

**Communicative dispositions of Foundation Phase Afrikaans-speaking
teachers using English as medium of instruction**

by

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Submitted in partial fulfilment of the requirements for the degree

Magister Educationis

in the

Faculty of Education

at the

University of Pretoria

3 January 2017

Declaration

I, Sindi Sutton, student number 24 13 15 64 hereby declare that this dissertation, “*Communicative dispositions of Foundation Phase Afrikaans-Speaking teachers using English as medium of instruction*,” is submitted in accordance with the requirements for the Magister Educationis degree at University of Pretoria, is my own original work and has not previously been submitted to any other institution of higher learning. All sources cited or quoted in this research paper are indicated and acknowledged with a comprehensive list of references.

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Sindi Sutton

January 2017

Ethics clearance certificate

The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers and the Policy guidelines for responsible research*.

Dedication

I dedicate this research to Peter Sutton.
You never doubted, queried or judged, thank you.

Acknowledgements

To have achieved this milestone in my life, I would like to express my sincere gratitude to the following people:

- My Heavenly Father, who provided me the strength, knowledge and perseverance to complete this research;
- Prof Rinelle Evans, research supervisor, for her invaluable advice, guidance and inspiring motivation through-out my research. I wouldn't have made it if it weren't for you;
- Mrs Sonja Delport, you are the best librarian. Thank you for taking the time to assist me for your advice, guidance and all your hard work;
- Mr Raphael who so tirelessly helped me with my ethics submission. I appreciate your time and effort;
- Ms Elize Nagel for the technical editing and Ms Lorraine du Plessis for the language editing of my dissertation.
- Ditlou Primary School for affording me the opportunity to use the school for my research;
- The teachers (participants) I am indebted to you for your willingness to participate and your eagerness to provide any and all information I required;
- Last, but not the least to my mom and dad. Thank you for your unending support.

Abstract

Education in South Africa has experienced many changes since the dawn of democracy in 1994. The demographic composition of schools has changed dramatically as urbanisation has increased and the movement of people is no longer regulated by Apartheid laws. Classrooms now are multi-lingual and multi-cultural with learners from diverse socio-economic backgrounds. Many senior teachers at Ditlou Primary School started their teaching careers more than 20 years ago and were trained to work within an almost homogeneous school context, using their mother tongue - Afrikaans - exclusively as the medium of instruction. They are now required to teach in English. The purpose of this intrinsic case study was to describe the communicative dispositions of Afrikaans-speaking Foundation Phase teachers and to establish how the changing linguistic context of Ditlou Primary School may have influenced their communicative dispositions when teaching. This qualitative study is theoretically underpinned by McCroskey's Model of Instructional Communication (2004) as a theoretical framework and used interpretivism as an epistemological paradigm. Data were collected through extensive field work. The instrumentation included a language-biography questionnaire, semi-structured and group interviews and a participant journal. The data collected were pooled categorised and coded (deductive and inductive). Although unique to each teacher-participant, key findings suggests that a generic communicative disposition could be sketched for Afrikaans-speaking Foundation Phase teachers at the research site. The teacher-participants agreed that they spoke at a much slower pace and that their voice pitch was higher than when they taught in their mother tongue. The volume of their speech also differed when using English for instructional purposes. Their oral proficiency in the language of teaching and learning could be considered sufficient. In terms of non-verbal communicative aspects, the layout of all classrooms was strictly traditional and authoritarian ensuring learner eye-contact constantly. Yet despite strict discipline, teachers prioritised the emotional well-being of their learners by displaying positive haptic and kinaesthetic behaviour. The influence of personality or temperament on their communicative disposition cannot be negated and is directly linked to their habitual behavioural patterns and unique traits exhibited in their classroom communication. The changed linguistic context primarily influenced the teacher-participants communicative dispositions by

necessitating a switch to English as the medium of instruction - a language which is neither theirs nor the learners' home language. Teaching multi-cultural and multi-lingual learners also had a direct bearing on how the teacher-participants communicative dispositions changed although this was self-reported and would need further investigation. Further recommendations emanating from this study include providing a framework to prepare pre-service teachers to teach in a non-native language and to help them develop effective communicative dispositions for the classroom.

Key Words:

Classroom communication, communicative dispositions, language of instruction, non-native language teaching, second language teachers, teacher communication style, teaching traits.

.

Disclaimer language editor



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LANGUAGE EDITING CERTIFICATE

This document certifies that the dissertation listed below was edited for English language, grammar, punctuation, spelling and overall style.

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Only the main body of the text has been edited, and no front or back matter.

No technical changes have been effected.

The author may accept or reject my suggested changes, but has the final responsibility to ensure a close reading of the dissertation before submission.



LANGUAGE EDITOR

21 December 2016

List of acronyms

ANC	African National Congress
BICS	Basic Interpersonal Communication Skills
CAEP	Council for the Accreditation of Educator Preparation
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum Assessment Policy Statements
COTEP	Committee On Teacher Education Policy
ELL	English Language Learners
GDE	Gauteng Department of Education
HOD	Head Of Department
L2	Second Language
LiEP	Language in Education Policy
LoLT	Language of Learning and Teaching
NCATE	National Council for Accreditation of Teacher Education
OBE	Outcomes Based Education
TCS	Teacher Communication Style
TEAC	Teacher Education Accreditation Council
USA	United States of America

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1. CHAPTER ONE: OVERVIEW OF THE STUDY

1.1 Introduction

Education in South Africa has experienced many changes over the past two decades since the dawn of democracy in 1994. Like trees, education and communication grow, change and adapt to conform to changing circumstances, much like South African schools. No other social institution reflected more clearly the previous government's racial ideology of apartheid during the 1950's to the mid-1990's than the education system. The demographics in schools have changed considerably over the last 20 years, as urbanisation has increased and the movement of people is no longer regulated by Apartheid laws. Classrooms today (post-1994) are filled with multi-lingual and multi-cultural learners from various socio-economic backgrounds, as is the case with Ditlou Primary School, the research site of this study.

It was only in 1995 that Ditlou Primary School officially became a dual-medium school - teaching learners in both English and Afrikaans. Previously, like many other schools, it was well resourced and homogenous in language, culture and race. However, sixteen years later (2011), the school was officially declared as an English medium school. Many senior teachers at this school started their teaching careers more than 20 years ago under very different socio-political circumstances. These teachers were trained to work within an almost homogeneous context, using Afrikaans exclusively as the medium of instruction. They now find themselves having to teach in English (a non-native language).

1.2 Rationale, aims, objectives and research questions

Despite many drastic changes to our current education system, the South African teacher is still accountable for what transpires in the classroom, and even beyond it. Teachers are responsible not only for the transfer of knowledge (intellectual progress), but also for learners' emotional and social well-being. All these facets, along with various cultures, religions and languages, comprise the current very diverse urban South African classroom.

I had the privilege of witnessing my Afrikaans-speaking colleagues teaching a classroom filled with multi-lingual and multi-cultural learners in a language that is not their mother-tongue. I became interested in their communicative dispositions (generally defined as a habit of consistent communication behaviour patterns and traits, which are both verbal and non-verbal, and are visible or observable). I was able to note their interactions with other teachers, with their learners, and with their teaching environment. It became evident that these teachers' communicative dispositions were greatly influenced by their heritage, mother tongue, world view, religious and cultural ideology, which in turn also shaped their teaching methodology.

My focus was on the communicative dispositions of Afrikaans-speaking Foundation Phase teachers who are required to teach in their non-native language, although the isiXhosa speaking teacher who also teaches at the school may have a similar communicative dispositions and be influenced in the same way by the changing linguistic context. Every school has its own and unique linguistic context that affects the teachers of that institution, and Ditlou Primary School is no exception. Ditlou is geographically an urban school, but the expansion of an industrial area and an encroaching informal settlement leaves one pondering whether it truly still is an urban school (in a well-developed environment with good infrastructure) or whether it has become a township school (in a underdeveloped living area with little or no infrastructure)?

The purpose of this intrinsic case study was to describe the communicative dispositions of Afrikaans-speaking Foundation Phase teachers at Ditlou Primary School and to establish how the changing linguistic context may have influenced their communicative dispositions. My research, therefore, sought to answer the following two questions:

- What are the communicative dispositions of Afrikaans-speaking Foundation Phase teachers at Ditlou Primary School?
- How has the changing linguistic context of Ditlou Primary School influenced the communicative dispositions of the Afrikaans-speaking Foundation Phase teachers?

1.3 Concept clarification

In my research report I refer to key concepts which have specific contextual definitions within my research. It is therefore imperative that the reader is familiar with the definitions of these concepts as used in my research in order to fully grasp the meaning of the terms in context.

Afrikaans-speaking teachers: A teacher who has obtained a tertiary qualification and whose native language is Afrikaans. Afrikaans evolved from a creolised version of Dutch spoken by the slaves of the Cape colony. This creolised form of Dutch became known as Afrikaans (McKenna, 2011) and is generally, but not exclusively, spoken by white South Africans (Wevell & Powell, 1996:23).

These native Afrikaans-speaking teachers were raised and educated in Afrikaans from their formative years' through-out their schooling career of twelve years. Their tertiary education was also provided in Afrikaans. Once they obtained their teaching qualifications, they spent their careers teaching at schools where Afrikaans was the sole medium of instruction. Due to socio-political changes in South Africa, these Afrikaans-speaking teachers are now required to teach in a non-native language.

Communicative disposition: Consistent communication behaviour patterns and traits (both verbal and non-verbal) which are observable.

When one defines the words separately, a *disposition* is described by the Oxford English Dictionary as “a person’s inherent qualities of mind and character or the way in which something is placed or arranged, especially in relation to other things.” (Hornby, Wehmeier, McIntosh, Turnbull & Ashby, 2005). *Disposition*, in my study, will refer to the consistent behaviour patterns and traits of the teacher.

Communicative is stated to be “willing, eager, or able to talk or impart important information” (Hornby *et al.*, 2005). Although the definition of *communicative* refers to talk (verbal communication), in my study it will also refer to non-verbal communication.

Foundation Phase: In South Africa. The Foundation Phase is the first phase of the General Education and Training Band, and comprises Grades R, 1, 2 and 3.

Learners in the Foundation Phase could, according to Notice No. 2432 of 1998, and the National Education Policy Act (Act No 27 of 1996), range between 5 and 10 years of age. They can be admitted to Grade R, the year they turn 6, but Grade R is not compulsory (RSA, 2002). “Quality Foundation Phase education is critical. It is within the Foundation Phase grades, Grades R–3, that basic literacy, numeracy and life skills are developed and advanced. In the Foundation Phase learners must learn how to read, write, count and calculate confidently and with understanding. Literacy, numeracy and life skills are the essential building blocks upon which future learning takes place.”(UNICEF, 2008:44)

Foundation Phase teacher: A teacher with specialised training who teaches young learners during the first four years of primary school. In the Foundation Phase, these teachers are responsible for the teaching of reading, writing and basic arithmetic, therefore, laying the foundation for further schooling.

Instructional communication: My theoretical framework is underpinned by McCroskey’s Model of Instructional Communication which is based on the rhetorical communication approach, thus for the purpose of my research, in accordance with the definition used by McCroskey in his model, instructional communication is defined as “producing a specific meaning in the mind of the learner through the use of communication”. The teacher is thus the central figure around which learning revolves as she uses knowledge to produce a specific meaning in the mind of the learner through communication (McCroskey, Valencic and Richmond, 2004).

Linguistic context: Refers specifically to the language changes Ditlou Primary School were subjected to. The medium of instruction moved from a homogenous language (Afrikaans) for both learners and teachers to a dual-medium (English and Afrikaans) and later to an entirely English medium school with multi-lingual and multi-cultural learners, yet many of the original Afrikaans-speaking teachers have remained at the school.

Within the parameters of my research, *linguistic* will refer to language – specifically the language of the school and classroom. *Context* is explained as “the circumstances or framework in which something occurs or is considered” (Wevell & Powell, 1996:216). The circumstances are the unique environment and conditions

of the school and classroom as they progressed through the different language policies.

Rhetorical Communication Approach: Rhetorical communication can be best described by the words *influence*, *manipulation* and *power*. Rhetorical communication is used as a tool to exert control over the actions, thoughts and environment in which we live (McCroskey, 1993). In my research *rhetorical communication* will thus be understood as a teacher using communication to maintain power and influence in the classroom and to exercise control over the learners as understood from McCroskey's Model of Instructional Communication which is based on the rhetorical communication approach.

1.4 Delimitations

My research focused on establishing the communicative dispositions of Afrikaans-speaking Foundation Phase teachers in the post-1994 classroom, and how the changing linguistic context of Ditlou, an urban primary school, influenced their communicative behaviour in the classrooms.

My research was not aimed at developing measurement instrumentation to identify these communicative dispositions, nor to establish a communication theory or framework.

1.5 Research methodology

I made use of interpretivism as my epistemological paradigm, as interpretivism assumes to understand reality through social constructs such as language, mindfulness and mutual values (Nieuwenhuis, 2007).

My methodological paradigm was the qualitative research approach. Qualitative research allows for the collection of rich in-depth descriptive data (words rather than numbers and statistics), and focuses on the quality, depth and natural context of the information or data gathered (Nieuwenhuis, 2007). This approach allowed me to explore and describe the communicative dispositions that emerged during the research process, and permitted me to understand the context from the teacher-participants' perspectives.

I chose to use the intrinsic case study as it is my understanding through the accounts given by Cohen, L., Manion, L. & Morrison, K. (2002) and de Vos, Strydom, Fouche, Delport (2011), that this would allow me to describe, interpret and analyse a particular phenomenon. An intrinsic case study does not seek to understand a broad social issue, but merely focusses on the description of a phenomenon - in this case the communicative dispositions of Afrikaans-speaking Foundation Phase teachers in their changing linguistic context.

1.6 Participants and selection criteria

The participants were selected through the use of criterion sampling, as this best complemented all the aspects of my study. These aspects included the nature of my research question, the theoretical framework (McCroskey), the epistemological paradigm (interpretivism), the methodological paradigm (qualitative research approach) and the actual research methodology - an intrinsic case study. Criterion sampling also allowed me to predetermine the typical characteristics of the participants, as well as the number of participants that were involved. For my study participants were selected according to predetermined criteria related to cultural, social, demographic, historical and linguistic compatibility. The participants in this study had to fulfil the following criteria:

- The participant had to be Afrikaans speaking.
- The participant had to be a qualified teacher pre-1994.
- The participant had to be employed at Ditlou Primary School.
- The participant had to be a Foundation Phase educator.

1.7 The research site

Ditlou Primary School is significant, as the remarkable changes that this school has undergone over the past 20 years gave credibility to my research. Administrative staff members of the school who had lived in the area for a considerable time, mentioned that the railway line was the biggest draw card to establish new businesses there. The increasing number of factories in the area resulted in an expansion of the community with a concomitant increase in the learners attending the school.

Owing to the job opportunities available at the multiple factories in the area, an informal settlement developed on the outskirts of the community. With the end to restrictive Apartheid laws in 1994, this settlement grew considerably, and even more children started attending the well-equipped homogenous (Afrikaans) school. This necessitated many linguistic changes in order to accommodate the learners whose mother tongue was not Afrikaans. Thus in 1995 the school became dual-medium and six years (2011) later, it was declared a fully-fledged English-medium school.

1.8 Data collection process and instrumentation

I collected my data through extensive field work which spanned six months and delivered rich in-depth data for analysis. I adhered to the ethical requirements set out by both my academic institution and the provincial department of education. I obtained approval from both the principal and school governing body before approaching the teachers individually to enquire whether they would be willing to participate in my study.

The instrumentation used to collect the data included a language-biography questionnaire, semi-structured as well as group interviews and a participant journal. Journaling is keeping a written record of your thoughts, experiences, incidents and observations that have occurred during the school day. Each teacher-participant received a note book for this purpose. The teacher-participants also received weekly prompts which they were required to journal about. They could also record any questions that they might have.

I presented the teacher-participants each with the language biography questionnaire during individual meetings. It was an open-ended questionnaire in which the teacher-participants wrote their own responses to the questions asked. I conducted two semi-structured interviews with the teacher-participants in which I asked predetermined questions, but could explore more in-depth by asking clarifying and probing questions (Creswell, 2013). The group interview was held last. The teacher-participants discussed amongst themselves ideas, questions, concepts or scenarios I presented to them.

1.9 Data analysis

There are various perspectives with regard to the process of data analysis and interpretation. Leedy and Ormrod (2014) explain data analysis of a case study as a process, while Nieuwenhuis (2007:99-100) states that “Qualitative data analysis tends to be an ongoing and iterative (non-linear) process, implying that data collection, processing, analysis and reporting are intertwined and not merely a number of successive steps.”

The data collected during my research were categorised and coded. This was done by carefully reading through the textual data line by line, and allocating codes to the repetitive key concepts or units. Inductive and deductive coding techniques were used for the intrinsic case study. Working inductively, I permitted the codes to emerge from the data, whilst deductive coding I used a set of predetermined codes developed from my theoretical framework (Nieuwenhuis, 2007). My theoretical framework is based on an article written by McCroskey, Valencic & Richmond titled *Toward a General Model of Instructional Communication* (McCroskey, et al, 2004). Coding is a fluid process which allowed me to move backwards and forwards during the study as, and when, new revelations became evident. These codes provided rich, thick and descriptive narratives of the teacher-participants’ communicative dispositions and the affect their changing linguistic context had on these communicative dispositions.

1.10 Data presentation (findings)

In the presentation of my research findings, the teacher-participants are referred to by their pseudonyms as Anna, Beth and Cathy, which is in accordance with the ethical requirements of my research. I first set out to answer my research questions through the use of the themes developed from the use of inductive (open) as well as deductive (pre-chosen) and axial coding

What followed was an unpacking of the data that established the trends and themes that arose - to be confirmed as the communicative dispositions of these Afrikaans-speaking Foundation Phase teachers.

1.11 Ethical considerations

I only collected data from voluntary participants. I simply approached teachers who met my selection criteria and asked whether they would consider taking part in my research. The teacher-participants were all older than twenty-one and gave written consent before my study commenced. I also provided them with written assurances of their anonymity and the confidentiality of the data and that their privacy would not be compromised.

There was no prompting for participants to divulge sensitive or intimate information about themselves there were minimal, if any, risks involved in their participation. No heinous discoveries were made either. Although I had worked with these teacher-participants as a fellow colleague for eight months, no close relationships developed, and a conflict of interest, if any, was minimal. The teacher-participants read through the drafts of the data collected to ensure accuracy. The audit trail of the data collected, was described in detail but still protected the anonymity and privacy of my participants. All audio and audio-visual data, as well as the hard copies of the field notes and interviews were sealed and stored in accordance with institutional requirements.

Only the participants, myself and the principal of the school were privy to which teachers were participating in this research. The principal was also not informed of the teachers' pseudonyms.

1.12 Trustworthiness

The following measures were taken to ensure the trustworthiness of my study. As a qualitative researcher, I provided an authentic i.e. a fair and honest account of my study in an attempt to achieve authenticity. I therefore used the member checking strategy in my research, which meant that each teacher-participant had the opportunity to read through documentation relevant to her and could validate its accuracy. I declared researcher bias unequivocally stating my position, assumptions, opinions and biases with regard to my study as listed in 3.9.1.

Both credibility and confirmability relied on an external audit to verify that the conclusions drawn from the data were both credible and objective. Although there

were numerous ways in which credibility might have been obtained in this study; my supervisor reviewed my research project and the theory on a continuous basis, as explained by Creswell & Miller (2000). Peer debriefing also allowed for a peer, familiar with the research, to review the data. It is expected of a peer reviewer to ask pertinent questions about methods and interpretations, challenge the researcher's assumptions and lend some moral support. My supervisor played this role and thus complied with the criteria stated above.

Transferability is suggested by Guba (1981) as an alternative to generalisability. Transferability is conducive due to the research design and data presentation, thus the findings may possibly be generalised beyond the immediate study, although ethnic (cultural, race or language) differences need to be kept in mind (Yin, 2014). The research process and methodology are clearly outlined and explained within the confines of the chosen research design (intrinsic case study) and several other case studies and research documentation were used to extrapolate my research endeavour.

It was my responsibility as researcher to ensure that the quality of the data collection remained consistent over the research period which further strengthened its credibility (Di Fabio & Maree, 2012). The same conclusions and interpretations should be reached by any researcher who chooses to conduct the same study again. The aim of reliability is to diminish the errors and biases in a study. I therefore created as many operational steps as possible and conducted my research with meticulous care (Yin, 2014:48-49).

1.13 Chapter outline

In Chapter 1, I provided readers with sufficient background information in order to familiarise themselves with the context and concepts used in the study. I briefly explained the rationale and purpose of the research, described the research design and, methodology used, and also indicated the ethical considerations.

Chapter 2 consists of the conceptual framework in which I explained the concepts related to communication and teacher dispositions and their relevance and significance to my study. It is in this chapter that I refer to the 'gap' that my study addressed with regard to communicative dispositions in teaching. Chapter 2 further

provides the reader with my theoretical framework developed by McCroskey based on his research, *Toward a General Model of Instructional Communication* (McCroskey, Valencic & Richmond, 2004).

The third chapter provides a thorough explanation of the research design and methodology, the data collection process, the instrumentation, data analysis, ethical considerations, and the trustworthiness of the research conducted.

In Chapter 4 I present my data. I identify and discuss the communicative dispositions of the Afrikaans-speaking Foundation Phase teachers and established how their changing linguistic context influenced their communicative dispositions, and thus answer my research questions in this chapter.

In the last chapter, I summarised the study, made suggestions for further research, as well as recommendations for various stakeholders within the educational sphere. The implications and significance of the study have also been discussed.

1.14 Conclusion

In the beginning of this chapter, I compared education and communication to trees. Trees grow, develop, change and adapt. In the same way, schools, as complex systems, can be compared to trees in an orchard. Although trees in orchards may look uniform, each one is unique as a result of their circumstances. Likewise, schools may look the same, but they will also grow, adapt and develop differently in order to meet the needs of the learners and their communities. The Afrikaans-speaking Foundation Phase teachers' whose communicative dispositions have been affected by the changing context of their work environment are prime examples of such "trees" adapting to new circumstances.

In the next chapter, I elaborate on the conceptual framework concerning communication and dispositions, as well as McCroskey's model of instructional communication, which is the theoretical framework the research was based upon.

2. CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

To ascertain what the Afrikaans-speaking Foundation Phase teachers' communicative dispositions are, there needs to be a general understanding of what the concept of communication entails. Communication has many features much like that of a tree: basic communication and the sending and receiving of messages form the roots which anchor everything and from where the tree (communication) is fed. The tree's growth is indicated by rings in the trunk and these represent the verbal and non-verbal elements of communication. From the trunk grow various branches, suggesting instructional, rhetorical, relational, personality, trait, and situational communication. The branches have offshoots within their specified areas which represent communication facets and theories.

Communication is, in simple terms, the process through which information is exchanged. We engage and participate in communication on a daily basis (Tracy, 2003). According to McCroskey (1993:16), there are three basic ways in which we can apply the concept of communication. The first is simply to use the word "message" instead of "communication." Secondly, it implies moving messages from one place to another. And thirdly, it refers to the stimulation of meaning in one person's mind by that of another person. Communication amongst people is diverse, and we engage in communication for various reasons. Below I discuss some of the communication models created to explain the concept of communication (McCroskey and Richmond, 1996).

2.2 Conceptual framework

A conceptual framework is a system of perceptions, assumptions, beliefs, models, concepts and theories which support and inform a research project and can be represented as a visual or a written product. Miles and Huberman (1994:18) state that a conceptual framework "explains, either graphically or in narrative form, the main things to be studied – the key factors, concepts, or variables – and the presumed relationships among them." The function of a conceptual framework is to "inform the rest of your design – to help you assess and refine your goals, and identify potential validity threats to your conclusion" (Maxwell, 2005:33-34).

2.2.1 Communication models

Over the years researchers and theorists have created various models of communication to explain the sending and receiving of messages/meaning/information from one individual to another. The message centred communication model of Shannon-Weaver is one such a model. The interpersonal model and McCroskey's model of rhetorical communication are both based on the message centred communication model. The study of human communication today can be divided into two major classifications – rhetorical and relational (Shepherd, 1992). Rhetorical communication is used as a tool to exert control over the actions, thoughts and the environment. Relational Communication is shared understanding and seeking to find a win-win situation (i.e. a shared perspective). (McCroskey and Richmond, 1996) (McCroskey, 1993)

I focused on rhetorical, therefore, McCroskey's model of rhetorical communication underpins my study, because it is the basis upon which instructional communication was founded (McCroskey, Valencic & Richmond, 2004). McCroskey's model of rhetorical communication consists of the following concepts: the encoding process; transmission, and the decoding process. The decoding process has four essential parts: 1. Hearing-seeing; 2. Interpretation; 3. Evaluation; 4. Response. The other elements that are not essentially part of the process, but which still play an important role are noise and feedback (McCroskey, 1993:22). The rhetorical communication approach is one of the major categories within the communication arena today and is used as a tool to exert control over the actions, thoughts and environment in which we live. It can be summed-up as affect, manipulation and power.

Instructional communication is based on the rhetorical communication approach because it seeks to produce a specific meaning in the mind of the receiver in the same way a teacher wants a learner to understand a specific concept (McCroskey, 1993). It was Berlo (1960), who first recognised that there was a relationship between communication and learning. It was only in 1972 during the International Communication Association convention that the importance of communication in learning was brought to the forefront (Sorensen and Christophel, 1992). The first *Communication Yearbook* published in 1977 contained the first attempt to define and explain instructional communication, but according to Scott & Wheelless (1977), it is a complex and illusive discipline. It was proposed that there is a link between

learning typologies, theories and strategies that will explain why communication strategies are effective or ineffective (Lashbrook & Wheelless, 1978). “Once again, there was a prediction that the integration of learning typologies and theories with communication variables and theories would emerge as the driving force behind future understanding of instructional communication” (Sorensen and Christophel, 1992:36). The three most common disciplines that utilise instructional communication are educational psychology, pedagogy, and communication studies. There is a focus within this three-way study on the learner; the instructor and the meaning exchanged in the verbal, non-verbal and mediated messages between, and among instructors and students (Mottet and Beebe, 2006).

Shuy & Griffin (1981) alluded to that whatever else happens at schools; essentially all we do on any given day is to communicate. It can be concluded that the fabric of schooling is woven with linguistic interaction. It will be of great benefit to understand and uncover the ways in which linguistic interaction/communication at school is unique. There has been a movement since the 1970s not to focus on chunks of language used in schools, but to focus on the whole communication process and to understand the role language plays within this process (Adger, 2003).

Hurt, Scott, McCroskey (1978:3) remark that “the act of teaching is a communicative act”. Yet, the communication behaviour of the teacher is a consequence of the social system and culture s/he grew up in, which will give rise to the teacher’s communicative dispositions. According to Hurt, et al. (1978:116-117), there are five elements that affect instructional communication:

1. Competence. Learners will evaluate the competence of the teacher and decide if she is an expert with regard to her subject matter, and if she is generally well informed and intelligent.
2. The learners will judge the teacher’s basic nature (his or her character).
3. Learners will assess a teacher’s motives (his or her intention).
4. The reputation of the teacher. This is initial credibility and is what the learners know about the teacher before they are taught.
5. Derived credibility is what learners think of the teacher because of what he or she says and does during interactions with learners.

These five elements are inferred in the theoretical framework established by McCroskey, under the concept of teacher. Aided by, as discussed, the message-centred communication model, rhetorical communication and instructional communication, all contribute to what communication in the classroom is and how communication is defined. The above mentioned parameters enabled me to determine both what the communicative dispositions were, and how the changing linguistic context of Ditlou Primary School influenced the communicative dispositions of the Afrikaans-speaking Foundation Phase teachers.

2.2.2 Communication behaviours

In my endeavour to understand and define communicative dispositions I looked at the various concepts associated with communication such as communication traits, characteristics, style, features, habits, behaviours and dispositions. These are all terms that explain a certain communication phenomenon. “Dispositions was once a psychological term that referred to the probability or likelihood that a certain form of behaviour would occur” (Bartussek, 1972, cited by Mullin, 2003:3). Currently psychologists favour the term trait, when “referring to a characteristic or quality distinguishing a person”, especially a consistent pattern of behaviour that a person would be likely to exhibit in certain situations (Mullin, 2003:3).

According to Guilford (1959:6), a trait may be any distinct reasonably persistent measure in which one person differs from another. McCroskey, Daly, Matthew and Beatty (1998:2) explain that “traits are used to define the meaningful ways in which people are different when they communicate”. McCroskey, et al (1998) mentions that some researchers have tried to differentiate between traits, calling them continuous dispositions, states, and situational specific responses. This refers to another division of categories within this branch of communication - communication competence as a trait, or communication competence as situational. The argument that communication competence is a trait states that the person will be competent to communicate in any situation and that competent communication is manifested by the behaviours speakers display. These manifested behaviours are the key to identifying and explaining the participant teachers’ communicative dispositions. The situational point of view argues a person responds specifically to a situation. This leads to the person only being competent in one situation, but incompetent in a

different situation (McCroskey, 1985). In other words, a teacher may be competent in communicating in her classroom due to the unique circumstances and changes that allowed her to adapt to her specific situation, but she may be unable to communicate competently in a different classroom or at a different school because the situation will be different.

Due to the nature of my research, I used a combination of both the trait view and the situational view as discussed above. The situation of my study was unique because of the geographical, demographical, cultural and linguistic changes experienced in the last twenty years by both the teachers and the school, thus allowing me to explore how the changing linguistic context had influenced the communicative dispositions of the teachers.

The trait view contributed to the exploration and description of the communicative dispositions of my teacher-participants, as I was looking for specific characteristics/behaviours/dispositions these teachers developed with regard to their linguistic context and their ability to communicate in a non-native language. There are several important norms that have guided previous researchers in attempting to describe and explain the teacher communicator style/behaviour/disposition and its effects.

Norton (1983) and Nussbaum (1992) both identified characteristics or assumptions that allow for the identification of the communicator style/trait construct. They are as follows:

1. A teacher's communication style/trait can be identified and is observable;
2. Teacher communicator style/trait is multifaceted, but sufficiently patterned, which explains why Norton (1983) refers to them as multicollinearity. In statistics, multicollinearity, means that a prediction can be made with a substantial degree of accuracy;
3. A teacher's communication style has an impact on the classroom; and
4. Teachers' communication styles can/may be modified (Nussbaum, 1992:11).

Thus teachers' communication styles/traits are identifiable through behavioural patterns. Behaviours are able to change and adapt, thereby modifying the teacher's

communicator style. Mullin (2003:3) later confirms both Norton's and Nussbaum's characteristics and assumptions, and explains that "The common thread is that traits or dispositions are dimensions of human personality that have a consistency about them and are characterised, exemplified or typified in behaviour patterns." Although Mullin refers to trait or disposition from a psychological perspective and not from a communication style/trait perspective, it validates the norms on which my research was based in the identification of communicative dispositions.

Another communication factor was the concept of teacher communication style (TCS), which refers to the teacher's image in the classroom (Nussbaum, 1992), although the following factors need to be taken into consideration with regards to TCS: the teacher's individual style of communication, the course content, the class's level of proficiency (intellectual ability); and the size of the class (Kearney-Knutson, 1980, Kearney & McCroskey, 1980).

In our everyday environment, which is usually our classrooms, it is the teacher who determines the social atmosphere and no other individual has more power, decision-making options, and opportunities for interaction in the classroom group (Bassett, 1979). This implies that our communicator style will have a direct impact on our classroom environment, which in turn may trigger some adaptive communicative behaviour which will fall along a high or low verbalisation continuum. Therefore, if the teachers are competent communicators in the language of learning and teaching, they may express themselves more verbally (high verbalisation), but if they are not confident communicators in the language of learning and teaching, they may express themselves using very few verbal suggestions (low verbalisation). A contributing factor to a teacher's communication style/trait is whether communication behaviour exhibits high or low verbalisation. This behaviour shows a preference for initiating communication in everyday environments and the individuals with which contact is made (McCroskey and Richmond 1998).

2.2.3 Communication in teaching

The importance of communication within teaching cannot be underestimated, as "communication is an essential function of civilisation. Teaching is only one of the many occupations that depend upon it and depend on it completely" (Gilbert-Hight

as cited by Penner, 1984:5). One should note that communication is a complex process, and that there are ample opportunities, causes and reasons for communication misunderstandings or barriers in teaching. Successful teaching is the growth and improvement of classroom communication, although the emphasis falls on the ability of the teacher to clearly and effectively communicate with the learners (Penner, 1984). This quote by Penner (1984:24) explains his reasoning: “If the teacher as communicator does not have clear ideas and concepts in his own mind because of a lack of acquiring the needed knowledge, then the very first step in the communication process has been blocked, resulting in an obvious major communication breakdown in teaching.” While he further comments on the fact that all learning takes place through some form of communication it is primarily done through language symbols. As humans we are not inherently born with these symbols, however, we did inherit the potential to acquire the ability to express and transform our thoughts and experiences into words.

Authors like Cummins (2003), Naiker & Belfour (2009), and Soderman & Farrell (2008) all attest that teachers need a high level of linguistic security in the language of instruction if their aim is to integrate subject content, such as math literacy concepts, with learning the language of instruction. If a teacher is thus a non-native speaker of the instructional language, their communication ability may be hampered by their limited knowledge of the language. In Evans & Cleghorn (2012), reference is made to the fact that as a teacher, you need a very high level of linguistic confidence in the language of instruction. In other words, if both the learners and the teacher are non-native speakers of the medium of instruction (English), how secure or competent are both the learners and the teacher linguistically? Are they communicating effectively in the classroom as a result of the teachers’ communicative disposition, or not?

2.2.3.1 Communication competency

Del Hymes (1972) first coined the term communicative competence. Brown (1993:227) goes on to explain the term as follows, “It is that aspect of our competence that enables us to convey and interpret messages and to negotiate meaning interpersonally within specific contexts.”

Crystal's book, *English as a global language*, is an articulately written verification that the global spread of English is a fact and therefore, English is generally accepted as a common global language (Crystal & Gomes De Matos, 1997). Nunan (2001:605) echoes this with reference to English being the language of, "business, technology, science, the Internet, popular entertainment, and even sports." It is therefore no great surprise that in recent years communication methodology has had a great influence in L2 education, however, emphasis has now been placed on communicative competence for L2 teachers who are not native English speakers (Amengual-Pizarro, 2007). Once more, this evokes the question what are the communicative dispositions these teachers have that allow them to feel confident and competent as non-native speakers of English?

All teachers, but especially second-language (L2) teachers employ communication strategies. Communication strategies are the steps taken by a language teacher to improve his or her communication with learners. Littlemore (2003) states that this is done by applying either a compensational, or an interactional strategy. Compensation is simply the strategy in which the teachers aim to compensate for gaps in their knowledge of the medium of instruction, whilst the interactional strategy manipulates conversations and circumstances to negotiate shared meaning. However, by employing these strategies, teachers show that they are not communicatively competent in the language of instruction. Larson, Backlund, Redmond & Barbour (1978:4) answer the question of what communication competence is in stating that it is "to have the appropriate knowledge to exhibit the correct communicative behaviour within a given situation".

2.2.3.2 Language competency

Grant (1997:38) remarks that the skills of teachers, especially with regard to the language they will need to use in the classroom, should be thoroughly assessed during their training. He mentions two ways in which the training of teachers would need to prove their language proficiency. The first is through the means of course work while the second is that of test performances. This will then determine if they have suitable teaching and professional language proficiency. As Medgyes (1999:184) points out: "A teacher with faulty English may be compared to a music teacher who can play no musical instrument and sings out of tune, or a gym teacher

who is grossly overweight and too clumsy to catch a ball.” Currently the norm is an automated acceptance that a competent speaker will be a competent teacher. This is solely based on linguistic grounds, and does not establish whether the teacher meet the communicative requirements needed to be able to function at a professional level in English (Amengual-Pizarro, 2007).

Olshtain & Celce-Murcia (2003:707), states “language for communication” and “language as communication” because you cannot have one without the other in the classroom. If we view language “as communication”, we need to establish what language competency is. Bachman (1990:87) states that language competence can be divided into two main areas of specialisation, namely: organisational competence and pragmatic competence. Below I briefly explain what these two competencies entail.

Organisational competence includes grammatical competence, which is defined by Canale & Swain (1980:29) as the “... knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology.” Grammatical competence is thus the ability to master the grammatical aspects of the language from its most basic form to the more complex. Phonology refers to the phonemes (sounds) that differentiate words from one another. How words are formed is the study of morphology (structure of words). Vocabulary is the knowledge of words and their meanings. This enables the user to use the correct word in the correct context. According to Penner (1984), a limited vocabulary may become an insurmountable barrier to classroom communication should the teacher not possess the vocabulary to choose words that are clear, accurate, appropriate and vivid.

Writing or speaking involves using syntax, and it refers to the study of the structure of sentences. Textual competence is the ability to use grammatical competence to create a discourse that forms a meaningful whole. Textual competence is not just different written texts e.g. books, articles, letters or e-mails, but can also be a simple conversation.

Pragmatic competence is the second area Bachman (1990) refers to. This competency is also divided into two sub-criteria: functional competence and sociolinguistic competence. Firstly, functional competence, which refers to the

functions of the language such as the ability to question, define, discuss, describe, analyse, and explain. The ability to send and receive meaningful information is in essence functional competence. Sociolinguistic competence is the second sub-criteria. Adler (1993:48) provides the following definition:

“... sociolinguistics is the newest in a series of terms used to describe a relatively new field that draws from linguistics, anthropology, and sociology. Basically, it involves systematically studying the relationship between both verbal and non-verbal linguistic forms and social communications. In other words, it involves not only what a person says, but also how he says it and the effect it has upon the speaker-listener.” Simply put, is the language being used appropriate for that specific context or social setting?”

Acquiring an understanding of language competency allowed me to better understand how the changing linguistic context of the school influenced the teacher-participants with regard to how they used language in their classes as L2 teachers, and whether or not they were competent in the language of learning and teaching. Through this broad spectrum of information pertaining to communication in teaching (the strategies, components and the language facets), I was able to develop a rich knowledge base from which to make inferences. However, where language competency is displaying the correct language behaviour within a specific situation, another language facet is language proficiency. Language proficiency is the correct form of language used in a specific situation.

There are different types of language proficiency. The two best known and most often used are BICS and CALP (Brown, 2007). Cummins, (1980) established that there is social proficiency (Basic Interpersonal Communicative Skills) and an academic proficiency (Cognitive Academic Language Proficiency). The speaker may be fluent in one, but not the other as social requirements for communication are not as taxing as those needed for academic achievement or understanding/learning (Cummins, 2008). Faez (2010:13) explains that teachers' language proficiency is of the utmost significance in the classroom as “they need to be aware that they are the language models in the classroom. All teachers need to understand the importance of exposing students to correct forms of language both in their oral production and written practices.”

2.2.4 Verbal communication

The following concepts of verbal adequacy reflect an element of the communicative dispositions of the Afrikaans-speaking Foundation Phase teachers.

1. In linguistic terms, *volume* refers to how softly or loudly someone speaks i.e. how well they project their voice. Volume may also be understood as the “quantity, power or fullness of sound” (Wevell & Powell, 1996:1285).
2. *Pace* or *speech rhythm* marks the speed at which a teacher speaks in the classroom. Speech rhythm according to Adler, (1993) is also unique to a speaker’s culture. Adler states that “in addition to its recognition value, speech rhythm contributes significantly to the intelligibility of the utterance as well as to the attitudinal state of the speaker.” (Adler, 1993:64).
3. *Pitch* is the variation of sound from a low to high intensity of sound or vice versa and generally refers to a musical instrument or a voice or otherwise understood as a set key (piano) or decibel level. (Wevell & Powell, 1996).
4. *Pronunciation* is the correctness of the linguistic utterances i.e. making the correct sound for a letter, syllable or word in a distinct manner (Wevell & Powell, 1996). In other words, are the words being spoken phonetically correct? (Penner, 1984).
5. *Articulation and enunciation* relate to the precision and clarity with which vowels and consonants are pronounced. Adler (1993) mentions that many teachers are careless with their articulation. To be articulate is to pronounce words distinctly and to be clear, fluent and well expressed (Wevell & Powell, 1996).

These five concepts of verbal adequacy provide insight into the essentials of verbal communication and are therefore components of communicative dispositions. According to McCroskey, Richmond, Heisel and Hayhurst (2004:405) a willingness to communicate is “the most basic trait related to oral communication.” A teacher’s willingness to verbally communicate incorporates all the above mentioned concepts as well as the degree to which they are willing to initiate verbal communication. This relates to the previously discussed TCS which explain that the adaptive communicative behaviours of teachers can be plotted along a high or low verbalisation continuum which will affect their willingness to verbally communicate in the classroom.

2.2.5 Non-verbal communication

Non-verbal communication too, is a complex concept and is also often associated with teacher immediacy. Mehrabian (1968) explains immediacy as behaviours that would improve nonverbal interaction with each other. Andersen extended Mehrabian's definition of immediacy and compiled a list of teacher immediacy behaviours (Andersen, 1979). Ismail and Najimi Idris (2009:37) note the following basic non-verbal skills necessary for classroom communication "eye-contact, facial expression, motion, gestures, physical contact and silence." I thus considered non-verbal communication integral to identifying what the communicative dispositions were of my teacher-participants as well as how the changing linguistic context had influenced their non-verbal communication. Below I have briefly outlined some non-verbal communication behaviour that was relevant to my research as perceived by McCroskey (1993):

1. *Proxemics*: This refers to the manner in which space is used when communicating. For instance, where the teacher places herself in the classroom in relation to her learners.
2. *Chronemics*: This refers to how time is used in the process of communicating. What are the time constraints placed on the teacher? Does she have ample time to explain a topic thoroughly or is she rushed? How does the teacher use her time in class?
3. *Oculesics*: This refers to the use of eye contact during the process of communicating. Does the teacher maintain eye contact with her learners? Is she able to read her learners to see if they have grasped the concept?
4. *Haptics*: This refers to the expression of emotions through the use of touch. Does she comfort a grieving learner or hug a learner celebrating her/his birthday?
5. *Kinesics*: This refers to the movement of the body during communication and is the most prevalent of all non-verbal messages in communication. How does the teacher use her body when teaching? Does she repeatedly make the same motion with her hands? Does she walk or move around her classroom?
6. *Objectics*: This refers to the use and choice of objects that convey a message non-verbally. Does the teacher use physical objects to explain concepts e.g. a globe to explain the shape of the earth? (McCroskey, 1993).

Non-verbal immediacy is generated by the teacher through the use of eye contact, gestures, and vocal variety. This leads to the perception of physical and psychological closeness by the learner. (Simonds Meyer, Quinlan and Hunt., 2006). Hurt, et al. (1978:101), state that a teacher possibly communicates more unintentionally by his or her facial expression than by any other means. The quality of the teacher's voice also plays an important role in influencing the messages the receivers assign to verbal communication as it often includes the attitudes of the teachers. Therefore it may even be described as meta-communication: communication about communication. It was through (but not limited to) my close observation, during our interview sessions, of these non-verbal communication behaviours the teacher-participants displayed that their communicative dispositions were revealed when speaking in a non-native tongue.

The communication tree is massive, old and complex. I have endeavoured to provide a comprehensive understanding of the concept of communication through the analogy of the tree so that the key facets of my research may be clear.

2.2.6 Misconceptions in communication

There are significant misconceptions about communication. I have listed those relevant to my research with a short explanation of the misconception as derived from McCroskey (1993:28-32).

1. *Words are nothing but letters:* Words have meaning because they are codes and symbols that convey the meaning we have in our mind. The meaning is in the mind of the person not in the word used. In other words, just because I use the word cat does not mean I am speaking of a domesticated feline if the word has a different meaning to me. The word cat could also refer to a lion, or ocelot, or it could refer to the human qualities of "catness" – for example, the negative association of a woman being labelled a cat. However, there are limits to the decoding process and the word cat would not be decoded as "a building", or "a beach".
2. *Instruction (telling) is communication:* This misconception stems from our inability to recognise the role the receiver plays within the communication process. In the case of my research even though my focus is not on the learners

who are the receivers they cannot be discounted in the communication process. In her dissertation, Meeting the challenges of Black English second-language learners in ex-model C primary schools, Monyai, (2013:12) states that “poor English teaching is also a possible factor in second-language South African learners’ poor proficiency in English.”

3. *“Communication is a natural ability with which one is born.”* This phrase must be the biggest misconception of them all. Communication is a learnt skill. How these skills are learnt and applied will reveal and provide insight into the teachers’ communication competence.
4. *Communication is only a verbal process:* Communication is not only a verbal process, but consists of non-verbal communication as well.

Adler agrees with McCroskey by stating that, “There is a gross misconception that the majority of communication transpires by verbal means. The realm of non-verbal communication, including body language and the prosody of the linguistic system, is of unquestionable importance in the interpretation of a message and its impact upon the listener” (Adler, 1993:62).

2.2.7 Dispositions

Another “tree” is planted in the institution of psychology and like the communication tree it has many features which I will endeavour to explain. I had briefly touched on the concept of dispositions in the previous section. “The literature on dispositions is grounded in the fields of philosophy and psychology” (Thornton, 2006:54). Dispositions is essentially a psychological term that stems from perceptual (also known as field) psychology. Currently dispositions have been replaced by the more preferred term, traits (Mullin, 2003) although many terms are used interchangeably to describe the same concept. Dispositions gained currency in teacher education discourse in the 1990’s as the United States of America (USA) passed legislation that acquiring dispositions are mandatory through training as part of teacher education programmes (Villegas, 2007). In the USA, The National Council for Accreditation of Teacher Education (NCATE¹) defined dispositions as “The values, commitments, and professional ethics that affect behaviour toward student, families,

¹ (With the July 1, 2013 de facto consolidation of NCATE and TEAC into CAEP as the new accrediting body for educator preparation, please visit <http://caepnet.org> for general information)

colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice." It is a prerequisite for student-teachers to obtain/develop dispositions during their teacher education programmes in the USA thus, "knowledge, skills and dispositions: the trifecta of modern teacher education. According to the National Network for Study of Educator Dispositions, dispositions have become a critical ingredient in the production of new teachers and administrators" (Karges-Bone & Griffin, 2009:27).

Ryans (1960) touched on the characteristics of teachers in his research when he looked at teachers' attitudes, viewpoints and beliefs. Richardson (1996) noted that there was a move away from attitudes to beliefs. She concluded that the belief system teachers have about teaching and learning was established even before entering into teacher education programmes (Richardson, 1996). An investigation into the connection between educators' beliefs and practices shows that beliefs aid educators in determining what is and what is not significant in their practice. "Beliefs act as a filter through which a host of instructional judgements and decisions are made. This supports Combs's (1972), contention that people's beliefs flow from their perceptions of a situation. Thus, beliefs help identify how one is disposed to behave, one's disposition" (Huber-Warring & Warring, 2006:39).

Beliefs appear to be used synonymously with dispositions and perceptions. Arthur Combs (1969) coined the term dispositions. Although he originally referred to perceptions he later used the terms interchangeably. Combs developed five perceptions during a series of studies done in Florida with regards to the helping professions. This is a broad term that includes teachers, but are not limited to them (Combs, 1969). The five perceptions Combs established were those about:

- self;
- other people
- subject field
- the purpose and process of education; and
- a general frame of reference.

As dispositions are a prerequisite for the accreditation of teacher education programmes in the USA, various academic institutions have developed key dispositions and assessment tools to measure dispositions among student-teachers. Mullin, (2003); Whitsett, Roberson, Julian & Beckham, (2007); Singh & Stoloff, (2007a) and Singh & Stoloff, (2007b). Below I discuss three frameworks based on Combs's perceptual research.

The first framework is referred to as the Intellectual; Cultural; and Moral (ICM) these are known as the three disposition domains. "Succinctly defined, these domains encompass content and pedagogy, the cultural identities of teachers and students, and the values driving one's moral reasoning. We developed the ICM framework based on areas of the literature that are essential for effective teaching: teacher knowledge, including pedagogical content knowledge, culturally relevant pedagogy, and teacher moral development and care" (Schussler, 2010:351-352).

The second framework is a teacher behaviour checklist organised into the three domains of Competent, Caring and Committed. The following dispositions are categorised within these three domains:

- Professional responsibility.
- School and technical operations.
- Learning community.
- Communication and collaboration.
- Responsive to diversity.
- Professional commitment and integrity (Karges-Bone & Griffin, 2009:29-30).

In his work, *Nurturing the Five Dispositions of Effective Teachers*, Usher (2003) established the following five dispositions based on Combs's work as the third framework.

- *Empathy*: the teacher respects and accepts each person's own unique perceptions as authentic.
- *Positive view of others*: the teacher honours the internal dignity and integrity of each learner and holds positive expectations for her/his behaviour.
- *Positive view of self*: the teacher believes in the worth, ability and potential of themselves.

- *Authenticity*: the teacher sees the importance of openness, self-disclosure and being “real” as a person and teacher.
- *Meaningful purpose and vision*: the teacher’s purpose are primarily person-centred. The teacher feels a compelling and abiding sense of allegiance to democratic values, the dignity of being human, and the sacredness of freedom. Commits to growth for all learners in mental, physical and spiritual realms and seeks to identify, clarify and intensify knowledge and personal beliefs (Usher, 2003:3).

It is apparent from the three frameworks mentioned above that dispositions are perceived and described by various means, however, there is a general over-lap of concepts and content. Dispositions, therefore, cannot exist as separate entities; they are intricately bound to teachers’ knowledge and capabilities, teachers who lack the skills to carry out certain activities will be unable to do so, regardless of their desires (Shoffner, Sedberry, Alsup & Johnson, 2014). For instance, even though L2 teachers may desire to be competent communicators in their non-native language, but they lack the knowledge and ability they will be unable to communicate competently. The danger, however, is that teachers may perceive themselves as competent communicators as Freeman (2004), explains, “what teachers believe about and can see in themselves and their students,” is the core of teacher effectiveness. The combination of knowledge, skills and dispositions determine what a teacher observes and comprehends. “A teacher cannot impact something that she/he cannot see or comprehend” (Bell, Grant, and Fisk-Moody 2011:42). If a L2 teacher therefore, believes that she is a competent communicator she will believe that she is an effective teacher and will therefore not be aware or comprehend that her language has a negative impact on her classroom communication.

In my research I chose to use Usher’s five dispositions for effective teachers along with this description by Keely, (2006:84) “Among other things, this research portrays master teachers as passionate, respectful, approachable, creative, fair, understanding, and well prepared” as a guideline in establishing the communicative dispositions of my teacher-participants. I used these frameworks specifically

because they originated from Combs and these can be directly related to both pre-service teachers and current in-service teachers.

Combs (1997) explains that dispositions are a result of a person's perceptions and thus become a habitual behaviour. Cummins & Asempapa, (2013) validate my own definition of communicative dispositions: a habit of consistent communication behaviour patterns and traits which are both verbal and non-verbal. By implementing Combs's approach of dispositions as behaviour I adhere to the belief that "past and present behaviours have a predictive value for future behaviours" (Mullin, 2003:9). It should be explicitly stated that the dispositions referred to in the literature above are behaviours or traits or beliefs or characteristics of the teachers they are not communicative in nature.

2.2.8 Concerns raised

Given the numerous frameworks developed by various institutions in the USA to identify and assess teacher dispositions there is, no consensus on the definition of dispositions and it is argued that dispositions cannot be properly assessed (Welch, Pitts, Tenini, Kuenlen & Wood, 2010). It is agreed, however, that teachers have a core set of beliefs and values that guide their attitudes toward their profession (Welch *et al.*, 2010). Thornton (2006) however, argues that although there is no consensus on the definition of dispositions, various frameworks have been established to address the identification of dispositions and assessment should be done in accordance with the standards set by professional organisations. Villegas, (2007:378) states that there needs to be more precise and consistent use of terms such as dispositions to ensure that there is a comprehensive understanding of "the connections between teacher candidates' beliefs', their actions in the classrooms, and what their students learn." Although it may be argued that NCATE has provided a holistic definition of dispositions the various views thereof make it a dynamic and ever-evolving concept which is interpreted by many to differing degrees. As Thornton (2006) mentions above each framework that has been developed to identify and assess dispositions does so according to its own standards and should thus be applied accordingly. I have, therefore, applied Thornton's reasoning to my research in determining teacher communicative dispositions.

2.2.9 Communicative dispositions globally

From the literature I established that classroom communication and dispositions are well established concepts within their particular fields, however, my research did not provide me with studies that have combined the two concepts, as my research has done, especially with regards to the focus being on the teacher rather than the learner. There is research that focuses on the classroom environment, the methodology and approaches used to teach, as well as learner's ability to learn in English as their second-language. It does however, appear that there is research that hints at second-language (L2) English teachers. One such a study was done in the Midwestern region of the USA where mainstream teachers with differing degrees of English language learner-specific university preparation engaged in practices that integrated the native languages of English language learners during instruction. The study concluded that, "teachers with at least three courses of English language learner-specific university preparation appeared to engage in promoting native language practices to a much greater extent than those without such preparation" (Karathanos, 2010:49).

The following study focused on the teacher and their perceptions, however, the teachers were native English language speakers and therefore had a different view of the English Language Learners (ELLs) in their classroom. A primary issue that the researchers observed was that teachers see the second-language learners as inadequate (Rodriguez, Manner & Darcy, 2010:130).

A study done in Singapore, Brunei and Australia using the Questionnaire on Teacher Interaction (QTI) which indicates student awareness of teacher behaviour. The study found that teachers "are expected to exert a great deal of power and expertise, and the student is expected to follow direction" (Brok, Fisher, Wubbels, Brekelmans & Rickards, 2006:92). This too, is the tendency in South Africa, however, our schools have become so diverse that the power balance does not always fall in favour of the teacher. There is a general lack of respect towards the position the teacher holds in the classroom as a result of culturally discriminatory customs regarding gender, race, socioeconomic status and age.

The afore-mentioned studies focused on the teacher and they looked at teacher education, perception and interpersonal behaviour. Each study contributed to a better understanding of who the teacher is across continents, but these studies did not look at the communicative dispositions of teachers in a changing linguistic context. Yang Xu researched the communicative approach in China. His focus was on English First Language classes. “Chinese teachers are not native English speakers. Most of them, especially in the rural schools, are not good at using English for listening and speaking. Their low educational level and limited understanding of linguistic knowledge may restrict the development of the communicative approach” (Xu, 2010:161). This study reflected similar participants to mine: participants who were not native English speakers and who shared a limited understanding of linguistic knowledge. These teachers were probably good BICS communicators, but not able to use English in circumstances that require CALP such as required in their teaching.

Although communication is a vast concept and much has been written about it in the context of education and the classroom. However, when I sought research conducted in Africa with regards to communicative dispositions of teachers I found little relevant information. Except for this research conducted in Nigeria that concluded, “attitude, knowledge base, and communication skills were significant correlates and predictors of effective classroom interaction” (Osakwe, 2009:57). Although Osakwe’s study is focused on the teacher and what the teacher needs to be able to communicate effectively it does not focus on a specific language aspect.

There appears to be a dearth in research relating to teacher communicative dispositions in Africa as well as in South Africa. Despite undertaking a wide and thorough search which included alternative definitions of communicative dispositions including specific details of how the environmental or classroom context may affect the teachers’ communication dispositions. It appears as though little research has been done on communicative dispositions in South Africa. I thus narrowed my search down and focused on language teachers, classroom communication and teacher experiences and dispositions from a global perspective.

2.2.10 Communicative dispositions and language teachers

Early & Shagoury, (2010:1056) researched the lived experiences of new language arts teachers. A conclusion reached in the study was that there is a need to “understand how low-income schools and districts could work to create and support new-teacher networks.” There is this general perception held by society that once a student has completed their degree in education they are fully equipped to teach in any context or circumstance. Yet beginner teachers need to be nurtured and developed by experienced teachers especially if these teachers are language teachers and even more so if they are L2 teachers teaching in a non-native language as is the case with my study. This relates to what Evans and Cleghorn, (2012) previously alluded to when they commented on the level of linguistic security needed by a teacher to be a competent classroom communicator.

When teachers communicate well in a classroom, they establish mutual respect between themselves and the learners especially if they communicate in a culturally appropriate manner. The more harmonious the communication between teachers and learners the more likely the learners will become willing participants in the communication process (Brown, 2005). This is especially true of South Africa as our classrooms are so diverse. As Baker (2012:62) states, “given the closely intertwined nature of culture and language, it is difficult to teach language without an acknowledgement of the cultural context in which it is used. Indeed, culture has been a component of our understanding of communication competences.” Cholewa, Amatea, West-Olatunji & Wright, (2012) made the appeal that teacher training should enable teachers to become social-change agents rather than maintaining a status quo where western cultural norms and practices are dominant. Understanding the linguistic context as well as the cultural context of the teacher-participants allowed me to explore how the above mentioned two contexts had influenced the communicative dispositions of the Afrikaans-speaking Foundation Phase teacher-participants.

De Jong and Harper (2005:118) in their study of mainstream English teachers summarise as follows, “Mainstream teachers must develop the knowledge, skills, and dispositions that reflect an awareness of three dimensions: the process of learning a second language, the role of language and culture as a medium in

teaching and learning and the need to set explicit linguistic and cultural goals.” The teacher-participants in my study should therefore have exhibited the three above mentioned dimensions which permitted them to facilitate communication in their classrooms. As L2 speakers of the medium of instruction themselves, these teacher-participants ought to have been keenly aware of the process involved in learning an L2. Owing to their very diverse multi-cultural classrooms, the teacher-participants ought to have utilised culture and language as a means of verbal and non-verbal communication within their teaching, however, the teacher-participants have to maintain the standard set by the curriculum to fulfil their linguistic and cultural goals. The curriculum is, but one of many policy documents that govern education in South Africa. As explained in Evans & Cleghorn, (2012) a policy provides resources so that the targets, aims and expectations outlined therein can be achieved.

In South Africa we acknowledge language within education, but we also see language as a cultural concept that is an entity on its own due to the disparities of our country’s past. The Department of Arts, Culture, Science and Technology holds the authority over all things language related. The fact that language is omitted from the department’s title suggests the low status language holds within the South African society (Evans & Cleghorn, 2012). In South Africa English is widely regarded as the lingua franca and enjoys a powerful status among all the language groups. This is a “subtle irony in terms of post-apartheid education in that a colonial language rather than any of the indigenous languages is favoured as a language of learning and teaching” (Evans & Cleghorn, 2012:58). South African education policy is guided by principles derived from the South African constitution and the South African Schools Act (RSA, 1996). One such policy is the Language in Education Policy (LiEP) which is the most prominent policy that guides language in the classroom (RSA, 1997). LiEP has been the subject of discussion and debate among a wide range of education stakeholders and role-players. It has also been the subject of formal public comment following its publication in Government Notice No. 383, Vol. 17997 on 9 May 1997. The Language-in-Education policy based on Section 3(4) (m) of the National Education Policy Act (Act 27 of 1996) states that:

- All learners shall offer at least one approved language as a subject in Grade 1 and Grade 2.
- From Grade 3 onwards, all learners shall offer their language of learning and teaching and at least one additional approved language as subjects.

In the section of the LiEP labelled, Policy: Language of Learning and Teaching, it states that the language(s) of learning and teaching in a public school must be (an) official language(s). The Norms and Standards regarding Language Policy published in terms of Section 6(1) of the South African Schools Act (1996) states under the section labelled: The rights and duties of the school subject to any law dealing with language in education and the constitutional rights of learners, in determining the language policy of the school, the governing body must stipulate how the school will promote multilingualism through using more than one language of learning and teaching. The LiEP also promotes additive multilingualism meaning that learners must learn an additional language while at the same time developing and maintaining their home language. Additive multilingualism makes it possible for learners to acquire complex skills such as reading and writing in their strongest language and then to transfer these skills to their additional language. Wherever possible, learners' home language(s) should be used as the language for teaching and learning. Educators, teachers, parents and learners are often caught in the middle when the language or languages to be used in school are not fully agreed upon according to Evans & Cleghorn (2012).

Apart from the above mentioned there are other educational policy matters to consider as explained by Sayed, Kanjee & Nkomo, (2013:62), "education policy is often reactive in South Africa instead of proactively guiding the education sector. Reforms should take place in time, guided by the context and future trajectory of a society instead of responding to ever changing short-term interests of influential role-players." These influential role players are often oblivious to the far-reaching effects their decisions have and how difficult implementation of such decisions can be. One of these decisions in the White Paper of 1995 articulated how the preparation of teachers could be attained with regard to quality. The White Paper specified that the education ministry considered teacher education as "one of the central pillars of national human resource development" (Sayed *et al.*, 2013:22).

Policies written and implemented to achieve quality teacher preparation programmes would include qualification structures which expressed the minimum criteria and competences required (Sayed *et al.*, 2013). The Committee on Teacher Education Policy (COTEP) titled: *Norms and Standards and Governance Structures for Teacher Education* states the essential competencies teachers in training require, however, the policy is vague with regard to the competencies required. These competencies are arranged under the headings knowledge, skills, and values. Under each heading is a vast list (of competencies) although communication is mentioned as a required skill, no further information or explanation or definition is provided. Furthermore, values are indicated as attitudes or dispositions which contain two concepts: values related to the school, and attitudes related to professionalism. No further information or explanation or definition is provided which leaves these competencies wide-open for interpretation (Lemmer & Badenhorst, 1997). The African National Congress as current ruling party introduced into the education system the concepts of equality, participation and democracy. Although these are noble ideals and should be an integral part of our education programme yet they were incorporated at the expense of “issues relating to the quality of teaching and learning” (Sayed *et al.*, 2013:72). Policies are administrative and often not properly implemented because of a lack of resources or failure to be applicable to the education context or a teacher does not have the required skill set to implement the policy and it is therefore disregarded. COTEP’s *Norms and Standards and Governance Structures for Teacher Education* placed no emphasis upon classroom communication or teacher competence with regards to language or communication within the classroom. There is apparently no measureable language or communication requirements for teachers. The consequences hereof may be particularly detrimental for Foundation Phase learners as “Quality Foundation Phase education is critical. It is within the Foundation Phase grades, that basic literacy, numeracy and life skills are developed and advanced.”(UNICEF, 2008:44). A Foundation Phase teacher should therefore be a teacher with specialised training who is enabled to teach young learners during the first four years of primary school. In the Foundation Phase, these teachers are responsible for the teaching of reading, writing and basic arithmetic, therefore, laying the foundation for further schooling. “In the Foundation Phase learners must learn how to read, write, count and calculate confidently and with understanding. Literacy,

numeracy and life skills are the essential building blocks upon which future learning takes place.”(UNICEF, 2008:44)

Without measureable language or communication requirements for teachers each teacher will therefore develop their own set of communicative dispositions to adapt to their school’s unique linguistic context as the Afrikaans-speaking Foundation Phase teachers of Ditlou Primary School have done. My initial proposition hedges that the Foundation Phase teacher may have to develop/adapt the following communicative dispositions to enable them to teach in a non-native language. These communicative dispositions may be verbal communication abilities, confidence in communication, good non-verbal communication strategies and a will to succeed (determination).

On the next page is a visual representation of the concepts discussed in the conceptual framework. It illustrates the three characteristics (communication competence: verbal and non-verbal, and teacher dispositions) of communicative dispositions and how they are all interlinked with one another.

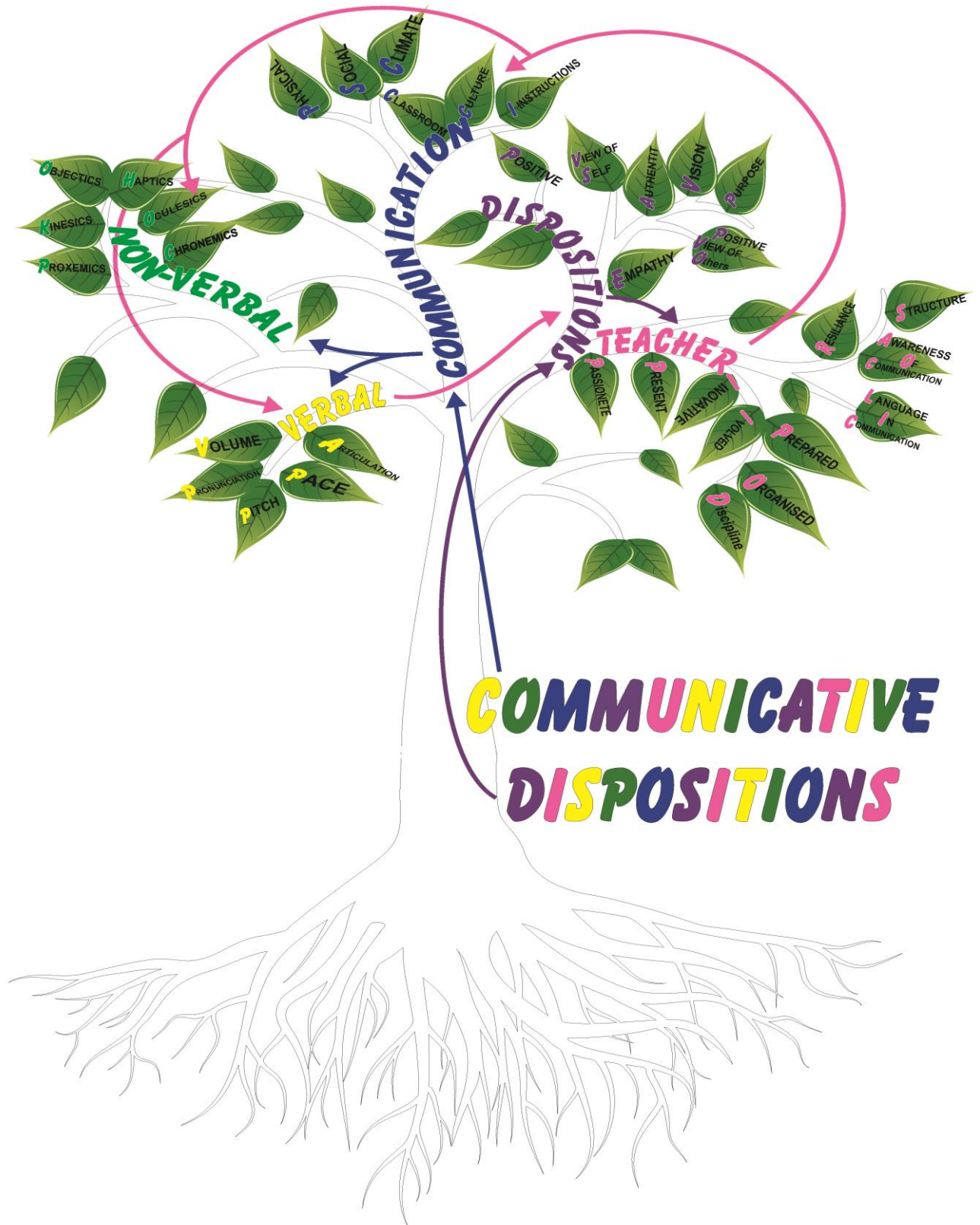


Figure 2.1: Visual representation of the concepts discussed in the conceptual framework

2.3 Theoretical framework: McCroskey's model of instructional communication

A theoretical framework informs the research design and provides the researcher with the concepts, assumptions, expectations, beliefs, and theories required to execute the study (Maxwell, 2005). Mine helped me refine my goals, provided guidance on selecting appropriate methods, and helped me in identifying potential validity threats. Miles and Huberman (1994:18) explain that a theoretical framework is, "the main things to be studied – the key factors, concepts, or variables – and the presumed relationship among them." I further used my theoretical framework as an evaluation to help interpret my data. I used the communication model discussed below, but I did not incorporate all six of the components of the model as some of them (generally those affecting students or curriculum) were not the focus of my research.

The model is articulated in the following article *Toward a General Model of Instructional Communication*: McCroskey, Valencic and Richmond (2004:197) wherein explanations of the six basic components of their model of instructional communication are provided. These six components are:

1. Teachers introduce their own characteristics into the instructional system which alters it.
2. Students like teachers bring their own characteristics into the instructional system which in turn affect their perception of their teacher and his/her communication behaviour.
3. Teachers' verbal and non-verbal behaviours have "consistent patterns which are observable by students" (McCroskey, Valencic & Richmond, 2004:199).
4. Student perceptions of teachers are "based on teacher's verbal and non-verbal communication behaviours – what the teacher says and how he/she says it" (McCroskey *et al.*, 2004:199).
5. Instructional outcomes are "concerned with learning: cognitive, affective, and in classes where appropriate, psychomotor" (McCroskey *et al.*, 2004:199).
6. The instructional environment cannot always be controlled by either students or teachers, but hinges on the nature, cultural, physical and social climate of the institution.

No general theory of instructional communication is used in the development of this model although the general approaches of rhetorical and relational communication are used extensively. This model is the culmination of many diverse groups of researchers seeking to understand instructional communication over the last thirty years.

I selected to work with three components: the teachers, their verbal and non-verbal behaviours and the instructional environment. I was able to ascertain and code my data accordingly in my attempt to establish what the communicative dispositions were of the Afrikaans-speaking Foundation Phase teachers and how the changing linguistic context had influenced their communicative dispositions at Ditlou Primary School.

In his book, *An Introduction to Rhetorical Communication*, McCroskey outlines the history of rhetorical communication dating back as far as 3000 B.C. while explaining its relevance into the twentieth century. His instructional communication model is based on the rhetorical approach which is derived from the classical rhetorical theory - a combination of argumentation and persuasion.

The Greeks, Socrates, Plato and Aristotle, were the first to grasp the influence of language as they noticed the effect that written or spoken language had. Plato was the student of Socrates and recorded the contribution he made. Socrates developed the Socratic dialogue, which utilised spoken language in a nuanced, well-argued way. Contemporary research revealed the same influence in a person-to-group communication situation. Rhetorical communication can be defined as the tool with which we exert control over the people in our environment as well as over our environment. This statement should be understood in the context that rhetorical communication is used as a form of power or manipulation over others (McCroskey, 1993).

Instructional communication based on the rhetorical approach therefore sees the teacher as the primary source of information and the students are the receivers of this information. Instructional communication is a primarily mono-directional that is controlled by the teacher (Mottet, Richmond & McCroskey, 2006). The teacher is therefore responsible for creating messages that stimulate a specific meaning in the

learners' mind. We call this learning (Mottet *et al.*, 2006). I acknowledge that, there are various other theoretical positions regarding the learning process, such as knowledge is constructed not received and learning is an active process, not a receptive process, which do not acknowledge mono-directional communication as instructional communication based on the rhetorical approach as my study does.

I now elaborate on my chosen components of the instructional communication model within the context of my study:

- **Teachers**

Teachers contribute various variables to instructional communication and the instructional system. The following eight characteristics were identified by McCroskey (McCroskey *et al.*, 2004:199).

The first characteristic is the level of intelligence the teacher possesses as perceived by his/her learners. In other words, is the teacher viewed as smart? The second characteristic a teacher is required to have is mastery of content. Thus the teacher is skilled in his/her area of expertise, is confident and teaches from a point of authority on the subject matter. Along with content knowledge a teacher at any level requires sound pedagogical knowledge. As they needed to have mastered the art or science of teaching. McCroskey lists education as a teacher characteristic which may appear redundant as it is generally assumed that teacher would be qualified. However, this is not the case and it is a legal requirement at institutions of learning in South Africa that a teacher has a valid qualification from a tertiary institution.

Another teacher characteristic is experience. Teachers gain experience by actively participating within educational institutions and by continuously working within their specialised field of education. The personality and temperament of the teacher in McCroskey *et al.* (2004), refers to the observations learners made about the teacher's personality and temperament. However, in my study I do not engage with the teacher-participant's learners, therefore I establish some of their personality and temperament traits through the data. The last characteristic is the most important of them all with regards to my study as it is the communication competence of the

teacher. This is the ability of the teacher to effectively transmit a message the learners will understand and create meaning from.

Some of the above mentioned characteristics e.g. level of intelligence are not easily measured without the help of standardised testing methods. For an accurate assessment of a teacher's intelligence, an intelligence quotient test would need to be done although it can be argued that the teacher-participant appears to be of at least an average intelligence as she has obtained a tertiary qualification.

My argument is that although I may not have been able to accurately test all of the above mentioned characteristics. I was able to sufficiently describe and explain these characteristics through the use of my data collection strategies: questionnaires, interviews and journals as set out in Chapter 3.

- **Teachers' verbal and non-verbal behaviours**

Please refer to sections 2.2.4 and 2.2.6 for a detailed discussion. A teacher's verbal and non-verbal communication is unique to his/her own classroom and teaching environment meaning that teachers do not all communicate in the same manner. This may be owing to there being no standard for teacher communication locally as previously discussed in this chapter and no prescribed methodology a teacher must use to communicate within their classrooms.

The communication that takes place between teacher and learners can be divided into two behaviours: the first is a verbal behaviour which is what the teacher says to the learners and the second encompasses non-verbal behaviours such as how the teacher speaks, body language, eye contact, facial expressions, and other paralinguistic features. McCroskey states that, "individual teachers tend to have consistent communication behaviour patterns which are observable by students" (McCroskey, et al., 2004:198-9). These patterns are what I sought to identify in my Afrikaans-speaking Foundation Phase teacher-participants.

- **Instructional Environment**

The instructional environment is a completely external variable, however, it does affect both the learners and the teacher. As the instructional environment is an external variable both the teacher and learners have limited control over how it may

affect them e.g. a fire drill in the middle of a spelling test. The following variables are noted when evaluating the instructional environment:

The nature of the institution in which the instruction takes place is important as the characteristics of the institution have an effect in the type of instruction that takes place. The nature of the teacher's classroom is another element which contributes to the instructional environment. The nature of the classroom should reflect the nature of the teacher's personality, temperament and teaching style as such. Another facet that contributes to the instructional environment is the culture of the institution. In this context culture refers to the ethos, values and principles that govern the institution including the demographics of the surrounding area. Other factors that need to be accounted for when establishing the instructional environment is the social and physical climate the institution exist in these factors relate to socio-economic status, infrastructure, development and charity to mention a few. The level of instruction provided by the institution is an important factor as well as the transitory factors. Transitory factors can change with or without notice. Some of these factors include extra-murals, class size, political interference, language, culture, and religion.

Ditlou Primary School - the instructional environment plays a significant role in my research as it is responsible for the changing linguistic context the Afrikaans-speaking Foundation Phase teacher-participants found themselves in.

In a later study done by Katt, McCroskey, Sivo, Richmond & Valencic (2009) which included Eysenck's Big Three (introversion-extraversion, neuroticism-stability, socialisation-psychoticism as explained by Neuliep, Chadour & McCroskey, 2003:321) agreed that the "initial general model offers a conceptualization of rhetorical communication that merges communi-biological factors of Eysenck's Big Three with well-researched communication constructs like immediacy, credibility and instructional outcomes". This justifies my choice of framework.

2.4 Conclusion

Much like the horticultural technique by which one tree is grafted into another, it is apparent that language, communication, teachers, the school and classroom environment, society, and policy are all intertwined and dependent upon one

another. The scion is the upper part of the tree (theoretical framework) while the lower part is known as the rootstock (communication, language and dispositions) when these two parts successfully merge and grow together it is called inoculation (a term used in agriculture or horticulture) which in essence is what my research achieved by grafting communication and dispositions into a single entity (tree). My choice of research design and methodology is described in the next chapter as well as the process which aided me in the collection of rich, in-depth data.

3. CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

Trees often grow in symbiosis, all different kinds and types, giving each other enough space to receive the sunlight they need. This is also true of research designs, methods and analysis. There are many that work well in symbiosis and thus create a forest of relevant and related designs and methods. Below I explain how my different paradigms, methodology, and analysis created a forest of research that enabled me to identify and explain communicative dispositions and the effect of a changing linguistic context upon these communicative dispositions. No woodland or forest, however, can be explored without a compass - much like what my audit trail provides. Throughout this chapter I provided a detailed explanation on how my research may be replicated, thus giving direction on how this forest was navigated, and providing a fellow traveller with the compass to reach the same destination.

3.2 Interpretivist research paradigm

People witness and live a multitude of experiences every day. As humans we can bear witness to, perceive, and understand human experiences within our human context. Interpretivism, also known as Social Constructivism, focuses on these experiences and how individuals use them to create meaning to life. It has its origins in hermeneutics, but has since developed into a fully-fledged research paradigm that studies the theory and practice of interpretation. Interpretivism facilitates an understanding of reality through social constructs such as language, awareness and mutual values. In this intrinsic case study, interpretivism was used to facilitate an understanding of how the teacher-participants behaved because of their changing linguistic context, and how the teacher-participants proceeded to make meaning thereof. This in turn influenced (caused them to adapt) their communicative dispositions.

Interpretivism therefore focuses on a particular context (linguistic context of Ditlou Primary School) that is unique to the teacher-participants (Afrikaans-speaking Foundation Phase teachers), thus enabling the researcher to better understand and

interpret the meanings the teacher-participants have constructed with regards to their linguistic dispositions.

By revealing how participants create meaning in their linguistic context, we come to understand their communicative dispositions and therefore we expand our knowledge of the intrinsic case study through the use of interpretivism. This is due to the partnership that exists between theory and research. The theory allows us to create meaning and comprehend issues, which in turn gives us the opportunity to make research decisions.

Knowledge of the social world affects human behaviour both in the case of the researcher and the participant (Nieuwenhuis, 2007). Interpretivism acknowledges that our social world influences our experiences and behaviours, owing to this we cannot ignore our subjectivity with regards to our research. In short, my understanding of interpretivism is as follows: the researcher looks at a situation from a certain point of view, and then tries to understand and explain how people in that situation make sense of their surroundings and/or experiences, and how, or why they then adapt their behaviour. An interpretivist approach focuses on action/behaviour, as there are reasons for specific actions or ways of behaviour. These intentional actions carry meaning, and can therefore be described as “behaviour-with-meaning” The interpretivist approach aims to explain intentional behaviour and what it means to the participant and the observer (Cohen et al., 2002).

Interpretivism was a suitable choice for my research endeavour as it allowed me to study my subject (Afrikaans-speaking Foundation Phase teachers) in their specified linguistic context, and allowed me to understand and interpret the meanings (social constructs) the teacher-participants had developed with regards to their linguistic environment and communicative dispositions. It sanctioned me to become the research instrument through which data were collected and analysed, although the very challenge of interpretivism lies therein. As stated above, interpretivism acknowledges that the researcher is bound by: their own knowledge of their social world, and how researchers create their own meanings. Therefore, the researcher is subjective when interpreting the data. Consequently, the debate that the research generally cannot be transferred (generalised) beyond the situation studied,

however, taking these criticisms into account it is for these very reasons that I chose the interpretivist research paradigm. My theoretical framework, and my research design are based on the study of a specific group in a specific environment (context). I can overcome the challenge of transferability by broadening the scope of the research by finding other similar contexts, linguistic nucleuses and case studies to study within the primary school community, as I have used a variety of data collection, instrumentation and analytical processes which should ensure a possible replication of the study as well as ensure its trustworthiness.

3.3 Qualitative research approach

I chose a qualitative approach for my methodological paradigm. According to Nieuwenhuis (2007:51), “Qualitative research methodology is concerned with understanding the process and the social and cultural contexts which underlie various behavioural patterns.” It allows for the collection of rich and in-depth descriptive data (words rather than numbers and statistics), which is what I did in my study on the communicative disposition of the Afrikaans-speaking Foundation Phase teachers at Ditlou Primary School. The qualitative research approach allowed me to develop my understanding of the research process and, as with interpretivism, to understand, and describe the teacher-participants of this study in detail.

As the emphasis of qualitative research is on the quality, depth and natural context of the information and data gathered, I created a context in which I was able to hear the teacher-participants’ voices and experiences, and could describe the linguistic disposition of each teacher-participant as they communicated in their L2. I determined how the teacher-participants adapted their communicative dispositions within the specific linguistic context, and was allowed to explore and describe the aspects of the communicative dispositions that emerged during the research process.

Qualitative research also gave me the opportunity to understand the context from the participants’ perspective. In the words of Watts (2014: 11), “the qualitative researcher should care about the viewpoints of their participants, demonstrate an

empathetic ability to understand and possess the mental dexterity to appreciate their contribution.”

Most importantly, qualitative research permitted samples to be based on purposefully selected or non-probability sampling, which I had predetermined to do owing to the nature of my research question. It allowed for the interpretation of data gained through a variety of empirical tools such as: open-ended questions, observation, audio-recordings, introspection, journals/diaries, structured or semi-structured interviews and group interviews (multiple sources) (Denzin & Lincoln, 2011). The focus of the qualitative research process is fundamentally multi-method.

Multiple strategies are employed to establish and reflect an in-depth and trustworthy understanding of the phenomenon in question. The multiple strategies used to overcome the challenge of reliability and credibility related to the trustworthiness of my qualitative research are: multiple approaches (various data collection instruments) leading to similar results; peer review (continuous feedback offered by a supervisor); detailed demographic and situational descriptions (thick description), ensuring that the correct setting (context) and participants are used (member checking). I applied these strategies to my research to ensure that there is a clear data trail and that the trustworthiness of my research remains uncompromised.

The goal of the qualitative research approach as applied to my study was not to just reveal the communicative dispositions as identified in the interpretivist approach, but also to explore the meaning thereof in the linguistic context of Ditlou Primary School. Thus the qualitative research approach remained the most appropriate and comprehensive form of methodology as applied to this research question.

3.4 Case study design

I chose a single, common case study research design (Yin, 2014) as it provided me with the opportunity to study a specific set of individuals within a specific context and time period. This case study design allowed me to gather comprehensive data through the use of four well-developed instruments allowing me an in-depth understanding of this specific phenomenon. My choice to conduct case study research, using this design, was justified in that I was able to state that my case was not simply a claim, argument or a hypothesis for which other kinds of research

methods could have been used, but a real-life situation which warranted investigation.

Using the single, common case study design, I described and recorded the context of my study. This included the physical environment, social, economic and historical aspects, however, to conduct quality case study research, one should continuously be aware of the interaction between theoretical issues of the case and the data collected (Yin, 2014). The description provided a comprehensive understanding of the context. It may even be used to generalise or apply the knowledge generated to other similar contexts or situations (Leedy and Ormrod, 2014). By using a single case study design, I aimed to incorporate an interpretivist perspective to understand how the teacher-participants had intermingled and associated with one another, and what meaning they derived from their communicative dispositions.

A single, common case study research design can be described in the following terms. Its aim is to record the context and conditions of an everyday situation (at Ditlou Primary School) which consists of the phenomenon being studied (the communicative dispositions of the Afrikaans-speaking Foundation Phase teachers) followed by the actual gathering of data (through a language biography questionnaire, two semi-structured interviews, and a journal followed by a group interview) and the product of the data are the findings or result. In my case study a word picture (narrative) is used to present my data, as this is a genre related to the type of data instrumentation used to present my findings (Rule & John, 2011). A case study can further be defined as “a practical investigation into a contemporary phenomenon within its real-world context” (Yin, 2014:16).

According to accounts given by Cohen, et al. (2002) and de Vos, et al. (2011), I understand that an intrinsic case study was a suitable case study design for my study, for the following reasons: an intrinsic or descriptive case study is so called due to its ability to describe, interpret and analyse a particular phenomenon. The key to descriptive case studies are their what- and how-type of questions as they seek to provide a very rich and thick description of their phenomena. They focus on the detail and texture of the data to describe the case intensively (Rule & John, 2011). Mark (1996) made the following observation: an intrinsic case study does not seek to understand a broad social issue, but to merely focus on the description of a

particular phenomenon. Descriptive case studies often lend themselves to a thematic approach to organise and present their data as a thick description, is detailed and often quite lengthy when all the above mentioned factors are to be considered (Rule & John, 2011) and (Adger, 2003).

By using an intrinsic case study, I presented my findings as a word picture (narrative), due to the intensively descriptive data of the case. A word picture is not to tell the story per se, but to focus on the phenomena (communicative dispositions), and how they relate to one another within the context of the case, at a particular point in time. I thus investigated what the phenomena were, the impact they had, what meaning they had, and how they were understood by the participants.

I have chosen a single case study research design because it is common in that it aimed to record the context and conditions of an everyday situation. My case study design is intrinsic because it does not seek to understand a broad social issue, but to merely focus on the description of a particular phenomenon. The intrinsic case study highlighted the phenomena, whilst the interpretivist and qualitative paradigms allowed me to provide in-depth descriptions and explanations of these phenomena.

3.5 Research context

The following sub-headings provide insight into my research and what made the context thereof unique.

3.5.1 Participants: selection procedure

The suitability of the strategy in which participants are selected is of as much importance as the methodology and instrumentation used in the research. There are two main means through which samples can be chosen: probability and non-probability sampling. Due to the nature of my research question and the research design and methodology, the participants were selected by means of certain criteria (criterion sampling) which form part of purposive sampling, which in turn falls under the umbrella of non-probability sampling (Cohen, et al., 2002:99).

Criterion sampling is the most pragmatic of the sampling methods to utilise, as it allowed me to predetermine the typical characteristics of the participants, as well as the number of participants involved in the study. The participants had to comply with

a set of predetermined criteria related to their cultural, social, demographic, historical and linguistic profiles to be considered for the study. Criterion sampling forms part of a larger body known as purposive sampling.

By using purposive sampling, researchers handpick the participants to be included in the sample based on the judgement of the researcher and the characteristics of the participants. It must be clearly stated that it is not a representation of the wider population and that it is blatantly and intentionally selective and biased (Cohen, et al., 2002).

The participants in this study had to fulfil the following criteria:

- The participant had to be Afrikaans speaking.
- The participant had to be a qualified teacher pre-1994.
- The participant had to be employed at Ditlou Primary School.
- The participant had to be a Foundation Phase educator.

Clarification of what Afrikaans-speaking teachers entails: A qualified teacher whose native tongue is Afrikaans. These teachers were raised and educated in Afrikaans from their formative years, throughout their schooling career of twelve years, and even their tertiary education was in Afrikaans. Once they had obtained their teaching qualifications from their tertiary institutions, they spent their careers teaching at schools where Afrikaans was the medium of instruction. Much of their lives are conducted in Afrikaans.

Clarification on who Foundation Phase educators are: a teacher who specialised in teaching learners in the first four years of primary school. These teachers are responsible for the teaching of reading, writing and basic arithmetic, therefore, laying the foundation of further schooling. In South Africa, the Foundation Phase is the first phase of the General Education and Training Band and comprises of Grades R, 1, 2 and 3. Learners in the Foundation Phase could, according to Notice No. 2432 of 1998, and the National Education Policy Act (Act No 27 of 1996), range between the ages of 5 and 10 years, and can be admitted to Grade R the year they turn 6. (Grade R is not compulsory) (RSA, 2002).

3.5.2 Participant profiles

Three teachers complied with the specified criteria, and, for the purpose of this research, will be referred to as Anna, Beth, and Cathy. This is in accordance with the ethical requirements of the study and in order to protect their anonymity and privacy.

Anna holds a senior leadership position in the Foundation Phase. She is a well-groomed and fashionable lady. She carries with her an aura of sophistication and has a certain presence. She is Caucasian, Afrikaans-speaking and has been a teacher for more than 34 years. Anna has a diploma from a teaching college and prefers to teach Grade 3 in the Foundation Phase. She acquired English during her time teaching at an English school. Anna would like to learn to speak Italian and Mandarin, and finds it easy to teach in English – she actually prefers teaching in English. She enjoys reading both English and Afrikaans for leisure. Anna engaged with the study in an open and enthusiastic manner. She was more than willing to give her opinion, share her experiences and provide her expertise.

Beth is more outspoken, but her focus during the interviews was more directed to that of her learners and the context of the school. She is of Indian/Coloured descent and is currently married to an Indian man, and therefore her current dominant language is English. However, Beth is a native Afrikaans-speaker as per the definition thereof previously provided. She has over 17 years of experience in teaching. Beth has a teaching diploma and also prefers to teach Grade 3 in the Foundation Phase. She acquired English at home and considers herself bilingual, and would like to learn to speak Mandarin. Beth enjoys teaching in English, and also prefers to teach in English. She likes to read English books for leisure and also holds a position of leadership in the Foundation Phase.

Cathy reminds one of a kind and loving grandmother, even though she is younger than Anna. Part of her interview was done entirely in Afrikaans, but later we switched over to English. She is Caucasian and Afrikaans-speaking. Although Cathy feels that she was brought up in a bi-lingual home as her dad was English-speaking, she fits the definition of Afrikaans-speaking as previously stated. Cathy holds a minor leadership position in the Foundation Phase and has more than 31 years of teaching

experience. She holds both a diploma and a postgraduate degree, and prefers teaching Grade 2 in the Foundation Phase. Cathy would like to learn an African language and is comfortable teaching in English. However, she would prefer to teach in Afrikaans. Cathy enjoys reading English books for leisure.

I only learnt of both Beth and Cathy's English language influences after they had completed their language biography questionnaires. They are regarded as Afrikaans-speaking by all at the school.

3.5.3 Research site: Ditlou Primary School

The biographical and geographical circumstances surrounding my research site, Ditlou Primary School, made it unique within the education context. The school is situated in an urban neighbourhood within an industrial area in the province of Gauteng. Its noteworthy history, but more importantly the metamorphoses the school has undergone in recent years, and the impact thereof on the teachers, created the optimal situation for my research. It was the changing linguistic context of Ditlou Primary School which allowed me to study both the linguistic context and what affect it had on the Afrikaans-speaking Foundation Phase teachers and their dispositions.

The story starts in 1913 with a community consisting of a farm, a railway line and one factory. It was in this community that Ditlou Primary School was established. A mere 12 years later in 1925 the school could boast that it had a principal and an assistant. Due to the community dynamics, it was decided at the time, that the medium of instruction should be Afrikaans. By 1935, the school had 46 learners. This number grew steadily over the next 4 years and by 1939 the school had a total of 70 learners. In 1942 the first school committee (governing body) was elected - it consisted of one member.

By January 1950, the school staff had grown to three teachers, the principal, and a total of 92 learners, with nine English-speaking home language learners. The learners were divided into three groups. One group consisted of Grade 1 and 2 (or then known as Sub-A and Sub-B), the second group consisted of Grades 3, 4 and 5, and the last group of Grades 6, 7 and 8. During that year enrolment grew from 92 learners to 120 learners, of which six were English-speaking, bringing the total

of English-speaking learners at the school to 15. 1953 saw the installation of the first telephone at the school - with an extension to the principal's house, while in 1954, an English class was established to accommodate the school's English-speaking learners. It was during this time that the learners started to achieve in various sports.

It was decided to build a school hall in 1955 (the same hall is still in use today), and by April that year the enrolment numbers of the school had grown to 182 learners. By January 1957 the school had a total of 185 learners and six staff members. The school hall was officially opened in 1959 and could seat 400 people. January 1960 saw the school year begin with 198 learners attending, and there was no formal school uniforms yet. In February of the same year, the school enrolment number rocketed to 216 learners. In 1963, the school celebrated its 50th birthday!

It was during 1965 that the first request was sent to the department of education to build a local high school. 51 years later and this community is still anxiously waiting for the long promised high school. It was estimated that the school had 1742 books in 1967, but no formal library to keep them in, while they had a staff of seven teachers and 226 learners. As is the case with all schools, Ditlou outgrew its premises and in 1969 the school acquired stand 62 and 63 for the expansion of the school grounds.

301 learners and 11 staff members greeted the 1974 school year at Ditlou Primary School. By 1977, there were 341 learners in the school and numbers grew steadily till the end of the year with 379 learners attending school. By 1981 the number of learners had grown to 438, but by 1983 enrolment had dropped to 404 and the school lost a teacher due to that.

The school celebrated its 75th birthday in 1988 with 414 learners, 18 teachers and three administration staff members. During 1990's the principal's residence was converted into an administration building that is still in use today.

Enrolment was much lower than expected in 1993 and only 365 learners enrolled. Due to this decline in numbers, a teacher and an administrator post were lost. In 1994 a qualified teacher from the community offered to teach a Grade 4 class

without remuneration, due to the loss of a post the previous year. It was also during 1994 that the school's roof was renovated.

The following year (1995) was significant in the school's history, as it marked the time that the school converted to a dual-medium school. Teaching took place in both Afrikaans and English, and 579 learners had enrolled of which 293 were Afrikaans and 286 English.

The highest recorded enrolment was in 1997 when 725 learners attended Ditlou Primary School. ISCOR (Iron and Steel Corporation) donated a fully equipped computer centre that same year. Three more classrooms had to be built in 1999 to accommodate the growing number of learners, which now stood at 822. It was estimated that these classrooms cost the governing body of the school R100 000.00. Classrooms were steadily added over the next few years to accommodate the growing number of learners.

By 2003 the school celebrated its 90th birthday, but it was a sad affair as a palisade fence needed to be erected around the school due to numerous burglaries. Two more classrooms were added in 2005 to accommodate new learners. The number of learners attending the school grew steadily, and by 2009 there were 1324 learners enrolled.

It was in 2011 that another significant change took place in the history of Ditlou Primary School. It was no longer a dual-medium school, but had officially become an English medium school, and all teaching and learning had to be done in English. It was with great pleasure that Ditlou hosted its first Mandela Day voluntary community service outreach project. More than a hundred parents arrived to repaint and repair the school roof.

Two years later, in 2013, the school celebrated its centenary. Much has changed, yet much has stayed the same. Ditlou Primary School still aims to provide a sound education to all its learners.

My observation of Ditlou Primary School is that it is no longer the well-maintained, well-equipped homogenous school it once was. It looks neglected and dirty. On the surface, it appears to have embraced transformation, but there are separate

staffrooms and disparate political affiliations lurk just below the surface. The school still has a long way to go concerning transformation and integration. None of the staff employed are English native language speakers.

Finding information with regards to the development of the infrastructure and community in the area has been problematic. When speaking to some of the ladies in the school office who have lived in the area for a considerable time, they mentioned that the railway line had been the biggest draw card for many of the businesses. As more and more factories were built in the area, the community grew and so did the school. Owing to the multiple factories in the area, an informal settlement grew on the outskirts of the community. With the end of Apartheid in 1994 the settlement grew considerably and the children from the settlement started to attend the once Afrikaans Model C school, initiating the many changes as previously mentioned.

Indicative of the above mentioned informal settlement, a home language survey was done in 2014 by the school as requested (annually) by the Gauteng Department of Education. This survey showed the diversity of the learners attending Ditlou Primary School.

Table 3.1: Home Language Survey

Home-language	Number of Learners	Home-language	Number of Learners
Sepedi	529	IsiXhosa	63
IsiZulu	266	IsiNdebele	46
Sesotho	121	SiSwati	41
Xitsonga	103	English	32
Setswana	100	Afrikaans	17
Tshivenda	76	Other	12

3.6 Research process

The research process describes the procedure I followed to collect my data and the instrumentation used to acquire said data.

3.6.1 Data collection process

It may not be obvious, but common ground is shared by both the qualitative and quantitative research forms in that they both necessitate consistent, trustworthy and repetitive forms of questioning in the acquisition of knowledge. As Watts (2014:1) says, “The truth, however, is that methods are simply tools and like all tools their effectiveness is maximised only in the hands of a skilled dexterous and creative user.” My data were collected through extensive fieldwork, and in order to accomplish this, I had to defend my research before a proposal committee whom I had to convince that my research is both necessary and of significance. Once I had successfully defended my proposed research, I had to apply for ethical clearance from both my academic institution and the provincial department of education (refer to Addendum 5). I accomplished this in 2015.

Once I had ethical clearance, I approached the school with a detailed proposal of what my research would entail, and how the school and staff would be protected through anonymity. After the principal agreed to allow me to conduct research (refer to Addendum 6), I then approached the School Governing Body for permission (refer to Addendum 7). On their approval I approached the pre-screened teachers that could have been possible teacher-participants. Each teacher was individually approached and asked to participate after a detailed presentation of the research proposal was discussed and explained to them.

The three participants I approached were all willing to participate in my research and completed letters of consent (refer to Addendum 8). My fieldwork included the following data collection strategies and their protocols: two individually held semi-structured interviews with each participant, a single group interview with all the participants, journaling and a language biography questionnaire were completed by each participant.

I provided my teacher-participants with a standard notebook in which to keep their journal. The journal entries were guided in the form of leading questions the teacher-participants needed to respond to over a five week period. While the teacher-participants kept their journals, I made individual appointments with each of one to discuss the language biography questionnaire - which they could complete at

leisure. After the teacher-participants completed their questionnaires, I scheduled dates for the two semi-structured interviews. The first of these interviews were exploratory in nature and provided guidance to the group interview. The interviews were held at times and places convenient to the teacher-participants.

The second last of the data collection methods was a group interview. The interview was held after the journals and the exploratory semi-structured interviews were completed, as the data from these were used to develop the scenarios featuring Ms Kruger, a fictional character, used to validate the previous responses of the teacher-participants. The teacher-participants enjoyed taking part in this interview as is evident from the transcripts. They had great fun in discussing the scenarios presented to them.

The last of the data collection methods was the second semi-structured interview which I used to confirm the validation of previous responses given by the participants. Due to the rules of research outlined by the GDE (Section 8.1 of the GDE guide for conducting research), research may only be conducted from the second week in February until the end of the third school term, and thus I was unable to complete my validation interviews in 2015 and had to wait until 2016 to do so.

3.6.2 Data instrumentation

- **Language Biography Questionnaire (Appendix 7.1)**

The language biography questionnaire was based on a similar design by Evans in 2007. (Please refer to Addendum 1 for the language biography questionnaire used.) I used the language biography questionnaire as a word-based open-ended questionnaire in which the respondents had to write their own free response to the questions asked. They were allowed to explain and qualify their responses without the limitations of filling in the most appropriate answer or closed-question responses. This tool is especially promoted for site-specific case studies, as was the situation with my study. Open-ended questionnaires provide rich wordbased data (Cohen, Manion & Morrison, 2002).

I used this questionnaire to obtain basic biographical data of my teacher-participants. These were easy questions to answer, and could easily have been added to the semi-structured interviews. The questions were structured in such a way to ascertain the education and language history of the teacher-participants, which enabled me to understand the history and exposure the teacher-participant had regarding language.

According to Rule and John (2011) my questionnaire could also be considered as field notes, as I followed a qualitative research process, and more specifically, a case study. The questionnaire used in my study consists of a set of carefully and well-constructed questions which are both clear and explicit in its purpose, and could therefore also be considered as field notes (Rule & John, 2011). The results of these language biography questionnaires were tabulated and are presented in Chapter 4.

- **Semi – structured interviews**

An interview is an opportunity to see the world from the participant's perspective. In the case of a semi-structured interview the researcher has predetermined questions the participant needs to answer. However, as opposed to the structured interview where the questions are formulated beforehand, but may inhibit the ability of the researcher to probe for deeper insight, the researcher - during semi-structured interviews – explore using clarifying and probing questions. This gives the semi-structured interview a more conversational style, although the researcher must be vigilant not to get side-tracked (Seabi, 2012). Please see Addendum 2 for a copy of the semi-structured interview schedules used.

Seidman (2006) developed a style of interviewing which he calls in-depth interviewing. This form of interviewing provides extensive information about the participant, and therefore greater depth to the study. Seidman (2006) set up three interviews over three weeks, where each focused on a different aspect of the study. However, there are some negative consequences such as time constraints for both the researcher and the participant, as well as the costs involved both for conducting the interview and the processes there after. In Rule and John (2011), reference is made to a case study in which only two interviews were conducted. Even though

only two interviews were conducted, the combined data gathered from both interviews were rich and provided substantial depth. I thus chose to use two semi-structured interviews as part of my data collection strategy.

The first semi-structured interview was exploratory in nature, asking the participant to describe how she feels about concepts related to her communicative dispositions and linguistic context. The second interview was used as a validation of responses. In this interview the questions were more direct and specifically probed the participants with regard to their communicative dispositions and linguistic context. These interviews helped me to gather essential data and gave me the opportunity to probe and clarify concepts and situations previously observed or mentioned in order to truly understand the teachers' perspectives and perceptions of their communicative dispositions and linguistic contexts. I used the data gathered from these interviews in the coding process as explained in section 3.8.2. The outcome of the coding process is documented in Chapter 4.

- **Group interview**

“Focus groups are a form of group interview, though not in the sense of a backwards-and-forwards between interviewer and group. Rather, the reliance is on the interaction within the group who discuss a topic supplied by the researcher” (Morgan, 1988:9). A group interview is therefore an interview in which the interviewer brings together a select few participants to discuss amongst themselves (not with the interviewer) ideas, questions, concepts or scenarios presented to them. A simplified explanation would be that it is like a think-tank where the respondents have their own discussions and where they offer their own answers, ideas and opinions. It was through the work of Lazarsfeld and Merton in the early 1940's that group interviews were formalised as an accredited means of obtaining qualitative data (Onwuegbuzie, Dickinson, Leech & Zoran, 2009). Today focus groups produce abundant and valuable data (Seabi, 2012). In my study I used different scenarios (see Addendum 3) to elicit discussion and unguarded responses from the teacher-participants. In using these scenarios, I was able to create a context and circumstances much like theirs. It was interesting to see how their responses differed when the same type of question was asked within the semi-structured interviews.

Below are the scenarios I created to elicit subconscious responses from the teacher-participants. In the shaded block underneath each scenario, I explain my reasoning for creating it.

Scenario 1: Miss Kruger recently qualified as a Foundation Phase teacher. She grew up in a close-knit Afrikaans community near Delmas. She is hoping to return to the primary school she attended as a child. She finally receives an offer from the school, but it is now an English medium school. She had English as a subject at school and is relatively fluent in the language.

- Do you think she will communicate differently in English than she would have if the school was still Afrikaans?
- How do you think Miss Kruger will adapt to teaching in English?

I created this scenario because Ms Kruger's situation is for all practical reasons the exact same situation the teacher-participants find themselves in – they all had English as a subject at school, but are now required to use English as a medium of instruction, even though it is not their native tongue. By using this scenario, I wanted to know whether the teacher communicates differently in English than she would if she were speaking Afrikaans. I wanted to know how the teacher had adapted from teaching in Afrikaans to now teaching in English.

Scenario 2: Miss Kruger arrives at the school. She finds that she now has a very diverse group of learners, which speak several different languages, to teach. Miss Kruger is employed as a grade one teacher. She has to teach the learners the English alphabet. She struggles to do this as she isn't familiar with English phonics and doesn't have enough experience.

- How do you think she will communicate with her learners?
- What advice would you give Miss Kruger to overcome the language barrier in other words how can she become more comfortable teaching in English?
- How do you think she will adapt to teaching learners that speak different languages to her own?

I created this scenario as it resembles my participants own classroom situation regarding learners and language in order to elicit the following information:

I wanted to know how the Afrikaans teacher communicates in her classroom.

I wanted to know how she has overcome the English language barrier in her own classroom.

Has she changed the way she teaches learners that do not speak Afrikaans?

Scenario 3: Miss Kruger notes that the school has changed in several respects. Many more children from a nearby informal settlement attend the school. These learners go home to do many chores as their parents are all employed in minimum wage jobs with long working hours.

Due to Miss Kruger's inexperience she expects the children from the informal settlement to perform in the same manner as those from more advantaged families.

- Please describe how you think this will change the way Miss Kruger communicates with the children in her class.

In her frustration Miss Kruger refers to the children disparagingly when chatting to a colleague suggesting some prejudice towards them.

- Please describe how you think Miss Kruger might treat the children from the informal settlement differently to those from middle class backgrounds.
- Please describe how you think the teacher might change her body language and eye contact when she communicates with them.
- Please describe how you think Miss Kruger's tone of voice may differ when she speaks to her learners.
- How do you think Miss Kruger will arrange her classroom?

This scenario is based on a situation I previously observed. The first part of the scenario is indicative of the expectation teachers have of their learners. The second part is indicative of how they treat learners in their classrooms. The aim of the scenario was to establish how my participants communicate with the poor black children in their classes, especially as they come from various socio-economic backgrounds.

Scenario 4: Sipho is a learner in Miss Kruger's class. Sipho lives in a shack. He has no running water or electricity. He has to walk 5 km twice a day to fetch water for

his family. He has very little time for homework and thus his school work suffers. Sipho is bright and understands English well enough; however, he has difficulty speaking the language.

How do you think Miss Kruger would assist Sipho to improve his speaking skills?

This scenario should be indicative of how the teacher-participants would assist a learner that is facing similar language barriers as they are.

Scenario 5: Another beginner teacher from Mozambique has started at the school. She is well qualified, but English is her third language. The new teacher is taking strain as she cannot speak any of the indigenous languages of the children. She is also struggling with her English pronunciation. She goes to Miss Kruger for advice on how she could improve her English.

What advice do you think she was given?

I created this scenario knowing that there are teachers from other African countries teaching at the school. I wanted to gauge the teacher-participants reaction given that English is not their native tongue either.

Scenario 6: Miss Kruger meets and marries a Hollander and moves to Holland. She starts teaching at a local Dutch school. She does not have a good command of Dutch verbally, but understands it well enough.

- Please describe how you think Miss Kruger might change her body language and eye contact when she teaches her nine-year-old learners.
- Please describe the tone of voice you think Miss Kruger might use in her classroom.
- Please describe the way you think Miss Kruger may go about arranging her classroom.
- How well do you think Miss Kruger is able to communicate in her classroom?
- How would you describe your communication with the learners in your class?

This scenario may appear a little far-fetched, but it is actually very close to the reality of these teachers. They too, have to teach in a language in which they have received

no formal training (they understand it, but do not necessarily speak it well), teach learners who speak different vernaculars to their own and teach in an environment that is foreign to what the school was like pre-1994.

- **Journals**

Bolger, Davis and Rafaeli (2003:580) refers to journaling, or reflection, as part of diary methods. They describe these methods as “self-report instruments used repeatedly to examine ongoing experiences, offer the opportunity to investigate social, psychological, and physiological processes,” within daily circumstances. Schön (1983) prefers reflection in action whereby the teacher must learn to reflect on her feet, thus learning to solve problems as they occur. The core of reflection is characterised by the awareness of traits developed through retrospect (Korthagen, 1999). Journaling is a means of reflecting upon the experiences that may have occurred during the school day. Many teachers do not necessarily reflect through writing, but may reflect by speaking to their partners, colleagues or friends. Nissila (2005), like Korthagen (1999), sees reflection as the integration of images and beliefs that are individual and personal. This allows the teachers to become more aware of themselves professionally and personally, which leads them to be more realistic about their perceptions of themselves.

The teacher-participants were requested to keep a journal in which they had to reflect at any time, on communicative incidents that took place in their classrooms. However, they were also prompted with reflective questions which they had to reflect on. The journals were therefore a combination of open-ended and guided writing (see Addendum 4 for the prompts provided). According to Bailey, Curtis & Nunan (1998) a journal can be a place where we articulate an analysis of our own behaviours and attitudes. Sa (2002:151) concurs with this and explains that journaling is a useful data source as it provides us with the “participants’ thoughts, attitudes, feelings, and perceptions” which are not observable. The information gained from the journals was coded along with the semi-structured interviews.

3.7 Ethical considerations

Please refer to Section 3.5.1 *Participants: Sampling and Selection Procedure*, for a detailed description of how the teacher-participants were selected. The role of each teacher-participant was to participate in interviews and to spend some time completing the language biography questionnaire and guided journal. The level of sensitivity or intrusiveness was expected to be limited, as there was no expectation that the teacher-participants would divulge any sensitive or intimate information about themselves. Although I had worked with these teachers-participants as a fellow colleague for eight months, no close, lasting relationships formed, and the possibility for a conflict of interest was minimal. No “heinous discoveries” were made during this study.

With regard to the teacher-participants and their privacy, confidentiality and anonymity, I only acquired data from voluntary participants. I did this by simply approaching and asking the teachers whether they would consider taking part in the research, after providing them with a detailed proposal of what the research would entail. The participants were informed in writing that they needed to be available for the duration of the research. The nature of this research allowed for one participant to withdraw from the study, but the validity of the findings may have been compromised should two participants have withdrawn. However, none of the teacher-participants withdrew from my study. They were all older than twenty-one and were required to give written consent, with the assurance that their anonymity would be protected and that the data would be managed confidentially, regardless of the findings. Their privacy was in no way compromised.

The teacher-participants were requested to read through the data collected to ensure accuracy, but they declined the opportunity. The study was deemed to have benefitted the teacher-participants as it would have provided them with significant information about their communicative dispositions that they were unaware of. I am of the opinion that there were no potential risks involved in this study for the teacher-participants, as they were interviewed in a context and time of their choosing. No other parties apart from the principal and I knew that they were participating in my study. Not even the principal was informed of the teachers-participants’ pseudonyms.

Although the teacher-participants were aware of who the other teacher-participants were, each one was approached separately and asked individually if they would like to partake in my study, during the sample selection. The teacher-participants were not privy to which pseudonym belonged to which teacher-participant to ensure confidentiality and anonymity.

Institutional approval was required from the Gauteng Department of Education, the principal of the primary school, the school governing body (SGB) and the head of the department, along with all relevant parties at the University of Pretoria. (Please refer to Section 3.6 *Research Process* and section 3.6.1 *Data collection* to establish previous steps taken for the formation of an audit trail or repeatability of research).

The raw and processed data collected, which include audio, audio-visual and the hard copies of the field notes and interviews, have been sealed and stored at the University of Pretoria for the prescribed fifteen years until disposal thereof. A back-up was made of all electronic data and saved on a USB-drive as well. The data on the hard drive of the computer was erased.

Myself, the participants, my supervisor and the audio-typist unanimously acknowledged that the unpublished (raw) data remains private, confidential and it shall not to be disclosed to anyone.

3.8 Data analysis

“Qualitative data analysis is very complex, and any description of the practical aspects of the analysis process runs the risk of oversimplification. There is no one right way to work with qualitative data” (Dierckx de Casterlé, Gastmans, Bryon & Denier, 2012:2) stated, however, Nieuwenhuis (2007:99-100) explains qualitative data analysis as “... an ongoing and iterative (non-linear) process, implying that data collection, processing, analysis and reporting are intertwined and not merely a number of successive steps” thus acknowledging qualitative data analysis as complex and inter-reliant. Yet, qualitative data, regardless of the size of a qualitative research project, big or small, in the end the data creates “mountains of words” according to Johnson, Dunlap & Benoit (2010:648). These “mountains of words” are usually generated by the researcher through the use of their data instrumentation.

I had the semi-structured interviews and group interview transcribed by a trained audio-typist who adhere to all ethical conditions. This, according to Delamont and Jones (2012:439), enables “social interaction to be studied scientifically since the data are preserved and can be reproduced”, which simply means that the data are now open to repeated analysis and a checking and review system. One can therefore understand Nieuwenhuis’s explanation data analysis as an ongoing process, as working through “mountains of words” created by the transcriptions will have to be analysed through the use of multiple analysis strategies. Each strategy chosen must elicit factual data. What follows is an explanation as to how I analysed these “mountains of words” in my study or rather the many leaves of the tree that represents my research.

3.8.1 Analysing a case study

Leedy and Ormord (2014:143-4) explain that the data analysis of a case study generally involves the following steps:

1. “Organisation of details about the case.” This pertains to the facts of the case and that they should follow in a chronological order. These details are provided in Section 1.2 *Rational and Research Question*.
2. “Categorisation of data.” The data collected was categorised into groups. This is effectively the coding of the data as will be explained in 3.8.2 *Coding*.
3. “Interpretation of single instances.” This may also be identified as critical incidents. These are specific data that are examined for their specific contribution or relation to the case. These were identified during the coding process and discussed in Chapter 4.
4. “Identification of patterns.” As with the categorisation of data, the identification of patterns is another element of coding the data set. The identification of patterns is the in-depth examination of the data to seek out the theme, patterns and characteristics the information may reveal. This concept is discussed in Section 3.8.2 *Coding*, as axial coding.
5. “Synthesis and generalisation.” This denoted the complete description of the case. There may be conclusions drawn that have implications beyond this specific case. The intrinsic case study is presented as a complete portrait and

the whole picture is revealed. These concepts are discussed in great detail in Chapter 5.

3.8.2 Coding

As explained by Leedy and Ormord (2014), data need to be categorised into groups or categories. This step is in actual fact coding. Coding is done by carefully reading through the textual data, line by line, and allocating codes to the repetitive key concepts or units. This requires the researcher to make intelligent, analytic and systematic decisions when coding the data. According to Dierckx de Casterlé *et al.* (2012:2), coding “requires expertise in reading, thinking, imagining, conceiving, conceptualizing, connecting, condensing, and categorizing”, and by applying these expertise, one is able to identify the patterns, characteristics and themes which emerge from the coding.

Coding can be independent, crystal clear illustrations of facts, or coding can be an exploratory tool that enables further investigation and discovery. It is not unusual for data analysis to start whilst it is still being collected, as there may be facts or specific concepts that may aid with the coding process and the identification of repeated patterns and themes. I made use of a concept known as open coding which allowed for codes to develop from the data gathered. However, I also used pre-chosen codes which were concepts derived from my theoretical framework. I thus used both inductive (open) and deductive (pre-chosen) analysis in my coding process, which is a hallmark of good qualitative research (Rule & John, 2011).

The coding and analysis of the data were a fluid process and allowed me to move backwards and forwards in my study as new revelations were made throughout my research. There are two rules applicable in qualitative coding. The first is that a part of text may be coded with more than one label. The second is that large amounts of text may have no coding, but may contribute to the background and context of the research (Nieuwenhuis, 2007). Saldaña (2013), however, points out that it is dangerous to assume that all patterns are regular, as eccentricity is also a pattern and there can be patterned variation in data. Both Nieuwenhuis (2007) and Saldaña’s (2013) observations applied to my research. It provided me with valuable in-depth and rich data that assisted me to identify these Afrikaans-speaking

Foundation phase teachers' communicative dispositions and the affect the changing linguistic context had on their communicative dispositions.

When analysing the coded content, I sought to establish patterns, similarities and differences, as well as what is known as “code absence”. Nieuwenhuis (2007) explains that this may be data that have no codes, but contribute to the research in other ways. This leads us to another feature unique to the use of case studies as a research design; the opportunity to analyse ‘critical incidents,’ or as identified by Leedy and Ormord (2014) (see 3.8.1 above) “Interpretation of single instances” which may contribute specific meaning in relation to the case. These incidents may, or may not be part of the coded analysis, but make a significant contribution to the research.

Once the data have been coded, a process known as axial coding begins. Axial coding is the grouping of codes into categories. The researcher then sets about to analyse the categories by searching for patterns. These patterns help the researcher to develop themes from the coded data (Rule & John, 2011). I applied axial coding to my coded data and was therefore able to establish the themes that answered my research questions.

As coding is a system of analysis, it should be carried out with rigour as it serves to trace a path from the descriptive to the interpretive, which provides the researcher with the first-person perspectives of the participants. This is achieved through the use of a simple, but effective system, by asking the ‘what’ and ‘how’ questions. The ‘what’ questions ask, “What is the participant talking about at this point in the data?” (Watts, 2014:6), and the ‘how’ question asks “How does the participant understand or construct what they are talking about at this point in the data?” (Watts, 2014:6). By using these questions, I was able to engage with the data from the participant’s perspective. The journals and language biographies were natural text as they were written by the teacher-participants.

A tree is not considered a tree if you have all the parts (trunk, leaves, branches, etc.) thereof, but they are not whole. Coding should be viewed in much the same way as it provides all the parts that creates the whole.

3.9 Quality control (Trustworthiness)

Having chosen the single case study research design of the intrinsic or descriptive case study design, I am aware that the following matters need to be taken into consideration: authenticity (construct validity), credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability. By identifying what the communicative dispositions of the Afrikaans-speaking Foundation Phase teachers were and how their communicative dispositions were influenced by their linguistic context, I had to acknowledge that in general psychological literature; proponents of psychoanalysis have faulted “behaviourism” for its superficial approach (Ware, 1973). However, as detailed below, I have repeatedly endeavoured to maintain the trustworthiness and replicability of my research, regardless of the fact that I indeed relied upon the identification of behaviours as defined within the communicative disposition construct.

3.9.1 Authenticity (Construct validity)

A qualitative researcher, like me, strives to provide an authentic account of their research. To achieve this, the researcher strives to portray a fair and honest account of the teacher-participant (Afrikaans-speaking Foundation Phase teacher) and their context (changing linguistic context of Ditlou Primary School). I therefore employed the strategy of *member checking*. Creswell (2013) calls for member checking, It is a process whereby the participants read through the documentation (research) and have the opportunity to account for its accuracy and to validate the researcher’s findings as an authentic account of the study (Creswell & Miller, 2000). In an attempt to maintain objectivity, I needed to declare researcher bias in which case, I state unequivocally my position, assumptions, opinions and biases with regard to the research. These may include the following: I am Caucasian, middle- class, Christian, bi-lingual, bi-cultural, liberal, female and I previously worked at my research site, because of my experiences and observations I undertook my research. My researcher bias had no apparent influence on gathering or interpreting data.

One of the great criticisms of case study research is that researchers develop data collection processes which confirm the researchers’ preconceived ideas. The criticism is thus that the data collection processes are biased. To counter act this

bias and to increase construct validity, the following can be done: use multiple sources of evidence that converges as the research continues, ensure that there is a visible and well recorded chain of evidence, and use peer and participant reviews to ensure accuracy (Yin, 2014). I have applied those principles by having multiple sources of evidence collected through my various data instrumentation tools. I have a visible and well recorded chain of evidence as indicated throughout my study in the form of an audit trail. My research was participant, as well as peer checked by my supervisor.

3.9.2 Credibility (Internal validity)

Both credibility and confirmability rely on an external audit to verify that the conclusions drawn from the data are both credible and objective. There are numerous ways in which credibility may be obtained in a study, I employed peer review or debriefing, as it allows for a peer, familiar with the research, to review the data. It is expected of the peer reviewer to ask pointed questions about methods and interpretations, to challenge the researcher's assumptions and lend some support (Creswell & Miller, 2000). I made use of my supervisor as a peer to check my research as she is an expert in this field of study herself.

Inference is of great concern when faced with internal validity, as the researcher infers a result owing to an earlier occurrence based on data collected yet they were not there to observe the actual event as it took place. Such inferences can be negated by peer and participant review (Yin, 2014:46). Researcher re-flexibility is the self-disclosure of my assumptions, beliefs and biases with regards to my research. It is advised that researchers acknowledge in detail their beliefs and biases as early as possible in their research, to allow the readers to understand their position (Creswell, 2014). Please refer to the above section where I have previously mentioned my biases.

3.9.3 Transferability (External validity)

Transferability is suggested by Guba (1981) as an alternative to generalisability. Transferability is conducive due to the research design and data presentation, thus the findings may possibly be generalised (transferred) beyond the immediate study, although ethnic (cultural, race or language) differences need to be kept in mind (Yin,

2014). My research process and methodology are clearly outlined within the confines of the chosen research design (Chapter 3), and that several other case studies and research documentation were used to extrapolate the unique features of my research endeavour. I also tried to produce a rich and thick description consisting of various quotes and interconnected descriptions relating to both the teacher-participants and their contexts.

3.9.4 Dependability (Reliability)

It was my responsibility to ensure that the quality of the research process (data collection) remained consistent over the research period. This ensured that the data collection was stable and consistent, which further lends strength to its credibility (Di Fabio & Maree, 2012). The same conclusions and interpretations should be reached by any researcher who chooses to conduct the same study again. The aim of reliability is to diminish the errors and biases in the study. Therefore, in creating as many operational steps as possible and conducting your research as if someone is looking over your shoulder the entire time (Yin, 2014), helps to ensure credibility. This, as previously stated, was achieved through the detailed descriptions and explanations throughout the chapters which lends credence to my audit trail.

3.9.4.1 Strengths

My data analysis provided me with new insights into the context and reality of the teacher-participants. This included significant and insignificant descriptions of events and their analysis, a chronological narrative, the participants' perceptions of various phenomena, and the boundaries drawn around the case by its geographical, institutional, cultural, environmental, historical, linguistic, and cultural contexts (Cohen et al., 2002). By establishing trust with the teacher-participants, I was enabled to interact with the teacher-participants in a non-threatening and natural manner (Mouton, 2013). Although observation was not a formal data collection instrument I did observe the teacher-participants during the interviews. Observation is considered to be superior to many other data gathering techniques using non-verbal data collection approaches. My informal observation of the teacher-participants took place in the teacher-participants' natural environment unlike those

in which experiments and surveys are conducted as the teacher-participant chose the venue for the interview. (Cohen et al., 2002)

3.9.4.2 Limitations

The difficulty of generalisability (transferability) of results gained through the research as it is confined to a specific group of participants within a specific context. Another limitation was that data collection and analysis was very time consuming for me, as I first needed to establish a non-threatening environment allowing the teacher-participant to behave and speak (express themselves) in a natural way. I also had to gathering enough raw data to establish themes and patterns for coding purposes (Mouton, 2013). Owing to these factors and GDE policy I had to cease my data collection in 2015 and could only continue in 2016.

3.9.5 Main sources of error

My potential bias as the researcher was of concern - especially as I made use of interpretivism. However, I clearly stated my research stance in an attempt to maintain objectivity, I declared researcher bias in which, I state unequivocally my position, assumptions, opinions and biases with regard to the research.

As explained by Mouton (2013:150), common errors found in data collection are: “the research expectancy effect” in which case there may be an expectancy from the researcher for the participant to react or answer in a certain way and the “social desirability effect” which is when the participant gives responses he/she feels they should be giving rather than stating what they believe. The most likely error I needed to avoid at all costs was the error of incomplete data documentation. In which case I failed to keep extensive and detailed field notes, transcripts and observations (Mouton, 2013). I was, however, thorough in my data collection and documentation, therefore incomplete data documentation was avoided. Bias was again considered during data analysis to ensure that it was not interpreted selectively to substantiate the findings. During data analysis and interpretation, I guarded against making interpretations that were not supported by the data (Mouton, 2013).

3.10 Conclusion

We are out of the woods! This idiomatic expression is often used to indicate a situation where danger or a difficult situation has passed. However, in this case it means that we have successfully navigated the chapter. Chapter 3 encapsulated many of the important aspects of my study, such as my research design, paradigms, research context and my research process. Attention was given to the ethical steps taken, how and why data analysis had taken place, as well as how quality control or trustworthiness of my research was established.

All these aspects combined ensured that a compass (audit trail) exists for a fellow traveller to successfully navigate through my research (woodland) whilst identifying what the communicative dispositions of Afrikaans-speaking Foundation Phase teachers were, and how their changing linguistic context had influenced these communicative dispositions. In the following chapter a word picture (narrative) is made of the individual trees (teacher-participants) that is indicative of silvology.

4. CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction

Silvology is the study of forests and woodlands. In Silvology the forest trees and stands are studied, included is the tree's life-history, general characteristics and locality factors, which can be compared to what I did with my teacher-participants in my research. I studied their language (life)-history through my language biography questionnaire and I ascertained their communicative characteristics through my interviews and the journals they completed. Lastly, the instructional environment provided me with the locality factors that gave rise to their changing linguistic context. In this chapter I applied the concept of silvology to my data analysis (see Section 3.8 in the previous chapter) to draw a vivid word picture of what the communicative dispositions were of the Afrikaans-speaking Foundation Phase teachers and to what degree their changing linguistic context influenced these communicative dispositions.

4.2 Data presentation

I used these multiple data sources, but collapsed the sets to draw from a single pool. I analysed the data produced and used the subsequent codes and themes to write narratives which answered my research questions. A language biography questionnaire (see 4.2.1) was used to ascertain their language history. The language biography questionnaire is summarised in Table 4.1 with a brief discussion. The data collected from the personal, one-on-one semi-structured interviews (see 4.2.2), the single group interview using scenarios (see 4.2.3) and the journals (see 4.2.4) are presented in narrative format. The teacher-participants words are verbatim and an indication of their language (English) proficiency.

In the report, the teacher-participants are referred to by pseudonyms as Anna, Beth and Cathy. I first set out to ascertain the use of the themes developed from the use of inductive (open) and axial coding (refer to Section 3.8.2 in Chapter 3). In the narratives that follow I used the deductive (pre-chosen) and axial coding to answer my question of what these dispositions were. I used my theoretical framework (refer to Section. 2.3 in Chapter 2) which is based on McCroskey, Valencic & Richmond (2004) model of instructional communication to determine what the communicative dispositions of

these Afrikaans – speaking Foundation Phase teachers were. I used three components from the model of instructional communication: *Teacher, Verbal and Non-Verbal Communication, and Instructional Environment*. (Please see Addendum 9 for a brief summary of analysis.)

In the end my data are presented much like the growth rings of a tree trunk, each ring is part of the tree, and can tell you whether the tree suffered drought, disease or had a good, rainy season. In the same way my data sets told the stories of these three Afrikaans-speaking Foundation Phase teachers and their communicative dispositions, each unique, but each part of the research tree.

4.2.1 Language Biography Questionnaire

The language biography questionnaire provided me with the language history and experience of the teacher-participants. The language biographies were pooled together and the data were analysed and presented in tabular format (see table 4.1). The data provided where the teacher-participants acquired their tertiary qualifications, their teaching experience in years and which grades they had experience. Anna and Beth both indicated their preferred teaching grade is grade three, however, Cathy stated she preferred the grade two's. It may be of language (teaching) significance that none of these teachers indicated grade one as a preference. Grade one would be considered the grade in which formal language learning takes place.

Another interesting anomaly is that only Cathy had an interest in learning an African language while Beth and Anna chose Mandarin. This may be of significance as none of these teachers speaks any of their learner's home languages and yet only one is interested in acquiring a (African) language that their learner's speak. When asked what the predominant language of the teachers at Ditlou primary school were: Anna indicated Afrikaans and African vernaculars, Beth chose Afrikaans and English and Cathy indicated just Afrikaans. One could argue that Anna sees the staff as multi-cultural and –lingual, while Beth opted to indicate the languages she most often communicate in when in the staffroom. Cathy is an outlier in this regard by only stating Afrikaans as this is not the case. Although all three the teacher-participants indicated Sepedi as a predominant language among the learners at school. Cathy adds English to the primary African vernaculars Beth and Anna indicated. Furthermore where Anna

and Beth both indicated their preference for teaching in English Cathy stated her preference as Afrikaans making her again an anomaly. Anna states that she acquired her English language skills through experience as she worked in an English medium school for 15 years, however, Beth and Cathy indicated that they acquired their English language skills at home.

- **Summary of communicative dispositions (as pertaining to text and table 4.1)**

Education: All three the teacher-participants have tertiary education qualifications

Experience: The teacher-participants all have several years of teaching experience.

Communication competence:

Non-academic acquisition of non-native language (English).

Comfortable/easy to teach in non-native language (English)

The data provided in Table 4.1 is a summary of the Language Biography Questionnaires:

Table 4.1: Language Biography Questionnaire

	Tertiary institution	Qualification(s)	Teaching experience	Foundation Phase experience			Experience in other grades	Grade preference to teach
				Gr 1	Gr 2	Gr 3		
Anna	Teaching College	THOD Diploma	34 years	3	5	26	2	Grade 3
Beth	College of Education	Higher Education Diploma	17 years	1	4	12	(Grade 5)	Grade 3
Cathy	Teaching College and University	Diploma and B.Ed. Hons.	31 years	1	14		(Grade 4 – 6)	Grade 2

	Acquiring English	Interest in other language	Predominant language of neighbourhood	Language preference in malls / restaurants	Predominant language of teachers at school	Predominant language of learners at school	Do you find it easy to teach in English?	Language preference for teaching	Language preference for reading material
Anna	15 yrs. teaching in an English school	Italian and Mandarin	English	English	Afrikaans, Sepedi and Zulu	Sepedi and Zulu	Yes, use to it.	English	Afrikaans and English
Beth	At home (Bilingual)	Mandarin	English, but also Afrikaans	English, but also Afrikaans	Afrikaans, English	Sepedi, Zulu and Xhosa	Yes, it's my current home language	English	English
Cathy	At home (dad was English)	African Language	Afrikaans	English	Afrikaans	English and Sepedi	Yes	Afrikaans	English

4.2.2 Semi-structured interviews

The first semi-structured interview was exploratory about the teacher-participants' language, communication, and teaching environment, and the second one sought to confirm the initial responses and also asked more direct questions regarding the teacher-participant's communicative dispositions. Although the teacher-participants could choose to do their interviews in either Afrikaans or English, only Cathy chose to do hers in Afrikaans, however, she did code switch.

The semi-structured interviews and group interview were collapsed into one data pool, analysed and presented as narratives. The narratives are word pictures that provides an in-depth, rich and thick description of the teacher-participant, their communicative dispositions and their linguistic context. Observational references are used as observed, by myself during my interaction with the participants.

The narrative begins with a description of the teacher-participant and the concepts pertaining to the teacher like content and pedagogical knowledge, personality and temperament. The narrative then describes characteristics of the teacher-participant's verbal communication, e.g. volume, pitch, pace, pronunciation and articulation. What follows next is her non-verbal communication themes for example proxemics, objectics, chronemics, oculosics, haptics and kinesics. The last concept to be described is the instructional environment: nature of her own classroom, institutional culture, physical and social climate, and transitory factors which is depicted as a prompt and response.

4.2.2.1 Anna

Anna is stylish and well-groomed. She portrays an urbane image, however, this does create a sense of aloofness. She was educated at a teaching college, holds a diploma, and has over 34 years of experience. She is the eldest of the teacher-participants and holds a leadership position. She acquired her English language skills during her tenure at an English school where she taught previously. She prefers teaching in English and says she is use to it. When choosing reading material for leisure purposes she prefers a combination of English and Afrikaans writings. Anna was outspoken during the group interview. She remarked and

commented throughout the interview, often engaging in hand gestures or displaying comical facial expressions.

- **Content and pedagogical knowledge**

Due to her many years of experience, Anna carries knowledge of teaching practices before the advent of Curriculum 2005, another term given for Outcomes Based Education (OBE), and most recently Curriculum Assessment Policy Statements (CAPS). Anna sees herself as being knowledgeable in the content of the curriculum, as well as pedagogically. She does lament the fact that there is no pedagogical or other developmental training provided either by the school or the department for the teachers.

- **Personality and temperament**

Anna may appear aloof with her sophisticated image, but she is a passionate teacher who revels in the small successes of her learners. She states, “I believe I am making a hell of a difference where I am here.” Anna referred despairingly to one of her learners during our interview, which inspired me to create a scenario with Miss Kruger for the group interview. Anna’s reaction to the scenario was that she cares a great deal about her learners, but sometimes the circumstances of the profession become very taxing which impacts negatively on teachers and learners alike. However, when provided with a specific learner in need of assistance under the guise of Miss Kruger, Anna wanted to assist the learner without singling him out or making him feel inferior. Her response was, “You know what? I can see you are capable of really, very, very good results. Maybe you should stay here in the afternoon for half an hour, and I can help you? So that if you go home, and you’ve got so many chores to see to, then at least your work is done.”

- **Verbal communication traits:**

Anna feels that she speaks English and Afrikaans professionally (refer to 2.2.3.2 Language Competency) when teaching, as well as socially. This may be a classic case of confusing BICS and CALP, because even though Anna may feel that she is a competent English speaker, she may not be a competent English teacher. This was evident when listening to, or reading through the data Anna provided. During the group interview Anna stated that she believes Miss Kruger would communicate

differently in English than she would in Afrikaans, which contradicts her own response to this question in the semi-structured interviews. When asked how she thinks Miss Kruger will adapt to teaching in English, Anna responded “Practice makes perfect.” Anna continued on this trend even when asked what advice she would give Miss Kruger to become more comfortable teaching in English. She responded with “No, it’s practice makes perfect. It’s like playing a sport, the more you practice, the better you become at it.” Anna responded to the question on how she thinks Miss Kruger will adapt to teaching learners that speak different languages to her own, with “Maybe not so bad, because she’s in the same boat as they are. She also has a different mother tongue. They also have. And now they’re all in a boat for English.”

Anna shared the following with me regarding verbal communication aspects:

- **Volume**

The first concept Anna spoke about was volume. This illustrated the relevance and necessity of language- and communication- competence and proficiency (refer to Section 2.2.3 of Chapter 2) in teaching. Anna understood volume to mean a quantity rather than the loudness of her voice. She stated that indeed the “volume is much bigger” if you have to say the word in Afrikaans, translate it into English, and provide examples for the learners to understand. She was referring to her teaching load.

- **Pitch**

Anna spoke about the fact that the teacher who previously taught her class was not disciplined or organised. The learners in essence lost an academic year, thus she teaches her lessons at a much slower pace than she normally would, and she repeats the content of the lesson continuously. However, to prevent her learners from losing focus, she adjusts the pitch of her voice continuously – especially, she says, when she’s reading a story to them. During the group interview, however, Anna agreed that Miss Kruger’s tone of voice would be “squeaky” and “pitched, high pitched.” Generally pitch may raise when nervous, stressed or anxious and Miss Kruger may have experienced all of these.

- **Pronunciation and articulation**

Anna feels that she speaks English with an accent and her learners experience her accent through her teaching, just as she experiences their vernacular accents as well. She goes on to provide the following explanation, “Sometimes they come and ask me a word like ‘been’ and then I don’t know what the hell is ‘been’. Later on I discovered it is bin. So I tend to tell them that you must remember, when you speak Zulu you need to speak Zulu, and when you speak Sotho you need to speak it like a Sotho person. Uh, and when we speak English we need to speak it like English people do. So we don’t have ‘feefy’, we have fifty. We need to say it like that.” This particular response confirms the statements made in Section 4.4 that these teachers have an awareness of communication and language in communication. Miss Kruger is faced with a classroom of learners from various socio-economic backgrounds. Anna described how she thinks this will change the way Miss Kruger communicates with her learners. Anna mentioned that “The thing is also, it’s one of those things where “adapt or die.” She’s not going to make the disadvantaged children not working, you can’t make them work. You can motivate them and you can have a system or like the homework book we have, that is a bit user-friendly, a bit child-friendly, where they don’t have to do research, or go on the internet, or things like that” or ask them to “bring a lot of fancy stuff that you know perfectly well they don’t have.” Anna goes on to explain that Miss Kruger will need to be more considerate of these learners’ circumstances: “I mean, if a child’s homework is not signed, I won’t jump on him.”

Non-verbal communication traits

These were previously explained with regards to my study in Section 2.2.6 of Chapter 2.

- **Proxemics (Space)**

Anna first explained her classroom set-up as this was indicative of her use of space (proxemics). Her desk is in the opposite corner in relation to her door and her desk faces the learners. Anna points to the desks arranged in three long horizontal rows. The rows are far from one another and she explains that “four rows which might have been maybe a bit better, but at this stage I need to sort of isolate them as far as I can.” Anna goes on to say that she has some learners with severe learning

barriers and behavioural problems and that she placed these at the back of the classroom away from other learners. She goes on to say that “you need to put a weak one, for me, next to a weak one as well, because otherwise you get professional copiers.” Yet Anna’s classroom is colourful and bright displaying many posters with beautiful bold pictures accompanied by the appropriate labels.

- **Objectics**

She has many word card/flash cards up against objects giving the name in both Afrikaans and English. This form of non-verbal communication is known as objectics – it is the use and display of objects to enhance the communication process (McCroskey, 1993). Anna provided a very different answer when asked how she thinks Miss Kruger would arrange her classroom, “Most probably a table far away from the children, maybe in a corner, maybe next to the door, maybe not facing the children. Lunch stacked away, far from everybody.”

- **Chronemics (time)**

Another non-verbal communication trait which is often ignored or not deemed important, is chronemics (time). Time has a great influence on how we communicate verbally and non-verbally in teaching, especially as time is an important factor in the communication process. Anna emphatically states “no, I cannot stick to the time limit at all, whatsoever.” When Anna was asked what she would do with an extra-hour a day, she said that she would like to read stories like Roald Dahl’s and work on her learner’s verbal abilities in English.

- **Oculesics (eye-contact)**

In a school like Ditlou where the teachers and learners are of diverse cultures, it is very important for both teachers and learners to have a good understanding of each other’s cultural heritage and traditions. Eye- contact (oculesics) is considered a form of non-verbal communication, but it is also linked in some instances to cultural behaviour. Anna states that she believes in eye-contact, but understands that it is taboo in other cultures. She says, however, “I want them to look at me - especially when I shout at them.” By using this non-verbal behaviour she wants to emphasize her verbal communication.

- **Haptics (touch)**

Regarding the physical aspect of teaching, Anna spoke more about how she conveys emotion through touch (haptics) with her learners. She candidly confessed that she is a disciplinarian and establishes order first. She does, however, believe that she is their mother for the day and thus, if they hug her, she hugs back. If a learner cries, she puts them on her lap. Her reasoning is “they tend to respect you and they tend to have trust in you as well, because you are caring about them.”

- **Kinesics (body movement/language)**

Anna believes in using her body language (kinesics) to confirm her verbal utterances. As she speaks, she makes use of many gestures. She explains “I tend to be like, try and be like a clown because that is when the children tend to remember what you do.” This may be considered as an action with a “built-in” explanation. Her opinion regarding Miss Kruger’s body language is as follows “I think it’s going to be a shock, and she’s going to try and sort of like, get away, because it’s something that she’s totally not used to. She’s going to distance herself, maybe”, as she’s not familiar with such multi-cultural classes.

- **Instructional environment**

Anna engaged with enthusiasm when provided with the opportunity to speak about her instructional environment. I asked her to provide me with some insights into what the nature of the institution is. Anna relates how it was a shock when the principal wanted to apply equity, which meant in this case the appointment of more black teachers to have a fair race representation. She feels that one cannot just apply equity, and that consideration needs to be given to experience, commitment and responsibility. She goes on to explain that she would not call the school chaotic, but “definitely not efficient and disciplined.” She unequivocally states that she does not ever want to teach the senior phase in the school because there is no accountability, no structure and the learners are more unruly and difficult to manage.

- **Nature of her own classroom**

Anna reflects thoughtfully on the nature of her own classroom and the Foundation Phase in general. “We are really organised and everybody knows exactly where he

is going and what to do.” Anna does, however, mention that of the other teachers there are three well organised teachers, but that the fourth is very disorganised.

- **Institutional culture**

According to Anna, institutional culture is a non-issue, and used the following example to prove her point; during Mandela day there may be some charity event and the principal has approached companies around the school, “but there is not really a lot of involvement here.” In this context institutional culture refers to the ethos, values and principles that govern the institution including the demographics of the surrounding area (please see 2.3)

- **Physical and social climate**

Anna was very blunt in her description of the physical and social climate of the school. Anna summed up the school’s physical appearance as “dirty, untidy, no maintenance.” She goes on to explain the social climate as follows: “We used to be much more of a unit than we are now the principal created a second staff room on that side. Even the children picked up that there is a black staff room now.” Again, there is this distinction between black and white, us and them.

- **Transitory factors**

At the end of the interview Anna was given words or short phrases and had to respond with her immediate thought:

R: Extra-murals.

A: “Soccer. The combi courts were built too fast. It is a mess. It is a white elephant.”

R: Class size.

A: “Dirty classes that needs boards, that needs furniture that needs furniture to be fixed.” She confirms there are forty learners in a class. She goes on to say that any number more than thirty-four is too large a number for a Foundation Phase classroom.

R: Political interference.

A: “The principal.” She elaborates that “sometimes we can have from the principal, quite a political racial undertone in the whole meeting.” She describes the principal as thinking he is untouchable and behaves like a bully.

R: Language.

A: “Broken English.”

R: Culture.

A: “Noise, loud music, funny dressing, not, not proper dressing.”

R: Religion.

A: “Christians, people that really go to church, that really believe in God as teachers here.”

- **Summary of Anna’s communicative dispositions:**

Anna displayed the following communicative dispositions in *personality and temperament* through the data analysis:

Empathy: willingness to assist learners without singling them out; an understanding of cultural differences and understanding that the learners gain respect for a teacher through haptics (please refer to the section on **Haptics** above).

Positive view of self: Anna takes great care to dress well. She is well groomed and comes across as self-assured and confident. She is outspoken and engaging (please see section 4.2.2.1 Anna).

Positive view of others during the group interview there was a consensus that teachers support each other by giving advice, making suggestions and engaging with their H.O.D’s.

Anna has a *meaningful purpose and vision* as she states, “I believe I make a hell of a difference where I am here”, but she is also a disciplinarian establishing order and setting boundaries in place.

Anna made an observation during the group interview, “maybe not so bad, because she’s in the same boat as they are. She also has a different mother tongue. They also have. And now they’re in the same boat for English” (please refer to 4.2.3 group interview) this may indicate why the teacher-participants feel they are competent communicators as they measure their competence to that of their linguistic context. Anna believes that “practice makes perfect” when it comes to verbal communication (please refer to the section verbal communication traits above). Anna possess the following verbal communicative dispositions as discussed in the above narrative: volume, pace, pitch, pronunciation, articulation and enunciation. She has developed

the following non-verbal communicative dispositions: proxemics, chronemics, oculosics, haptics, kinesics and objectics.

- **Factors influencing Anna’s linguistic context:**

According to Anna the *instructional environment* is dirty and classes are in need of boards, furniture and other infrastructure. She describes the *nature of the institution* as not chaotic, but not efficient or disciplined either. Anna explains the *nature of Foundation Phase classrooms* are organised and everyone knows what to do, however, they are also copies of each other with minor differences in theme, colour and directionality (please refer to 4.2.3 group interview). According to Anna there is no *culture of the institution* as there is no involvement. Anna describes the *physical climate* of the school as dirty, untidy and a lack of maintenance this is in contrast to when she first joined the school. Previously the staff was more of a unit, but the principal allowed a second staffroom and even the learners refer to the rooms as the white staffroom or the black staffroom she explains regarding the *social climate*. As discussed above under the heading *transitory factors* Anna briefly indicated the influence of the following factors: extra-murals, class size, political interference, language, culture and religion.

4.2.2.2 Beth

Beth is Indian, but grew-up in a bilingual home and speaks Afrikaans as a native language and thus adheres to the definition (provided in Section 1.3) of what Afrikaans-speaking entails. Beth does not group herself with the black teachers of the school, but as evident through the data, sides herself with the white teachers. She is well spoken, and explains that her current home language is English because of her husband, but when she goes to visit her mom up North it’s “Afrikaans from morning till night.” Beth has over 17 years of teaching experience and holds a leadership position. She is well dressed. Her clothing is comfortable and allows for movement – a practical and durable teacher’s outfit. Beth is blunt - a spade is a spade in her book. She speaks frankly and honestly yet she is approachable. She reads only English books for leisure as she has never found an Afrikaans author she enjoys reading.

- **Content and pedagogical knowledge**

Beth is an experienced teacher and, much like Anna, she has seen the implementation of the various curricula. She is a willing learner and is enthusiastic at the prospect of attending training on either pedagogy, curriculum or language teaching. She expressed disappointment that neither the school, nor the education department endeavours to present such training.

- **Personality and temperament**

Beth carries an aura of authority, but is still approachable as she manages to set you at ease in her presence. Her honesty makes any encounter with her a refreshing experience. Her passion for teaching is evident in the following statement she made during one of her interviews “I said, well it’s for my conscience you know to know I’m doing the best that I can to help them.” Beth is referring to her learners and the difficulty they have with learning in English. Beth, like the other teacher-participants agreed that assistance should be provided without singling out the learner or making him feel self-conscious. Beth’s summation is “Encourage, encourage, encourage, support.” During the group interview when a scenario was presented where Miss Kruger disparagingly refers to a learner, Beth said:

“So rather than sympathising, I think you should empathise with lots of empathy. Look, there are those that are disadvantaged, that are horribly naughty, you know, and they’ll just go out to make nonsense, but that’s, also just might be a way of attention-seeking. You know, sometimes it’s just like, especially after second break, you can’t get anything done with them. Then just take out a book and read a story to them. And we’ll complete this work tomorrow, let’s just ... But you must see her, them, they’re like, you know, like they’re really like, whether you read Afrikaans or English, they’re like into the ..., they don’t want you to stop. So they also just need, I think, a chill, chill time, sometimes”.

- **Verbal communication traits:**

Beth noted the following about speaking in English: “Oh, I love it. It takes a bit of getting used to. Once you’re used to a language or once you’re used to speaking in a language then teaching becomes easier.” This statement indicates that Beth is aware, unlike Anna, that teaching in English and speaking in English are two different things that require different skills. Beth’s answer during the group interview regarding the scenario with Miss Kruger, and if she would communicate differently in English than in Afrikaans, is significant, as it reflects her current unique circumstances. “It’ll take time to grow on a person, especially if it’s not your mother

tongue, but there's also a lot of Afrikaans-speaking people that put a lot of effort and time in, into giving a lesson, and represent it almost as well as an English-speaking person. But they, like I said, they go the extra mile.”

Beth also stated that Miss Kruger must be encouraged to speak English more in order to become more comfortable in speaking and teaching therein. Beth agreed with Anna's statement that Miss Kruger and her learners are all in the same boat, as they all have different mother tongues, but now have to learn and teach in English.

- **Volume**

Beth is naturally loud, but she confessed that she does speak softer when using English as opposed to Afrikaans, because “in English it, it will just be natural or they will understand me.” This she says is because the learners have Afrikaans as an additional language.

- **Pace and pitch**

Beth took her time when asked about the pace at which she speaks. She reflects that her pace is “graduate, evened out,” when teaching, however, she does teach with greater emphasis at certain times and her pauses may become irregular when working with her support learners, she says. When probed her on her pitch, she honestly states that “it can go pitched sometimes.” She felt that Miss Kruger would also have a pitched tone of voice.

- **Pronunciation and articulation**

Owing to Beth's current language situation at home and school she has more insight into pronunciation and articulation. She made the following observation:

“Grade one is a make it or break it, because there you start with your phonics and there you start ... and the minute you teach phonics wrong it is wrong for life. I can't correct it here in grade three when you've been taught like that for twelve months you know and it's being carried over to the next ... well, Afrikaans-speaking person and it's still being that way and I ... when they come to grade three now I must fix it so no, there are lots of hiccups.”

- **Non-verbal communication traits:**

These were previously explained with regards to my study in Section 2.2.6 of Chapter 2.

- **Proxemics (Space)**

Beth has her table opposite her door and facing the children. It is a copy of Anna's classroom, with minor differences. Beth's classroom is set-up in traditional rows, but she says "I would like to have them in groups of four, but the classroom is too small." By having her classroom arranged in rows, she can move around in the room and it is "not so deurmekaar" (messy). This is a good use of the space she has (proxemics). As with Anna, Beth's learners are also arranged by ability. She groups her support learners together and says that "if there is a weaker learner sitting next to a good learner, for a while they will help out, but they get irritated because there is always someone bringing them down."

- **Objectics**

A drawback of Beth's classroom is a very busy back wall. She has informative posters on her wall, but unfortunately there is a painted mural on the wall behind the posters. In this case there are too many objects (objectics) involved and the non-verbal communication is lost. Regarding Miss Kruger's classroom, Beth became very involved with her description:

"You know, when you start teaching for the first time, you have this idea, and you have a pot plant here, and you have photo frames here, and you have ..., you know? And then, soon and late, sooner rather than later, that gets taken home, and you put it away, and then there's no more flowers, and, and you know, because now you just get down to business, because like, you're more like "Don't walk that side." You know, it's ... Ja (yes), so she'll this all ..., pretty fancy class, I'd say, to start off with. Pretty fancy. All the ... And then, she's got like this nice, whatever, tablecloth. And a glass, and a cup and saucer, and a ..., I see that. A tea corner. Ja (yes). A hand sanitizer and a towel, that gets taken home every afternoon. All very pretty, but very impractical and a rude awakening to what teaching in really is about."

- **Chronemics (time)**

Beth gave much the same answer as Anna when asked about the use of time (chronemics). She said: "No, the time is way too short." She goes on to explain that the time is very limited, especially when teaching new concepts, "That is also one thing I have against CAPS I think. They, they jump from one to the next and... and

nothing is founded.” When I offered her an extra-hour a day to use, Beth stated that should she be given extra time every day, she would focus on reading, because “these kids don’t read a lot and they take everything for granted. They don’t read with understanding.”

- **Oculesics (eye-contact)**

Beth acknowledges the cultural differences regarding eye-contact, but, she says, “I want to maintain eye contact all the time. When we speak in my class and I start a lesson everybody’s eyes are on me. So it is eyes on me. You, you don’t look anywhere else, you don’t, you must focus now on what I am saying.” A pattern is starting to develop with both Anna and Beth insisting that the learners look at them when they are speaking - as if looking at them will ensure that the learner fully comprehends what is being said.

- **Haptics (touch)**

Beth’s authority is evident in how she insists her learners behave. She points out that she teaches her learners to raise their hands in class, and then to stand when being spoken to. But she says, “They like to hug. I hug.” She admits that her learners like to hug, and that she hugs them back, thereby displaying emotion through touch (haptics).

- **Kinesics (body movement/language)**

After some thought, Beth described her body movements whilst teaching, as “Cape Town” - especially when communicating with her learners. “So in one day I’m like Cape Town where you have sun and rain and wind and all in one day. You have to be a good communicator, you have to ... well, change and be what the situation calls for.” Beth speaks with her hands and body, and even during the interview, she’s pointing with a pen or wagging her finger. Beth spoke endearingly when confronted with the scenario regarding Miss Kruger’s body language:

“Ja (yes), it’s going to be too overwhelming for her. And they, and they, they come to you. And they, when you’re in the foundation phase, and you, because you stand when you teach, you have authority over your class. So you, you are in charge. But you, you can’t have that distance thing for too long. You need to get over yourself, very quickly, because it can’t be, that’s the work, you do it, because you interact a lot, a lot more with them in Grade 1 and Grade 2, where you’re in between them, you’re showing them and how it must be done, and where it must be done.”

- **Instructional environment**

Beth gave insightful, yet blunt answers when queried about her instructional environment. Her description of the nature of the institution is as follows “very chaotic, very chaotic. There is no system, there is no discipline, there is no structure, none”. However, she acknowledges that in the “Foundation Phase there is a little bit of structure.” She goes on to confirm that she feels there is a line of accountability in the Foundation Phase, which is lacking in the rest of the school.

- **Nature of the classroom**

Miss Kruger now has a multi-cultural classroom with learners from various socio-economic backgrounds. Beth’s answer to this scenario:

“Look, I think if you have advantaged children in your class, and disadvantaged children, you’re going to get your work done quicker, you’ll get across better to, to the advantaged children, because their parents would be involved. Most of the disadvantaged parents normally come from those that leave home very early in the morning, and they return home very late at night. So, with the result is, we don’t get any feedback from, from those kinds of parents – parents, or the children that really breaks a, any teacher’s morale. Even if you come in how high spirits, too”.

Beth acknowledges a lack of infrastructure in the classrooms and the need for maintenance.

- **Institutional culture**

When asked to describe the culture of the institution, Beth responded by saying “no, I don’t know.” When further prompted, she again said “No”, implying that according to her, the institution had no culture.

- **Physical and social climate**

Beth was more accommodating in her assessment of the physical and social climate of the institution, however, she noted that more repairs needs to be done and that “there is a, a lot of physical demands.” She does, however, concede that, “we have got more classrooms and more mobiles,” and that some upgrades have been done. She acknowledges that socially the school is diverse, but states that “emphasis is placed on the black culture. The black culture always takes precedence.”

- **Transitory factors**

As with Anna, I asked Beth to respond with the first thoughts that comes to mind when I made the following statements:

R: Extra-murals.

B: “Unnecessary. Only when we must play a game or something, then we get everyone, everyone must now fall into place.”

R: Class size.

B: “Too many. I think if the classes were reasonably sized there (referring to grade one classes), you would produce better results.”

R: Political interference.

Beth feels that the school is not driven to accommodate or be accepting of any specific political party.

R: Language.

B: “Ill spoken, very ill spoken. The Afrikaans teachers speak their own language on the field so ... I mean in the English medium school. So it, it just proves that what you teach them in the class is, is what you are teaching them there and then it is not carried out anywhere else.”

R: Culture.

B: “Like I said, the black culture, they have their culture going.”

R: Religion.

B: “I had an argument with the principal that whenever we have uh, something to eat at school, we don’t cater for Fatima.” Fatima is a young and newly employed Muslim teacher at the school.

- **Summary of Beth’s communicative dispositions**

Beth displayed the following communicative dispositions in *personality and temperament* through the data analysis:

Empathy: willingness to assist learners without singling them out; an understanding of cultural differences and an understanding of the learners (please refer to Beth’s quote under the section personality and temperament).

Positive view of self: Beth is well groomed and comes across as self-assured and confident. She is outspoken and honest (please see section 4.2.2.1 Beth).

Positive view of others during the group interview there was a consensus that teachers support each other by giving advice, making suggestions and engaging with their H.O.D's.

Beth has a *meaningful purpose and vision* as she states, "I I'm doing the best I can to help them", but she is also a disciplinarian establishing order and setting boundaries in place (please refer to the above section on Haptics).

Beth agrees with the observation made by Anna during the group interview, "maybe not so bad, because she's in the same boat as they are. She also has a different mother tongue. They also have. And now they're in the same boat for English" (please refer to 4.2.3 group interview) this may indicate why the teacher-participants feel they are competent communicators as they measure their competence to that of their linguistic context.

Beth believes when it comes to verbal communication (please refer to the section verbal communication traits above) a person must be encouraged to speak the language more. Beth possess the following verbal communicative dispositions as discussed in the above narrative: volume, pace, pitch, pronunciation, articulation and enunciation. She has developed the following non-verbal communicative dispositions: proxemics, chronemics, oculusics, haptics, kinesics and objectics.

- **Factors influencing Beth's linguistic context:**

According to Beth the *nature of the institution* is very chaotic. Beth explains the *nature of Foundation Phase classrooms* are organised and everyone knows what to do, however, their classroom layout are copies of each other with minor differences in theme, colour and directionality (please refer to 4.2.3 group interview). Beth states there is no *culture of the institution*. The *physical climate* of the school as described by Beth is a lack of maintenance this is in contrast to when she first joined the school. According to Beth the *social climate* of the school is diverse, but black culture always takes precedence. As discussed above under the heading *transitory factors* Beth briefly indicated the influence of the following factors: extra-murals, class size, political interference, language, culture and religion.

4.2.2.3 Cathy

Cathy has a very grandmotherly appearance. She is approachable, open and friendly. She wears understated, yet elegant clothing suited to her personality. Cathy revealed in her language biography questionnaire that her father was English speaking, but she admits that they spoke Afrikaans as their home language and that she adheres to the prescribed requirements of Afrikaans-speaking as defined in concept clarification (see Section 1.3 in Chapter 1). Cathy was the only teacher-participant who chose to do an interview in Afrikaans, while both Anna and Beth said that they don't have a preference as to which language is used. Cathy has over 31 years of experience in teaching, and although she confirms that she finds it easy to teach in English, she admits that she would prefer to rather teach in Afrikaans. Cathy also acknowledges that the community in which she lives is predominantly Afrikaans, which differs from Beth's and Anna's more diverse neighbourhoods.

- **Content and pedagogical knowledge**

Cathy has not continuously taught, but with her vast experience, she has a solid understanding of pedagogical and curriculum content. She has attained an honours degree in Educational Management.

- **Personality and temperament**

Cathy, unlike Anna and Beth, does not have that aloof or authoritarian demeanour, and appears more relaxed and open. Cathy made the following statement during one of her interviews which expresses a part of who she is as a teacher “*Maar die passion is daar en dit maak op vir dalk dat dit nie excellent is nie.*” (*But, the passion is there and that makes up for which may not be excellent*). She commented on the scenario where Miss Kruger disparagingly refers to a learner in the following manner:

“Well, sometimes the teachers also tend to look at the, the, their job getting done. They, they sometimes forget about where does the children come from, like the ones whose, one whose parents are splitting up, or the one who's fa ..., who's a head of a family, because the mother and the father passed on. I wanted to tell you something. A little girl in my class the week before yesterday, her mother had a stillborn baby. Now, on Fridays we write about the news of the week. Now, we only, the, we discuss the news of the week of the children, then we say, also this happened, and ... and she told me there was a stillborn baby, and she, but she came to tell me that Mommy had a baby, but the baby didn't live. And she told me 'But Ma'am, you must not put it in the news, I'll cry again.' Shame.”

This is a good example of how Cathy has both empathy and sympathy with her learners.

- **Verbal communication traits:**

Cathy feels that she is as competent a communicator in an Afrikaans class as she is in an English class. She responded with, “I think I will, I will be the same teacher in an Afrikaans class as what I am in an English class. I think I will be the same teacher”. When I presented her with this same question in the form of a Miss Kruger scenario, her response was “I don’t think she’ll have all the vocabulary, maybe, maybe because it’s the first time that she’s teaching English. Maybe, maybe if she has a little bit more time to practice.” Cathy also admitted that she believes Miss Kruger will need to be more comfortable and confident in English to be able to teach the language well.

- **Volume**

Cathy admitted that her volume differs when she is speaking in her native language as opposed to English. She reflected that “I think I speak a little bit softer in Afrikaans. Soft, but I repeat myself. I think I am a little bit calmer in Afrikaans.”

- **Pace and pitch**

As with volume, Cathy acknowledged that her pace and pitch differs when speaking in Afrikaans or English. She stated the following, “I will talk a little bit slower in Afrikaans than in English.” She attributes this to the fact that Afrikaans is an additional language to the learners. “*Ag, vaderland, ek weet nie* (Oh, heavens, I don’t know) I don’t really ... I really don’t think so. *Nee wat*, (No what) I don’t think so.”, she responded to whether she thinks there is a difference in pitch when she teaches in Afrikaans or in English. This differs from the answer she gave regarding the Miss Kruger scenario, where she said she would speak in a squeaky, high pitched voice. Her thoughts about teachers teaching in English when it is not their native language was “*Ek dink as jy glad nie ’n aanvoeling vir dit het nie ne, dink ek kan jy dalk die kinders benadeel dat jy vir hulle goed leer wat verkeerd is.*” (I think if you don’t have a natural ability for it, I think you could disadvantage the learners that you teach them things that are wrong). Her response to the same question

phrased as a Miss Kruger scenario was: “If I were her, I’d hope that there would be other teacher, older teacher that could coach me and help me a little bit. I think that’s the only way that she’ll have to go, is someone else that’s, that knows the ropes.” Cathy agreed with both Anna and Beth that Miss Kruger is in the same boat as their learners concerning their language abilities.

- **Non-verbal communication traits:**

These were previously explained with regards to my study in Section 2.2.6 of Chapter 2.

- **Proxemics (space)**

Cathy’s classroom is different from Anna’s and Beth’s in that the door is at the back of the classroom. Cathy’s desk is along the same wall as the door, but in the corner, facing the learners. Thus the learners sit with their backs facing the door. Cathy arranged her class in a similar fashion to the other teachers. She has five horizontal rows. She groups rows one and two, and then rows three and four together. Row five, the last row, is her learners that can work independently. She uses these learners as class leaders who have to assist other learners during group work.

- **Objectics**

Cathy’s classroom is a treasure trove of interesting things: posters, boards, books and flash cards, etc., but not to the extent where it becomes overwhelming. It is easily described as fun. Cathy knows how to use objects (objectics) to communicate non-verbally in a constructive manner. Cathy was very sympathetic towards Miss Kruger and responded with “*Al haar drome, siestog.*” (All her dreams, shame). Cathy made these verbal affirmations while listening to Beth describing Miss Kruger’s classroom. Cathy related to how teaching wasn’t what Miss Kruger thought it would be.

- **Chronemics (time)**

Cathy’s response to the question regarding time (chronemics) was significant, as it differs from both Anna’s and Beth’s. Cathy made the following observation, “I think we have learned to adjust to that, and stealing time a little bit here and there.” Cathy’s response, when offered extra time was adamant “*Ek wil nie ‘n ekstra hour*

a day he nie, okay.” (I don’t want and extra hour a day, okay). She later conceded that she would do a little of everything, but stood firm that she only wanted to work with the weaker learners. She did not want her whole class.

- **Oculesics (eye-contact)**

Cathy noted that she thinks that the culture of avoiding eye contact (oculesics) with an elder is beginning to disappear. She stated that “I think they start to get more a western way of life,” although, she does require the learners to look at her when she is teaching. This answer is in line with Anna’s and Beth’s response to the same question.

- **Haptics (touch)**

Cathy was sympathetic towards her learners, as can be deduced from her response when asked to describe her body language towards her learners (haptics). “*Ag, jy kry hulle so bietjie jammerder en jy is maar bietjie meer van ‘n mamma vir hulle as ‘n juffrou.*” (Ag, you feel a little sorrier for them and you are a little more of a mother to them than a teacher).

- **Kinetics (body movement/language)**

Cathy’s response to the use of body movement/language (kinetics) in her teaching reveals a teacher that communicates a great deal non-verbally. Cathy stated “*Ek dink die dag wat ek ophou praat gaan my klas se kinders nog steeds verstaan. Goeie griet! Ek beduie vreeslik.*” (I think the day I stop speaking the learners in my class will still understand me. Great golly! I gesticulate terribly). Cathy remarked how many pairs of glasses have been broken because she wears them around her neck, and when the learners hug her they are always in the way. This was unlike Miss Kruger’s body language which would probably have been aloof according to the teacher-participants.

- **Instructional environment**

Like Anna, Cathy was more open about certain aspects of her instructional environment. She described the nature of the institution in concrete terms from her perspective as a teacher: “the last years from sometimes bad to a little better, but you actually feel wow, why am I doing her work, kind of thing.” She goes on to

explain, “you can’t let the children’s, um, learning be influenced by things that go wrong in the, in the um, in die *beheer*, (management) in *die* (the), in the top *bestuur* (management).” She does later make reference to the older part of the school having bigger classrooms than the newly built part.

- **Nature of her classroom**

Cathy described the nature of her and the Foundation Phase classroom in the same manner as Anna and Beth, saying that “they are much more disciplined than the big children.”

- **Institutional culture**

Cathy looked at the culture of the institution from a charitable perspective. She spoke about a support system the school organised for learners that did not have food, however, she says, “I think there is a, a stigma still eh, for children to come and say we can’t afford it.”

- **Physical and social climate**

Cathy had a more positive outlook than the other two teacher-participants with regards to the physical and social climate of the school. “I don’t think our school looks too bad.” She does mention that the infrastructure is not what it once was and that they do struggle with people littering. She mentions that parents stop paying school fees as they become negative as their children become older and move into the other phases. Cathy did not elaborate on why the parents appear to become negative towards the school as their children age.

- **Transitory factors**

Cathy’s immediate responses to the phrases differ, but also corresponds to those of Anna and Beth.

R: Extra-murals.

C: “Oh, choir, but I like it, I don’t have seniors in the choir, I think I would hate it if there were seniors.”

R: Class size.

C: “I think some of the children starts getting lost because you can’t get to all the children to give them that support the whole time that they need.”

R: Political interference.

C: “*Hulle dwing dit nie op jou af nie* (they don’t force it on you), but, um, our headmaster is definitely ANC and um, and you kind of like know it.”

R: Language.

C: “I think our language in our school isn’t really nice English. I think it is not, I think we tend to downgrade English.”

R: Culture.

C: “*Hierdie cultural day, ons doen dit en ons kry klaar* (This cultural day, we do it and we get done). You know, so like we do it for the children, but it is like hush, hush and hurry ... let us hurry through this.”

R: Religion.

C: Cathy explained religion within her classroom context and described how she reads from the Bible every morning, even though religious periods have fallen away.

• **Summary of Cathy’s communicative dispositions**

Cathy displayed the following communicative dispositions in *personality and temperament* through the data analysis:

Empathy: Cathy provided a quote (please refer to the section personality and temperament above) that illustrates her empathy to towards her learners.

Positive view of self: Cathy has a warm friendly demeanour. She is confident and likes to use gestures while speaking.

Positive view of others during the group interview there was a consensus that teachers support each other by giving advice, making suggestions and engaging with their H.O.D’s.

Cathy has a *meaningful purpose and vision* as she states, “*maar die passion is daar en dit maak op vir dalk dat dit nie excellent is nie*” (But, the passion is there and that makes up for which may not be excellent), but she is a disciplinarian establishing order and setting rules in place.

Cathy feels that she is a competent communicator although she does not make direct reference to Anna’s observation during the group interview, (please refer to 4.2.3 group interview) about everyone being in the same boat. Cathy points out that

vocabulary is essential. Cathy like Anna believes that in practice when it comes to verbal communication (please refer to the section verbal communication traits above). Cathy possess the following verbal communicative dispositions as discussed in the above narrative: volume, pace, pitch, pronunciation, articulation and enunciation. She has developed the following non-verbal communicative dispositions: proxemics, chronemics, oculusics, haptics, kinesics and objectics.

- **Factors influencing Cathy's linguistic context:**

Cathy has a more positive view of the *instructional environment* as she relates how much bigger her classroom is and the effort being made to minimise litter. She describes the *nature of the institution* as not disciplined especially in the older grades. Cathy agrees the *nature of Foundation Phase classrooms* are organised and disciplined, The classrooms of the teacher-participants are copies of each other with minor differences in theme, colour and directionality (please refer to 4.2.3 group interview). According to Cathy the *culture of the institution* is charity. Cathy describes the *physical climate* of the school as a deterioration of infrastructure and maintenance this is in contrast to when she first joined the school. Cathy spoke about the economic side of *social climate* regarding school fees and how management often makes decisions that has an impact the teachers and learners.. As discussed above under the heading *transitory factors* Cathy briefly indicated the influence of the following factors: extra-murals, class size, political interference, language, culture and religion.

4.2.3 Group interview

The group interview was remarkable in that the three teacher-participants enjoyed engaging in the material presented. Although they laughed, chatted and teased each other, there was a subtle change in their perceptions as presented in the following data. Please refer to Section 3.6.2 *Data instrumentation* for the scenarios and their meanings as presented to the teacher-participants. The group interview was strategically developed to ask pertinent questions through the use of scenarios to allow the members to provide uncensored responses in the form of advice or their opinions. In the first scenario I introduced Miss Kruger to the group. She was the central character in these scenarios and embodied the teacher-participants, as her character was based on their language-history, up-bringing and work environment.

Through these narratives the teacher-participants could portray themselves as the unique individual trees that they are, although they were from the same grove. Below I discuss some significant responses from the teacher-participants which I felt should be read as a unit as the group interview was conducted as a discussion.

Miss Kruger meets and marries a Hollander and moves to Holland. She starts teaching at a local Dutch school. She does not have a good command of Dutch verbally, but understands it well enough.

The responses ranged from: “I think she should quit teaching and do something else” and “I think, fall pregnant and raise children, or something”, and “Okay, I would not suggest her going back to teaching, and really in a language that she’s quite, doesn’t know at all.” The discussion carried on during which the teacher-participants debated how close Afrikaans is to Dutch and if it could work. The conclusion was that: “She should quit while she’s ahead, open a coffee shop or something, sell South African ‘koeksisters’ and ‘pannekoek,’ and things like that”, and simply stated that she should “Know your limitations.” I found these responses significant because the teacher-participants felt that Miss Kruger stood no chance of overcoming the language barrier, yet the scenario resembled their reality. One must therefore consider whether they themselves are truly equipped to overcome the language barrier.

Please describe the tone of voice you think Miss Kruger might use in her classroom.

The teacher-participants were all in agreement that Miss Kruger would speak very softly, “so that nobody hears the mistakes.” The observation was made that Ms Kruger would be teaching nine year-olds and that they are old enough to correct the teacher. This led me to wonder whether these teachers remain in teaching because they are teaching learners who are not native language speakers of English and can therefore not correct them if they make mistakes. I allude to a previous answer provided by Anna, “maybe not so bad, because she’s in the same boat as they are. She also has a different mother tongue. They also have. And now they’re in the same boat for English.”

Again I tried to establish the nature of the classroom to compare it to their own. They at first disagreed as to where she would place her desk, first suggesting it will be at the door, but then saying she'll place it in such a way that she can see her learners working and can "copy them". They noted, "She's going to have it exactly like the next ma'am's class." I found this statement significant, as each of the teacher-participants' classes were basically copies of each other's, with minor differences in theme, colour and directionality.

In establishing how these teacher-participants experience communication in their own classrooms I found the following responses noteworthy: "I don't think she, she will be good, because you need to have language, to ervaar, [experience] certain things," "Ja, [yes] she's going to be confuculated [slang word] like hell." And "I think this is too much, it's going to be too much for her." They then went on to discuss that perhaps she should have considered doing a language course or married a rich Hollander so that she would not have to work.

When I asked about speaking or teaching in English, they commented on how much easier it was since they used English in social situations. The teacher-participants focused a great deal on the importance of confidence: "I think you have the confidence, and you have the people skills, sort of, the more you speak again, the more the English is going to come to you" and "I think that's just boost your confidence. You must have confidence. You must believe in yourself." Yet the statement by Beth provided a different perspective: "You know, sometimes you get people that are Afrikaans-speaking, and when they read English, some of them they have become confident, but they confidently read the wrong words, read the words wrongly. It is, dit (it) is so. And vice versa. You get some English people that read Afrikaans, and they read it, because they're confident people, they confidently read it wrong. So I think she would ..., because now she's sitting in a class that's already fluent in, in, Dutch."

After the last question I kept the recording running as the teachers were happily chatting away. Here are some of the comments they made which I found significant:

- "Ja, shame, I'm a Miss Kruger." This is significant to me because it indicates that the participants did relate to Miss Kruger and her circumstances.

- “But for them to get married, sure as hell, they were supposed to communicate in some way.” This indicates that the teacher-participants were aware that communication is vital in building relationships, and for a message and its meaning to be conveyed in an understandable manner.
- “If you’re coming from pillar to post in the morning, they, they’re going to have a field day with you.” It was not the first time that a teacher-participant mentioned the importance of being organised. There is this perception that if the teacher is organised, confident and passionate, it makes up for her lack of language skills in the classroom.

These above-mentioned comments gave further credence to the data presented in Section 4.3 as they re-iterate the same patterns that led to the development of those particular themes (communicative dispositions).

- **Summary of teacher-participants communicative dispositions**

Non-native language (English) as language of learning and teaching (LoLT).

Everyone is in the same boat: different native language having to learn and teach in a non-native language – communication competence.

Perception that pitch will be soft.

Proxemics of the classroom exact copies of one another.

Classroom communication – consider a language course.

Importance of confidence - positive view of self

Communication is necessary in relationships – authenticity

Awareness of communication and communication barriers – multiple languages.

4.2.4 Journal entries

The journals provided insight as to who these teacher-participants are, and what is of significance to them as teachers. The journal entries were meant to be guided, but only one of the teacher-participants followed the writing prompts (please refer to Cathy’s Journal). The journals are therefore individual and unique to the teacher-participant who wrote them, and are a rich source of data. The concept behind the journals was to provide the teacher-participants with an alternative to expressing their communication skills and mannerisms, and all revolved around the theme of language.

4.2.4.1 Anna's journal

Anna did not fully engage in the journal writing. She did not even write in her journal and there is nothing that alludes to it belonging to her at all, and chose to provide comment through three typed pages. The pages are typed in a large sized grade one font. She discusses how the department wanted to implement African languages in primary schools, but points out “every group wants their language to have preference above the other.” She also mentions that, “in that specific meeting a black teacher, was of the view that where Afrikaans is taught, discipline comes automatically, and she was in favour of keeping it as first additional language.”

She goes on to explain that since then there hasn't been much progress, as there are no DBE books or policy documents available to suit the different languages as first additional languages. She also states that “the teachers that are really capable of speaking these languages linguistically correct are few and far between.” She also noted that “with different languages comes the different cultures, which a few of the black staff members felt should be taught by the parents.” Anna made mention of a meeting held with all the Foundation Phase teachers where the general consensus was that an African language should be taught as a second additional language, mostly orally, “so that we in South Africa will be able to communicate to one another in each other's language.” Anna went on to discuss the effect of immigration on teaching as well. She pointed out that she has a learner whose mother is Xhosa and father Nigerian. He speaks Nigerian fluently, a very broken isiXhosa and an “extremely broken English and this boils down to no communication between him and me, which frustrates him most probably more than me.” She explained that in cases of new learners coming into the school, she would make use of a good learner to translate, “but no one speaks Nigerian in my class” she concludes. These comments indicate the awareness of communication and language in communication that the teacher-participants had. Anna's focus on language and communication reiterated the inductive codes established in Section.4.3.

- **Summary of Anna's communicative dispositions**

Non-native language (African vernacular) as language of learning and teaching (LoLT).

Everyone is in the same boat: different native language having to learn and teach in a non-native language – communication competence.

Classroom communication – speaking languages linguistically correct and teaching African vernaculars orally to conduct conversations.

Awareness of communication and communication barriers – multiple languages.

4.2.4.2 Beth’s journal

Beth did not fully engage in the journal writing, but wrote in her journal, just a few jotted down notes: “during my acting HOD phase I noticed that teachers that spoke Afrikaans as home language, had difficulty expressing themselves through a class lesson. I had to interrupt on numerous occasions, and yes the atmosphere was a bit tense thereafter.” I found the following thought to be very significant when taking classroom communication into account, especially from the learners’ point of view. “At times it seems as if this language barrier gets to both myself and the learners. I can see the frustration build up. Both teacher and learners are so anxious to get the message across that it does become stressful at times.” It indicates that there is a consciousness of the communicative process in this classroom among both the teacher and the learners. Beth, like Anna, established through her journal entry the communicative dispositions identified in section 4.3.

- **Summary of Beth’s communicative dispositions**

Non-native language (Afrikaans) as language of learning and teaching (LoLT).

Everyone is in the same boat: different native language having to learn and teach in a non-native language – communication competence.

Awareness of communication and communication barriers – multiple languages.

4.2.4.3 Cathy’s journal

Cathy engaged fully in writing the journal. All teacher-participants studied at teaching colleges where according to them, the focus on learning was practical. However, Cathy went on to recently complete an honours degree which may have required her to engage in a reflective process, therefore she actively participated because she understood the value of journaling. Her journal revolved around the theme of language and communication. Cathy wrote her journal in Afrikaans. She writes that “*ek hou daarvan om te praat*” (I love speaking) whether it’s on the phone,

or over Skype. She says that she's very expressive when she teaches, and that the learners will still understand her even if she didn't say a word. She even makes notes on words she can't remember in English like "*wat is 'n luidier nou weer in Engels? O, ja, sloth*" (What is a sloth in English? O, yes, sloth). She mentions how she rolled her eyes when she noticed a learner making a mistake in numeracy. She writes about her class in great detail and how she teaches standing on a "*bankie*" (bench). She relates how she speaks slower and focusses on pronunciation in both English and Afrikaans, as neither of the languages is the learners' native language. Cathy claims she does not want any extra materials or resources, but perhaps only a support teacher to help with administration, marking that isn't for assessment, and a few classroom chores. She adds that "*Miskien ook 'n lees mamma wat elke dag na elke kind se lees-les kan kom luister.*" (Maybe, a reading-mommy that can come daily to listen to every learner's reading lesson). Even though Cathy made use of the writing prompts, she added many little sections of her own reflections which resembled the pattern established by Anna and Beth, giving credence to the communicative dispositions established in section. 4.3.

- **Summary of Cathy's communicative dispositions**

Everyone is in the same boat: different native language having to learn and teach in a non-native language – communication competence.

Classroom communication – speaking languages linguistically correct.

Speaks slower in Afrikaans and English – pace

Focusses on pronunciation in Afrikaans and English.

Awareness of communication and communication barriers – multiple languages.

4.2.5 Linguistic context of the research site

The effect of the changing linguistic context is explained below:

Ditlou Primary School was a well-equipped homogenous school pre-1994, where after it went through several significant changes that influenced the instructional environment both physically, economically, socially and academically (refer to Section 3.5.3 in Chapter 3). The teacher-participants view the school (as a whole) as having no structure, discipline or organisation, although they all stipulate that there is accountability and structure in the Foundation Phase especially in their

classrooms. The teacher-participants all mentioned that the school is over a hundred years old and in need of maintenance. It is generally viewed as run down, dirty and untidy. All three the teacher-participants stated that there are too many learners in a class and class size ought to be limited to thirty-four. (Please refer to section 4.2.2 under each teacher-participant is a bullet point summarising factors that may influence the linguistic context.)

I provide the following quotes which I believe explain the linguistic context of the school's development well.

Anna gave this response when I asked her to describe what the school was like when she started teaching:

“There were only white teachers. Everything was done in Afrikaans and it was accepted at the regional education department. The principal at that stage could not say a sentence in English, and he was very much against English people coming from the Boer war and, ja, everything was done in Afrikaans. There were even policies still in Afrikaans, there was still lessons done in Afrikaans and when we started with FAL (First Additional Language), the teachers even started to get their dinosaur Afrikaans old books and converting for FAL.”

I mentioned that this must then have been before the school became dual medium. “No, they were a dual medium school for quite a few years when I started then.”

Beth's response was candid:

“Well. When I first ... when I was appointed to the school and I walked in on my first day it was like ... wow, it was Afrikaans and it was only white. I mean I was the only person of colour. You know that old things run through your mind and what the heck, and how, and whatever, so since then well I was the first black person here, or person of colour and there have been lots after that, so from being an all-white-staffed school it's pretty in proportion I'd say.”

Beth explained that they were in the process of switching over to dual medium when she started. “Look this was predominantly an Afrikaans school, you cannot teach in English and think in Afrikaans. It's just not going to cut it. You have to have vocabulary to express yourself.”

Cathy's description was in Afrikaans and, therefore, translated. She described the school as:

“A country school, white children, farm children. Then in two-thousand, no, nineteen-ninety-four, when this thing came that the school became double

medium, was that in ninety-four, the school became double-medium, I think it was in ninety-four, when the first white, the first black children had the first class in grade one. And they are like that through all the grades. Till about the fourth grade, fifth grade, grade four five when their brothers and sisters all started coming to the higher grades. And at that stage the school was fifty-fifty black and white. And if there was only one black class a teacher was asked to take the class. The following year that teacher was then rotated to have a white class again we rotated like that.

When I started again at Ditlou the skool was already eighty percent black.

So I didn't have that whole exact transition of when we were double medium. And the way I have it, the double medium classes weren't that you gave one class in Afrikaans and the other same class in Afrikaans and English. It was moved so that the black were with the black and the whites were with all the whites. Until it was the majority, then they only started.

But everyone, everyone could make it because we together, those years we, we until recently, I think Mister F was still here, we did our preparation in Afrikaans. Eventhough we taught in English. Mmm, a long while we did Afrikaans preparation and gave the school work in English, it was Afrikaans preparation and where necessary you wrote in English."

The following themes were established from the data concerning the linguistic context:

- **Organisational factors**

- Ditlou Primary school is: run down (in need of maintenance), dirty and untidy.
- No structure, discipline or organisation from management.
- Class sizes are too large it should be limited to 34 learners per class.

- **Linguistic factors**

- Language: thinking, speaking and writing = Afrikaans.
- Segregation / division based on colour both staff and learners.
- Slow in transformation.

These concepts may have made a two-fold contribution to the linguistic context of the school. The physical appearance of the school as described by the teacher-participants gives a sense of hopelessness. Added to this is the consensus that there is no structure, discipline or organisation from management which leaves the school in disarray. The large number of learners in a class becomes a constraint on the teachers who are not able to see to every learner's needs which may have an impact on their learning.

By being so slow to implement transformation it may have given the then all-White-Afrikaans-speaking staff a chance to adapt. However, this may have created an atmosphere of complacency in which the staff feels that they don't have to improve or adapt their language or communication skills as they can just carry on as always. The other factor is that the learners themselves are not native English-speakers and therefore the teachers may feel that they do not have to improve their language proficiency because there is no fear that a learner will correct a teacher for using the incorrect tense, word or spelling.

The linguistic context may have influenced the teacher-participants to develop the following communicative dispositions:

Nature of the classroom – the teacher-participants unanimously agreed the Foundation Phase is disciplined, organised and accountable.

Proxemics – they manage their large classes through utilising their space effectively and efficiently.

Communication competence- the teacher-participants share their experiences of how the linguistic context changed from Afrikaans to English.

4.3 Data discussion (answering the research questions)

What follows is an unpacking of the data that established the trends and themes that arose, which must be confirmed as the communicative dispositions of these Afrikaans-speaking Foundation Phase teachers. I used all my data collection instruments to repeatedly ask questions that have the same meaning, but are phrased differently in order to establish whether the responses were consistent (refer to Section 3.6 of Chapter 3). The crux of my research was based on what communicative dispositions are with a secondary question how the linguistic context may have influenced the communicative dispositions of the teacher-participants.

- **Communicative dispositions essentially consist of the following concepts:**
- Communication which consists of verbal and non-verbal communication, as well as the environment in which the communication takes place.
- Dispositions which are traits or behaviour consistently exhibited. These include a positive view of others and of oneself, empathy, authenticity, vision and purpose.
- And the teacher, who embodies communication and dispositions.

The following are communicative dispositions identified through deductive coding during data analysis: (Please refer to figure 4.1 for a visual representation of communicative dispositions as discussed here.) It can be argued that the communicative dispositions of the teacher could be either innate or developed as it is defined as consistent communication behaviour patterns and traits (both verbal and non-verbal) which are observable.

The following communicative dispositions relate directly to the teacher. It may appear as if these communicative dispositions have little to do with communication, however, they contribute and establish who the communicator (teacher) is and how they may communicate. As summarised after each data presentation in section 4.2 the teacher-participants to a greater or lesser extent all have the following communicative dispositions as teachers (please refer to section 2.3 under the bulleted heading: teachers).

All three the teacher-participants have tertiary *education* qualifications and several years of *experience*. They have mastered their teaching *content* and laments the fact that no training is provided on *pedagogical* matters.

Regarding their dispositions relating to personality and temperament (please refer to section 2.2.7 for Usher). The teacher-participants conveyed empathy and understanding. They viewed themselves in a positive light as well as their colleagues and learners. The teacher-participants displayed authenticity in their responses and behaviour especially in the importance of building relationships through communication. Through inductive coding the following concepts repeatedly came to the fore when discussing *meaningful purpose and vision*:

- **Structure: being prepared, organised and disciplined**

This theme occurred throughout the teacher-participants' data sets. They felt that it assisted the teacher in the management of her learners and classroom. It provided the teacher with a sense of control, and the learners with boundaries. Although these could be considered skills I have grouped them together under the disposition of meaningful purpose and vision as I observed that these skills were instinctively present in all the teacher-participants and not only in their data sets.

- **Resilience: passionate, present, involved and innovative:**

The teacher-participants were unanimous that the teacher had to be present in her classroom - not just physically, but mentally and emotionally as well. She must be involved with her learners so as to know them and to be able to discern whether there is a problem she needs to be aware of. She is innovative in various ways including, but not limited to her communication in the classroom. She has a passion for both the profession and her learners, which is evident when she speaks of either. The disposition of *meaningful purpose and vision* encapsulates all that the teacher is and reflects it accordingly.

As my research needs to answer what communicative dispositions are a large quantity of the data is related to communication. I wanted to establish if the teacher-participants thought of themselves as *competent communicators* (please refer to section 2.2.3). Anna made an observation during the group interview, “maybe not so bad, because she’s in the same boat as they are. She also has a different mother tongue. They also have. And now they’re in the same boat for English” (please refer to 4.2.3 group interview) this may indicate why the teacher-participants feel they are competent communicators as they measure their competence to that of their linguistic context. Anna believes that “practice makes perfect” when it comes to verbal communication (please refer to the section verbal communication traits for Anna). Beth agrees with the observation made by Anna during the group interview. Beth believes when it comes to verbal communication (please refer to the section verbal communication traits for Beth) a person must be encouraged to speak the language more. Cathy feels that she is a competent communicator although she does not make direct reference to Anna’s observation during the group interview, (please refer to 4.2.3 group interview) about everyone being in the same boat. Cathy points out that vocabulary is essential. Cathy like Anna believes that in practice when it comes to verbal communication is essential.

In my research communication competence includes verbal and non-verbal communication. As indicated in each teacher-participants’ semi-structured interview narrative they all possess the following verbal (volume, pace, pitch, pronunciation, articulation and enunciation) and non-verbal (proxemics, chronemics, oculosics, haptics, kinesics and objectics) as communicative dispositions. However, the

following two concepts were established through inductive coding under communication competence:

- **Non-native language as Language for Learning and Teaching (LOLT)**

To use Anna's explanation everyone is in the same boat having a different native language and then having to learn and teach in a non-native language (English). Although these teacher-participants acquired their non-native language (English) through non-academic means they unanimously agreed that the language of instruction (English) is not well spoken and thus creates various barriers within the communication process. I quote some of their responses when referring to the language of instruction "broken English." "Ill spoken, very ill spoken" and "we tend to down grade English." Throughout the data there is a repetition of this sentiment and a continual comparison between how language is used and spoken. The teacher-participants all agree that they are comfortable teaching in a non-native language (English) and even find it easy.

- **Awareness of communication and how it is taking place**

Awareness of communication and communication barriers – multiple languages. Each of the teacher-participants acknowledged the value of communication and the importance of the communication process. The teacher-participants have an instinctive understanding that the communication process is invaluable. These teacher-participants are aware of their communication and were therefore able to adapt their communication process to suit the needs of their learners.

- **Influence of the linguistic context**

Please refer to section 4.2.5 Linguistic context to see the influence the linguistic context contributed to the communicative dispositions of the teacher-participants.

In the end the teacher-participants admitted that they feel needed and are making a difference to their learners. They have worked hard to continuously overcome their barriers through their communicative dispositions thus the awareness of communication. They recognise the value of having a message understood and a concept being transferred successfully. Language is a powerful and effective tool in the communication process, but these teachers have given credence to the use of

non-verbal communication traits and even though there is this unspoken acknowledgement that the language of instruction may not be perfect the passion and confidence with which it is wielded makes up for it ten-fold. Whether these teachers are just brilliant in their perception of what makes good teaching or whether they feel they need the extra security of a well-structured, organised and disciplined class and classroom I cannot say, but these factors definitely play a pivotal role as being part of their communicative dispositions. These teachers draw on their experience, their intuitive knowledge of education and a shared goal to make a success of their teaching and in the process, empower their learners. They have amalgamated communication concepts to create a set of communicative dispositions that helped them transition from their native LoLT and enabled them to carry a message across in a language that is not their native language.



Figure 4.1: Representation of research as discussed in paragraph 4.4

4.4 Conclusion

These teacher-participants are each a unique tree within the grove that is their instructional environment (school). They are diverse, yet the same. Anna can be described as an ornamental tree grown for its beauty, Cathy is an oak – strong, steadfast and reliable, with Beth being a Jacaranda tree -a combination of both beauty and strength. Through the data analysis and extrapolation, the research questions were answered due to the valuable, rich, thick data these teacher-participants provided. I have identified the communicative dispositions of the Afrikaans-speaking Foundation Phase (please refer to section 1.3) teachers at Ditlou Primary School, and how the changing linguistic context of the school had influenced their communicative dispositions. Now, much like a grafted tree, the last of the limbs are combined in Chapter 5 to produce a new variant showcasing the significance and impaction of my research.

5. CHAPTER FIVE: SIGNIFICANCE, RECOMMENDATIONS AND CONCLUSION OF STUDY

5.1 Introduction

In horticulture trees may be propagated through self-pollination or cross-pollination to produce cultivars. A cultivar is a variety of tree specifically developed for desirable characteristics. It is usually disease and pest resistant, sturdy, hardy and consistent in its production. In my study I cross-pollinated communication, dispositions and the teacher. My new cultivar, communicative dispositions, have been consistent in the themes identified. My new cultivar would not have been successful if it was not for the three teacher-participants. Who spoke openly, and frankly about their teaching experience, their language abilities and the school.

5.2 Overview of the study

In the presentation of my research findings, the teacher-participants are referred to by their pseudonyms as Anna, Beth and Cathy, which is in accordance with the ethical requirements of my research. I first set out to answer my research questions through the use of the themes developed from the use of inductive (open) as well as deductive (pre-chosen) and axial coding (please see Addendum 9 for a brief summary of analysis).

What followed was an unpacking of the data that established the trends and themes that arose - to be confirmed as the communicative dispositions of these Afrikaans-speaking Foundation Phase teachers. The following communicative dispositions were identified through the deductive coding of the data:

- **Teacher:**

Mastery of content

Pedagogical knowledge

Education

Experience

Personality and temperament:

Empathy

Positive view of others

Positive view of self
Authenticity
Meaningful purpose and vision

Under the communicative disposition of meaningful purpose and vision the following communicative dispositions were identified through inductive coding:

Structure: being prepared, organised and disciplined
Resilience: passionate, present, involved and innovative

- **Communication Competence:**

Verbal:

Volume
Pace
Pitch
Pronunciation
Articulation and Enunciation

Non-verbal:

Proxemics
Chronemics
Oculesics
Haptics
Kinesics
Objectics

The following communicative dispositions were identified through inductive coding as part of communicative competence:

Non-native language as Language for Learning and Teaching (LOLT)
Awareness of communication and how it is taking place

The effect of the changing linguistic context is explained below:

Ditlou Primary School was a well-equipped homogenous school pre-1994; where after several significant changes influenced the instructional environment physically, economically, socially and academically. The teacher-participants viewed the school currently as having no structure, discipline or accountability. However, they acknowledged that there was accountability and structure in the Foundation Phase

- especially in their classrooms. The participants mentioned that the school was in need of maintenance as it was generally viewed by the teacher-participants as run down, dirty and untidy. All participants stated that class size was too big and that it should be limited to thirty-four learners.

Management was slow to implement transformation, it may have given the then all-White-Afrikaans-speaking staff a chance to adapt to the changed classroom environment, however, this may also have created an atmosphere of complacency in which the staff felt that they did not have to improve or adapt their language or communication skills as they can just carry on as always.

The second contributing factor was that the learners themselves were not native English-speakers and therefore the teachers might have felt that they did not have to improve their English language proficiency. The demographic changes that the school experienced therefore had a significant impact on the changed linguistic context which influenced the teachers' communicative dispositions. These teacher-participants, all, either worked at the school before, during or after it had changed from a dual-medium school to an English medium school. Each teacher-participant provided an individual perspective, but they all reminisced about how Afrikaans-centered every aspect of the school used to be.

5.3 Implications of the study

- **Policy**

Although there are various policies and legislation that guide the education system these are all formulated by political figures who have very little understanding of what is taking place at grassroots level (Evans & Cleghorn, 2012). The South African Schools Act No 84 of 1996, The National Education Policy Act No. 27 of 1996 and the Language in Education Policy (LiEP) all provide the framework which gives a learner the right to receive mother tongue education or education in their preferred language, however, there is no framework to guide how a teacher should be equipped to teach in a non-native language. The lack of such a framework provides cause for teacher to develop communicative dispositions which may enable them to adapt to teaching in a non-native language within their linguistic context. Please refer to section 2.2.10 for a more detailed discussion on the implication for Foundation Phase regarding this policy.

- **Practice**

The reality is that there are only a set number of schools that provide mother tongue education. These schools are generally filled to capacity and the teachers employed at these schools do not often leave. This leaves a barrage of newly qualified teacher candidates without the option of a teaching post in their mother tongue, therefore, these new teachers find themselves teaching at schools in which they have to provide lessons in a non-native language (meaning not their mother tongue). Therefore, the data from this research could and should be used to facilitate the training of teacher candidates as to prepare them to teach in a non-native language by helping them develop their communicative dispositions to the full.

5.4 Significance

Communication and dispositions are two well established fields of study as evident from the conceptual framework (see 2.2). Both these concepts play an important role in education. My research combined (grafted) these two concepts together to establish communicative dispositions. I have further established (please refer to section 4.3 for a detailed discussion) what the communicative dispositions L2 teachers are. The difference my findings may make is that there may be a broader consciousness of, L2 teachers, their communication and dispositions to accommodate for both changes in their environment and language of instruction.

My findings are of importance to both the communication and educational (dispositional) fields, and have provided the teacher-participants and possibly other teachers teaching through non-native languages with evidence of how they have overcome both their language and environmental barriers to provide quality education for their learners through the use of communicative dispositions.

5.5 Recommendations for further research

Reading about the history and development of the South African system of education challenged me, and made me reflect on what education really is. Is it a service provided to the people? Is it merely the training of the mind to operate? Or is it that “education was understood as the process by which one generation transmitted its culture to the succeeding generation or by which people were prepared to live effectively and efficiently in their environments.” (Booyse, le Roux,

Seroto & Wolhunter, 2011). I do not have that answer, but I did learn that where there are teachers who are truly passionate about their occupation they will overcome any barrier that prevents them from teaching their learners thus my initial proposition is: teachers who are truly called will to some degree all display these communicative dispositions.

Further research would develop and strengthen the concept of communicative dispositions and would provide significant information regarding classroom communication, teachers and the teaching environment.

Thus I am recommending that further research be done in the following categories:

- Establish what communicative dispositions are present cross-culturally e.g. does a Xhosa teacher exhibit the same communicative dispositions when teaching in a non-native tongue?
- Establish whether the same communicative dispositions are present in dual-medium schools and how the teacher's communicative disposition differs when code-switching.
- Establish the communicative dispositions of language teachers teaching in their native language (mother tongue).
- Establish if teachers that graduated post-1994 who are teaching in a non-native language exhibit the same communicative dispositions as those who graduated pre-1994.
- Develop a tool to test teacher communicative dispositions at undergraduate level.

5.6 Limitations

The following are some stumbling blocks I experienced during my research.

I underestimated the length of time data collection would take as I did not consider every day eventualities. By not giving myself and my participants enough time for data collection I had to postpone further research at the end of the third term of 2015 as stated by the GDE's research guidelines and could only continue again in February of 2016. Instead of 12 weeks I would consider 16 or even 18 weeks.

I would be more attentive regarding the journals and the weekly prompts. I would send my teacher-participants reminders via a platform of their choosing. I think the

journals would have been more successful if I had been more involved in the process by providing extra guidance, questions, ideas or thoughts. It would have provided my teacher-participants with the opportunity to engage with me other than through the data collection instruments. This could have resulted in another data source.

I do not in any way feel that my semi-structured interviews were inadequate. However, the teacher-participants had such a wonderful time discussing Miss. Kruger during the group interview that it may be a good idea to phrase the semi-structured interviews in the same way by creating a character and scenarios the teachers could relate to. The teacher-participants were more outspoken when they felt they were speaking about someone else.

I acknowledge that the use of an organic analogy, in which the various elements are seen to grow naturally and hold within them a sense of harmony, like my representation of each teacher-participant as a tree may not be an adequate reflection of the way in which human society (or the individuals within it) functions.

5.7 Reflection on personal growth

Education and communication are not stagnant concepts. They change and adapt as necessary. I gained a great deal from my research. I learnt that there is a wealth of information about education and communication as well as communication in education. This gave me a broad foundation and allowed me to gain valuable knowledge that I did not previously have. It was from this knowledge base that I was able to launch the idea of communicative dispositions.

I learnt that it is difficult not to let your biases interfere and that one needs a very diligent and focused mind to remain objective. This is, but one of the many skills I have obtained. I learnt about the research process; all the steps required and why. I experienced terrible disappointment and frustration with regards to the process, but also great joy and accomplishment when I managed to follow the rigorous standards. I believe this has made me a better researcher. I found that I got lost in the reading and analysis of data because it was interesting and exciting, but it was also very time consuming.

It is hard to set out on a journey when you do not know what the expectations are. You know the destination, but not the what, where, when, why, how or who. I learnt all about those on the way yet there is no better task master than experience. This research, barring the guidance of my supervisor, is the work of my mind and hands like a sapling just starting out, it has the potential to become a great tree, yet it is now supple and vulnerable. I was a sapling when I started this journey and am by no means a weathered oak of knowledge, but a few storms and some strong winds gave me the opportunity to sink my roots deep into the soil of knowledge and there I have found a good foundation. Owing to my study I now have a better understanding of the communicative dispositions of teachers. My perception of teachers, language and communication in the classroom has changed. I use to see teaching language as right or wrong, but if you are not equipped with the necessary skills to accurately teach (CALP) in a non-native language and develop communicative dispositions to enable you to do the best you can for your learners then finding a middle ground is not necessarily a bad thing. I hope to use what I have learnt to further the research on communicative dispositions.

5.8 Conclusion

Education in South Africa has experienced many changes over the past two decades since the dawn of democracy in 1994. Like trees, education and communication grow, change and adapt to conform to changing circumstances. Thus communicative dispositions are complex phenomena. As trees in orchards may look uniform, each one is unique as a result of their circumstances. Likewise, communicative dispositions may look the same, but they will grow, adapt and develop differently in order to meet the teacher and her work environment's needs. The Afrikaans-speaking Foundation Phase teachers' whose communicative dispositions have been influenced by the changing linguistic context (from teaching a homogenous native language class to a multi-cultural, multi-lingual class in a non-native language) of their work environment are prime examples of such "trees" adapting to new circumstances.

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Appendices

Addendum 1: Language Biography Questionnaire

This questionnaire is based on one developed by Professor Rinelle Evans.
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Educational Background

Where did you receive your education qualification from and what was the most prevalent languages spoken on campus?

What are your teaching qualifications?

How long have you been a teacher?

How long have you been teaching in the Foundation Phase?

Gr 1: _____

Gr 2: _____

Gr 3: _____

Have you taught in the intermediate, senior or FET phase? If so which grades have you taught and what subjects?

Which grade do you prefer to teach? Why?

Language Profile

Describe when and how you learnt to speak English.

Are there any other languages you would like to speak? Why?

What language is predominantly spoken in the area where you live, today?

What language do you use when you go to the mall or a restaurant?

What language(s) are predominantly spoken by the teachers at the school where you teach?

What language(s) are predominantly spoken by the learners at the school where you teach?

Complete the table below and then use an X to indicate the degree of proficiency with which you communicate in each of these languages:

	First Language	Second Language	Additional Language A	Additional Language B
Which languages do you speak?				
Where did you learn to speak it?				
At what age did you learn to speak the language?				
Listen/Understand				
Speak				
Read				
Write				

Do you find it easy to teach in English? Why?

In which language would you prefer to teach?

Do you speak English at any other time besides school?

When given a choice do you prefer your reading material to be in English or in Afrikaans?

Addendum 2: Semi-structured interview

Interview Schedule 1: (Exploratory)

Date: _____ Time: _____

Place: _____

Brief description of surroundings:

Brief description of participant (physical & emotional):

- Please describe how this school has changed since you started working here?
- How do you feel about teaching in English?
- Please describe in your own words what a competent and confident communicator is.
- Would you describe yourself as a competent and confident communicator?
- Would you describe yourself as a competent communicator in English? Why?
- Please describe your co-workers' classroom communication skills.
- How would you describe your own classroom communication skills?
- How would you describe the flow of communication in your classroom?
- How would you describe the level / quality of English used by the staff as the language of instruction?
- How would you describe the level / quality of English used by the learners?
- What is your opinion about using English as the language of instruction in the Foundation Phase?
- How do you feel about learners receiving mother-tongue instruction?
- Do you feel that it is important for the language of instruction to be spoken at home?
- Do you feel that teachers are equipped during their undergraduate studies to teach in a non-native language?
- Do you feel you are well equipped to teach in a non-native language?
- Does the department of education provide training for teachers teaching in a non-native language?
- Should the department of education provide extra training for teachers who teach in a non-native language?
- If so what kind of training should the department provide?
- Would you attend training sessions such as these?
- Do you ever receive pedagogical training from the department or the school?
- If so please specify the type of training, the reason and the time allocated.

Interview Schedule 2: (Validation of Results)

Date: _____ Time: _____

Place: _____

Brief description of surroundings:

Brief description of participant (physical & emotional):

Please compare your previous teaching practices (when the school was still a model C school pre-1994) to your current teaching practices? Could please focus on some specific details. Such as curriculum, language, time allocation, teacher expectation, departmental expectation.

Please explain in detail how you have arranged your classroom. Please provide the reason for arranging your classroom in this specific way.

- What are the positive aspects of having your class arranged in this way?
- What are the negative aspects of having your class arranged in this way?

Do you feel that you speak with a pronounced accent?

- How would you describe your accent when speaking English?
- How do you think the learners experience your accent?

Do you think your elocution (style of speaking) is the same as when you speak Afrikaans?

- Why do you say so?

Do you think you speak at the same volume when you are speaking English as when you are speaking Afrikaans?

- Please qualify your answer: why or why not?

When you are teaching are you aware of the pace, pitch and pauses you are using?

- How would you describe your pace?
- How would you describe your pitch?
- How would you describe your pauses?

Why do you think you may be speaking in this manner?

Do you feel that changing any one or all of these may improve your teaching or communication in English?

How would you describe your eye-contact with your learners?

- Do you insist that they look you in the eye when speaking to you?
- Do you do the same?

How would you describe your body language towards your learners?

- Do you allow them to hug you? Do they raise their hand and you move towards them? Do you move into their space to hear what they have to say?

Are you able to maintain the time frames set out by the curriculum taking into account that the learners are not home language English speakers?

- Do you pay extra attention to language lessons?
- Do you spend extra time on the learners' verbal, reading and writing skills?

How would you describe your emotional well-being?

- Do you feel that you are coping well with the emotional strain of your teaching post?

How would you describe the nature of the school? (Is it disciplined/ chaotic, efficient, effective...)

Please describe the nature of the majority of the classrooms?

- Is there a distinction between the nature of a junior classroom and that of a senior classroom?

Please describe the Culture of the school? (Empathetic, charitable...)

How would you describe the physical appearance (climate) of the school?

Please describe the social climate of the school?

- What would you say is the social climate of the learners?
- And the teachers?

Please provide me with your thoughts on the following points:

(Just tell me what you think of...)

- Extra-murals
- Class size
- Political interference
- Language
- Religion
- Culture

Addendum 3: Group interview

Miss Kruger, recently qualified as a Foundation Phase teacher. She grew-up in a close-knit Afrikaans community near Delmas. She is hoping to return to the primary school she attended as a child. She finally receives an offer from the school, but it is now an English medium school. She had English as a subject at school and is relatively fluent in the language.

- Do you think she will communicate differently in English than she would have if the school was still Afrikaans?
- How do you think Miss Kruger will adapt to teaching in English?

(I want to know how the teacher is communicating differently in English than she would if she was speaking Afrikaans. I want to know how has the teacher adapted from teaching in Afrikaans to now teaching in English.)

###

Miss Kruger arrives at the school. She finds that she now has a very diverse group of learners, which speak several different languages, to teach. Miss Kruger is employed as a grade one teacher and now has to teach the learners the English alphabet. She struggles to do this as she isn't familiar with English phonics and doesn't have enough experience.

- How do you think will she communicate with her learners?
- What advice would you give Miss Kruger to overcome the language barrier in other words how can she become more comfortable teaching English?
- How do you think she will adapt to teaching students that speak different languages to her own?

(I want to know how the Afrikaans teacher communicates in her classroom. I want to know how she has overcome the English language barrier in her own classroom. Has she changed the way she teaches students that do not speak Afrikaans?)

###

Miss Kruger notes that the school has changed in several respects. Many more children from a nearby informal settlement attend the school. These learners go home to do many chores as their parents are all employed in minimum wage jobs with long working hours.

Due to Miss Kruger's inexperience she expects the children from the informal settlement to perform in the same manner as those from more advantaged families.

- Please describe how you think this will change the way Miss Kruger communicates with the children in her class.

In her frustration Miss Kruger refers to the children disparagingly when chatting to a colleague suggesting some prejudice towards them.

- Please describe how you think Miss Kruger might treat the children from the informal settlement differently to those from middle class backgrounds?

- Please describe how you think the teacher might change her body language and eye contact when she communicates with them.
- Please describe how you think Miss Kruger's tone of voice may differ when she speaks to her learners.
- How do you think Miss Kruger will arrange her classroom?

(I want to know how they communicate to the poor black children in their classes.)

###

Sipho is a learner in Miss Kruger's class. Sipho lives in a shack. He has no running water or electricity. He has to walk 5km twice a day to fetch water for his family. He has very little time for homework and thus his school work suffers. Sipho is bright and understands English well enough, however, he has difficulty speaking the language.

- How do you think Miss Kruger would assist Sipho to improve his speaking skills?

###

Another beginner teacher from Mozambique has started at the school. She is well qualified, but English is her third language. The new teacher is taking strain as she cannot speak any of the indigenous languages of the children. She is also struggling with her English pronunciation. She goes to Miss Kruger for advice on how she could improve her English.

- What advice do you think she was given?

Miss Kruger meets and marries a Hollander and moves to Holland. She starts teaching at a local Dutch school. She does not have a good command of Dutch verbally, but understands it well enough.

- Please describe how you think Miss Kruger might change her body language and eye contact when she teaches her nine-year-old learners.
- Please describe the tone of voice you think Miss Kruger might use in her classroom.
- Please describe the way you think Miss Kruger may go about arranging her classroom.
- How well do you think Miss Kruger is able to communicate in her classroom?
- How would you describe your communication with the learners in your class?

Addendum 4: Journal

The journal will be used by you to document communicative experiences/observations/incidences that take place in your class rooms during the week. These occurrences may be between the learners or between you and the learners. To accomplish this, you need to remember to pay special attention to the communication taking place in your class rooms.

In addition to writing down these occurrences a journal entry prompt will be e-mailed to you once a week on a Monday. This is an extra-stimulant to help you write in your journal. Although writing is an essential part of the journal it is not limited to writing or words only. Thoughts may be expressed through other creative means as well. E.g. Collage, pictures, drawings, mind-maps and post-it notes with key information.

When documenting an occurrence, you should write down the date, the day and the time. The teacher should state where the occurrence took place and where you are writing the entry. You should give the entry a title or heading so as to elude to the content.

You may write in any medium you prefer to use such as pen, pencil, crayon or marker. You may write in either Afrikaans or English. You need not be concerned with language, grammar or spelling.

Journal Entry Prompts

First Monday:

Cover your journal in images (of any media: drawings, pictures, buttons, paint, needle work, etc.) that shows the way in which you like to communicate. Write a short note as to why this is your favourite form of communication.

Second Monday:

When you're speaking in English have you noticed any mannerisms that you only use when speaking in English?

Third Monday:

When you are teaching where do you stand in your class room? Where are the children in relation to you?

Fourth Monday:

At what pace do you think you speak when teaching compared to when you normally speak? Why or why not do you think this is?

Fifth Monday:

If money and resources were no obstacle. What materials, resources, devices, etc. with regards to communication would you like to use in your classroom?

Addendum 5: Letter of Request to do research addressed to the GDE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Dear Sir/madam

RE: REQUEST FOR PERMISSION TO DO RESEARCH IN [REDACTED] Primary SCHOOL

I hereby wish to apply for permission to conduct research at [REDACTED] Primary School in [REDACTED].

As part of my post-graduate studies I am engaged in research relating to the communicative dispositions of Afrikaans-speaking teachers in the Foundation Phase specifically when the language of instruction is English.

Title

Communicative dispositions of Foundation Phase Afrikaans-speaking teachers using English as medium of instruction.

Purpose

The purpose of my study is to describe the communicative dispositions of the Afrikaans-speaking Foundation Phase teachers and to what extent they may have adapted their communicative dispositions to accommodate the changes in their physical and educational environments whilst teaching non-native English speaking learners (NNEFL) through the medium of English.

Research Questions

- What are the communicative dispositions of Afrikaans-speaking Foundation Phase teachers at Ditlou Primary school?
- How has the changing linguistic context of Ditlou Primary School influenced the communicative dispositions of the Afrikaans-speaking Foundation Phase teachers?

Data Collection:

My research project will involve three Afrikaans-speaking teachers from the Foundation Phase.

- Language Biography Questionnaire
- Semi-Structured Interviews (60 minutes) to take place after school at a time and place convenient to the participants.
- Focus Group Interview (90 minutes) to take place at a time and place convenient to the participants.
- Journals. The teachers will be asked to keep a journal of reflections on communicative incidences / experiences during their day as well as guided prompts. They may make a sort note of it during class and write a more detailed reflection at a convenient time.

Ethical principles

The participants can be assured that their participation will remain confidential at all times. The teachers will choose their own pseudonym to ensure anonymity and confidentiality. The participants will have the option to leave the study at any time as participation is completely voluntary.

Full disclosure:

The participants will be provided with sufficient information about proposed activities, i.e. anything that might influence their decision to participate or not. Should the participants choose to receive a copy of the research findings it will be reported as group data.

Confidentiality

Although this study does not plan to delve into sensitive or personal issues, the participants have a right to privacy and their anonymity will be protected meaning that no identifiable information will be reported either in writing or orally. Codes and pseudonyms will be used to hide their identity. The location and the name of the school will also be changed to protect the identity of all concerned. All information will be stored in a password-protected computer to which only the researcher has access.

Trust

I shall report my findings in a complete and honest way without any misrepresentation using formal yet comprehensible English. I shall not fabricate data or alter findings to suit interest groups. As a participant, you will not be party to any acts of deception or betrayal in the research process or its published outcomes.

I would like to thank you for assisting me in my research. It is my presumption that the research findings will make a creditable contribution towards identifying different strategies, techniques and methods of assisting teachers to adapt their communicative dispositions within their classrooms.

Yours sincerely,

Sindi Sutton

Professor Rinelle Evans

Addendum 6: Principal's letter of consent



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

The Principal: Honourable [REDACTED]

As part of my Master's studies I am engaged in research relating to the communicative dispositions of Afrikaans-speaking teachers in the Foundation Phase specifically when the language of instruction is English. I would herewith ask your permission to engage three of your staff members to partake in this research study. Detailed below is a thorough explanation of what the research study entails.

Title

Communicative dispositions of Foundation Phase Afrikaans-speaking teachers using English as medium of instruction.

Purpose

The purpose of my study is to describe the classroom communication of the Afrikaans-speaking Foundation Phase teachers and how they have adapted their classroom communication to accommodate the changes in their physical and educational environments.

Research Questions

- What are the communicative dispositions of Afrikaans-speaking Foundation Phase teachers at Ditlou Primary school?
- How has the changing linguistic context of Ditlou Primary School influenced the communicative dispositions of the Afrikaans-speaking Foundation Phase teachers?

Data Collection

My research project will involve three Afrikaans-speaking teachers from the Foundation Phase.

- Language Biography Questionnaire
- Semi-Structured Interviews (60 minutes) to take place after school at a time and place convenient to the participants.
- Focus Group Interview (90 minutes) to take place at a time and place convenient to the participants.
- Journals. The teachers will be asked to keep a journal of reflections on communicative incidences / experiences during their day. They may make a sort note of it during class and write a more detailed reflection at a convenient time. Guided questions will also be provided to prompt more in depth reflection.

Ethical principals

The participants can be assured that their participation will remain confidential at all times. The teachers will choose their own pseudonym to ensure anonymity and confidentiality. The participants will have the option to leave the study at any time as participation is completely voluntary.

Full disclosure:

The participants will be provided with sufficient information about proposed activities, i.e. anything that might influence their decision to participate or not. The participants will receive a copy of the research findings which will be reported as group data.

Confidentiality

Although this study does not plan to delve into sensitive or personal issues, the participants have a right to privacy and their anonymity will be protected meaning that no identifiable information will be reported either in writing or orally. Codes and pseudonyms will be used to hide their identity. The location and the name of the school will be changed to protect the identity of all concerned. All information will be stored in a password-protected computer to which only the researchers have access.

Trust

I shall report our findings in a complete and honest way without any misrepresentation using formal yet comprehensible English. I shall not fabricate data or alter findings to suit interest groups. The participants, will not be party to any acts of deception or betrayal in the research process or its published outcomes.

I would like to thank you in assisting me in my research. It is my presumption that the research findings will make a creditable contribution towards identifying different strategies, techniques and methods of assisting teachers to adapt their communicative dispositions with in their classrooms.

Supervisor's Details
If you would like to discuss any aspect of this research or have questions about your rights as a research participant, please contact Professor R Evans. 012 420 4272 or rinelle.evans@up.ac.za
Researcher's Contact Details
Sindi Sutton Mobile: 071 491 0993 / 071 361 2564 e-mail: sindi1985@gmail.com or sindi@summerhill-school.co.za

Yours Sincerely,

Sindi Sutton

Professor Rinelle Evans

Principal's signature of acknowledgement and consent.

Addendum 7: School governing body's Chairman's letter of consent



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

The Chairman of the School Governing Body: Honourable [REDACTED],

As part of my Master's studies I am engaged in research relating to the communicative dispositions of Afrikaans-speaking teachers in the Foundation Phase specifically when the language of instruction is English. I would herewith ask your permission to engage with three of your staff members to partake in this research study. Detailed below is a thorough explanation of what the research study entails.

Title

Communicative dispositions of Foundation Phase Afrikaans-speaking teachers using English as medium of instruction.

Purpose

The purpose of my study is to describe the classroom communication of the Afrikaans-speaking Foundation Phase teachers and how they have adapted their classroom communication to accommodate the changes in their physical and educational environments.

Research Questions

- What are the communicative dispositions of Afrikaans-speaking Foundation Phase teachers at Ditlou Primary school?
- How has the changing linguistic context of Ditlou Primary School influenced the communicative dispositions of the Afrikaans-speaking Foundation Phase teachers?

Data Collection

My research project will involve three Afrikaans-speaking teachers from the Foundation Phase.

- Language Biography Questionnaire
- Semi-Structured Interviews (60 minutes) to take place after school at a time and place convenient to the participants.
- Focus Group Interview (90 minutes) to take place at a time and place convenient to the participants.
- Journals. The teachers will be asked to keep a journal of reflections on communicative incidences / experiences during their day. They may make a sort note of it during class and write a more detailed reflection at a convenient time. Guided questions will also be provided to prompt more in depth reflection.

Ethical principals

The participants can be assured that their participation will remain confidential at all times. The teachers will choose their own pseudonym to ensure anonymity and confidentiality. The participants will have the option to leave the study at any time as participation is completely voluntary.

Full disclosure:

The participants will be provided with sufficient information about proposed activities, i.e. anything that might influence their decision to participate or not. Should the participants choose to receive a copy of the research findings it will be reported and presented as group data.

Confidentiality

Although this study does not plan to delve into sensitive or personal issues, the participants have a right to privacy and their anonymity will be protected meaning that no identifiable information will be reported either in writing or orally. Codes and pseudonyms will be used to hide their identity. The location and the name of the school will be changed to protect the identity of all concerned. All information will be stored in a password-protected computer to which only the researcher has access.

Trust

I shall report my findings in a complete and honest way without any misrepresentation using formal yet comprehensible English. I shall not fabricate data or alter findings to suit interest groups. The participants, will not be party to any acts of deception or betrayal in the research process or its published outcomes.

I would like to thank you in assisting me in my research. It is my presumption that the research findings will make a creditable contribution towards identifying different strategies, techniques and methods of assisting teachers to adapt their communicative dispositions with in their classrooms.

Supervisor's Details
If you would like to discuss any aspect of this research or have questions about your rights as a research participant, please contact Professor R Evans. 012 420 4272 or rinelle.evans@up.ac.za
Researcher's Contact Details
Sindi Sutton Mobile: 071 491 0993 / 071 361 2564 e-mail: sindi1985@gmail.com or sindi@summerhill-school.co.za

Yours Sincerely,

Sindi Sutton

Professor Rinelle Evans

Chairman's signature.

In [REDACTED] absence executive member of the SGB honourable Mr [REDACTED] acknowledges the above.

Addendum 8: Teacher's letter of consent



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

TEACHERS

Consent form to participate in a communication-in-education study pertaining to Foundation Phase education.

This is to state that I, _____ a Foundation Phase teacher at _____ Primary school in _____ have been informed and fully understand the nature and purpose of the research project entitled: *Communicative dispositions of Foundation Phase Afrikaans-speaking teachers using English as medium of instruction*. I thus agree to participate in the study being conducted by Sindi Sutton at the Faculty of Education, University of Pretoria.

A. PURPOSE

I understand that this is not an experimental study and have been informed that the purpose of this study is to describe the communication, dispositions and linguistic context of the Afrikaans-speaking Foundation Phase teachers. The study will explore how the Foundation Phase teachers communicate within their classrooms to accommodate the changes in their environments whilst teaching non-native English speaking learners (NNEFL) through the medium of English.

B PROCEDURES

I will be asked to complete a Language Biography Questionnaire in which I will provide biographical detail relating to my language profile and teaching experience. I will also be asked for my views during individually held semi-structured conversational interviews as well as one focus group interview with my colleagues to be held at a time convenient to my schedule. These discussions will be recorded. I will be asked to keep a journal. The journals will be kept for a period of six weeks. I will be required to journal at least twice a week of which one journal entry will be prompted by the researcher and the other to note any communicative incidences / experiences during my day. This is to help me become more aware of how I communicate. The reflections may vary in length and depth. I may request to be kept informed of the research process and may also have access to a summary of the research findings.

C. CONDITIONS OF PARTICIPATION

- *I understand that I am free to withdraw my consent and discontinue my participation at any time without negative consequences or penalty.*
- I may do so by informing the researcher verbally, in writing or by telephone. She has provided me with her contact numbers for this purpose.
- I am at liberty to contact the researcher at any time if I have any questions or concerns about the study.
- I understand that my participation in this study is CONFIDENTIAL.

- I understand that the results of this study may be published in an academic journal or reported at a conference/seminar.

I have carefully studied the above and understand this agreement. I thus freely consent and voluntarily agree to participate in this study.

B

Name (please print): _____

Signature: _____

Contact number(s): _____

E-mail: _____

Although I have signed, I would still like to know or suggest:

If you would like to discuss any aspect of this research or have questions about your rights as a research participant, please contact Professor R Evans. 012 420 4272 or rinelle.evans@up.ac.za

Complaints

If you have a complaint concerning the manner in which this research project is being conducted please speak to any member of the research team or if an independent person is preferred, consult the chairperson of the Ethics Committee (Faculty of Education, University of Pretoria) or the Institutional Office for Research, Telephone +27 012 420 4644

Researcher's Contact Details
Sindi Sutton Mobile: 071 491 0993 / 071 361 2564 e-mail: sindi1985@gmail.com or sindi@summerhill-school.co.za

Sindi Sutton

Professor Rinelle Evans

Addendum 9: Summary of analysis