**4.3.3.1 Verb tense**

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| In developing classrooms, textbooks *serve* (present tense) the purpose of planning and preparing lessons and the learners *are* (present tense) frequently actively *engaged* (past tense) with them (Rezat, 2009). Love and Pimm (1996) *argue* (present tense) that textbooks *should* never *be used* (past tense) in isolation but Shellard and Moyer (2002) *point out* (present tense) that time constraints often *prevent* (present tense) teachers from *adapting* (present continuous) the textbook on a regular basis. The ideal textbook *should be* (past tense) sufficient when *used* (past tense) by the learners on their own. (D1) |

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| The interviews *conducted* (past tense) with mathematics teachers of different experience levels before *facilitating* (present tense) learning, *provided* (past tense) rich data to how mathematics education *is viewed* (past tense) through implementers of the curriculum. The information below *represents* (present tense) the most prominent results from the initial coding, as it *was identified* (past tense) in the interviews. (D3) |

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| For the purposes of this study, communication *refers* to the messages *sent* to parents by the school. It also *focusses* on the dialogue between the school, teacher and parents. The semistructured interviews *conducted* on two music teachers *indicated* that there *is* communication between the parents and the music teachers *concerning* the children’s’ involvement in the learning of music. |