INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG, SOUTH AFRICA

By

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DECLARATION

Student number: 50838083

I declare that **INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG, SOUTH AFRICA** 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.

14/11/2019

SIGNATURE   DATE

Appolonia Masunungure

DEDICATION

This thesis is dedicated to:

 My beloved parents; Mrs. Lillian Muchono and the late Mr. Thomas Muchono for the sacrifices you made. You are the source of my strength.
My loving husband, Innocent Masunungure and children: Tonderai Walter, Immaculate Tariro and Inocente. I am because you are.

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ABSTRACT

Despite the global adoption of the notion of inclusion in schools, teachers still grapple with culturally and linguistically diverse learners (CLD) and South African schools are no exception. Inclusion of culturally and linguistically diverse learners is made complex by the increased number of international and national immigrants and refugees. This study explored the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools in Gauteng, South Africa. It examined the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools as a context for strategising and proposing a model for the successful and effective inclusion of CLD learners in ordinary secondary schools.

A qualitative multiple case study design located within the interpretivist paradigm was used. From a population of South African teachers in Gauteng Province, 12 secondary school teachers were sampled through the critical case sampling procedure. Data were collected through multiple methods that included interviews, non-participant observation and document analysis. The collected data were analysed using ATLAS.ti version 8.0. Inclusive pedagogy was the theoretical approach that underpinned this study.

The themes that emerged from the study include teachers' understanding of inclusion, teachers' practices of inclusion of CLD learners and strategies that could enhance the inclusion of CLD learners. The theme on teachers' understanding of inclusion showed that teachers have multiple perspectives on inclusion. The study also found that the inclusion of CLD learners is practiced through the use of multiliteracy pedagogies (translanguaging/code-switching), multimodal pedagogies which include blended learning and collaborative teaching practices. Among the strategies that could be used to enhance the inclusion of CLD learners were the development of knowledge about diversity, training on government policies, meeting ethnic diversity in instruction However, teachers are confronted with CLD learners who have behavioural challenges.

The following recommendations were raised in the study: (1) use of multiliteracy pedagogies such as systematic code switching; (2) use of multi-modal pedagogies such as clay modelling, gestural elements and audio visual devices; (3) formulation and amendment of education policies; (4) in-service training and workshops

In the final submission, a model for the inclusion of CLD learners was proposed in order to advance the inclusion of CLD learners in secondary schools in South Africa.

Key terms defined: culture and language, cultural and linguistic diversity, culturally and linguistically diverse learners, inclusion, ordinary secondary schools.

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CHAPTER 1 : THE PROBLEM AND ITS CONTEXT

1.1 INTRODUCTION

This study explored how teachers include learners who are culturally and linguistically diverse (CLD) in ordinary secondary school classrooms as a context for strategizing and developing a model for successful and effective inclusion of these learners in Gauteng, South Africa. This chapter presents the problem and its context. Some of the aspects covered include: the background to the study, statement of the problem, main research question, sub-research questions, aim, objectives, rationale for the study, significance of the study, overview of the theoretical framework, limitations, delimitation of the study, definition of terms and finally the chapter outline. The study is situated in the interpretivist paradigm.

The overall design of the study is qualitative and the strategy of inquiry is descriptive phenomenology study. The population consisted of South African teachers sampled through purposive sampling procedure. Data were collected through multiple methods that included individual face to face interviews, non-participant observation and document analysis. Individual participants from different ordinary secondary schools were interviewed for their lived experiences on understanding of the practice, assumptions and interpretation of the inclusion of culturally and linguistically diverse learners. Interpretivists use different methods in one study to collect data: hence, this study also used non-participant observations and document analysis to collect data.

1.2. BACKGROUND TO THE STUDY

Inclusive education evolved as part of the struggle against the violation of human rights and unfair discrimination (du Plessis, 2013:76). Correspondingly, the number of international migrants worldwide has grown rapidly reaching the astronomical figure of 258 million in 2017 from 248 million in 2015, where the figures were 220 million in 2010, a lesser 191 million in 2005 and just around 173 million in 2000 (United Nations, 2017: 4). Globally, most people migrate from one country to another and from rural to urban

areas and back again in pursuit of economic, political, psychological, and social, safety and security (Terry & Irving, 2010). The world's economy has become increasingly globalised, fuelling the rapid increase of immigration to industrialised countries in the process. These destinations include Europe (Little, 2010), Italy (Ventura, 2012), Australia (Miller, 2011), Canada (Moloney & Saltmarsh, 2016), and Norway (Andriichuk, 2017:97). The United States of America has the largest number of migrants of 50 million which is equivalent to 19% of the world's total migrant population in 2017 (Terry and Irving, 2010; United Nations, 2017). Apparently, this migration is compelled by socio-economic reasons such as looking for job opportunities. These immigrants and refugees amplify the cultural and linguistic diversity of ordinary schools in the receiving countries. In compliance with international human rights instruments, states have an international mandate to ensure access, participation, acceptance and achievement of CLD learners in ordinary school classrooms. Such instruments include the Salamanca Statement and Framework for Action on Special Needs Education in 1994 (UNESCO, 1994), the Elimination of ALL Forms of Racial Discrimination in 1965 (United Nations, 2006) and the Millennium Development Goals in 2000 (UNESCO, 2000).

Consequently, in compliance with these international human rights instruments, several countries have passed policies and legislation on inclusion in education. These include No Child Left Behind Act (2001) and the Individuals with Disabilities Education Act in the United States of America in 2004 (Mastropieri & Scruggs, 2014), the Zimbabwe Education Act of 1987 (Chimhenga, 2016) and the Nigeria National Policy of Education in 1977 (Federal Republic of Nigeria, 2004). In the United Kingdom, local authorities, educational institutions and schools are governed by the Race Relations (Amendment) Act of 2002 (Bourgonje, 2010:36). Sweeden also passed the Swedish Act on Education in 2010 (The Education Act, 2010; Andriichuk, 2017). Likewise, Kenya passed the Language in Education Policy in 1976 (Nyaga & Anthonissen, 2012).

Consequent on this migration phenomenon, countries are becoming more and more linguistically diverse which has resulted in cultural, linguistic and communication diversity in schools. For instance, the Organisation for Economic Co-operation and Development

(OECD) statistics show that the number of immigrant learners in OECD countries has increased to 6% from 2003 to 2015 (OECD, 2019). The number of second-generation learners increased by 3% while the native students of mixed heritage also rose to 2% and 1% for the first generation of immigrant learners (OECD, 2019). In Austria, Canada and Luxemburg, the largest group of immigrant learners were the second-generation learners with 15% (OECD, 2019). In Germany, the number of second-generation learners increased to 6% while the native leaners of mixed heritage rose to 5%. Portugal had 8% increase on the native learners of mixed heritage. In addition, Ireland had 9% increase of the first-generation immigrant students. Moreover, Italy had an equal increase in the number of first-generation immigrant students, second-generation immigrant students and native students of mixed heritage (OECD, 2019). Furthermore, South Korea received a number of foreigners from China, Thailand, Brazil, India and Nigeria that adds up to 1.7 million foreigners resulting in the country being a diverse society that has experienced an increasing cultural and linguistic diversity in ordinary classrooms (Kim & So, 2018: 103). In addition, in Australia, CLD learners range from 12% to 100% per class with 6.5% of the learners having diagnosed with a learning disability (Petriwskyj, 2010). Petriwskyj (2010) further noted 3 major cultural and linguistic sub-groups in Australia which included 3.3% Pacific, 2.6% Vietnamese and 5.9% indigenous learners. Moreover, in New- South Wales, the number of CLD learners has risen to 29.6% in 2011 and 30.9% in 2013 while in South- Western Sydney region, 66.7% of all the learners are from a different background other than English (Moloney & Saltmarsh, 2016).

In Nordic countries such as Sweden, Denmark, Norway, Iceland, and Finland, inclusive education is one of the most valuable areas of education and social policy (Andriichuk, 2017:97). For example, in 2015 Sweden received 163,000 refugees mainly from Syria, Iraq and Afghanistan and among them 70,000 were minors of school going age and approximately 35,000 were unaccompanied children (Bunar, 2017:3). It is important to note that these learners were segregated in Swedish public schools regardless of inclusive education policies that date back to the early years of the 20th century (Andriichuk, 2017:98).

African countries are no exception to cultural and linguistic diversity. For example, the number of languages spoken in Africa varies between 1000 and 2500 with Burundi and Rwanda having at least 2 or 3 languages and Nigeria having 400 languages (UNESCO, 2010). As a result of this linguistically complex reality, 176 African languages are used in African basic education systems with 70-75% of the languages being used in early years of elementary schools, 25% of the languages used in secondary education and 5% of the languages used in higher education (UNESCO, 2010). Given the above statistics, Africa is also mandated to consider cultural, linguistic, communication that caters for this diversity and responsive teaching.

Owing to the global cultural, linguistic and communication diversity in schools, a plethora of support mechanisms for the inclusion of CLD learners were put in place in different countries. For instance, the United States of America has put in place teacher training initiatives such as "Grow your Own" (Robinson & Clardy, 2011). Other programmes that are funded by Title 111 of the Department of Education were put in place at universities to recruit CLD teacher candidates to prepare them to teach in their own communities (Robinson & Clardy, 2011). Furthermore, the United States of America and Europe developed a 4-step self-study programme called the TRANSABC's of cultural understanding and communication (OECD, 2019). This programme was used in pre-service teacher programmes to assist teachers discover their own cultural identity in order to appreciate the similarities and differences that exist among them and the learners (OECD, 2019). These teacher education programmes encompass some cultural diversity in their curricula as integrated content and stand-alone multicultural education courses (Gay, 2010). However, in Europe, there is no systematic approach to preparing lecturers to train and prepare preservice teachers for the diversity they are likely to encounter in classrooms (European Union, 2017).

In Netherlands, New Zealand and Norway, teachers take mandatory courses which help them in supporting learners from diverse backgrounds (OECD, 2019). In Australia, preservice teachers receive e-Tutor programmes that allow them to question their own cultures and others' cultures in ways that are supportive, safe, challenging, engaging and

inclusive (OECD, 2019). In Canada, the Canadian programme called the Awareness of English and Openness to Linguistic Diversity offers pre-service and in-service teacher training in Montreal, Quebec, and in rural regions (Armand, 2014). This programme assists teachers to recognise learners' cultural and linguistic backgrounds as a resource and not an obstacle to the learning process (Armand, 2014). Furthermore, in South Korea, an increasing number of culturally and linguistically diverse children has prompted the government to address issues of inclusive education with the Ministry of Education and Human Resources undertaking textbook revisions to incorporate multicultural education into elementary, middle and high school curricula (Kim & So, 2018: 109). This has catered for CLD learners in the Korean Education system. Nigeria is the third most ethnically and linguistically diverse country in the world (Okebukola, Owolabi & Okebukola, 2012). In order to provide for cultural and linguistic diversity, section 24 of the Nigerian National Policy of Education (2004) endorsed the learning of local languages at primary schools so as to accommodate CLD learners.

South Africa is no exception to CLD in ordinary secondary school classrooms. It is a host to immigrants from several countries. South Africa has recorded a total number of 4 million international immigrants in 2017 (United Nations, 2017). The influx of foreign nationals has added to an increase in the cultural and linguistic diversity in ordinary school classrooms in South Africa. Besides the influx of immigrants, South Africa is multi-linguistic and culturally diverse in dispensation (Makalela, 2016). It officially recognises twelve (12) official languages (Department of Sport, Recreation, Arts and Culture, 2005).

Consistent with several other countries, with the advent of democracy in 1994, South Africa has passed several policies and legislation on inclusion in education in compliance with the foregoing international human rights instruments. These include the Education White Paper 6 (2001), the Constitution of the Republic of South Africa no.108 (1996), the South African Schools Act 84 of 1996 (Republic of South Africa, 1996b), and the Refugees Act of 1998 (Abraham & Matthews, 2011). In addition, the South African government also introduced the Policy on Screening, Identification, Assessment and Support (SIAS, 2014). As a result of the realisation of the changing demographics of

society and in schools, coupled with cultural and linguistic diversity in South Africa and elsewhere, teachers have to deal and work with CLD learners.

The inclusion of CLD learners has been investigated in different countries and studies confirm that teachers experience immense challenges in the inclusion of CLD learners. For example, Australian high school teachers confront several challenges in inclusion of CLD learners (Miller, 2011). These challenges include the irregular timetable, continuous pressure to produce data, little if any development planning of the curriculum which has resulted in teachers feeling isolated and lacking in their professionalism (Miller, 2011). There was also a cultural mismatch between teacher's expectations, preferences and needs and what was happening in their classroom (Miller, 2011). Furthermore, these teachers continue to battle with learners who exhibit behavioural problems, learners who are not always prepared for their lessons, unaccountably absent and late (Miller, 2011). Moreover, teachers do not have administrative assistance for typing, photocopying or assistance in preparation of resources (Miller, 2011). Moloney and Saltmarsh (2016) also found that Australian teachers expressed their concern in feeling unprepared to teach in CLD classrooms. In the European Community, countries like Ireland, United Kingdom, France, Latvia, Italy and Spain, CLD teachers lack training to deal with and cater for CLD learners; they lack resources and time to adapt to the teaching methods that are suitable for diverse classrooms (Fine- Davis & Faas, 2014). Acquah, Tandon and Lempinen (2015) also add that in European countries teachers are not exposed to teaching CLD learners within a single classroom.

Similarly, teachers in the United States of America are confronted with complex challenges in the inclusion of CLD learners (Khong & Saito, 2014). These challenges include social challenges as a result of the increasing number of English Language learners (ELL) and the boundless diversity in the learner population. Teachers also face challenges of Federal state and district Educational Policies that are adapted without the teachers' professional contributions. These teachers also have institutional challenges that include inadequate in-service and preservice training (Khong & Saito, 2014). There is also a shortage of tools and resources including books for teaching these learners.

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Furthermore, there is insufficient time to teach the CLD learners. There is also a plethora of linguistic and communication barriers between the teachers and the CLD learners and between the teachers and the parents making it difficult for teachers to communicate with parents. Organisational culture also adds to these challenges since the institutional culture marginalises CLD teachers and learners. CLD teachers experience personal challenges in their beliefs, attitudes and assumptions. In addition, teachers also experience emotional challenges as they feel overwhelmed by the volumes of work (Khong & Saito, 2014). Lastly, in the United States of America, it was found that the complexity of cultural and linguistic diversity in the schools affected the teachers' attitudes that are related to power, privilege and status, all compounded to make it challenging for teachers to value diversity among learners (Terry &Irving, 2010).

Likewise, in India teachers are confronted with multi-faceted challenges including the pressure "for teaching for understanding" as opposed to rote learning, and the use of innovative, inclusive practices and opposed to time-tested traditional methods (Pandey, 2011). Teachers are therefore not equipped with the requisite skills, abilities and attitudes to use culture specific contexts in CLD classrooms. In addition, these teachers lack experience in teaching at school level (Pandey, 2011). In Vietnam, teacher education programmes do not support students with culturally responsive practices hence teachers encounter the teaching profession without the cultural competence to guarantee learners' success (Tuan, 2010). Correspondingly, in Finland, teachers are struggling with the CLD learners since these teachers are not trained to teach CLD learners (Acquah et al, 2015).

In Nigeria, although the Nigerian Education Department has put in place computer-assisted applications for translating English into Yoruba, Ibo and Hausa, only a few primary school teachers are proficient in using such technology (Okebukola, Owolabi & Okebukola, 2013). In Kenya, teachers practice the inclusion of CLD learners using code switching (Nyaga & Anthonissen, 2012). However, teachers in Kenya continue experiencing challenges in using CLD materials since all the materials and examinations are still in English. Teachers are also deployed at schools regardless of their capability to teach in the language of instruction of the children that they teach hence the mother

tongue of the teachers becomes the language of instruction (Nyaga & Anthonissen, 2012). All these challenges have an effect on the full inclusion of CLD learners.

In South Africa, very few studies have investigated the inclusion of CLD learners with a view to identifying strategies and proposing a model for the inclusion of CLD learners in ordinary secondary schools in Gauteng province. For example, Makoe and McKinney (2014) carried out an ethnographic study in Johannesburg at 1 primary co-education school and at a girls' only secondary school using lesson observations and interviews. They established that post-apartheid policies continue to privilege English language while multilingual and plurilingual practices are trivialised inadequate, deficient and ineffective for communication purposes and for teaching and learning. Likewise, Busch (2010) carried out a study at a primary school in the Western Cape and confirmed that placing value on other languages has the effect of enhancing understanding and awareness of the dual-medium approach. Similarly, Makalela's (2014) mixed method study on pre-service teachers established that using translanguaging techniques among pre-service teachers increases the vocabulary repertoire of multilingual speakers, affirms learners' multilingual identities and affords them a positive schooling experience. Furthermore, Singaram, van der Vleuten, Stevens and Dolmans (2011) carried out a study with second year medical students and their problem-based learning teachers using focus groups and stratified sampling. In this study, Singaram et al (2011) identified that using problem-based learning tutorials among diverse learners helps prepare medical students for their future profession in a multicultural society. Evans and Cleghorn (2010) focused on the impact of English as a medium of instruction in multicultural and multilingual pre-primary and primary schools and found that both the teachers and learners were not conversant with the medium of instruction and this created confusion. A similar study by Breton-Carbonneau, Cleghorn, Evans & Pesco (2012) which was a qualitative exploratory study with 4 Grade R-3 White teachers in two urban primary schools in Pretoria, Gauteng Province found that teachers found it difficult to teach learners using the English medium of instruction. Premised on the dearth of studies on the inclusion of CLD learners in secondary schools in South Africa, the current study sought to interrogate the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools in

Gauteng, South Africa, as a context for strategizing and proposing a model for the successful and effective inclusion of these learners. The following section presents the problem statement.

1.3 STATEMENT OF THE PROBLEM

The number of learners with diverse cultural and linguistic backgrounds educated in ordinary classrooms is significantly increasing in several countries, including South Africa (Petriwskyj, 2010; Moloney & Saltmarsh, 2016; Kim & So, 2018; OECD, 2019). Comparable to other countries, South Africa has an international and national mandate to ensure the successful and effective inclusion of these learners in ordinary classrooms (Abrahams & Mathews, 2011; Speekman & Mandew, 2014; Engelbrecht, Nel, Nel, & Tlale, 2015).

Nevertheless, international studies indicate that the inclusion of learners with diverse cultural and linguistic backgrounds poses challenges to CLD teachers (Terry & Irving, 2010; Miller, 2011; Pandey, 2011; Okebukola, Owolabi & Okebukola, 2013; Gu & Patkin, 2013; Fine- Davis & Faas, 2014; Khong & Saito, 2014; Acquah et al, 2015; Moloney & Saltmarsh, 2016).

Owing to the exodus of people from one country to another in search of economic and political refuge, South African secondary schools have had to accommodate learners from diverse cultural and linguistic backgrounds (Evans & Cleghorn, 2010; Singaram et al 2011; Breton-Carbonneau et al, 2012; Makalela, 2014; Makoe & McKinney, 2014). As a result of the inclusion of CLD learners, teachers encounter learners who are culturally and linguistically diverse in the classroom (Meier & Hartell, 2009). This challenge has a bearing on lesson planning and delivery as teachers are expected to cater for the needs of all such CLD learners. Research has not yet established the effectiveness of such inclusion. Moreover, there is a dearth of studies on the inclusion of CLD in ordinary secondary schools in South Africa. It is yet to be established if South African ordinary secondary schools have fully embraced the inclusion of CLD learners. The present study

is thus intended to explore the inclusion of CLD learners in ordinary secondary schools in Gauteng, South Africa. The following section presents the research aim and objectives.

1.4 RESEARCH AIM AND OBJECTIVES

1.4.1 Aim

The current study interrogates the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools as a context for strategizing and proposing a model for the successful and effective inclusion of CLD learners in ordinary secondary schools.

1.4.2 Objectives

The current study seeks to:
1) Interrogate how teachers understand the inclusion of learners in ordinary secondary schools.
2) Interrogate how teachers practise the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools.
3) Explore strategies that could be used to enhance the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools.
4) Propose a model for the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools.

1.5 MAIN RESEARCH QUESTION AND SUB-RESEACRCH QUESTIONS

1.5.1 Main Research Question

How do teachers include learners who are culturally and linguistically diverse in ordinary secondary schools in South Africa?

1.5.2 Sub-Research Questions

1) How do teachers understand inclusion of learners in ordinary secondary schools?

2) How do teachers practice inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?

3) What strategies enhance the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?

4) What model could be proposed for the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?

The following section presents the rationale of the study.

1.6 RATIONALE FOR THE STUDY

Several factors have prompted the execution of this study. Unlike in several countries including Australia (Miller, 2011; Moloney &Saltmarsh, 2016), Hong Kong (Gu & Patkin, 2013), India (Pandey, 2011), Vietnam (Tuan, 2010), Finland, (Acquah et al, 2015), there are limited studies on inclusion of CLD learners in ordinary secondary schools in South Africa. These include, Evans and Cleghorn (2010); Singaram et al (2011); Breton-Carbonneau et al (2012); Makalela (2014); Makoe and McKinney, (2014). This study contributes to the understanding, practice and strategies of inclusion of CLD learners in ordinary secondary schools in Gauteng, South Africa.

Previous international studies established that there are many challenges associated with the inclusion of CLD learners (Terry &Irvin, 2010; Tuan, 2010; Miller, 2011; Pandey, 2011; Nyaga & Anthonissen, 2012; Gu & Patkin, 2013; Fine- Davis & Faas, 2014; Khong & Saito, 2014, Acquah et al, 2015, Moloney & Saltmarsh, 2016). This study intends to identify and propose solutions to some of these challenges. The study explores some practices, mechanisms and strategies that could be used in the inclusion of CLD learners to enhance effective teaching and learning amongst these CLD learners. This study proposes an effective model which could be used to solve some the challenges in the inclusion of CLD learners in ordinary secondary schools.

In alignment with the international fraternity, South Africa is mandated to adopt inclusive education. However, several studies have focused on the implementation of inclusive education of learners with disabilities (Ngcobo & Muthukrishna, 2011; Ntombela, 2011, Walton & Lloyd, 2011; Dalton, McKenzie & Kahonde, 2012; Donohue & Bornman, 2014; Murungi, 2015). This study sought to examine the state of inclusion of CLD learners in ordinary secondary school classrooms in South Africa and propose strategies for the successful and effective practice of the philosophy. The study clarifies whether the country is fulfilling its national and international mandate to include these CLD learners.

The study of inclusion of learners who are culturally and linguistically diverse has not been well explored in South Africa. For instance, Makoe and McKinney, (2014) used an ethnographic study at 1 primary school and 1 girls-only secondary school using lesson observations. Busch (2010) carried out a study at a primary school in Western Cape. Makalela (2014) carried out a mixed method study on pre-service teachers. Singaram et al's (2011) study was with second year medical students and their problem-based learning teachers using focus groups and stratified sampling. Evans and Cleghorn (2010) carried out a study with both teachers and learners focusing on the impact of English as a medium of instruction in multicultural and multilingual pre-primary and primary schools. Breton-Carbonneau et al's (2012) qualitative exploratory study was with 4 Grade R-3 White teachers in two urban primary schools in Pretoria, Gauteng Province. Premised on the dearth of studies on the inclusion of CLD learners in secondary schools in South Africa, the current study sought to interrogate the inclusion CLD of learners in ordinary secondary schools in Gauteng, South Africa as a context for strategizing and proposing model for successful and effective inclusion of these learners. The present study was a qualitative phenomenological study that used face to face interviews, non-participant observations and document analysis. The study participants comprised 12 ordinary secondary school teachers who were selected through critical case sampling so they could provide insights in the understanding, practices and strategies that could be used to enhance the inclusion of CLD learners.

Despite the fact that education policies in South Africa stipulate that all learners should be provided with opportunities to participate as far as possible in all classroom activities,

studies show that the inclusion of CLD learners is still hampered by policies that continue to privilege English Language while multilingual practices are still considered inadequate (Makoe & McKinney, 2014). Furthermore, teachers and learners are not conversant with the medium of instruction and this creates confusion in the classroom (Evans & Cleghorn, 2010). This study identifies practices, strategies, challenges and opportunities for the inclusion of CLD learners.

The researcher is also interested in this study because of her professional qualification and experience in teaching secondary school learners who are culturally and linguistically diverse. The following section presents the theoretical framework:

1.7 OVERVIEW OF THEORETICAL FRAMEWORK

Inclusive pedagogy underpins the current study. Embedded in the inclusive pedagogy approach is the development of a learning community that makes available learning opportunities for everyone, to enable all learners to take part in community of the classroom (Florian & Black-Hawkins, 2011: 814; Spratt & Florian, 2013: 134; Florian 2014:6). According to Sheehy (2017) inclusive pedagogy adopted a sociocultural and socio-constructivist perspectives on learning. Inclusive pedagogy does not deny individual differences between learners but assumes that differences are an ordinary aspect of human condition (Florian, 2015:10). Inclusive pedagogy offers an alternative to the "additional needs" approach which purports that some learners who experience learning difficulties require additional support (Florian & Black-Hawkins, 2011: 815). This belief that all learners have the right to access education with their peers is associated with the social-constructivist beliefs (Sheehy, 2017).

Inclusive pedagogy offers a partial response to three interrelated problems of educational inequality which include those that are associated with organisational and pedagogical strategies based on Bell Curve distributions, the identification of additional support needs and the disproportionate statistical representation of certain minority groups in special education (Florian, 2015:5). Inclusive pedagogy is thus a pedagogical approach that

responds to learner diversity in ways that avoid the marginalisation of some learners in the community of the classroom (Spratt & Florian, 2015). Tchombe (2017) argued that managing diversity among learners would require teachers who understand the learners' regular developmental processes. Thus the current study seeks to use the inclusive pedagogy approach to interrogate the inclusion of learners who are culturally and linguistically diverse. The emphasis of the study is on how teachers include learners and how they handle diversity in a culturally and linguistically diverse classroom.

Embedded in inclusive pedagogy is the belief that teachers can shift from focusing on individual learners by creating a learning platform that accommodates every learner, to enable every learner to take part in all the classroom activities by creating a rich learning community (Black-Hawkins, 2017:13; Florian & Black-Hawkins, 2011: 818; Spratt & Florian, 2013: 135). In inclusive pedagogy, learners are expected to receive equal treatment from the teacher and from the school and the teacher is expected to plan and deliver lessons in a manner that reflects the proposition that all learners are of equal value, despite their being less capable (Mintz & Wyse, 2015). In addition, teachers should be committed to extend what is available for all learners and not to use teaching and learning strategies that are suitable for most alongside something "additional" or "different" for students who have learning difficulties with a focus on what is to be taught (and how) rather than who is to learn it (Florian & Black-Hawkins, 2011: 818). Inclusive pedagogy is a valuable approach to the current study since the researcher strives to identify and interrogate practices and strategies teachers use to accommodate learners who are culturally and linguistically diverse in ordinary secondary schools.

Inclusive pedagogy rejects the belief that the performance of learners who are less capable may not change and could be detrimental to the progress of other more capable learners (Florian, 2014:290; Florian & Black-Hawkins, 2011: 818; Spratt & Florian, 2013: 134). It upholds the belief that all learners can succeed if teachers use different pedagogical strategies and formative assessments to support learner needs (Florian & Black-Hawkins, 2011: 818; Florian, 2014:290). Inclusive pedagogy celebrates differences between learners as a resource that enriches the classroom and enhances learning

(Griffiths, 2010). The current study aims at interrogating how teachers practise the inclusion of learners who are culturally and linguistically diverse.

The third principle recognises difficulties in learning as professional challenges for teachers, rather than deficits in learners (Florian & Black-Hawkins, 2011: 819). In addition, inclusive pedagogy challenges the teachers to find new ways of supporting the learning of all children, working with adults who respect the dignity of all learners as members of the classroom community and to committing themselves to continuing professional development in order to develop more inclusive practices (Florian & Black-Hawkins, 2011: 818; Spratt & Florian, 2013:134). Hence this theoretical framework becomes relevant to the current study which seeks to explore strategies that could be used to enhance the inclusion of learners who are culturally and linguistically diverse. The following section presents an overview of the research methodology.

1.8 OVERVIEW OF RESEARCH METHODOLOGY AND DESIGN

This section presents an overview of the research methodology underpinning this study.

1.8.1 Research Paradigm

A research paradigm is a way of looking at the world, or a worldview, that shapes what the researcher holds to be true and it provides lenses through which a study is carried out and its findings presented (Okeke & van Wyk, 2015:59). The major research paradigms include interpretivism, post positivism, transformative and pragmatism. The interpretivist research paradigm underpins this study.

1.8.2 Research Approach

There are 3 broad research approaches: qualitative, quantitative and mixed methods (Creswell, 2014). In this study, the qualitative approach is adopted owing to the

researchers' interest in generating data that emanates from a subjective ontology (Nieuwenhuis, 2016).

1.8.3 Research Design

A research design situates researchers in the empirical world and connects them to specific sites, people, groups, institutions, and bodies of relevant interpretive material, including documents and archives (Denzin & Lincoln, 2013: 29). This study adopted a descriptive phenomenological study design to interrogate the inclusion of culturally and linguistically diverse learners in secondary schools in Gauteng Province.

1.8.4 Data Collection Techniques

Individual Interviews

One of the most important sources of case study evidence is the interview (Yin, 2014:110). This study conducted one-on-one (individual) interviews with the 12 participants who were purposively sampled from the three different ordinary secondary schools in Gauteng Province.

Non-Participant Observation

Non-participant observation was used in this study. Non-participant observation is the act of noting a phenomenon in the field setting through the five senses of the observer who is an outsider of the group under study, often with a note- taking instrument, and recording it for scientific purposes (Creswell & Poth, 2018: 168). A structured observation guide was used.

Document Analysis

Document analysis refers to studying of existing documents in order to understand their content or to establish deeper meanings by looking at their style and their coverage (Strydom & Delport, 2011). This study used official documents namely, school-based support team files (SBST), annual teaching plans (ATP), classwork books and class lists.

1.8.5 Population, Sampling Technique and Sample

A population as a group of well-defined people in which the researcher is interested in learning more about (Ary, Jacobs, Sorensen & Walker, 2014), comprised of South African ordinary secondary school teachers from one education district in the Gauteng Province.

1.8.5.1 Sampling

Sampling is the process of selecting a subset from an entire target population for observation (Babbie, 2010). This study used purposive sampling to recruit participants. Purposive sampling uses the researcher's judgement to select participants who are likely to offer particularly valuable insights (Laurie & Jensen, 2016: 100). Using this sampling strategy, the distribution of the sample comprised of 6 male and 6 female teachers from 3 ordinary secondary schools in a district in the Gauteng Province of South Africa.

1.8.6 Data Analysis

Thematic data analysis technique was used. Thematic data analysis is an inductive technique of identifying themes from text data which provides detailed and credible data (Guest, MacQueen & Namey, 2012: 15). The following steps were used in data analysis: data transcription, data organisation, data coding and interpretation using ATLAS.ti software version 8.0. The final step was the establishment of emergent themes. These themes were further explained and assigned meanings in chapter five.

1.8.7 Trustworthiness

To establish the trustworthiness of a study Lincoln and Guba as cited by Creswell and Poth (2018: 255- 256) use unique terms such as credibility, transferability, dependability and confirmability. These four criteria to consider in ensuring trustworthiness in qualitative research are fully presented in chapter four of this study.

1.8.8 Ethical Issues

Ethics help the researcher to protect the dignity and safety of the research participants and the public (Silverman, 2010:153). In order to protect the rights and well-being of the participants, the study considered the following ethical standards: permission, anonymity, confidentiality, informed consent, protection from harm and honesty with professional colleagues.

1.9 CONTRIBUTION/ SIGNIFICANCE OF THE STUDY

The primary objective of this study was to explore the inclusion of learners who are culturally and linguistically diverse in secondary schools in Gauteng, South Africa.

The present study provides the Department of Education's Ministerial office with a heuristic and pragmatic, well-researched report on inclusion of learners who are culturally and linguistically diverse. This implies that the beneficiaries are the Department of Education officials and classroom teachers in the field. In terms of the study's heuristic and pragmatic focus, this research provides important insights into inclusive education teachers through exploratory implementation of best practices. It empowers the Department of Education officials and classroom teachers through a model, conclusions and recommendations made so that they appreciate the practices and strategies used in teaching CLD learners.

The study is anticipated to accumulate knowledge and information that could be used by the policy makers to inform policies on inclusion. From the information and knowledge accumulated from this study, policy makers may improve the policies and provide the school principals, management and school governing bodies and educators with useful and effective inclusive education strategies, approaches and skills in handling learners who are culturally and linguistically diverse and their implications on the academic performance of the learners.

The study also seeks to assist stakeholders, curriculum and policy makers to revisit the constitution and the frameworks and to ensure that all schools are monitored so that the inclusion of learners who are culturally and linguistically diverse resolves the myriad controversies associated with the pedagogic practice. There is lack of implementation of best practices as intimated in policy frameworks such as the White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (2001) since classroom practitioners seem unaware of the existence of these policy frameworks.

It is anticipated that the study generates strategies and recommendations that could be used by teachers as a springboard for improved service delivery in inclusive pedagogical settings. The Gauteng west community comprises people from different provinces within South Africa and immigrants from different countries who speak different languages and adhere to their own indigenous cultures. Their children go to the same schools and they bring with them their own cultures and languages into the school environment. Therefore, the aforementioned are expected to derive important benefits from the knowledge generated by the study.

The present study could assist parents and learners who are culturally and linguistically diverse to understand how inclusion works so that they can fit in the society they are living in and respect each other. This could be done through collaboration of the school management and the community and through parental involvement in their children's education.

Furthermore, the study contributes to academic literature on inclusion of CLD learners in ordinary secondary schools

1.10 LIMITATIONS OF THE STUDY

South Africa has a number of provinces with learners who are culturally and linguistically diverse. However, the study was carried out in Gauteng Province and was limited to a case of only three ordinary secondary schools. Thus, the study findings may not be generalised to other countries. The researcher would have interrogated the inclusion of CLD learners in many schools but was limited to only three schools due to time, financial and material restraints. The research study was only limited to qualitative research approach. A more comprehensive study could have used both quantitative and qualitative methods for depth and breath.

1.11 DELIMITATIONS OF THE STUDY

The present study sought to interrogate the inclusion of culturally and linguistically diverse learners as understood and practiced by secondary school teachers. The study was carried out at 3 ordinary secondary Schools, in Gauteng Province in South Africa.

1.12 DEFINITION OF KEY CONCEPTS

The following key concepts are defined in this study: inclusion, culture and language, cultural and linguistic diversity, culturally and linguistically diverse learners, ordinary secondary schools

1.12.1 Inclusion

UNESCO (2004) conceptualises inclusion as "*a dynamic approach to responding positively to pupils with diversity and of seeing individual differences not as problems, but*

as opportunities for enriching learning" Opertti and Brady (2014) ascertain that inclusion guarantees that all learners can access education. Inclusion has been conceptualised therefore as the best means for effective learning for all learners (Woodcock &Hardy, 2017). In the present study, inclusion means accommodating learners from diverse cultural and linguistic backgrounds in the same classroom and providing appropriate support in the classroom to empower learners to realise their potential despite their diverse linguistic and cultural backgrounds.

1.12.2 Culture and Language

According to Hartman (2016) culture is multifaceted. Hofstede (2011) defines culture as the collective programming of the mind that differentiates the members of one group of people from others. Similarly, Banks and Banks (2010) argue that culture consists of shared beliefs, symbols and interpretations within human groups. For the purposes of this study, culture and language refer to the different beliefs and the language spoken by diverse learners in the classroom and how they affect the teaching and learning processes.

1.12.3 Cultural and Linguistic Diversity

According to Hartman (2016), cultural and linguistic diversity includes not only ethnicity and race but gender, sexual orientation, career goal and intellectual differences. Cultural diversity in education is shown in the variety of learning materials such as textbooks, learner processes and experiences in school, teacher training, social management and government policies (Reygan & Steyn, 2017). In this study, cultural and linguistic diversity refer to the diverse learner backgrounds including their language and cultural norms and values and how such diverse learners are included in the ordinary classroom.

1.12.4 Culturally and Linguistically Diverse Learners

Terry and Irvin (2010) refer to culturally and linguistically diverse learners as those who belong to the minority ethnic groups, learners whose first language is not English and learners from low socio-economic backgrounds. Petriwskyj (2010) argues that the inclusive definition of diverse learners is adopted to encompass children from culturally and linguistically diverse or socially marginalised backgrounds, children with diagnosed disabilities and/ or gifts of children identified by teachers as having behavioural or learning concerns. For the purpose of this study, Petriwsky's (2010) definition of cultural and linguistic diversity relating to learners from minority groups is used since its focus is closely related to the research study on the inclusion of culturally and linguistically diverse learners in the South African context.

1.12.5 Ordinary Secondary Schools

In the South African education context, ordinary secondary schools are those that admit and serve learners from Grade 8-12 and age group 13-17 (Department of Education Notice of 2009:13). In addition, ordinary secondary schools have 2 phases: the general education and training (GET) senior phase (Grade 8-9) and the Further Education and Training (FET) phase (Grade 10-12) (Department of Education Notice of 2009:10). In the current study, ordinary secondary schools refer to inclusive schools that enrol learners from grade 8-12, despite their cultural and linguistic backgrounds.

1.13 PRELIMINARY OUTLINE OF CHAPTERS

This study is divided into the following chapters:
Chapter 1: The Problem and its Context:

This chapter discusses the background to the study, statement of the problem, research aim and objectives, main research question and sub-research questions, rationale for the study, an overview of theoretical framework, an overview of the research methodology

and design, ethical considerations, contribution/significance of the study, limitations of the study, delimitations of the study and the definition of key terms.

Chapter 2: Review of Related Literature:

This chapter reviews literature on the theoretical framework, the historical development of inclusion under the following sub-headings: the extermination era, the era of institutionalisation, special education and inclusion. The chapter also reviews literature on culturally and linguistically diverse learners from a global perspective.

Chapter 3: Review of Related Literature

This chapter reviews literature under the sub-headings that were derived from the research questions and objectives: the teachers' understanding of inclusion, the teachers' practices of inclusion and the strategies that enhance the inclusion of culturally and linguistically diverse learners.

Chapter 4: Research Methodology

This chapter discusses the research paradigm, approach, design, population and sampling, data collection techniques, trustworthiness and ethical issues.

Chapter 5: Data Presentation and Analysis

This chapter presents, analyses and discusses the data that was collected from the study participants.

Chapter 6: Proposed model for the inclusion of CLD learners

This chapter proposes a model for the inclusion of CLD learners in ordinary secondary schools.

Chapter 7: Summary, Conclusions and Recommendations

This chapter is a summary of the findings, conclusions and recommendations of the inclusion of culturally and linguistically diverse learners.

1.14 SUMMARY OF THE CHAPTER

This chapter presented the problem and its context. Aspects covered include background to the study, statement of the problem, main research question, sub-research questions, aims, objectives, rationale for the study, and significance of the study, theoretical framework, limitations of the study and delimitations of the study. It also presented the overview of the research methodology and design. The following chapter focuses on the review of related literature.

CHAPTER 2 : LITERATURE REVIEW

2.1 INTRODUCTION

The current study is sought to explore how teachers include learners who are culturally and linguistically diverse in ordinary secondary schools in Gauteng, South Africa. The preceding chapter presented the problem and its context. The current chapter reviews the theoretical framework and the international literature on the inclusion of CLD learners. The literature review is presented under the following subheadings: theoretical framework, the historical development of inclusion from the extermination era to inclusion and the inclusion of culturally and linguistically Diverse Learners (CLD): A Global Perspective. The literature review is sought to illuminate on the research gaps that this study will fill. The following section presents the theoretical framework.

2.2 THEORETICAL FRAMEWORK

Adom, Hussein and Agyem (2018) proclaim that a theoretical framework is the foundation upon which a research is constructed for a research study. It predominantly provides a grounding for the literature review. It also comprises of theories that underpin the researchers' thinking on how they understand and plan to do research (Grant & Osanloo, 2016). Grant and Osanloo (2016) further defined a theoretical framework as a "blueprint" for a dissertation or thesis. The current study on the inclusion of culturally and linguistically diverse learners in ordinary secondary schools in Gauteng, South Africa is underpinned by the inclusive pedagogy approach.

2.2.1 Inclusive Pedagogy Approach

The inclusive pedagogical approach, which is located in the socio-cultural framework, has its origins in Scotland where it was used in the Inclusive Practice Project (IPP) at the University of Aberdeen in Scotland (Florian & Linklater, 2010, Florian, 2010). The approach that emerged from a combination of research projects and literature on inclusive

education was aimed at replacing traditional approaches to teaching learners who would have been identified as having special needs (Florian, 2010). The inclusive pedagogy approach was therefore anticipated to fill in the gap of teachers' inability to handle diversity within the school environment (Spratt & Florian, 2013). It is thus anticipated that the inclusive pedagogical approach would benefit both the leaners and the teachers as the teachers would use this approach in diverse ordinary classrooms. Inclusive pedagogy appreciates diversity in the classrooms and attempts to embrace these differences by using appropriate collaborative instructional methods such as ability grouping, cooperative learning and peer tutoring (Spratt & Florian, 2013). Tchombe (2017) reiterated that learning challenges should be the same for all learners, and the environment must be enabling in responding to the specific needs of each child. These teaching methods are aimed at providing learning opportunities that accommodate diverse learner needs. The teachers' understanding of differences among learners including CLD learners would help them to select appropriate teaching strategies that would accommodate learner diversity and thus create a rich learning environment. Teachers are therefore required to embrace learner diversity and to provide a teaching and learning atmosphere that recognises differences among the learners. Teachers in ordinary secondary schools may use a variety of teaching practices such as translanguaging, mixed grouping, scaffolding and differentiated instruction.

Inclusive pedagogy is entrenched in the following 3 key assumptions as propounded by Florian and Black-Hawkins (2011):

1) *A shift in the focus from one that is concerned with only those individuals who have been identified as having additional needs to learning for all- the idea of everybody (not most or some).*
2) *Rejection of deterministic beliefs about ability (and the associated idea that the presence of some will hold back the progress of others).*
3) *Ways of working with and through other adults that respect the dignity of learners as full members of the community of the classroom.*

These basic assumptions are elaborated below:

Inclusive pedagogy advocates for a shift from focusing on individual learners by creating a learning platform that accommodates every learner, to enable every learner to take part in all the classroom activities by creating a rich learning community (Florian & Linklater, 2010; Florian & Black-Hawkins, 2011; Spratt & Florian, 2013; Black-Hawkins, 2017). Learners are therefore expected to receive equal treatment from the teacher and from the school as the teacher is required to plan and deliver lessons in a manner that reflect the proposition that all learners are of equal value (Mintz & Wyse, 2015). Inclusive pedagogy thus acknowledges the normalcy of differences among learners. It also proclaims that no learner should be marginalised. This necessitates the use of the principle of transformability which is a belief that all children's ability to learn can be based on what people can do (Florian & Linklater, 2010). Transformability is embedded in 3 practical pedagogical principles of co-agency, trust and everybody which emphasise that teachers are required to enhance the learners' capacity to learn (Florian & Linklater, 2010). Figure 2.1 below shows the core idea of transformability and the key pedagogical principles.

The core idea → **TRANSFORMABILITY**
Potential for transforming learning capacity

But how to do it? Through practices with specific purposes...

Affective purposes
Strengthen confidence, security, competence, control

Social purposes
Increases acceptance, belonging, community

Intellectual purposes
Ensure access, enhance relevance, meaning, reasoning

And how are these purposes to be achieved? Through key pedagogical principles...

KEY PEDAGOGICAL PRINCIPLES
CO-AGENCY   EVERYBODY   TRUST

These principles work together to guide decision-making about what to do and what not to do.

ENHANCED CAPACITY TO LEARN

Source: Hart, Dixon Drummond, and McIntyre (2004) *Learning without limits* (Figure 13.3, p. 179). Reproduced with the kind permission of Open University Press. All rights reserved.

Figure 2.1: The core idea of transformability and the key pedagogical principles

In addition, the inclusive pedagogy approach rejects the bell-curve thinking which postulates that most learners produce satisfactory results while very few learners would either excel or achieve lower standards (Fendler & Muzaffar, 2008). Moreover, the bell curve distribution gives an impression that what is 'ordinarily available' would be used to meet the needs of most learners while other learners may need 'additional' support (Florian, 2015). Inclusive pedagogy therefore seeks to promote inclusive practices where teachers should be committed to extend what is available for all learners and not to use teaching and learning strategies that are suitable for most alongside something "additional" or "different" for students who have learning difficulties with a focus on what

is to be taught (and how) rather than who is to learn it (Florian & Black-Hawkins, 2011). However, Makoelle (2012) argues that some South African teachers view inclusive pedagogy from a special needs perspective that is positivist in nature and from a full inclusion perspective which is constructivist in nature. Makoelle (2012) also suggested that the conceptualisation of inclusive pedagogy needs to be re-evaluated. The Inclusive pedagogical approach is a valuable approach to the current study since the study is intended to find out how teachers understand inclusion, practices and strategies that teachers are using in the inclusion of CLD learners in ordinary secondary schools in South Africa.

The figure below shows the bell-curve distribution that is being rejected by the inclusive pedagogical approach to teaching and learning:
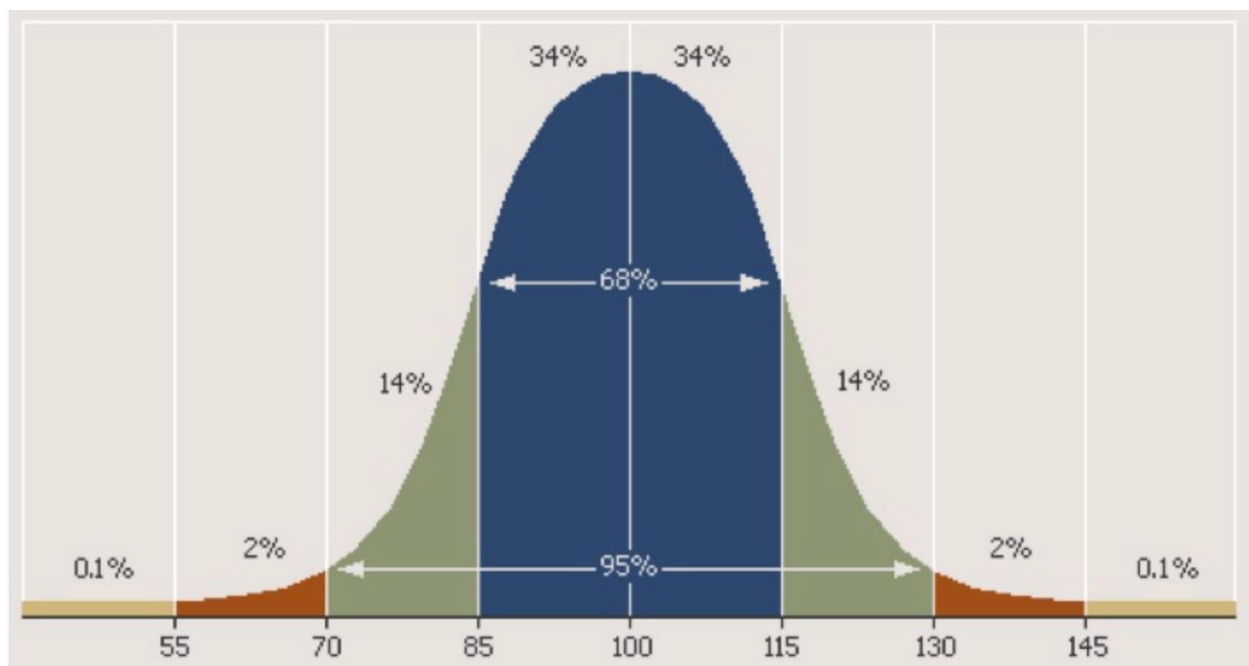
Figure 2.2: Bell-curve distribution (Florian, 2016)

Like the socio-cultural theory, Inclusive pedagogy rejects the deterministic belief that the performance of learners who are less capable may not change and could be detrimental to the progress of other learners (Florian, 2014:290; Florian & Black-Hawkins, 2011: 818;

Spratt & Florian, 2013: 134, Sheehy, 2017). More so Inclusive pedagogy holds on to the belief that all learners can succeed if teachers can use different pedagogical strategies and formative assessments to support learner needs (Florian & Black-Hawkins, 2011; Florian, 2014). Teachers are therefore required to direct their focus on what learners can do as opposed to what they are not able to do (Florian & Black-Hawkins, 2011). The approach also celebrates and tolerates differences between learners as a resource that enriches the classroom and enhances learning (Griffiths, 2010). In order to enhance inclusive pedagogy, teachers are required to use a diverse range of grouping methods that support all the learners instead of depending on ability grouping that would classify learners as being 'able' and 'less able' (Florian & Black-Hawkins, 2011). In addition, this assumption encourages teachers to use of formative assessment which is an important method that can be used to support learning in diverse classrooms (Florian & Black-Hawkins, 2011). The current study is aimed at exploring how teachers include CLD learners in ordinary secondary schools. The teachers' understanding of CLD learners would determine their pedagogical strategies and assessments that are suitable for each learner. To this end, the current study would also observe the different types of assessment strategies that teachers use during classroom instruction in order to find out how teachers include CLD learners in CLD classrooms. The current study would also analyse documents such as learners' classwork books and test activities to find out if teachers are using the recommended assessment strategies in CLD classes.

The third principle of inclusive pedagogy emphasises that teachers are required to consider the challenges that learners experience in learning as professional challenges for teachers, instead of seeing them as problems within learners (Florian & Black-Hawkins, 2011). Teachers are therefore required to move away from the medical deficit model of disability so they can be able to equip themselves with the necessary skills to teach all learners including CLD learners. In addition, this assumption challenges the teachers to use new instructional strategies of supporting the learning of all children (Florian & Black-Hawkins, 2011; Spratt & Florian, 2013). Furthermore, teachers are required to work with adults who respect the dignity of all learners as members of the classroom community (Florian & Black-Hawkins, 2011; Spratt & Florian, 2013). The

emphasis on working with adult requires parental involvement, community engagement and collaboration among all stakeholders. Through collaboration with parents and other stakeholders, the teachers may establish an understanding of the individual educational needs of all learners. Collaboration among stakeholders would help create a rich, diverse teaching and learning environment.

Inclusive pedagogy also advocates that teachers should be devoted to continuing professional development as a way of developing more inclusive practices (Florian & Black-Hawkins, 2011; Spratt & Florian, 2013). By continuously developing themselves, teachers become active professionals who should seek new ways to support the diverse needs of the learners (Spratt & Florian, 2013).This may involve Teachers would therefore be required to participate in pre-service and in-service teacher trainings and professional development workshops that are aimed at addressing the inclusion of all learners including CLD learners. This study on the inclusion of CLD learners seeks to explore strategies that can be used in the inclusion of CLD learners.

The inclusive pedagogy approach would help the researcher to gain practical understanding of the teachers' understanding of the inclusion of CLD learners in ordinary secondary schools in Gauteng, South Africa. In addition, the inclusive pedagogy approach identifies some teaching practices which would require teachers to use diverse teaching strategies to accommodate all learners including CLD learners. This theory would therefore help the researcher to gain knowledge on how teachers practice the inclusion of CLD learners. Furthermore, inclusive pedagogy …….

However, the inclusive pedagogy approach poses huge challenges in that the 3 key assumptions of the inclusive pedagogy approach mainly revolve around the teachers' efforts to accommodate the diverse learner needs. The pedagogy does not explain any learner adjustments in these diverse classroom thus leaving the learners outside the matrices of learning by focusing on teaching practices and strategies. It may also be difficult to notice if all teachers are creating conducive classroom environments that accommodate the diverse needs of all learners. In addition, the school policies may

hamper teachers from using different grouping methods in their classrooms. These challenges may also be found in South African schools since teachers are required to follow the Annual Teaching Plan (ATP) from the district education department. These annual teaching plans may not be flexible enough to allow the use of a variety of teaching strategies. Furthermore, English as medium of instruction in South African schools may create challenges for the teachers who would want to practice the inclusion of CLD learners using translanguaging or code-switching. The approach does not capture other variables that affect teaching and learning in CLD classrooms such as ethnic grouping, peer pressure and absenteeism.

In conclusion, the inclusive pedagogy approach is a valuable approach that is anchored in 3 assumptions. These three assumptions are valuable to the present study which is sought to explore the inclusion of CLD learners in ordinary secondary schools with an emphasis on the teachers' understanding, practice and strategies to enhance the inclusion of CLD learners. The following section presents the historical development of inclusion

2.3 AN INTERNATIONAL PERSPECTIVE ON THE HISTORICAL DEVELOPMENT OF INCLUSION IN EDUCATION

The life and education of people with exceptionalities worldwide has evolved through several eras underpinned by different models of disability including the extermination, institutionalisation and inclusion in education. Different models of disability including the religious/moral model, psycho-medical model and the social model informed these eras. The subsequent section presents the extermination era and the religious/moral model of disability that underpinned it.

2.3.1 Extermination Era

The extermination era involved the killing of persons with disabilities. It was practised in the 19th century. The religious/moral model of disability which underpinned this era of

extermination is the oldest model of disability (Roush & Sharby, 2011). During the extermination era, the understanding of disability was situated in medicine, economics and religion (Schuelka, 2013). The moral model of disability conceptualised disability as a punishment that had been afflicted on a person or on the family by some form of external powers as a result of the transgressions which could have been caused by the persons with disabilities, family members or society or the ancestors (Amponash-Bediako, 2013). Disability conditions such as schizophrenia were associated with the presence of the evil spirits (Lim &Chia, 2017). Thus, the religious/ moral model of disability associated disability with sin and curse and guilty feelings (Kumar & Subudhi, 2015).

In the moral model of disability, the families suffered stigmatisation which resulted in lowering their status and sometimes leading to complete marginalisation by other community members (Amponash-Bediako, 2013). In some instances, children with disabilities were burnt, and people with leprosy were segregated in order to physically and spiritually protect the society (Mackelprang, Salsgiver & Salsgiver, 2016). Correspondingly, children with genetic physical disabilities were also killed (Schuelka, 2013). As a result, families who had children with disabilities felt ashamed hence they concealed their children from other members of the society (Kumar & Subudhi, 2015). Children with disabilities were thus rejected by the society which resulted in hatred of oneself (Kumar & Subudhi, 2015). The people with disabilities also felt oppressed as they were kept away from school (Kumar & Subudhi, 2015). The conceptualisation of disability as a punishment for sins resulted in rejection and oppression of children with disabilities. The rejected and oppressed children were unable to attend school.

The extermination era was also characterised by diverse religious perspectives including the Western Judeo- Christian perspective and the Islamic religion. The Western Judeo-Christian's perspective of disability was enshrined in the Old Testament scriptures such as the book of Leviticus 21 verse 16-24 where the God of Israel spoke to Moses saying: Speak to Aaron, saying, none of your offspring throughout the generations who has a blemish may approach to offer the bread of his God….. (Schuelka, 2013). As a result, persons with disabilities were not allowed to participate in religious life (Amer, 2015). On

the other hand, people with disabilities were seen as reflecting the 'suffering Christ' and they were perceived as extraordinary people (Lim & Chia, 2017). The book of Deuteronomy 28 verses 15, 28 to 29 also points to the fact that disability is a punishment from God but at the same time the community was supposed to show benevolence and to offer assistance to people with disabilities (Schuelka, 2013). Some religious communities promoted and sought to treat people with disabilities through exorcism, purging and ceremonies and by attending to the needs of the persons with disabilities (Lim & Chia, 2017). Unlike the Old Testament, the New Testament conceptualised the source of disability as sin (Schuelka, 2013). However, they believed Jesus Christ has the power to perform miracles and to heal the sick people as an act of kindness (Schuelka, 2013). In Islamic religion, disability was not associated with punishment or evil spirits but it was viewed as a chance to receive Allah's grace (Schuelka, 2013). Therefore, the persons with disabilities were supposed to be accepted and protected (Amer, 2015). The religious model of disability tend to contradict as some religions see disability as a punishment and others would view disability as an opportunity to receive the grace of God. As a result, some religious communities accommodated persons with disabilities.

In countries such as Germany, the Nazi regime exterminated individuals with disabilities. The regime proclaimed that persons with mental and physical disabilities did not fit the Nazi category of "Aryan" (Hudson, 2011, United States Holocaust Memorial Museum, 2011). These people were perceived as a burden to the society and draining the economy because they could not work because of exceptionalities. Thus, Hitler's minister, Joseph Goebbels justified the mass killing of people with disabilities under the T4 program. The program described the extermination of people with disabilities as "mercy killings" and release through comfortable death (Mackelprang, Salsgiver & Salsgiver, 2016). Correspondingly, People with disabilities were also injected with morphine, starved and even shot (Hudson, 2011). In addition, people with disabilities were also used to perfect the extermination techniques in Nazi camps (Mackelprang et al, 2016). However, Germany faced a serious opposition of euthanasia by the Protestants and the Catholic Churches which resulted in Hitler ordering his soldiers to stop the killings of people with disabilities (United States Holocaust Memorial Museum, 2011). Persons with disabilities

were therefore considered to be misfits in the society as they were injected, starved and even killed.

Likewise, in African societies disability was conceptualised according to the religious/moral model. Disability was also biblically perceived as punishment from God and the ancestors (Chimhenga & Musarurwa, 2011). Consequently, in Tanzania, people with albinism were ostracised, condemned and killed. In Ghana, people with disabilities were also killed. This was because the community believed that disability was caused by the evil spirits. Typically developing individuals avoided association with those with disabilities and perceived them as a burden to the family (Reynolds, 2010). Similarly, In Zimbabwe, persons with cerebral palsy were discriminated by their family members and the community (Chimhenga & Musarurwa, 2011). Persons with disabilities including albinism and cerebral palsy suffered condemnation, ostracism, discrimination and sometimes death.

Owing to the extermination, condemnation, rejection, exclusion, discrimination and marginalisation of persons with disabilities, many children did not have access to education. The following section presents the era of institutionalisation.

2.3.2. The Era of Institutionalisation

The Institutionalisation era followed the extermination era. Barnes (2013) conceptualised that the institutionalisation and discriminatory policies for the persons with disabilities were embedded in the upheavals that complemented the coming of Industrial capitalism, urbanization and other ideologies such as medicalisation. The medical model of disability underpinned the institutionalisation era. This model has a long-standing history in the formulation of disability policy (Amponsah-Bediako, 2013). The medical model originated in the mid nineteenth century and it was entrenched in most rehabilitation clinics (Roush & Sharby, 2011). The medical model of disability places the origins of disability within the individual person (Scullion, 2010; Goering, 2010). Likewise, this model of disability viewed disability as fixed and permanent (Kumar & Subudhi, 2015). In addition, the medical model concludes that solutions to an individual with a disability are established

by concentrating on the persons with a disability hence the only solution is to treat the problem (Lim & chia, 2017). The persons with disability were therefore not supposed to go to school, get a job or take any family responsibilities (Lim &Chia). Furthermore, persons with mobility disabilities were denied public access as evidenced by the train infrastructure which was not accessible to persons with disabilities in Melbourne, Australia (Jackson, 2018; Mackelprang et al, 2016). It is therefore unfortunate that the persons with disabilities were not receiving equal treatment with the persons without disabilities. In addition, there were no structures in place to accommodate persons with disabilities and this resulted in them failing to access education.

Children with disabilities were held in discriminative and abusive conditions. This includes physical abuse in Russia, sexual violence against girls in India, use of incarcerated beds in Greece, incorrect use of psychotropic medicine in Serbia and chaining of children with disabilities in Ghana and Indonesia (Barriga, Cerimovic, Buchanan &Sharma, 2017). In Hawaii persons with disabilities were placed in mental institutes (Amundson & Ruddle-Miyamoto, 2010). Similarly, in 1900 United States of America established at least 25 isolated institutions for persons with disabilities (Rimmeman; 2013). Correspondingly, in United Kingdom persons with severe disabilities were confined in institutions and residential homes that were managed by professionals (Barnes, 2013). Likewise, In Romania (1948-89) people with disabilities were ostracised (Walker, 2010). In Finland, people with intellectual disabilities were placed in the countryside while in Alberta, all learners who were deaf were taken out of the region until the 1950s (Jahnukainen, 2011). Furthermore, New Zealand's 5th largest mental institute, which was built in 1912, housed at least 12000 people who had psychiatric conditions (Hamilton, 2017). These institutions were located outside the suburbs just to make sure the persons with disabilities do not come closer to the other residents (Walker, 2010). In Zimbabwe, children with moderate to severe disabilities conceptualised life in the Institutions as life in purgatory (Mutsvangwa, 2017).

Learners with disabilities had little or no access to education. Special schools were opened for learners with disabilities with children receiving their education in their

segregated institutions (Barriga, Cerimovic, Buchanan &Sharma, 2017). In Europe the first school for persons with disabilities was opened in 1832 in Bavaria (Braddock & Parish, 2016). Similarly, in Botswana, like other African countries, persons with disabilities were not allowed to attend ordinary schools (Jonas, 2014). More so, Zimbabwean parents whose children had disabilities could not send their children to schools because the special schools were far (Chimhenga & Musarurwa, 2011). The era of institutionalisation contravened the international human right policies including the Universal Declaration of Human Rights (1948), Section 2 Article 5 and 7.

The discriminatory and abusive conditions of the institutionalisation period had an effect on the education of learners with disabilities since most of them were unable to access special education. Most of them lived under harsh isolated conditions and education was not considered to be of importance to them. The medical model that underpinned this era also contributed to treatment that persons with disabilities receiving. The medical model of disability that conceptualised disability as fixed on the individual and advocated for treatment by specialised professionals contributed to labelling, marginalisation, stereotyping of persons with disabilities. The following section presents the special education era.

2.3.3 Special Education

Several international countries employed measures to respond to the needs of children with disabilities. In the 1960s, the new ideas of normalisation, ordinarying and integration were born (Jahnukainen, 2015). The principle of normalisation which was coined by Wolfensberger was originally applied to institutions with the intention of making the conditions of everyday life of learners with disabilities closer to those of the ordinary settings (Jenkinson, 2012, Mann & Van Kraayenoord, 2011). As a result, learners with disabilities received their education in segregated special school settings. For example, in Zimbabwe (Charema, 2010), India (Hodkinson & Devarakonda, 2009), Canada, Australia and Finland (Jahnukainen, 2015). These special schools focused on specific

needs of learners with disabilities (Gordon, 2013). Learners were therefore isolated and discriminated both at school and in society (Gordon, 2013).

As a movement, integration was influenced by the principle of normalisation (Jenkinson, 2012). Berlach and Chambers (2011) define integration as the placement of learners with disabilities in the regular classroom for the whole day or for segment of the day so they can be involved in normal schooling. With integration, learners' readiness was the major concern in their acceptance into general education (Jahnukainen, 2015; Saloviita, 2018). Integration therefore conceptualised that a child is the one who has a problem that needs to be fixed until the child is ready for school. The integrative model was also excluding and discriminatory in nature. Learners who had sensory and learning difficulties were not accommodated in ordinary educational settings (Gordon, 2013). The integrative model of disability therefore violate d the rights to inclusive education which is embedded in human rights policies such as the Conventions on the Rights of Persons with Disabilities (CRPD) (2006), article 24.Thus although learners with disabilities had access to education during the special education and integration era, learners with disabilities were still isolated and discriminated since they were made to attend to attend schooling in special education schools.

Similar to integration and the normalisation principle, the social model of disability was entrenched in the fight against prejudice, marginalisation and other societal barriers. The social model came into being during the 1950s and 1960s when civil rights movements stressed the need to tackle inequalities in the US (Gallagher, Connor & Ferri, 2014). Moreover, Oliver (2013) proclaims that the social model of disability is enshrined in the Fundamental Principles of Disability document which argued that the disabled people are not disabled by their impairments but by the disabling impediments that they face within the community. In addition, the Disabled People's Movement which was launched in 1972 in UK alleged that it is the community that disables people with physical impairments by enforcing disability over their impairments which results in exclusion and isolation, discrimination, unemployment, poverty and dependency (Gallagher et al, 2014). Goering (2010) also asserts that it is societal attitudes and practices that unreasonably and

prejudicially contribute to disabling the individuals hence the model seeks to address discriminatory issues against persons with disabilities. In addition, this model advocated for an inclusive education where barriers and needs were identified, diversity was accommodated and resources were made available (Meltz, Herman & Pillay, 2014). However, the social model of disability is criticised for depicting sickness and disability as independent from each other (Owens, 2015).

In USA, the passage of the Education for all Handicapped Children Act (EAHCA) of 1975 which was renamed the Individuals with Disabilities Act (IDEA) in 1990, was meant to protect the American learners with disabilities from discrimination and to afford all learners with disabilities a suitable public education (Hossain, 2012). In 1987, the European Community was also committed to the full integration of learners with disabilities in the regular classroom (Saloviita, 2018). In Botswana, church Ministers started a school for disabled persons in 1969 and 1970 (Mukhopadhyay, Nenty & Abosi, 2012). The goals of the Botswana educational policy on Education that was passed in 1994 stated that Education should, "…prepare children with special needs for social integration by integrating them as far as possible with their peers in ordinary schools (Government of Botswana, 1994:38).

 In Zimbabwe's the Schools Psychological Services and Special Needs Education department which is assigned with the identification and placement of learners with special educational needs in appropriate special education services is accountable for the education of learners with special needs (Chataika, McKenzie, Swart & Lyner-Cleophas, 2012). In 1992, the 17th world congress of Rehabilitation International that was held in Kenya, Nairobi emphasised that disabled persons must be fully integrated in the society and this resulted in Kenya opening assessment and resource centres which assess learners with various disabilities so as to refer them to appropriate schools. However, with the advent of inclusion, learners with special needs were moved from the special classrooms into the ordinary classroom (Adedoyin & Okere, 2017).

However, In Sweden, teachers complained that the presence of disabled learners in the ordinary classroom made it difficult for them to teach the other learners hence special

schools for learners with disabilities were established (Wickman, & Kristoffersson, 2017). Although normalisation was meant to make the conditions of everyday life of learners with disabilities closer to those of ordinary school settings, the special education era was still restrictive and discriminating.

It can therefore be concluded that the moral and medical models of disability were restricting and discriminating both at school and at home. Unlike the moral and medical models of disability the social model of disability acknowledges that it is the community that constructs the impairment. The community is therefore required to change their own attitudes towards people with disabilities. The following section presents the inclusion in education.

2.3.4 Inclusion in Education

Over the past decades, the inclusion of learners in ordinary schools has been at the centre stage of education. As a global movement, inclusion in education was developed as a response to exclusion of learners with diverse learning needs (Waitoller & Artiles, 2013). As a result, a wide body of empirical literature has been written about inclusion in education. According to Tchombe (2017), inclusion means accommodating learners from remote and nomadic populations, from linguistic, ethnic or cultural minorities and from other marginalised background in regular education. UNESCO (2005:14) defines Inclusion as, "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education." However, there is no universally accepted definition of inclusion in education as the different researchers understand inclusion differently. For example: Timmons and Walsh (2010), proclaims that inclusion is having learners with diverse competencies in the same classroom environment. In addition, Opertti and Brady (2014) argue that, Inclusion as a guiding principle guarantees that all learners can access education. However, Armstrong, Armstrong and Spandagou (2011) focused on the broader and the narrow definition of inclusion. In this regard, inclusion is broadly perceived from a diversity perspective and narrowly perceived from a disability perspective (Armstrong et al, 2011). On the other hand, Tchombe (2017) argues that

diversity in inclusion should not only focus on learners with disabilities but should also include learners who are in disadvantaged situations that are created by the socio-cultural context such as learners with language barriers, orphans, different ethnic groups, immigrants, albinos, religious groups as well as street children. Sheehy (2017) also argues that the ill-defined nature of inclusion contribute to the influential nature of teachers' epistemological beliefs.

Table 2.1 provides a comparison of the moral, medical and social models of disability.

Table 2.1 : Comparison of the Moral, Medical and Social models of disability. (Roush & Sharby, 2010)

Measure	Moral Model	Medical Model	Social model
Meaning of disability	Disability is a defect caused by moral lapse or sin, failure of faith, evil, or test of faith	A defect in or a failure of a bodily system that is inherently abnormal and pathological.	Disability is a social construct. Problems reside in the environment that fails to accommodate people with disabilities
Moral implications	Disability brings shame to the person with disability and his/ her family	Medical abnormality due to genetics, bad health habits, or person's behaviour.	Society has failed a segment of its citizens and oppresses them.
Origins	Oldest model and still most prevalent worldwide	Mid-19th century. Most common model in the United States. Entrenched in most rehabilitation clinics and journals.	In 1975, with the demonstrations by people with disabilities in support of the yet-unsigned Rehabilitation Act.
Goals of Intervention	Spiritual and divine acceptance	"Cure" or amelioration of the disability to the greatest extent possible	Political, economic, social, and policy systems, increase access and inclusion.
Benefits of the model	An acceptance of being selected, a special relationship with God, a sense of greater purpose to the disability	A lessened sense of shame and stigma. Faith in medical intervention. Spurs medical and technological advances	Promotes integration of the disability into the self. A sense of community and pride. Depathologizing the disability.
Negative effects	Shame, ostracism, need to conceal the disability or the person with disability.	Paternalistic, promotes benevolence and charity.	Powerlessness in the face of broad social and political changes needed. Challenges to prevailing ideas.

In addition, the UK Government Equity Act (2010) conceptualises inclusion as a concept that incorporate all learners who may be at risk of marginalisation and segregation (Beacham &Rouse, 2012). As a radical shift from integration, the mandate to adjust is now redirected to the schools where the schools are required to be more welcoming towards learners with diverse capabilities (Jonas, 2014; Saloviita, 2018). From the above definitions, it is clear that inclusion in education emphasises on tolerance and acceptance of all learners and particularly equity for minority groups, social justice and learners from cultural and linguistically diverse backgrounds. This is supported by Topping (2012) who conceptualised inclusion as a means of celebrating diversity and supporting the achievement and participation of all learners despite their socio-economic, situations, ethnic origins, cultural heritage, gender and sexual preferences. Inclusion has therefore been conceptualised as the best means for effective learning for all learners (Woodcock &Hardy, 2017). The figure below summarises the concept of inclusion.
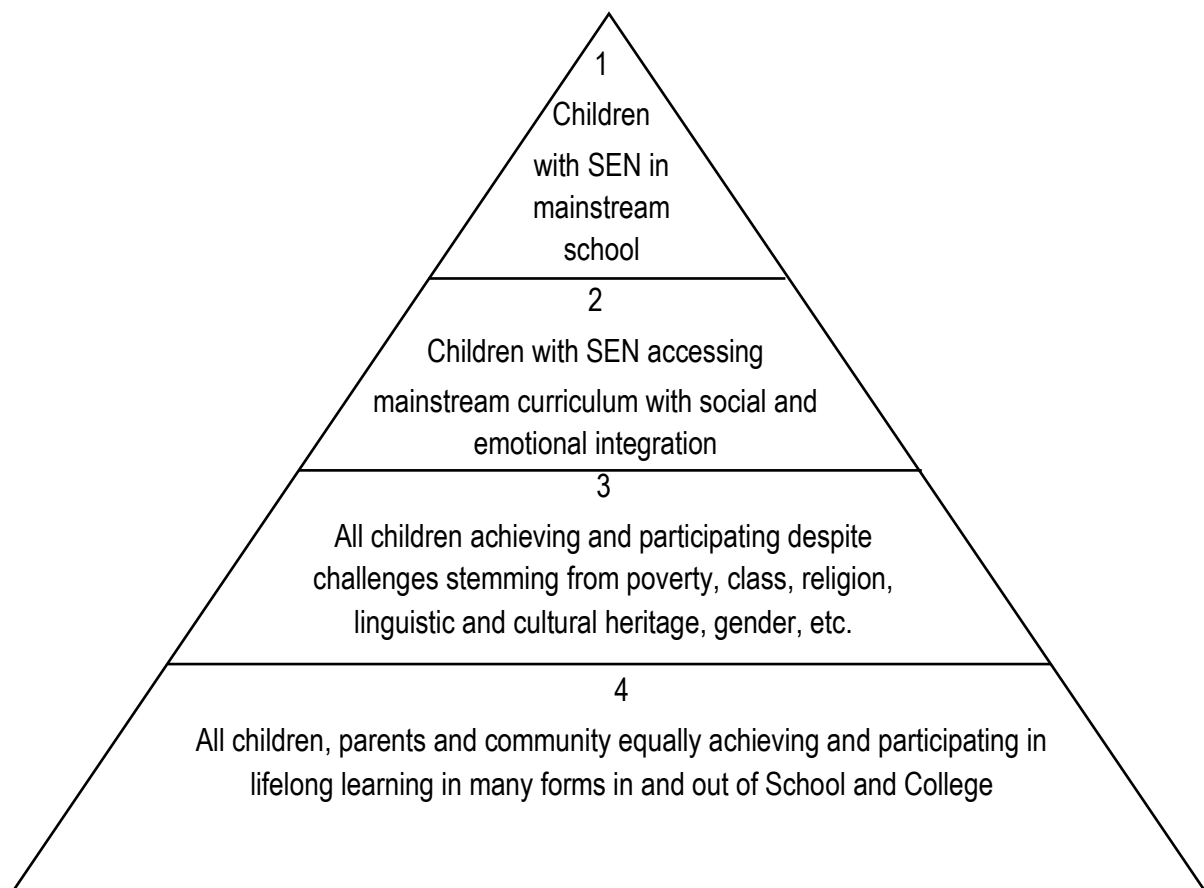
Figure 2.3 Expanding concepts of inclusion: Four levels (Topping, 2012)

From the above illustration, it can be noted that inclusion evolved through stages from the participation of learners with special needs in the mainstream to the equal participation and achievement of all learners including CLD learners, parents and community in lifelong learning. Thus, the inclusion of CLD learners has been prioritised in education.

However, the above definitions show a lack of clarity in defining inclusion in education. The confusions surrounding inclusion in education are embedded in the definition, rights, labels, peers, philosophy, curricular, goals and models of intervention (Hornby, 2015). In addition, Inclusion is a difficult concept to define since it is related to the context of the school and the school setting (Armstrong et al, 2011; Jahnukainen, 2015). Consequently, the differences in understanding inclusion in education may result in teachers using different inclusive practices which do not accommodate the needs of all learners including CLD learners.

From an epistemological perspective, it can be argued that inclusion draws parallels with Paulo Freire (1970)'s critical pedagogy. Tchombe (2017) purports that the different epistemological underpinnings of inclusion have political implications such as social cohesion, social identity and self -expression. Moreover, concept of Inclusion as a social justice and human rights agenda has been supported by a diverse range of frameworks and declarations. These numerous fundamental frameworks and declarations that influence inclusion in education were summarised by Du Plessis (2013) as follows:

- The 1948 Universal Declaration of Human Rights which ensures the right to free and compulsory elementary education for all children.
- The 1989 UN Convention on the Rights of the Child, which ensures the right to receive education without discrimination on any grounds.
- The 1990 World Declaration on Education for All (Jomtien Declaration), which set the goal of Education for All (EFA).
- The 1993 UN Standard Rule on Equalization of Opportunities for Persons with Disabilities, which not only affirms the equal rights of all children, youth and adults with

disabilities to education, but also states that education should be provided in "an integrated school setting" as well as in the "general school setting."

- The 1994 Salamanca Statement and Framework of Action on Special Needs Education, which requires schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.
- The 2000 World Education Forum Framework for Action, Dakar, EFA and Millennium Development Goals, which stipulates that all children have access to and complete free and compulsory primary education by 2015.
- The 2001 EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion.
- The 2005 UN Disability Convention which promotes the rights of persons with disabilities and mainstreaming disability in development.

The Salamanca Statement and Framework for Action on Special Needs Education (1994) is the anchor for inclusion in education. The Salamanca declaration which was signed by 92 government representatives and 25 International organisations (Wilde & Avramidis, 2011), proclaims that all children have a right to education (UNESCO, 1994). The Salamanca declaration also advocates for the following:

> the development of inclusive mainstream schools which '… are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all' (Clause 5, paragraph 2) (UNESCO, 1994).

Furthermore, the Salamanca statement advocates for the inclusion of CLD learners by emphasising the need for countries:

> "To show regard for diversity and individuality is a fundamental principle... Education can promote cohesion if it strives to take the diversity of individuals and groups into consideration while taking care that it does not itself contribute to social exclusion"

From the above statement, it is evident that by signing the Salamanca declaration, these representatives endorsed the inclusion of all learners in education including CLD learners..

Likewise, the Darkar Framework for Action (DFA) (2000) was one of the legal inclusion documents that was adopted by international countries. As stated above, the goals of the DFA include ensuring that all children of school going age have access to education (Adedoyin & Okere, 2017). The United Nations Convention on the Rights of Persons with Disabilities (CRPD) (2006) made similar commitments to inclusion in education with an emphasis on equality of opportunity and the use of diverse teaching and learning strategies to cater for the diverse needs of all learners (Wilde & Avramadis, 2011). Moreover, CRPD (2006) is considered the first international legal binding document to declare inclusion as a human right (Gordon, 2013). These legal frameworks were meant to realise the right of all learners including CLD learners to education in inclusive educational settings.

The six inclusion charter points revolved around social justice and the human rights issue. The inclusive charter points advocated for an end to segregatory education since it was devaluing and discriminatory (Centre for Education on Inclusive Education, 2018). The central and local governments were therefore mandated to focus their attention on a desegregated education system that promoted participation and achievement of all learners (Centre for education on inclusive education, 2018). The six inclusion charter points marked a paradigm shift from segregation of learners to inclusion of all learners including CLD learners in the mainstream settings. The realisation of inclusive education also marked a paradigm shift from the medical model of disability to the social model of disability. In addition, the four fundamental principles of Inclusion include, solidarity of philosophy, international mandates and conventions, respect for the cultural and linguistic diversity of all children with disabilities and their families and approaches that are developmentally based, exceptionally focused, and embedded in all learning opportunities and routines (Frankel, Gold & Ajodhia-Andrews, 2010).From the above inclusive education principles, it can therefore be argued that the inclusion of CLD learners was prioritised.

In order to help schools to develop inclusive setting, Booth and Ainscow (2002) developed the index for inclusion. The index for inclusion draws on the view that all stakeholders are required to work together to examine how barriers to learning and participation can be

reduced for all learners (Booth & Ainscow, 2002, Save the Children, 2006). Furthermore, the material on the index for inclusion was meant to encourage teachers to carry out self-reviews of school cultures, policies and practices (Booth & Ainscow, 2006; Save the Children, 2006). The figure below shows the index of inclusion.

The Three Dimensions of the Index

Producing inclusive **POLICIES**

Evolving inclusive **PRACTICES**

Creating inclusive **CULTURES**
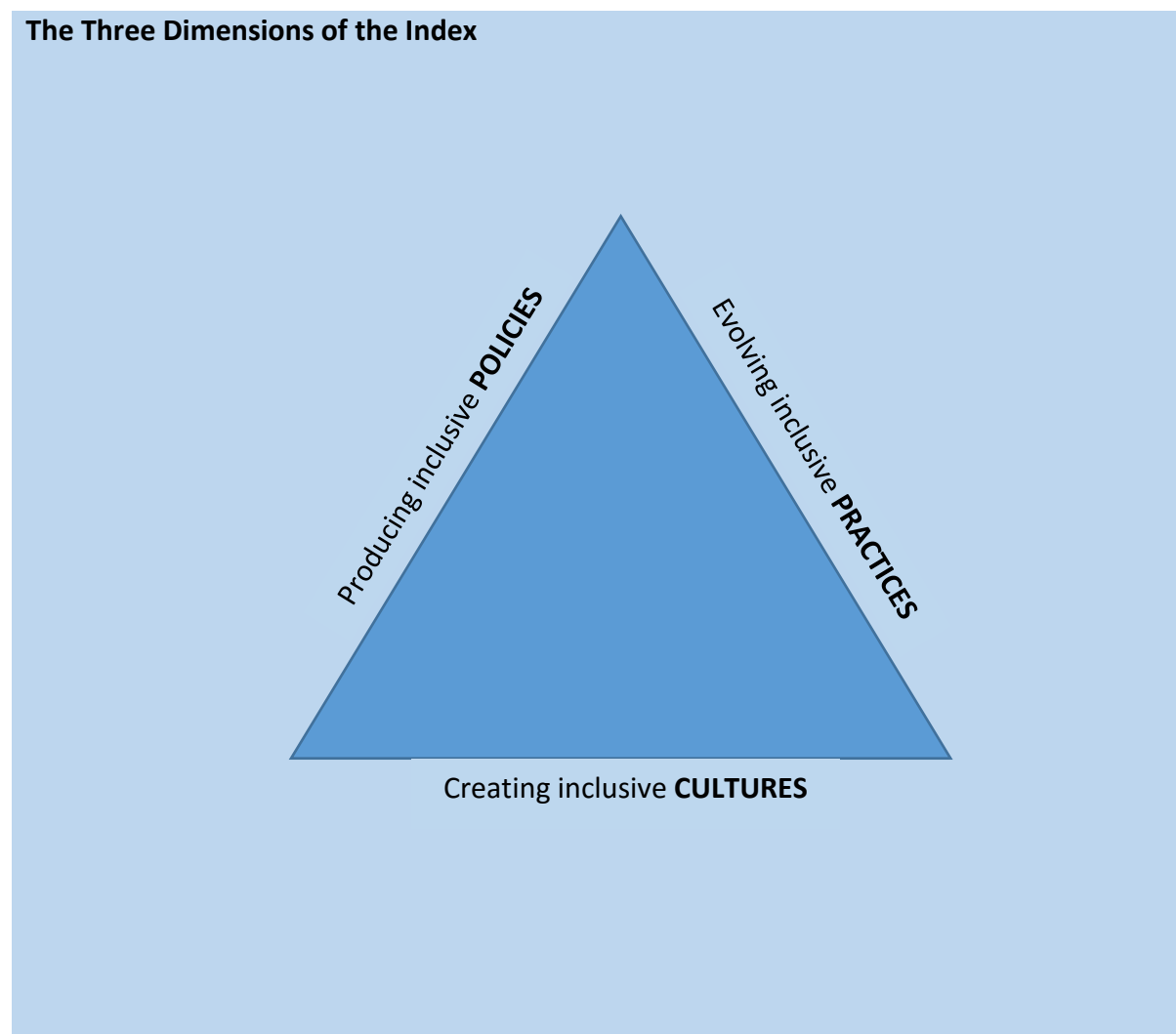
Figure 2.4 : The index for inclusion: developing learning and participation in schools (Booth & Ainscow, 2002)

According to Booth and Ainscow (2002) the development of inclusive values would lead to changes in policies and practices. Schools are therefore required to consider creating inclusive cultures first as this would guide them in producing inclusive policies and

practices (Booth & Ainscow, 2002). The development of inclusive cultures may therefore facilitate the inclusion of all learners including CLD learners.

In terms of benefits, De Beco (2014) proclaims that the Salamanca Statement and Framework of Action on Special Needs Education (1994) declared that inclusive education, "would improve the efficiency and ultimately the cost-effectiveness of the entire education system." In addition, a study conducted in Spain established that teachers advocated for inclusion since it favours the development of tolerance and respect (Chiner & Cardona, 2013). Furthermore, a Handbook for Parliamentarians on the convention on the rights of persons with disabilities and its optional protocol considers that inclusive educational settings are less expensive than the segregated systems (De Beco, 2014). However, De Beco (2014) asserts that placing more learners with disabilities in the mainstream settings may not result in having fewer learners in special schools. It is also argued that educational resources are a huge challenge in achieving inclusive education (Chiner & Cardona, 2013; De Beco, 2014). The benefits and disadvantages on inclusion are summarized by Gordon (2013) in the table below.

Table 2.2 : Pro and Contra Arguments for Inclusion

Pro	Contra
Empowerment: supporting the potentials of disabled persons to take part in social activities.	Persons with disabilities receive better care in special schools with specially trained experts.
Equality: Equal access for all children, with and without disabilities	Costs: Inclusion is expensive if it is applied to all learners with disabilities
Respect: respecting human dignity leads to inclusive education	Impracticable idea: The idea cannot be put into practice.
Diversity: Promoting a conception of people that favours diversity.	The ordinary school would be overburdened to include learners with severe disabilities.
Better results: learners with disabilities will become better learners in a diverse learning environment.	The claim should be empirically evaluated

 Adapted from Gordon, 2013

From the table above it can be concluded that inclusion in education has both advantages and disadvantages. It is the prerogative of the schools to turn the disadvantages into advantages in order to achieve equality and social justice for all learners including CLD

learners. The following section presents the global perspective on the inclusion of CLD learners.

2.4 INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS (CLD): A GLOBAL PERSPECTIVE

The movement of people from one place to another and from one country to another has resulted in the increase of CLD populations worldwide. The CLD populations bring with them children of school-going age who are required to attend schools in ordinary school settings. Owing to the global increase of CLD learners in ordinary classrooms, the inclusion of CLD learners has been acknowledged as an important initiative (He, Vetter & Fairbanks, 2014; Diallo & Maizonniaus, 2016). As a result of these large numbers of CLD learners in the classrooms, teachers are confronted with learners from CLD backgrounds. In countries like the US, Australia and Canada CLD learners are learners who speak a language other than English. However, in African countries, CLD learners are learners who speak a language other than the official language. The following section presents the inclusion of CLD learners in United States of America.

2.4.1 Inclusion of CLD Learners in United States of America (US)

This section presents the inclusion of CLD learners in United States of America with the view of presenting statistics on CLD learners in American education. It also presents some of the recent key policies, legislation and guidelines on the inclusion of CLD in America. In addition, based on the literature the section also assessed the progress of inclusion of CLD learners in America. The United States of America (US) has become increasingly culturally and linguistically diverse because of migration (Choi, 2013; Taylor, Diallo & Maizonniaux, 2016; Kumi-Yeboah & Ringlaben, 2016). Owing to global migration, it has been reported that large numbers of students of colour have become the majority in US school population (National Centre for Education Statistics, 2010; He, Vetter & Fairbanks, 2014). These groups comprise of the Latino, African Americans and Asians and other minority groups (National Centre for Education Statistics, 2010). It has also

been predicted that by 2040, the population of Whites will be less than half of the school going population (U.S Census Bureau, 2011).

An examination of research literature shows that inclusion of CLD learners is a contentious issue in the education of learners in the US. Looking at the legislations and policies, the U.S federal law, No Child left Behind Act (NCLB) (2001) known as the Elementary and Secondary Education Act (ESEA) (U.S Department of Education, 2010) mandates the modification of teaching strategies for English Language learners (ELLs) so they can receive the appropriate English Language development support services (Samson & Collins, 2012). Furthermore, the US administration responded to President Barrack Obama's call for the inclusion of all American children of school going age, including CLD learners, by reauthorizing the NCLB (2001) or ESEA (U.S Department of Education, 2010). This policy was mandated to provide the following:
 Rigorous and fair accountability for all levels of school performance
Meeting the needs of diverse learners.
Greater equity in providing students a fair chance to succeed.
(U.S Department of Education, 2010).
As indicated above, diversity is revered in the US educational system.

In south Eastern United States of America, the population of non-English speaking learners has increased to 1,700 learners or 1 in every 6 learners are non- English speaking (Taylor et al, 2016). In addition, Dalton public schools had 69% of the Latina/o student population (Taylor, et al 2016). The increasing number of Hispanic learners is a common phenomenon in US schools as evidenced by the 68% Hispanic/ Latina/o learners in US primary schools (Allen, Robbins, Payne & Brown, 2016). This is further demonstrated in the U.S. Census Bureau (2014) which established that out of 32.5 million primary school learners in the U.S. more than 8 million are Hispanic. As indicated in the above statistics the Hispanic/ Latina is the dominant linguistic group. Consequently, between 2007 and 2008, 58% of the teachers in public schools were female teachers teaching grade 9-12 and 83.5% of the teachers were mono-cultural whites, while 6.6% were Hispanics and 6.9% of the teacher population were black (NCES, 2010). These

monolingual teachers are required to support the academic development of the CLD learners (He et al, 2014). The above statistics is a cause for concern as the teacher-learner diversity ratio is incongruent as evidenced by the large number of monolingual white teachers who are confronted by diverse non-English speaking learners. In addition, the incongruence of cultural and linguistic diversity between the teachers and the learners that they teach has created an achievement gap between the CLD learners and the first language English-speaking learners (He et al, 2014). This diverse learner population is evidence that teachers were confronted with cultural and linguistic diversity in schools.

To tackle the challenge of cultural and linguistic diversity in US schools, the teacher certification and programme accreditation standards have incorporated diversity issues in their programmes. For example, in the National Council for Accreditation of Teacher Education (NCATE) (2008), diversity is one of the 6 NCATE standards and teachers are expected to develop a wealth of knowledge in the understanding of diversity across the globe (Akiba, Cockrell, Simmons, Han & Agarwal, 2010). Teachers are also required to acquire the requisite skills for working in diverse environments where respect and value for differences are prerequisites. In addition, with the Interstate New Teacher Assessment and Support Consortium INTASEC (1992), teachers are required to understand and respect individual differences among the learners so they incorporate learners' cultures into their teaching (Akiba, et al, 2010). Furthermore, in its 3 principles, the Teacher Education Accreditation Council (TEAC) (1997) has a theme that places emphasis on the teachers' ability to "demonstrate that they have learnt accurate and sound information on matters of race, gender, individual differences, ethnic and cultural perspectives"(Akiba, et al, 2010). Moreover, previous research has shown that the teaching of English to ELL learners is considered by the National Council of Teachers of English (NCTE) as a culturally relevant approach as supported by this statement from the 2005 Conference on English Education (CEE), "Supporting Linguistically and Culturally Diverse Learners in English Education" which acknowledges learners' CLD and emphasises using the culturally responsive pedagogies in teaching and learning (He, et al, 2014). However, despite such diversity statements in certification standards, a large number of pre-service teachers still face a plethora of challenges. For example, these teachers are not fully

prepared to teach the growing number of CLD learners in schools (Miller, 2011; Choi, 2013; Li, 2013, Lucas & Villegas, 2013, Samson & Collins, 2012). In addition, these teachers tend to overlook CLD issues in teaching and learning since they are confronted with high stake tests and the improvement of learners' academic literacy (He, et al, 2014). The following section presents literature on the inclusion of CLD learners in Australia.

2.4.2 Inclusion of CLD Learners in Australia

Australia has a wide range of cultural and linguistic diversity with its population drawn from around the globe (McLeod, 2011). Owing to the migration of people from low-economic to high economic countries and from rural to urban areas, Australian schools have received increased numbers of culturally and linguistically diverse learners (Australian Bureau of Statistics, 2013: Diallo & Maizonniaux, 2016; Moloney & Saltmarsh, 2016). Furthermore, the percentage of CLD Australians of school going age has risen to 17%. Hammond (2006) also proclaims that

> *In Australia, as in most Western countries, student populations in many large urban schools are diverse. In cities such as Sydney, student profiles may include up to 80-90% of students for whom English is a second or additional language. These students may be drawn from 30 or more linguistic and cultural backgrounds and from diverse socio-economic backgrounds* (Hammond, 2006).

This view is also shared by McLeod (2011) who indicated that in 4983 Australian pre-schools, 21.9% of the children are non-English speaking learners with 86.0% of the learners speaking English as their first language and 12.2% speaking one of the other 35 languages. MacLeod (2011) added that the most commonly spoken languages other than English in these pre-schools were; Arabic with 1.6%, Cantonese with 1.3%, Vietnamese with 1.0%, Greek with 0.8%, Mandarin with 0.8% and Italian with 2.9%.

The Australian government has put in place legislations and policies that ensure it is an inclusive society that accommodate all learners including CLD learners and these in include:

Racial discrimination Act 1975 (Commonwealth of Australia),

 Sex Discrimination Act 1984 (Commonwealth of Australia 1984), Australian Human Rights
 Commission Act 1986 (Commonwealth Australia 1986)
Racial Hatred Act 1995 (Attorney General's Department 1995),
Disability Discrimination Act, 1992 (Commonwealth of Australia 1992)
(Anderson &Boyle, 2015; Berlach & Chambers, 2010).

In addition to the legislation and policies, the Melbourne Declaration on Educational Goals for Young Australians (2008) (Ministerial Council on Education, Employment, Training and Youth Affairs) was introduced to promote equity and excellence in Australian schools. The inclusion of CLD learners is also part of these inclusive policies and legislations.

Furthermore, the Australian government put in place educational systems that were designed to enhance inclusive practices and accessibility, involvement and educational performance and these included the Special Education Resource Unit (SERU), Negotiated Education Plan (NEP) which was meant to authorise teachers, families and learners to work together in the development of the Australian Curriculum Standards and Accountability (SACSA), Framework and State-wide Verification and Professional Support Team (SVPS) (Boyle, Scriven, Durning, & Downes, 2011). The Victorian schools have a Programme for Students with Disabilities Management System (PSDMS) (DEECD, 1998) which has an all-inclusive approach and provides a supplementary assistance to all learners who are enrolled in regular and special schools (Boyle et al , 2011). Similarly, Ontario adopted a framework for building an inclusive education in its Equity and Inclusive Education Strategy in 2009 (Student Achievement Division, 2013). The main focus was to remove discriminatory barriers that relate to ethnic, racial, socio-economic classification (Student Achievement Division, 2013). These frameworks and

education system were in favour of inclusion of all learners in education including CLD learners.

Moreover, owing to cultural and linguistic diversity in the classrooms the government of South Wales introduced Multicultural Education Policy (2005) in an effort to accommodate ethnic minority groups, immigrant learners and diversity in the classroom (Forrest, Lean & Dunn, 2016). As a result of the increase in the global movement of people New South Wales government funded schools enrolled 30.9% of CLD learners in 2013, and 90% of these learners were enrolled in Sydney (Moloney & Saltmarsh, 2016). It has also been reported that South- Western Sydney region schools had a total of 66.7% CLD learners while in individual schools the number can rise to 90% with CLD learners from at least 30 different languages (Moloney & Saltmarsh, 2016). Nevertheless, the multicultural education policy may not come to fruition since the Australian official language policy has not adopted the use of multiple languages in Australian schools.

The Australian government also put in place educational systems that were designed to enhance inclusive practices and accessibility, involvement and educational performance and these included the Special Education Resource Unit (SERU), Negotiated Education Plan (NEP) which was meant to authorise teachers, families and learners to work together in the development of the Australian Curriculum Standards and Accountability (SACSA), Framework and State-wide Verification and Professional Support Team (SVPS) (Boyle et al, 2011). The Victorian schools have a Programme for Students with Disabilities Management System (PSDMS) (DEECD, 1998) which has an all-inclusive approach and provides a supplementary assistance to all learners who are enrolled in regular and special schools (Boyle et al , 2011). Similarly, Ontario adopted a framework for building an inclusive education in its Equity and Inclusive Education Strategy (2009) (Student Achievement Division, 2013). The main focus was to remove discriminatory barriers that relate to ethnic, racial, socio-economic classification (Student Achievement Division, 2013). These frameworks and education system were in favour of inclusion of all learners in education including CLD learners.

Correspondingly, in Queensland, the government's inclusion policies are enshrined in the Inclusive Education Statement 2005 (Department of Education, Training and the Arts 2005). This inclusive education statement mandates that inclusion is intended to promote an education system which values diversity and transformation and responds to the exceptional needs of all learners in order for all learners to access and participate in education (Bourke, 2010). In the same vein, the Queensland government committed to the training of teachers and support staff in the skills, and necessary procedures for efficient implementation of inclusion of all learners including CLD learners (Bourke, 2010). This policy statement on inclusion in education was therefore anchored on diversity, exceptionality and equal participation of all learners including CLD learners. However, research literature has proved that the inclusion of all learners including CLD learners is still hampered by the hidden curriculum (Rahman, 2013). The above shows that the inclusion of CLD learners has not been fully addressed in Austrian states and territories.

However, although inclusive measures were put in place to accommodate CLD learners in Australian schools, the Australian education system is still bound by a "de jure and de facto" educational policy which is silent about the value of multiple languages as teaching resources for teaching and learning in CLD classrooms (French, 2016). This is also supported by Rahman (2013) who argued that in Australia, the concept of the hidden curriculum has its effects on the minority indigenous learners who are expected to desert their culture and adapt to the ordinary classroom instructional rules and regulations and in the process they are made to take another personality that is affiliated to the standards of the conventional society which in the end threaten the traditional uniqueness of the minority learners (Rahman, 2013). In addition, Rahman (2013) claims that the Australian mainstream school settings are a potential threat to cultural identities of CLD learners since most of the rules and guidelines for teaching and learning reflect the dominant cultures, practices and worldviews. The absence of multilingual policies in Australian schools may pose challenges to the teachers and the learners' academic performance as the learners may feel discouraged and disconnected.

In order to enhance teachers' understanding of CLD, Australian teacher training programmes advocate that teachers should demonstrate their knowledge and competence of culturally responsive teaching methods that cater for learners from CLD, ethnic, religious and socio-economic backgrounds (Moloney & Saltmarsh, 2016). However French (2016) argued that despite having CLD learners in Australian schools, the Australian institutional practices are based on a monolingual ideology. For example, the curricular texts and teaching approaches are meant for culturally homogeneous and monolingual English-speaking learners (French, 2016). This was also reported by (Diallo & Maizonniaux, 2016) who identified a plethora of challenges that teachers experience in diverse classrooms and these include;

- Education policies that are silent or ignore diversity in the classrooms.
- Policy/curricula that reinforces the dominant ideologies
- Curricula and textbooks that are silent about or not sensitive to some aspects of the target language such as the diversity of accents.
- Curricular as a source of tensions
- Textbooks and language teachers ignore language and linguistic variations.
- Curricular and textbooks are too limited.

The above show that successful teaching in CLD classrooms can be achieved when these challenges are converted to strategies that enhance the inclusion of CLD learners. In addition, as was reported in the US research literature, Australian CLD teachers were not prepared to teach these CLD learners.

In conclusion, despite the government's efforts to adopt inclusive policies that are in favour of all learners including CLD learners, the Australian Education policy has not adopted the use of multiple languages in Australian schools. Reviewed literature has also shown that the inclusion of CLD learners is still hampered by the hidden curriculum. Therefore, it may be difficult to conclude that Australian schools are practicing the inclusion of CLD learners. The following section presents literature on the inclusion of CLD learners in Canada.

2.4.3 Inclusion of CLD Learners in Canada

Canada is a culturally and linguistically diverse country with a population of 37,058, 856 million people and more than 200 languages are spoken as home languages (Statistics Canada, 2011). This country has two official languages which are French and English with 19 Million people speaking English as a home language, 7.2 million people speaking French and nearly 6.6 million people speaking other languages other than the 2 official languages (Statistics Canada, 2011). An estimated population of 213, 000 Canadian people are speaking indigenous languages and 20,000 people are using sign language (Statistics Canada, 2011). Moreover, as of 2010, Canadian's total number of immigrants amounted to 20.6% of the Canadian population and these immigrants speak Chinese languages, Tagalog, Spanish, Punjabi and other languages (Statistics Canada, 2011).

Owing to its cultural and linguistic diverse nature, Canada began addressing issues of immigrant integration, cultural identity, religious and linguistic diversity since it became a country in 1867 (Joshee, Peck, Thompson, Chareka & Sears, 2016). It is argued that, these immigrants bring with them their own cultures, values and customs that would add on to the richness of Canadian society (Frankel, et al, 2010). Cultural diversity has thus been an important aspect of the Canadian Policy (Joshee et al, 2016). It has been reported that Canada is mandated to recognise cultural diversity and social equality of minority members (Kanu, 2007). Kanu (2007) proclaims that the recognition of cultural diversity means that the dominant population and the minority groups acknowledge that the society is made up of diverse languages and cultural values. From the above information it can therefore be deduced that cultural and linguistic diversity/ multiculturalism is an important aspect in the teaching and learning of all learners including minority learners.

Canada is a signatory to the United Nations Convention on the Rights of the child (United Nations, 1989) and the Rights of persons with disabilities (United Nations, 2006) in which article (24) of the convention appealed for all signatory countries to warrant that all children have access to free and inclusive, primary and secondary education hence Canada is mandated to include all learners with disabilities including learners who are

culturally and linguistically diverse (Loreman, 2014; Frankel et al, 2010; Joshee et al, 2016). In support of the International legislative frameworks, the government of Canada adopted a National Policy called the Canadian Charter of Rights and Freedoms (1982) which mandated that "every child has the right to an education and that no child should be a victim of discrimination as a result of race, national or ethnic origin, colour, religion, sex, age and intellectual or physical disability" (Graham & Jahnukainen, 2011). Embedded in The Canadian Charter of the Rights and Freedoms (1982) is the section that acknowledges and safeguards the official language minorities and their educational privileges and section 23 of the Charter provides a statutory assurance of educational rights at federal level (Joshee et al, 2016). However, In Canada, education is placed under the authority of the 10 provinces and the 3 territories and each one of them is accountable for the educational programmes and legislation resulting in diverse policies and programmes among the 10 provinces and 3 territories. (Breton-Carbonneau et al, 2012; McCrimmon, 2015; Joshee et al, 2016; Winton & Tuters, 2015).

Similarly, in Ontario, the department of education put in place an Aboriginal Education Policy (OME,2007a) which was intended to address the educational requirements of aboriginal learners and the department apportioned a funding of 22.7 million dollars for resources and facilities (2007a) (Cherubini, 2010). The OME policy document also mentioned the significance of affording learners with a culturally-relevant learning atmosphere that would reflect their institutional practices and values and this was followed by the document, Building bridges to Success for first Nation, Mets, and Inuit Students (OME, 2007c) which emphasised the impact of offering a hospitable and culturally-sensitive environment in the classroom settings and school environment for Aboriginal learners (Cherubini, 2010). Similarly, Canada has also embraced diversity and multiculturalism in its social studies education and this is evidenced in the curriculum for Ontario education department which is aimed at educating learners on the ideology of antiracism and ethnocultural equity which 'should equip all students with the knowledge, skills, attitudes and behaviours needed to live and work effectively in an increasingly diverse world and encourage them to appreciate diversity and reject discriminatory attitudes and behaviour (Ontario Ministry of Education, 2009). In order to fully integrate

immigrant learners in the Canadian ordinary education system in Ontario, the government advocated for the intervention with early childhood immigrant learners so they can develop their language skills, the removal of streaming programmes that classify learners according to ability and programmes that enhance social adjustments of learners such as having mentors and counsellors who assisted immigrant learners to adapt to the new school environment (Anisef, Brown, Phythian, Sweet & Walters, 2010).

Correspondingly, the education system for Alberta, Canada is guided by the Education Policy that is known as the Alberta Learning Standards for Education (2004) which mandates all schools to make sure that educating learners with special needs in inclusive settings is the first placement option to be considered in inclusion and this was followed by Setting the Direction (2008) which was later on named the Action on Inclusion (2010) which called for a change in the curriculum, activities, resource development, technology access, standards of inclusive practice, collaboration with parents and the provision of specialised support (Loreman, 2014). Embedded in the Alberta Social Studies curriculum (Alberta Education 2005) is the concept of diversity as a focal point to its educational goals whose objectives are to provide learning for the French speaking and non-French speaking learners and this is backed up by the following statement; students will have opportunities to value diversity, to recognise differences as positive attributes and to recognise the evolving nature of individual identities (Alberta Education 2005:12).
 As a result, the government of Alberta demanded that the education department, its schools and the teachers be accountable for inclusion hence teachers were expected to have comprehensive individual lesson plans for each learner (IEPs) in order to improve access for learners with special educational needs (Graham & Jahnukainen, 2011).

In Quebec province, the government implemented a French Language Charter (Bill 101) in 1977 which provided legislation that required foreign national learners to receive their public school education in French as a way of preserving French as a common language in Quebec and as a way of integrating the foreign nationals in the French society hence welcome classes, Classes d'accueil were created where foreign national learners were taught Mathematics and other subjects in French until they were conversant in French

and they would be moved to the ordinary classes to join other learners (Steinbach, 2011; Breton-Carbonneau et al, 2012).

In an effort to increase diversity in schools, the government of Quebec (1988) introduced educational policies which were meant to promote intercultural and integrative education of learners with an emphasis on learning to live together and sharing values as indicated in the following statement:

> *Mastering and using French, the language of public life, learning about and supporting shared values and acquiring the skills necessary to participate actively in the development of a democratic and pluralistic Québec society are major goals that apply to all students. (Gouvernement du Québec, 1998, p. 22) (Steinbach, 2010).*

However, Breton-Carbonneau et al (2012) argued that the use of French as an official language in Quebec schools as the only official language is political since it is meant to preserve the French language and some teachers in Quebec schools felt that it is important to advice immigrant learners to desist from speaking their own home language since they go to school to learn French and other teachers excluded learners from classroom activities and they would sent the learners to the back of the classroom where they are given different individual activities until they are able to speak French (Breton-Carbonneau et al, 2012).

It has been observed that in spite of policies that were put in place to accommodate the diverse needs of CLD learners, multicultural nation-states would require strong, reliable tools to help them to deal with the educational challenges that were created by international migration (Kanu, 2007). Kanu's (2007) observation, shows that multiculturalism and cultural and linguistic diversity brings with it some challenges that affect teaching and learning and these challenges would need to be dealt with to enhance the inclusion of CLD learners in the classrooms. In addition, despite the adoption of Multicultural Policies in Canada teachers focused their attention to the 'appreciation of diverse cultural heritages' but they were not able to explore the real differences between

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and among those heritages (Joshee et al, 2016). It can therefore be argued that the reason for having multicultural policies were not of any benefit to CLD learners who would want to express themselves in their cultural and linguistic heritages. However, CLD learners may experience challenges in academic achievement, especially in languages because of their limited English proficiency (Stermac, Elgie, Clarke & Dunlap, 2012).

In conclusion, despite the adoption of several inclusive policies, schools in Canada are still monolingual. They promote the teaching and learning of English and French at the expense of other languages. The recognition of English and French only creates challenges for CLD learners who are not proficient in these languages. The following section presents literature on the inclusion of CLD learners in Botswana.

2.4.4 Inclusion of CLD Learners in Botswana

In Botswana, cultural and linguistic diversity is a result of diverse ethnic groups that reside within its borders (Dryden-Peterson & Mulimbi, 2017). The country has 8 major tribes which include the BaNgwato, BaNgwaketse, BaKgatla, BaLete, BaTlokwa, BaTawana, BaRolong and BaKwena and minor tribes which are BaSarwa (also known as Bushmen), BaKgalagadi, BaBirwa, BaTswapong, BaKalanga, BaYei, BaHerero, BaSubiya and BaMbukushu (Pansiri, 2012, Dryden-Peterson & Mulimbi, 2017). Statistics show that 18% of the Botswana population speak Setswana as the first language with 60% speaking Setswana as the second language and 22% of the population are foreigners and refugees from African countries (Reteng, 2008; Nyati-Saleshando, 2011). The Botswana government has made English the official language and medium of instruction with Setswana as the national language and any other languages including the minority languages were forbidden from being used in schools (Nyati-Saleshando, 2011; Pansiri, 2012; Dryden-Peterson & Mulimbi, 2017). The statistics presented above constitute evidence of CLD within the Botswana population. It can also be argued that despite the cultural and linguistic diversity nature of the Botswana population, the minority languages were not recognised in Botswana schools.

Like other international countries, the government of Botswana put in place different policies and legislations to accommodate cultural and linguistic diversity. It is argued that in Botswana, the first post-independence educational policy, Education for Kagisano (1977) was meant to address social harmony (unity and ethnic diversity) among other things (Dryden-Peterson & Mulimbi, 2017). The policy warned against bias of national examinations which might exclude rural children from poor families and from "certain language groups" and cautioned that, "In any consideration of language policy the rights and needs of the linguistic minority groups must be considered carefully, together with educational and national unity factors (Dryden-Peterson & Mulimbi, 2017). However, Dryden-Peterson and Mulimbi (2017) argued that there were no specific policy recommendations that were meant to address the above needs, instead the Setswana culture and language were recognised as premised in the following statement, " Tswana language and culture must be part of the intellectual development of every child in Botswana and that "Setswana is a vital medium of communication in the country and is the vehicle through which the national culture is largely expressed (National Commission on Education, NCE. 1977). In addition, Botswana introduced the Vision 2016 policy which was intended to address cultural and linguistic diversity in schools (Dryden-Peterson & Mulimbi, 2017). However, it is reported that despite efforts by the government to recognise the minority languages and cultures, there is still a lack of recognition of ethnic minority languages and cultures as manifested in the school curriculum and the language of instruction policies. It can therefore be concluded that the inclusion of CLD learners is still a challenge in Botswana schools (Nyati-Saleshando, 2011; Dryden-Peterson & Mulimbi, 2017).

An examination of literature shows that monolingual policies do not recognise the prulingual and prulicultural nature of the Botswana society. It is reported that despite efforts by the government to recognise the ethnic minority languages and cultures, there is still a lack of recognition of ethnic languages as manifested in the school curriculum and the language of instruction policies (Dryden-Peterson & Mulimbi, 2017). This lack of recognition of ethnic minority languages has resulted in ill-treatment, poor performance, demotivation and high dropout rates of ethnic minority learners in schools (Nyati-

Saleshando, 2011; Dryden-Peterson & Mulimbi, 2017; Mulimbi & Dryden- Peterson, 2018).

Nevertheless, efforts were made to incorporate citizenship education if Social Studies in Botswana primary schools. However, research shows that these teachers have different understanding and perception of citizen education (Mhlauli, 2012). In a comparative case study teachers mentioned their challenges in dealing with its Khoisan learners (Mulimbi &Dryden-Peterson, 2018). It can be argued that the inclusion of CLD learners poses challenges to both the learners and the teachers.

In conclusion the increasing cultural and linguistic diversity in Botswana schools creates a need for well-prepared teachers who have knowledge about CLD teaching. These challenges also affect the learners' academic performance which may result in high dropout rates.

2.4.5 Inclusion of CLD learners in Namibia

Namibia is a multi-ethnic, multiracial and multilingual society with a strong legacy
of segregation inherited from German and South African colonial rule (Stell, 2016). In addition, the cultural and linguistic diversity of Namibia is a result of migration of people into Namibia and the migration of people from rural to urban areas (Greiner, 2010; Biraimah, 2016). Some of these people migrate from rural to urban areas in search of schools and work opportunities (Greiner, 2010). According to Census Statistics (2011), Namibia has a population of 2.1 million in 2011 and 36% of the population is younger than 15 years. Statistics also show that the population of Namibia constitute 50% Ovambos, with 48% Oshivhambo, whilst 37.2% comprise of the other ethnic groups and 6.6% are Coloured or Rehoboth (Biraimah, 2016). Moreover, the country has 8 major ethnic groups, 3 major racial groups and 13 recognised national languages (Biraimah, 2016; Matengu, Likando & Haihambo, 2019). In Namibia, the indigenous minority groups include the Kwe, Hai-dom, Joehansi and Khu groups, Himba, Zemba, and Ovatue (Greiner, 2010; Frydman, 2011; Matengu et al, 2019). Similarly, in the

Fransfontein region, the Damara and Hareros constitute the largest group of people followed by the Ovambo, Himba, Kavango, Nkumbi, San, Nama and Zemba (Greiner, 20101). In addition, Greiner (2010) argued that these different ethnic groups are multilingual and they share some cultural practices. The different cultural and linguistic groups in Namibia are represented in the table below:

Table 2.3 : Languages in Namibia and language Distribution 2001 -2011

Main Language	2001	2011
Oshiwambo	48.5	48.9
Nama/Damara	11.5	11.3
Afrikaans	11.4	10.4
Otjiherero (Himba, Zemba, etc.)	7.9	8.6
Kavango	9.7	8.5
Lozi	5.0	4.8
English	1.9	3.4
San	1.2	0.8
Other	1.8	2.4

Source: National Statistics Agency (2011)

An analysis of the table above statistics shows the cultural, linguistic and ethnic diverse nature of Namibia. In addition, Dr Diaz had this to say;

> *Namibia has the skin of a leopard. The skin of a leopard is so beautiful. It has this diversity of colours. If you look at the skin of a leopard through a microscope, you can find that also the black spots have some white in them, the white spots some black. The lion is strong, but the African kings – Zulu kings, Swazi kings, Setswana kings all wanted to adorn themselves with the skin of a leopard. We must keep this diversity, the multitude of colours, traditions, languages we have* (Brock-Utne & Holmarsdottir, 2001, p. 295).

Owing to its diverse nature, Namibia adopted educational policies that were aimed at including all learners including CLD learners. These policies include; The Fundamental Human Rights and Freedoms; Equity and Freedom from Discrimination which states that;

 No person may be discriminated against on the grounds of sex, race, colour, origin, religion, creed, social or economic status (Republic of Namibia, 1990).

In addition, the "Ubuntu" philosophy is central within the education system of Namibia and chapter 3 of the Namibian constitution; article 20 (1) emphasizes the right to education of all learners (Biraimah, 2016). Furthermore, the government of Namibia invested a lot of money in education as evidenced by the 21.1% government expenditure on education in 1999 and 23.7% expenditure in 2012 (Biraimah, 2016). The education policies and the high investment in education by the government of Namibia shows that Namibia is committed to the inclusion of all learners including learners who are culturally and linguistically diverse. In an effort to enhance the inclusion of all learners including CLD learners, the President of Namibia, President Geingob emphasized his aspiration for all learners including CLD learners to have equal access to education. He stated that; "education remains the great equalizer" in Namibia (Biraimah, 2016). It can therefore be argued that Namibia was committed to use education as an instrument to close the cultural, linguistic and ethnic divide among all learners.

 Similar to other African countries, Namibia adopted a language policy for education. The language Namibian policy mandated the use of mother tongue as a medium of instruction in the early years of schooling (grade 1-3) in order to foster the language identity of these learners and English should be used as a medium of instruction from grade 5-12 (Ministry of Basic Education, Sport and Culture (MBESC), 2003: Totemeyer, 2010; Davids, 2011; Chavez, 2015). Thus, English became the official language in Namibia even if the majority of the Namibian population does not speak English a home language (Frydman, 2011; Stell, 2014). The use English as the medium of instruction could be reason for high school dropouts in Namibian schools since learners would then be detached from their culture, language and ethnic identities. For example, San language, tradition and cultural practices were not recognised by the Namibian education

system (Davids, 2011). Therefore, the lack of mother tongue education for the San learners contributed to high dropout rates (Davids, 2011). Correspondingly, the teaching staff in Namibian schools lack proficiency in using English as the medium of instruction (T¨otemeyer 2010). The lack of English proficiency among the teaching staff may cause frustrations and anxiety.

Despite the government's efforts to include CLD learners, learners from indigenous communities were abused, discriminated against and marginalised by their teachers and other learners (Davids, 2011; Matengu et al, 2019). The most marginalized learners were the San and the Ovahimba (Matengu et al, 2019). It was also reported that some schools in Namibia were rejecting and stigmatizing CLD learners in different ways including the use of subtle forms of rejection hidden in low expectations, jokes, language and 'othering' towards learners from marginalized communities (Matengu et al, 2019). In addition, a study carried out by UNICEF (2011) shows that low attendance rates, early dropout rates and low academic performance are predominant in areas such as Kunene and Otjozondjupa as these areas are occupied by the San and Ovahimba people. As a result of divisions that are imposed by race/ ethnicity, class, gender and mother tongue speaking among learners, the Namibian education system is confronted with learner transition, high dropout and high repetition rates (Biraimah, 2016). In order to curb these challenges, the Namibian teachers are therefore challenged to use the rich pattern of diversity as an instructional strength rather than allowing this diverse nature to become an obstacle to quality education for all learners including CLD learners (Biraimah, 2016). In spite of the above challenges, Chavez (2015) also argue that these teachers have not received sufficient training to teach the local languages due to the negative way in which society has come to view these languages.

In conclusion, like other African countries, Namibia is a culturally and linguistically diverse country. This diversity has an effect on the education of CLD learners who are required to receive instruction in English from grade 5-12. Cultural and linguistic diversity in Namibian schools has resulted in discrimination and marginalization of minority groups in schools. Teachers are therefore challenged to overcome these challenges by converting

them into opportunities. There is a need for Namibia to revisit its monolingual language policy (Frydman, 2011, Chavez, 2015). The following section presents inclusion in the South African context

2.4.6 Inclusive Education in South Africa

After independence in South Africa, the post -apartheid South African Department of Education (DoE) adopted several policies that were meant to redress the imbalances caused by apartheid and provide education for all children (Ntombela, 2011). South Africa thus adopted Inclusive education as evidenced by the retraction of the Bantu education act of 1954 (du Plessis, 2013; Uchem & Ngwa, 2014). Like other countries, South Africa is also a signatory to the international legislative frameworks on inclusion such as the Salamanca Statement and Framework on Special Needs Education of 2004 (Engelbretcht, Nel, Smit & van Deventer, 2016; van der Westhuizen, 2013, Uchem & Ngwa, 2014).Therefore, in tandem with international policies, South Africa adopted inclusive education after independence. Inclusion was thus prioritised in the South African equity agenda to support transformation and democracy goals (Engelbretcht et al, 2016; van der Westhuizen, 2013, Uchem & Ngwa, 2014). Ntombela (2013) proclaims that inclusion is considered as an amalgamating factor to the once apartheid dominated education system. It can thus be argued that the South African education committed itself to include all learners including CLD learners in all schools.

Some of the inclusive policies that were put in place include the South African Constitution (1996), the South African Schools Act of 1996 (SASA), the white paper 6: Special Needs Education, Building an Inclusive Education and Training System (2001) and the Revised SIAS Policy (2014).   The South African Constitution (1996) was one of the policy documents that focused on the transition progression from apartheid to democracy and enshrined in the Bill of Rights are values of human dignity, the achievement of equality, advancement of human rights and freedoms, the right to basic education, including adult and basic education. (South African Constitution, 1996). The Bill of Rights is consistent with the United Nations Conventions (1989) and African Charter (2005) which emphasise

the right to basic education for all children and adults therefore the government of South Africa has a legal mandate to warrant that all children, despite their origin and access, experience the right to education (Crush &Tawodzera, 2013). South Africa is therefore bound by the constitution and the international legal frameworks to include all learners including learners who are culturally and linguistically diverse.

Similarly, the South African Schools Act (1996) legislated the unification of the South African Education system (Walton, 2011). SASA promulgated that the new democratic South Africa , " requires a new national system for schools which will redress past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance,… , protect and advance our diverse cultures and languages, uphold the rights of all learners…" (South African Schools Act, 1996). Furthermore, public schools were required to admit learners and serve their educational requirements without unfairly discriminating in any way (South African Schools Act, 1996). Thus, the SASA (SASA, 1996) emphasised the need for schools to recognise the diverse cultures and languages within the education system. It can be argued that cultural and linguistic diversity is at the centre stage of inclusion in education. In addition, SASA emphasised on collaboration of stakeholders by acknowledging the importance of parents as equal partners in education (Geldenhuys & Wevers, 2013). Collaboration is therefore an important aspect in the inclusion of all learners including CLD learners.

In order to further promote the inclusive agenda the South African Government introduced other Inclusive Education policies such as the white paper 6: Special Needs Education, Building an Inclusive Education and Training System in (WP6, 2001). Embedded in the White Paper 6 are the ethical principles of fairness and social justice, human rights, a healthy environment, participation, social integration and redress, equal and equitable access to education, community responsive and cost effectiveness and a paradigm shift in thinking from special needs (medical model to barriers to learning and development

(Walton, 2011; Murungi, 2015; Engelbretcht et al, 2016; DOE, 2001). The WP6 is therefore aimed at addressing the diverse educational needs of all learners (Geldenhuys & Wevers, 2013)

The White Paper 6 on inclusive education explains inclusive education as characterised by:

• *Acknowledging that all children and youth can learn and that all children and youth need support.*

• *Enabling education structures, systems and learning methodologies to meet the needs of all learners.*

• *Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases.*

• *Changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners.*

• *Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning.*

The South African Schools Act (1996) (DOE, 2001).

The education White Paper 6 therefore celebrates the diverse nature of learners and recognises that learning can take place in different environments with appropriate support systems (Ntombela, 2011). The policies on inclusion are therefore required to advance the inclusion of all learners including learners who are culturally and linguistically diverse as evidenced by the acknowledgement of diversity in the white paper 6. It is spelt out that inclusion means,

Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases.

Thus, the premise on the inclusion of CLD learners is acknowledged in the White Paper 6. Similarly, Maguvhe (2015) asserts that it is when all learners are fully included in the mainstream classroom that questions of diversity and difference are attended to. However, literature on the implementation and understanding of these inclusive policies confirm that teachers are grappling to implement policies since they have insufficient

knowledge of these inclusive policies. For example, in a study conducted by Ntombela (2011) and Walton (2011), it was established that some teachers had not received training on inclusive education policies. However, these findings contradict with what is happening in America where teacher preparation programmes have responded to the inclusion of all learners including CLD learners by integrating content related to CLD into existing programs (Heineke, Kennedy & Lees, 2013). Moreover, there is also a confusion on the significance of the EWP6 in the context of the Curriculum and Assessment Policy Statements (CAPS) since the CAPS policy is structured in a way that do not support the EWP6 requirements (Geldenhuys & Wevers, 2013). Therefore, it is likely that there is no linkage between these two policy documents. This may also pose challenges for teachers who could not link these inclusive education policies because they have not received sufficient training in inclusive education.

In addition, the South African government introduced the Policy on Screening, Identification, Assessment and Support (SIAS) (2014) which was aimed at improving access to quality education for all children including vulnerable children and other learners who experience learning challenges (SIAS, 2014). Furthermore, the SIAS policy is aimed at reducing the unnecessary placement of learners in special schools (Dalton, McKenzie & Kahonde, 2012). The SIAS policy is supposed to be read in conjunction with the other education policies which include article 24 of the Convention of the Persons with Disabilities (2006), Article 23 of the Convention of the rights of the child (1989), the Education White Paper 5 on Early Childhood Development (2001), The Children's Act (Act No. 38 of 2005), The National Curriculum and Assessment Policy Statement, Gr R-12 (2011), and the Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (PEPUDA) (SIAS 2014). These policies and legislations mandate the inclusion of all learners including those who are culturally and linguistically diverse.

Similarly, the Curriculum and Assessment Policy Statement (DoE, 2011) provide guidance to the school management and teachers on planning and teaching that meets the needs of all diverse leaners. These include, the curriculum content and assessment requirements (Geldenhuys & Wevers, 2013). It can therefore be concluded that learner

diversity is recognised in all policy documents. However, Van Wyk (2010) argues that education in South Africa seems to follow a one size fits all approach at the expense of cultural aspects in teaching and learning. Therefore, there seems to be a challenge in the implementation of inclusive education in South African schools. Geldenhuys and Wevers (2013) proclaim that the goal of implementing Inclusion in education has not been achieved since teachers who were trained prior to 1994 only received either mainstream education or special education. It can therefore be argued that in-service teachers would require workshops and training so they can understand and acknowledge inclusive education.

In terms of language diversity, South Africa recognises 12 official languages in its multicultural policy. The language rights of the individuals are also embedded in the Bill of Rights of the 1996 constitution (Bangeni & Kapp, 2007). Moreover, numerous language bodies that were introduced after 1994 were meant to specifically promote the 9 Bantu languages. These language bodies include: the Language Plan Task Group (LANGTAG) (1995), Pan- South African Language Board (PanSALB) (1996), the National Language Policy Framework (DAC, 2003) and the language in education policy (Posel & Zeller, 20016). The Language Policy of South Africa gave official status to 11 languages being English, Afrikaans and the 9 Bantu languages (Posel & Zeller, 2016). However, most schools in South Africa prefer using English as the medium of instruction as evidenced by a response from one of the principals of a rural school:

Because our children live in the rural area and are very disadvantaged, we decided to use English as LoLT, to expose them to the modern world, so they can understand what is happening on TV. It is difficult, but we are doing it at our own pace and parents are very happy about it. (NEEDU 2013).

As indicated above, schools are required embrace multicultural education. However, some schools would prefer using English as the medium of instruction since the learners can compete in the global world. The use of English as the official language resonates with what is happening is other developed and developing countries. These include Australia (Rahman, 2013; French, 2016), Botswana (Dryden-Peterson & Mulimbi, 2017) and Namibia (Frydman, 2011; Stell, 2014). It can be concluded that despite efforts to use

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indigenous languages in schools, English is still the dominant and official language of instruction. Following is a summary of the chapter.

2.5. SUMMARY

The present chapter reviewed related literature on the theoretical framework, the historical development of Inclusion and a global perspective of the inclusion of CLD learners. The reviewed literature confirmed that during the extermination and institutionalisation era, persons with disabilities were discriminated and had limited access to education. The moral model underpinned the extermination era and medical model underpinned the era of institutionalisation. Special education and inclusion was underpinned by the social model of disability. The second part of the literature review focused the global perspective on the Inclusion of culturally and linguistically diverse learners. The literature review showed that countries are practising the inclusion of culturally and linguistically diverse learners. However, teachers are grappling to include CLD learners because of lack of training to teach these CLD learners. The next chapter presents related literature that seeks to answer the research questions. The literature in the current chapter is structured under the following guidelines: the teachers' understanding of inclusion, teachers' practice of inclusion and the strategies that could be used to enhance the inclusion of learners who are culturally and linguistically diverse.

CHAPTER 3 : REVIEW OF LITERATURE ON THE INCLUSION OF CLD LEARNERS

3.1 INTRODUCTION

This study sought to explore how teachers include learners who are culturally and linguistically diverse (CLD) in ordinary secondary school classrooms as a context for strategizing and proposing model for successful and effective inclusion of these learners in Gauteng, South Africa. The previous chapter reviewed the historical context of inclusion and the global perspective on the inclusion of culturally and linguistically diverse learners. In the present chapter, related literature on the inclusion of learners who are culturally and linguistically diverse is reviewed. The study thus reviews literature related to the following research questions:

1. How do teachers understand inclusion of learners in schools?
2. How do teachers practice inclusion of learners who are culturally and linguistically diverse?
3. What strategies enhance the inclusion of learners who are culturally and linguistically diverse?
The subsequent section reviews literature on the teachers' understanding of inclusion.

3.2 TEACHERS' UNDERSTANDING OF INCLUSION

Various studies in different countries reflect different teachers' understandings of inclusion. Some previous studies show that some teachers do not understand inclusion. A qualitative study by Newton, Hunter-Johnson and Gardiner-Farquharson (2014) with 18 Bahamian regular education primary and secondary school teachers using semi structured interviews established that these teachers had absolutely no understanding of inclusion as they were never trained on it. Similarly, Simi's (2008) qualitative study with a random sample of eight pre-service teachers in the Solomon Islands using individual interviews and focus groups interviews confirmed that teachers were unaware of the meaning of inclusion as they reported that they had never heard about it. The present

study sought to explore how teachers understand the inclusion of learners in ordinary secondary schools in Gauteng, South Africa.

Inversely, other studies confirm that teachers understand inclusion from a disability perspective. Fyssa, Vlachou and Avramidis' (2016) qualitative study with 45 Greek in-service primary school teachers and 32 special education teachers established that these teachers understood inclusion as the placement of learners with disabilities in regular classrooms where they needed to adjust to the general demands of the regular school classrooms, activities of the regular school classrooms and the rules of the regular school classrooms in their behaviour. In the same vein, Agbenyega and Klibthong's (2014) mixed methodology study in early childhood schools in Thailand with 175 teachers from 11 public and 12 private inclusive early childhood centres using face-to-face individual interviews and questionnaires showed that these teachers understood inclusion as the provision of appropriate educational support to children with disabilities in regular classrooms. Correspondingly, Otukile-Mongwaketse's (2011) qualitative study in Botswana with 17 participants inclusive of teachers, head teachers and education officials using classroom observations, individual interviews and document analysis established that these participants understood inclusion as the education of learners with disabilities in regular classrooms. In their definitions, these participants only mentioned that learners with disabilities are supported by their peers in teaching and learning. The current study used a descriptive phenomenology study with 12 teachers from 3 inclusive secondary schools to explore how these teachers understand the inclusion of learners in ordinary secondary schools in Gauteng, South Africa.

Amr, Al-Natour, Al-Abdallat and Alkhamra's (2016) qualitative study with 87 Jordan primary school teachers from 23 state schools using open-ended questionnaires demonstrated that these teachers understood inclusion as the placement of learners with disabilities in regular school classrooms. In tandem, Symeonidou and Phtiaka's (2009) quantitative study in Cyprus with primary school teachers using questionnaires indicated that these teachers understood inclusion as the fitting of learners with special needs into special schools until they meet certain requirements for integration. In their qualitative

study using interviews with Polish teachers from ordinary and special schools, Starczewska, Hodkinson and Adams's (2012) established that some of these teachers understood inclusion as the placement of learners with disabilities, including those with intellectual disability, in the regular classroom while other teachers reported that they could not define inclusion as the term was an uncommon one in Polish education. Likewise, Alves, Storch, Harnisch, Strapasson, Furtado, Lieberman, Almeida and Duarte's (2017) study in Brazil with 18 physical education teachers using an interview established that these teachers understood inclusion as a procedure in which society acknowledges individuals with disability, affording conditions and chances to their contribution and social cooperation and their commitment in class exercises and their social connection with classmates. Similarly, Miles' (2011) study in 17 Zambian schools clarified that teachers understood inclusion as related exclusively to the unique needs and disability of learners, and the obligation of the specialists to teach these learners. In a similar study, Chireshe (2013) designed a quantitative study with 42 in-service teachers in Zimbabwe using open ended questionnaires and established that these teachers understood inclusion as a way of ensuring societal acknowledgement and dismantling of prejudice and humiliation of learners with special educational needs. The current study used critical case sampling of 12 qualified teachers who have been teaching in inclusive secondary schools to explore their understanding of the inclusion of CLD learners in Gauteng, South Africa.

Some studies that were conducted in different countries indicate that teachers had a comprehensive understanding of inclusion. A quantitative study by Chiner and Cardona's (2013) with a stratified random sample of 336 regular education kindergarten, elementary, and secondary teachers from Alicante province in Spain, using a questionnaire confirmed that these teachers understood inclusion as the instruction of all learners, including learners with special needs. These teachers indicated that the teaching of all learners in the regular classroom helps in the development of reverence and acceptance among learners. Majoko's (2017) qualitative study using individual interviews with a purposive sample of 23 ordinary early childhood teachers in Zimbabwe showed that these teachers understood inclusion as teaching and learning of all learners in regular classrooms in line

with the human-rights based approach to education. Young, McNamara and Coughlan's (2017) qualitative study with 15 teachers using semi-structured individual interviews in Irish post-primary schools showed that these teachers understood inclusion as a practice in which the needs of all learners are met in regular classrooms while circumventing unwarranted isolation of other learners. Sosu, Mtika and Colucci-Gray's (2010) mixed method study on student teachers in Scotland established that they understood inclusion as providing the best academic learning support for every learner regardless of their race, religion, disability and structuring lessons with such diversity in mind and creating a conducive and caring regular school classroom environment. The current study used a qualitative research approach and interpretivist paradigm to explore the teachers' understanding of inclusion in ordinary secondary schools in Gauteng South, Africa.

Some studies that were carried out in different countries show that teachers understand inclusion from a human rights and social justice perspective. Fayez, Dababneh and Jumiaan's (2011) interpretive qualitative study in Jordan with 20 pre-service early childhood teachers using individual interviews confirmed that some participants comprehended inclusion as an essential practice that warrants social justice for learners with special needs through teaching them in regular classrooms and other participants understood inclusion as a 'right' to which learners with special needs are warranted through their education in regular classrooms. The current study used in-depth interviews, non-participant observations and document analysis to explore the teachers' understanding of inclusion in ordinary secondary schools in Gauteng.

Similarly, a qualitative study of Kamenopoulou and Dukpa (2018) using a purposive sample of 15 Bhutanese teachers established that most of these teachers understood inclusion as a human right while some understood inclusion as accommodating all learners and their diverse needs without any discriminatory tendencies in regular classrooms. Some teachers in this study understood inclusion as accommodating learners with disabilities in regular classrooms. In the same vein, Specht's (2016) quantitative study in Canada with 1490 pre-service school teachers using a questionnaire established that these pre-service teachers understood inclusion as a 'right' for all

learners and that all learners should get a chance to access efficacious education in regular classrooms. Furthermore, Lalvani's (2013) qualitative study on 30 general and special education teachers in the United States of America using interviews confirmed that some of these teachers understood inclusion as the placement of learners with disabilities in the ordinary classrooms while other teachers understood inclusion as the rightful education for all learners in regular classrooms, not just learners with disabilities. The present study on the inclusion of CLD learners was executed in Gauteng West District in South Africa.

Several international studies also confirm that teachers at the same institution have multiple and often conflictual interpretations of inclusion. Hodkinson and Devarakonda's (2009) qualitative study with a random sample of ten teachers from an inclusive primary school in New Delhi using individual interviews established that these teachers understood inclusion from multiple perspectives. A common understanding of these teachers was that inclusion is associated with whatever individual needs which vary now and again and that can be very different on any specific day. Such included learners need attention as a result of an accident, starvation, excitement, shyness and poverty. Hodkinson and Devarakonda's (2009) further confirmed that teachers understood inclusion as accommodation of learners from diverse backgrounds, particularly those who are socially disadvantaged. Other teachers in the study understood inclusion as the adjustment of individual learners for them to meet the academic standards of the school and normalisation, specifically locational integration. Conversely a large number of teachers understood inclusion as the establishment of links between the school and parents of learners who are included for collaborative interventions on barriers to learning of these children. A minority of teachers in this study understood inclusion as the accommodation of learners with intellectual challenges or those with physical disabilities who cannot undertake certain activities because of medical challenges. In the same vein, Adedoyin and Okere's (2017) quantitative study using a questionnaire with 100 junior secondary school teachers in Botswana established that these teachers had multiple understandings of inclusion. These teachers fathomed inclusion as a strategy through which teachers can assist with supporting, overseeing and acknowledge learners with

diverse characteristics which makes an inviting a regular school classroom environment for all. Other teachers understood inclusion as an atmosphere in which each learner has the chance to learn and requires teachers to configure and design fitting activities for learners learning in the regular classroom. Some teachers in the same study said that inclusion entails setting up collaborative, strong and supporting situations for learners to learn in regular classrooms and for teachers to improve on their expertise. The last group of teachers in this study understood inclusion as an avenue through which teachers learn new instructional strategies that assist all learners in regular school classrooms. This study is sought to interrogate how ordinary school teachers understood and include learners who are culturally and linguistically diverse in secondary schools in Gauteng, South Africa.

Malak and Tasnuba's (2018) study of 15 purposively sampled secondary school teachers in Bangladesh using semi-structured interviews established that these teachers understood inclusion as a practice of education that incorporates all kinds of learners in the same teaching space and the teachers had multiple perspectives on the idea of all kinds of learners. Most of these teachers understood the phrase "all kinds of learners" to mean learners who have a diverse socio-economic status and intellectual academic competencies while other teachers understood "all kinds of learners" to mean all learners except for the learners with special educational needs who are supposed to get special support in special schools. Duhan and Devarakonda's (2018) quantitative study of 126 teachers in England using a questionnaire established that most of these teachers understood inclusion as the participation of all learners in regular classrooms regardless of their beliefs, sexual orientation, ethnic group, capability or disability. In contrast, some teachers in this study perceived inclusion as the provision of equal opportunities to all learners in regular classrooms so they can feel involved in the community. Leung and Mak's (2010) study in Hong Kong with 51 primary teachers using questionnaires confirmed that most of these teachers interpreted inclusion as the participation of learners with special educational needs in regular classrooms. Some teachers in this study estimate inclusion as the full participation of learners in their age appropriate classrooms. Some of the teachers conceptualised inclusion to mean special education. Woodcock and

Hardy's (2017) quantitative study on 120 Canadian primary and secondary school teachers using a survey questionnaire established that most of these teachers comprehended inclusion as a valuable way of instructing all learners while some of these teachers understood inclusion as accommodating learners with disabilities in the regular classroom.

Correspondingly, Kovac and Jortveit's (2011) qualitative study with 14 primary and secondary school Norwegian teachers using individual interviews established that some of these teachers understood inclusion as having all learners in one classroom and educating them to function in the school and in the classroom. Another teacher understood inclusion from the social aspect where immigrant learners are invited to parties, get equal opportunities like other learners in class and participating in events that are organised by the school and other teachers contrasted inclusion to special education based only on the absence of isolated types of teaching. In order to explore how teachers understand the inclusion of learners in secondary schools in Gauteng, South Africa, the current study used the inclusive pedagogy approach to teaching and learning.

A qualitative study conducted by Alhassan (2014) in Ghana with ten primary and junior secondary school teachers confirmed that teachers understood inclusion as the placement of both well performing and underperforming learners in the same pedagogical setting and affording them the needed support. Another qualitative study by Klibthong and Agbenyega's (2013) with nine early childhood teachers in China showed that these teachers understood inclusion as the placement of learners with and without disabilities in one pedagogical setting. These teachers did not mention quality teaching, social justice or human rights in expressing their understanding.

In conclusion, the current study reviewed literature on the teachers' understanding of inclusion. Previous research studies show that teachers conceptualised inclusion from different perspectives and other teachers have multiple understandings of inclusion. These perspectives include no understanding at all, understanding inclusion from a disability perspective, understanding inclusion from a social justice perspective and

comprehensive understanding of inclusion. The following section reviews literature on how teachers practice the inclusion of CLD learners.

3.3 TEACHERS' PRACTICES IN INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

Several studies that have been carried in different countries confirm that teachers use different practices in the inclusion of culturally and linguistically diverse learners. The studies identify that teachers use multiliteracies pedagogy, translanguaging, technology, culturally responsive pedagogy, differentiated instruction and project-based learning to include learners who are culturally and linguistically diverse.

3.3.1. Multiliteracies and Multimodal Pedagogy

Several international studies show that teachers practise the inclusion of CLD learners using multiliteracies and multimodal pedagogy. Hepple, Sockhill, Tan and Alford (2014) defines multiliteracies as a way of integrating a range of teaching and learning methods (modalities) so as to improve the teaching and learning of CLD learners. Teachers are required to focus on multiple modes of communication such as audio, visual, linguistic, spatial and performative (Hepple et al 2014). Multiliteracy and multimodal approaches to teaching and learning in CLD classrooms are therefore intertwined.

3.3.1.1 Multiliteracies pedagogy

A study by Ntelioglou, Fannin, Montanera and Cummins (2014) with 2 teachers at a grade K-8 school in Canada confirmed that teachers allowed learners to create multi-lingual identity texts such as drawings, pictures, demonstration, songs, drama, interviewing their parents, gestures, computers, visuals, digital media and use of multiple languages as these teaching methods fosters collaboration and allowed learners to fully express themselves in ways that are not limited to the linguistic mode. A study conducted Hepple et al. (2014) in Australia established that teachers used tactile communication

and a variety of modalities such as drawings, clay modelling, writing captions, gestural elements and audio visual in the inclusion of CLD learners. The use of such multiliteracy approaches to teaching and learning promotes learner agency, increases collaboration, enjoyment and enhanced learner engagement. Hesterman (2017) carried out an ethnographic case study using field notes, observations and participating in classroom activities with elementary schools teachers in Australia and confirmed that teachers used multiliteracy pedagogies and the Reggio Emilia approach such as small group projects and technology (ICT) in the inclusion of CLD learners. These teachers confirmed that the use of multiliteracy pedagogies stimulated independence, connectedness and cooperation, curiosity, persistence, creativity and a sense of well-being among learners. It can be discerned in this case that multiliteracy pedagogy is a powerful strategy in the inclusion of CLD learners.

Another facet of multiliteracy pedagogy is translanguaging. Some previous studies show that teachers practice the inclusion of culturally and linguistically diverse learners using translanguaging. Translanguaging refers to an instructional pedagogy where the teacher purposefully uses multi-lingual repertoires in teaching and learning in an effort to enhance comprehension of concepts (García & Wei, 2014).

Palmers, Martinez, Mateus and Henderson's (2014) ethnographic study using interviews, field notes and classroom interaction video with one kindergarten and one elementary school teacher from a small urban public school in Texas, USA confirmed that the teachers used translanguaging (bilingualism) from English to Spanish in their classroom to accommodate the young emergent CLD learners. These teachers' code switching from Spanish to English and from English to Spanish gave learners an opportunity to learn from each other, to engage with one another and with the teacher and to respect their language. Similarly, Then and Ting's (2011) study with 18 teachers in 3 secondary schools in Kuching in Malaysia using non-participant observation established that these teachers used a form of code switching largely in the form of quotations and repetition to explain content from English into the Malaysian language, 'Bahasa' and Mandarin Chinese to enhance learners' comprehension of content, active participation during

lesson delivery and administration of classroom tasks. Translanguaging is thus an important practice in the inclusion of CLD learners since learners are given an opportunity to relate to their home language during instruction. The current study explored how teachers practice the inclusion of CLD learners in secondary schools.

In addition to the above, Abiria and Kendrick's (2013) with Grade 3 teachers from Aramua Primary school in Northern Uganda using focus group discussion, questionnaire, observation, photographs, interviews, document analysis and collection of artefacts show that plurilingual teachers used multiple teaching practises such as code switching from English to the local language (Lugbara) to enhance understanding of content and subject matter. Teachers also use other plurilingual learners as peer tutors and grouped learners according to their language groups, so they could discuss concepts in their home language and learners who knew a bit of English would translate to the other learners. These teachers used multimodal materials such as traditional stories, drawings, learners' daily games, riddles, role play and demonstrations to stimulate learners and to help them reminisce. Teachers also mentioned that although the education policy and rule is to make classroom practitioners teach in English, teachers tend to break the rule and code switch to the mother tongue to help learners comprehend concepts (Abiria & Kendrick, 2013). The subsequent section discusses the multimodal approach to teaching and learning.

3.3.1.2 Multimodal Pedagogies

Lotherington (2011) argues that multimodal learning involves the use of a variety of media resources for learning, expressing, play and communication. These resources may include the use of translator, technology, illustrations, demonstration and Claymation. Some studies confirm that the use of technology enhances the inclusion of CLD learners in regular classrooms. Murati and Ceka (2017) defines "pedagogic technology" as an amalgamation of programs and tools that are positioned for learning. Sousa, Cruz and Martins (2017) argue that technology provides the learning process by the use of text,

images and audio which encourages learners to create their stories and engage in extensive learning.

Research findings also indicate that learners benefited from the use of multimodal communication such as integrating ICT in teaching and learning to meet the diverse learner needs. A case study by Siefert, Kelly and Yearta (2019) with 2 Science teachers in the Middle School in US established that using the google classroom that included digital workshops, power points, videos and online reading tools such as online dictionaries, kahoot, and quizlet in the teaching of CLD learners enhances individualised instruction and promotes ongoing assessment. Likewise, Freeman's (2011) study with high school Maths teachers in Colorado, US, established that using digital technology during sheltered instruction with visual cues encouraged learners' skills development, self-efficacy and academic improvement. An ethnographic case study by Hesterman (2017) with early childhood teachers confirmed that the use of ICT facilitated linguistic flexibility and imaginative thinking among CLD learners. Teachers are therefore encouraged to improve the teaching and learning of CLD learners using blended learning activities. The current study seeks to explore how teachers practice the inclusion of CLD learners in ordinary secondary schools in Gauteng.

Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur and Sendurur's (2012) multiple case study design using in-depth document analysis of teachers' websites and individual interviews with 12 K-12 teachers in USA established that these teachers used technology during classroom instruction for different reasons. Some teachers used technology in the classroom as a learning tool through which learners had the opportunity to make videos so they read their work and explain their ideas. Other teachers used technology to afford learners the chance to build schema for the world and the opportunity to discuss, share and create, to enhance small group teaching. One teacher used technology such as Skype, blogs, wikis and Google docs, twitter and Woodle in the classroom to empower the learners to collaborate and learn from one other and to meet individualised needs. Thus, these teachers used technology to improve, strengthen and transform teaching and learning. Wise, Greenwood and Davis' (2011) designed a mixed method study using

questionnaire, interviews and observations with nine teachers from 4 secondary schools and verified the use of technology in music teaching, learning and composition improved learner participation with minimum teacher support, enhanced learner creativity and achievement. However, despite technology, some teachers still find it difficult to meet the diverse needs of the learners (Wise et al, 2011).

A study quantitative survey by Gorder (2008) with 174 teachers from South Dakota in USA on the integration of technology in CLD classrooms showed that some teachers used technology in the classroom during instruction and for their own professional development. Similarly, Basal (2015) carried out a qualitative study in Turkey with 47 pre-service teachers using open ended questionnaire and established that teachers used the flipped classroom technology to enhance paced learning, increase participation and motivation among learners. Likewise, Beschorner and Hutchison's (2013) qualitative case study at 2 pre-schools, with 4 pre-school teachers using observation and semi-structured interviews confirmed that teachers acknowledged the use of iPads to support teaching and learning at pre-school level as it encourages independent reading among pre-school learners. Technology is therefore a useful resource tool for the seamless inclusion of CLD learners.

Correspondingly, Wachira and Keengwe (2011) conducted a mixed method study with 20 Mathematics teachers in the United States using in-depth interviews, class discussions and surveys and established that these Mathematics teachers faced multiple challenges in using technology in their classrooms. The challenges included unequal access to technology among schools, lack of both hardware and software, lack of support from the administration and lack of pedagogical knowledge in using technology. Merç (2015) also carried out a mixed method study in Turkey with 86 pre-service teachers using questionnaires and semi-structured interviews and confirmed that pre-service teachers used technology to serve the generation Z learners in an all-inclusive and meaningful way. However, these schools did not have enough technological devices to serve all the learners. Almekhlafi and Almeqdadi's (2010) qualitative study with 100 teachers using questionnaire and focus group interviews established that teachers practise the inclusion

of CLD learners using technology to facilitate teaching and learning as it increases learner participation. However, these teachers lamented that they have large groups of learners, lack both professional development and financial support. Thus, the inclusion of CLD learners using is technology may not be achieved in other countries since it is confronted with major challenges which impede its implementation.

In addition to the above, a mixed method study by Zaravaki and Schneider (2011) confirmed that the use of computer technology such as assistive technology, tape recorder, Braille printer, screen enlargement, CCTV, virtual tower facilitates the delivery of information, increases self-confidence, independence, collaboration, social inclusion and empowers learners with disabilities. In the face of this literature, all schools are therefore required to provide facilities for learners with visual impairment. Nanda and Susando (2018) carried out an ethnographic case study in Indonesia and established that the use of screen reader technology such as non- visual desktop access (NVDA) and Job Access with Speech (JAWS), role-play and musical instruments promote unique ways of teaching and learning in CLD classrooms. However, in Zimbabwe, learning progress for learners with disabilities is hindered by a shortage of resources such as Braille books, large print books, lack of repair kits for assistive technology and large classes (Dakwa, 2014). Despite these challenges, countries are required to make a concerted effort to ensure that all learners access equal educational opportunities, despite their CLD backgrounds. This study therefore sought to explore how teachers practise the inclusion of CLD learners in ordinary secondary schools in Gauteng, South Africa. The section below discusses collaboration and culturally responsive teaching.

3.3.2 Collaboration and Culturally Responsive Teaching Approach

Studies show that teachers practice the inclusion of CLD learners using collaboration and the culturally responsive teaching approach. These two instructional practices were used during the same instructional session. Samuels (2018) defines Culturally Responsive Pedagogy as a student-centred instructional methodology that values students' cultural backgrounds and embeds it in teaching and learning. Teachers who practise culturally

responsive pedagogy are dedicated to cultural proficiency, have high expectations of their learners and they position themselves as facilitators of the learning process (Samuels, 2018).

 A qualitative study by Roxas (2011) with 1 United States teacher at a New Comer Centre in Denver using field notes, transcripts of formal interviews, notes of formal discussions and copies of class newsletters established that the participant used multiple inclusive practices such as creating a culturally responsive classroom, engaging learners in a dialogue by creating an environment of reciprocal respect and support for one another, by welcoming and caring for the learners, pairing the newcomer with another learner that speaks their language, creating a curriculum that encourages students to depend on one another for completion of schoolwork, using simple language books that talk about peace, respect and kindness, planning and going on field trips and co-curricular excursions.

Likewise, Choi's (2013) qualitative study with a Social Studies teacher in a multicultural school district in the North East, USA using observations, interviews and artefacts showed the teacher used culturally responsive teaching and collaborative group work to accommodate learners from CLD backgrounds. The teacher designed a global and culturally diverse oriented curriculum to comprehensively present the stories and cultures of the learners which resulted in learners feeling contented in playing significant roles in dialogues and activities. Melchior's (2011) qualitative study with two culturally responsive dance pedagogy teachers in New Zealand utilising semi-structured interviews, observations and journaling established that culturally responsive pedagogy in dance assists teachers to appreciate their learners, know their backgrounds, and acknowledge their prior experiences and teachers can afford learners a chance to learn from one another.

Bergeron's (2008) qualitative case study in the USA with a novice teacher using a narrative inquiry indicated that the teacher used culturally responsive teaching methods that created a powerful classroom community where learners' indigenous language was encouraged and respected. Learners were allowed to select reading materials, and they

used a variety of inquiry and hands-on approaches to learning. Learners were also involved in book clubs, inquiry science, experiential stories and collaborative learning. Ukpokodu's (2011) qualitative study with 45 pre-service and in-service mathematics teachers using structured in-class activities, online discussions and field notes demonstrated that these teachers believed that it was difficult to use culturally responsive teaching in mathematics subject. These teachers confirmed that: mathematics is an abstract subject which should be taught through a universal language since numbers are the same across culture, time and space; the approach to teaching mathematics is teacher-directed and textbook based; there is a lot of pressure for teachers to increase the learners' test scores thus teachers teach to the test; the teachers are required to account for their teaching hence they focus on the core curriculum, content and standardised testing and teachers do not know what culturally responsive teaching looks like since it is a new concept.

In their qualitative case study in Central Canada with 10 Grade 2/3 teachers using observational field notes, video recordings, interviews and collection of student assignments, Tobin and McInnes (2008) confirmed that these teachers used differentiated instruction to teach CLD learners in which learners worked in cooperative groups, and teachers collaborated with learners to support the learners' comprehension and accomplishment of tasks. On the hand, teachers also practised scaffolding to guide learners in a range of manuscripts. Kumar and Hamer's (2012) sequential design study with 784 preservice teachers in USA using questionnaires established that these teachers were unwilling to adapt instruction to meet the needs of diverse learners emphasized competition and social comparison. However, at a later stage, preservice teachers emphasized the importance of upholding a deferential collaborative classroom setting, one that accommodates diverse ways of thinking among learners (Kumar & Hamer, 2012). Roxas' (2010) qualitative study with three teachers in a Midwestern High School in USA, using interviews and observations established that these teachers grouped learners according to friendship so that they could comfortably share information. Other teachers used peer tutoring in which native-born learners helped refugee learners to learn English in CLD classrooms which improved the comprehension of subject content.

However, other teachers had a challenge in meeting the academic needs of refugee learners because of other competing priorities (Roxas, 2010). The above shows that teachers the effectiveness of collaboration and culturally responsive teaching in CLD classrooms. The current study examined how teachers practice the inclusion of CLD learners in secondary schools. The subsequent section discussed scaffolding as a teaching method in CLD classrooms.

3.3.3 Scaffolding

Consistent with several studies, some teachers practise the inclusion of CLD learners using scaffolding as an instructional strategy together with other instructional strategies. Scaffolding is interpreted as assistance that learners receive from their teachers during task performance which the learners may fail to accomplish on their own (Van de Pol, Volman & Beishuizen, 2010). With scaffolding, the support that the learners receive must be adjusted to suit the existing level of the learners' performance and should be at the same level of complexity or slightly advanced (Van de Pol et al, 2010).

Pentimonti and Justice's (2010) study in a rural region of Midwestern state, USA, with 5 preschool teachers using videotaped classrooms observations showed that teachers used a variety of scaffolding approaches to differentiate instruction in order to meet the needs of CLD learners. However, these teachers only used low support strategies at the expense of the high support scaffolding strategies. Gort and Pontier's (2013) ethnographic study with 4 teachers from 2 primary schools in South Eastern USA using observations, digital video recordings and ethnographic field notes confirmed that in order to provide academic vocabulary, to manage the classroom and to redirect learners' conduct, teachers practised the teaching of CLD learners through scaffolding, code switching, visual reinforcement, and collaboration to involve learners in educational tasks, enhance learner interaction and to assist learners to make connections.

Fennema-Bloom's (2010) ethnography communication case study with 3 bilingual Mandarin/ English speaking science teachers who were teaching Chinese High School

immigrant learners in the periphery of Manhattan's Chinatown confirmed that these teachers used scaffolding in which teachers used language as a strategic tool in the development and comprehension of the instructional content to facilitate teaching and learning of culturally and linguistically diverse learners. Zhang-Wu's (2017) case study with a 4th grade teacher in an urban public school in the East Coast of USA using semi-structured interviews, observations and informal conversations established that the teacher used language scaffolding, took time to explain concepts, used technology, collaborative teaching and activated learners' prior knowledge and allowed students to exercise their voices so as to increase engagement and learning outcomes in culturally and linguistically diverse classrooms. Thus, the use of scaffolding together with other teaching methods was meant to increase leaner engagement and academic achievement in the CLD classrooms.

Similarly, Patchen and Cox-Peterson's (2008) case study with 2 female primary teachers in USA using naturalistic inquiry, semi-structured interviews and observations established that these teachers provided diverse cooperative instructional methods including scaffolding, promoted peer interaction, encouraged learners to initiate experiments and tasks and to collaborate during classroom activities, allowed learners to work on projects of their choice thus giving learners a chance to facilitate in their learning and to enhance understanding of Science content. These teachers also used learners' prior knowledge, experiences and provided analogies to increase opportunities for understanding of content. Athanases and de Oliveira (2014) also carried out a mixed method study in California with two teachers using video recorded observations, interviews, field notes, focus groups, surveys, lesson plans, photos and hand-outs and confirmed that teachers used scaffolding strategies such as differentiating support, code-switching, collaboration, flexible grouping, sequenced tasks, planned supports and activated learners' prior knowledge. However, these teachers ended up using routine support, and hand-held learners which promoted learner dependence on the teacher (Athanases and de Oliveira, 2014). The following section discusses differentiated instruction.

3.3.4 Differentiated Instruction

Several studies expose that teachers practice the inclusion of CLD learners using differentiated instruction. Differentiation is grounded on the belief that learners of the same age vary in their readiness to learn, their experiences, and their life circumstances and they can learn to their best level when the curriculum is connected to their interests or life experiences (Landrum & McDuffie, 2010). It is therefore a learner-centred and vibrant instructional pedagogy that is rooted in assessment (Landrum & McDuffie, 2010). Chien's (2015) mixed method study in Taiwan with 33 Taiwanese elementary school English teachers using surveys, videos, interviews and document analysis established that these teachers used differentiated instruction which included adjusting teaching through scaffolding, tiering instruction and giving learners an opportunity to choose learning activities. However, these teachers confirmed that they are not competent enough to differentiate instructional content. Santangelo and Tomlison (2012) carried out an exploratory study using a questionnaire with 85 teacher educators in the Middle Atlantic region of the United States of America and established that teacher educators used a variety of differentiated strategies to support CLD learners such as multiple forms of grouping to enhance understanding of content. Similarly, Watts-Taffe, Broach, Marinak, McDonald Connor and Walker-Dalhouse (2012) carried out a study in Massachusetts and Pennsylvania in the United States of America with two primary teachers and they established that teachers used differentiated text selections, flexible grouping and a variety of graphic organisers to improve comprehension of content for the learners. The above section discussed differentiated instructional pedagogy. The following section discusses the question and answer method.

3.3.5. Question and Answer

Several international studies have demonstrated that teachers practice the inclusion of CLD learners using the question and answer method. The question and answer method is considered an effective way of promoting teaching and learning. According to Rosenshine (2012), the questioning assists learners to practice new information and link

such new information with their previous knowledge. Kipper and Ruutmann (2010) also argue that teachers ask questions to attract learner attention on a given task, to promote thinking and to review learning. Teachers also use the question and answer didactic method to check learner comprehension, informally assess learners and to motivate learners to communicate with teachers (Al-Darwish, 2012). The different types of questions and probing questions (Kipper & Ruutmann, 2012).

Al-Darwish (2012) carried out a qualitative study with 15 primary school teachers in Kuwait using interviews, classroom observations and confirmed that teachers were using the question and answer method or the Socratic method which included open and closed questions, display and referential questions and yes or no questions to enhance classroom interaction between the teacher and the learner, the text and among the learners. These teachers also used the question and answer method as an instructional tool that helps the learners to acquire knowledge that equally encouraged critical thinking. Likewise, Davis and Sinclair (2014) conducted a qualitative study in New Zealand with 12 teachers using a quasi-experimental method and established that the question and answer dialogic method helped to have learner initiated discussions, increased their depth of thinking, helped teachers to realise learner potential and enhanced learner engagement. Oliveira (2010)'s mixed method study with 15 primary school teachers in United States of America using the ethnographic design, classroom observations, and video recordings confirmed that teachers used question and answer method to scaffold learners' scientific thinking and to encourage interaction among learners.

3.4 STRATEGIES TO ENHANCE THE INCLUSION OF LEARNERS WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE

This section focuses on the strategies that can be used to enhance the inclusion of CLD learners. Cultural and linguistic diversity in schools is an inescapable reality, hence several research studies have dealt with strategies that may help to enhance the inclusion CLD of learners. The research studies focused broadly on cosmopolitanism, formulation and amendment of government policies, collaborative professional communities,

reappraisal of personal and institutional ideologies, parental and community involvement, multiliteracy recognition, integration of critical theory practices and the disruption of dominant cultural and linguistic discourse. This section reviews the existing literature on inclusion in general and inclusion of culturally and linguistically diverse learners in particular with the view of situating the current study in the on-going discourse on inclusion of CLD learners.

3.4.1 Formulation and amendment of CLD policies

The government plays a pivotal role in enhancing the inclusion of CLD learners. Samkange (2013) confirmed that inclusion can be a reality if there is support from the government, the community and the teachers. Research studies show that the curriculum is a valuable medium of inclusion. Diallo and Maizonniaux's (2016) study recommended the need for policies to acknowledge diversity and clearly outline pedagogies to reflect diversity in classrooms. They further endorsed the importance for curricula and textbooks to be carefully designed and selected so that they acknowledge and include diversity, especially linguistic and cultural variations in the context of foreign language teaching. This calls for the revision of the curriculum, training of teachers in inclusive practices provision of material and requisite human resources and providing accessibility to all learners (Samkange, 2013). Shizha (2013) established that in Sub- Saharan Africa, postcolonial school knowledge continues to mirror colonial education residues. Based on this indicting finding, there is thus a dire need for curriculum transformation so that it aligns itself with learners' experiences that are characterised by their postcolonial and socio-cultural worldviews. Therefore, the government is obliged to train more teachers in inclusive education practices so that they can use the requisite skills in the inclusion of learners, including the CLD learners (Samkange, 2013). Lucas and Villegas (2013) reiterated that policy makers and educational researchers are requested to make it a priority to examine the possibilities for achieving a coherent teacher development continuum for teachers in diverse inclusive classrooms. In another study Heineke et al, (2013) pointed out that Illinois policy makers amended their policy for preschool programming to meet the demands of increasing cultural and linguistic diversity. Thus, in

the process the policies called for mandatory preparation of early childhood educators to address the needs of the large and ballooning population of young English language learners (Heineke et al, 2013). In the end the Illinois State Board of Education (ISBE) in 2010 adopted rules creating the first state-wide system of bilingual preschool education in the U.S. (Heineke et al, 2013). Moloney and Saltmarsh (2016) emphasised that teacher education curriculum and pedagogy need to be more problem-based and include in-depth study of cases, both real and virtual. They further recommend that institutions must deal with vision of 'World teacher' who they explained as a teacher who develops modes of intercultural capital for himself and the students. The current study seeks to explore the impact of formulating and amendment of government policies in the inclusion of CLD learners.

3.4.2 Cosmopolitanism

Cosmopolitanism can be defined as a strategy of reframing educational policy and practice in culturally and linguistically diverse education (He et al, 2014). He et al (2014) further aver that cosmopolitanism aims at the learners' understanding of global connectedness and supports learners' opportunities to be connected to their own and others' culture. More importantly, cosmopolitanism extends the notion of multi-culturalism beyond the borders of any given nation to encompass the many geographic and cultural spaces people live in (He et al., 2014: 330). According to Heineke et al (2013) teacher candidates, teachers and learners can benefit from holistic community-based field experience when all partners enter as learners and recognise one another's assets. Cosmopolitanism in a classroom as explained by He et al (2014: 330) means that learners engage in critical imaginings of themselves and others, respect differences across continents, understand new notions of citizenship, and engage in critical dialogues with people across the globe. However, it is not only the duty of the students to engage in critical understanding of the global connectedness, but the teachers and teacher educators need also to learn about their student's histories, socioeconomic realities, and the challenges they face both in schools and communities (He et al., 2014: 330). In a study in the USA by He et al (2014) they established that through cosmopolitanism

strategy learners from CLD backgrounds are not only positioned as having only 'gaps' in English language to fill but they are class members with rich cultural and linguistic resources they can share with their native English-speaking peers and their teachers.

Similarly, Florian, Young and Rouse (2010) established that a more just and equitable approach to meeting the needs of all learners can be supported by preparing newly qualified teachers to focus on improving the quality of what is generally available, and work to extend their existing knowledge by taking responsibility for learning when their learners experience difficulties. Keask and Carroll (2011) carried out a study at university and confirmed that research projects should emphasise on redesigning and reconceptualising the curricula and learning tasks to improve student experiences of inclusion and engagement at University.

For this reason, it is important for curriculum designers to consider cultural and linguistic diversity of learners and the teachers must also consider cultural and linguistic diversity in their lesson preparation. The responsible stakeholders must also recommend textbooks that are culturally and linguistically diverse. This should also go beyond the textbooks to the classroom environment that should also cater for cultural and linguistic diverse.

3.4.3 Collaborative professional communities

Several studies have positioned the teacher as the fundamental agent that plays a pivotal role in enhancing the inclusion of culturally and linguistically diverse learners. Miller (2011) stressed the importance of positioning teachers as "knowers", able to work productively in collaborative professional communities, when given the time and space to do so. This can only materialise if teachers are educated to go beyond prescribed curricula and textbooks in search of variety and diversity in their classroom activities (Diallo & Maizonniaux 2016). Samkange (2013) emphasises the need for teachers to provide individual instruction without disadvantaging the rest of the class. A study by Berryman, Nevin, SooHoo and Ford (2015) confirmed that teachers collaborated on

developing themed instructional units and those themes enabled students to become active participants while they were learning. Collaboration has also worked in Illinois where teacher education programs in public, private, two-year, and four-year institutions collaborated to incorporate content that promotes teacher candidates' effectiveness with CLD learners in early childhood settings (Heineke et al, 2013). Research suggests that collaboration cannot only be among professionals alone, it suggests that university and community collaborations from teacher preparation have direct positive impact on teacher candidates by providing opportunities to interact in diverse educational settings and experience community-specific methods of teaching and learning (Kruger, Davies, Eckersley, Newell & Cherednichenko, 2009; Heineke et al, 2013). Significantly, university-community partnerships engage community and leaders as co-teacher educators and these individuals' cultural competence regarding their neighbourhoods plays a vital role to facilitate teacher candidates' understanding of the roles of family and community in the lives of learners (McDonald et al, 2011; Heineke et al, 2013).

He et al (2014) recommend school and community collaboration because it includes position teachers, students and parents as equal partners in the learning process and allows families to be active collaborators in teaching and learning and schools recognise more diverse and more cosmopolitan views of literacy and practice. He et al (2014) further recommend that more systematic ways of eliciting the community's participation in teaching and learning must be highlighted in the educational policies and implemented at different levels. Lucas and Villegas (2013) conceptualised that teachers should have significant interactions with children's support networks to help them recognize individual children's unique family structures and situations and in this way it would help the teachers to continue developing and refining their expertise as culturally and linguistically responsive teachers. Similarly, Ainscow and Sandill (2010) established that schools should emphasise the pooling of different professional expertise in collaborative processes and this include distributed leadership, high levels of staff and learner involvement, joint planning, a commitment to enquiry which promote collaboration and problem-solving amongst staff and results in producing more inclusive responses to diversity. Likewise, Minou (2011) established that collaboration between teachers,

administration and others is necessary to respond to individual student needs and teachers should use classroom strategies that respond to diversity and multi-level instruction.

Larocque et al (2011) also established collaboration between home and school can help the learners who are culturally and linguistically diverse to achieve their best in ordinary classrooms. Effective collaboration between CLD parents and school professionals requires a more democratic and collaborative model, where the school provides CLD parents with the time and space to express their opinions and their interests (Olivos, Gallagher & Aguilar, 2010). This can come to fruition if school professionals become open and self-critical of their policies and ideologies and to consciously enter relationships with parents and co-construct productive collaborations that will help them all in the long run (Olivos et al, 2010). In the same vein, Sleeter (2012) established that there is a need to educate parents, teachers, and education leaders about what culturally responsive pedagogy means and looks like in the classroom so they can work together in inclusive classrooms. Choi (2013) established that CLD learning can be enhanced by building learning communities which offer a climate of mutual respect and allow student build positive relationships for group problem-solving skills.

However, Nel, Engelbrecht, Nel and Tlale (2014) carried out a study and confirmed that despite the fact that the participants' responses generally indicate an appeal for collaboration between different role players, including professionals and parents, the teachers face numerous challenges that make the execution of collaborative learning and they continue to downplay their own roles in the collaboration process and prefer to refer learners to professionals who they believe are better equipped to support learners. Thus, provincial Departments of Education, in partnership with higher-education institutions, should collaboratively develop strategies to provide both pre-service and in-service teachers with opportunities to develop a deeper understanding of collaborative strategies in general as well as to develop specific strategies within their own school contexts to enhance the inclusion of CLD diverse learners.

3.4.4. Inclusion of ethnically and culturally diverse content

This entails honouring our own histories, cultures, languages and unique ways of knowing and being in the world (Berryman et al, 2015). In addition, it is underpinned by the importance of curricula and textbooks to be carefully designed and selected so that they acknowledge and include diversity, especially linguistic and cultural variations (Diallo & Maizonniaux, 2016). Larocque et al (2011) also confirmed that teachers can use culture and students' experiences as a launch pad for new learning and become culturally competent. However, a survey study by Cho and Reich (2008) established that teachers need training on cultural understanding. This was reflected by 90% of the survey respondents after they were asked about the type of training they would like (Cho & Reich, 2008). In another study by Moloney and Saltmarsh (2016), 30% of participants expressed confidence in their ability to teach in CLD classroom while, 62% expressed anxiety about being unprepared to teach CLD classroom students. Ang (2010) indicated that Practitioners have to be critically aware of their own cultural framework, and the ways in which their behaviour and curriculum plans are determined by their own cultural, familial and individual values so as to accommodate learners who are culturally and linguistically diverse. It is essential that stakeholders confront these issues of cultural diversity, not least because if an inclusive curriculum is to truly become a reality, then it is important that these issues are critically engaged with in order that the early years curriculum becomes emancipatory, not discriminatory and simply rhetoric driven (Ang, 2010).

3.4.5. Reappraisal of personal and institutional ideologies

To handle diversity effectively in education, teachers need to recognise the validity of differences which requires a reappraisal of personal and institutional ideologies and perceptions, and a frank conviction and dedication to facilitate and manage learner diversity (Meier & Hartell, 2009). Teachers are also required to learn about the learners' culture so that they can deliver culturally responsive lessons (Terry &Irving, 2010). Thus, these studies that teachers should have knowledge of inclusive practices which resonates

with inclusive pedagogy which encourages teachers to believe that they are qualified and capable of teaching all children (Florian, 2012, Florian & Spratt, 2013)

Teacher preparation is considered one of many areas that can ensure that culturally and linguistically diverse students receive appropriate education services (Chu, 2013). In order to prepare teachers for inclusion, there is need for a new curriculum the addresses specific competences, teachers' attitudes, beliefs and knowledge (Tchombe (2017). Teachers are also required the opportunity for continuous professional growth which can be achieved through school-based training, seminars, workshops (Tchombe, 2017).Similarly, Diallo and Maizonniaux (2016) established the necessity to provide teachers with opportunities to critically reflect and further their knowledge and experiences with diverse classrooms. Miller (2011) also echoed that teachers need professional development in literacy strategies. Similarly, Larocque et al, (2011) ascertained the importance of teachers undergoing professional development in communication skills necessary to work with families and when the teacher is culturally aware, the conflict between systems is minimised and there is formulation of strategies to work around differences. Teachers also need to get to know the community in order to improve understanding and attitudes between themselves, parents and the learners and be able to communicate with all types of families and this can be done through in-service training (Larocque et al (2011). In his study, Ford (2012) emphasised the need for teachers to be taught behaviour management skills in culturally and linguistically diverse classrooms and to be culturally and linguistically competent. The suggestion is that this can be done through formal systematic and ongoing training in culture and cultural similarities and differences via conferences, professional development, in-service workshops, course and degree programmes. Dixon, Yessel, McConnell and Hardin (2014) carried out a quantitative study using a questionnaire with 45 middle school teachers in United States of America and confirmed that teachers should be workshopped on how to use different teaching methods such as differentiated instruction.

The increasing cultural and linguistic diversity of young learners across the state creates a need for well-prepared teachers who are knowledgeable about teaching culturally and

linguistically diverse learners, hence teacher education programmes should incorporate culturally and linguistically diverse aspects so that future teachers can work effectively within this complex and diverse space (Heineke et al, 2013). Villegas (2012) also established that in order to move the development of collaborative teacher education programmes forward, multicultural teachers need to examine this problem and take decisive action to address its source, within the scope of teacher preparation, which is to make certain that the pre-service teachers are culturally and linguistically competent. Likewise, Sleeter (2012) established that a public case must be made that it is in the interest of society as a whole to nurture the intellectual talent of its highly diverse population and that investing in developing quality professional teaching that is culturally responsive to today's students is one necessary factor.

In the same vein, Mulimbi and Dryden-Peterson (2018) argue that teachers can enhance cultural and linguistic diversity by exercising loyal subversion which consist of explaining material in minority languages to help learners' understanding, holding classroom-or school-level discussions about inequalities or discrimination between ethnic groups or instituting policies meant to redress such inequalities.

Thus, teacher programmes that integrate cultural and linguistic diversity are a vehicle for inclusion since teachers get confident enough to confront learners who are culturally and linguistically diverse through code-switching. This may also instil confidence among learners, resulting in high academic achievement since learners would be able to use bilingual dictionaries and relate to their culture and language within the classroom environment.

3.4.6. Parental involvement and participation in the learning of their children

Parents and caregivers are essential human resources that can enhance the inclusion of CLD learners. Larocque et al, (2011) established that the increase in student learning requires families to play an important role in creating a school that meets their child's needs. In a similar vein, Valls and Kyriakides' (2012) carried out a study in Spain primary

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and secondary schools and confirmed that parental participation increases student motivation and their opportunities to learn and accelerates the pace of learning. Larocque, et al (2011) also established that the involvement of parents also help teachers to gain insights on how to meet the needs of CLD learners since the information that the teachers gain from parents would assist the teachers to plan activities and set appropriate goals for learners. Valls and Kyriakides (2012) also conceptualised that the use of interactive groups promotes peer interaction, dialogue and mutual aid, which is particularly enhanced through the incorporation of other adults in the classroom. Thus, all parents need to be informed about the inclusive agenda and how schools can enhance the inclusion of CLD learners. The involvement of parents has holistic benefits since parents would be able to understand what is happening at the school and can also assist their children to do their schoolwork. Parents can be invited for parents' evenings, meet the teacher sessions to get well informed of what is happening at the school. This assists in the academic improvement of CLD learners. However, there are situations in which some parents may resist attending meetings because they might feel insecure or not good enough to assist their children.

3.4.7 Multiliteracies Recognition and Innovation Use

Multiliteracies recognition and innovation is a cosmopolitanism strategy that recommends rethinking traditional concepts of literacy practices and considering students' changing cultural and linguistic identities (He et al., 2014: 338). Multiliteracies and innovation use strategy as the name suggests, promotes use of multiple social languages such as social networks. This has many advantages among them it helps learners to develop confidence and motivation for writing as well as displaying expertise in their cultural and linguistic background (He et al, 2014). In addition, use of multiliteracies such as innovations on specific feedback on grammar enabled students to learn English as a second language in many ways that were not available to them in the classroom (He et al, 2014). In addition, a study done in U.S. by He et al (2014) established that promoting multiliteracies and critical literacy practices by teachers and students might actively engage in

problematizing the current curriculum and policy and pushing the boundaries of the English classroom.

Another study by Choi (2013) established that teachers created learning community such as reading groups where students felt confident constructing collaborative knowledge with others. This can be enhanced by what Diallo and Maizonniaux (2016) recommended that teachers should be educated to go beyond prescribed curricula and textbooks in search of variety and diversity in their classroom activities. In a study by Choi (2013) there is a clear illustration of multiliteracies being used in class by a teacher who introduced ancient history by describing religious beliefs and showing cultural artefacts of the Middle East and received appreciation from the Muslim students who also took leading roles in the discussion. The school is an important aspect in enhancing the inclusion of CLD learners. Larocque et al (2011) emphasised the need for schools to play a pivotal role in addressing cultural differences and in particular differences of families and learners from diverse backgrounds. Schools and districts are encouraged to focus on developing support structures that are built around equitable student outcomes and continuously emphasize strategies to create learning environments where all students, regardless of their cultural background, can succeed (Vincent, Randall, Cartledge, Tobin & Swain-Bradway 2011). Ainscow and Sandill (2010) conceptualised that leadership practice is a crucial element in gearing education systems towards inclusive values and bringing about sustainable change. Thus, Ainscow and Sandill (2010) call for school leaders to be selected and trained in the light of their commitment to inclusive values and their capacity to lead in a participatory manner. In their study, Vincent et al (2011) established that School systems that actively focus on staff members' development of cultural awareness and self-knowledge are likely to support staff in their implementation of culturally responsive evidence-based behaviour support practices. The ethos of the school determines whether or not the child feels like they belong in the learning environment as well as in the social environment of the school (Shevlin, Winters & Flynn, 2013). Mulimbi and Dryden-Peterson (2018) also argue that schools must offer opportunities for students to develop their skills in offering and requesting reasonable justifications, such as by listening to the perspectives of others, attempting to understand their reasoning and employing critical

thinking in evaluating these perspectives and the impacts of these perspectives on others. Schools are therefore required should inculcate a sense of belonging among the CLD learners.

3.4.8 Integration of Critical Literacy Practices

This is a cosmopolitan perspective which suggests that students are prepared to participate in critical imaginings of themselves and others and understand new notions of citizenship (He et al, 2014). Critical literacy practices call for plethora of perspectives, questions commonplace assumptions, examine social, cultural, and political issues, and make changes in community. Critical literacy practices challenge learners to examine their position in the world and how they might affect their community in future (He et al, 2014). Another aspect of critical literacy is teaching students to read their words critically through visual representations (He et al, 2014). Drama has also been used as a medium for critical literacy (He et al, 2014). Through critically examining literacy practices such as visual representation and marginalised stories, students and teachers engage in the tenets of cosmopolitan that promote new notions of citizenship and critical identity work across continents (He et al, 2014). Teachers and students need to be provided with opportunities to critically reflect and further their knowledge and experiences with diverse classrooms (Diallo & Maizonniaux, 2016).

Research studies have confirmed teaching methods as effective in the inclusion of CLD learners. Ainscow and Sandill (2010) conceptualised that, a methodology for developing inclusive practices must take account of such social processes of learning that go on within particular contexts and this requires a group of stakeholders within a particular context to look for a common agenda to guide their discussions of practice. Valls and Kyriakides (2012) carried out a study in Spain primary and secondary schools and established that using identified interactive heterogeneous groups strengthens the learning process, improves the learning environment, and increases the outcomes of the learners involved. Thus, teachers are expected to adopt teaching methods that cater for cultural and linguistic diversity (Valls & Kyriakides, 2012). Teachers are also required to

prepare lesson plans that are exciting, relevant and educational Terry &Irving, 2010). In addition, teachers are also expected to design lessons, assignments and activities that allow learners to share their language and culture with others in the classroom.

Sleeter (2012) also advocates for a culturally responsive pedagogy arguing that that there is a need to educate parents, teachers, and education leaders about what culturally responsive pedagogy means and looks like in the classroom. Culturally responsive educational practices facilitate greater continuity between students from CLD backgrounds and school environments and teachers should be committed to culturally relevant support practices (Vincent et al, 2011) Concurrently, Miller (2011) confirmed that the use of technology as one of the mandated innovations in the past decade in policy and curriculum and pedagogy, is generally viewed as both essential and desirable.

However, Taylor (2010) established that even while it is clear that CLD learners have the greatest need for quality instructional programs, many researchers argue that they are less likely to be taught with the most effective evidence-based instruction. Taylor (2010) also confirmed that public education is failing to reach our CLD learner population therefore the imperative for public education systems to begin addressing the needs of diverse student populations is evident. Chu (2011) also deliberated that even though professional standards require teachers to demonstrate a respect for cultural diversity, concern remains as to whether school teachers can develop teaching methods and materials to meet culturally and linguistically diverse learners' educational needs. Petriwskyj (2010) also established that due to high levels of diversity at early-years, teachers were practising class streaming with children with English as a second language grouped in one class and children with disabilities in another. The finding shows that teachers grapple with including learners who are culturally and linguistically diverse.

Thus, teaching method that are currently used are not considering CLD learners in the classroom because the teachers themselves are not trained to teach CLD learners hence they cannot use culturally responsive teaching methods. These studies were carried out in different settings outside South Africa hence transferability is not known. This study

thus seeks to explore how teaching methods can enhance inclusion of CLD learners. These studies confirm that teachers should not use a uniform approach to teaching and learning but they should use culturally responsive teaching methods such as cooperative learning and heterogeneous grouping. Such an understanding resonates with inclusive pedagogy which entrenches the use of several grouping strategies to support the learning of all children rather than relying on ability grouping to separate "able" from "less able" learners (Florian & Linklater, 2010).

3.4.9 Incorporating Culturally and Linguistically Diverse Content in University Institutions

Smith and Tylor's study (2011) established that teacher educators and professional development providers are charged with producing new teachers and enhancing the skills of practicing professionals who are responsive to the individual needs of a diverse group of students and they must ensure that all educators know about effective teaching practices and can implement them well. In the same vein, Ford (2012) conceptualised that university institutions should provide inclusive courses and degrees that prepare educators to be culturally competent as this will help teachers to know and understand more about the students, their families, their histories and their culture. Likewise, Moloney (2016) confirmed that pre-service teacher education programmes must provide a dynamic and individually stimulating educational experience with the development of new strategies to build critical enquiry and to stimulate individual responsibility for social justice in education.

Gao and Mager (2011) conducted a study on an inclusive teacher education programme in the United States and explored the trajectory of and the relationships between pre-service teachers' sense of efficacy and attitudes toward school diversity through the course of preparation. Their findings clarified the effectiveness of the programme to educate pre-service teachers to positively respond to school diversity. In his study, Chu (2011) established that the Council for Exceptional Children (CEC) addressed the issue of multiculturalism by noting that, to advocate on behalf of individuals from diverse

backgrounds, they must ensure professional standards guide professional practice in ways relevant to the cultural and linguistic diversity. Likewise, Keask and Carroll (2011) established that there must be time to develop new and effective approaches and interventions to ensure campus and classroom culture motivates and rewards interaction across cultures for all students hence the need for professional development of all involved in designing and delivering courses and services to learners, both within the university and the wider community, will be crucial.

3.4.10 Disruption of Dominant Cultural and Linguistic Discourse

The disruption of dominant cultural and linguistic discourse in CLD education helps to provoke, challenge, expose and re-examine the discourses that surround and make dominant cultures and languages (He et al, 2014). Students' responses to and interactions with the traditional curriculum could also help provide further insights that challenge prevailing cultural discourse (He et al, 2014).

3.4.11 Development of a school culture

The school is an important aspect in enhancing the inclusion of CLD learners. Larocque et al (2011) emphasised the need for schools to play a pivotal role in addressing cultural differences and in particular differences of families and learners from diverse backgrounds. Schools and districts are encouraged to focus on developing support structures that are built around equitable student outcomes and continuously emphasize strategies to create learning environments where all students, regardless of their cultural background, can succeed (Vincent et al, 2011). Ainscow and Sandill (2010) conceptualised that leadership practice is a crucial element in gearing education systems towards inclusive values and bringing about sustainable change. Thus, Ainscow and Sandill (2010) call for school leaders to be selected and trained in the light of their commitment to inclusive values and their capacity to lead in a participatory manner. In their study, Vincent et al (2011) established that school systems that actively focus on staff members' development of cultural awareness and self-knowledge are likely to

support staff in their implementation of culturally responsive evidence-based behaviour support practices. The ethos of the school determines whether or not the child feels like they belong in the learning environment as well as in the social environment of the school (Shevlin, Winters & Flynn, 2013). Mulimbi and Dryden-Peterson (2018) also argue that schools must offer opportunities for students to develop their skills in offering and requesting reasonable justifications, such as by listening to the perspectives of others, attempting to understand their reasoning and employing critical thinking in evaluating these perspectives and the impacts of these perspectives on others. Schools are therefore required should inculcate a sense of belonging among the CLD learners.

3.5 SUMMARY

The present chapter reviewed related literature on the inclusion of culturally and linguistically diverse learners. The following chapter outlines and justifies the research methodology. The research methodology is structured according to the following headings: the research paradigm, the research approach, research design, sample, data collection techniques, data analysis method and ethical issues.

CHAPTER 4 : RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

The current study sought to investigate the inclusion of learners who are culturally and linguistically diverse in secondary schools. The previous chapter reviewed literature on teachers' understanding of inclusion, teachers' practice of inclusion and the strategies that enhance the inclusion of CLD learners. The research methodology is discussed in the present chapter. The research paradigm, approach, design, population, sample size and sampling techniques are described. In addition, generally the chapter discusses the data collection methods, data collection procedures, data analysis and the data presentation plan. The chapter further discusses the trustworthiness, confirmability, credibility and dependability of the research. It also describes the ethical considerations. Finally, the chapter ends with a summary.

The following research questions were used to guide the study:
1. How do teachers understand inclusion of learners in ordinary secondary schools?

2. How do teachers practice inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?

 3. What strategies enhance the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?

4. What model could be proposed in inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?

In an effort to realise the above-mentioned research objectives, the research methodology for the present study is discussed below.

4.2 RESEARCH METHODOLOGY

4.2.1. Research Paradigm

A research paradigm is a way of looking at the world, or a worldview, that shapes what we hold to be true. Such a paradigm provides lenses through which a study is carried out and its findings presented (Okeke & van Wyk, 2015:59). The interpretivist research paradigm underpins this study. Stake (2010: 36) defines interpretive research as an investigation that relies on observers defining and redefining the meanings of what they see and hear. In other words, the interpretivist research paradigm allows researchers to view the world of study through the perceptions and experiences of the research participants (Thanh & Thanh, 2015:24). In sum, interpretivists believe that reality is constructed by social actors and people's perceptions of it. They recognise that individuals, with their own varied backgrounds, assumptions and experiences, contribute to the on-going construction of reality existing in their broader social context through social interaction (Burnette & Lingam, 2012; Jamar, 2012:71). Myers (2009), also argues that interpretive researchers only access reality through social constructions. Furthermore, the interpretivist approach views reality as subjective (Creswell & Poth, 2018). This study relied on teachers' personal opinions, assumptions and interpretations of the inclusion of culturally and linguistically diverse learners. This suggests that the role of the researcher in the interpretivist paradigm is to "understand, explain, and demystify social reality through the eyes of different participants" (Cohen, Manion & Morrison, 2007: 19).

According to Denzin & Lincoln (2013) the interpretive research paradigm is underpinned by the following philosophical assumptions: ontology, axiology, epistemology and methodology. The ontological assumption relates to the nature of reality and its characteristics (Creswell & Poth, 2018: 20) and it asks questions such as what is the nature of reality? (Denzin & Lincoln, 2013). This study focused on the inclusion of learners who are culturally and linguistically diverse. In addition, the study explored the teachers' understanding, practices and strategies that enhance the inclusion of CLD learners. For

this study, this means that we construct knowledge through our lived experiences and through our interactions with other members of society (Denzin & Lincoln, 2018).

Axiology refers to how researchers act based on the research they produce. This entails also the criteria of values and value judgments of the researchers, especially in ethics (Denzin & Lincoln, 2018: 126). In terms of values, this research did not initiate consequential harm in whatsoever manner to the participants because it observed all the necessary ethical considerations required in social research, among them obtaining of ethical clearance and getting permission to interact with the participants, receiving informed consent from the participants before they participated in the study. The study also preserved the anonymity and privacy of the participants. As Creswell and Poth (2018: 21) advise for qualitative studies, the inquirers admit the value-laden nature of the study and actively report their values and biases as well as the value-laden nature of information gathered from the field. All sources used in this research were fully acknowledged. The researcher clearly stated to the participants that data collected were for academic research purposes only.

Epistemology assumes that in conducting a qualitative research, the researchers strive to get as close as possible to the participants (Creswell & Poth, 2018: 21). In other words, the epistemological dimension asks the question what is the relationship between the inquirer and the known? (Denzin & Lincoln, 2013). Moreover, in interpretivism, the researcher provides insights into the behaviour displayed and the meanings and interpretations that participants give to their real-life world (De Vos, Strydom, Fouché, & Delport, 2011:311). The researcher interrogated the teachers' understanding of inclusion of culturally and linguistically diverse learners. In this study, the role of the researcher was to gather data used to answer the research questions. In order to achieve this, the researcher used three different methods of data collection: interviews, document analysis and non-participant observation. These three methods enhanced the breadth and depth of the data since they were triangulated at the end.

Creswell and Poth (2018: 21) explain the methodological assumption as the procedure of qualitative research characterised as inductive, emerging, and shaped by the

researcher's experiences in collecting and analysing the data. It asks the question how do we know the world or gain knowledge of it (Denzin & Lincoln, 2013). The study used a qualitative research approach to explore how teachers included CLD learners in ordinary classrooms in Gauteng Province. In this study, knowledge was gathered using research instruments such as face-to-face interviews, document analysis and non-participant classroom observations. Thematic analysis was used to analyse data and generate knowledge of the inclusion of learners who are culturally and linguistically diverse.

Interpretivist researchers emphasise that the world could be best understood through first-hand experience, reports, and quotations of actual conversations from the insiders' perspectives which allow rich and thick descriptions of social phenomena by encouraging participants to speak freely (Tuli, 2010:100). This study also used thick description, the verbatim words of the participants as they were said to explain the inclusion of culturally and linguistically diverse learners in high schools. The following section amplifies and discusses the qualitative research approach that was used.

4.2.2 Research Approach

This study adopted a qualitative research approach. A qualitative research approach produces descriptive data and deals with participants' own written or spoken words and observable behaviour (Taylor, Bogdan & Devault, 2016). A qualitative research approach seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables with the goal of getting a holistic picture and depth of understanding rather than a numeric analysis of data (Ary et al, 2014: 32; Johnson &Christensen, 2014). Yin (2011: 7-9) suggests a broad-based definition of qualitative considering the following features: studying the meaning of people's lives, under real-world conditions; representing the views and perspectives of the people in a study; covering the contextual conditions which people live; contributing insights into existing or emerging concepts that may help to explain human social behaviour; and striving to use multiple sources of

evidence rather than relying on a single source. This study used this broad-based definition and the paragraphs below illustrate how this definition was applied in this study.

According to Yin (2011: 8), qualitative research has the capacity to represent the views and the perspectives of the participants in a study. This study sought to understand how teachers include learners who are culturally and linguistically diverse in the ordinary secondary schools. In order to get the in-depth understanding of this phenomenon, qualitative data was collected from the participants using open ended interview questions which gave room for probing and provided the flexibility to pursue emerging and unexpected data. Document analysis and non-participant observation were used to broaden the understanding of how learners who were culturally and linguistically diverse get included in secondary schools.

Kumar (2011:104) explains that the main focus in qualitative research is to understand, explore, discover, and clarify situations, feelings, perceptions, attitudes, values, beliefs, and experiences of a group of people (Kumar, 2011:104). In a similar vein, Yin (2016:9) articulates that qualitative research most of all involves studying the meaning of people's lives, as experienced under real-world conditions as people perform their everyday roles and how such participants express themselves through their own diaries, journals, writing, and photography. Therefore, this study collected data from teachers in their respective schools and also the researcher had an opportunity to observe teachers and learners in their classrooms. This was important because the researcher distinguished how teachers understand and how they practice inclusion of learners who are culturally and linguistically diverse.

In addition, qualitative research covers context – the social, institutional, and environmental conditions in which people's lives take place (Yin, 2011). This study used multiple sources of data gathering and through these sources many contextual conditions were captured. For example, the use of document analysis was helpful in collecting institutional data. Non-participant observation was crucial in collecting environmental conditions because the researcher had an opportunity to observe and record classroom set up, seating arrangements and wall charts. In addition, other conditions were also captured using these various data collection tools. Social conditions were easily captured

during non-participant observation, peer interaction, and teacher-learner interaction across cultural groups.

In addition, a qualitative research approach uses a wide- and deep- angle lens, examining human choice and behaviour as these occur naturally. The focus in qualitative research is to understand the multiple dimensions and layers of reality, such as the types of people in a group, how they think, how they interact, what kinds of agreements or norms are present and how these dimensions come together holistically to describe the group (Johnson & Christensen, 2014:36, Leedy & Ormrod,2013: 139). Yin (2011:8) explains that qualitative research strives to collect, integrate, and present data from a variety of sources of evidence as part of a study. In this study, the researcher went to three secondary schools and interacted with 12 participants in their natural school settings in order to understand how teachers deal with learners who are culturally and linguistically diverse. The researcher also gathered data through non-participant observation of teachers and learners as they carried out the daily duties. Lastly, the researcher used document analysis to extend variety to the data collection process and cover the complexity of the field setting, diversity of the participants (Yin, 2011) and the intricacy of the phenomenon under study.

A qualitative researcher is an "instrument of data collection," who asks the questions, collects the data, makes interpretations, and records what is observed (Johnson and Christensen, 2014:36). Indeed, in this study the researcher was the instrument of data collection because she actively participated in the whole process of data collection, interpretation, analysis and presentation. The detailed research design is discussed in the subsequent section.

4.2.3 Research Design

A research design describes a flexible set of guidelines that connects theoretical paradigms, first, to strategies of inquiry and second, to methods for collecting empirical material (Denzin & Lincoln, 2013: 29). A research design situates researchers in the empirical world and connects them to specific sites, people, groups, institutions, and

bodies of relevant interpretive material, including documents and archives (Denzin & Lincoln, 2013: 29). In other words, the overall process of data collection and data analysis is specified in the research design (Leedy & Omrod, 2013:74). Yin (2016: 83) also argues that research designs are logical blueprints which serve as plans that involve the links among the research questions, data collected, and the strategies for analysing the data so that a study's findings address the intended research questions. Cohen, Manion and Morrison (2011:116) suggest that planning a research depends on the design of the research, which in turn depends on the type of questions investigated, the purpose of the research, and the research paradigms and principles in which one is working, and the philosophies, ontologies and epistemologies which underpin them. This study adopted a descriptive phenomenological study design to interrogate the inclusion of culturally and linguistically diverse learners in ordinary secondary schools in Gauteng.

This study used a descriptive phenomenological design to tap into the experiences of teachers and solicit for in-depth data for the purposes of achieving the research objectives (Marshall & Rossman, 2016). According to Ary et al (2014: 34) a phenomenological study is designed to describe and interpret an experience by determining the meaning of the experience as perceived by the people who have participated in it. The design was chosen as the most suitable for this study because it seeks to explore, describe and analyse the meaning of individual experiences, how they perceive it, describe it, judge it, remember it, feel about it, make sense of it and talk about it with others (Marshall & Rossman, 2016: 17). In short, phenomenology explores the meaning of individual lived experiences (Rossman & Rallis, 2017). In addition, this study used this design to interrogate the inclusion of culturally and linguistically diverse learners at three secondary schools in Gauteng.

Furthermore, through phenomenology design, this study adopted the concept of long, iterative, in-depth interviews and the data collection tool was designed in a manner that would allow it to capture the following; the interviewee's history and life story, the specific experience of interest and lastly reflection on the meaning of the interviewee's experience in light of CALD. This design was very handy in the process of data analyses because

the experiences of the 12 participant teachers were analysed as unique expressions with the focus of life as lived by the teachers (Marshall & Rossman, 2016).

The researcher used different methods of data collection, created a data base and stored evidence of the teachers' responses to their understanding and experiences of the inclusion of learners with diverse linguistic and cultural backgrounds. Data collected through these different data collection methods was loaded in ATLAS.ti as one project under one hermeneutic for easy triangulation. The population and sampling method of the current study is discussed in the following section.

4.3 POPULATION AND STUDY SETTING

A population is a group of well-defined people, events or objects in which the researcher is interested (Ary, et al, 2014:161)). In this study the population comprised all the teachers in Gauteng secondary schools that include culturally and linguistically diverse learners. School teachers were selected in the present study because they teach and work with culturally and linguistically diverse learners in secondary schools. Therefore, they were knowledgeable with regards the practice and strategies that enhance the inclusion of culturally and linguistically diverse learners in Gauteng secondary schools. Teachers are the custodians of curriculum development and implementation in schools, hence they are important in providing information regarding the inclusion of culturally and linguistically diverse learners.

In the current study the population consisted of secondary school teachers of diverse gender, age group and work experience. The population was derived from urban, township and rural inclusive secondary schools in Gauteng West district. This was done in order to get breadth and depth in the findings. The map below shows the Gauteng districts with the West Rand district where the current study was undertaken.

Gauteng Map:

Figure 4.1: Map of Gauteng districts

4.3.1 Languages spoken in Gauteng West district (West Rand)

The most spoken language in the West rand is Setswana, with 24.96% followed by Africans with 16.98% of the population (Census, 2011). The least spoken language in the district is Ndebele with 0.37% of the population (Census, 2011). The table below shows

the language groups that are found in the West Rand District. It can therefore be concluded that Gauteng West district schools are culturally and linguistically diverse. The population for the other languages that are spoken is 1.42%. It is likely that the "other" may refer to the people from other countries such as Mozambique, Zimbabwe, Botswana and Nigeria.

Table 4.1 : Statistics on Languages spoken in Gauteng West (Census, 2011)

Language	Population	Percentage
Tswana	215 507	24.96%
Afrikaans	126 338	16.98%
Xhosa	123 501	16.60%
Sotho	86 236	11.59%
Zulu	63 541	8.54%
Tsonga	38 410	5.16%
English	35 811	4.81%
Northern Sotho	22 618	3.04%
Other	10 587	1.42%
Swati	9 918	1.33%
Venda	8 927	1.20%
Ndebele	2 759	0.37%

4.3.2 Ethnic Groups in Gauteng West (West Rand)

The most dominant ethnic group in Gauteng West district is the Black African population with a total of 87.48% and the least dominant group is the Indian/Asian with 0.96%. Table 4.2 below shows the population of ethnic groups in Gauteng West District (West Rand).

Table 4.2 : Ethnic groups in Gauteng West district (Census, 2011)

Ethnic group	Population	%
Black African	587 665	78.84%
White	132 849	17.85%
Coloured	17 531	2.36%
Indian/Asian	7 123	0.96%

From the above statistics, it can also be argued that Gauteng West is culturally and linguistically diverse. The following section discusses sampling.

4.3.3 Description of Schools

The selected schools were located in a township in Gauteng west district in the West Rand. These schools are mandated to enrol all learners including learners who are culturally and linguistically diverse in accordance with the DoE (2001). These schools were located in a culturally and linguistically diverse community as shown in table 4.1 above.

4.4 SAMPLING

A sample is a subset of the population studied and from which to make knowledge claims about the larger population (Laurie & Jensen, 2016: 88). In other words, a sample is a portion of a population that is studied in an effort to understand the entire population from which it was drawn (Ary, et al, 2014:161). The study selected participants who were likely

to offer particularly valuable insights (Laurie & Jensen, 2016). In addition, this study used purposive sampling which is a non-probability technique in which the units observed are selected on the basis of the researcher's judgment about the most useful or representative (Babbie, 2011: 515). Furthermore, purposeful sampling demands the researcher to think critically about the parameters of the population studied and to choose the sample case of people who have profound information about particular issues being studied (Cohen et al, 2011:157; Silverman, 2010:141). To achieve this, the researcher used the critical case sampling method.

Critical case sampling entails the selection of important cases that are likely to yield the most information and have the greatest impact on knowledge development (Silverman, 2009). The inclusion criteria for participants in this study entailed teachers who had an understanding of South African policies in inclusive education, teachers with 5 years of experience teaching a regular secondary school classroom including culturally and linguistically diverse learners; a qualified teacher teaching culturally and linguistically diverse learners such that generalising the findings from this study was generally applicable to other schools that have culturally and linguistically diverse learners. In addition, critical case sampling in a research synthesis is employed to assist departments and organisations in making informed decisions about the viability of an educational programme (Suri, 2011). The current study gathered knowledge and information that can be used by the educational policy makers to inform policy on inclusion. The criteria that was used to select the sample is described below:

1. **Teacher qualification**
    The researcher selected qualified teachers were able to teach in secondary schools. These participants are believed to have a deeper understanding in handling all secondary school learners including CLD learners.

2. **Understanding of South African policies on Inclusion**
    The researcher targeted secondary school teachers who had an understanding of the South African inclusive education policies in order/ so as to gather information on their

understanding of inclusion, practice of inclusion and strategies that could be used to enhance the inclusion of CLD learners.

3   Teaching experience

The participants teaching experience is of paramount importance since it helps them to deal with all learners including CLD learners. In this regard, the researcher selected participants who had 5 years teaching experience and above.

4   Experience in teaching CLD classrooms

The participants' experience in teaching CLD classrooms was also considered. The sampled participants has vast experience in teaching CLD classrooms.

The biographical data of the sample was presented in Chapter 5 (Table: 5.1).

4.5 DATA COLLECTION TECHNIQUES

4.5.1 Individual Interviews

One of the most important sources of evidence is the interview (Yin, 2014:110). This study conducted one-on-one (individual) interviews with the 12 participants who were purposively sampled from the three different schools. As Creswell and Poth (2018: 164) note that a variation for one-on-one interview is for both the interviewee and interviewer being physically located in the same room, talking face-to-face. In this study all the interviews were face-to-face with the researcher and the teachers of culturally and linguistically diverse classes as the participants. The researcher asked open-ended questions which were conversational but as the interviewer I managed to stay within the study boundaries guided by the frames of the study protocol (Yin, 2014: 111). The open-ended questions were instrumental as they were flexible for probing where necessary.The individual interview is a valuable method of gaining insight into people's perceptions, understandings and experiences of a given phenomenon and can contribute to in-depth data collection (Coughlan, Cronin & Ryan, 2013; Styśko-Kunkowska, 2013). In this study,

the teachers' experiences in the inclusion of culturally and linguistically diverse learners were explored.

To achieve this, the process of qualitative interviewing was flexible with open questioning being a dominant form. This called for active listening on the part of the researcher to garner all the nuances in the responses of the research participants (Stuckey, 2013). The researcher prepared interview questions that helped to gain insight into the inclusion of culturally and linguistically diverse learners. Interviews enabled the interviewees to speak in their voices and express their own thoughts and feelings, roles, motivations and concerns (Alshenqeeti, 2014; McMillan & Schumacher, 2010). This study captured the teachers' experiences and understanding of the inclusion of culturally and linguistically diverse learners. These interviews were framed within specific parameters (Denzin & Lincoln, 2008) of interrogating the issues that teachers confront in the entire process surrounding the inclusion of culturally and linguistically diverse learners. Participants were also asked questions that allowed them to express their views with regards their teaching strategies in a culturally and linguistically diverse inclusive classroom. An interview can be a one-time brief exchange, or it can take place over a lengthy session, at times spanning for days (Denzin & Lincoln, 2008). In this study, each interview session lasted for at least forty-five to sixty minutes. During the individual interview the researcher listened to and recorded the research participants' experiences (Alshenqeeti, 2014). Audiotapes were used to accurately capture the data. It is imperative to note that all the participants were asked to provide their consent regarding audio recording of their responses before they were recorded. All the participants provided this consent showing they were comfortable with their views being recorded. During the interview, the researcher engaged with participants and asked them questions that allowed them to express their views regarding their preparation for instructional strategies. The following section discusses non-participant observation.

4.5.2 Non-Participant Observation

Non-participant observation was used in this study. Non-participant observation is the act of noting a phenomenon in the field setting through the five senses of the observer who is an outsider of the group under study, often with a note- taking instrument, and recording it for scientific purposes (Creswell & Poth, 2018: 168). A structured observation guide was used. The components of the observation guide were gleaned from Creswell and Poth (2018: 168) and these included selection of a site to be observed, identify who or what to observe at the site, distinguish type of observation based on the role of an observer, design and use an observational protocol to record notes in the field, documenting aspects of the participants, building initial rapport, following good observational procedures and prepare timely notes that are thick and rich in narrative description after the observation.

While interviews are often an efficient and valid way to understand someone's perspective, observations enable one to draw inferences about their perspectives that one cannot obtain by relying exclusively on interview data (Maxwell, 2012). Observations are a source of primary data because what the researcher sees and perceives is not filtered and it deals not with what people say they do but what they actually do (Gillham, 2008; Maree, 2016:90; Yin, 2016). The researcher was a non-participant on the inclusion of culturally and linguistically diverse learners. In non-participant observation, the inquirer's goal is to remain aloof and to have little or no contact with the participants of the research (Cohen et al, 2011: 297; Maree, 2016:91). In this study, the individual participants were observed in their classes during lesson delivery and the researcher was detached from the teaching activities by sitting at the back of the classroom in order to observe the learners as they collaborated in a culturally and linguistically diverse classroom.

During non-participant observation, the researcher recorded observations of the verbal exchanges between the teacher and the learners and made short descriptions of basic actions evident in these interactions (Cohen et al, 2011: 297; Maree, 2016:91; Silverman, 2015: 220). In a nutshell, the researcher observed the interaction between the teachers

and the learners, peer interaction, teaching strategies, teaching and learning activities, classroom management and organisation and the assessment methods. In the end, the researcher prepared notes which were thick and rich in narrative description (Creswell & Poth, 2018). The subsequent section discusses document analysis.

4.5.3 Document Study

Document study refers to examining existing documents in order to understand their content or to establish deeper meaning by looking at their style and their coverage (Strydom & Delport, 2011). The documents for analysis are usually classified into three: personal documents (i.e., individually produced websites, emails, blogs), official documents (i.e., organisationally produced websites, handbooks, reports), and popular culture documents (i.e., those that are publicly accessible photographs, magazines) (Creswell & Poth, 2018: 162). This study used official documents namely, school-based support team files (SBST), annual teaching plans (ATP) and classwork books. Thus, among the documents which were analysed are teachers' lesson plans and teachers' journals of twelve (12) participants from the three selected schools in order to identify if culturally and linguistically diverse learners are included in the ordinary classroom. A systematic review of those purposefully selected documents was done throughout data generation (Bowen, 2009).

Yin (2014: 107) lists three important uses of document study: documents are helpful in verifying the correct spellings and titles or names of people and organisations that might have been in the interviews; secondly, documents can provide other specific details to corroborate information from other sources and lastly, one can make logical inferences from the documents. This study analysed learners' classwork books in order to gain insight on how the learners from culturally and linguistically diverse were included during lesson preparation. In other words, documents describe people's experience, knowledge, actions and values (McMillan & Schumacher, 2010). The researcher analysed the teachers' experiences and concerns from their journals. Documents such as the incident records file and intervention timetables were also analysed. In conclusion, as Yin (2014)

notes, in a research documents are important for corroboration and these augment evidence from other sources. This study used the data obtained from documents to corroborate and augment data generated through interviews and observations. The following section discusses data analysis.

4.6 DATA ANALYSIS

Thematic data analysis technique was used. Thematic data analysis is an inductive technique of identifying themes from text data which can possibly provide detailed and credible data that demonstrates trends and patterns (Guest, MacQueen & Namey, 2012: 15).

The following steps were used in data analysis:

The first step was data transcription. Transcription is the process of taking all information gathered in order to convert them into a textual format (McMillan and Schumacher, 2010:370). All the audio-taped interviews were transcribed by the researcher. Alongside the full transcription of the interviews, the researcher detailed the description of participants, the location of the interview and the time this took place. In addition, after a day's work, the researcher went through each interview to find out if there were emerging themes which needed further probing in the subsequent interviews. A corpus was collected through memos on emergent themes, perspectives and experiences identified in the interviews and observational data gathered. As the principal investigator, the researcher reviewed and revisited the literature between interviews to gain better understanding of new data (Zucker; 2009).

The second step in this analysis after transcription was data organisation. This entails organising vast data into a workable unit to facilitate data coding (McMillan & Schumacher, 2010:369). In this current study, all notes taken during interviews, including audiotaped interviews, observation notes and document analysis were organised into a workable unit.

The third step of analysis was data segmentation. Segments contain meaningful bits of data in the form of words, phrase, sentence or paragraph (McMillan & Schumacher, 2010:371). In the current study, the transcript data was broken down into smaller meaningful bits of data and was arranged in matrix table to aid coding.

Data coding was the fourth step. This constitutes assigning a name, phrase or symbol to the data segment (McMillan & Schumacher, 2010:371). Data was coded and interpreted using ATLAS.ti software version 8.0. The researcher pored through the copious data with the view of exploring and interpreting them. In fact, the use of ATLAS.ti made the thick volume of work easy to manage, sort and organise, store, annotate and retrieve text, locate words, phrases and segments of data, prepare codes networks and extract quotes (Burnard et al., 2008). The purpose of data coding is to begin moving methodically to a higher conceptual level which enables the researcher to gain insight into important processes as well as to sort the data for their similarities and differences (Yin, 2016). All data segment were given a code. The ATLAS.ti software facilitated a systematic and rigorous data analysis process in the sense that it gave the opportunity for comparing data and triangulating different sources of data and in the process it produced different networks among different codes. Triangulation according to (Bryman, 2008: 379) entails using more than one method or source of data in the study of social phenomena. In this study, ATLAS.ti enhanced triangulation of different data sources because I loaded all the transcribed interviews together with observation notes and data from the documents which were under analysis as primary documents under the same hermeneutics and analysed them.

The final step was identifying the underlying themes. This entailed establishing relationships among categories (McMillan & Schumacher, 2010: 378). The researcher examined the data on the inclusion of culturally and linguistically diverse learners in as many ways as possible in order verify and confirm the links among various aspects of people's situations, beliefs and actions (McMillan & Schumacher, 2010: 378). The themes became central organising themes which were linked to a variety of related sub-themes. These themes were further explained and assigned meanings in the subsequent chapters.

4.7 TRUSTWORTHINESS

Lincoln and Guba as cited in Rossman & Rallis (2017: 50) define trustworthiness as producing findings that are worth paying attention to and worth taking account of. Rossman and Rallis (2017) further note that for a study to be useful, then, readers and potential users must believe and trust in its integrity. Assessing trustworthiness is the touchstone of data-analysis, findings and conclusions (Maree, 2016:123). To establish the trustworthiness of a study, Lincoln and Guba as cited by Creswell and Poth (2018: 255-256) use unique terms such as credibility, transferability, dependability and confirmability. These four criteria to consider in ensuring trustworthiness in qualitative research are represented below.

4.7.1 Credibility

To establish credibility authors such as Lincoln and Guba (1985) proposed techniques such as prolonged engagement in the field and the triangulation of data sources and methods (Creswell & Poth, 2018). Credibility focuses on the certainty that one can have in the researcher's observations, interpretations, and conclusions (Ary et al, 2014:531). The research findings and conclusions should reflect the world that was studied (Yin, 2009:85). To ensure credibility in research, the researcher should adopt well-established research methods, a research design that fits the research question, a theoretical underpinning that is aligned with the research question and the methods (Maree, 2016:123). This study used a descriptive phenomenological design to ensure credibility.

The use of multiple sources of data increases the probability that the study is understood from different viewpoints (Ary et al, 2014:532). The researcher used multiple sources of data collection such as interviews, observation and document analysis so as to compensate for individual limitations of each method and increase credibility. All these sources of data collection were triangulated. Triangulation was done in order to determine whether data from these multiple sources converge or lead to the same finding (Yin, 2011).

It is important for respondents to evaluate and judge if the research findings are an accurate reflection of their opinions since they are the ones whose beliefs, experiences and insights have been investigated (Kumar, 2011: 185). This can be done through frequent debriefing sessions between the researcher and the participants, the researcher's reflective notes and member checking (Maree, 2016:123). To ensure credibility, the researcher also asked participants to verify data that was gathered in earlier interviews and ensured that more time was spend in the field with the participants to enhance prolonged engagement between the researcher and the participants.

Peer scrutiny of the research is when colleagues, peers and academics are involved in the research by providing them with the raw data along with the researcher's interpretation or explanation (Ary et al, 2014:532). The researcher did peer debriefing with the colleagues mainly those also studying for PhD degrees and other academics to ensure credibility of the research findings. The subsequent section discusses transferability.

4.7.2 Transferability

To make sure that findings are transferable between the researcher and those being studied, thick description is necessary (Creswell & Poth, 2018: 256). Transferability is the degree to which the findings of a qualitative study can be applied or generalised to broader contexts while still maintaining their rich framework (Ary, 2014: 534; Ravitch &Carl, 2016). Maree (2016:124) argues that transferability invites readers of research to make connections between elements of a study and their own experience. The use of thick descriptions of data should assist the other researchers and stakeholders to transfer aspects of the study design and findings and to make comparisons to other contexts (Maree 2016:124; Ravitch & Carl, 2016). Creswell and Poth (2018: 263) explain thick description as describing in detail the participants or setting understudy. In addition, Creswell and Poth (2018) add that such detailed descriptions enable the researcher to enable readers to transfer information to other settings and to determine whether the findings can be transferred. This current study used thick description as the words of

participants and other anecdotes were used as quotes to vividly present the views of the participants.

According to Creswell and Poth (2018), transferability can be achieved by having a peer review or debriefing of the data and research process. This current study benefited immensely from peer review who were mostly the researcher's colleagues who also reading for their PhDs related to this study. The section below discusses dependability.

4.7.3 Dependability

Dependability is established through the research design, its execution, and the research interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Cohen et al., 2011; Maree, 2016:124). In this study dependability was guaranteed by detailing the processes followed within the study, these include the research paradigm, approach, design, thorough information about data gathering and its analysis. In addition, dependability involves participants evaluating the research findings, and can be achieved when another researcher concurs with the decision trails at each stage of the research process (Cope, 2014:89). This current study can be repeated by future researcher because the procedures followed are clearly articulated and presented herein.

The audit trail, a code-recode strategy, stepwise replication, triangulation, and peer examinations are used to enhance dependability (Anney, 2014: 278). The researcher used different research techniques and peer examination. The researcher also has evidence to show how the data was collected, recorded and analysed. The subsequent section discusses confirmability.

4.7.4 Confirmability

 The naturalistic researcher looks for confirmability rather than objectivity in establishing the value of data (Creswell & Poth, 2018: 256). Confirmability is concerned with extent to

which research findings are a result of the participants' responses and not researcher bias (Amankwaa, 2016:121). The four criteria to consider in ensuring confirmability are audit trail, triangulation, peer review and reflexivity (Ary et al, 2014:538; Jonson & Christensen, 2014:299). With triangulation the researcher uses multiple methods, data sources and theoretical perspectives (Amankwaa, 2016:121). To ensure confirmability, the researcher triangulated three methods of data collection, namely; document analysis, interviews and non-participant observation as sources of gathering data on the inclusion of culturally and linguistically diverse learners in Gauteng secondary schools. Another strategy that can be used to ensure confirmability is the confirmability audit, including the audit trail (Denzin & Lincoln, 2018: 801). The audit trail include documentation such as raw data, records of analysis, notes on how the research and analysis are proceeding and information on the development of instruments for data collection (Ary et al, 2014: 538; Cohen et al, 2011:182). In this study the researcher kept records of what was done during the research study. This includes the raw data from the individual interviews, the information collected during non-participant observation and document analysis. With reflexivity, the researcher actively engages in critical self-reflection about his or her potential biases by keeping a reflexive journal, a diary where the researcher makes regular entries during the research process (Amankwaa, 2016:121; Jonson & Christensen, 2014:301). During the interrogation of teachers who are teaching learners with cultural and linguistic diversity, the researcher kept a reflexive diary journal that had all the field events and personal reflections in relation to the study. The subsequent section discusses ethical issues.

4. 8 ETHICAL ISSUES

Ethics in research comprises of the moral codes which are widely accepted, and which offers rules and behavioural expectations about the most correct contact towards participants (de Vos et al, 2011:114). Cohen et al (2011:76) argue that research ethical issues concern right and wrong, good and bad in carrying out a study and the researcher has to consider how the research purposes, contents, methods, reporting and outcomes abide by ethical principles and practices. Ethics help the researcher to protect the dignity

and safety of the research participants and the general public (Silverman, 2010:153). In order to protect the rights and well-being of the participants, the researcher considered the following ethical standards:

4.8.1 Permission

Studies involving human participants require prior approval from the institutional review board (Creswell, 2013:57). The institutional ethics review board plays a major role in protecting the public and human subjects from the researchers by ensuring that the risks faced by the participants in research are minimised (De Vos et al, 2011:128). The researcher applied for ethical clearance from the University of South Africa and approval to conduct the research from Gauteng Department of Education. The clearance letters were issued after the researcher had submitted a full proposal, including the data collection tools and an accompanying letter which fully explained the aim and significance of the study. Both clearance letters are attached as appendices A and B in the appendices section. The researcher also obtained permission from the Gauteng West district for education, principals of all the three schools before interacting with the participants. In each school the researcher was issued a letter of approval to access the schools and the participants. The permission was granted after briefing the principals and teachers on the terms and conditions of the research. The following section discusses anonymity.

4.8.2 Anonymity

Anonymity is disguising of the names of the entire case or that of an individual person within a case or cases (Yin, 2014). The researcher should ensure that the information that is given by the participants is anonymous (Creswell, 2013: 174; de Vos, 2011:119). Anonymous information from the participants ensures that no one including the researcher should be able to identify any subjects (Jonson & Christensen, 2014:142, 2011:142; de Vos, 2011:119). Research participants in this study were identified by pseudonyms or aliases to preserve anonymity. In addition, the researcher deliberately omitted any information that may link to the specific person. This study also reported data

using composite stories so that the individual participants cannot be identified as well as preserving the anonymity. The subsequent section discusses confidentiality.

4.8.3 Confidentiality

It is important for the researcher to maintain each participant's privacy and this can be done if researchers could keep records that identify individuals, use pseudonyms and destroy interview tapes after some time in order to minimise accessibility by unauthorised persons. (Silverman, 2010:155). In the study the researcher ensured confidentiality by explaining to the participants that they need not to include their names on the interview guide, lesson plans which they shared with the researcher for analysis. In addition, the researcher maintained confidentiality by concealing the names of participants, schools and learners during data analysis and interpretation of interview responses. Confidentiality was also maintained by keeping all the voice recorded and transcribed interviews on my computer which has a password only known to me and no one else. The section below discusses informed consent.

4.8.4 Informed Consent

Informed consent is the foundation of ethical behaviour and the principle of informed consent arises from the subject's right to freedom and self-determination (Cohen et al, 2011:77). Babbie (2004: 64) defines consent as norm in which subjects base their voluntary participation in research projects on full understanding of the possible risks involved. In this study, the researcher sought both written and verbal informed consent, including the voluntary participation and asking for permission from participants to share the information discussed with anyone. The participants were sensitised on the types of information that the researcher wanted from them, why the information was essential, what purpose it was put to, how they were expected to participate in the study, and how it directly or indirectly benefited the participants (Denzin & Lincoln, 2011:65; Kumar, 2011:244). In addition, the researcher wrote emails, followed by telephone call and then a one on one conversation to brief them about the research study, and the aims and

objectives of the study, then an appointment with the teachers and briefed. The researcher also explained to the participants that participation was voluntary and free with no attached financial subsidies, conditions or services. The researcher sought for written consent from all participants who were willing to participate in the study and twelve participants participated in the study after they had signed the informed consent form. The following section discusses protection from harm.

4.8.5 Protection from Harm

 The principle of protecting research participants from harm requires research should be conducted in such a way that it minimises harm or risks to social groups or individuals (Silverman, 2010: 156). It is unethical if the way the researcher seeks information creates anxiety or harassment. In addition, the researcher should not seek sensitive or confidential information as it may result in the invasion of privacy (Cohen, 2011:85; Kumar, 2016:245). This study made sure that it was not going to be of any consequential harm to the participants, be it physical or psychological. In order to achieve this, the researcher granted the participants the permission to stop the interview process at any moment without any consequences if they felt that they were not comfortable to answer some questions based on reasons best known to them. In some instances where voice recording of the interviews was done, permission was sought from the participants before the recording started. Fortunately, all the participants who were interviewed were comfortable with being recorded. Those who agreed to be voice-recorded were given assurance that the recorded interviews were going to be kept with highest confidentiality they deserved. Since the protection of human subjects is imperative, the researcher ensured that the participating inclusive secondary school teachers were not subjected to harassment, discomfort, anxiety, and invasion of privacy, anger, stress, and loss of personal dignity. The subsequent section discusses honest with professional colleagues.

4.8.6 Honesty with Professional Colleagues

This study owes an ethical obligation to colleagues in the scientific community (Babbie, 2011), hence the data analysis and reporting was done in a trustworthy and truthful manner. All sources which were used in this research were fully acknowledged. The researcher clearly stated to the participants that the collected data were for academic purposes only. The limitations of the study were honestly discussed. The section below is a summary of the chapter.

4.9 SUMMARY

This chapter was an overview of the processes that were involved in the collection and analysis of the data collected for this study. The qualitative approach was used as the key method of research as it ensured that this study obtained important information from the research participants. The population, sample size and sampling techniques were described. In addition, the chapter discussed the appropriateness of the research paradigm, design, sampling techniques, data collection techniques and the analysis that was used. The chapter justified why the qualitative approach was used to answer the research questions; as well as outlining how the objectives of this study were reached. Lastly, the chapter discussed the credibility, transferability, dependability and confirmability of the study as well as ethical considerations. The fifth chapter presents the data and provides focused analysis of this data.

CHAPTER 5 : DATA PRESENTATION, ANALYSIS AND DISCUSSION

5.1 INTRODUCTION

The present study sought to explore how teachers include CLD learners in ordinary secondary schools as a context for strategizing and proposing a model for successful and effective inclusion of these learners in Gauteng, South Africa. The previous chapter presented the research paradigm, research approach, research design, data gathering instruments, data analysis and ethical issues. Three themes emerged from the data and these include:

1. Teachers understand inclusion of learners in schools.

2. Teachers practice inclusion of learners who are culturally and linguistically diverse.

3Strategies to enhance the inclusion of learners who are culturally and linguistically diverse.

The demographic profile of the research participants is presented in the following section. The table below shows each participant's demographic profile:

5.2 DEMOGRAPHIC PROFILE OF PARTICIPANTS

As shown in Table 5.1 below, the researcher interviewed 6 male and 6 female teachers and pseudonyms were used for anonymity purposes. Of the twelve participants, 4 were Tswana, 2 Shona, 2 Zulus, 1 Xhosa, 1Tsonga, 1 Pedi and the other one was Ngie. The participants were teachers of different subject groups which include Mathematics, Maths Literacy, Life Orientation, English First Additional Language, Physical Science, Business Studies, Creative Arts, Accounting and History. In addition, the participants' teaching experience ranged from 5 to 29 years respectively. The participants' age ranged from 30 to 64 years. The researcher interviewed, observed and collected documents for analysis from the 12 participants in order to find out how teachers included learners who are culturally and linguistically diverse.

Table 5.1 : Participants' profile

Pseudonyms	Gender	Age group	Ethnicity	Role/Position	Discipline	Teaching Experience
Elizabeth	Female	48	Tswana	Teacher	Accounting and English	23
Cynthia	Female	33	Pedi	Teacher	Mathematics	6
Kgomotso	Female	40	Tsonga	Teacher	Business studies and Creative Arts	14
Esther	Female	38	Shona	Teacher	History and Social Sciences	14
Megan	Female	38	Xhosa	Teacher	English	14
Shirly	Female	43	Tswana	Teacher	Life Orientation	16
Legae	Male	64	Tswana	Teacher	English	29
Maboreke	Male	34	Ngie	Teacher	Physical Science	6
Mundo	Male	30	Tswana	Teacher	Science	5
Diamond	Male	43	Zulu	Teacher	English	15
Nyathi	Male	44	Shona	Teacher	Maths Lit	14
Woody	Male	54	Zulu	Teacher	Maths Lit	28

5.3 TEACHERS' UNDERSTANDING OF INCLUSION

The first research question interrogated the teachers' understanding of the inclusion of learners in secondary schools. The participants' responses indicate that teachers had different perspectives of inclusion. These include: inclusion as accommodation of all learners, inclusion from a disability perspective, inclusion as equal treatment and non-discrimination of learners, inclusion as unity in diversity, and inclusion as understanding the background of the learners. The responses on the teachers' understanding on the inclusion of learners are presented below. Figure 5.1 below shows the network presentation on the teachers' understanding of inclusion.
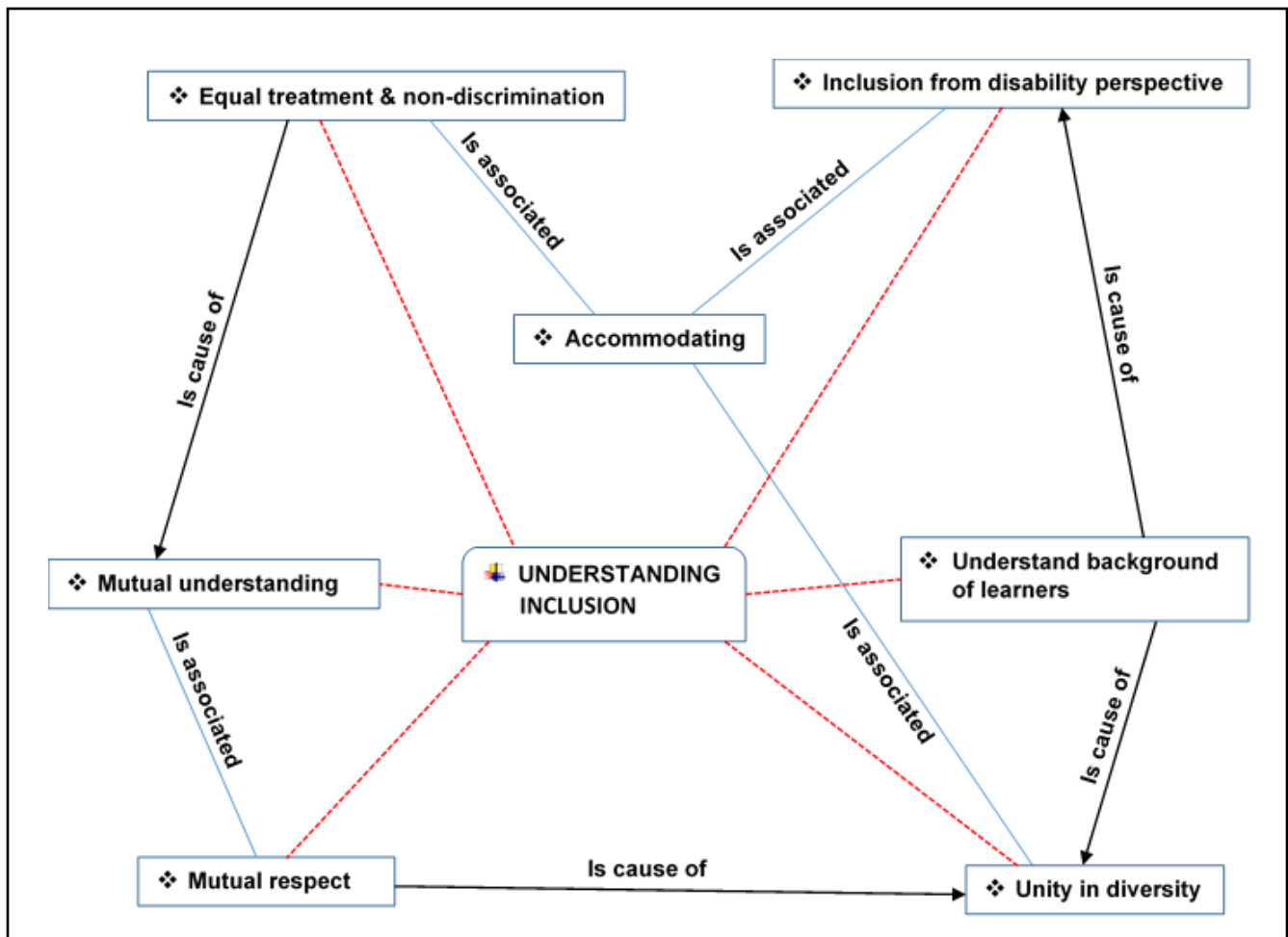
Figure 5.1: Network on teachers' understanding of inclusion

5.3.1 Inclusion as Accommodation of all Learners

The findings of the current study established the participants' understanding of inclusion of learners. The following quotes from the interview transcripts that were transcribed verbatim show that some participants understood inclusion as the accommodation of learners regardless of their language and cultural backgrounds including migrant learners. The following quotes from the interview transcripts illustrates the participants understanding on inclusion:

> *Esther: Inclusion, according to my own understanding… inclusion is all about incorporating, including, making, what can I say, kkk… Inclusion you are incorporating, you are accommodating all different groups of people, accommodating them.*

> *Woody: My understanding of inclusion… It's an act you know of accommodating learners especially if its inclusion at school level and class level inclusion with diverse capabilities. Learners from diverse background be it linguistic and ethnic, ethnical [sic]. Learners also with disabilities be it physical or psychological and stuff.*

> *Nyathi: Inclusion means you would have to practice a tolerance and actually accommodate people from different cultural and language backgrounds which is very good in the current global fields that we are working in...*

> *Cynthia: And then inclusion from my understanding is where you have to accommodate each and every learner and treat them in the same manner, from my understanding, despite of their culture or physical appearance as long as if they are categorized to be in a classroom then you have to treat them in the same manner. Because some learners if maybe is disabled and you always try to give him or her special attention, they just feel somehow because they want to be on the same level with others…*

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The participants also understood inclusion as having all the learners, including migrant learners in the same classroom. A few participants mentioned that their schools accommodate foreign nationals. These foreign nationals also add to the cultural and linguistic diversity that already exist in the classroom. The following statements were quoted verbatim:

> *Esther: I have got many immigrant learners, in Grade 11 D, I have got 1 learner from Lesotho and at school she is doing Setswana.*

> *Esther: Ummm, the Grade 12 that I am teaching, I have 2 learners from Zimbabwe, Shona and currently here they are doing Setswana and in Grade 8, I have one learner is a Zulu but at school he is doing Setswana because of the mother.*

> *Nyathi: Inclusion in my own understanding I think bearing in mind that SA is culturally, linguistically divers. So inclusion actually it means accommodating all the learners from those different cultural and language backgrounds like in my school, you find that we have some learners who are actually speaking IsiZulu, some are actually seTswana some are also Xhosa so we also have some from countries around SA like some learners from as far as Zimbabwe, Malawi, Zambia, Mozambique and Lesotho and Swaziland, so given that they actually have different cultural and language backgrounds also have to accommodate them in our teaching.*

In addition, the other participant indicated that she understood inclusion as the accommodation of all learners but she focused on the religious aspects. The participant pointed out that learners from CLD backgrounds also belong to different religious groups and the teachers were obliged to accommodate such learners in the regular classroom. The participant gave an example of her learners who belong to different religious groups and in Life Orientation, she teaches about religion. The participant enunciated that when she delivers a lesson on religion, she teaches about the different religions of all the learners. Shirly had this to say:

Shirly: According to my understanding as a Life Orientation teacher, when I teach this topic of religion, you have to include everyone in your classroom that's where I will be teaching the different types of religions….These learners are from different nations, we have the Zulus, we have the Tswanas, we have the Xhosa, and Tsongas so amongst that you will find that those who are from a certain religion, as a teacher.. I am neutral … even if certain religions I do not go with them but as a teacher, I am teaching my learners different religions, giving them more knowledge about all these religions, what is happening in all these religions not taking sides whereby I fall for one…I am including everyone like, I make sure before I teach the different types of religion, I research and collect information related to the religions in order to make everyone satisfied and understanding about the religions.

The participants' responses resonated with the class lists that the researcher requested from the teachers. Each class had learners from different cultural and language backgrounds including migrant learners from Lesotho, Botswana, Zimbabwe, Malawi, and Mozambique. The most dominant language group at the schools where the research study was carried was Setswana and the less dominant local language groups were Xitsonga, IsiZulu, IsiXhosa, Tshivenda and Pedi.

5.3.2 Inclusion from a Disability Perspective

Participants also understood inclusion from a disability perspective. They believed that inclusion means accommodating learners with and without disabilities in the same classroom. The argument was that some full-service schools are practicing inclusion of learners with disabilities since they have wheelchair ramps and therapist laboratories to accommodate the learners who are physically challenged, the visually impaired and learners with albinism. However, the participants mentioned that their schools are not full service schools. The following quotations reflect the participants' understanding of inclusion:

Woody: Yes, as one drives around the province like I have seen a lot of schools in the Eastern part of Johannesburg, your East Rand. They have some caption written full-service schools; I have seen a lot of schools in the East Rand. A full service school is a school which will have wheelchair ramps, which would have the therapist laboratories, which would have facilities to accommodate learners with eyesight, facilities to accommodate learners with speech [challenges] and so on. In our case let's suppose we include such learners.

Esther: I think another inclusion would be talking about the physically challenged, some are crippled, some are blind so when you are talking about inclusion, you don't need to isolate them for example in a school set up, the blind having their own classes, those who are using the wheel chair having their own classes but I believe that they must be included in one class.

Woody: I don't think the school is that ready. Yes we may do that but the school is not that ready as far as I see the physical condition, appearance of the school, the physical structure of the school. That is my understanding But it's a good idea of course because sometimes one can be physically disabled but mentally sound you know.

Legae: No the learner stays at the school as long as the school, the parent and the district is aware of the problem that the learner has, because with this SBST, with the profile, the learner may experience a problem as a slow writer and that sometimes we look at the learners like albinos, sometimes they find the font small, we have amanuensis where a teacher… we apply for amanuensis to the district because there must be somebody who writes for the learners, the questions are asked like the question, employment of the education ACT, what do you say about that and the learner will say, I understand it as this, so the teacher writes for the learner, that is what we call amanuensis…

Kgomotso: I know that there are those… those the slow learners, yeah, I accommodate them and I tell them if you don't understand something, if you are afraid to ask question, you can, I've got a small box for where I put chalk and everything. You can write a small note saying, "Ma'am question so and so I did not understand can you please repeat on that."

The researcher observed that the three selected schools were not equipped with facilities for learners with disabilities. This was also reflected in the School Based Support Team (SBST) files where learners with disabilities were referred to the district for support. Learners with intellectual disabilities were also documented in the SBST file at each of the three schools. This showed that some schools were not ready to accommodate learners with diverse disabilities.

5.3.3 Inclusion as Equal Treatment and Non-discrimination of Learners

The participants understood inclusion as equal treatment and non-discrimination of learners. They emphasised that they do not look down upon learners from a different language and cultural group. Participants confirmed that they do not specifically concentrate on the learners cultural and linguistic diversity, instead, they treat them as one, they praise each and every learner. The following verbal quotes show that the participants' understood inclusion as being non-discriminatory:

Woody: I promote equality, and I do not under any circumstances undermine you know, the learners on the ground of ethnic group. I praise them actually.

Maboreke: …nothing of saying that wena you are tshiVenda, you are giving to your friends, or you are Tsonga you are doing to your friends. I totally do not do that, so for them, for me they are all one, you see, so I don't encourage that thing of… of saying eh, or worse of reminding them to say that wena you must know that culturally you are different. I don't do that, you see, I don't do that. I just make them to know that, you know, we are all Africans.

Woody: These diverse learners....yeah ah, I, ah, I think if everybody, if you don't discriminate against them. If we… we… we… we do not say bad things against an ethnic group and if we don't use, you know… the… those assumptions that say this ethnic group is better this one, this one does better in this subject than the other.

Maboreke: Uhm, eh, first of all, I don't even make them to understand that they are different, so, so I, from the beginning they must see you as a very fair person, eh, you are a non-judgemental person.

Elizabeth: You know once you get to treat each learner the same way, at the end of the day you get the same results. And then I don't look at my learners as Setswana because I am a Setswana, a tshiVenda or Tsonga I look them as one, uhm, I don't place language first I place a learner first.

Legae: So that's how I understand diversity that in the classroom learners should be treated the same way and also rather diversity could imply that when learners have a problem that should be an individual attention because it's… It's how we attempt when we attempt to make sure that learners improve in the performance. Some learners …diversity… we may have learners albino some just give an example, that is how do we also ensure that learners treat one another because it may not be an educator alone.

Kgomotso: In my classroom is that, I treat them equally, neh, I don't, I don't have 'friends' like choose, I don't have favourites in class, all of them. I know that there are those… those… the slow learners, yeah, I accommodate them and I tell them if you don't understand something, if you are afraid to ask.

Cynthia: So then from my understanding inclusive simply means you should, like, what can I say? You should treat them the very same way and then try to

understand like the moral, their, what can I say? Their beliefs then you should try to squeeze yourself so that you are at the same level with them.

Diamond: I promote equality, and I do not under any circumstances undermine you know, the learners on the ground of ethnic group. I praise them actually.

Diamond: These diverse learners....yeah ah, I, ah, I think if everybody, if you don't discriminate against them. If we, we, we, we do not say bad things against an ethnic group and if we don't use, you know, those assumptions that say this ethnic group is better than this one, this one does better in this subject than the other.

Mundo: Aaa, I understand inclusive education as trying to treat learners the same who are actually from different backgrounds, not to try and make one different from each other like for instance I can't say you, because you did not go to preschools, we have lot of learners who are from deep in the bundu like the villages and some from the townships so I can't say you do know this thing, what I can do is to try and make them understand if I have any demonstrations that I can do, I can do it for them and then everyone at least have [sic] a perspective of what we are talking about…

Mundo: So it's just trying to make them equal regardless of their, remember others they failed Physical science or Natural Science in Grade 9, I can't discriminate them because they speak different languages like there are four languages in my class, as a result I never even speak my language, most of my learners they don't know what language I speak, none of them knows my language because I never speak it.

The aforementioned was observed during classroom instruction. The researcher had a seating arrangement chart and observed how participants responded to all the learners. In one other classroom, the learners were seated in alphabetic order. There was no sign of discrimination during classroom teaching.

5.3.4 Inclusion as Unity in Diversity

The findings of the in-depth interviews indicate that participants elaborated their understanding of inclusion by reiterating that inclusion means unity in diversity. By unity in diversity the teachers mentioned the motto of Gauteng being, "unity in diversity". The Gauteng province has people from different linguistic and cultural backgrounds and their children attend the same schools and as such learners are required to respect each other and respect their teachers. The participants also reported that unity in diversity is a result of mutual understanding among learners and teachers. The following verbal quotes illustrate that participants' understood inclusion as unity in diversity and respect for each other;

> *Maboreke: My own understanding of inclusion…mmm, culturally is, you know, they always say, I don't know if I say it properly… the… the… this… the motto of Gauteng is unity in diversity, where you have different people, people from different cultural backgrounds, different cultural backgrounds in terms of the languages, you know, in terms of their own understanding of life, in terms of what they value.*

The other participant justified his concept of unity in diversity by emphasising that learners from different cultural and linguistic backgrounds speak differently but it is the teacher that establishes a common ground so the learners can work as a team. The following verbal quotes authenticate the above assertion:

> *Maboreke: The way they speak, you know they are just different and, you know, putting them together, if they come together and the inclusive nature of it is, if you are able to put, you make these people to find a common ground but work together as a team.*

> *Legae: Its, much better now they are starting to embrace one another, nowadays they do not really treat one another with disdain, they respect, they embrace the cultural background of one another.*

One participant highlighted his understanding of inclusion as mutual understanding of learners. The participant mentioned that successful inclusion of learners is attained when staff members, colleagues in the teaching fraternity, and all learners understand each other's expectations and know exactly what each one wants without being selective. The participant had this to say;

> *Maboreke: You have to make them understand what you like, and what you dislike…and you know, mutual understanding is a two way traffic, you know, if you tell them what you like or you make them to understand [sic] exactly what makes you happy and, you know what you dislike, on the other hand, they also have theirs.*

Another participant also explained her understanding of inclusion of learners as a commitment that should be made by teachers to understand the society in its entirety and as the background of learners. The participant elaborated that teachers are required to find out the learners' interests so that they could include them in the schooling system. This is highlighted in the excerpt below:

> *Megan: It's my duty, and my obligation to understand the society first before I would be able to have a very successful lesson. It's important that I understand the learners' background you know, where they come from, the things that would excite them as young people and the things that would challenge them as well as young people and having to observe the situation, and I mean, the community and the society and getting to understand it, not really knowing it but to understand it.*

The aforementioned quotation suggests that there is need for a top down approach and a bottom up approach in mutual understanding. It is not only the teachers who should understand the learners; the learners themselves are expected to understand their teachers and the stakeholders for inclusion.

The participants also reported that learners from different language groups may have challenges when they write in a home language that is not their own but they understand

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each other when they are communicating and should respect each other. Esther had this to say:

> *Esther: What I love about SA is a rainbow nation. These languages, although they are three but learners understand almost all of those languages although they can have some difficulties in writing but when they are talking, they can understand each other.*

> *Legae: A respect for diversity learners with diverse cultural norms which implies that we have to treat every learner the same way.*

> *Elizabeth: These are different backgrounds, neh, and then culturally we are taught to respect other cultures and culturally you are taught that if you …if you want other people to respect you irrespective of age, you must also respect them, learners must respect me and I must also earn respect from learners that's how I conduct myself.*

Similar views were observed in the classroom. The researcher confirmed that learners were not seated according to their language or cultural groups. A Pedi or foreign national learner would be seated among the Tswana learners or Tshivenda learners. Learners were also allowed to respond in their home languages which proved an advantage to those who might have missed the explanations that the teacher would have made using the English language as a medium of instruction.

5.3.5 Inclusion as Understanding the Background of the Learners

One participant summed up her understanding of inclusion by saying that she would make an effort to learn all the official home languages and to be part of the society itself so she would be able to include CLD learners in her classroom. This is reflected in the quotations below:

Megan: Ok, in what you have mentioned, all these things integrate, I will never be able to keep a successful lesson if we do not combine all the elements that we have spoken about, you know, teaching and learning, culturally background and linguistic… they work hand in hand, as a teacher I feel that linguistically I need to be able to speak at least the majority of languages that are spoken around the area, aa… culturally I need to understand what is happening in the society, what makes the society ticks [sic] what makes it to be apart, what makes it to be united, I need to be part of that, even though you know I am not really part of it.

The preceding section addressed the teachers' understanding on inclusion. Participants understood inclusion as accommodating all learners in the classroom, inclusion from a disability perspective, equal treatment and non-discrimination of learners, understanding the background of the learners and inclusion as mutual understanding of learners, and as mutual respect which result in unity in diversity. The following section focuses on how teachers practised the inclusion of CLD learners.

5.4 TEACHERS' PRACTICE OF INCLUSION OF LEARNERS WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE

The second objective of the present study sought to interrogate how teachers practised the inclusion of CLD learners. Teaching practices in CLD classes were reported to be of paramount importance in addressing the diverse needs of CLD learners.The participants' responses on how they practise the inclusion of learners who are culturally and linguistically diverse show that teachers are conscious of the diverse needs of CLD learners in their classrooms.

The participants indicated that they used scaffolding, code switching, illustration and demonstration, integrated technology, differentiated instruction, question and answer and a variety of learner-centred approaches in the inclusion of CLD learners. Responses from different participants on the practice of inclusion are presented by the themes below.

Figure 5.2 below shows the network presentation on how teachers practice the inclusion of CLD learners.
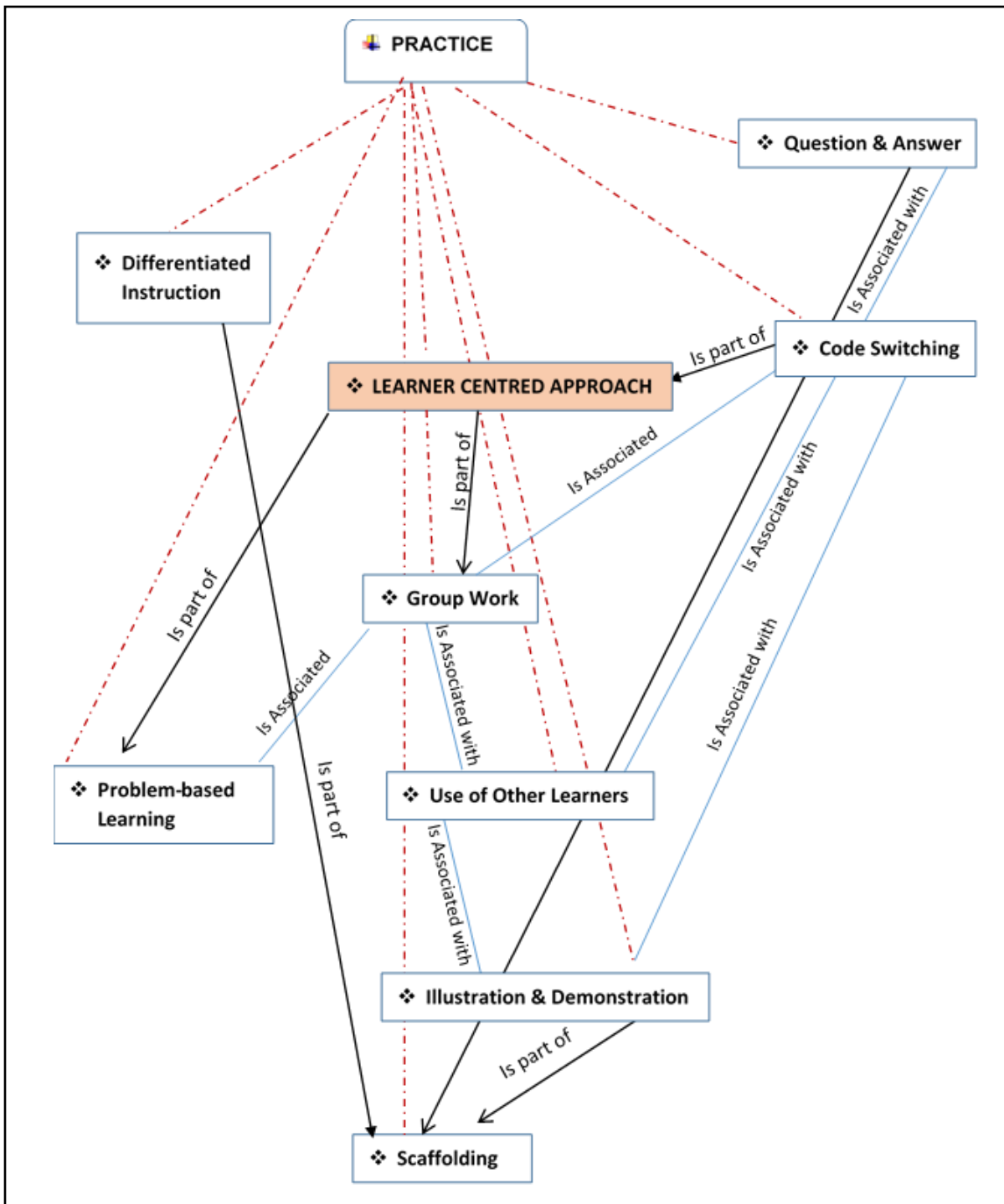
Figure 5.2: Network on how teachers practise the inclusion of CLD learners

5.4.1 Code Switching and Translanguaging

Most participants asserted that code switching was one of the best teaching practises in CLD classrooms. These participants made reference to code switching when they were giving examples, emphasising a point and making sense of what they were teaching. Participants were also code switching so that they could remove the English language barrier. The following verbal quotations confirm the different reasons for code switching:

Megan: The positive response would be that it's always a tricky situation because you would get to class and you would speak English because you are expected to teach in English and there would be certain things let's say examples that would force you to code switch and why would I do that because I would feel that if I do that …if I do that with a particular example, it would make sense if it happens that I code switch… So yaa, I would make example in a specific language and explain it further in English.

Megan: This is the fun part, I am Xhosa. In class, I have Xhosa, Zulu, Tswana and when I code switch and would want to give a cultural example or an African example that would make us united somehow in one view, then I would first do it in Xhosa, and then the Xhosa will get me, and I will do it in Zulu and then I would get a bit of help here from the learners and then the Tswana would become a problem. I would then ask from them, what does this word named in Tswana, why am I doing that …because I want everybody to be included even though I have a bit of challenge with certain languages that we have in the school…

Woody: I teach Maths, I offer it in English, I happen to speak all these languages, actually I speak all the official languages, so I am able to I switch around but I only switch in the event of clarifying a particular point, but our kids that we teach have to be offered Maths in English because the assessment is offered in English so I will never give a lesson in the African language.

In addition, the other participants acknowledge that they would teach in English but they would still explain in the learners' home languages to enhance understanding of content. The participants had this to say:

Nyathi: English so it accommodate everyone [sic] however there are some that may have challenges and if I know their language sometimes I just switch and explain to them for that part only in their language to remove that language barrier and switch back to my normal language of teaching which is English.

Kgomotso: Eh, with me, I will teach them in English, but still explain like the Mozambicans, I will explain in Tsonga because I'm a Tsonga. With isiZulu, I will explain again, I will speak isiZulu because I grew up in Soweto. So with… in Soweto there are different kinds of people, different kind of cultures: isiZulu, Tswana, Tshivenda. So I do accommodate those learners, isiXhosa. If they don't understand I explain in their home languages what I've been taught and if they don't understand again I'll ask one learner who did understood [sic] to explain to them.

Legae: Look um. I, most of the time I encourage my learners to communicate in English. Unfortunately with a foreign language, foreign learners I may not assist them because sometimes when they have a problem with the English language, I encourage them not for a long time to code switch or I do code switching myself but cannot be a prolonged …as it is allowed but not prolonged so that learners can understand better [sic].

Nyathi: Normally I code switch when learner has challenges in understanding certain concepts in English and if I can actually explain to them in their home language.

Cynthia: Even sometimes when I explain I find that sometime [sic] they don't understand so that I have to use my mother tongue and then they understand me and they can even ask me using Setswana.

Nyathi: In my case I think is not much… much of a challenge because we sometimes, if the learner has a challenge understanding the language of my teaching, I sometimes code switch and use their home language for that part only before I refer back [sic] to my normal language of teaching which is English so is not part of a challenge from me.

The other participants had different views with regards code switching as they believed that code switching may not be done with the whole class. They indicated that they would make an appointment to meet the learner and explain the concepts in a home language and thereafter switch to English. Elizabeth had this to say:

Elizabeth: At some point you know there are learners that our learners at some point even if you teach in English they can't read you have to code switch. But you cannot code switch in class you could switch in that appointment and then you go back again to English ...

Elizabeth: Let's say for instance , ehm Tom or Mary they don't understand in class, in class they don't understand, neh, and Mary is Tsonga and Tom its Venda and Isaac is Motswana, they don't understand, I make an appointment …come and see me during school or after school. We sit down I will explain it in my home language Setswana, explain I'm… code switching from English to home language after they have understood me explaining whatever concept I will explain in Setswana then I go back to the medium of …so that they acquaint themselves with the concepts we are using.

Another participant also mentioned that she practised the inclusion of CLD learners through code switching. However, she code switches using the home languages that are

offered at school. The verbal quote below shows how the participants practised code switching:

> *Shirly: Sometimes I do have as I know I have these 3 languages of teaching in our school, the isiXhosa, isiZulu and Setswana, I only …you know …sometimes as a teacher while you are presenting and teaching a lesson to class, you see even if you ask them do you understand, you see these ones that are lost, that's when you would you just try to find a way using a… just a little bit of Tswana and a bit of Zulu and Xhosa again. That's how I do things.*

However, despite the effectiveness of code switching from English to different home languages, some participants felt that using English as a medium of instruction was of great advantage to them since they assumed that all learners had some basic understanding of English. The verbal quotes beneath elucidate how participants use English language in day to day teaching and learning;

> *Megan: I would like to respond to your question positively and negatively. The positive response would be that it's always a tricky situation because you would get to class and you would speak English because you are expected to teach in English.*

> *Esther: Ok. At least I have an advantage because my school is an English medium school so the language, so the official language of teaching is English.*

> *Shirly: The first thing that I do, I use the language of learning, the medium of instruction is English, That's when everyone is accommodated so that everyone of them must hear and understand about [sic] whatever topic that I am teaching.*

> *Maboreke: Eh, from the beginning they all know, and I always tell them that, you know, the language of instruction here is English. We speak English I think in all*

> *the subject except for the African languages, all the subject they know very well*
> *that English is the language of instruction.*

Similarly, other participants also reiterated that they may code switch but they deliver their lessons in English. This is what they had to say:

> *Elizabeth: I don't switch in class. I might unintentionally code switch but I make it point that I deliver my lessons in English*

> *Legae: … Um. Maybe I am not sure whether its inclusivity where I really do not want them to speak any other language except English just for the sake of, umm, improvement….There is a time when I give them time in the classroom just to discuss topics in English their own topics or what they have and you know experience over the weekend that is done.*

> *Esther: I think the main issue here is the language that we use in class, it is English such that at the end all the learners end up understanding what we are trying to say because of the English language and also they help each other through their vernacular and the teacher at the end would gonna enforce [sic] and correct the responses of the other learners.*

> *Woody: Let's say there is a scenario here, a learner has been admitted and remember there is a language policy of admitting learners in SA, the presumption is English will be their first additional language but at least they must have …you know…what's this a home language to be offered in the other languages.*

> *Mundo: English all the time because I am not good at Xhosa, I am not good at Zulu…*

These verbatim quotes show how participants practised the inclusion of CLD learners using code switching. However, participants code switched for different reasons and the code-switching practice was not systematic. The researcher also noticed that participants

were code switching but there were no systematic parameters that were set for this practice. The verbal quotations also show that the same teachers who were code switching were conscious of the Department of Education Policy on the use of English as the medium of instruction. It is therefore tricky to advise participants to or not to code switch during teaching as there is not legislation that supports code switching.

5.4.2 Scaffolding

Some participants indicated that they used scaffolding when teaching CLD learners. The participants would begin their lesson by activating prior knowledge, start from the known to the unknown, and then guide learners until they were able to do work on their own with the objective of moving learners' readiness levels from where it is to where it is expected to be. The participants were also conscious of Bloom's taxonomy in preparing activities for the learners as illustrated below:

> *Megan: Ee, you know I would, I would first ask them if they understand a certain advert or a soapie and from the number of responses that I get from them, then that will give me confidence somehow that this is something that they are familiar with and then from there we will look at the advert in detail or a certain scene in detail … adverts, you know, trying to analyse the colour perhaps, the language spoken, which gender is used the most and then once I get to see that they understand then that's when I bring activity from the prescribed textbook. Then I would give them that activity to do because already they have an idea of what it is that they are looking for.*

> *Woody: I offer a lesson and then give an activity - I variate [sic] the activity of course, where I would like to see the memory part. There has to be a section where they recall information then it becomes a level four kind of question where they have to show creative thinking. That is problem solving type of questions so which is a connection to the lesson that I have offered. That is how I ensure learners can*

think out of the box. You give them information of a lesson then you give them the activity to test if they can apply what they learnt but at higher level.

Elizabeth: I had to explain it again and then give another, so the more they do the more they understand, the more you give practical example the more they understand.

After using the scaffolding teaching method, the participants would then give these learners homework to continue practising at home. The statements below demonstrate that participants gave homework to the learners as a form of support:

Diamond: Especially reading stuff …and then also I just give them homework that actually they must go to do those work [sic] like especially in terms of reading they must go and read and analyse and then after that when they come back they must explain to me what did they find out [sic]. What is it that they learn from the text that actually I ask them to go and deal with, you see?

Elizabeth: Today particularly I had to stop my lessons English lessons because I gave them a homework to write an informal letter to the principal complaining to the principal about the littering in the school so I had to pause a little bit and talk get into the behavioural patterns that I see from them.

These quotations show that participants used scaffolding in their different subject groups. Even if most participants did not mention scaffolding as one of their teaching methods, the researcher observed that most of the participants were using this teaching method. For example, during the English lesson when one participating teacher was teaching a poem, the participant began by explaining vocabulary to the learners, followed by the reading of the poem by one of the learners, then the students had to watch a video. After that, the teacher read the poem for the second time. The teacher briefly discussed the poem with the students and then gave them a group work activity to enhance their understanding of the poem. The teacher finally gave classwork and provided them with a

rubric. The researcher also observed that the scaffolding teaching method helped the learners to stay motivated.

5.4.3 Illustration and Demonstration through Technology

Some participants mentioned that they practised the inclusion of CLD learners using the illustration and demonstration method. Participants confirmed that most learners struggle with English so using visuals helped the learners to understand and make meaning of the topic under discussion. Participants also alluded to the benefits of technology as they used smartboards to download pictures and videos to enhance teaching and learning. The following verbal quotes reflect how participants were using illustrations and demonstrations during teaching:

> *Maboreke: Uh, normally, eh, my own teaching method, I don't give notes, I explain more, I illustrate more, I demonstrate more, uh, because I know that language is a bit of a challenge to most of them.*

> *Kgomotso: And then mostly with business studies, there are tuck shops nearby where they stay, we will be doing examples, with those shops, eh, maybe I'll give an, eh, example – how to take care of your customers, I order for them to come and buy, not from your shop so that you can get also the profit. So I do an example, maybe I'll call three learners, this is another shop, this is another shop, this is another - make examples for them to understand.*

> *Esther: The challenge mostly comes when I need to explain some of the concepts because most of them, those things, it will be difficult to explain it in English, later on we thank God for this technology, we can make use of some pictures, we can make some videos, and at the end the learners would be able to understand.*

> *Kgomotso: And then like, ah, I've started learning smartboard like this year, so ah, I want to try do, to use maybe pictures, neh, to use pictures, showing them from*

the smartboard, giving an examples by showing them something from the smartboard so that they can understand.

Elizabeth: I had to show them from the beginning up to the end is twelve months and show them in colourful chalks, I had to draw it in white and then the months in another colour and then where the other assets has spent from November to February up to the end of the accounting period another colour so that they can notice okay the asset only spent for months from the business the other one had spent the total number of month...

In the same vein, Megan used the television in the instruction of CLD learners in order to activate their prior knowledge. Megan had this to say:

Megan: I would go back and take the advertisement that are quite popular on TV not talking about DSTV, I would focus on simple channels, do you understand, like SABC 1, and which is a channel that everybody watches, I would focus on soapies that everybody watches and then I will make examples and then remind them of a certain scene or remind them of a certain advert and you would get a positive response because this is something that they know.

Furthermore, one participant elaborated that he concentrates on experiments as one of his teaching methods. He acknowledged that the use of experiments provides an advantage to CLD gifted learners. Maboreke emphasised the following:

Maboreke: To the point where we even have the dictionary for science, so at the end of the day my own teaching system is more, is more innovation, more to the concentration, more to experiment so that at the end of the day, they can see, you know, there are those learners that they are also gifted, the, they learn faster with pictures.

The researcher observed participants using live examples of monopolistic buying and supplying during the Business Studies lesson. The learners were asked to demonstrate the process of buying and selling goods such as bread, airtime, toothpaste, Dettol, sugar and milk. Such illustrations and demonstrations created a vivid picture in the CLD learners' minds and it helped them to relate real life issues to their studies. The illustrations and demonstrations were also evident in the Mathematics Annual Teaching Plan. The other participants also used technology to download videos and pictures during classroom instruction. Some participants pasted pictures which were related to their subject content on the walls. For example the History teacher had pictures on the Great Depression and on apartheid in South Africa. The English teacher also had all the parts of speech and the summary writing process pasted on the walls. However, it was observed that some classrooms did not have smartboards and some teachers and learners did not have access to technological tools and internet.

5.4.4 Differentiated Instruction

A few participants confirmed that they used differentiated instruction in the teaching of CLD learners. The participants used differentiated instruction to enhance the learners' readiness and interests in learning. Legae had this to say:

> *Legae: Separate the strong ones from the weak ones and focus on the weak ones while the strong ones are given a difficult task to focus on and the weak ones are given a less difficult task to perform and I place them in groups and I monitor the groups, all the groups.*

This submission shows how effectively the participants used differentiated instruction. The researcher also observed that some teachers used differentiated instruction as a teaching method in CLD classes without realising it. For example, during one Accounting lesson, the teacher gave learners different tasks as she moved around to offer individualised support.

However, this teaching method could be affected because the teachers are required to religiously follow the lesson notes that they receive from the district. The statements below show how teachers are bound by the Annual Teaching Plans (ATP).

Elizabeth: We are provided with specific learning material that we need to use from district level and then if you don't use it you are found wanting ...so the subject advisors would want to see those learning materials in the learners' books. They say that they are much simpler than the textbooks, they are much friendlier than a textbooks, call them lesson notes. So they are numbered as I speak to you… I was doing lesson number 77 so next week Monday I should be doing lesson number 78 so they are numbered.

Kgomotso: Ok. With Business Studies we get a [set of] formal activities from the district. They give us informal activities and the memorandum, so with us we just give them notes relevant to the informal activities. We explain to them and then they write those informal activities.

The researcher analysed the Annual Teaching Plans that teachers receive from the district. The researcher confirmed that in as much as these ATPs promote uniform teaching among schools, they affect the creativity of the teachers and the District Department may not be conscious of the cultural and linguistic diversity that exist in the schools. These ATPs limit teachers from using other teaching methods such as differentiated instruction because teachers were required to follow the weekly plans and the learners' work was supposed to be uniform.

In addition, these participants mentioned that they offer differentiated instruction to learners with learning barriers. They indicated that they follow a procedure until the learners receive assistance from the teachers, SBST support team and the district. One of the participants said;

> *Legae: No the learner stays at the school as long as the school, the parent and the district is aware of the problem that the learner has, because with this SBST, with the profile, the learner may experience a problem as a slow writer and that*

sometimes we look at the learners like albinos, sometimes they find the font small, we have amanuensis where a teacher, we apply for amanuensis to the district because there must be somebody who writes for the learners… so the learner is at school and the learner is supported, so the district will need the report of what support the learner received at school.

However, not all schools have the capacity to provide full support for learners with disabilities. Nyathi had this to say:

Nyathi: They have some caption written full service schools; I have seen a lot of schools in the Eastern Rand. A full service school is a school which will have wheelchair ramps, which would have the therapist laboratories, which would have facilities to accommodate learners with eyesight, facilities to accommodate learners with speech and so on. In our case let's suppose we include such learners, I don't think the school is that ready, Yes we may do that but the school is not that ready as far as I see the physical condition, appearance of the school, the physical structure of the school.

The above shows how teachers practiced the inclusion of learners using differentiated instruction to support all learners including learners with disabilities. The following section discusses how teachers practice the inclusion of CLD learners using question and answer.

5.4.5 Question and Answer

Most participants alluded to the use of the Socratic method to impart knowledge to the learners. They asserted that the question and answer method would help the learners to better understand different concepts. The verbal quotes below reflect the participants' reasons for using the question and answer method:

Woody: I quite often use the question and answer method. I don't know whether it's called the juristic method, I'd normally always write, but I normally quite often don't give facts as

they are. I'd drive them to a conclusion, you know, because with mathematics it has to be the understanding of concepts rather than pouring facts into their heads.

Legae: Look …one will be a question and answer, the other one will be a… extended opportunities. Once I realized that learners do not perform well, then another method will be extend that opportunity.

Cynthia: So I prefer question and answer, I give them the question, they try on their own, and then from there, we do the correction as well as I explain where they rectify themselves.

Cynthia: So, most of time, I prefer mmm, question answer method, Again –I prefer the old one where I just explain, where I just explain to them the type of question, please check this and this and that. Normally the exam they ask, they ask some difficult kind of question like this, and then I give them question.

The aforementioned statements show how participants use the question and answer method. The researcher observed that participants combined the question and answer method with other teaching methods such as the lecture method. Some participants also gave learners questions to discuss the answers in groups and give feedback to the teacher. Other participants also gave learners a classroom activity so they could write the answers in their classwork books. This teaching method was also mentioned in the participating teachers' lesson plans and ATPs. However, participants did not confirm using the lecture teaching method.

5.4.6. Learner-centred Teaching Approaches

The participants indicated that they used a variety of learner-centred teaching approaches such as peer tutoring, group work and problem- based learning in the inclusion of CLD learners. The participants also indicated that learner-centred teaching approaches promote collaboration among learners. These learner-centred teaching approaches are discussed below.

5.4.6.1 Peer Tutoring

The study findings from the interview transcripts indicate that teachers practise the inclusion of CLD learners using the peer tutoring. The teachers indicated that one learner who would have understood the concepts in English language would explain it to their peers using the home language. Some participants had this to say:

Esther: Because what I used to do was to use another learner who can understand, who understands that language… who… who understood what I was trying to explain, then to explain to the learner using the home language.

Legae: Sometimes when I explain something in Tswana, I will ask Venda or Tsonga learners to read because they will understand what I mean in English but then they have to …just for the sake of emphasis… then I ask them could you just say in Tsonga so that other learners can also grasp a… you know …a certain aspect in English.

Diamond: Let's say for instance may be there is an activity that is taking place, then there are some questions that actually are on the board, then whereby then now I'm starting engaging them [sic] how do they understand that, how can they best be able to respond, you understand? And then I'll ask anyone who can assist amongst the learners. He may feel free to raise up his hands and then to tell us, you understand. And then it's whereby then now they will start engaging

themselves, trying to respond on that particular topic and so on, additional and then after it's whereby then I intervene now.

In addition, expatriate participants also reiterated that they use the peer tutoring method because they themselves do not understand the different local languages. The learners from one language group would explain the English concepts in their home language so that the other learners who speak the same language may understand. The learners were expected to benefit from this teaching method. The verbal quotes below show how teachers practised the inclusion of CLD learners using peer tutoring:

Nyathi: I can actually do that when I have a challenge communicating with their language [sic] I normally have to ask someone from my class who can speak their language to explain to them so that they understand better then we refer back to our normal teaching language [sic] which is English.

Nyathi: …with isiXhosa learners what I normally do is I actually ask some of the learners in class who I know understand IsiXhosa well and they speak English well, I will ask those to explain to them …those learners before they can actually switch back to English.

However, this could be detrimental since some teachers would not be conversant with the home language and learners may take advantage and interpret the message wrongly and the other learners would not benefit from peer tutoring.

The aforementioned verbal quotes clearly show that participants were using peer teaching in the inclusion of CLD learners. Similar views were observed during classroom teaching. The researcher observed that the more knowledgeable learners would explain concepts to their peers.

5.4.6.2 Group Work

Most participants also mentioned that they use group work in the teaching of CLD learners. The participants for the different subjects confirmed that they group learners differently. The participants practised homogenous, heterogeneous and ability grouping with CLD learners. Participants confirmed that they mix the learners from the different language groups so that the learners discuss and explain to each other in each other's home language. The subsequent verbal quotes elucidate participants' use of group work in the inclusion of CLD learners:

> *Nyathi: In my English language classroom, normally what we do is, whenever we have to do some group work, we actually ensure that they are in groups where they are learners that can speak all those different languages so that if there is a challenges at least in a group they will be able to explain to each other in those languages*

> *Maboreke: I first selected the six best learners so I make sure that each group is having someone that can answer a question for them. Each group is having someone that can, that can at least be able to explain to the others, eh, so that you don't find a group of learners who are slow all in the same group.*

> *Megan: When we have an assignment based on group work, I always, I don't give them a chance to place themselves because if I do that, it would be based on the language they speak. It would be based on friendship but I will group them according to, I would group them in a group where I know each individual would benefit something from each other.*

> *Esther: So sometimes I can group them to those whom I can feel this one they are at the same level putting them in different groups and also giving them different tasks according to their own understanding.*

Shirly: A: You know sometimes I do explain first what the topic is all about, there would be times whereby on that day we will be discussing, I will be giving them the subheading under the very same topic and I group them yes, in groups of 5 or 6 to discuss and among the discussion, in order for me to find out that they have understood what they were discussing, they have to like, each and every group, they would select one learner to represent them to come and present what they were discussing according to their subheadings in class, it's not often but it's sometimes.

Shirly: No. I only choose because I know there are those learners who are a group of friends, friends cannot be in a the same group because everything that they would be doing there it won't be like something that will bring like good in them, sometimes you would be sure that they are busy discussing about the topic, on the other side they are discussing about something because they are friends so I don't group them according to their friendship, I just mix them, yes.

Likewise, the other participants confirmed that they use group work in the instruction of CLD learners. The participants indicated that they assign a group leader for each group to ensure there is order. The following was affirmed by the participants:

Nyathi: Normally for cooperative learning we actually prepare tasks such that there are detailed instructions that they have to follow, then we assign leaders in certain groups then we also assign the other learners some tasks that they have to do then they will all work as a group so that each one can be able to learn from the other learner at their levels, they also work together to perform the task they also learn to work together as a group.

Legae: Um, I group them and make sure that I have got, each group consist of 5 with a leader to ensure that there is order in both learners with strength and learners with weakness, I mix them and then my role is to go around and check whether learners are focused on the topic that they are given or any language

exercise, then after that each group of the weak ones and the strong ones, they will have to report, The strong ones and the weak ones will have to report.

A few participants indicated that they mix learners from different backgrounds to curb the increase of 'tribalistic' relationships. Some participants noted that some learners look down upon each other and as a result they would not want to associate with learners from other CLD groups. Some participants said;

Maboreke: Uh, is very tribalistic. That is how they relate in summary. Because you find the Venda learners, they'll always be together, even when they sit in the class. You find Venda sitting with Venda. The Tswana sitting with Tswana. You see, you will find Tsonga sitting with… with Tsonga and, and these relationship…is it on?

Elizabeth: You know sometimes the other cultural group looks down upon the other, the educators again says it in front of the learners , what it does it makes that learner that was saying the wrong thing about this thing that he always right of saying this culture is like this and like that.

The above verbal quotations show that most participants used group work during instruction of CLD learners. The researcher also observed that teachers were conscious of the cultural and linguistic diversity when they grouped learners. Group activities were also evident in the lesson plans that the researcher analysed.

5.4.6.3 Problem based learning

Some participants claimed that they practise inclusion of (CLD) learners using problem based learning. These participants mentioned that they would give activities to the learners so they can work on their own and the teachers would facilitate learning. The following quotations reflect how participants practiced the inclusion of CLD learners using problem based learning:

Mundo: If it is a content [sic] that requires them to do calculations, before I teach them calculations I give them work on calculations that I have never mentioned before, that they have never seen before because there are couple of examples and they have textbooks… I give them that work and tell them they must find a way to do it because that way I believe its problem based, because if they start with the problem and they understand what is what… some of them are confused and some get to attach themselves to the content and if… especially when they got the answers right.

Diamond: Let's say for instance may be there is an activity that is taking place, then there are some questions that actually are on board, then whereby …then now I'm starting engaging them [sic] how do they understand that, how can they best be able to respond, you understand? And then I'll ask anyone who can assist amongst the learners. He may feel free to raise up his hands [sic] and then to tell us, you understand. And then it's whereby then now they will start engaging themselves, trying to respond on that particular topic and so on, additional and then after it's whereby then I intervene now [sic].

In addition, the other participants confirmed that they also use the problem based laerning approach by inviting learners to do some activities on the chalkboard, letting them explain what they have read, and allowing them to speak for 90% of the lesson. This is shown in the following statements:

Nyathi: So is like for some of the task that we have to do I actually ensure that the learners do most of the work than I do, if it is sometimes I have to call learners to actually do some workings on the board then they actually try to also explain with the other learners so that the whole also understand that, so most of the learners will do more of the work.

Kgomotso: Ok, when it's…..It's the explaining of notes. On my side I will ask, I'll start maybe with a boy or girl learner to read. I'll be pointing, saying their names, so and so will you please read for us. After reading can you explain, eh, the sentence or the paragraph that you were reading then if the learner is struggling to explain, other learners will help, and then if those learners, they don't understand also then I'll be the one coming in to explain the whole sentence. So they exchange –boy and girl. That's where I find out that so and so can't read, so and so can read.

A few participants indicated that they used the self-discovery teaching method which enhances research and creativity. Woody said:

Woody: …which is self-discovery of course, they have to think, they have to discover because the essence of education is to make someone be able to think independently and constructively and creatively so.

The preceding quotes show that participants engaged their learners in problem based activities in the classroom and the teachers supported the teaching and learning in these CLD classrooms. This resonates well with what was observed during the lessons. The learners were actively partaking in the classroom. For example, during the Mathematics and Accounting lessons, the teachers would ask learners to do some calculations on the chalkboard. Similarly, during the Science and English lesson, learners were actively participating as teachers were moving around to check on the work. Problem based learning activities also appear in the Mathematics and Science annual teaching plans. The next section addressed the strategies to enhance the inclusion of CLD learners.

5.5 STRATEGIES TO ENHANCE THE INCLUSION OF CLD LEARNERS

The preceding section addressed teachers' practices in the inclusion of CLD learners in ordinary secondary schools. The present section addresses the strategies to enhance the inclusion of CLD learners in ordinary secondary schools. The participants' responses on the strategies that could be used to enhance the inclusion of CLD learners showed that participants were concerned about the inclusion of CLD learners at their schools. The participants highlighted a diverse range of strategies that could be used in the inclusion of CLD learners and these covered a development of knowledge about diversity, training on government policies, cross cultural communication community involvement, meeting ethnic diversity in instruction, in-service and pre-service training of teachers, workshops and training of teachers, inclusion of ethnically and culturally diverse content, motivation, building respective CLD communities, community engagement, school culture, collaboration, performance assessment and parental involvement. The verbal quotes presented below highlight the strategies that could be used to enhance the inclusion of learners CLD learners.

The network presentation below shows the strategies that can be used to enhance the Inclusion of CLD learners.
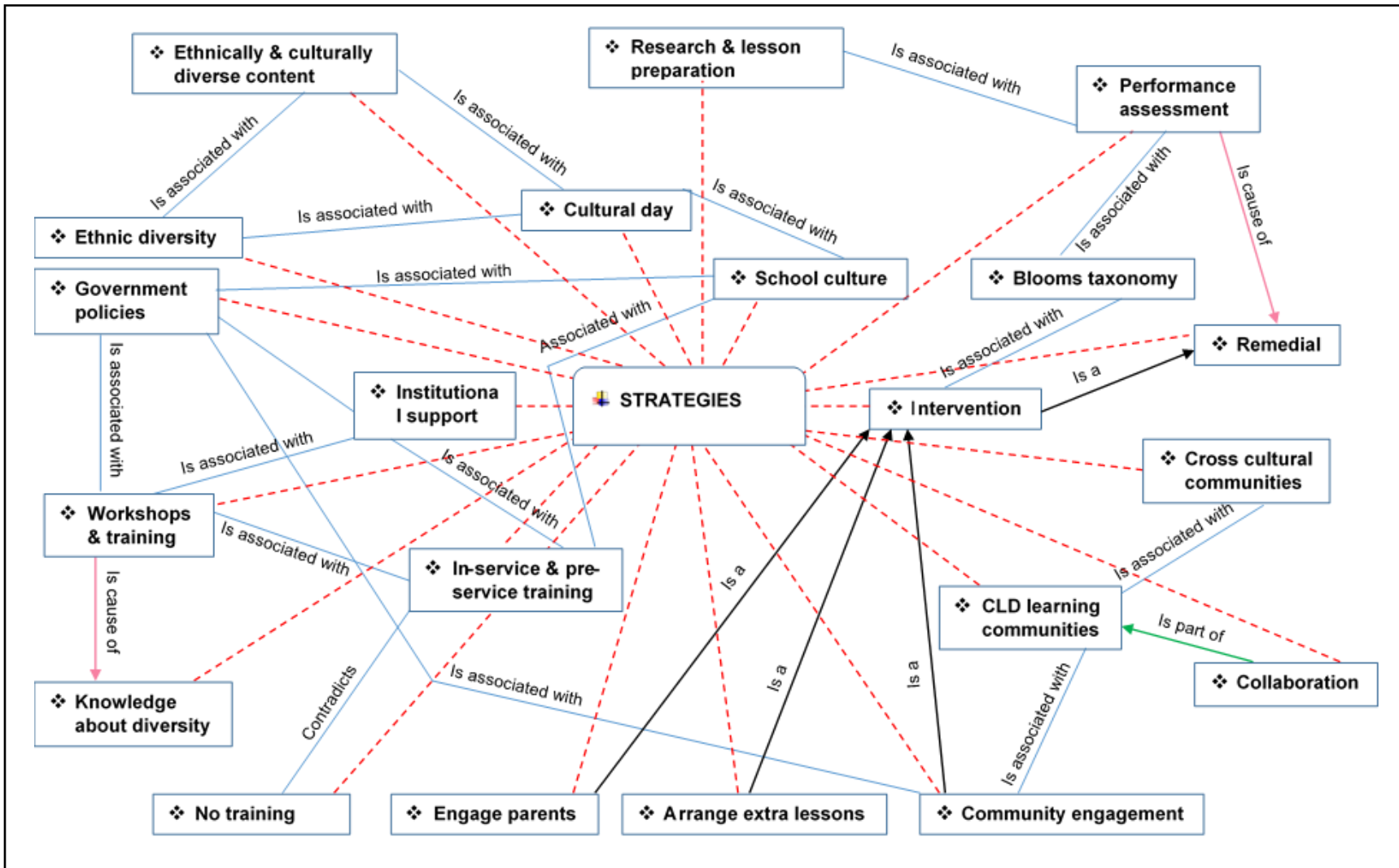
Figure 5.3: Network on strategies to enhance the Inclusion of CLD learners

5.5.1 Formulation and Amendment of Government Policies

Some participants reported the importance of government policies in the inclusion of CLD learners. The participants mentioned that a curriculum that accommodates CLD learners was being drafted. Esther elaborated:

> *Esther: Yaa, successful inclusion, right now I can say we are in the path of successful inclusion through the government policies that are being done, the curriculum that is being drafted by the government is promoting inclusion so in a way, although it can be difficult but we are in the right track.*

However, the other participants lamented the lack of institutional support in cascading these government policies such as the Education White Paper 6, Special Needs, Building an Inclusive Education and Training System (2001). Woody illuminated:

> *Woody: So, at my school...we have never, ever, had a meeting where we dealt with white paper six. Dealing with the paper six meaning applying resolution afterword's than just talking and talking and talking. We have never, we have never even identified eh, kids who are...not belonging to the ordinary one way or another and how do we accommodate them? We seldom speak about that.*

> *Woody: Yeah, as I say the school does not give much of a support... you, just apply what, what's immediate to you.*

One other participant also reported that she was not getting support from the school management. This participant complained that she has too many classes which affect her planning and teaching but the management did not address her concerns. Kgomotso elaborated:

> *Kgomotso: And another thing, I wish we could get support from the management, we are not getting support. For example, I've got four frees [sic], some they've got*

ten frees [sic], of which is not equal. Some they rest, some they don't rest. So it becomes frustrating to us who are having… eh… less frees

Kgomotso: Yeah, I mean, with myself I went to the management saying these classes are too much [sic], he said, ey, I will fix, I will fix, even today I end up giving up because nothing was done. I said to him, I can't have four frees, it's ten classes. How am I going to mark, how am I going to teach? Can't you give other teachers one more class, those that are having more frees [sic]?

The preceding quotations reflect the participants' concerns on the lack of support from the schools. At least 2 schools had a School Based Support Team files which had the White Paper 6 policy document and the Screening, Identification, Assessment and Support (SIAS) policy document. However, the institutions could not explain the Inclusive Education policy documents to the teachers. The participating teachers grappled with the inconsistencies in period allocations. The schools are thus supposed to attend to the needs of the staff members if the Inclusion of CLD learners is to become a reality.

5.5.2 Development of knowledge about diversity

In order to enhance the inclusion of CLD learners in secondary schools, teachers are required to develop knowledge about diversity and to do a critical analysis of the instructional materials. The participants confirmed that research and lesson preparation are important for them in CLD classes. The participant reported that research enhances the participants' knowledge of the content of the subject and lesson planning.   The following is what was affirmed by the participants:

Megan: Ok, in what you have mentioned, all these things integrate, I will never be able to keep a successful lesson if we do not combine all the elements that we have spoken about, you know, teaching and learning , culturally background and linguistic, they work hand in hand, as a teacher I feel that linguistically I need to be able to speak at least the majority of languages that are spoken around the area, and culturally I need

to understand what is happening in the society, what makes the society ticks/ what makes it to be apart, what makes it to be united, I need to be part of that, even though you know I am not really part of it. Even though I don't stay in this society but it's my responsibility as a teacher to understand it, teaching and learning, they work together and a learner would learn when you provide a lesson and when you teach in a way that they would understand better. I don't know whether you hear what I am saying, you know learners will understand you when you teach in a way that they would understand it. Do I make sense?

> *Legae: I also make a research and that would reinforce learners' understanding like I teach last week, I had to research on the analysis of the poem because it was not clear from the textbook.*

> *Megan: Mam, I think relevancy is very imperative when you are a teacher, it's my duty, and my obligation to understand the society first before I would be able to have a very successful lesson. It's important that I understand the learners' background you know, where they come from, the things that would excite them as young people and the things that would challenge them as well as young people and having to observe the situation, and I mean, the community and the community and the society and getting to understand it, not really knowing it but to understand it.*

In addition, Legae confirmed that he prepares his lessons and varies his teaching strategies so that he can have knowledge about the diverse needs of the learners. Legae responded in the following verbal quote:

> *Legae: I prepare fully, I prepare for the lesson, I have the lesson plans. I vary my teaching methodology. I reflect on my lesson. I make sure that learners acquire the four skills, which is part of their future.*

The above quotations demonstrate the significance of the development of knowledge about diversity. The researcher also received the lesson plans and activities that were prepared for these learners. Unfortunately, some lesson plans were just derived from the Annual Teaching Plan and there was no sign of diversity awareness evident in these drafts. It can thus be concluded that having knowledge about diversity could enhance multicultural education and improve the academic achievement of CLD learners.

5.5.3 In-service and Pre-service Training of Teachers

Some participants expressed the need for in-service and pre-service training on the inclusion of CLD learners. These participants reported that they do not possess the required knowledge to teach CLD classes because they were trained during the apartheid era where they received Bantu education and Eurocentric type of teacher training as elucidated in the verbal quotes below:

> *Woody: It was before the advent of democracy, you know, the education we got was Eurocentric. The presumption was we offer there whatever we had to offer in English and, ehh, no ethnicity or inclusivity was taken into account. It was just that you get this education and you go and deliver in class because even during our grid lessons we… we offered our grid lessons in 100% English.*

> *Legae: No I was not trained. I was just trained to be a teacher but I was not trained to teach… I am not really sure… In my training I was not trained on inclusive education. I was only trained to teach English, I was never told you are going to meet learners from various languages, I was only trained to teach English and mind you, there was Bantu education, so I was only going to teach the Bantu people and those Bantu people I am not sure if it was only Batswana, or I could teach various linguistic people [sic] so I was only trained to teach English.*

Nyathi: My training mostly it was for mostly for mathematics and biochemistry so I feel like I will need more training in that area, or inclusion of learners from different cultural and language backgrounds.

Woody: But it was predominantly white. It was so difficult. The lecturer was of an Indian origin. Actually most of them were Eurocentric, you know? I would say white lecturers and...I had to cope with that.

Additionally, the other participants pointed out that they were taught to teach specific subjects and that there was no mention of inclusion of CLD learners in their teacher training programmes. This is affirmed in the verbal quotes below:

Elizabeth: You know our training was that Bophuthatswana and it was a homeland but we are taught to teach ...it was...and then we were not trained to teach learners from different backgrounds but we are taught to teach learners.

Shirly: My teacher training with the type of learners that I am teaching especially the mixed languages, my training was only teachers' training only, why because I did train for language teaching, nne, it was only the language subject

Furthermore, Nyathi reiterated that he needs more training so he can teach these CLD learners. This is what he had to say:

Nyathi: Eh, I do feel that the training that I received was inadequate. I now feel I think, I need more training on that bearing in mind that SA is actually more culture and linguistically diverse than my training before [sic] so I think I will need more training in that regard.

One participant reported that even if she received her training after 1994, the major focus was on drawing, dancing and singing. She was not trained to teach in CLD classes. Kgomotso had this to say:

Kgomotso: No. we were not trained because I was doing art. We were not trained –art is about drawing, dancing, singing and then school-like-guardianship is whereby everything is quiet, we were looking at books. We were not trained and we were not told anything like what you are going to find, such and such. We were not told about different groups or the challenge we are going to find in different schools.

Some participants lamented the lack of in-service training in public schools. They reported that the government only disseminates the legislation to the schools and nobody explains this to the teachers. The verbal quote below illustrates the teacher's frustrations on how information is disseminated to the teachers in public schools:

Woody: No. With, with public schools we are just given information, we are given legislation until eh, I think our government is reactional [sic] in the… the use tactical approach kind of a planning.

Diamond: The only training that I did attend is CAPS, yes its CAPS and what else? Yeah it's CAPS.

On the other hand, a few participants confirmed they were conversant with teaching CLD classes since they studied inclusive education as a module at university. The verbal quotations below illustrates the participants' knowledge of Inclusion:

Esther: OK, I can say I am the lucky one here because I did my B.Ed., here in SA and one of the modules that I did was Inclusion in Education so I learnt a lot from that module, and I am even applying and implementing what I have learnt from that module so that sometimes it is now easier for me.

Cynthia: Even here where I'm working, I'm the only teacher with three majors. I did majors in Maths, Science and Technology. But for people from Wits, UJ, they only have one major, and then even inclusive education like I said somehow, I did it at, eh, as a part of module, then I was trained …even I did social Psychology in

Education, that one I did from S11 till third year, Psychology in Education, where they tell you, you are going to meet different learners, different identities, with different problems and everything…

Megan: Not really trained but you... at Varsity you would make sure that you are aware that this is happening in our schools. (at Varsity)

The preceding quotations show that participants require more training to teach CLD classes since some of the participants were trained during apartheid era and only received Eurocentric Education. These participants also expressed their limitations in teaching CLD classes because they received Bantu education. It can be concluded that there is a gap in the training that participants received and in-service and pre-service training would therefore enhance the actualisation of inclusion of CLD learners in secondary schools.

5.5.4 Workshops and Training of Teachers

Some participants confirmed that they have been workshopped on the inclusion of CLD learners. They reported that they have attended Secondary School Intervention Programmes (SSIP) where they got equipped on how to teach in CLD classes. The verbal quotations below reflect the significance of workshops and trainings:

Esther: will be easier through the workshops that we attend like SSIP. We receive the information and through the use of the smartboard sometimes I can download something and put it on my stick and then I can show the learners.

Megan: On inclusion... Yaa there is a recent training that took place recently. I think the emphasis on that training was on how to deal with things within the school itself, how to cover the curriculum, having to deal with the different types of learners that we have within our schools... different kinds of language that we have in our schools, yaa, we did have something like that for 5 days (at school)

Conversely, the other participants reported that the training and workshops were inadequate since the workshops were not specifically focusing cultural and linguistic diversity.

> *Elizabeth: It's not enough, reason being in our training ...there is no specific chapter that says this is for this...akiri it's not enough but I don't say that the materials that we use for training should be for a particular group.*

5.5.5 Meeting Ethnic Diversity in Instruction

Another strategy that was identified by participants was meeting the needs of diverse learners during instruction. The participants mentioned that they were obliged to meet ethnic diversity through code switching and peer tutoring. The following was raised by the participants:

> *Nyathi: …..once we have looked at whatever that we are looking in African view, and then it would be easy for everybody to transform from that and get into you know the English language, and how do we structure that and how do we view that in English so yaa, I think, integration is important as a teacher.*

> *Elizabeth: Let's say for instance, ehm Tom or Mary …they don't understand in class, and Mary is Tsonga and Tom its TshiVenda and Isaac is Motswana… they don't understand I make an appointment come and see me during school or after school we sit down I will explain it in my home language Setswana. I code switch from English to home language after they have understood me explaining whatever concept I will explain in Setswana then I go back to the medium of so that they acquaint themselves with the concepts we are using … Guest speakers can explain to them in a different language but the most important thing when they see a question …paper they must be in a position to analyse and interpret that question and reading it in English and interpreting in English and then that's responding to the question.*

Nyathi: Normally I code switch when learner has challenges in understanding certain concept in English and if I can actually explain to them in their home language I can actually do that when I have challenge communicating with their language. I normally have to ask someone from my class who can speak their language to explain to them so that they understand better then we refer back to our normal teaching language which is English.

However, Megan pointed out that in as much as she would give a cultural example in the home language, there is a problem with some of the languages that are not recognised in the school classroom. Megan had this to say:

Megan: This is the fun part. I am Xhosa. In class, I have Xhosa, Zulu, Tswana and when I code-switch and would want to give a cultural example or an African example that would make us united somehow in one view, then I would first do it in Xhosa, and then the Xhosa will get me, and I will do it in Zulu and then I would get a bit of help here from the learners and then the Tswana would become a problem, I would then ask from them, what does this word named in Tswana, why am I doing that because I want everybody to be included even though I have a bit of challenge with certain languages that we have in the school classroom.

The preceding responses show that some teachers are aware of ethnic diversity during instruction of CLD learners. However, the teachers did not explain if their efforts to meet the diverse needs of these learners has helped to improve the CLD learners' performance. The teachers also did not elaborate on how they incorporate ethnic diversity of CLD immigrant learners. It can therefore be argued that teachers still need to do a thorough search on the composition of their CLD learners.

5.5.6 Developing Cross Cultural Communication among Learners

During the in-depth interviews, the participants resounded on the use of cross-cultural communication in the inclusion of CLD learners in ordinary classrooms. Some of the participants mentioned that they would allow the learners to talk in different languages as this would help the learners to learn from each other.

Elizabeth: … I have a learner who is in Grade 9 Marumo. She is a Tswana speaking learner she sits with Makhanani every time when they are in the lessons when they talk …one speaks Tshivenda and this one will respond in Setswana vice versa so I asked them the other time wena, Marumo aren't you a Tswana speaking learner. I am mam I'm learning tshiVenda…They will even greet in the other language, especially the Tswana speaking they would rather greet you in Tsonga or rather greet the whole class in Tsonga or tshiVenda…

Similarly, one participant alluded to the use of cross-cultural communication among learners but he argued that he does not prolong it as it is not allowed. This is what was said by Legae:

Legae: I encourage them not for a long time to code switch or I do code switching myself but cannot be a prolonged as it is not allowed ….. And sometimes when I explain something in Setswana, I will ask a Venda or Tsonga learners to read…., then I ask them could you just say in Tsonga so that other learners can also grasp you know …….

In addition to what Legae said, Nyathi also said:

Nyathi: In my English language classroom, normally what we do is, whenever we have to do some group work, we actually ensure that they are in groups where there are learners that can speak all those different languages so that if there is a challenge at least in a group they will be able to explain to each other in those languages and also they refer to English as in cooperative learning some will be able to explain to others then there a challenge they gonna actually address challenges the at their levels as learners assisting each other

5.5.7 Performance Assessment

The researcher conducted in-depth interviews on the strategies that could be used to enhance the inclusion of CLD learners. Some participants mentioned that they enhance the inclusion of CLD learners through performance assessments. These participants

claimed that they check individual learner strength and weaknesses so that they design a strategy to support them. One participant echoed that they categorise learners using the cell phone names such as iPhone or Samsung or using the dashboard conundrum where learners were classified according to different robot colours. The verbal quotes below reflect how participants used performance assessment to enhance the inclusion of CLD learners:

> *Esther: Ok, my view is that I must not just assume that they are different. Even if I have 48 learners, I must make sure that I meet each one as individuals. I know one's individual strength and their weakness and I must address it accordingly not to just to do it holistically. I have to approach it individually to them although it can be difficult but the moment but the moment I started my learners, I understand where one needs much attention and where one can work independently.*

Similarly, Elizabeth had this to say:

> *Elizabeth:…We categorise learners and then you know we came up with these strategies that we should call 5 of them with cell phones the iPhone cell phones are the most expensive ones those are...level 7.....then we have the Samsung ones we have the Nokia ones so that they don't feel bad about being classified as being....or the other year we used colours we used red green …send yellow …the others call them the others called them amber...and then the green ones we call them high performing learners and then the red ones those are… high risk. But we can't openly every time say to learners you are a high risk. We categorised learners and once you are in Nokia obviously you will want to be in iPhone by improving your marks. You see mam so that is how and then my facilitator also came up with another suggestion that if a learner is not performing… we must make a strategy to take that learners from....level at least to 30% pass*

Another participant reported the significance of performance assessment by adding that she used Bloom's taxonomy when she was preparing the performance assessments for

her CLD learners. The subsequent verbal quote reflects how teachers can enhance the inclusion of CLD learners using the Bloom's Taxonomy:

> *Elizabeth: That is when now the taxonomy comes in from low to high order so make sure that these learners cannot at least they know all the questions, they are able to answer each them how to respond to multiple choice because multiple choice is, the answers might all be correct maybe you will read them because there is only one correct answer teach them to respond to those questions teach them to respond to true or false by expatiate when you say true and then what did you see why do you have to teach two general in order questions, filling in the missing words is memorising then they will pass.*

After carrying out the performance assessments, some teachers reported that they arrange extra classes with the learners. These classes were arranged in the morning before schools start or in the afternoon, after school. The teachers had this to say:

> *Diamond: Yes, normally I used to have a separate session with them like sometimes I'll arrange that we must have an afternoon session and then after that it's where I'll start interviewing them now that …actually …where today come across with challenges and so on. You understand? And then it's whereby then they explain to me "sir we've got a challenge of doing this" or "sir we don't understand that" and then its where then I'll get in to help them.*

> *Elizabeth: All learners are not gifted the same, you know, academically, you know, there are some that are academically very strong, you know, some they are just average, some they are weak, you know, I mean you really have to go extra mile for them to…to be able to pass and, you know….that's just the reason why, you know, as a teacher you end up having extra lessons.*

The other participants echoed the same sentiments and they acknowledge that

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Elizabeth: My extra classes ...because they did not pass I did not start in term 1 and term 2 I only star in term 3 so looking at their results I said close up the gaps close up the gaps and then uhm mastering the particular chapter will also help if you remember 3 2-3 chapters that you say that even if you walk on the street you ask me this question and I will respond it makes them to be motivated [sic] and then eventually at the end of the year maybe you get results to love the subject and I don't want to be a monster and then I don't want to be .... I just want to be a teacher to them.

Legae: We are not given enough opportunity for extra classes because they regard English not as a gateway subjects so the school, sometimes they give us a space for extra class but not in most cases unless someone teacher does not turn up for his intervention period so I always engage teachers to say you know, In case you don't have a class, please allow me to use your allow me to take your learners for extra class.
Legae: I also make sure that I make a revision, this will relate to extra classes or intervention classes.

Cynthia: That is why you will try afterschool maybe I can sit with them. Maybe if you can explain on one on one with them, it becomes somehow, and I always keep telling them, you will never pass Maths if you don't practice, I always tell them, even for myself I did four years in Maths at university.

Diamond: Yes, we do as I've indicated from those that actually that's why I arrange the extra classes, extra sessions. So that I can assist them whereby then now they are facing challenges and so on

On the other hand, some participants claimed that they enhance the inclusion of CLD learners in their classrooms through intervention. The participants' responses reflected that these participants used the term intervention and extra classes interchangeably as highlighted in the subsequent verbal quotations:

Maboreke: You even have focus intervention classes, I mean, because eh, there are some learners who are very strong and because they are slow they need extra time and this extra time now you cannot be taking the extra time from the normal teaching period because those who are fast now you are also, you are also wasting their time so at the end of the day you have to go to these focus intervention classes.

Shirly: We give them time, especially now we have intervention classes, ne, when I see that my learners are lacking, I always touch on such area for my learners to achieve good results. During the intervention that's where I touch the topics where my learners are lacking in order for me to have good results at the end.

Diamond: Tomorrow when they come back, the work is not done. Not to say she or he didn't want to do the work but it's because of the understanding. Its where now you intervene like tell me "this work you didn't do it because you didn't understand or you didn't do it because of time or you didn't do it because you forgot. What is it?

Legae: I also have intervention classes for grade eleven B and C in the morning, Monday and Tuesday respectively. But with the 11 C I've since stopped attending them on Mondays [sic] because only few attempt, so I find it as a futile exercise. With 11B, 85 percent… Let me say 90 percent of them attend extra class, sometimes it's called intervention class… I'm satisfied with that class.

Kgomotso: Mostly I'll be, I will do eh, morning, morning class that I'll select those learners that I know they are struggling, mostly when I've done eh, class test, I will see that ok, this so and so, eh, they did not understand section B or whatever activity that I'll be, eh, will be asked.

Moreover, one teacher lamented that only content subjects were included on the intervention timetable. Legae articulated:

Legae: With a grade twelve. We are not given enough opportunity for extra classes because they regard English not as a gateway subject so the school, sometimes they give us a space for extra class but not in most cases unless one teacher does not turn up for his intervention period, so I always engage teachers to say you know, In case you don't have a class, please allow me to use your, allow me to take your learners for extra class. And then we have a Camp which I also participate for grade 12. We had a camp in June and we have we just have the last one which ended on Friday morning.

Two participants reported that they enhance the inclusion of CLD learners through remedial work as encapsulated in the statements below:

Diamond: Learner didn't understand, even though they were claiming that they understand but now because of the results of classwork because you assess them and you see their performance. But no, learners didn't understand its where by then now you'll start now and then you'll take the remedial.

Legae: The other one will be remedial work, in this instance, I think it would be almost the same as an extended opportunity. If I'm not wrong because remedial work is giving learners, another, the other questions to assess them as assessment, and it also goes for formal tasks where we allow, I think I think excellent opportunities in most cases school score goes for formal assessment.

The preceding quotations show that participants enhanced the inclusion of CLD learners using performance assessments, extra classes, intervention and remedial work. Some of these teachers had intervention timetables. The researcher analysed the tests that the participants prepared for the learners but it was difficult to tell if all the tests were culturally sensitive except for Maths Literacy and tests in English. The researcher had an opportunity to attend at least two extra classes for Science and English. The researcher found that in one extra class, only learners who had challenges attended these extra classes and, in the other class, all the Grade 11 learners attended the extra classes but

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the teacher differentiated instruction. The researcher also analysed the intervention timetable for the different classes and different subjects and found that most of these interventions and camps were meant for Grade 12 learners.

5.5.8 Inclusion of ethnically and culturally diverse content

One of the research questions was: *How do you ensure successful achievement of these CLD learners?* The participants mentioned that they incorporate ethnically and culturally diverse content in their teaching and learning. This included giving examples of the things that the learners experience within the society. The following are the examples that were affirmed during the in-depth interviews:

> *Megan: Aaaam… Having to do examples… Amm when I am covering my lessons …is important for …because in most cases and yaa… learners would find it hard to understand when you do not reinforce, changing your examples of the things that they see outside and the things that they experience within the society, sometimes it would be not make so much sense let's say I bring something that happens in Egypt and they have never been to Egypt and they would look at me with, you know, disbelief or with yaa, but then if I bring forth examples of the situations that take place within the community and that's when it gets in and it stays there.*

Furthermore, other participants mentioned the importance of cultural activities where learners are given an opportunity to showcase their cultural talents during heritage week in September. The verbal quotes below illustrate how participants valued the heritage day:

> *Nyathi: … Learners sometimes …I feel they feel to exhibit their actual cultures like those foreign nationals because as much as they will be doing isiZulu they never find any chance to actually exhibit their culture or language background so I think I have… hosting or having such events they will be able to express themselves so that they are more, they don't feel disenfranchised when they can't use their home languages, so I think it is actually very good, a noble thing to do anyway.*

Shirly: So having learners from different nations is an easy thing because that's how you as a teacher or as an adult you learn new things, things that you did not know before so you learn new things especially during this month whereby there are holidays that are celebrated for example, the heritage day, that's where you see these learners mostly even those who don't perform well in class, during that day, if we have an event on that day, that's where you see those learners showing their talent. In our school, most learners are very talented especially culturally.

Kgomotso: we also come together when it's cultural day, that, we show that we are not being inclusive or what? Something like that. I'm not sure.

This strategy is supported by Elizabeth who also affirmed that learners get involved in cultural activities through dramatization, singing and dancing. Elizabeth had this to say:

Elizabeth: I have noticed that the district nowadays is hosting some cultural activities where at the end they will have to mix with other learners from world counterparts others ...Xhosas and Zulus at the end they meet under on common ground which is cultural activities based on…Dramatization, singing, dancing then they get to know but it's not enough. It only happens on that particular season.

In contrast to the above response, Elizabeth mentioned the challenges that they experience in trying to use culturally and linguistically diverse content. This is how she responded:

Elizabeth: We are provided with specific learning material that we need to use from district level an then if you don't use it you'll find wanting ....so the subject advisors would want to see those learning materials in the learners books. They say that they are much than a simpler than the textbooks, they are much friendlier than a textbooks call them lesson notes. So they are numbered as I speak to you I was

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doing lesson number 77 so next week Monday I should be doing lesson number

78 so they are numbered.

The above quotations show how it gets difficult for all teachers to enhance CLD in their classrooms. The researcher observed these teachers and found that it was easier for Megan to include ethnic and linguistic content in her teaching and learning. However, Elizabeth was not able to do the same thing. It can be argued that the Annual Teaching Plan poses a challenge to teachers who are required to meet the ATP District standards.

It can further be argued that the inclusion of ethnically and culturally diverse content in teaching CLD learners enhances a sense of belonging among learners. However, the cultural activities such as the Heritage Day are celebrated once a year on the 24th of September. Therefore, teachers are required to be consistent in using ethnically and culturally diverse content

5.5.9 Motivation

Most participants affirmed that they enhance the inclusion of CLD learners through motivation. The participants reported that motivation empowers learners to work hard in their studies. These participants indicated that they encourage learners through rewards and reminding them of the high unemployment rates in South Africa. The subsequent quotations confirm how participants motivated learners as a strategy of enhancing the inclusion of CLD learners:

> *Esther: I think the most important thing that I do as an educator is to motivate them, to teach these learners to have self-empowerment, self-esteem in themselves such that even if they see themselves as a minority group they mustn't look down upon themselves and I treat each person as an individual, not as a group.*

> *Shirly: I always talk to them, to motivate them, telling them you are here for one thing all of them, There is nobody who can say he is better or best than the other*

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learner, all of them, if you are of the same level if you are in this grade that's the main purpose is to be taught

Megan: Amm, the first step would be motivation. A lot of encouragement. I would always bring forth my... as well, you know trying to show them that... and I also focus, am, and am experienced more or less the same challenges as them.

Diamond: In my classroom I normally, what I used to do, I sometimes tell them that you know what learners, if you do very well, you'll pass, there'll be a reward, and I'm going to reward you. Yeah, it's something that I'm doing sometimes if they did very well then now they'll come to me showing their marks. Sir look, where's my reward?

Megan: I encourage them a lot, you know, aam, by admitting that yes we do make mistakes, yes we get carried away, yes we do wanna fit in but it's important that we prioritise and put education first because that's one thing that would take us out of the situation surrounding us. There is quite a lot of unemployment around.

Likewise, the other participants explained how they motivate their learners. These participants affirmed that they encourage the learners to take their education seriously because there is high rate of unemployment in South Africa. Cynthia and Kgomotso emphasised the following:

Cynthia: We even told them, they can look, ehm, that president of um, Obama, originally, he originates somewhere in Africa, but because of the struggle at his place, he grasped that opportunity and then today or yesterday, he was the president of USA so, if you don't take your studies seriously, one day someone from Mozambique will rule this place because we are not taking it, so since we tried to motivate, they are striving to be the best ones.

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Kgomotso: I do, some of them, I do talk to them saying I want you to pass. I want to see you being something at the end of the day. If you want to be an engineer, an educator, whatever that thing you want to do, I want to, to, to, maybe that thing when we meet at the malls and then I see you, you are working. I want to see that, not seeing these Nyaope boys. I do talk to them

The above quotations illustrate how most participants motivated learners in CLD classes. Participants encouraged learners to concentrate on learning despite their cultural and linguistic differences. It can be argued that motivation is an important strategy in the inclusion of CLD learners since the teachers encouraged and empowered their CLD learners to respect each other. Motivation may also give learners the courage to participate in multicultural global settings.

5.5.10 Building CLD Learning Communities

Building learning communities is another important aspect in the inclusion of CLD learners. The participants mentioned that they enhance the inclusion of CLD learners by encouraging them to mingle and respect one another as it would prepare them for the multicultural global village. The participants declared:

Nyathi: In my own view, I think teaching learners from different groups is very good because they interact with the learners from different cultural and language backgrounds. It actually teaches them to work in a multicultural environment and you know the globalisation it's actually a good preparation for those learners as well because you find in a global village you will need someone from a different cultural background so it means you would have to practice tolerance and actually accommodate people from different cultural and language backgrounds which is very good in the current global world that we are working in.

Esther: …... the Vendas are playing among themselves, the Tsongas are playing among themselves. Although in classes we try by all means to make them to mingle but you can see maybe it's natural that they end up grouping themselves….

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In addition, the other participants emphasised the need for respect in CLD classrooms emphasising that culturally, people are taught that they have to give respect if they want to earn respect. These are examples of their responses:

> *Elizabeth: These are different backgrounds neh and then culturally we are taught to respect other cultures and culturally you are taught that if you if you want other people to respect you irrespective of age, you must also respect them. Learners must respect and I must also earn respect from learners. That's how I conduct myself, now in class when I teach I make sure that whether you are a Tswana speaking, Tsonga speaking learner or you are a tshiVenda speaking I do not leave a stone unturned. I want to make sure that each and every learner in my class whatever I was doing whether I be from a different background has grasped and understood what I was teaching in the class.*

> *Legae: Yes, you know in that group, whether it is cultural or language, I make sure that there is respect for cultural diversity because it is important and some learners who are struggling with language may feel offended by the other learners so normally warn them not to disrespect the other learners….*

Following the above responses on building respectful CLD learning communities, the researcher concludes that the theme of building respectful CLD communities is of paramount importance as it prepares the learners for the multicultural global environment. This also helps the learners to value respect as a virtue.

5.5.11 Collaborative Professional Communities

One participant indicated the value of collaboration as a strategy to enhance the inclusion of CLD learners in ordinary secondary schools. The participant indicated that the interaction with colleagues assists him in using a variety of teaching strategies that he learns from colleagues. Legae explained:

> *Legae: I interact with my colleagues because they might have something that may assist me, for instance, we discuss a certain problem in a certain section, they*

come with another method of how to teach and also as we engage with our colleagues, where one has a certain strength in a certain aspect, we share, rather we swap, the aspect where one shows the strength, even if don't swap, we discuss, look, this is how you should do this, this is how I do it, try my method and see whether it will work for you.

Kgomotso: I, I uh, I'm doing Grade 11 work ma'am, with another teacher. That's why we sit together and check what is relevant for the learners. Yeah, that's how we check what is going to be relevant because you find there is lots …

The above explanation showed how participants worked together to enhance the inclusion of CLD learners in secondary schools. The quotation illustrates the value of teamwork. It can be argued that collaboration plays a pivotal role in the inclusion of CLD learners since teachers get opportunities to share their knowledge with their colleagues.

5.5.12 Community Engagement

A few participants mentioned community engagement as a strategy that could be used to enhance the inclusion of CLD learners. For example, Esther had this to say:

Esther: …it must not only be the educators that must be playing a part, but I think the community must also be involved which means the government must have some policies to make sure that the community is aware of the situation so that they can remove that thing of looking down upon others because if it is done from home, then here at school we won't have problems because the learners would be seeing each other as one group, not as divided.

The aforementioned quotation is an appeal for the government to conscientise the community on cultural and linguistic diversity in society. The community members are thus expected to educate their children to embrace diversity and to appreciate each other.

5.5.13 Parental Involvement

The in-depth interviews confirmed that some participants enhanced the inclusion of CLD learners through parental involvement. These participants reported that they organise parents' meetings. Participants also reported that they invite individual parents to school to discuss the performance of their children. The parents are then advised to offer support to their children. The following verbal quotes illustrate how participants enhance the inclusion of learners through parental involvement:

> *Legae: One other method I've applied… I've applied to ensure that parents are also put on board is to call parents meeting rather invite parents of learners or rather for a class that I teach, I've done this with about three classes. Three or four plus let's say four classes. Two… one in grade eleven and the other 2 in twelve. Then also because I'm a grade head for grade eleven.*

> *Esther: Yaa, the parents can assist especially through the moral support …they can assist through moral support even to do a follow up on their academic performance.*

Furthermore, one participant mentioned that learners who experience barriers to learning were profiled and such parents were invited so they could understand the process. The following was mentioned by Legae:

> *Legae: Based on the performance and the difficulties the learners experience in the class, the learner is profiled, the parents are invited to school so that the teacher can discuss the learning barriers that the learner is experiencing and there is also a form that is filled, a contract form, I am not sure what they told you in other schools but there is one form, a contract form that parents also sign to acknowledge that they met the teacher and the problem was highlighted, discussed or reviewed, then that's when this form is filled.*

However, some participants bemoaned the lack of parental involvement arguing that some families were child-headed; hence such learners would not receive any parental support. The other participants reported that some foreign national parents were unable to support their children because they were not educated. The statements below reflect how parents failed to support their children:

Elizabeth: Parents leave them alone and then they stay behind. They brought them here to come and learn and then they leave them. Those learners they don't get parental support when it's time to fetch their term report their process report you will find that one parent fetches reports for 5 different learners where are the biological parents of these kids they are in Mozambique they are not...there are in …such...when you call parents meeting they don't ...themselves to come because they are not there they send their neighbours and sometimes problems meet biological parents they do meet that's the main problem we are having.

Elizabeth: There is no one who can come and sit for a parent meeting. The problem from the very same household there is a girl she's in grade eleven you know the other time she came with uhm, she had two left shoes where's your other shoe I can't find it …my siblings ... they are fighting themselves in the household because there is no person who can reprimand them …this becomes a problem.

Elizabeth: I even told them today that some of you are going to close mathematics books today you will only open them when we come back on Monday there is no continuing at all, there is no continuity at all you know if I gave you homework here and they come and parents should help them to write a letter but there was no letter and there was no Aha moment letter that I read.

Kgomotso: Then from the ones from Mozambique, mostly their parents they, I don't know what to say, they are uneducated. Mostly they are mechanics, they do hair neh, that's what they specialise in and going back home… the learner, she or he will be speaking in Tsonga whereas …here he is learning isiZulu, or isiXhosa, or

Setswana. There's no one helping the learner at home because the parents are not educated.

The above quotations demonstrate how participants enhance the inclusion of CLD learners through parental involvement. The participants invited all or individual parents to discuss the performance of the learners and to explore possible ways of supporting the learners. Nevertheless, not all parents attend the meetings since some of them are back in Mozambique which resulted in having child-headed families. Other parents were reported to have little knowledge hence they were not able to assist their children with homework. It can also be concluded that the lack of parental involvement among CLD learners deters learner achievement since there is no continual support when the learners get to their homes.

5.5.14 Development of a School Culture

One participant mentioned the value of school culture as a strategy to enhance inclusion of CLD learners. The participant mentioned that the principal is required to teach all the stakeholders about the culture of the school. Maboreke submitted the following:

Maboreke: Yeah, eh, as I am saying it is the principal who set the tone of the school, the… the culture of the school, then the participants, as a teacher of the school you have to first of all understand the culture of the school so that you know how to set a proper, eh, a playground for everyone to work together…a proper playground for everyone to work together.

The following section address the behavioural challenges that participants are confronted with in CLD classrooms.

5.6 BEHAVIOURAL CHALLENGES THAT PARTICIPANTS FACE IN DEALING WITH CLD LEARNERS

Most participants reported serious challenges that obstruct the inclusion of CLD learners in ordinary secondary schools. Participants stated that they experienced challenges such

as ethnically consolidated learner relationships, use of derogatory names, behavioural challenges, gangsterism and peer pressure. The network presentation below shows the behavioural challenges that participants confront in the Inclusion of CLD learners.
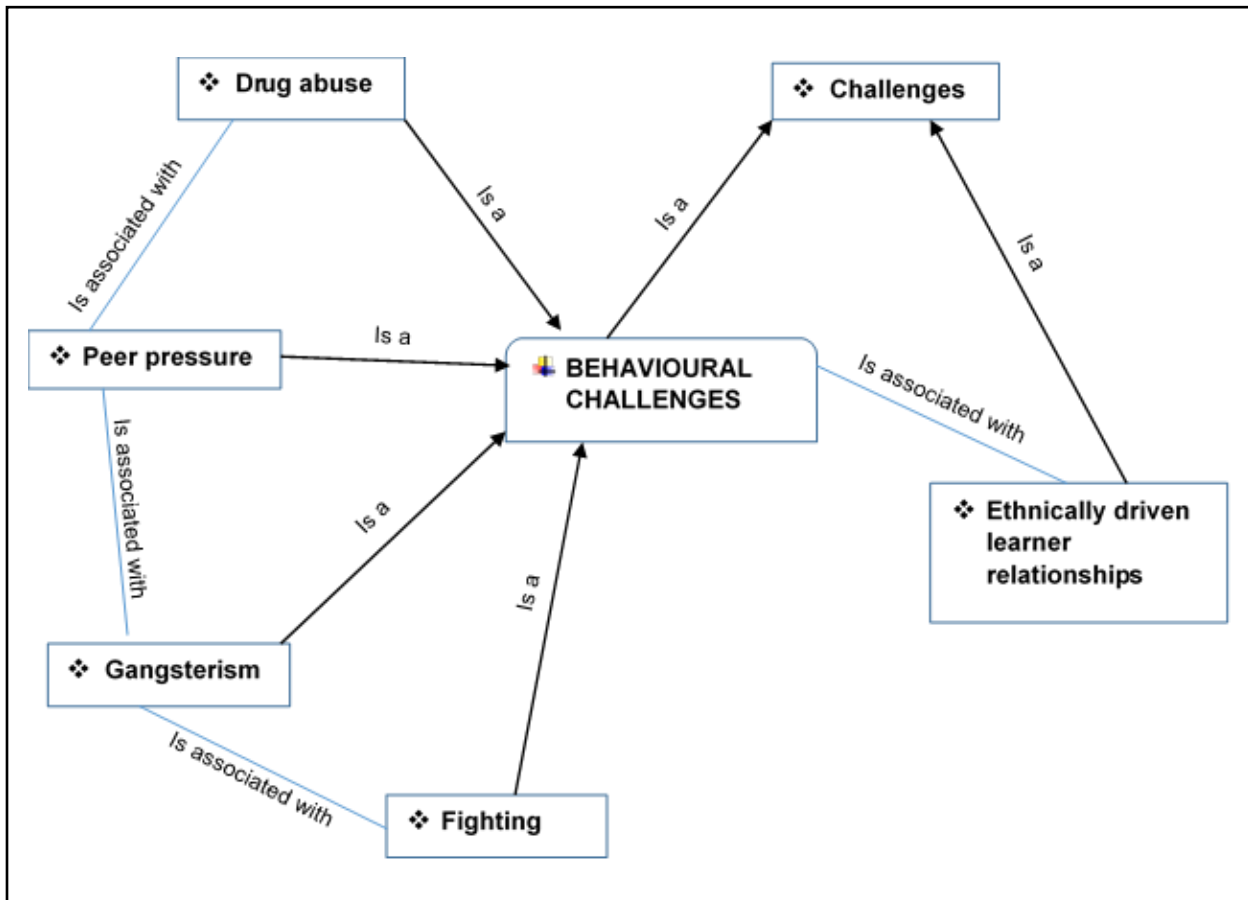
Figure 5.4: Behavioural challenges

5.6.1 Ethnically-driven Learner Relationships

Some participants complained about learners from the dominant cultural group looked down upon minority cultural and language groups. The participants confirmed that the dominant group of learners banded themselves according to their cultural orientation. The

minority groups felt intimidated to participate during classroom instruction as confirmed by the statements below:

Maboreke: Uh, is very divisive. That is how they relate in summary. Because you find the Venda learners, they'll always be together, even when they sit in the class. You find Venda sitting with Venda. You find the Tswana sitting with Tswana. You see, you will find Tsonga sitting with… with Tsonga and, and these relationship…is it on?

Elizabeth: You know sometimes the other cultural group looks down upon the other, the educators again says it in front of the learners, what it does …it makes that learner that was saying the wrong thing about this thing that he is always has right of saying this culture is like this and like that.

Furthermore, the participants affirmed that the ethnic group that has the majority of the learners such as the baTswana group tend to look down upon the other minority groups. The participants further mentioned that these CLD learners laugh at each other and this makes other learners develop an inferiority complex. The following are examples of what was affirmed during the in-depth interviews:

Shirly: Aaw, it's not easy, you know sometimes the…in some other classes, you will find that some other learners they group themselves according to their languages, yes and it depends in some classes sometimes you find that let me say, may be the Tswanas, we have more Tswana learners than Xhosa learners, so mostly they group themselves, they feel that other learners are not like learners when the Xhosas …because they are very few in that class raise a hand and ask questions or when you ask questions as a teacher you want them to respond, if the one that has limited number, if she/he raises his/ her hand they will start laughing that's how in my experience …because they feel that this one is the Xhosa, there is limited number in a class, they can't answer the question, then when they are the Tswana, that's the higher number in a classroom, they are able

but when you look at them, they know nothing, they are the same, they are learners of the same level, they are waiting to be taught by you as the teacher in that class.

Esther: Vendas and the Tsongas have inferiority complex and there are lots of nicknames that are being given to them, they are regarded as people who are outdated so I think if this can be taught to everyone in SA, not only the participants especially starting at the younger grades like if they start from grade R.

From the above discussions, it can be concluded that ethnically-consolidated learner relationships pose a threat to the relationships among CLD learners. Teachers are therefore be required to address ethnically-driven learner relationships and encourage cross cultural communication.

5.6.2. Fighting

Some participants reported that the CLD learners have behavioural challenges. For instance learners would fight in the presence of their teachers. Other learners were reported to use vulgar language. The following statements reflect on the behavioural challenges in the CLD classrooms:

Mundo: Umm but here I see a lot of fights. I don't remember one single instant seeing learners fighting at Mmabath. I don't even remember once, but here I have seen lots of fights, I seen have lots of stabbings, it's just a whole lot of factors that are involved which I never experienced that side and the way learners treat each other sometimes in the classroom, it's a problem. I think sometimes it's a conflict of languages…

Diamond: It's just an ordinary fight, it's just an ordinary fight. Sometimes you find that like Zulu and Tswana they'll fight amongst themselves, whereby then now there is this thing of gangsterism. You find the group of Zulus and group of Tswanas involved in fights. Like outside the township.

Woody: But behaviourally yoo - kids who have a behavioural challenge, behavioural problem, it's difficult to deal with them. If for instance you were never trained to deal with them, you don't get the support on how to… to… to deal with them. Yeah, such kids would be of a challenge...

Shirly: Fighting, it depends, sometimes they are from different groups. The challenges are these learners they do fight in your presence, sometimes you are busy teaching. There was a time, I cannot remember when was it, these two learners, a boy and a girl, I was teaching in class explaining in front of them, looking at them and the next thing, the other one just stand up and slap the other one and I didn't see them talking, the reason the other one when asked what caused the fight, he said to me, yoo, she was looking at me.

A few participants complained that some learners do not put on the correct school uniform:

Cynthia: Their backgrounds …they have major important role, you can see sometimes now we are approaching summer, During the winter time, a learner came here with a very nice jacket and then that day he or she will be walking all over the school, not learning anything, like, it's a fashion parade.

Diamond: Yeah skhotana, yeah they are. We do have them. Those will be wearing labels and so on, yeah we do have them. And those skhotanas they are very poor, very very poor. They don't care about education, they are here to make trouble, to show those other learners that they can afford. But in terms of books, it's a problem.

5.6.3 Gangsterism

Some participants lamented that most learners, including foreign nationals, were involved in gangsterism as stated below:

Woody: Diverse in their make-up in terms of ethnicity. So now the groups that I'm referring to, I'm just referring to gangsters. Gangsters would be a group but their make-up is not necessarily a particular ethnic group you know? It could be a gangster made of Zulus, Xhosas, and Tswanas and so on. So we… we… we do not have you know, an ethnic kind of eh, how… how do I put it? We, we, we, don't have ethnically based groups, but the groups are diverse in themselves you know?

Nyathi: Like the current problem that we have the problem of gangsterism you find that in a gang there are Zulus there are Xhosas there are Tswanas and even some of the foreign nationals you find they are also included or involve in that gangsterism like in my school there is a foreign learner who is actually notorious as a gang leader and most of the gang members are either Zulus Xhosas.

Megan: We are facing gangsterism, we face teenage pregnancy. For them it's just fashion and yaa, it's never enough.

Furthermore, the other participant also reported that these learners' behaviour was a result of peer pressure as confirmed by the statement below:

Megan: I would not say it's based on language. I would say it's based on them mam, trying to fit in, amm, it's based on them trying to make sense of their lives, you know, trying to, oh yaa trying to identify who they are somehow. You would find, it's an identity situation.

However, only one participant declared that CLD learners form gangs that are based on cultural and linguistic backgrounds. The participant echoed that learners do not respect themselves in these gangs. The verbal quote below clarifies the participant's perspective on gangsterism.

Elizabeth: There is no respect amongst them, they form gangsterism based on their cultural background.

5.6.4 Drug Abuse

Some participants reported that learners take drugs. These participants also reported that these learners use drugs so that they could be accepted by their peers. The two participants elaborated:

> *Nyathi: Some of them in one particular game they may be all drinking or all smoking they use certain drugs which are some of the problems or challenges that we experience at school so they have a liking for the particular thing or certain thing that they are actually enjoy together.*

> *Kgomotso: I… I will think that they want to be, eish…they want to be accommodated within the other groups. They want to prove that I can smoke. They want to be accommodated by the other cultures maybe? I, I don't know exactly, or it's peer pressure? I don't know.*

These challenges encapsulate what participants experience in CLD classrooms. Learners were involved in gangs, drug abuse, ethnically-driven learner relationships and fights. The participants were not allowed to use different forms of discipline except detention as articulated below:

> *Cynthia: The only punishment that they can give a learner is detention. You can't beat a learner, what you can do suggest punishment. Punishment just to sweep the class or maybe detention, and maybe detention …I can sit here until 4 o'clock to punish and monitor one learner. I have to go home to relax for another day.*

The preceding section discussed the findings from the in-depth interviews, non-participant observations and document analysis on the inclusion of CLD learners in ordinary secondary schools in Gauteng. The following chapter discusses the results of the study.

5.7 DISCUSSION OF FINDINGS

The current study explored the inclusion of CLD learners in ordinary secondary schools as a context for strategizing and proposing a model for successful and effective inclusion of these learners in Gauteng, South Africa. In this section, the findings are discussed under the following sub-headings which were derived from study objectives. The subsequent sub-headings are discussed:

The participants' understanding of inclusion,
 How participants practice the inclusion of culturally and linguistically diverse learners, and the strategies designed to enhance the inclusion of CLD learners.
The challenges that participants face in CLD classrooms were also discussed in this section. The findings of the study were presented in relation to the reviewed literature. The first subsection discusses the participants' understanding of inclusion.

5.7.1 Teachers' Understanding of Inclusion

The current section addresses the sub-research question 1.5.1 on how teachers understand the inclusion. In the discussion, reference is made to the literature reviewed on the teachers' understanding of inclusion. Hodkinson and Devarakonda's (2009), and Adedoyin and Okere's (2017) confirmed that teachers had multiple understandings of inclusion and these are discussed below.

Based on the findings of this study, teachers in Gauteng Province understood inclusion as accommodation of learners. This means incorporating all groups of learners with different capabilities in the same classroom. In addition, the teachers understood accommodation as the practise of tolerating people from different cultural and language as well as religious backgrounds. South African schools are diverse in nature with 11 official languages and schools in Gauteng are offering at least 3 home languages. Furthermore, these teachers understood accommodation of all learners from different language groups such as the Setswana, Zulu, Xhosa, and Venda as well as learners from

other countries such as Botswana, Lesotho, Nigeria, Malawi and Mozambique. The accommodation of all learners despite their different capabilities resonates with Inclusive pedagogy which advocates for a learning platform that accommodates every learner, to enable every learner to take part in all the classroom activities by creating a rich teaching and learning community (Florian & Linklater, 2010; Florian & Black-Hawkins, 2011; Spratt & Florian, 2013; Black-Hawkins, 2017).

The results of this study concur with the findings of Hodkinson and Devarakonda (2009) who established that teachers in New Dehli, India understood inclusion as the accommodation of learners from diverse backgrounds particularly the socially disadvantaged. The results are also consistent with Adedoyini and Okere's (2017) research who indicated that in Botswana, teachers understood inclusion as a strategy through which teachers can assist with supporting and overseeing and acknowledging learners with diverse characteristics. Similarly, the results resonate with Malak and Tasnuba's (2018) findings who also established that teachers understood inclusion as a practice of education that incorporates all kinds of learners in the same teaching space.

It also emerged that most teachers understood inclusion from a disability perspective meaning the inclusion of learners who are physically and mentally challenged including albinos. The teachers emphasised the need for infrastructure that accommodates learners with disabilities such as wheelchairs, ramps and laboratories. However, as indicated by the participants and as observed through this study, schools have insufficient infrastructure to accommodate learners with different disabilities.

The findings of the current study resounds with studies that were carried in Greece, (Fyssa, Vlachou & Avramidis, 2016), Thailand (Agbenyega and Klibthong, 2014), Jordan, (Amr, Al-Natour, Al-Abdallat & Alkhamra, 2016), Poland, (Starczewska, Hodkinson and Adams, 2012), Brazil (Alves, Storch, Harnisch, Strapasson, Furtado, Lieberman, Almeida & Duarte, 2017), Canada (Woodcock and Hardy, 2017) Hong Kong, (Leung and Mak, 2010) United States of America, Lalvani's (2013), Botswana (Otukile-Mongwaketse, 2011) and Zambia (Miles, 2011) where teachers understood inclusion as the placement

of learners with disabilities in the ordinary classroom setting. Furthermore, the findings of this study support the international legal frameworks such as the United Nations Conventions on the Rights of the child, (United Nations, 1989) and the Rights of the persons with disabilities (United Nations, 2006) in which a significant number of countries are signatories including South Africa. However, Makoelle (2012) suggested that the conceptualization of inclusion by South African teachers from a disability perspective should be reviewed

The results of the current study showed that teachers also understood inclusion of CLD learners in secondary schools in Gauteng as unity in diversity. The teachers explained that unity in diversity is the motto of their Gauteng Province which is considered as a "rainbow" or "melting pot" with many people from diverse cultural and language backgrounds. Unity in diversity is elaborated as embracing each other despite the cultural and language differences including embracing each other's norms and values. In addition, unity in diversity is enhanced by teamwork. The teachers emphasised that team members should collaborate to make inclusion work. The team members are the participants, learners and the community at large.

The findings of this study resonates with Duhan and Devarakonda (2018) and Kovac and Jortveit (2011) who confirmed that teachers understood inclusion as the participation of all learners in regular classrooms regardless of their beliefs, sexual orientation, ethnic group, or capability. These findings also concur with Chiner and Cardona (2013) who established that educating learners in the same classroom results in the development of reverence and acceptance of each other. In addition, the results resonate with Hodkinson and Devarakonda's (2009) who confirmed that participants understood inclusion as the establishment of links between the school and parents.

It further emerged from the present study that these teachers understood inclusion as the equal treatment and non-discrimination of learners. The teachers reiterated that they treat learners equally despite their diverse cultural and language backgrounds. These teachers also emphasised that they do not undermine their learners on ethnic grounds or remind learners of their cultural and language backgrounds especially the minority groups and the foreign nationals. Rather they focus on the learners' educational needs. The equal

treatment that learners receive from the teachers show that all learners including foreign nationals have equal access to education at any school in the South African context.

The findings of this study concur with Young, McNamara and Coughlan's (2017) who indicated that teachers understood inclusion as providing fair treatment and meeting the needs of all learners despite their cultural and language differences. These findings also resonate with Sosu, Mtika and Colucci-Gray (2010)'s study who established that teachers understood inclusion as the provision of academic support to all learners despite their race, religion, disability, including structuring lessons with such diversity in mind and creating a conducive and caring regular school classroom environment.

Consistent with literature, equal treatment and non-discrimination of learners is described as a human right and social justice issue. The understanding of inclusion as equal treatment and non-discrimination of learners resonates with Kamenopoulou and Dukpa (2018), Specht (2016), Fayez, Dababneh and Jumiaan (2011) Fayez, Dababneh and Jumiaan (2011), Majoko (2017), Lalvani (2013), and Kibthong (2013) and Alhassan (2014) who indicated that teachers understood inclusion from a human right and social justice perspective. The teachers' understanding of inclusion as equal treatment of all learners is supported by the inclusive pedagogy approach that argues that learners are expected to receive equal treatment from teachers and from schools as these teachers are required to plan and deliver lessons in a manner that reflect the proposition that all learners are of equal value (Mintz & Wyse, 2015).

Furthermore, the results of the current study show that teachers understood the inclusion of learners as understanding the background of the learners. The teachers emphasised that they make frantic efforts to learn the official home languages and to be part of the community by learning their social, cultural and language values. It can therefore be concluded that teachers have multiple perspectives in their understanding of inclusion. These perspectives include accommodation of all learners in the classroom, disability perspective, unity in diversity, equal treatment and non-discrimination of all learners, mutual respect of learners and understanding the background of learners. The subsequent section discusses how teachers practice the inclusion of CLD learners.

5.7.2 How Teachers Practice the of Inclusion CLD learners

The current sub-section discusses how participant participants practise the inclusion of CLD learners. The discussion made reference to the existing literature on how participants practice the inclusion of CLD learners in CLD schools in different countries. The current subsection addresses the following sub-research question: *How do teachers practice the inclusion of learners who are culturally and linguistically diverse?*

It emerged from the current data that participants practised the inclusion of CLD learners using code switching. Code switching which is referred to as translanguaging was used by most participants in their practice of the inclusion of CLD learners. The participants reported that they used code switch during classroom teaching for a variety of reasons such as when they are emphasising a point, clarifying a point, and giving examples. Other participants confirmed that they used code switching to assist learners who have a barrier with the language of instruction. Furthermore, the participants submitted that code switching should not be prolonged since there is no policy or legislation that supports code switching. Moreover, from what was observed, these participants practised unsystematic code switching since there is no policy or legislation that supports code switching.

The findings of this study are consistent with other findings from different countries such as the United States of America (Palmers et al, 2014), Malaysia (Then and Ting, 2011), Uganda (Abiria and Kendrick, 2013). These findings also resonate with Abiria and Kendrick (2013)'s study who indicated that participants have a tendency to code switch to the mother tongue even though the education policy does not endorse code switching.

It also emerged from the research findings that participants in the 3 selected ordinary secondary schools were creative in the practice of inclusion of CLD learners. These participants used technology to illustrate and demonstrate different concepts during classroom instruction. The participants alluded to their access to technology tools to access video clips, YouTube and pictures that enhance teaching and learning. The use of technology during classroom instruction enables participants to support all learners,

including CLD learners who struggle with reading English and may not be able to speak any of the official home languages. The participants also reported that they do a lot of illustrations and demonstration to accommodate CLD learners who struggle with English. The participants acknowledged and appreciated the government's efforts in allocating smartboards in their schools. These participants used illustrations and demonstrations in order to bring real life situations into the classrooms. It was also observed that these participants' use of technology captivated the learners' interests to participate during classroom teaching.

The findings of this study are consistent with international literature on how participants practice the inclusion of CLD learners in their CLD classes using technology. The findings of this study concur with Seifert et al (2019), Freeman (2011) and Hesterman (2017) who established that the use of technology in CLD classrooms encourages skills development and facilitates linguistic flexibility. These findings also resonate with literature from United States of America (Ertmer et al, 2012; Beschorner & Hutchison, 2013; Gorder, 2008), New Zealand (Wise, Greenwood and Davis, 2011), Turkey (Basal, 2015, Merç, 2015) which confirm that participants used technology for different reasons, including giving an opportunity for learners to enhance their schema and empower learners to collaborate and learn from one another. However, these participants lamented that they have large groups of learners, lack both professional development and financial support. The results also resonate with studies that were carried in the United Arab Emirates, Abu Dhabi (Almekhlafi & Almeqdadi, 2010) where participants practised the inclusion of CLD learners using technology to facilitate teaching and enhancing learner participation. These findings also concur with Wachira & Keengwe, (2011), Merç (2015) who established that some participants were unable to integrate technology in their classrooms because they did not have access to technological devices.

The findings from the interviews and non-participant observations confirm that a few of the participants practiced the inclusion of CLD using differentiated instruction. These participants confirmed that using differentiated instruction would improve learners' readiness and interest. The findings of the current study concur with studies that were

carried by Schien (2015) who indicated that participants used differentiated instruction which included adjusting teaching through scaffolding, tiering instruction and giving learners an opportunity to choose learning activities. Similarly, Santangelo and Tomlison (2012) confirmed that in United States of America participants used a variety of differentiated instruction strategies such as multiple forms of grouping to enhance the understanding of content. The study findings also resonate with studies that were carried in Massachusetts and Pennsylvania in the United States of America (Watts-Taffe et al, 2012) where participants practiced differentiated text selections, flexible grouping and a variety of graphic organisers to improve comprehension of content for the learners. However, the selection of content contradicts with the study findings. These participants were not at liberty to select their own texts since they are required to follow the Annual Teaching Plan (ATP) which has specified the teaching content and the assessment activities for each learning phase and grade level.

In addition, the findings of this study prove that teachers differentiated instruction to learners with learning barriers such as learning disabilities and learners with albinism. The participants confirmed the use of amanuensis as indicated in section 5.3.2. Full-service schools also provided therapist laboratories to accommodate learners with vision and speech challenges as mentioned in. The findings of this study concur with Zaravaki and Schneider (2011), Nanda and Susando (2018) who established that teachers used computer technology such as assistive technology, tape recorder, Braille printer, screen enlargement, CCTV, virtual tower, role-play and musical instruments to facilitate teaching and learning in CLD classrooms. However, these ordinary schools do not have sophisticated infrastructure to support learners with disabilities. The findings of this study also resonate with Dakwa (2014) who indicated that schools in Zimbabwe do not have enough resources such as Braille books and large print books to support learners with disabilities.

The present study also established that the participants practiced the inclusion of CLD learners using culturally responsive teaching, and learner-centred teaching approach. The participants used terms such as problem-based learning, self-discovery, peer

teaching and group work as instructional methods in CLD classrooms. The participants illuminated that most of the work was done by the learners as the participants facilitated teaching and learning. It also emerged that these participants used multiple collaborative methods to enhance interaction among CLD learners. It was also observed that participants used peer teaching in CLD classrooms so that learners who are conversant with English could explain to their peers who have challenges with the medium of instruction. It further emerged from the findings that some participants used peer tutoring because they were not able to code switch to any of the official home languages. The study findings also show that participants enhanced learner-centred teaching using a variety of grouping strategies to enhance learner engagement in CLD classrooms.

The study findings concur with Roxas (2011) who confirmed that participants in America created culturally responsive reciprocal classrooms to enhance dialogue and collaboration. Similarly, these study findings resonate with Bergeron (2008), Tobin & McInnes (2008), Roxas (2010); Roxas (2011), Kumar & Hamer (2012), Choi (2013), who indicated that participants used collaborative group work and culturally responsive teaching methods to create a powerful classroom community that accommodated learners from CLD. The use of collaborative teaching methods gives all learners an equal chance in education which is in line with the inclusive pedagogy approach which rejects the belief that the performance of learners who are less capable maybe a detriment to the progress of other learners. In addition, the findings of this study resonate with literature in New Zealand (Melchior, 2011) which established that a culturally responsive teaching approach helps CLD learners to acknowledge their prior experiences and also affords learners an opportunity to learn from one another. However, the findings of this study contradict those of Ukpokodu (2011) who established that participants had difficulties in using culturally responsive teaching methods in mathematics, arguing that mathematics is an abstract subject which should be taught through a universal language since numbers are the same across culture, time and space. The findings of this study show that participants were code-switching in the Mathematics and Accounting subjects even though English is the language of instruction. These findings are in line with inclusive pedagogy which appreciates diversity in the classrooms and attempts to embrace these

differences by using collaborative instructional methods such as cooperative learning and peer tutoring (Spratt & Florian, 2013).

The findings of the current study further confirmed that participants practiced the inclusion of CLD learners using scaffolding. The participants were able to provide support to the learners until the learners did the work on their own. These participants interacted with learners and sometimes provided code-scaffolding on different tasks and activities, showing them how they can solve, for example Maths, Accounting and Science problems, and then the participants would gradually release the learners to do the assigned activities on their own. During scaffolding, the participants would also ask questions to enhance interaction and comprehension. The findings of this study resonate with studies that were carried out in United States of America (Pentimonti & Justice, 2009) where participants practiced the inclusion of CLD learners using a variety of scaffolding strategies in order to meet their specific needs. The findings of the current study also concur with Gort and Pointier (2013) who confirmed that in Unites States of America, participants used scaffolding to involve learners in educational tasks, enhance learner interaction and to help these learners to make connections. The results of this study further correspond with studies that were carried in U.S.A (Fennema-Bloom, 2010; Zhang-Wu, 2017; Patchen & Cox-Peterson, 2008) where participants practised the inclusion of CLD learners using code- scaffolding to enhance comprehension of content, facilitate teaching and learning and increase engagement among CLD learners. However, several other studies also confirmed that these participants unconsciously practiced scaffolding since they never mentioned it as a practice. This resulted in inconsistencies in the use of scaffolding as a teaching method in CLD classes. These findings concur with Athanases and de Oliveira (2014) who confirmed that participants provided routine support to CLD learners instead of instructional scaffolding and this resulted in learners' overdependence on support.

It further emerged that participants were practising the inclusion of CLD learners through the question and answer method in tandem with other teaching methods. The participants reported that the question and answer method improved the understanding of concepts. The participants also mentioned that the question and answer method enabled learners

to approach tasks at an individual level. However, other participants confused the question and answer method as a practice of giving learners questions that they were required to answer in their classwork books and thereafter rectify their mistakes. The findings of this study resonate with studies that were carried in Kuwait (Al-Darwish, 2012). Participants also used the question and answer method to help learners to acquire knowledge. Moreover, the findings of this study concur with literature in New Zealand (Davis & Sinclair, 2014) where the question and answer method was established to increase learners' depth of thinking, helped participants to realise learner potential and improved learner engagement. The findings further confirm what Oliveira (2010) established that in United States of America when participants used question and answer method to scaffold learners' scientific thinking and to encourage interaction among learners. The preceding section discussed how teachers practice the inclusion of CLD learners. The subsequent section discusses the strategies to enhance the inclusion of CLD learners.

5.7.3 Strategies to Enhance the Inclusion of CLD Learners

The current sub-section discusses the strategies to enhance the inclusion of CLD learners as reflected by the study findings. The present section was guided by the following research question: *what strategies enhance the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?* The section also made reference to the available literature on the strategies that enhance the inclusion of CLD learners.

The study establishe that there are many strategies that can be applied to improve teaching of CLD learners in ordinary secondary schools in Gauteng Province. Among the strategies is the formulation and amendment of government policies. It emerged from this study that government policies such as the EWP6, SIAS, the CAPS curriculum and language policies play an important role in accommodating CLD learners in ordinary secondary schools. However, some participants indicated that there is lack of government and institutional support especially in relation to implementation of these policies. These educational policies were created to promote inclusion of all learners including CLD

learners. The findings of this study resonate with He et al (2014) who emphasises the value of cosmopolitanism which aims at reframing educational policies and practice in CLD education. These findings also confirm what Samkange (2013) confirmed that inclusion can be a reality if there is support from the government which is obliged to train more teachers in inclusive education practices. The findings of the current study further confirm what Engelbrecht, Nel, Smit and Deventer (2016) established. Meier and Hartell (2009) reiterated that a new democratic South Africa has brought an awareness of the diverse nature of society in the country hence the accommodation of the experiences of all people in South Africa should be part of educational planning.

The findings of this study further established that participants require more in-service training to teach CLD learners since some of the participants were trained during apartheid and only received Eurocentric education. The findings also show that there is a gap in the training that participants received. It also emerged from the participants that in-service and pre-service training would enhance the inclusion of CLD learners in ordinary secondary schools. The findings of this study support what was conceptualised by Gao and Mager (2011), Chu (2011) and Ford (2012) that university institutions should prepare educators to be culturally competent to help them to know and understand learners in CLD settings. These findings are also supported by Tchombe (2017) who argued that there is need for a new curriculum that addresses specific competences, teachers' attitudes, beliefs and knowledge. In addition, (Tchombe, 2017) also mentions that teachers should have opportunity for continuous professional growth which can be achieved through school-based training, seminars, workshops (Tchombe, 2017).The findings of this study also concur with Florian et al (2012) and Florian & Spratt (2013) who argued that in inclusive pedagogy, teachers should believe that they are qualified and capable of teaching all learners. These findings further resonate with Villegas (2012), Petriwskyi (2010), Larocque et al (2011), Miller (2011), Chu (2013), Diallo and Mazonniaux (2016), and Moloney (2016), who established that multicultural teacher programmes should incorporate CLD teaching and learning so that all teachers can be culturally and linguistically competent.

In addition, the study findings confirmed that workshops and training of teachers could enhance teaching of CLD. The participants pointed out that they were workshopped on the inclusion of CLD learners through attending secondary school intervention programmes. However, it also emerged that the training and workshops were inadequate since they were not specifically focusing on teaching CLD classrooms. The results of this study concur with Heineke et al (2013), Dixon et al (2014) and Sleeter (2012) who confirmed that participants should receive training through workshops to enhance the inclusion of CLD learners.

It also emerged from this study that the inclusion of CLD learners can be enhanced by incorporating ethnically and culturally diverse content in the teaching of CLD learners. This included activating the CLD learners' schema by incorporating the learners' real-life experiences during teaching and learning for the benefit of all CLD learners. The teachers reiterated that they included CLD content for reinforcement. It further emerged that the inclusion of CLD content goes beyond the classroom to the cultural activities such as Heritage Day activities where learners are allowed to showcase and celebrate their cultural heritage through dance, drama, poetry, music and dressing. The findings of this study concur with Ang (2010), Terry and Irving (2010), Loracque (2011) and Berryman et al (2015) who argued that teachers are required to be culturally competent so that they can use students' experiences in CLD classrooms. The findings of this study also resonate with Diallo and Maizonniaux (2016) who mentioned the importance of using CLD textbooks in CLD classrooms.

It further emerged that teachers enhanced the inclusion of CLD learners through multiliteracy   recognition during teaching in CLD classrooms. Teachers confirmed that they used code switching and peer tutoring which allowed learners to use their own home languages during group discussions. The findings of this study resonate with He et al (2014) who established that multiliteracy   recognition helps learners to develop confidence and motivation. In addition, He et al (2014) emphasises the importance of cosmopolitanism as it supports learners' opportunities to be connected to their own and others' culture. The findings of this study further concur with Choi (2013) who argued that

the creation of a learning community such as reading groups help learners to construct collaborative knowledge with others. It can therefore be argued that multiliteracy recognition and innovation are of paramount importance in enhancing the inclusion of CLD learners in secondary schools. However, the study also indicated that despite code switching and peer tutoring, there were some minority languages that were not recognised in schools and this posed challenges to some CLD learners, especially immigrant learners.

Among many strategies that were mentioned by participants of this study is the development of a school culture. It emerged that the value of school culture is an important strategy to enhance inclusion of CLD learners as participants are required to understand the culture of the school and work as a team. It further emerged that the principal of the school is required to set the tone of the school for both the teaching participants and the learners. This finding is consistent with the emphasis by Larocque et al (2011) and Vincent et al (2011) that schools and other support structures play a pivotal role in addressing cultural differences. In addition, the findings concur with Shevlin et al (2013) who confirmed that the ethos of the school determines learners' belonging to the learning and social environment of the school. The findings of this study further concur with Ainscow and Sandill (2010) who conceptualised that leadership practice is a crucial element in gearing education systems towards inclusive values and bringing about sustainable change. Furthermore, the findings of this study established that it is part of the school ethos to participate in cultural activities such as those done on the Heritage Day to enhance the inclusion of CLD learners. Participants explained that learners are given a day at school to celebrate their different cultures. The cultural activities bring together learners and participants and provide an opportunity for both to learn new things about CLD.

The findings of this study showed that collaboration among teachers is a very important strategy to enhance the inclusion of CLD learners. Collaboration was explained by participants as working together to enhance the inclusion of CLD learners in ordinary secondary schools. The findings of this study concur with Heineke et al. (2013) who

commended that teacher candidates, teachers and learners can benefit from holistic community-based field experience when all partners enter as learners and recognise one another's assets. The findings of this study further resonate with those of Miller (2011) who emphasises the value of positioning teachers as "knowers" who are able to work productively in collaborative professional communities. In addition, the study findings concur with Ainscow and Sandill (2010), Minou (2011) and Lucas and Villegas (2013) who established that collaboration between school, teachers and learners is an important strategy to enhance inclusion. However, a study by Mirna et al (2014) confirmed that the participants face a number of challenges that make the execution of collaborative learning a hurdle. Hence as suggested by Olivos et al (2010) effective collaboration between the CLD parents and school personnel requires a more democratic and collaborative model, where the school provides CLD parents with the time and space to express their opinion and interests.

The findings of this study also confirmed that community engagement and parental involvement are effective strategies that can enhance inclusion of CLD learners. The participants indicated that the community must be engaged for effective inclusion of CLD learners and the government must play an integral role in making the community conscious about its role in inclusion of CLD learners. The findings concur with the findings of Larocque et al. (2011) who established that collaboration between home and school can help the CLD learners to achieve their best in ordinary schools. It further emerged in this current study that participants enhance the inclusion of CLD learners through parental involvement. Parental involvement can be successful if participants organise meetings with parents and engage them on various ways of offering support to their children. This agrees with Heineke et al (2013) who confirmed that collaboration can be enhanced through community-based teacher preparation programmes and these partnerships can benefit schools and community organisations. The results of this study confirm what other researchers (Larocque et al., 2011; Valls & Kryiakides, 2012) established that parents play an important role in creating a school that meets their child's needs. Furthermore, the findings concur with what was established by Larocque et al (2011) that the involvement of parents help participants to gain insights on how to meet the needs of CLD

learners since the information that the participants gain from parents would assist the participants to plan activities and set appropriate goals for learners. However, the findings also show that some parents did not support their children. This is in tandem with inclusive pedagogy which calls for all teachers to work with adults and respect the dignity of all learners as members of the classroom community (Florian & Black-Hawkins, 2011; Spratt & Florian, 2013).

Furthermore, it emerged from this current study that research and lesson preparation enhance the inclusion of CLD learners. Participants of this study clarified that research enhances the participants' knowledge of the content of the subject and lesson planning for the CLD learners. After research and lesson planning, the participants would carry out performance assessments. The findings indicate that performance assessment is very crucial because it gives the participants an opportunity to check individual learner's strengths and weaknesses to design a strategy to support them. The participants emphasised the significance of performance assessments by using Bloom's taxonomy when preparing the performance assessment for CLD learners. These performance assessments would then determine if learners would need extra classes or intervention. These findings are important to this study despite not having been discussed in the literature review and yet they address an important research question on strategies to enhance the inclusion of CLD learners. The same is true of the findings on motivation, which was also confirmed by many participants who reported that they used motivation as a strategy to enhance the inclusion of CLD learners. These participants reported that they empowered learners through motivation. The participants further alluded that they rewarded and encouraged CLD learners so they can prioritise their education.

5.7.4 Behavioural Challenges

Research findings under section 5.6 establish that teachers are confronted with several challenges during teaching and learning of CLD learners in ordinary secondary schools. Although most of the previous research studies focused on the challenges that teachers face in the inclusion of CLD learners, participants in this research study mentioned learner

behavioural problems that affect the daily teaching and learning in CLD classrooms. The CLD learners are subjected to challenges such as ethnically-driven learner relationships, fighting, gangsterism, teenage pregnancy, drug abuse. The findings also confirm that most of these challenges are a result of peer pressure as these learners would want to prove their worthy to their peers. These challenging behaviours have a negative impact on teaching and learning as some learners would fight in class while the dominant ethnic group would not want to associate with learners from minority ethnic groups. The findings on ethnically driven learner relationships resonate with (Matengu, Likando & Haihambo, 2019) who confirmed that some schools in Namibia were rejecting and stigmatizing CLD learners in different ways.

5.8 CONCLUSION

The current chapter presented, analysed, interpreted and discussed the study findings on the inclusion of CLD learners in ordinary secondary schools in Gauteng Province. The study focus was on how teachers understand the inclusion of learners, how teachers practiced the inclusion of CLD learners and the strategies to enhance the inclusion of CLD learners in ordinary secondary schools in Gauteng, South Africa. The following chapter presents the summary, conclusions and recommendations.

CHAPTER 6 : PROPOSED MODEL FOR THE INCLUSION OF CLD LEARNERS IN ORDINARY SECONDARY SCHOOLS

6.1 INTRODUCTION

The aim of this study was to explore how teachers include learners who are culturally and linguistically diverse in ordinary secondary schools in Gauteng Province, South Africa as a context for strategizing and proposing a model for successful and effective inclusion of these learners. The previous chapter focused on data presentation, analysis and discussion. In this chapter, the discussion focuses on the proposed model for the inclusion for the inclusion of CLD learners in ordinary secondary schools in South Africa. The adoption of this model would assist the Department of Education, the school districts, the school management, teachers, the community, parents and the learners in advancing the inclusion of CLD learners in schools. The model for the inclusion of CLD learners is also presented to advance the recommendations presented in section 7.6. The chapter is guided by the following research question:

What model can be proposed in inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?

The model for the inclusion of CLD learners in ordinary secondary schools is presented in figure 6.1 below:
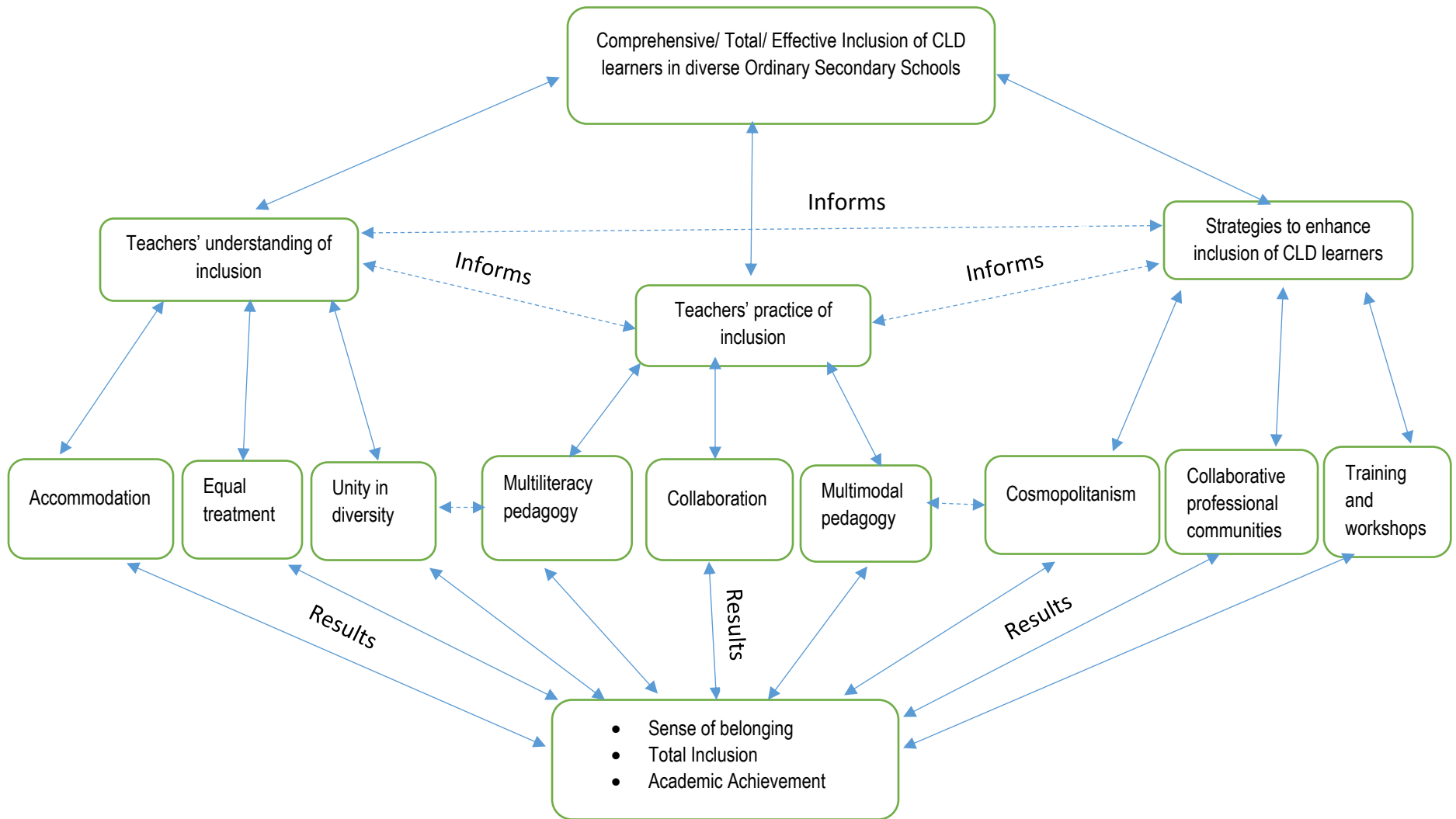
Figure 6.1: Proposed Model for inclusion of CLD learners in ordinary Secondary Schools

The model above shows the relationship amongst the three entities and how they could advance the inclusion of CLD learners. Embedded in the model are the teachers' understanding of inclusion which influences the teaching practices and the strategies and vice versa. The teachers' understanding of inclusion contributes to better selection of teaching practices that accommodate all learners including CLD learners. Similarly, teachers' understanding of inclusion informs the strategies that could be used to advance the inclusion of CLD learners. Details on each of the aforementioned themes are explained below.

6.2 COMPONENT 1: UNDERSTANDING INCLUSION

Based on the findings from the participants' views and the literature review, the researcher found it prudent conceptualise aspects of the model as follows: teachers' understanding of inclusion embracing accommodation, equal treatment and unity in diversity. Firstly, teachers need to have a common understanding of the terms; inclusion, cultural and linguistic diversity in order for them to promote and value cultural and linguistic diversity in their classrooms. The teachers' common understanding would also enhance their understanding of the diverse needs of CLD learners.

From the research findings in section 5.3.1, accommodation of all learners means having all learners in the same classroom including migrants regardless of their linguistic, cultural and religious backgrounds. The discussion in section 5.3.3 shows that teachers understand inclusion as the equal treatment and non- discrimination of learners by emphasising that they do not look down upon minority group of learners. The equal treatment of learners by teachers would curb ethnically driven-learners relationships which would result in equal access to education. In that light inclusion of all learners including CLD learners should not only focus the accommodation of all learners but also on the equal treatment of all the accommodated learners. The equal treatment of all learners would result in total inclusion and high academic achievement. Study findings in section 5.3.4.also showed that the South African classrooms comprise of CLD learners

including migrant learners. The participants alluded that they are conscious of ethnically driven relationships but they always promote unity in diversity among learners.

Teachers are therefore required to accommodate CLD learners, treat learners equally and promote unity in diversity among learners. Teachers' understanding would also assist teachers in selecting the appropriate teaching methodologies to facilitate teaching in CLD classrooms. The section below addresses teacher's practice of inclusion of CLD learners.

6.3 COMPONENT 2: TEACHERS' PRACTICE OF INCLUSION

The second component on the model addresses the teachers' practice of inclusion of CLD learners in secondary schools. The concepts that are addressed include multiliteracy pedagogies, collaboration and multimodal pedagogies.

6.3.1 Multiliteracy pedagogies

Further to the fact that many participants mentioned code-switching as a practice in the inclusion of CLD learners in section 5.4.1 and illustrations and demonstrations through technology such as smart boards, technology tools, internet and television in section 5.4.6, it emerged from the literature in section 3.3.1 that teachers used multiliteracy pedagogies such as drawings, pictures, demonstrations, gestures, computers, visuals and multiple languages in the inclusion of CLD learners (Ntelioglou et al, 2014; Hepple et al, 2014). However, findings also indicate translanguaging and code-switching during teaching and learning was not systematic since there is no policy guidelines on the use of such practices during teaching and learning. Findings from section 5.4.6 also show that not all secondary school teachers have smart boards, technology tools and internet connection in their classrooms. Thus, in the context of the model, teachers in ordinary secondary schools are required to have access to a variety of multiliteracy pedagogies to enhance teaching and learning of CLD learners. Some aspects of multiliteracy pedagogy synchronise with the Vygotskian perspective of the Cultural-Historical Activity Theory (CHAT) where simulation games are considered a major component for mediating

learning (de Beer & Henning, 2011). The use of a variety of multiliteracy   pedagogies enhances learners' understanding and engagement with content which would result in improved learner academic achievement as alluded in section 3.3.1.

6.3.2 Collaboration

 It also emerged from the literature reviewed in section 3.3.2 and from the participants' views that teachers engage with the inclusion of CLD learners using collaborative teaching methods such as group, peer tutoring and problem based learning as shown in section 5.4.6. It is evident from the participants' views peer tutoring, group work and problem-based learning as collaborative teaching methods instil a sense of belonging, collectivism and dialogue since learners are able to interact and connect as they share ideas in their groups. It is also in these groups that the teacher is able to differentiate instruction. Teachers may also use other collaborative teaching strategies such as the jigsaw. In addition, collaborative teaching methods are a prerequisite among CLD learners as they reduce ethnically-consolidated learners' relationships among CLD learners.

In addition to multiliteracy   and collaboration, it emerged from the literature and participants' views that teachers used multimodal teaching pedagogies as indicated in 3.3.1. The multimodal pedagogies include a variety media resources such as translator, technology, digital workshops, power points, videos, online dictionaries, visual cues, illustrations, demonstrations, Claymation, audios and images. However findings from participants in this study did not mention most of these multimodal pedagogies but they indicated that they use braille and amanuensis as highlighted in 5.3.2. It is therefore recommended in this model that ordinary secondary school teachers in Gauteng, South Africa are required to use a variety of multimodal teaching pedagogies in the inclusion of CLD learners. The department of education, school districts and school management are required to invest in teaching and learning materials that enable teachers to use multimodal pedagogies. The use of a variety of multimodal pedagogies would to enhance full integration and interaction among learners. The various multimodal pedagogies would

also have a positive impact on self-efficacy and skills development among these CLD learners as indicated in 3.3.1 and this would result in high academic achievement. The following section discusses the third component of the model.

6.4 COMPONENT 3: STRATEGIES

The third component on the model addresses the strategies that enhance the inclusion of CLD learners in ordinary secondary schools in Gauteng, South Africa. Chief among the strategies emerging from the study were the following: cosmopolitanism, collaboration of professional communities and formulation and amendment of CLD policies.

6.4.1 Cosmopolitanism

It further emerged from reviewed literature as indicated in section 3.4.1 and 3.4.2 and from the participants' views as alluded to in section 5.5.1, 5.5.2 and 5.5.6 that cosmopolitanism is one of the umbrella strategies that can enhance the inclusion of CLD learners. This involves the reframing of educational polices to fully accommodate CLD learners. The Department of Education should therefore reformulate and amend policies to enhance the inclusion of CLD learning. This includes amending the CAPS curriculum to include culturally responsive textbooks. In addition, teachers are required to learn from their learners' histories and their social economic realities as indicated in 3.4.2 so that they can apply culturally responsive pedagogies in CLD classrooms. Furthermore, learners are required to understand the global connectedness and support each other. This would curb ethnically-consolidated learner relationships that exist among learners as mentioned in section 5.6.1. The understanding of each other's culture also help to promote understanding among learners.

6.4.2 Collaborative Professional Communities

The government, the school principals, teachers, parents, community and learners are required to collaborate in building a culturally and linguistically diverse environment as

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indicated in 3.4.1. Teachers are therefore supposed to be positioned as "knowers", able to work productively in collaborative professional communities (Miller, 2011). The school principals are required to inculcate a sense of belongingness for the teachers and for the community which would cascade down to the CLD learners as alluded to in 3.4.11. The learners must be taught to appreciate and support one another. The teachers are required to support the CLD learners and use collaborative teaching strategies which would result in high academic achievement among the learners as mentioned in 3.3.2. Collaboration with the community would succeed if teachers integrate community resources and community practices in the programmes. Teachers are therefore required to create a culture and language awareness through collaboration with the parents and the community at as indicated in section 5.5.12 and 5.5.13.

6.4.3 Training and Workshops

In-service training and workshopping teachers in the inclusion of CLD learners should empower teachers to deal with CLD classrooms as indicated in section 3.4.1 and section 3.4.5. Most teachers do not possess the required knowledge to teach in these classes as mentioned in 5.5.3. Moreover, other teachers have not received adequate training and workshops to teach in CLD classrooms as indicated in 5.5.4. Thus, the Department of Education should appoint facilitators to train teachers in handling and valuing the complex cultural and linguistic identities of the learners, so that teachers do not get overwhelmed when they are confronted with these learners. Teachers as professionals must be equipped with knowledge on understanding of cultural and linguistic diversity and its impact on lesson preparation and teaching practices. The teachers' knowledge of CLD learners play a pivotal role in enhancing the learners' academic achievement. The subsequent section presents the strength and limitations of the study.

6.5 CONCLUSION

This chapter addressed the proposed model for the inclusion of CLD learners. The model focused on three key components that include the teachers' understanding of inclusion,

how teachers practise the inclusion of CLD learners and strategies to enhance the inclusion of CLD learners. This study concludes that the teachers' understanding of inclusion plays a pivotal role in their selection of appropriate teaching strategies. It can also be concluded that the teachers' understanding of inclusion has a significant impact on strategies that can enhance the inclusion of CLD learners. Thus the three components that constitute the model are intertwined. These three components are a springboard to CLD learner academic achievement, sense of belonging and comprehensive inclusion of CLD learners. The ultimate chapter focuses on the summary, conclusion and recommendations derived from this study.

CHAPTER 7 : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The aim of this study was to explore how teachers include learners who are culturally and linguistically diverse in ordinary secondary schools in Gauteng Province, South Africa, as a context for strategizing and proposing a model for successful and effective inclusion of these learners. The previous chapter focused on the proposed model for the inclusion of CLD learners in ordinary secondary schools. The present chapter recaps the context of the research problem and the summary of the findings based on each sub-research question. In addition, the current chapter presents the summary, conclusion, recommendations, suggestions for further research and the concluding remarks.

7.2 A REVIEW OF THE RESEARCH PROBLEM

Research studies confirm that inclusion has been widely researched at both national and international level and teachers use various teaching strategies which promote a sense of belonging, unity and collaboration among CLD learners. However, teachers grapple with the inclusion of CLD learners in schools as mentioned in section 1. 2. Such countries include United States of America (Khong & Saito, 2014; Terry & Irving, 2010), India (Pandey, 2011), Finland (Acquah et al, 2015), Kenya (Nyaga & Anthonissen, 2012), Nigeria (Okebukoka et al 2013). Botswana (Mhlauli, 2010; Pansiri, 2012; Dryden-Petersno, 2017) and Namibia (Davids 2011; Biraimah, 2016; Matengu et al, 2019). From these studies, it was established that including CLD learners in the classrooms was a challenge for teachers. In South Africa, previous researchers on inclusion such as Ntombela, (2011); Dalton et al (2012); Donohue & Bornman, (2014); Murungi, (2015); Engelbrecht et al (2015) have primarily focused on the implementation of inclusive education in South Africa. Premised on the dearth of studies on the inclusion of CLD learners in South Africa, the current study is grounded on the conception that teachers' multi-faced challenges in including CLD learners in secondary schools can be addressed through the teachers' own understanding of inclusion, teachers' practices of inclusion of

CLD learners and strategies that enhance the inclusion of CLD learners. The following sub-section presents a summary of the findings of the present study.

7.3. SUMMARY OF THE STUDY

The purpose of this study was to explore how teachers include learners who are culturally and linguistically diverse in ordinary secondary school classrooms as a context for strategising and proposing model for successful and effective inclusion of learners in Gauteng, South Africa. Chapter 1 provided the statement of the problem, rationale for the study, an overview of theoretical framework, an overview of the research methodology and design, data collection techniques and definition of key concepts. The aims and objectives for the study were also highlighted. The study was guided by the following research main question and the sub-research questions:

How do teachers include learners who are culturally and linguistically diverse in the ordinary secondary schools?

- How do teachers understand inclusion of learners?
- How do teachers practice inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?
- What strategies enhance the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?
- What model could be proposed in inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?

The second chapter reviewed inclusive pedagogy (Florian & Black-Hawkins, 2011) as the theoretical framework. The chapter also discussed an international perspective on the historical development of inclusion in education which include the extermination era, the era of institutionalisation, special education and finally inclusion in education. The main focus of inclusion was the inception of including CLD learners, the human rights and the social justice agenda, the key global policies on including CLD learners such as the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) on the inclusion of CLD learners, the index for inclusion, the inclusive charter points

and the benefits and challenges of inclusion of all CLD learners. In addition, the chapter discussed the models linked to the eras of the moral model, medical model and the social model of disability. The information on the historical development of inclusion offered a springboard to understand the rationale for incorporation of CLD learners in schools. The chapter further discussed the global perspective on the inclusion of CLD learners. Countries that were examined include the US, Australia, Canada, Botswana, Namibia and lastly South Africa. The major focus was on the statistics of CLD learners, policy and legislative frameworks on the inclusion of CLD learners and the demands exerted on teachers in the ordinary classrooms as they strove to get the entire inclusion project working.

Chapter 3 reviewed literature that situated this study within the inclusion of CLD learners discourse. The review of related literature was aimed at addressing the following research questions.

- How do teachers understand inclusion of learners?
- How do teachers practice inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?
- What strategies enhance the inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?
- What model could be proposed in inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?

The first segment of the literature review discussed teachers' understanding of inclusion from a disability perspective, human rights perspective and the social justice agenda. According to the reviewed literature, some teachers had a comprehensive understanding of inclusion while others had no understanding at all. The second segment examined how teachers practised the inclusion of CLD learners. The teaching practices that were discussed include the multiliteracies pedagogy, covering aspects such as translanguaging/ code-switching, multi-modal communication covering aspects such as the use of ICT to CLD learners including learners with disabilities, collaboration and culturally responsive teaching approaches, differentiated instruction and scaffolding as

alluded to in section 5.4.5, 5.4.6 and 5.4.7. The third segment reviewed literature on the strategies that enhance the inclusion of CLD learners. These covered the formulation and amendment of CLD policies, cosmopolitanism, collaborative professional communities, inclusion of ethnically and culturally diverse content, reappraisal of personal and institutional ideologies, parental involvement and participation in the learning of their children, multiliteracies recognition and innovation use, integration of critical literacy practices, incorporating cultural and linguistic diverse content in university institutions, disruption of dominant cultural and linguistic discourse and the development of a school culture.

Chapter 4 discussed the research design and methodology utilised in this study. It discussed the interpretivist research paradigm, the qualitative research approach, descriptive phenomenological design, population and study setting, critical case sampling, data collection techniques and thematic data analysis. The data was analysed using ATLAS.ti version 8.0. Moreover, the chapter examined issues of trustworthiness (credibility, transferability, dependability and confirmability). Ethical issues that were discussed include permission, anonymity, confidentiality, informed consent, honesty with professional colleagues and protection from harm.

Chapter 5 analysed, interpreted and discussed the findings of the study. Themes that emerged include teachers' understanding of inclusion, teachers' practice of inclusion of CLD learners and the strategies to enhance the inclusion of CLD learners. In addition, the proposed model on the inclusion of CLD learners is presented in section 6.7. As mentioned in section 5.3, it was established from the findings that teachers understood inclusion as the accommodation of all learners, unity in diversity, understanding the background of learners, equal treatment and non-discrimination of learners while other teachers understood inclusion from a disability perspective.

Theme two focused on how teachers practise the inclusion of CLD learners in ordinary secondary schools. It was confirmed that teachers used a variety of teaching methods in the inclusion of CLD learners and these entail translanguaging/code-switching,

scaffolding, differentiated instruction, question and answer, illustration and demonstration using technology, and learner- centred teaching approaches such as peer tutoring, group work and problem-based learning, as discussed in 5.4. However, some teachers lamented the restrictive ATP that they are required to use, a curriculum mandatory to the extent of taking away any room for creativity. Other teachers were worried about the effectiveness of translanguaging since the policy indicts teachers to use of English as a medium of instruction.

The third theme focused on the strategies to enhance the inclusion of CLD learners. These include formulation and amendment of government policies, development of knowledge about diversity, in-service and pre-service training of teachers, workshops and training of teachers, meeting ethnic diversity in instruction, developing cross cultural communication among learners, performance assessment, inclusion of ethnically and culturally diverse content, motivation, building respectful CLD learning communities, collaborative professional communities, community engagement, parental involvement, development of a school culture. It emerged from these findings that teachers were confronted with challenges in the inclusion of CLD learners as indicated in section 5.6 because they lacked pre-service and in-service training. There is a complicating challenge in that there was no institutional support to instil discipline among CLD learners and some timetable queries were not addressed. Teachers also lamented the lack of parental involvement. They were also confronted with large class sizes which also made it difficult for them to offer differentiated instruction. Teachers mentioned that the involvement and support of all stakeholders would enhance the inclusion of CLD learners.

The last aspect discussed was the behavioural challenges of the learners as reflected in the teachers' comments. These challenges include gangsterism, ethnically-consolidated learner relationships, fighting, drug abuse, teenage pregnancy and most of these behavioural challenges are a result of peer pressure. Teachers lamented the lack of parental and institutional support in addressing some of these challenges as mentioned in section 5.5.1.

Chapter 6 discussed the proposed model for the inclusion of CLD learners in ordinary secondary schools. The chapter was guided by the following research question: *What model can be proposed in inclusion of learners who are culturally and linguistically diverse in ordinary secondary schools?*

The three components discussed in this model embrace teachers' understanding of inclusion, teachers' practice of inclusion of CLD learners and strategies to enhance the inclusion of CLD learners. The model is aimed to advance comprehensive and effective inclusion of CLD learners in ordinary secondary schools. As indicated in figure 6.1 the model is aimed at instilling a sense of belongingness among CLD learners which would result in high academic achievement.

7.4 SUMMARY OF MAJOR FINDINGS

This section presents the major findings of this study as determined by the following research questions:

1. How do teachers understand inclusion of learners in schools?

2. How do teachers practice inclusion of learners who are culturally and linguistically diverse?

3. What strategies enhance the inclusion of learners who are culturally and linguistically diverse?

The findings for this study are discussed below.

7.4.1 Sub- Research Question 1: Teachers' Understanding of Inclusion

In response to the question that required participants to express their understanding of inclusion of CLD learners, it was confirmed that teachers in Gauteng, South Africa, understood inclusion to mean accommodation of all learners, unity in diversity, equal treatment and non-discrimination of learners and understanding the learners' backgrounds. As indicated in section 5.3.1, accommodating all learners in the classroom regardless of their cultural, linguistic or ethnic backgrounds enhances equal participation among all the learners. This implies that teachers were conscious of the diverse nature

of their classrooms and they were prepared to offer all learners an opportunity to participate in these CLD classrooms, irrespective of their diverse cultural and linguistic backgrounds. Teachers thus created a community of learning as promulgated by the inclusive pedagogy approach to teaching and learning.

Findings also established that teachers understood the inclusion of learners as equal treatment and non-discrimination. This shows that teachers were aware of the diversity in their classrooms and they refrained from discriminatory tendencies. Thus, these teachers were prepared to provide equity and equal opportunity in the education of all learners including CLD learners.

Research findings also established that teachers understood inclusion as unity in diversity. Unity in diversity, which is derived from the motto for the Gauteng Province, is the springboard for these teachers' understanding of inclusion. Thus, teachers have an understanding of the diverse nature of the Gauteng community which has cascaded to the community of the classroom. The appreciation of diversity is also in line with the inclusive pedagogy approach (Spratt & Florian, 2013; Mintz & Wyse, 2015). Teachers are therefore prepared to inculcate the values of respect and mutual understanding among themselves as well as the learners.

However, some teachers understood inclusion from a disability perspective. Teachers believed that inclusion can only happen if learners with disabilities are incorporated into the mainstream classroom. They confirmed that some schools in Gauteng are full-service schools which have facilities for learners with various disabilities. The teachers' understanding of inclusion from a disability perspective is shared by Agbenyega and Klibthong's (2014), Fyssa, Vlachou and Avramidis (2016), Otukile-Mongwaketse (2011) who indicated that early childhood teachers understood inclusion as the provision of instructional support to children with disabilities in regular classrooms. However, it was confirmed that the selected schools for this study do not have facilities to accommodate learners with disability. This poses a challenge on the value and purpose of inclusion since these learners would be forced to attend at special schools. This may result in

segregation and discrimination of learners with disabilities. In order to push the inclusion agenda, Gauteng Province in particular and the country at large is therefore indicted to provide facilities for learners with disabilities.

7.4.2 Sub-Research Question 2: Teachers' Practice of Inclusion of CLD Learners

Asked to explain how they practise the inclusion of CLD learners, the following findings were evident: teachers practised the inclusion of CLD learners using a variety of instructional methods such as translanguaging and code switching, peer tutoring, group work, illustration and demonstration, integrating technology in teaching and learning, and differentiated instruction.

Findings suggest that teachers practised the inclusion of CLD learners using code switching/ translanguaging. Findings show that teachers were code switching to enhance understanding of content among CLD learners. Learners were also allowed to code switch among themselves so that they could assist each other to understand the concepts. Similar results were confirmed in a study done in the US where early childhood school teachers used code-switching to accommodate young emergent CLD learners (Palmers et al, 2014). This practice is helpful since most learners begin to understand the concepts. However, there are no multilingual books in these schools. This strategy also poses challenges since there are no educational policies or standard rules that warrant teachers to code switch. The code-switching instructional method was also not systematic hence one cannot confirm if learners understood the concepts or not. This also affects the effectiveness of this translanguaging strategy. Furthermore, some expatriate teachers may not be able to code-switch since they are only familiar with the language of instruction - English.

Research findings also confirm that teachers were integrating technology in their daily teaching and planning. Technology integration enhances blended learning and learner engagement. This practice is effective when teachers and learners are capable of using technology gadgets such as smartboards, internet, kahoot and the computer itself. The

same viewpoint is shared by Siefert, Kelly and Yearta (2019) who confirmed that teachers in the US used the google classroom that included digital workshops, power points, videos and online reading tools such as online dictionaries in the inclusion of CLD learners. Access and knowledge about technology would empower teachers to use other instructional strategies such as the flipped classroom. More importantly, science teachers emphasised the value of instructional technology since they were able to illustrate and demonstrate some abstract concepts to their learners. However, not all teachers can facilitate teaching and learning using smartboards and computers in their classrooms since the Gauteng Department of Education has prioritised to install smartboards and give tablets to the Grade 12 classrooms in some schools. The lower grades teachers and learners are thus disadvantaged.

Findings also confirmed that teachers were using collaborative teaching methods such as peer tutoring and group work in the instruction of CLD learners. Peer tutoring is aimed at helping the other learners to understand some concepts. Teachers also confirmed the use of various grouping methods for specific reasons. For example, one teacher's intention was to enhance learner-centered teaching. In addition, ability grouping also helps the teachers to differentiate instruction. Moreover, mixed ability grouping is in line with inclusive pedagogy approach that emphasises the need for teachers to use a diverse range of grouping methods that support all the learners instead of depending on ability grouping that classifies learners as being 'able' and 'less able' (Florian & Black-Hawkins, 2011). Mixed grouping is also effective since it reduces ethnically-consolidated learner relationships. However, even with such good collaborative intentions, CLD learners in these schools are involved in ethnically-consolidated relationships, fights and gangsterism. Teachers in CLD classrooms experience such challenges hence the involvement of parents and the community in their children's learning is important.

7.4.3 Sub-Research Question 3: Strategies to Enhance Inclusion of CLD Learners

The third research question focused on the strategies to that could be used to enhance the inclusion of CLD learners in ordinary classrooms. Research findings identified a

variety of strategies to enhance the inclusion of CLD learners in ordinary secondary schools. These strategies include: formulation and amendment of CLD policies, cosmopolitanism, development of knowledge about diversity, collaborative professional communities, inclusion of ethnically and culturally diverse content, in-service and pre-service training and workshops for teachers, performance assessments, motivation, community engagement, parental involvement, research and lesson preparation, development of a school culture. A few of these strategies are elaborated in the following segment.

Findings show that teachers were conscious of developing their knowledge about diversity. This comprised the ability to speak a variety of languages and embracing the diverse cultural and ethnical values of these learners. Teachers who have knowledge about the diverse nature of their learners are able to understand their learners and to be part of the CLD learning community. These teachers are also able to prepare successful lessons and use the correct teaching strategies. Teachers who immerse themselves in the learners' language and culture are also respected by their learners. This also instils a sense of belonging among these learners and enhance academic achievement.

In addition, findings clarified that teachers require workshops and training (pre-service and in-service) on inclusive policies. These teachers suggested that the Department of Education should make concerted effort to conscientise all teachers on the inclusion of all learners, taking into account CLD learners, otherwise inclusion would remain a dream deferred in the South African education system. The formulation, alignment and implementation of these educational policies would enhance the inclusion of all learners in the ordinary classrooms since policies set parameters of what is required of CLD teachers. Pre-service and in-service training and workshops are aligned with the inclusive pedagogy approach that requires teachers to devote time and effort to continuing professional development as a way of developing more inclusive practices (Florian & Black-Hawkins, 2011; Spratt & Florian, 2013). Furthermore, Spratt & Florian (2013) mention that by continuously developing themselves, teachers become active professionals who should seek new ways to support the diverse needs of the learners.

However, the current situation is pathetic in these ordinary schools since some teachers are not made aware of policy documents such as EWP6 and the SIAS document on inclusion. These policies are gathering dust in the SBST files. Moreover, some schools do not even have these files hence the implementation of inclusion of all CLD learners is compromised.

Findings also established that teachers enhance the inclusion of learners using culturally and ethnically diverse content such as giving examples of things that learners experience in daily life. These include buying and selling at a spaza shop in the Business Studies subject and giving examples and illustrations from the immediate society in the English subject. This enhances understanding, participation and instills a sense of belonging among the learners which would result in high academic achievement. The result concurs with Larocque et al (2011) who reiterated that teachers can use culture and students' experiences as a launch pad for new learning experiences that enhance cultural competence among learners. However, findings also noted that South African textbooks and reading materials do not have ethnically diverse content. The English textbooks and poems that are offered in the schools are still Eurocentric. For example, the prescribed novels and poems are not connected to the social, cultural, ethnic and linguistic values of these CLD learners. The use of English as a medium of instruction also poses challenges in CLD classrooms. As mentioned before, code-switching is not formalized hence not systematic. Like South Africa, the Australian education system is also bound by a "de jure and de facto" educational policy which is silent about the value of multiple languages as a teaching resource in CLD classrooms (French, 2016). The same viewpoint was also shared by Nyaga and Anthonissen (2012) who established that teachers in Kenya faced challenges in teaching CLD classrooms since all the materials and examinations are still in English.

7.4.4 Behavioural Challenges

The findings for this study also established that there are many challenges that militate against the implementation of CLD learning in Gauteng schools. These challenges

include ethnically-driven learner relationships, fighting among learners, gangsterism and drug abuse as mentioned in section 5.6. Learners who fight during teaching and learning pose challenges for the teachers since more time is wasted attending to disciplinary matters rather than the core business of teaching and learning. Furthermore, drug abuse and gangsterism affect the day to day teaching since these challenges may result in learners not paying attention in class and others end up killing each other within these gangs. These challenges need to be addressed at grassroots level so the inclusion of CLD learners can succeed. This section discussed the summary of findings. The subsequent section discusses the conclusion.

7.5 CONCLUSION

As indicated earlier, this study sought to explore the inclusion of CLD learners in ordinary secondary schools in Gauteng Province, South Africa. The study concludes that teachers have different perspectives in their understanding of inclusion of CLD learners. Teachers understand inclusion as accommodation of all learners in the classroom, equal treatment and non-discrimination of learners, understanding the learners' backgrounds and unity in diversity whilst other teachers understood inclusion from a disability perspective.

Studies done in India also established that teachers in India had multiple understanding of inclusion (Hodkinson & Dekovaranda, 2009). Teachers from these selected schools practice the inclusion of CLD learners using code-switching and translanguaging, illustration and demonstration using technology, scaffolding, differentiated instruction, question and answer, and use of learner-centered approaches such as peer teaching, group work, and problem-based learning. Teachers were using multiple forms of learner-centred teaching approaches including ability grouping. The same viewpoint is shared by Santangelo and Tomlison (2012) who established that teachers used a variety of strategies such as multiple forms of grouping to enhance understanding of content. The results also concur with Nyaga and Anthonissen (2012) who confirmed that in Kenya, teachers enhanced the inclusion of CLD learners using code switching.

Based on the findings of the current study, it is also concluded that inclusion of CLD learners can be enhanced by formulation and amendment of CLD policies, cosmopolitanism, development of knowledge about diversity, collaborative professional communities, inclusion of ethnically and culturally diverse content, in-service and pre-service training and workshops for teachers, performance assessments, motivation, community engagement, parental involvement, research and lesson preparation, development of a school culture. From the findings of the current study it can therefore be concluded that inclusion of CLD learners can be a reality if most of the strategies are adhered to by the responsible stakeholders. More so, teachers should have a common understanding of the inclusion of CLD learners which then has a direct impact on their use of appropriate practices in the CLD classrooms. The teachers' understanding of inclusion of CLD learners would also impact on strategies that can enhance the inclusion of CLD learners in ordinary secondary schools in South Africa.

Furthermore, inclusion of CLD learners is hampered by ethnically-consolidated learner relationships, fighting, drug abuse and gangsterism. These challenges affect the day to day teaching and learning since some learners would feel isolated and discriminated against. Gangsters also instill fear among other learners and this may have an effect on academic achievement. These challenges would need to be addressed if inclusion of CLD learners is to become a reality in schools. However, most research studies that were done elsewhere on the inclusion of CLD did not focus on learner behavioural challenges. The main focus was on the challenges that teachers were confronted in the inclusion of CLD learners. These consist of Terry and Irving (2010), Miller (2011), Pandey (2011), Okebukola et al (2013), Fine-Davis and Faas (2014), Khong and Saito (2014), Acquah, Tando and Lempinen (2015) and Moloney and Saltmarsh (2016). Some of the challenges include lack of training, lack of resources and lack of time to adapt to the teaching pedagogies suitable for CLD classrooms (Fine- Davis & Faas, 2014). The following section addresses the contribution of the present study.

7.6 CONTRIBUTION OF THE STUDY

The current study is the first study to focus on inclusion of culturally and linguistically diverse learners from the perspectives of ordinary secondary school teachers in Gauteng Province, South Africa. Given the dearth of studies on the inclusion of CLD learners in secondary schools, this study adds to the body of knowledge on the value of cultural and linguistic diversity in schools. The teachers' understanding of inclusion, practices and strategies to enhance the inclusion of CLD learners in secondary schools would be enriched by this study. The current study may also add to the body of knowledge of policy makers who are required to design educational policies that promote the inclusion of CLD learners in secondary schools. From the information and knowledge accumulated for this study, policy makers may improve the policies and providing the school principals, management and school governing bodies and educators with useful and effective inclusive education strategies, approaches and skills in handling learners who are culturally and linguistically diverse and their implications on the academic performance of the learners.

The study also assists stakeholders, curriculum and policy makers to revisit the constitution and the frameworks and to make sure that all schools are monitored in order to ensure the inclusion of learners who are culturally and linguistically diverse and to resolve controversies. There is lack of implementation as was confirmed by the study that the supposed recipients of the policy frameworks such as the White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (2001) are not aware of the existence of these policy frameworks (teachers).

The present study assists parents and learners who are culturally and linguistically diverse to understand how inclusion works so that they can fit in the society they are living in and respect each other. This could be done through collaboration of the school management and the community and through parental involvement in their children's education. The current study also serves as a springboard for future researchers in the field of inclusion of CLD learners. The following section presents the recommendations.

7.7 RECOMMENDATIONS

In this section, the recommendations are examined in terms of this study and for further studies. Based on the study findings and the reviewed literature, the researcher recommends strategies that would enhance the teachers' understanding and practices of inclusion of CLD learners in secondary schools. The research recommends the following:

7.7.1 Recommendations for this Study

7.7.1.1 Teaching Practices

The inclusion of CLD learners can be enhanced if all teachers varied their teaching practices to accommodate CLD learners. Teachers are required to use multiliteracy pedagogies such as systematic code switching, embrace multi-modal pedagogies such as technology, differentiated instruction and collaborative teaching methods such as group work, cooperative learning, peer teaching. It is suggested that the government must assist schools in the procurement of smartboards and computers, so teachers can complement their teaching of CLD learners with technology. The use of multiliteracies and multimodal pedagogies such as drawings, clay modelling, writing captions, gestural elements and audio-visual devices in the inclusion of CLD learners promote learner agency, increases collaboration, enjoyment and enhanced learner engagement (Tan & Alford, 2014).

7.7.1.2 Formulation and Amendment of Education Policies

From the teachers' responses to the in-depth interviews and from the literature reviewed, inclusion of CLD learners could be improved if the government set clear policies on the inclusion of CLD learners. He et al (2014) defined as a strategy of reframing educational policy and practice in culturally and linguistically diverse education as cosmopolitanism which aims to support teachers and learners to understand their own and others' culture.

These educational policies would facilitate the inclusion of all learners including CLD learners. The government is also required to facilitate teacher development through pre-service, in-service training and workshops on how to practice the inclusion of CLD learners. These workshops and training would also widen the teachers' understanding of inclusion. The government is also required to take initiative to train and workshop teachers on the educational policy documents such as the White Paper 6: Special Needs Education: Building an Inclusive Education and Training system (2001) and the SIAS document (2014). Furthermore, based on the teachers' responses to the interview questions, there is need for stakeholders to collaborate and support each other on the most possible mechanisms to include CLD learners in secondary schools without any prejudice. This is also shared by He et al (2014) recommended that collaboration between the school and community positions teachers, students and parents as equal partners in the learning process and allows families to be active participants in teaching and learning.

7.7.1.3 In-service Training and Workshops

The current study further recommends the training of teachers through in-service training and workshops on the inclusion of CLD learners. These trainings would assist teachers to collaborate among themselves, community, parents and learners so they can understand, practice and create an inclusive learning environment that accommodate all learners including learners from diverse cultural and linguistic backgrounds. Similarly, Diallo & Maizonniaux (2016) confirmed that teachers should be trained so they can acquire skills to go beyond the curricula and textbooks.

7.7.2 Recommendations for Further Research

The findings of this study established that teachers experience challenges in the inclusion of CLD learners. Therefore, the following recommendations were identified for further research.
- An exploration of the challenges that teachers experience in the inclusion of CLD learners in schools

- An investigation of the behavioural challenges in CLD classrooms.
- The role of the SBST in ensuring the inclusion of all learners including the CLD learners.
- The effects of using Eurocentric teaching material in CLD classrooms.
- The challenges faced by immigrant and refugee learners in CLD classrooms in South Africa.

The aforementioned section presented recommendations for this study and recommendations for future research to enhance the inclusion of CLD learners in secondary schools. The subsequent section presents the strength and limitations of the study.

7.8 Strength and Limitations of the Study

The current section presents the strength and limitations of this study. South Africa has 9 provinces, but the present study was limited to only 3 secondary schools in Gauteng Province. There is need for a broader study coverage on the inclusion of CLD learners as this would inform the government on how to facilitate teacher development on handling CLD learners in the classrooms.

The current study used a qualitative research approach to explore the inclusion of CLD learners in ordinary secondary schools. Further research on the inclusion of CLD learners could be done using either a quantitative research approach or a mixed method approach as data from these other approaches may be more informative.

In addition, in the present study, data was sought from teachers only. The voices of the other stakeholders were not heard. As such, a new dimension on the inclusion of CLD learners could emerge from other stakeholders such as the Provincial Education Directors, Education Officers, Principals, School governing body members, school administrators, parents, learners and the community at large.

Moreover, the study was carried out in ordinary township schools in Gauteng West District. Other schools such as Private schools, Christian schools and former model C schools were left out of the study. Thus, these findings may not fully represent other schools categories. Therefore, the findings of this study may not be generalised. The aforementioned section presented strengths and limitations of the study. The subsequent section presents the concluding remarks.

7.9 CONCLUDING REMARKS

This study established that teachers have multiple perspectives on the inclusion of CLD learners. These include understanding inclusion as accommodation of learners, inclusion as unity in diversity, inclusion as equal treatment and non-discrimination of learners, inclusion from a disability perspective, and inclusion as understanding the background of the learners. The study also established that teachers currently a variety of instructional strategies in the inclusion of CLD learners and some of them are code-switching, integration of technology and learner-centred teaching approaches such as group work, peer tutoring, and problem-based learning. However, there are some challenges in using some of the teaching strategies. For example, code-switching has not been fully adopted hence teachers are restricted to following the policy of using English as a medium of instruction. There is also no room for using differentiated instruction since teachers are required to comply with the rigid and explicit annual teaching plan. In addition, most teachers have limited or no access to information communication technology. Furthermore, collaboration maybe hampered by daily challenges that teachers experience such as ethnically-consolidated learner relationships and lack of parental involvement. The study also established strategies to enhance the inclusion of CLD learners and they are embraced in cosmopolitanism. Other strategies include building respective CLD classrooms, multiliteracy recognition and Inclusion of ethnically and culturally diverse content. Finally, the study established that teachers are confronted with serious behavioural challenges of ethnically-consolidated learner relationships, drug abuse, fighting and gangsterism. Teachers spend more time addressing behavioural

challenges in the classroom and during disciplinary hearings. These challenges should be addressed so the inclusion of CLD learners can become a reality.

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APPENDICES

APPENDIX A: REQUEST TO CONDUCT RESEARCH TO GAUTENG DEPARTMENT OF EDUCATION

For admin. use only:
Ref. no.:

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

2017 GDE RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	**Details of the Researcher**
a) Surname and Initials:	MASUNUNGURE A
b) First Name/s:	APPOLONIA
c) Title (Prof/Dr/Mr/Mrs/Ms):	MRS
d) Student Number:	50838083
e) SA ID Number:	7608261348182
f) Work permit no. (If not SA citizen)	

1.2	**CHAPTER 8** Private Contact Details	
a. Home Address	*CHAPTER 9 c. Postal Address (if different)*	
UNIT 11, 166 RIVER ROAD	**CHAPTER 10** P.O BOX 1337	
MALANSHOF	**CHAPTER 11** NORTHRIDING	
RANDBURG	**CHAPTER 12** RANDBURG	
JOHANNESBURG	**CHAPTER 13** JOHANNESBURG	

CHAPTER 14 b. Postal Code: 2194	*CHAPTER 15 d. Postal Code:*	
CHAPTER 16 e. Tel: 0117910230	*CHAPTER 17 f. Cell: 078 188 2237*	
CHAPTER 18 g. Fax:	*CHAPTER 19 h. E-mail:* appolonia763@gmail.com	

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	**CHAPTER 20** Purpose of the Research (Place a cross where appropriate)	
Undergraduate Study - Self		
Postgraduate Study - Self		
Private Company/Agency – Commissioned by Provincial Government or Department		
Private Research by Independent Researcher		
Non-Governmental Organisation		
National Department of Education		x
Commissions and Committees		
Independent Research Agencies		
Statutory Research Agencies		
Higher Education Institutions only		
2.2	**CHAPTER 21** Full title of Thesis / Dissertation / Research Project	
. INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG		
2.3	Value of the Research to Education (Attach Research Proposal)	

The benefits of this study are providing the department of education's Ministerial office with a heuristic and pragmatic well researched report which will assist in handling issues related to inclusion of culturally and linguistically diverse learners. They will be able to give direction to the lower levels of the educational hierarchy and in this case the provincial department of Education. The study also seeks to assist stakeholders, curriculum and policy makers to revisit the

constitution and the frameworks and to make sure that all schools are monitored in order to ensure the inclusion of culturally and linguistically diverse learners and to resolve controversies.

2.4		Date
a. ***Estimated*** *date of* completion of research in GDE Institutions		**2019**
b. ***Estimated*** *date of* submission of Research Report /Thesis/Dissertation and Research Summary to GDE:		**2019**
2.5	Student and Postgraduate Enrolment Particulars	
a. Name of institution where enrolled:	UNIVERSITY OF SOUTH AFRICA	
b. Degree / Qualification:	PhD	
c. Faculty and Discipline / Area of Study:	INCLUSIVE EDUCATION	
CHAPTER 22 d. Name of Supervisor / Promoter:	DR T. MAJOKO	

2.6	Employer (or state Unemployed / or a Full Time Student) :	
a. Name of Organisation:	NORTH WEST UNIVERSITY	
b. Position in Organisation:	JUNIOR LECTURER	
c. Head of Organisation:	DR HERMAN VAN VUUREN	
CHAPTER 23 d. Street Address:	Cnr Malhebe and Esselen Street	
	POTCHEFSTROOM	
CHAPTER 24 e. Postal Code:	2531	
CHAPTER 25 f. Telephone Number (Code + Ext):	018 285 2093	
CHAPTER 26 g. Fax Number:		
CHAPTER 27 h. E-mail address:	28221818@nwu.ac.za	

2.7	PERSAL Number (GDE employees only)

3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 *Questionnaire/s (If Yes, supply copies of each to be used)*

YES		NO	X

3.2 *Interview/s (If Yes, provide copies of each schedule)*

YES	X	NO	

3.3 *Use of official documents*

YES	X	NO	

- *If Yes, please specify the document/s:*
- School Based Support Team (SBST) file
- Learners' classwork books
- Teachers' Lesson plans and journals
- Incident records file
- Intervention time-tables

3.4 *Workshop/s / Group Discussions (If Yes, Supply details)*

YES		NO	X

3.5 *Standardised Tests (e.g. Psychometric Tests)*

YES		NO	X

If Yes, please specify the test/s to be used and provide a copy/ies

4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

4.1 *TYPE and NUMBER of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)*

CHAPTER 28 INSTITUTIONS	Write NUMBER here
CHAPTER 29 Primary Schools	
Secondary Schools	3
ABET Centres	
ECD Sites	
LSEN Schools	
Further Education & Training Institutions	
Districts and / or Head Office	

4.2 **Name/s of institutions to be approached for research (Please complete on a separate sheet if space is found to be insufficient).**

CHAPTER 30 Name/s of Institution/s
CHAPTER 31 S. G Mafaesa Secondary school
CHAPTER 32 Rodirile Secondary school
CHAPTER 33 Thathulwazi secondary school

4.3 **District/s where the study is to be conducted**. *(Please indicate by placing a cross alongside the relevant district/s)*

CHAPTER 34 District/s			
CHAPTER 35 Ekurhuleni North	*CHAP*	*CHAPTER 37 Ekurhuleni South*	
CHAPTER 38 Gauteng East	*CHAP*	*Gauteng North*	
CHAPTER 40 Gauteng West	*CHAP*	*Johannesburg Central*	
CHAPTER 42 Johannesburg East	*CHAP*	*Johannesburg North*	
Johannesburg South		*Johannesburg West*	

Sedibeng East		Sedibeng West	
Tshwane North		Tshwane South	
Tshwane West			

CHAPTER 44 If Head Office/s (Please indicate Directorate/s)

4.4 <u>Approximate</u> number of learners to be involved per school (Please indicate the number by gender)

Grade	1		2		3		4		5		6	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

Grade	7		8		9		10		11		12	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number			100	140			120	120				

4.5 <u>Approximate</u> number of educators/officials involved in the study (Please indicate the number in the relevant column)

Type of staff	*Educators*	*HODs*	*Deputy Principals*	*Principal*	*Lecturers*	*Office Based Officials*
Number	12					

4.6 Letters of Consent (Attach copies of Consent letters to be used for Principal,
SGB and all participants. For learners also include parental consent letter)

4.7 Are the participants to be involved in groups or individually?

CHAPTER 45 Groups	CHAPT	Individually	X

4.8 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes for ALL participants)

CHAPTER 47 Participant/s	CHAPTER 48 Activity	CHAPTER 49 Time
CHAPTER 50 Teachers	CHAPTER 51 Interviews	CHAPTER 52 45 minutes
CHAPTER 53 Teachers	CHAPTER 54 Observation	CHAPTER 55 45 minutes

4.9 Time of day that you propose to conduct your research.

Before school hours		_During school hours (for limited observation only)_	x	_After School Hours_	x

SEE Condition 5.4 on Page 7

4.10 School term/s during which the research would be undertaken

First Term		_Second Term_		_Third Term_	x

5. CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission __may be granted__ to proceed with the above study subject to the conditions listed below being met and permission may be withdrawn should any of these conditions be flouted:

5.1   The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.

5.2   The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation __is voluntary__ and additional remuneration will not be paid;

5.3   Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.

5.4   Research may only be conducted __BEFORE or AFTER__ school hours so that the normal school program is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

5.5   Items 3 and 4 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and paid for by the Gauteng Department of Education.

5.6   It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.

5.7   The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.

5.8   All research conducted in GDE Institutions is anonymous. The names and personal details of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may neither be asked nor appear in the research title, report / thesis/ dissertation or GDE Research Summary.

5.9   On successful completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit these documents may result in future permission being withheld, or a fine imposed for BOTH the Researcher and the Supervisor.

5.10   Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a GDE Summary.

5.11   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;

6.   DECLARATION BY THE RESEARCHER
6.1   I declare that all statements made by myself in this application are true and accurate.
6.2 I have read, understand and accept ALL the conditions associated with the granting of approval to conduct research in GDE Institutions and I undertake to abide by them. I understand that failure to comply may result in permission being withdrawn, further permission being withheld, a fine imposed and legal action may be taken against me. This agreement is binding.
6.3 I promise once I have successfully completed my studies, (before graduation) or on successful project completion, to submit electronic copies of my Research Report / Thesis / Dissertation as well a GDE Summary on the GDE template sent to me with my approval letter or found on www.education. @gpg.gov.za

Signature:	
Date:	**30 October 2017**

7.   DECLARATION BY SUPERVISOR / LECTURER / PROMOTER
7.1   I declare that: (Name of Researcher)……………………………………………
7.2   is enrolled at the institution / employed by the organisation to which the undersigned is attached.
7.3   The questionnaires / structured interviews / tests meet the criteria of: • *Educational Accountability;*

• *Proper Research Design;* • *Sensitivity towards Participants;* • *Correct Content and Terminology;* • *Acceptable Grammar;* • *Absence of Non-essential / Superfluous items;* • *Ethical clearance*	
7.4 The student / researcher has agreed to ALL the conditions of conducting research in GDE Institutions and will abide by them.	
7.5 I will ensure that after success completion of the research degree / project / study an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the GDE template) will be sent to the GDE. Failure to submit the Research Report, Thesis, Dissertation and Research Summary may result in: permission being withheld from BOTH the student and the Supervisor in future and a fine may be imposed.	
7.6 Surname:	
7.7 First Name/s:	
7.8 Title:	
7.9 Institution / Organisation:	
7.10 Faculty / Department:	
7.11 Telephone:	
7.12 E-mail address:	
7.13 Signature:	
7.14 Date:	

<u>ANNEXURE A</u>: GROUP RESEARCH

This information must be completed by every researcher/ student / field worker who will be visiting GDE Institutions for research purposes, besides the main researcher who applied and the Supervisor/ lecturer / Promoter of the research.

By signing this declaration, the researcher / students / fieldworker accepts the conditions associated with the granting of approval to conduct research in GDE Institutions and undertakes to abide by them.

Supervisor/ Promoter / Lecturer's Surname and Name……………………………

DECLARATION BY RESEARCHERS / STUDENTS:

Surname & Initials	Name	Tel	Cell	Email address	Signature

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Gumani.Mukatuni@gauteng.gov.za **and please copy (cc) David.Makhado@gauteng.gov.za;** Faith.Tshabalala@gauteng.gov.za **and** ResearchInfo@gauteng.gov.za**. The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. It should be scanned and emailed, posted or hand delivered (in a sealed envelope) to Gumani Mukatuni, 7ᵗʰ Floor Marshal Street, Johannesburg. All enquiries pertaining to the status of research requests can be directed to Gumani Mukatuni on tel. no. 011 355 0775.**

Other Information:

i) On receipt of all emails, confirmation of receipt will be sent to the researcher. The researcher will be contacted via email if any documents are missing or if any additional information is needed.

ii) If the GDE Research request submitted is approved, a GDE Research Approval letter will be sent by email to the researcher as well as the Supervisor / Lecturer / Promoter. Please ensure that your email address is correct.

iii) After successful completion of your research, please send your Research Reports / Thesis / Dissertations and GDE Research Summaries (on the template provided to both the Researcher and the Supervisor with the GDE

Research Approval letter) to the same addresses as the GDE Research
Request documents were sent to, namely:
Gumani.Mukatuni@gauteng.gov.za and copy
David.Makhado@gauteng.gov.za ; or Faith.Tshabalala@gauteng.gov.za
and ResearchInfo@gauteng.gov.za.

APPENDIX B: RESEARCH APPROVAL LETTER FROM THE GDE

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	01 August 2018
Validity of Research Approval:	05 February 2018 – 28 September 2018 2018/217
Name of Researcher:	Masanungure A.
Address of Researcher:	PO Box 1337
	Northriding Randburg
	Johannesburg, 2162
Telephone Number:	011 791 0230 078 188 2237
Email address:	appolonia763@gmail.com
Research Topic:	Inclusion of culturally and linguistically diverse learners in Secondary Schools in Gauteng
Type of qualification	PhD
Number and type of schools:	Three Secondary Schools.
District/s/HO	Gauteng 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 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

02/08/2018   1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

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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 outline 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, faxes 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

Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 02|08|2018

APPENDIX C: ETHICS APPROVAL LETTER

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/10/18

Ref: **2017/10/18/50838083/19/MC**
Name: Mrs A Masunungure
Student: 50838083

Dear Mrs Masunungure

Decision: Ethics Approval from
2017/10/18 to 2020/10/18

Researcher:

Name: Mrs A Masunungure
Email: Appolonia763@gmail.com
Telephone: +27 11 791 0230

Supervisor:

Name: Dr T Majoko
Email: majokt@unisa.ac.za
Telephone: +27 73 334 2542

Title of research:

Inclusion of culturally and linguistically diverse learners in secondary schools in Gauteng

Qualification: D Ed in Inclusive Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/10/18 to 2020/10/18.

The **low risk** application was reviewed by the Ethics Review Committee on 2017/10/18 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions 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 should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. 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. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date 2020/10/18. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2017/10/18/50838083/19/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za

Prof V McKay
EXECUTIVE DEAN

Approved - decision template – updated 16 Feb 2017

APPENDIX D: LETTER TO THE GDE FOR PERMISSION TO CONDUCT RESEARCH

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THREE (3) SECONDARY SCHOOLS IN GAUTENG WEST DISTRICT

Title: INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG

Date: 30 July 2018

Mr H.M Mweli

The director general of Education

Gauteng Department of Education

111 Commissioner Street

Johannesburg

2001

Tel (011) 355 0000

Dear Mr Mweli

I, Appolonia Masunungure am doing research under supervision of Dr T Majoko, Senior Lecturer in the Department of Inclusive Education towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled: INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG.
The aim of the study is to explore how teachers include learners from culturally and linguistically diverse learners in secondary schools. Your schools have been selected because they are inclusive of learners from culturally and linguistically diverse backgrounds.

The study will entail how educators are re-contextualizing inclusive policies and practices at the workplace and in their classrooms as well as challenges that educators and learners are confronted with in Gauteng west Schools. The study will entail interviewing and observing four educators from the school as well as analyzing participants' lesson plans, journals, intervention timetables and the classwork books of the learners in the observed classes. The teachers should have knowledge and expertise in teaching for at least five years. 2 females and 2 male teachers will be selected from each one of the participating secondary schools. Participants meeting the inclusion criteria will be invited to participate in the study. A meeting with the identified potential participants will then be convened in which the researcher will explain the purpose and scope of the study so that they can decide to participate or not to participate from an informed perspective.

 The benefits of this study are providing the department of education's Ministerial office with a heuristic and pragmatic well researched report which will assist in handling issues related to inclusion of culturally

and linguistically diverse learners. They will be able to give direction to the lower levels of the educational hierarchy and in this case the provincial department of Education. The study also seeks to assist stakeholders, curriculum and policy makers to revisit the constitution and the frameworks and to make sure that all schools are monitored in order to ensure the inclusion of culturally and linguistically diverse learners and to resolve controversies.

 There are no potential risks involved.

There will be no reimbursement or any incentives for participation in the research.

Feedback on research findings will be made available to the schools through a workshop. Research report on the study will be given to department of education, and the education districts. A discussion of the findings will be held with the teachers at their schools.

Yours sincerely

Appolonia Masunungure

Student Researcher

APPENDIX E: LETTER TO SCHOOL PRINCIPALS REQUESTING PERMISSION TO CONDUCT RESEARCH

LETTER TO THE PRINCIPAL

Title: INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG

Date: 30 July 2018

The Principal

Dear Sir/ Madam

I, Appolonia Masunungure am doing research under supervision of Dr T Majoko, Senior Lecturer in the Department of Inclusive Education towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled;
INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG

The aim of the study is to explore how teachers include learners from culturally and linguistically diverse learners in secondary schools. Your school has been selected because it has learners from culturally and linguistically backgrounds.

The study will entail how educators are re-contextualizing inclusive policies and practices at the workplace and in their classrooms as well as challenges that educators and learners are confronted with in Gauteng west Schools. The study will entail interviewing and observing four educators from the school as well as analyzing participants' lesson plans, journals, intervention timetables and the classwork books of the learners in the observed classes. The teachers should have knowledge and expertise in teaching for at least five years. 2 females and 2 male teachers will be selected from each one of the participating secondary schools. Participants meeting the inclusion criteria will be invited to participate in the study. A meeting with the identified potential participants will then be convened in which the researcher will explain the purpose and scope of the study so that they can decide to participate or not to participate from an informed perspective.

The benefits of this study are providing the department of education's Ministerial office with a heuristic and pragmatic well researched report which will assist in handling issues related to inclusion of culturally and linguistically diverse learners. They will be able to give direction to the lower levels of the educational hierarchy and in this case the provincial department of Education. The study also seeks to assist stakeholders, curriculum and policy makers to revisit the constitution and the frameworks and to make

sure that all schools are monitored in order to ensure the inclusion of culturally and linguistically diverse learners and to resolve controversies.

There are no potential risks involved.

There will be no reimbursement or any incentives for participation in the research.

Feedback on research findings will be made available to the schools through a workshop. Research report on the study will be given to department of education, and the education districts. A discussion of the findings will be held with the teachers at their schools.

Yours sincerely

Appolonia Masunungure

Researcher

APPENDIX F: PARTICIPANTS CONSENT LETTER

CONSENT LETTER

LETTER TO THE PARTICIPANTS/TEACHERS

Title: INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG

Date: 31 July 2018

DEAR PROSPECTIVE PARTICIPANT

My name is Appolonia Masunungure and I am doing research under the supervision of Dr T Majoko, a senior lecturer in the Department of Inclusive Education towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled**: INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG**

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could assist educators in their handling of students who are culturally and linguistically diverse.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you have the expertise of the topic under scrutiny.

I obtained your contact details from the school principal. I have twelve participants for this research.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The participant will respond to interview questions that relates to the **INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG**

The study involves videotaping and semi-structured interviews. The researcher will ask open ended questions.

Each interview session is expected to last forty to sixty minutes (45-60) minutes and only one of your usual lessons will be observed. Lesson plans, teachers' journals, learners' classwork books, SBST files and intervention timetable will be analysed.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation.   If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The benefits of this study are providing the department of education's Ministerial office with a heuristic and pragmatic well researched report which will assist in handling issues related to inclusion of learners with diverse linguistic and cultural backgrounds. They will be able to give direction to the lower levels of the educational hierarchy and in this case the provincial department of Education. The study also seeks to assist stakeholders, curriculum and policy makers to revisit the constitution and the frameworks and to make sure that all schools are monitored in order to ensure the inclusion of learners from culturally and linguistically diverse learners in secondary schools in Gauteng

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no negative consequences, inconveniences or discomfort.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

The information is confidential and your name will not be recorded anywhere therefore no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Your anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings but individual participants will not be identifiable in such reports.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in my office at North West University for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no incentive, payment or reward offered for participating in this study.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of College of Education, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Appolonia Masunungure on 078 188 2237 or email appolonia763@gmail.com .The findings are accessible for five years.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Appolonia Masunungure on 078 1882237, Email: appolonia763@gmail.com

Should you have concerns about the way in which the research has been conducted, you may contact Dr Majoko,

Tel: 012 481 2933

majokt@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

APPOLONIA MASUNUNGURE

CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the _____ (insert specific data collection method).

I have received a signed copy of the informed consent agreement.

Participant Name & Surname : _____

_____   _____

Participant Signature   Date

Researcher's Name & Surname: APPOLONIA MASUNUNGURE

Researcher's signature   Date: 31 July 2018

APPENDIX G: LETTER TO SGB CHAIRPERSON

LETTER TO THE SGB CHAIRPERSON

Title: INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG

Date: 30 JULY 2018

The SGB Chairperson

Dear Sir/ Madam

I, Appolonia Masunungure am doing research under supervision of Dr T Majoko, Senior Lecturer in the Department of Inclusive Education towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled;
INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG
The aim of the study is to explore how teachers include learners from culturally and linguistically diverse learners in secondary schools. Your school has been selected because it has learners from culturally and linguistically backgrounds.

The study will entail how educators are re-contextualizing inclusive policies and practices at the workplace and in their classrooms as well as challenges that educators and learners are confronted with in Gauteng west Schools. The study will entail interviewing and observing four educators from the school as well as analyzing participants' lesson plans, journals, intervention time tables and the classwork books of the learners in the observed classes. The teachers should have knowledge and expertise in teaching for at least five years. 2 females and 2 male teachers will be selected from each one of the participating secondary schools. Participants meeting the inclusion criteria will be invited to participate in the study. A meeting with the identified potential participants will then be convened in which the researcher will explain the purpose and scope of the study so that they can decide to participate or not to participate from an informed perspective.

The benefits of this study are providing the department of education's Ministerial office with a heuristic and pragmatic well researched report which will assist in handling issues related to inclusion of culturally and linguistically diverse learners. They will be able to give direction to the lower levels of the educational hierarchy and in this case the provincial department of Education. The study also seeks to assist stakeholders, curriculum and policy makers to revisit the constitution and the frameworks and to make sure that all schools are monitored in order to ensure the inclusion of culturally and linguistically diverse learners and to resolve controversies.

There are no potential risks involved.

There will be no reimbursement or any incentives for participation in the research.

Feedback on research findings will be made available to the schools through a workshop. Research report on the study will be given to department of education, and the education districts. A discussion of the findings will be held with the teachers at their schools.

Yours sincerely

Appolonia Masunungure

Researcher

APPENDIX H: OBSERVATION SCHEDULE

OBSERVATION SCHEDULE

Title: THE INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEAENERS IN SECONDARY SCHOOLS IN GAUTENG, SOUTH AFRICA

RESPONSIVENESS OF THE FOLLOWING ITEMS TO CULTURAL AND LINGUISTIC DIVERSITY OF LEARNERS

OBSERVATION ASPECT	REMARK
PROCESS **Grouping- How are they grouped?**	
ENVIRONMENT **1 Wall charts** **2 sitting arrangement** **3 classroom set up/ organisation/ grouping/ 3 classroom management** **4 Learner teacher interaction and teacher learner interaction across cultural groups.** **5 Peer interaction**	
CONTENT:	
ASSESSMENT **Are the tests culturally sensitive?**	

APPENDIX I: INTERVIEW GUIDE

DATA GATHERING INSTRUMENTS

ANNEXURE F: INTERVIEW GUIDE

Title:

Participant Code: -0001 Interview Number ----------   Date: --------------------

Background information

Gender ----------------- Age --------------------- Teaching qualification ---------------------------------

Teaching experience ---   Grade -----------------------------

Subject specialisation_____

Ethnicity _____

Class size:_____

Dominant: Cultural and linguistic groups:_____

Less dominant:_____

 INTERVIEW GUIDE

TITLE: INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS IN SECONDARY SCHOOLS IN GAUTENG

Questions:

1) Can you describe your day as a teacher?

2) How do you understand inclusion/ Inclusive education?

3) Which different language groups do you have in your classroom?

4) How do you ensure successful teaching and learning of these different groups of children in all your lessons?

5) How do you ensure successful inclusion of these different groups of children?

6) How do you teach these students (probe for methodology)/ what are the teaching strategies and methods that you use.

7) How do you view your/ the teaching of these learners? (ATTITUDES).

8) How do you experience teaching these groups of learners? / Describe your experience in teaching these learners.

9) How do you perceive your training to teach learners from CLD backgrounds? / Were you trained to teach them?

10) Is your training to teach these students enough? Explain.

11) How do you cope with teaching these learners?

12) How do these different learners relate/ interact?

13) How do you ensure successful achievement of these students? Please explain.

11) What else would you like to share with me about the teaching and learning of culturally and linguistically diverse learners?

APPENDIX J: TURNITIN REPORT

Document Viewer

Turnitin Originality Report

Processed on: 12-Nov-2019 16:02 SAST
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Appolonia Masunungure

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APPENDIX K: CERTIFICATE OF EDITING

Office: 0183892451

FACULTY OF EDUCATION   **Cell: 0729116600**

Date: 10th November, 2019

TO WHOM IT MAY CONCERN

CERTIFICATE OF EDITING

I, Muchativugwa Liberty Hove, confirm and certify that I have read and edited the entire thesis, **INCLUSION OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS IN SECONDARY SCHOOLS IN GAUTENG, SOUTH AFRICA** by **APPOLONIA MASUNUNGURE, student number** 50838083, in fulfilment of the requirements for the degree of **Doctor of Philosophy** at the **University of South Africa (UNISA)**.

I hold a PhD in English Language and Literature in English and am qualified to edit such a thesis for cohesion and coherence. The views expressed herein, however, remain those of the researcher/s.

Yours sincerely

Dr M.L.Hove (PhD, MA, PGDE, PGCE, BA Honours – English)