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Pre-service teachers' perceptions and strategic use of teacher-talk in multilingual classrooms

by

Heather Christine Grant Erasmus (née Giles)

24352943

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Supervisor:

Professor Rinelle Evans

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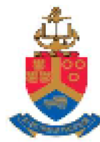
ETHICAL CLEARANCE CERTIFICATE

The author, whose name appears on the title page of this thesis, 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.*



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- No significant changes,
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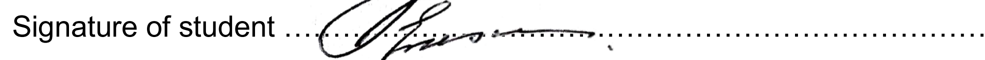
I declare that the thesis which I hereby submit for the degree Philosophiae Doctor in Curriculum Instructional Design and Development in the Faculty of Education: Department of Humanities Education at the University of Pretoria, is my own work and has not been submitted previously by me for a degree at this or any other tertiary institution.

Full names of student Heather Christine Grant Erasmus (née Giles)

Student number 24352943

Signature of student ……………………………………………………………………



Supervisor Professor Rinelle Evans

Signature of supervisor ……………………………………………………………………

DEDICATION & ACKNOWLEDGEMENTS

Lo, keep me away from:
Wisdom that does not weep,
Philosophy that does not laugh,
and Grandeur that will not bow its head
before children.

(Kahlil Gibran)

This is dedicated to teachers everywhere and I trust, through your classroom communication, you will be able to:

To see a World in a Grain of Sand
And Heaven in a Wild Flower
Hold Infinity in the palm of your hand
And Eternity in an hour

(William Blake)

O Cosmic Creator of all radiance, who is veiled by the outward appearance of beings and is present in beings, of beings, and for beings, you hear me because you are my present and my essence.

Soften the ground of our being and carve a space within us where your empowering Spirit can abide. Sow in our spirits a seed from your wisdom that it may grow as a fresh shoot in your forest and bear your fruits.

Amen

This work would not have been possible without the input and ideas of the ten participants, the meticulous constructive evaluation of my examiners, other researchers in the field and members of the faculty particularly my kindly empowering supervisor, Professor Rinelle. Grateful acknowledgement of funding from the University of Pretoria is also in order. Finally, a word of thanks to my adult children, Ewald jnr, Bridget, and Alexandra, who challenged me to do this study despite my advanced years.

ABSTRACT

Teacher-talk is the purposive use of language for the development of co-operative learning-centred environments. Does the pre-service Intermediate Phase teachers' use of teacher-talk manifest an understanding of its agentive and strategic pedagogic function? The language development responsibilities of teachers in modern multilingual classrooms and the gap in literature indicated it was time to listen. Sociocultural/linguistic constructivist learning theory developed by Vygotsky, Bruner, Alexander and Mercer, with its emphasis on the pivotal roles language and the teacher in the mediation of learning formed the epistemological bedrock. The selected research design was a case study. Convenience stratified sampling was used. This study meaningfully contributed to an understanding of the pedagogic use of teacher-talk by its use of a novel predominantly qualitative post-positivistic approach within an Afrocentric methodology that allowed greater ethical and authentic participation of ten preservice students. Each participant audio recorded a complete lesson during their work integration learning and then described their teacher-talk using an analysis tool designed for this study. Questionnaires and semi-structured interviews were conducted to establish how participants' perceptions of the nature and function of teacher-talk had been shaped. By narrating findings in experience vignettes, accessibility to data was ensured. This allowed participants their voice, in the spirit of *Ubuntu*, an ontological interdependency ideology peculiar to Africa. Graphs and figures were used to illustrate the data. Collated data were interrogated using elements of Corpus Linguistic/Conversation (CLCA) analysis methods. The findings revealed that the use of teacher-talk was dominated by the Initiation, Response & Feedback approach and was largely dependent on the *weltanschauung* of each participant. Usage of teacher-talk repertoires and interactures was indiscriminate and uninformed. This corroborated worldwide research but factors relevant to South Africa, namely the legacy of *apartheid* and the challenges of using English as language of learning and teaching were revealed. The study concluded that communicative expertise in teacher-talk should not be assumed. Student teachers' understanding of the constitutive power of words and skill in aligning pedagogical goals with their teacher-talk need to be developed. The study concludes that if teachers could use strategic dialogic verbal exchanges that were positively agentive in the mini-contexts of each lesson, learning and *Ubuntu* humanism could prevail in post-colonial South African classrooms.

KEY WORDS:

Afrocentric, agentive, *Apartheid,* Corpus Linguistic / Conversation analysis, Intermediate phase, language of learning and teaching, learning-centred environment, post-colonial, sociocultural/linguistic learning, teacher-talk, *Ubuntu* and *weltanschauung.*

ACRONYMS USED

B.Ed.	Bachelor of Education
BICS	Basic Interpersonal Communication Skills
CA	Conversation analysis
CALP	Cognitive Academic Language Proficiency
CAPS	[National] Curriculum and Assessment Policy Statement
CI	Classroom Interaction
CIC	Classroom Interactional Competency
CLAB	Classroom Language Assessment Benchmark
CLAS	Classroom Language Assessment Sheet
CLCA	Corpus Linguistic / Conversation analysis
CLT	Communicative Language Teaching
CMC	Computer Mediated Communication
DA	Discourse Analysis
IRE/F	Initiation, Response, Evaluation/Feedback
IP	Intermediate Phase
ITO	In terms of
L1	First or Home Language
L2	Second Language
LoLT	Language of Learning and Teaching
NCS	National Curriculum Statement
OBE	Outcome-based Education
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PST	Pre-service Teacher
SA	South Africa
SERTS	State Councils of Educational Research and Training
SETT	Self-evaluation of Teacher-talk
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of other Languages
TIMSS	Trends in International Mathematics and Science Study
TT	Teacher-talk
TTT	Teacher-talk Time
WIL	Work Integrated Learning
ZPD	Zone of Proximal Development

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ADDENDA

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Y	Audio recordings of lessons of 10 participants
Z	Transcripts of lessons of 10 participants
AA	Tabulated referenced data from literature review
BB	Data collected from questionnaire
CC	Pertinent education policy documents
DD	Data from focus group interviews
EE	Individual one-on-one interview recordings
FF	Data from one-on-one interviews

GG Completed participant reports on self-analysis exercise

HH Data from lesson analysis

II Collated information on all participants (Printed for easy reference)

JJ Material used in training of self-analysis of lessons

KK Letter recognising PST participation

LL Dialogic teacher-talk

MM Permission correspondence

OO *I am an African* by Thabo Mbeki

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CHAPTER 1: PREVIEW OF THE STUDY

Language has made possible man's progress from animality to civilization.
Aldous Huxley (1958b)

1.1 Introduction

Language, according to Aldous Huxley (1958a), a prominent member of the influential Bloomsbury group of English intellectuals, is the dynamo behind human cognitive progress. Historically dynamism was a mid-19thCentury philosophical theory, rooted in the Greek word *dunamis* – power (Allen, 1990). Essentially all phenomena are explained in terms of the power of forces and their interplay. Likewise, the mind develops through the action of forces rather than matter. Voloshinov (1973, p. 86) maintained that language, which is composed of words, is the power force behind creating shared meaning between humans.

> A word is a bridge thrown between myself and another… A word is territory shared by both addressor and addressee.

Taking oral language or talk as a starting point, I became fascinated by the ramifications of the word 'talk' – 'toddler-talk', 'sibling-talk', 'parent-talk', 'friend-talk', 'solicitor-talk', 'parliamentary-talk'…indeed there seemed to be a talk-type for any communicative episode we as humans conduct. Teacher-talk became the focus of my motivation to do research in a discipline where I have over forty years' experience.

What does it mean to talk, what is involved and how much of ourselves, our frames of reference, our world-view is exhibited in the way we use words to talk? This raised the question as to how meaning is created – is it through social construction or social interaction? For Gunlach (Nystrand et al., p. xi) common meaning that characterises a community, is socially constructed through discourse or "interacting with other voices is at its core" . Rommetviet (1992, p. 23), in his study of mind, meaning and communication, takes this idea further and says that the "developing human mind is dialogically constituted". So, dialogue plays an important part in our becoming social beings.

Researchers have taken the idea of the importance of talk into the education arena. The work of the Russians, Vygotsky (1961, 1978), and Bakhtin (1981, 1984), began to influence ideas about the role teachers have in imparting knowledge, through the use of their voices, in classroom situations. According to Gunlach (Nystrand et al., 1997, p. xiv), it leads to the notion of learning being a "dynamic socio and epistemic process of constructing and negotiating knowledge". In this view, teachers and learners share in the process but their asymmetrical roles meant that teachers as the professional and 'knowledgeable other' have to use their brand of talk - teacher-talk - in a way that would promote learning by inspiring natural curiosity

and eliciting authentic participation of the learners in the communicative episodes in each lesson (Engel & Randall, 2008). Craig (2011) maintains that teachers have a pivotal influence and responsibility in determining children's enthusiasm and curiosity in classroom situations.

Huxley (1958b, p. 67) in a poignantly titled article – *"Teaching And The Realities Of Life"* – lambasts teachers for their lacklustre performance:

> Education is an art, and in the field of teaching, as in those of painting, composing and writing, mediocrity is the rule, talent and irresistible vocation, the exceptions.

Huxley postulates that education is out of step with the realities of human life. Furthermore, he maintains that despite ministries of education proposing different systems, the problem of poor teaching remains an intractably inherent element. He raises the question of how teachers should be 'schooled' – made ready for their roles in classrooms.

> *Quis custodiet custodies* – who will guard the guardians , **how are our educators to be educated**, our masters to be taught self-mastery, our pastors **to be transformed from a flock of bawling sheep** into accomplished and effective shepherds? (Huxley, 1958b, p. 68)

While Huxley did not mention teacher-talk specifically as a skill, he raises three ideas that became the buttresses of my study – teaching is an "art" and it involves more than "bawling" and educators need to be taught to become "effective shepherds". Part of the legacy of Nelson Mandela (1995, p. 22), the iconic world leader, was his likening leadership to shepherding from behind.

> He stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realizing that all along they are being directed from behind.

The role of teachers is to lead their learners towards taking charge of their own learning and they do this through the language they use to manage the learning environment in every lesson. Mercer (1995, p. 6) maintains that:

> An analysis of the process of teaching and learning, of constructing knowledge, must be an analysis of language in use.

Intrinsic to the nature any phenomenon is its construction and its performance. Voloshinov (1973), in his analogy of bridges, raises many questions about how teacher-talk is constructed, Huxley raises questions about teachers being skilled artistic performers and shepherds orchestrating learning and Mercer reminds us of the importance of analysing the language used.

Therefore, I argue that if humans, in their formative years, spend many hours in institutions of learning; and if, language shapes their learning and their identity; and, if teachers use language as an educative strategy in classrooms, the nature of teacher-talk used in classrooms to create pathways to learning needs to be investigated. This research study will analyse pre-service teachers' use of talk.

1.2 Background and current contextualisation

While much research has been done on the role of teacher-talk in learning, the focus has been on language teaching especially teaching English as a foreign language (TEFL) or teaching English to speakers of other languages (TESOL) (Walsh, 2002; Wang, 2015; Yu, 2010). Another area of research has focused on Language of Learning and Teaching (LoLT) with particular reference to using English as LoLT (Uys, Van Der Walt, Van Den Berg, & Botha, 2007). The competency of LoLT language usage by teachers as an example for their learners as well as learner perceptions has been researched (Butler, 2004, 2007; Nel & Müller, 2010; Theron & Nel, 2005). Concerns about how to raise competency levels in teachers using English as the LoLT have been studied (Aguiar, Mortimer, & Scott, 2010; Catherine & Sarah, 2016; Kaya, Özay, & Sezek, 2008; Walker & He, 2013). And teaching English as the target LoLT has been investigated (Evans & Cleghorn, 2014; Hugo & Nieman, 2010; Kilfoil & Van der Walt, 2009; Kisilu, 2009).

While these readings informed the wider background of my research, a few authors directed my focus. Alexander (2005) had alluded to the 'emerging pedagogy of the spoken word' and Walsh (2006, 2011, 2013) focused on teacher-talk as a strategy to develop in student teachers. A few South African researchers had investigated problems related to the way student teachers used language in classrooms irrespective of the subject taught (de Jager & Evans, 2013; Evans & Cleghorn, 2010b), but essentially their focus had been classroom English use as LoLT and not the skills involved in teacher-talk as a specialised discourse. This study defines teacher-talk as the purposive language teachers use to mediate the learning environment in a classroom. As such, it involves using a repertoire of approaches and interactures with embedded phraseology. It covers informative, instructional and remediatory talk. I wanted to fill the gap by investigating if teacher-talk was being used as an agentive pedagogic strategic tool in post-colonial South African classrooms.

The focus of my study was the manifestation of the nature of teacher-talk, used by university pre-service teachers (PST), using English as the LoLT, in multi-lingual classrooms, during their work integrated learning (WIL) sessions as part of their BEd degree. I selected South Africa as my particular context since with its multicultural profile it could be representative of worldwide national trends. South Africa is multi-lingual society with eleven official languages. Classroom populations are diverse. We were all South Africans living in the new post-colonial era characterised by Thabo Mbeki's African Renaissance. We had been encouraged to embrace our unique African identity within the principle of the interconnectedness of humans in the humanistic life philosophy of *Ubuntu* **–** See Addendum OO

> I am an African…My mind and my knowledge of myself…rejoices in the diversity of our people and creates the space for all of us voluntarily to define ourselves. (Mbeki, 1998)

If we subscribe to sociolinguistic/cultural learning theory, we acknowledge the role of language in creating our identity and our cognitive development, but how was language being used by teachers in classrooms to celebrate the learners' being? Furthermore, despite statistics revealing that only 9.6% of South Africans claim English as their home language (Statistics South Africa, 2011), English is used as the LoLT in most urban schools. In essence, this means that English teacher-talk could be challenging for both teachers and learners, and that the possibilities of communicative misunderstanding in classrooms could be widespread. The result could be that the purpose of teacher-talk, which was to create learning spaces and mediate learning in them, could be seriously and intrinsically undermined. Furthermore, Evans and Cleghorn (2010a) suggested that there appeared to be a mismatch between the assumptions of policy documents (Department of Basic Education and Higher Education and Training, 2011) and institutions of teacher education, as to the ability of student teachers to use teacher-talk as a pedagogic tool through the medium of English. Since all research needs definitive boundaries, I delineated my context further and selected to research teacher-talk used in the South African Intermediate Phase or middle school classrooms irrespective of subjects taught (See 1.6 for concept clarification). Previously this had not been the focus.

Finally, earlier researchers had used a variety of approaches to methodology, data collection and analysis. By couching my research within the Afrocentric research methodology paradigm (Okeke & Van Wyk, 2015) and by using a particular method of analysing data based on corpus linguistics/conversation analysis, my epistemological approach had also neither been fully explored or used in the South African context.

In summary, my study filled a gap in research and policy by investigating how teacher-talk which can make classrooms into dynamic and effective 'dialogic spaces' for the facilitation of learning, is manifested by PST students in South African Intermediate Phase urban classrooms. The study contributes to new knowledge in this area by describing what is happening in WIL classrooms. Furthermore, by using a specially designed instrument in the study, it also demonstrated how teacher education programmes could enhance the strategic use of teacher-talk by student teachers, if the use of such an instrument was made part of PSTs' WIL experience.

1.3 Rationale for the study

My interest in this area of research is the result of being involved in education both in South Africa and abroad for over 40 years: first as a Senior Phase English language teacher, then as a remedial teacher, then as a Foundation and Intermediate Phase teacher, then as principal

and finally as a university contract lecturer, teaching communication literacy skills to student teachers. As a contract lecturer, I have also mentored PST students during their WIL sessions and internship at schools. In all these roles I have experienced the importance of teacher-talk and have observed that teachers did not seem to have an understanding of the nature of teacher-talk, that their linguistic performance has often forced learners to rely on contextual clues for understanding, and furthermore that learner participation was truncated by the teacher-talk being insensitive to scaffolding learning. It seemed that much of the art of teaching has been left to chance by institutions claiming to prepare teachers for the classroom and that innumerable learners throughout the world have to endure incompetency in the skilled use of teacher-talk by the teachers they encounter.

As a teacher, I had always felt the freedom to engage in teacher – talk that was dialogic, but it came as a shock when, as a principal, I discovered how few teachers embraced such democratic principles either in their classrooms or in their understanding of the management hierarchy. I see teacher-talk as a pedagogic tool that is intrinsic to effective teaching. Despite the many articles written about it, it appears to be largely ignored as a skill by institutions preparing teachers and hence few teachers use it consciously as a strategic tool. This led me to believe that an investigation into the teacher-talk skills of PST seemed to be necessary.

My ultimate motivation in doing this study was to raise the profile of teacher-talk in South African education circles. Furthermore, I see it as a skill, that should our teachers develop; will go some way to solving many of the problems that hound education systems.

> We have neglected , more or less completely, to train the instrument, by means the human being must do his learning and his living, his thinking, feeling and perceiving. (Huxley, 1958b)

Educational institutions should be grading BEd students' proficiency in teacher-talk skills to improve practice, curriculum delivery and above all else the mediation of learning in classrooms.

My interest in this study was both personal and professional. My intention in this study was to complement previous research; to establish the nature of teacher-talk used by pre-service teachers in Intermediate Phase urban classrooms with the view to enhancing practice both in South Africa and worldwide.

1.4 Problem statement and research questions

The research questions were developed out of the following statements:

- The problem was whether pre-service teachers understand the nature and function of teacher-talk and their proficiency in using it especially in multi-lingual classrooms.

- This study proposed to research the manifestation of teacher-talk being used by University of Pretoria PST students in the Intermediate phase of Pretoria urban schools.
- The purpose was to describe teacher-talk currently being used by a sample of pre-service teachers.
- The long-term objective was to use data collected to develop assistive systems for PSTs using effective 'teacher- talk' as part of their university degree and later in the workplace.

1.4.1 Main question:

What is the nature and function of the teacher-talk used by University of Pretoria pre-service teachers who use English as the LoLT in the Intermediate Phase in Pretoria urban schools?

1.4.2 Sub question:

What has shaped the perceptions that pre-service teachers have of the nature and function of 'teacher- talk' as manifested in their Intermediate Phase lessons?

1.5 Assumptions

Research may be based on assumptions that are foundational to the research questions but are not within the scope of the research to question or verify. Those pertinent to this study were sourced from literature and are listed in the table below.

Table 1: Working assumptions from literature pertinent to study questions

- In the socio-cultural perspective, language plays a pivotal part in the development of knowledge in humans (Neil Mercer, 2008).
- Teachers use a selected LoLT language for teaching (de Jager & Evans, 2013).
- A significant percentage, 9.6% of South Africans, does not speak English as their home language, yet the LoLT is mostly English in schools, after the Intermediate Phase in urban schools, and tertiary education Institutions (Kilfoil & Van der Walt, 2009; Theron & Nel, 2005).
- Teaching and learning in any language is a complex process and the complexity of it is considerably exacerbated when doing it in a second language (Gan, 2012).
- While Basic Interpersonal Communication Skills (BICS) may be acquired by second language speakers in a relatively short time, Cognitive Academic Language Proficiency (CALP) can take between five to seven years to fully develop (Cummins, Baker, & Hornberger, 2001).
- The urban classrooms of Pretoria are in the main well-resourced and the LoLT is mostly English though learners may be diverse in their 'home languages' (Evans & Cleghorn, 2012).

1.6 Concept Clarification

In the course of this inquiry, many concepts were used. In order to promote clarity of understanding, definitions are provided below:

Classroom English - The specialised and idiomatic form of English used by teachers in classrooms to facilitate and mediate learning in a classroom. It has pedagogic and phatic functions and may be coloured by the teacher's personal idiolect (Evans & Cleghorn, 2012; Hoffman, 2010).

Dialogic teaching - A dynamic teaching style that creates spaces for participant communicative interaction and ultimately for understanding. Dialogic teaching is neither content/context - centred, nor learner - centred, nor teacher - centred, but learning – centred. (Alexander, 2010a, 2017; Boyd & Markarian, 2015).

Instructional communication - The special communication skills required mainly by teachers based on their knowledge of pedagogy, communication and psychology to establish an optimal learning opportunity for learners. (Evans et al., 2015; McCroskey, Richmond, & McCroskey, 2006)

Interacture - "Constituent interactional features of talk used by teachers according to contextual modes classrooms" (Walsh, 2006)

Intermediate Phase - This is the second or middle school phase in schooling. Learners are usually between the ages of 10 and 12 years and are generally approaching adolescence. The academic grades covered are grades 4, 5, 6. In most schools, this phase follows the Foundation skills phase and learners start to take more defined subjects with specialist teachers. Hence it is a transition phase between foundational and academic learning and involves the relevant cognitive language competencies. It is the time when English as LoLT is often used. (Deacon, 2015).

Language of Learning and Teaching (LoLT) - This is the language in which teaching, learning and assessment take place. In South Africa it is often English for many learners after the fourth year of schooling in public institutions (Department of Basic Education and Higher Education and Training, 2010; Taylor & Coetzee, 2014; Van Der Walt & Klapwijk, 2015).

Pre-service teacher students (PST) - Students in their final year of a B.Ed. programme who go out to schools for monitored work integrated learning (WIL) practical experience.

Repertoire - The term describes an "array of organisational strategies and transactional skills rather than a single set procedure" that is involved in any response (Alexander, 2017).

Teacher-talk- The purposive talk used by teachers to facilitate and mediate learning when conducting a lesson. It involves using a repertoire of approaches and interactures with embedded phraseology. It covers informative, instructional, remediatory and dialogic talk. It interacts pedagogically with learners and subject discourses. It includes the notion that teacher-talk is agentive in its word choice and interaction stance. It can motivate or obstruct learning. It can also include a teacher's use of and adapting the LoLT for second language speakers to facilitate the clarity of classroom discourse.(Alexander, 2005; Cummins, 2003; Heritage & Greatbatch, 1991; Johnston, 2004; McCroskey et al., 2006; Mercer, 2008; Rojas-Drummond & Mercer, 2003; Walsh, 2006; Willis, 1987; Wolfe, 2008)

***Ubuntu umuntu ngumuntu ngabantu* -** This South African ethic translates as *A person is a person through other persons* and it often used to announce the maxim *I am because you are.* It is the underlying humanistic interrelatedness principle behind this study of the nature of teacher-talk in classrooms in its particular context South Africa (Makgoro, 2009; Nel, Dreyer, Dreyer, & Foley, 2017).

Urban schools - Former Model C (South Africa) or Independent schools in the city suburbs metropole where an adequate school infrastructure is anticipated (Hurst, 2016).

***Weltanschauung* -** The sum of the experiences that leads to the identity of the core self of the individual and creates a particular philosophy or view of life (Hornby, 2011).

Work integrated learning experience (WIL) – Takes place in the workplace and involves learning from practice by observing and teaching "for the development of tacit knowledge, which is an essential component of learning to teach." (Republic of South Africa, 2011)

1.7 Theoretical framework

Four main theories that surfaced during my literature search had a significant influence on describing the nature of the teacher-talk used by the participants in the study and hence formed my theoretical framework. Sociocultural/linguistic learning theory was foundational as it is the learning theory that emphasises the importance of the role of language in the guided construction of knowledge (Mercer, 1992, 1995, 2008; Mercer & Howe, 2012; Van Lier, 2000; Vygotsky, 1961). Embedded within this was constructivist cognitive theory of Piaget and Bruner that supports "an epistemology that says that knowledge is dynamically co-constructed through classroom interaction" (Nystrand et al., 1997) This linked to the mediation theory of Alexander (2005) that "talk mediates cognitive and cultural spaces". However the fourth theory that the complex process of teaching and learning is considerably exacerbated when doing it in a second language (Gan, 2012; Lantolf & Thorne, 2007) keeps the perspective realistic and recognises the level of challenges that teachers face.

1.8 Conceptual framework

The macro theoretical framework outlined above exposed the numerous concepts pertinent to teacher-talk. I combined the theoretical framework and the concepts in three process graphic charts – see chapters one, two and three. These functioned as structural plans to make it easier for the reader to grasp how the complex range of ideas that underpin teacher-talk interacted (Miles, Huberman, & Saldaña, 1994). These allowed me to design a study that would carefully chart and investigate the concepts involved behind the actual manifestation of teacher-talk in its purposive use in a lesson. Only when this had happened could a description of the nature of the teacher-talk be done.

Furthermore, the delineation of concepts involved indicated that there was more to teacher-talk than was immediately apparent. I needed to find out the truth behind its use, if I was to describe its real nature authentically. I used Bakhtin's (1984) method of approaching Dostoevsky's poetics as a guideline:

> Truth is not born nor is it to be found inside the head of an individual person, it is born between people collectively searching for truth, in the process of their dialogic interaction.

Thus, I selected a paradigmatic perspective that would allow a research design that facilitated such dialogic interaction between the participants and myself as the main researcher. Furthermore, since I believe that learning happens through collective co-construction and independent thought, it would also allow the participants to become fellow researchers, interrogate their own data and authenticate the findings through shared discussions.

1.9 Paradigmatic perspective

The principle of the interconnectedness of humans that underpins the African life philosophy of *Ubuntu* offered the required paradigmatic perspective (M. Nel et al., 2017). Furthermore, Afrocentric Research methodology, both supported this with its canon of tenets: *Ukweli , Maelewanos , Akiba uhaki, Ujamaa, and Kujitoa*, and provided the vehicle for my research (Okeke & Van Wyk, 2015, pp. 8–10). By adopting this perspective, my research would have ethical standards that determined the way I involved my participants, viewed the data and reported the findings:

> African scholar investigates the community to improve the lives of the people …
> African people must be in control of and participate in the entire research process, from beginning to end, to provide solutions for their own context." (Okeke & Van Wyk, 2015, p. 12,7)

See 3.4 for clarification of the practice and tenets of Afrocentric Research methodology.

The research was conducted in a participatory collaborative dialogic manner replicating the Vygotskian zone of proximal development (ZPD) that is characteristic of classrooms. In this

space, we discovered the nature of teacher-talk. I believed that the participants, having experienced the construction of this space in the research process, would see that they could use it as a method to develop an accountable teacher-talk when they teach knowledge, skills and values to the learners of the community they serve (Rojas-Drummond, Torreblanca, Pedraza, Vélez, & Guzmán, 2013). In Mercerian terms (1995, p. 5) they would be able to use the language involved in their teacher-talk "to leap from one creative image to another and to evaluate the possibilities as they are presented."

1.10 Research design and methodology

1.10.1 Approach

The nature of the study dictated a primarily qualitative non-interventional approach, but since language use reflected the *weltanschauung* and pedagogic purpose of the user in sociocultural/linguistic learning theory (Alexander, 2017) , I also included biographical considerations for each of the participants in my research approach (Barnes, 2008; Denzin & Lincoln, 1994; Mercer, 2010; Walsh, 2006).

However, a purely qualitative approach would not reveal a complete picture of teacher-talk as it involved the use of different words and interactures. The relationship between interactional patterns and word choices as well as their frequency of use were also important for an accurate description, so a quantitative approach was also embedded into the research design (Creswell, 2005; Walsh, 2011). This added to the credibility of the data and the findings.

1.10.2 Research design

Research designs provide the structure to the research so that research questions may be answered (Ragin, 1994). I selected an exploratory and participatory case study as an appropriate design as the inquiry was context-dependent (Creswell, 2005; Nunan, 1992). This case study design would also allow me to show how many factors interact to produce the unique situation (Hitchcock & Hughes, 1989; Thomas, 2011).

Furthermore, as the case study was conducted in the post-positivistic paradigm, it aligned with the Afrocentric *Ubuntu* philosophical rationale for this study and it provided a platform for an authentic description of the nature of teacher-talk used, to emerge.

Yin (1984, p. 39) maintained that case studies could be "analytically generalised" since they were based on theories and Cohen (1985, p. 120) said that "the transferability of the findings in case studies to the wider population could be explored". This was applicable to this research

since it was based on a solid theoretical foundation and the participants were part of a greater population of B.Ed. pre-service teacher students.

Adelman (1976, p. 149) maintained that case studies "may contribute towards the 'democratisation' of decision-making (and knowledge itself)". This was reflected in my unobtrusive stance as researcher and the decisive participatory roles of the participants. The outcome was that the data and findings were co-constructed by all of us.

1.10.3 Research methodology

This research was guided by an Afrocentric research methodology. This was applicable since it was a particular South African post-colonial phenomenon: the use of teacher-talk by pre-service student teachers in multiracial urban classrooms. It was to be conducted by Africans, for Africans, and the lack of research in this field deemed it was necessary (Evans & Cleghorn, 2012; Okeke & Van Wyk, 2015).

The research was also couched in a post-positivistic paradigm since it was concerned with generating a description of the manifestation of teacher-talk. The data were rich but being reflexive, they were subjective and bias laden. This is acceptable in the post-positivistic paradigm (McGregor & Murnane, 2010)

However, it would need to be interpreted in context and trustworthiness and credibility would be established through the meticulous referencing and the rigour of the research design and processes.

1.10.4 Role of the researcher

In my argument, I took a reflexive and biased approach that is characteristic of qualitative methodology, but I recognised that I needed to listen to the views of the participants since research has a role in advocating improvement (Creswell, 2005, p. 43). Afrocentric methodology provided the answer as it allowed me to exercise both "introspection and retrospection" in terms of my views about the phenomenon. Furthermore as researcher I had agreed to abide by the *Ma'at,* the Afrocentric canon (Okeke & Van Wyk, 2015, p. 8). This prescribed an ethical discrete approach to participants, data and reporting. I conducted all proceedings in a dialogic manner to allow the participants to have their voice, to share their experience of the research and to allow the final report to have elements of an experience narrative. I had to be aware that my vast and varied experience and my passion for the profession would have created definitive opinions in me as to how effective teacher-talk should be used but evaluation was not a part of the brief of this study. I had to be aware of all the elements that construct teacher-talk in any given environment and be uncritical of the

performance of the participants. Essentially, I had to assume the role of interested bystander facilitating the process of the study.

1.11 Research process

1.11.1 Selection of participants and research sites

Purposive convenience quota sampling (Creswell, 2014) was used and the participants were pre-service teachers in their final year of a formal teacher education programme. The nature and purpose of the research project was clearly explained to the whole cohort of final year B.Ed. students (see Addenda O, C and P) and fifteen participants reflecting diversity in terms of race and subject teaching were selected. Participation was entirely voluntary and consented (See Addenda D & R) and there were no pecuniary or other benefits, other than the experience of being part of the study and possibly an improvement in their use of teacher-talk (See Addendum KK).

Research sites were those primary school classrooms linked to the work integrated learning (WIL) programme of the participants. Correct protocol was followed to establish permission from the relevant Education department and school principals (See Addenda B, E & U).

1.11.2 Data collection and instrumentation

My research questions demanded that I had to demonstrate an understanding of the nature of teacher-talk used by pre-service teachers in my description of it (Arcidiacono & Gastaldi, 2011). Therefore, I had to ensure that a rich description would emerge from the data collected. Hence, I used a variety of data collection methods and instruments. Broadly, these involved an initial questionnaire in two parts, recordings of lessons, focus group and one-on-one semi-structured interviews and the transcriptions thereof, the results of self-analysis reports and my journal.

The questionnaire was designed to place the participants within their linguistic backgrounds, their perceived roles as teachers and their knowledge of how teacher-talk influences the language of teaching and learning. It was given to the participants at the first semi-structured orientation focus group meeting, held on site, after they had started WIL (See Addenda F, W & DD). I delivered the second part of the questionnaire, which went into more detail about the use of teacher-talk in the classroom, to the participants after two weeks to allow them more time to experience teaching. Thereafter the participants audio recorded their lessons (See Addenda Y & Z). The second semi-structured focus group interviews served as an experience sharing and training sessions for the self-analysis of their audio recordings. These were held at the University (See Addenda H, JJ & X). The participants submitted their selected lesson

recordings to me at this meeting. These lessons were transcribed, put onto the H&E teacher-talk self-analysis instrument (See Addendum K), and sent to the participants to do their self-analysis of their recordings (See Addendum Z). Since the participants experienced difficulties with their self-analysis, I had to devise an instrument and posted an explanatory video on YouTube (see Addenda K & JJ). The participants returned their self-analysis documents to me together with a reflective report on their experience (See Addenda J & GG). A single, one-on-one semi-structured interview was conducted to corroborate the findings of the self-analysis of lesson recording data exercise (See Addenda I, EE & FF).
All my impressions were recorded in my research journal. Information from this was also used when writing up the data.

1.11.3 Data analysis and interpretation

Analysis is essentially finding patterns in the data and explicating how they contribute to answering the research questions. I organised the data into a form that made analysis possible by transcribing it (lesson recordings see Addendum Z and interviews see Addenda DD & FF), or into tables (questionnaires see Addendum BB and reflective reports see Addendum HH).

The primary collected data were essentially the language used in teacher-talk in the recordings. As such it had its lexicon, its packaging (ten Have, 2007) and its structuring (Drew & Heritage, 1992). These were fundamental to its description. My overall approach to the data analysis was an inductive one through the post-positivistic paradigm. This is characteristic of qualitative research.(McGregor & Murnane, 2010; Ragin, 1994). Nevertheless, I also wanted to compose an emic description so perspectives of the users, the participants, were an important part. “Analytic induction” (Ragin, 1994, p. 93; ten Have, 2007) allowed me to search for reasons behind the teacher-talk used.

The selected analysis methodology had to accommodate the research questions by fully demonstrating the nature of the teacher-talk that emerged from the collected data. First, I chose the naturalistic analytical approach offered by the conversation analysis (CA) model since it had no preconceived set of descriptive categories according to function like discourse analysis (DA) used by Sinclair and Coulthard (1975) and Flanders (1995). This allowed me to reveal how the participants constructed their teacher-talk (Bosanquet, 2009). The second approach was to conduct a type of Corpus linguistics analysis (CL). This was necessitated by fact that lexical choice and usage were an important characteristic of teacher-talk. By combining CL with CA into an overarching CLCA method, I could demonstrate how word choice and frequency complimented interactional patterns in teacher-talk (Walsh, O’Keefe, & Morton, 2011; Walsh, 2013).

Once I had mapped the transcripts of all the participants, I followed five steps in which I interrogated each communicative sequence and its aspects that contributed to its definitive nature (Pomerantz & Fehr, 1997). The process involved drawing graphs of participant usage – theirs and mine (See Addendum HH). These were discussed at our one-on-one feedback interviews (See Addendum EE & FF). Constructive feedback was an important part of this research study. This fed into the analysis process that involved categorising word choices - descriptive, self-reference, and institutional euphemisms (ten Have, 2007) and identifying interactures used (Walsh, 2006).

After my final one-on-one interview with the participants, I mapped emergent themes and anomalies from the questionnaires, interviews, recordings and the reflective documents to build a teacher-talk profile of each participant (See Chapter 4). First, I treated each participant's contribution as a mini case study, and then combined trends into a general discussion of the findings about the nature of the teacher-talk used and how it reflected their perceptions about teacher-talk. I constantly visited my research questions and the themes from my literature search during the process.

The benefit of doing the analysis in the manner described above was two-fold. The data were thoroughly interrogated to provide a very rich description of teacher-talk and by pooling all the data analyses from the various collection methods and by using triangulation, I was able to arrive at the findings to answer my research questions (See Chapter 5 & 6)

1.12 Quality measures: Ensuring trustworthiness of findings

Concerning quality assurance measures, this research was "strong in reality" and in line with its dominant *Ubuntu* theme, the aim was to have a community benefit. Hence it needed to enhance the participants' teacher-talk usage and appeal to other teachers who would be able to identify with the findings (Adelman et al., 1976). Hence, trustworthiness was crucial. Firstly, trustworthiness of my findings was established by my ascribing to following the principles of the dominant Afrocentric research paradigm (See section 3.4). Secondly, the subjective trustworthiness of the data was assured by the qualitative research methodology. The way I used the case study fulfilled Yin's (1984) four critical criteria for establishing validity. McGregor's (2010) authentication which involved credibility, transferability, dependability and confirmability was established in the separate and interlinked parts of the design and process. These are discussed fully later in Chapter 3. Thirdly, throughout the report there is a clear audit trail through cross references to literature and my research data.

This study fulfilled the criteria of institutional ethics clearance (See Addendum M) by the fact that participation was voluntary and formally consented (See Addenda L, D, R,). Permission

to conduct the research was obtained from the Provincial Department of Basic Education (See Addendum B) the school principals / governing bodies (See Addenda E&U) and through them, the parents of learners although no learner is a participant. Correct protocol was followed at all times for site visits, recordings and interviews. Identities of all participants were protected, and risks were minimised by using pseudonyms. The collation of data was done in a manner to ensure that traceability of the source as virtually impossible. All data was secured in my personal cloud and stored in the institutional stock room for 15 years.

The whole research method, while respecting individual persons, was transparent and for the benefit of the participants. Analysis of lesson data was done by participants themselves. There were no pecuniary benefits for anyone: rather the benefits were being involved in the research and the lessons that could be gleaned from it. Recognition of participation was in the form of letters given to each participant.

Finally, since I had examined my assumptions regarding the topic, I could confirm that this research was conducted for the benefit of the community in the spirit of *Ubuntu* and the code of conduct required by the Afrocentric paradigm.

In light of the above, this research provided a trustworthy database of material, which could be used by future researchers. Future research ideas are listed in Section 6.5 table 11.

1.13 Scope of the study

This inquiry was limited to a small sample of the use of teacher-talk by pre-service teachers from a single institution. Demographically this involved ten (initially 15) students at the University of Pretoria doing their WIL with Intermediate phase learners and using English as the LoLT in urban, private or public schools in the metropole of Pretoria. In terms of the feasibility of this study, my research had a relatively short defined time window; the participants would be going to WIL between April and October. So, a strict timing schedule was devised. This was presented at the proposal presentation and in the ethics submission. Despite the limited scope, the characteristics of the context – PSTs use of teacher-talk in multilingual classrooms gave this study greater significance since most classrooms have such a profile and PSTs use teacher-talk world-wide.

1.14 Presentation of outline of Study

Since this research was undertaken in the spirit of *Ubuntu*, the African view of the interrelatedness of human beings, I have used an 'authenticated experience narrative style'. Space has been given to the many voices that have contributed to this work. Each chapter begins with a quotation that encapsulates the key idea/s and stance. This is often followed by

a diagrammatic representation that maps the complexities of phenomena and processes for the reader (Maxwell, 2011). These maps are unpacked in the subsequent narrative.

Thus, I conclude my introductory chapter with a chart see Figure 1 that represents how theories, concepts and processes were interwoven into the methodology of the study to answer the research questions. I have acknowledged my sources where appropriate. The design is innovative and informative since it pulls together many strands of theoretical knowledge and attempts to see how they all contribute to the notion of what teacher-talk is, and how its enhanced use is fundamental to all teaching in the 21st Century irrespective of particular context.

Thereafter I give on outline of the six chapters of the dissertation.

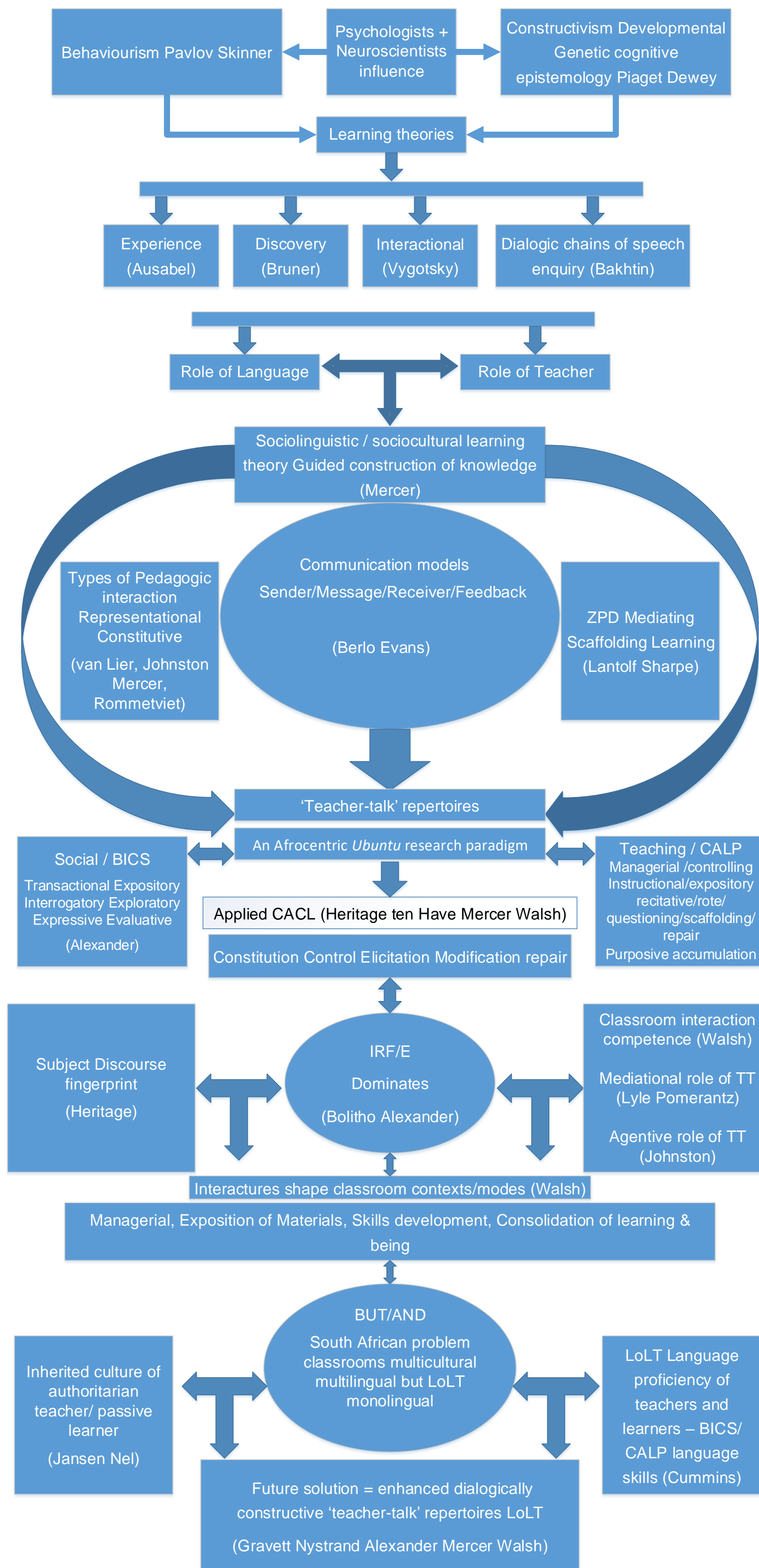

Figure 1: Representation of whole research project – theories, concepts & paradigm

In Chapter 1, I provide a complete overview of the study by locating it within its unique context and paradigmatic perspective. The rationale and purpose lead onto listing the research questions and clarification of central concepts. Thereafter I briefly explained how these determined my theoretical and conceptual frameworks and how these evolved into a particular research methodology. I go on to show how the tenets behind African *Ubuntu* philosophy and Afrocentric research determined my design and the ethical approach to all the processes in the study.

Chapter 2 is a review of the literature describing existing research on the topic. It begins with a diagram indicating how the elements of a classroom funnel into the exploration of literature. It provided a theoretical and conceptual background for this study. It also provided a list of practical problems that teachers have experienced when using teacher-talk. However, while it demonstrated that there was a considerable body of research on the role of language in teaching and learning that was pertinent to my topic; these researchers had different questions that determined the context and slant. A significant gap was exposed. My study filled the gap with its particular attention to defining what teacher-talk is and describing the nature of teacher-talk being used in classrooms irrespective of subject being taught. While it was necessary to define environmental parameters by focusing on teacher-talk used by pre-service teachers in the Intermediate Phase, it contributes to new knowledge by describing what is actually happening in classrooms and how teacher-talk could be enhanced through incorporating self-analysis of PSTs' teacher-talk usage into their teacher education programme by using my designed H&E teacher-talk self-analysis instrument.

The literature search demonstrated how theories evolved from different methodologies answering different research questions. In Chapter 3, I explain and justify how I filled the gap in existing research by adopting a particular approach and research methodology. This is graphically illustrated in figure 5 in section 3.4. My selected research paradigm determined the use of a post-positivist qualitative approach and which was best housed in an Afrocentric Research Methodology. This determined the way I used the participatory case study as a design, how I selected and interacted with my participants, and how I used a combination of conversational and linguistic analysis (CLCA) to interrogate the data. I also describe how the philosophy of *Ubuntu* and the canon of Afrocentric research ensured the ethicality of the process.

In Chapter 4, I present in ten narrative experience vignettes, a teacher-talk usage profile of each participant. I complied these by collating data from interviews, lesson recordings and reflective reports. I have put quotations of participants in italics to differentiate them from those

of other researchers. I have also made use of graphs to enhance the experience narrative style of this chapter and to interpret the data to find trends.

In Chapter 5, the research findings are collated into seven themes that emerged from the data. These were carefully crosschecked to the literature search, the theoretical foundation and conceptual framework of the study to support their credibility and trustworthiness.

Chapter 6 concludes the dissertation by showing how the research has answered the original questions and how the findings could be used as a platform for further research. This research was limited to a description of the nature of teacher-talk. However, to arrive at a description of any phenomenon involves an analysis of its construction and use. Hence, in this final chapter, I return to the bridge metaphor used at the beginning - teacher-talk is a bridge for learning in a classroom but whether it was a narrow footbridge or a multi-lane, multi-directional highway depended on the teacher. Furthermore, since the study was situated in Africa, I questioned whether the African *Ubuntu* philosophy had shone like a golden beam throughout the manifestation of the teacher-talk. I also allude to the fact that teacher-talk is a competency skill that should be a focus of teacher development. Furthermore, teacher development institutions should be grading BEd PST's proficiency in teacher-talk usage and that this is a gap in current policy. Hence this implies a policy change in order to validate current assumptions of the Department of Higher Education and Training in South Africa (Republic of South Africa, 2011)

1.15 Conclusion

There have been many studies on talk used by teachers in classrooms. While it is accepted that the language teachers use plays a crucial role in shaping the learning environment and learning process (Alexander, 2001), the focus seems to have been on reducing the teacher talking time (Cullen, 1998) or how it is used in teaching a second language (Walsh, 2001a). Bolitho (2006, p. 2) says " Nobody seems to mention the [actual] talk under scrutiny". My study intends to explore this gap by researching the actual teacher-talk used in any lesson. I will define it, describe its use, and try to establish what influences pre-service student teachers' (PSTs), particularly in South Africa, understanding of its role and use in classrooms. The classroom is any space where the teacher facilitates learning. This preview chapter provided the springboard for my approach to the literature. While the questions defined my focus, my literature search made me aware of the complexity of my topic and sent me on many interesting and inspiring forays into the writings of many researchers. I discuss this exciting journey in the next chapter.

CHAPTER 2: LITERATURE REVIEW

Teachers don't merely deliver the curriculum. It is what teachers think, what teachers believe and what teachers do at all levels of the classroom, that ultimately shape the kind of learning that young people get. Andy Hargreaves (1994)

Hargreaves (1994) maintains that teachers play a pivotal role in shaping the curriculum that learners receive. The focus of this research is to describe and investigate how this happens through the talk teachers' use and how the talk used reflects the teachers' teaching philosophy.

Richards and Weber (1985, p. 289) define teacher-talk as "a typical variety of language sometimes used by teachers when they are in the process of teaching". Implied in this definition are two important factors that my research took into account. Firstly, the concept teacher-talk and secondly the how and why it is used. I demonstrate how both have evolved. I will show how my definition of teacher-talk expanded through research into literature studies on classroom communication as a concept, learning theories, teacher-talk and learning.

In section 2.1, I attempt to show in a graphic framework the many concepts and theories that underpin the concept and use of teacher-talk in sociolinguistic/sociocultural learning theory.

Section 2.2 explores literature to show how the conceptual understanding of how learning happens and the role of teacher-talk in learning developed over time in sociolinguistic learning theory. This approach to learning can be shaped by historical, social, cultural and political influences. Authentic teacher-talk is accountable and at best allows the discourse in classrooms to replicate social conversational interaction wherein teachers and learners construct meaning through sharing ideas. The style should be eclectic to suit the pedagogic purpose of the particular classroom communicative episode. Walsh (2006) suggests that teachers need classroom interactional competence (CIC) and computer mediated communication (CMC) skills.

Section 2.3 explores literature about how teacher-talk is used in classrooms. I begin by examining models of the communication process and show how understanding is affected by noise experienced by the participants. I move on to demonstrate that classroom discourse has particular patterns in addition to those found in social discourse. This leads into a discussion of actual repertoires and interactures in teacher-talk and their purposive use. In this section I show that, while most authoritative studies on the use of classroom discourse, (Alexander, 2008a; Johnson, 2009; Mercer, 1995; Nystrand et al., 1997; Seedhouse, 2004; Walsh, 2006) have concentrated on language learning context, either primary or second language learning, their TESOL research environment is applicable for our SA multilingual classrooms. Further, many researchers like Sharpe (2006) and Alexander (2005) propose that teachers 'shape' the

learning environment through the way they restrict learner participation and control the environment. The teachers' *weltanschauung* which included their teaching philosophy were often determining factors in the nature and use of teacher-talk. How all these ideas could have a bearing on the actual teacher-talk gave me a platform to extrapolate information from my data to answer my research questions.

Section 2.4 locates my research specifically in South African multicultural/multilingual Intermediate Phase (IP) classrooms. In this scenario the legacy of Apartheid and the use of a language of learning and teaching (LoLT) in post-colonial South Africa, play influential roles in shaping the nature of the teacher-talk used. Some researchers conclude that teachers are being misunderstood because their language use lacked coherent structure and skill, but my study sought to go further and describe how they used teacher-talk as a pedagogic tool. A significant gap was exposed. The relationship between language and establishing identity and knowledge in learners has not been fully explored. By anchoring my study in Afrocentric epistemology and ontology, I tried to bridge this gap to see if PST use of teacher-talk demonstrated an awareness of the purpose of fostering identity in learners in the interactures that the PSTs used. This pointed to a gap in teacher education and policy practice that I investigated in the next section.

Section 2.5 of the Literature review investigates the notion of whether teacher-talk can be taught. While this was not specifically part of my research questions, it added another perspective to my study and featured eventually in the significance of my research and recommendations. Researchers have different views. Some e.g. Walsh (2006, p. 7) maintain that "this ability has to be learned and practised over time, in the same way that teachers acquire and perfect classroom teaching skills", while others actively promote its elevation into an aspect of pedagogy (Alexander, 2017). It seemed however that many universities still assume that student teachers both know the repertoires that make up teacher-talk and how to use them. Clearly practice is falling short of the expectations of policy (Republic of South Africa, 2011) and teacher-talk proficiency is neither the focus or being graded in PSTs.

By the end of the literature search in Section 2.6, the definition of teacher-talk crystallised into being the sum of the repertoires and interactures in the language used by teachers during lessons to achieve pedagogical purposes. Furthermore, it became evident that the pivotal role of teacher-talk in the theory of teaching was often compromised. A full definition of teacher-talk did not feature in literature and consequently the link between teacher education programmes and PST use of teacher-talk during WIL was not clearly evident, especially in South Africa. This research study attempted to bridge that gap by providing insight into

practice and innovative ideas of how it could be enhanced through PST participation using the teacher-talk self- analysis instrument designed for the study.

2.1 Theoretical and conceptual framework

My literature search clarified my vision of the complexities behind what initially appeared to be a simple phenomenon: teacher-talk in a classroom. I present a graphic representation in Figure 2 below to guide the reader and to show how many concepts and theories are embedded in its use (Maxwell, 2011). This is important for answering the research questions.

Figure 2 which uses a funnel as a graphic symbol, demonstrates how the basic ingredients – the who, where, why – are the theoretical assumptions regarding teachers' language and interaction that underpin teacher-talk in any classroom. This is then teased out in the second part, which shows, using colours, how different strands representing different researcher theories about the function of teacher-talk could feed into and influence the nature of its manifestation in a classroom. All the aspects of the diagrams are discussed in the subsequent sections of this chapter.

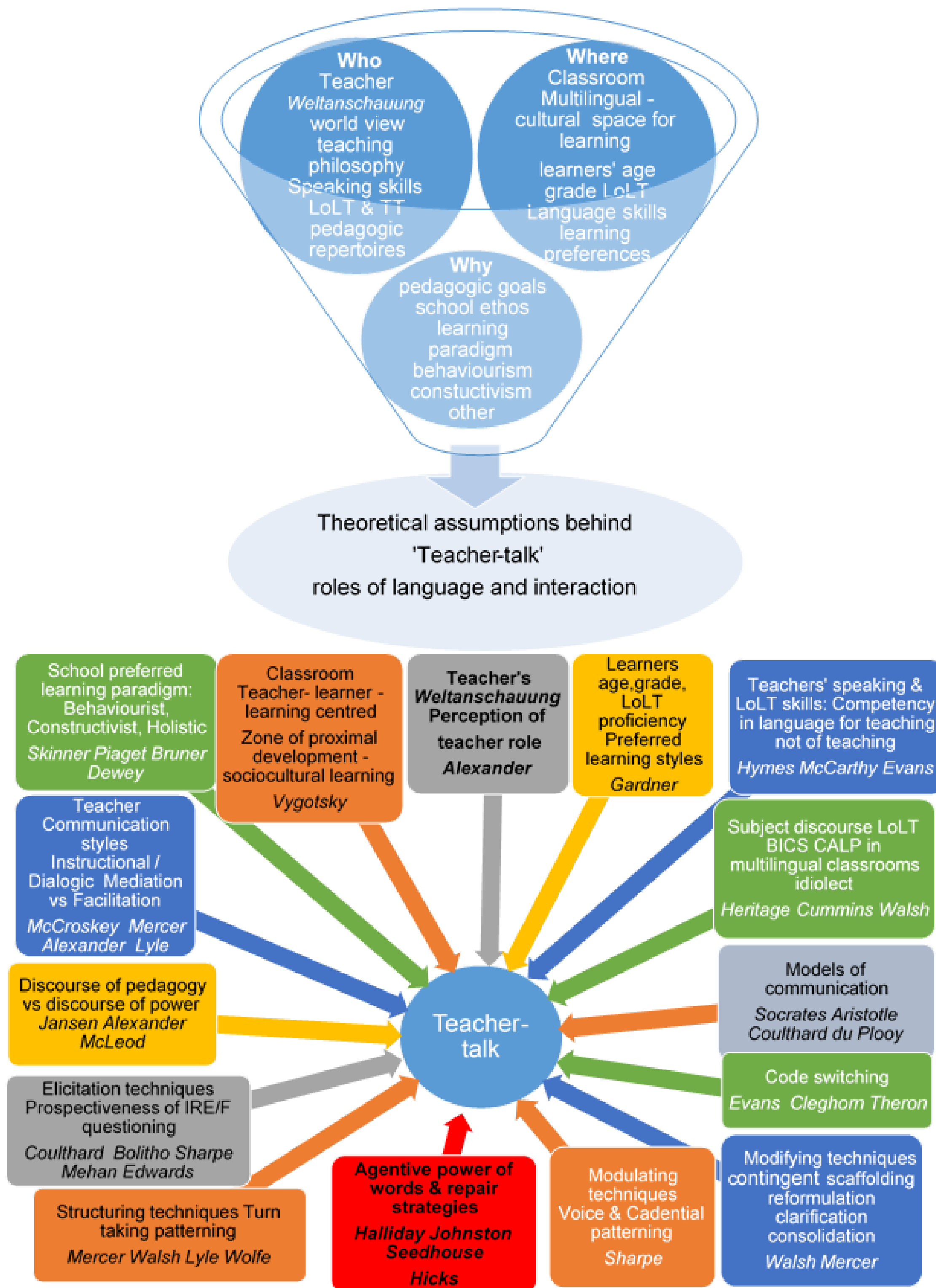

Figure 2: Theoretical Framework - Theories feed into 'Teacher-talk

2.2 Emerging views of teacher-talk – contributing theories behind the concept

"The Guided Construction of Knowledge" (Mercer, 1995) and *"Opening Dialogue"* (Nystrand et al., 1997) – these titles of two books written by 20th Century education researchers sum up the emergent role of teacher-talk pedagogic repertoires in sociocultural linguistic learning theory. However, as my concept map indicated this belies the complexity of the actual manifestation of teacher-talk. Developments in psychology and learning theories have had much influence on the way teachers view themselves and communicate in the classroom (Howe & Abedin, 2013; Reznitskaya & Gregory, 2013). In the traditional behaviourist view, the teacher is the authority figure, the content and pace of learning is determined by the curriculum, the learner is the passive receiver of knowledge and assessment is through testing learner recall characterised by rote memorisation. Teachers underpin this by instilling appropriate good behavioural patterns in the learners. The progressive constructivist approach, on the other hand, is more focussed on what learners can develop themselves. Classroom communication is more learner and learning centred and teachers become facilitators and mediators of learning. It is all about establishing learner curiosity and participation (Gillies, 2013; Muhonen, Rasku-Puttonen, Pakarinen, Poikkeus, & Lerkkanen, 2016). As a result, curricula are thematic, integrated and skills based and assessment attempts to validate understanding and application. The dichotomies outlined above are for the most part unrealistic since the dynamics of the 21st Century classrooms mostly demand an eclectic approach from teachers. Teachers will adopt an individual style of teacher-talk. This will be reflected in the oral repertoires and words they use in the course of lessons. I trace in the literature how this concept and style of teacher-talk has evolved over time.

2.2.1 Pre-modern era learning theories

Learning theories provide the key as to why teachers have changed their use of language in the classroom. Peace (2013) said that using talk in learning is a pedagogical concept dating back to the ancient Greeks : "Plato established a principle that learning occurs within the individual through their systematic and reasoned thought and reflection." This was extended by Socrates, but Socrates rejected information giving as the basis of teaching and centred it on dialogue. He saw the role of the teacher as opening up possibilities for understanding in pupils through engaging in skilful questioning. It became known as the Socratic Method. Aristotle laid the foundations of scientific research in empiricism - systematic observation was an important part of the learning process. The influence of Plato, Socrates and Aristotle have underpinned learning theories over the centuries and changed the roles of the teacher and teacher-talk in the learning process. Briefly, the Romans subscribed to the idea of

'apprenticeship' – learning from a more experienced other, while the rigid practice of 'rote recall' was prevalent in the Dark Ages when the Christian Church tried to preserve dogmas. Discovery learning was reborn during the Renaissance but was later curtailed by the demands of 'functionality' that dominated the Industrial Revolution. In the modern era, psychology has had a strong influence but as in previous times other factors also play a part. The most invasive of these is globalisation that has forged a "neoliberal market driven political climate" (Peace, 2013). Expedient politics has penetrated our national identities and languages. Often this has resulted in adoption of a LoLT that may not be the home language of either the teachers or learners. The repercussions in terms of teacher-talk are important for this study and will be described.

2.2.2 Modern era learning theories

In the modern era, Ivan Pavlov (1849-1936) and BF Skinner (1904-1990) developed the 'behaviourist' principle that all learning is a conditioning process, of repeated association of stimuli, and will result in particular behavioural outcomes. Essentially this meant that learners' minds were programmable by teachers. In this scenario repetition and careful reward actions by teachers constituted teaching. Teacher-talk would replicate this. In the 1960s, in line with more liberal freedoms, espoused by younger members of society, there was a backlash against the 'behaviourists' in education circles. These so called 'constructivists' espoused a new principle that "learning was fundamentally an internal process." Learners controlled their own learning by actively constructing knowledge. They integrated new experiences into their existing ones. Constructivists believe that every person has 'cognitive maps' or schemata, which allows them to build knowledge through interacting with stimulating material (Hoffman, 2010; Reyneke, 2014). Piaget (1896-1980) was key in developing this. Piaget (1962) also maintains that learning was governed by "biologically determined stages of development". This could be seen as a genetic epistemology. Ausubel (1918-2008) in his *Meaningful Learning model* (1977) takes this further and proposes that teachers should link new knowledge with what the learner already knew. The role of the teacher changes, and more child-centred classrooms were the result. Benjamin Bloom (1965) introduces the idea of mastery learning with his taxonomy that categorised levels of thinking in pupils. This affects the "abstraction levels" of teachers' questions (Hoffman, 2010, p. 464). Jerome Bruner (1915-2016) further contributes to cognitive learning theory by developing the discovery-learning model. Bruner (1983) maintains that the learners must be actively involved in discovering the connection themselves. This changes the role of the teacher towards being 'hands-off facilitators' of learning. It is important to note that the above theories largely reflected the Western culture of individualism and capitalism, and, that around the same time researchers like Lev Vygotsky (1896-1934) in Russia were developing different constructivist theories of

learning. Unlike the emphasis that Piaget places on individualistic biologically determined stages in learning, Vygotsky focusses more on social interactional experiences. Vygotsky's work was largely unknown to the West until it was published in the 1960s. Vygotsky (1961) maintains that a child's cognitive development depended on engaging with others through language. He calls the difference between individual and collaborative learning potential, the zone of proximal development (ZPD).

> The zone of proximal development … is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined by problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1978, p. 86)

The teacher would enter the ZPD space as the "knowledgeable other" and scaffold the development of the learners through teacher-talk. Learning is a social experience that is interactive. Language according to Vygotsky (1961, 1978), acts as the "symbolic tool" and learning becomes "transactional" since it occurs through interaction with the "expert knower". However, since language is also as an expression of our culture and our worldview, the teacher's *weltanschauung* is an important feature of teacher-talk. (See 1.6 for definition of this concept). This proved particularly applicable to our South African scene. (See later discussion in 2.4)

Mikhail Bakhtin, an important contemporary of Vygotsky, makes a significant contribution to the emerging ideas about the role of the teacher's language in learning when his work became available through translation. This contribution is best summed up in the title of his work *"The Dialogic Imagination".* For Bakhtin (1981) the purpose of an expression of an idea is to stimulate a response in another and hence all language and thought is essentially dialogic; "any utterance is a link in a chain of speech communication". He used this method when Interacting with literature (Bakhtin, 1984). The Canadian philosopher Charles Taylor (1994, p. 32) also maintains that "the genesis of the human mind is…not monological, not something each person accomplishes on his or her own, but dialogical." Years later , Williams (2005, p. 350) feels that Bakhtin had developed a teaching style that would enable "creative, original, exploratory thought". Teachers could pose questions and the answer would lead onto a new question hence creating chains of authentic engagement and enquiry. This would promote *bona fide* learning involving more than one voice in the classroom. This revival of the sociocultural/ linguistic aspect of learning puts the teacher and their teacher-talk back into the scenario reminiscent of Socrates.

Almost simultaneously with the above development of sociocultural/linguistic learning theory, developments in neuroscientific research were supporting the role of language in the physical development of the brain (Goswami, 2008; Krashen, 1981).

Researchers have built on the ideas of their predecessors to fine tune sociocultural/linguistic learning theory and how it affects teacher-talk. Lantolf (2000, p. 17) expands the ZPD as "a metaphor for observing and understanding how mediated means are appropriated and internalised". He offers his own definition of the ZPD as: "The collaborative construction of opportunities…for individuals to develop their mental abilities". The inherent implication of "collaborative construction" and "mediated means" is that the teacher plays a pivotal role in assisting the learner from one stage to the next. Lantolf (2000, p. 1) explains this mediation, as our use of language to : "Regulate our relationships with others and with ourselves and thus change the nature of these relationships."
Essentially the role of the teacher is to both facilitate and mediate learning and allow the learners to take more control of their own learning. Teachers would adapt their approaches to teaching and their use of teacher-talk to do this. Earlier van Lier (1996) identified four main types of pedagogic interaction that could be found in classroom discourse. Research on this is discussed later in Sections 2.3.2 and 2.3.4. In terms of teacher-talk Howe (2013) acknowledges Bakhtin's influence in teacher-talk by saying that his thoughts about dialogue paved the way for the possibility of contending opinions in the classroom and could result in a more dialogic teacher-talk style of feedback and questioning. Mercer and Howe (2012, p. 12) claim that a child's progress is affected by sociocultural interaction : "Children's' intellectual achievements and failures are not just dependent upon their own efforts or discoveries but the product of culturally-situated forms of social interaction."

The influence of culture is a characteristic of sociocultural/linguistic learning theory. If teachers adopted social interaction conventions into their teacher-talk, it would link teacher-talk to the principle of sociolinguistic learning theory that argues that education never takes place in a social or cultural vacuum. In the literature, I found that schools were identified as specific learning contexts. Heritage and Greatbatch (1991) coined the term 'discourse fingerprint' to explain how different contexts had their own specific type of linguistic code that reflected Its purpose. A school is a hierarchal structure with institutionalised roles for the participants in the learning/teaching discourse. Cazden (1986) claim teachers control both the topic and the participation of others and as the roles were unequal, learners took their cues from the teacher like actors in a script. Teachers also talked more. This pattern could describe any discourse between older and younger participants. However Mercer (1995, pp. 82–85) makes two important distinctions between teachers and parents in their roles as "guides to the construction of knowledge". Firstly, he maintains, "teachers are responsible for the simultaneous advancement of large numbers of learners, and they have no opportunity to build intense, individualised relationships with them." Secondly, they mainly do this in a space within an institutional environment. These two factors will influence the talk they use in the

classrooms. Schools are places with a particular motive for communicating knowledge, their own ways of using language and structure their own power relationships. The dynamics of classroom interaction aligns with that of a society. Mercer uses the term "discourse village" to describe this. In a classroom, there are not only rules governing engagement, but interaction can replicate participatory conversation. However, Mercer (1995, p. 47) acknowledges that teachers: "Do not leave their personal and social identities outside the classroom door, and classroom talk is one means for expressing and maintaining such identities as well as redefining them."

Therefore, teacher-talk will reflect the teacher's *weltanschauung* and their philosophical view of their role, the cultural ethos of the school and the special nature of formal curriculum-driven education. These become determining factors in the nature of the teacher-talk: how it is used and how it shapes the learning environment. Alexander (2010b, p. 110) says this "invites a whole new agenda: about structure, register and code; about usage, variation and identity" of teacher-talk. Teacher-talk is a specialist discourse of teachers.

The 1975 Westminster commissioned report; "*A Language for Life"* demonstrates how policy makers are becoming aware of the importance of language used by teachers.

> By its very nature a lesson is a verbal encounter through which the teacher draws information from the class, elaborates and generalises it, and produces a synthesis. His [sic] skill is in selecting, improving and generally orchestrating the exchange. (Bullock, 1975, p. 141)

This report sees the lesson as a "verbal encounter" and the teacher orchestrates it. However, encounters or interaction in a classroom can be verbal (aural) or non – verbal (the silent body language). Both involve the use of language, are found in teacher-talk repertoires and can change the dynamics of the classroom according to Coultas (2012, p. 184) below.

> Examples of classroom talk come in many different shapes and sizes and are often dependant on such unquantifiable features as the ethos and relationships in the classroom… It all depends on the context and choosing the right teaching repertoire for that task and that particular group.

I discuss what teacher-talk is in Sections 2.3.3 and how it is used in Section 2.3.4.

Alexander (2012b) has been a prolific campaigner for addressing the challenge of raising the profile and quality of classroom talk in the United Kingdom. Since 2002 he has worked on projects with local authorities (Alexander, 2003b) . In a keynote address, Alexander (2005) alludes to the "emerging pedagogy of the spoken word" and he tasks teachers to "create interactive opportunities and encounters", "to engage children cognitively and scaffold their understanding." However, he also proposes that pedagogy is "a purposive cultural intervention in individual human development which is deeply saturated with the values and history of the society and community in which it is located." This refers to the theme about culture and pedagogy that had been raised by others like Shweder (1991) and Alexanders' earlier

comparative four year research into culture and pedagogy (2001). Alexander (2012a, p. 1) maintains that classroom talk is an “intrinsic part of pedagogy” and cannot be isolated from the curriculum and educational policy. This sparked interest in various professional and official groups and led to a belief that teachers’ many assumptions can become bound up in the functional nature of their structured use teacher-talk. Mercer (2012, p. 186), and Coultas (2007, 2012) conclude that teachers need to engage proactively with leaners through their use of teacher-talk but “are nervous about using the more active types of pedagogy suggested by advocates of collaborative learning and exploratory talk”. This theme is revealed in the findings of this study. (See Chapter 4 & 5)

While we may aspire to engaging learners interactively, accountability is another principle theory in the development of teacher-talk as a concept in sociocultural/linguistic learning theory. Michaels (2008, p. 283) proposes three principles behind the specific accountability of teacher-talk. He says it should:

> Attend seriously to and build on the ideas of others; emphasise logical connections and the drawing of reasonable conclusions [be] based explicitly on facts, written texts or other . . . information that all . . . can access.

In the classroom, this translates as teachers using their talk to facilitate learning for the particular learners by building on their experiences and abilities. However, the information they give must be accurate. So in Kuhn’s (1991) terms we move from an absolutist epistemology to an evaluativist one which acknowledges that while knowledge is based on fact, knowing is socially co-constructed through the use of reasoning with a “knowledgeable other”. In this scenario teachers act as the “knowledgeable other” in the ZPD and through their teacher-talk they actively mediate the process for learners to construct their own meaning based on existing understanding. Reznitskaya and Gregory (2013) maintain that to do this, teachers may use an approach like constructivism within the dialogic pedagogy.
Alexander (2010b) further reminds us that teachers are also accountable to the wider community not merely the local the school or institution. Furthermore, they are bound by national education policies. In Section 2.5, I link this to the aims of South African outcomes based education (OBE) approach with its insistence on knowledge, skills and values (Jacobs, Vakalisa, & Gawe, 2004).

There are many different theories about learning that could feed into a discussion about the use of teacher-talk in a classroom. I sourced these from Hoffman (2010) and summarised how they could influence the style and purpose of teacher-talk. While I acknowledge that in-depth discussion of these approaches falls outside the scope of this research project. I allude to them primarily to show that I am aware that they can and do influence the manifestation of teacher-talk in classrooms. They may inform the teaching philosophy of the student teacher

and often determine the ethos of the particular school in which they are teaching. Table 2 below shows how learning theories have developed chronologically in the past two centuries and how they affected the learning approach, how they positioned the relationship of the teacher and learner and how it could have affected the manifestation of teacher-talk. Please note the date is related to birth date of the theorist.

Table 2: Learning theories: relationship of teacher, learner, learning and TT

Birth date	Theorist	Learning theory	Manifestation in classroom	How affects teacher-talk (TT)
1859	Dewey Link to Kolb	Progressive Experiential	Learner-centred learning is centred in experience	TT creates direct experience for learning
1870	Montessori	Constructivist/ discovery model	Learner-centred Learning in mixed age groups	TT facilitates through mediation not instruction
1894	Pavlov/ Skinner	Behaviourist	Teacher-centred	TT instructs and reinforces
1895	Bakhtin	Dialogic imagination	Teacher-learner interactive model	TT is conversational interactional – enquiry chains
1896	Piaget	Constructivist Genetic-cognitive development	Learner-centred	TT is individualised according to learner needs - linked to stages of development
1896	Vygotsky	Assistive learning language important	Learning-centred	TT enhances through scaffolding in the ZPD
1913	Bloom	Mastery learning	Learner-centred	TT assists learners to advance in cognitive domains by structuring learning experience
1915	Bruner	Discovery learning	Learner/learning -centred	TT facilitates quite remotely
1917	Von Glaserfeld	Radical social Constructivism	Learner-centred learning is Consensual Cognitive	TT discourages passivity – learners actively involved in constructing knowledge
1918	Ausubel	Relational learning	Learner-centred	TT links new material with previous knowledge
1923	Holt	Home schooling	Learning-centred No classroom	A well-informed other uses language in learning process.
1926	Illich	De- schooling	Learner-centred No classroom Learners self - motivated	Teacher absent but talk happens through other media
1936	McCroskey	Instructivism	Teacher-centred in instructional communication model	TT instructs learners
1939	Kolb	Experiential learning	Learner-centred Lessons are a learning experience for learners	TT facilitates experiences and mediates self-actualisation for learners. Managerial, exploratory talk and extended learner turns.
1943	Gardner	Multiple intelligences	Learner-centred Learning requires different styles of lesson presentation	TT goes through gamut of different approaches and words for learner involvement in lesson
1941 **1943**	Mercer Alexander Nystrand Walsh	Socio-cultural dialogic learning	Teacher-learning centred CIC & CMC skills	TT recognises the importance of social trends in conversational/ dialogic style in guided co-construction of knowledge

Aguiar (2010, p. 191) maintains that teacher-talk is characterised by a tension between authoritative and dialogic communication. He claims that communication in a classroom is not a totally independent choice of the teacher but it “develop[s] as a result of negotiating and

adjusting the teaching explanatory structure to the students' understanding and interests". Walsh (2011, p. 153) supports this interactive reactive use of teacher-talk by emphasising the interactive social nature of sociolinguistic learning theory.

> Different theories of learning impact greatly on our understanding and perceptions of classroom interaction: the greater the emphasis on learning as a social process, the greater the importance attached to interaction.

For Mercer (1995, pp. 66–68) this means that, given the cultural emphasis in this learning theory, that human knowledge and understanding happens when each generation communicated and built upon the culture of the previous ones. The medium is language and teachers must learn how language works. "Language is used to transform the understanding of experience into knowledge" and it can build relationships of trust and co-operation within the group. Mercer says that while,

> Information can be accumulated, [but] knowledge and understanding are only generated by working with information, selecting from it, organising it, arguing for its relevance. People use talk to account for the opinions they hold and the information they provide.

In the teacher's world, language is the currency. Johnston (2004, pp. 1–10) claims it is the "central tool of a teacher's trade" as it is both "representational" and "constitutive" . For Johnston (2011) this means that teachers by their "choice of words, phrases, metaphors, and interaction sequences", show who they are and how they can position themselves as authority figures, the sole fountain of knowledge, facilitators and/or mediators in the classroom. In this sense, words represent the teacher by giving them 'verbal shape' and constitute an identity for the teacher. In the same vein, teacher-talk can also shape the learners. They can turn learners into passive receivers of knowledge or active learners. This gives agency to the learners. Further, the teacher's choice of words can position learners as collaborators or competitors not just in the interaction with the teacher but amongst the group. So the words of the teacher represent the teacher's teaching philosophy and can constitute the participants in a class into an (Johnston, 2004, p. 2) "emotionally and relationally healthy learning community" – in Mercerian (Mercer, 1995, p. 83,84) terms a real village. Thus, language can empower or dis-empower individuals in the learning process according to the restrictions placed on its usage. Words are like two sided coins. Voloshinov (1973, p. 61) maintains :

> A word is a two- sided act. It is determined equally by whose word it is and for whom it is meant. As word, it is precisely the product of the reciprocal relationship between speaker and listener… I give myself verbal shape from another's point of view, ultimately from the point of view of the community to which I belong.

Voloshinov also talked about words creating a communicative bridge between two people as they not only represent the speaker but also, they give shape to the receiver in the reciprocal act of communication. To understand how this is done, Walsh (2011, p. 153) suggested using different approaches in teacher-talk.

> Rather than assuming that classroom discourse is all of a oneness, a variable approach makes the important point that language use and interaction vary according to a teacher's agenda and what is happening at a particular moment in a classroom.

I discuss how this affects teacher-talk in Section 2.3. I first describe communication models (Section 2.3.1) and later in Section 2.3.4, I investigate literature on how teachers use teacher-talk to conduct lessons.

Alexander (2017, p. 37) identified several arguments that support research in making the talk used by teachers more empowering for the learners. Firstly, in our era of social media, talk has become our principle means of communication. Secondly, the talk we use reflects our personal and cultural identity. Thirdly, we use talk socially to build up relationships and talk is agentive in developing our sense of self-worth. Fourthly, Neuroscience had also confirmed that the effects of language are not just social as language development but language use in our early years builds pathways in the brain enabling thinking. Fifthly, significant learning opportunities are provided when individuals engage in "cognitively enriching talk" with others and learning is really a social process as we build new knowledge onto what we know. Sixthly, since our democratic lifestyle relies on our ability to debate and reason, how teacher-talk builds this fundamental skill in children needs to be interrogated. Alexander (2017, p. 38) continues to develop his ideas about using teacher-talk for dialogic teaching. (See Addendum LL) He claims while it may not be the solution for all teaching situations, since it espoused fundamental teaching principles by being collective, reciprocal, supportive, cumulative and purposeful it could begin to address "the continuing challenges of social and educational inclusion." Mercer (2012, p. 18) views the dialogic use of teacher-talk in teaching as introducing a new concept of "perspectival understanding", since it mediates knowledge construction by exposing and combining different perspectives. This according to Walsh (2013) requires two teacher skills namely; Classroom Interactional Competency (CIC) and knowledge of Computer Mediated Communication (CMC). Both involve communication – teacher-talk. CMC is also important in a century where technology and the use of social media are rapidly becoming essential features of our lives. When teacher-talk becomes enhanced by CIC and CMC, the focus shifts to more learning-orientated communication and enables the learners to take charge of their own learning.

The above section of my literature review has shown how the concept of teacher-talk has developed over time and that it is susceptible to historical, social, cultural and political influences. Authentic teacher-talk is accountable, and it should adopt an eclectic approach to suit the particular circumstances of a classroom communicative episode. In the next Section, I reveal how my reading informed me about communication models and how this is applicable for a description of teacher-talk in classrooms. Thereafter, I examine studies on patterns in the use of teacher-talk; what teacher-talk is; and its purposive use in classrooms.

2.3 Research on how classroom discourse is used

2.3.1 Communication models

Essentially "human communication is the process of creating meaning between two people" (Tubbs & Moss, 1994). Therefore, communication is contingent upon the understanding of a message. When we communicate, we send a message and anticipate a response from our target audience. Over the centuries, theorists have developed models to describe this process. Two are graphically represented below in Figures 3 and 4.

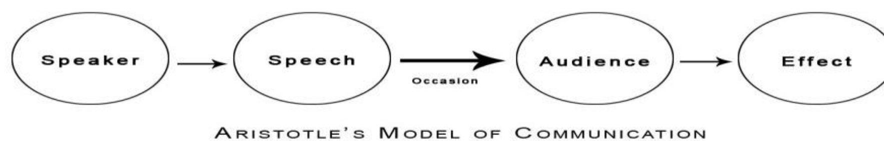

Figure 3: Simplified Aristotelian communication model (Evans et al., 2015)

The early Aristotelian model above shows communication as linear and mono-directional. This reflected the oratory style of his teaching method, which was public, and crowd – directed. If we subscribe to the epistemology of sociocultural/linguistic learning theory, this model lacks many of the elements that describe and determine the process in a modern classroom. Essentially, it should be bi-directional as teachers co-construct knowledge with the learners in pedagogic discourse.

Many models have been developed to demonstrate classroom discourse. The importance of the models of Bellack (1966) and Sinclair & Coulthard (1975) was that they indicated a three part exchange – solicit, respond, react. This simple model become known as the - Initiation, Response, Feedback (IRF) model and to date is still regarded as representing "the very fabric of classroom interaction by most practitioners." (Walsh, 2006, p. 41). Its simplicity seemed to make it open to abuse and much critical research into its use has been done (Kasper, 2001; Teo, 2016; Walker & He, 2013; Waring, 2008) . While the IRF model did allow for feedback, it was mostly evaluative feedback on the part of the teacher. It increasingly became known as IRE – E for evaluation (Mehan, 1979). Littleton and Mercer (2010) claims interactive feedback with learners would allow the teacher to gauge learners' cognitive development. However, Coultas (2007) maintains that teacher feedback is complicated since it is often evaluative and correctional. How teachers did this was an important feature of teacher-talk. (See Section 2.3.4)

Research began to uncover the nature of a classroom lesson. They said it was a number of communicative episodes as teachers facilitated the lesson. Furthermore, if their pedagogical aims were to be reached, teachers would need to know if learners' understanding changed

during the process. Research demonstrated that teachers must also have an awareness of obstacles/noise, “anything that distorts the information transmitted to the receiver or distracts him or her from receiving it“ (Tubbs & Moss, 1994). These could be physical or psychological barriers. An awareness of barriers that impede message delivery would cause teachers to adapt their teacher-talk to the particular context of the communication episode. Perception plays a pivotal role – how the teacher perceives their role and their learners. This will affect the way they use teacher-talk to elicit learner participation and give feedback. Oliver & Du Plooy-Cilliers (2000) devised a comprehensive model to represent the complexity of classroom discourse. I have adapted it below in Figure 4.

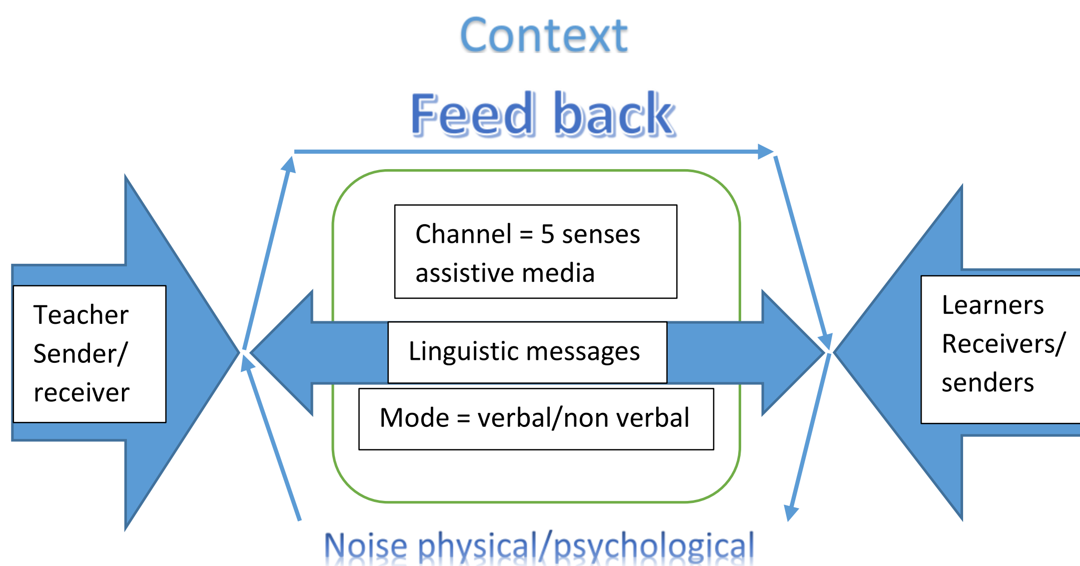

Figure 4: Model of classroom interaction (adapted from Oliver & Du Plooy 2000)

My model demonstrates that classroom interaction is transactional and is a continuous process of creating, receiving and sharing meaning. It also shows that teachers and learners may select various modes, sensory channels and media to enhance the effectiveness of their communication. In doing this, teachers will demonstrate they recognise that in order to communicate effectively they must encode the message to suit the decoding abilities of the learners and so personal context factors like experience, age, grade and LoLT language proficiency need to be considered in the way they use teacher-talk. Donato (1994) proposes that often message interpretation involves the use of negotiation and repair by teachers to ensure learner comprehension. I propose that this involves using different interactures available in teacher-talk. These are discussed in detail later in section 2.3.3 and 2.3.4.

The value of communication models is that they attempt to show the main elements of teacher-talk in classroom discourse. These are important for my research questions about the factors that shape teacher-talk as well as describing the use of teacher-talk. Teachers use

instructional and social interaction patterns to negotiate meaning in exchanges with learners. These are discussed in the next Section 2.3.2.

2.3.2 Patterns in the use of teacher-talk

Patterns in teacher-talk have been researched (Doqaruni, 2013). Some researchers think that teachers talk for two thirds of the lesson (McHardy Sinclair & Coulthard, 1975) while others (McCroskey et al., 2006; Robson, 2015) speak about teachers needing to be 'willing to communicate'. Van Lier (1996) highlights the crucial importance of interaction in the curriculum. The problem is not the amount of teacher-talk rather how and why it is used. Literature further reveals patterns of how teacher-talk can be structured for pedagogic purposes in a classroom.

Van Lier schematises four pedagogic interaction styles. He maintains that interaction types are necessitated by "contingency levels" in the classroom. Hence the teacher-talk style should be linked to the actual classroom situation and be pedagogically purposive. Thus, it is quite possible to have all four styles in one lesson. See Table 3 below.

Table 3: Types of pedagogic interaction & teacher roles - adapted from Van Lier (1996)

TYPE OF PEDAGOGIC INTERACTION	PURPOSIVE CHARACTERISTICS
Transmissive **Teacher- centred / learner- centred**	The sending of information from one person to another in a monologic manner. Interactive communication almost nil.
IRF (initiation/response/feedback) questioning **Teacher- learner centred**	The eliciting of information by means of questions and answers; all the questions are asked by the teacher, answers are provided by the learners. The teacher thereby shapes the character of the discourse. Interactive communication limited.
Transactional **Teacher - learners – teacher - learner centred**	The exchange of information goes in two ways. All participants determine the shape of the discourse & dominate it. Interactive communication increases.
Transformational **Learning-centred**	The exchange of information goes in two ways as above. All participants determine the shape of the discourse, but greater co-construction latitude allows the possibility of changing roles, relationships, learning aims and procedures. The focus is learning. More equalised interactive communication.

As we move towards the 21st century, educational researchers like Nystrand (1997), Mercer (2012), Walsh (2013), Alexander (2005, 2006, 2017) begin advocating a shift from transmissive to transactional and transformational pedagogic styles in their move towards the dialogic teaching approach (See Addendum LL). Nystrand (1997, p. 8) argues that people learn not merely by being spoken to, but by participating in communicative exchanges. He coins 'dialogism' as a term: "Bakhtin circle focused on how dialogue shapes both language

and thought, and the perspective inspired by him (still very much under development) has come to be called dialogism."

Wolfe (2008) argues that the modern classroom indicates that different patterns of teacher-learner interaction promote different thinking and levels of intellectual development. She proposes that teachers need to "reconfigure" their roles accordingly. This would affect their teacher-talk style and patterns.

We have already seen that Vygotsky suggests that sociocultural/linguistic teaching should be transactional. Alexander (2001, pp. 526–527), through his comparative study of interaction in classrooms, claims that five distinctive teacher communication styles are used to facilitate pedagogic purpose namely; 'rote', 'instruction or exposition', 'recitation', 'discussion' and 'dialogue'. Each has its own distinctive teacher-talk style. Alexander proposes that the first three were most prevalent despite the fact that the last two have the greatest potential for cognitive development of learners. Later Alexander (2017, p. 31) surmises that this was due their greater demands on the teachers' subject knowledge and communication skills. There has been much criticism of the 'rote' style of "drilling facts, ideas and routines through constant repetition"(Alexander, 2017, p. 30) although Alexander points out that it appears to have been successfully used in China as evinced in their TIMSS, PISA and PIRLS results. (These are readily available to be perused on the Web). It can be debated however that such test results do not necessarily reflect effective or authentic learning, but that debate is not within the scope of this study. It is merely noted that it is a popular choice in some parts of the world and appears to produce positive results. The second practice of 'instruction or exposition' also persists, as teachers need to tell learners what to do and introduce or explain new knowledge to them. However, Alexander finds repeatedly that the third 'recitation' practice is the most common "default mode of classroom interaction". Furthermore, his research reveals a new "pseudo – enquiry" pattern of classroom interaction where so-called progressive teachers, claiming to be learner-centred, were essentially using unfocused open questions and "giving phatic praise rather than any meaningful scaffolded feedback." (Alexander, 2017, p. 47) Essentially this replicated IRE in its most recitative pattern. Alexander (2014, p. 415) concludes that of all the interaction patterns available to the teacher the "pedagogy of recitation sustains a formal curriculum of proposition and a hidden curriculum of compliance". This meant that teachers saw it as a means to elicit learner participation and thought it fulfilled the teaching/learning requirements of the curriculum. How this affected their use of teacher-talk is discussed later in Section 2.3.4. Also see how findings Chapter 4 and Chapter 5 confirmed it as current SA PST practice.

Alexander (2005, pp. 7–9) also speaks about the importance of knowing the three preferred cultural patterns of interaction – " individualistic" , "community", "collective" – and how the cultural preference can influence the style of teacher-talk used by a teacher. Walsh (2006, p. 47,4,49) in his research into classroom discourse, identifies two dominant delivery styles – the traditional "teacher-fronted lockstep mode of lecture style" for whole class teaching and the "more decentralized, interactive [and] more naturalistic ethnographic enquiry modes" of modern classrooms. In the multilingual classrooms that we experience in SA, I thought it may be important for the teacher to establish her or his own interaction pattern for the particular classroom. This would depend on two things - what she or he knows about the learners and expects of them. This would result in a conscious teacher-talk style that the teacher then used. (See findings Chapter 4 and Chapter 5)

Within the teacher's selected delivery style, researchers identify modes of delivery create contextual environments within a lesson that align with pedagogic purpose. Seedhouse (1996, pp. 124–131) explains contexts in the second language (L2) lesson classroom as "the interface between pedagogy and interaction and thus as the environments through which the institutional business is accomplished" (Seedhouse, 1996, p. 118). Mickan (1997, p. 45) defines the contexts for L2 teaching as being linked to four main purposes: classroom management, giving instructions, social interaction and teaching subject content. Walsh (2002, p. 8) further develops this notion as a facet of teacher-talk. "The teacher's use of language is not only an indication of the particular context in operation; it is the principal force in bringing about changes in context." Walsh later (2006) identifies four micro-contexts in a lesson namely; managerial, materials, skills and systems and classroom contexts. Furthermore, he calls these "modes" since each had a way of talking, characterised by the contextual pedagogic goal. Broadly one could say that the first two could be categorised as having the authoritative McCroskeyian (2006) power and influence function to facilitate learning, while the latter two, could represent the more mediative Vygotskian function (Thompson, 2013). In facilitation mode, the focus is on providing new learning opportunities; while in mediation, the focus shifts to redirecting learners to authentic learning. The teacher-talk in each mode would have distinctive 'fingerprint' with many distinctive interactional features. Walsh (2006) coins the term "interactures" and he uses his modes and interactures to develop a framework for analysing classroom interaction. I discuss these in Section 2.3.3. Walsh (2006, p. 144) acknowledges that modes and interactures are not neatly bound by lesson sections and classroom interaction is far more fluid and contingent. However, he cautions teachers to be aware of them. "Unfortunately, a smooth-flowing interaction does not necessarily equate with uninhibited learning; opportunities for learning and misunderstandings

may be overlooked." The findings in Chapter 4 and 5 confirmed that there was a crucial lack of awareness of modes in SA PST use of teacher-talk and managerial mode dominated.

So Walsh (2011, p. 155) concludes that classroom interaction must be purposive.

> Interaction is at the heart of learning and understanding interaction is the first step to improving awareness of context…. direction for classroom discourse research is to advance understandings of learning as doing, participating, engaging… we need to encourage interactions that have a more 'jagged' profile in which learners play a more central role in co-constructing meanings and in ensuring that there are opportunities for negotiation, clarification and the like.

My methodology demonstrates how this was applicable in our SA multilingual classrooms.

This leads to the next section in which I discuss what is involved in teacher-talk: the interactures within the repertoires of teacher-talk.

2.3.3 The repertoires and interactures in teacher-talk

Alexander (2017, p. 19,38,52) warns against dichotomising teacher-talk into modes aligned with purpose. He says, "Talk is an idiosyncratic activity, and a mechanistic approach to its development in classrooms is to be avoided." He says it must be replaced by:

> The notion of repertoire, or the principle that the diversity of pupils, classroom conditions and curriculum goals with which a teacher is daily confronted demands an array of organisational strategies and transactional skills rather than a single set procedure, and that judgements about when and how these should be deployed should be educational rather than doctrinal….The critical notion is that of fitness for purpose. (ibid 2017, p. 29)

Thus, Alexander (2017, p. 16) identifies "layers of classroom talk" that should characterise teacher-talk. He used the term repertoire in a nuanced way to indicate a style or manner in each communication layer involved different skills. Each was used to develop a different stage in the learning process. So, he (ibid 2017, p. 38,39) maintained that repertoires found in everyday interactions like "transactional", "expository", "interrogatory", "exploratory", "expressive" and "evaluative" talk, could also occur alongside the more common "pedagogical repertoires" of "rote", "recitation", and "instruction/exposition". He also identified two other less used repertoires namely "discussion" and "dialogue." I have used the notion of repertoires to arrive at my definition of teacher-talk as being the sum of all the interactures teachers use in repertoires that advance learning. Alexander (2014, p. 418) also said "that teaching, learning and talk are embedded" in a culture and its history so the "talk that mediates culture" like a teacher's idiolect needs to be acknowledged. However, I feel that he omitted the phatic repertoire. If this less formal teacher-talk can build relationships in a context that is otherwise dominated by the demands of a syllabus and curriculum, it needs to be added as a valid repertoire.

The ability to use all communicative techniques effectively in the classroom is important for establishing a learning environment. Hymes (1972) coined term "communitive competence" describes this ability. Walsh (2001b, 2002, 2003, 2006) links it to how teachers conduct communication in classrooms and names "Classroom Interactional Competence" (CIC) (2011, p. 132) "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning". Walsh expands this further:

> CIC is concerned to account for learning - oriented interaction by considering the interplay between complex phenomena that include: roles of teachers and learners, their expectations and goals; the relationship between language use and teaching methodology; and the interplay between teacher and learner language. Although CIC is not the sole domain of teachers, it is still very much determined by them.

The relevance of mentioning CIC in this discussion of teacher-talk is that it is a required teacher competency to effect pedagogically focused teaching. At the core of CIC is teachers' ability to navigate between modes and use appropriate language. Walsh (2006, p. 130) expands on 'appropriacy' to include the suitable use of interactures and language in teacher-talk:

> Appropriacy has two dimensions: first, interactures and pedagogic goals are aligned in mode convergent interaction; second, the language used is appropriate to the learners.

Walsh (2006, p. 117) coins the term "interactures" to define "constituent interactional features" of talk used by teachers according to contextual modes classrooms. Walsh links the features of teacher-talk to the pedagogic purposes of his four lesson modes in Table 4 below.

Table 4: L2 Classroom Modes and Interactures (Walsh, 2006).

MODE	PEDAGOGIC GOAL	INTERACTIONAL FEATURE
Managerial	To transmit information To organise physical learning environment To refer learners to materials To introduce or conclude an activity To change from one mode to another	A single, extended teacher turn which uses explanations and/or instructions The use of transitional markers The use of confirmation checks An absence of learner contributions
Materials	To provide language practice of material To elicit responses in relation to the material To check and display answers To clarify when necessary To evaluate contributions	Predominance of IRF pattern Extensive use of display questions Form- focused feedback Corrective repair The use of scaffolding
Skills and systems	To enable learners to produce correct forms To enable learners to manipulate the target language To provide corrective feedback To provide learners with practice in sub- skills To display correct answers	The use of direct repair The use of scaffolding Extended teacher turns Display questions Teacher echo Clarification requests Form- focused feedback
Classroom context	To enable learners to express themselves clearly To establish a context To promote oral fluency	Extended learner turns. Short teacher turns Minimal repair Content feedback Referential questions Scaffolding Clarification requests

Walsh maintained that since the purpose of interaction was to engage the learners and learning was a “social activity which is strongly influenced by involvement, engagement and participation”, teachers should adapt and modify their usage according to the teaching micro-context. Some interactures were more appropriate to a particular mode. Later Walsh (2013) develops a “*Self-Evaluation of Teacher-talk (SETT)”* framework and names thirteen “interactures” that teachers could use. See Table 5.

Table 5: SETT Interactures with descriptions *(Walsh, 2013)*

INTERACTURE	DESCRIPTION
A. Scaffolding	Reformulation (rephrasing a learner’s contribution). Extension (extending a learner’s contribution). Modelling (providing an example for learner (s)
B. Direct repair	Correcting an error quickly and directly
C. Content feedback	Giving feedback to the message rather than the words used.
D. Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
E. Referential question	Genuine questions to which the teacher does not know the answer.
F. Seeking clarification	Teacher asks a student to clarify something the student has said. Student asks teacher to clarify something the teacher has said.
G. Extended learner turn	Learner turn of more than one utterance
H. Teacher echo	Teacher repeats teacher’s previous utterance. Teacher repeats a learner’s contribution.
I. Teacher interruptions	Interrupting a learner’ contribution.
J. Extended teacher turn	Teacher turn of more than one utterance
K. Turn completion	Completing a learner’s contribution for the learner
L. Display question	Asking questions to which teacher knows the answer
M. Form-focused feedback	Giving feedback on the words used, not the message.

The relevance of the above tables for my research is two-fold. Firstly, the notion of interactures and modes was important for describing the teacher-talk used by teachers to mediate learning environments. Walsh provided the meta - language to describe the purposive use of teacher-talk in a lesson. I will later show how I expanded his 13 interactures into 38 to fit my research context. (See Addendum K Table 1) I will also show how Walsh’s modes, while they were useful to identify different stages in a lesson, did not wholly suit the classroom context of this study (See Addendum K Table 2). Secondly, although Walsh did not design an actual SETT instrument for students to use, the framework was the springboard for me to develop an appropriate analysis instrument for my participants and myself to analyse the teacher-talk used in the lesson recordings. (See Chapter 3 & Addendum K).

Purposive use of teacher-talk is not only how the teacher decides which interacture to use but also how they modify the language they use by techniques such as word selection, changing the structure, using cadential patterning (Sharpe, 2008, pp. 134–139) , annunciation as well as code-switching. This is explored in the next Section 2.3.4.

2.3.4 The purposive use of teacher-talk

Walsh (2011, p. 23) identified four typical features that affected teacher-talk in a second language classroom namely: “Control of the interaction, Elicitation, Repair and Speech modification”. Later Walsh (2013) added Student – Student interaction and Computer Mediated Communication (CMC). Since the multi-lingual nature of the classrooms in my study tended to replicate TESOL teaching, the literature describing the purposive features of L2 teacher-talk was relevant to my research questions. I have used Walsh’s first four features in a very broad way to identify what may be important for describing the teacher-talk that is currently used by our PSTs. However, it must be noted that while Walsh maintained that teacher-talk is affected by four modes in a L2 classroom namely managerial, materials, skills and systems, and classroom context, I contend that to achieve pedagogic goals the four features of teacher-talk identified by Walsh are not mode bound. I will argue that these occur throughout the course of a lesson by unpacking each of his four features.

Controlling the interaction is the first feature of teacher-talk. (Walsh, 2011, p. 23)

Walsh (2011, p. 24) after exploring discourse patterns in language lessons maintains that the roles of the participants (teacher and learners) are not equal but asymmetrical.

> In language classrooms, teachers control patterns of communication by managing both the topic of conversation and turn-taking, while students typically take their cues from the teacher through whom they direct most of their responses. Even in the most decentralised and learner-centred classroom, teachers decide who speaks, when, to whom and for how long. Teachers are able to interrupt when they like, take the floor, hand over a turn, direct the discussion, switch topics.

Thus, the argument is that teachers have the responsibility to manage communication in the classroom. Gilies (2013, pp. 64–67) explores this power of talk and concludes that while teachers are in a position of power, how they use teacher-talk will reflect their understanding of its role. Walsh talks of Breen’s (2005) powerful metaphor of the “teacher orchestrating the interaction”. For me, if one accepts this power notion of teacher-talk, an analogy of a puppeteer could be more appropriate, as the teacher would be pulling the strings and making the learners react in a certain way. Zeff (2016, p. 3) researching the pragmatics of greeting claims that the “first words spoken in a turn-taking routine [are] used to acknowledge the presence of another person or persons”. The same principles that are involved in greeting a person could be seen as crucial in the management of turns by the teacher. Alexander (2017, p. 38) by concluding that classroom communication had elements of naturalistic and pedagogic discourse, allows me to argue that the way teachers use teacher-talk may increase participatory interaction with learners. Furthermore, in doing so teachers may replicate everyday authentic communication where the participant roles are less hierarchal and the style less formal. This use of teacher-talk would encourage information sharing and the exploration of ideas by creating a genuine

natural transactional discourse style. However, I acknowledge that classroom discourse is also institutional and purposively pedagogic. The dynamics are more hierarchal than in most social communication. Both teachers and learners can become locked into institutional roles reflecting their status. Alexander mentions “mendacity” and “obfuscation” as two ways that teachers may use to manipulate talk to preserve their power positions or empower learners. He also maintains that more authentic classroom interaction could happen if:

> Classroom exchanges can be extended so that they actually lead somewhere; whereby the pupil’s answers and contributions can be explored and built upon rather than merely judged acceptable or unacceptable. (Alexander, 2010b, p. 106)

Thus, if teachers want to engineer a suitable response from learners, their choice of focus words needs to be suited to the context and purpose of the turn. Walsh (2011, p. 25) shows that teachers can use affective discourse marking words such as ‘Oh’, ‘Ah’, ‘Yeah’, ‘Nah’, ‘Ai’, ‘Right’, ‘So’, ‘Now’, as indicators of approval or disapproval, or words to indicate the end of a turn and a change to another in a discussion. Catherine and Sarah (2016, p. 323) maintain that since these were signals for the learners, they require discriminant and disciplined use by teachers. Psathas (1999, p. 13) says it was the “discovery of [this] turn-by-turn sequential organisation of interaction” that led to the development of conversational analysis. CA guided my analysis method – see Chapter 3. ten Have (2007) maintains that conversational discourse patterns are becoming more evident. It was important for my research questions to establish whether this was the case in 2017. Walsh (2011, p. 155) speaks about promoting a conversational style of teacher-talk.

> A jagged classroom interaction profile has more of the features that would be found in naturally occurring interactions such as everyday conversation roles are much more equal, resulting in different interactional features. Turns are longer, for example, and there are more frequent topic changes. Overlaps and interruptions are more common, as are pauses. I am suggesting that it is in this kind of interaction that learners have the opportunity to acquire the kinds of linguistic and interactional resources that will help them develop as learner.

To achieve the above, Walsh (2011, p. 39) feels that teachers must endeavour to get a closer understanding of the lesson’s “interactional architecture” a phrase coined by Seedhouse (2004). The word architecture is an apt metaphor for how teacher-talk can facilitate learning through designing the moments of the lesson: the turn taking; the length of turn taking – by teachers or by learners; the way teachers interrupt or add onto leaners’ responses by turn completion or latching; and the silences they allow for learners to think before answering questions. However, given the systemic asymmetrical nature of roles, research indicates that the teachers would have to make a paradigm shift from authoritarianism to adopting a more mediatory approach (Aguiar et al., 2010; Alexander, 2010a; Mercer & Howe, 2012). This would equalise and balance the roles of teacher and learners. By adopting a more conversational style of teacher-talk teachers could manage interaction while promoting an authentic dialogic style and thereby implement sociocultural/linguistic learning theory. Alexander (2005, p. 11)

says that teachers have: “A repertoire of approaches from which they select on the basis of fitness for purpose in relation to the learner, the subject-matter and the opportunities and constraints of context.”

However, Alexander (2017, pp. 14–16) acknowledges that teacher-led recitation is becoming the universal way that teachers use to control the interaction. The description of PSTs’ TT in this study is to verify whether this is still the case. The manifestation of it can be plain rote recitation when learners recite back to the teacher what they have learnt or it can be hidden in the “triadic three turns IRF exchange” (McHardy Sinclair & Coulthard, 1975).(See 2.3.2). Whichever way, it is made up of teacher explanations and require learners to report someone else’s’ thinking rather than think for themselves. If questions are used learner answers are characteristically brief and teachers give minimal feedback, mainly evaluating them on their compliance to what the teacher has taught. The study will confirm whether according to many researchers, (Alexander, 2010b; Bolitho, 2006; Walsh, 2002) it continues to dominate teacher-talk. Teachers use questions to control the interaction and they think it demonstrates that learning is happening. But we have already seen how educationists contend that this interaction style does not indicate that real learning has taken place (Mercer, 1995, pp. 66–68; Walsh, 2011, p. 153) (See Section 2.2.2). This theme continues below as I examine Walsh’s second feature of teacher-talk by highlighting research that shows teachers also use questions to elicit learner participation.

Elicitation is the second feature of teacher-talk. (Walsh, 2011, p. 23)

Edwards and Mercer (1987) defined elicitation as: “A device which requires that the pupils actively participate in the creation of shared knowledge rather than merely sit and listen to the teacher talking.” Asking questions seems to be the primary way most teachers use to elicit participation. Edwards and Mercer (1987) conclude that teachers ask on average two questions a minute. This created the ‘three ‘turns’ classroom exchange” pattern: (1) teacher asks, (2) learner answers and (3) teacher evaluates the answer. In their attempts to both control interaction and elicit participation, teachers use questions. According to Sharpe (2006, p. 138) display questions are a quick way for teachers to establish the “level of learners’ engagement” in a topic when they allow feedback. This notion rests on the assumption that teachers can test the accumulation and understanding of knowledge of the learners through questioning. Morgan and Saxton (1991) question this assumption and claim that “the reality is that learning does not occur until the learner needs to know and can formulate the question for himself.” This relates to the Bakhtinian principle that a question needs to link to chains of thought and result in the receiver formulating another question in their minds. Wood (1992, p. 209) defines the aim of pedagogical questions as:

> To motivate, sustain and direct the thought processes of the pupil. High cognitive questions that demand analysis, justification, reasoning or integration of information, foster students learning how to think for themselves.

However Bolitho (2006, p. 5,1) maintains that:

> One of the most demotivating things about routine classroom exchanges for many learners is that the three higher order skills remain underdeveloped, particularly in the early years of education, leading to a gradual diminution of curiosity and interest… and …that some of it tends to infantilise learners.

This concentration on "low - challenge, knowledge - seeking" display questions quickly became the hallmark of the IRF exchange.

Sharpe (2006, 2008, p. 136) speaks about "cued elicitation" … "where a teacher leaves a discourse space for the learner to complete a word". In terms of elicitation as a teacher-talk strategy, this "cued elicitation" of Sharpe limits learner participation, but it does allude to the 'thinking space' that teachers must be prepared to give to learners to build their ideas and expound their thoughts in a response. However Barnes (2010, p. 8) feels the teachers' focus on "right answers" severely limits authentic learning. Teo (2013, p. 92) claims that it also leads to teachers undervaluing learner's abilities.

Walsh (2011, p. 27) maintains that teachers continue to ask two types of questions – display or closed and exploratory or open questions – to elicit participation. The former are used to allow the learner to display knowledge while the latter, by their exploratory nature, allow greater participation. Open questions tend to result in more extended learner turns and are less teacher - evaluative. However, the latter according to Wiggins (2011) still fall short of Wood's definition of genuine authentic pedagogical questioning which involves "analysis, synthesis and evaluative thinking skills.of curiosity and interest." Walsh (2011, p. 152) says this pattern is prevalent as teachers see it as a way of fulfilling their responsibility to ensure lessons had a goal or a purpose to teach knowledge.

Alexander (2017) claims teachers also have the dual responsibility of "establishing student curiosity and participation". Nystrand (1997, p. 13) cautions teachers that an authoritarian way of communication in the classroom would negate this by "mute[ing] the inherent multi-voiceness of the classroom". Johnston (2011) talks about teacher-talk being the "language of influence in teaching". Walsh (2016, p. 14) maintains that to do this teacher-talk must be adjusted to suit the context and that teachers need to know the interrelationship of the nature and function of teacher-talk. Wells(1996) speaks of teachers having a discourse 'tool-kit' and Mercer (2000, p. 55) supports this saying that teachers need to know when, why and how to use them.

> Using a series of recaps, elicitations and reformulations to draw students through a logical line of thinking can be a crucial part of a good teacher's success in supporting and guiding the development of children's educational progress. In other words, learning is more likely to occur when teachers use language to encourage and support children's use of language for thinking through what they have done.

Thus, the teacher-talk can provide learners with an authentic communication turn. This should not necessarily be confined to the space of a word. It should go further towards providing longer learner turns and begin to equalise the talking times in the lesson. Cullen (1998, p. 181) maintains however that classroom turn-taking, being ruled by pedagogical reasons would be very different from those of informal social settings. Teachers are inclined to dominate the lesson with extended or numerous talking turns. However, Mercer (1992, p. 208) proposes that the more classroom interaction approximates dialogic conversational style the better the learning opportunity for the learner. Brown (2011, p. 390) also maintains that learning can be enhanced through conversational styled teacher-talk as:

> there was a significant decrease in the time teachers spent giving information and making requests and an increase in the time teachers spent on extending children's ideas. Within the actual content of teacher-talk, there was a significant increase in time spent talking about the process of cooperation and teachers substantially increased their use of statements linking children's ideas.

However, researchers found there was another twist to the efforts of teachers to elicit participation. Galton (2002) points out that pupils are not only aware of the ritualised IRE/F teacher-talk but have developed strategies to avoid taking part in this classroom ritual. The result is that teachers have even less idea as to the learning taking place in their classrooms.

We have seen that IRE/F is considered the dominant style of teachers' elicitation of learner participation. Moreover, the way it is being used has tended to give IRF a negative reputation. Its use has fallen short of the true purpose of education (Nystrand et al., 1997) to foster independent thinking. Many researchers (Burbules, 1993; Sharpe, 2008; G Wells, 1995) through investigating the dynamics of IRF show how it can "develop into a genuine dialogic co-construction of meaning" by increasing the "prospectiveness of questions" . Wells (1995, p. 16) explains this as a strategy that allows:

> At any point after the initiating move in an exchange, a participant can, while minimally or implicitly fulfilling the expectation of the preceding move, step up the prospectiveness of the current move so that it, in turn, requires or expects a response.

In terms of teacher-talk, it means that a teacher could increase the challenge level of the question by interrogating their answers, resulting in a dialogue that co-constructs the knowledge in the exchange. A lesson would then become a series of cohesive exchanges which Wells (1995, 1999, 2002) calls "episodes" that built on each other and became part of the teacher's overall mediation of the learning lesson design. This would be done through the way they used their teacher-talk. Feedback plays an important part in teacher-talk. Hicks

(1996, p. 107) states that this made learners into “agentive selves” and that, “Learning occurs as the co-construction (or reconstruction) of social meanings from within the parameters of emergent, socially negotiated, and discursive activity”.

The value of the research into the ways teachers use IRE/F for my research questions was that in order to describe the teacher-talk of my participants, I needed to expand the interactures of Walsh to include those that targeted motivation, demotivation and exploration in learner participation. (See Addendum K and Chapter 3 Section 3.8)

Repair and or feedback is the third feature of teacher-talk (Walsh, 2011, p. 23)

Walsh’s third feature of teacher-talk ties in with Seedhouse (1997) raising questions about the relationship between pedagogy, repair and feedback strategies that teachers use. Walsh (2011, p. 29) defines repair as “the ways in which teachers deal with errors.” However, to effect error correction, teachers will adopt various strategies along a continuum between the two poles; direct and indirect intervention. Walsh lists them as four choices:

> Ignore the error completely; indicate that an error has been made and correct it; indicate that an error has been made and get the learner who made it to correct it; indicate that an error has been made and get other learners to correct it.

However, Walsh (2011, p. 143) also recognises that error correction had the pedagogic purpose of improving understanding of the learners and so the strategic approach becomes a decision related to the “pedagogic goals of the moment.” Krashen (1981, p. 115) speaking specifically about second language acquisition says:

> Error correction it is maintained helps the learner come to the correct mental representation of the linguistic generalization. Whether such feedback has this effect to a significant degree remains an open question [and] It makes sense to me that not all errors would be corrected: if error correction aims at changing the student's conscious mental representation of a rule, it follows that only those rules that are “learnable” need to be corrected.

Krashen talks about two principles in connection with error correction that could apply to any multilingual classroom situation. Firstly, that purposive error correction effects an internal understanding in the recipient and secondly, that it must be guided by plausibility and have value for the recipient. Hence, it links to Walsh’s contention that correction in classrooms has a pedagogic purpose. Essentially, error correction relates to solving a problem. Donato (1994, p. 37) links the role of the teacher in problem solving to the scaffolding metaphor and Vgotskian ZPD. While his research is on second language teaching, the concept of teachers ‘guiding’, and learners ‘internalising’ this guidance, can be applied to the process of repair in any multilingual classroom. “During problem solving, the experienced individual is often observed to guide, support, and shape actions of the novice who, in turn, internalises the expert’s strategic processes.”

But Brown and Levinson (1987) claim that teachers' use of error correction is problematic in terms of getting it to be a positive experience for learners:

> While learners accept that error correction is an essential part of the language learning process, teachers seem to shy away from overt correction because they believe it is in some way 'face- threatening.

Walsh (2011, p. 59,74,78,237) also exposes problems in the way teachers used teacher-talk to do error correction. Firstly, he says that often "their choice of language and pedagogic purpose are in opposition", and secondly, when teachers try to avoid "loss of face" language, it "may actually prevent or hinder repair from occurring." He maintains that while "learners expect to have their errors corrected," it involves very skilled use of teacher-talk to align the correction method and time allocation to the specific problem and the needs of the learner. The direct repair approach is less intrusive, and the flow of the lesson is maintained. However, he cautions that it could take away opportunities for learners to problem solve by themselves, or to use peer correction. Indirect repair strategies tend to increase interaction opportunities for the learners, as the teacher mediates learning in the process of error correction. This could be time consuming and disruptive. Therefore, error correction strategies need to be selected as to what was most appropriate to the needs of the learner. Lewis (2011, p. 53) maintains that teachers "must consider his or her attitude to errors and error correction and how it relates to motivation and overall student performance." Johnston (2011, p. 236) supports her confidence building theme and says that the appreciative way teachers correct learners gives agency to the learners:

> Talk also shows that she values the students working and thinking together. If students are to take control of their lives, they have to know that actions have consequences, but they also have to see themselves as people who make decisions about how to act.

Wells (2001) in his coding scheme for analysing the strategies teachers used for evaluation, uses the following terms to describe them: "accepting, rejecting, correcting, reformulating, countering, and repeating." Each term describes the attitude of the teacher behind the way she or he reacts to the feedback from learner. Many researchers see evaluation and feedback as interchangeable in Sinclair and Coulthard's triadic IRE/F pattern. However I agree with Catherine (2016) who maintains that evaluation does not allow turn taking and puts the teacher in a position of unquestioned authority and is a limiting form of feedback.

> The teacher reserves the right to evaluate the student's response, and the turn structure provides no opportunity for the student to negotiate meaning or significance of his or her contribution.

Furthermore, I concur with Davin (2005, p. 129) who proposes that when feedback from the teacher is evaluative as in the traditional IRE model, the pattern "stifles learner elaborations and restricts complex thought processes between the teacher and the learners". Davin feels that teachers could substantially improve the use of the IRE/F repertoire by emphasising the

feedback aspect and seeing it as a “follow-up” on a learner’s response. IRE strategy becomes less restrictive if one looks at IRE as IRF. The emphasis on “follow up” requires a mind shift from the teacher and will be reflected in the teacher-talk interactures they use. Howe (2013, p. 335) supports this; “The notion of response discussion within the IRF structure shifts the emphasis from exclusively teacher–student interaction to a modicum of interaction amongst students.”

Hence, teachers by adopting a more naturalistic interactive conversational style could allow feedback to become both teacher feedback and learner feedback. This would facilitate more equalised turn taking sequences as the teacher and learners negotiate meaning. It also becomes more constructive. Teachers will get more authentic answers to their questions, and, this will promote genuine learning in their classrooms. This introduces the idea that below the surface of correction repertoires, there may be oral techniques that could substantially alter the feedback’s pedagogic profile and make it a positive agentive experience for learners.

Newman (2016) in his framework for the teaching of collaborative classroom talk as a process of “participating, understanding and managing” demonstrates that when teacher-talk is more in tune with learners’ responses, learner turn time increases. So, although teachers still manage the flow of the interaction, they build the process of co-operative information building by extrapolating ideas from the learners. Hardman (2016, p. 10,12) suggests a range of interactures within feedback for open questions and correction like acknowledgement, re-voicing, rephrasing, and add-on questioning. These were among the interactures I identified in my description of the teacher-talk as used by my participant PSTs. (See Addendum K and Chapter 4 & 5).

Word choice is another means a teacher can use to alter the nature of teacher-talk in classrooms. I now discuss the research on this aspect under the heading speech modification.

Speech modification is the fourth feature of teacher-talk (Walsh, 2011, p. 23).

A fundamental principle of sociocultural/linguistic learning theory is the pivotal role language plays in learning (See Section 2.2.2). Johnson (1995, p. 9) says that “Teachers control what goes on in classrooms primarily through the ways in which they use language.” She calls this creating a “languaculture” in the classroom. Johnson defines “languaculture” as the:

> Various symbolic resources with which they [users] assemble what they want to say and by doing so enact socially situated identities while simultaneously engaging in socially situated activity. (Johnson, 2009, p. 46.47)

Johnson is talking about a L2 classroom, but all teacher and learners have their own ‘idiolect’. Walsh (2011, p. 25) defines ‘idiolect’ as “an individual way of talking that is normally based on their personal conversational style”. According to Alexander (2013, p. 3) subjects also have their own “distinct registers, vocabularies and modes of discourse” and contribute to form

the particular “languaculture” in a particular classroom. Furthermore Heritage (1991, p. 95,96) speaks of each institution having a “unique interactional fingerprint” which defined how interaction happens. Schools, as learning institutions, would then have a particular discourse practice, which would reflect their epistemological stance regarding the path to learning. While classrooms have a “languaculture”, Johnson (2009, p. 47) maintains that teachers must realise that language is “fluid, dynamic, and unstable” and can and must be modified to suit the teaching and learning moment.

Johnston (2004, p. 6) says that in addition to language carrying the content of a lesson , it also “bears information about the speaker and how he or she views the listener and their assumed relationship.” Halliday (1994) calls these the “ideational” and the “ interpersonal” dimensions of talk. Hence, each response of the teacher has an agentive power over the learner. Maslow (1970) proposes that human beings have needs and McLeod (2017) maintains that the language that teachers use can create the safe environment which will accommodate learners’ needs to belong. This in turn promotes confidence to participate and allows for self-actualisation. In this scenario, teacher-talk creates the learning safe space for the learners. Teachers will then further modify their teacher-talk to ensure that they are understood. Teachers cannot assume they are readily understood – many factors may hinder mutual understanding. (See 2.3.1 above). “Confluency” was a term coined by McCarthy (2005) which essentially alludes to the process involved in communication episodes whereby senders and receivers of messages ensure they were understood.

Walsh (2011, p. 62) maintains that adjustments of both language form (input modification) and conversational processes (interaction modification) are pivotal in the use of teacher-talk to ensure understanding and learning takes place. In terms of the former, Walsh uses the argument of Krashen’s Input theory (1985) that learning depends upon the level of understanding of the teachers’ input by the learners. On the surface level, this means that correct language structure and appropriate levels of vocabulary should be used. Furthermore, pronunciation, intonation, stress, and volume are things teachers should factor into their teacher-talk. However, it goes deeper than that. Long’s (1983, 1996) interaction hypothesis emphasises the importance of linguistics in feedback in learning. The coding scheme of Wells (2001, p. 28,29) categorises modification techniques that teachers could use in their teacher-talk. He mentions “exemplification”, “amplification”, “connection”, “aggregation and encapsulation”, “clarification and illumination and explication”, “repetition and elucidation”. I ensured that these modification techniques were built into the possible interactures in my analysis instrument. (See Addendum K Table 1)

Teachers also need to allow their learners space in which they could negotiate meaning through interaction. Mercer (2016) claims that when teachers use interaction modification techniques they allow longer learner turns. According to Swain's Output hypothesis (1985, 2005)**, t**his inevitably feeds into enhancing learner speaking skills as teachers model language use for their learners through their teacher-talk.

It may be argued that the focus of the research of Krashen, Long, Swain and even Walsh and Alexander, was on language teaching and second language teaching. However, if we subscribe to the Vgotskian theory that knowledge is constructed through language in the ZPD, their findings feed into my research study on teacher-talk in any classroom and multilingual classrooms in particular. Furthermore, the demographics of my classrooms were such that there was often diversity in terms of language and LoLT language proficiency levels, so the acquisition of language skills for communication purposes by the learners was an important part of the lessons. Cummins' (2003; 2001) research concludes that teachers need to teach both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) to their learners. Both involve the strategic use of language as the currency of communicating oneself. Hence, in their use of teacher-talk, they would modify their language and use it contingently in response to the "confluency" needs of the learners to facilitate dialogue and learning. In the process of teachers developing these conversational and academic interrogation skills in the learners, teachers would also be honing their own proficiencies in these two communication skills. This could ultimately lead towards using more dialogic styled teacher-talk.

Cummins' (2001) research on bilingualism in the classroom is also a factor to consider in relation to the way TT may be modified to suit policy decisions. It is beyond the scope of this study to go into depth about attitudes towards the recognition of other languages in a classroom, but 'code-switching' may be regarded as another way teachers modify their teacher-talk to accommodate learners' needs. Since language is the strongest manifestation of a person's culture, and most modern schools reflect multilingualism in their demographics, teachers who are able, sometimes use other languages to facilitate clarity in their teacher-talk.

The need for learners to acquire communicative language skills contributed to language teachers adopting the Communicative Language Teaching (CLT) approach. This was particularly important in the context of my study South Africa where many learners are L2 speakers of the LoLT. CLT as being a learner centred approach should have influenced the teacher-talk especially in terms of allowing longer learner turns to use language. Also, it should influence the use of modification interactures as well as TT correction interactures since functional language communication competency is the target of the approach. Linked to this

functionality in the CLT approach is the post 1994 duty of the SA language teacher by adapting the vocabulary and topics in her lessons to equip learners for their academic needs in other subjects. How this affected teacher-talk is discussed in Section 2.4 below. Mercer (2016) following Heritage (1997) claims that subjects have a particular discourse – an "individual footprint" – and maintains that it was the responsibility of each teacher to develop the particular subject language while teaching the subject. Clarke, Howley, Resnick & Penstein Rose (2016) support this and propose that when teachers modify their talk to explain subject conceptual language to their learners, they "exponentially enhance" the learning experience for learners:

> When teachers carefully guide students in the shared process of sense making about domain concepts, students benefit in terms of steep increases in learning and reasoning development.

Hence in multilingual classrooms, it is the duty of the teacher to ensure that their teacher-talk facilitates all discourse – subject related and communication related – by modifying the confluency levels of their teacher-talk to match the understanding of their learners. This study will show how they do this through using the interactures available in the repertoires of teacher-talk.

In Section 2.3, the literature search traced how teacher-talk is used in classrooms to effect sociocultural/linguistic learning theory. In classrooms the teacher-talk used by teachers can support or inhibit the process (Alexander, 2010b; Bolitho, 2006; Sharpe, 2008; Walsh, 2002). Therefore, teacher-talk must be managed on the principle of pedagogic alignment. Teachers will use an eclectic style to match the communication episodes of the particular lesson. Alexander (2017, p. 40) maintains that the quality of classroom talk depended on many factors along continuum from physical communication proficiencies to the psychological *weltanschauung* of the teacher. Furthermore, in the systemic asymmetrical nature of roles in a classroom, it is the teacher's perception of her or his role and the learners' perceptions of the teacher's ability and preparedness to adapt to different learning preferences and tasks that will determine the selection of teacher-talk used. The *weltanschauung* of the teacher is fundamental and is influenced by the particular environment. South Africa is the platform on which my study rests. Hence, in the next section, I locate my research in the SA educational landscape and investigate research literature pertaining to TT in South Africa.

A classroom in a school in Pretoria, South Africa, while being part of the worldwide education landscape, also has its own particular context with peculiar characteristics that must be interrogated. So, while all the information from the literature research on teacher-talk outlined so far does apply, for our South African student teacher there are other factors that have important bearings on the nature of their particular brand of teacher-talk. Conceptualising these and emphasising the essential agentive role language plays in the pedagogical journey of post-colonial South African leaners provides an important backdrop to this research stage.

2.3.5 Factors affecting SA student teachers' *weltanschauung*

Barnes and Shemilt (1974) maintain that teacher-talk may be influenced by the philosophical stance and *weltanschauung* of the teacher. Student teachers' interaction in South African classrooms may be influenced by the legacy of *Apartheid* in three fundamental ways – the influence on life style and education, the abandoning of African *Ubuntu* and the selection of a particular LoLT. Was student teachers' use of talk influenced by Thabo Mbeki's call for us to embrace our unique African ontology, which is grounded in our inter-relatedness? Do PSTs acknowledge, "I am because you are", in the way they select the interactures of their teacher-talk?

Apartheid was a word coined by the National party in 1948 to represent their ideology of institutionalised racial segregation (SAHO, 2018). Dubow (2014) maintains it prescribed the lifestyle of South Africans for over 40 years and left many legacies that damaged people "psychosocially". The 2017/8 South African classrooms are still populated by persons who are descendants of people who experienced *Apartheid* directly. *Apartheid* policies in South Africa not only forced South Africans to live separately but also denied equal access to education – there were separate systems for different racial sectors of the population. According to Jansen (2009), this creates a legacy of inequality in terms of education opportunities and entrenches an authoritative view of the teacher's role in the classroom. He proposes that the persistence of the perception of the authoritative powerful role of the teacher exacerbates the asymmetrical classroom roles of teachers and learners. He also claims that it has resulted in a lack of participation amongst learners. Galton (2002) supports this as evidenced by the general reticence of some learners to partake in class discussions. So, while this legacy may not affect directly schooling opportunities for learners in the 2017/18 urban classrooms in my study, I feel that the legacy of the authoritative role of teachers may influence PST teacher-talk and affect their pedagogic engagement practices with learners.

Secondly, *Apartheid* with its emphasis on apartness or preservation of individuality as a life style principle was the antithesis of indigenous African *Ubuntu* ontology. Cilliers (M. Nel et al., 2017, p. 67) describe *Ubuntu* as meaning " I am because you are". This he claims is an African lifestyle philosophy:

> A way of life, a universal truth, an expression of human dignity, an underpinning of the concept of an open society, African humanism, trust, helpfulness, respect, sharing, caring, community and unselfishness. In short, it means humanity, or humanness. It stems from the belief that one is a human being through others.

Bridgers (M. Nel et al., 2017, p. 165) explain the crucial difference in cultural outlook brought about by *Apartheid* :

> Individuality is, if you like, a vertical definition of the person. *Ubuntu* emphasises the horizontal dimension of the person, the relational dimension of peoples' lives. *Ubuntu* counter balances the West's emphasis on individuality and separateness.

Ubuntu should be a guiding principle in the interactional practices of South African teachers, but the legacy of individualism of *Apartheid* could result in teacher-talk being used to cement teachers' hierarchal power and authority rather than recognition of the interdependence between teachers and learners. Furthermore, this authoritative teacher-talk could also shape learners' self-concept and dampen self-esteem.

Thirdly, *Apartheid* through its denigration of indigenous cultures and languages undermined Sociocultural/linguistic learning theory which rests on the use of language to construct learning, Hurst (2016) describes how during the *Apartheid* regime many indigenous languages were devalued by conducting schooling in two languages namely Afrikaans and English. This caused riots to erupt in 1976 in Soweto. The protest was against the 1974 Afrikaans Medium Decree that legislated that all black schools were to use Afrikaans and English in a 50/50 mix as languages of instruction. Despite the democratisation of South Africa in 1994, language has continued to be a source of debate and protest as in reality the early undervaluing of indigenous languages was perpetuated in the selection of a language of learning and teaching (LoLT). Despite the Department of Basic Education encouraging early schooling in the vernacular or 'home language', Hurst (2016, p. 16) says the Department's survey results (2010) indicated that at grade 1, English was used in 22% of schools and Zulu was used in 23% of schools. Furthermore, by grade 4 (usually age 8-9) English had become the prevalent LoLT at 79% of schools. The complexity of the situation is exacerbated by the fact that only 9.6% of South Africans claim English as their home language (Statistics South Africa, 2011). Therefore, the inference was that most SA teachers and learners would be second language speakers of English and yet it is used increasingly as the LoLT. Further, if language is the preserver of culture: "A culture, after all, is mediated by its language; and it is through language, especially spoken language, that teachers teach and children learn." (R. Alexander, 2017), then the use of English teacher-talk with its Western impregnated ideologies could result in a loss of African humanism and cause stress in learners and teachers (Evans & Cleghorn, 2010b, p. 143). It is a failure to recognise the agentive nature of language for learners and therefore the teacher's use of teacher-talk in a LoLT should consider this by consciously adapting the language and interactures used.

The legacy of *Apartheid* has resulted a country where beliefs, culture and language have been denigrated. It is not within the scope of this study to go into details about these three concepts but experiencing living in an environment where these human rights were vilified as a political ruling party policy would inevitably have shaped the student teachers' *weltanschauung.* How it was reflected in their use of teacher-talk directly relates to my research question about the

factors that may have shaped the PSTs' use of teacher-talk. The influence of their *weltanschauung* on their teacher-talk usage and their attitude towards adapting the LoLT was noted during the analysis of the data. This leads onto the next South African challenge – the use of a LoLT that is not the home language of the majority in a classroom.

2.3.6 Concerns about using English as the LoLT in SA multilingual classrooms

The purpose of my research study was to describe the use of teacher-talk by South African PST when using English as the LoLT. In this section, I try to trace the arguments about the use of a LoLT in South Africa, and how these could have affected PSTs' teacher-talk.

Lewis (2011) maintains that there are inherent problems for L2 speakers to use communication strategies in another language. South Africa is a multilingual and multicultural society and many South Africans grow up in households where a range of languages is spoken. This affects both teachers and learners in my study. Both may be in schools where the LoLT is not their home language and hence we may anticipate that their position in relation to the language will affect their performance. Furthermore, teachers using teacher-talk in a selected LoLT may or may not be empathetic towards those learners in their classes whose home language is not the target language. Jansen (2009) maintains that perceived constitutive and cultural bias of teacher-talk by learners probably accounts for the general passivity found in SA learners. Act 108 of 1996 promulgated the Constitution of the Republic of South Africa, Section 6 made provision for eleven official languages in recognition of the "historically diminished use and status of the indigenous languages of our people" and undertook to "take practical and positive measures to elevate the status and advance the use of these languages." Furthermore, it stated in Section 29, "everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable." This had been translated to reflect the Ministry of Education's assumption that graduate teachers by the year 2000/2003, would be able to:

> Appropriately explain, describe and discuss key concepts in the particular learning area/subject/discipline/phase. (Republic of South Africa, 2000)

And

> It is the responsibility of the language teachers to ensure that [the] Language of Learning and Teaching does not become a barrier to learning. (Department of Basic Education and Higher Education and Training, 2003)

This means that the South African government puts the responsibility for effecting understanding in classrooms on teachers. It appears to be different in other countries. Education researchers like Alexander (2003a), in his five nation study, says that cultural practices, prejudices and even political interferences did influence the nature of teacher-talk. His study however led to initiatives in the United Kingdom: "To raise the profile and quality of

those kinds of classroom talk which seemed likely to exert the greatest leverage on children's learning and understanding. " (R. Alexander, 2017, p. 54)

In South Africa, Theron & Nel (2005) identify the needs and perceptions of Grade 4 educators teaching English second-language (ESL) learners. Their study reveals that teachers realise that the learners are hindered by a lack of language communication proficiency:

> The educators sampled generally have an accurate understanding of the ESL learner. The ESL learner is viewed as struggling scholastically, primarily because of language barriers and limited basic interpersonal communication skills and CALP. (ibid 2005, p. 59)

They suggest that teachers need to improve these skills while adjusting their own communication appropriately. However, since the teachers had rated their own BICS and CALP skills as "good to excellent", they conclude that learners require support that:

> • addresses the conversational and formal proficiency of learner English • reinforces cognitive proficiency more than basic interpersonal communication skills; • differentiates according to levels of learners' English proficiency • provides for different learner levels of English proficiency.(ibid 2005, p. 232)

The 2010 study by Hugo & Nieman (2010, p. 59) on using English as a second language as the language of instruction claim that :

> From the teachers' responses it was deduced that their main problems in using English as the language of instructions are that their learners are 'deaf' to correct English pronunciation and that the learners do not understand English. Teachers also indicated that they have a lack of vocabulary and that they also lack the confidence to teach in English.

This is interesting for two reasons. Firstly, teachers still tend to blame the learners primarily for the problems experienced; learners do not understand the teachers' use of English especially their pronunciation. However, secondly the ground seems to have shifted since 2005 in that by 2010 teachers are beginning to acknowledge that they are lacking in their ability to use English.

At the same time the South African Department of Basic Education (2010) make two pertinent statements regarding LoLT usage.

> Where learners do not speak the language of instruction, authentic teaching and learning cannot take place. It can be purported that such a situation largely accounts for the school ineffectiveness and low academic achievement experienced by student in Africa. (ibid 2010, p. 5)
>
> AND
>
> In reality teaching and learning does not really take place in a single language. For example, anecdotal evidence points to instances where teaching and learning take place in one language, while assessment takes place in another. Alternatively, teaching and learning could take place in two languages in the same class via dual medium instruction. (ibid 2010, p. 13)

These reflect that firstly; the Department seems to be acknowledging the pivotal role of language in learning. Secondly, they acknowledge that quality of learning is dependent upon proficiency in the LoLT. Thirdly, they recognise that inflicting a LoLT on learners may not be

educationally sound by alluding to the fact that teachers assist the learners by using other languages as in 'code-switching' or 'code-mixing '.

Despite the fact that South African educationists were researching it in South Africa, the Department only acknowledges that their knowledge of 'code-switching' is anecdota**l.** Evans (2010b) describes code-switching as a method wherein teachers use the learner's vernacular for the clarification of meaning: "[It allowed for] meaning to be negotiated, for untranslatable ideas to be clarified and for children's home languages and cultural identities to be validated within the classroom." (ibid 2010b, p. 145)

However Theron (2005, p. 231) already observes that the multiplicity of languages in the classroom effectively negates code-switching or code-mixing as a solution for lack of proficiency:

> Communication between educators and learners as well as among the learners may be hampered • code-switching and translation by educators will probably be problematic • instructions by the educators could be wrongly interpreted by learners • peer translators may also be limited in some classes where there are no other learners with the same home language as their peers.

Theron offers other solutions ranging from information support for teachers about the facts and myths about the ESL learner to acknowledgement of the stress in teachers caused by large diverse groups. Interestingly however nowhere do they doubt or really discuss the teacher-talk skills that could be used beyond suggesting making "language adaptation" or meeting with other teachers to discuss how the language could be integrated into their subjects. The fact that strategic use of teacher-talk could be a valuable resource for teachers to develop as a solution for the scenario is not mentioned.

The 2013 study by de Jager and Evans (2013) suggests that the teacher's lack of proficiency and competency in English was the primary source of oral misunderstandings in classrooms although the participants in their research still "ascribed misunderstandings to the learners' inadequate proficiency and not their own." So contrary to the Hugo (2010) study, de Jager (2013, p. 14) claims that:"The inadequacies in grammatical competence and non-standard pronunciation [of the teacher] did not necessarily contribute to misunderstandings. Primarily the student teachers' lack of fluency and coherence leads to learner confusion and misinterpretation." Teachers were being misunderstood because their language use lacked coherent structure and skill. De Jager (2013, p. 14) calls this: "The ability to realize speech acts appropriately in order to explain abstractions or expound content."

The implementation of speech acts had thus been identified as being problematic for South African teachers. De Jager (2013) talks about these mainly in terms of locution - using particular phrases - or illocution whereby the meaning is less direct but relied on tone or volume. The notion of perlocution or persuasive techniques is also raised. These would be in

line with the modification techniques teachers can use in their teacher-talk. However, de Jager et al did not reach into the core of what teacher-talk is and show how teachers by using numerous interactures in the LoLT, could substantially raise the level of engagement and learning in a multilingual classroom. This is the gap that my study aims to fill.

Taylor and Coetzee's (2014, p. 20) study on the impact of the LoLT in South African primary schools, concludes that while the LoLT plays a role, the influence of the system, home and school, is more pivotal and there is a need for more accountability of role players.

> Although our study confirms that the language of instruction is an important contributor to the academic performance of South African children, it is not in our view the main contributor. Factors such as community - and home-level poverty, weak school functionality, weak instructional practices, inadequate teacher subject knowledge, and a need for greater accountability throughout the school system all represent much more severe constraints to achieving better education in South Africa.

The significance of Taylor and Coetzee's research for my study is their reference to "greater accountability throughout the school system." Jacobs, Vakalisa, and Gawe (2004) speak about OBE and its focus on inculcating knowledge, skills and values. In terms of teacher-talk it means that teachers are responsible for developing well-rounded citizens. I link this to similar research about the accountability of teacher-talk by European researchers Michaels, O' Connor and Resnick (2008) and Alexander (2010b). However, in South Africa there has been little research on teacher-talk as a phenomenon other than in terms of LoLT proficiency and historical accountability. Act 67 of 2008 promulgated policy on the minimum requirements for teacher education qualifications (Republic of South Africa, 2011). In terms of LoLT, this policy requires that teachers:

> [be] proficient in the use of at least one official language as a language of learning and teaching (LoLT) and partially proficient (i.e. sufficient for purposes of ordinary conversation) in at least one other official language.

Furthermore, it says that:

> All IP teachers must specialise to teach languages (comprising First language teaching in one of the official languages and First Additional English Language teaching."

Since the 10980's the Communicative Language Teaching Approach (CLT) was promoted in the South African context, but notably by 2011 policy does not acknowledge the problem that most South Africans are second language English speakers. Moreover although since 2008, the ministry required IP teachers to be proficient in at least two languages, the 2013 study by de Jager and Evans (2013) reveals that: "Teachers are not sufficiently in command of the LoLT, they struggle to extend their learners' BICS, let alone develop the learners' cognitive academic language proficiency (CALP)."

Furthermore, Policy documents do not appear to give much attention to teacher-talk as a planned strategic resource that teachers could use to increase the effectiveness of teaching and counterbalance the lack of resources which is often quoted as the reason for poor results.

"*The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025*" (2011) makes only one reference to instructional practices and suggests that State Councils of Educational Research and Training (SERTs) should: "Undertake and coordinate action research projects on instructional practices."

Accountability extends beyond LoLT to accommodating the learners in the particular classroom. These demands are not only linked to language skills but to psychological and cognitive skills development. Bastable and Dart (2010, pp. 16–21) provide a succinct overview of the needs of the six – eleven year old children. They describe them as going through a transition stage in their lives:

> A period of great change for them, when attitudes, values, and perceptions of themselves, their society, and the world are shaped and expanded. Visions of their own environment and the cultures of others take on more depth and breadth…. The skills of memory, decision making, insight, and problem solving are all more fully developed….and communicating increasingly more sophisticated thoughts.

This research was applicable to my particular research context – the Intermediate Phase (IP). While they describe children's psychosocial needs and how teachers could motivate and develop their natural curiosity, they also alert teachers as to how this age group has become aware of culture and problem solving. Middle school or the South African IP straddles this period. Local researchers, Theron and Nel (2005) identify Grade 4 as a "crucial period in learners' education" in South Africa. Not only must learners adjust to new subjects with the possibility of having subject teachers but also for many, language is a fundamental issue as English becomes the LoLT. South African PSTs need to be aware of these IP characteristics and the extra LoLT challenges that these learners may be encountering. They must hone their teacher-talk accordingly. My study aims to reveal information that will fill this gap in literature.

The literature search in South Africa has revealed that South African PSTs' use of teacher-talk could be influenced by environmental issues, the PSTs' *weltanschauung* as well as their inability to use teacher-talk strategically. The latter has not been fully investigated. This research intends to fill this gap by describing how teacher-talk is used in South African classrooms when using English as the LoLT. It may reveal that what constitutes proficient use of the LoLT involves more than proficiency but rather using it to promote confluency (McCarthy, 2005) through the implementation of interactures within teacher-talk repertories. Furthermore, it may show that this skilled way of using teacher-talk breaches the language barriers in multi-lingual classrooms more effectively than code-switching. In the next section, I discuss research done on how teacher-talk skills can be improved in PSTs.

2.4 Can teacher-talk be learned and implemented?

The last focus of my literature search was research dealing with measures that were being taken to improve classroom interactional communication (CIC) competency in teachers. To

establish what could be done to improve these skills, it is necessary to first summarise the problems. Literature studies reveal that there are both global and local South African problems that affect the achievement of effective CIC by PSTs using teacher-talk. I list these below.

The major problem South African teachers' face is their use of English as the LoLT. Hymes (1972) acknowledges that developing pragmatic competence is one of the most challenging issues for second language speakers. Home language speakers draw on a multitude of referral competencies when they use language to fit it for purpose. Secondly they have greater awareness of locution, illocution and perlocution (de Jager & Evans, 2013) as speech devices to shape meaning. In South Africa the profile of teachers and learners fits that of second language speakers (Statistics South Africa, 2011). Furthermore while many continue to argue in favour of mother-tongue education (Heugh, 2005) the country has mainly selected in practice a LoLT, namely English, that is to be used after middle school. This thesis does not contest whether this is correct implementation of policy or SA constitutional rights but refers to practice.

The second problem South African teachers' face is the legacy of a hierarchal teaching ideology. The persistence of power and asymmetrical classroom roles causes passivity and lack of participation amongst learners (Jansen, 2009). Furthermore, the teacher-talk used generally lacks reciprocal interaction with learners. According to Barkhuizen (2004, p. 570) this often leads to rote, IRE and textbook teaching styles by many teachers:

> Many ... learners, for example, endure endless grammar lessons working steadily through outdated language textbooks, mainly because their teachers are themselves unable to communicate very efficiently in the target language.

A third problem that has a worldwide base, is the pressure of time and curriculum completion. Muhonen et al (2016, p. 151) claim that despite teachers knowing that discussion is important the pressures of ambitious academic curricula dictate their approach:

> If the time required for children to share their ideas and opinions is seen to be taking away from the more immediately pressing academic targets of learning, it is understandable that teachers are not willing to invest time for discussion at school, despite its acknowledged beneficial aspects.

Lehesvuori et al., (2011) study with Science teachers confirms this and maintains that this pressure also establishes a particular focus in students' views about their training requirements. Subject methodology, discipline, and time management are seen as their core needs and would influence their attitude towards any other modules.

A fourth problem exposed by Walsh & Li (2013) is that conversation was rarely possible in L2 teaching especially given the asymmetrical roles of teachers and learners. Walsh (2013) says that 'instructional conversations ' are possible but the implications of this term is that it is less dialogic and more teacher-directed. He says this should involve complex scaffolding on the

part of the teacher to allow learners opportunities to truly participate. Gillies (2013) maintains that research confirms that “social collaboration” plays a key role in the construction of knowledge and mind – building capacity. Such interaction is not limited to language classrooms but could happen in a “range of different classroom settings”:

> Teachers promote cognitive growth in children when they use language that challenges their understandings, confronts discrepancies in their thinking, and requires them to provide reasons for their solutions. (Gillies, 2013, p. 64)

Four problem areas have been described; however, the question is whether these could be solved via skills that are part of teacher-talk repertoires and whether they could be developed in teachers.

Walsh (2011, p. 33) notes that generally teacher education programmes were limited to subject and classroom methodology and the importance of interactional skills is largely subliminal:

> Most teacher education programmes, either pre- or in-service pay very little attention to classroom interaction. Typically, teacher education programmes offer some kind of subject-based preparation and training in classroom methodology; a model comprising two strands which is used all over the world. I would advocate a ‘third strand’ on teacher education programmes that deals specifically with interaction in the classroom. The aim is to sensitise language teachers to the centrality of interaction to teaching and learning and provide them with the means of acquiring close understandings of their local contexts.

In an earlier article, Walsh (2002, p. 14,3) proposes that skills in purposive teacher-talk should carry equal weight as other parts of the training programme. “Teachers’ ability to control their use of language [and] the appropriacy of language used in relation to the ‘context of the moment’ and task in hand… is at least as important as their ability to select appropriate methodologies.”

Walsh (2006, p. 117) links features of teacher-talk to contextual modes in the TESOL or language teaching classroom (See Table 4 Section 2.3.3 above). Later in his book, *Classroom Discourse and Teacher Development,* Walsh (2013) maintains that teachers could be trained in CIC. He describes the range of thirteen interactures that teachers could use in language lessons (See Table 5 Section 2.3.3 above). Walsh goes even further and sees that interactional competence could be recognised as the fifth skill alongside listening, speaking, reading and writing for language lessons. However, as it is not currently so, he encourages student teachers to use specific practices to effect authentic conversational interaction with learners. He lists the following as first steps in the process towards achieving CIC: “Increased wait-time, reduced teacher echo, extended learner turns and increased planning time.”

While Walsh develops a self-analysis (SETT) framework for students (See table 5 Section 2.3.3), there is a notable gap – his work focuses on language teaching and there is no designed instrument to facilitate self-assessment of interacture usage. I built on his work to

bridge this gap by extending his range of interactures further to thirty-eight to suit any lesson and our South African challenges in particular. I also designed an instrument that PSTs and in-service teachers could use to chart their interacture usage in a recorded lesson. Since my study had quasi action research elements, I taught my partipants how to use this instrument in the second focus group interview (See Chapter 3 & Addenda K & JJ).

Other research also establishes information about the ability of teachers to learn skills involved in teacher-talk. Research by Littleton et al., (2010) and Reznitskaya & Wilkinson (2015) demonstrate if teachers honed their debating literacy skills, learners would learn negotiation skills as well. Inquiry dialogue would then become part of the teacher-talk repertoire and could transform instructional talk.

Newman (2016, p. 108,109) research develops a framework for the teaching of collaborative talk. Her focus is to conceptualise the merits of the three steps in authentic dialogue namely "participating, understanding and managing," the learners. Her research could be valuable for enhancing student teachers' understanding of a conversational instruction approach. Further, her collaborative talk principles should be embedded within teacher-talk. Other researchers also describe this (Neil Mercer & Dawes, 2008; Neil Mercer & Howe, 2012; Rojas-Drummond, Laura, & Vélez, 2008; Rojas-Drummond & Mercer, 2003; Rojas-Drummond et al., 2013).

In South Africa, Uys et al (2006) research an integrated course for L2 English LoLT teachers and de Jager et al (2013, p. 4) uses the "International English Language Testing Service" (IELTS) rubric. However, both fall short of either meeting or evaluating all the requirements for effective CIC skills training that are an integral part of effective teacher-talk. A few other studies were done that may be useful for the South African situation. Freeman et al (2015) reporting for Cengage Learning, in association with National Geographic Learning, recognise the importance of teacher-talk by creating the "ELTeach programme for aspiring language teachers". This programme in addition to a bank of lessons and topics also generated a language bank of functional classroom English. Again, this targets language teaching. However, it could be used as a model for South African Intermediate Phase teachers.

Some countries use language proficiency tests. The state of Illinois uses the edTPA's *"Language Proficiency Assessment for Teachers of English"* (Adkins, 2016) and the LPATE "*Language Proficiency assessment for Teachers – English Language*" is used in Hong Kong (Coniam & Falvey, 2013). Nakata (2010) study of raising the language proficiency levels of non-native English speakers in Japan concludes that using *"Classroom Language Assessment Benchmark*" (CLAB) and the "*Classroom Language Assessment Sheet"* (CLAS) could be useful. According to De Jager (2013, p. 17) no standardised South African oral proficiency test exists. However, we need to look carefully at the definition of proficiency as so

often it is confused with fluency. Butler (2004, p. 246) concludes that one must be careful with focussing on the rule governed grammatical competence underlying language proficiency and take the broader view of socio-cultural linguistic communicative competence promoted by Hymes, Nystrand, Alexander and Walsh. This research looks towards the latter as being the definition of CIC that underpins teacher-talk. Blake (2007) suggests that since education is enhanced by technology computer mediated communication (CMC) skills should form part of teacher CIC skills.

Gravett (2005) and Paratore (2013) designed textbooks for student teachers about putting dialogic teaching strategies into lessons. However, it appears that these ground-breaking books may have gone unnoticed by our student teachers.

Thus, I conclude that while some attempts have been made to raise the profile of teacher-talk, generally it seems that the focus is not specifically on developing teacher-talk as a pedagogic tool for PSTs. In South African national policy, section 8(2) (c) (2011) lists the Roles for teachers and the Basic competencies of a beginner teacher (See Addendum CC), but the problem seems to be that the CIC skills involved teacher-talk are assumed. There is a gap in that nobody seems to be speaking about the necessity of grading BEd students' proficiency in teacher-talk skills. This could be that teacher-talk as a specific skill is largely unrecognised by most teacher education institutions – my study in its attempt to define teacher-talk and describe how 'teacher-talk is being used by PSTs will bridge this gap by exposing the realities of practice.

2.5 Synthesis of literature search

The literature search demonstrated the support for the sociocultural/linguistic learning process amongst educational researchers. Embedded in sociocultural/linguistic learning theory is the recognition of: the role of language; the barriers caused by the use of a particular LoLT in multi-lingual/cultural environments; the persistence of teacher-led transmission IRE/F styled teacher-talk classrooms ; the difficulties caused by the *'weltanschaunng'* of teachers and learners ; and the need for a more dialogic use of teacher-talk to facilitate co-construction of learning. Finally, the question was whether PSTs are being taught teacher-talk skills. I have examined these ideas in this chapter since all these themes are fundamental to answering my research questions regarding the manifestation of the use of teacher-talk by pre-service teachers in the Intermediate phase in urban schools. (See Addendum AA for a table of collated referenced themes)

2.6 Conclusion

I have relied on my readings to give me a broad understanding of teachers using talk in the classroom as researched by others. Since I believe that dialogue is at the heart of learning, the voices of many of the researchers were embedded in my text. In many cases I have had to go to articles, works written in the 1990s, since many of the later articles I read referred to these writings, and I needed to confirm what was said.

The literature search demonstrated that there is a significant corpus of research on 'teacher-talk' and that researchers adopted a variety of research methods and analysis techniques. This has guided my approach to my research. However, there was a gap in terms of my particular context. My focus was not on foreign language teaching nor on teaching a language: it was on the teacher-talk used by South African teachers using English as the LoLT in the context of multilingual classrooms in any subject in the Intermediate Phase. This had not been fully researched and I have alluded to the many gaps that exist. Furthermore, in terms of methodology there was a second gap. While Walsh suggested university students doing SETT during teacher development, I was not aware of any researcher who involved the participants in a self-analysis of their use of teacher-talk. Neither had an instrument been developed. I wanted to fill this gap by adopting a collaborative approach in both data collection and analyses. This meant that my participants would select their own recordings and that I had to design a self-evaluation of teacher-talk instrument for them to use.

Two readings influenced my approach and design. Nunan (1996, p. 55) speaks of research into classroom discourse needing to be a joint venture and involving participants fully:

> To understand what is going on in language classrooms the voices of the teachers (and ultimately of the learners as well) must be heard. Classroom research, therefore, must become a collaborative enterprise between researcher, teacher and learner.

And Kumaravadivelu (1999, p. 454) maintains:

> What actually happens there [in the classroom] largely determines the degree to which desired learning outcomes are realized. The task of systematically observing, analysing and understanding classroom aims and events therefore becomes central to any serious educational enterprise.

Hence, I looked for a methodology that would recognise my African context and facilitate both Nunan's participant recognition and Kumaravadivelu's attention to factors behind their unique African use of teacher-talk. I selected the Afrocentric Research Methodology (Okeke & Van Wyk, 2015). This African methodology builds on the unique African *Ubuntu umuntu ngumuntu ngabantu* ontology that speaks to our interrelatedness as humans and carries within it a recognition of the African identity. My particular approach to this research was to involve the participants in a capacity building way. The resulting description of teacher-talk would be an analysis based on the sociocultural/linguistic patterns of classroom discourse rather than a

Flanders (Flanders, 1970) behavioural categorisation. This would be valuable and informative for both institutions catering for teacher development and policy developers since it rests on an authentic pedagogic epistemological foundation that is locally responsive and has global relevance.

In Chapter 3, I discuss how my literature search influenced and determined my overall research strategy, choice of design, methodology, my role as a researcher, the research process, the analysis of the data, and how my research fulfils quality assurance requirements.

CHAPTER 3: RESEARCH STRATEGY

The Afrocentric paradigm allows the researcher to put the people's ideas and values at the centre of the enquiry… [to provide] accurate explanations of the lived experiences of those being researched. Van Wyk (2014, p. 292)

3.1 Introduction

My research occurred Africa and its ultimate purpose was to accommodate an African phenomenon by describing how teacher-talk was used as a lived experience for student teachers. Thus, it was appropriate to adopt an Afrocentric view. In the previous chapter, I outlined the themes that emerged from my literature search. I took as my overarching premise that teacher-talk can create learning spaces, instil identities and reflect the teacher's beliefs about her/his purpose as a teacher. This created my meta-theoretical framework. Since "talk is the central tool of [the teachers'] trade" (Johnston, 2004, p. 4) and , "words (concepts, terms, symbols) are the only tools we have to communicate meaning" (Nieuwenhuis, 2007, p. 57) my task was to describe the actual talk and words teachers used. This dictated that my overall research would be qualitative. Furthermore, my ontological position is that meaning is constructed. This meant that while I subscribe to an epistemology that says reality is best understood by interpreting a particular context, the individuals in that context also construct it. This aligned with what ten Have (2007, p. 38) gleaned from Ragin:

> Any instance of talk-in-interaction is built on routines of various sorts, but it is, at the same time, a unique achievement here and now. What is needed, then, is a continuous mutual confrontation of concepts and data, of 'ideas' and 'evidence', as rightly stressed by Ragin in his concept of 'retroduction', elsewhere known as 'abduction'.

Teacher-talk is indeed "talk-in-interaction" and as my participants created it, their voices needed to be heard in the analysis. Thus, my perspective became interpretive and pragmatic and I allowed the data to reveal its truth "abductively" by combining inductive and deductive approaches to the data. This meant that while I approached my data in an informed way based on my literature search, I also acknowledged the uniqueness of context. The lessons were lived experiences of participants. Therefore, I used a phenomenological approach to delineate the parameters of a case study and involved my participants in self-analysing some of the data. The resultant findings had to be seen through a post-positivistic perspective where one acknowledges that more than one truth can be established through research. Both the participants and I could have valid interpretations of data. The purpose was to arrive at a thick description of the teacher-talk taking place in Intermediate Phase urban classrooms.

Since my research was essentially non-interventional and hence retrospective, in order to comply with rigour requirements for credible research, there was a systematic approach to the collection, analysis and interpretation of the data.

3.2 Research approach

Alexander (2012a) suggests that one of the problems with much research on teacher-talk was that it was conducted in situations isolated from the realities of daily teaching:

> The curriculum and pedagogy of which it is an intrinsic part, or without engaging with the culture and history which shape educational policy, school ethos, teachers' assumptions and of course language itself.

This was the gap that this research was designed to fill. This study was conducted in real classrooms where the PSTs were doing their WIL requirement for their teacher qualification. I wanted to describe their use and perception of teacher-talk so I adopted primarily a qualitative approach since: "Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them." (Denzin & Lincoln, 1994)

However, it was necessary to link biographical details of the participants as I wished to confirm Walsh's (2006, p. 59) notion that language use reflects the *weltanschauung* and the way teachers view their roles as a professional.

> In all classroom contexts, linguistic and interactional resources are the conduit through which opinions, feelings, emotions, concerns are expressed and through which the 'institutional business' (i.e. language learning) gets done.

Mercer (2010, pp. 1–6) and Barnes (2008, pp. 1–15) identify linguistic ethnography and socio-cultural research as two approaches to the study of classroom talk. These are generally qualitative and non-interventional and are rooted "in social anthropology and descriptive linguistics." Johnston (2011) and Moerman (1988, p. 22) agree that we " never merely exchange turns of talk" but that we enact our culture in all our conversations. Thus, the sociocultural/linguistic approach was also selected. This according to Mercer (2010, p. 2) emphasises that "language is a cultural and psychological tool which, (in Vygotskian terms) links the inter-mental and intra-mental." The research approach subscribes to the changing nature and function of language as meaning is negotiated. This can take time as teachers become more aware of the dynamics of the classroom discourse.

Since teacher-talk involves the use of multiple words, expressions and interactures, this research also needed to track usage for a complete description. Therefore, I also added elements of a quantitative approach into the data collection and analysis.

My dual research approach now involved embracing my participants in a quasi-action research design that aligned with my subscription to Afrocentric *Ubuntu* philosophy. (See 2.4.1) My participants had to be in the centre of the research with me, in a mutually inter and intra responsible research design. Therefore, I looked for a design that would enable me to accommodate my participants in this way and demonstrate the inherent complexities in their use of teacher-talk.

3.3 Research design

Ragin (1994, p. 191,192) says that the research design is a plan for collecting and analysing evidence to answer the research question. He also claims, “Almost all qualitative research seeks to construct representations based on in-depth, detailed knowledge of cases.” According to Nunan (1992, p. 77), a case study allows an in-depth study of a real life situation while Moerman (1988) proposes an ethnographic slant would reveal the cultural use of language. As I was unable to conduct a full ethnographic study given the time constraints, I selected a participatory case study with links to biographical details of the participants. Since I had ten PST participants who were all equally important, the result was ten descriptive exploratory mini case studies embedded in the overall case study (Baxter & Jack, 2008; Yin, 2003). Hitchcock, G., & Hughes (1989), Neuman (1997) and Thomas (2011), maintain this could allow examination of each participant’s use of teacher-talk as well as the comparison of all the cases. The findings would reveal how influential factors shaped teacher-talk. Generalisations are not usually associated with qualitative research but according to Yin (1984) “analytical generalisations” could emerge from case studies. He says, “statistical generalization” is “generalizing from a sample to a population or universe” while in “analytic generalization,” each case is related to a ‘theory”. A case study design could determine whether some principles were common to all participants as members of a group and produce a theory related description of PST IP teacher-talk. Furthermore, according to Adelman (1976), case studies “may contribute towards the ‘democratisation’ of decision-making [and knowledge itself]” . I examine how this applied to my research in my last chapter.

3.4 Research methodology

McGregor and Murnane (2010, p. 419) define methodology as the philosophy behind the methods or technical procedures that a researcher uses to systematically solve the research problems. However, as my research was attempting to fill a gap in a particular context South Africa, it suited Afrocentric research methodology. Van Wyk (2015, p. 15) maintained that:

> Afrocentricity is an independent research methodology that allows the researcher to place the particular African phenomenon at the centre of the analysis and is guided by specific criteria that allow the development of an interactive and holistic research model.

My research met the criteria for adopting Afrocentricity as a research methodology in the following ways:

- *The research topic must be on a particular African phenomenon*: my topic was the use of English as LoLT by PST in multilingual /multiracial urban classrooms;
- *The subject of the research must be deemed necessary*: my observations of PSTs’ lessons made me believe that the use and understanding of PST classroom teacher-talk needed to be investigated;

- *The outcome must be reported in an honest and an unbiased* manner: this was ensured by the participatory postpositive research design and the 'experience narrative style' of the final report.

While the above mentioned criteria may be those for any kind of situated research when liked to the three requirements below they then take on a greater meaning as contributing to an Afrocentric approach.

The Afrocentric scholars, Molefi Kete Asante and Van Wyk (2015, pp. 8–10) pronounce three more requirements:

- *The African scholar investigates the community to improve the lives of the people*.
- *African people must be in control of and participate in the entire research process, from beginning to end, to provide solutions for their own context.*
- *The approach must embrace the following Swahili tenets : "Ukweli" – to report findings of the research in a fair and transparent manner; "Maelewanos" - to build harmonious relationships between participating groups; "Akiba uhaki" – to apply a social justice criterion to conduct and report research in a fair, impartial and honest manner; "Ujamaa" – to establish a partnership of trust and willingness among stakeholders; "Kujitoa" – to uphold an ethics policy by acting in a professional manner at all times.*

In this project, we were all Africans attempting to describe the teacher-talk we use in our SA classrooms. Participants were involved in the whole process – collecting and analysing data (See 3.6 &3.8). The intended outcomes of this research were not merely a description of teacher-talk but through the process, participants would learn more about their use of it. (See Chapter 5 & Chapter 6 Section 6.7 Table 12) This would ultimately feed back into a community via their enhanced practice as teachers. Ultimately, since schools are centres where knowledge, skills and values are taught and upheld, teachers ensure the continuation of the community and its culture. The Swahili tenets were woven into all the processes in the study.

Thus Afrocentric research methodology became my meta-theory (Love, 2000) as it linked my methods with my research questions and provided a golden ethical thread throughout my data collection, analysis and findings narrative. This methodology was enhanced by the reflective sociocultural/linguistic perspective and allowed me to describe how my participant students understood their use of teacher-talk to be supportive of learning in their classrooms and improving the lives of the individual learners and the community.

Figure 5 illustrates how this research used an Afrocentric methodology and a case study design to investigate the constitutive theories within teacher-talk to generate a description of PSTs' use of TT through their self-analysis of their lessons using elements of corpus linguistic/

conversational analysis (CLCA) to determine functionality of teacher-talk used. This aligned the research strategy with the ontological premises of *Ubuntu.*

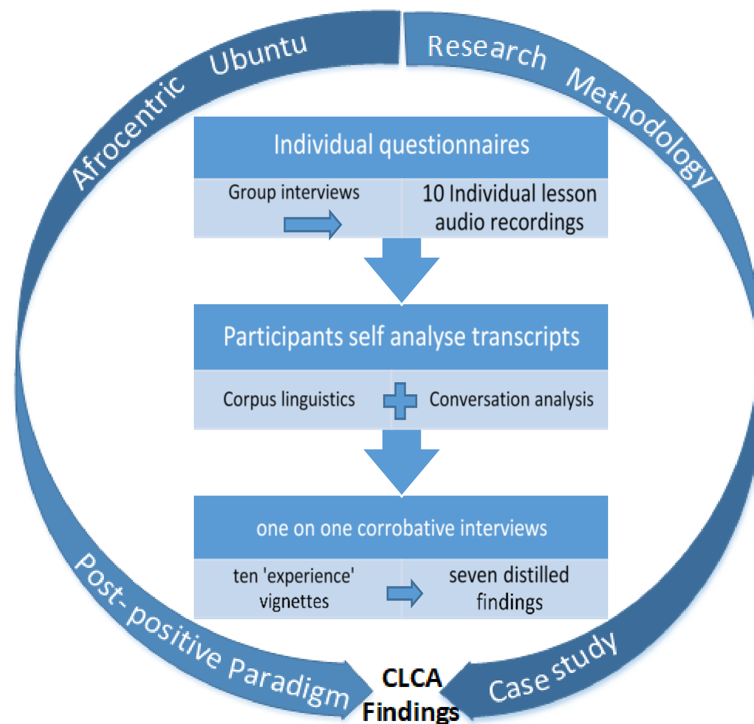

Figure 5: How selected research strategy generated findings about nature of PST's TT

Part of the Afrocentric methodology was the adoption of a post-positivistic research paradigm. Post-positivism was a 1960's research term to define an epistemology that knowledge may be generated through inductive reasoning and non-scientific research methods:

> Instead of trying to explain how something operates, scholars strive: (a) to understand why it or people operate in the manner that they do (interpretation); or (b) to reveal power relation- ships and structures. (McGregor & Murnane, 2010, p. 422)

Post-positivism suited my research since each participant' teacher-talk could have a uniquely personal TT style:

> The post-positivistic paradigm assumes that research should not be value-free and unbiased but be value-laden, subjective and intersubjective, even value-driven within the critical paradigm. There is a place for the voice and role of the researcher and participants in the study. … The intent of the research varies but can include: seeking patterns and commonalities; discovering underlying structures; revealing beliefs, kinships and ways of living; placing experiences into words and narratives; and, uncovering ideologies and power relationships. (McGregor & Murnane, 2010)

The post-positivist paradigm in my case study design provided a platform for the participants' voices. My recognition of the participants' contribution aligned with *Ubuntu* philosophical rationale of this study. Ultimately, in Afrocentric methodology, I was responsible to the participants and community. This underpinned the intellectual integrity and trustworthiness of my research. (See Section 3.9)

3.5 Role of the researcher

The overarching role of the researcher, according to McGregor (2010) is to ensure that the study meets the quality requirements of academic and professional rigour and authenticity. This enables others to trust the findings. Table 6 summarises the roles I played in the process.

Table 6: Role of researcher – contributions to the research process

Stages in Research process	Essential contributions of Researcher
Prior to conducting the study	• Submission of proposal and defence – University Faculty of Education – including permission from Dean • Submission to University Research Ethics Committee of the Faculty of Education – ethical clearance for study involving human participants • Submission to Department of Education – permission to do study in schools
First steps in the process	• Selection of participants – full information, guarantee of confidentiality and anonymity – signed consent • Submission to school principals – permission to do study in school – full information, guarantee of confidentiality and anonymity – signed consent
Data collection	• Design of all necessary instruments – interview protocols, questionnaires, training material, data spreadsheets and report documents • Supervision of data collection – participants provided with necessary equipment, visits to school venues, collection and securing of data. • Organisation and orchestration of meetings with participants – focus groups and individual interviews.
Data analysis	• Transcribing and interrogating data • Analysing data according to method selected • Presenting data findings
Research report	• Writing concise informed narrative of study • Discussion of findings and relevance of study • Discussion of limitations of study and possible future developments
Community responsibility	• Informing participants/stakeholders of results – acknowledgement of input

My first duty as a researcher was to ensure my proposed topic and methods of research subscribed to Afrocentric tenets – a study done by and for the African community in the spirit of honesty and concern for the development of stakeholders. The tenet *Kujitoa* concurred with the University's demand for strict ethical standards since the study involved human participants. Ethical clearance for the study was sought and granted by the University Ethics Committee and the Gauteng Department of Education. (See Addenda L, M, A & B)

The second role of a researcher is to conduct the research process and analyse the data to elicit findings and recommendations. Again, my selected Afrocentric methodology prescribed my role very clearly. Essentially, I facilitated and orchestrated the data collection in a manner that met the requirements of *Ujamaa* and *Maelewanos.*

- All participants were volunteers and signed a consent form. (See Addenda D & R)
- Principals of participating schools signed a consent form. (See Addenda E & U)

- Instruments like questionnaires were piloted before being distributed to the participants. The recording tools and the designed lesson transcript H&E teacher-talk self-analysis instrument were discussed with participants. (See Addenda F, K, & JJ)
- A WhatsApp group was established to facilitate communication between us in the spirit of *Ubuntu*.
- I visited all the participants and their respective school principals at their schools to establish correct protocol regarding permission to use the selected sites.
- Data collection was as un-intrusive as possible. Participants decided their own pseudonyms as well as which recorded lessons they sent to me. I was not present at the recordings. My role was to facilitate the process. I visited them at their schools merely to deliver or collect information or offer advice.
- All interviews – group and individual were conducted in a dialogic interactive style to allow the participants' views to be shared.
- A follow up Video on how to use the H&E teacher-talk self-analysis instrument was posted on YouTube to assist PSTs further (See Addendum K)
- Every participant and the data collected from them were treated with utmost respect in recognition of their individuality as a person. *Akiba uhaki* was the guiding principle.

The third role of the researcher is to write an honest unbiased report of the research. My report had to reflect the participatory postpositive research paradigm, so I selected the 'experience narrative style' for the final report. Again, *Akiba uhaki* was the guiding principle.

Finally, by undertaking to do this study in an Afrocentric conceptual framework, I undertook to accept my responsibility to each participant and the community. I sent each participant a summary of my findings about their recordings together with a letter about their participation that they could add to their curriculum vitae.

3.6 Research process

Rich credible data have to be collected in order answer the questions posed by the research study. Table 7, lists the data collection instruments, locates the tools, relevant recordings and transcriptions in the Addenda and links the event to a research question.

Table 7: Data collection instruments used to answer research questions

Data collection tool	Tool location in Addendum	Recordings & Transcripts in Addendum	Research question focus
Orientation focus group interview	G	W & DD	Perception of teacher-talk.
Questionnaire	F	V & BB	Perception and understanding of use
Lesson recordings	n/a	Y & Z & HH	Description of teacher-talk used
Training Focus group interviews	H	X & DD	Perception and understanding of use
One-on-one interviews	I	EE & FF	Perception and understanding of use
Field journals	n/a	n/a	Description of teacher-talk used
Self-analysis of lessons	K	HH	Description of teacher-talk interactures use
Report on self-analysis	J	GG	Perception and understanding of use

The research process starts with organising the collection of the data. First participants and sites have to be selected. Then events have to be planned. For each event, protocols and tools to facilitate the collection of data collection have to be designed and sent out to participants. To ensure the trustworthiness of the data, these events have to be expedited in an integrated orderly manner.

3.6.1 Selection of participants and research sites

The criteria for the selection of participants were five-fold; they had to be University of Pretoria fourth year Intermediate Phase (IP) PSTs using English as the LoLT during their WIL. “Purposive convenience sampling” (Creswell, 2014) was used. However, there was an element of it being “quota sampling”; since they were all part of the cohort of teacher education programme of 2017, they could represent all pre-service IP English LoLT teachers. Post-positivistic research incorporates transferability as a core tenet of its model (McGregor & Murnane, 2010). (See 3.3 and findings Chapter 4 & Chapter 5)

The study was restricted to urban primary schools in the Pretoria Metropole, but the choice of sites was dependent on where the participants had been placed for their WIL. For the purposes of this research, whether the classrooms were in state or independent schools did not matter as I was researching the teacher-talk used by the students. However, both categories were represented. Initially, I had thought that I would select five male and five

female students, but I found that the Intermediate Phase was not a popular choice amongst male students (Indeed this could be part of another research). Participants selected their own pseudonym to ensure anonymity. The participants listed below in Table 8 were the final group.

Table 8: The profiles of the ten participants in the study

Participant	Age	Gender	Home language	Grade	Subject taught	School
1Nkosi	23	Female	Isi Xhosa	6	Life Skills	State
Angel	21	Female	Zulu	4	Life Skills	State
AR	22	Female	English/Arabic	6	English	State
Clivia	22	Female	English	6	English	State
Lou	23	Female	English	5	Mathematics	Independent
Peaches	23	Female	Afrikaans	4	Social Studies	State
Penelope	23	Female	English	6	English	State
SDA	21	Female	English	5	Mathematics	State
Stanelle	21	Female	Sesotho	5	Life Skills	State
Sue	22	Female	English	5	English	State

The selection process had some challenges. It began by my addressing the whole group of pre-service student teachers on 27th March prior to their WIL. Using a PowerPoint presentation (See Addendum O), I explained the nature and purpose of the research project. Explanatory leaflets were left at the Teaching Practical Office (See Addendum C). These outlined the criteria for participation and confirmed that it was voluntary. Anonymity was guaranteed, and participation benefits were personal development. There was no pecuniary or ‘marks’ benefit. My WIL PSTs could apply but their participation would not affect their WIL evaluation. The response was not what I had hoped. While I tried to present it as a worthwhile opportunity for their own development as a teacher, I think the students were so overwhelmed by WIL. Furthermore, the limited 6 minutes of my presentation did not allow space for real engagement. Hence, I took a more personal approach and contacted all those IP PSTs using English as LoLT. This approach worked well, though the general address facilitated telephonic communication since they had some knowledge of the project. Once I had established their interest, I sent an email with an introductory informative letter, the PowerPoint presentation and information leaflet, and a letter of consent for them to sign (See Addenda P, O, C & D). These documents fully outlined their involvement. The estimated 5 hours would happen during their less pressurised second term of WIL. A seven-day deciding period was factored in. Fifteen PSTs returned consent forms to me. They used pseudonyms as a temporary signature. This positive response indicated that personal contact was important. I endeavoured to do this throughout the project whenever possible.

The research sites were determined by where the participants were placed for their WIL. They were all well-equipped schools within the metropole of Pretoria that the University WIL office deemed to be sites of good practice for PST development. Ethics protocol prescribed that their anonymity was guaranteed. As a courtesy I made personal contact with the principals of the each of the participants' relevant WIL school. I made the first contact via telephone with a follow up informative email. A letter of introduction, a prototype information letter for parents or guardians, and a letter of consent were attached (See Addenda S, T & E) Since most of the sites were state schools, I also included Gauteng Department of Education approval letter (See Addendum B). I visited each principal when I visited the participants at their schools. Most principals were supportive since they saw the research benefit for improving teacher-learner interaction. However, principals of Independent schools were reticent. These schools had policies that disallowed any type of lesson recordings. Despite personally visiting these principals and my emphasising audio recordings were to listen to the PSTs not learners, they still disallowed it. Affected prospective PST participants were severely disappointed as they could not be part of the project.

The final challenge, in terms of participant selection, was that 5 participants left during the study. Initially I had a diverse sociocultural/linguistic group of 15 participants: nine black students, five white students, and one Arabic student. Withdrawal had been factored into the consent, so the reasons could not be interrogated. I had to assume that it was because of the pressures of WIL and being final year students. I think some may have been carrying extra courses that they needed to complete. Perhaps it may have been expedient to conduct one -on-one initial interviews but I am uncertain if this would have made any difference. The personal approach through telephone and email contact and the small group orientation interviews (see 3.6.2 below) served as a way to establish rapport with the participants. However, the withdrawals neither affected the diversity of the group or the sufficiency of data.

3.6.2 Data collection and instrumentation

Selected data collection methods ensured that a rich description would emerge. These included an initial orientation focus group interview, a questionnaire in two parts, recordings of lessons, second training focus group interviews, one-on-one semi-structured interviews, journals, participants' self-analyses of their lessons' spreadsheets and their reflective reports. Data from each collection method were transcribed, coded and sorted to facilitate analysis (See Section 3.8 and Addenda BB, DD, FF, HH, II).

Table 7 above lists these eight data collection methods and the designed instrumentation. The purpose of data collection was to provide data to answer the two research questions:

- What is the nature and function of the teacher-talk used by University of Pretoria pre-service teachers who use English as the LoLT in the Intermediate Phase in Pretoria urban schools?
- What has shaped the perceptions that pre-service teachers have of the nature and function of 'teacher- talk' as manifested in their Intermediate Phase lessons?

Orientation focus group interviews

The first group interview was an orientation session (See Addendum G). The purpose was to establish a rapport - *Ujamaa* - harmonious relationships and a partnership of trust and willingness between myself and the participants working at the same school. Hence, I visited them at their respective schools where I met them as a sub-group.

The method of recording lesson was also discussed, and we piloted using mobile phones. We found that if phones were in a pocket, the recording was not clear. However, if worn around the neck, they recorded the teacher's voice well and did not restrict lesson delivery methods. Furthermore, learner voices would be unidentifiable background noise. I supplied them with memory sticks and undertook to find mobile phone holders for them.

I handed out the first part of the questionnaire (See Addendum F) which we discussed. We also discussed keeping a journal about the experience and I handed out small note-books. They signed a hard copy of the consent forms (See Addenda D & R).

These interviews were recorded (See Addendum W) The data emanating from the protocol questions (See Addendum DD) were used in the compilations of the participant experience vignettes in Chapter 4.

The questionnaire and associated challenges

The questionnaire was split into two parts (See Addendum F). Part 1 of the questionnaire simply established the linguistic profile of each participant and their perceptions of their and their learners' ability and confidence to use English as the LoLT. I delivered it to the participants at their schools early in their WIL period at our orientation focus group meeting. I collected their completed questionnaires after five days. The second part of the questionnaire was delivered to them when I collected their completed lesson recordings towards the end of their WIL. This timing was crucial since part 2 required them to indicate what they already knew about teacher-talk from their own personal experiences and to consider the broad challenges of using it.

The questionnaire was piloted by another group of student teachers. Their suggestions about the length caused me to split it into two parts. Furthermore, initially I planned for it to be completed on line, but pilot students recommended that since not all student had adobe reader

it should be delivered and completed manually. There were also suggestions that I should define concepts involved in TT interactures better, but I refrained from doing so as I wanted participant answers to reveal unsolicited perceptions of teacher-talk and its use. The questionnaire was not designed to influence their specific use of teacher-talk in any way. (See Addendum V for participants' completed questionnaires)

Data from the questionnaires were collated (See Addendum BB) and used in the compilations of the participant experience vignettes in Chapter 4. Part 2 also introduced them to meta-language of teacher-talk in preparation for their training in analysing their own lesson transcriptions during the second group focus meeting.

The audio recordings and associated challenges

The third data collection method was to request participants to audio record two lessons. The participants selected the lessons and I was deliberately not present at these events. This gave the participants complete jurisdiction over what they sent to me. The only proviso was that the recordings should be of any two lessons taught. We had discussed the method of doing the recordings at our orientation focus group meeting. I had delivered mobile phone holders to them when I collected their completed questionnaires - Part 1. Participants downloaded their recordings from their mobile phones onto the provided memory sticks. I collected these from the participants. Recordings were downloaded (See Addendum Y) and stored in the cloud – Dropbox for security reasons.

Recording classroom discourse data is fraught with challenges.

Firstly, doing research in an environment involving humans is protected by strict consensual protocols particularly when underage learners are involved. Permission had to be sought from the participants, the Dean of the university, the HoD of the Teaching Practice Office, the education department, the participating school principal and the learners and their parent/guardian. (See Addenda D, A, B, & E) In my particular case, the principals, as *parentis in locus,* felt able to grant permission for the audio recordings since neither learners nor sites would be identifiable. The project was not intrusive since ordinary lessons were recorded. I did supply both principals and participants with documentation about the project to facilitate explanation to both learners (See Addendum Q) and parents/guardians (See Addendum T). One school despite having given us the go ahead to do the research decided that all learners' voices would have to be edited out. Since no one had the expertise to do this, I had to abandon using the school as a site. The student teacher was severely disappointed.

Secondly, identification of PST recordings could have been a problem. The participants were instructed to identify themselves using their pseudonyms and indicate the lesson, profile of the class and date at the beginning of each recording.

The third problem I encountered was that originally, each participant was requested to select two recordings, one from each phase of their WIL. The purpose was to see if their use of teacher-talk developed. However, this was impractical. Participants were at the mercy of their schools – they did not always know when they would be teaching. This was exacerbated by the number of public holidays during this time. Since I was not evaluating their use of teacher-talk, one recording sufficed. It was more important that the participants felt that they had the freedom to select the recording they wished to send. This was in line with the spirit of Afrocentricity; they were in charge of their participation and they should benefit from being part of it - *Ujamaa*.

The fourth problem I encountered was that not all the participants had their recordings ready on the due date. This delayed transcription.

The fifth challenge was the transcriptions of the recordings – this is described later (See Section 3.8.2)

The recordings were transcribed and data from the recordings were analysed and used to show a representative sample of the teacher-talk used by each participant. These were later collated to allow trends to emerge. (See Addendum HH and Chapter 4)

The training semi – structured group focus interviews and associated challenges

The fourth data collection method was the second semi-structured focus group interviews. These were conducted at the University during the reflection week at the end of their WIL. The number of participants - a possible 15 participants at this stage – and participant circumstances caused me to divide group and interviews were held on two different days. One participant was not able to attend either sessions, so I interviewed her separately. The interview protocol was sent to all the participants prior to the meeting (See Addendum H). The purpose of this interview was two-fold. Firstly, it was an opportunity to build *Maelewanos* within the group by giving them a platform to discuss their experiences of answering the questionnaire and doing the recordings. Secondly, it was to introduce them to the idea of doing a self-analysis of their own recordings. These sessions opened with a participant reading the poem *Sticks and Stones* by H Warren (See Addendum JJ). The participants discussed their experiences guided by the questions I had sent them. Midway we shared a meal together. This added to the spirit of *Ubuntu* and *Ujamaa*. Thereafter I presented teacher-talk strategies via PowerPoint slides, we discussed the proposed self-assessment instrument, (See Addendum K), and the self-analysis reports (See Addendum J) - I informed them that this would be sent to them together with their transcribed lesson recording. They were advised to listen to their recordings while they were reading the transcripts so that they could hear the

nuances of word usage. (I discuss how I designed the self-assessment instrument in Section 3.8.2)

Conducting large group focus interviews have some challenges

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The first challenge was that not all of the group were able to be at the meeting, hence, a second meeting was scheduled. While this meant that participants did not benefit from being exposed to the whole group, it did allow for greater interaction. However, some students, particularly the more fluent English L1 speakers, dominated the interaction. This had to be carefully managed.

The second major challenge was that the conceptual understanding of teacher-talk was relatively new to the participants. Teacher-talk had never been mentioned in any of their modules. Their first exposure was during this project and I was asking them to do a self-analysis as well. This meant that I had to simplify concepts and explain what each interacture entailed. Since their full involvement in the process was one of the tenets of Afrocentricity, we persevered. They did discover that they were using some strategies without knowing what they were called.

These interviews were recorded and the data emanating from the protocol questions were used in the compilations of their profiles. (See Chapter 4).

The participants handed in the second part of their questionnaire and some outstanding lesson recording memory sticks. Five participants dropped out of the project at this stage but since I still had ten participants, I was able to continue.

The one-on-one semi-structured interviews and associated challenges

The fifth data collection method was a semi - structured one-on-one interview. All participants were sent the protocol in advance of the meeting (See Addendum I). We met during the third term after they had emailed me their analysis, which included: the completed self-analysis spread sheet (See Addendum HH) and their completed self-analysis reports. (See Addendum GG). According to Walsh (2006, p. 128) one of the functions of reflective feedback interviews is to make teacher-participants more conscious of the interactive decisions taken in the moment by moment unfolding of a lesson. Essentially this interview was to share feedback, theirs - and - mine, about the analysis findings of their use of teacher-talk. The interviews were conducted according to the Afrocentric principles of '*Ukweli'* and '*Akiba uhaki*' as I confirmed details from their questionnaires and we shared findings about their lesson recordings. The honest and transparent manner gave them a voice and established the spirit of '*Ujamaa*' – trust and willingness to share – between us.

The one-on-one interviews were not without challenges.

First many participants had not prepared for the interview and found it quite difficult to think in the moment.

The second challenge was the discrepancies in results between those of the participants and mine as the researcher. Most participants found it embarrassing that they were unable to detect the types of interactures they had used as well as the fact that many used interactures which had gone against their teaching philosophies and their thoughts about the characteristics of good teachers as per the questionnaires. (See Addendum II for a tabulated summary of information on each participant and her use of TT) One participant found it particularly challenging to discuss our different findings and required careful handling to keep the atmosphere positive. Others were quite shy about the findings. It must be remembered that the participants were all final year PSTs and the revelation that they had little knowledge of TT was quite a shock for some of them. I did sense that they preferred facing this in the relative safety of a one-on-one session with me as the researcher rather than being exposed in a group session. Furthermore, I was careful not to interrogate discrepancies since the purpose of the study was a description not an evaluation of teacher-talk. I also wanted them to think positively about self-analysing their use of TT in the future. Discrepancies did feed into answering the second research question about factors that influenced their usage – see Chapter 4

The third major challenge was that a face-to-face meeting was not possible for some participants who were no longer in the area. We used Skype or WhatsApp video call to do it.

The purpose of the one-on-one interviews was to corroborate data from different sources like the questionnaire and self-analysis report: for example, Questionnaire 6.2 had been repeated in the self-analysis report and this allowed me to directly compare data from prior and post recordings. (See Addendum HH Table 1) Data were used to build the description of the use of teacher-talk as well as answer the question about how their usage had been shaped. (See chapter 4)

The field journals and associated challenges

The sixth data collection method was via a field journal. I had handed these out at our first orientation focus group interviews. The intention was that we would all record our experiences. These were supposed to be handed in with their recording memory sticks. However, since they did not complete them, I changed tack and included a reflective question in the self-analysis report (See Addendum J).

The self-analysis spreadsheet and associated challenges

The seventh data collection method was via the H&E teacher-talk self-analysis instrument spreadsheet of their lesson transcript (See Addendum Z).

The participants were shown how to do an analysis of their lesson transcripts during the training focus group interview. Their transcribed lessons were put on a self-analysis spreadsheet that allowed them to interrogate their use of teacher-talk interactures. Essentially, after they identified the interactures in each communicative episode, it totalled the number of times they used a particular interacture. The participants sent their completed spreadsheets to me.

The main challenge associated with this data collection instrument was that teacher-talk and the analysis thereof were both new concepts and tasks for the participants. They experienced difficulties with understanding how to use the instrument. After consultation with a participant, I redesigned the analysis tool using an Excel spreadsheet and demonstrated its use via a YouTube video. (See section 3.8 and Addenda K & JJ)

The purpose of this data collection tool was to provide data for the description of their actual use of teacher-talk. Since I used the same analysis instrument, I was able to use their data and mine to draw comparative graphs of findings about their use of interactures in their lessons. (See section 3.8 and Addendum HH).

The self-analysis report and associated challenges.

The eighth and final data collection method was via a self-analysis report (See Addendum J). This document was designed to be used during the self-analysis exercise. It charted their use of interactures, provided more data about their perceptions of teacher-talk strategies and if participating in the project had changed them. The participants completed this document and sent it to me (See Addendum GG).

The only challenge regarding this data collection tool was that two participants did not complete the document. This did not disqualify them from being part of the project since much of the data in this tool were also recorded in other data collection instruments.

The purpose of this document was to collect data that would further contribute to the description of the participants' use of teacher-talk as well as the factors that influenced their usage. Data from this document was combined with data from the Questionnaire to produce tables that charted the participants' ratings of teacher-talk strategies and how they were linked to usage in lessons (See Addendum BB Tables 1&2)

Collecting data via eight methods with a relatively large group of participants was bound to be problematic. However, the result was that substantial data were collected and when analysed, a rich description emerged.

3.7 Data analysis methodology

The focus of my research was to describe teacher-talk used by PST and the factors that had shaped their usage. Drew and Heritage (1992, pp. 21–25) claim that classroom discourse is "goal orientated in institutionally relevant ways". According to this view, teachers' use of talk was governed by the specific institutional context, was essentially subject discourse and that discourse analysis (DA) would be appropriate to use since:

> Discourse analysis is the study of spoken or written texts. Its focus is on words and utterances above the level of sentence and its main aim is to look at the ways in which words and phrases function in context. (Walsh, 2011, p. 83)

Most earlier studies of classroom discourse had used DA like those of Flanders (1970) and Sinclair and Coulthard (1975). However, Jarvis and Robinson (1997, p. 220) claim that classroom discourse was more aligned to conversation since learning is a negotiated process:

> Meaning is shared publicly by being publicly articulated [using] basic conversational processes, adapted for the formal, public nature of the classroom.

DA relies on "selective coding" (Pandit, 1996, p. 11). However, according to Bosanquet (2009, p. 9) Conversational Analysis on the other hand:

> works within a different paradigm to methodologies based on coding… it is an analytically robust approach …allowing the interpretations of participants to be shown in the same way as they 'lived' during interaction.

Alexander (2008a), Mercer (2010), and Walsh (2011) all conclude that DA is unable to fully capture the real communicative processes in the classroom. Since CA could both describe and provide an analytical approach as to how teachers experienced their use of 'teacher-talk, it was more suitable for answering my research questions. Walsh (2013) took this further and proposes adding corpus linguistics analysis (CL) to CA since word choice was also important in any description of teacher-talk . The result would be Corpus Linguistics Conversational Analysis (CLCA) approach that would allow: "A 'multi-layered' perspective that offers a description of both linguistic and interactional features."

Since my aim was to arrive at a thick description of teacher-talk that would reveal its true nature, the relationship between interaction patterns and word choice was important. CLCA was a new methodology in my particular context thus as a responsible researcher in the spirit of *Akiba uhaki*, I now interrogate these two different analysis methods and show how they could suit my particular study.

3.7.1 A case for conversation analysis methodology

Heritage (1984, p. 290) coins the phrase that people and institutions are “talked into being”. Ten Have (2007, p. 4) maintained that conversation could be more than social chat as it was also used to “construct meaning”. Thus, it could reflect classroom interaction. Furthermore, since Schegloff (1987, p. 207) says that CA analyses “talk-in-interaction”, the adoption of conversation analysis for my data was relevant. I indicate below how my study aligned with the major CA characteristics based on the work of Heritage and identified by ten Have (2007).

> 1. CA favours naturally occurring data rather than ‘experimental’ or ‘researcher-provoked’ ones, because it considers talk-in-interaction as a ‘situated’ achievement rather than as a product of …. External forces, that can be manipulated in a laboratory; it is therefore less ‘artificial’ . (ten Have, 2007, p. 9)

The lesson recordings provided an authentic snapshot of the PST teacher-talk in lessons. Lessons were randomly selected by the participants from those that they presented during WIL. Furthermore, transcription was not selective – analysis was done on whole lessons as they unfolded.

> 2. CA operates closer to the phenomena than most other approaches, because it works on detailed renderings of interactional activities, recordings, and detailed transcripts, rather than on coded, counted, or otherwise summarized representations. (ten Have, 2007, p. 9)

My analysis wanted to go further than a mere inventory of coded teacher utterances. I wanted to be able to describe what was involved in the interactions. ten Have (2007, p. 9) and Mercer (2010, p. 4,5) agree that since CA sees communicative talk as purposively designed, it would assist me to do this.

> 3. CA’s perspective on human interaction is organizational and procedural: when people talk with each other this is not seen as a series of individual acts, but rather as an emergent collectively organized event; the analytic purpose is not to explain why people act as they do, but rather to explicate how they do it. (ten Have, 2007, p. 9)

The literature search had demonstrated that teacher-talk in sociocultural/linguistic learning theory is accountable to both facilitating and mediating learning. (Alexander, 2010b, 2017; Mercer, 2004, 2008; Walsh, 2002). CA would allow me to show how teacher-talk was designed to be responsive to pedagogical goals and negotiations for understanding in a lesson.

> 4. CA can be seen as a study of language-as-used … CA studies oral language as actually used interactionally in ‘natural’ situations**.** (ten Have, 2007, p. 10)

Heritage (1997) delineates CA into “pure CA” and “applied CA”. For ten Have (2007, p. 12) ‘pure’ CA focuses on “talk-in-interaction” in a specific institutional context, while ‘applied’ CA focused on practices of a typical classroom setting. This attention to the context of a typical

classroom would be well suited to the purposes of my research as it would be able to describe routine practices and highlight the specifics of the micro-communication contexts that happen in each lesson.

5. CA is a research tradition that grew out of ethnomethodology (ten Have, 2007, p. 43)

Ethnomethodology seeks to investigate how social activities are reflective of the people involved. The use of words in a classroom has a personal base so CA would allow the analysis to go beyond the limitations of functional pedagogic ritualistic talk. Mercer (1995) claims CA acknowledges the psychological and the socio-cultural-linguistic perspectives involved in teacher-talk. Hence having this as a root within CA, meant that the *weltanschauung* behind the PST teacher-talk would be exposed in the analysis – it could reveal 'culture-in-action'(ten Have, 2007).

6. CA tries to explicate the inherent theories-in-use of members' practices as lived orders, rather than trying to order the world externally by applying a set of traditionally available concepts, or invented variations thereof. (ten Have, 2007, p. 31).

CA meant that my findings would be more authentic than if I used a system-based approach with prescribed codes like Sinclair and Coulthard (1975) or Flanders(1970).

7. The purpose of a CA transcription is to make what was said and how it was said available for analytic consideration. (ten Have, 2007, p. 32).

The transcription method of CA would provide a deeper and rigorous understanding of the use of teacher-talk by the PSTs.

8. CA is interested in an emic social reality… in this sense of implicated procedures of talk-in-interaction. (ten Have, 2007, p. 34,35)

Pike (1967, p. 37,38) coins two terms 'etic' and 'emic' to describe different standpoints of describing behaviour. Essentially this meant that one could describe behaviour from being outside or inside the situation. My research questions would be best served by an emic description. As participants may be using a different language than their home language, an inside viewpoint would lead to greater understanding of the nature of their particular use of teacher-talk. Moreover, ten Have claims that CA did not take a "factist perspective" on the data, rather a "specimen perspective" This allowed me to see each communicative episode as part of all the episodes that authentically made up the whole description of pre-service teachers' use of teacher-talk. Since I did not observe the recordings of the lessons, CA with its emic specimen view of data would give me a better insight into the nature of the teacher-talk for my description question.

9. Richards (2006, p. 5) (Richards, 2006) maintain that CA can perform an "enabling rather than an enacting role"

This meant that in line with my Afrocentric paradigm, participants could benefit from using CA in that it could provide insight into development of professional practice.

Challenges about using CA

While the above nine characteristics demonstrate why CA suited my research, I acknowledge that according to Edwards (1994, p. 116) classroom discourse cannot always be described as conversation. However Walsh (2011, p. 85) maintains that since it essentially involved turn-taking and contains many features like " false starts, hesitations, errors, silence, back channelling", it replicates conversation most of the time. Another challenge was that since the scope of my study was limited to describing teacher-talk and the learner responses were not transcribed, one could query if CA was appropriate. However, when teachers talk, it is often as a response to a situational prompt – the need to give instructions, to provide information, to question, to respond with feedback, to manage. These conversational characteristics of teacher-talk can be examined without reference to the words of the other person. The third main objection to using CA could be that according to researchers (ten Have, 2007, p. 179) subjects and institutions have a discourse "finger-print" that involves special features not found in naturalistic conversation. However subject terminology is included as part of CA. Furthermore, since CA had an inbuilt flexibility, I believed it could demonstrate the dynamic nature of teacher-talk as a response to the 'micro-moments' that characterise classroom contexts.

> CA has no preconceived set of descriptive categories …it is rather an empirical approach that believes that every classroom context is made up of dynamically constructed micro-moments as voices refract upon each other. (Walsh, 2013)

CA allowed a more authentic description of teacher-talk to emerge and as such, it was more appropriate for my overarching Afrocentric post positivist research paradigm. CA would show how my participants were partners in the study and their "lived reality" was being analysed for my description.

3.7.2 A case for corpus linguistics analysis

Walsh (2013) recommends linking CA with CL into an applied CLCA methodology to "reveal[s] the relationship between interaction patterns and lexical chunks". Since both CA and CL use a corpus of empirical data and believe that words are central to the creation of meaning to incorporate CL into the CA was appropriate. To use elements of both CA and CL was appropriate for my study since neither CA nor CL would have provided an informative description on its own. Words counting was not the focus rather the number of times certain

words or phrases were used in a functional way since an interacture was often signalled by the words. These could then be identified and their percentage of use in a lesson could be identified and plotted on a graph to create a usage profile of the participants. Similarly, I could not claim that true conversational analysis was being done. So CLCA became an umbrella term for my approach to analysis. Walsh (2011, p. 98) maintains that a CLCA approach was iterative; meaning that since one informs the other the researcher should switch from one to the other as she proceeds with the analysis. Walsh's (2006, p. 94) revised SETT framework combined CA and CL. I describe how I adapted his SETT framework and created a user-friendly analysis instrument below (See Addendum K). I taught my participants about its use in the training focus group interview (See Section 3.6.2 & Addendum JJ).

3.8 Data analysis process

Teachers facilitate and mediate learning through language. Any description of the use of language, must recognise that its lexicon, its packaging (ten Have, 2007, p. 124) and its structuring (Drew & Heritage, 1992) are fundamental to its portrayal. Pomerantz (1997) maintains that manipulative and agentive possibilities are often evident in any use of language in society. Relationships and roles are established for the interactants via the use of language. This study required an informed description of the use of teacher-talk by student teachers as per the research questions (See 1.4.1 & 1.4.2). I had used eight different ways to collect the data and essentially their nature determined that elements of two different analysis methodologies should be used to demonstrate functionality and dominant patterns of use. CLCA was selected as the umbrella approach. Appropriate data collection tools were devised and used (See 3.6.2). Each of these tools produced data that when analysed in an appropriate way informed the research questions. I collated analysed data collected from the participation of each of the 10 participants into mini case studies or vignettes that reflected their individual usage. I then combined trends into a general discussion of the findings. I constantly visited my research questions and the revelations from my literature search during the process. Table 9 below charts the relationship between tools, analysis methods and questions. Data gathering, analysis, and relating findings to research assumptions and questions is an interrelated and interactive process within qualitative research.

Table 9: Relationship of data collection tools, analysis methods & research questions

Data collection tool	**Location of tool in Addenda**	**Data analysis method**	**Location of transcripts in Addenda**	**Abbreviated research question**
Questionnaire	F	Coding of themes & trends	V BB	Perception and understanding of use
Interviews **Focus group** **One-on-one**	 G H I	Conversation /linguistic analysis	 DD EE	Perception and understanding of use
Lesson recordings	n/a	Conversation / linguistic analysis	Z HH	Description of teacher-talk used
Self-analysis spreadsheets	K	Conversation / linguistic analysis	Z HH	Description of teacher-talk used
Report on self-analysis	J	Coding of trends	GG	Perception and understanding of use

3.8.1 Approach to data analysis

My overall approach to the data analysis was inductive, which is characteristic of qualitative research. According to Ragin (1994, p. 186)

> Induction is the process of using evidence to formulate or reformulate a general idea. The process of constructing images (via the synthesis of evidence)

Furthermore Ragin (1994, p. 93) also developed the concept of "analytic induction" which ten Have (2007, p. 120) says:

> Involves both an 'inductive' search for patterns of interaction, and an explication of the emic logic that provides for their significance.

This meant that analytic induction, as a more hermeneutical approach would allow me to describe and speculate about what had shaped the use of teacher-talk among the participants. However, since I had done an extensive literature search, I would look at my data in an informed manner meaning that I would already have themes in mind. However, I also wanted to approach the data with an open mind and allow themes to emerge. Hence, my analysis approach could be both deductive and inductive. This was essential for answering my research questions. Such a dual approach also enhances the credibility and authenticity of the findings.

3.8.2 Organising the data

All raw data requires reduction, selection and coding in order to answer the research questions. The first stage in analysis is organising the data into a form that makes analysis possible. Data are transcribed from the collection tool. Ragin(1994) says that:

> Transcripts function as a kind of mediation between the raw data, the recordings, and the to-be-constructed images.

Hence, the selection of the method of transcription had to match both the type of data and its purpose. I discuss my handling of the data under two groups – documents and recordings.

The questionnaire, journals and self-analysis reports fall under documents. The interviews and lesson were all recordings.

The questionnaire, journals and self-analysis reports

The purpose of the questionnaire, journals and self-analysis reports was to establish what had shaped perceptions about teacher-talk amongst the participants. Thus, these documents were organised to allow patterns to emerge. Data from all the questionnaires were transcribed onto excel spreadsheets according question number and participant to facilitate the collecting of trends (See Addendum BB). Likewise, data from self-analysis reports were transcribed and collated into tables (See Addenda HH: Table 1 and BB: Table 1 & 2).

The interviews and lesson recordings

Recordings all involved conversations and the literature search revealed that there were various conventions for transcribing conversation. ten Have (2007, p. 32) says that each had their "own theoretical and methodological bias" but that CA requires the noting of "sequential phenomena in more detail than others". I ensured that the transcriptions demonstrated how communicative episodes responded to stimuli and the thread was evident.

The interviews were designed to give participants a platform to share their views and experiences. I transcribed the recordings onto word documents. (See Addenda DD & FF) The convention I used was less detailed than that of the lesson recordings since the purpose was to collect ideas based on the interview protocols. Wherever possible I identified speakers.

The one-on-one interviews were transcribed in a similar way though it was possible to identify accurately the voices. Data from all these interviews were used to build up an experience vignette profile of each participant.

The recordings were the primary source of data for the description of functionality and frequency teacher-talk used in lessons. Hence the transcriptions had to "present reality as accurately and faithfully as possible" (Walsh, 2013, p. 94). Thus, I devised a transcription system that would allow readers to 'hear' the communication episodes in the script as a lived reality. I combined the conventions of researchers such as Gail Jefferson, Heritage and Atkinson, Psathas and ten Have (2007, p. 213) with guidelines from Walsh (2006, p. 165) to form my own transcription glossary of conventions. (See Addendum K: Table 3) This ensured that I was able to have a system of symbols to represent the nature of actual teacher-talk used in a lesson. My transcription conventions legend was added to each participant's lesson transcript. (See Addendum Z)

The transcription process had challenges. I tried to use a professional transcriber. She was tasked to write down verbatim in standard orthography what was said. However, I found the

transcriber did not use the transcription conventions I required (See Addendum K Table 3) and substantially altered expressions on occasions. Furthermore, she contracted out some recordings to another transcriber who adopted a different style. The rigours of research require consistency and accuracy, so I redid the transcriptions of the lessons myself. This complicated the process in terms of time wasted. Since my study was using PSTs in a particular year, I had a short time window. I also had to get the transcriptions to participants timeously, so they could do their self-analysis of their lessons before the pressures of end of year university work. The delay caused by the professional transcriber fiasco meant I was unable to transcribe both of their submitted lessons in the time frame available. Hence, they selected one lesson. Once I completed the transcriptions, I emailed them to the participants.

The next step in terms of handling the data was to involve the participants in a self-analysis of their lessons. Afrocentric methodology required that the participants and the community should benefit from the research. Hence, part of my data analysis methodology was to provide the participants with a guided self-discovery opportunity to examine their own use of teacher-talk. This experience could enhance their understanding of teacher-talk usage and ultimately benefit the community in their schools. This was in line with what other researchers had experienced. Firstly, Walsh (2002, p. 5, 2006, p. 143,127,128) maintains that appropriate language use is more likely to occur when teachers were aware of how it matched their pedagogic goal as the lesson progressed and this would happen if they examined their own data.

> Noticing and explaining are key stages in a process of co-constructed understanding; they can only occur when teachers are able to interact with and learn from self-generated data.

Secondly , Johnson (1995, p. 9) claims that "teachers control what goes on in classrooms primarily through the ways in which they use language". Self-analysis would give them the opportunity, a framework and the appropriate meta-language to interrogate and describe their use of language in their teacher-talk.

Here I encountered major challenges. Several participants experienced problems interrogating the transcriptions. It was a new experience. Firstly, the participants had no experience of analysing transcribed audio material. Secondly, despite having experienced teacher-talk at school themselves, they were generally unaware of either the strategies or their designated labels. Theoretically, they appeared to know 'open or closed' questions and 'scaffolding' but did not really understand their use as learning strategies. The term 'interacture' was unknown to them. Thirdly, no suitable self-analysis instrument for SA IP lessons was available. I had to develop an instrument. They needed a tool that was user-friendly and quick to use. Time was now an important factor. Accordingly, I put everyone on hold and together with a participant, we revised the self-analysis method and produced a

better analysis instrument (See Addendum K and Section 3.8.3). Once she had piloted it, I sent the new format of the transcriptions to all the participants (See Addendum Z). We put up a video on You tube and I sent PSTs instructions as to how to use it (See Addendum JJ).

Data from the participants' self-analyses were transcribed into graphs. (See Addendum HH: Summary of all excel spreadsheets)

Design of the teacher-talk analysis instrument

The challenges that the participants encountered with their self-assessment of their lesson transcripts prompted me to develop my H&E teacher-talk analysis instrument (See Addendum K – printed and attached for ease of reference). The essential hallmarks of the instrument were that it had to be user friendly and facilitate the analysis of the data relatively easily and quickly. I used an excel spreadsheet as my platform as I believed that the participants would be familiar with using this Microsoft Office programme. The left-hand column on the spreadsheet accommodated the lesson transcript. The first five lines identified the student, the subject, the grade, the number of learners and the length of the lesson. The transcription legend (See Addendum K: Table 3) was added below. This allowed the user to identify turns, overlapping speech patterns, incomprehensible and disruptive sounds, spaces or silences, speech stresses, intonation, and volume, as if they were listening to the recording. The lesson transcript was pasted below. For the analysis part of the instrument, I used the SETT framework of interactures of Walsh (2013, p. 84) as my base. I emailed Walsh requesting permission to use his work. He was supportive. (See Addendum MM) However, the 13 interactures and 4 modes identified by Walsh (2006, p. 94) suited a second language-teaching TESOL classroom (See 2.3.3). Hence, I added interactures to cater for communication in our SA classrooms. I had 38 interactures in my instrument and my modes were different. (See Addendum K: Tables 1 & 2) Walsh (2013) envisages that this might be necessary:

> Essentially, the SETT framework was intended to enable teachers to gain close, detailed understandings of their local context…. While it may need to be adapted to that context.

Columns labelled with interacture symbols were inserted to the right of the transcript.

The analyser was advised as to how to use the instrument. (See Addendum K: Instructions) To use the instrument the analyser read the transcription of the lesson while listening to the recording. A communicative episode was selected and the five steps outlined by Pomerantz (1997, pp. 71–74) followed. (See Section 3.8.4 below) This allowed the analyser to identify interactures and the repetition of certain words especially focus words within each teacher response. Interacture usage was recorded in the appropriate column. The spreadsheet was programmed to total interacture usage. Various graphs could be drawn to demonstrate participant interacture usage in the teacher-talk in the specific lesson. (See Chapter 4 and

Addendum HH) I used the same instrument and hence usage graphs of the participant PST and mine were drawn. Figure 6 below demonstrates how the H&E teacher-talk self-analysis instrument was used. Please note the whole transcript is not on the Figure but the score totals reflect the findings in relation to interacture usage in the whole lesson. The first graph reflects my analysis (marked as AR 1 E analysis) and the second is the participant's analysis (marked as AR 1 analysis - self). For the individual participant vignettes, I combined the results of both graphs into a single graph that revealed the differences in analyses very clearly (See Chapter 4).

The H&E teacher-talk analysis instrument was user friendly but like any bespoke tool that uses technology, new developments like improvements in speech recognition software would increase the ease with which a person could use it. If the transcription could be packaged as part of the programme via software, this would remove hours of manual transcription labour and make the use of it more attractive for busy professionals.

Student	Pseudonym	a	b	c	d	e1	e2	e3	e4	f	g1	g2	g3	g4	h1	h2	i	j	k	l1	l2	m	n	o	p	q
Subject	Subject of recording																									
Grade	Grade taught																									
	Number of learners																									
Length	Length of lesson (hh:mm:ss)																									
Trans-cription Legend	Student teacher: **T** Learner turn – (often not transcribed fully as T response impt) **L** Learners (several) in one exchange: **Ll** When another learner responds before T talks: **L2** Noise sounds of class: **...** Unintelligible spoken words: **((..)) [unclear]** Class noise sounds interrupt while speaker speaking: **...** Calls out from class – no real turn: **[...]** Break in teacher's flow : **..** In CAPS emphasis : **CAPS** In smaller font T speaks to L as aside or quieter voice : **Smaller font** Teacher refers to a learner by name – identified by initial: **((S))** Transcriber's comment underscored in square brackets : **[bbbb]**																									
T	Good Morning Grade 6's.																									1
Ll	Good Morning Miss [unclear]																									
	...																									
T	Okay, can everyone go to page 161 in their textbook ... Does everyone have a textbook?	1			1	1																				
...	[0:19-0:30]																									
T	Who doesn't have a textbook?				1																					
...	[0:31-0:45]																									
T;	Did you get one? Can you share with her ? How are you sitting, sit properly. **What**? That is not how you sit, sit properly.	1			1				1																	
	END OF RECORDING	**a**	**b**	**c**	**d**	**e1**	**e2**	**e3**	**e4**	**f**	**g1**	**g2**	**g3**	**g4**	**h1**	**h2**	**i**	**j**	**k**	**l1**	**l2**	**m**	**n**	**o**	**p**	**q**
	Totals	#	#	#	#	5	4	5	18	9	10	3	35	18	9	17	#	5	8	5	26	2	0	1	2	10

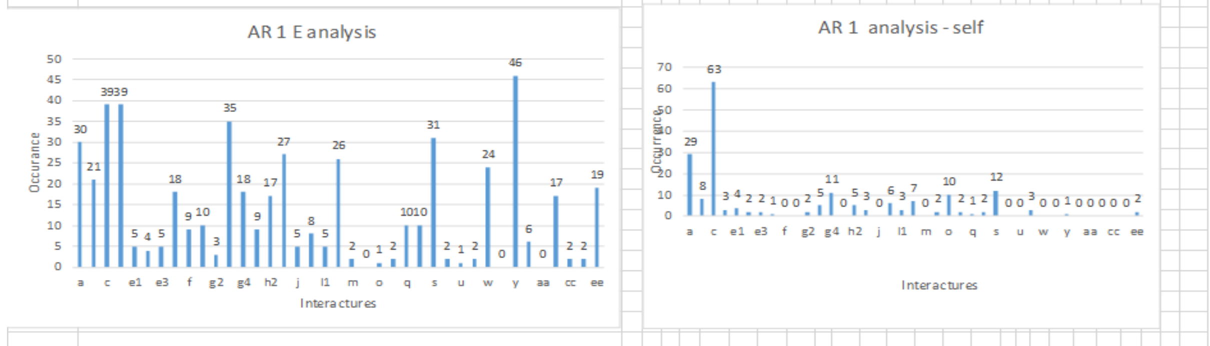

Figure 6: Example of the use of the developed H&E TT self-analysis instrument

3.8.3 Interrogating the data

There are two levels of distinguishing themes within data namely; semantic and latent (Houghton & Houghton, 2018). I chose to use both levels when interrogating the data since the words and PSTs' perceptions behind their use were pivotal in answering the research questions.

> The latent level requires that one looks beyond what has been said and start to identify or examine the underlying ideas, assumptions, and conceptualisations and ideologies are theorised as shaping or informing the semantic content of the data (Maguire & Delahunt, 2017)

Documents: Questionnaire, Self-analysis report

Once I had transcribed the data from the documents, I mapped emerging themes regarding factors that influenced the use of teacher-talk by the participants. These were recorded in tabulated forms and used in the building of the experience vignettes of the participants. (See Addendum BB: Tables 1, 2, 3 & 4 & Chapter 4)

Recordings: Lesson recordings, Focus group interviews, One-on-one interviews

All recordings were transcribed into text. While there is data analytics software like Atlas Ti that can be used to analyse such data (M. Fisher, 2017) I felt that the limited volume of data generated could be analysed by a personal approach and the requirement to examine both semantic and latent levels required rather a functional approach. So I used elements of the corpus linguistic within conversation analysis to generate emergent patterns, views, and themes from lessons and interviews (Kitchin & Tate, 2000; Walsh, 2013). This allowed me to draw participant interacture use profiles. These were recognisable by word or phrase choices, but I did not actually count the number of times a phrase or word appeared rather the function they performed and the percentage of use in the lesson by each participant. From this I generated a group interacture use profile – See 4.2 figure 7.

Pomerantz and Fehr (1997, pp. 71–74) listed five steps to use in the process of analysing conversation that were applicable to the lesson data. Essentially, both the participants and I used these steps in the analysis process of the lessons. I name the steps involved and consequent interacture identification. See below:

1. "Select a sequence": I looked for sequence with openings and closings and examined how meaning was negotiated by the PST's use of teacher-talk. Sharpe (2008, p. 141) says that a lesson generally involved a number of these sequences or communicative "episodes" and they were generally marked by 'focus words'. I added the '**use of refocus words'** as an interacture.

2. "Characterize the actions in the sequence": I then examined the sequence's actions on a turn-by-turn basis. While I had not fully transcribed the responses of the learners, there was sufficient evidence to illuminate understandings or misunderstandings caused by the PST's instructional TT strategies such as '**giving instructions'**, '**giving explanations'** and how teachers **'invite learner participation'**. These were all part of my list of interactures.
3. "Consider the speakers' packaging of actions": Layton and Granville (2008) claim that responses are essentially 'speech acts' and Walsh (2006, p. 117) calls them 'interactures'. Packaging is to evoke responses in learners. Accordingly, I mapped all the variations of **'elicitation'** and '**feedback'.** Broadly, these had to indicate types of **'questioning'**, '**clarification'**, '**scaffolding'** and **'repair'** as well as, '**admonishing'** and '**affirmation'** that PSTs used in their teacher-talk to manage learning in the classroom. Included in this step was how PSTs coped with lack of understanding due to LoLT language proficiency problems. Hence, I added **code-switching** to the list of teacher-talk interactures.
4. "Consider the timing and taking of turns": The way the teacher-talk was structured could provide the learners with different learning options. I tried to see how timing length, wait-time, **turn interruptions, turn completion** and **turn dominance** reflected the PSTs' use of teacher-talk. According to Teo (2016) and Alexander (2017) this also reveals if dialogic teacher-talk was happening in the participant's classrooms.
5. "Consider how the actions implicated identities, roles and/or relationships for the interactants." Teacher-talk could reveal the teacher's *weltanschauung* and perception of her or his role in the classroom. Furthermore, it could be agentive for learners. Hence, I looked at word choice and tone. Ten Have (2007, pp. 178–181) identifies three categories of word choices that were applicable to my research. The first category "descriptive terms" would be equated with subject terminology, instructional communication terms found in explaining and instruction giving. Also, in this category would be official terminology of Departmental documents and the school ethos. The second category of "self-reference" would be how teachers can use expressions or words to bridge the gap between them as authority figures and create a feeling that all are partners in the learning process. In addition, teachers' sense of identity would feature here. The third category "institutional euphemisms" would be how teachers can use motivational words or phrases to encourage learners and give them a sense of agency while keeping the goals of the lesson in mind. I added **'teacher idiolect'** and '**motivational', 'demotivational'** talk strategies as well as tactics like **'goal-setting'**, '**missed interaction opportunities'**, and **'informal 'talk**' to the list of teacher-talk interactures.

While ten Have's categories were important, I acknowledge that within the tempo of a fast-moving lesson, there will be no singular category or interacture usage. Rather many interactures will overlap to create the micro-communication-episodes of each lesson.

I used the same steps as above to interrogate my interviews with the participants.

During the analysis process, data were mapped to identify emergent themes. Data themes from the lesson recordings were illustrated in graphs and figures. Since the participants and I used the same analysis instrument, I was able to compare our scores and make composite graphs. (See Addendum HH: Table 1 & Summary of all and Chapter 4) The data from interviews were collated since, in line with Gorden (1969) I was "interested in the pursuit of a standardisation of 'meaning' rather than that of the question form itself". I recoded themes in tabulated forms but followed Adamson's advice (2004, p. 119) and added "cuttings" where possible, to prevent loss of authenticity. According to Jacoby (1995) "This gives a 'raw' feel to the findings, showing its original 'co-construction' between interviewer and interviewee." (See Addendum DD: Table 1 and Addendum FF: Table 1)

Finally, all the strands from the emergent themes were collated onto a single table (See Addendum II – printed and attached for ease of reference) to facilitate the compilations of the participant experience vignettes in Chapter 4.

I believe the benefit of doing the analysis in the manner described above was two-fold. The data was thoroughly interrogated to provide a very rich description of teacher-talk and by pooling all the data analyses from the various collection methods and using triangulation, I was able to arrive at the findings in respect of my research questions. The triangulation of multiple sources of evidence is a requirement for credible data gathering techniques and by facilitating the examination of different theoretical perspectives contributes to a better understanding of the phenomenon being studied (Cohen et al., 1985; Thurmond, 2001)

3.9 Quality assurance methods

Overall ethical practice was established prior to the research happening by my compliance to the requirements of the Research Ethics Committee of the University (See Addendum M), receiving approval from the Dean of the Faculty of Education (See Addendum A) and from the relevant Department of Education (See Addendum B). All participants and principals of sites gave their informed consent (See Addenda R & U). As the researcher I guaranteed their anonymity and volunteer status - a participant could leave the project at any stage without recrimination.

Trustworthiness of data is fundamental to any research study. The trustworthiness of my data and findings was guaranteed by my following the principles of the dominant Afrocentric research methodology which had a canon, *Ma'at* , by which my conduct as a researcher could be judged (Okeke & Van Wyk, 2015, p. 8). Trustworthiness was further ensured by the principled rigour in my approach to the research, data collection, analysis methods and the

presentation of findings. McGregor and Murnane (2010, p. 422) conclude that while both qualitative and quantitative research have an obligation to assure quality of data, they assume different stances. Table 10 indicates how the constructs that establish quality are aligned in quantitative and qualitative research.

Table 10: Constructs that establish quality in two research paradigms

Qualitative Research	Quantitative research
Credibility	Internal validity
Transferability	External validity/generalisability
Dependability	Reliability
Confirmability	Objectivity

According to Lietz (2006) the difference between qualitative and quantitative research data is in the level of acceptable bias. My data emanated from both qualitative and quantitative approaches. The latter were the numeric data from the teacher – talk analysis instrument. These were established empirically and hence could align with the constructs of quantitative research. They were replicable but since they relied on the subjective interpretation by the participants and myself, I also regarded them as qualitative data. Qualitative research can be empirical in that it complies with rigorous standards, but its findings allow for subjective trustworthiness in that it accurately reflected the interpretations of the stakeholders. Credibility, transferability, dependability and confirmability are all separate but interlinked parts of trustworthiness and are discussed below.

Credibility

Neuman (1997) maintains that qualitative researchers are focused on providing an authentic portrayal of a social phenomenon. Teacher-talk was the subject of this research and I had selected a case study method. The way I used the case study, fulfilled Yin's (1984, p. 39) four critical criteria for establishing "validity": "construct validity" via my operational systems ; "internal validity" via the authenticity of the data assured by the collaborative relationship between myself and the PSTs; "external validity" via analytical transferability of the findings for the use of teacher-talk by other PSTs; and "reliability" via the detailed documentation of the process that would facilitate replication in any IP space where teacher-talk happens. Similar results would be anticipated.

In line with Stenhouse's (1983) case study typologies, I used the case study as a method to show what was happening in a particular setting and to involve the participants as professionals in situ to describe the particular phenomenon. This research was authentic since lesson recordings took place in 10 real classroom situations that were not commissioned especially as part of a research project. Furthermore, the design of this research gave

participants a platform to voice their views and perceptions in questionnaires, interviews and in the self-analysis of their lesson recordings. All data collection strategies were conducted according to protocols and managed by me to ensure acceptable and credible parity. McGregor (2010) speaks of 'ontological fairness' as being of paramount importance when participants are involved in the research design. Essentially by involving them and listening to their advice regarding the design of the analysis tool, their understandings of teacher-talk and the analyses of their recordings, I accepted that there were other ways of interpreting their teacher-talk usage. This added to the credibility of my findings. Thus the findings were 'strong in reality' (Adelman et al., 1976). The post-positivist paradigm adopted allowed multiple viewpoints and alternative interpretations.

Finally, Miles and Huberman (1994) and Maxwell (2011, pp. 36–63) maintain that graphical visual representations added to the credibility of research. I used graphic conceptual frameworks to map the key factors and concepts behind teacher-talk (See Figures 1-5). The computer generated charts and graphs my findings greater credibility by demonstrating scientific mathematical statistics (See Figures 7-30).

Transferability

The meticulously detailed research methodology and procedures allowed this study to be replicable in any IP space where teacher-talk was being used by PSTs. This was facilitated by four practices. First the use of a case study design, with its capacity to allow replicable theoretical analytic generalisations (Yin, 1984, p. 39) through the " process of double fitting" (ten Have, 2007, p. 34). Secondly, I used CA. Schegloff (1992, p. 138) maintains that CA's purpose was not primarily to describe empirical patterns of (inter)actions, but rather to get a theoretical grasp of interactions' underlying 'rules' and 'principles', and procedures so transferability was possible . Thirdly, participants were trained in the use of the H&E teacher-talk self-analysis instrument so that all had the same interpretation of the method, the meta-language and concepts involved. Fourthly, flow charts and tables were a key part of the presentation of my methodology and design. Such conceptual frames, together with the detailed reporting provided an audit trail so that anyone else should be able to replicate the process with confidence in producing similar results.

Dependability

The concepts and meta-language used throughout the research project were clearly defined and referenced, so that anyone reading the document would have a clear path to understanding the theoretical framework of the study.

Confirmability

While I used purposeful sampling, which allowed selection of IP PSTs, in the spirit of the tenets of Afrocentricity (See Section 3.4) I also had to open towards my participants' views. Collected data sets were triangulated to confirm findings reflected the true nature of the participants' perceptions and use of TT. Furthermore, data presentation was detailed and accurate. This safeguarded PSTs' beliefs and disallowed my biases to emerge (Patton, 2002). My study aligned with van Liers's (2000, p. 11) principles of social interactive learning by using the self-analysis tool. This could encourage other teachers to self-analyse their teacher-talk and identify with the findings.

3.10 Conclusion

The Afrocentric research methodology provided a guiding thread to all the ways of data collection, interaction with participants and data analysis. African students were at the heart of a truly SA phenomenon – the description of the use of teacher-talk by SA IP PSTs. Further, the self-analysis exercise provided a real constructive reflective opportunity for PSTs to analyse their own-recorded data critically. This could enhance their own future practice as teachers and benefit the communities in which they would serve in the spirit of *Ubuntu.*

In the next chapter, I present the data that emanated from this study and show how my study fulfilled the Afrocentric participative requirements (Okeke & Van Wyk, 2015, p. 12)

> The African scholar investigates the community to improve the lives of the people… people must be in control of and participate in the entire research process, from beginning to end, to provide solutions for their own context.

CHAPTER 4: DATA PRESENTATION

The roles we establish as teachers and the interactions we undertake with our students, through our questions, responses, and assignments, inexorably set out the possibilities for meaning in our classes and, in that way, the context of learning… [and] our relations with the significant others in our lives shape our consciousness – how we understand ourselves, others and the world around us. Nystrand (1997, p. 9)

4.1 Introduction

Teachers are role models – 'the significant other' (Donato, 1994) who shapes the learning experience for learners through interactions. In the South African context, this translates as ***I am because you are*** (*Ubuntu umuntu ngumuntu ngabantu)* (Nel et al., 2017). Essentially, it means we are aware that we are defined by our need and ability to participate and share with other people. I refer back to my initial metaphor of words and bridges. "A word is a bridge thrown between myself and another"(Voloshinov et al., 1973). Thus, teachers, operating within sociocultural/linguistic learning theory, develop learners through the way they use words in the interactures within the repertoires of teacher-talk.

In this chapter, I present the interactures that were used by the participant pre-service teachers in their recorded lessons during their work integrated learning experience (WIL). I also describe how their usage was shaped by their *Weltanschauung*. These two issues were the focus of my research questions:

- What is the nature and function of the teacher-talk used by University of Pretoria pre-service teachers who use English as the LoLT in the Intermediate Phase in urban schools?
- What has shaped the perceptions that pre-service teachers have of the nature and function of 'teacher- talk' as manifested in their Intermediate Phase lessons?

The two important variables in my questions are the pre-service teachers and teacher-talk. My approach to the data was guided by the tenets of the Afrocentric research paradigm especially *Kujitoa* - to uphold an ethical practice through a professional manner (Okeke & Van Wyk, 2015). An applied conversational analysis and corpus linguistics (CLCA) data analysis was used for the data description (ten Have, 2007, p. 31) as it could "explicate the inherent theories-in-use of members' practices as lived orders" and result in an "emic" description. The participants recorded, selected and analysed their own use of teacher-talk in a lesson. This approach gave the centre stage to the participants and their words. Section 4.2 starts my data presentation with a conflated graphic representation of teacher-talk interacture usage by the group of participants. This was developed by combining the scores of the ten individual usage profiles drawn from the teacher-talk analysis instrument (See Addendum HH: Summary of all Excel spreadsheets). This established the dominant usage profile against which I could then

describe that of the individuals. Thereafter, in Section 4.3, I present an ‘experience vignette’ for each of the ten participants. I built these profiles by distilling and conflating the copious data collected via questionnaires, interviews, recordings, and the self-analysis exercises. (Full protocols are available in Addenda F, G, H ,I , and data coding in Addenda BB ,DD ,FF, GG, HH & II). CLCA methodology allowed their individuality and uniqueness to emerge. In the last Section 4.4, I present a synthesis of the manifested usage of teacher-talk by the whole group in terms of general trends, age of learners and subject taught. I also indicate where individual usage may have altered these accumulative results. Findings could then be generated from these data presentations in Chapter 5. (Please find the explanations of the interactures in Addendum K Tables 1 & 2)

4.2 Presentation of overall interacture usage profile of the ten participants

The analysis tool allowed me to draw a graph of the conflated group interacture usage. (See Addendum HH). Figure 7 charts, in descending order, the average percentage a particular interacture was used by all the ten participants in their lesson recordings. The horizontal axis indicates the names of the interacture while the vertical axis charts the usage percentage. Overall, the graph demonstrates that the group pattern for the five most used interactures was **bb - refocus words @ 10.8%**, **a - giving instructions @ 8.7%**, **ee - inviting participation @ 7.4%**, **r - admonishing or disciplining @ 6.5%**, and **b - giving explanations @ 4.7%**. Data used for this graph is available in Addendum HH.

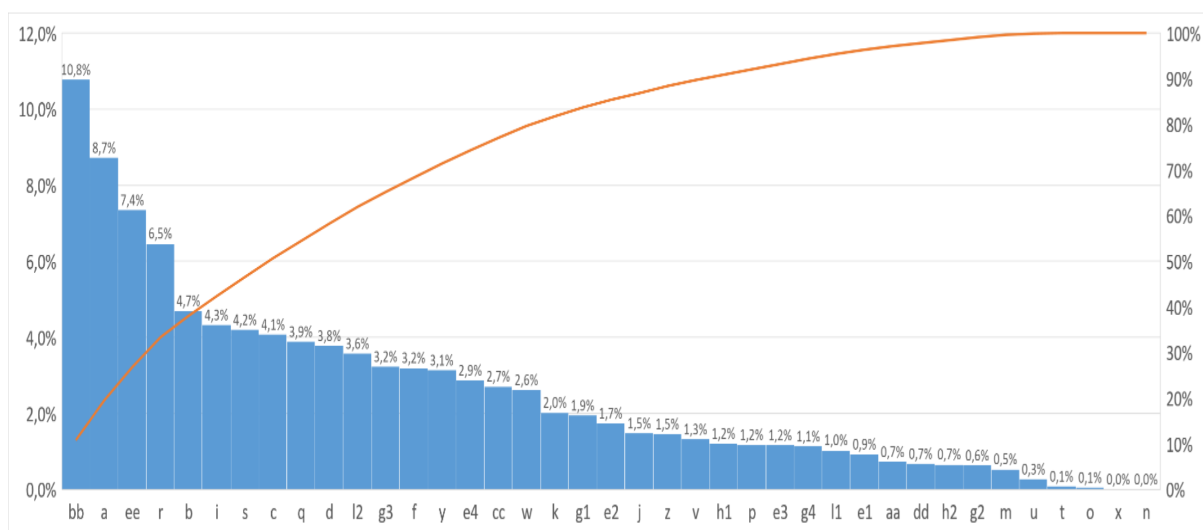

Figure 7: Descending order of interacture percentage usage by all participants

The individual usage profile will be compared with this group profile graph to provide an idea of how individual style is possibly created by the individual’s *weltanschauung*. I also identify

cases in the individual profiles where the individual usage may have obscured these accumulative results. `

4.3 Participant TT experience vignettes

Data collected via questionnaires, interviews, recordings, and the self-analysis exercises allowed me to develop a teacher-talk experience vignette for each participant. (See Addendum II for summarised and collated data table). The presentation of each participant teacher-talk vignette follows the same pattern. I begin with a participant quotation that encapsulates their view of how their classroom communication strategies support their teaching philosophy. I then go on to build the participant profile in three parts.

The first part charters how their use of teacher-talk may have been shaped. I work through their sociolinguistic background and how it may shape their attitude towards using language. I show their views of teaching their subject in the Intermediate Phase; their role as teacher, their experiences and anticipated challenges in terms of communication. I discuss their listed characteristics of a good teacher; and their understanding of how contextual peculiarities, like the use of a LoLT, the school mission statement and curriculum demands affect their teacher-talk. Thus, in this part, I build a picture of how their *Weltanschauung* may have shaped their usage of teacher-talk. This is linked to my second research question.

The second part plots and interrogates their actual interacture usage. Data for this was from their recorded lessons (See Addenda Z & HH). In this section, I begin by demonstrating on a graph how the participant's analysis of their interacture usage compares with mine. The discrepancies are not interrogated since the purpose of the research was a description of usage not an evaluation of their ability to identify interacture usage in their lessons. Furthermore, since I could not validate the rigor with which they did the self-analysis, it was inadmissible as data. However, the value of their doing a self-analysis was threefold: to immerse them into the Afrocentric spirit of the research, to see if participation would be potentially another shaping influence in their use of teacher-talk and to chart how their usage reflected their conscious knowledge of teacher-talk as a pedagogic tool. I then go onto to a detailed interpretation of my analysis of their recorded lesson. I begin by listing their five main interacture usages and compare those with the group usage profile. I then interrogate their particular usage profile. I demonstrate how their actual usage validates their perceptions. I used a table that lists their ratings of fifteen teacher-talk interactures. This table indicates their personal experience of a specified interacture in terms of how often they experienced it as a learner, whether they regarded it as a positive or negative teaching strategy, how they rated it prior and post their involvement in this project and how they used it in their recorded lesson. (See Addendum BB Table 1). I illustrate their particular usage style with a few examples taken

from their lesson recordings. In my discussion I added 'cuttings' or quotations from the data sources, to support authenticity (Adamson, 2004). I use italics to indicate when I quote what a participant has said.

I conclude each profile with a participant quote on how the experience of analysing their use of teacher-talk contributed to their understanding of teacher-talk. Data for this section was distilled from the one-on-one interview (See Addendum FF).

The ten personal frameworks were used to establish correlations between beliefs and actual usage and hence describe, in line with my research questions, the use and factors that may have shaped the participants' perceptions of teacher-talk. (See Addendum II: Collated table)

4.3.1 Participant 1Nkosi

> *I believe in not just imparting knowledge but bringing in [a] positive attitude to the classroom environment. Positive attitude stimulates interest and interest the willingness to learn and do better…Your attitude as a teacher matters most because before learners decide on how they will behave they look at the person you are and what you do and how you treat them … the tone of your voice is also important. (1Nkosi).*

1Nkosi was a 23-year-old student teacher who felt she would achieve her dream about creating positive attitudes in learners through the way she communicated herself as a teacher.

1Nkosi's home language was IsiXhosa. She had attended primary school in IsiXhosa where she experienced very large classes of between seventy and ninety learners. She moved to a "*predominantly white*" secondary school where she encountered English as the LoLT. This was difficult for her, *"I struggled for a number of years because I did not have any background knowledge…I had to read a lot and go to extra English classes."* She was introduced to Afrikaans during this period. She later learnt IsiZulu and Setswana. 1Nkosi used a combination of IsiXhosa and English to communicate with her friends and family. 1Nkosi's experiences in her community and schooling had inculcated a great respect for a person's language in her and she agreed with her community's maxim that *"every child should learn their mother tongue and not lose/forget who/where they come from."* Being able to use different languages to communicate with others was important for her and she was aware of the effort involved.

1Nkosi had selected the Intermediate Phase because she *"enjoyed working with children this age"* and Life Skills was her specialisation *"because it is a subject very close to my heart that has been looked down on and I aim to lift it up and show the learners its relevance."* She found her subject as very challenging as *"everyday there is something new and new issues to address, you need to be updated to be prepared to answer."* Despite her *"mostly bring[ing]*

knowledge" she considered herself as *"a fellow learner".* She felt this would encourage learners not to feel intimidated and keep on trying *"as they will know that we are all here to learn."* Discipline and lack of language proficiency were the two main challenges that 1Nkosi anticipated as a teacher. To deal with these she felt she would need two things: mutually agreed discipline rules and for her to be inspirational in the way she communicated.

She felt that a learner could feel lost in a lesson for three reasons: lack of experience, prior knowledge, and language proficiency. Hence, she had listed perseverance, persistence and patience as the most important characteristics a teacher should have. She felt that the age of the learner was important for the teacher to consider especially with regard to their vocabulary "*because you can't be using words that they do not understand... terms and ways of doing things… will need to accommodate them more."* For 1Nkosi, a good teacher would be polite when speaking to learners while a mediocre one would threaten or embarrass the learners.

Despite early struggles with English, she rated her linguistic confidence in using English as excellent and preferred to use it as a LoLT as she said, *"it is an international language that bring[s] different people of different cultures together."* She did however feel that if she could improve her knowledge of English vocabulary, it would assist her to express herself better and accommodate children of other languages in her classes especially by using synonyms. 1Nkosi would consider allowing code-switching in her classes to facilitate understanding but she did say she would then assist them to translate what they wanted to say into English. She gave one example of where she used code-switching in a Zulu school in this way and that it had enabled the learners to understand and then learn the English term.

In terms of organisational issues that may affect teacher-talk, 1Nkosi was unable to discover the mission statement of the school she taught at and felt that it did not feature there. However, in her own schooling experience, teachers had used it as motivation. Furthermore, unlike other participants, 1Nkosi had not been able to identify, prior to her recording, the teacher-talk strategies that she might use in different parts of her lesson nor to support the three selected aims of National CAPS, so clearly accommodating the ethos or curriculum had not consciously influenced her use of teacher-talk (See Addendum BB Tables 3 & 4).

Part 1 of the questionnaire indicates that many factors potentially shaped what 1Nkosi felt about classroom communicative practices. The analysis of the transcript of her recorded lesson indicated if these had actually determined her use of teacher-talk interactures. (Addendum HH)

1Nkosi's lesson was a revision Life Skills lesson with grade 6 (36 learners) on bullying and religious practices with regard to family. The lesson she recorded was 27:27 minutes in length. The focus of her lesson was on the examination and locating information in the textbook.

The graph below depicts a comparison of her and my analyses of the number of times she used interactures in her recorded lesson. Visually it is immediately evident that there are many differences in the scores.

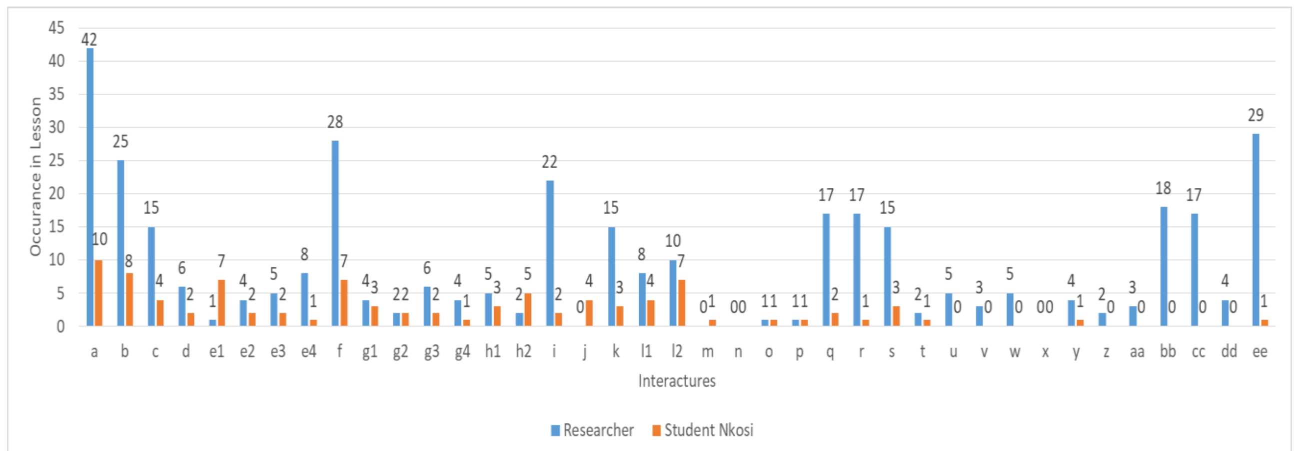

Figure 8: Researcher/1Nkosi lesson interacture usage analyses

1Nkosi accounted for these discrepancies by saying that she had not left herself enough time to adequately do her self-analysis and as a student they were "*not aware of what we doing – the more we aware, the more we can use the different strategies in a different way to create the learning environment*". There were many cases where 1Nkosi did not identify her interacture usage. However, 1Nkosi and I did concur that **a – giving instructions, b- giving explanations** and **f – confirmation checks** were amongst her most used interactures. This seemed to indicate that 1Nkosi appeared to replicate her personal experience of teacher-talk strategies. However, she also used **feedback, scaffolding & informal talk** more frequently – she had rated these as positive teaching strategies that she had not experienced as a learner (See Addendum BB Table 1).

I used my analysis scores to produce the block graph to demonstrate visually the percentage in descending order of her interacture usage in her lesson. Size of block is consistent with usage percentage.

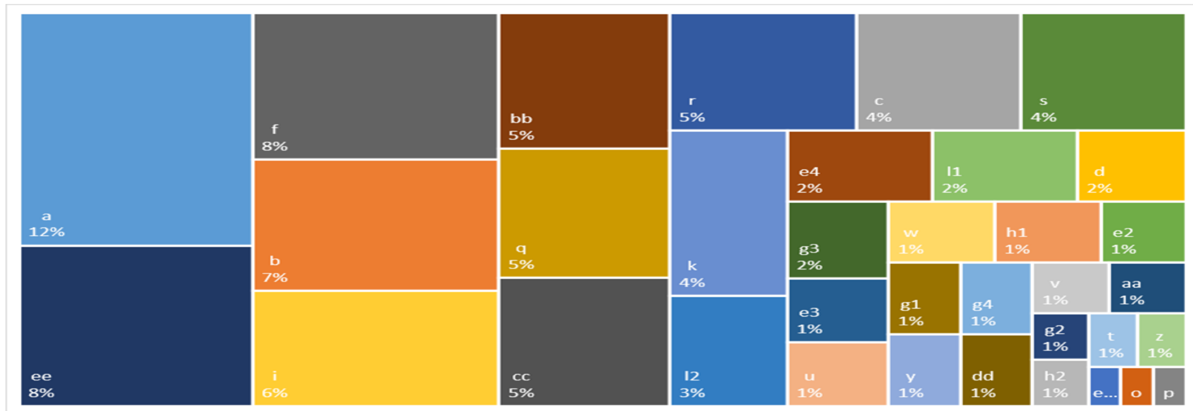

Figure 9: Overview: 1Nkosi's percentage usage of interactures in lesson

I now discuss what these scores indicate. I compare her usage profile with that of the group. This will indicate if personal *weltanschauung* had any individual influence to shape her pedagogic interaction style. I make further use of her ratings of teacher-talk strategies, her ideas about teaching and communication and quote examples of sequences from the lesson recording to support my description (See Addenda BB & HH).

The primary interacture usage clusters are: 1Nkosi: **(a, ee/f, b, i, bb/q/cc/r)** Group: **[bb, a, ee, r, b]**.

1Nkosi incorporated all the interactures of the group profile in her five main clusters although her usage profile differed from the majority of the participants in that her second most used interacture was **f - confirmation checks @ 7.9%** followed closely by **i - content feedback @ 6.2%.** This use of feedback matched her rating of it as 10/10 and was a significant departure from her own experience of it as "seldom." She used **ee - inviting participation @ 8%** but her interaction with learners relied on **b - teacher explanations @ 7.0%** and using **c - display questioning @ 4.2%** in preference to **d - referential questioning @ 1.7%**. She often used **l1 and l2 - teacher echo strategies @ 5.1%**. This matched her own personal experience. Her **k - extended teacher turn @ 4.2%** score was the highest amongst the participants. Although she used **s - motivational talk @ 4%** and rated it highly 10/10, she did not recognise her own usage.

Despite claiming that she saw herself as a *"fellow learner"* in the class, her pedagogic style was largely a teacher-dominated IRF/ transmission style (Van Lier, 1996). She had rated **exploratory talk** highly but had used it sparingly **@ 2%.**

The full rendition of her lesson is available in audio and transcribed format. (See Addendum Z) Please find five illustrative examples below of her individual style of teacher-talk usage.

1Nkosi's most used interacture was **a - instructions @ 12%.** Often, they lacked structure, which allowed the class to become disruptive and lose focus. Consequently, she had to use **r - admonishing/discipline talk @ 4.8% and bb - refocus words @ 5%** often. In the sequence below, she had just greeted class, and this was her lesson introduction. She also tended to use **f - confirmation checks @ 8%** without waiting for a real response.

> **Line 12 T:** I'm very well thank you… So we are gonna ..eih-eih .. today we doing revision right? So what's gonna happen is that .. no man stop making noise with the chairs.. Uhm I already did the letter with you right? You know the format of the letter, you know what is supposed to be in the letter that's in the exam right right? Okay NOW I am gonna try to take you to .. eih-eih guys stop it. I am going to try to tell as much as I can right .. so .. we start with bullying... .. Right .. now, I want you guys to give me the reasons why people bully neh. The reasons there is uhm in one of the questions in the exam you'll .. it's good for you to know the reasons so that it can be easy for you to spot which one is not a reason right. Because if you know let's say there's five of them, if you know five of them you will know that no man this was not in my book, this one was not in my notes, this one can't be true, and then you circle that one if it says circle the answer that is not a reason for bullying right? Are we together? Now give me reasons why we bullying .. class. Yes.

While she personalised her involvement by using the pronoun 'we' and used a variety of **e - clarification strategies @ 5.1%** and occasionally gave space to a learner **o - extended learner wait time @ 0.3%,** generally her lesson lacked scaffolding strategies like **g3 - teacher extends a learner's contribution @ 1.7%.** She had however rated them as a positive 10/10 strategy, but her usage seemed to replicate her personal experience of them as "seldom." See examples below:

> **Line 18 T**: Yes well family problems we all know that right. Second person ((H- name)), teacher writing on board … ((H-name))? ... Give me another reason why people bullying …
> **Line 19 T**: Oh I thought your hand was up okay while you're thinking [inaudible]
>
> **Line 21 L**: ((..))
> **Line 22 T**: You want to what?
> **Line 24 L:** ((..))
> **Line 25 T:** Aah

1Nkosi tended to use **h1 - direct correction @ 1.4%** rather than **h2 - indirect repair @ 0.6%** and due to her reliance on the textbook seemed to miss **g4 - teacher promotes self-actualisation by freedom of ideas @ 1.1%** opportunities. This and her focus on the examination and the textbook appeared to be in direct contrast to her thoughts about "learning being unrestricted". See examples below:

> **Line 43 L:** ((..bullying is when ...))
> **Line 44 T:** No not bullying, reasons why people bully, it's not funny I said give me reasons why people bully, it's in your textbook right there they are listed. Yes.
> **Line 45 L:** ((They have been..))
> **Line 46 T:** They have been bullied before, right? They have been bullied. .I want the one about friends. .I want the one about friends..
>
> **Line 53 T:** Friends, now in the exam you will remember me, you will know why, when I say this is important. When I said they have no friends. Mark that.. That is important, that's fine, and those are the reasons. Now give me uhm six ways to stop bullying.

1Nkosi used **q – informal social talk @ 5%** and **cc - teacher idiolect @ 5%**. She said that the way one addressed learners would influence their attitudes (See Addendum DD). However, she had also felt that discipline would be a challenge and her use of **r - disciplinary talk @ 4.8%,** which was in line with her rating it as 10/10 positive teaching strategy, diminished opportunities for creative ideas. The sequences below show examples from her lesson of the way she handled this. Some of this was **v - demotivational and belittling.**

> **Line 110 T:** (M-name) this is not rocket science hey. Yes girl.
> **Line 152 T:** Alright lets go, um oh no don't, we've had writing .. the point is not for you to write .. the point is for you to engage with me right? …
> **Line 249 T:** (O - name), keep quiet. (O - name) its you. … I want to speak to you after class. Uh-uh … Shut up there is nothing better about you as well, shut up. Now a lot of you, I will come back to you just now. A lot of you say you don't have questions but in the paper it will be a different story. (M- name) you understand everything?
> **Line 257 T:** Next year we are going to grade seven. Stop it (name)…. yes girl. Uh -Uh Keep quiet this might help you. (V-name) shut up and start writing that letter. Yes girl...

In line with her thoughts, 1Nkosi's had used **t - code-switching @ 1%** sparingly but it was not to clarify a term rather to give a friendly response. This was not in line with how she said she would use it. See example below:

> **Line 232 T:** Yebo

In terms of how her involvement in the project had added to her understanding of the nature, function and use of teacher-talk she said her participating in the project gave her greater insight of how different teacher-talk strategies could be used (See Addenda BB & DD).

> *"I found it to be interesting in a way because I got to see a lot of things that I never paid attention to but as I captured some of the things I feel I learnt a lot… I feel that I need to look more. I noticed I made a lot of mistakes that I didn't pay attention to…. I believe that in the near future I will adopt some of these strategies in my classroom."(1Nkosi)*

In conclusion, my data revealed that 1Nkosi translated many of her ideas from her *weltanschauung* and experiences into her preferred style of teacher-talk.

4.3.2 Participant Angel

> *It's how you communicate to the learners will make them feel how important they are. So my aim is always to have them feel that they are important whether it's wrong or right you are important in this class you are supposed to be in this class. (Angel)*

Angel was a 21-year-old student teacher who recognised how the agentive power of teacher-talk could make a significant contribution to establishing learner security.

Angel grew up in an IsiZulu household and community. While she *"take[s] pride in knowing that I can still communicate in my home language"* and hence prefers to use IsiZulu with close friends, she had embraced other languages. She was introduced to English as the LoLT at primary school and later took Afrikaans as a subject. Angel learnt Tswana at university since

it was the dominant language of communication on campus where she was a resident student. Angel's early struggles with accommodating languages made her empathetic with learners' difficulties. Angel used English for academic purposes. She would select either English or IsiZulu as LoLTs.

Angel had selected the Intermediate Phase as she loved working with children and felt that this age group would allow her "*a greater level of influence in the learners' lives* ". This tied in with her subject specialisation, Life Skills as it is a very personal developmental subject. Angel would ultimately like to be an educational psychologist. As a teacher she felt that she would be a "fellow learner "and "*take them [the learners] as more than just learners, I'm not here just to feed them with work, I take them more as their totality as human beings".* Hence, she would create the opportunity "*for the learners to bring forth their thoughts and opinions on the matters being discussed"*. She had named classroom management as her anticipated challenge.

Angel thought that the prime reasons for a child becoming lost in a lesson would be if the teacher used *"terms the learner didn't understand "*and if *"the teacher rush[ed] through the work."* She felt that although Mathematics may have difficult subject terms, *"with lots of repetition and questioning, the learners will be able to understand."* Angel identified care, knowledge of content and classroom discipline as the three attributes a teacher should have and would use teacher-talk strategies accordingly. Hence, for Angel a good teacher would be calm in the way she communicated instructions and discipline, while a mediocre teacher would *"shout continuously, make empty threats and use belittling language."*

Despite early struggles with English, she rated her linguistic confidence in using English, as excellent and felt her pronunciation compared moderately well with that of a home language English speaker and would not affect understanding by learners. However, since she felt that language allows one to express one's thoughts fully, she was aware that use of English may limit both her and the learners' abilities to express themselves fully. So, she was prepared to allow code-switching to facilitate *"greater understanding"*. She would ensure however that her "*audience understands the language"* first before she code-switched in class.

In terms of organisational issues that may affect teacher-talk, Angel had not been sure as to what the mission statement of the school was but felt "*we should have one mind-set as teachers."* However, she also felt that she would not necessarily follow what was happening unless it was conducive for the children. Angel's ideas about teacher-talk developed during the course of her involvement in the project. Initially she had not been able to fill in much about her ideas or experience of teacher-talk as strategies. However, the questionnaire prompted her to try to identify different types of teacher-talk, for different stages of the lesson and to support the different aims of the National CAPS. After doing the self-analysis of her lesson,

she seemed to be able to rate some strategies as being more or less appropriate. (See Addendum BB Tables 3 & 4)

Part 1 of the questionnaire indicates that many factors potentially shaped what Angel felt about classroom communicative practices. The analysis of the transcript of her recorded lesson indicated if these had actually determined her use of teacher-talk interactures. (See Addendum HH)

Angel's recorded lesson was a Life Skills lesson with Grade 4 on planning your own healthy living schedule. The recording was 29:43 minutes in length. She made it practical and used group play acting as a means of introducing her lesson.

The graph below depicts a comparison of her and my analyses of the number of times she used interactures in her recorded lesson. Visually it is immediately evident that there are many differences in the scores.

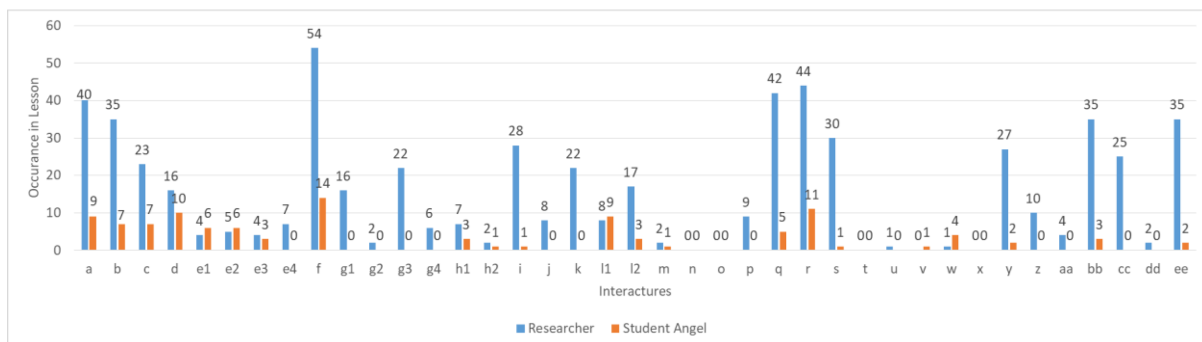

Figure 10: Researcher/Angel lesson interacture usage analyses

Only **e - clarification.** had a similar profile. There were substantial differences in others; she had counted her usage of **f - confirmation checks** far less than I did **@ 9.1%**, though she did see it as her most used interacture. She also recognised that **r - admonishing disciplinary talk** was her second most used interacture though her scoring was again less than mine. There were many interactures that she had not identified especially **g - scaffolding** despite her using **g3 - teacher extends a learner's answer @ 4%.** Angel accounted for these discrepancies by saying that she realised that she had used many strategies, but she was not able to identify them. It was a skill she was learning. Angel did not replicate many strategies from her personal experience and used **exploratory** and **motivational talk** much more. (See Addendum BB Table 1)

I used my analysis scores to produce the block graph to demonstrate visually the percentage in descending order her interacture usage in her lesson. Size of block is consistent with usage percentage.

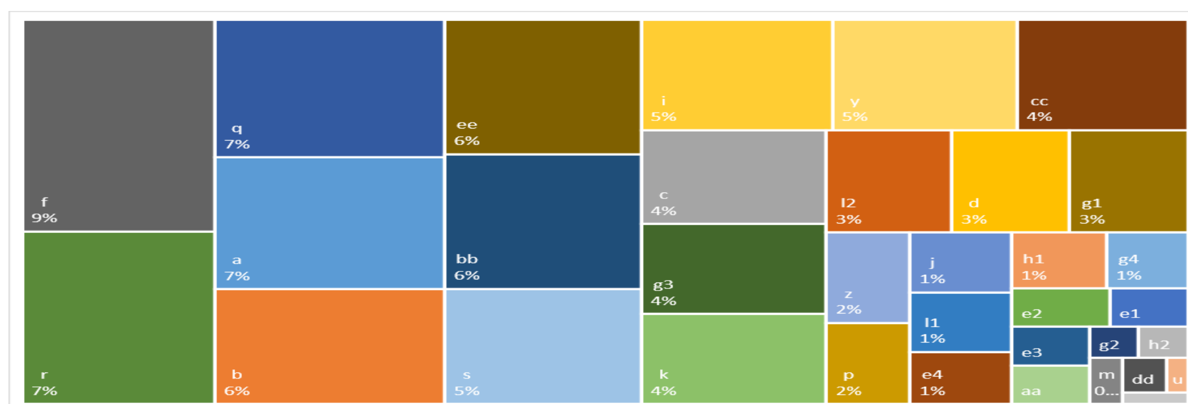

Figure 11: Overview Angel's percentage usage of interactures in lesson

I now discuss what these scores indicate. I compare her usage profile with that of the group. This will indicate if personal *weltanschauung* has had any individual influence to shape her pedagogic interaction style. I make further use of her ratings of teacher-talk strategies, her ideas about teaching and communication and quoted examples of sequences from the lesson recording to support my description. (See Addenda BB & HH)

The primary interacture usage clusters are: Angel: **(f, r/q/a, b/ee/bb, s/i/y, g3/k/cc)** Group: **[bb, a, ee, r, b]**

Angel incorporated all the interactures of the group profile in her five main clusters although her usage profile differed from the majority of the participants in that her most used interacture was **f - confirmation checks @ 9.1%.** This was followed by her usage of **r - disciplinary talk @ 7.4%,** which she had rated as 6/10**.** Her use of **q - informal talk @ 7.1%** was a significant departure from her experience as a learner. Her use of **a - giving instructions @ 6.8%** did not align with her rating of it as 4/10. However, in line with her thoughts, she used **y - exploring talk @ 4.6%** at the beginning to get the learners' attention, followed by supportive, motivational and accumulative talk in the middle section of the lesson. She used c **- display and d - referential questioning @ 6.6%** to elicit understanding and *"to get the learners to think independently."* She concluded her lesson with a task they did individually as a summary of what they had learnt (See Addendum BB Table 3)

Her pedagogic interaction style aligned with van Lier's (1996) second category IRF (initiation/response/feedback) with her use of **questioning @ 6.6%** and **i - content feedback @ 4.7%.** However, her relatively high use of **ee – inviting participation @ 6%**, **q - informal social talk @ 7.1%** and **s – motivational talk @ 5.6%** made her lesson very interactive and the learners had participated freely, so it became more transactive. She had used group play acting as a way to develop and share ideas. Angel's use of motivational talk was interesting – she had not experienced it as a learner so while her usage was a significant departure from

her life experience, she had not identified her usage in her analysis. Her usage of **bb – focus words @ 5.9%** was in line with the other non-LoLT speakers.

The full rendition of her lesson is available in audio and transcribed format. (See Addendum Z) Please find seven poignant examples below that illustrate her individual style of teacher-talk usage.

Angel used personalised **q - informal talk @ 7.8%** together with **ee - teacher invites participation @ 5.9%, s - motivational talk @ 5.06%** and selected **cc - teacher idiolect @ 4.22%** to get the co-operation of learners. See an example below.

> **Line 26 T**: ((A-name)), you can come join me. Let's see, I need …, ((K-name)), you can come join me, we need a girl here. One more person. You. Yes, you. Let's give them a round of applause…. Clapping

> **Line 30 T**: Ooh, okay that's a totally different thing, okay? So now, I want to talk to these people in front, as we finish off, okay just a few seconds. Can you give me that?

Angel often used a number of interacture strategies in a short response to maintain communicative channels and adopted a firm but friendly conversational style. She identified herself as a "*fellow–learner*" by the use of 'we'. In the example below we can identify **f - confirmation check, g1 - teacher reformulation, g2 - teacher remodelling to correct a learner's contribution, g3 - teacher extension of the correct answer, I2 - teacher echoing a learner's contribution , h1 - teacher repair, q - informal talk, bb - focus words, and ee - teacher invites participation.**

> **Line 52 T**: Someone is sleeping also, right? [teacher laughs] Okay, we prefer to sleep on our bed, but as in class, we'll sleep on a chair, is that fine? Alright. Yes, Ma'am?

Angel's use of **a - giving instructions @ 6.7%** was generally reasonably concise and she often combined them with **f - confirmation checks @ 9.11%.** See an example below.

> **Line 58 T**: So we're going to talk about them, one by one. We've got Mr Sleepyhead here. Can you all see Mr Sleepyhead?

Angel had been concerned about class management and while she encouraged a lot of interaction, she used her own expressions within **r - disciplinary talk @ 7.42%** to maintain order. See examples below.

> **Line 66 T:** The more you grow, the less hours you get. Isn't that sad? Look, the older you get, the less hours you get. Ma'am, Ma'am, at the corner. So, you as a kid, are supposed to get …, let's come back, … ten hours of sleep. Alright? Hmm? You get six?

> **Line 107 T:** Can I have your attention, can I have your eyes?

Angel had ideas about correcting a learner's incorrect answer*: "The best way to get an answer right is to understand as to why you got it wrong." "I would take the answer and try to work on it with the other learners so that I can bring clarity to the reasoning that brought that answer." … so that they themselves work towards getting it right without me just giving them that it's*

wrong or it's right." The sequence below demonstrated Angel's correction style of using constructive **i - feedback strategy @ 4.72%.** See sequence example below.

> **Line 74 T**: Do you enjoy sleeping, though?
> **Line 75 L:** I do, but I get ((inaudible)) Mam … nightmares.
> **Line 76 T:** Do you have nightmares? So here's a suggestion, okay? Here's an idea. If you want to have a peaceful sleep sometimes, if you want to have a peaceful sleep, avoid watching too much TV before you sleep.

Angel gave her learners and herself a group identity through her teacher-talk. See below.

> **Line 149 T:** It keeps your body clean, right? And right now, we're busy talking about …? Taking care of your body, okay? So, this helps you to keep your body clean. So make sure that you take a shower, or a bath, every day. Can you, can you promise each other that?
> **Line 150 Ll:** Yes, Ma'am.
> **Line 151 T:** I'm going to take a bath every day. Right?

In the task, that Angel set the class as the summation of what they had learnt, while she gave them instructions she also gave them a sense of freedom to explore their own ideas **g4 - teacher promotes self-actualisation @ 1.01%.** She had rated **scaffolding** as 9/10 strategy. See example below.

> **Line 230 T:** So, it's up to you. It's your own day, okay? But make sure that in this day, what do you do? You drink water, right?

In line with her thoughts, Angel had not seen the need to use **t - code-switching** since she used clarification. "*I would try to make my langage as easy as possible for her to understand."* (See Addendum DD).

In terms of how her involvement in the project had added to her understanding of the nature, function and use of teacher-talk she said her participating in the project had allowed her to:

> *"to reflect on your lesson and the teaching strategies that you have used. This exercise gets to go in-depth and you get to identify responses you made which may have given forth a different message than intended… the limitations that I have as a teacher when it comes to communication ...keeps the learners from learning." (Angel)*

In conclusion, my data revealed that Angel translated many of her ideas from her *weltanschauung* and experiences into creating an individual more informed style of teacher-talk.

4.3.3 Participant AR

> *Teachers are not the leaders in a classroom - they merely serve as a guide. Teacher-talk will allow teachers to fully prepare themselves in multilingual classrooms and slowly bridge the gaps that come with the challenges of language barriers. (AR)*

AR was a 22-year-old student teacher who saw language as key in developing the teacher's role as both a facilitator and mediator of learning in the classroom (See Addendum FF).

Language had played a key role in AR's early experiences. She grew up in an English household and community but was exposed to French and Arabic for family and religious purposes. She learnt Afrikaans as another language at school but did not list it as a language she would use to communicate. However, she said she would like to learn other African languages to enable her to have better communication with her learners as it "*can get challenging to address learners who are not familiar with English."*

AR had specialised in English as her teaching subject and had selected the Intermediate Phase as she had an interest in this age group. AR considered herself to be a "*participant fellow learner"* as felt that she and her learners "*will progress and grow together*." She thought that getting children to read would be a major challenge "*as most learners have become visual in the sense that they prefer watching instead of reading."*

She felt that a learner would become lost in a lesson due to lack of vocabulary and that teachers need to simplify the language they use. She was very aware of the agentive role that the language of the teacher may have, *"sometimes they don't come from very secure homes , they find that security with the teacher."* Hence, she named being an approachable good communicator along with having deep knowledge as the main characteristics a teacher should have. She said a good teacher would constantly ask the learners if they understood while a mediocre one would simply use textbooks and instruct learners to copy out of them. The latter were things she had experienced as a learner herself and would do differently. She mentioned reaffirming the topic by using questioning as a technique. She suggested that teachers should be aware that learners may interpret things differently and the teacher's idiolect should have positive words and tones and take into account the age of the learners. AR said she was unable to code-switch, but she also said she would not allow learners to code-switch as *"by using the language taught, learners will become more proficient in the language."*

In terms of organisational issues that may affect teacher-talk, AR had not been able to find out the mission statement of the school, but she said that teachers *"need to respect everyone's faith."* She was also interested in special needs and was considering reading an honours in this field. AR's ability to identify different teacher-talk strategies to support her lesson phases and the desired outcomes of the National CAPS was well developed. (See Addendum BB Tables 3 & 4)

Part 1 of the questionnaire indicates that many factors potentially shaped what AR felt about classroom communicative practices. The analysis of the transcript of her recorded lesson indicated if these had actually determined her use of teacher-talk interactures. (See Addendum HH)

AR’s recorded English lesson was on the use of puns in writing with grade 6. The lesson was 30:21 in length. Her focus seemed to be building on their previous knowledge.

The graph below depicts a comparison of her and my analyses of the number of times she used interactures in her recorded lesson. Visually it is immediately evident that there are many differences in the scores.

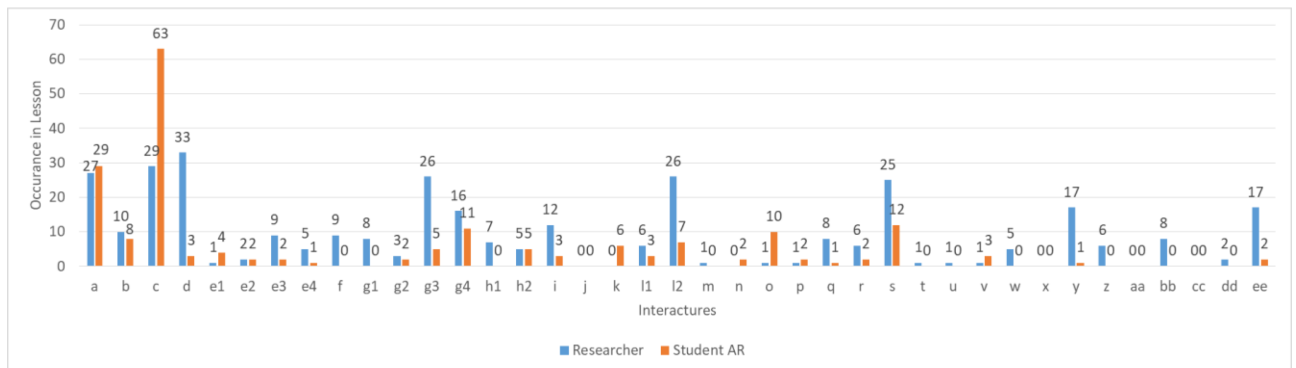

Figure 12: Researcher/AR lesson interacture usage analyses

An overview of AR’s usage is, that while there was parity in identifying **a - instructions**, there were large discrepancies with lesser-known strategies like the differences between types of **questions** and the elements of **scaffolding** and **clarification**. We discussed her lack of **goal setting** and that she had not identified her substantial use of **exploring talk** but I quickly became aware that AR found it quite stressful since she acknowledged that she had not spent too much time on her analysis. Generally, AR appeared to replicate her personal experience of teacher-talk strategies (See Addendum BB Table 1).

I used my analysis scores to produce the block graph to demonstrate visually the percentage in descending order her interacture usage in her lesson. Size of block is consistent with usage percentage.

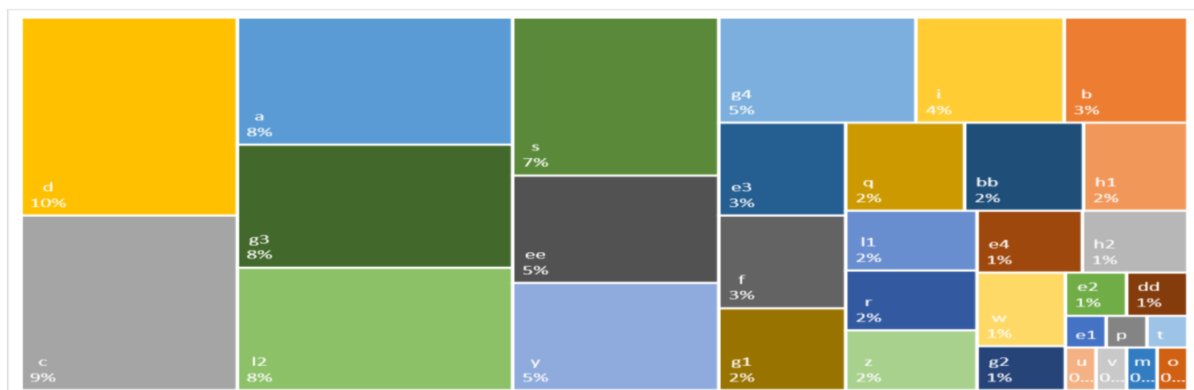

Figure 13: Overview AR’s percentage usage of interactures in lesson

I now discuss what these scores indicate. I compare her usage profile with that of the group. This will indicate if personal *weltanschauung* has had any individual influence to shape her pedagogic interaction style. I make further use of her ratings of teacher-talk strategies, her ideas about teaching and communication and quoted examples of sequences from the lesson recording to support my description (See Addenda BB & HH)

The primary interacture usage clusters were: **AR (d, c, a/g3/l2, s, ee/y/g4)** Group: **[bb, a, ee, r, b]**

The interacture usage profile of AR was quite different from the majority of the participants. Her most used interacture was **d - referential questioning @ 9.9%** followed by **c - display questioning @ 8.7%** – both being the highest usage of all the participants. This was followed by **a - giving instructions @ 8.08%, g3 - scaffolding by extending a learner's correct contribution @ 7.8%** and **l2 - teacher repeating learner's contribution @ 7.8%.** This could be interpreted as the use of teacher-talk strategies by AR to give structured genuine space to the thoughts of the learners. Further her use of **s - motivational talk @ 7.5%** and **ee - elicitation of learner participation @ 5.1%**, **y - group exploration talk @ 5.1%**, **g4 - teacher promotes learner self-actualisation by allowing freedom of ideas @ 4.8%** increased the interactive nature of her teaching. The use of these interactures together with the relatively low use of **i & j- feedback @ 3.59%** changed the interaction style from what should have been a van Lier's IRF (1996) category with the prominence of **questioning @ 18.56%** to a more of a transactional and transformative style as the focus was on facilitating and mediating learning. This was in line with how she saw teachers in classrooms as guides.

Her low percentage the use of **e1** & **e2 - teacher clarification @ 0.9%** probably indicated her confidence in her own audibility and she did not use **cc - teacher idiolect**. This was in line with her thoughts that as a good communicator she would only use simplified language to accommodate the learners so there was no need to use the former strategies. AR's usage of **bb - words to refocus @ 2.4%** was again the lowest amongst the participants, and probably indicated the care with which she used her words as well as the gentle control she had over the progress of the lesson. Finally, as indicative of her respectful attitude, she used neither **m - teacher interruptions**, nor **v - demotivational talk**, and her use of **k - extended teacher turn** was low.

The full rendition of her lesson is available in audio and transcribed format. (See Addendum Z) Please find five illustrative examples below of her individual style of teacher-talk usage:

The sequence below demonstrated how AR personalised her participation in mediating learning for the learners. She used the textbook as her a resource and took the learners further

using **scaffolding @ 15.9%** and **clarification @ 5.1%** techniques. Learners responded eagerly but she insisted on maintaining good manners.

> **Line 105 T**: Okay. 3A,.. Teacher reads from Textbook … read the slogan on the cover, do you think this slogan applies only to the players? Can you identify an underlying message for everyone? … So what is our slogan?
> **Line 106 L:** ((student responds immediately))
> **Line 107 T:** What is our slogan? Lift up your hands. Yes, what is our slogan?
> **Line 108 L:** Being the best is only the beginning.
> **Line 109 T:** Being the best is only the beginning, good. Teacher reads Do you think this slogan applies only to the players and can you identify an underlying message for everyone? So does this quote being the best is only the beginning, does it apply to only the players or does it apply to us the readers?

AR said she would use **exploring talk** at the beginning of each lesson to get the learners' attention, followed by **assistive, explanatory and elaborative talk** in the middle section of the lesson and she would conclude her lesson by posing **open questions** to encourage thinking to share in the next lesson.

> **Line 87 T:** Both, why? …Tell me from the picture. Why?
>
> **Line 197 T**: Lightning, good, that's what it's about. The third picture? Teacher reads Later somewhere over the Mediterranean.. What is the third picture the setting of it … It tells us where they are going.
>
> **Line 434 T:** And if you don't finish these two exercises its homework for tomorrow because we going to mark it tomorrow. Okay . Yes

AR used **ee - elicitation response talk @ 5.1%** in a gentle controlled manner and her usage of **r - admonishing talk @ 1.8%** was the lowest percentage of all the participants. These two strategies together with **o - extended wait–time** were generally done to instil good manners and respect in the learners for each other. This concurred with her feeling that respect was an important part of teacher-talk (See Addenda DD & FF)

> **Line 169 T:** Give him a chance, wait. .. Because?
>
> **Line 224 T:** What is the play on word in grease lightning? Think about it and then answer. Think about it first
>
> **Line 282 T:** Yes, his hand lifted up so I will let him answer.

AR used **q - informal talk @ 2.4%** strategies in order to become involved in the learning experience on a level with the class. See in the two examples below.

> **Line 244 T:** You see no goal keeper can withstand the lightning strike. So if you are all on a soccer field and I am the goal keeper and the lightning strikes I can't stand it, is that what it means?
>
> **Line 318 T:** Oh that's so clever. Well done, that's clever.

AR was a teacher who had said that one "needs to respect everyone's' faith" and accommodate the uniqueness of children. However, she was not hesitant to give direction to the class. This was evident in the way she spoke to the children gently reminding them of

values. The sequences below demonstrates how she used **a - instructions, f - confirmation checks, b - authoritative talk , h1 - direct repair** and **h2 - indirect repair.**

> **Line 15 T:** Did you get one? Can you share with her? How are you sitting, sit properly. What? That is not how you sit, sit properly.
>
> **Line 177 T:** One person answer.
>
> **Line 211 L:** Good ma'am
> **Line 212 T:** In what way they good? You just going to write they're good?
>
> **Line 268 T:** Literally it means no goal keeper can stand lightning right when it's lightning in the sky, what does it mean figuratively?

In terms of how her involvement in the project had added to her understanding of the nature, function and use of teacher-talk she said her participating in the project gave her greater insight of how different teacher-talk strategies could be used (See Addenda BB & FF)

> *"This experience was a learning curve and very influential with regards to my teaching …sometimes we don't realise, we say things in a hurry and do certain things, or even we have approached the learners in a certain way and afterwards … I felt like okay I shouldn't have said this, I could have said this in a better way, I could have posed a question differently. … I found this task helpful as I got to see what I, as an individual, could improve on and what other strategies could be used." AR*

In conclusion, my data revealed that AR translated many of her ideas from her *weltanschauung* and experiences into her preferred style of teacher-talk. AR's ideal to be an approachable good communicator with deep knowledge was reflected in her purposive teacher-talk. AR demonstrated that her word choice was a tool for building relationship with her class and that use of different teacher-talk strategies circumvented the need for complicated technology.

4.3.4 Participant Clivia

> *If you bring your own beliefs to the class the way you speak is going to be different to another teacher and your teacher-talk strategies will be different. I would like to explore my teacher-talk with more classroom discussion, feedback from learners and motivational talk as this scaffolds the learners thinking and could possibly work towards a better outcome for the lesson (Clivia)*

Clivia was a 22-year-old student teacher who felt that by using engaging motivational teacher-talk, learners would realise she was different and be encouraged to learn.

Clivia grew up in an English-speaking household but had an open view about other languages. She was conversant in Afrikaans from an early age and although she had experienced other learners using a range of African languages at school, she regretted not learning one, as it would assist her to communicate better. Clivia had transferred from another university.

Clivia had selected to teach English as it was her home language and she had chosen to teach the Intermediate Phase as they "*would be more controllable*." She viewed herself as *"a participant fellow learner"* and wanted the learners not to see her as their only source of knowledge. Unlike many other participants Clivia had not anticipated that discipline would be

a problem - she explained this by saying *"I'm just such a calm person; discipline doesn't faze me because you can work with it."* She had anticipated a lack of resources and support as possible challenges as well as communicating with learners who did not speak English as their first language.

Clivia felt that a child could become lost in a lesson if the teacher failed to relate the lesson to the learner's real world. She felt that teachers should be good communicators and listeners while being good friendly and kind motivators. Hence, she felt a good teacher *"thought out loud, speaking was focused and deliberate and questions were clutter-free, relevant, precise and to the point."* The mediocre teacher "*tells instead of explains, demonstrates or inspires."* In terms of teacher-talk strategies that she had experienced she felt that there was no place for shouting or angry talk, as *"it does not faze learners."* She believed in positive reinforcements. She confided that the children reacted differently towards her and the resident teacher, which she ascribed to her calmness.

While Clivia felt she should use English as the LoLT since she was teaching English as a subject, she was aware that learners probably "*acquire knowledge more effectively"* if taught in their mother tongue. Thus, she would consider allowing code-switching to enable learners to understand concepts better in their first language as the subject terminology would become more challenging as they progressed through the Phase. She felt that if a teacher used motivational talk it would encourage learners to want to do better in the LoLT.

In terms of organisational issues that may affect teacher-talk, Clivia felt she had supported the mission statement of the school to advance teaching and academic standards as her teaching approach had been professional. She was able to identify different teacher-talk strategies to support desired outcomes of the National CAPS though her identification of them for different parts of the lesson plan had been less clear. (See Addendum BB Tables 3 & 4)

Part 1 of the questionnaire indicates that many factors potentially shaped what Clivia felt about classroom communicative practices. The analysis of the transcript of her recorded lesson indicated if these had actually determined her use of teacher-talk interactures. (See Addendum HH)

Clivia's recorded lesson was an English lesson with a grade 6 class (35 learners) on reading a weather map. The recording was 35:05 minutes in length.

The graph below depicts a comparison of her and my analyses of the number of times she used interactures in her recorded lesson. Visually it is immediately evident that there are many differences in the scores.

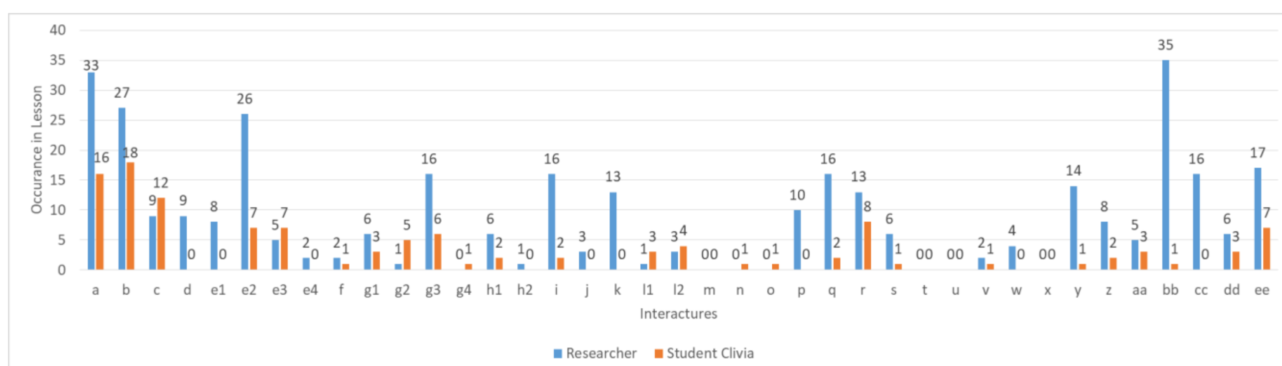

Figure 14: Researcher/Clivia lesson interacture usage analyses

When we discussed these discrepancies, Clivia exclaimed, *"Wow your numbers are very different to mine ", however* we realised that multiple interacture strategies were possible in any exchange and that Clivia had tended to identify only one. Clivia and I did concur that her most used interactures were **a - giving instructions**, **b - giving explanations** and **questioning** although she had not been able to identify the differences between **c – display questioning** and **d – referential questioning**. Furthermore, she appeared not to recognise how often she allowed **p – extended learner turn** or use **q – social informal talk** or **s – motivational talk**. While Clivia appeared to replicate some of the strategies used in her personal experience like **e - clarification @ 12%**, her use of **scaffolding @ 7%** was higher and she avoided others like the **demotivational talk** of her own and mentor teachers. (See Addendum BB Table 1)

I used my analysis scores to produce the block graph to demonstrate visually the percentage in descending order her interacture usage in her lesson. Size of block is consistent with usage percentage.

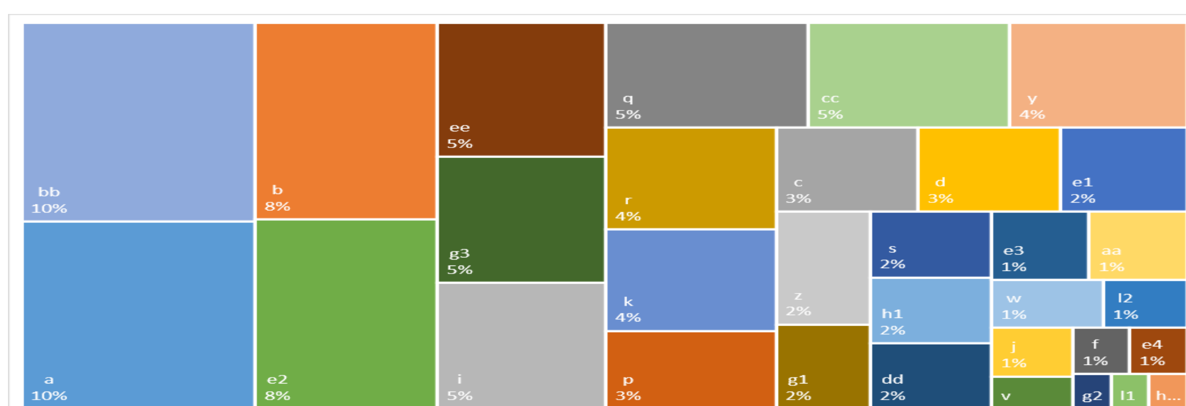

Figure 15: Overview Clivia's percentage usage of interactures in lesson

I now discuss what these scores indicate. I compare her usage profile with that of the group. This will indicate if personal *weltanschauung* has had any individual influence to shape her pedagogic interaction style. I make further use of her ratings of teacher-talk strategies, her

ideas about teaching and communication and quoted examples of sequences from the lesson recording to support my description. (See Addenda BB & HH)

The primary interacture usage clusters are: Clivia **(bb/a, b/e2, ee/g3/i/q/cc, y/r/k, p/c/d)** Group: **[bb, a, ee, r, b]**

The main interacture usage profile of Clivia reflected that of the group in her use of **a - management talk @ 9.7%, b - giving explanations @ 8%,** and **ee - elicitation of learner participation @ 5%** and her most used interacture **bb - refocus words @ 10.3%** reflected a similar tendency of most of the English-speaking participants. Similarly, Clivia had rated **u - goal setting** highly at 8/10 but had not used it in her recorded lesson.

Clivia's usage profile becomes different with her use of **e2 - clarification talk in response to a learner's query @ 7.7%, g3 - teacher extends a learner's correct contribution @ 4.7%, i - content feedback @ 4.72%, y - group exploring talk @ 4.13% and p – extended learner turn @ 2.95%.** Clivia had stressed the importance of the teacher being a good communicator, listener and motivator and the use of these interactures demonstrated that she was prepared to engage fully with the learners. Her use of **r - admonishing disciplinary talk @ 3.8%** was substantially lower than most participants.

Essentially her pedagogic interaction style was IRE/F with her questioning strategies **c & d @ 5.4%** and **feedback @ 5.6%** however her use of other teacher-talk interactures shifted the pedagogic interaction style beyond the pure teacher-centred IRE/F to a more learner-centred interactive transactional style with moments of authentic transformation (Van Lier, 1996).

The full rendition of her lesson is available in audio and transcribed format. (See Addendum Z) Please find six illustrative examples below of her individual style of teacher-talk usage.

True to her ideals after greeting her learners, she introduced her theme in a manner that created interest, excitement and invited participation in a fun exercise that involved learners finding letters that spelt WEATHER. Clivia had also used **cc - teacher idiolect @ 5%** in her third most used cluster but did not identify its usage in her analysis. See below.

> **Line 11 T:** Alright .. some of you have a surprise under your desk, so feel for it , if you get a surprise come to the front of the class
>
> **Line 22 T:** Alright so if you look at the letters obviously they spell weather and that is the theme of our lesson today, so I'm gonna to give you a piece of prestick and you can stick the letters on the board. Obviously spelling weather..ja
>
> **Line 181 T**: Yes, alright so you guys can answer those questions for me quickly as well as in your work books

Clivia had rated **a - management talk** as a positive teacher-talk strategy and in fact had scored it higher after her recording experience. Consequently, it was not surprising to find that she used it **@ 9.7%.** Her instructions were as she had said *'clutter - free'*. See below.

Line 33 T: Alright ..you can throw the envelopes away ..or keep them or do whatever you want ... alright we have established that our lesson is about the weather today..I want you to quickly work with your partner.next to you..not behind or in front of you..

In her response below, Clivia showed how she personalised the work by putting it into the learners' context through using the 'think, pair, share' procedure followed by a lot of discussion. She used guided questions and in line with her thoughts allowed for processing time until all learners were on board with the purpose of the lesson.

Line 123 T: Alright listen up ..so now obviously we are looking at the weather map and going to learn how to read the weather map today .. and as you can see on a weather map you get all different types of symbols that indicate to you the weather forecast so you get sunshine, you get a clear night, you get snow. Do we have tornadoes in South Africa?

Furthermore, she had maintained that the reason a child would become lost in a lesson was if the content was unrelated to their worlds and she demonstrated this by answering questions and relating them to the learners' life experience. The sequence below demonstrated this and showed Clivia's usage of **ee - teacher inviting participation**, **scaffolding g3 - teacher extends a learner's answer, i - content feedback , q - informal talk** and **l2 – teacher echo of learner contribution** strategies to mediate understanding. She said that she had seldom experienced this type of teacher interaction as a learner but had rated it highly as a strategy.

Line 111 T: That's why sometimes in your toiletry bags when you get off the aeroplane your shampoo and conditioner has popped open because the air pressure has been too much..ja
Line 112 Ll: … ((...))
Line 113 T: turbulence
Line 114 L: yeh
Line 115 T: that's when the aeroplanes fly through the clouds or there's different air pressures of different winds that's when … ja

The high **q - informal social talk @ 5%** score was partly due to her tone and calm manner and it resulted in a relaxed atmosphere. She did however keep control over the lesson with her usage of **r - disciplinary talk @ 3.8%** and **k - extended teacher turn @ 3.8%.** She said she had often experienced **v - demotivational talk** as a learner but **@ 0.59%** usage she demonstrated that she refrained from using it herself. See below.

Line 90 L: I was going to ask where clouds was coming from
Line 91 T: Alright .. Well you should be learning that in Natural science ...
Line 92 L: No we didn't ((...))
Line 93 T: Yes about the precipitation and all those things... but **in English today** we are learning how to read a weather map.

Her use of **s - motivational talk usage** was quite low but combined with the use of **cc - idiolect** and **q - informal social talk** when using **a - management talk and b - instructional talk** the result seemed to be a very well-behaved class.

Line 164 T: ...alright thank you guys, ((J-name)) I said ((M-name)) was the last one. Okay so now on this piece of paper that I've handed out your worksheets ((A-name)), there are weather symbols underneath it you obviously need to indicate what they mean and then open up your books to page 126 in your blue book ... 126 ..quickly... if your blue book is outside you have five seconds to fetch it ...

In terms of how her involvement in the project had added to her understanding of the nature, function and use of teacher-talk, she said her participating in the project gave her greater insight of how different teacher-talk strategies could be used (see Addenda BB & FF)

> *"Since our first meeting and you telling us all the different teacher talking methods, I was definitely more aware when I was in class of how I was talking to the learners; how I was teaching and actually in the back of my head was thinking to myself how can I improve my teacher-talk to have effective learning. So in that sense that helped me in that way to be more self-aware... as well as just be more confident in the way that I am in the classroom by knowing these sort of things." (Clivia)*

In conclusion, the analysis of Clivia's recording demonstrated that her identification of her interactures usages were the most consistent and accurate of all the participants. This may have been because Clivia was the participant who had approached me about the difficulties she was experiencing with the self - assessment exercise. This had prompted me to develop the bespoke instrument further. Clivia kindly evaluated it for me. (see Section 3.6.2) My data also revealed that throughout her lesson, her *weltanschauung* resulted in an individual use of teacher-talk that reflected sensitivity and patience with the learners. She mediated learning through discussions even though the content was not always strictly part of her planned lesson and she used her teacher-talk strategies to steer the learners back to the actual lesson without resorting to demotivational talk. Given her interest in the instrument, Clivia may have spent more time than the other participants on her self-assessment.

4.3.5 Participant Lou

> *Children are very impressionable and [for the] majority of the time take on what they see and hear. They model what they see. Words of positivity can be a bridge of strength and trust however negative words can dismantle the bridge between oneself and another… If a teacher is not approachable it is going to affect everything else. (Lou)*

Lou was a 23-year-old student teacher who felt her role was to rekindle the learners' interest in her subject through positive communication strategies.

Lou grew up in an English-speaking home and environment. Although she used English as her dominant communicative language, she became fluent in isiZulu through interaction with domestic staff at home. Lou was introduced to Afrikaans at the age of 11 at school.

Lou's decision to teach Mathematics stemmed from a love for the subject coupled with a determination to prove a past teacher wrong who had used negative talk about her capabilities. She said, *"I really enjoy the subject and I want to create a positive atmosphere around learning Maths……there is so much negativity around Maths …if you take that away then the kids are much more open to just trying it.*" Lou had selected the Intermediate Phase as *"I enjoy this age group as they can think for themselves and are still excited about learning."* She felt that the Intermediate Phase had three different age groups and teachers should adapt their

teacher-talk accordingly, recognising the vulnerability of grade 4 with their greater sensitivity and need for encouragement to take responsibility for their work to a firmer approach to Grade 5 and 6 where boundaries needed to be established. Fairness, approachability and encouragement were threads common to all ages. She felt that her major challenge in teaching was going to be *"her ability to simplify explanations"* and concluded that Mathematics teaching needed to be concretive: visual and tactile. She felt she "*encouraged and motivated my learners to work and function as a team and to help each other [and] I allowed them to use different approaches and to question when they don't understand or don't agree with something."*

Lou felt that the main reasons that a learner could feel lost in a lesson would be bad explanations and choice of words by the teacher. Hence for Lou a mediocre teacher would *"answer her own questions and pass over you very quickly"* and the most essential characteristic of a good teacher was to be *"approachable…because if you as a student cannot approach your teacher who is meant to be helping you everything else is irrelevant."* She felt the use of encouraging and motivational body language *"go hand in hand"* with teacher-talk. She thought as a teacher she would focus on goal setting and encouraging words. *"I know as a kid, I hated it if something wasn't confirmed or I didn't have a goal."*

While Lou did not anticipate any challenges for herself to use English as the LoLT, she did say that *"there are many learners for whom English is not their home language and therefore struggle with the understanding and following instructions in English."* She said code-switching was important, but she felt that a teacher needed a good understanding of the language before using it in the classroom. She regretted having lost her fluency in isiZulu and felt that it could be useful to relearn it to facilitate codeswitching teaching opportunities especially in terms of disciplining: *"If I said sit down in IsiZulu they would be shocked out of their socks!"* However, for subject teaching she said that Mathematics had some difficult subject vocabulary terms that are not readily available in other languages. Furthermore, because indigenous languages are *"area dependent"* a teacher would have to use quite a range of languages. She concluded that as she *" would not be able to use the [Mathematical] terms needed to explain"*, some teacher-talk strategies that she discovered in the course of her involvement in the project would probably be more efficient than code-switching for subject teaching. *"I need to think more like the learners who do not understand and try to think of the best way to explain [in a more] simplified way."*

In terms of organisational issues that may affect teacher-talk, she felt she had supported the particular mission of the school by her use of teacher-talk, but she had experienced some negative examples of use of teacher-talk by the resident teachers at her teaching practical

school. Lou was able to identify different teacher-talk strategies to support a lesson structure and desired outcomes of the National CAPS. (See Addendum BB Tables 3 & 4) Lou was unusual in that she had opted to organise extra opportunities to do WIL sessions over and above those organised by the university. She was quite voluble about the lack of teaching skills training she had experienced at her University. "*So much theory can help you but it's in the classroom that counts.*"

Part 1 of the questionnaire indicates that many factors potentially shaped what Lou felt about classroom communicative practices. The analysis of the transcript of her recorded lesson indicated if these had actually determined her use of teacher-talk interactures. (See Addendum HH)

Lou's recorded Mathematics lesson with a grade 5 class (35 learners) was on data handling. The recording was 30:20 minutes in length. In our interview, Lou had proclaimed that she *"like[ed] to make my lessons practical"* and make Mathematics interlink with other subjects. The learners had visited the zoo, so she made this her theme and began her lesson with the children looking for envelopes containing animals under their chairs.

The graph below depicts a comparison of her and my analyses of the number of times she used interactures in her recorded lesson. Visually it is evident that there are many differences in the scores.

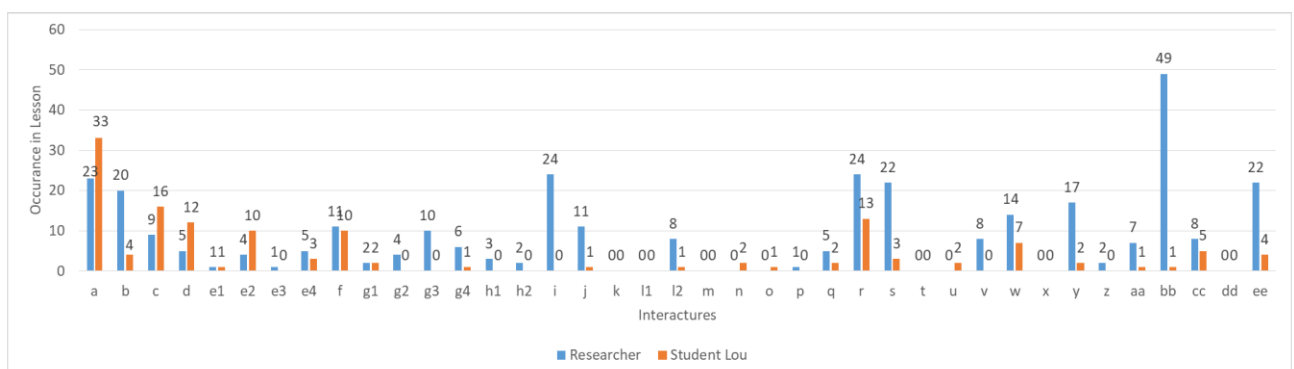

Figure 16: Researcher/Lou lesson interacture usage analyses

There were many cases where Lou did not identify her interacture usage particularly in the use of **g - scaffolding, i - & j feedback,** and **h1 & h2 - repair**. However, Lou and I did concur that she used **a - instructions**, **c & d - questioning** and **r - admonishing disciplinary talk** relatively often. Our closet scores were those reflecting her use of **f - confirmation checks**. In our discussion she said, *"I think I picked up on the confirmation part" [but] … I was very harsh on myself …is this really scaffolding …I need to develop that more."* She acknowledged that she was shocked to find that she had replicated some negative examples of teacher-talk usage by her resident teacher,

> *"I found I was a really nasty person…. I was constantly blaming them and it's incredibly bad for those… about ten learners who are incredibly well mannered and sweet but they are so dominated… I just felt I myself came out of that lesson very negative just from my talk of constantly having to get order." (Lou)*

This had not been in line with her teaching philosophy where she had quoted Rita Pearson as saying that *"Every child deserves a champion adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be."*

Lou appeared to replicate most of the strategies used in her personal experience. However, she gave **i & j - feedback @ 10.67%** more often although despite rating it as 9/10, she didn't seem to recognise it in her analysis Her use of **v - demotivational talk @ 2.4%** was high considering her having rated it as a 1/10 strategy. (See Addendum BB Table 1)

My analysis scores produced a block graph to demonstrate visually her usage percentage in descending order in her lesson. Size of block is consistent with usage percentage.

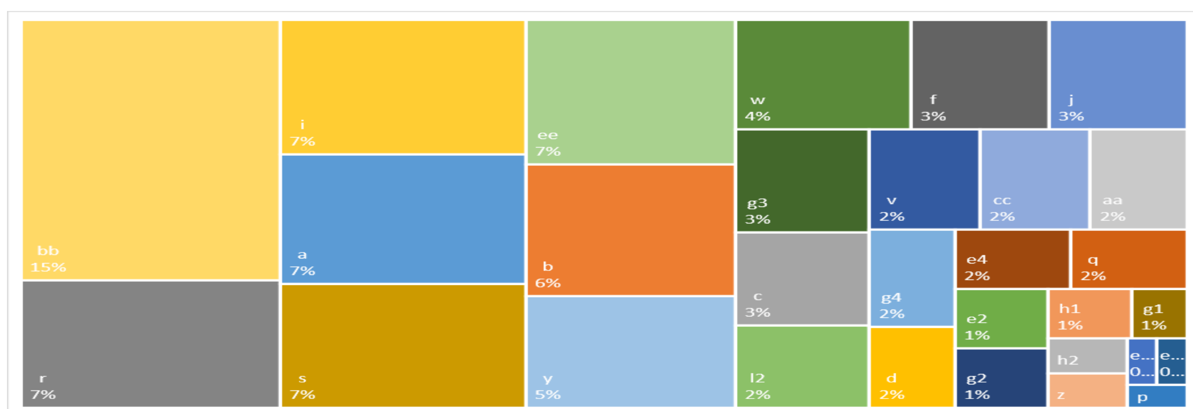

Figure 17: Overview Lou's percentage usage of interactures in lesson

I now discuss what these scores indicate. I compare her usage profile with that of the group. This will indicate if personal *weltanschauung* has had any individual influence to shape her pedagogic interaction style. I make further use of her ratings of teacher-talk strategies, her ideas about teaching and communication and quoted examples of sequences from the lesson recording to support my description. (See Addenda BB & HH)

The primary interacture usage clusters are: Lou **(bb, r/i/a/s/ee, b, y, w)** Group: **[bb, a, ee, r, b]**

Lou incorporated all the interactures of the group profile in her five main clusters. She used **bb - focus words @ 14.9%**, **a - giving instructions @7%**, **ee - elicitation/inviting feedback @ 6.7%**, **r - admonishing talk @ 7.3%** , and **b - giving explanations @ 6.1%**.

While Lou had not listed discipline as a challenge that she was anticipating, she had rated **r - admonishing talk** as a positive teacher-talk strategy 8/10 that she had experienced often as a learner herself so her high usage was anticipated. However her additional use of **s - motivational talk @ 6.7%**, **i - content feedback @ 7.3%**, **y - exploring talk–group @ 5.18%** and **w - exploring talk-individuals @ 4.27%** amongst her main clusters clearly indicated that she wanted to engage with her learners. This too was in line with her teaching ideals.

In terms of her usage of other interactures, generally, Lou seemed to confuse the difference between **c - display questioning** and **w/y -exploratory talk** herself but I found she used them **@ 2.7%, 4.3% and 5.2%** respectively. Lou used **g – scaffolding @ 6%** but did not really allow for **g4 - teacher promotes self-actualisation @ 1.8%** though this may be due to the nature of the subject. Similarly, **p - extended learner turn @ 0.3%** and the use of **q - informal social talk @ 1.5%** did not play a decisive part in her lesson. Her usage of the latter was the lowest amongst the participants. Lou did not use any **code-switching** in her recorded lesson, but this was in line with her sentiment about its usage.

Essentially her pedagogic interaction style was IRE/F. However because of rowdy behaviour this lesson was more learner-dominated than many and as Lou struggled to control the behaviour, it tended to become more transmissive than interactive (Van Lier, 1996). This limited authentic learning interaction and Lou's ability to facilitate her ideal of a positive learning environment.

The full rendition of her lesson is available in audio and transcribed format. (See Addendum Z) Please find six illustrative examples below of her individual style of teacher-talk usage.

The sequence below demonstrated her desire to engage the understanding of the learners through using **b - explanatory teacher-talk, w & y – exploratory talk** and **l2 - Teacher repeats a learner's contribution.** However, it also demonstrates that Lou was inclined not to allow sufficient **o – extended wait-time** so authentic interaction did not happen often.

> **Line 42 L:** There must always be a vertical and horizontal axis
> **Line 43 T:** Okay .. Do you hear that very very clever word that ((name)) has used? It's a very big and very important word. No response in time allowed by teacher. Okay axis we've got a horizontal axis and we have got a.. Teacher leaves a space for learners to complete her sentence but also says it with the learners

The following sequence showed her use of **i - content focused feedback**, **f - confirmation checks**, and the personalized 'we'. She also attempted to provide them with an opportunity to add to her contribution; Lou was the only participant who did this. However, her response was to ignore the contribution from the learner and cause herself embarrassment by their laughing response.

> **Line 47 T:** that tells me how many I have and on my horizontal axis I have my different types on animals. Okay. Do we understand? Nod heads if we understand what we've done so far ..a

couple of strange sounds but Teacher carries on Okay important … can you see my ((..)) I haven't started here …Can you see I have my vertical axis and then I've left a … Teacher leaves a space for learners to complete her sentence
Line 48 L: Space
Line 49 T: Teacher doesn't respond to L but merely says a block. Okay so this is like in your books.. I've left a space, I've left a block and then I started. Boys why you laughing?

Lou said she would use motivational, supportive and exploring talk in the middle section of her lesson, but the sequence below does not seem to demonstrate this as her interactive feedback was minimal. She also seemed to ignore learner responses quite often and demonstrated **aa - missed interaction opportunities @ 2.1%.** This was the highest usage of this interacture amongst the participants and seemed to be in direct contrast to her saying that she wanted to make the classroom as a safe space for learners to express themselves. See below.

Line 55 T: ((name)) what do you not understand? Come and put this up. Whose never seen a tally chart before? … Okay you've all seen tally charts ...
Line 56 L: Mam ((..))
Line 57 T: Uh-uh .. Uh-uh.. I know it's in your revision. Okay can you see I've left some information ... uh-uh ... ((name)) you're not talking to my class

Lou's use of **j - form focused feedback @3.4%** was the second highest amongst the participants. See example below.

Line 169 T: Okay when you go up there mustn't be gaps in your column. I want a solid column it's like a building we don't leave gaps going up when we on floors.

Lou use of **a - instructions (7%)** were generally constructive. See below.

Line 141 T: 5R I want you to think before you just ask questions. Think about have I just asked already and then if you 100% sure I haven't told you then come and ask

However, the poor behaviour of this class indicated they took advantage of her efforts to present a creative fun lesson. This was exacerbated by another teacher interfering half way into Lou's lesson, but Lou tried to continue to assist learners on an individual basis. However, as the frustration of the lesson wore on she did revert to the resident teacher's teacher-talk style of threatening or **v - demotivational talk @ 2.4%.** See example below.

Line 161 T: YOU BETTER MOVE IT … Uh huh we doing other stuff **…**

In terms of how her involvement in the project had added to her understanding of the nature, function and use of teacher-talk she said her participating in the project gave her greater insight of how different teacher-talk strategies could be used (See Addenda BB & FF)

"I feel that I have learnt so much and it has made me realise how vital a teacher's choice of words or even just acknowledgment of learners is. I feel that it has helped me to pre-plan what I am going to say in a lesson and what I need to focus on when speaking to learners and addressing their questions I have also realised that even though I may think some strategies are really important I don't use them as much as I should." (Lou)

In conclusion, my data revealed that Lou was unable to translate many of her ideas from her *weltanschauung* and experiences into her preferred style of teacher-talk. Initially Lou had many idealistic views about teaching and how she would use teacher-talk strategies. However, she

also felt that the degree to which teachers facilitate or mediate learning depended on *"the characters of the learners in the classroom"* (See Addenda DD & FF) My data revealed that this class was generally rowdy, and Lou responded in a like manner. So, her actual teacher-talk usage in terms of fulfilling her ideals was adversely influenced by learner behaviour.

4.3.6 Participant Peaches

> *Teacher-talk is how a teacher communicates with the learner, how the learner interprets it in the end but also the feedback that you get from the learner… I am here to educate the learners but also to learn from them because we live in a world that is evolving……so I would say that the words, the communication that I use with the learners in the classroom is very powerful. (Peaches)*

Peaches was a 23-year-old student teacher who aspired to assist learners to know about the world in which they lived.

Peaches appeared to have the strongest linguistic talents in the group. She had grown up in a Sepedi household, but her mother was IsiNdebele and her adopted grandparents were Afrikaans. The LoLT of her primary and secondary schools was Afrikaans and she continued to select that medium at University. She had been exposed to English at crèche and acknowledged that an English home language speaker may have a wider vocabulary that she did, but she would could always use dictionaries to assist herself. Thus, she was aware of the importance of expanding vocabulary for communication purposes and said she would encourage learners to learn a new word every day.

Peaches had selected the Intermediate Phase because of a bursary and felt that Social Sciences was her favourite subject since "*during these lessons I talk a lot and the learners interact with me as well … [and]… we live in a world that is evolving*." She saw herself as both the 'fountain of knowledge' and 'a participant learner'. She anticipated disciplinary challenges and felt there was an immense emotional difference between grade 3 and grade 4 learners and a variety of teacher-talk strategies would "*be needed for them to grasp the knowledge*." She recommended the use of discussions.

Peaches felt the main reasons a learner could get lost in a lesson were if the teacher talked too quickly and the learner did not pay attention. Hence, respect, compassion, empathy, trustworthiness and honesty were characteristics Peaches felt a teacher should have. She thought a good teacher would "*use motivational talk that built on the content*" and would use open questions to promote discussion. A mediocre teacher would read from the textbook and discussions would be limited. Based on her personal experiences of teachers, she would always link her lessons to the learners' worlds by asking ..." *what do you guys know about today's topic from … your own personal knowledge… questions like those open up the*

learners so that they would start talking about the topic" and she would close lessons with *"a collective summary about the content with the learners."* She felt confident that she would be able to explain any subject terminology and would make a "*word bank at the beginning of the lesson with the definitions."*

Peaches said would like to use either Afrikaans or English as the LoLT for teaching as she rated her communication skills in both languages as excellent. While she would also use code-switching in her lessons to promote understanding, she felt a teacher's good language skills *"would motivate learners to want to speak a language in a certain way."* English was the perceived preferred learning medium of her community as it is a language that is used the most.

In terms of organisational issues that may affect teacher-talk, Peaches felt she had supported the mission of her school by motivating the learners to reach their full potential and by using positive reinforcement like handing out sweets for good behaviour. Peaches was able to identify different teacher-talk strategies to support desired outcomes of the National CAPS, though her identification of them for different parts of the lesson plan had been less clear (See Addendum Tables 3 & 4)

Part 1 of the questionnaire indicates that many factors potentially shaped what Peaches felt about classroom communicative practices. The analysis of the transcript of her recorded lesson indicated if these had actually determined her use of teacher-talk interactures. (See Addendum HH)

Peaches' recorded History Social Sciences lesson with a grade 4 class (35 learners) was on the comparison of two South African leaders. The recording was 50:41 minutes in length.

Due to personal pressures, Peaches retired from the project earlier than the others did, but as I had been able to collect a substantial amount of data from her, I decided, with her permission to include her in the data analysis. Unfortunately, Peaches did not do the self-analysis or attend the final one-on-one feedback session, so I was unable to review or discuss any differences between her and my analyses. The graph of my analysis of her teacher-talk interacture usage is below.

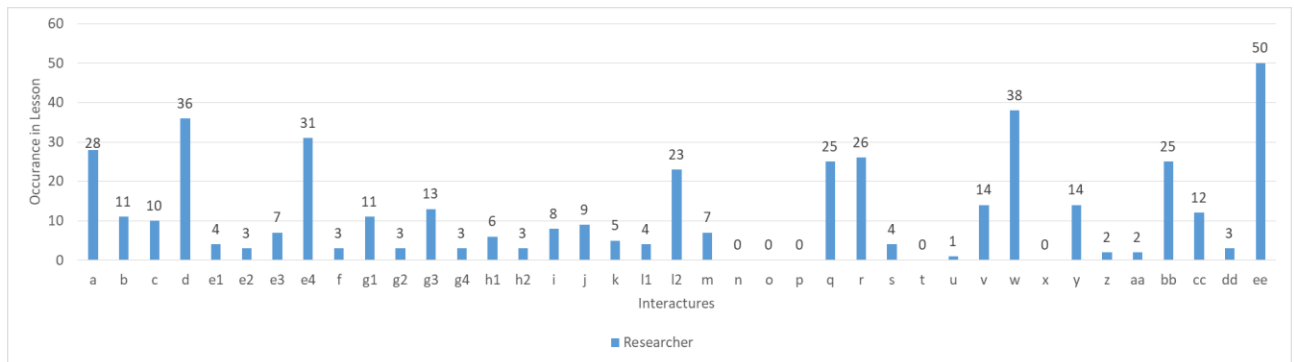

Figure 18: Researcher analysis of Peaches' lesson interacture usage

Peaches appeared to replicate many of the strategies used in her personal experience especially in her use of **disciplinary**, **referential questioning** and **clarifying/repetitive talk.** (See Addendum BB Table 1)

I used my analysis scores to produce the block graph to demonstrate visually the percentage in descending order her interacture usage in her lesson. Size of block is consistent with usage percentage.

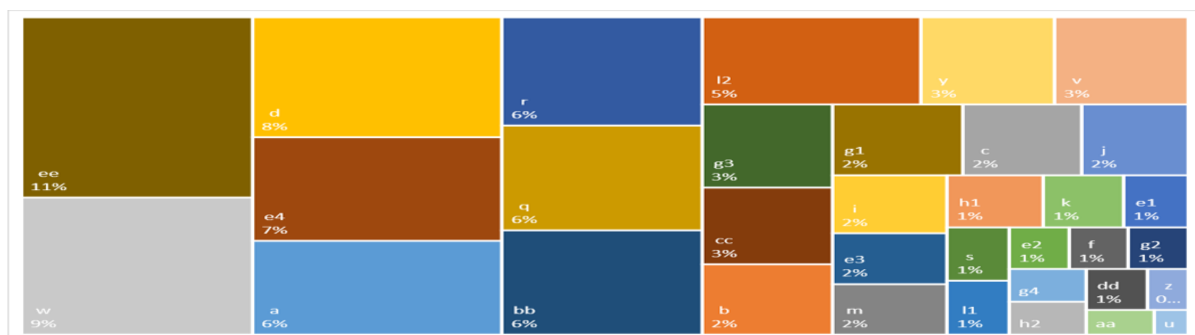

Figure 19: Overview Peaches' percentage usage of interactures in lesson

I now discuss what these scores indicate. I compare her usage profile with that of the group. This will indicate if personal *weltanschauung* has had any individual influence to shape her pedagogic interaction style. I make further use her ratings of teacher-talk strategies, her ideas about teaching and communication and quoted examples of sequences from the lesson recording to support my description. (See Addenda BB & HH)

The primary interacture usage clusters are: Peaches: **(ee, w, d, e4, a/r/q/bb)** Group: **[bb, a, ee, r, b]**

Peaches' interacture profile differs from the general one in that her usage of **w - exploring talk with individual @ 8.6%, d - referential questioning @ 8.1%** and **e4 - teacher-asking learners to clarify @ 7%** were her four most used interactures after **ee - elicitation of learner participation @ 11.3%**.

Peaches had said that her prime anticipated challenge was a lack of discipline, and that the reason a child became lost in a lesson was a lack of paying attention on their part, so it was not surprising to discover that **r - admonishing disciplinary talk @ 5.9%** and **bb - use of refocusing words @ 5.6%** were both frequently used. This seemed to indicate that Peaches was determined to control the proceedings. However, she had tempered this authoritarian style with the use of **q - informal social talk @ 5.6%**. Her use of **s - motivational talk @ 0.9%** was very low. Her usage was contrary to her rating it as a 10/10 strategy but was in line with her thoughts. In a discussion about whether all teacher-talk should be motivational, she said, *"Possibly, I think there are situations where you just, it's not possible to motivate you just have to reprimand."* Her usage of **u - goal setting @ 0.2%** did not match her rating of them as 8/10 and likewise her use of **v - demotivational talk @ 3.15%** was contrary to her low rating of it as 1/10.

Her pedagogic interaction style was generally IRE (Van Lier, 1996) but since **i - content feedback @ 1.8%** and **j - form focused feedback @ 2%** were some of her lesser used interactures her pedagogic interaction fell short of the true IRF style making it more teacher-centred and less learner/learning-centred. Despite claiming that she saw herself as a "fellow learner" in the class opportunities for transactive or authentic transformative communication were limited as reflected in her low **g4 - teacher promotes learner self-actualisation @ 0.7%, e2 - teacher clarifies in response to learner query @ 0.7%** and **h2 - indirect repair @ 0.7%** scores and lack of **p - extended learner turn @ 0%.**

Peaches had been very positive about **t-code-switching** but she did not use it as a strategy in her recorded lesson.

The full rendition of her lesson is available in audio and transcribed format. (See Addendum Z) Please find seven illustrative examples below of her individual style of teacher-talk usage.

Given her belief that she would teach learners that *"once you start focusing on you … you will get to where you want to be"* it was surprising how often the communication channels between Peaches and the learners were forced and teacher controlled as demonstrated below:

Line 50 T: Why did you do this in pencil?
Line 51 L: [no answer from the learner]
Line 52 T: Talk to me ((D- name))

Line 102 T: Why are these upside down ? Upside down ?
Line 103 L: [No response from Learner]

She appeared to follow the terse style of the resident teacher despite her saying that she regarded herself as a 'fellow participant learner'. Her use of 'mam' when addressing a learner was to create a gulf between herself and the learner. See below.

Line 100 T: Mam, Mrs ((name)) just said if you don't have a poster she doesn't want your work because it's not done you're gonna get zero ... Are you done? Are you sure? ((..)) Yes ((M-name))

Generally, her usage of **l2 - teacher-echo @ 5.2%** changed the nature of her questioning style from potentially being that of **d - referential questioning** into **c - closed display questioning** with limited **feedback.** This also skewed the value in terms of creating the learning space that usage of **ee - elicitation of participation @ 11%** could have facilitated. See the sequence below:

Line 111 T: Right talk to me about Mandela and Ghandi, what have you learnt over the past two weeks about Mandela and Ghandi... Yes?
Line 112 L: ((..)) they both wanted freedom for the people
Line 113 T: they both wanted freedom for the people... ((name)) ?
Line 114 L: they both went to jail
Line 115 T: they both went to jail... ((name))?

In addition to the above style that dominated the lesson, Peaches did not allow **o - learner wait-time @ 0.0%** or **p - extended learner turn @ 0.0%** in her teacher-talk pattern. This lack was in stark contrast to her other proclaimed reason for a child becoming lost, namely, "Teacher talking too fast." Generally, she did not give learners think time. See below.

Line 154 T: Forgot what she wanted to say. ((new name O-name))?

Furthermore, some of her interactures actually discouraged participation by learners and became **v - demotivational talk @ 3.2%.** Her total usage was the second highest of the group of participants. See below.

Line 215 T: ((name)) I'm not going to ask you now because I know you know the answer. Yes?

Peaches appeared to be singular in her contradictory usage of teacher-talk that expressed inviting talk and distancing talk in the same sequence. See below.

Line 282 T: You may begin ((-name)) ... If you have any questions you are welcome to put up your hand and ask.. First person to talk is gonna stand and ((..)) next person. Give out these papers.

Furthermore, she seemed to favour certain learners over others. See below.

Line 302 T: …. The only two people who are allowed to talk in this class is ((-Names)), they don't talk loudly, they talk very softly about their work. ... ((-name)) stand.

Both of the above could cause confusion and lack of learner confidence in a teacher and may amount to be a careless usage of language. Peaches had said that words were very powerful.

Peaches use of **b - explaining concepts to the learners @ 2.5%** and **k – extended teacher turn @ 1.1%** seemed to be linked to reading out of the textbook rather than authentic teacher explanation. She merely read from the 'word bank' from the textbook and these were Grade 4 learners from a multi-lingual background. See below.

> **Line 245 T**: Christian religion.. Right Grade 4 on page 66 of your learner's book ... in the word bank teacher reads ,'courage' means to be brave and not show fear .. so we both know that Mandela and Ghandi both showed courage because they protested against for what they believed in.. Right teacher reads threaten means to ((..)) ..

In terms of how her involvement in the project had added to her understanding of the nature, function and use of teacher-talk, she said her participating in the project gave her greater insight of how different teacher-talk strategies could be used (See Addenda BB & FF)

> *"I just think that if you are trained to talk with learners and you are trained to deal with different situations more or read about more different situations that maybe we would know what word to use during situations… Three years of theory hasn't prepared us for this moment" (Peaches)*

In conclusion, my data revealed that Peaches was unable to translate many of her ideas from her *weltanschauung* and experiences into her preferred style of teacher-talk. Peaches' practical demonstration about using a variety of strategies to create a safe learning environment built on empathy and trust was quite different from her expressed teaching philosophy. Her teacher-talk strategies did not appear to take into account the age of the learners or really mediate and motivate learning and there was a pattern of behaviour management through demotivational talk.

4.3.7 Participant Penelope

> *Walking into a classroom and being able to teach my passion is a huge opportunity so it influences the way I act, the way I think, what I say to the learners, how my classroom atmosphere is and it all influences the way the kids learn…For me seeing learners struggle and actually putting in that extra supporting guidance… and seeing them … suddenly get that light bulb phase its so so rewarding. (Penelope)*

Penelope was a 24-year-old student teacher who thought that her passion for teaching would be reflected in the positive way she could shape the learning environment of her classroom.

Penelope was the oldest participant; she had taken a gap year in which to test her thoughts regarding her choice of teaching as a career. She had grown up in an English household and community and while she learnt Afrikaans at school, she did not rate her abilities to use it for communication purposes very highly. However, her empathy for learners who spoke other languages was evident in her feeling that she would have liked to speak it fluently and, since she lived in Durban, also to learn IsiZulu to understand learners who struggle.

Penelope had selected the Intermediate Phase as she felt that at this level learners knew the basics. She felt that English was a subject that was important for learners' lives and that the *"variety of content"* could allow it "*to be fun and exciting*". Behind Penelope's decision to become a teacher was the thought that *"just knowing that you can make a huge impact on an individual learner makes being a teacher so credible."* She viewed herself as a "*participant fellow learner*". The major challenge she envisaged was learners being uncooperative and

respect was important for her. In her interview post recording, she said this had not been a problem. *"I never really doubted myself with regards to discipline just have to be careful with how you come across to them … From the beginning set the boundaries, I can joke easily with my students but they must know not to cross the line."* (See Addenda BB, GG & FF)

She felt that learners were likely to become lost in a lesson if the teaching strategies the teacher used *"did not work for them"*. Penelope talked about multiple intelligences and involving each child. Hence, she had listed a teacher being approachable, enthusiastic, and knowledgeable as important characteristics. A good teacher would be calm and motivational while a mediocre teacher would be abrupt and demotivational. She felt that *"the way you speak to people and the language you use can often determine how the learners view you."* She felt that Grade 6 learners while being confident were also sensitive and could *"get an attitude if you talk negatively to them."* Hence, she felt she would never be demotivational or belittle a child as *"they will feel embarrassed and might be teased."*

Penelope was confident about her preference to use English as the LoLT as it is a global language. Although she would not code-switch, she would allow learners to do so during group work to facilitate their progress to achieve the lesson goal.

In terms of organisational issues that may affect teacher-talk, Penelope felt she had supported the mission statement of the school by *"creating a classroom environment which facilitated learning and prepares them for the world outside the classroom."* Penelope was able to identify different teacher-talk strategies to support a lesson structure and desired outcomes of the National CAPS. (See Addendum BB Tables 2 & 3)

Part 1 of the questionnaire indicates that many factors potentially shaped what Penelope felt about classroom communicative practices. The analysis of the transcript of her recorded lesson indicated if these had actually determined her use of teacher-talk interactures. (See Addendum HH)

Penelope's recorded English lesson with 34 grade 6 learners was on finite and infinite verbs. It was 45:43 minutes in length. The focus of her lesson was to make the use of the infinitive verb relevant to their lives so she started her recorded lesson with a think pair share (TPS) exercise where the learners had to describe the likes and dislikes of their partner.

The graph below depicts a comparison of her and my analyses of the number of times she used interactures in her recorded lesson. Visually it is immediately evident that there are some similarities and many differences in the scores.

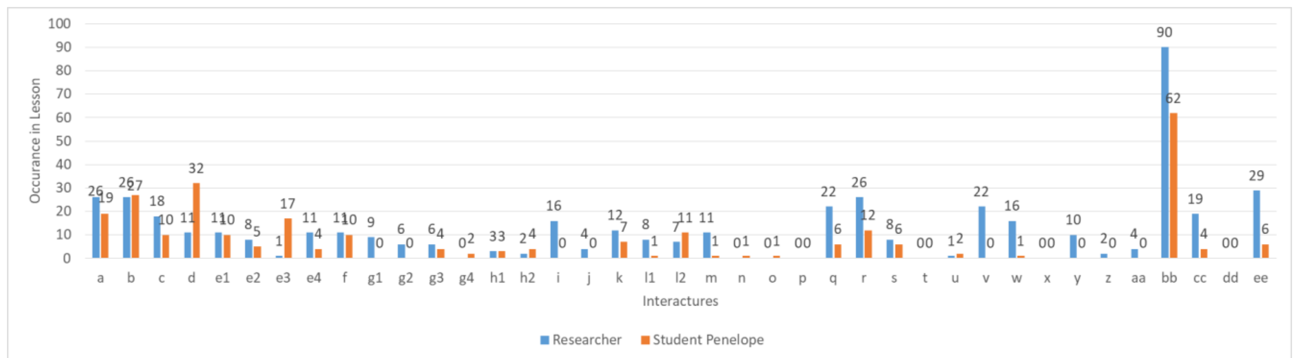

Figure 20: Researcher/Penelope lesson interacture usage analyses

Penelope accounted for the discrepancies by saying that she had found using the excel spreadsheet challenging and may have left some categories out. *"Whenever I get confronted with an excel spreadsheet it makes me nervous."* In addition, she said she had simply read the transcript but not listened to it. Interestingly she also said,

> *" I was getting irritated when I reading the transcript because it was like if anyone reads this, they [are] going to think I'm this horrible teacher that says these horrible things but they don't see the tone in my voice behind the transcript, so I was getting frustrated when I was reading it because I was like I didn't mean it like that."*

But she added, *"Overall I was fine with my results – I knew what I was doing throughout the lesson, I knew what my lesson needed to be."*

Penelope and I did concur that she used **bb – words to refocus, a - instructions**, and **b – giving explanations** the most often. She did not recognise her use of **i & j – feedback** nor **g1 & g2 – scaffolding,** despite rating them as 10/10 teacher-talk strategies. For the rest Penelope appeared to replicate many of the strategies from personal experience especially in her use of **a/b/r** - **authoritative/disciplinary**, **w - exploratory talk on individual basis**, **e/g/l1&2** - **clarifying/scaffolding/repetitive** and **d - referential questioning**. However, she departed from her experience by using **v - demotivational talk** that she had seldom experienced and rated as 1/10. (See Addendum BB Table 1).

I used my analysis scores to produce the block graph to demonstrate visually the percentage in descending order her interacture usage in her lesson. Size of block is consistent with usage percentage.

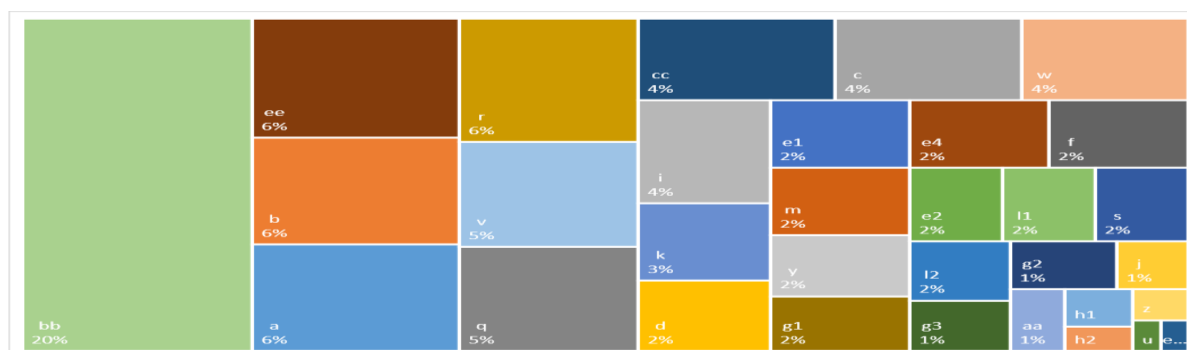

Figure 21: Overview Penelope's percentage usage of interactures in lesson

I now discuss what these scores indicate. I compare her usage profile with that of the group. This will indicate if personal *weltanschauung* has had any individual influence to shape her pedagogic interaction style. I make further use of her ratings of teacher-talk strategies, her ideas about teaching and communication and quoted examples of sequences from the lesson recording to support my description (See Addenda BB & HH)

The primary interacture usage clusters are: Penelope: **(bb, ee/b/a/r, v/q, cc/c/w/l, k)** Group: **[bb, a, ee, r, b]**

Penelope's main interacture usage profile reflected that of the group as all the categories of interactures were found in her five main clusters. Her usage of **bb - words to refocus @ 19.7%** as her most frequent interacture, the second highest amongst the participants, and her usage of **r - admonishing disciplinary talk @ 5.7%** supported her rating of discipline talk as a positive and highly important teaching strategy. Despite rating the following two strategies as low, Penelope used **a - management talk @ 5.7%** and **b - explanatory authoritative talk @ 5.7%** as her second most used category in her lesson. This could align with her boundary setting philosophy. Her relative high usage of **ee - elicitation of learner participation @ 6.4%, e – clarification @ 6.8%** and **f - confirmation checks @ 2.4%** indicated that she controlled the interaction. This was replicated in her use of questioning as she focused on **c - display questions @ 3.9%** in preference to **d - referential questioning @ 2.4%**. Penelope had rated **d** highly and in her analysis found numerous examples but seemed to have confused it with **w - exploratory talk with individual @ 3.5%.**

Penelope's overall usage of interactures and her **k extended teacher turn @ 2.6%** and **m - teacher interruptions @ 2.4%**, highest amongst the participants, tended to make her pedagogic teaching style transmissive and IRF (Van Lier, 1996). Despite claiming that she saw herself as a *"fellow learner"* in the class, the lack of **g4 – teacher promotes self-actualisation @ 0.0%** characterised it as teacher-centred rather than authentically interactional or transactional. Penelope had not used **t - code-switching @ 0%** as a strategy in her recorded lesson.

The full rendition of her lesson is available in audio and transcribed format. (See Addendum Z) Please find six illustrative examples below of her individual style of teacher-talk usage.

The sequence below was a typical pattern of Penelope's lesson. It demonstrates her usage of **i/j - feedback @4.4%** which focused on **i - content feedback @ 3.5%** rather than **j - form @ 0.9%.** Her usage of scaffolding tended to remain at the lowest level **g1 - reformulation of learner's contribution @ 2%** although she did use **g3 - teacher extends a learner's contribution @1.3%.** This was followed by **k - extended teacher turn @ 2.6%.** There was no evidence of her using **g4 - promotion of learner self-actualisation through freedom of ideas @0.0%.**

> **Line 122 T**: Okay a finite verb can teacher appears to be reading .. listen.. stand on its own and does not need an auxiliary verb.. who knows what an auxiliary verb is? Yes?
> **Line 123 L**: a helping verb
> **Line 124 T**: a helping verb ..okay .. so we've got examples there ..she plays , they argued teacher writing on the board.. sorry .. okay.. so those are the subjects and the finite verbs standing on their own.
> **Line 125 L**: Mam
> **Line 126 T**: Jah
> **Line 127 L:** I dont understand the part when ((..))
> Line 128 T: Number .. Angela is one person she is a singular person
> **Line 129 L:** Oh
> **Line 130 T:** Okay for example if it was they, that's plural, they were in the water.. Okay teacher writing on the board the subject .. ((..)) we know from that one , Angela.. the subject gives information about the verb such as who, when and how many . Okay who is the subject, when tense, how many is the number ..so ((..)) plural . Example the girl , singular , plays netball .. the girls , plural, play netball. Do you think it would make sense for me to say the girls plays netball ? or the girl play netball? Okay so judging on what the subject is the girl singular , the girls plural, ((..)) tense of the verb. Okay I mean the number what ever. Okay ..um.. the tense shows when the action takes place example today I play , yesterday I played. Okay so we've got present tense and past tense. Okay does everyone understand finite verbs ?.

Penelope was the only student teacher who blamed the learners for her actions in some instances during her recording. This was not in line with her thoughts about the sensitivity of Grade 6 learners. See below.

> **Line 17 T:** Okay with the way you guys walked in here I dont know if I'm going to do with you what I did with the last class ..um.. what I want you guys to .. we can try it but .. we'll see.

> **Line 19 T:** Yes .. okay listen so you are making it a little bit too complicated for my liking .. okay listen

> **Line 195 T:** ((.. need an auxiliary)) ... okay and a finite verb ((..)) excuse me .. No don't ((..)) in this class ... okay .. um .. now I've lost track guys you see what happens .. what did you say?

Penelope often had problems with discipline and reverted to shouting or threats at times. See below.

> **Line 65 T:** Okay listen .. excuse me class .. 6 M I'VE HAD ENOUGH .. NOW YOU LISTEN ((-name)) IS TRYING TO GIVE US A SENTENCE AND YOU CANT KEEP QUIET.. IT IS SOO DISRESPECTFUL . Carry on

> **Line 90 T:** He likes to wear addis brand shoes ... okay okay that's enough. Okay what does someone notice about the sentences .. EXCUSE ME ... What does someone notice about the sentences I've been saying with your likes.

> **Line 205 T:** Okay an infinitive verb cannot stand on its own .. now for a finite verb ... I'm going to lose my temper shortly and you can go ask ((-name)) about that ......
>
> **Line 232 T:** I didn't do that for you to mess around with ... laughing continues ... Okay that's enough please .. the next person that is silly , you are going to Mrs ((name)) I've had enough

At times Penelope seemed to want learners to contribute but did not give them sufficient **o - extended wait time @ 0.0%** and used **m - teacher interrupted a response @ 2.4%.** See sequence below.

> **Line 71 T:** Okay does someone have something different , I've had a lot about „she likes to play this" ... yes .. you can even say something about yourself
> **Line 72 L:** about my...
> **Line 73 T:** ((..)) take too long ..yes
> **Line 74 L:** ((name)) .. ((..)) mam
> **Line 75 T:** What ?
> **Line 76 L:** ((..))
> **Line 77 T:** Okay she likes to watch horror movies ..yes?

Penelope usage of **v - demotivational talk @ 4.8%,** highest amongst the participants, was in contrast to her low rating of it as a strategy to use 1/10. She discounted her use of it as being her sense of humour but she had said *"the way you speak to people and the language you use can often determine how the learners view you"*. See below.

> **Line 86 T:** ((-name)) why are you putting up your hand if you don't know what you want to say?
>
> **Line 176 L:** Mam so to's like a helping verb
> **Line 177 T:** You're not listening
>
> **Line 183 T:** Who said No ? ... I'm gonna smack you
>
> **Line 197 T:** Who can explain what an infinitive verb is? .. yes ((-name)) .. Don't put up your hand if you do not know the answer

Penelope did try to inculcate manners by appealing to the class in a personalised manner. See below.

> **Line 106 T:** ((..)) I had to stop my lesson because you don't stop talking is ridiculous
>
> **Line 108 T:** Okay now let's not try to interrupt or be rude okay carry on

In terms of how her involvement in the project had added to her understanding of the nature, function and use of teacher-talk she said:

> *I don't think I have known about the teacher-talk stuff now if we hadn't gotten involved in your project. Overall, I think it was a good experience just to realise that how you say things and what you say has different teacher-talk methods behind them and how they can influence different children and that kind of stuff. (Penelope)*

In conclusion, my data revealed that Penelope was not able to translate many of her ideas from her *weltanschauung* and experiences into her preferred style of teacher-talk. She had thought that **goal setting**, **motivational** and **exploratory talk** through **open questioning** would allow learners to become engaged, think critically and show understanding. (See Addenda BB Tables 3 & 4) However although Penelope tried to engage the learners through

her teacher-talk and inculcate manners in her lesson, often she had to revert to negative disciplinary talk to get the attention of the class which she found frustrating. *" When kids start getting distruptive… you don't think to maybe speak nicely… emotions take over".* She felt that greater knowledge and usage of the various strategies might have assisted her to put into practice her ideals.

4.3.8 Participant SDA1221

> *You can't force a child to learn but you can help them to get to their end goal. Teachers have to go the extra mile to help the kids reach for their goals…. I noticed when I did the lesson they all wanted to do it because I'm approachable and like I'm open… every child is different; every child comes from a different household, different circumstances" (SDA 1221)*

SDA1221 was a 22-year-old student teacher who believed her approachable manner would encourage the learners to achieve their potential.

SDA1221 was from the Eastern Cape, an IsiXhosa language area, but her own environment was predominantly English speaking and she did not list IsiXhosa as a language she knew. Furthermore, although her mother was Afrikaans they seldom used the language. She summed up her attitude about languages by saying *"I don't think you need to know multiple languages in order to teach."*

Her decision to teach Mathematics stemmed from an experience in junior school when a teacher assisted her to overcome a negative experience and inspired her with a passion for the subject. While she had selected the Intermediate Phase, she ultimately wanted to be a Matriculation high school teacher but wanted to use the experience with younger learners to develop her confidence to teach mathematics. She listed her mission as a teacher to be *"here to help prepare learners today for their tomorrow."* She quoted Albert Einstein's saying that *"everybody is a genius"* and that her duty as an educator is to help the children discover their talents. She felt that she was both the authority and the "*fellow learner*" in the classroom as she said,*" if learners can see I know the content area, they will feel comfortable. If they see I am learning from them to[o], they will open up to me."* She anticipated discipline as being a major challenge and felt that *"discipline could never be sorted out [since] discipline is different for everyone and different per class."*

She felt that the main reasons a learner would become lost in a lesson was if the teacher "*ignored questions*", *"failed to reassure the learner"* and *"did not ensure that the learner was following"*. Consequently, she felt that having a sense of unity: *"everyone in the class is equal",* being caring, respectful and passionate were the main characteristics teachers should have. A good teacher would make a child feel welcome and taken care of, while a mediocre teacher

would be *“make sure the learners know who is boss”* and have a negative attitude. Her experience of observing other teachers, lead her to feel that she would be more motivational and inclusive in her approach, “*some shout, some scream, some just sent demerits”.*

English was the LoLT of both her primary and secondary schooling although teachers did use Afrikaans and Zulu as well outside the classroom. She felt that since English was *“the preferred medium in South Africa, learners who are not English speaking will battle during school … [and] … be limited in what to do or say.”* She would like to learn another African language to enable her to help the learners in her class; however, she said she would never code-switch or allow the learners to do so, since Mathematics has terms that could not be translated. In terms of her communicative ability she felt she was “*still getting to … speak[ing] in their ‘terms’ or in a way they could understand”*. It was interesting that although she herself had found specific mathematical terms a challenge, she did not think her learners would experience any difficulties since she was confident in her ability to explain them; *” if you can connect with a child even if it’s just in English you will get so far depends on your choice of words.”*

In terms of organisational issues that may affect teacher-talk, SDA1221 felt she had supported the particular mission of the school – *the holistic development of young people to be ready for active participation in the community* - by her teaching the class as a whole and making them participate with others. She was able to identify different teacher-talk strategies to support a lesson structure and desired outcomes of the National CAPS (See BB Table 3 & 4)

Part 1 of the questionnaire indicates that many factors potentially shaped what SDA1221 felt about classroom communicative practices. The analysis of the transcript of her recorded lesson indicated if these had actually determined her use of teacher-talk interactures. (See Addendum HH)

SDA1221’s recorded Mathematics lesson was on number patterns with a Grade 5 class. The recording was 46:32 minutes in length.

The graph below depicts a comparison of her and my analyses of the number of times she used interactures in her recorded lesson. Visually it is immediately evident that there are many differences in the scores.

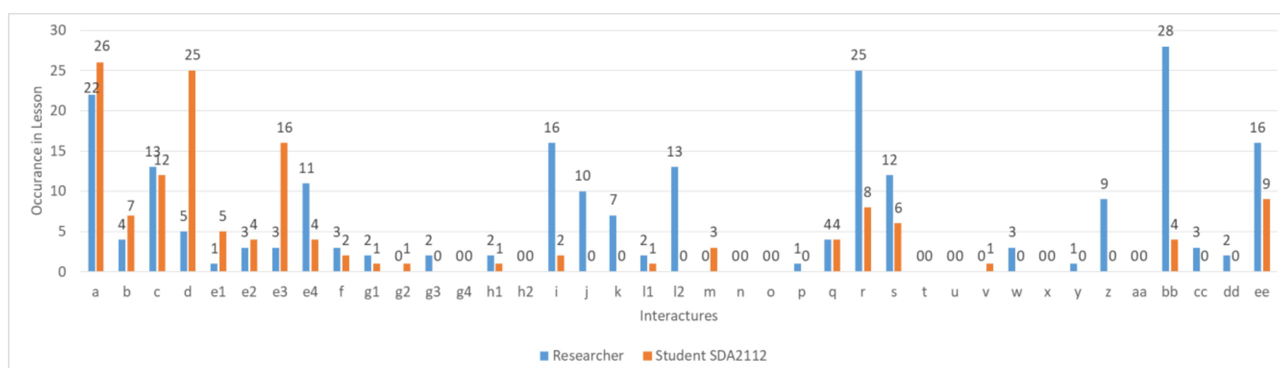

Figure 22: Researcher/SDA1221 lesson interacture usage analyses

SDA1221 said she had found the self-analysis exercise and the modes quite confusing. Indeed, she had sent me a WhatsApp message which prompted me to send all the participants a video demonstration on how to use the excel instrument. She said that *"even though I watched the video I was unsure if I was doing it right … somethings I thought I should add but I didn't want to add too much."* Furthermore, we found that, in her case, her tone of voice could change the profile of her Interactures. For example, an instruction came to be interpreted as a reprimand. She realised *"I could be saying one thing on paper but how I'm saying it makes a bigger impact ... it shows it's not just your choice of words but how you say it."* She acknowledged that with little ones, you have to *"choose your words wisely"* and we discussed that her interaction approach would suit older learners since she was quite straight forward.

SDA1221 appeared to replicate some of the strategies used in her personal experience especially in her use of **managerial/disciplinary, clarifying strategies and lack of informal talk**. Furthermore, apart from disciplinary talk, she had highly rated these as strategies to use. However, she departed from her experience by using **feedback and repetition** often and not using **scaffolding** much. (See Addendum BB Table 1)

I used my analysis scores to produce the block graph to demonstrate visually the percentage in descending order her interacture usage in her lesson. Size of block is consistent with usage percentage.

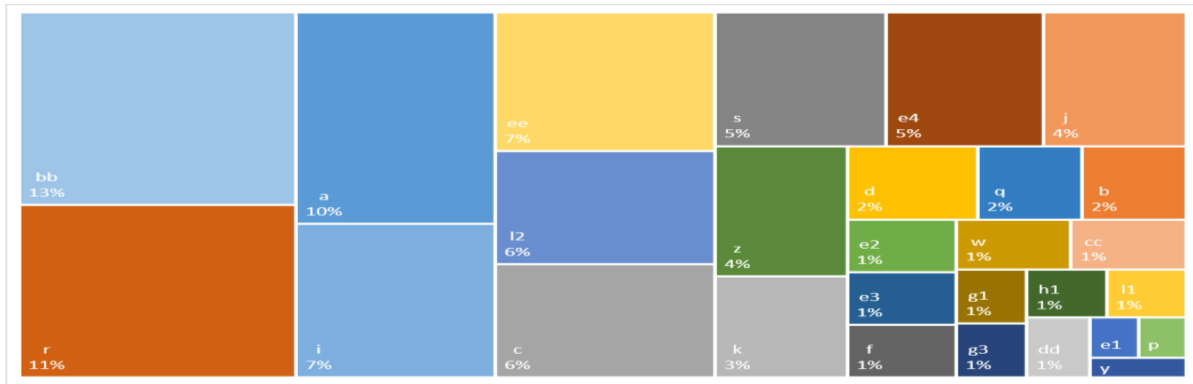

Figure 23: Overview SDA1221's percentage usage of interactures in lesson

I now discuss what these scores indicate. I compare her usage profile with that of the group. This will indicate if personal *weltanschauung* has had any individual influence to shape her pedagogic interaction style. I make further use of her ratings of teacher-talk strategies, her ideas about teaching and communication and quoted examples of sequences from the lesson recording to support my description (See Addenda BB & HH).

The primary interacture usage clusters are: SDA1221: **(bb, r, a, i/ee, l2/c)** Group: **[bb, a, ee, r, b]**

SDA1221's interacture usage profile was similar to the majority of the participants except that her usage of **b - giving explanations @1.8%** was the lowest amongst the participants and did not feature in her five most used clusters. Her usage of **bb - refocus words @ 12.6%** was in line with the other English home language speakers. Her use of **r- disciplinary talk @ 11,21%** was high in line with her anticipation of it as a primary challenge. SDA1221 used **i - content feedback @ 7.2%,** the second highest usage in the group. She used **clarifying strategies @7.9%** and tended to favour the use of **e4 - teacher asks learners to clarify something the learner/teacher had said @ 4.9%** though she thought she had used **e3 - teacher clarifies what a learner has said for the benefit of the class @ 1,35%** more. The usage of these interactures did align with her concern to ensure the learners did not become lost.

SDA1221's fifth most used cluster **l2 - teacher repeats learner's contribution @ 5.8%** and **c - display questioning @ 5.8%** tended to make her pedagogic teaching style IRE (Van Lier, 1996). However, authentic interaction was limited and it was the most teacher-centred/controlled and evaluative of the group, as usage of all types of **g - scaffolding @ 1.8%** was well below the participant average of **6%**. SDA1221 did not use **t - code-switching** at all.

The full rendition of her lesson is available in audio and transcribed format. (See Addendum Z) Please find five illustrative examples below of her individual style of teacher-talk usage.

Despite SDA1221 having identified teacher-talk strategies to support an interactive lesson plan, I found little evidence of it. Her preferred interaction pattern was confined to a series of **c – display questions** and **I2 – teacher-echoing learners' contribution** as her feedback strategy as illustrated in the sequence below

> **Line 70 T :** Going in twelves .. So that's 112.. ((..)) Then the first column is .. Middle column is .. And the last column.. Teacher is writing on the board at the same time as reading out results - class quiet
> **Line 71:** Student teacher reads out the word sums and asks learners to participate
> **Line 72 T:** reads out sum - Yes ((-name))
> **Line 73 L:** five
> **Line 74 T:** There are five cookies left
> **Line 75 T:** reads out sum - Who thinks they know it? Yes ((-name))
> **Line 76 L:** ((..))
> **Line 77 T:** Try ..Yes?
> **Line 78 L:** ((..))
> **Line 79 T:** No
> **Line 80 L:** ((..))
> **Line 81 T:** NO
> **Line 82 L:** ((..))
> **Line 85 T:** 36 YEARS.. Well done … Okay then number three teacher reads out question Yes?

SDA1221 used **r - admonishing disciplinary talk @11,21%** as her second most used interacture. She told me that it *"was one of the naughtiest class …four boys out of control shouldn't be together"* There appeared to have been a reactionary problem with learners in this lesson. SDA1221 resorted to shouting to get order 4 times in the course of her lesson despite rating it as a negative use of Teacher-talk. This seemed to align with her saying "discipline could ever be sorted out".

> Line 43 T: **Eih No No No**

Despite saying that the reasons a child would become lost in a lesson would be when teachers ignore questions and fail to reassure learners, SDA1221 interaction revealed that she demonstrated **aa – missed inter opportunity** and did not use **o - extended wait-time** or **p – extended learner turn.** See below.

> **Line 50 L:** L tries to ask a question
> **Line 51 T:** hm huh
> **Line 52 Ll**: …
> **Line 53 T:** What is it ?
> **Line 54:** No clear response
> **Line 55:** Okay ((..)) everyone? Who's nearly finished ? Who's still busy?.. Okay I'll give you another five minutes

SDA1221 use of **j - form focused feedback @ 4.5%** was the highest amongst the participants. See below.

> **Line 135 T:** No don't draw the blocks , just go like this Teacher gives instructions Okay ? I'm going to come around and stamp your books Okay? Yes? -

SDA1221 use of **q – informal talk @1.8%** was amongst the lowest in the group and perhaps demonstrated that she was not really comfortable with this age group – teaching this grade was an interim until she could reach her ambition of being a matriculation teacher. When she used it, see below, it was an isolated comment and did not involve any further interaction with the learner concerned. She confided that she felt this type of teacher-talk takes time to develop.

> **Line 2016 T**: I think I shall call you teeth boy as that's all I see .. You just smile and laugh all the time

In terms of how her involvement in the project had added to her understanding of the nature, function and use of teacher-talk she said her participating in the project gave her greater insight of how different teacher-talk strategies could be used (See Addenda BB & FF).

> *It was interesting to reflect back and see how [I] communicate to the learners. I think it is worthwhile to record a lesson and see where you can improve and where you are relevant/ good. I need to improve on how I respond to the learners and not short answers. (SDA1221)*

In conclusion, my data revealed that SDA1221 translated many of her ideas from her *weltanschauung* and experiences into her preferred style of teacher-talk. She did use motivational talk though discipline problems tended to hinder her "*Everyone's a genius"* idea and her approach seemed more suited to older learners.

4.3.9 Participant Stanelle

> *Teaching with clarity, passion, empathy and sincere enthusiasm, effectively impacts learners, ultimately connecting them to their passion and lifelong learning… I'm a long life learner and I think what I am able to do is that I can build that sense of warmth in both myself and the learners … feel that they are appreciated….I [will] design my instruction which can both accommodate individual preferences, engage diverse learners, and help establish a respect for differing preferences and perspectives… (Stanelle)*

Stanelle was a 21-year-old student teacher whose ideal was to accommodate the individuality of learners through the way she communicated her passion and empathy about learning.

Stanelle was born into a Sesotho speaking household but due to relocating to KwaZulu Natal, IsiZulu became her dominant language at an early age. She now lives in a predominantly Pedi environment where her lack of competency in the language makes her feel left out at times. She was exposed to English at crèche and junior and high schools. Her lack of English skills at school was a challenge that "*made me feel like learning even more English because as I grew I ended up like being challenged intellectually."* This concern to achieve proficiency even inspired her to ask her friends to rate her competency. She felt she became proficient in English by reading, watching television and through code-mixing and code-switching with her

parents who she described as having *"unlimited language proficiency, sometimes I would even learn from them."* Unlike most participants, she had no knowledge of Afrikaans. Being able to use different languages to communicate with others was important for her and she was aware of the effort involved.

Stanelle's decision to teach Life Skills in the Intermediate Phase appeared to be an altruistic one – *"it is the only way I can assist the learners career-wise [and] it is the stage when children are not yet certain of what they really want, hence I will be there to assist them every step of the way, with patience."* She listed her mission as a teacher to be a threefold one*: "to promote positive learning, to spark learner enthusiasm for learning and to provide a strong foundation for lifelong learning."* Her profile of the grade 5 learner indicated that she was sensitive to them being emotional, talkative and *"their attention span is easily and quickly absorbed so one must use attention capturing strategies."* She felt that as a teacher she should be a participant fellow learner as this would *"bring about a positive environment because we are both learners and hence they will not be scared of me but respect me."* Being a life-long learner topped her list of the most important characteristics a teacher should have, though her second choice was being a subject expert. Her third one was being *"an empathetic and sympathetic character."* Discipline was her major anticipated challenge.

Stanelle felt that the failure of a teacher "to explain/elaborate to the learner as to what is expected of them" was the prime cause of a learner feeling lost in a lesson. She felt that a good teacher used referential questions, gave constant feedback, and took their cue from the learners while a mediocre teacher would dominate the lesson and use non-probing questions. She felt that referential questioning stimulated "a greater quantity of classroom interaction"

Stanelle would prefer to teach in IsiZulu, since it was her *"home language and I get to express my thoughts and feelings even more."* Hence, she would like to teach in KwaZulu Natal. Although Stanelle acknowledged that since she lived in a multilingual country and globalised world, English was the language of communication, she said using English as the LoLT *"has a negative impact on those who are still struggling, because it makes them feel dumb and not accommodated."* Hence, she felt that code-switching was appropriate and warned that *"as a teacher we sometimes forget that our level of proficiency is not the same as that of the learners."* She was also concerned that the focus on using English as the LoLT would cause other languages *"not to grow".*

In terms of organisational issues that may affect teacher-talk, Stanelle was able to identify different teacher-talk strategies to support a lesson structure and desired outcomes of the National CAPS. (See Addendum BB Tables 3 & 4)

Part 1 of the questionnaire indicates that many factors potentially shaped what Stanelle felt about classroom communicative practices. The analysis of the transcript of her recorded lesson indicated if these had actually determined her use of teacher-talk interactures. (See Addendum HH)

Stanelle's recorded Life Skills lesson was with a grade 5 class on Violence and coping with violent situations. The lesson was 30:35 minutes long. The focus of her lesson was to teach learners how to be safe and this appeared to link to her ambition to be a safety officer in future.

The graph below depicts a comparison of her and my analyses of the number of times she used interactures in her recorded lesson. Visually it is immediately evident that there are many differences in the scores.

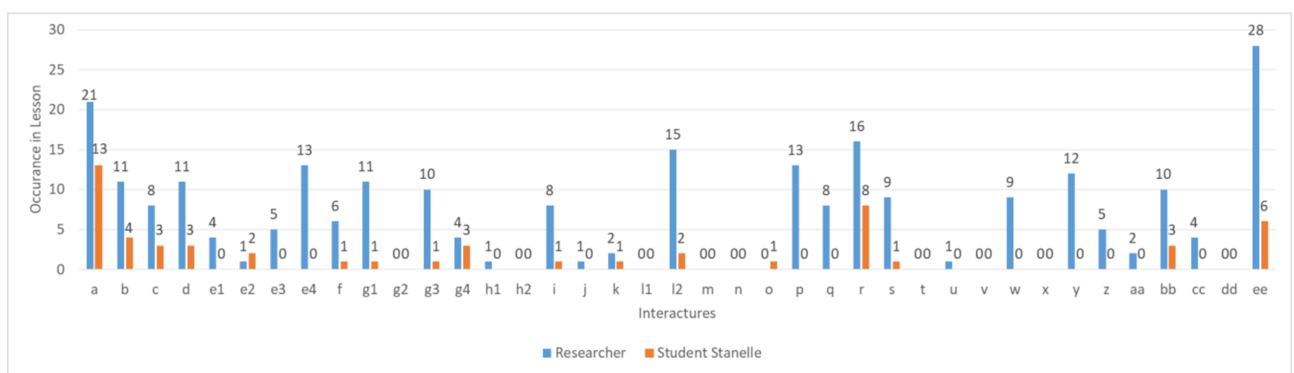

Figure 24: Researcher/Stanelle lesson interacture usage analyses

A few of the scores g4 **- teacher promotes learner self–actualisation by allowing freedom of ideas** were similar, but there were substantial differences in others. Stanelle had not identified her use of many interactures like **e1,3,4 - clarification**, **h - repair, p - extended learner turn, q - social/informal talk,** and **w& y - exploratory talk** . Stanelle accounted for these discrepancies by saying that she had misunderstood the instructions and had merely found an interacture example per interaction rather than highlighting many for each interaction. However, it was evident that Stanelle understood the concepts of many interactures like clarification and elaboration strategies.

> *When the learner answers or responds to my question as a teacher it's not me and the leaner here in the classroom it is also other learners so with me elaboration more to the leaners response helps the other learners to listen to exactly what is our point in this (Stanelle)*

Stanelle appeared to replicate some of the strategies used in her personal experience especially in her use of **disciplinary, exploratory on individual/group basis, referential questioning and clarifying/ scaffolding/repetitive** talk. She had rated these as good strategies to use. However, she departed from her experience by using **managerial**, **explanatory** and **motivational** talk often (See Addendum BB Table 1)

I used my analysis scores to produce the block graph to demonstrate visually the percentage in descending order her interacture usage in her lesson. Size of block is consistent with usage percentage.

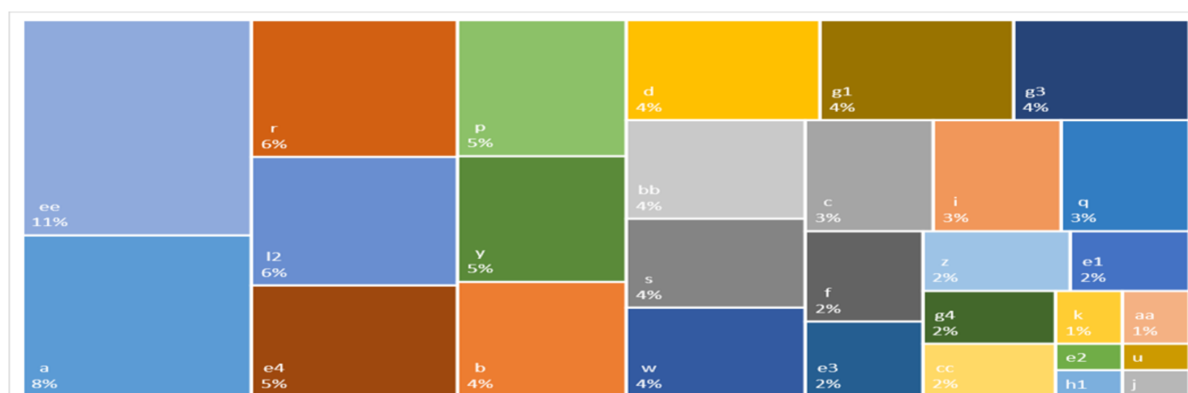

Figure 25: Overview Stanelle's percentage usage of interactures in lesson

I now discuss what these scores indicate. I compare her usage profile with that of the group. This will indicate if personal *weltanschauung* has had any individual influence to shape her pedagogic interaction style. I make further use of her ratings of teacher-talk strategies, her ideas about teaching and communication and quoted examples of sequences from the lesson recording to support my description (See Addenda BB & HH)

The primary interacture usage clusters are: Stanelle: **(ee, a, r/l2, e4/p/y, b/d/bb/s/w/g1/g3)** Group: **[bb, a, ee, r, b]**

Stanelle's interacture usage profile was similar to the majority of the participants as she incorporated all their main clusters. However, her most used interacture was **ee - teacher invites participation @ 11.2%.** This was the second highest usage in the group. Her second and third most used interactures were **a - giving instructions @ 8.4%** and **r - disciplinary talk @ 6.4%** which she rated as positive teaching strategies. She had identified discipline as her anticipated challenge and the combination of these two with **l2 - teacher repeats learners' contribution @ 6%** and **e4 - teacher asks learner to clarify something said @ 5.2%** - highest usage amongst the group - reflected her anxiety to keep control of the class. Thereafter her usage reflected her endeavour to engage in the input from the learners with her use of **p - extended learner turn @ 5.2%** - way the highest usage in the group - and **y - exploratory talk @ 4.8%.** Stanelle's next dominant cluster continued this learner engagement trend with the use of seven interactures including **referential questioning techniques @ 4.4%** and **scaffolding @ 8.4%,** all within the ambience of **motivational talk @ 3.6%** which she had rated as an 8/10 strategy. Her usage of **bb - refocus words @ 4%** was in line with the non – English home language speakers.

The pattern of Stanelle's teacher-talk was generally in accordance with the IRE/F pedagogic style (Van Lier, 1996) but with more transactional and even transformational opportunities for the learners.

Like most of the participants, Stanelle's attitude to **code-switching** was cautious: *"when I code-switch it will somehow create a barrier to those other learners"* and she did not use it in her recorded lesson.

The full rendition of her lesson is available in audio and transcribed format. (See Addendum Z) Please find six poignant examples below that illustrate her individual style of teacher-talk usage:

Stanelle's dominant pattern was to elicit responses using **ee - invite participation @ 11.2%,** then based on prompts from her magic vocabulary box ask **d - referential questioning @ 4.4%.** She then accepted responses from learners while redirecting them to the textbook as a resource for **b - explanations @ 4.4%.** Sometimes she would give **i - content feedback @ 3.2%.** See example sequence below.

> **Line 46 L**: Call childline
> **Line 47 T:** Call childline..okay.. in the textbook we have very brilliant ways of dealing with violent situations on page 50 58
> **Line 48** …
> **Line 49 T:** So you can walk away from the situation, can become ..um .. you can talk with others about the problem of violence and import other non violent ways to resolve the conflict ... neh... can you please ((..)) summary ... who wants to find another word ...

The sequence below demonstrated how she gave **feedback,** clarified using **e1-3 - teacher clarifies @ 4%** and scaffolded a learner's response **g3 - teacher extends a learner's correct response @ 4%.**

> Line 75 T: Yes ... human trafficking is violence, um , swearing is violence .. saying something bad to another person is violence.. hitting , kicking..yes mam
> Line 76 L: Saying on line something that is not ((..))
> Line 77 T: Yes so violence is among ((..)) is bullying .. cyberbullying

The way Stanelle gave the floor to the leaner, to explain further what they meant, often changed the proto-type IRE/F pedagogical style to a more transactional and even transformational one as learners co-constructed the interaction. See below.

> **Line 83 T:** Physically hurting someone.. is it only physically ... what other ways are ((..))
> **Line 84 L:** Emotional
> **Line 85 T:** How emotional give explanation ((..))
> **Line 86 L:** ((..))
> **Line 87 T:** By doing what?
> **Line 88 L:** By slowly ((..))
> **Line 89 T:** and that in the ((..)) of forgiving themselves ... Yes ((name))

Stanelle rarely used **k - extended teacher turn @ 0.8%** but did occasionally use it purposively to refocus the class attention after a period of free discussion. See below.

Line 133 T: We can see violent situations on television, movies .. ((..)) they have an impact on other people due to what we see on television we tend to want to do what we see or what is happening on the screen .. yes ((..)) television cell phones sometimes magazines ... hey ... what do you think are the causes of violence?... what causes someone to be violent? Yes ((name))

Despite feeling that discipline would be a challenge, Stanelle made her classroom interactive and used pair work, so she also used **r - disciplinary talk @ 6.4%** though no **v - demotivational talk** was used. She invited the class members to motivate each other.

Line 178 T: If you're talking you won't hear .. so stop talking and focus
Line 179 L: ((…))
Line 180 T: will you please clap hands for him

Stanelle had said she would make her lessons relevant to life. She demonstrated this by concluding her lesson with **referential questions** and her concluding sentence was an example of **b - explanatory talk** together with **s - motivational talk** as she set a goal for them, **u - goal setting talk.** See sequence below.

Line 210 T: What did you learn from today's lesson?

Line 238 T: Violence is the answer to nothing... thank you very much for participation, for keeping up.

In terms of how her involvement in the project had added to her understanding of the nature, function and use of teacher-talk, she said her participating in the project gave her greater insight of how different teacher-talk strategies could be used (See Addenda BB & FF).

"It was developmental for me. It helped me a lot as to where I must put in more effort and to where my strengths and weaknesses are in what I as a teacher (student teacher) can do to help me in the process of teaching and learning. … I have learned that not all learners tend to understand when you clarify and give explanations, it might due to the learner's language deficit or lack of attention… when they have something to say with regards to the lesson we can communicate … when I am confused with their answering we can help each other ..teacher-talk is very great." (Stanelle)

In conclusion, my data revealed that Stanelle was able to translate many of her ideas from her *weltanschauung* and experiences into her preferred style of teacher-talk. There was evidence of how she accommodated learners' difficulties by using her magic word box to alleviate lack of vocabulary problems, group play-acting as a means of introducing her lesson, and other teacher-talk strategies to mediate understanding for them.

4.3.10 Participant Sue

[Teachers] need to be prepared to go the extra mile to allow the learners to grow…[I want] to become a teacher to help change the future of this country and the world… the most beautiful thing about learning is that no one can take it away from you… My goal as a teacher is to be the best version of myself so that my learners can also strive to be the best version of themselves. (Sue)

Sue was a 22-year-old student teacher who primary aim was to effect the self-development of her learners.

Sue grew up in an English-speaking home and environment**.** English was her dominant communicative language and Afrikaans, which she learnt at school, was her only other language.

Sue had selected the Intermediate Phase as it was the age group that she enjoyed, and she characterised them as being sensitive but lively – wanting to be involved and chat. *"I have the drive and urge to make a difference in the lives of everyone who crosses my path and I feel as a teacher that is the best opportunity to achieve this."* She saw herself as *"very outgoing and friendly "[but] "I am often too social, I can be very loud and sometimes do not think before I speak."* Discipline was a challenge that she anticipated so she felt that she needed to establish boundaries for learners. Sue felt that as a student teacher she experienced discipline as institution based but felt she could establish her own routines as a teacher. Hence, for her the attributes she would develop would be being "well respected and firm." Sue felt that she would make sure that *"all my talk towards the learners is positive and encouraging."*

Sue felt that the main reasons that a learner could feel lost in a lesson would be "*a teacher using words not in the learners' vocabulary range" [and] moving too fast through the lesson.*" Therefore, she would *"need to be prepared to go the extra mile to allow the learners to grow."* I*n* line with this she had identified being *"caring and compassionate"* as the most essential characteristics of a good teacher. She linked this to her personal experience of the use of teacher-talk by saying that a good teacher *"encouraged us when she spoke and always answered our questions. She helped us where we needed the help."* A mediocre teacher on the other hand, was not very interactive with the class and would *"answer the questions we had but never elaborate on the answer."*

Her confidence about using English as the LoLT was positive but she felt that as a teacher she needed to be *"understanding and helpful to those learners who do not use English as a home language."* This would involve doing a baseline assessment of the learners' level of English, changing vocabulary and simplifying instructions. Since English was her subject area, she thought it would not be appropriate to allow her learners to code-switch.

In terms of organisational issues that may affect teacher-talk, Sue felt that she had supported the school's mission statement by making *"the learners feel encouraged and …work as a whole. I allowed them to use all different aspects of themselves to achieve the lesson outcome."* Sue was able to identify different teacher-talk strategies to support a lesson structure and desired outcomes of the National CAPS (See Addendum BB Tables 3 & 4)

Part 1 of the questionnaire indicates that many factors potentially shaped what Sue felt about classroom communicative practices. The analysis of the transcript of her recorded lesson indicated if these had actually determined her use of teacher-talk interactures. (See Addendum HH)

Sue's recorded English lesson was on direct and indirect speech and punctuation with a grade 5 class. The lesson was 39:42 minutes long. It involved group work and a physical demonstration of punctuation to stimulate participation and recall.

The graph below depicts a comparison of her and my analyses of the number of times she used interactures in her recorded lesson. Visually it is immediately evident that Sue's identification of interacture usage not only very similar to mine but she was the most accurate in the group.

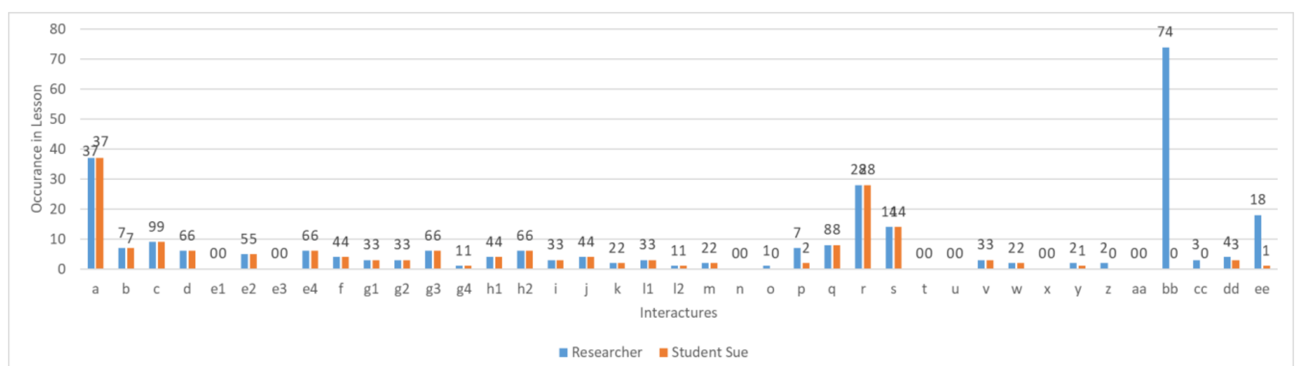

Figure 26: Researcher/Sue lesson interacture usage analyses

The only real differences were in her lack of identifying her use of **bb - refocus words @26,62%** and **ee - teacher invites participation @ 6,47%.** Her comments were that she had spent some time on her self–analysis and she realised she had not used some strategies sufficiently. "I would like to be more across the spectrum." Sue appeared to replicate some of the strategies used in her personal experience especially in her use of **managerial @ 13.6%, disciplinary @ 10.3%, clarifying @ 4%, scaffolding @ 4.8%, referential questioning @ 2.2%** and **motivational/informal talk @ 8%.** She had rated these as positive strategies to use and all had been scored above 5/10 in importance. However, she departed from her experience by using **closed questioning @ 3.3%** and **feedback @ 2.6%** relatively often. (See Addendum BB Table 1)

I used my analysis scores to produce the block graph to demonstrate visually the percentage in descending order her interacture usage in her lesson. Size of block consistent with usage percentage.

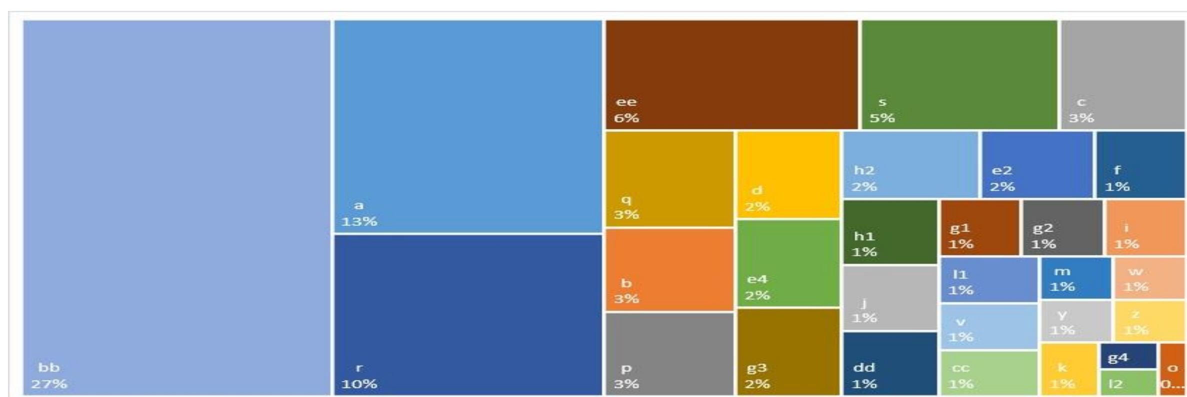

Figure 27: Overview Sue's percentage usage of interactures in lesson

I now discuss what these scores indicate. I compare her usage profile with that of the group. This will indicate if personal *weltanschauung* has had any individual influence to shape her pedagogic interaction style. I make further use of her ratings of teacher-talk strategies, her ideas about teaching and communication and quoted examples of sequences from the lesson recording to support my description. (See Addenda BB & HH)

The primary interacture usage clusters are: Sue: **(bb, a, r, ee, s,)** Group: **[bb, a, ee, r, b]**

Sue's interacture usage profile was very similar to the majority of the participants except she used **s - motivational talk @ 5.1%** as her fifth most used category of teacher-talk.

Generally the pattern of Sue's teacher-talk of using **a - instructions @ 13.3% , ee - eliciting responses @ 6.4% , c & d - questioning @ 7.4%,** and **scaffolding @ 4.32%** allowed her pedagogic style to fall into van Lier's (1996) second category of IRE with its focus on teacher evaluating learner responses. This was further demonstrated by her low use of **b - giving explanations** and **feedback @ 2.52%, g4 – teacher promotes learner self-actualisation @ 0.36%** and lack of **e3 – teacher clarifies what the leaner has said.**

Please find six illustrative examples below of her individual style of teacher-talk usage. The full rendition of her lesson is available in audio and transcribed format. (See Addendum Z)

Her usage of **bb – refocus words @ 27.2%** and her use of **a – giving instructions @ 13.6%** was the highest in group but it seemed that their lack of precision allowed room for rowdy behaviour so they were peppered with **r - admonishing talk @ 10.3%** – second highest in the group - and she had to resort to shouting. It took her 12:46 minutes to get the class into groups at the beginning of the lesson.

Line 18 T: Okay I'm gonna put you into groups quickly because this is a group exercise ... (children shout out) so everybody please sit down.. ((name)) you sit next to ((name)) hey ... Where's ((name)) ((name)) ... I beg your pardon ... ((..)) sharp ((name)) ((name)) is that ((name)) ? ... ((name))

Line 29 T: RIGHT I SAID, I SAID HEY... THAT IF YOU'RE QUIET AND YOU LISTEN TO ME YOU CAN BE IN YOUR OWN GROUPS. YOU BOYS AT THE BACK THERE LISTEN TO ME I'M TALKING SHUSH IF NOT IM GOING TO PUT YOU BACK IN YOUR GROUP ((NAME)) let's behave please ...

The sequence below demonstrated her use of the IRE/F style. A **c - display question** was posed by the teacher to a learner, then ee **– teacher invites participation**, followed by class noise which required the use of **bb - words to refocus**, followed by **l2 – teacher echo of learner contribution** and **e4 – teacher asks learner to clarify what said**. This is then confirmed by teacher using **i – feedback** and **f – confirmation check** with class.

Line 84 T: Why would you say its direct speech? Yes ((name))?
…
Line 86 T: eih eih we are listening to ((name)) now
Line 87 L: .. mam becos John is asking Sally directly
Line 88 T: directly .. so what do you mean by directly ..
Line 89 L: He's saying it straight to her
Line 90 T: Okay well done so its coming straight out of John's mouth. Right so that is direct speech .. do you all understand that
Line 91 Ll: yes mam

Sue's use of **h2 - indirect correction @ 2.2%** was the most frequent of all the participants. The sequences below demonstrate this usage.

Line 107 L: ((..))
Line 108 T: Okay what you're missing out something very important there. ..
Line 109 T: Teacher calls on another learner
Line 110 L: ((..))
Line 111 T: Is that direct or indirect speech ?... ((name)) what did i say direct speech was ?
Line 112 L: Direct speech is that you tell it exactly as how it is
Line 113 T: Are you sure ?
…
Line 115 T: Who can help ((name)) ... ((name)) what did you say ((name)) are you listening .. okay ((name))

Line 121 T: quotation marks right you have to have quotation marks when you do direct speech okay right whose gonna change this for me ((name)) was on the right path she was just missed one thing .. ((name))

Sue often used **q - informal talk @ 2.9%** together with **ee - teacher invites participation @ 6.6%** and **s - motivational talk @ 5.1%.** See example below.

Line 135 T: Okay that was good but you missing your punctuation and also you're missing something very important, nice try though , yes ((name))

Line 139 T: Okay well done you just missing your um ... ja laughs okay ((name)) can you try help her?

On a few occasions Sue encouraged the class to allow fellow learners to respond when groups reported back and gave them some freedom of expression by using **o - extended wait–time** and **p - extended learner-turn,** see below.

> **Line 145 T:** No let him give it a try
>
> **Line 178 T:** ((..)) you dont have to do it exactly as I have it on the board you can ask the question you can do whatever you like alright

Sue said she would involve herself in the lesson both as a fellow learner and as the knowledgeable other. See below.

> **Line 152 T:** okay well done that's very good ... okay so this is what it should have been like ... okay let's give it a go all together 1,2,3

In terms of how her involvement in the project had added to her understanding of the nature, function and use of teacher-talk, she said her participating in the project gave her greater insight of how different teacher-talk strategies could be used and that when she had tried to incorporate some into her next teaching practical, it had helped with the classroom management and work ethic. "*Your um talk to them does definitely have an effect on the way that they work and how they react in the classroom."* (See Addenda BB & FF). Her final views were:

> *"I think that the student teachers definitely need to be more informed about teacher-talk as it can make a huge difference in the classroom…It was definitely worth my while. I have learnt that I need to speak with more motivation and encouragement to the learners…. I need to be more calm in the classroom and not raise my voice as it does have a negative effect on the learners when trying to learn." (Sue)*

In conclusion, my data revealed that Sue was not able to translate many of her ideas from her weltanschauung and experiences into her preferred style of teacher-talk.

4.4 Data synthesis and interpretation

The purpose of 'emic' descriptions it to provide an insider view of a phenomenon as well as to see if anything new would emerge. So, I now present and interpret the accumulated manifested usage of teacher-talk by the whole group. I look first at the general trends, then I look at whether the age of the learners or the subjects taught altered the way 'teacher-talk' was used by the participants. I also indicate where individual usage that may have altered these accumulative results. I extrapolate findings. In Chapter 5, these will be distilled into emergent themes that are linked to the literature search and the two research questions.

4.4.1 General trends in the use of teacher-talk interactures.

Figure 28 below charts the accumulative findings in descending order of usage of interactures in percentages in the lesson recordings by the ten participants. I elaborate on these findings and identify cases where the individual usage may have obscured the accumulative results.

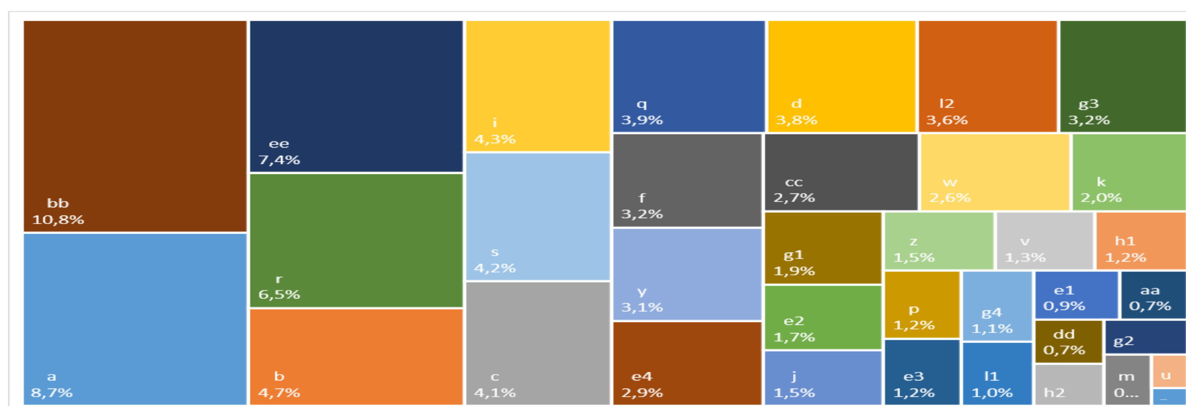

Figure 28: Descending order of interacture usage by all participants in block format

bb – words to refocus @ 10.8% was the most used interacture. In terms of good practice, such words in teacher-talk should be used by teachers to focus attention or redirect proceedings. Walsh (2006, 2013, p. 45,66) said they "'oil the wheels of the interaction and ensure that communication occurs." However, I found that these were often used indiscriminately by many of the participants. Participants Sue and Penelope's usage **@ 27.2%** and **19.7%** respectively (See Addendum HH) had skewed the totals. It was clear that few participants had understood their function as key words to redirect proceedings. Most participants were unable to identify them in their self-analysis exercise (See Addendum HH). I expected the use of **bb – words to refocus** to be linked to the use of **cc - teacher idiolect** but found that **cc - teacher idiolect @ 2.7%** did not demonstrate this. From this finding, I surmised that individualised speech patterns or sayings probably develop over time and efficacy of usage would come with awareness of function.

a - the use of instructions or management talk @ 8.7% was the second most used interacture. Usage by Sue **@ 13.6%** and 1Nkosi **@ 11.8%** had spiked this result (See Addendum HH). This finding could be interpreted in three ways. First, it may be an indication that participants were pre-empting anticipated disruptive behaviour by learners because seven out of ten had listed disciplinary problems as a main challenge and so had resorted to this type of talk upfront (See Addenda BB & II). The second interpretation could be that their instructions were not efficient – this was the case with 1Nkosi and SDA 1221. The third interpretation could be that much management talk is necessary for shaping the learning experience of the learners. Age and subject may have been factors (see later discussion on these two areas).

ee - eliciting participation talk @ 7.4% was the third most used interacture. Many participants enhanced this by addressing learners by name. **ee - eliciting participation talk** was often used with **y - exploratory talk with group @ 3.1%** and **w - exploratory talk with**

individuals @ 2.6% and **e4 - clarifying talk when teacher asks learner to clarify something said @ 2.9%**. The average scores for usage of both **y - exploratory talk with group** and **w - exploratory talk with individuals** were substantially reduced by Sue's usage of them **@ 0.7%** (See Addendum HH). These findings indicated that participant student teachers tried to involve the learners in the lessons by inviting their participation and creating a more personal atmosphere in their classrooms. Evinced by Peaches, Stanelle and Lou in particular. Eight of the ten participants had named the ability of a teacher to create an atmosphere of trust and approachability through good communication skills as a characteristic of a good teacher and this seemed to demonstrate their attempts to do this (See Addenda BB and II).

r - admonishing/disciplinary talk, @ 6.5% was the fourth most used interacture. This usage seemed to work against the establishment of a genial classroom atmosphere that most participants had considered important. It seemed that a preconceived fear that learners are undisciplined might have attributed to this usage. Seven out of the ten participants had mentioned discipline as an anticipated challenge (See Addenda BB & II). Furthermore, the majority, nine out of ten, had experienced **r - admonishing/disciplinary talk** as a strategy often used by teachers whilst at school themselves (See Addendum HH Table 1). While we may expect disciplinary talk to become demotivational, the usage of **v - demotivational talk @ 1.3%** was considerably lower.

During the focus group meetings, many participants had commented on the agentive properties of the teacher-talk. They had criticised resident teachers for giving a class a negative identity that the class had "*lived up to*." They appeared to have avoided creating a negative identity in learners though one participant acknowledged that it was difficult. "*When kids start getting disruptive… you don't think to maybe speak nicely… emotions take over.*" (Penelope) (See Addendum DD). This would indicate that the participants despite their views on the necessity of being approachable and supportive had replicated their own experiences of the use of **r - admonishing/disciplinary talk.** This trend supports the call for tuition in teacher-talk strategies to manage damaging emotive responses by teachers.

b - giving explanations/authoritative talk @ 4.7% was the fifth most used interacture. Together with **c - display questioning @ 4.1%** and **d - referential questioning @ 3.8%** this seemed to indicate that the 'teaching-talk' style was still mostly transmissive, IRE based and teacher dominated (Van Lier, 1996). Furthermore, it appeared that while most participants thought **d - referential questioning** was a positive teaching strategy, their use of it was very low. The scores for **d - referential questioning** had been skewed by AR **@ 9.9%** and Peaches **@ 8.1%.** It appeared that the majority of the participants had neither understood nor mastered

differentiated and prospective questioning skills (Barnes, 2010; Bloom & Kratwohl, 1965; G Wells, 1999). Moreover, despite the total percentage of **questioning talk @ 7.9%** the scores for **p - extended learner turn @ 1.2%** and **o - extended learner wait-turn @ 0.1%** meant that teachers were not prepared to allow learners time to express themselves. This made the discourse one-sided. It must be further noted that the **p - extended learner turn @ 1.2%** score had been skewed by Stanelle's usage **@ 5.2%.** Thus, these results together with **k - extended teacher turn @ 2%** showed that teaching strategies were not genuinely interactive despite many participants, eight out of ten, thinking they were interactive as "participant fellow learners" (See Addendum BB & II). These scores confirmed Alexander (2017) views that many teachers think they are interactive but actual practice confirms the opposite scenario. Furthermore the scores of **dd - teachers acknowledge they don't know the answer @ 0.7%** and **z - teacher acknowledges learner's answer but does not comment @ 1.5%** and **aa - missed interaction opportunity @ 0.7%** also appear to support them being 'knowledge givers' rather than 'fellow participant learners'. Generally, lessons were not characterised by genuine teacher-learner dialogic exchanges (R. Alexander, 2010a) (See Addendum HH & II).

Feedback was given in two forms. The use of **i - content feedback @ 4.3%** was the sixth most used interacture. **j - form-focused feedback @ 1.5%** was less used.

Repair was also in two forms; **h1- direct teacher repair @ 1.2%** and **h2 - indirect learner assisted repair @ 0.7%.** The latter score was dramatically altered by the usage of this interacture by two participants Sue **@ 2.2%** and AR **@ 1.5%**. Furthermore, two participants SDA1221 and Stanelle did not use **h2 - indirect learner assisted repair** at all. These **repair** scores may indicate that the use of teacher-talk interactures by participants did not make their lessons intellectually challenging for the learners since there was little repair necessary.

The high **content feedback** & low **repair** scores seemed to highlight that **i - content feedback** was seen as more important to participant teachers than **j - form-focused feedback** or **repair** despite the fact that the majority of the subjects taught; namely English, Life-skills and Social studies, were subjects that required language proficiency skills. This may demonstrate that participants generally did not focus on correct LoLT language skills in their engagement with learners. This may mean further that either the learners' language proficiency was good, or that the PSTs were either not aware of language proficiency problems, or that they did not consider it as important, or that the times allocated for learner responses were not long enough to demonstrate proficiency. The low scores for **p - extended learner turn @ 1.2%** and **o - extended learner wait-turn @ 0.1%** seemed to support the latter. However, two factors must be noted. This study did not record the learners' responses. Furthermore, **j - form-focused feedback @ 1.5%** had been skewed positively by the Mathematics teachers, SDA1221 and

Lou in their focus on the way calculations were presented. However the use of **e2 - and e1 - teacher clarification of what they said @ 1.7%** and **0.9%** did show that participants were conscious that learners may have not understood the message of their communication for various reasons (McCroskey & Richmond, 1996). English teacher Clivia's usage for these two interactures **@ 7.7%** and **2.4%** skewed the averages. They also may have been linked to Clivia's perception of the level of the learners' command of English and how she would assist them (See Addenda BB, HH & II). **t - code-switching @ 0.1%** was demonstrably little used – eight out of ten student teachers had not used it at all. This tended to confirm the general attitude towards code-switching. Most had felt that to use it as a strategy would be more exclusive than inclusive for the class, meaning that because the class language profile had so many different home languages the majority of learners would still not understand if the teacher used another language other than the LoLT.

b - giving explanations/authoritative talk @ 4.7% and **questioning @ 7.9%** and **feedback @ 5.8%** together with **l2 - teacher echo of learner's contribution @ 3.6%** and **f - confirmation checks @ 3.2%** tended to confirm that the IRE mode is still very strongly used by student teachers (Alexander, 2010b; Coultas, 2012; Mercer, 1995; Seedhouse, 1997; Walsh, 2001b). However, scaffolding practices like **g3 - teacher extends learner correct contribution @ 3.2%** changed the profile of IRE to IRF lessening the evaluative characteristic in the feedback (R. Alexander, 2017; Sharpe, 2006, 2008) but **g4 - teacher promoting self-actualisation by allowing freedom of ideas @ 1.1%** was still very low. It must be noted that both these scores for the **g3 - teacher extends learner correct contribution** and **g4 - teacher promoting self-actualisation by allowing freedom of ideas** scaffolding practices had been skewed by one participant's AR's usage. The uses of teacher-talk interactures to support the IRE pedagogic interaction mode by participants may also indicate that they did not make their lessons intellectually challenging for the learners since there was little real interactive engagement or repair necessary.

s - motivational talk @ 4.2% the seventh most used interacture and **q - informal social talk @ 3.9%** the ninth most used interacture, did ameliorate somewhat the dominating and controlling effects of the heavy use of **r - disciplinary talk** and **a - management talk** . Only five of the participants had experienced **motivational talk** whilst being a learner at school. All had rated it as a positive teaching strategy though some participants were better than others in using it. Peaches' usage **@ 1%** had concurred with her opinion that it was not an important strategy to use (See Addenda HH, BB, II). **q - informal social talk** had not been experienced by four of the participants as learners. While most had given it a low rating before the lesson recording experience, three upgraded it as a strategy afterwards (See Addendum BB Table 1). It did not appear to be linked to LoLT language competency as a home language, as the

participants who used **q - informal social talk** the most were not all English home language speakers for example Angel **@ 7%** (See Addendum BB & II) Thus the scores for **s - motivational talk** and **q - informal social talk** could be rather a demonstration of the 'willingness to talk factor' (McCroskey & Richmond, 1996) and a cultural view of the authoritative roles of South African teachers generally (Jansen, 2009). This notion is supported by the general low scores of **e1 - clarification without prompt @ 0.9%** or **e3 – teacher clarification of what learner has said @ 1.2%** or **g2 - scaffolding either by reformulation @ 0.6%** or **g4 - promoting self-actualisation @ 1.1%.** All these may signify a general lack of willingness to engage freely other than through questioning or instruction. The usage of **g4 – scaffolding to promote learner self-actualisation @ 1.1%** was not truly reflective of the group. These results had been skewed by AR's usage of **g4 – scaffolding to promote learner self-actualisation @ 4.8%.** This could indicate that she was by far the most willing to engage the independent views of her learners (See Addenda FF, HH & BB Table 1) and that others need to learn this skill by using teacher-talk interactures that encouraged engagement with learners.

m - teacher interruptions @ 0.5% and **n - turn completion by teacher @ 0.0%** were seldom if ever used. The use of the former by two participants namely Peaches and Penelope **@ 1.6%** and **@ 2.4%** respectively altered the general statistic, so this was an interacture that was largely absent. However, the low score of **p - extended learner turn @ 1.2%** must be considered in that there were not many occasions where teachers would be able to interrupt a learner response anyway.

The final interacture **u - goal setting talk @ 0.3%** was conspicuously infrequently used. Four participants SDA1221, Sue, Lou and Clivia had not used it at all. Furthermore, Clivia had said that children become lost in a lesson if it is not linked to the learner's world (See Addenda BB & II). 1Nkosi's usage of **u - goal setting talk @ 1.4%,** was substantially more than other participants. This seemed to link with 1Nkosi's career choice aim of not *"to not merely impart knowledge but to bring in positive attitudes… [and] show relevance [of her subject]."* (1Nkosi) (See Addenda BB & II). Stanelle's usage @ 0.4% did not align with her mission of seeing her subject Life Skills *"as promoting the learners' career choices"* (Stanelle) (See Addenda BB & II).

4.4.2 The use of teacher-talk interactures related to age of learners.

The Intermediate Phase in South Africa is a recognised transitory phase between the Foundation Phase and Senior Phase and teaching styles are influenced accordingly. The Intermediate Phase consists of three grades so spans the ages of ten to thirteen years. It could be argued that three years is neither a wide age-range nor particularly relevant since

within a South African class one could find a mixture of ages. However, learner maturity and especially learner academic maturity could be factors that shape the use of teacher-talk. The questionnaire had asked whether the participants were aware of differences in characteristics of learners according to grade (See Addendum BB). In the main, they had felt that grade 4 learners were *"still tiny, mostly happy, wanting to play, eager to answer"* (1Nkosi) and the teacher should adopt "*a very slow pace [and] simplify wording [as] learners [are] in transition from [the] Foundation phase"* (AR). However, as the learners' age increased the participants felt the learners became more confident to interact and so the teacher had to adopt a more disciplined approach as *"you have to create boundaries when speaking otherwise learners think [of] you [as] a friend"* (Sue). By grade 6, the teacher could use *"challenging terminology to broaden landscapes"* (Clivia) (See Addendum BB). Two participants taught grade 4, and four taught grade 5 and 6 respectively. This provided comparable grade-related interacture usage data. (See Addendum HH) Figure 29 below charts the accumulative findings. I elaborate on these findings and describe what they could indicate about usage of teacher-talk interactures by the participants in relation to the grade-age of the learners.

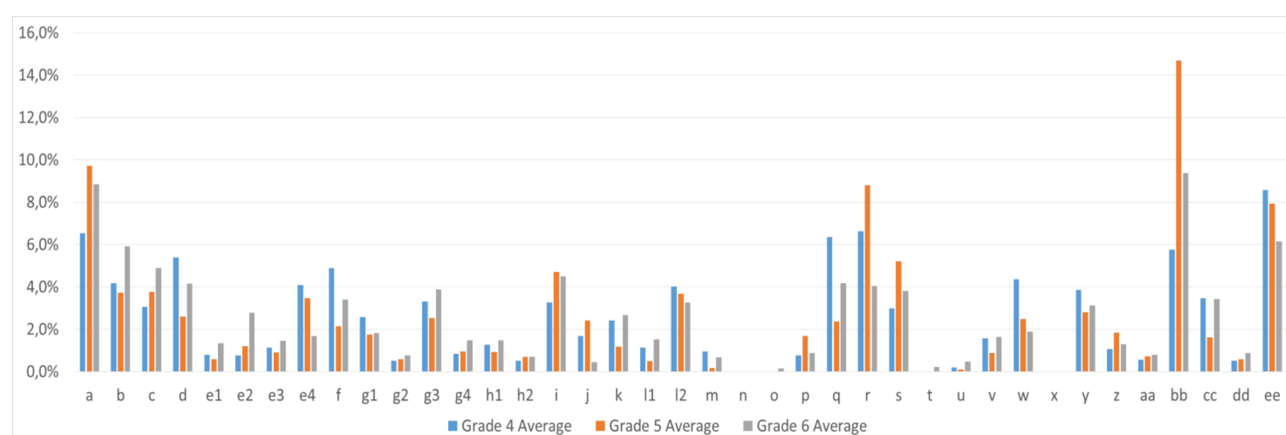

Figure 29: Interacture usage in specific grade lesson irrespective of subject

The usage of **a - management instructions** was least in the youngest age group by 2% and **b - explanations** were used most with the oldest group by a similar margin. Perhaps this indicated that teachers felt that language in the form of instructions and explanations shaped the learning environment more as the learners matured.

The use of **q – informal social talk** by the teacher was at the highest percentage in grade 4. The usages of **ee – Teacher invites participation,** of **d - referential questioning,** of **w/y - exploring talk with individuals/group** and of **f - confirmation checks** were considerably more with the younger age group than the older ones. These trends may indicate a feeling of greater willingness, ease and confidence to communicate with younger learners than older learners on the part of the PST. Furthermore, the use of **c - display questions** seemed to

increase with grade level. This may indicate that PSTs have less fear of the younger learners challenging them and were more open to their ideas.

g1 - teacher reformulation/rephrasing a learner's contribution for the class to hear, **e4 - teacher asks learner to clarify something the learner/teacher has said** and **j - form focused feedback** were more used with the younger learners. This may again indicate that participant PSTs interacted with the younger learners more. However, it could also indicate that age made a difference in learner confidence to interact but use the LoLT was less skilled so PSTs used these scaffolding tactics in their teacher-talk. AR, Clivia and Stanelle had all identified these as characteristics of the younger age groups. *"Gr 4 level of English [is] limited"* (Stanelle) (See Addenda BB & DD).

The usage of **e2 - clarification by teacher in response to learners' query**, **e4 - teacher asks learner to clarify something the learner/teacher has said, g3 - teacher extends a learner's correct contribution** increased with age. This may demonstrate a trend that learners become more confident with increased age to initiate interaction with the teacher. The PSTs responded accordingly with these interactures.

The need to use **s - motivational talk** and **r - admonishing disciplinary talk** showed a pattern of being the highest in grade 5. This may mean that PSTs found that learners in the middle class of the phase required more supportive structuring as the learners' increased confidence levels did not match their performance levels. The PSTs adjusted their use of teacher-talk accordingly.

The usage of other interactures did not show a statistically significant age-related pattern and appear to be related to individual participant style or choice rather than determined by the age of learners.

4.4.3 The use of teacher-talk interactures related to subject taught.

Finally, I discuss whether the use of teacher-talk altered according to the subjects taught by the participants. Amongst the participant PSTs, there were four different subjects being taught. Four taught English, three taught Life Skills, two taught Mathematics and one taught Social Studies. This provided comparable subject interacture usage data. (See Addendum HH) Figure 30 below charts the accumulative findings. I elaborate on these findings and indicate what they could indicate about subject-related usage of teacher-talk interactures by the participant PSTs.

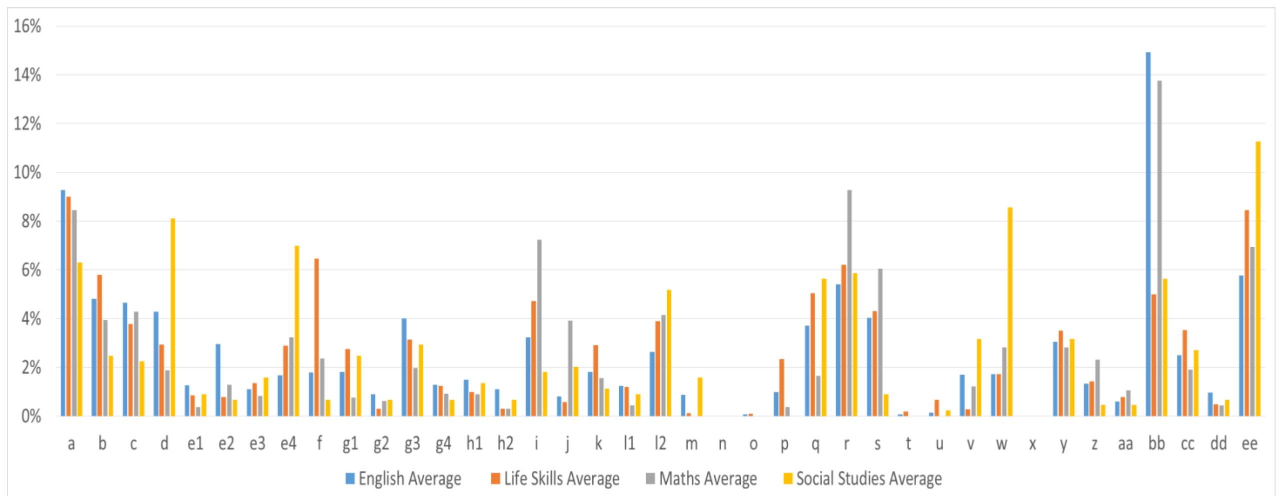

Figure 30: Interacture usage in specific subject lesson irrespective of grade

Figure 30 indicates that for most interacture usage, the scores were remarkably similar. I draw attention to the subject-related spikes or significant lows in the graph.

Social Studies: Figure 30 demonstrates in terms of **a - management talk, b - authoritative talk** and **c - display questions** that usage was lower in Social Studies. The usage of **d - referential questioning**, of **e4 - teacher asking a learner to clarify something the learner/teacher had said**, and of **w - exploring talk with an individual** was notably higher in Social Studies. These findings could indicate that Social Studies was the most interactive, however, it must be remembered that there was only one PST, Peaches, of social studies in the study. She also used **ee - elicitation talk** the most though her usage of **motivational talk** was the lowest, so I would hesitate to say these patterns were a subject related use of teacher-talk rather a personal one.

Life Skills: Figure 30 showed that use **f - confirmation checks** spiked in the Life skills lessons. Together with **p - extended learner turn**, **k- extended teacher turn**, were the most used by Life Skills PST participants. These findings may indicate that Life Skills teachers focus on the learners' social well-being as part of the subject context and so build it into their teacher-talk.

q – social/informal talk was used proportionately more by Social Studies and Life Skills teachers. This may be related to teachers feeling that these subjects present authentic scenarios that are replicated in a less formal communication approach.

Mathematics: **i - content feedback** and **j – form focused feedback** spiked in Mathematics teaching indicating perhaps that Mathematics is a subject where there is less room for negotiating answers than other subjects. The substantial lower usage of **d - referential questions** by Mathematics PST participants seemed to corroborate this. Furthermore, these PSTs used **q – informal social talk** considerably less indicating perhaps that the teaching

style of Mathematics is less conversational than for the other subjects. **r – admonishing/ disciplinary talk** spiked with the Mathematics PST participants as they tended to reprimand more frequently.

English: The usage of **e2 – teacher clarifies something in response to a learner's query** and **g3 – teacher extends a learner's correct contribution** were noticeable differences amongst the English PST participants. This could indicate the more conversational dialogic style that English teaching allows and that this influences the teacher-talk interactures used.

The **bb - refocusing words** scores spiked during the English and Mathematics lessons. While this can be seen as caused by individual preferences (see Sue, Penelope, Lou and SDA1221 lesson analyses in Addendum HH) the fact that they were all first language LoLT teachers may indicate that this could be a LoLT speaker trend.

4.5 Conclusion to presentation of data

Throughout the presentation above, participant experience or *weltanschauung* appeared to play a significant role in the usage of teacher-talk interactures. Their *Weltanschauung* included their attitude towards language; their selection of teaching as a career; their vision of their roles as teachers; their anticipated challenges with regard to teaching; their listed qualities of a good teacher; and how they felt they would use teacher-talk interactures to meet the particular school demands in terms of accommodating the ethos, curricula and learners when using English as a LoLT. *Weltanschauung* was formed and altered by exposure to the use of teacher-talk and influenced the way they used interactures in their lessons. (For a tabulated summary, please see Addendum II printed and attached for ease of reference).

During my literature search, I had identified many researched ideas that could underpin any description of the use of teacher-talk (See Addendum AA). In chapter 5, I distil the results of my interrogation of the data into seven themes/findings and demonstrate how pre-service teachers' use and perceptions of teacher-talk support or question these themes. I thereby answer my research questions.

CHAPTER 5: INTERPRETATION OF RESEARCH DATA

By understanding how pedagogic goals and language use are interconnected, we obtain a different perspective on classroom discourse, and one which is more closely aligned to the decisions made by teachers and learners. Walsh (2011)

In my presentation of the data, I have demonstrated through experience vignettes of the participants and collated graphs & figures, that classroom communication, teacher-talk, is a special kind of discourse constructed by the teacher for pedagogic purposes (R. Alexander, 2008a; J. P. Lantolf & Thorne, 2007; McCroskey et al., 2006; Neil Mercer, 1995). It involves using particular speech acts or 'interactures' (Walsh, 2001a, 2003, 2006) and interaction approaches (Lyle, 2008; Nystrand et al., 1997; Van Lier, 1996). My data also showed that teacher-talk usage is also strongly influenced by the *weltanschauung* of the teacher (R. Alexander, 2017). This could be formed, not only by their exposure to teacher-talk as a pedagogic tool (Davin & Troyan, 2005), but could be linked to their teaching philosophy, how they see their role as a teacher (Jansen, 2009; Neil Mercer, 2008; Rojas-Drummond & Mercer, 2003), how they see the 'agentive power' of language (Johnston, 2004; Sharpe, 2008),and their ability and understanding of using a particular LoLT in multi-cultural/linguistic classrooms (Evans & Cleghorn, 2010a). All these factors shaped the way they used or wanted to use teacher-talk.

The lesson recording data revealed that the group's dominant 'teacher- talk' usage profile involved using six interactures namely **bb – words to refocus @ 10.8%, a - the use of instructions or management talk @ 8.7%**, **questioning @ 7.9%**, **ee - eliciting participation talk @ 7.4%**, **r - admonishing/disciplinary talk @ 6.5%, feedback @ 5.8%** and **b - giving explanations/authoritative talk @ 4.7%**.

I now discuss the distilled seven findings about the strategic use of teacher-talk by pre -service student teachers that emerged from my data.

5.1 Finding one: A limited understanding of learning theories

The Sociocultural/linguistic learning theory states that knowledge is constructed through the use of language and the facilitative roles of teachers in the classroom.(Arcidiacono & Gastaldi, 2011; Wells, 1999). However, the data revealed a limited understanding on the part of the participants of sociolinguistic learning theory and how language shapes or hinders the learning process. This supported the South African research of Evans and Cleghorn (2012, 2014).

80% of the participants subscribed to constructivism and to the Vygotskian theory of the classroom being the zone of proximal development. (See Addenda BB & II) Thus they saw their roles as being both a 'participant fellow learner' and the 'knowledgeable other'. This, in

the words of participant 1Nkosi would be less intimidating as “*as they will know that we are all here to learn.*” Communication strategies research done by Mercer (2008) and Doqaruni (2013, p. 177) maintained that teachers “ may provide them [learners] with a sense of security in the language by allowing extra time and room to manoeuvre.”. However, my data revealed that while they tried to create a culture of mutual development, their discourse patterns, interacture and word usage created teacher-dominated lessons and did not give learners the central stage to learn through communicating their ideas. Despite **ee - eliciting participation talk @ 7.4%** being the third most used interacture, the fact that **k – extended teacher turn @ 2,0%** scores were double that of **p – extended learner turn** and that **o – extended wait - time @ 0.1%** hardly featured in the lessons, proved that my participants were not in practice ‘fellow learners’ but dominated proceedings and did not allow learners time to share or develop their ideas. A communicative language approach was not adopted by the participants. Unequal communication rights/turns in a classroom were the norm and supported international research findings (Alexander, 2006, 2008b, 2010a, 2012a, 2014, 2017; Edwards & Westgate, 1994; Edwards, 2002; Lefstein & Snell, 2011; Sedova, Salamounova, et al, 2014; Teo, 2013).

Secondly, according to van Lier’s model (1996) of types of pedagogic interaction (See Table 3 Section 2.3.2), the dominant style used by each of the participants was transmissive. The use of **b - giving explanations/authoritative talk @ 4.7%, a - instructions or management talk @ 8.7% and c & d questioning @ 7.9%** all contributed to the transmissive profile of the participants. Thus authentic pedagogic engagement with learners was restricted and this created “potential problems in understanding”(Jansen, 2009; Walsh, 2002). This was evidenced by the fact that the participants often had to use **clarification talk @ 6.7%.** Furthermore problems with regard to using dialogic scaffolding to enhance collaborative learning discussed by Rojas-Drummond & Mercer (2003) and Rojas-Drummond, Torreblanca, et al (2013) appeared to be present in my participants; the overall limited use of **g4 - promoting self-actualisation @ 1.1%** indicated this. This lack of facilitation or mediation of learning through teacher-talk strategies (Gibbons, 2003, pp. 247–257) resulted in transactive or transformative interaction styles being largely absent and hence learners did not construct their own learning. The scarce use of **u - goal setting @ 0.3%** further indicated a lack of understanding of relating learning to the learners’ worlds.

However, Angel’s use of **f - confirmation checks @ 9.1%** , AR’s use of **scaffolding @ 15.9%,** Clivia’s use of **e2 - clarification talk in response to a learner’s query @ 7.7%**, and Stanelle’s use of **p - extended learner turn @ 5.2%** did create more authentic interactive styles and showed the beginnings of facilitating more self-actualisation opportunities for the learners. Since these pre-service teachers taught grades 4, 5, and 6, age did not seem to affect adopted interaction style but it could have been related to the subjects taught – meaning that English

and Life Skills promoted the use of teacher-talk strategies to create more authentic communicative episodes, though, it did not apply to all English teachers. However, it did show that certain teacher-talk interactures could move the focus from the teacher towards creating more learning-centred constructive classrooms. Furthermore that this would limit teacher-talk time, was in line with Output Hypothesis research (Bolitho, 2006; Doqaruni, 2013; Paratore, 2013; Walsh, 2002).

In conclusion, my data showed that pre-service teacher-talk usage patterns indicated a lack of understanding of the engagement characteristic of sociocultural/linguistic and constructivist learning theories and that departing from 'teacher-fronted' interaction patterns was problematic for most of the participants (Galton, 2007; Garton, 2002; Gibbons, 2003; Gil, 2002; Hardman, 2016; Mickiewicza, 2013).

5.2 Finding two: IRE/F is a dominant pattern in the classroom

The participants' dominant authoritative and manipulative approach through **questioning @ 7.9%** and **feedback @ 5.8%** introduces the second finding that describes their use of teacher-talk as initiation/response/feedback (IRE/F) (McHardy Sinclair & Coulthard, 1975) .

Researchers (Alexander, 2010b; Bolitho, 2006; Walsh, 2002) maintained that IRE/F is seen by teachers as the way to fulfil their teaching purpose and that through questioning teachers felt they can test the accumulation and understanding of knowledge of the learners. Furthermore, other researchers (J. P. Lantolf & Thorne, 2007; Neil Mercer, 2000; Sharpe, 2008; Van Lier, 2000) pointed out that teachers manipulated their words and structured responses to enhance understanding. This often gave a 'prospectiveness' to their questioning techniques (Wells, 1995, 2002) so that it resulted in a more dialogic co-construction of knowledge and created a subject linguistic code or discourse 'fingerprint' (Heritage & Greatbatch, 1991). Sharpe (2008) explained how these techniques operated on a word level. However, my data revealed that in line with research (Neil Mercer, 2008, 2010) generally these pre-service teachers were unable to modify the IRE technique to facilitate authentic exploratory interaction. Furthermore their teacher-talk often reframed open questions into closed questions (Galton, 2007; Lefstein, 2008; Reznitskaya, 2012; Reznitskaya & Gregory, 2013). (See examples in the Vignettes in Chapter 4) This was evidenced by the fact that they often thought they had used **d - referential questioning** but in fact had used it **@ 3.8%** and had used **c - display questioning** more.

Further, it seemed that when using teacher-talk, their questioning competency skills were lacking and this confirmed researchers' opinions (Rojas-Drummond & Mercer, 2003; Rojas-Drummond et al., 2013) that teachers did not generally accommodate pupils' psychological or learning needs in line with theories of Maslow (1962) and Bloom (1965) This was evinced by

their low allowance of **p – extended learner turn @ 1.2%** and **o – extended wait – time @ 0.1%.** The lack of using **p** and **o** was also evidence that the participants were unable to modify IRE into creating more learning-centred opportunities for the learners.

My data also revealed that the overall IRE/F style adopted was not consistent; subject and age group did make a difference in some cases (See 4.4.2 and 4.4.3). The lesson where the use of IRE/F was the least learner considerate, was a Mathematics lesson (SDA1221). The four lessons that were IRE/F but leant towards being more interactive were a Life Skills lesson with grade 6 (1Nkosi), Mathematics with grade 5 (Lou), Social Science lesson with grade 4 (Peaches), and English with grade 6 (Penelope). The four lessons that were IRE/F but allowed times for transactional and even transformational interaction were Life Skills with grade 4 (Angel), Life Skills with grade 5 (Stanelle) and English with grade 6 (AR) & (Clivia). It must be further noted that Angel and Stanelle (Life Skills), Sue (English) and Lou (Mathematics) had accommodated learner learning style preferences. Therefore, I concluded that any changes in style were rather dependant on the personality and approach of the participant. A limitation of this study was that the children's voices were not analysed. However, at times it was evident that teachers were changing their intended interaction approach and teacher-talk in reaction to the behaviour of the learners. This seemed to concur with van Lier's (1996, p. 172) suggestion that often teacher-talk was "contingent, utterances [are] constructed on the spot, rather than planned in advance" and confirmed that the flexibility and a dynamic nature teacher-talk in a classroom was a reflection of individual usage of the many possible interactures .(See Section 2.3.2).

In conclusion, my data revealed that pre-service teachers predominantly used IRE/F as an interaction style. Furthermore, they seemed unaware of subjects requiring particular subject discourse styles as they failed to transform stultified IRE/F patterns to create a learning-centred lesson. They seemed to be unaware of how the use teacher-talk interactures (Walsh, 2002) could take interaction to the next cognitive and actualisation level for their learners (Bloom & Kratwohl, 1965; Maslow, 1962). PST use of teacher-talk often obstructed rather than facilitated a learning opportunity for learners. This leads onto my third finding – knowledge of the repertoires in teacher-talk.

5.3 Finding three: A limited understanding of TT as pedagogic tool

My review of literature revealed that international research had concluded that teacher-talk is undervalued as a pedagogic tool (R. Alexander, 2008b; R Carter, 2002; Davin & Troyan, 2005) and that South African teachers were "either reticent or did not know how to use particular speech acts" to enhance effective teaching (de Jager & Evans, 2013, p. 15; Evans &

Cleghorn, 2010, p. 146). I now discuss what my data demonstrated about these two contentions.

In my introduction, I defined teacher-talk as the sum of the oral repertoires used by teachers during lessons to achieve pedagogical purposes. Researchers maintain that these repertoires are linked to the four main classroom modes namely Constitution, Control, Elicitation, and Modification (Alexander, 2006; Mickan, 1997). Furthermore to facilitate learning, Mercer (2000, pp. 52–56) identifies that teachers build five common oral techniques into their teacher-talk namely "recapitulation, elicitation, repetition, reformulation, and exhortation". Walsh (2006) takes this further and identifies 13 interactures that teachers use in their teacher-talk. For the purposes of this project, I had expanded these into 38 to raise the profile of some of his interactures to 'stand-alone' status and to accommodate the challenges peculiar to my context – South Africa. (See Section 3.8.2 & Addendum K especially Tables 1 & 2).

My data demonstrated that the participants were largely unaware of their use of interactures. This was evinced by the fact that the participants were unable to identify interacture usage in their self-analyses. Furthermore, it seemed that their usage often replicated that of their own personal experience as learners rather than anything consciously linked to using teacher-talk as a pedagogic tool. There was often a mismatch between their rating of interactures as a teaching strategy and their usage (See Addendum BB Tables 2, 3 & 4)

My data demonstrated that the participants did use Alexander's four main modes of Constitution, Control, Elicitation, and Modification but they focused mainly on the first two instructional teacher-talk modes through using **b - giving explanations @ 4.7%, e - clarification @ 6.7%**, **c - display questioning @ 4.1%, i - content feedback @ 4.3%, and h1 - direct repair @ 1.2%.** In contrast, their use of the more facilitative, elicitative and mediatory Vygotskian-type talk modes, characterised by interactures such as **d - referential questioning @ 3.8%,** genuine scaffolding such as **g3 - teacher extends a learner's correct contribution @ 1.2%** , **g4 - teacher promotes learner self-actualisation by allowing freedom of ideas @ 1.1%**, and **h2 - indirect repair @ 0.7%** which could have empowered learners, was less. When teachers use these mediatory interactures in their teacher-talk, they can give the platform to learners to take charge of their own learning.

In conclusion, my data revealed that pre-service teachers are largely unaware of the interactures in teacher-talk that make teacher-talk a strategic pedagogic tool. Furthermore, they were unaware of the potential of their teacher-talk to shape the learning environment whether it is in the lesson presentation, scaffolding learning, giving positive explicit feedback or assessment or creating a convivial atmosphere through using informal social talk (Donato, 1994; Hargreaves, 1994; Waring, 2008; Zeff, 2016). Furthermore, did the PSTs understand

that the power behind teacher-talk as a pedagogic tool is the language and the manipulation of words used by the teacher? This was largely lacing in the PSTs' use of teacher-talk. They failed to realise that it is not what teachers say; it is rather how they say it, which encourages the learners to dialogue with their own understanding. This links to the next finding revealed by the data – the awareness of the power of language used in teacher-talk.

5.4 Finding four: Understanding the 'agentive' nature of words & interactures

The fourth finding that this research confirmed about the nature of teacher-talk was that words are agentive for both learners and teachers (Coultas, 2012; Donato, 1994; Pomerantz & Fehr, 1997). Johnston (2004, p. 9) says, "Phrases invite different views of who I am, and how a person like me behaves. In a classroom, the phrases invite others to view and interact with me differently." Unwittingly 1Nkosi said the same thing,

> *" [When] learners decide on how they will behave, they look at the person you are and what you do and how you treat them … the tone of your voice is also important."* ***(1Nkosi).***

During the process of using teacher-talk, the language used seemed to determine the behaviour of both learners and teachers. This was a strong theme in our focus group interviews (See Addendum DD) as participants discussed how the teacher-talk used by their mentor resident teachers increased their awareness of the power of words in the classroom and that it had shaped their use of teacher-talk. They felt resident teachers often used their teacher-talk to maintain their positions of power in the classroom:

> *"They knew she was up here and they were down there …she was just more walking like a sergeant and saying this and that."* ***(SDA1221)***

They felt that teachers created discipline problems:

> *"…she scares them off because they not listening … I noticed the discipline but I also found that it's the way that they talk to them cos they always shouting… I've only met a few that actually motivate the learners that you can do this."* ***(1Nkosi)***

Furthermore, teachers often created other problems like a class identity by the way they spoke to the learners:

> *"… there's nothing you can do about it …. all the teachers would say that this class was horrible."* ***(Peaches)***

Finally, they felt that teachers' use of negative teacher-talk not only affected the learners but the teachers themselves and made them demotivated.

> *"My mentor teacher he was just always shouting, he was always angry, it was really sad to see cos it really got to him so."* ***(AR)***

All the above indicated that the participants felt that word choice and interactures positioned the teacher and the learners in either active or passive roles in the learning process. This then was reflected in the way teachers handled the interaction. These opinions seemed to support the Voloshinovian idea (Voloshinov et al., 1973) that we use words to establish a link to

another person but also that our words give agency to others. Johnston (2004, p. 23) said "Teachers' comments can offer them [learners], and nudge them toward, productive identities."

My data showed that the participants' use of **q – social /informal talk @ 3.9%** and **s – motivational talk @ 4.2%** were the ninth and seventh most used interactures. This usage together with the low use of **v – demotivational talk @ 1.3%** demonstrated that participants were aware of their supportive roles as teachers and tried to make the classroom a convivial place through their use of these teacher-talk interactures.

> *"Sometimes they don't come from very secure homes; they find that security with the teacher."* ***(AR)***

This research finding concurred with Johnston (2004, p. 8) that teacher-talk "provides the foundation for a different set of feelings and a different story about what you can and can't do and who you are."

While the dynamics of the individual usages and lessons were too variable and complex to conclude that similarity of words was indicative of a similar strategic function and category, the participants had indicated their awareness of agentive nature of words and interactures.

> *[I] realise that how you say things and what you say has different teacher-talk methods behind them and how they can influence different children."* ***(Penelope)***

Furthermore, some participants namely Lou, Penelope and Clivia, made a conscious effort to identify themselves as participant fellow learners and used the pronouns 'we' instead of 'you'. (See Addendum HH)

In the interviews, (See Addenda DD & FF) the participants recognised that tone was important as it often changed an interacture from being motivationally encouraging to demotivationally authoritative. Peaches summed this up by saying:

> *"If you friendly and open about it …and then I think that would be something they would remember then the next time you ask."* ***(Peaches)***

However, while all the participants agreed that lessons should have the aim of intellectual and social empowerment, the data demonstrated that this did not always take place. Despite the majority naming empathetic approachability as their main teacher characteristic and that a lack of language skills caused a child to become lost, many replicated their mentor teachers' negative teacher-talk:

> *"When kids start getting disruptive… you don't think to maybe speak nicely… emotions take over"* ***(Penelope)***

To be fair, most PSTs said they did try to use mediatory strategies but found they were controlled by the particular environmental practices at their schools where both mentor teachers, learners and the system challenged any changes they made. The consensus was

that many teachers traded good practice in terms of teacher-talk practices for just getting the work done (See Addendum DD).

> *"it's just that its getting through the syllabus and getting through the curriculum"* ***(AR)***

However, some resisted doing so and adopted different strategies:

> ***"…*** *they just think that if I shout at them all the time they will listen but they actually don't , so if you just like give them responsibility … they tend to behave better."* ***(Clivia)***

My lesson recording data demonstrated that despite all the participants' professed ideas about the agentive power of words, their use of **bb - refocus words @ 10.8%, a - giving instructions @ 8.7%, ee - teacher invites participation @ 7.4%, r - admonishing/disciplinary talk @ 6.5%, b - giving explanations @ 4.7%, and i - content feedback @ 4.3%** were the first five favoured interactures by the group. This indicated that they had largely inherited the South African culture of the authoritarian teacher and replicated what they had experienced themselves (See Addendum BB Table 1, 2 & Addendum II). This caused them to ignore the agentive power of words and the result was learners were often disruptive, awkward or passive (Jansen, 2009; Theron & Nel, 2005). However, it must be noted that Angel stood out from the rest in that she used **exploratory** and **motivational** talk much more than she had personally experienced. AR's use of **r - admonishing talk @ 1.8%** was the lowest in the group. This seemed to indicate that she was sensitive to the power of words. Her careful usage of **c & d - questioning @ 18.6%** and **scaffolding @15.9%** and her use of **h2 – indirect repair @ 1.5%,** second highest in group, were techniques deployed to encourage more co-operative and engaged learners.

In conclusion, my data revealed that some pre-service teachers understood that words and interactures had 'agentive' qualities and their use of them in their teacher-talk could influence the learning environment positively or negatively. Hence, I could conclude that PSTs' understanding of the agentive power of words was developing but circumstances often mitigated against their deploying it consistently. However, their understanding regarding the role of language in personal and cultural development was more limited. The PSTs did not demonstrate an understanding of the ontology embedded in Sociocultural/linguistic learning theory and *Ubuntu* in their hesitancy to use code-switching in their multi-lingual classrooms. This leads onto the fifth finding.

5.5 Finding five: A developing empathy for using English as the LoLT

South Africa is a country where classrooms are generally multilingual and the majority of teachers and learners are second language LoLT speakers (Statistics South Africa, 2011). For this reason, the TESOL research of Mercer, Nystrand, Seedhouse, Alexander, Johnson, Walsh and others is relevant. Furthermore, de Jager & Evans (2013) maintain that 77% of the SA student teachers were rated below level 6 on the International English Language Testing

Service (IELTS) rubric. Given this general language profile of SA teachers, and the assumptions regarding LoLT language proficiency as outlined in the norms and standards of teachers (Republic of South Africa, 2000, 2011), the question was whether SA graduate teachers' use of English as the LoLT affected their teacher-talk.

First, my data revealed that despite the participants feeling confident about their LoLT proficiency (See Addendum BB), the quality of language used was often neither coherent nor efficient. This was shown in the indiscriminate use of **bb - refocus words @ 10.8%** and amount of time given to **a – giving instructions @ 8.7%**. This seemed to support the notion that misunderstandings are caused by lack of confluency or mutual understanding between senders and receivers (McCarthy, 2005) rather than "inadequacies in grammatical competence and non-standard pronunciation" on the part of the teacher (de Jager & Evans, 2013, p. 14)

Secondly, my data revealed that the description of teacher-talk in South African classrooms replicated that of a second language-teaching environment described by Walsh (2011, p. 23). It was teacher dominated as the PST participants controlled the interaction and elicited responses; **c& d questioning @ 7.9%** and **ee - eliciting participation talk @ 7.4%** were well-used interactures. In terms of Walsh's "speech modification" characteristic, most participants felt that words were very important as bridge builders to enhance understanding (See Addendum FF) and that vocabulary level of the LoLT needed to be learner appropriate (See Addendum II). Generally, my data showed that participants knew about accommodating learners' language gaps and the vocabulary was suited to the age. Some had made use of word banks (Stanelle and Peaches). This confirmed the views of Evans & Cleghorn (2010a) that lesson preparation in linguistically diverse classrooms requires particular attention to the meaning of key words. However, my data revealed that it was the second language LoLT speakers who did this. They appeared to be more aware of language difficulties than the first language LoLT speakers were, although their personal usage might have been less fluent. This tended to confirm research that claimed restricted verbal proficiency, on the part of the teacher, did not necessarily affect the creation of a learning environment. (Bolitho, 2006; Butler, 2004; Çapan, 2014; McCarthy, 2005; Wallace, Sung, & Williams, 2014; Wang, 2015). In terms of Walsh's fourth characteristic "repair", my data revealed that **j – form focused feedback @ 1.5%** was relatively low, so it seemed that teachers were either unaware of incorrect usage or that they did not feel it was important to focus on it. It was further noted that **j – form focused feedback** had been used more in Mathematics lessons **@ 4%** than the other subjects. English lessons were substantially lower **@ 1.0%.** From this, I deduced that precision in terms of form is regarded as important in Mathematics lessons. In contrast, PSTs teaching other subjects seemed to regard language usage not so much for grammatical correctness

but rather for the communication or the sharing of ideas. This finding would indicate that many PSTs might have been supporting the functionality focus of the communicative language teaching approach in their lack of **j - form focused feedback**, but they did not support the greater learner turn – **p - extended learner turn** and **o - extended wait-time** that authentic use of communicative language teaching approach required.

My data revealed that in terms accommodating learner language needs via code-switching, most participants felt that code-switching may exacerbate communication problems since other learners in the class may not understand the switched language. Thus, there was a lack of sensitivity about the role of language in the individual learner's personal identity. The interconnection between language and identity is a current research topic and the data revealed that participants were largely unaware of depth of this world-wide debate (See Section 6.4). There was a notable lack in their understanding as to how it should hone their use of teacher-talk in their classrooms. Only some said they would allow code-switching on a need - to - do basis for mediating understanding and then revert to the common LoLT using synonyms for facilitation of learning. However, the data demonstrated that there was a general lack of the **t - code–switching** interacture in the transcripts and greater usage of **clarification @ 6.7%**. This use of simplified language supported Freeman, Katz, Gomez & Burns (2015) ideas about English-for-teaching constructs but did not take sociolinguistic learning theory into consideration. However, there was one second-language participant who was particularly sensitive about accommodating second language speakers and felt that a LoLT "*could inhibit expression of ideas by the learners." (Angel)* so code-switching for learners remained an option that could be facilitated by the teacher-talk allowing **p – extended learner turn** and **o-extended wait-time.**

Thirdly, my data also confirmed that SA student teachers are limited in their ability to develop academic thinking (CALP) skills within their learners' basic BICS communication skills (de Jager & Evans, 2013). My data revealed that this was largely due to the lack of **p - extended learner turn, d - referential questioning,** and **scaffolding strategies** especially **g3 - teacher extends a learner's correct contribution @ 1.2%, g4 - teacher promotes learner self-actualisation by allowing freedom of ideas.** My data revealed that the participants appeared to lack information relating to the critical role of language in learning and the merits and use of dialogic teacher-talk to increase engagement and raise the level of CALP skills in their learners. (Evans & Cleghorn, 2010a; Gravett, 2005).

Researchers (Evans & Cleghorn, 2010b; Jansen, 2009; Nel et al., 2017; Rampton & Harris, 2008; Shinde & Karekatti, 2011) maintain that English with its Western impregnated ideologies may result in a loss of African humanism and cause stress to learners. They also said that this

might also account for the general passivity amongst SA learners. My data were not conclusive about this notion and I would hesitate to say that using English as the LoLT in the classrooms in my study had caused the learners loss of dignity or additional stress generally. The learners appeared to have interacted with the pre-service teachers in the selected LoLT quite freely, but their voices were not part of this study. However most pre-service teacher participants did make efforts to accommodate and motivate learners. The use of **s – motivational talk @ 4.2%** and the low use of **v – demotivational talk @ 1.3%** demonstrated this. Thus, my data did not support that the PST use of a particular LoLT necessarily obscured learning in the particular multicultural/lingual mixed ability classrooms of the study. These classrooms were in urban schools of where English was the LoLT. Furthermore, parents had selected to send their children to the school knowing that English was the LoLT. The use of **cc- Teacher idiolect @ 2.7%** and the low scores of **e2- teacher clarifies something in response to a learner's query @ 1.7%** indicated that learners understood the teacher's use of the LoLT. It was more the lack of PSTs' CIC (Walsh, 2006) which involves the knowledge and the lack of using the repertoires of teacher-talk (Barnes, 2008, 2010; Barnes & Shemilt, 1974; Williams, 2005) that was problematic and obscured learner understanding.

To conclude, my data demonstrated two things about PST use of teacher-talk in English as the LoLT. First, in the varied patterns of the interaction, consideration that indicated *Ubuntu* or African humanism was not necessarily the common thread that one might have anticipated in a South African classroom. This could be a topic for greater exploration in post-colonial South Africa. Secondly, the use of teacher-talk was driven by participants' - PSTs' and learners'- personalities rather than rule-governed grammatical competence. This leads me to my next finding of how the pre-service teacher's *weltanschauung* had the greatest effect on their selected usage of teacher-talk interactures and hence could positively or negatively affect the learning environment.

5.6 Finding six: The profound influence of *weltanschauung*

A teacher's *weltanschauung* is the result of the mix of their beliefs, culture, perceptions and social experience. My data have revealed this to be an influential thread running throughout and it was reflected in the way each pre-service teacher participant's vignette exhibited a different and individual teacher-talk usage profile. Their different styles were not solely subject or age specific but rather a reflection of how they had integrated their *weltanschauung* into their specific brand of teacher-talk. However, it must also be noted that there was often a mismatch between the ideas of the participants and how they actually used teacher-talk. Often the circumstances of the actual context determined usage.

My data also confirmed that the physical manifestation of *weltanschauung* is largely apparent in the two concepts of teacher 'immediacy' and 'willingness to communicate' that are deeply embedded in how teachers communicate in classrooms. (McCroskey et al., 2006; Robson, 2015). The classroom recordings revealed that PSTs needed to be willing to use language in the form of teacher-talk interactures to break down psychological and physical barriers between themselves and the learners to facilitate learning in a lesson. The interactures available in teacher-talk can change the profile of a communicative episode from an authoritarian distant one to a more engaging exploratory and reciprocal one with a more equalised teacher-learner balance. My data revealed that while the pre-service teachers were willing to talk, the use of **authoritarian talk @ 45.9%** represented by the use of **a - giving instructions @ 8.7% , b - giving explanations @ 4.7% , c & d - questioning @ 7.9%, l1&l2 - teacher echo @ 4.6% , r - reprimand /admonishing @ 6.5%, v - demotivational @ 1.3% , z - acknowledgement only @ 0.7% , aa - missed inter opportunity @ 0.7%** and **bb - refocus words @ 10.8%,** indicated that they did not know how to use the interactures in teacher-talk repertoires to bridge the gap between the teachers and learners. There was a preference to make use of questions and instructions rather than any real dialogue or authentic engagement. The use of interactures that make up **authentic engagement @ 16.7%** represented by **exploratory talk, w & y @ 5.7%, scaffolding @ 6.8 % , motivational talk @ 4.2% and q-informal talk @ 3.9%,** was substantially lower.

This leads onto the final theme, which appears to be a world-wide phenomenon, namely the need for student teachers to know and practise the pedagogic teacher-talk. Alexander (2017, p. 54) speaks of his battles with United Kingdom "ministerial scepticism" about the role of talk in the classroom. He claims however that at the American Educational Research Association-sponsored conference 2012 at the University of Pittsburgh, international experts had met to discuss the "persuasive evidence that talk not only motivates and engages students and enhances their learning and understanding but also impacts directly on their measured attainment in the core subjects of literacy, numeracy and science." So, what is the reality about the way PSTs are prepared for their roles as teachers using teacher-talk?

5.7 Finding seven: The need for coaching in teacher-talk

Walsh (2002, p. 3,14, 2011, p. 33, 2013) maintains that current teacher development programmes with their emphasis on "subject based preparation and classroom methodology" was under-preparing student teachers for the reality of the classroom and recommended that a 'third strand' that deals specifically with interaction in the classroom should be added. Many of the pre-service participants in this research project confirmed that there was a gap in their teacher development programme.

"I just think that if you are trained to talk with learners and you are trained to deal with different situations more or read about more different situations that maybe we would know what word to use during situations… Three years of theory hasn't prepared us for this moment." ***(Peaches)***

"so much theory can help you but it's in the classroom that counts." ***(Lou)***

My data cannot confirm whether this was a fact, but clearly, it was a perception felt by many of the participant students (See Addenda DD & FF). However, my data did demonstrate that teacher-talk with enhanced dialogically constructive interactures was the essential ingredient for any LoLT. The problem in SA seems to be that the skills involved in the repertoires that make up teacher-talk are assumed. The participants initially had little knowledge of what they were. Though some were used instinctively, their usage tended to be indiscriminate and often ineffectual. Furthermore, they often could not identify their usage (See Addenda BB Table I & Table 2) and were honest about this during the interviews (See Addenda DD & FF).

"Only after we did the analysis and stuff did I realise what I was saying was part of this strategy and what I was saying is part of this strategy" ***(Penelope)***

Hence, it is suggested that with exposure and practise in the use of appropriate interactures many of the barriers caused by the lack of LoLT proficiency on the part of the learners and teachers in a multi-lingual classroom could be breached. My data showed that teacher-talk repertoires when used in a LoLT by teachers, whether they were first or second target language speakers, could provide the solution to potential communication barriers in multilingual classrooms and enhance the learning environment.

Research showed that South African teacher education courses lacked information and opportunities of practicing for PSTs relating to the critical role of language in learning (Evans & Cleghorn, 2010a; Gravett, 2005). My data showed that pre-service teacher students could have made more use of supportive interactures in the repertoires of teacher-talk to increase dialogic engagement and hence raise educational standards among children regardless of their linguistic backgrounds. It appeared that there was a lack of knowledge of about pedagogic teacher-talk and its application in the communicative episodes in classrooms (See Addendum LL) while policy documents like *The Minimum Requirements for Teacher Education Qualifications* assumed this to be in place. (Republic of South Africa, 2011).

5.8 Conclusion

Hymes (1972), Nystrand (1997), Alexander (2005) and Walsh (2013) all subscribe to the broad view that teacher-talk should reflect socio-cultural linguistic communicative competence. From the above seven findings, this research concludes that while the pre-service teacher participants had ideas about teacher-talk,

> *"The teacher at some point is the bridge between the learner and the content. So how the teacher communicates the content helps the learners get to the other side. So how we communicate it with the learners is how we drive them along to the other side of the bridge. If we are limited in the way we communicate… it's just …giving forth content without allowing them to respond and giving them a platform to communicate… [We must] move the focus from being that the teacher is the one that is important to the learner and them getting the understanding and the knowledge that is important."* ***(Angel)***

their and my analyses of their actual usage indicated they did not consciously use different interactures for the pedagogic reasons as described by Alexander (2014, p. 418) below:

> Classroom talk is nested within, depends upon and speaks to teachers' handling of learning tasks, activities, time, space, relationships, pupil groupings, planning, assessment, lesson structure, the curriculum, and the unspoken routines, rules and rituals that bind students and teachers together in a more or less conscious endeavour.

The data demonstrated that the PSTs' usage of teacher-talk was generally uninformed and influenced by their *weltanschauung* rather than any knowledge about its agentive and pedagogic strategic value or usage. Hence, in the following chapter six I discuss the significance of this research project for preservice teacher development in the use of teacher-talk as a fundamental classroom interactional competency. Emerging ideas for future research are also listed.

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CHAPTER 6: IMPLICATIONS AND SIGNIFICANCE OF STUDY

What ultimately counts is the extent to which teaching, and the use of teacher-talk require pupils to think, not just report someone else's thinking.
Nystrand (1997, p. 7)

6.1 Introduction

Nystrand maintains that the purpose of teacher-talk was to develop independent critical thinking in learners. Alexander (2005, p. 2) believes that "talk is most pervasive in its use and powerful in its possibilities." Walsh says (2013) ," some would even go as far as to say that the interaction which takes place IS the learning". Emily Dickinson (Franklin, 1999) writes "Forever is composed of nows" and Mercer (2016) concludes that teachers needed to be eclectic in their interactional styles when using teacher-talk . When all five opinions are combined and related to the data of this research study, I conclude that when teachers make the most of what is happening in their classrooms by adapting their teacher-talk to the needs of the learners, learning is facilitated. In this final chapter, I attempt to draw together the valuable insights from the description of teacher-talk explored in this study. I demonstrate their significant implications for how understanding and use of teacher-talk can be developed in student teachers. The real innovation of this study was its attempt to marry western and African epistemologies and methodologies to describe a phenomenon in post-colonial South Africa, namely the use of teacher-talk by pre-service teachers during their work orientation experiences and what had influenced their usage. In the spirit of *Ubuntu* and *I am an African,* and using an Afrocentric research methodology, this required the design and implementation of an instrument that would facilitate the self-assessment of their use of teacher-talk by the PST participants thereby affording a discovery learning experience for them. This instrument could be further developed and used during teacher development programmes in tertiary education institutions thereby aligning courses with the *Minimum Requirements for Teacher Education* (Republic of South Africa, 2011). The ethical pedagogical responsibility of the teacher when using teacher-talk would be met, since the improvement in using the interactures within the repertoires of teacher-talk would enable teachers to acknowledge the legitimacy of every learner in the classroom and mediate an authentic learning environment.

6.2 Overview of study

This study explored teacher-talk and how it was used by student teachers in urban classrooms. I anchored my study on Huxley's contention (D. Fisher, Rothenberg, & Frey, 2008; Huxley, 1958a, p. 167) that "Language has made possible man's progress from animality to civilization." My argument was that if a child learns its culture from language, and if humans, in their formative years, spend many hours in institutions of learning then the nature

of ‘teacher- talk’ used in classrooms to create pathways to learning needs to be investigated. This formed the rationale for a study of teacher-talk. (See Chapter 1).

I then proceeded to demonstrate through my literature search how the concept of teacher-talk has emerged over time and how researchers have suggested that the language used by teachers in lessons shapes the learning and identities of learners. I located my study in its specific context, South Africa, where 20 years earlier Thabo Mbeki had called on South Africans to reclaim their African heritage and identity in *Ubuntu* humanism (See Addendum OO). Would this and other specifically historical and local circumstances affect the nature of the PST’s use of teacher-talk? Finally, I researched literature on the question as to whether teacher-talk can be taught as a communicative skill for teachers. (See Chapter 2).

The nature of the study dictated an approach that was primarily qualitative but since teacher-talk involves the use of different words and interactures, the relationship between interactional patterns and frequency of use was important for an accurate description, some quantitative methodology was embedded. My research questions looked beyond the description of teacher-talk into the factors that shaped its use. Essentially this amounted to investigating the *weltanschauung* of the PST as the users. This together with the geographical context of my study encouraged me to look for a relevant epistemology. I found this in Afrocentricity and its particular research methodology. According to the requirements of the *Ma’at* – the Afrocentric canon of practice, the research had to be conducted by Africans for Africans in the spirit of *Ubuntu*. Therefore, I selected an exploratory and participatory case study as an appropriate design. This provided a platform for an authentic description of the nature of teacher-talk used, to emerge. Lessons were recorded in real classrooms during the work integrated learning (WIL) part of the preservice teacher students’ B.Ed. programme. The data collection methods allowed the representation of multiple viewpoints. The participants’ self-analyses and reflection documents were a significant part of the data collection. The use of this participative analysis method had not been done before and I designed an appropriate instrument for the participants to use. (See Chapter 3 & Addendum K).

The resultant database when viewed through the post-positivistic paradigm, allowed the voices of the participants to be heard in the findings. The ‘experience narrative’ style of the reporting in the vignettes made it very accessible by focussing on practical authenticity. (See Chapter 4).

Figure 31 provides a visual map of how chapters relate to the research questions.

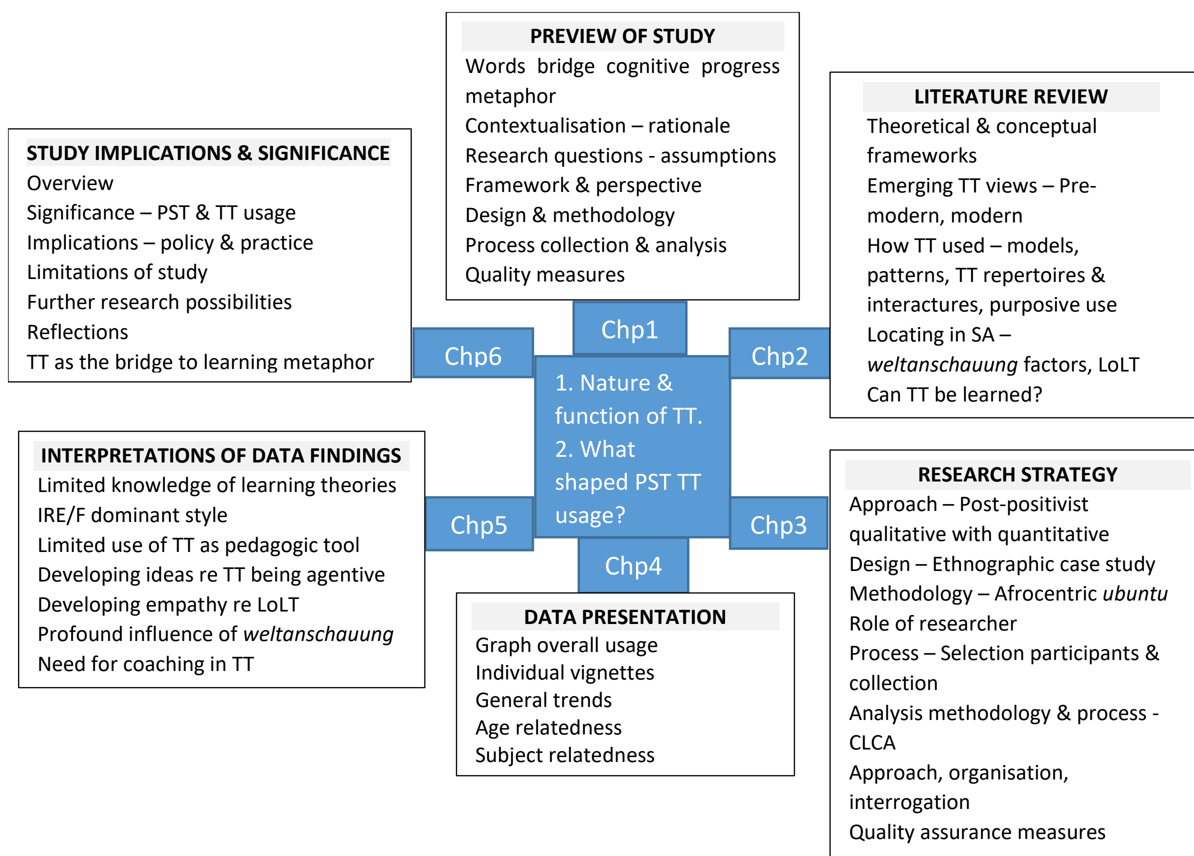

Figure 31: Flow of the argument in this study of TT by PSTs

Ultimately, the seven findings that emerged from the interrogation of the data showed that the use of teacher-talk while using English as the language of leaning and teaching (LoLT) by the preservice student teachers (PSTs) was influenced by their *weltanschauung* rather than any actual knowledge of its pedagogic function. It is a skill that needs to be developed in student teachers to assist them to create learning-centred classrooms. (See Chapter 5)

6.3 Significance of inquiry

This inquiry is significant as it focused on getting a better understanding of the phenomenon of preservice student teachers' use of teacher-talk as a strategic pedagogic tool during their work integrated learning experiences. Teacher-talk as defined in this study was a new line of research in South Africa. Furthermore, the method of conducting the research in the Afrocentric paradigm that insisted on participants playing an active role in the whole process including analysis was also a new approach. This also involved the development of a unique teacher-talk analysis instrument and this was a hugely significant for implementing practice (See Chapter 3 & 4 & Addendum K). No appropriate instrument existed in South Africa. Its simple design and its use of readily available Microsoft excel technology enabled the participants to interrogate their own use of interactures in their recorded lessons.

The general significance of this study can be summarised in four points. Firstly, the study was based in an authentic situation and so other teachers could be interested in the results. Secondly, the data collection methods allowed the representation of multiple viewpoints and the resultant database could be used for further interpretation and research. Thirdly, since insights gained in this case study were practical, they could be used in the field to effect change. Fourthly, the nature of reporting of this case study data – experience narrative - could probably make it more accessible than other research reports.

The significance in terms of findings confirmed Huxley's (1958b) contention that teaching is an "art" and it involves more than "bawling." Teacher-talk is pivotal for creating a learning-centred environment in a classroom. It can strategically shape the pedagogic discourse. Despite teacher and learner roles being asymmetrical, teacher-talk can facilitate more dialogic interaction and hence mediate learning. (See Addendum LL) Teachers would become fellow learners and the spirit of *Ubuntu* could prevail. However, the study revealed that preservice student teachers (PSTs) are still in the process of making the paradigm shifts that such usage of teacher-talk would require of them. PSTs' use of teacher-talk is profoundly influenced by their personal *weltanschauung.* For the most part the study revealed that PSTs' understanding of learning theories and how teacher-talk can be a powerful strategic pedagogic tool is limited. Another significant finding was that by using the multiple interactures available teacher-talk in a LoLT, PSTs could bridge barriers caused by multilingualism in SA classrooms. (See Chapter 5)

The study revealed that while the data on teacher-talk reflected the particular discourse style of an individual preservice student teacher, it was not necessarily related to subject or age of learners taught in the IP. Hence, their ability to use it as a strategic pedagogic interpersonal communication skill in the classroom and their understanding of the role of language in sociocultural/linguistic learning theory was lacking. They had not embraced the fundamental principles of *Ubuntu* nor recognised the call for recognition of legitimacy in *I am an African* (See Addendum OO) in their use of teacher-talk for the benefit of their learners. We may select a LoLT but in post–colonial South Africa, we cannot look at teacher-talk other than through the lens of *Ubuntu* and Afrocentricity. Our approach and use of a LoLT in our teacher-talk must be to acknowledge the legitimacy of every learner in a classroom and to create learning spaces for them to take charge of their own learning.

6.4 Implications of inquiry for policy and practice

The main implication of this inquiry for policy and practice in teacher education was that student teachers need to be taught about the pedagogic use of teacher-talk. It is a teacher communication specialised skill. Moreover, it is a "confluency" skill (McCarthy, 2005) that

cannot be assumed no matter what the preservice student teacher's LoLT language proficiency is. Walsh (2011, p. 33, 2013) speaks of it as the third strand that needs to be taught in addition to subject based preparation and classroom methodology. During the process of the research, the participants and I investigated suggestions from other researchers about using teacher-talk in the classroom. Walsh had suggested a framework of modes and interactures, but they did not align with South African classrooms in terms of context, lesson plans and outcomes related to policy documents. This study demonstrated how this could be realigned and expanded to suit the South African context. Furthermore, this skill had to be practised. I developed an instrument that would allow PSTs to experience their own usage of teacher-talk. I have indicated that in its current form the process is rather time consuming and use of the tool would benefit from improvements in speech recognition software. I did investigate recording programmes like Dragon, but the technology is not advanced enough for effective recording in a classroom situation. Easier transcription of lessons would facilitate the regular use the self-analysis instrument by teachers to evaluate their use of teacher-talk. If it became a part of preservice student teachers' teaching education, in addition to using it to evaluate their own use of teacher-talk, they could compare their usage with that of other students and experienced teachers. It has the potential to enable the students to analyse their own usage instead of just being told the theory. This would solve one of the common threads in all the data about the participants' work integration learning experiences – PSTs not knowing how, or failing, to put theory into practice. Participants recommended that teacher-talk and the use of the analysis instrument became part of their teacher education modules.

> "I would highly recommend the university implementing a module about teacher-talk just so that the students are aware of how their comments or words in the classroom can affect the learners in their class." **(Sue)**

This confirmed Gillies (2004) claim that communication strategies could improve through a participative learning experience. (See Table 12 below for summary of participants' experiences)

Another gap in the participants' knowledge, that clearly inhibited their effective use of teacher-talk was their lack of awareness of the debates about how language and identity are intertwined. It is suggested that the resurgence of cultural identity in the post-colonial world the students inhabit, demands that teacher courses should give more attention to facilitating student engagement in the studies of researchers like Bonny Norton (2011), Ron Davin (2016), Birgitta Busch and Angelica Galante (2015)

Furthermore, to take this into the actual context of this study, South Africa with its multilingual classrooms and problems around the use of English as the LoLT, it is recommended that students are exposed to the debates as to how their teacher-talk may position African

language speakers in deficit terms. SA teachers have a responsibility to develop learner language skills (see Section 2.3.4 and Section 2.3.2). Kapp's studies (2006) regarding how using English marginalises learners in Western Cape Schools are relevant for student teachers. My study revealed that PSTs were unaware of how their use of teacher-talk exacerbated the problems of using English as the LoLT and how to use the repertoires and interactures available in teacher-talk to alleviate these problems. This means that teacher development institutions need to take this into account in the practical designs of their diploma or B.Ed. courses.

The educational policy significance of this inquiry for South African education students and the staff of teacher education institutions was that it revealed a significant gap in their programmes. It was clear that current programmes were falling short of effectively complying with the *Minimum Requirements for Teacher Education Qualifications* (Republic of South Africa, 2011). The necessity for the establishment of a strong practical component about teacher-talk was revealed (See Chapter 5). Furthermore, teacher development institutions should be grading B.Ed. students'' proficiency in teacher-talk skills especially given the definition of teacher-talk that has emerged from this study (See Section 1.6)

> The purposive talk used by teachers to facilitate and mediate learning when conducting a lesson. It involves using a repertoire of approaches and interactures with embedded phraseology. It covers informative, instructional, remediatory and dialogic talk. It interacts pedagogically with learners and subject discourses. It includes the notion that teacher-talk is agentive in its word choice and interaction stance. It can motivate or obstruct learning. It can also include a teacher's use of and adapting the LoLT for second language speakers to facilitate the clarity of classroom discourse.

6.5 Limitations and recommendations of study

Demographically this inquiry was limited in scope. The study described the use of teacher-talk by a cohort of student teachers at the University of Pretoria who teach Intermediate Phase learners using English as the LoLT in urban, private or public schools, in the metropole of Pretoria. However, throughout the study, I made constant links to the worldwide stage in terms of how teacher-talk is used in the sociocultural/linguistic learning approach. I also demonstrated how the research of Nystrand, Alexander, Mercer and Walsh that was done in TESOL classrooms applied to the South African classrooms since the majority of our learners and student teachers are second language LoLT speakers.

The second limitation was that the study focused on the use of teacher-talk by student teachers with learners in a particular phase of their schooling. However, the collaborative approach and detailed methods that involved participants doing a self-analysis of their own

lesson data made the research process easily replicable and hence extendable to describing the nature of teacher-talk being used by other cohorts of student teachers.

The third limitation was that the scope of this research was constrained in terms of human resources and budget. These were largely overcome by the involvement of the participants in doing their own recordings using mobile telephones as simple readily available technology. It is acknowledged that this may have limited the accuracy of the recordings and hence transcriptions of the teacher-talk used. Budgetary constraints made the use of a specialised professional transcriber not affordable. However, my ability and rigour in transcribing the recordings ensured transcriptions met the requirements of providing accurate material to fulfil the purpose of this study - to provide a description within a qualitative post-positivistic paradigm. Technology that is more sophisticated may be applicable for a positivist quantitative study.

The fourth limitation was the nature and size of the sample of lesson recordings. The stringent ethics policy disallowed recordings of the voices of the children as well as video recordings. This was a limitation for the study since it can be argued that teacher-talk involves both verbal and non-verbal language as well as how the teachers' talk is often prompted by the necessity of responding to a stimulus. However, as the researcher I was satisfied that the audio recordings of the teacher were preferable to video-recordings for two reasons: evidence of non-verbal physical communication strategies and the involvement of the learners could be a distraction and anonymity was easier to guarantee. In the same vein, I was deliberately not present at their lesson recordings to allow for a more authentic situation. This meant that I listened to recordings and was less influenced by physical environmental noise (See Section 2.3.1 Figure 4). The one lesson recording from each participant represented a snap shot of student teachers' use of teacher-talk. I recognised that it could not be fully representative of all classroom discourse since discourse by definition (Neil Mercer & Dawes, 2014) is varied and involves the response from others. However, the purpose of the data from the recordings was to be a representative sample of naturalistic oral talk used by teachers to conduct lessons and to include evidence of the functionality of different 'teacher- talk 'strategies' and turn taking. Since the focus was on the student teachers' use of talk; audio recorded tone of voice sufficed to demonstrate most body language and the involvement of the learners was merely to indicate turn taking. While the study provided the input from ten participants and patterns emerged, the design made 'analytical generalisations' possible.

The relatively tight time window was a fifth limiting factor. The cohort of participants had been drawn from the final year B.Ed. student teachers. I had only one year in which to conduct the study and give feedback to the participants. The tight time-frame could be avoided if a cohort

of participants from an earlier year of study was selected but I wanted to research the use of teacher-talk by pre-service student teachers since part of my study had involved factors that had shaped their use. Furthermore, since teacher-talk is not only used by student teachers, this study could have included teachers already in service. While this would alleviate the time problem, it would change the profile of the study. The inclusion of other teacher students, beginner teachers or indeed experienced teachers could always be an extension of this study.

Finally, this research was limited to a description of teacher-talk. Its effectiveness was not part of the original research questions. This could be included as an extension to this study and particularly as to how teachers perceived the effectiveness of their own use of teacher-talk. The use of the designed H&E teacher-talk self-assessment instrument would be key.

It is acknowledged that the self-assessment instrument could have been more technically advanced through the use of a specialised developer, however there were budgetary constraints. However, for the purposes of this study the bespoke instrument proved to be adequate. Should self - analysis of classroom communication become part of teacher development programmes or be taken up by in-service teachers, adjustments were recommended – see Section 3.8.2

By fully investigating the construction and use of teacher-talk as a phenomenon, this study has opened up many challenges for other researchers. Table 11 below lists nine possible research areas emanating from this study.

Table 11: Recommendations for further research

1. To expand the cohort study to other phases, to beginner and experienced teachers and address possible gender differences in the use of teacher-talk.
2. To explore how teachers can measure and develop effectiveness in their use of teacher-talk;
3. To investigate the role of the interactional talk of learners in a lesson – how it affects teacher-talk and contributes to establishing a learning environment;
4. To explore in depth the relationship between policy requirements, classroom methodologies, classroom interaction, and teacher-talk;
5. To interrogate the relationship between discipline, reticence and teacher-talk in classrooms;
6. To research the importance of interactional questioning and feedback during a lesson and how to improve the dynamics of the triadic discourse of IRF;
7. To expose the interactional dynamics of multi-cultural/multi-lingual classrooms to solve the communicative problems by developing teacher-talk in a LoLT that caters for all;
8. To investigate how teacher-talk can improve interactive decision-making in classrooms and result in a more democratically engaged classroom;
9. To research and demonstrate how the management of classroom interaction through teacher-talk can result in a more dialogic type of learning environment.

6.6 Reflections about inquiry

The participants initially had little knowledge of teacher-talk as a pedagogic strategy. Though some participants used interactures instinctively, they often could not identify their usage and their usage tended to be indiscriminate and uninformed. During the interviews, I gathered data about participants' views on how they had experienced being involved in the study. Since the nature of the study was to describe their use of English LoLT teacher-talk in the classroom, I have listed their responses alongside their name and home-language in Table 12 below.

Table 12: Participants' experiences of being part of the project

Participant & language-home	Experience of being part of project and what they learned
1 Nkosi IsiXhosa	"I got to see a lot of things that I never paid attention to but as I captured some of the things I feel I learnt a lot. I feel that I need to look more. I noticed I made a lot of mistakes that I didn't pay attention to."
Angel IsiZulu	"This is a beautiful way to reflect on your lesson and the teaching strategies that you have used. This exercise gets to go in-depth and you get to identify responses you made which may have given forth a different message than intended"
AR English	"It was a learning curve and very influential with regards to my teaching prac. I found this task helpful as I got to see what I, as an individual, could improve on and what other strategies could be used."
Clivia English	"I would like to explore my teacher-talk with more classroom discussion, feedback from learners and motivational talk as this scaffolds the learners thinking and could possibly work towards a better outcome for the lesson. I think that by participating in this research I have learnt that effective learning takes place in the classroom with some of these teacher-talk strategies."
Lou English	"It has made me realise how vital a teacher's choice of words or even just acknowledgment of learners is. I have also realised that even though I may think some strategies are really important I don't use them as much as I should."
Peaches Afrikaans	"I just think that if you are trained to talk with learners and you are trained to deal with different situations more or read about more different situations that maybe we would know what word to use during situations."
Penelope English	"To realise that how you say things and what you say has different teacher-talk methods behind them and how they can influence different children."
SDA1221 English	"It was interesting to reflect back and see how [I] communicate to the learners. I think it is worthwhile to record a lesson and see where you can improve and where you are relevant/ good. I need to improve on how I respond to the learners and not short answers."
Stanelle Sesotho	"It was developmental for me. It helped me a lot as to where I must put in more effort … in the process of teaching and learning. I have learned that not all learners tend to understand when you clarify and give explanations, it might due to the learner's language deficit or lack of attention."
Sue English	"I have learnt that I need to speak with more motivation and encouragement to the learners. I need to be more calm in the classroom and not raise my voice as it does have a negative effect on the learners when trying to learn."

In terms of my own reflections throughout this study, I had to be aware that my vast and varied experience and passion for the teaching profession could have created definitive opinions in me as to how teacher-talk should be used. However, this project was to describe the nature of teacher-talk as it was being used in authentic current situations by pre-service student teachers, so I had to keep my distance, keep an open mind and listen to what they were saying

without colouring it with my personal biases. I had to be aware of all the elements that construct teacher-talk in any given environment and be uncritical of the performance of the participants – evaluation was not a part of the brief of this study. Essentially, I had to assume the role of interested bystander facilitating the process of the study for the mutual benefit of its purpose and the possible enhancement of the practice of the participants.

Doing this study was an amazing experience. I enjoyed researching the ideas of other researchers and their wisdom allowed my ideas to develop so that I could extrapolate authentic findings from the data. Unfortunately, I am retired but the purpose of this study has lasting value for us all to realise that we are part of each other. Essentially, if the spirit of African humanism of *Ubuntu* prevails in our use of language, particularly in the way we use teacher-talk in classrooms, we will fulfil our mission as human beings and recognise the legitimacy of the other. Our use of teacher-talk must foster the identity of learners and increase their potential for self-actualisation. This is what led me to dedicate this study to teachers and recall words from William Blake's *Songs of Innocence* as we recognise how our teacher-talk allows us to

To see a World in a Grain of Sand
And Heaven in a Wild Flower
Hold Infinity in the palm of your hand
And Eternity in an hour

6.7 Conclusion

The dominant metaphor of this research was that according to Voloshinov (1973, p. 86) words create a bridge to understanding (See 1.1). Furthermore, the platform of the inquiry was that the strategic use of words in teacher-talk was paramount as they guided construction of learning in Sociocultural/linguistic learning theory (See 2.3.2). This study demonstrated that it was time to listen to and describe what was being said by PSTs and by implication all teachers in classrooms. In a country whose multicultural profile is reflected in the abundance of languages – official or otherwise, we need to recognise that it is the words teachers' use that will bridge the path to learning for all involved. The sophistication of the construction of the bridge is not the issue rather the clarity and skill of teacher communication. Our teacher-talk must accommodate its purpose to foster identity and mediate learning. This study confirmed that we cannot assume that student teachers, while having specialised subject content knowledge, are automatically equipped with the communicative skills in the repertoires of teacher-talk. These have to be effectively taught and practised during teacher development programmes to enable PSTs to create authentic learning-centred environments (Reznitskaya & Gregory, 2013) (See chapter 5). I close by citing another famous bridge picture, of "The Scream" by Edvard Munch (1895). Figure 32 could depict an individual learner's distress about

the lack of communication by professional teachers. The teachers are not using language to bridge communication between them and the learner is in distress.

Figure 32: "The Scream" - Edvard Munch lithograph version (1895)

Huxley (1958b, p. 68) recommends that the solution to poor teaching is to virtually abandon the teacher in favour of using technologies in the classroom. However, Huxley's *Brave New World* (1952) and Orwell's *1984* (2013) environments are not the real world. The 21st century, with its excessive use of mobile telephones and applications like Twitter, demonstrates how human beings, from little children to presidents of global powers, use talk to build relationships, develop a sense of self-worth and canvas support for being. Thus, the roles of language and talk remain the defining characteristics of being human. Humans become through language. This study subscribed to *Ubuntu umuntu ngumuntu ngabantu* as its underlying principle and it has demonstrated that pre-service student teachers fail to recognise this interdependency in their lack of understanding of the agentive and pedagogic power of language when using teacher-talk in classrooms.

The description of the manifestation of the teacher-talk used by PSTs in this research demonstrated that PSTs need to make a paradigm shift to realising how their teacher-talk must be used to confirm legitimacy and identity in learners if they are to fulfil their roles as teachers. This also has significant implications for policy and practice changes in institutions providing teacher qualifications locally in South Africa. My literature search also indicated that since classrooms worldwide are becoming multilingual and multicultural, the study has global relevance in recognising how teacher-talk feeds into creating the learning environment and how student teachers are being prepared for their roles as teachers.

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A comprehensive audit trail of this study via 40 ADDENDA is available on the attached CD-ROM. Two addenda listed below are also printed in hardcopy to facilitate ease of reference for the reader.

ADDENDUM K: The designed lesson transcription analysis instrument with its explanatory tables and user instructions

ADDENDUM II: A tabulated summary of information on all the participants and their use of 'teacher – talk'

ADDENDUM K: Designed H&E teacher-talk self-analysis instrument

Participant lesson details

Transcription legend – see Table 3

Imported lesson transcription – every response a complete communication episode

Various visual descriptions of usage possible – graph - charts

Change focus via variables.

Interactures (1 per column)

See explanation Tables 1&2

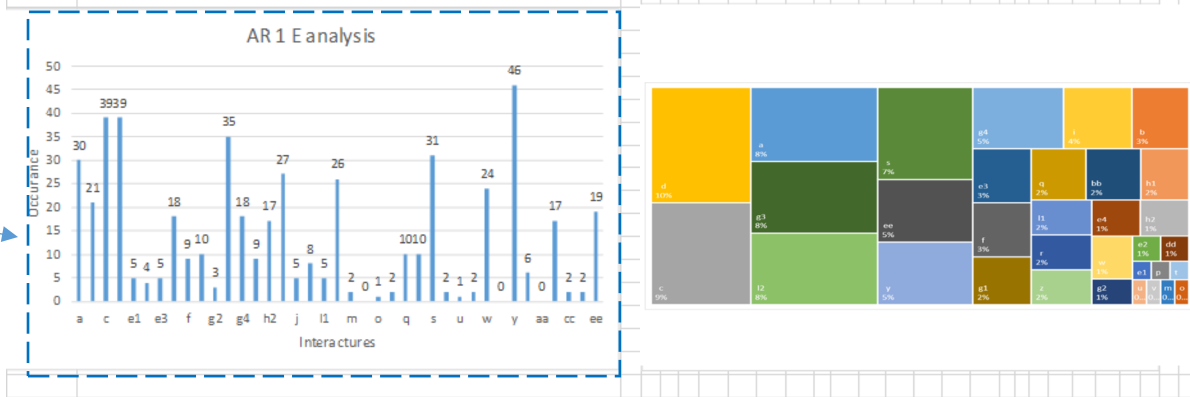
Extra columns for comments by participant

Usage record area (each identified interacture recorded in digits)

Participant may also highlight episodes for reference/reflection

Accumulated record of Interacture usage (per column)

Student	Pseudonym	a	b	c	d	e1	e2	e3	e4	f	g1	g2	g3	g4	h1	h2	i	j	k	l1	l2	m	n	o	p	q
Subject	Subject of recording																									
Grade	Grade taught																									
	Number of learners																									
Length	Length of lesson (hh:mm:ss)																									
Trans-cription Legend	Student teacher: **T** Learner turn – (often not transcribed fully as T response impt) **L** Learners (several) in one exchange: **LI** When another learner responds before T talks: **L2** Noise sounds of class: **...** Unintelligible spoken words: **((..)) [unclear]** Class noise sounds interrupt while speaker speaking: **...** Calls out from class – no real turn: **[...]** Break in teacher's flow : **..** In CAPS emphasis : **CAPS** In smaller font T speaks to L as aside or quieter voice : **Smaller font** Teacher refers to a learner by name – identified by initial: **((S))** Transcriber's comment underscored in square brackets : **[bbbb]**																									
T	Good Morning Grade 6's.																									
LI	Good Morning Miss [unclear]																									
	...																									
T	Okay, can everyone go to page 161 in their textbook ... Does everyone have a textbook?	1			1	1																				
...	[0:19-0:30]																									
T	Who doesn't have a textbook?				1																					
...	[0:31-0:45]																									
T;	Did you get one? Can you share with her ? How are you sitting, sit properly. **What**? That is not how you sit, sit properly.	1			1				1																	
	END OF RECORDING	**a**	**b**	**c**	**d**	**e1**	**e2**	**e3**	**e4**	**f**	**g1**	**g2**	**g3**	**g4**	**h1**	**h2**	**i**	**j**	**k**	**l1**	**l2**	**m**	**n**	**o**	**p**	**q**
	Totals	#	#	#	#	5	4	5	18	9	10	3	35	18	9	17	#	5	8	5	26	2	0	1	2	10



ADDENDUM K: Designed H&E teacher-talk self-analysis instrument

Table 1 Extended explanatory list of interactures involved in teacher-talk (Adapted from Walsh 2006)

Featured Interacture	Description
(a) Giving instructions	Teacher gives instructions to manage learners or lesson process – management
(b) Giving explanations	Teacher introduces/explains new knowledge/concepts – knowledge input
(c) Display questions	Teacher asks closed questions to which teacher knows the answer – content related
(d) Referential questions	Teacher asks genuine open questions (the teacher does not know the answer) - content related
(e 1-4) Clarification	(e1) Teacher clarifies something the teacher has said without prompt from learners – teacher realises complexity and lack of understanding (e2) Teacher clarifies something in response to learner/s' query (e3) Teacher clarifies what learner has said – done for the benefit of learner and class (e4) Teacher asks a learner to clarify something the learner/teacher has said – engaging with learners
(f) Confirmation checks	Teacher ensures learner/s correctly understood teacher's contribution or vice versa.
(g 1-4) Scaffolding	(g1) Teacher reformulation - rephrasing a learner's contribution for class to hear – paraphrasing (g2) Teacher remodels an answer to correct a learner's contribution – redirects attention (g3) Teacher extends learner's correct contribution – can be with a question to elicit more information (g4) Teacher promotes learner's self-actualisation - by allowing freedom of ideas or promoting ideas by remodelling question or answers
(h 1-2) Repair	(h1) Direct - teacher corrects an error quickly and directly – teacher centred (h2) Indirect – teacher assists learner or asks/allows others to correct – learner centred
(i) Content feedback	Teacher gives feedback to the substance/ message rather than the words. Often used with g2 or g3 or g4
(j) Form- focused feedback	Teacher gives feedback on the words/format used by learner- not the message /content rather process
(k) Extended teacher turn	Teacher's turn of more than one clause - mainly during explanations / instructions
(l 1-2) Teacher echo	(l1) Teacher repeats own previous utterance – repetition no explanation or enhancing (l2) Teacher repeats a learner's contribution - repetition no enhancement or clarification
(m) Teacher interruptions	Teacher interrupts a learner's contribution or while learners working – unnecessary interruptions by teacher
(n) Turn completion	Teacher completes a learner's contribution for the learner – teacher does not wait for learner to speak
(o) Extended wait- time	Teacher allows sufficient time (several seconds) for learners to respond/formulate response – engagement time
(p) Extended learner turn	Teacher allows the learner a turn of more than one word or phrase or clause – engagement practice
(q) Social (informal)	Teacher uses a personal or social manner – uses humour – pleasant personalised approach – tone important
(r) Admonishing disciplinary	Teacher reprimands learner/s – calls to order/attention may be demotivational or motivational – used with s or v tone important
(s) Motivational talk	Teacher uses encouraging language to motivate or confirm learner/s – good, well done, thank you, please
(t) Code-switching	Teacher uses another language or allows learner/s to use another language to enhance understanding / diversity
(u) Goal setting	Teacher demonstrates the purpose/applicability of lesson for learner/s' world or daily life
(v) Demotivational talk	Teacher belittles or ignores learners - could impact negatively on learners - shouts at class/individual – tone important
(w) Exploring talk – individual	Teacher asks questions to individual to engage them – could be work questions c/d or discipline r related
(Y) Exploring talk - group	Teacher asks questions to class to engage them - could be work c/d or discipline/management r related
(z) Acknowledgment only	Teacher acknowledges learner/s' answer but does not comment or engage with learner
(aa) Missed inter opportunity	Teacher misses taking a Learner idea further – a missed interaction opportunity
(bb) Words used to refocus	Teacher has key words for refocussing class attention –
(cc) Teacher idiolect	Teacher has her own specific expressions – special ways of admonishing or encouraging
(dd) T acknowledges doesn't know	Teacher acknowledges that she does not know an answer to a question or made a mistake-
(ee) T invites participation	Teacher asks a learner/s to participate – often refers to child by name

ADDENDUM K: Designed H&E teacher-talk self-analysis instrument

Table 2 Possible TT interactures in three TT repertoires for SA lesson context (Adapted from Walsh 2006)

Mode	Pedagogic goals		Interactional features
Managerial / **Facilitating learning environment**			Characterised by extended teacher turns in management and transmission mode
	To transmit information related to learning	**b/k**	Single or extended teacher turn (frequently in the form of an explanation)
	To establish a context	**u/q/s**	Linking lesson to learner's world
	To focus learner engagement in new material	**ee**	Teacher invites and maintains participation
	To organize the physical conditions for learning	**a/k**	Single or extended teacher turn (frequently in the form of an instruction)
	To refer learners to specific materials	**a/b/k**	Single or extended teacher turn (frequently in the form of an instruction / explanation)
	To introduce or conclude an activity	**b/k**	Single or extended teacher turn (frequently in the form of an instruction)
	To indicate change in approach to learning: whole class, pair - and group - work, or individual tasks.	**bb** **bb/a**	The use of transitional markers (*all right, now, look, OK,* etc.) to focus attention or indicate the beginning or end of a lesson stage
	To establish understanding	**f**	The use of confirmation checks
	To maintain a learning environment	**s/r**	The use of management strategies to maintain engagement of learners
Exposition of Material / **IRE patterning 2:1**			Characterised by Teacher : learner turns = 2:1 in exposition mode with limited transaction
	To provide input/ practice around presented knowledge material	**k/o/p**	The use of IRF pattern – T Question / L response/ T feedback
	To elicit responses in relation to the material	**c**	The use of display questions to consolidate new knowledge
	To confirm conceptual understanding	**l1+2 e**	The use of echo
	To check conceptual understanding	**1-4**	The use of clarification
	To provide feedback	**i/j**	Focused feedback – form+content
	To evaluate contributions	**h 1+2**	Corrective direct and indirect repair
	To enhance understanding	**g1-4**	Some use of scaffolding
	To ensure participation	**ee**	Teacher invites maximum learner engagement for next stage of lesson – showing skills.

ADDENDUM K: Designed H&E teacher-talk self-analysis instrument

Development of skills, attitudes & values in learners			Characterised by more learner turns with greater transaction and equalised interaction leading to transformation
	To enable learners to manipulate the target concepts	d	Referential open questions to explore/ mediate new knowledge
	To enable learners to produce correct forms	j	Form- focused feedback
	To enable learners to produce correct answers	i	Content feedback
	To mediate learning	g 1-4	The use of scaffolding for learning and to facilitate learner self-actualisation
	To clarify where appropriate	e 1-4	Very little echo used rather clarification and expansion
	To provide guidance where necessary	h 2	Mainly indirect repair as learners explore their answers
	To ensure high level of participation of learners	ee	Learners focused on interaction with material to show skills
	To develop learners' cognitive & attitudinal thought processes	w/y/t	Exploratory/Referential questions to elicit learner ideas
	To promote dialogue and discussion and oral fluency	o/p	Extended wait time and learner turn

ADDENDUM K: Designed H&E teacher-talk self-analysis instrument

Table 3 Legend of transcription symbols

Student teacher – participant	T
Learner turn – (often not transcribed fully) T response the focus	L
Learners (several) in one exchange	LI
When another learner responds before T talks	L2
Noise sounds of class	...
Unintelligible spoken words	((..))
Class noise sounds interrupt while speaker speaking	...
Calls out from class – no real turn	[...]
Break in teacher‘s flow	..
In CAPS emphasis	CAPS /bold
In smaller font T speaks to L as aside or quieter voice	Smaller font
Teacher refers to a learner by name – identified by initial to show repetition or change in learner interaction	((- name))
Underscored in square brackets – transcriber’s comment	[Underscored]
Special sounds : Calls for attention – eih ; amazement – eish Call for agreement – uh-huh,neh; okay , kay Pause – um,uh,hm,er, Disagreement – uh-uh <mumble>	

Instructions to Students how to use the H&E teacher-talk self-analysis of lesson transcripts instrument

- **Listen** to your lesson recording while reading the transcript on the H&E teacher-talk self-analysis instrument.
- As you listen, look at the transcription symbols legend – this will assist you to identify particular features that may change the nature of the episode and interactures used.
- Take each of your responses as a **communication episode** with a beginning and an end.
- Try to identify the **different interactures** you use in each response. Look at table 1.
- **Mark the appropriate column** with the number of time you used an interacture in each response.
- Try to identify the reason for using the words you used.
- Try to decide your dominant operational mode. Look at Table 2

  1 Skills and systems mode, (main focus is on subject content, skills or knowledge).
  2 Managerial mode (main focus is on setting up an activity and managing the learners)
  3 Classroom context mode (main focus is on eliciting feelings, opinions, attitudes, etc.)
  4 Materials mode (main focus is on the use of text, or other materials).

- Write down examples of the interactures you used in the modes on your report document.
- Try to evaluate your teacher talk interactures in the light of your overall aim and mode. To what extent do you think that your use of language and pedagogic purpose coincided? What have you learnt?

Email me your completed excel spreadsheet and analysis report. The final stage will be our one-on-one feedback interview. This will not be evaluative but you may be interested in the interactional check-list below:

1 Uses language appropriate to the goal of the moment.	9. Allows learners to 'struggle' some of the time; avoids giving the answer – uses self or peer correction.
2. Instructions and explanations are clear.	10. Tries to help learners by 'shaping' responses and not always accepting the first answer.
3. Makes a distinction between instructional voice & teaching voice.	11. Avoids asking display questions all the time. Allows exploratory talk.
4. Uses signpost or focus words appropriately – moves learners in and out of activities.	12. Is not afraid of silence and is prepared to use it to allow learners more 'space'.
5. Listens and responds carefully to learners.	13. Feedback creates more learning opportunities for leaners.
6. Avoids interrupting all the time.	14. Carefully clarifies and assists learners lacking in LoLT proficiency.
7. Allows learners to have 'interactional space' and longer turns.	15. Promotes learner self –actualisation.
8. Takes care to support learners by scaffolding where necessary	16. Encourages participation – uses informal as well as formal talk.

ADDENDUM II: Tabulated summary of information on participant and use of TT

Participant Name age & languages- home & other	**Career choice rationale & view of teacher role Philosophy**	**Subject Choice & Phase choice**	**Primary anticipated teaching challenge**	**Four most important teacher qualities Good/mediocre**	**Reasons a child lost in class**	**Attitude re English as LoLT & code-switching**	**Communication ideas Experience of being part of project**	**Four most used interactures Pedagogic style Replication Other pertinent observations**
1 Nkosi **23** *IsiXhosa Afrikaans *English isiZulu Home lang important in community Struggled with English at school	To not merely to impart knowledge but to bring in positive attitudes Fellow learner – not intimidate all here to learn 'train your mind' Needs discipline rules and she be inspirational	Life skills – uplift it & show relevance Enjoy age	Discipline Lack of lang proficiency	Perseverance Persistence Patience Good teacher polite never threatens	Lack of experience no prior knowledge, lack of language proficiency	English preferred Would code switch & then translate into LoLT Use synonyms Code switch to assist terms	T consider age ito vocab Couldn't identify TT for lesson or CAPS "I got to see a lot of things that I never paid attention to but as I captured some of the things I feel I learnt a lot. I feel that I need to look more. I noticed I made a lot of mistakes that I didn't pay attention to."	a, ee/f, b, i, bb/q/cc/r [bb, a, ee, r, b] 1Nkosi incorporated all the interactures of the group profile in her five main clusters although a - teacher instructions (11.8%), b - teacher giving explanations (7%), ee - teacher inviting participation (8.2 %) and f - confirmation checks (7.9%) and i - content feedback (6.2%). Tended to use f - confirmation checks (8%) without waiting for a real response. k - extended teacher turn (4.2%) score highest IRF / transmission style teacher-dominated focus on the examination & TB - contrast to her thoughts about learning being unrestricted q – informal social talk (5%) - way one addressed learners would influence their attitudes r - disciplinary talk (4.8%) rated 10/10 Her attitude and word usage may have created a barrier and exacerbated poor behaviour She appeared to replicate her exp except for feedback, scaffolding & informal talk – she used but had not experienced.

Participant Name age & languages- home & other	Career choice rationale & view of teacher role Philosophy	Subject Choice & Phase choice	Primary anticipated teaching challenge	Four most important teacher qualities Good/mediocre	Reasons a child lost in class	Attitude re English as LoLT & code-switching	Communication ideas Experience of being part of project	Four most used interactures Pedagogic style Replication Other pertinent observations
Angel **21** *IsiZulu *English Afrikaans *Tswana Having knowledge of English was "esteemed very highly" Rated personal linguistic confidence in English as high	Ultimately like to be an educational psychologist Influence Take them as more than just learners Create opportunity for learners to share their thoughts and opinions on the matters being discussed	Life Skills personal develop mental subject Greater level of influence	Management of class	Caring Knowledge Classroom discipline Good teacher calmly communicates – no threats	Teacher using difficult terms and rushing through lesson.	English preferred IsiZulu 2nd choice Would code switch for understand ing audience understand s the language first Use of English may limit ability to express	Calm in way communiicated one mind-set as teachers but must be conducive for learners - not follow Not able to identify TT as personal exp or TT strategy prior but did later. The mind-set of the teacher is agentive. Allowing learners to discuss & ask questions enhances understanding. This exercise gets to go in-depth and you get to identify responses you made which may have given forth a different message than intended"	f, r/q/a, b/ee/bb, s/i/y, g3/k/cc [bb, a, ee, r, b] Angel incorporated all the interactures of the group profile in her five main clusters although f - confirmation checks (9.1%) followed by a usage of r - disciplinary talk (7.4%), q - informal talk (7.1%) and a - giving instructions (6.8%). ee - teacher invites participation (5.9%), s - motivational talk (5.1%) i - content feedback (4.7%). Generally, IRF – but high usage of q - informal talk (7.1%) and s - motivational talk (5.1%) had made her lesson very interactive even transactive at times. Angel often used a number of interacture strategies in a short response to maintain communicative channels and adopted a firm but friendly conversational style Angel's correction style was a constructive use of i - feedback strategy (4.7%) Not replicate many from experience - used exploratory and motivational talk much more.

Participant Name age & languages- home & other	Career choice rationale & view of teacher role Philosophy	Subject Choice & Phase choice	Primary anticipated teaching challenge	Four most important teacher qualities Good/mediocre	Reasons a child lost in class	Attitude re English as LoLT & code-switching	Communication ideas Experience of being part of project	Four most used interactures Pedagogic style Replication Other pertinent observations
AR **22** *English Afrikaans French Arabic	To accommodate the uniqueness of children with a hands on interactive classroom. Participant fellow learner - will progress and grow together. Interested in special needs	English – her major Intereste d in age group	Getting Learners to read	Good communicator Approachable Deep knowledge Good personality Good teacher would constantly ask the learners if they understood f – confirmation checks (2.7%)	Unknown vocabulary and lack of understand ing	English preferred Would not code switch as LoLT and subject is English – simplify vocabulary to accommod ate learners using the language taught, learners will become more proficient in the language.”	Teachers be aware learners may interpret things differently. Teacher's idiolect - be positive words & tones & take into account age of the learners. Thoughts that as a good communicator = e1 & e2 - teacher clarification (0.9%) low indicated audibility and did not use cc - teacher idiolect Language has a way of building relationships. Was a learning curve and very influential with regards to my teaching prac. I found this task helpful as I got to see what I, as an individual, could improve on and what other strategies could be used.	d, c, a/g3/l2, s [bb, a, ee, r, b] The interacture usage profile of AR was quite different from the majority of the participants ….most used interacture was d - referential questioning (9.9%) followed by c - display questioning (8.7%) Her use of s - motivational talk (7.5%) and ee - elicitation of learner participation (5.1%), y - group exploration talk (5.1%), g4 - teacher promotes learner self-actualisation by allowing freedom of ideas (4.8%) Increased the interactive nature of the IRE/F pattern to a more transactional and transformative style as the focus was on extending learning. Her usage of r - admonishing talk (1.8%) was the lowest percentage of all the participants. Lesson was structured and her talk was purposive. Used language as a way of building relationships. Focus was on mediating an understanding of the content and message of the lesson by using c & d - questioning (18.6%) and using scaffolding (15.9%) to facilitate discussion. Accommodated the uniqueness of children with respect. Replicated experience to a great extent.

Participant Name age & languages- home & other	Career choice rationale & view of teacher role Philosophy	Subject Choice & Phase choice	Primary anticipated teaching challenge	Four most important teacher qualities Good/mediocre	Reasons a child lost in class	Attitude re English as LoLT & code-switching	Communication ideas Experience of being part of project	Four most used interactures Pedagogic style Replication Other pertinent observations
Clivia **22** *English Afrikaans	Participant fellow learner not only source of knowledge.	English – her major & home language Easy to control	Lack of resources & support	Good communicator & listener A motivator Knowledgeable	When lesson not related to a learner's world.	English preferred. Teacher may code switch for concept understanding but not learners as subject is English.	Able to identify different teacher-talk strategies to support desired outcomes of the NCS though her identification of them for different parts of the lesson plan had been less clear. I would like to explore my teacher-talk with more classroom discussion, learner feedback & motivational talk as this scaffolds the learners thinking and could possibly work towards a better outcome for the lesson. I think that by participating in this research I have learnt that effective learning takes place in the classroom with some of these teacher-talk strategies	bb/a , b/e2, ee/g3/i/q, r/k [bb, a, ee, r, b] Clivia's incorporated all the interactures of the group profile in her five main clusters - a - management talk (9.7%), b - giving explanations (8%), and ee - elicitation of learner participation (5%) and her most used interacture bb - refocus words (10.3%) reflected English speaking participants. Rated u - goal setting highly at 8/10 but had not used Essentially her pedagogic interaction style was IRE/F - display questions (2.7%) and d - referential questions (2.7%) and i - feedback (4.7%) But her use of b - explanatory talk (8%) with e2 - clarification talk in response to a learner's query (7.7%). And p - extended learner turn (2.9%) and w - exploring talk with individuals (1.2%) and y - exploring talk with group (4.1%) shifted to a more learner-centred interactive transactional style with moments of authentic transformation. Her use of r - admonishing disciplinary talk (3.8%) was substantially lower than most participants While she had replicated some of the strategies used in her personal experience eg. clarification she used scaffolding and avoided demotivational talk of her mentor teachers. Sensitive and patient communication mediated learning through discussions used her teacher-talk strategies to steer the learners without demotivational talk.

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Lou **23** *English Afrikaans isiZulu	Mathematics teaching needs to be concrete: visual and tactile. Organised extra TP Make Mathematics interlink with other subjects	Maths – wanted to create a positive atmosphere around learning Maths. Enjoy age group – think for themselves & still excited about learning. Three different age groups.	Ability to simplify things.	Approachable Fair Passion for subject Creative	Bad explanations and choice of word by teacher	English preferred Would code-switch to accommodate concept understanding and simplify explanations.	Difficult subject vocabulary terms Vulnerability of grade 4 Grade 5 & 6 boundaries. Not rushed focus on goal setting and encouraging. Words motivated learner to work as team. The degree to which teachers facilitate, mediate depends on the learners. Code switching is useful for a term but strategies facilitate communication. It has made me realise how vital a teacher's choice of words or even just acknowledgment of learners is. I have also realised that even though I may think some strategies are really important, I don't use them as much as I should.	bb, r/i/a/s/e, b, y [bb, a, ee, r, b] Usage profile reflected group: bb - focus words (14.9%), a - giving instructions (7%), ee – elicitation /inviting feedback (6.7%), r - admonishing talk (7.3%), and b – giving explanations (6.1%). s - motivational talk (6.7%) and i - content feedback (7.3%) indicated wanted to engage with learners Used 'we' to create bridge Used g - scaffolding (6%) but not allow for g4 - teacher promotes self-actualisation (1.8%) . p - extended learner turn (0.3%) and q - informal social talk (1.5%) the lowest amongst the participants. o – extended wait-time (0.0%) so authentic interaction did not happen j - form focused feed-back (3.4%) was the second highest Essentially pedagogic interaction style was IRE/F rowdy behaviour learner-dominated teacher struggled to control the behaviour become more transmissive than interactive. This limited authentic learning interaction and positive learning environment. Experienced negative use of teacher-talk by resident teachers. Interactive feed-back minimal authenticity of her interaction hampered by inability to remain calm & respond to her learners needs. Replicated most personal exp strategies more feedback but didn't see in her analysis despite rating 9/10. Use of v - demotivational talk (2.4%) high rated it 1/10

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Peaches **23** *Afrikaans Sepedi Ndebele *English isiZulu	Fountain of knowledge & participant learner as "we live in a world that is evolving"	Social sciences – likes to interact Funzd bursary	Discipline	Respect compassion & empathy, trustworthines s, honesty	Teacher talking too fast. Learners not paying attention.	Afrikaans preferred English 2nd choice Allow code-switching for understand ing but would need to know language.	Big emotional difference betw grade 3 & grade 4 Variety of teacher-talk strategies would "be needed for them to grasp knowledge. Said used discussions the most. A teacher's good language skills "would motivate learners want to speak a language in a certain way." Did not allow o - learner wait-time (0.0%) or p - extended learner turn (0.0%) stark contrast to her reason a child lost, viz "Teacher talking too fast". I just think that if you are trained to talk with learners and you are trained to deal with different situations more or read about more different situations that maybe we would know what	ee, w, d, e4, a/f/q/bb [bb, a, ee, r, b] Interacture profile differs from the general, her usage of w - exploring talk with individual (8.6%) - highest , d - referential questioning (8.1%) and e4 - teacher asking learners to clarify (7%) – highest, were her four most used interactures after ee - elicitation of learner participation (11.3%) - highest in group Her pedagogic interaction style was generally IRE but since i - content feedback (1.8%) and j - form focused feedback (2%) were less used fell short of the true IRF style more teacher-centred and less learner/learning - centred. Opportunities for transactive or authentic transformative communication were limited as reflected in her low g4 - teacher promotes learner self-actualisation (0.7%), e2 - teacher clarifies in response to learner query (0.7%) and h2 - indirect repair (0.7%) scores and lack of p - extended learner turn (0%). Usage of l2 - teacher-echo (5.2%) changed the nature of her questioning style from potentially being that of d - referential questioning into c - closed display questioning with limited interaction & feedback. r - admonishing disciplinary talk (5.9%) and bb - use of refocusing words (5.6%) were frequent indicating Peaches was determined to control the proceedings.. tempered this authoritarian style with the use of q - informal talk (5.6%). Her use of s - motivational talk (0.9%) was very low. Replicated many strategies personal experience in her use

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							word to use during situations	of disciplinary, referential questioning and clarifying/repetitive/scaffolding talk. Use of v - demotivational talk (3.2%) departure rated1/10 strategy. This participant used teacher-talk that expressed inviting talk and distancing talk in the same sequence – also favoured certain learners Her lesson was teacher led and her communication strategies did not appear to take into account the age of the learners or really mediate and motivate learning.
Penelope **23+** *English Afrikaans	To positively influence the lives of individual children as well as the future society. .To inspire hope, ignite imagination and instil a love of learning. Participant fellow learner	English – important for life Learners know basics - need to be developed	Un co-operative learners	Approachable Enthusiastic Knowledgeable Respected democratic	Teacher using teaching strategies that don't work for learners and lack of vocabulary .	English preferred. Would allow code-switching for group work but writing in LoLT. Teacher use only LoLT	From the beginning set the boundaries, I can joke easily with my students but they must know not to cross the line." "The way you speak to people and the language you use can often determine how the learners view you." To realise that how you say things and what you say has different teacher-talk methods behind them and how they can	bb, ee/b/a/r, v,q [bb, a, ee, r, b] profile replicated group bb - words to refocus (19.7%) as most frequent interacture r - admonishing disciplinary talk (5.7%) (8/10) + a - management talk (5.7%) and b - explanatory authoritative talk (5.7%) her second category aligns with boundary setting.high usage of ee - elicitation of learner participation (6.4%), e - clarification (6.8%) and f - confirmation checks (2.4%) indicated teacher dominated interaction. questioning focused on c - display questions (3.9%) not d - referential questioning (2.4%). k - extended teacher turn (2.6%) and m – teacher interruptions (2.4%), (highest amongst the participants), Teacher control makes her pedagogic teaching style more transmissive than interactive IRE. This limited authentic learning interaction and positive learning environment. Replicated some experience in use of authoritative/disciplinary,

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							influence different children." Did try to inculcate manners. Appealed to class personal manner often she had to revert to neg disciplinary talk to get the attention of the class which she found frustrating.	exploratory on individual basis, clarifying/ scaffolding/repetitive and referential questioning. All apart from authoritative talk, she had rated highly. Departed from her experience by using feedback often and demotivational talk rated as 1/10. At times Penelope seemed to want learners to contribute but did not give them sufficient o - extended wait time (0.0%) and m - teacher interrupted a response (2.4%)
SDA1221 English Afrikaans	To help prepare learners today for their tomorrow and recognise their individual genius.	Maths – fundamental for future generation Interim before being Matric teacher.	discipline	Everyone is equal - democratic Caring Respect Passion	When teachers ignore questions and fail to reassure learners.	English preferred Would not code switch as will confuse learners – accommodate understanding through less complex vocabulary	Words create or deter understanding facilitate learning through questioning & clarification not scaffolding Mind-set of the teacher toward her learners and subject influences the learner's attitude BUT her negative view about the class – Learners not had the same passion for the subject. Interesting to reflect back and see how [I] communicate to	bb, r, a, i/ee, l2/c [bb, a, ee, r, b] SDA1221's interacture usage profile was similar - bb - refocus words (12.6%) except lowest usage of b - giving explanations (1.8%) use i - content feedback (7.2%) - second highest. Her fifth most used cluster l2 – teacher repeats learner's contribution (5.8%) and c – display questioning (5.8%) lowest usage of all types of g – scaffolding (1.8%) e4 – teacher asks learners to clarify something the learner/teacher had said (4.9%) Pedagogic teaching style IRE very teacher-centred/controlled and evaluative so authentic interaction was limited SDA1221 replicated her personal experience: managerial/disciplinary, clarifying strategies and lack of informal talk. Furthermore, apart from disciplinary talk, highly rated Used feedback and repetition often but not scaffolding Identified discipline as a challenge evident throughout her lesson she used r -

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							the learners. Think it is worthwhile to record lesson and see where you can improve & where you are relevant/ good. I need to improve on how I respond to the learners and not short answers."	admonishing disciplinary talk (11%) second most used interacture z- acknowledges but no interaction (4%) highest aa – missed inter opportunity and did not use o - extended wait-time or p – extended learner turn Use of q – informal talk at 1.8% was amongst the lowest in the group and perhaps demonstrated that she was not really comfortable with this age group –
Stanelle **21** Sesotho *IsiZulu *English	To promote positive learning enthusiasm & a strong foundation for lifelong learning Participant fellow learner. "Teaching with clarity, passion, empathy & sincere enthusiasm, effectively impacts learners, ultimately connecting them to their passion and	Life Skills – way to assist learners in career choice Age where they need guidance	Discipline	Be a Life-long learner Subject expert Empathy & sympathy Good teacher used referential questions, gave constant feedback, and took their cue from the learners while a mediocre teacher would dominate the lesson and use non-probing questions.	Teacher failing to explain / elaborate to learners what is expected to do. .	IsiZulu preferred English 2nd choice using English as the LoLT "has a negative impact on those who are still struggling, because it makes them feel dumb and not accommod ated". Allow code-switching	"Lack of English skills at school was a challenge home language and I get to express my thoughts and feelings even more using English as the LOLT would cause other languages "not to grow". A word is the pathway for bridging understanding between people." Used her magic word box and teacher-talk strategies to	ee, a, r/l2, e4/p/y, b/d/bb/s/w/g1/g3 [bb, a, ee, r, b] most used ee - teacher invites participation (11.2%) second highest user ; second and third a - giving instructions (8.4%) and r - disciplinary talk (6.4%). with l2 - teacher repeats learners' contribution (6%) and e4 – teacher asks learner to clarify something said (5.2%) – highest usage - reflected her anxiety to keep control. Thereafter engage input from the learners with her use of p – extended learner turn (5.2%) – way the highest usage and y – exploratory talk (4.8%). referential questioning techniques (4.4%) and scaffolding (8.4%) within motivational talk (3.6%). Her usage of bb - refocus words (4%) was in line with the non – English home language speakers. purposively used k – extended teacher turn (0.8%) to refocus the class attention after a period of free discussion

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	lifelong learning".					to make Learners comfortable but Teacher will translate to include everyone.	mediate understanding for the learners. "As teachers we decide our personal identity and children learn a lot from us as teachers by the way we talk to them. It was developmental for me. It helped me a lot as to where I must put in more effort … in the process of teaching and learning. I have learned that not all learners tend to understand when you clarify and give explanations, it might due to the learner's language deficit or lack of attention."	used pair work to motivate so she also used r - disciplinary talk (6.4%) though no v – demotivational The way Stanelle gave the floor to the leaner to further explain what they meant often changed the proto-type IRE/F pedagogical style to a more transactional and even transformational one as learners co-constructed the interaction. Replicated use of disciplinary, exploratory on individual/group basis, referential questioning and clarifying/ scaffolding/repetitive talk. rated these as good, departed from her experience by using managerial (8.4%), explanatory and motivational (3.6%) talk often. Altruistic – "design my instruction to accommodate individual preferences, engage diverse learners, and help establish a respect for differing preferences and perspectives."

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Sue **22** *English Afrikaans	To help change, mould and make a difference in the lives of the learners. To be the best version of myself so that my learners can also strive to be the best version of themselves. The most beautiful thing about learning is that no one can take it away from you." Involve herself in the lesson both as a fellow learner and as the knowledgeable other.	English – her major Enjoy age she would "need to be prepared to go the extra mile to allow the learners to grow.	Discipline	Caring Compassionate Well respected Firm needed to establish boundaries Good teacher "encouraged us when she spoke and always answered our questions. She helped us where we needed the help." A mediocre teacher on the other hand was not very interactive with the class and would "answer the questions we had but never elaborate on the answer."	Teacher using words not in vocabulary range & moving too fast through lesson.	English preferred Would not code switch as LoLT and subject is English – simplify vocabulary to accommodate learners.	Teachers definitely have an impact on the outcome of learners. Mediate understanding for the learners especially in her use of h2 - indirect repair. "I need to be more calm in the classroom and not raise my voice as it does have a negative effect on the learners when trying to learn" " I have learnt that I need to speak with more motivation and encouragement to the learners. I need to be more calm in the classroom and not raise my voice as it does have a negative effect on the learners when trying to learn."	bb, a, r, ee, s [bb, a, ee, r, b] Profile was similar to the majority except s - motivational talk (5.1%) as her fifth Her usage of bb – refocus words (27.2%) and her use of a – giving instructions (13.6%) was the highest in group but lack of precision allowed rowdy behaviour r - admonishing talk (10.3%) – second highest in the group - and shouting c - display question (3.3%) posed ee – teacher invites participation (6.6%), followed by class noise which required the use of bb - words to refocus (27.2%), followed by l2 – teacher echo of learner contribution (6.6%) and e4 – teacher asks learner to clarify what said (2.2%). This is then confirmed by teacher using i – feedback (1.1%) and f – confirmation check (1.5%) the IRE/F one teacher controlling the interaction – little room for authentic interaction or transformation Replicated use of managerial (13.6%), disciplinary (10.3%), clarifying (4%), scaffolding (4.8%), referential questioning (2.2%) and motivational/informal talk (8%). rated these as positive. Departed by using closed questioning (3.3%) and feedback (2.6%) . use of h2 - indirect correction (2.2%) was the most frequent of all the participants "[make] all my talk towards the learners is positive and encouraging."