

THEME 3: JUSTIFICATION FOR TEACHERS' CHOICE OF PEDAGOGY

SUB-THEME 3.3: TEACHER TRAINING

| PARTICIPANT | EXTRACT | CATEGORY | SCT CONSTRUCT |
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| SEA2 | "I emulate my trainers at college. The lecture and discussion methods worked for them; they explained a concept to us as they were the ones with knowledge and we would discuss it. I do that now". | FOLLOWING FOOTSTEPS OF TRAINERS | MORE KNOWLEDGEABLE OTHER AND SOCIAL INTERACTION |
| SEB3 | "Our lecturers taught us which methods of teaching are appropriate for the lower grades. We were trained to use methods of teaching that will provide new knowledge to the learners like the question-and-answer methods. (Ngimi lowatiko lapha. Kufuna ngibachache labafundzi) I am the knowledgeable one here; I must enlighten the learners". | | |
| SEB4 | "My role model was one of the lecturers at university. She was very good at her job and students loved her subject. I try to copy her, hoping that I will have the same effect on learners". | | |
| SEA1 | "Mmhh! Code-switching comes naturally to me because at college, I was trained to teach SiSwati in English. I find it hard to relate what I studied in English to SiSwati and that is why now and then I find myself using the two languages interchangeably in a SiSwati lesson. To me, this is unconscious". | | MORE KNOWLEDGEABLE |

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| SEA2 | <p>“My teaching is influenced by pre-service training. When I started teaching, I could not connect the English terms to SiSwati so I reverted to my college training which was in English and used English words. The switch from SiSwati to English is automatic, which is not a good thing. I sometimes wonder why SiSwati wasn’t used as the medium of instruction so that our training could align with our actual teaching practice in schools. Because the English terminology used was difficult, relating concords and verbs radical to SiSwati is difficult”.</p> | LANGUAGE OF INSTRUCTION AT COLLEGE | OTHER AND SOCIAL INTERACTION |
| SEA3 | <p>“My college training makes me teach the way I do. At college, the training of SiSwati was in English, which frustrated me then. But, I find it helpful here in school, as we teach SiSwati to learners of different languages. But, I still find it hard to adapt to using SiSwati only and to completely relate what I studied in English to SiSwati”.</p> | | |
| SEB1 | <p>“At college, I was taught SiSwati in English, yet here at work, I’m supposed to use SiSwati. Why? “Loko kuyaphambana ngoba sishaya siNgisi lemakolishi, latikolweni seSiSwati (this is contradictory because we use English at college, but in schools we use SiSwati”.</p> | | |
| SEB2 | <p>“I studied SiSwati in English, and I still refer to my college notes which are in English. This makes it easy for me to use English when teaching SiSwati. My notes are in English, yet the teaching material is in SiSwati”.</p> | | |

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| SEB5 | <p>“I’m a first language speaker of SiSwati; I find myself using a lot of English when teaching SiSwati because that is how I was trained. I code-switch because I sometimes run short of terms”.</p> | | |
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