of development of the learners' language in order to respond appropriately by developing activities which are relevant to the identified immediate needs (Desrochers, 2005:116). The design of the immersion programmes were evidently designed solely for academic development. There is no evidence of integration of the curriculum content with the emotional, social and

behavioural functioning of the child in order to ensure that the immigrant child develops holistically.

The immersion programmes appear to be academically relevant and sound for all the learners because it gave them the opportunity to learn in their own languages, and also gave the learners from the dominant groups an opportunity to learn the minority languages of their immigrant peers as advocated by Cummins and Hornberger (2010:47).

Depending on needs analysis of the learners, the teacher should pre-teach the content by giving the learners projects to do, either as individuals or collaboratively as groups in order to develop the vocabulary. Effective strategies to be implemented by the teacher should include demonstrations, shared activities, giving the learners frequent opportunities to practice the second language as well as constant evaluation of and feedback to the learner (Desrochers, 2005:116). All these strategies, emphasise mastery of content for the sake of scholastic achievement only. The psychosocial challenges that are associated with poor language proficiency among immigrants are not dealt with in the immersion programmes. Language and behaviour are therefore, seen as two separate aspects.

The language and behaviour challenges among immigrant learners in the Netherlands also probed the Dutch government to develop educational programmes that could address these challenges.

### **3.5.1.3 Bilingual education programmes in the Netherlands**

In order to address language changes brought by the influx of immigrants into the Netherlands, the Dutch government developed many educational policies between 1967 and 2004. The policies eventually led to the development of Bilingual Models and Mother Tongue Instruction (MTI).

**Bilingual Models** of instruction were divided into two models: the transitional models and the simultaneous model. *Transitional bilingual model* is the model of instruction that is based on the theory that in order for the child to learn a second language, he/she must first master his/her first language (Slavin, Madden & Calderón, and 2010:3).

*Simultaneous bilingual models* are models that believe in exposing two languages to children in infancy and early childhood equally at the same time (MacLeod, Fabiano-Smith, Boegner-Page & Fontolliet, and 2013:132).

In the Netherlands transitional model, instruction was given in the immigrant minority language (Turkish or Arabic) in the third grade, whereas in the simultaneous models for about two to three years of the child's elementary (foundation) level, half of the instruction was given in the mother tongue (Turkish or Arabic) while the other half was given in Dutch.

**MTI** was started and funded by immigrant parents themselves from 1967 when its inception until 1970 when the Dutch government started financing it. In 1974, the **two-fold policy** was established. The first fold was aimed at preparing re-migrants to fit into the education policy of their countries of origin, an aspect that was not manifested in many countries, including South Africa. The second fold was aimed at preparing immigrants who were going to stay for longer periods for integration into the Dutch society. The targets of MTI were mainly Moroccan and Turkish children. The MTI programme was, however, open to first- and second-generation immigrants. The MTI programme was informed by Jim Cummins theories of language and cognition.

Educational psychology arguments in favour of MTI are based on the interdependency and threshold hypotheses of Jim Cummins (Cummins, 2005:585-592) which are of the notion that bilingualism has positive effects on cognitive development. The *threshold hypothesis* is also referred to as 'the additive bilingualism enrichment principle'. It explains the relationship between bilingualism and cognition, with the view that individuals with high levels of proficiency in both first and second languages experience cognitive advantages in terms of linguistic and cognitive flexibility, while low levels of proficiency in both first and second languages result in cognitive deficits. Cummins (1979:228) argues that, "There is also strong evidence that some groups of minority language and migrant children are characterized by 'semi-lingualism', i.e. less than native-like skills in both languages, with its detrimental cognitive and academic consequences".

According to Cummins' 'dependency hypothesis', a distinction should be made between 'basic interpersonal communicative skills' (BICS) and 'cognitive/academic language

proficiency' (CALP). Cummins asserts that the two languages of a bilingual child can develop independently up to the BICS level, but at the CALP level they work inter-dependently. This means that when a child has acquired the basic communicative skills of the two languages, he/she can use the languages separately in social interactions only, whereas for academic purposes, the child needs proficiency in the use of both languages together, especially in abstract situations that demand high cognitive skills.

The distinction BICS and CALP implies that in a de-contextualised and cognitively demanding situation, the level of CALP in the second language depends on the stage to which CALP has developed in the first language. A failure in the development of CALP in the first language derails the acquisition of academic language skills in the second language. Cummins (1979:233) asserts that important conditions of success are that, firstly, there should be adequate exposure to the first language (either at school or in the child's environment), and secondly, there should be adequate motivation to learn the second language. According to the dependency hypothesis theory, insufficient development of the first language may result in semi-lingualism, i.e., the child may be unable to speak any of the two languages fluently (Driessen, 2005: 83). "The developmental interdependence hypothesis proposes that the level of L2 competence which a bilingual child attains is partially a function of the type of competence the child has developed in L1 at the time when intensive exposure to L2 begins" (Cummins, 1979:233).

The interdependency hypothesis is one-sided as it focuses on language skills only while ignoring the functions of language in the child's general cognitive development, emotional development and behaviour. The interdependency hypothesis is also not practically applicable to certain languages because the language structures between the first language and the second language are different. Driessen (2007:83-84) points out that for an example, learning Arabic during the phase of alphabetization can interfere with the learning of Dutch, because Arabic is written in the opposite direction, i.e., from right to left, uses different symbols, and does not register certain vowels (Driessen, 2005:83-84).

The MTI also emphasizes learning the second language for cognitive development and overlooks the importance of the emotional and behavioural aspects of child

development in the learning process. The MTI was designed to serve the interest of the state hence the immigrant child's psychosocial wellbeing was not considered.

The Dutch idea of implementing bilingualism to prepare immigrant children for integration back in their home-countries also became a futile exercise. Although the parents may have been dreaming about going back to their home countries, the young generation preferred to stay in the Netherlands with the hope of living a better life than the one they would live in their home countries.

Similar trends of immigrants preferring to stay in the host country that going back to their home countries have also manifested in South Africa. Most of the immigrants from other African countries prefer to stay in South Africa because the country provides better living conditions than their home countries due to socio-economic and political instability in their home countries. South Africa should therefore, prepare for more influx of immigrant children in schools and develop programmes that could address the challenges of multiculturalism and multilingualism involving immigrants (Mataboge, 2013:1).

Practical challenges of implementing the MTI in the Netherlands have also been reported: a major shortage of teachers, unqualified teachers, Dutch-language proficiency level of the MTI teachers, shortage of educational resources and infrastructure, disharmony between the MTI content and teaching methods and content and teaching methods used in ordinary Dutch schools (Driessen, 2005:88). Practices of inequality, unfair treatment and discrimination between local Dutch and immigrant learners have also been reported. The educational quality of the MTI was very low, consequently there has not been a significant improvement in the educational position of the Turkish and Moroccan immigrant children.

Teaching immigrant children also in their own languages was a good idea however, the MTI was not designed for the development of the children's' self-esteem and self-advancement. The notion of a multi-cultural and bilingual education system in the Netherlands proved to be unsuccessful. Failure to address the language challenges of immigrant children could be attributed to among other factors, overlooking the importance of the psychosocial development of the immigrant learners.

The Dutch MTI model also has similar aspects with the South African Curriculum and Assessment Policy Statements (CAPS) model. The CAPS model, however, does not consider the language of foreigners at all but promotes teaching in the South African child's first language in the Foundation Phase. Kaiser, Reynecke and Uys (2010:53) assert that, "Education in one's own language is desirable not only for effective education in the first seven years of school, but also for cultural diversity".

Teaching in the child's first language is, however, only practical in rural schools where all the children speak one home language, but impractical in town and city schools, most of which are Model C schools. Children in Model C schools speak various home languages. Many teachers in the Model C schools are not professionally equipped to teach English second language speakers in English. Frustration related to low self-efficacy in teaching that could negatively affect the emotions and behaviour of both teachers and learners and eventually create negative interactive patterns.

The bilingual programmes used in various countries worldwide to address language challenges are also manifested in the South African Education system.

### **3.5.2. Bilingual programmes in South Africa**

Discussions in this chapter indicated that in many education systems of the African continent, education and language policies do not include strategies for dealing with the language challenges of immigrant children. Problems related to poor language proficiency and programmes developed to deal with them were not evident in the documents that were consulted.

In the South African education system also, I am not aware of any programmes that have been developed by the South African Department of Education to address the language challenges of immigrant learners in South African schools. Policies, such as the Revised National Curriculum Statement's (RNCS's) language policy (Department of Education, 2002) and the Education White Paper 6 (Department of Education, 2001) appear relevant to the educational needs of learners in the South African schools however, they lack viable instructional guidelines. As a consequence of this deficit, the language policies are only partly implemented (O'Connor & Geiger, 2009: 254).

The language policies still reflect the policies that were designed during the apartheid era when the South African education system was divided according to race (White, Coloured, Indian and Black/African). African teachers were professionally trained under the Bantu Education system in order to teach Black children. Many of the Black teachers who were trained in this era are still teaching in the current post-apartheid schools which are now racially integrated (Dalvit, Murray, and Terzoli, 2009: 34). The language policies still subscribe to the additive bilingualism approach which maintains the first language and uses it as a foundation for learning another language (O'Connor & Geiger, 2009: 254).

Although the political climate has changed in the country, the consequences of apartheid education still linger in the education system. Alexander (2013: 9-10) maintains that it is clear that oppressive, exploitative and discriminatory relations are generally always reflected in the language policy and practice, and that the history of humanity is not only the history of socio-economic issues, it is also the history of language. This implies that language policies and practices should be viewed as symptomatic of the country's political history.

The Language-in-Education Policy of 1997 (South African Government, 1997: 1) states that, "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". It is, however, not clear how the language barriers of immigrant children would be addressed.

According to the findings of a study conducted by Arends (2012:76), in Gauteng primary schools the teachers indicated that language development is a challenge necessary for social interaction, and that group-work is necessary for improving intergroup relationships and for addressing some of the problems related to diversity. Arends's findings show that some teachers also see the need to integrate language with psychosocial activities in order to promote positive behaviour among learners. When learners are grouped to work together on an activity, they share language usage and form close relationships.

Schools are important for promoting positive social interactions in multicultural societies because social interactions will enable the learners to share their language and cultural knowledge (Arends, 2012: 100). The South African policies on language instruction such as the Language in Education Policy and CAPS, unfortunately, still reflect the bilingualism models of the Western countries. Dalvit et al. (2009:33) say that, "In South Africa, the current policy for English second language speakers has remained virtually unchanged since 1979" and that "it is not very different from the bilingual instruction that was designed for an immigrant child in an English-speaking country such as the U.S."

The challenge of English as a second language in South African schools is significantly different from that of Western English-speaking countries because the reality of a multilingual African country cannot be the same as that of a predominantly monolingual developed country (Dalvit et al., 2009:39). In countries where there are policies based on bilingualism, the main aim is social and cultural assimilation into the language of the majority (Baker, 2006:207).

Walters (2011:1-25) argues that South African teachers at former Model C schools are not professionally trained to support learners whose first language is not English. Neli and Theron (2008:1) assert that some Foundation Phase teachers have expressed feelings of inadequacy regarding the skills to support English Second Language (ESL) learners with limited English proficiency. The feelings of inadequacy among teachers can be attributed to the fact that some of the teachers are not English First Language speakers and that they themselves are not proficient in the use of the English language. The language dependency model is not applicable in the South African schools because African languages and Western languages do not have similar language structures. Proficiency in an African language does not guarantee competence in English because the language structures between these languages are different (Lenyai, 2011:71).

Kaiser et al. (2010:53) assert that in order to address the language challenges in the schools, the Department of Education should also develop policies that differentiate between teaching a language as a language of teaching and learning and teaching language as subject matter. They argue that in the present National Curriculum Statement (NCS) and the CAPS documents, it is not clear how a language for learning

and teaching, as opposed to learning a language for general purposes, may differ in the teaching methodology and content (Kaiser et al., 2010:53).

The South African language policies concentrate on language teaching for cognitive development and communication, independent of the child's psychological development. My contention is that language teaching in the Foundation Phase should integrate content that address the emotional and behavioural needs of all learners.

The Education White Paper 6 (Department of Education, 2001) was designed to address the past political and psychological injustices that were embedded in the Apartheid Education policies. The Paper addresses learning barriers including, among others, language. Although it is stated in the White Paper 6 that the Department of Education will address the issue of "inappropriate languages or language of learning and teaching" (Department of Education, 2001:18) and that barriers to learning arise from among other factors, "the language or medium of instruction" (Department of Education, 2001:19), it is not clear which languages are inappropriate and how the challenge will be addressed.

Poor language proficiency in a second language has not been spelt out as a barrier to learning and development. The link between poor proficiency in the second language, negative emotions and behaviour problems is also not shown in the paper. The phenomenon of a foreign language as a psychological barrier to the child's psychosocial functioning in the learning environment, has not been mentioned at all. This means that the inclusion of immigrant learners in the South African education system remains undocumented in policies and continues to be a serious challenge to both the teachers and learners.

Mendelowitz and Davis (2011:41) argue that in South Africa, the curriculum that includes learning diverse cultures and practices of the languages of all learners will help to alleviate xenophobia and discrimination among learners. This type of language instruction is referred to as 'narrative multilingualism'. Mendelowitz and Davis (2011:41) define *narrative multilingualism* as "a pedagogy in which reading and writing narratives about language histories and practices are central to the learning process". This concept was created by Phillion (2002:536) who asserts that narrative multilingualism focuses on understanding derived from experience (context) rather than in theory.

Narrative multilingualism involves passionate, intensive, hands-on practice rather than a distanced theoretical perspective. The successful implementation of this type of instruction depends on the development of close relationships among the participants who are often from different cultural, ethnic and language backgrounds.

The kind of knowledge that emerges during these interactions is likely to be valued by all the participants because it has been co-created through sharing their language aspects (Phillion, 2002:536). Teachers could incorporate the language content that has been co-created by the learners themselves in the learning processes in order to facilitate the learning of the second language and promote respect for other people's languages and cultures among learners. Co-created curriculum content would give the learners a sense of co-ownership of the content which could enhance positive behaviour through sharing their narratives. Narrative multilingualism programmes are founded upon the Theory of Narrative Construction of Reality as advocated by Bruner (1991).

Mendelowitz and Davis (2011:41) maintain that the pedagogy of narrative programmes creates an opportunity for learners and teachers to share language history and language practices through narrative writing and storytelling, as well as critical reflection about the self and others. "In a society where xenophobia and linguicism is prevalent, such interventions can play a valuable role in changing attitudes and teaching learners to value differences" (Mendelowitz and Davis, 2011:41). My contention is that narrative programmes can close the gap that exists between language programmes and behaviour programmes in schools.

### **3.5.3. Intervention programmes designed to address behavioural challenges**

As shown in the discussions of the policies of various countries, there is no evidence of the connection between the language challenges and behaviour of immigrant learners in these policies, hence the development of separate programmes to address these challenges.

### 3.5.3.1. Programmes for behavioural challenges in countries outside Africa

Negative behaviour such as alcohol and drug abuse by young children, delinquent behaviour, academic withdrawal, social withdrawal, discrimination and bullying between immigrant learners and local learners have been reported (McCord, Widom, & Crowell, 2001: 66). The programmes that have been designed to address social and behavioural challenges positively were not designed specifically to address the behavioural challenges related to poor language proficiency. Behaviour programmes that have been designed include Positive Behaviour Support (PBS) and Social and Emotional Learning (SEL) in the United States and Canada.

Sugai, Horner, Dunlap, Hieneman, Lewis, Nelson, Scott, Liaupsin, Sailor, Turnbull, Turnbull, Wickham, Ruef and Brennan (1999:7) define *positive behavioural support* as “a general term that refers to the application of positive behavioural interventions and systems to achieve socially important behaviour change”. Positive behavioural intervention is done by creating and sustaining positive school environments that foster positive behaviour for all learners thus reducing the effect of negative behaviour on the learners’ psychosocial functioning. The programme involves assessment of learners by psychologists prior to intervention and takes into consideration the context in which the negative behaviour occurs.

Intervention strategies include the manipulation of contextual conditions that promote negative behaviour to prevent recurrence, development of new social and communication skills to change the negative behaviour and promoting positive communication and interactive patterns among learners (Bradshaw, Mitchell and Leaf, 2010: 133; Sugai et al., 1999:9). PBS also incorporates the bully prevention in positive behaviour support (BP-PBS) which provides learners with social and emotional tools that could help to remove the social rewards that sustain the bullying behaviour (Ross, 2009: iv; Ross & Horner, 2009:747).

Although the BP-PBS programme considers the context in which the behaviour occurs, it is not clear how negative behaviour related to poor language is addressed. The relationship between language challenges and negative behaviour is not recognised in the PBS and BP-PBS) programmes.

The separation between language and behaviour is also manifested in the social and emotional learning programmes that were designed in the United States and Canada. McCombs (2004:27) defines *social and emotional learning* as “learning those skills involved in being self-confident and motivated, knowing which behaviours are expected, curbing impulses to misbehave, being able to wait, following directions, knowing how to ask for help when needed, expressing needs and getting along with others”. The social and emotional learning programmes involve teaching or coaching children in self-awareness, social skills, responsible decision-making, self-management skills and relationship management skills (Zins, Boalworth, Wessberg, & Walberg, 2004:6). The coaching sometimes involves withdrawing children who manifest negative behaviours from the ordinary mainstream classrooms to special classrooms referred to as self-contained classrooms or “pull-out classes” (Ontario Centre of Excellence (2011:6).

The social and emotional learning programmes follow a general approach and is not designed to address behaviour challenges among immigrants. Negative behaviour related to poor language proficiency was not mentioned in the social and emotional learning programmes. Language challenges and negative behaviour are still addressed as separate phenomena. Similar fragmentation in approaches to addressing language challenges and negative behaviour have also been manifested in the South African education system.

### **3.5.3.2 Programmes for behavioural challenges in South Africa**

During the apartheid era, negative forms of dealing with behavioural problems were used in South African schools. This included hard labour and corporal punishment (Silbert, 2013:23). The democratic government that came into power in 1994 abolished corporal punishment, a move which, according to Naong (2007:283), created problems that are proving difficult to solve as schools are now dealing with various serious disciplinary problems.

As a way of dealing with negative behaviours in a positive way, the Department of Education wrote a booklet called “Alternatives to corporal punishment: the learning experience”. This document states that corporal punishment was abolished because “violence begets violence...it provokes aggression and feelings of revenge and leads to anti-social behaviour” (Department of Education, 2000:7).

According to Marais and Meier (2010:41), this booklet was not helpful because it consisted of theories that could not be practically implemented, hence the escalating problems of discipline in South African schools.

### **3.6 CONCLUSION**

It is evident from the above discussions that the relationship between language challenges and behaviour has not been given attention in many countries. Bilingualism has been regarded as a solution to language challenges of immigrants. Language challenges and behaviour problems have been addressed separately from each other.

Assimilation of immigrants into the language and culture of the dominant group has been the main aim of the language programmes that have been developed in various countries. The programmes that have been developed to address emotional and behavioural aspects were generic in nature i.e. they are designed to address the behaviour problems in general, not specifically for behaviour problems that are related to poor language proficiency. It was therefore, necessary to conduct a study to explore the relationship between language challenges and negative behaviour.

In the following chapter I will discuss the methodology used to address the research questions of this study.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1. INTRODUCTION**

In Chapter 3 attention was given to relationships between language, prejudice, discrimination and negative in mainstream schools globally. As a way of delving deeper into the problem being explored, various programmes that were developed and implemented to address the challenges of language and associated behaviour were discussed. The discourses that were discussed revealed the contexts in which educational challenges of language and behaviour among immigrant learners unfolded and how they were addressed in different countries.

In this chapter the research design and methodology used to answer the research question and to realise the aim of the study is dealt with. Due to the nature of the research questions, this study was designed within the qualitative paradigm. This chapter discusses the following: the research paradigm, the research approach, the research design, sampling procedures, the data collection techniques, trustworthiness, ethical considerations and the pilot study.

#### **4.2. RESEARCH PARADIGM**

A paradigm is a person's theory of knowledge which is based on his/her world view. It guides and directs a person's thoughts and actions (Mertens, 2005:7). In research it is a "net" that guides the researcher's choice of methods and interpretations (Neuman, 2006:81; Denzin & Lincoln, 2008:22). A paradigm depends on the researcher's philosophical assumptions.

The features that are considered before designing the research framework are the ontology and epistemology that inform the research (Crotty, 1998:2), the philosophical assumptions underlying the chosen methodology (Brannen, 2005:174; Creswell, 2007:37), the methodology itself and the data collection procedures.

Ontology is the study of being or existence of a particular phenomenon (Crotty, 1998:10). When researchers conduct a study, they seek answers to the reality that they have identified as existent. Researchers seek answers to that reality (knowledge) by means of research questions. How the knowledge is created, acquired and communicated is referred to as epistemology (Scotland, 2012: 9). Epistemology can be defined as “the theory of knowledge that defines what kind of knowledge is possible and legitimate” (Feast, 2010:1). Ontology and epistemology are reflected in the researchers’ choice of the research approach.

This study follows the interpretive approach because it is an exploratory study in which the researcher seeks to understand the world of immigrant learners by associating the meanings they attach to their observable behaviour. The “meaning or significance of a particular action within a particular context” is important in interpretive studies (Wildemuth, 1993:451). The interpretive paradigm is therefore, more appropriate in qualitative research.

### **4.3. RESEARCH APPROACH**

The qualitative research approach is relevant in exploring people’s thoughts, emotions, social interactions and learning processes as they unfold in their contexts. The qualitative researcher’s methods of inquiry and interpretation of findings should take into consideration the themes or/and patterns of meanings that the participants assign as constructed in their own contexts.

The purpose of using qualitative methods in this study was to enable the researcher to investigate the behaviour of immigrant learners with diverse linguistic and cultural backgrounds in the learning environment and the meanings these learners assign to their learning environment. Qualitative research methodology attempts to address the questions why, how and what (Hesser, Biber & Leavy in Sebastiao, 2010:24). This study aims to address the question “how does the language challenge of immigrant children in the Foundation Phase classes of South African schools influence their behaviour in the learning environment?” The study will explore how immigrant learners feel about the language challenges they experience, why they feel the way they do and how their feelings influence their behaviour in the learning environment.

Babane (2003:7) asserts that the way that people experience reality depends on how it is perceived in their social context. Qualitative research methodology is used to explain, clarify and elaborate on people's perceptions of their experiences (Sanjari Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014:27). Bricki (2007:7) maintains that qualitative research methodology aims to understand the perspectives of the participants in a particular situation, explore the meanings they assign to the situation and/or observe the processes involved in that particular situation in depth. The way people experience reality depends the meanings attached to that reality in their social context. This means that perceptions are situational thus it is important in this study to understand the educational contexts of immigrant learners and how they perceive these contexts.

Koerber and McMichael (2008:462) explain that "the purpose of qualitative studies is to offer a 'window-like' or a 'mirror-like' view on the specific situation or phenomenon being studied", in this context, the challenges of immigrant learners in the Foundation Phase. The same challenges can have different meanings in different contexts creating the individual's unique world. The way people respond to challenges therefore, differ according to individuals and their social contexts.

The purpose of using the qualitative method in this study was to enable the researcher to investigate the experiences of the immigrant learner in the South African learning environment as well as how the learner perceives these experiences. Qualitative research methods are concerned with the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of phenomena.

According to Neumann (1997:331), qualitative researchers "...hold that the meaning of a social action or statement depends, in an important way, on the context in which it appears." Qualitative research strategies used in this study helped the researcher to investigate and interpret the language challenges of immigrant learners and how they respond to these challenges of immigrant learners in a South African school context. Devers and Frankel (2000:263) maintain that "the qualitative researcher's task often consists of describing and understanding people and groups' particular situations, experiences and meanings before developing and/or testing more general theories and explanations".

In support of this assertion, Maxwell (2012:658) says that qualitative research methodology is important in education because it provides the educational researcher to understand various circumstances in which education takes place. The qualitative research methodology enables the researcher to get the views of the participants involved in the study by getting “immersed” in their situation because he or she directly interacts with them thus enabling the researcher to observe some additional realities that are not articulated by the participants.

Qualitative research method in this study enabled the researcher to get the views with regards to the challenges that influence the behaviour of immigrant learners who cannot speak the language of teaching and learning in the Grade 3 level of the Foundation Phase. The relationship between language and other aspects of child development was explored. The findings reported would enable the researcher to recommend a strategy that can be implemented in the Foundation Phase to improve the learners’ language learning and promote positive behavior.

The researcher should gather appropriate, valid and reliable data by following a specific plan (Given, 2008:827). This plan is what is referred to as a research methodology. This study uses qualitative methods because it has been designed within the constructivist theoretical framework. The researcher, who views the world through a constructivist “lens”, believes in “pluralistic, interpretive, open-ended, and contextualized perspectives” and is sensitive to people and places involved in the study (Creswell & Miller, 2000: 125). The case study design has been used within the framework of a qualitative approach.

#### **4.4. RESEARCH DESIGN**

A research design is a guideline developed by the researcher to show how the study will proceed in order to answer the research questions (Given, 2008:827). The research design is determined by the research questions and should show the study procedures as the study unfolds (Harwell, 2013:148). The details include selecting the research site, the research methods, the data collection techniques and the participants capable of yielding information that will answer the research questions. A research design describes a flexible set of guidelines or features that connects theoretical paradigms of inquiry to strategies of inquiry and methods for collecting the relevant data (Denzin &

Lincoln, 1998:23-29). In this study, a case study has been used in order to collect data that will address the research questions.

The concept “case” refers to a bounded system or any unit of research that can be defined as coherent (Yazan, et al, 2015:139). A case study should have a “case” which is the object of study. “The ‘case’ should be a complex functioning unit... investigated in its natural context with a multitude of methods, and be contemporary”, according to Johansson (2003:14). Cases can be specific individuals, specific events, processes, organisations, locations or periods of time (David, 2006: 40 - 45).

According to Bromley (in Zucker, 2009:1), a *case study* is a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest”. The aim with a case study is to investigate real life events in their natural settings, i.e. contexts (David, 2006:43). According to Wallen and Fraenkel (1991:42), case studies are conducted in order to obtain knowledge about the characteristics, actions, ideas and other attributes of an individual or group of people.

It gives the researcher an intimate familiarity with people’s lives and cultures (Babane, 2003:7). The findings from the selected schools will give a broader understanding of the cultural contexts that underlie the challenges of immigrant learners in the selected schools. This is a case study of immigrant children attending schools in Pretoria central in the Tshwane North district. Immigrant children attend various schools throughout the Gauteng Province however this study will be limited to three schools in the Tshwane North district.

The case study approach in this study enabled the researcher to understand what characterizes the relationship between language and behavior of immigrant learners in the Foundation Phase; the perceptions of learners about their challenges as immigrants; and the way they react to the challenges. The case study enabled the researcher to obtain patterns in the participants’ perceptions and actions in relation to their contexts. Neuman (1997:331) maintains that in a case study, the researcher should “look for patterns in the lives, actions and words of people in the context of the complete case as a whole”. The patterns identified enabled the researcher to explore the life world of an immigrant learner in a South African school as he/she explains it. The explanations involve meaning, and the attribution of meaning is attached to

people's subjective interpretations and intentions. The researcher should understand meaning as assigned by the participants, from the participants' vantage point.

In case studies where the researcher elicit patterns of perceptions from the participants, small samples should be used because in large groups, the participants could feel uncomfortable to share their thoughts, opinions, beliefs and experiences (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009:3). It is for this reason that small samples were used in this study.

#### **4.5. SAMPLING PROCEDURE**

The sample was selected on the basis of the context as adherence to the case study approach that this study has taken. Sample selection should be diverse enough to represent the characteristics known to exist in the population or phenomenon being studied (Seawright and Gerring (2008:295; Koerber & McMichael, 2008:464).

Sampling in this study was purposive because the population from which the sample was selected had particular characteristics that would answer the research questions. Purposive sampling allows access to sensitive information and is often used when small samples are studied (Gledhill et al., 2008:84). Latham (2007:9) defines *purposive sampling* as selecting a sample on the basis of one's own knowledge of the population, its elements, and the nature of your research aims.

In purposive sampling, the selection of a sample should be based on particular characteristics that are of interest to the researcher (Guarte & Barriers, 2006:277). Particular characteristics that determined the choice of the sample were the citizenship status of the learners (immigrants), mainstream schools admitting these learners on a yearly basis (frequency), the grade (Grade 3) and the phase the learners are in (Foundation Phase).

The sample was selected from a population of 65 immigrant Grade 3 learners from three Model C schools in the City Centre of the Tshwane North district where a lot of immigrants live. Sixteen participants per school were selected. A total of 48 participants were selected from 3 schools. The schools that were selected have immigrant learners whose families come from various countries across the world with many of them coming

from African countries. The selected schools and learners therefore, have the characteristics that are of interest to the researcher in this study.

Three Model C schools which met the above-mentioned selection criteria were selected from the Pretoria City Centre in Tshwane North District to participate in the study.

For purposes of triangulation, twenty four Foundation Phase teachers from these schools were also selected to participate in the study. Teachers were interviewed in order to identify patterns that could further clarify the patterns identified from the learners' responses.

I selected eight participants per focus group because eight is the suggested maximum number of a focus group (Onwuegbuzie et al., 2009:3). I therefore, wanted to get as many diverse responses as possible from homogenous groups that would yield enough data to enable me to address the research question. A focus group should have between six and eight participants to be able to have effective discussions and share information in an environment where participants do not feel threatened, judged or ridiculed by others in the group (Hennink, 2007:6). A group of more than eight participants is likely to present many group dynamics that the researcher might have difficulty in managing.

The determining characteristics in the selection of these focus groups were as follows: Model C mainstream schools which have been admitting immigrant learners in the past five years on a yearly basis (frequency); citizenship status of the learners (immigrants); local learners in mainstream classrooms with immigrant learners to; and the grades of the learners (Grade three). Grade three learners (even those who could not speak English in the previous years) were selected because they were more fluent in English and articulate to be able to communicate their thoughts and feelings than the learners in the preceding phases.

The selected participants should have individual characteristics that will yield answers to "necessary questions about a certain matter or product" (Latham, 2007: 9). The question to be answered was: "How does the language challenge of immigrant children in the Foundation Phase classes of South African schools influence their behaviour in the learning environment?" This study was aimed at establishing how poor language

proficiency among immigrant learners influence the behavioural patterns in the selected foundation phase classes.

In order to elicit the patterns that would address the research question, various data collection procedures were used.

#### **4.6. DATA COLLECTION TECHNIQUES**

According to Johnson and Christensen (2004:191) *data collection* is the procedure that an investigator uses to physically obtain research data from the selected research participants. The data was collected by using various methods to check convergence, which increases the credibility and reliability of the findings. The use of various methods is referred to as 'triangulation' (Van Staden, 2010:37).

Triangulation was done to ensure the reliability and validity of the study. The questions that were asked in the research schedules were aimed at exploring the influence of the language of immigrant children on their behaviour.

Jonsen and Jehn (2009:125-126) define *triangulation* as "the usage of multiple data collection methods, documentation of different perspectives on the phenomenon under study, and repetition of data collection" in order to cross-check the validity of the results. According to Altrichter, Posch and Somekh (2005:115), triangulation "gives a more detailed and balanced picture of the situation" and brings out contradictions which are often hidden in situations." Triangulation makes the interpretation of data more valid. The purpose of triangulation is therefore, to increase confidence in the findings (Heale & Forbes, 2013:98).

For triangulation purposes, the data in this study was obtained from observations, focus group interviews, individual interviews and artefacts.

##### **4.6.1. Observations**

Marshall and Rossman (1995:79) define an *observation* as "the systematic description of events, behaviours, and artefacts in the social setting chosen for study". The researcher immerses himself/herself in the data (Kawulich, 2005:2) to obtain

information that will enable him/her to describe phenomena and provide a picture with regards to the context (Erlandson, Harris, Skipper, and Allen, 1993: 177). These observations should be non-judgemental and provide concrete descriptions of the phenomena. Observations help to validate the data collected and improve the quality of the interpretations and the development of new research questions (DeWalt & DeWalt, 2002:8). Field notes of the observations were taken in order to triangulate with the data collected through interviews and artefacts. Observations gave me a broader picture of the patterns that emerged during the focus group interviews.

While at the schools, I observed communicative and interactive patterns among the learners on the playground and in the classroom as well as between the learners and the teachers on the playground and in the classrooms.

The observation schedule was as follows:

- Which languages are learners using to communicate with each other in the classroom?
- What strategies do the teachers use to support the immigrant learners with language challenges in the classroom?
- Which languages are learners using to communicate with each other on the school playground?
- What behaviours do immigrant learners manifest in the multicultural classroom?
- What do the teachers do to deal with behaviour problems in the classrooms?

#### **4.6.2. Focus group interviews**

Another data collection technique used was the focus group interviews. According to Wilkinson (2004:177), a focus group interview is “a way of collecting qualitative data, which essentially involves engaging a small number of people in an informal group discussion (or discussions) focused around a particular topic or set of issues”. These issues are carefully planned beforehand and discussed in a group setting designed to elicit the participants’ perceptions on a particular defined area of interest in an environment that is “permissive” (Krueger, in Kingry et al., 1990:123) and non-threatening (Krueger & Casey, 2000).

In such group settings, the participants are encouraged to and share their views and experiences. In a focus group setting, it sometimes happens that some participants previously held different perceptions from the other participants in the group, but change those perceptions during the group interview because of the synergy, also referred to as “group effect” that prevails in focus group interviews (Carey & Smith, 1994:123; Onwuegbuzie et al., 2009). Given (2008:829) maintains that a group interview makes use of the synergistic energy of the group to encourage the participants to share their views and experiences. This implies that the researcher should carefully observe the group dynamics that emerge during the interviews that could be of significance to the study. Group norms, group meanings and group processes are essential components of focus group interviews because they yield patterns of thoughts that address the research question (Bloor, in Barbour, 2009:133).

The aim of the focus group interviews is to obtain data by means of collective discussions (Kamberelis & Dimitriadis, 2013: 19) which will answer the research question. These collective conversations help the researcher to describe and understand the interpretations and meanings assigned by the participants to their experiences or perspectives (Liamputtong, 2011:5-6). The researcher obtains information about “attitudes, behaviour, opinions or perceptions” from these conversations by encouraging and probing various responses from the group (Hennink, 2007: 6). The researcher is looking for patterns of perceptions from the multiple voices that emerge from the interactions of the group rather than individual perceptions.

In this study focus group interviews were intended to find out the language challenges that influence the emotional and social development of immigrant learners. The interviews would enable me to understand how the learners perceive the challenges. The following table indicates how the participants for the focus groups were selected.

**Table 3: Focus groups with learners**

School	Focus Group 1		Focus Group 2		Total
	Immigrant Girls	Immigrant Boys	Mainstream Girls	Mainstream Boys	
A	4	4	4	4	16
B	4	4	4	4	16

C	4	4	4	4	<b>16</b>
<b>TOTAL</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>48</b>

Table 4.1 shows that two focus groups of learners per school were selected. Each group consisted of eight immigrant learners and eight local learners. Local learners were selected for triangulation purposes. As explained in 8.6 paragraphs 6 above, the recommended maximum number of participants in a focus group is eight. A total of sixteen learners were chosen per school. The total of the research learners was 48 as mentioned previously. These learners were selected from a population of 65 Grade 3 immigrant learners from three Model C schools in the Pretoria City Centre as mentioned before. Each focus group consisted of four boys and four girls. In both immigrant learners and local learners' focus group interviews, boys and girls were combined and interviewed together. The combination of both boys and girls was done in order to determine whether gender was an issue worth noting in their communicative patterns.

In all the schools, the immigrant learners were separated from local to ensure homogeneity. Homogeneity in focus group interviews means that participants should also share common characteristics such as social and cultural background, socio-economic background, citizenship status and school grade level.

**Table 4: Focus group interviews with the teachers**

<b>School</b>	<b>Teachers</b>
A	8
B	8
C	8
<b>TOTAL</b>	<b>24</b>

Table 4.2 shows that eight Grade 3 teachers were selected per school. As indicated in 4.5, I decided on eight participants per school therefore a total of 24 teachers were selected.

The selected teachers were all Foundation Phase teachers. Both male and female teachers were invited to participate in this study however, it emerged that only female teachers were teaching at the Foundation Phase in all the selected schools.

The focus group interviews questions are presented in the appendices as follows: Appendix I: Questions for the immigrant learners; Appendix II: Questions for the local learners and Appendix III: Questions for teachers. The focus group interviews were audio-recorded and transcribed (appendices J-W have significant quotes from the transcriptions).

In order to ensure validity of the focus group findings, one-to-one (individual) interviews were also conducted with school principals in order to obtain additional information on the patterns that emerged during the focus group interviews.

#### **4.6.3. Individual interviews with the principals**

Individual interviews are used by qualitative researchers to obtain individual perceptions and experiences of the phenomenon being investigated (DiCicco-Bloom & Crabtree, 2006:315). According to Barbour (2009: 134), *interviews* are a “golden standard” of qualitative research because they provide an environment of in-depth exchange of ideas among participants. Focus group interviews are more valid when used together with one-to-one interviews because individual interviews highlight and clarify patterns that the researcher has identified from the focus group narratives. The researcher can follow up on an individual’s ideas after the group interviews when she needs additional information on the pre-defined themes.

Individual interviews were conducted to enable the researcher to obtain more data about the context in which the findings from the focus group interviews and observations unfold, as well as to verify some of the data collected from artefacts, observations and focus group interviews. The interviews with principals were also audio-recorded and transcribed).

The following questions were asked to principals:

1. What does your school policy say about the language that learners should use on the playground and in the classroom?

Probing question: Could you please explain the instructional improvisation or mechanisms your school has in place to support immigrant learners who cannot speak any of the South African languages.

2. How often do you get reports of disciplinary problems involving immigrant learners on the playground and in class?

Probing question: Are the patterns and frequency of disciplinary problems for immigrant learners different from those of the local learners?

3. How do you handle negative behaviour in your school?

In order to further strengthen the validity of the findings from the interviews, it became necessary to view artefacts which could also assist me in understanding the context in which the challenges that have been revealed occur.

#### **4.6.4. Artefacts**

Artefacts are documents and other objects that can be used in research because of their relevance in addressing the research question and/or adding data to the findings (Devers & Frankel, 2000:268). In order to triangulate the findings from the observations, focus group interviews and interviews, various policy documents and teachers' teaching sources were studied.

The Department of Education documents that I viewed included Education White Paper 6, The Language in Education Policy, Curriculum and Assessment Policy Statement Grades R-3, Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy Statements as well as All the Cattle in the Kraal: An overview of Umalusi's research. At school level, I looked at the school policies and the teaching resources teachers use to support English second language speakers.

While preparing the research schedule for data collection, issues pertaining to trustworthiness were taken into consideration.

#### **4.7. TRUSTWORTHINESS**

The usage of various data collection techniques was to ensure that the data collected is trustworthy. It is imperative that research data shows evidence of "trustworthiness" (Golafshani, 2003:601), credibility and defensibility (Johnson, 1997:283) of the findings. This means that the data is reliable and valid. Joppe (2000:1) defines reliability as, the extent to which results are consistent over time and accurate in representing the total

population under study. If the results of a particular study can be reproduced under similar methodologies, then the results are considered to be reliable.

In order to ensure that the results of this study are reliable, questions prepared for observation schedule were similar to the questions that were asked the immigrant learners, the local learners, the teachers, and the principals. Reliability and validity usually go hand in hand in qualitative research. Validity refers to the accurateness reflected in the data (Noble & Smith, 2015:34). In this study, the interview schedule was designed in such a way that it yields relevant answers that address the research questions.

Another important aspect to bear in mind when designing the research schedule is that the schedule and the data collection process should adhere to research ethics. Ethical considerations are important in qualitative research because qualitative studies involve human beings who are sharing information, some of which is sensitive. The thoughts and feelings the participants share ought to be respected. In this study, ethical issues were taken into consideration.

#### **4.8. ETHICAL CONSIDERATIONS**

Issues of ethics should to be taken into consideration by the researcher in any kind of study because even if the researcher is honest and has good intentions, the potential for the rights of participants to be violated is still prevalent ((Van Staden, 2010:58; Bless, Higson-Smith & Kagee, 2006:139; Langford, 2014:54). It was important to take into consideration the ethical issues because the investigation involved learners in the Foundation Phase who are still in early childhood stages. The study dealt with sensitive emotional issues that could evoke negative feelings among participants. Steps were therefore, taken to ensure that ethics are upheld.

The first step that was taken was to obtain ethical consent from UNISA (ethical consent number 2013 August/633 433 4/CSLR). Appendix B shows the ethical consent certificate. After the consent was granted, ethical considerations were upheld during the interviews and data analysis.

Ethical considerations have been adapted from the principles of ethical research, as explained by Bless et al. (2006:141-146). They include informed consent, autonomy, beneficence, anonymity and confidentiality, justice and non-maleficence.

#### **4.8.1. Informed consent**

Langford (2014:54) asserts that permission is needed from all the participants and the parents or guardians of the participating learners. Letters requesting permission to conduct the study were sent to the Gauteng Department of Education to request permission to access the schools (appendices I and II); the school principals (appendix III) and the parents (appendix IV). After the consents were given, I contacted the school principals, who provided me with a contact person (HOD in all the three schools). These HOD's helped me in identifying the learners who could at least speak English, although some of the immigrants were still struggling to construct correct English sentences.

Child assent forms were also given and explained to the learners whose parents had to give permission for the learners to participate in the study (see appendix V). The consent letters asking for permission to participate in the study assures the participants of their freedom of participation in the study so that they do not feel obliged to do so.

#### **4.8.2. Autonomy**

Autonomy is also referred to as 'the freedom principle' (Langford, 2014:54). Participation in this study was voluntary. This means that participants were not physically or psychologically forced to participate in the study. All the consent letters that were sent to the Department of Education, the principals, the parents and the teachers, as well as the child assent forms clearly stated that all the participants have a choice to participate or not to participate in this study. The freedom to withdraw from the study at any level should be clearly stated to the participants (Josselson, 2007:543). The consent letters explained clearly that the participants can withdraw from this study at any time (appendices I-V).

The researcher also explained how the participants would benefit from the study. The principle of beneficence is therefore also important.

### **4.8.3. Beneficence**

This is also referred to as 'the beneficial principle' (Langford, 2014:54) because the researcher should state ways in which the participants will benefit from the study. The strategy that would be suggested in Chapter 6 as part of this study would help the teachers in dealing with behaviour related to poor language proficiency in multilingual and multicultural schools.

The learners would also eventually benefit from the suggested strategy because it would help in alleviating discrimination and promote the spirit of tolerance, unity, empathy, love and respect for one another's cultural norms and values, thus creating a healthy learning environment for all children.

In order to protect the participants' identities, the researcher should keep the participants anonymous and the information confidential.

### **4.8.4. Anonymity and confidentiality**

According to this principle, researchers should protect the dignity integrity of the participants and their continuous relationships with the people they mention during the interviews, especially in cases where the mentioned people are in close relationships with the participants (Josselson, 2007:554).

Issues pertaining to anonymity and confidentiality were clearly stated in the consent letters, respected throughout the investigation and adhered to during the transcriptions of the recorded interviews. The possible risk for teachers in this study were that learners could use this as an opportunity to report teachers and peers they considered unpleasant and put their reputation at stake. This risk was minimised by ensuring that pseudo names were used for both the participants and other people whose names were mentioned during the interviews. Audiotapes were destroyed after the transcription phase. Schools were referred to as School A, School B and School C.

All schools and participants were treated equally and fairly.

#### **4.8.5. Justice**

The 'justice principle' (Langford, 2014:55) guides researchers on issues pertaining to equality and fairness. All the participants in this study were respected and treated equally. There was no discrimination on the basis of race, tribe, country of origin, culture and gender. The researcher was not biased, whether negatively or positively towards any of the participants and participating institutions. Objectivity was therefore, maintained throughout the study.

#### **4.8.6. Non-maleficence**

This is also referred to as the principle of 'no harm' (Sanjari et al., 2014:27). The researcher was the aware of potential harm that the study might cause the participants.

At the planning phase of the study and during the interviews, caution was taken that the participants may possibly get upset when narrating their experiences. A psychologist was organised on pro bono basis to contain the feelings of the participants who could possibly be affected. This arrangement was also stated in all consent letters (appendices I-V). There was however, no physical or psychological harm to any of the participants in this study.

### **4.9. PILOT STUDY**

In order to establish the feasibility of this study, a pilot study was conducted by means of focus group interviews. A pilot study is a short trial study done before the main study in preparation for the intended main study (Unisa Institutional Repository, 2016: 256).

Van Teijlingen, Hundley, Rennie, Hundley, and Graham (2001: 290) advise researchers that pilot studies help to identify possible challenges in conducting the study and to enable the researcher to expect and plan for contingencies.

Focus group interviews were used in order to enable the participants to share their perceptions on a particular defined area of interest in an environment that is "permissive" (Krueger, in Kingry, Tiedjie, & Friedman, 1990: 123) and less threatening (Krueger & Casey, 2000).

In these interviews, the teachers were asked to state the challenges that they experience with regards to the inclusion of immigrant learners in the classrooms. The responses of the participants in these interviews indicated that the study would be feasible (see 5.1.). From the pilot study, it became evident that teachers teaching in multilingual classrooms were indeed experiencing challenges with regards to teaching learners who cannot speak English or any other South African language. Group interviews also proved to be feasible because as they were sharing their experiences, I observed that there were some individuals who felt it safer to build on statements that were made by their colleagues. It therefore, followed that group interviews could also help participants who are introverted or afraid to state issues they regard as sensitive, to also open up.

The research questions and procedures discussed in this chapter were therefore, also informed by the findings of the pilot study.

#### **4.10. CONCLUSION**

This chapter explained the methodology used in this study. The study used a qualitative paradigm and a case study approach. The data were collected using observations, focus group interviews, individual interviews and artefacts. The sampling procedure was also explained. Lastly, the ethical considerations were presented.

In the next chapter the researcher will discuss the methods of data analysis and will present the analysis and discuss the findings.

## CHAPTER 5

### REPORT ON THE RESEARCH FINDINGS, THE DATA ANALYSIS, AND DISCUSSIONS

#### 5.1. INTRODUCTION

In Chapter 4 the methodology used in this study was explained. The pilot study conducted prior to the investigation was also indicated. The responses from the pilot study included among others, challenges with regards to the immigrant learners' withdrawn behavior in the classroom, poor language proficiency and reluctance to interact with local learners. The teachers also shared their experiences, frustrations and coping strategies. These responses would later inform the research schedules and procedures followed in this study.

This chapter reports on the findings of the study and the data analysis methods used to answer the research question: How does the language challenge of immigrant children in the Foundation Phase classes of South African schools influence their behaviour in the learning environment?

The discussion that follows will focus on the aim of this study which is to establish how the language challenges of immigrant children influence their behavioural patterns in the Foundation Phase of South African schools.

#### 5.2. DATA ANALYSIS AND REPORT

In this study, the thematic analysis approach of qualitative research methods was used. A *theme* can be defined as “a pattern in the information that at minimum describes and organises the possible observations and at maximum interprets aspects of the phenomenon” (Boyatzis, 1998:161). The patterns are “common threads” (Morse and Field, 1995: 139-140; Willig, 2013: 58) that emerge from data collecting instruments such as interviews, observations, questionnaires and artefacts that answer the research question. Thematic analysis was appropriate for this study because it enables the researcher to analyse data both inductively (according to themes that emerged) and

deductively (according to predefined themes) (Fereday and Muir-Cochrane et al, 2006: 83).

Predefined themes were designed and coded. Predefined themes are themes or patterns that have been constructed beforehand (Silverman, 2006: 223–240) that the researcher expects to find in his/her investigation. The themes are based on the researcher's prior information with regards to the issue being explored (King, Bell, Martin and Farrell, 2013: 1). I identified and coded the themes because these themes would help me to look for particular common patterns in the observations, interviews and documents.

Atlas.ti. was also used to help in analysing transcriptions of the recorded interviews (see appendices J-W for significant parts of the transcriptions). Atlas.ti is a qualitative data analysis (QDA) software which is a useful technological tool in assisting researchers, particularly in the social sciences to analyse their findings by creating data sets from the text.

The analytical processes involved in the QDA are transparent and replicable (Hwang, 2008:521; Evans, 1996:269-279). Data sets are created from the parts of the texts (direct quotations) that are copied and pasted under the created codes in the software because these sets consist of information or themes relevant to the predefined codes (Paulus, Woods, Atkins & Macklin, 2014:164).

This software was particularly relevant for this study because it gave me guidance in creating data sets and helped me organise my data according to the relevant codes. Atlas.ti also gave me confidence in my analysis of the data I obtained from observations and artefacts because I used similar predefined codes to the codes created on the software.

Atlas.ti does not take away the duties of the researcher to read the data thoroughly and identify themes that relate to the research questions of the study. I therefore, also read the data thoroughly in order to identify new patterns that could have emerged from the participants' responses.

As discussed previously the questions that were asked in all the research schedules were aimed at exploring the influence of the language challenges of immigrant children on their behaviour.

The predefined themes were as follows:

1. Classroom languages
2. School ground languages
3. Immigrant learners' classroom behaviour
4. Immigrant learners' school ground behaviour
5. Teachers' language support strategies
6. Teachers' handling of negative behaviour.

### **5.3. RESEARCH FINDINGS**

Before the findings are presented, it is necessary to give a brief background with regards to the schools that participated in this study.

#### **5.3.1. Background of the schools**

The data were collected from Grade 3 classes of Model C schools in the suburbs of Pretoria. These are schools that admitted only white children prior to the democratic government established in 1994. These schools now admit children from all races and many of the schools are situated in the City Centre, a district referred to as Tshwane North. Immigrants' children are also admitted in these schools because many immigrant families settle in the city centre for business purposes.

As discussed in Chapter 1, English is the language of communication and learning in these schools. In the three schools selected for this study, the children are not allowed to speak any other language except English in the classroom and on the school ground. The teachers in these schools also come from different races, cultures and languages.

The following are the findings from the research schedules.

### 5.3.2. Observations in the Grade 3 classes

Observations done in the classrooms were participatory.

#### *The languages used in the classroom*

In the classrooms where the observation took place, all the learners were communicating in English. Those learners who were not yet fluent in English were reluctant to participate and did not raise their hands when questions were asked. Learners were also paired according to their home languages for code-switching purposes. Immigrant learners were allowed to help others to understand the lesson by explaining it in their home languages what was being said. I also observed that there were immigrant children who speak French and Portuguese who had difficulties in speaking English.

I also observed that some of the teachers did not know which special efforts to make to ensure that all the learners understood what was being said. This observation is also similar to what I observed during the pilot study. The problem is that children whose first language is not English, may find it difficult to understand the content in all the subjects. My contention is that teaching should take into consideration the learners' level of proficiency in English when using the language as a medium of instruction and develop learning resources and teaching methods suitable for the learners' proficiency level. Poor language proficiency could cause frustrations which could result in negative feelings and behaviour such as anger and withdrawal from participation. The learners' anger could be displaced to other people, especially their fellow learners outside the classroom. Withdrawal from participation could result in loss of interest in schooling and result in learners dropping out of school.

Lack of participation by the second language speakers could also challenge teacher-efficacy. Negative teacher-efficacy could lead the teachers to either ignore developing strategies to assist these learners or to manifest negative behaviour such as scolding towards them. According to Vygotsky (1978) teachers play an important role in the learners' because they are mediators in the learner's learning processes. If the teachers experience negative self-efficacy in terms of language teaching, they are likely to manifest negative behaviour towards learners who have language challenges.

From these observations, I conclude that immigrant learners' language challenges contribute to their cognitive and behavioural inhibition, hence withdrawal from participation in learning activities. Poor participation also inhibited them from social interactions in the classroom, which a Foundation Phase child needs for cooperative learning and forming friendships.

Classroom observations were followed by observations of the learners on the playground during break.

### *The languages used on the school grounds*

I observed that when learners are on the playground they tend to group themselves according to their home languages. From the clarification I got from some learners, those who were not conversing in English were immigrants and some South African children who had just arrived from the rural areas. This means that besides immigrant learners, there are also local learners to whom English is a second language. The challenge of teaching English second language speakers in English therefore, is broad. Many English second language learners in these schools speak their home languages outside the classrooms, keeping the company of their language in-groups. My contention is that English second language learners experience foreign language anxiety (FAL) which they try to cope with by playing with children who speak the languages they are comfortable with. Foreign language anxiety is a feeling of tension and worry associated with fear of performance in listening to, speaking and learning a second language (Liu & Jackson, 2008: 71; Humphries, 2011: 66). As explained in Chapter 1 paragraph 17 of subheading 1.2. on page 8, foreign language anxiety can inhibit second language speakers from learning the second language successfully because of lack of self-esteem associated with their perceived deficiencies.

From my observations, it was evident that the children were communicating in various languages despite the school rule that stipulates that they must speak only English on the school premises and that should they be found speaking any other language they would be subjected to disciplinary actions. Some learners were however, code-switching when they mixed and played with learners who speak languages different

from their own. It therefore emerged that poor language proficiency affect the children's social interactions and their formation of new friendships.

### *The immigrant learners' behaviour in the classroom*

Immigrant learners showed lack of confidence and sometimes frustration when the teacher invited them to attempt answers. They would often express shyness by looking down or looking at their classmates sitting next to them as if they expected them to tell them what to say or to respond on their behalf. The local learners and the immigrant learners who were fluent in English were dominating the classroom activities. In schools B and C, some teachers also appeared to avoid asking the immigrant learners questions, probably as a way to avoid embarrassing the learners or to save themselves from being judged as inadequate.

In school A the teacher seemed confident in teaching the immigrant learners because she often reached out to them. At the end of the lesson, she also explained the strategies she was using to me, on how she copes with language challenges in her classroom. Immigrant learners were also free to attempt answers although some of them were still reluctant to answer questions.

In School A, three classes were observed. The learners in one class interacted very well with each other in the classrooms, which could be an indication that the teacher's attitude in dealing with challenges promotes a positive learning environment. They were sometimes grouped together to discuss questions and each group appointed a spokesperson who would report back the collective group answers. Co-operative learning was evident, although domination of group discussions by local learners was also observed in this class. In this classroom, I observed that the learners were participating more very actively than the other two classes. Learners in this class also manifested a positive attitude towards each other. All the learners were free to ask questions and/or seek clarity regarding the instructions given. There was also freedom of movement among learners to the teachers' desks to fetch stationery such as pens, pencils, crayons and erasers that the teachers keeps in bulk on her table.

In school B, the classroom atmosphere appeared to be tense and there was less communication among learners. The teacher emphasised that they must "keep quiet

and listen” and “keep quiet and do the work” given. The teacher emphasised individual work and no group work was evident during my observation period. This could be a manifestation of lack of skills in classroom management. It is therefore in order to conclude that the teacher would not know how to deal with challenges of multilingualism in her classroom. Negative self-efficacy could therefore, be the result. In the classroom I observed in School C, co-operative learning was not evident, an observation similar to that in School B. Interaction among learners was therefore, inhibited.

From these observations, I concluded that the teachers were not equipped to deal with learners who have language barriers. Some teachers resort to a *laissez faire* manner of teaching where they do not attempt to make any effort to support the immigrant learners.

#### *The immigrant learners' behaviour on the school grounds*

I observed that in the playground, some immigrant learners were comfortable to mingle with the local children, but this was often only for a short period. While I was observing the learners at play, I found that the immigrant learners often withdrew back to their language 'in-group' probably because they felt more secure and enjoyed playing with children with whom they can communicate fluently. The teachers were also present to monitor the learners while they were playing during break. The teachers however, did not move around among the learners. They were instead watching the learners from the school verandas or from under the trees.

In all the three schools, I saw that the teachers took turns, according to the timetable, to monitor the children while they were playing outside during break. It was evident that they were unable to monitor all the learners' patterns of communication and behavior. They were only staying in one spot seemingly waiting to identify conspicuous unacceptable behavior, especially bullying. This means that there were a lot of interactive patterns among the learners that the teachers were unaware of unless the learners reported the unacceptable behaviour. From these observations, I came to the conclusion that the learners' communication patterns on the playground were of less importance to the teachers compared to the classroom communication patterns. This means that the teachers did not see the relationship between classroom and outdoor behaviour in the learning environment. Teachers' therefore, could not identify negative

behaviour such as ostracisation that I observed on the playground. It is difficult to identify behaviour such as ostracisation and teasing if one is not close to the learners.

### *The teachers' language support strategies in the classroom*

I observed that code-switching was used as a teaching strategy in School A. Those learners who had not yet mastered English as the LoLT were paired with their peers who had a good command of the language in order to read together. In all the three schools, many pictures were used to assist with reading. Pictures and posters were also pasted on the walls. School A also had various objects, including plastic bottles, empty cans, marbles and kitchen utensils that were used as additional learning materials to help with expanding the learners' vocabulary, and with creating stories.

I observed that the teachers made more of an effort to support immigrant learners in School A than in the other two schools. The teachers in School A indicated a willingness to help the learners by giving them individual attention when needed. The teachers went to the learners' desks when they asked for help. The learners were also encouraged to help one another, and the 'we' spirit was inculcated among the learners. This encouraged them to enjoy cooperative learning.

As indicated above, there was no evidence of support strategies for immigrant learners in Schools B and C. The teachers appeared to be helpless about the situation, and teacher-learner interactions were minimal. As a result, the learners were inactive, and looked unhappy in the classrooms. Cognitive inhibition was therefore, evident.

The lessons in these schools were teacher-centred, and as a result no effort was observed to encourage the learners to learn co-operatively, which could assist in fostering respect and care among the learners. Co-operative learning could also help to build positive self-esteem and a sense of belonging among the immigrant learners, which could result in the alleviation of negative behaviour, such as bullying, teasing, isolation and withdrawal.

In schools B and C, the teachers did not see the relationship between learning a language, social interactions and the learning process in general.

### *The teachers' ways of handling negative behaviour*

The negative behaviour that I observed were refusal and reluctance by the immigrant learners to participate in the classroom, as well as isolation from local learners in the playground. Refusal to respond is usually manifested through silence and it could be an indication that the child is rebelling. Reluctance stifles social interactions with other learners and denies them the opportunity to form friendships with and learn from their peers. It further exacerbates a low self-esteem, isolation, suspicion and bullying among the learners. A low self-esteem results in poor relations with the self (intrapsychic relations), which often results in poor relations with the other learners (interpsychic relations), perpetuating a vicious cycle of negative behaviour. The teachers were also not aware of the relationship that exists between language barriers, psychosocial wellbeing and learning. The language challenges of immigrant learners therefore, do influence their psychosocial functioning.

From my observations, it became clear that the teachers understanding of unacceptable behaviour is that there should be visible aggression or physical attacks. This was the kind of negative behaviour they were monitoring the children for on the playground.

For purposes of triangulation and in order to get a deeper understanding of how poor language proficiency influence behaviour, focus group interviews with the immigrant learners, the local learners and the teachers were conducted in the schools.

The star sign (\*) shows that the name used is a pseudonym to protect the participant's identity.

#### **5.3.3. Focus group interviews with the immigrant learners**

Although eight immigrant learners and eight local learners were selected per school, only three immigrant learners and six local learners participated in this study in School C. The school principal explained that the parents of the immigrant learners at his school were reluctant to permit their children to participate because most of them came to South Africa illegally as a result, they do not trust anyone who is not a member of the school community to talk to them and their children for fear of deportation.

This means that a total of nine instead of sixteen learners from School C participated in this study. In schools A and B all sixteen the learners participated in the study.

The following are findings from the recorded interviews.

### *The languages used in the classroom*

The immigrant learners reported that they speak English in the classroom because it is the only language that all the learners are allowed to speak except learners who are paired for code-switching.

The findings from the focus group interviews also confirmed my observations that for immigrant learners and some South African learners whose first language is not English, language is a serious psychological barrier to learning and development.

The following is a quotation from one of the immigrant learners.

"Mam, me I know almost everything but the Afrikaans I am failing like stupid. I am not getting it right." [Appendix K has more quotations]

The above quotation shows that the learners in these schools are faced with challenges in respect of not knowing both the LoLT and the second language, which is Afrikaans. It shows that in addition to English, immigrant learners also have to learn another South African language which in these schools is Afrikaans. In School A, attempts to give learners support in learning the language have been reported by the immigrant learners.

The following is a quotation from an immigrant learner.

"...we do raise up our hands and the teacher can come to you and we can, she can even, she can even mention our names and she calls us and then she says what don't you understand and then we say what we don't understand..." [See Appendix K for more details]

From the recorded responses, it can be deduced that in some classrooms, the teachers are trying to cope with the language challenges and make attempts to help the learners. These teachers also encourage the learners to feel free to ask for help. Paired reading and group projects was also mentioned as ways of helping English second language speakers to learn the language. Learners confirmed the observations I made with regards to paired reading and group work in School A.

### *The languages used on the school grounds*

The learners reported that both the immigrant and local learners reportedly tend to switch between English and their home languages on the school ground. The immigrant learners often communicate in English (if they can) with local learners but switch over to their home language when they talk to the children with whom they share the home language. The home languages that were often mentioned in the interviews were Shona which is spoken by Zimbabweans, and French which is spoken mainly by the Congolese at these schools.

“I speak French when playing with Fufu\* and David\* who come from my country but speak English with my other friends...” [Appendix L has detailed examples of verbatim expressions of immigrant children]

It is clear from the interviews that in addition to the eleven official South African languages, there are additional languages that have been brought to the school environment by immigrant learners. Immigrant learners who participated in these interviews have now acquired basic skills in English, hence they are now able speak the language. These are the learners who are able to switch between their home languages and the LoLT on the school grounds depending on who they are playing with at that moment. Code-switching therefore, is carried over to the playground. Code-switching helps the immigrant learners to learn English fast, which could enable them to play with the local learners.

As discussed previously, Vygotsky's social constructivism theory emphasizes that peers also play an important role in the learner's construction of knowledge and skills therefore, communication is important in learning processes. Code-switching is a good strategy to promote communication and positive social interactions among immigrant and local learners.

### *The immigrant learners' behaviour in the classroom*

The children reported that they enjoyed interactions in the classroom but also reported that they are sometimes teased on the basis of their pronunciation and language accent. Local learners reportedly laugh at immigrant learners and imitate them when

they speak. Appearance was also mentioned as an aspect on which immigrant learners they are teased on by the local learners.

With regards to teasing based on appearance, Girly\* said:

"Mam, when I make my teacher angry and or when I swear to someone and my teacher is angry at me. That's all...Mam (pitches/changes her voice tone and facial expression, looking unhappy), because they make me angry and make me feel bad. They say I am fifteen years old like the other boy, his name is Bennet\* she (he) said I am (look) fifteen years old. (Girly looks very unhappy and bitterness and aggression were manifested in her voice and facial expression. This was also evident during the focus group interviews: Defence mechanism) [See Appendix M]

Girly has a very dark skin (usually associated with Africans who are non-South Africans), has a fuller body, and is the tallest in the group. She said that it hurts her when they say she is old because she was only ten years old. This means that the development of the self in relation to others ('I-Thou' relationships) is clouded with negativity for immigrant learners, which could deter their emotional growth and adaptability (Harris, 2008: 370).

Negative responses to interview questions, such as swearing, and frowning, manifest anger resulting from painful experiences. Through follow-up questions, it was also revealed that Girly's aggression towards the children who tease her further evoked more teasing and alienation by the local learners thus causing a vicious cycle of negative relationships with herself and with others.

The importance of the positive 'I-thou' relationships in the learning process is also emphasised in Vygotsky's theory of social constructivism and in Bronfenbrenner's eco-systemic model. Both these theories agree that a child's peers play an important role in his/her learning processes therefore, hurtful social interactions among learners have a negative influence on learning.

Similar patterns of teasing also reportedly happen in the playground.

### *The immigrant learners' behaviour on the school grounds*

The interviews further revealed that although the immigrant learners played with all children, they still prefer the company of the children with whom they share the home

language because they relate well with them. The local children say derogatory things in their own (local) languages which make the immigrant children feel uncomfortable among them. The following quotation is an example:

“I think they just bully generally cos, some of them er, some of them they tease us in their own language. We would like to, to, to (looking emotional) learn their language like Zulu, Xhosa, Sotho and that’s why, that’s what I don’t like while (when) they tease us in their language cos I, I, I also want to, er, to er, to understand their language... I do understand some of their languages (phrases)...like idiot and stupid boy. Ya that’s all.” [Appendix N has other responses of immigrant learners]

As discussed above, language could be the source of discrimination in multilingual school communities around the world (Guan, 2010:184; Rieti, 2012:1) Language is also an integral part of the identity formation (Tajfel, 1970:1) and socialisation processes (Bragg, 1976; Saldana, 2013:228). Language identifies a person as a member of a particular culture and/or ethnic group. Mncube and Harber (2013:6) contend that another form of discrimination or othering that exists in the wider South African society and in the schools is ethnic discrimination. *Ethnic discrimination* is “hostility towards the ‘other’ based on skin colour or cultural differences” (Mncube and Harber, 2013:6). Although all the participants were African children, skin complexion and language differences were also reported as factors that influenced discrimination in the schools.

It is my contention that when people cannot understand what others are saying, they tend to prefer the company of their in-group because it provides them with emotional comfort and security. Isolation from the out-group could result in a vicious cycle of prejudice and discrimination. Prejudice negatively affects information processing in both immigrant and local children’s cognitions, affecting the way they interpret each other’s behaviour. Prejudice and acts of discrimination hinder children from learning social skills from one another.

In response to the research question, namely how does the language challenges of immigrant children in the Foundation Phase classes of South African schools influence their behaviour in the learning environment?, the findings reveal that that language challenges of immigrant learners negatively influence the behaviour of immigrant learners in these schools.

Although some immigrant learners interact well with South African learners on the playground, it was reported that they do not like it when the locals start speaking their home languages which they do not understand. The learners then tend to separate when this happens and group themselves according to their home languages. The following quotation is an example of some of the statements given.

“At school, I have a lot of friends and some of my friends are South African and one of them is there (pointing at the library office where local participants were kept waiting) and this short guy since Grade 1 we are still in the same class until now he is my best friend and by the way his name is Tshetso\* in Zulu and, he comes Kwazulu-Natal and Fufu Nduna\* is a Congolese from my country and David who is also from my country. So, ya, I really like them, I really like to play every time we sit together and eat our lunch all the time”. [Appendix N contains more quotations]

As indicated above, language is a source of the othering kind of an attitude and behaviour which creates a vicious cycle of stereotyping among the learners. Children learn mainly through play. Bullying and discrimination make it difficult for children to play together harmoniously. The vicious cycle is of prejudice and acts of discrimination manifested through bullying and ostracisation are maintained if they are not addressed through the intervention of teachers and parents.

From the participants' responses, I am of the opinion that bullying on the basis of language emerged as a common pattern. The following is an example of some of the statements made by the immigrant learners.

“Girly: Eh, mam, they kick us and start bullying us, calling us mampara whatever, swearing to us.” (Verbal and physical bullying)  
(Appendix O contains more quotations)

O'Connell, Pepler and Craig (1999: 438) define *bullying* as hostile negative behaviour which can be manifested physically or verbally which is done repeatedly and often involves power relations. Mncube and Harber (2013:8) assert that bullying can be manifested in many ways, including “physical violence, threats, name-calling, sarcasm, spreading rumours, persistent teasing, exclusion from a group, tormenting, ridicule, humiliation and abusive comments”. Bullying can be done by physical contact, verbal behaviour such as teasing, scolding and laughing or social manipulation strategies such as gossip, spreading rumours (which are often unpleasant) and exclusion (Mncube & Harber, 2013:8).

As discussed in Chapter 2, when people experience constant negative social interactive patterns such as bullying, they become fearful and constantly become cautious of what is happening in their environment. When this happens, they create mechanisms that will enable them to defend their self-esteem and cope with similar situations (Zambo, 2010: 3-6). Coping strategies can be constructive or destructive. This also shows the close relationship that exists between the child's emotional states and behaviour. In addressing the research question, the responses from the immigrant learners show that their poor language proficiency does have a negative influence on their behaviour. They reported both positive and negative coping behaviour when they are bullied.

The following quotation is an example of what immigrant learners do to try and cope with the negative interactive patterns they experience among their local friends.

“Me mam, when I am sad I’m like banging myself, pulling my hair, pulling my ears... I go to the bathroom and do it...I’m angry, I’m no more talking to anyone. So they ask me ‘are you angry, why are you angry’ and whatever. Then I tell them I am not angry I’m just sleepy.” (self-punishing model) [Appendix P contains more quotations]

In a study conducted by Mthethwa-Sommers and Kisiara in American schools (2015:1), four models of resisting and coping with bullying by immigrant learners were identified. These are the push-back bullying model, the dignity preservation model, the self-punishment model and the external validation model. The ‘push-back’ model involves retaliating either verbally or physically to the bullying. The ‘dignity preservation model’ entails that the victim hides his/her true emotions in front of the bully and vent the anger out in a private space where no-one is watching. ‘Self-punishment’ involves inflicting pain on oneself hoping that the physical pain will lessen the emotional pain. ‘External validation’ is an attempt to reduce the bullying by reporting the bullies to the school personnel or befriending members of the bully's in-group with the hope that the people they have befriended will defend them (Mthethwa-Sommers & Kisiara, 2015: 4-5). In the interviews, patterns of these models were reported, i.e. ‘self-punishing’, ‘push-back’ and ‘dignity preservation’ [Appendix P has more quotations].

The negative coping mechanisms could lead to long-term destructive behaviour of the self and/or others and serious psychopathology if intervention strategies are not put in place. Learners who report positive coping strategies could also be suffering silently and bottling up anger that could be manifested later in their lives. The following is an example of such positive behaviour.

“Mam, sometimes when I feel sad the things that will cheer me up, I just read a book, I just read a book, the book that can cheer me up like Red Riding Hood that is the book that I read the most.” [Appendix O]

Although some of the immigrant learners reported that they do have local friends, it was not clear whether this was a natural friendship that happens between peers at school or an external validation strategy for the sake of protection from bullying. It is also worth noting that the immigrant learners did not mention reporting the bullies to the teachers. This could be an indication of the helplessness that they are feeling that is inhibiting them from taking action. The emotional distance of teachers from the immigrant learners could be the reason why these learners are reluctant to report bullying, and resort to developing their own coping strategies.

Behaviour is usually a result of thoughts and emotions and the relationship between these three factors is reciprocal. Teachers should therefore, be equipped to incorporate the three factors in teaching children in the foundation phase.

#### *The teachers' ways of handling negative behaviour*

The immigrant learners reported that negative behaviour is sometimes punished corporally, although this is against the school policy as stipulated in the South African Schools Act no. 84 of 1995 as amended in 2011 (Department of Education, 2011). The learners also perceived the teachers' role on the playground as that of checking out bullies and punishing them corporally. The following is a quotation from one immigrant learner.

“Sometimes if we, if we are naughty, like let's say someone, like someone bullies us at the play-ground or we, or we the class, like let's say when me and my friends start fighting, both of us will get punished, sometimes they hit us with dusters here (showing the back part of his hand)”. [Appendix P contains more quotations]

Corporal punishment is prohibited in all South African government schools. Defiance of the new policy shows that the teachers are frustrated because do not have the skills to cope with negative behaviour. As discussed in Chapter 3, many of the teachers who are still in the education system were trained during the apartheid era when corporal punishment was encouraged as a way of handling unacceptable behaviour in schools (Dalvit et al., 2009:34). In the current democratic era, some changes were written in

policies but nothing has been done to equip the teachers with new skills and alternatives to deal with unacceptable behaviour.

When teachers hit learners, negative emotions and behaviour become a vicious cycle among learners and between learners and teachers. Interviews with learners confirm my observations when I became aware of the research problem. Under awareness of the problem in Chapter 1, I reported that teachers complained about immigrant learners because they do not have the skills to deal with the new challenges of multilingualism and multiculturalism in the classrooms. These frustrations culminate in negative disciplinary strategies such as corporal punishment. My observations about the teachers' inability to handle negative behaviour reported under 5.3.2. also confirm the deficit in skills among teachers.

From these findings, one can contend that immigrant learners perceive the role of teachers in handling negative behaviour as only punitive in nature. In the learners' understanding, the teachers are on the playground to identify negative behaviour and hit the offenders. This means that positive roles of teacher supervision such as encouraging cooperative play and helping learners are either not prevalent or not communicated to the learners. The learners therefore, tend to interpret and explain social interactions in the school premises negatively. This could imply that they experience the school ground as an unpleasant environment. Playtime therefore, could be frustrating for some learners.

It is also worth stating that corporal punishment was reported by immigrant learners in all the three schools, including in school A where positive classroom interactions were observed and reported. This means that there is a separation of the teachers' support strategies of learners on the playground and in the classroom. It emerges that teachers attach more value to the children's classroom tasks than play on the school ground. It also appears that the teachers do not see a link between the learners' language, emotions and behaviour which is a problem for this study. This means that there is no synergy in teaching academic, emotional and social academic skills for the sake of the learners' holistic development.

It was also necessary to find out how local learners experience the classroom environment. For purposes of triangulation, local learners were asked similar questions to those that were asked the immigrant learners.

#### **5.3.4. Focus group interviews with the local learners**

##### *The languages used in the classroom*

The local learners confirmed what the immigrant learners said, namely that English is the language of communication in the classroom. It also emerged that in addition to giving the immigrant learners individual attention, some teachers give them support by enriching the classroom environment with a lot of learning resources such as pictures, reading corner and concrete objects. The following is what one learners said:

“We find a lot of things in our class. We find posters, we find books, good books in English and our teachers teach us. We learn a lot of things”. [Appendix Q contains more quotations]

The learners in School A reported that those learners who need support in learning English are given extra lessons in the afternoons. The immigrant learners receive additional support in the afternoon classes. In these interviews, code switching by learners also emerged as a strategy that is used to assist immigrant learners. The following are statements from two local learners:

“They go down to extra class mam, to the, English (extra lessons), so that they can learn English.”

“I can write down a letter on the paper and tell them or I talk to them in sign language.” (Code switching) (Appendix Q)

From the last quotation, it is clear that the learners are encouraged to assist one another in the best way they can in the classroom. This means that although negative attitudes and bullying towards the immigrant learners are reported, there is also cooperative learning taking place in the classroom between the immigrant and the local learners. Interviews with local learners confirm my classroom observations with regards to the pairing strategy as reported above. Mediation by peers is also implemented as advocated by Vygotsky.

Language support strategies reported by some immigrant learners were also reported by the local learners, confirming that there is an emphasis on acquiring language proficiency for academic content only. One local learner said that

“We can ask her if we don’t know what she is talking about or if we don’t know understand or if we don’t know where we must write.” [Appendix Q]

There is no evidence of recognition of the other aspects of the learners’ development. The findings furthermore confirm that teachers are mainly concerned with maintaining discipline in the classroom only hence a lot of bullying happens more often than not outside the classroom. This could be an explanation for the positive behaviour being reported more in the classroom than in the playground.

### *The languages used on the school grounds*

Findings from these focus group interviews confirmed that the immigrant learners and the local learners only stick to English in the classroom but speak their home languages on the playgrounds. Learners said that they use their various home languages with the locals communicating mainly in English and Setswana while the immigrants speak mainly Shona and French on the playgrounds. Local learners also shared their unpleasant thoughts and feelings regarding the usage of various languages on the playground. It emerged that the local learners tease the immigrant learners about their foreign languages because they do not understand what the immigrant learners are saying. Local learners also believe that immigrant learners use their home languages to say derogatory things about them. Although this is an indication of foreign language anxiety in respect of both groups, the local learners are not as emotionally challenged as the immigrant learners because the local learners are the powerful in-group in terms of citizenship status. The following is a quotation from a local learner.

“Sometimes they can swear in their language. Like this other girl, yesterday she swore me (swore at me) in her language.” [Appendix R contains more quotations]

It was also revealed that the local learners find immigrants’ home languages funny as a result they laugh at immigrant learners when they are speaking. The following are quotations of what the local learners said.

“Yes mam because sometimes they make their languages very funny like when they are talking they say “Ndqoyi!” (bending down her head and all the learners laughed). (Language and accent-based bullying) [Appendix R has more quotations]

Various forms of bullying exist in schools including, among others, skin complexion, language and accent, clothes and religion and cyberbullying (Mthethwa-Sommers and Kisiara, 2015: 3-4). Language and accent-based bullying emerged as a significant theme in this study. The immigrant learners' limited proficiency in English and their speaking of their native languages render them vulnerable to this kind of bullying.

Interviews with local learners confirmed that the learners use a variety of languages and prefer their mother tongue on the playground and that they do tease the immigrant learners on the basis of their languages.

As seen from the quotations above, teasing often leads to learners grouping themselves according to language in-groups, isolation of immigrant learners and bullying. According to the social identity theory discussed in Chapter 2, anyone who does not belong to the in-group is viewed with suspicion and treated negatively. The notion of ‘othering’ in multilingual schools can be perpetuated, affecting the interactions between the ‘in-group’ and the ‘out-group’. As seen from the above statements by the local learners, immigrant languages are a source of discrimination influencing social interactions between them thereby negatively influencing social interactions between the two groups of learners. It therefore becomes evident from these findings that poor language challenges of immigrant learners do influence their emotions and behaviour.

It is also worth stating that although South African learners speak different languages, most of the South African Black languages share similar language aspects such as vocabulary and structure. Some of the local learners in the Model C schools come from townships where various South African languages are spoken and cultures intermingle. Some of the local children also come from homes with mixed South African languages and cultures. Such learners are multilingual and find it easier to communicate with other local learners as compared to immigrant learners. The implication is that even if the local learners speak different languages, they are part of an in-group which has language power because they can communicate with their fellow peers. Power relations between immigrant children and local children, and among local learners therefore, differ.

My contention is that in addition to emotions and behaviour, othering in the schools also affect the learning process of both the immigrant and the local learners negatively. While the expression of knowledge and skills among immigrant learners is stifled, the local learners and teachers are missing out on the funds of knowledge that the immigrant learners bring to the learning environment.

Despite the fact that local learners manifested suspicion with regards to foreign languages, it was also revealed that some of the local learners are interested in learning the foreign languages.

The following statement from a local learner indicates positive thoughts and feelings with regards to learning from immigrants:

“Mam and they can also teach us about how to speak their language.” [Appendix R has more quotations]

In my opinion immigrant and local learners are capable of playing together in harmony but othering and bullying ensues when either of the parties start speaking their home languages. A foreign language can therefore be regarded as a source of ill-feelings and acts of discrimination among the learners.

#### *The immigrant learners' behaviour in the classroom*

No significant incidents of negative behaviour in the classroom were reported. This means that the negative behaviour reported by immigrant learners happens when the teacher is either busy doing something else or is not in the classroom i.e. when the teacher is not watching them.

#### *The immigrant learners' behaviour on the school grounds*

Ambivalent feelings emerged regarding how the locals relate with their fellow South African learners. There were frequent expressions of good relations among learners but bullying by some local learners was also mentioned. Local learners reported that some of the immigrant learners are kinder and more pleasant to play with than their fellow local learners.

It is not clear whether the kindness was genuine or could be timidity shown by the immigrant learners in an attempt to be accepted in the group. Although bullying among the local learners was also reported it did not emerge as a common pattern in the interviews as compared to the bullying of the immigrant learners by the local learners. The dislike for immigrants was stated by different local learners. The following statement was made by one of the local learners:

"No, I don't like Lulama\* (an immigrant learner). She fights with boys and she's rude to my teacher also". [Appendix S contains more similar statements]

As discussed under *languages used on the school ground* as reported by local learners above bullying in multilingual schools has a more negative effect on the immigrant learners than on the local learners. The majority of the local learners have many other learners who can speak their home languages or languages similar to theirs, therefore they have the power to marginalize and bully the immigrants.

It also emerged that local learners view the role of teachers on the playground as being to ensure that bullying does not take place. One learner said that

"Then we shout bully! The other children can come or a teacher maybe they can see us and come, and tell them to stop." [Appendix S]

Similar statements with regards to the role of teachers as reported by the immigrant also given by the local learners, confirming the teachers' separation of behaviour monitoring between the classroom and the playground. My observations that teachers do not recognize the interconnectedness between outdoor behaviour and learning in the classroom were confirmed. The teachers' language support strategies were confined to the classroom and for academic achievement only.

#### *Teachers' ways of handling negative behaviour*

The findings from the focus group interviews with the immigrant learners were confirmed by the local learner reports. In addition to telling the learners to "stop" negative behaviour, the teachers reportedly used corporal punishment. One participant said that

"I don't like it when my teacher gives me hot chocolate...Mam, hot chocolate is beating..." (All laugh). [Appendix T contains more quotations]

Research has revealed that many South African teachers still use corporal punishment in schools because they do not have the knowledge and skills of using constructive alternative behaviour management strategies to corporal punishment (Mncube & Harber, 2013:14; 106).

I contend that there is need to guide and support teachers with regards to dealing with the learners' behaviour.

### **5.3.5. Focus group interviews with the teachers**

#### *The languages used in the classroom*

In all three the schools the teachers confirmed that English was the medium of instruction. They communicated their frustrations about having learners who cannot speak English or any other South African language in their classrooms. Some teachers in School A, said that in spite of not having guidelines from the DoE on how to handle the challenge of immigrant learners who do not understand English, they are trying their best to help the learners by developing various strategies.

#### *The teachers' language support strategies in the classroom*

Teachers in school A reported that they tried to vary their teaching strategies. The participants mentioned strategies such as scaffolding, repetition of words and sounds, using drama to teach some topics, paired reading, code-switching, using audio-visual teaching resources and extra English lessons for learners who experience difficulty in English. The involvement of the parents for assistance with tasks and translations of tasks were also stated. Teachers in School A also stated that that they also involve the embassies in cases where the parents could also not communicate well in English. One teacher stated that

“We had a Grade 3 child from Eritrea who couldn't understand a single word in English and his parents couldn't help either because they also couldn't speak English...We had to seek help from their embassy. We do the same with French and Portuguese learners who have the same challenge...” [Appendix U has more quotations]

The common concept they used for code switching was “the buddy system”. Involving learners to help others reportedly works well. This is a strategy which is also supported by social constructivist theorist Vygotsky as discussed in Chapter 2 subheading 2.3.3 paragraphs 42 and in Erikson's psychosocial theory as discussed in Chapter 2 subheading 2.3.5 paragraph 12 on page 47101 as they both assert that children at the foundation phase learn mainly through social interactions with adults and peers. These patterns however, are exclusively manifested in the classroom situation, for purposes of mastering the academic content only. Nothing was mentioned about social and emotional development of learners. This confirms the findings reported in 5.3.3 and 5.3.4. above that there appears to be a demarcation between the children's cognitive development and psychosocial development in these schools.

Despite the coping strategies mentioned above, the common pattern from all schools was that teachers felt incompetent to teach immigrant learners who have language challenges. One teacher said that

“We are just groping in the dark.” [Appendix U contains this quotation]

As a result of the teachers' feelings of inadequacy, patterns of frustration and resentment emerged, especially in schools B and C regarding the inclusion of immigrant learners in their classrooms.

The following is an example of the statements the teachers made:

“Provide schools for different languages. Afrikaans (school) for Afrikaans learners, English for English Learners, Sotho for Sotho and foreign languages in one school (of foreign learners only) or in their own countries”. [Appendix U contains this quotation]

Findings from the interviews with teachers confirm that language challenges have a negative influence on the emotions and behaviour of both the immigrant learners and teachers, thereby creating a vicious cycle of negativity in the classroom and on the school grounds. Teaching and Learning is frustrating for both teachers and learners. Even though the teachers did not say that they are prejudiced towards the immigrant learners, statements such as the one made in the quotation above communicates prejudice therefore, there is a possibility that teachers with similar attitudes discriminate against immigrant learners. Local learners are likely to imitate acts of discrimination if modelled

by the teachers. In his social learning theory Bandura (1977) contends that children are more likely to learn and imitate the model's behaviour when the model is someone in a powerful position, when the behaviour is rewarded instead of being punished, and when the model shares similar characteristics with the child. In the school situation the teacher is a powerful model for the learners. My contention is that immigrant learners are likely to imitate the discriminatory behaviour that is modelled by their teachers and peers, perpetuating a cycle of unhealthy social interactions.

#### *The languages used on the school grounds*

From focus interviews with the teachers it appeared that they believed the learners speak only English on the school grounds and in the classrooms. The teachers said that the learners use their home languages only when they help each other in the classroom as instructed by the teacher.

The teachers' responses show that they were not aware of the fact that the learners often switch to their home languages and that it perpetuates bullying.

#### *The immigrant learners' behaviour in the classroom*

The teachers described the behaviour of immigrant learners in the classroom as shyness, social withdrawal and stubbornness. The descriptions given to the learners confirm what I reported under awareness of the problem in Chapter 1 that the teachers complained about the immigrant learners' aggression and isolation from the local learners. I therefore conclude that in all the schools that participated in this study, the teachers did not see the link between the language challenges of these learners and aggression. Teachers talk about the two aspects as isolated factors.

The findings from the teachers' focus group interviews also confirm that teacher-efficacy in classroom management is also part of the challenges in a multilingual classroom. Negative among immigrant learners could be associated with the teachers' low efficacy.

### *The immigrant learners' behaviour on the school grounds*

The teachers stated common patterns with regards to behavioural problems manifested among the learners in general and immigrant learners in particular. Teachers describe immigrant learners as being aggressive, over-protective of one another and having a tendency to prefer each other's company. Aggression could be a defence mechanism that learners have developed to protect themselves from the local learners whom they experience as bullies.

Teachers explained their role on the school grounds as that of monitoring learners to ensure that they are safe from bullies and adhere to the school rules. One teacher stated that the teachers' role is

“...ensuring that they do not fight, giving first aid treatment in case of injuries, preventing them from leaving the school premises with people who are not authorised to fetch them as well as ensuring that they uphold the school rules, one of which is speaking strictly English on the school premises”. [Appendix V contains the quotation]

The teachers confirmed what has been reported above regarding their role, i.e., among others, guarding against bullying and ensuring that disciplinary actions are taken against offenders, limiting their role to that of ‘policeman’ and ‘policewoman’ only. Nothing was reported about encouraging positive and healthy social interactions among learners.

### *The teachers' ways of handling negative behaviour*

The teachers in all three the schools reported that they follow the disciplinary procedures as instructed in the school policies. These school policies are based on by the South African Schools Act, as discussed in Chapter 3. This Act explicitly states that corporal punishment is prohibited in South African public schools. The following is a quotation from one of the participants.

“Disciplinary actions include a warning on first account of offence, followed by a warning letter to parents on second offence and subsequently calling parents to school and eventual suspension and/or dismissal. This disciplinary procedure is applicable to all offences committed by learners in the school premises ... We however, rarely experience any language-related offences...” [Appendix W]

This statement is a confirmation of what has been discussed before that teachers do not pay adequate attention to the learners' language usage on the school grounds. Monitoring each and every learner's language usage is also not a practical reality. Teaching English proficiency should be integrated with social skills teaching in the classroom.

Despite reports that they follow the disciplinary procedures stipulated in the policy, there was a common pattern of longing for corporal punishment among to be brought back. Some of the participants even reported that they give "just a smack at the back of the hand" to make the child listen (see Appendix W). The statements given by both immigrant learners and local learners with regards to corporal punishment were confirmed by the teachers. Some teachers still use corporal punishment because they do not know any alternative ways of handling the learners' negative behaviour.

In order to obtain more information with regards to the findings from observations and focus group interviews, one-on-one (individual) interviews were conducted with the school principals of the three schools.

### **5.3.6. Individual interviews with the principals**

*School policy on the language that learners should use on the playgrounds and in the classrooms*

In all three the schools the principals maintained that according to their school policies, English was the LoLT and the learners were expected to speak only English on the school premises, in the classrooms and on the playgrounds. The principals also indicated that they are aware that the learners do not always adhere to the policy in this regard, as the staff sometimes have to handle disciplinary issues related to teasing and insults involving the use of languages other than English on the playgrounds. Teachers however, did not mention language as one of the causes of unacceptable behaviour. Findings from the principals' interviews however, confirm both the immigrant learners and the local learners' statements. Negative behaviour, resulting from language challenges is prevalent in these schools. It was however, not evident that the principals know that the disciplinary problems are related to language challenges of immigrant learners.

### *The teachers' role on the school grounds*

The principals' descriptions of the teachers' roles on the playground concurred with what emerged from the focus group interviews with the teachers. The teachers' role is to protect the learners from bullying by their peers, to prevent and attend to injuries that may occur during play, to prevent learners from leaving the school premises without permission and to ensure that learners speak English all the time and refrain from using vulgar and derogatory language in the school premises. Checking the languages used is a duty that is difficult to handle for teachers. It is therefore, think that it is an impractical expectation by the principals hence the teachers are not always able to identify teasing.

### *Inclusive strategies to accommodate immigrant learners*

Principals stated that that schools do not have strategies particularly developed to help immigrant learners to adjust well when they enrol at their schools. The statement that was given by all the three principals was that "There are no guidelines from the Department..." with regards to dealing with immigrant learners.

Interviews with principals revealed that schools are not equipped assisted by the Department of Education (DoE) to handle this type of inclusivity, confirming what teachers said. The school principals also indicated that it is difficult to develop one's own strategies when there are government documents that are supposed to be the templates that schools should base their own practices on. The principals referred to Education White Paper 6 (Department of Education, 20001) and CAPS (Department of Basic Education, 2011) which both acknowledge language as a barrier to learning. Education White Paper 6 is the document that has been developed after the formation of the democratic government to redress the imbalances of the apartheid government regarding learners with special educational needs. The findings of this study and White Paper 6 it becomes apparent that there is no evidence that the education authorities regard the language of teaching and learning as a barrier to second or third language speakers of that language (see 5.3.7. below).

There were no documented support strategies that were mentioned in all three the interviews with principals. The principals indicated that everything that schools should document should be in line with the departmental policy documents which in this regard,

did not exist. The support strategies that the teachers were using were therefore, developed out of their own creativity. The lack of guidelines for support strategies also explains the teachers' frustrations in teaching the immigrant learners and usage of corporal punishment to deal with unacceptable behaviour.

The problem here is that if the teachers are not supported by the DoE to handle multilingualism and multiculturalism, they do not know how to support the learners with language challenges. Their levels of anxiety and frustration are then elevated. The teachers' anxiety and associated negative behaviour such as discrimination and corporal punishment can also be vicariously inherited by the learners. Local learners then display these negative attitudes and behaviour towards immigrant learners who often retaliate, thus creating a ripple effect of negativity in the school community. Negativity creates a vicious cycle of negative self-efficacy (low self-esteem), negative emotions, negative behaviour, othering, discrimination, bullying and violence. When negativity becomes too much to bear for both teachers and learners, the learners could eventually drop out of school or the teachers resign from the teaching profession.

*Reports of disciplinary problems involving immigrant learners on the playgrounds and in the classrooms*

It was not clear from the principals' responses how often they get reports of disciplinary problems involving immigrant learners. School A's principal said that the reports are not so frequent, but he suspects that some of the offences are not reported to his office because the school is too big. The concepts used by the other principals to describe the frequency of the reports were "rarely" and "hardly".

Another deduction from the principals' statements is that teachers do not often report incidents of bullying and aggression to the school principals, because they have 'normalised' bullying and see it as trivial. Teachers' feelings of helplessness about bullying could also be the cause of reluctance to do something about it. Teachers are probably also not aware of most of the incidents because they do not pay serious attention to the learners' social interactions in the playground.

The principals' responses confirm that language challenges do influence the behaviour of immigrant learners in the Foundation Phase schools in South Africa.

In order to further verify the patterns that emerged from the teachers and principals' interviews, it is necessary to look at the documents that are relevant to the research questions.

### **5.3.7. Artefacts**

The artefacts that were viewed included the following national government documents: The Language in Education Policy; Education White Paper 6; the Curriculum Assessment Policy Statement (CAPS) - Guidelines for responding to learner diversity in the classroom; and All The Cattle In The Kraal - An Overview of Umalusi's research.

The government documents viewed in this study confirmed the teachers' and principals' statements that they are superficial because they lack clear and specific guidelines to address the realities in South African schools and classrooms.

The Language in Education Policy of the Department of Education (1997:2) that was discussed in Chapter 3 states that, "the language(s) of learning and teaching in a public school must be (an) official language(s)". There are presently eleven official languages in South Africa and the present policies do not provide the teachers with clear guidelines indicating the distinction between teaching English home language (HL) speakers in English and teaching English second language speakers in English. English second language speakers are still learning the language while at the same time, the language is used as a medium of instruction. These learners therefore, are under dual pressure viz: to learn the language and to use it across the curriculum.

CAPS documents also do not have specific guidelines with regards to teaching English second language speakers in English. It was also confirmed in a study conducted by Umalusi on the CAPS curriculum (Umalusi, 2011:24; 45) which reveals that the CAPS does not provide the teachers with practical guidelines with regards to early intervention for learners who struggle to read and write as well as the integration between the academic and daily life experiences of learners. There are also no specific guidelines with regard to how schools should deal with unacceptable behavior hence the teachers continue to use corporal punishment.

As reported by the school principals, the Education White Paper 6 also does not help in addressing the kind of language barriers that this study focuses on. Although language is mentioned as a barrier to learning in this Paper (Education White Paper 6, 2001:19), strategies to address a foreign language as a barrier are not included. The teachers do not have the knowledge and skills to deal with the inclusion of immigrant learners who do not understand English. It appears that the Paper's vision of establishing an education system "which is sensitive to and accommodates diversity, with appropriate capacities, policies and support services" (Department of Education, 2001: 33) is a dream still waiting to be realised. The Paper also acknowledges that barriers exist within certain physical and psycho-social contexts in which the learning processes occur. The findings of this study however, show that teachers are not equipped to understand and deal with these contexts. The teachers therefore, develop different teaching resources according to their own creativity, without guiding templates to refer to.

It is evident from the documents viewed that there is a lack of clarity in policies with regards to dealing with language challenges and behaviour. There is a wide gap between what is on paper and teaching practices in the classroom.

The documents that were viewed therefore, confirmed the findings from the interviews with the teachers and principals that there are no guidelines regarding how to deal with language challenges of immigrant learners and negative behaviour hence the negativity that lead to behavioural problems in the schools that participated in this study. It can therefore, be argued that the language challenges of immigrant learners do influence their emotions and behaviour in the Foundation Phase of schools in South Africa.

#### **5.4. CONCLUSION**

The findings of this study indicated that the language challenges of immigrant learners have a negative influence on their emotions and behaviour in the Foundation Phase. The immigrant learners expressed a great deal of frustration, sadness, anxiety and stress related to coping with prejudice and discrimination at schools.

The findings from observations, focus group interviews with local learners and teachers, individual interviews with principals and documents also indicated that the teachers are

not professionally trained to deal with multilingualism. Having non-English speaking children poses a serious challenge to teachers. The frustrations that teachers experience have a negative effect on the teacher-child relationships and eventually on the learning process. The strategies that teachers develop to deal with immigrants who do not understand English are not guided by any policy, as revealed by the interviews with the teachers and the principals as well as in the documents that were viewed.

In the next chapter, I will discuss the limitations of the study, state recommendations and indicate the contribution of the study that could help to deal with the learners' negative behavior. The chapter will also provide the conclusion to the study.

## **CHAPTER 6**

### **LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS OF THE STUDY**

#### **6.1. INTRODUCTION**

From the findings discussed in Chapter 5, it became evident that the language challenges that immigrant learners experience have a negative effect on their emotions and behaviour. Their lack of knowledge of English coupled with their own languages that the other children do not understand result in their isolation, which exacerbated their behaviour problems. Another problem that was identified was the teachers' frustration about the lack of guidance and support on how to address the language challenges of the immigrant child.

In this chapter, the researcher will make recommendations on how to address the immigrant learners' language challenges and their behaviour emanating from these challenges. Recommendations will culminate in a contribution of the study. The stated recommendations will be supported by a proposed programme that could assist teachers to deal with immigrant learners' language challenges and behaviour. Finally, the chapter will draw conclusions in respect of the study.

#### **6.2. LIMITATION OF THE STUDY**

In all kinds of research, it is of important to identify and acknowledge the limitations of the study. I acknowledge that the sample of the study might not be representative for drawing conclusions. Some of the immigrant children might have been intimidated since I was addressing them in English which they didn't fully understand. This study was conducted only in Module C schools situated in the Inner City. The findings only show the experiences of immigrant and South African learners in these schools.

On the basis of the findings, I provide recommendations on how to deal with negative behaviour in schools with immigrant learners who do not understand English, and who use English as a medium of instruction.

### **6.3. RECOMMENDATIONS**

- In order to address the language barriers manifested in schools with immigrant learners, the CAPS curriculum should be revisited and revised to provide clear guidelines with regard to dealing with learners with language barriers.
- A positive approach to problems could also teach learners emotional intelligence (EI) at an early age which could promote positive social interactions with their peers. It also prepares them for positive adjustment in dealing with challenges later in life.
- The teachers should be empowered to deal with negative behaviour through exposure to special programmes rather than resorting to corporal punishment which is against the law.
- A new English teaching programme should be developed to deal with the problem. The following proposed programme could be considered:

#### **6.3.1. THE RECOMMENDED INTEGRATIVE MULTILINGUAL NARRATIVES PROGRAMME**

The integrative multilingual narratives programme is the teaching programme that draws content from different cultural backgrounds, integrates content from various subject areas and engages the learners holistically through narratives.

##### **6.3.1.1. RATIONALE**

My recommendation of an integrative multilingual narratives programme is based on what I noted from the literature in Chapter 3 that most of the programmes for immigrant learners were assimilative in nature and strictly concentrated on academic language performance. Researchers deemed this a short coming and suggested a broader programme could address the language problem more efficiently.

The integrative multilingual narratives programme is recommended because the Foundation Phase children learn effectively through narratives (Murriss and Verbeek, 2014: 12). It is also through narratives that children assign meaning to situations, explain complex phenomena and their life experiences (Anning and Ring, 2004: 5)

and deal with negative emotions and aggression (Vetere and Dowling, 2005: 194-195). Furthermore, narratives help children in learning to be assertive, rationalise and talk through their conflicts (Siraj-Blatchford et al., 2002: 12). Narration could therefore, enable teachers to use an integrative approach in teaching curriculum content and dealing with the learners' emotions and behaviour (Ho, 2009:65; Broadhead, 2004) because narration "engages the learner cognitively, behaviourally, and affectively" (Paige et al, 2003:177). My contention is that teaching in the Foundation Phase should integrate subject content with emotional, social and behavioural aspects in order to develop the children holistically.

The recommended programme is also informed by Bruner's Theory of Narrative Construction of Reality (Bruner, 2004: 692; Bruner, 1987). According to Bruner (1987: 12-13), "Narrative imitates life, life imitates narrative". This means that people live and learn through narratives, which are essential components of imparting cultural norms and values. These norms and values are taught by means of a language. I therefore, contend that language teaching can be integrated with psychosocial content in order to alleviate foreign language anxiety and foster positive social interactions among the learners.

Multilingualism in classrooms necessitates skills to draw language teaching curriculum content from the immigrant and local learners' funds of knowledge which are embedded in their cultures (Freeman and Freeman in Landsberg et al, 2005:151). As Bruner (1991: 2-21) contends, child development occurs within certain "cultural tool kits" which give them skills that are universally translatable from one culture to another. It is therefore, important to teach language in a way that all learners feel included in terms of their cultures. I concur with the assertion of Lemmer et. al (2012:5) that the teaching of various subjects should be reworked and developed in order to integrate diverse cultural norms and values.

The programme recommended in this study is developed to also promote integration of psycho-social content in language teaching in order to provide teachers with skills to teach English to second language speakers in a way that could foster their adjustment into the mainstream schooling.

It is developed within the context of the CAPS curriculum's integrative approach (Department of Basic Education, 2011:8) and contextualized for Grade 3 language teaching in South African multilingual classrooms.

### **6.3.1.2. PROGRAMME OUTLINE:**

#### **Aim of the programme**

The aim of the programme is to promote immigrant children's English learning skills and to develop their positive self- image.

#### **Objectives of the programme**

- Alleviate cultural dissonance through multicultural content
- Alleviate foreign language anxiety (FLA) through fun activities
- Develop children's motivation and interest in learning a second language
- Develop learners' positive self-esteem through positive feedback
- Foster empathy, tolerance and fairness towards peers through group activities

#### **Proposed content and methods**

*Promoting diversity and Individuality through language use: The self in relation to others*

Children can be involved in generating their own content by asking them to write autobiographies and share with their peers. Autobiographies build the learners' self-esteem and foster a positive climate for learners to talk to others, express their thoughts and feelings, and appreciate their worth and that of others.

Autobiographies can be done by using the learners' photographs to introduce themselves to their peers. The photographs could be pasted on the biographical form which learners should fill in.

Teachers could develop the form as a template to guide the learners in this regard.

The following is an example of an autobiography template:

My name and surname is.....  
I live at.....  
My home language is.....  
When we greet we say.....  
What I love about myself is.....  
What I love about my culture is.....  
What I love about my friends is.....  
My fears include .....

(Adapted from CAPS, 2011)

Sharing the autobiographies also serves as a foundation upon which oral presentations and storytelling can be built (Garrett, 2006:340). Writing about themselves further helps to strengthen the children’s pride in their own identity and willingness to preserve it. It also creates a warm environment in which children can form friendships and play together.

*Language activities: indoor and outdoor play*

Play is narrative in the sense that it helps the children in the development of oral language skills that they need in order to learn how to read and communicate with others (Bransford et al. 2006; Bergen and Mauer, 2000; Bruner, 1983: 65). Play also facilitates communication without “inhibitions” among children (Landsberg et al, 2005: 158) and promotes positive behaviour because when children are playing they enter into the “flow state” (Laevers, 2000: 24-25). This is a state of complete enjoyment in which children are cognitively and emotionally immersed in the activities they are doing.

- *Free play indoors*

Indoor free play could be done through giving the children an opportunity to draw and paint their stories and poems as well as build their stories on sand. In sandplay, children

build their stories on sand trays. This enables them to tell their stories silently and logically which might be difficult for them to express and relate verbally.

Campbell (2004: 4) asserts that sand play is useful in facilitating communication in children with language and communication barriers and also children from diverse cultural groups because it gives them a safe environment in which they can express themselves comfortably according to their unique individual characteristics and needs. Some learners learn better when they manipulate symbols (Gardner, 1993: 11-12). This method could therefore, provide learners with an opportunity to develop their intrapersonal intelligence which is needed to build their self-esteem. Intrapersonal intelligence is the key to self-awareness, managing one's emotions, recognising emotions in others (empathy) and handling interpersonal relationships (Hoerr et al, 2010: 43; Shearer, 2006:5).

- *Free play outdoors*

Indigenous games foster cross-cultural play in which “diverse funds of knowledge intermingle...” (De Soto Madson, 1977: 3). When children are playing, they are expressing their cultural history, norms and values (cultural narratives) (Roux in Roux, 2009:585). Playing Indigenous games therefore, would enable immigrant and local children to share their cultural funds of knowledge thereby promoting respect for and positive behaviour among one another. When content from different cultures intermingle, new curriculum content can be created which could also provide the children with new tools that they can use to rewrite their stories.

#### *Language in Creative Arts: Rewriting stories and poems; digital storytelling*

Creative arts create a world in which the children construct imaginary thoughts and feelings that are narrated in their artistic work. It is in this hypothetical world that the children get in touch with their own thoughts and emotions (Brouillette, 2010: 16). This world helps children to think about, express and cope with their emotions in a positive way, which encourages emotional perceptive behaviour. These narratives then translate into spoken and written language manifested in their academic activities and social interactions.

- *Rewriting stories and poems*

Rewriting stories can be defined as reconstruction or recreation of a story by giving it a new interpretation and assigning new meaning. Purposes of allowing children to rewrite stories include among others, fostering diverse cultural perspectives, supporting multilingual awareness and strengthening the ties between the school and the community (Lotherington, 2007: 242). Poems can also be rewritten in accordance with the child's cultural tool kits. The ties between immigrant and local learners could also be strengthened through sharing their interpretations of stories and poems from different linguistic and cultural perspectives.

- *Digital story-telling*

Telling stories digitally is an appropriate technological strategy of handling multicultural classrooms (Condy et al., 2012:279). A digital story is a "digitally constructed personal narratives" that manifest significant lived experiences of the narrator through multimedia Lum (2013:51). The story combines voice, image, and music. Telling stories digitally empowers children "to find their voice and to speak out, especially those marginalized by racism, educational disadvantage or language...construct a cross-cultural community for empowerment in (the) classroom" (Benmayor, 2008: 188-189). Digital storytelling can therefore, be defined as a narration of a story by using multimedia such as cameras, video recorders, computers and smart boards in order to enable children to voice out their thoughts and emotions. This method therefore, also gives children an opportunity to construct their own content.

#### *Language in Performing Arts: Participating in drama and music arts*

Art, drama, music and dance are components of performing arts that play an important role in teaching the foundation phase children to express thoughts, emotions and respect for a peer's personal space (Shapiro, 1998: 15). Teaching children to respect other people's space helps them to recognise boundaries and fosters positive behaviour towards others and could therefore, alleviate bullying.

Children can be asked to sing songs from their languages and cultures and perform drama and dance in their cultural costumes. This will also foster self-identity and respect for other people's identities, and eventually promote positive behaviour among learners.

#### **6.4. CONCLUSION**

This study was conceived after I realized that teachers at former Model C schools experienced challenges in dealing with immigrant learners' language problems and negative behaviour in the classroom. I sought to answer the research question, namely *'How does the language challenge of immigrant children in the Foundation Phase classes of South African schools influence their behaviour in the learning environment?'*

The aim of the study was to establish how immigrant learners' poor English skills influence their behaviour in the Foundation Phase classes of South African schools. The secondary aims were to explore the influence of the immigrant learners' language challenges on their emotional wellbeing in the school environment; and to establish the strategies used by the teachers to cope with and support immigrant learners with language challenges.

From the findings of the study, it can be concluded that the research question is adequately addressed. The reports from the immigrant learners' focus group interviews were confirmed by the local learners, the teachers, the school principals and documents viewed. The reports show that poor language proficiency has a negative influence on the immigrant learners' emotional wellbeing, which is manifested in their negative behaviour. It also became evident that teachers are not trained in teaching English second-language speakers in English, therefore they experience difficulty in developing strategies to help these learners.

I contend that the language challenge of immigrant learners influences their behaviour negatively. There is evidence that the behaviour of immigrant children in Model C schools in South Africa is related to language challenges. Classroom observations show that immigrants experience behavioural inhibition in their participation in the classroom where spoken language is used, and that teachers do not know how to assist these learners.

Learners also stated that there is language-based bullying of immigrant learners by the local learners and that the immigrant learners sometimes bully the local learners to defend themselves, thereby creating a vicious cycle of negativity among learners.

Individual interviews and focus group interviews revealed that there is a gap with regards to professional training and guidelines from the DBE on how to deal with the language challenges of immigrant learners and the negative behaviour associated with these challenges. The documents are further evidence that policies that are in place do not provide practical guidelines on how teachers should teach a multilingual classroom where there are learners who cannot speak English or any of the local languages. Teachers also do not know how to deal with negative behaviour as a result, they continue using corporal punishment.

It is my contention that the teachers' responses are an indication that they experience frustration emanating from the lack of guidelines and support from curriculum designers in dealing with these challenges hence this study proposes an integrative approach in language teaching that could provide such guidance.

The proposed programme of teaching English to immigrant learners could guide teachers on how to teach learners from various language and cultural backgrounds in English while promoting positive behaviour. The suggested programme integrates language, emotions and behaviour as interconnected learning aspects. The interconnectedness of these aspects is explained by Bruner's Theory of Narrative Construction of Reality (Bruner, 1991) upon which the suggested strategy is founded. This theory states that child development is rooted within certain cultural toolkits and that teaching through narratives promotes multicultural education and cultural psychology.

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## **APPENDIX I: QUESTIONS FOR THE IMMIGRANT LEARNERS**

1. Which language do you use to communicate with your teachers and friends in the classroom?

Probing questions: What do you do when you do not understand what the teachers are saying in class? How do the teachers help those of you who do not understand the language used in the classroom?

2. Which language do you use to communicate with your friends on the school ground?

Probing question: How do you feel when the local learners speak different languages that you do not understand in your classroom and on the playground?

3. What do you do when you feel that way?

4. What do the teachers do when the learners do not behave well?

## **APPENDIX II: QUESTIONS FOR THE LOCAL LEARNERS**

1. Which language do you use to communicate with your teachers and friends in the classroom?

Probing questions: What do you do when you do not understand what teachers are teaching in class? How do the teachers help the learners who do not understand English?

2. Which language do you use to communicate with your friends in the school ground?

Probing questions: How do you feel when immigrant learners speak different languages that you do not understand in your classroom and on the school ground?

3. What do you do when you feel that way?

4. What do the teachers do when the learners do not behave well?

### **APPENDIX III: QUESTIONS FOR THE TEACHERS**

1. Which language do you use to communicate with your teachers and friends in the classroom?

Probing questions: What do you do when you do not understand what teachers are teaching in class? How do the teachers help the learners who do not understand English?

2. Which language do you use to communicate with your friends in the school ground?

Probing questions: How do you feel when immigrant learners speak different languages that you do not understand in your classroom and on the school ground?

3. What do you do when you feel that way?

4. What do the teachers do when the learners do not behave well?

# APPENDIX A: LETTER OF RESEARCH APPROVAL



## GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

For administrative use:  
Reference no. D2014/255

### GDE AMENDED RESEARCH APPROVAL LETTER

Date:	27 September 2013
Validity of Research Approval:	10 February to 3 October 2014
Previous GDE Research Approval letter reference number	D2014/230 dated 6 September 2013
Name of Researcher:	Babane V.C.
Address of Researcher:	204 Pendoringhof 40 Van Dalsen Street West Park Pretoria 0183
Telephone Number:	012 382 5161 / 072 835 7774
Fax Number:	086 591 6699
Email address:	BabaneVC@tut.ac.za/ connieb5040@gmail.com
Research Topic:	Exploration of educational challenges of refugee children at selected Foundation Phase schools in South Africa
Number and type of schools:	SIX Primary Schools
District/s/HO	Tshwane North; Tshwane South and Tshwane West

**Re: Approval in Respect of Request to Conduct Research**

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be

1

*Making education a societal priority*

**Office of the Director: Knowledge Management and Research**

9<sup>th</sup> Floor, 111 Commissioner Street, Johannesburg, 2001  
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506  
Email: David.Makhado@gauteng.gov.za  
Website: www.education.gpg.gov.za

presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

**The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:**

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, taxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

  
.....

Dr David Makhado  
Director: Education Research and Knowledge Management

DATE: 2018/09/30 .....

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*Making education a societal priority*

**Office of the Director: Knowledge Management and Research**

9<sup>th</sup> Floor, 111 Commissioner Street, Johannesburg, 2001  
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506  
Email: David.Makhado@gauteng.gov.za  
Website: www.education.gpg.gov.za

## APPENDIX B: ETHICS CLEARANCE CERTIFICATE



### Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

**Babane VC [633 433 4]**

for a D Ed Study

**Exploration of educational challenges of immigrant children at selected  
Foundation Phase schools in South Africa.**

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.

A handwritten signature in black ink, appearing to read 'CS le Roux'.

Prof CS le Roux  
CEDU REC (Chairperson)

[lrouxcs@unisa.ac.za](mailto:lrouxcs@unisa.ac.za)

Reference number: 2013 Aug/633 433 4/CSLR

16 August 2013

# APPENDIX C: ETHICS CLEARANCE RENEWAL CERTIFICATE - UNISA



## COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

19 October 2016

Ref : **2013 AUGUST/6334334/CSLR**

Student : Ms VC Babane

Student Number : 6334334

Dear Ms VC Babane

**Decision: Approved**

**Researcher:** Ms VC Babane  
Tel: 021 959 6752/ 072 835 7774  
Email: [babanevc@cput.ac.za](mailto:babanevc@cput.ac.za)

**Supervisor:** Prof Ellen Lenyai  
College of Education  
Department: Early Childhood Education  
Tel: 012 665 1404/072 434 2560  
Email: [ellenoge@gmail.com](mailto:ellenoge@gmail.com)

**Proposal:** Exploration of educational challenges of immigrant children at selected Foundation Phase schools in South Africa

**Qualification:** D Ed in Psychology of Education

Thank you for the application for an extension of research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. An extension of the clearance is granted for the duration of the research.

*The initial application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 15 October 2014 and the application for an extension on 19 October 2016.*

*The proposed research may now commence with the proviso that:*

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the*



University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)

existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

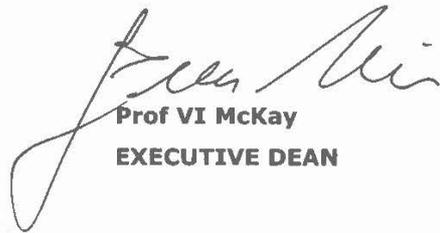
Note:

The reference number **2013 AUGUST/6334334/CSLR** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,



**Dr M Claassens**  
**CHAIRPERSON: CEDU RERC**  
[mcdtc@netactive.co.za](mailto:mcdtc@netactive.co.za)



**Prof VI McKay**  
**EXECUTIVE DEAN**

## APPENDIX D: CONSENT LETTER: GDE



College of education

TO: DEPARTMENT OF EDUCATION FROM: UNIVERSITY OF SOUTH AFRICA  
**CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

19 July 2013

Dear Prof/Dr/Mr/Ms/.....

I hereby request permission to conduct research at schools in the Pretoria Central District. The staff and learners in Pretoria Central will be invited to participate in a research study on **Exploration of educational challenges of immigrant children at selected Foundation Phase schools in South Africa**. In particular, I am interested in how children from countries outside South Africa, and do not understand English experience schooling in the South African classrooms and how educators experience this diversity in their classrooms.

This research will require about 1 hour of the teachers' time and 30 minutes of the learners' time. It will take place in a form of focus group interviews of about 8 educators and 8 learners per school. Follow up individual interviews will be conducted among school principals and some teachers and learners. During this time, teachers will be interviewed about their experiences with learners who come from countries outside South Africa, especially those who cannot speak local languages. The focus group interviews will be conducted in the school premises and will be tape-recorded. Individual interviews will take place at the venue preferred by the participants.

There are no anticipated risks or discomforts related to this research. However, private psychologists have been arranged to do pro bona work should a need for

counselling arise during the interview sessions. This means that the concerned participants will receive counselling at no cost.

You may also find the study to be very informative and rewarding, as the findings will inform the Department of Education about the experiences of principals, teachers and learners about issues pertaining to inclusivity. A programme will be designed that will assist the Department in handling multiculturalism and multilingualism in classrooms.

Several steps will be taken to protect all participants' anonymity and identity. The tapes will be locked up in a cabinet and destroyed once they have been typed up. Participants will be given pseudo-names (fake names) when the interviews are transcribed and findings analysed.

Participation in this research is completely voluntary and they may withdraw from the study at any time for any reason.

The results from this study will be presented in writing in a form of a doctoral thesis which will be accessible to the Department of Education authorities and other professionals, to help them better understand the challenges experienced by the school communities and how these challenges can be addressed.

If you require further information about this study, or would like to speak to the researcher, please contact Constance Babane at 072 835 7774.

I hope my request will receive your favourable consideration.

Yours faith fully



Constance Babane (Researcher)

## APPENDIX E: CONSENT LETTER - PRINCIPALS

# UNISA



College of education

FROM: UNIVERSITY OF SOUTH AFRICA

CONSENT TO PRINCIPALS

19 July 2013

Dear Prof/Dr/Mr/Ms/ .....

You, your staff and learners are invited to participate in a research study on Exploration of educational challenges of immigrant children at selected Foundation Phase schools in South Africa. In particular, I am interested in how children from countries outside South Africa, who do not understand English experience schooling in the South African classrooms and how educators experience this diversity in their classrooms.

This research will require about 1 hour of your time and 30 minutes of the learners' time. It will take place in a form of focus group interviews of about 8 educators and 8 learners. During this time, you will be interviewed about your experiences with learners who come from countries outside South Africa, especially those who cannot speak local languages. The interviews will be conducted in the school premises and will be tape-recorded.

There are no anticipated risks or discomforts related to this research. However, private psychologists have been arranged to do pro bona work should a need for counselling arise during the interview sessions. This means that the concerned participants will receive counselling at no cost.

You may also find the interview to be very enjoyable and rewarding, as many people who experience challenges regarding language and cultural diversity in classrooms do not get to share their experiences with a skilled and non-judgmental interviewer, as you will.

Several steps will be taken to protect all participants' anonymity and identity. The tapes will be locked up in a cabinet and destroyed once they have been

typed up. Participants will be given pseudo-names (fake names) when the interviews are transcribed and findings analysed.

Your participation in this research is completely voluntary and you may withdraw from the study at any time for any reason.

The results from this study will be presented in writing in a form of a doctoral thesis which will be accessible to the Department of Education authorities and other professionals, to help them better understand the challenges experienced by the school communities and how these challenges can be addressed.

If you require further information about this study, or would like to speak to the researcher, please contact Constance Babane at 072 835 7774.

I have read (or have been read) the above information regarding this research study on **Exploration of educational challenges of refugee children at selected Foundation Phase schools in South Africa** and the consent to participate in this study.

I.....**WILL /WILL NOT** participate in this study.

----- (Signature)

\_\_\_\_\_ (date)

---



Researcher's signature

Date

## APPENDIX F: CONSENT LETTER - PARENTS

UNISA  
012 429 4582



College of  
education

UNIVERSITY OF SOUTH AFRICA

### PARENTAL CONSENT FOR CHILDREN TO PARTICIPATE IN A RESEARCH STUDY

20 May 2013

Dear Parents of.....

Your child..... is invited to participate in a research study on **Exploration of educational challenges of immigrant children at selected Foundation Phase schools in South Africa**. In particular, I am interested in how children from countries outside South Africa, who do not understand English, experience schooling in the South African classrooms and how educators experience this diversity in their classrooms.

If you agree for your child to participate in this research study, the following will occur:

1. This research will be conducted immediately after school and will require about 1 hour of your child's time. Light refreshments will be served.
2. Your child will be asked to fill out an attitude rating scale which is a list of 10 questions relating to how they feel about school. They will answer: 1 strongly disagree to 5: strongly agree. They can answer anywhere on a scale 1, 2, 3, 4, 5. This should take about 20 minutes.

3. Your child will be asked to participate in a group discussion where they will share their feelings about the classroom and school in general. This will take about 30 minutes.
4. Your child **may** be asked to participate in a one on one interview with the researcher reflecting on the scale questions and/or the group interview. This will take about 10 minutes per child.
5. All interviews will be audio taped. Several steps will be taken to protect your child's anonymity and identity. The tapes will be locked up in a cabinet and destroyed once they have been typed up. Your child's real name will never be used when the interview is transcribed and findings analysed.
6. There are no anticipated risks or discomforts related to this research. However, private psychologists have been arranged to do pro bona work should a need for counselling arise during the interview sessions. This means that the concerned participants will receive counselling at no cost.
7. Your child may also find the interviews very enjoyable and rewarding, as many people who experienced challenges regarding language and cultural adjustments in schools do not get to share their experiences with a skilled and non-judgmental interviewer, as he/she will.
8. Your child is free to choose not to participate in this research study and he/she may withdraw from the study at any time for any reason.
9. There will be no costs to you or your child as a result of your child taking part in this research study.
10. The results from this study will be presented in writing in a form of a doctoral thesis which will be accessible to the Department of Education authorities and other professionals, to help them better understand the

challenges experienced by the learners and educators and how these challenges can be addressed.

If you require further information about this study, or would like to speak to the researcher, please contact Constance Babane at 072 835 7774.

I have read (or have been read) the above information regarding this research study on **Exploration of educational challenges of immigrant children at selected Foundation Phase schools in South Africa** and the consent to participate in this study.

I .....agree that my child **WILL / WILL NOT** participate in this study.

\_\_\_\_\_ (Printed Name)  
\_\_\_\_\_ (Signature)  
\_\_\_\_\_ (Date)



Researcher's signature

\_\_\_\_\_ Date

## APPENDIX G: CONSENT LETTER - EDUCATORS

UNISA

College of education



**TO: EDUCATORS**

### **CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

19 July 2013

Dear Prof/Dr/Mr/Ms/ .....

You are hereby invited to participate in a research study on **Exploration of educational challenges of immigrant children at selected Foundation Phase schools in South Africa**. In particular, I am interested in how children from countries outside South Africa, who do not understand English experience schooling in the South African classrooms and how educators experience this diversity in their classrooms.

This research will require about 1 hour of your time and will take place in a group of about 8 educators. During this time, you will be interviewed about your experiences with learners who come from countries outside South Africa, especially those who cannot speak local languages. The interviews will be conducted in the school premises and will be tape-recorded.

There are no anticipated risks or discomforts related to this research. However, private psychologists have been arranged to do pro bona work should a need for counselling arise during the interview sessions. This means that concerned participants will receive counselling at no cost.

You may also find the interview to be very enjoyable and rewarding, as many people who experience challenges regarding language and cultural diversity

in classrooms do not get to share their experiences with a skilled and non-judgmental interviewer, as you will.

Several steps will be taken to protect your anonymity and identity. The tapes will be destroyed once they have been typed up. You will be given a pseudonym (fake name) when the interview is transcribed and findings analysed.

Your participation in this research is completely voluntary and you may withdraw from the study at any time for any reason.

The results from this study will be presented in writing in a form of a doctoral thesis which will be accessible to the Department of Education authorities and other professionals, to help them better understand the challenges experienced by the school communities and how these challenges can be addressed.

If you require further information about this study or would like to speak to the researcher, please contact Constance Babane at 072 835 7774.

I have read (or have been read) the above information regarding this research study on **Exploration of educational challenges of immigrant children at selected Foundation Phase schools in South Africa** and the consent to participate in this study.

I .....**WILL / WILL NOT** participate in this study.

\_\_\_\_\_ (Printed Name)

\_\_\_\_\_ (Signature)

\_\_\_\_\_ (Date)



\_\_\_\_\_  
Researcher's signature

\_\_\_\_\_  
Date

## APPENDIX H: ASSENT FORM - LEARNERS



### ASSENT FORM FOR LEARNERS

#### **Exploration of educational challenges of immigrant children at selected Foundation Phase schools in South Africa.**

Good day. My name is Constance Babane. I am trying to learn about the languages you use in class and in the playground and how you feel about these languages. If you like, you can be in my study.

If you decide you want to be in my study, you will be asked to participate in a group discussion together with other learners and to fill in a quick form about your attitude in schooling.

You may find this very interesting as you will be allowed to share your thoughts and feelings freely together with your friends. These discussions will be tape-recorded but your teachers and principal will not be told about what you shall have said during the discussion.

Other people will not know if you are in my study. I will put things I learn about you together with things I learn about other children, so no one can tell what things came from you. When I tell other people about my research, I will not use your name, so no one can tell who I am talking about.

Your parents or guardian have to say it's OK for you to be in the study. After they decide, you get to choose if you want to do it too. If you don't want to be in the study, no one will be cross with you. If you want to be in the study now and change your mind later, that's OK. You can stop participation at any time.

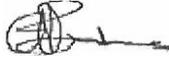
My cell phone number is 072 835 7774. You can call me if you have questions about the study or if you decide you don't want to be in the study any more.

I will give you a copy of this form in case you want to ask questions later.

Agreement: I \_\_\_\_\_ have decided to be in the study even though I know that I don't have to do it. Constance has answered all my questions.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date



\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Date

## APPENDIX I: EDITING CERTIFICATE

### Prof. K. le Roux

BA HED B.Ed M.Ed D.Ed  
Diploma in Special Education  
(Remedial Teaching)

PO Box 100-387  
Moreleta Plaza 0167  
e-mail: kerenleroux@live.co.za

131 Vineyard Village  
Boardwalk Meander  
Cell Phone Number: 083 500 6041

25 March 2017

#### DECLARATION

I herewith declare that the thesis

**Exploration of educational challenges of immigrant children at selected  
Foundation Phase schools in South Africa**

by

**Constance Vusiwana Babane**

was edited by me for language usage and technical aspects such as the  
reference technique.

The suggestions and corrections as indicated by me, however, remain the  
responsibility of the student.



.....  
Prof. K. le Roux.

## **APPENDIX J: IMMIGRANT LEARNERS: LANGUAGE OF COMMUNICATION IN THE CLASSROOM**

"Mam, me I know almost everything but the Afrikaans I am failing like stupid. I am not getting it right."

"...we do raise up our hands and the teacher can come to you and we can, she can even, she can even mention our names and she calls us and then she says what don't you understand and then we say what we don't understand..."

"Let's say we don't understand the word 'eet', and then we raise up our hands and then she tells us the word 'eet' in Afrikaans means 'eat' (in English), and she tells us and then we get the correct answer."

## **APPENDIX K: IMMIGRANT LEARNERS: LANGUAGE OF COMMUNICATION IN THE SCHOOL GROUND**

"I speak French when playing with Fufu and David who come from my country but speak English with my other friends..."

"I don't know what they say but they, I just hear them. They just make a kind of circle and they talk about me...They look at me".

## **APPENDIX L: IMMIGRANT LEARNERS: BEHAVIOUR IN THE CLASSROOM**

"Sometimes er, sometimes mmm, in what, in class they er, sometimes in class they some children, some learners in my class make me cry and they say things that er, that are not good to other children, to other people".

"When I was like picking up my staff and I wanted to move the chair they pulled the chair and I sit (sat) on the floor".

"Mam when I make my teacher angry and or when I swear to someone and my teacher is angry at me. That's all...Mam (pitches/changes her voice tone and facial expression, looking unhappy), because they make me angry and make me feel bad. They say I am fifteen years old like the other boy, his name is Bennet\*, she (he) said I am (look) fifteen years old. (Girly generally appears bitter and cheeky even. This was also evident during the focus group interviews: Defence mechanism)

## APPENDIX M: IMMIGRANT LEARNERS: BEHAVIOUR IN THE SCHOOL GROUND

"At school, I have a lot of friends and some of my friends are South African and one of them is there (pointing at the library office where mainstream participants were kept waiting) and this short guy since Grade 1 we are still in the same class until now he is my best friend and by the way his name is Tshetso\* in Zulu and, he comes Kwazulu-Natal and Fufu Nduna\* is a Congolese from my country and David who is also from my country. So, ya, I really like them, I really like to play every time we sit together and eat our lunch all the time".

"Me I have a lot of friends and most of them are not South African. Only a few are South African".

"I usually play with my friends Funghai\* and Julia\* because we also play together at home. I go and play at their houses and they also visit me after school and during weekends".

"Eh, mam, they kick us and start bullying us, calling us mampara whatever, swearing to us." (Bullying)

"Other children are bullying us at school, making fun of us." (Bullying)

"Mam, sometimes they throw things at us. Sometimes they tease our own parents... They say your parents, your mother was born last year, your mother was born in a dustbin and all those things." (Bullying)

"I think they just bully generally cos, some of them er, some of them they tease us in their own language. We would like to, to, to (looking emotional) learn their language like Zulu, Xhosa, Sotho and that's why, that's what I don't like while (when) they tease us in their language cos I, I, I also want to, er, to er, to understand their language... I do understand some of their languages (phrases)... like idiot and stupid boy. Ya that's all." (Bullying)

"Some of them they write things that are underage from them (above their age). Like they even talk about the teachers so that is what I don't like about our class like (it is) stupid!"

## APPENDIX N: IMMIGRANT LEARNERS: COPING STRATEGIES

"Me mam, when I am sad I'm like banging myself, pulling my hair, pulling my ears... I go to the bathroom and do it...I'm angry, I'm no more talking to anyone. So they ask me 'are you angry, why are you angry' and whatever. Then I tell them I am not angry I'm just sleepy." (self-punishing model)

"Mam, sometimes I feel like, I wanna beat someone, like I feel, but sometimes I lock myself in the bathroom ... and when I cool down I like come out, then I eat and I fall asleep." (Dignity preservation model; internalised anger)

"Me I sometimes I, I, I like shout at people, at that person that makes me sad."  
(Push-back bullying model)

"And, yaa, every time when they are bullying me I just go to my brother and say "I can't take (it when) every child (is) taking advantage of me and bullying me so I also have to fight back" (Push-back bullying model) but sometimes violence is not the right thing".

"Mam, sometimes when I feel sad the things that will cheer me up, I just read a book, I just read a book, the book that can cheer me up like Red Riding Hood that is the book that I read the most."

"You know like they are making fun of us. Then us, just stay quiet me and my sister because my mommy say if you fight it's not nice".

"So I tell my mommy then my mommy did say if they just call you the names, don't fight you just come and tell me. That's what my mommy said".

"I don't play with them (local learners). They (parents) say that I must not play with them".

## **APPENDIX O: IMMIGRANT LEARNERS: HOW TEACHERS HANDLE NEGATIVE BEHAVIOUR**

"Sometimes if we, if we are naughty, like let's say someone, like someone bullies us at the play-ground or we, or we the class, like let's say when me and my friends start fighting, both of us will get punished, sometimes they hit us with dusters here (showing the back part of his hand)".

"Let's say my teacher like ok, we make noise in the line when it's break time. Like today my teacher hit all of us because we were making noise in the line. My teacher can't just hit one person and it was all of us".

## **APPENDIX P: MAINSTREAM LEARNERS: LANGUAGE OF COMMUNICATION IN THE CLASSROOM**

“We find a lot of things in our class. We find posters, we find books, good books in English and our teachers teach us. We learn a lot of things”.

“They go down to extra class mam, to the, English (extra lessons), so that they can learn English.”

“Or I can write down a letter on the paper and tell them or I talk to them in sign language.” (Code switching)

“...mam, you can ask the person who speaks their language to speak their languages with them, the person that understands English to speak their language to tell them...” (code switching/translations)

“We raise up our hands and we go to the teacher and we tell her what we don’t understand.”

“Mam, I go to, I go to her table and ask her what I don’t understand with the work.”

## **APPENDIX Q: MAINSTREAM LEARNERS: LANGUAGE OF COMMUNICATION IN THE SCHOOL GROUND**

“Sometimes they can swear in their language. Like this other girl, yesterday she swore at me (swore at me) in her language.”

“We must speak English mam. English. When they speak their language... (lowers voice) they swear...”

“...they can like tease you in their language if you don't know it mam.”

“Sometimes when they are talking in their language neh, you, you can also laugh because sometimes you don't know what they are talking about but you still laugh.”  
(Language and accent-based bullying)

“Yes mam because sometimes they make their languages very funny like when they are talking they say “Ndqoyi!” (bending down her head and all the learners laughed). (Language and accent-based bullying)

“Mam, and they can also teach us about how to speak their language.”

“They can also teach us about their cultures.”

“They are kind unlike other (fellow) South Africans.”

## **APPENDIX R: MAINSTREAM LEARNERS: BEHAVIOUR IN THE SCHOOL GROUND**

"And last year there was a child, Busani\*. She also fights now she's in grade 2 'coz she did fail. She's not South African, she's from Zimbabwe".

"No, I don't like Lulama\* (an immigrant learner). She fight with boys and she's rude to my teacher also".

"Vhakai\* is rude, he hits me outside".

"..She (Mary\*) steals stuff also from us."

"And then they (immigrant learners) plan stuff (negative behaviour) they both do together".

"We don't play with them. They don't listen. They talk whole day."

"Then we shout bully! The other children can come or a teacher maybe they can see us and come, and tell them to stop."

## **APPENDIX S: MAINSTREAM LEARNERS: HOW TEACHERS HANDLE NEGATIVE BEHAVIOUR**

"They give them (learners who behave negatively) a hiding on their hands. And then they're quiet as nothing, then they're (as) quiet as possible".

"I don't like it when my teacher gives me hot chocolate...Mam, hot chocolate is beating (All laugh).

"...Mrs Mbhalati\* I don't like it when she shouts t us. I don't like it when she tells you that you must bend your knees and stand up straight, bending your knees like this (demonstrates). Then your hands are going to get sore".

"Mam I don't like it when my teacher yells at me...Or if she says I must stand up like this (demonstrates) and bend my knees.

## **APPENDIX T: TEACHERS: LANGUAGE OF COMMUNICATION IN THE CLASSROOM**

“We had a Grade 3 child from Eritrea who couldn’t understand a single word in English and his parents couldn’t help either because they also couldn’t speak English...We had to seek help from their embassy. We do the same with French and Portuguese learners who have the same challenge...”

“We are just groping in the dark.”

“Provide schools for different languages. Afrikaans (school) for Afrikaans learners, English for English Learners, Sotho for Sotho and foreign languages in one school (of foreign learners only) or in their own countries”.

## **APPENDIX U: TEACHERS: BEHAVIOUR IN THE SCHOOL GROUND**

“Disciplinary actions include a warning on first account of offence, followed by a warning letter to parents on second offence and subsequently calling parents to school and eventual suspension and/or dismissal. This disciplinary procedure is applicable to all offences committed by learners in the school premises ... We however, rarely experience any language-related offences...”

## **APPENDIX V: TEACHERS: HOW TEACHERS HANDLE NEGATIVE BEHAVIOUR**

"Disciplinary actions include a warning on first account of offence, followed by a warning letter to parents on second offence and subsequently calling parents to school and eventual suspension and/or dismissal. This disciplinary procedure is applicable to all offences committed by learners in the school premises ... We however, rarely experience any language-related offences..."

"These things (current disciplinary procedures) don't work. Children can only listen when they are given a hiding, but you (one) can't because you will be arrested ..."

"Because of the government instructions that we must not punish children by hitting them, on my very first meeting with parents, I explain to them that I have been teaching for many years and experience has taught me that corporal punishment is the only way in which children will listen to the teacher. Of course one shouldn't hit them in a cruel manner but just a smack at the back of the hand. Then I ask the parents if I can correct their child in this way..."

"The saying that 'don't spare the rod and spoil the child' is true. Our schools are now full of anarchy because children do as they please for they know that there are no serious consequences that they will have to face..."

## **APPENDIX W: TEACHERS: IMMIGRANT LEARNER SUPPORT STRATEGIES**

“We had a Grade 3 child from Eritrea who couldn’t understand a single word in English and his parents couldn’t help either because they also couldn’t speak English...We had to seek help from their embassy. We do the same with French and Portuguese learners who have the same challenge...”

“We are just groping in the dark.”

## APPENDIX X: TURNITIN REPORT

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