Promoting critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural school

by

Sheila Tshegofatso Sefhedi

Submitted in partial fulfilment with the requirements for the degree

DOCTOR OF PHILOSOPHY
(Learning Support, Guidance and Counselling)

in the

Department of Educational Psychology

Faculty of Education

University of Pretoria

SUPERVISOR:

Dr Funke Omidire

CO-SUPERVISORS:

Prof Liesel Ebersöhn

and

Prof P. Karen Murphy

July 2019

DEDICATION

I dedicate this thesis firstly to the Almighty God of Zion Christian Church whose mercy and blessings have surely been upon me throughout my academic advancement and production of this piece of work.

Next, I find it fit to dedicate this thesis to all who contributed to making me who I am today, notably Ms Kenole Sethibe, my loving mother, who although she never had the opportunity to go to formal school, has sacrificed all to make sure I acquire education to the highest level. It is a great sadness to me that I was not there for you physically during your hospitalisation and the series of operations you underwent. I thank you, mother.

I also dedicate this thesis to my family: husband, Mr Gaotingwe Jubilee Sefhedi, our children, Ms Lame Katlo Kesegofetse Sefhedi, Mr Sefhedi Loago Thabo Sefhedi, and Reneilwe Lefa Larona Sefhedi for their love, support, patience and encouragement from the beginning through to this final lag of my PhD studies. Indeed, I owe a debt of gratitude for your sacrifices, and without your prayers, I would not have succeeded. Your great sense of understanding has been a driving force for me to continue with the writing of this thesis and completing it despite many years of struggle. I vow to spend quality time with all of you in future until you, too, have realised your dreams. I thank you from the depth of my heart. May the Grace of the Lord be upon you all.

My sincere thanks and gratitude go to the University of Pretoria for having offered me the opportunity to enrol as a PhD candidate. I thank the institution for having made it possible for me to grab this opportunity of a lifetime, enabling me to develop academically and professionally in my field of study. In addition, I will forever be indebted to the University for all the varied support I was accorded from the time I began this academic journey until I completed.

Special thanks and appreciation go to my three phenomenal, powerful and insightful study leaders, Dr Funke Omidire (Supervisor), Professor Liesel Ebersöhn and Professor Karen Murphy (Co-supervisors). Dr Omidire, specific thanks go to you for having worked tirelessly and meticulously in assisting me to shape this thesis. Your patience, tolerance, guidance and unwavering support helped me to produce this piece of work. It was a great pleasure working with you; on many occasions you went beyond the call of duty on my behalf, accompanying me to the research site and assisting with data collection processes to make this project a success. I sincerely appreciate your support and commitment to my project.

I also owe a debt of gratitude to Professor Liesel Ebersöhn, whose support and unreserved guidance on this long and difficult academic journey saw me through. Prof., I am deeply thankful for all the support you rendered: your precious time, your insightful comments, and your critical and accurate proofreading of this qualitative study made my difficulties in growing as a researcher manageable. In addition, your willingness to share your textbooks and other relevant academic materials, your constant encouragement, unfailing supervision, commitment and motivation as you walked along with me throughout this academic journey are greatly appreciated.

I am also much indebted to Professor Karen Murphy whose feedback and support has been invaluable and, therefore, highly appreciated. Your wisdom, experience, professional guidance and willingness to share your expertise in my quest for knowledge

into the Quality Talk Model has made it possible for me to complete this project. Prof., you are special to me: it would not have been possible to earn this degree without your devotion, continuous support and motivation. I thank you for your great mind and the countless hours you spent reading, guiding and correcting my work. Your comments assisted me greatly in reshaping my work.

Dr Funke, Prof Ebersöhn and Prof Murphy, I honestly lack words to express my gratitude for the support you extended to me during the course of this work. Most importantly, your moral and financial support (CSR, QTSA & QTPSU) in pursuance of my studies as well as my participation in an international conference in Cape Town is highly appreciated. I will forever remember this life time opportunity. Thank you for believing in me and for always making me feel at ease.

A special word of gratitude also goes to the staff and the students of the sampled school for taking the time to participate in this study. To the English Teacher and the Grade 8 students, I thank you all for your time and patience as I frequently occupied your spaces of operation. Your cooperation and consistent participation are highly commendable: you are the source of the success of this thesis.

I also want to thank my employer, Botswana Open University, through the offices of the Vice Chancellor, Dr Daniel Tau and the Director of Human Resources, Mr Mokeresete Boima, for granting me study leave even when it was difficult to take such a decision. In addition to this, I would like to express my sincere gratitude to all my colleagues for their unique but purposeful contributions. Thank you for the support and for always reminding me to hang in there. You are special to me.

My sincere gratitude goes to my siblings, Patrick Sethibe and daughter Botho, Matthews Sethibe, wife and children. Thank you for running family errands and shouldering family roles and responsibilities during the long periods of my absence while pursuing my studies. I am committed to make a difference to your lives. Finally, and on a more personal note, I want to recognise my friend and colleague in the PhD programme, Christian

Onyekwelu, for his kindness and supportiveness in very many ways. You are the reason behind the quality and the success of this thesis. I will forever be grateful for your friendship, support and encouragement.

To Wilna Swart, Language and technical editor, I want to recognise your hard work, commitment and sacrifices with regard to your editorial work of my thesis in a short time framework. I am highly thankful for your professional skills in editing.

LANGUAGE-EDIT DECLARATION

I, WILNA SWART, hereby declare that in February 2019 I performed a professional language-edit of the following PhD:
Author: Sheila Tshegofatso Sefhedi

Title: Doctor of Philosophy (Learning support, guidance and counselling)

Supervisor: Dr M. Omidire, and Prof L. Ebersöhn and Prof P. Karen Murphy
Institution: Department of Educational Psychology, University of Pretoria
Degree: PhD (Educational Psychology)

Editorial comments and comprehensive editorial recommendations were furnished, although accepting or rejecting editorial amendments took place at the discretion of the author. Wilna Swart.

Professional EDITORS Guild

Wilna Swart
Associate Member

Western Cape Branch: Secretary
Membership number: SWA010
Membership year: March 2018 to February 2019

083 333 6810
wilnaswart7@gmail.com

www.editors.org.za

DECLARATION OF ORIGINALITY

I, Sheila Tshegofatso Sefhedi, hereby certify that I am electronically submitting this PhD thesis,

Promoting critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural school.

The work recorded in this report is, in its entirety, my original work, except for quotations and citations which have been duly acknowledged and included in the list of references.

I also declare that it has not been previously or currently submitted for any other degree at the University of Pretoria or other institutions.

Name: Sheila Tshegofatso Sefhedi

Signature of Student: _____

Signature of Supervisor: _____

Signatures of Co-Supervisors: _____

_____

Date: _____

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

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: **EP 07/02/04 FLY16-002**
DEGREE AND PROJECT	PhD Promoting critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural school
INVESTIGATOR	Ms Sheila Sefhedi
DEPARTMENT	Educational Psychology
APPROVAL TO COMMENCE STUDY	11 August 2016
DATE OF CLEARANCE CERTIFICATE	29 January 2019

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

CC

Ms Bronwynne Swarts
Dr Funke Omidire
Prof Liesel Ebsersohn
Prof Karen Murphy

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

The purpose of this study was to investigate the use of teacher discourse moves and pedagogical principles in order to develop critical-analytic thinking in English Language lessons in a rural South African secondary school. The theoretical framework in which the study is located is Social Constructivism, meta-theoretically supplemented by Interpretivism. Qualitative research methodology and a case study design were used to collect and analyse in-depth data from multiple sources. Data was collected through interviews, classroom observations and document analysis. One rural school (n=1) involved in the on-going Quality Talk (QT) study at the University of Pretoria was conveniently selected, while the participating English teacher (n=1) and English language class (n= 52 students: females 27, males 25) were purposively selected. Data were coded using Quality Talk Model indicators and analysed thematically. The findings revealed teacher's inadequate training and knowledge in the use of a range of instructional practices and teacher discourse moves in line with QT intervention model to impact negatively on students' overall development of critical-analytic thinking.

A significant insight from this study is that it has introduced the use of specific instructional and dialogical discourse strategies, aligned with the QT intervention Model into the teaching of critical-analytic thinking of English language text and content in a rural secondary school. In a nutshell, this study has succeeded in informing knowledge that promoting critical-analytic thinking through specific teacher discourse moves and pedagogic principles in rural secondary school is possible, even under severe resource constraints situations. It is recommended, amongst others, that optimum support be rendered to teachers and students through improved pedagogic strategies and appropriate teaching and learning resource provision. Together, these should address the needs of English Language teachers and students in rural areas.

Key terms: Critical-analytic thinking, English Language Lesson, Pedagogical principles***,*** Quality Talk Model, Teacher discourse moves, Rural school, Social Constructivist Theory

AL	Additional Language
ANA	Annual National Assessment
CAT	Critical-Analytic Thinking
CAPS	Curriculum Assessment Policy Statement
CDEP	South African Centre for Education Development
CLT	Communicative Language Teaching
CSR	Centre for the Study of Resilience
CT	Critical Thinking
DBE	Department of Basic Education, South Africa
DoE	Department of Education South Africa
EFAL	English First Additional Language
FAL	First Additional Language
HED	Higher Education Diploma
I-R-E/F	Initiation Response Evaluation/Feedback
LiEP	Language in Education Policy
LoLT	Language of Learning and Teaching
NAEP	National Assessment of Educational Progress
NCS	National Curriculum Statement
PCK	Pedagogical Content Knowledge
PIRLS	Progress in International Reading Literacy Study
PP	Pedagogical Principles
QTPSU	Quality Talk Pennsylvania State University
QT	Quality Talk
QTSA	Quality Talk South Africa
RT	Reciprocal Teaching
SCT	Social Constructivist Theory
TDM	Teacher Discourse Moves
TE	Teacher Education
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational Scientific and Cultural Organisations
UNICEF	United Nations Children's Emergency Fund
USA	United States of America
UK	United Kingdom
ZPD	Zone of Proximal Development

Dedication i
Acknowledgements ii
Certificate of Language Editing v
Declaration of Originality vi
Ethics Clearance Certificate vii
Abstract viii
List of Acronyms ix
Table of Contents x
List of Figures xvii
List of Tables xviii
List of Photographs xix
List of Appendices xx

CHAPTER ONE GENERAL INTRODUCTION AND OVERVIEW OF THE STUDY 1

1.1 Introduction 1

1.2 Background to the study and preliminary literature review 2

1.3 Statement of the problem 6

1.4 Rationale for the study 8

1.5 Purpose and research questions 9

1.5.1 Purpose of the study 9
1.5.2 Research questions 9

1.6 Definition of key concepts 10

1.6.1 Critical-analytic thinking 10
1.6.2 Teacher discourse moves 10
1.6.3 Pedagogical principles 11
1.6.4 Instructional practices 11
1.6.5 Classroom discourse 11
1.6.6 High-level comprehension 11

1.6.7 Rural area 11
1.6.8 Rural school 12
1.6.9 English in Grade 8 12
1.6.10 Additional language 13
1.6.11 Student 13
1.6.12 Language of Learning and Teaching (LoLT) 13
1.6.13 Home language 13

1.7 Theoretical framework 13

1.8 Research paradigm 15

1.9 Methodological paradigm 15

1.10 Research design and methodology 16
1.10.1 Methodology 17

1.11 Quality criteria used in the study 18

1.12 Ethical considerations 19

1.13 Chapter outline 20
1.13.1 Chapter One: Introduction, background and preliminary literature review 20

1.14 Summary 22

CHAPTER TWO LITERATURE REVIEW AND THEORETICAL FRAMEWORK 23

2.1 Introduction 23

2.2 Gaps in literature 24

2.3 Critical-analytic thinking 24

2.4 Teacher discourse moves and critical-analytic thinking in English language lessons 26
2.4.1 The concept: Teacher discourse moves 27
2.4.2 Teacher discourse moves and education 27
2.4.3 Modelling as a teacher discourse move 30
2.4.4 Marking and feedback as teacher discourse moves 31
2.4.5 Summarising as a teacher discourse move 33

2.4.6 Prompting as a teacher discourse move 37
2.4.7 Challenging as a teacher discourse move 40

2.5 Pedagogical principles and critical-analytic thinking in English lessons . 41
2.5.1 Defining pedagogical principles 41
2.5.2 Knowledge base of pedagogical principles 42
2.5.3 Language as a tool for thinking and inter-thinking 44
2.5.4 Normative discourse expectations and dialogic responsiveness 46
2.5.5 Balance responsiveness and structure 48
2.5.6 Content clarity 48
2.5.7 Embracing space and diversity in discourse 50

2.6 Factors constraining or enabling critical-analytic thinking in English language lessons 53
2.6.1 Teacher-related factors 53
2.6.2 Student-related factors 56

2.7 Theoretical framework 58
2.7.1 Vygotsky's social constructivist theory 58
2.7.2 Zone of proximal development 61
2.7.3 Limitations of the social constructivist theory 62

2.8 The conceptual framework underpinning this study 63
2.8.1 Students 67
2.8.2 Curriculum and assessment 70
2.8.3 Teacher education 71

2.9 Summary of chapter 72

CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY 74

3.1 Introduction 74

3.2 Research Paradigms 74
3.2.1 The meta-theoretical paradigm 75
3.2.2 **The methodological** paradigm 77

3.3 Research Design: A descriptive case study 81

3.4 Research schedule and procedure 83

3.5 Selection of participants and research site 85

3.5.1 Convenience sampling of site 85

3.5.2 Contextualising the case 87

3.5.3 School environment 93

3.5.4 Purposive selection of participants 95

3.5.4.1 Teacher participant 95

3.5.4.2 Student participants 97

3.5.4.3 Limitations of purposive sampling 97

3.6 Data collection methods 98

3.6.1 Semi-structured Interviews 99

3.6.2 Non-participant classroom observations 103

3.6.3 Document analysis of visually captured student exercise books, curriculum document and prescribed text 104

3.7 Data analysis and interpretation 106

3.7.1 Inductive thematic analysis of interview data 108

3.7.2 Analysis of observation data 110

3.7.3 Document analysis 111

3.7.4 Analysis of field notes 112

3.7.5 Analysis of visually captured data 112

3.8 Reflexivity 112

3.9 Quality criteria issues 115

3.9.1 Credibility 116

3.9.2 Authenticity 116

3.9.3 Transferability 117

3.9.4 Confirmability 117

3.9.5 Dependability 118

3.10 Ethical procedures used to protect participants 118

3.10.1 Informed consent and voluntary participation 118

3.10.2 The right to confidentiality and anonymity 119

3.11 Summary 120

CHAPTER FOUR PRESENTATION AND DISCUSSION OF RESULTS 121

4.1 Introduction 121

4.2 Results of the thematic analysis 121

4.3 Research results 122

4.4 Theme 1: Teacher experience and perspectives impact on pedagogical principles that promote critical-analytic thinking 124

4.4.1 Subtheme 1.1: Teacher experience 124

4.4.1.1 Category 1.1.1: Teacher training and qualification 124

4.4.1.2 Category 1.1.2: Language of learning and teaching (LoLT) 126

4.4.1.3 Category 1.1.3: Influence of rural school context on teaching and learning process 128

4.4.1.4 Category 1.1.4: Family responsibility and student critical-analytic thinking 129

4.4.1.5 Category 1.1.5: Teacher educational background and context 130

4.4.2 Sub-Theme 1.2: Teacher perspectives on the teaching of critical-analytic thinking 131

4.4.2.1 Category 1.2.2: Home environment 131

4.5 Literature Control: Discussion of findings related to Theme 1 133

4.5.1 Confirmation of data in existing knowledge 134

4.5.2 Silences related to existing knowledge 135

4.5.3 Contradictions between data and existing knowledge 135

4.5.4 Contributions to new knowledge 136

4.6 Theme 2: Teacher discourse moves facilitate critical-analytic thinking in English first additional language lesson 137

4.6.1 Subtheme 2.1: Teacher discourse moves that promote high-level thinking 138

4.6.1.1 Category 2.1.1: Prompting students for further participation and elaborated responses.....139

4.6.1.2 Category 2.1.2: Summarising to guide students into applying their own knowledge and use own original words to facilitate deeper understanding of the text 143

4.6.2 Subtheme 2.2: Language instruction moves 147

4.6.2.1 Category 2.2.1: Explicit instruction practices 147

4.6.2.2 Category 2.2.2: Teacher questioning techniques.....153

4.7 Literature control: Discussions of findings of Theme 2 155

4.7.1 Confirmation in data of existing knowledge 156

4.7.2 Silences related to existing knowledge 157

4.7.3 Contributions to new knowledge 158

4.8 Theme 3: Pedagogical principles in English first additional language lesson 159

4.8.1 Subtheme 3.1: Language is a tool for thinking and inter-thinking 160

4.8.2 Subtheme 3.2: Normative discourse expectations and dialogic responsiveness 162

4.8.3 Subtheme 3.3: Balance responsiveness and structure 163

4.8.4 Subtheme 3.4: Content clarity 165

4.8.5 Subtheme 3.5: Embracing space and diversity in the discourse 168

4.9 Literature control: Discussion of findings of Theme 3 169

4.9.1 Confirmation in data of existing knowledge 169

4.9.2 Silences related to existing knowledge 170

4.9.3 Contradictions between data and existing knowledge 171

4.9.4 Contributions to new knowledge 172

4.10 Theme 4: Constraints and enablers of critical-analytic thinking in English first additional language 172

4.10.1 Subtheme 4.1: Constraints of critical-analytic thinking in English first additional language lesson 173

4.10.1.1 Category 4.1.1: Insufficient teaching and learning resources in a rural school 174

4.10.1.2 Category 4.1.2: Managing a linguistically diverse classroom 179

4.10.1.3 Category 4.1.3: Mismatch between curriculum and assessment guidelines 181

4.10.1.4 Category 4.1.4: Class size and teacher workload 182

4.10.1.5 Category 4.1.5: Lack of support for English first additional language teachers 184

4.10.2 Sub-theme 4.2: Enablers of critical-analytic thinking in English first additional language lesson 187

4.10.2.1 Category 4.2.1: Government support for English first additional language lesson teachers 188

4.10.2.2 Category 4.2.2: Continuing in-service training for English first additional language teachers 190

4.10.2.3 Category 4.2.3: Collaboration with parents 192

4.10.2.4 Category 4.2.4: Remedial assistance for students 193

4.11 Literature control: Discussion of findings of Theme 4 194

4.11.1 Confirmation of existing knowledge in data 194

4.11.2 Silences related to existing knowledge 194
4.11.3 Contradictions between data and existing knowledge 195
4.11.4 Contributions to new knowledge 196

4.12 Summary of chapter 196

CHAPTER FIVE CONCLUSION AND RECOMMENDATIONS 200

5.1 Introduction 200

5.2 Overview of the chapters 200

5.3 Answering the research questions 203
5.3.1 Secondary Research Question 1 203
5.3.2 Secondary research question 2 205
5.3.3 Secondary research question 3 206
5.3.4 Secondary research question 4 207

5.4 Revisiting the theoretical framework to position the results of the study 212

5.5 Limitations of the study 215

5.6 Recommendations and implications for training, policy and practice 216
5.6.1 Teacher education training curriculum design and practice 216
5.6.2 Insufficient teaching and learning resources 217
5.6.3 Large class size 217
5.6.4 Mismatch between curriculum and assessment guidelines 217
5.6.5 Support for English first additional language teachers 218

5.7 Contributions to the body of knowledge 218

5.8 Directions for future research 219

5.9 Conclusion ..... Error! Bookmark not defined.
References 221
Appendices 252

Figure 2.1:	Conceptual Model of developing critical-analytic thinking by Westbrook et al., 2013	**63**
Figure 3.1:	Map of the Mpumalanga Province where the school is located.	**88**
Figure 3.2:	Image showing the location of the sampled rural secondary school (Maps, 2010).	**89**
Figure 3.3:	Languages mostly spoken in the Gert Sibande District in Mpumalanga Province	**91**
Figure 3.4:	Population by highest educational level (Statistics South Africa, 2011)	**92**

Table 1.1:	Overview of research paradigms, design and methodology	**17**
Table 1.2:	Summary of quality criteria strategies	**19**
Table 3.1:	Overview of research site visits schedule	**83**
Table 3.2:	Data collection sources and strategies	**98**
Table 3.3:	Different time periods for observations	**103**
Table 4.1:	Overview of themes and sub-themes	**121**
Table 4.2:	Teacher experience and perspectives	**122**
Table 4.3:	Overview of themes and sub-themes	**137**
Table 4.4 (a):	Overview of themes and sub-themes	**139**
Table 4.4 (b):	Transcribed English lesson observations	**140**
Table 4.5:	Teacher discourse moves evident in English lesson	**144**
Table 4.6(a):	Observation of English lesson instructional moves	**147**
Table 4.6(b):	Observation of English lesson instructional moves	**148**
Table 4.6(c):	Observation of English lesson instructional moves	**149**
Table 4.7:	Summary of the usage of other teacher moves	**151**
Table 4.8:	Pedagogical principles in EFAL lesson with sub-themes	**158**
Table 4.9:	Observation transcript on The Twin Brothers Story	**163**
Table 4.10:	Constraints of critical-analytic thinking in English first additional language lesson	**172**
Table 4.11:	Enablers of critical-analytic thinking in English first additional language lesson	**185**

Photograph 3.1:	Students waiting for meals.	**90**
Photograph 3.2:	The rural area where the school is located.	**93**
Photograph 3.3:	Grade 8 English language classroom	**94**
Photograph 4.1:	Students in one classroom sharing books	**164**
Photograph 4.2:	Students sharing books and photocopied materials	**174**
Photograph 4.3:	The library now being used as a store room	**174**
Photograph 4.4:	Computer laboratory	**175**
Photograph 4.5:	A Grade 8 Classroom	**181**

LIST OF APPENDICES

Appendix A:	Permission letters
Appendix A1:	Letters to the DoE Mpumalanga Province
Appendix A2:	Response letter to the supervisor on application to conduct Education research for Professor L. Ebersohn
Appendix A3:	Letters to school
Appendix B:	Consent forms
Appendix B1:	Teacher consent form for research study
Appendix B2:	Parent/guardian proxy consent form of a minor in a research study
Appendix B3:	Opt-out form: Chief Jerry Nkosi High School
Appendix C:	Transcribed classroom observation
Appendix D:	Interview guide and interview transcriptions
Appendix D1:	Face-to-face semi-structured interview questions
Appendix D2:	Transcribed face-to-face teacher interviews
Appendix E:	Field notes
Appendix F:	Research Journal (Sample)
Appendix G:	Coding process - Themes and categories (Sample)
Appendix G1:	Interviews One, Two and Three
Appendix G2:	Field notes
Appendix G3:	Research journal
Appendix H:	Documentary data
Appendix H1a:	Photographs of students'exercise books of the different English text
Appendix H2:	Photographs of text from prescribed text books
Appendix J:	Example of prescribed textbook for teachers
Appendix K:	Examples of initial analysis
Appendix L:	Colour coding guide

CHAPTER ONE
GENERAL INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Introduction

The development of critical-analytic thinking, being instrumental in increasing the significance of and contribution to improving the academic and social lives of students, can no longer be disregarded. Researchers (UNESCO, 2016; Clark, Dwyer, Hogan & Steward, 2011; Department of Basic Education (DBE), 2011) continuously discuss the need to infuse critical-analytic thinking as integral component into the school curriculum, particularly in English as the Language of Learning and Teaching (LoLT). Students using English as LoLT need critical-analytic thinking skills to expand their learning experiences, to deepen their understanding and to make the English text more meaningful. Critical-analytic thinking has been highlighted as an indispensable factor in the encouragement of students to learn actively, autonomously and collaboratively with others (Scott, 2015). In order to develop this kind of thinking in students, teachers - as the fundamental source of students' comprehension of subject matter - have to focus on the development of reading and comprehension skills explicitly. In addition, they must be well grounded in the use of instructional methods and pedagogic elements that best support high-level comprehension of English texts.

Teacher discourse actions and pedagogical principles have been observed to be vital to the development of students' high-level understanding, critical thinking and reflection on English texts (Wilkinson, Soter, & Murphy, 2010; Davies & Meissel, 2015). Moreover, the teacher's effective and appropriate use of instructional techniques and dialogic elements could be a major determinant in the promotion of the student's autonomy and a deeper understanding of English text. For instance, although English teachers in rural South African schools supposedly offer students learning experience with reference to critical-analytic thinking skills, students' academic performance and learning outcomes remain low (Buckler, 2011; Maree, Engelbrecht, Sommerville & Mutshaeni, 2011). Because the

English results of rural secondary schools compare poorly with the results of urban schools (DBE, 2015; 2016) as well as with those of their counterparts in other countries (Mullis, Martin, Foy, Drucker, 2012; Howie, Van Staden, Tshele, Dowse & Zimmerman, 2012; 2016; NAEP, 2009), parents, educators, the general public and the government are increasingly criticising and questioning the quality of instructional pedagogies and the delivery of English lessons in classrooms (DBE, 2011b; Tsui, 2011). The argument put forward in this study is that the teacher's use of discourse moves and pedagogical principles aimed at the promotion of critical-analytic thinking, might have an impact on students' ability to acquire the critical-analytic thinking skills which would help them succeed in their learning.

1.2 Background to the study and preliminary literature review

Most countries have developed educational policies aimed at ensuring that students are provided with quality education (UNESCO & UNICEF, 2013), that is, education which would equip students with the competencies and skills they need to function effectively in the world outside the school (Scott, 2015). They need to develop their attitudes and practices to become critically reflective adults (Ndofirepi, 2012) who are capable of meeting the technological demands of global competition. The challenges involved in achieving these goals are numerous, differing from one country to another. In the United States of America (USA) for example, indications are that an influx of emigrant families, amongst others (UNESCO, 2016), poses a challenge to attempts aimed at providing the best learning experience possible to bilingual and multilingual students. Statistical estimations are that 14% of American students speak two or more languages, while English, the language of instruction at school, is not their primary or home language, indicating that the languages they are exposed to at home and at school are therefore different (Omidire, 2009). According to Gonzalez, Brusca-Vega and Yawkey (1997), 30% of the enrolled student population across all levels of education in public and private elementary and secondary schools in the USA are from African descent or come from indigenous American ethnic minorities. By implication the United States finds itself at a crossroads, which represents challenges for those concerned to come up with effective strategies to educate these students, and to support teachers to acquire the new

knowledge and skills they would need to face the realities of bilingual or multilingual classrooms (UNESCO, 2016b; Weber, 2014; García & Sylvan, 2011).

The situation is not unique to the USA. Countries such as the United Kingdom and Australia are also faced with cultural and linguistic diversity issues, resulting in intricate patterns of compounded disadvantages (Dryden-Peterson, 2015; Ouane & Glanz, 2011). In the United Kingdom the number of refugees and asylum seekers have increased over the years. The presence of these migrant families presents unprecedented challenges to both the country's education system and the students. One outcome of this situation could be that teachers become less committed, an attitude which could affect student performance, potentially resulting in their leaving school without qualifications. As noted by Monar, Lopez, Altamirano and Villar (2018), students are disadvantaged in respect of performing to the best of their abilities when they are taught in a language of which they have limited knowledge or with which they are not familiar at all. UNESCO (2016, p. 2) furthermore points out that international and regional learning assessments indicate that "when home and school languages differ there is an adverse impact on test scores". An analysis of the Trends in International Mathematics and Science Study (TIMSS) data in Australia clearly indicates that English reading comprehension is an educational challenge, with approximately two-thirds of indigenous students achieving the minimum benchmarks in Mathematics in Grade 8 between 1994/1995 and 2011, while almost 90% of their non-indigenous peers managed to do so (Thomson, Hillman, Wernert, Schmid, Buckley, & Munene, 2012). According to UNESCO (2016, p. 6), teachers in Australia "have often mistaken language problems for a learning difficulty".

In South Africa studies have identified issues relating to the Language in Education Policy (LiEP) to contribute to teachers' and students' lack of reading comprehension and critical-analytic thinking in English (Prinsloo et al., 2015; Spaull, 2015; Van Staden & Howie, 2010). Evidence from different studies indicate that students whose home language is the Language of Learning and Teaching (LoLT) seem to have an advantage over those who still have to develop their proficiency and reading comprehension skills in the LoLT to an academically functional level (Marin & Halpern, 2011; Wilkinson, Silliman, Morrow, &

Chou, 2008). Moreover, students who learn in an additional language (AL) have more difficulty coping with the subject content as they are compelled to juggle between acquiring proficiency in the AL while at the same time learning new subject-related content (Omidire, 2009; Makgatho, 2014). Yet, to perform to their potential, AL students must be at the same comprehension and proficiency levels as their counterparts whose home language is the same as the LoLT. Success in all learning aspects of the school curriculum requires the building of a "complex network of linguistic understanding" (Omidire, Bouwer, & Jordaan, 2011, p. 48), posing a challenge to students who do not have the requisite language, comprehension or critical-analytic thinking skills to succeed in their academic pursuit.

I

Given these findings, a range of initiatives and recommendations to improve South African educational practices have been advocated for. The World Bank (2008) recommended enhanced participation in research which had as aim the discovery of instructional and pedagogical practices. According to the World Bank (2008) teaching AL students to think beyond recall and memorisation are abilities which could contribute to enhanced economic development and higher literacy levels in sub-Saharan Africa.

Putting the above-mentioned instructional strategies into practice seems to present its own challenges, especially with regard to the quality of teaching and teachers in educational institutions (Hofmeyr & Draper, 2015; DBE, 2005; Spaull, 2013). A study conducted by Spaull (2013) indicated a deficiency in teachers' use of instructional strategies in English classrooms. Spaull (2013) further noted that teachers employed direct teaching or inductive approaches in teaching English in classrooms at rural South African secondary schools. Inductive approaches are in line with the curriculum, which is alleged to be learner-centred (DBE, 2012). However, they may not encourage critical-analytic thinking, which is usually deductive in nature. According to Nel (2011), using traditional teacher-centred approaches has largely lowered students' achievement in English.

Some studies mentioned that teachers' lack of exposure to instructional models specifically aimed at developing critical-analytic thinking, such as embedded instruction, in which a critical thinking component is infused into the content matter (Marin & Halpern, 2011; Klapwijk, 2011, 2015a, 2015b). Other studies include explicit instruction with lessons structured solely for the purpose of supporting the development of critical-analytic thinking through questioning and discussion (Murphy & Firetto, 2017). Lessons like these include specific teacher discourse moves and curricular tools which guide teachers in their attempts to scaffold students' thinking. Spaull (2013), argued that teaching should be seen as an opportunity to help students live their lives fully. According to him, a student's outcomes may depend heavily on the teacher's instructional planning, selection of instructional strategies, and a variety of learning activities. For this reason, the role of teachers and their choice of teaching strategies must be aimed at basing learning on inquiry, investigation, and critical study in situations where students experience genuine purposes, needs and wants.

In spite of initiatives to improve South African educational practices, concerns about students' lack of high-level comprehension of and critical-analytic thinking about English texts have not disappeared. The quality of English teaching, and the low literacy levels of students, coupled with poor academic performance and low proficiency in English, is still declining in most rural South African secondary schools (DBE, 2015b). The National Assessment of Educational Progress (NAEP) (2009) indicates that there is no significant change in older students' learning outcomes despite the steps taken to improve their motivation to learn, their reading comprehension and critical-analytic thinking skills.

Consequently, the Department of Basic Education's (DBE) (2015a) Diagnostic Report includes various recommendations on how to address the gaps between learning and instruction in order to support and improve students' English literacy levels, ways of learning, comprehension of texts and learning outcomes. Grabe (2009) proposed that research be conducted on issues that influence language learning, especially those that have implications for the high-level comprehension and critical thinking needed to deal with the challenges of the twenty-first century. This observation partly informs the

introduction of the Quality Talk South Africa Study (QTSA), a study launched as the result of a collaborative partnership comprising the Centre for the Study of Resilience (CSR) and Mpumalanga rural schools and Quality Talk South Africa (QTSA) at the University of Pretoria and Pennsylvania State University (PSU). The study envisaged the adaptation of the Quality Talk (QT) approach for South African schools to strengthen the capacity of rural schools to enhance the quality of students' learning practices and raise their levels of understanding, critical-analytic thinking and reflection on English texts for the purpose of improved academic achievement.

The Quality Talk Intervention Model is an evidence-based approach to reading and instruction which has proved its potential to promote students' ability to think critically, reflect, reason about, around and with English content and text (Wilkinson et al., 2010). QTSA is aimed at adapting the QT intervention currently used in the United States of America for the rural South African context. The key purpose of the partnership is "to promote educational pathways to resilience by augmenting teachers' use of small-group discussions and to enhance teachers' competence to facilitate critical classroom dialogue that develops students' fluency, comprehension and critical-analytic thinking" (Ebersöhn, Murphy, & Firetto, 2014, p. 5). The current study aims to contribute to the focus of this research by investigating how the use of teacher discourse moves and pedagogical principles promote critical-analytic thinking in a rural secondary school. In the next section, I discuss the research problem of this study.

1.3 Statement of the problem

Most students in additional language (AL) classrooms who use English as Language of Learning and Teaching (LoLT) face challenges in regarding their development of high-level comprehension of English texts and content (Grosser & Nel, 2013). Studies conducted at primary schools, high schools and at tertiary level in South Africa reveal that the English language as the Language of Learning and Teaching (LoLT) contributes a great deal to students' inability to comprehend instruction materials, as well as to their overall under-achievement, the poor pass rate and high dropout rates (Spaull, 2015; Tshotsho, 2013; Barry, 1999; Dreyer, 1998). South Africa's performance in international

reading tests and national literacy tests alike further confirm the seriousness of the problem and highlights the urgency of finding solutions (Pandora, 2008, 2006).

Students' struggle with English is reflected in their poor grades in this subject (DBE, 2015a). The DBE study (2015a) shows that students lack the basic understanding of concepts, proficiency in using analytical skills required for problem-solving questions as well as in the reading and comprehension of English texts. They incorrectly interpret questions and source materials, and struggle to answer "analytical, evaluative or problem-solving questions" (DBE, 2015, p. 5). Students moreover also find it difficult to substantiate their answers and express their ideas in English examination papers (DBE, 2015a).

In the same vein, Klapwijk (2015a) noted that most students lacked the requisite support structures to develop English language-related skills, thus putting them at a disadvantage. Research indications are that students learn and achieve when competent teachers effectively use well-organised instructional strategies as well as a variety of tools and signs. A rigorous English curriculum, which promotes an explicit scaffolding approach to teaching higher-level comprehension and critical-analytical thinking skills, is more likely to prepare rural secondary school students for examinations, which would enable them to compete in the race for employment in the global economy.

However, literature reveals that teachers find it challenging to foster critical thinking (CT) in students if they have not learned how to use CT skills in the education system or training (Gul, et al., 2014). To promote students' critical thinking, teachers need to select the appropriate instructional and pedagogical strategies to address the learning objectives. According to Zygmont and Schaeffer (2006) as well as Ijaiya, Alabi and Fasasi (2011), strategies and pedagogies such as these should facilitate teacher-student interaction, encourage students to ask thought-provoking questions, and respond to questions without bias. In view of the aforementioned problem, the current study was undertaken to enhance understanding and provide knowledge about ways in which

teacher discourse moves and pedagogical principles promote critical-analytic thinking in an English lesson in a rural South African secondary school.

1.4 Rationale for the study

There is concern about the dearth of scholarly research into the education system as regards rural South African secondary schools, particularly in the area of evidence-based teacher discourse moves and pedagogical principles that promote students' critical-analytical thinking in respect of English texts (Ebersöhn, Murphy, & Firetto, 2014; Joubert, Bester, Evans, & Phatudi, 2015). Consequently, Ebersöhn et al. (2014) recommended empirical research which would generate knowledge on the planning relating to and monitoring of developing critical-analytic thinking initiatives in rural secondary schools, knowledge that is critical to teacher education.

Concerns about limited research on dialogical discourse strategies that promote students' ability to think critically and strategically about English text and content is a phenomenon that primarily inspired my study. In the second instance, the literature that I reviewed, coupled with the interactions I had with teachers, confirmed that although the development and transfer of critical thinking skills are recognised as primary goals for education in South Africa, there is little evidence derived from research to help teachers decide how to teach in ways that enhance critical-analytic thinking (Marin & Halpern, 2011; Murphy, Rowe, Ramani, & Silverman, 2014; Pretorius & Lephalala, 2011). As noted by Murphy et al. (2014), engaging in critical-analytic thinking is essential for knowledge construction and achieving success. I believe that my study will contribute to the existing body of knowledge of English language literacy and instructional strategies that promote high-level comprehension of English text and content. Moreover, based on the information that was gathered from the experiences and perspectives of the teachers who participated in my research on the roles and responsibilities of teachers in facilitating critical classroom dialogue, which supports interactive, productive, deep and meaningful learning, the findings of this study could possibly be used further to enhance and empower English language teachers, and help them to identify optimal pedagogic strategies, competencies and skills which support them in the execution of their duties.

1.5 Purpose and research questions

The purpose and research questions of a research study serve as guidelines which direct the course the study takes.

1.5.1 Purpose of the study

The purpose of this study was to investigate the use of teacher discourse moves and pedagogical principles in developing critical-analytic thinking in English language lessons in a rural South African secondary school. Teacher discourse moves and pedagogical principles are among the four critical components of the evidence-based, small-group discussion intervention model known as Quality Talk (QT), which has the promotion of critical-analytic thinking of English text as purpose. My study forms part of the on-going Quality Talk South Africa (QTSA) study, contributing to existing knowledge and making recommendations about which reading comprehension strategies framed in QT are relevant to and can be adapted effectively for use in English classes at rural secondary schools.

1.5.2 Research questions

The primary research question directing my study, is: "*How can insight into the use of teacher discourse moves and pedagogical principles inform knowledge on the development of critical-analytic thinking in a rural school?"*

In order to answer the primary research question, I deconstructed it into four (4) secondary research questions, namely:

a. What are the experiences and perspectives of one English language teacher in a remote rural school regarding pedagogical principles, paying particular attention to critical-analytic thinking?
b. To what extent are teacher discourse moves known to promote critical-analytic thinking evident in one teacher's English language lessons in a remote rural secondary school?
c. To what extent are pedagogical principles known to promote critical-analytic thinking evident in one teacher's English lesson in a remote rural school?

d. What are the constraints and enablers of critical-analytic thinking in English lessons in a rural secondary school?

1.6 Definition of key concepts

A summary of the key concepts that relate to the study are briefly outlined below. These concepts, which I use in relation to the reviewed literature on the topic as well as in the report as a whole, are explained in greater detail in Chapter Two in order to prevent misunderstandings between the reader and the researcher (Leedy & Ormrod, 2014). There is also an indication of how the concepts are used throughout the study.

1.6.1 Critical-analytic thinking

Murphy et al. (2014, p. 563) define critical-analytic thinking as "effortful, cognitive processing through which an individual or group of individuals come to an examined understanding" about a particular topic. In this study, critical-analytic thinking refers to the students' gradual progression from being passive recipients of knowledge to their increased engagement in thinking about their own thinking, as well as in productive talk with the teacher and their peers. This involves asking authentic questions, making inferences, invoking argumentative discourse, and proving solutions to problems.

1.6.2 Teacher discourse moves

In this study, "teacher discourse moves" (TDM) refers to the ways in which teachers participate in discourses which promote high-level thinking and productive conversation (Jadallah et al., 2011). More specifically, I use the term "teacher discourse moves" in this study with specific reference to the discourse tools teachers use to mediate and influence students' learning and productive talk in English lessons. Such discourse tools and signs include modelling, prompting, feedback, summary and challenging (Murphy, Firreto, Greene & Buttler, 2017). The aim of TDM is to foster students' inter-thinking with their peers as well as their thinking about their own thinking (meta-cognition/intra-thinking) (Murphy et al., 2017).

1.6.3 Pedagogical principles

Pedagogical principles determine the ways in which teachers support the development of students' understanding of language, evoke interest in learning through productive discussions, depict clarity and content knowledge in teaching, and allow authentic questions for sustained productive talk (Murphy, Greene & Firreto, 2015). In this study, pedagogical principles refer to a set of strategies and action guidelines regarded as essential for teachers during the initiation and guidance of students' classroom discussions.

1.6.4 Instructional practices

For the purpose of this study, instructional practices refer to the teaching and learning strategies that teachers employ in order to create opportunities for students actively to participate in classroom discussions (Pretorius, 2011).

1.6.5 Classroom discourse

Classroom discourse in this study refers to a form of spoken communication, discussion or talk between students and the teacher and between students and other students in the classroom (Nel, 2011).

1.6.6 High-level comprehension

According to Wilkinson et al. (2010), high-level comprehension refers to critical, reflective thinking about, around and with a text. For the purposes of this study, high-level comprehension is defined as the student's level of understanding of a text that comes from her/his interaction with the English words that are written on a page and the ways in which they trigger knowledge outside the text or during talk, thus enabling the construction of meaning through interpretation.

1.6.7 Rural area

In general, a rural area is a geographic area that is located outside cities or towns and is often called "the country", which has low population density and large areas of undeveloped land (Statistics South Africa, 2012). This is the kind of area where one of the schools chosen for this study is situated.

1.6.8 Rural school

In this study the term “rural school” refers to a school located on a farms or in a traditional area, and environmental features include low population density, low levels of economic activity and levels of infrastructure (Statistics South Africa, 2012). The environmental features are identified to determine their impact on the teaching and learning of English and the development of critical-analytical thinking (DBE, 2005, 2012), while bearing in mind the challenges and complexities associated with the definition of the concept “rural school” as identified by the South African Centre for Education Development (CDEP) (Gardiner, 2008). The following are some of the environmental features of rural schools:

- They are located far away from the nearest town.
- They are situated in a small village with scattered settlement patterns.
- Transport infrastructure is limited and students have to walk to school or come to school by means of government buses or taxis.
- Access to communication and information technologies (internet services, computers, telephones and televisions) is limited.
- Many of the students live with guardians and grandparents (DBE, 2005, p. 9; Makiwane, Makoae, Botsis, & Vawda, 2012).

A detailed description of a rural school is provided in Chapter Three.

1.6.9 English in Grade 8

English in Grade 8, in this study refers to the Language of Learning and Teaching (LoLT), which is also taught as a language subject. English is taught to provide students with the “cognitive academic skills necessary for thinking and learning, which will enable them to learn effectively across the curriculum” (Nel, 2011, p.169). These skills should promote students’ deeper understanding of English texts. This study focused on English lesson discussions with the aim of investigating how teacher discourse moves and pedagogical principles promote critical-analytic thinking.

1.6.10 Additional language

Additional language in this study refers to a language other than the mother tongue that students use for reading and instruction. In this case it is the English language. English is the second language of the research participants and the medium of instruction in the schools concerned from Grade 4 upwards (DBE, 2010). I adopted “additional language” to refer to the English language in this study as opposed to Second Language or L2 because English may not necessarily be the second language of the students. It might be the third or even fourth language of some students.

1.6.11 Student

The term “student” is used to refer to secondary school-going individuals who seek knowledge and receive instruction in the school context.

1.6.12 Language of Learning and Teaching (LoLT)

“Language of Learning and Teaching” in this study refers to the language which is used in teaching and learning. Put differently, it is the language or medium through which the teacher delivers instruction in the classroom (Spaull, 2015) and by means of which the students are expected to acquire knowledge in the classroom.

1.6.13 Home language

The term “home language” refers to the language of birth, that is, the one learnt first, at home from parents, which is essentially the student’s primary language of thinking or cognition (DBE, 2011).

1.7 Theoretical framework

I adopted the Social Constructivist Theory (SCT) as the theoretical framework which would direct the study and the data-analysis process. SCT is based on the premise that learning is constructed through social activity (Hall, 2011), activity that comprises of three key elements, namely language, thinking or individual consciousness, and the social context in which learning takes place (Vygotsky, 1978). The theory is deemed as an ideal basis or point of departure for instructional practices and methods in circumstances like those in which English is taught as a subject although it is not the home language of

additional language students (Phatudi, 2015). SCT therefore seemed to be the appropriate theoretical framework for the investigation of ways in which language, thinking and context influence the level of understanding of English text among additional language students in the South African setting, which is the primary purpose of this study.

Littleton, & Mercer (2013) posit that language, as a tool for thinking and inter-thinking, forms the core of the SCT. Language, particularly talk, according to Littleton, & Mercer (2013), is an instrument of thought through which students develop critical thinking competencies and skills, express their feelings, and convey their ideas through social interaction with the environment (Mvududu & Thiel-Burgess, 2012; Wilkinson et al., 2010). By implication language, influenced by social context, is a tool for both communication and thinking (Thorne & Tasker, 2011; Donald, Lazarus, & Lolwana, 2010).

The Social Constructivist Theory advocates holistic thinking, interconnectedness, interdependence and interrelatedness between the student (who is still learning), the context within which learning takes place, and the knowledgeable (the teachers imparting knowledge). All three parties (the context, student and teacher) are essential for the overall active participation and understanding of classroom discussion. The knowledgeable teacher provides temporary support within the zone of proximal development (ZPD), which is further discussed in Chapter Two. Implied in the use of this theory as framework is the need to investigate the development of critical-analytical thinking through teacher discourse moves and pedagogical principles. In this study, consideration is specifically given to the use of different instructional practices and pedagogical principles as critical to addressing the challenge of students' reading comprehension of and critical-analytic thinking about, around and with text.

The Social Constructivist Theory is not, however, without limitations. One of the major limitations comes from the use of "scaffolding", which presupposes dependency on the part of the student and the ability of the knower/teacher, who has to be trained in the provision of very specific support strategies for the use of SCT to be successful (Maybin, Mercer, & Stierer, 1992). Despite this limitation, I found SCT to be best suited to the

current study because, in the context of the study, scaffolding is not a technique that limits students' role as active learners. Instead it is a technique used to facilitate and encourage the potential of students to master the assigned task and to perform it independently. A detailed discussion of the adoption of SCT as a theoretical framework is presented in Chapter Two.

1.8 Research paradigm

A research study is typically framed in one or more research paradigms, which determine the kind of research that should be conducted, the methods to be used and the way in which the final report should be presented. The meta-theoretical paradigm that drives this study is interpretivism. According to Hussey and Hussey (1997, p. 52), interpretivism is concerned with human behaviour as perceived in terms of the participants' own frame of reference. Informing interpretivism is the assumption that the researcher and the respondents are interdependent and mutually interactive. Underpinning the interpretivist philosophy is the notion that it enables researchers to gain a deeper understanding of the phenomena and the participants being studied. According to Creswell (2014), interpretivism provides researchers with a holistic approach which allows them to get to know the unique meanings created by individual participants while simultaneously being cognisant of the influence of participants' social interaction and historical backgrounds in the construction of meaning. My study is therefore supported by an interpretivist philosophical stance which deals with human experiences and how they are interpreted. Adopting interpretivism meta-theory as my preferred epistemology gave me the opportunity to see with the same eye and without bias the significance of the experiences and meaning of participants as they conveyed them. A detailed discussion of my meta-theoretical paradigm is discussed Chapter Three (Section 3.2.1).

1.9 Methodological paradigm

The methodological paradigm in which this study is situated is qualitative. According to Creswell (2012), qualitative research is about exploring issues, understanding phenomena and answering questions by analysing and making sense of unstructured data. What made this methodological paradigm ideal for my study is the fact that it allowed

not only an in-depth examination of the phenomena that are being studied (Creswell, 2014; Leedy & Ormrod, 2015), but also the use of analytical judgement of participants, thus enabling me as the researcher to scrutinise and interpret the context (Creswell, 2012). Furthermore, qualitative research focuses on a broader understanding of the whole situation, which helped me to understand teacher discourse moves and pedagogical underpinnings in rural secondary schools in South Africa (McMillan & Schumacher, 2010; Nieuwenhuis, 2007a). Finally, it allowed me to examine complex questions which can be analysed by means of the qualitative research approach. A comprehensive discussion of qualitative methodology as used in the current study is discussed in Chapter 3 (Section 3.2.3).

1.10 Research design and methodology

The research design and methodological choices of this study are summarised in Table 1.1, in which the meta-theoretical methodological paradigm, the research design and methodology, quality criteria and ethical considerations are presented.

As indicated in Table 1.1, which follows below, my study was designed as a descriptive case study. A descriptive case study implies an intensive, rigorous, detailed, and in-depth investigation of a phenomenon in its real-life context, particularly when the boundaries between phenomenon and context are not clearly evident (Creswell, 2009). Through using this case study design I was able to investigate and describe the implementation of teacher discourse moves and pedagogical principles in promoting critical-analytic thinking in students in Grade 8 English language lessons in a rural South African secondary school. Its use furthermore provided me with a detailed and thick description of how the use of teacher discourse moves and pedagogical principles support or hinder critical-analytic thinking in a rural school.

Table 1.1: Overview of Research Paradigms, Design and Methodology

RESEARCH PARADIGMS	
Meta-theoretical Paradigm	Interpretivism
Methodological Paradigm	Qualitative
RESEARCH DESIGN	Descriptive Case Study
SELECTION OF PARTICIPANTS	
Convenience Sampling **Research site: One rural secondary school in partnership with QTSA**	**Purposive Sampling** One English language teacher One class of Grade 8 English language students
DATA COLLECTION METHODS	**DATA DOCUMENTATION**
• **Three semi-structured interviews with one English language teacher** • **Four sessions of non-participant classroom observations** • **Document analysis of Grade 8 students' exercise books photographed, CAPS document and prescribed Platinum English textbook**	• Audio- and video-recordings of English language lesson observations • Verbatim transcriptions of classroom observations (Appendix C) and interviews (Appendix D) • Field notes (Appendix E) and Research journal (Appendix F) • Photographs of Grade 8 students' exercise books (Appendix H)
DATA ANALYSIS AND INTERPRETATION:	
1. Analysis of interview transcriptions **2. Analysis of transcriptions of classroom observations.** **3. Analysis of documents**	• Inductive thematic analysis • Inductive thematic analysis • Inductive thematic analysis
QUALITY CRITERIA	**ETHICAL CONSIDERATIONS**
• **Trustworthiness** • **Credibility** • **Transferability** • **Dependability** • **Confirmability** • **Authenticity**	• Voluntary participation • Anonymity and confidentiality • Informed consent of participants • Opt-out forms for students

1.10.1 Methodology

Table 1.1 also highlights other methodological choices, such as the selection of cases and participants, instrumentation, data collection and documentation. One rural secondary school in Mpumalanga province involved in the ongoing Quality Talk Study, which forms part of the Flourishing Learning Youth (FLY) Study, was conveniently selected for the study.

The participants who were selected comprised of one Grade 8 rural English teacher and one Grade 8 English language class of 52 students. The participants were purposively selected. Data were collected over a timeframe of 14 months, from June 2016 to August 2017, by means of field visits (See the research schedule in Table 3.1, Chapter Three).

Data were gathered through semi-structured interviews with one remote rural English language teacher (Appendix D), non-participant classroom observations of Grade 8 English language lessons (Appendix C) and document analysis of photographed Grade 8 students' exercise books (Appendix H), the CAPS document and the prescribed Platinum English textbooks (Appendix J).

Data documentation comprised of audio and video recordings of Grade 8 English lesson observations during teaching and learning activities, audio-recordings of three semi-structured interviews with one remote English teacher, as well as verbatim transcripts of the semi-structured interviews and the non-participant English language classroom observations. Documentation of field notes and a research journal captured the research process followed during semi-structured interviews and non-participant classroom observations.

A full discussion of the descriptive case study design and other methodological choices and justification is presented in Chapter Three (Section 3.3).

1.11 Quality criteria used in the study

The criteria to evaluate a study are influenced by the paradigm used by the researcher. Since this study was conducted using a qualitative methodological paradigm, it called for the use of traditional qualitative research criteria as well as criteria specific to determining the rigour of the case study's research design (Creswell & Plano Clark, 2011). The criterion to determine the trustworthiness of the findings of this study was relied on the concepts of credibility, authenticity, transferability, dependability, and confirmability (Lincoln & Guba, 2005). A detailed description of these concepts and how they applied to this study is presented in Chapter Three (Section 3.8). Table 1.2 below presents a summary of the quality criteria strategies used.

Table 1.2: Summary of quality criteria strategies

Criteria	Description	Strategies
Credibility	The extent to which the findings are plausible or represent the logical outcome based on the study objectives (Lincoln et al., 1985)	Achieved through the use of • Different data collection methods • Persistent observation • Prolonged engagement in the field • Member-checking (Onwuengbuzie & Leech, 2007)
Transferability	The extent to which research findings are applicable to other situations to enable possible transference of findings to similar studies (Shenton, 2004)	• Thick descriptions of setting and research processes • Multiple methods of data collection • Purposive sampling • Research journal • Field notes
Confirmability	The degree to which the research findings could be confirmed or corroborated by other studies (Creswell, 2009)	• Triangulation of data sources and methods • Audit trail • Research journal
Dependability	The situation whereby the results yielded "make sense" in relation to the data gathered to answer the research questions of the study (Merriam, 2009)	• Detailed account of research procedures • Audit trail of documents • Qualitative coding records • Member-checking

1.12 Ethical considerations

Ethics in any research project implies adherence to specific moral principles, rules and expectations with which every researcher should comply at every level of the research study, including their dealings with humans as participants (De Vos, Strydom, Fouché & Delport, 2011). In addition to this, Maree (2010) emphasises the need to ensure mutual trust, respect and honesty between the researcher and the participants as this forms the basis of any research study. Anonymity and confidentiality, voluntary participation, right of privacy, informed consent of participants and debriefing of participants (Creswell, 2009) were some of the precautions I took to adhere to the required ethical criteria. From the onset permission to collect data for this research was sought and it was granted in line with the guidelines of the Ethics Committee of the Faculty of Education of the University of Pretoria, the Mpumalanga Department of Education and the management of the school concerned. In addition, informed consent was sought and obtained from every participant - the Grade 8 English language teacher

(Appendix B) and the parents or guardians of Grade 8 English language students (Appendix B) - in this context. In obtaining informed consent, I ensured that all the participants were informed about the purpose of the study, their rights to participate, the right to opt out if the need to do so arose, what their role as participants entailed, how the data would be recorded, and how the findings would be shared with them (Litchman, 2012; Creswell, 2009).

Throughout this study, participants were assured of their safety, privacy, confidentiality and anonymity in participating. In order to maintain confidentiality, I used pseudonyms as opposed to real names in the transcripts and in the presentation of data. I also kept confidential all the data gathered throughout the research (Litchman, 2012). In addition, in protecting the research participants' safety and privacy, I ensured that I did not reveal any personal information that could lead to the defamation of participants' characters. The details regarding my adherence to the ethical considerations are discussed in Chapter Three (Section 3.9).

1.13 Chapter outline

1.13.1 Chapter One: Introduction, background and preliminary literature review

In Chapter 1, I present a general overview of the study. It begins with the introduction to the study, followed by background information on the research phenomenon, the statement of the problem, the rationale for and purpose of the research, the research questions, and the definition of key terms. This chapter also includes a brief summary of the methodology adopted in the study, with specific attention being paid to the interpretivism paradigm underpinning the study, the quality criteria for the study and the ethical considerations.

Chapter Two: Literature review and theoretical framework

This chapter contains a detailed review of relevant literature about the topic of the investigation. It provides a comprehensive discussion of critical-analytic thinking in English language lessons that focus specifically on teacher discourse moves and critical-

analytic thinking in English language classrooms. The discussion of teacher discourse moves is followed by a discussion of these aforementioned moves in the context of education, first looking at pedagogical principles and critical-analytic thinking in English language lessons and then at enablers and constraints of critical-analytic thinking in English language lessons. Lastly, the chapter gives an in-depth analysis of the theoretical framework underpinning the study with regard to language, literacy and critical-analytic development. The conceptual framework of the study is also discussed, as is the summary of this chapter.

Chapter Three: Research design and methodology

In this chapter the research methodology and procedures followed in carrying out the study are described and justified. The interpretivism paradigm and qualitative approach adopted in the study as well as the case study design that was employed are explained and justified with reference to their advantages and limitations. Having highlighted the data collection methods, I highlight the data analysis procedures and reflexivity. The chapter is concluded with a discussion of the quality criteria employed to ensure issues of trustworthiness, including credibility, thick description, conformability, and member-checking.

Chapter Four: Presentation and discussion of the results

The focus of this chapter is on the presentation and discussion of the research outcomes/findings emerging from data collected through interviews, observations, document analysis, and field notes. The analysis entailed the identification of emerging keywords, which were subsequently clustered to form themes and subthemes. The four major themes emerging from this process were (a) teachers' experiences of and perspectives on the impact of pedagogical principles that promote critical-analytic thinking (CAT); (b) teacher discourse moves facilitate critical-analytic thinking (CAT) in English language lessons; (c) the use of effective pedagogical principles promotes critical-analytic thinking (CAT) in an English first additional language lesson, and (d) constraints and enablers affect the development of critical-analytic thinking in English first additional

language lessons. The chapter ends with conclusions and recommendations based on the findings.

Chapter Five: Conclusion and recommendations

This chapter concludes the study. It contains a presentation of the main findings and conclusions. The major findings of the study are related to the research questions and the literature review. The limitations of the study as well as its potential contribution to research about the phenomenon concerned are explicitly declared, and recommendations for training, policy and practice further to improve the instructional strategies and pedagogical practices for developing critical-analytic thinking are suggested.

1.14 Summary

In this chapter, I introduced the research study, following the introduction with comprehensive background information, the statement of the problem, the rationale for the study, its purpose and the research questions guiding it. I also clarified key concepts, indicated which theoretical framework guided my approach to this study and why. In addition to this, I articulated the research paradigms that guided the study as well as the research design and methodological decisions I adopted to generate, analyse, and interpret data that emerged from my investigation. I then briefly explained the strategies I used to ensure the credibility and quality of the research process. The chapter was concluded with a chapter outline of the thesis.

In the next chapter, Chapter Two, I provide a comprehensive debate on the existing literature related to the topic of this study on developing critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural secondary school. The literature was reviewed along with the theoretical framework of the study.

CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter provides a review of the available literature related to the study. Here I highlight gaps in literature that need to be filled by further research, which would generate additional or new knowledge on the phenomenon being investigated in this study. The identification of these gaps also served as basis or justification for the focus of and the argument that developed in this study. Following after a description of the identified gaps is a review of literature on critical-analytic thinking in English language lessons. What follows is a discussion on teacher discourse moves and critical-analytic thinking in English language lessons. In the chapter the body of knowledge on the development of students' high-level comprehension through the use of teacher discourse moves is also highlighted. Five specific teacher discourse moves empirically proven to evoke students' reasoning abilities, argumentative and reading comprehension skills are discussed. These are modelling, marking, prompting, challenging and summarising.

Furthermore, literature on the pedagogical principles operating in English language lessons are also reviewed in this chapter, illustrating how pedagogical principles serve to guide instructional discourse practices in English language lessons. In this section one also finds studies and literature relating to factors promoting or inhibiting students' critical-analytic thinking in English language lessons. A discussion of the theoretical framework that informs the study, namely Vygotsky's Social Constructivist Theory (SCT), constitutes the second section of the chapter, highlighting its limitations and implications for the development of critical-analytic thinking. The section that follows focuses on the conceptual framework of the study.

2.2 Gaps in literature

The literature I review in this chapter confirms that a great deal of work has been done in the area of high-level comprehension and critical-analytic thinking relating to content and text. For example, studies by Davies and Meissel (2016), Hawkes (2012), Klapwijk (2011), Pretorius and Klapwijk (2016), and Wilkinson et al. (2010) all found that developing students' deeper understanding about, around, and with text is dependent on the use of specific reading and instructional strategies which, when carried out effectively and appropriately by skilled and trained teachers, lead to improved academic achievement and learning outcomes. Despite the affirmations of successes due to the use of instructional strategies and practices aimed at fostering students' critical and strategic thinking strategies, the issue of rural secondary school students' comprehension of English text requires further research because there is scant evidence of research on instructional practices, the effectiveness of teachers' pedagogical practices, conditions in which the teaching and learning strategies take place, the population of students concerned and what teachers are actually doing in their classrooms to promote high-level comprehension in rural schools. Although Pretorius and Klapwijk (2016) attempted to provide evidence on classroom comprehension instruction and on why teachers may experience problems with the teaching of reading literacy in South Africa, the issue of rural schools was not adequately covered. The purpose of this study is, therefore, to address this gap in knowledge by introducing the concept of instructional dialogical discourse strategies, aligning it with the Quality Talk Model, which is being researched in the rural secondary school set-up. The study is aimed at determining if and how the use of teacher discourse moves and pedagogical principles in a particular rural secondary school promotes high-level comprehension of English text.

2.3 Critical-analytic thinking

The concept of critical-analytic thinking has various meanings for various audiences. The lack of general agreement on the definition is the result of different scholars such as Lai (2011) and Murphy et al. (2014), defining the concept in terms of their particular interests or theoretical perspectives.

Lai (2011) provides a relatively broad definition of critical thinking, viewing it from the perspective of three different academic or disciplinary approaches, namely (i) the philosophical approach; (ii) the cognitive psychological approach, and (iii) the educational approach. According to Lai the different academic strands are meant to provide an enabling condition which should encourage and help teachers to understand the development of critical thinking and its importance among students learning and studying English as an additional language. What follows next is a brief discussion of the three approaches according to Lai.

The definition of critical thinking from a philosophical approach is assumed to be based on Socrates' teaching and questioning techniques as well as on the work of Plato and Aristotle. Critical thinking, according to these three philosophers, is a kind of ideal thinking based on the formal systems of logic used in philosophical thought (Lai 2011). Critical thinkers are therefore seen as "ideal types" who are primarily concerned about what people are capable of doing under the best circumstances (Sternberg, 1986). By implication, critical thinkers are assumed to use the rules of logic which, according to Lai (2011), provides a model of how people might think critically if the circumstances are indicative of probable success.

According to Lai (2011), the cognitive view of critical thinking both complements the preceding definition, thus augmenting its potential deficiencies. Viewed from a cognitive psychological perspective the outcome of critical thought is observable in the outcomes of students' thinking (students referred to here as critical thinkers), and in the actual thinking processes of students, irrespective of whether or not their thinking is considered ideal under ideal circumstances (Coughlin, 2010; Sternberg, 1986) as presented in the philosophical definitions of the concept.

The third and final perspective, according to Lai (2011), is the educational one, which includes elements of both the philosophical and cognitive definitions of critical thinking. In terms of this definition, critical-analytic thinking involves a variety of skills, such as the ability to identify a source of information, analyse its credibility, reflect on whether or not

the information is consistent with the background knowledge, and draw conclusions based on scrutinised judgement (Coughlin, 2010).

More recently, Murphy et al. (2014) presented a comprehensive definition of critical-analytic thinking, defining it as “effortful, cognitive processing through which an individual or group of individuals come to an examined understanding about a particular topic” (p. 563). These researchers specifically relate the development of critical-analytic thinking to the work of Vygotsky (1978). According to them, critical-analytic thinking is unique in the sense that it is not about the acquisition or learning of skills, but rather about process, with probing questions being directed to students by their teachers, in order to lead them towards new knowledge through reflective thinking on text and content.

For the purposes of this study, critical-analytic thinking includes a set of cognitive skills which, together, constitute a specific way of thinking: students and teachers ask one another pertinent, open-ended questions meant to stimulate sustained discussions which elicit elaborate responses (Grosser & Olivier, 2017; Ennis, 2011; Facione, 2011). Students ponder the questions directed at them, make inferences about the text or content, and evaluate the reasons advanced before drawing any conclusions.

The following section explores some of the ways in which critical-analytic thinking may be enhanced through teacher discourse moves during English lessons in a remote rural secondary school in South Africa.

2.4 Teacher discourse moves and critical-analytic thinking in English language lessons

Critical-analytic thinking is recognised as a vital skill in the teaching and learning of the English language. Scholars such as Davies and Meissel (2015), Hawkes (2012), Reninger and Wilkinson (2010), Murphy et al., (2015), Mortenson (2008) and Wilkinson et al. (2010) have devoted much of their research to investigating ways of promoting dialogic discourse in the English language in order to develop critical-analytic thinking. The findings of these studies indicate that language forms the core of student learning

and that the quality of classroom talk impacts on the quality of students' thinking, problem-solving, understanding and learning skills.

What is missing, however, is the use of relevant strategies which teachers could use to shape the students' critical-thinking abilities. Wilkinson et al. (2010) posit that a plethora of approaches interplay in classroom discussions but that the "missing paradigm" is converging evidence on the use of didactic models or frameworks that enhance high-level comprehension of text. In attempts to address this gap, Wilkinson et al. (2010) developed teacher-mediated strategies, which they called "teacher discourse moves", claiming that these promote productive classroom talk.

The following section gives an overview of what constitutes teacher discourse moves and why they are considered important in the development of high-level comprehension and critical-analytic thinking in English lessons. In the context of this study's conceptual framework, teacher moves are equated with "teacher doing".

2.4.1 The concept: Teacher discourse moves

The concept "teacher discourse moves" is not new in the field of education, particularly in the teaching and learning of English and in adult literacy education (Lai, 2015). Throughout the centuries great thinkers, educators, and even sociologists such as Aristotle (Lai, 2011) and Comenius (Sadler, 1966) have emphasised the value of teachers and the role teacher discourse moves play in the teaching and learning context. Bandura (1971) posits that the role of teachers is to model and scaffold. In this regard, these great thinkers used the terms "teacher modelling" and "scaffolding" as alternatives for the term "teacher discourse moves". This chapter illustrates how, as a component of the Quality Talk Model, it contributes to the development of critical-analytic thinking in English text and lessons in rural South African secondary schools.

2.4.2 Teacher discourse moves and education

The concept "teacher discourse moves" is an important social-constructivist concept. Harris, Phillips and Penuel (2012) define it as "teachers' differing strategies for eliciting

students' ideas and questions, and for developing their ideas, questions and questioning skills, answering and answering skills" (p. 769). In using teacher discourse moves the teacher accords students the opportunity to share control of the classroom talk that is within the students' capacity. The teacher intervenes only when he or she recognises when a student is experiencing difficulties and has a need for assistance. The aim with using it is to help transform students' ways and levels of thinking and their ways of applying acquired knowledge in different and maybe challenging and complex learning contexts (Chen, 2011; Herbel-Eisenmann, Steele & Cirillo, 2013; Olaussen, 2016).

Wilkinson et al. (2010) describe teacher discourse moves as conversational moves used by the teacher during discourse to mediate and provide temporary support that assists students with productive talk. Productive talk in this context refers to classroom discourse that initiates students into the kind of discussion that promotes the high-level comprehension of text. High-level comprehension, according to Wilkinson et al. (2010), refers to critical-reflective thinking about, around and with the text, a view which assumes that students' knowledge and deeper understanding of phenomena arise from scrutinising the evidence, pondering ideas and exploring the reasons advanced by others engaged in the discourse.

The definition of teacher discourse moves by Wilkinson et al. (2010) and Harris et al. (2012) reflect some areas of agreement. First, their definitions both reflect the view that conversational moves are teaching and learning support strategies. Second, they assume that these conversational moves are initiated by the teacher with the aim of empowering students to take authority of classroom discourse. Third, they are informed by the notion that teacher moves are geared towards transforming the thinking abilities and skills of students in ways that would contribute to students' becoming individuals who are inquisitive, motivated, creative and open-minded enough to understand and accept diverse viewpoints, and have the desire to be well informed.

Prior research has shown that the use of teacher discourse moves in classrooms is difficult and requires a great deal effort on the part of teachers. For example, Murphy and

Wei (2017) found that teacher discourse moves provide important and useful temporary support to teachers during discussions. According to Murphy and Wei (2017), the strategy is particularly effective if it is employed in small-group discussions, with teachers and students understanding their respective roles, and teachers are conversant with teacher moves.

Harris et al. (2012) examined instructional teacher moves aimed at eliciting and developing students' ideas and questions as the teachers orchestrated discourse with their Grade 5 students during a learner-centred environmental biology unit. The results of their study, which was a cross-case analysis, indicated that while teachers could readily elicit ideas and questions, they experienced challenges in helping students to develop a deeper understanding of text. Based on this finding, they suggested providing some kind of specific support that could help teachers to develop students' learning and thinking skills.

The findings of studies by Murphy and Wei (2017) and Harris et al. (2012) indicate that the ability to facilitate conversational moves is a learned ability that requires training of some kind for teachers. For this reason, greater effort should be made to ensure that teachers acquire the necessary skills. This will ensure that teachers do not maintain complete control over discussions, a situation which might give students the impressions that a teacher is the only source of knowledge, and that teachers will strive harder to achieve the objective of developing students' proficiency in language communication and reasoning ability in the academic and social context. Such proficiency, once achieved, will enhance students' academic achievement, learning outcomes, personal growth and success.

I will now focus on five elements of teacher discourse moves, namely modelling, marking, summarising, prompting and challenging. My interest in these elements arose from empirical literature, which had proved that they contributed positively to the development of students' ability to engage with English text and content.

2.4.3 Modelling as a teacher discourse move

Research evidence indicates that modelling has an impact on the development of high-level comprehension (Kaplowitz, 2012), and yields favourable educational outcomes for students and teachers. Kaplowitz (2012) regards modelling as an instructional strategy in which the teacher demonstrates a new concept or approach and the students learn by observing. Mercer (2000) regards modelling as the demonstration of temporal thinking processes. In this study the term “modelling” is used to describe the support given to a student who is trying to acquire a new skill. Whenever a teacher demonstrates a concept to a student, he or she is modelling. Researchers like Järvelä (1995) and Kaplowitz (2012) regard modelling as an effective instructional strategy because it promotes learning that occurs through social interactions which involve negotiation of content and an understanding of student needs. They argue, however, that modelling is not the only teacher mediating discussion move and there are several other moves.

According to Murphy and Wei (2017), modelling and the other moves such as prompting, summarising, marking and challenging are strongly advocated in the QT model as they have been shown to enhance high-level comprehension and critical-analytic thinking. These researchers (Murphy & Wei, 2017) argue, however, that teachers should receive formal instruction and professional development in how to employ modelling in their teaching endeavours for this to be effective. In addition, according to Biggs and Moore (1993), teachers need to realise that there is no one way in which students go about learning, that some ways are more effective than others and that, most importantly, there are things we as teachers can do to optimise the chances of students’ experiencing learning in the most desirable ways.

Rosenshine (2012), in aiming to identify research-based strategies that all teachers should know about, conducted a study on the principles of instruction. The findings of this study indicated that providing students with models and worked examples helped them to solve problems faster. Consequently, Rosenshine (2012) concluded that students needed cognitive support to help them learn to solve problems. Teachers who model and think aloud while demonstrating how to solve a problem are examples of effective

cognitive support. Rosenshine's research findings not only validate the findings of Murphy and her colleagues but also indicate that modelling, when coupled with cognitive support, which includes thinking about what is being learnt, could improve the learning process.

Eggen and Kauchak (2001) and Zhao, Pandian and Singh (2016) reveal that modelling can be used across disciplines, in all grades and at all ability levels. In the classroom situation, modelling and worked examples have been used successfully in mathematics, science and reading comprehension. With regard to mathematics specifically, research findings indicate that modelling through examples allows students to focus on the specific steps needed to solve problems, thus reducing the cognitive load on their working memory. Worked examples are forms of models where students are given a demonstration of how to work out a task step by step in science and mathematics. Similarly, in an English lesson, the teacher could employ modelling as a demonstration strategy to expand students' skills in the analysis of poetry texts. The teacher may, for example, demonstrate how to analyse a poem through the identification of figurative language, followed by extending the task to the students. This kind of strategy allows students first to observe what is expected of them several times, to gain practice and to develop a better understanding of what is expected of them until they feel comfortable about engaging with the text. Teacher demonstration therefore establishes a modelling atmosphere which lends itself to students' being equipped with the skills and knowledge associated with divergent interpretations of and conclusions about text.

2.4.4 Marking and feedback as teacher discourse moves

Marking and feedback are seen as integral to the teacher's role, especially when done in response to students' work. Marking is viewed as reflecting a Freirean perspective, where value is seen as constructed by students with the support of the teacher, rather than being imposed from outside (Gardener, 1985). Feedback is a communication process through which students enter into dialogues related to performance and standards. To Falchikov (2001) marking and feedback serve as evidence of the students' success in terms of where they are at a specific point in time with regard to their understanding of the context and text, thus informing them of the next step in the learning process and what to practice.

In addition to this Hattie and Timperley (2007) posit that marking and feedback increase students' efforts and motivation to learn. The implication is that students acquire information and develop insights into how they understand or misunderstand, therefore giving them direction about the way forward as well as potential strategies they could use to achieve improvement.

Hattie and Timperley (2007) identified marking and feedback as major factors in students' progress. In their view this is the way in which teachers develop an appreciation of the value of their students' efforts, evaluate their effectiveness, and closing identified learning and instructional gaps with the aim of developing strategies related to didactic models. These findings mirror those of Black and William (2010; 1998a), who found that marking, feedback and assessment are interrelated. Feedback is a core component of assessment for learning, which in turn is a core component of personalised learning. For Black and William (2010; 1998), the strategy aims to address work-life balance while effectively providing students with the feedback they need to make outstanding progress.

Rogers' (2001) well-known book on adult learning has a chapter on giving feedback. In this chapter she argues that:

> Giving feedback and criticism, praising and commenting, these are all so important in learning that the topic deserves a whole chapter to itself. Teaching adults is enormously complicated by the difficulty of "criticising" an equal. Not giving the right quantity or quality of feedback is one of the main reasons why adult learning fails (p. 125).

Rogers (2001) maintains that feedback strongly influences progress in learning and that without it students lose interest. Feedback, according to Rogers (2001) is a key part of the learning cycle, which moves from motivation to performance, to feedback, to improved performance and back to improved motivation. Rogers (2001) concurs with Black and William (2010, 1998), who argue that feedback must be prompt, encouraging, and should give facts and descriptions of the performance, not opinions about it. This is a way of

ensuring that feedback does not affect the students' future learning endeavours. Derrick and Ecclestone (2008) moreover assert that "without feedback, students cannot learn, and teachers cannot be said to be teaching" (p.65).

One of the implications of the aforementioned perspective is that the teacher must be skilled enough in marking and feedback. If the teacher is not adequately trained, or lacks the skills to adjust his or her marking and feedback approaches accordingly, the formative benefits in learning from the feedback may not be realised. On the other hand, the students' motivation may be negatively affected. In view of this observation, marking and feedback may also be useful in developing critical-analytic thinking in the English lesson if it is properly applied. This is particularly the case because marking and feedback stimulate students' ability and willingness to engage in debate about what is presented in the text. By extrapolation, marking and feedback is relevant to the current study, which investigates developing critical-analytic thinking through teacher discourse moves and pedagogical principles.

In summary, the arguments echoed by scholars like Falchikov (2001), Hattie and Timperley (2007) and Derrick and Ecclestone (2008) acknowledge the importance of feedback and marking as mediating tools for facilitating students' ability continually to improve their communication practices, and to develop their interest in learning and their motivation to learn. It is observed, however, that most English language teachers lack the requisite skills effectively to employ marking and feedback to promote students' ability to think critically. It is therefore not surprising that teachers, and the entire education system, should ensure that marking and feedback must serve students' best interests in English lessons. In other words, marking and feedback must be constructive, motivating and fit to empower students' learning ability in order to be effective.

2.4.5 Summarising as a teacher discourse move

A wide range of studies attest to the critical role played by summarising as a feature of classroom discourse. Indications are that it develops in students a deep understanding of reading and writing (Hardman, 2016; Gunning, 2008; Applebee, Langer, Nystrand &

Gamoran, 2003; Palincsar & Brown, 1986). Summarising is viewed as a process in which students, teachers or participants who engage in discussion about the text they had read, identify the themes and condense information arising from it, using their own words, during and after reading, thus bringing clarity and meaning to the text (Eggen & Kauchack, 2001).

Summarising as a reading strategy owes its existence to a reading and instructional technique developed by Palincsar and Brown (1986). Called reciprocal teaching (RT), this technique is in fact a two-way instructional activity developed actively to engage in classroom dialogue between the teacher and his or her students as well as between students in their quest to give meaning to a text and to help teachers bridge the gap for students who demonstrate difficulties in the application of decoding skills and comprehension (Palincsar & Brown, 1986; Palincsar, Ransom & Derber, 1989; Stricklin, 2011).

Reciprocal teaching is underpinned by a compilation of four key skills (summarising, questioning, clarifying and predicting), which Palincsar and Brown (1986) argue, form the basis for improving students' comprehension levels. Further to that, these researchers regard the reading strategy as effective when employed in the context of small-group discussions maintained by the teacher or the facilitator. Wilkinson et al. (2010) concur with Palincsar and Brown (1986) that summarising influences students' reading comprehension levels and critical-analytic thinking skills, and that the discourse feature is more effective and productive when the discussion groups are small. Scholars, Wilkinson et al. (2010) in particular, endorse the use of summarising as a mediating tool in discussions in the sense that it enhances students' critical-reflective thinking about, around and with text. Their endorsement is based on their observation of their own interactions with teachers during professional development workshops. The findings of a study they conducted on small-group discussion approaches aimed at promoting students' deeper understanding of text also confirm this. The results converge to suggest that comprehension of difficult text can be significantly complemented by replacing the traditional initiation (mostly teacher) response (mostly student) evaluation (mostly

teacher) (IRE) patterns of reading and instruction with discussion-based activities that generate rich conversational discourse because students are invited to make predictions, summaries, link tests with one another and, with background knowledge, generate and answer test-related questions, clarify their understanding, muster the relevant evidence to support an interpretation, and interrelate reading, writing and discussion.

While one could maintain the position that summarising as a reading and comprehension strategy continues to remain a viable discussion technique worldwide, there are indications that it has been subjected to both internal and external pressures that sometimes render it ineffective in providing adequate support and care to additional language students. This may result in a gap between the development and promotion of literacy skills and the skills conducive to student participation in knowledge construction and understanding. Fung and Howe (2014) attribute the gap to limited empirical evidence on the use of small-group and whole-class discussions, arguing that even though the use of small-group discussions has not received much research attention it is obviously the core to instruction in all contexts where interpretation, inference and meaning-making are important components of instruction.

The challenges identified by researchers in the USA are no different from those identified in South Africa (Pretorius, 2014; Spaull, 2013) and other countries with emerging economies, such as Botswana (Sithole, 2010; Tabulawa, 2013), and Nigeria (Adeyemi, 2012; Omidire & Adeyemi 2015), where the student-teacher ratio in a classroom could be as high as one teacher for over fifty students. Teachers do not seem to see the value of breaking students into groups as a pedagogical tool which could develop their understanding and thinking skills, arguing that the time to do so is insufficient and English language classes are overcrowded. Teachers feel pressurised to capitalise on finishing the syllabus rather than ensuring that students understand the text and content as a prerequisite for academic success.

Other researchers, such as Rosenshine (2012) and Rosenberger (2011) agree that summarising is a crucial strategy needed to achieve the comprehension of text. It is a skill

that all readers need to do this. In order to figure out the necessary information that the author does not explicitly tell the reader, readers need to be able to use their general knowledge and add it to the text. Abrami, Bernard, Borokhovski, Waddington, Wade & Persson (2015) and Kopitski (2007) suggest that summary should not be taught in isolation. The report of the National Reading Panel (2000) states that “it is most effective when a variety of reading strategies are learned together in order to improve a student’s ability to comprehend text” (p. 127).

Effective teaching of summarising requires multiple modelling sessions and many opportunities to practice (Olusola, 2011). However, persisting with it is worthwhile as it is an extremely useful strategy for students to have mastered once they proceed to studies at higher educational levels (Harris et al, 2012). As observed by Soter et al., (2008), rich conversational discourse that calls for high-level understanding seems to occur when students have the opportunity to discuss text or content in small groups and where a number of other conditions favour more extended student contributions to discussion.

Kopitski (2007) explored the teaching of reading comprehension techniques focusing on the reciprocal teaching approach with specific reference to inference skills in the USA. She noted that many of her students lacked comprehension and the ability to engage in high-level thinking. Their summarising, questioning and interpretive or inferential comprehension levels were low. She argued that these skills, which she defined as effective tools for reciprocal teaching, enabled students “to make reasonable predictions before, during and after reading, drawing the inferences necessary for understanding, recognising cause-and-effect relationships, and summarising and synthesising information from a variety of written material” (Kopitski, 2007, p. 23). Put differently, these are the reading techniques that assist an individual to comprehend the text s/he is reading. This is why it is important to teach students how to use summarising properly to become better active readers.

2.4.6 Prompting as a teacher discourse move

Prompting is a teaching technique aimed at encouraging students to use what they already know and can do (Allington, 2005; 2012). Researchers such as Beck and McKeown (2006) and Husbands and Pearce (2012) not only acknowledge the influence that prompting as a teaching strategy has on focusing students' attention but also highlights the critical role it plays in building students' meta-cognitive awareness and confidence. According to Kostons and Van der Werf (2015), meta-cognitive knowledge "comprises knowledge on how, when, and why to use learning strategies" (p. 26). These scholars noted that despite challenges such as teachers' limited knowledge of the use of prompting techniques, many continue to use it as part of their teaching and learning strategy. Similarly, Nystrand, Wu, Gamoran, Zeiser & Long (2003) having observed that prompting is pervasive in classrooms around the world, advocate professional development training on prompting in order to ensure that it yields positive results. Prompting, when effectively used, renders classroom discussion interactive and promotes a deeper understanding of text (Walsh, 2013).

The expectation is that if students model the teacher's prompting technique they would eventually be ready to use the strategy on their own (Duke, Pearson, Strachan & Billman, 2011). Duke et al. (2011) maintain that supporting students to gain this type of knowledge of modelling the teacher's prompting skills increases the likelihood that they will use that knowledge to decide when and how to implement particular strategies as they work towards achieving comprehension of the text they are reading.

In their study about the effect of classroom discussion on students' level of textual comprehension, Murphy, Wilkinson, Soter, Hennessey, and Alexander (2009) found that most discussion approaches led to a reduction in teacher talk and an increase in student talk. Moreover, they found that many of these approaches effectively promoted students' literal and inferential comprehension. They nevertheless caution that an increase in student discussion is not necessarily related to an increase in student comprehension. In this regard, Soter et al. (2008), in a related study, found that effective classroom discussions were usually more effective if a greater number of teacher moves were used,

and if these were supplemented with authentic questions, reasoning words, and elaborate explanations.

Although the research by Sorter et al. (2008) offers promise for the differential effect of varying types of teacher talk under managed conditions, it does not enhance our understanding of teachers' instruction of vocabulary and comprehension. Nor does it cover its effect on student outcomes in regular classroom settings. Work with younger students suggests the important role that teacher talk plays in supporting students' language and literacy development (Aukrust, 2007; Bowers & Vasilyeva, 2011; Dickinson & Porche, 2011; Lervåg & Aukrust, 2010), while research on older students indicates that teacher questions and scaffolding support student performance in middle and high school (Applebee et al., 2003). There is, however, limited research on the role of teacher discourse moves and pedagogical principles on literacy development in English language lessons at rural high schools in South Africa, hence the need for the current study.

In her qualitative research study on the impact of teacher prompting and questioning on students' high-level comprehension of texts, Francois (2016) found that teachers' poor prompting skills worked against students' cognitive development. More specifically, Francois (2016) wanted to determine whether or not the use of verbal prompts and questions by a third-grade teacher at an elementary school in the USA promoted students' comprehension of text. The research findings indicated that the interaction between teacher and students in this class was predominantly of the initiate-respond-evaluate (IRE) type. There was limited or no shared control between the teacher and students, with the former being the authority on textual content and interpretation. By implication, the students saw their teacher as the only source of knowledge. According to Qashoa (2013), this kind of learning is always less productive because it involves little, if any, cognitive effort or engagement by the students.

All of these findings have implications for teaching and learning in the South African education system. Teachers, stakeholders and parents have to consider the effectiveness of "prompting" as a teaching technique aimed at promoting high-level comprehension of

text. In this regard, Porath (2014) recommends the creation of a collaborative classroom environment, one in which students and the teacher work together to gain an understanding of the text, whereas Croninger, Li, Murphy & Cameron, 2017) recommend the use of an alternative teaching pattern, one framed in a constructivist approach to teaching, which encourages student response to open-ended teacher questions, student-student questions and the sharing of ideas with peers, rather than depending on the teacher for information. In short, the norm should be “teacher-to-learner” and “learner-to-learner talk”.

Researchers such as Francois (2016) and Nystrand et al. (2007) have identified a whole range of prompting techniques, including prompting as a form of reminder, a strong hint, a clue, or a gentle “nudge” to help students use their existing knowledge and literacy strategies to make connections and reach a solution. To Nystrand et al. (2007) a prompt often takes the form of a question, hence it should allow for “wait time” to give students the opportunity to develop and express their own ideas. Asking students questions about what they have read before, during, and after reading helps to focus their thinking and facilitates their understanding. There is general consensus among researchers in this area that, given the importance of reading comprehension to students’ success as well as the central role of teachers in fostering and developing those comprehension skills, it is crucial for teachers to know which types of questions and prompts they should use to support their students’ understanding of the texts they are reading. Students need to be prompted to go beyond the text, and to draw conclusions about what they have read.

I agree with the argument put forward by Nystrand et al. (2007) that the development of critical-analytic thinking through prompting will be effective only if teachers are skilled in the requisite questioning skills since these are a prerequisite for the facilitation of learning. I also agree with Meyer (2010; 1984) that to teach reasoning, reflective thinking and open–ended question skills, English educators need to pay more attention to the development of thinking skills by exposing their students to rich discourse and the opportunity to practise and engage in reasoning activities in their classrooms. Whether or not students at remote rural secondary schools in South Africa are exposed either to rich

discourse and reasoning activities, or to prompting as a conversational move that stimulates their reasoning and acquisition of new knowledge is a moot question. Finding an answer to this question was one of the reasons why I embarked on this study.

2.4.7 Challenging as a teacher discourse move

Another teacher discourse move identified as essential in promoting learners' reading comprehension is challenging. Wilkinson et al. (2010) define challenging as a "conversational move where a teacher models and scaffolds productive talk through asking the learner to consider another point of view during class discussion" (p. 34). Given the challenges students face today, such as the inability to think and reason, as well as the ever-increasing demand to read and read well, it is crucial that teachers use discourse moves such as modelling, prompting or challenging to guide students towards engaging in productive classroom discourse (Murphy et al., 2015). Teaching students to use a range of comprehension strategies and skills could develop them into lifelong critical readers endowed with focused thinking skills.

Tytler and Aranda's (2015) study of expert teachers' classroom discourse indicate that discourse moves serve three broad purposes: "to elicit and acknowledge learners' responses, to clarify, and to extend students' ideas" (p. 425). Smart and Marshall (2013) note that where open-ended questions, otherwise referred to as higher-order questions, were used, students "engaged at deeper levels with science concepts, the formulation of hypotheses and the use of evidence to draw conclusions about a phenomenon" (p. 265). In this context, teachers use guided discussion to develop students' conceptual understanding by building on their previous experiences, and by diagnosing and refining their ideas (Smith, 2016). A range of student ideas are received, and teachers use questioning to prompt and challenge thinking and reasoning (Hackling & Smith, 2016).

Lin, Jadallah, Anderson, Baker, Nguyen-Jahiel, Kim and Wu (2015) posit that the appropriate use of teacher discourse moves could be a powerful tool to further students' comprehension of what they have read, particularly when the teacher questions, prompts or challenges students to draw their attention to important events and elements of the text

(Al-Zahrani & Al-Bargi, 2017; Kiemer, 2017; O'Connor & Michaels, 2016). Their observations in this regard have implications for teachers in South Africa. One of the most critical issues relates how teachers could bridge the gap created by the inability of the education system to meet its educational obligations and responsibilities in respect of the provision of teacher training relevant to the needs of students, especially students who are additional language learners. The South African education system and its stakeholders have to establish other reading and instructional support systems to augment what teachers are currently doing.

As research has shown, employing discourse strategies to promote high-level comprehension and critical-analytic thinking skills has always been neglected, leading to inadequate reading and instructional strategies (Kadir, Subki, Jamal & Ismail, 2014). According to Kadir, Subki, Jamal and Ismail (2014), it is these strategies that should be given adequate attention in the students' critical-analytic skills. It is therefore important to consider the need for challenging, prompts, questions and modelling strategies that are currently being utilised by teachers and the ways in which these discussion moves support or impede learners' understanding of what they read.

The section that follows serves as a review of the literature on the existing body of knowledge on pedagogical principles in English language lessons in rural schools.

2.5 Pedagogical principles and critical-analytic thinking in English lessons

Pedagogy, the term that refers to the teaching of children, is typically informed by some or other principle. The principles informing critical-analytic thinking in general and English language lessons in particular are described and discussed in this section.

2.5.1 Defining pedagogical principles

Wilkinson et al. (2010) define pedagogical principles as guidelines towards achieving an understanding of language and the art of teaching (pedagogy), both of which are crucial to encouraging a culture of dialogic inquiry in the classroom. This definition reflects a dialogic approach to teaching and learning, an approach that entails social interaction

between teachers. Wilkinson et al. (2010) identified a set of five pedagogical principles crucial to the kind of teaching and learning that evoke productive talk about text and content. These pedagogical principles constitute the fourth and final component of the hybrid Quality Talk Model, which I referred to earlier. The discussion that follows hereafter illustrates the crucial role of these principles as indicated by empirical research.

2.5.2 Knowledge base of pedagogical principles

Knowing what knowledge underpins which pedagogical models are pertinent to teaching and learning the art of strategic thinking in English as an additional language. This factor is noted as an area in urgent need of research by various researchers (Tabulawa, 2013; Wilkinson et al., 2010). Murphy and Firetto (2017) argue that "big gaps exist in our understanding of pedagogical principles encompassing core ideas about teaching and learning requisite for stimulating productive talk about text and context" (p. 151). Concurring with this argument, Scott (2015) adds that there is a compelling need for transforming pedagogical models that could enable new forms of learning appropriate to the tackling of complex global challenges, and also better support the acquisition of twenty-first century skills. In her paper, which examines the future of learning and inquiry and the kind of pedagogies crucial to twenty-first century students, Scott (2015) claims that "re-thinking pedagogy for the twenty-first century is as crucial as identifying the competencies that today's students need to develop" (p. 1). Included in these competencies are skills such as critical thinking, the ability to communicate effectively, to innovate, and to solve problems through negotiation and collaboration. Noting that, although the lecture model is highly ineffective in teaching of twenty-first century competencies and skills, it continues to be used widely. Based on this observation, Scott (ibid) recommends the use of pedagogy that is specifically aimed at enhancing productive classroom discourse and effecting change in students' thinking and inter-thinking about text.

Scott's (2015) observation that the lecture model has lost the capacity to enable students to cope with twenty-first century challenges has important implications for teachers in South Africa's remote rural secondary schools. The most crucial issue concerns how

teachers could bridge gaps against the background of their inability to honour their social and academic obligations as well as to fulfil their responsibility to develop students who are independent critical and reflective thinkers.

While Westbrook et al. (2013) place the emphasis on the importance of pedagogy with regard to student outcomes, Mwelwa (2016) places it on the value of teachers' work and their pedagogical practices. According to Mwelwa (2016), these pedagogical practices should be the central foci of educational policy if they were to effectively promote and develop students' high-level comprehension and critical-analytic thinking skills. Ferreira (2011), attempting to find answers to questions about the extent to which these pedagogical strategies are evident in English lessons in remote rural secondary schools in South Africa, found that while teachers in general use a variety of teaching strategies, rural school teachers find it difficult to adopt teaching methods known to promote the high-level understanding of text. Urban school teachers, however, do not seem to have this problem when those teaching in rural schools are compared to those teaching in urban schools. The reason for this difference, according to Ferreira (2011) could be rural students' lack of proficiency in the English language, which compels teachers to use code-switching as a scaffolding technique.

Altinyelken (2010), emphasising that schools being primarily learning organisations where students and teachers are actively engaged in learning, argues that knowledge and talk about pedagogy need to be the core of schools' professional culture. To Altinyelken (ibid) evidence of an appropriate professional culture implies the effective use of specific instructional practices which enhance students' language proficiency, deep thinking, ability to understand, and use of language in the classroom. Lingard, Hayes and Mills (2003), for example, found that focusing on productive pedagogical classroom practice models could make a difference to students' academic and social schooling outcomes. Thus, according to Nel and Nel (2012), to do well, teachers should be able to extend their knowledge of instructional methods that guide students to engage in and appropriately manipulate discourse. Two critical questions therefore need to be asked in this regard, the first being which pedagogical strategies should be used in classrooms

and the second being what arena and atmosphere in a school which would be most likely to support teaching practices that would have favourable outcomes for students and teachers.

Applied to the teaching of high-level English comprehension lessons in South Africa, one answer to these questions could be that teachers in this country have to consider the role of pedagogical models in facilitating learning, improving student performance and developing successful autonomous students. Lingard et al. (2003) suggest, for example, that such pedagogical practices ought to be of concern to teachers, school administrators, education systems and local communities interested in schools as organisations of learning. The contention of Lingard et al. (2003) is that any effort to establish a pedagogical framework should take cognisance of the students' cultures, values and beliefs about whether or not their teaching and learning respond to the local context and students' levels of achievement. In other words, as Murphy et al. (2015) assert, pedagogical principles are paramount to the school setting.

Following the conceptual framework (Figure 2.1), this subsection presents evidence from literature on the current situation regarding the pedagogical principles informing attempts to enhance students' high-level comprehension skills in remote rural secondary schools.

2.5.3 Language as a tool for thinking and inter-thinking.

Most teachers involved in the teaching of reading comprehension would agree that language is a tool for thinking and inter-thinking and that it serves as an important support structure for reading instruction (Murphy & Firetto, 2017; Li, 2017; Davies & Meissel, 2016). Its importance was first intimated by Vygotsky (1978), who posited that there is a close relationship between the use of language as a cultural tool (in social interaction) and the use of language as a psychological tool (for organising our own individual thinking in the sociocognitive and sociocultural frameworks (Bo, 2015; Philpo, 2015).

Following Vygotsky (1980), many studies on the role that language plays in learning highlighted its importance in pedagogy, indicating the benefits students derive from

teachers' use of techniques or guidance strategies aimed at the generation of a common frame of reference for teaching and learning. Mwelwa (2016), whose study was conducted in Zambia, found that an understanding of the value of culture and language was an important scaffolding component, enabling teachers and students alike to participate effectively in English discourse in the classroom. In Botswana, a study by Prophet and Dow (1994) revealed that code-switching and translation of science concepts into the local language (Setswana), during teaching and learning generally enhanced students' cognitive development and a deeper understanding of the science concepts. In South Africa, Pretorius (2014), whose study was aimed at exploring dysfunctional schools and educators' perceptions of school effectiveness, found that language was a powerful tool for communication in the classroom context. More specifically, Pretorius (2014) also indicates that two factors led to students' underperforming at these schools – their lack of proficiency in the English language, and limited mother tongue instruction. An attempt to overcome this challenge, students were observed shifting between English and other South African languages during classroom discussions, thereby code-switching and "translanguaging".

Indications from the previously cited studies in Botswana and South Africa are that the power of language as a tool for communication and a learning resource is recognised and acknowledged. Moreover, the studies seem to suggest that the use and application of mother tongue language alongside English as the language of learning and teaching assisted teachers to help learners utilise their "mother tongue" linguistic experiences and resources to understand and learn English. Indications from these studies are that learners seem to gain a better understanding of the concepts that are discussed with the teacher, and also learn how to use language as a tool in productive talk effectively.

Although this study is not about code-switching and "translanguaging", I found it compelling to acknowledge the full significance of these concepts as pedagogical and learning strategies aimed at the improvement of critical thinking skills at rural South African high schools. While conceptually related, code-switching and "translanguaging"' are not exactly the same. Code-switching, as defined by Macswan (2004, p. 283), refers

to the “alternate use of two (or more) languages with the same utterances”, while translanguaging, as defined by Williams (1996), entails “using one language to reinforce the other in order to increase understanding and in order to augment the [learners’] ability in both languages.” (p. 40). More specifically:

> … translanguaging means that learner receives information through the medium of one language (e.g., English and use it herself or himself through the medium of another language [e.g., Siswati, but) …before the learner can use that information successfully, he or she must have fully understood it (Williams, 1996:64).

The empirical data emanating from research forming part of my literature review for this study impelled me to focus my attention specifically on language as a tool for thinking and inter-thinking. The core point made about language in these studies is that, in order that it may enable productive talk, teachers and students both need to demonstrate competence in the language of instruction. Only then will students be able to develop critical-analytic skills that enhance the development of academic literacy (McCabe, 2013). Informed by this finding, which by implication acknowledges the role played by pedagogical principles in the education context, I also reviewed literature on normative discourse expectations and dialogic responsiveness. The results of this review are presented in the section that follows.

2.5.4 Normative discourse expectations and dialogic responsiveness

The second pedagogical principle that claimed to facilitate productive talk about text and content relates to normative discourse expectations and dialogic responsiveness. Formulated to serve as ground rules for the support and promotion of student-teacher as well as student-student productive talk during discussions (Murphy & Firetto, 2017), they encourage the open-participation pattern feature of the Quality Talk Model.

Indications from literature are that there are markedly divergent views about what constitutes an effective pedagogical strategy. Resnick, Wolf and Crosson (2006), for example, endorse Accountable Talk, while Alexander (2008b), Murphy et al. (2009), Croninger et al. (2017), Mercer (2010), and Reznitskaya and Gregory, (2013, p. 114)

endorse Dialogic Teaching. Those advocating dialogic teaching argue that, since it encapsulates three types of talk, namely disputational, cumulative, and exploratory, it is a “pedagogical approach that involves students in the collaborative construction of meaning and is characterised by shared control over key aspects of classroom discourse” (Reznitskaya & Gregory, 2013, p. 114). Dialogic teaching therefore allows a more open, participatory type of discussion, with students being given more control over turn-taking and, according to Gibbons (2015), establishing an “open participation pattern helps to foster exploratory talk which, in turn, promotes learners’ exploration of ideas” (p. 33).

Indications accrued from the existing body of research on the use of classroom talk are that exploratory talk is educationally effective since it encourages inter-thinking (Mercer, 2010). Inter-thinking, according to Murphy et al. (2015) implies critical engagement of discourse and knowledge construction through reasoned dialogue between teachers and students as well as amongst students. Finlay (2015) conducted a study in the United Kingdom in order to determine whether or not the use of “ground rules for talk” could help to make the importance of talk as a teaching and learning tool explicit to student-teachers as well as classroom students. Thereupon Finlay (2015) posited that an element of the ground rules for talk, as argued by (Littleton & Mercer, 2007), informs the type of pedagogical instructional moves used in the classroom.

Several researchers who support the use of exploratory talk and elaborated explanations as techniques to promote high-level comprehension and critical-analytic thinking refer to it as the dialogic teaching approach (Mercer, Dawes, & Staarman, 2009; Alexander, 2008; Mercer & Dawes, 2008). The aforementioned researchers agree that exploratory talks and elaborated responses create a shared understanding and space for students to explore new concepts, and to clarify understanding and perceptions without being dominated or controlled by another in the midst of interactive discussion. Students confidently address their comments, questions and statements directly to one another in a manner which Murphy et al. (2014) refer to as critiquing viewpoints or ideas rather than criticising the owner of the idea. The discussion in the subsection which follows deals with

the third principle identified as a fundamental support tool for promoting critical-analytic thinking.

2.5.5 Balance responsiveness and structure

The third principle emphasises the notion of teachers being skilled enough to negotiate the tension between supporting individual learners and their shift in pedagogical instructions. What this means is that as teachers facilitate classroom discourse, they must, in order to be productive, differentiate between prohibiting generative learning and directing talk. Productive talk involves balancing the conflicting demands of maintaining clear structure and focus while being responsive to students' contributions (Wilkinson, et al., 2010).

Research has shown that once students begin to feel at ease with discussing content and text amongst themselves and with the teacher, they are likely to be inspired and start to talk freely. Their freedom to make contributions that add to the discussion may have the effect of their going off the text or topic. In such a situation, the teacher has to use the requisite discussion moves to refocus students' attention on the topic or point of discussion. Retaining a balance between responsiveness and structure promotes productive talk and high-level comprehension around, about and with text when learners have been effectively reframed and refocused (Ginting, 2017). This leads us to the fourth principle, content clarity.

2.5.6 Content clarity

Content clarity is the fourth pedagogical principle of the Quality Talk Model, a principle that Wilkinson et al. (2010), perceived as one of the main dimensions of effective instruction. Content clarity refers to a situation in which teachers have a strong command of the text and content, a clear sense of the key ideas being propagated in the text and are thus able to convey them to students in ways that will enable them to acquire and develop a clear and concise understanding of the material that is being taught (Voss, Kunter & Baumert, 2011).

Content clarity is an element of the pedagogical content knowledge domain, as depicted in Shulman's (1987) classification of the major categories of Teacher Knowledge (Voss et al., 2011). Informed by the findings of his own extensive research, Shulman (1987) defined pedagogical content knowledge as "that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding" (Shulman, 1987, p. 8). Put in simple terms, and relevant to this study, pedagogical content knowledge refers to the knowledge and understanding that the teacher needs to teach English text and content in a way that is clear, accessible and easy for students to understand.

Ball, Thames and Phelps (2008) argue that "high-quality instruction requires sophisticated pedagogical content knowledge that goes beyond the norm" (p. 389). For the aforementioned researchers the emphasis is not on the teacher but on teaching per se. Put differently, their concern is with the strategies involved in teaching the pedagogical demands of particular subject activities. Having undertaken extensive research with mathematics teachers, studying the ways in which they carry out the work of teaching mathematics, this group of researchers found that content clarity increases learners' satisfaction with instruction. In support of these findings, Walter and Briggs (2012) as well as the Bill and Melinda Gates Foundation (2010) showed that students who perceived their teacher to be clear tended to feel more satisfied with their learning experience than students who perceived their teacher to be less clear, with clarity referring to teaching in ways that learners understand. "Understanding" in this context refers to individual students' ability to use the knowledge they acquired to solve problems.

According to Barber and Mourshed (2007), "the main driver of the variation in pupil learning at school is the quality of the teachers and the teacher will remain central in determining the failure or the success of the learners around the world" (p. 12). Having investigated and studied the interconnectedness of quality in the education system and teachers as well as various factors impacting on teachers and teaching, they found teacher quality to be the single most important school variable that has an effect on

students' achievement. They concluded, therefore, that "the quality of an education system cannot exceed the quality of its teachers" (Barber & Mourshed, 2007, p. 41).

Implied in their conclusion is the need to provide a balance between the quality of education as a system and the quality of its teachers as key players in the learning process. Promoting the quality of teachers serves as a means of encouraging, motivating and affirming teachers' ownership of their students' academic successes or failures. Teachers participating in the study came up with specific suggestions for improvement on student performance when pertinently asked how teachers could best teach and apply these pedagogical dialogue skills to help learners achieve their goals.

Thus far, the literature I reviewed has to some extent been vacuous in terms of arguments for the adoption of pedagogical change and in particular in respect of the advocacy of pedagogies that best support the development of students' high-level comprehension of English text. It is this vacuum that necessitates a consideration of other elements impacting on the effectiveness of pedagogy in general. It is elements like these that are the focus of the next subsection, which deals with the fifth and final pedagogical principle.

2.5.7 Embracing space and diversity in discourse

Bogle (2014) argues that it is important to embrace space and diversity within discourse in the classroom context, allowing students to learn individually, to create their own meanings and to interpret information. Thus, it is crucial to present them with more opportunities to talk during English lessons so as to strengthen their dialogic skills and to promote their acceptance of responsibility for their own learning. Bogle (2014) further opines that embracing space and diversity in classroom discussion ensures caring for individual students' unique perspectives, and the prior knowledge and experiences they bring to the discussion. Liddicoat and Scarino (2013) add that caring for individual students' cultural differences in classroom discussion requires the development of their and teachers' awareness of the nature of language and cultural diversity and their impact on the education system.

English language pedagogies should develop active students; students who are involved in learning that promotes exploration and discovery rather than students who are only passive recipients of knowledge transmitted to them by others (Nieto, 2010). According to Klapwijk (2015b) and Moughamian, Rivera, and Francis (2009), understanding students' backgrounds can help teachers to individualise instruction in ways that allow students to participate in accordance with their unique cultures while providing them with opportunities to meet the overall goals and objectives of literacy and literature in English. Doing this will foster a learning environment that connects literacy and literature education and culture for individual students, without undermining the harmony between the teacher's content authority and students' interpretive authority. Students who feel valued by their teacher are more likely to work harder at assignments and comply with classroom rules (Eggen & Kauchak, 2001).

A study conducted by Young and Sternod (2011) in the USA on the co-existence of several micro-cultures within the country due to continuous global immigration investigated the use of culturally responsive pedagogical principles in physical education. The findings of the study showed that the call for cultural responsiveness extends to all dimensions of the school experience, and teachers who embrace space and diversity in the discourse are also culturally responsive. The researchers therefore concluded that today's classrooms should provide an interface between a rich place of learning in which individual students from different cultural backgrounds have the potential to share, and a place where the teacher embraces and celebrates individual differences, fosters the development of positive self-concepts, acts on knowledge about cultural differences and implements, as habit, pedagogical skills that foster a meaningful and relevant education for all of his or her students.

Chartock (2010) underscored the importance for teachers to embrace space and diversity in the discourse followed during lessons. He also advocated the need to embrace the space as critical to the reshaping of the curriculum by ensuring that it is interdisciplinary in nature; reflective of learners' real lives; elicits higher-order thinking and develop advanced knowledge and skills; and celebrates and capitalises on learners' cultural

richness, rather than diminishing and overriding it. In their study on transforming literacy instruction in urban schools, Skerrett, et al. (2018) take the position that teachers should always have as the basic question: “What are the cultural and linguistic resources and literacy practices that students bring to the classroom?” The implication is that teachers need to be effectively and efficiently equipped with pedagogical instructional models pertinent to addressing the various literacy learning needs of additional language learners in the classrooms.

Longworth’s (2003) position is that teaching students of the twenty-first century requires teachers with a grasp of some fundamental insights into the ways in which students’ minds develop and how they learn. Students learn differently, hence it is important to match teaching activities and situations to student needs, so that learning and teaching take place with common content. This, Longworth (2003) argues, will promote active inquiry and discovery learning, which he regards as critical to the development of learners’ critical and reflective thinking regardless of students’ educational level (primary or secondary) and academic subject.

Longworth’s (2003) argument also has implications for this study because teachers in rural South African secondary schools are faced with the challenge of fostering a learning relationship between teacher and students as well as between students and other students with unique perspectives that is conducive to their growth. The question therefore is how teachers who are perceived to lack the skills to teach literacy and critical-analytic thinking skills to students with diversity in culture could be best supported to deliver education aligned with the unique needs of each student. Indications from literature are that although several teaching methods and strategies have always been available as part of instruction in rural South African schools, these didactic or pedagogical instructional models have not been given the support they deserve in order to be effective in attending to the needs of students.

The above situation has created challenges that have an impact on the results of the performance and academic achievement of the students with English as additional

language. Spaull (2013) attributes students' underachievement, particularly in literacy and English literature, to a lack of proficiency in English, teachers' having limited or no training in teaching English as an additional language, teachers' and educators' failure to accommodate the differences that the learners bring to classrooms, limited knowledge of how to plan classroom tasks to attend to all the learners' needs, and little or no understanding of how to evaluate learning. It was my quest in undertaking this study to contribute to the body of knowledge about how teacher conversational moves and pedagogical principles could develop the literacy skills of additional language students.

2.6 Factors constraining or enabling critical-analytic thinking in English language lessons

Various factors are at play in any lesson, English language lessons not being the only lessons that are affected. Some of these factors enable the teaching and learning process; others constrain it. Some are teacher-related, some student-related. In this section the factors which, according to literature on the topic, constrain or enable the teaching of critical thinking in English lessons are highlighted and discussed.

2.6.1 Teacher-related factors

Research has revealed a number of challenges facing teachers of English who endeavour to develop critical-analytic thinking skills among additional language students. In England, Copland, Garton and Burns (2014) conducted a study at primary schools in five different countries to investigate the challenges of teaching the English language to young students. The findings of the study indicate that there are a number of factors which impact negatively on reading and instruction. The first is that English is often introduced as a compulsory subject at primary school, without giving due consideration to the capacity of available teachers. This situation is further worsened by an acute shortage of trained primary school teachers of the English language, leading to teachers teaching English either without adequate training in the teaching of additional language students in general or in the teaching of critical thinking in English in particular (Bourdon, Frölich, Michaelowa, 2010; Westbrook et al., 2013). The situation is especially acute in poor and rural areas. According to the aforementioned scholars, teacher education should focus

more on supporting teachers to meet the challenges they are facing instead of concentrating on introducing them to general English language teaching approaches.

Walsh (2013) notes that the teacher's role is vital in the teaching of languages because it is language teachers who are responsible for the development of critical thinking as a component of broader educational development. Drawing on Murphy and Wei's (2017) observation, this study posits that as long as teachers are compelled to teach English as a subject regardless of whether or not they have the necessary competencies and skills to promote the culture of critical thinking, it is unlikely that they will be able to develop high-level comprehension or thinking skills in students.

Secondly, a further problem relates to policy decisions on classroom pedagogy in respect of young learners. As regards this situation in England, Copland, et al. (2014) observed that current curricula for young students predominantly emphasise communicative competence, an emphasis which often leads to the introduction of some form of communicative language teaching (CLT) or task-based learning and teaching (TBLT).

The use of these teaching models is informed by the belief that the acquisition of communication skills should take precedence over knowledge and comprehension of English grammar, structure and literature. Several factors, including the nature of CLT, according to Copland et al. (2014), may present teachers with so many seemingly insurmountable challenges that they will be reluctant to introduce any of the models into their classrooms. Moreover, as Enever and Moon (2009) point out, CLT as a pedagogical approach was developed in Western countries to teach English to adults in small and well-equipped classrooms and, given the situation in developing countries, it may not be appropriate for the teaching of large groups of students in classrooms where resources are limited. Furthermore, as teachers may receive only basic training in the underpinning theory and practical applications, they may struggle to implement it effectively (Littlewood, 2011; Littleton & Mercer, 2007; Butler, 2005).

Since the introduction of TBLT it has been beset with similar problems (Littlewood, 2011). Copland et al. (2014) suggest that imported approaches might well conflict with educational traditions, or what can be called “cultures of learning”. This observation has implications for English language teachers in South Africa. While it is important to vary teaching approaches and skills, it has to be remembered that some pedagogies are culture-bound and as such they are unlikely to promote a culture of learning compatible with students’ experiences and learning needs. Grosser and Nel (2013) concur with the arguments put forward by Copland et al. (2014), Butler (2005) and Littlewood (2011) that English language teachers will go a long way in seeking to integrate critical thinking strategies in the curriculum as long as there is no mismatch between what the policy dictates, educational traditions, and the culture of learning in classrooms.

The issue connected to policies about pedagogy concerns, is the issue of resources. Textbooks tend to be prescribed by governments in some African and Asian countries. This is the case in South Africa, Botswana and other counties in the Southern African Development Community (SADC) (Van Staden & Bosker, 2014), South Korea (Butler, 2005), and Malaysia (Seidek, 2010). Indications from research are that teachers in Asian countries, Singapore (Mee, 2003) and China (Hu, 2005), for example, tend to use only government approved books, which might, in the case of English, which is an international language, not be the most appropriate choice. Of equal if not greater concern is that fact that, given the global prevalence of early English learning, the appropriate books are either not available in many countries or if they are available they are simply not used (Copland et al., 2014). Other resources such as financial resources to procure the equipment and facilities needed for learner-centred teaching (Nel, 2011) may also be inadequate or unavailable in schools and, sadly, while it may be easy to access technology to support English language teaching, a lack of finances has severely constrained effective teaching and learning in rural South African schools (Bailey & Mentz, 2015).

Having highlighted the key teacher-related challenges identified in the literature, I now proceed to student-related challenges.

2.6.2 Student-related factors

Studies in the field of language (McKay, 2012; Heugh, 2003) argue that remote rural students are facing distinct challenges in the acquisition of critical-analytic thinking skills in the English language. According to Heugh (2003) and McKay (2012), students with higher proficiency levels and greater fluency in the language of instruction have the advantage of developing content and language knowledge simultaneously and with less difficulty. Heugh (2003) and McKay and Chick (2001) also note that students' limited or lack of exposure to the English language, coupled with a lack of support at home, contributes to their struggle to grasp the content of subjects taught through English as a medium of instruction. All these shortcomings have an adverse effect on the students' academic performance (McKay, 2012). Makgatho (2014) moreover notes that leaving students in the care of grandparents who are illiterate and have had no exposure to the culture of reading, places students in rural areas at a disadvantage because they cannot use their first-language experiences. This situation is exacerbated by the fact that the exposure of people living in rural areas to the English language is limited and the majority of people communicate with each other in their local languages. By implication rural English second language students' development towards an understanding of English concepts is hampered by the total exclusion of the opportunity they have to code-switch or use trans-language strategies. Moreover, their overall academic performance is also hampered by their home language dependency (Joubert, Ebersöhn, Ferreira, Du Plessis, & Moen, 2014).

Several researchers, amongst others Hang (2011), Dhillon and Wanjiru (2013), agree that the language background of students presents a challenge to students studying the English language. English educators in South Africa and in other countries conduct their teaching in multilingual and bilingual settings. In this regard, many students would not have a proper linguistic foundation in English literacy, causing them to take a longer time to acquire the threshold level of English language proficiency that would enable them to learn in English (Makgatho, 2014). Multilingual students, whose communicative patterns indicate that they speak or understand more than two languages (Chostelidou, Griva & Tsakiridou, 2015), as well as bilingual students who are able alternatively to communicate

in two languages (Agirdag, 2014) often suffer in classes where the teacher is inadequately trained to teach a multilingual class, let alone instil the requisite reading skills. It follows that all of these factors affect the teaching and learning culture and lead to a situation in which not only students' academic performance in general is poor but also in which a high failure rate in English language is the norm rather than the exception. Indications are therefore, as UNESCO (2008) and Bamgbose (1991) point out, that subjecting students to an English school or replacing their mother language with English has never succeeded in any way with assisting students to perform well.

The results of Grade 6 English first additional language (FAL) students who wrote the South African Annual National Assessment (ANA) Test in 2011, 2012 and 2013 attest to the above-mentioned argument. The national average performance in English FAL by Grade 6 students was 28% in 2011, with 30% of students achieving above 35%. While average percentages were higher in 2012 (36%) and 2013 (43%), it is well below the minimum 50% threshold percentage stipulated in the Curriculum and Assessment Policy Statement (CAPS). Informed by these results, I would argue that the challenges facing South African students involved in ANA tests could be ascribed to inadequate multilingual teaching practices in rural South African school settings. I base my argument on the fact that an analysis of these ANA results indicate students' inadequacies in English grammar. The students were either unable to write meaningful sentences, or their sentences were poorly constructed and riddled with spelling errors and incorrect punctuation.

The challenges facing rural English language students in South Africa might take time to address and will occur only if there is significant social and economic development in those areas. Until then, according to Gardner, Darling-Hammond & Hyler (2017), "the education provided in rural areas will limit people's opportunities to lead long, healthy and creative lives, or to acquire knowledge and enjoy freedom, dignity and self-respect" (p. 9). The realities faced by additional language students in rural areas can therefore not be overstated, thus underscoring the need to put measures in place that would address their specific educational needs. In the context of this study, the rural students specifically need to be equipped with the critical-analytic thinking skills they will require to be prepared for

the challenges of the future. It follows that they need to be provided with the kind of quality education that will equip them with these skills.

An overview of the literature in this field indicate that, despite being widely acknowledged that fostering an ability in students to reason beyond the norm is critical, the feasibility of teaching critical-analytic thinking to additional language students in rural secondary context is still a moot point. Debates on this point indicate that a one-size-fits-all approach to the teaching of critical-analytic thinking skills to additional language students might not be appropriate. Hence teachers need proper training and guidance on specific and relevant teaching strategies and pedagogies particularly for these students. This is particularly important in a rural context, where the effectiveness and suitability of instructional practices and dialogic elements could be influenced by cultural factors, making it not only an educational but also a social practice. Therefore, informed by the insight I gained from my review of the literature, I posit that the challenges associated with the promotion of critical-analytic thinking in a context where English is used as an additional language and as LoLT should be regarded as a wake-up call for the investigation of ways in which a resolution could be implemented. It was to get a sense of which strategies were effective and which were not that I decided to investigate the ways in which one purposively selected English teacher in a rural secondary school uses teacher discourse moves and pedagogical principles to expand students' ability to think critically.

2.7 Theoretical framework

As indicated in Chapter One, this study is framed in a theoretical framework commonly referred to as social constructivism. The discussion of this framework and its relevance to my study is the focus of the subsection which follows.

2.7.1 Vygotsky's social constructivist theory

Originally developed by Lev Vygotsky (1896-1934), a Russian psychologist, the social constructivist theory has had a marked influence on teaching and learning in general. While Vygotsky's (1980) theory was very similar to Piaget's (1928) theory on child

learning, Vygotsky (1980) placed more emphasis on the social context of learning. Informing his stance was the assumption that, because human learning occurred in a social environment, it was affected by the relationship between human beings and the social environments in which they found themselves (Westbrook et al., 2013). In other words, learning is essentially a social act embedded in a specific cultural environment (Hall, 2011), where human beings interact with one another and with the environment. During the course of such interaction they construct or con-construct knowledge in ways that frame each individual's understanding (Wang, Bruce & Hughes, 2011) of teaching and learning and the role that interaction plays in the teaching-learning process (Tsui, 2011).

In short, Vygotsky (1981) posits that learning is a form of language socialisation among individuals, not merely a process of exchanging information. According to Philpo (2016), talk represents thought. Informed by these views, Vygotsky (1981) argues that the process of language socialisation takes place in two stages. At first the student is given help in a social setting by a more knowledgeable person (the expert), who uses language to help the student transform or internalise this form of knowledge until they reach the stage where they can reproduce it autonomously. Vygotsky's (1981) rule for cultural development summarises this procedure as follows:

> Any function in the child's cultural development appears twice, or in two planes: first, it appears on the social plane, and then on the psychological plane; first it appears between people as an inter-psychological category, and then within the child as an intra-psychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts and the development of volition (Vygotsky, 1981, p. 163).

Palincsar and Scott (2013) concur with Vygotsky (1978) on the nature of the interdependence between individual and social processes in learning and development. Regarded as an interactive process, teaching and learning are mediated through the use of cognitive "tools", of which language is one, which could be either symbolic or signs

(Vygotsky, 1981). The role played by language in the transmission of culture is particularly significant because it is the means by which individuals learn from one another.

The key assumption of Vygotsky's (1978) theory, namely that that teaching and learning activities take place in cultural contexts, resonates well with my motivation to conduct this study because of its focus on the ways in which teacher discourse moves and pedagogical principles could promote high-level comprehension of English text in a rural context. Pertinent to my study are the three central aspects underpinning SCT, namely the role of language; thinking or individual consciousness, and the social context of learning. These aspects are seen as so interrelated and interdependent that one cannot operate without the other. Thus, any changes in one of the central aspects are likely to have an impact on other parts of the learning process. The student, the teacher and the sociocultural context all form part of the learning process and contribute towards it (Tsui, 2011). Language, influenced as it is by social context, is a tool for both communication and for thinking and inter-thinking (Thorne & Tasker, 2011). I would argue, therefore, that viewing higher-level comprehension and critical-analytic thinking instruction through the lens of socio-constructivist theory could help teachers to understand the situational specificity of English language teaching and learning. Viewed from this perspective, teachers would consider language as a tool to use in specific contexts, and they would teach students how to negotiate multiple skills to apply in multiple contexts (Mvududu & Thiel-Burgess, 2012; Lantolf, 2000).

What sets instruction informed by SCT apart is that attention is specifically devoted to the discourse, norms and practices associated in particular with the learning context concerned. The goal of instruction is therefore to engage students in classroom activities, productive talk, and the use of tools in a manner that is consistent with the practices of the social learning context to which they are being introduced (Marshall, 1987).

The aforementioned features, derived from the SCT theoretical framework, are also reflected in the QT evidence-based learning and instructional approach (Wilkinson et al., 2010). Based on the premise that "language is a tool for thinking and that certain kinds of

talk can contribute to learners' high-level comprehension of text" (Wilkinson, Soter, & Murphy, 2007, p. 5), the SCT reflects the social constructivist viewpoint that high-level comprehension and critical-analytic thinking skills about, around and with text derive much of their richness or poorness from the teacher's level of language proficiency and the quality of talk. Language is therefore an essential feature in the teaching and learning environment. Without it there would be no reading (Gunning, 2008).

Critical-analytic thinking is closely connected to students' levels of understanding and proficiency in a language. Hence their ability to read depends on their language skills (Rajab, 2013). Relating this to the classroom situation, language-learning is mediated by talk (through language) and other symbol systems in what Vygotsky (1981) refers to as the zone of proximal development (ZPD). It is in this "zone" that social interaction plays a key role in the development of higher levels of comprehension. What the ZPD is and what happens there is explained in the subsection that follows.

2.7.2 Zone of proximal development

The zone of proximal development (ZPD), according to Vygotsky (1978), refers to "the distance" between a child's actual developmental level as determined by their ability to independently solve a problem, while the higher level of potential development is determined through problem-solving "under adult guidance or in collaboration with more capable peers" (Vygotsky,1978, p. 86). In other words, the term "ZPD" refers to the difference between what the student is capable of achieving on their own and what s/he is able to accomplish with the help of an expert or a teacher in this context. The difference between actual and potential development, according to Vygotsky (1978), is that actual development measures the level at which the student is at a particular point in time, while potential development is a measure of what a student is capable of achieving without assistance by an expert.

Vygotsky's (1978) ZPD approach is perceived as holistic because it emphasises the shared roles and responsibilities of students and teachers, the teacher's role and responsibility being to facilitate or mediate learning and the students' to be engaged,

active and reflective (Murphy & Wei, 2017). This, however, is only possible if the teacher is knowledgeable about or able to “read” their students’ thinking, comprehension and achievement abilities, taking cognisance of the uniqueness and circumstances in which English is taught in rural South African high schools.

A view of English language instruction and the development of critical-analytic thinking through the lens of Vygotsky’s (1978) notion of ZPD is pertinent to this study. Teachers in the rural school context who view student development from this perspective should therefore be able to devise means that could support their students’ progress from one level of learning to the next. Referred to as scaffolding, this kind of support could take different forms, with teachers using varied questioning techniques, prompts, modelling, challenging and marking (Wilkinson et al., 2010) and adjusting language use during classroom discourse to match the students’ comprehension skills (Macaro, Graham & Woore, 2015). Scaffolding is a term that clearly resonates with teachers because it captures that which teachers perceive to be their core business, namely to support student learning, and also provides them with a range of options on how to do this, such as though “questions, prompts, providing reasons and evidence” (Croninger et al., 2017, p. 1). Mercer (2010) suggests that “teachers find the concept of scaffolding appealing because it resonates with their own intuitive conceptions of what it means to intervene successfully in learners’ learning” (p. 56).

2.7.3 Limitations of the social constructivist theory

The social constructivist theory is not without limitations, one of which is inherent in the “scaffolding”. Maybin, Mercer and Stierer (1992), for example, noted that the successful application of the ZPD to classroom practice requires training and specific support strategies to prevent teachers from being tempted to offer support beyond their capabilities. Despite this warning, I found SCT to be best suited to this study. Hence, in this context, scaffolding is used as a technique to create an environment that is conducive for students to master the assigned tasks and to perform to their full potential.

2.8 The conceptual framework underpinning this study

The conceptual framework of a study in any given field of research provides the main concepts that form the basis of the study. According to Mpofu and Gitchel (2012), this framework identifies and describes the main concepts the researcher used as the basis of the study, and indicates how these concepts relate to one another in the study. According to Creswell (2013), it provides the researcher with a guide to relevant literature and other related studies, thus assisting him/her to answer the research questions that direct the study. Conceptual relationships are depicted virtually, as a web diagram, in Figure 2.1.

The title of this study highlights its focus on the promotion of critical-analytic thinking by means of dialogue discourses and the use of some conversational moves in English language lessons in a remote rural context. Therefore, the concepts which underpin the inquiry were not only influenced by my conceptual framework; but also served as guide to the concepts that had to be included in order that I may address the research questions (Ferreira, 2012).

Figure 2.1 below, developed by Westbrook et al. (2013) of the Sussex University as a conceptual model for the development of critical-analytic thinking, was adopted for use in this study to complement the SCT theoretical framework.

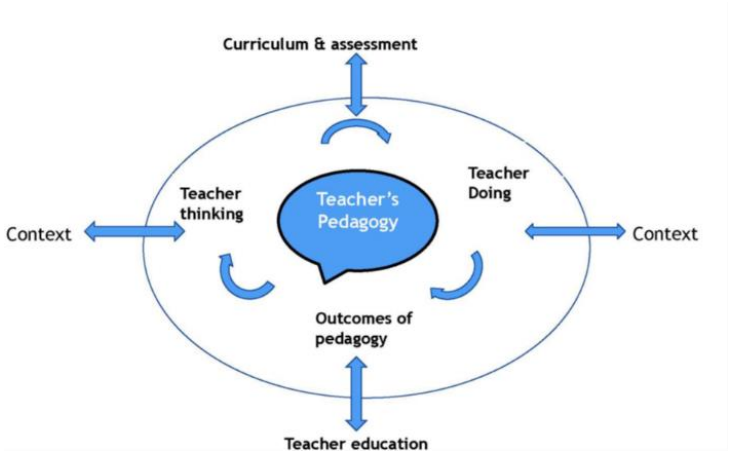


Figure 2.1: Conceptual Model of developing critical-analytic thinking by Westbrook et al., 2013.

Indicated in Figure 2.1 are the three dimensions of “effective pedagogy” (Westbrook et al., 2013) that promote high-level comprehension and critical-analytic thinking. Teacher pedagogy makes up the first dimension of this conceptual framework as it is central and critical, forming the basis of all other dimensions and aspects known to have an impact on students’ reasoning, weighing and evaluating skills. These aspects include teacher doing, teacher thinking and pedagogical outcomes. Together, these three aspects constitute the second dimension of the diagram, being interconnected to depict a cyclical and continuous direction. By implication, each of the aspects has an influence on the other. Curriculum, assessment, context and teacher education are linked together to make up the third dimension. The link implies the notion that curriculum, its modes of assessment, and teacher education have an impact on a teacher’s thinking and doing within a particular context, English language lessons in a rural secondary school being the context in this study. This third dimension predetermines the effectiveness of the teacher’s pedagogy and the students’ learning outcomes.

The conceptual framework for this study was developed through analysing and synthesising of the theoretical foundations and their intrinsic principles as advocated by the psychologists and constructivists John Dewey (1933), Jean Piaget (1928) and Lev Vygotsky (1934). The work of these three theorists contributed markedly to the development of a broad branch of learning theory called constructivism, which encompasses the social constructivist theory, the cognitive theory and the socio-cognitive theory (Wang et al., 2011). I therefore constructed the potential conceptual links (which are discussed later in this thesis) of this study from complementary constructs acquired from each of the theorists’ contributions. A brief discussion of the premises underlying each of the theories follows below, starting with the cognitive, then the sociocognitive and, finally, the social constructivist theory.

The cognitive theoretical framework provides an explanation of how students learn and construct their own knowledge. According to this theory, students learn by processing a text or content internally or intra-personally, not by accumulating information from the outside world or transferring knowledge from one to another (Woolfolk, 2010). It follows

that the facilitation of student learning should be student-centred rather than teacher-centred, and that higher-order thinking and cognition should replace rote memorisation. As Piaget (1928) observed, students actively respond to the environment and engage themselves in developing knowledge through interaction between their schema and the environment, or by linking newly received information to their existing knowledge and experience (Bo, 2015).

The sociocognitive theory is another theory of learning that provides guidance about the creation of opportunities to develop students' critical thinking and knowledge construction. The theory emphasises the need for reciprocal interactions of person, behaviour and environment (Amineh & Asl, 2015) and is a hybrid theory in which the work of several social and cognitive theorists is combined. Amongst the socio-cognitivists, Albert Bandura (1978) is most credited for his reciprocal-deterministic relationship, according to which the teacher is a fundamental to the student, her/his behaviour and learning environment (Olaussen, 2016). According to Bandura (1978), rewards and punishment as core determinants in changing learning habits, through patterns and understanding of text or content. Thus, students' internal characteristics such as cognitive processing influence their behaviour which, in turn, influences the environment or context. Finally, the process yields feedback that has an impact on students' positive or negative learning outcomes. All these are mediated through talk, which, according to Olaussen (2016), explain why talk is pivotal to critical thinking, reasoning and inter-thinking.

It is worth acknowledging that the theoretical frames discussed above provide a broad overview of what constitutes "understanding, predictions, explanations and support of discussion-based pedagogies" (Croninger, Li & Murphy, 2017, p.13). In view of this, I have narrowed my discussion to accommodate only the concepts relevant to talk and high-level comprehension, as explained by the theories. My aim in doing so was to provide a hybrid explanatory frame of how teacher discourse moves and pedagogical principles facilitate learning, guide instructional practices and promote students' critical-analytic thinking, reasoning, and ability to weigh and evaluate evidence about, around and with text and context.

The conceptual framework in this study is supported by Vygotsky's social constructivist theory (1978), which indicates that talk is inherently social and interpersonal. The subsection below outlines the concepts that inform the study's conceptual framework. The key concepts, which underpin the study, as captured in the title, are as follows:

(i) Critical-analytic thinking of additional language students in a Grade 8 English class in a remote secondary school in South Africa, the focus being on students' reading comprehension and proficiency levels, attitudes, reading motivation, reading strategies used and persistence in independent reading.

(ii) Teachers' pedagogical strategies and pedagogical practices, with reference to Grade 8 English language lessons in a remote rural secondary school. In this study the terms refer to "any conscious activity by the teacher designed to enhance learning and bring change in the student" (UNESCO, 2012) through a process that comprises the "teachers' ideas, beliefs, attitudes, knowledge and understanding about the curriculum, the teaching and learning process and their students", and the impact these have on their "teaching practices" (Alexander, 2008, p. 540). This therefore refers to what teachers actually think, do and say in the context of classroom learning.

(iii) Curriculum and assessment, including the prescribed textbooks and the mode of testing students to determine their levels of understanding, knowledge, and thinking about their thinking.

(iv) The context in which teaching and learning occurs, in this case, a Grade 8 English language lesson in the participating remote rural secondary school.

(v) Teacher education (trainers of teachers and the support of their delivery skills).

As mentioned earlier (Section 1.7), the SCT key concepts that contribute positively to a high comprehension level in an English lesson include students, language, context and culture. These key concepts, illustrated in the conceptual framework, are interdependent, interconnected and mutually inclusive, hence one component cannot operate without the existence of the other (Westbrook et al., 2013; Mercer, 2010). In addition, conceptual relationships are cyclical in nature: they do not progress in a linear fashion. In discussing each of these concepts I indicated their mutual inclusiveness, interconnectedness and interdependence in this study.

2.8.1 Students

According to Vygotsky (1981), students are at the heart of the teaching and learning process. Their presence determines the beginning of learning. First, tools and signs which in this case refer to learning activities and instruction materials, technology and the language as medium of instruction, mediate the students learning. According to Vygotsky (1981), tools and signs must be relevant to the needs of the students, meaning that they must be contextualised to reflect the students' daily lives if they were to evoke change in their understanding of text.

Second, the development of critical-analytic thinking takes place in a learning environment characterised by social interaction and dialogue between the teacher and the students. According to Wei and Murphy (2017, p. 55) teaching and learning of students' critical-analytic thinking develops through social interaction and dialogue, in which teacher and students alike understand their "gradually changing line of responsibilities". Students' roles, in terms of this perspective, are to be actively engaged students, thoughtful interpreters, and reflexive responders (Murphy et al., 2014; Mercer, 2010; Wilkinson et al., 2010). Teachers' roles, according to Wei and Murphy (2017, p. 51), are manifested in their being intentional instructors, fading facilitators, and effortful evaluators. These roles stimulate thinking and gradually enable students and teachers to contribute to critical thinking (Murphy et al., 2017).

Third, the teachers' role is significant for effecting change in students' learning and thinking processes. Key approaches in this concept include collaborative learning and discussion (Berkeley & Barber, 2015; García, & Sylvan, (2011) and explicit instructional practices (Marin & Halpern, 2011). Students need assistance from experts (the teachers) to reach higher levels of learning. The teacher therefore plays a major role in enhancing individual learning, and stimulating knowledge acquisition (Lin et al., 2015). Rather than rote memorisation and routine practices, constructivist learning stimulates the development of students' critical thinking skills (Nystrand et al., 2003) which, in turn, stimulate their intrinsic motivation to continue and to enjoy learning (Bonk & Cunningham, 1998). Without these skills, innovative ideas and lifelong learning of individual students may not occur (Campbell, 2015).

Murphy and Wei (2017), summing up the interconnectedness and interdependence of their delineated teacher roles and student roles framed in the SCT approach, argue that:

> … the roles are in concert, lead to discussion in which teachers' actions and discourse serve to facilitate students' use of talk as a tool for thinking and inter-thinking. In essence, as students talk with each other, they are exposed to the discourse generated by others, and thus their thinking is interwoven and transformed… The aim is for the talk that occurs in a public setting to ultimately become internalised within the student as an outcome of their individual learning (p. 50).

Pedagogical principles constitute the fourth part of my conceptual framework. The conceptualisation of the pedagogical principles are informed by what constructivists refer to as strategy-based instructional approaches and practices as they are fundamental to the development of critical-analytic thinking skills. Pedagogical principles serve as the springboard for and platform on which all the other concepts are brought into play. The concepts that underpin teacher pedagogy are teacher scaffolding, as conceptualised in Vygotsky's zone of proximal development (Vygotsky, 1978). This includes differentiating between the extent to which students can learn on their own and the degree to which they

need brief interim support from a teacher or knowledgeable peer to perform beyond their current individual learning capabilities and abilities. According to Field and Marsh (2017) scaffolding should occur in each student's ZPD if the teacher's use of varied methods of teaching and their facilitation of classroom discussions are effective and proper.

There are varied ways in which critical-analytic thinking can be promoted, including explicit pedagogical strategies. In the context of this study explicit pedagogical strategies refer to the ways in which constructivist instruction methods could develop students' meaning-making, problem-solving, open-ended questioning and reflective thinking skills. Explicit instruction is highly valued as promoting learning that fosters students' independent reading comprehension. According to Archer and Hughes (2011), it is a type of pedagogy in which temporary supports or scaffolding techniques are used to guide students through the learning process towards autonomous independent learning. This teaching method, according to Archer and Hughes (2011), is regarded as explicit because:

> … students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved (p. 1).

The link between teacher pedagogy and student achievement cannot be overemphasised. The relationship between the teacher's use of instructional practices, classroom management, management of content, or delivery of appropriate information commensurate with the students' level of thinking and understanding could be both explicit and implicit. Regardless of which it is, the assumed interrelationship and interplay is perceived to lead to a meaningful classroom learning environment, which could potentially influence lifelong learning or life after classroom learning. In this regard explicit instruction is a method to ensure that the curriculum is delivered effectively.

Moreover, for critical-analytic thinking to be developed, teachers must know and understand their students' cognitive, affective and behavioural predispositions. Cognitive factors refer to links between students' reading comprehension ability and their strategic thinking. Unless they have acquired the requisite reading comprehension levels, they cannot be expected to engage in successful independent reading. In addition, the development of independent reading skills, meaning-making, and rational thinking requires the use of appropriate meta-cognitive, cognitive and socio-affective strategies. Students' attitudes and motivation are also important determinants of independent reading. If their attitude to learning a new language and reading materials written in that language is positive they are likely to use every available opportunity to help them learn the language and develop independent reading abilities.

2.8.2 Curriculum and assessment

Curriculum and modes of assessment in this study emerged as critical factors that facilitate teachers' pedagogic practices. As indicated in the conceptual framework, the curriculum is linked to teachers' pedagogy and assessment; the three dimensions are interrelated and mutually influence one another in the day-to-day classroom interaction (Nel, 2011; Alexander, 2008). Teachers in rural schools are mandated to ensure that the development of knowledge forms the basis for students' commitment to lifelong learning. This is achieved through a teacher's pedagogic approaches, strategies and practices – what the teacher is doing - and their thinking during the enactment of the curriculum. This continuous process places the curriculum at the centre of teaching as since teachers deliver the curriculum by packaging the lessons into meaningful sections suitable for interpretation and meaning-making by the students.

Adequate and relevant resources are critical to effective teaching and learning of the English language since they support the teachers' and students' efforts to achieve the desired goal. In other words, for critical-analytic thinking to take effect, the quality of English textbooks, access to a selection of texts, and access to library facilities by students are absolutely essential. The development of critical-analytic thinking skills requires students and teachers to make meaning (construction), change meanings

(deconstruction), and, based on new understanding and experiences, establish their own world views (reconstruction) because the interaction between them and their environment creates the need for them to construct new meaning (construction) (Maree, 2010). Unless the teaching and learning environment is conducive to the facilitation of an independent, self-directed and self-driven reading culture that links classroom reading with out-of-class reading comprehension abilities, students cannot be expected to successfully engage in high-level comprehension exercises or tasks. This means that curriculum and assessment, linked to teachers' pedagogy and teacher education, which is also linked to context and what the teacher does and thinks as well as to students' cognitive, meta-cognitive and attitudinal inclinations can best support the development of critical-analytic thinking.

2.8.3 Teacher education

Teacher education is also a concept that forms part of my conceptual framework. Teacher education is closely linked to the outcomes of pedagogy because teacher training, experience, delivery of curriculum and assessment, teachers' pedagogical strategies and practices are central to classroom discussions. According to Zhao, Pandian and Singh (2016), the art of developing critical-analytic thinking among students is strongly linked to teacher learning and teacher education. The varied teaching experience and cultural differences at teacher training institutions could therefore affect student learning. The knowledge base for teacher education should include not only content, pedagogical and curriculum knowledge but also knowledge of students and educational context. The extent to which teachers of English, for example, train students to use reading strategies and critical thinking skills are determined by the type of training to which the teacher was exposed (UNESCO, 2012). In addition, the availability of a variety of texts, which create a culture of extra reading in formal and informal environments, also tend to stimulate change in students' thinking and learning.

As mentioned in the preceding paragraphs, available literature in the field of education and instructional strategies that address the needs of teachers as well as students underscore the need for reform. Dembélé and Lefoka (2007) and the World Bank (2002;

2008) highlighted the mismatch between curriculum reforms and training methods for teachers at teacher education institutions or enrichment support services offered by means of ongoing professional development. Their observation is in line with indications from the findings of different studies on the need to link curriculum (reforms) to teacher education and pedagogy (Blom, Cao, Andriamihamina & Akinlawon, 2017; Crossouard & Pryor, 2012; World Bank, 2015, 2009; Bates, 2008; Dembélé & Lefoka, 2007; Lewin & Stuart, 2003; Coultas & Lewin, 2002; Watkins & Mortimore, 1999). These researchers argue that the curriculum is central to an individual's academic and career development programmes. However, as Westbrook et al. (2013) point out, curriculum and pedagogical reform is a complex process that cannot be targeted in isolation from other components that are interlinked with the education system or the social, economic and political context in which the reforms are implemented.

In brief, there is a relationship between the curriculum, pedagogy and teacher education, each of which independently influence the other and the learning outcomes of students. What this relationship is will determine whether or not these components of education are enabling or disabling factors in the effective performance of teachers' and learners' respective roles.

2.9 Summary of chapter

In this chapter, I presented a review of literature related to the study. I looked at four (although only three are listed here) key areas, namely gaps in literature relating to the phenomenon investigated in this study, critical-analytic thinking, and teacher discourse moves in an English-language class. This entailed a discussion of the concept of critical-analytic thinking in education and its importance, followed by a discussion of teacher discourse moves.

The chapter furthermore looked at pedagogies (instruction) and critical-analytic thinking. Definitions of the concept "pedagogical principles", followed by a discussion of the different pedagogies empirically found to promote high levels of understanding of English text, were included. In addition, the chapter provided an overview of empirical literature

on issues and strategies to be considered when change in or the improvement of the quality of education systems was the goal. In addition to these two emphases, the chapter included a detailed discussion of the social constructivist theory in which this study is framed.

This summary concludes the chapter. The next chapter, Chapter Three, is devoted to a discussion of the methodology that was used in the current study.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In Chapter Two, I provided a detailed review of positions expounded in existing literature relevant to this study, and of the theoretical framework that underpins my study. In this chapter, I elaborate on the research design and methodology employed in the study. The chapter starts with a discussion of the research paradigms, followed by a description of the research design for the study. Saunders, Lewis and Thornhill (2012) argue that good research is research that provides a road map to answering the research questions by relating them to the rationale for the methods chosen for the particular research design. The methodological choices, as well as the description of the population and sampling procedures, are also discussed. The discussion of these aspects of the study is followed by an exposition of the data collection and analysis techniques. Finally, issues of trustworthiness and ethical considerations are presented.

3.2 Research Paradigms

The term “research paradigm” is understood differently by different scholars. Weaver and Olson (2006, p. 459) define a research paradigm as “sets of beliefs and practices, shared by communities of researchers, which regulate inquiry within disciplines”. Other researchers such as Göktürk (2011), Hà (2011) and Sefotho (2015) view a research paradigm as a set of basic beliefs serving as lenses, frames and processes through which an investigation is accomplished. To Babbie (2013), paradigms are filters through which individuals make sense of the research problems, while Creswell (2009) refers to a paradigm as epistemology or ontology, or even research methodology. Tashakkori & Teddlie (2010, p. 15) view a paradigm as a “conceptual stance” that gives direction to research, while Guba and Lincoln (1994) note that a paradigm is a set of beliefs or ideologies that act as benchmark for the management of activities.

Regardless of any differences in the way scholars such as Babbie (2013), Creswell (2009), Göktürk (2011), Hà (2011), Sefotho (2015) and Weaver and Olson (2006) define research paradigms, there is a sense of agreement amongst them that a research paradigm forms the basis upon which researchers frame their understanding of the nature of reality and what constitutes legitimate knowledge, especially in an intellectual discipline. I therefore used interpretivism as my meta-theoretical paradigm and the qualitative approach as my methodological paradigm. Interpretivism provided me with a plan or a system that directed my quest to investigate the use of teacher discourse moves and pedagogical principles in the development of critical-analytic thinking.

3.2.1 The meta-theoretical paradigm

Interpretivism, which is associated with Marx Weber (1864-1920) and Wilhelm Dilthey (1833 – 1911), is one of the oldest research paradigms to date. Based on the premise that reality is achieved through social interaction (constructivism) (Myers, 2013), Interpretivism propagates the notion that research should be aimed at understanding the lived experiences of human beings (De Vos, Delport, Fouché, & Strydom, 2011). It therefore seeks to understand people's experiences, interpretation of events, views on and values attached to the phenomenon that is being studied (Mouton, 2001; Rubin & Babbie, 2010). By implication, interpretivists assume that, in order to interpret and observe the phenomenon in a study, they have to collect information on events in order to make sense of or better understand the phenomenon. In this regard Neuman (2013) notes that the objective of interpretivism is to perceive and interpret the social meanings that people attach to situations or events, and establish or make inferences about the causes and their significance. It is therefore important to interpret meanings and individual experiences that are context-related.

The interpretivism paradigm seemed ideal to use in this study because it provided me with the opportunity to understand the phenomenon under investigation as opposed to merely explaining it. Furthermore, this paradigm assisted me fully to understand and lend clarity to people's perceptions, actions and translations, as well as the reasons for their various behaviours. Different understandings and explanations affect people differently

and compel them to behave in particular ways in order to adapt to their physical, social and economic circumstances. In addition, interpretivism is a practicable choice since issues are not broadly explained, but rather interpreted with reference to findings from other studies. This, I assumed, would also be the case as I attempted to analyse the development of critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural school.

The work of Onwuegbuzie and Leech (2005) as well as that of Creswell (2014) provided me with invaluable views on the importance of the interpretivist paradigm, which informs qualitative researchers on ways in which knowledge is generated. To Creswell (2014), interpretivism as a philosophy helps the researcher to locate him- or herself within the framework of the research study and to appreciate that his or her interpretation proceeds from their own historical or personal experiences. Onwuegbuzie and Leech (2005) corroborate the view that the interpretivist stance allows for flexibility in the use of data-gathering techniques and that the phenomena can only be interpreted in the environment studied.

Grove, Burns and Gray (2013) observe that researchers adopting an interpretivist paradigm differ from researchers who identify themselves as positivist researchers. Positivist research inquiry relies on experience, experimentation and observation to establish concepts to be produced (Myers, 2013), whereas interpretivist inquiry research is aimed at understanding and interpreting social meaning gathered through interaction of the researcher and research participants (Hesse-Biber & Leavy, 2011).

The interpretivist research paradigm is not free of critics. According to Creswell (2014) and Flick (2018), criticisms range from concerns about the subjective influence of the interpretivist researcher’s frame of reference to the issues of bias related to the researcher’s personal viewpoint and values to a lack of generalisability or reliability regarding generated data. In effect Cohen, Manion and Morrison (2011) argue that there is sufficient room for concern about the reliability and representativeness of primary data

generated in interpretivist research due to the assumed multiplicity of realities informing this approach, and that they could have an impact on the research findings.

While it is true that the interpretivist paradigm has limitations that sometimes render it weak and prone to compromising the research findings, I was careful to ensure that the results of the study are to a large extent sound and valid. The limitations were taken care of through triangulation, a process that optimises research findings. I triangulated methods of data collection as a way to guard against any negative effect on the results. Details regarding the treatment of data to achieve sound results are discussed in section 3.8. The use of semi-structured interviews with the English language teacher was clearly some form of interaction that resulted in the shared creation of knowledge by me as researcher as well as the participant, validating Maree's (2010) assertion that the researcher is not separate from the research, hence research findings are constructed rather than discovered.

In the section that follows, I discuss the methodological paradigm used in the study and provide reasons for selecting it.

3.2.2 The methodological paradigm

I adopted the qualitative methodological paradigm as a suitable model of inquiry for my study, which relies on an understanding of social reality. The qualitative methodological paradigm is primarily used for the investigation of experiences, language and words rather than numerical figures and scientific measurement (Miles & Huberman, 1994; Patton, 2002). Researchers who adopt a qualitative methodological research paradigm for their investigations subscribe to a holistic view of reality in order to understand and interpret human experiences. Various scholars such as Kothari (2004), Denzin and Lincoln (2000) and Holloway and Jefferson (2000) and posit that because experience is distinctive, in-depth knowledge of the nature, causes and effects of a situation or event is required to form a dynamic picture of participants' real-life experiences. Myers (2013) adds that large amounts of data, which are collected during the course of the research process, can help researchers to grasp people's views and perceptions and to develop a

broader understanding of the way they operate and live. The qualitative methodological paradigm enabled me to collect data from various sources that could provide me with valuable insights into participants' views on the promotion of critical-analytic thinking through teacher discourse moves and pedagogical principles in English language lessons a rural secondary school.

A whole range of scholars (Creswell, 2014; Merriam, 2009; Miles & Huberman, 1994; Patton, 2002; Wolcott, 2002) agree that the features of the qualitative methodological paradigm include emphasis on gaining of new insights, on discovery, and on understanding a phenomenon rather than on testing a theory. I adopted a holistic and person-centred approach to my investigation in order to explore and understand participants' experiences without focusing on particular beliefs. I also explored experience from participants' perspectives in order to interpret their words. This enabled me to get involved in the phenomenon and become part of it.

Another significant characteristic of the qualitative paradigm is that the researcher is regarded as the primary instrument for data collection and analysis, responds to the context and adapts to circumstances. They consider the total context since such consideration expands what is already known about the situation. The researcher processes data immediately, clarifies and summarises data as the study evolves, and also explores anomalous responses (Creswell, 2009; Onwuegbuzie & Leech, 2005). The research questions stated in Chapter One are quite broad, and they predetermined my research role and my aim to gain an understanding of the experiences of participants with the key phenomenon in mind.

It follows from all of this that the qualitative methodological paradigm requires researchers to go to people and other sources of data in order to observe the phenomenon in its natural setting. This requirement cannot be overemphasised since, according to Merriam (2009), familiarity with the phenomenon that is being studied is essential. In this study the qualitative methodological paradigm enabled me to get immersed in data collection and in studying people's lives and experiences to gain valuable insight into how they perceive

the development of critical-analytic thinking through teacher discourse moves and pedagogical principles.

The qualitative methodological paradigm was fitting for this study because it allowed me to study the lives and experiences of the teacher and students in the use of teacher discourse moves and pedagogical principles in the English class. I played a dual role being both researcher and participant in the research process. I became the primary instrument in data collection and analysis because I needed to explore the English teacher's experience of and perspectives on teacher discourse moves and pedagogical principles. For this purpose, I went to the site to collect data by means of semi-structured interviews, observation of the English teacher in Grade 8 English classes, and the analysis of relevant documents.

As indicated earlier, there are various concerns regarding the use of the qualitative methodological paradigm. Some of these issues relate to the paradigm's major focus, studying the meaning and experiences of a participant about the phenomenon under study, but with little or no emphasis on contextual sensitivities (Silverman, 2013). In fact, the use of qualitative research, contrary to quantitative research, does take cognisance of contextual influences on the phenomenon being studied, on the participant and on the researcher (Silverman, 2013). Bearing in mind that my study took place in a remote rural secondary school, I was compelled to give due consideration to the influence of the context on the development of high-level comprehension about, around and with English text. It was to this purpose that I identified the context of the case, and provided a rich and thick description of the setting of the study and all the other crucial factors that might inhibit or promote critical-analytic thinking relating to English text (See section 3.4.3). I therefore used a holistic approach to consider both the influence of the context on my interpreting and meaning-making of the data. In doing so, I hoped to inspire readers of the study to draw personal conclusions about the possible relevance of the context to other situations.

The qualitative inquiry method is also criticised for its typically small sample size and the amount of time it consumes to collect data (Sallee & Flood, 2012). I agree with Berg and Lune (2012, p. 4) that “qualitative research is a long hard road, with elusive data on one side and stringent requirements for analysis on the other”. I tried to limit the lengthy timespan it usually takes to do qualitative research by analysing and interpreting data as and when collected. To ensure that I did not contaminate or misrepresent any collected data, I kept not only field notes (See Appendix E) but also a research journal (See Appendix H). This strategy enabled me to manage the time limitation as well as the possibility that I might be overwhelmed by data during the data analysis stage. The research journal and field notes presuppose reflexivity, thus determining my role as an instrument in data collection. I was therefore determined to approach the process with an open mind to expand my understanding of the existence of multiple realities and meaning-making through the voices of my research participants.

Flick (2018) notes that there is generally a dilemma regarding the elements and aspects of the problem to be studied, namely that it could lead to possible manipulation of the research process by the researcher and participants (Cohen et al., 2011; Mouton, 2001). In qualitative research various knowledge claims, strategies of inquiry, data-gathering and analysis techniques are employed (Creswell & Creswell, 2017). In fact, the strength of qualitative research lies in its flexibility to allow for the use of multiple sources of data and interpretation. Accordingly, I employed a range of data collection methods (See section 1.14 for the description of my role) which complemented my quest to uncover multiple and diverse realities. I was able to identify and understand in great detail the process of teaching and learning in an English lesson, as experienced and perceived by one English teacher (Creswell, 2009) and could observe at first hand how the teacher discourse moves and pedagogical principles appeared to inform knowledge. This helped me to achieve the purpose of the study, which was to broaden knowledge by increasing the understanding of the role that the use of discourse tools and signs as well as instructional practices play in the development of critical-analytic thinking.

Qualitative researchers are also criticised for a lack of scientific rigour (McMillan & Schumacher, 2010) because their findings are based on their own observation of phenomena, objects or participants in natural settings as opposed to a clinical environment. Since qualitative research aims to capture, study, better understand and describe in depth complex “real world” situations (Leedy & Ormrod, 2015), its credibility is questioned. To address this limitation, I spent an extended period of time on-site, exercising great care to avoid accusations that the credibility level of my findings was low. Being on-site for an extensive period of time enabled me to gather rich and pertinent first-hand information on and directly from one English teacher, using different data-gathering techniques that would enable readers to draw their own conclusions (See Table 3.1 for the schedule of the data-collection process). In summary, my interactions or contacts with participants through various techniques allowed me to collect credible, rich and accurate, pertinent data, which enabled me eventually to validate my research findings.

3.3 Research Design: A descriptive case study

Descriptive case study design focuses on providing a complete description of the phenomenon under investigation in the natural context in which it occurs (Yin, 2014). The implication is that the design aims to provide a true picture of the condition being studied as it occurs naturally. It is used to establish existing practices and logic as well as to develop a theory. Specific to this study, I selected a descriptive design which would allow me extensively to investigate the topic while at the same time providing readers with a description of the research process and the findings of the study on the researched topic. Descriptive case study enabled me to obtain the views of one rural English teacher through semi-structured interviews and to use non-participant classroom observations and document analysis to establish which different practices the teacher used and how she used them in her endeavour to promote the development of critical-analytic thinking in her English class.

Descriptive case study design in qualitative research is highly valued for its ability to gather precise data and, most importantly, to give the researcher the opportunity to provide a detailed and thick description of the phenomenon under investigation (Leedy &

Ormrod, 2015). I chose a descriptive design because it would provide me with an accurate and genuine description of the experiences and views of one English teacher as well as of what I visually observed.

The use of different data sources, particularly semi-structured interviews, work well in descriptive case study designs. De Vos et al. (2011) observe that descriptive research designs in qualitative research are amenable to the use of unstructured qualitative and open interview questions. This implies that, as a researcher, I could facilitate and coordinate research participants' descriptions of their experiences and opinions on instructional practices and the pedagogic strategies they used to promote critical-analytic thinking without incurring the risk of hindering the unfolding of the phenomena being studied in any way. In other words, I could describe the phenomenon from participants' viewpoint because I became fully immersed in the research study.

Descriptive case study design, just like other categories of case studies, is often criticised as lacking rigour in the descriptions provided about the phenomenon being investigated (Rule & Vaughan, 2011). To compensate for this limitation, I triangulated data collection sources to provide an extensive description of what happens in the English classroom as well as how it happens. The thick description emanating from the use of multiple methods of data collection, such as semi-structured interviews, documentary reviews and non-participant classroom observations in the natural setting, provided me with authentic and sound research findings in this study. I was afforded access to subtleties and multiple interpretations (Nieuwenhuis, 2007; De Vos et al., 2011) which otherwise could have been lost in quantitative or experimental strategies (Yin, 2014).

3.4 Research schedule and procedure

Data collection took place over a fourteen-month period (June 2016 to August 2017) and included eight site visits, the details of which are indicated in Table 3.1, which follows.

Table 3.1: Overview of research site visits schedule

DATE	PURPOSE OF VISIT	PARTICIPANTS
First Visit June 2016	• Filling in of consent forms by participants • Familiarisation of the research site and rapport building with the participants	• QTSA Team members and the researcher • School principal and Grade 8 English language teacher
Second Visit August 2016	Data collection: Non-participant observations of English lessons	• Grade 8 English language students
	Documenting: Audio-visual material, photographs, exercise books and field notes	
Third Visit August 2016	Data collection: Non-participant lesson observations and Semi-structured Interview	• Grade 8 English language teacher
	Documenting: Audio-visual material, photographs, exercise books and field notes	• Grade 8 English language Teacher • Grade 8 English language students
Fourth Visit September 2016	Data Collection: Non-participant observation of English lesson and documenting of data	• Grade 8 English language Teacher
Fifth Visit September 2016	Documenting: Audio-visual, photographs of exercise books and field notes	
Sixth Visit October 2016	Data collection: Semi-structured interview	• Grade 8 English language Teacher
	Documenting: Audio recorder, research journal and field notes	
Seventh Visit March 2017	Data collection and documenting of data	• Grade 8 English language Teacher • Grade 8 English language students
	Member-checking of observations and interviews	• Grade 8 English language Teacher
Eighth Visit August 2017	Member-checking of observation and interviews	• Grade 8 English language Teacher

The first visit to the research site took place on 6 June 2016 so that I could familiarise myself with the setting and the participants. As mentioned earlier, I had newly joined

QTSA as a co-researcher and an independent researcher specific to my PhD studies. It was during this day that permission to carry out research was sought and granted. Consent forms were then made available to the participants (in this case the English teacher and the students in the participating English class) to complete prior to the commencement of data collection. Dates for the data collection were agreed and a plan with dates was drawn up. Attending the meeting were the QTSA team, the school principal and the Grade 8 English language teacher.

Data were collected during site visits, starting with the second visit on 26 July 2016. Subsequent site visits – five in total – and, by implication data collection exercises, took place on 16 August 2016, 5 September 2016, 20 September 2016, and 10 March 2017. The March 2017 site visit was also the final date for data collection. The extended data collection period provided me with the opportunity to gain insight into the contextual factors, build rapport and develop a trusting relationship with the participant. In line with Creswell's (2007) argument, this helped to minimise threats to validity for the benefit of a research characterised with quality and sound findings.

The primary data collection techniques were non-participant classroom observations, semi-unstructured interviews and document analysis. Data were collected in one Grade 8 English class only. The class consisted of a total of 52 students, 27 females (n=25 F) and 35 males (n= 25 M) students, all of whom were taught by a female teacher (n=1 F), who was also the primary research participant. Students in the Grade 8C English language class were the secondary participants. The teacher and the students served as data sources, with data collected by means of observations and interviews respectively. The documentation of data included the use of video-and audio-recorders, field notes and a reflective research journal. Visual data in students' exercise books were captured photographically.

Member-checking was done on two different occasions, during the seventh visit on10 March 2017 and the eighth visit on 14 August 2017. According to Seale (1999), Onwuegbuzie and Leech (2005), member-checking helps to establish the credibility of a

study and should therefore be exercised throughout. I conducted two member-checking sessions with the teacher-participant to determine the accuracy of her interpreted responses.

3.5 Selection of participants and research site

3.5.1 Convenience sampling of site

For the purpose of this study, I employed convenience sampling to select the participating rural secondary school. Cohen, Manion and Morrison (2011) describe convenience sampling as a sampling technique in which the researcher selects members from the target population who possess features deemed to meet certain practical criteria. McMillan and Schumacher, (2010) as well as Patton (2002) regard the applicable criteria as easy accessibility and availability of the respondents at a given time, the geographical proximity of the site and respondents' willingness to participate in the study. Convenience sampling is also referred to as haphazard sampling or accidental sampling (Cohen et al., 2002). The selection of the participating rural school was convenient because it already formed part of an existing study, namely the Flourishing Learning Youth (FLY) study. This study, which was launched in 2005 and is still running, is a collaborative study between the Centre for the Study of Resilience (CRS) at the University of Pretoria and rural primary and high schools in the Gert Sibande District in Mpumalanga. The aim of the FLY study is to generate school-based knowledge on what which enables resilience in schools in challenged spaces.

After selecting an English teacher in a rural school as my case for the study, I collected data from two sources, key individuals assumed to be knowledgeable about the topic of the study – one rural English teacher and 52 Grade 8 students – as well as curriculum documents informing the teaching and learning of English, namely the CAPS document and Platinum prescribed instruction books. According to Yin (2014), cases are considered fit for use if the behaviour of the people who take part in the study cannot be influenced and if contextual issues have to be addressed, especially when these are pertinent to the study concerned. He further notes that in studying single cases the researcher should attempt to ensure that the theme is fully investigated, and that the crux of the matter is

revealed (Yin, 2014). This strategy was ideal for my study since more in-depth data could be collected from participants' experiences. It also enabled me to collect in-depth information from participants regarding critical issues that promote or affect critical-analytic thinking in their English classroom in a rural South African secondary school.

Methodologists posit that convenience sampling is time-and cost-effective when compared to other sampling techniques (Creswell, 2009) as the members of the investigated population are assumed to be homogeneous, easy to access and readily available. In this study homogeneity and easy access were evident since I was afforded access through an ongoing CRS partnership between the university where I was studying and the district in which the selected school was situated (See section 3.4.3 for a detailed discussion on the contextualisation of the case). This ongoing partnership enabled me to justify the need for a single case constituting a smaller population rather than opting to collect data from all the secondary schools.

Despite the strengths of convenience sampling outlined thus far, it is criticised as being biased, thus exposing itself to the possibility that the credibility of data and research findings could be compromised. Some researchers argue that convenience sampling could result in the researcher collecting poor quality data because collecting data from participants who are easy to reach is prone to compromising the research findings (Cohen et al., 2011). Since this limitation is likely to result in an unrepresentative sample of the population, it may not be possible to generalise the research findings to a wider population (Maree et al., 2010). It is highly unlikely that any qualitative research can be generalised to a population as a whole since it is highly contextual. Anyway, generalisation is never the goal of qualitative research, which is yet another criticism often raised regarding its use.

The primary purpose of this study was to provide an understanding of and insight into the case being investigated. In order to achieve this, a thick description of the conveniently sampled case that was selected was provided to accord other researchers the opportunity to draw their own conclusions based on the data that I had collected. Below I outline the

assumptions that informed the selection of this case (See section 3.4.3 for a contextualisation of the case).

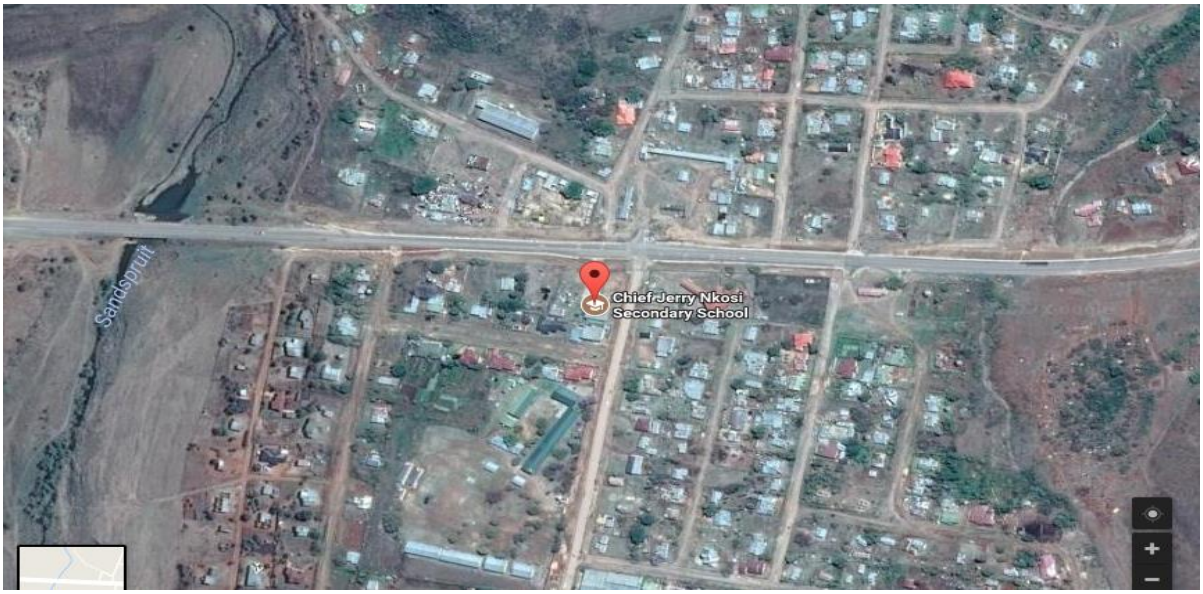
3.5.2 Contextualising the case

As mentioned earlier, I conducted this study in a selected rural secondary school located in Mpumalanga province, more specifically in Elukwatini in the Gert Sibande District in South Africa. The school was conveniently selected for a Quality Talk (QT) study based on the assumption that it could contribute to the collection of robust data concerning the development of critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural school. The management team of the selected school was aware of and approved of the Quality Talk study and the two English subject teachers at the school participated in discussions as co-deciders of the objectives of the Quality Talk study.

The participating school in this study is located in Elukwatini, in the Gert Sibande school district of the Mpumalanga province (Central Intelligence Agency (CIA) World Factbook, 2013). Mpumalanga is essentially a rural province far from most services, sharing borders with four of South Africa's provinces, namely, Limpopo (North), Gauteng (West), the Free State (South West) and KwaZulu-Natal (South) (CIA World Factbook, 2013). It constitutes only 6.5% of South Africa's land area and is about 510 kilometres away from Pretoria (South Africa's capital city). South Africa covers an area of 1 219 912km^2 in Southern Africa, and has a population of approximately 54 300,704 according to the CIA World Factbook (2013). Figure 3.1 is a Google map of Mpumalanga province and Figure 3.2 is a Google map indicating the location of the school relevant to the research.

Figure 3.1: Map of Mpumalanga province, where the school is located. See the arrow showing the triangle representing the location of the school on the map.

The total population of the Gert Sibande District in Mpumalanga province is 1 043 195 (Statistics South Africa, 2014a), and the area covers an area of 32 097.3 km^2. The average population density of the district is 32.5 people per square kilometre, which also means the area is predominantly rural. The median age of the inhabitants of the district is 23 years, with 58% of the population being between the ages of 18 and 64 years (Statistics South Africa, 2014a). The female population of the district comprises 51% whereas the male component is 49% (Statistics South Africa, 2014a).



*

Figure 3.2: Image showing the location of the sampled rural secondary school (Google maps, 2010).

The school that took part in this study is situated approximately 5 km away from the Swaziland-South Africa border. The roads leading to the school from the main road to Nelspruit (the nearest town), is full of potholes and difficult to drive on (See Appendix E: Field notes, July 2016). Students walk, take taxis or municipal buses to school. The state of the roads makes it difficult, if not impossible, to walk on them on rainy days. The rural geographical features described imply that the participating school is faced with many challenges, among them isolation and removal from already existing, scarce services, thus resulting in the school being regarded as a high-need and high-risk school (Makiwane, Makoae, Botsis, & Vawda, 2012). These challenges were verbalised by the teacher during interviews (See Appendix D: Interview).

The participating school is situated in the same area and is confronted with challenges of poor infrastructure, poor health facilities, educational backlogs and unsupportive home environments (Ebersöhn, Bender & Carvalho-Malekane, 2010; Van Staden & Howie, 2010). The school services students from different ethnic and socioeconomic backgrounds, and female households and unemployment reportedly dominate the province. Other challenges include inadequate physical resources, overcrowded

classrooms and limited instruction materials (Howie et al., 2012). Ebersöhn et al. (2010) describe the way of life of the inhabitants of this area as tribal, with limited resources. Moreover, the inhabitants are challenged with issues of poor health, limited supply of basic needs and other vital services (Van Staden & Howie, 2010). Photograph 3.1 shows students waiting to be served a meal in the participating school.

Photograph 3.1: Students waiting for a meal.

The home language in Elukwatini (where the participating school is located) is Siswati but English is used as the language of learning and teaching (LoLT). According to Statistics South Africa (2012), Siswati constitutes 56.6%, IsiZulu 34.6%, and English 3.0% (See Figure 3.2) below. As reflected in figure 3.3 below, it is clear that a very small proportion (2%) of the student population use English and that the language spoken at home is predominantly Swati. The languages, Siswati, Afrikaans, IsiNdebele and Sesotho are on record as 79%. The Siswati language is the most spoken language in the area. By implication, the students enrolled in this school are probably not competent in English as LoLT, a factor which could pose a challenge, and lead to their difficulties in language comprehension across the curriculum (Nel & Theron, 2008). The literature I reviewed

confirm that learning outcomes, particularly the reading comprehension results of students in rural areas, are significantly lower than those of students in urban areas (Howie et al., 2012).

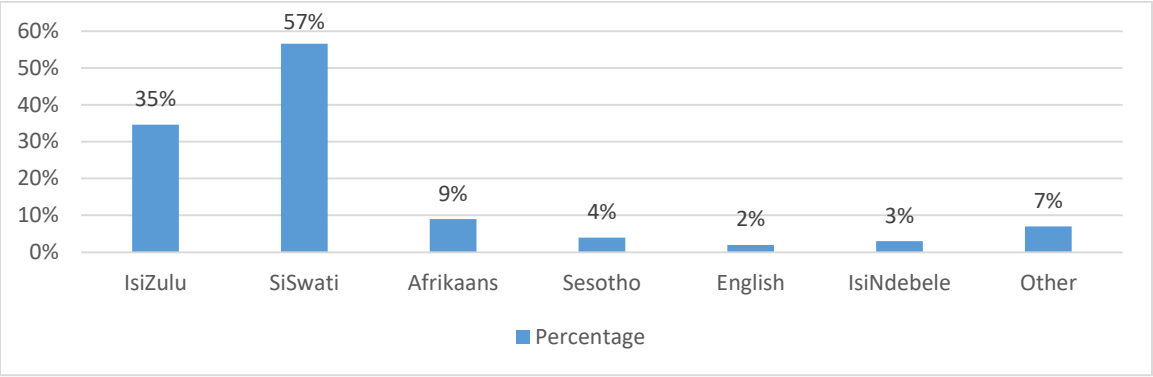


Figure 3.3: Languages most spoken in the Gert Sibande District in Mpumalanga province.

An excerpt from my field notes follow below to show the context in which critical-analytic thinking in English lessons is expected to be taught.

> The students' poor performance is highly perpetuated by an unsupportive home environment. Most of the parents are unemployed; some have never been to school, cannot speak English and therefore cannot assist their children with schoolwork. Most students come to school for meals because the conditions at home are harsh. They live in the care of their grandparents, who rely on pension money. The school seemed to have strong ties with the community. Some community members were assisting with washing the football school team's gear. Despite the challenges I was struck by the students' dress code. They were all wearing school uniforms. I later learnt that the students were assisted with the school uniform by the government through the teacher's assistance. (See Appendix E: Field notes, 2016).

According to Nkambule, Balfour, Pillay and Moletsane (2011), young people in rural schools are faced with extreme challenges due to the geographic isolation of the rural community. The situation makes it difficult for the youth to gain access to the services

necessary to assist them to thrive. This has contributed immensely to high rates of unemployment. The youth unemployment rate in Mpumalanga stands at 38.5% (Statistics South Africa, 2012). The 2012 Census (Statistics South Africa, 2012) confirms that the rate of people who had completed Grade 9 or higher in the Gert Sibande District is about 61.8%, almost equivalent to that of the Mpumalanga province, which is 62.8%, and slightly lower than the rate of the overall South Africa at 65.83%. In contrast only 37% of the Gert Sibande population had completed Matric or achieved higher education qualifications, the percentage of the Mpumalanga province being slightly higher at 37.5%, but nevertheless higher than that of South Africa at 37.3% (Statistics South Africa, 2012). Figure 3.4 below shows a comparison of unemployment rate and population by hightest educational level for Mpumalanga province and Gert Sibande according to Statistics South Africa (2012).

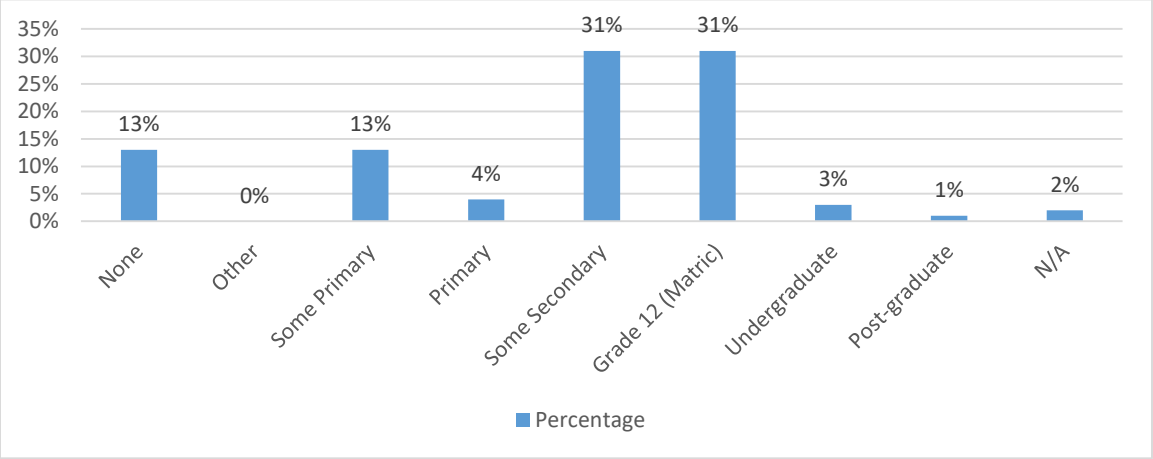


Figure 3.4: Population by highest educational level (Statistics South Africa, 2012).

An excerpt from my field notes on my experience of the rural nature of the school follows below:

> Although I am familiar with the rural schools from my own country of origin (Botswana), I was struck by the remoteness of the location of school and the issues of safety and security. The roads were under construction, muddy and bad to drive [on]. We lost our way to the research site because there were no road signs to guide [us]. Upon arrival at the school, I was struck by the security

measures employed. The school gate was monitored 24 hours [a day] and kept locked by the security officer, who registered the incoming and outgoing visitors. One would expect a typical school in a remote rural area not to be under tight security but this was contrary to my preconceived ideas. This fed me with the imagination that the school is well-resourced and well cared for. However, upon closer observation, I observed that the state of the school was nowhere near (to) what I had expected. I realised that although the school had the welfare of their students as core, resources were located far [away]. The school was far away from other schools, a shopping complex and health facilities. There were some community members' houses near the school but they looked uninhabited. The roads were under construction and they were bad. (Appendix E: Field notes, 2016).

Photograph 3.2 indicates the physical rural environment within which the school is situated. One can note the remoteness of context of the school.

Photograph 3.2: The rural area where the school is located. In the distance are the mountains in Swaziland as the school is 5 km away from the Swaziland border (photograph taken on 26 August 2016).

3.5.3 School environment

The school had solid structures which looked intact and well-maintained from a distance. The school consisted of several blocks of buildings, among them the administration block,

comprising the photocopying room, the principal's office, deputy principal's office and the teachers' staffroom according to subject departments, and three blocks housing the Grade 8 to Grade 12 classes. Each of the blocks contained a small office for the teachers, with one block being used as a computer laboratory and a resource centre by the English Department. The computer laboratory was not in use but it was filled with out-of-order computers. The resource centre was not stocked with any books or reading and instruction materials for students and teachers to use in augmenting teaching and learning. Neither the computer laboratory nor the resource centre was utilised for their mandated purpose, while the storerooms were used for keeping worn-out books and those that are still in good condition.

The school had a sporting facility (football pitch) and a block of toilets with running water system, the latter separated for the use by the different genders among teachers and students. The classrooms did not seem to be well looked after, the locks of the doors were broken, the classroom notice board was worn out, and had dilapidated ceilings full of holes that were almost falling down.

In addition, the school demographics revealed an overcrowding of students in classrooms with a ratio of one teacher to sixty students. That is, students were averaging between fifty and sixty per English lesson. Due to the overcrowding of student groups, learning materials were insufficient and there was a shortage of teaching staff (Ebersöhn, et al., 2010; Van Staden & Howie, 2010). The descriptions and photographs that follow portray the research site to be a rural one with limited resources, a situation posing potential risks to both learning and the promotion of critical-analytic thinking.

Photograph 3.3: Grade 8 English language classroom.

3.5.4 Purposive selection of participants

The participants for my study were purposively selected. The process of purposive selection is the focus of this section.

3.5.4.1 Teacher participant

The selection of participants took place by means of a purposive sampling procedure. Purposive sampling is a non-probability sampling procedure (Maree, 2010) in which the researcher handpicks the participants based on specific characteristics in order to develop a sample that is large enough and reflects the required traits (Maree & Pietersen, 2007; Morse & Niehaus, 2009). The purposively selected English language teacher was categorised as the primary participant in the study because she was directly involved in the process of promoting critical thinking through the use of teacher discourse moves and pedagogic principles.

Sampling is conducted with the purpose of reflecting the representative characteristics of the population as a whole (Blaxter, Hughes & Tight, 2010). There are two basic ways of selecting respondents from the total population: random and non-random sampling (Creswell & Creswell, 2017). Merriam (2009) argues that purposive sampling requires a determination of the sampling selection criteria. In view of this, I first determined the

diverse characteristics of the sample. The main criteria for selection of the participants were:

- the teacher had to be conversant with instructional practices and pedagogical principles to give the relevant information that address the purpose and research questions in the research study;
- the teacher should have received training on the teaching of English language lessons at secondary schools, and hold at least a diploma or higher qualification;
- the teacher should have worked as a teacher of English in the participating school for over two years to ensure that they understood their students' comprehension levels and academic performance;
- the individual teacher should be teaching English to the selected Grade 8 class and he or she must have been involved in the teaching English at the same school for more than a year;
- The selected teacher must be willing to participate in the research study and must also be aware of the ongoing collaborative partnership between the school and the QTSA.

The characteristics informing the selection criteria were meant to ensure that the sample comprised of "those from which one can learn a great deal about issues of central importance to the purpose of the inquiry" (Patton, 2002, p. 230). It is important to reiterate that the purpose of this study was to investigate how teacher discourse moves and pedagogical principles are currently used in English lessons to develop critical thinking in a rural school context. In this regard, I was left with the possibility of using only the English teacher as my sample in this study.

The female teacher participated by virtue of her role as the Grade 8 English language teacher at the school. She was the only one teaching the three Grade 8 classes. Furthermore, she was selected due to her willingness to participate in the study and also because of her long-term knowledge regarding existing partnerships with the school. She was a qualified teacher of English holding a Bachelor of Arts degree and a higher

education diploma (HED). The HED is a professional qualification obtained in order to teach. She has been with the school for 10 years and English is not her home language but her second language and language of learning and teaching. Her home language is Xitsonga. She taught English first additional language to all the grades, (Grade 10 to Grade 12). In addition, I assumed that her training as a teacher of English could have equipped her with the necessary knowledge, skills, values and attitudes necessary in the teaching and learning of English with the aim to develop critical-analytical thinking.

3.5.4.2 Student participants

I purposively selected Grade 8 English language students from one class that the selected English language teacher taught. The sample of 52 students (n= 25 males and n= 27 females) served as the secondary participants as they were taught by the teacher whose English language lessons I observed. The students' age ranged between 12 and 21 years. In addition, these students had the benefit of the teacher's use of instructional methods in an English language class. The selection requirement was that these students should be studying the English language and belonged to the same class, being taught by the same teacher. It was ideal purposively to select students of the Grade 8 English class as I was interested in soliciting rich descriptions of how teacher discourse moves and pedagogical principles were used to develop critical-analytic thinking around, about and with English to address the purpose and the research questions of the study.

3.5.4.3 Limitations of purposive sampling

According to Babbie (2013), purposive sampling presents a limited probability of gathering a representative sample of participants. However, I did not use purposive sampling for representativeness of the study population or to generalise the findings. My intention was to get feedback from an information-rich sample of participants to validate the research findings. The fact that I worked closely with the research team and the teacher in reaching a population that adhered to the criteria assisted with ensuring that bias was eliminated and that accurate data were gathered. Purposive sampling was the most appropriate as it helped to enhance understanding the phenomenon from the participants’ viewpoint on how discourse moves and pedagogical principles are used to develop critical thinking.

3.6 Data collection methods

Data collection is the process of gathering essential information that is relevant to a particular study problem through different methods and by using various sources (Kumar, 2011). Given the purpose and extent of my study, I used multiple sources of data, which are presented in Table 3.2, namely a semi-structured interview, non-participant classroom observations, and document analysis techniques to source research data. I also took detailed field notes (See Appendix E) and kept a research journal (See Appendix H) to complement other data sources.

A summary of the multiple-data collection strategy is provided below in a tabulation format. The purpose of the table is to explain why each of the data collection strategies was used. The different data collection strategies served specifically to respond to the research questions.

Table 3.2: Data collection sources and strategies

Data sources	Measure used	Goal	Answering question	Examples of aata in appendix
Three semi-structured interviews with one teacher	Interview protocol	• To obtain contextual data of school and classroom, curriculum and biographical data of the teacher • To generate data regarding how the teacher views her experiences, attitudes and perceptions regarding the use of instructional and pedagogical practices in promoting critical-analytic thinking in English language lessons	***Primary Questions*** Question 1: Question 3: *(See section 1.5.2 in Chapter One)*	***Appendix D*** Semi-structured interview schedule ***Appendix D*** Verbatim transcriptions of semi-structured interviews
Four non-participant classroom observations	English lesson observations	To observe English instructional practices and pedagogical practices to understand how critical thinking is promoted in English lesson.	All the research questions.	***Appendix D*** • Coding process Thematic open codes • Appendix E: Field notes
Document analysis	Visually captured documents • Student exercise books, • Curriculum, text from prescribed text book	• To gather information on the patterns of instructional practices on what students do in English Language lessons. • To explore how critical-analytic thinking is developed through student homework, reading and writing comprehension.	All research questions	***Appendix H*** Photographs of content from students' written exercise books, curriculum and text from prescribed English Text books

3.6.1 Semi-structured Interviews

I employed the semi-structured interview technique as a source of data collection in this study. The semi-structured interview, also referred to as the informal conversational or in-depth interview, is viewed as a data-gathering tool in which the researcher seeks to probe, uncover detailed and descriptive information about individuals' experiences and their inner perceptions regarding the phenomenon under investigation (Creswell, 2014; McMillan & Schumacher, 2010). The semi-structured interview differs from other types of interview (unstructured and structured interviews) as both the question and answer

categories rely on the researcher and the informant's social interaction, hence they are not predetermined (Kothari, 2004; Maree et al., 2011).

In this study, I interviewed one female English lesson teacher to obtain rich information and gain in-depth insight regarding the issues being investigated. The teacher was the same whose Grade 8 English language lessons were observed over a fourteen-month timeframe throughout four different events (See Table 3.3). As noted by Patton (2002), semi-structured interviews are ideal when used to gather data alongside observations, occurring as natural extension of fieldwork. In this study the interviews were carried out simultaneously with observations.

A total of three interviews were conducted with the English lesson teacher. Each interview exercise was conducted in one day in each of the four events in a period of eight months. Each interview section lasted for 20 to 35 minutes. The teacher was interviewed several times, as directed by the gaps from the information obtained during preceding interviews and observations. This was also important for the purpose of validating the information collected via field notes.

For the interviews, I developed interview questions with the guidance of my academic supervisors (See Appendix D: The interview protocol for teacher). De Vos et al. (2011) highlighted semi-structured interviews as a data collection technique whereby the researcher did not follow a formal list of questions. The rationale to was to solicit relevant data concerning the participant's individual perceptions, opinions, values and meanings regarding the development of critical-analytic thinking through teacher discourse moves and pedagogical principles. As Kamberlis and Dimitriadis (2013) note, semi-structured interviews answer the "how" and "why" kind of questions, which yields abundant and deep explanations regarding people's opinions and how they attach meaning and interpret their understandings.

Marshall and Rossman (2014) emphasise the need to video-and audio-record interviews as a way to safeguard data collected and to lessen the researcher's burden of attempting to recall everything that transpired during the interviews. I sought permission from the

teacher to audio- and video-tape the interviews in order not to miss any detail that may emerge during the interviews. The recording was done successfully using Quality Talk video cameras and audio-tapes. After recordings, I transcribed the interviews and shared the transcriptions for quality assurance with a member of Quality Talk (See Appendix D: Interview transcriptions).

The semi-structured interview technique was ideal to use as a data-gathering instrument in this study. According to Maree (2010), the technique allows the collection of original data from the participants. My focus was to collect fresh, complex, and rich descriptions of one remote English language teacher's experiences and perspectives regarding the development of critical-analytic thinking in English language lessons. I was therefore able to gather as much crude data as, as relayed by the teacher about the issues relating to critical-analytic thinking in a rural secondary school.

The semi-structured interview fits well in the qualitative case study design that was used in this study. The technique is recommended when the researcher is working within the interpretive meta-theoretical paradigm that is underpinned by the assumption that reality is socially constructed by the participants in their setting of interest (De Vos et al., 2011; Merriam, 2009). The interview protocol comprised open-ended questions starting with a general question to gain biographical information. Guided by De Vos et al. (2011) as well as Merriam (2009), biographical data served to create rapport and elicit flexibility on the side of the interviewee. In this regard, the researcher was provided with the opportunity to ensure the relevance of the information gathered with respect to dimensions like biographical information about the teacher, contextual information about the school and the students, curriculum and staff development, opinions about teaching and learning the English language.

Kamberelis and Dimitriadis (2013) posit that the key issue with interviews is that participants are directly involved and this allows their disclosures to be strengthened. They argue that the interviewed participants use their own words to present their views and experiences as they understand and know them best. It was for this reason that I

employed the semi-structured interview format to reduce the tension in the activity, thereby creating a natural environment in which the teacher could influence the discussion and make it as real as possible.

Moreover, interviews are highly valued for their strength in promoting interaction between the researcher and the researched. Semi-structured interviews rely on the understanding that the interaction of participants is significant for broadening responses, and this triggers deeper details of views and unleashes inhibitions that may prevent participants from releasing vital information (Maree, 2010). The situation creates the human inclination where perceptions and attitudes emerge through participants' interaction. This interaction, according to Leedy and Ormrod (2014), facilitates the establishment of a researcher's relationship with participants, which inspires the generation of more quality data. In this study, the semi-structured interview allowed me to interact with the teacher's experiences as I sought to understand her subjective experiences and perceptions regarding teaching and learning the English language.

One notable disadvantage of semi-structured interviews is that the technique is time-consuming (Merriam, 2009). Moreover, inconveniences resulting from the participants' tight schedule may arise thereby disturbing the proceedings (De Vos et al., 2011). This was, however, compensated for by adhering to the interviewee's schedule. I conducted the interviews only when the teacher was willing, and when she could spare the time for the interview sessions. In so doing I gave priority to the teacher's personal and school activities (See Appendix E: Field notes).

To enhance the dependability and trustworthiness of the research data, audiotapes were prepared well in advance and there was back-up of charged batteries, cellphones and other audiotapes to use. I checked and listened to the recordings immediately after the interview session on each occasion to ensure I had captured all the material on both the audiotape and phone. I also used my field notes to reconcile the collected data through observation (See Appendix E). Moreover, the process of member-checking was

employed to enable the teacher to confirm the credibility of the collected and transcribed information.

> *Much as it is vital to adhere to the data collection schedule, it is important to always remember not to put pressure on the participants. Thus, in as much as the teacher willingly volunteered to participate in the study and more importantly agreed to be interviewed, school and personal agendas must take precedence at all costs. (Appendix E: 16 August 2016).*

3.6.2 Non-participant classroom observations

Non-participant classroom observations formed part of the data-collection sources in this study. Creswell (2009) recorded non-participant observations to be useful as they draw undistorted first-hand experience of the observed activities as they occur in their natural setting. My role, therefore, was that of a non-participant observer as I was not participating in any way in the teaching and learning process. I only made myself known as I sought permission to sit in, observe and take field notes and video-record the lesson observations. These actions prove that I was cautious to be less obtrusive and to observe the phenomenon from a distance. One Grade 8 English language class was observed and video-recorded over a period of fourteen months throughout four different events between July 2016 and March 2017 (See Table 3.3).

During the observation exercise, I focused on collecting data relevant to gaining an understanding of the nature of student-teacher interactions, as well as the student-student interactions during English language lesson discussions. The observations also provided data on any instructional strategies and activities that reflected the development of critical-analytic thinking.

Table 3.3: Different events for observations

Observation Time Period	Date	Grade 8 English class	I hour duration
1	2016/07/26	√	√
2	2016/08/16	√	√
3	2016/09/05	√	√
4	2016/09/20	√	√
	2017/03/10	Member-checking of observations	
	2017/08/14	Member-checking of observations	

Non-participant classroom observation has been criticised for preventing the researcher from understanding all the things that happen during the observation as the observer is not immersed in the situation (Nieuwenhuis, 2007b). In addition, limitations include issues such as the misrepresentation of reality resulting from the participants' consciousness of being observed. Labov (1972) refers to this limitation as "observer paradox". The behaviour of people is liable to change immediately when they become aware that they are being observed by another person, thereby misrepresenting reality (Labov, 1972).

In order to compensate for the limitations, I took the following measures. First of all I established a working rapport with the school management, the English language teacher and the students. I then encouraged the teacher and the students to follow their lesson timetable and daily lesson plan. In so doing I did not dictate or spell out to the participants which aspects to concentrate on during the English lesson's activities. In addition, the observations were aligned with the school timetable in order not to disrupt the flow of teaching and learning.

3.6.3 Document analysis of visually captured student exercise books, curriculum document and prescribed text

Documents have proved to provide a rich source of qualitative information (Neuman, 2014). Apart from the techniques described above, the study also collected data from relevant printed and recorded materials used in the teaching and learning of English. Document analysis in this study refers to the photographed exercise books of the students, the prescribed English texts (See Appendices H & I) and the CAPS document used in the education system to guide curriculum implementation and the teaching and learning process.

Documents in this study were selected purposively. The aim was to select the documents that met the available prescribed set of criteria. The objective of selecting these documents was to get detailed information concerning the students' teaching and learning activities. Hence, the documents assisted to explore how critical-analytic thinking is developed through instructional practices and pedagogical practices. I aimed at getting some information on issues such as relevance of content, students' writing skills, vocabulary, reading and comprehension, patterns of language use and spelling as they write, meaning-making resulting from the type of questions and responses, reading fluency, and sentence structure.

One of the main advantages of document analysis is that it facilitates the collection of a large amount of reliable information without necessarily questioning people. Further to that, it is easily accessible and affords the researcher to study past events and issues retrospectively (Flick, 2018). Briggs, Morrison, and Coleman (2012) state that through document analysis:

> … the researcher is able to get primary data… can be accessed at a time convenient to the researcher… contain facts that may not be readily available such as dates, names, specific event details… can provide information that may be difficult to gain via interviews (p. 299).

Employing photographed students' exercise books in this study provided written evidence on information about what happens in class during learning and instruction. The information assisted with augmenting the data gathered from non-participant classroom observations (See Appendix H: Documentary data) included in the study. Furthermore, the use of photographs of the school, classrooms and surrounding environment constituted visual data as a way to complement the documentary collection. The photographs were used to provide rich, thick descriptions of the physical environment with the rationale to furnish the reader with evidence about the location of the school.

Some scholars (Creswell, 2009; Niewenhuis, 2007 & Grauer, 2012) have voiced their disapproval of the use of documents as a data source due to the failure to provide a complete picture of what is being investigated. The argument is that the data may have been collected over a long period of time and therefore relied on other information to capture the essence of all the questions guiding the study. To compensate for these shortcomings, I relied on documents that were recent and relevant to the subject of the investigation. In this regard document analysis helped to enrich and enhance the results generated by means of interviews and classroom observations.

3.7 Data analysis and interpretation

A data analysis process entails the arrangement of data, the compilation of patterns and the interpretation (giving of meaning) to the data collected. The data are then clustered into themes by means of a coding process and finally organised in the form of tables (See Appendix I), (Creswell, 2014). For the purpose of this study, data from different sources were analysed using inductive thematic analysis with the purpose of establishing an in-depth and comprehensive description of participants' experiences. This calls for a bottom-up approach in which one starts with collected data, detecting patterns and regularities through review, investigating emerging themes, and then formulating general conclusions (Cohen et al., 20111). It follows that the generation of themes entails a rigorous process in association with a vigilant mind if the culminating findings are to be authentic. For this reason, I made sure that I immersed myself in the process of analysis throughout (Braun & Clarke, 2016).

My data analysis process was informed by Braun and Clarke's (2016) six steps to thematic analysis, which I discuss later to showcase how each of the steps was followed in the analysis of each data set (See sections 3.6.1; 3.6.2; and 3.6.3). The suggested six steps are the following:

Step 1: Familiarise yourself with collected data. This step emphasises the need for the researcher to familiarise herself thoroughly with the data by reading and re-reading all of it to absorb as much detail as possible. To achieve this purpose, I went through all the

data I had collected from the different data sources. This entailed reading through textual data and listening to audio- and visual recordings. Having familiarised myself with the data, I began transcribing the raw data. Afterwards, I read the transcripts several times alongside the audio- and visual recordings to cross-check and confirm that I understood everything that was said by the participants.

Step 2: Initial coding. This stage involves the identification of key words, making labels and taking note of points of interest that seem similar. After a thorough examination of the data, I identified the key words and some phrases that were relevant to answering the four secondary research questions. This led to the generation of preliminary codes.

Step 3: Searching for themes. The third step requires the researcher to look carefully at the similarities and patterns in the codes that were initially generated in Step 2. After I had made notes alongside the identified key words and phrases of interest I became aware of emerging patterns. More specifically, I identified groups of similar words which I organised in a tabular format for easy analysis. For example, the key phrase "training and qualification"' appeared frequently from the three semi-structured interviews as a response to the research questions (See Appendix I).

Step 4: Revising the themes. The fourth step involves a careful review of all the themes identified in Step 3. I revisited the transcripts and the tables in which I had grouped similar key words together. This enabled me to check relationships between emerging themes, to verify whether or not they correlated with what was asked, and to ensure that I had not missed anything or had misrepresented participants' views. Afterwards, I merged all the identified key words or phrases to devise well-defined theme names (See Appendix K).

Step 5: Defining and naming the themes. At this stage, the researcher is required to conduct an analysis of each theme, identifying each one’s meaning and constructing a brief and informative name for each identified theme. I first critically looked at the data, and then identified themes, subthemes and categories (See Appendix G). I subsequently gave the themes titles and explained why I regarded them as meaningful. The identified

themes, subthemes and categories were then used to answer the four secondary research questions.

Step 6: Writing up. This is the final and the most critical stage of the data analysis process. It is where the researcher writes up the data in a concise, meaningful and understandable manner. As recommended by Braun and Clarke (2016), I went beyond surface meanings to make sense of the data. I then arranged the data in the form of an accurate and rich story of what the data meant. In doing so, I ensured that the research report contained enough evidence from the themes which emerged from the data to present a compelling case.

What follows is a detailed description of the manner in which I analysed each of the data sources (interviews, observations, field notes and document analysis).

3.7.1 Inductive thematic analysis of interview data

I conducted an inductive thematic analysis to analyse the data generated during the interview with one English Language teacher (See Appendix D for examples of the data analysis and Appendix G for the coding process steps for themes and categories), following the step-by-step of thematic analysis process as proposed by Braun and Clarke (2016). After I had done the verbatim transcriptions, I read them line by line several times to deepen my understanding and to internalise the raw data prior to coding (Merriam, 2009). I also sought to familiarise myself with the data and to identify what seemed to be important and of interest. This, according to Braun and Clarke (2016), is the first step in the analysis process.

The second step in the analysis process involves the establishment of initial codes (Braun & Clarke, 2016). Subsequent to a thorough reading of each transcript, I was quite familiar with the data. This familiarity enabled me to pick up numerous and specific features in the data that seemed to present the English teacher's experience of and give perspectives on critical-analytic thinking in English first additional language. I then began to list concepts and notes, generate labels, and mark anything of interest in the margins, or next

to each sentence or paragraph of the transcript. This process afforded me the opportunity to generate preliminary codes which, in turn, guided me in the sorting and aggregation of data into categories and themes (Creswell, 2013) (See Appendix G for the thematic analysis process). The generated preliminary codes included "trained to teach English first additional language", "15 years' teaching experience", "shortage of study books", "lack of confidence in speaking the English language", "lack of parental support in students' learning", "students shy to speak English", and so forth. These preliminary codes were regarded as relevant to my quest to provide answers to the four secondary research questions.

Once initial codes had been developed and captured in a way that allowed for the identification of working categories, I began searching for themes and subthemes. This, according to Braun and Clarke (2016), is the third step in analysis. At this stage, I employed the process of data extraction, which entailed the separation of preliminary codes, followed up with the grouping together of codes that were similar. This process of data analysis was presented in a Table of Themes (See appendix D for an example of this stage in the thematic analysis process). The preliminary codes were developed from the data generated through the first and second steps. Assembling the codes made it easier further to reduce the data to a manageable size, and accurately to place the data in the relevant theme or category (Maguire & Delahunt, 2017). It also assisted me with defining the types of relationships in the data (See Appendix G). For example, I had several codes that related to teacher perceptions of their training in respect of the teaching of critical thinking skills as well as what the teacher expected to be effective methods of teaching in her attempts to promote students' deeper understanding of text. These were merged into initial theme constraints of critical-analytic thinking. According to Ivankova (2014) as well as Miles, Huberman and Saldaña (2014), codes can first be applied to data, and then changed to form different codes. It is therefore important to extract, sort and combine codes to avoid misinterpretation or misrepresentation regarding the types of relationships in the data.

The fourth step in analysis was to review themes. At this stage, the preliminary themes I had identified in Step 3 were thoroughly reviewed to determine coherence and distinctions. To achieve this purpose, I checked if they were repetitions, made sense, gave related meaning, or contrasted meaning across transcripts. Afterwards, the preliminary themes were merged with a view to giving them well-defined theme names (See Appendix G). At this point, I extracted direct quotations from transcripts (in the form of a whole sentence, phrase or word) that were relevant to each theme. For example, the preliminary theme “students are shy and too young to speak the English language” did not work as a theme since there was not sufficient data to support it. Instead, the preliminary theme overlapped with constraints of critical-analytic thinking in an English first additional language lesson.

The next step, Step 5, involved defining and naming the themes. At this stage I focused on the refinement of themes, which included the identification of theme names. (See Appendix G). Informing this step is the need to make sure that both the name and the working definition capture the meaning of each theme. Finally, I observed the requirement that the identified themes, subthemes and categories must speak for themselves and provide connections between the experiences and views of the participants (De Vos et al., 2011).

The final step in the analysis process, according to Braun and Clarke (2016), is the writing up of the report. At this point, I transformed my analysed data into an interpretable final product, which is reported in Chapter Four of this study. I interpreted the results objectively, relying on evidence from the themes that emerged from the data in order to answer all four research questions in order to present a compelling case.

3.7.2 Analysis of observation data

Observation data collected during Grade 8 English language lessons were analysed using the same thematic analysis process as the one used in the analysis of the interview data. Observation data were captured using audio and video recorders, and later transformed into written transcripts by me and the QT team member trained for analysis.

Afterwards, I analysed all four verbatim transcripts thematically, guided by Braun and Clarke's (2016) step-by-step thematic analysis process and in accordance with the Quality Talk Model procedures and discourse coding categories. (Soter et al., 2008; Murphy, Firreto, Greene & Buttler, 2017).

After the verbatim transcription and uploading of transcripts onto a computer, we (QT member, my supervisors and I) set parameters within which to base the start and end points for the coding of each transcript. Just as I did in the analysis of interview data, the entire observational transcribed text was thoroughly read alongside the audio recordings (Maree, 2010). This comparative reading was done several times to identify and code instances of key words, concepts that seemed to present what seemed to relate and reflect the open-codes, or *a priori* codes derived from the literature reviewed. According to Creswell (2014), the categories created to code the data can be determined ahead of time, or can arise from familiarity with the new data. Both techniques were adopted for coding the data associated with this study's observational data.

To allow for the analysis of these transcript excerpts, I restricted my analysis to dialogic exchanges between teacher-student and student-student as a unit of analysis. The analysis was roughly based on the counting of frequencies in the teacher's and students' utterances during classroom discussions (See Appendix C for an example of analysed observational data).

3.7.3 Document analysis

The analysed documentary data included visually captured students' exercise books, curriculum and text from a prescribed textbook (See Appendix H). The documentary data, as was the case with the interview and observation data, went through a process of thematic analysis. In analysing documentary data, I continually revisited and reviewed the categorisation of the data to ensure that the emergent themes represented true and accurate descriptions of the results. Subsequently the codes, categories, subthemes and themes reflected in the documentary data (visually captured student exercise books, curriculum and text from prescribed textbook) were further merged into the themes

developed from lesson observations, field notes and interview data. Following Braun and Clarke's (2016) thematic analysis steps, I ensured that I was engaged in a systematic process of analysing textual data.

3.7.4 Analysis of field notes

Field notes formed part of the secondary data sources used in the study (Miles, et al., 2014). The analysis of data derived from the field notes followed the same pattern as those of observation and interview data. Transcripts were critically read, and notes captured to generate initial codes and potential themes. The same open codes that were created while analysing the transcriptions generated by or collected from different data sources were also taken into consideration during the analysis of the field notes. What emerged from this were potential themes, which were later grouped together to form major themes (See Appendix G).

3.7.5 Analysis of visually captured data

Visual data captured in the form of photographs of student exercise books, the curriculum and texts from the prescribed textbook were also analysed, following the thematic analysis steps proposed by Braun and Clarke (2016) (See Appendix H1a). It was important to analyse and interpret data from these data sources if I were to insightfully, meaningfully, and symbolically represent what might otherwise have been left out from other data sources (De Vos et al., 2011). I coded every feature of interest from each of the printed photographs (See Appendix H). As the preliminary codes became more pronounced, categories, subthemes and themes alsobegan to emerge. I was therefore able to extract textual descriptions and link them to the emerging visual categories. Finally, I collated these categories into themes and subthemes (Ebersöhn & Eloff, 2007).

3.8 Reflexivity

In this section (See Appendix F) I present, as a process of self-critiquing in which I examined ways in which my own experiences, values or beliefs might or might not have contributed to, influenced or shaped the research process and the research findings, a more personalised, reflexive account of my research experience. Reflexivity, according to Willig (2001), is:

> *… an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining "outside of" one's subject matter while conducting research. Reflexivity, then, urges us to explore the ways in which a researcher's involvement with a particular study influences, acts upon and informs such research (p. 10).*

In line with the above-mentioned quote, I took greater care of my position as an "insider" in the study. By implication, my role as a researcher was to be involved with participants and to be on the research site in order to gain an in-depth understanding of the context and the phenomenon that was being investigated. I agree with Maree (2010) and Silverman (2013) that it is not easy for qualitative researchers to separate themselves completely from the research, as is the case in quantitative studies.

In order to enhance reflexivity with regard to this study, I immersed myself in the research setting. I attempted as much as possible neither to misinterpret nor misrepresent participants' viewpoints in the data analysis. Guided by Silverman (2013) and Willig (2001), I was vigilant not to allow the "self" to take control during data analysis. This gave me the opportunity to notice any new details in the data and to see the results in new way.

Willig (2001) posits that reflexivity assumes two categories, namely personal and epistemological. Each type contributes to the validity of the study's findings. Personal reflexivity includes issues about the researcher's beliefs, experiences, views, social identity and the extent to which they could influence the findings of the study. Epistemological reflexivity, on the other hand, considers the researcher's influence on issues of research methodology.

With regard to personal reflexivity, I entered the research field with a clear understanding of my dual role as a co-researcher in the QTSA study and as a researcher in my own right in terms of my personal thesis, hence I adopted an "insider approach". I entered the field work stage consciously aware that my values, beliefs and experiences as a black woman,

additional language individual, and having worked as a language teacher at some point might have an influence on the results of the study. In view of this, I went into the field having devised the necessary strategies to capture data accurately so as not to presume or pre-empt any event by making field notes and keeping a reflective journal.

The field notes were rigorously and comprehensively recorded in order to add to my understanding of the situation and of the teacher's use of discourse moves and pedagogical instruction models in the promotion of critical-analytical thinking among the students comprising the Grade 8 English language class. Several scholars (Creswell, 2014; Denzin & Lincoln, 2000; Lofland & Lofland, 1999) advise that the field notes should be written as soon as possible after data collection as the human mind tends to forget quickly. For this reason, I recorded field notes on a notepad while at the research site during and after each observation and interview sessions. Documenting detailed field notes provided me with the opportunity to situate myself in the research process and to ensure that my focus remained on the investigation and the participants.

Keeping a reflective journal moreover assisted me to evaluate my interactions with different participants and the attitudes of students and teachers towards teaching and learning activities. I further cultivated the habit of being an active and patient listener, concentrating on the accurate and objective recording of subjects and notes as a way of participating in the activities that were taking place. For example, I recorded an incident during my observation of a lesson when some students could not maintain eye contact with the teacher even though they volunteered to read and respond to the teachers' questions. This was observed as a trend consistent across all three Grade 8 classes in which observations were made. It is important to indicate that I was challenged to be consistent at journaling my reflections.

The nature of a qualitative case study calls for the researcher to spend a definite period of time on-site in order eventually to be able to provide in-depth, thick and rich descriptions of the phenomenon concerned. The mutual understanding of participants and the researcher, adherence to the school's rules and regulations, and respect for participants'

views ensure that the research process will in all likelihood not be compromised or negatively influenced. While acknowledging the relationality of the researcher with the research, I minimised it by upholding the principles of scientific rigour and trustworthiness. Reflexivity in this instance takes into consideration the ethical, social and political considerations that govern the field of inquiry (Silverman, 2013).

3.9 Quality criteria issues

Quality criteria in qualitative research study remains core to the establishment of what legitimatises the claim to knowledge. According to Creswell (2013), in the interpretivist framework establishing the trustworthiness of the research is fundamental. Morse (2011) argue that a study without rigour is worthless, lacks utility and is like a fiction, a point with which I concur. In pursuit of ensuring quality and validity in this study, trustworthiness was used as a criterion for the determination of accuracy, relying on the data collected, analysed and interpreted as they occurred in this study.

Trustworthiness is established through processes aimed at ensuring the reliability and validity of data, findings and the research process. To ensure trustworthiness the researcher should ensure that they conduct each step of their research as rigorously as possible (Cohen et al., 2011). Validity is the degree to which a tool measures what it was supposed to measure, whereas reliability is concerned with the degree to which the study or the findings can be repeated or generalised to a larger population (Silverman, 2013), that is, the consistency with which findings are similar irrespective of different situations (Patton, 2002).

Qualitative processes are not measured through scientific inquiry, hence the concern about assuring the validity and reliability of findings (Creswell, 2014). I followed systematic procedures that ensured trustworthiness and rigour as a way to ensure the validity or trustworthiness of data and results. As Cohen et al. (2011) suggest, I tried as much as possible to be “honest and objective, collecting in-depth and rich data as well as triangulating the data” (p. 133) by leaving an audit trail of my research steps.

Trustworthiness in qualitative research implies, amongst other, credibility, transferability, dependability, confirmability and authenticity, criteria which are discussed in the subsection which follows.

3.9.1 Credibility

Miles et al. (2014) describe credibility as a means of ensuring that the researcher's reconstruction, interpretations and representations of participants' views align with and are believable from the participants' point of view as well as to the readers. According to Lincoln & Denzin (2011), credibility speaks to whether or not the findings are plausible or represent the logical outcome of the study as indicated in its objectives. My study satisfied this criterion in that it adhered to the prescribed research process. I used different data-collection methods, undertook extended observation and prolonged engagement in the field to build rapport with the participants to ensure honesty and trust (Merriam, 2009). I also conducted member-checking with the participating English language teacher to enhance the credibility of this study (Creswell, 2009).

3.9.2 Authenticity

Authenticity as a quality and validity criterion was ensured through the rigour of this qualitative case study. Researchers associate authenticity in qualitative research to internal validity in quantitative research (Creswell, 2014; Cohen et al., 2011), viewing it as the attainment of the kind of rigour that ensures fairness in the researcher's representation of the participants' views (Cohen et al., 2011). In this study authenticity was achieved through member-checking and triangulation, both of which ensured consistency with the researcher's views. I established a reciprocal relationship with the research participants, allowing them to confirm or refute the evidence provided as direct quotes. According to Amerson (2011), internal validity can be achieved by using different methods like seeking clarification, explanation-building, matching of patterns, working on contrary explanations as well as keeping a safe review of data for authenticity. Furthermore, I kept all recorded interviews safe (saved both in my personal computer and external hard drives) with password enablement only, and I made reference to this when analysing the data to check for inconsistencies.

3.9.3 Transferability

De Vos et al. (2011) describe transferability as relating to the generalisation of results in a study. Transferability in qualitative research is paralleled with external validity in quantitative research (Cohen et al., 2011). This entails the extent to which the research findings can be transferred from one specific situation or case to another. In my study I collected data from one rural secondary school, targeting one English language teacher and the students in her Grade 8 English language lessons. My intention in doing so was to enable my readers to judge whether the findings may be replicated to other rural secondary schools. Following Merriam (2009), who advocates the need to provide rich descriptions of research conditions and processes as a means of enhancing the possibility of research findings being transferable to similar conditions, I provided thick, rich and detailed descriptions of the research setting, processes and strategies used in the teaching of critical-analytic thinking in a rural secondary school. Furthermore, the transferability of my findings was enhanced through the use of multiple data sources, my research journal and field notes.

3.9.4 Confirmability

Creswell (2009) and McMillan and Schumacher (2010) view confirmability as the degree to which the research findings can be confirmed or corroborated by others. In my study confirmability, which is paralleled with objectivity, minimised the influence of my judgement as a researcher. I ensured confirmability by means of triangulation, which was used as a strategy to ensure rigour. Triangulation entails “the use of two or more methods of data collection in the study of some human behaviour” (Cohen et al., 2000, p. 112). Methods, data, theories and investigators can be triangulated. I used different data collection methods to achieve this, namely non-participant observations, interviews and document analysis. Triangulation is especially important when it comes to verifying the accuracy and credibility of data. I compared data from different types of data sources to enhance confirmability. I later established categories and codes to capture the data. To this effect interpretations of data were not based on my imagination, as these could be tracked to the sources as well as to the systematic documentation of what I did to collect or generate data from each source.

3.9.5 Dependability

Dependability is the extent to which the data demonstrates the phenomenon it is expected to demonstrate. According to Merriam (2009), dependability refers to a situation in which the results that were yielded “make sense” in relation to the data gathered to answer the research questions of the study. To make this study trustworthy, I kept all the raw data, such as video- and audio-recordings of the data collected, field notes, and notes from my research journal. In doing so, I was following Patton’s (2002) suggestion that researchers must always keep a dependability audit as evidence of every detail that transpired in the field and that could or could not add value to the research data and findings of the study. My reason for keeping documented records was aimed at proving the appropriateness and quality of the research process and the dependability of the data regardless of any changes that may take place. Doing this also verified the procedures that led to the conclusions I reached regarding critical issues related to the development of critical-analytic thinking about English text.

3.10 Ethical procedures used to protect participants

De Vos eta al., (2002, p. 63) cautions that “anyone involved in research needs to be aware of the general agreements about what is proper and improper in scientific research”. Although I joined the QTSA as a co-researcher, I was still bound to the ethical principles governing my independent research study. Informed by this, I took into consideration the following ethical principles: obtaining ethical clearance from the University of Pretoria (See page vii - Ethical clearance certificate), informed consent and voluntary participation, protection from harm to the participants, doing justice to the participants in analysing data and ensuring confidentiality in writing about the research.

3.10.1 Informed consent and voluntary participation

Upon approval of the ethics application to conduct the study, I met with the school principal for authorisation to conduct research with the Grade 8 English language students. After obtaining such authorisation, copies of consent forms for the English language teacher and students, requesting their consent to participate in the study, were delivered to the school’s management. The consent form outlined the purpose of the

study and the procedures to be followed during the data collection process (See Appendix B). Since the students were minors, the forms were signed by their guardians or parents (See Appendix B2: Parent/Guardian Proxy Consent Form). The guardians were to sign the consent form and return i to the school. The teacher was asked to explain the consent form to the students in their mother tongue so that it would be easy for them to explain to their guardians what was required of them.

Participants were also asked to give permission to be audio- and video-recorded during data collection. As suggested by Creswell (2009) and Miles and Huberman (1994), the participants (teachers and students) were informed of their rights as participants, that their participation in the study was entirely voluntary, and that they should not fear withdrawing from the study at any point should they wish to do so. This was meant to protect the students who might have felt uncomfortable participating in the study for any reason. In order to compensate for this, the participant's parents or caregivers were provided with an opting-out form (See Appendix B3).

3.10.2 The right to confidentiality and anonymity

The right to confidentiality and anonymity was fully ensured in this study. In this regard, participants were assured of their safety, privacy and anonymity during their participation in the study. The English language teacher and the students were given pseudonyms to protect their identities. With regard to students, identity cards were created that were used during lesson observations and the photographing of exercise books. The students' permission to include excerpts from their written work was sought. They were also informed about the way in which their written work would be used and cautioned not to reveal their names or identities in any way. Furthermore, data gathered through video- and audio-recordings were kept in the safe custody of the university, where only authorised people would have access to it. In addition, I maintained extra care with the use of photographs when documenting information.

3.11 Summary

The general purpose of this chapter was to present a summary of the method and research design. The first part of the chapter described the research paradigms and the use of the qualitative methodological paradigm. The explanation and justification of the case study research design, followed by the selection of participants and sampling procedures, which were also described, and detailed accounts of data collection methods and analysis procedures were discussed. The chapter ended with a discussion of the strategies used to ensure rigour in qualitative research and the ethical considerations that should be adhered to. In the next chapter, I discuss the results and findings of the study.

CHAPTER FOUR
PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

In Chapter Three, which focused on the research design and methodology, I discussed the interpretivist meta-theoretical paradigm and qualitative methodological approach that guided my study. I also justified my methodological choices as regards the research questions and purpose. In the current chapter I present the research results and thematic analysis of findings. These results are based on data gathered from interviews with one English language teacher, non-participant classroom observations, document analysis, field notes and a reflexive journal. The reporting of the results is in thematic format.

4.2 Results of the thematic analysis

Four major themes developed during the thematic analysis

- Teacher experience and perspectives impact on pedagogical principles that promote critical-analytic thinking
- Teacher discourse moves facilitate critical-analytic thinking in an English first additional language lesson
- Use of effective pedagogical principles promotes critical-analytic thinking in an English first additional language lesson
- Enablers and constraints of critical-analytic thinking in an English first additional language lesson.

Table 4.1 visually represents the themes and subthemes that emerged during analysis.

Table 4.1: Overview of themes and subthemes

Theme 1 **Teacher experience and perspectives impact pedagogical principles that promote critical-analytic thinking**	
Subtheme 1.1: Teacher experience	**Subtheme 1.2: Teacher perspectives of pedagogical principles that promote critical-analytic thinking**
Theme 2 **Teacher discourse moves facilitate critical-analytic thinking in English first additional language lesson**	
Subtheme 2.1: Teacher moves that promote high-level thinking	**Subtheme 2.2: Language instruction moves**
Theme 3 **Use of effective pedagogical principles promotes critical-analytic thinking in English first additional language lesson**	
Theme 4 **Enablers and constraints affect the development of critical-analytic thinking in English first additional language lesson**	
Subtheme 4.1: Constraints of critical-analytic thinking	**Subtheme 4.2 Enablers of critical-analytic thinking**

In the next section the results relating to each of the above-mentioned themes and subthemes generated, which emerged from the different data sets, are presented. These relate to the ways in which one rural English teacher uses teacher discourse moves and pedagogical principles to develop critical-analytic thinking about English text at a rural school. The themes are structured in the form of answers to the original research questions presented in Chapter One. In Table 4.2 I present the findings that, together, constitute Theme 1 and its inclusion and exclusion criteria.

4.3 Research results

In Table 4.2 below, I portray a diagrammatic representation of Theme 1, its subthemes and categories as well as its inclusion and exclusion criteria as they emerged from the analysis of collected data.

Table 4.2: Theme 1: Teacher experience and perspectives

Theme1 **Teacher experience and perspectives impact pedagogical principles that promote critical-analytic thinking**		
Subtheme and categories	**Inclusion criteria**	**Exclusion criteria**
Subtheme 1.1: Teacher experience	Includes data that relate to teacher experience that promote critical-analytic thinking in English first additional language lessons	
1.1.1: Teacher training and qualification	This category includes data related to training and qualification that support the teacher in developing students' critical-analytic thinking in a rural school.	This category excludes data that do not relate to training and qualification that support teachers in developing students' critical-analytic thinking in a rural school.
1.1.2: Language of learning and teaching	This category includes data related to the role of language in developing critical-analytic thinking.	This category excludes data that do not relate to the role of language in developing students' critical-analytic thinking in a rural school.
1.1.3: Influence of the rural school context	This category includes data related to the influence of the rural school as context on the development of critical-analytic thinking.	This category excludes data that do not relate to the influence of the rural school as context on the development of critical-analytic thinking.
1.1.4: Family responsibility and student critical-analytic thinking	This category includes data related to the responsibility of families ton students in a rural school.	This category excludes data related to the responsibility of families to students in a rural school.
1.**1**.5**: Educational background and context**	This category includes data related to the teacher's educational background and context in developing critical-analytic thinking.	This category excludes data that do not relate to the role of educational background and context in developing critical-analytic thinking.
Subtheme 1.2: Teacher perspectives **on pedagogical principles that promote critical-analytic thinking**	This subtheme includes data related to teacher perspectives of pedagogical principles.	
1.2.**1: Home environment**	This category includes data related to the influence of home environment on students in developing critical-analytic thinking.	This category excludes data that do not relate to the influence of home environment on students in developing critical-analytic thinking in a rural school.

4.4 Theme 1: Teacher experience and perspectives impact on pedagogical principles that promote critical-analytic thinking

Theme 1 refers to data pertaining to the experiences and perspectives which the English teacher recognised as significant, that remain a point of growth in her teaching professional life and have an impact on her ability to use pedagogical principles that promote critical-analytic thinking. It is worth noting that the teacher indicated that the experiences and perspectives she highlighted as life-changing and developmental in the execution of her work as a teacher occurred as a result of many painful, positive and happy experiences. This theme is supported by two subthemes: teacher experience (1.1) and teacher perspectives on pedagogical principles that promote critical-analytic thinking (1.2).

4.4.1 Subtheme 1.1: Teacher experience

This subtheme includes data pertaining to the teacher's experience regarding pedagogical principles that in her view remain meaningful in the development of critical-analytic thinking or constitute significant growth points in the fostering of a deeper understanding of English content and text in a rural secondary school. The subtheme comprises of four categories: teacher training and qualification (1.1.1), language of learning and teaching (LoLT) (1.1.2), Influence of the rural-school context (1.1.3), and family responsibility (1.1.4).

4.4.1.1 Category 1.1.1: Teacher training and qualification

The teacher identified adequate training and qualification as important factors that promote the development of high-level comprehension of English text. She mentioned that she was able to overcome the challenges many teachers of English lessons face, such as the lack of training to teach critical thinking skills as she had received the necessary training. This point indicates that developing critical-analytic thinking by the student depends largely on the crucial role that the teacher, as a knowledgeable expert, plays in the teaching-learning situation. According to the teacher concerned, it is imperative that EFAL teachers be equipped with the necessary skills and the relevant

training pertinent to the promotion of classroom interaction practices that engage students in problem-solving activities. The comments below are the teacher's words as she reflected on the ways in which her training and qualifications impacted on the pedagogical competencies she possessed, which in turn have an impact on teaching and learning in a rural school.

> *I am a qualified teacher of English first additional language (EFAL) with* [a] *Diploma in Education,* [a] *Bachelor's Degree,* [a] *Higher Education Diploma (HED) with a major in English… HED is a professional qualification obtained in order to teach EFAL. So, I am qualified to teach English* (Interview 1, lines 8–16: 2016).

In subsequent interactions with me, she explained: *"Teacher education should include critical-analytical thinking in the curriculum…. They should not think that it come*[s] *easy to learn…."* (Interview 1, lines 116–119: 2016). *"Uhm ... I mean training that is designed in such a way that they make us deeply think, learn and acquire the skills"* (Interview 3, lines 498–501: 2017).

The quotation above indicates that unless a teacher is trained, qualified and competent to infuse pedagogical principles pertinent to the promotion of students' deeper understanding of English text they cannot improve the students' academic performance.

The teacher's lived experience impacted on the importance and meaning she attached to her roles and responsibilities in classroom interaction practices. From the interview, it was gathered that the teacher's past experiences impacted on her professional life because they created opportunities for further training and qualification. The quotation captured below highlights the teacher's remarks about the impact of past and present experiences on her teaching competence.

> *I was not fluent in English because of my background. Being raised by the Tsonga family who could not read, write nor speak English had an impact in my English*

language proficiency. This was… a motivating factor for me to major in English to develop my proficiency level (Interview 3: lines 395–403: 2017).

Commenting on the role of experience in promoting teaching and learning, the teacher said:

> *Heish... I cannot accurately remember, but it's almost 15 years. First it was just temporary teaching posts still teaching English first additional language (EFAL) in different schools before I came here (points with her finger). I have been in this school for 10 years now. Ok, I started teaching permanently in this school* [in] *2007 - Grade 11, 2008; Grade 12, 2010; Grade 10, 2011; Grade 12, 2014; Grade 12, 2015; to date Grade 8. I have taught all the grades in this phase, as you can hear* (Interview 1, lines 22–37: 2016*).*

From the above excerpts, it is evident that the teacher's lived experience had impacted not only on her motivation to acquire additional skills (improve her English language proficiency) but also on her job as an English lesson teacher.

The analysis of the curriculum document such as the Department of Basic Education's South African Curriculum and Assessment Policy Statement (CAPS) (Department of Basic Education, 2011), provides insightful information regarding Category 1.1.1 (Teacher training and qualification). The curriculum document [DBE, 2011: 4–5) emphasises teaching and learning that nurtures students' cognitive and meta-cognitive processes, indicating that students should be able to "collect, analyse, organise and critically evaluate information". Implied in the documentary data is the need for teachers to be trained and qualified in order to respond to the instructional needs of their students.

4.4.1.2 Category 1.1.2: Language of learning and teaching (LoLT)

The Language of learning and teaching featured prominently in the teacher's responses as one of the factors that have an impact on classroom interactions and the development of critical-analytic thinking in students. She indicated that students come from different cultural backgrounds and, for this reason, they find it difficult to learn in a language they

do not understand. According to her, barriers associated with language and communication are: students are forced to communicate and learn in a language that they do not usually use at home, do not understand and are not competent to use for effective learning. She reflected on her experiences of how language retarded her efforts to achieve her academic goals as a student and as a domestic worker. She argued that the English language, though it is used as a medium of instruction, remains a barrier to learning because it is not the students' home language. The teacher further mentioned that her students came from multicultural families with different languages, among them Siswati, IsiZulu, IsiXhosa and Xitsonga. The following statements by the teacher illustrate this point:

> *With the experience I have about teaching, the challenges are many … starting with the English as a second language. The community here and the students speak isiSwati… You can see we are 5 km away from Swaziland border. When these students grow up they speak isiSwati, Zulu or any other language as their home language, so now they come into school and we are teaching them in English. They do not understand it so well that when it comes to writing, speaking, spelling, tests and everything they get stranded"* (Interview 1, lines 38–52: 2016).

In addition to the above, the teacher participant mentioned that *"*students *communicate mostly in their home languages when at home or even during breaktime and when they play"* (Interview 2, lines 185–188: 2016*).*

Further evidence from the participant regarding her experiences with the language of learning and teaching are replicated below:

> *I am really worried about the students I am currently teaching. I pity them and I can identify with them regarding the challenges they are facing in learning English. The challenges of lack of understanding of English language, and yet they are expected to read and write their examinations and pass as any other child from an English-*

speaking family. How could one pass when you cannot even speak, read and write the English language? (Interview 3, lines 339–352: 2017).

According to the teacher:

The students struggle to read. Some of them struggle from identifying alphabets, in such a way that the learner sees the "p" as a 'b'. They are unable to recognise that. That is the problem. Reading is the greatest problem because if you cannot read, you cannot understand the question. It is very difficult. This year is Grade 8 there is that one … that one cannot read, that one cannot write just a word; cannot copy a word the way it is. It changes and you can no longer read the word again (Interview 3, lines 356–370: 2017).

4.4.1.3 Category 1.1.3: Influence of rural school context on teaching and learning process

Data collected from the teacher reveal that the context in which rural schools operate do have an impact on the teaching and learning process. Describing the rural context of her school, she said that rural schools are characterised by poor living conditions, a lack of proper infrastructure, and unemployment, all of which have a negative impact on the students. In addition, the school is far from resources, such as reliable transport and libraries, which could otherwise facilitate effective learning. She further indicated that most students came from extended families with a poor economic background and that some depended on their parents' pension grants. Below is an excerpt to support this category:

Our school is in a remote rural area… as you can see, the roads are very bad, there are no shops around, not even medical facilities (Field note, lines 1–3: 2016).

The teacher stated that the physical setting with regard to the distance the students have to travel before reaching the school also has an impact on their learning. She explains further:

The other barrier that we experience is that rural schools are not well cared for when compared to those in urban areas. We are 10 km away from the shopping complex and there is no national library. There is poverty at home … poverty is also the big problem in our school. Most students depend on their grandparents' pension grants… Some are orphans who are not well cared for. Due to this they come to school for food; they come to school (being) very tired and hungry (Field note, lines 5–18: 2016).

4.4.1.4 Category 1.1.4: Family responsibility and student critical-analytic thinking

A lack of family responsibility emerged as a category from the data. The teacher reflected that the failure of parents to nurture, guide and support their children affects the performance of students at schools. Most parents do not support their children in their schoolwork and some have even shifted the responsibility to grandparents and teachers. In this regard the teacher stated the following:

Parents do not take care of their children … instead they have shifted the responsibility to the grandparents in such a way that they have migrated to the city (Interview 1, lines 73–77: 2016).

There is no one to support them on their studies. They (parents and guardians) are thinking that it is the responsibility of the school alone to take care of the students (Interview 3, lines 427–431: 2017).

This limitation places an unnecessary burden on teachers as they are expected to manage the students' social and academic lives when at school and even after school. This point was captured from my field notes, in which I wrote:

The teacher presented a sad face … and lack of motivation that grandparents cannot help students with their homework. This is a rural area and grandparents cannot read, write and speak English, yet they are left to look after these children (Field notes: Lines 106–113: 2016).

4.4.1.5 Category 1.1.5: Teacher educational background and context

Evidence from the data indicated that educational background and the context in which a teacher was trained had an impact on the teaching and learning process. The teacher mentioned that the context in which she was trained as well as the one in which she taught made it difficult for her to transform her methods of teaching into teacher-student interactive teaching approaches. The following assertions were captured to support what the teacher perceives to be the influence of educational background in a classroom situation.

> *It is difficult to change my training orientation. The circumstances under which I work inhibit my endeavours to employ effective instructional methods in such a way that I can engage students in discussion. Teacher-centred method is dominant in English lesson. Teaching behaviour cannot change unless the issue of lack of resources is solved* (Field notes, lines 179–190: 2016).

The following remark further serves as evidence of teacher experience in promoting CAT:

> *If I had to start all over again, I would not change anything about me. Maybe I would pay more attention to my relationship with the students. The key to success is an authentic communication – that is what I have observed from my 15 years of teacher career. Regardless of experience or whatever topic taught, I resort to my training orientation … in such a way that I use my usual teaching methods … teacher-centred method. I select pedagogical values that are important for lesson delivery at the time (Field notes, line 191–*201*: 2016).*

My initial impression with reference to English lesson observations was that the teacher seemed quite eager to make the lesson interactive and engaging by the use of different teaching methods. Ironically, it became apparent that the teacher perceived the use of classroom interactive teaching methods as secondary to building rapport with the students. The teacher used rapport-building as a strategy to trigger students' interest in reading and learning. She remarked that:

> *Students here are quiet and shy … I think it is because they are still young in the minds and they don't care. May be the context and culture contributes. But what can I do I keep on probing and prompting to call for their active participation and to make them feel at easy, not to be scared of me* (Interview 2, lines 318–327: 2016).

The remark by the teacher resonates well with my classroom observations. During my classroom observation I recorded that:

> *The students seemed not motivated to participate in class … Those who read and answered showed little emotion or connection. In addition, the students did not keep eye contact when responding to the teacher's questions* (Field notes, lines 204–211: 2016).

4.4.2 Sub-Theme 1.2: Teacher perspectives on the teaching of critical-analytic thinking

Subtheme 1.2 relates to data gathered on the teacher's perception of pedagogical principles that promote the teaching of CAT in a rural school. It specifically discusses the influence of the home environment on the development of critical-analytic thinking.

4.4.2.1 Category 1.2.2: Home environment

The influence of the home environment on students' development of critical-analytic thinking featured consistently in the teacher's responses. She perceived the home environment as having a significant impact on the students' academic performance. According to her some parents are not emotionally and physically present in their children's schoolwork. Students whose parents are more supportive at home with regard to their education stand a better chance of performing well than children whose parents are either not involved at all or are minimally involved. The teacher made the following remarks during the interview:

The problem is that the students stay with grandparents who cannot read and write. How do you expect them to assist with homework and reading at home? (Interview 2, lines 268–272: 2016).

Parents and guardians do not play a role in their students' learning (Interview 2, lines 275–276: 2016).

Students miss classes sometimes to look after their siblings when it is time for their parents to get their pension (Interview 2, lines 291–294: 2016).

The teacher further highlighted that the challenges emanating from unsupportive home environments expose students to sexual abuse. Students end up taking advantage of the lack of parental care and lack of parental guidance in their home setting. She remarked:

I remember one day, our former principal, Mr X … there was the student who wrote some of the subjects, it was maths or English as in Grade 12 it is very strict that you have to go and look out for the child for you to write a report as a principal. We went there and we found the granny. Mr X said to the granny to say where is so and so, the exams have resumed. She said, 'She went to see her boyfriend.' Mr X said, 'Where?' 'Do you want to marry her? Do you want to marry her? She went there. She comes with the money and everything.' So it was like … Ao! As a grandmother, how can I say that? … which I don't want the child to go to school? If ever my child comes with Kentucky Fried Chicken (KFC) and money, everything, I am happy for that. Some of them go with taxi drivers and we know who, taxi drivers, and we know the life they live…some are sick, they have AIDS (Interview 3, lines 443–469: 2017).

The teacher perceived this kind of home environment as uncommon for students in other communities, claiming that it also affects student performance and learning. She noted that:

> *Teenage pregnancy is very, very high, as one we had in our classes last year; she gave birth now. Last year she was 12 or 13. She is 13 or 14 now. She has a child. She is in Grade 9 now, Teacher X's class* (Interview 3, lines 470–475: 2017).

In other instances, students are forced to absent themselves from school to look after their siblings and to perform household chores. As a result, many students come to school tired, hungry and ill prepared to participate in class discussions actively. The quotation below validates this point.

> *Students talk among themselves that they sometimes* [go to] *sleep without food … they are made to miss school to stay behind with the siblings when grandparents go for their pensions. Parents tell them that home is not school … schoolwork ends at school and in home is household chores* (Interview 1, lines 64–72: 2016).

Evidence presented on this category shows that the students' ability to perform well academically is affected by a series of factors, among them the students' challenge to juggle their academic and social responsibilities, and poor supervision coupled with a lack of parental involvement.

4.5 Literature Control: Discussion of findings related to Theme 1

In the previous section, I focused on my presentation of Theme 1, and its supporting subthemes and categories. In this section, I integrate and interpret the results of Theme 1 with reference to existing literature. My discussion will therefore be structured to reveal, first of all, confirmation that I found of correlation between the results of the current study and existing literature (4.3.1); second, silence I discovered in the results in comparison with the existing literature (4.3.2); third, any contradictions relating to the results of this study and the existing literature will also be discussed (4.3.3), and last, new knowledge contributed by the results (4.5.4).

4.5.1 Confirmation of data in existing knowledge

The results of the current study corroborate findings in existing literature that teachers' lived experiences, knowledge and perceptions have an impact on teacher efficiency (Alwadai, 2014; Gashan, 2015; Goh, Yusuf & Wong, 2017; Qing, Chungeng, Shuyu, Liya, & Lijuan, 2012) and the development of critical-analytic thinking in students. For example, the studies by Gashan (2015) and Goh, Yusuf and Wong (2017) note that teachers' lived experiences and perceptions affect their competence and outcomes. In further support of this study, Alwadai (2014) argued that teacher perceptions play an influential role in respect of the way they adopt teaching techniques in the classrooms, and on students' learning performance. In further corroboration of the findings of this study, Qing et al. (2012) highlighted that what teachers believe about critical thinking significantly affects how they interact with their students and organise classroom tasks. They suggested that in order to encourage students to think critically, passively receiving information needed to be replaced.

Choy and Cheah's (2009) study also corroborate the findings of my study, having argued that teachers' perceptions of critical thinking among students influence their behaviour in the classroom. They noted that teachers perceived they were teaching critical thinking to their students and believed that critical thinking would provide the intellectual stimuli that might facilitate high-level comprehension. Choy and Cheah (2009) maintain that the ability to think logically and solve problems using new approaches was not an indication of the students' higher-level cognitive skills, but the process which the student undertakes to gain understanding of the material presented. Although some teachers perceive that they are promoting critical thinking in the classroom, they are merely focusing on comprehension of the subject matter. Consequently, Choy and Cheah (2009) suggest that teachers should cease the perception that students are incapable of learning unless a teacher covers all the material. Studies also confirm that the home environment and educational background affect students' performance (Dzever, 2015; Sammons et al., 2015), as well as the development of high-level comprehension (Levine & Haus, 1985).

4.5.2 Silences related to existing knowledge

In sections 4.3.1 and 4.3.2, I discussed the role of the teacher's lived experience and perceptions in teaching critical-analytic thinking in EFAL lessons in a rural South African secondary school, yet no reference was made to the role played by students' perceptions of the teachers' teaching methods in promoting the high-level comprehension of English text. Both the interview and the observation data were silent on the views of students regarding the ways they perceived the teacher's teaching methods. Thus, it was difficult to ascertain the students' assessment of the teacher's competence in the classroom or on her teaching strategies with regard to the development of critical-analytic thinking. Horwitz (1989) cautioned that it is important for teachers to consider how their students perceive them in the classroom as the perceptions they project about the teacher's instruction capabilities and the use of pedagogic approaches can conflict with their personal philosophies and attitudes towards teaching. Horwitz (1989) posits that teachers think of classrooms as "communication-centred", dominated by "teacher talk", while students are more likely to think of their course as "hard" or "easy" and of their instructors as "strict" or "lenient" (Horwitz, 1989, p. 61). This implies that the views of teachers and students can differ substantially.

4.5.3 Contradictions between data and existing knowledge

In subtheme 4.4.1.1, Category 1.1.1, I reported that teacher training and qualifications were important factors that support the development of high-level comprehension of English text. The teacher indicated that she was able to overcome the challenges many teachers of EFAL lessons face, such as lack of training to teach critical-analytic thinking skills, due to the training she had undergone. Some scholars disagree with this view. For example, Hove (2011) posits that the ability to think critically is enhanced through explicit instruction and practice of critical thinking strategies in classroom discussions. The argument is that although teacher training and qualification are essential, they do not necessarily promote critical-analytic thinking unless the teacher has learnt how to use critical thinking in their educational system or training. Hence, Zygmont and Schaeffer (2006) observe that teachers find it challenging to foster critical thinking (CT) in their students if they have not learned how to use CT in their educational system or training.

Therefore, the crux of the matter does not lie in training and qualifications, but in the integration of the concept of critical thinking in teacher education and training.

Another contradiction between the data and existing knowledge relates to the findings on the language of learning and teaching (LoLT). In subtheme 4.4.1.2, Category 1.1.2, the teacher indicated that the use of English as the language of learning and teaching had a negative impact on classroom interactions and the development of critical-analytic thinking by students. Her argument is that English poses a barrier to the teaching of CT because it is not the home language of students. In disagreement with this finding, Pretorius and Lephalala (2011) posit that it is literacy that determines successful schooling, not language. They argue that one cannot assume that if children speak a language, they automatically become literate in that language, that reading in that language will come naturally, and that they will easily understand the texts that they read. Pretorius and Lephalala (2011) therefore maintain that language is the vehicle through which and in which reading is done, arguing that in whatever language children do their schooling, reading needs to be a central school activity. That is, it needs to be taught well and it needs to be meaningful.

4.5.4 Contributions to new knowledge

Although the existing literature reports findings similar to the current study, such findings are often based on evidence from urban areas and other societies. For example, studies by Pretorius and Klapwijk (2016) with schools in urban South Africa and by Gashan (2015) in Saudi Arabia found that teacher experience and perception impact on the choice of pedagogical practices that promote critical thinking in students. The current study adds to the existing body of knowledge by evidence of teacher perspectives that promote CT in a rural South African secondary school. These findings indicate that:

- Teaching critical-analytic thinking to students in a rural school requires more than training and qualification; and that the teacher's competence to infuse pedagogical principles pertinent to promoting students' deeper understanding of English text in a rural context also play a role.

- The use of English as the language of learning and teaching in a rural school has an impact on the development of critical-analytic thinking due to multicultural backgrounds and diverse languages spoken by students as home languages.

- Unlike students in urban schools, students in a rural school are faced with a myriad of social and physical impediments (poverty, lack of parental involvement, and so forth) which affect their academic performance, including the development of critical-analytic thinking of English text.

4.6 Theme 2: Teacher discourse moves facilitate critical-analytic thinking in English first additional language lesson

Theme 2 deals with evidence of teacher discourse moves known to develop higher-level thinking in an EFAL lesson. Theme 2 is supported by two subthemes, namely teacher discourse moves that promote high-level thinking (2.1), and language instruction moves (2.2). In Table 4.3 I provide definitions of the two subthemes and their categories as well as a summary of their inclusion and exclusion criteria.

Table 4.3: Subthemes and categories of teacher discourse moves

Theme 2:Teacher discourse moves		
Subtheme and categories	**Inclusion criteria**	**Exclusion criteria**
Subtheme 2.1: Teacher discourse moves that promote high-level thinking	This subtheme includes data related to teacher's use of conversational moves that promote high-level thinking about English content and text.	
2.1.1: Prompting students for further participation and elaborated responses	Includes data related to prompting students for further participation	Excludes data that do not relate to prompting students for further participation
2.1.2: Summarising to guide students into applying their own knowledge	Includes data related to guiding students to apply their own knowledge in classroom discourse	Excludes data that do not relate to guiding students to apply their own knowledge in classroom discourse
Subtheme 2.2: Language instruction moves	This subtheme includes data related to language instruction moves. These include elements of explicit instruction practices such as context, vocabulary, genre, participation and language.	
2.2.1: Explicit instructional practices	This category includes the data pertaining to the process of promoting language learning and comprehension strategies such as vocabulary, genre, participation and language	This category excludes data that do not pertain to the process of promoting language learning and comprehension strategies such as vocabulary, genre, participation and language
2.2.2: Teacher questioning techniques	This category includes data related to the teacher questioning techniques in developing high-level thinking.	This category excludes data that do not relate to the teacher questioning techniques in developing high-level thinking.

4.6.1 Subtheme 2.1: Teacher discourse moves that promote high-level thinking

Table 4.3 above presents a summary of evidence that relates to teacher discourse moves known to promote high-level thinking in the English lesson. Teacher discourse moves refer to how the teacher manages the class and the discussion process. This subtheme includes data pertaining to the teacher's conversational or mediating tools such as modelling, prompting, marking, summarising and challenging (Murphy et al., 2017) that foster students' thinking, inter-thinking and intra-thinking about the English text. The subtheme is supported by two categories, namely prompting students for further participation and more elaborate responses (2.1.1), and summarising to guide students into applying their own knowledge (2.1.2), as discussed below.

4.6.1.1 Category 2.1.1: Prompting students for further participation and elaborated responses

During non-participant English lesson observations, it became clear that the teacher used some of teacher discourse moves to create room for students to participate in the discussion. During class observations a total of four different texts were read and discussed over a period of four sessions (See Table 4.4[a]) and Table 4.4[b], Transcribed English lesson observations). Prompting featured predominantly in the teacher's talk as a way to create a space for students to reveal their thinking and to allow them to take control of the flow of the discussion. However, there were no instances of students' use of prompting, hence it seems that the teacher took the dominant role by initiating most, if not all, the questions.

Table 4.4(a) and Table 4.4(b) display excerpts from transcribed lesson observation videos in support of the above-mentioned findings. The tables are divided into columns that indicate the number of students per class, the duration of the lesson, the control turns, the speaker, the transcription, and the teacher discourse moves that were evident. Control turn indicates the coding based on instances of turn-taking between the teacher and the students during discussions of text. Numbers were used instead of the students' names to ensure anonymity. The number of students in the class was 52, thus the class size was too large for the teacher to hold small-group discussions of between six to eight members in a group, or to do do in the one-hour lesson. This, according to the teacher, resulted in the changes in their talk pattern (students and teachers) to be quite limited on the side of the students while the teacher talked at length, as indicated by the transcription column.

Tables 4.4 (a) and 4.4. (b) display transcribed English lesson observations for the four stories covered in this study, namely: *The Gift of Stories* (Observation 1), *The Twins and The Snare* (Observation 2), *The Sacrifice* (Observation 3), and *HIV/AIDS* (Observation 4).

Table 4.4 (a): Transcribed English Lesson Observations

OBSERVATION 1: *THE GIFT OF STORIES*					
Class size	**Lesson duration**	**Control turn**	**Speaker**	**Transcription**	**TDM Promoting CAT evident in English lesson**
56		107	Teacher	So, the woman did not have any stories anymore. That is why she decided with her husband to say go out to the animals and look for stories then you can come back with that because these kids are making noise at night. I cannot cope. Let's go to scene 2.	
		108	Student	Reads the story.	
		109	Teacher	All right. You are very fast. You are already on scene 3. Let’s talk. No. 4 talked, no 15 talked. I want new faces now. Any other one except (named student) and (student answered). Any other one. We are all here in class. Let’s talk. Number?	
		112	Student no 36	In scene 2 Mazandaba is begging the sea spirits to share their stories with her and then in scene 3 she goes back home and she tells her husband that the sea spirits wants the pictures of their land and their people and then her husband said that so that (indistinct) he knows how to carve so to carve wood and then he suggested that he will carve them a picture of the village and that her wife will take the pictures to them (meaning to the sea).	Students elaborated response
		113	Teacher	To the sea…?	Prompting

Table 4.4 (b): Transcribed English lesson observations

OBSERVATION 2: *THE TWINS*					
Class size	**Lesson duration**	**Control turn**	**Speaker**	**Transcription**	**TDM Promoting CAT evident in English lesson**
56	1 hour	33	Teacher	The nobles. **Can someone tell us what is happening actually in the story?** In your own way, what is actually taking place in the story? In your own words. **In your own words what is happening in the story?** In your own words, what is happening in the story, The Twin Brothers? **If someone asks you what have you read about, what will you tell them about *The Twin Brothers*?** Hmm? Tell us what you read about *The Twin Brothers.* Number?	Summarising
OBSERVATION 3: *THE SACRIFICE*					
		1	Teacher	Thank you. So, they are [indistinct] for the lamb. What is happening actually? They bought it, they are asking grass for the lamb and everything **What is happening actually in the story?** What is it that is happening in the story? Anyone tell us what is it that the happening in the story now from Solomon? Anyone, you tell us what is happening? Anyone? Mmhh!. anyone tell us. Anyone. Mmmmh! No? No? Ja, no 36 tell us. Tell us.	Prompting
		7	Student no 36	No answer from student no 36.	
		8	Student	Reads story	
		9	Teacher	Alright thanks. **So what is happening there?** Can you tell us what is happening? Can we talk? No 26 tell us. 26! The boy is trying to ask the mother to say that can you talk to father in such a way that the he must not kill the lamb. **So what is the answer? Does the mother agree?**	Prompting
		10	Students	No! (Chorus answer)	
OBSERVATION 4: HIV/AIDS					
		None		None	None

As can be seen from the results in Table 4.4(a) and 4.4(b), examples of classroom dialogue and discussion management in the form of summarising and prompting were often seen. From the above analysis, it was evident that the majority of the mediating

conversational tools used inside the classroom were used by the teacher. Students did not use any of the discourse moves. Although the teacher tried by all means to engage the students in the discussion, they kept quiet. This led the teacher to ask questions and also provide answers, thereby denying the students “wait time”. Further to that, the questions asked by the teacher, which acted as prompting, seemed to be rehearsed. In addition, the teacher discourse moves displayed questions that sought students’ answers to be text-related content, as shown above. The excerpts below indicate that students only contributed to the discussion when invited to do so by the teacher.

During the discussion of the “*Gift of Stories*” (See Table 4.4 [a]), the teacher initiated questions in the form of prompting to elicit a response from student no 36. The teacher said, “to the sea….?” (Observation 1, Control turn 113: 2016) as an example of a prompting question further to enable student no 36 (pseudonym) to elaborate on her responses.

From the above conversation, it was evident that the teacher had a predetermined answer, which she expected student number 36 to give, as she tried to give a description of the story they read, which in this case was *The Gift of Stories*”. In addition, prompting was evident when the teacher said:

> *Alright thanks. So what is happening there? Can you tell us what is happening? Anyone? Mmhh! Anyone tell us. Anyone? Can we talk? No 26, tell us. No 26! The boy is trying to ask the mother to say that, can you talk to father in such a way that he must not kill the lamb. So, what is the answer? Does the mother agree?* (Observation 3, Control turn 9: 2016).

The excerpts above to some extent show an exchange where the teacher’s speech acts as moves, reflected through turn-taking between student and teacher discourse. This is contrary to the Quality Talk description of teacher discourse moves (prompting and summarising) as they do not indicate original language and deeper understanding of text by the students. In line with Quality Talk (Murphy et al., 2017; Sinclair & Coulthard, 1975),

teacher's speech acts and moves are calculated to promote original language that is analytical and autonomous. By implication, the analysis of the results on the use of teacher discourse moves reveals the domination of the IRF interaction structure in whole-class teaching.

To illustrate the teacher, after asking open-ended questions, did not pause to allow for cognitive load on the part of the students. The implication of the two cited episodes is that without exposure to the principles of teacher discourse moves, the teacher may not stimulate critical-analytical thinking in students. In addition, the use of mediating tools to spearhead sustained productive talk seemed constrained because the teacher's input was demotivating. The turn-taking of the discourse showed that the teacher dominated the initiation and feedback or evaluation moves.

4.6.1.2 Category 2.1.2: Summarising to guide students into applying their own knowledge and use own original words to facilitate deeper understanding of the text

In some instances, summarising was evident. Coding revealed that the teacher would summarise the discussion without giving the students the opportunity or space to make contributions to the lesson. Moreover, summarising did not indicate any originality from the students; rather, it consisted of words and phrases being uplifted word for word from the text under discussion. That is, the teacher wanted the students to use a string of words as they were written in the reading passage, as appears in the following transcript:

> ***Teacher:*** *The nobles. Can someone tell us what is happening actually in the story? In your own way, what is actually taking place in the story? In your own words, what is happening in the story? In your own words, what is happening in the story? The Twin Brothers? If someone asks you what have you read about, what will you tell them about The Twin Brothers? Hmm? Tell us what you read about The Twin Brothers. Number?* (Observation 2: 2016).

Furthermore, as can be seen from the excerpt below, the teacher went on to summarise the text instead of allowing students to reflect on and respond in accordance with the teacher's assignment.

> ***Teacher****: So, in summary the woman did not have any stories anymore. That is why she decided with her husband to say go out to the animals and look for stories, then you can come back with that because these kids are making noise at night. I cannot cope. Let's go to Scene 2* (Observation 2: 2016).

The excerpts cited above to support evidence of teacher discourse moves in an EFAL lesson were taken from classroom Observation 1: 2016 and Observation 2: 2016, from the lesson texts entitled *The Gift of Stories* and *Twin Brothers* respectively.

Teacher discourse moves are considered from the point of view of active engagement, theorised as a requisite to interaction and learning. However, the teacher in this study seemed to view the strategy as a means of initiating students into answering the questions she posed. She reported that discourse moves assisted her to mobilise the students to participate. Against the background of the limitations of the teacher's understanding of the critical role played by scaffolding classroom discourse through the use of teacher moves, it seems as if there is an awareness of probing as a way of engaging students in talk for the purpose of interactive learning.

According to the findings presented in Table 4.5, prompting occurred twice, while summarising occurred only once in an average of four class observations. For instance, prompting was evident during the observed lesson about two of the stories, namely "*The Gift of Stories*" and "*The Sacrifice*". Even though the teacher would prompt the students to elicit responses by asking if there were any questions, by implication, her (the teacher participant's) limited capacity to employ prompting and summarising and all the other moves contributed to a lack of the students' higher-level comprehension of English text.

Table 4.5: Teacher discourse moves evident in English lesson

Date	Class C	Text type	Stance	Events	Modelling	Prompting	Summarising	Challenging	Marking
2016 07 26	C	*The Gift of Stories*	Efferent	4	0	2	1	0	0
	Total			**4**	**0**	**2**	**1**	**0**	**0**
2016 08 16		*The Twins*	Expressive	2	0	0	1	0	0
	Total			**2**	**0**	**2**	**1**	**0**	**0**
2016 09 05		The Sacrifice	Efferent	1	0	2	0	0	0
	Total			**1**	**0**	**2**	**0**	**0**	**0**
2016 09 20		HIV	Efferent	4	0	0	0	0	0
	Total			**4**	**0**	**0**	**0**	**0**	**0**

The results in Table 4.5 present the frequency of total utterances made by the teacher on four occasions in time of lesson observations and across the different texts (stories) discussed. The students made no utterances during the observation sessions. Moreover, the students were not afforded the opportunity to interact actively during the lesson, either by asking questions, commenting on content, discussing or sharing views with their peers in class. Furthermore, it was difficult to decide what their stance towards the text was as the teacher controlled the discussion and her text events were predominately test questions. Stance towards text in this instance refers to the position or attitude that the students or the teacher adopts as they express their own perspectives on issues arising from the text.

The stance towards text determines the question events. A question event refers to questions asked with the aim of eliciting a particular response. During data coding, the stance towards text was determined in terms of whether it encouraged students to focus on reading in order to acquire and retrieve information from the text (an efferent stance), whether students were motivated to build emotive connections between their personal experiences and the text (an expressive stance), and to observe whether or not they were encouraged to interrogate or query text in search of its underlying meaning or assumptions (a critical-analytic stance) (Li, Murphy, Wang, Mason, Firetto, Wei & Chung, 2016).

These results suggest that critical-analytic thinking skills were not taught and encouraged, which could hinder the development of these skills. On the basis of these results, this study posits that higher-level comprehension is developed when students' participation in classroom discourse is encouraged and when they are provided with opportunities to question ideas and express their own views. Moreover, from the results, one can reach the conclusion that neither the teacher nor the students demonstrated the expected critical-analytic thinking literacy level. Further to that, they seemed to be unfamiliar with critical-analytic thinking tasks. As informed by the excerpts cited above, the students and the teacher did not attempt tasks that required sound reasoning skills during English lessons. Reasoning is the core of critical thinking; indeed, critical thinking has been defined as thinking that is reasonable and reflective (Ennis, 2011).

Ultimately the evidence suggests that the teacher's use of prompting and summarising did not seem to work positively for the intended purpose. The main purpose of teacher discourse moves is to promote learning, learning interaction, and a deeper understanding of the text. Although the teacher tried to engage the students in dialogue, the strategy did not work. The students restated the answers from the story that was being discussed and the answers did not include any critical reasoning or evidence to show the students had any understanding of the text. In this regard it was difficult to tell if the students had understood the discussion and whether or not they were accountable for their thinking. On several occasions the teacher restated her questions and responses and would then nominate a student to give answers from the text and, without further interaction, move on to point at another student to answer, without in any way acknowledging the students' responses. The above observation was captured in my field note, as shown below:

> *The teacher would (in) most of the time(s) not give the students a wait time to think about the question or the instruction. She would ask the question or make an instruction and go ahead to respond to her questions. e.g., Can someone summarise the story for us? Ok, all in all the story is about the wife requesting the husband to tell his noisy children* stories (Field notes, line, 80–91: 2016).

However, it is necessary to mention that an examination of the total frequency of the teacher participant's use of supporting tools and signs to initiate productive talk did not reflect a complete scenario of discourse patterns. Therefore, it did not display how the teacher employed language instruction moves and how the students used language to sustain classroom discussion.

4.6.2 Subtheme 2.2: Language instruction moves

Subtheme 2.2 provides evidence captured to indicate how the teacher interacted, participated, managed and controlled the dialogic discourse pattern in her English lesson with the aim to improve students' speaking ability and comprehension of text. This subtheme is supported by two categories, namely explicit instruction practices (2.1.1) and teacher questioning techniques (2.1.2), which will be discussed in future sections.

4.6.2.1 Category 2.2.1: Explicit instruction practices

Explicit instruction is a teaching and learning method in which students are taken step by step through the learning process by the teacher until they all actively and successfully participate in the lesson, indicating that they have fully understood the content and text (Fisher, Frey & Rothenberg, 2008). These language instruction moves are regarded as other Quality Talk (QT) types of teacher discourse moves because they do not promote higher-level understanding of English text but they do contribute to achieving the goal. These moves are context, vocabulary, genre, participation and language. However, the moves were not as evident as one would have expected during the English lessons as the teacher controlled the whole learning process. Table 4.6 presents excerpts extracted from the four different occasions that English lesson observations were conducted. The excerpts were from the different texts discussed on the different dates of data collection, as displayed in the table.

Table 4.6(a): Observation of English lesson instruction moves

		OBSERVATION 1 **TITLE OF THE STORY:*THE GIFT OF STORIES***			
Class size	**Lesson duration 1 hour**	**Control turn**	**Speaker**	**Transcription**	**Language instruction moves**
56		59	**Teacher**	So the sea spirits wanted a fair exchange. In other words, you give me this, I give you that. **Everyone understand?**	Vocabulary
		97	**Teacher**	All right. Scene 1. Let's talk about scene 1, before we go to scene 2. While reading, ok, one thing I forgot to say. This play is not real, it is fantasy. That means it is made-up narrators. While you read the play think about what makes it fantasy. Here is one idea to help you. People cannot travel down into the sea. In other words, this is not a real story. You can understand it. You cannot travel into the sea and come back. So, in your mind, you will … you will see that it is fantasy. Let's go to our television, we've seen, we always look on cartoons (indistinct). ***Sophia*…the first, is it real? (The play Sophia)?**	Participating Genre
		98	**Student**	No	
		99	**Teacher**	Alice in Wonderland. **Is it real?**	Compound
		100	**Student**	No	
		101	**Teacher**	So this is one of those. It is a fantasy. It is a story that is not real. You can see that you cannot talk to a hare. Ask a hare: Can you give me stories? That is scene 1. **Can someone tell us what is happening in scene 1?** In the first (indistinct). Anyone? Raise your hand and tell us what is happening in scene 1. Anyone? Must I point anyone to tell me what is happening? We all read the story. We all heard what they were reading. You can tell us. Anyone? Silence means that anyone can talk. I can ask anyone. Yes, number …? No 4.	
		102	**Student**	The children are crying for stories.	

Table 4.6(b): Observation of English lesson instruction moves

		OBSERVATION 2 **DATE:** 2016 08 16 **TITLE OF THE SHORT STORY:** ***THE TWINS***			
		33	**Teacher**	The nobles. Can someone tell us what is happening actually in the story? In your own way, what is actually taking place in the story? In your own words. In your own words, what is happening in the story? In your own words, what is happening in the story, *The Twin Brothers*? If someone asks you what have you read about, what will you tell them about *The Twin Brothers*? Hmm? Tell us what you read about *The Twin Brothers*. Number?	Compound
		34	No 36	36	
		35	Teacher	No36. Yes?	
		36	No 36	What is happening in the story of *The Twin Brothers* is that the twin … eh Yorub … eh … Yor …	Pronunciation
		37	Teacher	Yoruba King	
		OBSERVATION 3 **DATE:** 2016 09 05 **TITLE OF THE STORY:** **THE SACRIFICE**			
		2	Teacher	Thank you. So, they are-------- for the lamb. What is happening actually? They bought it, they are asking grass for the lamb and everything **What is happening actually in the story?** What is it that is happening in the story? Anyone tell us what is happening in the story, now from Solomon? Anyone, you tell us what is happening. Anyone? Hmmhh! ... anyone tell us. Anyone. Mmmmh! No? No? Ja, no 36, tell us. Tell us.	Rhetorical – following the procedure outlined in the tex.
		4	Teacher	So, he is giving them an example to say do you know that the Lord sacrificed himself for mankind? You are too young to know about that. The Bible says Jesus was the lamb of God. You are doing good work by to looking after the lamb. In other words, he is telling the story of what happened to God himself to say God sacrificed Jesus or gave his son to the world to be killed in order to save mankind.	Context Inter-textual text
		5		**Do we have Christians in this particular class?** Tell us about the story of Jesus Christ. In short. Jesus Christ, yes. Anyone, raise your hand. Raise your hand and tell us. You do not know anything about Jesus Christ. Tell us ... anything. Ee Ee! Raise your hands. One ... one person at a time. Tell us, tell us! No? No?	Context

Table 4.6(c): Observation of English lesson instructional moves

		OBSERVATION 4 **TITLE OF THE STORY:***HIV/AIDS*			
		Control turn	**Speaker**	**Transcription**	**Language moves evident in English lesson**
		66	Student	Learner reading story	
		67	Teacher	Let's go back again to the passage and start reading slowly; in such a way that I will explain some of the things. So far, the AIDS epidemic has left behind an estimated 14 million orphans; 80% of the AIDS orphans live in sub-Saharan Africa. What is an orphan actually? **What is an orphan? No? No?**	Contextualising text
		68	No 20	No 20	
		69	No 20	An orphan is …	
		70	Teacher	No 26	
		71	No 26	An orphan is a person that does not have parents	Grammar
		72	Teacher	A person that does not have his or her biological parents.	Vocabulary Content knowledge/language
		86	Student	Reading story	
		87	Teacher	For in African townships AIDS is generating orphans; families that can't cope … Half of the people living with HIV become infected before the age … they are aged 25 … developing Aids by the time, by the time they are aged 35, leaving behind a generation of children to be cared for. The deep-rooted kinship system that exists in Africa, extended family networks of aunts and uncles, cousins and grandparents, have long proven itself resilient even to major social changes. But capacity and resources are now stretched to breaking point, and those providing the necessary care are in many cases already impoverished. In other words, as you know, in African cultures we believe in extended families, where my father, my uncle, we don't call my father brother, we call them as my father or younger father and younger mother. So, although this belief is that in such a way that if ever I die my sister, my brother can take care of my kids. It is no longer working because many parents are dying, leaving kids. The way, the way forward… preventing prevention, preventing ...	Context

The results in Tables 4.6(a), (b), and (c) indicate that some language instruction moves were present during these English lesson observations. Although there is a range of

language instruction moves known to assist teachers in managing teaching and learning, this study focused only on context, vocabulary, genre, participation and language. Data from my observations indicate that the teacher employed elements of explicit instruction as an approach to promoting students' English speaking, writing, reading, listening skills and understanding of text. Thus, the teacher focused more on contextualising the text, explaining words and trying to explain the meaning of the language used in the text. For example, the teacher said:

> *Let's go back again to the passage and start reading slowly, in such a way that I will explain some of the things. So far, the AIDS epidemic has left behind an estimated 14 million orphans; 80% of the AIDS orphans live in sub-Saharan Africa. What is an orphan actually? What is an orphan? No? No?* (Observation 4: 2016).

As a strategy to enhance classroom practice and improve student engagement in lesson discussion, the teacher participant made visible attempts to manage the lesson activities and discussions through the use of scaffolding techniques. For example, the teacher said: "*While you read the play, think about what makes it fantasy. Here is one idea to help you …* (Observation 1: 2016).

In addition, there were instances where the teacher encouraged the students to participate in the lesson in order to establish the boundaries of when and when not to provide a scaffolding technique or examples that could evoke the students' thinking about the text. The teacher was in a way providing a step-by-step demonstration to the students of always bearing in mind the purpose of reading a text by thinking aloud to achieve a certain level of understanding. To illustrate this, the teacher mentioned:

> *All right. Scene 1. Let's talk about scene 1, before we go to scene 2. While reading, okay, one thing I forgot to say. This play is not real, it is fantasy. That means it is made-up narrators … People cannot travel down into the sea. In other words, this is not a real story. You can understand it. You cannot travel into the sea and come back. So, in your mind you will … you will see that it is fantasy. Let's go to our*

television; we've seen; we always look on cartoons (indistinct). (Observation 2: 2016).

Much as it is appreciated that the teacher was aware of the use of explicit instruction, the approach was minimally used. Table 4.8 below presents a summary of the occurrences of all the explicit language instruction moves used during the four-time point lesson observations.

Table 4.7: Summary of the usage of other teacher moves

Date	Class	Text Type	Stance	Events	Context	Vocabulary	Genre	Participation	Language
2016 07 26	C								
		The Gift of stories	Efferent	4		0	0	1	1
2016 08 16	C	*The Twins*	Expressive	2	0	0	0	1	1
2016 09 05	C	*The Sacrifice*	Efferent	1	1	0	0	0	0
2016 09 20	C	HIV	Efferent	4	1	1	0	0	0
	Total			**11**	**2**	**1**		**2**	**2**

The results in Table 4.7 show that the usage of other teacher moves was evident across the four-time point observations for all the texts discussed during the observation exercises. For example, context occurred twice, vocabulary once, participation twice, and language twice. Furthermore, 11 in Table 4.7 represent a total of events or questions asked across the texts covered during the observation exercise.

Although the overall impression is that the use of an explicit instruction method was evident, there is a downside in the sense that the teacher was found not to have followed properly the recommended elements of explicit instruction. Whereas the teacher minimally provided instructional supports of scaffolds, she failed to select and sequence content logically. In addition, she failed to break the techniques down so that they were user-friendly and accommodate the students' cognitive capabilities. The teacher moreover failed clearly to demonstrate the necessary skills pertinent to developing students into critical-analytical thinkers who are independent thinkers (Rosenshine,

2012). It would have been better if the teacher had given the students the opportunity to move toward independent performance.

4.6.2.2 Category 2.2.2: Teacher questioning techniques

The use of questioning techniques was indicated as one of the instruction moves employed by the teacher participant to promote classroom management. The teacher participant clearly perceived the need to encourage student talk and teacher-student interaction through asking questions. According to the teacher, she employed the questioning technique as a strategy to overcome students' shyness and lack of confidence. She also mentioned that asking the students questions based on the text they are reading helps to boost their assertiveness and language proficiency:

> *I make sure that every student talks in class in such a way that … even those who have not raised their hands. I do not discourage them at all and always encourage them to respond, no matter right or wrong, but I let them respond:* (Field Note, line 98–105: 2016).

Furthermore, the teacher mentioned that it was worth noting that many teaching techniques that she used focused on increasing academic achievement. Even though the teacher used questioning as an instructional move, it seemed not to yield any positive results as the students rarely responded to the question. Further to that, the questions were mostly test questions that presupposed one correct answer which, in most instances, were taken from the text. Moreover, the teacher participant did not allow the students to volunteer to respond to the questions. She called out their names even before she asked the question.

> *I achieve classroom interaction by selecting which student could answer the question posed* (Field note, line 270–284: 2017).

The interview conversations below support the observation data.

Interviewer: *Okay, I noticed in the classroom that you always ask questions. So how do you choose who must answer the questions?*

Teacher: *We use the old way, to say if ever you have the answer, can you raise a hand. So students raise their hands, then we will pick to say this one or that one. Although it is not a good idea, because some of them don't raise their hands and they have the answer. Usually we ask the students to raise hands.* (Interview 3, lines 538–544: 2017).

Interviewer: *And if they don't raise the hand and they have the answers, what do you do?*

Teacher: *Usually, I end up saying, what about you? What can you say? You end up maybe picking everyone. At the end, if ever all of them don't raise their hand, I usually start from the first group and the first line, to say, what about you? So they will start talking.* (Interview 3, lines 545–552: 2017).

The aforementioned excerpt from the interview implies that the language instruction moves seemed to be used at the advantage and convenience of the students. There was evidence that teacher motivated students to participate actively during the lesson but the students did not seem to be motivated nor encouraged to take their turns in the classroom discussion. Most of the questions asked by the teacher did not elicit responses from the students. This scenario generated the kind of behaviour that compelled the teacher to seem to control the learning process and to take lengthy turns probing and prompting for responses.

In some instances, the teacher was observed executing her role as a learning mediator charged with the responsibility to provide adequate scaffolding to students struggling with pronounciation and grammar in English lesson. This demonstrated the teacher's awaness of her role as a catalyst of learning opportunities which includes correcting students' pronounciation, vocabulary, and grammar. The following examples of language

instructional moves indicating the teacher correcting pronounciation were evident in one English lesson:

> *Control turn 35, Teacher: What is happening in the story of "The Twin Brothers?" Learner No? Yes. no 36?*
> *Control turn, student no 36 … Is that the twin … eh Yorub … eh …Yor?*
> *Control turn 37, teacher: Yoruba King (teacher correcting the student's pronunciation).* (Observation 2: 2016)

The following observation, extracted from my research journal, supports observation data.

> *My observation revealed that the teacher encouraged the students to feel comfortable, relaxed and spontaneous when reading. In using scaffolding as a technique, the teacher corrected students' utterances, pronounciation and afforded them (students) opportunity to talk. However, many features, particularly from the non-verbal cure, demonstrated for instance that the students were not free to call out the words when reading. Their (students') facial expressions and the continuous pauses while reading revealed insecurity, lack of confidence and assertiveness. They expected the teacher to keep intercepting their flow of reading. In a nutshell, this contradicted the teacher's intended effort of provide temporary support for promoting profiency. Proficiency that could lead to feelings of self-confidence and motivation, such as speaking English without fear of making mistakes*. (Research journal, August 17th 2016).

4.7 Literature control: Discussions of findings of Theme 2

In the preceding section, I discussed the results of Theme 2, which focused on teacher discourse moves and language instruction moves evident in an EFAL lesson. In this section, I present literature control in terms of confirmations, silences, contradictions and contributions.

4.7.1 Confirmation in data of existing knowledge

In sections 4.6.1 and 4.6.2, I reported that some teacher discourse moves and language instruction tools were evident in the EFAL lesson. However, such moves and practices were used at the convenience of the teacher with a view to controlling the whole learning process, and not to develop students into critical-analytical thinkers. These findings validate existing knowledge that some teachers use discourse moves and language instruction practices to control the learning process and promote classroom management, not necessarily to stimulate critical-analytic thinking in students (Corden, 2001; Kadir, Subki, Jamal, & Ismail, 2014; Kiemer, Gröschner, Pehmer & Seidel, 2015). As reported in the study, this approach inhibits, rather than facilitates, productive discourse as it denies students the opportunity of taking control of the discussion process and having interpretive authority over the text.

Furthermore, as indicated in the current study, evidence from many classroom studies revealed the dominance of teachers in the classroom discourse, where teacher-student interaction is predominantly in the form of initiate-respond-evaluate (IRE) (Sinclair & Coulthard, 1975; Hargreaves, 1984; Francois, 2016; Murphy & Wei, 2017). In such situations, the teacher *initiates* the discourse with a question, the student *responds* with an answer and the teacher provides *feedback* in the form of *evaluation*. According to the aforementioned scholars, the predominance of the IRE interaction structure makes classroom discourse very distinctive and impedes productive talk and active engagement of students in classroom discourse.

The quality of classroom talk depends on the teacher's orchestrating many factors, including the length and pattern of interaction, the use of questioning and feedback (Li, et al., 2016), cognitive challenge, as well as the culture and organisation of the classroom (Nystrand, et al., 2003). Poor use of explicit instructional strategy could inhibit students' ability to learn reasoning, argumentative and analytic skills, which areassumed to develop deeper understanding of English text.

4.7.2 Silences related to existing knowledge

In my analysis of Theme 2, I noted silences in relation to some aspects of teacher discourse moves and language instructional practices known to promote critical-analytic thinking and high-level comprehension of English text. Apart from the use of prompting and summarising by the teacher, discussed in subtheme 4.6.1 (Categories 2.1.1 and 2.1.2), the data was silent on other teacher discourse moves such as modelling, challenging and marking. No evidence of the use of these moves was found or reported in the observation data or field notes. These silences have significant implications for this study as they partly explain the reason for the teacher's inability to initiate productive classroom talk among students capable of developing their critical-analytic thinking skills. Literature reveals that enriching the teaching and learning process through diverse, specific, effective teacher discourse moves and a range of didactical techniques enhance the development of critical-analytic thinking and high-level comprehension of English text (Murphy & Wei, 2017; Kiemer, et al., 2015; Kaplowitz, 2012; Rosenshine, 2012; Dickinson & Porche, 2011; Murphy et al., 2009; Applebee et al., 2003).

4.7.3 Contradictions between data and existing knowledge

In my review of existing literature, I found studies that contradicted the current study, particularly with regard to the meaning and purpose of teacher discourse moves in the teaching and learning environment. In defining teacher discourse moves, Wilkinson et al. (2010) describe them as conversational moves used by the teacher during discourse to mediate and provide temporary support to aid the students' productive talk. Harris, Phillips and Penuel (2012) indicate that, in using teacher discourse moves, the teacher accords students the opportunity to have shared control of classroom talk, and only intervenes when he or she recognises if they are in difficulty and need assistance. In contrast to the above definition, evidence reported in subtheme 4.6.1 indicates the downside from the students' in the sense that they often misrecognised and misinterpreted the teacher's role in the context of explicit instruction. In this instance it came out that the students looked up at the teacher as mediator in rote learning than as a facilitator and learning mediator to guide and intervene where there is learning challenges. In most instances, as reflected from the students' non-verbal cues, students were observed pausing and taking long in

attempting to pronounce difficult or unfamiliar words. They will look up to the teacher to first pronounce the word without considering the “wait time” to think about the pronunciation nor to allow for gradual release of responsibility, as evidence in the observation data confirms (Field notes, 2017). This yet again negates existing knowledge posited by Murphy and Wei (2017), who indicate that the aim of TDM is to help transform students’ ways and levels of thinking and applying the acquired knowledge in different and complex learning contexts. This implies that TDM plays a crucial dual role in steering productive classroom discourse. First, it is a key element in the fostering of teachers' skills in their endeavour to evoke students’ interest in the topic of discussion and, second, it is a promising tool supporting teachers in changing students' classroom experiences into more engaging and meaningful ones, thus contributing to their enhanced analysis of and reflection on classroom practices and interaction patterns.

Another contradiction of this study relates to the findings of Eison (2010), who argues that active learning instruction strategies can be created and used to engage students in thinking critically or creatively and speaking with a partner in a small group, or with the entire class. The current study indicates that the teacher used language instruction moves (explicit instruction-and-questioning technique) for her convenience, mainly to manage the class. This finding also contradicts Fisher, Frey & Rothenberg (2008), who described explicit instruction as a form of teaching and learning in which students are taken step by step through the learning process by the teacher until they all achieve active and successful participation in class discourse.

4.7.3 Contributions to new knowledge

This study makes a significant contribution to new knowledge by reporting evidence of teacher discourse moves that promote critical-analytic thinking in an EFAL lesson from the perspective of a rural secondary teacher. Contrary to the teacher’s view that the students were shy and immature, this study has shown that it could have been her strong control of the large class that rendered her unable to make effective use of conversational moves and supporting tools, which impeded students’ active participation in classroom talk, and prevented their development of critical-analytic thinking (See Research journal,

2016). Although studies by Murphy and Wei (2017) and Harris et al. (2012), indicate that the ability to facilitate conversational moves is a learned ability that requires training of some kind, the current study indicates that the teacher lacked specialised training to teach critical-analytic thinking in an EFAL lesson. In this regard, the contribution of the study is that it emphasised the need for the professional development of the English teacher's critical-analytic thinking skills. More specifically, its contribution lies in the fact that it highlighted the need for a structured teacher professional development programme which includes knowledge of remote rural teachers' experiences, teaching and learning needs and the context in which they operate.

4.8 Theme 3: Pedagogical principles in English first additional language lesson

In this section, I present the results of Theme 3 of this study. This subtheme focuses on data related to teachers' understanding of the role of language and the use of diverse pedagogies that promote dialogic inquiry and productive lesson discussions. The theme is supported by five subthemes, which emerged from the different data sets. The five subthemes are: Language is a tool for thinking and inter-thinking (3.1.); Normative discourse expectations and dialogic responsiveness (3.2); Balance responsiveness and structure (3.3); Content clarity (3.4); and Embracing space and diversity within the discourse (3.5). Each of the subthemes, with their inclusion and exclusion criteria, is presented in Table 4.8.

Table 4.8: Pedagogical principles in an EFAL lesson with subthemes

Theme 3: Pedagogical principles in English language lesson		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
Categories: **In subthemes 3.1, 3.2,3.3, 3.4,and 3.5 no categories were identified**		
Subtheme 3.1: Language is a tool for thinking and inter-thinking	This subtheme includes data pertaining to the teacher and students' ability to understand value, and internalising language or talk as a way of thinking about content and text (Murphy & Firetto, 2017).	This subtheme excludes data that do not pertain to the teacher and students' ability to understand value, and internalising language or talk as a way of thinking about content and text.
Subtheme 3.2: Normative discourse expectations and dialogic responsiveness	This subtheme includes data that relates to ground rules designed to support and encourage students' freer open-participation classroom discussion patterns that promote deeper understanding of content and English text.	This subtheme excludes data that do not relate to ground rules designed to support and encourage students' freer open-participation classroom discussion patterns that promote deeper understanding of content and English text.
Subtheme 3.3: Balance responsiveness and structure	The subtheme includes data that exclusively ensures productive learning about the text or topic of discussion.	The subtheme excludes data that do not exclusively ensure productive learning about the text or topic of discussion.
Subtheme 3.4: Content clarity	This subtheme includes data that ensures the teacher's strong knowledge of the text and content about the text and content to guide and support the discussion	This sub-theme excludes data that do not ensure the teacher's strong knowledge of the text and content about the text and content to guide and support the discussion
Subtheme 3.5: Embracing space and diversity within the discourse	This category includes data that relate to the teacher's ability to understand and value the students' unique experiences of and perspectives on the discussion about the text.	This category excludes data that do not relate to the teacher's ability to understand and value the students' unique experiences of and perspectives on the discussion about the text.

4.8.1 Subtheme 3.1: Language is a tool for thinking and inter-thinking

In this section, I present the results of Subtheme 3.1 (Language is a tool for thinking and inter-thinking), which focuses on the belief that language can be used in an EFAL lesson discussion as a tool to promote high-level thinking about, around and with text. The data obtained from the English lesson observation notes, interviews and discussion with the teacher indicate positive attitudes towards the value of talk (language) as a form of learning. The teacher mentioned that "talk" is a skill every student can develop to improve themselves and others. The teacher alluded to the fact that language and thought go

together. According to her, unless the student communicates through language no one can project what they think and no one can tell if they (students) have understood the text or not. The excerpt below from the teacher illustrates this result:

> *You cannot progress academically and professionally if you do not have English speaking skills* (Field notes, line 130–134: 2016). *Language is the key to opening interactive, relationship, and social cohesion between people of different status and cultural backgrounds... There is a direct connection between the language and the thought in such a way that you think first … isn't this thought? Then for one to know what you have in mind; then what you think … or that thought will produce language* (Field notes, line 136–147: 2016).

The teacher seemed to value "talk" as a vehicle through which one's thoughts and views were known, shared and translated into meaningful language. She encouraged students to talk during the lesson by using questioning techniques. It could be seen that the teacher had internalised the value of language use as a form of instruction. The following excerpt further affirms the teacher's belief in the role of language as a tool for thinking.

> *Acknowledging the challenges inherent in my roles and responsibilities as secretary, I was determined to work hard to earn money to finish my degree at the university*. *I used the determination as my driving force and as an advantage to influence my family members and other students to learn English in order to succeed in this world. It was only when I resumed my studies as a teacher trainee with the university that my interest in studying English expanded* (Field notes, line 115–129: 2016).

However, in spite of the teacher's positive attitude towards the English language, it seemed difficult for the students to understand the importance of English, not only as a subject but as a way of thinking and as "talk" that echoes their reasoning, thinking and inter-thinking about the world around them. The teacher attributed students' low proficiency in the English language to the set rules prohibiting students from speaking

any language but English in the classroom. She highlighted the fact that some students found it difficult to converse in English because they were shy. Further to that, she mentioned that although the school rules emphasises the speaking of English by all students, they were also expected to keep quiet during lessons.

Despite the negative attitudes of students, as perceived by the teacher, I observed that some students showed enthusiasm to participate during class discussion. However, the teacher neglected them. Instead she gave space to those who seemed to be her favourites and who also seemed to have been briefed to answer.

4.8.2 Subtheme 3.2: Normative discourse expectations and dialogic responsiveness

In this subtheme, it emerged from the data that the teacher frequently commanded discipline in the form of rules that discouraged students' spontaneity in lesson discussion. The comments below were made by the teacher during the discussion of the story *The Sacrifice* (Observation 3: 2016).

> *Control turn 90 Teacher: He went to plead … his mother to ask his father not to kill his friend because according to them the lamb deserved to live. …That is where we are told about the butcher, the ... the ... the boys said that the butcher is around here. Why can't we go there and buy meat and feed these particular people? Did the mother agree?*
> *Control turn 93 Class: No (chorus answer).*
> *Control turn 94 Teacher: So, let's raise hand and talk … one person at a time. What was the response of the mother? Anyone?* (Observation 3: 2016).

It was evident that the teacher did not expect students to be free in taking turns, participating and making contributions to the discussion. Instead, they were controlled and directed to raise their hands, as this was the ground rule, particularly when more than one student responded. The teacher told them to raise their hands to be nominated. By implication, she focused more on promoting discipline as opposed to supporting and promoting concrete and sustainable improvement in the reasoning capacity of students.

On this basis, one could argue that the teacher was not mindful of open participation through turn allocation, turn-taking and wait time to allow for students' cognitive loading.

Although the teacher claimed that she encouraged participation by the whole class, it was evident that the students in her English lessons were not given the chance to free themselves from the constraints inherent in the IRE or IRF structure used by the teacher in the course of interaction. The students found it difficult to play out roles or to engage in dialogue voluntarily. Furthermore, questions centred on the text, and the learners were always taught in whole-group sessions. This contradicts what was captured during the lesson observation and what the teacher mentioned during our informal discussion. I noted the following in my field notes:

> *The English lesson should be the critical platform where the students were given the chance to practice communication and thinking skills through discussion. This could be achieved if the students are allowed more turn-taking in a more deliberate way as opposed to waiting for the teacher to call them out to answer or allocate turns to them. Moreover, the teacher was seen overlapping and interjecting in the midst of the students' verbal talks. She did not provide explicit feedback to the students' answers. I found this type of structure to be disturbing and to negatively impact on the students' motivation to freely speak and engage further in conversations. Frequent interruptions and failure to allow the student to finish what they want to convey could denote the perception that the teacher lacks interest in the student's point of view* (Field notes, line 148–174: 2016).

4.8.3 Subtheme 3.3: Balance responsiveness and structure

It emerged from the data that the teacher was challenged to promote shared responsibility in teaching and learning. She dominated lesson discussions, asked all the questions, and even provided answers to the questions. Moreover, most of the questions were test questions that centred on the text. There were no uptake questions that could have

facilitated a chain flow of communication. The lesson observation below illustrates these points:

> *Control turn 5 Teacher: Do we have Christians in this particular class? ...Tell us; tell us, number? Number?*
> *Control turn 6 Student: No 14*
> *Control turn 7 Teacher: No 14, tell us. I am listening, tell us. The Bible says that God gave his only begotten son Jesus Christ to come and die for us in order for us to be saved. So also this lamb is a sacrifice according to Moslem … So let's continue. Someone continue reading. Anyone ... Anyone?* (Observation 3: 2016).

On two occasions the teacher asked affective questions to the students, as in the excerpt below from the text titled *The Sacrifice*, and another from the text *The Twins* respectively.

> *Control turn 98, Teacher: After reading the passage, why do you think the boys started crying?*
> *Control turn 101: Student: The boys started crying … they started … they wanted to argue but their mother said, let's not argue and the boy started crying. The mother said you can cry as much as you like, your father is going to kill …*
> *Control turn 102 Teacher: And other, how do you feel?*
> *Control turn 103 Student: I feel sad… Ummm ... it's painful* (Observation 3: 2016).

Table 4.9: Observation transcript on the story *Twin Brothers*

Control turn 79: Student no 21	**I think that the twin brothers should have not pushed his brother to the river so that they could share the kingdom.**
Control turn 80 Teacher	Yes - according to you he shouldn't have pushed him to the river. Maybe he should have told him to say, let's share the kingdom together. Any other one? What (indistinct) the story? What is actually happening in the story? After you have read it. What are your feelings about the story? How do you feel? If I tell the story as if it is real? 24?
Control turn 81 Student no 24	I feel so ashamed because a kingdom deserves to be, a royal palace deserves to be run by a person but then the way to solve the problem is not to push some other person into a river.
Control turn 82 Teacher	Any other one? 40 - tell us.
Control turn 83 Student no 40	I think that the … I think that the older twin brother shouldn't have pushed the little brother into the river.

It could be argued from the extracted episode above that employing a variety of questions that promote dialogue could initiate students into participating in interactive talk. However, the teacher seemed to lack exposure to the principles of dialogic discourse, and therefore could not influence critical-analytical thinking in the students. The students' responses seemed to be constrained because the teacher's input was unprincipled. Students need to be engaged in conversations actively, in which they can ask questions amongst themselves, identify with the text, respond, argue or agree. This will promote originality and critical-analytic thinking skills.

4.8.4 Subtheme 3.4: Content clarity

The teacher reported that teacher efficiency and effectiveness depend on knowledge of text and content. From the lesson observation, the teacher seemed to have strong subject, content and text knowledge. She seemed collected and confident, which indicated that she might have read the text before the start of the lesson. However, it was evident from the lesson observation that limited resources hampered the teaching and learning process.

For example, data captured during my observation of her lesson provided evidence that she asked useful questions that provided guidance and support to students to participate in the pre-discussion activities. She started the lesson with a recapitulation of what was done previously as a way to stimulate the students' interest in the discussion.

> *Teacher: Can you give us example of what we talked about yesterday, before we go into the story that we (indistinct). Yesterday we talked about the tradition of storytelling on page 129. What other ways? What other ways except talking to us (indistinct) … telling us stories. What other ways according to the (indistinct)* (Observation 1: 2016).

The teacher depended on the prescribed text book "*Platinum*" as a guide to what ought to have been covered by the end of the lesson. However, limited resources meant that not all the students had access to the text before and during the lesson. As could be seen in Photograph 4.1, up to four students had to share a book or photocopy of the text. Because of this, the teacher focused on the reading, with no post-reading discussion talk, with discussion limited to a question-and-answer session about what had just been read.

Photograph 4.1 shows 52 students in one classroom sharing books

There were instances during the observation exercise where the teacher's knowledge of the text seemed unclear. This raised some questions regarding the teacher's knowledge of the concepts used in that specific genre. For example, during the discussion of a poem entitled *Snare* (See Appendix H2a), the teacher seemed to be overwhelmed and confused about the different concepts used with regard to poetry, such as defining what a poem is, the difference between rhyme and rhythm, figurative language and figure of speech. The excerpts below confirm the aforementioned impressions:

> Control turn 47, Teacher*: Let's go back to the first stanza again. I hear a sudden cry of pain. I said to you a poem is a composition. A composition arranged in lines that have a rhyme, a rhyme and a rhythm. I said a rhythm, it is like whenever the person, whenever you read that particular poem, it has a certain flow, like music. Where there's a rhyme it is the way the person put the way, the way the sound sometimes... Let's look on the first stanza. I hear a sudden cry of pain. Let's look on the word "pain" and the third line, now I hear the cry again. Pain … and again, snare and where … they used, they sound the same. So we call it alliteration. The repetition of consonants, words. They call it alliteration… that is a repetition of consonants, words. We have consonants and vowels* (Observation 2: 2016).

> Control turn 8, Teacher*: I hear a sudden cry of pain. In other words, pain and again, they rhyme the same. Snare and where, they rhyme the same, the same. Then where and where in line number 6, they rhyme the same and they are the same words. Aid and F, aid and afraid, you can see the pattern, the way the poet has used the rhyme scheme to ask, in order to understand the pain of that particular rabbit. Let's go to stanza number two. But I cannot tell from where, He is calling out for aid, Crying on the frightened air. We have a figure of speech in stanza number two. Can you tell me the figure of speech in stanza number two*? (Observation 2: 2016).

4.8.5 Subtheme 3.5: Embracing space and diversity in the discourse

During lesson observation it appeared as if the teacher did not take into consideration the full effect of the students' diversity. Although she was aware that each and every student was different and unique as far as their experiences and prior knowledge was concerned, she seemed limited in acknowledging, embracing and affording students the space to display their diversity to promote meaningful discussion. This was noted during the observation of a lesson in which the teacher could not adequately support students' communication in the form of reading and written language development. She raised several concerns with particular reference to students' reading and written language performance. According to her, the students presented a rare challenge that resulted from being unable to cope with all the aspects of written work, such as spelling, punctuation, reading, and written comprehension: The situation negatively affected the academic and social relationship between the teacher and the students. The students in this case spoke other languages, particularly *Siswati,* which was their native language. I captured this in my research journal, as evidence from class work.

> *Teacher shared her concerns about the students regarding their performance on reading comprehension, sentence construction, spelling and meaning-making. The teacher indicated that over half of the class could not construct cohesive sentences in English language* (Research journal, August 18th 2016).

> *I am trying my level best to do what I can do to use different teaching methods, but these students are a problem and they are not up to standard with their written language, matching their Grade 8* (Interview 2, lines 277–282: 2016).

> *These studends have limited vocabulary, and have problems in grammar. I know that if they have no vocabulary, they cannot know the meaning of the words and they cannot construct sentences. Therefore, I use different teaching strategies to cater for all of the students* (Interview 2, lines 149–155: 2016).

> *I must say I (have) always thought I can teach every student anything, but students here are different* (Interview 2, lines 177–180: 2016). *We are not trained to teach but because it is inclusive education, you just accept everything* (Interview 2, lines 180–184: 2016).

In the aforementioned excerpts, the teacher indicated that she was handicapped in her endeavours to create opportunities for students to develop reading and writing skills. Of course, if the teacher had not been exposed to teaching students from diverse cultures, learning needs and abilities, it is unlikely that she could meet their needs.

4.9 Literature control: Discussion of findings of Theme 3

As in the previous themes, this section presents confirmations, silences, contradictions and contributions to new knowledge. This section specifically discusses the results of Theme 3, which dwelt on the pedagogical principles evident in one teacher's EFAL lesson that was employed to promote critical-analytic thinking.

4.9.1 Confirmation in data of existing knowledge

The results of the current study validate the findings of Murphy, Ebersöhn and Firetto (2017), Li (2017) and Davies and Meissel (2016), who acknowledge the importance of language as a tool for thinking and inter-thinking in the classroom context. In concert with the findings of the current study, these researchers indicate that language can be used as a mechanism for learning to promote high-level thinking about, around and with the text in an English lesson. Similarly, the findings of this study correlate with existing knowledge that teachers' work and their pedagogical practices are crucial for the promotion of students' high-level comprehension of English text and development of critical-analytic thinking skills (Lingard, Hayes, & Mills, 2003; Westbrook et al., 2013). The implication is that language plays a significant role in learning as the activities that involve the teacher and the students are facilitated through language in order that they may co-construct knowledge, and for that knowledge to be meaningful. This is also a central tenet of the social constructivist theory (Vygotsky, 1978). In this study, the central premise is

that the development of students' critical-analytic thinking is dependent on the teacher's and students' proficiency in language, and the context in which that language is learnt – English as the language of learning and teaching and the subject in this context.

In further support of the findings of this study, researchers such as. Wilkinson et al. (2010) and Murphy, Ebersöhn, & Firetto (2014) confirm that the teacher's good content knowledge and the ability to give clarity are effective as instructional strategies aimed at the promotion of high-level comprehension of English text and developing critical-analytic thinking skills. In addition, Murphy et al. (2015) posit that embracing space and diversity in classroom discourse contexts creates opportunities for students to talk during English lessons, which strengthens their dialogic skills and promotes their accepting responsibility for their own learning.

4.9.2 Silences related to existing knowledge

In my analysis and presentation of the results from Theme 2, I noted a silence on the type of knowledge that underpins the use of effective pedagogical practices pertinent to the teaching of critical thinking in English lessons. Literature on this topic indicates that the use of effective pedagogical practices enhances students' language proficiency, deep thinking, ability to understand and use of language in classroom discussion (Murphy et al., 2015; Nel & Nel, 2012), yet the results were silent on the type of knowledge that informs the use of this effective pedagogical practice in the teaching of critical-analytic thinking in English lessons.

Another silence observed in the data relates to the experiences of students in relation to teacher pedagogical practices in dialogic teaching. No reference was made in the data to the students' experiences of the teacher's pedagogical practices. According to the social constructivist theory, knowledge is different from learning and from putting into practice what has been learnt. This statement implies that the fact that the teacher could have acquired knowledge in critical thinking pedagogical practices does not necessarily mean that she has the capacity to execute those teaching methods effectively to foster or enhance students' reasoning abilities and meaning-making about text. It will be a mistake

to assume that the teacher will embrace scaffolding as a productive classroom tool in discourse, which has the potential to develop students' critical thinking, unless she gains experience from frequent practice and co-construction in the environment. Churcher, Downs and Tewksbury (2014) argue, in line with the social constructivist theory, that knowledge regarding pedagogical practices that facilitate social interaction, meaning construction, co-construction of knowledge and maximisation of potential learning is relative to the variety of contexts in which the teacher, as the facilitator and knower, finds her- or himself. Therefore, the experiences of students in relation to the teacher's pedagogical practices on dialogic teaching could help to uncover and appraise the impact of the teacher's pedagogical practices on the promotion of students' critical-analytic thinking skills.

4.9.3 Contradictions between data and existing knowledge

In section 4.8.3, Subtheme 3.2, I reported that the teacher did not promote shared responsibility in teaching and learning as she dominated lesson discussions, asking and answering questions. This practice is contrary to what Murphy et al. (2015) describe as balancing responsiveness and structure which, according to these researchers, promote productive talk and high-level comprehension around, about and with text. Moreover, in section 4.8.5, Subtheme 3.4, I reported that the teacher failed to observe the principle of embracing space and diversity in her teaching discourse. This is contrary to the position taken by Lingard et al. (2003), who posit that teachers and instructors should employ pedagogical practices that take cognisance of the students' cultures, values and beliefs about teaching and learning and that such practices should respond to the local context and the levels of student achievement.

What seemed to be implied, in both the data and the literature, is that shared responsibility in teaching and learning is an element which promotes productive classroom discourse and should thus be enhanced continuously in a learning environment. The use of SCT in this study has led me to understand the importance of classroom role differentiation, and convinced me that teachers and students alike need to play their respective parts in the

promotion of successful learning because, as determined in SCT, they are co-creators of knowledge.

4.9.4 Contributions to new knowledge

Existing literature indicates that pedagogical practices have a significant impact on the academic achievement and personal development of students (Guerriero, 2017). The research findings of the current study add to existing knowledge in the sense that it provides new insights on the type of pedagogical practices used by an EFAL teacher in a rural secondary school. It indicates how her use of ineffective or inappropriate pedagogical principles impacted on the teaching and development of critical-analytic thinking. For example, her inability to promote shared responsibility, her undue focus on class discipline rather than open and participatory discourse, and her difficulty in managing students' diversity negatively impacted on the development of critical-analytic thinking skills in students (See section 4.8.2, Subtheme 3.2; section 4.8.3, Subtheme 3.3, and section 4.8.5, Subtheme 3.5 respectively).

Furthermore, the study reveals that language rules prohibit students from speaking any (indigeous) languages, the use of English being mandatory in the rural secondary school concerned. This restriction was perceived as inhibiting the development of critical-analytic thinking since it discouraged free and interactive classroom talk, something which is a prerequisite for productive talk and high-level comprehension in English text (See section 4.8.1, Subtheme 3.1).

4.10 Theme 4: Constraints and enablers of critical-analytic thinking in English first additional language

This section presents findings related to Theme 4 of this study. Included in the discussion of this theme are data on the factors that act as constraints or enablers to the development of critical-analytic thinking. Theme 4 is supported by two subthemes, namely constraints of critical-analytic thinking (4.1), and enablers of critical-analytic thinking (4.2), which emerged from different data sets. Each of the subthemes is further subdivided into categories, as depicted in Tables 4.11 and 4.12. Subtheme 4.1 (constraints) is subdivided

into five categories: Insufficient teaching and learning resources (4.1.1); Managing a linguistically diverse classroom (4.1.2); Mismatch between curriculum and assessment guidelines (4.1.3); Class size and teacher workload (4.1.4), and Limited training and lack of support for teachers (4.1.5). Subtheme 4.2 (enablers) comprises of four categories, namely: Government support for EFAL teachers (4.2.1); Continued in-service and professional development programme for English language in rural contexts (4.2.2); Collaboration with parents (4.2.3); and Remedial assistance for students (4.2.4). The findings of the theme as a whole answer Research question 4: What are the constraints and enablers of critical-analytic thinking in English language lesson in rural secondary schools?

4.10.1 Subtheme 4.1: Constraints of critical-analytic thinking in English first additional language lesson

In this section I present the results of analysed data related to Subtheme 4.1 (constraints), which focuses on the lack of resources, that are considered to constrain or disadvantage the effectiveness of English lessons aimed at the promotion of high-level thinking. The data related to Subtheme 4.1, its categories, inclusion and exclusion criteria are presented in Table 4.10.

Table 4.10: Constraints on critical-analytic thinking in English first additional language lesson

Categories	Inclusion criteria	Exclusion criteria
4.1.1: Insufficient teaching and learning resources in a rural secondary school	This category includes data that relates to all the resources that could be considered as inhibitors of or disadvantageous to use in an English lesson in order to promote high-level thinking.	This category excludes data that do not relate to resources that could be considered as inhibitors of or disadvantageous to use in an English lesson in order to promote high-level thinking.
4.1.2: Managing a linguistically diverse classroom	This category includes data that relate to aspects that could be considered as beneficial to managing a linguistically diverse classroom.	This category excludes data that do not relate to aspects that could be considered as beneficial to managing a linguistically diverse classroom.
4.1.3: Mismatch between curriculum and assessment guidelines	This category includes data that refer to aspects that relate to a mismatch between curriculum and assessment guidelines.	This category excludes data that do not refer to aspects that relate to a mismatch between curriculum and assessment guidelines.
4.1.4: Class size and teacher workload	This category includes data that relate to class size and teacher workload.	This category excludes data that do not relate to class size and teacher workload.
4.1.5: Lack of support for teachers	This category includes data that relate to aspects that offer support for teachers.	This category excludes data that do not relate to aspects that offer support for teachers.
4.1.6: Shortage of trained teachers of English	This category includes data that relate to a shortage of trained teachers of English.	This category excludes data that do not relate to a shortage of trained teachers of English.

4.10.1.1 Category 4.1.1: Insufficient teaching and learning resources in a rural school

In this category, I report on data related to factors which the teacher repeatedly highlighted as constraining her efforts to promote critical-analytic thinking about English content and text positively. The teacher reported that the development of high-level understanding of English text seemed to be affected by the conditions under which teacher and students alike have to operate. When teaching and learning takes place in an environment which is not conducive to education, it is unlikely that the teaching and learning needs of either the teacher or the students will be accommodated. In such a situation, they would be constrained in performing to the best of their abilities. Situations like these manifest when students are expected to learn in an environment with limited or no resources. The teacher participant highlighted the fact that rural schools are characterised by a shortage of instruction materials, teachers of English, library facilities, and computer laboratories. The absence of these facilities is regarded as a common

barrier to teaching and learning. I present verbatim quotations from interview transcripts to support the category.

> *There is shortage of books. Out of the 152 students from the 3 classes only 78 have been allocated prescribed textbook. … There is shortage of teachers. As you see I take all the three Grade 8 classes. The furniture is not enough, chalkboards* [are] *worn out, windows broken. There are no library facilities for students to search* [for] *information and read.* (Interview 1, lines 53–63: 2016).

> *I will again emphasise (on) this that students have different academic background. And they study at different … er … what can I say, okay … speed, in such a way that they need to be cared for differently. So when there are no resources, for example, textbooks, libraries and support from parents, it hinders critical-analytic thinking* (Interview 3, lines 553–562: 2017).

I could identify with the teacher who shared her frustrations and disgruntlement about the challenges she faced to promote learning in an under-resourced learning environment. I captured the following in my field notes:

> *Resources seem to be an issue, as indicated by gloomy classroom atmosphere. In a class of 52 students, there were only two bulbs working. Light was not conducive. Not only that, the reading books and furniture were not enough for use by every student.* (Field notes, line 233–241: 2016)

> *Chalkboard looked worn out, windows broken, ceiling dilapidated and falling down. Textbooks seem to be in shortage, as evidence by the photocopied scripts issued to students and the sharing of textbooks prior to the commencement of the lesson. There are no library facilities, not even* [a] *computer laboratory for students to use as a resource centre. Despite the shortage, the teacher remained positive to teach with or without resources.* (Field notes, line 242–255: 2016).

Photographs 4.1, 4.2 and 4.3 visually portray the resource situation with regard to resources like instruction materials, the condition of classrooms, lack of library facilities and computer laboratory (data collected at the participating school, 2017).

Photograph 4.2: Students sharing books and photocopied materials

Photograph 4.1 shows learners sharing books and photocopied materials during one of the observation sessions. This situation constitutes a constraint because it does not allow students to concentrate and think deeply about the text.

*Photograph 4.3: T*he Library now being used as a storeroom

Photograph 4.4 shows a computer laboratory which is supposed to supplement students' learning through research and extended reading. However, the computers are old and not functioning. The teacher participant disclosed that the school did not have internet services and not even a single computer was working. She mentioned that students are usually asked to improvise by reading newspapers. This seems to be a direct contravention of the stipulations in the curriculum document that students should be able to:

- use science and technology effectively and critically showing responsibility towards the environment and the health of others, and
- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (Department of Basic Education [DBE, 2011, pp. 4–5).

In simple terms, the above-mentioned objectives emphasise the integration of science and technology in the teaching and learning process. However, evidence from the field data reveals the school's dysfunctional computer laboratory (See Photograph 4.3: Computer laboratory), indicating that learners do not have the opportunity to develop the skills and knowledge stipulated in the curriculum document. Moreover, the absence of a functional computer laboratory negatively impacts on the teacher's technological know-how and her ability to infuse technology into her English language lessons.

Photograph 4.4: Computer laboratory

Although the computers depicted in Figure 4.4 looked good and functional, none of them was working. The data reveals that since the installation of these computers in the school, there has never been any formal maintenance. None of the teachers has initiated their repair to assist with teaching and learning. Certainly the lack of resources such as computers and a library will render the teachers' effort to inculcate the culture of self-regulated learning or independent learning very expensive and difficult. This contributes to students' low self-confidence, especially when they go to tertiary institutions. The teacher participant furthermore observed that the school lacked the modern technology fully to equip students for the challenging requisites of a critical thinker. This causes a situation where some students are compelled to undergo intensive practical training at the tertiary institutions in order to comply with the critical-analytic thinking requirements. I captured the following in my Research journal:

> *The rural school seemed to be side-lined when it comes to resource mobilisation. Everything is outdated for teaching and learning. It is always a challenge for students to acquire the necessary skills, no computers and libraries, and yet there is new technology in the industry. Obviously, there are more new ways of learning with new technology in the market and teaching and learning should therefore reflect this. The curriculum needs to be revised regularly every time to meet the demands in learning to maintain currency* (Research journal, July 6th 2016).

Indications from my observations, interviews and field notes are that teachers and students do not employ other facilities, teaching and learning resources that are deemed significant for facilitating critical and creative thinking. Instruction processes that promote problem-solving and the creation of critical and creative learning contexts are therefore inhibited. This in turn has an impact on the inadequacy of current critical-analytic thinking practices in rural South African secondary schools.

Commenting on the issue of resources, the teacher expressed frustration with resource mobilisation in the rural school where she was teaching, arguing that it was not up to the

standard that could support students' learning opportunities. As a result of this most students perform poorly in their studies, including their understanding of English text.

4.10.1.2 Category 4.1.2: Managing a linguistically diverse classroom

The teacher reported that even though she was dedicated to her work, she experienced a number of challenges. Over the various time points, it became evident that the challenges were linked to managing a linguistically diverse classroom. The teacher indicated that the students came from different cultural backgrounds, where each one of them had English language as a foreign or second or third language. Therefore, according to her, their lack of an English language background inhibited their understanding of English content and text in school.

Language proficiency also posed a personal challenge to the teacher participant when she was teaching since she was a South African whose home language (L1) was Xitsonga. She indicated that she communicated in English only with the students. She could also speak a little Siswati, a language which she learnt during her interaction with some of the teachers and members of the community, but she admitted that her knowledge of the language was poor. She confessed that she lacked understanding how to handle multilingual students in a linguistically diverse class. The teacher participant also mentioned that because of her limited understanding of how multilingual students use more than one language in their everyday lives and in learning, she found it difficult to create the conditions for productive discourse in her English lessons. She indicated that she was forced to repeat and re-repeat concepts during teaching and learning until all the students understood them, something which slowed down the teaching progress to such an extent that the time for teaching and learning in a class became insufficient. The excerpts below illustrate the challenges faced by the teacher in teaching a linguistically diverse class.

> *That's the biggest problem because even if Siswati - I don't understand it very well - we usually try to communicate with them in English, but you can see that some of them … they don't understand even to speak English in such a way that*

*sometimes we call the Siswati teacher to come and help us with those few learners who don't understand. (*Research journal, August 18th 2016).

Ah ... outside class. It is extra because … let me give you the example of the school that we are having. Is an inclusive school … inclusive school in such a way that even those who are unable to read and write, they are included there. And when they go to our side here in Grade 8, we do not have those particular materials that they use to teach them and everything. In other words, we lack that particular knowledge to help them.… So we are having a challenge in such a way that some of them … they cannot understand English in such a way that they understand Siswati; that is why we ask teachers to come and help them although the help is not that much because some of them, they cannot write some of them. (Research journal, October 3rd 2016).

Inclusive classes constitute critical challenges in implementation of specific teaching approaches. The class I teach comprise some kind of students who present a rare condition of failing to recognise words and normal students. You can say they are special needs. Special needs students are those who can't even copy the word 'platinum'. They read 'p' as 'b'. Most of the students do not understand the language of instruction, which is English (Research journal, October 3rd 2016).

An element of discrepancy was observed from the data emerging from the classroom observations and my field notes. The following is an excerpt from my research journal:

There were instances where I observed the teacher participant speak in another language apart from Siswati, particularly when maintaining order among the students. Moreover, I noticed that the students were occasionally accorded the opportunity to engage each other in discussion. During this time, I observed that the students used code-switching to scaffold the conversation. They whispered in their L1, hence my reflection is that the students and the teacher code-switched to

L1 to function as a bridge for the development knowledge or as a scaffolding technique for literacy practices (Research journal, August 19th 2016).

Furthermore, I also recorded the following:

There was no occasion where the teacher used Siswati to explain any concept. The students looked disciplined as depicted from their classroom behaviour. No laughter nor giggles or any sign of feeling (of being) marginalised by any students because of their limited proficiency in English, poor pronunciation and poor reading skills was observed (Research journal, March 11th 2017).

4.10.1.3 Category 4.1.3: Mismatch between curriculum and assessment guidelines

The teacher mentioned that a mismatch between the national curriculum and assessment guidelines constrained the fostering of a teaching and learning environment conducive to the promotion of high-level comprehension of English text. According to her, the design of the curriculum for South African secondary schools is not supportive in terms of the teaching of critical-analytic thinking skills. She argued that the massive changes initiated by the authorities in the education system with regard to curriculum and assessment are not solely aimed at the provision of improved teaching processes, better management and a suitable philosophy aligned with the needs, demands and pace of economic development. The teacher attributes blame to the Department of Basic Education:

What you need to know is that the problem is not with the school, because all the schools around here have the same problems. … The problem is with the department. The way they (the Department) structures things… Whenever everyone comes to office, each and every one comes with his or her own method of making things. At the end and it makes us hard to change every time. After four years, five years, after elections, the person who comes to office comes with his own things. At the end, as the teacher, I have to adapt to that. I have to go CAPS;

I have to go to NCS every day. That is our problem (Interview 2, lines 156–174: 2016).

4.10.1.4 Category 4.1.4: Class size and teacher workload

The teacher identified class size and teacher workload as constraints to effective teaching and learning and the development of high-level comprehension of English text. She expressed her frustration with having to deal with overcrowded classes, and having to work beyond the stipulated number of teaching hours as not being manageable and not conducive to achieving a standard that would produce quality students. According to the teacher, the shortage of qualified English lesson teachers and the large number of students in classrooms increases the teacher's workload. The teacher indicated that she found it difficult to complete marking and preparation at school and this compelled her to take home the unfinished work, which eats into her personal and family time. Most of the lesson planning and marking is done in the staffroom, and also at home, which has an impact on their social life. The teacher commented that:

> *As we talk like now, I am the only one teaching the three Grade 8 English classes. Teachers are not enough and the students are many in one class. Students are many, between 50 and 60 in one class… How do you give attention and feedback to students between 55 and 60 in one hour?* (Interview 3, lines 373–380: 2017).

During the observation, I noticed that there was such a large number of students in the classroom that the available desks were not enough to accommodate all the students in way that was conducive to education. In some instances, students had to share desks and chairs, while the teacher could barely move around the desks to monitor their work. She was thus compelled to stay in one place and could not implement any teaching strategies that would be beneficial in uncrowded classrooms. I captured this in my field notes and interview data:

> *The desks are tightly arranged, there is limited space for the teacher to walk around to monitor students' individual work, pair and group work hence it was filled to capacity.* (Field notes, lines 21–26, 2016). *Students too were made to sit in groups*

of four instead of two per desk. Students could not easily move or stand up (from) where they sat when asked to take the class workbook to the staff room (Field notes, lines 30–32, 2016).

Also congested classrooms make it difficult to use other methods of teaching and to go around checking the students' class work. (Field notes, lines 43–47: 2016).

It is apparent from the above-mentioned extracted quotation that the experiences of the teacher regarding overcrowded English classes and overloaded teacher workload precipitate a variety of stressful conditions. Such conditions include managing and controlling students' behaviour, difficulty with instilling discipline and giving prompt feedback to students' work. Conditions like these restrict the teacher from employing teaching strategies that encourage teacher-learner interaction, motivation and provision of activities that foster students' ability to do independent thinking.

Further to the observations, I noticed that there were no teaching aids on the walls apart from a worn chalkboard. The only objects visible were the desks and chairs. The photographs below corroborate the field notes and observations.

Photograph 4.5: A Grade 8 classroom

4.10.1.5 Category 4.1.5: Lack of support for English first additional language teachers

The seeming lack of support for teachers by the management of the school seemed to be another impediment to the teaching and learning process. The participant teacher emphasised that teaching and learning could not be effective in a situation where both teachers' and students' welfare went unrecognised. The management in this regard refers to the Department of Education (DoE) and the Ministry of Education. Common challenges mentioned by the teacher related to this lack of support, including inadequate training in the new teaching strategies, and a lack of training to deal with the changes brought about by the new curriculum and syllabus. The teacher furthermore expressed her dismay at the fact that teachers were not assisted to overcome the challenges that they experienced in the profession. As a result, many teachers felt discouraged and demotivated to put extra effort into their teaching. Worse still, teachers received no guidance or support from the government:

> *About the government, they don't care, for them it is always 'there is no budget'. I still emphasise that the government does not care* (Interview 2, lines 242–247: 2017).

The teacher further emphasised:

> *As we talk now, some students do not belong here … in such a way that they are like students with special needs ... We are not trained to teach them, but because it is inclusive education, you just accept everything. What I am trying to say is that these particular students, there are some specifics that they can do, but in school … they are not coping, some of them. Syllabus … um … curriculum does not cater for them; even the facilities. That is the way …* (Interview 3, lines 381–394*:* 2017*).*

The teacher participant concerned mentioned that constant changes to the curriculum also contributed to the challenges teachers and students face at school.

Curriculum keeps on changing and we are never taken for in-service training; not even short courses to improve (on) our teaching styles. New curriculum brings a huge change, in such a way that it involves everything, like content, objectives, methodology and assessment procedures (Interview 3, lines 520–528: 2017).

The following statement further illustrates the teacher's view on the issue of support:

We are expected to adapt and implement CAPS and NCS regardless of training, resources or any support to that effect. I mean there is no control and measure to regulate operations in the Department. That is why it is very difficult to make our students pass their examinations. The challenge is not only in my current school. Go to Highveld … is the same, you go to Ekulangeni and Ngilandi … it is the same. We cannot succeed in developing the students' deeper understanding of (the) English text (Interview 1, lines 101–115: 2016).

Despite this concern, the teacher indicated that she tried her level best to navigate ways to manage the challenges. When asked to share her personal management strategies regarding the challenges, she indicated that:

Sometimes I go an extra mile by teaching beyond hours. I had done it several times… Sometimes I used to remain with the students to give extra lesson in such a way that they could catch up (Interview 2, lines 285–290: 2016).

She indicated, moreover, that she needed support in terms of training in the teaching of critical-analytic thinking. Lacking specific training in critical thinking skills makes it extremely difficult to use effective teaching methods, specifically for promoting high achievement among students. According to the teacher:

The support that I feel we need most is support in terms of training in such a way that we want to be effective on how to learn to think critically and how to teach it. If we cannot be sent to full-time training, then in-service training, workshops like

> *professional development should be organised at all level for us. Teaching critical thinking needs serious training and capacity-building workshops and not these 30 minute(s') workshops that we are sometimes sent to* [at] *a teachers' centre after school and given papers to read. That is the problem, the government. Um … I mean the Department does not care about us. We are expected to adapt the changes but we are never taken for training. The meetings that we are always sent to are not training. Training that you go for 30 minutes after school, and you come back, and they will talk for another hour just like that.* (Interview 2, lines 207–224: 2016).

The teacher emphasised that addressing issues pertaining to teacher welfare, such as relevant training, the availability of resources, managing overcrowded classes and teacher workload would require a collaborative support by all stakeholders, including the school, the Department of Education and the Ministry of Education. She reported that even if there were better support and planning regarding the teaching and learning needs of teachers and students alike, it would take a long time to improve students' learning outcomes. The following statement by the teacher highlights the effect of teacher support and overcrowded classrooms on teaching and learning:

> *The school is supportive; it is only that the government is slow to help. The photocopies I give the students are from the school. I have* [a] *Head of Department (HoD) … when I have problems, I report to him and he helps where he can by seeking help from the leaders too. He can call a meeting sometimes. Sometimes I give extended time teaching and the school encourages me. The problem lies with the Department and not with us here in schools. They do not stick to the regulations. The policy states that the teacher ratio must be 1:31 but the Department does not implement that. I mean the ratio is high above* [that] *at 1:60* (Interview 1, lines 86–100: 2016).

Concomitant to the findings from filed data indicated above, the CAPS curriculum document states that to "communicate effectively using visual, symbolic or language skills

in various modes" (Department of Basic Education (DBE), 2011, pp. 4–5) is crucial to the promotion of high-level understanding of English text. The findings from filed data reveal that the teacher was limited by several challenges in teaching English language lessons in a rural secondary school (See section 4.10.1.1, Category 4.1.1 and 4.10.1.1, Category 4.1.3). The CAPS document demands the use of various instruction methods to enable students to work effectively as individuals and collaboratively with others as members of a team, such as small-group activities and peer collaboration. These teaching methods were not used by the teacher, hence the nurturing of CAT was not adequately supported in English language lessons.

4.10.2 Sub-theme 4.2: Enablers of critical-analytic thinking in English first additional language lesson

In this section I present the results of the data related to the second Subtheme: Enablers (4.2), the focus of which is on factors that could be considered as advantageous to the promotion of high-level thinking in English lessons.

Table 4.11: Enablers of critical-analytic thinking in English first additional language lesson

Subtheme 4.2: Enablers of critical-analytic thinking in English first additional language lesson		
Categories	**Inclusion criteria**	**Exclusion criteria**
4.2.1: Government support for in English first additional language lesson teachers	This category includes data that relate to government support in order to promote high-level thinking.	This category excludes data that do not relate to government support in order to promote high-level thinking.
42.2: Continued in-service training and professional development programme for English language teachers in rural context	This category includes data that relate to training and professional development programmes for English lesson teachers in a rural context.	This category excludes data that do not relate to training and professional development of English lesson teachers in a rural context.
4.2.3: Collaboration with parents	This category includes data that relate to aspects that influence collaboration with parents.	This category excludes data that do not relate to aspects that influence collaboration with parents.
4.2.4: Remedial assistance for students	This category includes data that relate to aspects that offer students remedial assistance.	This category excludes data that that do not relate to aspects that offer students remedial assistance.

4.10.2.1 Category 4.2.1: Government support for English first additional language lesson teachers

The category relates to the support that the government offers teachers and students in the teaching and learning process in order to accommodate all their needs. Based on the evidence gathered during the face-to-face interviews, as well as my observation of Grade 8 English lessons, it was evident that government support could play a significant role in improving the quality of teaching and learning at rural schools. The teacher was very emphatic about the issue of government support and of how it could improve teaching and learning outcomes. According to her, one area where this could be achieved was through training. Although she indicated that training was being offered, she regarded it as grossly inadequate regarding the promotion of effective teaching and learning in English lessons. This is how she expressed her views on this issue:

> *Of course we are given the so-called training but the training is not adequate (enough) to equip us with the necessary skills relevant to teaching students to be independent thinkers and to be able to transfer the knowledge and skills they have acquired to other contexts. For example, one would expect us to be introduced to current pedagogic practices,* [and] *effective classroom management on teaching and learning processes relevant to inclusive education* (Interview 3, lines 563–577: 2017).

The teacher also highlighted the significance of government support in promoting teacher confidence, as indicated below*:*

> *The support that I feel we need most is support in terms of training, of which the school has no control over. We want to be trained to have confidence in our everyday classroom teaching and* [related] *activities.* [A] *new curriculum brings a huge change in such a way that it involves everything, like content, objectives, methodology and assessment procedures* (Interview 3, lines 487–497: 2017).

The role of government support in the area of instruction materials was also highlighted. The teacher participant mentioned that instruction materials are prescribed by the government through the Department of Education. Therefore, if the government could have as its mandate the initiative to fully support the teaching and learning process with the relevant instructional personnel and instruction materials, then the learning outcomes might improve. This is how she put it:

> *Well, I suppose there is* [lots of] *(a loss of) scope for promoting academic success. For success to take place, students need to be supported with all the resources, books, skilled and qualified teachers to teach English. Teachers need to be supported with resources. How do you expect students to pass and teachers to assist student to pass when there are no books? From my experiences, education in rural areas will not improve as long as there are no resources* (Interview 1, lines 121–134: 2016).

According to my observations, the teacher had to some extent been given some form of training. However, the training seemed inadequate as it did not address the prevailing teaching and learning needs of teachers and students. It is evident that the teacher is aware of the importance of specialised training and that this should be aimed at empowering teachers to employ effective teaching strategies capable of empowering students to ask questions, to hold sustained classroom discussions and to provide opportunities for the interrogation of views and ideas on which informed conclusions could be based.

An excerpt from my Field notes depict that the teacher had mixed feelings about the brief workshops and in-service training they received from the government:

> *The teacher was adamant that the support they received from the government through the Department of Education was not valuable. The extent to which the government supports teachers is a significant factor in influencing the delivery of quality education. However, this was contrary to what the teacher indicated to*

receive as government support. The 30-minute training could not enhance any good working environment or improve the teachers' skills to enhance the development of students' thinking (Field notes, lines 291–307: 2017).

The above-mentioned results and analyses suggest that the teacher was willing to discharge her obligations. However, it could be deduced from her assertions that in many instances a lack of government support impeded her from discharging her duties effectively. She maintained that the government had failed to provide opportunities for teachers in rural schools to upgrade their skills. This, according to her, had lowered teachers' morale and deepened management and disciplinary problems. It was evident that students and teachers alike were not given support relevant to their respective needs.

4.10.2.2 Category 4.2.2: Continuing in-service training for English first additional language teachers

Evidence from the data indicate that continued in-service training and teacher professional development programmes could promote effective teaching and learning of English lessons in rural schools. For instance, the teacher participant was positive about the fact that the government, through the Department of Education (DoE), paid attention to the importance of strengthening teaching and learning support services by inviting teachers to some form of training and meetings. According to the participant, the DoE is aware that the key to the improvement of student performance and teacher effectiveness is the strengthening of education support services. This was evident from a series of education support services, such as professional development in curriculum and assessment, lent to the institution-level support teams. In this regard I captured the following in my research journal to substantiate this analysis:

The teacher mentioned that in the contemporary world they have the obligation to become critically responsive to meet the changes brought about [in] *technology and the new curriculum and syllabus. She emphasised that 'we are living in an era where technology is at its highest height and therefore we need support in terms*

of in-service training and teacher professional development that could both benefit the students and their teachers' (Research journal, March 19th 2017).

However, she expressed her dissatisfaction with the way the workshops, seminars and training were conducted. In her own words, she expressed herself as follows in the excerpt below:

> *The training and workshops that we are always called for are inadequately supported by the management in terms of monitoring and motivation* (Interview 3, lines 507–511: 2017).

As a result, the training received could, according to her, even constitute an obstacle to quality learning.

> *What I mean is, those workshops are not valuable… they don't even come and observe what we are doing… they don't care to observe if what we are called for is on the right track or not* (Interview 3, lines 513–519: 2017).

The teacher argued that if teachers were adequately supported during in-service training, workshops and seminars, and teacher professional development, they would benefit and would not feel neglected. The following verbatim quotation was captured:

> *Teaching and learning supported with proper resources, pedagogy, and educational practices and technology might be an obstacle to quality learning. Of course, I received training but training that I received as a student teacher is long* [being able to] *(overdue to) match the new development experienced currently in the teaching sphere. Certificate and qualification do(es) not necessarily improve teaching and learning; rather frequent refresher courses, in-service training and professional development are of critical importance to support teachers* (Interview 2, lines 250–267: 2016).

What is evident from the teacher's views and feelings are that she believes the Department of Education is neglecting its responsibility to provide a coordinated professional support service to the schools, teachers and students even though this is its mandate.

> *They do not take this seriously, because the management itself do not take it seriously. I have been here for more than ten years now. We only have one or two meetings where we converged at one place. Even when we are there … there is no order. We will be given papers and (be) told to go and read* [them]*. It is not fair* (Interview 2, lines 231–241: 2016).

Highlighted in all these excerpts is the important role of in-service training and support for teachers in the form of organised workshops and teacher professional development in order to promote teaching and learning in rural contexts. While in-service training and support exists, the impression I got from this teacher is that they it is inadequate in terms of meeting the needs and expectations of teachers.

4.10.2.3 Category 4.2.3: Collaboration with parents

Collaboration with parents featured prominently in the data relating to factors enabling critical-analytic thinking. The teacher identified collaboration with parents as a critical factor pertinent to motivating students to perform to the best of their abilities in English lessons. The teacher indicated that she valued teamwork as a way to assist students to succeed in their academic endeavours.

> *If all the teachers, school and parents could be working together, then teachers would be successful in fulfilling their roles to help the students succeed. … Parents and guardians must be made aware of their roles and responsibilities in their children's academic work. I have seen in different schools, particularly in urban areas, that working in collaboration with parents promotes learning and improves results* (Interview 2, lines 298–310: 2016).

According to the teacher participant in this study tensions between teachers, parents and the students arise when they and the Department of Education operate in isolation from one another. In the teacher's view, this appeared to be the case in rural schools. The following excerpt elaborates:

> *There is no link between the parents, the curriculum people and the management from the school. Like I said, this is (an) inclusive education in such a way that if collaboration is strengthened, then critical thinking can be promoted. I do not have a social worker who attends to such cases of students who present a rare case of being unable to copy words… How do I deal with the cases that I cannot handle*? (Research journal, October 7th 2017).

It is evident from the teacher's comments that the development of critical-analytic thinking needs all the support available to be successfully achieved. The teacher, therefore, appealed for support to be trained in the skills they did not have so that they could intervene meaningfully, without waiting for a specialist.

From the aforementioned, one would argue that collaboration among different stakeholders is vital for successful teaching and the learning of English text. Teachers are the most critical of all agents in the teaching and learning situation and, therefore, their involvement in and commitment to students' academic achievement should be unquestionable. However, the teacher participant seemed discouraged by parents and other stakeholders who were regarded as unsupportive of teachers' roles.

4.10.2.4 Category 4.2.4: Remedial assistance for students

Remedial assistance for students, as identified in the data, is another factor that contributes to the development of critical-analytic thinking. The teacher indicated that she offered remedial assistance to improve her students' learning. She asserted:

> *Sometimes I go an extra mile by teaching beyond hours. I had done it several times* (Interview 1, lines 79–81: 2016).

Sometimes I used to remain with the students to give extra lesson[s] *in such a way that they could catch up* (Interview 2, lines 287–290: 2016).

4.11 Literature control: Discussion of findings of Theme 4

In this section, I present the literature control for Theme 4, which deals with constraints and enablers of critical-analytic thinking in EFAL lessons. The literature control specifically highlights issues of confirmation, silences, contradictions and contributions of new knowledge in the above-mentioned theme.

4.11.1 Confirmation of existing knowledge in data

The findings of this study correlate with those of prior studies (Nel, 2011; Copland et al., 2014; Bailey & Mentz, 2015) on constraints in critical-analytic thinking. The teacher reported that resource constraints (a shortage of books, furniture, computers, and other teaching and learning facilities) that characterise rural schools negatively impacted on teaching and learning, including the development of critical-analytic thinking and high-level comprehension of English text (See section 4.10.1.1, Category 4.1.1). In further support of the findings of my study, Agirdag (2014), Bamgbose (1991) and UNESCO (2008) reported that challenges inherent in multilingual classroom teaching due to inadequate training and a lack of capacity on the part of the teacher contribute to students' poor academic performance and a high failure rate in English language (See section 4.10.1.2, Category 4.1.2).

4.11.2 Silences related to existing knowledge

Contrary to expositions in literature (Copland, Garton, & Burns, 2014, Murphy & Wei, 2017; Westbrook et al., 2013), the data generated in my study were silent on the role of adequate teacher training and competence in promoting or inhibiting critical-analytic thinking in English lessons. Existing knowledge indicates that the use of poorly trained teachers who do not have the necessary competencies to teach English as a subject would be unlikely to contribute to the development of learners' high-level comprehension or thinking skills (Murphy & Wei, 2017).

Another area of silence was student-related constraints and enablers of critical-analytic thinking. While the findings of this study were emphatic about teacher-related factors such as teacher training and competence, government support for teachers, and resource constraints as inhibitors of critical-analytic thinking, no reference was made to student-related factors. Studies by Heugh (2003) and McKay (2012) nevertheless indicate that remote rural students face distinct challenges in the acquisition of critical-analytic thinking skills in the English language. According to Heugh (2003) and McKay (2012), students with a higher proficiency level and fluency in the language of instruction have the advantage of developing content-area and language knowledge simultaneously, with less difficulty.

4.11.3 Contradictions between data and existing knowledge

In section 4.10.1.2, I reported that both the teacher and the students lacked an English language background and proficiency, and this inhibited the development of critical-analytic thinking in the subject. In contrast, Makgato (2014) implicated only students' poor English language background as a barrier to the teaching of English as a language subject in South African schools. According to Makgato (2014), English educators in South Africa conduct their teaching in a multilingual and bilingual setting where many students lack a proper linguistic foundation in English literacy, which inhibits the development of critical-analytic thinking in English lessons.

Furthermore, Copland, Garton and Burns (2014) as well as Enever and Moon (2009) reported that classroom pedagogy, particularly the use of communicative language teaching (CLT) or task-based learning and teaching (TBLT) adversely affected English additional language learners. In contrast the teacher in this study blamed the mismatch between the curriculum and assessment guidelines as one of the inhibitors in fostering a teaching and learning climate that promotes the high-level comprehension of English text. This teacher moreover also reported that the design of the curriculum in South African secondary schools is not supportive of the teaching of critical-analytic thinking skills.

4.11.4 Contributions to new knowledge

While existing literature (Murphy & Wei, 2017; Makgato, 2014) highlights common issues that enable or hamper critical-analytic thinking in EFAL lessons in South African schools, this study provides new knowledge on this phenomenon as it relates to a rural secondary school. The contribution pertains to both teacher- and student-related factors. With regard to teachers, the study indicates that teachers in rural schools' experience considerable governmental neglect and work-related challenges (lack of training on new teaching strategies, new curriculum and overcrowded classes). All these factors impede the teacher in discharging her duties effectively (See section 4.10.1.5, Category 4.1.5 and section 4.11.2, Category 4.2.1). As for students, the findings revealed that students in a rural school, unlike their counterparts in urban schools, face constraints that negatively impact on their academic performance in general and their developing understanding of English text in particular (See section 4.10.1.1, Category 4.1.1). Another contribution of this study relates to inconsistency in policy and a lack of congruence between the curriculum and assessment guidelines.

4.12 Summary of chapter

This chapter focused on four themes with associated categories which emerged from the analysis of data collected during the lessons of one English teacher in a rural secondary school who attempted to develop her students' critical-analytic thinking skills through the use of particular teacher discourse moves and pedagogical principles. The four themes which emerged from the analysis of my research data and discussed in detail in this chapter were (i) teacher experience and perception impact on pedagogical principles that promote CAT in EFAL lessons; (ii), teacher discourse moves facilitate CAT in EFAL lessons; (iii) pedagogical principles in EFAL lessons, and (iv) inhibitors and promoters of CAT in EFAL lessons.

I conclude the chapter with a summary of the extent to which the findings of my study confirm, differ from or add to existing knowledge on the phenomenon I investigated, namely the teaching and learning of critical-analytic thinking in English additional

language lessons in a rural South African school, and with an indication of areas on which my findings are silent.

With regard to factors that either contribute to the imposition of constraints on the teaching and development of critical-analytic skills in learners, I found that adequate training and qualification impact on pedagogical principles that promote high-level comprehension of English text; teachers' perceptions of critical-analytic thinking among students influence their behaviours in the classroom (Choy & Cheah, 2009); teacher dominance in classroom discourse manifests in the form of initiate-respond-evaluate (IRE) (Murphy & Wei, 2017; Francois, 2016) interactions between teachers and students; language can be used as a tool to promote high-level comprehension of English content and text; teachers' work and their pedagogical practices are crucial to the development of students' critical-analytic thinking skills in an English lesson, and resource constraints and poor English language proficiency inhibit the teaching of critical-analytic thinking in rural schools.

The findings indicate that teachers' lack of a solid knowledge base and training in critical thinking skills contribute to the failure to apply critical thinking in the analysis of texts. The findings further implicate a lack of resources and limited government support (with reference to in-service teacher training and opportunities for continuous professional development) as strong inhibitors to developing students' reading and comprehension skills. The study recommends that efforts at developing critical-analytic thinking should start with the teacher education curriculum to equip teacher trainees with the necessary prerequisite skills.

There were, however, a number of silences in the data generated during my investigation.

- I positioned the discussion from the teacher's perspectives, that the absence of government support to train teachers in critical-analytic thinking skills affects students; yet there is silence in the study's findings on the student-related factors regarding government support on the type of training that the student might need for worthwhile and rewarding results.

- Another silence in this study relates to the level at which students should be taught the development of critical-analytic thinking. The study's findings indicated that efforts to develop critical-analytic thinking should start earlier, with the teacher education curriculum, to as a core course for teacher trainees.
- No reference was made in the findings of this study relating the contextualisation of the pedagogical principles and teacher discourse moves to being commensurate with the students' culture of learning, learning activities and learning needs. None of the data in the results referred to students' use of computer technology to augment the limitations inherent in their teachers.
- The results of the study are silent on the students' experiences of the teacher's pedagogical practices, whether they were relevant, too limited or demanding to meet the current needs of all students in the classroom.

Contradictory to existing knowledge, I found that:

- The results of the study, from the perspective of the teacher, indicate that the limited proficiency in and lack of English background of teachers and students had a negative impact on the development of critical-analytic thinking skills.
- Contrary to existing literature, my findings indicate only the students' poor English language background as a barrier to teaching English language as subject in South African schools.

With regard to contributions, I found that:

- This current study, with reference to all its areas of focus, made an original contribution to developing critical-analytic thinking by additional language students in the context of rural South African secondary schools. The study made this contribution by examining the ways in which an English teacher uses teacher discourse moves and pedagogical principles that promote critical-analytic thinking among Grade 8 English first additional language students in a rural South African secondary school. There are no English language classroom research studies that looked in their entirety into the development of high-level comprehension in line with the Quality Talk intervention model in the South African context.

- The contribution of the current study can be seen in two main areas: First, informing existing knowledge that the development of critical-analytic thinking in both teachers and students should be introduced in the educational setting as early as possible.
- Second, the study made an invaluable contribution by bringing to the surface that critical-analytic thinking requires specific competencies and skills, and highlighted the teachers' training in pedagogical approaches and strategies as well as the availability of teaching and learning resources.
- The study also made a methodological contribution in that it collected rich data using the qualitative methodological paradigm that allowed for the triangulation of data sources and rigour in data analysis processes. This is a methodological contribution to future studies since it brought unique insights to how critical-analytic thinking can be investigated in English in the context of additional language learning.

In the next Chapter, I attempt to answer the research questions, draw conclusions with reference to this study findings, and present recommendations for further research and practice.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter constitutes the final chapter of the study. To begin with, in this closing chapter I present an overview of the study (Section 5.2) and give a synopsis of each of the chapters of this study. After the overview of the study follows a discussion intended to provide answers to the study's overarching research question formulated in Chapter One (Section 5.3). This is followed by revisiting the theoretical framework that underpinned this study (Section 5.4). The study's possible limitations (Section 5.5) are also acknowledged. In addition, recommendations (Section 5.6) and directions for future research are provided. Conclusions form the last section of this chapter (Section 5.7).

5.2 Overview of the chapters

This study comprises five chapters, as reflected in section 1.8. In Chapter One, I introduced the study, following it up with a preliminary literature review as part of the background to the study. I thereafter stated the problem that would be investigated in the study, and provided evidence of a gap in research that motivated me to carry out this investigation. The rationale for the study was also highlighted. I postulated that the study was carried out against the backdrop of widespread discussion and research evidence of rural and remote English teachers' use of mediating conversational tools and dialogic discourse strategies aimed at developing additional language students' high-level comprehension about, around and with English content and text. Following the rationale, I stated what the purpose of my investigation was, namely to investigate the use of teacher discourse moves and pedagogical principles in the promotion of critical-analytic thinking in English language lessons in a rural South African secondary school.

The intended general focus of the study, also indicated in Chapter One, was to find out what one remote rural English teacher did to promote her students' deeper understanding of English text. This was followed by an outline of the research questions to which this

study made an effort to provide answers. The definitions of key concepts central to this study were also provided, and Vygotsky's (1878) social constructivist theory, used as the study's theoretical framework, was briefly described. I further explained my use of research paradigms such as interpretivism, meta-theory and qualitative methodology, and the assumptions informing my study. This led to my rationale for and description of the case study research design and methodology and the inductive thematic data analysis I used to find answers to my research questions. The quality criteria of the study, ethical considerations, and an account of reflexivity were also provided and the study's limitations and conclusions were indicated. The last part of the chapter focused on the outline of the study.

In Chapter Two, my focus was on a review of relevant literature which would provide me with insight into what is currently known and not known about knowledge and skills pertaining to the development of critical-analytic thinking through specific teacher discourse moves and pedagogical principles in English language lessons. I structured the literature review into sections and subsections, starting with an introduction, and followed it up with an indication of gaps in literature and a debate on the definition of critical-analytic thinking in English language. I further debated the knowledge and skills regarding the use of teacher discourse moves as well as pedagogical principles and critical-analytic thinking in an English lesson.

Specific to the teacher discourse moves, the review focused on modelling, marking, summarising, prompting and challenging, in line with Quality Talk intervention model, and classroom discussion-based moves that have been proved to enhance a deeper understanding of text. The literature review relating to pedagogical principles focused only on those that informed the Quality Talk intervention model, namely language as a tool for thinking and inter-thinking, normative discourse expectations and dialogic responses, balance responsiveness and structure, content clarity and the embracing of space and diversity within the discourse. After this followed a review of existing literature on the factors constraining or enabling critical-analytic thinking in English language lessons with reference to teachers and students, and the theoretical framework that guided the study,

namely Vygotsky's (1878) social constructivist theory, was discussed. The limitations of the theoretical framework were also acknowledged, followed by an explanation of the conceptual framework of this study. The chapter concluded with a summary of its content.

In Chapter Three, I presented the research design and methodology underpinning this study. It began with a brief introduction, followed by a discussion of the study's research paradigms, the interpretivist, meta-theoretical and qualitative methodological paradigms. I then described in some detail, my research design (descriptive case study) and research methods as they pertained to the study's population, indicating the sampling techniques I used in the selection of the case and the participants, as well as the limitations of these techniques. I proceeded to elaborate on the data-collection methods, the procedures for data collection and the documentation strategies, the data analysis procedures, expand on issues of reflexivity, clearly indicating how I observed quality criteria issues and ethical concerns to ensure that quality research was conducted. In this regard, I discussed how the use of multiple data collection methods was triangulated to yield valid data on the interrelationship and interconnectedness of the issues explored in this study. The chapter concluded with a summary.

Chapter Four comprised a detailed presentation of the findings emerging from the inductive, thematic analysis of data in this qualitative study. The analysis resulted in the emergence of four major themes, namely teacher experience and perspectives impact pedagogical principles that promote critical-analytic thinking (CAT); teacher discourse moves facilitate CAT in a series of English first additional language (EFAL) lessons; pedagogical principles promote CAT in EFAL lessons, and constraints and enablers of critical-analytic thinking in EFAL lessons.

The themes derived from this thorough thematic analysis were presented in the following order: verbatim transcriptions of data from audio-recorded interviews, video-recorded English lesson observations, field notes, excerpts from my research journal, and documentary data. On completion of the verbatim transcriptions, data were coded and categorised as themes. The results of the analysis were subsequently described by

means of, among other things, descriptive narratives and direct quotations from interview conversations with the teacher, and observations documented as field notes and reflections on the research.

The discussion of the themes, subthemes and categories was backed up with the relevant literature explored in Chapter Two. The literature served to indicate similarities between my data and the literature as well as inconsistencies, contradictions and silences in the literature and my findings. The identification of the latter factors paved the way towards a declaration of the contribution which my study made with regard to filling existing gaps in literature in respect of the best ways to develop critical-analytic thinking among additional language students at a remote rural secondary school.

5.3 Answering the research questions

In this section, I discuss the answers to the research questions that this study aimed to address. In Chapter One (Section 1.5.2), I outlined the research questions. They comprised an overarching question with four secondary research questions. This section is structured, first, answer the secondary research questions (Section 5.3.1) and then the primary research question (Section 5.3.2).

5.3.1 Secondary Research Question 1

> What are the experiences and perspectives of one English language teacher in a remote rural school regarding pedagogical principles, with particular attention to critical-analytic thinking?

The experiences of the research participants in this study revealed that there were many factors that could enhance high-level comprehension of English text. From the participant teacher's perspective these factors include teacher training and qualification, the use of English as the language of learning and teaching, the influence of the rural school context on teaching and learning, family responsibility, the student's critical-analytic thinking ability, and home environment.

The teacher participant's voice seemed to echo existing literature as regards the determinants of effective critical-analytic thinking about text, signifying that exposure to training and qualification opportunities in the use of teacher discourse moves and pedagogies (specifically the promotion of students' thinking and reasoning abilities about text), would enable teachers to enhance the academic and non-academic development of students. These findings are consistent with the views of Booysen and Grosser (2014), Grosser and Nel (2013) and Mabaso (2017), all of whom emphasised the value of training and qualification for the optimum performance of English language teachers.

Moreover, from the findings of this study, it also emerged that the LoLT could have an impact on students' acquisition of critical-analytic thinking. For example, the teacher participating in this study regarded proficiency in the English language, used in this context as the language of earning and teaching (LoLT), as an avenue to accessing knowledge and developing interpretive authority over content and text. The findings confirm what the prevalent body of knowledge says about the development of critical-analytic thinking, with particular reference to the inter-relationship between language, thinking, learning, knowledge and understanding (Lai, 2011; UNESCO, 2016).

With regard to experiential knowledge, my study revealed contradictions with findings in existing literature. The teacher participant indicated that it was the knowledge and experience teachers gained, regardless of the support, the number of years of service they had accumulated at the same school, or the grade they were teaching, that assisted them to cope and succeed in teaching critical thinking skills. Literature suggests otherwise. According to Kini and Podolsky (2016), teachers' experiential knowledge increases and has a positive impact on the effectiveness and competence of teachers. This is particularly so when teachers work in a supportive environment, teaching the same subject to the same grade level in the same location for a long period of time.

In summary, the participant seemed to perceive and recognise critical-analytic thinking as a springboard for students' current and future educational, social and economic

opportunities. The findings of the current study therefore underpin the importance of integrating critical-analytic thinking in teacher education curricula so as to equip teacher trainees with the necessary prerequisite skills. The development of these skills in the teacher creates opportunities for students to grow and mature in respect of their interaction with, interpretation and analysis of, and arguments about the text, thus complementing their development in a variety of ways.

The findings of this research therefore add to the current body of knowledge, which indicates that, for the development of critical-analytic thinking to take place among additional language students in rural areas, English language teachers require extra support and guidance in the use of skills critical to the teaching of English reading comprehension to Grade 8 English additional language students (Radulović & Stancič, 2017; Mvududu & Thiel-Burgess, 2012).

5.3.2 Secondary research question 2

To what extent are teacher discourse moves known to promote critical-analytic thinking evident in one teacher's English lesson in a remote rural school?

The findings of this study reveal that teacher discourse moves were evident. From a teacher's perspective, the use of teacher discourse moves is the crux of the initiation of classroom discourse that promotes students' productive talk. I found that the teacher expressed difficulties in utilising conversational tools that were relevant to the promotion of critical-analytic thinking and high-level comprehension of text. However, I determined that the teacher used only prompting and summarising in her repertoire of discourse moves. Her inability to employ specific mediating tools could be due to a number of factors. With the case of the participant teacher in mind, it could be that although English teachers in rural remote secondary schools in South Africa engage in professional development meetings, there is a disconnect between what they learned during training and what they have to teach in the English language classrooms in which they operate.

I found, moreover, that the participant's use of prompting and summarising did not seem to achieve the intended purpose, which is to stimulate critical-analytic thinking and active classroom interaction in and among students. In this regard, the participant’s use of discourse moves tended to be aimed at controlling and managing the class as opposed to stimulating students' thinking and reasoning abilities. My findings, therefore, differ from those reported in existing literature on the vital role that teacher discourse moves play in the development of critical thinking. The existing body of knowledge argues that teacher discourse moves are used to challenge students' cognitive operations, facilitate productive learning and improve the quality of teaching (Corden, 2001; Kadir, Subki, Jamal & Ismail, 2014; Kiemer et al., 2015).

5.3.3 Secondary research question 3

To what extent are pedagogical principles known to promote critical-analytic thinking as evidenced in one teacher’s English lesson in a remote rural school?

One of the findings of the study with regards to pedagogical principles known to promote critical-analytic thinking is the use of language as a tool for thinking and inter-thinking. I found that the participant valued the role that language played in the teaching and learning of English first additional language. She seemed to believe that learning and teaching, classroom discussion and understanding cannot happen unless there is language exchange in the form of "talk". She indicated that "talk" was a mechanism through which students think, conveyed their thoughts, and revealed their understanding of content and text. In this regard, the findings of this study confirm those reported in existing literature that emphasise the importance of language as a mechanism for the facilitation of learning, the co-construction of knowledge and the translation of students' ideas into meaningful thoughts (Churcher, Downs, & Tewksbury, 2014; Dove, 2014; Vygotsky, 1978).

My findings also revealed evidence of pedagogical principles that informed normative discourse expectations and dialogic responsiveness. The teacher participant displayed a positive attitude towards making her English language lesson interactive. The teacher

attempted, for example, to engage students in classroom discussions by asking questions. I had the sense, however, that she used these to maintain discipline rather than to encourage free and open participation. Consequently, the students did not participate actively in the lesson discussions. This finding is contrary to what is reported in the existing body of knowledge, which calls for active and open participation, with students arguing against views, and the presence of free turn-taking between students and between them and their teacher (Kiemer, 2017; Voerman, Meijer, Korthagen & Simons, 2012).

The findings reported in the preceding paragraphs mirror African cultural beliefs and practices in which young people (students, in this case) are not expected to talk back to adults (here referred to as the teacher) as this is considered disrespectful. The participant's adherence to this principle of respect constrained rather than enabled the development of critical-analytic thinking. Literature suggests several positive ways in which she could have leveraged these cultural beliefs and practices to the advantage of students as opposed to restricting them from spontaneously participating in discussions. She could, for example, have set the tone for classroom learning by not adopting an authoritative stance with regard to the manner in which students should respond to questions. The stance she took tended to convey the message that she was in charge and that students had to be submissive and accept her authority. Consequently, they made little contribution to classroom discussions (Muthivhi & Broom, 2008). Alternatively, the teacher could have negotiated ground rules before the lesson began to help students adapt and fit into the context and culture of classroom teaching and learning practices while simultaneously maintaining their respect for the values and norms that society upholds (Matusov, Smith, Candela, & Lilu, 2007).

5.3.4 Secondary research question 4

What are the constraints and enablers of critical-analytic thinking in English language lesson in the selected rural secondary school?

My findings suggest that several factors undermined students' development and critical-analytic thinking in the English language lessons I observed. These include insufficient teaching and learning resources, class size and teacher workload, limited teacher training, insufficient support for teachers and a mismatch between the national curriculum and assessment guidelines. It became apparent from this study that teaching and learning resource constraints, which include instruction materials, a shortage of English language teachers, insufficient or nonexistent library facilities, and computer laboratories hampered the teacher participant's delivery of lessons, and ultimately lowered students' academic performance and learning outcomes. According to the participant, this situation constrains the development of critical thinking skills. From her point of view, teaching and learning resources influence pedagogical practices, hence she was compelled to make copies of texts to facilitate learning. For instance, she provided learners with photocopied excerpts from the recommended textbook to facilitate classroom activities. The findings of this study therefore confirm arguments in the existing body of knowledge that the ability to teach critical thinking skills effectively depends on the availability of the requisite teaching and learning resources (Gul et al., 2014; Al-Kindi & Al-Mekhlafi, 2017).

My findings also confirm that class size and teacher workload were factors that seemed to work against the teacher participant's attempts to develop students' critical-analytic thinking skills. I observed her teaching large classes in the limited one hour allocated to the lesson. Because of the large number of students whom she had to teach in a single class she could not, even if she wanted to, use sufficient scaffolding techniques and activities to enable learning and promote critical-analytic thinking because then she would not be able to complete the lesson in the allocated time. These findings are closely linked to those reported in existing literature, which indicate that teaching in overcrowded classrooms hampered the acquisition of critical thinking skills (Nel, 2011; Copland et al., 2014; Bailey & Mentz, 2015). I found that teaching critical-analytic thinking in an overcrowded classroom is contrary to what is recommended in existing literature, namely that students should be divided into small groups (Zhao et al., 2016).

My findings indicate, moreover, that limited training and a lack of support for teachers were factors that constrained the teaching of critical-analytic thinking. The teacher participant claimed that rural teachers did not use instruction strategies that addressed the needs of remote rural additional language students because they were not supported to do so and had had limited training in this regard. As such, according to her, it was difficult for them to change their mind sets, or to embrace as one of the positive steps the ability to reflect on and apply the relevant instruction skills they acquired during teacher training. The teacher added that even if these skills could have assisted them to facilitate a self-regulated type of learning that accommodates students' learning needs in a context characterised by a lack of resources. These findings corroborate those reported in literature, including Vygotsky's theory (1978), which emphasises the need to incorporate instructional pedagogy reflective of students' indigenous cultural practices and experiences in the teaching and learning process. Such incorporation ought to enhance the success of any intervention, in this context the development of critical-analytic thinking as espoused in the Quality Talk intervention model.

My findings also indicate that the lack of proper teacher training could have serious implications for the participant's implementation of the curriculum. I determined that the participant seemed to experience difficulties with conceptualising critical thinking skills and to devise ways in which to approach the development of these skills in her students. The inadequate training which the teacher had received seemed to have deprived her of the opportunity to concentrate on the requirements of the CAPS document, which expects teachers to assist with building a culture of learning. This observation is in line with literature on the topic, which suggest that if teachers are not given proper support in the area of training, the effect will be a lack of commitment, which will in turn lead to continual student underachievement and dropout (Equal Education, 2015). Evidence, according to this source, indicates in statistical data that 46% of students in the FET phase in 2010, 47% in 2011, 47% in 2012, 49% in 2013 and 50% in 2014 had lost commitment with reference to their studies, and consequently dropped out of school.

These findings seem to suggest that the primary reason for teachers' inability to teach critical-analytic thinking lies with the government, which is perceived as ignoring the need to put in place the checks and balances needed to determine the effectiveness and value of in-service workshops, teacher professional development programmes and meetings to support teachers in curriculum implementation and the development of high-level comprehension of English text. Where there is no support, students will not be taught accordingly. The current, apparently inadequate, training of teachers neither promotes nor supports the development of students' reasoning and strategic thinking about English texts. I posit that government support, in the form of training and teacher professional development programmes, if properly implemented, monitored, evaluated and adapted, may empower teachers with sufficient theoretical grounding to become self-equipped and self-reliant enough to utilise appropriate teacher discourse moves and pedagogical principles in their working context.

With regard to enablers, I found that critical-analytic thinking in English language lessons by its nature depends on a couple of enablers, among them government support for English first additional language lesson teachers, continued in-service training and professional development programmes for English language teachers in rural contexts, collaboration with parents, as well as remedial assistance for students. These suggestions are made on the basis of the findings of my study that government support is an important enabler of the teaching of critical-analytic thinking in English first additional language Lessons. The participant teacher believed that strengthening teachers' ability to use strategies that enhance critical-analytic thinking is a government responsibility because in-service teacher training and opportunities for continuous professional development would be strong enablers of critical-analytic thinking, provided that these are aimed at enhancing teacher effectiveness and, by implication, student performance.

To the teacher participant in my study professional development, seminars, and workshops in curriculum and assessment could build the confidence of teachers because the successful development of critical-analytic thinking hinges on collaborative efforts between the teacher's training, delivery at classroom level and the teacher's motivation

level at institutional and governmental levels. According to her, this is not currently the case. Her views are confirmed in literature, which indicates that whenever educationists or programme developers in the government neglect the need to train teachers as main players in the teaching and learning arena, there are serious setbacks and limitations (UNESCO, 2016; Skosana & Monyai, 2013; Spaull, 2013; Blom et al., 2017). I posit, therefore, that government support in the form of training and teacher professional development programmes, when properly implemented, monitored, evaluated and adapted, may empower teachers with sufficient theoretical grounding to become sufficiently self-equipped and self-reliant to utilise appropriate teacher discourse moves and pedagogical principles in the context of their work.

My findings also indicate collaboration with parents and remedial assistance for students as enablers of critical thinking in English lessons. The participant teacher reported that parents' collaboration with teachers and the provision of remedial assistance to students could improve students' academic performance. According to her, teachers alone cannot succeed in developing students' academic abilities, hence it is vital for all stakeholders to work as a team and to be supportive of teacher roles and students' learning. Evidence from literature suggests that although teachers are core agents in facilitating learning activities, parental and stakeholder involvement and commitment are equally important (Đurišić & Bunijevac, 2017; Spence, 2012; Sanders & Sheldon, 2009). The involvement and collaboration of parents and others could augment the support that teachers could otherwise not provide. For example, parents and other stakeholders could provide economic and psychosocial support through networking services available at community and government levels.

In the next section I revisit the conceptual framework that I described in Chapter Two, which contributed to my deeper understanding of the development of critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural remote setting, was therefore used to guide this study. The revision of the conceptual framework at this stage serves merely as a point of departure for the presentation of the answers

presented in literature or found in the analysis of the data collected during the course of my investigation and served as basis for the recommendations I make in section 5.9.

5.4 Revisiting the theoretical framework to position the results of the study

English language teachers need specific competencies and skills effectively to teach English language in general and to promote critical-analytic thinking (CAT) in particular. As already alluded to in Chapter Four, teachers not only need to possess certain pedagogical competencies and skills, they also have to understand how effectively to transform and translate these into practice if they were to promote productive classroom discourse.

As discussed in Chapter Two (section 2.6), my study was guided by Vygotsky's (1978) social constructivist theory. The core assumptions of Vygotsky;s (1978) SCT, which are useful in the teaching and learning process and for promoting CAT among additional language students, are: language, being a social phenomenon and a tool for thinking and inter-thinking, is a form of communication occurring first as a result of the humans' interaction with their surroundings and thereafter in their social interaction with other people; language is a device of thought through which humans express their thinking or individual consciousness, thereby relating themselves to circumstances and constructing their own reality; and taking into consideration the culture and context within which learning takes place helps one to understand what occurs in a society and how knowledge is jointly constructed based on societal experiences.

The social constructivist theory facilitated my understanding of how one rural English teacher constructed meaning of her experience of and perspectives on the promotion of critical-analytic thinking through the use of teacher discourse moves and pedagogical principles. The major findings of this study resonate with the central premises of Vygotsky's (1978) SCT. It is worth noting that although the theory is underpinned by a wide and diverse set of principles that could be operationalised, I focused only on those assumptions that seemed fundamental to the provision of an explanatory frame within which the promotion of students' reading comprehension, critical-analytic thinking of

English text and content through the use of teacher discourse moves and pedagogical principles could be discussed.

In this regard, the major findings of this study indicate that, in the first instance, language is key to the teacher's development of skills to motivate and promote students' interest in learning the English language as a subject and to develop their fluency, proficiency, and deeper understanding of English text and content. It clearly emerged that the English teacher in this study was aware of the role played by language as a mechanism for communication and as a vital device for the stimulation of fruitful lesson discourse in the classroom. Language was indicated as a key determinant in fostering students' deeper understanding of English text. The findings of the study suggest the teacher’s and students' lack of proficiency in the language of learning and teaching (LoLT) had a negative impact on students’ overall development, specifically their thinking, reasoning and learning outcomes. In accordance with the social constructivist theory, being proficient in and having a deeper understanding of English would enhance students' self-confidence, self-assertiveness and self-control, thus enabling them to analyse the text according to its stance through critical-analytical interpretation of and interaction with the text. This should then result in increased student participation in English language learning activities and their increased ability to construct their understanding and knowledge.

There is a connection between the social constructivist theory, the use of English language as LoLT and the promotion of students' critical-analytic thinking. The teaching of English language, pedagogical practices and strategies, and the development of critical-analytic thinking are activities that involve interaction between the teacher, the students and the context of their learning environment. In the social constructivist theory learning is a co-activity involving the active participation of the teacher and the students in the co-construction of knowledge. Since learning is mediated by language, because students' talk, thinking, reading and writing become meaningful only through language, it only occurs through language. In essence Vygotsky's (1978) contribution to ensuring that the role and importance of language in the learning and development of critical-analytic

thinking is recognised cannot be overemphasised. In this regard, the social constructivist theory enhanced my own understanding of how language works as a meaning-making tool, supporting the teacher's role during classroom practices and interaction patterns. As the finding has shown, the students in this study seemed disadvantaged because they lacked proficiency in the use of English as LoLT and because they were taught by a teacher who was incompetent and inadequately trained to teach critical-analytic thinking (See section 4.4.1.2, Category 1.1.2). Consequently, I argue that as long as the needs of English language teachers and students in the rural setting are not addressed it will take a long time for the South African education system to carry out its mandate to contribute to the economic growth of the country.

In the second instance, the findings of the study indicate that the teaching of critical-analytic thinking to students in a rural school requires more than training and qualifications. It also requires teachers' ability to pay attention to the way students think, inter-think and project new ideas and knowledge based on their interactive experiences with the world. Consistent with the social constructivist perspective on the teaching of critical-analytic thinking skills in English language, language is a powerful cognitive tool that represents individuals' thinking and facilitates their development of high-level comprehension skills if they are effectively supported. It could be inferred that my exposure to the social constructivist theory gave me a deeper understanding of the connection between talk and thinking in the context of learning. Students, from the SCT's perspective, are seen as active, capable of organising their thoughts and drawing their own conclusions provided they are given the opportunity to do so. The findings of my study show that for students to develop high-level comprehension about, around and with English text, their thinking and their thinking about their own thinking are major factors in the development of their cognitive skills, while language is indispensable to their ability to construct meaning. Therefore, making connections between the role of language and the significance of students' thinking (cognitive) and inter-thinking (meta-cognitive) processes in the teaching and learning of English language text and content would increase their comprehension.

In the third instance, in order to enable critical-analytic thinking in the English language lesson, the teacher should consider the creation of contexts that allow for an array of ideas and multiple interpretations. This claim resonates well with the third assumption of SCT, as stated above. SCT proposes that interaction between the teacher and students, as well as between students from different contexts, but are members of the same classroom population, should inform the choice and use of the teacher's pedagogical approaches and strategies. The findings of this study indicate that the teacher did not take into consideration the students' diversity, hence she was unable to support students' reading and written language development (See section 4.8.5, Subtheme 3.4 and section 4.10.1.2, Category 4.1.2). This diversity had an impact on the teacher's ability to promote critical-analytic thinking and high-level comprehension in her English language lessons in the rural school.

5.5 Limitations of the study

This study has a few limitations that need to be acknowledged and identified to provide readers with the opportunity to draw conclusions about its usefulness and appropriateness in other settings. Some limitations emerged from the research design and sampling techniques applied in the study. Having been designed as a descriptive case study, its research findings are context-specific, and therefore do not lend themselves to generalisation (Yin, 2014). With regard to sampling, the study focused on one rural English language teacher and one Grade 8 English language class. The study therefore relied on a relatively small sample, which also limited the possibility of generalising its findings to a larger population (Maree & Pietersen, 2007). In order to mitigate these limitations, I adopted a rigorous process of sampling, data collection and interpretation (Ivankova, 2014). Moreover, I took measures to ensure that the results are transferrable, trustworthy and dependable through the provision of thick, rich descriptions, which made it possible for other researchers to verify the results by conducting similar research in a similar socio-economic environment.

Another limitation of this study relates to the management and analysis of data derived from multiple sources. I used multiple data sources to cover a wide range of issues

associated with the experiences and perspectives of one English lesson teacher in the use of teacher discourse moves and pedagogical principles as strategies to promote critical-analytic thinking. Interpreting and analysing data from multiple sources in qualitative research is always a daunting task as it requires a reasonable amount of time and a high level concentration to cut and bring together different pieces of data from various sources (Braun & Clarke, 2016). The process could disrupt the flow of the raw data and lead to the misrepresentation or misinterpretation of views captured in the data. In dealing with this limitation, I documented all the steps in the coding process I followed in the study. A copy of my thematic analysis coding process (Appendix J) is attached as proof of this so that the reader can scrutinise the original version of the data prior to fragmentation (Babbie, 2013).

5.6 Recommendations and implications for training, policy and practice

The findings of the study have various implications for the enhanced teaching and learning of critical-analytic thinking skills to ensure quality education in South African schools. These are presented below:

5.6.1 Teacher education training curriculum design and practice

The findings of this study indicate that certain vital positive conditions for fostering critical-analytic thinking and developing a deeper understanding of text are not available in rural South African schools. This emanated from the fact that the teacher education curriculum does not seem to provide training programmes that support the teaching of critical-analytic thinking. For example, the teacher in this study was a product of training that did not expose her to critical-analytic thinking approaches, which hampered the development of her analytic skills and deeper understanding of text. It is unfair, therefore, to expect of this teacher to develop students into adults who are independent analytic and reflective thinkers. She herself had hardly any experience in analysing and evaluating content and text. Essentially there is a gap between the actual teacher education training and the intended teacher delivery service, more especially with regard to the teaching of critical-thinking skills to additional language students.

5.6.2 Insufficient teaching and learning resources

The findings of the study indicate that insufficient teaching and learning resources impede efforts to promote critical-analytic thinking about English content and text in the rural school concerned positively. For example, the school was found to operating with a severe shortage of instruction materials and English language teachers, no library and no computer laboratory facilities. When teaching and learning take place in an environment with limited or no resources, like the one in the study, the capacity of the teacher and students to perform to the best of their abilities is constrained. Therefore, the government needs to provide adequate teaching and learning resources to schools, especially to those in rural areas.

5.6.3 Large class size

As indicated in the findings of this study, there were between 50 and 60 students in the same class and they were being taught by the same teacher. This contradicts the policy requirements that stipulate a teacher-student ratio of 1:30 (DBE, 2011). The consequences of overcrowded English language classes cannot be overemphasised. First, it increases the teacher's workload and hampers her effectiveness. Second, it negates the establishment of a conducive learning environment as students have to share desks and chairs (See section 4.10.1.4, Category 4.1.4). This situation has a negative impact on the instruction process and the overall student development, including the development of high-level comprehension of English text. To address the aforementioned situation, the South African education system, particularly the Ministry of Education through the Department of Basic Education, ought to prioritise the creation and implementation of regulatory mechanisms to ensure adherence to the policy I respect of teacher-student ratios.

5.6.4 Mismatch between curriculum and assessment guidelines

Mismatches between curriculum and assessment guidelines were found to be a factor that constrained the development of critical-analytic thinking in English language lessons. The teacher participant indicated that the current English first additional language curriculum did not embrace concepts pertinent to the teaching of CAT, attributing this to

frequent changes in curriculum. Addressing this constraint would require the effective participation of all stakeholders (government, teachers, school administrators, and so forth) in the design and implementation of the curriculum and assessment policy. There is also a need for continuity in curriculum implementation to enhance the achievement of the intended goals.

5.6.5 Support for English first additional language teachers

The findings of this study indicate the need for support for teachers of English first additional language as of paramount importance in the teaching and learning process. The challenges that teachers experience in their profession, especially in rural areas, have a negative impact on their eagerness, drive and curiosity to perform to the best of their ability when working under harsh conditions characterised by poverty and a lack of basic teaching facilities. Thus, support for rural English language teachers is imperative for promoting teacher efficiency and the development of students' high-level understanding of English text and content. One way to achieve this is to offer support to English teachers in the form of continuous teacher professional development to ensure that they keep abreast of the trends in English language lessons, particularly those aimed at the teaching of critical-analytic thinking. The focus of such support should be on effective pedagogical practices relevant to facilitating the development of critical-analytic thinking skills in students.

5.7 Contributions to the body of knowledge

The major contribution of this study is that it has introduced the use of specific instructional and dialogical discourse strategies, aligned with the Quality Talk Intervention Model into the teaching of critical-analytic thinking of English language text and content in a rural secondary school. In a nutshell, this study has succeeded in informing knowledge that promoting critical-analytic thinking through specific teacher discourse moves and pedagogic principles in rural secondary school is possible, even under severe resource constraints situations.

5.8 Directions for future research

This study recommends that similar study be conducted at a large-scale using mixed methodology design. Such study can produce broader insights into issues regarding the use of teacher discourse moves and pedagogical principles in teaching English language in rural schools. For example, a similar study could be carried out to establish students' perceptions of their teachers' discourse moves and pedagogical principles in the teaching of critical-analytic thinking about, around and with texts written in English, across subjects.

In addition, teachers have to initiate their own research on pedagogical approaches and strategies that are responsive to their needs. Many teachers seem to encounter difficulties when faced with situations where they are expected to teach high-level thinking skills that are a manifestation of critical-analytic thinking skills. There is a need to study the English teacher's perceptions of the challenges they encounter in using instructional methods that seem to have a significant influence on perceptions of the promotion of critical-analytic thinking.

Research into practical ways of using professional development and in-service-training in rural areas with resource constraints is essential. The study showed that a lack of knowledge about the use of specific dialogic discourse elements that may influence the perceptions people have of critical-analytic thinking is to a large extent influenced by institutional factors, societal influence and contradictory expectations. Because very little is known about these factors, further research in this area would greatly benefit English language lesson teachers in South Africa.

5.9 Summary

The purpose of this study included the investigation of a teacher's application of teacher discourse moves and pedagogical principles in the development of critical-analytic thinking in English language lessons in a rural South African secondary school. The findings of the study indicate that a lack of training in critical-analytic thinking and instructional and pedagogical strategies contributed to her failure to apply critical thinking in the analysis of texts, ultimately impeding students' ability to learn CAT skills.

The findings furthermore found insufficient teaching and learning resources, oversized classes and teacher workload, limited training and a lack of support for teachers as strong constraints in respect of the development of students' reading and comprehension skills. These constraints underpin English language teachers' need for a solid, concerted support effort by the government, parents, and other stakeholders.

In conclusion, the fact that teachers play a crucial role in the development of critical-analytic thinking can no longer be ignored. It is my contention that the promotion of critical-analytic thinking depends on the availability and accessibility of appropriate resources (trained and qualified teachers with specific competencies and skills, instruction materials and so forth) and an environment that is conducive to acquiring these skills. In this regard, it suffices to create awareness of the apparent unpreparedness of South African English language teachers to support critical-thinking among students.

Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, C. A., & Persson, T. (2015). Strategies for teaching students to think critically: A meta-analysis. *Review of Educational Research 85*(2), 275-314.

Adeyemi, T. O. (2012). School Variables and internal efficiency of secondary school in Ondo state, Nigeria. *Journal of Education and Social Research*, *2*(3), 205-214.

Agirdag, O. (2014). The long-term effects of bilingualism on children of immigration: Student bilingualism and future earnings. *International Journal of Bilingual Education and Bilingualism*, *17*(4), 449-464.

Alexander, R. J. (2008). *Towards dialogic teaching: Rethinking classroom talk* (4th ed.). North Yorkshire, UK: Dialogos.

Al-Kindi, N. S. & Al-Mekhlafi, A. M. (2017). The practice and challenges of implementing critical thinking skills in Omani post-basic EFL classroom. *English Language Teaching, 10*(12), 117-133.

Allington, R. (2012). *What really matters for struggling readers: Designing research-based programs.* Boston, MA: Pearson.

Allington, R. L. (2005). W*hat Really Matters for Struggling Readers: Designing Research-Based Programs* (What Really Matters Series). Boston, MA: Allyn & Bacon.

Altinyelken, H. K. (2010). Pedagogical renewal in sub-Saharan Africa: The case of Uganda. *Comparative Education*, *46*(2), 151-171.

Alwadai, M. (2014). *Islamic teachers' perceptions of improving critical thinking skills in Saudi Arabian elementary school* (Doctoral thesis). Retrieved from http://searchproquest.com/docview/1625970780?accountid=44936.

Al-Zahrani, M. Y., & Al-Bargi, A. (2017). The impact of teacher questioning on creating interaction in EFL: a discourse analysis. *English Language Teaching, 10(*6), 135-150.

Amerson, R. (2011). Making a case for the case study method. *Journal of Nursing Education, 50(8), 427-428.*

Amineh, R. J., & Asl, H. D. (2015). Review of constructivism and social constructivism. *Journal of Social Sciences, Literature and Languages*, *1*(1), 9-16.

Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, *40*(3), 685-770.

Archer, A., & Hughes, C. A. (2011). *Explicit instruction: Efficient and effective teaching*. New York, NY: Guilford Publications.

Athanasou, J. A., Di Fabio, A., Elias, M. J., Ferreira, R., Gitchel, W. D., Jansen, J. D., & Mpofu, E. (2012). Theoretical-conceptual and structural aspets of thesis writing. In K Maree (Ed.), *Complete your thesis or dissertation successfully: Practical guidelines* (pp.40-55). Cape Town: Juta.

Atkinson, D. (1997). A critical approach to critical thinking in TESOL. *TESOL quarterly*, *31*(1), 71-94.

Aukrust, V. G. (2007). Young children acquiring second language vocabulary in preschool group-time: Does amount, diversity, and discourse complexity of teacher talk matter?. *Journal of Research in Childhood Education*, *22*(1), 17-37.

Avargil, S., Herscovitz, O., & Dori, Y. J. (2012). Teaching thinking skills in context-based learning: Teachers' challenges and assessment knowledge. *Journal of Science Education and Technology*, *21*(2), 207-225.

Babbie, E. (2013). *The practice of social research* (13th ed.). Belmont, CA: Wadsworth,

Bailey, R., & Mentz, E. (2015). IT teachers' experience of teaching-learning strategies to promote critical thinking. *Issues in Informing Science and Information Technology*, *12*, 141-152.

Bakhtin, M. M. (2010). T*he dialogic imagination: Four essays.* Austin, TX: University of Texas Press.

Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education, 59*(5), 389-407. (

Bamgbọṣe, A. (1991). *Language and the nation: The language question in sub-Saharan Africa*. Edinburgh: Edinburg University Press.

Bandura, A. (1978). Social learning theory of aggression. *Journal of Communication*, *28*(3), 12-29.

Barber, M., & Mourshed, M. (2007). *How the world's best-performing schools systems come out on top*. London: McKinsey and Company.

Barry, D. M. (1999). *Curriculum reform in South Africa: Assessment in the national qualifications framework*. (Unpublished doctoral thesis). Rand Afrikaans University: Johannesburg.

Bates, R. (2008). Teacher education in a global context: Towards a defensible theory of teacher education. *Journal of Education for Teaching*, *34*(4), 277-293.

Beck, I. L., & McKeown, M. G. (2006). *Improving comprehension with questioning the author: A fresh and expanded view of a powerful approach.* New York, NY: Scholastic.

Berg, B. L. & Lune, H. (2012). *Qualitative research methods for the social sciences* (8th ed.). Boston, MA: Pearson Education.

Berkeley, S. & Barber, A.T. (2015). *Maximising effectiveness of reading comprehension instruction in diverse classrooms.* Baltimore, Maryland: Paul H. Brookes Publishing.

Biggs, J., & Moore, P. (1993). *The process of learning*. (3rd ed.). New York, NY: Prentice Hall.

Bill and Melinda Gates Foundation: (2010, December). *Progress and Partnerships*. (Annual Report). Retrieved from www.gatesfoundation.org/annualreport/2010.

Black, P., & Wiliam, D. (2005). Changing teaching through formative assessment: Research and practice. *Formative assessment: Improving learning in secondary classrooms*, 223-240.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7-74.

Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappa*, *92*(1), 81-90.

Blaxter, L., & Hughes, C. (2010). *How to research*. Buckingham: Open University Press.

Blom, A., Cao, X., Andriamihamina, H., & Akinlawon, I. T. (2017). *Job-ready graduates secondary education in Botswana, Lesotho and Zambia: Reforming instruction,*

curriuclum, assessement, and structure to teach vocational and 21st century skills. Washington, DC: World Bank Group.

Bo, C. (2015). Social Constructivism of Language and Meaning. *Croatian Journal of Philosophy*, *15*(43), 87-113.

Bogle, T. L. (2014). *Embracing student diversity in the classroom: meeting the needs of each learner through differentiation* (Unpublished doctoral dissertation). Vancouver Island University: Vancouver, BC.

Bonk, C. J. & Cunningham, D. J. (1998). Chapter 2: Searching for learner-centred, constructivist and sociocultural components of collaborative educational learning tools. In C.J. Bonk, & K. S. King (Eds.), *Electronic collaborators: Learner centred technologies for literacy, apprenticeship, and discourse* (pp.25-50). Mahwah, NJ: Erlbaum.

Booysen, R., & Grosser, M. (2014). The effect of cooperative learning on the thinking skills development of foundation phase learners. *Education as Change, Journal of Curriculum Research, 18*(1), 47-71.

Borg, W., R. & Gall, M.D. (1989). *Educational research: An introduction* (5th ed.). New York, NY: Longman.

Bourdon, J., Frölich, M., & Michaelowa, K. (2010). Teacher shortages, teacher contracts and their effect on education in Africa. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, *173*(1), 93-116.

Bowers, E. P., & Vasilyeva, M. (2011). The relation between teacher input and lexical growth of preschoolers. *Applied Psycholinguistics*, *32*(1), 221-241.

Braun, V., & Clarke, V. (2016). (Mis) conceptualising themes, thematic analysis, and other problems with Fugard and Potts' (2015) sample-size tool for thematic analysis. *International Journal of Social Research Methodology*, *19*(6), 739-743.

Briggs, A. R., Morrison, M., & Coleman, M. (2012). *Research methods in educational leadership and management.* Oxford: Sage.

Buckler, A. (2011). Reconsidering the evidence base, considering the rural: Aiming for a better understanding of the education and training needs of Sub-Saharan African teachers. *International Journal of Educational Development*, *31*(3), 244-250.

Burns, N., & Grove, S. K. (2010). *Understanding nursing research: Building an evidence-based practic* (5th ed.*)*. Maryland Heights, Missouri: Elsevier Saunders.

Butler, Y. G. (2005). Comparative perspectives towards communicative activities among elementary school teachers in South Korea, Japan and Taiwan. *Language Teaching Research*, *9*(4), 423-446.

Campbell, M. (2015). Collaborating on critical thinking: The team critique. *Journal of Curriculum and Teaching*, *4*(2), 86-95.

Central Intelligence Agency (CIA), World-Fact Book. (2013). Retrieved 11 February 2018 from https://www.cia.gov/library/.../rss.../wfb-updates-dec-12-2013.html.

Chartock, R. (2010). *Strategies and lessons for culturally responsive teaching: A primer for K-12 teachers*. Boston, MA: Pearson.

Chen, Y. C. (2011). *Examining the integration of talk and writing for student knowledge construction through argumentation* (Unpublished PhD Thesis). University of Iowa: Iowa, IA.

Chostelidou, D., Griva, E., & Tsakiridou, E. (2015). Language learners' skills and strategies: Assessing academic needs in a multilingual context. *Procedia-Social and Behavioral Sciences*, *191*, 1472-1478.

Choy, S. C., & Cheah, P. K. (2009). Teacher perceptions of critical thinking among students and its influence on higher education. *International Journal of Teaching and Learning in Higher Education, 20*(2), 198-206.

Churcher, K. M. A., Downs, E., & Tewksbury, D. (2014). "Friending" Vygotsky: A social constructivist pedagogy of knowledge building through classroom social media. *The Journal of Effective Teaching, 14*(1), 33-50

Clark, P., Dwyer, M.J., Hogan, I., & Steward, O. (2011). *The promotion of critical thinking skills, through argument mapping.* New York, NY: Nova Science Publishers.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). London: Routledge.

Cohen, Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.*)*, London: Routledge.

Cooper, H. M. (1989). Does reducing student-to-instructor ratios affect achievement?. *Educational Psychologist*, *24*(1), 79-98.

Corden, R. (2001). Developing exploratory language in the classroom: Moving beyond teacher as expert. *Educational Action Research*, *9*(3), 371-394.

Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to young learners: Global perspectives and local realities. *Tesol Quarterly*, *48*(4), 738-762.

Coughlin, E. (2010). High schools at a crossroads. *Educational Leadership, 67*(7), 48-63

Coultas, J. C., & Lewin, K. M. (2002). Who becomes a teacher? The characteristics of student-teachers in four countries. *International Journal of Educational Development, 22*(3-4), 243-260.

Creswell, J. W. (2009). *Research design. Qualitative and quantitative approach*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2013). *Qualitative inquiry, and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage

Creswell, J. W. (2014). *Research Design: Qualitative, quantitative, and mixed methods approaches (*4th ed.). Los Angeles, CA: Sage.

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Croninger, R., M., V., Li, M., Murphy, P., K., & Cameron, C. (2017). Classroom discussions: Building the foundation for productive talk. In P. K. Murphy (Ed.), *Classroom Discussion in Education: Promoting Talk about Text and Context* (pp.1-29). New York, NY: Routledge.

Crossouard, B., & Pryor, J. (2012). How theory matters: Formative assessment theory and practices and their different relations to education. *Studies in Philosophy and Education, 31*(251-263).

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.

Davies, M., & Meissel, K. (2016). The use of Quality Talk to increase critical analytical speaking and writing of students in three secondary schools. *British Educational Research Journal*, *42*(2), 342-365.

Derrick, J. & Ecclestone, K. (2008). *English-Language literature review in teaching, learning and assessment for adults: Improving foundations skills*. France: OECD.

De Vos, A. S., Delport, C. S. L., Fouché, C. B., & Strydom, H. (2011). *Research at grass roots: A primer for the social science and human professions*. Pretoria: Van Schaik Publishers.

Dellinger, A. B., & Leech, N. L. (2007). Toward a unified validation framework in mixed methods research. *Journal of Mixed Methods Research*, *1*(4), 309-332.

Dembélé, M., & Lefoka, P. (2007). Pedagogical renewal for quality universal primary education: Overview of trends in sub-Saharan Africa. *International Review of Education*, *53*(531-553).

Denzin, N., K., & Lincoln, Y.S. (2000). *Handbook of qualitative research*. (3rd ed.). London: Sage.

Department of Basic Education (DBE). (2005). *Report of the Ministerial Committee on Rural Education: A New vision for rural schooling.* Pretoria: Department of Education.

Department of Basic Education [DBE]. (2010). *The status of the language of learning and teaching (LoLT) in South African public schools: A quantitative overview*. Pretoria: Department of Basic Education.

Department of Basic Education (DBE). (2011). *Curriculum and Assessment Policy Statement (CAPS). Grades R-3. English Home Language*. Cape Town: Government Printing Works.

Department of Basic Education (DBE). (2011b*). Report on Annual National Assessments of 2011*. Pretoria: Department of Basic Education.

Department of Basic Education (DBE). (2012). *Curriculum and Assessment Policy Statement (CAPS) for English first additonal language, senior phase 7–9.* Cape Town: Government Printing Works.

Department of Basic Education (DBE). (2015a). *National Senior Certificate Examination: Diagnostic Report 2015*. Cape Town: Government Printing Works.

Department of Basic Education (DBE). (2015b). *National Senior Certificate Examination: Diagnostic Report 2015*. Cape Town: Government Printing Works.

Department of Basic Education (DBE). (2016). National Senior Certificate Examination: Diagnostic report 2016. Cape Town: Government Printing Works.

Dhillon, J. K., & Wanjiru, J. (2013). Challenges and strategies for teachers and learners of English as a second language: The case of an urban primary school in Kenya. *International Journal of English Linguistics*, *3*(2), 14-34..

Dickinson, D. K., & Porche, M. V. (2011). Relation between language experiences in pre-school classrooms and children's kindergarten and fourth-grade language and reading abilities. *Child Development*, *82*(3), 870-886.

Donald, D. R., Lazarus, S., & Lolwana, P. (2006). *Educational psychology in social context*. Capetown: Oxford University Press.

Dove, G. (2014). Thinking in Words: Language as an embodiment of thought. *Topics in Cognitive Science, 6*(2014), 371-381.

Dreyer, C. (1998). Improving students' reading comprehension by means of strategy instruction. *Journal for Language Teaching*, *31*(1), 18-29.

Dryden-Peterson, S. (2015). *The educational experiences of refugee children in countries of first asylum*. Washington, DC: Migration Policy Institute.

Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. In S. J. Samuels & A.E. Farstrup (Eds.), *What research has to say about reading instruction*, (pp.51-93). Newark, NJ: International Reasing Association.

Durišić. M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Centre for Educational Policy Studies Journal*, *7*(3), 137-153.

Dzever, L. T. (2015). The impact of home environment factors on academic performaance of senior secondary school students in Garki Area District, Abuja - Nigeria. *Bulgarian Journal of Science and Education Policy* (BJSEP) *9*(1), 66-92.

Ebersöhn , L., Bender, C. G., & Carvalho-Malekane, W. M. (2010). Informing educational psychology training with students' community engagement experiences. *Perspectives in Education*, *28*(3), 87-98.

Ebersöhn, L., & Eloff, I. (2007). Shades of graduating: Colour lessons from postgraduate studies employing photographic methodology. In N. De Lange, C. Mitchell & J.

Stuart (Eds.), *Putting people in the picture: Visual methodologies for social change*. Rotterdam, Netherlands: Sense Publishers.

Ebersöhn, L., Murphy, P.K., & Firetto, C. (2014). *Promoting pathways to resilence: Recontextualising the Quality Talk intervention for pre-service teachers in South Africa*. Retrieved from http://www.qualitytalk.psu.edu.

Eggen, P., & Kauchak, D. (2001). *Educational Psychology: Classroom Connections* (5th ed.). New York, NY: Macmillan.

Eison, J. (2010). *Using active learning instructional strategies to create excitement and enhance learning*. Retrieved from http://www.cte.cornell.edu/documents/presentations/Eisen-Handout. pdf.

Enever, J., & Moon, J. (2009). New global contexts for teaching primary ELT: Change and challenge. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives (pp. 5-21).* Reading, England: Garnet Education.

Ennis, R. (2011). Critical thinking: Reflection and perspective Part II. *Inquiry: Critical thinking across the disciplines*, *26*(2), 5-19.

Equal Education. (2015). *On the 2014 matric results.* Cape Town: Equal Education.

Facione, P. A. (2011). *Think critically*. Boston, MA: Prentice Hall.

Falchikov, N. (2001). *Learning together: Peer tutoring in Higher Education*. London: Routledge Falmer.

Ferreira, J. G. (2011). Teaching life sciences to English second language learners: What do teachers do?. *South African Journal of Education*, *31*(1), 102-113..

Field, L, D., & Marsh, F. D. (2017). 101 *Scaffolding Techniques for Language teaching and learning*. Barcelona: Centro Espanol de Derechos.

Finlay, L. (2009). Debating phenomenological research methods. *Phenomenology and Practice*, *3(*1), 6-25.

Finlay, M. (2015). Establishing the ground rules for talk: Influencing attitudinal change towards talk as a tool for learning', *The Step Journal, 2*(3), 5-17.

Fisher, D., Frey, N., & Rothenberg, C. (2008). *Content area conversations: How to plan discussion-based lessons for diverse language learners.* Alexandria, VA: Association for Supervision and Curriculum Development

Flick, U. (2018). *An introduction to qualitative research*. London: Sage.

Francois, J. (2016). *The impact of teacher prompting and questioning on third grade students' comprehension*. (Unpublished university honors thesis). University of Northern Iowa, Cedar Falls, Iowa.

Fung, D., & Howe, C. (2014). Group work and the learning of critical thinking in the Hong Kong secondary liberal studies curriculum. *Cambridge Journal of Education, 44(*2), 245-270.

García, O., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, *95*(3), 385-400.

Gardiner, M. (1985). *Conversations with strangers*. London: ABLSU/Write First Time.

Gardiner, M. (2008). *Education in rural areas.* (Issues in education policy, 4). Johannesburg, South Africa: Centre for Education Policy Development Johannesburg.

Gardner, M., Darling-Hammond, L. & Hyler, M. E. (2017). *Effective teacher professional development.* Palto Alto, CA: Learning Policy Institute.

Gashan, K. A. (2015). Exploring Saudi pre-service teachers' knowledge of critical thinking skills and their teaching perceptions. *International Journal of Education and Literacy Studies*, *3*(1), 26-33

Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* (2nd ed.). Portsmouth, NH: Heinemann.

Ginting, S. A. (2017). The Importance of Opening Moves in Classroom Interaction. Advances in Language and Literary Studies, *Journal Title*, *8*(6), 7-11.

Goh, P. S. C., & Yusuf, (2017). Lived experience: Perceptions of competency of novice teachers. *International Journal of Instruction*. *10*(1), 21-36

Göktürk, E. (2011). *What is Paradigm? Department of Informatics.* Norway: University of Oslo.

Gonzalez, V., Brusca-Vega, R., & Yawkey, T. (1997). *Assessment and instruction of culturally and linguistically diverse students with or at-risk of learning problems: From research to practice*. Needham Heights, MA: Allyn & Bacon.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambirdge University Press,Cambridge, UK:.

Grauer, A. (2011). A case for case study research in Education. In S.R. Klein (Ed.), *Action research methods: Plain and simple* (pp.69-79). New York, NY: Palgrave MacMillan.

Groat, L., & Wang, D. (2001). Systems of enquiry and standards of research quality. In *Architectural Research Methods* (1st ed.). Hoboken, NJ: John Wiley & Sons.

Grosser, M. M., & Nel, M. (2013). The relationship between the critical thinking skills and the academic language proficiency of prospective teachers. *South African Journal of Education*, *33(*2), 1-17.

Grosser, M. M., & Olivier, C. (2017). Developing critical thinking as an academic and life skill. In M. Grosser (Ed.), *Developing critical thinking: A multi-dimensional approach in the context of South Africa* (pp. 3-34). New York, NY: Nova Science Publishers, Inc.

Grove, S., Burns, N., & Gray, J. (2013). *The practice of nursing research appraisal, synthesis, and generation of evidence.* St Louis, MI: Elsevier Saunders.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. *Handbook of Qualitative Research*, (pp. 105-117), Thousand Oaks, CA: Sage.

Guerriero, S. (Eds), (2017). *Pedagogical knowledge and the changing nature of the teaching profession*. Paris: OECD.

Gul, R. B., Khan, S., Ahmed, A., Cassum, S., Saeed, T., Parpio, Y., & Profetto-McGrath, J. (2014). Enhancing educators' skills for promoting critical thinking in their classroom discourses: A randomized control trial. *International Journal of Teaching, 26(1), 37-54.*

Gunning, T. (2008). *Creating literacy instruction for all students in Grades 4–8* (2nd ed.). USA: Pearson.

Hà, D. M. (2011). Analyses of the prevailing research paradigms in education. *Sô, 4*(45): 189-198.

Hackling, M. W., & Smith, P. M. (2016). Supporting teachers to develop substantive discourse in primary science classrooms. *Australian Journal of Teacher Education*, *41*(4), 150-173.

Hall, G. (2011). *Exploring English language teaching: Language in action*. New York, NY: Routledge.

Halpern, D. F. (2013). *Thought and knowledge: An introduction to critical thinking* (5th ed.). New York, NY: Psychology Press.

Hang, P. (2011). *Factors affecting motivation of students learning English as a second language. (*Unpublished doctoral thesis). University of Otago, Dunedin Otago, New Zealand.

Hardman, J. (2016). Opening-up classroom discourse to promote and enhance active, collaborative and cognitively-engaging student learning experiences. In C. Goria, O. Speicher, & S. STollhans (Eds.), *Innovative language teaching and learning at university: enhancing participation and collaboration*, (pp. 5-16). Dublin: Research-publishing net.

Hargreaves, D. (1984). Teacher's Questions: open, closed and half open. *Educational Research*, 26, 46-52.

Harris, C. J., Phillips, R. S., & Penuel, W. R. (2012). Examining teachers' instructional moves aimed at developing students' ideas and questions in learner-centered science classrooms. *Journal of Science Teacher Education*, *23*(7), 769-788.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, *77*(1), 81-112.

Hawkes, R. (2012). *Learning to talk and talking to learn: How spontaneous teacher-learner interaction in the secondary foreign languages classroom provides greater opportunities for L2 learning.* (Unpublished doctotral thesis). University of Cambridge, Cambridge, UK.

Herbel-Eisenmann, B. A., Steele, M. D., & Cirillo, M. (2013). (Developing) teacher discourse moves: A framework for professional development. *Mathematics Teacher Educator*, *1*(2), 181-196.

Hesse-Biber, S., & Leavy, P. (2011). *The practice of qualitative research* (2nd ed.). Thousand Oaks, California: Sage.

Heugh, K. (2003). *Language policy and democracy in South Africa: The prospects of equality within rights-based policy and planning.* (Unpulished doctoral dissertation). Stockholm University, Stockholm.

Hofmeyr, J., & Draper, K. (2015). Centre for Development and Enterprise (CDE) Technical report: *Teacher supply and demand 2013-2025*. Johannesburg: CDE.

Hollway, W., & Jefferson, T. (2000). *Doing qualitative research differently: Free association, narrative and the interview method*. Thousand Oaks, Califormia: Sage.

Horwitz, E. K. (1989), Facing the blackboard: Student perceptions of language learning and the language classroom. *ADFL Bulletin*, *20*(3), 61-64

Howie, S. J., Van Staden, S., Tshele, M., Dowse, C., & Zimmerman, L. (2012). PIRLS 2011: *South African children's reading literacy achievement report.* Centre for Evaluation and Assessment (CEA). University of Pretoria, Pretoria.

Hove, G. (2011). *Developing critical thinking skills in the high school English classroom.* (Unpublished master dissertation). University of Wisconsin-Stout, Menominee, WI: The Graduate School.

Hu, G. (2005). Contextual influences on instructional practices: A Chinese case for an ecological approach to ELT. *Tesol Quarterly*, *39(*4), 635-660.

Huan, N. B. (2013). Beliefs about support for teacher change in English for Specific Purposes university classes. *New Zealand Studies in Applied Linguistics*, *19*(2), 36-48.

Husbands, C., & Pearce, J. (2012). *What makes great pedagogy? Nine claims from research.* Nottingham: National College of School Leadership (NCSL).

Ijaya, N. Y. S., Alabi, A. T., & Fasasi, Y. A. (2011). Teacher education in Africa and critical thinking skills: Needs and strategies. *Research Journal of Business Management, 5*(1), 26-34.

Ivankova, N., (2014). *Mixed methods applications in action research: From methods to community action.* Thousands Oaks, CA: SAGE.

Järvelä, S. (1995). The cognitive apprenticeship model in a technologically rich learning environment: Interpreting the learning interaction. *Learning and Instruction*, *5*(3), 237-259.

Joffe, H. (2012). *Thematic analysis. Qualitative research methods in mental health and psychotherapy: A guide for students and practitioners*, 1, 210-223.

Joubert, I., Bester, M., Evan, R. & Phatudi, N. (Eds.). (2015). *Literacy in the Foundation Phase*. Pretoria: Van Schaik.

Joubert, I., Ebersöhn, L., Ferreira, R., Du Plessis, L., & Moen, M. (2014). Establishing a reading culture in a rural secondary school: A literacy intervention with teachers. *Journal of Asian and African Studies*, *49*(4), 399-412.

Kadir, N. A., Subki, R. N. S., Jamal, F. H. A., & Ismail, J. (2014). The importance of teaching critical reading skills in a Malaysian reading classroom. *In The 2014 WEI International Academic Conference Proceedings* (pp. 208-219). Bali, Indonesia: The West East Institute.

Kamberelis, G., & Dimitriadis, G. (2013*). Focus groups: From structured interviews to collective conversations.* London: Routledge*.*

Kaplowitz, J. R. (2012). *Transforming information literacy instruction using learner-centered teaching*. New York, NY: Neal-Schuman Publishers.

Kiemer, K. E., (2017). *Productive classroom talk and motivational learning outcomes in studies*. (Unpublished doctoral thesis), Techishche Uiversität München, Germany, Munich.

Kiemer, K., Gröschner, A., Pehmer, A. K., & Seidel, T. (2015). Effects of a classroom discourse intervention on teachers' practice and students' motivation to learn mathematics and science. *Learning and Instruction*, 35, 94-103.

Kini, T., & Podolsky, (2016). *Does Teaching Experience Increase Teacher Effectiveness? A review of the Research.* Palo Alto: Learning Policy Institute.

Klapwijk, N. M. (2011). *Reading strategy instruction in Grades 4 to 6: Towards a framework for implementation.* (Unpublished doctoral dissertation), Stellenbosch, Stellenbosch University.

Klapwijk, N. M. (2015a). EMC²= Comprehension: A framework for reading comprehension instruction. *South African Journal of Education*, *35*(1), 1-10.

Klapwijk, N. M. (2015b). Changing student teachers' views of comprehension instruction through the use of a comprehension instruction framework. *Journal for Language Teaching= Ijenali Yekufundzisa Lulwimi= Tydskrif vir Taalonderrig*, *49*(1), 81-103.

Kopitski, M. (2007). *Exploring the teaching of inference skills*. Hamline University, Saint Paul, Minnesota:

Kostons, D., & Van der Werf, G. (2015). The effects of activating prior topic and metacognitive knowledge on text comprehension scores. *British Journal of Educational Psychology*, *85*(3), 264-275.

Kothari, C. R. (2004). *Research methodology: methods and techniques.* New Delhi: New Age International

Kumar, R. (2011). *Research Methodology: A step-by step guide for beginners* (3rd ed.). Los Angeles: Sage Publications.

Labov, W. (1972). *Language in the inner city: Studies in the black English vernacular.* Philadelphia: University of Pennsylvania Press.

Lai, E. R. (2011). *Critical thinking: A literature review research reports*. London: Parsons Publishing.

Lantolf, J. P. (2000). Introducing sociocultural theory. In J. P. Lantolf (Ed.), *Sociocultural Theroy and Second Language Learning* (pp. 1-26). Oxford University Press.

Lantolf, J. P. (2013). *Sociocultural theory second language learning: Oxford Applied Linguistics*. Oxford: Oxford University Press.

Leedy, P. D., & Ormrod J. E. (2015). *Practical research: Planning and design*. (8th ed.). New Jersey: Pearson Education.

Lervåg, A., & Aukrust, V. G. (2010). Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners. *Journal of Child Psychology and Psychiatry*, *51*(5), 612-620.

Levine, M. G., & Haus, G. J. (1985), The effect of background knowledge on the reading comprehension of second language learners. *Foreign Language Annals,* 18(5), 391 -397.

Lewin, K. M. & Stuart, J. S. (2003). *Researching teacher education: New perspectives on practice, performance ad policy: multi-site teacher education research project (MUSTER) synthesis report*. London: Department for International Development.

Lewis, S. (2015). Qualitative inquiry and research design: Choosing among five approaches. *Health Promotion Practice*, *16*(4), 473-475.

Li, M. (2017). Pedagogical decisions and contextual factors: Tipping the scales toward highly productive discussions. In P.K. Murphy (Ed.), *Classroom Discussion in Education* (pp 54-75). New York, NY: Routledge.

Li, M., Murphy, P. K., Wang, J. Mason, L. H., Firreto, C. M., Wei, L., & Chung, K. S. (2016). Promoting reading comprehension and critical-analytic thinking: A comparison of three approaches with fourth and fifth graders. *Contemporary Educational Psychology*, 46, 101-115.

Lincoln, Y., S. & Denzin, N. K. (2011). *The SAGE Handbook of Qualitative Research.* Thousand Oaks, CA: SAGE Publications

Lichtman, M. (2012). *Qualitative research in education: A user's guide*. Thousand Oaks, CA: Sage.

Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Oxford: J Wiley Blackwell.

Lin, T. J., Jadallah, M., Anderson, R. C., Baker, A. R., Nguyen-Jahiel, K., Kim, I. H., ... & Wu, X. (2015). Less is more: Teachers' influence during peer collaboration. *Journal of Educational Psychology*, *107*(2), 609-629.

Lingard, B., Hayes, D., & Mills, M. (2003). Teachers and productive pedagogies: Contextualising, conceptualising, utilising. *Pedagogy, Culture and Society*, *11*(3), 399-424.

Littleton, K., & Mercer, N. (2007). *Dialogue and the development of children's thinking: A sociocultural approach*. London: Routledge.

Littleton, K., & Mercer, N. (2013). *Interthinking:Putting talk to work.* New York, YN: Routledge.

Littlewood, W. (2011). Communicative language teaching: An expanding concept for a changing world. In E. Hinkel (ed*.). Handbook of Research in Second Language Teaching and Learning,* (pp. 541-547). New York, NY: Routledge.

Lofland, J., & Lofland, L. H. (1999). Data logging in observation: Fieldnotes. In A. Bryman, & R. G. Burgess (Eds.). *Qualitative research*, (pp. 3-12). London: Sage.

Longworth, N. (2003). *Lifelong learning in action: Transforming Education in the 21st century*. London and Sterling, VA: Kagan Page.

Maarman, G. J., & Lamont-Mbawuli, K. (2017). A review of challenges in South African education and possible ways to improve educational outcome as suggested by decades of research. *Africa Education Review*, *14*(3-4), 263–289.

Mabaso, B. A (2017). *Twenty-first century skills development in rural school learners.* (Unpublished master thesis). University of Cape Town, South Africa.

Macaro, E., Graham, S., & Woore, R. (2015). Improving foreign language teaching: Towards a research-based curriculum and pedagogy. New York: Routledge.

Macswan, J. (2004). Code-switching and grammatical theory. In T.K. Batia, & W.C. Ritchie (Eds.),*The Handbook of Bilingualism (*pp*.* 283-311). Oxford: Blackwell Publishing,

Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education*, *9*(3), 3351-33514.

Makgato, M. (2014). The use of English and code switching in the teaching and learning of technology in some schools in Eastern Cape Province, South Africa. *Mediterranean Journal of Social Sciences*, *5*(23), 933-940.

Makiwane, N., Makoae, M., Botsis, H., & Vawda, M. (2102). *A baseline study of families in Mpumalanga.* Pretoria: Human Sciences Research Council.

(pp. 172-183). Pretoria: Van Schaik Publishers.

Maree, J. G., Engelbrecht, J. C., Sommerville, J., & Mutshaeni, H. N. (2011). An analysis of factors influencing Grade 12 results. *Journal of Educational Studies*, *10*(1), 120-141.

Maree, K. (Ed.). (2010). *First Steps in Research. Pretoria*. South Africa: Van Schaik Publishers.

Maree, K., & Pietersen, J. (2007). Sampling. In K. Maree (Ed.), *First steps in research* (pp.23-45). Pretoria: Van Schaik.

Marin, L. M., & Halpern, D., F. (2011). Pedagogy for developing critical thinking in adolescents: Explicit instruction produces greatest gains. *Thinking Skills and Creativity*, *6*(1), 1-13.

Marshall C., & Rossman, G. B., (2010): *Designing Qualitative Research* (2nd ed.). Thousand Oaks, Sage Publication.

Marshall, J.D. (1987). The effects of writing on students' understanding of literary texts. *Research in the Teaching of English*. *21*(1), 30-63

Mason, A., & Singh, C. (2010). Helping students learn effective problem solving strategies by reflecting with peers. *American Journal of Physics*, *78*(7), 748-754.

Mason, M. (2010). *Critical thinking and learning*. New York, NY: Wiley.

Matusov, E., Smith, M. P., Candela, M. A., & Lilu, K. (2007). Culture has no internal territory: Culture as dialogue. In J. Valsiner & A. Rosa (Eds.), *The Cambridge Handbook of Socio-Cultural Psychology* (pp. 460-483). Cambridge, UK: Cambridge University Press.

Mackay, S. L. (2012). Principles of teaching English as an international language. In L. Alsagoff, S. L. McKay, G. Hu, & W. A. Renandya (Eds.), *Principles and practices for teaching English as an International Language* (pp. 28–46). New York: Routledge.

Maybin, J., Mercer, N., & Stierer, B. (1992). 'Scaffolding': Learning in the classroom. In K. Norman (Ed.), *Thinking voices: The work of the National Oracy Project* (pp. 165-195). London: Hodder Arnold.

McCabe, R. M. (2013). Scaffolded code-switching: A resource for achieving academic literacy?. *Journal for Language Teaching*, *47*(2), 159–192.

McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry. MyEducationLab Series*. Boston: Pearson Education.

Mee, C. Y. (2003). English language teaching in Singapore today. In W. K. Ho & R. Y. L. Wong, (Eds.), *English Language Teaching in East Asia Today: Changing Policies and Practices* (pp. 351-374). Singapore: Eastern Universities Press.

Mercer, N. (2000). *Words and Minds: How we use language to think together.* London: Routledge.

Mercer, N. (2010). The analysis of classroom talk: Methods and methodologies. *British Journal of Educational Psychology*, *80(*1), 1-14.

Mercer, N., & Dawes, L. (2008). The value of exploratory talk. In N. Mercer & S. Hodgkinson (Eds.), *Exploring talk in school* (pp. 55-71). London: SAGE Publications.

Mercer, N., & Dawes, L. (2010). Making the most of talk: Dialogue in the classroom. *English Drama Media*, 16, 19-25.

Mercer, N., Dawes, L., & Staarman, J. K. (2009). Dialogic teaching in the primary classroom. *Language and Education*, *23*(4), 353-370.

Merriam, S. B. (2009). *Qualitative research: A guide and implementation. Revised and expanded from qualitative research and case study applications in education.* San Francisco: Jossey-Bass.

Meyer, L. A. (1984). *Teachers' comprehension questions: What functions might they serve?* (ED 247 520). Champaign, IL: Illinois University, Centre for the Study of Reading, Retrieved from https://educationnorthwest.org/sites/default/files/classroomQuestioning.pdf

Miles, M., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook and the coding manual for qualitative research*. Thousand Oaks, CA: SAGE.

Miles, M., & Huberman, A.M. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage Publications.

Monar-Lopez, A., & Villar M. (2018), *Studies in Second Language Acquisition*. *40*(4). Cambridge, UK: Cambridge University Press.

Moore, B., & Stanley, T. (2010). *Critical thinking and formative assessments: Increasing the rigor in your classroom.* Larchmont, NY: Eye on Education..

Morse, J. M., & Niehaus, L. (2009). *Mixed method design: Principles and procedure* Walnut Creek, CA: Left Coast Press.

Morse, H. (2010). Procedures and practice of mixed methods design: maintaining control, rigor, and complexity. In A. Tashakkori & C. Teddlie (Eds*.), Sage handbook of mixed methods in social behavioural research* (2nd ed.). Los Angeles: Sage.

Mortimore, P. (Ed.). (1999). *Understanding Pedagogy and its impact on learning*. London: Sage.

Mpofu, E., & Gitchel, W. (2012). Basic issues in thesis writing. In J.G. Kobus Maree (Eds.), *Complete your thesis or dissertation successfully: Practical guidelines*, (pp. 56-68). Claremont: Juta and Company Ltd.

Moughamian, A. C., Rivera, M. O., Francis, D. J. (2009). *Instructional models and strategies for teaching English language learners.* Portsmouth, NH: RMC Research Corporation, Centre on Instruction.

Mouton, J. E. (2001). *The Practice of Social Research*, Cape Town: Oxford University Press.

Mullis, I. V. S., Martin, M. O., Foy, P., & Drucker, K. T. (2012). P*IRLS 2011, International results in reading.* Chestnut Hill M.A: Boston College.

Murris, K., & Verbeek, C. (2014). A foundation for foundation phase teacher education: making wise educational judgements. *South African Journal of Childhood Education*, *4*(2), 1-17.

Murphy, P. K., Cameron, C., Li, M., & Croninger, R. M. (2017). Classroom discussions: Building the foundation for productive talk. In *Classroom Discussions in Education* (pp. 1-29). New York, NY: Routledge.

Murphy, P.K., Ebersöhn, L., & Firetto, C. (2014). *Promoting pathways to resilence: Recontextualising the Quality Talk intervention for pre-service teachers in South Africa*. Retrieved from http://www.qualitytalk.psu.edu.

Murphy, P. K., & Firreto, C. (2017). Quality Talk: A blueprint for productive talk. In P. K. Murphy (Ed.), *Classroom discussions in Education* (pp. 101-134). New York, NY: Routledge.

Murphy, P. K., Firetto, C. M., Greene, J. A., & Butler, A. M. (2017). *Analyzing the talk in Quality Talk discussions: A coding manual*. Retrieved from https://scholarsphere.psu.edu/downloads/k6d56zz19k.

Murphy, P. K., Greene, J. A., & Firetto, C. M. (2015). *Quality Talk: Developing students' discourse to promote critical-analytic thinking, epistemic cognition, and hig-level comprehension* (Tech. Rep. No. 2). USA:The Pennsylvania State University.

Murphy, P. K., Rowe, M. L., Ramani, G., & Silverman, R. (2014). Promoting critical-analytic thinking in children and adolescents at home and in school. *Educational Psychology Review*, *26*(4), 561-578.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' high-level comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101, 740-764.

Murphy, P. K., & Wei, L. (2017). Two: Teacher and Student Roles: Walking the Gradually Changing Line of Responsibility. *In Classroom discussions in education* (pp. 44-67). New York: Routledge.

Muthivhi, E. & Broom, Y. (2008). Continuities across schooling transition: A case of classroom practices among teachers in Venda, South Africa. *Journal of Educational Studies*, 7(1), 98-121.

Mvududu, N. H., & Thiel-Burgess, J. (2012). Constructivism in practice: The case for English language learners. *International Journal of Education*, *4*(3), 108-118.

Mwelwa, J. M. (2016). *The didactics of an English-Bemba anthology of oral traditional narratives in the Zambian Grade Ten literature class*. (Unpublished doctoral dissertation). University of South Africa, South Africa.

Myers, M. D. (2013). *Qualitative research in business and management*. London, UK: Sage.

National Assessment of Educational Progress (NAEP) (2009). *Reading 2009: National Assessment of Educational Progress at Grade 4 and 8*. United States of America: National Centre for Educational Statistics.

National Reading Panel (US), National Institute of Child Health & Human Development (US). (2000). Report of the national reading panel: *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Pub. 00-4769). Retrieved from https://www.nichd.nih.gov/publications/pubs/nrp/smallbook.

Ndofirepi, A. P. (2012). Quality education in Africa: Introducing philosophy for children to promote open-mindedness. *Africa Education Review*, *9*(1), 526-540.

Nieto, S. (2010). *Language, culture, and teaching: Critical perspectives* (2nd ed.). New York: Taylor & Francis Group.

Nel, N. (2011). Second language difficulties in a South African context. In E. Landsberg (Ed.), *Addressing barriers to learning: A South African Perspective* (pp 167-186). Pretoria: Van Schaick.

Nel, N., & Nel, M. (2012). English language. In N. Nel, M. Nel, & A. Hugo (Eds.), *Learner support in a diverse classroom: A guide for foundation, intermediate and*

senior phase teachers of language and mathematics (pp. 79-115). Pretoria: Van Schaik.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches (*3rd ed.*)*. Edignburg: Pearson education.

Nieuwenhuis, J. (2007a)*. Introducing Qualitative Research. In J. G. Maree (Ed.), First steps in research* (pp. 46-68*).* Pretoria: Van Schaik Publishers.

Nieuwenhuis, J. (2007b). *Qualitative research design and data gathering techniques.* In J. G. Maree (Ed.), *First steps in research* (pp. 69-97)*.* Pretoria: Van Schaik Publishers.

Nkambule, T. Balfour, R. J., Pillay, G., & Moletsane, R. (2011). Rurality and rural education: Discourses underpinning rurality and rural education research in South Africa in South African postgraduate education research. *South African Journal of Higher Education,* 25, 341-357.

Nystrand, M., Wu, L. L., Gamoran, A., Zeiser, S., & Long, D. A. (2003). Questions in time: Investigating the structure and dynamics of unfolding classroom discourse. *Discourse Processes*, *35*(2), 135-198.

O'Connor, C., & Michaels, S. (2016). Conceptualising talk moves as tools: Leveraging professional development work by teachers to advance empirical studies of academically productive talk. In L. Resnick, C Asterhna & S. N. Clark (Eds.), *Socialising intelligence through academic talk and dialogue* (pp. 333-347), Boston: Boston University.

Olatunji, O. S. (2011). Reading comprehension and summary skills. In I. Olaosun, O. A., Odenkunle & E. M. Olanrewaju & (Eds.), *English Language and Communication Skills for Tertiary Education*, *Joytal Educational Services* (pp 203-226). Illorin, Kwara: University of Ilorin.

Olaussen, B. S. (2016). Classroom Discourse: The role of teachers' instructional practice for promoting student dialogues in the Early Years Literacy Program (EYLP). *Universal Journal of Educational Research,* 4(11), 2595-2605.

Omidire, M. F. (2009). *Investigating dynamic assessment as a means of addressing the assessment dilemma of additional language learners* (Unpublished doctoral dissertation). University of Pretoria, Pretoria.

Omidire, M. F., & Adeyemo, K. S. (2015). Experiences of assessment and 'affect' in the teaching and learning of English second language learners in Nigeria. *International Journal of Educational Sciences*, *8*(3), 521-534.

Omidire, M. F., Bouwer, A. C., & Jordaan, J. C. (2011). Addressing the assessment dilemma of additional language learners through dynamic assessment. *Perspectives in Education*, *29*(2), 48-60.

Onwuegbuzie, A. J., & Leech, N. L. (2005). Taking the "Q" out of research: Teaching research methodology courses without the divide between quantitative and qualitative paradigms. *Quality and Quantity*, *39*(3), 267-295.

Ouane, A., & Glanz, C. (2011). Optimising learning, education and publishing in Africa: The language factor - A review and analysis of theory and practice in mother-tongue and bilingual education in Sub-Saharan Africa. *Journal of Lifelong Learning, 60*(3), 379-380.

Palincsar, A. S., & Brown, A. L. (1986). Interactive teaching to promote independent learning from text. *The Reading Teacher*, *39*(8), 771-777.

Palincsar, A. S., Ransom, K. S., & Derber, S. (1989). Collaborative research and development of reciprocal teaching. *Educational Leadership, 46*(4), 37-40.

Palincsar, A. S. & Scott, S. (2013). *Sociocultural theory.* Retrieved from http://dr-hatfield.com/theorists/resources/sociocultural_theory.pdf

Pandora, P. (2008, October, 2006). *Language issues and challenges*. Paper presented at the Language Policy Implementation in HEI's Conference, UNISA, Pretoria.

Parahoo, K. (2014). *Nursing research: principles, process and issues*. London: Palgrave Macmillan.

Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed.).* Thousand Oaks, CA: Sage.

Phatudi, N. (Ed.). (2014). *Introducing English first additional language in the early years.* Cape Town: Pearson.

Philpo, J. (2015). *Constructivism: Its implications for language teaching and second-language acquisition.* Retrieved from http://hdl.handle.net/20.500.11810/4616.

Piaget, J. (1928). *Judgement and reasoning in the child.* New York: Harcourt Brace.

Porath, S. (2014). Talk less, listen more. *The Reading Teacher*, *67*(8), 627-635.

Pretorius, E. J., & Klapwijk, N. M. (2016). Reading comprehension in South African schools: Are teachers getting it, and getting it right?. *Per Linguam: A Journal of Language Learning*, *32*(1), 1-20.

Pretorius, E. J., & Lephalala, M. (2011). Reading comprehension in high-poverty schools: How should it be taught and how well does it work?*. Per Linguam: a Journal of Language Learning, 27(2), 1-24.*

Pretorius, E. J., & Mampuru, D. M. (2007). Playing football without a ball: Language, reading and academic performance in a high-poverty school. *Journal of Research in Reading*, *30*(1), 38-58.

Pretorius, S. G. (2014). Educators' perceptions of school effectiveness and dysfunctional schools in South Africa. *Journal of Social Sciences 40*(1), 51-64.

Prinsloo, C., H., Ramani, E., Joseph, M., Mashatole, A., Lafon, M., & Webb, V. (2015). *An inter-province study of language and literacy paradigm and practices in foundation phase classroom in Limpopo and Gauteng*. Pretoria: Human Sciences Research Council.

Prophet, B., & Dow, P. (1994). Mother tongue language and concept development in science: A Botswana case study. *Language, Culture and Curriculum*, *7*(3), 205-216.

Qashoa, S. H. (2013). Effects of teacher question types and syntactic structures on EFL classroom interaction. *The International Journal of Social Sciences*, *7*(1), 52-62.

Qing, Z., Chungeng, Y., Shuyu, Z., Liya, L., & Lijuan, X. (2012). A preliminary investigation into critical thinking of in-service and pre-service middle school chemistry teachers in Saanxi province of China. *Asian-Pacific Forum on Science Learning and Teaching, 13*(2), 1-13.

Ouane, A., & Glanz, C. (2011) (Eds.), (2011). *Optimising learning, education and publishing in Africa: the language factor. A review and analysis of theory and practice in mother-tongue and bilingual education in Sub-Saharan Africa*. Hamburg: UNESCO/Tunis Belvedere: ADEA.

Radulović, L, & Stancič, Milan, (2017). What is needed to develop critical in schools? *C.E.P.S Journal, 7*(3), 9-25.

Rajab, T. (2013). *Developing whole-class interactive teaching: Meeting the training needs of Syrian EFL secondary school teachers*. (Unpublished doctoral dissertation). University of York, City of York, England.

Reninger, K. B., & Wilkinson, I. A. G. (2010). Using discussion to promote striving readers' higher level comprehension of literacy texts. In J. L. Collins & T. G. Gunning (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions* (pp.57-83). Newark, DE: International Reading Association.

Resnick, L. B. C., Asterhan, C. S. C., & Clarke, S. N. (2015). Introduction: talk, learning, and teaching. *Socializing Intelligence Through Academic Talk and Dialogue* (pp. 1-12). Washington, DC: AERA.

Reznitskaya, A., & Gregory, M. (2013). Student thought and classroom language: Examining the mechanisms of change in dialogic teaching. *Educational Psychologist*, *48*(2), 114-133.

Rogers, J. (20*01). Adult learning.* (4th ed.). *Great Britain: St Edmunsbury Press Limited.*

Rosenberger, A. (2011). Reciprocal teaching and its effect on inference skills to enhance reading comprehension (Unpublished master dissertation). Rowen University, New Jersey, NJ.

Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*, *36*(1), 12-39.

Rubin, A., & Babbie, E. (2010). *Essential research methods for social work*. New York NY: Brooks/Cole Cengage Learning.

Rule, P., & Vaughan, J. (2011)*. Your guide to case study research.* Pretoria: Schaik.

Sadler, J. E. (2013). *JA Comenius and the concept of universal education*. Abingdon: Routledge.

Sallee, M. W., & Flood, J. T. (2012). Using qualitative research to bridge research, policy, and practice. *Theory Into Practice*, *51*(2), 137-144.

Smart, J. B., & Marshall, J. C. (2013). Interractions between classroom discourse, teacher questioning, and student cognitive engagement in middle school science. *Journal of Science Teacher Education, 24*(2), 249-267

Sammons, P., Toth, K., Sylva, K., Melhuish, E., Siraj, I., & Taggart, B. (2015). The long-term role of the home learning environment in shaping students' academic attainment in secondary school. *Journal of Children's Services, 10*(3), 189-201.

Sanders, M. G., & Sheldon, S. B. (Eds.). (2009). *Principals matter: A guide to school, family, and community partnerships*. Thousand Oaks, CA: Corwin Press.

Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research Methods for Business Students*. Harlow, United Kingdom: Prentice Hall.

Scott, C. L. (2015). *The futures of learning 3: What kind of pedagogies for the 21st Century? UNESCO Education Research and Foresight, Paris.* (Education Research Foresight Working Papers Series, No. 15). Retrieved from https:unesdoc.unesco.org/ark:48223/pf0000243126.

Seabi, J., & Amod, Z. (2009). Effects of mediated intervention on cognitive functions: A pilot study with Grade 5 learners at a remedial school. *Australian Journal of Learning Difficulties*, *14*(2), 185-198.

Seale, C. (1999). Quality in qualitative research. *Qualitative Inquiry*, *5*(4), 465-478.

Sefotho, M. M. (2015). A researcher's dilemma: Philosophy in crafting dissertations and theses. *Journal of Social Sciences*, *42*(1-2), 23-36.

Shulman, L. S. (1987). Knowledge and teaching: Foundation of the new reform. *Havard Educational Review, 57*(1), 1-23.

Sidek, H. M. (2010). *An Analysis of the EFL secondary reading curriculum in Malaysia: Approaches to reading and preparation for higher education.* (Unpublished doctoral thesis). University of Pittsburgh, Pittsburgh, PA.

Silverman, D. (2013). *Doing qualitative research: A practical handbook*. Thousand Oaks: Sage.

Sinclair, J. & Coulthard, M. (1975). *Towards an Analysis of Discourse: The language of teachers and students*. London: Oxford University Press.

Sithole, B. M. (2010). Pedagogical practices of business studies teachers in Botswana junior secondary schools: Are teachers and curriculum planners singing from the same hymnbook?. *International Journal of Scientific Research in Education*, *3*(1), 21-28.

Skerrett, A., Williamson, T., LeeKeenan, K., Rubin, J. C., Land, C. L., Hendrix, A., ... & Pryor, K. N. (2018). Transforming Literacy Education in Urban Schools. *Journal of Adolescent & Adult Literacy*, *61*(4), 457-460.

Skosana, P. S., & Monyai, R. B. (2013). The teacher as a catalyst in the implementation of the curriculum. *International Journal of Humanities and Social Science Invention, 2*(9), 90-96.

Smart, J. B., & Marshall, J. C. (2013). Interactions between classroom discourse, teacher questioning, and student cognitive engagement in middle school science. *Journal of Science Teacher Education*, *24*(2), 249-267.

Smith, A. Z. (2016). Supporting peer educators in first-year honors seminars at Virginia Tech. *Honours in Higher Education*, 1(1), Retrieved from https://journals.psu.edu/heru/article/view/60076.

Smith, P. M., & Hackling, M. W. (2016). Supporting teachers to develop substantive discourse in primary science classrooms. *Australian Journal of Teacher Education*, *41*(4), 150-173.

Soter, A. O., Wilkinson, I. A., Murphy, P. K., Rudge, L., Reninger, K., & Edwards, M. (2008). What the discourse tells us: Talk and indicators of high-level comprehension. *International Journal of Educational Research*, *47*(6), 372-391.

Spaull, N. (2013). South Africa's education crisis: The quality of education in South Africa 1994-2011. *Johannesburg: Centre for Development and Enterprise*, 1-65.

Spaull, N. (2015). *Education quality in South Africa and Sub-Saharan Africa: An economic approach.* (Unpublished doctoral thesis), Stellenbosch University, Stellenbosch.

Spence, P. (2012). *Parental involvement in the lives of college students: Impact on student independence, self-direction, and critical thinking.* (Unpublished PhD thesis). Loyola University, Chicago.

Statistics South Africa. (2014a). *Midyear population estimates*. Retrieved from http://www.statssa.gov.za/publication/P0302/P03022014.pdf

Sternberg, R. J. (1986). *Critical thinking: Its nature, measurement, and improvement.* Singapore: National Institute for Education.

Stricklin, K. (2011). Hand-on reciprocal teaching: A comprehensive technique. *The*

Reading Teacher, 64(8), 620-625.

Strydom, H., & Delport, C. S. L. (2002). *Sampling and pilot study in qualitative research. Research at grassroots for social sciences and human service professions.* Pretoria: Van Schaik.

Taar, J. (2017). *Interthinking in Estonian home economics education*. Helsinki Studies in Education.

Tabulawa, R. (2013). *Teaching and learning in context: Why pedagogical reforms fail in Sub-Saharan Africa*. Dakar, Senegal: African Books Collective.

Tashakkori, A., & Teddlie, C. (Eds.). (2010). *Sage handbook of mixed methods in social & behavioral research*. Thousand Oaks: Sage.

Thomson, S., Hillman, K., Wernert, N., Schmid, M., Buckley, S., & Munene, A. (2012). *Monitoring Australian Year 4 student achievement internationally: TIMSS and PIRLS 2011.Australia's Perspective.* Melbourne: Australian Council for Educational Research.

Thorne, S. L., & Tasker, T. (2011). Sociocultural and cultural-historical theories of language development. In J. Simpson (Ed.), *The Routledge Handbook of Applied Linguistics* (pp. 487-500). Abingdon: Routledge.

Trochim, W. M. K. (2006). *Types of reliability. Research methods knowledge base*. Web Center for Social Research Methods. http://www. socialresearchmethods. net/kb/reltypes. php

Tshotsho, B. P. (2013). Mother tongue debate and language policy in South Africa. *International Journal of Humanities and Social Science*, *3*(13), 39–44.

Tsui, A. B. (2011). Classroom discourse. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 294-306). New York: Cambridge University Press.

Tytler, R., & Aranda, G. (2015). Expert teachers' discursive moves in science classroom interactive talk. *International Journal of Science and Mathematics Education*, *13*(2), 425-446.

UNESCO. (2008). *Mother tongue matters: Local language as a key to effective learning*. France: United Nations Educational, Scientific and Cultural Organisation (UNESCO).

UNESCO. (2012). *Education for all global monitoring report.* Paris, France: UNESCO.

UNESCO. (2016). *Education 2030. Incheon Declaration and Framework for Action Towards inclusive and equitable quality education and lifelong learning for all*. Paris: UNESCO.

UNESCO. (2016b). *If you don't understand how can you learn? Global Education Monitoring Report (Policy 24).* PARIS: UNESCO.

UNESCO & UNICEF. (2013). *Envisioning Education in the post 2015 development Agenda: Executive Summary.* Paris, UNICEF and UNICEF Retrieved from http://en.unesco.org/post2015/sites/post2015/files/post_2015_en_web.pdf.

Van Staden, S. (2010). *Reading between the lines: Contributing factors that affect Grade 5 learner reading performance* (Unpublished doctoral dissertation), University of Pretoria, Pretoria.

Van Staden, S., & Bosker, R. (2014). *Factors that affect South African reading literacy achievement: Evidence from prePIRLS 2011 using aspects of Carroll's Model of School Learning*. *South African Journal of Education 34*(3), 1-9.

Van Staden, S., & Howie, S. (2010). South African teacher profiles and emerging teacher factors: The picture painted by PIRLS 2006. *Reading & Writing - Journal of the Reading Association of South Africa*, *1*(1), 47-60.

Voerman, L., Meijer, P.C., korthagen, F. A., & Simons, R. J. (2012). Types and frequencies of feedback interventions in classroom interaction in secondary education. *Teacher and Teacher Education*, *24*(1), 80-91.

Voss, T., Kunter, M., & Baumert, J. (2011). Assessing teacher candidates' general pedagogical/psychological knowledge: Test construction and validation. *Journal of Educational Psychology*, *103*(4), 952-969.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1981). The Genesis of Higher Mental Functions In Wertsch, J. V. (Ed.), *The Concept of Activity in Soviet psychology (pp. 144-188)*. Armonk, New York, NY: Sharpe.

Vygotsky, L. S. (2012). *Thought and language* (Revised and expanded edition). Cambridge, MA: MIT Press.

Wang, L., Bruce, C. S., & Hughes, H. L. (2011). Social-cultural theories and their application in information literacy research and education. *Australian Academic and Research Libraries, 42*(4), 296-308.

Walsh, S. (2013). *Classroom discourse and teacher development.* Edinburgh: Edinburgh University Press.

Walter, C., & Briggs, J. (2012). *What professional development makes the most difference to teachers?* Oxford: Oxford University Press.

Watkins, C., & Mortimore P (1999) Pedagogy: What do we know? In Mortimore P (Ed.), *Understanding pedagogy and its impact on learning* (pp. 1-19*)*. London: Paul Chapman Publishing.

Weaver, K., & Olson, J. K. (2006). Understanding paradigms used for nursing research. *Journal of Advanced Nursing*, *53(*4), 459-469.

Weber, J. J. (2014). Flexible multilingual education: Putting children's needs first. *Multilingual Matters, 38*, insert pages.

Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2013). *Pedagogy, curriculum, teaching practices and teacher education in developing countries*. *EPPI Education Rigorous Literature Review*. Institute of Education, IoE: London.

Wilkinson, I., A., G., Sorter, A. O., & Murphy, P. K. (2010). Developing a model of Quality Talk about literary text. In M. G. McKeown & K. L (Eds.), *Bringing reading research to life* (pp. 142-169). New York, NY: Guilford Press.

Wilkinson, I. C., & Silliman, E. R. (2008). Academic language proficiency and literacy instruction in urban settings. In I. C. Wilkinson, I. M. Morrow, & V. Chou (Eds.), *Improving literacy achievement in urban schools: Critical elements in teacher preparation* (pp.121-142). Newark, DE: International Reading Association.

Williams, C. (1996). Secondary education: Teaching in the bilingual situation. In Williams, C., Lewis, G., and C. Baker, c. (Eds.), *The Language policy: Taking stock* (pp. 39-78.). Llangefni, UK: CAI.

Williams, E. (1996). Reading in two languages of year five in African primary schools. *Applied Linguistics*, 17, 182-208.

Willig, C. (2001). *Introducing Qualitative Research in Psychology: Adventures in theory*

and method. Buckingham: Open University Press.

Wolcott, H. F. (2002). Writing up qualitative research better. *Qualitative Health Research*, *12*(1), 91-103.

Wolf, M. K., Crosson, A. C., & Resnick, L. B. (2006). *Accountable talk in reading comprehension instruction*. (CSE Technical Report 670). Pittsburgh: University of Pittsburgh.

Woolcock, M., & Narayan, D.(2000). Social capital: Implications for development theory, research, and policy. *World Bank Research Observer,* 152, 225-249.

Woolfolk, A. (2010). *Educational Psychology*. Upper Saddle River: Pearson Education.

World Bank. (2002). *Constructing knowledge societies: New challenges for tertiary education*. Washington, DC: World Bank.

World Bank. (2008). *Curricula, examinations, and assessment in secondary education in sub-Saharan Africa*. Washington, DC: World Bank.

World Bank. (2009). Secondary Education in India: Universalising opportunity. Retrieved from http://www.educationforallinindia.com/secondary-education-in-indua-universalising-opportunity-by-world-bank.pdf.

World Bank. (2015). *Secondary vocational education: International experience*. World Bank, Washington, DC: World Bank.

Yin. R. K. (2014). *Case study research: Design and methods*. Thousands Oaks, CA: Sage.

Young, S., & Sternod, B. (2011). Practicing culturally responsive pedagogy in physical education. *Journal of Modern Education Review*, *1*(1), 1-9.

Zhao, C., Pandian, A., & Singh, M. K. M. (2016). Instructional strategies for developing critical thinking in EFL classrooms. *English Language Teaching, 9*(10), 14-21.

Zygymont, D. M., & Schaeffer, K. M. (2006). Assessing the critical thinking ksill of faculty: What do the findings mean for nursing education? *Nursing Education Perspectives, 27*(5), 260-268.

APPENDIX A: PERMISSION LETTERS

Appendix A1: Letters to the DOE Mpumalanga Province

Faculty Educational Psychology
University of Pretoria
Pretoria
0001
17 February 2016

Attention: Research Unit
The Head of the Department
Private Bag x11341
Nelspruit
1200

Dear Mr Baloyi

Approval for planned changes to the existing project for Professor Ebersöhn

This letter serves to request approval for the planned changes to the research project approved for Prof Ebersöhn. As part of the continued research partnership in your district, we would like to conduct research at Chief Jerry Nkosi High School.

The title of the research is **Promoting critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural school**. The study partly informs the introduction of the Quality Talk South Africa Study (QTSA), study launched as the result of a collaborative partnership comprising the Centre for the Study of Resilience (CSR) and Mpumalanga rural schools, Quality Talk South Africa (QTSA) at the universities of Pretoria and Pennsylvania State University (PSU). Quality Talk is based on research that classroom discussion can contribute to higher levels of

understanding text and develops the reasoning skills of learners. This study, aims to investigate the use of teacher discourse moves and pedagogical principles in developing critical-analytic thinking in English Language lessons in a rural South African secondary school.

The research will be a collaboration with two Senior Phase English educators and students doing English First Additional Language at the school to partner in the process of data collection. Ideally, we would like the data collection to be from March 2016 to October 2017. The data required from the learners in the selected classes can be done during the lesson according to the CAPS guidelines, thereby not adding extra work for the educators or taking away from their instructional time.

The data collection methods include semi structured face-to-face interviews, classroom observations comprehension, document analysis and field notes. We would like to document the learners' marks in English of the two participating classes and take photographs of the learners' English exercise books. Prior to carrying out this study, consent from the SGB, the principal and the educators will be sought. The learners and parents/caregivers will receive a letter with an opting out choice (allowing them to choose not to participate). If some learners or parents/caregivers choose to opt-out, we will not include the information of these learners in the study.

It is hoped that this research will inform knowledge and make recommendations about which relevant and effective reading comprehension strategies framed in QT to adopt for use to within rural secondary school English Language classrooms. Developing students' language competence and comprehension skills in English should enable them to critically evaluate content and prepare them for their final exams and future roles as South Africa citizens.

Your approval for the changes in the existing project will be greatly appreciated and we look forward to extending the partnership with Mpumalanga Department of Education.

For any further information please contact one of the people listed below.

Yours sincerely

Prof Liesel Ebersöhn
Co-Supervisor
liesel.ebersohn@up.ac.za
012 420 2337

Dr Funke Omidire
Supervisor
funke.omidire@up.ac.za
012 420 5506

Prof Karen Murphy
Co-Supervisor
pkm15@psu.edu
072 868 9224

Ms Sheila Sefhedi
Research Student
sheilasefhedi@gmail.com

Appendix A2: Response letter to the supervisor on application to conduct education research for Professor L. Ebersöhn

Education Department: Education Mpumalanga Province

Private Bag X 11341
Nelspruit 1200
Government Bouveld
Riverside Park
Building 5
Mpumalanga Province
Republic of South Africa

Enquiries: AJH Baloyi (012) 706 5478

Professor L. Ebersöhn
Department of Educational Psychology
Faculty of Education
University of Pretoria

Re: Request for Permission to Conduct Research for Professor L. Ebersöhn

Your application (submitted on the 31 JULY 2013) to conduct research was received on the 05 August on the 05 August 2013. The objectives of your study are consistent with the department's Comprehensive Rural Development Strategy. Your request is approved subject to observing the content of the departmental research manual which is attached. You are also requested to adhere to your University's ethics as spelt out in your research ethics document.

In terms of the attached manual (2.2. bullet number 4 & 6) data or any research activity can only be conducted after school hours as per appointment. You are also requested to

share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be the best interest of department.

For more information kindly liaise with the department's research unit @ 013 766 5476 or a.baloyi@education.pmu.g0v.za

The department wishes you well in this important project ad pledges to give the necessary support you may need.

_____

Application to conduct Education Research for Prof L. Ebersöhn

Approved/Not Approved

_____

_____

Date: _____

Appendix A3: Letters to school

Faculty of Education
Department of Educational Psychology
University of Pretoria
0001
22 May 2016

The Principal
Chief Jerry High School
P O Box 1
ELUKWATINI
1192
Dear Mr Mpangane

Application for Research Study in your School.

I am currently a PhD candidate in Educational Psychology at the University of Pretoria. I am conducting research on *promoting critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural school* as a fulfillment of my degree. This letter therefore serves as a request for authorization for me to conduct research observations and interviews in your school.

Your school is purposefully selected because of an ongoing Centre for the Study of Resilience (CSR) partnerships with Quality Talk South Africa (QTSA) and Pennsylvania State University (PSU). I would like to extend this partnership by collaborating with Grade 8 teachers teaching English Language. For this reason, I would be appreciative if you could allow me permission to conduct my study in your school. The study is envisaged to cover the period from June 2016 to August 2017.

The study will involve one Grade 8 English teacher and one Grade 8 English Language class as participants. The data gathering process will entail classroom observations face-to-face interviews. The information gathered through during this study will remain confidential and will be used for the sole purpose of this study and possible a research article. In addition, participants will not be burdened to make any preparations for observations and interviews except for the consent forms to be given to the students' parents or guardians with the aim to allow me to photograph and video record them. I also request permission to audio and video record the observations and interviews from the teachers, parents and students.

Thanking you in advance for you anticipated support.

Yours sincerely

Dr Funke Omidire	Prof Liesel Ebersöhn	Prof P. Karen Murphy
Supervisor	Co-supervisor	Co-supervisor
Liesel.ebersohn@up.ac.za	funke.Omidire@up.ac.za	pkm15@psu.edu
0124202337	0124205656	072 868 9224

Ms Sheila T. Sefhedi
Research student
sheilasefhedi@gmail.com
+267 71748524

APPENDIX B: CONSENT FORMS

Appendix B1: Teacher Consent Form for Research Study

Title: **Promoting Critical-Analytic Thinking Through Teacher Discourse Moves and Pedagogical Principles in a Rural School.**

Dear participant;

This letter serves as an invite to you to participate in a research study, whose title is captured above. The purpose of this study is to investigate the use of teacher discourse moves and pedagogical principles in developing critical-analytic thinking in English Language lessons in a rural South African secondary school.

To conduct this study, I will observe Grade 8 English lessons and also conduct face-to-face interviews with you. You will not be expected of any extra preparation regarding the teaching and learning hence you will be required to let the lesson run according to your usual lesson plan. However, during classroom observations and interviews, I would like to use video camera and audio recorders to capture lesson observation activities and a camera to take pictures of students and their school exercise books. I therefore request permission in this regard.

Your participation in this study is voluntary and will be treated with utmost confidentiality and your identity will remain confidential. No one will be harmed during the study and you will thus not be asked to reveal any information that will allow a third party to establish your identity. The video tape and documentation provided will only be used for research and teaching purposes.

If you consent to participate in this study, please sign this letter as proof of your consent. You will be consenting that;

- you will be a willing participant in this study
- you understand that you may withdraw at any time you feel like withdrawing from the study
- you may or may not participate in follow up interviews

- your participation will be highly confidential and anonymous.
- Allow the English First Additional Language lessons to be video recorded
- Provide dates for observations, and provide feedback to the researcher about the lesson observed at a convenient time on the same day of the observation.

For further information or any queries, the following can be contacted:

- Dr Funke Omidire (Supervisor) on 02 4205506 or funke.omidire@p.ac.za
- Prof Liesel Ebersöhn (Co Supervisor) on 012 4202337 or liesel.ebersohn@up.ac.za
- Prof Karen Murphy (Co Supervisor) at pkm15@psu.edu
- Sheila Sefhedi (Research Student) on +267 71748524 or sheilasefhedi@gmail.com

---

Permission to Participate

I .....(Name and Surname of Participant) have read and understand the consent form and hereby consent

Participant's signature: …… Date…….

Researcher's signature: …… Date…….

Researcher's Student Number; 13307780

Appendix B2: Parent/Guardian Proxy Consent Form of a Minor in a Research Study Title: **Promoting Critical-Analytic Thinking Through Teacher Discourse Moves and Pedagogical Principles in a Rural School.**

Dear parent/Guardian;

This letter serves as an invite to your child to participate in a research study, whose title is captured above. I have been granted permission to conduct study by the University of Pretoria and the school in which your child attends. The purpose of this study is to investigate the use of teacher discourse moves and pedagogical principles in developing critical-analytic thinking in English Language lessons in a rural South African secondary school. I therefore would like to request for your child's participation _____ (Name and Surname) in this regard.

During the study your child will not be expected to perform any extra activity beyond the guidelines set out in CAPS documents hence it will be a normal school day for your child. I will only be observing the English Language lesson activities and documenting what would be taking place during the lesson through video recorders, audio recorders and taking photographs.

Participation of your child is voluntary and you may withdraw his or her consent to participate in this study at any time without any penalty. Moreover, your child's right to confidentiality will be highly protected and he or she will not be harmed in anyway.

By signing this consent form you agree that you:

- allow for your child in English Language lessons to be video recorded and photographed together with their English exercise books.
- your child has the right to withdraw at anytime from participation if they feel uncomfortable.

For further information or any queries contact the following:

- Dr Funke Omidire (Supervisor) on 02 4205506 or funke.omidire@p.ac.za
- Prof Liesel Ebersöhn (Co Supervisor) on 012 4202337 or liesel.ebersohn@up.ac.za
- Prof Karen Murphy (Co Supervisor) at pkm15@psu.edu
- Sheila Sefhedi (Research Student) on +267 71748524 or sheilasefhedi@gmail.com

---

Permission to Participate

I .....(Name and Surname of Parent/Guardian) have read the letter or someone has read the letter to me and understand its contents and hereby consent that my child should take part in the study.

Parent/Guardian's signature: …… Date: …….

Researcher's Signature: …… Date: ……

Researcher's Student Number: 13307780

Appendix B3: Opt out form: Chief Jerry Nkosi High School

Dear Learner and Parent/Caregiver

Flourishing Learning Youth: Promoting Critical-Analytic Thinking Through Teacher Discourse Moves and Pedagogical Principles in a Rural School.

I Sheila Tshegofatso Sefhedi will be conducting research, whose title is captured above at the Chief Jerry Nkosi High school. The purpose of this study is to investigate the use of teacher discourse moves and pedagogical principles in developing critical-analytic thinking in English Language lessons in a rural South African secondary school. This study forms part of the on-going collaborative partnership between the school, the Flourishing Learning Youth, the Quality Talk South Africa (QTSA), the University of Pretoria and the Pen Penn State University. Quality Talk is an evidence based model based on the assumption that it could helps learners in English Language classes develop better understanding of what they are reading. For more information and/or for my contact numbers, you can contact Mr. Mpangane.

I would like to assure you that any information I collect will be kept confidential and will soley be used for research at the University of Pretoria and Penn State University. In addition, no one will be harmed during the research, as QT is a form of improved instructional practice using regular curriculum.

The activities of this research will involve:

- Video recording the English Language lessons
- Taking photographs of the students' English exercise books
- Getting the English test marks from the teacher
- Speaking to the teacher about the class

An option has been provided for you to sign or not to sign. If you do sign this form it means that you do not want the students' information to form part of this study. If you do not sign

this form it means that you agree that the student can take part in my research and their information used in the study. If

I have consent from the principal, teachers and SGB to my research at your school. The information I

Opt-Out Slip

_____ must not be included in the research.

Name and Surname of the learner

_____	_____	_____
Name of Name of Parent/Caregiver	Signature	Date
_____	_____	_____
Name of Name of Learner	Signature	Date

APPENDIX C: Transcribed classroom observation

82	Observation 1: 2016 07 26 – The gift of storoies	
83	Teacher	Can you give us example of what we talked about yesterday before we go into the story that we (indistinct)?... Yesterday we talked about the tradition of story-telling on page 129. What other ways? What other ways except talking to us (indistinct) telling us stories. What other ways according to the (indistinct)
84	Student	By music
85	Teacher	By music. By?
86	Students	Music
87	Teacher	By music. I don't do that. In South Africa before 1994, our musicians, some of them were in exile. They were telling the story of South Africa all over the world through music. What else again? What else again? They were not writing anything; they were just singing but people end up understanding what was happening here in South Africa. What else again?
88	Student	Acting (Chorus answer)
89	Teacher	Acting
90	Students	Yes
91	Teacher	Acting also is another way of telling a story. What else again? Hmm
92	Student	(Indistinct)

93	Teacher	So in other words there are so many ways of telling a story. Body language also can tell you what I'm saying although I'm not saying anything. You can understand (indistinct) what is (indistinct). So let's go to the drama, we have a drama in page 131. The gift of stories. The gift of stories page 131. The setting where the story's happening, the village near the sea in the province of Kwazulu-Natal. We have the characters. The narrator who tells the story. Who will be our narrator here in class? (Names pupil). Then Mazandaba the basket weaver, who has many children (indistinct). Then there is the husband who is the wood carver (names pupil). Then we have the sea turtle. Then we have?
94	Student	The sea spirits
95	Teacher	Let's start. Scene 1. Let's start The village and the surrounding bush
96	Students	Reading story
97	Teacher	All right. Scene 1. Let's talk about scene 1, before we go to scene 2. While reading ok, one thing I forgot to say. This play is not real, it is fantasy. That means it is made up narrators. While you read the play think about what makes it fantasy. Here is one idea to help you. People cannot travel down into the sea. In other words, this is not a real story. You can understand it. You cannot travel to the sea and come back. So in your mind you will you will see that it is fantasy. Let's go to our television, we've seen, we always look on cartoons (indistinct). Sophia the 1st, is it real?
98	Students	No
99	Teacher	Alice in Wonderland. Is it real?
100	Students	No

101	Teacher	So this is one of those. It is a fantasy. It is a story that is not real. You can see that you cannot talk to a hare. Ask a hare can you give me stories. That is scene 1. Can someone tell us what is happening in scene 1? In the first (indistinct). Anyone? Raise your hand and tell us what is happening in scene 1. Anyone? Must I point anyone to tell me what is happening? We all read the story. We all heard what they were reading. You can tell us. Anyone? Silence means that anyone can talk. I can ask anyone. Yes, number? No 4
102	Student No 4	The children are crying for stories
103	Teacher	He's saying the children are crying for stories. Any other one
104	Student	The women have (indistinct) children that help her around the house. That is, whenever that children will cry for stories then the woman told the children that she had no stories so her husband told her to go and look for stories so she met an animal (indistinct) she walked along until she reached the beach where she found the sea spirit.
105	Teacher	Oh. The sea spirit. Any other one to add on what she's saying. That is a family here. This family, the husband, the wife, and they have many children. In today's world every night is either you are on the phone chatting, is either you are looking on television, but that time (indistinct) there were no television, no radios, no anything. So it means that after everything we have to sit down and listen to stories. Isn't it?
106	Students	Yes
107	Teacher	So the woman did not have any stories anymore that is why she decided with her husband to say go out to the animals and look for stories then you can come back with that because these kids are making noise at night. I cannot cope. Let's go to scene 2

108	Student	Reading story
109	Teacher	All right. You are very fast. You are already on scene 3. Ja, let's talk about what is happening in scenes 2 and 3. Scenes 2 and 3. Let's talk. No 4 talked, 15 talked. I want new faces now. Any other one except (named pupil) and (pupil answered). Any other one. We are all here in class. Let's talk. Number?
110	Student No 36	36
111	Teacher	No 36. Yes, tell us scenes 2 and 3
112	No 36	In scene 2 Mazandaba is begging the sea spirits to share their stories with her and then in scene 3 she goes back home and she tells her husband that the sea spirits wants the pictures of their land and their people and then her husband said that so that (indistinct) he knows how to carve so to carve wood and then he suggested that he will carve them a picture of the village and that her wife will take the pictures to them
113	Teacher	To the sea?
114		

32	**Observation 2: 2016 08 16 - The twin brothers**	
33	Teacher	The nobles. Can someone tell us what is happening actually in the story? In your own way what is actually taking place in the story. In your own words. In your own words what is happening in the story? In your own words, what is happening in the story, The Twin Brothers? If someone asks you what have you read about, what will you tell them about The Twin Brothers? Hmm? Tell us what you read about The Twin Brothers. Number?
34	Student No 36	36
35	Teacher	No 36. Yes?
36	Student No 36	What is happening in the story of The Twin Brothers is that the twin, eh Yorub, eh Yor
37	Teacher	Yoruba King
38	Student No 36	Yoruba King called Ajaka has a favourite wife whom he loved very much. And then one day she had twin baby boys and then the king was very disappointed at that time because people killed the mother and when babies and when twins were born but the king did not have the heart to have them killed. And then he secretly told one of his nobles to take the mother so that the baby twins and the twins away so that they could be saved. And then the twin brothers grow and they loved each other and (indistinct) they hated to be apart. And then one day their mother told them that their father has passed away and that there is no one to take over the throne except them. And then they decided that one must go. And when they took that decision they told themselves that one must throw the stone far, so that one must go to the to that place where people knew the king. And then as time passed. As time passed the younger brother threw a stone the furthest and then he was the one to go. Then when he, then when he did get to that place they accepted him to be the king and his older twin brother become jealous of him that he was the king and then they were. One day they were walking along the river, just the two of them and then the older brother took his younger brother to the river and then the older twin returned to the palace and told everyone that his brother had become tired of being a king. And then the people believed that older brother and made him their king. And one day the older brother was walking along the river with his nobles and then one of the fish came and sing "Your brother lies here, your brother lies here". And he saw a sharp stone then he picked it up and killed the fish. And then in

		another day he came along the river where there's where there where he was walking along the river with his nobles again. And then the river rose into waves singing "Your brother lies here, your brother lies here". And then the nobles stopped to listen and they become very suspicious about that singing and they looked very carefully into the water. There they found the body of the younger brother lying there and the people were horrified and they reject the wicked brother. And then the older brother was in disgrace and he took poison and he died.
39	Teacher	Can you clap hands for him
40	Class	Applauding
41	Teacher	Actually, this is our story, The Twin Brothers. By that time, we can understand that it was maybe long time ago because these days they don't kill twin brothers. Even in my culture (indistinct) whenever twins were born they did not kill the mother, they were only killing the last one and you would be left with the, with the first one. So it means that it was long time ago. So after reading the story, how do you feel about what was happening long time ago? How do you feel? Hmm? How do you feel No 26? After they read the story, what are your feelings? Is this a happy story?
42	Student	No - it is not a happy story because the. It is not a happy story because the younger twin the younger twin was killed and the older brother feel disgraced and took the poison and died
43	Teacher	In other words, when the twins started at first they agreed to say go there, after that we'll come back and take you to the (indistinct) but when time goes on the older brother was very jealous to the younger one. He also wanted to be a king so that is why maybe he did what he did. So I'll give you a class activity to write based on the story. You can sit in groups of 10. Write the number on the paper. Write the number on the paper. After writing 1 in your book we'll talk about what you have written. Let's listen. First book. Let's listen. You can take 1 (indistinct)

Observation 3: 2016 09 05 - The sacrifice		
CONTROL	**SPEAKER**	**TRANSCRIPTION**
2	Teacher	Thank you. So, they are------- for the lamb. What is happening actually? they bought it, they are asking grass for the lamb and everything. What is happening actually in the story? What is it that is happening in the story? Can anyone tell us? Tell us. What is it that is happening? anyone tell us tell us what is it that is happening in the story now from Solomon? Anyone. Mmmhh! No? tell us No? No? Ya No36 tell us. Tell us.
3	Teacher	Mind you this story is happening in a family where they believe in (indistinct) they are Muslims actually they are Muslims. So, Solomon who lived in the yard say to the boys (indistinct) in other words he is telling them they are still very young understand some of the things. He is telling them, them that this particular lamb you are carrying is going to be killed as a sacrifice.
4	Teacher	So, he is giving them an example to say do you know that the Lord sacrificed himself for mankind? You are too young to know about that. The Bible says Jesus was the lamb of God. You are doing good work by to looking after the lamb. In other words, he is telling the story of what happened to God himself to say God sacrificed Jesus or gave his son to the world to be killed in order to save mankind.
5		Do we have Christians in this particular class? Tell us about the story of Jesus Christ. In short. Jesus Christ yes. Anyone raise your hand. Raise your hand and tell us. You do not know anything about Jesus Christ. Tell us.... anything. Ee Ee! raise your hands. One.... one person at a time. Tell us tell us No? No?
6	Student	No14
7	Teacher	No14 tell us. I am listening tell us. The Bible says that God gave his only begotten son Jesus Christ to come and die for us in order for us to be saved. So also, this this lamb is a sacrifice according to Muslim. So, let's continue. Someone continue reading. Anyone... Anyone
8	Student	Reading Story
9	Teacher	Alright thanks. So what is happening there? Can you tell us what is happening? Anyone? mmhh!... anyone tell us. anyone? Can we talk? 26 tell us. 26! The boy is trying to ask the mother to say that can you talk to father in such a way that he must not kill the lamb. So, what is the answer? Does the mother agree?

10	Total: 2016 09 05 Class C	Time 8:37 to 18:38

Observation 4 date: 05 09 20167 - TITLE OF THE STORY: HIV/AIDS		
CONTROL	**SPEAKER**	
66	Student	Reading story
67	Teacher	Let's go back again to the passage and start reading slowly in such a way that I will explain some of the things. So far, the AIDS epidemic has left behind an estimated 14 million orphans. 80% of the AIDS orphans live in sub-Saharan Africa. What is an orphan actually? what is an orphan? No? No
68	Student No 20	No20
69	Student No 20	An orphan is
70	Teacher	No26
71	Student No 26	An orphan is a person that does no have parents.
72	Teacher	A person that does not have his or her biological parents.
73	Teacher	I ask you what is AIDS, acquired immune deficiency? No4 Just start with HIV.
74		
75	Student	Yes it is a m,,,
76	Teacher	Can you talk about louder, please?
77	Teacher	What is HIV learners? We are always talking about HIV on radio, television every day, even here at school. Life skills, LO. Yes?
78	Student	HIV is a Human Immune Virus and is spread by sexual intimacy. It can't be cured but can be prevented.
79	Teacher	Although it is spread through sexual activity only. It is a virus it is not a disease; it is a virus. It can be prevented, as he said. Let's start from paragraph 1, 1 up to 3, lets read paragraph 1 up to 3 and try to talk about what happen about it is an article that was done in 2002. Look at how the statistics of HIV or the orphans that are after HIV. Their fathers died of HIV and Aids so this particular kids are orphans. Someone read from paragraph three. 11 will you read one up to three.
80	Student	Reading story
81	Teacher	For in African Townships Aids is generating orphan's families that can't cope… Half of the people living with HIV become infected before the age, they are aged 25 developing Aids by

		the time, by the time they are aged 35, leaving behind a generation of children to be cared for. The deep-rooted kinship system that exists in Africa, extended-family networks of aunts and uncles, cousins and grandparents, have long proven itself resilient even to major social changes. But capacity and resources are now stretched to breaking point, and those providing the necessary care are in many cases already impoverished. In other words, as you know in African cultures we believe in extended families, where my father my uncle, we don't call my father brother, we call them as my father or younger father and younger mother. So, although this belief it that in such a way that if ever I die my sister, my brother can take care of my kids. It is no longer working because many parents are dying leaving kids. The way, the way forward preventing prevention, preventing...

APPENDIX D: Interview guide and interview transcriptions

Appendix D1: Face-to-Face Semi-Structured Interview questions

"Promoting critical-analytic thinking through teacher discourse moves and pedagogical principles in a rural school''

Introduction:

The purpose of this study is to investigate the use of teacher discourse moves and pedagogical principles in developing critical-analytic thinking in English Language lessons in a rural South African secondary school. Given that you are a teacher of English Language; I believe you are rightfully placed to share rich data from your experiences regarding phenomenon. Your participation will help me acquire valuable information that would be used to inform teaching and learning of English Language at school level in order to develop the students' deeper understanding of English text in South Africa. You are therefore, requested to unreservedly share your thoughts and opinions on what skills and instructional strategies can be used. I therefore assure you that the information you share will be used solely for this study and will be treated with utmost confidentiality. To protect your privacy, you will not be identified by name to the responses you give instead pseudonyms will be used when the responses are transformed in the process of research to be meaningful for research findings. I appreciate your volunteerism, willingness and agreement to participate in my research project as an interviewee. I request your permission to record the interview in order to accurately capture what you share.

Date of Interview: 2016 10 19

Duration: 20 minutes 56 seconds

Place of Interview: _____

Name of participant: _____

Psuedoname: _____

Age: _____

Role/Position at school: _____

Number of years at school: _____

The interview will take between 20 and 25 minutes and will focus more on the teaching and learning of English Language. I would like to know a few things regarding your contribution on the development of students' critical thinking of English text and content.

Guiding Questions:

1. As a teacher of English Language, would you please share your educational background and the qualification (s) you possess.
2. During your training as a teacher what teaching methods were you exposed to that is specific to the subject English Language?
3. In what ways do you think the training contributed to your ability to develop student comprehension of English text and content?
4. How long have you been teaching English Language?
5. What are challenges that you face as a teacher of English Language?
6. Please describe how you go about overcoming the challenges you have just mentioned?
7. What support do you get from the school to overcome the challenges?
8. What is your understanding of the term critical-analytic thinking in teaching English Language?
9. What specific teacher discourse moves do you consciously select to promote critical-analytic thinking?
10. In your view what are the constraints to promoting critical-analytic thinking in students?

11. What do you think can be done to promote critical-analytic thinking?
12. Can you mention the instructional practices and strategies you use in teaching English Language?
13. How relevant or not are the instructional practices and strategies in developing critical-analytic thinking?
14. How would you describe the impact or contribution of the use of the above mentioned instructional practices and strategies in students' comprehension of English text and content?
15. In your view, what can be done to ensure the use of effective instructional practices and strategies that promote critical analytic thinking in English language?

(Clarify, paraphrase in between. Continuously ask about the meaning behind what is being said is. Probe when necessary).

Appendix D2: Transcribed face-to-face teacher interviews (sample)

Teacher RM 1: INTERVIEW 1	
Date: 19 October 2016	
Duration: 20mins 56 secs.	
Introduction: There are some of the things that require clarity regarding some of the things I observed during classroom observations and the data I gathered from field notes and journal of reflection. For this reason, I want to focus on those issues for clarity. This interview will take between 20 and 25 minutes.	
Interviewer 3S: Questions Ok, we can start now. I request to record the interview for preservation of data. Is that ok with you?	**Teacher RM1:** Yes, there is no problem.
Interviewer 3S: Ok, let's see, so the question I am going to ask you is … basically that... as a teacher of English Language, would you please share your educational background and the qualification (s) you possess.	**Teacher RM1**: I am a qualified teacher of English First Additional Language (EFAL) with Diploma in Education Bachelor's Degree, Higher Education Diploma (HED) with major in English... The HED is a professional qualification obtained in order to teach EFAL. So I am qualified to teach English.
Interviewer 3S: How long have you been teaching English Language?	**Teacher RM1**: Heish… I cannot accurately remember, but it's almost 15 years. First it was just temporary teaching posts still teaching English First Additional Language, in different schools before I came here *(pointing with her finger)* I have been in this school for 10 years now. Ok, I started teaching permanently in the school since 2007 teaching Grade 11, 2008

	Grade 12, 2010 Grade 10, 2011 Grade 12, 2014 Grade 12 and 2015 to date Grade 8. I taught all the Grades in this phase as you can hear.
Interviewer 3S: During your training as a teacher what teaching methods were you exposed to, that is specific to the subject English Language?	**Teacher RM1**: No, I would not say that the teaching methods were specific to teaching English language only. But I was taught how to use and vary these methods like pair work, group discussion and letting students read loud.
Interviewer 3S: In what ways do you think the training contributed to your ability to develop students' comprehension of English text and content?	**Teacher RM1**: First learners are with mixed abilities and I am able to cater for everyone even though it is difficult.
Interviewer 3S: What are challenges that you face as a teacher of English Language?	**Teacher RM1**: The challenges are many. English is a problem. Starting with the English as a second language. The community here and the students speak Isiswati Zulu or any other language as their home language, so now they come into school and we are teaching them in English. You can see we are 5km away from Swaziland boarder. They do not understand it so well that when it comes to writing, speaking, spelling, tests and everything they get stranded. Some get scared to come to school. Books are also not enough. Out of the 152 students from the 3 classes only 78 have been allocated the prescribed textbook. I have to

	photocopy every day we have a class. I photocopy for them to use over two months. There is shortage of teachers as you see I take all the three Grade 8 classes. Students are many between 50 and 60 in one class. The furniture is not enough, chalkboards worn out, windows broken. There are no library facilities for students to search information and read. Students lack proficiency in English. Majority of them have challenges in reading, speaking and writing. Those who can read do not understand, they just read without knowing what it means. Parents and guardian do not play a role in their students' learning. I mean parents do not take care of their children … instead they have shifted the responsibility to the grandparents in such a way that they have migrated to the city. Students miss classes sometimes to look after their siblings when it is time for their parents to get their monthly pension. Students talk among themselves that they sometimes sleep without food… they are made to miss school to stay behind with the siblings when grandparents go for their pensions. Parents tell them that home is not school…school work ends at school and in home is house hold chores

	If all the teachers, school and parents could be working together, then teachers would be successful in fulfilling their roles to help the students succeed. …parents and guardians must be made aware of their roles and responsibilities in their children's academic work. I have seen in different schools particularly in urban areas that working in collaboration with the parents motivates learning and improves *results"*
Interviewer 3S: Please describe how you go about overcoming the challenges you have just mentioned?	**Teacher RM1**: Its either you go the illegal way of photocopying papers in order for them to have something. You have to copy papers but the challenge about that is that if ever the machine is not working for two, three weeks you will find that these particular students don't have the materials to use.
Interviewer 3S: What support do you get from the school to overcome the challenges?	**Teacher RM1**: The school is supportive it is only that the government is slow to help. I have HoD when I have problems I report to him and he helps where he could by seeking help from the leaders too. The photocopies I give the students are from the school. Sometimes I give extended time teaching and the school encourages me. The problem lies with the Department and not with us here in schools. They do not stick to the regulations. The policy states that the teacher ratio must be 1:31

	but the Department does not implement that. I mean the ratio is high above at one teacher is to sixty students (1:60). We cannot succeed in developing the students' deeper understanding of the English text We are expected to adapt and implement CAPS and NCS regardless of training, resources or any support to that effect. I mean there is no control and measure to regulate operations in the Department. That is why it is very difficult to make our student pass their examinations. The challenge is not only in my current school, go to Highveld is the same, you go to Ekulangeni, and Ngilandi it is the same. We cannot succeed in developing the students' deeper understanding of the English text
Interviewer 3S: What is your understanding of the term critical-analytic thinking in teaching English Language?	**Teacher RM1**: Aah... I think is about thinking deep about what you are learning in such a way that you can elaborate further what you learnt. That is you can make reasons as to why you think such and such a thing is happening this way because of that. You give your views about something and you just do not accept because it is said. You weigh... ok you evaluate as individual without influence and make conclusion.

Interviewer 3S: What specific teacher discourse moves do you consciously select to critical-analytic thinking?	**Teacher RM1**: Mmhm… come again.
Interviewer 3S: What deliberate actions do you take in order to mediate or engage students in a talk or discussion in English class in order to develop their deeper understanding of English text?	**Teacher RM1**: I make them read aloud, ask questions and give them chance to ask questions too. When I allow them to talk whether through reading or asking questions they become active. But the students here are mostly quiet. Sometimes I will prompt them in such a way that I will repeat saying … er… what else? just to probe and challenge them. Like the story about the twins, I will ask them several times like what do you think about the story? This gives time to think about what they already know about twins in the community so as to make the discussion interactive.
Interviewer 3S: And if they don't voluntarily come up with ideas and participate in classroom discourse what do you do?	**Teacher RM1**: Usually I end up saying what about you? What can you say? You end up may be picking everyone. At the end if ever all of them don't talk I usually start from the first group and the first line to say what about you?... so they will start talking.
Interviewer 3S: So you try to make sure that everybody takes part in the discussion?	**Teacher RM1**: Yes, this engages them in participating in classroom
In your view what might hinder the development of critical-analytic thinking in students?	**Teacher RM1**: A lot I must say. Students' lack of reading culture at home and may be reading for pleasure after school. Their

	level of English of is poor because they have no English background. Also may be influence of community and lack of parents' involvement in the learning of students is not there. Our society, be it in schools or at home do not encourage critical analytic thinking in our students. When a child questions the idea she or he is considered ill-mannered. Even the questions in the examination are more of recall. That is they are based on content memory or memorization and definitely low order thinking. Learning through rote memory hinders critical thinking. The syllabus is also packed and this forces us to resort to teaching methods that support rote memorization.
Interviewer 3S: What do you think can be done to promote critical-analytic thinking?	**Teacher RM1**: First we must be trained to teach critical-analytic thinking in such a way that we are taken for short courses to boost our skills. Teacher education should include critical-analytic thinking in the curriculum… They should not think that it come easy to learn…Then the class sizes must be affordable and the resources made available and enough for everybody. It is evident from my experience that critical-analytic thinking can be taught through activities and when the classroom is student-centred in such a way that the student can take responsibility to learn.

Interviewer 3S: Can you mention the instructional practices and strategies you use in teaching English Language?	**Teacher RM1**: There are very few strategies looking at the class size and lack of resources. I use brainstorming, group work, pair work, discussions, and posing questions and letting students read aloud about the topic under discussion. Unless I give the students the opportunity to take part and make mistakes in the discussion critical-analytic thinking skills will not happen. I have to welcome their responses and give feedback where necessary. To me this is a strategy of developing critical thinking among students.
Interviewer 3S: How relevant or not are the instructional practices and strategies in developing critical-analytic thinking?	**Teacher RM1**: I think the instructional practices are relevant especially in developing critical-analytic thinking. It is only that the students themselves are shy to learn and they do not show commitment. I am confident about the use of instructional practices and I have very high esteem about teaching. I think all the instructional practices and strategies do not work if they are not in the hands of a good teacher and if they are not properly applied to achieve the intended objectives. For example, the questions that I ask can develop students' understanding of English text if they do not want only answers from the text being read. So every

	method will work in the hand of an experienced teacher.
Interviewer 3S: How would you describe the impact or contribution of the use of the above mentioned instructional practices and strategies in students' comprehension of English text and content?	**Teacher RM1**: Uhm…Heish ...teacher's use of instructional practices are very important in developing students' thinking. The teaching methods that I use can improve and disadvantage the students' thinking skills. I can teach every topic but for it to be understood I need to employ the strategies that can cater for the students' needs. But the way we use instructional practices …aah!!! they are more of making student passive and dependent on the teacher as having all the knowledge. Sometimes we make our students to memorise things. For example, we like teaching using lecture method, but the method without techniques that could make the students part of the learning would not allow much of critical thinking. Why not use a lot of questioning and create time for our students' discussions during lecture method? The effectiveness of the instructions lies in the hands of a proper effective and expert teacher who understands the type of her students. For me this can really develop critical thinking skills.
Interviewer 3S: In your view, what can be done to ensure the use of effective instructional practices and strategies	It should start with the system. The teacher education should teach us in a specific way the methods that teach critical-

that promote critical analytic thinking in English language?	analytic thinking skills and the syllabus should be designed to teach it. If I recall from my training, we were never taught about it, it was just assumed to be something that could develop within the training. Secondly, the resources must be made available. Classrooms are fully packed and how do you expect a teacher to group students into pair work or into small groups for talk about text. Usually we teach through text books where we have stories, drama and poetry. We can use all these for developing understanding of English when resources are available. We can use students to role play in drama or poetry. Here in South Africa in our school context we cannot provide the students with such an exposure. If there are no books we resort to teacher centred method.

Teacher RM 1: Interview 2	
DATE: 16th August 2017	
Duration: 29 mins 35 secs	
Introduction: Thank you very much Teacher RM1 for your time. I know how busy you are these days more so that you are preparing for the examinations. I am here again with the same questions. There are some that require clarity, for this reason, I want to focus on those issues for clarity. This interview will take between 20 and 30 minutes.	
Interviewer 3S: Ok, we can start now. I request to record the interview for preservation of data. Is that ok with you.	**Teacher RM1:** Ok.

Interviewer 3S: Ok, let's see, I know it has been some time back, however, as your shared your educational background and the qualification (s), I kept asking myself of what teaching methods were you exposed to, during your training, that were specific to teaching the subject English language?	**Teacher RM1:** Ok, remember, as I said at the beginning that, especially as one looks back at the time of training through to the beginning of my job as a teacher in the school, those days and even today, you depend on the experience and on your understanding of your students' needs. I wouldn't say that there were any teaching methods specific to teaching English Language. No, we were trained in all the methods of teaching. What was important was to know how to use the methods to benefit the students in such a way that they understand. I use my experience to teaching and I find it difficult to say one method. The methods depend on the objectives in such a way that if it is a listening comprehension I will engage learners to make it learner-centred. They students have to be active to show that they interact with the text.
Interviewer 3S: You mentioned earlier on that training contributed to your ability to develop student comprehension of English text and content. Can you elaborate on that?	**Teacher RM1:** I would say it is difficult to do the job that you are not trained for. Training has prepared me to know how to teach these students who is English is not their born language in such a way that I am to vary teaching method. For example, these learners have limited vocabulary, and have problems in grammar. So I know that if they have no vocabulary they cannot know the meaning of the words and they cannot construct sentences. But because of training I know how to teach them in such a way that I am translating grammar. I mean I translate word by word and may be make comparison of things from the students' culture to understand. This caters for all the students according to their learning abilities. Let me give you an example, we read the story about the sacrifice here. Because I learnt that the students er… we create opportunity for students to think before or we teach from the known to the unknown. I ask students question and make them think about the ceremonies they already know.

Interviewer 3S: You also mentioned in your first interview that you are faced with challenges as teacher of English Language. Would you describe these challenges?	**Teacher RM1:** Lack of resources and lack of support from the government are the major frustrating challenges. I feel frustrated when I do not have sufficient resources to teach in the classroom. It becomes impossible to develop critical thinking skills in such situations. In such a way that if it is reading comprehension you expect each student to have his book to read and respond. They end up not talking and I feel frustrated when I do not get the desired responses from students. They need to see the text, read it and understand it. But if they just listen it does not help they don't reflect and just become passive in discussions.
Interviewer 3S: Ok. You mentioned the government not to be supportive I would like to ask you then, to elaborate.	**Teacher RM1:** What you need to know is that the problem is not with the school because all the schools around here have the same problems. The problem is with the Department. The way they structure things; in such a way that, some of the things you cannot change them. There are changes time and again. Department does not support the teachers in such a way that they have to make a fully fleshed training. No, they are complaining about budget and everything in such a way that they will only give you a paper to say go and read go and read papers and everything. That is what they do. Whenever everyone comes to office, each and every one comes with his or her own method of making things. At the end and it makes us hard to change every time. After 4 years, 5 years, after elections the person who comes to office comes with his own things. At the end as the teacher I have to adapt to that. I have to go CAPS; I have to go to NCS every day. That is our problem. We need refresher courses, seminars or programme development to learn new skills. I must say I have always thought I can teach every student anything but student here is different. There are those who cannot speak, write not even

	copy words as they are. We are not trained to teach such students but because it is inclusive education you just accept everything. I am not saying that these particular students must not come to school. What I am trying to say is that these particular students, there are some specifics that they can do but in school they are not coping some of them. So what can happen is that the Department have to open Mass skills schools in such a way that in each particular region there are skills schools those who cannot do 1, 2, 3 can go there and do mass skills at least. That is the way
Interviewer 3S: Mmh**……** it is sad! You gave me a comprehensive answer to the question on how you go about overcoming the challenges that you face as an English teacher, would you like to add something may be that you might have left out?	**Teacher RM1:** Aah … not really, except like I said its photocopying text from the textbooks to give students to use during the lesson. But I will again emphasise on that I go an extra mile to teach after school and ask help from other teachers to explain to these students outside class. Students communicate mostly in their home languages when at home or even during break time and when they play. I once asked students to ask parent to buy them dictionaries that explains word in all languages. I don't know the mind set of some of us as parents. I am not saying those parents…. Some of us parents, they prefer to buy these learners amaphones. The fact that we don't have them, expensive ones. Expensive phones, expensive clothes. They buy carvellas. December times, instead of may be buying them, balancing in other words let me by them this they prefer buying them amatakkies - expensive ones. Come Friday some of them you will see that this learner has weared something like… they usually fight on Fridays to say I can buy you
Interviewer 3S: What support do you get from the school to overcome the challenges?	**Teacher RM1:** As I mentioned to you the other time, the schools is supportive with photocopiers. But this is not always sustainable. If the machine is dead, we

	become stuck. The support that I feel we need most is support in terms of training in such a way that, we want to be effective on how to learn to think critically and how to teach it. If we cannot be sent to full time training, then in-service training, workshops like professional development should be organized at all level for us. Teaching critical thinking needs serious training and capacity building workshops and not these 30 minutes' workshops that we are sometimes sent to a teacher's centre after school and given papers to read. That is the problem, the government. Uhm… I mean the Department does not care about us. We are expected to adapt the changes but we are never taken for training. The meetings that we are always sent to are not training. Training that you go for 30 minutes after school and you come back and they will take for another hour just like that.
Interviewer 3S: Mmh…you indicate that this is not training, can you explain further as to what you mean by that?	**Teacher RM1:** No, it is not training. Training that you go for 30 minutes after school and you come back and they will take you for another hour just like that. Aah! and this is done after a long time, usually the Department does not support the teachers in such a way that they have to make a fully fleshed training. No, they are complaining about budget and everything in such a way that they will only give you a paper to say go and read go and read papers and everything. That is what they do. We need a solid understanding of how to teach critical thinking skills. …er.. the government, they don't care for them it is always there is no budget. I still emphasise that the government does not care."
Interviewer 3S: Mmh in your view would you say there is no support from the government.	**Teacher RM1:** Yes, very true. Teaching and learning supported with proper resources, pedagogy, and educational practices and technology might be an obstacle to quality learning. Of course, I received training but training that

	I received as a student teacher is long overdue to match the new development experienced currently in the teaching sphere. Certificate and qualification does not necessarily improve teaching and learning rather frequent refresher courses, in-service training and professional development are of critical importance to support teachers
Interviewer 3S: What is your understanding of the term critical-analytic thinking in teaching English Language?	**Teacher RM1:** Whenever I think of critical-analytic thinking I see a situation where students are taught to think and reason. They do not memorise but understand the concepts, weigh and consider deeply what everything they read about. In such a way that they question what that thing means instead of just accepting it as the answer. They develop their own knowledge and understanding. We look at the views and argue about them and give reasons before we can reach a conclusion.
Interviewer 3S: What specific teacher discourse moves do you consciously select to critical-analytic thinking?	**Teacher RM1:** I use questioning because it makes students to think. The other is feedback, in such a way that when feedback is given it shows some interaction in learning. It shows them that their contribution is important.
Interviewer 3S: What type of questions do you ask students?	**Teacher RM1:** I ask the questions that would make students to talk more. I mean ask challenging questions that require the students to explain further and give reasons. They are not questions for short answers**.** Questioning style involves students and they participate in class.
Interviewer 3S: In your view what might hinder the development of critical-analytic thinking in students?	**Teacher RM1:** I will again emphasise on this that students have different academic background. And they study at different er…. what can I say ok… speed pace in such a way that they need to be cared for differently? So when there are no learning resources for examples, textbooks, libraries and support from parents it hinders critical-analytic thinking. The problem is that the learners stay with grandparents who cannot read and write.

	How do you expect them to assist with homework and reading at home? As I have actually observed it is more difficult because to teach critical thinking it needs small groups and specific techniques. I have just remembered something, like er… I have to be aware of their prior knowledge before teaching and I have to take extra effort to involve them when I carry out our lessons. What else er…uhm… ok level of understanding of English and their behavior. They have difficulty in English in such a way that they cannot speak using their own words, the copy from the book everything. So I have to plan my lessons accordingly, and this is slightly difficult as there is no time.
Interviewer 3S: Mmh**…** it is sad! Ok. And then how do you go about helping such students with regard to understanding English text?	**Teacher RM1:** It is not easy but I try to go back and start the topic all over again and again until I realise now they understand. I encourage them to use dictionaries, and sometimes I write on the chalkboard so that they can see what I am talking about. But you cannot write on the board… the story on the board. You have to read for them and may be make them read in turns if it's a short story, then you write questions of that. Then, they write. Every after a lesson topic they write because writing, listening, talking and seeing together leads to understanding. And also asking other teachers to translate the lesson into the Isiswati. Sometimes I come ask them about what they have heard over the radio news just to make them think and understand that learning in class and learning outside class go together. The problem is that the learners stay with grandparents who cannot read and write. How do you expect them to assist with homework and reading at home? Parents and guardian do not play a role in their students' learning.

	I am trying my level best to do what I can do but these learners are a problem and they are not up to standard with their written language matching their grade eight. Sometimes I go an extra mile by teaching beyond hours. I had done it several times. Sometimes I used to remain with the students to give extra lesson in such a way that they could catch up.
Interviewer 3S: In our first interview, you I asked you what you think can be done to promote critical-analytic thinking. Is there any other thing that you think could be done that you must have left out then?	**Teacher RM1:** Well, not really, I still remain with my word that our education system must focus on training us on teaching critical-analytic thinking. Uhm... I mean training that is designed in such a way that they make us deeply think, learn and acquire the skills. With the experience I have about teaching English language and helping students to have understanding of text, I have noticed that teacher education must develop programmes specific to teach critical thinking and should not assume that it will just happen. That is the first thing. The second is the structure of things in such a way that the classes are not over populated and the workload is good. This still takes me back to the resources in such a way that if we are training we are human resource with knowledge and expertise. The textbooks are needed because we teach basing on them. Facilities like library and computer for students to find information and develop the means of reading life. Unless all these are corrected we can achieve critical-analytic thinking. Aah… these here there is nothing, you can't teach them nothing. Students are severely limited in terms of intelligence, and lack of resources makes it even bad.

Interviewer 3S: Ok, noted and now my other question is, without dismissing what you just shared, can you please mention the instructional practices and strategies you use in teaching English Language?	**Teacher RM1:** It's mainly questioning, but I also try following the structure of our textbooks. I start with brainstorming in such a way that the platinum book that we use has pre-reading, during and after reading structure. This in a way encourages student's participation. Now I ask questions, make them to brainstorm and sometimes group work and pair work I use them also. I cannot ignore the questioning part in making students understand the text. I have said majority of our students are coming from village backgrounds where reading is not part of them. Even when you ask questions they keep quiet. Learners here are quiet and shy. But what can I do I keep on probing and prompting…I think it is because they are still young and they don't care
Interviewer 3S: How relevant or not are the instructional practices and strategies in developing critical-analytic thinking?	**Teacher RM1:** Uuhm…. Well, I feel they are relevant, because they try to make the lesson interactive, uh…. And student centred. I have realized that students work best in group and to me they do well when they were learning in group discussions. May be it is because they use their Isiswati. I would say the methods are relevant even though over-populated classroom and insufficient space for group monitoring are obstructing to use group work and pair work conveniently.
Interviewer 3S: How would you describe the impact or contribution of the use of the above mentioned instructional practices and strategies in students' comprehension of English text and content?	**Teacher RM1:** Critical-analytic thinking requires a unique approach; students learn by doing. As I told you first, I use these practices based on interaction with students and the lesson. They motivate the students to participate. Generally, they are not teacher-centred. Students talk amongst themselves about the text in such a way that end up to develop confidence and collaborate. So you will see students can take part and even the low confident students get motivated to write and answer. Even those shy to participate in discussion and think about what it is that they are reading.

Interviewer 3S: We are coming close to the end of our interview. I would like to ask you then, in your view, what can be done to ensure the use of effective instructional practices and strategies that promote critical analytic thinking in English language? One that you just mentioned is about strengthening teacher training by the teacher education system.	**Teacher RM1:** I still say so. You know I think that the highest challenge is teacher expertise and knowledge to teach critical-analytic thinking. Teachers seem not ready to teach critical-analytic thinking in their teaching of English. For example, I feel that I should lecture because it makes my job easy. The teacher's willingness is driven by the teacher's training and readiness. Without training it is not easy to use critical thinking instructional pedagogy. To me it is still a concern and I think that the training system, teacher and student support and the syllabus must be done something.
Interviewer 3S: Great… Is there anything you would like to share with me that I might have omitted in the interview?	**Teacher RM1:** Aaah! Uuhm… not really. I can only emphasise that I think that teacher should understand what critical-analytic thinking is, how it works and how it improves students' learning in English. If the teacher understands of the importance of critical thinking in English, then they can be encouraged to develop it. Ya.. its true and we have to consider such issues in our operation.
Interviewer 3S: Thank you once again for devoting your time for this interview.	**Teacher RM1:** No problem, you are welcome

Teacher RM 1: Interview 3	
Date: 10th March 2017	
Duration: 29 mins 35 secs.	
Interviewer 3S Questions	**Teacher RM's Response**
Introduction: Thank you very much Teacher RM1 for your time. This interview will take between 20 and 30 minutes.	
Interviewer 3S: Ok, we can start now, and with your permission I request to record the interview for preservation of data.	
Interviewer 3S: It has been a while since I interviewed you, I am back again with the same questions for clarity regarding your training to teach English Language. Are there any specific teaching methods that you were taught while still a teacher trainee to help you facilitate students' understanding of English text?	No, we were encouraged to give the students the chance to take control of their learning. This is not specific to English. There is no specific teaching methods but we were prepared to teach every topic in English Learner centred method was the one taught. But I remember, I said there is no specific course for methods of teaching English. We <u>were trained in all the methods of teaching and given exposure as</u> to know how to use the methods to benefit the students. Keeping students active and engaged was emphasised in such a way that they understand and they interact with the text.
Interviewer 3S: You also mentioned in your previous interview that as a teacher of English Language you are faced with challenges that affect your effort to develop students' critical-analytic thinking. Would you describe these challenges?	When you asked this question remember I said <u>lack of resources and lack of support from the government</u> are the major frustrating challenges. Let me explain myself further what I meant. There is <u>shortage of learning materials</u> in such a way that I feel frustrated when we have to read a short story and the students are short of books. I cannot write it on the board. The classrooms are full and the desks and chairs are broken. I did not write on the chalkboard is worn out there are no dictionaries and even the library. It becomes impossible to develop critical thinking skills in such situations.

	Uuhm! Heish … The most barriers that we experience, especially in Grade 8 classes, is the language barrier. This cause communication breakdown because most learners find English difficult and they cannot express themselves. I end up asking other teachers to explain in Siswati as the teacher I cannot talk their language IsiSwati in such a way that I am Tsonga.
Interviewer 3S: Ok. Can you explain further what you meant when you mentioned government not to be supportive from the previous interviews?	About the government, they don't care about our teaching and learning needs. For them it is always there is no budget. I still emphasise that the government does not care. <u>As we talk like now I am the only one teaching the three Grade 8 English classes. Teachers are not enough and the students are many in one class. How do you give attention and feedback to students between 55 and 60 in one-hour period?</u> Some students do not belong here…. in such a way that they are like students with special needs. The students struggle to read. Some of them struggle from identifying alphabets, in such a way that the learner sees the "p" as a 'b'. They are unable to recognize that. That is the problem. Reading is the greatest problem because if you cannot read, you cannot understand the question. It is very difficult. This year is Grade 8 there is that one… that one cannot read, that one cannot write just a word. Cannot copy a word the way it is. It changes and you can no longer read the word again. <u>We are not trained to teach but because it is inclusive education you just accept everything.</u> What I am trying to say is that these particular students, there are some specifics that they can do but in school they are not coping some of them. Syllabus…um … amacurriculum does not cater for them even the facilities. That is the way.

Interviewer 3S: OK…… I see! Is there anything you would like to add regarding how you deal with the challenges that you mentioned as being a constraint to promote critical thinking as an English teacher?	We covered a lot on the challenges, but like I said its making copies of text from the textbooks to give students to use during the lesson. You know the syllabus is kind of a what would I say…er... a guide to follow. So we follow CAPs. he actual textbook that are written by the publishing agency. In such a way that such a company can sue us. We have no protection from the government in such a way that when I am taken to task I can be protected. But what can I do? it is for interest of my students to teach them. I am worried about the students I am currently teaching; I could identify with them regarding the challenges they are facing in learning English. I was not fluent in English because of my background. Being raised by the Tsonga family who could not read, write nor speak English had an impact in my English language proficiency. This was… a motivating factor for me to major in English to develop my proficiency level. The challenges of lack of understanding of English Language and yet they are expected to read and write their examinations and pass as any other child from an English speaking family. *How could one pass when you cannot even speak, read and write the English language?*
Interviewer 3S: What support do you get from the school to overcome the challenges?	The school works with the community even though it is not strong. I know some of the parents and asked them to help by buying dictionaries with different languages. But as I told to you the parents would rather by *amaexpensive* takkies and *amacellphones* for the children. There is no one to support them on their studies. They (parents and guardians) are thinking that it is the responsibility of the school alone to take care of the students. They

	say it is the schools' responsibility alone to take care of the students. But here I remember one day, our former principal Mr X, there was the learner who wrote some of the subjects, it was Maths or English as in Grade 12 it is very strict that you have to go and look out for the child for you to write a report as a principal. We went there and we found the granny. Mr X said to the granny to say where is so and so? The exams have resumed? She said, she went to see her boyfriend. Mr X said, where? Do you want to marry her? Do you want to marry her? She went there. She comes with the money and everything. So it was like Ao! As a grandmother how can I say that? … which I don't want the child to go to school? If ever my child comes with Kentucky Fried Chicken (KFC) and money everything I am happy for that. Some of them go with taxi drivers and we know who taxi drivers and we know the life they live…some are sick, they have AIDS. Teenage pregnancy is very very high, as one we had in our classes last year, she gave birth now. Last year she was 12 or 13. She is 13 or 14 now. She has a child. She is in Grade 9 now, Esther's class. The support that I feel we need most is support in terms of training of which the school has no control over. We want to be trained to have confidence in our everyday classroom teaching and activities. New curriculum brings a huge change in such a way that it involves everything like content, objectives, methodology and assessment procedures

Interviewer 3S: Mmh… its tough… Ok. you indicate that this is not training, can you explain further as to what you mean by that?	This I call 30 minutes' meetings that we sometimes invited by the department. If it is serious training, we will be away for weeks or months and we will be given lessons and share ideas and views. Uhm... I mean training that is designed in such a way that they make us deeply think, learn and acquire the skills. Not the papers that we are told to go and read. No! The training and workshops that we are always called for are inadequately supported by the management in terms of monitoring and motivation" … uhm... "What I mean is, those workshops are not valuable… they don't even come and observe what we are doing… they don't care to observe if what we are called for is on the right track or not" Aah! they do not take this seriously, because the management itself do not take it seriously. I have been here for more than ten years now. We only have one or two meetings where were converged at one place. Even when we are there… there is no order, we will be given papers and be told to go and read. It is not fair
Interviewer 3S: When I asked what is your understanding of the term critical-analytic thinking in teaching English Language? You mentioned that it means situations where students are taught to think and reason, weighing views. Would you elaborate on that?	Ok…when you first asked this question I was generally confused what it might be that's why I was brief about it. But after that I started realizing that that's what I always practice in classroom during different activities and so on. In such a way that when I ask students questions, I am involving them in thinking. Whenever I give them an activity to do in group discussions, brainstorming, role play and presentations they think a lot and respond. I make them think logically and then come up with best ideas they thought of. For example, in the story

	"The Twins" the student is aware of the twins, so I asked them questions to put themselves in the shoes or what do I mean…. Um…er to compare analyse to show how they feel. Al this involves critical thinking. It means to think and respond with not influence…should not jump to conclusion. Curriculum keeps on changing and we are never taken for in-service training not even short courses to improve on our teaching styles. New curriculum brings a huge change in such a way that it involves everything like content, objectives, methodology and assessment procedures
Interviewer 3S: Then what specific teacher discourse moves do you consciously select to critical-analytic thinking?	Keeping in view of what the mood of the classroom is I enjoy starting the class with activities that make the class interactive and active. The questioning techniques I use make the student to think in such a way that it plays an effective role. The other is I give feedback, in such a way that when feedback is given it shows some interaction in learning. It shows them that their contribution is important.
Interviewer 3S: Ok, I noticed that in the classroom you ask questions, what type of questions do you ask students?	I ask the questions that would make students to talk more and as a way to engage them in learning, but the students will keep quiet. I mean ask challenging questions that requires the students to explain further and give reasons. They are not questions for short answers. Questioning style involves students and they participate in class.
Interviewer 3S: How do you choose who must answer the questions?	We use the old way to say if ever you have the answer can you raise a hand. So students raise their hands then we will pick to say this one or that one. Although it is not a good idea because some of them don't raise hands.
Interviewer 3S: And if they don't raise the hand and they have answers what do you do?	Usually, I end up saying what about you? What can you say? You end up may be picking everyone. At the end if ever all of them don't raise their hand I usually

	start from the first group and the first line to say what about you so they will start talking.
Interviewer 3S: In your view what might constrain the development of critical-analytic thinking in students?	I will again emphasise on this that students' level of speaking, reading and fluency in English language. they study at different er…. what can I say ok… speed in such a way that they need to be cared for differently? So when there are no resources for examples, textbooks, libraries and support from parents it hinders critical-analytic thinking. As I have actually observed it is more difficult because to teach critical thinking it needs small groups and specific techniques. I have just remembered something, like er… I have to be aware of their prior knowledge before teaching and I have to take extra effort to involve them when I carry out our lessons. It all about employing appropriate strategies such as appropriate use of group work. What else er…uhm… ok level of understanding of English and their attitude towards English. Heish… not only that their vocabulary. They have difficulty in English in such a way that they do not know the meaning of the English words in such a way that they cannot spell words not to even to use them in a sentence. Aah!! using their own words is a problem, they copy from the book everything. So I have to break down the word into small parts and this is slightly difficult as there is no time.
Interviewer 3S: it is sad! Ok. You mentioned in your previous interview that grouping students promotes critical-analytic thinking. Can you elaborate on that?	The first and foremost thing is about encouraging meaningful discussion and participation. So I use questioning mostly to make students talk in the class. I do not just ask questions, no… they are in the book and they must have read before. When they talk I give feedback to say you are right or direct them back to the passage in the story.
Interviewer 3S: You are saying they must have read before. What is that supposed to mean?	Some of them do read before coming to class, but the majority do not read at

Do the students do any pre-reading of English text at home?	home may be because there is no one to encourage them and some do not have books altogether.
Interviewer 3S: In our first interview, you I asked you what do you think can be done to promote critical-analytic thinking? Is there any other thing that you think could be done that you must have left out then?	Well, I still remain with my word. I would like to suggest not something to teachers but to policy makers that they should arrange different training for teachers because unless teachers are trained to teach critical-analytic thinking, we would never be able to achieve the objectives of any policy. English teachers may get opportunities of trainings but training specific to critical-analytic thinking is badly needed. With the experience I have about teaching, I encourage students to be confident of themselves and not be shy. Critical-analytic thinking is coming up with own ideas no matter what. It is not about being scared of others when committing mistakes. Rather be strong in such a way that everybody learns from mistakes and I should create an atmosphere for students to learn from their mistakes. Therefore, Teacher education should include critical-analytical thinking in the curriculum…. They should not think that it come easy to learn… Of course we are given the so called training but the training is not adequate enough to equip us with the necessary skills relevant to teaching students to be independent thinkers and to be able to transfer the knowledge and skills they have acquired to other contexts. For example, one would expect us to be introduced to current pedagogic practices, effective classroom management on teaching and learning processes appropriate to teaching.

Interviewer 3S: Wow, interesting observation and suggestion. Ok, and now my other question is, without dismissing what you just shared, can you please mention the instructional practices and strategies you use in teaching English Language?	It's mainly questioning, whole class teaching and appropriate use of group work. Um…ok and it is difficult to manage space problem with group work because the classroom is over populated. Sometimes for few activities we use pair work strategy and write on the chalkboard for student to see and read the word in such a way that it helps to define the word.
Interviewer 3S: How relevant or not are the instructional practices and strategies in developing critical-analytic thinking?	They are relevant, because the idea is to help students master the text freely. For example, I have realized that students work best in groups and when in groups you will see that they discuss and argue about the text.
Interviewer 3S: How would you describe the impact or contribution of the use of the above mentioned instructional practices and strategies in students' comprehension of English text and content?	Remember I talked about the students' shyness? Ok the strategies make students concentrate more, they think and not memorise text. They become independent and I do not influence them to on their views. For me making unsuccessful attempts when asking students questions and there are no answers, to me is an indication of my incompetence in teaching English language. Generally when I ask students to summarise, and answer using their own words, helps me to pick my students' level of understanding or challenges.
Interviewer 3S: We are coming close to the end of our interview. I would like to ask you then, in your view, what can be done to ensure the use of effective instructional practices and strategies that promote critical analytic thinking in English language? One that you just mentioned is about strengthening teacher training by the teacher education system.	I still say so. In such a way we try to address the learning needs of different students… but it is complex and not easier. Some of the lessons are on reading, speaking I mean we cover a lot …the four skills and when we include critical-analytic thinking then we need special training. Finally
Interviewer 3S: Thank you once again for devoting your time for this interview	No problem, you are welcome.

APPENDIX E: FIELD NOTES

NO.	COMMENTS
125.	**PHYSICAL PERSPECTIVE: 26 July 2016**
126.	ENVIRONMENT: ABOUT THE SCHOOL PREMISES – The school was far situated far away from infrastructure and other supportive facilities. The teacher participant during our introductory meeting remarked that "Our school is in a remote rural area… as you can see the roads are very bad, there are no shops around not even medical facilities" The teacher participant indicated that "the other barrier that they experience as that, rural schools are not well cared for when compared to those in urban areas. We are 10 km away from the shopping complex and there is no national library. There is poverty at home … poverty is also the big problem in our school. Most learners depend on their grandparents' pension grants…Some are orphans who are not well cared for"; due to this they come to school for food, they come to school being very tired and hungry" that was well secured with fence and there was a security officer at the main entrance. The security officers kept a logbook to record all the visitors checking in and going out**. The teacher part**
127.	**ABOUT THE CLASSROOM: 26 July 2016**
128.	The classroom had furniture even though not enough for every student. The desks are tightly arranged, there is limited space for the teacher to walk around to monitor students' individual works, pair and group work hence it was filled to capacity. The number of students ranged approximately between 50 and 60, both and girls were seated in twos behind a double-sized desk. Students too were made to sit in groups of four instead of two per desks.

	Students could not easily move or stand up from where they sat when asked to take the class work book to the staff room
129.	There was no enough space for the teacher to walk around the classroom and in between the desks when teaching and not even to create pair work or small group discussions. Also congested classrooms make it difficult to use other methods of teaching and to go around checking the students' classwork.
130.	The class composition was heterogeneous (comprised learners of different gender and mixed learning abilities). The seating arrangement was voluntary and students seemed to seat according to who they relate well with.
131.	Resources seem to be an issue as indicated by gloomy classroom atmosphere. In a class of 52 students there were only two bulbs working. Light was not conducive for learning.
132.	There was a big chalkboard in front of the classroom which looked worn out and there were no teaching aids on the wall. Not only that the reading books and furniture were not enough for use by every student. Chalkboard looked worn out, windows broken, ceiling dilapidated and falling down. Text books seem to be in shortage as evidence by the photocopied scripts issued to learners and the sharing of textbooks prior to the commencement of the lesson. There is no library facilities not even computer laboratory for students to use as a resource centre. Despite the shortage, the teacher remained positive to teach with or without resources.
133.	It is normal for classes to be noisy before the teacher starts the lesson and when the students are left on their own, but this was not the case. The students were all seated and they remained in silence waiting for the teacher to the start the lesson. The students seemed surprised to see us (QTSA team) and most specifically

	one of our team mates for she was white. I noted that it was rare to see white people amongst the community.
134.	**ABOUT READING & INSTRUCTION: 26 July 2016**
135.	The teacher introduced the topic on which the students were to be instructed on. The English lesson consisted of reading out the topic and text chosen by the teacher. The text was titled: *The Sacrifice*. The lesson took 50 minutes.
136.	During my observation, I noticed that the teacher introduced the lesson to the students through questions on what they already know about “the sacrifice.”
137.	The teacher gave out photocopied text of the same topic since some students did not have books; the teacher explained that the textbooks were not enough for all the students. The students were asked to share the textbooks and even the photocopied scripts issued prior to the commencement of the lesson.
138.	The teacher first asked for the meaning of the sacrifice. For instance, Teacher RM: What does a sacrifice mean? What is it? Mmh… we always… er... in our homes… where we come from.., we always see animals such as sheep being killed in such a way that we give or make offerings to the gods? Tell me... what is a sacrifice?
139.	After the lesson introduction, the teacher asked the students to volunteer to take character roles. The students volunteered and the text was read aloud with the students taking turns according to the characters in the short story.
140.	The students had challenges in pronouncing some English words. However, the teacher intermittently corrected them by allowing the student to repeat the word several time until she got it correct. She seems to direct them so that they could grasp what she wants

	them to note in their learning. The student will re-read the word until she properly pronounces it.
141.	There were no dictionaries used during the learners however students were referred to the glossary table for meanings from the textbook that they were using.
142.	Once the reading was completed the students had to answer the questions asked by the teacher based on the text.
143.	Class was too silent and the teacher kept repeating the questions and giving answers. This made her to do most of the talking a lot and to have interpretative authority over the text. The teacher sounded a note of warning that the students should not feel shy and should not be scared to talk. Our presence should not intimidate them in anyway.
144.	The teacher would in most of the times not give the students a wait time to think about the question and/or the instruction. She would ask the question or make an instruction and go ahead to respond to her questions. e.g Can someone summarise the story for us? Ok all in all the story is about the wife requesting the husband to tell his noisy children stories
145.	**ABOUT THE TEACHER: 26 July 2016**
146.	An experienced female teacher teaching the three Grade 8 classes participating in the study.
147.	She is a Tsonga married to the Pedi family but had to learn the IsiSiswati as is the language spoken in the area.
148.	She was very helpful and walked us to the classrooms. She introduced us to the students who looked at us with a surprise and a feeling of insecurity. The class looked a bit tense but after the teacher told them to feel at home they looked relaxed. The teacher

	showed us the text read for the lesson and a copy of English learner guides that recommended for Grade 8.
149.	Started the lesson with a recap to focus the students' attention into the topic and text of the day's lesson.
150.	Introduced the lesson's topic as "traditional ways of storytelling"
151.	Structured the focus of the discussion by directing the learners to turn to Platinum Book page 121.
152.	Initiated students to volunteer to read. However, she made the students uncomfortable by interrupting them trying to guide them with pronunciation. I wish the teacher could let the students feel comfortable, relaxed and spontaneous when reading. Many features particularly from the non-verbal cure demonstrated for instance that the students were not free to call out the words when reading. Their (students) facial expressions and the continuous pauses while reading revealed insecurity, lack of confidence and assertiveness. They expected the teacher to keep intercepting their flow of reading. In a nutshell, such a situation impeded the students' concentration span and did not provoke them to talk hence they preferred to stay silent in class. In this view the teacher labelled them as shy and immature.
153.	Asked questions at the end of each scene to involve students into the discussion. However, the students remained silent hence they did not respond to the teacher's questions. "The students looked passive, tense, shy and not motivated to participate in class … Those who read and answered showed little emotion or connection. In addition, the students did not keep eye contact when responding to the teacher's questions."
154.	She corrected the learners on sentence construction and pronunciation during reading.

155.	Teacher will repeat the same question several times before the students could answer. e.g., What is happening in scene one? Anyone tell us…
156.	Teacher indicated that she called out the names of the students to answer as a strategy. She said “I achieve classroom interaction by selecting which student could answer the question posed.”
157.	She said “make sure that every student talks in class in such a way that even those who have not raised their hands. I do not discourage them at all and always encourage them to respond no matter right or wrong but I let them respond”
158.	Teacher ratio 1:52
159.	Chalkboard was not utilized to help learners copy discussion notes.
160.	After the lesson the teacher shared with us her experiences; that the area in which this school is located is a rural area and the students are not exposed to English Language. Teacher presented a sad face and lack of motivation that “grandparents cannot help students with their homework. This is a rural area and grandparents cannot read, write and speak English, yet they are left to look after these children
161.	Teacher stated that “I started off my employment journey before 1994 as a secretary, an exposure that made me realize the importance of developing understanding of the role of English Language in the business world. Language pervades all spheres of life in such a way that whether it is social life or business life”
162.	Teacher further said “acknowledging the challenges inherent in my roles and responsibilities as secretary, I was determined to work hard to earn money to finish my degree at the university. I used the determination as my driving force and as an advantage

	to influence my family members and other students to learn English in order to succeed in this world. It was only when I resumed her studies as a teacher trainee with the university that my interest in studying English expanded.””
163.	**ABOUT STUDENTS: 26 July 2016**
164.	All the learners were wearing proper school uniform
165.	Learners could not keep eye contact even asked to answer
166.	They were well behaved and they knew their daily routine as evident from volunteering to read.
167.	They raised up their hands to show their interest to read and they took turn in reading.
168.	Some learners were too quiet. It was difficult to tell if they understood the discussion or they did not. The teacher said this on during our informal discussion “students are too quiet because some of them find it difficult to communicate in English. But what can we do, I force them to talk…you cannot progress academically and professionally if you do not have English speaking skills*”.*
169.	Learners summarized the lesson even though they read from the text. This seemed to be what the teacher encouraged
170.	Learners read in turns. They struggled to participate in English all the time. This was encouraged as the teacher indicated that I make sure that every student talks in class in such a way that even those who have not raised their hands. I do not discourage them at all and always encourage them to respond no matter right or wrong but I let them respond.
171.	According to the teacher language is the key to opening interactive, relationship and social cohesion between learners and people of different status and cultural backgrounds. There is a direct connection between the language and the thought in such

	a way that you think first….is n't this thought? Then for one to know what you have in mind then what you think… or that thought will produce language.
172.	**PHYSICAL PERSPECTIVE: 16 August 2016**
173.	ENVIRONMENT: ABOUT THE SCHOOL PREMISES – was well secured with fence and there was a security officer at the main entrance. Kept a logbook to record all the visitors checking in and out.
174.	**ABOUT THE CLASSROOM: 16 August 2016**
175.	The classroom had furniture even though not enough for every student and was filled to capacity.
176.	The class composition was heterogeneous (comprised students of different gender and mixed learning abilities).
177.	Still there were no teaching aids on the wall.
178.	**ABOUT READING & INSTRUCTION (English language Lesson) : 16 August 2016**
179.	There were no dictionaries used during the English lesson even though the students struggled with the spelling and the pronunciation of the words
180.	Textbooks seems to in shortage as evidence by the photocopied scripts issued to learners and the sharing of textbooks prior to the commencement of the lesson
181.	I observed that the class was too silent. I expected to see active students' participation as participation implies that students share in the interpretive authority of the English text. In this regard, dialogue between teacher and the students and between the students and the students was less if not at all evident in classroom settings may be because curriculum imposes some expectations on the discourse. For example, most questions

	asked that could otherwise initiate discourse or productive talk, were closed-ended questions which mainly illicit one correct answer.
182.	The English lesson should be the critical platform where the students are given the chance to practice communication and thinking skills through discussion. This could be achieved if the students are allowed more turn taking in a more deliberate way as opposed to waiting for the teacher to call them out to answer or allocate turns to them. Moreover, teacher participant was seen overlapping and interjecting in the midst of the students' verbal talks. She did not provide explicit feedback to the students' answers. I found this type of structure to be disturbing and to negatively impact on the students' motivation to freely speak and engage further in conversations. Frequent, interruptions and failure to allow the student to finish what they want to convey could denote the perception that the teacher lacks interest on the student's point of view
183.	**ABOUT THE TEACHER: 16 August 2016**
184.	The teacher motivated the lesson by explicitly connecting what was learnt previously with what is to be learnt in today's lesson. She further provided the instructions to set the tone of the lesson. She started the lesson with a recap and asked the students questions prior to reading the poem. The teacher had total control over content and pace. She did not promote dialogue in such a way that she did not give the students a waiting time to think about what is being asked and may be to reflect on the text. Teacher employed lecture method throughout the lesson. She seemed to avoid evaluation of responses, or reflecting to the class's responses.

	Teacher indicated that “it is difficult to vary methods of teaching because of the circumstances under which she taught and because of the influence of her training. Teaching behaviour cannot change unless the issue of lack of resources is solved.” If I had to start all over again, I would not change anything about me. May be I would pay more attention to my relationship with the students. The key to success is an authentic communication – that is what I have observed from my 15 years of teacher career. Regardless of experience or whatever topic taught I resort to my training orientation … in such a way that I use my usual teaching methods … teacher-centred method. I select pedagogical values that are important for lesson delivery at the time Teacher dominated the discourse and communicated information directly to students, allowing for little or no response from individual students in the class. Interaction between students and teachers and students and students was limited if not evident at all.
185.	Students were guided to read page 144. For example, “can we all turn to page 144 or our text book”. We are going to look at the poem.” Teacher redirected the focus of a discussion to manage the students’ interest. The turns of the talk centred more on the teacher as opposed to between individual students and between students and students.
186.	Use of chalkboard was limited to write the difficult words
187.	Questions entailed “What is a poem?” What is rhythm and rhyme? Metaphors, alliteration etc. Ok, I just want you to think, No? No 8?
188.	What is figure of speech and what are parts of speech?

189.	Students did not seem to understand the question and this led to the teacher probing and finally providing answers. In this regard teacher could not permit any feedback nor any student participation.
190.	Learners were given class activity question from 1-6.
191.	Teacher monitored the learners work and kept on providing support by asking questions such as “How do I help you?’ Do you have questions?
192.	**ABOUT LEARNERS: 16 August 2016**
193.	Learners volunteered to read the poem and they read with fluency. The role of the students included responding to teacher’s prompts, perhaps with the exact words from the text.
194.	The learners looked passive, tense, shy and not motivated to participate in class … Those who read and answered showed little emotion or connection. In addition, the students did not keep eye contact when responding to the teacher’s questions.
195.	“Sometimes I go an extra mile by teaching beyond hours. I had done it several times” Sometimes I used to remain with the students to give extra lesson in such a way that they could catch up”
196.	Much as it is vital to adhere to the data collection schedule, it is important to always remember not to put pressure on the participants. Thus, in as much as the teacher willingly volunteered to participate in the study and more importantly agreed to be interviewed, school and personal agendas must take precedence at all costs.

Appendix F: Research Journal(Sample)

DATE	NOTES
06th July 2016	The rural school are side lined when it comes to resource mobilisation. Everything is outdated for teaching and learning. It is always a challenge for students to acquire the necessary skills, no computers and libraries, and yet there is new technology in the industry. Obviously, there are more new ways of learning with new technology in the market and teaching and learning should therefore reflect this. The curriculum needs to be revised regularly every time to meet the demands in learning to maintain currency
08 August 2016	Teacher shared her concerns about the students regarding their performance on reading comprehension, sentence construction, spelling, and meaning making. The teacher indicated that over half of the class could not construct cohesive sentences in English language. **Reflection:** It seems to be that the students find it difficult to put their thoughts and ideas on paper because of limited vocabulary, poor sentence construction and failure to write cohesively. Poses a challenge to the teacher as she has not been trained with intervention skills to support struggling students. Despite this, the teacher is expected to perform to the best of her ability. That is why she is demotivated and feels she is not taken seriously.
17th August 2016	*My observation revealed that the teacher encouraged the students to feel comfortable, relaxed and spontaneous when reading. In using scaffolding as a technique, the teacher corrected students' utterances, pronounciation and afforded them (students) opportunity to talk. However, many features, particularly from the non-verbal cure, demonstrated for instance that the students were*

	not free to call out the words when reading. Their (students') facial expressions and the continuous pauses while reading revealed insecurity, lack of confidence and assertiveness. They expected the teacher to keep intercepting their flow of reading. In a nutshell, this contradicted the teacher's intended effort of provide temporary support for promoting profiency. Proficiency that could lead to feelings of self-confidence and motivation, such as speaking English without fear of making mistakes. **Reflection:** Teacher realised that the the students were shy and were limited in English proficiency.
18 August 2016	Teacher shared her concerns about language barrier. She said "That's the biggest problem because even if Swati - I don't understand it very well. We usually try to communicate with them in English but you can see that some of them they don't understand even to speak English in such a way that sometimes we call the siSwati teacher to come and help us with those few students who don't understand" **Reflection:** Students and the teacher code-switched to L1 to function as a bridge for the development knowledge and/or as a scaffolding technique to literacy practices.
19th August 2016	The following is an excerpt from my research journal There were instances where I observed the teacher speak in another language apart from IsiSwati particularly when maintaining order among the students. Moreover, I noticed that the students were occasionally accorded the opportunity to engage each other in discussion. During this time, I observed that the students used code-switching to scaffold the conversation. They whispered in their L1 hence my

	reflection is that the students and the teacher code-switched to L1 to function as a bridge for the development knowledge and/or as a scaffolding technique to literacy practices. ***Reflection:*** Teacher only code switched to another language other than English only when maintaining order in class.
20th August 2016	Teacher shared her concerns about the students regarding their performance on reading comprehension, sentence construction, spelling and meaning making. The teacher indicated that over half of the class could not construct cohesive sentences in English language hence she was challenged to embrace and support their diversity in learning abilities
3rd October 2016	However, she indicated that the help is sought outside classroom. She said thus Ah ... outside class. It is extra because let me give you the example of the school that we are having. Is an inclusive school…inclusive school in such a way that even those who are unable to read and write they are included there. And when they go to our side here in Grade 8 we do not have those particular materials that they use to teach them and everything. In other words, we lack that particular knowledge to help them in such a way that after Grade 5 they are able to go and do mass skill stable, mental development and everything. So we are having a challenge in such a way that some of them they cannot understand English in such a way that they understand Siswati; that is why we ask teachers to come and help them although the help is not that much because some of them they cannot write some of them. **Reflection:** Inclusive classes constitute critical challenges in implementation of specific teaching approaches that promote critical- analytic thinking

	according to the teacher participant. The class I teach comprise some kind of students who present a rare condition of failing to recognise words and normal students. You can say they are special needs. Special needs students are those who can't even copy the word 'platinum'. They read 'p' as 'b'. Most of the students do not understand the language of instruction which is English
7th October 2016	Teacher further mentioned that "there is no link between the parents, the curriculum people and the management from the school. Like I said, this is an inclusive education in such a way that if collaboration is strengthened then critical thinking can be promoted. I do not have a social worker who attends to such cases of students who present a rare case of being unable to copy words… How do I deal with the cases that I cannot handle?
11th March 2017	Teacher tried to speak in English always. There was no occasion where the teacher used Siswati to explain any concept. The students looked disciplined as depicted from their classroom behaviour. No laughter nor giggles or any sign of feeling (of being) marginalised by any students because of their limited proficiency in English, poor pronunciation and poor reading skills was observed.
19th March 2017	The teacher mentioned that in the contemporary world they have the obligation to become critically responsive to meet the changes brought about technology and the new curriculum and syllabus. She emphasised that we are living in an era where technology is at its highest height and therefore we need support in terms of in-service training and teacher professional development that could both benefit the students and their teachers" **Reflection:**

	Teacher feels obliged to become critically responsive to meet the changes brought about technology and the new curriculum and syllabus.

Appendix G: CODING PROCESS - THEMES AND CATEGORIES (Sample)

Appendix G1: Interviews one, two and three

Teacher RM 1: Interview One **Date: 16th August 2016**				
No	**Questions**	**Teacher Response**	**Initial Code**	**Themes/ Categories**
Date: 19 October 2016				
LINE 1 2 3 4 5 6 7	Ok, we can start now. I request to record the interview for preservation of data. Is that ok with you?	Yes, there is no problem.		
8 9 10 11 12 13 14 15 16 17 18 19 20 21	Ok, let's see, so the question I am going to ask you is … basically that... as a teacher of English Language, would you please share your educational background and the qualification (s) you possess.	I am a qualified teacher of English First Additional Language (EFAL) with Diploma in Education Bachelor's Degree, Higher Education Diploma (HED) with major in English... The HED is a professional qualification obtained in order to teach EFAL. So I am qualified to teach English.	Training and Qualification	Teacher training and qualification
22 23 24 25 26 27 28 29 30 31 32	How long have you been teaching English Language?	Heish… I cannot accurately remem ber, but it's almost 15 years. First it was just temporary teaching posts still teaching English first additional language, in different schools before I came here *(points with her finger)* I have been in this school for 10 years now. Ok, I started teaching	Teaching Experience	Teacher training and qualification

33 34 35 36 37		permanently in the school since 2007 teaching Grade 11, 2008; Grade 12, 2010; Grade 10, 2011; Grade 12, 2014; Grade 12, an 2015; to date Grade 8. I taught all the Grades in this phase as you can hear.		
38 39 40 41 42 43 44 45 46 47 48 49 50 51 52	What are challenges that you face as a teacher of English Language?	With the experience I have about teaching, the challenges are many… starting with the English as a second language. language... You can see we are 5km away from Swaziland boarder. When these students grow up they speak isiSwati, Zulu or any other language as their home language, so now they come into school and we are teaching them in English They do not understand it so well that when it comes to writing, speaking, spelling, tests and everything they get stranded.	English Language as a second language	Language of learning and teaching (LoLT)
53 54 55 56 57 58 59 60 61 62 63	What are challenges that you face as a teacher of English Language?	. There is shortage of books. Out of the 152 students from the 3 classes only 78 have been allocated prescribed textbook…There is shortage of teachers. As you see I take all the three Grade 8 classes. The furniture is not enough, chalkboards are worn out, windows broken. There are no library facilities for students to search for information and read	Resource constraints	Insufficient teaching and learning resources in a rural school
64 65 66 67 68 69 70 71	What are challenges that you face as a teacher of English Language?	Students talk among themselves that they sometimes sleep without food… they are made to miss school to stay behind with the siblings when grandparents go for their pensions. Parents tell them that home is not	Students juggle between academic and social responsibilities	Home Environment

72		school…school work ends at school and in home is household chores		
73 74 75 76 77 78	What are challenges that you face as a teacher of English Language?	Parents do not take care of their children … instead they have shifted the responsibility to the grandparents in such a way that they have migrated to the city.	Lack of parental involvement	Family responsibility and student critical-analytic thinking
79 80 81 82 83 84 85	Please describe how you go about overcoming the challenges you have just mentioned?	Sometimes I go an extra mile by teaching beyond hours. I had done it several times"	Remedial teaching	Remedial assistance for students
86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	What support do you get from the school to overcome the challenges?	The school is supportive it is only that the government is slow to help. The photocopies I give the students are from the school. Sometimes I give extended time teaching and the school encourages me. The problem lies with the Department and not with us here in schools. They do not stick to the regulations. The policy states that the teacher ratio must be 1:31 but the Department does not implement that. I mean the ratio is high above at one teacher is to sixty students (1:60).	Governmental Support	**Lack of support for English First Additional Language teachers**
101 102 103 104 105 106 107 108 109 110 111	What support do you get from the school to overcome the challenges?	We are expected to adapt and implement CAPS and NCS regardless of training, resources or any support to that effect. I mean there is no control and measure to regulate operations in the Department. That is why it is very difficult to make our student pass their examinations. The challenge	Curriculum Issues – implementation of CAPS and NCS	Lack of support for English First Additional Language teachers

112 113 114 115		is not only in my current school. Go to Highveld ...is the same, you go to Ekulangeni, and Ngilandi …it is the same. We cannot succeed in developing the students' deeper understanding of the English text		
116 117 118 119 120	What do you think can be done to promote critical-analytic thinking?	Teacher education should include critical-analytic thinking in the curriculum… They should not think that it come easy to learn…	Teacher education include Critical-analytic thinking	Teacher training and qualification
121 122 123 124 125 126 127 128 129 130 131 132 133 134		Well, I suppose there is lots of scope for promoting academic success. For success to take place, students need to be supported with all the resources, books, skilled and qualified teachers to teach English. Teachers need to be supported with resources. How do you expect students to pass and teachers to assist student to pass when there are no books? From my experiences, education in rural areas will not improve as long as there are no resources	Availability of teaching and learning resources	Governmental support for English First Additional Language Lesson teachers
Teacher RM 1: interview 2				
DATE: 19th October 2016				
	Questions	**Teacher Response**	**Initial Code**	**Themes/Categories**
135 136 137 138 139 140 141	Ok, we can start now. I request to record the interview for preservation of data. Is that ok with you.	Ok.		**Teacher looks relaxed and composed**
142 143 144 145	You mentioned earlier on that training contributed to	Training has prepared me to know how to teach these students who is English is not their born language in such a	Differential instructional methods t	Embracing Space and Diversity

146 147 148 149 150 151 152 153 154 155	your ability to develop student comprehension of English text and content. Can you elaborate on that?	way that I am to vary teaching method. For example, these students have limited vocabulary, and have problems in grammar. I know that if they have no vocabulary they cannot know the meaning of the words and they cannot construct sentences. Therefore I use different teaching strategies to cater for all of the students.		within the Discourse
156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174	Ok. You mentioned the government not to be supportive I would like to ask you then, to elaborate.	What you need to know is that the problem is not with the school because all the schools around here have the same problems. … The problem is with the department. The way they (the Department) structures things… Whenever everyone comes to office, each and every one comes with his or her own method of making things. At the end and it makes us hard to change every time. After four years, five years, after elections the person who comes to office comes with his own things. At the end as the teacher I have to adapt to that. I have to go CAPS; I have to go to NCS every day. That is our problem	Curriculum issues	Mismatch between curriculum and assessment guidelines
175 176 177 178 179 180 181 182 183 184	Ok. You mentioned the government not to be supportive I would like to ask you then, to elaborate.	We need refresher courses, seminars or programme development to learn new skills. I must say I have always thought I can teach every student anything but students here are different. We are not trained to teach such students but because it is inclusive education you just accept everything	Teaching different and unique students	Embracing Space and diversity within discourse

185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200	Mmh…… it is sad! You gave me a comprehensive answer to the question on how you go about overcoming the challenges that you face as an English teacher, would you like to add something may be that you might have left out?	Students communicate mostly in their home languages when at home or even during break time and when they play.	Dominance of home language in rural schools	Language of Learning and Teaching (LoLT)
201 202 203 204 205 206	What support do you get from the school to overcome the challenges?	As I mentioned to you the other time, the school is supportive with photocopiers. But this is not always sustainable. If the machine is dead, we become stuck.	Limited school support	Lack of support for English First Additional Language teachers
207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224	Ok, is there anything else you would like to add that you might have left out?	The support that I feel we need most is support in terms of training in such a way that we want to be effective on how to learn to think critically and how to teach it. And not these 30 minutes' workshops that we are sometimes sent to a teacher's centre after school and given papers to read. Uhm… I mean the Department does not care about us. We are expected to adapt the changes but we are never taken for training. The meetings that we are always sent to are not training. Training that you go for 30 minutes after school and you come back and they will take for another hour just like that.	Teacher support	Lack of support for English First Additional Language teachers

225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241	Can you explain further as to what you mean when you say this is not training?	If we cannot be sent to full time training, then in-service training, workshops like professional development should be organized at all level for us. Teaching critical thinking needs serious training and capacity building workshops They do not take this seriously, because the management itself does not take it seriously. I have been here for more than ten years now. We only have one or two meetings where were converged at one place. Even when we are there… there is no order, we will be given papers and be told to go and read them. It is not fair.	Monitored in-service training on critical-analytic thinking	Continuing In-service training for English First Additional Language teachers
242 243 244 245 246 247 248 249	Anything else…Mmh…you indicate that the government does not care, can you explain further as to what you mean by that?	About the government, they don't care about our teaching and learning needs. It is always there is no budget. I still emphasise that the government does not care.	Constraint Lack of support from government	Lack of support for English First Additional Language teachers
250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265	Mmh in your view would you say there is no support from the government.	**Yes, very true.** Teaching and learning supported with proper resources, pedagogy, and educational practices and technology might be an obstacle to quality learning. Of course, I received training but training that I received as a student teacher is long overdue to be able to match the new development experienced currently in the teaching sphere. Certificate and qualification do not necessarily improve teaching and learning rather frequent	teaching and learning support	Continuing In-service training for English First Additional Language teachers

266 267		refresher courses, in-service training and professional development are of critical importance to support teachers		
268 269 270 271 272 273 274	In your view what might constrain promoting critical-analytic thinking in students?	The problem is that the students stay with grandparents who cannot read and write. How do you expect them to assist with homework and reading at home?	the students stay with grandparents who cannot read and write.	Home Environment
275 276		Parents and guardian do not play a role in their students' learning.	Lack of parents/guardian involvement	Home Environment
277 278 279 280 281 282 283 284	Mmh… it is sad! Ok. And then how do you go about helping such students with regard to understanding English text?	I am trying my level best to do what I can do to use different teaching methods but these students are a problem and they are not up to standard with their written language matching their Grade 8.	Students' English language proficiency	Embracing Space and Diversity within the Discourse
285 286 287 288 289 290		Sometimes I go an extra mile by teaching beyond hours. I had done it several times… Sometimes I used to remain with the students to give extra lesson in such a way that they could catch up"	Remedial teaching	Remedial assistance for students
291 292 293 294 295 296 297	In your view what might constrain promoting critical-analytic thinking in students?	Students miss classes sometimes to look after their siblings when it is time for their parents to get their pension	Students Absenteeism to look after siblings	Home environment

298 299 300 301 302 303 304 305 306 307 308 309 310	In our first interview, you I asked you what you think can be done to promote critical-analytic thinking. Is there any other thing that you think could be done that you must have left out then?	If all the teachers, school and parents could be working together, then teachers would be successful in fulfilling their roles to help the students succeed. …parents and guardians must be made aware of their roles and responsibilities in their children's academic work. I have seen in different schools particularly in urban areas that working in collaboration with parents promotes learning and improves results"	Stakeholder collaboration	Collaboration with parents
311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330	You mentioned that in urban areas learning and results are improved can you explain further?	In urban schools' parents, teachers and student work together. Students in urban areas have confidence and can express themselves in English. But here the students cannot argue with the teacher in a lesson. Even when you ask questions students here are quiet and shy…I think it is because they are still young in the minds and they don't care. May be the context and culture contributes. But what can I do I keep on probing and prompting to call for their active participation and to make them feel at easy, not to be scared of me. The culture sees talking back and arguing about issues with an elder as disrespect.	Learning context and culture	Teacher educational background and context
Teacher RM 1: Interview 3				
No	**Questions**	**Teacher's Response**	**Initial Code**	**Reflections**
Date: 10th March 2017				
Duration: 29 mins 35 secs.				
Introduction: Thank you very much Teacher RM1 for your time. This interview will take between 20 and 30 minutes.				

331 332 333 334 335 336 337 338	Ok, we can start now, and with your permission I request to record the interview for preservation of data.	Ok		
339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355	You also mentioned in your previous interview that as a teacher of English Language you are faced with challenges that affect your effort to develop students' critical-analytic thinking. Would you describe these challenges?	I am really worried about the students I am currently teaching. I pity them and I can identify with them regarding the challenges they are facing in learning English. The challenges of lack of understanding of English Language and yet they are expected to read and write their examinations and pass as any other child from an English speaking family. How could one pass when you cannot even speak, read and write the English language?	Instructional Language issues	Language of learning and teaching (LoLT).
356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372	You also mentioned in your previous interview that as a teacher of English Language you are faced with challenges that affect your effort to develop students' critical-analytic thinking. Would you describe these challenges?	The students struggle to read. Some of them struggle from identifying alphabets, in such a way that the learner sees the "p" as a 'b'. They are unable to recognize that. That is the problem. Reading is the greatest problem because if you cannot read, you cannot understand the question. It is very difficult. This year is Grade 8 there is that one, that one cannot read, that one cannot write just a word. Cannot copy a word the way it is. It changes and you can no longer read the word again.	**Poor literacy skills**	Language of learning and teaching (LoLT)

373 374 375 376 377 378 379 380	Ok. You mentioned government not to be supportive I would like to ask you then, to elaborate	As we talk like now I am the only one teaching the three Grade 8 English classes. Teachers are not enough and the students are many in one class. How do you give attention and feedback to students between 55 and 60 in one-hour period?	Overcrowded classes and teacher workload	Class size and teacher workload
381 382 383 384 385 386 387 388 389 390 391 392 393 394		As we talk now, some students do not belong here… in such a way that they are like students with special needs" ... We are not trained to teach them but because it is inclusive education you just accept everything. What I am trying to say is that these particular students, there are some specifics that they can do but in school they are not coping some of them. Syllabus…um … curriculum does not cater for them even the facilities. That is the way	Inclusive education	Lack of support for English First Additional Language teachers
395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410	Mmh…… it is sad! You gave me a comprehensive answer to the question on how you go about overcoming the challenges that you face as an English teacher, would you like to add something may be that you might have left out?	I was not fluent in English because of my background. Being raised by the Tsonga family who could not read, write nor speak English had an impact in my English language proficiency. This was… a motivating factor for me to major in English to develop my proficiency level.	Proficiency and Fluency in English Language	Language of learning and teaching

411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426	Mmh…… it is sad! You gave me a comprehensive answer to the question on how you go about overcoming the challenges that you face as an English teacher, would you like to add something may be that you might have left out?	The challenges of lack of understanding of English Language and yet they are expected to read and write their examinations and pass as any other child from an English speaking family. *How could one pass when you cannot even speak, read and write the English language?*	Language issues	Language of Learning and Teaching (LoLT)
427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442	Mmh…… it is sad! You gave me a comprehensive answer to the question on how you go about overcoming the challenges that you face as an English teacher, would you like to add something may be that you might have left out?	There is no one to support them on their studies. They (parents and guardians) are thinking that it is the responsibility of the school alone to take care of the students	Limited parental involvement	Family responsibility and student critical-analytic thinking
443 444 445 446 447 448 449 450 451 452	What support do you get from the school to overcome the challenges?	But here I remember one day, our former principal Mr X, there was the learner who wrote some of the subjects, it was maths or English as in Grade 12 it is very strict that you have to go and look out for the child for you to write a report as a principal. We went there and we found the	Unsupportive home environment	Home Environment

453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469		granny. Mr X said to the granny to say where is so and so? The exams have resumed? She said, 'She went to see her boyfriend.' Mr X said, Where? Do you want to marry her? Do you want to marry her? She went there. She comes with the money and everything. So it was like Ao! As a grandmother how can I say that? … which I don't want the child to go to school? If ever my child comes with Kentucky Fried Chicken (KFC) and money everything I am happy for that. Some of them go with taxi drivers and we know who taxi drivers and we know the life they live…some are sick, they have AIDS.		
470 471 472 473 474 475	It sounds said. Is there anything you would like to share?	Teenage pregnancy is very very high, as one we had in our classes last year, she gave birth now. Last year she was 12 or 13. She is 13 or 14 now. She has a child. She is in Grade 9 now, Teacher X's class	Teenage pregnancy high due to unsupportive home environment	Home Environment
476 477 478 479 480 481 482 483 484 485 486	What support do you get from the school to overcome the challenges?	The school works with the community. I know some of the parents and asked them to help by buying dictionaries with different languages. But as I told to you the parents would rather by *amaexpensive* takkies and *amacellphones* for the children._They say it is the school's responsibility alone to take care of the students.	Positive relations between school and community involvement	Collaboration with parents
487 488 489 490	Is there anything you would like to say that you	The support that I feel we need most is support in terms of training of which the school has no control over. We want	Relevant training support	Government support for English First

491 492 493 494 495 496 497	might have left out concerning support?	to be trained to have confidence in our everyday classroom teaching and related activities. A new curriculum brings a huge change in such a way that it involves everything like content, objectives, methodology and assessment procedures		Additional Language Lesson teachers
498 499 500 501 502 503 504 505 506	Mmh…its tough..Ok. you indicate that this is not training, can you explain further as to what you mean by that?	Uhm.. I mean training that is designed in such a way that they make us deeply think, learn and acquire skills. Some of the lessons are on reading, speaking I mean we cover a lot …the four skills and when we include critical-analytic thinking then we need special training.	Relevant training for critical-analytic thinking	Teacher Training & Qualification
507 508 509 510 511 512 513 514 515 516 517 518 519	Mmh…its tough. Ok. you indicate that this is not training, can you explain further as to what you mean by that?	The training and workshops that we are always called for are inadequately supported by the management in terms of monitoring and motivation. As a result, they might constitute an obstacle to quality learning. What I mean is, those workshops are not valuable… they don't even come and observe what we are doing… they don't care to observe if what we are called for is on the right track or not.	Inadequately supported training and workshops	Continuing In-service training for English First Additional Language teachers
520 521 522 523 524 525 526 527 528 529 530 531	When I asked what is your understanding of the term critical-analytic thinking in teaching English Language, you mentioned that it means situations	Curriculum keeps on changing and we are never taken for in-service training not even short courses to improve on our teaching styles. New curriculum brings a huge change in such a way that it involves everything like content, objectives, methodology and assessment procedures	Curriculum issues	Lack of support for English First Additional Language teachers

532 533 534 535 536 537	where students are taught to think and reason, weighing views. Would you elaborate on that?			
538 539 540 541 542 543 544	How do you choose who must answer the questions?	We use the old way, to say if ever you have the answer can you raise a hand. So students raise their hands, then we will pick to say this one or that one. Although it is not a good idea because some of them don't raise hands.	Students raise hands to answer questions	Teacher questioning techniques
545 546 547 548 549 550 551 552	And if they don't raise the hand and they have answers what do you do?	Usually, I end up saying what about you? What can you say? You end up may be picking everyone. At the end, if ever all of them don't raise their hand I usually start from the first group and the first line to say what about you? So they will start talking.	Students raise hands to answer questions	Teacher questioning techniques
553 554 555 556 557 558 559 560 561 562	In your view what might constrain the development of critical-analytic thinking in students?	I will again emphasise on this that students have different academic background. And. they study at different er…. what can I say okay… speed in such a way that they need to be cared for differently. So when there are no resources for examples, textbooks, libraries and support from parents it hinders critical-analytic thinking.	Learning resources	Insufficient teaching and learning resources in a rural school
563 564 565 566 567 568 569 570 571	In our first interview, you I asked you what do you think can be done to promote critical-analytic thinking? Is	Of course we are given the so called training but the training is not adequate enough to equip us with the necessary skills relevant to teaching students to be independent thinkers and to be able to transfer the knowledge and skills they have acquired to	inadequate teacher training to support	Governmental support for English First Additional Language Lesson teachers

572 573 574 575 576 577	there any other thing that you think could be done that you must have left out then?	other contexts. For example, one would expect us to be introduced to current pedagogic practices, effective classroom management on teaching and learning processes relevant to inclusive education		

Appendix G2: Field notes

Line	COMMENTS	INITIAL CODE	THEME/CATEGORIES
	PHYSICAL PERSPECTIVE: 26 July 2016		
1 2 3 4	"Our school is in a remote rural area… as you can see the roads are very bad, there are no shops around not even medical facilities"	Poor infrastructure	Influence of the rural school context on teaching and learning process
5 6 7 8 9 10 11 12 13 14 15 16 17 18	**The teacher indicated that** the school is situated 10 km away from the shopping complex and there is no national library. There is poverty at home … poverty is also the big problem in our school. Most students depend on their grandparents' pension grants…Some are orphans who are not well cared for. Due to this they come to school for food, As such the experience is that some students come to school being very tired and hungry.	Rural schools and urban school not cared for equally. Poor living conditions Students come to school hungry	Influence of the rural school context on teaching and learning process
	ABOUT THE CLASSROOM: 26 July 2016		
19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36	The classroom had furniture even though not enough for every student. The desks are tightly arranged, there is limited space for the teacher to walk around to monitor students' individual work, pair and group work hence it was filled to capacity. The number of students ranged approximately between 50 and 60, both and girls were seated in twos behind a double-sized desk. Students too were made to sit in groups of four instead of two per desks. Students could not easily move or stand up from where they sat when asked to take the class work book to the staff room	Classrooms overcrowded with limited furniture	**Class size and teacher workload**
37 38 39 40	The desks are tightly arranged, there was no enough space for the teacher to walk around the classroom and in between the		

41 42 43 44 45 46 47	desks when teaching and not even to create pair work or small group discussions. Also congested classrooms make it difficult to use other methods of teaching and to go around checking the students' classwork.	Congested Classrooms	Class size and teacher workload
48 49 50 51 52 53	Resources seem to be an issue as indicated by gloomy classroom atmosphere. In a class of 52 learners there were only two bulbs working. Light was not conducive for learning.	Resources	Insufficient teaching and learning resources in a rural school
54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74	There was a big chalkboard in front of the classroom which looked worn out and there were no teaching aids on the wall. Not only that the reading books and furniture were not enough for use by every student. Chalkboard looked worn out, windows broken, ceiling dilapidated and falling down. Text books seem to be in shortage as evidence by the photocopied scripts issued to learners and the sharing of textbooks prior to the commencement of the lesson. There is no library facilities not even computer laboratory for students to use as a resource centre. Despite the shortage, the teacher remained positive to teach with or without resources.	Resources Resources	Insufficient teaching and learning resources in a rural school Insufficient teaching and learning resources in a rural school
	ABOUT THE TEACHER: 26 July 2016		
75 76 77 78 79 80 81 82 83 84	Teacher will repeat the same question several times before the students could answer. e.g., What is happening in scene one? Anyone tell us… The teacher would in most of the times not give the students a wait time to think about the question and/or the instruction. She would ask the question or make an	Evidence of teacher discourse moves (summarizing)	Summarising to guide students into applying their own knowledge and use own original words to facilitate

85 86 87 88 89 90 91	instruction and go ahead to respond to her questions. e.g., Can someone summarise the story for us? Ok all in all the story is about the wife requesting the husband to tell his noisy children stories		deeper understanding of the text
92 93 94 95 96 97	Teacher indicated that she called out the names of the students to answer as a strategy. She said "I achieve classroom interaction by selecting which student could answer the question posed."	Selecting students to answer	Teacher Questioning Techniques
98 99 100 101 102 103 104 105	She said "I make sure that every student talks in class in such a way that even those who have not raised their hands. I do not discourage them at all and always encourage them to respond no matter right or wrong but I let them respond"	Student participation	Teacher Questioning Technique
106 107 108 109 110 111 112 113	Teacher presented a sad face… and lack of motivation that grandparents cannot help students with their homework. This is a rural area and grandparents cannot read, write and speak English, yet they are left to look after these children.	Grandparents' inability to assist	Family responsibility and student critical-analytic thinking
114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129	Teacher further said "acknowledging the challenges inherent in my roles and responsibilities as secretary, I was determined to work hard to earn money to finish my degree at the university. I used the determination as my driving force and as an advantage to influence my family members and other students to learn English in order to succeed in this world. It was only when I resumed my studies as a teacher trainee with the university that my interest in studying English expanded."	The role of language as a tool for thinking	Language as a tool for thinking and inter-thinking

	ABOUT STUDENTS: 26 July 2016		
130 131 132 133 134	But what can we do, I force them to talk…you cannot progress academically and professionally if you do not have English speaking skills.	Language as a communication tool	Language is a Tool for Thinking and Inter-thinking
135 136 137 138 139 140 141 142 143 144 145 146 147	According to the teacher "language is the key to opening interactive, relationship and social cohesion between learners and people of different status and cultural backgrounds. There is a direct connection between the language and the thought in such a way that you think first…. isn't this thought? Then for one to know what you have in mind then what you think… or that thought will produce language."	Language as a communication tool	Language is a tool for thinking and inter-thinking
	ABOUT READING & INSTRUCTION (English language Lesson) : 16 August 2016		
148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171	The English lesson should be the critical platform where the students are given the chance to practice communication and thinking skills through discussion. This could be achieved if the students are allowed more turn taking in a more deliberate way as opposed to waiting for the teacher to call them out to answer or allocate turns to them. Moreover, teacher was seen overlapping and interjecting in the midst of the students' verbal talks. She did not provide explicit feedback to the students' answers. I found this type of structure to be disturbing and to negatively impact on the students' motivation to freely speak and engage further in conversations. Frequent, interruptions and failure to allow the student to finish what they want to convey could denote the	Teacher dominance of class discourse	**Normative Discourse Expectations and Dialogic Responsiveness**

172 173 174	perception that the teacher lacks interest on the student's point of view		
	ABOUT THE TEACHER: 16 August 2016		
175 176 177 178	The teacher motivated the lesson by explicitly connecting what was learnt previously with what is to be learnt in today's lesson.	Training and teaching methods	Teacher educational background and context
179 180 181 182 183 184 185 186 187 188 189 190	Teacher indicated that "It is difficult to change my training orientation. The circumstances under which I work inhibit my endeavours to employ effective instructional methods in such a way that I can engage students in discussion. Teacher-centred method is dominant in English lesson." Teaching behaviour cannot change unless the issue of lack of resources is solved	Training orientation	Teacher educational background and context
191 192 193 194 195 196 197 198 199 200 201	If I had to start all over again, I would not change anything about me. May be I would pay more attention to my relationship with the students. The key to success is an authentic communication – that is what I have observed from my 15 years of teacher career. I select pedagogical strategies that are important for the lesson delivery at the time.	Training and teaching methods	Teacher educational background and context
	ABOUT STUDENTS: 16 August 2016		
202 203 204 205 206 207 208 209 210 211	The whole class was encouraged to own the lesson discussion, however, students seemed not motivated to participate in class. Those who read and answered showed little emotion or connection. In addition, the students did not keep eye contact when responding to the teacher's questions.	Lack of teacher motivation	Teacher educational background and context

212 213 214 215 216 217 218 219 220 221 222	The desks are tightly arranged, there is limited space for the teacher to walk around to monitor students' individual works, pair and group work. Students too were made to sit in groups of four instead of two per desks. Students could not easily move or stand up from where they sat when asked to take the class work book to the staff room	Congested classrooms	Class size and teacher workload
223 224 225 226 227 228 229 230 231 232	There was no enough space for the teacher to walk around the classroom and in between the desks when teaching and not even to create pair work or small group discussions. Also congested classrooms make it difficult to use other methods of teaching and to go around checking the students' classwork.	Large class size	Class size and teacher workload
233 234 235 236 237 238 239 240 241	Resources seem to be an issue as indicated by gloomy classroom atmosphere. In a class of 52 students, there were only two bulbs working. Light was not conducive for learning. Not only that the reading books and furniture were not enough for use by every student	Inconducive teaching environment	Insufficient teaching and learning resources in a rural school
242 243 244 245 246 247 248 249 250 251 252 253 254 255	Chalkboard looked worn out, windows broken, ceiling dilapidated and falling down. Text books seem to be in shortage, as evidence by the photocopied scripts issued to students and the sharing of textbooks prior to the commencement of the lesson. There are no library facilities, not even a computer laboratory for students to use as a resource centre. Despite the shortage, the teacher remained positive to teach with or without resources.	Resource constraints	Insufficient teaching and learning resources in a rural school

	ABOUT THE TEACHER: 26 July 2017		
256 257 258 259 260 261 262 263 264 265 266 267	The teacher would in most of the times not give the students a wait time to think about the question and/or the instruction. She would ask the question or make an instruction and go ahead to respond to her questions. e.g., Can someone summarise the story for us? Ok all in all the story is about the wife requesting the husband to tell his noisy children stories	Teacher dominance	Summarising to guide students into applying their own knowledge and use own original words to facilitate deeper understanding of the text
268 269 270 271 272 273	Teacher indicated that she called out the names of the students to answer as a strategy. She said "I achieve classroom interaction by selecting which student could answer the question posed."	Questioning stragegy	Teacher Questioning techniques
274 275 276 277 278 279 280 281 282 283 284	Teacher employs questioning technique to make students talk and allows free participation. She said "I make sure that every student talks in class in such a way that even those who have not raised their hands. I do not discourage them at all and always encourage them to respond no matter right or wrong but I let them respond"	Teacher moves to encourage participation	Teacher Questioning techniques
285 286 287 288 289 290	After the lesson the teacher shared with us her experiences; that the area in which this school is located is a rural area and the students are not exposed to English Language.	Students in rural areas not exposed to English language	Language of Learning and Teaching (LoLT)
	ABOUT SUPPORT FOR ENGLISHTEACHERS TO PROMOTE CRITICAL THIKING : 20 MARCH 2017		
291 292 293 294 295 296 297 298	The teacher was adamant that the support they receive from the government through the Department of Education was not valuable. The extent to which the government supports teachers is a significant factor in influencing the delivery of quality education.	Teacher support	Governmental support for English First Additional Language Lesson teachers

299 300 301 302 303 304 305 306 307	However, this was contrary to what the teacher indicated to receive as governmental support. The 30-minute training could not enhance any good working environment or improve the teachers' skills to enhance the development of students' critical-analytic thinking		

Appendix G3: Research Journal

DATE	NOTES	Initial code	Themes/Categories
06th July 2016	The rural school are side lined when it comes to resource mobilisation. Everything is outdated for teaching and learning. It is always a challenge for students to acquire the necessary skills, no computers and libraries, and yet there is new technology in the industry. Obviously, there are more new ways of learning with new technology in the market and teaching and learning should therefore reflect this. The curriculum needs to be revised regularly every time to meet the demands in learning to maintain currency	Marginalisation of rural schools	Insufficient teaching and learning resources in a rural secondary school
08 August 2016	Teacher shared her concerns about the students regarding their performance on reading comprehension, sentence construction, spelling, and meaning making. The teacher indicated that over half of the class could not construct cohesive sentences in English language. **Reflection:** It seems to be that the students find it difficult to put their thoughts and ideas on paper because of limited vocabulary, poor sentence construction and failure to write cohesively. Poses a challenge to the teacher as she has not been trained with intervention skills to support struggling students. Despite this, the teacher is expected to perform to the best of her ability. That is why she is demotivated and feels she is not taken seriously.	Poor students performance reading comprehension, sentence construction, spelling, and meaning making.	Embracing Space and Diversity within the Discourse

17th August 2016	I wish the teacher could let the students feel comfortable, relaxed and spontaneous *when* reading. My observation revealed that the teacher did not allow the students to feel comfortable, relaxed and spontaneous when reading. Many features particularly from the non-verbal cure demonstrated for instance that the students were not free to call out the words when reading. Their (students) facial expressions and the continuous pauses while reading revealed insecurity, lack of confidence and assertiveness. They expected the teacher to keep intercepting their flow of reading. In a nutshell, such a situation impeded the students' concentration span and did not provoke them to talk hence they preferred to stay silent in class. In this view the teacher labelled them as shy and immature. **Reflection:** Teacher labelled the students as shy and immature	Teacher absolute control of class discourse	Explicit Instructional Practices
18 August 2016	Teacher shared her concerns about language barrier. She said "That's the biggest problem because even if Swati - I don't understand it very well. We usually try to communicate with them in English but you can see that some of them they don't understand even to speak English in such a way that sometimes we call the siSwati teacher to come and help us with those few students who don't understand" **Reflection:** Students and the teacher code-switched to L1 to function as a bridge for the development knowledge	External support	Managing a linguistically diverse classroom

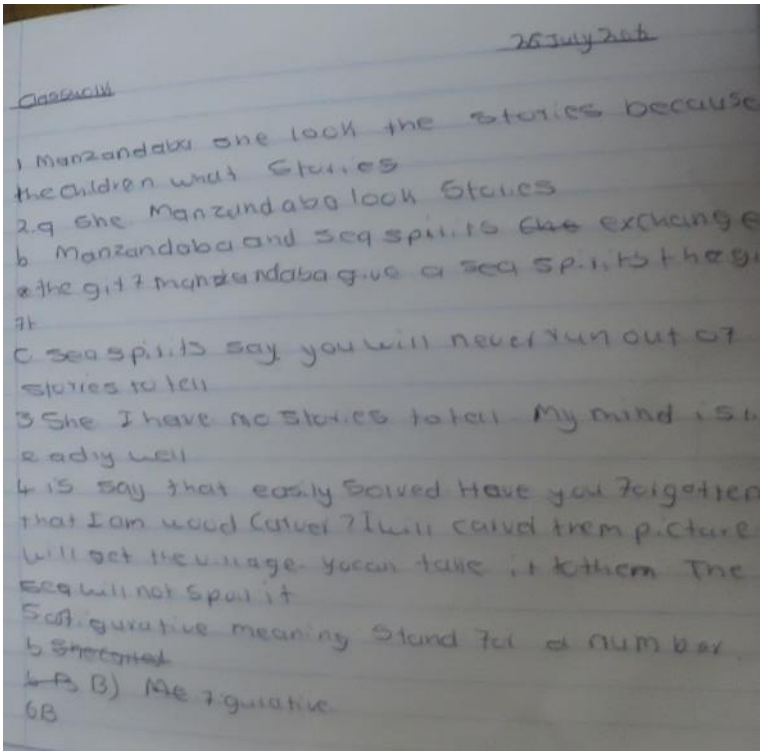
	and/or as a scaffolding technique to literacy practices.		
19th August 2016	The following is an excerpt from my research journal There were instances where I observed the teacher speak in another language apart from IsiSwati particularly when maintaining order among the students. Moreover, I noticed that the students were occasionally accorded the opportunity to engage each other in discussion. During this time, I observed that the students used code-switching to scaffold the conversation. They whispered in their L1 hence my reflection is that the students and the teacher code-switched to L1 to function as a bridge for the development knowledge and/or as a scaffolding technique to literacy practices. ***Reflection:*** Teacher only code switched to another language other than English only when maintaining order in class.	Code switching	Managing a linguistically diverse classroom
20th August 2016	Teacher shared her concerns about the students regarding their performance on reading comprehension, sentence construction, spelling and meaning making. The teacher indicated that over half of the class could not construct cohesive sentences in English language hence she was challenged to embrace and support their diversity in learning abilities	Inadequate teacher skills to manage diverse classrooms	Embracing space and Diversity within discourse
3rd October 2016	However, she indicated that the help is sought outside classroom. She said thus Ah ... outside class. It is extra because let me give you the example of the school that we are	Teaching inclusive classrooms	Managing a linguistically diverse classroom

	having. Is an inclusive school…inclusive school in such a way that even those who are unable to read and write they are included there. And when they go to our side here in Grade 8 we do not have those particular materials that they use to teach them and everything. In other words, we lack that particular knowledge to help them in such a way that after Grade 5 they are able to go and do mass skill stable, mental development and everything. So we are having a challenge in such a way that some of them they cannot understand English in such a way that they understand Siswati; that is why we ask teachers to come and help them although the help is not that much because some of them they cannot write some of them. **Reflection:** Inclusive classes constitute critical challenges in implementation of specific teaching approaches that promote critical- analytic thinking according to the teacher participant. The class I teach comprise some kind of students who present a rare condition of failing to recognise words and normal students. You can say they are special needs. Special needs students are those who can't even copy the word 'platinum'. They read 'p' as 'b'. Most of the students do not understand the language of instruction which is English		
7th October 2016	Teacher further mentioned that "there is no link between the parents, the curriculum people and the management from the school. Like I said, this is an inclusive education in such a way that if	Stakeholder collaboration	Collaboration with parents

	collaboration is strengthened then critical thinking can be promoted. I do not have a social worker who attends to such cases of students who present a rare case of being unable to copy words… How do I deal with the cases that I cannot handle?		
11th March 2017	Teacher tried to speak in English always. There was no occasion where the teacher used Siswati to explain any concept. The students looked disciplined as depicted from their classroom behaviour. No laughter nor giggles or any sign of feeling (of being) marginalised by any students because of their limited proficiency in English, poor pronunciation and poor reading skills was observed.	Language issues in diverse classroom	Managing a linguistically diverse classroom
19th March 2017	The teacher mentioned that in the contemporary world they have the obligation to become critically responsive to meet the changes brought about technology and the new curriculum and syllabus. She emphasised that we are living in an era where technology is at its highest height and therefore we need support in terms of in-service training and teacher professional development that could both benefit the students and their teachers” **Reflection:** Teacher feels obliged to become critically responsive to meet the changes brought about technology and the new curriculum and syllabus.	Governmental support through in-service training and teacher professional development	Continuing In-service training for English First Additional Language teachers

APPENDIX H: Documentary Data

APPENDIX H1a: Photographs of Students Exercise Books of the different English text

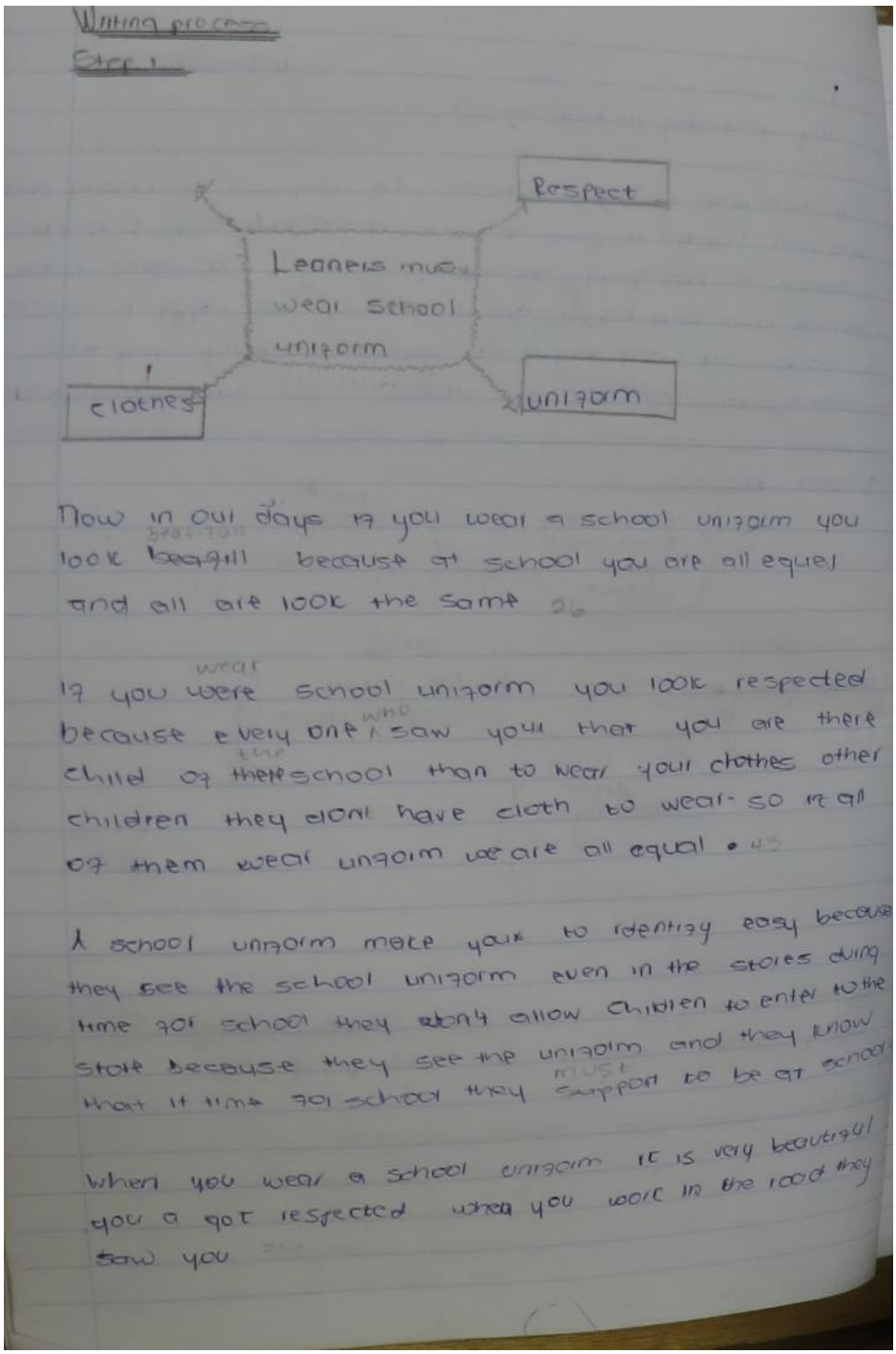


26 July 2016

Classwork

1 Manzandaba she look the stories because
the children what stories
2.a she Manzandaba look stories
b Manzandaba and sea spirits ~~the~~ exchange
the gift manzandaba give a sea spirits the gi
ft
c sea spirits say you will never run out of
stories to tell
3 She I have no stories to tell My mind is
eadly well
4 is say that easily solved Have you forgotten
that I am wood Carver? I will carvd them picture
will get the village you can take it to them The
sea will not spoil it
5 a figurative meaning stand for a number
b ~~she called~~
~~6 B~~ B) ~~Me~~ figurative
6B

Students written class work on the text titled the "Gift of Stories"



Writing process

Step 1

Respect

Leaners must wear school uniform

clothes

uniform

Now in our days if you wear a school uniform you look beautifull because at school you are all equal and all are look the same

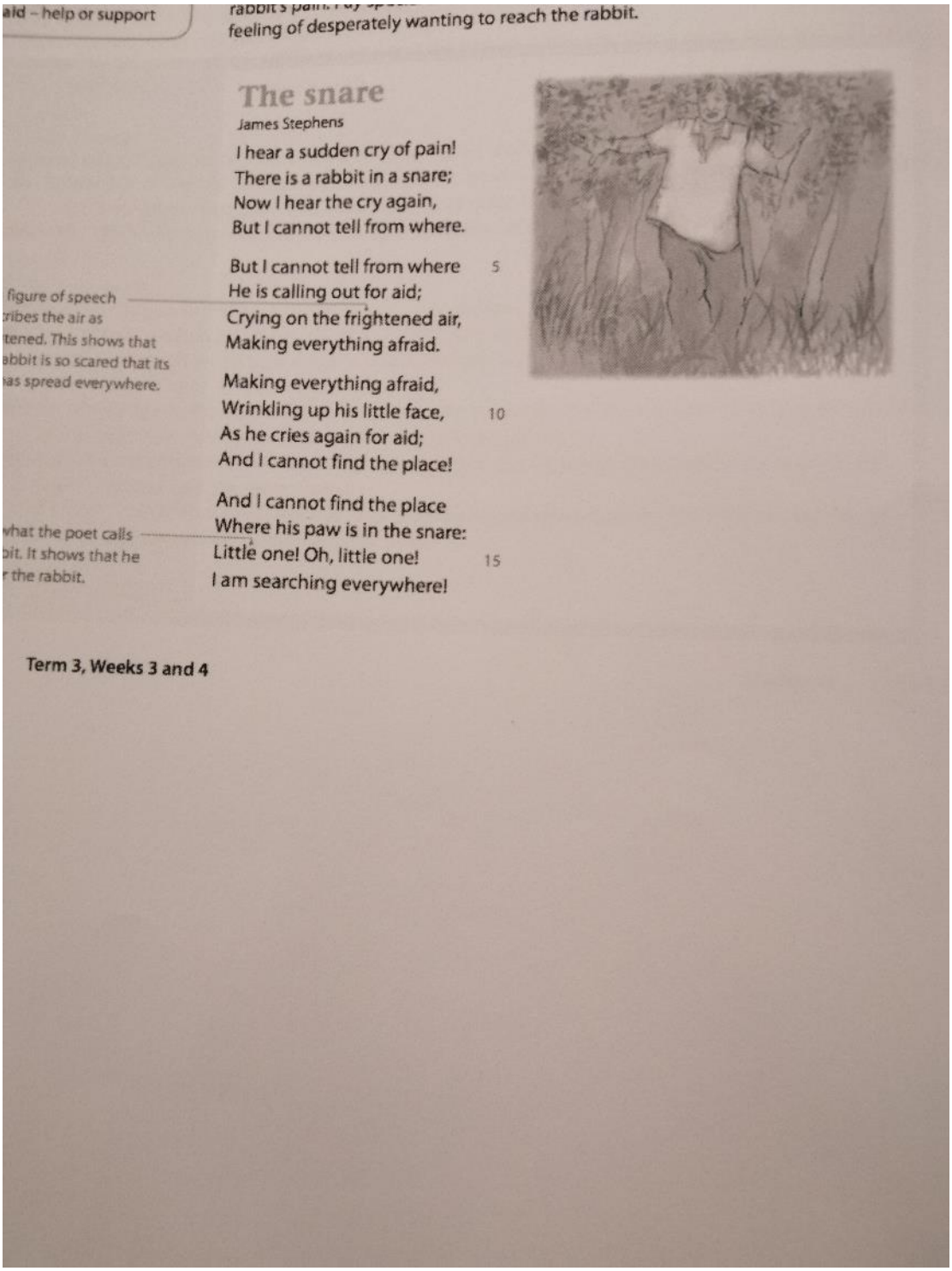
If you were school uniform you look respected because every one who saw you that you are there child of the school than to wear your clothes other children they dont have cloth to wear. so if all of them wear uniform we are all equal.

A school uniform make your to identify easy because they see the school uniform even in the stores during time of school they don't allow children to enter to the store because they see the uniform and they know that it time of school they must support to be at school

When you wear a school uniform it is very beautifull you a got respected when you work in the road they saw you

Students classwork – grammatical and spelling mistakes

Appendix H2: PHOTOGRAPHS OF TEXT FROM PRESCRIBED TEXT BOOKS



aid – help or support

rabbit's pain. Fay ...
feeling of desperately wanting to reach the rabbit.

The snare

James Stephens

I hear a sudden cry of pain!
There is a rabbit in a snare;
Now I hear the cry again,
But I cannot tell from where.

But I cannot tell from where 5
He is calling out for aid;
Crying on the frightened air,
Making everything afraid.

Making everything afraid,
Wrinkling up his little face, 10
As he cries again for aid;
And I cannot find the place!

And I cannot find the place
Where his paw is in the snare:
Little one! Oh, little one! 15
I am searching everywhere!

figure of speech
ribes the air as
tened. This shows that
abbit is so scared that its
as spread everywhere.

what the poet calls
bit. It shows that he
the rabbit.

Term 3, Weeks 3 and 4

H2a: Extract of the Snare text –(Poem).

Thurs 14/09/2017
Period 5 12:30:13

The sacrifice

Ahmed Essop

When Zahid reached the age of eight years his father decided that he would **sacrifice** a lamb during the festival of **Eid**. So Zahid and his two friends, Afzal and Bilal, went to his father in a hired truck into the country and bought a lamb from a farmer. On the way back to Fordsburg the three boys sat at the back of the truck and put their arms around the lamb. They tied the lamb to a pole in the yard in Terrace Road where they lived and **scattered** hay which the farmer had given them for the lamb to feed and lie on.

As the festival of Eid was two weeks away the lamb became a pet to the boys and they called it Snow. They, and the other children in the yard loved to **caress** its wool, give it water, sit beside it, and even talk to it. At times Zahid untied the lamb and ran about with it in the yard and along the pavement in the street, with the other children following in glee. The three boys were very excited about their gentle pet and washed it and made its wool **gleam** by brushing it. They then decided that their pet needed grass. They saw a house in Mint Road, one of the few in Fordsburg, which had a patch of lawn in front of the **porch**. They knocked at the door and the householder, a tall man, came out.

"Can you give us some lawn when you cut it?" Zahid asked.

"Why do you need it?"

"We want to give it to our lamb."

"Lamb?"

The gift of stories

Setting: *A village near the sea, in the province of KwaZulu-Natal*

Characters:

Narrator, who tells the story
Manzandaba, a basket weaver who has many children
Zenzele, her husband, who is a wood carver
Sea turtle
Sea Spirits

Scene 1

A village and the surrounding bush

Narrator: There once lived a woman called Manzandaba, who had many lively children. By day the children helped her in the house, but at night, when it was dark, her children cried for stories. Her husband got tired of the children's crying.

Zenzele: Those children are noisy! Can't you calm them down with some stories?

Manzandaba: I have no stories to tell. My mind is like a dry well.

Zenzele: Well, go and ask the animals in the bush to tell you their stories. I will look after the children while you are gone.

Narrator: So the woman went into the bush to collect stories. She met the hare who was too busy, the baboon who laughed at her and the owl who flew away. She walked and walked, and finally got to the beach, where she saw the sea **turtle**.

Manzandaba: Please will you tell me some stories?

Sea turtle: We must visit the spirits of the sea at the bottom of the sea. Climb on my back and I'll take you there.

Scene 2

Under the sea

Manzandaba: Please share your stories with me. I need stories to tell my children.

Sea Spirits: We would like to share our stories, but it must be a fair exchange. Bring us a picture of the dry lands where you live. We are **curious** about those lands.

Narrator: The turtle took Manzandaba back to the **shore**, and she walked back home.

Scene 3

Back home again

Zenzele: So, did you find fresh stories for our noisy children?

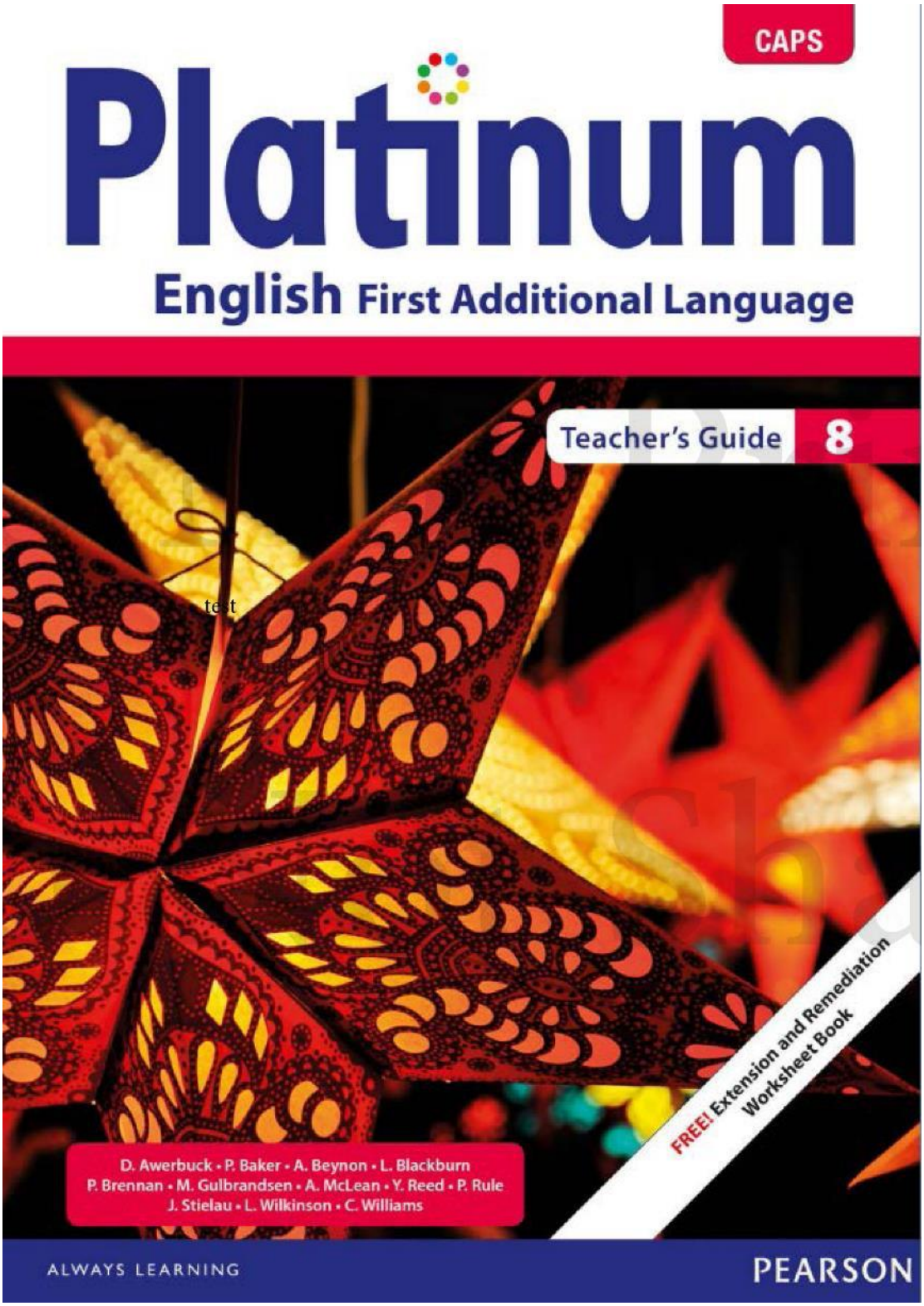
Manzandaba: I travelled down into the ocean and I met the Sea Spirits. They'll give me stories but only if I take them a picture of our life here on land. Here's the problem: a paper picture will get spoiled in the sea.

Zenzele: That's easily solved. Have you forgotten that I am a wood carver? I'll **carve** them a picture of the village. You can take it to them. The sea will not spoil it.

Narrator: So Zenzele started carving his picture the next day on wood. He carved the shapes of the huts, the trees and the river nearby.

Manzandaba: That's wonderful, Zenzele. Now add the figures of our people, the children waiting for stories and the animals roaming in the bush.

APPENDIX J: Example of prescribed textbook for teachers



APPENDIX K: Examples of initial analysis

Appendix K

TRANSCRIBED FACE-TO-FACE TEACHER INTERVIEWS **(Sample)**

One-on-one Interview 1 with the teacher

Duration: 20mins 56 secs.

Introduction: There are some of the things that require clarity regarding some of the things I observed during classroom observations and the data I gathered from field notes and journal of reflection. For this reason I want to focus on those issues for clarity. This interview will take between 20 and 25 minutes.

TEACHER RM 1: FIRST INTERVIEW				
No	**Questions**	**Teacher Response**	**Initial Code**	**Reflections**
Date: 2016 10 19				
1 2 3 4 5 6	Ok, we can start now. I request to record the interview for preservation of data. Is that ok with you?	Yes, there is no problem.		Teacher seemed tense and anxious.
7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Ok, let's see, so the question I am going to ask you is ... basically that... as a teacher of English Language, would you please share your educational background and the qualification (s) you possess.	I am a qualified teacher of English First Additional Language (EFAL) with Diploma in Education Bachelor's Degree, Higher Education Diploma (HED) with major in English... The HED is a professional qualification obtained in order to teach EFAL. So I am qualified to teach English. qualified teacher	Training and Qualification (Th1 – Experience) Majors in English Qualified to teach English First Additional Language subject (Th1	Professionally trained teacher of English
24 25 26 27 28 29 30 31 32 33 34 35 36	How long have you been teaching English Language?	Heish… I cannot accurately remember, but it's almost 15 years. First it was just temporary teaching posts still teaching English First Additional Language, in different schools before I came here *(pointing with her finger)* I have been in this school for 10 years now. Ok, I started	Teaching Experience (Th1 – Experience) at about 15yrs Experienced to teach all the Grades (Th1 – Experience) Started temporary then permanent in one school for 10 years Grades 10, 11 & 12	Extensive teaching experience

1

- Teacher training thr short courses
- Teacher Education – should include critical analytical thinking (CAT) in Curriculum
- Manageable Class Sizes
- Resources – Improve, make available/provide enough
- Student-Centered approach

289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312	What do you think can be done to promote critical-analytic thinking?	First we must be trained to teach critical-analytic thinking in such a way that we are taken for short courses to boost our skills. Teacher education should include critical-analytic thinking in the curriculum... They should not think that it come easy to learn... Then the class sizes must be affordable and the resources made available and enough for everybody. It is evident from my experience that critical-analytic thinking can be taught through activities and when the classroom is student-centred in such a way that the student can take responsibility to learn. Teacher training thr short courses Teacher education	Critical-analytic thinking for teachers Experience Student-centred classroom	
313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 320 321 322 323 324 325 326	Can you please mention the instructional practices and strategies you use in teaching English Language?	There are very few strategies looking at the class size and lack of resources. I use brainstorming, group work, pair work, discussions and posing questions and letting students read aloud about the topic under discussion. Unless I give the students the opportunity to take part and make mistakes in the discussion critical analytic thinking skills will not happen. I have to welcome their responses and give feedback where necessary. To me this is a strategy of developing critical thinking among students.	Few instructional strategies Student participation	Encourages student-centred learning environment
327 328 329 330 331	How relevant or not are the instructional practices and strategies in developing critical-	I think the instructional practices are relevant especially in developing critical-analytic thinking. It is only that the	Instructional practices relevancy	Teacher experienced with teaching methods in general and not

8

APPENDIX L: Colour coding guide

Data analysis colour codes.

- Teacher experiences and perspectives impact on pedagogical principles that promote critical-analytic thinking:

Red

- Teacher discourse moves facilitate critical-analytic thining in an English first additional language lesson:

Blue

- Use of effective pedagogical priciples promotes critical-analytic thinking in an English first adittional language lesson:

Purple

- Enablers and constraints of critical-analytic thinking in an English First Additional Language lesson

Enablers - Brown

Constraints - Green