**Table 4.13 Evaluative lexemes**

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| **Text** | **Descriptive code: Evaluation** | **Interpretive codes** |
| D1 | *strict* and *conservative* rules, a *great* impact, *acceptable* education practice, is *unsuitable*, learners are left *curious* and *distracted*, *valuable* teaching time | self-assured voice  certain voice  interested-in-the- field voice  knowledgeable voice  professional voice  opinion-holder voice  critical voice  authoritative voice  confident voice |
| D2 | *supportive* role, *brotherly* companionship |
| D3 | *more significan*t, *regurgitated* learning, *real-life* challenges, the *lack* of ability, *much needed* by employers, part of their *daily* life, the *necessity* to *challenge* |
| D4 | *smoothly and successfully* , *mentorship-type* figures, *governing* bodies, *scientific* testing, *smooth* transition, *qualifying* standards, *significant* even *minimal* support |
| D5 | not *closely* monitored, of *paramount* importance, *active* involvement, *lack* of resources, *economic* recession, *failure* to support, *improved* synergy |
| D6 | *merely* observe, learning *barriers,* *specialist* teacher, *developmentally* appropriate, P3 was not *confident*, *very brief* outline |
| D7 | *dysfunctional* school, *acutely* aware, *enormous* *responsibility*, *moral* leadership approach, journey of *self-discovery*, *tenacity* and *perseverance* |
| D8 | *holistic* development, *developed credibility*, *emergent* findings, to be *vibrant* and *fruitful*, a sense of *creativity* |
| D9 | *continuing* professional development, *anticipated* needs, *life-long* learner, *complicated* environment, *social* and economic inequalities, *endorsed* activities, *educational* reform |
| D10 | *institutional* challenges, *correctional* schools, it is *irrefutable*, *seamless* progression, *poor academic* progression, to cope *academically* |
| D11 | *inadequate* subject knowledge,  *lack* of confidence, *inaccurate* use, not taught *fully, worst* scenario, learn *actively* |

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| The participants indicated that there is *minimal* information available in CAPS and that training with regard to PE is *non-existent*. (D6) |

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| I decided to focus on the *acquisition* of human virtues to solve *authentic* problems by means of facilitating learning in order to gain *21st century* skills. I started putting *certain strict* rules in place, such as standing *quietly* in two *proper* lines before entering the classroom. (D3) |