**Table 4.8 Evaluative lexemes**

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| **Text** | **Descriptive code: Evaluative lexemes** | **Interpretive codes** |
| D1 | strict and conservative rules, a great impact, acceptable education practice, is unsuitable, learners are left curious and distracted, valuable teaching time | Interested in the field voice  Knowledgeable voice  Professional voice  Opinion-holder voice  Critical voice  Teacher voice |
| D2 | supportive role, brotherly companionship |
| D3 | more significant, 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 |

It is therefore not only the *transfer* of the curriculum that takes place within a classroom; it also includes the *controlling* of their *interactions*. We are trying to prepare *learners* for their *futures*, expecting of them to follow *value judgements* of what is *important* to know, but we cannot do that if learners cannot take *responsibility* for their *actions* and if they are not able to analyse a situation without *regurgitation.* (D3)

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| These teachers were *vaguely* aware of the *terminology* and areas that are developed during a *PE lesson* but they were *unsure* of the *importance* of the various areas. (D6) |

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| The *magnitude* of the *challenge* soon ignited my *competitive* spirit. There was a *mammoth* job to be done. The *real* *test* of my *leadership ability* was about to unfold but I believed I had the *faith* that I could make a *difference*. (D7) |